

NUMERACY AND LITERACY OUTCOME ASSESSMENT REPORT FOR TEACH FOR UGANDA



July 2024

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List of Acronyms

| | |
|-------|---|
| CCT | Coordinating Centre tutor. |
| CPD | Continuous professional development |
| CPTC | Core Primary teachers' College |
| CSGs | Child Safeguarding Guidelines. |
| ECD | Early Childhood Development |
| ECCD | Early Childhood Care and Development |
| ELM | Emergent Literacy and Math |
| MoES | Ministry of Education and Sports |
| MEAL | Monitoring, Evaluation, Accountability, and Learning. |
| SPSS | Statistical Package for Social Scientists |
| TFU | Teach For Uganda |
| TFALL | Teach For All |
| TDMS | Teacher Development Management System |
| QLE | Quality Learning Environment |

EXECUTIVE SUMMARY

The Literacy and Numeracy Outcome Assessment Report provides a comprehensive evaluation of the progress made in Teach For Uganda's (TFU) educational programs across ten districts in Uganda. The primary objective of this assessment was to measure the levels of literacy and numeracy among learners and to gauge the effectiveness of the program's interventions. The methodology adopted a mixed-methods approach, combining both quantitative and qualitative data collection methods. This inclusive approach ensured the collection of disaggregated data, sensitive to gender, language, and special needs, providing a detailed understanding of the learners' abilities. The study's participatory design included broad stakeholder engagement, further enriching the data and insights gathered.

The findings reveal a notable improvement in the foundational skills of learners, with specific emphasis on the success of the TaRL approach in enhancing literacy and numeracy outcomes. Three baseline assessments were conducted across the three regions i.e. Central, Eastern, and Western regions. The baselines were clustered into three clusters i.e. cluster 1 (Kayunga, Namutumba, and Mayuge), cluster 2 (Mukono, Buikwe, Namayingo, and Bugiri), cluster 3 (Hoima, Kikuube, Kagadi). The average numeracy rate at baseline in P.2 under cluster one was (1%) which improved to (2%) at the outcome level, P.3 baseline was (9%) which improved to (17%) at the outcome. Under cluster two, the average numeracy rate of P.1 learners was (1%) at baseline and improved to (24%) at the outcome, (2%) of P.2 learners at baseline which improved to (58%) at the outcome level, (15%) of P.3 learners at baseline which improved to (38%) at outcome level. Under cluster three, the Numeracy rates of P.1 learners was (1.3%) at baseline and improved to (16%) at the outcome, (9.9%) of P.2 learners at baseline which improved to (46%) at the outcome level, (26.4%) of P.3 learners at baseline which improved to (36%) at outcome level.

Similarly, the average literacy rates: Under cluster one, the literacy rates of P.2 learners increased from a baseline of (1%) to 10% at the outcome level, (5%) of P.3 learners at baseline to (23%) of the learners at the outcome level. Under cluster two, literacy rates improved from (1%) in P.1 to (2%) at outcome level, (2%) in P.2 at baseline to (25%) at outcome level, and (15%) in P.3 at baseline to (36%) at outcome level. Under cluster three, the average literacy rates improved from (0%) in P.1 at baseline to (2%) at the outcome level, (3%) in P.2 at baseline to (14%) at the outcome level, and (13%) in P.3 at baseline to (26%) at outcome level.

In the comparison of the three clusters, learners who used the primary three tools demonstrated higher literacy and numeracy rates compared to those who were assessed using the primary one and two tools across all the clusters, indicating the progression of skills over time. Among the 10 districts, in numeracy, Buikwe led with 51% of the learners who can complete the math test and Bugiri comes last with 25% of the learners who can complete the math test. In literacy, Mukono District led with (31%) of the learners who can read a story and comprehend, and Namutumba has the least number of learners (2%) who can read a story and comprehend.

However, several challenges were identified, including the need for more targeted support for Fellows and in-service teachers, adequate provision of learning materials, and the necessity of continued training and support for headteachers. The report recommends integrating remedial learning initiatives and emphasizing the use of the English language as a medium of instruction in the lower primary to improve literacy rates. The insights gained from this assessment will inform TFU's future planning and adaptation of relevant approaches, ensuring a more effective and sustainable impact on Uganda's education system

1.0 Introduction

1.1 Brief about Teach For Uganda program

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 ten districts within central, eastern, and western Uganda: Mayuge, Namutumba, Bugiri, Namayingo, Kayunga, Mukono, Buikwe, Hoima, Kikuube, and Kagadi.

Under the TFU framework 2022-2026, Teach for Uganda aims to ensure that all children, both boys and girls, have equitable access to quality education in a safe, secure, and supportive environment across Central, Western, and Eastern regions of Uganda. Our programs and projects focus on reaching the most at-risk children, including those with special needs.

Teach for Uganda recruits, trains, and places graduate Fellows to work collaboratively with government teachers in government schools to teach foundation Literacy and Numeracy skills. This is because TFU believes that issues in education require collective efforts and cannot be solved by educationists alone.

In 2023, TFU adopted the Teaching at the Right Level (TaRL) approach, a play-based methodology that puts learners at the center of teaching and learning processes. To effectively implement this, TFU trained its Fellows and government teachers in partner schools across the 10 districts of operation. At school levels, Fellows implement the TaRL methodology while delivering Literacy and Numeracy lessons and this is followed by continuous assessment of learners to ascertain their learning levels and provide targeted instructions that facilitate improvements in the learning outcomes.

In addition, in three operational districts of Kayunga, Namutumba, and Mayuge, these educators implement other complementary projects including financial education, digital learning, and climate education, which aim to enhance learning outcomes and foster mindset changes in both children and parents. The organization collaborates with partners to empower fellows, government teachers, and children to be agents of positive transformation.

Premised on the above, one of the key activities planned for 2024 is the annual program outcome assessment that aims to ascertain the levels of learning achievements across the partner schools against the annual target of 6% in the learning outcomes of the learners.

1.2 Overall Goal of the Outcome Assessment

To measure the progress and status of program indicators on Numeracy and Literacy levels at the outcome level. The findings and lessons learned will inform TFU's planning, adaptation of relevant approaches for future program work, and scaling up to other locations/districts.

1.3 Specific Objectives of the Outcome Assessment:

To Assess the current levels of literacy and numeracy among learners in Hoima, Kikuube, Kagadi, Namutumba, Namayingo, Bugiri, Kayunga, Buikwe, and Mukono districts, providing a comprehensive snapshot of their abilities and areas for growth from the Baseline assessment that was conducted.

1.3.1 Methodology

From this outcome assessment, the team adopted a comprehensive mixed approach using both quantitative and qualitative methodologies from primary and secondary sources. This inclusive approach facilitated the collection, analysis, and presentation of disaggregated data at different levels across the TFU partner schools to provide

valuable insights for effective decision-making. This inclusive design was gender, class, district, language, and equity-sensitive to enable data disaggregation by gender, language, and special needs thus providing valuable insights for informed decision-making. Additionally, the study was highly participatory, ensuring broad stakeholder engagement.

Specifically, the following methods were used for data collection;

Document review: For triangulation of data, the MEAL team reviewed existing information from secondary data sources both at the school level and at the office. The team reviewed learner attendance records, lesson plans, TaRL assessment records, etc.

Key informant interviews: District officials and headteachers of partner schools and districts were engaged through key informant interviews to obtain information about the effectiveness of TFU interventions and areas of improvement and sustainability plan for the key milestones.

Interviews: One-on-one interviews were conducted with the learners and Fellows. This helped to provide quantitative results that provided insights into the effectiveness of the TFU intervention in the selected TFU partner schools.

Focus group discussion (FGD): For the FGDs, TFU targeted the Fellows, learners, and parents. The learners were engaged to share their classroom experiences since the start of the implementation of the TaRL approach and the integration of financial education in their classroom lessons. The Fellows were assessed on the implementation and effectiveness of the TaRL methodology in the teaching-learning processes and home visits. The community members/parents were assessed on the effectiveness of the TFU home visit approach. For parent selection, the team used term one and term two home visit data of 2024 to select the parents for FGDs. For

FGDs, each group of parents and learners had between 6 to 12 members as the standard number of participants in the FGD discussion, and for the Fellows, each group had between 3-5 members, and this depended on the number of fellows we had in that particular school. 2 FGDs for every category were conducted in all the districts which give us a total of 60 FGDs across all the 10 districts.

1.3.2 The assessment target population

The assessment was conducted on the learners who have been supported by TFU Fellows and In-Service teachers in the Fellowship program to date.

The outcome assessment was conducted on learners from P.2, P.3, and P.4 because these are the levels that were assessed during the baseline assessment. P.1 learners were not assessed because they were not assessed at baseline in 2023.

1.3.3 Understanding of the target population

The evaluation targeted various program and project participants and key stakeholders involved in the TFU Fellowship Program, including learners from P.2 to P.4, head teachers, fresh graduates and in-service teachers, and community members. For the learners, these are the direct beneficiaries of the program taught by the Fellows in the partner schools. For the Fellows, these are the implementors of the program in the partner schools, and parents/community members are the indirect beneficiaries of the program and caretakers of the learners.

2.0 Sample size determination

Yamane's formula for determining sample size was used because we had a large population and we wanted to ensure that our sample accurately represents the population with a certain degree of confidence and a specific margin of error. Other factors that led to the use of this sample determination are attached to the limited resources such as time, budget, and manpower.

The Formula: $n = \frac{N}{1+N \times (e)^2}$

Where **n**=Sample size, **N**=Target population, **e**=acceptable sampling error of **(0.05)**.

The sample size was determined based on the different classes of learners (**P2, P.3, and P.4**) independently. This is because the three classes have different characteristics of learners and the teachers use different strategies during lesson delivery.

2.1 The target population of the class is as follows;

Table 1: Target population of learners per class

| Class | Boyes | Girls | Total |
|-------|-------|-------|-------|
| P.2 | 10518 | 10259 | 20777 |
| P.3 | 9756 | 10461 | 20217 |
| P.4 | 8758 | 8704 | 17462 |

Total = 58456

Primary 2: $n_1 = \frac{20777}{1+20777 \times 0.0025} = 392$

Primary 3: $n_2 = \frac{20217}{1+20217 \times 0.0025} = 389$

Primary 4: $n_3 = \frac{17462}{1+17462 \times 0.0025} = 388$

After applying Yamane's formula of sample determination, below is the proposed sample size that was used during the assessment.

Table 2: Selected sample size of learners by class

| Class | Boys | Girls | Total |
|-------|------|-------|-------|
| P.2 | 196 | 196 | 392 |
| P.3 | 195 | 195 | 389 |
| P.4 | 194 | 194 | 388 |

Due to the 5% acceptable marginal error, TFU selected 5 learners per class, this indicates that 5 learners were selected from each class in the selected sample school i.e. 5 learners from P.2, 5 from P.3, and 5 from P.4.

2.2 School sampling:

For school sampling, MEAL clustered the regions into three i.e. Central, Eastern, and Western. In every District per cluster, MEAL considered 50% of the schools. To select 50% of the schools in each district, the MEAL team used a simple random sampling technique to select the schools in an odd-number format. The list of schools was arranged in alphabetical order and selection was done accordingly. A total number of 90 TFU partner schools were reached during the study.

2.3 Adoption of the Logical Framework Approach

Adopting the logical framework approach was instrumental in guiding the MEAL team's assessment of the TFU Fellowship Program's progress. Utilizing the results statements and indicators as described in the results chain, the MEAL team assessed the extent to which program objectives and indicators have been met. This was based on comparing baseline values that were obtained and the current outcome results to gauge the program's effectiveness. By systematically analyzing these data points, the MEAL team concluded the program's achievements and areas of improvement. These

insights will inform recommendations to enhance the program's impact and sustainability.

Below are performance indicators against which progress was measured;

2.3.1 Literacy and Numeracy levels:

% increase in learners who can read and comprehend a story.

% increase of learners who can perform basic math operations

% of P.1 learners who can read at least 3 short sentences.

% of P.2, and P.3 learners who can read and comprehend a short story.

% of P.1 learners who can add, subtract, multiply, and divide single-digit numbers.

% of P.2 and P.3 learners who can perform basic mathematics operations.

2.3.2 Rationale for Assessing Literacy and Numeracy Abilities.

Assessing our learners' literacy and numeracy abilities 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 learners' progress, measure the effectiveness of our interventions, and inform our decision-making processes with sound data and analysis.

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 report¹, learning outcomes in literacy and numeracy remained low and appeared to be declining between 2015 and 2018¹. 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 math¹. Moreover, the report showed that maternal education had a significant effect on children's learning outcomes², indicating that children from disadvantaged backgrounds were more likely to lag behind their peers². Additionally, the 2018 NAPE report³ found that only 53% of P3 learners could read a simple sentence in English correctly and only 49% could perform simple arithmetic operations correctly³.

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 to provide reliable data on the current status of literacy and numeracy abilities among learners within TFU's partner schools in the new operational districts. The results of this assessment will serve as a baseline for measuring future improvements and informing our action plans.

2.3.3 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.

3.0 Data Analysis and presentation of findings.

The data was extracted from Kobo Collect, cleaned, analyzed using Excel, and presented using descriptive statistics. Qualitative data was analyzed using codes and themes to make meaning out of the data that was collected. Furthermore, content and narrative analysis was used during qualitative data analysis.

3.1 Learner Background Characteristics

A total of 1424 learners were assessed in numeracy and literacy as shown in Table 3 below across the 10 districts in the Central, Eastern, and Western regions of Uganda. Of these, 54% were girls and the rest (46%) were boys as in Figure 1 below. Most of the learners (49%) were aged between 8-10 years, followed by 11-14 years (46%), followed by 5-7 years (4%) and 15-17 years (0%) as shown in Figure 2 below. 27% (383) of P.2 learners were assessed using the P.1 Numeracy and Literacy tool, 34% (478) of P.3 learners were assessed using the P.2 Numeracy and Literacy tool, and 40% (563) of P.4 learners were assessed using the P.3 Literacy and Numeracy tool as indicated in Figure 3 below. This was done because TFU used a tracer study to assess the learners who were assessed at the baseline level.

Table 3: Learners assessed per district

| District | Female | Male | Grand Total |
|--------------------|------------|------------|-------------|
| Bugiri | 59 | 48 | 107 |
| Buikwe | 52 | 38 | 90 |
| Hoima | 45 | 40 | 85 |
| Kagadi | 44 | 45 | 89 |
| Kayunga | 134 | 114 | 248 |
| Kikuube | 52 | 54 | 106 |
| Mayuge | 107 | 79 | 186 |
| Mukono | 89 | 76 | 165 |
| Namayingo | 84 | 81 | 165 |
| Namutumba | 109 | 74 | 183 |
| Grand Total | 775 | 649 | 1424 |

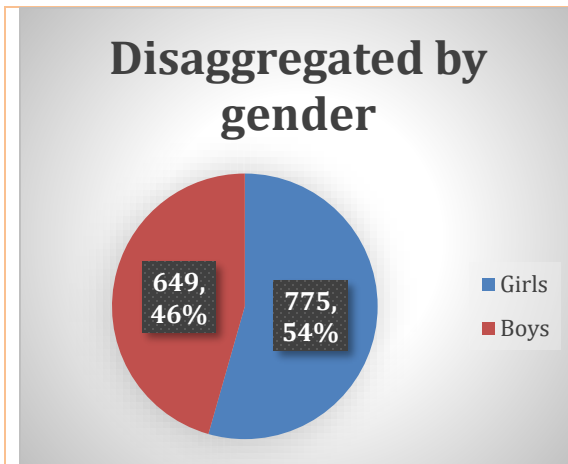
Figure 1 & 2:
Disaggregated by gender and age


Figure 1: Learner disaggregation by gender

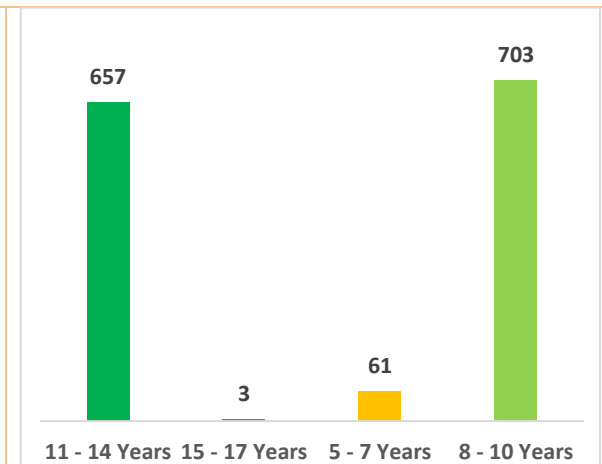


Figure 2: Distribution of learners by age group

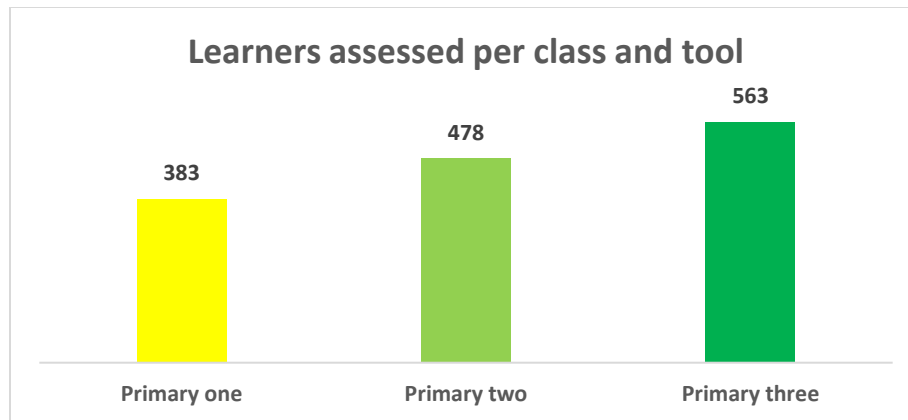


Figure 3: Class of learners

3.2 Learners with disabilities.

For inclusivity, the 6 Washington group of questions were asked to the Learners 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, even if wearing glasses (95%), hearing, even if using a hearing aid (96%), walking or climbing steps (95%), remembering or concentrating, (86%) washing all over or dressing (97%), and communicating (97%) as shown in Table 4. All categories registered some learners with difficulty with the majority (17.9%) having some difficulty remembering or concentrating. This implies that there are learners with special education needs in the partner schools of operation which points to the need of inclusive education so that these children's learning needs are met.

Table 4: Washington group of questions to check the disabilities of learners

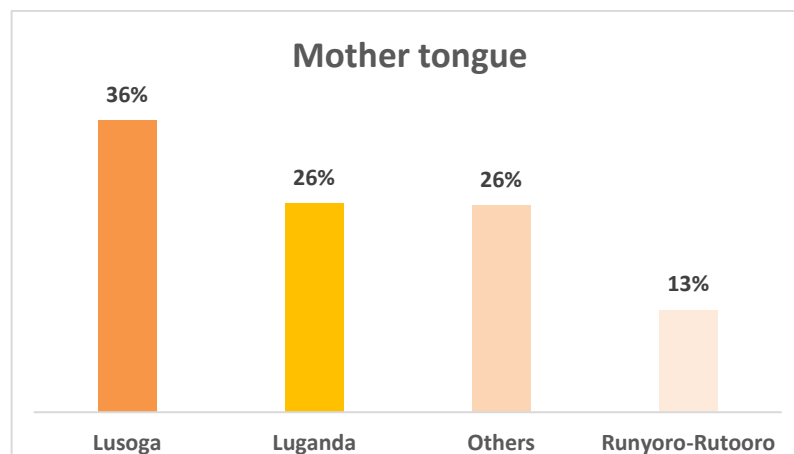
| Question | Cannot do it at all | No - no difficulty | Yes - a lot of difficulty | Yes - some difficulty |
|--|---------------------|--------------------|---------------------------|-----------------------|
| Do you have difficulty seeing, even if wearing glasses? | 0% | 95% | 0% | 4% |
| Do you have difficulty hearing, even if using a hearing aid? | 0% | 96% | 0% | 4% |

| | | | | |
|---|----|-----|----|-----|
| Do you have difficulty walking or climbing steps? | 0% | 95% | 1% | 4% |
| Do you have difficulty remembering or concentrating? | 0% | 86% | 1% | 13% |
| Do you have difficulty (with self-care such as) washing all over or dressing? | 0% | 97% | 0% | 3% |
| Do you have difficulty communicating using your usual (customary) language, for example, understanding or being understood? | 0% | 97% | 0% | 3% |

3.3 Languages used at home and school.

From Figure 4, most learners (36%) who were assessed use Lusoga as their mother tongue, followed by Luganda and other languages (26%). Other languages included; Alur, Runyankore-Rukiga, Lugbara, Lugisu, Rufumbira, Rukonjo, Kinyarwanda, Lugungu, and Kiswahili. These are followed by Runyoro-Rutooro (13%).

Figure 4: Learners' mother tongue.



3.3.1 Language of instruction in class.

In relation to class, most of the learners reported that Luganda (33%) is used as the language of instruction, followed by Lusoga (30%), followed by Runyoro-Rutooro (15%), English as the fourth language (15%), and others (9%) which included;

Runyankore-Rukiga, Kiswahili, Alur, Lugbara, and Lugungu as in Figure 5. The various languages in the school communities are attributed to the fact that Hoima and Kikuube districts are refugee host communities. Furthermore, there are migrant workers from Zombo, Nebbi, and Arua districts who come for work, especially at Bugambe Tea estate

Other languages spoken are, Rwandese, Lugwere, Rugiga, Samya, Ludama, Aruru, Rufumbira, Lugubara, Rukonjo, Sudanese.

Figure 5: Language of instruction

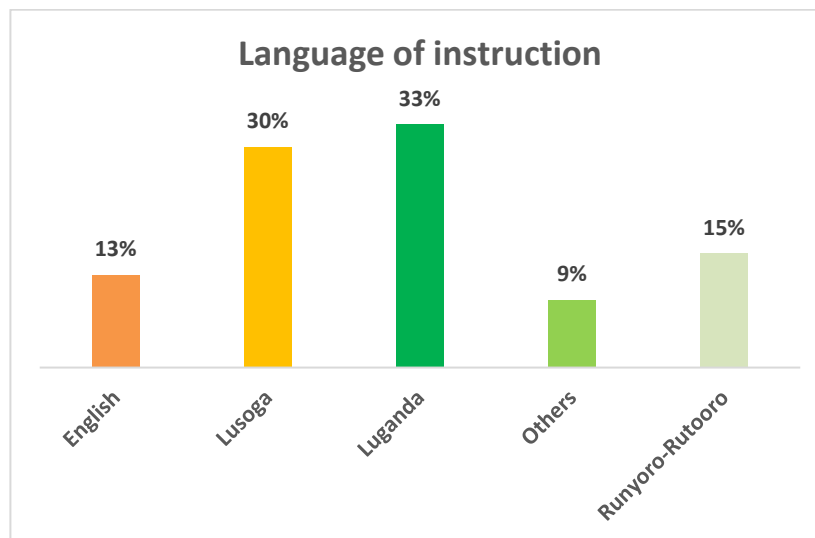


Table 5: Learner participation in literacy and numeracy activities

| Question | No | Yes |
|--|-----|-----|
| 1. Have you participated in reading, story-writing, and other literacy/numeracy activities in your school/community since your schools opened this year? | 36% | 64% |
| 2. Do you think you benefited from participating in reading, story-writing, and literacy activities? | 5% | 95% |
| 3. Since the School opening in May 2024, has your parent(s), or any member of the household visited your School to check on your performance? | 35% | 65% |

| | | |
|--|-----|-----|
| 4. Does any adult in your home help you with your reading, encourage you to continue reading or check your books/homework? | 22% | 78% |
| 5. Does your school have a reading/math club? | 64% | 36% |
| 6. Do you participate in school Reading/Math Clubs? | 23% | 77% |
| 7. Do you have access to newspapers, and textbooks for reading at home, school or in the Community? | 19% | 81% |
| 8. Do you have access to a Book Bank/Library in your Community/School? | 17% | 83% |

3.3.2 Participation in literacy and numeracy activities

Learners were asked questions about their participation in literacy/numeracy activities to boost their literacy and numeracy abilities and the results are shown in Table 5. The majority of the learners (64.0%) had participated in reading, story-writing, and other literacy/numeracy activities in their school/community from the beginning of the second term. Some of the activities include; reading and writing stories, counting, reading competitions, spelling competitions, singing literacy songs, drawing, poems, word practice, reading the alphabet, patterns and letter writing, and debating. Of those who had participated in the literacy/numeracy activities, the majority (95%) said that they had benefited from them.

The majority of the learners (65%) said that they have been visited by their parents/relatives at school since this term began. Some of the reasons for parent visits were attributed to learners' performance, bringing school requirements, attending parent-school meetings, checking on the learner's behavior, etc.

The majority of the learners (78%) have been supported by adult members to read, checking on their books and homework given to them by their teachers.

Most learners (64%) don't have reading/math clubs at school and of those with clubs (36%), and those with clubs, 77% participate in the clubs. Furthermore, 81% of the learners have access to newspapers, and textbooks for reading at home, school, or in the community and 83% of the learners have access to a book bank/Library in their

community/school. The results imply that there are learners who are involved in literacy/numeracy activities and they are benefiting from them. Secondly, the assessment was done in the second term of the school year which could have contributed to having learners participating in the literacy/numeracy activities. Majority of the learners also have access to reading material at home, school, and in the community.

4.0 Numeracy assessment results

Table 6: Numeracy tasks and Grading criteria

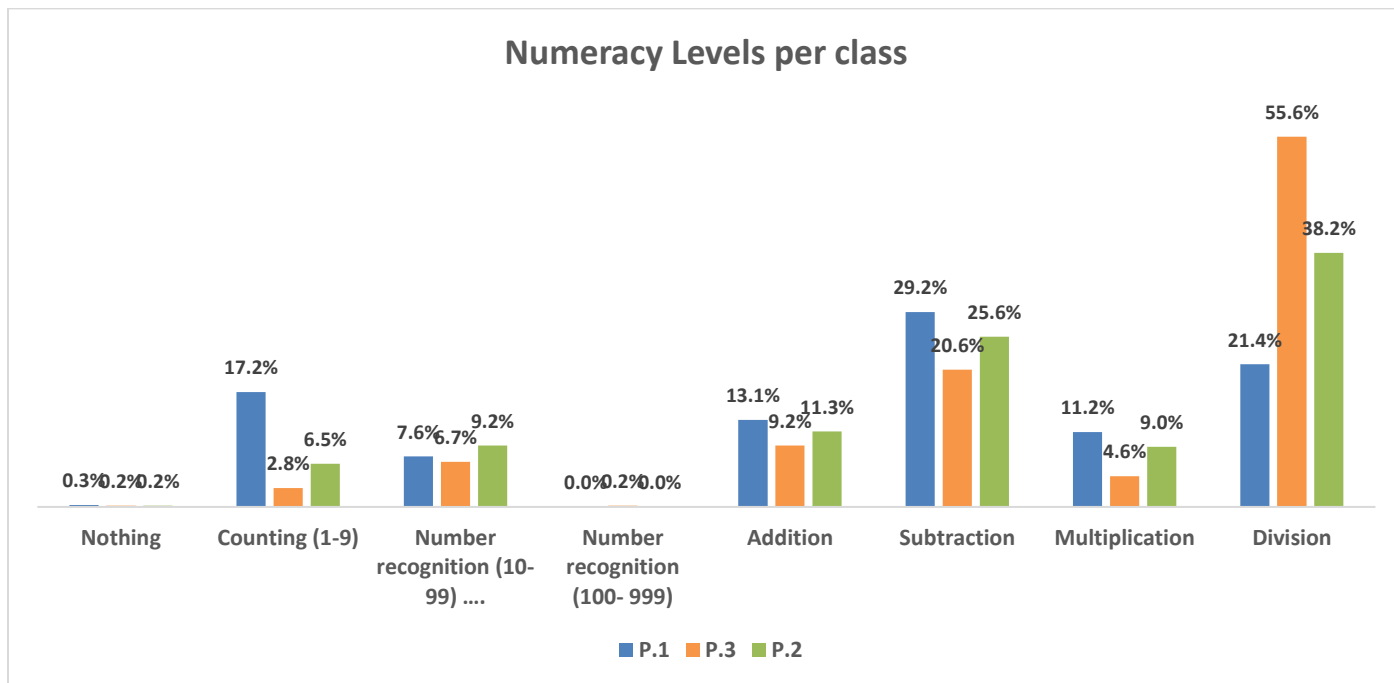
| Grading for Numeracy | |
|---------------------------------|---|
| Level | Grading used |
| Counting 1 – 9 | <ul style="list-style-type: none"> ▪ If the child can count at least 4 out of any 5 symbols, take the child to numbers 10-99 ▪ If the child cannot count 4 symbols correctly, mark the child as “nothing” |
| Number recognition from 10-99 | <ul style="list-style-type: none"> ▪ If the child can recognize at least 4 out of any five numbers, take the child to numbers 100-999 ▪ If the child cannot recognize 4 numbers correctly, mark the child as “counting 1-9” |
| Number recognition from 100-999 | <ul style="list-style-type: none"> ▪ If the child can recognize at least 4 out of any five numbers, mark the child as “can do” - take the child to numbers place value, and then addition ▪ If the child cannot recognize 4 numbers correctly, mark the child as “can’t do” - take the child to numbers place value and then addition |
| Place value | <ul style="list-style-type: none"> ▪ The child places all given numbers in their correct place value, mark as “can do” – take the child to addition ▪ The child cannot place all given numbers in their correct place value, mark as “can’t do” – take the child to addition |
| Addition | <ul style="list-style-type: none"> ▪ If the child attempts any 3 and 2 are correct, take the child to Subtraction. ▪ If the child cannot get 2 sums correctly, mark the child as “number recognition 10-99”. – end of math test |
| Subtraction | <ul style="list-style-type: none"> ▪ If the child attempts any 3 and 2 are correct, take the child to multiplication. ▪ If the child cannot get 2 sums correctly, mark the child as “Addition”. – end of math test |

| | |
|----------------|---|
| Multiplication | <ul style="list-style-type: none"> ▪ If the child attempts any 3 and 2 are correct, take the child to Division. ▪ If the child cannot get 2 sums correctly, mark the child as “Subtraction”. – end of math test |
| Division | <ul style="list-style-type: none"> ▪ If the child attempts any 3 and 2 are correct, mark the child as “Division” ▪ If the child cannot get 2 sums correctly, mark the child as “Multiplication”. – end of math test |

Learners were assessed in Numeracy and graded using the criteria in Table 6 above. From the Figure 6 below, of the 383 learners assessed with the P.1 tool, 0.3% couldn't do anything, of the 478 learners assessed with the P.2 tool, 0.2% couldn't do anything, and of the 563 learners assessed with the P.3 tool, 0.2% couldn't do anything. At the counting (1-9) level, 17% of the learners who were assessed with the P.1 tool stopped at counting 1-9) level, 2.8% of the learners assessed with P.3, and 6.5% of the learners assessed with the P.2 tool. For the number recognition (10-99) level, 7.6% of the learners for the P.1 tool stopped at this level, 6.7% of the P.3 tool, and 9.2% of the learners assessed with the P.2 tool. There are 0.0% of learners at number recognition (100-999) who used the P.1 tool, 0.0% of learners who used the P.2 tool, and only 0.2% of the learners who used the P.3 tool. In addition, 13.1% of the learners who did the P.1 tool stopped at this level, 11.3% of the learners who did the P.2 tool, and 9.2% of the learners who did the P.3 tool could stop at this level. 29.2% of the learners who did the P.1 tool stopped at the subtraction level, 25.6% of the P.2 learners, and 20.6% of those who did the P.3 tool stopped at this level. 11.2% of the learners who were assessed with the P.1 tool stopped at multiplication, 9.0% of the P.2 tool, and 4.6% of the learners who were assessed with the P.3 tool stopped at subtraction level. At division which is the full competence level of the learners as shown in Figure 10. It indicates that the majority of the learners who did the P.3 tool, 55.6% could divide, followed by learners who did the P.2 tool at 38.2%, and last the learners who were assessed with the P.1 tool at 21.4%. From the results, it indicates that learners who were assessed with the P.3 tool performed better,

followed by P.2 and lastly P.1 learners. Furthermore, the majority of the learners who were assessed at place value, 62%, 804 (G=61%, B=62%) couldn't do the place values. Only 38%, 503 (G=39%, B=38%) could do the place values.

Figure 6: Numeracy rates.



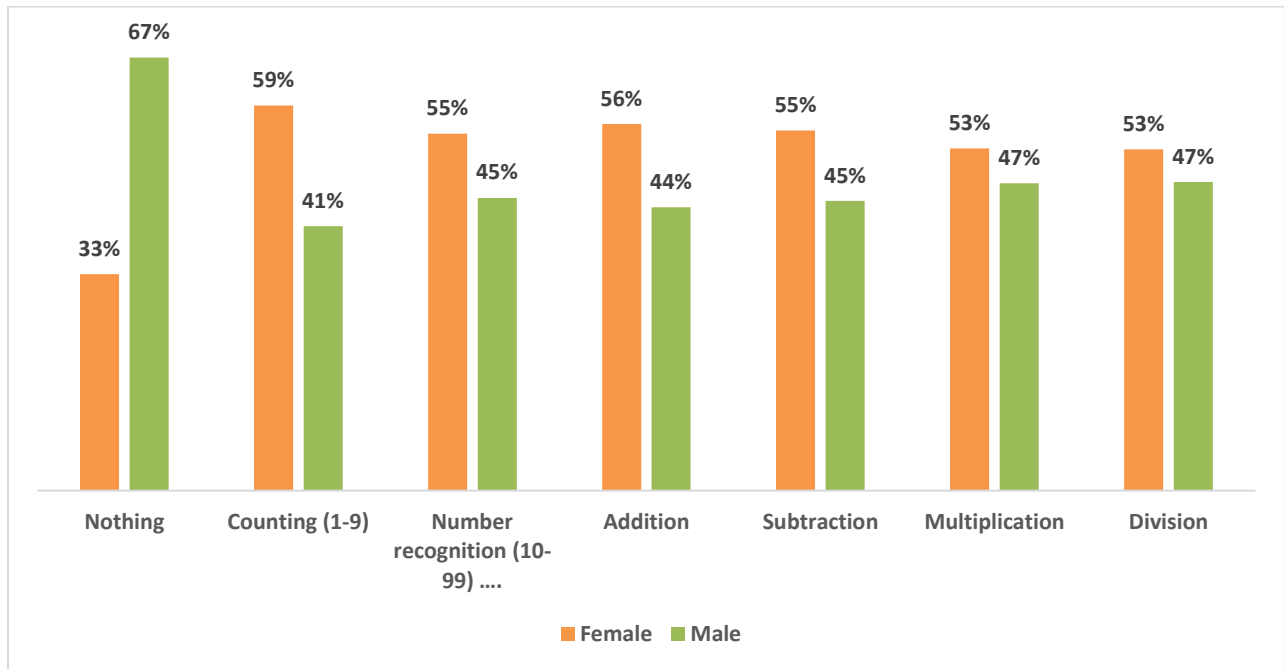
4.1 Numeracy performance levels by sex.

From Figure 7: below, when comparing boys and girls, a higher percentage of boys (67%) were unable to complete any tasks, while only 33% of girls faced the same difficulty. At the counting 1-9 level, 59% of the learners were girls, and 41% were boys. More girls were proficient in number recognition (10-99) at 55%, addition at 59%, subtraction at 55%, multiplication at 53%, and at full competence level at 53%. Overall, an average of 52% of girls could complete all numeracy levels compared to 48% of boys.

It is also noteworthy that there is a significant performance gap between boys and girls from the counting 1-9 level to the multiplication level. This disparity highlights

the need for additional support and attention to help boys catch up to their female peers.

Figure 7: Numeracy rates by sex



4.2 Numeracy rates per cluster.

The districts were divided into clusters based on three baseline assessments conducted for comparison purposes between the baseline and outcome assessment results. Cluster one districts include Kayunga, Namutumba, and Mayuge. Cluster two districts include Mukono, Buikwe, Namayingo, and Bugiri. Cluster three districts include Hoima, Kikuube, and Kagadi. From Table 7 below, compares the numeracy rates across the three clusters at both baseline and outcome levels. Under cluster one, the numeracy rates on average increased from 1% at baseline to 2% at outcome at the P.2 level and 9% at baseline to 17% at outcome level at P.3 level. Under cluster two, the numeracy rates on average increased from 1% at baseline to 24% at outcome level at P.1 level, 2% at baseline to 58% at outcome level at P.2 level, and 15% at baseline to 38% at outcome level at P.3 level.

Under cluster three, the numeracy rates on average increased from 1.3% at baseline to 16% at outcome level at P.1 level, 9.9% at baseline to 46% at outcome level at P.2 level, and 26.4% at baseline to 36% at outcome level at P.3 level.

Furthermore, the P.2 learners are progressing faster compared to P.1 and P.3 learners when comparing baseline and outcome results. The data in Table 7 highlights significant improvements in numeracy rates across all clusters. Cluster two shows the most substantial gains, particularly at the P.2 level, with an increase from 2% at baseline to 58% at the outcome level. These findings indicate positive trends in the numeracy skills of learners, especially in clusters two and three.

Table 7: Numeracy rates by cluster at full competence level.

| | Baseline | | | Outcome | | | Districts |
|------------------|----------|------|-------|---------|-----|-----|-----------------------------------|
| | P1 | P2 | P3 | P1 | P2 | P3 | |
| Cluster 1 | | 1% | 9% | 7% | 2% | 17% | Kayunga, Namutumba, Mayuge |
| Cluster 2 | 1% | 2% | 15% | 24% | 58% | 38% | Mukono, Buikwe, Namayingo, Bugiri |
| Cluster 3 | 1.3% | 9.9% | 26.4% | 16% | 46% | 36% | Hoima, Kikuube, Kagadi |

Figure 8: Average Numeracy rates at full competence level per cluster

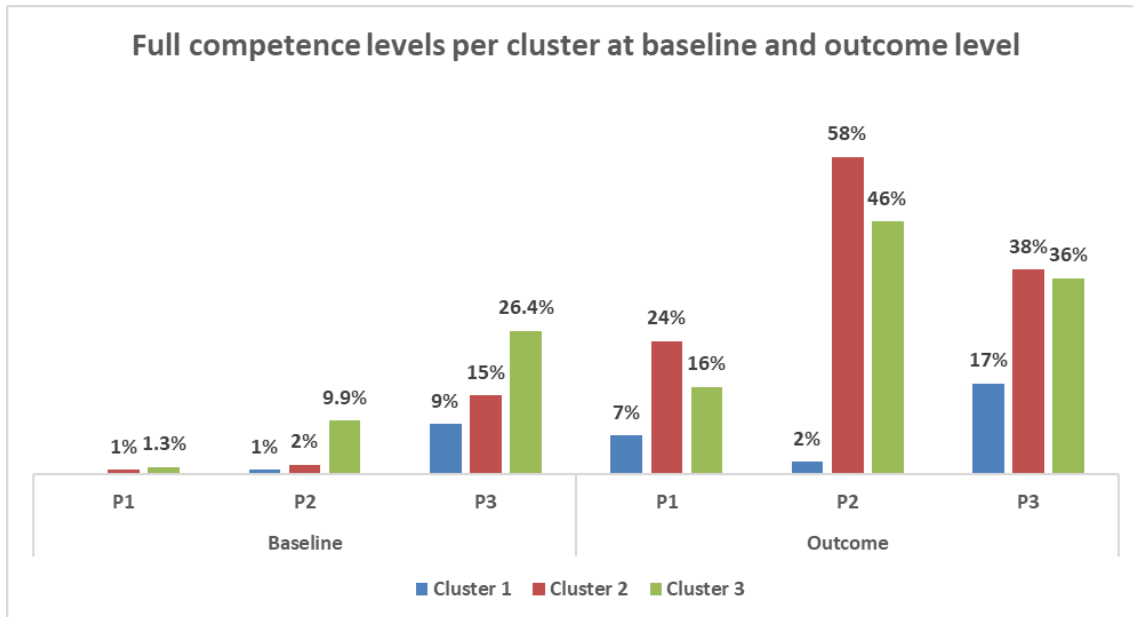
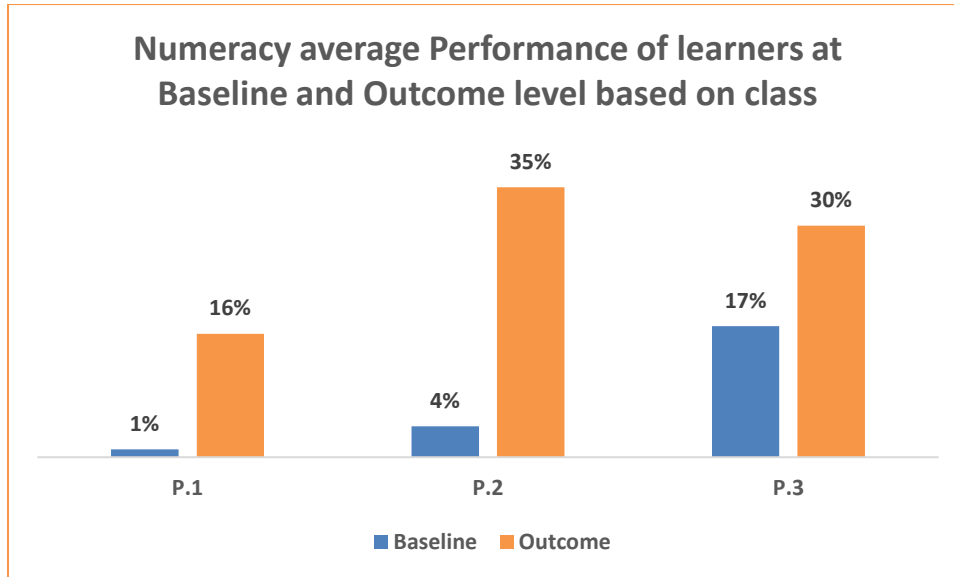


Figure 8 above clearly indicates the full competence levels of the learners in numeracy rates. The data highlights significant improvements in numeracy rates across all clusters. Cluster two shows the most substantial gains, particularly at the P.2 level, with an increase from 2% at baseline to 58% at the outcome level. These findings indicate positive trends in the numeracy skills of learners, especially in clusters two and three.

Table: Numeracy average Performance of learners at Baseline and Outcome level based on class across all the 10 districts.



From the Table above, there has been a great improvement in learners' numeracy at all levels from P.1 to P.3. For all the learners who were assessed with the P.1 tool, there was an average of 1% at baseline, which improved to 16% at the outcome level after one year. For all the learners assessed with the P.2 tool, there was an increase from 4% at baseline to 35% at the outcome level. For the learners who were assessed with the P.3 tool, there was an increase from 17% at baseline to 30% at the outcome level. This achievement is attributed to the integration of the TaRL approach in TFU partner schools.

Table 8: Competence Numeracy levels per district.

| | Nothing | Counting (1-9) | Number recognition (10-99) | Number recognition (100- 999) | Addition | Subtraction | Multiplication | Division |
|-----------|---------|-------------------|----------------------------------|-------------------------------------|----------|-------------|----------------|----------|
| Buikwe | 0% | 4% | 3% | 0% | 3% | 27% | 11% | 51% |
| Mukono | 0% | 4% | 5% | 0% | 5% | 30% | 8% | 48% |
| Kayunga | 0% | 6% | 8% | 0% | 11% | 22% | 7% | 45% |
| Namayingo | 0% | 10% | 5% | 0% | 8% | 26% | 7% | 44% |
| Hoima | 0% | 7% | 9% | 0% | 14% | 16% | 13% | 40% |
| Namutumba | 0% | 12% | 10% | 1% | 14% | 23% | 2% | 38% |
| Mayuge | 0% | 13% | 6% | 0% | 12% | 24% | 8% | 37% |
| Kikuube | 0% | 8% | 8% | 0% | 13% | 23% | 12% | 37% |
| Kagadi | 1% | 10% | 12% | 0% | 13% | 22% | 7% | 34% |
| Bugiri | 1% | 3% | 12% | 0% | 15% | 33% | 11% | 25% |

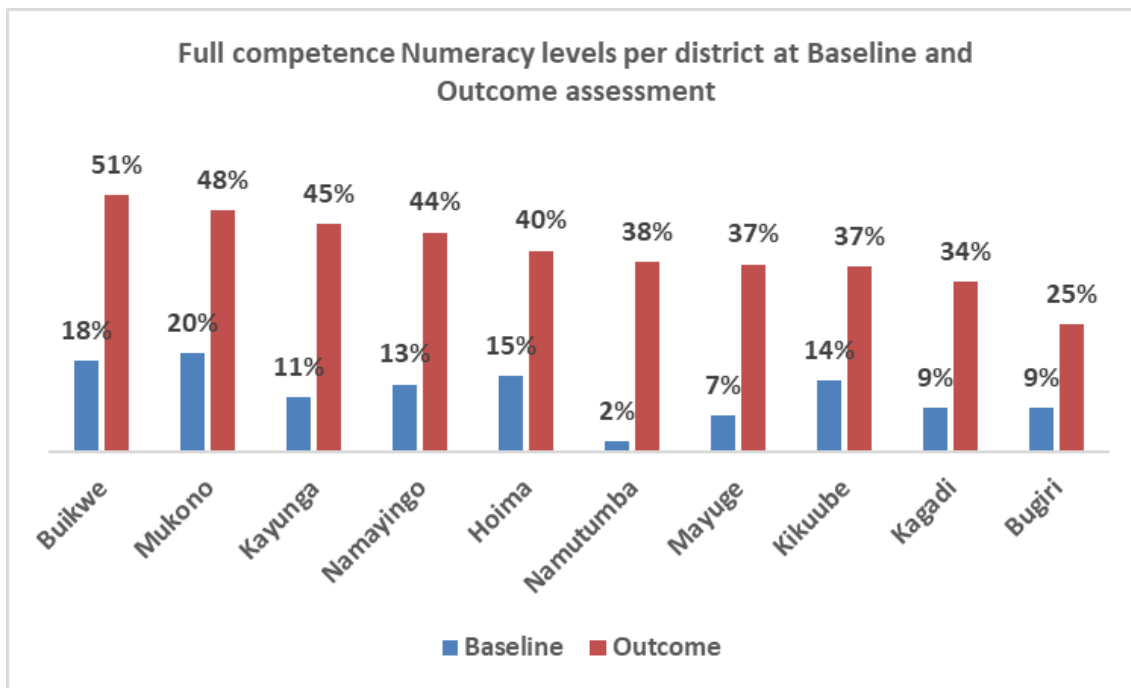
From Table 8, comparing numeracy rates across the 10 districts, 8 out of the 10 districts had 0% of the learners at nothing and only two districts i.e. Kagadi and Bugiri had (1%) of their learners who could not do counting from (1-9). Mayuge had more learners (13%) at counting (1-9), followed by Namutumba (12%), followed by Namayingo and Kagadi (10%), followed by Kikuube (8%), followed by Hoima (7%), followed by Kayunga (6%), followed by Buikwe (4%), and Bugiri had the list number of learners (3%) at counting (1-9) level. At number recognition (10-99), Kagadi and Bugiri had the biggest number of learners (12%) at this level, followed by Namutumba (10%), followed by Hoima (9%), followed by Kikuube and Kayunga (8%), followed by Mayuge (6%), followed by Namayingo and Mukono (5%), and Buikwe had the least number of learners (3%) and this level. At the addition level, Bugiri had the highest number of learners (15%), followed by Hoima and Namutumba (14%), followed by Kikuube and Kagadi (13%), followed by Mayuge (12%), followed by Kayunga (11%), followed by Namayingo (8%), followed by Mukono (5%), and Buikwe had the least (3%) at this level. At the subtraction level, Bugiri had the majority of the learners

(33%), followed by Mukono (30%), followed by Buikwe (27%), followed by Namayingo (26%), followed by Mayuge (24%), followed by Namutumba and Kikuube (23%), followed by Kagadi and Kayunga (22%), Hoima had the least number of learners (16%) at this level. At the multiplication level, Hoima had the highest number of learners (13%), followed by Kikuube (12%), followed by Buikwe and Bugiri (11%), followed by Mayuge and Mukono (8%), followed by Kayunga, Namayingo, and Kagadi (7%), Namutumba had only 2% of the learners at this level. Buikwe district had the most learners achieving full competence in numeracy (51%), followed by Mukono (48%), followed by Kayunga (45%), followed by Namayingo (44%), followed by Hoima (40%), followed by Namutumba (38%), Followed by Mayuge and Kikuube (27%), followed by Kagadi (34%) and finally Bugiri had the lowest number of learners at full competence level of (25%).

Notable differences between districts at various numeracy levels highlight the need for tailored interventions to address specific challenges and improve overall numeracy rates.

4.3 Competence Numeracy levels per district.

Figure 9: Full competence Numeracy Rates at baseline and outcome levels by district.



From Figure 9, comparing numeracy rates at both baseline and outcome levels across the 10 districts, Buikwe has the highest level learners (51%) at outcome level from (18%) at baseline, followed by Mukono (48%) at outcome compared to (20%) at baseline, followed by Kayunga (45%) at outcome level compared to (11%) at baseline, followed by Namayingo (44%) at outcome compared to (13%) at baseline, Hoima (40%) at outcome compared to (15%) at baseline, Namutumba (38%) compared to (2%) at baseline, Mayuge (37%) compared to (7%) at baseline, Kikuube (37%) compared to (14%) at baseline, Kagadi (34%) at outcome compared to (9%) at baseline, and finally Bugiri improved from (9%) at baseline to (25%) at outcome level.

In conclusion, the numeracy levels of learners have significantly increased across all 10 districts. This improvement highlights the effectiveness of the interventions implemented over the past year. Continued efforts and targeted support can further enhance these gains, ensuring all learners achieve their full potential in numeracy.

4.3.1 Literacy Results

Learners' literacy abilities were assessed using various tasks and they were graded using different levels as shown in Table 9.

Table 9: Literacy tasks and Grading criteria

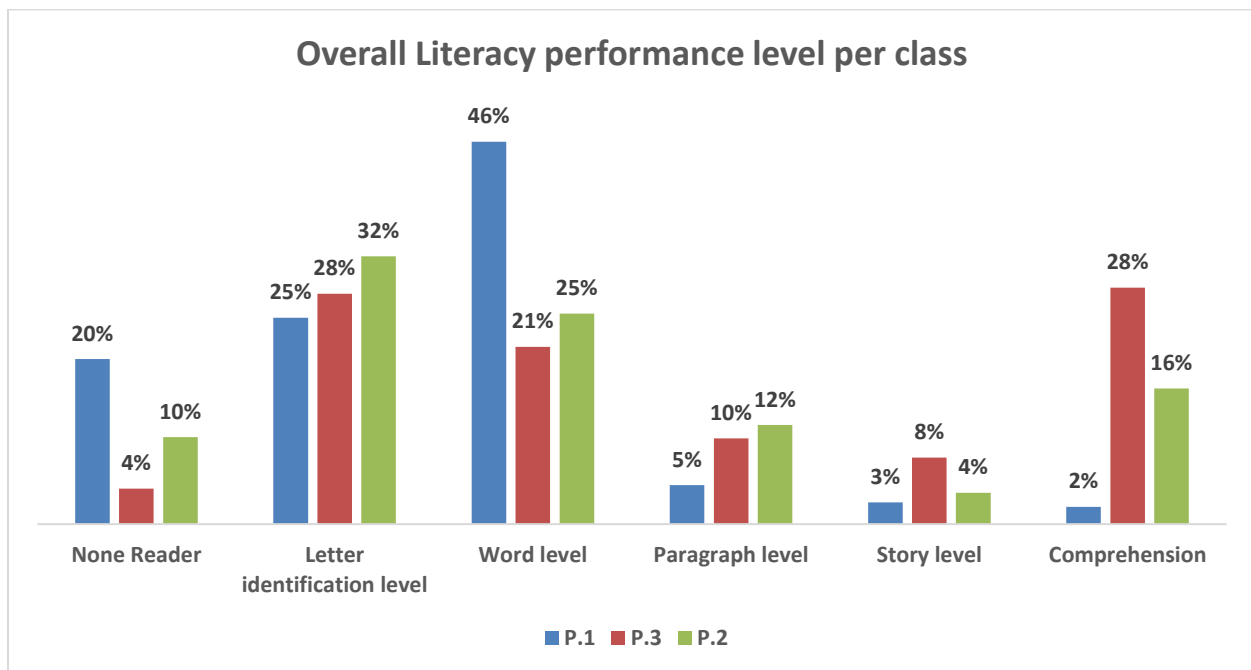
| Grading for Literacy | |
|-----------------------------|---|
| Level | Grading |
| Letter identification level | <ul style="list-style-type: none"> ● If the child can identify 4 out of 5 letters correctly, take the child to word level. ● If the child can only recognize 3 letters or less, grade the child as “nonreaders”. – End of test |
| Word level | <ul style="list-style-type: none"> ● 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 |
| Paragraph level | <ul style="list-style-type: none"> ● 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 the child at “word” – End of test |
| Story level | <ul style="list-style-type: none"> ● 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 |
| Comprehension | <ul style="list-style-type: none"> ● If the child gets 1 question correctly, mark it as “comprehension”. ● If the child cannot correctly answer 1 question, grade the child at “story” – End of test |

Learners' literacy abilities were assessed using various tasks and they were graded using different levels as shown in Table 9. From Figure 10, 20% of the learners in P.2

who were assessed with the P.1 literacy tool were non-readers, 4% of the P.4 learners who were assessed using the P.3 literacy tool were non-readers, and 10% of the P.3 learners who were assessed using the P.2 literacy tool were non-readers. At the letter identification level, 25% of the P.2 learners who were assessed using the P.1 literacy tool could identify at least four out of the five letters presented to them, 28% of the P.4 learners who were assessed with the P.3 literacy tool could identify at least four out of five letters that were presented to them, and 32% of the P.3 learners who were assessed using the P.2 literacy tool could identify at least 4 out of the five letters that were presented to them. At the word level, the majority of the P.2 learners who were assessed using the P.1 literacy tool stopped at this level with 46%, 21% of the P.4 learners who were assessed using the P.3 literacy tool could read four out of the 5 words that were presented to them, and 25% of the P.3 learners who were assessed using the P.2 literacy tool could read at least four out of the five words that were presented to them. At the paragraph level, 5% of the P.2 learners who were assessed using the P.1 tool could read at least three sentences and complete them, 10% of the P. 4 learners who were assessed using the P.3 literacy tool could read at least three sentences, and 12% of the P.3 learners who were assessed using the P.2 literacy tool could read at least three sentences and complete them. At the story level, 3% of the P.2 learners assessed using the P.1 literacy tool could read a story but couldn't comprehend, 8% of the P.4 learners assessed with P.3 tool could read but couldn't comprehend, and 4% of the P.3 learners assessed using the P.2 tool could read the story but couldn't comprehend. At full competence level, 28% of the P.4 learners who were assessed using the P.3 tool could read a story and comprehend, 16% of the P.3 learners who were assessed with the P.2 literacy tool could read a story and comprehend, and lastly, 2% of the P.2 learners assessed with the P.1 literacy tool could read the story and comprehend. This implies that 45% of the learners in P.2 who were assessed using the P.1 Literacy tool, 42% of the learners who were assessed using the P.2 literacy tool, and 32% of the learners

who were assessed using the P.3 literacy tool could not read words hence unable to read stories and comprehend. This indicates that there is still a gap in literacy, given that this is the second year of TFU implementing the TaRL assessment approach across all the partner schools.

Figure 10: Literacy Rates

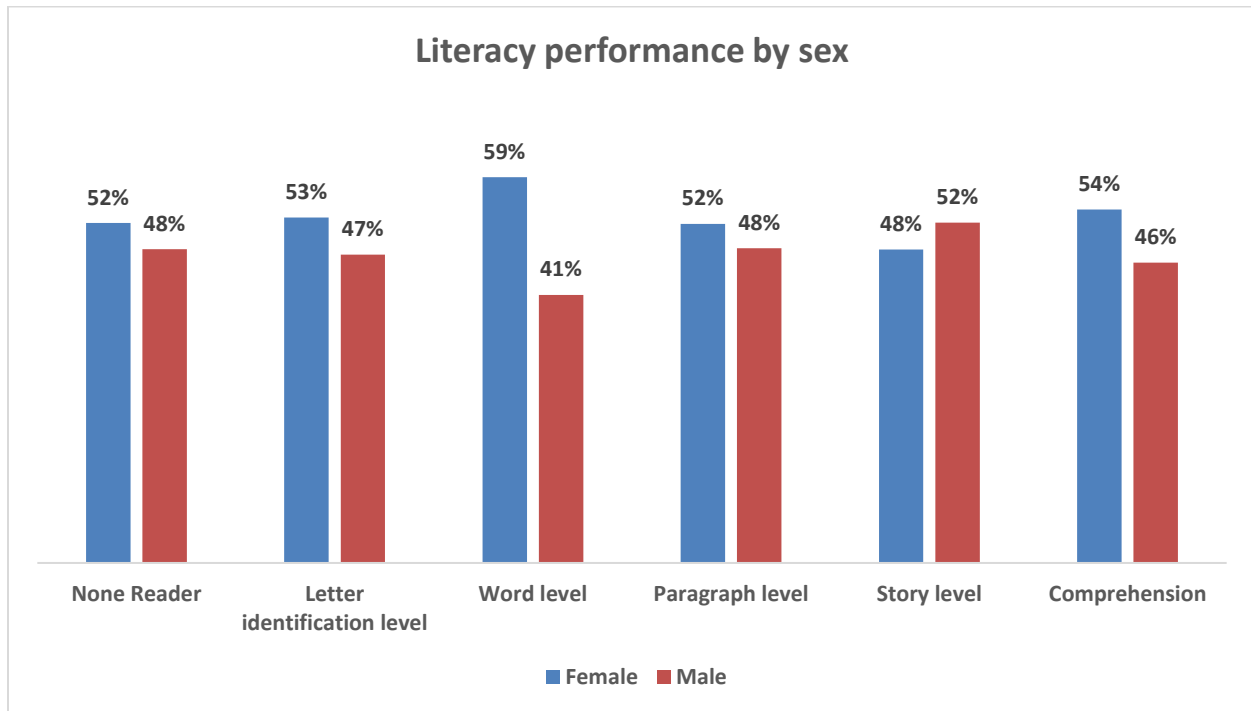


4.3.2 Literacy rates by gender

In comparison by gender, more girls were non-readers (52%) compared to boys (48%). On the other hand, more girls could identify letters (53%), read words (59%), and read a paragraph (52%), but at the story level, more boys (52%) could read but again at the comprehension level there were more girls (54%). This indicates that at the story level, 52% of the boys can read a story but can't comprehend as indicated in Figure 11 below. Overall, girls outperformed boys in letter identification (53% vs 47%), word reading (59% vs 41%), and paragraph reading (52% vs 48%). However, at the story reading level, more boys (52%) could read a story compared to girls

(48%). Despite boys having a higher percentage in story reading, girls had a higher comprehension rate (54% vs 46%).

Figure 11: Literacy Rates



4.3.3 Literacy performance by cluster

Table 10: Comparing Literacy rates at baseline and outcome levels

| | Baseline | | | Outcome | | |
|-----------|----------|----|-----|---------|-----|-----|
| | P1 | P2 | P3 | P1 | P2 | P3 |
| Cluster 1 | | 1% | 5% | 2% | 10% | 23% |
| Cluster 2 | 1% | 2% | 15% | 2% | 25% | 36% |
| Cluster 3 | 0% | 3% | 15% | 2% | 14% | 26% |

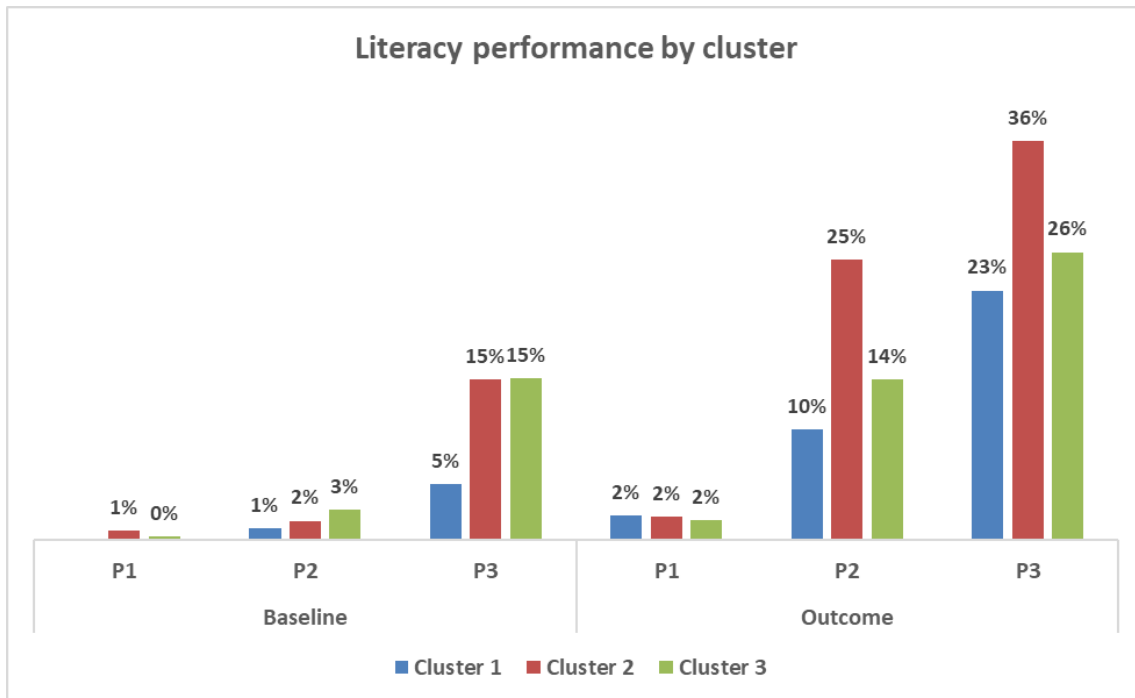
The districts were divided into clusters based on three baseline assessments conducted for comparison purposes between the baseline and outcome assessment results. Cluster one districts include Kayunga, Namutumba, and Mayuge. Cluster two districts include Mukono, Buikwe, Namayingo, and Bugiri. Cluster three districts

include Hoima, Kikuube, and Kagadi. Table 10 above compares the literacy rates across the three clusters at both baseline and outcome levels. Under cluster one, the literacy rates on average increased from 1% at baseline to 10% at outcome at the P.2 level and 5% at baseline to 23% at outcome level at P.3 level.

Under cluster two, the literacy rates on average increased from 1% at baseline to 2% at the outcome level at P.1 level, 2% at baseline to 25% at the outcome level at P.2 level, and 15% at baseline to 36% at outcome level at P.3 level.

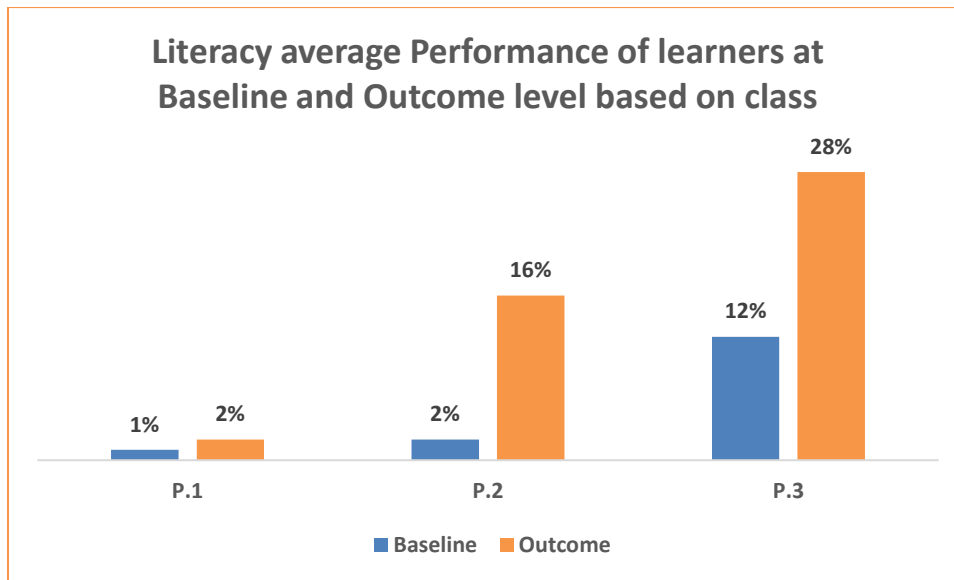
Under cluster three, the literacy rates on average increased from 0% at baseline to 2% at the outcome level at P.1 level, 3% at baseline to 14% at the outcome level at P.2 level, and 15% at baseline to 26% at outcome level at P.3 level.

Figure 12: Literacy Rates at baseline and outcome levels by cluster.



Looking at Figure 12 above, this comparison indicates positive improvements in literacy rates across all clusters and grade levels, demonstrating the positive impact of the interventions of the TaRL approach.

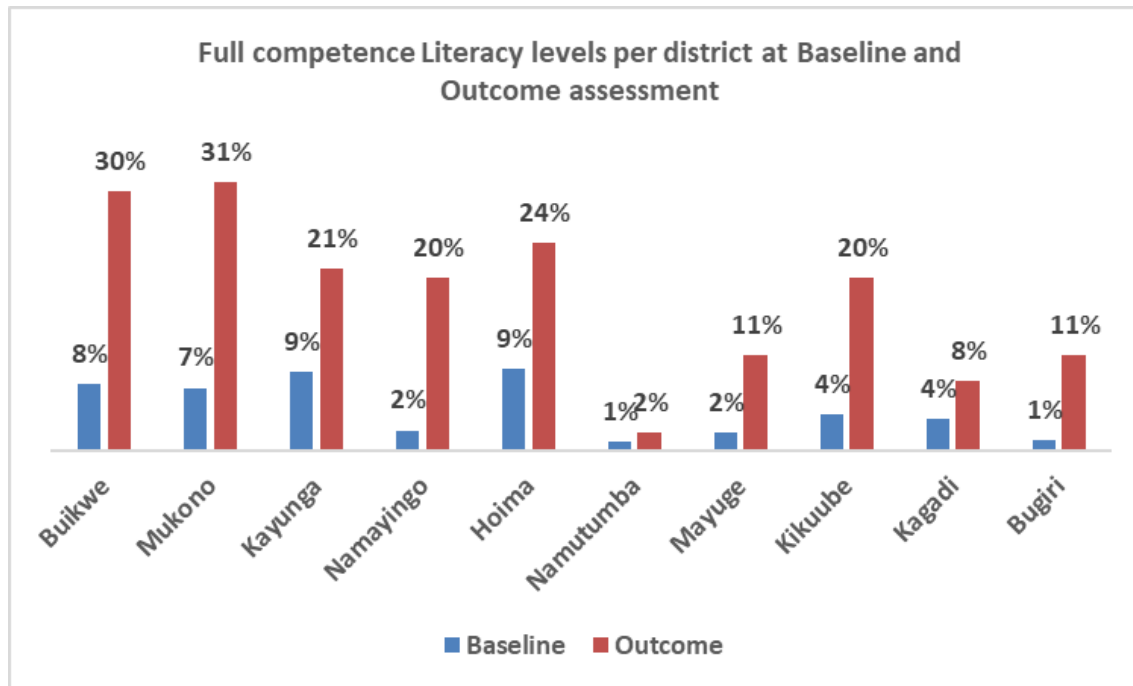
Table 8: Literacy average Performance of learners at Baseline and Outcome level based on class based on class across all the 10 districts.



From Table 8 above, there has been an improvement in learners' literacy at all levels from P.1 to P.3. For all the learners who were assessed with the P.1 tool, there was an average of 1% at baseline, which improved to 2% at the outcome level after one year. For all the learners assessed with the P.2 tool, there was an increase from 2% at baseline to 16% at the outcome level. For the learners who were assessed with the P.3 tool, there was an increase from 12% at baseline to 28% at the outcome level. Compared to literacy, learners' achievements were higher in numeracy, indicating a need for TFU to develop strategies to improve literacy levels among learners significantly.

4.3.4 Competence literacy levels per district.

Figure 13: Literacy Rates at baseline and outcome levels by cluster.



From Figure 13, comparing literacy rates at both baseline and outcome levels across the 10 districts, Mukono has the highest level learners (31%) at outcome level from (7%) at baseline, followed by Buikwe (30%) at outcome compared to (8%) at baseline, followed by Kayunga (21%) at outcome level compared to (9%) at baseline, followed by Hoima (24%) at outcome compared to (9%) at baseline, Namayingo (20%) at outcome compared to (2%) at baseline, Kikuube (20%) at outcome compared to (4%) at baseline, Mayuge (11%) at outcome compared to (2%) at baseline, Bugiri (11%) at outcome compared to (1%) at baseline, Kagadi (8%) at outcome compared to (4%) at baseline, and finally Namutumba improved from (1%) at baseline to (2%) at outcome level.

In conclusion, the literacy levels of learners have increased across all 10 districts over the past year after TFU integrated the TaRL (Teaching at the Right Level) approach into its teaching process. Furthermore, it is also worth to note that Namutumba

improved by 1% in literacy for the past year, A lot of effort needs to be put in to support the Fellows's improvement in their classroom teaching. Given the success of the TaRL approach, it should be strengthened in all the TFU-supported districts and more support should be given to Fellows and program officers through capacity-building trainings to ensure that they gain the required skills and experience to improve the learning outcomes of the learners.

Table 11: Competence literacy levels per district.

| Districts | None Reader | Letter identification level | Word level | Paragraph level | Story level | Comprehension |
|-----------|-------------|-----------------------------|------------|-----------------|-------------|---------------|
| Mukono | 13% | 13% | 29% | 10% | 4% | 31% |
| Buikwe | 8% | 16% | 30% | 10% | 7% | 30% |
| Hoima | 8% | 28% | 31% | 8% | 1% | 24% |
| Kayunga | 7% | 29% | 24% | 11% | 8% | 21% |
| Namayingo | 10% | 25% | 30% | 10% | 5% | 20% |
| Kikuube | 8% | 21% | 34% | 12% | 5% | 20% |
| Bugiri | 5% | 32% | 36% | 11% | 5% | 11% |
| Mayuge | 18% | 27% | 32% | 8% | 4% | 11% |
| Kagadi | 20% | 30% | 24% | 7% | 11% | 8% |
| Namutumba | 8% | 55% | 28% | 7% | 1% | 2% |

From Table 11, comparing literacy rates across the 10 districts, Kagadi has the highest percentage of learners (20%) as non-readers, followed by Mayuge (18%), followed by Mukono (13%), followed by Namayingo (10%), Buikwe, Hoima, Kikuube, and Namutumba have (8%) of their learners as non-readers. Kayunga and Bugiri have the least learners as non-readers at (7%, and 5%) respectively.

55% of the learners in Namutumba stop at letter identification, followed by Bugiri (32%), followed by Kagadi (30%), followed by Kayunga (29%), followed by Hoima (28%), followed by Mayuge (27%), followed by Namayingo (25%), followed by Kikuube (21%), Mukono, and Buikwe have the least percentage of learners at letter identification at 13% and 16% respectively.

At the word level, 36% of the learners in Bugiri could read at least four out of the five words that were given to them but couldn't read at least three paragraphs, this was followed by Kikuube (34%), followed by Mayuge (32%), followed by Hoima (31%), followed by Buikwe and Namayingo at (30%), followed by Mukono (29%), followed by Namutumba (28%), Kayunga and Kagadi had 24% of their learners at the word level.

At the Paragraph level, the majority of the learners (12%) from Kikuube could read at least three sentences but couldn't read a story and comprehend, this was followed by Kayunga and Bugiri (11%), followed by Mukono, Buikwe, and Namayingo (10%), followed by Mayuge and Hoima (8%), Kagadi and Namutumba had the least number of learners (7%) at paragraph level who could read at least three sentences but couldn't read a story and comprehend.

At the story level, (11%) of the learners in Kagadi could read a story but couldn't comprehend, (7%) of the learners in Buikwe could read a story but couldn't comprehend, (8%) in Kayunga could read the story but couldn't comprehend, Namayingo, Kikuube, and Bugiri had (5%) of their learners at story level who could not comprehend, similarly Mukono and Mayuge had (4%) of their learners at story level who could not comprehend and finally Hoima and Namutumba had (1%) of their learners at story level who could not comprehend.

Overall, at the full competence level, Mukono had the highest number of learners (31%) who could read and comprehend, followed by Buikwe (30%), followed by Hoima (24%), followed by Kayunga (21%), followed by Namayingo and Kikuube at (20%), followed by Bugiri and Mayuge (11%), Kagadi and Namutumba had the least number of learners at comprehension level with (8%) and (2%) respectively.

In conclusion, the literacy assessment reveals some disparities among districts. While some districts like Mukono and Buikwe show high competence levels, others like Kagadi and Namutumba have a considerable number of non-readers and lower overall literacy rates. The results highlight the need for targeted interventions to

improve literacy rates, particularly in districts with lower performance. There is a clear indication that more attention is required to support learners in districts that lag in literacy skills, ensuring they can achieve full competence.

5.0 Conclusion

The outcome assessment conducted in July 2024 provides valuable insights into the current literacy and numeracy abilities of learners within TFU's partner schools across all the 10 districts of Kayunga, Buikwe, Mukono, Namutumba, Namayingo, Mayuge, Bugiri, Hoima, Kikuube, and Kagadi. The findings reveal that there is a great improvement in the learner's numeracy and literacy rates across all the districts. This indicates that the new TaRL approach by TFU has a positive impact on the learning outcomes of the learners. However, there is still a need for improvement in both literacy and numeracy rates among the learners which points to the relevance of the Fellowship program in achieving this.

The average numeracy rate at baseline in P.2 under cluster one was (1%) which improved to (2%) at the outcome level, P.3 baseline was (9%) which improved to (17%) at the outcome. Under cluster two, the average numeracy rate of P.1 learners was (1%) at baseline and improved to (24%) at the outcome, (2%) of P.2 learners at baseline which improved to (58%) at the outcome level, (15%) of P.3 learners at baseline which improved to (38%) at outcome level. Under cluster three, the Numeracy rates of P.1 learners was (1.3%) at baseline and improved to (16%) at the outcome, (9.9%) of P.2 learners at baseline which improved to (46%) at the outcome level, (26.4%) of P.3 learners at baseline which improved to (36%) at outcome level. The average literacy rates: Under cluster one, the literacy rates of P.2 learners increased from a baseline of (1%) to 10% at the outcome level, (5%) of P.3 learners at baseline to (23%) of the learners at the outcome level. Under cluster two, literacy rates improved from (1%) in P.1 to (2%) at outcome level, (2%) in P.2 at baseline to (25%) at outcome level, and (15%) in P.3 at baseline to (36%) at outcome level.

Under cluster three, the average literacy rates improved from (0%) in P.1 at baseline to (2%) at the outcome level, (3%) in P.2 at baseline to (14%) at the outcome level, and (13%) in P.3 at baseline to (26%) at outcome level.

In the comparison of the three clusters, learners who used the primary three tools demonstrated higher literacy and numeracy rates compared to those who were assessed using the primary one and two tools across all the clusters, indicating the progression of skills over time.

Among the 10 districts, in numeracy, Buikwe is leading with 51% of the learners who can complete the math test and Bugiri comes last with 25% of the learners who can complete the math test. In literacy, Mukono District is leading with learners (31%) who can read a story and comprehend, and Namutumba has the least number of learners (2%) who can read a story and comprehend.

5.1 Challenges faced during the implementation and assessment of the program.

Table 12: Challenges faced during the implementation of the TFU program

| S/N | Challenges | Possible solutions. |
|-----|--|--|
| 1 | Some government teachers have shown reluctance to adopt the Teaching at the Right Level (TaRL) methodology, preferring traditional teaching methods. | Conduct targeted training and professional development workshops to demonstrate the benefits and effectiveness of the TaRL approach. |
| 2 | Teaching at the Right Level (TaRL) implementation. Some Fellows need further support to effectively implement TaRL strategies. | Continue with targeted training during communities of practice and pre-term sessions. |

| | | |
|---|--|---|
| 3 | Long distances moved by Fellows while conducting home visits is a big challenge to them. | Ensure Fellows are mentally prepared for home visits and provide necessary support. |
| 4 | Absenteeism of the pupils | Strengthen home visit approaches, parent-school meetings, and community dialogues to emphasize the importance of consistent attendance. |
| 5 | Limited funding and resources have constrained the ability to recruit and place more graduate Fellows in schools, thereby restricting the program's reach and potential impact on improving educational outcomes | Diversify the funding base to secure additional funding |
| 6 | Parents have not yet embraced the school feeding program which keeps the learners on empty stomachs at school which affects their learning due to hunger. | There is a need to sensitize parents regarding their responsibilities |

Based on the outcome assessment findings of the July 2024 Literacy and Numeracy Assessment, several key areas require improvement to enhance the foundational skills of learners in TFU's partner schools across all the 10 districts. The following are the recommendations for moving forward to further help improve learning outcomes in TFU-supported schools across the 10 districts:

- Teachers/Fellows need more support for teaching literacy and numeracy in the classrooms. Besides being trained regularly through preterm and communities of practice, they need continued follow-up support. This support includes observation of classroom teaching and giving feedback to help them improve their instructional practices. This can be done by program officers, and senior program officers in conjunction with the key district technical staff in education.

- Headteachers are the curriculum/pedagogical leaders in the schools and have a role in supporting teachers to teach numeracy and literacy. It is vital to empower them with the necessary skills and understanding of the Teaching at the Right Level (TaRL) approach to enhance their capacity to effectively support teachers/Fellows. The program should therefore conduct head teacher differentiated training on both the numeracy and literacy and TaRL common approaches and on how they can effectively support teachers.
- Provide adequate reading materials for learners in class. Learners need to be able to have regular contact with print materials to enable them to point their fingers from letter to letter or word to word to make the connection between letters, sounds, and syllables that make up words to improve their reading abilities.
- Literacy and numeracy skills acquisition begins in the earliest stages of children's lives. Therefore, Emergent literacy and numeracy knowledge is a greater predictor of learning outcomes in primary early grades (P.1 to P.3). There is an urgent need to conduct awareness campaigns and sensitization meetings on Early Childhood Care and Development (ECCD) targeting parents and caregivers to understand its importance and the importance of the early start to learning.
- Remedial learning initiatives are proven mechanisms that enable learners to catch up on their learning and supplement the efforts of the teachers in teaching numeracy and literacy. TFU needs to integrate and implement catch-up clubs for both numeracy and literacy remedial lessons involving the P.3 class to ensure that all learners acquire the foundational skills in early grades.
- Together with the district Education department, TFU should continue to emphasize and advocate the integration of the English language as also a language of instruction for lower primary. This will help Children improve their literacy rates. It is understandable that the MoES, encourage children to first

learn to read in the language they speak at home (Mother tongue) in the early grades before being introduced to a second language. But they should also consider English to make it easy for the learners to progress well in upper classes.

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MEAL Manager:

Date: 3rd August 2024

Signature:

