

**LITERACY AND NUMERACY OUTCOME ASSESSMENT REPORT (KAYUNGA AND
NAMUTUMBA)**



A child being interviewed in Kikalu P/S in Namutumba District in November 2023

December 2023

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

At TFU, we understand the critical role of foundational literacy and numeracy skills 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 aim of this assessment was to assess the progress of learners' literacy and numeracy skills in TFU's partner schools located in Kayunga and Namutumba districts. Conducted in November 2023, the results of this assessment, when compared to the baseline assessment conducted in April 2023, serve as a measure to evaluate the effectiveness of TFU's interventions in enhancing literacy and numeracy outcomes.

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 is 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 to make the education ecosystem more equitable and inclusive for all children. This approach encompasses various initiatives, including our leadership for a 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.

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.

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 and progress of learner literacy and numeracy abilities within TFU's partner schools in the districts of Kayunga and Namutumba in comparison to the baseline assessment done in April 2023.

Objectives of the Assessments:

- I. Assess the current levels of literacy and numeracy among learners in Kayunga and Namutumba districts, providing a comprehensive snapshot of their abilities and areas for growth.
- II. Establish the progress of learners' numeracy and literacy abilities in comparison to the baseline assessment as a result of literacy and numeracy interventions implemented by TFU.

2.0 Methodology of Assessments

The assessments were conducted across two districts; Kayunga and Namutumba, encompassing a total of 57 partner primary schools; all the partner schools with fellows were assessed. 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 their critical thinking skills, logical reasoning, and ability to analyze and interpret numerical information.

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.

To ensure accurate and reliable data collection, the Monitoring, Evaluation, Accountability, and Learning (MEAL) team conducted a comprehensive four-day training session with 40 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, the tools were pre-tested through mock interviews with the research assistants. This 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 actual data collection process took five days, during which the research assistants visited the 57 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.

2.1 Sampling

Simple random sampling was used to get a representative sample of the children across the partner schools in the two districts. A sample of 30 children per school from classes primary one to primary three was used with 10 children from each class. The children's gender was taken into consideration during the selection and 5 boys and 5 girls were selected from each class. Using Yamane's formula for the calculation of sample size, the calculated sample size at a 95% confidence level was 392. However, a larger sample size of 1718 children was considered for both literacy and numeracy to cater for the different classes, increase precision and reliability of results.

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.

3.0 Data Analysis and Presentation of Findings

The data was extracted from Kobo Collect, cleaned, analyzed using Excel, and presented using descriptive statistics.

3.1 Learner background characteristics

A total of 1718 learners were assessed in numeracy and literacy as shown in Table 1. Of these, 50.5% were female and the rest (49.5%) were male as in Figure 2. Most of the learners (54.9%) were aged between 8-10 years, followed by 11-14 years (28.1%), followed by 5-7 years (16.4%) and 15-17 years (0.6%) as shown in Figure 2. Learners assessed were from classes primary one to primary three with 33.1% (568) from primary one and primary two (575) and three (575) with an equal number of students (33.5%) as shown in Figure 3.

Table 1: Learners assessed per district

District	Female	Male	Total
Kayunga	485	483	968
Namutumba	383	367	750
Total	868	850	1718

Disaggregation by Gender

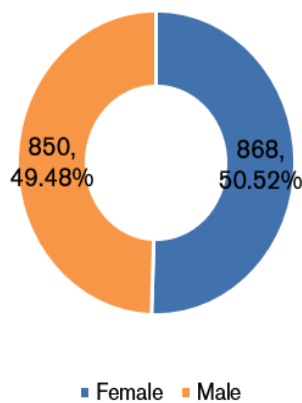


Figure 1: Learner disaggregation by gender

Disaggregation by age group

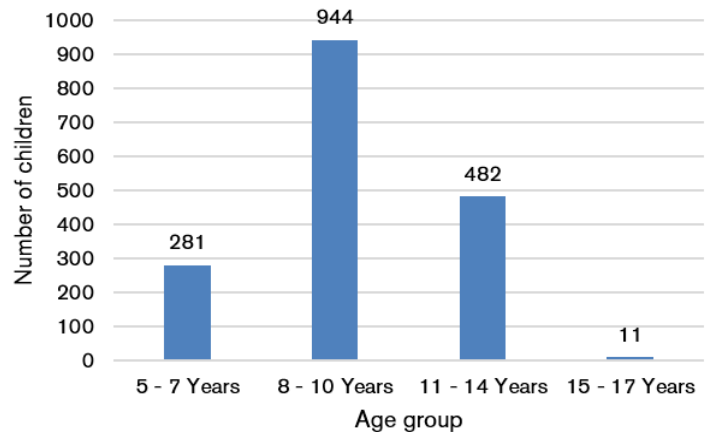
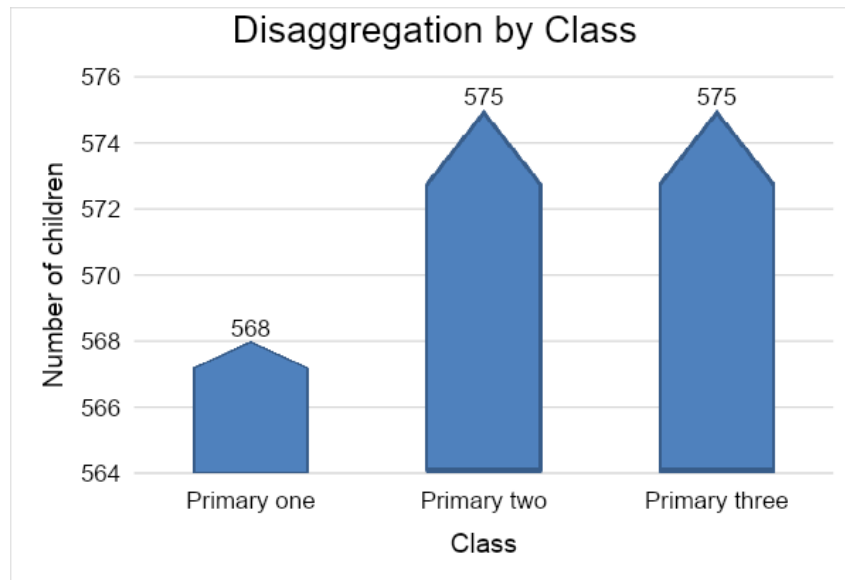


Figure 2: Distribution of learners by age group

Figure 3: Class of learners



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, even if wearing glasses (92.5%), hearing, even if using a hearing aid (94.5%), walking or climbing steps (93.2%), remembering or concentrating, (79.9%) washing all over or dressing (95.3%), and communicating (96.0%) as shown in Table 2. All categories registered some learners with difficulty with the majority (18.5%) 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 for inclusive education so that these children’s learning needs are met.

Table 2: 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?	0.2%	92.5%	0.5%	6.8%
Do you have difficulty hearing, even if using a hearing aid?	0.1%	94.5%	0.5%	4.9%
Do you have difficulty walking or climbing steps?	0.1%	93.2%	0.2%	6.5%
Do you have difficulty remembering or concentrating?	0.2%	79.9%	1.5%	18.5%
Do you have difficulty (with self-care such as) washing all over or dressing?	0.2%	95.3%	0.2%	4.3%
Using your usual (customary) language, do you have difficulty communicating, for example, understanding or being understood?	0.3%	96.0%	0.2%	3.6%

3.1.1 Languages used at home and school

From Figure 4, most learners (44.5%) use Luganda as their mother tongue, followed by Lusoga (39.6%), followed by other languages which included; Ludaama, Lugwere, Ateso, Lugwere, Sudanese Runyankore-Rukiga, Lugbara, Lugisu, Lusiki, Lulamoji, Lukono, Japadhola, Rukonjo, Lusamya, Lululi, Lunyole, Lunyala, Swahili, Tanzanian, and lastly Runyoro-Rutooro (0.2%). In regards to the classroom, most of the learners reported that English (90.7%) is used as the language of instruction, followed by Luganda (53.2%), followed by Lusoga (32.9%), followed by others which included; Ludama, Lunyole, Lusiki, Lugwere, Lukono and Lusiki, and lastly Runyoro-Rutooro (0.2%) as in Figure 5.

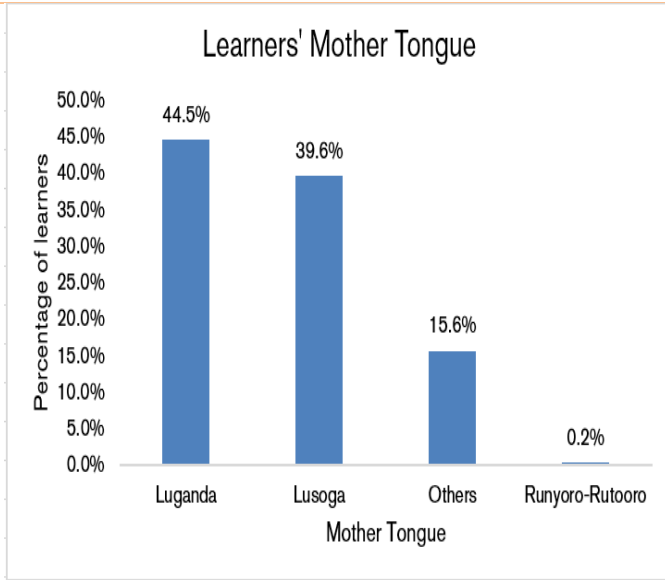


Figure 4: Learners' mother tongue

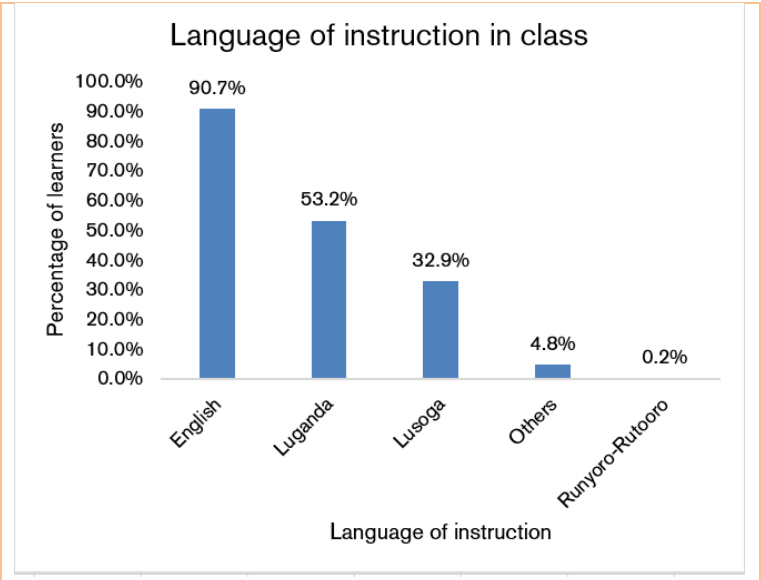


Figure 5: Language of instruction in class

3.1.2 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 3. The majority of the learners (59.3%) had participated in reading, story-writing, and other literacy/numeracy activities in their school/community from the beginning of the school year. This was higher than the percentage of learners at baseline (34.0%) which points to more children participating in literacy and numeracy activities. Some of the activities include; reading and writing stories, counting, practicing addition and subtraction, playing skits during literacy study, Math and spelling Quiz, Games such as Number seeking games, reading games, Hide and seek, running, spelling games; word joining, reading competitions, singing literacy songs, drawing, poems, word practice/flash cards reading, reading the alphabet, patterns and letter writing. Of those who had participated in the literacy/numeracy activities, the majority (97.4%) thought they had benefited from them which is higher than at baseline (90.4%).

The majority of the learners (67.7%) don't have reading/math clubs at school and of those with clubs (32.3%, n=555), 82.2% participate in the clubs. While most schools still don't

have reading/math clubs, there is an improvement from 18.6% at baseline to 32.3% at the outcome assessment. Furthermore, 69.8% of the learners have access to newspapers, and textbooks for reading at home, school, or in the community which is higher than that at baseline (41.9%). Additionally, 67.9% of the learners have access to a book bank/Library in their community/school which is also higher than at baseline (41.4%). In comparison to the baseline, there's evidence that more learners are participating in literacy and numeracy activities.

Table 3: 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?	40.7%	59.3%
1b). Do you think you benefited from participating in reading, story-writing, and literacy activities?	2.6%	97.4%
2. Does your school have a reading/math club?	67.7%	32.3%
2b). Do you participate in school Reading/Math Clubs?	17.8%	82.2%
3. Do you have access to newspapers, and textbooks for reading at home, school, or in the Community?	30.2%	69.8%
4. Do you have access to a Book Bank/Library in your Community/School?	32.1%	67.9%

Parental support and engagement at home and school

The average number of people learners stay with is 6 while the minimum is 1 and the maximum is 24. On average, 5 of the people the learners stay with are 5 years old or older. From Table 4, the majority of the learners (56.1%), had had their parents/guardians visit their schools to check on their performance which is higher than at baseline (43.2%). This implies that by the third term, more parents were visiting the school to check on their children's performance. The majority of the learners (75.0%) reported adults at home helping them with their reading and encouraging them to continue reading or checking their books/homework which is higher than at baseline at 55.9%. This indicates that there is an increment in parental involvement in their children's learning.

Regarding numeracy support, the majority (60.7%) of learners have observed an adult using numbers at home, surpassing the baseline percentage of 55.6%. Additionally, 64.6% received assistance with their studies, indicating an increase from the baseline (55.1%). Furthermore, 54.0% were involved in counting or adding things with adult help, a rise from the baseline (49.9%), and 47.5% reported engaging in math games with adults, up from 43.9% at baseline. Based on these results and in comparison to the baseline, there is clear evidence of an increase in parents' support for their children's learning at home and school.

Table 4: Parental support and engagement at home and school

Question	No	Yes
Since the School opening in February 2023, has your parent(s), or any member of the household visited your School to check on your performance?	43.9%	56.1%
Does any adult in your home help you with your reading, encourage you to continue reading, or check your books/homework?	25.0%	75.0%
In the past week, did you see him/her using numbers?	39.3%	60.7%
In the past week, did he/she tell or help you to study?	35.4%	64.6%
In the past week, did he/she ask you to help count or add things?	46.0%	54.0%
In the past week, did he/she play a math game with you?	52.5%	47.5%

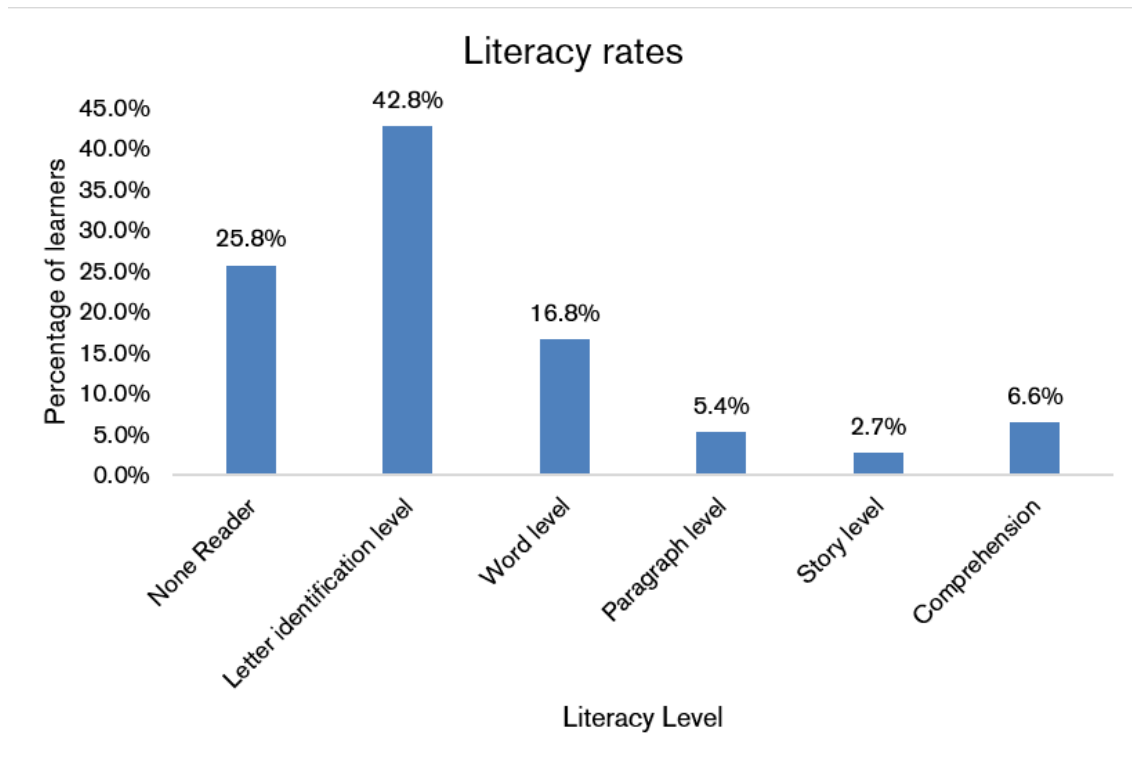
Literacy Results

Learners' literacy abilities were assessed using various tasks and they were graded using different levels as shown in Table 5. From Figure 6, 42.8% of the learners could only identify letters, 25.8% were non-readers, 16.8% could only read words, 5.4% were at paragraph level, 2.4% were at story level and 6.6% could read a story and comprehend. In comparison to the baseline (5.3%), there is a 1.3% increment in the literacy rates of the learners, that is to say, learners who can read and comprehend a story.

Table 5: 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 “non-reader”. – 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

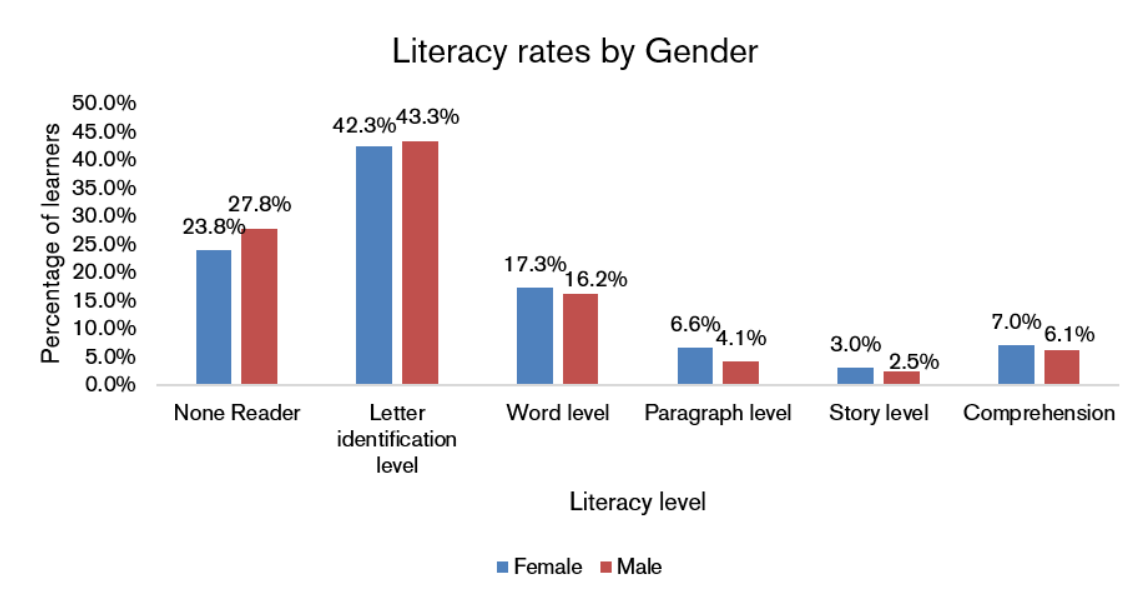
Figure 6: Literacy rates



3.1.1 Literacy rates by Gender

In comparison by gender, more boys were non-readers (27.8%) and were at the letter identification level (43.3%) compared to the girls. On the other hand, more girls were at the word level (17.3%), paragraph level (6.6%), story level (3.0%), and comprehension level (7.0%) compared to the boys as shown in Figure 7. Overall, more girls were at comprehension level as compared to the boys which implies that girls performed better in the literacy assessment. In comparison to the baseline, the girls' literacy rate increased by 0.6% from 6.4% and the boys' literacy rate increased by 2.4% from 3.7%. Although the girls' literacy rate was higher than that of the boys, the boys registered a larger increment.

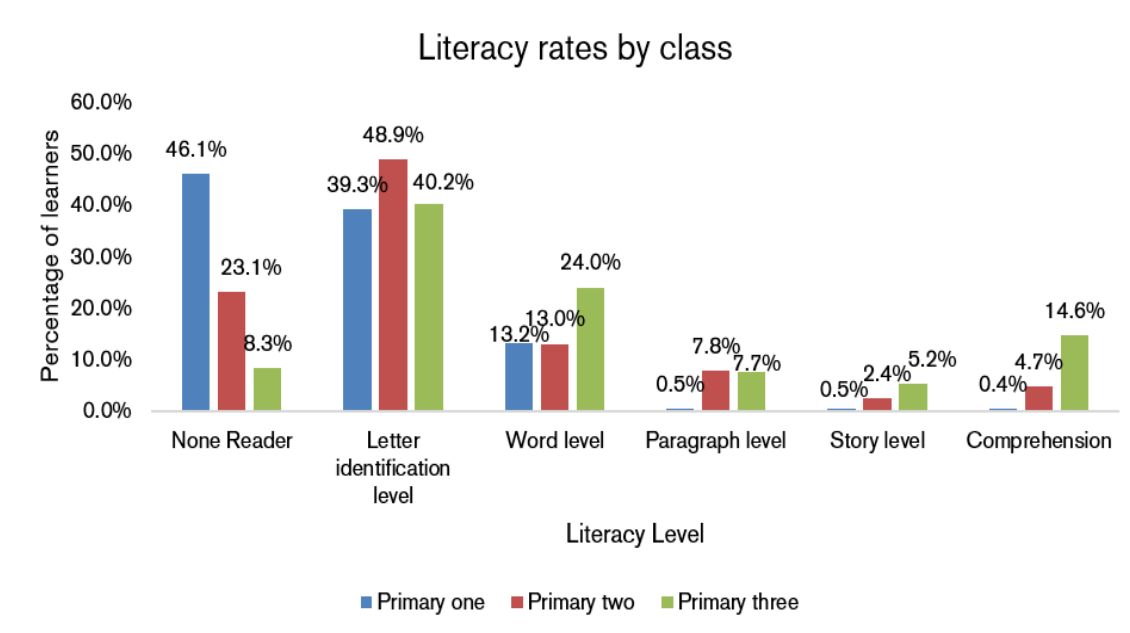
Figure 7: Literacy rates by Gender



3.1.2 Literacy Rates by Learners' Class

Comparing literacy rates by class of learners, more learners in primary one were non-readers (46.1%) as compared to primary two (23.1%) and three (8.3%). This means that more primary one learners couldn't read or even identify letters. More primary two learners ended at the letter identification level (48.9%), followed by primary three (40.2%), and primary one (39.3%). At word (24.0%), story (5.2%) and comprehension levels (14.6%), there were more primary three learners compared to primary one and two. At the paragraph level, there were more primary two learners (7.2%) as compared to primary three and one as shown in Figure 8. Overall, primary three learners were better in literacy as compared to primary two and one learners. In comparison to the baseline, there was an increment of 8.2% in the primary three class. (Note: Only primary three learners were assessed at baseline. A few of primary two learners were assessed to establish if they could do the primary three assessment and these haven't been considered here.)

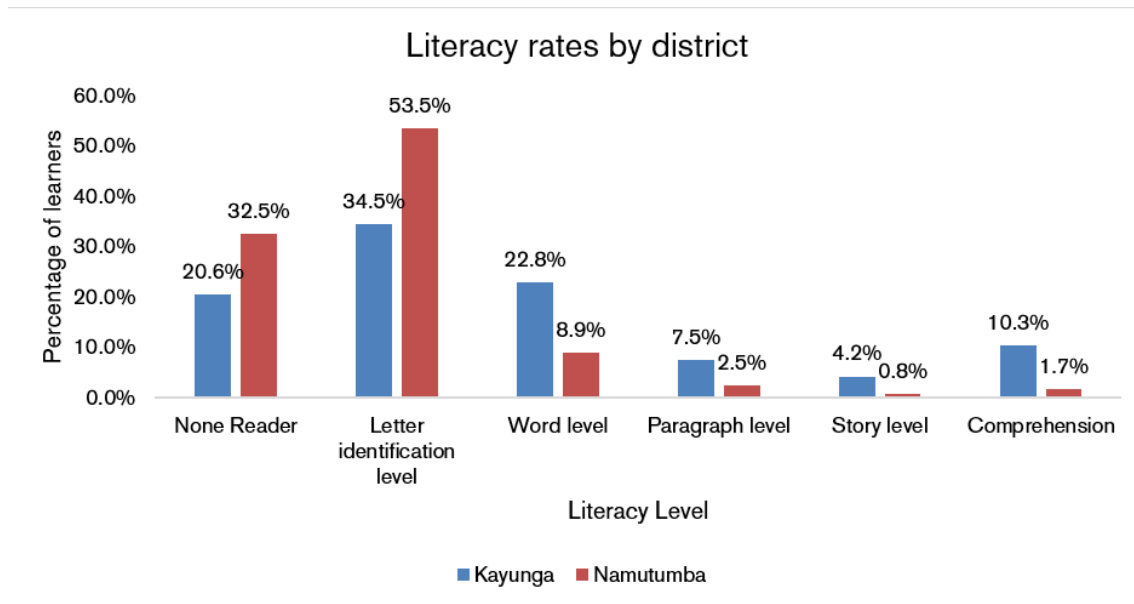
Figure 8: Literacy rates by Learners' Class



3.1.3 Literacy rates per district

From figure 9, Namutumba district had the most non-readers (32.5%) as compared to Kayunga district (20.6%). At letter identification level, Namutumba district had more learners (53.5%) as compared to Kayunga district (34.5%). At word (22.8%), paragraph (7.5%), story (4.2%) and comprehension (10.3%) levels, Kayunga district had more learners as compared to Namutumba district. Overall, Kayunga district (10.3%) had the most learners who could comprehend as compared to Namutumba district (1.7%). In comparison to the baseline, there was an increment of 1.1% in the literacy rate of Namutumba district from 0.6% and a 1.3% increment in Kayunga's literacy rate from 9.0%. Kayunga district registered a larger increment as compared to Namutumba district.

Figure 9: Literacy rates per district

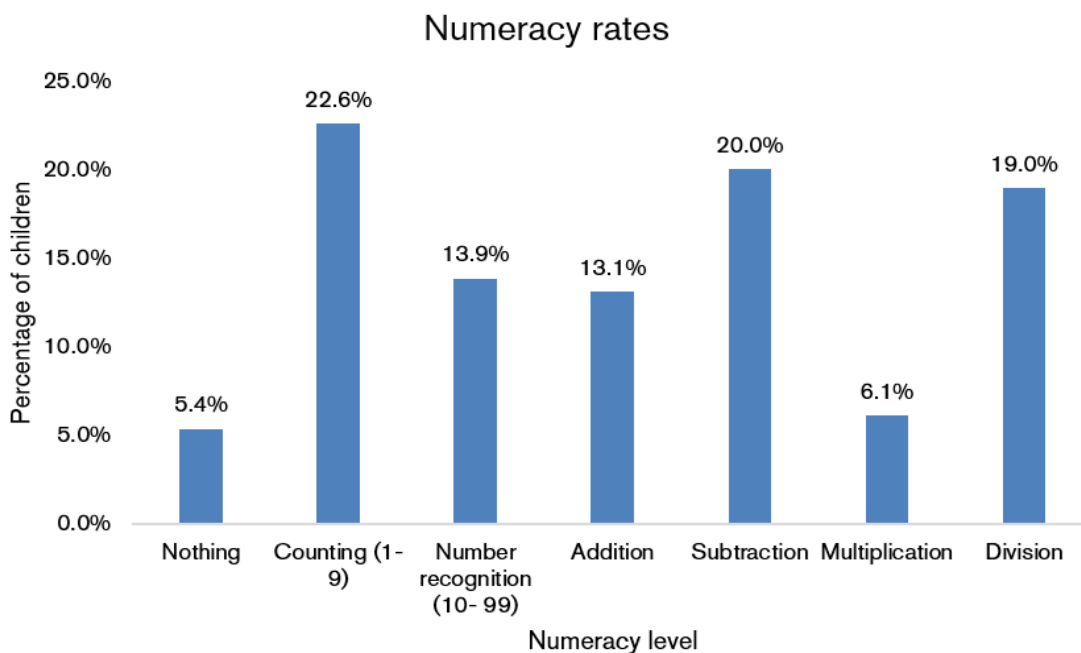


Numeracy assessment results

Learners were assessed in numeracy and graded using the criteria in Table 6. Of the 1718 learners assessed, 5.4% couldn't do anything, 22.6% were at the counting (1-9) level, 13.9% were at number recognition (10-99) level, 13.1% at addition, 20.0% at subtraction, 6.1% at multiplication, and 19.0% at division as shown in Figure 10. Furthermore, while learners were not graded at place values and number recognition 100-999 levels, 12.7% and 25.2% of the learners assessed could do these levels respectively. In comparison to the baseline, there was a 12.1% increment in the numeracy rates from 6.9%.

Table 6: Numeracy tasks and Grading criteria

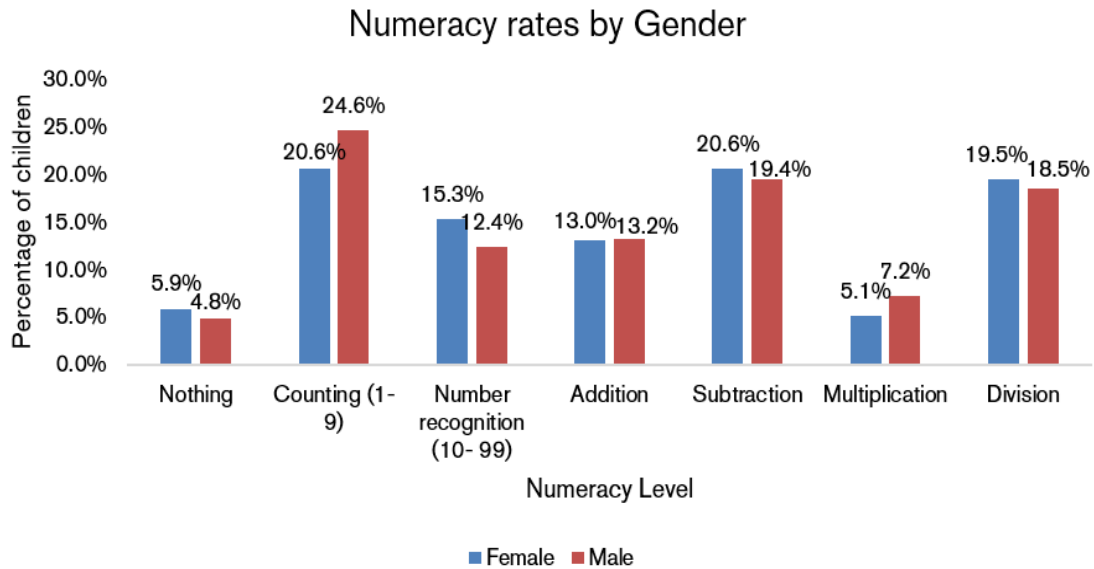
Grading for Numeracy	
Level	Grading used
Counting 1 – 9	<ul style="list-style-type: none"> If the child can count at least 4 out of any 5 symbols, take the child to numbers 10-99 If the child cannot count 4 symbols correctly, mark the child as “nothing”
Number recognition from 10-99	<ul style="list-style-type: 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

Figure 10: Numeracy rates


3.1.4 Numeracy rates by Gender

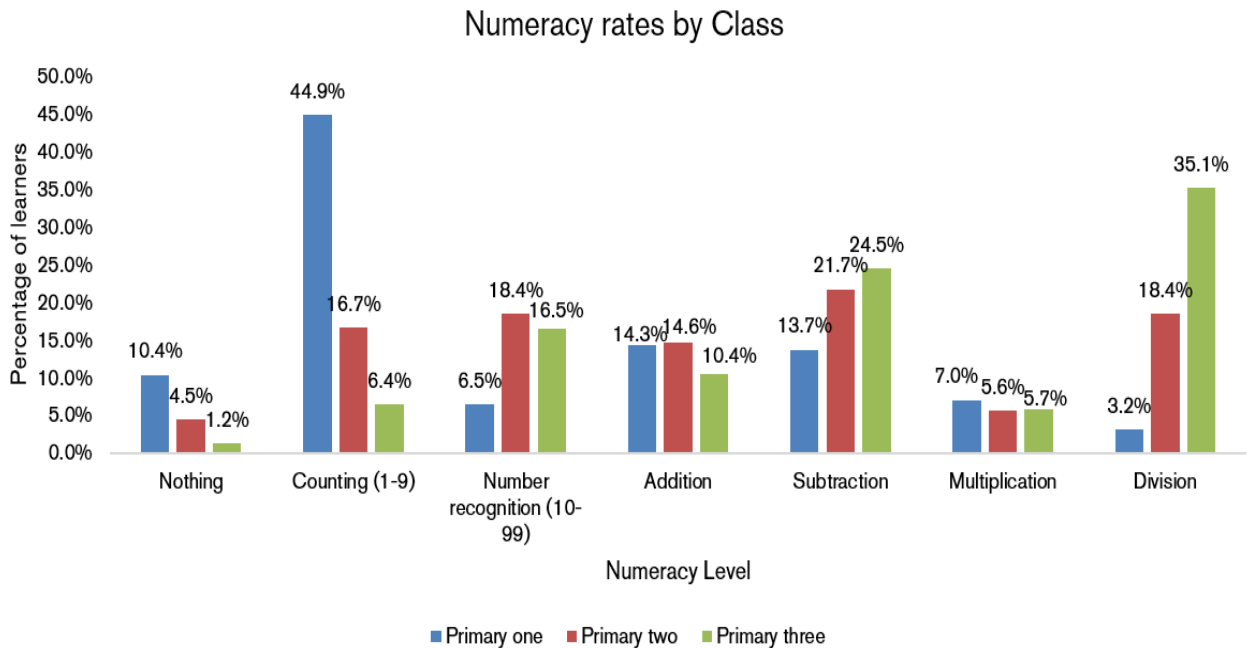
Comparing boys and girls, more girls (5.9%) couldn't do anything, were at number recognition (10-99) (15.3%), were at subtraction (20.6%) and division (19.5%) levels as shown in Figure 11. More boys were at number counting (1-9) (24.6%), addition (13.2%), and multiplication (7.2%) levels. More boys (27.4%) could recognize numbers 100-999 compared to girls (23.0%) and at place values, there were more girls (13.1%) compared to 12.2% of the boys. Overall, more girls (19.5%) could do all the numeracy levels as compared to boys (18.5%). In comparison to the baseline, the girls' numeracy rate increased by 12% from 7.5% and the boys' numeracy rate increased by 12.4% from 6.1%. There was a larger increment in the boys' numeracy rate.

Figure 11: Numeracy rates by Gender



3.1.5 Numeracy rates by Learners' Class

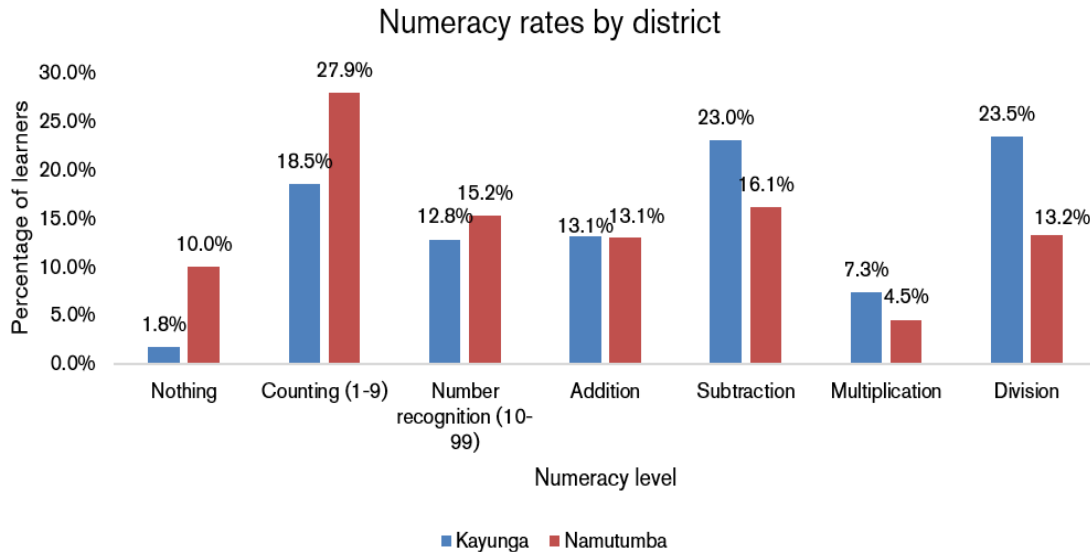
Comparing the three classes; primary one, two, and three at the different numeracy levels, more primary one learners couldn't do anything (10.4%) and were at the counting 1-9 level (44.9%). More primary three learners were at subtraction (24.5%), multiplication (5.7%), and division levels (35.1%). More primary two learners were at number recognition (10-99) (18.4%) and addition (14.6%) levels. More primary three learners could recognize numbers (100-999) (48.7%) and place values (26.6%). None of the primary one learners could recognize numbers (100-999) and 26.6% could in primary two. In addition, 3.9% and 7.5% of the learners demonstrated proficiency in place values in primary one and two respectively. Overall, more primary three learners were at full numeracy competence that is division level as shown in Figure 12. In comparison to the baseline, there was a 26.2% increment in the primary three learners' numeracy rate from 8.9%. (Note: Only primary three learners were assessed at baseline. A few of the primary two learners were assessed to establish if they could do the P.3 assessment and these haven't been considered here.)

Figure 12: Numeracy rates by Learners' Class


3.1.6 Numeracy rates per district

From Figure 13, comparing numeracy rates across the two districts, Namutumba district had more learners who couldn't do anything (10.0%), at the counting 1-9 level (27.9%) and at number recognition 10-99 (15.2%) level. Both Namutumba and Kayunga districts had 13.1% of their learners at the addition level. Kayunga district had more learners at subtraction (23.0%), multiplication (7.3%), and division (23.5%) levels. At the number recognition 100-999 level, Kayunga district had more learners (32.3%) compared to Namutumba (16.0%). At the place values level, Kayunga district still had more learners (17.8%) as compared to Namutumba district (6.1%). Overall, Kayunga district had the most learners achieving full competence in numeracy which is at the division level. In comparison to the baseline, there was a 12.6% increment in the numeracy rate of Kayunga district from 10.9% and an increment of 11.2% in the numeracy rate of Namutumba district from 2.0%. Kayunga district had a larger increment.

Figure 13: Numeracy rates per district

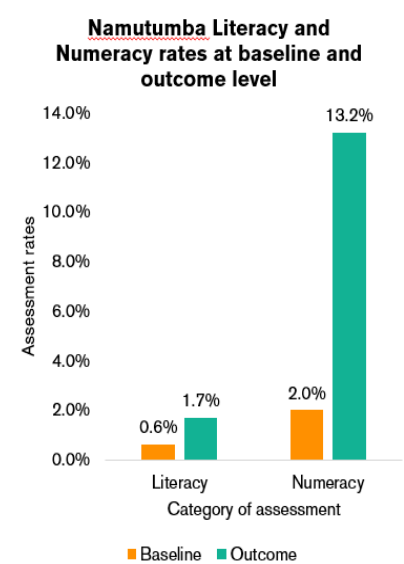
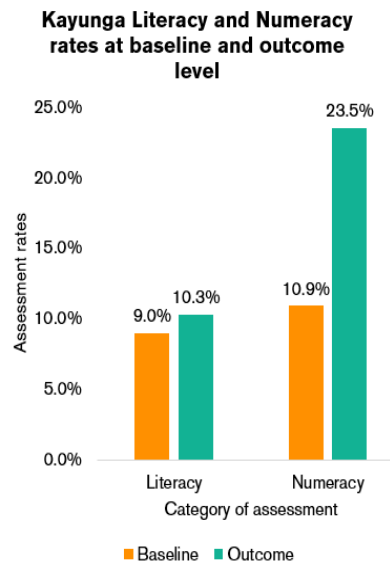
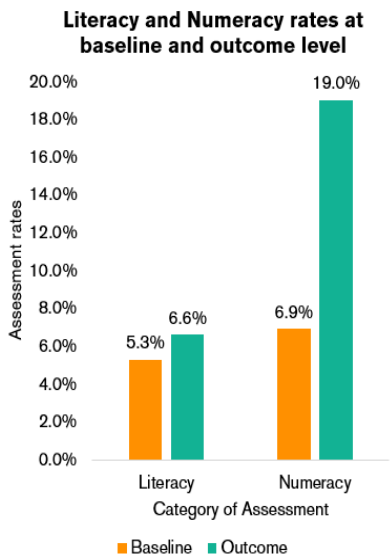


3.1.7 Summary of findings

According to Figure 14, the literacy rate experienced a 1.1% increase, rising from 5.3% to 6.6%. Similarly, the numeracy rate saw a substantial increase from 6.9% to 19.0%, indicating a notable 12.1% increment.

Additionally, concerning districts, Kayunga district registered a 1.3% increase in the literacy rate, progressing from 9.0% at baseline to 10.3% at the outcome assessment. Additionally, there was a substantial 12.6% increment in the numeracy rate, rising from 10.9% to 23.5%. On the other hand, Namutumba district registered a 1.1% increment from 0.6% to 1.7% in the literacy rate, and an increase of 11.2% from 2.0% to 13.2% in the numeracy rate. Overall Kayunga district registered a larger increase in both literacy and numeracy rates as compared to Namutumba district.

Figure 14: Summary of literacy and numeracy findings



4.0 Conclusion

The assessment conducted in November 2023 provides valuable insights into the progress of literacy and numeracy abilities of learners within TFU's partner schools in Kayunga and Namutumba districts. The findings reveal that there has been an improvement in both literacy and numeracy rates among the learners which points to the impact of the fellowship program in achieving this. The literacy and numeracy rates were at 6.6% and 19.0% respectively.

Girls performed better than boys in both literacy and numeracy by 1.1% and 1.0% respectively. Although the girls' literacy and numeracy rates were higher than that of the boys, the boys registered a larger increment in both as compared to the baseline.

In comparison of the three classes, primary three learners demonstrated higher literacy and numeracy rates compared to primary one and two learners, indicating the progression of skills over time.

Kayunga district exhibited higher literacy and numeracy rates compared to Namutumba district, and it also showed significant improvement from the baseline.

While there was significant improvement in both literacy and numeracy, learners made greater progress in numeracy compared to literacy. It's noteworthy that the 6% target

was achieved only in numeracy, emphasizing the need for additional efforts to support learners in improving at a similar pace in literacy.

5.0 Recommendations

Based on the findings of the November 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:

- **Focused Literacy Support:** Given that learners showed comparatively less progress in literacy, there should be a targeted effort to enhance literacy skills. Additional literacy activities should be implemented and the existing ones such as reading clubs strengthened to address specific challenges learners may be facing in this area.
- **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.
- **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 programs to ensure that all learners, regardless of their backgrounds, have equal opportunities to excel in literacy and numeracy.
- **Continuous assessment and monitoring:** Regular assessment of learners' progress in literacy and numeracy, should be strengthened at the classroom level. This will enable timely identification of areas that require intervention and allow for adjustments in teaching methods.
- **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.

Appendix

[P1 Literacy and Numeracy Assessment](#)

[P2 Literacy and Numeracy Assessment](#)

[P3 Literacy and Numeracy Assessment](#)

Report compiled by:

MEAL officer: Dorah Buteme

Date: 10th December 2023

Report reviewed by:

MEAL coordinator: Herbert Kalyesubula

Date: 12th-12-2023