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LITERACY AND NUMERACY BASELINE ASSESSMENT REPORT

LOCATION: MUKONO, BUGIRI, BUIKWE, NAMAYINGO

August 2023

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1.0 Introduction

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

At TFU, we understand the critical role 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 objective of this assessment was to establish a comprehensive understanding of learners' literacy and numeracy abilities within TFU's partner schools in the new districts of operation districts. This assessment, conducted in July 2023, is a baseline for measuring the impact of TFU's interventions and guiding our ongoing efforts to enhance literacy and numeracy outcomes.

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Rationale for Assessing Literacy and Numeracy Abilities:

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

To effect transformative and systemic change within Uganda's education landscape, TFU employs a multi-pronged approach that seeks to make the education ecosystem more equitable and inclusive for all children. This approach encompasses various initiatives, including our leadership for 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 report**1**, learning outcomes in literacy and numeracy remained low and appeared to be declining between 2015 and 2018**1**. The report revealed that only 39.5% of children in public schools in P3-7 could read and comprehend a P2 level story and only 48.8% could do P2 level math**1**. Moreover, the report showed that maternal education had a significant effect on children's learning outcomes**2**, indicating that children from disadvantaged backgrounds were more likely to lag behind their peers**2**. Additionally, the 2018 NAPE report**3** found that only 53% of P3 learners

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

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

Purpose of the Literacy and Numeracy Assessments:

The primary purpose of conducting the literacy and numeracy assessments was to establish an accurate and detailed understanding of the current status of learner literacy and numeracy abilities within TFU's partner schools in the districts of Buikwe, Bugiri, Mukono and Namayingo.

Objectives of the Assessments:

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

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2.0 Methodology of Assessments

The assessments were conducted across the four districts of Mukono, Buikwe, Bugiri, and Namayingo districts, encompassing a total of 67 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.

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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 50 research assistants. The purpose of this training was to establish a common understanding of the assessment tools and ensure consistency in question interpretation during the data collection process. It also served as an opportunity to introduce the research assistants to the specific approach and techniques required for effective data collection.

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

The actual data collection process spanned four days, during which the research assistants visited the 67 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

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

2.1 Sampling

Simple random sampling was used to get a representative sample of the children across the partner schools in the four 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 calculation of sample size, the calculated sample size at 95% confidence level was 393. However, a larger sample size of 2594 children were considered for both literacy and numeracy to cater for the different classes, increase precision and the 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.

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- 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 2594 learners were assessed in numeracy and literacy as shown in Table 1. Of these, 52% were female and the rest (48%) were male as in Figure 2. Most of the learners (56.8%) were aged between 8-10 years, followed by 11-14 years, followed by 5-7 years and 15-17 years as shown in Figure 2. Learners assessed were from classes primary one to primary three and each class had approximately an equal number of students (~33%) as shown in Figure 3.

Table 1: Learners assessed per district

District	Female	Male	Total
Bugiri	218	206	424
Buikwe	340	309	649
Mukono	438	418	856
Namayingo	345	320	665
Total	**1341**	**1253**	**2594**

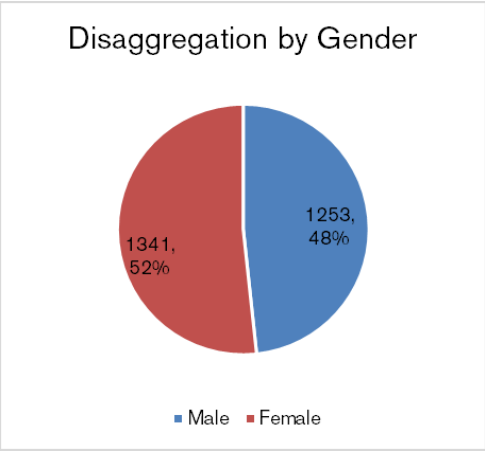


Figure 1: Learner disaggregation by gender

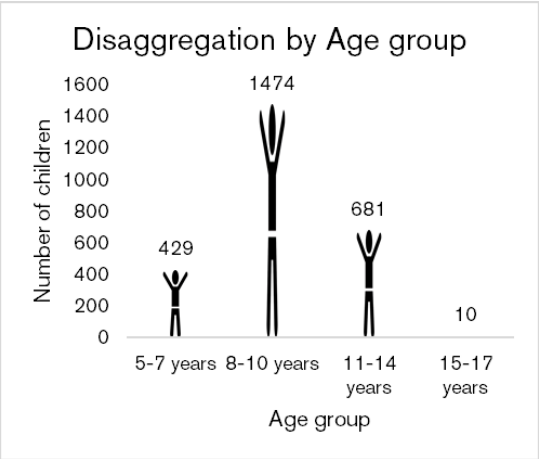
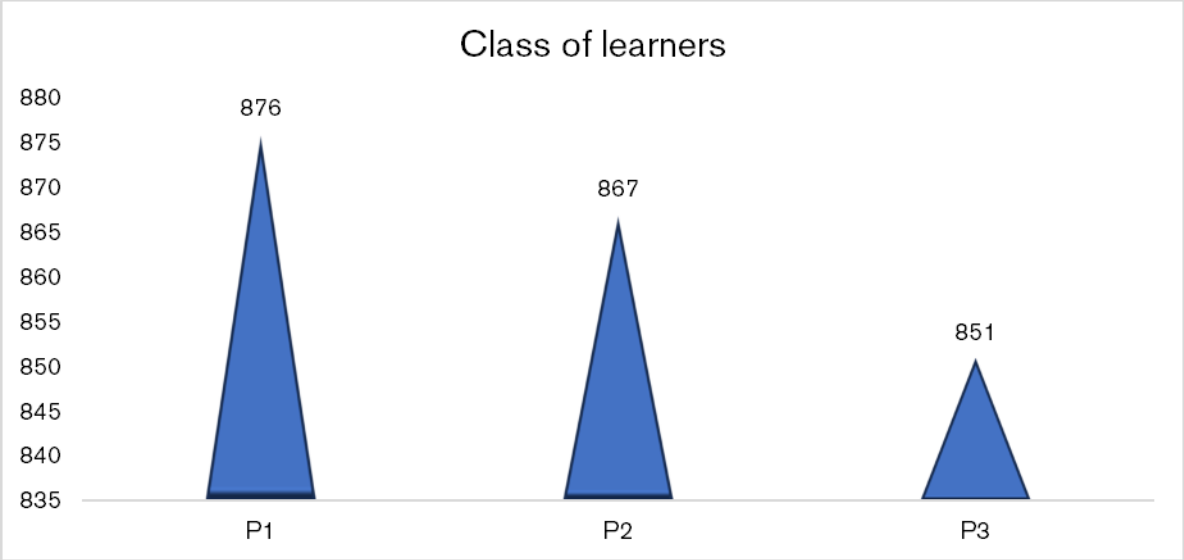


Figure 2: Distribution of learners by age group

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, (92.37%), hearing (92.75%), walking or climbing steps (93.60%), remembering or concentrating, (81.42%) washing all over or dressing (93.22%), and communicating (93.34%) as shown in Table 2. All categories registered some learners with difficulty. This implies that there are learners with special education needs.

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?	0.08%	92.37%	1.20%	6.36%
Do you have difficulty hearing, even if using a hearing aid?	0.15%	92.75%	0.81%	6.28%
Do you have difficulty walking or climbing steps?	0.00%	93.60%	0.66%	5.74%
Do you have difficulty remembering or concentrating?	0.12%	81.42%	2.24%	16.23%
Do you have difficulty (with self-care such as) washing all over or dressing?	0.15%	93.22%	0.77%	5.86%
Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?	0.15%	93.34%	0.35%	2.35%

3.1.1 Languages used at home and school

From Figure 4, most learners (52.0%) use Luganda as their mother tongue, followed by Lusoga (25.5%%), followed by other languages (22.3%) and Runyoro-Rutooro (0.2%). Other languages included; Swahili, Ateso, Lusamya, Lugisu, Japadhola, Ludhama, Runyankore, Lunyole, Lugwere. In relation to class, most of the learners reported that

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English (95.7%) is used as the language of instruction, followed by Luganda (49.7%), followed by Lusoga (22.4%) and others (11.5%) as in Figure 5. Other languages used for instruction in class include; Lusamya, Lugwere.

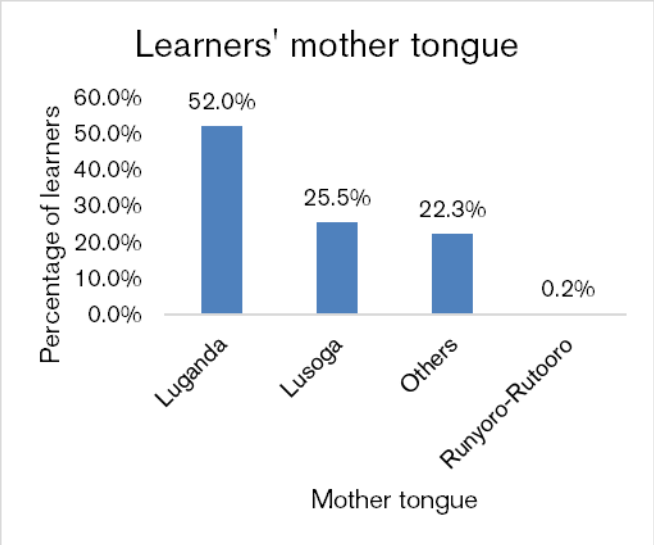

Figure 4: Learners' mother tongue

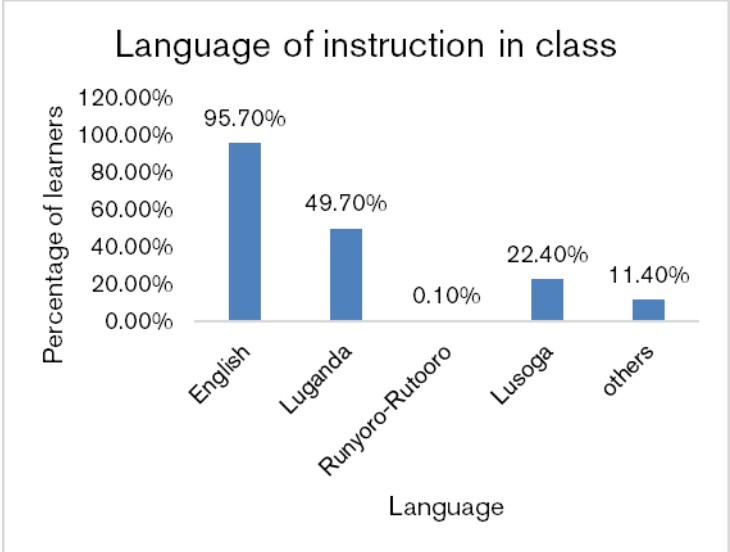

Figure 5: Language of instruction in class

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. Majority of the learners (52.1%) had participated in reading, story-writing and other literacy/numeracy activities in their school/community from the beginning of the school year. Some of the activities include; reading and writing stories, counting, math competitions, drawing, poems, word practice, and spelling games. Of those who had participated in the literacy/numeracy activities, the majority (93.7%) thought they had benefited from them.

The majority of the learners (77.6%) don't have reading/math clubs at school and of those with clubs, 83.7% participate in the clubs. Furthermore, 62.3% of the learners have access to newspapers, and textbooks for reading at home, school, or in the community while 54.2% of the learners don't have access to a book bank/Library in their

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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.

Table 3: Learner participation in literacy and numeracy activities

Question	Yes	No
1. Have you participated in reading, story-writing and other literacy/numeracy activities in your school/community since your schools opened this year?	52.1%	47.9%
2. Do you think you benefited from participating in reading, story-writing and literacy activities?	93.7%	6.3%
3. Does your school have a reading/math club?	22.4%	77.6%
4. Do you participate in school Reading/Math Clubs?	83.7%	16.3%
5. Do you have access to newspapers, textbooks for reading at home, school or in the Community?	62.3%	37.7%
6. Do you have access to a Book Bank/Library in your Community/School?	45.8%	54.2%

Parental support and engagement at home and school

The average number of people learners stay with is 7 while the minimum is 1 and the maximum is 30. On average, 5 of the people the learners stay with are 5 years old or older. From Table 4, majority of the learners (58.2%), had had their parents/guardians visit their schools to check on their performance which implies that most parents visit the school to check on their children's performance. The majority of the learners (72.9%) reported adults at home helping them with their reading and encouraging them to continue reading or checking their books/homework. This indicates that parents are involved in their children's learning. In relation to support in line with numeracy, the majority (57.2%) of the learners had seen an adult using numbers at home, 54.0% were helped to study, 49.1% were asked to help count or add things and 35.4% reported an adult playing a math game with them. Based on the results, while there is evidence that parents support their children's learning at home and school, there is still a further need

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for parents to engage their children so that they can apply what they have learned at school at home as well.

Table 4: Parental support and engagement at home and school

Question	Yes	No
Since the School opened in February 2023, has your parent(s), or any member of the household visited your School to check on your performance?	58.2%	41.8%
Does any adult in your home help you with your reading, encourage you to continue reading or check your books/homework?	72.9%	27.1%
In the past week, have you seen him/her using numbers?	57.2%	42.8%
In the past week, did he/she tell or help you to study?	64.0%	36.0%
In the past one week, did he/she ask you to help count or add things?	49.1%	50.9%
In the past week, did he/she play a math game with you?	35.4%	64.6%

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, 51.0% of the learners could identify letters, 18.5% were non-readers, 15.1% could read words, 7.2% could read a paragraph, 2.6% could only read a story but not comprehend while 5.6% could read a story and comprehend. This implies that most of the learners could only identify letters.

Table 5: Literacy tasks and Grading criteria

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Grading for Literacy	
Level	**Grading**
Letter identification level	• If the child can identify 4 out of 5 letters correctly, take the child to word level. • If the child can only recognize 3 letters or less, grade the child as "nonreaders". – End of test
Word level	• If a child can read with ease at least 4 out of 5 words, take the child to paragraph level. • If they can only read 3 or less words, grade the child at "letter". – End of test
Paragraph level	• If the child can read any three of the sentences as a complete sentence (does not stop frequently or does not read the sentence as a string of words), take the child to story level. • If they are hesitant in the reading, grade the child at "word" – End of test
Story level	• If the child can read with ease, fluency and the sentences as a long text (does not stop frequently or does not read the sentence as a string of words), ask the child the comprehension questions • If they are hesitant in the reading, grade the child at "paragraph" – end of test
Comprehension	• 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

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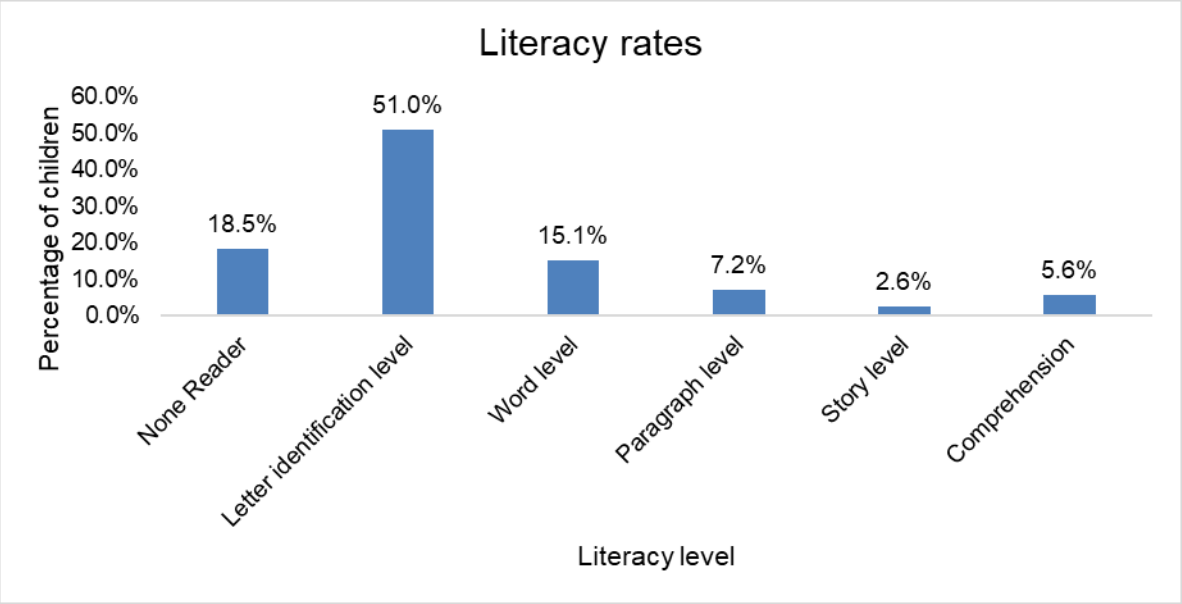
Figure 6: Literacy rates



3.1.1 Literacy rates by Gender

In comparison by gender, more boys were non-readers (19.1%) and could identify letters (52.4%) as compared to the girls. On the other hand, more girls (15.8%) could read words, read a paragraph (7.5%), read a story (but not comprehend) (2.8%), and comprehend (6.3%) 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

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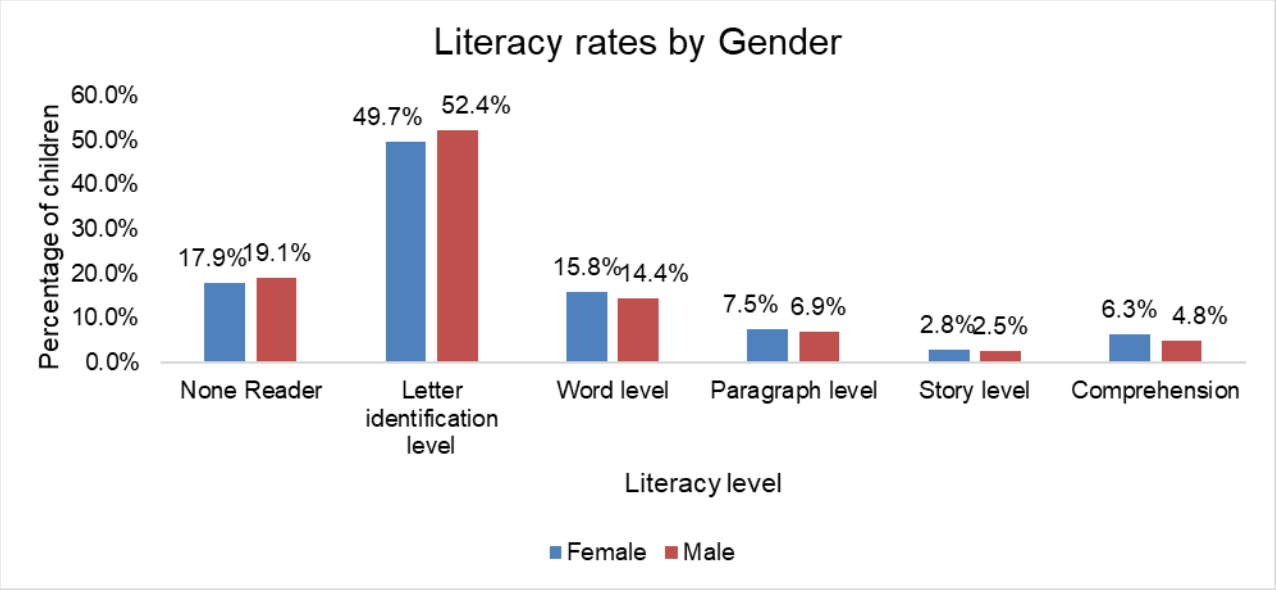
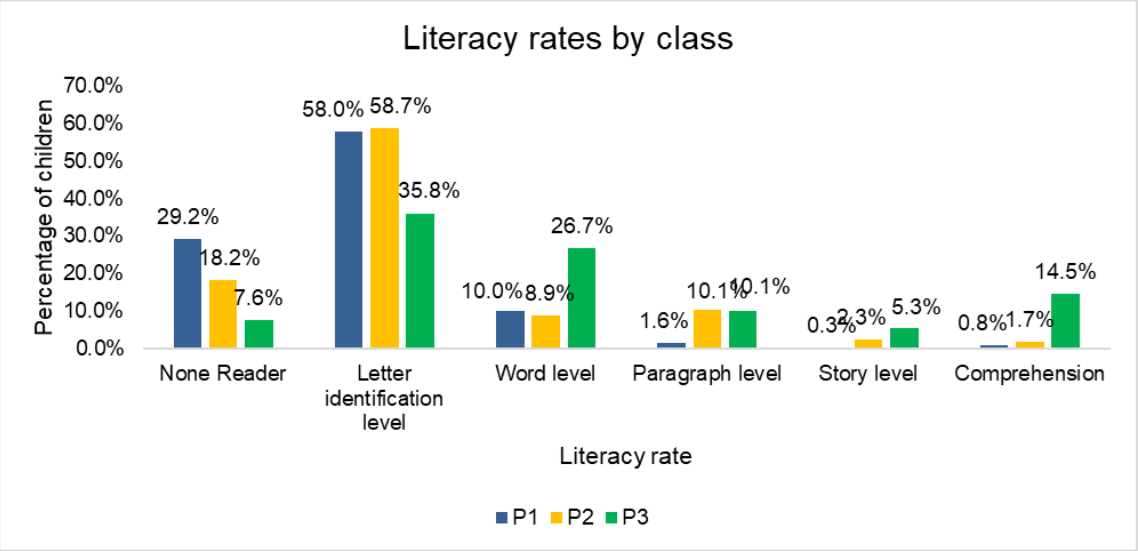
Figure 7: Literacy rates by Gender



3.1.2 Literacy Rates by Learners' Class

Comparing literacy rates by class, more learners in primary one were non-readers (29.2%) as compared to primary two (18.2%) and three (7.6%). This means that more primary one learners couldn't identify letters. More primary two learners ended at the letter identification level (58.7%), followed by primary one (58.0%), and primary three (35.8%). At word (26.7%), story (5.3%) and comprehension level (14.5%), there were more primary three learners compared to primary one and two. At the paragraph level, the percentage of learners (10.1%) in primary three and two were equal as shown in Figure 8. Overall, primary three learners were better in literacy as compared to primary two and one learners.

Figure 8: Literacy rates by Learners' Class



3.1.3 Literacy rates per district

From figure 9, Namayingo district had the most non-readers (33.2%) followed by Bugiri (31.8%), followed by Buikwe (9.4%) and Mukono (7.2%) districts. At letter identification level, Bugiri district had the most learners (54%), followed by Namayingo (52.2%), followed by Mukono (50.2%) and Buikwe (48.7%) districts. At word level, Buikwe district had the most learners (23.1%), followed by Mukono (16.9%), followed by Bugiri (9.0%), and Namayingo (8.9%) districts. At paragraph (11.6%), story (5.3%), and comprehension (8.8%) levels, Mukono district had the most learners compared to the other three districts. Overall, Mukono (8.8%) and Buikwe (7.7%) districts had more learners who could comprehend a story as compared to Namayingo (2.3%) and Bugiri (1.2%) districts.

Figure 9: Literacy rates per district

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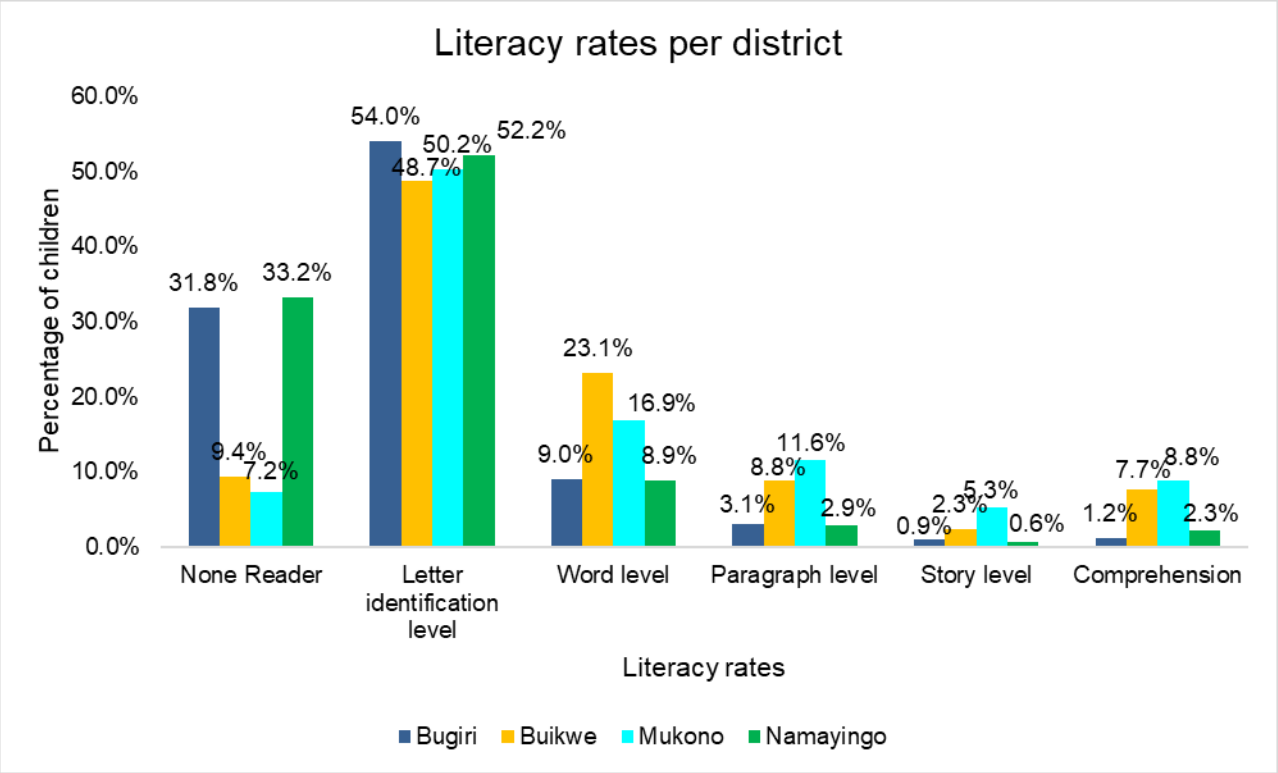

Numeracy assessment results

Learners were assessed in numeracy and graded using the criteria in Table 6. Of the 2594 learners assessed, 3.4% couldn't do anything, 27.4% were at the counting (1-9) level, 11.1% were at number recognition (10-99) level, 2.1% were at number recognition (100-999) level, 0.7% were at the place values level, 10.8% at addition, 23.0% at subtraction, 5.6% at multiplication, and 15.9% at division as shown in Figure 10.

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Table 6: Numeracy tasks and Grading criteria

Grading for Numeracy	
Level	**Grading used**
Counting 1 – 9	• If the child can count at least 4 out of any 5 symbols, 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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

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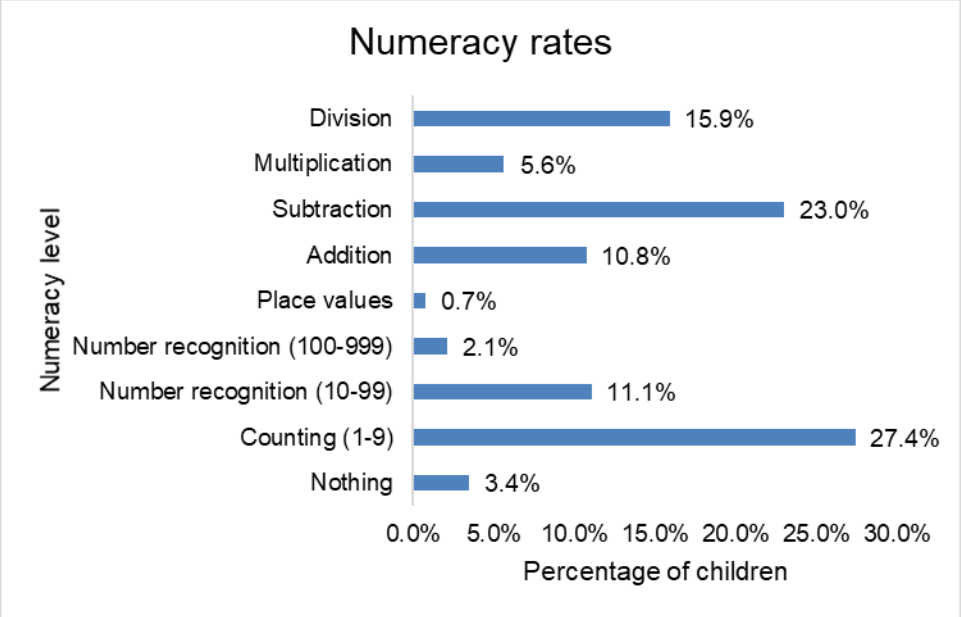
Figure 10: Numeracy rates



3.1.4 Numeracy rates by Gender

Comparing boys and girls, more girls (4.0%) couldn't do anything, were at number recognition 10-99 (11.1%), were at subtraction (23.3%) and multiplication (6.2%) levels as shown in Figure 11. At counting (1-9) level, both boys and girls were at 27.4%, more boys were at number recognition (10-99) (2.2%), place values (1.0%), addition (11.6%), and division levels (17.2%). Overall, more boys could do all the numeracy levels as compared to girls (17.2%).

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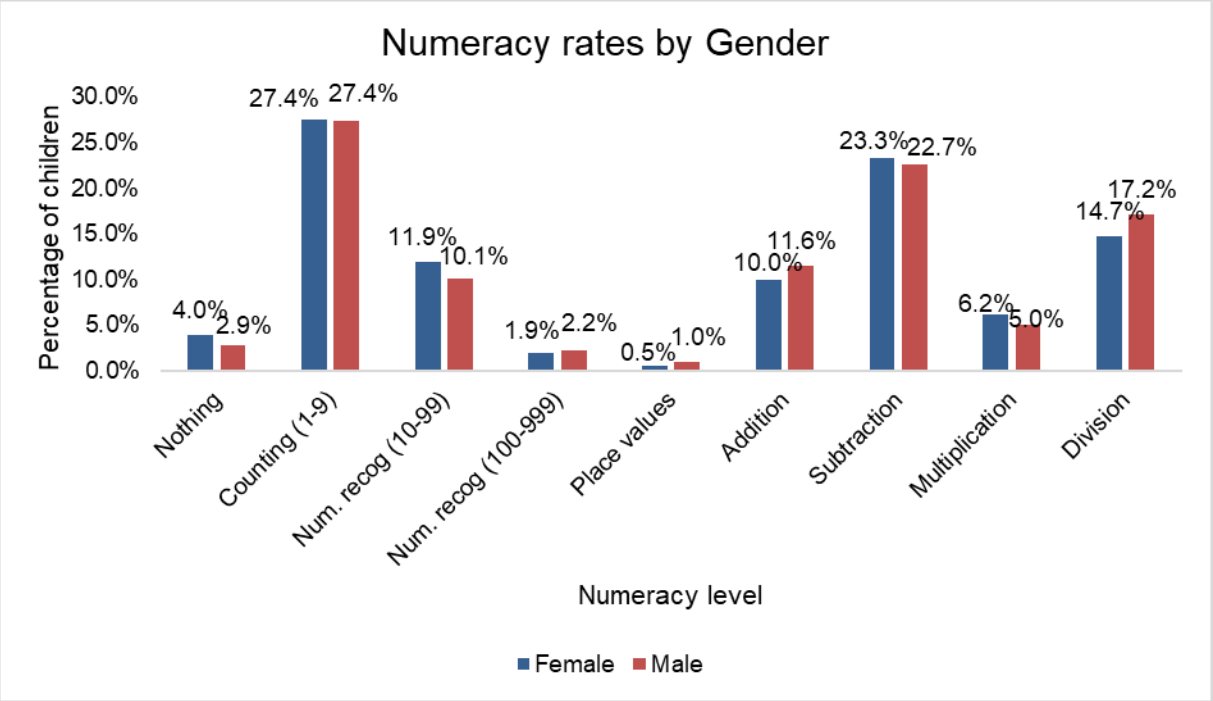
Figure 11: Numeracy rates by Gender



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 (4.8%), were at the counting 1-9 level (47.4%) and addition level (13.2%). More primary three learners were at number recognition (100-999) (3.1%), place values (1.8%), subtraction (26.9%) and division levels (32.8%). More primary two learners were at number recognition (10-99) (13.4%) and multiplication (5.8%) levels. Overall, more primary three learners at full numeracy competence that is division level as shown in Figure 12.

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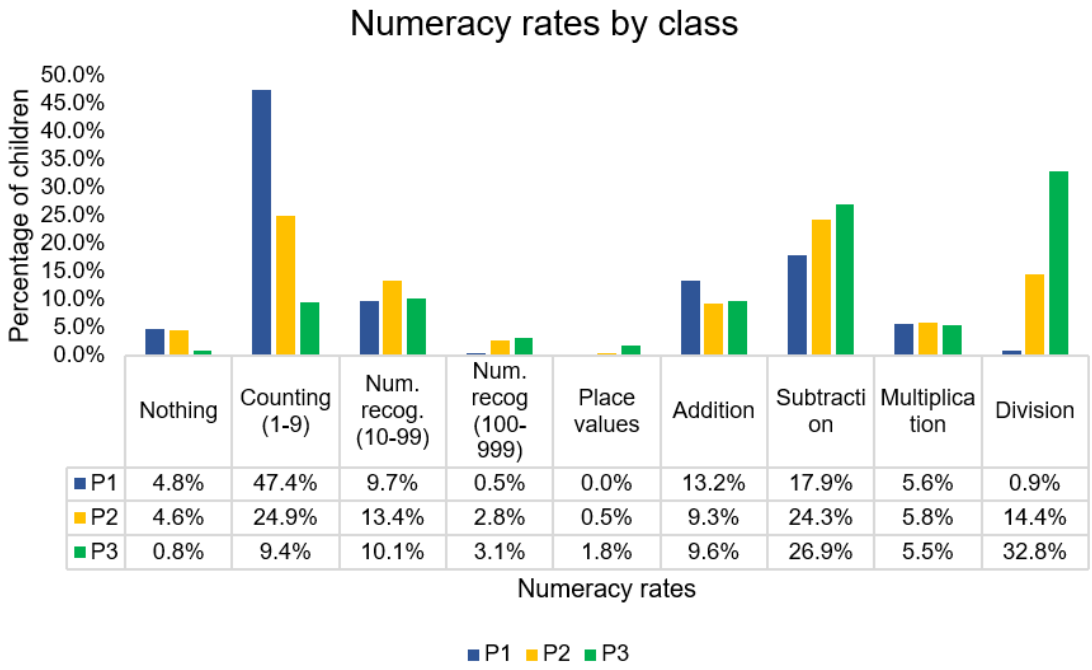
Figure 12: Numeracy rates by Learners' Class



	Nothing	Counting (1-9)	Num. recog. (10-99)	Num. recog (100-999)	Place values	Addition	Subtraction	Multiplication	Division
P1	4.8%	47.4%	9.7%	0.5%	0.0%	13.2%	17.9%	5.6%	0.9%
P2	4.6%	24.9%	13.4%	2.8%	0.5%	9.3%	24.3%	5.8%	14.4%
P3	0.8%	9.4%	10.1%	3.1%	1.8%	9.6%	26.9%	5.5%	32.8%

3.1.6 Numeracy rates per district

From Figure 13, comparing numeracy rates across the four districts, Namayingo district had most of the learners who couldn't do anything (7.4%), at counting (1-9) (31.7%) and addition (13.7%). Bugiri district had the most learners at number recognition (10-99) (18.4%) and place values (1.2%). Mukono district had the most learners at subtraction (26.8%) and division (19.7%) while Buikwe had the most learners at multiplication (7.9%). Overall, Mukono district had the most learners achieving full competence in literacy that is at the division level.

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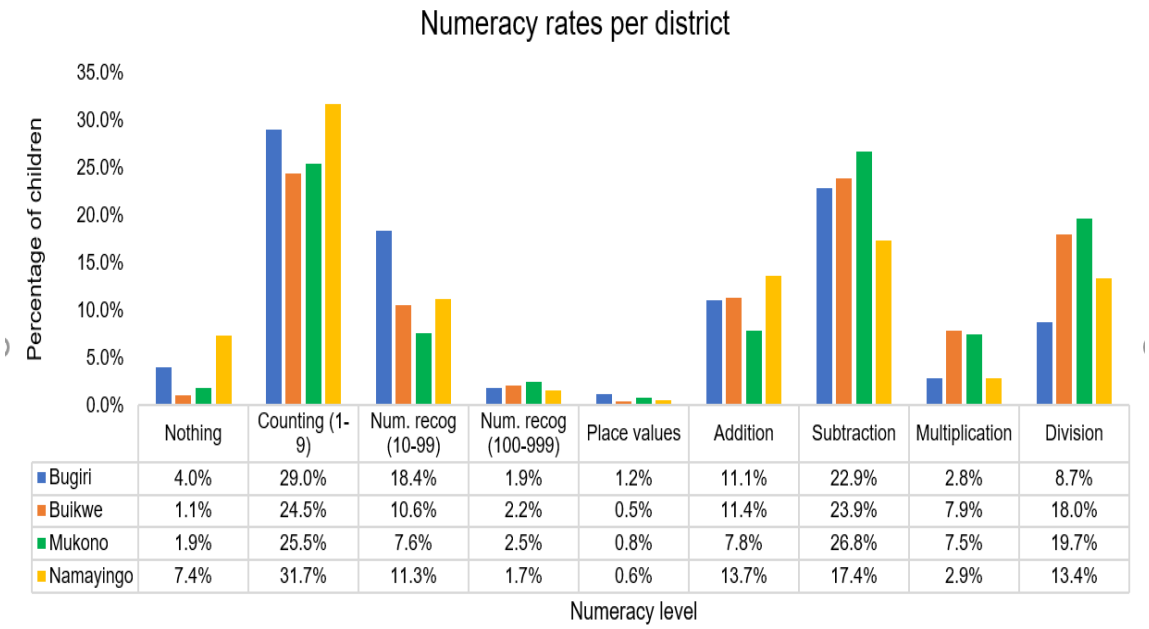
Figure 13: Numeracy rates per district



	Nothing	Counting (1-9)	Num. recog (10-99)	Num. recog (100-999)	Place values	Addition	Subtraction	Multiplication	Division
Bugiri	4.0%	29.0%	18.4%	1.9%	1.2%	11.1%	22.9%	2.8%	8.7%
Buikwe	1.1%	24.5%	10.6%	2.2%	0.5%	11.4%	23.9%	7.9%	18.0%
Mukono	1.9%	25.5%	7.6%	2.5%	0.8%	7.8%	26.8%	7.5%	19.7%
Namayingo	7.4%	31.7%	11.3%	1.7%	0.6%	13.7%	17.4%	2.9%	13.4%

Full competence in literacy and numeracy per district

From figure 14, overall, 3.2% of the learners achieved full competence in both numeracy and literacy. Comparing districts, Mukono district had the most learners achieving full competence (4.9%), followed by Buikwe (4.0%), followed by Namayingo (1.7%), and Bugiri (1.2%) districts

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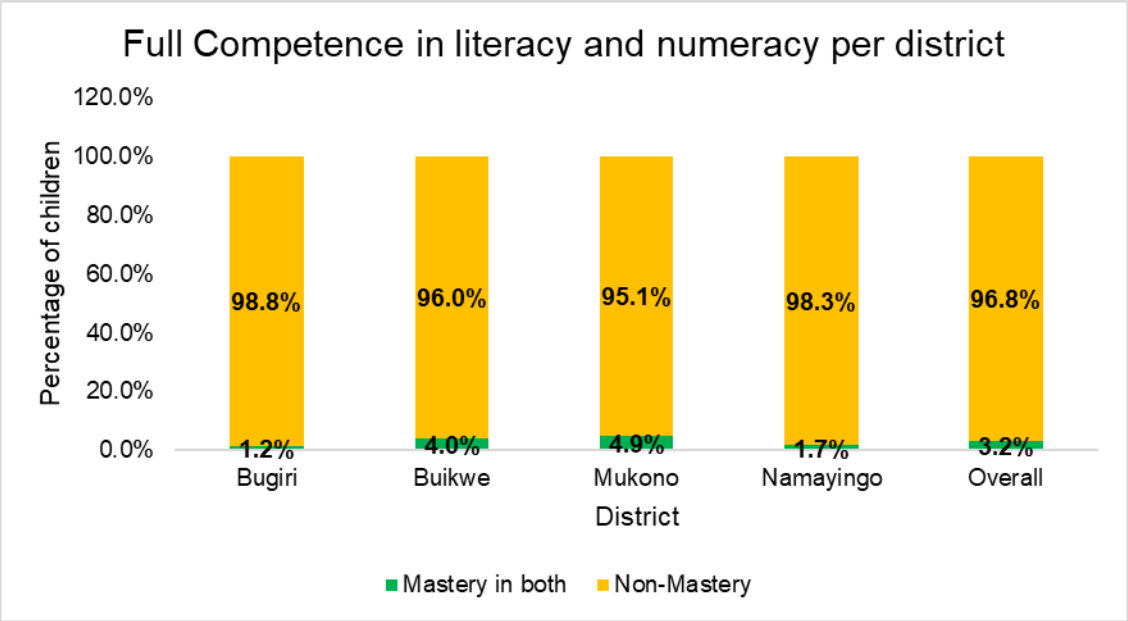
Figure 14: Full competence in literacy and numeracy per district



Full competence in literacy and numeracy per class

From Figure 15, the primary three class had the most (9.0%) learners achieving full competence in literacy and numeracy followed by primary two (0.7%) and primary one (0.1%).

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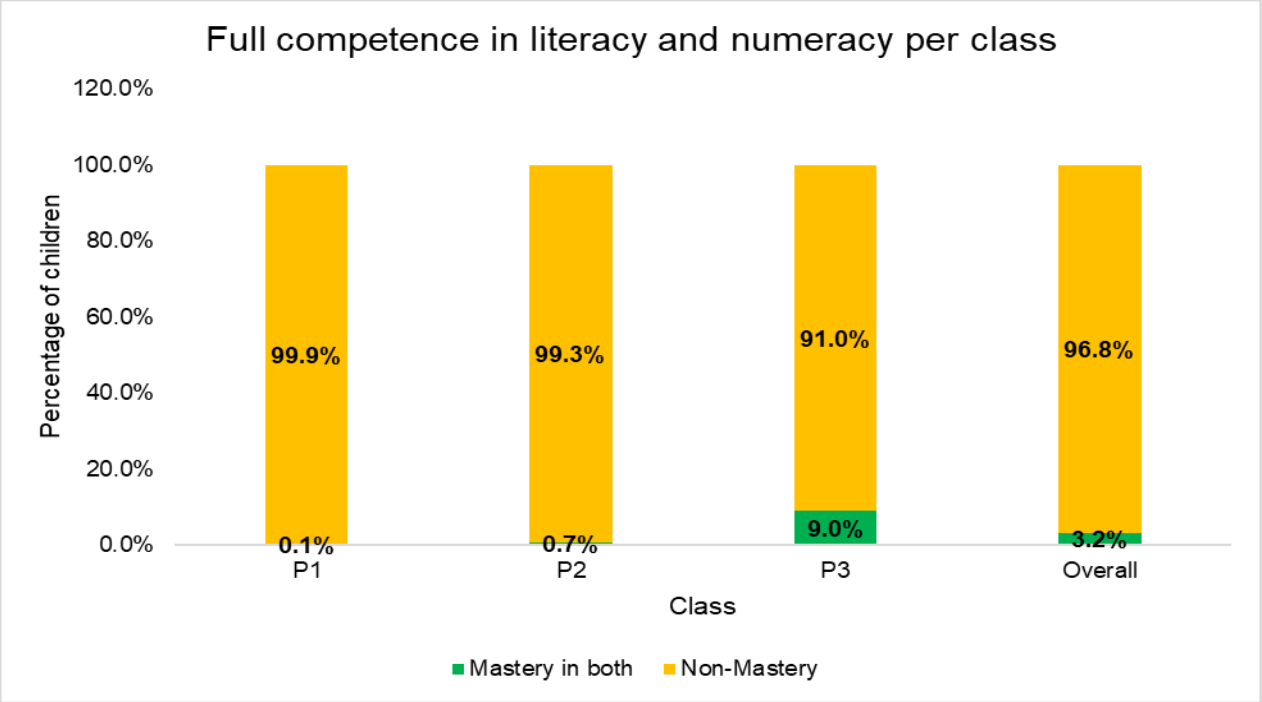
Figure 15: Full competence in literacy and numeracy per class



4.0 Conclusion

The assessment conducted in July 2023 provides valuable insights into the current literacy and numeracy abilities of learners within TFU's partner schools in the newly added districts of operation; Mukono, Buikwe, Bugiri and Namayingo. The findings reveal that there is 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 literacy and numeracy rates were at **5.6% and 15.9%** respectively. Girls performed better than boys in literacy by **1.5%** while the boys performed better than the girls in numeracy by **2.5%**.

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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. Among the new districts, Mukono district had the highest literacy and numeracy rates, followed by Buikwe, Namayingo, and Bugiri districts. Although the numeracy rate was higher than the literacy rate, the rates were low in comparison to the UWEZO 2021 report where the numeracy rate for P3 was at 20.7% and the literacy rate at 11.9%.

5.0 Recommendations

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

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

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

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- 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.

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

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- 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.

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Date: