Foundation for Inclusive Community Help

Learning Outcomes and Gender-Inclusiveness in the Foundational Learning Baseline Survey Report

April 2025

FICH- Uwezo Uganda 2025 Learning Assessment

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ACRONYMS

CLA:	Citizen Led Approach
ECD:	Early Childhood Development
FICH:	Foundation for Inclusive Community Help
FLP:	Foundational Learning Program
MEL:	Monitoring, Evaluation, and Learning
P.3:	Primary Three
P.4:	Primary Four
P.5:	Primary Five
PTA:	Parent Teacher Association
SDG:	Sustainable Development Goals
SMC:	School Management Committee
TaRL:	Teaching at the Right Level

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ACKNOWLEDGEMENT

It would not have been possible to complete this Baseline Survey for the **"EmpowerEd Futures: Investing in Gender Equitable Primary Education in Northern Uganda"** project without the helpful assistance and cooperation of a number of committed partners and stakeholders.

Our sincere appreciation goes out to **Echidna Giving** for their kind financial and technical assistance, which has been key to the start and continuation of this significant project. We also express our gratitude to **the Global Fund for Children** for their additional financial and technical support, which is strengthening our efforts to help primary school learners (grades three to five) develop their foundational literacy and numeracy skills, with a focus on gender equity.
We sincerely appreciate **Uwezo Uganda's** willingness to review and modify their learning assessment tool to meet the unique requirements of this project. Throughout the assessment process and the creation of this baseline report, Uwezo Uganda demonstrated outstanding leadership. Throughout the three-year project lifespan, which ends in 2027, Uwezo Uganda will continue to conduct the learning assessments at the baseline, midline and endline stages as a valued learning partner for FICH.

On the other side, we would like to thank our hardworking implementing partners**, Change Lead Agency Social Support (CLASS)** in Alebtong District, **Growth Care Uganda (GCU)** in Kole District, and **Arua Youth Development Initiative (AYDI)** in Arua City. The success of this survey has been greatly aided by your dedication to coordinating and supporting the assessment activities in your individual districts.

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Thank you.

Emmy Zoomlamai Okello
Executive Director

1. INTRODUCTION

The Foundation for Inclusive Community Help (FICH), through its gender-transformative interventions, seeks to address systemic disparities in foundational literacy and numeracy among marginalised primary school-aged girls in post-conflict Northern Uganda. By implementing evidence-based pedagogical methodologies and fostering multi-stakeholder partnerships, FICH aims to contribute meaningfully to the improvement of foundational learning outcomes in the districts of Oyam, Kole, Alebtong and Arua.

To strengthen its intervention framework, FICH partnered with Uwezo Uganda to enhance learning assessment approaches and generate baseline data to inform programming. This collaboration precedes FICH's implementation of the interventions focused on improving foundational learning.

In April 2025, a school-based baseline assessment was conducted across 32 primary schools—26 in Oyam, and two each in Alebtong, Kole, and Arua districts. The assessment focused on gauging foundational literacy and numeracy skills among learners in primary grades three to five and provides a critical reference for tracking progress through subsequent midline and endline assessments over the intervention cycle.

1.1 Context for the adaptation of Uwezo Assessment of Learning

FICH aims to scale its Foundational Learning Program (FLP) that has been operational since 2020 and is currently implemented across 32 primary schools in the four districts, targeting 24,000 learners in grades three to five. Anchored in evidence-based methodologies, the program integrates gender-responsive pedagogy and community-driven accountability mechanisms to address intersectional barriers such as socio-cultural norms, limited resources, and instructional challenges that contribute to gender disparities in education.

FICH's intervention towards addressing learning gaps is guided by two objectives:

1. To improve foundational literacy and numeracy for girls and boys in grades three to five through the application of adapted Uwezo assessment tools, Teaching at the Right Level (TaRL) methodology, and gender-sensitive teaching practices.
2. To strengthen parental and community engagement in education and support policy advocacy that emphasises foundational learning and gender equality.

Uwezo Uganda's, over 15 years of technical expertise and experience in conducting citizen-led learning assessments anchored in its vision towards realising a society in which all children are learning and realising their full potential; inspired this collaborative partnership, and which also aligns closely with FICH's strategic objectives. Given this expertise, FICH partnered with Uwezo Uganda to jointly

implement the baseline assessment, which focused on determining the current status of foundational literacy and numeracy in the targeted schools. Uwezo provided technical support in reviewing and adapting assessment tools, training volunteers, and ensuring data quality during the implementation process.

This contextual collaboration in which assessment of learning is a core element, serves as the backbone for the project's monitoring and evaluation framework and is instrumental in driving evidence-informed programming throughout the project lifecycle.

This report presents findings of the baseline assessment aimed at discerning the current learning outcomes among learners in the selected schools ahead of FICH's implementation of interventions focused on integrating gender-responsive pedagogy and pursuing community-driven accountability frameworks to improve Foundational Learning. These findings will further serve as reference for which the mid-line and endline assessments, will be conducted as part of the overall evaluation of FICH's interventions.

The report is organised as follows:

- **Section 1** outlines the assessment methodology, including sampling procedures.
- **Section 2** presents the findings, organised around learner competencies, details of the school survey focused on teacher interactions as well as school-level observations.
- The report concludes with key takeaways and recommendations drawn from the findings.

2. ASSESSMENT METHODOLOGY

Within this section, an outline of the approach to how the baseline assessment was implemented is provided. Key among these is the training and data collection, the sampling approach employed as well as quality assurance measures employed.

2.1 Training, assessment approach and tools

The baseline assessment utilised the Citizen-Led Approach (CLA) to conduct the learning assessment in all the 32 schools. To conduct the assessment, 113 volunteers (63 males and 50 females) were engaged-to collect data. The intensive two-day training was structured to enable volunteers administer the assessment tools effectively using Computer Assisted Personal Interviews (CAPI) for the school-based survey that involved interaction with the headteachers, class teachers and learners.

The tools used in the baseline assessment were an adaptation of the survey tools used by Uwezo when conducting its national assessments of basic literacy and numeracy. Additional tools for the teacher survey were developed to specifically identify gender responsive pedagogical practices in the classroom. Irrespective of the class i.e. P.3, P.4 and P.5; the learners are attending, they were all assessed using the same tasks for literacy in English and respective local languages (Leblango, and Lugbarati) and numeracy that were benchmarked against a Primary 2 (P.2) Ugandan curriculum.

While assessing literacy (English and the two local languages-Leblango in Alebtong, Kole & Oyam and Lugbarati in Arua), learners were graded based on the highest level they reached out of four levels i.e. the ability to read letters/syllables, followed by words, a paragraph and finally a story followed by comprehension questions. The levels increased in complexity, starting with the simple task of reading letters/syllables and culminating to the highest level of reading and comprehending a story.

For numeracy however, learners were assessed on all tasks that included, counting and matching, number recognition, addition, subtraction, multiplication and division (math operations) and solving word problems/ethno math that was presented in the learner's preferred language (English or local language). The numeracy assessment involved scoring the learners on each of the individual levels without the assessment being terminated based on their inability to demonstrate abilities required for a previous level attempted.

Assessment outcomes for each learner were then recorded digitally by volunteers using Kobo Collect, the electronic data collection tool programmed to capture the survey details including each learner's bio details and abilities on the assessment. In addition, data from teachers', head-teachers' and school observation details were also captured using Kobo collect application.

However, a limitation to the assessment includes; the exclusion of learners with disabiltity due to a lack of capacity to assess learners with disability/special needs akin to citizen-led assessments to which Uwezo national assessments are anchored.

2.2 Sampling Approach and Quality Assurance

Prior to the assessment, enrolment records for classes 3-5 per school were availed upon which sampling of learners that participated in the assessment was done. Based on these learner enrolment numbers, minimum sample size calculations were computed to determine a representative number of learners for each gender per class that would be assessed. In order to select learners that would participate in the baseline assessment in each of the classes P.3 - P.5, all males and all females were listed and serialised separately in order to establish totals for each gender, upon which random selection of learners by gender was done. All selected learners were then allocated codes that would aid in tracking their participation in the midline and endline assessments.

Overall, a total of 6,329 learners was reached, with a gender representation of 3,155 males and 3,174 females, yielding a response rate of 85 percent. To ensure quality of the assessment processes and of the data collected and to ensure conformance to assessment processes and standards, quality assurance measures were put in place. These included monitoring of the training attendance of each volunteer, support supervision during the data collection as well as monitoring of the data collection process which involved reaching out to every school to ensure the assessment protocols were observed.

3.0 ANALYSIS AND PRESENTATION OF FINDINGS

Under this section, results of the baseline assessment are presented in three sub-sections- firstly on; the findings on learners' competencies in literacy and numeracy, followed by findings from the teacher

survey and the section concludes with findings on school administration/headteacher and school observations.

3.1 FINDINGS ON LEARNER ASSESSMENT

Under this subsection, findings are presented on learner competences and disaggregated by gender and with further comparisons made between the literacy and numeracy competences assessed. It should be noted that, overall, data on literacy and numeracy was collected from all the 32 schools surveyed-including making classroom observations. However, the headteacher information was collected from only 31 schools where only the school survey was collected.

3.1.1 Overall distribution of Learners and schools visited

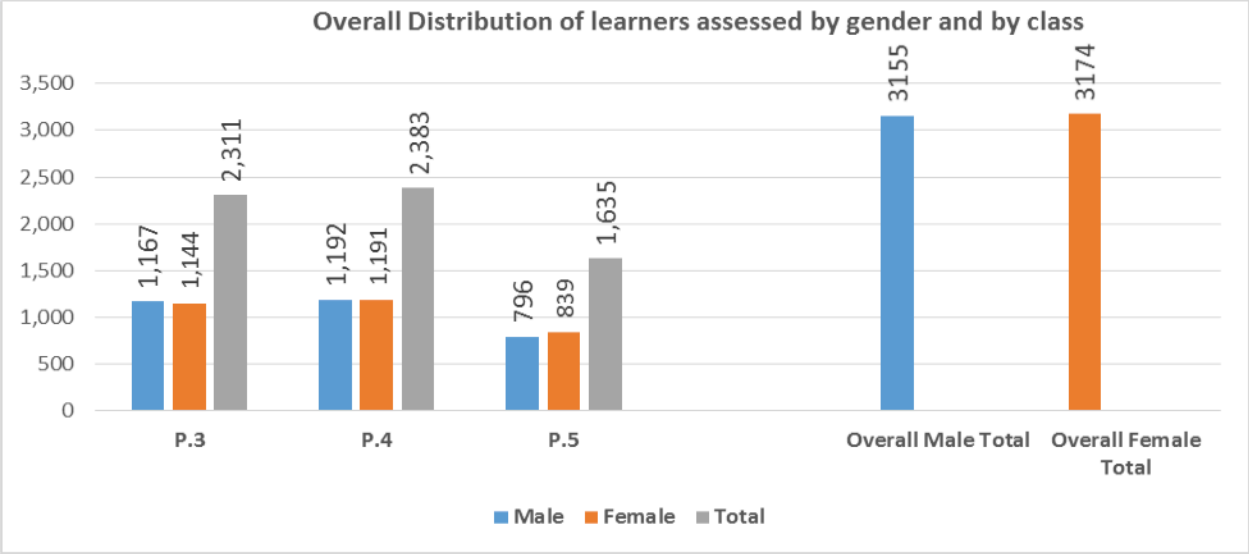
From all the four districts, a total of 6,329 learners were assessed in both numeracy and literacy in English-including in local languages (either Leblango or Lugbarati). Learners in P.4 (2,383) constituted the largest proportion assessed across all schools and districts. More to this, table one reveals that Oyam (4,885) district followed by Alebtong district (514), had the largest number of learners assessed while the least number (448) of learners assessed was in Kole district.

Table 1: Number of schools visited for observations and learners assessed by district

DISTRICT	No of SCHOOLS	CLASS			
		P.3	P.4	P.5	TOTAL No. LEARNERS
ALEBTONG	2	176	175	163	**514**
ARUA	2	160	219	103	**482**
KOLE	2	149	144	155	**448**
OYAM	25	1,826	1,845	1,214	**4,885**
TOTAL	32	**2,311**	**2,383**	**1,635**	**6,329**

Similarly, figure one below presents details of learners assessed by gender for each of the classes assessed.

Figure 1: Overall Distribution of learners assessed by gender and by class



3.2 FINDINGS ON LEARNERS LITERACY COMPETENCIES

3.2.1 Overall reading competencies in English by district

Overall, Table 2 below reveals that in each of the four districts, the competence levels for literacy (English) declined at the higher-level tasks that required learners to perform tasks related to reading the paragraph, story and responding to comprehension questions. A majority (61.8%) of learners across the 3 classes and all districts were unable to go beyond identification of letters of the alphabet by their name or sound. Approximately 29% of the learners were non-readers i.e. could not even identify letters of the alphabet.

Table 2: Reading competencies in English by district

District	Non-Reader	Letter	Word	Paragraph	Story	Comprehension	Total
ALEBTONG	25.7	45.5	16.0	3.1	2.7	7.0	100
ARUA	10.4	22.8	28.8	13.1	2.9	22.0	100
KOLE	31.5	35.0	17.6	9.2	0.9	5.8	100
OYAM	30.6	32.7	21.6	8.0	0.8	6.4	100
Total	**28.7**	**33.1**	**21.4**	**8.1**	**1.1**	**7.6**	**100**

NB. *These findings as presented by district do not infer to the whole district expected outcomes as the sample was not representative at that level nor intended to be so.*

3.2.2 Levels of reading competencies in English, by Class

As illustrated in Table 3 below, only about one (1) in every 100 learners in P.3 were able to read and comprehend a P.2 story in English. This implies only one percent of all learners in P.3 assessed demonstrated full literacy competence (read and comprehended the story) in English. Incremental improvements in learners' abilities were, however, observed with an increase in class levels. Overall,

approximately 8% of P3-5 children assessed across the four districts were able to read and comprehend a P.2-level story.

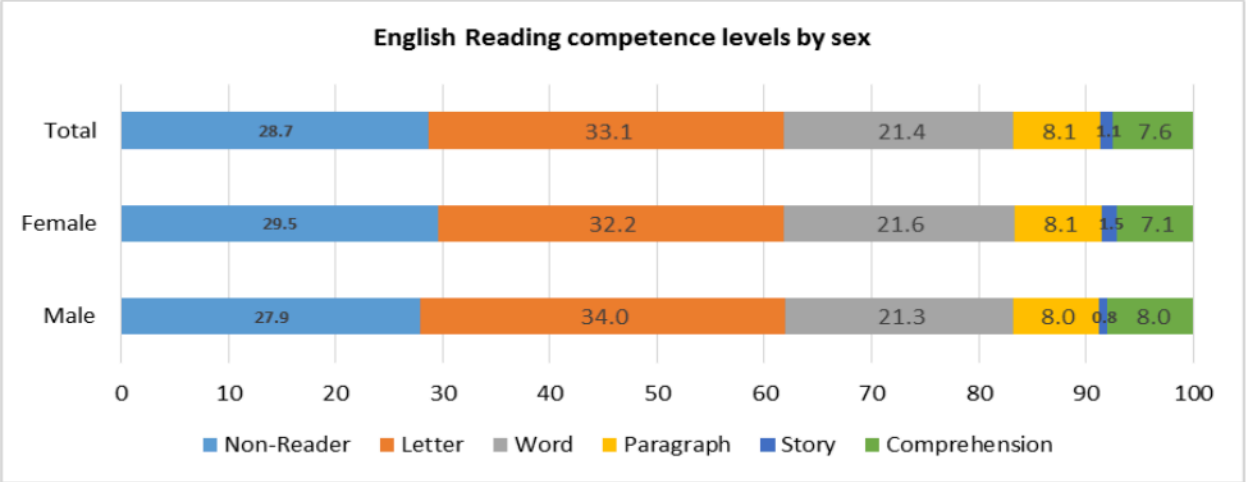
Table 3: Levels of Reading competence in English, by Class (Percentages)

Class	Non-Reader	Letter	Word	Paragraph	Story	Comprehension	Total
P.3	48.8	36.4	11.6	2.2	0.1	1.0	100
P.4	23.0	36.6	25.7	7.3	0.7	6.6	100
P.5	8.6	23.4	29.1	17.6	3.2	18.1	100
Total	**28.7**	**33.1**	**21.4**	**8.1**	**1.1**	**7.6**	**100**

3.2.3 English Reading competence levels by Sex (Percentages)

As visualised in Figure 2 below, English reading outcomes are equally low for boys and girls. However, there are slightly more girls who are non-readers in English by two-percentage points (29.5% vs 27.9%) and slightly more boys who can read and comprehend a P.2 level story by one-percentage point (8% vs 7.1%).

Figure 2: English Reading competence levels by Sex (Percentages)



3.2.4 Levels of Reading in local language, by Class (Percentages)

Overall, across all the 4 districts, approximately 6% of the P.3-P.5 learners assessed demonstrated ability to read and comprehend a story in a local language. Only 2 in every 100 learners in P.3 were able to read and comprehend a P.2 story in local language. Even by the time they reach P.5, one out of 10 (11.4 percent) of P.5 learners are able to read and comprehend a P.2 story in local language. The majority of the children assessed (64%) were non-readers in the local language i.e. they could not identify letters of the alphabet/syllables.

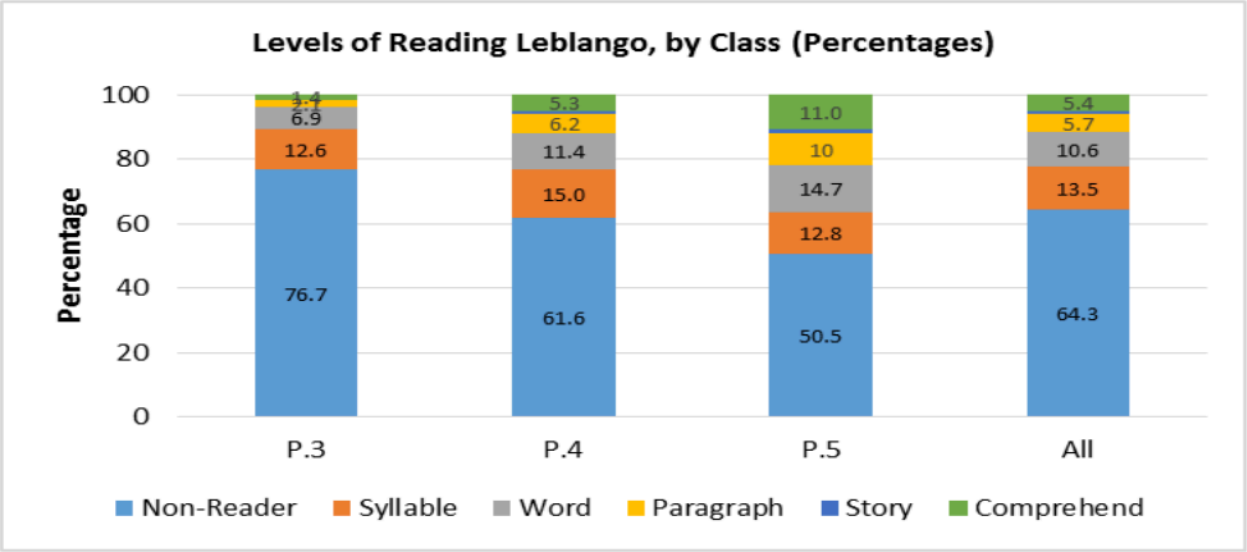
Table 4: Levels of Reading local language, by Class (Percentages)

Class	Non Reader	Syllable	Word	Paragraph	Story	Comprehend	Total
P.3	76.5	12.8	6.9	2.1	0.2	1.6	100
P.4	61.5	14.7	11.8	6.0	0.6	5.4	100
P.5	49.9	12.5	15.1	10.0	1.0	11.4	100
All(P3-P5)	**64.0**	**13.5**	**10.9**	**5.6**	**0.6**	**5.6**	**100**

3.2.5 Reading competences in Leblango, by Class (Percentages)

In an ideal situation, all learners in P.3-P.5 level should have competences to perform all the local language tasks with ease, considering that the items assessed are pegged to the P.2 curriculum; that is a lower class. However, findings as visualised in Figure 3 indicate that most learners (64.3%) across the three classes in the districts of Oyam, Alebtong and Kole are non-readers in Leblango language, majority of whom are in P.3 (76.7%), 61.6% in P.4 and 50.5% in P.5. Overall, only 5.4% of the learners are able to read and comprehend a story of P.2 level in Leblango. More importantly, in the lower class of P.3 where local language is expected to be used as a medium of instruction in compliance to the language in education policy, only 1 out of 100 learners (1.4%) can read and comprehend a P.2 level story in Leblango.

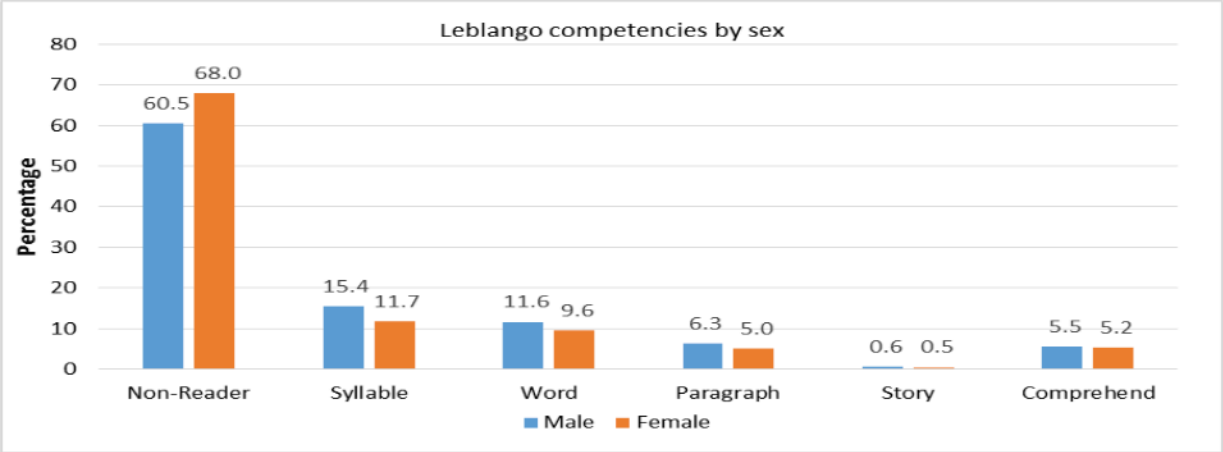
Figure 3: Reading competences in Leblango, by Class (Percentages)



3.2.6 Reading competences in Leblango, by Sex

Overall, reading outcomes in Leblango are low for both, boys and girls. However, as Figure 4 below shows, male learners across all the three districts of Oyam, Kole and Alebtong generally performed better than girls at all reading levels. There were also more girls graded as non-readers than boys by eight percentage points i.e. 68% vs 60.5%.

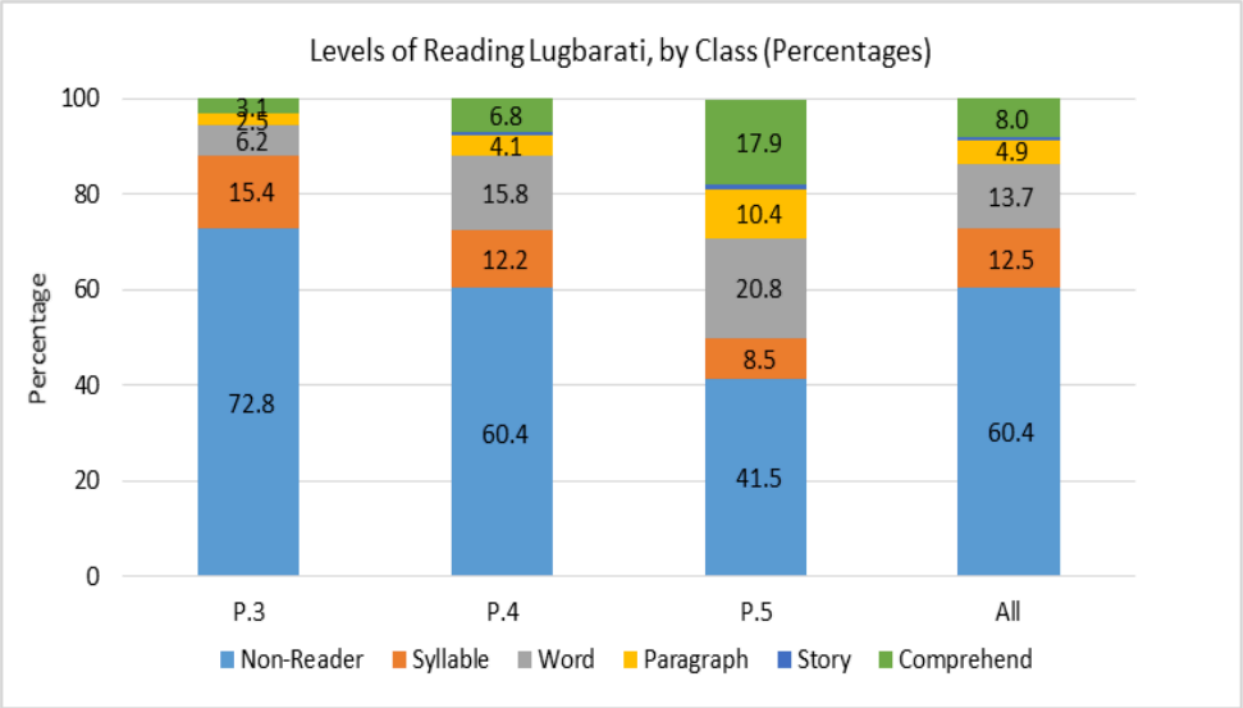
Figure 4: Reading competences in Leblango, by Sex



3.2.7 Reading competences in Lugbarati, by Class (Percentages)

A larger percentage of learners across all three classes are unable to read in Lugbarati language as seen in Figure 5 below. The majority are non-readers (60.4) and only a few (8%) are able to read and comprehend a P.2 story. As noted earlier, this is a significantly wide departure from expectations of learners in these classes; in conformity with the language in education policy-where local language is the expected medium of instruction particularly for lower primary classes 1-3 and children are also expected to learn to read in local language.

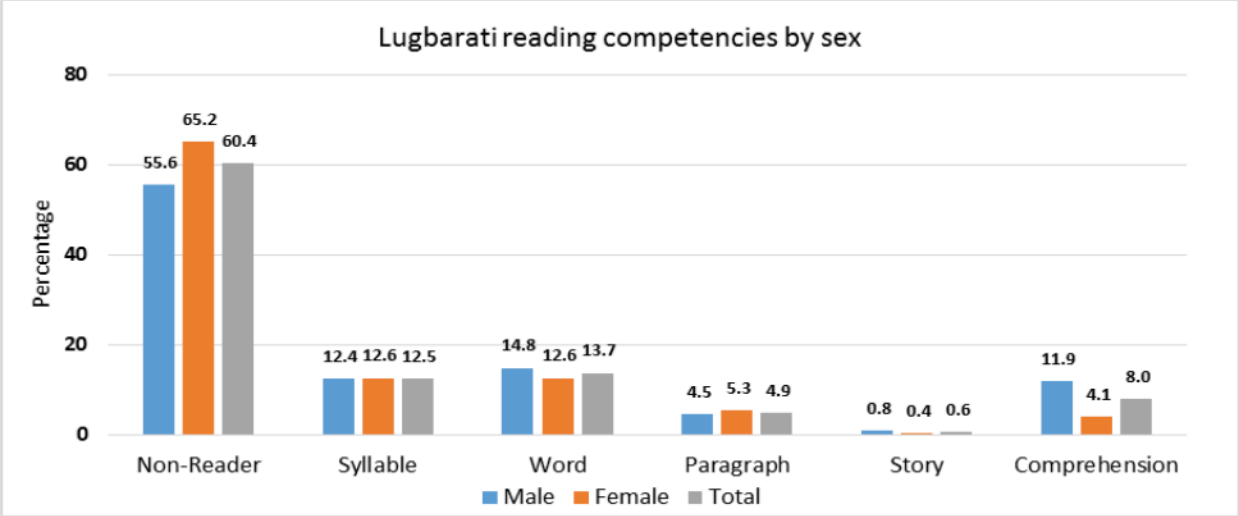
Figure 5: Reading competences in Lugbarati, by Class



3.2.8 Competences in reading in Lugbarati by sex

Figure 6 below, shows that reading outcomes in Lugbarati are low for both genders but that they are lowest for girls in major cases. For example, there are more girls who are non-readers in Lugbarati (65.2%) compared to boys who are non-readers (55.6%). Similarly, it is worth noting that there are significant gender differences in abilities to read and comprehend a story in Lugbarati across all classes in favour of boys, with 11.9% of the boys assessed demonstrating ability to read and comprehend compared to 4.1% of the girls assessed.

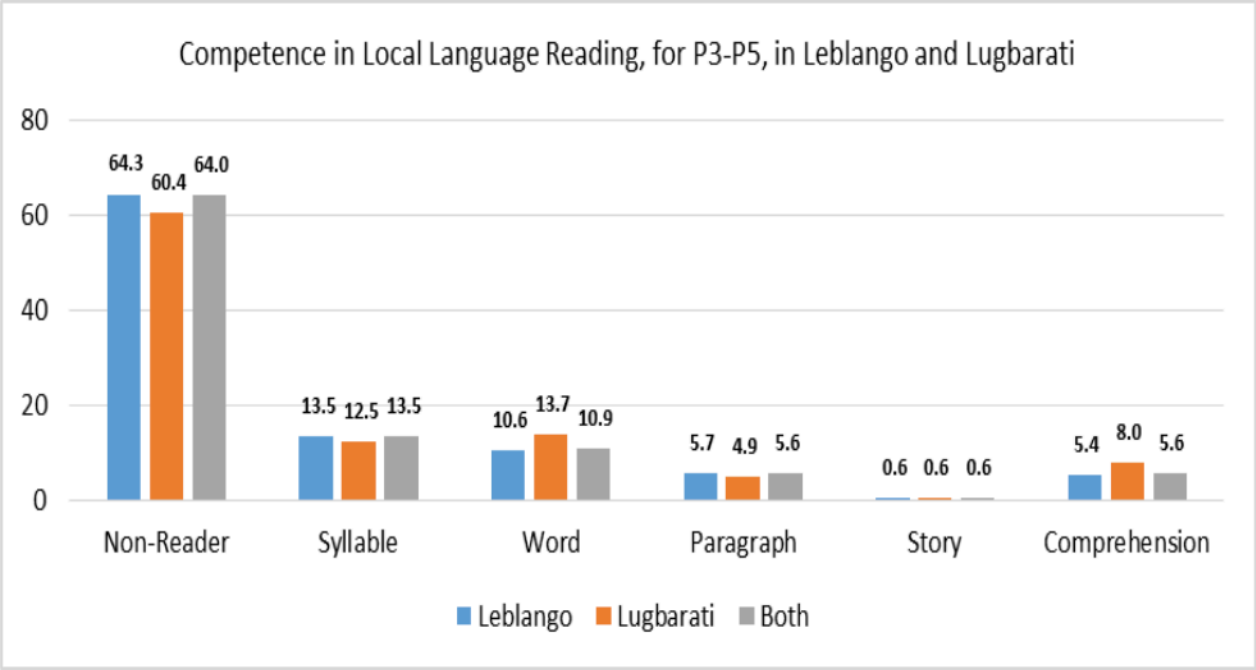
Figure 6: Lugbarati reading competences by sex



3.2.9 Comparison in local language reading competencies, for Languages assessed

Figure 7, below indicates that, while reading levels are very low for both, Leblango and Lugbarati, generally they are lowest for Leblango. There were more non-readers in Leblango (64.3%) compared to Lugbarati (60.4%). At the same time, there were more children who could read words in Lugbarati (13.7%) compared to those who could read words in Leblango (10.6%). At the highest level, slightly more learners (8%) could read and comprehend a Lugbarati P.2 level story compared to 5.4 percent that were able to read and comprehend a Leblango P.2 level story.

Figure 7: Comparison in local language reading competence, by language (Leblango and Lugbarati)



3.3 FINDINGS ON LEARNERS' NUMERACY COMPETENCIES

3.3.1 Numeracy Competencies by class and Type of Task

In this section, a presentation of learners' full competency in numeracy (ability to correctly perform all tasks up to the highest division level) by class for all the seven core tasks is presented in Figure 8 below. The findings reveal that learners progressively exhibited full competence in numeracy from lower to upper classes. For instance, increments in performance level are observed with learners' achievements of; 36.5%, 58.5% and 77.1% in classes P.3, P.4 and P.5 respectively. Important to note is that at the individual class level, there are still learners who are unable to do lower level tasks requiring matching and number recognition. In P.5, which was the highest class assessed, at least 2% of the learners across all districts demonstrated inability to count and match as well as recognise numbers 10-99.

Figure 8: Proportion of learners with Full P.2 Numeracy Competency by class and Type of Task

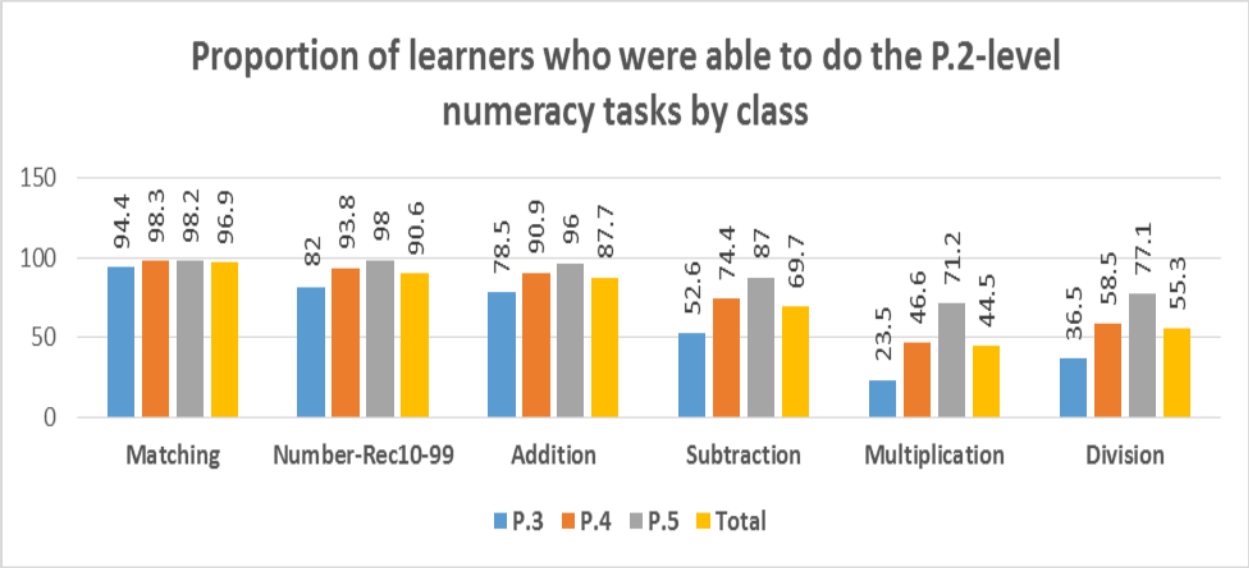


Figure 8 further shows that only a few children in P.3 (less than 50%) are able to successfully complete P.2-level multiplication tasks (23.5%) and division tasks (36.5%), indicating that the curriculum is leaving many children behind.

3.3.2 Learners' Numeracy competencies, by Sex

Table 6 below indicates that, apart from matching and number recognition where learning outcomes for boys and girls are more or less similar, there are more boys than girls who could complete tasks involving mathematical operations (addition, subtraction, multiplication and division).

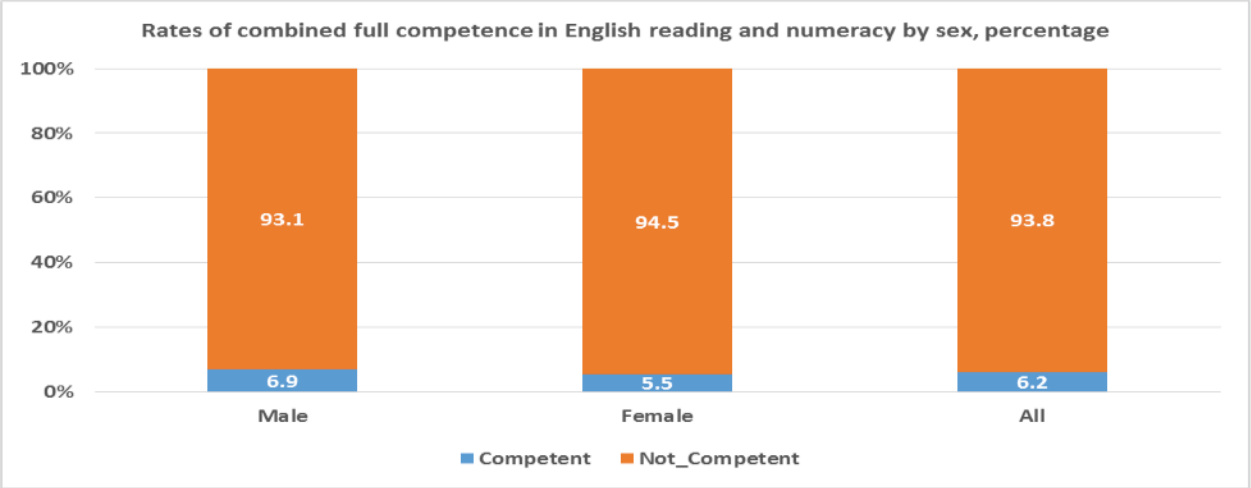
Table 6: Learners' competences in numeracy by sex

Sex	Matching	Number-Rec10-99	Addition	Subtraction	Multiplication	Division
Male	97.1	91.1	89.6	73.1	48.4	58.9
Female	97.1	90.0	85.8	66.3	40.7	51.7
Total	97.1	90.6	87.7	69.7	44.5	55.3

3.3.3 Rates of combined full competence in English reading and numeracy, by sex

Full competence for English required that learners were able to achieve all levels of literacy presented to them up to reading a story and comprehending it while full competence in numeracy required that they correctly completed all numeracy tasks up to the highest division level. The findings as presented in figure 9 below reveals that only 6.2 percent of the learners had full competency in both areas assessed - with slightly more boys (6.9%) attaining full competency than girls (5.5%).

Figure 9: Rates of combined full competency in English reading and Numeracy (percentage)

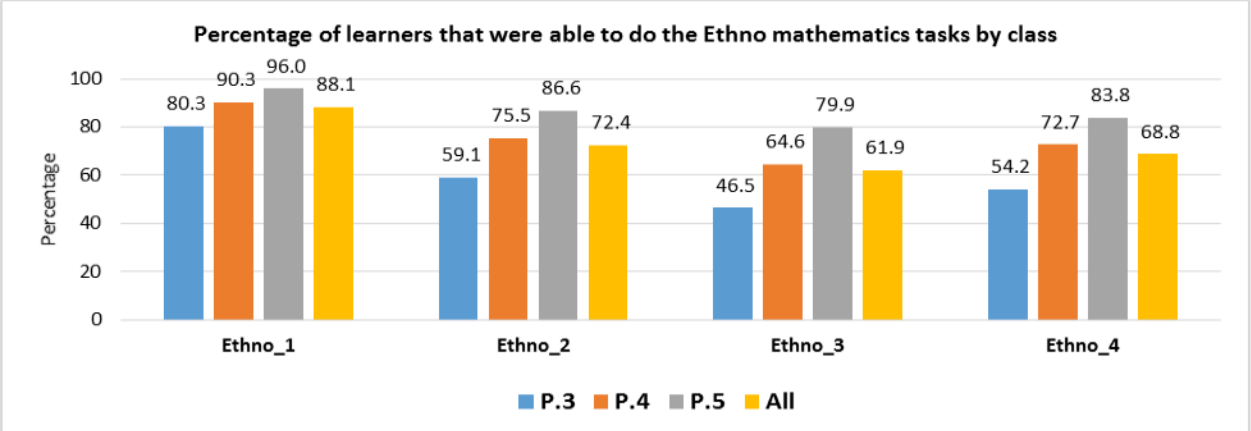


3.3.4 Learners' performance on ethno mathematics tasks by class

All learners were assessed on ethno math tasks that related with word problems structured in everyday math activities within their exposure and whose administration was done orally, in a language the learner preferred (either local language or English). In Figure 10 below, it is clear that performance on the ethno mathematics tasks progressively improved from lower to higher classes with primary five learners demonstrating higher competencies in all the tasks assessed.

As further illustrated in Figure 10 below, the four compulsory ethno math questions in the assessment are coded as, Ethno 1-4 to denote the four questions respectively with ethno 1,2,3 and 4 each assessing learners ability to add, subtract, multiply and divide, respectively.

Figure 10: Percentage of learners who were able to do the different tasks of Ethno Mathematics by class



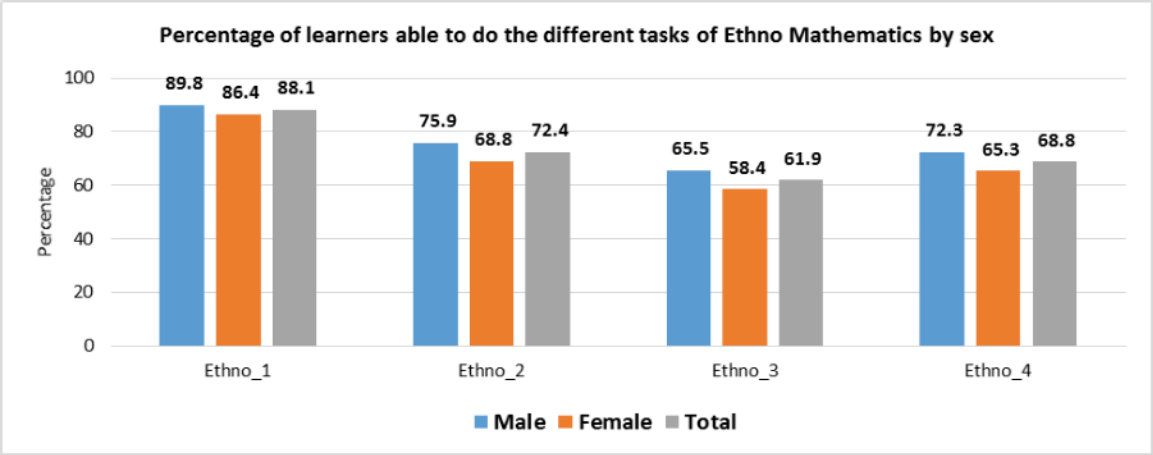
A comparison of children's performance on ethno/everyday math tasks (Figure 10) and on mathematical operations tasks (Figure 8) indicates that children performed better on everyday math than on operations tasks (with mathematical symbols). For example, while 23.5% of the assessed P.3 children

were able to successfully complete multiplication tasks using symbols (Figure 8), 46.5% were able to successfully complete ethno math multiplication tasks.

3.3.5 Learners' performance on ethno mathematics tasks by sex

The findings (Figure 11), indicate that the boys were more successful on ethno tasks than their female counterparts on all four operations questions involving addition, subtraction, multiplication and division.

Figure 11: Percentage of learners able to do the different tasks of Ethno Mathematics by sex



Similar to performance on tasks using mathematical symbols (Table 6), lower learning outcomes were realised on ethno math tasks involving multiplication (Ethno 3 Figure 11). This indicates that there could be need to rethink how multiplication is taught at school.

3.4 FINDINGS ON THE SCHOOL AND TEACHER SURVEY

In this section of the report, characteristics related to the school environment and factors associated with and have an influence on learning outcomes as revealed by the school and teacher surveys are presented. The focus of the section is on teacher and school characteristics.

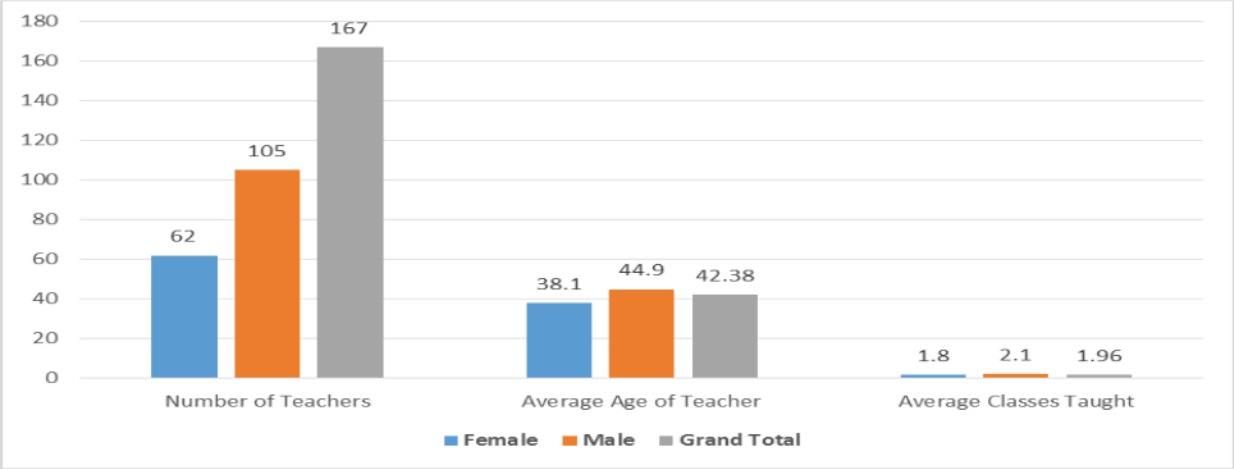
3.4.1 Teacher characteristics

Within this subsection of the report; findings from the teacher survey conducted with subject teachers for English and Mathematics in P.3 to P.5 classes are presented. The survey focused on identifying teaching practices aligned to utilisation of gender pedagogy in the classroom to improve learner experiences and competences.

3.4.1.1 Distribution of teachers by sex, average age and number of classes taught

Data from the teacher survey was collected from a total of 167 teachers who were present in school on the day of the school visit. Among these, 105 were men and 62 were women as shown in Figure 12 below. In relation to the number of classes taught, the data reveals that male and female teachers taught two classes on average. The average age for teachers participating in the survey is approximately 45 years for males and 38 years for females.

Figure 12: Distribution of teachers by sex, average age and number of classes taught



3.4.2 Distribution of teachers by years in teaching practice

A significant number of teachers revealed having been in the teaching profession for twelve years and more. In addition, more male teachers (86) reported having taught for more than 12 years compared to 35 of their female counterparts.

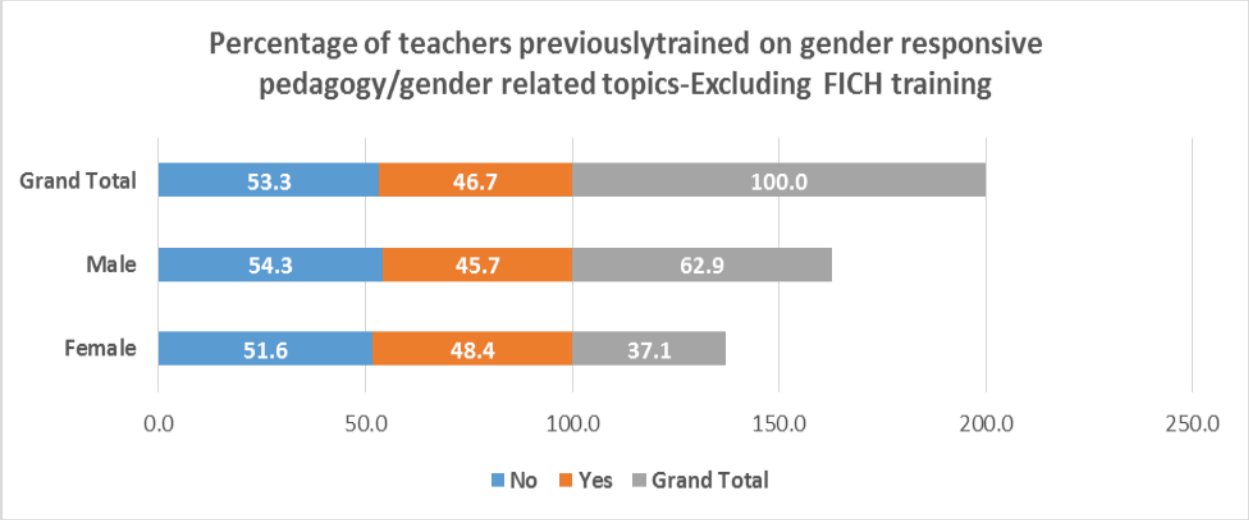
Table 7: Distribution of teachers by years of teaching practice

Years in Teaching Practice	Female	Male	Total
0-2 years	4	2	6
3-5 years	4	4	8
6-8 years	7	6	13
9-11 years	12	7	19
12+ years	35	86	121
Grand Total	**62**	**105**	**167**

3.4.3 Distribution of teachers previously trained on gender-responsive pedagogy/gender related topics

Figure 13 shows that slightly more female teachers (48.4%) reported having been exposed to a gender-responsive pedagogy training in the previous year compared to 45.7% male teachers. Overall, nearly a half (46.7%) of them revealed not having been trained on gender-responsive pedagogy.

Figure 13: Distribution of teachers previously trained on gender responsive pedagogy/gender related topics other than that conducted by FICH in 2025

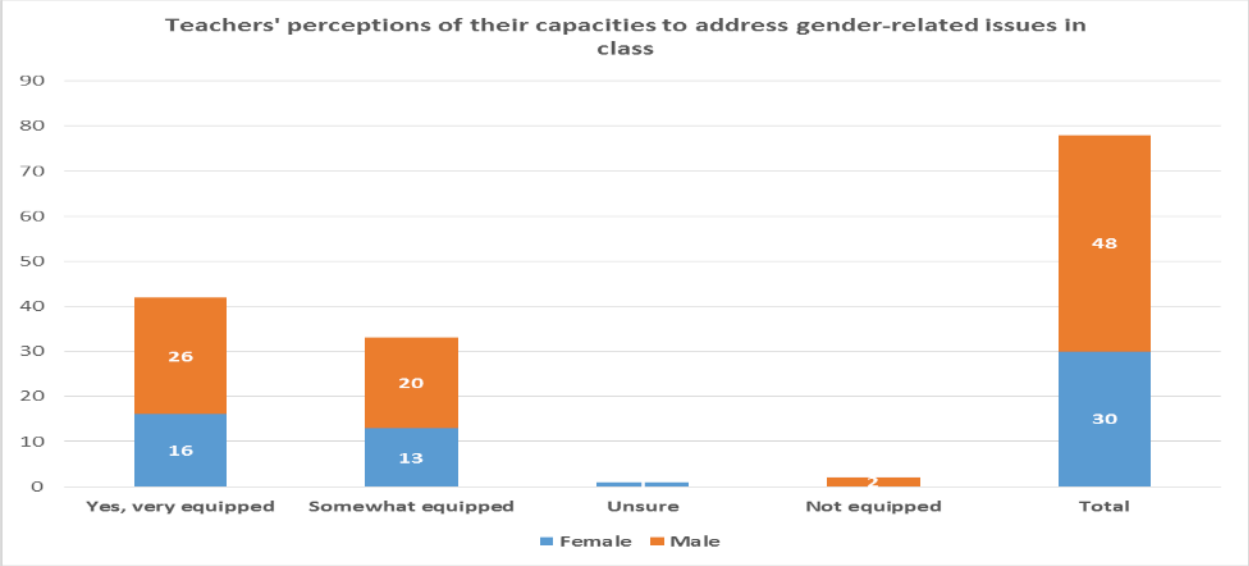


These statistics are drawn from a sample size of 62 female teachers with 30 of them responding yes while 32 responded with a no. Similarly, the male sample of respondents was 105-where 48 responded yes and 57 had a no as a response to having received training on gender responsive pedagogy.

3.4.4 Teacher capacity in addressing gender-related issues in class

All teachers that were interviewed were asked about their ability to address gender-related issues in the classroom. As shown in Figure 14 below, more male (26) teachers felt very equipped to address gender-related issues in class compared to the female teachers (16). These absolute numbers are drawn out of only a proportion of female teachers (30/62) and male teachers (48/105) who responded with a yes to this question. As such, those who responded no, could not proceed to subsequent questions in sections 3.4.5, 3.4.6, and 3.4.7 arising from the skip option in the data collection tool.

Figure 14: Teachers perceptions of their capacities to address gender-related issues in class



3.4.5 Frequency with which teachers incorporated gender-related materials in lessons

In terms of incorporating gender-responsive teaching materials in lessons; twice more males (24) revealed always incorporating gender-responsive teaching materials in lessons compared to 13 of the female teachers interviewed.

Table 8: Teachers incorporating gender-related materials in lessons

Frequency with which teachers incorporate gender-responsive teaching materials in lessons	Female n=30	Male n=48	Total N=78
Always	13	24	37
Often	5	8	13
Sometimes	11	14	25
Rarely	1	2	3
Grand Total	**30**	**48**	**78**

3.4.6 Confidence on whether school provides adequate training on gender-responsive education

As Table 9 below shows, at least more than half of the teachers (61) believe that their schools provide adequate training on gender-responsive education.

Table 9: Teachers perceptions on whether their schools provides adequate training on gender-responsive education

Confidence on whether school provides adequate training on gender-responsive education	Female n=30	Male n=48	Total N=78
Yes, very adequate	9	14	23
Somewhat adequate	17	21	38
Not adequate	4	11	15
Unsure	0	2	2
Grand Total	**30**	**48**	**78**

3.4.7 Rating the inclusivity of classroom environment for all genders

When teachers were asked to rate the inclusivity of their classroom environment; 62 teachers indicated that their classroom environments were either highly or moderately inclusive for all genders.

Table 10:Rating the inclusivity of classroom environment for all genders

Rating the inclusivity of classroom environment for all genders	Female n=30	Male n=48	Total N=78
Highly inclusive	7	6	13
Moderately inclusive	17	32	49
Not inclusive	0	1	1
Slightly inclusive	6	9	15
Grand Total	**30**	**48**	**78**

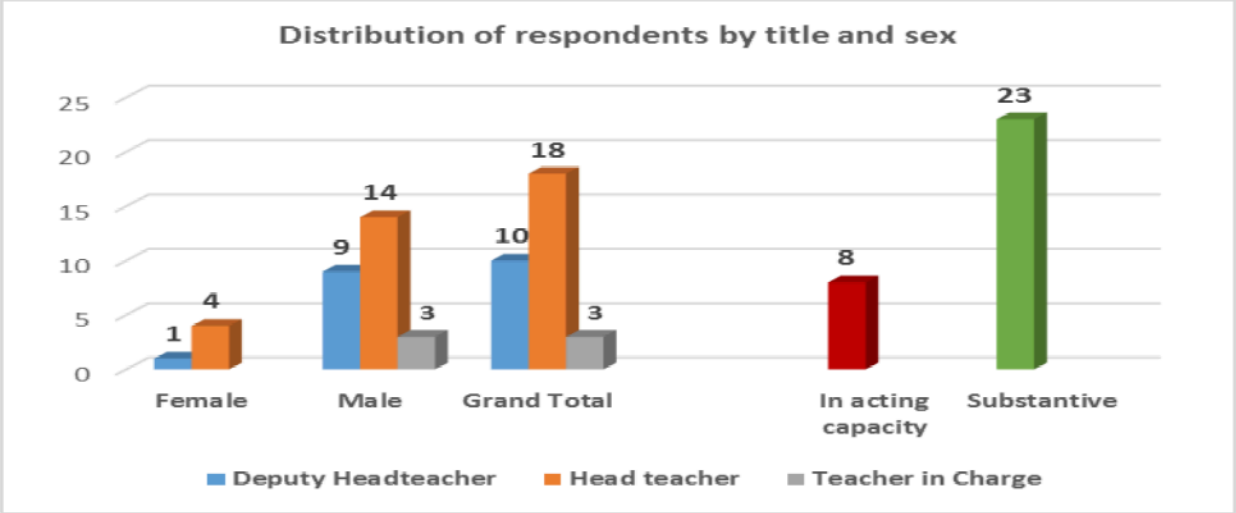
3.5.1 Findings from the school survey

This sub-section presents findings from the school survey conducted in a total of 31 out of the targeted 32 schools with 25 of these from Oyam, and 2 each from Alebtong, Kole and Arua districts. Within this subsection, details on the schools' background information, school governance and management, school staffing teacher and pupil attendance as well as on facilities and services within the school are presented.

3.5.1.2 Respondents by title and sex

From the 31 schools assessed, 23 respondents comprised male headteachers and deputies while only 5 females were either a head/deputy headteacher. From a gender lense, figure 15 clearly shows that majority of top leadership roles in schools are dominated by males (14) compared to only four female occupied roles in top school leadership. More to this, a total of 23 headteachers in the schools assessed held substantive positions whilst eight were in acting capacity.

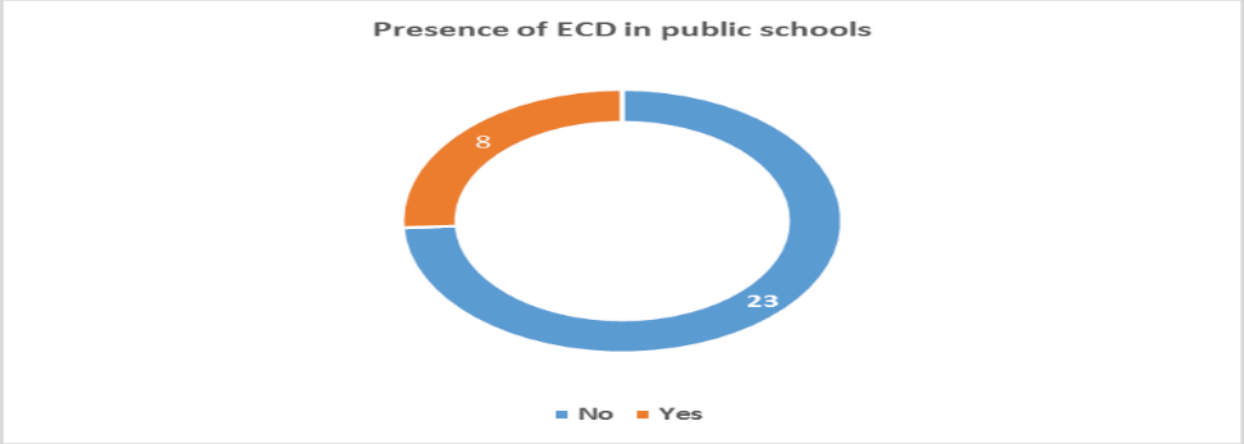
Figure 15: Distribution of respondents by title and sex



3.5.1.3 Presence of Early Childhood Development (ECD)/nursery schools in public schools

Regarding existence of ECD centres/nursery schools to enable access to pre-school education, the findings reveal that a majority (23) of the schools surveyed had ECD facilities while eight had no ECDs attached to them as illustrated in Figure 16 below.

Figure 16: Presence of Early Childhood Development (ECD) in public schools



3.5.1.4 Primary schools' teachers/staff in term one 2025 (P.1 – P.7)

As indicated in Table 11 below, 289 male teachers out of 480 (60.2%) were present on the day of the survey visit in classes P.1 – P.7 and 155 of the female teachers out of 480 (32.3) were presented on the day of the survey across all the four districts. This implies that from a total of 444 out 480 teachers present, approximately 7.5% of them were absent on the survey day across all surveyed schools in the four districts.

Table 11 further shows that most of the teachers surveyed were qualified, indicating that schools and districts are making an effort to recruit trained teaching staff. Only a few teachers (7 out of 480 or approximately 1%) are untrained.

Approximately 9% of both female & male teachers (44 out of 480 or 9%) have undergone training on Special Needs Education (SNE) across all the four districts; this as compared to only about 7% of both female & male (33 out of 480 or approximately 7%) have had exposure on gender pedagogy training.

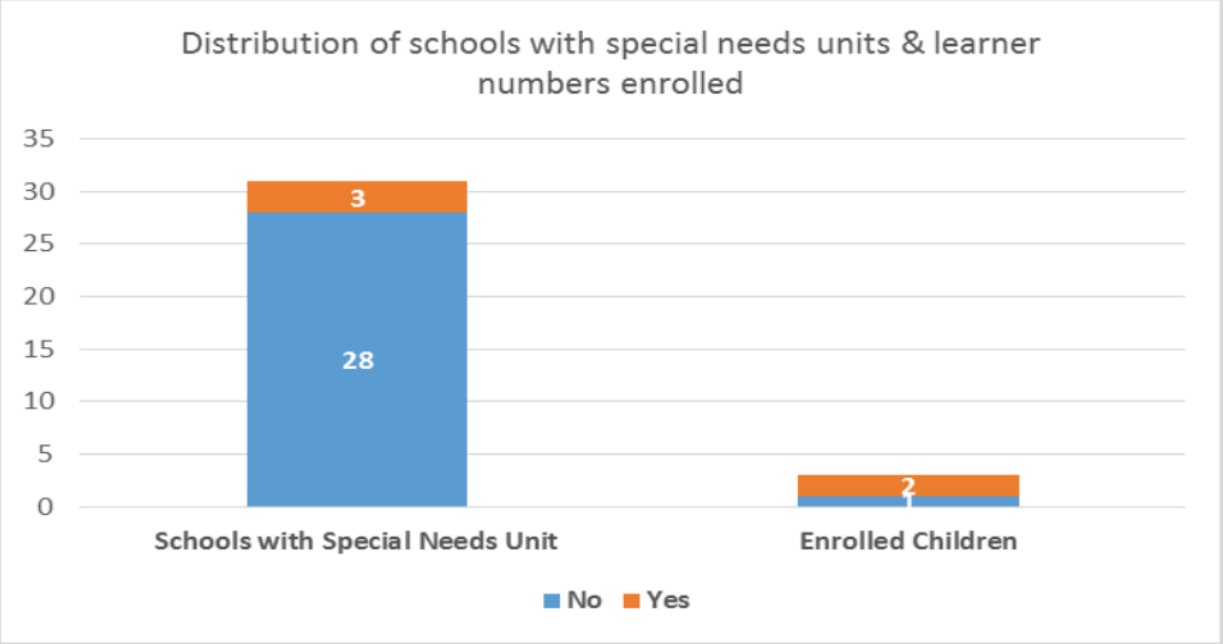
Table 11: Primary schools' teachers/staff in term one 2025 (P.1 – P.7)

SN	District	Total # Teachers P.1 – P.7 (M+F)	# Female & Male teachers P.1 – P.7		# Female & Male teachers present on the day of the visit (P.1 – P.7)		# Untrained Male & Female teachers		# Male & Female teachers in 2024 trained in gender pedagogy		# Part time Male & Female teachers		#Female & Male teachers with training in SNE	
			F	M	F	M	M	F	M	F	M	F	F	M
1	Oyam	362	109	253	110	228	5	1	7	6	4	1	18	13
2	Kole	46	19	27	19	27	0	0	0	1	0	0	1	2
3	Arua	36	22	14	19	11	0	0	4	15	3	1	2	0
4	Alebtong	36	10	26	7	23	0	1	0	0	0	2	3	5
Grand Total		**480**	**160**	**320**	**155**	**289**	**5**	**2**	**11**	**22**	**7**	**4**	**24**	**20**

3.5.1.5 Presence of a special needs' units in schools and enrollment of learners with special needs

As part of the school survey, the extent of inclusive access to education across the visited schools was examined. The majority (28) out of the 31 surveyed schools reported efforts to support access to inclusive education. However, most of these schools lacked dedicated special needs units. Among the three schools that reported having special needs units, only two reported enrolling learners with special needs, highlighting a gap between infrastructure availability and utilisation.

Figure 17: Presence of a special needs unit in schools and SNE learners enrolled

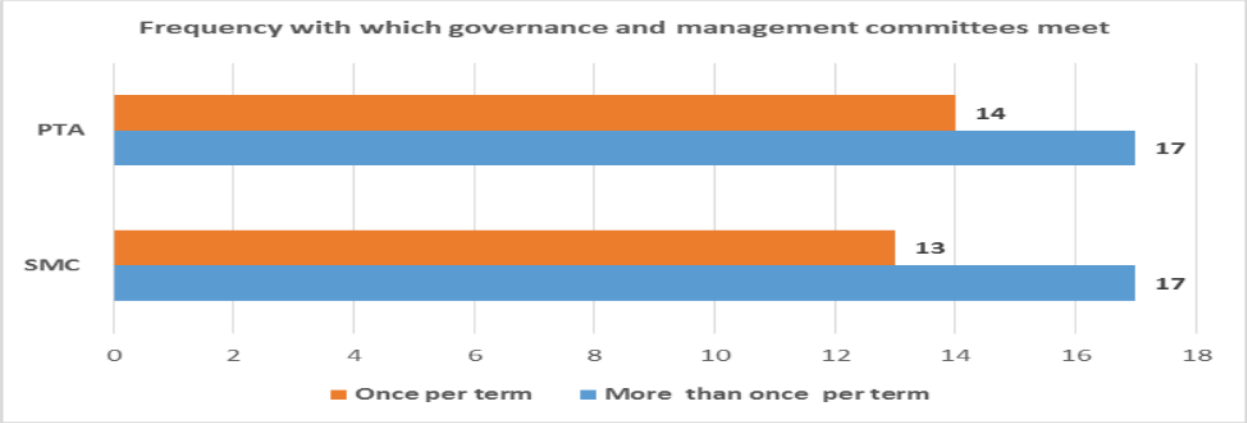


3.6.1 School Governance

3.6.1.1 Presence of governance and management committees and frequency of meetings

From the 31 surveyed schools, 30 reported to have both a School Management Committees (SMCs) Parent-Teacher Associations (PTAs) in their schools. Figure 18 further shows that all schools surveyed held SMC or PTA meetings at least once a term. Most schools also reported holding the SMC and PTA meetings more than once a term. Although the PTA is not a statutory requirement in primary schools, the data indicates that most schools value them, as evidenced in their presence and frequency of meetings.

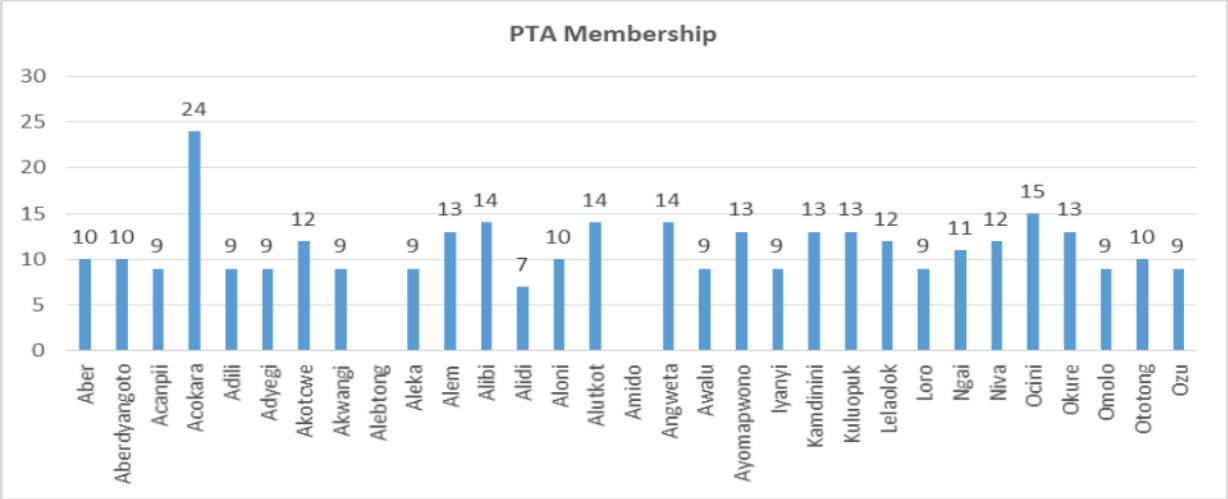
Figure 18: How often SMC and PTA meet



3.6.1.2 Membership of PTAs

PTAs play a pivotal role in supporting schools fill resourcing gaps as well as enable parental participation in running some of the school affairs. As highligthed in Figure 19 below; the school survey revealed that 29 schools have their PTA membership ranging from between 7 to 15. However, one school reported membership of upto 24 representatives. In addition, two schools did not report having any PTA structure hence no membership. So, on average the PTAs across all schools had an average of approximately 11 members.

Figure 19: Membership of PTA

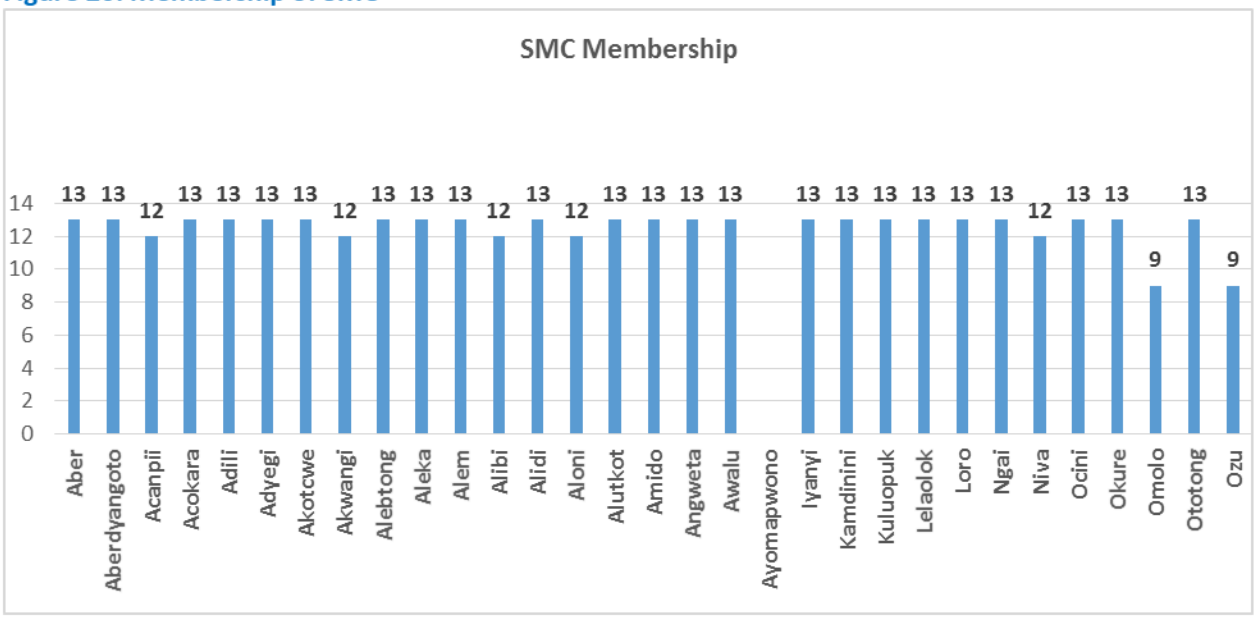


3.6.1.3 Membership of SMCs

The School Management Committee (SMC) is a legally mandated body established under the Education Act of 2008 (as amended). This framework operates primarily in government-aided schools with the SMC's core functions scoped in providing; governance and policy implementation, financial management (school and government grants), community engagement (community mobilisation for school support), monitoring & evaluation (supervise teacher & staff performance). The SMC further plays a vital role in overseeing maintenance and improvement of school facilities (classrooms & sanitation).

Findings from the school survey in 30 schools shows that the SMC membership ranged from 9 to 13 members (see figure 20) with a great majority (23/30) of the schools having a membership of thirteen (13). Overall, from all the 30 surveyed schools that reported presence of SMCs, average membership was 13% with only two schools reporting membership of nine (9). One school (Ayomapwono) however indicated no presence of a SMC.

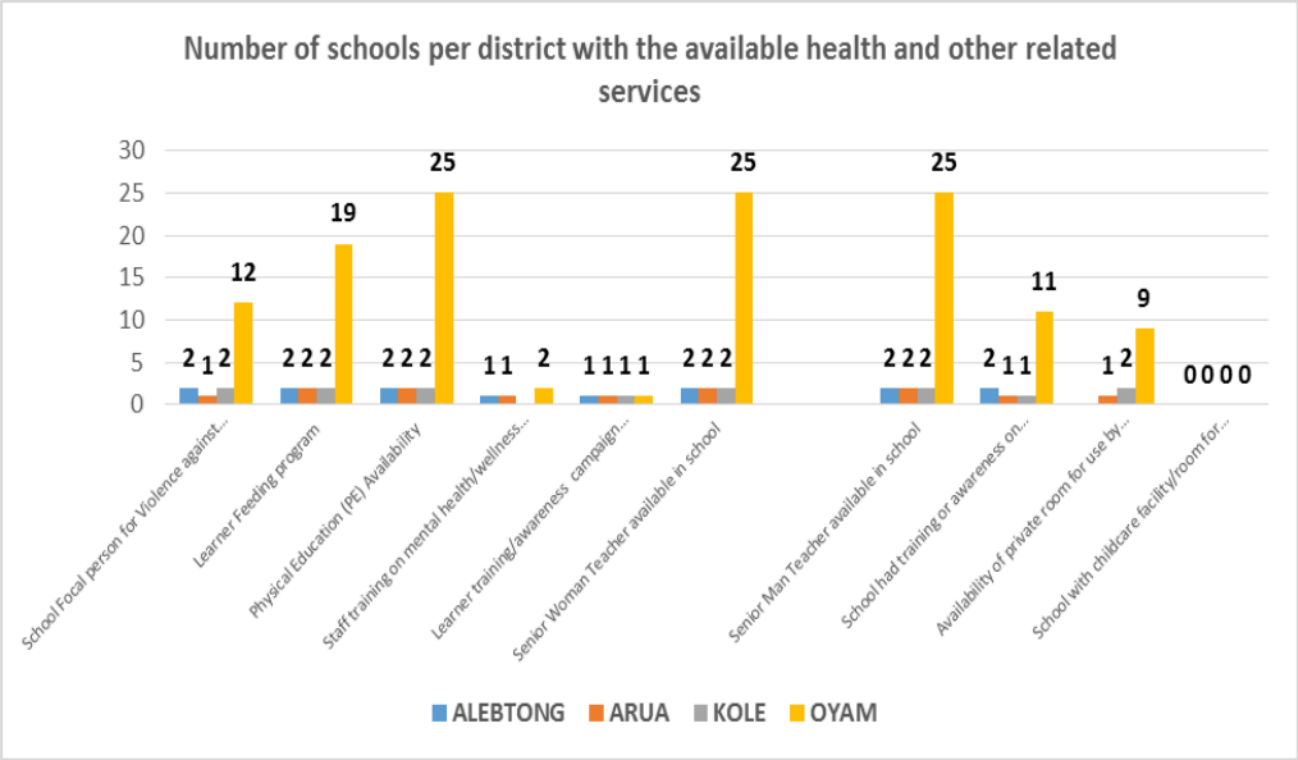
Figure 20: Membership of SMC



3.7.1 School Health and Related Services

Considering that Oyam had the largest sample of schools and learners assessed, overall as depicted in Figure 20 below, it recorded the highest number of schools that reported presence of health services or made provisions related to enhancing learners' health while in school. This also included providing for training on mental health/wellness, training/awareness on menstrual hygiene and making provisions for sanitary facilities/private rooms for enhancement of menstrual hygiene. However, it should be noted that all schools reported having no childcare facilities for breast-feeding staff/students.

Figure 21: Number of Schools per district with the available Health and Related Services

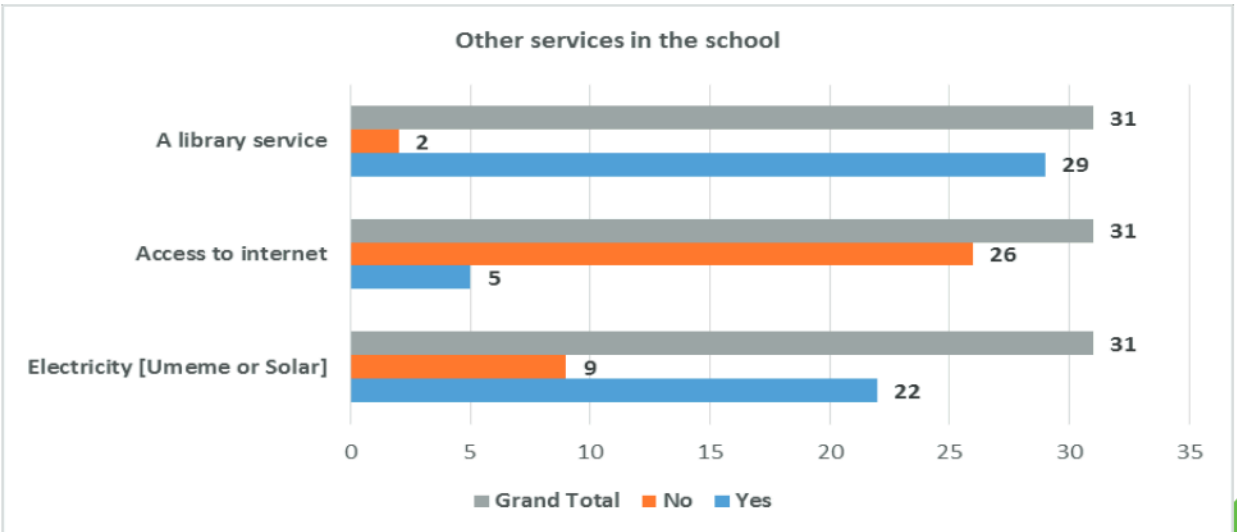


These figures represent the absolute number of schools per district that responded to the availability of each specific service. The school sample sizes per district were; 25 schools in Oyam, two each in Kole, Alebtong and Arua.

3.7.2 Other services in the school

Notably data from the school survey shows that the service most available across majority of schools surveyed is a library service which was reported to be present in 29 of the 31 schools (see Figure 21). This was closely followed by availability of electricity or Solar in 22 schools. Internet access was however reported to be available only in five schools (16% of the surveyed schools).

Figure 22: Other services in the school



4.0 CONCLUSION

Overall, the findings show that the competency levels for both boys and girls in P.3-P.5 across the four districts of assessment are generally low, most of whom are non-readers in English, with some only managing to identify letters of the alphabet by their name or sound. The situation is exacerbated by the fact that the tasks administered were pegged to P.2 curriculum that learners in these classes ought to be comfortable achieving. For instance, only 1 in every 100 learners in P.3 are able to read and comprehend a P.2-level story in English. Similarly, findings further indicate general poor performance at higher-level tasks such as; word, paragraph, story and comprehension. In relation to gender, the findings show that learning outcomes are low for girls and boys at all levels – although girls are most affected. For example, there's slightly a bigger percentage of girls than boys who are non-readers (i.e. who are unable to recognise letters of the alphabet).

In the context of local language reading capabilities, the situation is not any better. The findings demonstrate that only 2 in every 100 learners in P.3 were able to read and comprehend a P.2 story in local language. To further illustrate the gravity of the literacy crisis, only one out of 10 learners of P.5 (or 11.4%) is able to read and comprehend a P.2-level story in local language. Schools in Uganda are expected to use local language as a medium of instruction in compliance to the language in education policy for lower classes P.1-P.3. In spite of this, most learners across the three classes in the Leblango-speaking districts-are non-readers in Leblango. However, by comparison, slightly more learners could read and comprehend in Lugbarati compared to Leblango.

In terms of numeracy competencies, the performance is progressively better from lower to upper classes (P.3 to P.5) in completing all the numeracy tasks from matching and counting to division. In terms of gender, the assessment findings indicate that more boys than girls were competent in all four mathematical operations-whether involving using mathematical symbols or application to real life (addition, subtraction, multiplication and division) compared to girls.

Furthermore, slightly more female teachers (48.4%) reported to have been exposed to gender pedagogy training compared to 45.7% male teachers. In addition, the findings reveal that more male teachers felt they were well-equipped to address gender-related issues in class than their female counterparts.

Also relating to gender, other findings indicate that twice more males than females report incorporating gender-responsive teaching materials in lessons. Such teachers could mentor or support other teachers in embracing gender-focused teaching approaches.

Finally, despite numeracy and literacy learning outcomes being low, some enabling resources such as library services/facilities seem to be available in schools. These should be utilised effectively to support teaching and learning.


ENGLISH
man hunt clean
tree food road
run nest chair
dig

List of Partners

Partner Schools

No.	School Name	District
1	Omolo primary school	Oyam
2	Alutkot primary school	Oyam
3	Kamdini primary school	Oyam
4	Acokora primary school	Oyam
5	Ayompwono primary school	Oyam
6	Ocini primary school	Oyam
7	Loro primary school	Oyam
8	Adyegi primary school	Oyam
9	Aber primary school	Oyam
10	Odike primary school	Oyam
11	Kuluopuk primary school	Oyam
12	Ngai primary school	Oyam
13	Ototong primary school	Oyam
14	Okure primary school	oyam
15	Adili primary school	Oyam
16	Alibi primary school	Oyam
17	Aleka primary school	Oyam
18	Akotcwee primary school	Oyam
19	Acanpii primary school	Oyam
20	Amido primary school	Oyam
21	Iyanyi primary school	Oyam
22	Alidi primary school	Oyam
23	Angweta primary school	Oyam
24	Lela Olok primary school	Oyam
25	Akwangi primary school	Oyam
26	Aloni primary school	Oyam
27	Aberdyangoto primary school	Kole
28	Alem primary school	Kole
29	Alebtong primary school	Alebtong
30	Awalu primary school	Alebtong
31	Niva primary school	Arua
32	Ozu primary school	Arua

District Implementing Partners

Change Lead Agency Social Support (CLASS), Alebtong District
Growth Care Uganda (GCU), Kole District
Arua Youth Development Initiative (AYDI), Arua City

Learning Partner

Uwezo Uganda

Development Partners

Echidna Giving
Global fund For Children

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