

THE ACHIEVEMENT OF PRIMARY SCHOOL LEARNERS IN UGANDA IN NUMERACY AND LITERACY IN ENGLISH



2023 NAPE SUMMARY REPORT



FOREWORD

Assessment of the performance of the whole education system based on the set standards of the national curriculum is one of the key roles of the Uganda National Examinations Board (UNEB). The Board does this by implementing a national assessment system known as National Assessment of Progress in Education (NAPE) in Uganda.

The Department of NAPE, has been conducting these national assessments since 1996 and the results have, in many ways, helped the Government of Uganda to make necessary education policy formulation and adjustments.

I wish to sincerely thank the Education Development Partners for their invaluable support which enabled the Board to conduct a successful 2023 NAPE exercise. UNEB received support from: *UNICEF Uganda, USAID Mission Recovery Programme, Government of Ireland, UK-National Committee for UNICEF and the Netherlands Government.*

I wish to remind all stakeholders in education that good decision-making depends on access to relevant, accurate and timely information. The enormous investment that has been devoted to improving access to education as well as improving its quality, demands a regular scrutiny and accountability of the education system. This can only be provided through an effective regular national assessment program. I, therefore, make an appeal to the Government of Uganda and other stakeholders to consider extending support to the Board to conduct NAPE regularly, as a priority.

This report contains the 2023 NAPE survey findings. It is my sincere hope that these findings will provide insight to all stakeholders in their efforts towards policy formulation and implementation. The data obtained is also useful for planning, resource allocation and any other planned interventions in the education system.

A handwritten signature in black ink, which appears to read 'Dan N. Odongo'. The signature is written in a cursive style and is followed by a long horizontal line.

Dan N. Odongo

Executive Director

2023 NAPE SURVEY

UNEB through the Department of National Assessment of Progress in Education (NAPE), conducted a countrywide survey in 2023. This survey was conducted in the P 3 and P 6 classes in sampled schools from all the districts of Uganda. The subjects assessed were Numeracy and Literacy in English.

OBJECTIVES OF THE 2023 NAPE SURVEY

The objectives of the 2023 NAPE survey were to:

1. Determine the levels of learners' achievement in Numeracy and Literacy in English at P 3 and P 6 classes in Uganda.
2. Examine the relationship between the achievement of learners and factors such as gender, school location and school ownership in Uganda.
3. Compare the achievement levels of P 3 and P 6 learners in Numeracy and Literacy in English for the two years 2018 and 2023.
4. Establish district level stakeholders' perceived best practices in primary schools in Uganda.
5. Determine the levels of achievement of learners with Special Education Needs (SEN) in both inclusive and special schools in Uganda.

SURVEY POPULATION AND INSTRUMENTS

The target population consisted of District Education Officers (DEOs)/District Inspectors of schools (DISs), P 3 and P 6 teachers of Numeracy and Literacy in English, Head teachers and learners in P 3 and P 6 in the sampled primary schools (both government and private) in Uganda in August 2023.

The main instruments used were written tests of Numeracy and Literacy in English and contextual tools (focus group discussion and interview guides). The focus group discussion guide, was helpful during the conduct of the focus group discussions with P 6 learners, the P 3 and P 6 teachers, while interviews were conducted with District Inspectors of Schools and Head teachers.

The contextual tools were meant to establish district level stakeholders' perceived best practices in the primary schools leading to teacher effectiveness and learners' achievement.

SAMPLE SIZE AND SAMPLING DESIGN

The national sample size for primary schools consisted of 1,770 schools, inclusive of 30 schools hosting refugees and 8 Special Education Needs Schools. Three schools did not have learners in P 6 class at the time of assessment and therefore, the tests were only administered to P 3 learners in those schools.

A stratified two-stage cluster sampling design was used. Stratified by 136 districts, a range of 8 to 13 primary schools were randomly selected through probability proportional to class size. A random sample of 20 learners was obtained from each of the P 3 and P 6 classes in the selected schools. However, where a school had less than 20 learners in P 3 or P 6 class, a compensation was made by sampling more learners in another school sampled in the same district or from the reserve list, in order to realize the required minimum number of learners per district.

Each sampled learner was required to take both the Numeracy and Literacy in English tests. In inclusive schools, that is schools with Special Education Needs learners, all the special needs learners in P 3 and P 6 were considered separately outside the sampling frame.

In each district, the DEO/DIS or their representative was interviewed. Two schools in each district were sampled for interviews and focus group discussions (FGDs), one from the urban area and the other from the rural area. All the available teachers of Numeracy and Literacy in English from each of the P 3 and P 6 classes participated in the focus group discussions. Eight to twelve P 6 learners in each of the two schools in a district were selected for the focus group discussions. Interviews were also conducted with the head teacher of each of the selected two schools in the district.

The number of schools, respondents and response rates for the assessment, FGDs and interviews in the achieved sample is shown in Table 1.

TABLE 1: NUMBER OF SCHOOLS, RESPONDENTS AND RESPONSE RATES FOR THE ASSESSMENT, FOCUS GROUP DISCUSSIONS AND INTERVIEWS IN THE ACHIEVED SAMPLE.

CATEGORY OF RESPONDENTS	METHOD OF DATA COLLECTION	NUMBER OF SCHOOLS			NUMBER OF RESPONDENTS		
		TARGET	ACHIEVED	RESPONSE RATE (%)	TARGET	ACHIEVED	RESPONSE RATE (%)
P 3 Learners	Assessment	1,770	1,770	100.0	35,400	35,349	99.9
P 6 Learners	Assessment	1,770	1,767	99.8	35,400	35,081	99.1
	FGD	272	261	96.0	-	-	-
Teachers of P 3 and P 6 class	FGD	272	265	97.4	-	-	-
Head teachers	Interview	-	-	-	272	268	98.5
District Inspectors of Schools	Interview	-	-	-	136	127	93.4



NOTE: Three schools did not have learners at P 6 class at the time of assessment and therefore, the tests were only administered to P 3 learners in those schools.

The distribution of the P 3 and P 6 learners in the achieved sample by gender, location and ownership is shown in Table 2.

TABLE 2: NUMBER OF LEARNERS IN THE ACHIEVED SAMPLE BY GENDER, LOCATION AND OWNERSHIP

GENDER	P 3								P 6							
	LOCATION				OWNERSHIP				LOCATION				GOVERNMENT			
	RURAL		URBAN		PRIVATE		GOVERNMENT		RURAL		URBAN		PRIVATE		GOVERNMENT	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Boys	14,668	80.8	3,486	19.2	3,095	17.1	15,059	83.0	13,684	80.0	3,431	20.1	2,953	17.3	14,162	82.8
Girls	13,567	78.9	3,628	21.1	3,028	17.6	14,167	82.4	14,100	78.5	3,866	21.5	3,141	17.5	14,825	82.5
TOTAL	28,235	79.9	7,114	20.1	6,123	17.3	29,226	82.7	27,784	79.2	7,297	20.8	6,094	17.4	28,987	82.6

INCLUSION OF LEARNERS WITH SPECIAL EDUCATION NEEDS

For inclusivity, the regular test instrument was used to accommodate items for Special Education Needs learners. Test instruments were prepared in large print for learners with partial vision.

At P 3 class, some test items in the regular test instruments of Numeracy and Literacy in English were moderated and accommodated for learners who are blind/visually impaired or deaf. At P 6 class, all the test items were deemed suitable for learners who are deaf. However, a few items in Numeracy and Literacy in English were either moderated or omitted in order to accommodate learners who are blind.

Distribution of Learners with Special Education Needs

There were 10 schools (at P 3 class) and 12 schools (at P 6 class) where learners who are deaf were assessed. The distribution of the P 3 and P 6 learners who are deaf in the achieved sample by gender, is shown in Table 3.

TABLE 3: NUMBER OF P 3 AND P 6 LEARNERS WHO ARE DEAF IN THE ACHIEVED SAMPLE, BY GENDER

CLASS	LEARNING AREA	MALES		FEMALES		ALL	
		N	PERCENT	N	PERCENT	N	PERCENT
Primary 3	Numeracy	71	56.8	54	43.2	125	100
	Literacy in English	71	56.8	54	43.2	125	100
Primary 6	Numeracy	51	51.5	48	48.5	99	100
	Literacy in English	51	51.5	48	48.5	99	100

There were 4 schools where learners who are blind were assessed. The distribution of the P 3 and P 6 learners who are blind in the achieved sample by gender, is shown in Table 4.

TABLE 4: NUMBER OF P 3 AND P 6 LEARNERS WHO ARE BLIND IN THE SAMPLE, BY GENDER

CLASS	LEARNING AREA	MALES		FEMALES		ALL	
		N	PERCENT	N	PERCENT	N	PERCENT
Primary 3	Numeracy	12	54.6	10	45.4	22	100
	Literacy in English	12	54.6	10	45.4	22	100
Primary 6	Numeracy	17	60.7	11	39.3	28	100
	Literacy in English	17	60.7	11	39.3	28	100

Distribution of Learners from Schools Hosting Refugees

The distribution of the P 3 and P 6 learners in the achieved sample from the schools hosting refugees by gender, is shown in Table 5.

TABLE 5: NUMBER OF P 3 AND P 6 LEARNERS IN SCHOOLS HOSTING REFUGEES (SHR) IN THE SAMPLE, BY GENDER

CLASS	LEARNING AREA	MALES		FEMALES		ALL	
		N	PERCENT	N	PERCENT	N	PERCENT
Primary 3	Numeracy	339	56.2	264	43.8	603	100
	Literacy in English	337	56.1	264	43.9	601	100
Primary 6	Numeracy	346	54.8	286	45.2	632	100
	Literacy in English	346	54.8	285	45.2	631	100



NOTE: Two P 3 boys and one P 6 girl did not turn-up (sit) for Literacy in English which was administered after a break following the administration of Numeracy.

DATA MANAGEMENT

To establish comparable scores between 2018 and 2023 test scores, the 2023 standardized test instruments were designed under the Non-Equivalent groups with Anchor Test (NEAT) design. The two non-equivalent groups are the 2018 and 2023 test takers who sat for different test forms with each test form containing a subset of common (anchor) items. At least 15% anchor items from the 2018 standardized test instruments were included in the 2023 test forms following guidelines governing inclusion of anchor items.

Sampling weights were computed to reflect the probability of learners sampled and adjustments for non-responses, as well as post-stratification adjustments. These weights were applied to the data to obtain un-biased estimates of the proficiency levels and mean scores in Numeracy and Literacy in English.

Data was analyzed through psychometric (Item Response Theory) analysis procedures to evaluate item performance, estimate learners' scores and equate scores meaningfully over *the two years using the Fixed Anchored estimation approach*.

Description of Proficiency levels

Learners' achievement was categorized into four proficiency levels each corresponding to a performance band by subject and class.

The table below presents a description of the level of knowledge and skills demonstrated, by proficiency levels (bands).

TABLE 6: DESCRIPTION OF LEVEL OF KNOWLEDGE AND SKILLS DEMONSTRATED, BY PROFICIENCY LEVELS (BANDS).

BAND	PROFICIENCY LEVEL	LEVEL OF KNOWLEDGE AND SKILLS
Band 1	Lowly proficient	Limited understanding of concepts and use of relevant skills
Band 2	Moderately proficient	Basic understanding of concepts and use of relevant skills
Band 3	Proficient	High level of understanding of concepts and use of relevant skills
Band 4	Highly Proficient	An exceptionally high level of understanding of concepts and use of relevant skills

A learner was considered proficient if he/she was in band 3 or 4. Band 3 was the desired minimum level of proficiency.

ACHIEVEMENT OF P 3 LEARNERS IN NUMERACY

This section presents the achievement of P 3 learners in Numeracy. Learners' achievement was categorized into four proficiency levels, that is; lowly proficient, moderately proficient, proficient and highly proficient. The competencies for a P 3 learner in a given proficiency level are shown in Table 7.

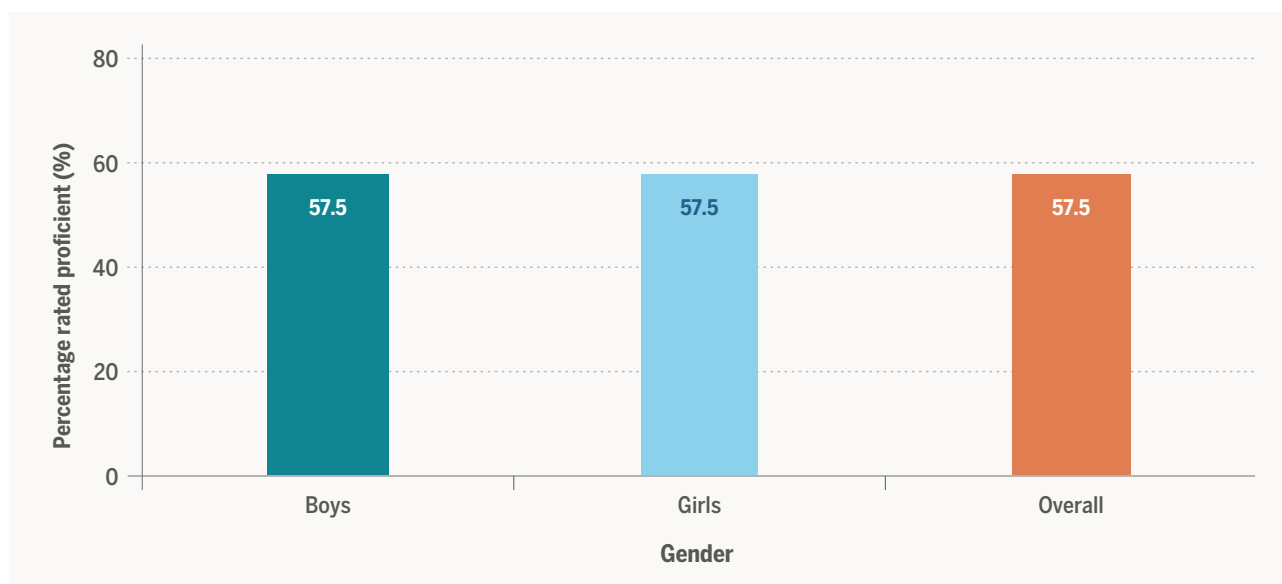
TABLE 7: DESCRIPTION OF COMPETENCIES ASSESSED IN NUMERACY AT P 3, BY PROFICIENCY LEVELS

PROFICIENCY LEVEL	COMPETENCIES
Lowly proficient	Learners in this category can count in ones or fives, count objects and associate them to figures; associate numbers in words up to hundreds, to figures; add numbers up to hundreds without carrying; identify fractions; show a three-digit number on an abacus; draw basic shapes (polygons).
Moderately proficient	The learners in this proficiency level can, in addition to the above, count in tens; divide a one or two-digit number by a one-digit number; multiply single digit numbers; subtract three-digit numbers without borrowing; extract and interpret information from a graph; tell the time shown on a 12-hour analogue clock; interpret and work out word problems involving subtraction in real life situation.
Proficient	In addition to the above, learners in this category can add two-digit numbers with carrying; interpret and work out word problems involving addition and division with carrying; identify place values on an abacus; show the time using a 12-hour analogue clock; add money up to 10,000 shillings.
Highly Proficient	The ability of the learners in this category is greater than the difficulty of all the items (competencies) in the test.

Overall level of achievement of P 3 Learners in Numeracy

This sub-section describes the performance of P 3 learners in Numeracy. The percentages of learners rated proficient in Numeracy are shown in Figure 1.

FIGURE 1: PERCENTAGE OF P 3 LEARNERS RATED PROFICIENT IN NUMERACY, BY GENDER

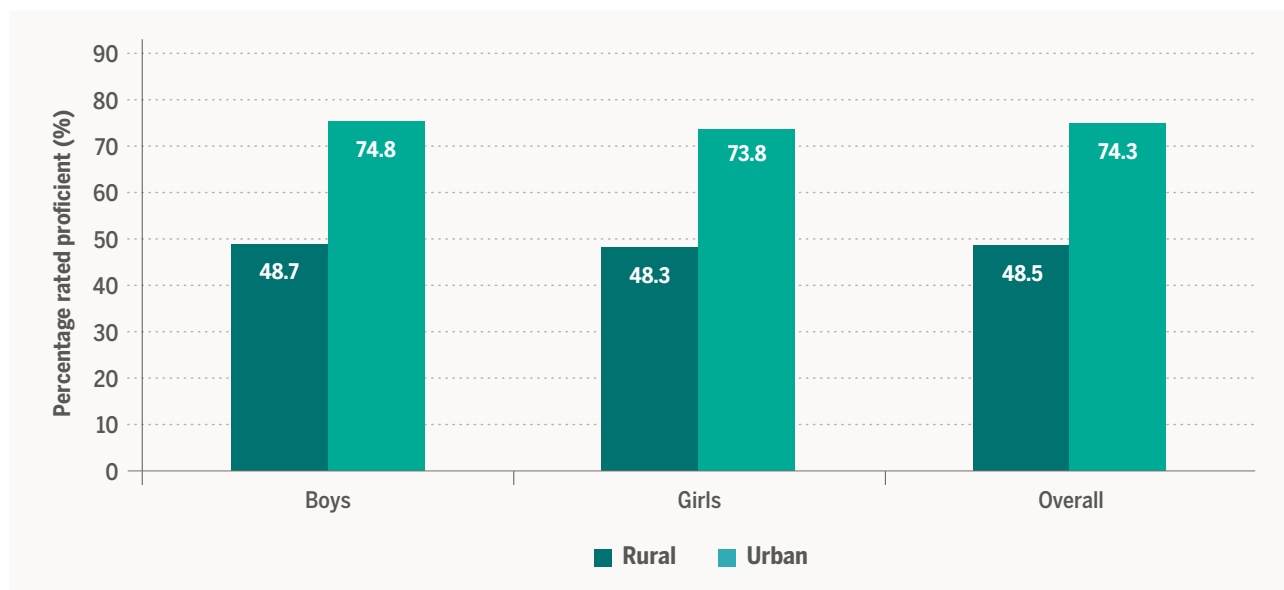


Almost 3 in 5 of the P 3 learners were rated proficient in Numeracy. There was no significant ($p=0.956$) gender difference in the proportion of learners rated proficient in Numeracy.

Achievement of P 3 Learners in Numeracy, by School Location and Gender

The achievement of P 3 learners in Numeracy, by school location and gender is presented in Figure 2.

FIGURE 2: PERCENTAGE OF P 3 LEARNERS RATED PROFICIENT IN NUMERACY, BY SCHOOL LOCATION AND GENDER



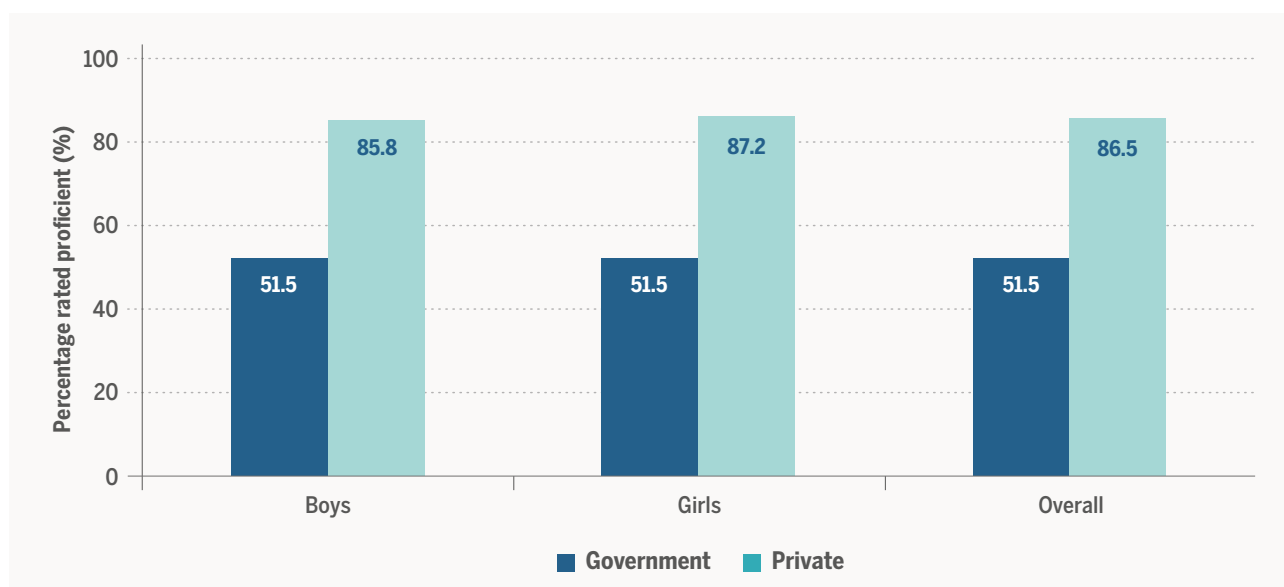
The proportion of P 3 learners rated proficient in Numeracy (74.3%) in schools in urban areas was significantly ($p=0.000$) higher than that of learners in schools in rural areas (48.5%). However, there were no significant gender difference ($p=0.6749$, $p=0.5474$) in the proportion of learners rated proficient in Numeracy in rural and urban areas, respectively.

The proportion of P 3 learners rated proficient in Numeracy (48.5%) in schools in rural areas was below the national achievement of learners in Numeracy (57.5%, Ref. Figure.1).

Achievement of P 3 Learners in Numeracy, by School Ownership and Gender

The achievement of P 3 learners in Numeracy, by school ownership and gender is presented in Figure 3.

FIGURE 3: PERCENTAGE OF P 3 LEARNERS RATED PROFICIENT IN NUMERACY, BY SCHOOL OWNERSHIP AND GENDER



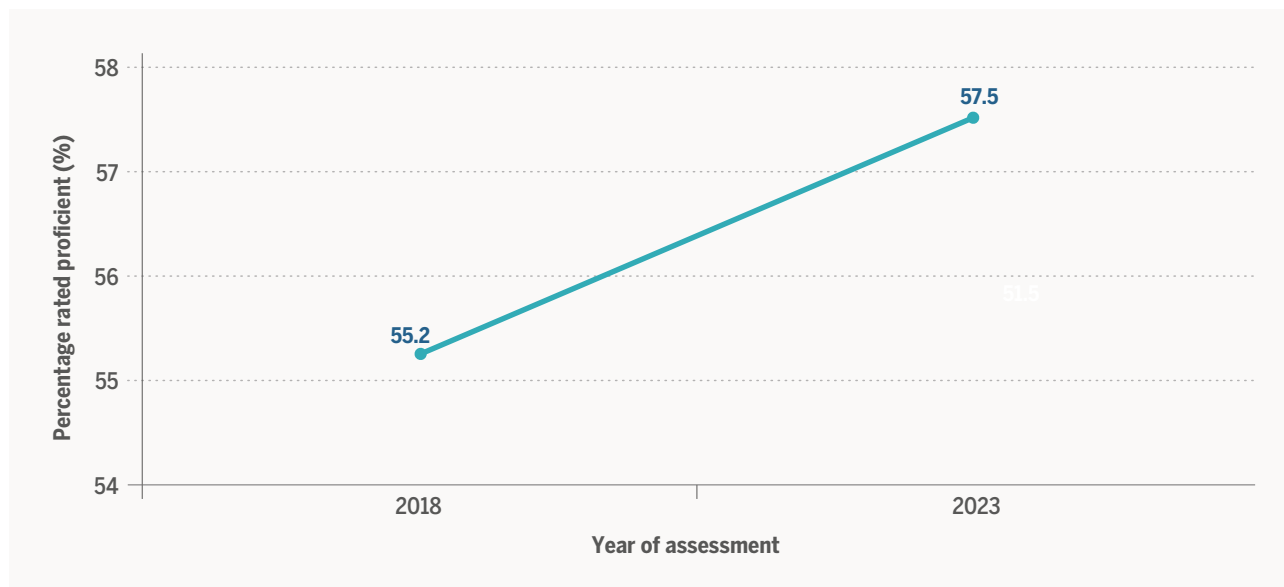
The proportion of P 3 learners rated proficient in Numeracy in private schools (86.5%) was significantly higher ($p=0.000$) than that of learners in government schools (51.5%). However, there was no significant ($p=0.9560$, $p=0.3309$) gender difference in the proportion of learners rated proficient in Numeracy in government and private schools.

The proportion of P 3 learners rated proficient in Numeracy in government schools (51.5%) was slightly below the national achievement of learners in Numeracy (57.5%, Ref. Figure 1).

The Trend of P 3 learners' Achievement in Numeracy, by Year of Assessment (2018 and 2023).

This sub-section presents the achievement of P 3 learners in Numeracy in 2018 and 2023. The percentages of P 3 learners rated proficient in Numeracy by year of assessment are shown in Figure 4.

FIGURE 4: THE PERCENTAGES OF P 3 LEARNERS RATED PROFICIENT IN NUMERACY, BY DISTRICT



The results show that the percentage of P 3 learners rated proficient in Numeracy for the 2023 assessment increased by 2.3 percentage points from that of 2018.

There was no significant difference in achievement of learners in Numeracy ($p=0.517$) between P 3 learners of 2018 and those of 2023 assessments. Nevertheless, the learners of 2023 found the common (anchor) items simpler than they were for the 2018 learners.

On the whole, Numeracy test results also show no significant achievement gap ($p=0.275$) between P 3 learners of 2018 and 2023.

The Trend of P 3 Learners' Achievement in Numeracy, by district

Table 8 presents the performance of the districts in terms of percentage of their P 3 learners rated proficient in Numeracy in 2018 and 2023. The learners rated proficient in each district are grouped into four categories: red, brown, yellow and green. Red implies that less than 25 percent of the learners are rated proficient; brown indicates 25-49.9%; yellow indicates 50-74.9% and green indicates 75-100%. The districts are then grouped together depending on similarity of performance trends.



NOTE: The achievement of P 3 learners in Numeracy in 2018 for all the new districts (Appendix 1) depicts the performance of their mother districts.

TABLE 8: THE TREND OF P 3 LEARNERS' ACHIEVEMENT IN NUMERACY, BY DISTRICT

GROUP	DISTRICT	YEAR	
		2018	2023
1	Pader	●	●
2	Adjumani, Agago, Amolatar, Arua, Budaka, Bugiri, Bugweri, Bulambuli, Butebo, Kaliro, Kamuli, Katakwi, Kibuku, Kikuube, Kitgum, Koboko, Kole, Kumi, Madi Okollo, Manafwa, Masindi, Nebbi, Pakwach, Pallisa, Rubanda, Serere	●	●
3	Bukomansimbi, Bunyangabu, Buyende, Gomba, Jinja, Kabale, Kabarole, Kamwenge, Kanungu, Kasese, Kibaale, Kiboga, Kiryandongo, Kotido, Kween, Lwengo, Mbale, Moroto, Mubende, Nabilatuk, Nakasongola, Napak, Rakai, Rukiga, Ssembabule	●	●
4	Bushenyi, Ibanda, Kalangala, Kalungu, Kampala, Kassanda, Kazo, Kiruhura, Kyotera, Masaka, Mbarara, Mitooma, Mukono, Rwampara, Sheema, Wakiso	●	●
5	Alebtong, Amuru, Apac, Kaberamaido, Kwanja, Namutumba, Omoro, Otuke, Tororo	●	●
6	Kalaki, Zombo	●	●
7	Busia, Gulu, Iganga, Kaabong, Kakumiro, Kyenjojo, Lamwo, Karenga, Lira, Maracha, Mayuge, Namisindwa, Nwoya, Sironko, Terego	●	●
8	Hoima	●	●
9	Kitagwenda, Luwero	●	●
10	Bukedea, Buliisa, Butaleja, Luuka, Moyo, Namayingo, Obongi, Oyam, Soroti	●	●
11	Abim, Amuria, Bubuma, Bukwo, Butambala, Dokolo, Kagadi, Kapchorwa, Kapelebyong, Kayunga, Kisoro, Kyankwanzi, Kyegegwa, Nakapiripirit, Ngora, Ntoroko, Yumbe	●	●
12	Bududa, Buhweju, Buikwe, Isingiro, Lyantonde, Mityana, Mpigi, Nakaseke, Ntungamo, Rubirizi, Rukungiri	●	●
13	Amudat, Bundibugyo	●	●

PERCENTAGE RATED PROFICIENT: ● 0 - 24.9% ● 25 - 49.9% ● 50 - 74.9% ● 75 - 100%

Results of the analysis show that the 68 (50%) districts in Group 1 to 4 maintained the proportion of their learners rated proficient; 29 (21.3%) districts in Group 5 to 9 improved while 39 (28.7%) districts in Group 10 to 13 declined. However, more effort is needed to increase the proportion of P 3 learners rated proficient in Numeracy for the districts in Group 1 and 2.

ACHIEVEMENT OF P 3 LEARNERS IN LITERACY IN ENGLISH

This section presents the achievement of P 3 learners in Literacy in English. Learners' achievement was categorized into four proficiency levels, that is; lowly proficient, moderately proficient, proficient and highly proficient. The competencies for a P 3 learner in a given proficiency level are shown in Table 9.

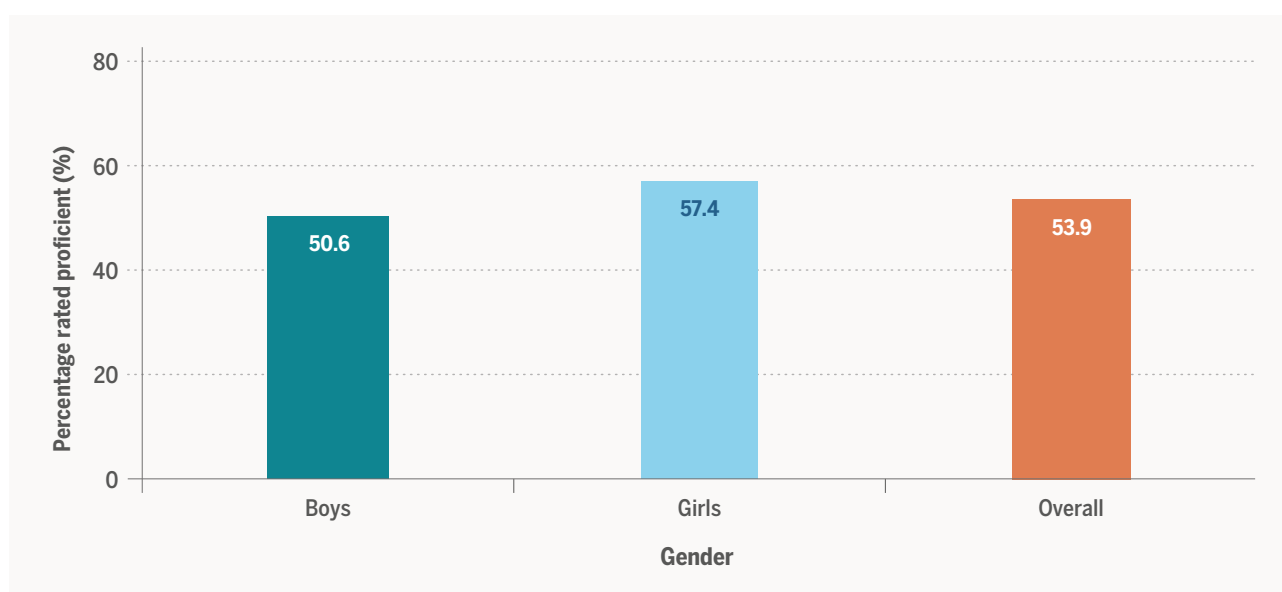
TABLE 9: DESCRIPTION OF COMPETENCIES ASSESSED IN LITERACY IN ENGLISH AT P 3, BY PROFICIENCY LEVELS

PROFICIENCY LEVEL	COMPETENCIES
Lowly proficient	Learners in this category can describe objects in short sentences (three words); copy a story following appropriate writing conventions such as the sequence, spellings, spacing.
Moderately proficient	In addition to the skills listed in the above proficiency level, learners in this category can read and recognize familiar words and write letters in a pattern; identify and name parts of objects within their environment; write short familiar words; complete sentences of simple four-five letter words; read and extract simple information from a short story; describe objects in sentences of at least four-five words; re-arrange letters to form a common word to them; recognize common words that relate to common occupations; re-arrange words to form grammatically correct three-word sentences.
Proficient	Learners in this category can, in addition to the above skills, use information in a passage to draw inferences; identify words to complete short sentences; re-arrange words to form grammatically correct sentences of four-five words; describe activities in pictures; copy a story paying attention to the appropriate punctuation.
Highly Proficient	In addition to the skills listed in the above proficiency levels, learners in this category can complete sentences in a guided composition.

Overall Level of Achievement of P 3 Learners in Literacy in English, by Gender

This sub-section describes the overall achievement of P 3 learners in Literacy in English, by gender as presented in Figure 5.

FIGURE 5: PERCENTAGE OF P 3 LEARNERS RATED PROFICIENT IN LITERACY IN ENGLISH, BY GENDER

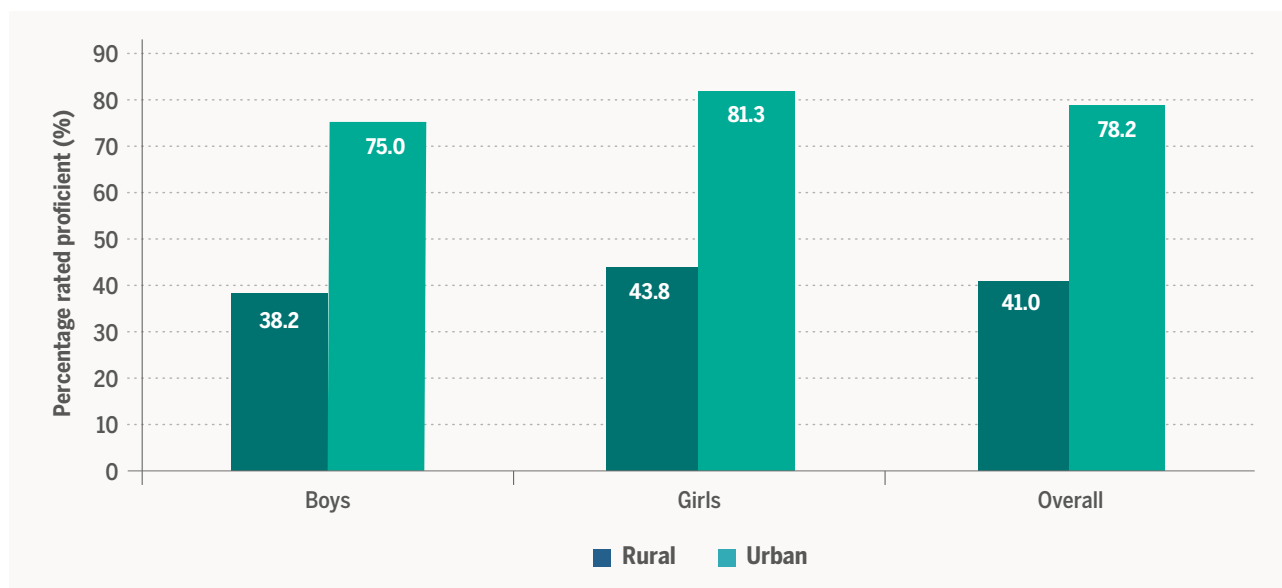


More than half (53.9%) of the P 3 learners were rated proficient in Literacy in English. The proportion of girls (57.4%) rated proficient in Literacy in English was significantly ($p=0.000$) higher than that of boys (50.6%).

Achievement of P 3 learners in Literacy in English, by School Location and Gender

The achievement of P 3 learners in Literacy in English, by school location and gender is presented in Figure 6.

FIGURE 6: PERCENTAGE OF P 3 LEARNERS RATED PROFICIENT IN LITERACY IN ENGLISH, BY SCHOOL LOCATION AND GENDER



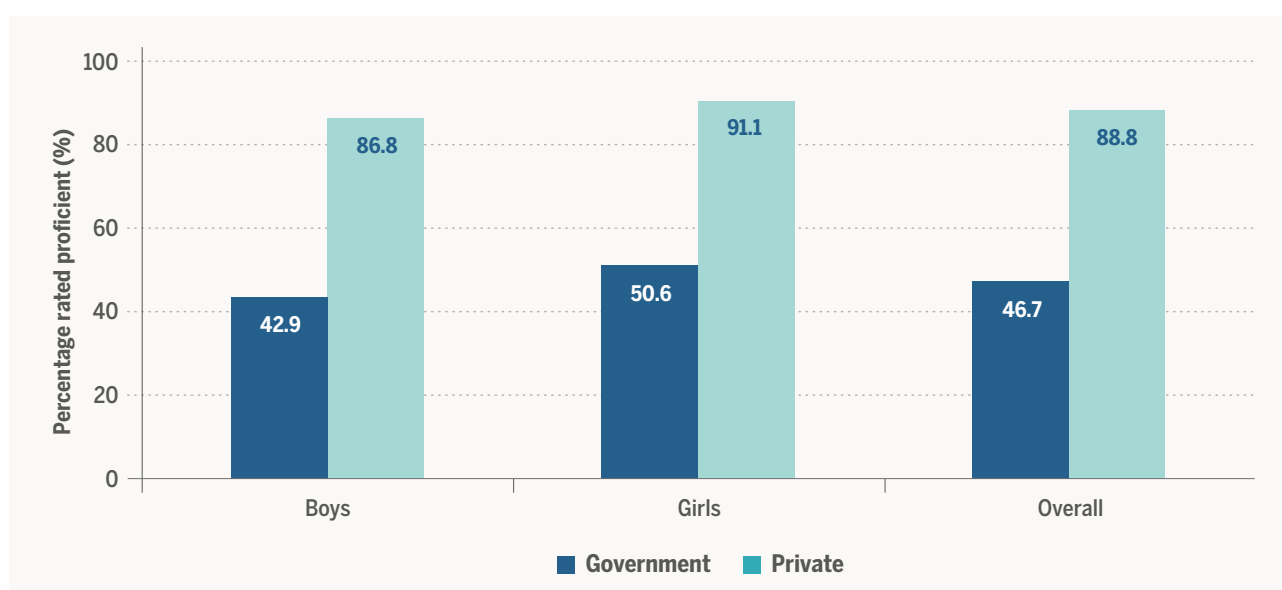
The proportion of P 3 learners rated proficient in Literacy in English in schools in urban areas (78.2%) was significantly ($p=0.000$) higher than that of learners in schools in rural areas (41.0%). The proportion of girls rated proficient in Literacy in English was significantly ($p=0.000$) higher than that of boys in both urban and rural areas.

The proportion of P 3 learners rated proficient in Literacy in English in schools in rural areas (41.0%) was below the national achievement of learners in Literacy in English (53.9%, Ref. Figure 5).

Achievement of P 3 learners in Literacy in English, by School Ownership and Gender

This sub-section shows the percentage of P 3 learners rated proficient in Literacy in English by school ownership and gender. The percentages are presented in Figure 7.

FIGURE 7: PERCENTAGE OF P 3 LEARNERS RATED PROFICIENT IN LITERACY IN ENGLISH, BY SCHOOL OWNERSHIP AND GENDER



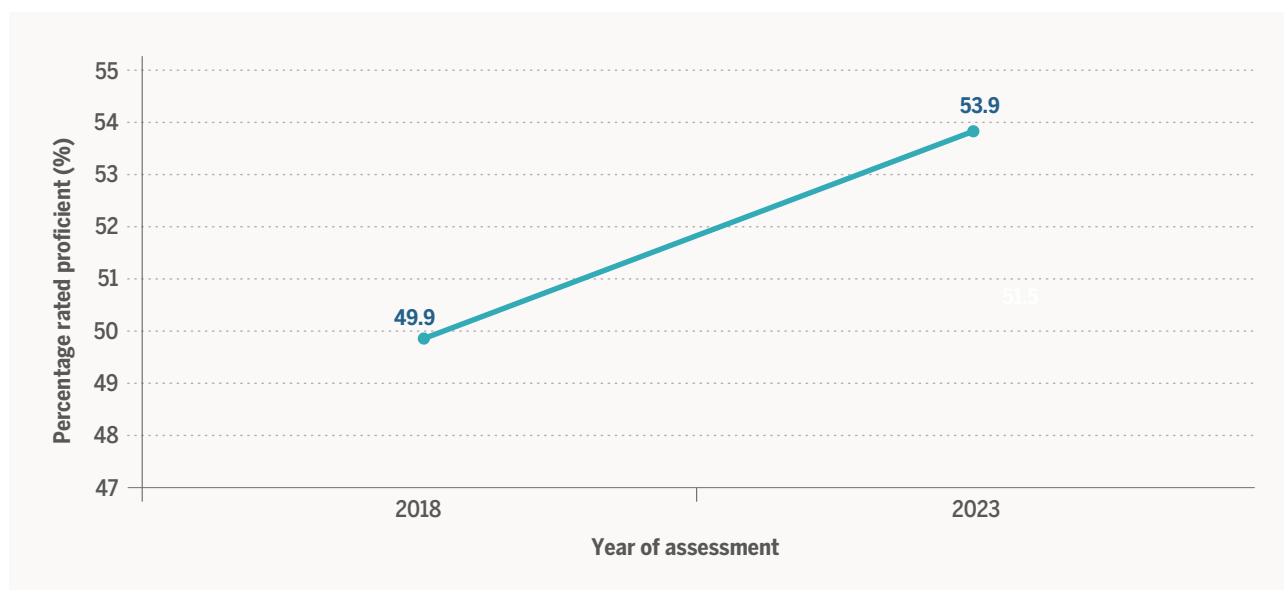
The proportion of learners rated proficient in Literacy in English in private schools (88.8%) was significantly ($p=0.000$) higher than that of learners in government schools (46.7%). The proportion of girls rated proficient in Literacy in English was significantly ($p=0.000, 0.001$) higher than that of boys in both government and private schools.

The proportion of P 3 learners rated proficient in Literacy in English in Government schools (46.7%) was below the national achievement of learners in Literacy in English (53.9%, *Ref. Figure 5*).

The Trend of P 3 learners' Achievement in Literacy in English, by Year of Assessment

This sub-section presents the achievement of P 3 learners in Literacy in English in 2018 and in 2023. The percentages of P 3 learners rated proficient in Literacy in English by year of assessment are shown in Figure 8.

FIGURE 8: FIGURE 4.5: THE PROPORTION OF P 3 LEARNERS RATED PROFICIENT IN LITERACY IN ENGLISH IN 2018 AND 2023



The results show that the proportion of P 3 learners rated proficient in Literacy in English for the 2023 assessment increased by four percentage points from that of 2018.

There was no significant difference in achievement in Literacy in English ($p=0.592$) between P 3 learners of 2018 and those of 2023 assessments. Nevertheless, the learners of 2023 found the common (anchor) items simpler than they were for the 2018 learners.

On the whole, Literacy in English test results also show no significant achievement gap ($p=0.071$) between P 3 learners of 2018 and 2023.

The Trend of P 3 learners' Achievement in Literacy in English, by district

Table 10 presents the performance of the districts in terms of percentage of their P 3 learners rated proficient in Literacy in English in 2018 and 2023. The learners rated proficient in each district are grouped into four categories: red, brown, yellow and green. Red implies that less than 25 percent of the learners are rated proficient; brown indicates 25-49.9%; yellow indicates 50-74.9% and green indicates 75-100%. The districts are then grouped together depending on similarity of performance trends.



NOTE: The achievement of P 3 learners in Literacy in English in 2018 for all the new districts (Appendix 1) depicts the performance of their mother districts.

TABLE 10: THE TREND OF P 3 LEARNERS' ACHIEVEMENT IN LITERACY IN ENGLISH, BY DISTRICT

GROUP	DISTRICT	YEAR	
		2018	2023
1	Alebtong, Apac, Bukedea, Kibuku, Kwanja, Lamwo, Moyo, Namutumba, Nebbi, Obongi, Otuke, Pader, Yumbe	●	●
2	Adjumani, Arua, Budaka, Bugiri, Bugweri, Bukwo, Bulambuli, Busia, Butaleja, Buyende, Kaabong, Kagadi, Kakumiro, Kamuli, Karenga, Kikuube, Kitgum, Koboko, Kumi, Kween, Kyegegwa, Kyenjojo, Lira, Madi Okollo, Maracha, Mayuge, Nabilatuk, Nakapiripirit, Namisindwa, Ngora, Nwoya, Rubanda, Sironko, Terego	●	●
3	Bukomansimbi, Bunyangabu, Butambala, Buvuma, Gomba, Kabale, Kabarole, Kanungu, Kasese, Kassanda, Kibaale, Kitagwenda, Kotido, Lwengo, Mbale, Moroto, Mubende, Nakasongola, Napak.	●	●
4	Buikwe, Bushenyi, Ibanda, Kalangala, Kalungu, Kampala, Kazo, Kiruhura, Kyotera, Lyantonde, Masaka, Mbarara, Mitooma, Mityana, Mpigi, Mukono, Ntungamo, Rwampara, Sheema, Wakiso	●	●
5	Agago, Amuru, Butebo, Kaberamaido, Kalaki, Kaliro, Katakwi, Luuka, Omoro, Tororo, Zombo	●	●
6	Gulu, Hoima, Iganga, Jinja, Kayunga, Kiryandongo, Masindi	●	●
7	Kiboga, Luwero, Rakai, Rukiga, Ssembabule	●	●
8	Abim, Amolatar, Amuria, Bulisa, Dokolo, Kapelebyong, Kole, Namayingo, Oyam, Pakwach, Pallisa, Serere, Soroti	●	●
9	Amudat, Bududa, Bundibugyo, Kamwenge, Kapchorwa, Kisoro, Kyankwanzi, Manafwa, Ntoroko	●	●
10	Buhweju, Isingiro, Nakaseke, Rubirizi, Rukungiri	●	●

PERCENTAGE RATED PROFICIENT: ● 0 - 24.9% ● 25 - 49.9% ● 50 - 74.9% ● 75 - 100%

Results of the analysis show that the 86 (63.2%) districts in Group 1 to 4 maintained the proportion of their learners rated proficient; 23 (16.9%) districts in Group 5 to 7 improved while 27 (19.9%) districts in Group 8 to 10 declined. However, more effort is needed to increase the proportion of P 3 learners rated proficient in Literacy in English for the districts in Group 1.

ACHIEVEMENT OF P 6 LEARNERS IN NUMERACY

This section presents the achievement of P 6 learners in Numeracy. Learners' achievement was categorized into four proficiency levels, that is; lowly proficient, moderately proficient, proficient and highly proficient. The competencies for a P 6 learner in a given proficiency level are shown in Table 11.

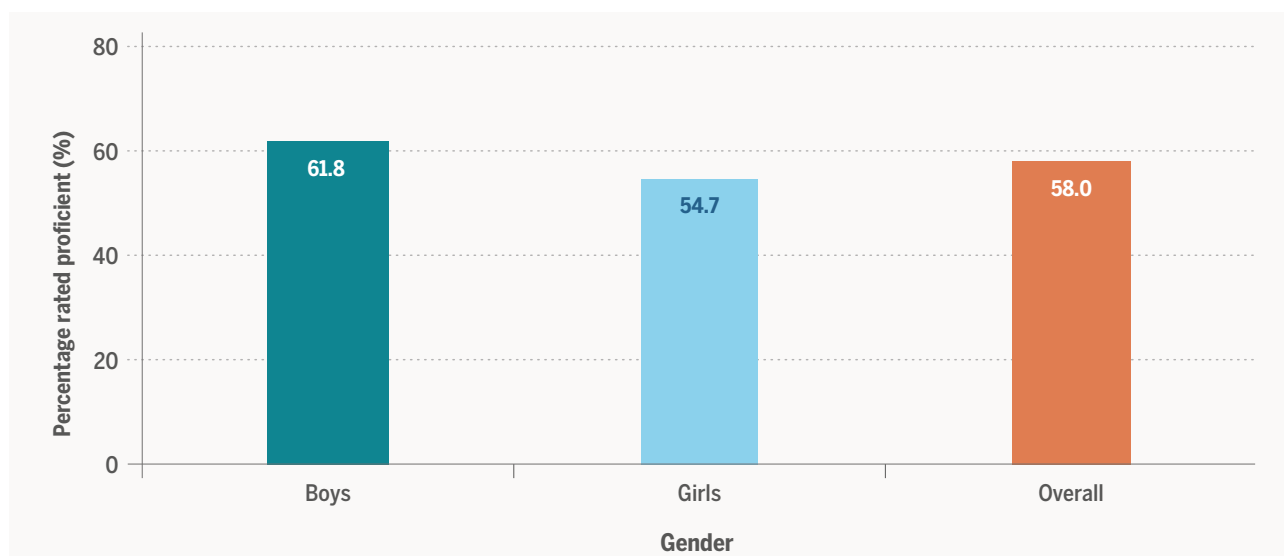
TABLE 11: DESCRIPTION OF COMPETENCIES ASSESSED IN NUMERACY AT P 6, BY PROFICIENCY LEVELS

PROFICIENCY LEVEL	COMPETENCIES
Lowly proficient	The learners in this category can perform basic numerical operations such as: subtraction of up to three-digit whole numbers without regrouping; multiply a two-digit whole number by a one or two-digit whole number with carrying; add/subtract decimal fractions up to thousands; arrange decimal fractions in ascending/descending order; extract information from simple graphs or tables; addition of up to three-digit whole numbers with or without carrying.
Moderately proficient	In addition to having the skills in the above proficiency level, typical learners in this category can add and subtract simple fractions with a common denominator; solve word problems involving subtraction of up to four-digit numbers; subtract up to three-digit whole numbers with regrouping; multiply a proper fraction by a proper fraction or a whole number; recognize place values of a digit in a whole number up to thousandths; write numbers in expanded form and vice versa; calculate area of plane regular figures; complete a number pattern; interpret information from a simple graph or table; write four-digit whole numbers in words and vice versa; calculate simple profit/loss.
Proficient	In addition to having the above skills, typical learners in this category can divide up to a four-digit whole number by a one-digit whole without remainders; convert a decimal to a fraction and vice versa; calculate average; find union/intersection of sets; round off whole/decimal numbers to the nearest thousands/thousandths; convert metric units; solve word problems involving time, distance and speed; divide a proper fraction by a proper fraction or a whole number; solve word problems involving money calculations; construct simple geometric shapes; tell time; solve word problems involving division of up to three-digit numbers; interpret and solve word problems involving multiplication of up to four-digit whole numbers in a real life situations; represent information in a pictogram; and name and label axes of a bar graph/chart.
Highly proficient	In addition to having the above skills, typical learners in this category can illustrate information in form of a bar graph/chart; form subsets from a set; find the complement of a set; calculate simple probability using information displayed on Venn-diagrams; interpret and represent information on a Venn-diagram; identify lines of folding symmetry; solve word problems involving multiple numerical operations; interpret and work out word problems involving addition of up to four-digit whole numbers in real life situation; interpret and apply word problems involving fractions/decimals in real life situations.

Overall Level of Achievement of P 6 Learners in Numeracy

This sub-section presents the overall level of achievement of P 6 learners in Numeracy. The percentage of P 6 learners rated proficient in Numeracy are shown in Figure 9.

FIGURE 9: PERCENTAGE OF P 6 LEARNERS RATED PROFICIENT IN NUMERACY, BY GENDER

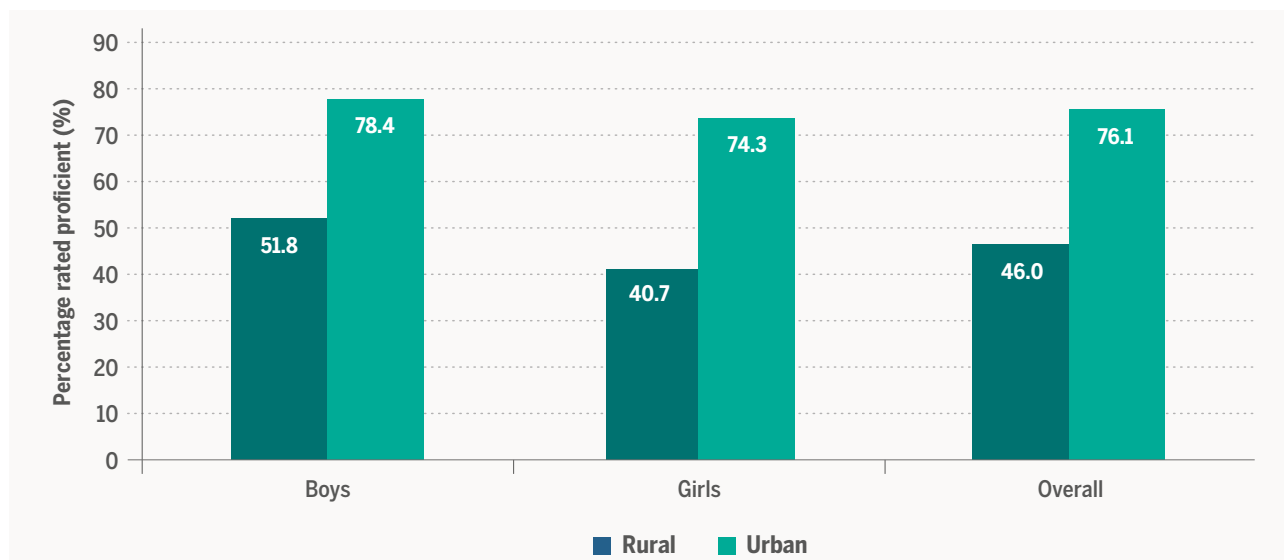


The Figure 9 shows that about 2 in 3 of the P 6 learners were rated proficient in Numeracy. The proportion of boys (61.8%) rated proficient was significantly ($p=0.000$) higher than that of girls (54.7%).

Achievement of P 6 Learners in Numeracy, by School Location and Gender

This sub-section shows the percentage of P 6 learners rated proficient in Numeracy by school location and gender. The percentages are presented in Figure 10.

FIGURE 10: PERCENTAGE OF P 6 LEARNERS RATED PROFICIENT IN NUMERACY, BY SCHOOL LOCATION AND GENDER



The proportion of P 6 learners rated proficient in Numeracy in schools in urban areas (76.1%) was significantly ($p=0.000$) higher than that of learners in schools in rural areas (46.0%).

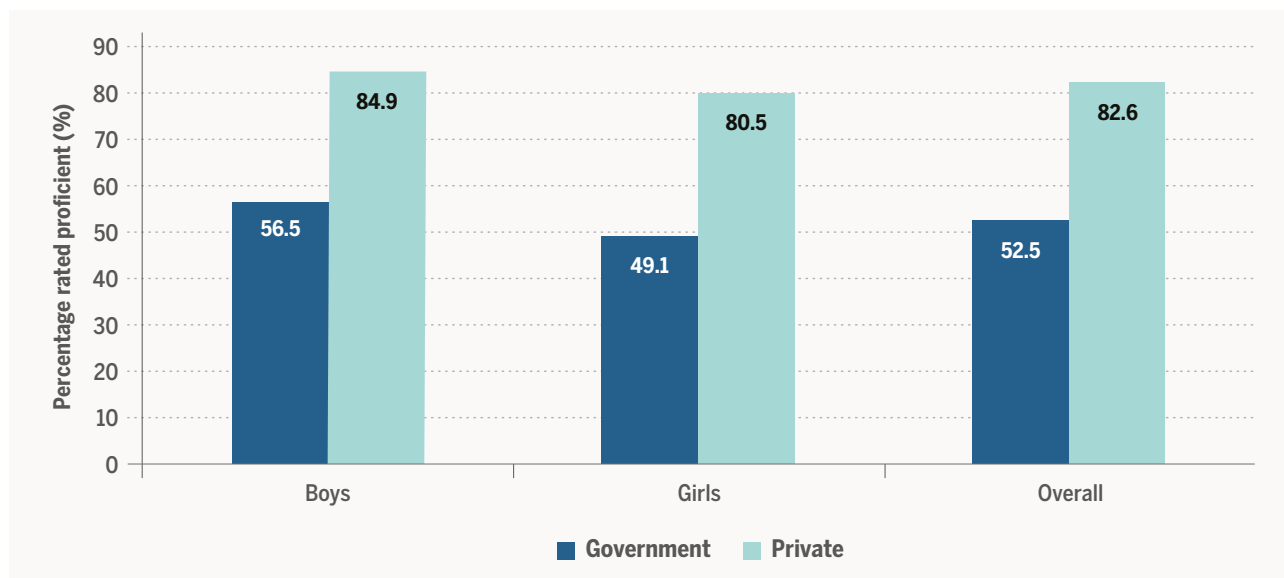
The proportion of boys rated proficient in Numeracy in schools in rural areas was significantly ($p=0.000$) higher than that of girls. However, there was no significant ($p=0.103$) gender difference in the proportion of learners rated proficient in Numeracy in urban areas.

The proportion of P 6 learners rated proficient in schools in rural areas (46.0%) was far below the national achievement of P 6 learners in Numeracy (58.0%, Ref. Figure 9).

Achievement of P 6 Learners in Numeracy, by School Ownership and Gender

The achievement of P 6 learners in Numeracy, by school location and gender is presented in Figure 11.

FIGURE 11: PERCENTAGE OF P 6 LEARNERS RATED PROFICIENT IN NUMERACY, BY SCHOOL OWNERSHIP AND GENDER



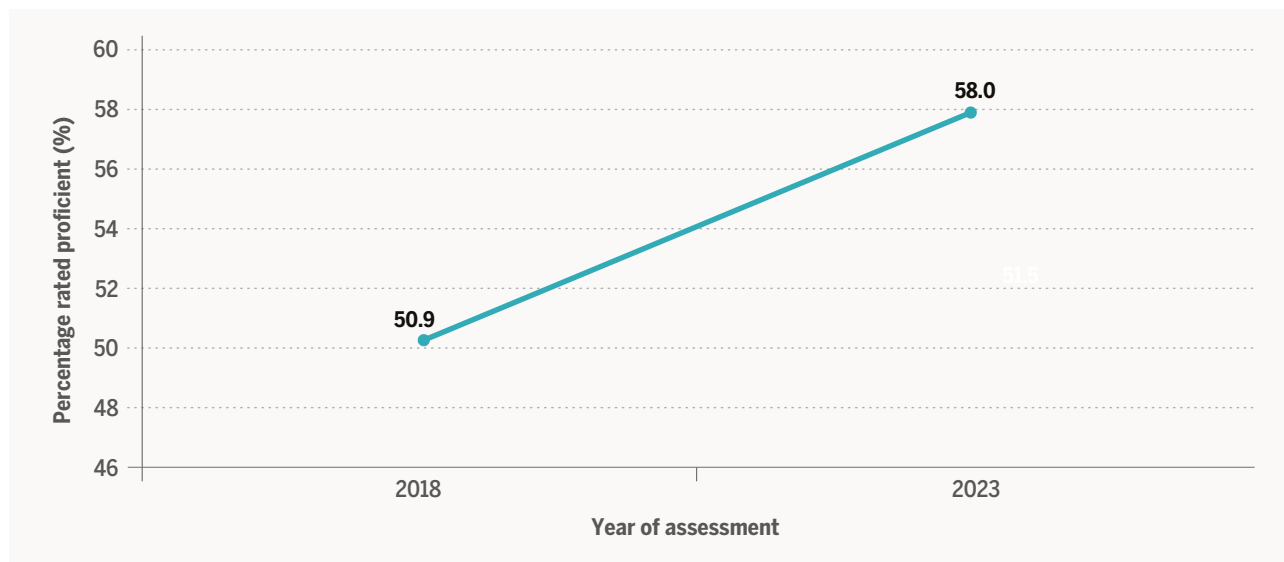
The proportion of P 6 learners rated proficient in Numeracy in private schools (82.6%) was significantly ($p=0.000$) higher than that of learners in government schools (52.5%). The proportion of boys rated proficient in Numeracy in both government and private schools was significantly ($p=0.002, 0.005$) higher than that of girls.

The proportion of P 6 learners rated proficient in Numeracy in government schools (52.5%) was below the national achievement of learners in Numeracy (58.0%, Ref. Figure 9).

The Trend of P 6 learners' Achievement in Numeracy, by Year of Assessment

This sub-section presents the achievement of P 6 learners in Numeracy in 2018 and 2023. The proportion of P 6 learners rated proficient in Numeracy by year of assessment is shown in Figure 12.

FIGURE 12: THE PROPORTION OF P 6 LEARNERS RATED PROFICIENT IN NUMERACY IN 2018 AND 2023



The results show that the proportion of P 6 learners rated proficient in Numeracy for the 2023 assessment increased by 7.1 percentage points from that of 2018.

There was no significant difference in achievement ($p=0.743$) between P 6 learners of 2018 and those of 2023 assessments. Nevertheless, the P 6 learners of 2023 found the common (anchor) items simpler than they were for the 2018 learners.

















On the whole, Numeracy test results also show no significant achievement gap ($p=0.665$) between P 6 learners of 2018 and 2023.





Table 12 presents the performance of the districts in terms of percentage of their P 6 learners rated proficient in Numeracy in 2018 and 2023. The learners rated proficient in each district are grouped into four categories: red, brown, yellow and green. Red implies that less than 25 percent of the learners are rated proficient; brown indicates 25-49.9%; yellow indicates 50-74.9% and green indicates 75-100%. The districts are then grouped together depending on similarity of performance trends.



NOTE: The achievement of P 6 learners in Numeracy in 2018 for all the new districts (Appendix 1) depicts the performance of their mother districts.

TABLE 12: THE TREND OF P 6 LEARNERS' ACHIEVEMENT IN NUMERACY, BY DISTRICT

GROUP	DISTRICT	YEAR	
		2018	2023
1	Kween		
2	Agago, Amolatar, Amudat, Amuria, Amuru, Budaka, Bududa, Bugiri, Bugweri, Bukedea, Bulambuli, Buliisa, Bundibugyo, Butaleja, Butambala, Butebo, Buyende, Dokolo, Gomba, Kagadi, Kakumiro, Kalaki, Kamuli, Kapchorwa, Kapelebyong, Katakwi, Kayunga, Kole, Kumi, Kwanja, Kyankwanzi, Kyenjojo, Manafwa, Mayuge, Nakasongola, Namayingo, Namisindwa, Ngora, Ntoroko, Otuke, Oyam, Serere, Sironko, Tororo		
3	Kaabong, Bunyangabu, Busia, Gulu, Hoima, Kabarole, Kalungu, Kamwenge, Karenga, Kasese, Kiboga, Kiryandongo, Kisoro, Kitagwenda, Koboko, Luwero, Lyantonde, Masindi, Maracha, Mbale, Moyo, Mpigi, Mubende, Mukono, Nabilatuk, Nakapiripirit, Pakwach, Rukiga, Terego, Zombo		
4	Bushenyi, Ibanda, Kalangala, Kampala, Kazo, Kiruhura, Kotido, Masaka, Mbarara, Mitooma, Moroto, Rwampara, Sheema		
5	Bukwo, Kaliro, Luuka		
6	Apac, Buvuma, Iganga, Jinja, Kaberamaido, Kitgum, Kyotera, Lira, Lwengo, Mityana, Nakaseke, Nebbi, Nwoya, Omoro, Pader, Rakai, Ssembabule		
7	Buikwe, Kabale, Wakiso		
8	Alebtong, Bukomansimbi, Kibuku, Namutumba, Pallisa		
9	Abim, Adjumani, Arua, Kassanda, Kibaale, Kikuube, Kyegegwa, Lamwo, Madi Okollo, Obongi, Rubanda, Soroti, Yumbe		
10	Buhweju, Isingiro, Kanungu, Napak, Ntungamo, Rubirizi, Rukungiri		

PERCENTAGE RATED PROFICIENT:  0 - 24.9%  25 - 49.9%  50 - 74.9%  75 - 100%

Results of the analysis show that the 82 (60.3%) districts in Group 1 to 4 maintained the proportion of their learners rated proficient; 23 (16.9%) districts in Group 5 to 7 improved while 26 (19.1%) districts in Group 8 to 10 declined. However, more effort is needed to increase the proportion of P 6 learners rated proficient in Numeracy for the districts in Group 1 and 2.

ACHIEVEMENT OF P 6 LEARNERS IN LITERACY IN ENGLISH

This section presents the achievement of P 6 learners in Literacy in English. Learners' achievement was categorized into four proficiency levels, that is; lowly proficient, moderately proficient, proficient and highly proficient. The competencies for a P 6 learner in a given proficiency level are shown in Table 13.

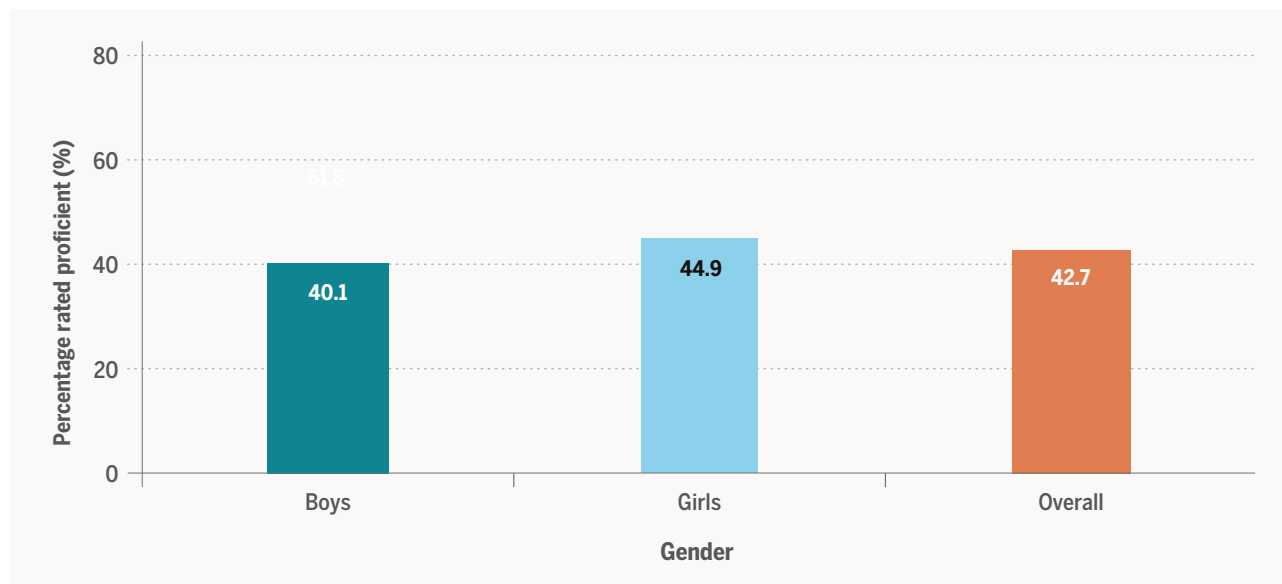
TABLE 13: DESCRIPTION OF COMPETENCIES ASSESSED IN LITERACY IN ENGLISH AT P 6, BY PROFICIENCY LEVELS

PROFICIENCY LEVEL	COMPETENCIES
Lowly proficient	Typical learners in this category can describe familiar simple activities in a word or one sentence; can write an informal letter with only two attributes, that is, address and date; extract information directly from a non-continuous text; use conjunctions and prepositions correctly; and write a composition with an introduction and correct body.
Moderately proficient	In addition to having the skills in the above proficiency level, typical learners in this category can describe familiar complex activities in a word or sentence; use common verbs and nouns to make sentences; re-arrange jumbled words to form meaningful sentences; write an informal letter with salutation, conclusion and writers' name; use information in a non-continuous text to make inference; suggest a suitable title for a story; use correct tense and common debating language; write a composition with correct punctuation, spelling and a conclusion.
Proficient	In addition to having the skills in the above proficiency level, typical learners in this category can write an informal letter with an appropriate body; draw inferences from a continuous text; derive contextual meanings of words in a continuous text; derive lessons from a continuous text; use information in a non-continuous text to make inference to daily life experiences; use correct debating language in a guided composition; write a composition with a correct title and a conclusion.
Highly proficient	In addition to having all the skills in the above proficiency levels, typical learners in this category can form their own opinion basing on the information in a non-continuous text and use compound nouns correctly.

Overall Level of Achievement of P 6 Learners in Literacy in English

This sub-section presents the overall level of achievement of P 6 learners in Literacy in English. The achievement of P 6 learners in Literacy in English is shown in Figure 13.

FIGURE 13: PERCENTAGE OF P 6 LEARNERS RATED PROFICIENT IN LITERACY IN ENGLISH, BY GENDER

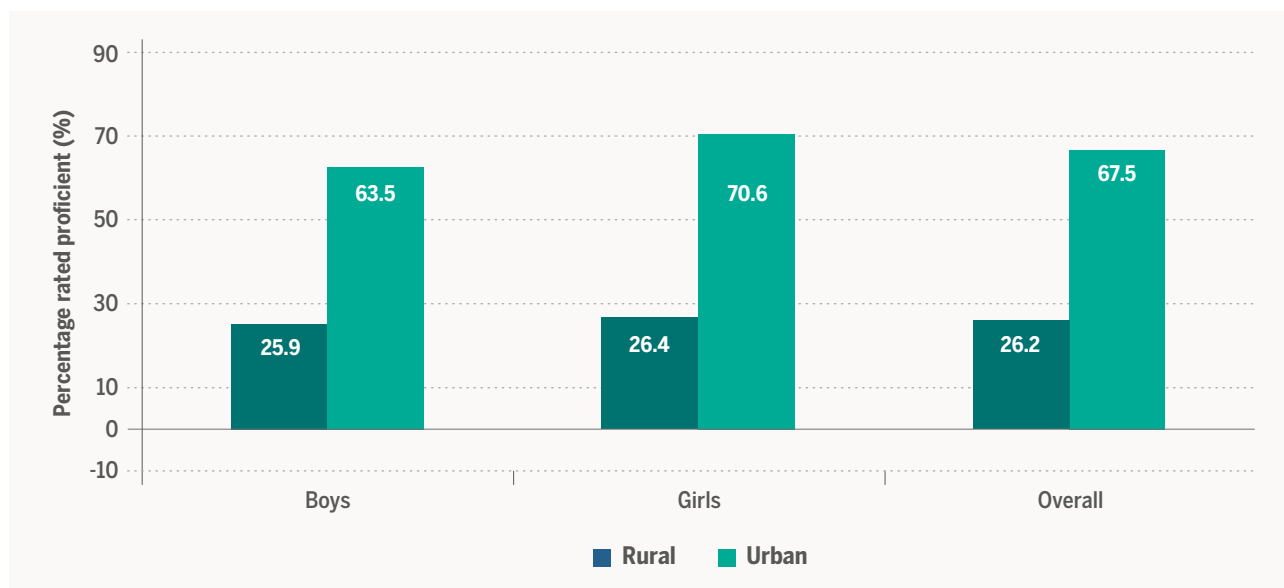


About 2 in 5 learners assessed were rated proficient in Literacy in English. The proportion of girls (44.9%) rated proficient was significantly ($p=0.021$) higher than that of boys (40.1%).

Achievement of P 6 learners in Literacy in English, by School Location and Gender

The achievement of P 6 learners in Literacy in English, by school location and gender is shown in Figure 14.

FIGURE 14: PERCENTAGE OF P 6 LEARNERS RATED PROFICIENT IN LITERACY IN ENGLISH, BY SCHOOL LOCATION AND GENDER



The proportion of P 6 learners rated proficient in Literacy in English in schools in urban areas (67.5%) was significantly ($p=0.000$) higher than that of learners in schools in rural areas (26.2%).

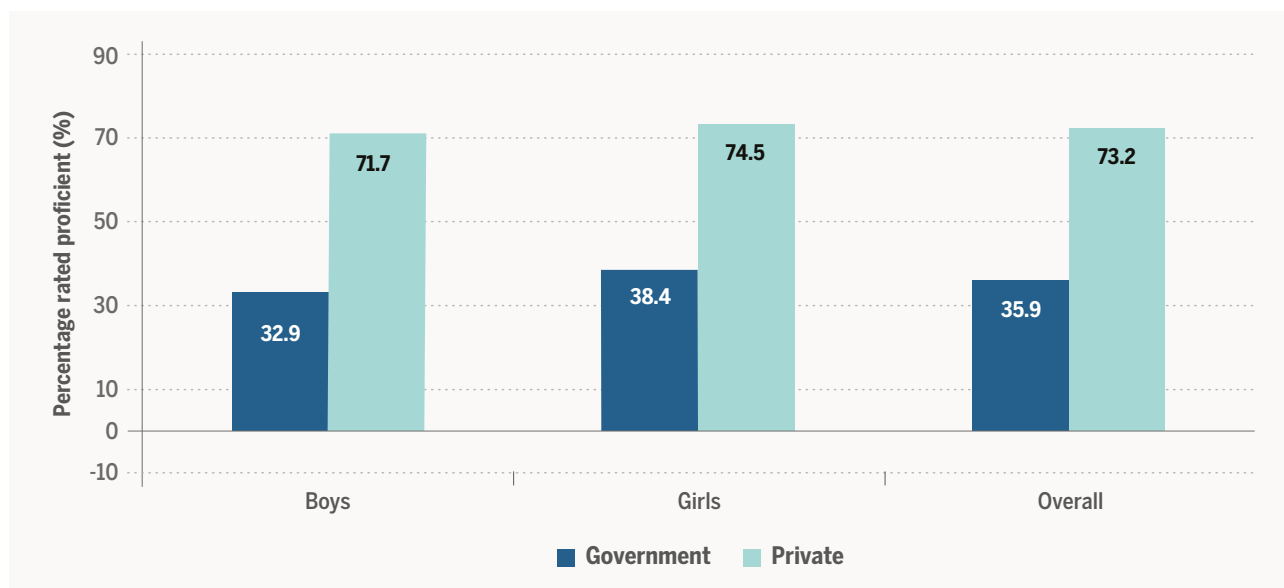
The proportion of girls rated proficient in Literacy in English (70.6%) was significantly ($p=0.017$) higher than that of boys (63.5%) in schools in urban areas. However, there was no significant ($p=0.622$) gender difference in the proportion of learners rated proficient in Literacy in English in schools in rural areas.

The overall proportion of P 6 learners rated proficient in schools in rural areas was slightly more than a half of the national level of achievement of learners in Literacy in English (42.7%, *Ref. Figure 13*).

Achievement of P 6 Learners in Literacy in English, by School Ownership and Gender

The achievement of P 6 learners in Literacy in English, by school ownership is presented in Figure 15.

FIGURE 15: PERCENTAGE OF P 6 LEARNERS RATED PROFICIENT IN LITERACY IN ENGLISH, BY SCHOOL OWNERSHIP AND GENDER



The proportion of P 6 learners rated proficient in Literacy in English in private schools (73.2%) was significantly ($p=0.000$) higher than that of learners in government schools (35.9%).

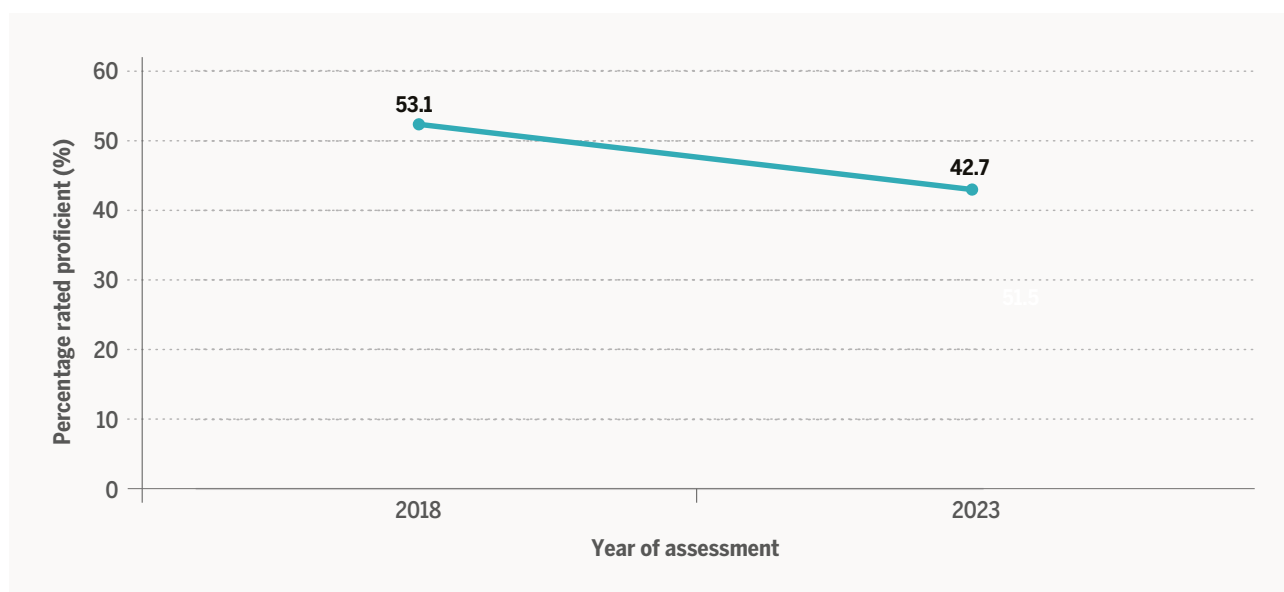
The proportion of girls rated proficient in Literacy in English (38.4%) in government schools was not significantly ($p=0.057$) higher than that of boys (32.9%). However, there was no significant ($p=0.084$) gender difference in the proportion of learners rated proficient in Literacy in English in private schools.

The proportion of P 6 learners rated proficient in Literacy in English in government schools (35.9%) was far below the national achievement in Literacy in English (42.7%, Ref. Figure 13).

The Trend of P 6 learners' Achievement in Literacy in English, by Year of Assessment

This sub-section presents the achievement of P 6 learners in Literacy in English in 2018 and 2023. The proportion of P 6 learners rated proficient in Literacy in English by year of assessment are shown in Figure 16.

FIGURE 16: THE PROPORTION OF P 6 LEARNERS RATED PROFICIENT IN LITERACY IN ENGLISH IN 2018 AND 2023



The results show that the proportion of P 6 learners rated proficient in Literacy in English for the 2023 assessment decreased by 10.4 percentage points from that of 2018.

There was no significant difference in level of achievement of the P 6 learners in Literacy in English ($P=0.280$) between the learners of 2018 and those of 2023 assessment. Nevertheless, the 2023 P 6 learners found the anchor items simpler compared to the 2018 P 6 learners.

On the whole, Literacy in English test results also show no significant achievement gap ($p=0.291$) between P 6 learners of 2018 and 2023.

The Trend of P 6 learners' Achievement in Literacy in English, by district

Table 14 presents the performance of the districts in terms of percentage of their P 6 learners rated proficient in Literacy in English in 2018 and 2023. The learners rated proficient in each district are grouped into four categories: red, brown, yellow and green. Red implies that less than 25 percent of the learners are rated proficient; brown indicates 25-49.9 %; yellow indicates 50-74.9 % and green indicates 75-100%. The districts are then grouped together depending on similarity of performance trends.



NOTE: The achievement of P 6 learners in Literacy in English in 2018 for all the new districts (Appendix. 1) depicts the performance of their mother districts.

TABLE 14: TREND OF P 6 LEARNERS' ACHIEVEMENT IN LITERACY IN ENGLISH, BY DISTRICT

GROUP	DISTRICT	YEAR	
		2018	2023
1	Alebtong, Amuru, Bukwo, Buyende, Kaliro, Kwanja, Namutumba	●	●
2	Arua, Budaka, Bududa, Buvuma, Dokolo, Kagadi, Kamuli, Kapchorwa, Kayunga, Kitgum, Kumi, Kyankwanzi, Lira, Nebbi, Ntoroko, Nwoya, Omoro, Pader, Rakai, Rukiga, Terego	●	●
3	Buikwe, Bunyangabu, Bushenyi, Hoima, Kalungu, Luwero, Mbale, Mubende	●	●
4	Kampala, Masaka, Mbarara, Wakiso	●	●
5	Apac, Tororo	●	●
6	Iganga	●	●
7	Adjumani, Agago, Amolatar, Amuria, Bugiri, Bugweri, Bukomansimbi, Buliisa, Bundibugyo, Butaleja, Butambala, Butebo, Kakumiro, Kapelebyong, Kibuku, Kole, Kween, Kyenjojo, Lamwo, Luuka, Madi Okollo, Manafwa, Mayuge, Namayingo, Namisindwa, Ngora, Otuke, Oyam, Pallisa, Rubanda, Serere, Yumbe	●	●
8	Amudat, Bulambuli, Busia, Gomba, Gulu, Jinja, Kaabong, Kabale, Kaberamaido, Kamwenge, Kanungu, Karenga, Kasese, Kassanda, Kibaale, Kiboga, Kikuube, Kiryandongo, Kisoro, Kitagwenda, Koboko, Kyegegwa, Kyotera, Lwengo, Lyantonde, Maracha, Masindi, Mityana, Moyo, Nabilatuk, Nakapiripirit, Nakaseke, Nakasongola, Obongi, Rukungiri, Ssembabule	●	●
9	Abim, Bukedea, Kalaki, Katakwi, Pakwach, Sironko, Soroti, Zombo	●	●
10	Kalangala, Kiruhura, Kotido, Mitoomamoroto, Mpigi, Mukono, Rwampara, Sheema	●	●
11	Buhweju, Ibanda, Isingiro, Kabarole, Kazo, Ntungamo, Rubirizi	●	●
12	Napak	●	●

PERCENTAGE RATED PROFICIENT: ● 0 - 24.9% ● 25 - 49.9% ● 50 - 74.9% ● 75 - 100%

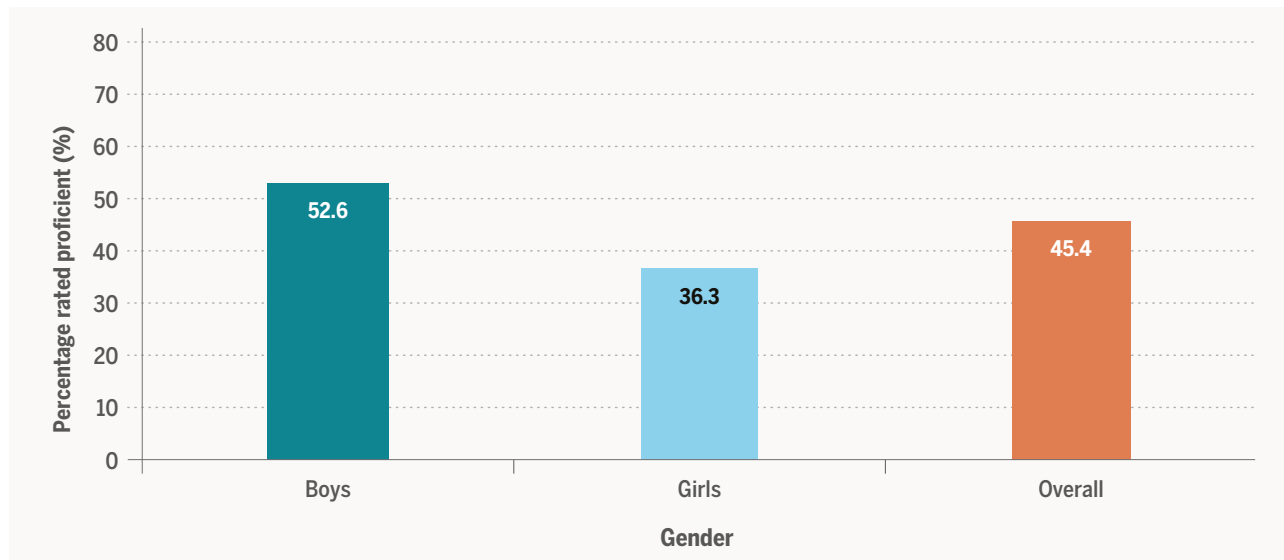
Results of the analysis show that the 40 (29.4%) districts in Group 1 to 4 maintained the proportion of their learners rated proficient; 35 (25.7%) districts in Group 5 to 6 improved while 61 (44.9%) districts in Group 7 to 12 declined. However, more effort is needed to increase the proportion of P 6 learners rated proficient in Literacy in English for the districts in Group 1 and 2.

ACHIEVEMENT OF LEARNERS IN SCHOOLS HOSTING REFUGEES

Overall Level of Achievement of P 3 Learners in Schools Hosting Refugees in Numeracy, by Gender

The achievement of P 3 learners in Numeracy for schools hosting refugees (SHR), by gender is presented in Figure 17.

FIGURE 17: PERCENTAGE OF P 3 LEARNERS IN SCHOOLS HOSTING REFUGEES RATED PROFICIENT IN NUMERACY, BY GENDER



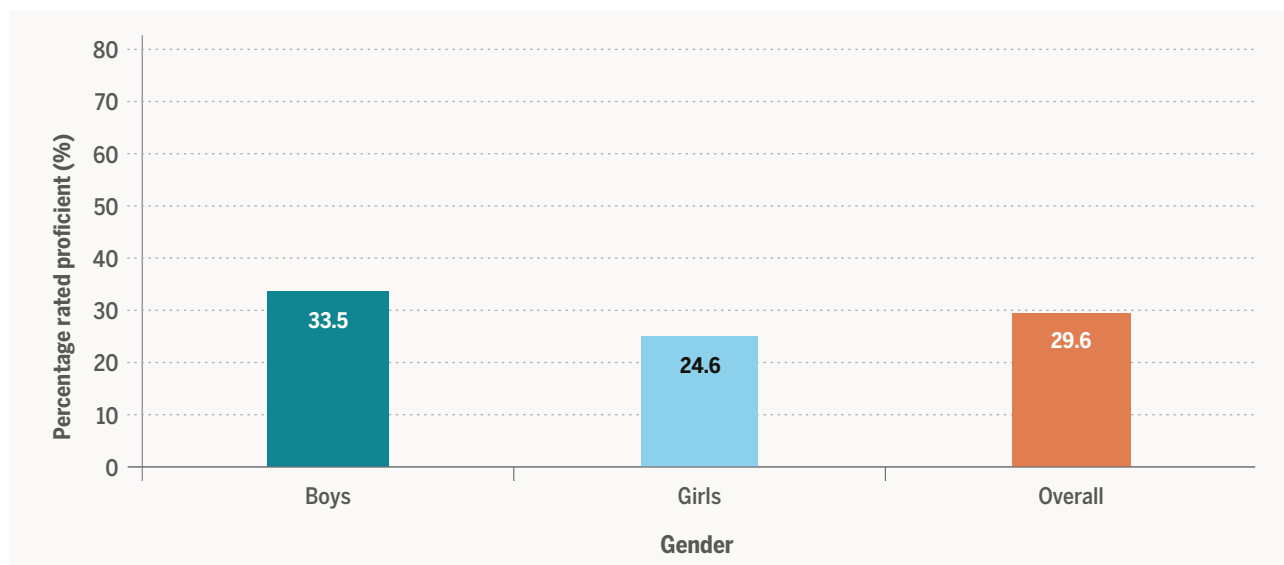
Overall, less than half (45.4%) of the P 3 learners in schools hosting refugees (SHR) were rated proficient in Numeracy. The proportion of boys (52.6%) rated proficient in Numeracy was significantly ($p=0.016$) higher than that of girls (36.3%).

The proportion of P 3 learners in schools hosting refugees rated proficient in Numeracy (45.4%) was far below the national achievement in Numeracy (57.5%, *Ref. Figure 1*).

Overall Level of Achievement of P 3 Learners in Schools Hosting Refugees in Literacy in English, by Gender

The achievement of P 3 learners in schools hosting refugees in Literacy in English, by gender is presented in Figure 18.

FIGURE 18: PERCENTAGE OF P 3 LEARNERS IN SCHOOLS HOSTING REFUGEES RATED PROFICIENT IN LITERACY IN ENGLISH, BY GENDER



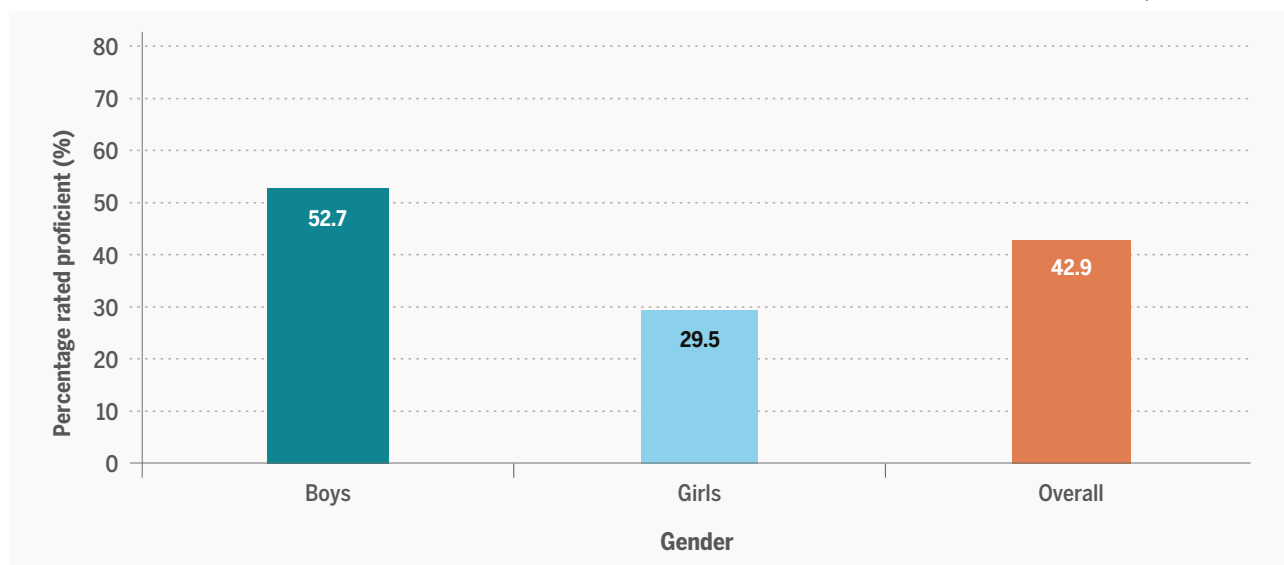
Overall, almost a third (29.6%) of the P 3 learners in schools hosting refugees were rated proficient. The proportion of boys (33.5%) in schools hosting refugees rated proficient in Literacy in English was significantly ($p=0.020$) higher than that of girls (24.6%).

The proportion of P 3 learners in schools hosting refugees rated proficient in Literacy in English (29.6%) was very low compared to the national achievement in Literacy in English (53.9%, *Ref. Figure 5*).

Overall Level of Achievement of P 6 Learners in Schools Hosting Refugees in Numeracy, by Gender

The achievement of P 6 learners in schools hosting refugees in Numeracy. The percentage of P 6 learners rated proficient are shown in Figure 19.

FIGURE 19: PERCENTAGE OF P 6 LEARNERS IN SCHOOLS HOSTING REFUGEES RATED PROFICIENT IN NUMERACY, BY GENDER



At P 6, the overall level of achievement indicates that less than half (42.9%) of the P 6 learners in the schools hosting refugees were rated proficient in Numeracy.

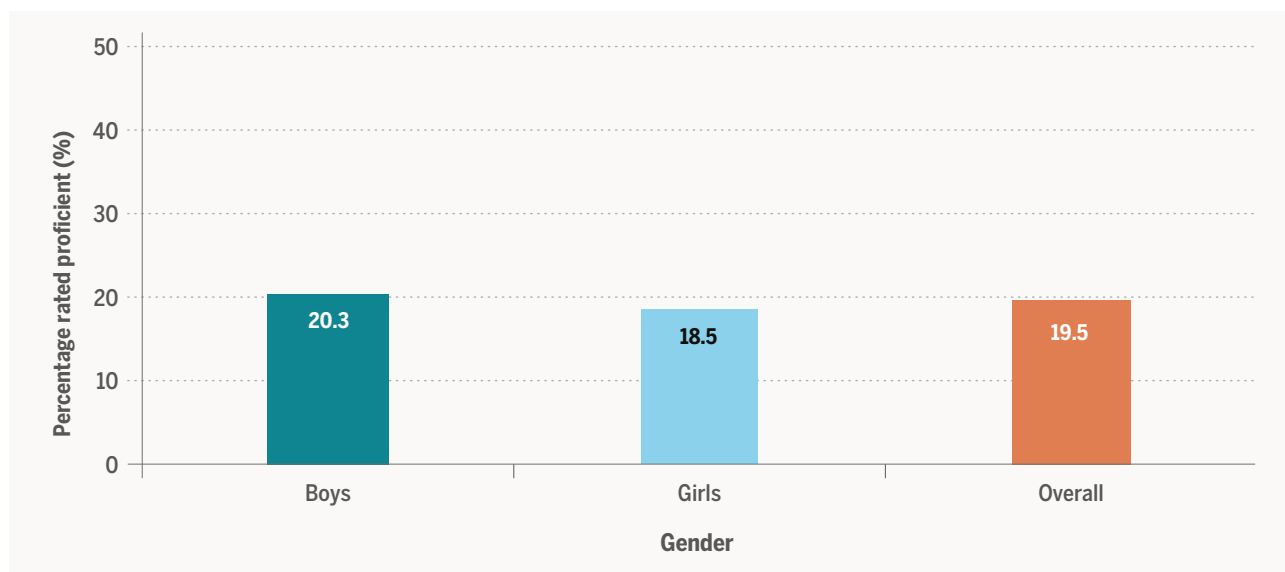
The proportion of boys (52.7%) in schools hosting refugees rated proficient in Numeracy was significantly ($p=0.000$) higher than that of girls (29.5%).

The proportion of girls in schools hosting refugees rated proficient in Numeracy (29.5%) was far below the national level of achievement of P 6 learners in Numeracy (58.0%, *Ref. Figure 9*).

Overall Level of Achievement of P 6 Learners in Schools Hosting Refugees in Literacy in English, by Gender

The achievement of P 6 learners in schools hosting refugees in Literacy in English, by gender is shown in Figure 20.

FIGURE 20: PERCENTAGE OF P 6 LEARNERS IN SCHOOLS HOSTING REFUGEES RATED PROFICIENT IN LITERACY IN ENGLISH, BY GENDER



About 1 in 5 of the P 6 learners in schools hosting refugees were rated proficient in Literacy in English. There was no significant ($p=0.622$) gender difference in the proportion of P 6 learners in schools hosting refugees rated proficient in Literacy in English.

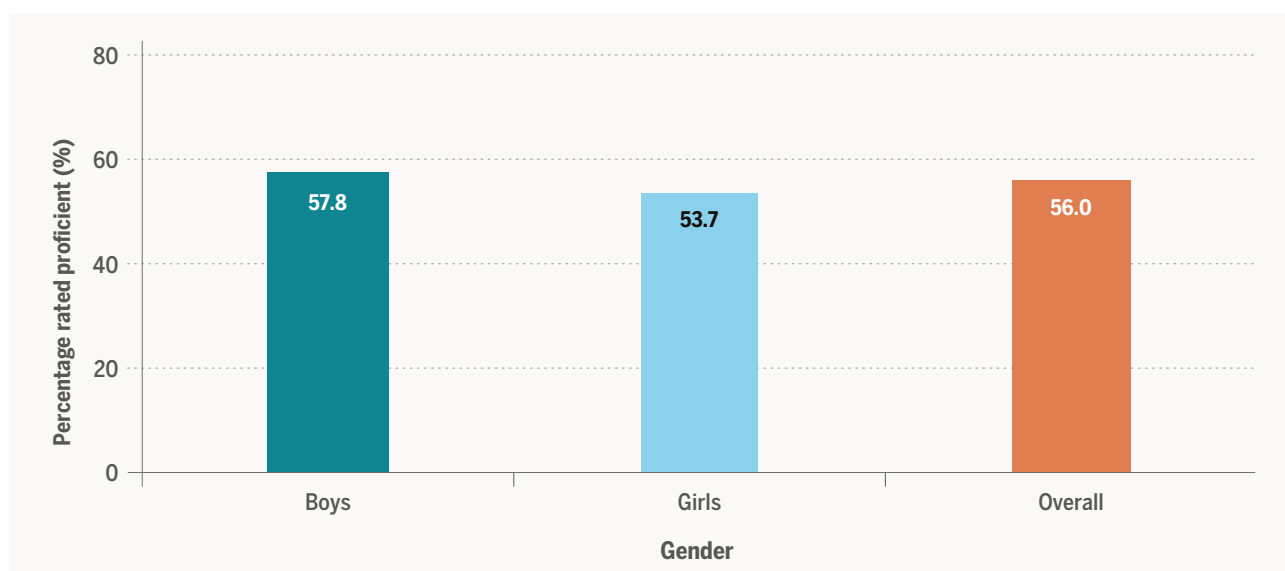
The proportion of P 6 learners in schools hosting refugees rated proficient in Literacy in English (19.5%) was less than a half of the national achievement in Literacy in English (42.7%, *Ref. Figure 13*).

ACHIEVEMENT OF LEARNERS WITH SPECIAL EDUCATION NEEDS

Overall Level of Achievement in Numeracy for the P 3 Learners who are Deaf, by Gender

This sub-section describes the performance of P 3 learners who are deaf in Numeracy. The percentage of P 3 learners who are deaf and rated proficient are shown in Figure 21.

FIGURE 21: PERCENTAGE OF P 3 LEARNERS WHO ARE DEAF RATED PROFICIENT IN NUMERACY, BY GENDER



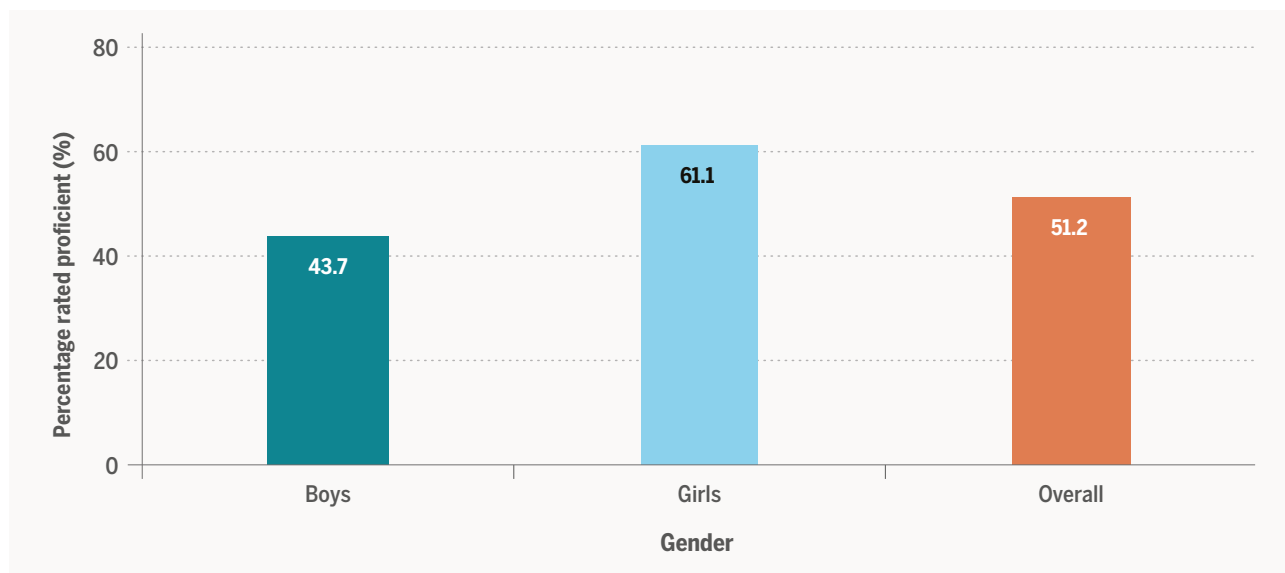
Results of the analysis indicated that the proportion of P 3 learners who are deaf and rated proficient in Numeracy were more than half (56%). There was no significant ($p=0.653$) gender difference in the proportion of P 3 learners rated proficient in Numeracy.

The proportion of P 3 learners who are deaf and rated proficient in Numeracy (56.0%), was slightly below the national achievement in Numeracy (57.5%, Ref. Figure 1).

Overall Level of Achievement in Literacy in English for the P 3 Learners who are Deaf, by Gender

The overall level of achievement of P 3 learners who are deaf in Literacy in English is shown in Figure 22.

FIGURE 22: PERCENTAGE OF P 3 LEARNERS WHO ARE DEAF AND RATED PROFICIENT IN LITERACY IN ENGLISH, BY GENDER

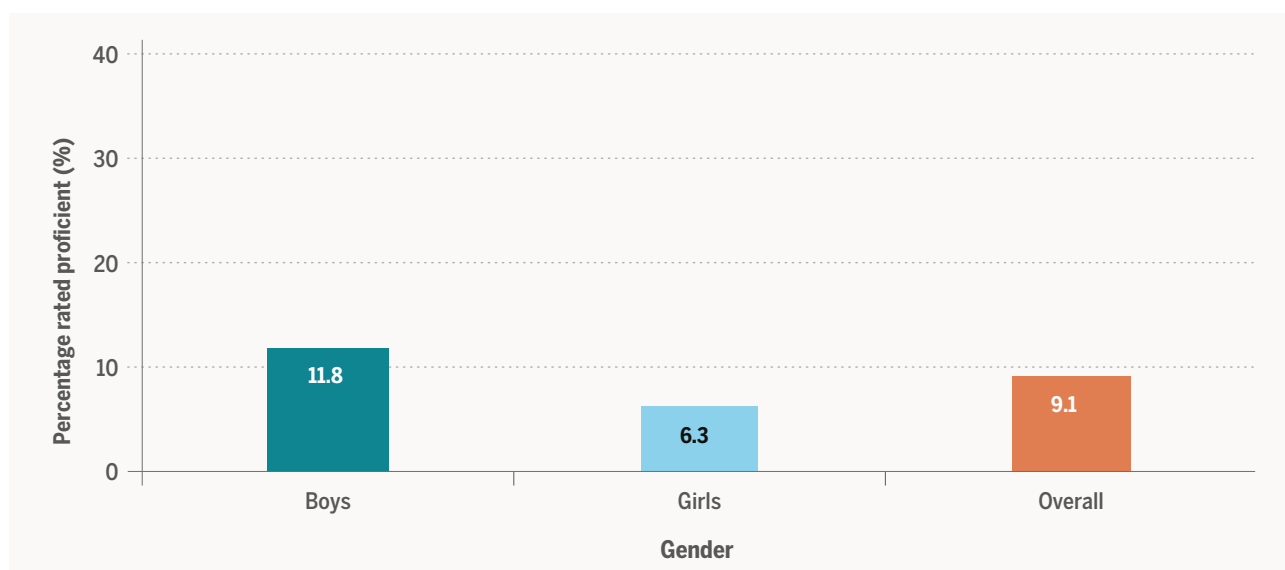


Slightly more than half (51.2%) of the P 3 learners who are deaf were rated proficient in Literacy in English. There was no significant ($p=0.051$) gender difference in the proportion of learners who are deaf that were rated proficient in Literacy in English.

The proportion of P 3 learners who are deaf and rated proficient in Literacy in English (51.2%) was slightly below the national achievement in Literacy in English (53.9%, Ref. Figure 5).

Overall Level of Achievement in Numeracy for P 6 Learners who are Deaf, by Gender

FIGURE 23: PERCENTAGE OF P 6 LEARNERS WHO ARE DEAF AND RATED PROFICIENT IN NUMERACY, BY GENDER



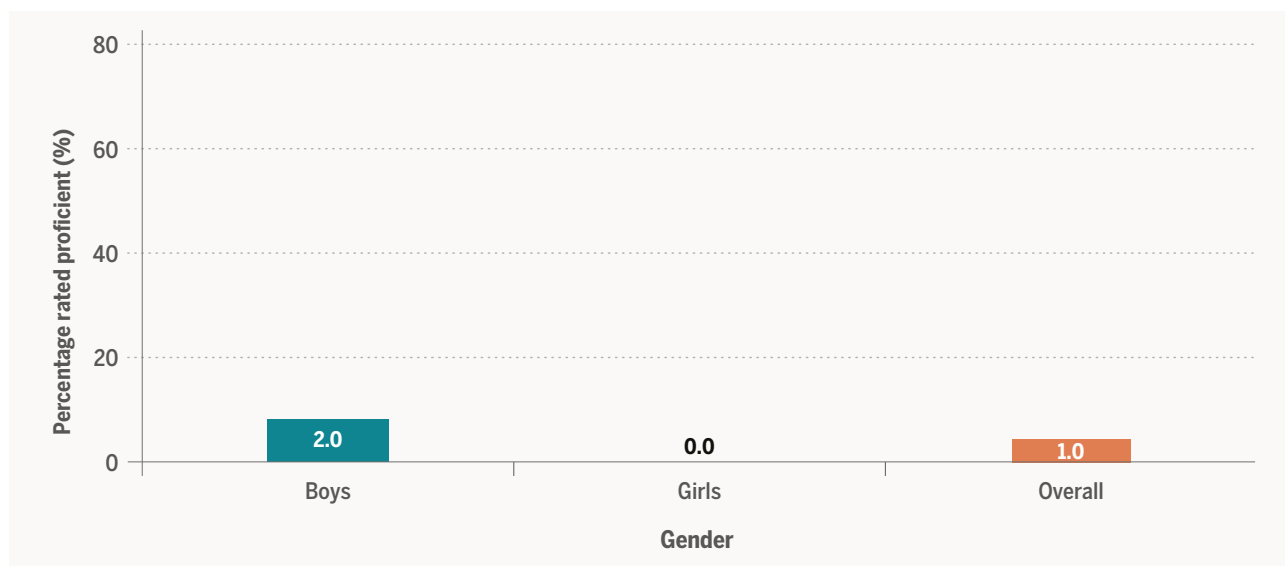
About 1 in 10 of the P 6 learners who are deaf were rated proficient in Numeracy. There was no significant ($p=0.336$) gender difference in the proportion of learners who are deaf that were rated proficient in Numeracy.

The proportion of P 6 learners who are deaf and are rated proficient (9.1%) was far below the national achievement in Numeracy (58.0%, Ref. Figure 9).

Overall Level of Achievement in Literacy in English for P 6 Learners who are Deaf, by Gender

The achievement in Literacy in English for P 6 learners who are deaf, by gender is presented in Figure 24.

FIGURE 24: PERCENTAGE OF P 6 LEARNERS WHO ARE DEAF AND RATED PROFICIENT IN LITERACY IN ENGLISH, BY GENDER



Overall, 1% of the P 6 learners who are deaf were rated proficient in Literacy in English. There was no significant ($p=0.315$) gender difference in the proportion of learners who are deaf that were rated proficient in Literacy in English.

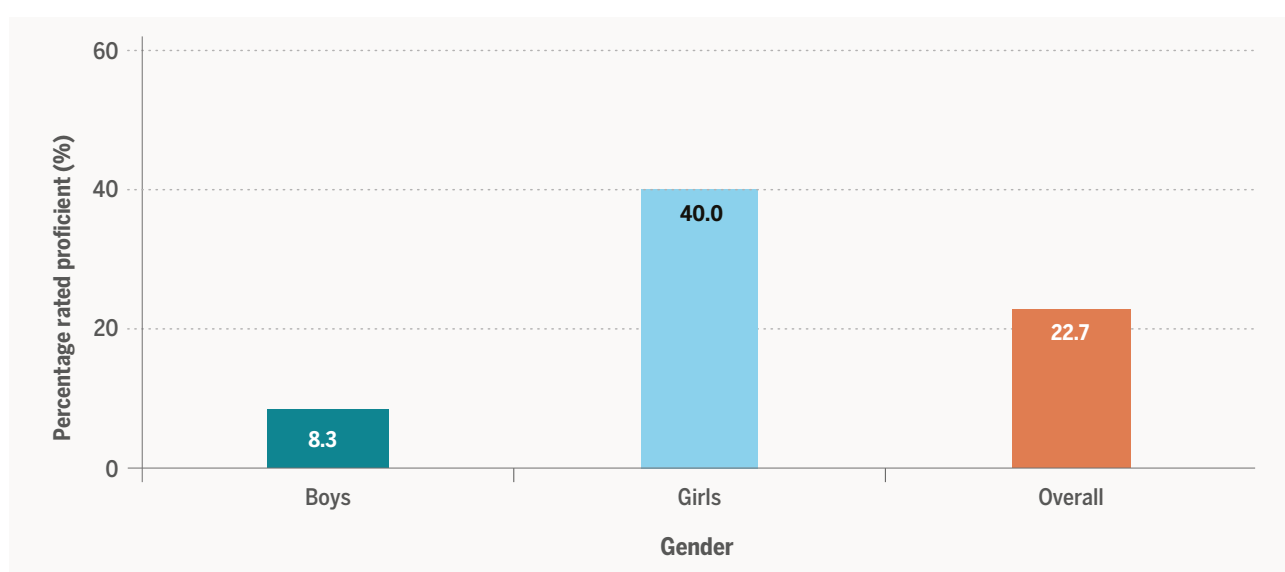
The proportion of P 6 learners who are deaf and rated proficient in Literacy in English (1.0%) was far below the national achievement in Literacy in English (42.7%, Ref. Figure 13).

ACHIEVEMENT OF LEARNERS WHO ARE BLIND

Overall Level of Achievement in Numeracy for P 3 Learners who are Blind, by Gender

This sub-section describes the performance of P 3 learners who are blind, in Numeracy. The percentages of P 3 learners who are blind and rated proficient are shown in Figure 25.

FIGURE 25: PERCENTAGE OF P 3 LEARNERS WHO ARE BLIND AND RATED PROFICIENT IN NUMERACY, BY GENDER



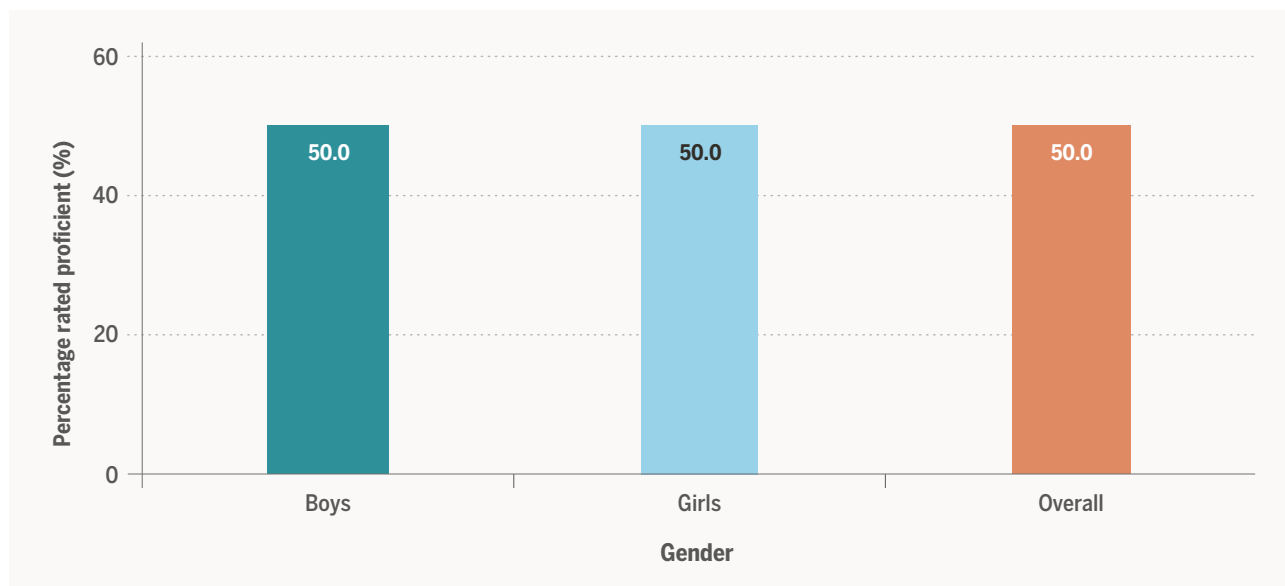
Results show that 1 in 5 of the P 3 learners who are blind were rated proficient in Numeracy. There was no significant ($p=0.08$) gender difference in the proportion of learners who are blind that were rated proficient in Numeracy.

The proportion of P 3 learners who are blind that were rated proficient in Numeracy (22.7 %) was less than a half of the national achievement of P 3 learners in Numeracy (57.5%, *Ref. Figure 1*)

Overall Level of Achievement in Literacy in English for P 3 Learners who are Blind, by Gender

This sub-section describes the achievement in Literacy in English for P 3 learners who are blind. The percentages of P 3 learners who are blind and rated proficient are shown in Figure 26.

FIGURE 26: PERCENTAGE OF P 3 LEARNERS WHO ARE BLIND AND RATED PROFICIENT IN LITERACY IN ENGLISH, BY GENDER



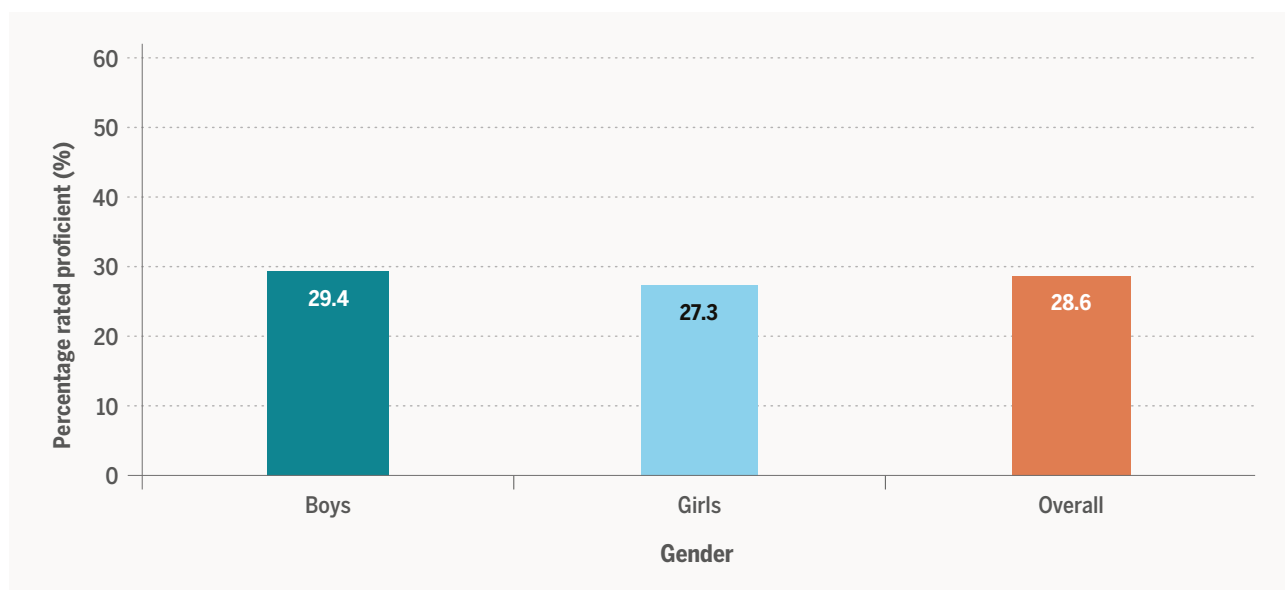
Half (50%) of the P 3 learners who are blind were rated proficient in Literacy in English. There was no significant ($p=1.000$) gender difference in the proportion of learners who are blind that were rated proficient in Literacy in English.

The proportion of P 3 learners who are blind and rated proficient in Literacy in English (50%) was slightly less than the national achievement (53.9%, *Ref. Figure 5*).

Overall Level of Achievement in Numeracy for P 6 Learners who are blind, by Gender

This sub-section describes the performance in Literacy in English for P 6 learners who are blind, by gender. The percentages of P 6 learners who are blind and rated proficient are shown in Figure 27.

FIGURE 27: PERCENTAGE OF P 6 LEARNERS WHO ARE BLIND AND RATED PROFICIENT IN NUMERACY, BY GENDER



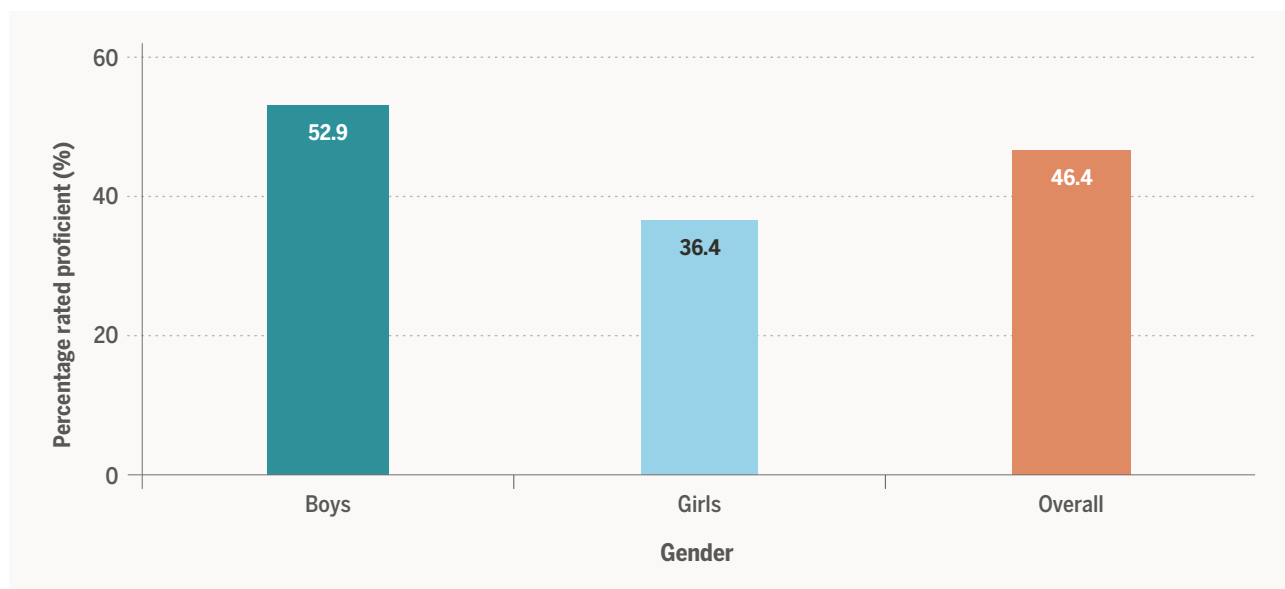
Results show that just over a quarter (28.6%) of the P 6 learners who are blind were rated proficient in Numeracy. There was no significant ($p=0.903$) gender difference in the proportion of learners who are blind that were rated proficient in Numeracy.

The proportion of P 6 learners who are blind and rated proficient in Numeracy (28.6%) was about half of the national achievement (58.0%, Ref. Figure 9).

Overall Level of Achievement in Literacy in English for P 6 Learners who are Blind, by Gender

This sub-section describes the performance in Literacy in English for P 6 learners who are blind. The percentages of P 6 learners who are blind and rated proficient are shown in Figure 28.

FIGURE 28: PERCENTAGE OF P 6 LEARNERS WHO ARE BLIND AND RATED PROFICIENT IN LITERACY IN ENGLISH, BY GENDER



Less than half (46.4%) of the P 6 learners who are blind were rated proficient in Literacy in English. There was no significant ($p=0.388$) gender difference in the proportion of P 6 learners who are blind that were rated proficient in Literacy in English.

The proportion of P 6 learners who are blind and rated proficient in Literacy in English (46.4%) was higher than the national achievement (42.7%, Ref. Figure 13).

PERCEIVED PREVAILING BEST PRACTICES THAT LEAD TO TEACHERS' EFFECTIVENESS AND LEARNERS' ACHIEVEMENT

This sub-section presents the results from the focus group discussions (FGDs) conducted with the P 6 learners and teachers, and interviews with the Head teachers and District Education Officers (DEOs)/ District Inspectors of schools (DISs).

Results of the analysis are summarized and categorized as: The implementers (DEOs/DISs, Head teachers and teachers) and for the learners, in order to identify the similarity or differences in the pattern of the perceived prevailing best practices.

The FGDs as well as interviews aimed at establishing the perceived best practices of teaching and learning, how the perceived best practices have led to improvement in academic achievement, challenges faced, how the challenges are being managed at school level and what else should be done to address the challenges.

According to the P 6 learners, the following were the most prominent perceived best practices in their schools that led to improvement in their learning;

- **Promotion of a reading culture, peer-to-peer learning and self-study.** Learners reported that the practices have greatly improved their literacy skills as well as aiding better understanding to some of them. One learner revealed that:

“We are encouraged to borrow textbooks from the store, our teachers arrange time for revision and we are given tasks from what we have read”.

The learners, however, cannot achieve the full potential out of the perceived best practice because some of their teachers give them limited guidance and that they also have inadequate reading materials. In another FGD with the learners, a learner had this to say: “Our school has textbooks but some learners are lazy to read, others do not know how to read and write in English and our teachers don't bother”. These challenges have been partly addressed through sensitization of teachers to offer guidance to learners and encouraging learners to share the available reading materials. They appealed to the Ministry of Education and Sports (MoES) and other stakeholders to provide for them adequate reading.

- **Use of instructional materials during lessons.** Learners reported that the practice has made learning easy and simple for them by motivating them as well as encouraging them to learn even in the absence of a teacher in the class. Through the interactions with the learners, this prevailing perceived best practice was revealed by a learner who said,

“Most of our teachers use charts and these charts help us to master spelling of words and drawing of diagrams.”

However, inadequate instructional materials like manila papers, markers and pens in addition to limited parental support to provide scholastic materials for their children have hindered achievement of the full benefits of this practice. A learner from another FGD said that:

“I always mix work of different subjects in one book”.

Their teachers, however, have improvised by using locally available materials and sensitizing parents to provide the needed scholastic materials for their children. They appealed to MoES to provide the required scholastic materials as well as to allow schools to request parents to contribute towards acquisition of instructional materials.

- **Creation of an inclusive and conducive learning environment.** This practice has encouraged free interaction between learners and their teachers. In one of the schools where FGDs were conducted, a learner said:

“Our school has friendly and devoted teachers.”

However, the existence of some rude/abusive teachers, congested classrooms/inadequate furniture and the negative attitude of some teachers to take part in maintenance of a clean learning environment has hindered the full attainment of the benefits of this practice.

Some actions have been taken to mitigate these challenges: errant teachers have been reported to MoES for punitive action, teachers have been encouraged to conduct some lessons under tree shades, guidance and counselling has been conducted to change the mindset of some teachers towards maintenance of a clean learning environment.

The appeal of the learners is for the higher authority concerned to discipline such unethical teachers and to encourage teachers to embrace a culture of maintaining a clean learning environment. They also appealed to the MoES to construct more buildings and supply adequate furniture.

- **Enforcement of learners' discipline.** A learner from one of the schools revealed that:

“**At our school, teachers explain to us the school rules and regulations and they are displayed in every class”.**

This practice has led to improvement in their performance because learners restrain themselves from activities that would keep them out of school hence, improved retention and completion rates. Hindrances to achievement of full benefits of this practice include: indiscipline among some learners and dropping out of school for fear of being punished for engaging in unacceptable behaviour. This was revealed by a learner who said that:

“**In our class, there are unserious friends who like playing/bullying others in class and they also make noise in class”.**

In the meantime, school administrators have emphasized acceptable discipline amongst learners and parents regularly hold meetings with their children at family level.

TABLE 14: PERCEIVED PREVAILING BEST PRACTICES OF TEACHING AND LEARNING IN SCHOOLS AS MENTIONED BY THE IMPLEMENTERS.

IMPLEMENTERS	PERCEIVED BEST PRACTICES			
District Education Officer/ District Inspector of Schools	●	●	●	●
Head teachers	●	●	●	●
Teachers	●	○	●	●

BEST PRACTICE:

- Effective teacher pedagogy (joint scheming, lesson planning, timely syllabus coverage, record keeping of learners' progress and coverage).
- Time management /Regular attendance of teachers and Learners.
- Remedial teaching.
- Regular assessment of learners.
- Regular inspection of schools.
- Effective support supervision of teachers.
- Use of instructional materials during lessons.

Response from the implementers indicated a similarity amongst what they consider as their perceived best practices. For instance, effective teacher pedagogy (*joint scheming, lesson planning, timely syllabus coverage, record keeping of learners' progress and coverage*) was the most prominently perceived best practice mentioned by the implementers.

In general, results showed that what the P 6 learners considered as the most prominent best practices are the outcomes of what the implementers (Teachers, Head teachers, DEOs/DISs) perceived as the best practices (Ref. Table 9.2).

AREAS OF DIFFICULTY FOR LEARNERS

This section presents the areas of Numeracy and Literacy in English which were a challenge to the P 3 and P 6 learners. The areas of difficulty by learning areas and the affected testees are shown in the Table 15.

TABLE 15: AREAS OF DIFFICULTY FOR LEARNERS, BY SUBJECT

LEARNING AREA	AREA OF DIFFICULTY	AFFECTED TESTEES
Numeracy	<ul style="list-style-type: none"> Application of addition to word problem. Identification of place values using the abacus. 	P 3 learners
	<ul style="list-style-type: none"> Recognizing the difference between a histogram and a bar graph. Writing the title of a drawn graph/chart/table. Representing information on a bar graph/chart. Identifying all lines of symmetry of an equilateral triangle. 	P 6 learners
Literacy in English	Completing a story (guided composition).	P3 learners
	<ul style="list-style-type: none"> Using information in a non-continuous text to make inferences. Using a compound noun in a guided composition. 	P 6 learners

RECOMMENDATIONS

The recommendations and the corresponding responsibility centre are presented in Table 16.

TABLE 16: RECOMMENDATIONS AND CORRESPONDING RESPONSIBILITY CENTRE

RECOMMENDATION	RESPONSIBILITY CENTRE
Learners should be guided to: <ul style="list-style-type: none"> Recognize the difference between a histogram and a bar graph. Represent information on a bar graph/chart. 	Teachers
Emphasis should be laid on the writing of a title for each graph drawn.	Teachers
Learners should be taught how to identify all lines of folding symmetry in a given regular shape.	Teachers
Learners should be guided to read, understand and interpret non-continuous texts, e.g. guided composition.	Teachers
Learners should be exposed to creative writing and engaged in regular practice.	Teachers
Organize regular continuous professional development workshops for in-service teachers with emphasis on the identified areas of difficulty for learners.	DEOs, DISs, CCTs, TETD and Partners in Education
The training of pre-service teachers should emphasize the delivery of the areas of difficulty manifested by the learners.	Tutors and TETD
Avail the necessary teaching and learning materials and ensure that teachers put more emphasis on the identified areas of difficulty for learners.	Headteachers, School Management committees and School proprietors
Extra support should be given to schools in rural areas to facilitate improvement of learners' achievement.	MoES, Partners in Education, DES, DEOs, Tutors and CCTs
Special attention should be given to girls in schools hosting refugees to improve their learning achievement.	MoES, Partners in Education, UNHCR, DES, DEOs, DISs, Head teachers and Teachers
Intervention strategies should be designed to focus on inclusion of learners with Special Education Needs.	MoES, NCDC, UNEB, DES, DEOs, DISs, Training institutions offering Special Needs Education courses, Head teachers and Teachers
Future research should be conducted to establish the causes of low achievement levels of; learners who are deaf, girls in refugee hosting schools and P 6 learners in Literacy in English, and any other areas of interest to the researchers.	Research organizations and independent researchers

APPENDIX 2: LIST OF DISTRICTS WHICH WERE FULLY OPERATIONAL AFTER FINANCIAL YEAR 2017/18

S/N	NEW DISTRICT	MOTHER DISTRICT	PERCENTAGE OF LEARNERS RATED PROFICIENT IN THE MOTHER DISTRICT IN 2018			
			P 3		P 6	
			NUMERACY	LITERACY IN ENGLISH	NUMERACY	LITERACY IN ENGLISH
1	BUGWERI	IGANGA	43.2	42.3	39.6	40.4
2	KALAKI	KABERAMAIDO	8.5	8.8	37.9	52.9
3	KAPELEBYONG	AMURIA	54.0	28.0	43.1	45.8
4	KARENGA	KABOONG	45.8	43.1	52.7	69.4
5	KASANDA	MUBENDE	68.2	63.6	52.1	63.4
6	KAZO	KIRUHURA	94.6	95.0	86.3	82.9
7	KIKUUBE	HOIMA	43.1	43.8	52.2	54.5
8	KITAGWENDA	KAMWENGE	58.8	52.3	58.4	51.2
9	KWANIA	APAC	23.2	17.9	31.2	22.3
10	MADI-OKOLLO	ARUA	31.6	27.3	60.2	47.0
11	MOYO	OBONGI	37.7	15.1	61.8	51.4
12	NABILATUK	NAKAPIRIPIRIT	72.7	48.5	60.0	73.8
13	RWAMPARA	MBARARA	95.4	97.2	90.0	87.5
14	TEREGO	ARUA	31.6	27.3	60.2	47.0



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