

**FINAL EVALUATION REPORT**

**OF YEAR 1 OF THE**

**READING PILOT  
PROJECT**

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**i) Abbreviations Used**

|       |  |
|-------|--|
| CCT   | Centre Coordinating Tutor                          |
| DCI   | Development Cooperation, Ireland                   |
| DEO   | District Education Officer                         |
| DIS   | District Inspector of Schools                      |
| EFAG  | Educational Funding Agency Group                   |
| ESA   | Educational Standards Agency                       |
| IMU   | Instructional Materials Unit                       |
| LOI   | Language of Instruction                            |
| MoES  | Ministry of Education and Sports                   |
| MT    | Master Trainers                                    |
| NCDC  | National Curriculum Development Centre             |
| NGO   | Non-Government Organisation                        |
| P1    | Primary 1 (and for P2, P3 etc)                     |
| PTC   | Primary Teacher's College                          |
| RPP   | Reading Pilot Project                              |
| SRM   | Supplementary Reading Material                     |
| TED   | Teacher Education Department of MOES               |
| UNEB  | Uganda National Examination Board                  |
| UPE   | Universal Primary Education                        |
| USAID | United States Agency for International Development |

## **1. EXECUTIVE SUMMARY**

As a response to growing concerns about the speed of acquisition of literacy and numeracy in Ugandan primary schools, the Ministry of Education and Sports has decided to develop and introduce a new thematic curriculum into P1 for all government schools from February 2007. As a preliminary to this innovation, in January 2005 the MoES issued directives clarifying the language of instruction policy and specifying an increased allocation of periods for the teaching of reading and writing in lower primary classes.

As part of the processes of research and testing associated with the design and development of the new thematic curriculum, a Reading Pilot Project (RPP) was approved by the MoES, to be conducted in four districts from March to October 2005. The RPP was intended to explore the impact of the MoES directives and simultaneously test appropriate low cost strategies for ensuring the successful implementation of the literacy and numeracy components of the new curriculum. It was agreed that an initial base line study would be carried out in March 2005 followed by an impact study in October 2005, using the same testing instruments but on different pupil groups. It is important to stress here that the Reading Pilot Project was planned to be an integral part of the testing and development processes required for the effective development of the thematic curriculum

This is a report on the impact study and the changes observed in the learning environment and in learning and teaching patterns over the six month period of the RPP. The base-line and impact study, taken together, are an essential part of the pilot study. In these two studies parallel data has been collected from the 57 schools participating in the RPP, concentrating on Primary 1, 2 and 3. The main areas of focus of this data are:

- Attitudes to new approaches to the teaching of literacy and numeracy among teachers and the local community
- The availability and use of appropriate teaching/learning materials
- Standards of literacy and numeracy achieved in P1-3 at the beginning and end of the RPP
- The impact of the use of the current MOES language policy and the use of the local or area language both as a medium of instruction and as the basis for teaching and learning literacy
- Methodology of the teachers, especially in the teaching of literacy and numeracy
- The impact of teacher training in the new approaches
- Factors likely to inhibit the successful implementation of a new curriculum

Data was collected by:

- Conducting literacy and numeracy tests near the beginning of Primary Two and Three in March and then repeating the same tests near the end of Primary one and Two in October.
- Observing teachers in the classroom and completing observation sheets
- Visiting the schools to check on the availability of materials and teachers
- Holding discussions within training workshops
- Holding discussions with teachers and head teachers and the trainers for those schools
- Holding discussions with parents and community members wherever possible

The District Inspectors (DIS) from the four districts were the main data collectors and eight master trainers and the district Centre Coordinating Tutors were the main trainers and implementers.

The results of the initial tests, observations and reports on visits were gathered together in a base-line report. This impact study is now able to plot the progress made so far in all of the above areas and make recommendations that will feed directly into the design and implementation of the new thematic curriculum for P1 to P4. It should be emphasised that the observations made and conclusions drawn relate as much to the *process* of change, and on how best to manage it, especially in the areas of teacher training, community sensitisation and materials provision, as it does to measurable improvements in learning or teaching outcomes.

It should also be noted that the RPP was specifically designed to be low cost, on the grounds that the approaches and innovations to be tested should assume the kind of resources likely to be available during a national launch of the thematic curriculum. Thus, teacher training was provided on a scale similar to the kind of training that could be made available on a national basis. Schools were also expected to fund raw materials for posters, flash cards etc and for the purchase of reading books from their normal UPE grants. Some additional support was provided for supervision by DISs, CCTs and Master Trainers but the Curriculum Road Map had already specified the urgent need for upgraded supervision as a condition for effective achievement of a new thematic curriculum and significantly improved student performance in literacy and numeracy

The most significant outputs from the RPP can be summarised as follows:

- There were noticeable improvements in the learning and teaching environment in lower primary classrooms in a majority of RPP schools
- Most lower primary teachers in RPP schools reported a significant improvement in motivation, job satisfaction and enjoyment, largely because of positive pupil responses to learning in their local language
- There was a major upsurge in teacher production of learning and teaching aids in RPP schools to support literacy and numeracy as a direct result of the pilot project
- Teachers reported increased pupil participation in lessons, a reduction in passive attitudes to learning and greatly increased pupil understanding and enjoyment of lessons. In this context, there is also some indication of an improvement in pupil attendance as a result of the pilot, although this is not yet sufficiently clearly demonstrated
- There were marked improvements in literacy and numeracy between base line and impact studies in a majority of RPP schools and this was particularly marked in P2
- The RPP schools easily outperformed the schools of the control group in terms of literacy and numeracy

Major identified constraints were:

- A continued and worrying decline in the purchasing power of UPE grants, which inhibits the essential purchase of reading support materials and raw materials for the local production of teaching and learning aids in local languages
- Continued under-funding of essential school supervision by DISs, CCTs and PTCs
- Higher than desirable levels of staff absenteeism, and particularly of head teachers

- Insufficient in-service teacher training and support to teachers, many of whom need a great deal of help and assistance, particularly in their literacy and numeracy skills and in the wider skills of early childhood education
- Sub-standard pre-service teacher training curricula and syllabuses that still do not adequately address the real needs of teachers in the classroom
- Insufficient support to teachers in the development of competency and confidence in their own local language ability. Teachers are particularly in need of help and support on the development of appropriate vocabulary and grammar.

## **2. INTRODUCTION TO THE BASE-LINE STUDY AND PILOT PROJECT**

### **2.1 Background to the Pilot Project**

#### **2.1.1 Curriculum Review**

Findings from the Curriculum Review, commissioned by MoES and conducted in 2003/4, concluded that many children were failing to learn to read or write in any language and that this was probably the major cause of higher than acceptable drop-outs from primary education. The reasons for this included a failure within the current primary curriculum to focus on literacy and numeracy skills and the lack of any training or focus on early childhood education in pre-service teacher training. A confused language situation in schools, where a majority of children were expected to acquire initial literacy in English, while a local language was being used as the medium of oral communication, was also thought to have contributed to the problems.

The existing primary curriculum includes a wide range of subjects and a heavy content load but overlooks basic literacy and numeracy skills. The review recommended that the curriculum for the early years should make the acquisition of literacy and numeracy central to the curriculum objectives, and, as a way of ensuring this, recommended that the content of the curriculum should be arranged around specific themes, which would act as vehicles for the teaching and learning of literacy and numeracy, rather than around conventional subjects. This is the basis for the thematic curriculum approach for lower primary grades, which is currently under development. The Curriculum Review also recommended that, wherever possible, the child should first develop literacy in a language he or she knows well, i.e. the child's first language or a widely used area language. This was always the Ministry's stated policy but a majority of schools appear to have misunderstood or misinterpreted how this policy should be implemented.

#### **2.1.2 MoES Response**

In an immediate response to the Curriculum Review and the subsequent Curriculum Road Map, MoES issued a series of circulars related to the early years of primary school timetabling. These circulars specified an increase in the amount of time to be spent teaching reading and writing. The circulars also specified that schools should use the child's first language or the area language as the medium of instruction, and that this language should be, therefore, the language in which literacy is acquired, provided that the language has been recognised by MoES as appropriate<sup>1</sup>. MoES also stated that a new theme-based curriculum would be developed and launched in P1 in February 2006<sup>2</sup>.

#### **2.1.3 Existing Materials in Schools**

In 2001 the Instructional Materials Unit (IMU) of the MoES supplied all schools with non-textbook materials that included word cards, wall charts, flash cards, vocabulary cards, slates, abacuses and readers in order to support the development of early reading. In an earlier distribution IMU had also issued schools with sets of markers and manila paper for use in developing their own wall charts and flash cards. Most of these materials are still available in most of the schools and are available for use in the development of reading and numeracy skills. Unfortunately, where the materials are

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<sup>1</sup> The MOES has specified clear criteria that must be met before a language can be recognised for use as a medium of instruction and a language for the acquisition of literacy. The criteria include a recognised orthography and the existence of a body of writing suitable for children in the language. The language should then be recognised by the language board both at the district level and the national level. It was also recommended that wherever possible local PTCs should provide language training in languages intended to be used as an LOI

<sup>2</sup> Later postponed until February 2007

language specific, they use English. However, many of these materials can easily be adapted for use in the local language, for example LOI-equivalent words can be stuck on to the wall charts to cover the English words; in the case of flash cards, the cards can provide a model both for selecting sight words and for the size and type of lettering so that the same word can be written in the local language and the same methodology used. Thus, although many schools are failing to fully utilise the materials available, there are many materials that can support literacy, if sufficient guidance and motivation are provided to help teachers to adapt materials for local language usage.

#### **2.1.4 The need to experiment**

The decision to introduce a new curriculum for the lower primary in 2007 is a major step forward. But it is also a step that has major implications and will inevitably meet many problems and bottlenecks during implementation. It was considered to be important that the issues related to successful implementation and the impact of the initial changes announced by MoES in the delivery of the curriculum, should be explored prior to the actual launch. In this way, MoES will be in a better position to plan and recognise the steps necessary for the success of the new curriculum. Thus, a pilot project was seen as one way of exploring the impact of new initiatives already taken by MoES and of exploring the problems likely to be faced when a new thematic curriculum is introduced nationwide.

The pilot project was therefore launched on the following basis:

- Increased time to be spent on literacy
- A new language policy in relation to the medium of education and the language of initial literacy
- The availability of local language materials that can be adapted by schools or made by teachers
- An imminent change in the curriculum for P1-3

Because all of the above are either in place or are shortly to be introduced, no large-scale capital investment in materials was needed for the RPP and no new MoES policy decisions were required to support a pilot project in the upgrading of student performance through a concentration on achieving literacy for all, first in a local language and subsequently in English during the first three years of primary. Even where some materials were made available, they were limited to those that could be supplied by MoES on a regular basis.

The design of the pilot was discussed exhaustively at a five-day workshop with Primary Teacher College (PTC) representatives, experienced lower primary teachers, NGOs involved in literacy and numeracy work, UNEB, ESA, NCDC, TED, PPE and IMU. The final version of the pilot project incorporated all the suggestions that emerged from the workshop and is now clearly 'owned' by all of the involved departments and agencies of MoES. This is important because the pilot project is clearly perceived to be an integral part of the Curriculum Reform Road Map.

#### **2.2 Main Features of the Pilot Project**

- a) The pilot project attempts to explore the impact of the immediate changes announced by MoES in January 2005 and to explore realistic interventions in P1 - 3, discovering what can work in typical situations with only limited support.
- b) The pilot project did not undertake activities or provide funding that could not be easily replicated on a national scale and therefore the pilot project did NOT fund the significant provision of additional resources for pilot project schools.

- c) The pilot project reflected what was happening in schools. It trialled the impact of a new timetable, enhanced time spent on reading, writing and number work, the use of a local language as the language of initial literacy and different approaches to materials provision. The RPP was NOT trialling the new curriculum. It did not ask teachers to follow a thematic approach.
- d) The pilot project provided limited training and support for participating head teachers, teachers, CCTs, PTCs, district inspectorate staff, DEOs and interested and involved NGOs specialising in literacy work and orientation to key stakeholders, parents and the community in the participating districts, MOES and EFAG.
- e) The pilot project explores and inputs ideas and allocates a dedicated teacher trainer to the pilot project schools and CCTs and supplies ongoing professional support.
- f) The pilot project covers a range of primary school situations, but concentrates on normally resourced schools in rural areas characterised by a lack of exposure to printed materials and a low level of resources.
- g) The RPP does not promote any particular reading approach or philosophy but supports teachers to concentrate on early literacy using a variety of approaches according to their own preferences

### **2.3 Objectives of the Pilot Project**

The thematic curriculum will be introduced in February 2007 and the effectiveness of the initial implementation will need close monitoring. This pilot did not attempt to do that. It did, however, attempt to predict and explore many of the implementation issues that are likely to arise when the new curriculum is introduced. It also attempted to monitor the implementation and effectiveness of the new MOES directives concerning P1-3 teaching. Thus the objectives were agreed to be:

- a) To test the feasibility of adapting existing non-textbook materials in support of the LOI
- b) To assist schools (head teachers, teachers, pupils and the community) in creating their own teaching and learning materials to support literacy, numeracy and life skills in both the LOI and English
- c) To develop a tested 'minimum profile' of appropriate teaching and learning materials that will support (a) learning in the LOI, and (b) literacy, numeracy and life skills
- d) To support schools in the development of practical teaching/learning strategies using available teaching and learning materials as the basis for a rapid improvement in the key skills of reading, writing, listening, comprehension, speaking and basic number work
- e) To experiment with approaches to the development and use of classroom-based reading corners and book boxes using existing UPE grant funds as an essential support to the rapid development of reading, writing and number skills plus locally created materials
- f) To assist schools in the development of reading corner stock in the LOI and English, which is appropriate in both language and interest levels for young learners
- g) To increase the frequency of reading among pilot school pupils and their overall print awareness
- h) To pilot affordable approaches to secure, low-cost classroom storage in pilot schools in order to improve access to learning materials and thus to increase their regular usage in the classroom

- i) To develop effective and affordable strategies for the use of CCT-based computer and DTP facilities as a support to cooperative materials development activities
- j) To conduct an initial, pre-pilot baseline study of basic reading, writing and numeracy skills followed by a post-pilot impact study, which measured the level of change and the effectiveness of a variety of different inputs in achieving improved performance in basic literacy, numeracy and life skills
- k) To test out systems of continuous assessment and pupil performance records against realistic assessment targets
- l) To encourage effective supervision and mentoring

Not all of the above objectives were achieved. Reading corners were only rarely developed because schools lacked reading materials in local languages and there were insufficient funds for most schools to buy in adequate stocks of readers. DTP facilities were not tested as a source of local language materials because pilot districts did not have access to DTP. Low-cost classroom storage solutions were also only rarely developed. However, most of the initial objectives were addressed and many reflected significant progress.

#### **2.4 Aims of the Base-Line and Impact Studies**

In order to measure the impact of a variety of interventions in P1-P3, and in order to explore what works in typical schools, it is necessary to study the status quo prior to the intervention and then to study any improvements over time that may result from such interventions. Thus it was agreed that a base-line study should be carried out at the beginning of the pilot project and then a parallel impact study using the same instruments should be repeated towards the end of the academic year. These studies should achieve the following:

- a) Measure changes in learning achievements over time and relate these to the new directives from MOES.
- b) Study the process of change and the way teachers adapt to the changes being introduced to them.
- c) Look at which particular materials and methodologies are accepted by the teachers, which work, and which are rejected.
- d) Identify particular bottlenecks and problems likely to occur when the new thematic curriculum is implemented nationwide.

This base-line study laid the foundation against which the impact study was measured. While the base-line study drew tentative conclusions, the main aims of the study and therefore its conclusions and recommendations were only achievable after the impact study had been completed.

### **3. RESEARCH PROCEDUES FOR BASE-LINE AND IMPACT STUDY**

#### **3.1 Minimum Requirements of Participating Schools**

The primary schools participating in the pilot project were all expected to meet the following minimum requirements:

- a) They should be using a Local Language of Instruction and preferably one that meets the basic requirements specified in MoES Circular No 3/05 of 10<sup>th</sup> January 2005
- b) They should have P1, P2 and P3 teachers who are competent in the LOI
- c) They must be prepared to spend at least 10% of their UPE grant funds on the purchase of reading materials in the LOI to form the basis of reading corners
- d) They must be prepared to spend modest amounts of their UPE grant funds in the provision of low-cost, classroom-based storage for the reading corners
- e) They should have stock in acceptable condition of the non-textbook teaching and learning materials originally supplied by the IMU
- f) They should have the support of the Head Teacher, the School Management Committee (SMC) and the local community in the development of initial literacy and number skills in a local language
- g) They had to make P1, P2 and P3 teachers available for one week of training in February 2005

It will be seen that not all schools selected met these standards. In particular, few had the specified classroom storage requirements, nor did they provide classroom storage and few were able to spend a significant part of the 10% of UPE funding on reading corners or other materials to support the development of initial literacy and numeracy.

#### **3.2 Sampling and Data Collection for the Base-Line and Impact Study**

After discussions with MoES and the donors supporting the project, four districts were selected where potential donor support already existed (i.e. USAID and DCI). The districts selected were Kasese, Kabarole, Nakasongola and Iganga. The selection of these districts ensured a range of language situations:

- Luganda in Nakasongola District. This is the language with widest coverage and the largest number of first and second language speakers. For many children in Nakasongola this is their first language and for others it is the main area language. Luruli was the first language for a majority of children in at least four schools but Luganda remained widely used.
- Runyoro/Rutoro in Kabarole District. This is a language approved by MoES and listed among the original six recommended languages. It has a dictionary, an established orthography and some reading materials including a newspaper. However, many children in the schools had other first or second languages that were competing for the status of LOI, including Lukhondo and Kiswahili.
- Lusoga in Iganga District. This language has wide acceptance throughout the district and is the first language for 90% of the children in the schools. Although it has not yet been officially approved as an LOI, this should only be a matter of time as it appears to meet the basic requirements of the MoES, i.e. the orthography has been developed and it has some reading materials suitable for young learners in the language.
- Lukhondo in Kasese District. This is the least developed of the four selected languages and is only now being considered as a medium for instruction and literacy. However, its use is popular with many in the community and with the teachers, and it thus has strong local support. Although there are only a limited

number of speakers in Uganda, it is still a significant language with many more Lukhondo speakers across the border in Congo than in Uganda.

The base-line and impact study did not require a large numbers of schools. The necessary feedback, which can be used to amend aspects of the proposed Primary Curriculum Reform and to draw conclusions about the impact of recent changes, can be achieved with relatively few schools. Thus, for the pilot it was agreed to select a minimum of 15 schools and a maximum of 30 in each district, depending on school size. It was agreed to try and avoid more than 30 classes in each year, i.e. 30 P1 classes, 30 P2 classes and 30 P3 classes as a maximum sample size. This was in order to be able to limit the number of teachers who would need to attend training and be visited by the master trainers and supervisors. This led to a variety of numbers in each district. Therefore, for the base-line and impact study it was agreed that a sampling of the schools and classes in the pilot would be sufficient. Therefore 15 schools were selected in each district. As a result of the pressure of time, the 15 was reduced to 14 during the course of the data collection in two districts. In each school, 10 P1 children, 20 P2 children and 20 P3 children were selected by the researchers. In addition, the researchers selected one or two lessons to observe in each school.

In addition to the four districts, a further ten schools were selected for the base-line and impact studies that were outside the pilot project. Data was collected from these control group schools in order to measure and compare the impact of the pilot programme and training against literacy progress in schools who were not operating pilot methods and had not received the training. Five Lusoga-speaking schools were selected from Mayuge district and five Luganda-speaking schools were selected from Mpige district. In all cases the district inspector of Schools (DIS), who was also the researcher, selected the schools using the criteria outlined above (3.1.1).

Table 1: Data Collected

| District     | No of Schools |           | No of lessons |           | Number of children tested in Literacy and/or Numeracy skills |             |               |             |
|--------------|---------------|-----------|---------------|-----------|--|-------------|---------------|-------------|
|              | B/L           | Imp       | B/L           | Imp       | P1 B/L   | P1 Imp only | P2 BL and Imp | P3 BL only  |
| Kabarole     | 15            | 15        | 28            | 9         | 150  | 300         | 300           | 300         |
| Kasese       | 16            | 13        | 16            | 1         | 75   | 260         | 260           | 300         |
| Iganga       | 15            | 15        | 18            | 16        | 150  | 294         | 299           | 300         |
| Nakasongola  | 15            | 15        | 15            | 17        | 150  | 300         | 290           | 304         |
| Control      | 10            | 10        | -             | -         | 100  |             | 189           | 193         |
| <b>Total</b> | <b>71</b>     | <b>68</b> | <b>77</b>     | <b>43</b> | <b>625</b>   | <b>1154</b> | <b>1348</b>   | <b>1397</b> |

### 3.3 Pilot School Inputs

#### 3.3.1 Training and monitoring the teachers

A small cadre of eight experienced primary educationalists were appointed as Master Trainers (MT) under the pilot project and were, with the districts' Centre Coordinating Tutors (CCTs), trained to delivery a short three-day training course for all the P1-3 teachers from the selected pilot schools in their four districts. This was the primary input of the pilot and the training emphasised how to teach the literacy component in the local language, how to evaluate children and how to adapt existing materials or make new ones to be used in teaching literacy in the local language. A pack of training materials was provided for each Master Trainer. These materials were given to the participants in every venue and were the basic reference for the three-day training. It was later found

necessary to provide a further five days of training to the key trainers and CCTs to ensure adequate monitoring and guidance. In particular, feedback from the field suggested that teachers needed more guidance in how to scheme the syllabuses in order to ensure that sufficient time (9-10 lessons a week) was spent on literacy instruction. Thus, the five-day training spent time on this as well as encouraging specific techniques. The content of this second five day workshop was delivered to teachers by the MTs and CCTs during their normal visits to schools.

### **3.3.2 Training and Sensitising the Stakeholders**

The same master trainers also conducted a one-day district-based training for inspectors, head teachers and others concerned with the schools. The aim of the training was to inform everyone concerned with the pilot school about the aims of the pilot project and about the new directives from the Ministry. The materials for this exercise were prepared during the first Pilot Project workshop and were used not only for pilot project schools but to inform other districts about the new MoES directives and future changes in the curriculum.

### **3.3.3 Monitoring the Implementation**

The master trainers were expected to make at least two follow-up visits to the schools and the local CCTs were expected to follow up regularly as part of their normal work. In addition, the inspectors of schools took an interest in the progress of these schools while representatives of the donors and the pilot project facilitator visited the schools during the course of the project.

### **3.4 Base-Line and Impact Study: Timing of the Two Studies**

In order to measure the impact of the new MOES directives and the new approaches to developing literacy, two studies were undertaken - a base-line assessment and a follow-up impact study. The timing for these studies was dictated by the timing of the pilot project which ran in the first instance from January to October 2005, a period of nine months. These pilot project schools could then be used as a control group for monitoring the impact of the Primary Curriculum Reform from 2007 onwards. It would obviously be desirable for the pilot to be continued beyond the period specified above in order to develop data on the longer-term performance implications. The reason for the pilot ending in October was one of practicality. If its outputs are to have an input into the development and trialling of the new curriculum then the first sets of results need to be available before the start of the new academic year in February when initial trialling should start. There also needs to be time to analyse and report on these findings. For this reason the Base-Line Study was conducted in March 2005, which was as soon after the start of the pilot project as was feasible, and the Impact Study was conducted in October 2005 as late in the year as was possible without interrupting school examinations. This timetable had a number of constraints as discussed below.

### **3.5 Research Tools used for the Base-Line and Impact Studies**

The same set of research tools were used for both the base-line and the impact studies so that reasonably exact measures could be made of any improvements in pupil attainments or changes in teachers' behaviour over the six months between the two studies. These instruments can all be found in [Appendix 1](#).

### **3.5.1 Tests**

Four paper and pencil tests were carried out. During the base line study, twenty children from P2 and 20 from P3 in each school were given a test in literacy and a test in numeracy. (They were not necessarily the same 20 children.) The tests were designed in close association with the master trainers and were in the language of instruction i.e. the language in which the children will first acquire literacy. The tests measured the levels of literacy and numeracy achieved in March 2005 in P2 and P3 classes. The tests measured the most basic achievement levels in each year, i.e. in the case of literacy they test the children's word recognition skills in both P2 and P3, their ability to write letters in P2 and their understanding of a short text and of simple written questions in P3. They do this through simple matching exercises where children match the written word to a picture and in P3 by asking for a simple response to written questions, e.g. 'What is the name of your teacher?' The response is marked correct provided it shows that the question has been understood. Both tests also test the child's ability to label a picture and measure their handwriting control through a copying exercise. The numeracy tests measure the child's ability to recognise simple number concepts in P2 and read and match words and symbols in P3. The tests also measure whether the child can carry out simple addition, multiplication and subtraction with single-digit numbers in P2. Double digit numbers are included in P3.

During the base line a simple oral test was conducted through face-to-face interviews with 10 children from each school in P1. This measured the levels of oracy in the language of instruction in P1. As the results showed that some 85% had sufficient oracy to comprehend the basic instructions required for testing, this test was not repeated in the impact study as little improvement could be expected and thus oracy was only an issue with a minority of children in the sampled groups.

### **3.5.2 Classroom observations**

The classroom observation sheets were designed to record the following areas of interest:

- a) The main activities in the classroom
- b) The use of non-textbook materials
- c) The patterns of classroom discourse
- d) The balance of child-centred and teacher-centred activities

The observation sheet consists of one part that records on a time base, showing how long a class spends on different activities such as group work, practising handwriting, reading and answering questions. A second section records the processes involved in asking and answering questions in the classroom. The last part of the observation sheet records the occurrence and quality of a number of different activities, including the use and display of materials, use of exercise books, the teachers' classroom language, use of slates and the size of the class.

### **3.5.3 Reports on school visits**

The researchers also had a basic sheet to use when visiting schools that recorded the most important elements in the school environment including the size of the school, the way language is used in the school and its immediate environment and the number of children and teachers that use the language of instruction as their first language. This was the only instrument that was changed between the base line and the impact study. Many of the items in this questionnaire were asking for basic factual information about the school that would not change over the six months period of the pilot. Thus, if no

change was expected then the question was not asked again. Instead, questions related to the school and teachers' attitudes to the RPP and the changes in policy were introduced.

### **3.5.4 Control Group**

In order to examine how far the pilot inputs are necessary for any increase in literacy monitored, ten control schools were identified, five in Mpige using Luganda as the LOI and five in Mayuge using Lusoga as the LOI. The same tests were used in each of the ten control schools at the time of the base line and again at the time of the impact study. Improvements that might occur in these pilot schools can be put down to use of the first language but not the impact of any training. In fact the schools in Mpige already had been using Luganda consistently for several years prior to the RPP.

## **3.6 Constraints**

### **3.6.1 Timing of data collection**

Unfortunately, much of the base-line data was collected after the pilot project had started. Thus teachers were being observed shortly after they had attended the training workshops. This means that the initial impact of the training had already occurred before any classroom observations could be recorded. It also meant that the children were already learning in the first language and had been from the start of the term. This may mean that the difference between the base line and the impact study will be less marked – especially in terms of teacher behaviour – than it would have been if a base-line had been in place earlier. In fact, improved teacher performance can be observed in contrast to the base-line and impact studies carried out in 2001 and 2003<sup>3</sup> or the Curriculum Review conducted in 2004 using similar observation sheets.

### **3.6.2 Length of time between base-line and impact study**

The impact of the new MoES policies concerning the use of the local language and the increased contact time for developing literacy combined with the additional inputs under the pilot project would have been more accurately measured if the time between the base-line and impact studies had been 12 months, with the base-line conducted on a class that was not affected by the new measures and the impact study on a class at the same stage of learning after a full year of the new measures. Measuring the children's performance after six months rather than in a parallel class after 12 months means that some allowance must be made for the children being six months younger and having had two fewer months of classroom education. Age, in particular, may effect the conceptual development of numeracy in P1 because many children have yet to conceptualise subtraction and multiplication.

### **3.6.3 Inconsistencies in data reports**

#### **a) Not a cross-section of schools**

As a result of the selection criteria used, the schools selected may not always be a truly representative cross-section. In particular, schools with a complex or mixed language intake were avoided. This may oversimplify the language question in the reported results. Teaching in Lusoga is obviously easier in a school with 95% Lusoga speakers than in one with a mix of languages. In addition, the selection may have been

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<sup>3</sup> R B Hicks, *Impact Study: A Study into the Impact of Non-Textbook Materials on Primary 1 and 2 Classes* (2004)

influenced by ease of access. Some schools, especially in the control group, appear to have had higher levels of performance overall than the average school.

b) Process rather than impact may be more useful outcome

As a result of these constraints, some of the most interesting results related to a study of the process of implementing change rather than the actual impact on performance. The constraints related to implementing a new curriculum or a new methodology were already becoming apparent in the base-line and became clearer during the impact study. These issues may be of as much value in the launch of a new curriculum as the improved literacy or numeracy learning outcomes.

### **3.7 Expected Outcomes from the Base-Line and Impact Studies**

As already indicated above, the outcomes of the two research studies were intended to provide insights into both (a) the process of implementing change; and (b) some specific measurable indicators of the success (or failure) of the changes. The indicators include the following:

- Changes in the levels of literacy and numeracy acquired over the six months.
- Major constraints in attempts to implement new approaches to teaching literacy and to the literacy hour
- Constraints related to the use of the local or area language
- Problems and solutions in the use of locally made and locally adapted non-textbook materials
- Teacher-training inputs necessary for the full implementation of a new curriculum and of increased emphasis on the teaching of reading and writing in the local or area language.
- Effects on pupil, teacher and community motivation.
- Any additional, but not necessarily expected, outcomes.

#### **4. FINDINGS RELATED TO LEARNING MATERIALS**

The evidence of the availability of resources in English and the local or area language of instruction comes from the lesson observations and the regular school visits. All schools visited had received the package of non-textbook materials (including alphabet and word cards, readers, slates, work cards and wall charts) four years before the start of the RPP. However, two factors limited their use. Firstly the materials were in English and therefore not always suitable for local language literacy. Secondly, many teachers seemed to be unsure how to use them, even when they were teaching in English. Many of the work cards, for example, remained unopened and unused after five years. In order to encourage more use of these materials, the three days of training included a number of sessions on

- a) how to adapt these materials for use in the local language
- b) how to make new materials in the local language, especially word and picture cards
- c) how to use these materials for effective literacy lessons

##### **4.1 Frequency of use**

During the base line, class observations showed the varied pattern of use of these materials. Observers were asked to record if any materials were used and then to comment on whether the materials used were locally made or supplied by MoES and, if the latter, whether they had been adapted. There was very limited recorded use of MoES materials in three districts (9 out of 62 lessons) but considerable use recorded in the fourth district, Nakasongola (14 out of 15 lessons). However, the observer in Nakasongola acknowledged that he recorded these materials as "in use" if they were on display in the classroom rather than if they were actually used. In contrast, locally made materials were used frequently in the other 3 districts. However, the high level of usage recorded in Kabarole occurred because, as in Nakasongola, the researcher recorded them as 'used' if they were visible in the classroom. The fact that Nakasongola had made very few materials locally may be because of the teachers' confusion as to which language they should use in class.

The results of the base line study are shown in Table 2 as recorded by each district. Unfortunately, during the impact study, the observation sheets were not recorded with the same level of detail or in as great a number and Kabarole was unable to complete more than one lesson observation. This situation resulted from the pressure of time as researchers had to complete the research before school exams started. As a result, the findings in the impact study have not been divided according to district and, with the omission of Kabarole, the results are somewhat unreliable as Kabarole had been the most frequent user of locally made materials in the base line study. Therefore, in the table below there is a total figure for the impact study that can then be compared with the base line study.

**Table 2: Materials observed in the classroom**

|                     | Number Observed | Materials supplied by MOES used in lessons? |                    |               | Locally made materials used in lessons? |          |
|---------------------|-----------------|---|--------------------|---------------|---|----------|
|                     |                 | Yes   | No                 | NR            | Yes                                     | No       |
| Iganga              | 18              | 3   | 14                 |               | 18                                      | 0        |
| Nakasongola         | 15              | 14  | 1                  |               | 14                                      | 0        |
| Kasese              | 16              | 1   | 4                  |               | 2                                       |          |
| Kabarole            | 28              | 5   | 15                 |               | 22                                      | 1        |
| <b>*Total B/L</b>   | <b>77</b>       | <b>23</b>                                   | <b>33</b>          |               | <b>56</b>                               | <b>1</b> |
| <b>Impact Study</b> | <b>43</b>       | <b>16</b>                                   | <b>16</b>          | <b>9</b>      | <b>14</b>                               | <b>6</b> |
|                     |                 | <b>Flash cards</b>                          | <b>Wall charts</b> | <b>Slates</b> |   |          |
| Iganga              |                 |   | 2                  | 2             |   |          |
| Nakasongola         |                 | 5   | 9                  | 1             |   |          |
| Kasese              |                 | 0   | 0                  | 0             |   |          |
| Kabarole            |                 | 4   | 2                  |               |   |          |
| <b>Total B/L</b>    | <b>77</b>       | <b>9</b>                                    | <b>13</b>          | <b>3</b>      |   |          |
| <b>Total Impact</b> | <b>44</b>       | <b>9</b>                                    | <b>12</b>          | <b>4</b>      |   |          |

*\* In many lessons both MoES-supplied and locally made materials were observed in use. In fact, the same item was sometimes recorded under both headings as a result of a MoES supplied item being locally adapted.*

The data collected from the lesson observations during the impact study suggest a significant increase in the use of teaching aids provided by MoES, but only after adapting them into the local language. In many cases these materials were being used for the first time in the five years since they were originally supplied by IMU.

There would appear to be a decline in the use of locally made materials, which were recorded in only nine out of 43 lessons. However, these findings are contradicted by the comments of teachers and other observers during school visits. This may be due to a change in the definition of 'used' and 'local' materials. During the base line, observers had recorded local materials as any objects, including *realia*, and they were recorded as used if they were in the classroom. During the impact study this was redefined to exclude *realia* and to only include materials that were actually used during the lessons.

In addition, there has obviously been an increase in the frequency of use of flash cards and wall charts. This is probably a direct result of the training. In one lesson, children were in groups using locally made jigsaws and in several lessons there were locally made reading books, either being used or on display.

#### **4.2 Teaching Materials on Display in the Classroom**

One of the most dramatic improvements in the pilot schools has been the development of a literate classroom environment in the local language. A majority of the classrooms visited by the consultants, the project facilitator, the trainers and the researchers had considerably more learning materials displayed at the end of the project than at the beginning. For example, in her final report the project facilitator visited 22 schools and listed 8 as having plenty of good materials developed, 8 as trying to develop materials and thus having some on display and only 6 which she classified as having poor materials or very few materials. This change is further reinforced by an analysis of the classroom observation sheets. Out of the 43 lessons observed, 13 had more than 20

posters and similar teaching aids displayed and 16 had at least ten posters displayed. Thus 29 (67%) of the lessons observed had a wide range of local language posters on display.

#### **4.3 Reading areas**

In the training and as part of the encouragement of reading, reading corners or reading areas have been promoted as an essential tool. However, the data shows that very few classes had adopted these during the base line. In the base line study, only 25 classes out of 77 had reading areas and most of these consisted of little more than one or two charts and a few flash cards. By the time of the impact study this had increased considerably. Observers recorded 26 reading corners out of a total of 42 classes. In addition they were better displayed, an increase from under a third to over a half of classes observed. The definition of a 'reading corner' remains inadequate. In many cases, the reading corner was a 'reading tree'. Some of these included cards and reading materials that were easily obtainable, others had cards that could not be detached from the tree and were clearly for display purposes only.

## **5. FINDINGS RELATED TO CLASSROOM OBSERVATIONS**

In each school during the base line, the researchers observed at least one, and in some cases two, lessons in P1, 2 or 3. A total of 77 observations were recorded with a range of different observable features, both on a timed basis and on frequency of occurrence. In fact, some 30 different features of classroom behaviour were noted during these observations, including patterns of questioning, time spent on different activities, marking of exercise books and the teacher's own language. During the impact study the researchers were not able to observe as many lessons. In Nakasongola and Iganga they managed to observe one class in each school. In Kabarole they only managed to observe nine classes and, in the case of Kasese, no observations were made. Thus there was a total of 43 observations. In addition less detail was observed. This report does not attempt to describe every single feature recorded but has concentrated on those that show significant results. The text concentrates mainly on findings from the base line, and then, where relevant, compares these to findings from the impact study. In particular it describes the following features:

- Activities that were recommended in the training.
- Behaviour that can be expected to change during the period of the RPP.
- Behaviour or activities that are indicative of pupil involvement and pupil-centred learning.

By the time the base-line data was collected, all but eight of the teachers observed had already attended the three-day training and therefore some of their behaviour should have reflected the training and the changes that were recommended. Therefore the impact study was less likely to record major changes in teacher behaviour as a result of the training under the pilot project although there are some changes resulting from the monitoring and from increased enthusiasm on the part of the teacher and community. Thus, the base line is more useful as a reflection of what teachers were able to do immediately after the training. The impact study may reflect how practise changes over time.

### **5.1 Language of Instruction and First Language**

In a majority of the classes these two were the same. However, in some schools in Nakasongola, the majority first language was Luruli and there was some resistance in the district to the use of Luganda. This was part of a wider political issue: the question of whether this part of Nakasongola should remain a part of Buganda was in the national press at the time of the research. In fact, in some lessons the teacher was using three different languages, English, Luruli and Luganda. However, the confusion over the language of instruction was reinforced by some confusion during the first training in Nakasongola. Teachers went away with the impression that they could teach subjects in English and the literacy hour in the local language. After data for the base line had been collected, this misunderstanding was cleared up.

**Table 3: Language use in the classroom**

| <i>District and LOI</i> | <i>No of lessons observed</i> | <i>Used the LOI all the time</i> | <i>Used mainly English</i> | <i>*Mixed LOI and L1</i> | <i>Mixed English and LOI</i> |
|-------------------------|-------------------------------|----------------------------------|----------------------------|--------------------------|------------------------------|
| Iganga (Lusoga)         | 18                            | 18                               | 0                          | 0                        | 0                            |
| Nakasongola (Luganda)   | 15                            | 9                                | 0                          | 3                        | 6                            |
| Kasese (Lukhonzu)       | 16                            | 14                               | 2                          | 0                        | 2                            |
| Kabarole (R/R)          | 28                            | 26                               | 0                          | 0                        | 2                            |

*\*Some lessons have been recorded under more than one column as they used mainly English but also mixed and the LOI, or, in the case of Luruli, mixed all three.*

Thus, while in the base line, 12 lessons were conducted using a mix of languages, during the impact study, no lessons were in English and only two lessons were recorded as using any language other than the official language of instruction. However, during school visits, it became apparent that some schools were still using English for teaching Science, Mathematics and Social Studies, mainly in P3 classes. Although this is against MOES policy, it is understandable as these children had been learning these subjects in English for the first two years and teachers were unwilling to change languages for half a year.

## 5.2 Class Size

Class size varies between districts and counties/sub-counties. As can be seen from Table 4, during the base line Iganga had the biggest problem with 39% of the classes observed (7 out of 18) having more than 100 children in a class. Kabarole also had a similar problem with 10 out of 28 classes having over 80 children in a class and all but 6 classes having more than 60 children. In contrast, the classes in Kasese and Nakasongola were mostly of a reasonable size. Successful implementation of the new curriculum must be in doubt where classes are so large. The normal class size of 40-60 is in itself a challenge if teachers are to provide a more child-centred approach and any individualisation of learning is to be achieved. However, classes of over 80 cannot be taught in the same way as smaller classes. Either class size must be reduced or more creative approaches to teaching large classes must be developed and introduced. Some attempt to introduce teaching of large groups with class leaders was introduced in the training (see section 7.5, below). Not surprisingly, observations during the impact suggest that the situation has not changed. Out of the 43 lessons observed, 18 involved more than 80 pupils in a class and half of these had over 100 pupils in the class.

**Table 4: Class size**

| <b>Class Size</b> | <b>Total</b> | <b>0-40</b> | <b>41-60</b> | <b>61-100</b> | <b>101+</b> | <b>NR</b> |
|-------------------|--------------|-------------|--------------|---------------|-------------|-----------|
| Iganga            | 18           | 2           | 6            | 3             | 7           |           |
| Nakosongola       | 15           | 6           | 6            | 3             | 0           |           |
| Kasese            | 16           | 5           | 9            | 2             | 0           |           |
| Kabarole          | 28           | 0           | 6            | 17*           | 3           | 2         |
| Total B/Line      | 77           | 13          | 27           | 25            | 10          | 2         |
| Total Impact      | 43           | 7           | 8            | 9             | 9           | 10        |

*\* Ten of these were under 80*

### 5.3 Time-Based Observations

Researchers recorded the amount of time that teachers spent on each of a series of activities during a lesson. There were eleven categories related to the findings (see the observation sheet in [Appendix 1](#)). The most significant results from the base line are described below. They are then compared with any relevant changes observed in the impact study.

#### 5.3.1 Handwriting practice

One change recommended in the training and observed in practice was the increase in the amount of time to be spent on developing handwriting. The training recommended that teachers spend at least 20 minutes practising handwriting. This was the most common activity observed. In the 2003 impact study<sup>4</sup>, the teaching of handwriting was rarely observed as an activity. In 34 out of 77 lessons teachers spent at least 10 minutes on handwriting practice. However, the evidence from the children's exercise books suggest that this time may not be very efficiently used as there is very little actual writing in the exercise books. This would suggest that although teachers are spending time teaching handwriting, a majority of this time is the teacher demonstrating and that child are still not getting enough actual practice in their exercise books. During the impact study, teachers are still spending a lot of time practising handwriting. (22 lessons out of 43 involved at least 10 minutes of handwriting). There much more written in the children's exercise books than was apparent in the base line. Furthermore, the literacy results for grade 1 show a dramatic improvement in handwriting of the children.

#### 5.3.2 Pupil involvement

If we relate child-centred learning to the children doing the work, then there were still insufficient activities being carried out by the children. During the base line only nine lessons involved children working silently on their own for more than two minutes. Only seven lessons, i.e. under 10%, involved the children reading silently on their own. However, group and pair work was used more frequently as 26 lessons (i.e. 33% of lessons) included some group or pair work and over half the lessons involved groups or pairs reading aloud. Researchers tended to include chorus reading as part of group or paired reading. Table 4 below compares the findings in these areas in the impact study with the base line. There does appear to be an increase in pupil involvement. This finding is reinforced by the consultants own observations when visiting classes.

**Table 5:** Indicators of child Involvement in lessons. Baseline compared with Impact Study

| Indicators of Pupil Involvement                         | Base Line                  | Impact             |
|---|----------------------------|--------------------|
| Silent Reading by children for 5 min+                   | 7 out of 77 lessons (10%)  | 15 out of 43 (35%) |
| Children working silently other than reading for 5 min+ | 9 out of 77 lessons (12%)  | 13 out of 43 (30%) |
| Group or Pair work for 5 min +                          | 26 out of 77 lessons (34%) | 15 out of 43 (35%) |
| Children asking questions for 5 min+                    | 2 out of 77                | 6 out of 43 (14%)  |

<sup>4</sup> Hicks 2004 Ibid

Although these figures show an improvement, they are still a long way short of 'child centred' or 'cooperative' learning styles. Children still only ask questions or work independently of a whole class activity in a minority of classes and even They do however, show an encouraging increase in the amount of activities carried out by the children in the classroom.

### 5.3.3 Teacher activities

During the base line it was clear that teachers still dominate many of the lessons by either talking for at least 33% of the lesson (in 15 lessons) or by spending a large amount of the lesson asking questions in a Socratic fashion (39 lessons). However, although the most frequent activity, these were less dominant than observed in previous studies where over half the lessons consisted of the teacher asking questions for more than half the teaching time.<sup>5</sup>

In addition there has been a significant decline in this teacher domination between the base line and the impact study that matches the increase in child participation. The decline in the amount of time in which teachers just ask questions of the whole class is particularly encouraging.

**Table 6:** Indicators of teacher dominance. Baseline compared with Impact Study

| Indicators of Teacher domination                                   | Base Line          | Impact             |
|--|--------------------|--------------------|
| Teacher just talking for 10 min or more                            | 15 out of 77 (19%) | 6 out of 43 (13%)  |
| Teacher asking questions and children answering for 10 min or more | 39 out of 77 (51%) | 13 out of 43 (30%) |

### 5.4 Patterns of Questioning

In both the base line and the impact study the overall pattern of questioning by the teacher is not unusual and seems reasonably varied, with teachers distributing questions well and girls matching boys in the number of responses. At this level, one would expect simple questions and one-word answers to predominate. However, the teacher remains the main instigator of all classroom discourse and children ask very few questions. Children only asked questions in four out of 77 lessons, with girls asking marginally more questions than boys. Thus, children remain very passive learners and it would seem that teachers are not encouraging any curiosity in the learner even though they are at an age when outside the classroom they ask questions all the time. As shown in Table 5 above, there is some improvement in this feature with children asking questions in six out of 43 lessons. However, this remains marginal and does not reflect the natural inquisitiveness of children at this age.

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<sup>5</sup> See footnote 2.

## 5.5 Other features

Table 7: Marking of exercise books and children's handwriting

| District                      | Lessons Observed | Good Base/L           | Tick/Poor  |
|-------------------------------|------------------|-----------------------|------------|
| <b>Exercise books marked</b>  |                  |                       |            |
| Iganga                        | (18)             | 7                     | 5          |
| Nakasongola                   | (15)             | 13                    | 1          |
| Kasese                        | (16)             | 10                    | 4          |
| Kabarole                      | (28)             | 4                     | 18         |
| <b>Children's Handwriting</b> |                  |                       |            |
| Iganga                        |                  | 0                     | 16         |
| Nakasongola                   |                  | 0                     | 14         |
| Kasese                        |                  | 0                     | 15         |
| Kabarole                      |                  | 1                     | 23         |
| <b>H/W mistakes corrected</b> |                  | Usually/<br>Sometimes | Not at all |
| Iganga                        |                  | 8                     | 4          |
| Nakasongola                   |                  | 0                     | 14         |
| Kasese                        |                  | 2                     | 9          |
| Kabarole                      |                  | 6                     | 17         |

Table 7, is taken from the base line study. It shows that nearly half the teachers were marking exercise books in a satisfactory way according to the researchers. However, the researchers did not consider that any of the children's handwriting was good and few teachers were good at correcting handwriting mistakes. By the impact study this had improved considerably. Researchers considered that in 30 out of 43 (69%) lessons, teachers were marking the books well and only 6 were said to be marking poorly. A further 6 were not recorded. In addition there was a big increase in the number of children whose handwriting was classified as good or acceptable, (80%) and an increase in the number of teachers correcting handwriting mistakes. In the base line 16 teachers actually corrected handwriting mistakes. In the Impact Study 33 out of 43 teachers corrected handwriting mistakes in the children's books either 'usually' or 'sometimes'. This is an encouraging improvement and a sign that teachers are taking their work more seriously by the end of the pilot project. It may also be a reflection of the fact that teachers knew the children's books would be inspected.

During the base line, researchers judged the spoken language of the teachers as good or satisfactory in all but three lessons. Unfortunately this feature was not recorded in Kabarole during the base line. However, in conversation the researcher stated that he did not see it as an issue of concern. During the impact study the issue of the teacher's language in the classroom was even less marked. Out of the total of 42 lesson observations, only one teacher was recorded as having a language problem. This was a Luruli speaker in Nakasongola and 3 were recorded as only 'satisfactory'. The remainder were all judged to be fluent. In fact, most schools made sure that the P1-3 teacher was a first language user. However, although the teachers appear to be fluent orally, many expressed their concern about their knowledge of the language and their ability to write the language. This suggests that both in the base line and during the impact study most teachers could speak the LOI as a first or fluent second language, but are hesitant about writing in the language largely because they have not needed to write it for many years. This problem was particularly apparent when teachers tried to scheme in that language. Most teachers and trainers felt that their fluency (and confidence) would develop quickly once they started to practice the language.

## 6. FINDINGS RELATED TO LITERACY AND NUMERACY TESTS

### 6.1 Oral Tests

During the base line, tests that are primarily oral were administered to P1 children in the local language and to P3 children in English. They were administered through face to face interviews of individual children selected by the researcher. The aims of the test in P1 were to measure:

- The level of the children's oral command in the language of instruction. Oral command of a language is the first priority for attaining literacy in that language.
- Familiarity with print and writing. The base-line assumes that children have not acquired any literacy in P1, term 1 in any language. Thus we would not expect them to be able to read the flash cards. However, the validity of this assumption needs to be tested as some children have been to pre-school and we should avoid making claims in the impact study about levels of literacy achieved, if in fact this literacy existed before they entered P1.

The children were expected to respond appropriately to the greetings and then answer questions about the home and their journey to school. Marks were given for their responses and for their apparent ability to listen and understand. Children were shown one or two flash cards to read and were asked to either write their name (P1) or write the name of any food they liked (P3). The number of children tested was small because oral testing takes time. In Kasese district five children were interviewed from each school. In the other three districts 10 children were interviewed. This gave a total of 515 children in P1 and 505 in P3. The test, with the advised marking scheme, is given in [Appendix 1](#).

In the impact study the oral tests were not repeated for three reasons. Firstly the tests were very time confusing and there was a time limit on completing the tests. Secondly, little improvement on the 89% in local language could be expected. Thirdly, there was no comparative performances that could be measured. However, the P1 children were tested to see how many could, after six months, write their names and read orally. The overall scores for these two items are shown below in table 8. As expected there are major improvements that reflect the development of their skills over the three months. The improvements are no greater than one would expect in such a basic 'check' of progress and in fact are less than one would have hoped in Kabarole. Nakasongola starts from a higher base. This is a reflection of the number of children that attend pre-school. Kabarole has the lowest level of increase, and Iganga and Kasese show encouraging improvements, trends that are repeated in other results.

**Table 8:** Percentage of Children able to read a flash card orally and write their names

|             | Can read a word |        | Can write their name clearly |        |
|-------------|-----------------|--------|------------------------------|--------|
|             | Base line       | Impact | Base Line                    | Impact |
| Kabarole    | 29              | 40     | 35                           | 57     |
| Kasese      | 33              | 86     | 32                           | 80     |
| Iganga      | 31              | 50     | 29                           | 51     |
| Nakasongola | 65              | 92     | 66                           | 87     |

### 6.2 Literacy Tests in P2 and P3

The literacy tests in P2 and 3 were written tests using pencil and paper. During the base line twenty children in P2 and twenty in P3 were selected by the researcher to sit these tests. The children all sat at individual desks so that they would not help each other with

the answers. Before the tests were administered the researcher practised the different exercise types so as to make sure that children understood the tasks.

During the impact study exactly the same procedure was followed. However, the tests that had been given to children near beginning of P2 (March) were given to P1 students near the end of the year (October) and the tests that had been given to children near the start of P3 were given to the children near the end of P2. This meant that the children who took the tests during the impact study were five months younger and had had two fewer months of education than those taking the base line. Thus if all else had been equal one would have expected lower marks by approximately 20%.

The aim of the tests was to establish whether children had acquired the bare minimum skills needed as a basis for developing literacy and numeracy. The tests were administered and then marked by the researcher.

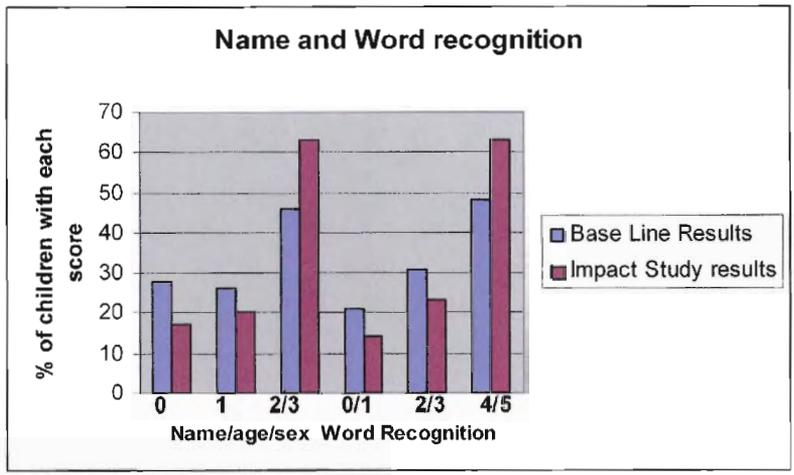
### 6.2.1 Literacy Tests in P3 base line and P2 Impact Study

During the base line the literacy tests for P3 showed a very consistent pattern. Approximately a quarter of the children were unable to read or write anything. They were unable to write their name, their age or their sex and were unable to recognise the common single words and match these to pictures. A further 25% were able to write their name and could recognise 2 or 3 of the six words by matching these to pictures. As can be seen in Table 9 and Figure 1 below, by the end of the pilot project however, this has changed dramatically in three of the districts. There is a consistent improvement in those who can master the first two basic exercises from 46% to 63% and an encouraging drop in those unable to recognise any words from 21% to 14%.

**Table 9:** Literacy, P3 in March compared with P2 in October: Basic word recognition

| LITERACY          |             |                |            |            |            |            |            |                  |            |            |            |            |            |
|-------------------|-------------|----------------|------------|------------|------------|------------|------------|------------------|------------|------------|------------|------------|------------|
| District          | Total       | Name/ Age/ Sex |            |            |            |            |            | Word Recognition |            |            |            |            |            |
|                   |             | B/Line         | Imp        | B/Line     | Imp        | B/Line     | Imp        | B/Line           | Imp        | B/Line     | Imp        | B/Line     | Imp        |
|                   |             | 0              |            | 1          |            | 2..3       |            | 0/1              |            | 2..3       |            | 4..5       |            |
| Kabarole          | 300         | 95             | 128        | 40         | 42         | 165        | 128        | 63               | 66         | 86         | 90         | 156        | 144        |
| Kasese            | 240         | 27             | 7          | 90         | 32         | 123        | 202        | 32               | 21         | 90         | 60         | 118        | 159        |
| Iganga            | 300         | 112            | 49         | 97         | 111        | 88         | 140        | 100              | 52         | 99         | 56         | 101        | 189        |
| Nakasongola       | 304         | 82             | 7          | 73         | 49         | 149        | 250        | 50               | 26         | 78         | 57         | 176        | 223        |
| <b>Total</b>      | <b>1144</b> | <b>316</b>     | <b>191</b> | <b>300</b> | <b>234</b> | <b>525</b> | <b>720</b> | <b>245</b>       | <b>165</b> | <b>353</b> | <b>263</b> | <b>551</b> | <b>715</b> |
| <b>Percentage</b> | <b>100</b>  | <b>28%</b>     | <b>17%</b> | <b>26%</b> | <b>20%</b> | <b>46%</b> | <b>63%</b> | <b>21%</b>       | <b>14%</b> | <b>31%</b> | <b>23%</b> | <b>48%</b> | <b>63%</b> |

Figure 1: Literacy, P2: Percentage of children with each score\*



\*The first three columns show the percentage of children who scored 0, 1 or 2/3 marks on stating their name, sex and age. Columns four, five, six show the percentage of children who scored 0/1 or 2/3 or 4/5 marks on word recognition exercise in which they matched between one and five word to pictures.

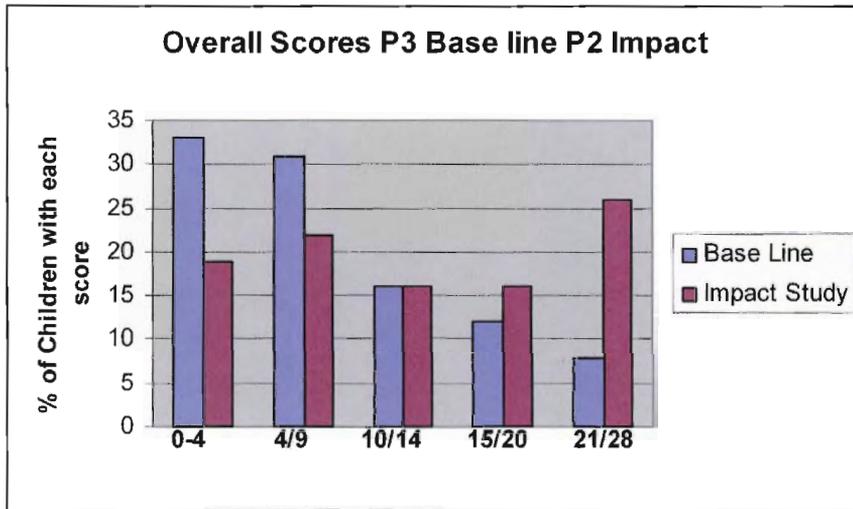
The more advanced comprehension tests also show encouraging improvements overall between the base line at the start of P2 (March) and the impact study at the end of P1 (October). Table 10, below illustrates how the number able to read a short comprehension passage and answer the questions has increased from 14% to 14% and those able to read and answer simple questions such as, 'What is the name of your teacher?' has doubled from 10% to 20%. Children who answer these questions have clearly achieved basic literacy. Although 20% is still too low the improvement is very encouraging and in itself shows the success of developing literacy in the local language.

Table 10: Literacy in P3 Base Line and P2 Impact. Reading Comprehension, Questions and Totals

| Skill        |             | Reading Comprehension |            |            |            |           |            | Answer Questions |            |            |            |            |            |
|--------------|-------------|-----------------------|------------|------------|------------|-----------|------------|------------------|------------|------------|------------|------------|------------|
|              |             | B/Line                | Imp        | B/Line     | Imp        | B/line    | Imp        | B/line           | Imp        | B/Line     | Imp        | B/Line     | Imp        |
| District     | Total       | 0/1                   |            | 2..3       |            | 4         |            | 0/1              |            | 2..4       |            | 5..6       |            |
| Kabarole     | 300         | 242                   | 269        | 57         | 23         | 1         | 9          | 194              | 232        | 64         | 64         | 42         | 44         |
| Kasese       | 240         | 197                   | 77         | 41         | 102        | 20        | 62         | 193              | 71         | 48         | 75         | 19         | 74         |
| Iganga       | 300         | 292                   | 217        | 8          | 47         | 0         | 39         | 269              | 153        | 25         | 61         | 6          | 45         |
| Nakasongola  | 304         | 232                   | 153        | 52         | 103        | 20        | 53         | 94               | 74         | 166        | 162        | 44         | 71         |
| <b>Total</b> | <b>1144</b> | <b>963</b>            | <b>716</b> | <b>158</b> | <b>275</b> | <b>41</b> | <b>163</b> | <b>750</b>       | <b>530</b> | <b>303</b> | <b>362</b> | <b>111</b> | <b>234</b> |
| <b>%</b>     | <b>100</b>  | <b>84%</b>            | <b>63%</b> | <b>14%</b> | <b>24%</b> | <b>4%</b> | <b>14%</b> | <b>66%</b>       | <b>46%</b> | <b>26%</b> | <b>32%</b> | <b>10%</b> | <b>20%</b> |

The overall scores shown in Figure 2 also show the improvements by the children with an increasing number achieving far more under the impact study than in the base line. As can be seen just over a third of children were able to score more than half marks (15 out of 28) on the overall test. By the end of the pilot project this had risen to 52%. If this is looked at on a district by district basis, then three out of four districts show marked improvements while one district, Kabarole, actually declines from 27.3% scoring over half marks to only 15% able to score over half marks. (see` Appendix)

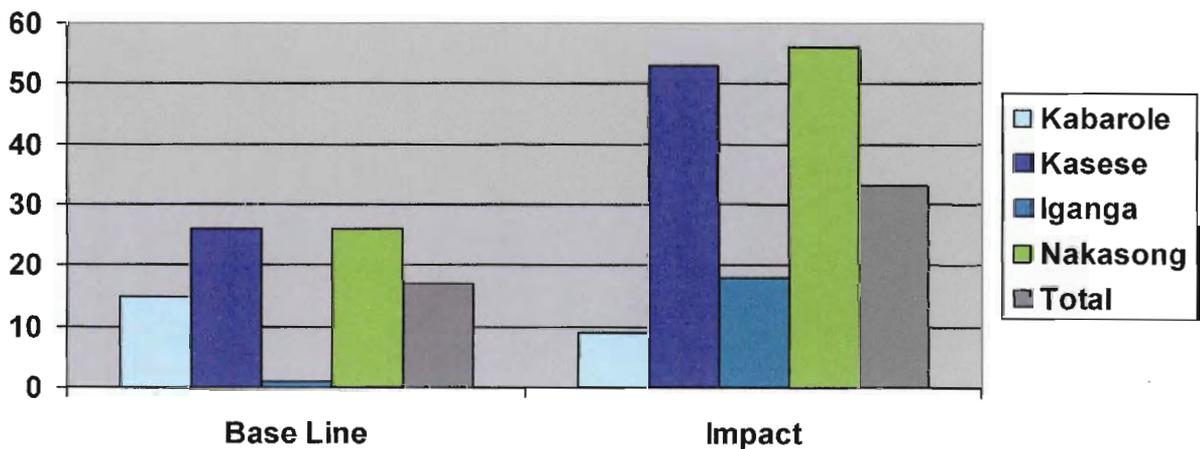
Figure 2: Comparison of Overall Scores on P2 Impact/P3 Baseline Literacy Test



### 6.2.2 Literacy Tests in P2

Literacy tests for P2 show a very similar pattern but with lower numbers having achieved any literacy skills. During the base line a little over 40% are still unable even to write their name or recognise any words and relate them to pictures and less than 10% can label the pictures or successfully complete the spelling exercise. The impact study shows improvements in all the test items, but especially in their scores on handwriting. This justifies the literacy hour in which children have practised reading and writing for an hour every day. These improvements are particularly encouraging, and somewhat unexpected as the children are still in P1 and thus have only really had eight months in school, a vast majority without any pre-school.

Figure 3: P2 Base Line/ P1 Impact study. Handwriting scores by district



Again, Kabarole performs less well in the impact study, but the other three districts improve dramatically with over half the children able to write legibly. The exercise involved them in copying a sentence neatly. They were given the mark provided the sentence could be read easily. Although some subjectivity is inevitable in such a judgement, the same person marked the base line as marked the impact study, thus reducing subjectivity between base line and impact study. The high performance of Nakasongola is probably a reflection of the number of children who attended pre-school.

The overall scores for literacy in P1 impact study are shown below. Thus, Table 11 shows us that those able to score half marks or more has increased from 18% to 37%, a very significant improvement in literacy development.

**Table 11:** Number of Children with each total in Literacy Tests for Base Line P2 and Impact Study P1

| Skill         |      | TOTALS |     |        |     |        |     |        |     |
|---------------|------|--------|-----|--------|-----|--------|-----|--------|-----|
|               |      | B/Line | Imp | B/Line | Imp | B/Line | Imp | B/Line | Imp |
| District      |      | 0-4    |     | 5..9   |     | 10..14 |     | 15+    |     |
| Kabarole      | 300  | 165    | 202 | 90     | 71  | 34     | 26  | 11     | 1   |
| Kasese (260*) | 320  | 81     | 47  | 112    | 75  | 47     | 61  | 20     | 77  |
| Iganga        | 299  | 239    | 132 | 56     | 116 | 4      | 42  | 0      | 6   |
| Nakasongola   | 290  | 132    | 70  | 79     | 53  | 65     | 70  | 14     | 101 |
| Total         | 1049 | 617    | 451 | 337    | 315 | 150    | 199 | 45     | 185 |
| %             |      | 59     | 43  | 32     | 30  | 14     | 19  | 4      | 18  |

\* Three schools were not tested in the impact study.

### 6.3 Numeracy Tests

The numeracy tests were administered in the same way as the literacy tests. Twenty children from each year were selected by the researcher and the exercise types were practised before the children were asked to write their answers on the question papers.

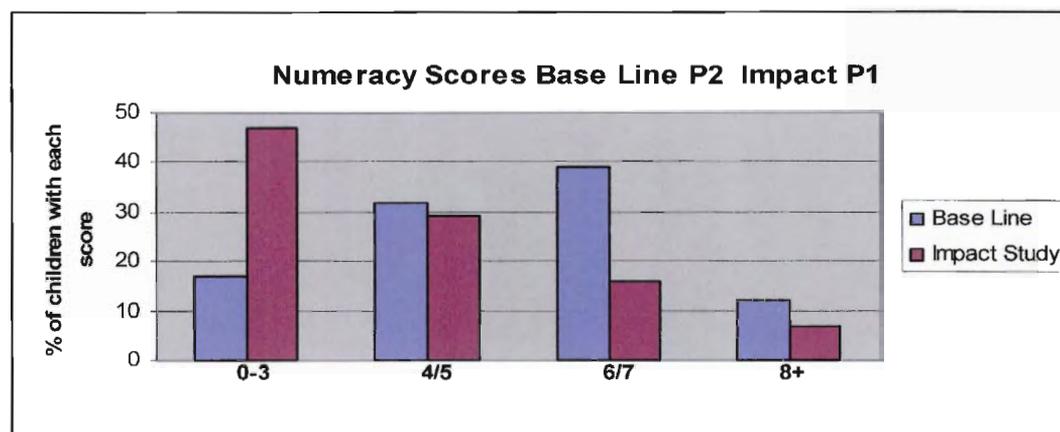
#### 6.3.1. Numeracy Tests in Base Line P2/ Impact P1

This is the one test where scores declined overall. Children were not able to answer any of the questions in the impact study as well as they could in the base line. There may be several reasons for this. The first reason is that numeracy received less emphasis in the pilot project than literacy. This was true of:

- The training, where only one session talked about numeracy teaching
- Materials development, where the emphasis was on translating into the local language and on making word cards and small books rather than any numeracy materials
- General sensitisation to what was new, i.e. The excitement of using and developing the local language.

A second reason may also be that of age. The children were all five months younger when taking the impact study than those taking the base line. This may have more effect on numeracy than literacy. Children are having difficulty understanding the symbols, especially the difference between the signs '+' and 'x'. They may also be too young to grasp concepts of subtraction and multiplication. Literacy itself should not be a reason as the tests avoided any use of words but kept to numbers and symbols. As a similar decline is observed in the control schools (see 6.4) the age factor may be the most relevant.

Figure 4: Numeracy Scores in Base Line P2/Impact P1



### 6.3.2 Numeracy Tests in P3

The pattern observed when comparing results between the base line taken at the beginning of P3 and the impact study at the end of P2 shows considerable progress.

In the report in the base line study the following concern was expressed. *“Lack of progress between the middle of P2 and start of P3 is worrying. One hopes that the impact study will monitor greater progress over the next six months.”*

Clearly this is no longer a problem. Children are now learning faster and progressing well during the six months in P2. Any concern now relates to slower learning in P1.” Table 12, below, shows how P2 improved on the more difficult exercises of counting in three’s and five’s and reordering numbers by size. In each case there is an improvement with 35%, 44% and 27% able to answer these problems successfully in contrast to 27%, 41% and 14% in the base line. This improvement is however, largely the result of improved scores by Nakasongola, with Kasese more or less constant and the other two districts showing a decline. The overall scores shown in the last column have also improved. Unfortunately, there is no return for Iganga as the results were misplaced. However, the three remaining districts do better in the impact study than in the base line. This is thanks to an improved ability to read the numbers and to carry out simple one and two digit addition, subtraction and multiplication.

Table 12: Number of Children able to answer more complex questions and total scores. P3 Base Line (B/Line) and P2 Impact Study (Imp)

|        |     |        |     | order   |     | TOTALS |     |        |     |        |     |        |     |
|--------|-----|--------|-----|---------|-----|--------|-----|--------|-----|--------|-----|--------|-----|
| B/Line | Imp | B/Line | Imp | B/Line  | Imp | B/Line | Imp | B/Line | Imp | B/Line | Imp | B/Line | Imp |
| 12     |     | 25     |     | order 6 |     | 1..3   |     | 4.5    |     | 6..8   |     | 9..10  |     |
| 104    | 95  | 144    | 131 | 22      | 16  | 148    | 59  | 35     | 38  | 86     | 83  | 69     | 115 |
| 95     | 127 | 148    | 145 | 52      | 86  | 50     | 9   | 91     | 74  | 105    | 45  | 56     | 168 |
| 30     | 65  | 69     | 79  | 18      | 55  |        |     |        |     |        |     |        |     |
| 79     | 117 | 116    | 155 | 65      | 152 | 65     | 33  | 39     | 25  | 117    | 53  | 77     | 178 |
| 308    | 404 | 477    | 510 | 157     | 309 | 263    | 101 | 165    | 137 | 308    | 181 | 202    | 461 |
| 27%    | 35% | 41%    | 44% | 14%     | 27% | 31%    | 12% | 19%    | 16% | 36%    | 21% | 24%    | 54% |

Thus, we can see that although numeracy has declined in P1 there has been an increase in basic numeracy in P2 with more children able to carry out the basics necessary at that age. The fact that all numeracy is taught in the local language must be helping. There is a problem with basic numeracy in that many of the terms can not be easily translated, for example, the distinction between round and circle. These tests avoided such terminology. However, tests carried out in the original base line and impact studies of 2001 and 2003 discovered that very few children could read and match these words in English anyway. In that study, only 17% could match the words for a shape to that shape in 2001, rising to 30% in 2003. Thus, although the lack of terminology is a problem, using English medium did not seem to have solved it.

### 6.3.3 Comparisons with the Control Schools

The same tests were conducted in the ten control schools under the same conditions as those in the pilot schools. They were administered by the same researchers that administered the tests in Nakasongola and Iganga. Results by school can be found in the appendix 2. However a summary of the improvements recorded in the control and the pilot schools are given below in Table 13.

**Table 13:** Comparison of Improvements in Scores in the Control Schools with the Pilot School

|                                     | CONTROL SCHOOLS |        | PILOT SCHOOLS |        |
|-------------------------------------|-----------------|--------|---------------|--------|
|                                     | Base Line       | Impact | Base Line     | Impact |
| Numeracy P1 impact/<br>P2 Base Line | 55              | 41     | 67            | 51*    |
| Numeracy P2 impact/<br>P3 Base line | 64              | 61     | 60            | 75     |
| Literacy P1 Impact/<br>P2 Base Line | 46              | 44     | 18            | 37     |
| Literacy P2 Impact/<br>P3 Base line | 32              | 34     | 20            | 42     |

*\* Iganga schools were not included in these calculations*

The above table illustrates that the pilot schools have achieved far greater improvements in both the literacy tests and in numeracy 2 than the control group. The % of children able to read have dropped marginally in the control schools, no more than expected given the fact that the children are five months younger. However, as already described, literacy achievements in the pilot schools have increased dramatically. In all three cases the control schools have higher averages during the base line but lose some or all of this advantage by the time the impact study is taken. As before, the odd one out is the numeracy exam in P1. Both the control group and the pilot schools have declining scores. They decline by similar amounts which would reinforce the suggestion that this may be related to age and conceptual development.

## **7. FEEDBACK FROM TRAINING AND DISCUSSIONS DURING IMPACT AND BASELINE STUDIES**

Feedback of a more qualitative nature was collected through a variety of methods both by the consultant and by the district inspectors who were the main researchers. These included:

- Discussions and feedback that occurred during two training of trainer workshops. These workshops included the master trainers, the CCT's and in the first instance, the District Inspectors.
- Focused group discussions with the teachers, head teachers and on occasions members of the community, led by the researcher.
- Minutes of meetings, both staff and parent or community meetings
- The three day training workshops conducted by the trainers and visited by the inspectors, the consultant and the pilot administrator.
- Specific discussions and the district inspectors, the master trainers and the pilot administrator and by reading reports written by the same people.
- Visits to the pilot schools and discussions with the teachers and head teachers in selected schools led by the consultants.

The main conclusions and recommendations from this feedback are as follows:

### **7.1 Content**

Early in the project many teachers complained that they needed far more guidance on what to teach, especially during the literacy hour. This was the single biggest complaint and it was agreed that a workshop would confront this issue. In fact, there were two aspects to this need. Firstly teachers wanted to know what content should be covered. Secondly, even when they knew the content, they needed to know what the local language equivalent was for the English terms. This then became necessary to scheme in the language of instruction. Therefore trainers were given further guidance on how to work with the teachers and how to train them in scheming and planning the literacy units. Primary three classes in particular suffer from uncertainty as to what content they should be teaching. In the discussion groups at the end of the pilot, many teachers specified this scheming as one of the most useful inputs. This underlines the need for any future curriculum to be carefully schemed both in English and in the local languages that are to be used.

### **7.2 Language**

There was still resistance in a few schools and among some parents to the use of the first or area language as the medium of instruction. However, they are now in a minority and many teachers, unwilling at first, have become more positive. Some teachers were still unsure about their ability to use the LOI, especially those who were not first language speakers. Many of those who were first language speakers were not used to writing or reading in their first language. The trainers however felt that the teachers' language will improve with practice. It was also agreed:

- that the trainers should use the LOI as the medium of training
- schemes of work and lesson plans should be written in the LOI
- more sensitization of the community to the value of literacy in LOI, and the ways this will lead to better developed literacy in English.

- the district language boards should be made more active and be given clear roles
- the problem of orthography and lexis must be addressed, as the choice of words in translation is a crucial issue that teachers find very difficult.

Findings from the classroom observations confirm that the teachers' language in the classroom is good enough for the teaching. Thus it is a matter of confidence rather than actual ability in the language. During the impact study, classroom observations only 4 out of 43 teachers were not classified as fluent and only one of these was classified as having language problems.

### **7.3 Literacy Hour and the Class Teacher System**

All the pilot schools had eventually adopted the literacy hour in the LOI. However, this was a slow process and was often only achieved after monitoring by trainers. Many schools used a subject teacher based timetable, even in P1 for the first term. Thus, one teacher would teach writing, a second reading, a third Social Studies and a fourth local languages. By the end of the project, every school had one teacher teaching all the literacy work and the local language. However, there were still a number of schools where other subjects, e.g. social studies and science, were taught by other teachers. If a thematic curriculum is to work, then teachers and schools will need to adapt more fully to a class teacher basis for the timetable.

### **7.4 Mixing of Languages when Teaching Literacy**

Initially, many teachers were using the local language orally but were still actually writing, or getting children to write in English. For example, the teacher would say the word 'Ekitabu' but actually write the word 'Book' on the blackboard. They would then encourage the child to say the word 'Ekitabu' and write the word 'book' in their exercise book. Thus, there was no match between the sounds and the letters. This mixing of languages is obviously a 'methodology' that has been used by many teachers over many years. It could have been a significant reason for the failure of many children to learn to read as this mixing of languages is not only confusing but also prevents children developing any phonic awareness and therefore prevents them acquiring the normal word attack skills that come from recognising the sounds in a new word that the child is trying to decode. By the end of the project, this mixing had largely disappeared. There is no report of teachers mixing language in the lesson observations and there appeared to be a much more consistent language use. In Luruli classes, there were still examples of the teacher talking in Luruli and writing in Luganda. However, these languages are sufficiently close for there to be no real pedagogic clash. Phonetic generalisations can still be made.

### **7.5 Issues of a language and literacy syllabus**

At present there is no language syllabus and no syllabus for the order in which reading and writing is presented. In general teachers followed the order based either on their own intuitive decisions or on topics in the language (English) curriculum. However, while general principles can be given on the ordering of reading items in the development of literacy, e.g. selection of words, syllables, letters, phrases and short texts, each language will need to adjust the order to reflect that language's structure. Thus, a language such as Lukhondo generates very long words. The order of words and syllables and a variety of word building exercises will need to be carefully graded to avoid learners having to decode very long words before they are ready. The more complex the language structures, the more important this ordering will be. This is an important difference between a syllabus for developing literacy in English and a syllabus

for developing literacy in a local language since all the local languages are to a greater or lesser extent, 'agglutinative'.

In addition, it will be essential to develop simple readers for Primary three. At present, teachers do not know how to grade the reading materials. Thus we had examples of children reading impossibly complex texts from pamphlets on AIDS in P3 and others in P3 still just reading single words and phrases with no advance on P1 work. While we can encourage teachers to make their own readers, MoE will need to provide sample readers at least to indicate the level of reading expected in each class.

## **7.6 Class Size**

This remains probably the single most significant issue that hampered implementation. Iganga in particular had classes of over 100 in most schools, with a wide range of ages in each class and little or no furniture. (see table ) Every attempt must be made to try and reduce class size. However, realistically, many Uganda teachers will continue to handle very large classes. It is essential that a large class methodology for early learning classes is developed. This must be more than the traditional hints such as 'use group work' that is usually the sum total of 'methodology for teaching large classes'. This factor remained constant in both the base line and the impact study. Some teachers managed amazingly well in impossible situations, e.g. teaching reading in classes of 140, but managing to use slates and word cards so that each child could have sight, if not touch of the materials.

## **7.7 Materials**

One of the most dramatic changes during the course of the project was the increase in teaching materials that were both on display in the classroom and being used during the lessons. These changes are evidenced by the classroom observations, the comments of the head teachers and the reports of the consultants and the project facilitator. For example, in the last report the facilitator comments show that only five of the 20 schools visited failed to have developed their own materials. Of the remaining 15, ten were complimented on having developed a large amount of materials. These materials are of value not only as specific teaching aids but as ways of ensuring a literate environment in the classroom. More materials would have been made, but many schools lacked the basics to make these materials, i.e. manila paper, glue and markers. Therefore, head teachers must be encouraged to use some of their 10% UPE money for basic manila paper etc, and not just spend it on books. Each year needs at least 40 pieces of manila paper per grade (10,000ugsh) if they are to make sufficient teaching materials.

## **7.8 Transitional Problems**

P3 had a particular problem as they had been 'reading' in English for over two years. Teachers did not know how to go back and teach in the new language of instruction. Those teachers that did try and use the new language in P3 tended to teach the children as if they were complete beginners. In fact, even where English was seen as the medium, most teachers mixed the languages.

## **7.9 Teacher Attitudes**

There has been a clear increase in both teacher and student motivation and attitudes to learning. Schools have reported increased attendance by the children and this is borne out by evidence gathered from the school registers. Teacher attendance remains a problem but, head teachers report that it is less of a problem than before. There appears to be a genuine feeling of excitement in many schools with teachers feeling increased job satisfaction as they feel that they are now succeeding in getting children to

read. Teachers had been successful in adapting and using many of the non-textbook materials, especially the wall charts. There has also been a lot of positive reaction from teachers to the use of the first language. There were many individual examples of good practice. These included the following:

- a teacher who had made alphabet markers out of bottle tops
- good use of stories
- schools that had created clusters for setting exams in the first language
- schools with lots of labels around the class
- schools which had made their own readers written by teachers, senior pupils or others in the community.

#### **7.10 Supervision of the schools**

As a result of the project there has been a very marked increase in levels of supervision of the teachers and the school. The schools have been visited by the CCT's the Master trainers, the district inspectors and the project facilitator on a regular basis. Pilot schools in Nakasongola and Iganga have received up to nine visits during the project and as many as six lessons have been observed by the CCT's. This may be a very important factor in the improvement of standards. Many teachers said that they considered this supervision an important factor in their success. Not only did it prevent absenteeism by teachers and ensure that they made an effort to make teaching aids and plan their lessons, but it also made the teachers feel valued and was an important factor in their increased motivation. It is also noticeable that Kabarole has had the fewest visits and the lowest level of supervision with the fewest visits and a very limited number of lesson observations. Kabarole is also the one district that fails to record any marked improvements in levels of literacy.

#### **7.11 Community Attitudes**

One of the most difficult areas to evaluate is the level of community support and resistance. Clearly many communities are divided on their attitude to learning in the first language. Initially there was considerable resistance to the idea from a significant minority of parents and children were transferred from schools using the local language. However, a majority soon came to recognise that children were learning faster and were learning to read. Many in the community are clearly very positive and value the fact that the child is using their language. However, a minority still oppose the idea and fear that the policy will hold back the child's English development. All 15 sets of minutes from the schools in Kasese include references to the use of the local language. All but one school specify the concerns of some members of the community, but, in some meetings also describe the enthusiasm of others.

It should be noted that all nine points described above, (sections 7.1 – 7.9) have clear messages for the implementation of the thematic curriculum and will therefore be revisited in any planned implementation or expansion of the use of local language as a bridge to literacy.

## **8. UNRESOLVED ISSUES**

### **8.1 Parental Opposition to Local Language as the Language of Literacy**

Most RPP schools reported initial opposition from parents to the use of the local language as the language of literacy, as opposed to the language of verbal communication. In some cases this opposition was sufficiently strong for parents to remove their children from school and transfer them to a non-RPP school where the language of literacy was English, even though the language of verbal communication was in local language. However, many RPP schools confirmed that opposition declined as children began to achieve reading and writing in their own language and that with P2 and P3 children the opposition could change into support if children became capable of writing letters or reading out loud, particularly from the bible.

Nevertheless, it is clear that there is a substantial minority of parents who remain opposed to the use of the local language as the language of literacy in lower primary and who would wish schools to concentrate on the acquisition of English literacy, which is perceived to have far greater economic value. It is worth noting that parental opposition to the use of the local language tended to be strongest in urban and peri-urban areas and weakest in rural areas. Where parents have paid for nursery education (often in the English language) in order to give their children a far start on English language acquisition, there tends to be more resistance to the use of local language as the language of literacy.

It is clear that the issue of parental opposition to the use of local languages will need to be fully addressed as part of the introduction of the thematic curriculum in February 2007. At least part of the problem lies in a misunderstanding of the intention of using a local language as the language of literacy. Many parents assume that the local language is intended to replace English and, as a result, they see their children as being disadvantaged in comparison to other children where English is clearly the language of literacy. Thus more publicity on the role of local language literacy has a bridge to English literacy and the fact that the clear intention of the system is to achieve English fluency by the end of P4 to such a degree that all children can cope easily with the transition to an English language curriculum from P5 onwards. This obviously requires carefully developed information to schools, teachers, parents and the wider community and a conscious publicity campaign to support the launch of thematic curriculum.

### **8.2 The Role and Position of English**

RPP schools demonstrated a number of variable positions on the development of English. Approximately 15% of schools use the local language to develop reading and writing but in parallel maintain English as a language of literacy for Science and Social Studies, even from P1. Many teachers were uneasy at the idea of developing oral fluency in English by the end of P3 as a prelude to full reading and writing in English by the end of P4, would like to start on English literacy from at least P2. This is in part because of a sense of distrust that pupils will be able to develop reading and writing fluency in English if they don't start until P4. It is also a fact that even parents who are supportive of initial literacy in the local language would like to see some evidence of progress towards literacy in English earlier than P4.

In the development of the thematic curriculum from P1 through P4 strategy for the introduction of English will need more research, substantial consultation with teachers and parents and careful planning.

### **8.3 The Role of the Local Language in Upper Primary**

Many teachers, who have seen rapid progress toward literacy using the local language, are now supportive of this approach. However, they have not been provided with any information on the thinking behind the development of local language after lower primary. Because of the strong cultural component in the use of local language as the language of literacy and the significant success achieved during the pilot by using local language there is a strong interest in local language policy after P3/P4. A number of teachers were concerned that the local language would be abandoned after P4. Others were concerned that, as in the current curriculum, local language would be discontinued after P6. This was particularly objected to because it implied that local language would not be an examination subject and, in the exam driven atmosphere of most primary schools, it was assumed that if local language was not an examination subject it would not be taken seriously by the schools. Most teachers who were interested in the use of local languages felt that the local language should be taught as a subject in P4 to P7 and that it should be examinable, even if it was examinable at a district level as opposed to a central level. Quite strong opposition was expressed by teachers to the abandonment of local language as a subject after P4 or even after P6.

### **8.4 Examinations**

There was a division between teachers who believed that using a local language as a language of literacy required that all school examinations should be conducted in the local language. Others, particularly those who believe that reading and writing in English should be developed in parallel with reading and writing and the local language, felt that there were benefits in examinations either only in English or, in both English and the local language. Once again, this is an issue that requires more research, consultation and thought before finalising the thematic curriculum for P1 to P4.

### **8.5 Publicity**

There was a strong demand from most schools for information to be provided to schools and parents on Ministry policy concerning the use of the local language and the role of English. In particular, schools felt it would be helpful if they could explain to parents that Ministry policy was based on international research which indicated that literacy in English would be supported and enhanced by earlier literacy in a local language. Similarly, there was a wish that there should be more publicity on this issue, most particularly via local radio stations.

### **8.6 The Relationship between the RPP and the Thematic Curriculum**

Many of the pilot schools asked questions about the relationship between the Reading Pilot Project and the thematic curriculum. Even schools which had achieved good results from the Reading Pilot Project and who were fully supportive did not always realise that the Reading Pilot Project was an integral part of the approach to be adopted by the thematic curriculum. There was a sense in which they felt that the Reading Pilot Project could be an alternative to the thematic curriculum. Obviously, these kind of basic misunderstandings will be corrected when teacher training is provided and when there is a teacher's guide, which will provide help and support to teachers in the development of the approaches and techniques used in the RPP. Nevertheless, it is an indication that teachers need to see the full extent of the primary curriculum, even if only an outline, so that they fully understand how literacy in both local language and English, Numeracy, the thematic curriculum in lower primary and the reversion to subject curriculum in upper

primary, all fit together. Under the circumstances it would be very helpful if the P1 curriculum, which is planned to be launched in February 2007, could also be accompanied by a statement of principles, approaches and the curriculum overview which allows all teachers, parents and the community to understand the full implications of the proposed approach.

## 9. CONTINUING PROBLEMS

### 9.1 UPE Grants

All districts and all schools complained that these had been steadily losing their purchasing power over the years and that in 2005 the UPE grants were no longer sufficient to support all of the required expenditure overheads that a primary school had to incur to deliver the curriculum effectively. Although most schools managed to purchase manila paper, marker pens and glue and had shown considerable ingenuity in developing new material and adapting old ones there is concern that the steady erosion in the value of the UPE grants will undermine the ability of individual schools to provide the support needed to the launch of the thematic curriculum and the approaches of the Reading Pilot Project. Table 14 illustrates the problem in 3 districts

| Year      | Per Capita UPE Grants (US\$) in |        |             |
|-----------|---------------------------------|--------|-------------|
|           | Kabarole                        | Kasese | Nakasongola |
| 2001/2002 | 34,712                          | 6046   | 9629        |
| 2002/2003 | 30,958                          | 6146   | 0           |
| 2003/2004 | 3,806                           | 5483   | 7842        |
| 2004/2005 | 4,256                           | 4602   | 5380        |

Thus, in Kabarole the data provided by the DEO suggest that the value of UPE grants provided to schools in 2004/2005 is only 12% of the figure provided in 2001/2002. In Kasese the 2004/2005 UPE grant is 25% less than in 2001/2002 and in Nakasongola the value of the UPE grant has declined by 44% over the same period. When annual inflation is taken into account this represents a substantial decline in the funding available to manage the schools and to purchase the materials needed to support the delivery of the curriculum. Equally striking is the fact that there are significant per capita differences between districts. Thus, in 2001/2002 Kabarole received per capita UPE grants that 3.5 times larger than in Nakasongola and 6 times larger than in Kasese. By 2004/2005 the scale of the differential had been significantly reduced but Nakasongola received 20% more in per capita UPE grants than Kabarole. Districts confirm that there are increasing differentials also between promised and actual UPE releases and that the unpredictability of UPE grant releases is increasingly a problem

### 9.2 Supervision

All DISs, CCTs and Master Trainers believed that the additional supervision that had been provided as part of the RPP was a significant factor in its success. There is some confirmation of this viewpoint in the fact that only Kabarole District failed to improve over its baseline and that this district has significantly less supervision than the other districts. However, it was also clear that there was a need for more coordinated supervision between DISs, PTCs and CCTs to avoid overlaps and duplication and to ensure that all schools are adequately covered. DISs and CCTs were enthusiastic at the concept of a short inspection pro-forma which would guide them in the kind of fast formative supervision visits which are clearly needed to improve basic standards of management, teaching/learning and pupil performance in the majority of schools. The development of a short inspection pro-forma for use in Districts is considered to be a priority activity prior to the launch of the new thematic curriculum.

### 9.3 Absenteeism

Teacher absenteeism and, particularly, head teacher absenteeism is perceived as a problem in all of the Pilot Districts. Some districts, such as Kasese, reported that the increased supervision encouraged by the RPP had had a marked effect on both teacher and head teacher absenteeism but that it was still higher than desirable. One district

commented on the difficulties of enforcing discipline, particularly on the recalcitrant head teachers, and the risks involved for the district and district officials if sanctions were challenged through the legal process. There is, nevertheless, a fairly general agreement that regular and effective supervision has a beneficial impact on the level of absenteeism and on the enthusiasm and commitment of teachers and head teachers. Nevertheless continued absenteeism remains a serious problem within the system.

#### **9.4 In-service Teacher Training**

Most of the RPP schools felt that the amount of teacher training provided (an initial three days followed by a further five days) was insufficient and that they would have appreciated both longer initial training and the opportunity for regular follow-up and refresher training, even if this was only one or two days at a time. The need for follow-up training was particularly emphasised in schools who felt that they would gain more benefit now from follow-up training because they had first hand experience of the approaches, the issues arising and some of the problems and, as a result, that they would like the opportunity to discuss and review these issues and to seek additional guidance. Many teachers were also keen to exchange experiences and ideas with other schools (presumably this should be organised by teacher meetings at CCTs). There were also teachers who felt that they would benefit from short refresher courses on the vocabulary, grammar and syntax of their own local languages.

#### **9.5 Pre-service Teacher Training**

Most head teachers, DISs, CCTs and Master Trainers were concerned that newly trained teachers lacked essential training in the most basic techniques for teaching literacy and Numeracy and had few genuine skills or knowledge of the methodological or pedagogical issues surrounding early childhood education. There was concern that both the Grade 3 and Grade 5 teacher training curricula were long overdue for review and revision and that the introduction of a thematic curriculum for P1 to P4 provided the ideal opportunity to thoroughly review the real needs of schools and children. There was widespread agreement that a new Grade 3 teacher training curriculum should provide genuine practical skills and knowledge on different approaches to the teaching of literacy and Numeracy and the skills association with early childhood education. It was felt that every teacher exiting from PTC should have had at least two years of language training in at least one of the main local languages currently used as languages of instruction and languages of literacy. It was also felt that too much time was spent on the philosophy and history of education and insufficient time was spent on more basic issues such as lesson planning, individual student assessment, record keeping and the daily routines and disciplines expected of every teacher.

#### **9.6 Local Language Competence**

Virtually all teachers in P1 to P3 confessed that even if they spoke their own local language fluently they very often lacked confidence in reading and writing it. Most teachers had received no formal training in their own language and there were frequent debates in schools on very basic language issues such as the right local language vocabulary equivalent for words and concepts contained in the curriculum, syllabuses and teacher's guides. All lower primary teachers felt that they would benefit from having access to refresher courses in their own local language, even if they were a very short duration. All lower primary teachers felt that they would like the curricula for lower primary to be written in their own language or, at least, that the key literacy and Numeracy components of the curriculum (and teacher's guide?) should also be available in their own language. There is also a need for simple word books/dictionaries in local languages that provided the correct local language equivalents to commonly use words

and concepts and simple grammar in the main local languages. More readers in local languages and resource books in local languages were also required.

### **9.7 Lack of Reading Materials**

Virtually all of the RPP schools were seriously short of materials to support literacy and, in particular, were very short of simple readers for any classes and particularly for lower primary classes. Readers in local languages used in the pilot schools were the worst provided. It seems obvious that the achievement of literacy will be seriously impeded if children have nothing with which to practice their reading. The lack of reading books and materials capable of stimulating student interest and thus leading to the development of a reading habit in a majority of students is a serious problem that needs to be addressed with urgency

### **9.8 Lack of Secure, Classroom Based Storage**

A majority of schools reported theft from school classrooms as a regular problem. The lack of secure classroom based storage inhibits the use of reading materials if they have to be kept in a central store requiring portorage from store to classroom. In many instances there is no access to the store if the head teacher is out of the school and has taken the keys. The level of theft is such that even the posters, vocabulary cards, flash cards and work cards made by the teachers are being stolen from the classrooms. The issue of secure storage has been raised on many previous occasions but still remains unresolved

## 10. IMPLICATIONS AND CONCLUSIONS

### 10.1 Learning outcomes

The base-line provided some clear measures of the existing levels of literacy and numeracy in the new language of instruction in the pilot schools. These were low, but they were not as low as those measured five years ago when measuring literacy levels in English. (Hicks 2002, see footnote 2) In addition, the tests were taken early in the academic year. By using the same tests again, six months later, the study has been able to measure the extent to which children's literacy and numeracy skills have developed over the period of the pilot. The positive outcomes of the pilot are as follows.

- a) A very significant increase in the literacy achievements of children in a majority of the schools in the pilot study. In many schools twice as many children can read by the end of P1 and P2 as were able to read at the required level in P2 and P3 at the start of the project.
- b) There has been a major increase in the motivation of teachers and children and a very marked increase in the number and quality of teaching aids on view and in use in the classrooms.
- c) The issue of using local languages as the medium of instruction and literacy is now an issue for discussion on a wide scale. A majority of stakeholders see the value of an area language as a way of raising literacy among early learners. Local language is now the main medium of instruction in all pilot schools and many other schools in the pilot districts are now following the same language policy and are eager to follow the lessons of the pilot. This is of course the official language policy of the Ministry of Education.
- d) Teachers and supervisors report a clear increase in attendance rates in most schools in P1–3. While this needs much more work to demonstrate and may not be a direct causal link, it does seem very probable that children are attending school more regularly because they now understand what is being said, are enjoying their lessons more and are getting some satisfaction from them. Sample attendance rates for P1 to P3 do seem to suggest that there has been an improvement in attendance in many schools and particularly in P2 and P3, but this is not yet a proven outcome of the RPP

While the positive outcomes are very clear, especially the increases in literacy in Primary 1 and 2, the reasons for these successes are less clear. The inputs have been intentionally very limited and were restricted to minimum training inputs, enhanced supervision, and encouragement and support to use the local language as the language of literacy and not just the language of verbal instruction, a policy which is official policy laid down by the Ministry, but frequently not followed and not always understood. Some of the factors that may be responsible for these changes are:

- a) The impact of changes in timetabling (i.e. increasing the number of lessons for reading and writing in a week). The very fact of having an hour a day for reading and writing is in itself an innovation. The existing curriculum expects reading and writing to be integrated through other subjects. The result of this assumption, especially in a system that previously used mainly subject teachers, meant that in many schools for the first time in many years one teacher took the responsibility for actually teaching children to read and write. This could also explain why the impact on literacy was much greater than the impact on numeracy. Numeracy

has always had at least one lesson a day timetabled. Thus the pilot project did not increase the time spent on numeracy.

- b) Changes in language policy and the impact of using the first or the area language. It seems fairly obvious that children are better able to understand if they are being taught in a language they know well rather than a very new language that they are just starting to learn. It is clear that the literacy levels for reading and writing are much higher in the local language than they were when English was being used as a medium in similar rural schools. The impact study study<sup>6</sup> carried out in 2003 using English and using very similar tests records reading levels at the end of P2 at around 34% scoring 33% of the marks (as against over 40% scoring 50%) and only 8% of children answering the sentence comprehension exercise using very similar questions as against 20% in this impact study.
- c) The impact of the extra training is more difficult to estimate. It clearly resulted in more motivated teachers who had clearer ideas about how they would use the local language to develop literacy. All the teachers in the focus group discussions stated that the training was useful and at least 80% stated that it was very useful. They specified the following as three of the most useful things learnt:
- methods of teaching children to read and write
  - ways of scheming
  - the making of teaching aids.

Thus the training was undoubtedly a factor in the success, but whether it was a direct factor, or instrumental in raising motivation and ensuring that more materials were made is not clear.

## 10.2 Teacher Behaviour and Teaching Methodology

The observation sheets during the base line showed that a very teacher-centred methodology remains in the teaching of lower primary, e.g:

- Children were not being asked to work on their own
- No use of group or pair work activities was recorded
- No use of games
- Children are still not asking questions
- Teacher talking and teacher asking questions remain the most common activities.

The impact study showed that there was an encouraging move towards a more child centred approach to teaching. Children asked marginally more questions than before and the teacher used up less of the lesson in talking or just asking the whole class questions. In addition children spent more time working on their own or in groups. There is a long way to go before one could claim 'participatory learning' but it is still a significant step with children becoming more active.

During the base line many teachers stated that they were uncertain about how to teach children to read or write, e.g:

- During training many specified that they needed more help in this area.
- A majority of teachers said they did not know what to teach during the literacy hour.
- They were unable to scheme for 9 or 10 lessons of reading and writing a week.

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<sup>6</sup> "A study into the Impact of Non Textbook Materials on Primary 1 and 2 classes" Hicks 2004 IBD

- Only Kabarole made wide use of flashcards regularly
- Slates, a very important item in developing writing, were used in only three of the lessons observed.
- No teacher used readers or reading cards
- Although handwriting practice has become a common activity, the exercise books still do not have much written work in them

By the impact study, these patterns had changed. A majority of exercise books were well marked (70%). Teachers expressed satisfaction in the advice they had received on how to teach reading and writing. More exercises could be seen in the exercise books and clearly children are doing a lot of handwriting practice. Flashcards were used in at least 20% of the lessons observed and slates were used in 6 of the 43 lessons observed. They were available in many classes and teachers said they had used them a lot in the second term. A significant number of schools had reading books and reading cards that they had made. These were on display on many walls. In addition far more local language teaching materials were on display in the classrooms.

### **10.3 Implementation of the Thematic Curriculum**

A number of important factors have emerged that need to be reflected in the implementation of the thematic curriculum. The most important of these are:

- a) Far more training on the teaching of reading and writing is required across all schools that are to implement the curriculum. In particular, substantial in-service training with close follow-up support will be essential if the curriculum is to be taught in the local language.
- b) In general, teacher education, both in-service and pre-service, will need to focus on approaches to early Primary school education and developing literacy in the first or familiar language..
- c) Many schools outside the pilot project are still orientated to a subject-based timetable and this will prevent any switch to a theme-based curriculum or an appropriate approach to early childhood development. Even some of the pilot schools are still using subject teachers for half of the lessons in P1-3.
- d) Many people in the community remain unaware or uncertain of the value of the new policies. There will need to be wide-scale sensitisation to the new curriculum and the new language policy if the changes are to be accepted and supported locally
- e) The schools still lack any basic materials to support early literacy. Some good attempts to develop materials locally have been made and many schools and parents have used their own resources to make them. However, even in the better schools head teachers are complaining about the drain on resources involved in providing card, markers etc. In other schools attempts to make reading materials appear to have been thwarted by the lack of such basics as manila paper and markers. It will be important to ensure that adequate funding is available and that readers for P3 are seen as a top priority. A revised minimum profile of teaching and learning materials needed to deliver the thematic curriculum, based on the findings to date of the RPP are provided in Appendix 3.

**APPENDIX 1: INSTRUMENTS**

**1A ORAL TESTING: P1 Local Language, P3 English (Base Line only)**

**Materials needed**

Six simple word flash cards in relevant language  
(e.g. chair, banana, a common name, school's name, boy, girl)

**Procedure**

Select 10 children from P1 and 10 children from P3.  
Call the P1 children in pairs.

1. **Greet** them (and they should reply appropriately) 1m
  2. **Ask** them where they come from and how they come to school. 2m
  3. **Ask** them to describe their family. (2 marks if they offer two or more full sentences with two facts, 1 mark for one fact, 0 = can't express themselves) 2m
  4. **Listening comprehension** 2m  
Give 0/1/2 marks to indicate how well they understand you, i.e  
2 marks = you do not need to repeat things, 1 mark = you need to rephrase and repeat before they answer, 0 = They do not understand without a lot of difficulty. (Try and distinguish between not understanding and shyness.)
  5. Show them two or three flash cards to read 2m
  6. **Writing** Ask P1 children to write their name. 1m  
Ask P3 English to write the name of their favourite foods
- Total 10 marks

**Conduct the same tests in English with P3.**

**SAMPLE MARKING SCHEME**

**Name of School**                      **Primary: .....Language: .....**

| Names | 1.<br>Greet | 2.<br>Travel | 3.<br>Home | 4.<br>Listen | 5.<br>Read | 6.<br>Write | Total |
|-------|-------------|--------------|------------|--------------|------------|-------------|-------|
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |
|       |             |              |            |              |            |             |       |

## 1B Classroom Observation Sheet

Teacher: Male ..... Female ..... Attended Pilot training? Yes...No...Not yet  
 Name of School ..... Primary: .....  
 Subject and/or Topic or topics .....  
 Date: .....  
 No. of boys in class: ... No. of girls in class. ....  
 Official length of lesson (30m or 60m) ..... Actual length of lesson: .....

### Part 1 Language Use

Official Language of Instruction: .....

Did the teacher use any other language? Yes/No .....

If Yes, describe which language and how it was used. ....

Is the teacher fluent in the language of instruction? Yes, fluent Satisfactory Weak

### Part 2 Time-based observations as you watch

As you watch the lesson circle the amount of time spent on each of the following:

|  |       |      |       |       |
|--|-------|------|-------|-------|
| 1. Teacher and children doing nothing                          | 2min  | 5min | 10min | 20min |
| 2. Teacher talking to the whole class, children just listening | 2min  | 5min | 10min | 20min |
| 3. Children copying from blackboard                            | 2min  | 5min | 10min | 20min |
| 4. Children practising their handwriting                       | 2min  | 5min | 10min | 20min |
| 5. Children reading silently                                   | 2min  | 5min | 10min | 20min |
| 6. Children reading aloud in pairs or groups                   | 2 min | 5min | 10min | 20min |
| 7. Children doing other work silently, but not copying         | 2min  | 5min | 10min | 20min |
| 8. Teacher asking questions of the whole class                 | 2min  | 5min | 10min | 20min |
| 9. The class involved in group or pair-work                    | 2min  | 5min | 10min | 20min |
| 10. Teacher using non-textbook materials                       | 2min  | 5min | 10min | 20min |
| 11. Teacher writing on blackboard, children do nothing         | 2min  | 5min | 10min | 20min |

### Part 3 Patterns of interaction

(NB Anything that requires children to respond is a question. It doesn't have to be a 'grammatical' question)

|   | 0 | 1-5 | 5-10 | 10-20 | 20+ |
|---|---|-----|------|-------|-----|
| a. How many questions did the teacher ask?        |   |     |      |       |     |
| b. How many questions were answered by girls?     |   |     |      |       |     |
| c. How many questions were answered by boys?      |   |     |      |       |     |
| d. How many questions were asked by boys?         |   |     |      |       |     |
| e. How many questions were asked by girls?        |   |     |      |       |     |
| g. Were questions evenly distributed? (Yes or No) |   |     |      |       |     |

#### Part 4 Specific features of the teaching

Answer these towards the end of the lesson but while still in the class

1. Were the children's exercise books marked? Well Poorly A tick Not at all
2. Was the children's handwriting legible? Good Acceptable for grade Poor
3. Were mistakes in handwriting corrected Usually Sometimes Never
4. Use of blackboard.
  - a. Did the teacher use the blackboard for writing notes for the children? .....
  - for exercises to be done by children? .....
  - for pictures or diagrams .....
5. Did the teacher have a stick (possibly for punishment)? Yes No
6. Clarity and correctness of teacher's language. The teacher's language was
  - a. clear and fluent
  - b. adequate
  - c. had difficulty using the language of instruction

#### Part 5 Teaching materials

1. Did the teacher use any non-textbook materials (as supplied by MoE)? Yes/No
2. If yes, specify which materials.....
3. Did the children write any exercises based on these materials? .....
4. Had the materials been adapted from English? .....
5. Were there any locally made materials? If so describe them.  
.....
6. Did the teacher use any other teaching aids? If so, specify .....
7. Is there an adequate 'Reading Area' in the classroom? .....
6. How many relevant pictures, diagrams and wall charts are on the wall? .....
7. Is there any of the children's own work displayed on the walls? .....
8. Do children have enough exercise books and pencils for the lesson? .....
9. Did the pupils use any slates in the lesson? Used Not used N/A

**Any other comments on the use of learning materials:**

.....

**1C Reading Pilot Project: Baseline Study only**

|                                  |
|----------------------------------|
| <b>SCHOOL GENERAL CHECK LIST</b> |
|----------------------------------|

**Section 1: Basic School Information**

Name of school.....

1. Number of streams in P1..... P2 ..... P3 .....

| 2. Number of pupils | Boys | Girls | Total |
|---------------------|------|-------|-------|
| P1                  |      |       |       |
| P2                  |      |       |       |
| P3                  |      |       |       |

3. Number of teachers: Male..... Female..... Total.....

**4. Staff qualifications**

Specify qualification for the teacher of each class. Use second column if there are two streams. Specify 'licensed', or P3 etc.

|                   | Teacher 1 | Teacher 2 |
|-------------------|-----------|-----------|
| Primary 1 Teacher |           |           |
| Primary 2 Teacher |           |           |
| Primary 3 Teacher |           |           |
| Primary 4 Teacher |           |           |
| Primary 5 Teacher |           |           |

5. Are the P1-3 teachers class teachers? (They teach most of the subjects to the same class.) .....

6. Is the literacy hour on the timetable? .....

7. Are 8 or more lessons of reading and writing being taught each week? .....

**Section 2: Language**

**A Language Policy**

1. What local language of instruction has been selected as the medium of instruction in lower primary classes? .....

2. Was this the policy decided by the District Language Board?.....  
 or community committee .....  
 or school .....  
 or DEO/MOES .....

3. What percentage of pupils use this as their first language? .....  
 Is there another local language used in the school?  
 If so, which? .....

**B Language Environment**

- 4. Which language is used for school notices and for announcements?  
.....
- 5. What is the predominant language used in the school compound?  
.....
- 6. What is the predominant language you hear in the P1 – P3 classes as the medium of oral communication? .....
- 7. How many teachers use the official local language as a first language?  
.....out of .....

**Section 4: Management of Facilities and materials**

|   | Yes | Some | No |
|---|-----|------|----|
| a) Does the school have appropriate storage for textbooks and non textbook materials?       |     |      |    |
| b) Are there storage cupboards or secure boxes in P1-3 classrooms?                          |     |      |    |
| c) Do P1-3 classes have reading areas with adequate materials?                              |     |      |    |
| d) Are class timetables clearly displayed?  |     |      |    |
| e) Do P1-3 classrooms have pupils' work displayed?  |     |      |    |
| f) Does the teacher have adequate records for continuous assessment?                        |     |      |    |
| g) Is the teacher using the continuous assessment system recommended in the pilot training? |     |      |    |

**5. Community involvement**

|   | Yes | Some | No |
|---|-----|------|----|
| a) There is evidence that parents and community are involved in supporting school activities, materials funded by parents |     |      |    |
| b) There is evidence that the school issues regular information to parents and community leaders                          |     |      |    |
| c) Is there evidence of regular school community meetings, e.g. minutes?  |     |      |    |

Any other comments on the school:

.....

.....

.....

.....

**1D Sample Test      Primary Two**  
**Literacy Test in Lusoga**

(Pictures included in final papers)

Eriina lyo ni waani? .....

Eisomero lyo balyeeta ba tya? .....

Oli mughala oba oli mulenzi? .....

**Yanukula ebibuuzo bino byona byona:**

**Ekibuuzo 1.**

**Tuukania ebibono n'ebifaananie ebigyiiraku bukalamu:**

ekitabo

amatooke

emeeza

embuzi

ekalaamu

omughala

**Ekibuuzo 2      Iduuza mu enukuta edhibulamu:**

A a                      B ....                      C c  
D .....                      E .....                      .... ..  
G ....                      ..... ..

**Ekibuuzo 3                      Kuba era oteeku amaina kubifaananie ebya:**

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |

**Ekibuuzo 4                      Koopolola Olughayo luno:**  
Ndi mwaana musomi mukibiina eky'okubiri Tugya kwiisomero okuva ku lwa Balaza okutuuka kulw'oku taanu

.....

.....

.....

## Primary Two Numeracy Test in Lusoga

**Ekibuuzo 1** Tuukania nga okozesa obusiitale okuva buli ku mbala ni kuka bokisi akalimu amagi:

3

7

9

5

0

**Ekibuuzo 2** Maliriza embala dhino:

$$1 + 3 = \dots\dots\dots$$

$$6 - 3 = \dots\dots\dots$$

$$5 + \dots\dots\dots = 9$$

$$12 + 4 = \dots\dots\dots$$

$$10 - \dots\dots\dots = 5$$

## Primary Three Literacy Test in Lusoga

Eriina lyo ni waani?.....

Eisomero lyo balyeeta ba tya?.....

Oli mughala oba oli mulenzi?.....

**Yanukula ebibuuzo bino byona byona :**

**Ekibuuzo 1      Tuukania ebibono n'ebifaananie bukalamu  
ng'okozesa obusiitale:**

omusomesa

eky'ehandha

akambe

omuti

omuvuzi w'emotoka

**Ekibuuzo 2      Ghandiika amaina age bikutu by'ekifaananie  
ky'omulenzi ekikubibwa ghano:**

omukono ekigere omutwe    ekivu akakokola ekifuba

**Ekibuuzo 3      Soma Olugero luno omaale oiremu ebibuuzo  
ebiririra:**

**MALINZI NI MIREMBE**

Lwali lulala, Malinzi ni Mirembe bagya amaadhi ku naikonto.  
Bayaganayo abaana babiri, Kirenda ni Naigaga nga bali kuzanhira  
kunaikonto. Bwe baali bairayo eka n'amaadhi gaibwe, Kirenda eyali  
k'wabo abaali balikuzanhira ku naikonto, yabaanda Mirembe.  
Mirembe yagwa ghansi n'ensugha ye yaamenheka . Mirembe, yatia  
innho kuba eka baali bagya ku mukuba. Awo, Malinzi yamugeema ku  
mukono, ya mubudda budda, era, bairayo eka.

**Ebibuuzo**

1.    Baana ba meeka abaaali mu Lugero ?

.....

2.    Ensugha eya menheka yali yaani ?

.....

3. Naani eyali mu bukyamu ?

.....

4. Kizibu ki ekya tuuka ku nsugha ya Mirembe ?

.....

5. Ologhooza kiki ekyairirira ?

.....

**Ekibuuzo 4 Koopolola Olughayo luno:**

Nviira mu kibuga kye beeta bati Iganga. Ekibuga kino, Kinhirira innho era, kirimu amaduuka kamala.

.....

.....

.....

**Ekibuuzo 5. Yanukula ebibuuzo bino. Ghandhiika eby'okwiramamu mu mabaanga agalekeibwa wo:**

1. Eriina ly'omusomesa wo naani ?.....

2. Oviira ku kyalo ki ? .....

3. Baganda bo ni banhoko bali ba meka ?.....

4. Ogyagha bw'oba nga olwaire ? .....

5. Naani abafumbira emeere eka waimwe ? .....

**Primary Three Numeracy Test in Lusoga**

**Ekibuuzo 1** Tuukania ng'okozesa obusiitale okuva ku mbala ni kukibono ekituukanira ku:

- 6 musanvu
- 12 isatu
- 3 ikumi na itaanu
- 7 ikumi na ibiri
- 15 mukaaga

**Ekibuuzo 2** Maliriza embala dhino :

3 x 3 = .....

9 + 4 = .....

12 - 2 = .....

15 - ..... = 12

4 x 4 = .....

**Ekibuuzo 3** Maliriza ng'odhuzamu embala edhibulamu:

3          6          9          .....          15          18

5          10          15          20          .....          30

**Ekibuuzo 4** Taanha embala dhino mu nteeko yadho bukalamu:

25          19          8          7          100          95

.....

## **PILOT PROJECT - IMPACT STUDY ONLY**

### **Instructions to Evaluators for Conducting Impact Study**

The impact study is intended to measure the progress made in the pilot schools since the base line data was collected. This means that as far as possible everything you do should be a replica of what you did during the baseline. Thus:

Conduct the data collection in the same schools.

Use the same instruments. Therefore:

1. Use the same literacy and numeracy tests but in the class below.

Thus: Use the P2 Numeracy and Literacy test in P1

Use the P3 Numeracy and literacy test in P2.

(You will need to alter the heading before you start, i.e. change P2 to P1 etc.)

In P1 also test 10 children to see if they can

-Write their name

-Read one or two simple word cards aloud.

Make sure you select the children in the same way as before.

2. Observe classes using the same observation sheet. Where possible observe the same teacher in the same class.
3. Complete the school check list. (We have revised this check list to reflect the needs of the impact study. You do not need to collect information we already have that is unlikely to change. We do need to measure things that may have changed over the six months and find out what teachers and community feel about the project and the changes in the curriculum.) Before you complete this you will need to have discussions with the head teacher and those teachers involved with the project as the check list now includes the results of a focused discussion.
4. Look at any teacher diaries that have been kept. Collect in any informative ones.
5. Read and collect any minutes or reports of meetings that have discussed teaching in P1-3
6. Collect sample examination papers for P1 and 2
7. Summarize the scores on the summary sheets.
8. Write your own brief report on the school and on any changes that you have noted since the base line study, including teacher attitudes and community attitudes.

## Reading Pilot Project. - Impact Study only

|                                  |
|----------------------------------|
| <b>SCHOOL GENERAL CHECK LIST</b> |
|----------------------------------|

### Section 1 General information

Complete this form for each school. This replaces the previous check list.

1. Name of School: .....
  
2. No of classes P1-3 ..... No of staff teaching P 1-3 .....  
*Are the P1-3 teachers class teachers? (They teach most subjects in one class.)*  
 .....
  
3. Is the literacy hour being taught every day? .....

### Section 2 Management of Facilities and materials

|   | Yes | Some | No |
|---|-----|------|----|
| a) Does the school have appropriate storage for textbooks and non textbook materials?       |     |      |    |
| b) Are there storage cupboards or secure boxes in Primary 1-3 classrooms                    |     |      |    |
| c) Do Primary 1-3 have reading areas with adequate materials displayed                      |     |      |    |
| d) Are children able to use the materials in the reading area regularly                     |     |      |    |
| e) Do Primary 1-3 classrooms have pupils' work displayed?                                   |     |      |    |
| f) Does the teacher have adequate records for continuous assessment?                        |     |      |    |
| g) Is the teacher using the Continuous assessment system recommended in the pilot training? |     |      |    |

### Section 3 Community involvement

|  | Yes | Some | No |
|--|-----|------|----|
| a) There is evidence that parents and community are involved in supporting school activities., materials funded by parents |     |      |    |
| b) There is evidence that the school issues regular information to parents and the community leaders                       |     |      |    |
| c) Is there evidence of regular school community meetings e.g. Minutes   |     |      |    |
| d) Is the school community supportive of the new policies on language and reading?   |     |      |    |

**Section 4 FOCUS GROUP DISCUSSIONS**

How many teachers involved? ..... Was the HT involved? .....  
 You will need to talk to the head teacher and several teachers in order to find out the following. After discussions complete this questionnaire for each school

1. How many times has the school been visited by:  
 A master trainer .....
- The CCT .....
- The project Facilitator .....
2. How many times have lessons been observed? By CCT .....
- By MT .....
3. How useful was the advice given? (Insert number of teachers)

|             |             |              |            |
|-------------|-------------|--------------|------------|
| MT          | Very useful | Quite useful | Not Useful |
| CCT         | Very useful | Quite useful | Not Useful |
| Facilitator | Very useful | Quite useful | Not Useful |

4. What was the most useful piece of advice given (If any)\*  
 .....
5. Has your teaching changes as a result of the Pilot Project? If so, how?  
 .....
6. How useful was the initial training?  
 Very useful ..... Quite useful ..... Not Useful .....
7. What was the most useful thing you learnt in the training?.....  
 .....
8. What should have been added to the training?.....  
 .....
9. What is the most useful outcome of this project? .....
- .....

# Reading Pilot Project. - Baseline Study

|                           |
|---------------------------|
| <b>EVALUATOR'S REPORT</b> |
|---------------------------|

**You will need to write a short report on each school. You may use this form to assist you. However, you may extend your report to cover other issues of concern or interest to you. Please make sure you have read the baseline report as you may need to react to issues raised in this report**

**Your report should cover the following points;**

1. Any change in the type of teaching materials available  
.....  
.....
2. Do the exercise books suggest that the children are writing things regularly (at least 3 times a week?) .....
3. Do the children have enough reasonable pencils and exercise books?  
.....
4. What system of evaluating children are they using? (If any)  
.....  
.....
5. What is the biggest improvement you have noticed? (If any1)  
.....  
.....
6. What is your biggest disappointment in this school?  
.....  
.....

**OTHER COMMENTS**

.....  
.....

**At the end of the evaluation we would be grateful for a short report from you covering any general points you feel have not been captured. These should include:**

1. Recommended changes to the training that was given
2. Recommendations to those writing the new curriculum.
3. General improvements or failures you observed during the pilot.

## Reading Pilot Project. - Impact Study Only

### PRIMARY 1      THE BASICS

In the base line we tested children's oral language. The conclusions suggested that approximately 80% had the oral command necessary for reading. We do not need to retest this as we would expect only limited improvement in such a basic level test. We also tested how many children could write their name and read aloud the most basic word cards. We need to retest these two items now children are near the end of P1. However, you can make the process much simpler and quicker. Select 10 Primary 1 children at random.

Sit them down with paper and pencil and tell them to write their names. Check how many can do this. (You can do this within the class before or after the numeracy test.) Then call them to the front one at a time. They pick up any one of five simple word cards and read it to you quietly. Then complete the chart below for that school.

Specify how many children can or cannot write name and read simple word.

DISTRICT: .....

| Name of School | Can read the word card | Unable to read word card | Writes name clearly | Writes name badly | Cannot write name |
|----------------|------------------------|--------------------------|---------------------|-------------------|-------------------|
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
|                |                        |                          |                     |                   |                   |
| <b>TOTAL</b>   |                        |                          |                     |                   |                   |

## APPENDIX 2: Detailed Results

### LITERACY SCORES

Grade 3 Base line

Grade 2 Impact

District Kabarole

| Skill            | Name/ Age/ Sex |            |           |           |            |            | Word Recognition |           |           |           |            |            | Labelling  |            |           |           |           |            |
|------------------|----------------|------------|-----------|-----------|------------|------------|------------------|-----------|-----------|-----------|------------|------------|------------|------------|-----------|-----------|-----------|------------|
|                  | B/Line         | Impact     | B/Line    | Impact    | B/Line     | Impact     | B/Line           | Impact    | B/Line    | Impact    | B/Line     | Impact     | B/Line     | Impact     | B/Line    | Impact    | B/Line    | Impact     |
| School           | 0              | 0          | 1         | 1         | 2/3        | 2/3        | 0/1              |           | 2/3       |           | 4/5        |            | 0/1        |            | 2/3       |           | 4/5       |            |
| Nyakasura        | 6              | 13         | 4         | 2         | 10         | 5          | 6                | 3         | 4         | 8         | 10         | 9          | 11         | 12         | 1         | 3         | 8         | 5          |
| Kaboya           | 6              | 4          | 2         | 2         | 12         | 14         | 7                | 9         | 6         | 3         | 7          | 8          | 10         | 6          | 7         | 1         | 3         | 12         |
| Mukumbwe         | 12             | 10         | 3         | 5         | 5          | 5          | 8                | 6         | 8         | 9         | 4          | 5          | 15         | 15         | 4         | 2         | 1         | 3          |
| Haibale          | 5              | 9          | 2         | 3         | 13         | 6          | 3                | 3         | 7         | 2         | 10         | 15         | 8          | 10         | 5         | 5         | 7         | 5          |
| Mpumbu           | 10             | 13         | 3         | 2         | 7          | 5          | 1                | 2         | 5         | 6         | 14         | 12         | 8          | 9          | 1         | 6         | 11        | 5          |
| Bukuuku          | 9              | 12         | 3         | 2         | 8          | 6          | 2                | 2         | 8         | 12        | 10         | 6          | 10         | 14         | 6         | 3         | 4         | 3          |
| Canon Apolo      | 5              | 5          | 2         | 3         | 13         | 12         | 2                | 6         | 6         | 4         | 12         | 10         | 3          | 4          | 6         | 5         | 11        | 11         |
| Kiburaro         | 4              | 4          | 2         | 3         | 14         | 13         | 7                | 3         | 8         | 3         | 5          | 14         | 11         | 8          | 4         | 3         | 5         | 9          |
| Karambi          | 1              | 7          | 4         | 5         | 15         | 8          | 1                | 3         | 1         | 4         | 18         | 13         | 3          | 5          | 10        | 5         | 7         | 10         |
| Kicwamba         | 8              | 9          | 0         | 6         | 12         | 5          | 2                | 2         | 11        | 10        | 7          | 8          | 10         | 17         | 7         | 1         | 3         | 2          |
| Kazingo          | 8              | 2          | 0         | 2         | 12         | 16         | 7                | 2         | 6         | 6         | 7          | 12         | 9          | 7          | 6         | 6         | 5         | 7          |
| Butebe           | 2              | 10         | 3         | 2         | 15         | 8          | 1                | 10        | 1         | 3         | 18         | 7          | 3          | 12         | 5         | 1         | 12        | 7          |
| Kitarasa         | 13             | 16         | 2         | 1         | 5          | 3          | 8                | 5         | 5         | 10        | 7          | 5          | 11         | 17         | 6         | 1         | 3         | 2          |
| Nyangozi         | 2              | 7          | 5         | 1         | 13         | 12         | 4                | 4         | 2         | 5         | 14         | 11         | 9          | 6          | 8         | 2         | 3         | 12         |
| Komyamperre      | 4              | 7          | 5         | 3         | 11         | 10         | 4                | 6         | 3         | 5         | 13         | 9          | 9          | 7          | 2         | 2         | 9         | 11         |
| <b>Total 300</b> | <b>95</b>      | <b>128</b> | <b>40</b> | <b>42</b> | <b>165</b> | <b>128</b> | <b>63</b>        | <b>66</b> | <b>81</b> | <b>90</b> | <b>156</b> | <b>144</b> | <b>130</b> | <b>149</b> | <b>78</b> | <b>46</b> | <b>92</b> | <b>104</b> |
|                  | 31.7           | 42.7       | 13.3      | 14.0      | 55.0       | 42.7       | 21.0             | 22.0      | 27.0      | 30.0      | 52.0       | 48.0       | 43.3       | 49.7       | 26.0      | 15.3      | 30.7      | 34.7       |

Improvement in 3 schools  
Decline in 9 schools

No change 2 school

Improvement in 5  
Decline in 4  
No Change 6

| Comprehension |        |        |        |        |        | Handwriting |        |        |        | Answer Questions |        |        |        |        |        |
|---------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line        | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1           |        | 2/3    |        | 4      |        | 0/1         |        | 2+     |        | 0/1              |        | 2/3    |        | 04-Jun |        |
| 14            | 16     | 6      | 4      | 0      | 1      | 16          | 18     | 4      | 2      | 14               | 16     | 2      | 0      | 4      | 4      |
| 20            | 19     | 0      | 1      | 0      | 0      | 20          | 18     | 0      | 2      | 16               | 16     | 4      | 2      | 0      | 2      |
| 19            | 19     | 1      | 1      | 0      | 0      | 19          | 20     | 1      | 0      | 17               | 18     | 2      | 1      | 1      | 1      |
| 12            | 18     | 8      | 0      | 0      | 2      | 20          | 18     | 0      | 2      | 12               | 16     | 3      | 2      | 5      | 2      |
| 16            | 20     | 4      | 0      | 0      | 0      | 17          | 20     | 3      | 0      | 15               | 19     | 1      | 0      | 4      | 1      |
| 16            | 19     | 3      | 1      | 1      | 0      | 20          | 20     | 0      | 0      | 15               | 17     | 2      | 3      | 3      | 0      |
| 14            | 18     | 6      | 1      | 0      | 1      | 20          | 20     | 0      | 0      | 11               | 10     | 7      | 3      | 2      | 7      |
| 14            | 14     | 6      | 3      | 0      | 3      | 20          | 15     | 0      | 5      | 13               | 10     | 4      | 4      | 3      | 6      |
| 13            | 18     | 7      | 1      | 0      | 1      | 19          | 18     | 1      | 2      | 7                | 18     | 10     | 2      | 3      | 0      |
| 19            | 20     | 1      | 0      | 0      | 0      | 19          | 20     | 1      | 0      | 14               | 18     | 4      | 1      | 2      | 1      |
| 19            | 18     | 1      | 2      | 0      | 0      | 17          | 19     | 3      | 1      | 13               | 6      | 5      | 1      | 2      | 13     |
| 14            | 19     | 6      | 1      | 0      | 0      | 18          | 20     | 2      | 0      | 7                | 19     | 10     | 1      | 3      | 0      |
| 20            | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 19               | 20     | 0      | 0      | 1      | 0      |
| 16            | 15     | 4      | 4      | 0      | 1      | 18          | 20     | 2      | 0      | 8                | 13     | 4      | 2      | 8      | 4      |
| 16            | 16     | 4      | 4      | 0      | 0      | 19          | 19     | 1      | 1      | 13               | 16     | 6      | 1      | 1      | 3      |
| 242           | 269    | 57     | 23     | 1      | 9      | 282         | 285    | 18     | 15     | 194              | 232    | 64     | 23     | 42     | 44     |
| 80.7          | 89.7   | 19.0   | 7.7    | 0.3    | 3.0    | 94.0        | 95.0   | 6.0    | 5.0    | 64.7             | 77.3   | 21.3   | 7.7    | 14.0   | 14.7   |

| Totals |        |        |        |        |        |        |        |        |        | Gain |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line | Impact | Loss |
| 0-4    |        | 5/9    |        | 10-14  |        | 15-20  |        | 21+    |        |      |
| 7      | 10     | 5      | 6      | 2      | 0      | 2      | 1      | 4      | 3      | -1   |
| 7      | 7      | 7      | 4      | 5      | 5      | 1      | 3      | 0      | 1      | even |
| 14     | 12     | 3      | 4      | 1      | 3      | 2      | 1      | 0      | 0      | even |
| 6      | 4      | 3      | 10     | 4      | 4      | 3      | 1      | 4      | 1      | even |
| 5      | 6      | 5      | 10     | 5      | 3      | 1      | 1      | 4      | 0      | -1   |
| 6      | 12     | 6      | 5      | 4      | 3      | 2      | 0      | 2      | 0      | -2   |
| 3      | 4      | 5      | 4      | 4      | 5      | 7      | 7      | 1      | 0      | even |
| 6      | 3      | 7      | 6      | 3      | 5      | 2      | 3      | 2      | 4      | 1    |
| 0      | 2      | 5      | 8      | 6      | 9      | 6      | 0      | 3      | 1      | -2   |
| 7      | 11     | 6      | 6      | 3      | 3      | 3      | 0      | 1      | 0      | -2   |
| 7      | 3      | 5      | 2      | 5      | 8      | 3      | 6      | 0      | 1      | 1    |
| 0      | 10     | 3      | 5      | 4      | 2      | 10     | 0      | 3      | 0      | -2   |
| 12     | 15     | 2      | 3      | 5      | 0      | 1      | 2      | 0      | 0      | -1   |
| 3      | 4      | 6      | 4      | 4      | 6      | 7      | 4      | 0      | 2      | even |
| 4      | 9      | 6      | 5      | 2      | 2      | 6      | 2      | 2      | 2      | -1   |
| 87     | 112    | 74     | 82     | 57     | 58     | 56     | 31     | 26     | 15     |      |
| 29.0   | 37.3   | 24.7   | 27.3   | 19.0   | 19.3   | 18.7   | 10.3   | 8.7    | 5.0    |      |

Decline in 8 schools

No change 5

Increase in 2

| District           | Kasese         |        |        |        |        |        | Word Recognition |        |        |        |        |        | Labelling |        |        |        |        |        |
|--------------------|----------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|--------|--------|
| Skill              | Name/ Age/ Sex |        |        |        |        |        | Word Recognition |        |        |        |        |        | Labelling |        |        |        |        |        |
| School             | B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact | B/Line    | Impact | B/Line | Impact | B/Line | Impact |
|                    | 0              |        | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1       |        | 2..3   |        | 4..5   |        |
| Kisinga            | 0              | 1      | 5      | 6      | 15     | 14     | 0                | 2      | 5      | 4      | 15     | 14     | 4         | 5      | 6      | 1      | 10     | 14     |
| Kamaibo            | 7              | 1      | 8      | 1      | 5      | 18     | 0                | 0      | 5      | 1      | 15     | 19     | 3         | 0      | 7      | 0      | 10     | 20     |
| Railways           | 1              | 0      | 11     | 4      | 8      | 16     | 0                | 4      | 2      | 4      | 18     | 12     | 2         | 8      | 10     | 10     | 8      | 2      |
| Mulongoti          | 0              | 0      | 15     | 5      | 5      | 15     | 7                | 0      | 12     | 10     | 1      | 10     | 15        | 6      | 5      | 4      | 0      | 10     |
| Kamukumbi          | 3              | 2      | 7      | 2      | 10     | 16     | 7                | 1      | 5      | 4      | 8      | 15     | 9         | 1      | 8      | 4      | 3      | 15     |
| Nyaguganda Parents | 5              | 1      | 7      | 1      | 8      | 18     | 3                | 1      | 10     | 3      | 7      | 16     | 4         | 0      | 11     | 0      | 5      | 20     |
| Bwesa Demo         | 4              | 0      | 10     | 3      | 6      | 17     | 3                | 3      | 8      | 8      | 9      | 9      | 4         | 7      | 7      | 5      | 9      | 8      |
| Kagando            | 0              | 0      | 0      | 2      | 20     | 18     | 0                | 0      | 4      | 7      | 16     | 13     | 3         | 3      | 8      | 4      | 9      | 13     |
| Kinyamase/Mbonde   | 0              | 0      | 2      | 1      | 18     | 19     | 3                | 3      | 9      | 5      | 8      | 12     | 3         | 0      | 12     | 12     | 5      | 8      |
| Ibanda             | 0              | 0      | 10     | 1      | 10     | 19     | 0                | 1      | 10     | 5      | 10     | 14     | 12        | 1      | 8      | 6      | 0      | 13     |
| Bwera Church       | 3              | 0      | 4      | 2      | 13     | 18     | 5                | 2      | 12     | 1      | 3      | 17     | 10        | 3      | 8      | 4      | 2      | 13     |
| Rukooki Model      | 4              | 2      | 11     | 4      | 5      | 14     | 4                | 4      | 8      | 8      | 8      | 8      | 11        | 5      | 5      | 6      | 4      | 9      |
| Total 300          | 27             | 7      | 90     | 32     | 123    | 202    | 32               | 21     | 90     | 60     | 118    | 159    | 80        | 39     | 95     | 56     | 65     | 145    |
| %                  | 9.0%           | 2.3%   | 30.0%  | 10.7%  | 41.0%  | 67.3%  | 10.7%            | 7.0%   | 30.0%  | 20.0%  | 39.3%  | 53.0%  | 26.7%     | 13.0%  | 31.7%  | 18.7%  | 21.7%  | 48.3%  |

Improvement 9    No change 3

7 better    3 worse    2 no change

| Comprehension questions                    |        |        |        |        |        | Handwriting |        |        |        | Answer Questions |        |        |        |        |        |
|--|--------|--------|--------|--------|--------|-------------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line                                     | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1  |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0/1              |        | 2..4   |        | 5..6   |        |
| 13   | 13     | 7      | 7      | 0      | 0      | 20          | 0      | 0      | 0      | 9                | 18     | 5      | 2      | 6      | 0      |
| 8  | 1      | 12     | 7      | 0      | 13     | 8           | 3      | 12     | 17     | 12               | 2      | 8      | 6      | 0      | 12     |
| 20   | 13     | 0      | 7      | 0      | 0      | 20          | 18     | 0      | 2      | 20               | 15     | 0      | 5      | 0      | 0      |
| 20   | 8      | 0      | 4      | 0      | 8      | 20          | 10     | 0      | 10     | 20               | 5      | 0      | 6      | 0      | 9      |
| 16   | 3      | 4      | 13     | 0      | 4      | 17          | 2      | 3      | 18     | 20               | 7      | 0      | 6      | 0      | 7      |
| 15   | 0      | 5      | 11     | 0      | 9      | 18          | 0      | 2      | 20     | 20               | 0      | 8      |        | 12     |        |
| 16   | 2      | 4      | 9      | 0      | 9      | 15          | 6      | 5      | 14     | 16               | 3      | 4      | 8      | 0      | 9      |
| 14   | 4      | 5      | 9      | 1      | 7      | 13          | 12     | 7      | 8      | 8                | 3      | 11     | 2      | 1      | 15     |
| 20   | 7      | 0      | 8      | 0      | 5      | 20          | 7      | 0      | 13     | 11               | 0      | 9      | 7      | 0      | 13     |
| 17   | 5      | 3      | 10     | 0      | 5      | 15          | 15     | 5      | 5      | 20               | 5      | 0      | 10     | 0      | 5      |
| 18   | 8      | 1      | 10     | 1      | 2      | 19          | 7      | 1      | 13     | 17               | 3      | 3      | 15     | 0      | 2      |
| 20   | 13     | 0      | 7      | 0      | 0      | 13          | 17     | 7      | 3      | 20               | 10     | 0      | 8      | 0      | 2      |
| 197  | 77     | 41     | 102    | 2      | 62     | 198         | 97     | 42     | 123    | 193              | 71     | 48     | 75     | 19     | 74     |
| 65.7%                                      | 25.7%  | 13.7%  | 34.0%  | 0.7%   | 20.7%  | 66.0%       | 32.3%  | 14.0%  | 41.0%  | 64.3%            | 23.7%  | 16.0%  | 25.0%  | 6.3%   | 24.7%  |
| *No percentage given as data is incomplete |        |        |        |        |        |             |        |        |        |                  |        |        |        |        |        |

| Totals |        |        |        |        |        |        |        |        |        | Gains & |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line | Impact | Losses  |
| 0-4    |        | 5..9   |        | 10..14 |        | 15..20 |        | 21+    |        |         |
| 0      | 4      | 5      | 6      | 9      | 3      | 5      | 7      | 1      | 0      | -1      |
| 5      | 0      | 6      | 1      | 6      | 2      | 2      | 2      | 1      | 15     | 2       |
| 5      | 3      | 9      | 12     | 8      | 2      | 0      | 3      | 0      | 0      | 1       |
| 8      | 4      | 11     | 4      | 3      | 3      | 0      | 1      | 0      | 8      | 2       |
| 0      | 0      | 9      | 4      | 6      | 4      | 4      | 7      | 1      | 5      | 2       |
| 3      | 0      | 5      | 0      | 5      | 0      | 3      | 3      | 4      | 17     | 3       |
| 8      | 0      | 9      | 3      | 3      | 2      | 0      | 10     | 0      | 5      | 2       |
| 1      | 2      | 3      | 1      | 8      | 1      | 6      | 5      | 2      | 11     | 2       |
| 7      | 0      | 10     | 0      | 3      | 0      | 0      | 5      | 0      | 15     | 3       |
| 4      | 0      | 10     | 3      | 1      | 6      | 2      | 4      | 3      | 7      | 2       |
| 3      | 1      | 12     | 1      | 3      | 2      | 2      | 7      | 0      | 9      | 2       |
| 6      | 2      | 10     | 8      | 4      | 7      | 0      | 3      | 0      | 1      | 2       |
| 50     | 16     | 99     | 43     | 59     | 32     | 24     | 57     | 12     | 93     |         |
| 16.7%  | 5.3%   | 33.0%  | 14.3%  | 19.7%  | 10.7%  | 8.0%   | 19.0%  | 4.0%   |        |         |

1 decline

10 Improved

1 No change

| District:       | Iganga         | Lusoga |        | Base Line Primary 3 |        | Impact Primary 2 |                  |        |        |        |        | Labelling/writing |        |        |        |        |        |        |
|-----------------|----------------|--------|--------|---------------------|--------|------------------|------------------|--------|--------|--------|--------|-------------------|--------|--------|--------|--------|--------|--------|
| Skill           | Name/ Age/ Sex |        |        |                     |        |                  | Word Recognition |        |        |        |        |                   |        |        |        |        |        |        |
|                 | B/Line         | Impact | B/Line | Impact              | B/Line | Impact           | B/Line           | Impact | B/Line | Impact | B/Line | Impact            | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| School          | 0              |        | 1      |                     | 2..3   |                  | 0/1              |        | 2..3   |        | 4..5   |                   | 0/1    |        | 2..3   |        | 4..5   |        |
| Namatunba       | 7              | 0      | 8      | 16                  | 5      | 4                | 6                | 3      | 8      | 7      | 5      | 10                | 13     | 12     | 6      | 6      | 1      |        |
| Nakabaale       | 3              | 1      | 1      | 9                   | 16     | 10               | 3                | 6      | 9      | 6      | 8      | 8                 | 10     | 10     | 7      | 4      | 3      |        |
| Namungalwe      | 3              | 5      | 9      | 9                   | 8      | 6                | 2                | 2      | 14     | 5      | 4      | 13                | 14     | 14     | 5      | 2      | 1      |        |
| Nabirye         | 11             | 5      | 8      | 10                  | 2      | 5                | 17               | 2      | 4      | 0      | 0      | 18                | 18     | 20     | 1      | 0      | 1      |        |
| Canon Ibula     | 6              | 1      | 7      | 8                   | 7      | 11               | 5                | 0      | 4      | 0      | 11     | 20                | 11     | 13     | 4      | 6      | 5      |        |
| Kasakosa        | 2              | 5      | 10     | 7                   | 4      | 8                | 4                | 4      | 7      | 4      | 9      | 10                | 16     | 10     | 2      | 6      | 2      |        |
| Busalamu        | 10             | 1      | 4      | 0                   | 6      | 19               | 1                | 1      | 7      | 1      | 12     | 18                | 12     | 0      | 5      | 2      | 3      | 1      |
| Bukanga         | 3              | 0      | 6      | 4                   | 11     | 16               | 6                | 0      | 6      | 2      | 8      | 18                | 12     | 1      | 3      | 4      | 5      | 1      |
| Busesa          | 3              | 0      | 2      | 14                  | 15     | 6                | 5                | 3      | 4      | 7      | 11     | 10                | 16     | 12     | 1      | 7      | 3      |        |
| Wairama         | 4              | 1      | 12     | 3                   | 4      | 16               | 16               | 2      | 2      | 5      | 2      | 13                | 16     | 4      | 4      | 5      | 0      | 1      |
| Bunyiiro Muslim | 11             | 0      | 5      | 8                   | 4      | 12               | 6                | 1      | 5      | 2      | 9      | 17                | 15     | 5      | 2      | 3      | 3      | 1      |
| Iganga TC       | 10             | 2      | 7      | 5                   | 3      | 13               | 8                | 2      | 7      | 5      | 7      | 12                | 15     | 3      | 3      | 6      | 2      | 1      |
| Waibuga         | 10             | 3      | 8      | 5                   | 2      | 12               | 4                | 3      | 10     | 2      | 6      | 15                | 14     | 5      | 4      | 5      | 2      | 1      |
| Kidaago drop    | 11             | 16     | 9      | 4                   | 0      | 0                | 6                | 14     | 7      | 4      | 5      | 2                 | 20     | 20     | 0      | 0      | 0      |        |
| Naigombwa even  | 18             | 9      | 1      | 9                   | 1      | 2                | 11               | 9      | 5      | 6      | 4      | 5                 | 16     | 16     | 1      | 4      | 3      |        |
| 300             | 112            | 49     | 97     | 111                 | 88     | 140              | 100              | 52     | 99     | 56     | 101    | 189               | 218    | 145    | 48     | 60     | 34     | 9      |
|                 | 37.3%          | 16.3%  | 32.3%  | 37.0%               | 29.3%  | 46.7%            | 33.3%            | 17.3%  | 33.0%  | 18.7%  | 33.7%  | 63.0%             | 72.7%  | 48.3%  | 16.0%  | 20.0%  | 11.3%  | 31.7%  |

2 worse 1 no change 9 better

9 improved 2 decline 1 no change

| Comprehension questions |        |        |        |        |        | Handwriting |        |        |        | Answer Questions |        |        |        |        |        |
|-------------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line                  | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1                     |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0/1              |        | 2..4   |        | 5..6   |        |
| 19                      | 20     | 1      | 0      | 0      | 0      | 19          | 20     | 1      | 0      | 19               | 18     | 1      | 2      | 0      | 0      |
| 20                      | 16     | 0      | 4      | 0      | 0      | 19          | 19     | 1      | 1      | 18               | 11     | 1      | 9      | 1      | 0      |
| 19                      | 20     | 1      | 0      | 0      | 0      | 19          | 15     | 1      | 5      | 20               | 15     | 0      | 4      | 0      | 1      |
| 20                      | 20     | 0      | 0      | 0      | 0      | 17          | 20     | 3      | 0      | 20               | 0      | 0      | 0      | 0      | 0      |
| 19                      | 13     | 1      | 7      | 0      | 0      | 19          | 13     | 1      | 7      | 17               | 8      | 3      | 10     | 0      | 2      |
| 20                      | 18     | 0      | 2      | 0      | 1      | 18          | 17     | 2      | 3      | 19               | 11     | 0      | 6      | 1      | 2      |
| 20                      | 2      | 0      | 9      | 0      | 9      | 19          | 4      | 1      | 16     | 14               | 0      | 4      | 5      | 2      | 15     |
| 19                      | 8      | 1      | 8      | 0      | 4      | 18          | 18     | 2      | 2      | 13               | 2      | 7      | 8      | 0      | 10     |
| 20                      | 20     | 0      | 0      | 0      | 0      | 20          | 18     | 0      | 2      | 15               | 18     | 5      | 2      | 0      | 0      |
| 20                      | 15     | 0      | 2      | 0      | 3      | 20          | 14     | 0      | 6      | 20               | 0      | 0      | 0      | 0      | 0      |
| 17                      | 12     | 3      | 7      | 0      | 1      | 19          | 17     | 1      | 3      | 17               | 20     | 2      | 0      | 1      | 0      |
| 19                      | 7      | 1      | 2      | 0      | 11     | 19          | 7      | 1      | 13     | 17               | 4      | 2      | 6      | 1      | 10     |
| 20                      | 6      | 0      | 5      | 0      | 9      | 20          | 20     | 0      | 0      | 20               | 6      | 0      | 9      | 0      | 5      |
| 20                      | 20     | 0      | 1      | 0      | 1      | 20          | 20     | 0      | 0      | 20               | 20     | 0      | 0      | 0      | 0      |
| 20                      | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 20               | 20     | 0      | 0      | 0      | 0      |
| 292                     | 217    | 8      | 47     | 0      | 39     | 286         | 242    | 14     | 58     | 269              | 153    | 25     | 61     | 6      | 45     |
| 97.3%                   | 72.3%  | 2.7%   | 15.7%  | 0.0%   | 13.0%  | 95.3%       | 80.7%  | 4.7%   | 19.3%  | 89.7%            | 51.0%  | 8.3%   | 20.3%  | 2.0%   | 15.0%  |

| Totals |        |        |        |        |        |        |        |        |        | Gains & |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line | Impact | Losses  |
| 0-4    |        | 5..9   |        | 10..14 |        | 15..20 |        | 21+    |        |         |
| 14     | 4      | 6      | 13     | 0      | 3      | 0      | 0      | 0      | 0      | 1       |
| 6      | 7      | 9      | 6      | 3      | 3      | 2      | 3      | 0      | 1      | even    |
| 8      | 5      | 9      | 8      | 1      | 4      | 2      | 3      | 0      | 0      | 1       |
| 18     | 4      | 2      | 15     | 0      | 1      | 0      | 0      | 0      | 0      | 1       |
| 7      | 0      | 10     | 1      | 3      | 11     | 0      | 2      | 0      | 5      | 2       |
| 10     | 10     | 10     | 4      | 0      | 3      | 0      | 1      | 0      | 2      | 1       |
| 6      | 0      | 1      | 0      | 6      | 1      | 7      | 4      | 0      | 15     | 3       |
| 9      | 0      | 5      | 1      | 2      | 5      | 4      | 6      | 0      | 8      | 2       |
| 7      | 3      | 13     | 14     | 0      | 3      | 0      | 0      | 0      | 0      | 1       |
| 13     | 0      | 7      | 7      | 0      | 4      | 0      | 6      | 0      | 3      | 2       |
| 11     | 0      | 6      | 6      | 3      | 4      | 0      | 7      | 0      | 3      | 2       |
| 14     |        | 6      |        | 0      |        | 0      |        | 0      | 0      | 2       |
| 11     | 1      | 6      | 4      | 3      | 3      | 0      | 7      | 0      | 5      | 2       |
| 15     | 19     | 5      | 1      | 0      | 0      | 0      | 0      | 0      | 0      | -2      |
| 16     | 13     | 1      | 7      | 3      | 0      | 0      | 0      | 0      | 0      | even    |
| 165    | 66     | 96     | 87     | 24     | 45     | 15     | 39     | 0      | 42     |         |
| 55.0%  | 22.0%  | 32.0%  | 29.0%  | 8.0%   | 15.0%  | 5.0%   | 13.0%  | 0.0%   | 14.0%  |         |

Improved 11 Declining 1 (Kidaago)

| District Nakasongola   | Name/ Age/ Sex |        |        |        |        |        | Word Recognition |        |        |        |        |        | Labelling |        |        |        |        |        |
|------------------------|----------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|--------|--------|
| Skill                  | B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact | B/Line    | Impact | B/Line | Impact | B/Line | Impact |
| School                 | 0              |        | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1       |        | 2..3   |        | 4..5   |        |
| Nabiswera              | 15             | 2      | 3      | 5      | 2      | 13     | 6                | 1      | 10     | 4      | 4      | 15     | 16        | 2      | 3      | 9      | 1      | 9      |
| Migeera                | 8              | 0      | 5      | 3      | 7      | 17     | 3                | 3      | 5      | 2      | 12     | 15     | 7         | 8      | 6      | 3      | 7      | 9      |
| Kyamukonda             | 2              | 0      | 2      | 0      | 16     | 20     | 1                | 0      | 4      | 2      | 15     | 18     | 4         | 0      | 3      | 1      | 13     | 19     |
| *Sasiira 21/21         | 12             | 0      | 5      | 3      | 4      | 18     | 1                | 2      | 6      | 5      | 14     | 14     | 7         | 3      | 8      | 6      | 5      | 12     |
| Lwampanga              | 4              | 0      | 8      | 5      | 8      | 15     | 7                | 8      | 10     | 6      | 3      | 6      | 15        | 8      | 4      | 5      | 1      | 7      |
| Namikka                | 8              | 3      | 12     | 16     | 0      | 1      | 7                | 8      | 12     | 7      | 1      | 5      | 20        | 19     | 0      | 1      | 0      | 0      |
| Kakooge CU2            | 0              | 0      | 6      | 1      | 14     | 19     | 0                | 0      | 5      | 3      | 15     | 17     | 5         | 5      | 7      | 4      | 9      | 11     |
| Katuugio STA           | 2              | 0      | 7      | 1      | 11     | 19     | 2                | 1      | 0      | 8      | 18     | 11     | 9         | 8      | 7      | 1      | 4      | 13     |
| St Jude Kakooge(lm 21) | 0              | 0      | 0      | 2      | 20     | 19     | 0                | 1      | 0      | 2      | 20     | 18     | 1         | 2      | 2      | 0      | 17     | 19     |
| Katuugio C/U 24lm)     | 4              | 1      | 6      | 7      | 10     | 16     | 1                | 1      | 7      | 4      | 12     | 19     | 18        | 6      | 0      | 6      | 2      | 12     |
| *Nakasongola RC 19     | 1              | 0      | 1      | 0      | 19     | 18     | 1                | 0      | 2      | 2      | 18     | 17     | 0         | 0      | 2      | 3      | 19     | 16     |
| Nakasongola C/U        | 4              | 0      | 5      | 0      | 11     | 20     | 3                | 0      | 6      | 1      | 11     | 19     | 6         | 0      | 11     | 1      | 3      | 19     |
| Wabinyonyi SDA         | 0              | 0      | 2      | 0      | 18     | 20     | 1                | 0      | 1      | 1      | 18     | 19     | 1         | 2      | 1      | 4      | 18     | 16     |
| Sasiira RC 22 lm21     | 18             | 0      | 4      | 3      | 0      | 18     | 12               | 2      | 6      | 5      | 4      | 14     | 21        | 3      | 0      | 6      | 1      | 12     |
| *Wabigalo RC lm21      | 4              | 1      | 7      | 3      | 9      | 17     | 5                | 0      | 4      | 5      | 11     | 16     | 12        | 11     | 3      | 1      | 5      | 9      |
| 304                    | 82             | 7      | 73     | 49     | 149    | 250    | 50               | 27     | 78     | 57     | 176    | 223    | 142       | 77     | 57     | 51     | 105    | 183    |
|                        | 27.0%          | 2.3%   | 24.0%  | 16.1%  | 49.0%  | 82.2%  | 16.4%            | 8.9%   | 25.7%  | 18.8%  | 57.9%  | 73.4%  | 46.7%     | 25.3%  | 18.8%  | 16.8%  | 34.5%  | 60.2%  |

| Comprehension |        |        |        |        |        | Handwriting |        |        |        | Answer Questions |        |        |        |        |        |
|---------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line        | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1           |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0/1              |        | 2..4   |        | 5..6   |        |
| 20            | 16     | 0      | 4      | 0      | 0      | 20          | 2      | 0      | 18     | 15               | 2      | 5      | 18     | 0      | 0      |
| 18            | 13     | 1      | 7      | 1      | 0      | 19          | 15     | 1      | 5      | 1                | 14     | 19     | 6      | 0      | 0      |
| 15            | 5      | 4      | 10     | 1      | 5      | 18          | 0      | 2      | 20     | 1                | 0      | 19     | 9      | 0      | 11     |
| 19            | 4      | 0      | 6      | 2      | 11     | 17          | 5      | 4      | 16     | 2                | 4      | 18     | 11     | 0      | 6      |
| 20            | 12     | 0      | 8      | 0      | 0      | 20          | 11     | 0      | 9      | 18               | 3      | 2      | 17     | 0      | 0      |
| 20            | 20     | 0      | 0      | 0      | 0      | 19          | 20     | 1      | 0      | 17               | 19     | 3      | 1      | 0      | 0      |
| 11            | 11     | 9      | 6      | 0      | 3      | 15          | 9      | 5      | 11     | 0                | 4      | 16     | 10     | 4      | 6      |
| 16            | 17     | 3      | 3      | 1      | 0      | 19          | 6      | 1      | 14     | 1                | 7      | 18     | 13     | 1      | 0      |
| 6             | 4      | 11     | 8      | 3      | 9      | 12          | 11     | 8      | 10     | 0                | 2      | 5      | 12     | 15     | 7      |
| 18            | 21     | 2      | 2      | 0      | 1      | 19          | 0      | 1      | 20     | 0                | 9      | 18     | 13     | 2      | 2      |
| 7             | 5      | 10     | 8      | 4      | 6      | 10          | 3      | 11     | 16     | 0                | 0      | 14     | 9      | 6      | 10     |
| 15            | 5      | 3      | 13     | 2      | 2      | 14          | 0      | 6      | 20     | 8                | 0      | 4      | 9      | 8      | 11     |
| 10            | 5      | 5      | 13     | 5      | 2      | 12          | 3      | 8      | 17     | 2                | 0      | 11     | 15     | 7      | 5      |
| 22            | 4      | 0      | 6      | 0      | 11     | 22          | 5      | 0      | 16     | 20               | 4      | 1      | 11     | 1      | 6      |
| 15            | 11     | 4      | 9      | 1      | 3      | 19          | 0      | 1      | 20     | 9                | 6      | 11     | 8      | 0      | 7      |
| 232           | 153    | 52     | 103    | 20     | 53     | 255         | 90     | 49     | 212    | 94               | 74     | 164    | 162    | 44     | 71     |
| 76.3%         | 50.3%  | 17.1%  | 33.9%  | 6.6%   | 17.4%  | 83.9%       | 29.6%  | 16.1%  | 69.7%  | 30.9%            | 24.3%  | 53.9%  | 53.3%  | 14.5%  | 23.4%  |

| Totals |        |        |        |        |        |        |        |        |        | Gains & |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line | Impact | Losses  |
| 0-4    |        | 5..9   |        | 10..14 |        | 15..20 |        | 21+    |        |         |
| 14     | 1      | 5      | 1      | 1      | 2      | 0      | 8      | 0      | 8      | 2       |
| 3      | 3      | 9      | 4      | 7      | 6      | 0      | 1      | 1      | 6      | 1       |
| 1      | 0      | 6      | 0      | 2      | 0      | 8      | 2      | 3      | 18     | 2       |
| 1      | 2      | 11     | 1      | 5      | 4      | 3      | 5      | 1      | 9      | 2       |
| 10     | 1      | 9      | 1      | 1      | 8      | 0      | 7      | 0      | 3      | 3       |
| 16     | 8      | 4      | 12     | 0      | 0      | 0      | 0      | 0      | 0      | 1       |
| 0      | 1      | 8      | 3      | 3      | 1      | 5      | 5      | 4      | 10     | 2       |
| 1      | 1      | 8      | 4      | 6      | 2      | 4      | 5      | 1      | 8      | 1       |
| 0      | 0      | 0      | 2      | 2      | 0      | 3      | 5      | 15     | 14     | even    |
| 6      | 0      | 11     | 6      | 1      | 12     | 2      | 3      | 0      | 2      | 2       |
| 0      | 0      | 0      | 0      | 2      | 0      | 6      | 2      | 12     | 17     | 1       |
| 5      | 0      | 4      | 0      | 7      | 0      | 0      | 2      | 4      | 18     | 2       |
| 1      | 0      | 0      | 0      | 6      | 2      | 4      | 3      | 9      | 15     | 3       |
| 17     | 2      | 5      | 1      | 0      | 4      | 0      | 5      | 0      | 9      | 3       |
| 6      | 2      | 7      | 4      | 3      | 3      | 2      | 1      | 2      | 11     | 2       |
| 81     | 21     | 87     | 39     | 46     | 44     | 37     | 54     | 52     | 148    |         |
| 26.6%  | 6.9%   | 28.6%  | 12.8%  | 15.1%  | 14.5%  | 12.2%  | 17.8%  | 17.1%  | 48.7%  |         |

| CONTROL GROUPS        |                |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |
|-----------------------|----------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|--------------------------|--------|--------|--------|--------|--------|
| District Mpigi        |                |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |
| Skill                 | Name/ Age/ Sex |        |        |        |        |        | Word Recognition |        |        |        |        |        | Missing letters/spelling |        |        |        |        |        |
|                       | B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact | B/Line                   | Impact | B/Line | Impact | B/Line | Impact |
| School                | 0              |        | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1                      |        | 2..3   |        | 4..5   |        |
| St Anne Konge Imp 19  | 1              | 2      | 3      | 7      | 16     | 10     | 3                | 2      | 6      | 7      | 11     | 10     | 15                       | 6      | 2      | 6      | 3      | 7      |
| St John Bosco Katende | 0              | 0      | 0      | 0      | 19     | 20     | 0                | 0      | 1      | 0      | 18     | 20     | 0                        | 2      | 2      | 0      | 17     | 18     |
| Kibuka Memorial       | 3              | 0      | 9      | 0      | 8      | 20     | 4                | 0      | 0      | 1      | 16     | 19     | 10                       | 4      | 3      | 3      | 7      | 13     |
| Bulugu (Imp 21)       | 3              | 5      | 6      | 6      | 11     | 10     | 5                | 5      | 2      | 9      | 13     | 7      | 9                        | 15     | 4      | 3      | 7      | 3      |
| Kagulwe               | 1              | 1      | 1      | 0      | 18     | 19     | 2                | 0      | 1      | 1      | 17     | 19     | 6                        | 1      | 6      | 2      | 8      | 17     |
| Total 99              |                |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |
| <b>District</b>       | <b>Muyuge</b>  |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |
| Natkwalo              | 17             | 6      | 1      | 6      | 2      | 8      | 11               | 5      | 8      | 3      | 1      | 12     | 20                       | 12     | 0      | 6      | 0      | 2      |
| Nabeeta               | 13             | 11     | 4      | 3      | 3      | 6      | 12               | 1      | 5      | 8      | 3      | 11     | 17                       | 11     | 1      | 6      | 2      | 3      |
| Bute                  | 13             | 8      | 1      | 4      | 6      | 8      | 4                | 2      | 2      | 7      | 14     | 11     | 14                       | 6      | 4      | 6      | 2      | 8      |
| Baliita 14 Im20       | 2              | 5      | 2      | 15     | 10     | 0      | 2                | 6      | 2      | 5      | 10     | 9      | 6                        | 2      | 2      | 3      | 6      | 15     |
| Buseera               | 14             | 11     | 2      | 8      | 4      | 1      | 10               | 6      | 3      | 1      | 7      | 13     | 16                       | 20     | 1      | 0      | 3      | 0      |
| Sub total 94          |                |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |
| Total 193             | 67             | 49     | 29     | 49     | 97     | 102    | 53               | 27     | 30     | 42     | 110    | 131    | 113                      | 79     | 25     | 35     | 55     | 86     |
| %                     | 34.7%          | 25.4%  | 15.0%  | 25.4%  | 50.3%  | 52.8%  | 27.5%            | 14.0%  | 15.5%  | 21.8%  | 57.0%  | 67.9%  | 58.5%                    | 40.9%  | 13.0%  | 18.1%  | 28.5%  | 44.6%  |

| Label/ Writing |        |        |        |        |        | Handwriting |        |        |        | Answer Questions |        |        |        |        |        |
|----------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1            |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0/1              |        | 2..4   |        | 5..6   |        |
| 17             | 18     | 3      | 1      | 0      | 0      | 20          | 19     | 0      | 0      | 0                | ?      | 20     | ?      | 0      | ?      |
| 1              | 6      | 15     | 13     | 3      | 1      | 8           | 11     | 11     | 9      | 0                | ?      | 11     | ?      | 8      | ?      |
| 15             | 9      | 4      | 8      | 1      | 3      | 18          | 10     | 2      | 10     | 0                | 3      | 13     | 8      | 7      | 9      |
| 14             | 14     | 6      | 3      | 0      | 3      | 15          | 20     | 5      | 1      | 0                |        | 18     | ?      | 2      | ?      |
| 9              | 10     | 9      | 7      | 2      | 3      | 17          | 13     | 3      | 7      | 0                | ?      | 16     | ?      | 4      | ?      |
|                |        |        |        |        |        |             |        |        |        |                  |        |        |        |        |        |
|                |        |        |        |        |        |             |        |        |        |                  |        |        |        |        |        |
| 20             | 20     | 0      | 0      | 0      | 0      | 20          | 19     | 0      | 1      | 20               | 18     | 0      | 2      | 0      | 0      |
| 20             | 5      | 0      | 15     | 0      | 0      | 20          | 20     | 0      | 0      | 20               | 3      | 0      | 11     | 0      | 6      |
| 20             | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 20               | 15     | 0      | 2      | 0      | 3      |
| 9              | 20     | 3      | 0      | 2      | 0      | 7           | 18     | 7      | 2      | 5                | 2      | 3      | 18     | 6      | 0      |
| 20             | 20     | 0      | 0      | 0      | 0      | 18          | 20     | 2      | 0      | 19               | 0      | 1      | 0      | 0      | 0      |
|                |        |        |        |        |        |             |        |        |        |                  |        |        |        |        |        |
| 145            | 142    | 40     | 47     | 8      | 10     | 163         | 170    | 30     | 30     | 84               | 41     | 82     | 41     | 27     | 18     |
| 75.1%          | 73.6%  | 20.7%  | 24.4%  | 4.1%   | 5.2%   | 84.5%       | 88.1%  | 15.5%  | 15.5%  | 43.5%            | 21.2%  | 42.5%  | 21.2%  | 14.0%  | 9.3%   |

| Totals |        |        |        |        |        |        |        |        |       |         |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------|---------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line |       | Gains & |
| 0-4    |        | 5..9   |        | 10..14 |        | 15..20 |        | 21+    |       | Losses  |
| 7      | 4      | 9      | 8      | 1      | 4      | 1      | 0      | 2      | 0     | 0       |
| 0      | 0      | 0      | 1      | 0      | 3      | 2      | 5      | 17     | 11    | -1      |
| 3      | 0      | 6      | 2      | 3      | 4      | 4      | 4      | 4      | 10    | 1       |
| 5      | 12     | 5      | 3      | 1      | 3      | 7      | 2      | 2      | 1     | 0       |
| 0      | 0      | 7      | 2      | 1      | 3      | 8      | 15     | 4      |       | 1       |
|        |        |        |        |        |        |        |        |        |       |         |
|        |        |        |        |        |        |        |        |        |       |         |
| 19     | 6      | 1      | 13     | 0      | 1      | 0      | 0      | 0      | 0     | 1       |
| 15     | 0      | 4      | 4      | 1      | 11     | 0      | 4      | 0      | 1     | 2       |
| 6      | 3      | 9      | 3      | 5      | 10     |        | 4      |        | 0     | 1       |
| 4      | 1      | 0      | 3      | 1      | 7      | 3      | 9      | 6      | 0     | 1       |
| 14     | 7      | 5      | 13     | 0      | 0      | 1      | 0      | 0      | 0     |         |
|        |        |        |        |        |        |        |        |        |       |         |
| 73     | 33     | 46     | 52     | 13     | 46     | 26     | 43     | 35     | 23    |         |
| 37.8%  | 17.1%  | 23.8%  | 26.9%  | 6.7%   | 23.8%  | 13.5%  | 22.3%  | 18.1%  | 11.9% |         |

LITERACY SCORES

B/Line Grade 2 March

Impact Grade 1 October

District Kabarole

| Skill              | Name/Sex/Age |            |           |           |           |           | Word Recognition |            |           |           |            |           | Missing letters/spelling |            |           |           |           |          |
|--------------------|--------------|------------|-----------|-----------|-----------|-----------|------------------|------------|-----------|-----------|------------|-----------|--------------------------|------------|-----------|-----------|-----------|----------|
|                    | B/Line       | Impact     | B/Line    | Impact    | B/Line    | Impact    | B/line           | Impact     | B/Line    | Impact    | B/Line     | Impact    | B/Line                   | Impact     | B/Line    | Impact    | B/Line    | Impact   |
| School             | 0            |            | 1         |           | 2..3      |           | 0/1              |            | 2..3      |           | 4..5       |           | 0/1                      |            | 2..3      |           | 4..5      |          |
| Nyakasura          | 8            | 15         | 5         | 5         | 7         | 0         | 6                | 10         | 2         | 5         | 12         | 5         | 13                       | 19         | 2         | 0         | 5         | 1        |
| Kaboya             | 10           | 10         | 4         | 3         | 6         | 7         | 7                | 9          | 7         | 2         | 6          | 9         | 17                       | 19         | 1         | 1         | 2         |          |
| Mukumbwe           | 18           | 18         | 2         | 0         | 0         | 2         | 9                | 10         | 4         | 4         | 7          | 6         | 19                       | 19         | 1         | 1         | 0         | 0        |
| Haibale            | 13           | 14         | 3         | 4         | 4         | 2         | 7                | 10         | 3         | 3         | 10         | 7         | 17                       | 15         | 3         | 5         | 0         | 0        |
| Mpumbu             | 15           | 14         | 2         | 2         | 3         | 4         | 8                | 5          | 4         | 1         | 8          | 14        | 17                       | 18         | 1         | 1         | 2         | 1        |
| Bukuuku            | 16           | 16         | 0         | 3         | 4         | 1         | 7                | 7          | 5         | 5         | 8          | 8         | 14                       | 13         | 2         | 6         | 4         | 1        |
| Canon Apolo        | 15           | 20         | 3         | 0         | 2         | 0         | 6                | 9          | 6         | 4         | 8          | 7         | 17                       | 20         | 2         | 0         | 1         | 0        |
| Kiburaro           | 12           | 14         | 3         | 2         | 5         | 4         | 6                | 6          | 5         | 5         | 9          | 9         | 13                       | 20         | 4         | 0         | 3         | 0        |
| Karambi            | 7            | 17         | 8         | 2         | 5         | 1         | 1                | 14         | 4         | 4         | 15         | 3         | 12                       | 19         | 2         | 1         | 6         | 0        |
| Kicwamba           | 18           | 18         | 2         | 3         | 0         | 1         | 13               | 10         | 6         | 7         | 1          | 3         | 20                       | 20         | 0         | 0         | 0         | 0        |
| Kazingo            | 15           | 11         | 1         | 5         | 4         | 4         | 8                | 4          | 2         | 1         | 10         | 15        | 19                       | 19         | 1         | 1         | 0         | 0        |
| Butebe             | 16           | 17         | 1         | 2         | 3         | 1         | 8                | 13         | 3         | 3         | 9          | 4         | 16                       | 20         | 4         | 0         | 0         | 0        |
| Kitarasa           | 20           | 20         | 0         | 0         | 0         | 0         | 15               | 17         | 3         | 3         | 2          | 0         | 20                       | 20         | 0         | 0         | 0         | 0        |
| Nyangozi           | 11           | 12         | 4         | 8         | 5         | 0         | 7                | 10         | 2         | 6         | 11         | 4         | 17                       | 20         | 3         | 0         | 0         | 0        |
| Komyamperre        | 16           | 17         | 1         | 0         | 3         | 3         | 11               | 15         | 4         | 1         | 5          | 4         | 15                       | 19         | 4         | 1         | 1         | 0        |
| <b>Total 300</b>   | <b>210</b>   | <b>233</b> | <b>40</b> | <b>39</b> | <b>51</b> | <b>30</b> | <b>119</b>       | <b>149</b> | <b>60</b> | <b>54</b> | <b>121</b> | <b>98</b> | <b>246</b>               | <b>280</b> | <b>30</b> | <b>17</b> | <b>24</b> | <b>3</b> |
|                    | 70.0%        | 77.7%      | 13.3%     | 13.0%     | 17.0%     | 10.0%     | 39.7%            | 49.7%      | 20.0%     | 18.0%     | 40.3%      | 32.7%     | 82.0%                    | 93.3%      | 10.0%     | 5.7%      | 8.0%      | 1.0%     |
| Improving Schools  |              |            | 2         |           |           |           |                  |            | 3         |           |            |           | 3                        |            |           |           |           |          |
| Declining Schools  |              |            | 5         |           |           |           | same             |            | 3         |           |            |           | 5                        |            |           |           |           |          |
| No or minor change |              |            | 8         |           |           |           |                  |            |           |           |            |           |                          |            |           |           |           |          |

| Labelling/writing |            |           |           |           |           | Handwriting |            |           |          | TOTALS     |            |           |           |           |           |           |          |      |
|-------------------|------------|-----------|-----------|-----------|-----------|-------------|------------|-----------|----------|------------|------------|-----------|-----------|-----------|-----------|-----------|----------|------|
| B/Line            | Impact     | B/Line    | Impact    | B/Line    | Impact    | B/Line      | Impact     | B/Line    | Impact   | B/Line     | Impact     | B/Line    | Impact    | B/Line    | Impact    | B/Line    | Impact   |      |
| 0/1               |            | 2..3      |           | 4         |           | 0/1         |            | 2+        |          | 0-4        |            | 5..9      |           | 10..14    |           | 15+       |          |      |
| 16                | 15         | 3         | 1         | 1         | 4         | 16          | 19         | 4         | 1        | 7          | 13         | 7         | 5         | 4         | 1         | 2         | 1        | -2   |
| 16                | 14         | 1         | 4         | 3         | 2         | 20          | 19         | 0         | 1        | 11         | 9          | 6         | 7         | 2         | 4         | 1         | 0        | -1   |
| 18                | 19         | 2         | 1         | 0         | 0         | 20          | 19         | 0         | 1        | 12         | 15         | 8         | 5         | 0         | 0         | 0         | 0        | -1   |
| 17                | 15         | 3         | 3         | 0         | 2         | 20          | 20         | 0         | 0        | 10         | 13         | 10        | 5         | 0         | 2         | 0         | 0        | even |
| 16                | 12         | 2         | 2         | 2         | 6         | 19          | 18         | 1         | 2        | 11         | 8          | 6         | 5         | 1         | 7         | 2         | 0        | even |
| 18                | 16         | 2         | 3         | 0         | 1         | 20          | 20         | 0         | 0        | 11         | 10         | 4         | 7         | 5         | 3         | 0         | 0        | even |
| 16                | 20         | 3         | 0         | 1         | 0         | 20          | 20         | 0         | 0        | 12         | 16         | 6         | 4         | 2         | 0         | 0         | 0        | -1   |
| 15                | 15         | 1         | 4         | 4         | 1         | 20          | 20         | 0         | 0        | 10         | 11         | 5         | 8         | 1         | 1         | 4         | 0        | -1   |
| 12                | 20         | 7         | 0         | 1         | 0         | 15          | 20         | 5         | 0        | 4          | 17         | 8         | 3         | 6         | 0         | 2         | 0        | -2   |
| 18                | 19         | 2         | 1         | 0         | 0         | 20          | 20         | 0         | 0        | 19         | 16         | 1         | 4         | 0         | 0         | 0         | 0        | 1    |
| 13                | 9          | 6         | 4         | 1         | 7         | 20          | 20         | 0         | 0        | 12         | 5          | 4         | 10        | 4         | 5         | 0         | 0        | 1    |
| 17                | 20         | 3         | 0         | 0         | 0         | 15          | 20         | 5         | 0        | 8          | 17         | 10        | 3         | 2         | 0         | 0         | 0        | -1   |
| 20                | 20         | 0         | 0         | 0         | 0         | 20          | 20         | 0         | 0        | 18         | 20         | 2         | 0         | 0         | 0         | 0         | 0        | even |
| 14                | 20         | 4         | 0         | 2         | 0         | 20          | 20         | 0         | 0        | 7          | 17         | 9         | 3         | 4         | 0         | 0         | 0        | -1   |
| 15                | 18         | 3         | 0         | 2         | 2         | 20          | 16         | 0         | 4        | 13         | 15         | 4         | 2         | 3         | 3         | 0         | 0        | even |
| <b>241</b>        | <b>252</b> | <b>42</b> | <b>23</b> | <b>21</b> | <b>25</b> | <b>285</b>  | <b>291</b> | <b>15</b> | <b>9</b> | <b>165</b> | <b>202</b> | <b>90</b> | <b>71</b> | <b>34</b> | <b>26</b> | <b>11</b> | <b>1</b> |      |
| 80.3%             | 84.0%      | 14.0%     | 7.7%      | 7.0%      | 8.3%      | 95.0%       | 97.0%      | 5.0%      | 3.0%     | 55.0%      | 67.3%      | 30.0%     | 23.7%     | 11.3%     | 8.7%      | 3.7%      | 0.3%     |      |

7+ declining 4 improving

4 Same

| District:           |        | Kasese Base/L Grade 2 Impact P1 |        |        |        |        | Literacy         |        |        |        |        |        |         |        |        |        |        |    |
|---------------------|--------|---------------------------------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|---------|--------|--------|--------|--------|----|
| Skill               | B/Line |                                 |        |        |        |        | Word Recognition |        |        |        |        |        | Letters |        |        |        |        |    |
|                     | B/Line | Impact                          | B/Line | Impact | B/Line | Impact | B/line           | Impact | B/Line | Impact | B/Line | Impact | B/Line  | Impact | B/Line | Impact | B/Line | Im |
| School              | 0      |                                 | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1     |        | 2..3   |        | 4..5   |    |
| Kisinga             | 0      | 5                               | 5      | 6      | 15     | 9      | 0                | 4      | 2      | 7      | 18     | 9      | 6       | 13     | 9      | 5      | 5      |    |
| Kamaibo             | 2      | 0                               | 17     | 7      | 1      | 13     | 2                | 0      | 11     | 2      | 7      | 18     | 8       | 0      | 7      | 8      | 5      |    |
| Railways            | 0      | 4                               | 18     | 10     | 2      | 6      | 15               | 10     | 5      | 3      | 0      | 7      | 16      | 17     | 4      | 3      | 0      |    |
| Mulongoti           | 5      | 2                               | 15     | 7      | 0      | 11     | 16               | 2      | 4      | 8      | 0      | 10     | 16      | 2      | 4      | 10     | 0      |    |
| Kamukumbi           | 5      | 3                               | 10     | 8      | 5      | 9      | 10               | 7      | 7      | 6      | 3      | 7      | 13      | 15     | 7      | 4      | 1      |    |
| Nyaguganda Parents  | 7      | 3                               | 10     | 3      | 3      | 14     | 4                | 1      | 6      | 6      | 10     | 13     | 7       | 5      | 11     | 10     | 2      |    |
| Bwera Demo          | 3      | 0                               | 4      | 4      | 13     | 16     | 5                | 2      | 8      | 6      | 7      | 12     | 8       | 2      | 11     | 7      | 1      |    |
| Kagando             | 0      | 0                               | 4      | 7      | 16     | 13     | 5                | 1      | 8      | 6      | 7      | 13     | 2       | 1      | 8      | 8      | 10     |    |
| Kinyamaseka/Mbondwe | 2      | 1                               | 10     | 4      | 8      | 15     | 15               | 3      | 5      | 5      | 0      | 12     | 15      | 0      | 5      | 12     | 0      |    |
| Bugoye              | 4      | 0                               | 12     | 11     | 4      | 9      | 5                | 4      | 9      | 9      | 6      | 7      | 8       | 11     | 10     | 9      | 2      |    |
| Ibanda              | 0      | 4                               | 13     | 10     | 7      | 6      | 6                | 4      | 10     | 6      | 4      | 10     | 11      | 12     | 7      | 8      | 2      |    |
| Bwera Church        | 3      | 5                               | 12     | 8      | 5      | 7      | 12               | 10     | 6      | 5      | 2      | 5      | 17      | 11     | 3      | 8      | 0      |    |
| Rukooki Model       | 2      | 2                               | 11     | 5      | 7      | 13     | 3                | 4      | 11     | 9      | 6      | 7      | 6       | 6      | 11     | 14     | 3      |    |
| Total 320           | 33     | 29                              | 141    | 90     | 86     | 141    | 98               | 52     | 92     | 78     | 70     | 130    | 133     | 95     | 97     | 106    | 31     |    |
|                     | 10.3%  | 11.2%                           | 44.1%  | 34.6%  | 26.9%  | 54.2%  | 30.6%            | 20.0%  | 28.8%  | 30.0%  | 21.9%  | 50.0%  | 41.6%   | 36.5%  | 30.3%  | 40.8%  | 9.7%   | 2% |

6 improving  
4 declining

10 improving  
3 declining

1 decline

| Labelling |        |        |        |        |        | Handwriting |        |        |        | TOTALS |        |        |        |        |        |        |        |      |
|-----------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|
| B/Line    | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |      |
| 0/1       |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0-4    |        | 5..9   |        | 10..14 |        | 15+    |        |      |
| 15        | 14     | 4      | 4      | 1      | 2      | 10          | 16     | 10     | 4      | 0      | 7      | 6      | 7      | 8      | 5      | 6      | 1      | -2   |
| 12        | 1      | 7      | 7      | 1      | 12     | 6           | 4      | 14     | 16     | 4      | 0      | 11     | 0      | 5      | 3      | 0      | 17     | 2    |
| 17        | 15     | 3      | 5      | 0      | 0      | 17          | 16     | 3      | 4      | 12     | 9      | 8      | 8      | 0      | 3      | 0      | 0      | 1    |
| 20        | 3      | 0      | 9      | 0      | 8      | 20          | 18     | 0      | 2      | 15     | 0      | 4      | 6      | 1      | 10     | 0      | 4      | 2    |
| 18        | 13     | 2      | 5      | 0      | 2      | 20          | 13     | 0      | 7      | 8      | 6      | 9      | 6      | 3      | 3      | 0      | 5      | 1    |
| 8         | 2      | 4      | 7      | 8      | 12     | 20          | 2      | 0      | 18     | 4      | 2      | 8      | 3      | 7      | 6      | 1      | 9      | 2    |
| 6         | 11     | 10     | 7      | 4      | 2      | 16          | 9      | 4      | 11     | 3      | 1      | 9      | 4      | 7      | 6      | 0      | 9      | 2    |
| 15        | 4      | 3      | 6      | 2      | 10     | 11          | 0      | 9      | 20     | 2      | 0      | 9      | 5      | 2      | 4      | 7      | 11     | 2    |
| 15        | 8      | 3      | 7      | 2      | 5      | 16          | 7      | 4      | 13     | 11     | 0      | 6      | 2      | 0      | 2      | 3      | 16     | 3    |
| 18        | 14     | 2      | 5      | 0      | 1      | 16          | 18     | 4      | 2      | 6      | 7      | 10     | 7      | 4      | 5      | 0      | 1      | even |
| 11        | 10     | 7      | 9      | 2      | 1      | 20          | 13     | 0      | 7      | 5      | 4      | 10     | 11     | 4      | 5      | 1      | 0      | even |
| 16        | 13     | 4      | 7      | 0      | 0      | 18          | 15     | 2      | 5      | 7      | 6      | 13     | 9      | 0      | 4      | 0      | 1      | even |
| 1         | 7      | 11     | 7      | 8      | 6      | 15          | 17     | 5      | 3      | 4      | 5      | 9      | 7      | 6      | 5      | 2      | 3      | even |
| 172       | 115    | 60     | 85     | 28     | 61     | 205         | 148    | 55     | 112    | 81     | 47     | 112    | 75     | 47     | 61     | 20     | 77     |      |
| 53.8%     | 44.2%  | 18.8%  | 32.7%  | 8.8%   | 23.5%  | 64.1%       | 56.9%  | 17.2%  | 43.1%  | 25%    | 18.1%  | 35%    | 28.8%  | 15%    | 23.5%  | 6%     | 29.6%  |      |

Literacy Score Primary 2

District: Iganga

Language:

Lusoga

| School          | Name/Sex/Age |        |        |        |        |        | Word Recognition |        |        |        |        |        | Missing letters/spelling |        |        |        |        |        |
|-----------------|--------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|--------------------------|--------|--------|--------|--------|--------|
|                 | B/Line       | Impact | B/Line | Impact | B/Line | Impact | B/line           | Impact | B/Line | Impact | B/Line | Impact | B/Line                   | Impact | B/Line | Impact | B/Line | Impact |
|                 | 0            |        | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1                      |        | 2..3   |        | 4..5   |        |
| Namatunba       | 8            | 8      | 11     | 11     | 1      | 4      | 11               | 9      | 5      | 5      | 4      | 6      | 19                       | 15     | 1      | 3      | 0      | 2      |
| Nakabaale       | 10           | 15     | 10     | 2      | 0      | 3      | 9                | 3      | 8      | 4      | 3      | 13     | 19                       | 19     | 1      | 1      | 0      | 0      |
| *Namungalwe     | 12           | 14     | 6      | 3      | 2      | 0      | 2                | 9      | 9      | 9      | 9      | 2      | 14                       | 19     | 6      | 1      | 0      | 0      |
| Nabirye         | 19           | 5      | 1      | 10     | 0      | 5      | 19               | 2      | 1      | 0      | 0      | 18     | 20                       | 20     | 0      | 0      | 0      | 0      |
| *Canon Ibula    | 5            | 3      | 10     | 10     | 4      | 6      | 9                | 2      | 7      | 5      | 3      | 13     | 11                       | 6      | 8      | 12     | 0      | 2      |
| Kasakosa        | 11           | 7      | 8      | 8      | 1      | 3      | 14               | 10     | 5      | 7      | 1      | 3      | 19                       | 10     | 1      | 10     | 0      | 0      |
| Busalamu        | 16           | 2      | 4      | 14     | 0      | 4      | 11               | 7      | 8      | 7      | 1      | 6      | 18                       | 12     | 2      | 8      | 0      | 0      |
| Bukanga         | 14           | 5      | 6      | 8      | 0      | 7      | 9                | 3      | 3      | 4      | 8      | 13     | 18                       | 8      | 2      | 10     | 0      | 2      |
| Busesa          | 9            | 6      | 9      | 5      | 2      | 7      | 11               | 15     | 8      | 3      | 1      | 2      | 13                       | 12     | 4      | 3      | 3      | 5      |
| Wairama         | 11           | 1      | 5      | 3      | 4      | 16     | 15               | 1      | 5      | 3      | 0      | 16     | 19                       | 14     | 1      | 6      | 0      | 0      |
| Bunyiiro Muslim | 14           | 13     | 6      | 7      | 0      | 0      | 12               | 7      | 4      | 4      | 4      | 7      | 11                       | 20     | 9      | 0      | 0      | 0      |
| Iganga TC       | 10           | 4      | 10     | 6      | 0      | 10     | 11               | 6      | 7      | 6      | 2      | 8      | 15                       | 10     | 4      | 6      | 1      | 4      |
| Waibuga         | 13           | 12     | 7      | 8      | 0      | 0      | 16               | 8      | 3      | 2      | 1      | 10     | 20                       | 15     | 0      | 5      | 0      | 0      |
| Kidaago         | 14           | 16     | 6      | 4      | 0      | 0      | 15               | 14     | 5      | 4      | 0      | 2      | 20                       | 20     | 0      | 0      | 0      | 0      |
| Naigombwa       | 17           | 9      | 3      | 9      | 0      | 2      | 16               | 9      | 4      | 6      | 0      | 5      | 20                       | 16     | 0      | 4      | 0      | 0      |
| 300             | 183          | 120    | 103    | 108    | 14     | 67     | 180              | 105    | 82     | 69     | 37     | 124    | 256                      | 216    | 39     | 69     | 4      | 15     |
| %               | 61.0%        | 40.0%  | 34.3%  | 36.0%  | 4.7%   | 22.3%  | 60.0%            | 35.0%  | 27.3%  | 23.0%  | 12.3%  | 41.3%  | 85.3%                    | 72.0%  | 13.0%  | 23.0%  | 1.3%   | 5.0%   |

| Labelling/writing |        |        |        |        |        | Handwriting |        |        |        | TOTALS |        |        |        |        |        |        |        |
|-------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line            | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| 0/1               |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0-4    |        | 5..9   |        | 10..14 |        | 15+    |        |
| 19                | 14     | 1      | 2      | 0      | 3      | 20          | 20     | 0      | 0      | 17     | 11     | 3      | 6      | 0      | 2      | 0      | 1      |
| 15                | 15     | 2      | 4      | 3      | 1      | 20          | 20     | 0      | 0      | 15     | 7      | 5      | 11     | 0      | 2      | 0      | 0      |
| 16                | 16     | 4      | 2      | 0      | 2      | 20          | 20     | 0      | 0      | 11     | 14     | 6      | 6      | 3      | 0      | 0      | 0      |
| 20                | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 20     | 4      | 0      | 15     | 0      | 0      | 0      | 0      |
| 16                | 14     | 1      | 6      | 2      | 0      | 17          | 13     | 2      | 3      | 12     | 3      | 7      | 6      | 0      | 10     | 0      |        |
| 20                | 18     | 0      | 2      | 0      | 0      | 20          | 14     | 0      | 6      | 17     | 13     | 3      | 4      | 0      | 3      | 0      | 0      |
| 19                | 17     | 0      | 2      | 1      | 1      | 20          | 16     | 0      | 4      | 15     | 7      | 4      | 9      | 1      | 2      | 0      | 0      |
| 19                | 14     | 1      | 6      | 0      | 0      | 20          | 18     | 0      | 2      | 14     | 4      | 6      | 6      | 0      | 10     | 0      | 0      |
| 14                | 13     | 4      | 2      | 2      | 5      | 17          | 8      | 3      | 12     | 11     | 9      | 9      | 7      | 0      | 4      | 0      | 0      |
| 20                | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 19     | 3      | 1      | 12     | 0      | 5      | 0      | 0      |
| 20                | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 14     | 11     | 6      | 9      | 0      | 0      | 0      | 0      |
| 20                | 13     | 0      | 4      | 0      | 3      | 20          | 12     | 0      | 8      | 15     | 7      | 5      | 5      | 0      | 3      | 0      | 5      |
| 18                | 18     | 0      | 2      | 2      | 0      | 20          | 20     | 0      | 20     | 19     | 7      | 1      | 12     | 0      | 1      | 0      | 0      |
| 20                | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 20     | 19     | 0      | 1      | 0      | 0      | 0      | 0      |
| 20                | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 20     | 13     | 0      | 7      | 0      | 0      | 0      | 0      |
| 276               | 252    | 13     | 32     | 14     | 15     | 294         | 261    | 5      | 55     | 239    | 132    | 56     | 116    | 4      | 42     | 0      | 6      |
| 92.0%             | 84.0%  | 4.3%   | 10.7%  | 4.7%   | 5.0%   | 98.0%       | 87.0%  | 1.7%   | 18.3%  | 79.7%  | 44.0%  | 18.7%  | 38.7%  | 1.3%   | 14.0%  | 0.0%   | 2.0%   |

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DISTRICT

Nakasongola

Language:

Lusoga

| Skill             | Name/Sex/Age |        |        |        |        |        | Word Recognition |        |        |        |        |        | Missing letters/spelling |        |        |        |        |        |
|-------------------|--------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|--------------------------|--------|--------|--------|--------|--------|
|                   | B/Line       | Impact | B/Line | Impact | B/Line | Impact | B/line           | Impact | B/Line | Impact | B/Line | Impact | B/Line                   | Impact | B/Line | Impact | B/Line | Impact |
| School            | 0            |        | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1                      |        | 2..3   |        | 4..5   |        |
| Nabiswera         | 8            | 1      | 11     | 8      | 1      | 11     | 15               | 3      | 4      | 4      | 1      | 13     | 18                       | 12     | 2      | 5      | 0      | 3      |
| Migeera 21        | 21           | 9      | 0      | 6      | 0      | 6      | 12               | 10     | 9      | 7      | 0      | 3      | 20                       | 17     | 1      | 1      | 0      | 2      |
| Kyamukonda        | 1            | 0      | 6      | 2      | 13     | 18     | 2                | 0      | 0      | 2      | 18     | 18     | 10                       | 0      | 9      | 0      | 1      | 20     |
| Sasiira CU        | 4            | 1      | 16     | 5      | 0      | 14     | 7                | 2      | 9      | 4      | 4      | 14     | 14                       | 2      | 4      | 15     | 2      | 3      |
| Lwampanga         | 6            | 6      | 11     | 5      | 3      | 9      | 13               | 16     | 7      | 2      | 0      | 2      | 19                       | 14     | 1      | 6      | 0      | 0      |
| Namikka           | 5            | 16     | 11     | 4      | 4      | 0      | 16               | 18     | 4      | 2      | 0      | 0      | 20                       | 20     | 0      | 0      | 0      | 0      |
| KakoogeCU 2       | 1            | 0      | 11     | 7      | 8      | 13     | 2                | 4      | 8      | 6      | 10     | 10     | 6                        | 17     | 14     | 1      | 0      | 2      |
| Katuugio STA      | 0            | 0      | 2      | 4      | 18     | 16     | 10               | 8      | 8      | 4      | 2      | 8      | 7                        | 5      | 10     | 13     | 3      | 2      |
| St Jude Kakooge   | 4            | 0      | 3      | 7      | 13     | 13     | 6                | 3      | 3      | 4      | 11     | 13     | 7                        | 7      | 13     | 7      | 0      | 6      |
| Kakuugio C/U 19   | 6            | 0      | 10     | 9      | 4      | 10     | 8                | 5      | 6      | 4      | 6      | 10     | 6                        | 2      | 12     | 12     | 2      | 5      |
| Nakasongola RC    | 0            | 1      | 3      | 6      | 17     | 13     | 0                | 0      | 2      | 2      | 18     | 18     | 11                       | 6      | 7      | 7      | 2      | 7      |
| akasongola C/U    | 2            | 2      | 16     | 7      | 2      | 11     | 8                | 0      | 6      | 4      | 6      | 16     | 19                       | 15     | 1      | 5      | 0      | 0      |
| Wabinyonyi SDA 21 | 3            | 1      | 5      | 10     | 12     | 10     | 1                | 3      | 3      | 4      | 16     | 16     | 5                        | 17     | 11     | 3      | 4      | 1      |
| Sasiira RC 16     | 9            | 0      | 0      | 6      | 0      | 4      | 3                | 2      | 6      | 5      | 0      | 9      | 5                        | 12     | 4      | 4      | 0      | 0      |
| Wabigalo RC       | 8            | 1      | 12     | 11     | 0      | 8      | 12               | 1      | 7      | 4      | 1      | 15     | 19                       | 11     | 1      | 5      | 0      | 4      |
| Total 290         | 78           | 38     | 118    | 97     | 95     | 156    | 115              | 75     | 82     | 58     | 93     | 165    | 186                      | 157    | 90     | 84     | 14     | 55     |
| Average           | 26.9%        | 13.1%  | 40.7%  | 33.4%  | 32.8%  | 53.8%  | 39.7%            | 25.9%  | 28.3%  | 20.0%  | 32.1%  | 56.9%  | 64.1%                    | 54.1%  | 31.0%  | 29.0%  | 4.8%   | 19.0%  |

3 schools same or marginally worse. Remainder improved significantlu

| Labelling/writing |        |        |        |        |        | Handwriting |        |        |        | TOTALS |        |        |        |        |        |        |        |      |
|-------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------|
| B/Line            | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |      |
| 0/1               |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0-4    |        | 5..9   |        | 10..14 |        | 15+    |        |      |
| 20                | 4      | 0      | 4      | 0      | 12     | 20          | 6      | 0      | 14     | 19     | 2      | 1      | 3      | 0      | 5      | 0      | 10     | 2    |
| 21                | 16     | 0      | 3      | 0      | 1      | 21          | 18     | 0      | 2      | 21     | 15     | 0      | 2      | 0      | 1      | 0      | 1      | 1    |
| 7                 | 1      | 10     | 5      | 3      | 14     | 18          | 1      | 2      | 19     | 0      | 0      | 7      | 0      | 13     | 6      | 0      | 14     | 1    |
| 18                | 8      | 2      | 6      | 0      | 6      | 20          | 13     | 0      | 7      | 12     | 1      | 7      | 5      | 1      | 6      | 0      | 8      | 2    |
| 20                | 20     | 0      | 0      | 0      | 0      | 19          | 19     | 1      | 1      | 15     | 13     | 5      | 6      | 0      | 1      | 0      | 0      | even |
| 20                | 20     | 0      | 0      | 0      | 0      | 19          | 20     | 1      | 0      | 19     | 20     | 1      | 0      | 0      | 0      | 0      | 0      | even |
| 12                | 15     | 6      | 3      | 2      | 2      | 15          | 3      | 5      | 17     | 2      | 5      | 9      | 2      | 7      | 6      | 2      | 7      | even |
| 16                | 19     | 2      | 1      | 2      | 0      | 18          | 8      | 2      | 12     | 7      | 3      | 8      | 5      | 4      | 3      | 1      | 8      | 1    |
| 10                | 9      | 6      | 4      | 4      | 7      | 14          | 8      | 6      | 12     | 2      | 2      | 7      | 6      | 6      | 6      | 5      | 6      | even |
| 17                | 6      | 3      | 12     | 0      | 1      | 17          | 1      | 3      | 18     | 5      | 0      | 12     | 6      | 3      | 4      | 0      | 9      | 2    |
| 2                 | 1      | 6      | 5      | 12     | 14     | 16          | 2      | 4      | 18     | 1      | 0      | 1      | 0      | 14     | 7      | 4      | 13     | 1    |
| 10                | 5      | 6      | 6      | 4      | 9      | 15          | 6      | 5      | 14     | 7      | 0      | 8      | 4      | 5      | 9      | 0      | 7      | 2    |
| 6                 | 12     | 9      | 6      | 5      | 3      | 18          | 16     | 2      | 5      | 0      | 5      | 6      | 8      | 12     | 5      | 2      | 3      | -1   |
| 9                 | 6      | 0      | 5      | 0      | 5      | 7           | 1      | 2      | 19     | 4      | 2      | 5      | 3      | 0      | 3      | 0      | 8      | 1    |
| 20                | 9      | 0      | 7      | 0      | 4      | 20          | 7      | 0      | 13     | 18     | 2      | 2      | 3      | 0      | 8      | 0      | 7      | 2    |
| 208               | 151    | 50     | 67     | 36     | 78     | 257         | 129    | 33     | 171    | 132    | 70     | 79     | 53     | 65     | 70     | 14     | 101    |      |
| 71.7%             | 52.1%  | 17.2%  | 23.1%  | 12.4%  | 26.9%  | 88.6%       | 44.5%  | 11.4%  | 59.0%  | 45.5%  | 24.1%  | 27.2%  | 18.3%  | 22.4%  | 24.1%  | 4.8%   | 34.8%  |      |

2 Schools declined marginally

**CONTROL GROUP**

**Literacy Primary 2**

**District:** Mpigi **Language:** Luganda

| Skill                          | Name/Sex/Age |        |        |        |        |        | Word Recognition |        |        |        |        |        | Missing letters/spelling |        |        |        |        |        |
|--------------------------------|--------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|--------------------------|--------|--------|--------|--------|--------|
|                                | B/Line       | Impact | B/Line | Impact | B/Line | Impact | B/line           | Impact | B/Line | Impact | B/Line | Impact | B/Line                   | Impact | B/Line | Impact | B/Line | Impact |
|                                | 0            | 1      | 2..3   | 4      | 5      | 6      | 0/1              | 2..3   | 4..5   | 6      | 7      | 8      | 0/1                      | 2..3   | 4..5   | 6      | 7      | 8      |
| St Anne Konge (Imp 22)         | 9            | 9      | 6      | 1      | 5      | 12     | 6                | 6      | 7      | 5      | 7      | 10     | 15                       | 12     | 4      | 8      | 1      | 0      |
| St John Bosco Katende (Imp 21) | 1            | 8      | 0      | 3      | 19     | 10     | 0                | 2      | 1      | 6      | 19     | 13     | 9                        | 14     | 8      | 7      | 3      | 0      |
| Kibuka Memorial                | 11           | 10     | 5      | 3      | 4      | 7      | 1                | 9      | 7      | 4      | 12     | 7      | 15                       | 14     | 2      | 6      | 3      | 0      |
| Bulugu (Imp 22)                | 4            | 12     | 4      | 6      | 12     | 3      | 11               | 11     | 5      | 6      | 4      | 5      | 19                       | 21     | 1      | 1      | 0      | 0      |
| Kagulwe                        | 4            | 16     | 0      | 0      | 16     | 4      | 3                | 11     | 3      | 2      | 14     | 7      | 8                        | 14     | 9      | 6      | 3      | 0      |
| <b>Mayuge</b>                  |              |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |
| Natikwalo                      | 14           | 19     | 6      | 1      | 0      | 0      | 15               | 16     | 5      | 4      | 0      | 0      | 20                       | 16     | 0      | 3      | 0      | 1      |
| Nabeeta 17                     | 17           | 3      | 0      | 6      | 0      | 11     | 13               | 6      | 4      | 5      | 10     | 9      | 17                       | 12     | 0      | 8      | 0      | 0      |
| Bute                           | 9            | 14     | 8      | 6      | 3      | 0      | 10               | 8      | 6      | 3      | 4      | 9      | 17                       | 20     | 2      | 0      | 1      | 0      |
| Baliita 12                     | 11           | 5      | 1      | 8      | 0      | 7      | 11               | 0      | 1      | 0      | 0      | 20     | 12                       | 4      | 0      | 16     | 0      | 0      |
| Buseera                        | 15           | 15     | 5      | 2      | 0      | 3      | 18               | 13     | 2      | 6      | 0      | 1      | 20                       | 13     | 0      | 3      | 0      | 0      |
|                                | 95           | 111    | 35     | 36     | 59     | 57     | 88               | 82     | 41     | 41     | 70     | 81     | 152                      | 140    | 26     | 58     | 11     | 1      |
| %                              | 47.5%        | 55.5%  | 17.5%  | 18.0%  | 29.5%  | 28.5%  | 44.0%            | 41.0%  | 20.5%  | 20.5%  | 35.0%  | 40.5%  | 76.0%                    | 70.0%  | 13.0%  | 29.0%  | 5.5%   | 0.5%   |

| Labelling/writing |        |        |        |        |        | Handwriting |        |        |        | TOTALS |        |        |        |        |        |        |        |
|-------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line            | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| 0/1               |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0-4    |        | 5..9   |        | 10..14 |        | 15+    |        |
| 14                | 12     | 6      | 8      | 0      | 2      | 15          | 15     | 5      | 7      | 9      |        | 8      |        | 2      |        | 1      |        |
| 0                 | 11     | 5      | 8      | 15     | 2      | 8           | 20     | 12     | 1      | 1      | 5      | 4      | 6      | 10     | 9      | 5      | 10     |
| 11                | 13     | 5      | 4      | 4      | 3      | 17          | 15     | 3      | 5      | 4      | 11     | 11     | 3      | 2      | 3      | 3      | 3      |
| 9                 | 19     | 11     | 3      | 0      | 0      | 8           | 20     | 12     | 2      | 5      | 16     | 9      | 4      | 6      | 2      | 0      | 0      |
| 3                 | 12     | 3      | 4      | 14     | 4      | 8           | 20     | 12     | 0      | 2      | 11     | 3      | 4      | 3      | 5      | 12     | 0      |
|                   |        |        |        |        |        |             |        |        |        |        |        |        |        |        |        |        |        |
| 20                | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 20     | 19     | 0      | 1      | 0      | 0      | 0      | 0      |
| 17                | 11     | 0      | 8      | 0      | 1      | 17          | 20     | 0      | 0      | 17     | 4      | 0      | 10     | 0      | 3      | 0      | 3      |
| 18                | 20     | 2      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 15     | 11     | 3      | 9      | 2      | 0      | 0      | 0      |
| 12                | 20     | 0      | 0      | 0      | 0      | 12          | 20     | 0      | 0      | 12     | 0      | 0      | 14     | 0      | 6      | 0      | 0      |
| 20                | 20     | 0      | 0      | 0      | 0      | 20          | 20     | 0      | 0      | 20     | 18     | 0      | 2      | 0      | 0      | 0      | 0      |
|                   |        |        |        |        |        |             |        |        |        |        |        |        |        |        |        |        |        |
| 124               | 158    | 32     | 35     | 33     | 12     | 145         | 190    | 44     | 15     | 105    | 95     | 38     | 53     | 25     | 28     | 21     | 16     |
| 62.0%             | 79.0%  | 16.0%  | 17.5%  | 16.5%  | 6.0%   | 72.5%       | 95.0%  | 22.0%  | 7.5%   | 52.5%  | 47.5%  | 19.0%  | 26.5%  | 12.5%  | 14.0%  | 10.5%  | 8.0%   |

PRIMARY 3 Base Line and Impact Study

District Kabarole

| Skill            | Name/ Age/ Sex |        |           |        |            |        | Word Recognition |          |           |        |            |        | Labelling  |        |           |          |           |        |
|------------------|----------------|--------|-----------|--------|------------|--------|------------------|----------|-----------|--------|------------|--------|------------|--------|-----------|----------|-----------|--------|
|                  | B/Line         | Impact | B/Line    | Impact | B/Line     | Impact | B/Line           | Impact   | B/Line    | Impact | B/Line     | Impact | B/Line     | Impact | B/Line    | Impact   | B/Line    | Impact |
| School           | 0              | 0      | 1         | 1      | 2/3        | 2/3    | 0/1              |          | 2/3       |        | 4/5        |        | 0/1        |        | 2/3       |          | 4/5       |        |
| Nyakasura        | 6              |        | 4         |        | 10         |        | 6                |          | 4         |        | 10         |        | 11         |        | 1         |          | 8         |        |
| Kaboya           | 6              |        | 2         |        | 12         |        | 7                |          | 6         |        | 7          |        | 10         |        | 7         |          | 3         |        |
| Mukumbwe         | 12             |        | 3         |        | 5          |        | 8                |          | 8         |        | 4          |        | 15         |        | 4         |          | 1         |        |
| Haibale          | 5              |        | 2         |        | 13         |        | 3                |          | 7         |        | 10         |        | 8          |        | 5         |          | 7         |        |
| Mpumbu           | 10             |        | 3         |        | 7          |        | 1                |          | 5         |        | 14         |        | 8          |        | 1         |          | 11        |        |
| Bukuuku          | 9              |        | 3         |        | 8          |        | 2                |          | 8         |        | 10         |        | 10         |        | 6         |          | 4         |        |
| Canon Apolo      | 5              |        | 2         |        | 13         |        | 2                |          | 6         |        | 12         |        | 3          |        | 6         |          | 11        |        |
| Kiburaro         | 4              |        | 2         |        | 14         |        | 7                |          | 8         |        | 5          |        | 11         |        | 4         |          | 5         |        |
| Karambi          | 1              |        | 4         |        | 15         |        | 1                |          | 1         |        | 18         |        | 3          |        | 10        |          | 7         |        |
| Kicwamba         | 8              |        | 0         |        | 12         |        | 2                |          | 11        |        | 7          |        | 10         |        | 7         |          | 3         |        |
| Kazingo          | 8              |        | 0         |        | 12         |        | 7                |          | 6         |        | 7          |        | 9          |        | 6         |          | 5         |        |
| Butebe           | 2              |        | 3         |        | 15         |        | 1                |          | 1         |        | 18         |        | 3          |        | 5         |          | 12        |        |
| Kitarasa         | 13             |        | 2         |        | 5          |        | 8                |          | 5         |        | 7          |        | 11         |        | 6         |          | 3         |        |
| Nyangozi         | 2              |        | 5         |        | 13         |        | 4                |          | 2         |        | 14         |        | 9          |        | 8         |          | 3         |        |
| Komyampere       | 4              |        | 5         |        | 11         |        | 4                |          | 3         |        | 13         |        | 9          |        | 2         |          | 9         |        |
| <b>Total 300</b> | <b>95</b>      |        | <b>40</b> |        | <b>165</b> |        | <b>63</b>        | <b>0</b> | <b>81</b> |        | <b>156</b> |        | <b>130</b> |        | <b>78</b> | <b>0</b> | <b>92</b> |        |
|                  | 31.7           |        | 13.3      |        | 55.0       | 0.0    | 21.0             | 0.0      | 27.0      | 0.0    | 52.0       | 0.0    | 43.3       | 0.0    | 26.0      | 0.0      | 30.7      | 0.0    |

| Comprehansion |        |        |        |        | Handwriting |        |        |        |        | Answer Questions |        |        |        |        |        |
|---------------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line        | Impact | B/Line | Impact | B/Line | Impact      | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1           |        | 2/3    |        | 4      |             | 0/1    |        | 2+     |        | 0/1              |        | 2/3    |        | 04-Jun |        |
| 14            |        | 6      |        | 0      |             | 16     |        | 4      |        | 14               |        | 2      |        | 4      |        |
| 20            |        | 0      |        | 0      |             | 20     |        | 0      |        | 16               |        | 4      |        | 0      |        |
| 19            |        | 1      |        | 0      |             | 19     |        | 1      |        | 17               |        | 2      |        | 1      |        |
| 12            |        | 8      |        | 0      |             | 20     |        | 0      |        | 12               |        | 3      |        | 5      |        |
| 16            |        | 4      |        | 0      |             | 17     |        | 3      |        | 15               |        | 1      |        | 4      |        |
| 16            |        | 3      |        | 1      |             | 20     |        | 0      |        | 15               |        | 2      |        | 3      |        |
| 14            |        | 6      |        | 0      |             | 20     |        | 0      |        | 11               |        | 7      |        | 2      |        |
| 14            |        | 6      |        | 0      |             | 20     |        | 0      |        | 13               |        | 4      |        | 3      |        |
| 13            |        | 7      |        | 0      |             | 19     |        | 1      |        | 7                |        | 10     |        | 3      |        |
| 19            |        | 1      |        | 0      |             | 19     |        | 1      |        | 14               |        | 4      |        | 2      |        |
| 19            |        | 1      |        | 0      |             | 17     |        | 3      |        | 13               |        | 5      |        | 2      |        |
| 14            |        | 6      |        | 0      |             | 18     |        | 2      |        | 7                |        | 10     |        | 3      |        |
| 20            |        | 0      |        | 0      |             | 20     |        | 0      |        | 19               |        | 0      |        | 1      |        |
| 16            |        | 4      |        | 0      |             | 18     |        | 2      |        | 8                |        | 4      |        | 8      |        |
| 16            |        | 4      |        | 0      |             | 19     |        | 1      |        | 13               |        | 6      |        | 1      |        |
| 242           |        | 57     | 0      | 1      |             | 282    | 0      | 18     |        | 194              |        | 64     |        | 42     | 0      |
| 80.7          |        | 19.0   | 0.0    | 0.3    | 0.0         | 94.0   | 0.0    | 6.0    | 0.0    | 64.7             | 0.0    | 21.3   | 0.0    | 14.0   | 0.0    |

| Totals |        |        |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line | Impact |
| 0-4    |        | 5/9    |        | 10-14  |        | 15-20  |        | 21+    |        |
| 7      |        | 5      |        | 2      |        | 2      |        | 4      |        |
| 7      |        | 7      |        | 5      |        | 1      |        | 0      |        |
| 14     |        | 3      |        | 1      |        | 2      |        | 0      |        |
| 6      |        | 3      |        | 4      |        | 3      |        | 4      |        |
| 5      |        | 5      |        | 5      |        | 1      |        | 4      |        |
| 6      |        | 6      |        | 4      |        | 2      |        | 2      |        |
| 3      |        | 5      |        | 4      |        | 7      |        | 1      |        |
| 6      |        | 7      |        | 3      |        | 2      |        | 2      |        |
| 0      |        | 5      |        | 6      |        | 6      |        | 3      |        |
| 7      |        | 6      |        | 3      |        | 3      |        | 1      |        |
| 7      |        | 5      |        | 5      |        | 3      |        | 0      |        |
| 0      |        | 3      |        | 4      |        | 10     |        | 3      |        |
| 12     |        | 2      |        | 5      |        | 1      |        | 0      |        |
| 3      |        | 6      |        | 4      |        | 7      |        | 0      |        |
| 4      |        | 6      |        | 2      |        | 6      |        | 2      |        |
| 87     |        | 74     |        | 57     | 0      | 56     | 0      | 26     |        |
| 29.0   | 0.0    | 24.7   |        | 19.0   | 0.0    | 18.7   | 0.0    | 8.7    | 0.0    |

District Kasese

| Skill              | Name/ Age/ Sex |        |        |        |        |        | Word Recognition |        |        |        |        |        | Labelling/writing |        |        |        |        |        |
|--------------------|----------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|-------------------|--------|--------|--------|--------|--------|
|                    | B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact | B/Line            | Impact | B/Line | Impact | B/Line | Impact |
|                    | 0              |        | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1               |        | 2..3   |        | 4..5   |        |
| Kisinga            | 0              |        | 5      |        | 15     |        | 0                |        | 5      |        | 15     |        | 4                 |        | 6      |        | 10     |        |
| Kamaibo            | 7              | 0      | 8      | 0      | 5      | 20     | 0                | 0      | 5      | 1      | 15     | 19     | 3                 | 3      | 7      | 2      | 10     | 15     |
| ??Railways         | 1              |        | 11     |        | 8      |        | 0                |        | 2      |        | 18     |        | 2                 |        | 10     |        | 8      |        |
| Base camp          | 0              |        | 4      |        | 16     |        | 1                |        | 2      |        | 17     |        | 2                 |        | 4      |        | 14     |        |
| Mulongoti          | 0              |        | 15     |        | 5      |        | 7                |        | 12     |        | 1      |        | 15                |        | 5      |        | 0      |        |
| Munkunyu           | 5              |        | 7      |        | 8      |        | 7                |        | 8      |        | 5      |        | 13                |        | 5      |        | 2      |        |
| Katooke/Kalbone    | 0              |        | 5      |        | 15     |        | 7                |        | 8      |        | 5      |        | 4                 |        | 10     |        | 6      |        |
| Kamukumbi          | 3              |        | 7      |        | 10     |        | 7                |        | 5      |        | 8      |        | 9                 |        | 8      |        | 3      |        |
| Nyaguganda Parents | 5              |        | 7      |        | 8      |        | 3                |        | 10     |        | 7      |        | 4                 |        | 11     |        | 5      |        |
| Bwesa Demo         | 4              |        | 10     |        | 6      |        | 3                |        | 8      |        | 9      |        | 4                 |        | 7      |        | 9      |        |
| Kagando            | 0              |        | 0      |        | 20     |        | 0                |        | 4      |        | 16     |        | 3                 |        | 8      |        | 9      |        |
| Kinyamase          | 0              |        | 2      |        | 18     |        | 3                |        | 9      |        | 8      |        | 3                 |        | 12     |        | 5      |        |
| Ibanda             | 0              |        | 10     |        | 10     |        | 0                |        | 10     |        | 10     |        | 12                |        | 8      |        | 0      |        |
| Bwera Church       | 3              |        | 4      |        | 13     |        | 5                |        | 12     |        | 3      |        | 10                |        | 8      |        | 2      |        |
| Rukooki Model      | 4              |        | 11     |        | 5      |        | 4                |        | 8      |        | 8      |        | 11                |        | 5      |        | 4      |        |
| Total 300          | 32             | 0      | 106    | 0      | 162    | 20     | 47               | 0      | 108    | 1      | 145    | 19     | 99                | 3      | 114    | 2      | 87     | 15     |
| %                  | 10.7%          |        | 35.3%  |        | 54.0%  |        | 15.7%            |        | 36.0%  |        | 48.3%  |        | 33.0%             |        | 38.0%  |        | 29.0%  |        |

| Comprehension questions |        |        |        |        | Handwriting |        |        |        |        | Answer Questions |        |        |        |        |        |
|-------------------------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line                  | Impact | B/Line | Impact | B/Line | Impact      | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1                     |        | 2..3   |        | 4      |             | 0/1    |        | 2+     |        | 0/1              |        | 2..4   |        | 5..6   |        |
| 13                      |        | 7      |        | 0      |             | 20     |        | 0      |        | 9                |        | 5      |        | 6      |        |
| 8                       | 6      | 12     | 4      | 0      | 10          | 8      | 6      | 12     | 14     | 12               | 4      | 8      | 2      | 0      | 14     |
| 20                      |        | 0      |        | 0      |             | 20     |        | 0      |        | 20               |        | 0      |        | 0      |        |
| 6                       |        | 9      |        | 5      |             | 5      |        | 15     |        | 20               |        | 0      |        | 0      |        |
| 20                      |        | 0      |        | 0      |             | 20     |        | 0      |        | 20               |        | 0      |        | 0      |        |
| 17                      |        | 2      |        | 1      |             | 15     |        | 5      |        | 20               |        | 0      |        | 0      |        |
| 16                      |        | 4      |        | 0      |             | 16     |        | 4      |        | 20               |        | 0      |        | 0      |        |
| 16                      |        | 4      |        | 0      |             | 17     |        | 3      |        |                  |        |        |        |        |        |
| 15                      |        | 5      |        | 0      |             | 18     |        | 2      |        |                  |        |        |        |        |        |
| 16                      |        | 4      |        | 0      |             | 15     |        | 5      |        | 16               |        | 4      |        | 0      |        |
| 14                      |        | 5      |        | 1      |             | 13     |        | 7      |        | 8                |        | 11     |        | 1      |        |
| 20                      |        | 0      |        | 0      |             | 20     |        | 0      |        | 11               |        | 9      |        | 0      |        |
| 17                      |        | 3      |        | 0      |             | 15     |        | 5      |        | 20               |        | 0      |        | 0      |        |
| 18                      |        | 1      |        | 1      |             | 19     |        | 1      |        | 17               |        | 3      |        | 0      |        |
| 20                      |        | 0      |        | 0      |             | 13     |        | 7      |        | 20               |        | 0      |        | 0      |        |
| 236                     | 6      | 56     | 4      | 8      | 10          | 234    | 6      | 66     | 14     | 213              | 4      | 40     | 2      | 7      | 14     |
| 78.7%                   |        | 18.7%  |        | 2.7%   |             | 78.0%  |        | 22.0%  |        | 71.0%            |        | 13.3%  |        | 2.3%   |        |

\*No percentage given as data is incomplete

| Totals |        |        |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line | Impact |
| 0-4    |        | 5..9   |        | 10..14 |        | 15..20 |        | 21+    |        |
| 0      |        | 5      |        | 9      |        | 5      |        | 1      |        |
| 5      | 0      | 6      | 1      | 6      | 4      | 2      | 4      | 1      | 11     |
| 5      |        | 9      |        | 8      |        | 0      |        | 0      |        |
| 0      |        | 0      |        | 5      |        | 9      |        | 6      |        |
| 8      |        | 11     |        | 3      |        | 0      |        | 0      |        |
| 5      |        | 5      |        | 5      |        | 3      |        | 2      |        |
| 5      |        | 10     |        | 4      |        | 1      |        | 0      |        |
| 0      |        | 9      |        | 6      |        | 4      |        | 1      |        |
| 3      |        | 5      |        | 5      |        | 3      |        | 4      |        |
| 8      |        | 9      |        | 3      |        | 0      |        | 0      |        |
| 1      |        | 3      |        | 8      |        | 6      |        | 2      |        |
| 7      |        | 10     |        | 3      |        |        |        |        |        |
| 4      |        | 10     |        | 1      |        | 2      |        | 3      |        |
| 3      |        | 12     |        | 3      |        | 2      |        | 0      |        |
| 6      |        | 10     |        | 4      |        | 0      |        | 0      |        |
| 60     | 0      | 114    | 1      | 73     | 4      | 37     | 4      | 20     | 11     |
| 20.0%  |        | 38.0%  |        | 24.3%  |        | 12.3%  |        | 6.7%   |        |

District: Iganga Lusoga

| Skill           | Name/ Age/ Sex |        |        |        |        |        | Word Recognition |        |        |        |        |        | Labelling/writing |        |        |        |        |        |
|-----------------|----------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|-------------------|--------|--------|--------|--------|--------|
|                 | B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact | B/Line            | Impact | B/Line | Impact | B/Line | Impact |
| School          | 0              |        | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1               |        | 2..3   |        | 4..5   |        |
| Namatunba       | 7              |        | 8      |        | 5      |        | 6                |        | 8      |        | 5      |        | 13                |        | 6      |        | 1      |        |
| Nakabaale       | 3              |        | 1      |        | 16     |        | 3                |        | 9      |        | 8      |        | 10                |        | 7      |        | 3      |        |
| Namungalwe      | 3              |        | 9      |        | 8      |        | 2                |        | 14     |        | 4      |        | 14                |        | 5      |        | 1      |        |
| Nabirye         | 11             | 7      | 8      | 9      | 2      | 9      | 17               | 0      | 4      | 2      | 0      | 15     | 18                | 10     | 1      | 2      | 1      | 8      |
| Canon Ibula     | 6              |        | 7      |        | 7      |        | 5                |        | 4      |        | 11     |        | 11                |        | 4      |        | 5      |        |
| Kasakosa        | 2              |        | 10     |        | 4      |        | 4                |        | 7      |        | 9      |        | 16                |        | 2      |        | 2      |        |
| Busalamu        | 10             |        | 4      |        | 6      |        | 1                |        | 7      |        | 12     |        | 12                |        | 5      |        | 3      |        |
| Bukanga         | 3              |        | 6      |        | 11     |        | 6                |        | 6      |        | 8      |        | 12                |        | 3      |        | 5      |        |
| Busesa          | 3              |        | 2      |        | 15     |        | 5                |        | 4      |        | 11     |        | 16                |        | 1      |        | 3      |        |
| Wairama         | 4              |        | 12     |        | 4      |        | 16               |        | 2      |        | 2      |        | 16                |        | 4      |        | 0      |        |
| Bunyiiro Muslim | 11             | 0      | 5      | 8      | 4      | 12     | 6                | 1      | 5      | 2      | 9      | 17     | 15                | 6      | 2      | 3      | 3      | 11     |
| Iganga TC       | 10             |        | 7      |        | 3      |        | 8                |        | 7      |        | 7      |        | 15                |        | 3      |        | 2      |        |
| Waibukia        | 10             |        | 8      |        | 2      |        | 4                |        | 10     |        | 6      |        | 14                |        | 4      |        | 2      |        |
| Kidaago         | 11             |        | 9      |        | 0      |        | 6                |        | 7      |        | 5      |        | 20                |        | 0      |        | 0      |        |
| Naigombwa       | 18             | 3      | 1      | 4      | 1      | 13     | 11               | 2      | 5      | 3      | 4      | 15     | 16                | 5      | 1      | 5      | 3      | 10     |
| 300             | 112            |        | 97     |        | 88     |        | 100              |        | 99     |        | 101    |        | 218               |        | 48     |        | 34     |        |
|                 | 37.3%          | 0.0%   | 32.3%  | 0.0%   | 29.3%  | 0.0%   | 33.3%            | 0.0%   | 33.0%  | 0.0%   | 33.7%  | 0.0%   | 72.7%             | 0.0%   | 16.0%  | 0.0%   | 11.3%  | 0.0%   |

| Comprehension questions |        |        |        |        |        | Handwriting |        |        |        | Answer Questions |        |        |        |        |        |
|-------------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line                  | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1                     |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0/1              |        | 2..4   |        | 5..6   |        |
| 19                      |        | 1      |        | 0      |        | 19          |        | 1      |        | 19               |        | 1      |        | 0      |        |
| 20                      |        | 0      |        | 0      |        | 19          |        | 1      |        | 18               |        | 1      |        | 1      |        |
| 19                      |        | 1      |        | 0      |        | 19          |        | 1      |        | 20               |        | 0      |        | 0      |        |
| 20                      | 19     | 0      | 1      | 0      | 0      | 17          | 12     | 3      | 8      | 20               | 9      | 0      | 11     | 0      | 3      |
| 19                      |        | 1      |        | 0      |        | 19          |        | 1      |        | 17               |        | 3      |        | 0      |        |
| 20                      |        | 0      |        | 0      |        | 18          |        | 2      |        | 19               |        | 0      |        | 1      |        |
| 20                      |        | 0      |        | 0      |        | 19          |        | 1      |        | 14               |        | 4      |        | 2      |        |
| 19                      |        | 1      |        | 0      |        | 18          |        | 2      |        | 13               |        | 7      |        | 0      |        |
| 20                      |        | 0      |        | 0      |        | 20          |        | 0      |        | 15               |        | 5      |        | 0      |        |
| 20                      |        | 0      |        | 0      |        | 20          |        | 0      |        | 20               |        | 0      |        | 0      |        |
| 17                      | 12     | 3      | 7      | 0      | 1      | 19          | 17     | 1      | 3      | 17               | 20     | 2      | 0      | 1      | 0      |
| 19                      |        | 1      |        | 0      |        | 19          |        | 1      |        | 17               |        | 2      |        | 1      |        |
| 20                      |        | 0      |        | 0      |        | 20          |        | 0      |        | 20               |        | 0      |        | 0      |        |
| 20                      |        | 0      |        | 0      |        | 20          |        | 0      |        | 20               |        | 0      |        | 0      |        |
| 20                      | 19     | 0      | 1      | 0      | 0      | 20          | 18     | 0      | 2      | 20               | 14     | 0      | 3      | 0      | 3      |
| 292                     |        | 8      |        | 0      |        | 286         |        | 14     |        | 269              |        | 25     |        | 6      |        |
| 97.3%                   | 0.0%   | 2.7%   | 0.0%   | 0.0%   | 0.0%   | 95.3%       | 0.0%   | 4.7%   | 0.0%   | 89.7%            | 0.0%   | 8.3%   | 0.0%   | 2.0%   | 0.0%   |

| Totals |        |        |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line | Impact |
| 0-4    |        | 5..9   |        | 10..14 |        | 15..20 |        | 21+    |        |
| 14     |        | 6      |        | 0      |        | 0      |        | 0      |        |
| 6      |        | 9      |        | 3      |        | 2      |        | 0      |        |
| 8      |        | 9      |        | 1      |        | 2      |        | 0      |        |
| 18     | 0      | 2      | 10     | 0      | 5      | 0      | 4      | 0      | 1      |
| 7      |        | 10     |        | 3      |        | 0      |        | 0      |        |
| 10     |        | 10     |        | 0      |        | 0      |        | 0      |        |
| 6      |        | 1      |        | 6      |        | 7      |        | 0      |        |
| 9      |        | 5      |        | 2      |        | 4      |        | 0      |        |
| 7      |        | 13     |        | 0      |        | 0      |        | 0      |        |
| 13     |        | 7      |        | 0      |        | 0      |        | 0      |        |
| 11     | 0      | 6      | 6      | 3      | 4      | 0      | 7      | 0      | 3      |
| 14     |        | 6      |        | 0      |        | 0      |        | 0      |        |
| 11     |        | 6      |        | 3      |        | 0      |        | 0      |        |
| 15     |        | 5      |        | 0      |        | 0      |        | 0      |        |
| 16     | 4      | 1      | 5      | 3      | 3      | 0      | 7      | 0      | 1      |
| 165    |        | 96     |        | 24     |        | 15     |        | 0      |        |
| 55.0%  | 0.0%   | 32.0%  | 0.0%   | 8.0%   | 0.0%   | 5.0%   | 0.0%   | 0.0%   |        |

District Nakasongola

| Skill                 | Name/ Age/ Sex |        |        |        |        |        | Word Recognition |        |        |        |        |        | Labeling |        |        |        |        |        |
|-----------------------|----------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|----------|--------|--------|--------|--------|--------|
|                       | B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact | B/Line   | Impact | B/Line | Impact | B/Line | Impact |
| School                | 0              |        | 1      |        | 2..3   |        | 0/1              |        | 2..3   |        | 4..5   |        | 0/1      |        | 2..3   |        | 4..5   |        |
| Nabiswara             | 15             |        | 3      |        | 2      |        | 6                |        | 10     |        | 4      |        | 16       |        | 3      |        | 1      |        |
| Migeera               | 8              |        | 5      |        | 7      |        | 3                |        | 5      |        | 12     |        | 7        |        | 6      |        | 7      |        |
| Kyamukonda            | 2              |        | 2      |        | 16     |        | 1                |        | 4      |        | 15     |        | 4        |        | 3      |        | 13     |        |
| *Sasiira 21           | 12             |        | 5      |        | 4      |        | 1                |        | 6      |        | 14     |        | 7        |        | 8      |        | 5      |        |
| Lwampanga             | 4              | 1      | 8      | 9      | 8      | 10     | 7                | 3      | 10     | 6      | 3      | 11     | 15       | 10     | 4      | 4      | 1      | 6      |
| Namikka               | 8              |        | 12     |        | 0      |        | 7                |        | 12     |        | 1      |        | 20       |        | 0      |        | 0      |        |
| Kakooge               | 0              |        | 6      |        | 14     |        | 0                |        | 5      |        | 15     |        | 5        |        | 7      |        | 9      |        |
| Katuugio STA          | 2              |        | 7      |        | 11     |        | 2                |        | 0      |        | 18     |        | 9        |        | 7      |        | 4      |        |
| St Jude Kakooge       | 0              |        | 0      |        | 20     |        | 0                |        | 0      |        | 20     |        | 1        |        | 2      |        | 17     |        |
| Katuugio C/U          | 4              |        | 6      |        | 10     |        | 1                |        | 7      |        | 12     |        | 18       |        | 0      |        | 2      |        |
| *Nakasongola RC 21    | 1              | 0      | 1      | 5      | 19     | 16     | 1                | 0      | 2      | 2      | 18     | 19     | 0        | 0      | 2      | 3      | 19     | 18     |
| akasongola C/U        | 4              | 0      | 5      | 0      | 11     | 20     | 3                | 0      | 6      | 1      | 11     | 19     | 6        | 0      | 11     | 2      | 3      | 18     |
| Wabinyonyi SDA Imp 28 | 0              | 0      | 2      | 0      | 18     | 28     | 1                | 1      | 1      | 2      | 18     | 25     | 1        | 2      | 1      | 3      | 18     | 23     |
| Sasiira RC 22         | 18             |        | 4      |        | 0      |        | 12               |        | 6      |        | 4      |        | 21       |        | 0      |        | 1      |        |
| *Wabigalo RC          | 4              |        | 7      |        | 9      |        | 5                |        | 4      |        | 11     |        | 12       |        | 3      |        | 5      |        |
| 304                   | 82             |        | 73     |        | 149    |        | 50               |        | 78     |        | 176    |        | 142      |        | 57     |        | 105    |        |
|                       | 27.0%          | 0.0%   | 24.0%  | 0.0%   | 49.0%  | 0.0%   | 16.4%            | 0.0%   | 25.7%  | 0.0%   | 57.9%  | 0.0%   | 46.7%    | 0.0%   | 18.8%  | 0.0%   | 34.5%  | 0.0%   |

| Comprehension |        |        |        |        |        | Handwriting |        |        |        | Answer Questions |        |        |        |        |        |
|---------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line        | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1           |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0/1              |        | 2..4   |        | 5..6   |        |
| 20            |        | 0      |        | 0      |        | 20          |        | 0      |        | 15               |        | 5      |        | 0      |        |
| 18            |        | 1      |        | 1      |        | 19          |        | 1      |        | 1                |        | 19     |        | 0      |        |
| 15            |        | 4      |        | 1      |        | 18          |        | 2      |        | 1                |        | 19     |        | 0      |        |
| 19            |        | 0      |        | 2      |        | 17          |        | 4      |        | 2                |        | 18     |        | 0      |        |
| 20            | 17     | 0      | 3      | 0      | 0      | 20          | 8      | 0      | 12     | 18               | 9      | 2      | 9      | 0      | 2      |
| 20            |        | 0      |        | 0      |        | 19          |        | 1      |        | 17               |        | 3      |        | 0      |        |
| 11            |        | 9      |        | 0      |        | 15          |        | 5      |        | 0                |        | 18     |        | 4      |        |
| 16            |        | 3      |        | 1      |        | 19          |        | 1      |        | 1                |        | 18     |        | 1      |        |
| 6             |        | 11     |        | 3      |        | 12          |        | 8      |        | 0                |        | 5      |        | 15     |        |
| 18            |        | 2      |        | 0      |        | 19          |        | 1      |        | 0                |        | 18     |        | 2      |        |
| 7             | 8      | 10     | 8      | 4      | 5      | 10          | 4      | 11     | 17     | 0                | 1      | 14     | 6      | 6      | 14     |
| 15            | 1      | 3      | 16     | 2      | 3      | 14          | 7      | 6      | 13     | 8                | 1      | 4      | 11     | 8      | 8      |
| 10            | 5      | 5      | 11     | 5      | 12     | 12          | 4      | 8      | 24     | 2                | 1      | 11     | 12     | 7      | 15     |
| 22            |        | 0      |        | 0      |        | 22          |        | 0      |        | 20               |        | 1      |        | 1      |        |
| 15            |        | 4      |        | 1      |        | 19          |        | 1      |        | 9                |        | 11     |        | 0      |        |
| 232           |        | 52     |        | 20     |        | 255         |        | 49     |        | 94               |        | 166    |        | 44     |        |
| 76.3%         | 0.0%   | 17.1%  | 0.0%   | 6.6%   | 0.0%   | 83.9%       | 0.0%   | 16.1%  | 0.0%   | 30.9%            | 0.0%   | 54.6%  | 0.0%   | 14.5%  | 0.0%   |

| Totals |        |        |        |        |        |        |        |        |    |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|----|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line |    |
| 0-4    |        | 5..9   |        | 10..14 |        | 15..20 |        | 21+    |    |
| 14     |        | 5      |        | 1      |        | 0      |        | 0      |    |
| 3      |        | 9      |        | 7      |        | 0      |        | 1      |    |
| 1      |        | 6      |        | 2      |        | 8      |        | 3      |    |
| 1      |        | 11     |        | 5      |        | 3      |        | 1      |    |
| 10     | 1      | 9      | 6      | 1      | 5      | 0      | 2      | 0      | 6  |
| 16     |        | 4      |        | 0      |        | 0      |        | 0      |    |
| 0      |        | 8      |        | 3      |        | 5      |        | 4      |    |
| 1      |        | 8      |        | 6      |        | 4      |        | 1      |    |
| 0      |        | 0      |        | 2      |        | 3      |        | 15     |    |
| 6      |        | 11     |        | 1      |        | 2      |        | 0      |    |
| 0      | 0      | 0      | 1      | 2      | 2      | 6      | 1      | 13     | 17 |
| 5      | 0      | 4      | 1      | 7      | 0      | 0      | 0      | 4      | 19 |
| 1      | 0      | 0      | 1      | 6      | 1      | 4      | 2      | 9      | 24 |
| 17     |        | 5      |        | 0      |        | 0      |        | 0      |    |
| 6      |        | 7      |        | 3      |        | 2      |        | 2      |    |
| 81     |        | 87     |        | 46     |        | 37     |        | 53     |    |
| 26.6%  | 0.0%   | 28.6%  | 0.0%   | 15.1%  | 0.0%   | 12.2%  | 0.0%   | 17.4%  |    |

| CONTROL GROUPS        |                |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |      |
|-----------------------|----------------|--------|--------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|--------------------------|--------|--------|--------|--------|--------|------|
| District Mpigi        |                |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |      |
| Skill                 | Name/ Age/ Sex |        |        |        |        |        | Word Recognition |        |        |        |        |        | Missing letters/spelling |        |        |        |        |        |      |
|                       | B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact | B/Line                   | Impact | B/Line | Impact | B/Line | Impact |      |
| School                | 0              | 1      | 2..3   | 4..5   | 6..7   | 8..9   | 0/1              | 2..3   | 4..5   | 6..7   | 8..9   | 0/1    | 2..3                     | 4..5   | 6..7   | 8..9   | 0/1    | 2..3   | 4..5 |
| St Anne Konge         | 1              | 3      | 16     | 3      | 6      | 11     | 15               | 2      | 3      |        |        |        |                          |        |        |        |        |        |      |
| St John Bosco Katende | 0              | 0      | 19     | 0      | 1      | 18     | 0                | 2      | 17     |        |        |        |                          |        |        |        |        |        |      |
| Kibuka Memorial       | 3              | 9      | 8      | 4      | 0      | 16     | 10               | 3      | 7      |        |        |        |                          |        |        |        |        |        |      |
| Bulugu                | 3              | 6      | 11     | 5      | 2      | 13     | 9                | 4      | 7      |        |        |        |                          |        |        |        |        |        |      |
| Kagulwe               | 1              | 1      | 18     | 2      | 1      | 17     | 6                | 6      | 8      |        |        |        |                          |        |        |        |        |        |      |
| Total 99              |                |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |      |
| District              | Muyuge         |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |      |
| Natikwalo             | 17             | 1      | 2      | 11     | 8      | 1      | 20               | 0      | 0      |        |        |        |                          |        |        |        |        |        |      |
| Nabeeta               | 13             | 4      | 3      | 12     | 5      | 3      | 17               | 1      | 2      |        |        |        |                          |        |        |        |        |        |      |
| Bute                  | 13             | 1      | 6      | 4      | 2      | 14     | 14               | 4      | 2      |        |        |        |                          |        |        |        |        |        |      |
| Baliita 14            | 2              | 2      | 10     | 2      | 2      | 10     | 6                | 2      | 6      |        |        |        |                          |        |        |        |        |        |      |
| Buseera               | 14             | 2      | 4      | 10     | 3      | 7      | 16               | 1      | 3      |        |        |        |                          |        |        |        |        |        |      |
| Sub total 94          |                |        |        |        |        |        |                  |        |        |        |        |        |                          |        |        |        |        |        |      |
| Total 193             | 67             | 29     | 97     | 53     | 30     | 110    | 113              | 25     | 55     |        |        |        |                          |        |        |        |        |        |      |
| %                     | 34.7%          | 15.0%  | 50.3%  | 27.5%  | 15.5%  | 57.0%  | 58.5%            | 13.0%  | 28.5%  |        |        |        |                          |        |        |        |        |        |      |

| Label/ Writing |        |        |        |        |        | Handwriting |        |        |        | Answer Questions |        |        |        |        |        |
|----------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|------------------|--------|--------|--------|--------|--------|
| B/Line         | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line           | Impact | B/Line | Impact | B/Line | Impact |
| 0/1            |        | 2..3   |        | 4      |        | 0/1         |        | 2+     |        | 0/1              |        | 2..4   |        | 5..6   |        |
| 17             |        | 3      |        | 0      |        | 20          |        | 0      |        | 0                |        | 20     |        | 0      |        |
| 1              |        | 15     |        | 3      |        | 8           |        | 11     |        | 0                |        | 11     |        | 8      |        |
| 15             |        | 4      |        | 1      |        | 18          |        | 2      |        | 0                |        | 13     |        | 7      |        |
| 14             |        | 6      |        | 0      |        | 15          |        | 5      |        | 0                |        | 18     |        | 2      |        |
| 9              |        | 9      |        | 2      |        | 17          |        | 3      |        | 0                |        | 16     |        | 4      |        |
|                |        |        |        |        |        |             |        |        |        |                  |        |        |        |        |        |
|                |        |        |        |        |        |             |        |        |        |                  |        |        |        |        |        |
| 20             |        | 0      |        | 0      |        | 20          |        | 0      |        | 20               |        | 0      |        | 0      |        |
| 20             |        | 0      |        | 0      |        | 20          |        | 0      |        | 20               |        | 0      |        | 0      |        |
| 20             |        | 0      |        | 0      |        | 20          |        | 0      |        | 20               |        | 0      |        | 0      |        |
| 9              |        | 3      |        | 2      |        | 7           |        | 7      |        | 5                |        | 3      |        | 6      |        |
| 20             |        | 0      |        | 0      |        | 18          |        | 2      |        | 19               |        | 1      |        | 0      |        |
|                |        |        |        |        |        |             |        |        |        |                  |        |        |        |        |        |
| 145            |        | 40     |        | 8      |        | 163         |        | 30     |        | 84               |        | 82     |        | 27     |        |
| 75.1%          |        | 20.7%  |        | 4.1%   |        | 84.5%       |        | 15.5%  |        | 43.5%            |        | 42.5%  |        | 14.0%  |        |

| Totals |        |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/line | Impact | B/line |
| 0-4    |        | 5..9   |        | 10..14 |        | 15..20 |        | 21+    |
| 7      |        | 9      |        | 1      |        | 1      |        | 2      |
| 0      |        | 0      |        | 0      |        | 2      |        | 17     |
| 3      |        | 6      |        | 3      |        | 4      |        | 4      |
| 5      |        | 5      |        | 1      |        | 7      |        | 2      |
| 0      |        | 7      |        | 1      |        | 8      |        | 4      |
|        |        |        |        |        |        |        |        |        |
|        |        |        |        |        |        |        |        |        |
| 19     |        | 1      |        | 0      |        | 0      |        | 0      |
| 15     |        | 4      |        | 1      |        | 0      |        | 0      |
| 6      |        | 9      |        | 5      |        |        |        |        |
| 4      |        | 0      |        | 1      |        | 3      |        | 6      |
| 14     |        | 5      |        | 0      |        | 1      |        | 0      |
|        |        |        |        |        |        |        |        |        |
| 73     |        | 46     |        | 13     |        | 26     |        | 35     |
| 37.8%  |        | 23.8%  |        | 6.7%   |        | 13.5%  |        | 18.1%  |

ORACY SCORES Primary 1 Local Language R R

District

| Skill       |        |        |        |        |        |        | WRITE  |        |        |        | ORAL ONLY |        |        | TOTAL  |        |
|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|--------|
|             | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | B/Line | B/Line | B/Line | B/Line |
| School      | 0      |        | 2      |        | 0      |        | 1      |        | 2      |        | 0-3       | 4,7    | 0-3    | 4..7   | 8+     |
| Nyakasura   | 6      | 8      | 4      | 2      | 3      | 0      | 6      | 3      | 1      | 7      | 0         | 10     | 0      | 2      | 8      |
| Kaboya      | 10     | 6      | 0      | 4      | 7      | 1      | 3      | 3      | 0      | 6      | 0         | 10     | 0      | 7      | 3      |
| Mukumbwe    | 5      | 5      | 5      | 5      | 5      | 3      | 0      | 2      | 5      | 5      | 0         | 10     | 0      | 5      | 5      |
| Haibale     | 5      | 4      | 5      | 6      | 6      | 0      | 3      | 3      | 1      | 7      | 0         | 10     | 0      | 1      | 9      |
| Mpumbu      | 10     | 5      | 0      | 5      | 6      | 3      | 3      | 1      | 1      | 6      | 0         | 10     | 0      | 8      | 2      |
| Bukuuku     | 2      | 7      | 8      | 3      | 1      | 2      | 2      | 1      | 7      | 7      | 1         | 9      | 0      | 2      | 8      |
| Canon Apolo | 10     | 4      | 0      | 6      | 10     | 0      | 0      | 2      | 0      | 8      | 0         | 10     | 0      | 6      | 4      |
| Kiburaro    | 10     | 5      | 0      | 5      | 10     | 2      | 0      | 1      | 0      | 7      | 0         | 10     | 0      | 10     | 0      |
| Karambi     | 9      | 9      | 1      | 1      | 0      | 2      | 1      | 4      | 9      | 4      | 0         | 10     | 0      | 8      | 2      |
| Kicwamba    | 4      | 8      | 6      | 2      | 9      | 4      | 1      | 1      | 0      | 5      | 0         | 10     | 0      | 3      | 7      |
| Kazingo     | 9      | 6      | 1      | 4      | 9      | 5      | 1      | 0      | 0      | 5      | 0         | 10     | 0      | 4      | 6      |
| Butebe      | 8      | 5      | 2      | 5      | 8      | 5      | 0      | 2      | 2      | 3      | 2         | 8      | 1      | 8      | 1      |
| Kitarasa    | 9      | 9      | 1      | 1      | 10     | 4      | 0      | 1      | 0      | 5      | 0         | 10     | 0      | 8      | 2      |
| Nyangozi    | 4      | 3      | 6      | 7      | 8      | 4      | 2      | 1      | 0      | 5      | 4         | 6      | 3      | 6      | 1      |
|             | 101    | 84     | 39     | 56     | 92     | 35     | 22     | 25     | 26     | 80     | 7         | 133    | 4      | 78     | 58     |
| %           | 72     | 60     | 28     | 40     | 66     | 25     | 16     | 18     | 19     | 57     | 5         | 95     | 3      | 56     | 41     |

Konyamperre not recorded on baseline but 8 can read and 5 can write

ORACY SCORES Primary 1

Local Language

Lukhonzo

District

| Skill              |        |        |        |        | WRITE  |        |        |        |        |        | ORAL ONLY |        |        | TOTAL  |        |
|--------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|--------|
|                    | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | B/Line | B/Line | B/Line | B/Line |
| School             | 0      |        | 2      |        | 0      |        | 1      |        | 2      |        | 0-3       | 4,7    | 0-3    | 4..7   | 8+     |
| Kisinga            | 5      | 0      | 5      | 10     | 1      | 1      | 3      | 1      | 1      | 8      | 1         | 4      |        | 2      | 3      |
| Kamaibo            | 7      | 0      | 3      | 10     | 1      | 0      | 1      | 0      | 3      | 10     | 1         | 4      | 0      | 2      | 3      |
| Railways           | 9      | 4      | 1      | 6      | 0      | 0      | 0      | 4      | 5      | 6      | 0         | 5      | 0      | 1      | 4      |
| Base camp          | 9      |        | 1      |        | 2      |        | 1      |        | 2      |        | 2         | 3      | 0      | 4      | 1      |
| Mulongoti          | 9      |        | 1      |        | 0      |        | 2      |        | 3      |        | 3         | 2      | 0      | 5      | 0      |
| Mukungunyu         | 10     |        | 0      |        | 0      |        | 2      |        | 3      |        | 4         | 1      | 1      | 4      | 0      |
| Kaloone            | 9      |        | 1      |        | 5      |        | 0      |        | 0      |        | 1         | 4      | 1      | 4      | 0      |
| Kamukumbi          | 7      | 4      | 3      | 6      | 0      | 2      | 3      | 2      | 2      | 6      | 0         | 5      | 0      | 3      | 2      |
| Nyaguganda Parents | 7      | 0      | 3      | 10     | 1      | 0      | 0      | 2      | 4      | 8      | 1         | 4      | 1      | 0      | 4      |
| Bwesa Demo         | 9      | 2      | 1      | 8      | 0      | 2      | 3      | 1      | 2      | 7      | 1         | 4      | 0      | 2      | 3      |
| Kagando            | 9      | 2      | 1      | 8      | 1      | 1      | 1      | 1      | 3      | 8      | 1         | 4      | 0      | 2      | 3      |
| Kinyamase          | 8      | 1      | 2      | 9      | 3      | 1      | 2      | 1      | 0      | 8      | 2         | 3      | 0      | 5      | 0      |
| Bugoye             | 9      | 4      | 1      | 6      | 0      | 4      | 1      | 3      | 1      | 5      | 1         | 4      | 0      | 3      | 2      |
| Ibanda             | 10     | 1      | 0      | 9      | 0      | 0      | 4      | 0      | 1      | 10     | 4         | 1      | 1      | 4      | 0      |
| Bwera Church       | 8      | 6      | 0      | 4      | 0      | 3      | 2      | 3      | 3      | 4      | 3         | 2      | 1      | 2      | 2      |
| Total 75           | 125    |        | 23     | 86     | 14     |        | 25     |        | 33     | 80     | 25        | 50     | 5      | 43     | 27     |

District: Iganga Oral

| Skill           |        |        |        |        |        |        | WRITE  |        |        |        | ORAL ONLY |        |        | TOTAL  |        | bbb |
|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|--------|-----|
|                 | B/Line | Impact | B/Line    | B/Line | B/Line | B/Line | B/Line |     |
| School          | 0      |        | 2      |        | 0      |        | 1      |        | 2      |        | 0-3       | 4,7    | 0-3    | 4..7   | 8+     |     |
| Namatunba       | 10     | 10     | 0      | 0      | 9      | 8      | 1      | 1      | 0      | 1      | 0         | 10     | 0      | 10     | 0      |     |
| Nakabaale       | 10     | 9      | 0      | 1      | 3      | 7      | 4      | 2      | 3      | 1      | 0         | 10     | 0      | 6      | 4      |     |
| Namungalwe      | 7      | 2      | 3      | 8      | 7      | 4      | 3      | 2      | 0      | 4      | 0         | 10     | 0      | 10     | 0      |     |
| Nabirye         | 10     | 10     | 0      | 0      | 9      | 0      | 1      | 3      | 0      | 7      | 4         | 6      | 4      | 6      | 0      |     |
| Canon Ibula     | 10     | 6      | 0      | 4      | 7      | 0      | 3      | 2      | 0      | 8      | 3         | 7      | 3      | 7      | 0      |     |
| Kasakosa        | 10     | 5      | 0      | 5      | 10     | 4      | 0      | 1      | 0      | 5      | 1         | 9      | 1      | 9      | 0      |     |
| Busalamu        | 10     |        | 0      |        | 10     |        | 0      |        | 0      |        | 0         | 10     | 0      | 10     | 0      |     |
| Bukanga         | 10     | 1      | 0      | 9      | 10     | 0      | 0      | 5      | 0      | 5      | 3         | 7      | 3      | 7      | 0      |     |
| Busesa          | 10     | 4      | 0      | 6      | 8      | 1      | 2      | 2      | 0      | 7      | 1         | 9      | 1      | 9      | 0      |     |
| Wairama         | 10     |        | 0      |        | 9      |        | 1      |        | 0      |        | 1         | 9      | 1      | 9      | 0      |     |
| Bunyiiro Muslim | 9      |        | 1      |        | 10     |        | 0      |        | 0      |        | 4         | 6      | 4      | 6      | 0      |     |
| Iganga TC       | 10     | 1      | 0      | 9      | 0      | 0      | 10     | 1      | 0      | 9      | 1         | 9      | 1      | 9      | 0      |     |
| Waibugia        | 10     |        | 0      |        | 10     |        | 0      |        | 0      |        | 0         | 10     | 1      | 9      | 0      |     |
| Kidaago         | 10     |        | 0      |        | 10     |        | 0      |        | 0      |        | 6         | 4      | 6      | 4      | 0      |     |
| Naigombwa       | 10     | 2      | 0      | 8      | 10     | 2      | 0      | 4      | 0      | 4      | 0         | 10     | 0      | 10     | 0      |     |
| 150             | 146    |        | 4      | 50     | 122    |        | 25     |        | 3      | 51     | 24        | 126    | 25     | 121    | 4      |     |
|                 | 97.3%  |        | 2.7%   |        | 81.3%  |        | 16.7%  |        | 2.0%   |        | 16.0%     | 84.0%  | 16.7%  | 80.7%  | 2.7%   |     |

District: Nakasongola Primary 1 Oral

| Skill           |        |        |        |        | WRITE  |        |        |        | ORAL ONLY |        |        | TOTAL  |        |        |        |
|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|--------|--------|--------|
|                 | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line    | Impact | B/Line | B/Line | B/Line | B/Line | B/Line |
| School          | 0      |        | 2      |        | 0      |        | 1      |        | 2         |        | 0-3    | 4,7    | 0-3    | 4..7   | 8+     |
| Nabiswara       | 7      | 0      | 3      | 10     | 1      | 0      | 7      | 0      | 2         | 10     | 0      | 10     | 0      | 2      | 8      |
| Migeera         | 6      | 2      | 4      | 8      | 2      | 1      | 4      | 2      | 4         | 7      | 0      | 10     | 0      | 3      | 7      |
| Kyamukonda      | 8      | 0      | 2      | 10     | 2      | 0      | 6      | 0      | 2         | 10     | 0      | 10     | 0      | 4      | 6      |
| Sasiira CU      | 7      | 0      | 3      | 10     | 1      | 0      | 3      | 0      | 4         | 10     | 0      | 10     | 0      | 3      | 7      |
| Lwampanga       | 8      | 0      | 2      | 10     | 2      | 0      | 6      | 0      | 2         | 10     | 0      | 10     | 0      | 4      | 6      |
| Namikka         | 7      | 6      | 3      | 4      | 1      | 6      | 8      | 2      | 1         | 2      | 2      | 8      | 0      | 7      | 3      |
| Kakooge         | 5      | 1      | 5      | 9      | 0      | 0      | 7      | 1      | 3         | 9      | 0      | 10     | 0      | 2      | 8      |
| Katuugio STA    | 7      | 0      | 3      | 10     | 0      | 0      | 6      | 1      | 4         | 9      | 0      | 10     | 0      | 2      | 8      |
| St Jude Kakooge | 6      | 0      | 4      | 10     | 0      | 0      | 5      | 0      | 5         | 10     | 0      | 10     | 0      | 3      | 7      |
| Katuugio C/U    | 7      | 0      | 5      | 10     | 0      | 0      | 5      | 0      | 5         | 10     | 0      | 10     | 0      | 2      | 8      |
| Nakasongola RC  | 5      | 0      | 5      | 10     | 0      | 0      | 8      | 0      | 2         | 10     | 0      | 10     | 0      | 1      | 9      |
| akasonbola C/U  | 4      | 0      | 6      | 10     | 0      | 0      | 4      | 0      | 6         | 10     | 0      | 10     | 0      | 2      | 8      |
| Wabinyonyi SDA  | 7      | 0      | 3      | 10     | 0      | 0      | 6      | 0      | 4         | 10     | 0      | 10     | 0      | 1      | 9      |
| Sasiira RC      | 7      | 2      | 3      | 8      | 0      | 2      | 9      | 2      | 1         | 6      | 1      | 9      | 1      | 1      | 8      |
| Wabigalo RC     | 8      | 1      | 2      | 9      | 2      | 1      | 6      | 1      | 2         | 8      | 0      | 10     | 0      | 4      | 6      |
| Total 150       | 99     | 12     | 53     | 138    | 11     | 10     | 90     | 9      | 47        | 131    | 3      | 147    | 1      | 41     | 108    |
|                 | 66.0%  | 8.0%   | 35.3%  | 92.0%  | 7.3%   | 6.7%   | 60.0%  | 6.0%   | 31.3%     | 87.3%  | 2.0%   | 98.0%  | 0.7%   | 27.3%  | 72.0%  |

CONTROLS

District: Mpigi Oral

| Skill                 |               |        |        |        |        |        | WRITE  |        |        |        | ORAL ONLY |        |        | TOTAL  |        |
|-----------------------|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|--------|--------|--------|--------|
|                       | B/Line        | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line    | B/Line | B/Line | B/Line | B/Line |
| School                | 0             |        | 2      |        | 0      |        | 1      |        | 2      |        | 0-3       | 4,7    | 0-3    | 4..7   | 8+     |
| St Anne Konge         | 0             |        | 3      |        | 0      |        | 5      |        | 5      |        | 0         | 10     | 0      | 3      | 7      |
| St John Bosco Katende | 0             |        | 5      |        | 0      |        | 0      |        | 10     |        | 1         | 9      | 0      | 2      | 8      |
| Kibuka Memorial       | 1             |        | 5      |        | 0      |        | 5      |        | 5      |        | 2         | 8      | 1      | 4      | 5      |
| Bulugu                | 1             |        | 5      |        | 1      |        | 4      |        | 5      |        | 3         | 7      | 1      | 3      | 6      |
| Kagulwe               | 0             |        | 6      |        | 0      |        | 4      |        | 6      |        | 2         | 8      | 0      | 4      | 6      |
| Total 50              |               |        |        |        |        |        |        |        |        |        |           |        |        |        |        |
| <b>District</b>       | <b>Mayuge</b> |        |        |        |        |        |        |        |        |        |           |        |        |        |        |
| Natikwalo             | 10            | 10     | 0      | 0      | 10     | 0      | 0      | 9      | 0      | 1      | 10        | 0      | 0      | 10     | 0      |
| Nabeeta               | 10            | 8      | 0      | 2      | 10     | 0      | 0      | 2      | 0      | 8      | 6         | 4      | 6      | 4      | 0      |
| Bute                  | 10            | 10     | 0      | 0      | 10     | 10     | 0      | 0      | 0      | 0      | 0         | 10     | 0      | 10     | 0      |
| Baliita               | 10            | 5      | 0      | 5      | 10     | 0      | 0      | 5      | 0      | 5      | 1         | 9      | 0      | 10     | 0      |
| Buseera               | 10            | 10     | 0      | 0      | 10     | 6      | 0      | 0      | 0      | 4      | 0         | 10     | 0      | 10     | 0      |
| <b>Total 100</b>      | 52            | 43     | 24     | 7      | 51     | 16     | 18     | 16     | 31     | 18     | 25        | 75     | 8      | 60     | 32     |
| %                     |               |        |        |        |        |        |        |        |        |        |           |        |        |        |        |

Numeracy Scores Primary 3 March Base Line

Primary 2 October Impact Study  
Kabarole Numeracy P 3

b

District Kabarole

| School      | Word = Number symbols |        |        |        |        |        | Number work |        |        |        |        |        | No. of Children with correct answers |        |        |        |
|-------------|-----------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------------------------------------|--------|--------|--------|
|             | B/Line                | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line                               | Impact | B/Line | Impact |
|             | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3       |        | 9 + 4  |        | 12-..2 |        | 15- ..                               |        | 4 x 4  |        |
| Nyakasura   | 6                     | 5      | 4      | 5      | 10     | 10     | 18          | 14     | 17     | 14     | 18     | 16     | 15                                   | 14     | 12     | 14     |
| Kaboya      | 3                     | 1      | 4      | 1      | 13     | 18     | 11          | 15     | 14     | 10     | 12     | 14     | 8                                    | 6      | 5      | 14     |
| Mukumbwe    | 9                     | 2      | 6      | 7      | 5      | 11     | 8           | 5      | 13     | 8      | 7      | 11     | 5                                    | 5      | 5      | 3      |
| Haibale     | 3                     | 3      | 3      | 3      | 14     | 14     | 14          | 12     | 14     | 15     | 13     | 15     | 9                                    | 11     | 11     | 7      |
| Mpumbu      | 2                     | 4      | 5      | 3      | 13     | 13     | 14          | 7      | 18     | 12     | 8      | 12     | 4                                    | 9      | 8      | 8      |
| Bukuuku     | 2                     | 3      | 6      | 7      | 12     | 10     | 9           | 4      | 13     | 10     | 12     | 4      | 7                                    | 5      | 7      | 5      |
| Canon Apolo | 3                     | 4      | 3      | 1      | 14     | 15     | 7           | 8      | 6      | 8      | 8      | 10     | 5                                    | 11     | 8      | 10     |
| Kiburaro    | 3                     | 0      | 3      | 3      | 1      | 17     | 8           | 5      | 13     | 10     | 13     | 8      | 11                                   | 5      | 8      | 1      |
| Karambi     | 0                     | 8      | 1      | 6      | 19     | 7      | 17          | 6      | 12     | 12     | 13     | 10     | 13                                   | 11     | 15     | 3      |
| Kicwamba    | 5                     | 2      | 4      | 1      | 11     | 17     | 8           | 14     | 11     | 16     | 7      | 16     | 5                                    | 10     | 8      | 14     |
| Kazingo     | 5                     | 3      | 0      | 4      | 15     | 13     | 7           | 8      | 9      | 11     | 16     | 10     | 12                                   | 10     | 5      | 8      |
| Butebe      | 0                     | 8      | 2      | 7      | 18     | 5      | 15          | 3      | 12     | 10     | 15     | 6      | 12                                   | 5      | 15     | 1      |
| Kitaraso    | 6                     | 6      | 5      | 2      | 9      | 12     | 3           | 10     | 11     | 12     | 8      | 11     | 5                                    | 5      | 2      | 6      |
| Nyangozi    | 2                     | 1      | 3      | 1      | 15     | 18     | 10          | 10     | 12     | 14     | 9      | 10     | 5                                    | 6      | 12     | 4      |
| Komyamperre | 2                     | 9      | 8      | 2      | 15     | 10     | 10          | 8      | 12     | 13     | 9      | 14     | 5                                    | 11     | 12     | 7      |
| Total 300   | 51                    | 59     | 57     | 53     | 184    | 190    | 159         | 129    | 187    | 175    | 168    | 167    | 121                                  | 124    | 133    | 105    |
| %           | 17                    | 19.7   | 19.0   | 17.7   | 61.3   | 63.3   | 53.0        | 43.0   | 62.3   | 58.3   | 56.0   | 55.7   | 40.3                                 | 41.3   | 44.3   | 35.0   |

| Number patterns |        |        |        | Number Order |        | TOTALS |        |        |        |        |        |        |        |           |
|-----------------|--------|--------|--------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| B/Line          | Impact | B/Line | Impact | B/Line       | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |           |
| in 3's          |        | in 5's |        | order 6      |        | 1..3   |        | 4.5    |        | 6..8   |        | 9+     |        |           |
| 7               | 8      | 14     | 11     | 0            | 3      | 2      | 4      | 5      | 2      | 5      | 5      | 8      | 9      | no change |
| 5               | 3      | 8      | 3      | 1            | 0      | 4      | 1      | 2      | 0      | 6      | 10     | 5      | 9      | 2         |
| 3               | 10     | 4      | 11     | 1            | 0      | 6      | 6      | 5      | 3      | 5      | 3      | 0      | 8      | 1         |
| 2               | 9      | 7      | 10     | 0            | 4      | 2      | 4      | 1      | 0      | 7      | 5      | 8      | 11     | no change |
| 11              | 6      | 11     | 7      | 2            | 0      | 2      | 1      | 2      | 5      | 4      | 6      | 8      | 8      | no change |
| 0               | 2      | 0      | 4      | 0            | 7      | 4      | 7      | 5      | 4      | 2      | 3      | 6      | 6      | -1        |
| 7               | 1      | 11     | 0      | 3            | 0      | 4      | 4      | 5      | 1      | 6      | 6      | 2      | 9      | 1         |
| 5               | 9      | 7      | 11     | 2            | 3      | 1      | 1      | 3      | 2      | 12     | 11     | 3      | 6      | 1         |
| 17              | 4      | 18     | 5      | 0            | 0      | 0      | 8      | 1      | 5      | 2      | 3      | 6      | 5      | -1        |
| 8               | 10     | 11     | 15     | 2            | 0      | 7      | 1      | 0      | 1      | 8      | 6      | 2      | 12     | 2         |
| 6               | 3      | 13     | 7      | 1            | 0      | 3      | 1      | 1      | 3      | 8      | 13     | 5      | 3      | no change |
| 6               | 7      | 12     | 13     | 8            | 0      | 0      | 8      | 0      | 5      | 5      | 1      | 5      | 2      | -2        |
| 5               | 6      | 4      | 9      | 2            | 1      | 12     | 5      | 0      | 5      | 4      | 3      | 4      | 7      | 1         |
| 11              | 9      | 12     | 11     | 0            | 0      | 0      | 1      | 5      | 2      | 5      | 8      | 8      | 9      | no change |
| 11              | 8      | 12     | 14     | 0            | 0      | 4      | 7      | 4      | 0      | 8      | 0      | 4      | 11     | 1         |
| 104             | 95     | 144    | 131    | 22           | 18     | 51     | 59     | 39     | 38     | 87     | 83     | 74     | 115    |           |
| 34.7            | 31.7   | 48.0   | 43.7   | 7.3          | 6.0    | 17.0   | 19.7   | 13.0   | 12.7   | 29.0   | 27.7   | 24.7   | 38.3   |           |

| District:          | Kasese                |        | Numeracy |        |             |        | Base line P3 |        | Impact Study P 2 |        |        |        | No. of Children with correct answers |        |        |        |        |        |
|--------------------|-----------------------|--------|----------|--------|-------------|--------|--------------|--------|------------------|--------|--------|--------|--------------------------------------|--------|--------|--------|--------|--------|
|                    | Word = Number symbols |        |          |        | Number work |        |              |        |                  |        |        |        |                                      |        |        |        |        |        |
|                    | B/Line                | Impact | B/Line   | Impact | B/Line      | Impact | B/Line       | Impact | B/Line           | Impact | B/Line | Impact | B/Line                               | Impact | B/Line | Impact | B/Line | Impact |
| School             | 0/1                   |        | 2..3     |        | 4           |        | 3 x 3        |        | 9 + 4            |        | 12-..2 |        | 15- ..                               |        | 4 x 4  |        |        |        |
| Kisinga            | 1                     | 3      | 11       | 6      | 9           | 11     | 10           | 11     | 17               | 17     | 14     | 12     | 9                                    | 9      | 8      | 7      |        |        |
| Kamaibo            | 2                     | 0      | 6        | 1      | 13          | 19     | 8            | 20     | 13               | 15     | 11     | 16     | 11                                   | 16     | 8      | 18     |        |        |
| Railways           | 2                     | 2      | 8        | 3      | 10          | 15     | 13           | 11     | 11               | 16     | 17     | 15     | 13                                   | 9      | 17     | 11     |        |        |
| Kamukumbi          | 5                     | 5      | 8        | 7      | 7           | 8      | 6            | 10     | 15               | 12     | 2      | 10     | 3                                    | 11     | 7      | 9      |        |        |
| Nyaguganda Parents | 0                     | 1      | 5        | 1      | 15          | 18     | 9            | 14     | 15               | 13     | 13     | 15     | 13                                   | 14     | 12     | 12     |        |        |
| Bwesa Demo         | 3                     | 1      | 7        | 5      | 10          | 14     | 12           | 15     | 15               | 15     | 13     | 13     | 7                                    | 10     | 13     | 10     |        |        |
| Kagando            | 1                     | 1      | 0        | 0      | 19          | 19     | 20           | 15     | 16               | 17     | 18     | 15     | 10                                   | 11     | 17     | 14     |        |        |
| Kinyamase          | 9                     | 0      | 6        | 1      | 2           | 19     | 13           | 14     | 16               | 16     | 13     | 15     | 12                                   | 14     | 15     | 16     |        |        |
| Bugoye             | 3                     | 1      | 8        | 0      | 9           | 19     | 11           | 11     | 11               | 13     | 6      | 14     | 9                                    | 6      | 11     | 13     |        |        |
| Ibanda             | 2                     | 0      | 5        | 0      | 14          | 20     | 11           | 19     | 9                | 14     | 10     | 19     | 8                                    | 13     | 9      | 16     |        |        |
| Bwera Church       | 3                     | 2      | 9        | 10     | 8           | 8      | 15           | 16     | 11               | 9      | 12     | 15     | 10                                   | 11     | 10     | 14     |        |        |
| Rukooki Model      | 7                     | 1      | 6        | 3      | 7           | 16     | 10           | 15     | 12               | 15     | 12     | 15     | 8                                    | 10     | 10     | 11     |        |        |
| Total 300          | 38                    | 17     | 79       | 37     | 123         | 186    | 138          | 171    | 161              | 172    | 141    | 174    | 113                                  | 134    | 137    | 151    |        |        |
|                    | 15.8%                 | 7.1%   | 32.9%    | 15.4%  | 51.3%       | 77.5%  | 57.5%        | 71.3%  | 67.1%            | 71.7%  | 58.8%  | 72.5%  | 47.1%                                | 55.8%  | 57.1%  | 62.9%  |        |        |

| B/Line |        | Number patterns |        | Number order |        | TOTALS |        |        |        |        |        |        |        |
|--------|--------|-----------------|--------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line | Impact | B/Line          | Impact | B/Line       | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| in 3's |        | in 5's          |        | order 6      |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10  |        |
| 18     | 10     | 17              | 9      | 4            | 11     | 0      | 1      | 6      | 1      | 9      | 7      | 6      | 11     |
| 9      | 15     | 12              | 14     | 2            | 15     | 0      | 0      | 7      | 0      | 12     | 2      | 2      | 18     |
| 7      | 11     | 8               | 13     | 4            | 7      | 3      | 0      | 6      | 3      | 6      | 4      | 5      | 13     |
| 4      | 4      | 3               | 5      | 0            | 1      | 8      | 0      | 10     | 7      | 2      | 4      | 0      | 9      |
| 6      | 13     | 9               | 15     | 8            | 11     | 0      | 1      | 3      | 1      | 11     | 4      | 6      | 14     |
| 7      | 9      | 8               | 11     | 4            | 8      | 2      | 1      | 5      | 2      | 8      | 3      | 5      | 14     |
| 9      | 12     | 15              | 16     | 6            | 6      | 1      | 0      | 0      | 0      | 8      | 3      | 11     | 17     |
| 6      | 12     | 14              | 16     | 3            | 16     | 5      | 0      | 8      | 0      | 6      | 0      | 1      | 20     |
| 3      | 7      | 5               | 13     | 2            | 0      | 2      | 1      | 8      | 1      | 7      | 8      | 3      | 10     |
| 3      | 15     | 7               | 16     | 1            | 0      | 4      | 0      | 7      | 0      | 6      | 2      | 3      | 18     |
| 7      | 11     | 9               | 10     | 3            | 6      | 5      | 2      | 5      | 2      | 7      | 4      | 3      | 12     |
| 4      | 8      | 10              | 7      | 5            | 5      | 5      | 3      | 9      | 1      | 5      | 4      | 1      | 12     |
| 83     | 127    | 117             | 145    | 42           | 86     | 35     | 9      | 74     | 18     | 87     | 45     | 46     | 168    |
| 34.6%  | 52.9%  | 48.8%           | 60.4%  | 17.5%        | 35.8%  | 14.6%  | 3.8%   | 30.8%  | 7.5%   | 36.3%  | 18.8%  | 19.2%  | 70.0%  |

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District: Iganga Numeracy P3

|                 | Word = Number symbols |        |        |        |        |        | Number work |        |        |        |        |        | No. of Children with correct answers |        |        |        |
|-----------------|-----------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------------------------------------|--------|--------|--------|
|                 | B/Line                | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line                               | Impact | B/Line | Impact |
| School          | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3       |        | 9 + 4  |        | 12-..2 |        | 15- ..                               |        | 4 x 4  |        |
| Namatunba       | 0                     | 4      | 0      | 3      | 20     | 13     | 10          | 17     | 15     | 18     | 7      | 12     | 4                                    | 2      | 8      | 13     |
| Nakabaale       | 5                     | 3      | 2      | 8      | 12     | 9      | 8           | 2      | 14     | 12     | 10     | 9      | 2                                    | 3      | 5      | 2      |
| Namungalwe      | 1                     | 8      | 10     | 4      | 9      | 8      | 8           | 6      | 10     | 3      | 9      | 5      | 6                                    | 2      | 10     | 5      |
| Nabirye         | 11                    | 3      | 8      | 6      | 1      | 11     | 7           | 20     | 5      | 15     | 5      | 13     | 3                                    | 12     | 4      | 16     |
| Canon Ibula     | 1                     | 3      | 6      | 2      | 13     | 15     | 9           | 6      | 10     | 17     | 7      | 13     | 5                                    | 3      | 7      | 10     |
| Kasakosa        | 5                     | 7      | 6      | 6      | 9      | 9      | 4           | 4      | 4      | 14     | 4      | 7      | 2                                    | 0      | 3      | 1      |
| Busalamu        | 0                     | 2      | 3      | 3      | 17     | 15     | 11          | 15     | 16     | 14     | 14     | 14     | 10                                   | 14     | 14     | 16     |
| Bukanga         | 8                     | 0      | 5      | 3      | 7      | 17     | 11          | 14     | 11     | 13     | 10     | 15     | 3                                    | 10     | 6      | 16     |
| Busesa          | 2                     | 4      | 6      | 3      | 12     | 13     | 11          | 16     | 15     | 19     | 9      | 11     | 4                                    | 3      | 10     | 13     |
| Wairama         | 12                    |        | 4      |        | 4      |        | 7           |        | 12     |        | 7      |        | 3                                    |        | 4      |        |
| Bunyiiro Muslim | 6                     | 4      | 7      | 3      | 7      | 13     | 2           | 17     | 12     | 19     | 8      | 12     | 4                                    | 2      | 2      | 12     |
| Iganga TC       | 6                     | 3      | 9      | 5      | 5      | 12     | 10          | 16     | 10     | 14     | 5      | 11     | 4                                    | 5      | 3      | 8      |
| Waibuga         | 8                     | 5      | 5      | 7      | 7      | 8      | 6           | 16     | 7      | 16     | 8      | 16     | 1                                    | 0      | 5      | 5      |
| Kidaago         | 6                     | 5      | 9      | 3      | 5      | 12     | 10          | 8      | 13     | 9      | 9      | 8      | 6                                    | 7      | 6      | 5      |
| Naigombwa       | 8                     | 1      | 8      | 8      | 4      | 11     | 5           | 9      | 11     | 12     | 11     | 13     | 2                                    | 9      | 4      | 8      |
|                 | 79                    | 52     | 88     | 64     | 132    | 166    | 119         | 166    | 165    | 195    | 123    | 159    | 59                                   | 72     | 91     | 130    |
|                 | 17.0%                 | 18.6%  | 29.3%  | 22.9%  | 44.0%  | 59.3%  | 39.7%       | 59.3%  | 55.0%  | 69.6%  | 41.0%  | 56.8%  | 19.7%                                | 25.7%  | 30.3%  | 46.4%  |

| Number patterns |        |        |        | Number Order |        | TOTALS |        |        |        |        |        |        |        |           |
|-----------------|--------|--------|--------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| B/Line          | Impact | B/Line | Impact | B/Line       | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |           |
| in 3's          |        | in 5's |        | order 6      |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10  |        |           |
| 2               | 0      | 4      | 2      | 0            | 3      |        | 2      |        | 3      |        | 9      |        | 6      | -2        |
| 2               | 0      | 10     | 0      | 0            | 0      |        | 6      |        | 6      |        | 6      |        | 2      | -2        |
| 1               | 0      | 8      | 0      | 3            | 1      |        | 10     |        | 3      |        | 5      |        | 2      | -2        |
| 0               | 15     | 0      | 14     | 0            | 0      |        | 4      |        | 5      |        | 5      |        | 6      | 2         |
| 4               | 4      | 11     | 8      | 4            | 2      |        | 5      |        | 1      |        | 7      |        | 8      | no change |
| 2               | 0      | 3      | 0      | 1            | 5      |        | 6      |        | 3      |        | 6      |        | 3      | no change |
| 6               | 15     | 11     | 14     | 3            | 12     |        | 0      |        | 1      |        | 1      |        | 18     | 1         |
| 2               | 10     | 5      | 14     | 0            | 10     |        | 1      |        | 0      |        | 6      |        | 13     | 2         |
| 5               | 2      | 8      | 3      | 3            | 0      |        | 3      |        | 2      |        | 10     |        | 5      | no change |
| 3               |        | 3      |        | 0            |        |        |        |        |        |        |        |        |        |           |
| 0               | 0      | 2      | 2      | 0            | 2      |        | 2      |        | 3      |        | 9      |        | 6      | 1         |
| 2               | 9      | 2      | 7      | 0            | 7      |        | 1      |        | 4      |        | 4      |        | 11     | 2         |
| 1               | 5      | 2      | 5      | 3            | 7      |        | 4      |        | 5      |        | 5      |        | 6      | 1         |
| 0               | 0      | 0      | 0      | 0            | 0      |        | 7      |        | 2      |        | 6      |        | 5      | no change |
| 0               | 5      | 0      | 10     | 1            | 6      |        | 0      |        | 4      |        | 10     |        | 6      | 2         |
| 30              | 65     | 69     | 79     | 18           | 55     | 0      | 51     | 0      | 42     | 0      | 89     | 0      | 97     |           |
| 10.0%           | 23.2%  | 23.0%  | 28.2%  | 6.0%         | 19.6%  |        | 18.2%  |        | 15.0%  |        | 31.8%  |        | 34.6%  |           |

\*Incomplete data

District: Nakasongole Numeracy P3

| School               | Word = Number symbols |        |        |        |        |        | Number work |        |        |        |        |        | No. of Children with correct answers |        |        |        |
|----------------------|-----------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------------------------------------|--------|--------|--------|
|                      | B/Line                | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line                               | Impact | B/Line | Impact |
|                      | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3       |        | 9 + 4  |        | 12-..2 |        | 15- ..                               |        | 4 x 4  |        |
| Nabiswera            | 8                     | 0      | 5      | 3      | 7      | 17     | 5           | 18     | 12     | 17     | 9      | 16     | 5                                    | 19     | 8      | 20     |
| Migeera              | 6                     | 3      | 5      | 4      | 6      | 13     | 7           | 9      | 14     | 10     | 16     | 12     | 8                                    | 5      | 6      | 9      |
| Kyamukonda           | 1                     | 0      | 2      | 0      | 17     | 20     | 15          | 20     | 14     | 19     | 15     | 17     | 13                                   | 19     | 17     | 18     |
| Sasira 19            | 6                     | 0      | 5      | 3      | 8      | 17     | 4           | 19     | 15     | 13     | 14     | 11     | 9                                    | 10     | 4      | 15     |
| Lwampanga            | 7                     | 7      | 7      | 11     | 6      | 2      | 7           | 6      | 14     | 10     | 9      | 4      | 6                                    | 4      | 8      | 5      |
| Namikka              | 14                    | 15     | 5      | 3      | 1      | 2      | 3           | 6      | 9      | 11     | 7      | 10     | 3                                    | 4      | 4      | 5      |
| Kakooge CU 2 19      | 4                     | 4      | 2      | 4      | 14     | 11     | 11          | 11     | 16     | 12     | 18     | 12     | 14                                   | 10     | 10     | 8      |
| Katuugio SDA Im21    | 3                     | 2      | 2      | 9      | 15     | 10     | 1           | 10     | 10     | 13     | 8      | 17     | 8                                    | 10     | 2      | 6      |
| St Jude Kakooge      | 0                     | 0      | 0      | 0      | 21     | 20     | 15          | 18     | 19     | 13     | 19     | 14     | 14                                   | 13     | 17     | 16     |
| Katuugio C/U         | 3                     | 1      | 3      | 2      | 14     | 17     | 10          | 13     | 13     | 10     | 11     | 12     | 7                                    | 6      | 7      | 11     |
| Nakasongola RC       | 0                     | 0      | 3      | 0      | 17     | 20     | 12          | 12     | 15     | 17     | 15     | 16     | 16                                   | 14     | 18     | 12     |
| akasongola C/U       | 3                     | 0      | 3      | 0      | 14     | 20     | 6           | 12     | 8      | 13     | 10     | 17     | 4                                    | 12     | 4      | 6      |
| Wabinyonyi SDA Im 21 | 0                     | 0      | 0      | 0      | 20     | 21     | 16          | 11     | 18     | 15     | 18     | 16     | 17                                   | 14     | 16     | 9      |
| Sasira RC            | 12                    | 3      | 6      | 2      | 2      | 15     | 4           | 10     | 11     | 10     | 3      | 10     | 2                                    | 7      | 4      | 9      |
| Wabigalo RC Imp 19   | 7                     | 0      | 3      | 5      | 9      | 14     | 7           | 12     | 13     | 16     | 11     | 11     | 4                                    | 6      | 8      | 17     |
| Total 300            | 74                    | 35     | 51     | 46     | 171    | 219    | 123         | 187    | 201    | 199    | 183    | 195    | 130                                  | 153    | 133    | 166    |
|                      | 24.7%                 | 11.7%  | 17.0%  | 15.3%  | 57.0%  | 73.0%  | 41.0%       | 62.3%  | 67.0%  | 66.3%  | 61.0%  | 65.0%  | 43.3%                                | 51.0%  | 44.3%  | 55.3%  |

| Number patterns |        |        |        | Number order |        | TOTALS |        |        |        |        |        |        |        |           |
|-----------------|--------|--------|--------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| B/Line          | Impact | B/Line | Impact | B/Line       | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |           |
| in 3's          |        | in 5's |        | order 6      |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10  |        |           |
| 3               | 12     | 4      | 14     | 0            | 20     | 7      | 0      | 6      | 0      | 6      | 2      | 1      | 18     | 2         |
| 3               | 5      | 4      | 8      | 5            | 3      | 6      | 3      | 2      | 3      | 11     | 7      | 1      | 7      | 1         |
| 4               | 20     | 7      | 19     | 6            | 20     | 0      | 0      | 2      | 0      | 10     | 1      | 8      | 19     | 1         |
| 4               | 6      | 6      | 9      | 0            | 12     | 6      | 0      | 2      | 1      | 9      | 0      | 2      | 19     | 2         |
| 6               | 2      | 7      | 2      | 0            | 2      | 5      | 10     | 4      | 7      | 8      | 2      | 1      | 1      | -2        |
| 0               | 1      | 3      | 4      | 0            | 0      | 13     | 13     | 4      | 4      | 3      | 2      | 0      | 1      | no change |
| 7               | 7      | 12     | 7      | 3            | 5      | 2      | 0      | 2      | 4      | 9      | 7      | 7      | 8      | no change |
| 2               | 0      | 3      | 3      | 0            | 14     | 4      | 2      | 4      | 2      | 11     | 4      | 1      | 13     | 1         |
| 15              | 14     | 18     | 18     | 16           | 9      | 0      | 0      | 0      | 0      | 5      | 2      | 16     | 18     | no change |
| 5               | 2      | 13     | 11     | 2            | 8      | 3      | 1      | 1      | 0      | 13     | 5      | 3      | 9      | 1         |
| 12              | 11     | 12     | 16     | 11           | 12     | 2      | 1      | 0      | 0      | 4      | 4      | 14     | 15     | no change |
| 5               | 14     | 8      | 15     | 6            | 13     | 4      | 0      | 4      | 0      | 7      | 4      | 5      | 16     | 2         |
| 10              | 6      | 11     | 9      | 12           | 20     | 0      | 0      | 0      | 0      | 6      | 2      | 14     | 18     | 1         |
| 0               | 7      | 3      | 9      | 0            | 4      | 6      | 2      | 4      | 3      | 8      | 6      | 2      | 9      | 1         |
| 3               | 10     | 5      | 11     | 1            | 10     | 7      | 1      | 4      | 2      | 7      | 5      | 2      | 7      | 1         |
| 79              | 117    | 116    | 155    | 62           | 152    | 65     | 33     | 39     | 26     | 117    | 53     | 77     | 178    |           |
| 26.3%           | 39.0%  | 38.7%  | 51.7%  | 20.7%        | 50.7%  | 21.7%  | 11.0%  | 13.0%  | 8.7%   | 39.0%  | 17.7%  | 25.7%  | 59.3%  |           |

Control Groups

District: Mpigi

Numeracy  
P3

|                       | Word = Number symbols |        |        |        |        |        |       |       |       |       | Number work |       | No. of Children with correct answers |        |        |        |
|-----------------------|-----------------------|--------|--------|--------|--------|--------|-------|-------|-------|-------|-------------|-------|--------------------------------------|--------|--------|--------|
|                       | B/Line                | Impact | B/Line | Impact | B/Line | Impact |       |       |       |       |             |       | B/Line                               | Impact | B/Line | Impact | B/Line | Impact |
| School                | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3 |       | 9 + 4 |       | 12-..2      |       | 15- ..                               |        | 4 x 4  |        |
| St Anne Konge         | 2                     | 8      | 3      | 2      | 15     | 9      | 10    | 9     | 12    | 10    | 11          | 9     | 14                                   | 2      | 10     | 4      |
| St John Bosco Katende | 0                     | 0      | 0      | 0      | 20     | 20     | 14    | 13    | 17    | 14    | 14          | 17    | 16                                   | 8      | 13     | 9      |
| Kibuka Memorial 21    | 2                     | 0      | 2      | 2      | 17     | 16     | 6     | 7     | 12    | 9     | 13          | 9     | 15                                   | 5      | 3      | 5      |
| Bulugu 22             | 1                     | 6      | 3      | 2      | 18     | 12     | 6     | 6     | 18    | 9     | 12          | 3     | 7                                    | 3      | 1      | 5      |
| Kagulwe               | 2                     | 1      | 4      | 0      | 14     | 19     | 4     | 6     | 16    | 13    | 13          | 15    | 11                                   | 9      | 6      | 9      |
| Total 103             |                       |        |        |        |        |        |       |       |       |       |             |       |                                      |        |        |        |
| District              | Muyuge                |        |        |        |        |        |       |       |       |       |             |       |                                      |        |        |        |
| Natikwalo             | 4                     | 1      | 10     | 10     | 6      | 8      | 7     | 11    | 8     | 10    | 6           | 9     | 3                                    | 5      | 6      | 3      |
| Nabeeta               | 6                     | 1      | 5      | 6      | 8      | 13     | 14    | 8     | 18    | 10    | 16          | 8     | 7                                    | 2      | 12     | 9      |
| Bute                  | 3                     | 7      | 7      | 6      | 10     | 7      | 2     | 3     | 13    | 12    | 2           | 9     | 1                                    | 3      | 2      | 4      |
| Baliita               | 1                     | 0      | 2      | 4      | 10     | 15     | 8     | 17    | 9     | 12    | 8           | 18    | 7                                    | 12     | 8      | 10     |
| Buseera               | 2                     | 14     | 11     | 4      | 7      | 2      | 11    | 2     | 12    | 8     | 11          | 4     | 5                                    | 3      | 10     | 3      |
| Sub total 98          |                       |        |        |        |        |        |       |       |       |       |             |       |                                      |        |        |        |
| Total 200             | 23                    | 38     | 47     | 36     | 125    | 121    | 82    | 82    | 135   | 107   | 106         | 101   | 86                                   | 52     | 71     | 61     |
| %                     | 11.5%                 | 19.0%  | 23.5%  | 18.0%  | 62.5%  | 60.5%  | 41.0% | 41.0% | 67.5% | 53.5% | 53.0%       | 50.5% | 43.0%                                | 26.0%  | 35.5%  | 30.5%  |

| Number patterns |        |        |        | Number Order |        | TOTALS |        |        |        |        |        |        |        |
|-----------------|--------|--------|--------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line          | Impact | B/Line | Impact | B/Line       | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| in 3's          |        | in 5's |        | order 6      |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10  |        |
| 1               | 3      | 6      | 4      | 6            | 3      | 2      | 8      | 2      | 3      | 7      | 2      | 5      | 6      |
| 7               | 8      | 8      | 11     | 15           | 10     | 0      | 0      | 0      | 0      | 6      | 7      | 14     | 13     |
| 8               | 6      | 8      | 8      | 3            | 0      | 0      | 1      | 3      | 2      | 13     | 11     | 4      | 4      |
| 10              | 6      | 13     | 7      | 7            | 1      | 2      | 7      | 2      | 1      | 11     | 5      | 7      | 7      |
| 3               | 5      | 9      | 11     | 4            | 7      | 2      | 1      | 1      | 0      | 13     | 7      | 4      | 12     |
|                 |        |        |        |              |        |        |        |        |        |        |        |        |        |
| 3               | 17     | 3      | 12     | 0            | 4      | 6      | 4      | 12     | 3      | 2      | 6      | 0      | 7      |
| 4               | 0      | 8      | 1      | 2            | 6      | 3      | 5      | 10     | 3      | 7      | 9      | 0      | 3      |
| 2               | 1      | 1      | 4      | 0            | 3      | 7      | 9      | 13     | 2      | 0      | 7      | 0      | 2      |
| 7               | 14     | 10     | 11     | 9            | 7      | 5      | 0      | 1      | 0      | 11     | 3      | 17     | 6      |
| 2               | 1      | 7      | 2      | 2            | 2      | 4      | 15     | 9      | 0      | 7      | 3      | 0      | 2      |
|                 |        |        |        |              |        |        |        |        |        |        |        |        |        |
| 47              | 61     | 73     | 71     | 48           | 43     | 31     | 50     | 53     | 14     | 77     | 60     | 51     | 62     |
| 23.5%           | 30.5%  | 36.5%  | 35.5%  | 24.0%        | 21.5%  | 15.5%  | 25.0%  | 26.5%  | 7.0%   | 38.5%  | 30.0%  | 25.5%  | 31.0%  |

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\*Incomplete data from  
Muyuge

Numeracy Scores Primary 3

Base Line v Primary 3 Impact Study

b

Kabarole Numeracy

District

Kabarole

|             | Word = Number symbols |        |        |        |        |        |       |  |       |  | Number work | No. of Children with correct answers |        |        |        |        |
|-------------|-----------------------|--------|--------|--------|--------|--------|-------|--|-------|--|-------------|--------------------------------------|--------|--------|--------|--------|
|             | B/Line                | Impact | B/Line | Impact | B/Line | Impact |       |  |       |  |             | B/Line                               | Impact | B/Line | Impact | B/Line | Impact |
| School      | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3 |  | 9 + 4 |  | 12-..2      |                                      | 15- .. |        | 4 x 4  |        |
| Nyakasura   | 6                     |        | 5      |        | 10     |        | 18    |  | 17    |  | 18          |                                      | 15     |        | 12     |        |
| Kaboya      | 3                     |        | 4      |        | 13     |        | 11    |  | 14    |  | 12          |                                      | 8      |        | 5      |        |
| Mukumbwe    | 9                     |        | 6      |        | 5      |        | 8     |  | 13    |  | 7           |                                      | 5      |        | 5      |        |
| Haibale     | 3                     |        | 3      |        | 14     |        | 14    |  | 14    |  | 13          |                                      | 9      |        | 11     |        |
| Mpumbu      | 2                     |        | 5      |        | 13     |        | 14    |  | 18    |  | 8           |                                      | 4      |        | 8      |        |
| Bukuuku     | 2                     |        | 6      |        | 12     |        | 9     |  | 13    |  | 12          |                                      | 7      |        | 7      |        |
| Canon Apolo | 3                     |        | 3      |        | 14     |        | 7     |  | 6     |  | 8           |                                      | 5      |        | 8      |        |
| Kiburaro    | 3                     |        | 3      |        | 1      |        | 8     |  | 13    |  | 13          |                                      | 11     |        | 8      |        |
| Karambi     | 0                     |        | 1      |        | 19     |        | 17    |  | 12    |  | 13          |                                      | 13     |        | 15     |        |
| Kicwamba    | 5                     |        | 4      |        | 11     |        | 8     |  | 11    |  | 7           |                                      | 5      |        | 8      |        |
| Kazingo     | 5                     |        | 0      |        | 15     |        | 7     |  | 9     |  | 16          |                                      | 12     |        | 5      |        |
| Butebe      | 0                     |        | 2      |        | 18     |        | 15    |  | 12    |  | 15          |                                      | 12     |        | 15     |        |
| Kitaraso    | 6                     |        | 5      |        | 9      |        | 3     |  | 11    |  | 8           |                                      | 5      |        | 2      |        |
| Nyangozi    | 2                     |        | 3      |        | 15     |        | 10    |  | 12    |  | 9           |                                      | 5      |        | 12     |        |
| Komyamperre | 2                     |        | 3      |        | 15     |        | 10    |  | 12    |  | 9           |                                      | 5      |        | 12     |        |
| Total 300   | 51                    |        | 53     |        | 184    |        | 159   |  | 187   |  | 168         |                                      | 121    |        | 133    |        |
| %           |                       |        |        |        |        |        |       |  |       |  |             |                                      |        |        |        |        |

| Number patterns |        |        |        | Number Order |        |           |        | TOTALS |        |        |        |        |        |        |        |
|-----------------|--------|--------|--------|--------------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line          | Impact | B/Line | Impact | B/Line       | Impact | B/Line    | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| in 3's          |        | in 5's |        | order 6      |        | order 4/5 |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10  |        |
| 7               |        | 14     |        | 0            |        | 0         |        | 2      |        | 3      |        | 4      |        | 3      |        |
| 5               |        | 8      |        | 1            |        | 0         |        | 4      |        | 2      |        | 6      |        | 5      |        |
| 3               |        | 4      |        | 1            |        | 0         |        | 6      |        | 5      |        | 5      |        | 0      |        |
| 2               |        | 7      |        | 0            |        | 0         |        | 2      |        | 1      |        | 7      |        | 8      |        |
| 11              |        | 11     |        | 2            |        | 0         |        | 2      |        | 2      |        | 4      |        | 8      |        |
| 0               |        | 0      |        | 0            |        | 0         |        | 4      |        | 5      |        | 2      |        | 6      |        |
| 7               |        | 11     |        | 2            |        | 1         |        | 4      |        | 5      |        | 6      |        | 2      |        |
| 5               |        | 7      |        | 2            |        | 0         |        | 1      |        | 3      |        | 12     |        | 3      |        |
| 17              |        | 18     |        | 0            |        | 0         |        | 0      |        | 1      |        | 2      |        | 6      |        |
| 8               |        | 11     |        | 2            |        | 0         |        | 7      |        | 0      |        | 8      |        | 2      |        |
| 6               |        | 13     |        | 1            |        | 0         |        | 3      |        | 1      |        | 8      |        | 5      |        |
| 6               |        | 12     |        | 8            |        | 0         |        | 0      |        | 0      |        | 5      |        | 5      |        |
| 5               |        | 4      |        | 2            |        | 0         |        | 12     |        | 0      |        | 4      |        | 4      |        |
| 11              |        | 12     |        | 0            |        | 0         |        | 0      |        | 5      |        | 5      |        | 8      |        |
| 11              |        | 12     |        | 0            |        | 0         |        | 1      |        | 2      |        | 8      |        | 4      |        |
| 104             |        | 144    |        | 21           |        | 1         |        | 48     |        | 35     |        | 86     |        | 69     |        |
|                 |        |        |        |              |        |           |        |        |        |        |        |        |        |        |        |

District: Kasese Numeracy

|                    | Word = Number symbols |        |        |        |        |        | B/Line | Impact | B/Line | Impact | Number work | B/Line | Impact | No. of Children with correct answers |        |        |        |
|--------------------|-----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------|--------|--------|--------------------------------------|--------|--------|--------|
|                    | B/Line                | Impact | B/Line | Impact | B/Line | Impact |        |        |        |        |             |        |        | B/Line                               | Impact | B/Line | Impact | B/Line | Impact |
| School             | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3  |        | 9 + 4  |        | 12-..2      |        | 15- .. |                                      | 4 x 4  |        |        |
| Kisinga            | 1                     |        | 11     |        | 9      |        | 10     |        | 17     |        | 14          |        | 9      |                                      | 8      |        |        |
| Kamaibo            | 2                     | 0      | 6      | 0      | 12     | 15     | 8      | 19     | 13     | 18     | 11          | 19     | 11     | 19                                   | 8      | 18     |        |
| ??Railways         | 2                     |        | 8      |        | 10     |        | 13     |        | 11     |        | 17          |        | 13     |                                      | 17     |        |        |
| Base camp          | 3                     |        | 10     |        | 7      |        | 15     |        | 17     |        | 14          |        | 12     |                                      | 15     |        |        |
| Mulongoti          |                       |        |        |        |        |        |        |        |        |        |             |        |        |                                      |        |        |        |
| Munkunyu           | 4                     |        | 9      |        | 7      |        | 9      |        | 13     |        | 7           |        | 4      |                                      | 3      |        |        |
| Katooke/Kaloone    | 3                     |        | 11     |        | 6      |        | 10     |        | 9      |        | 6           |        | 3      |                                      | 13     |        |        |
| Kamukumbi          | 5                     |        | 8      |        | 7      |        | 6      |        | 15     |        | 2           |        | 3      |                                      | 7      |        |        |
| Nyaguganda Parents | 0                     |        | 5      |        | 15     |        | 9      |        | 15     |        | 13          |        | 13     |                                      | 12     |        |        |
| Bwesa Demo         | 3                     |        | 7      |        | 10     |        | 12     |        | 15     |        | 13          |        | 7      |                                      | 13     |        |        |
| Kagando            | 1                     |        | 0      |        | 19     |        | 20     |        | 16     |        | 18          |        | 10     |                                      | 17     |        |        |
| Kinyamase          | 9                     |        | 6      |        | 2      |        | 13     |        | 16     |        | 13          |        | 12     |                                      | 15     |        |        |
| Bugoye             | 3                     |        | 8      |        | 9      |        | 11     |        | 11     |        | 6           |        | 9      |                                      | 11     |        |        |
| Ibanda             | 2                     |        | 5      |        | 14     |        | 11     |        | 9      |        | 10          |        | 8      |                                      | 9      |        |        |
| Bwera Church       | 3                     |        | 9      |        | 8      |        | 15     |        | 11     |        | 12          |        | 10     |                                      | 10     |        |        |
| Rukooki Model      | 7                     |        | 6      |        | 7      |        | 10     |        | 12     |        | 12          |        | 8      |                                      | 10     |        |        |
| Total 300          | 48                    |        | 109    |        | 142    |        | 172    |        | 200    |        | 168         |        | 132    |                                      | 168    |        |        |
|                    | 16.0%                 |        | 36.3%  |        | 47.3%  |        | 57.3%  |        | 66.7%  |        | 56.0%       |        | 44.0%  |                                      | 56.0%  |        |        |

| B/Line |        | Number patterns |        | Number Order |         |        |           | TOTALS |        |        |        |        |        |        |                   |
|--------|--------|-----------------|--------|--------------|---------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|-------------------|
| B/Line | Impact | B/Line          | Impact | B/Line       | Impact  | B/Line | Impact    | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact            |
|        | in 3's |                 | in 5's |              | order 6 |        | order 4/5 |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10             |
| 18     |        | 17              |        | 4            |         | 0      |           | 0      |        | 6      |        | 9      |        | 6      |                   |
| 9      | 20     | 12              | 19     | 2            | 15      | 0      |           | 0      |        | 7      |        | 12     |        | 20     | (14 scored 14/15) |
| 7      |        | 8               |        | 4            |         | 0      |           | 3      |        | 6      |        | 6      |        | 5      |                   |
| 7      |        | 11              |        | 8            |         | 0      |           | 0      |        | 4      |        | 9      |        | 7      |                   |
| 5      |        | 11              |        | 1            |         | 0      |           | 9      |        | 5      |        | 4      |        | 2      |                   |
| 0      |        | 9               |        | 1            |         | 0      |           | 6      |        | 8      |        | 5      |        | 1      |                   |
| 4      |        | 3               |        | 0            |         | 0      |           | 8      |        | 10     |        | 2      |        | 0      |                   |
| 6      |        | 9               |        | 8            |         | 0      |           | 0      |        | 3      |        | 11     |        | 6      |                   |
| 7      |        | 8               |        | 4            |         | 0      |           | 2      |        | 5      |        | 8      |        | 5      |                   |
| 9      |        | 15              |        | 6            |         | 0      |           | 1      |        | 0      |        | 8      |        | 11     |                   |
| 6      |        | 14              |        | 3            |         | 0      |           | 5      |        | 8      |        | 6      |        | 1      |                   |
| 3      |        | 5               |        | 2            |         | 0      |           | 2      |        | 8      |        | 7      |        | 3      |                   |
| 3      |        | 7               |        | 1            |         | 0      |           | 4      |        | 7      |        | 6      |        | 3      | b                 |
| 7      |        | 9               |        | 3            |         | 0      |           | 5      |        | 5      |        | 7      |        | 3      |                   |
| 4      |        | 10              |        | 5            |         | 0      |           | 5      |        | 9      |        | 5      |        | 1      |                   |
| 95     |        | 148             |        | 52           |         | 0      |           | 50     |        | 91     |        | 105    |        | 74     |                   |
| 31.7%  |        | 49.3%           |        | 17.3%        |         | 0.0%   |           | 16.7%  |        | 30.3%  |        | 35.0%  |        | 24.7%  |                   |

District: Iganga

Numeracy P3

| School          | Word = Number symbols |        |        |        |        |        | Number work |        |        |        |        |        | No. of Children with correct answers |        |        |        |
|-----------------|-----------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------------------------------------|--------|--------|--------|
|                 | B/Line                | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line                               | Impact | B/Line | Impact |
| School          | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3       |        | 9 + 4  |        | 12-..2 |        | 15- ..                               |        | 4 x 4  |        |
| Namatunba       | 0                     |        | 0      |        | 20     |        | 10          |        | 15     |        | 7      |        | 4                                    |        | 8      |        |
| Nakabaale       | 5                     |        | 2      |        | 12     |        | 8           |        | 14     |        | 10     |        | 2                                    |        | 5      |        |
| Namungalwe      | 1                     |        | 10     |        | 9      |        | 8           |        | 10     |        | 9      |        | 6                                    |        | 10     |        |
| Nabirye         | 11                    | 4      | 8      | 4      | 1      | 12     | 7           | 9      | 5      | 14     | 5      | 14     | 3                                    | 7      | 4      | 6      |
| Canon Ibula     | 1                     |        | 6      |        | 13     |        | 9           |        | 10     |        | 7      |        | 5                                    |        | 7      |        |
| Kasakosa        | 5                     |        | 6      |        | 9      |        | 4           |        | 4      |        | 4      |        | 2                                    |        | 3      |        |
| Busalamu        | 0                     |        | 3      |        | 17     |        | 11          |        | 16     |        | 14     |        | 10                                   |        | 14     |        |
| Bukanga         | 8                     |        | 5      |        | 7      |        | 11          |        | 11     |        | 10     |        | 3                                    |        | 6      |        |
| Busesa          | 2                     |        | 6      |        | 12     |        | 11          |        | 15     |        | 9      |        | 4                                    |        | 10     |        |
| Wairama         | 12                    |        | 4      |        | 4      |        | 7           |        | 12     |        | 7      |        | 3                                    |        | 4      |        |
| Bunyiiro Muslim | 6                     | 1      | 7      | 4      | 7      | 15     | 2           | 14     | 12     | 14     | 8      | 14     | 4                                    | 10     | 2      | 16     |
| Iganga TC       | 6                     |        | 9      |        | 5      |        | 10          |        | 10     |        | 5      |        | 4                                    |        | 3      |        |
| Waibukia        | 8                     |        | 5      |        | 7      |        | 6           |        | 7      |        | 8      |        | 1                                    |        | 5      |        |
| Kidaago         | 6                     |        | 9      |        | 5      |        | 10          |        | 13     |        | 9      |        | 6                                    |        | 6      |        |
| Naigombwa       | 8                     | 1      | 8      | 6      | 4      | 13     | 5           | 12     | 11     | 14     | 11     | 13     | 2                                    | 11     | 4      | 9      |
|                 | 79                    |        | 88     |        | 132    |        | 119         |        | 165    |        | 123    |        | 59                                   |        | 91     |        |
|                 | 26.3%                 |        | 29.3%  |        | 44.0%  |        | 39.7%       |        | 55.0%  |        | 41.0%  |        | 19.7%                                |        | 30.3%  |        |

| Number patterns |        |        |        | Number Order |        |           |        | TOTALS |        |        |        |        |        |        |        |
|-----------------|--------|--------|--------|--------------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line          | Impact | B/Line | Impact | B/Line       | Impact | B/Line    | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| in 3's          |        | in 5's |        | order 6      |        | order 4/5 |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10  |        |
| 2               |        | 4      |        | 0            |        | 0         |        |        |        |        |        |        |        |        |        |
| 2               |        | 10     |        | 0            |        | 0         |        |        |        |        |        |        |        |        |        |
| 1               |        | 8      |        | 3            |        | 0         |        |        |        |        |        |        |        |        |        |
| 0               | 6      | 0      | 2      | 0            | 10     | 0         |        |        | 4      |        | 3      |        | 6      |        | 7      |
| 4               |        | 11     |        | 4            |        | 0         |        |        |        |        |        |        |        |        |        |
| 2               |        | 3      |        | 1            |        | 0         |        |        |        |        |        |        |        |        |        |
| 6               |        | 11     |        | 3            |        | 0         |        |        |        |        |        |        |        |        |        |
| 2               |        | 5      |        | 0            |        | 0         |        |        |        |        |        |        |        |        |        |
| 5               |        | 8      |        | 3            |        | 0         |        |        |        |        |        |        |        |        |        |
| 3               |        | 3      |        | 0            |        | 0         |        |        |        |        |        |        |        |        |        |
| 0               | 10     | 2      | 14     | 0            | 10     | 0         |        |        | 1      |        | 0      |        | 6      |        | 13     |
| 2               |        | 2      |        | 0            |        | 0         |        |        |        |        |        |        |        |        |        |
| 1               |        | 2      |        | 3            |        | 0         |        |        |        |        |        |        |        |        |        |
| 0               |        | 0      |        | 0            |        | 0         |        |        |        |        |        |        |        |        |        |
| 0               | 5      | 0      | 8      | 1            | 6      | 0         |        |        | 3      |        | 0      |        | 7      |        | 10     |
| 30              |        | 69     |        | 18           |        | 0         |        |        |        |        |        |        |        |        |        |
| 10.0%           |        | 23.0%  |        | 6.0%         |        | 0.0%      |        |        |        |        |        |        |        |        |        |

\*Incomplete data

District: Nakasongole Numeracy P3

|                      | Word = Number symbols |        |        |        |        |        |       |    |       |    | Number work |        | No. of Children with correct answers |        |        |        |
|----------------------|-----------------------|--------|--------|--------|--------|--------|-------|----|-------|----|-------------|--------|--------------------------------------|--------|--------|--------|
|                      | B/Line                | Impact | B/Line | Impact | B/Line | Impact |       |    |       |    | B/Line      | Impact | B/Line                               | Impact | B/Line | Impact | B/Line | Impact |
| School               | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3 |    | 9 + 4 |    | 12-..2      |        | 15- ..                               |        | 4 x 4  |        |
| Nabiswara            | 8                     |        | 5      |        | 7      |        | 5     |    | 12    |    | 9           |        | 5                                    |        | 8      |        |
| Migeera              | 6                     |        | 5      |        | 6      |        | 7     |    | 14    |    | 16          |        | 8                                    |        | 6      |        |
| Kyamukonda           | 1                     |        | 2      |        | 17     |        | 15    |    | 14    |    | 15          |        | 13                                   |        | 17     |        |
| Sasira 19            | 6                     |        | 5      |        | 8      |        | 4     |    | 15    |    | 14          |        | 9                                    |        | 4      |        |
| Lwampanga            | 7                     | 5      | 7      | 5      | 6      | 10     | 7     | 9  | 14    | 10 | 9           | 9      | 6                                    | 5      | 8      | 8      |
| Namikka              | 14                    |        | 5      |        | 1      |        | 3     |    | 9     |    | 7           |        | 3                                    |        | 4      |        |
| Kakooge              | 4                     |        | 2      |        | 14     |        | 11    |    | 16    |    | 18          |        | 14                                   |        | 10     |        |
| Katuugio STA         | 3                     |        | 2      |        | 15     |        | 1     |    | 10    |    | 8           |        | 8                                    |        | 2      |        |
| St Jude Kakooge      | 0                     |        | 0      |        | 21     |        | 15    |    | 19    |    | 19          |        | 14                                   |        | 17     |        |
| Katuugio C/U         | 3                     |        | 3      |        | 14     |        | 10    |    | 13    |    | 11          |        | 7                                    |        | 7      |        |
| Nakasongola RC im 24 | 0                     | 0      | 3      | 1      | 17     | 23     | 12    | 21 | 15    | 19 | 15          | 17     | 16                                   | 19     | 18     | 17     |
| akasangola C/U       | 3                     | 0      | 3      | 0      | 14     | 20     | 6     | 19 | 8     | 16 | 10          | 20     | 4                                    | 13     | 4      | 17     |
| Wabinyonyi SDA       | 0                     | 1      | 0      | 0      | 20     | 18     | 16    | 15 | 18    | 14 | 18          | 14     | 17                                   | 17     | 16     | 15     |
| Sasiira RC           | 12                    |        | 6      |        | 2      |        | 4     |    | 11    |    | 3           |        | 2                                    |        | 4      |        |
| Wabigalo RC          | 7                     |        | 3      |        | 9      |        | 7     |    | 13    |    | 11          |        | 4                                    |        | 8      |        |
| Total 300            | 74                    | 6      | 51     | 6      | 171    | 71     | 123   | 64 | 201   | 59 | 183         | 60     | 130                                  | 54     | 133    | 57     |
|                      | 24.7%                 |        | 17.0%  |        | 57.0%  |        | 41.0% |    | 67.0% |    | 61.0%       |        | 43.3%                                |        | 44.3%  |        |

| Number patterns |        |        |        | Number Order |        |           |        | TOTALS |        |        |        |        |        |        |        |
|-----------------|--------|--------|--------|--------------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line          | Impact | B/Line | Impact | B/Line       | Impact | B/Line    | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| in 3's          |        | in 5's |        | order 6      |        | order 4/5 |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10  |        |
| 3               |        | 4      |        | 0            |        | 0         |        | 7      |        | 6      |        | 6      |        | 1      |        |
| 3               |        | 4      |        | 5            |        | 0         |        | 6      |        | 2      |        | 11     |        | 1      |        |
| 4               |        | 7      |        | 6            |        | 0         |        | 0      |        | 2      |        | 10     |        | 8      |        |
| 4               |        | 6      |        | 0            |        | 2         |        | 6      |        | 2      |        | 9      |        | 2      |        |
| 6               | 6      | 7      | 9      | 0            | 0      | 0         |        | 5      | 6      | 4      | 3      | 8      | 5      | 1      | 5      |
| 0               |        | 3      |        | 0            |        | 0         |        | 13     |        | 4      |        | 3      |        | 0      |        |
| 7               |        | 12     |        | 3            |        | 0         |        | 2      |        | 2      |        | 9      |        | 7      |        |
| 2               |        | 3      |        | 0            |        | 0         |        | 4      |        | 4      |        | 11     |        | 1      |        |
| 15              |        | 18     |        | 16           |        | 1         |        | 0      |        | 0      |        | 5      |        | 16     |        |
| 5               |        | 13     |        | 2            |        | 0         |        | 3      |        | 1      |        | 13     |        | 3      |        |
| 12              | 19     | 12     | 19     | 11           | 20     | 0         |        | 2      | 0      | 0      | 1      | 4      | 1      | 14     | 22     |
| 5               | 14     | 8      | 17     | 6            | 18     | 0         |        | 4      | 0      | 4      | 0      | 7      | 0      | 5      | 20     |
| 10              | 12     | 11     | 15     | 12           | 17     | 0         |        | 0      | 1      | 0      | 0      | 6      | 0      | 14     | 18     |
| 0               |        | 3      |        | 0            |        | 0         |        | 6      |        | 4      |        | 8      |        | 2      |        |
| 3               |        | 5      |        | 1            |        | 0         |        | 7      |        | 4      |        | 7      |        | 2      |        |
| 79              | 51     | 116    | 60     | 62           | 55     | 3         | 0      | 65     | 7      | 39     | 4      | 117    | 6      | 77     | 65     |
| 26.3%           |        | 38.7%  |        | 20.7%        |        | 1.0%      |        | 21.7%  |        | 13.0%  |        | 39.0%  |        | 25.7%  |        |

**Control Groups**

District: Mpigi

Numeracy  
P3

| School                | Word = Number symbols |        |        |        |        |        | Number work |        |        |        |        |        | No. of Children with correct answers |        |        |        |
|-----------------------|-----------------------|--------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|--------|--------------------------------------|--------|--------|--------|
|                       | B/Line                | Impact | B/Line | Impact | B/Line | Impact | B/Line      | Impact | B/Line | Impact | B/Line | Impact | B/Line                               | Impact | B/Line | Impact |
|                       | 0/1                   |        | 2..3   |        | 4      |        | 3 x 3       |        | 9 + 4  |        | 12-..2 |        | 15- ..                               |        | 4 x 4  |        |
| St Anne Konge         | 2                     |        | 3      |        | 15     |        | 10          |        | 12     |        | 11     |        | 14                                   |        | 10     |        |
| St John Bosco Katende | 0                     |        | 0      |        | 20     |        | 14          |        | 17     |        | 14     |        | 16                                   |        | 13     |        |
| Kibuka Memorial 21    | 2                     |        | 2      |        | 17     |        | 6           |        | 12     |        | 13     |        | 15                                   |        | 3      |        |
| Bulugu 22             | 1                     |        | 3      |        | 18     |        | 6           |        | 18     |        | 12     |        | 7                                    |        | 1      |        |
| Kagulwe               | 2                     |        | 4      |        | 14     |        | 4           |        | 16     |        | 13     |        | 11                                   |        | 6      |        |
| Total 103             |                       |        |        |        |        |        |             |        |        |        |        |        |                                      |        |        |        |
| <b>District</b>       | <b>Muyuge</b>         |        |        |        |        |        |             |        |        |        |        |        |                                      |        |        |        |
| Natikwalo             | 4                     |        | 10     |        | 6      |        | 7           |        | 8      |        | 6      |        | 3                                    |        | 6      |        |
| Nabeeta               | 6                     |        | 5      |        | 8      |        | 14          |        | 18     |        | 16     |        | 7                                    |        | 12     |        |
| Bute                  | 3                     |        | 7      |        | 10     |        | 2           |        | 13     |        | 2      |        | 1                                    |        | 2      |        |
| Baliita 13            | 1                     |        | 2      |        | 10     |        | 8           |        | 9      |        | 8      |        | 7                                    |        | 8      |        |
| Buseera               | 2                     |        | 11     |        | 7      |        | 11          |        | 12     |        | 11     |        | 5                                    |        | 10     |        |
| Sub total 93          |                       |        |        |        |        |        |             |        |        |        |        |        |                                      |        |        |        |
| Total 196             | 23                    |        | 47     |        | 125    |        | 82          |        | 135    |        | 106    |        | 86                                   |        | 71     |        |
| %                     | 12.2%                 |        | 24.0%  |        | 63.8%  |        | 41.8%       |        | 68.9%  |        | 54.1%  |        | 43.9%                                |        | 36.2%  |        |

| Number patterns |        |        |        | Number Order |        |           |        | TOTALS |        |        |        |        |        |        |        |
|-----------------|--------|--------|--------|--------------|--------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line          | Impact | B/Line | Impact | B/Line       | Impact | B/Line    | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| in 3's          |        | in 5's |        | order 6      |        | order 4/5 |        | 1..3   |        | 4.5    |        | 6..8   |        | 9..10  |        |
| 1               |        | 6      |        | 6            |        | 0         |        | 2      |        | 2      |        | 7      |        | 5      |        |
| 7               |        | 8      |        | 15           |        | 0         |        | 0      |        | 0      |        | 6      |        | 14     |        |
| 8               |        | 8      |        | 3            |        | 0         |        | 0      |        | 3      |        | 13     |        | 4      |        |
| 10              |        | 13     |        | 7            |        | 0         |        | 2      |        | 2      |        | 11     |        | 7      |        |
| 3               |        | 9      |        | 4            |        | 0         |        | 2      |        | 1      |        | 13     |        | 4      |        |
|                 |        |        |        |              |        |           |        |        |        |        |        |        |        |        |        |
| 3               |        | 3      |        | 0            |        | 0         |        | 6      |        | 12     |        | 2      |        | 0      |        |
| 4               |        | 8      |        | 2            |        | 0         |        | 3      |        | 10     |        | 7      |        | 0      |        |
| 2               |        | 1      |        | 0            |        | 0         |        | 7      |        | 13     |        | 0      |        | 0      |        |
| 7               |        | 10     |        | 9            |        | 0         |        | 5      |        | 1      |        | 11     |        | 3      |        |
| 2               |        | 7      |        | 2            |        | 0         |        | 4      |        | 9      |        | 7      |        | 0      |        |
|                 |        |        |        |              |        |           |        |        |        |        |        |        |        |        |        |
| 47              |        | 73     |        | 48           |        | 0         |        |        |        |        |        |        |        |        |        |
| 24.0%           |        | 37.2%  |        | 24.5%        |        | 0.0%      |        |        |        |        |        |        |        |        |        |

\*Incomplete data from Muyuge

Numeracy Scores Primary 2

| District    | Kabarole                    |        |        |        |        |        | Number work (number of children with correct answer) |        |        |        |        |        |        |        |         |        |
|-------------|-----------------------------|--------|--------|--------|--------|--------|--|--------|--------|--------|--------|--------|--------|--------|---------|--------|
|             | Match number symbol to dots |        |        |        |        |        | 1 + 3  |        | -3     |        | 5 +..9 |        | 12 +4  |        | 10 -..5 |        |
| School      | B/Line                      | Impact | B/Line | Impact | B/Line | Impact | B/Line   | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line  | Impact |
| Nyakasura   | 1                           | 6      | 4      | 4      | 15     | 10     | 14   | 8      | 11     | 9      | 8      | 2      | 11     | 6      | 9       | 7      |
| Kaboya      | 3                           | 10     | 1      | 2      | 16     | 8      | 13   | 5      | 7      | 0      | 3      | 0      | 7      | 1      | 3       | 1      |
| Mukumbwe    | 6                           | 6      | 5      | 4      | 9      | 10     | 13   | 12     | 5      | 7      | 1      | 2      | 10     | 3      | 3       | 4      |
| Haibale     | 1                           | 4      | 4      | 6      | 15     | 10     | 16   | 14     | 11     | 6      | 0      | 0      | 10     | 4      | 0       | 3      |
| Mpumbu      | 3                           | 4      | 0      | 3      | 17     | 13     | 16   | 11     | 13     | 4      | 1      | 3      | 9      | 5      | 5       | 3      |
| Bukuuku     | 1                           | 2      | 7      | 8      | 12     | 10     | 13   | 7      | 6      | 11     | 4      | 9      | 15     | 5      | 3       | 9      |
| Canon Apolo | 1                           | 4      | 3      | 8      | 16     | 10     | 15   | 7      | 5      | 1      | 4      | 0      | 7      | 4      | 3       | 1      |
| Kiburaro    | 2                           | 5      | 2      | 2      | 16     | 13     | 14   | 8      | 7      | 3      | 2      | 2      | 7      | 6      | 6       | 1      |
| Karambi     | 7                           | 4      | 7      | 5      | 6      | 9      | 14   | 8      | 8      | 0      | 3      | 1      | 12     | 1      | 6       | 0      |
| Kicwamba    | 4                           | 9      | 3      | 9      | 13     | 2      | 11   | 6      | 6      | 2      | 0      | 1      | 4      | 2      | 6       | 3      |
| Kazingo     | 4                           | 4      | 4      | 6      | 12     | 12     | 15   | 14     | 7      | 7      | 2      | 0      | 5      | 9      | 4       | 4      |
| Butebe      | 0                           | 11     | 0      | 5      | 20     | 4      | 18   | 8      | 16     | 3      | 7      | 0      | 14     | 4      | 12      | 1      |
| Kitarasa    | 1                           | 17     | 6      | 1      | 13     | 2      | 10   | 5      | 4      | 3      | 1      | 0      | 1      | 3      | 3       | 1      |
| Nyangozi    | 0                           | 4      | 3      | 7      | 17     | 9      | 13   | 10     | 10     | 3      | 4      | 1      | 7      | 4      | 6       | 2      |
| Komyamperre | 3                           | 11     | 4      | 3      | 13     | 6      | 10   | 5      | 2      | 4      | 4      | 4      | 4      | 2      | 4       | 3      |
| Total 300   | 37                          | 101    | 53     | 73     | 210    | 128    | 205  | 128    | 118    | 63     | 44     | 25     | 123    | 59     | 73      | 43     |
|             | 12.3                        | 33.7   | 17.7   | 24.3   | 70.0   | 42.7   | 68.3   | 42.7   | 39.3   | 21.0   | 14.7   | 8.3    | 41.0   | 19.7   | 24.3    | 14.3   |

| Totals |        |        |        |        |        |        |        |          |
|--------|--------|--------|--------|--------|--------|--------|--------|----------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |          |
| 0 - 3  |        | 4..5   |        | 6..7   |        | 8..9   |        |          |
| 1      | 8      | 4      | 2      | 8      | 9      | 7      | 1      | -2       |
| 3      | 10     | 5      | 9      | 12     | 1      | 0      | 0      | -2       |
| 8      | 9      | 4      | 5      | 7      | 4      | 1      | 2      | nochange |
| 0      | 7      | 10     | 8      | 10     | 4      | 0      | 1      | -1       |
| 3      | 6      | 1      | 9      | 14     | 2      | 2      | 3      | -1       |
| 1      | 6      | 9      | 4      | 9      | 4      | 1      | 6      | nochange |
| 1      | 10     | 7      | 7      | 9      | 3      | 3      | 0      | -2       |
| 2      | 7      | 7      | 8      | 8      | 3      | 2      | 2      | -1       |
| 8      | 11     | 4      | 7      | 8      | 2      | 0      | 0      | -1       |
| 5      | 14     | 8      | 3      | 6      | 3      | 1      | 0      | -1       |
| 4      | 4      | 6      | 7      | 8      | 8      | 2      | 1      | nochange |
| 0      | 12     | 5      | 5      | 5      | 2      | 10     | 1      | -2       |
| 6      | 17     | 10     | 1      | 4      | 2      | 0      | 0      | -1       |
| 2      | 8      | 6      | 9      | 6      | 2      | 6      | 1      | -2       |
| 7      | 14     | 9      | 3      | 2      | 0      | 2      | 3      | -1       |
| 51     | 143    | 95     | 87     | 116    | 49     | 37     | 21     |          |
| 17.0   | 47.7   | 31.7   | 29.0   | 38.7   | 16.3   | 12.3   | 7.0    |          |

| District           | Kasese                      |        |        |        |        |        | Base Line Primary 2                                  |        |        |        |        |        |        |        |        |        |        | Impact Primary 1 |  |  |  |
|--------------------|-----------------------------|--------|--------|--------|--------|--------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|------------------|--|--|--|
|                    | Match number symbol to dots |        |        |        |        |        | Number work (number of children with correct answer) |        |        |        |        |        |        |        |        |        |        |                  |  |  |  |
|                    | B/Line                      | Impact | B/Line | Impact | B/Line | Impact | B/Line   | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact           |  |  |  |
| School             | 0/1                         |        | 2..3   |        | 4      |        | 1 + 3  |        | -3     |        | 5 +..9 |        | 12 +4  |        | 10 -.5 |        |        |                  |  |  |  |
| Kisinga            | 0                           | 3      | 0      | 2      | 20     | 15     | 18   | 9      | 17     | 7      | 14     | 5      | 13     | 5      | 14     | 8      |        |                  |  |  |  |
| Kamaibo            | 0                           | 0      | 0      | 0      | 20     | 20     | 16   | 20     | 6      | 17     | 4      | 17     | 9      | 19     | 7      | 20     |        |                  |  |  |  |
| Railways           | 0                           | 2      | 0      | 7      | 20     | 11     | 18   | 12     | 6      | 6      | 4      | 4      | 12     | 2      | 3      | 4      |        |                  |  |  |  |
| Mulongoti          | 0                           | 1      | 2      | 3      | 18     | 17     | 13   | 13     | 6      | 14     | 1      | 12     | 9      | 13     | 5      | 16     |        |                  |  |  |  |
| Kamukumbi          | 2                           | 6      | 1      | 6      | 17     | 8      | 12   | 7      | 3      | 4      | 1      | 1      | 11     | 2      | 5      | 1      |        |                  |  |  |  |
| Nyaguganda Parents | 3                           | 2      | 2      | 8      | 15     | 10     | 19   | 13     | 13     | 4      | 8      | 2      | 11     | 7      | 9      | 4      |        |                  |  |  |  |
| Bwesa Demo         | 2                           | 0      | 5      | 0      | 13     | 20     | 16   | 20     | 12     | 17     | 12     | 18     | 12     | 16     | 16     | 19     |        |                  |  |  |  |
| Kagando            | 0                           | 0      | 0      | 0      | 20     | 20     | 18   | 16     | 15     | 11     | 12     | 3      | 15     | 10     | 14     | 9      |        |                  |  |  |  |
| Kinyamase          | 2                           | 0      | 1      | 3      | 17     | 17     | 16   | 17     | 3      | 16     | 2      | 16     | 7      | 18     | 6      | 19     |        |                  |  |  |  |
| Bugoye             | 0                           | 1      | 0      | 3      | 20     | 16     | 15   | 16     | 10     | 3      | 20     | 2      | 10     | 7      | 11     | 7      |        |                  |  |  |  |
| Bwera Church       | 0                           | 10     | 3      | 3      | 17     | 7      | 16   | 6      | 8      | 0      | 5      | 0      | 10     | 2      | 7      | 2      |        |                  |  |  |  |
| Rukooki Model      | 0                           | 3      | 1      | 7      | 19     | 10     | 18   | 11     | 6      | 4      | 4      | 0      | 12     | 3      | 7      | 4      |        |                  |  |  |  |
| Total 240          | 9                           | 28     | 15     | 42     | 216    | 171    | 195  | 160    | 105    | 103    | 87     | 80     | 131    | 104    | 104    | 113    |        |                  |  |  |  |
|                    | 3.8%                        | 11.7%  | 6.3%   | 17.5%  | 90.0%  | 71.3%  | 81.3%  | 66.7%  | 43.8%  | 42.9%  | 36.3%  | 33.3%  | 54.6%  | 43.3%  | 43.3%  | 47.1%  |        |                  |  |  |  |

| Totals |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| 0 - 3  |        | 4..5   |        | 6..7   |        | 8..9   |        |
| 0      | 5      | 0      | 6      | 7      | 3      | 13     | 6      |
| 2      | 0      | 6      | 1      | 7      | 1      | 5      | 18     |
| 0      | 3      | 8      | 10     | 7      | 6      | 5      | 1      |
| 0      | 2      | 6      | 4      | 9      | 3      | 4      | 11     |
| 2      | 8      | 7      | 7      | 9      | 5      | 2      | 0      |
| 3      | 4      | 0      | 7      | 9      | 7      | 8      | 2      |
| 2      | 0      | 2      | 0      | 4      | 3      | 12     | 17     |
| 0      | 0      | 2      | 4      | 5      | 10     | 13     | 6      |
| 3      | 0      | 7      | 0      | 6      | 6      | 3      | 14     |
| 0      | 1      | 5      | 6      | 10     | 11     | 5      | 2      |
| 1      | 13     | 5      | 6      | 8      | 1      | 6      | 0      |
| 2      | 7      | 6      | 6      | 5      | 7      | 7      | 0      |
| 15     | 43     | 54     | 57     | 86     | 63     | 83     | 77     |
| 6.3%   | 17.9%  | 22.5%  | 23.8%  | 35.8%  | 26.3%  | 34.6%  | 32.1%  |

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| District       | Iganga                      |        |        |        |        |        | Primary 2  |        |        |        |        |        |        |        |         |        |    |
|----------------|-----------------------------|--------|--------|--------|--------|--------|--|--------|--------|--------|--------|--------|--------|--------|---------|--------|----|
|                | Match number symbol to dots |        |        |        |        |        | Number work (number of children with correct answer) |        |        |        |        |        |        |        |         |        |    |
|                | B/Line                      | Impact | B/Line | Impact | B/Line | Impact | B/Line   | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line  | Impact |    |
| School         | 0/1                         |        | 2..3   |        | 4      |        | 1 + 3  |        | -3     |        | 5 +..9 |        | 12 +4  |        | 10 -..5 |        |    |
| Namatunba      | 2                           | 3      | 6      | 7      | 12     | 10     | 15   | 13     | 2      | 12     | 1      | 3      | 6      | 8      | 7       | 14     |    |
| Nakabaale      | 3                           | 4      | 7      | 10     | 10     | 6      | 14   | 9      | 1      | 9      | 1      | 2      | 8      | 4      |         | 4      |    |
| Namungalwe     | 2                           | 2      | 5      | 5      | 13     | 13     | 14   | 10     | 6      | 6      | 1      | 0      | 5      | 1      | 2       | 2      |    |
| Nabirye        | 7                           | 2      | 10     | 9      | 3      | 9      | 7  | 19     | 0      | 9      | 0      | 0      | 0      | 0      | 0       | 5      |    |
| Canon Ibula    | 0                           | 1      | 6      | 4      | 14     | 15     | 10   | 18     | 9      | 5      | 0      | 0      | 2      | 11     | 4       | 3      |    |
| Kasakosa       | 5                           |        | 8      |        | 7      |        | 11   |        | 4      |        |        |        | 6      |        | 3       |        |    |
| Busalamu       | 0                           | 0      | 5      | 3      | 15     | 17     | 17   | 17     | 5      | 15     | 0      | 14     | 11     | 9      | 4       | 17     |    |
| Bukanga        | 0                           | 1      | 8      | 2      | 12     | 17     | 14   | 18     | 0      | 9      | 1      | 8      | 8      | 7      | 0       | 11     |    |
| Busesa         | 3                           | 3      | 4      | 7      | 13     | 10     | 18   | 13     | 7      | 11     | 2      | 3      | 7      | 7      | 4       | 13     |    |
| Wairama        | 3                           | 0      | 12     | 4      | 4      | 16     | 8  | 15     | 8      | 14     | 0      | 12     | 2      | 7      | 3       | 12     |    |
| Bunyiro Muslim | 7                           | 7      | 3      | 3      | 10     | 11     | 9  | 17     | 2      | 1      | 1      | 1      | 5      | 7      | 0       | 0      |    |
| Iganga TC      | 3                           |        | 3      |        | 14     |        | 8  |        | 7      |        | 4      |        | 6      |        | 7       |        |    |
| Waibukia       | 1                           | 4      | 5      | 7      | 14     | 9      | 11   | 15     | 10     | 11     | 1      | 2      | 5      | 6      | 3       | 3      |    |
| Kidaago        | 8                           | 7      | 7      | 5      | 5      | 8      | 16   | 7      | 6      | 4      | 0      | 1      | 6      | 2      | 6       | 5      |    |
| Naigombwa      | 5                           | 0      | 6      | 7      | 9      | 13     | 15   | 12     | 0      | 12     | 0      | 5      | 7      | 7      | 0       | 8      |    |
|                | 300                         | 49     | 34     | 95     | 73     | 155    | 154  | 187    | 183    | 67     | 118    | 12     | 51     | 84     | 76      | 43     | 97 |
|                |                             | 16%    |        | 32%    |        | 52%    |  | 62%    |        | 22%    |        | 4%     |        | 28%    |         | 14%    |    |

\*Incomplete data

| Totals |        |        |        |        |        |        |              |
|--------|--------|--------|--------|--------|--------|--------|--------------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact       |
| 0 - 3  |        | 4..5   |        | 6..7   |        | 8..9   |              |
|        |        | 4      |        | 6      |        | 5      | 5            |
|        |        | 10     |        | 4      |        | 2      | 4 no change  |
|        |        | 3      |        | 17     |        | 0      | 0 no change  |
|        |        | 5      |        | 8      |        | 7      | 0            |
|        |        | 0      |        | 8      |        | 11     | 2 no change  |
|        |        | 0      |        | 2      |        | 8      | 10 no change |
|        |        | 2      |        | 4      |        | 6      | 8            |
|        |        | 5      |        | 6      |        | 4      | 5 no change  |
|        |        | 0      |        | 5      |        | 7      | 8            |
|        |        | 13     |        | 2      |        | 5      | 0 no change  |
|        |        | 5      |        | 9      |        | 5      | 2 no change  |
|        |        | 10     |        | 5      |        | 5      | 0 no change  |
|        |        | 1      |        | 9      |        | 6      | 4            |
|        |        |        |        |        |        |        |              |
|        | 0%     |        | 0%     |        | 0%     |        | 0%           |

1  
1  
1  
2  
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2  
1

| District            | Nakasongola                 |        |        |        |        |        | Primary 2  |        |        |        |        |        |        |        |         |        |
|---------------------|-----------------------------|--------|--------|--------|--------|--------|--|--------|--------|--------|--------|--------|--------|--------|---------|--------|
|                     | Match number symbol to dots |        |        |        |        |        | Number work (number of children with correct answer) |        |        |        |        |        |        |        |         |        |
|                     | B/Line                      | Impact | B/Line | Impact | B/Line | Impact | B/Line   | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line  | Impact |
| School              | 0/1                         |        | 2..3   |        | 4      |        | 1 + 3  |        | -3     |        | 5 +..9 |        | 12 +4  |        | 10 -..5 |        |
| Nabiswera Im21      | 0                           | 0      | 4      | 2      | 16     | 19     | 17   | 20     | 1      | 14     | 1      | 4      | 4      | 13     | 2       | 9      |
| Migeera             | 0                           | 5      | 5      | 3      | 15     | 12     | 15   | 8      | 8      | 5      | 1      | 5      | 5      | 6      | 9       | 8      |
| Kyamukonda          | 0                           | 0      | 0      | 1      | 20     | 19     | 19   | 16     | 17     | 17     | 7      | 16     | 14     | 9      | 14      | 12     |
| Sasiira CU          | 1                           | 0      | 2      | 2      | 17     | 17     | 9  | 16     | 7      | 10     | 1      | 3      | 8      | 14     | 3       | 5      |
| Lwampanga           | 0                           | 3      | 8      | 2      | 12     | 15     | 14   | 11     | 3      | 8      | 2      | 2      | 4      | 2      | 1       | 6      |
| Namikka             | 1                           | 16     | 1      | 4      | 18     | 4      | 16   | 1      | 7      | 0      | 0      | 0      | 9      | 0      | 5       | 1      |
| Kakooge CU 2 (19)   | 1                           | 1      | 3      | 3      | 16     | 15     | 15   | 19     | 9      | 16     | 2      | 0      | 4      | 16     | 5       | 12     |
| Katuugio SDA        | 0                           | 2      | 2      | 4      | 18     | 14     | 20   | 16     | 9      | 10     | 1      | 6      | 13     | 6      | 10      | 11     |
| St Jude Kakooge     | 0                           | 0      | 0      | 0      | 20     | 20     | 20   | 20     | 19     | 14     | 10     | 6      | 17     | 16     | 20      | 10     |
| Katuugio C/U        | 0                           | 0      | 5      | 1      | 15     | 19     | 17   | 20     | 10     | 8      | 2      | 9      | 8      | 14     | 11      | 13     |
| Nakasongola RC      | 0                           | 1      | 1      | 0      | 19     | 19     | 17   | 14     | 10     | 12     | 5      | 2      | 14     | 9      | 9       | 11     |
| akasangola C/U      | 0                           | 0      | 0      | 1      | 20     | 19     | 16   | 16     | 11     | 7      | 3      | 0      | 15     | 9      | 10      | 9      |
| Wabinyonyi SDA im22 | 0                           | 1      | 0      | 4      | 20     | 17     | 18   | 17     | 10     | 7      | 3      | 1      | 15     | 10     | 11      | 6      |
| Sasiira RC 9 Im17   | 0                           | 0      | 3      | 0      | 6      | 17     | 7  | 16     | 6      | 13     | 1      | 2      | 3      | 11     | 5       | 9      |
| Wabigalo RC         | 0                           | 0      | 0      | 3      | 20     | 17     | 19   | 19     | 7      | 19     | 4      | 13     | 14     | 16     | 12      | 18     |
| Total 289           | 3                           | 29     | 34     | 30     | 252    | 243    | 239  | 229    | 134    | 160    | 43     | 69     | 147    | 151    | 127     | 140    |
| %                   | 1.0%                        | 10.0%  | 11.8%  | 10.4%  | 87.2%  | 84.1%  | 82.7%  | 79.2%  | 46.4%  | 55.4%  | 14.9%  | 23.9%  | 50.9%  | 52.2%  | 43.9%   | 48.4%  |

| Totals |        |        |        |        |        |        |        |           |
|--------|--------|--------|--------|--------|--------|--------|--------|-----------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |           |
| 0 - 3  |        | 4..5   |        | 6..7   |        | 8..9   |        |           |
| 2      | 0      | 13     | 6      | 5      | 9      | 0      | 5      | 1         |
| 4      | 7      | 4      | 7      | 9      | 0      | 3      | 6      | no change |
| 0      | 1      | 1      | 3      | 7      | 10     | 12     | 6      | -1        |
| 2      | 1      | 10     | 3      | 6      | 11     | 2      | 4      | 1         |
| 4      | 4      | 11     | 6      | 4      | 8      | 1      | 2      | 1         |
| 2      | 16     | 7      | 4      | 10     | 0      | 1      | 0      | -2        |
| 4      | 0      | 5      | 3      | 8      | 8      | 3      | 8      | 1         |
| 0      | 2      | 4      | 3      | 13     | 10     | 3      | 5      | no change |
| 0      | 0      | 0      | 0      | 3      | 13     | 17     | 7      | -1        |
| 2      | 0      | 6      | 3      | 5      | 8      | 7      | 9      | 1         |
| 1      | 1      | 4      | 3      | 8      | 11     | 7      | 5      | no change |
| 0      | 0      | 3      | 9      | 12     | 8      | 5      | 3      | -1        |
| 0      | 2      | 3      | 9      | 8      | 8      | 9      | 3      | -1        |
| 2      | 0      | 1      | 2      | 6      | 9      | 0      | 6      | 1         |
| 0      | 0      | 1      | 0      | 14     | 6      | 5      | 14     | 1         |
| 23     | 34     | 73     | 61     | 118    | 119    | 75     | 83     |           |
| 8.0%   | 11.8%  | 25.3%  | 21.1%  | 40.8%  | 41.2%  | 26.0%  | 28.7%  |           |

CONTROL GROUP

| District              | Mpigi                       |        |        |        |        |        | Primary 2  |        |        |        |        |        |        |        |         |        |  |  |
|-----------------------|-----------------------------|--------|--------|--------|--------|--------|--|--------|--------|--------|--------|--------|--------|--------|---------|--------|--|--|
|                       | Match number symbol to dots |        |        |        |        |        | Number work (number of children with correct answer) |        |        |        |        |        |        |        |         |        |  |  |
|                       | B/Line                      | Impact | B/Line | Impact | B/Line | Impact | B/Line   | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line  | Impact |  |  |
| School                | 0/1                         |        | 2..3   |        | 4      |        | 1 + 3  |        | -3     |        | 5 +..9 |        | 12 +4  |        | 10 -..5 |        |  |  |
| St Anne Konge         | 0                           | 3      | 3      | 4      | 18     | 14     | 19   | 17     | 16     | 10     | 7      | 6      | 14     | 8      | 14      | 8      |  |  |
| St John Bosco Katende | 0                           | 0      | 1      | 0      | 20     | 20     | 19   | 19     | 11     | 10     | 3      | 2      | 14     | 12     | 10      | 7      |  |  |
| Kibuka Memorial       | 0                           | 6      | 3      | 5      | 18     | 14     | 16   | 15     | 14     | 10     | 1      | 1      | 14     | 7      | 12      | 7      |  |  |
| Bulugu                | 1                           | 10     | 8      | 9      | 11     | 1      | 15   | 5      | 14     | 3      | 10     | 1      | 9      | 0      | 9       | 1      |  |  |
| Kagulwe               | 3                           | 6      | 2      | 3      | 15     | 10     | 14   | 11     | 9      | 6      | 7      | 3      | 12     | 5      | 9       | 6      |  |  |
| Sub total 100         | 4                           |        | 17     |        | 82     |        | 83   |        | 64     |        | 28     |        | 63     |        | 54      |        |  |  |
| District              |                             |        |        |        |        |        |  |        |        |        |        |        |        |        |         |        |  |  |
| Natikwalo             | 2                           | 2      | 8      | 5      | 10     | 13     | 10   | 12     | 0      | 1      | 1      | 0      | 1      | 0      | 1       | 3      |  |  |
| Nabeeta 18 (Imp 20)   | 4                           | 1      | 4      | 0      | 10     | 19     | 9  | 18     | 4      | 17     | 0      | 12     | 2      | 16     | 4       | 15     |  |  |
| Bute                  | 4                           | 5      | 0      | 7      | 16     | 8      | 19   | 8      | 5      | 1      | 2      | 0      | 10     | 7      | 7       | 0      |  |  |
| Baliita 20imp         | 5                           | 1      | 4      | 4      | 4      | 15     | 4  | 19     | 2      | 18     | 1      | 15     | 1      | 14     | 1       | 15     |  |  |
| Buseera               | 8                           | 7      | 6      | 8      | 6      | 5      | 7  | 9      | 4      | 3      | 0      | 0      | 2      | 1      | 2       | 2      |  |  |
| Sub total 91 Imp100)  |                             |        |        |        |        |        |  |        |        |        |        |        |        |        |         |        |  |  |
| Total 194             | 31                          | 41     | 56     | 45     | 210    | 119    | 215  | 133    | 143    | 79     | 60     | 40     | 142    | 70     | 123     | 64     |  |  |
| %                     | 15.5%                       | 20.5%  | 28.0%  | 22.5%  | 105.0% | 59.5%  | 107.5%   | 66.5%  | 71.5%  | 39.5%  | 30.0%  | 20.0%  | 71.0%  | 35.0%  | 61.5%   | 32.0%  |  |  |

| Totals |        |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|--------|--------|
| B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |
| 0 - 3  |        | 4..5   |        | 6..7   |        | 8..9   |        |
| 0      | 5      | 4      | 3      | 8      | 8      | 9      | 5      |
| 0      | 0      | 2      | 4      | 14     | 12     | 5      | 4      |
| 2      | 7      | 5      | 5      | 7      | 4      | 7      | 5      |
| 2      | 14     | 4      | 4      | 9      | 2      | 5      | 0      |
| 4      | 8      | 4      | 3      | 5      | 5      | 7      | 3      |
|        |        |        |        |        |        |        |        |
| 9      | 6      | 8      | 13     | 8      | 1      | 0      | 0      |
| 5      | 1      | 7      | 1      | 4      | 3      | 2      | 15     |
| 4      | 8      | 3      | 8      | 10     | 4      | 3      | 0      |
| 12     | 0      | 4      | 8      | 2      | 4      | 2      | 8      |
| 12     | 14     | 5      | 1      | 2      | 3      | 1      | 2      |
|        |        |        |        |        |        |        |        |
| 50     | 63     | 46     | 50     | 69     | 46     | 41     | 42     |
| 25.0%  | 31.5%  | 23.0%  | 25.0%  | 34.5%  | 23.0%  | 20.5%  | 21.0%  |

-1  
0  
-1  
-2  
-1  
  
0  
2  
-1  
2  
0

| SUMMARY OF TEST RESULTS |       |                            |        |        |        |        |             |        |        |        |        |           |        |        |        |         |        |        |        |        |        |        |        |        |        |  |
|-------------------------|-------|----------------------------|--------|--------|--------|--------|-------------|--------|--------|--------|--------|-----------|--------|--------|--------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| NUMERACY RESULTS        |       |                            |        |        |        |        |             |        |        |        |        |           |        |        |        |         |        |        |        |        |        |        |        |        |        |  |
| District                |       | Numeracy                   |        |        |        |        |             |        |        |        |        | Primary 2 |        |        |        |         |        |        |        |        |        | Totals |        |        |        |  |
|                         |       | No of eggs = number symbol |        |        |        |        | Number work |        |        |        |        |           |        |        |        |         |        |        |        |        |        |        |        |        |        |  |
| District                | Total | B/Line                     | Impact | B/Line | Impact | B/Line | Impact      | B/Line | Impact | B/Line | Impact | B/Line    | Impact | B/Line | Impact | B/Line  | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact | B/Line | Impact |  |
|                         |       | 0/1                        |        | 2..3   |        | 4      |             | 1 + 3  |        | -3     |        | 5 + ..9   |        | 12 +4  |        | 10 -..5 |        | 0 - 3  |        | 4..5   |        | 6..7   |        | 8..9   |        |  |
| Kabarole                | 300   | 37                         |        | 53     |        | 210    |             | 205    |        | 118    |        | 44        |        | 123    |        | 73      |        | 51     |        | 95     |        | 176    |        | 37     |        |  |
| Kasese                  | -240  | 280                        | 13     |        | 22     |        | 245         |        | 232    |        | 116    |           | 93     |        | 149    |         | 111    |        | 22     |        | 70     |        | 100    |        | 88     |  |
| Iganga                  | 300   | 49                         |        | 95     |        | 155    |             | 187    |        | 67     |        | 12        |        | 84     |        | 43      |        |        |        |        |        |        |        |        |        |  |
| Nakasongole             | 289   | 3                          |        | 34     |        | 252    |             | 239    |        | 134    |        | 43        |        | 147    |        | 127     |        | 23     |        | 73     |        | 118    |        | 75     |        |  |
| Total                   | 1169  | 102                        |        | 204    |        | 862    |             | 863    |        | 435    |        | 192       |        | 503    |        | 354     |        | 96     |        | 238    |        | 394    |        | 200    |        |  |
| %                       | 100   | 9%                         |        | 17%    |        | 74%    |             | 74%    |        | 37%    |        | 16%       |        | 43%    |        | 30%     |        | 11%    |        | 27%    |        | 45%    |        | 23%    |        |  |
| Control                 | 100   | 13.9                       |        | 20.1   |        | 68     |             | 68     |        | 39.2   |        | 16.5      |        | 40.7   |        | 35.6    |        |        |        |        |        |        |        |        |        |  |

| District    |       | Numeracy             |      |      |     |     |             |       |      |       |      | Primary 3 |      |        |      |       |      |        |     |        |      | order  |      |        | TOTALS |        |     |        |     |        |     |        |     |
|-------------|-------|----------------------|------|------|-----|-----|-------------|-------|------|-------|------|-----------|------|--------|------|-------|------|--------|-----|--------|------|--------|------|--------|--------|--------|-----|--------|-----|--------|-----|--------|-----|
|             |       | word = number symbol |      |      |     |     | Number work |       |      |       |      |           |      |        |      |       |      |        |     |        |      |        |      |        |        |        |     |        |     |        |     |        |     |
| District    | Total | 0/1                  |      | 2..3 |     | 4   |             | 3 x 3 |      | 9 + 4 |      | 12- ..2   |      | 15- .. |      | 4 x 4 |      | B/Line | Imp | B/Line | Imp  | B/Line | Imp  | B/Line | Imp    | B/Line | Imp | B/Line | Imp | B/Line | Imp | B/Line | Imp |
| Kabarole    | 291   | 300                  | 51   | 59   | 53  | 53  | 184         | 190   | 159  | 129   | 187  | 175       | 168  | 167    | 121  | 124   | 133  | 105    | 104 | 95     | 144  | 131    | 22   | 16     | 148    | 59     | 35  | 38     | 86  | 83     | 69  | 115    |     |
| Kasese      | 280   | 240                  | 48   | 17   | 109 | 37  | 143         | 186   | 172  | 171   | 200  | 172       | 168  | 174    | 132  | 134   | 168  | 137    | 95  | 127    | 148  | 145    | 52   | 86     | 50     | 9      | 91  | 74     | 105 | 45     | 56  | 168    |     |
| Iganga      | 299   | 300                  | 79   | 52   | 88  | 64  | 132         | 166   | 119  | 166   | 165  | 195       | 123  | 159    | 59   | 72    | 91   | 130    | 30  | 65     | 69   | 79     | 18   | 55     |        |        |     |        |     |        |     |        |     |
| Nakasongole | 296   | 300                  | 74   | 35   | 51  | 46  | 171         | 219   | 123  | 187   | 201  | 199       | 183  | 195    | 130  | 153   | 133  | 166    | 79  | 117    | 116  | 155    | 65   | 152    | 65     | 33     | 39  | 25     | 117 | 53     | 77  | 178    |     |
| Total       | 1166  | 1140                 | 252  | 163  | 301 | 200 | 630         | 761   | 573  | 653   | 753  | 741       | 642  | 695    | 442  | 483   | 525  | 538    | 308 | 404    | 477  | 510    | 157  | 309    | 263    | 101    | 165 | 137    | 308 | 181    | 202 | 461    |     |
| %           | 100   |                      | 22%  | 14%  | 26% | 17% | 55%         | 66%   | 50%  | 57%   | 65%  | 64%       | 56%  | 60%    | 38%  | 42%   | 46%  | 47%    | 27% | 35%    | 41%  | 44%    | 14%  | 27%    | 31%    | 12%    | 19% | 16%    | 36% | 21%    | 24% | 54%    |     |
| Control     | 100   |                      | 11.7 |      | 24  |     | 63.8        |       | 41.8 |       | 68.9 |           | 54.1 |        | 43.9 |       | 36.2 |        | 24  |        | 37.2 |        | 24.5 |        |        |        |     |        |     |        |     |        |     |

| Literacy in Grade 2 |              |       |        |       |        |       |                  |       |        |       |        |       |                          |     |        |       |        |       |                   |       |        |       |        |       |             |     |        |     |
|---------------------|--------------|-------|--------|-------|--------|-------|------------------|-------|--------|-------|--------|-------|--------------------------|-----|--------|-------|--------|-------|-------------------|-------|--------|-------|--------|-------|-------------|-----|--------|-----|
| Literacy Primary 2  |              |       |        |       |        |       |                  |       |        |       |        |       |                          |     |        |       |        |       |                   |       |        |       |        |       |             |     |        |     |
| Skill               | Name/Sex/Age |       |        |       |        |       | Word Recognition |       |        |       |        |       | Missing letters/spelling |     |        |       |        |       | Labelling/writing |       |        |       |        |       | Handwriting |     |        |     |
|                     | B/Line       | Imp   | B/line | Imp   | B/line | Imp   | B/Line           | Imp   | B/line | Imp   | B/line | Imp   | B/Line                   | Imp | B/line | Imp   | B/line | Imp   | B/Line            | Imp   | B/line | Imp   | B/line | Imp   | B/Line      | Imp | B/line | Imp |
| District            | 0            |       | 1      |       | 2..3   |       | 0/1              |       | 2..3   |       | 4..5   |       | 0/1                      |     | 2..3   |       | 4..5   |       | 0/1               |       | 2..3   |       | 4      |       | 0/1         |     | 2+     | In  |
| Kabarole 300        | 210          | 233   | 39     | 39    | 51     | 30    | 119              | 149   | 60     | 54    | 121    | 98    | 246                      | 280 | 30     | 17    | 24     | 3     | 241               | 252   | 42     | 23    | 17     | 25    | 245         | 291 | 15     |     |
| Kasese 260<br>320   | 33           | 29    | 141    | 90    | 86     | 141   | 98               | 52    | 92     | 78    | 70     | 130   | 133                      | 95  | 97     | 106   | 31     | 59    | 172               | 115   | 60     | 85    | 28     | 61    | 205         | 148 | 55     | 1   |
| Iganga 299          | 183          | 120   | 102    | 108   | 14     | 67    | 180              | 105   | 82     | 69    | 37     | 124   | 256                      | 216 | 39     | 69    | 4      | 15    | 276               | 252   | 13     | 32    | 10     | 15    | 294         | 261 | 5      |     |
| Nakasongo 290       | 78           | 38    | 117    | 97    | 95     | 156   | 115              | 75    | 82     | 58    | 93     | 165   | 186                      | 157 | 90     | 84    | 14     | 55    | 208               | 151   | 50     | 67    | 32     | 78    | 257         | 129 | 33     | 1   |
| Total 1049          | 504          | 420   | 399    | 334   | 246    | 394   | 512              | 381   | 316    | 259   | 321    | 517   | 821                      | 748 | 256    | 276   | 73     | 132   | 897               | 770   | 165    | 207   | 87     | 179   | 1001        | 829 | 108    | 3   |
| %                   | 48.0%        | 40.0% | 38.0%  | 31.8% | 23.5%  | 37.6% | 48.8%            | 36.3% | 30.1%  | 24.7% | 30.6%  | 49.3% | 78.3%                    | ### | 24.4%  | 26.3% | 7.0%   | 12.6% | 85.5%             | 73.4% | 15.7%  | 19.7% | 8.3%   | 17.1% | 95.4%       | 79% | 10%    | 3%  |

| TOTALS |       |        |     |        |       |        |       |
|--------|-------|--------|-----|--------|-------|--------|-------|
| B/line | Imp   | B/Line | Imp | B/line | Imp   | B/Line | Imp   |
| 0-4    |       | 5..9   |     | 10..14 |       | 15+    |       |
| 165    | 202   | 90     | 71  | 34     | 26    | 11     | 1     |
| 81     | 47    | 112    | 75  | 47     | 61    | 20     | 77    |
| 239    | 132   | 56     | 116 | 4      | 42    | 0      | 6     |
| 132    | 70    | 79     | 53  | 65     | 70    | 14     | 101   |
| 617    | 451   | 337    | 315 | 150    | 199   | 45     | 185   |
| 58.8%  | 43.0% | 32%    | 30% | 14.3%  | 19.0% | 4.3%   | 17.6% |

**LITERACY SKILLS**

Literacy Base Line Primary 3 March Impact Primary 2 October

| Skill        | Name/ Age/ Sex | Word Recognition |            |            |            |            |            |            |            |            |            | Labelling  |            |            |            |            |            | Reading Comprehension |            |            |            |            |            | Handwriting |            |             |            |            |            |        |
|--------------|----------------|------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------------|------------|------------|------------|------------|------------|-------------|------------|-------------|------------|------------|------------|--------|
|              |                | B/Line           | Imp        | B/line     | Imp        | B/line     | Imp        | B/Line     | Imp        | B/line     | Imp        | B/line     | Imp        | B/Line     | Imp        | B/line     | Imp        | B/line                | Imp        | B/Line     | Imp        | B/line     | Imp        | B/Line      | Imp        | B/line      | Imp        | B/Line     | Imp        | B/line | Imp |
| District     | Total          | 0                | 1          | 2..3       | 0/1        | 2..3       | 4..5       | 0/1        | 2..3       | 4..5       | 0/1        | 2..3       | 4..5       | 0/1        | 2..3       | 4          | 0/1        | 2..3                  | 4          | 0/1        | 2..3       | 4          | 0/1        | 2+          | 0/1        | 2+          | 0/1        | 2+         | 0/1        | 2+     |
| Kabarole     | 300            | 95               | 128        | 40         | 42         | 165        | 128        | 63         | 66         | 86         | 90         | 156        | 144        | 130        | 149        | 78         | 46         | 92                    | 104        | 242        | 269        | 57         | 23         | 1           | 9          | 282         | 285        | 18         | 15         |        |
| Kasese       | 240            | 27               | 7          | 90         | 32         | 123        | 202        | 32         | 21         | 90         | 60         | 118        | 159        | 80         | 39         | 95         | 56         | 65                    | 145        | 197        | 77         | 41         | 102        | 20          | 62         | 198         | 97         | 42         | 123        |        |
| Iganga       | 300            | 112              | 49         | 97         | 111        | 88         | 140        | 100        | 52         | 99         | 56         | 101        | 189        | 218        | 145        | 48         | 60         | 34                    | 95         | 292        | 217        | 8          | 47         | 0           | 39         | 286         | 242        | 14         | 58         |        |
| Nakasongola  | 304            | 82               | 7          | 73         | 49         | 149        | 250        | 50         | 26         | 78         | 57         | 176        | 223        | 142        | 77         | 57         | 51         | 105                   | 183        | 232        | 153        | 52         | 103        | 20          | 53         | 255         | 90         | 49         | 212        |        |
| <b>Total</b> | <b>1144</b>    | <b>316</b>       | <b>191</b> | <b>300</b> | <b>234</b> | <b>525</b> | <b>720</b> | <b>245</b> | <b>165</b> | <b>353</b> | <b>263</b> | <b>551</b> | <b>715</b> | <b>570</b> | <b>410</b> | <b>278</b> | <b>213</b> | <b>296</b>            | <b>527</b> | <b>963</b> | <b>716</b> | <b>158</b> | <b>275</b> | <b>41</b>   | <b>163</b> | <b>1021</b> | <b>714</b> | <b>123</b> | <b>408</b> |        |
| <b>%</b>     | <b>100</b>     | <b>28%</b>       | <b>17%</b> | <b>26%</b> | <b>20%</b> | <b>46%</b> | <b>63%</b> | <b>21%</b> | <b>14%</b> | <b>31%</b> | <b>23%</b> | <b>48%</b> | <b>63%</b> | <b>50%</b> | <b>36%</b> | <b>24%</b> | <b>19%</b> | <b>26%</b>            | <b>46%</b> | <b>84%</b> | <b>63%</b> | <b>14%</b> | <b>24%</b> | <b>4%</b>   | <b>14%</b> | <b>89%</b>  | <b>62%</b> | <b>11%</b> | <b>36%</b> |        |

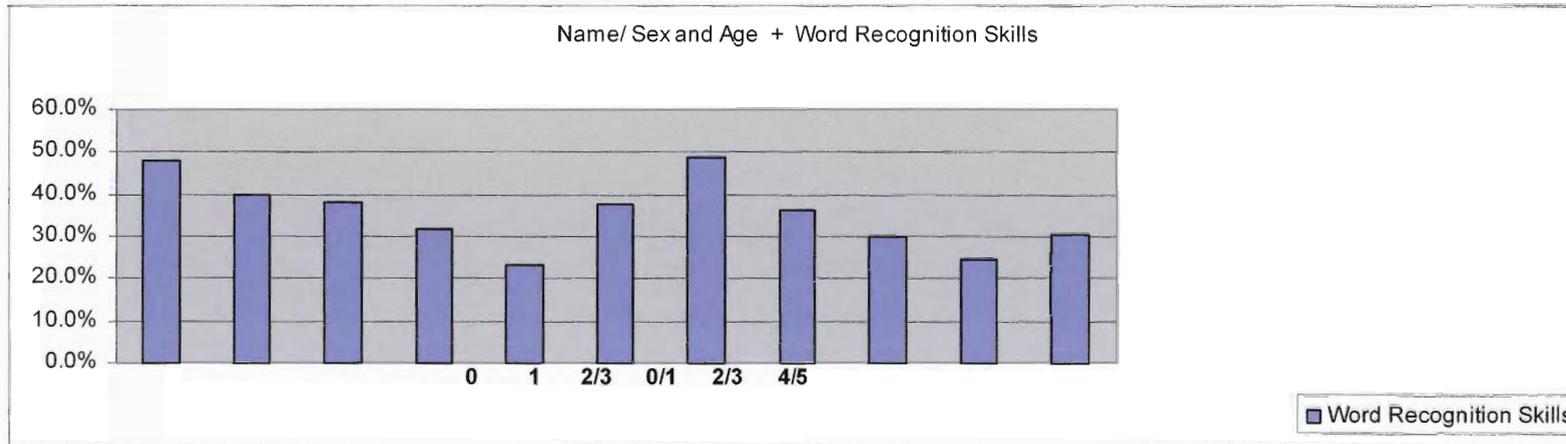
| Answer Questions |     |        |     |        |     | Totals |     |        |     |        |     |        |     |        |     |
|------------------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|
| B/line           | Imp | B/Line | Imp | B/line | Imp | B/line | Imp | B/line | Imp | B/Line | Imp | B/line | Imp | B/line | Imp |
| 0/1              |     | 2..4   |     | 5..6   |     | 0-4    |     | 5..9   |     | 10..14 |     | 15..20 |     | 21+    |     |
| 194              | 232 | 64     | 64  | 42     | 44  | 87     | 112 | 74     | 82  | 57     | 58  | 56     | 31  | 26     | 15  |
| 193              | 71  | 48     | 75  | 19     | 74  | 50     | 16  | 99     | 43  | 59     | 32  | 24     | 57  | 12     | 93  |
| 269              | 153 | 25     | 61  | 6      | 45  | 165    | 66  | 96     | 87  | 24     | 45  | 15     | 39  | 0      | 42  |
| 94               | 74  | 166    | 162 | 44     | 71  | 81     | 21  | 87     | 39  | 46     | 44  | 37     | 54  | 53     | 148 |
| 750              | 530 | 303    | 362 | 111    | 234 | 383    | 215 | 356    | 251 | 186    | 179 | 132    | 181 | 91     | 298 |
| 66%              | 46% | 26%    | 32% | 10%    | 20% | 33%    | 19% | 31%    | 22% | 16%    | 16% | 12%    | 16% | 8%     | 26% |

**ORAL Local Language**

| Skill              | READ  |     |     |     |     | WRITE |     |     |     | ORAL ONLY |      |     | TOTAL |  |
|--------------------|-------|-----|-----|-----|-----|-------|-----|-----|-----|-----------|------|-----|-------|--|
|                    | Total | 0   | 1   | 2   | 0   | 1     | 2   | 0-3 | 4,7 | 0-3       | 4..7 | 8+  |       |  |
| <b>Kabarole</b>    | 140   | 59  | 42  | 39  | 92  | 22    | 26  | 7   | 133 | 4         | 78   | 58  |       |  |
| <b>Kasese</b>      | 75    | 19  | 33  | 23  | 14  | 28    | 33  | 25  | 50  | 5         | 43   | 27  |       |  |
| <b>Iganga</b>      | 150   | 140 | 10  | 0   | 122 | 25    | 3   | 24  | 126 | 25        | 121  | 4   |       |  |
| <b>Nakasongola</b> | 150   | 20  | 77  | 53  | 11  | 90    | 47  | 3   | 147 | 1         | 41   | 108 |       |  |
| <b>Total</b>       | 515   | 238 | 162 | 115 | 239 | 165   | 109 | 59  | 456 | 35        | 283  | 197 |       |  |
|                    | 100%  | 46% | 31% | 22% | 46% | 32%   | 21% | 11% | 89% | 7%        | 55%  | 38% |       |  |
| <b>Control</b>     | 100   | 100 | 0   | 0   | 100 | 0     | 0   | 34  | 66  | 12        | 88   | 0   |       |  |

**Oral English**

| Skill              | READ  |     |     |     |     | WRITE |     |     |     | ORAL ONLY |      |     | TOTAL |  |
|--------------------|-------|-----|-----|-----|-----|-------|-----|-----|-----|-----------|------|-----|-------|--|
|                    | Total | 0   | 1   | 2   | 0   | 1     | 2   | 0-3 | 4,7 | 0-3       | 4..7 | 8+  |       |  |
| <b>Kabarole</b>    | 140   | 46  | 53  | 41  | 59  | 32    | 49  | 71  | 69  | 32        | 70   | 38  |       |  |
| <b>Kasese</b>      | 75    | 12  | 38  | 25  | 23  | 28    | 24  | 27  | 48  | 12        | 33   | 30  |       |  |
| <b>Iganga</b>      | 140   | 48  | 49  | 43  | 41  | 58    | 40  | 58  | 82  | 40        | 64   | 36  |       |  |
| <b>Nakasongola</b> | 150   | 13  | 46  | 91  | 7   | 50    | 93  | 20  | 130 | 5         | 52   | 93  |       |  |
| <b>Total</b>       | 505   | 119 | 186 | 200 | 130 | 168   | 206 | 176 | 329 | 89        | 219  | 197 |       |  |
|                    | 100%  | 24% | 37% | 40% | 26% | 33%   | 41% | 35% | 65% | 18%       | 43%  | 39% |       |  |
| <b>Control</b>     | 100   | 34  | 26  | 40  | 38  | 26    | 36  | 20  | 80  | 32        | 38   | 30  |       |  |



**Literacy**

| Skill        |             | Answer Questions |            |            |            |            |            |
|--------------|-------------|------------------|------------|------------|------------|------------|------------|
|              |             | B/line           | Imp        | B/Line     | Imp        | Bline      | Imp        |
| District     | Total       | 0/1              |            | 2..4       |            | 5..6       |            |
| Kabarole     | 300         | 194              | 232        | 64         | 64         | 42         | 44         |
| Kasese       | 240         | 193              | 71         | 48         | 75         | 19         | 74         |
| Iganga       | 300         | 269              | 153        | 25         | 61         | 6          | 45         |
| Nakasongola  | 304         | 94               | 74         | 166        | 162        | 44         | 71         |
| <b>Total</b> | <b>1144</b> | <b>750</b>       | <b>530</b> | <b>303</b> | <b>362</b> | <b>111</b> | <b>234</b> |
| <b>%</b>     | <b>100</b>  | <b>66%</b>       | <b>46%</b> | <b>26%</b> | <b>32%</b> | <b>10%</b> | <b>20%</b> |

**Literacy in Base line P2 and Impact P2**

**Literacy**

| Skill             |     | TOTALS     |            |            |            |            |            |           |            |
|-------------------|-----|------------|------------|------------|------------|------------|------------|-----------|------------|
|                   |     | B/line     | Imp        | B/Line     | Imp        | Bline      | Imp        | B/line    | Imp        |
| District          |     | 0-4        |            | 5..9       |            | 10..14     |            | 15+       |            |
| Kabarole 300      |     | 165        | 202        | 90         | 71         | 34         | 26         | 11        | 1          |
| Kasese 320        | 260 | 81         | 47         | 112        | 75         | 47         | 61         | 20        | 77         |
| Iganga 299        |     | 239        | 132        | 56         | 116        | 4          | 42         | 0         | 6          |
| Nakasongo 290     |     | 132        | 70         | 79         | 53         | 65         | 70         | 14        | 101        |
| <b>Total 1049</b> |     | <b>617</b> | <b>451</b> | <b>337</b> | <b>315</b> | <b>150</b> | <b>199</b> | <b>45</b> | <b>185</b> |
| <b>%</b>          |     | <b>59</b>  | <b>43</b>  | <b>32</b>  | <b>30</b>  | <b>14</b>  | <b>19</b>  | <b>4</b>  | <b>18</b>  |

### APPENDIX 3: MINIMUM PROFILE OF TEACHING & LEARNING MATERIALS REQUIRED TO DELIVER THE THEMATIC CURRICULUM

The following tables are derived from those provided in the October 2005 Revision of the Curriculum Road Map. They assume a minimum profile of teaching and learning materials provision for the reasons provided in the tables below. It should be stressed that this is an illustration only and is strongly based on the outcomes of the Reading Pilot Project, which has demonstrated what schools and teachers can do with minimum inputs if they encouraged and assisted to do so. I

No projections are provided for Grades 5-7 because no curriculum work has so far been undertaken for these grades

#### Proposed Minimum Profile of Teaching and Learning Materials for P1

##### Assumptions

Unit costs are average costs based on limited number of local languages  
 No. of schools: 12,000  
 Average no. of classes per school: 2  
 No. of pupils in P1: 2.2 million

| Item  | Unit Cost (USh)   | Unit Cost (US\$) | Quantity                                     | Total Cost (USh million)   | Total Cost (US\$) |
|---|---|------------------|--|----------------------------|-------------------|
| Wall charts (7 double-sided charts per pack)          | Schools can adapt existing English Language Wall Charts           |                  |  |                            |                   |
| Picture cards (250 pictures)                          | Schools can adapt English language picture cards already supplied |                  |  |                            |                   |
| Alphabet cards (plain)                                | Schools can make their own  |                  |  |                            |                   |
| Number cards  | Schools can make their own  |                  |  |                            |                   |
| Readers   | 1,800   | \$1.00           | 50 readers x 12,000 schools                  | 1,080.00                   | 600,000           |
| Big books   | 9,000   | \$5              | 6 big books x 2 classes x 12,000 schools     | 1,296.00                   | 720,000           |
| Slates  | Already in schools  |                  |  |                            |                   |
| Art materials   | To be purchased from UPE funding by individual schools            |                  |  |                            |                   |
| Teacher's Guide to the Curriculum                     | 9,000 per guide   | \$5 per guide    | 2 classes x 12,000 schools                   | 216.00                     | 120,000           |
| Teacher's Anthology of reader (stories, songs, poems) | 5,400   | \$3              | 2 classes x 12,000 schools                   | 129.60                     | 72,000            |
| Teacher's LL dictionary/grammar                       | 2,700   | \$1.50           | 2 classes x 12,000 schools                   | 64.80                      | 36,000            |
| Teacher Training Modules                              | 1,800   | \$1              | 36,000 teachers + 1,000 for teacher trainers | 66.60                      | 37,000            |
| <b>Total</b>  |   |                  |  | <b>US\$2,851.2 million</b> |                   |
| <b>Total</b>  |   |                  |  | <b>US\$1,585 million</b>   |                   |

#### Proposed Minimum Profile of Teaching and Learning Materials for P2

##### Assumptions

Unit costs are average costs based on limited number of local languages  
 No. of schools: 12,000  
 Average no. of classes per school: 2  
 No. of pupils in P2: 1.4 million

| Item   | Unit Cost (USh)                               | Unit Cost (US\$) | Quantity                    | Total Cost (USh million) | Total Cost (US\$) |
|--|---|------------------|-----------------------------|--------------------------|-------------------|
| Wall charts (7 double-sided charts per pack) | Schools to adapt English language wall charts |                  |                             |                          |                   |
| Picture cards (250 pictures)                 | Schools to make their own                     |                  |                             |                          |                   |
| Alphabet cards (plain)                       | Schools to make their own                     |                  |                             |                          |                   |
| Readers                                      | 1,800   | \$1.00           | 50 readers x 12,000 schools | 1,080.00                 | 600,000           |

|   |   |               |  |                           |         |
|---|---|---------------|--|---------------------------|---------|
| Big books   | 9,000                                     | \$5           | 8 big books x 2 classes x 12,000 schools     | 1,728.00                  | 996,000 |
| Slates  | Already in schools                        |               |  |                           |         |
| Art materials   | To be purchased by schools from UPE funds |               |  |                           |         |
| Teacher's Guide to the Curriculum                     | 9,000 per guide                           | \$5 per guide | 2 classes x 12,000 schools                   | 216.00                    | 120,000 |
| Teacher's Anthology of reader (stories, songs, poems) | 5,400                                     | \$3           | 2 classes x 12,000 schools                   | 129.60                    | 72,000  |
| Teacher's LL dictionary/grammar                       | 2,700                                     | \$1.50        | 2 classes x 12,000 schools                   | 64.80                     | 36,000  |
| Teacher Training Modules                              | 1,800                                     | \$1           | 36,000 teachers + 1.000 for teacher trainers | 66.60                     | 37,000  |
| <b>Total</b>  |   |               |  | <b>USh3,285.0 million</b> |         |
| <b>Total</b>  |   |               |  | <b>US\$1.861 million</b>  |         |

### Proposed Minimum Profile of Teaching and Learning Materials for P3

#### **Assumptions**

Unit costs are average costs based on limited number of local languages

No. of schools: 12,000

Average no. of P3 classes per school: 2

No. of pupils in P3: 1.4 million

| Item  | Unit Cost (USh)                      | Unit Cost (US\$) | Quantity                                     | Total Cost (USh million)  | Total Cost (US\$) |
|---|--------------------------------------|------------------|--|---------------------------|-------------------|
| Wall charts (7 double-sided charts per pack)          | 63,000 per pack                      | \$35 per pack    | 2 classes x 12,000 schools                   | 1,512.00                  | 840,000           |
| Readers   | 1,800                                | \$1.00           | 50 readers x 12,000 schools                  | 1,080.00                  | 600,000           |
| Big books   | 9,000                                | \$5              | 12 big books x 2 classes x 12,000 schools    | 2,592.00                  | 1,440,000         |
| Art materials   | To be purchased from UPE grant funds |                  |  |                           |                   |
| Teacher's Guides to the Curriculum                    | 9,000 per guide                      | \$5 per guide    | 2 classes x 12,000 schools                   | 216.00                    | 120,000           |
| Teacher's Anthology of reader (stories, songs, poems) | 5,400                                | \$3              | 2 classes x 12,000 schools                   | 129.60                    | 72,000            |
| Teacher's LL dictionary/grammar                       | 2,700                                | \$1.50           | 2 classes x 12,000 schools                   | 64.80                     | 36,000            |
| Teacher Training Modules                              | 1,800                                | \$1              | 36,000 teachers + 1.000 for teacher trainers | 66.60                     | 37,000            |
| <b>Total</b>  |                                      |                  |  | <b>USh5,661.0 million</b> |                   |
| <b>Total</b>  |                                      |                  |  | <b>US\$3.145 million</b>  |                   |

### Proposed Minimum Profile of Teaching and Learning Materials for P4

#### **Assumptions**

Unit costs are average costs based on limited number of local languages

No. of schools: 12,000

Average no. of classes per school: 2

No. of pupils in P4: 1.2 million

| Item                                   | Unit Cost (USh)                      | Unit Cost (US\$) | Quantity                           | Total Cost (USh million) | Total Cost (US\$) |
|--|--------------------------------------|------------------|------------------------------------|--------------------------|-------------------|
| Readers                                | 1,800                                | \$1.00           | 75 readers x 12,000 schools        | 1620.00                  | 900,000           |
| Art materials                          | To be purchased from UPE grant funds |                  |                                    |                          |                   |
| Teacher's Guides to the Curriculum     | 5,400 per guide                      | \$3 per guide    | 2 classes x 12,000 schools         | 129.60                   | 72,000            |
| Teacher's LL dictionary/grammar        | 2,700                                | \$1.50           | 2 classes x 12,000 schools         | 64.80                    | 36,000            |
| Teacher's English Dicty                | 4,500                                | \$2.50           | 2 classes x 12,000 schools         | 108.00                   | 60,000            |
| Atlas                                  | 4,500                                | \$2.50           | 1.2 million students /10           | 540.00                   | 300,000           |
| 4 x Textbooks (LL, English, Maths, RE) | 4,500                                | \$2.50           | 1.2 million students x 4 books / 3 | 7,200.00                 | 4,000,000         |

|                          |       |        |  |        |                             |
|--------------------------|-------|--------|--|--------|-----------------------------|
| 6 x TGs                  | 3,600 | \$2.00 | 2 classes x 12,000 schools x 6 books         | 518.40 | 288,000                     |
| Teacher Training Modules | 1,800 | \$1    | 36,000 teachers + 1.000 for teacher trainers | 66.60  | 37,000                      |
| <b>Total</b>             |       |        |  |        | <b>US\$10,247.4 million</b> |
| <b>Total</b>             |       |        |  |        | <b>US\$5,693,000</b>        |

### Five Year Learning/Teaching Materials Cost Projection

The following table assumes that P1 to P4 will be introduced in successive years. If a different phasing-in strategy is adopted by MOES then this table will need to be re-calculated

| Item                        | Annual Expenditure (US\$) |                  |                  |                  |                  |
|-----------------------------|---------------------------|------------------|------------------|------------------|------------------|
|                             | 2007                      | 2008             | 2009             | 2010             | 2011             |
| <b>PRIMARY 1</b>            |                           |                  |                  |                  |                  |
| Readers <sup>7</sup>        | 600,000                   | 600,000          | 600,000          |                  |                  |
| Big Books <sup>8</sup>      | 720,000                   | 720,000          | 720,000          |                  |                  |
| Tchrs Guide to Curriculum   | 120,000                   |                  |                  |                  |                  |
| Tchrs Resource Book         | 72,000                    |                  |                  |                  |                  |
| LL Grammar/Dicty            | 36,000                    |                  |                  |                  |                  |
| TT Modules                  | 37,000                    |                  |                  |                  |                  |
| <b>PRIMARY 2</b>            |                           |                  |                  |                  |                  |
| Readers <sup>9</sup>        |                           | 600,000          | 600,000          | 600,000          |                  |
| Big Books <sup>10</sup>     |                           | 996,000          | 996,000          | 996,000          |                  |
| Tchrs Guide to Curriculum   |                           | 120,000          |                  |                  |                  |
| Tchrs Resource Book         |                           | 72,000           |                  |                  |                  |
| LL Grammar/Dicty            |                           | 36,000           |                  |                  |                  |
| TT Modules                  |                           | 37,000           |                  |                  |                  |
| <b>PRIMARY 3</b>            |                           |                  |                  |                  |                  |
| Wall Charts <sup>11</sup>   |                           |                  | 840,000          |                  |                  |
| Readers <sup>12</sup>       |                           |                  | 600,000          | 600,000          | 600,000          |
| Big Books <sup>13</sup>     |                           |                  | 1,440,000        |                  |                  |
| Tchrs Guide to Curriculum   |                           |                  | 120,000          |                  |                  |
| Tchrs Resource Book         |                           |                  | 72,000           |                  |                  |
| LL Grammar/Dicty            |                           |                  | 36,000           |                  |                  |
| TT Modules                  |                           |                  | 37,000           |                  |                  |
| <b>PRIMARY 4</b>            |                           |                  |                  |                  |                  |
| Readers                     |                           |                  |                  | 900,000          | 900,000          |
| Tchrs Guide to Curriculum   |                           |                  |                  | 120,000          |                  |
| LL Grammar/Dicty            |                           |                  |                  | 36,000           |                  |
| Tchrs English Dicty         |                           |                  |                  | 60,000           |                  |
| TT Modules                  |                           |                  |                  | 37,000           |                  |
| Atlas (in English)          |                           |                  |                  | 300,000          |                  |
| 4 x Subject Textbooks       |                           |                  |                  | 4,000,000        | 400,000          |
| 6 x Commercial Tchrs Guides |                           |                  |                  | 288,000          |                  |
| <b>TOTALS</b>               | <b>1,585,000</b>          | <b>4,486,000</b> | <b>6,061,000</b> | <b>7,937,000</b> | <b>1,900,000</b> |

Total projected expenditure on learning and teaching materials for the period 2007 to 2011 is US\$21.929 million or an average of US\$4.394 per year.

<sup>7</sup> This assumes 50 readers per year for 3 years = 150 readers for P1

<sup>8</sup> This assumes 12 big books per year for 3 years = 36 big books for P1

<sup>9</sup> This assumes 50 readers per year for 3 years = 150 readers for P2

<sup>10</sup> This assumes 16 big books per year for 3 years = 48 big books for P2

<sup>11</sup> Wall Charts are procured for P3 because there are no existing wall charts for this grade

<sup>12</sup> This assumes 75 readers per year for 3 years = 225 readers for P3

<sup>13</sup> This assumes 24 big books for P3