FOOD FOR THE HUNGRY

Uganda

Summary of Education Survey Results and Recommendations

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1. Purpose of the Education survey:

The purpose of this assessment was to establish the status of key education indicators and identify needs to inform FH Uganda education strategy or interventions. This assessment will also form a basis for future measurement to determine whether the program is making a positive contribution towards improving education outcomes including early childhood development and positive caregiving. The results will contribute towards fostering a culture of learning and evidence based decision making and to improve the quality of future programing in FH.

2. Specific Objectives of the study:

FH works to see improvement in children's performance, specifically in literacy and numeracy. The education assessment's specific objectives are:

- To assess the level of school readiness skills of with children aged 3.5 years – 6.5 years among the communities
- To assess the numeracy and literacy levels of children aged 7 – 15 years in the target communities
- To determine how the behavior of primary caregivers in the home is associated with their children's performance on the Citizen Led Assessment and the International Development and Early Learning Assessment.

"The survey covered five clusters where FH Uganda is intervening i.e. Kole, Namutumba, Kween, Adjumani and Kitgum"

3. Summary of Evaluation design and methodologies:

This baseline survey was a household survey, and was conducted using three different tools i.e. IDELA (International Development and Early Learning Assessment) for assessing children 3.5 to 6.5 years, CLA (Citizen- Led Assessment) for children 7 to 15 years and the caregivers questionnaire for both the parents/caregivers of the children in the above age ranges. Data collection was done through the Open Data Kit software and the targeted respondents to the questionnaire were parents/caregivers and children of the mentioned ages in Kole, Namutumba, Kween and Kitgum Clusters.

Sampling design & sample calculation

Using a quantitative approach, a cluster sampling technique was used to conduct the assessment using village household and population lists. For household selection, interviewers would move to the centre of a settlement and randomly pick a compass direction. They would then move to the boundary of the settlement, counting and assigning numbers to the households falling along that path. A random number would be chosen and the corresponding household would mark the

random starting point for the individual interviews. This was followed by the pursuit of appropriate respondents using the "next-nearest household approach" to identify eligible households.

Considering the number of clusters that were covered by the survey, we preferred to use Cochran's sample size formula which is appropriate in situations of large populations and allowed us to calculate separate sample sizes for each cluster. The following formula was applied for calculation of the sample size.

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where: n0 is the sample size,

'Z' is the value for the selected alpha level, e.g. 1.96 for (0.025 in each tail) a 95 percent confidence level.

'p' is the estimated proportion of an attribute that is present in the population.

'q' is 1-p. (p)(q) are the estimate of variance.

'd' is the acceptable margin of error for proportion being estimated, so the confidence interval, in decimals.

4. Findings and Action Steps

The survey resulted in a number of interviews in each cluster and per each tool used, as shown in the table below.

Tool	Kole	Kitgum	Namutumba	Kween	Adjumani	**Total**
IDELA (children 3.5 – 6.5 years)	370	307	364	332	532	**1,905**
CLA (children 7 – 15 years)	357	324	347	326	598	**1,952**
Caregiver	377	376	380	379	779	**2,291**

Source: Results of the Education survey, Uganda December 2019.

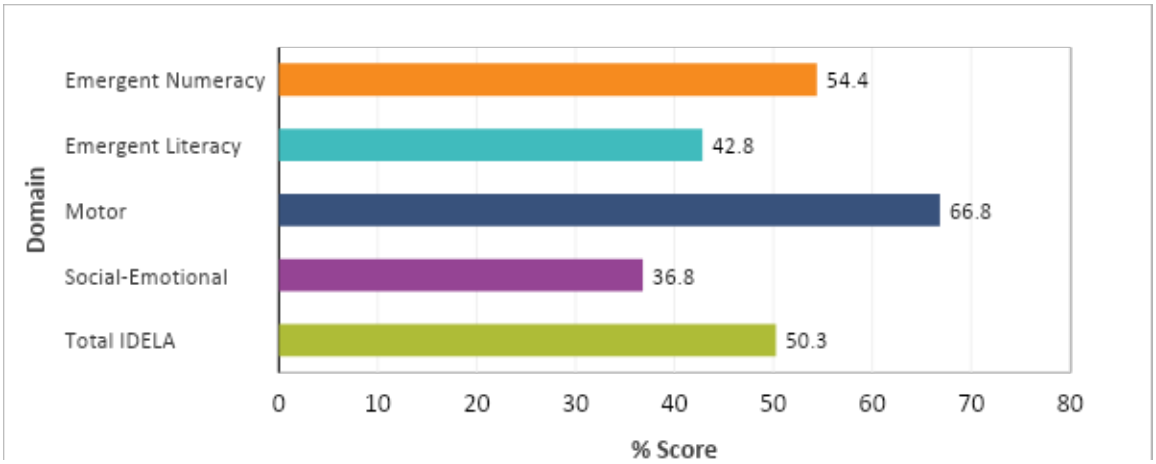
The survey was conducted between 6th - 11th May 2019 and 30th September to 5th October 2019 by trained enumerators and supervisors. The training of enumerators and supervisors on the IDELA, CLA and Caregiver tools took four days including a half-day of field practice using the tools in ODK software in the communities outside the targeted survey areas prior to the actual data collections. Training was facilitated by Yohannes Belihu- M&E manager African region, Medard

Havyarimana- Education specialist Burundi, Christopher Kugonza-M&E specialist Uganda and Moses Ngirio Sobei- Education specialist Uganda. The facilitators were also supported by Jana Torrico- Global education programs senior specialist, Joseph Alakas and Aziku David- MEAL Officers Uganda. Ninety-six enumerators (hired to do data collection only) and eight supervisors (FH staff to oversee the entire data collection) carried out the survey using the ODK software. Responses were regularly uploaded to the server, and the number of interviews were recorded on a daily basis for monitoring if the target number of interviews were achieved by each team.

Findings related to Children 3.5-6.5 years of age

The survey revealed that children in the age group of 5.6 -6.5 years have an average IDELA score of 50.3%. Children in this group have a higher average score in the domain of motor skills with 66.8%, while the less developed domain is social emotional skills with 36.8%, according to the results as shown in graph 4A below.

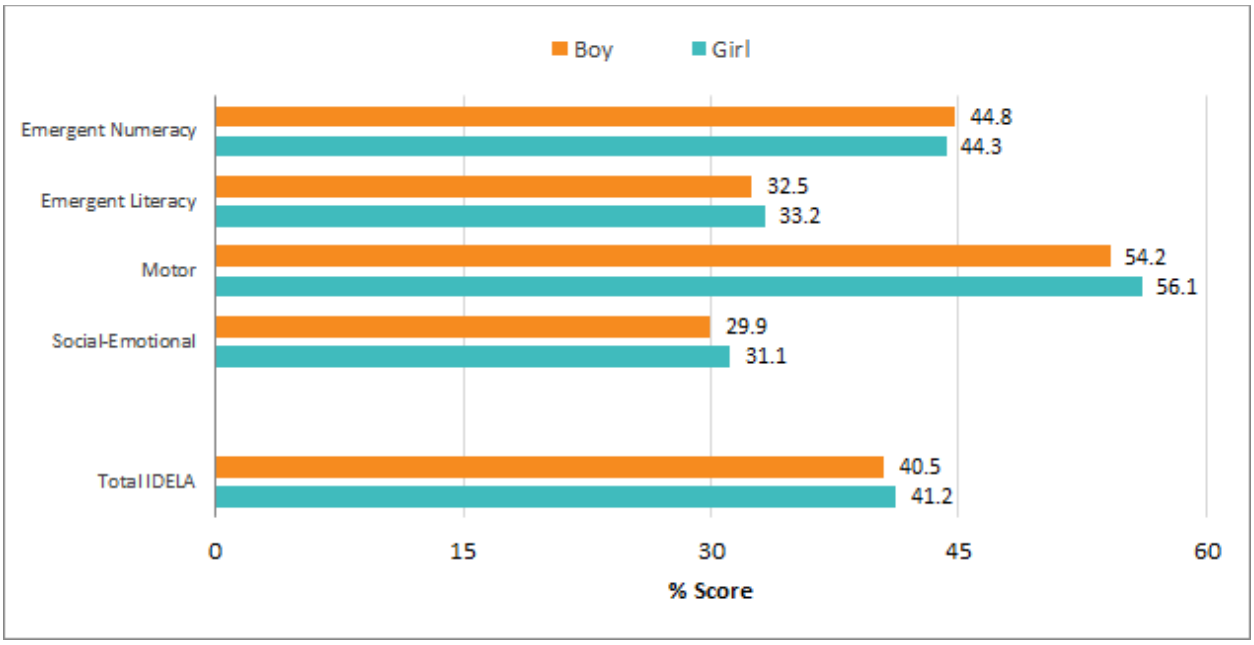
Graph 4 A: Average IDELA Score of Children 5.6 - 6.5 years of age by Domain



Source: Results of the Education survey, Uganda December 2019

The following graph looks at the possible differences between genders. The results show that there is no substantial difference between child development scores for girls and boys. Girls and boys have almost the same scores in all the domains as shown in Graph 3 below.

Graph 3: Average IDELA Score by Gender

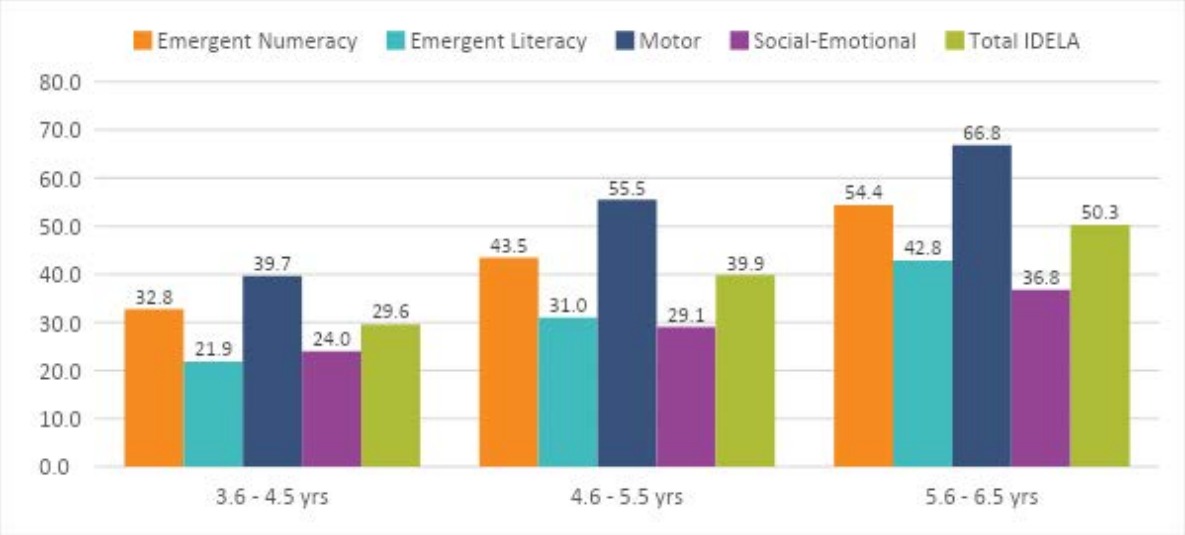


Source: Results of the Education survey, Uganda December 2019

The survey results reveal strong relationships between the ages and acquiring of all skills in all the domains. Total gain scores from children 3.6- 4.5 years to 4.6-5.5 years are 10.3%. Total gain scores from children 4.6 -5.5 years to 5.6-6.5 years are 10.4% gains. Motor skills have the highest gain score between the age category of 3.6-4.5 years to 4.6-5.5 years (15.8%) while social emotional skills have lower gains between the age category of 3.6-4.5 years to 4.6-5.5 years (5.1%) according to age group (Graph 1).

Interventions should be age appropriate and the domains that should be prioritized are social emotional and emergent literacy. Engagement with the parents key since the involvement of the parents is likely to impact the two domains and others positively.

Graph 1: Average IDELA Score by Child's Age and Domain



Source: Results of the Education survey, Uganda December 2019

Cluster Comparisons:

Results show that Kween, Adjumani and Kole clusters scored slightly above the country average of 50.3%. Namutumba cluster scored below the country average, while Kitgum cluster scored at the country average. Overall the domain with lowest scores was social emotional with 36.8% and the domain with highest scores was motor skills with 66.8%. Interventions should target the caregivers since their engagement with children may have positive impact especially in the domain of social emotional, literacy and numeracy.

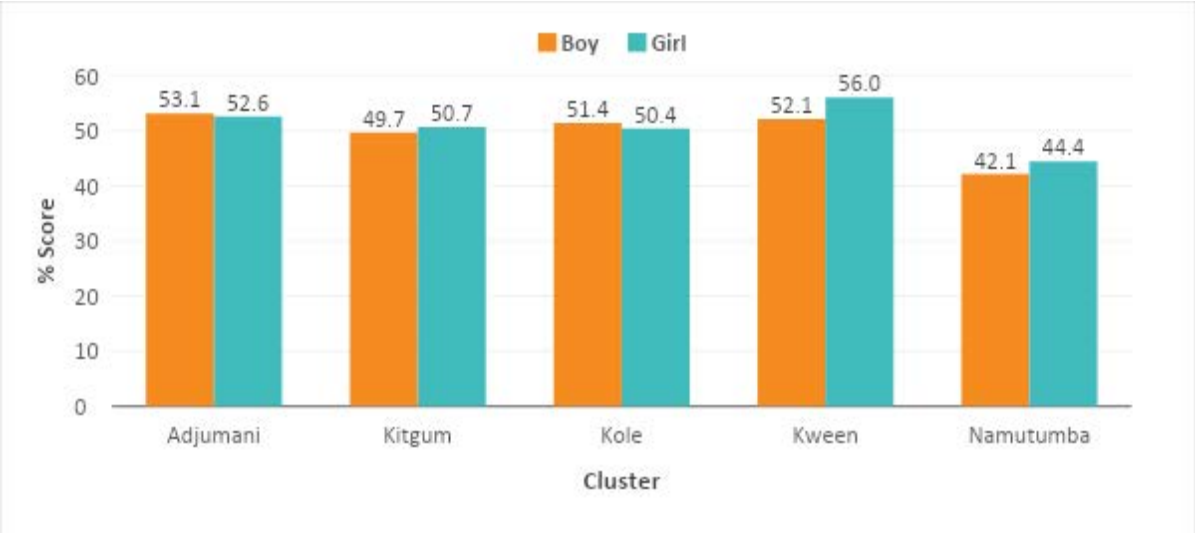
Table 4 A: Average IDELA Score of Children 5.6 - 6.5 years of age per Cluster Disaggregated by Domain

Domain	Total IDELA	Cluster (%)				
		Adjumani	Kitgum	Kole	Kween	Namutumba
IDELA Score	**50.3**	**52.8**	**50.3**	**50.9**	**54.0**	**43.3**
Emergent Numeracy	54.4	55.3	54.9	53.9	61.4	47.2
Emergent Literacy	42.8	42.1	40.1	46.8	49.6	35.7
Motor	66.8	71.4	66.2	64.9	71.7	59.8
Social-Emotional	36.8	42.6	39.1	37.9	33.3	30.1

Source: Results of the Education survey, Uganda December 2019

By gender: as seen in graph 4C, differences between girls and boys in all clusters were small . In Adjumani and Kole clusters, the boys scored slightly higher than girls with 0.5-1% difference while in Kitgum, Kween and Namutumba clusters, girls scored slightly higher than boys with 1-3.9% difference.

Graph 4 C: Average IDELA Score of Children 5.6 - 6.5 years of age by Gender



Source: Results of the Education survey, Uganda December 2019

Action Step: Interventions

- Based on the survey results, interventions shall be the same for girls and boys in all the age categories in all the clusters, and interventions should be age appropriate.
- FH should use these results to continue to advocate with the MoE to help improve preschool teaching curriculum and instruction, refreshers on specific ECD domains and monitoring and support of teachers.
- FH should continue training caregivers through cascade groups, on the role of parents in developing their children's social emotional skills by; conflict resolution, cooperation, identifying feelings, sense of belonging, showing love, affection and feelings to their children, children opportunities to play with others and themselves.
- FH continues to train parents/caregivers to practice reading story books and telling stories to their children for literacy skills development.
- FH should collaborate with the ministry of gender and community development to start ECD centers in the communities in promotion of access to pre-primary education.
- FH should collaborate with local churches and communities to establish libraries in the communities so that the parents/caregivers could have access to reading books.

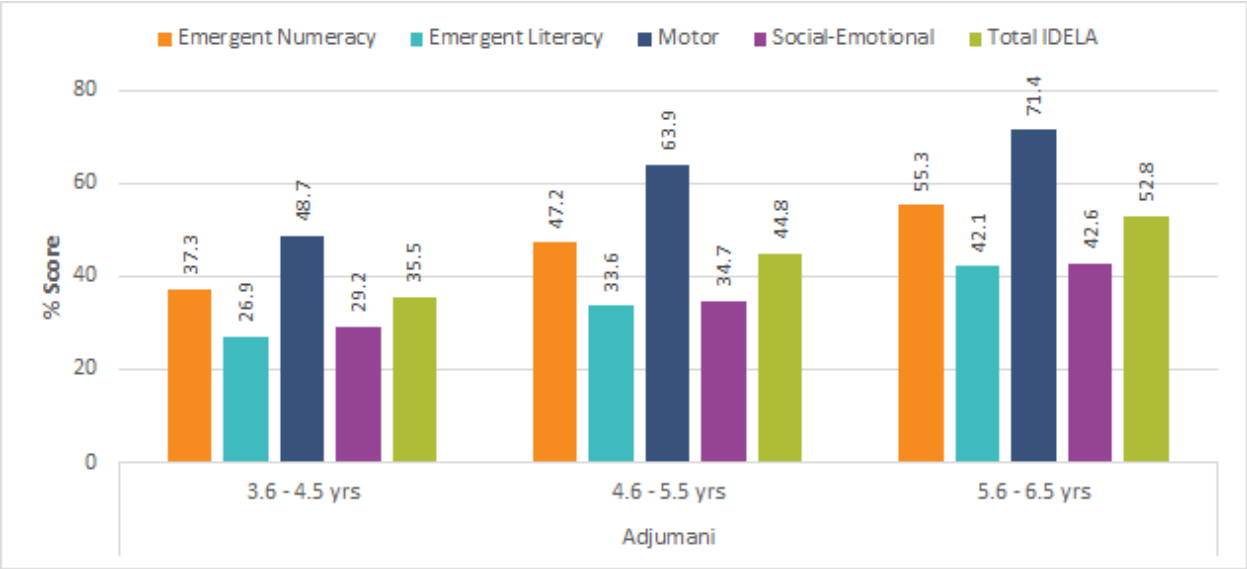
Cluster specific analysis

Adjumani Cluster

Motor skills domain in all the age categories scored highest, with the 5.6-6.5 year group mark being 71.4%. In general, the cluster had much gain in the motor skills between the age categories of 3.6-4.5 and 4.6-5.5 years with a 15.2% increase. The domain with the lowest scores was emergent literacy, with the 5.6-6.5 year group mark being 42.1%. The social emotional domain had less gains between the age categories of 3.6-4.5 and 4.6-5.5 years with

only 5.5% increase. Other gains observed in other domains and the age categories range from 7.5%-9.9%

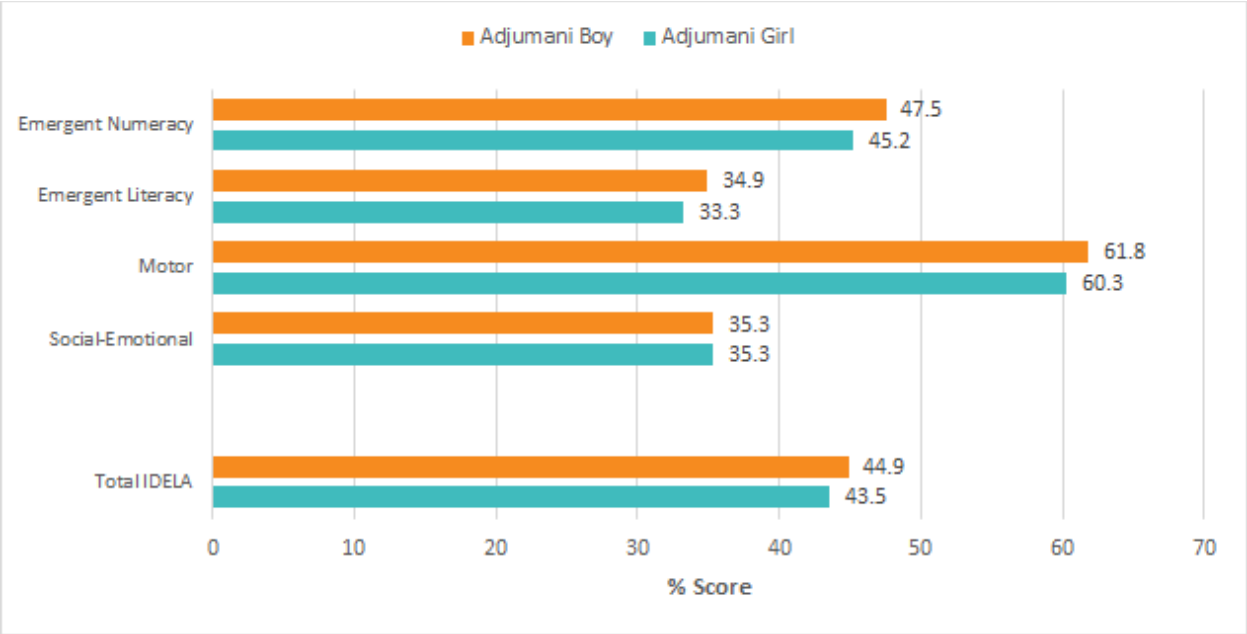
. **Graph 7 A: Average IDELA Score by Child's Age and Domain, by Cluster**



Source: Results of the Education survey, Uganda December 2019

Cluster Gender performance; there is not a large difference between the scores of the boys and girls in Adjumani, the difference range is 0-2.3%. Boys scored higher than girls in total IDELA with 1.4% difference and also in the domains of emergent numeracy, emergent literacy and motor skills with difference range of 1.5-2.3%; both also scored the same in social emotional skills according to graph 7C below.

Graph 7 C: Average IDELA Score by Gender and Cluster

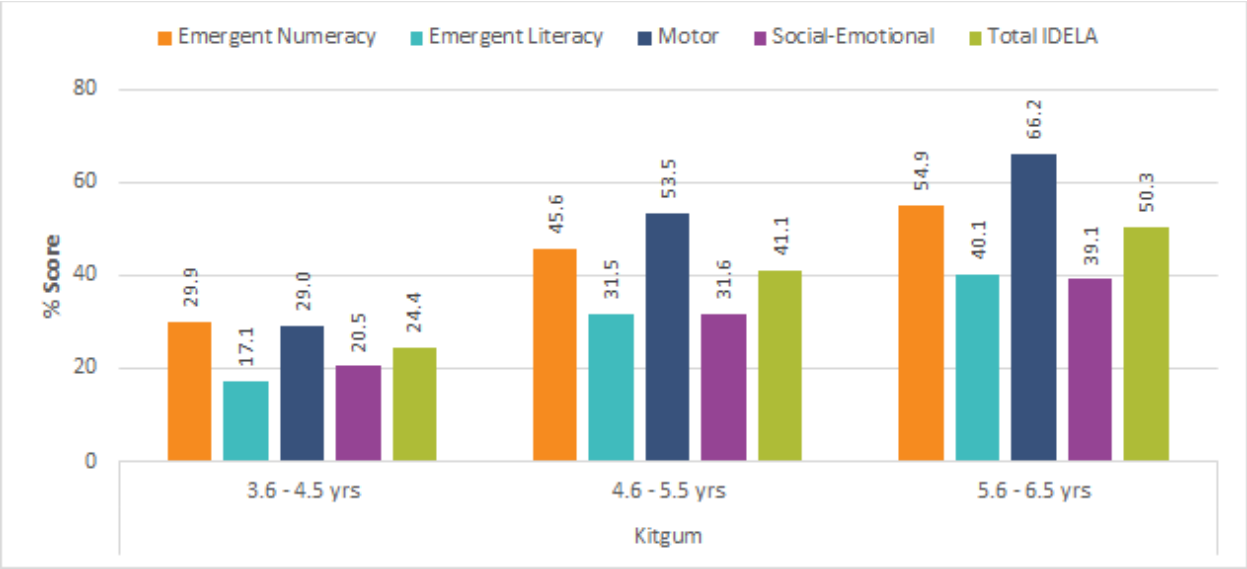


Source: Results of the Education survey, Uganda December 2019

Kitgum Cluster

The motor skills domain in age categories of 4.6-5.5 years & 5.6-6.5 years was scored highest with 5.6-6.5 years' mark being 66.2%, while for the age category of 3.6-4.5 years, the domain of emergent numeracy was scored highest with 29.9%. The lowest scoring domain was emergent literacy in the age category of 3.6-4.5 & 4.6-5.5 years, while for the age category of 5.6-6.5 years, social emotional domain was the lowest scoring with 39.1%. In general, the cluster had much gain between the age categories of 3.6-4.5 & 4.6-5.5 years with a 16.7% gain in total IDELA. For the specific domains, motor skills between the age category of 3.6-4.5 and 4.6-5.5 years had an increase of 24.5%, while social emotional domain had the least gains between the age categories of 4.6-5.5 & 5.6-6.5 years with only a 7.5% increase. Other gains observed in other domains and age categories range from 9.5%-15.7% according to graph 8A of the survey results.

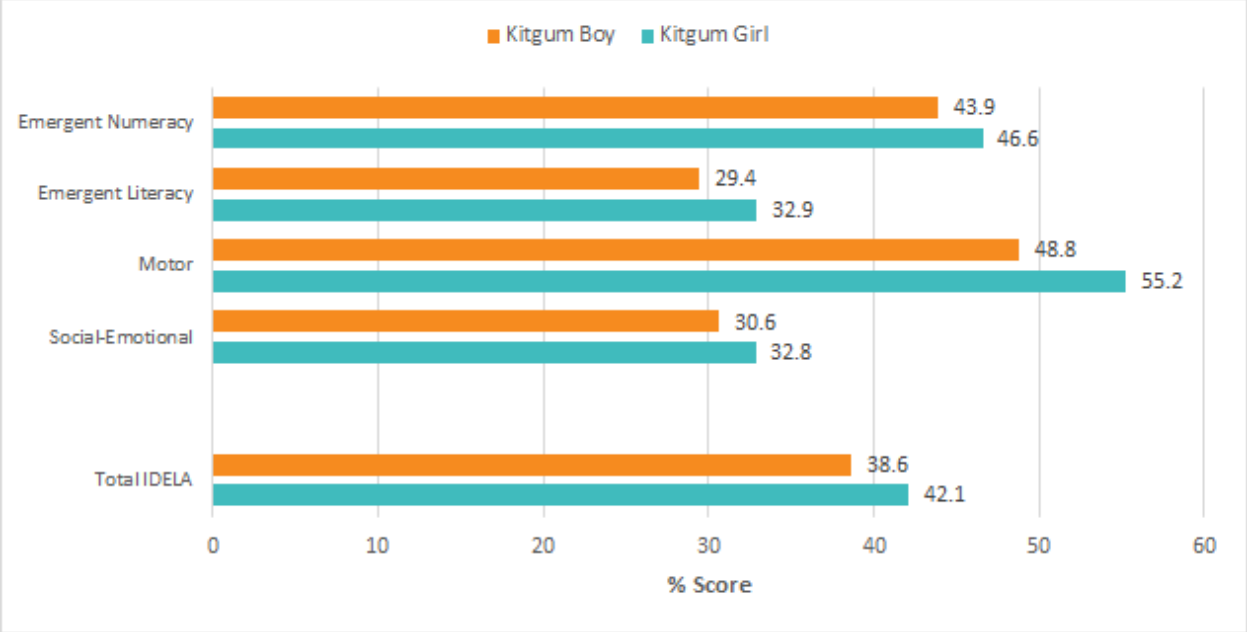
Graph 8 A: Average IDELA Score by Child's Age and Domain, by Cluster



Source: Results of the Education survey, Uganda December 2019

Cluster Gender performance; there is not a large difference between the scores of the boys and girls in Kitgum cluster; the difference range is 2.2-6.4% in favor of girls. Girls scored higher than boys in total IDELA with a 3.5% difference and also other domains with a 2.2-6.4% difference according to graph 8C below.

Graph 8 C: Average IDELA Score by Gender and Cluster



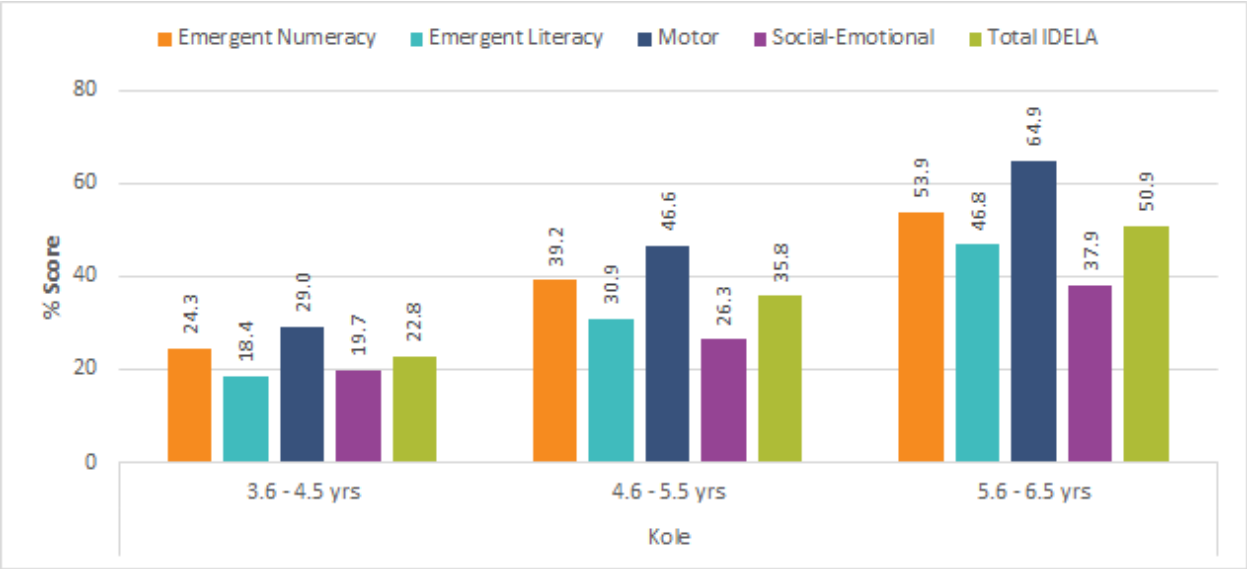
Source: Results of the Education survey, Uganda December 2019

KOLE CLUSTER

The motor skills domain in all age categories scored highest in the 5.6-6.5 year old age group at 64.9%. The lowest scoring domain was social emotional for the age category of 4.6-5.5 to 5.6-6.5 years. For the age category of 3.6-4.5 years, emergent literacy scores were the lowest. In general,

children in this cluster had large gains between the age category of 4.6-5.5-5.6-6.5 years with 15.1%. For the specific domains, motor skills between the age category of 4.6-5.5 and 5.6-6.5 years had large gains of 18.3%, while the social emotional domain had the least gains of 6.6%, interventions targeted to the caregivers to increase the interactions with children are highly recommended for purposes of increasing the gains in the social emotional domain. Other gains observed in other domains and the age categories range from 11.6%-17.6%. hence signifying that there are no strong gains between the age categories according to graph 9A of the survey results.

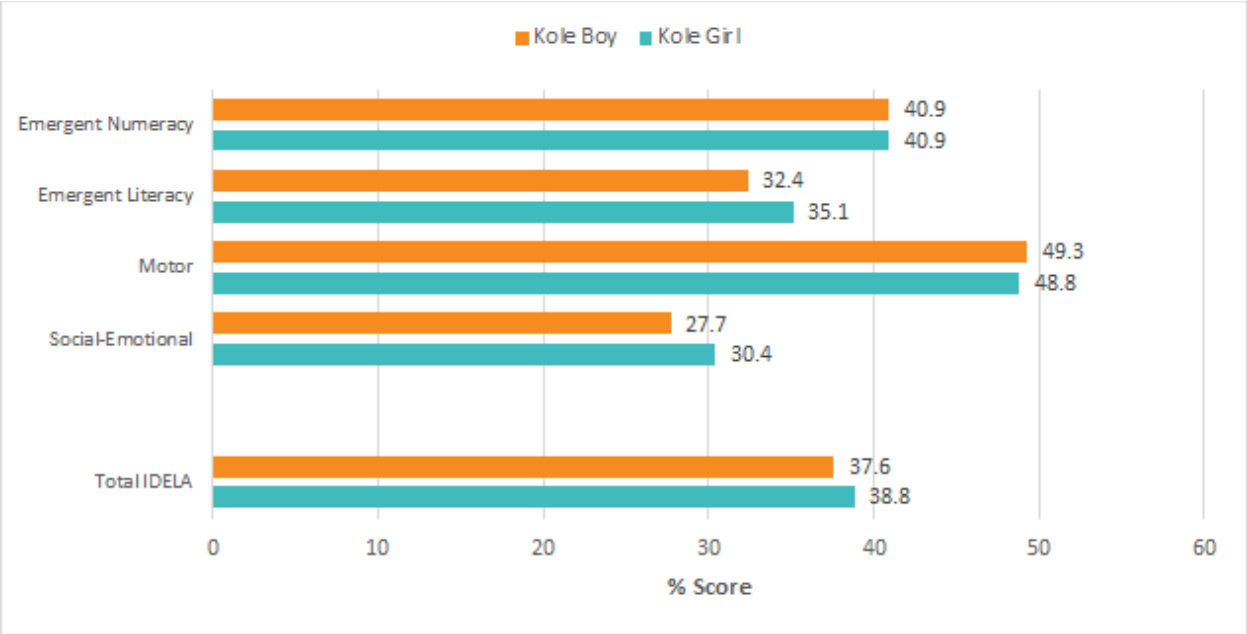
Graph 9 A: Average IDELA Score by Child's Age and Domain, by Cluster



Source: Results of the Education survey, Uganda December 2019

Cluster Gender performance; there is only a slight difference between the scores of the boys and girls in the Kole cluster, in general girls had higher scores than boys with 1.2% range difference. Girls also had higher scores than boys in emergent literacy and social emotion with a 2.7% difference. Boys scored higher than girls in motor skills with a 0.5% difference. Both girls and boys scored the same in emergent numeracy skills according to graph 9C below.

Graph 9 C: Average IDELA Score by Gender and Cluster

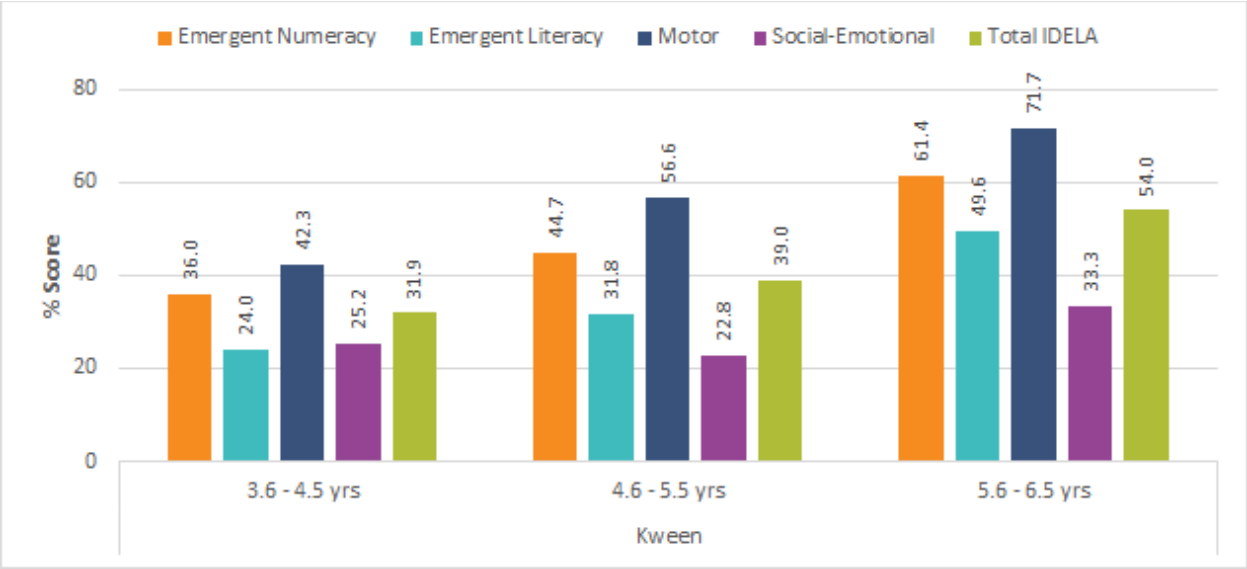


Source: Results of the Education survey, Uganda December 2019

Kween cluster

The motor skills domain scored highly in all age categories, with a score of 71.7% for the 5.6-6.5 year olds. The domain which scored the lowest among 4.6-5.5 and 5.6-6.5 year olds was social emotional skills. For the age category of 3.6-4.5 years, emergent literacy was scored the lowest. In general the cluster had large gains between the age category of 4.6-5.5 to 5.6-6.5 years (15%). For the specific domains, emergent literacy skills between the age category of 4.6-5.5 to 5.6-6.5 years had large gains of 17.8% while the social emotional domain had negative gains as children moved from age categories of 3.6-4.5 to 4.6-5.5 years with -2.4% gains which can be attributed to lack of caregivers support and interventions targeted to the caregivers to enhance their capacity to interact with children more oftenly which can increase the social emotional gains among children. Other gains observed in other domains and the age categories range from 7.8%-16.7% hence signifying that there are no strong gains between the age categories according to graph 10A below.

Graph 10 A: Average IDELA Score by Child's Age and Domain, by Cluster

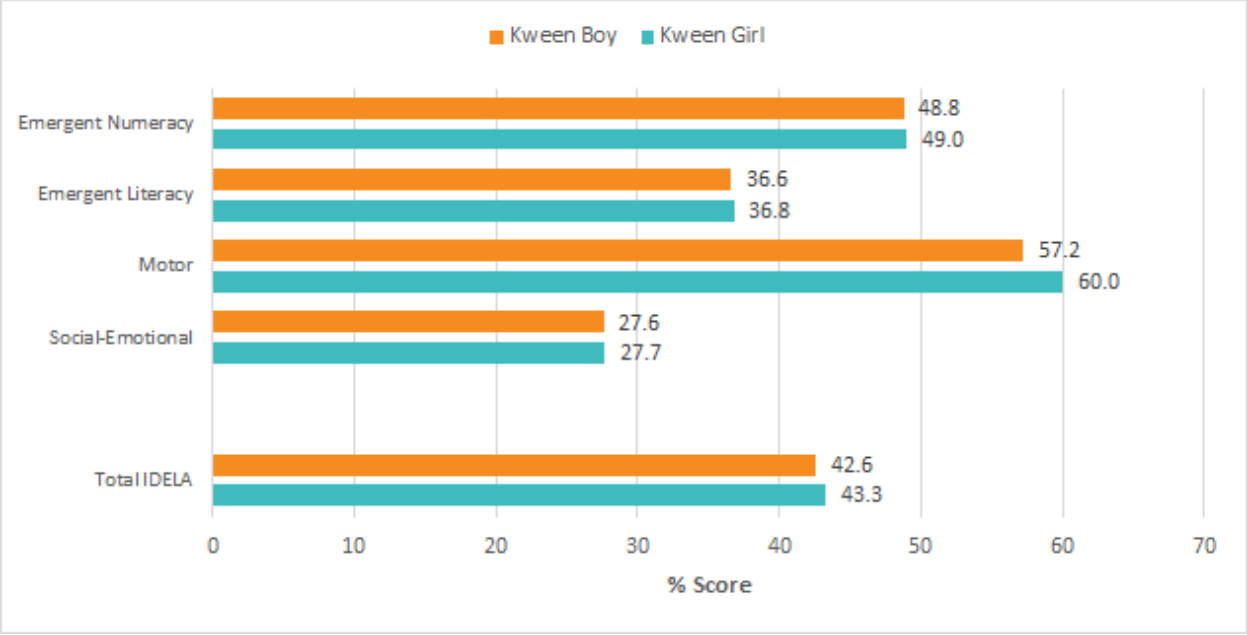


Source: Results of the Education survey, Uganda December 2019

Cluster Gender performance; there is no substantial difference between the performance of the boys and girls in the Kween cluster. In general girls performed better than boys with a 0.7% average difference in scores(Girls-43.3% & Boys-42.6%). Girls performed better than boys in all domains skills with 0.1-2.8% range difference according to graph 10C below.

Interventions should target both girls and boys and priority is to address the social emotional and emergent literacy domains. Parents engagements are critical in addressing the social emotional domains issues.

Graph 10 C: Average IDELA Score by Gender and Cluster

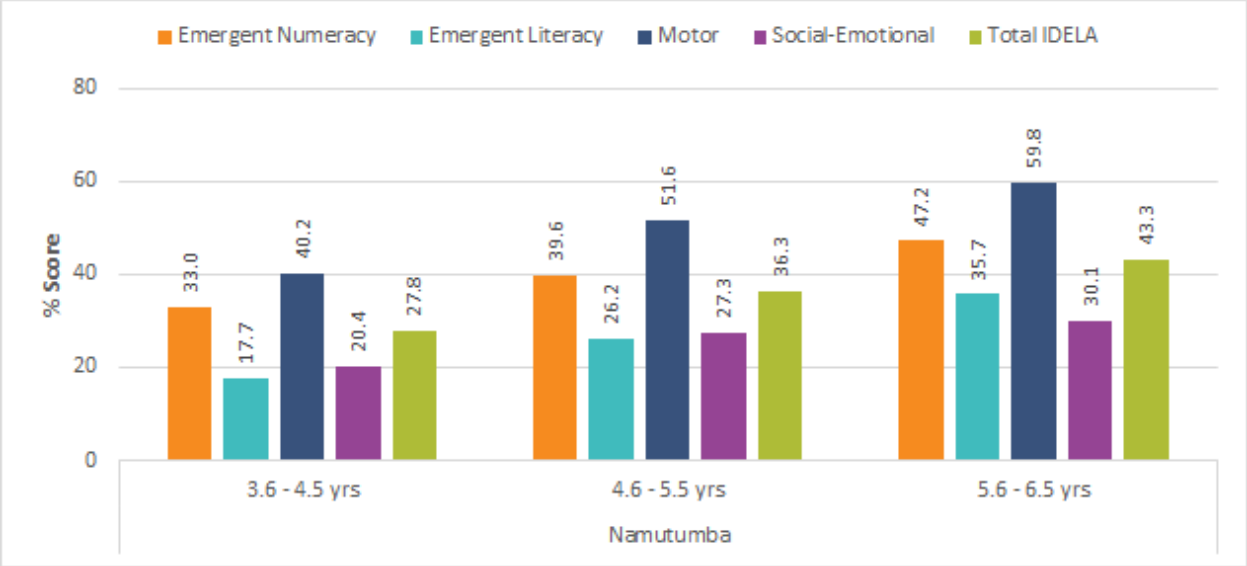


Source: Results of the Education survey, Uganda December 2019

NAMUTUMBA CLUSTER

The motor skills domain in all age categories scored the highest with 5.6-6.5 year olds at 59.8%. The domain which scored the lowest was social emotional development for the age category of 5.6-6.5 years. For the age category of 3.6-4.5 to 4.6-5.5 years, emergent literacy was scored the lowest. In general, the children in this cluster made gains between the age category of 3.6-4.5 & 4.6-5.5 years with 8.5% gains in total IDELA scores. For the specific domains, motor skills between the age category of 3.6-4.5 and 4.6-5.5 years had strong growth of 11.4%. The social emotional domain had the least gains between the age categories of 4.6-5.5 to 5.6-6.5 years with 2.8% gains. Other gains observed in other domains and the age categories range from 6.6%-9.5% hence signifying that there are not strong gains between the age categories which can be attributed to inadequate access to preschool and lack of caregivers support.

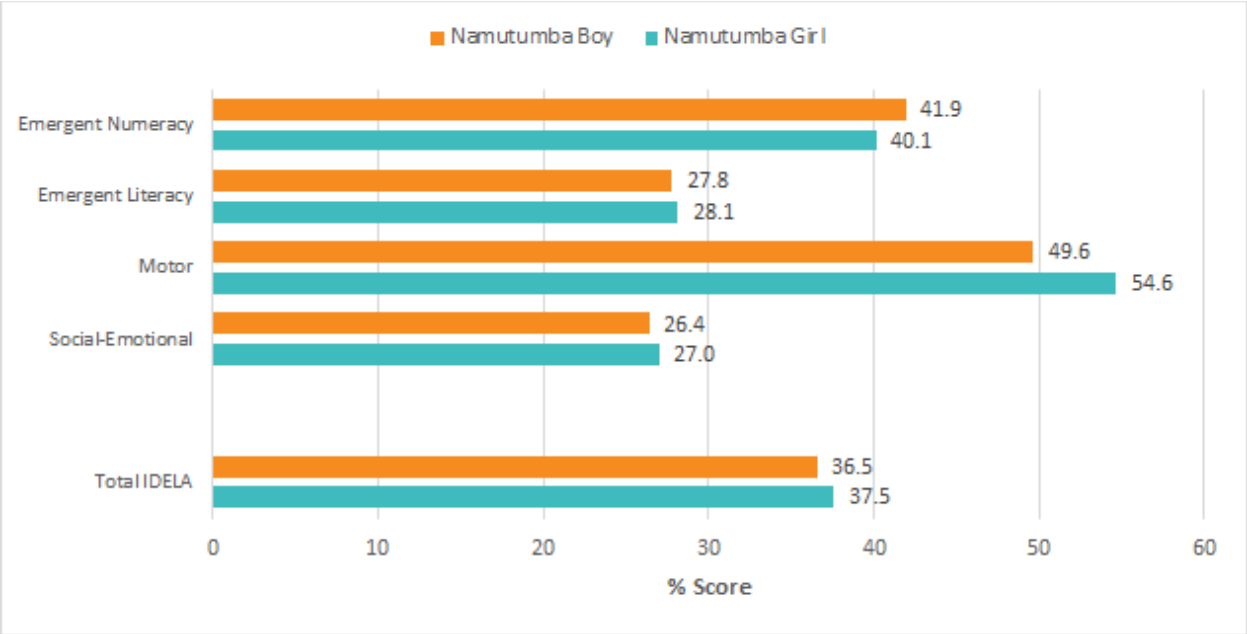
Graph 11 A: Average IDELA Score by Child's Age and Domain, by Cluster



Source: Results of the Education survey, Uganda December 2019

Cluster Gender performance; In general girls performed better than boys with a 1% difference score(Girls-37.5% & Boys-36.5%). Girls also performed better than boys in the domains of emergent literacy, motor and social emotional development with differences of 0.6-5% while boys scored better in emergent numeracy with a 1.8% difference according to graph 11C below. Generally there is no substantial difference between the performance of girls and boys.

Graph 11 C: Average IDELA Score by Gender and Cluster



Source: Results of the Education survey, Uganda December 2019

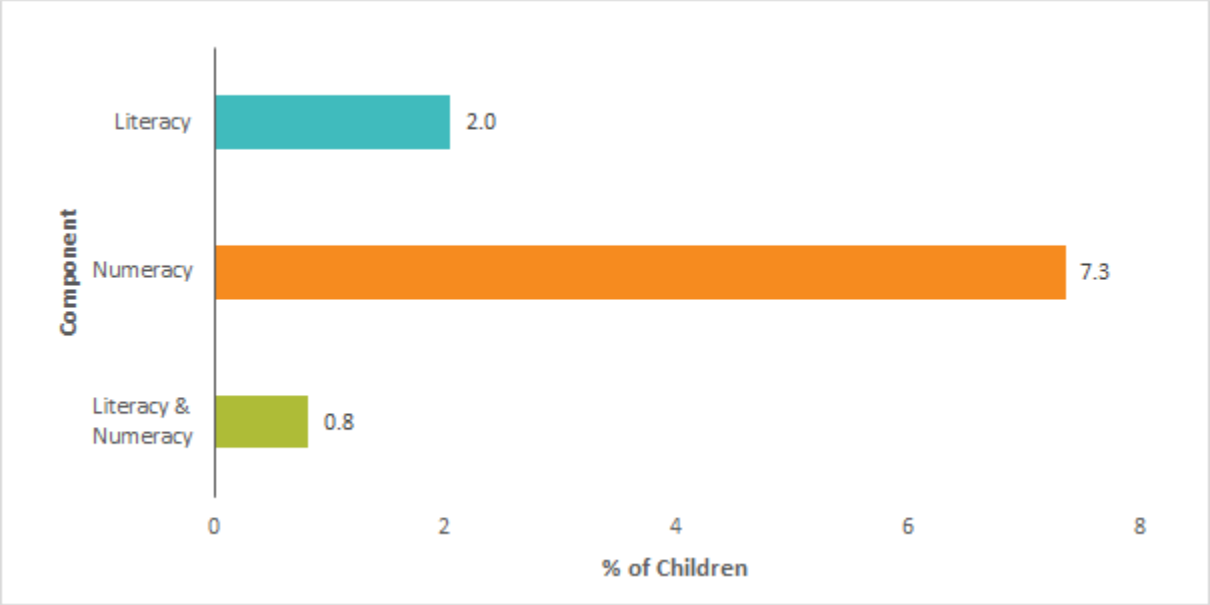
Proposed Actions;

- Collaborate with communities, churches, private sector and government to start up ECD centers and community libraries in the community and train ECD teachers on strategies to improve children's emergent literacy skills.
- Train parents and caregivers on the value of ECD, reading books to their children, telling stories, singing songs, and teaching about letters and numbers through the cascade group methodology.
- Build teachers' capacity in integrated teaching approaches in collaboration with districts' education departments.
- Sensitize caregivers on the value of ECD and school readiness through the child stimulation messages using cascade group methodology.
- Encourage parents/caregivers involvement in their children's education, especially ECD/E at the household level through training on school readiness module using cascades methodology..
- Train parents/caregivers on social emotional skills, such emotional awareness, solving conflict and empathy so that they can help their children to develop these skills through cascade groups.

Findings related to children 7-15 years of age

The survey results in general revealed that only 0.8% of nine year old children have attained both the literacy and numeracy standards for grade three in Kitgum, Kole, Adjumani, Kween and Namutumba clusters. Literacy performance is 2.0% while numeracy is 7.3%.

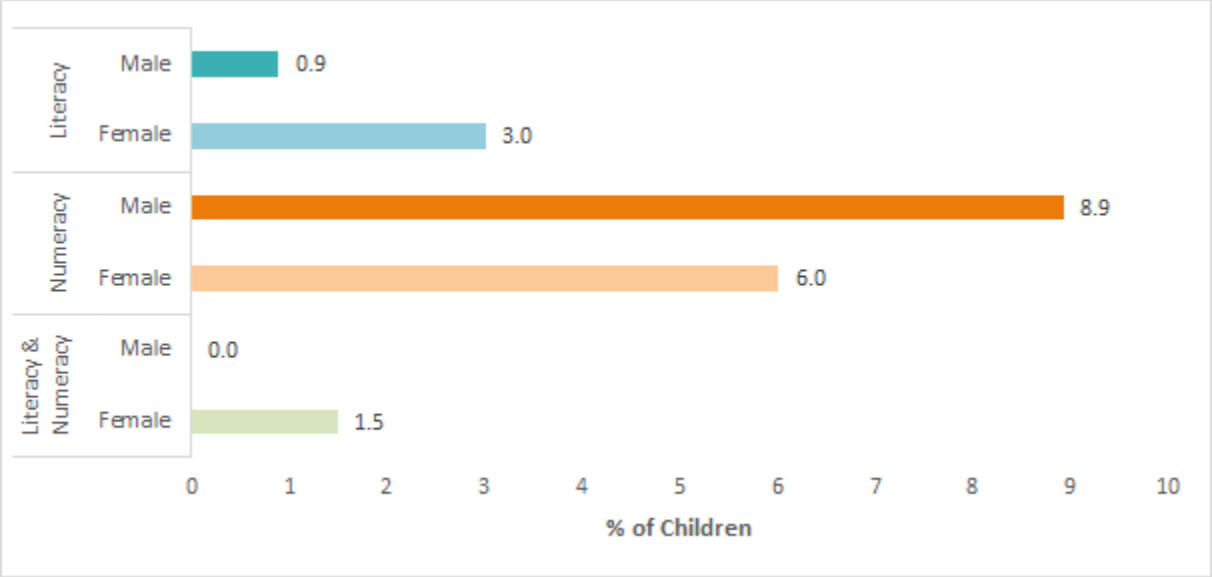
Graph 1: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3



Source: Results of the Education survey, Uganda December 2019

Performance according to gender; in general 0% of the boys and 1.5% of the girls have acquired both numeracy and literacy standards for grade 3. Girls scored higher in literacy than the boys with a 2.1% difference in scores in favor of the girls, while boys scored higher than girls in numeracy with a 2.9% difference in favor of the boys. The results reveal that there is no substantial difference between boys' and girls' performance in both numeracy and literacy according to graph 2 below;

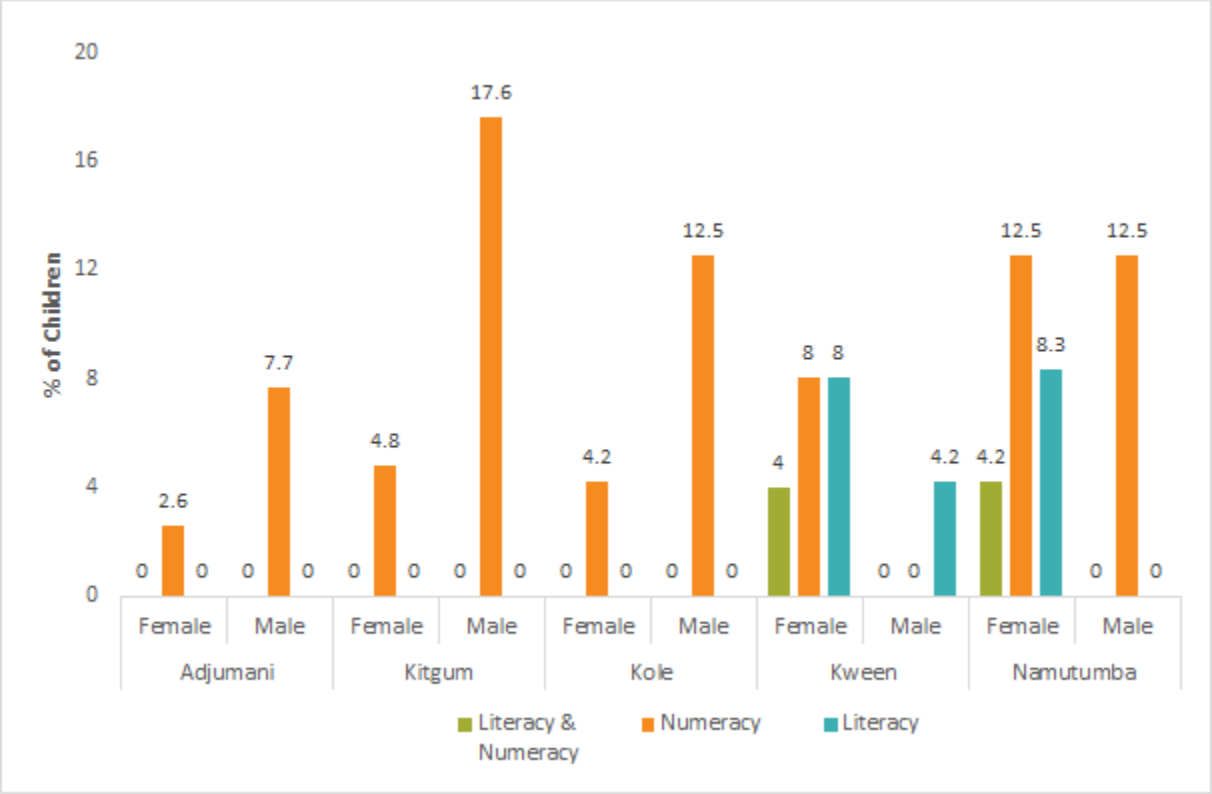
Graph 2: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3 by Gender



Source: Results of the Education survey, Uganda December 2019

Cluster comparison; 0% of both girls and boys in the northern clusters of Adjumani, Kole and Kitgum attained literacy standards for grade three, and for numeracy the boys performed better than girls with 5.1% -12.8% range difference in favor of boys. 0% of the boys in the eastern clusters of Kween and Namutumba attained grade three standards in both numeracy and literacy, and between 8%-12% of girls met the standards in both numeracy and literacy as shown in graph 3 below .

Graph 3: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy and Numeracy Standards for Grade 3 by Cluster and Gender

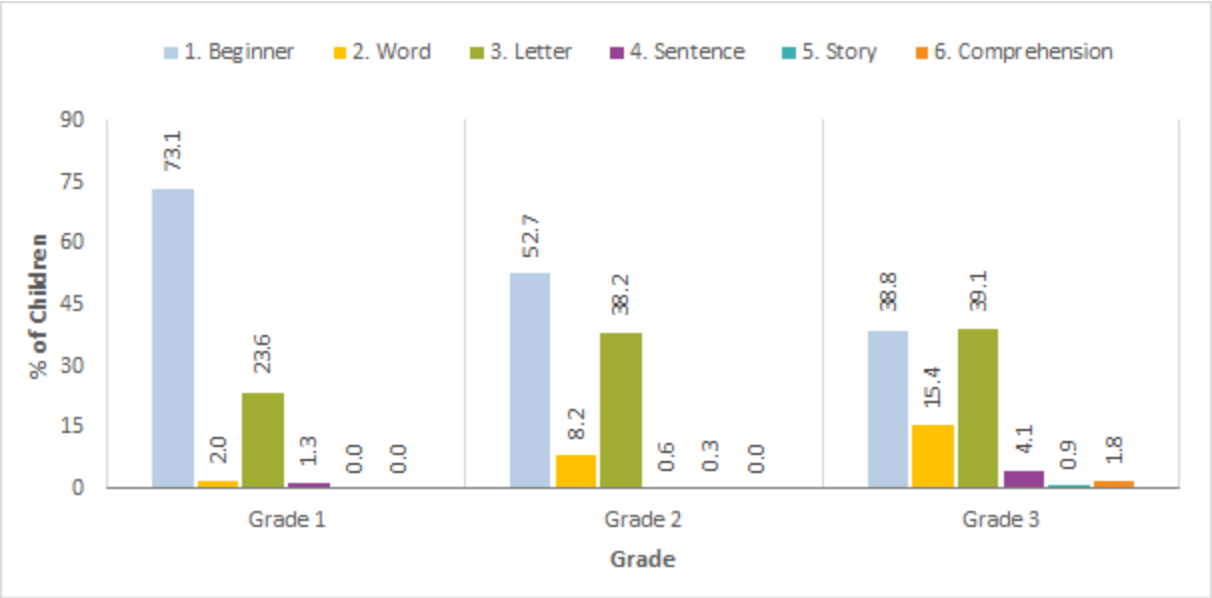


Source: Results of the Education survey, Uganda December 2019

Literacy skills;

Generally by grade 3 the majority of the children are at letter level(39.1%) and beginner(38.8%). By national standards, a grade 3 child should be from sentence level, story and comprehension which only 6.8% of the children have attained. This could be a reflection that the majority of the children have no access to pre-school.

Graph 5 A: Distribution of Literacy Skills of Children in Grades 1-3

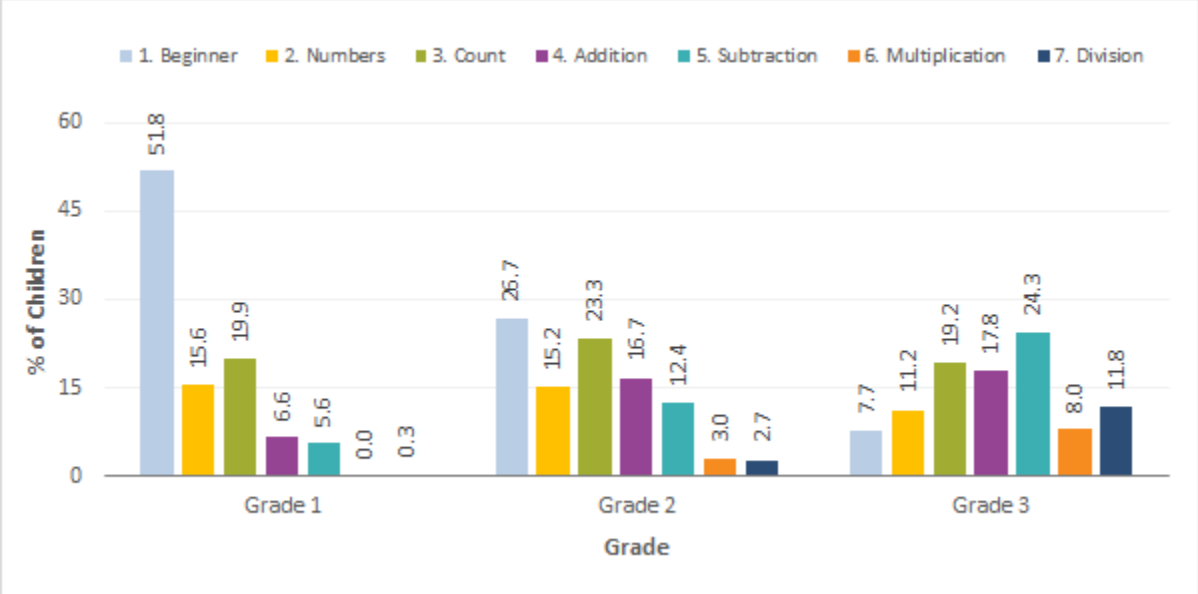


Source: Results of the Education survey, Uganda December 2019

Numeracy skills:

Children in grade 1 have acquired at highest subtraction level with 5.6% score and majority of the children are at beginner level(51.8%), by grade two a few children have attained division level (2.7%), 3.0% at multiplication, 12.4% at subtraction, 16.7% at addition, 23.3% at count and match and 26.7%, by grade 3, 11.8% of the children have attained division level, 8.0% multiplication, 24.3% subtraction, 17% addition level. According to Uwezo 2019 report, 33% of grade 2 children had acquired the required comprehension competencies.

Graph 6 B: Distribution of Numeracy Skills of Children in Grades 1-3

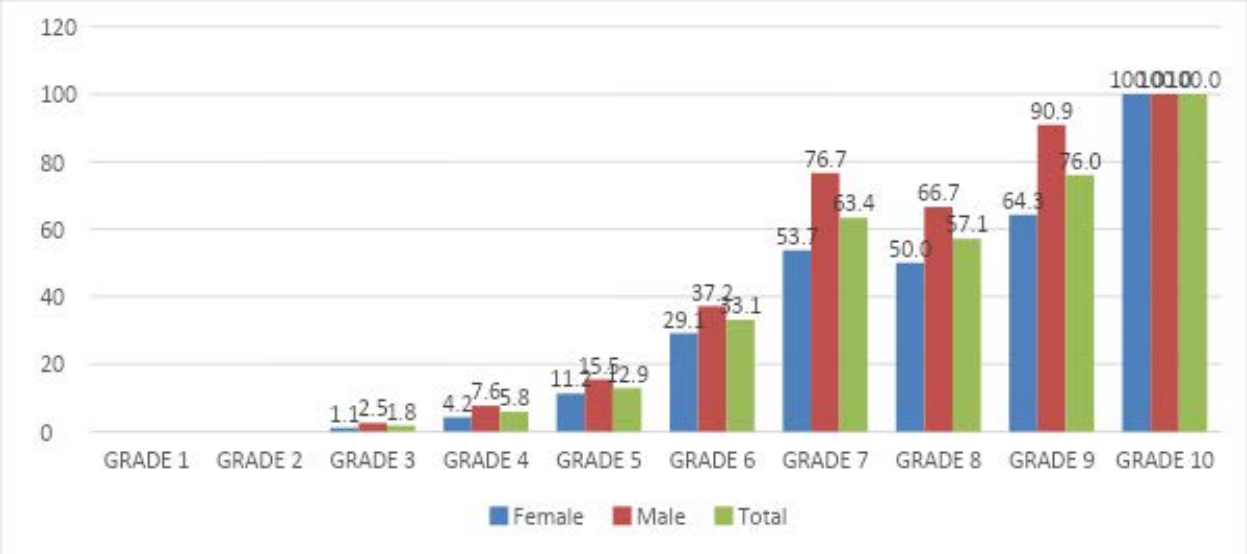


Source: Results of the Education survey, Uganda December 2019

Literacy cross tabulation:

The survey results reveal that by grade 10, all children assessed, both girls and boys, have attained the grade three standards for literacy. However, from grade one to two, 100% of children have not acquired any literacy competency, only in grade 3 do a small percentage of children begin to reach comprehension level which is standard for grade 3 with boys scoring slightly higher than girls. The gains gradually increase until grade 10, when all have attained three literacy standards. By grade seven, about 63.4% of the children have not attained the required literacy standards according to graph 7 of the survey results below.

Graph 7: Proportion of Children all grades who meet the standards for literacy cross tabulated by grades and cluster and disaggregated by gender

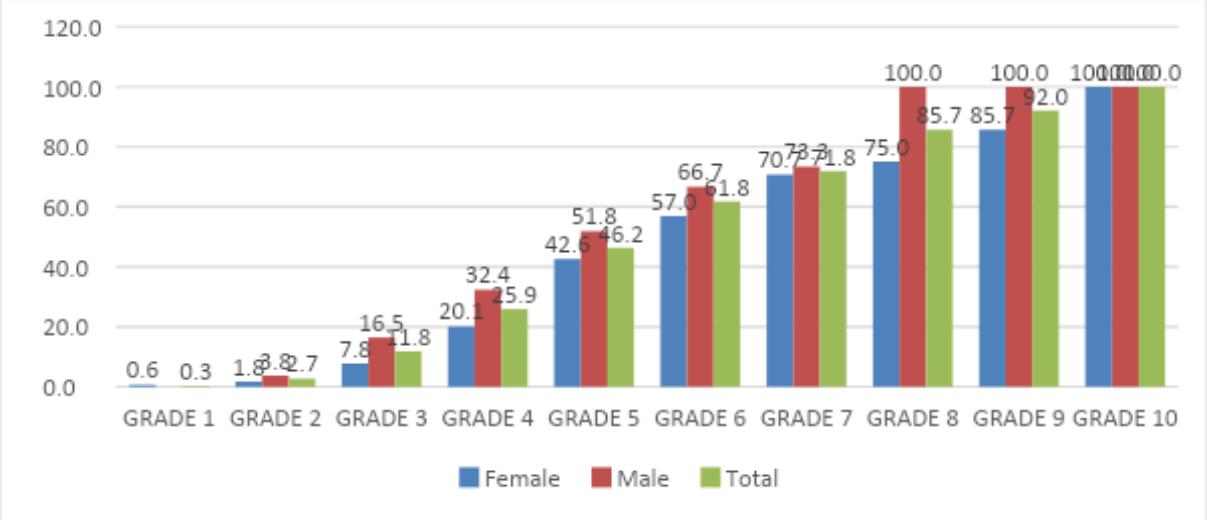


Source: Results of the Education survey, Uganda December 2019

Numeracy cross tabulation

The survey results reveal that by grade 10, all children assessed both girls and boys had attained the standards for grade three numeracy level. Few children start to acquire the required numeracy competencies by grade 3 which by the same grade majority should have attained the required competencies. Boys are scoring slightly higher than girls according to the results graph below. The gains gradually increased till grade 10 when all children surveyed attained grade three numeracy standards. By grade six about 61.8% of the children have not attained the required numeracy standards according to graph 8 of the survey results below.

Graph 8: Proportion of Children all grades who meet the standards for numeracy cross tabulated by grades and cluster and disaggregated by gender

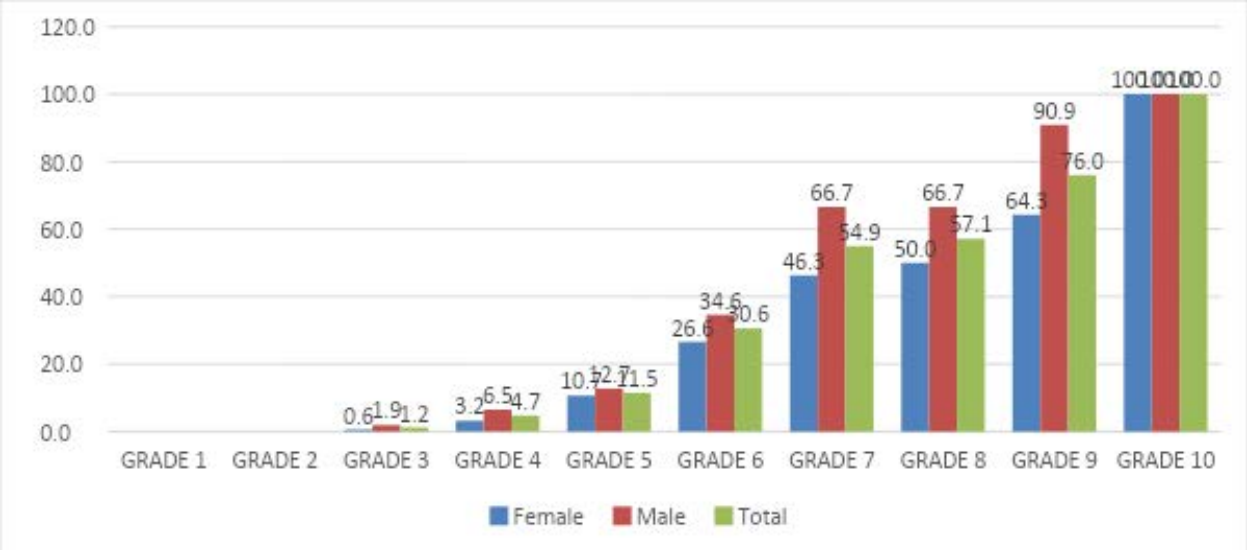


Source: Results of the Education survey, Uganda December 2019

Literacy and Numeracy cross tabulation

Survey results reveal that by grade 10, 100% of the children both girls and boys have attained the standards for numeracy and literacy level. By grade 3 a few children have acquired the numeracy and literacy standards of grade which ideally the majority should have attained. Boys are slightly scoring higher than the girls in both literacy and numeracy. The gains gradually increases till grade 10 when all have attained the required numeracy and literacy standards of grade 3. By grade seven 54.9% of the children have attained the required numeracy and literacy standards of grade 3 according to graph 9 of the survey results below.

Graph 9: Proportion of Children all grades who meet the standards for both literacy and numeracy cross tabulated by grades and cluster and disaggregated by gender

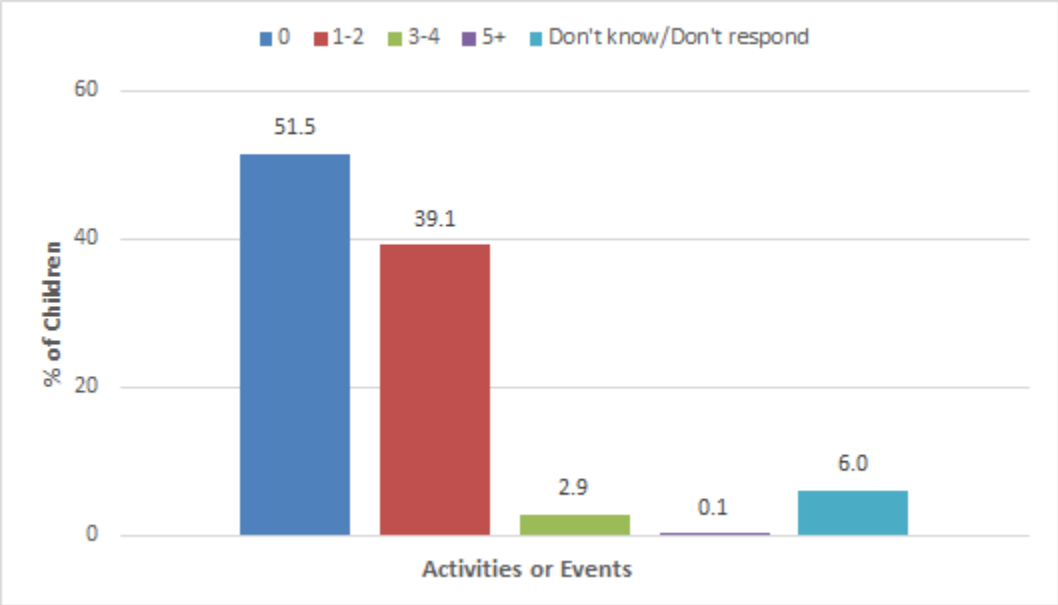


Source: Results of the Education survey, Uganda December 2019

Learning Activities;

The assessment reveals that 51.5% of the children surveyed had not attended any learning activities during the two weeks before the assessment; 39.1% had attended 1-2 activities, 2.9% had attended 3-4 activities, 0.1% had attended five or more activities and 6.0% did not know or did not respond if they participated according to graph 10 of the survey results below.

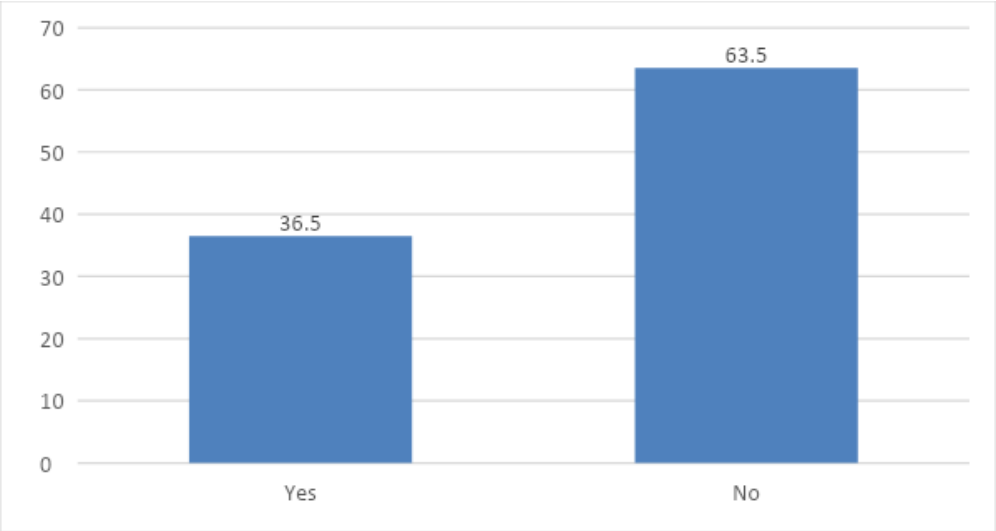
Graph 10: Proportion of Children who have attended learning activities or events in the last 2 weeks



Source: Results of the Education survey, Uganda December 2019

According to the assessment results, 36.5% of the children surveyed were read to by someone in their home or they read to others in their home, while 63.5% were not read to at home, nor did not read to someone else. This reveals that the majority of the children surveyed do not have a supportive reading environment at home as per graph 11 of the results below. Reading outside the classroom or being read contributes to the acquisition of reading skills and is likely to impact the performance of children on the assessment.

Graph 11: Supportive Reading Environment (Children who are read to, or they read to someone else)



Source: Results of the Education survey, Uganda December 2019

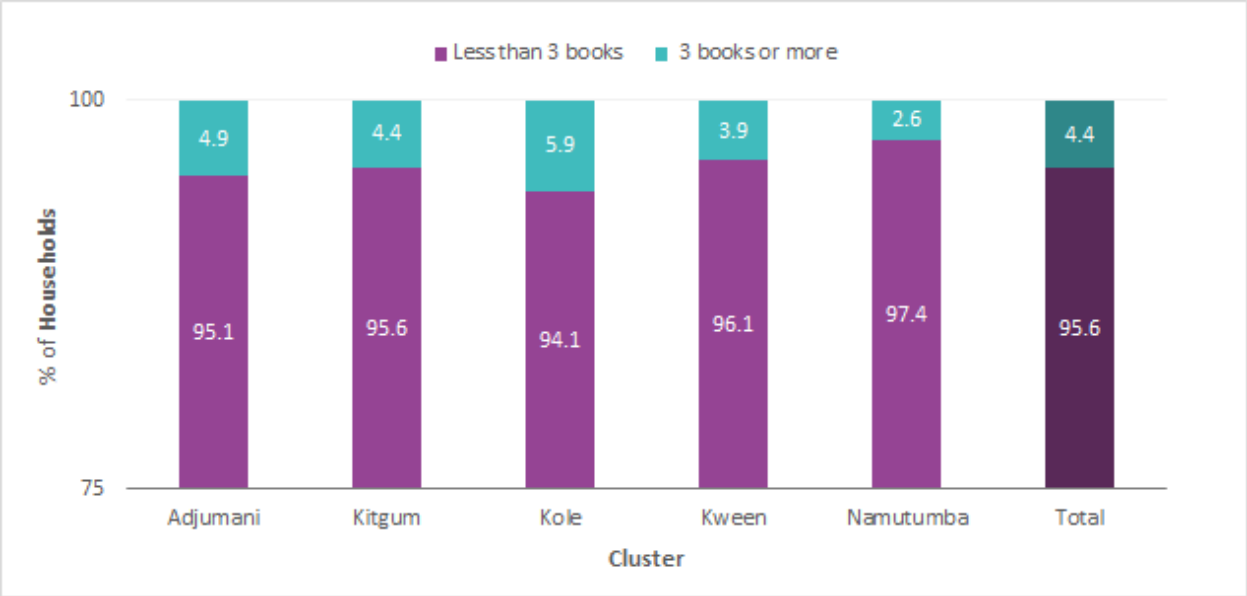
Proposed Action

- FH Uganda, in collaboration with district education departments, should train teachers on basic pedagogical skills for numeracy and literacy acquisition.
- Refresher training for teachers specifically on skills to increase literacy and numeracy will be organized and much emphasis will be put in the preparation of children for early grade success
- FH Uganda will use the cascade group methodology to train caregivers on helping their children in developing numeracy and literacy skills and engage with their children in out of school learning activities to boost numeracy and literacy skills of children
- FH Uganda can encourage creation of community libraries and utilization to boost community access to books and children literacy and numeracy skills .
- Parents/caregivers sensitization through Cascade groups on the appropriate age for starting primary school (6 years) and reinforcing through Module 1, school readiness and child stimulation lessons.
- Caregivers should be sensitized about the early child development and learning, and through cascade groups, receive training and practice on how to help their children to learn at home.
- Out-of-school learning opportunities will be emphasized, such as clubs and coaching (those in grades 1-3) to help them practice literacy and numeracy skills. Membership of those clubs is open to all children in the communities regardless of their age.

Caregiver Influence related findings

Regarding the availability of reading materials for children at home, on average, 4.4% of households have three or more books in the home, and 95.6% have less than three books for children 3-6 years of age in all the clusters. In the Kole cluster, 5.9% of the households have three and more books in the home. In Namutumba, 2.6% of households have three or more books in the home. Availability of children's books in the home motivates children to read and as a result, equips children with basic numeracy and literacy skills for transition into primary.

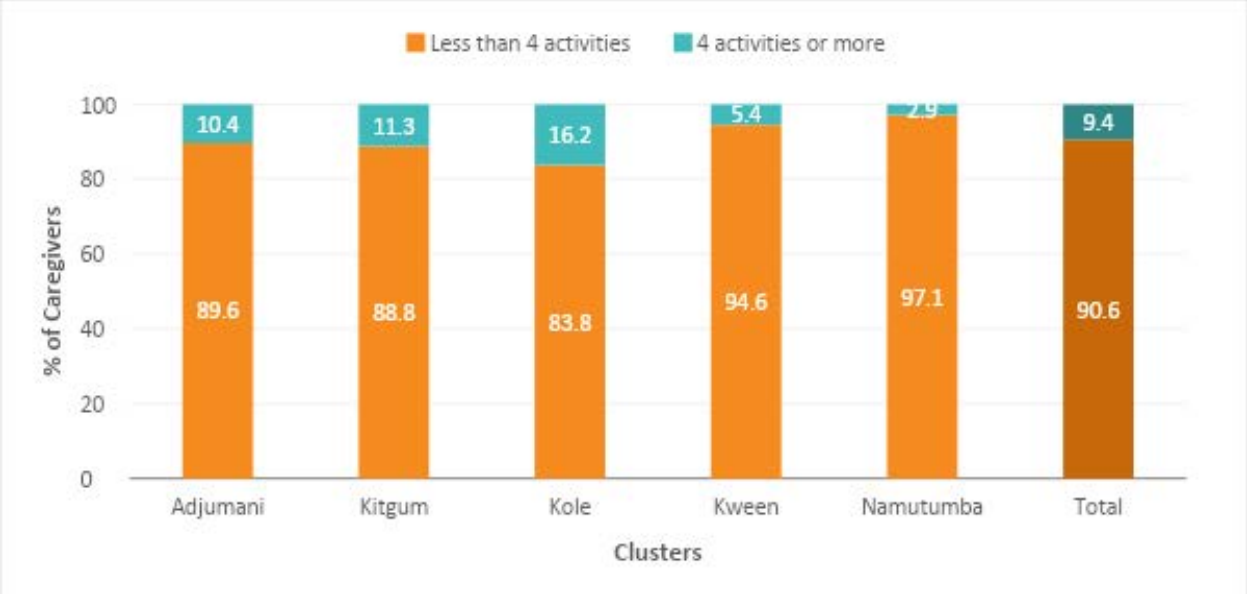
Graph 1 B: Proportion of Households with Children 3-6 years with Children's Books in the Home, Disaggregated by Clusters



Source: Results of the Education survey, Uganda December 2019

In relation to caregivers' engagement in learning activities with children aged 3-6 years, results were on average 90.6% of the caregivers in all clusters are engaged in less than four learning activities with their children and 9.4% are engaged in four or more activities with their children. Namutumba cluster has the least percentage of caregivers engaged in four or more activities (2.9%), while the Kole cluster showed a higher percentage of caregivers engaged in four or more learning activities (16.2%) according to graph 2B of the survey results.

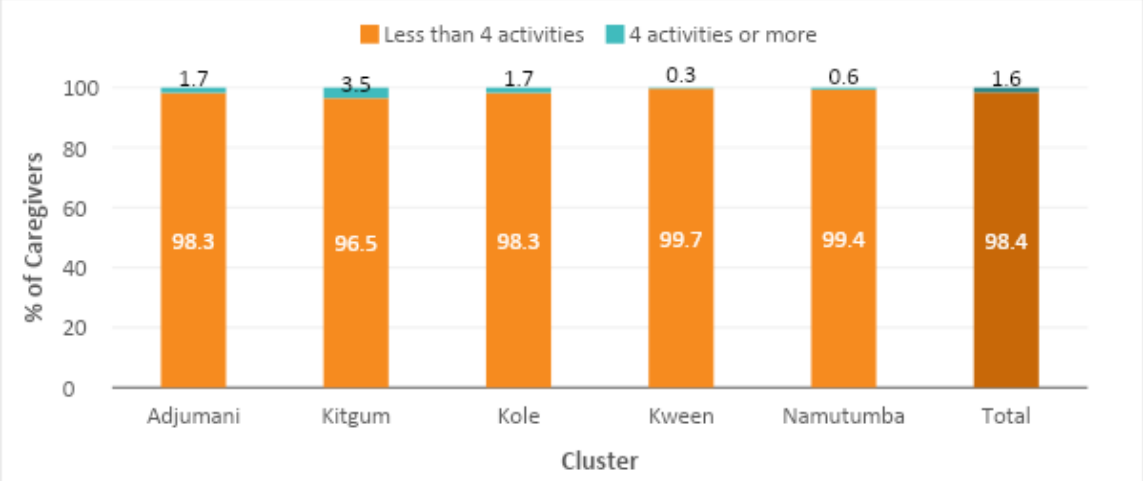
Graph 2 B: Proportion of Caregivers with Children 3-6 years engaged in Learning Activities Disaggregated by Clusters.



Source: Results of the Education survey, Uganda December 2019

The proportion of caregivers with children 7-15 years engaged in learning activities averaged 98.4% of caregivers in all clusters that are engaged in less than four learning activities with their children, and only 1.6% that are engaged in four or more activities with their children. Kween cluster has the lowest result with only 0.3% of caregivers engaged in four or more learning activities, while the Kitgum cluster has more caregivers (3.5%) engaged in four and more learning activities with children according to graph 2B of the survey results.

Graph 2 C: Proportion of Caregivers with Children 7-15 years Engaged in Learning Activities Disaggregated by Clusters

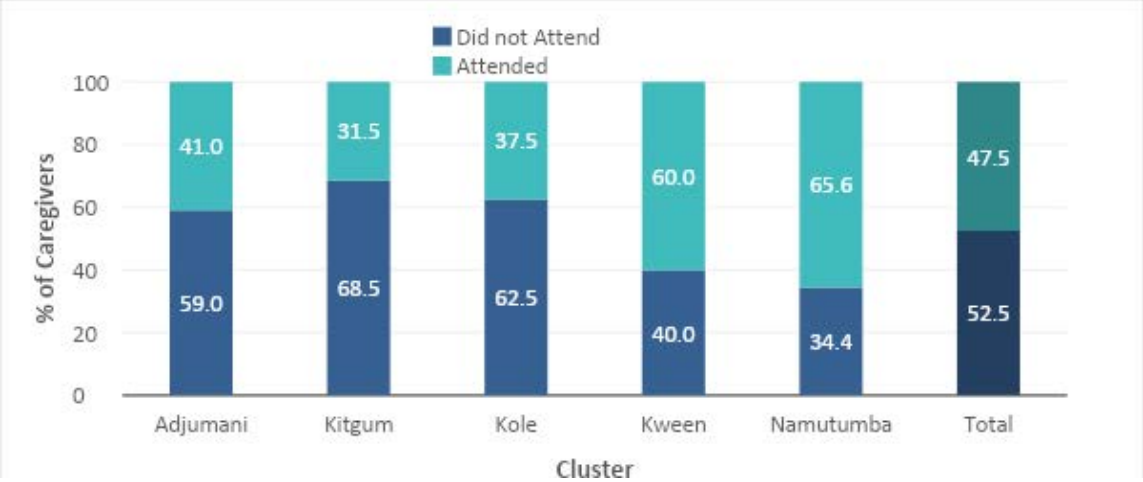


Source: Results of the Education survey, Uganda December 2019

Pre-school attendance: On average, 52.5% of the children aged 7-15 in all clusters surveyed did not attend pre-school while 47.5% did attend. Kitgum cluster showed the lowest number of

children who attended pre-school (31.5%), while Namutumba cluster had the highest number of children who attended pre-school (65.6%) according to graph 3 of the survey results.

Graph 3: Proportion of Caregivers whose child (7-15 years) Attended Pre-School, Disaggregated by Clusters



Source: Results of the Education survey, Uganda December 2019

Most cited reasons given by caregivers for non-attendance of children in pre-school across all clusters are high costs involved in pre-school and no pre-school access.

Table 1: Reason Given by Caregivers for not Sending their Child to Preschool, Cross Tabulated by Clusters

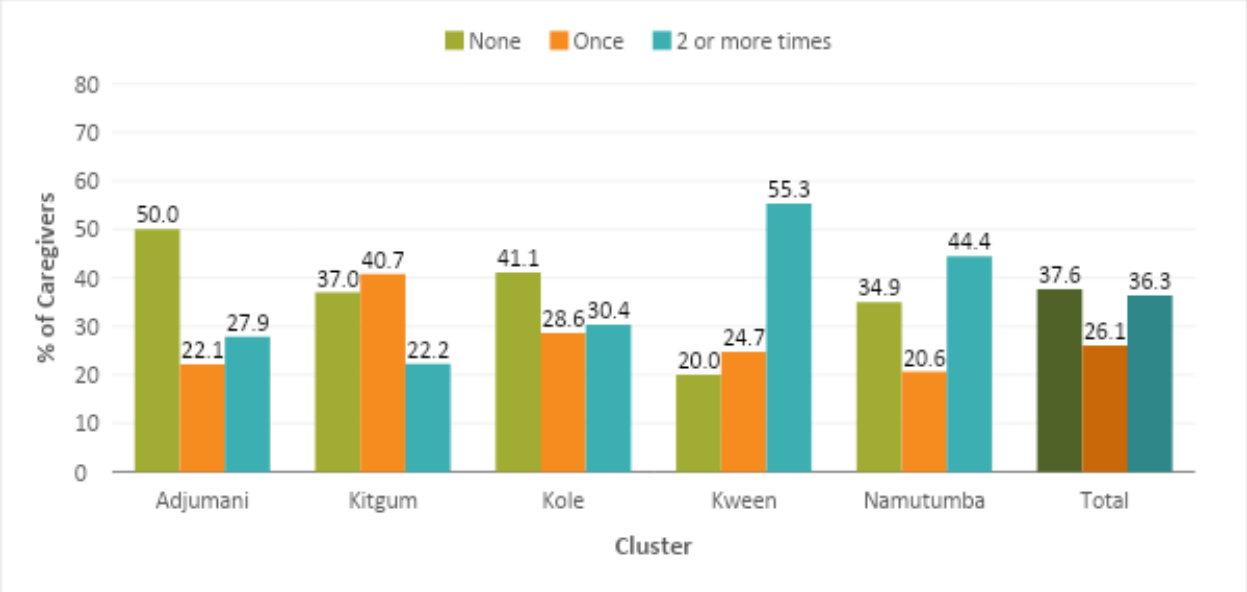
Reason	Total (%)	Cluster (%)				
		Adjumani	Kitgum	Kole	Kween	Namutumba
Cost / too expensive	**45.0**	25.0	29.7	42.9	91.2	68.2
No pre-school access	**34.0**	44.4	45.9	40.0	5.9	13.6
Distance to school	**11.5**	12.5	16.2	8.6	2.9	18.2
Other	**4.5**	5.6	5.4	8.6	0.0	0.0
Quality of the pre-school is poor	**2.0**	5.6	0.0	0.0	0.0	0.0
Won't say	**1.0**	1.4	2.7	0.0	0.0	0.0
Child is needed at home	**1.0**	2.8	0.0	0.0	0.0	0.0
Not necessary for my child / not needed	**1.0**	2.8	0.0	0.0	0.0	0.0

Source: Results of the Education survey, Uganda December 2019

The results show that 37.6% of caregivers have not met with their children's teachers in the last two months, 26.1% of caregivers met once with teachers while 36.3% of caregivers met with teachers two or more times. Of all the clusters, Adjumani has the highest proportion of caregivers who have not met with the teacher at all in the last two months, at 50%. This could

be attributed to the large numbers of refugees in this area. In Kween cluster, 55.3% of caregivers met with their children's teachers two or more times in the past two months.

Graph 4: Caregivers Meeting with Teachers on a Regular Basis Disaggregated by Clusters



Source: Results of the Education survey, Uganda December 2019

Caregivers meeting with their children teachers: majority of the caregivers in all clusters met with teachers to discuss child's school work/performance(55.9%), Kween had a large number of caregivers meeting teachers(75%) while Adjumani had the least(38%). Other reasons cited for meeting teachers are; discuss child's behavior(17.6%), teacher requested(14.2%) and to discuss something else(12.3%).

Table 2: Reason Given by Caregivers Meeting the Teachers Cross Tabulated by Clusters

Reason	Total (%)	Cluster (%)				
		Adjumani	Kitgum	Kole	Kween	Namutumba
Discuss child's school work / performance	**55.9**	38.1	47.6	47.7	75.0	51.1
Teacher requested me to meet with him or her	**14.2**	19.0	9.5	13.6	12.5	17.8
Discuss child's behavior	**17.6**	26.2	14.3	15.9	10.2	28.9
Discuss something else	**12.3**	16.7	28.6	22.7	2.3	2.2

Source: Results of the Education survey, Uganda December 2019

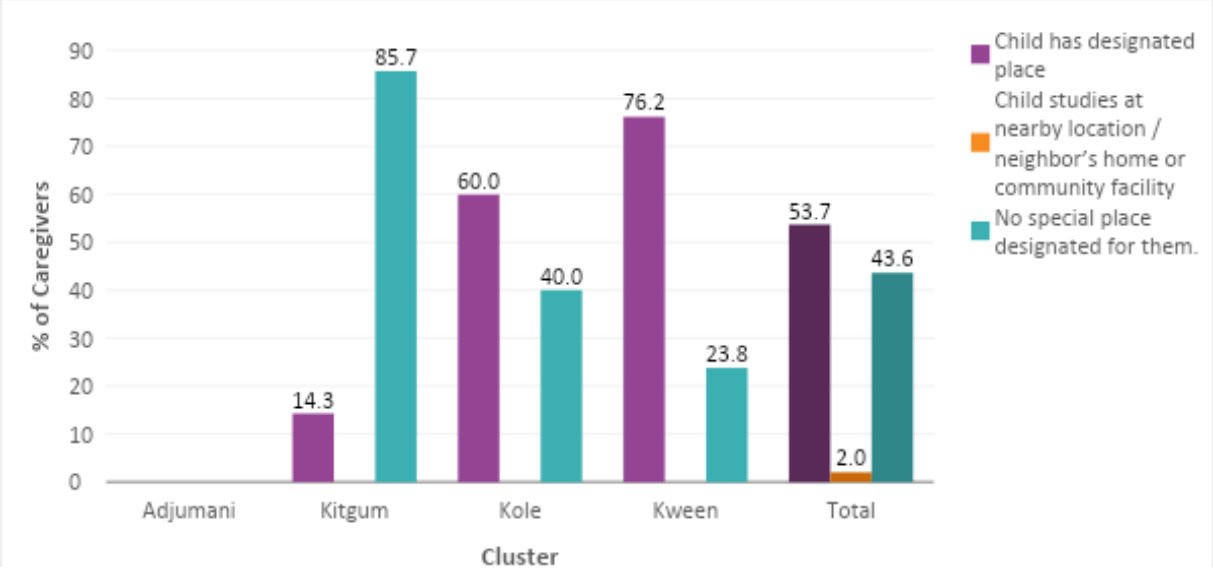
Caregivers with a designated space in the home for children to study

The results show that 53.7% of caregivers have designated places for children to study at home, 43.6% have no designated place, and 2.0% of caregivers have their children study at neighbors' homes and community facilities. Kitgum cluster has the highest number of caregivers who have no designated place for their children to study in their homes while Kween cluster with 76.2%

has the highest number of caregivers with designated places for children to study in their homes according to graph 5 of the survey results.

NB. Namutumba cluster results are not showed

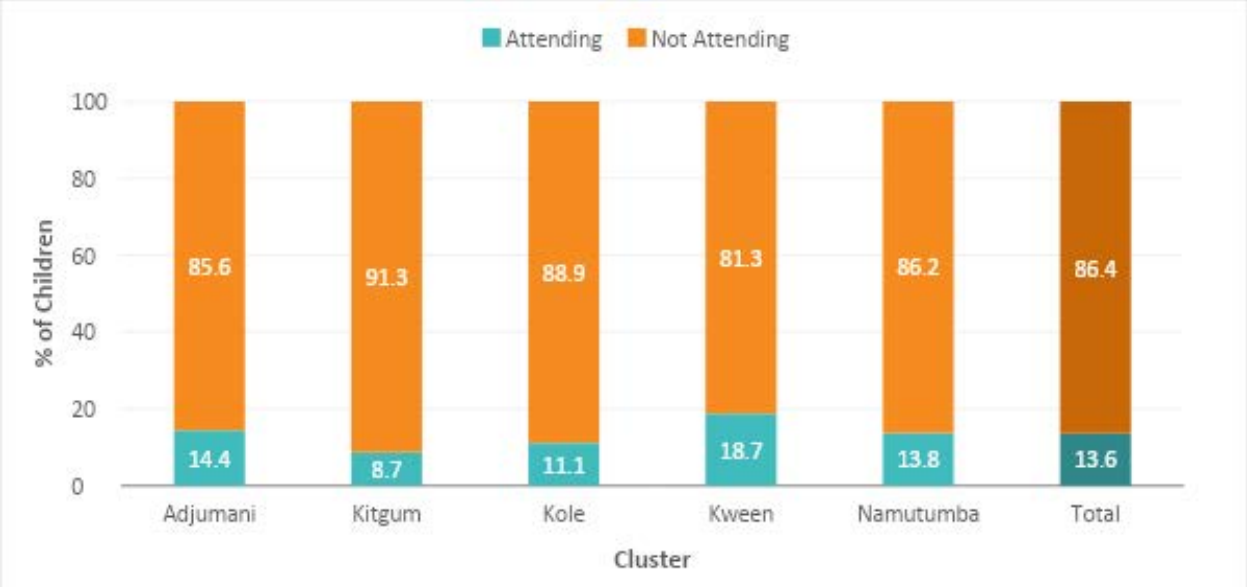
Graph 5: Proportion of Caregivers who have a designated space in the home for children's study



Source: Results of the Education survey, Uganda December 2019

The average results show that 13.6% of the children are attending school while 86.4% are not.. Kween cluster with 18.7% attendance is the cluster with the highest school attendance of children, while Kitgum cluster with 8.7% is the cluster with fewest children attending school.

Graph 6: Proportion of Children who currently attend and do not attend school



Source: Results of the Education survey, Uganda December 2019

Reasons for children not attending school; the results reveal that in all clusters children are not attending school due to no money for school fees and the child had a prolonged illness. The Uganda government provides universal primary and secondary education, therefore we can conclude that caregivers mentioning no money for fees means the extra charges schools charge for food, scholastic materials, uniforms, examinations and development work.

Table 3: Reason Given by Caregivers for Child Not Currently Attending School

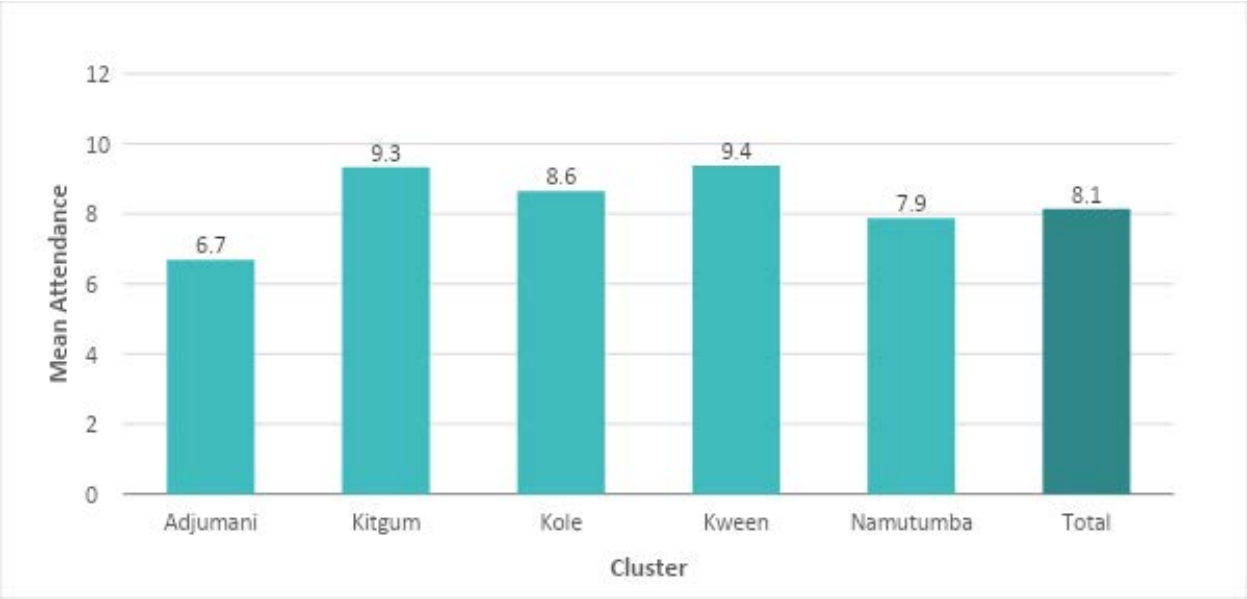
Reason	Total (%)	Cluster (%)				
		Adjumani	Kitgum	Kole	Kween	Namutumba
No money for school fees	**55.4**	58.2	53.4	44.7	51.7	38.2
Child had prolonged illness	**15.3**	15.2	12.2	15.8	10.3	38.2
School was too far away	**7.9**	10.1	4.2	0.0	6.9	2.9
Other	**7.9**	2.3	20.6	26.3	6.9	5.9
Child needed at home to care for family members	**3.2**	4.5	0.0	2.6	0.0	2.9
Child failed examinations and had to repeat classes or schooling	**2.4**	1.9	2.6	5.3	10.3	0.0
Child needed to work for the family	**2.3**	2.8	1.6	0.0	0.0	2.9
Child became pregnant or got married and could not continue school	**2.1**	1.3	3.2	2.6	10.3	0.0
Child had problems in school	**1.7**	1.5	0.5	2.6	3.4	8.8
Child or caregiver felt they had enough schooling	**1.0**	1.1	1.1	0.0	0.0	0.0
Child graduated from primary school	**0.9**	1.1	0.5	0.0	0.0	0.0

Source: Results of the Education survey, Uganda December 2019

Children's school attendance two weeks before the assessment

On average, children attended school for eight days and were absent for two days in the two weeks before the assessment. Children in the Kween cluster attended about nine days, and children in Adjumani attended six days as seen in graph 7 of the survey results**.**

Graph 7: Average number of days of school attended in the last 10 school days



Source: Results of the Education survey, Uganda December 2019

The most frequently cited reason cited by caregivers for why their children didn't attend school in the two weeks before the survey was because of sickness (40%). The next most frequently cited reasons were that the child didn't want to go to school (17.8%) and the child was needed at home to care for family members (15.6%). Namutumba cluster had the highest 57.6% of the children not attending school due to sickness.

Table 4: Reason Given by Caregivers for Irregular Attendance Cross Tabulated by Clusters

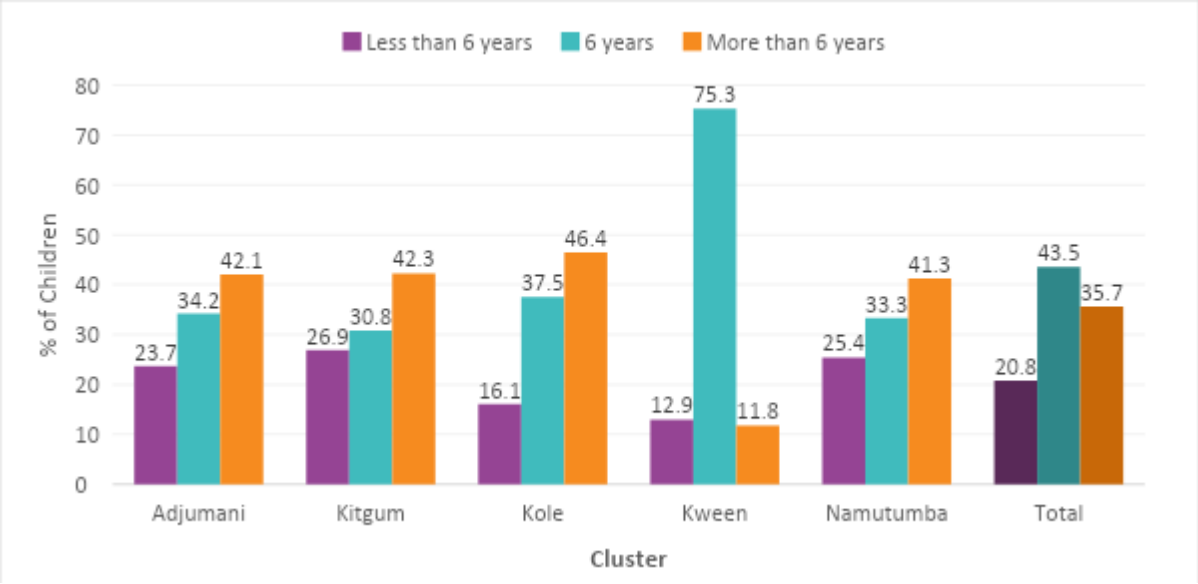
Reason	Total (%)	Cluster (%)				
		Adjumani	Kitgum	Kole	Kween	Namutumba
Child was sick	**40.0**	ND	33.3	25.9	33.3	57.6
Child did not want to go to school	**17.8**	ND	22.2	18.5	14.3	18.2
Child was needed at home to care for family members	**15.6**	ND	0.0	14.8	28.6	12.1
Other	**14.4**	ND	44.4	29.6	0.0	3.0
Child was needed at home to work land or help family business / livestock, et	**11.1**	ND	0.0	11.1	23.8	6.1
School was closed or teachers were absent	**1.1**	ND	0.0	0.0	0.0	3.0

Source: Results of the Education survey, Uganda December 2019

Age of entry to primary school

The Uganda government through the ministry of education guidelines has set the age of six as the standard age for children to enter primary one. The survey results show that 43.5% of the children start school at the recommended age of six years, 20.8% start before the age of 6 years and 35.7% start after age six years in all clusters. In Kween cluster, 75.3% of the children start school at age six. In Namutumba, 33.3% of children start school at the recommended age. In Kole cluster, 46.4% r of children start school after age six.

Graph 8: On time entry to grade 1, disaggregated by cluster



Source: Results of the Education survey, Uganda December 2019

Reasons for late entry into primary school

Majority of caregivers In all clusters cited cost/too expensive(30.3%) and child was not ready(28.8%) as key reasons for late entry into primary schools. Other reasons include; distance to school(20.5%), child is mentally or physically disabled(5.3%), child needed at home(1.5%) and others(12.9%).

Some of the reasons given for late entry into grade one are similar to the reasons given for children not attending pre-school; if majority of the children are joining grade one when they are older than the recommended age (6 years), it means that most of them have also not attained the skills needed to be ready for school. Therefore parents keep children at home until they attain the age for joining grade one into a government aided school. This clearly shows these children lack opportunities for early learning and will most likely show poor learning outcomes in later grades.

Table 5: Reason Given by Caregivers for Late Entry into Primary School Cross Tabulated by Clusters

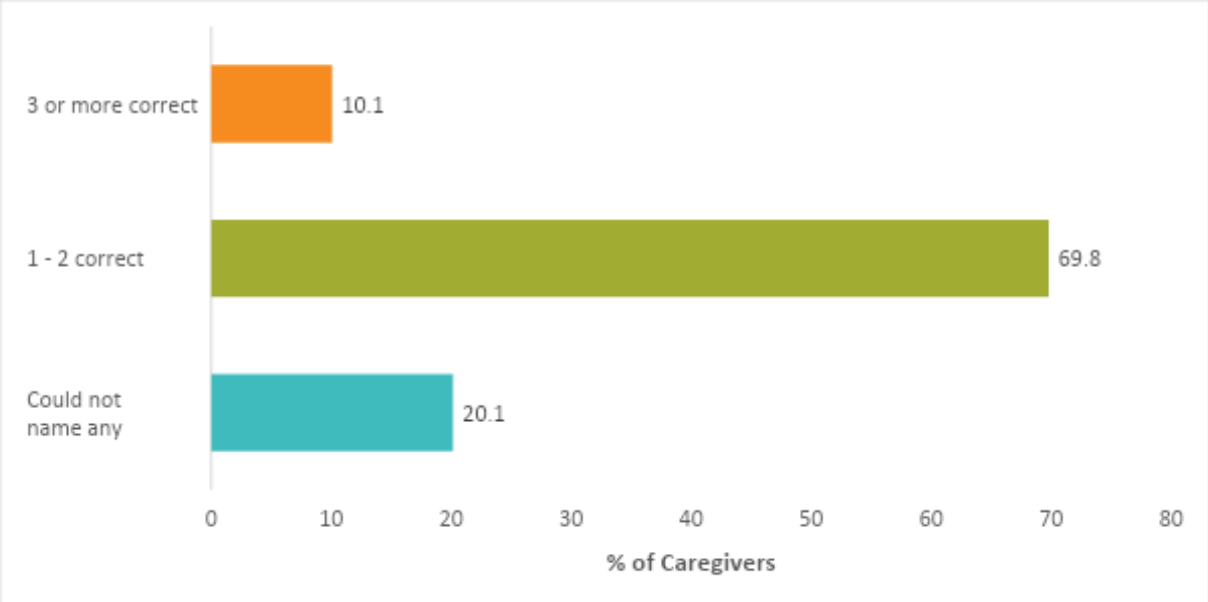
Reason	Total (%)	Cluster (%)				
		Adjumani	Kitgum	Kole	Kween	Namutumba
Cost / too expensive	**30.3**	37.5	27.3	23.1	20.0	30.8
Child was not ready	**28.8**	10.4	36.4	50.0	60.0	23.1
Distance to school	**20.5**	33.3	13.6	11.5	20.0	11.5
Other	**12.9**	12.5	22.7	15.4	0.0	7.7
Child is mentally or physically disabled	**5.3**	4.2	0.0	0.0	0.0	19.2
Child is needed at home	**1.5**	2.1	0.0	0.0	0.0	3.8
Won't say	**0.8**	0.0	0.0	0.0	0.0	3.8

Source: Results of the Education survey, Uganda December 2019

Caregivers' knowledge of grade requirements

Results of the survey show that 10.1% of the caregivers could mention 3 or more grade level requirements that their children needed to know in order to move on to the next grade. Furthermore , 69.8% of caregivers could mention 1-2 requirements, and 20.1% couldn't mention any requirements, as seen in graph 9 of the survey results. Caregivers' knowledge about the school requirements for children to advance from one grade to another is a motivating factor for them to support their children's learning.

Graph 9: Caregiver Knowledge of Grade Requirements



Source: Results of the Education survey, Uganda December 2019

Recommendations for FH Uganda

- Provide books in the communities via community libraries; FH would provide the books and train community volunteers who will facilitate usage of the materials on a bi-weekly basis .
- Encourage caregivers through cascade groups, sharing messages on positive, intentional, interactive engagement with children 0-6 years of age, ensuring they correctly model behaviors in their own lives.
- Engage with caregivers of children 7-15 years through cascade groups, sharing messages on how to support their child's learning and development, ensuring they correctly model behaviors in their own lives. .
- Advocate for preschool in all our communities with qualified teachers, and, together with the community, intentionally build a preschool classroom wherever there is opportunity for classroom construction.
- Parents should be sensitized on the importance of meeting with their children's teachers regularly in order to build a strong relationship, and to be aware of their child's performance learning, and behavior in school.
- Sensitize caregivers about the importance of participating in learning activities with their children in the home, and the provision of a designated place for study. This will promote numeracy and literacy skills among children.
- Sensitize caregivers on the grade specific requirements for promotion from one grade to another, this will encourage the parents to actively participate in their children's learning.
- Reduce the barriers which make it difficult for children to stay in school. Promote integration with livelihoods activities so that they will be able to pay for school fees and medical bills.
- Sensitize parents on the value of education and the need for regular attendance in order to boost the child learning.
- Promote age appropriate entry into primary school through cascade groups. Sensitize caregivers on the value of pre-school and children starting school at the appropriate age.

CHALLENGES FACED

- Bad weather- heavy rain made communication difficult especially in Kween cluster where the topography is hilly.

- Language barriers, especially in the refugee settlement; there were many tribes and finding enumerators who could speak and understand all the languages was hard. Some homes were not assessed because of the language, while in others, school children supported in the translations. This situation may have decreased the accuracy of the administration of the assessment and thus the data collected.

- Some refugee HHs were not receptive to enumerators; some refugee households in Adjumani became violent and refused to welcome the enumerators into their homes claiming that they needed to go out in search of food.

LESSONS LEARNT

- Assessment needs to be done during school holidays when children are at home so that the enumerators shall have adequate time to collect data from the children.
- The success of data collection depends on the quality of enumerators; good training of the enumerators builds their capacity to collect accurate and reliable data from the households.
- Assessment materials should be provided for children with special needs; the tools for this assessment are not user friendly for special needs children. E.g. children with sight challenges.

DISSEMINATION MEETINGS FEEDBACK

Dissemination meetings for the survey results were conducted in each cluster of; Kween, Namutumba, Kole, Kitgum and Adjumani for one day with the presence of the following stakeholders; district education officials (district education officer & district inspector of schools), head teachers, teachers, school management committee members (SMC), parents teachers association members (PTA) religious leaders, political leaders, education partner agencies and FH staff. The stakeholders in all the clusters acknowledged the results as a true reflection of their communities and the education officials pledged to work closely with FH to ensure the identified gaps are addressed. The stakeholders suggested the following strategies to be adopted in order to address the identified gaps;

- Head teachers were challenged to ensure adequate internal school inspections of the curriculum instruction.
- District education officers asked the caregivers and community leaders to adopt the government strategy of implementing a pre-school in every government primary school so as to increase the access to pre-school.
- Private preschool owners were also encouraged to ensure their pre-school teachers are trained to deliver quality pre-school to the children. Kyambogo University is implementing training for all the pre-school teachers in the primary teachers colleges and the different stakeholders were encouraged to mobilize the interested persons to be trained for teaching pre-schools.
- The district education office was also challenged to work with center coordinating tutors (CCT) to build the capacity of the teachers in teaching early grade reading.
- Caregivers were also challenged to ensure their children attend pre-school, provided with reading materials and space for studying at home, visit schools to meet with their

children's teachers to understand the learning activities of their children, provide children with learning activities away from school and provide their children with scholastic materials.

- FH and other education agencies were encouraged to continue sensitization of the communities on pre-school, value for education and support the vulnerable children with scholastic materials.
- District local government, FH and other education agencies were asked to support in school infrastructural development, text books, desks and early grade reading materials.
- Schools should focus on allocating strong and skilled teachers to teach low primary school classes (grade 1-3) in order to improve literacy and numeracy skills.
- FH was, in particular, encouraged to continue with the cascades approach of building the caregivers' capacity in early childhood development and education.

CONCLUSION

According to Uwezo results of 2018 released 21th Nov 2019, Uganda's national scores show that 39% of children 6-14 years have attained standard for grade two by level of grade five in both literacy (33%) and numeracy (45%) skills. FH total IDELA score of 49% reveals that 51% of the children 3.5-6.5 years old have not yet acquired the literacy and numeracy skills for successful transition into grade one. Only 1% of the nine year old children surveyed have attained the literacy and numeracy standards for grade three.

In comparison with national statistics, FH Uganda education results are very low. FH operational areas are all rural, where education quality is generally low. while The national assessment results are carried out in both urban and rural areas hence the average scores are high.

With these results, FH Uganda should focus on early childhood learning and development through the cascade group methodology in the communities, building teachers' capacity in teaching numeracy and literacy, encouraging active caregiver involvement in their children's education, and promoting household livelihoods to meet their children's educational needs.