Uganda

Summary of Education Survey Results and Recommendations:

Kole Area Program

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LIST OF ACRONYMS

CDP	Child Development Program
CFCT	Child Focused Community Transformation
CG	Cascade group
CLA	Community-led Assessment
ECD	Early Childhood Development
ETE	End Term Evaluation
FGD	Focus Group Discussion
FHA	Food for the Hungry Association
FHU	Food for the Hungry Uganda
IDELA	International Development & Early Learning Assessment
IYCF	Infant & Young Child Feeding
M&E	Monitoring & Evaluation
MTE	Mid-Term Evaluation
SD	Standard Deviation
SMCs	school management committees
UDHS	Uganda Demographic & Health Survey
PCR	Pupil to classroom ratio
PC	Parish Chiefs
WUC	water user committees

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EXECUTIVE SUMMARY

FH started operations in Uganda in 1989 with the ultimate goal to eliminate poverty among the most vulnerable communities in Uganda. Child Focused Community Transformation (CFCT) is FH's "essentials" model for transformational development and is a unified model across all operational countries. At the heart of the CFCT model is the welfare of the most vulnerable population, especially children. The CFCT program was rolled out in Uganda in 2013 from the CDP program spanning 5 clusters of Kitgum, Kole, Kween, Namutumba and Mbale. FHU commenced intervention in Akalo Sub-County Kole in 2010.

An End Term Evaluation (ETE) was conducted in the communities of Adyang and Bar-Akalo in Akalo Sub-County between 15th and 31st March 2021 using both quantitative and qualitative methods; quantitative data was collected through a household survey targeting children aged 0-17years and their caregivers. Qualitative data was collected from key informants that included representatives of school management committees (SMCs), water user committees (WUC), cascade groups (CG) and Parish Chiefs (PC). For quantitative data, 245 caregivers (119 in Bar-Akalo, 126 from Adyang) participated in the caregivers' survey while 118 children aged 7-15 years participated in Community-led Assessment (CLA) and 223 children aged 3.5-6.5 years participated in early learning and childhood development assessment (IDELA). 7 key informants were interviewed in this ETE who included representatives from WUC (2), SMCs (2), PC (1) and CG (2).

The main purpose of the ETE was to determine the effectiveness, impact, and (potential of) sustainability of the CFCT program in Kole cluster in Uganda.

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Key findings

Education:

The results of the ETE revealed that overall; there is an improvement in IDELA scores for children aged 3.5-5.5 years, boys and girls. In addition, among caregivers that engaged in no learning activities and among caregivers with three or more books is almost five times that of those with no book, an improvement in IDELA scores was observed. The results reveal that education interventions geared towards improving early learning have had a positive impact.

The findings of the ETE indicate that there is a relationship between knowledge of grade requirements and passing grade three assessment. Where parents know the requirements, it is more likely that they will support their children to pass the assessment.

Pupil to classroom ratio (PCR): the ETE assessed the pupil classroom ratio to be that when schools shut down in response to the Covid-19 outbreak in March 2020. The results of the ETE established the PCR as 110. That is above the national average (55) and the district average (77).

Challenges:

There was limited community participation in the ETE process. Following the issuing of SOPs to curb spread of Covid-19, the ETE did not engage communities as had been anticipated in FGDs and guided workshops. As a result, the findings of the ETE are largely quantitative. There was minimal interaction with community beneficiaries to validate the prospects of sustaining the impact of the program. There was limited evidence to support the conclusion on sustainability of the interventions. Related to the above, the ETE did not solicit sufficient evidence to support a conclusion regarding the sustainability (or the potential of) of the program impact. For instance, where as some key informants like representatives

of SMCs reported capacity to sustain the impact of the interventions, this could not be verified or validated as schools had been closed for close to a year The opinions, perceptions and beliefs of the local leaders, care groups, and church leaders though FGDs and guided workshops would have supported making such conclusion.

Recommendations

Education: The findings of the ETE revealed a decline in literacy for both girls and boys. This points to the fact that having improved infrastructure does not guarantee better learning outcomes. With improved school infrastructure, this could result in increased school enrolment and thus affect PCR and PSR as is the case established by this ETE. The SMCs, Sub-county leadership should prioritize budgeting and recruitment of teachers to ensure better learning outcomes.

The results from assessing the relationship between IDELA scores and participating in learning activities indicate a higher IDELA score where parents participated in four or more learning activities. The schools should thus consider innovative activities to engage more parents in the learning of their children both while at school and at home.

Introduction

This report presents findings from the End Term Evaluation (ETE) survey that was conducted in March 2021 in Akalo Sub-county, Kole district. The survey focused on the three core sectors (education, nutrition/health & livelihood) of the project.

Program background and context

FH started operations in Uganda in 1989 with the ultimate goal to eliminate poverty among the most vulnerable communities in Uganda. Child Focused Community Transformation (CFCT) is FH's "essentials" model for transformational

development and is a unified model across all operational countries. At the heart of the CFCT model is the welfare of the most vulnerable population, especially children. Globally in 2013 CFCT model grew out of the Child Development Program's (CDP) love and care for children, FH's expertise in multi-sectoral food security programs, and a desire to see children grow holistically (physical, social and spiritual growth) with God. FH seeks to walk with Churches, leaders and families, training them in the essentials of what they need to lead Godly and healthy lives. Specific characteristics of CFCT are; approach of entering, partnering with and graduating a community; physical /spiritual integration and application of biblical worldview in everything done; harnessing and mobilizing the involvement of churches, leaders and families while strengthening their capacities; programmatic integration of interventions (Sectors of Education, Nutrition and Health, Livelihoods and DRR) irrespective of the source of funding, evidence based Behaviour change and programmatic design and focus on measuring results and learning from them in order to become better at their work.

Akalo Sub-County is located in Kole district, in Northern Uganda. It is 17.8 kms by road from Lira, the largest city in the sub region. It shares common borders with Lira city in the North, Bala Sub-county in the West, Lira district in the East and Kwania District in the South. Akalo Sub-County is composed of four parishes, namely, Abeli, Adyang, Adyeda, and Bar-Akalo. FH implements health, education and livelihoods interventions in two of the four parishes i.e. Adyang and Bar-Akalo. The sub-county lies at an average altitude of about 1150m with an annual rainfall ranging between 23-187 millimeters in two cropping seasons and its temperature is between 16-32° Celsius.

The vegetation is mainly savannah ranging from tropical, grassland, plain with forests and alpine vegetation towards the mountain summit. The different vegetation zones include grasses, forests and swampy vegetation. The vegetation changes with change in relief with alpine vegetation in the mountainous region and forests in the uplands.

The main economic activity of the communities of Adyang and Bar-Akalo is agriculture with up to 94.9% engaged in crop growing and 79.6% engaged in livestock farming [1].

The process

The goal of CFCT is the transformation of individuals and communities. FH understands that transformation is an exclusive attribution of the Holy Spirit. Nevertheless, FH must be intentional in seeking this intervention with this goal in mind, through a process of walking with families, Churches and community leaders. Figure 1 below illustrates what a typical CFCT process would entail. The steps are interconnected and build upon one another. Figure 1: Illustrates what a typical CFCT process would entail.
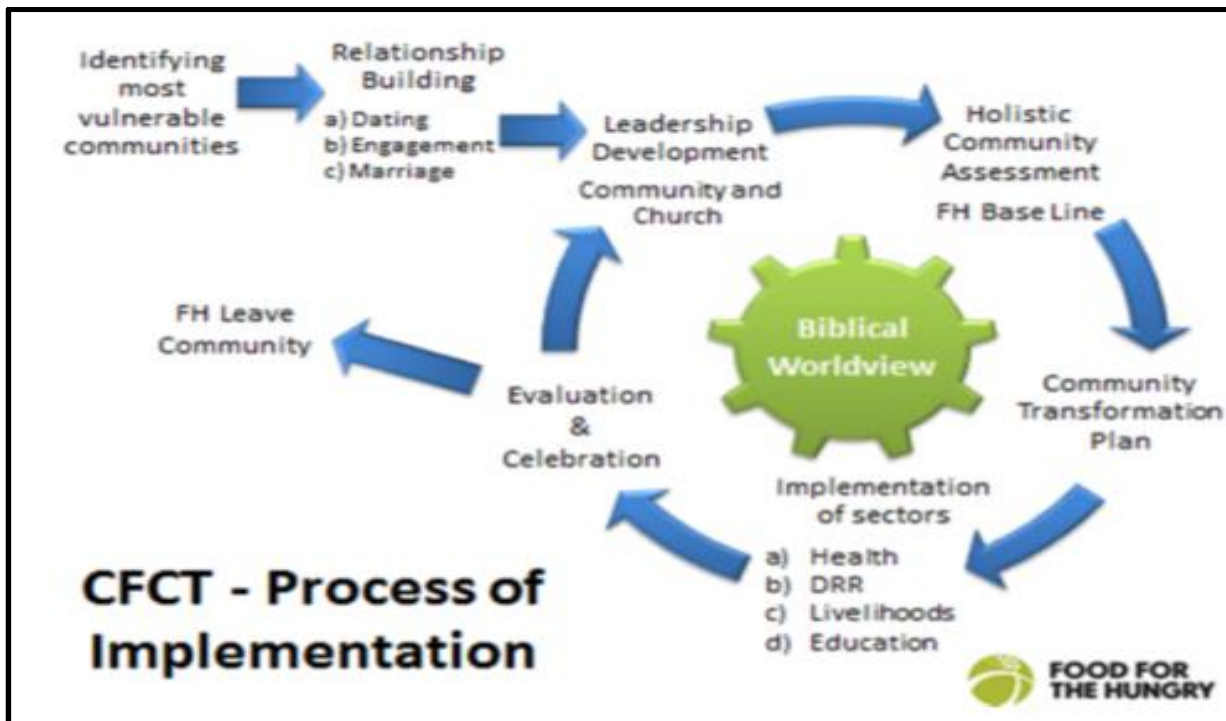
Source: CFCT model overview

Biblical worldview is at the centre and the whole program is built upon it.

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Preliminary actions include identifying vulnerable communities, building strong appropriate relationships and formal partnerships with those communities and their leaders, conducting a participatory assessment of the community's situation, and jointly developing the community's transformation plan.

After the Community Transformation (CT) Plan is developed, FH and the community leaders will usually concentrate on the most relevant development sectors (based on need) including health, disaster risk reduction, livelihoods and education.

Monitoring and evaluating the program processes and results is an integral part of improving the CFCT process. Monitoring and Evaluation (M&E) provides feedback to the community and FH staff and helps   all parties to see what is working and what is not working so that they can make changes if necessary, as well as to celebrate achievements.

The ultimate goal is community "graduation". Graduation occurs when the community exhibits the capacity to continue the rest of the CT Plan without FH's presence. The length of time required from identifying the community to graduation will vary according to the context.

Purpose of the Education survey:

The education survey was conducted as part of the End Term evaluation of Kole Area Program. The purpose of this assessment was to establish the status of key education indicators in the Kole Area Program. 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.

Specific Objectives of the study:

FH works to see improvement in children's performance, specifically in literacy and numeracy skills. The specific objectives of the MTE include

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- To determine program relevance, effectiveness, efficiency, impact, coherence and (the potential of) sustainability of the program interventions/impact the target communities.
- To assess whether the program achieved its intended objectives as described in the community transformation plans.
- To benchmark best practices and lessons learnt from the program, draw conclusions and make relevant recommendations to inform future interventions.

The survey covered two communities in Kole AP i.e. Bar-Akalo and Adyangd.

Summary of Evaluation design and methodologies:

This education assessment survey was conducted using three different tools i.e. IDELA (International Development Learning Assessment) for assessing children 3.5 to 6.5 years, CLA (Citizen- Led Assessment) for children 7 to 15 years and the caregiver's questionnaire for the parents/caregivers of the children in both of 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 age above in the Kole Area Program.

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 center 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.

We used Cochran's sample size formula which is appropriate in situations of large populations and allowed us to calculate the overall sample size for the target communities. The following formula was applied for the calculation of the sample size.

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$$n = \frac{Deff * ((Z\alpha + Z\beta)^2 * (B\mathcal{E} * (1 - B\mathcal{E})) + (P\mathcal{E} * (1 - P\mathcal{E})))}{(P\mathcal{E} - B\mathcal{E})^2}$$

Where for this evaluation;

n=sample size

Deff=Design effect, set at 2

Za=Confidence level, set at 95% (1.96)

Zβ =The probability of detecting a change, set at 90% (1.282)

BƐ= The estimated baseline value, set at 40% (0.4)

PƐ= The estimated final prevalence, set at 60% (0.6)
The calculated sample was 260 respondents but due to the unique requirements on the age groups, the number of respondents for each tool was reduced.

Findings and Action Steps

The number of interviews per tool is shown in the table below.

Table 1 Shows the number of respondents participated in the three data collection tools.

Tool	Kole
IDELA (children 3.5 – 6.5 years)	223
CLA (children 7 – 15 years)	188
Caregiver	245

The household survey was conducted between 15th and 31st March 2021 by trained enumerators and supervisors. The training of the enumerators and supervisors on the IDELA, CLA, and Caregiver tools took four days including half-day practice of using the tools in ODK software prior to the actual data collection. Yohanness's Belihu- M&E manager African region, Innocent Karugota Muhumuza- MEAL specialist Uganda and Moses Ngirio Sobei- Education specialist Uganda and Eliab Kwikiriza Regional MEAL Officer Northern Uganda facilitated the training.

International Development & Early Learning Assessment (IDELA) findings.

IDELA was conducted for children aged 3.5-6.6years for four domains i.e. Emergent Literacy, Emergent Numeracy, Motor skills and Social-Emotional Development as detailed below.

IDELA Results by age group and domain

IDELA score by age and domain: The findings of the ETE established that the average IDELA score declined from 50.9% in 2019[1] to 46.1% at ETE signifying a 4.8% decline in the percentage of children aged 5.6-6.5 years who have mastered IDELA skills. There is a slight improvement in IDELA score for children aged 4.6-5.5 years from 35.8% in 2019 to 36.5% at ETE and a 5.9% gain among those aged 3.6-4.5%. Figure 6 below shows the IDELA score by domain by age group.

From figure 6 above, there is generally a gain in IDELA scores except for emergent literacy across the age groups and social-emotional among children aged 5.6-6.5Years
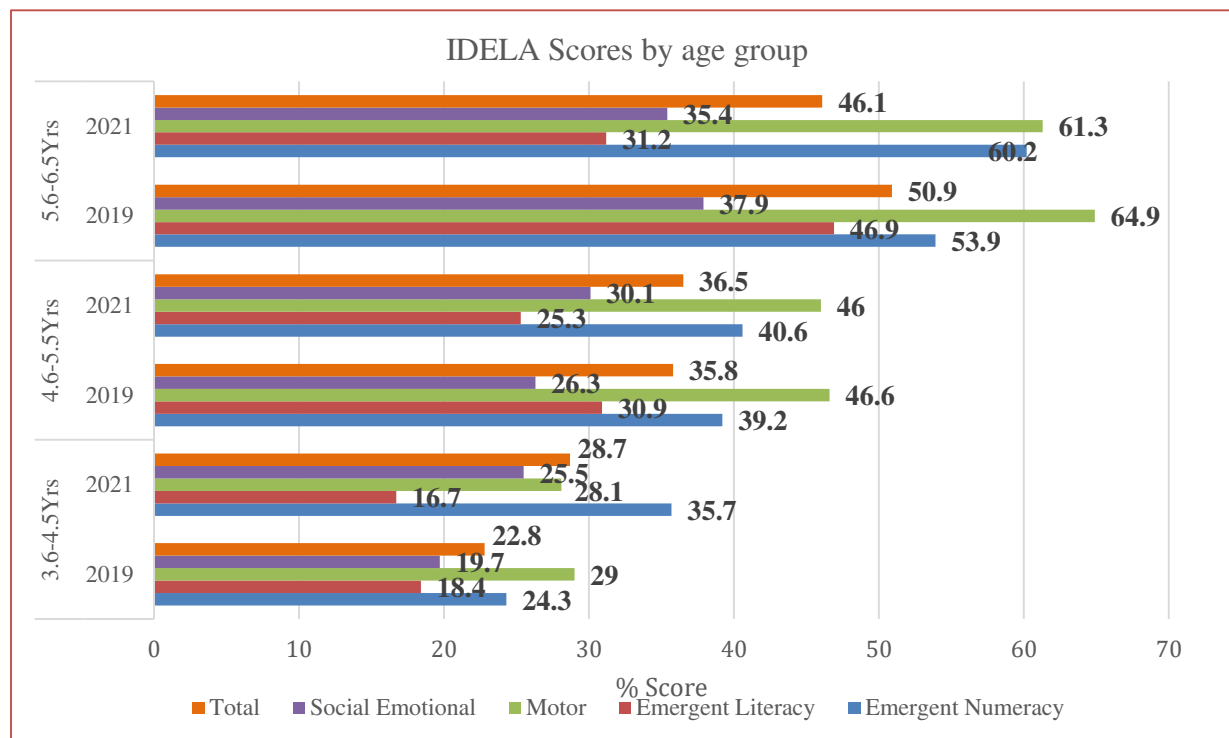

Figure 1 IDELA Score by domain by age group

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[1] Results of the Education survey, Uganda December 2019

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IDELA score by gender and domain: The results of the ETE indicate a minimal gain in IDELA scores for girls and boys as depicted by an increase from 37.6% to 41.9% and 38.8% to 41.8% for boys and girls respectively. Figure 2 below summarizes the IDELA scores by gender in Akalo sub-county.
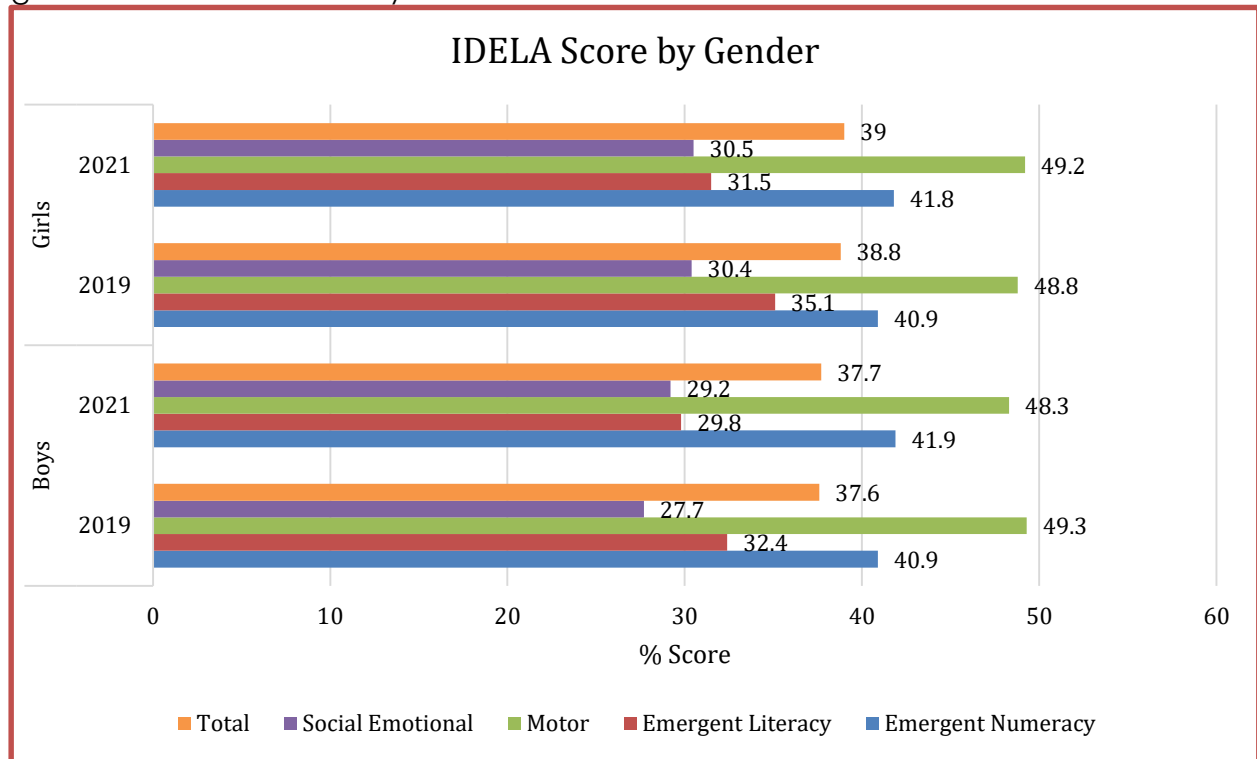

IDELA Score by Gender

Figure 2 IDELA scores by gender and domain

From figure 7 above, we note that there is a decline in boys' and girls' IDELA score in emergent literacy from 32.4% to 29.8% and 35.1% to 31.5% respectively. There is also a slight decline in IDELA score for boys in motor skills from 49.3% in 2019 to 48.8% in 2021.

The ETE further assessed the relationship between; IDELA score and number of children's books caregivers have and caregivers with children aged 3-6 years who engaged in learning activities. Also assessed was the relationship between caregivers' knowledge of grade requirements and ability to meet grade 3 requirements.

IDELA scores for children aged 4.5-5.5 years: The results of the ETE for children in this age group reveal an almost equal overall average IDELA score between BL and ETE denoted by a score of 23.3% at BL and 23.7% at ETE. Further analysis of IDELA by domain and age group reveals a downward trend in average scores across the domains. For emergent literacy skills, a 4.1% decline was established

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from 18.9% at BL to 14.8% at ETE. A 4.8% decline was equally observed for social-emotional skills from 23.3% at BL to 18.5% at ETE and a 3.9% decline was observed for emergent numeracy skills from 27.9% at BL to 24.0% at ETE. For motor skills, a slim decline (0.6%) was established between BL and ETE; from 32.5% at BL to 31.9% at ETE as shown in the figure below.
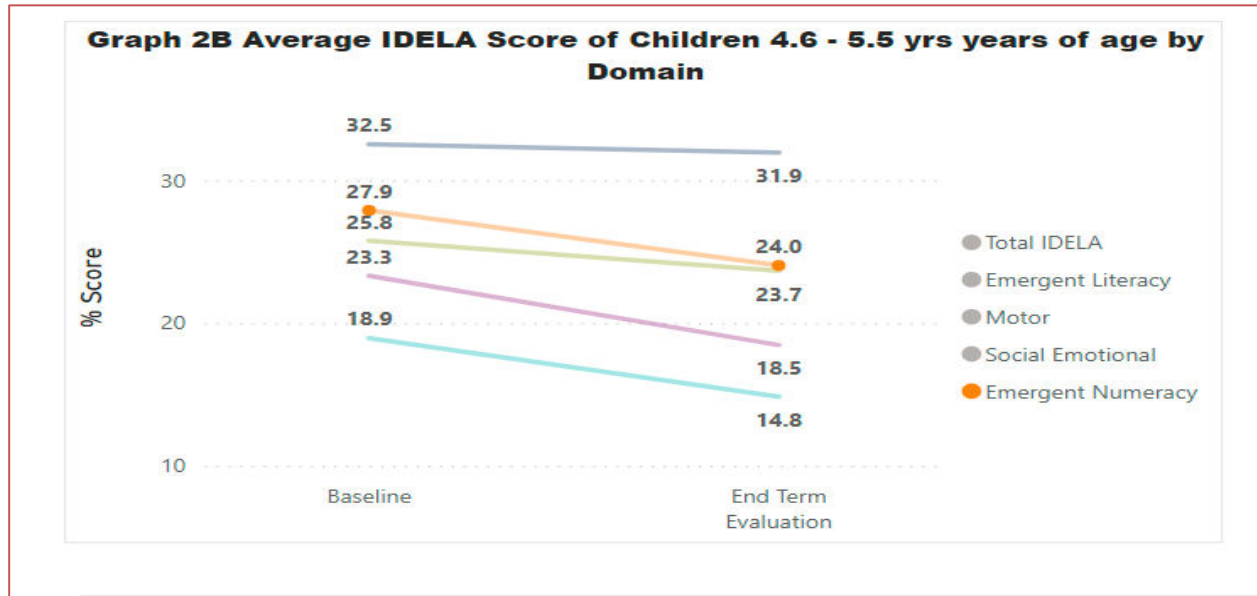
Source: Results of Kole ETE survey, Uganda April 2021.

IDELA scores for children aged 3.6-4.5 years:

The survey results reveal a 2.1% decline in the overall average IDELA score for children aged 3.6-4.5 years from 17.1% at BL to 15% at ETE. Although there was a decline in average IDELA score across domains, a greater decline was observed in emergent numeracy skills from 20% to 15.9% between BL and ETE.

The domain with the least decline was motor skills from 20% at BL to 19.6% at ETE denoting a 0.4% decline. For social-emotional skills, a 2.3% decline in average IDELA score was established from 15.8% at BL to 13.5% at ETE. The average IDELA

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score for emergent literacy skills declined by 3.5% from 12.5% at BL to 9% at ETE. Graph 2A below shows the average scores between BL and ETE.
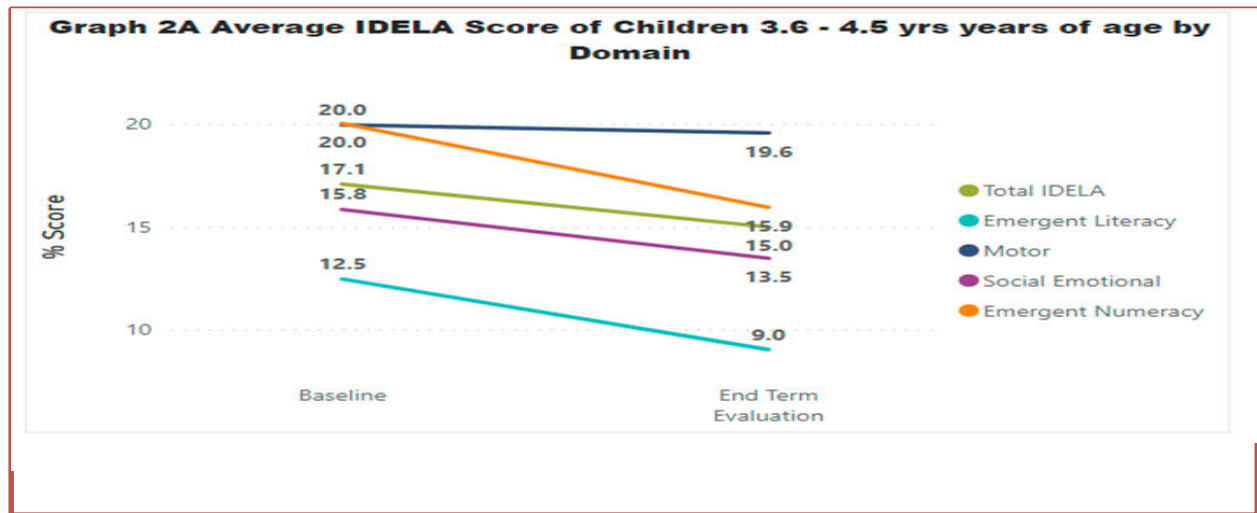

Figure 3 Average IDELA scores for children aged 3.6-4.5 years.

IDELA score by gender.

The findings of the ETE reveal that the average IDELA score for girls was higher (26.4%) than for the boys (24.1%) at ETE. The findings also show that there was a greater decline (3.6%) in the average score for boys from 27.7% to 24.1% between BL and ETE as compared to 0.5% for girls from 26.9% at BL to 26.4% at ETE. Across domains, girls had better average IDELA scores than boys at ETE except for social-
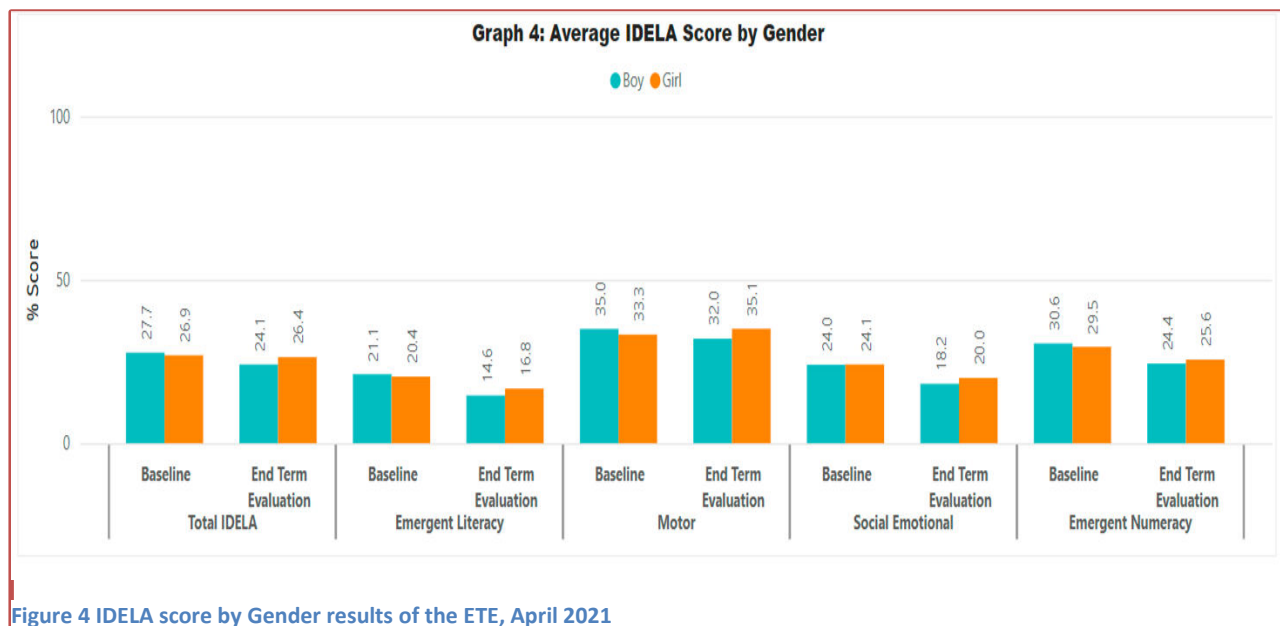

Figure 4 IDELA score by Gender results of the ETE, April 2021

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emotional skills, where they had an almost equal score (Girls: 24.1%, Boys: 24%). Graph 4 below shows the detailed IDELA scores for boys and girls in Kole.
The ETE further assessed the relationship between; IDELA score and the number of children's books caregivers have and caregivers with children aged 3-6 years who engaged in learning activities. Also assessed was the relationship between caregivers' knowledge of grade requirements and the child's ability to meet grade 3 requirements.

Relationship between IDELA score and number of children's books caregivers have; The findings of the ETE revealed that where caregivers have one or two books, children aged 3.5-6.5 years had better IDELA scores at ETE than at BL.

There was 6.6% improvement in IDELA scores between BL and ETE from 47.0% to 53.6% respectively as shown in figure 8 below. From the figure above, there was a
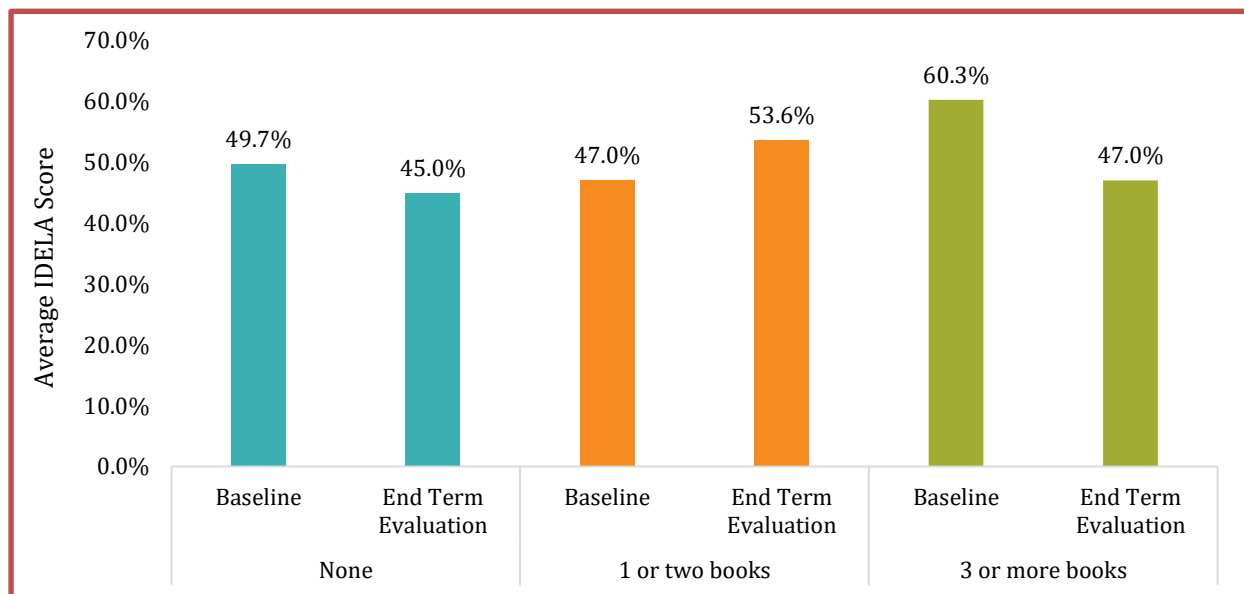

Figure 5 Relationships between IDELA scores and number of children's books that caregivers have at home

decline in IDELA scores among those with no book and those with three or more books. There is a 13.3% decline where caregivers have three or more books from 60.3% to 47.0% from BL to ETE as compared to a meagre 2.7% decline from 49.7% to 45.0% where there is no book. The decline in IDELA scores among caregivers with three or more books is almost five times higher than that of those with no

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book. The findings indicate that having more reading/story books does not necessarily translate into better IDELA scores.

Relationship between caregivers with children aged 3-6 years engaged in learning activities and IDELA score; The results of the ETE assessment reveal a 5% improvement in IDELA score from 54% at BL to 59% at ETE among caregivers that engaged in no learning activities. On the other hand, there is an 8.6% improvement in IDELA score from BL (42.7%) to ETE (51.3%) where caregivers

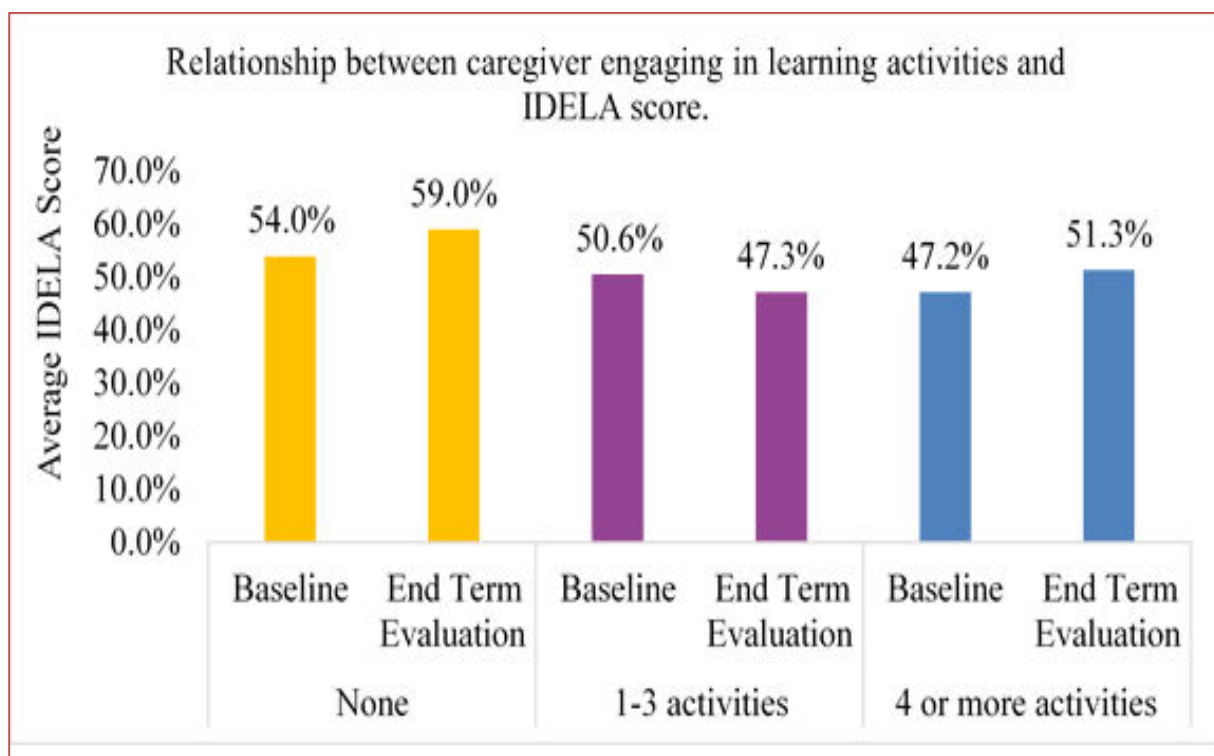engaged in four or more learning activities as shown in figure 6 below.

Figure 6 IDELA score on Relationship between caregivers engaging in Learning activities at home

From the figure above, the results show that there is a 3.3% decline in IDELA score from 50.6% at BL to 47.3% at ETE. Overall, the trend of the results shows that there is no linear relationship between caregivers with children aged 3-6 years engaged in learning activities and IDELA score.

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Community-Led Assessment (CLA) results

The ETE also assessed children aged 7-15years for the ability to meet Literacy and Numeracy Standards for Grade 3, the relationship between attendance in Pre-school and the ability to pass grade 3 (Primary 3 in Ugandan context) literacy and numeracy standards. Further, the survey assessed the relationship between caregivers' knowledge of grade requirements and the child's ability to meet grade 3 standards; the influence of home reading environment and the child's ability to pass the CLA, and the influence of on time entry to grade 1 on the child's ability to pass the CLA.

Students who by the end of Grade two can read and explain the meaning of a simple sentence: The ETE tested students' ability to read and explain a simple sentence by the end of Grade two and established that none of the pupils assessed could read and explain a simple sentence. Further, the decline was observed from 4.0% at BL to 1.3% at MTE. It is worth noting that schools in Uganda closed for a year in response to the outbreak of the Covid-19 pandemic. This evaluation did not assess the effect of the pandemic on the households and program interventions. However, it is possible that the inability of pupils to read and explain simple sentences at the time of the ETE survey could be because of school closure.

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

The survey results revealed an improvement in the percentage of children of the nationally recommended age for completion of Grade three who have attained the literacy and numeracy standards for grade three up from 2.7% at BL to 5.1% at ETE. Comparing gains in numeracy and literacy rating, the proportion of children of the nationally recommended age for completion of Grade 3 who attained the numeracy standards was several times higher than for those that met the literacy standards. Those that met the grade three numeracy standards for grade three increased by 14.3% from 6.1% at BL to 20.4 at ETE. There was a

meager 0.6% increase in those that attained literacy standards for grade three up from 7.1% at BL to 7.7% at ETE as shown in the graph below.
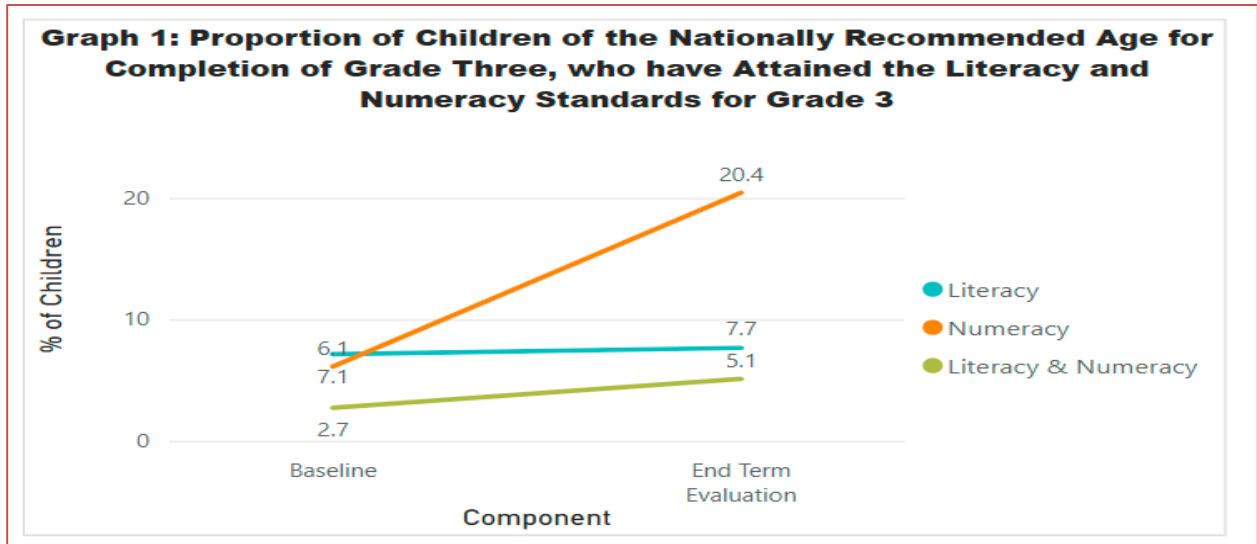

Figure 7: Proportion of children of the nationally recommended age.

Considering boys and girls, the results of the ETE revealed a reversal of the BL situation with more boys who met the literacy and numeracy standards for grade three (6.2%) at ETE than girls (4.3[2]%) as compared to BL where more girls (3.1%) than boys met the literacy and numeracy standards. (This is shown in the graph below.)
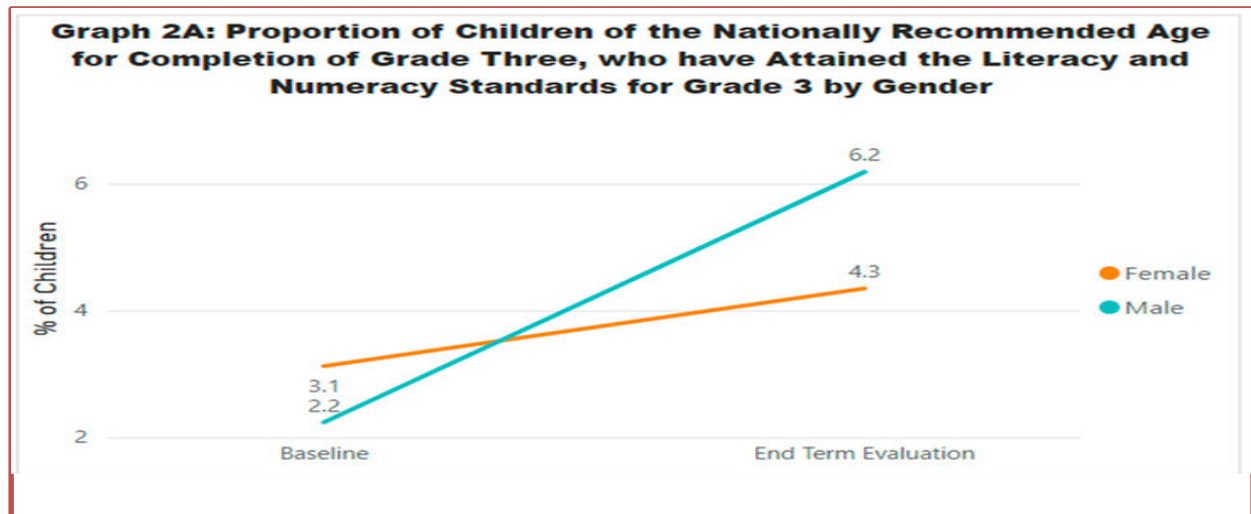

Figure 8: Proportion of Children of the nationally recommended age for completion of grade three, who have attained the literacy and numeracy standards for grade 3 by Gender.

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[2] *Source: Results of the Kole ETE survey, Uganda April 2021*

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Performance in Literacy by gender

The ETE assessed the proportion of children of the nationally recommended age for completion of grade three that attained literacy standards for grade three. The findings revealed that there has been slight improvement in the percentage of boys and girls meeting grade three standards for literacy from BL although more girls than boys met the standards. The graph below presents the results.

Graph 2B: Proportion of Children of the Nationally Recommended Age for Completion of Grade Three, who have Attained the Literacy Standards for Grade 3 by Gender
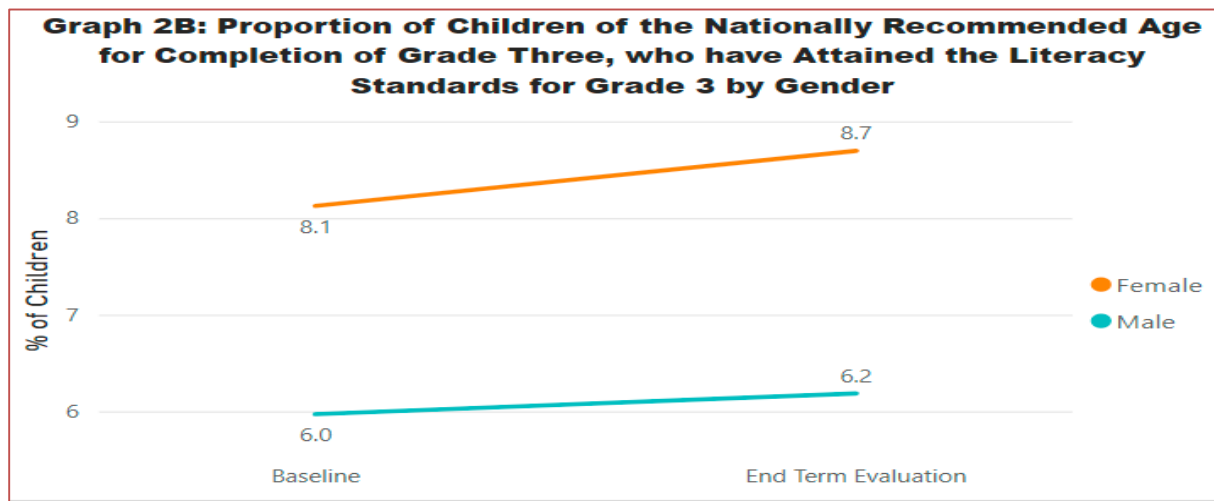
Figure 9: Proportion of children of the nationally recommended age for completion of grade three that attained literacy standards for grade three by Gender.

From the figure above, the proportion of boys attaining literacy standards for grade 3 improved by 0.2% from 6.0% at BL to 6.2% at ETE. For girls, a 0.6% increase was noted from 8.1% at BL to 8.7% at ETE.

Performance in numeracy by gender

The ETE assessed the proportion of children of the nationally recommended age for completion of grade three that attained the numeracy standards for grade three. The findings revealed that there has been significant improvement in the percentage of boys meeting grade three standards for numeracy as compared to the girls. 27.8% of the boys met the numeracy standards for grade three at ETE as compared to only 3.0% at BL. Among the girls, a 6.4% increase from BL (8.8%) to ETE (15.2%) was shown, as demonstrated in the figure below.
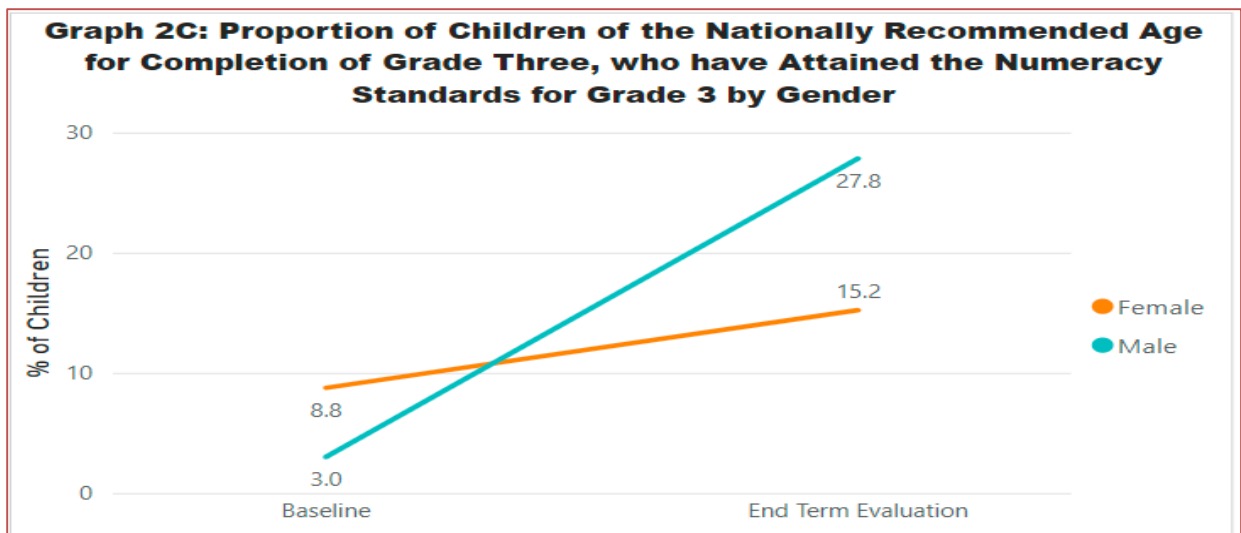
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Figure 10: Proportion of children of the nationally recommended age for completion of grade three that attained the numeracy standards for grade three.

Proportion of children of all grades who met the standards for both numeracy and literacy. The results of the ETE revealed that there was improvement in the proportion of children that met the standards for numeracy and literacy across all the grades, as shown in the graph below.
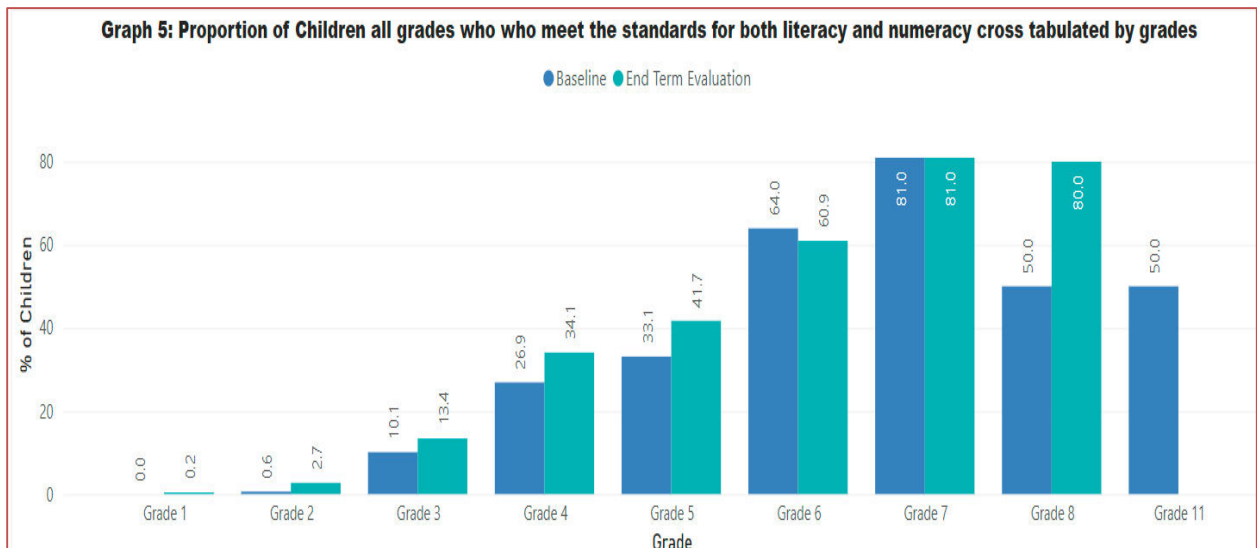

Figure 11: Proportion of children of all grades who met the standards for both numeracy and literacy

From the graph above, there are fewer children meeting numeracy and literacy standards in lower grades (grade 1-3) as compared to the upper grades i.e. grade 4-8. Grade 8 depicted the highest percentage increase (30%) from 50% at BL to 80% at ETE, while the least increase is in grade 1 from no child meeting literacy and numeracy standards at BL to 0.2% at ETE. The results point to the need to intensify actions that enhance literacy and numeracy especially for the lower grades.

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Proportion of children of all grades who met the standards for numeracy. The findings of the ETE show that all the children assessed in grade 7 and 8 met the standards for numeracy as compared to 81% for grade 7 and 50% for grade 8 at BL.

The ETE also assessed the relationship between prior attendance in pre-school and the ability to pass grade 3 (Primary 3 in Ugandan context) literacy and numeracy standards. Also assessed is the relationship between caregivers' knowledge of grade requirements and child's ability to meet grade 3 standards, the influence of home reading environment and child's ability to pass CLA and the influence of on time entry to grade 1 and child's ability to pass CLA. The results of the ETE revealed that none of the children met the grade three literacy standards.

Relationship between attendance of Pre-school and the ability to pass Grade three literacy and numeracy standards: The results of the ETE assessment reveal that slightly more children (38%) at ETE are likely to pass grade three literacy and numeracy standards than at BL (33%).
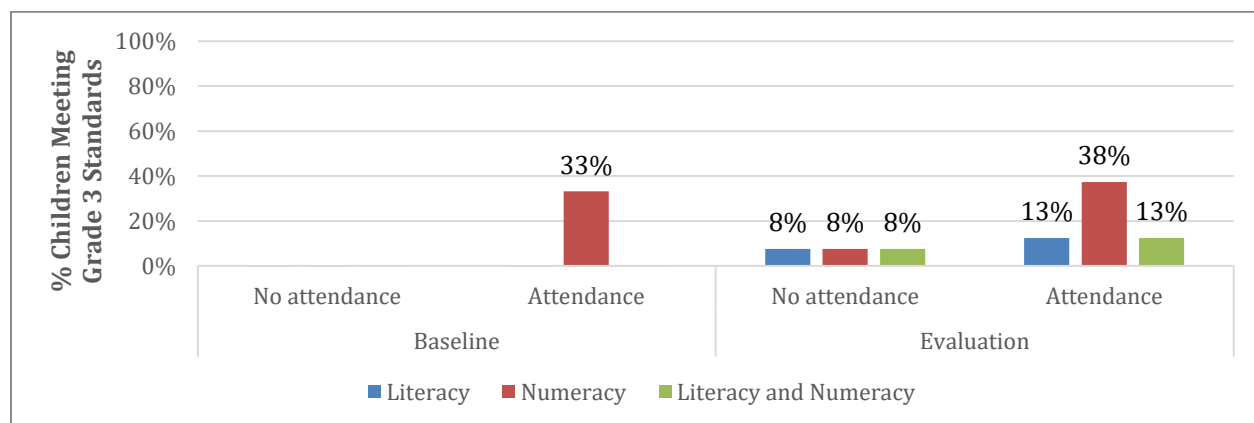

Figure 12: Relationship between attendance of Pre-school and the ability to pass Grade three literacy and numeracy standards

Relationship between caregivers' knowledge of Grade requirements and ability to meet grade 3 requirements: The findings of the ETE assessment revealed an improvement in the ability of children aged 7-15 years to meet Grade three standards where caregivers have knowledge of one to two Grade requirements as depicted by an 8% increase in percentage of children able to meet grade 3 standards from 17% at BL to 25% at ETE.

Influence of home reading environment and child's ability to pass CLA. The findings reveal that half of the pupils that are read to or read for someone else

had the ability to pass CLA as compared to none at BL. Among those that were not read to or did not read for someone, a 4% increase was established for those that had ability to pass CLA; up from 7% at BL to 11% at ETE.

Pupil to classroom ratio (PCR): The ETE assessed the pupil classroom ratio at the time before schools shut down in response to the Covid-19 outbreak in March 2020. The results of the ETE established the PCR as 110, which is above the national average (55) and the district average (77). School enrolment in Akalo increased from 3,750 in 2015 to 6,359 in 2020 following the introduction of the universal primary education (UPE) program. The growth in enrolment was not accompanied by a matching growth in the school infrastructure. Also, with a high pupil to classroom ratio, the pupils' learning and concentration is compromised due to the discomfort emerging from congestion.

Pupil to latrine stance ratio (PSR): The ETE sought to establish the PLR at the time of the schools' shutdown in response to the covid-19 pandemic. The results of the ETE established the PSR as 91 that is above the national average (50) and the district average (77)[3]. **The chairperson of the school management committee Bar Akalo Primary School Annex affirmed the impact of FH's response to the increase in enrolment when she said in an interview "…...***in my own opinion FH contributed positively to the changes in the education status of my community because they constructed class room blocks, staff houses and toilets for both girls and boys in Bar Akalo primary school. This helped to increase enrolment of adolescent girls in this community. FH also contributed to improved performance in academics since they introduced a school feeding programme for pupils in primary five and above."***

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[3] Annual School Census, Ministry of Education and Sports

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CHALLENGES

- ➢ The assessment was conducted at a time when the schools had been closed for close to two years. This could have borne negative results on the IDELA and CLA results.
- ➢ The data collection was also conducted at a time when there was a restriction on public gatherings. This inhibited the level of interaction as individuals were not as free as in the past to meet strangers (enumerators).

LESSONS LEARNT

- ➢ The tools for data collection should be adapted for children with special needs. The tools used for assessment are not user friendly with special needs children. E.g. children with sight challenges.
- ➢ 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.
- ➢ Use of enumerators well versed with the local environment saves a lot of time in data collection as it minimizes the tendency to rely on community guides.

CONCLUSION

The results of the assessment generally reveal low IDELA and CLA results for the lower age groups for the respective assessments. This further points to the need for concerted effort to improve learning in the lower primary and pre-primary. In comparison with national statistics, FH Uganda-Kole education results are very low because the communities surveyed are all rural where education standards are generally low while the national assessment results are carried out in both urban and rural areas hence the average scores are high.

With this result, FH Uganda should devise ways that ensure continuity of early childhood learning and development when the children cannot access the formal learning structures. This could be through home based group learning. More resources should be allocated to build teachers' capacities in teaching numeracy and literacy, encourage active parents' involvement in their children's education, promote the household's livelihoods, and sensitize them to use their income to meet their children's educational needs especially in the face of C19 and its effects.