



Kyambogo University



THE 1ST NATIONAL CONFERENCE ON LEARNING OUTCOMES IN UGANDA 2017

Learning Outcomes: the measure of progress for Uganda's education

BOOK OF ABSTRACTS



12th – 13th April 2017
NPT Building
Kyambogo University



CACSA
Curriculum, Assessment and Certification Systems Architects Pty Ltd



The Conference Partners

This conference has been organised by Kyambogo University in partnership with Makerere University School of Education; Curriculum, Assessment and Certification Systems Architects (CACSA) Australia, and Uwezo at Twaweza East Africa

Kyambogo University has been the conference host and chair. As partners, Makerere University School of Education, CACSA and Uwezo at Twaweza East Africa have been members of the Organising Committee. CACSA is supporting to manage the editorial processes of a book publication based on the proceedings of the conference. Twaweza East Africa has provided funding for the conference and will work closely with CACSA on the publication.

Makerere University, School of Education, is the largest institution training secondary school teachers in Uganda. The school provides a range of academic programmes at undergraduate and graduate levels that equip students with essential employability skills to meet the needs of the job market.

Curriculum, Assessment and Certification Systems Architects (CACSA) is a private company based in Tasmania, Australia that is engaged in designing and implementing sustainable assessment and certification systems globally that suit local contexts. Recently CACSA completed providing expertise on the development of a roadmap for enhancing Uganda's assessment system.

Twaweza East Africa works on enabling children to learn, citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda. One of Twaweza's flagship programs is *Uwezo* [a Swahili word meaning capability], Africa's largest annual citizen assessment of children's learning levels across hundreds of thousands of households.



KYAMBOGO UNIVERSITY

Vision

“To be a Centre of Academic and Professional Excellence.”

Mission

“To advance and promote knowledge and development of skills in science, technology and education and such other fields having regard to quality, equity, progress and transformation of society.”

Motto

“Knowledge and Skills for Service”

Core Values

- Quality:** Ensuring high quality of output and service delivery.
- Equity:** Ensuring equal opportunity for all in all its programmes.
- Integrity:** Promotion of a high sense of moral and ethical standards in all its dealings with stakeholders and the public.
- Professionalism:** Professionalism is to be observed in all dealings and execution of the four core values.

INTRODUCTION TO KYAMBOGO UNIVERSITY

Location of the University

Welcome to Kyambogo University. The university campus is located on Kyambogo Hill in the Capital City of Uganda, two hours from Entebbe Airport. It is approximately 8km by road, East of the Kampala City Council, along the Kampala–Jinja highway. The University is accessible through the Banda Trading Centre or the Kyambogo “T” junction, or by an access route through the Ntinda-Kiwatule Road.

Status of the University

Kyambogo University (KyU) is Uganda’s second largest public university established by the Universities and Other Tertiary Institutions Act 2001 and the (Establishment of Kyambogo University Statutory Instrument Number 37 of 2003. The university was formed by merging three Tertiary Institutions namely: Uganda Polytechnic Kyambogo (UPK), the Institute of Teacher Education, Kyambogo (ITEK), and the Uganda National Institute of Special Education (UNISE). Kyambogo University was created with the main aim of ***promoting and advancing knowledge and development of skills in Science, Technology, and Education***. The university continues to uphold this goal by being professional in regard to quality, equity, progress and transformation of society.

Although Kyambogo is a newly established university, it has a rich history that dates as far back as 1926. The polytechnic wing (UPK) started in 1926 as a pioneer colonial government technical school on Makerere Hill before it was transferred to Kyambogo Hill in 1958 as Kampala Technical Institute. It was later renamed Uganda Technical College and finally UPK in the 1980s. The Teacher Training wing (ITEK) started as a Government Teacher Training College in 1948 in Nyakasura, Fort Portal Western Uganda and transferred to Ruharo and then Ntare Hill all in today’s Mbarara District, Western Uganda. The Teachers’ College later transformed into a National Teachers’ College and finally ITEK as per the statute of parliament passed in 1989. UNISE on the other hand started as a Department of Special Education at ITEK in 1988, and later became an autonomous institution by act of parliament in 1998. These three institutions operated separately till 2003 when they were merged to form Kyambogo University.

Currently, the university has six faculties and two schools: These include:

- Faculty of Arts and Social Sciences
- Faculty of Education
- Faculty of Engineering
- Faculty of Science
- Faculty of Special Needs & Rehabilitation
- Faculty of Vocational Studies
- School of Management & Entrepreneurship

- Graduate School

These faculties and schools work together to promote vocationalization of education at all levels that will create a Science-driven Ugandan society. This focus has made the university more popular in the fields of Science, Technology, Education, Vocational Studies, teacher education, and Special Needs and Rehabilitation as its core areas of Training and Research.

The strong foundation of quality has made Kyambogo University to be given the examining and awarding mandate for Teacher Training at Pre-Primary, Primary, Secondary and tertiary levels in Uganda. It has also been able to work with different government departments and fulfill her national mandate in the area of Early Childhood Development teacher training, primary teacher education, secondary teacher education and tutor education from certificate to PhD. The university also has programmes on distance, evening, weekend and full time day or evening to cater for different categories of students. The university has affiliated many different institutions that offer certificate, diploma and degree programmes from Early Childhood Education, primary teachers colleges, technical colleges and business schools.

KYU is also the only university in Uganda and Sub-Saharan Africa that trains teachers and other personnel in the field of Special Needs and Rehabilitation. It has been able to make provisions for training technical staff in the areas of sign language interpreters for staff/students with hearing impairment as well as sighted guides and readers for staff/students with visual impairment. Assistive devices like white canes, Braille and large print materials are being produced for persons who are visually impaired or have low vision.

“Knowledge and Skills for Service”

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BACKGROUND TO THE CONFERENCE ON LEARNING OUTCOMES

Uganda has done well in expanding access to primary education, but recent reports show that too many children enrolled in primary school are not learning. A series of national and regional learning assessments over the past five years consistently show that the majority of children in school do not have the competencies they require in literacy and numeracy. An assessment of reports released by Uganda National Examinations Board (UNEB) indicates that the proficiency in numeracy and literacy of children in the sampled classes of P.3 and P.6 remains below 50%. Uwezo Uganda's 2015 learning assessment similarly found that only 30% of Primary 3-7 pupils were able to read a story and correctly solve a mathematics division problem pitched at Primary 2 level (Uwezo Uganda, 2016). In summary, the consistent message from these reports is that **“schooling is not leading to learning”**.

In this context this conference shares available evidence on learning outcomes in basic education in Uganda, with a specific focus on literacy, numeracy and other critical foundational learning domains. Participants in the conference come from the academia, civil society, private sector, policy makers, practicing teachers, researchers, teacher trainers and graduate students.

The conference is intended to:

1. Raise the profile of and catalyse debate around learning outcomes at national level
2. Shape perceptions and knowledge of what counts as quality education - that schooling doesn't equal learning
3. Promote the idea that the degree to which children acquire foundational competences must be the key measure of Uganda's education system
4. Influence actions and interventions to improve learning outcomes
5. Contribute to national and global knowledge through a book publication based on the proceedings of the conference.

WELCOME MESSAGES

Prof. Eli Katunguka Rwakishaya, Vice Chancellor, KyU



I take this opportunity to welcome all of you to this conference at Kyambogo University. I thank the Dean, Faculty of Education and her team in collaboration with partners like Makerere University, CACSA and Uwezo at Twaweza East Africa for working together to organize this 1st National conference on learning outcomes in Uganda. This working arrangement has shown that universities can work closely with partners to propel common goals that build our country. I also want to thank our keynote speakers Prof. Carmel Cefai from University of Malta, Dr Reg Allen from CACSA and Mr Aidan Eyakuze of Twaweza East Africa for agreeing to be part of this conference and share their views. Your being here amidst many other commitments is a sacrifice, but for a good cause. As educationists in Institutions of Higher Learning, it is our duty to ensure that what we do is aimed at promoting quality learning outcomes for learners at all levels. This gesture shows how you are committed to strengthening our friendship and the commitment you have towards mentoring our young scholars in our universities. Kyambogo University is a willing partner who will always be ready to collaborate in areas that promote development in all sections of the society in Uganda. I wish to recognize the financial contribution of Twaweza East Africa and the commitment of Twaweza Uganda Lead, Dr Mary Goretti Nakabugo, in making this conference a reality. I also thank Prof Joyce Ayikoru Asimwe, Dean, Faculty of Education, (KyU) for taking this bold step towards organizing this conference amidst many other tight schedules. I look forward to good deliberations, more collaboration, associations formed and an increased interest by academic staff in research and conferences that aims at finding African solutions to African challenges.

MESSAGE FROM CONFERENCE CHAIR

Dr Joyce Ayikoru Asimwe



On behalf of the Conference Organising Committee, I wish to extend to you all a very warm and hearty welcome to the official opening of the 1st National Conference on Learning Outcomes. In a special way, I take this opportunity to recognize our Keynote speakers for this conference; Dr. Reg Allen, Director, Curriculum, Assessment and Certification Systems Architects (CACSA), Australia; Mr. Aidan Eyakuze, Executive Director, Twaweza East Africa and Prof. Carmel Cefai, University of Malta. We are greatly honored by your presence and thank you for accepting to share with us your accumulated experiences in education. It is our sincere hope that your keynote papers will positively contribute to the consolidation of the objectives of this conference.

This event is the culmination of an enormous collective effort of the Organising Committee constituted by the four partner institutions: Kyambogo University, Makerere University's School of Education, CACSA Australia and Uwezo Uganda at Twaweza East Africa. I thank all the members of the Organising Committee for the tremendous amount of time and work they put into the organization of this conference. The character of the Organising Committee summarizes the core message of this conference, that is, "Together Everybody Achieves More" (TEAM) and that we can reach our fundamental goals only through a joint effort. This conference therefore, takes on a transcendental role for collective activism around major issues that the country needs to address in order to build a better future for her citizens.

At this juncture, I would like to extend our sincere gratitude to Twaweza East Africa, for fully sponsoring this conference. We value the partnership and look forward to exploring more possibilities of collaborating with Twaweza in implementing more activities. In the same vein, I appreciate the conducive academic environment created by the management team of Kyambogo University and the complementary logistical support given to the Organising Committee to ensure that this conference is successful.

In this conference, we are expecting to have 40 oral paper presentations and 28 poster presentations over the two days. With such a large number of participants, the Organising Committee anticipates that this conference will be a memorable and highly productive event. We value the support of all the participants and hope that the conference will build a critical mass of actors who will continue influencing education debate and policy aligned to learning outcomes at both national and grassroots levels.

I thank you all and wish you a fruitful conference.

LEARNING OUTCOMES CONFERENCE PROGRAMME

KYAMBOGO UNIVERSITY, (NPT BUILDING), KAMPALA, UGANDA

12-13 APRIL 2017

**Tuesday, 11th April 2017: Pre-conference Workshop for educators:
Implementing a resilience curriculum in the early years and primary school classrooms**

Facilitated by Prof Carmel Cefai, University of Malta

9:00am-4:00pm

Kyambogo University, Faculty of Education Boardroom

DAY ONE: 12TH APRIL 2017

MAIN PLENARY ROOM

MASTER OF CEREMONIES: DR EJUJ GODFREY

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
8:00 – 8:30am		REGISTRATION			SECRETARIAT
8:30 – 9:30am	Official Opening Ceremony	Welcome Remarks	Assoc. Prof Joyce Ayikoru	Dean Education Kyambogo University	Dr Ejuj Godfrey
		Why the conference on learning outcomes?	Dr Mary Goretti Nakabugo	Twaweza Lead and Manager, Uwezo Uganda	
		Welcome Remarks	Prof. Eli Katunguka	Vice Chancellor KyU	
		Conference Official Opening		Hon. Minister of State for Primary Education	
9:30 – 10:30am		Keynote Address Learning outcomes and the outcomes of learning	Dr Reg Allen	Director, CACSA	
10:30 – 11:00am		BREAK			

**BREAK OUT TO PARALLEL SESSIONS
MAIN PLENARY ROOM**

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
11:00am – 11:30 am	EVIDENCE ON LEARNING OUTCOMES	Improving Reading Outcomes in Basic Education: Lessons from Uganda’s Lower Grade Classrooms	Robinah Kyeyune & Deborah Nakyejwe	RTI/SHRP	Dr Betty Ezati
11:30am – 12:00Noon		Making the Grade: What Works for Teaching Literacy in Rural Uganda	Victoria Brown	Mango Tree	
12:00Noon – 12:30pm		Making Learning Gains in Uganda: Rapid Cycle Measurements of P3 Literacy for Program Improvement	Christine Apiot	Bridge International	
12:30 – 1:00am	Making the Invisible Visible: Uwezo household-based assessment of learning outcomes in literacy and numeracy in Uganda	Mary Goretti Nakabugo, Judith Tumusiime & Ismail Sentamu	Twaweza East Africa		
1:00 – 1:10pm		Session wrap up	Chair		
1:00 – 2:00pm		LUNCH BREAK			
2:00 – 2:30pm	EVIDENCE ON LEARNING OUTCOMES	Exploring The Efficacy Of School And Community Based Literacy Intervention Programmes: The Case Of Literacy Development And Learning Outcomes In Low Resourced Communities.	John Philip Anyanzo	Build Africa/ Lodonga PTC	Dr Sentongo
2:30 – 3:00pm		Evidence on Learning Outcomes in Literacy: A Case of USAID/Uganda Literacy Achievement and Retention Activity	Consilous Rwanyonga	RTI/LARA	
3:00 – 3:30pm		Learning Achievement and Learning Environment in Uganda: Evidence from Uwezo Beyond the Basics Assessment	Faridah Nassereka Mubiru and Judith Nakayima	Twaweza East Africa	
3:30 – 4:00pm		USAID/Uganda School Health and Reading Program: Findings from a Randomized Control Trial of large scale reading reform in Uganda	Rachel Jordan	Research Triangle Institute	
4:00 – 4:30pm		Making Big Data Work for the Little Guys: Results Sharing with Downstream Audiences	Victoria Brown	Mango Tree	
4:30 – 4:40pm		Session wrap up	Chair		
4:40 – 5:00pm		EVENING TEA BREAK			

Side Room A

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
10:30 – 11:00am		BREAK			
11:00am – 11:30 am	COMMUNICATION WITH PARENTS	Involving Parents in Children’s Literacy Development in Uganda. A Case of Four Rural Primary Schools in Sironko District.	Lenard Mafabi	Kyambogo University	Dr Kasule Wilson
11:30am – 12:00Noon		The Art of Communication	Kenneth Mbogo	Kyambogo University	
12:00Noon – 12:30pm		Assessing the Current Status of Basic Education Performance in the Wake of SDG 4 in Uganda	Wilson Okaka, Joyce Ayikoru Asiimwe, Irene Judith Nagasha	Kyambogo University	
12:30pm – 1:00pm		“What Is Coming In The Examination?” The Dilemma For Science Education	Israel Kibirige	University of Limpopo, South Africa	
1:00pm – 1:10pm		Session wrap up	Chair		
1:10 – 2:00pm		LUNCH BREAK			
2:00 – 2:30pm	ASSESSMENT	Secondary Skills Assessment: Assessing 21st Century Soft and Practical Skills.	Maayan Frenkel & Hawah Nabbuye	Experience Educate	Dr Sr Kaahwa MG DST
2:30 – 3:00pm		The Measurement and Assessment of Soft-Skills: A Precursor of a Demand-Driven Education in Uganda	John Mary Vianney Mitana, Anthony Mugagga & Kizito Omala	Makerere University	
3:00 – 3:30pm		Assessing Language Students’ Conversational Interactions to Facilitate Knowledge Construction in Online Learning Environments	David Kabugo	Makerere University	
3:30 – 4:00pm		Assessing Mathematics Learning At The Lower Primary In Uganda: Are The Triangular Cook Stones Stable Anymore?	George Ekol	Kyambogo University	
4:00 – 4:30pm		Recruiting Assessment Scores of Government Certified Teachers in Uganda	Catherine Nalubwama	Bridge International	
4:30 – 4:40pm		Session wrap up	Chair		
4:40 – 5:00pm		EVENING TEA BREAK			

Side Room B

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
10:30 – 11:00am		BREAK			
11:00am – 11:30 pm	SCHOOL GOVERNANCE	School Management and Public-Private Partnerships in Uganda	Lee Crawford	University of Sussex	Dr Elizabeth Opit
11:30am – 12:00 Noon		Does child participation in school governance reduce absenteeism? Evidence from the Participatory school governance	Deborah Kirabo	Plan International Uganda	
12:00Noon – 12:30pm		Exploring Tutor Classroom Assessment Practices During Instruction In The Primary Teachers' Colleges: A Case Study Of Shimoni Core Primary Teachers' College In Central Uganda	Jesca Harriet Audo	Shimoni PTC	
12:30pm – 1:00pm		The role of teacher intrinsic motivation towards improving students learning outcomes in Uganda	Brenda Namulinda	STIR Education	
1:00pm – 1:10pm		Session wrap up	Chair		
1:20 – 2:00pm		LUNCH BREAK			
2:00 – 2:30pm	LEARNING CONDITIONS	Factors Associated With Learning Achievements Of Grade Three Pupils In Uganda	Jane Yoyeta Magoola	UBOS	Dr Stephen Kasumba
2:30 – 3:00pm		Academic achievement of Ugandan learners (6-16 years): A multilevel analysis of Household factors.	Caroline Namubiru	Kyambogo University	
3:00 – 3:30pm		Environmental Factors Associated With Learning Achievements In Uganda	Yovani A. Moses Lubaale and Jane Yoyeta Magoola	Makerere University	
3:30 – 4:00pm		Basic Education curriculum effectiveness analysis in East Africa: Using the 'Surveys of Enacted Curriculum' framework to describe primary mathematics and English content in Uganda.	Julius F. Atuhurra and Violet Alinda	Twaweza East Africa	
4:00 – 4:30pm		The Efficacy of Charter Schools and Public-Private Partnerships in Driving Outcomes throughout the World	Godwin Muhwezi	Bridge International	
4:30 – 4:40pm		Session wrap up	Chair		
4:40 – 5:00pm		EVENING TEA BREAK			

DAY TWO: 13TH APRIL 2017

MASTER OF CEREMONIES

DR KASULE GEORGE WILSON

Main Plenary Room

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
8:00 – 8:30am		Registration			Secretariat
8:30 – 9:30am	THEORETICAL FOUNDATIONS OF LEARNING OUTCOMES	Keynote Address The Future of Work and the Work of the Future: The Instrumentality of Learning.	Aidan Eyakuze	Executive Director, Twaweza East Africa	Dr Rev Grace Lubaale

BREAK OUT TO PARALLEL SESSIONS

MAIN PLENARY ROOM

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
9:30 – 10:00am		Learning from Learning: Turning Results into Practice and Policy	Victoria Brown	Mango Tree	Dr Rev Grace Lubaale
10:00 – 10:30 am		Entrepreneurship and Job Creation as Learning Outcomes for Young Generation: A Literature Review	Stephen Kasumba	Kyambogo University	
10:30 – 10:40am		Session wrap up	Chair		
10:40 – 11:00am		BREAK			
11:00am – 11:30am	THEORETICAL FOUNDATIONS OF LEARNING OUTCOMES	Emerging Clean but Tainted: Browsing the Implementation Science Lens Over Learning Outcomes Achievement in Uganda	Godfrey Ejuu	Kyambogo University	Mr Kaboyo Patrick COUPSTA
11:30am – 12:00 Noon		Learning Outcomes for Children and Teachers: Can one be achieved without the other? Evidence of performance in Literacy and Numeracy	Joyce Ayikoru Asimwe and Elizabeth Opit	Kyambogo University	
12:00pm – 12:10pm		Session wrap up	Chair		
12:10 pm – 1:00pm		Poster Presentations			
1:00 – 2:00pm		LUNCH BREAK			

Side Room A

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
9:30 – 10:00am	PEDAGOGY	Instructional Leadership: A Remedy for Improving Learning Outcomes	Daniel Omayya	PEAS Uganda	Dr Opit Elizabeth
10:00 – 10:30 am		Learner Centred Approaches To Inclusive Education In Uganda	Gloria Geria	Kyambogo University	
10:30 – 10:40am		Session wrap up	Chair		
10:30 – 11:00am		BREAK			
11:00am – 11:30am		A systems Approach to Effective Learning: A case study of Kyambogo University	Okuonzi John	Kyambogo University	Dr Opit Elizabeth
11:30am – 12:00Noon		Learning Outcomes As Measure Of Progress In Teaching And Learning	Sr Maria Goretti DST Kaahwa	Kyambogo University	
12:00Noon– 12:10 pm		Session wrap up	Chair		
12:25 pm – 1:00pm		Poster Presentations			
1:00 – 2:00pm		LUNCH BREAK			

Side Room B

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
9:30 – 10:00am	POLICY	Quality Assurance Policy in Higher Education and Employability of Graduates from Ugandan Public Universities. A case of Makerere and Kyambogo	Elvaida Agnes Tagulwa Twesigye	Kyambogo University	Ms Leticia Komba
10:00 – 10:30 am		Rifts between Education Policy Formulation and Implementation in East Africa	David Mugurusi, John Mugo, Boaz Ochi and Amos Kaburu.	Twaweza East Africa	
10:30 – 10:40am		Session wrap up	Chair		
10:40 – 11:00am		BREAK			
11:00am – 11:30am		Exploration of Learner Assessment during Inclusive Basic Education, Case Study of Primary Education in Uganda	Godfrey Bakaira	Kyambogo University	Dr Ali Bagwemu

11:30am – 12:00Noon		An inclusive basic education	Aniku Rashid Ahmad	Lodonga PTC	
12:00noon – 12:30 pm		Exclusion in inclusion: dilemmas in undertaking standardized learning assessment tests with Learners with Disabilities	Anthony Oleja Enyogu		
12:30pm – 12:40 pm		Session wrap up	Chair		
12:10 pm – 1:00pm		Poster Presentations			
1:00 – 2:00pm		LUNCH BREAK			

CLOSING CEREMONY IN MAIN PLENARY ROOM

TIME	THEME	TOPIC	PRESENTER	INSTITUTION	CHAIR
2:00 – 3:00pm	CLOSING CEREMONY	Keynote Address Social and emotional learning (SEL): the Heart of Education.	Prof Carmel Cefai	University of Malta	Dean Education
3:00 – 5:00pm		Remarks by the Conference Chair	Prof Joyce Ayikoru Asiiimwe	Dean, Faculty of Education, Kyambogo University	
		Remarks by the Conference Partner	Dr Betty Ezati	Dean, School of Education, Makerere University	
		Remarks by Twaweza Country Lead & Manager, Uwezo	Dr Mary Goretti Nakabugo	Twaweza East Africa	
		Remarks by the Vice Chancellor, Kyambogo University	Prof. Eli Katunguka	Kyambogo University	
		Official Closing of the Conference	Hon. Janet Kataaha Museveni	Minister of Education and Sports	

POSTER PRESENTATIONS

Poster Presentations	Carol Yu: Bridge International Academics	The Bridge Effect: A Comparison of Early Grade Learning Gains in English and Maths in Kenya
	Carol Yu: Bridge International Academics	Bridge International Academies Learning Outcomes: 2016 Kenya Certificate of Primary Education (KCPE) Results
	Carol Yu Bridge International Academics	The Pupil Growth Model
	Carol Yu Bridge International Academics	Cross Age Tutoring: Experimental Evidence from Kenya
	Godfrey Bagonza Kyambogo University	Measuring Equity in education attainment: The case of universal primary education in Uganda
	Namande Mugerwa Sarah Walusimbi Kyambogo University	School Health and Reading Program (SHRP) and School-Level Intervention on English Reading Literacy in Lower Primary, Kyankwanzi District
	Rachel Jordan and Rehemah Nabacwa SHRP/RTI, Uganda	USAID/Uganda School Health and Reading Program: Monitoring to Inform Evaluation and Guide Implementation
	Apolot Josephine Kyambogo University	Parental involvement in the learning of children's literacy at home and school
	Bigirwa June Patrick Kyambogo University	Educational technology support for midwifery education outcomes
	Nizeyimana Pamela Shimoni PTC	Inclusive education in Uganda: benefits and challenges.
	Kyazze Deborah Rebecca: Kyambogo University	Enhancing Parenting Policy To Support Fathers' Involvement For The Three – Year- Olds Holistic Development
	Godfrey Grace Bakaira Kyambogo University	Exploring tutor Assessment in development trainee teachers during School based practice, Case Study of Core Primary Teachers' Colleges in Central Region of Uganda.
	Bubabule Dan Kyambogo University	Distributed Leadership And School Effectiveness: Case Of Primary Schools In Mukono District, Uganda.
	Wilson Okaka, Joyce Ayikoru Asimwe, Irene Judith Nagasha Kyambogo University	Effective E-Readiness and Media Literacy for Quality Universal Primary Education in Uganda
Henry Stanley Okia Kyambogo University	Fostering teachers support supervision to enhance learners academic performance in lower primary in government aided schools in pallisa district	
Kaheeru Katigo Jokshan And Baguwemu Ali Kyambogo University	Family Support And Language Development In Early Childhood	

Okeny Richard Kyambogo University	The application of child-centered discussion method for effective teaching in upcountry primary schools in Uganda
Gilbert Olanya Kyambogo University	Alternative Financing of Education in Primary Schools in Uganda. A case of Amuru District Northern Uganda
Dennis Zami Atibuni & Olema David Kani Busitema University	Assessing Social and Emotional Skills: A Paradigm Shift from Assessment of Foundational Competences to Assessment of Practical and Reflexive Competences at Primary School in
John Mary Vianney Mitana, Anthony Mugagga Muwagga, C. Ssempala Makerere University	The Impact of National Examinations on Teaching and Learning in Primary Schools in Uganda
Yovani A Moses Lubaale, Deborah Kirabo; James Kabugo and Janestic Twikirize Makerere University	From theory to practice, practical ways to improve parental involvement in their children education in Uganda
Vincent Funi Dusabe Kyambogo University	Bridging The Gap Between The Enacted And Implemented Curriculum: A Journey To Achieving Learning Outcomes In Primary Schools In Uganda
Lubwama-Ntege Joseph Kyambogo University	A Privatized School Inspection System for Quality Primary Education in Rural areas: A Case of Mukono District.
Kanyarutokye David Africa Lead Fellowship	Sharing best practices in promoting competence learning and teaching based on 8 units of quality education a case study Ntungamo and Kiruhura districts
Bwiruka Jane Frida Kyambogo University	Reviving Handwork In Primary Education; A Bold Step To African Indigenous And Vocational Education
Gusango Emmanuel Kyambogo University	Strategies to enhance attainment of learning outcomes
Birungi Aminah Kyambogo University	Enhancement of teachers' Attitudes and Self-efficacy towards effective Inclusive Education Practices in Nursery Schools. A case of Wakiso District
Gumila Mbuga & Kasereka Muvuya UNRSPO	Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences

DAY ONE: 12TH APRIL 2017

MAIN PLENARY ROOM

THEME

EVIDENCE ON LEARNING OUTCOMES

Session Chairs

Dr Betty Ezati

Dean, School of Education, Makerere University

&

Dr Sentongo

Makerere University

Keynote Address

by

Dr Reg Allen

Director, CACSA

Other Presenters

- ✚ Robinah Kyeyune & Deborah Nakyejwe - SHRP/RTI Uganda
- ✚ Victoria Brown – Mango Tree Uganda
- ✚ Christine Apiot – Bridge International Academics, Uganda
- ✚ Mary Goretti Nakabugo, Judith Tumusiime & Ismail Sentamu – Uwezo at Twaweza East Africa
- ✚ John Philip Anyanzo - Build Africa/Lodonga PTC
- ✚ Consilous Rwanyonga – LARA/RTI Uganda
- ✚ Faridah Nassereka Mubiru and Judith Nakayima – Uwezo at Twaweza East Africa
- ✚ Rachel Jordan - RTI

Keynote Speaker



Dr John Reginald Allen
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Dr Reg Allen has worked extensively in Australia and across the world to support education development at the highest level. Dr Allen has high level quantitative and qualitative research and evaluation skills – theory and practice in a wide range of modern approaches. He is an expert in analysis and design of assessment and certification systems analysis, design and implementation of regulatory external quality assurance in education and training at a range of levels, including school and vocational education and training. He is a recognised as being a leader in and management of curriculum change and course development and accreditation, leadership and management of high-stakes assessment systems, including courses, examinations, tests and externally-moderated school-based assessment. Dr Allen has worked with government and community to develop understanding of teaching and school practices and their impact on student learning. Dr Allen is currently involved in several countries in work on curriculum and assessment, using a systems approach to support better student learning.

Keynote Address

Learning outcomes and the outcomes of learning

Abstract

It can be helpful to distinguish *learning outcomes* from the *outcomes of learning*. The first may be curriculum content based or basic skills. The outcomes of learning, on the other hand, are the impact on the whole person of going through school, of which learning outcomes are only a subset. When talking about schools, of their inputs, processes, outputs and outcomes, education professionals (and others) often focus their efforts and discussions mostly on the first two and overly simplistic measures of the third. Outcomes – the impacts of going to school on students' lives, skills, attitudes and futures – are given at best scant attention. Many accountability schemes, designed by professionals as a way to drive real change, are vitiated by a measurement of outputs that is dominated by what is most easily assessed rather than by what it is most important to know.

In professional discussions, parents are too often positioned as mere consumers, best informed by tables of outputs and, maybe, inputs in terms of resources. Citizens – parents and the broader community – have, in my view, a central role in setting and prioritising the outcomes schooling ought to achieve and holding it accountable for their achievement. Describing such outcomes requires clarity about the distinction between what is and what ought to be, between what currently happens and what is intended, between practice and theory. Descriptions of current realities, especially the complex realities that really matter, are, sadly, often seen as unfair criticism or misplaced rebuke of practitioners or leaders.

At a national level, education is perhaps best understood as a complex system, an inter-connected web of agencies, people, relationships, messages, settings and processes. To promote changes in the actual outcomes of learning, the behaviours of people (students, parents, teachers, institutional leaders) within this web are best understood in terms of the interaction of their contexts as they experience them and what they bring with them from their wider worlds. And real change is needed: in far too many countries, richer and poorer, the outcomes of schooling many of us most want to see realised are too often least achieved for the students for whom they are most important.

Improving Reading Outcomes in Basic Education: Lessons from Uganda's Lower Grade Classrooms

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&

Deborah Nakyejwe
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Abstract

While two decades of Uganda's implementation of universal primary education UPE have earned us achievement on access, several research studies have in recent years ended in dire reports of children's inability to read, usually in both their own language and English. This signaling of failure on quality has drawn government's attention to the need to invest in interventions that focus on early literacy instruction, working with implementing partners to place the child at the centre of learning. To date there is evidence that targeted investment in a dynamic systematic approach based on the cognitive principles represented in DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and touching all parts of the basic education sub-sector improves reading skills in early grades. Uganda's investment in the development and distribution of appropriate instructional materials, retooling the teacher and following up the teacher with classroom support and continuous professional development, together with periodic assessment and, indeed, dialogue with the community has made reading instruction practical and meaningful. In this approach, the USAID-Uganda School Health and Reading Program, implemented by RTI with Ministry of Education and Sports, has filled content-knowledge, understanding and pedagogical gaps, equipping the teacher with confidence for teaching reading. To restore both the providers' and beneficiaries' faith in basic education, and even UPE, we use vignettes of mother-tongue and English reading lessons to illustrate tangible albeit still arguably modest gains in reading abilities in the lower grades. We explain how these are based on teachers' adoption of new methods that scaffold beginning readers to become bilingual readers, paying attention to linguistic differences between mother tongue and English. We recommend teacher training programs that build teachers' knowledge, skills and confidence for teaching reading, particularly by focusing on the cognitive processes involved in reading as well as differentiated methods of teaching mother-tongue and English.

Making the Grade: Understanding What Works for Teaching Literacy in Rural Uganda

Victoria Brown

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Mango Tree and Ichuli Institute, Uganda

&

Rebecca Thornton

University of Illinois at Urbana-Champaign

Abstract

The paper evaluates a primary literacy programme in rural Northern Uganda for Primary 1-Primary 3 pupils using a randomized experiment. The paper compares two methods for implementing the early primary literacy programme: a programme as implemented by the organisation that created it (Mango Tree) vs. a reduced-cost version of the programme that was implemented directly through government using Coordinating Centre Tutors. The literacy programme evaluated combines multiple educational components including a mother-tongue-first instructional approach, a revised curriculum, locally-appropriate teaching materials, teacher support and training, and parent engagement. The reduced-cost programme version is studied in order to help shed light on issues of scalability and cost-effectiveness. It is implemented at significantly lower cost, by conducting teacher training and monitoring through Coordinating Centre Tutors, government employees charged with training and supporting primary school teachers in Uganda. A large body of research has shed light on the effectiveness of various education interventions on learning. However, the majority have shown relatively small effects. A meta-analysis of 77 randomized trials of primary education programs in developing countries found the average mean effect size was an increase in 0.14 standard deviations (McEwan 2014). Results from this study indicate it is one of the most successful programmes ever studied with a randomized trial in the world, with an increase in learning by 1.3 standard deviations in reading in Leblango, the local language, among pupils. Similar large effects were found among reading in English, with an increase in learning by 0.7 standard deviations. Results for specific reading tasks indicate even higher gains. Interestingly, the pupils in the study have been tracked since Primary 1 until Primary 3 in a tracer cohort, allowing us to track specific learning gains among individual pupils as they compound over time. The pupils are still enrolled in the study and programme, offering a chance for longitudinal tracking of them over time as they transition to learning in English in Primary 4 and beyond. We also find through surveys that pupils increase confidence in their learning abilities. There is suggestive evidence that they increase their enthusiasm – although not effort – in school. We also find differences in teachers' behaviour in the classroom where they shifted to mother-tongue instruction and activities and spent less time bringing students back on task.

Making Learning Gains in Uganda: Rapid Cycle Measurements of P3 Literacy for Program Improvement

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Bridge International Academics

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Abstract

The mission of Bridge International Academies is to provide affordable, high-quality education to millions of primary school pupils around the world. Bridge uses pupil-level academic gains to measure our efficacy, rather than absolute scores. Numerous studies have established that absolute scores are typically more of a proxy for wealth and education than a measure of value-added by the school. Our pupil growth measurement effort, by contrast, seeks to isolate the "Bridge effect." In this report, we highlight the results from the 2016 administrations of Early Grade Reading Assessment (EGRA) in Uganda, based on a sample of Primary 3 pupils assessed in 3 Bridge Academies, and then in 3 comparison schools. Because we could not randomly assign pupils to schools, we collected detailed demographic, education, and home life information in order to control for these factors. Estimates of learning gains during this time were based on a difference-in-difference estimate. The report describes the simple difference between average changes in the treatment and control group, estimated through regression analysis with fore mentioned control variables. Overall, we found that Bridge students "grew" at a higher rate than their counterparts during this time, as demonstrated in results across several subtasks. These subtasks include: Familiar Word Reading Fluency, Familiar Word Reading Accuracy, Passage Fluency, Passage Fluency Accuracy, and Reading Comprehension Accuracy. As an example, on Familiar Word Reading Fluency, Bridge students read 12 more words per minute by the end line assessment, while comparison schools read 5 more words per minute. These differences are statistically significant at a 95% confidence level.

Making the Invisible Visible: Uwezo household-based assessment of learning outcomes in literacy and numeracy in Uganda

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Abstract

This paper presents *Uwezo* as an alternative methodology of assessing learning outcomes in literacy and numeracy through a household-based and citizen-driven model – complementing the conventional school-based assessments. Adapted from the Annual Status of Education Report (ASER) model in India, *Uwezo* [a Kiswahili word meaning *capability*] uses a simple tool that is accessible to ordinary citizens to assess the basic literacy and numeracy competencies of in- and out of school children

(6-16 years) in their homes in Uganda, Kenya and Tanzania. One of the main global challenges, and in Uganda in particular, is ensuring that children are in school and learning. Very often these two do not go hand in hand. Millions of children are in school, but few are learning the basic skills of reading and arithmetic which are the building blocks for future progress in education. Government, policy makers, local leaders, teachers and parents are quite often preoccupied with the visible challenges in education such as provision of better infrastructure, trained teachers, textbooks, lunch for children and other school inputs, with the assumption that these would automatically lead to learning. The invisible challenge which has been less understood and received little attention is the reality that children are in school, but not learning. This paper demonstrates how Uwezo learning assessment breaks learning in early grade literacy and numeracy into simple and visible competencies that can be understood and tracked by ordinary citizens at household level. We share the fundamentals of the Uwezo assessment, how it is developed and applied at scale, the benefits of developing the capacities of ordinary citizens to assess learning, and the potential of the assessment results. We illustrate how the assessment can be used as a trigger for public action, and as a teaching and learning tool towards improved literacy and numeracy.

Exploring the Efficacy of School and Community Based Literacy Intervention Programmes: The Case of Literacy Development and Learning Outcomes in Low Resourced Communities.

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Abstract

This paper presents the findings of a research project conducted to explore the efficacy of school, and community based literacy intervention programmes in context of literacy development, and learning outcomes of primary school children in low resourced communities. Literacy is perceived as a crucial tool for acquiring a wide range of learning skills and acts as an inducement for everyday life and life-long learning. However, reports on what children are learning in school show that, children are learning and gaining too little than expected. United Nations Education Scientific Cultural Organisation (UNESCO) Education for all Global Monitoring Report (2015) indicated that many children spend two or three years in school without learning to read. Similarly, according to UWEZO annual report (2015), learning outcomes in East Africa remain low, static and inequitable. The report highlights that, seven out of ten children aged nine to thirteen in Uganda cannot read. Relatedly, the report highlighted regional disparities in learning outcomes in literacy and numeracy with primary school children in under resourced communities performing poorly. This study explored how school, and community based literacy intervention programmes implemented by multilateral agencies are addressing the literacy and numeracy achievement crisis, and changing the fortunes of learning outcomes in literacy and numeracy. There is evidence from the study that, literacy, numeracy, learning outcomes, and problem solving skills have improved due to increased opportunities offered by the literacy interventions. However, findings from the study revealed

numerous school, community, learner, and parent factors that either increase or decrease the efficacy of the literacy interventions. The study recommends that the ministry of education and sports, district education officials, and head teachers should enforce policies on education at school levels, strengthen home-community-school relationship through visits, literacy events, and empower all project beneficiaries to play their roles to maximize gains from the literacy projects and sustained learning outcomes in literacy and numeracy.

Evidence on Learning Outcomes in Literacy: A Case of USAID/Uganda Literacy Achievement and Retention Activity

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&

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Abstract

USAID/Uganda Literacy Achievement and Retention Activity (LARA) set supports the MoES to improve early grade reading (EGR) skills and retention in 28 targeted districts through 3 local languages – Luganda, Runyankore/Rukiga and Runyoro/Rutooro and English. Results of the Early Grade Reading Assessment (EGRA) conducted by LARA in P1 and P2 points to low levels of reading outcomes though there are improvements from the baseline carried out in March, 2016 and the follow-up in December, 2016. The LARA EGRA applied a quasi-experimental research design drawing pupils in program and comparison schools. Selected EGRA sub-tasks used by RTI and other programs throughout the world are administered in the local language and English. Different tasks were used for the different grades. The assessment is a 15 minute oral reading assessment for each language and the assessment takes about 20-30 minutes. It is administered to a random sample of learners. Findings show that local language letter sound scores greatly increased in P1 as compared to P2, with girls in P1 scoring significantly better than boys in Runyankore-Rukiga and Runyoro-Rutooro. With regard to Oral Reading Fluency findings, learners were reading better in English than in Local Language though increases from the beginning of P2 to the end of P2 are larger in local language. Though learners could read more words in English than in local language in the 3 languages, they understood more of what they read in local language. The paper will present detailed results of the learning outcomes with regard to local language letter sounds, local language oral reading fluency, English reading fluency and reading comprehension. In conclusion, after the intervention in one year, a remarkable improvement was registered in the foundation reading skills of learners in project schools.

Learning Achievement and Learning Environment in Uganda: Evidence from Uwezo Beyond the Basics Assessment

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&

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Abstract

Global demands and commitments to reforms in education have exerted pressure on governments to address challenges related to low access, quality and learning outcomes. In Uganda, commitments to the Education for All Goals (EFA) yielded a current enrolment of 8,264,000 children compared to 5,303,564 two decades ago when Universal primary Education was introduced. As focus was placed on addressing education challenges including shortage of teachers, classrooms and instructional materials, slow progress was made in realizing EFA goals 2 (Ensuring by 2015 all children have access to and complete free and compulsory primary education of good quality), 5 (Eliminating gender disparities in primary and secondary education by 2015) and 6 (Improving all aspects of the quality of education and ensuring measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills). Further still, these challenges have persisted in addition to low learning outcomes.

In this paper data from a learning assessment of English literacy and numeracy skills in upper primary classes, and observation of the environments in which children learnt is analyzed. This assessment focused on finding out whether children attained higher level skills in literacy and numeracy beyond the basics and what environments could have facilitated or hindered their learning. A total of 6,970 pupils were assessed in 195 schools in 10 districts in Uganda. Findings reveal that proficiency of class 5 and 6 learners in transition level tasks of P.4 level in English and Numeracy is significantly low and that learning environments are constrained to promote learning. The paper argues for a focus on children's learning beyond the basics, and the environment in which teaching and learning takes place.

USAID/Uganda School Health and Reading Program: Findings from a Randomized Control Trial of large scale reading reform in Uganda

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&

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Abstract

Context: This evaluation looks at a large scale reading program in Uganda funded by USAID using an RCT to examine reading outcomes in program and control schools. This study combines rigorous evaluation methodology, with the use of a valid, direct

measure of learning (the Early Grade Reading Assessment - EGRA). Overview: The School Health and Reading Program is a 7 year program, implemented by RTI to support the Ministry of Education and Sports to improve reading among primary 1-4 learners. Currently, the program supports reading interventions in 3697 schools by strengthening and developing orthographies for 12 local languages, developing local language teaching and reading materials, training teachers, support to teachers in the classroom and continually assessing learner progress. EGRA data were collected at the beginning of P1 and at the end each school year - the first 4 languages started in 2013 - data have been collected up to end of Primary 2, 3 or 4.

Summary of results: Data at the end of P4 shows that reading achievement in English and Local language increased significantly in program schools over and above increases in control schools – the percent of Primary 4 learners who could read 60 or more words per minute in English ranged from 1.5 times to 6 times higher in program schools compared to control schools in 3 of the 4 languages.

Conclusions: The program has a significant impact on reading achievement in almost all of the 12 program languages. The results are especially important given that they are from a large scale sector reform program that worked through existing systems – rather than from a pilot program in few schools with direct implementation. Findings also highlight the benefits of learning to read in a local language and using these skills to learn to read in a second language.

Making Big Data Work for the Little Guys: Results Sharing with Downstream Audiences

Katherine Pollman
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&

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Mango Tree and Ichuli Institute

Abstract

Many researchers face common barriers to sharing data with local audiences. Challenges regarding the time it takes to share information, the cost of preparing and packaging data and disseminating it, issues surrounding the relevancy of the information and data collected during a study for downstream sharing, and the complications of how to effectively communicate complex information to local audiences are frequently cited as barriers to this process. Yet, with all of these similar challenges, it is possible to come up with similar solutions to resolving them? Parental figures in rural regions of Ugandan have low educational achievement. Often, they have difficulty understanding their children’s progress in education. Yet, the standard report card for early primary grades convey benchmarks within learning based upon a numerical system. This lacks inherent meaning for parents as they are not able to fully connect the marks to their children’s performance due to the challenge of interpreting the information as it is presented and their often-low literacy and numeracy levels. Through a series of community and school dialogues, we created a simple but innovative way of sharing information on children’s literacy outcomes with parents. When communicating results to rural (many of them illiterate or semi-

literate) audiences, we use situations and examples to explain difficult information that makes sense in their daily lives and local environment. Rather than present data and information in a series of numbers, figures, tables and graphs, we share information using agricultural metaphors to explain to parents how their children are performing in key literacy tasks.

Results and Conceptual Framework

Mango Tree and Ichuli Institute designed a literacy report card that aims to cater to the needs of the most important stakeholders in a child's education – parents and caregivers. The revised literacy report card we developed is aligned to the livelihoods of communities in Northern Uganda where agricultural lifestyles dominate. Using a series of tree images, each one corresponding to a different level of performance, we share complex information about pupil achievement in key literacy competencies. As our parents are nearly all rural farmers, we explain the 'inputs' required to help their children grow and thrive – weeding becomes school engagement, watering becomes the provision of school supplies and feeding, and sunshine becomes home learning and reading. In order to make their child – their seedling – grow, all of these inputs are critical to their success and to making them 'bear fruit' on their path to literacy. By explaining these concepts to parents in this way, they are able to engage in dialogue about their children's performance in a 'language' they know and understand. We created 80 of the revised report cards for Primary 2 pupils in a government school and distributed 55 of the revised and standard report cards to parents who came to the school for a parent meeting. Attendees received a refresher course on the conventional marks and an introduction to the new marking system. Parents were then guided in a discussion that lasted for 90 minutes. Information was collected on the parents who attended the meeting in the form of focus group sessions and a contextual survey. During the focus groups, parents connected the following activities to education: pruning, fertilizer, weeding, and watering among others. For example, several parents stated that just as plants needed fertilizer, children also needed investment so that they could grow to their fullest potential. Findings from the initial pilot suggest that parents are overwhelmingly supportive of adopting the new version of the report card. Parents were able to connect the metaphor directly to their daily reality and provided personal examples of how they could further support their child in their education. The ultimate goal of the revised report card is that parents will be able to understand where their child lies in the independent reader continuum and subsequently be able to give the child the time and monetary investment needed to continue their growth. Future work includes evaluating the report cards using quantitative data collection and a randomized distribution of the report cards across schools to further investigate the connection between agricultural metaphors and pupil progress comprehension, in addition to investigating the link between informed parental figures and investments in primary education outcomes.

DAY ONE: 12TH APRIL 2017

SIDE ROOM A

THEME
COMMUNICATION

Session Chair

Dr Kasule George Wilson
Kyambogo University

Presenters

- ✚ Lenard Mafabi Wasukira - Kyambogo University, Uganda
- ✚ Kenneth Mbogo – Kyambogo University, Uganda
- ✚ Wilson Okaka, Joyce Ayikoru Asiimwe, Irene Judith Nagasha – Kyambogo University, Uganda
- ✚ Israel Kibirige – University of Limpopo, South Africa.

Involving Parents in their Children’s Literacy Development in Uganda. A Case of Rural Primary Schools in Sironko District.

Lenard Mafabi Wasukira
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Kyambogo University, Uganda

Abstract

World over, literacy has become a concern to governments, non-governmental organizations, institutions and individuals. This is because literacy is one of the most important academic skills that influences skill acquisition in other areas. Despite this concern and massive investments in literacy improvement programs among the learners, the assessment reports indicate little progress. This study investigates how parents can be involved in the development of children’s literacy skills in the rural schools in Uganda. This is based on the research studies that assert that parental involvement in their children’s literacy positively affects their performance at school, yet this is not emphasized in Uganda. Besides, most of the conclusions are based on urban/ literate parents. Not much is written about the rural/ illiterate parents. The first part of this research is comprised of a survey study to investigate the rural teachers’ and parents’ perception on involving parents in their children’s literacy development and their perceived impediments to do so. Likart scale questionnaires will be used for this purpose. The illiterate parents will be interviewed. The second part of the study will comprise of an experimental study to investigate the impact of parental involvement activities on children’s literacy achievement. A pre-test, post-test group design will be used to measure achievement and attitude of the learners.

Art of Communication.

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Abstract

Effective communication is an essential skill in general practice of teaching Literacy as a subject and its integration in other subject areas. The art of communication is the development of effective skills and finding a style of communication that suits the listeners (pupils) and how it benefits both their immediate goals and the future Global objectives. “Literacy” (lit·er·a·cy \’li-t(ə-)rə-sē\) according to Merriam Webster dictionary, refers to “ability to read and write. Literacy cuts across all subjects at all levels. The paper of Art of Communication will outline the essential and special skills required by the Teacher for effective communication with the children (pupils), with low energy invested but high output in line with achieving their aims and objectives. Statistics show that at least 73% of Ugandans have the ability to read and write (By 2013). The Government wanted through different approaches to increase the figure to 90% by the next two years of 2013 and 2014 to meet the 2015 target. (New vision report on Adult Literacy 2013). Uganda is one of 164 countries that signed a pledge at the World Education Forum in 2000, to achieve the Education For All target by 2015. Different scholars agree that every child is unique and they have different special character that the teacher’s Art of Communication help to unfold towards the correct paths, (School 21, Stratford, London, UK, 2016). Literacy fits into all subjects, literacy instruction is solely the charge of Language arts teachers but the basis for children to understand sciences and Humanities better.

Assessing the Current Status of Basic Education Performance in the Wake of SDG 4 in Uganda

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&

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Abstract

This paper uses the latest findings and data obtained from a Ugandan national study presented in December 2016 to, evaluate the current status of universal basic education policy progress, in the dawn of the UN's SDGs with a focus on the SDG 4 in the country. Uganda adopted its universal primary education (UPE) policy in 1997 but failed to achieve some of the key UN's Millennium Development Goals (MDGs) targets for MDG 2 on basic education for all by 2015. Among the main factors that caused Uganda to miss several MDG 2 targets were attributed to: state inspired (official) corruption, lack of teaching and learning facilities, excessive teacher-absentees, lack of access to ICT infrastructure, abject household and community poverty, poor or lack of sanitation system; cultural bias against girls' education, early (child) marriage, child labour, insecurity and long walking distances between homes and schools, inspection as well as supervision failures, funding gaps, bad politics, poor policy coordination, and lack of political commitment by the principal stakeholders. This paper presents an overview of the SDGs especially SDG4, targets, and indicators; Uganda national early childhood education policy strategies; the national and regional school learning performance trends of children; identified challenges as well as prospects of attaining the SDG 4 progress; lessons learned from MDG 2 interventions in addition to the role of North- South close partnerships for sustainable development by 2030. The results are very disappointing without any signs of abetting hitherto. The overall national literacy as well as numeracy performance rates or competencies are well below average. Results show gender disparity against girls, different levels of inequalities within the national demographics, access to basic facilities, official corruption is still cancerous, teacher –pupil ratio is too high, elusive poverty reigns, vital or felt needs for conducive teaching and learning environment or conditions are rife. Public awareness communication is a precondition for policy interest, persuasion, demand, and retention of the demand for SDG 4 policy inputs, process, outputs, outcomes, and process. The media and interpersonal communication approaches are critical for policy and research information dissemination. There are multiple policy, capacity, innovation, technology, demand, information, and knowledge gaps regarding south-south and north-south networking, public-private partnerships, funding, research, and benefits of SDGs like SDG 4.

“What Is Coming In The Examination?” The Dilemma for Science Education

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Abstract

Examinations are a critical part of the education system because they are used to gauge learners' achievements. These achievements are a “yardstick” for accessing bursaries and employment, although most employers conduct separate interviews to substantiate examination achievements. While The Sunday Times (August 20, 2006) reported there were 600 000 unemployed graduates, there were 800 000 jobs slots available in South Africa at the same time. Implicit in this is that despite the many job openings probably these graduates did not have the necessary skills for the job market. The discrepancy between academic qualifications and employability can be blamed on a “mismatch” between school achievements and the demands of the job market. Developing competencies for the job market is every student's motive for joining an academic institution. However, it is not clear how many students study with the respective job market demands in mind? This study aimed at identifying what students read and write when there are no examinations. The following questions were used to achieve the aim: 1) What do students read or write when there are no examinations?; 2) In the absence of examinations, how many students read to gain knowledge?, and 3) What are the implications of students' reading patterns for science educators Data were collected from 120 B.Ed science students using a 5-Likert scale questionnaire. In addition, open-ended interview questions were conducted to get in-depth insights their reading patterns. Quantitative data were analysed using descriptive statistics: mean, Standard Deviation and percentages; and inferential statistics: Pearson correlation. The results show that majority of learners' reading patterns were influenced by what was anticipated to appear in the examinations. Many learners also did not use reading and writing frames when studying science. Thus, what students read and write may have far reaching implications for teaching/learning of science in order to develop competencies for the job market.

THEME
ASSESSMENT

Session Chair

Dr Sr Maria Goretti Kaahwa DST

Kyambogo University

Sr. Dr. Dr. Kaahwa Maria Goretti (DST) Ph.D (US), MS .ED.(US), B.E.D (US), Dip. Ed (MUK). She is a Senior Lecturer at Kyambogo University and Education Curriculum Specialist. Sr is also a QA Director (KyU) and a Monitor NCHE (UG).

Presenters

- ✚ Maayan Frenkel & Hawah Nabbuye- Experience Educate, Uganda
- ✚ John Mary Vianney Mitana, Anthony Mugagga & Kizito Omala – Makerere University, Uganda
- ✚ David Kabugo - Makerere University, Uganda
- ✚ George Ekol - Kyambogo University, Uganda
- ✚ Catherine Nalubwama– Bridge International Academics, Uganda

Secondary Skills Assessment: Assessing 21st Century Soft and Practical Skills.

Maayan Frenkel

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&

Hawah Nabbuye

Experience Educate, Uganda

Abstract

In today's economy, soft and practical skills are crucial for workforce success.¹ But, what was considered sufficient to prepare youth in the past, is no longer enough. In Uganda, as in other African countries, a skills gap exists between what youth learn in school and the skills demanded in the job market. To address this gap, soft and practical skills must be taught and assessed in schools. Soft skills refer to a broad set of skills, competencies, behaviours, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals. These skills are broadly applicable and complement the hard skills which mainly are technical, vocational, and academic skills. [*Workforce Connections: Key Soft Skills that Foster Youth Workforce Success: Towards a Consensus Across Fields*, Lippman, Ryberg, Carney et al, June 2015]. Among the soft skills measured are skills such as self-efficacy, self-perseverance, team work, social responsibility, public speaking and creativity. Practical skills measured include: budgeting, financial literacy, business planning and saving behaviour. In 2014, the tool showed students improved from an average of 1.2 (Scale of 10) in term 1 to about 9.1 by their 4th term in the program. Measuring student's mastery of these skills is crucial for schools and teachers to assess learners' progress, as well as for governments and policymakers to design and improve effective curriculum. Educate! has developed tools that measure students' attainment of these skills. This presentation will highlight two key efforts: Educate! developed **tools to measure students' development of soft and practical skills** which are key to Educate!'s curriculum². Educate! employed a rigorous, two-step process to ensure tool validity and relevance, interviewing over 100 youth and key informants to inform design. The use of this tool in regular monitoring and evaluation allows Educate! to measure the progress of its program.³ Many traditional methods of measuring skills rely on self-reporting, which is not always reliable. There is a need for objective measurement adapted to the cultural and social context. Educate! is currently developing **the Secondary Skills Assessment Tool (SSAT)**, using a human-centred design approach to create a tool for schools, teachers, parents, and the government to identify and manage student skill development.

The Measurement and Assessment of Soft-Skills: A Precursor of a Demand-Driven Education in Uganda

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Makerere University and Principal Luigi Giussani Institute of Higher Education

Anthony Mugagga Muwagga

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&

Kizito Omala

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Abstract

Literature as well as empirical evidence suggests that the quality of education cannot be limited to the level of cognitive or academic performance of students. Emotional intelligence, also commonly known as soft-skills, is increasingly earmarked as critical for students' survival, advancement, and flourishing in their academic, professional and personal life as human beings. The paper explores the level of demand for and examples of soft-skills on the labour market in Uganda. The paper uses an extensive literature review and interview responses from key employers, supervisors and business people to inform the discussion. Despite the increasing demand for soft-skills from prospective employees, little effort is put on preparing learners in the areas of soft-skills, a phenomenon that has created disequilibrium on the labour market. The paper attributes the disequilibrium between the demand for and supply of soft-skills on the labour market to the nature of the available modes of educational assessment in Uganda which ignore soft-skills yet what happens in the classroom is ultimately influenced by the nature of educational assessment. The paper therefore recommends an inclusion of soft-skills in national educational assessment and evaluation as a means of influencing teaching and learning in the classroom. The paper also recommends a close harmonisation of the aims of the National Curriculum Development Centre (NCDC) and the Uganda National Examinations Board (UNEB) which will ultimately influence the aims and actions of teachers and learners in Schools.

Assessing Language Students' Conversational Interactions to Facilitate Knowledge Construction in Online Learning Environments

David Kabugo

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Makerere University

Abstract

Using Laurillard (2002)'s Conversational Framework, I assessed Luganda language students' conversational interactions as an auspicious activity for facilitating their knowledge construction in an online learning environment. In this paper, I illustrate how I utilized *TeacherTube* as an emerging Learning Management System, which enabled me to access rhetorical dimensions of students' discourses, thereby facilitating their knowledge construction. It would be difficult to determine students' conversational interactions from naturally occurring online texts, but the affordance of more-structured annotations of *Teacher-Tube* made such analytics possible. Using Bower (2008)'s affordance analysis as a vehicle, I present and uncover excerpts of auto-generated analytics at the level of individual learners and groups, showing conceptual and social learning network patterns, which I then propose as indicators of meaningful learning.

Assessing Mathematics Learning At the Lower Primary in Uganda: Are the Triangular Cook Stones Stable Anymore?

George Ekol
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&

Johnson Amuja
Kyambogo University

Abstract

This paper outlines some bottlenecks that are associated with mathematics learning outcomes at the lower primary focusing at the primary three (P.3) school level. We operationalize bottlenecks as actions, statements, attitudes, dispositions, by students and teachers that are more likely to dissuade students from attaining high grades in mathematics. Some suggestions that might improve the learning outcomes at the lower school level are made. Our main argument is that strengthening mathematics teaching and learning at the lower primary school level will enable attainment of higher grades at the upper primary levels, including in the primary leaving examinations (PLE). The paper, which is an on-going project, also challenges the current dominant position in the primary schools, that the teacher (T), the student (S) and the parent (P) are the only three major players in the student's learning. We refer to the T-S-P model informally as the 'triangular cook stone model', borrowing the cook stones from the rich Ugandan cultural artefacts.

Recruiting Assessment Scores of Government Certified Teachers in Uganda

Catherine Nalubwama
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Bridge International Academics, Uganda

Abstract

In May 2016, Bridge International Academies hired over 190 teachers to staff 23 new academies. As part of its mission to provide pupils a high quality education, Bridge pursued high levels of teacher quality via several rounds of recruiting assessments. Bridge also sought to hire as many government certified teachers as possible. This was a key priority for Bridge's overall recruiting strategy, and recruiters aggressively sought out government certified teachers from Primary Teachers Colleges and the community. As part of its overall effort to refine its selection model, Bridge continues to study and track the performance of candidates in its pipeline. This paper summarises recent recruitment results of government certified teachers and teachers who are not government certified, and describes subsequent challenges for Bridge. Overall, Bridge finds that government certified teachers perform slightly lower than teachers who are not government certified on its recruiting assessments. This presents a challenge for Bridge as it seeks to hire more government certified teachers, and warrants further research and discussion. This trend is also present in Bridge Training assessments; government certified teachers have slightly lower performance on Bridge Training assessments, and have higher dropout rates from Training than of teachers who are not government certified. It is worth noting that this challenge and findings are not unique to Bridge alone. This is consistent with recent reports from the Uganda National Examinations Board (UNEB) describing low literacy rates of government certified teachers. Studies in other contexts have suggested that formal teaching credentials are poor predictors of teacher effectiveness.

DAY ONE: 12TH APRIL 2017

SIDE ROOM B

THEME
SCHOOL GOVERNANCE

Session Chair
Dr Elizabeth Opit
Kyambogo University

Presenters

- ✚ Lee Crawford- University of Sussex, UK
- ✚ Deborah Kirabo– Plan International, Uganda
- ✚ Jesca Harriet Audo – Shimoni PTC, Uganda
- ✚ Brenda Namulinda– STIR Education, Uganda.

School Management and Public-Private Partnerships in Uganda

Lee Crawford
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Abstract

This paper uses an original dataset to explore the relationships between school management, school ownership, and student performance. I present the first internationally comparable estimates of school management quality in Africa (based on the “World Management Survey”). The level and distribution of management quality is similar to that found in other low and middle- income countries (India and Brazil). Second, I combine this data with individual student panel test scores from two high-stakes examinations, and demonstrate that differences in school management quality matter for student value-added - a standard deviation difference in management is associated with a 0.05 standard deviation difference in test scores. Finally I contribute to understanding the role of the private sector in education in a low-income setting. Despite higher levels of autonomy, private schools and public-private partnership (PPP) schools are not better managed than public schools, with the exception of an internationally-owned chain of PPP schools.

Keywords: Education, Management, School Quality, Uganda, Private Schools, Public-Private Partnerships, NGO

Does child participation in school governance reduce absenteeism? Evidence from the Participatory school governance

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Abstract

The major objective of this paper is to analyze the effect of pupils’ involvement in the school governance in reducing absenteeism and dropout rates. The source of data is the midterm review (MTR) for Plan International Uganda Participatory School Governance for the children (PSGC) done in 2016. The findings show that children have had a lot of positive influence to one another. The school administration also leveraged the students’ council to reach out to children especially those not attending school or who have dropped out of school.

This has been possible because through the PSGC majority of pupils said that their suggestions are taken into account at home (89.8%) and at school (88%). The PSGC helped reduce on absenteeism and dropout rates in the schools it had been introduced. We recommend that guidelines should be made and disseminated to the different stakeholders to allow children participate in the school governance while knowing that they are children to be guided by adults.

Exploring Tutor Classroom Assessment Practices during Instruction in the Primary Teachers' Colleges: A Case Study of Shimoni Core Primary Teachers' College in Central Uganda

Audo Jesca Harriet

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Shimoni Core Primary Teachers' College

Abstract

This paper intends to analyze the learning outcomes as a result of classroom assessment practices during instruction among college tutors during instruction. The paper explores the success of Primary Teacher Education training in Uganda with precise reference to Shimoni Core Primary Teachers' College. This college was singled out among the 47 existing Primary Teachers' Colleges in Uganda, for the reason that:- it has been mandated by government of Uganda to run training of primary school teachers, and has been implementing Primary Teacher Education Curriculum. In the study, more emphasis was placed on classroom assessment practices, reasons for assessing during instruction, and impacts of classroom assessment. The study built its content from assessment theories such as Human Capital Theory and Human Organization Theory. The study was motivated by the fact that students do not retain for long or understand what they are taught without being assessed. A case study approach was employed to sample the study participants. Numerical data were analyzed using Microsoft excel programme and qualitative data were subjected to content analysis. From the analysis of the study, it was revealed that the common classroom assessment practice which tutors had embraced during instruction was assessment for learning mainly tests, group work, presentation, and questioning. It was found that the reasons for tutors conducting classroom assessment were knowledge, skills, and diagnoses during tutor instruction. Again, the findings showed that opinions on achievement of classroom assessment practice impact on teacher trainee learning were satisfactory. The study recommended that college administrators should make regular and prompt visits to classrooms and hold consultations with the tutors according to what is observed. They would also provide mentorship and coaching services. The Ministry of Education should allocate funds on priority basis for training and retraining of college tutors for effective implementation of classroom assessment practices.

The role of teacher intrinsic motivation towards improving students learning outcomes in Uganda

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STIR Education

Abstract

Although teachers make the biggest difference to how children learn and develop, too often teachers are seen as the problem to the global learning crisis: poorly motivated and struggling to improve their teaching practice. STIR Education sees teachers as the solution to improving student learning, and aims to bring back their intrinsic motivation to be the best teacher one can be. We do so by building teacher networks: ongoing, local communities of practice through which teachers tangibly improve their classroom practice and children's learning. Since 2012, we have worked with more than 27,000 teachers in India and Uganda, impacting the learning of 1.1 million children. STIR's Theory of Change focuses on improving teacher intrinsic motivation, which in turn improves teachers' classroom practices, which ultimately enhances student learning outcomes. STIR has also found a key element of teacher motivation is when teachers witness their students improving and growing. In 2016, STIR conducted an extensive study to learn about key teacher mindsets and skills, including motivation, efficacy, collaboration, influence, resilience, growth mindset, problem-solving, innovation, and reflective practice. Based on this, STIR has undergone a programme redesign process in 2017. This presentation will focus on how STIR's four main Learning Improvement Cycles (checking for understanding, classroom routines, physical learning environment, and engaging all learners) impact student learning. STIR's presentation will share impact findings from monitoring and evaluation efforts of last year and plans of how to build upon this in 2017. By attending this conference, STIR would gain the opportunity to be part of the conversation around better understanding the connections and causations between teachers' practices and student learning outcomes. Through these discussions STIR and partners can work in collaboration to measure the progress of education in Uganda.

THEME
LEARNING CONDITIONS

Session Chair
Dr Stephen Kasumba
Kyambogo University

Presenters

- ✚ Jane Yoyeta Magoola- Uganda Bureau of Statistics.
- ✚ Caroline Namubiru– Kyambogo University, Uganda
- ✚ Yovani A. Moses Lubaale and Jane Yoyeta Magoola – Makerere University, Uganda
- ✚ Julius F. Atuhurra and Violet Alinda– Twaweza East Africa.
- ✚ Godwin Muhwezi – Bridge Academics International, Uganda

Factors Associated With Learning Achievements of Grade Three Pupils in Uganda

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&

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Senior Lecturer, Makerere University, School of Statistics and Planning.

Abstract

The main objective of this study was to determine the factors associated learning achievements of primary three pupils in Ugandan schools. The source of data for the study was the 2011 UWEZO survey conducted all over Uganda to assess children's learning in numeracy, literacy and ethno competencies. Data was analyzed at three levels (univariate, bivariate and multivariate); at multivariate level, an ordered logistic regression was used. Results indicated that 91% and 71% of the primary three pupils had not attained expected competence in literacy 71% numeracy in primary two. The major common factors responsible for these were parental education and parental involvement. Children whose parents; had higher education levels, got involved in their learning had better competency in literacy and numeracy than their counterparts. Other factors like, having lunch or packed something to eat at school, leaving in a household with a communication equipment like radio and television had better literacy and numeracy achievements. There were also school characteristics that had an influence on the pupil's achievements class size, school rewards to best pupils and type of school ownership. These findings come at the wake when most rural parents have little involvement in the education of the children because of the universal primary education (UPE) and the universal secondary education (USE). It is recommended that to increase literacy and numeracy competencies, there is need for a prolonged approach of sensitization and advocacy where parents are encouraged to become more involved in their children's education. Government should make school meals compulsory as this also indirectly impacts on children's education achievement.

Academic achievement of Ugandan learners (6-16 years): A multilevel analysis of Household factors.

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Abstract

The study examines the impact of household factors on academic achievement in numeracy and literacy. The investigation is based on the 2012 UWEZO assessment household survey data comprising of 85657 records. The outcome in the tests of numeracy and literacy are adopted as a measure of academic achievement. Analysis was done using frequency distributions, associations and the multilevel ordered logistic regression clustered by households. In the results, about three-in-every ten

learners had absolute competence in numeracy (29.0%) and literacy (28.9%). Academic achievement of learners is highly influenced by household level characteristics. In the multivariate assessment clustered by household, age of the learner, class of the learner, parents' education, region of residence, wealth status, household size, parental involvement, school type, school ownership and extra lessons were noted as the significant determinants of academic achievement ($p < 0.05$). Particularly, high grades were more likely among learners at older ages, those enrolled in upper primary and secondary classes, learners from central region, those whose parents had secondary and post-secondary education, learners whose parents are involved in their learning those getting extra lessons and those in private schools that are day and boarding.

Basic Education curriculum effectiveness analysis in East Africa: Using the 'Surveys of Enacted Curriculum' framework to describe primary mathematics and English content in Uganda.

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&
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Twaweza East Africa

Abstract

The million dollar question facing education policy makers in developing countries of Sub-Saharan Africa today relates to how to transform schooling into actual learning for the majority of children who are now enrolled in primary schools across the continent. Recent evidence from annual learning assessments conducted in the three East African countries of Kenya, Tanzania and Uganda reveal extremely low learning gains as children progress through primary school grades. Whereas a number of factors have been studied, there is shockingly very little evidence on basic education curricular effectiveness in East Africa. Twaweza East Africa, has adapted the Surveys of Enacted Curriculum framework to analyze the content embedded in the primary school curricular in East Africa. In this study, we develop subject taxonomies for the four core subjects at primary school level, and analyze the distribution of relative emphasis on content. Early findings from analyzes of the Mathematics and English curricular point to over-ambitiousness in lower primary grades. This suggests that a policy that slows down the pace of learning in lower grades might improve learning profiles for the majority of Ugandan children who enroll in primary school without attending pre-primary education.

The Efficacy of Charter Schools and Public-Private Partnerships in Driving Outcomes throughout the World

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Abstract:

Over the last decade, social scientists have been studying the learning outcomes of charter schools and their best practices. Within the U.S., state and national governments have provided public funding for privately run school systems called charter schools, which allow for flexibility in hiring practices, teacher training programming, and curriculum. This has allowed for not only a diverse number of innovative approaches to education, but also ushered in an era of freedom from rules and regulations in exchange for accountability. While results of charter schools at large have been mixed, one type of charter school, often referred to as a “No Excuses” charter school, has consistently shown large learning outcomes. These charter schools operate with a set of best practices: high academic expectations for their pupils, a longer school day, frequent coaching, monitoring and support for their teachers, a consistent disciplinary code, etc. This type of innovation and associated academic gains are not unique to the charter school movement in the U.S. Public-private partnerships around the world have catalyzed and enabled innovation to drive large learning gains. We describe the efficacy of charter schools and various public-private partnerships throughout the world in driving large learning outcomes. We also discuss the role of these institutions in closing achievement gaps.

DAY TWO: 13TH APRIL 2017

MAIN PLENARY ROOM

THEME

THEORETICAL FOUNDATIONS OF LEARNING OUTCOMES

Session Chairs

Dr Rev. Grace Lubaale
Kyambogo University

&

Mr Kaboyo Patrick
COUPSTA

Keynote Address

by

Aidan Eyakuze

Executive Director, Twaweza East Africa

Other Presenters

✚ Victoria Brown – Mango Tree Uganda

✚ Stephen Kasumba, Kyambogo University, Uganda

✚ Godfrey Ejuu – Kyambogo University, Uganda

✚ Joyce Ayikoru Asimwe and Elizabeth Opit - Kyambogo University, Uganda

Keynote Speaker



Mr Aidan Eyakuze

Aidan Eyakuze, an economist, is the Executive Director of Twaweza East Africa. Twaweza works to enable children to learn, citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda. In 2016, Aidan was appointed onto the global Steering Committee of the Open Government Partnership. Prior to joining Twaweza, Aidan was an Associate Regional Director of the Society for International Development (SID) and Head of the SID Tanzania office. He has 15 years of experience as a scenario practitioner, through participation in national scenario-building projects in Kenya (2000 & 2010), Tanzania (2003), South Africa (2004), Nigeria (2007) and East Africa (2005-2008). He led the publication of the State of East Africa Reports and facilitated futures thinking for private sector, civil society and public organisations. Aidan is an Archbishop Desmond Tutu Leadership Fellow and a Board Member of the African Leadership Institute (South Africa). He is also a member of the Aspen Global Leadership Network (AGLN) and served on the Governing Board of the Millennium Challenge Account (Tanzania) until August 2014. He maintains a keen intellectual and professional interest in economic policy, financial markets and trends in information and communications technologies and their impact on society.

Keynote Address

'The Future of Work and the Work of the Future: The Instrumentality of Learning (and its outcomes)'

Abstract

While education combines various dimensions of extrinsic and extrinsic value, my thoughts focus on the instrumentality of learning. My argument is that learning is a means (by providing relevant competencies and skills) to the ultimate objective of job acquisition by the learner. I take a forward-looking approach to look at the future of work (and how it might be organized and valued), and the work of the future (or what human beings might do, or not do). Using examples from housekeeping to psychoanalysis to journalism, I posit a simple framework for understanding how the nature of jobs (defined as collections of tasks) might be enhanced or threatened by automation and/or artificial intelligence. People whose jobs are made up primarily of 'structured' tasks are at greater risk of being replaced by automation. Those whose work is largely about perception and manipulation in unstructured environments will benefit from the enhancements offered by artificial intelligence. For what future are Uganda's children being prepared? Which type of learning will be instrumental to their survival or success? And how do we know if we are delivering the appropriate kind of learning if we don't focus on learning outcomes as the vital measure of the efficacy of the education ecosystem?"

Learning from Learning: Turning Results into Practice and Policy

Victoria Brown

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Mango Tree and Ichuli Institute, Uganda

&

Rebecca Thornton

University of Illinois at Urbana-Champaign

Abstract

The paper explores how learning can be turned into better practice and policy for teachers and pupils as successful early grade reading programmes are adopted at greater scale. Investments in teachers to improve education quality and learning outcomes are some of the most expensive inputs required in an education programme, including training, continuous professional development and classroom support and observation. The cost of investing in pupils to help them improve their learning outcomes are often underrepresented in literature, however, and little is known in Uganda regarding how per-child investments at different stages of education affect learning outcomes over time. Mango Tree and Ichuli Institute have identified interesting results from our research that point to longer term policy implications for pupils and teachers in Uganda that can significantly affect how we look at per-child and per-teacher investments in education. The evidence provided holds particular weight given that Mango Tree's primary literacy programme is one of the most successful programmes ever studied, with one of the largest impacts ever measured in a randomized trial of an education programme.

Entrepreneurship and Job Creation as Learning Outcomes for Young Generation: A Literature Review

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Bakia Wamala

&

Regina Bisaso

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Abstract

This paper provides insights into the role of entrepreneurship in providing solutions to the global problem of unemployment, especially among the youth. Statistics indicate that, globally, at the beginning of 2012, the world population surpassed 7 billion with people under the age of 30 accounting for more than half of this number (50.5%) According to the survey, 89.7% of people under 30 lived in emerging and developing economies, particularly in the Middle East and Africa. Countries in sub-Saharan Africa have the youngest proportion of population in the world with over 70% of the region's population aged below 30. Nearly 75 million youth are unemployed around the world, an increase of more than 4 million since 2007 The International Labor Organization (ILO) estimates that the global youth unemployment rate is expected to reach 13.1 per cent in 2016 and remain at that level through to 2017 (up from 12.9 per cent in 2015). Therefore, this paper is motivated by the question that: how can entrepreneurship training be structured to provide jobs to the

graduating youth? Basing on literature review from a number of countries, including developing, transitional and developed, the paper will document how these countries have tackled the problems of unemployment using entrepreneurship, and what challenges they faced and how they have managed to overcome them. The findings of this paper will help countries, including Uganda, to forge strategies to cultivate conducive/favorable environments for the promotion of an entrepreneurship culture in Universities and other tertiary institutions. In particular, this paper will help institutions of higher learning, including universities to construct learning outcomes that will ensure that their graduates are instilled with appropriate skills, knowledge and attitudes that will transform them into job makers and not job seekers.

Emerging Clean but Tainted: Browsing the Implementation Science Lens over Learning Outcomes Achievement in Uganda

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Abstract

The advent towards use of learning outcomes as opposed to learning objectives has created a need to use evidenced based models and practices in supporting children's learning. While progress has been reported in many countries in the west in the use of learning outcomes, most communities in Uganda are still far from achieving this panacea despite the fact that they are implementing evidence based practices. This study uses implementation science lens to decipher weak links in the learning outcomes achievement process. Based on desk review, the study provides critical conclusions and gives suggestions on how to salvage the good from different initiatives in Uganda.

Learning Outcomes for Children and Teachers: Can one be achieved without the other? Evidence of performance in Literacy and Numeracy

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&

Elizabeth Opit

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Kyambogo University

Abstract

This paper analyses the performance of primary school children in literacy and numeracy tests and that of pre-service in English and Mathematics. The overall purpose was to track and provide evidence of learning outcomes for both children and teacher trainees in Uganda, with an intent to focus attention on what has been construed as a 'learning crisis'. Specifically, the paper sought to establish the trends in literacy/English and numeracy/Mathematics competences for both pupils and pre-service teachers over the last five and three years respectively. Gender constituted a key variable in the analysis of the data. The paper largely used data from national annual assessment surveys conducted in Uganda, especially by Uwezo and the assessment results for final year students from Primary Teachers Colleges (PTCs), administered by Kyambogo University. Uwezo uses the sample frame adopted from Uganda Population and Housing Census (UPHC). The assessments are household based, targeting children aged 6-16 and the districts serve as the stratum. The authors used both the descriptive and predictive types of data mining to establish patterns and relationships within the different data sets. The data were analyzed using the parameters of association, sequencing, classification and clustering. The study findings indicate that majority of pupils who are in upper primary (P.5 –P.7) lack the basic competences in literacy and numeracy, with girls performing lower than boys in numeracy. Similarly, results of PTC final examinations revealed that learning outcomes for pre-service teachers have consistently remained low in English and mathematics, with females performing lower than males in mathematics. Since teachers act as key antecedents for quality teaching and learning, these results provide evidence that point to the fact that improving learning outcomes for children requires a sustainable qualitative improvement of teacher education and training.

DAY TWO: 13TH APRIL 2017
MAIN PLENARY ROOM

THEME
THEORETICAL FOUNDATIONS OF LEARNING OUTCOMES

Session Chair

Assoc. Prof. Joyce Ayikoru
Dean, Faculty of Education – Kyambogo University, Uganda

Keynote Address

by

Prof Carmel Cefai

University of Malta



Professor Carmel Cefai, *Phd (Lond), FBPS*, is the Director of the Centre for Resilience and Socio-Emotional Health at the University of Malta. He is Joint Honorary Chair of the European Network for Social and Emotional Competence and joint founding editor of the *International Journal of Emotional Education*. His research interests are focused on how to create healthy spaces which promote the resilience, wellbeing and psychological wellbeing of children and young people. He has led various research projects in mental health in schools, risk and resilience in children and young people, children's wellbeing, and the development of a resilience curriculum for early years and primary schools in Europe. Recent publications include *RESCUR Surfing the Waves, A Resilience Curriculum for Early Years and Primary Schools (2015)* published in 7 languages and *Social and Emotional Education Primary School. Integrating Theory and Research into Practice (Springer Publications USA, 2014)*.

Keynote Address

Social and emotional learning (SEL): the Heart of Education

Prof Carmel Cefai

University of Malta

Abstract

As we strive to improve children's education in preparation for the global economic challenges, we are becoming more aware that quality education cannot be restricted to just academic performance. Children and young people need to develop the requisite social and emotional competences which help them to navigate successfully through the developmental tasks, situational challenges, and transitions they are set to face in their pathway towards adulthood and to develop into successful, healthy and happy citizens. Both Head and Heart are necessary for a balanced education and both aspects complement and support one another rather than being in conflict with one another. Our children need both for an adequate, meaningful and relevant education for the realities of the twenty-first century. This presentation discusses why it is important for children to develop social and emotional competencies and how these are related both to their social and emotional wellbeing as well as to their academic learning. It presents a multilevel framework on how SEL may be introduced in schools as a whole school approach integrating universal with targeting interventions, and discusses such issues as pedagogical approach and assessment, programme implementation and effectiveness, adaptation, and cultural issues.

DAY TWO: 13TH APRIL 2017
SIDE ROOM A

THEME
PEDAGOGY

Session Chairs

Dr Elizabeth Opit
Kyambogo University

Presenters

-  Daniel Omayo– PEAS Uganda
-  Gloria Geria, Kyambogo University, Uganda
-  John Okuonzi– Kyambogo University, Uganda
-  Sr Maria Goretti DST Kaahwa - Kyambogo University, Uganda

Instructional Leadership: A Remedy for Improving Learning Outcomes

Daniel Omayo

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PEAS Uganda

Abstract

Learning Outcomes are outputs of pedagogical processes, arising from variations in inputs from stakeholders in education: teachers, learners, parents, school community, government and funding bodies. The functionality of the school is dependent on availability of learners, teachers, learning resources and environment. Schools can have the required number of students, teaching and learning resources, and sufficient staff – but this does not necessarily improve learning outcomes. The thesis in this paper is that instructional leadership is fundamental in improving learning outcomes. This paper attempts to answer on key question: 1. *What are the roles of instructional leaders in improving learning outcomes?* The focus will be to respond to the above key question by sharing experience across PEAS network of schools in Uganda. The paper also brings out insights into continuous professional development at school level, through instructional leadership model. The degree of leader involvement in classroom observation and subsequent feedback is associated with high performing schools (Kennedy, 2006) and this ultimately results into higher achievement of learning outcomes. Although in the short-term learning outcomes can be measured within each lesson, in the long term it can be measured through value add, as well as how relevant a learner can be to his community after school.

Learner Centred Approaches to Inclusive Education in Uganda

Gloria Geria

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Kyambogo University

Abstract

Education is considered as a major pillar of the UN Convention on the Rights of the Child (1989). This awareness has been created and promoted by development partners and international organizations; particularly by UN agencies at least ever since 1945. All children have equal rights for basic education. However, according to the World Bank report [2011], children with disabilities do not have the same opportunities for education as non-disabled children. The gap between children with disabilities and other children for primary school attendance is usually very high. For example, about 70% of children with disabilities in Uganda are not getting education because of their disabilities. By the nature of their disabilities, they are at a disadvantage when compared with other children. However, education and training for persons with disabilities are sometimes made possible through various organizations and education training authorities [Alex Ndeezi, 2011). Against this background, this paper gives an insight into the learner centred approaches to inclusive education that Child –to – Child - Uganda has been promoting ever since 2012, in the primary schools of Uganda. The paper also analyses the concept of learner centred approaches to learning and inclusive education; grounded in the Social Development Theory, and questions its potential to counter the effects of negative attitudes towards children with disabilities and Special Needs. After a

thorough review of the theoretical foundations of the concept of learner centred approaches to learning and inclusive education and its limitations, the paper goes on to argue that a philosophical reading of the principles underlying the concept seems appropriate for this day and age. The author thus suggests the concept of learner centred approaches to learning and inclusive education and its limitations to go beyond functional views and as a collective endeavour that requires a joint effort from all sectors of education.

A systems Approach to Effective Learning: A case study of Kyambogo University

John Okuonzi

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Abstract

Many Higher Education Institutions (HEI) in developing countries are progressively giving attention to the notion of system based learning in order to achieve learning outcomes. Ordinarily, learning can take place owing to the effect of many factors, such as structure, strategy, environment, technology, and culture. There has been very little research on the influence of technology, especially information systems, on learning outcomes in developing countries. This paper identifies aspects of how effective learning can be achieved by the use of Information Communications Technology (ICT). A case study approach is used to present the findings of collaborative support for integrating ICTs into teaching and learning at Kyambogo University, a teacher training HEI in Uganda. The paper highlights learning processes such as knowledge acquisition, information distribution, information interpretation, and assessment of learning. Aspects of technical support, leadership support that lead to effective learning are also identified.

Keywords: System based learning, Effective learning, Information Communications Technology

Learning Outcomes as a Measure of Progress in Teaching and Learning

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Abstract

The paper will define the Learning outcomes as predicting what learners will have gained as a result of learning. The learning outcomes are the skills and knowledge which are intended that students should be able to demonstrate by the time the assessment processes for the course have been completed. They contain learning activities, and verbs that students need to perform to best achieve the outcome. The

verb says what the relevant learning activities are that the students need to undertake in order to attain the intended learning aspect. The reason for developing learning outcomes is to help align teaching with assessment. Learning outcomes give students and staff clearer guidance on what skills and knowledge will be assessed during or after the course. The objectives of this paper will be to define and explain learning outcomes; the impact of outcomes on the learning and teaching process; the formulation of learning outcomes as an improvement of quality teaching, and learning. This paper will discuss the following areas in detail: learning outcomes model; the purpose of learning outcomes; learning outcomes and the teaching; formulation of learning outcomes; teaching and learning systems; assessing learning outcomes; Values and attitudes built into outcomes; characteristics of learning outcomes; guidelines for writing learning outcomes; what influences learning outcomes; types of learning outcomes; Linking learning outcomes with teaching and assessment

DAY TWO: 13TH APRIL 2017
SIDE ROOM B

THEME
POLICY

Session Chair

Ms Leticia Komba
Kyambogo University

&

Dr Ali Bagwemu
Kyambogo University

Presenters

- ✚ Elvaida Agnes Tagulwa Twesigye– Kyambogo University, Uganda
- ✚ David Mugurusi, John Mugo, Boaz Ochi and Amos Kaburu – Twaweza East Africa
- ✚ Godfrey Bakaira– Kyambogo University, Uganda
- ✚ Aniku Rashid Ahmad – Lodonga PTC, Uganda
- ✚ Anthony Oleja Enyogu

Quality Assurance Policy in Higher Education and Employability of Graduates from Ugandan Public Universities. A case of Makerere and Kyambogo

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Abstract

It is noted that Uganda has a big challenge of a labor force that is largely unemployed. Despite this huge unemployed labor force, the Ugandan economy still has a big shortage of appropriately skilled workers which means that the education system has failed to tailor its outputs to the needs of the economy. National higher education authorities and higher education institutions have an important role to play in achieving the Vision 2040 in which graduate employability is highlighted in the overall strategy for growth and jobs. Against this background, this paper reviews the most important policies and practices which public authorities and higher education institutions may use to support graduate employability and facilitate graduates' transition to the labour market. The paper focuses on the role system-level information and planning plays on higher education supply and the mechanisms to increase the relevance of higher education provision, including employer involvement in the design and delivery of study programmes, the value of graduate tracing in order to improve the labour market relevance of higher education, and the involvement of government in developing relevant legal and institutional frame works to support externalization of labour and cooperation with other countries where graduates would work. The incentives public authorities may use to increase the focus on employability, including funding and quality assurance are also discussed.

Rifts between Education Policy Formulation and Implementation in East Africa

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Abstract

The great need and importance of well-informed education policies which are formulated to address the gaps identified in the education sector cannot be overemphasized. Quality education is a fundamental human right and a key development index. This implies that the education policies undergo dynamic review and shifts to address and meet the emergent needs of the economy. The East African Community recognize this fact and has made huge commitment and investment, especially on policy drafting, for its citizens to access quality education, though there still exist glaring levels of inequalities. Evidence from recent assessments on learning

outcomes done by Uwezo at Twaweza, SACMEQ, NASMLA and other assessment studies indicate that the learning levels are still low regionally. Assessment at higher levels too (Beyond Basics), conducted by Twaweza also confirm that there is no proof of mastery of concepts at higher levels. The survey assessments feed into reviewing or formulating educational policy statements that aim at filling in gaps and providing interventions to improve learning outcomes. The policies formulated appear to provide the much needed change in the education field. However, there are apparent issues that arise on the breadth and depth of these policies and how effective they are in addressing low learning outcomes. This paper therefore aims to: 1) Interrogate the landscape of education policies further and analyze their effectiveness; 2) The role of the Ministries of education in Uganda, Kenya and Tanzania in realizing the interventions to improve learning outcomes; 3) The politics and underpinning philosophy surrounding the formulation of those policies and how the policies change over time, and reasons for this; and 4) The instruments/tools for implementation and challenges faced.

Exploring tutor Assessment in development trainee teachers during School based practice, Case Study of Core Primary Teachers' Colleges in Central Region of Uganda.

Godfrey Grace Bakaira
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Abstract

This paper explored the learning outcomes as a result of tutor assessment methods in development of trainee teachers (primary school teachers) during the School based Practice. The study was a non-experimental study, a descriptive survey and an exploratory study that adopted case study design. It was mainly qualitative by design with traces of quantitative measures where applicable. It adopted a cross-sectional descriptive methodological approach, integrating the qualitative with some quantitative data collection methods and designs. It sought to explore the current tutor assessment methods being applied in Primary Teachers' Education (PTE) in pursuit of development of trainee teachers during the School –Based Practice in Primary Teachers colleges. The study area was chosen because it has the biggest number of core PTCs and the colleges have reasonable distances from each other. The paper laid emphasis on identification of participants in terms of qualification, age and gender, state of currently employed assessment methods by tutors, rationale for assessing trainee teachers during school based practice and impact of the tutor assessment methods applied by tutors on trainee teachers. Purposive and stratified sampling techniques were used in selection of 102 participants including, (college administrators, tutors, pedagogic support supervisors, mentors and external final school practice moderators). The study used semi-structured and focused interviews, questionnaires, school –based practice classroom observation and document reviews. Analysis of data was by qualitative techniques of analysis mainly with content analysis, descriptions and narration. A few quantitative analyses techniques of simple statistical measures of central tendency were applied. A triangulation was conducted all through the findings. It was revealed that the classroom based observation used

by tutors on trainee teachers was more evaluative than assessment, was more classroom oriented less community engagement and participation by the trainees during the school based practice, and insignificant impact was observed and recorded on the trainee teachers, tutor assessment methods did not allow trainee participation, were majorly summative rather than formative, Findings , overall to a certain extent showed limited impact on the trainees in development into teachers. Recommendations included revising the school based tools to be holistic in nature. Tutor assessment methods to be flexible to allow trainee participation in their assessment process. Training tutors in assessment of trainee teachers during school based practice. Need to integrate reflective practice, action research portfolio development, mentorship, microteaching, peer supervision and support supervision during the school based practice as part of the training not only for examination purposes.

An Inclusive Basic Education

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Abstract

Inclusive education main stream is a key policy objective for the education of children and young people with special educational needs (SEN) and disabilities. The aim of this abstract is to review the literature on the effectiveness of inclusive education/ mainstream. The focus is on evidence for effects in terms of child outcome with examination also evidence on process that support effectiveness and the review of cover of special education need from preschools to the end of compulsory education. Teachers' perception of inclusion, general educators who teach inclusive classrooms have much to say about inclusive education. It is important to understand general education view because they have direct experiences of teaching students with and without disability in the same classroom. These includes inclusion and inclusive service delivery models, teachers' attitudes towards their own success at teaching in inclusive classrooms and the needs of the general education who teach students inclusive classroom. There is a worldwide movement towards establishing inclusive educational setting as children who have not received due attention from government and private sector the Salamanca conference (1994) focused on education of children with special education needs. In this regard all governments of the world were to ensure the basic education of all children with special education need (SEN) within the existing mainstream schools. Many developed countries, have already worked on this critical issues. In the developing countries much less initiatives have been taken to include children with SEN in the mainstream schooling system. As a result, there is a dearth of research in this area, with the exception of studies on teacher altitudes and to where efforts have been made, they lack enough support direction and clarity towards inclusive education. In Uganda, as in many other developing countries the government has given more attention to the inclusion of children with SEN. Despite the difficulties, I found some private schools which have undertaken. Initiatives for the implementation of inclusion of all children in their schools. Therefore it is necessary for teacher to enhance performance with assistive technology and students with disabilities, enabling equal access to education situations and material in the least restrictive environment.

Exclusion in inclusion: dilemmas in undertaking standardised learning assessment tests with Learners with Disabilities

Anthony Oleja Enyogu

Abstract

The National Action Plan for Children with Disabilities in Uganda 2015/16-2019/20 among other aspects fronts for the promotion of inclusion of Children with Disabilities in standardised learning assessments. Learning assessment tests have been at the helm of determining Value for Money in education services in Uganda. The common standard Learning Assessment tests in Uganda are: the AER=Pratham (or commonly known as UWEZO) and Early grade Reading Assessment/ Early grade Reading Assessment (EGRA/EGMA). These tests however seldom give ample space for Learners with Disabilities to participate in them as they are delivered either verbatim or using methods that would require some form of verbal communication. The situation may pose a dilemma in the interpretation and/or comprehension of questions of thematic learning areas and hence wrong interpretation of the individual scores and findings. The paper portrays challenges associated with undertaking standardised Learning Assessments for/with Learners with Disabilities using the current tools. It shows current dilemmas relating to three main impairment strands of: Deaf, visual and intellectual impairments. In so doing, the paper portrays institutionalised, individual and impairment-based aspects that may lead to assessment biases. The paper overall takes a mixed method approach with a bias on the participatory methods. The paper also generates evidence from undertaking learning assessments and the wealth of experience gained through consultancies of a similar nature. In addition, three Special Needs centres of: Kyomya, Spire Road and, Walukuba West Primary schools in Jinja district have been used to generate key insights into the study. The paper builds the much needed insights into meaningful inclusion during learning assessments, generates alternative methods and annuls some instructional issues (especially relating to timing and interpretation) in the tests. The paper will also seek to harmonise the standardised learning assessment tests currently in use.

POSTER PRESENTATIONS

The Bridge Effect: A Comparison of Early Grade Learning Gains in English and Mathematics in Kenya

Carol Yu:
Bridge International Academics

Abstract

The mission of Bridge International Academies is to provide affordable, high-quality education to millions of primary school pupils around the world. To hold ourselves accountable to our goals, we conduct one of the most comprehensive and rigorous early grade reading and math assessment programmes in East Africa. Using the Early Grade Reading Assessment and Early Grade Math Assessment (EGRA/EGMA), we measure the foundational literacy and numeracy skills of our pupils and those in neighbouring schools to understand both absolute and relative pupil performance. These tools were developed by the Research Triangle Institute (RTI) with USAID and have been used by education ministries around the world. In this report, we highlight the results from the 2013-2014 administrations of EGRA/EGMA, based on a nationally representative sample of more than 2,700 pupils first assessed in October 2013. Because we could not randomly assign pupils to schools, we collected detailed demographic, education, and home life information in order to control for these factors. Given these factors and the pupils' incoming skill and ability levels, we find a Bridge effect of .31 standard deviations in English. This is equivalent to 64 additional days of schooling in one academic year. In maths, the Bridge effect is .09 standard deviations, or 26 additional days of schooling in one academic year. These effects are significant on both a statistical and practical level. The average Bridge pupil experienced larger academic gains than their public school peers over the course of a year. Specifically, Bridge pupils learned to read almost 10 more words per minute and could also understand more of what they read, answering 10% more problems correctly than their public school counterparts. For maths, gains are focused on the quantity discrimination and word problems, where Bridge pupils answer 10.1% and 5.8% more questions correctly, respectively.

Bridge International Academies Learning Outcomes: 2016 Kenya Certificate of Primary Education (KCPE) Results

Carol Yu:
Bridge International Academics

Abstract:

The mission of Bridge International Academies is to provide affordable, high-quality education to millions of primary school pupils around the world. Bridge uses pupil-level academic gains to measure our efficacy, rather than absolute scores. Numerous studies have established that absolute scores are typically more of a proxy for wealth and education than a measure of value-added by the school. Our pupil growth measurement effort, by contrast, seeks to isolate the "Bridge effect." In 2015, the first cohort of class 8 pupils sat for the Kenya Certificate of Primary Education (KCPE), followed by the second cohort in 2016. In this report, we measure the gains our pupils make on the Kenya Certificate of Primary Education exam (KCPE). KCPE is the high-stakes national exit exam for primary schools. Scores determine admission to Kenyan secondary schools. The test is administered by outside examiners, hired by the Kenya

National Exams Council. The test is a mix of multiple choice and essays, normed to an average of roughly 247, with a standard deviation of roughly 65 points. We now have two years of data to examine the gains that Bridge pupils make and can compare to public schools in Kenya. In Year 1: Using a control group of 152 schools, we estimated that Bridge pupils made gains of 0.37 standard deviations relative to their public school counterparts in 2015. Moreover, the pass rate of Bridge pupils was 60%, compared to the national public school pass rate of 44%. The results from Year 2 were strikingly similar. Our second cohort of Class 8 pupils in Kenya took the Kenya Certificate of Primary Education (KCPE) exam in November 2016. We find similar gains for these pupils: a 0.38 standard deviation gain, and a pass rate of 59%, compared to an estimated public school pass rate of 44%.

The Pupil Growth Model

Carol Yu:

Bridge International Academics

Abstract:

The mission of Bridge International Academies is to provide affordable, high-quality education to millions of primary school pupils around the world. Bridge uses pupil-level academic gains to measure our efficacy, rather than absolute scores. Numerous studies have established that absolute scores are typically more of a proxy for wealth and education than a measure of value-added by the school. Bridge also assesses the efficacy of individual academies, school leaders or teachers by looking at pupil-level academic gains aggregated within classrooms or academies. Bridge does this by building a statistically valid pupil growth model, which compares one Bridge teacher with another who taught similar pupils. Bridge is in a unique position to measure this because of our data system and standardization. Our pupil growth model uses pupils' test scores from a given baseline and end line exam, and estimates the extent to which pupils perform relatively better or worse on the end line exam than predicted by the baseline exam. We are then able to estimate a teacher's effectiveness by aggregating all pupil "growth" in pupils assigned to a given teacher; the same logic would apply to estimate an academy's effectiveness, by aggregating the growth in pupils assigned to a given academy. Bridge has been able to leverage this data in powerful ways to benefit pupil learning. We have been able to analyze other teacher data to investigate whether any trait or characteristic correlates with their effectiveness, and have also been able to conduct an in-depth study of our high performing teachers and observed several consistent "teacher moves" in the classrooms among these teachers. We have since started to re-design our training to reflect a heavily practice-based training that trains all incoming teachers on these teacher moves.

Cross Age Tutoring: Experimental Evidence from Kenya

Carol Yu:
Bridge International Academics

Abstract:

There is an increasing wealth of evidence showing that teaching appropriate to the student's learning level can improve learning outcomes in low-income countries. Cross-age tutoring, where older students tutor younger students, is an inexpensive alternative for providing personalized instruction to younger students at the cost of the older student's time. We present the results from a large RCT in Kenya, in which schools are randomly assigned to implement either an English or a math tutoring program. Students in grades 3-7 tutor students in grades 1-2 and preschool. We find that tutoring in math, relative to tutoring in English, has a small positive effect (0.06 SD, p-value of 0.073) on math test scores. These results do not hold true for English tutoring, however: relative to math tutoring, it has no positive effect on English test scores (we can rule out an effect of 0.077 SD with 95% confidence). We show that there is considerable heterogeneity according to the student's baseline learning level: The effect is largest for students in the middle of the ability distribution (0.144 SD, p-value of 0.005), while the point estimates are almost zero for students with either very low or very high baseline learning levels. Finally, we show that tutors are neither harmed by nor benefit from the program.

Measuring Equity in education attainment: The case of universal primary education in Uganda

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Abstract

This article mainly focuses on measuring equity in education. Specifically it applies the Gini coefficient to measure equity in the distribution of educational opportunity in Uganda. The presentation used data on educational enrolment and attainment in Uganda in 2006 collected by the World Bank. In the article, the concepts of equity and equality are defined, various measures of equity are identified and the Gini coefficient is applied to measure the magnitude of inequality for the selected dataset. The study found out that; the distribution in educational attainment in Uganda is more equal for the young age cohort (15 – 19) compared to the older age cohorts for all the categories of observations. Educational attainment for males is more equitable than for females generally and equity is higher in urban than rural locations. But at the same time the fact that the Gini for urban males has not changed so much is an indicator that males in urban areas have contributed more to improvement in equity of educational attainment over time compared to other groups. Educational attainment in rural areas is less equitable compared to urban areas both generally and according to gender.

School Health and Reading Program (SHRP) and School-Level Intervention on English Reading Literacy in Lower Primary, Kyankwanzi District

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Abstract

The importance of School Health and Reading Program (SHRP) in so far as enhancing learners early grade reading and literacy scores, as well as bring to scale a Ugandan led reading policy is concerned is widely recognised in scholarly literature. Therefore, this study analysed the role of the SHRP model school-level intervention on English reading literacy in lower primary. The survey design was used and it employed the interview guide and observation checklist to collect data from the participants. A sample of twenty schools out of 114 schools implementing SHRP in Kyankwanzi District was selected. Twenty Head teachers and twenty primary one teachers were involved in the study. The intervention carried out the distribution of textbooks and instructional materials and teacher guides in local languages and English; support supervision provided to teachers; trainings in leadership for head teachers; and reading competitions and community awareness activities such as reading awareness days and literacy week. The aim was to improve instruction and learning environment of learners and eventually lead to improved literacy skills. Despite five years of implementing SHRP since 2012, English reading literacy in Ugandan schools remains a challenge. The findings were based on synthesis from multiple primary sources and field visits to the implementing schools. The study found out different related issues on implementation of Early Grade Reading (EGR). From the number of findings, conclusions have been made and recommendations given to improve the practice. The implications of this study are that SHRP is a good intervention that should be promoted. Further research should be carried out on its implementation and outcomes in Uganda.

Parental Involvement in the Learning of Children's Literacy At Home and School

Apolot Josephine Matha

Kyambogo University PhD Student

Abstract

Research has proved that parental involvement is expected to improve the literacy learning of children both at home and school. The research here has mentioned areas on how parents can be involved in the children's learning of literacy at home and school. The reason for this research was to find out the extent of parental involvement in the children's learning of literacy at home and school. During September and October 2014 the researcher visited one of the government primary schools in Uganda found in Eastern region in Bukedea district to collect data, through semi structured interviews, focus group discussions, lesson observations, and document analysis the researcher found that the parents are involved in activities like; buying print-rich materials that children read at home, providing children with local materials and encouraging them to engage in playing as a way of acquiring literacy competences,

counting objects, people, naming and grazing animals as well as digging, parents composed and sung songs for their children as well as engaging in oral literature activities and home chores. Parents were also involved in school extracurricular activities like; games and sports, music dance and drama and other activities that called for their involvement at school included; class visitation days' and PTA meetings. However, much as the parents were actively involved in the learning of their children's' literacy at home and school, this did not go without the challenges. Parents mentioned three major challenges that bar them from helping their children as poverty, low levels of education, and inadequate time.

Educational technology support for midwifery education outcomes

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Abstract

The use of educational technology in the developed world gives a promising possibility for its use in Uganda today. With few nursing institutions, ICT-enabled distance learning can offer possibilities for increasing the knowledge base, skills mix, and competencies of midwives. Additionally technology use can increase the availability & access to reading materials by midwives overall increasing the number of midwives that the country desperately requires. Low income countries such as Uganda, Kenya and Tanzania are working with a wide range of stakeholders to find solutions for increasing the supply of nurses and midwives and utilising the limited number of available faculty and resources, to this end, development partners together with the government of Uganda through the two ministries of education and sports (MoES) and ministry of Health (MoH) came up with various approaches to increase the number of midwives in the country and educational technology use in form of eLearning in midwifery schools was envisaged as a game changer which led to the introduction of the eLearning program for midwives in 2010. However, since the introduction of education technology in some midwifery schools in 2010 there has been a slow progress in terms of scaling it up to more schools. Continuing with the current slow progress of educational technology use in midwifery schools will not help the government to increase on the number of midwives in the country. It is against this background that a study is required to bring forward a solution to catalyse this slow progress and hence this research aspires to explore options of making educational technology use more appealing and institutionalised across all midwifery schools in Uganda. Specifically it will seek to: analyse the current policies/guidelines that have a significant influence on educational technology use in midwifery schools in Uganda; describe how educational technology has been used in midwifery schools despite of inadequacies in the technological infrastructure; examine how personal characteristics of faculty affect educational technology use in midwifery schools in Uganda; evaluate how the administrative practices of leaders of midwifery schools has influenced the use of educational technology; and evaluate the costs associated with educational technology use in comparison with the traditional model of midwifery training.

Inclusive Education in Uganda: Benefits and Challenges.

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Abstract

The present study was guided by the following objectives: to identify the benefits of inclusive education to children with special needs, To establish level of participation of children with special needs in inclusive class, to establish the challenges experience by teachers and children with special needs in inclusive class and to give suggestions to improve education of children with special needs in inclusive setting. Both Quantitative and qualitative research methods were used which employed a survey research design. Out of a population of 4800, a sample of 222 respondents was involved in the study. Interview schedules and Questionnaires were used to collect data. For quantitative data SPSS version 20 was used to analyze data from questionnaires. Frequency tables, percentages and Chi square were used for interpreting the result of the study. For qualitative data, coding, allocation of themes and direct quotations were used in the analysis. The study revealed that Children with Special Needs have benefited in inclusive schools through acquisition of social skills, knowledge, friendship formation, acceptance, equality, self-confidence, improved performance and independent living. The study further indicated that 50% of Children with Special Needs participate freely in an inclusive class. The study found out that there is high teacher pupil ratio, lack/inadequate of instructional materials, some physical facilities not accessible, teachers lacked skills for managing children with special needs, negative attitude still existed and lack of awareness of inclusive education policy in inclusive schools. It was suggested that Teachers in inclusive schools should be trained in the field of Special Needs Education; government to provide instructional materials especially materials for Children with Special Needs and all stake holders to be sensitized in order to get their support for the implementation of Inclusive Education.

Enhancing Parenting Policy to Support Fathers' Involvement for the Three – Year- Olds Holistic Development

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Abstract

Although there are existing Government policies on Early Childhood Development, they are silent about fathers' involvement in parenting. As a result of this omission, most fathers are not guided on their parenting roles that are crucial for holistic child development. The purpose of the research is to propose policies to support fathers' involvement for the three- year - olds holistic development. It focuses on three critical areas of fathers' involvement that include: early learning and stimulation, health and nutrition and gender identity. The study will best be suited within qualitative and quantitative research paradigm. Data will be generated using multiple tools including questionnaires, focal group discussions, and interviews with various stakeholders as well as document analysis of related parenting policies. The outcomes of the study will be used to provide learning opportunities for fathers' involvement in parenting and proposed policies that enhance fathers' involvement in parenting the three –year - olds holistic development.

Exploring tutor Assessment in development trainee teachers during School based practice, Case Study of Core Primary Teachers' Colleges in Central Region of Uganda.

Godfrey Grace Bakaira

Kyambogo University

Abstract

This paper explored the learning outcomes as a result of tutor assessment methods in development of trainee teachers (primary school teachers) during the School based Practice. The study was a non-experimental study, a descriptive survey and an exploratory study that adopted case study design. It was mainly qualitative by design with traces of quantitative measures where applicable. It adopted a cross-sectional descriptive methodological approach, integrating the qualitative with some quantitative data collection methods and designs. It sought to explore the current tutor assessment methods being applied in Primary Teachers' Education (PTE) in pursuit of development of trainee teachers during the School –Based Practice in Primary Teachers colleges. The study area was chosen because it has the biggest number of core PTCs and the colleges have reasonable distances from each other. The paper laid emphasis on identification of participants in terms of qualification, age and gender, state of currently employed assessment methods by tutors, rationale for assessing trainee teachers during school based practice and impact of the tutor assessment methods applied by tutors on trainee teachers. Purposive and stratified sampling techniques were used in selection of 102 participants including, (college administrators, tutors, pedagogic support supervisors, mentors and external final school practice moderators). The study used semi-structured and focused interviews, questionnaires, school –based practice classroom observation and document reviews. Analysis of data was by qualitative techniques of analysis mainly with content analysis, descriptions and narration. A few quantitative analyses techniques of simple statistical measures of central tendency were applied. A triangulation was conducted all through the findings. It was revealed that the classroom based observation used by tutors on trainee teachers was more evaluative than assessment, was more classroom oriented less community engagement and participation by the trainees during the school based practice, and insignificant impact was observed and recorded on the trainee teachers, tutor assessment methods did not allow trainee participation, were majorly summative rather than formative, Findings , overall to a certain extent showed limited impact on the trainees in development into teachers. Recommendations included revising the school based tools to be holistic in nature. Tutor assessment methods to be flexible to allow trainee participation in their assessment process. Training tutors in assessment of trainee teachers during school based practice. Need to integrate reflective practice, action research portfolio development, mentorship, microteaching, peer supervision and support supervision during the school based practice as part of the training not only for examination purposes.

Distributed Leadership and School Effectiveness: Case of Primary Schools in Mukono District, Uganda.

Dan Bubale

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Abstract

School effectiveness (SE) is a success indicator of Sustainable Development Goal 4: quality education. It embeds measurement of organizational performance and outputs with a clear focus on quality instruction and student learning outcomes. In current education discourse, distributed leadership (DL) has emerged prominent as an effective approach in the achievement of SE through shared expertise and synergy of staff for increased organizational efficiency and productivity. Here, leadership is distributed over the work of a myriad of individuals and tasks accomplished through inter-dependency and collaborative positive learning climates and teams to reinforce quality teaching approaches for student achievement and SE. The project examined effective leadership practices in 120 selected primary schools in Mukono district to explore DL functions towards attainment of SE. Current developments requires connecting administrators, teachers, students and parents with the goals and values of the school to promote SE as opposed to traditional approach. DL model signifies a leader-member interaction framework for adaptive and quantitative behaviors as the “common good” for everyone’s benefit to sustain SE. Tasks and duties at school are courses of duties shared willingly to balance technical and symbolic demands and many other elements of the organization. The project employed a mixed research design. Questionnaires were employed to collect quantitative data while interviews and focused groups for in-depth qualitative data from participants. 280 heads of department teaching one of the four curriculum examinable subjects and 120 head teachers of the participating schools totaling to 400 were contacted. Data collection was analyzed thematically using content analysis.

Effective E-Readiness and Media Literacy for Quality Universal Primary Education in Uganda

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Abstract

Effective deployment of E-Readiness and media literacy for all educational activities are essential conditions for quality universal primary education (UPE) for the 2030 SDG 4 progress in Uganda and the rest of Africa. This review uses the data obtained from a recent national study done in Uganda to explain the contemporary salient concerns, issues, prospects, and challenges of E-readiness in Uganda universal primary education in today. The principle objectives are to: review the status of UPE in tandem with the SDG 4 progress; assess the major concerns, issues, and challenges in basic education system in the country, and state the prospects of E-

Readiness. There is a big rural-urban digital gap as well as systematic regional disparities in literacy and numeracy competencies, weak ICT facilities, policy and research gaps, UPE, financial leakages, mass poverty, and associated demographic factors. There are limited ICT facilities, extreme regional imbalances, high ICT and media illiteracy levels, poor quality education, lack of access to e- materials. E-Readiness is vital for efficient administration, effective communication, quality teaching and learning. A well planned use of ICT resources and ICT institutional policy will enhance training, education, research, policies, and development networks for SDG 4 in Uganda and the rest Africa.

Fostering Teachers Support Supervision To Enhance Learners Academic Performance In Lower Primary In Government Aided Schools In Pallisa District.

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Abstract

Research has shown that sufficient guidance of teachers through support supervision by the management is a critical factor. The purpose of the study was to foster teachers support supervision to enhance performance in lower Primary classes in Government aided schools and took a case of Pallisa District. The study employed a descriptive cross- sectional survey design. The data was collected using tools; interviews, observations, focus group discussion, questionnaires and document analysis and camera recorders .The study targeted teachers, head teachers, district education officials such District Education Officer(DEO),District Inspector of Schools(DIS) Ministry of Education officials , School Management Committees(SMCs) and Centre Coordinating Tutor(CCT). The study found out various strategies to be used to promote teachers support supervision. Recommendations were established to address the challenges the study revealed.

Family Support and Language Development in Early Childhood

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Abstract

Language usage is essential among humans for it enables them to, among others to express feelings and desires, communicate ideas, interact with others, to make friends, and to belong to valued groups of people including schools, ethnic groups and religious groups. In school language lays the foundation of and facilitates learning and its assessment. Literature indicates that children hailing from supportive families achieve more from pre-primary and lower primary education than those who do not. The critical family roles during infancy include listening without disruption, talking and using gestures while facing the babies. The vocabulary and

understanding of the world for children aged three and above benefits from telling and reading short stories, singing for and with them as well as making guided visits to gardens, shops and valuable sites where new words may be introduced. This paper argues that many of these family roles are unknown or are ignored by many families to the detriment of children's learning in school. Working conditions, both in urban and rural settings force parents and other concerned adults to abandon under five children to illiterate uncaring maids or poorly resourced child care centres. Unsupervised television viewing sometimes replaces the tired or even absent parent which undermines capacity to achieve the required learning outcomes when children join school.

The application of child-centered discussion method for effective teaching in upcountry primary schools in Uganda

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Abstract

This paper presents the results of a study that was carried out as one of the various interventions to review upcountry primary school teaching in Uganda. The objectives of the paper are to: highlight the overriding issues of the performance of the UPE program since its inception in 1997; find possible common ground with UWEZO reports of 2012/2013 among others. This was considered necessary at this time because many upcountry primary schools do not do well, particularly those in Northern and Eastern Uganda where the study was carried out. For meaningful learning to take place, the subject content must be directly related to real-life situation and the only instructional method that can help achieve this is the child-centered discussion method. The study adopted pre-test/post-test control group quasi-experimental research design involving 20 primary schools. Pupils in ten (10) of the schools were exposed in child-centered discussion methods in Mathematics and Social Studies while those in the other ten were exposed to conventional methods. The results revealed that those exposed to the child-centered discussion method have higher means score than those who were not. Based on this intervention, an instructional model for upcountry primary school teaching is proposed. The study concluded that the application of child-centred discussion is an excellent strategy to pursue in upcountry primary schools.

Alternative Financing of Education in Primary Schools in Uganda. A case of Amuru District Northern Uganda

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Abstract:

Research has shown that financing of education in Uganda is very equivocal. Government headed primary schools wait for finance from the central Government. The situation became worst with the introduction of UPE that called for “free education” parents were told never to contribute money at school. Government claims, it is providing enough funds to run the education system. There is no any other source of funding that schools receive for running the schools. Parents are not making any contributions to support the school activities. The purpose of this study was to find out the Alternative financing of educational services in the primary schools in Uganda a case of Amuru District northern Uganda. The study used a mixed approach and the following tools were used for collecting data; questionnaires, documentary analysis, interview, focus group discussions and structured interviews. The cameras and the recorders were also used for collecting the artefacts. The targeted participants included; teachers, Pupils, DEO officers, managers and Directors of NGOs, Parents, Ministry of Education and Finance and Development partners. The study revealed the possible alternative financing techniques to education and recommendations were made according to the findings of the study.

Assessing Social and Emotional Skills: A Paradigm Shift from Assessment of Foundational Competences to Assessment of Practical and Reflexive Competences at Primary School in Uganda

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Abstract

The only proof that learning has taken place is an assessment result or outcome. Three types of assessment outcomes are possible: practical competence, foundational competence, and reflexive competence. In Uganda, mainly foundational (lower order cognitive domain) as opposed to practical (affective, psychomotor, and higher order cognitive domain) competence is assessed. The danger with such a status quo is that mainly indirect evidence is used, entailing a one-time paper and pencil format of assessment. Experience has shown that the indirect evidence is misleading because it does not relate to the outcomes and criteria of assessment, and cannot be readily attributed to the learner because of rampant examination malpractices. In this case, the learner’s reflexive competence of decision making with understanding, and with an ability to adapt appropriately and responsibly to change in unforeseen circumstances and to explain the reasons behind these adaptations cannot be ascertained. This therefore calls for a paradigm shift in what to assess: assessment of social and emotional skills. This paper espouses on the modalities of effecting formative as well as summative assessment of the traditional subjects English, Mathematics, Science, and Social Studies at primary school level.

The Impact of National Examinations on Teaching and Learning in Primary Schools in Uganda

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Abstract

The paper examined the effect of national examinations on teaching and learning in primary schools in Uganda. The teaching methods and learning strategies used in primary schools were discussed. This study was undertaken to establish the implications of national examinations on teaching and learning in 72 primary schools in Uganda. A triangulation of data source was applied in this study where 288 primary teachers and 2,880 pupils participated. The research tools used for the study were document analysis, questionnaire for the teachers, classroom observation checklist and subsequent interview with teachers. The qualitative and quantitative initial analysis of data reveals that teachers' selection of teaching methods is directly influenced by the final national examinations. The study revealed that teachers focus on teaching only the curriculum content and parts of the syllabus that is examined at the expense of what is not examined. The methods used in teaching were those that encourage rote learning and memorisation of facts. Furthermore, the study reveals that pupils' selection of study, strategies, techniques and habits were also influenced by what they expect from national examinations. Therefore, the study recommends the use of continuous assessment as part of the national final examination, use of less predictable questions in Primary Leaving Examinations and, the increase in the number of higher order questions to reduce the level of rote learning. This will improve the quality of teaching and learning in primary schools, improve the quality of learning outcomes and thus enabling the primary education system to produce candidates who are ready to face the daily challenges of life and higher studies. The study forms the basis for the need of harmonisation of efforts and policies between national educational bodies such as Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES) and National Curriculum Development Centre (NCDC).

From theory to practice, practical ways to improve parental involvement in their children education in Uganda

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&

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Abstract

With the introduction of Universal Primary Education (UPE), half of students enrolled in primary one repeat or drop out before completing the full seven years. The 2014 UWEZO national assessment revealed that 98% of primary three children could not understand a primary two text and 80% could not solve at least two primary two sums. This has been primarily caused by the inadvertent emphasis on quantity over quality. In addition parental involvement almost disappeared, pupils often arrive late for classes and are inappropriately dressed, and girls continue to be vulnerable to early marriage. It was against this background that in 2012, Plan International Uganda started implementing a Participatory School Governance programme in the districts of Luwero and Tororo whose major focus was on the improvement of the way the schools were being governed. Within this framework it introduced the community school scorecards under the Transparency accountability Program (TAP) whose aim was to promote and strengthen parents' engagement in school governance processes and generally to strengthen social accountability structures and mechanisms in schools. Results showed that the introduction of the Transparent Accountability Program was an eye opener to parents regarding their roles and the subsequent realization that if they are passive in the education of their children, they should not expect to witness or even reap positive results from there. The positive results of the project within a year of implementation were seen in the core result areas of midday meals, increased parental participation, and provision of scholastic materials as well as other related benefits including increased recognition and protection of children's rights, teachers housing, and revival and enhancement of a sense of community involvement among educational stakeholders in the district.

Bridging the Gap between the Enacted and Implemented Curriculum: A Journey to Achieving Learning Outcomes in Primary Schools in Uganda

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Abstract

National Curriculum Development Centre developed a ten subject curriculum and rolled it out for use in primary schools in Uganda. This curriculum looked at the broad spectrum that would involve the cognitive, affective and psychomotor domains to help learners acquire mental and new physical skills and also develop their attitudes as they perform activities of their daily living. Reports indicate that learners reach P7 with limited competences. This compels us to ask questions why learners have the limited competences. There is likelihood that the whole curriculum is not taught thus compromising the achievement of learning outcomes. This is compounded by the fact that at the end of seven years the Primary Leaving

Examination is done with only four subjects assessed leaving out the other subjects. There is limited evidence of how much of the enacted curriculum is delivered other than getting data from PLE results, on an assessment conducted in only two days at the end of the Primary Education cycle. Even when NAPE and UWEZO are conducting assessments, they are particularly interested in a few milestones (like measuring literacy and numeracy levels). This study aims to develop strategies of ensuring holistic implementation of the upper primary curriculum in Uganda.

A Privatized School Inspection System for Quality Primary Education in Rural areas: A Case of Mukono District.

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Abstract:

The provision of quality primary education desperately needed by the primary school leavers to depend on in the current competitive world is a priority of every country worldwide. The primary school leavers in Uganda need a special package in order to compete with their urban counterparts. In order to archive the required primary school education, national authorities rely greatly on their school inspection systems which are the regulators of education standards that lead to provision of quality education needed by the primary school leavers. This study will investigate the relationship between school inspection and the development of life time skills in learners of rural primary schools. Since school inspectors are the regulators of standards in schools, their performance has not resulted into quality education that the rural school leavers have to acquire in order to compete their urban counterparts in nation building. By employing both qualitative and quantitative methods the study will report on the current school inspection practices in the rural areas like Mukono District. Also, the study will reveal all the challenges the Government school inspectors face and the gaps existing in quality education regulation which has led to the low education provided. The study's solution to the existing problem is that if privatized school inspection is instituted like it is in Britain, Norway, Japan and Zimbabwe here in Africa, it is likely to result into provision of quality primary education which will equip the rural primary school leaver in Uganda with the life time skills needed. Finally, the study will recommend to the Government of Uganda that the only way to solve the issue of providing quality primary education is to introduce a privatized inspection system. The study will also assure the Government that where it has happened the private inspection teams have adequately been accountable to the public.

Reviving Handwork in Primary Education; A Bold Step To African Indigenous And Vocational Education

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Abstract

This paper makes a case for revitalization of handwork in primary schools in Uganda. It invites policy makers, educationists and intellectuals to put an effort in preserving indigenous knowledge and craftsmanship. This is in view of enhancing vocational skills and rejuvenating the lost skills and an innovation in job creation to Ugandan youngsters. Handwork was initially taught in primary schools as a life skill subject but was not examinable and thus was later suffocated by the academic arena in the late 1980s. The current syllabus has traces of creative performing arts (CPA) and (CAPE) but it is not eminent and attractive to be implemented due to the fact that educators lack the skills themselves and thus less interested. In fact many schools have ignored this phenomenon yet in spite of contributing to life skills it also adds weight on vocationalization of education a curriculum outcry for so long. A variety of educational theories will be of great use to integrate the themes of this study to the indigenous knowledge and vocational education into the current education system. Theories like the human capital, the functionalist theory and modernization theory provide a holistic outlook on Uganda education system. Consequently, a number of recommendations will be advanced to enhance the revival of handwork in the current setting of our education system for instance, the paper proposes inclusion of life skills and child centered methods of teaching to be employed and also suggests a model that can be adopted. This can be in form of a well-planned school project but also the teacher training should include this skill requirement as an extra mile required to qualify as an educator.

Strategies to Enhance Attainment of Learning Outcomes

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Abstract

Primary education has been prioritized by the government through UPE but with persistent low quality outcomes. Uganda is characterized by urban –rural and regional disparities in performance. There has been a learning crisis since 2010 and despite government support; the trend of learning outcomes has remained stagnant. Improving the instructional processes that lead to students' achievement of literacy, numeracy, and basic life skills has been one of the major undertakings and high-priority strategy for government in improving quality of education. The poor supervisory structures, the low instructional leadership and support in schools, the teachers incompetence and failure to interpret the syllabus, the varying and incompatible primary teacher education curriculum, neglect of responsibility by parents and generally; the low concern on educational issues has greatly contributed to the low quality of education in Uganda. This brings out many questions on who is responsible for the persistent failure and it has become complex issue for both policymaker's educationalist and stakeholders. There are many flaws in policy and

entire education system which demand for a critical study, remedies and reviews which will be articulated in this paper as a means to enhance the prevalent state of primary education in Uganda. This paper will explore desirable classroom practices and suggest operational strategies that schools can employ to enhance attainment of learning outcomes. The attainment of learning outcomes in urban schools is higher when compared to those in rural schools. The instructional procedure in urban schools has several strategic ingredients that rural schools need to tap to improve on the prevalent situation. While government designs anew curriculum for primary schools, the changes in primary teacher education curriculum seem to be very slow. There is need for more attention on a series of tendencies in the contemporary theorizing of competency-based education, raising awareness on the necessity of an integrative approach of learning experiences and on the specificity of the curricular design centered on beneficiaries, having the intention to delineate some coordinates that must be taken into account in the process of the initial and continuous teacher training programs development.

**Enhancement of teachers' Attitudes and Self-efficacy towards effective
Inclusive Education Practices in Nursery Schools: A case of Wakiso
District**

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Abstract

Nursery school teachers may express positive views about Inclusive education practices but are the practices implemented in their classrooms? This study aims at the enhancement of teachers' attitudes and self-efficacy towards Inclusive Education practices in nursery schools as reflected in the teachers' behaviours and abilities. The study will take on a mixed design, which will utilize open-ended interviews and observations. The follow up interviews and observer field notes will be used to analyse the content as reflected in the emerging themes from the different data sources. The results will be used to discuss the implications to a nursery teacher and provide appropriate strategies and practical experiences in an Inclusive environment.