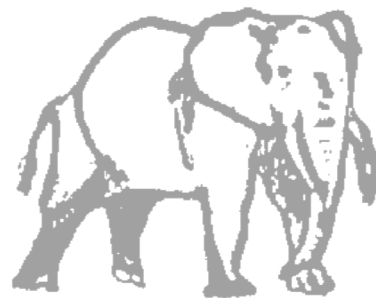




THE REPUBLIC OF UGANDA



KITGUM DISTRICT LOCAL GOVERNMENT

**REPORT ON THE PERFORMANCE OF THE 2019
PRIMARY LEAVING EXAMINATION RESULTS**

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INTRODUCTION

The results of the 2020 Primary Leaving Examination (PLE) which was conducted smoothly on 30th and 31st March 2021; under the theme: “*Integrity and Security in the Management of Examinations, the Health and Safety of the Learners is a joint Responsibility*”, was released on Friday, July 16, 2021 during a scientific ceremony, in observance of the COVID-19 Standard Operating Procedures (SOPs) held at State House Entebbe presided over by the First Lady and MoES Janet Kataha Museveni.

A. NATIONAL PERFORMANCE

1.0 REGISTRATION OF 2020 PLE CANDIDATES

A total of 749,761 candidates from 14,300 centres (schools) registered for PLE in 2020 compared to 695,804 in 2019. Of this number, 513,085 (68.4%) from 11,231 centres were Universal Primary Education (UPE) beneficiaries, and 236,677 (31.6%) of the candidates were Non UPE. Table 1 below gives details of candidature and centres for the last five years.

Table 1: PLE Registration Figures for the last five years

Year	UPE	Non-UPE	Total	No. of Centers
2020	513,085	236,677	749,761	14,300
2019	473,893	221,912	695,804	13,475
2018	476,130	195,796	671,923	13,072
2017	466,235	179,955	646,190	12,751
2016	488,310	152,657	640,833	12,391
2015	478,585	142,816	621,401	12,235

Source: DEO's office

The above table indicates that candidature increased by 53,957 (7.75%) over the previous year. This is the highest rate of increase recorded. Candidature has been increasing by an average of 2.5% over the last five years. In 2020, analysis by gender indicated that 353,925 (47.2%) boys were registered compared to 395,836 (52.8%) girls, indicating that more girls than boys completed the Primary Education cycle. This has been the trend in the last five years. The Board registered 1,599 learners with special needs of various categories. The blind, the deaf, the physically handicapped and the dyslexics among others. Of these, 752 (47.0%) are females and 847 (53.0%) are males. Table 2 below gives the details of candidates who registered for the examination, those who sat and the absentees for the last five years.

Table 2: PLE Figures for candidates who sat and absentees

Year	Total Registered	Total Sat	Absentees	% of Absentees
2020	749,942	736,942	12,819	1.7
2019	695,804	683,302	12,502	1.8
2018	671,923	659,633	12,293	1.8
2017	646,190	631,282	14,907	2.3
2016	640,833	623,540	17,427	2.7

The percentage of absentee candidates has declined compared to previous years.

2.0 Performance of candidates by subject

The performance of candidates in the four subjects is compared over the two year period of 2020 and 2019 in Table 3 below. The performance is indicated at Distinction 2, Credit 6 and Pass 8 levels.

Table 3: Candidates' overall Performance by Subject

Subjects	2020				2019			
	Total	Cumulative %			Total			
		2	6	8		2	6	8
English	734,835	7.2	59.5	87.5	683,433	7.6	59.5	84.0
SST	734,868	14.5	79.2	93.1	683,400	14.0	78.9	93.1
Science	734,837	10.9	67.3	88.1	683,494	4.9	69.6	90.0
Maths	734,851	4.7	47.2	82.3	683,496	6.0	48.3	84.9

NOTE: Figures do not include withheld results. The table indicates that in English there was an overall improvement in performance at the minimum pass level. Distinction level passes declined slightly but the credit level remained the same. In Social Studies with Religious Education (SST), performance improved at the distinction and credit levels while overall pass level remained the same. Integrated Science recorded an improved performance at the distinction level, similar to the levels seen before 2019, but the overall pass level declined slightly. Mathematics had a slight drop in performance across all three pass levels. SST remains the best done subject as in previous years.

3.0 Comparison of subject performance by gender

Table 4 below shows subject performance by gender. The figures are in cumulative percentages at each pass level.

Table 4: Subject Performance by Gender

Subject	Male			Female		
	D2	C6	P8	D2	C6	P8
English	7.1	57.6	86.5	7.3	61.1	88.4
SST	15.3	80.4	93.5	13.7	78.2	92.9
Science	11.8	69.5	89.0	10.2	65.3	88.1
Maths	5.2	49.2	83.6	4.3	45.4	81.2

The table indicates the females performed better than the males in English, but the reverse is true for the other three subjects; Social Studies & Religious Education, Integrated Science, and Mathematics. As we have reported in previous years, candidates' performance in English and Mathematics tended to be poorer in questions requiring free expression or application of learned

concepts in problem solving situations. Candidates performed better in questions that were direct and based on recall. Examiners again reported good handwriting and organized work presented by candidates. The number of candidates scoring zero in various subjects has generally increased compared to previous year.

4.0 Overall performance by division

Table 5 below shows the overall performance of candidates by Divisional grades in 2020 compared to the performance of 2019.

Table 5: Candidates' overall Performance by Divisional Grades

Div	2020			2019		
	No.	Cum.	Cum%	No.	Cum.	Cum%
1	81,864	81,864	11.1	69,243	69,243	10.1
2	334,711	416,575	56.7	318,155	387,398	56.7
3	146,142	562,717	76.6	140,420	527,818	77.3
4	97,193	659,910	89.8	89,332	617,150	90.4
U	74,878	74,878	10.2	66,152	66,152	9.6
Total		734,788			683,302	

NOTE: Figures do not include withheld results.

The table shows that in 2020, more candidates obtained Division 1 than in 2019. The overall pass levels are comparable between the two years. In terms of numbers, 659,910 candidates passed the PLE compared to 617,150 the previous year. Overall, therefore, more pupils qualify to join the post-primary institutions than the previous year

A candidate is deemed to have passed if he/she obtains Divisional grades of 1, 2, 3 or 4. Such candidates will qualify to register for any post primary examination conducted by UNEB. This Division U (Ungraded) is awarded to candidates who have failed to reach the minimum level of performance that can be awarded at least a Division 4. Such candidates are advised to repeat.

5.0 Divisional grades by funding

Table 6 below shows performance by divisional grades by funding type.

Table 6: Performance by funding type

Div.	UPE			Non UPE		
	No.	Cum.	Cum%	No.	Cum.	Cum%
1	26,127	26,127	5.2	55,737	55,737	23.9
2	212,623	238,750	47.6	122,088	177,825	76.1
3	117,338	356,088	71.1	28,804	206,629	88.4
4	80,484	436,572	87.1	16,709	223,338	95.5
U	64,487	501,059	12.0	10,391	233,729	4.5
TOTAL		501,059			233,729	

NOTE: Figures do not include withheld results.

From the table, it can be seen that Non UPE candidates performed better than the UPE candidates. Most of the Non UPE candidates are from schools located in urban areas. Studies conducted by UNEB through National Assessment of Progress in Education (NAPE) have consistently shown that learners in schools located in urban areas achieve at higher levels of proficiency than their peers in schools located in rural areas. Reasons for this include the fact that teachers in the urban schools tend to spend more time on task, there is a higher level of parental involvement in the learning process, better access to facilities that supplement classroom teaching, etc.

6.0 Overall performance by gender

Overall Performance by gender is shown in Table 6 below:

Table 7: Overall Performance by Gender

Gender	Div.1	Div.2	Div.3	Div. 4	Div. U
Male	44,877	163,973	63,781	43,434	30,394
	12.9%	47.3%	18.4%	12.5%	8.9%
Female	36,987	170,738	82,361	53,759	43,924
	9.5%	44.0%	21.2%	13.9%	11.3%

NOTE: Figures do not include withheld results.

The Table shows that proportionally males performed better than the females and recorded a lower failure rate.

7.0 Performance of special candidate groups

7.1 Inmates

UNEB maintains an examination centre at Uganda Government Upper Prison School, Luzira. Of the 58 candidates who registered, 53 candidates sat, five passed in Division 1, 23 obtained Division 2, 11 obtained Division 3, 11 obtained Division 4, and only three were ungraded.

7.2 Special Needs candidates

Table 8 below shows the performance of Special Needs candidates by category and by Division.

Table 8: Performance of Special Needs candidates by Divisional Grades

Category	Div. 1	Div. 2	Div. 3	Div. 4	Div. U	Total
Physically handicapped	1	28	9	4	3	45
Blind	2	18	5	9	1	35
Partially blind	55	217	93	45	34	444
Deaf	0	23	38	45	112	218
Dyslexics & those needing Transcribers	33	293	79	59	18	482

Needing extra time only	41	172	83	80	69	445
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The table shows that there were more Special Needs candidates who were partially blind, dyslexic, needed transcribers, and those who needed extra time. Of the Special Needs candidates who registered, 20 were absent.

9.0 Examination malpractice

Scouts and Examiners reported a number of cases of suspected external assistance given to candidates inside the examination rooms by third parties. Three cases of suspected impersonation were also detected. Security personnel also arrested some people vending fake papers on the eve of the examination. Unlike in 2019, such cases of fake papers were few.

10.0 Best and worst districts

UNEB announced the best and worst districts in their respective orders as follows;

Key to note is that Kitgum main appeared in the 3rd last position out of 169 urban and rural centers basing on average aggregate score country wide and with an estimated 0.7 percent of the candidates passing in division 1.

a. Best districts:

1. Bushenyi
2. Ntungamo
3. Masaka
4. Fort Portal
5. Rukungiri
6. Kabale
7. Mbarara
8. Kisoro
9. Kasese
10. Kira

b. Worst districts:

1. Bukwo
2. Kapchorwa
3. Kween
4. Namisindwa
5. Alebtong
6. Bugiri
7. Pallisa
8. Kitgum
9. Serere
10. Amudat

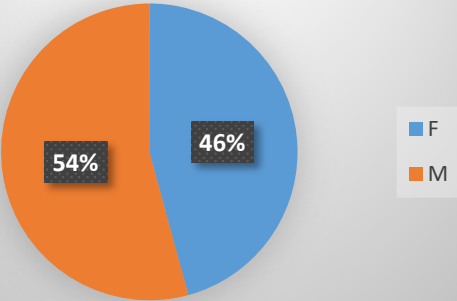
B. KITGUM DISTRICT PERFORMANCE

2.1. Composition of registered candidates and examination centers

The district registered a total of 2,941 (1,595 male and 1,346 female) candidates compared to last year's 2,685 (1526 male and 1159 female) in 82 UNEB centers (schools). The number of registered centers remained the same in the two years.

The total number of registered candidates increased by 256 pupils, approximately 1%. Whereas there was a 1 percentage decline in the number of boys who registered for PLE in 2019 that of the girls rose by about 3.2% in 2020 from 43% to 46%.

Gender composition of 2020 PLE candidates



Gender composition of the PLE candidates (2016 – 2020)

Over the years, the proportion of girls sitting the primary leaving Examinations have been increasing since 2016 while that of the boys has been reducing. This means that the various government interventions aimed at making girls stay at school has created significant impact. This is also reflected in the National statistics that portrays the same image.

Gender	Year (Percentage)					Year (Number)				
	2020	2019	2018	2017	2016	2020	2019	2018	2017	2016
Male	54.77%	56.80%	60.30%	60.00%	59.90%	1,595	1,526	1,548	1,576	1,635
Female	46.23%	43.20%	39.70%	40.00%	40.10%	1,346	1,159	1,021	1,052	1,094
Total	100%	100%	100%	100%	100%	2,941	2,685	2,569	2,628	2,729

Source: DEO's office 2020

The proportion of boys dropped from 59.9% in 2016 to 54.77% in 2020 while that of the girls increased from 40.1% to 46.23% over the same period. Interventions aimed at maintaining girls at school have had significant impact.

Withheld Results and examination malpractices

Kitgum district had no result with-held. Any case of examination malpractice was not registered.

2.3. District Summary of 2020 Primary Leaving Examinations

The table below indicates the level of performance in the various grades disaggregated by gender of the candidates per sub-county. It also indicates the number of centers by Sub County.

Sub County	No. of schools	Grades												Total		Grand Total
		Div. 1		Div. 2		Div. 3		Div. 4		Div. U		Div. X		F	M	
		F	M	F	M	F	M	F	M	F	M	F	M			
Kitgum Matidi	9		1	71	76	61	45	34	52	52	47	2	5	220	226	446
L/Akwang	9	2	1	51	69	44	37	19	38	25	30	3	4	144	179	323
Labongo Amida	10	3	5	88	92	58	40	32	21	24	27	1	4	206	189	395
L/Layamo	5		5	32	46	30	25	17	20	10	10	3	4	92	110	202
Lagoro	10		2	26	51	37	50	32	64	39	32	3		137	199	336
Mucwini	12			31	67	49	48	36	64	63	56	2	1	181	236	417
Namokora	8		1	16	40	27	24	36	34	47	38	3	3	129	140	269
Omiya Anyima	9		1	17	51	33	46	33	39	37	23	5	2	125	162	287
Orom	10		1	11	30	33	37	16	44	49	34	3	8	112	154	266
Grand Total	82	5	17	343	522	372	352	255	376	346	297	25	31	1,346	1,595	2,941

Source: DEO's office 2020

Grade and gender of the 2020 PLE candidates

The table below summarizes performance in the various grades by gender.

Grade	Number	Percentage
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	F	M	Total	F	M	Overall (%)
Div.1	5	17	22	22.7	77.27	0.75
Div.2	343	522	865	39.7	60.3	29.41
Div.3	372	352	724	51.4	48.6	24.62
Div.4	255	376	631	40.4	59.6	21.46
Div. U	346	297	643	53.8	46.2	21.86
Div. X	25	31	56	44.6	55.4	1.90
Grand Total	1,346	1,595	2,941			100

Source: DEO's office 2020

More boys passed in grades 1 and 2 than girls. Majority of the girls passed in grade II and III. More girls (346) were unsuccessful than boys (297) represented by 11.93% only.

2.4 Comparison of subject performance by gender

Sex	Subjects			
	English	Maths	SST	Science
Male	7.56	7.27	5.87	6.17
Female	7.11	7.70	6.40	6.94
Overall	7.36	7.47	6.11	6.52

Source: DEO's office - Kitgum

From the table above, the following can be noted;

Female pupils performed better than male pupils in English represented by the average aggregate scores of 7.11 and 7.56 respectively whereas the male pupils were better in Maths, SST and Science. Candidates performed better in SST (average aggregate score of 6.11) followed by Science (average aggregate score of 6.52), English (average aggregate score of 7.36) and mathematics trailed with an average score aggregate of 7.47.

2.5 Comparison of performance by grade levels and gender

Subject	Distinction		Credit		Pass		Failure	
	Male	Female	Male	Female	Male	Female	Male	Female
English	0	1	358	446	652	525	554	349
Science	23	10	900	537	373	409	268	365
SST	31	6	1010	731	323	335	200	249
Maths	10	5	479	253	664	581	411	482
Total	64	22	2,747	1,967	2,012	1,850	1,433	1,445

Source: DEO's Office - Kitgum

More boys (64) passed at distinction level than girls (22), the same applies to credit and pass levels. However, more girls failed (were unsuccessful) compared to the boys.

2.5. Comparison of general performance between 2019 and 2020

There was increase in the number of pupils who passed in division 1. However, the number of pupils who obtained divisions II and three declined significantly while the number of those in division IV and the unsuccessful candidates increased by 6.5% and 63.2%

respectively. Absentee candidates reduced by 1 from 57 in 2019 to 56 in 2020. The table below shows the detailed breakdown.

Grade	2020			2019			Percentage change		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Division I	17	5	22	8	2	10	112.5	150.0	120.0
Division II	522	343	865	571	314	885	-8.6	9.2	-2.3
Division III	352	372	724	376	377	753	-6.4	-1.3	-3.9
Division IV	376	255	631	353	213	566	6.5	19.7	11.5
Unsuccessful	297	346	643	182	232	414	63.2	49.1	55.3
Ungraded (X)	31	25	56	36	21	57	-13.9	19.0	-1.8
Total	1,595	1,346	2,941	1,526	1,159	2,685	4.52	6.96	

Source: DEO's office 2020

2.6. Comparison of special indicators in 2019 and 2020

The table below looks at the Performance Index (PI) which measures the quality of passing, the sitting rate and the pass rate in 2018 and 2019.

Table 2.5 Performance of special indicators in 2019 and 2020

S/No.	Indicator	2018		2019		2020		General		
		Highest	Lowest	Highest	Lowest	Highest	Lowest	2018	2019	2020
1.	Perf. index	71	23.0	75	9.0	78.5	11.80	47	55	41.30
2.	Pass rate	100	14.8	100	23.5	100	28.57	79.5	97.9	77.71
3.	Sitting rate	100	83.9	100	80.0	100	86.00	83.9	80.0	98.00

Source: DEO's office 2020

The performance Index (PI), a measure of the quality of pass in an examination declined from 55% in 2019 to 41% in 2020. This means that of the number of pupils who sat for exams in 2020 had a poor quality pass compared to 2020.

The pass rate which measures the number of pupils who were able to pass at least with a division IV and below also significantly declined from 97.9 in 2019 to 77.71% in 2020 asserting that more pupils failed in 2020 compared to 2019.

In the year 2020 and 2019; the highest performance Index was recorded at Child Care Amida P/School being 78% and 75% respectively and the lowest at 11% at Lakongera P/School and 9% at Gweng Pamon P/School in 2020 and 2019 respectively. The lowest pass rate of 23.5% was recorded at Gwengpamon P/School in 2019 but the tale shifted to Lodwar P/School which recorded a 28.57% pass rate in 2020. This means that at Lodwar P/School P/School, 71.43% of the pupils who sat their exams failed.

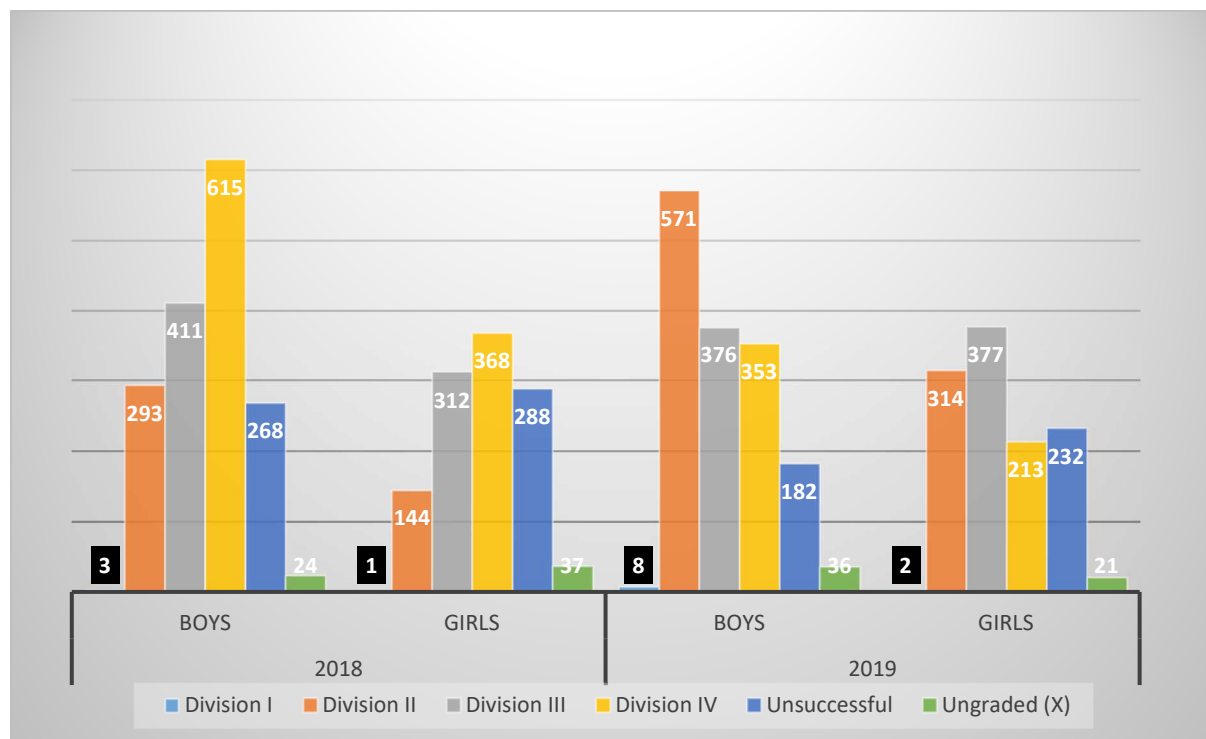
The lowest sitting rate of 86% was recorded in Kalele P/School in 2020 while in 2019, Lakongera P/School recorded 80% implying that more pupils who registered at these Centres were unable to sit for their examinations. It is therefore imperative that the

education department institute a research into the schools with consistent lower sitting rates with the aim of adopting corrective measures.

2.7. District performance by grade and gender since 2016

The district has had a number of hiccups in the scores by grades since the year 2016. The previous years' results were characterized by deteriorations and little improvements in a few areas over the years. The table below shows the number of pupils and their scores in the various grades over the years.

Figure 2.2: District Performance by Grade 2016 – 2020



Source: DEO's office – Kitgum 2020

The number of first graders has been fluctuation over the years. Whereas 39 (31 male and 8 female) candidates passed in division I in 2016, there was a terrible decline in the subsequent years. Only 5 (4 male and 1 female) and 4 (3 male and 1 female) candidates were able to pass in division I in the year 2017 and 2018 respectively.

In 2020, 22 (5 Female and 17 male) candidates passed in division I representing only about 1% of the total number of candidates who sat for exams.

Table: Number and percentage scores of candidates from 2016 - 2020

Year	Value	Div. 1		Div. 2		Div. 3		Div. 4		Div. U		Div. X		TOTAL		Total
		M	F	M	F	M	F	M	F	M	F	M	F			
2016	No.	31	8	559	248	388	293	420	262	209	249	28	34	1635	1,094	2,729
	%	1.43		29.57		24.95		24.99		16.78		2.27		1.43		

2017	No.	4	1	522	235	379	299	460	290	186	197	25	30	1576	1,052	2,628
	%	0.19		28.81		25.80		28.54		14.57		2.09		0.19		
2018	No.	3	1	293	144	411	312	615	368	268	288	24	37	1614	1,150	2,764
	%	0.14		15.81		26.16		35.56		20.12		2.21		0.14		
2019	No.	8	2	571	314	376	377	353	213	182	232	36	21	1,526	1,159	2,685
	%	0.37		32.96		28.04		21.08		15.42		2.12		0.37		
2020	No.	17	5	522	343	352	372	376	255	297	346	31	25	1,595	1,346	2,941
	%	0.75		29.41		24.62		21.46		21.86		1.90		0.75		

Source: DEO's office 2020

Summary notes

- ❖ The numbers of first graders increased from 10(0.37%0 in 2019 to 22 (0.75%) in 2020.
- ❖ Second graders decreased creased from the previous year's 885 (32.96%) candidates to 865 (29.41%) candidates. Also those who obtained third grades decreased from the previous year's 753 (28.04%) to 724 (24.62%) candidates.
- ❖ Those who obtained grade IV and the unsuccessful ones significantly increased
- ❖
- ❖ The number of candidates who missed the examinations (Division X) also significantly reduced from 2.21% to 2.12%.
- ❖ Total number of candidates who passed decreased by **6.5%** i.e. from 84.2% in 2019 to 77.7% in 2020. This implying that more candidates passed in the previous year

2.8. An analysis of the 22 first graders per school for 2019

The district did not get any candidate with aggregate 4, 5 and 6. The best candidate in the district had aggregate 7 from Child Care Amida P/School. None scored aggregate 8. The best ten candidates in the district scored in the various subjects as indicated below:

Table 2.6: Details of Candidates who passed in division I

Sub County	School	Pupil's name	Sex	ENG	SCI	SST	MAT	AGG	DIV
Labongo Akwang	Pajimo Primary School	Adokorac Eunice Adong	F	3	2	2	2	9	1
Labongo Amida	Akworo P/School	Atimango Sunday Mary	F	3	2	2	3	10	1
Labongo Amida	Childcare Amida P/School	Alimo Scovia	F	3	2	3	2	10	1
Labongo Amida	Childcare Amida P/School	Ouma Samuel	M	4	2	2	2	10	1
Labongo Layamo	Ocettoke P/School	Ajolo Paul	M	3	2	3	2	10	1
Labongo Layamo	Ocettoke P/School	Onen Christopher	M	3	3	2	2	10	1
Labongo Layamo	Ocettoke P/School	Oroma Christopher	M	4	2	2	2	10	1
Labongo Amida	Childcare Amida P/School	Awori Eddy	M	3	2	2	4	11	1
Labongo Amida	Childcare Amida P/School	Oyet Christopher	M	4	2	3	2	11	1
Omiya Anyima	Lajok Ogayo P/School	Okema Samuel	M	4	3	2	2	11	1
Kitgum Matidi	Layamo P/School	Ojara Samuel	M	4	2	3	2	11	1
Lagoro	Oryang P/School	Okumu Reagan	M	4	2	2	3	11	1
Labongo Akwang	Pajimo Primary School	Omara Stephen	M	3	2	2	4	11	1
Labongo Amida	Childcare Amida P/School	Lamunu Esther Annet	F	3	2	3	4	12	1
Labongo Amida	Childcare Amida P/School	Matondo Joseph	M	4	2	3	3	12	1
Orom	Lalekan P/School	Oyet Michael	M	4	2	2	4	12	1
Labongo Amida	Lamola P/School	Omony Ivan	M	4	2	2	4	12	1
Namokora	Namokora P/School	Canwat Fred Peterson	M	3	3	2	4	12	1
Labongo Layamo	Ocettoke P/School	Otim Solomon	M	4	2	4	2	12	1
Labongo Layamo	Ocettoke P/School	Watmon Vincent	M	5	2	3	2	12	1
Labongo Akwang	Pajimo Primary School	Agenorwot Mercy Acam	F	3	3	3	3	12	1
Lagoro	Pawidi P/School	Odera Thomas	M	4	3	3	2	12	1
	Average scores			3.59	2.23	2.5	2.73	11.05	

Source: DEO's office 2020

The candidates who obtained division I performed better in Science and SST represented by their average scores of 2.23 and 2.5 respectively. The pupils scores on average 2.73 in Mathematics and English was worst done.

S/No.	School	Sex		G/Total
		F	M	
1.	Childcare Amida P/Sch.	2	4	6
2.	Ocettoke P/School		5	5
3.	Pajimo Primary School	2	1	3
4.	Akworo P/School	1		1
5.	Lajok Ogayo P/School		1	1
6.	Lalekan P/School		1	1
7.	Lamola P/School		1	1
8.	Layamo P/School		1	1
9.	Namokora P/School		1	1
10.	Oryang P/School		1	1
11.	Pawidi P/School		1	1
	Total	5	17	22

Source: DEO's office - Kitgum

Of the 22 candidates who obtained division one, 5 were girls representing 23% and 17 (77%) were boys.

2.9. Schools with the lowest pass rates

The pass rate indicates the level at which the pupils in a school have passed. A candidate is deemed to have passed if he/she obtains at least division IV and below. The table below shows the list of the five schools where not more than 50% of the pupils who sat for the exams passed with Lodwar P/School having only 28.6% of the pupils trailing in the list.

Table 2.7: Schools with lowest pass rates 50 percent

School	Div. 1		Div. 2		Div. 3		Div. 4		Div. U		Div. X		TOTAL		Total	Pass rate
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
Cam Gweng P/S			1	1				5	9	2			10	8	18	38.9
Guda P/S			1		4	2	6	3	15	15		1	26	21	47	34.8
Gweng Pamon P/S			1	1	2	1	1		6	8			10	10	20	30.0
Lakong-Gera P/S					1	2	1	1	6	6	1	1	9	10	19	29.4
Lodwar P/S					1	2		1	2	8	1	1	4	12	16	28.6

Source: DEO's office 2020

2.10. Unsuccessful candidates

A number of students were unsuccessful in the 2020 PLE. These students were unsuccessful (Division U - Ungraded) and are awarded to candidates who have failed to reach the minimum level of performance that can be awarded at least a Division 4. The table below therefore shows the top ten (10) schools that had the highest number of unsuccessful candidates with Gweng Pamon, Guda, Yepa, Pachua Dagwach and Onyala P/Schools featuring in the top five positions of the list.

Table 2.8: Schools with the highest number of unsuccessful candidates (3/4 failure)

School	Grades												Grand Total	% Unsuccessful /1
	Div.1		Div.2		Div.3		Div.4		Div.U		Div.X			
	F	M	F	M	F	M	F	M	F	M	F	M		
Gweng Pamon PS			1	1	2	1	1		6	8			20	70.0
Guda PS			1		4	2	6	3	15	15		1	47	65.2
Yepa PS			4	3	4	2	2	4	11	7			37	48.6
Pachua Dagwach P			3	2	4	3	10	8	14	13		1	58	47.4
Onyala PS			1	2	5	3	2	3	10	4	1		31	46.7
Akuna Laber PS			3	4	1	1	6	10	7	14			46	45.7
Kitgum Matidi PS				4	8	8	1	4	9	7			41	39.0
Bishop Ochola PS			2	4	4	4	1	6	6	7	1	1	36	38.2
Lyellokwar PS				3	1	9	5	12	10	7		1	48	36.2
Paibony PS				4	4	5	7	6	2	11		1	40	33.3
Layamo PS		1	4	13	11	9	9	12	14	6	1		80	25.3

Source: DEO's office 2020

2.12. Unsuccessful candidates per Sub County 2018 - 2020

S/No	Sub County	No. of Schools	2018			2019			2020		
			M	F	Tot.	M	F	Tot.	M	F	Tot.
1	Kitgum Matidi	9	47	50	97	29	48	77	47	52	99
2	Lagoro	11	21	31	52	28	33	61	32	39	71
3	Akwang	9	28	38	66	23	24	47	30	25	55
4	O/Anyima	10	18	25	43	23	28	51	23	37	60
5	Namokora	7	8	21	29	20	25	45	38	47	85
6	Orom	10	23	33	56	18	25	43	34	49	83
7	Amida	10	41	21	62	17	17	34	27	24	51
8	Mucwini	11	57	37	94	17	22	39	56	63	119
9	Layamo	5	26	35	61	7	10	17	10	10	20
	G/Total	82	269	291	560	182	232	414	297	346	643

Source: DEO's office 2020

The year 2020 registered more unsuccessful candidates as compared to 2019. Although there was a fall in the number of unsuccessful candidates between 2018 and 2019 by 146 (26.1%), the trend worsened between 2019 and 2020 where there was a rise in the number by 229 candidates representing a 55.3% increase.

2.11. Absentee candidates

A number of candidates never turned up for examinations. The district registered a total of 56 pupils failing to sit the final examinations. This number is a decrease from last year's number of 57 pupils. The table below shows the number of those who failed to sit for their examinations by Sub County.

Table 2.9: Absentee candidates per Sub County 2018 - 2020

S/No	Sub County	No. of Schools	Division X 2019			Division X 2019			Division X 2020		
			M	F	Tot.	M	F	Tot.	M	F	Tot.
1	Kitgum Matidi	9	7	8	15	5	2	7	5	2	7
2	Lagoro	11	1	3	4	1	0	1	0	3	3
3	Akwang	9	6	5	11	0	3	3	4	3	7
4	Omiya Anyima	10	0	1	1	7	2	9	2	5	7
5	Namokora	7	0	2	2	5	4	9	3	3	6
6	Orom	10	6	6	12	4	4	8	8	3	11
7	Amida	10	0	4	4	6	2	8	4	1	5
8	Mucwini	11	2	4	6	5	2	7	1	2	3
9	Layamo	5	3	4	7	3	2	5	4	3	7
	G/Total	82	25	37	62	36	21	57	31	25	56

Tables 2.9 also portray Sub County trend in the number of both unsuccessful candidates and absenteeism. A close look at the data set reveals that both absenteeism and unsuccessfulness increases with distance away from the district headquarters. In other words, districts furthest from the district headquarters have higher failure and absenteeism rates.

2.12. School by school ranking showing best and worst schools 2019

From the table above, it is very clear that schools like Gwngpamon, Akuna Laber, Deite primary schools need “Intensive Care Treatment”. A lot of doctoring must be done if we are to do these patients any good. This calls for team work and support to resurrect their performance.

The tables below present a simple analysis of school-by-school performance ranking in Performance index vis-a-viz the pass rate. Note that whereas the pass rate could be high, the performance index that measures the quality of passing may be low meaning that more of the pupils pass with lower grades.

Some of the reasons for the improvement in PLE performance in the district

- ✓ The presence of the departmental vehicle has done us more good. Mobility in the field is now easier than before. It has helped us to reach all corners of the district to give technical support to the teachers especially in terms of school inspection. However, it is still inadequate. The department needs more transport vessels to improve on their mobility.
- ✓ The staffing level of the education level has greatly improved. The district headquarters Education Department has most of the essential staff and many more teachers have been recruited and posted to the primary schools. This has reduced the pupil-teacher ratio although there is still need to recruit more.

Targets for 2020

- Increase the number of first grades from 1% to 2%
- Reduce the failure rate from 13% to 5%
- Reduce the number of absentees from 57 to 20
- To increase the performance index from 55 to 60

Recommendations for continuous improvement in academic performance in the district

- Politicians should continue sensitizing the people of Kitgum to enable all the stake holders appreciate the role of education in development.
- DEO’s office should make deliberate efforts to create model government aided schools with the best staffing.
- CAO should frequently squeeze some little funds out of the little available to facilitate DEO’s office to constantly monitor teaching, organize workshops/seminars for teachers and head teachers.

- DIS should continue with frequent inspection of schools to scale down teachers and consequently pupils absenteeism.
- Head teachers should constantly monitor their teachers especially in the classes P.3-P.6 where teachers seem to be relaxed most hence weakening the pupils' foundation for P.7 class.
- Signing of the commitment letters with parents after registration with candidates to scale down the number of absentees. School heads should make pupils commit themselves in writing before their parents to remain in school until after writing the final examinations. This in one way or the other will help keep the young ones in school to the time of examinations hence reducing on the would-be failures.
- Parents should provide mid-day meals to their children to increase the attention span of their children while at school.
- The practice of attaching schools to individual district staff should be done for easy coordination and follow up. It is possible for a district staff to monitor a particular school and give feedback for improvement. If only this is extended to the rest of the District staff to pick interest and therefore be attached to particular schools, we would go a long way in improving our performance.
- Head teachers should continue making the candidates sign commitment letters with the schools during registration to reduce on the would-be drop outs.
- There are schools that absorb and register pupils who have failed to cope up with standards of the municipality which could be a reason to the deteriorating grades. These head teachers should submit to the DEOs office individual scores for these candidates for further analysis so as to come up with a decision for and against the practice.

Conclusion:

Improving the quality of education in any society is a game of all stakeholders. No single individual or category of individuals can claim capacity to handle the mantle alone. We all need to move in the same spirit. The head teachers though need to be more converted to quality than anybody else. What is done in a school on a daily basis determines the performance of that school. The head teacher determines the school routine. We therefore need such an army of converts to command the rest of the soldiers at school level to improve their performance. Like the old adage goes, “show me a good head teacher, and I show you a good school.”

“For God and My Country”.

General summery of performance for all the 82 centers