



ASSESSMENT REPORT

EDUCATION NEEDS ASSESSMENT

AMURU DISTRICT, UGANDA



NEEDS ASSESSMENT CONDUCTED BY:

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List of Acronyms.

QElS	Quality Enhancement Initiatives
USE	Universal Secondary Education
SNE	Special Needs Education Policy
NFE	Non-Formal Education (NFE) Policy
PES	Physical Education and Sports.
MOES	Ministry of Education and Sports
SESP	Secondary Education Strategic Plan
BTVET	Business Technical Vocational Education and Training.
EFA	Education for All
VISO	Voluntary Initiative Support Organization.
NIRA	National Identification & Registration Authority
CAPE	Creative Arts and Physical Education
NDP III	National Development Plan III
EMIS	Education Management Information System.

Executive Summary

VISO conducts needs assessments as an ongoing activity to strengthen relations with community, stakeholders, local authorities for better service delivery. We believe that one of the more effective tools to boost the capacity of education policy implementers is strengthening their ability to think critically and evaluate their own institutions' capability to achieve project results. Clearly, the willingness of Amuru district stakeholders including the education department to participate in this assessment is a testament to the degree that they are deeply committed to achieving better performance and specific goals for the education sector. Our engagement with the authorities and leaders confirms our usual cooperation for improved education in the district. We have enjoyed this interchange for more than a decade and are encouraged to focus our best use of resources to advance this commitment.

In this assessment we concentrated on situation analysis of learners and their environment, pupil and students' performance, time on task, stakeholder involvement in monitoring education policy implementation and institutional capacity. In addition to these technicalities, we considered that having an experiment of complex institutional reforms necessitates having a keen attention to drivers of demand for institutional change. VISO also confirms that in the end; establishing joint collaborations especially with the stakeholders i.e SMCs, PTAs, School administrators, DEO and his department, CAO among others for policy research and policy dialogue, community mobilization, and social marketing could be crucial in promoting education in Amuru district.

A multi-sectoral assessment is necessary to develop further understanding of the systemic challenges followed by joint planning involving learners, educational workers, authorities and stakeholders to guide and strengthen the respective institutions in Amuru district.

Lastly, existing practices to be fortified includes;

- Curriculum development with a focus on standards for early grade reading and comprehension for learners at the lower levels strengthened.
- Improvement in the quality of classroom teaching and learning for proper student instruction and effective syllabus coverage.
- Increased time-on-task for teachers as indicated in the time table,
- Development of appropriate local/national, school and classroom level assessments (tests).
- Adaptation of a standard monitoring framework designed by education department to also aid non-technical assessments by school management committees.
- Development of community mobilization and social marketing. Some of the challenges faced by learners requires community action. The community advocacy groups could address some institutional and systematic challenges without government intervention and could also address policy and resource mobilization gaps in Amuru.



“If we all care about our schools, both the boy and girl child will have equal opportunities to excel” - OKELLO GENARIO OBITA (A parent in LAMOGI Sub-County, Amuru District).

Photo credits: VISO 2022, Amuru District.

About VISO in Northern Uganda

Voluntary Initiative Support Organization (VISO) has been providing assistance to children and families affected by the LRA conflict in 5 districts in Acholi sub region. Founded in 2003, the vision of the organization is “a peaceful, productive society with multiple livelihood choices”. The mission of the organization is to contribute to household livelihood stability through empowerment and sustainable use of resources for development.

The strategic objectives include Support for Education, Food Security and livelihood, Nature conservation and Conflict Mitigation. The strategic objectives include Support for Education, Food Security and livelihood, Nature conservation and Conflict Mitigation.

Education was identified as a key gap in VISO’s Multi- Sector Needs Assessment completed in May 2022. At the time, educational activities for primary and education was ongoing. This Education Needs Assessment was completed in response to both the change in context following the resumption of education after 2 years interruption of the sector by COVID 19 pandemic. Until recently, in Uganda and across the region, Education had not been interrupted for that long.

Schools are dealing with curriculum implementation challenges due to the lapse in the learning curriculum to ensure that the learners catch up with the lost period. It is worth noting that Education sector development is a priority for authorities or humanitarian actors and it is hoped that this assessment will contribute to a wider understanding of the educational profile and priorities of children and their caregivers, and a commitment to the provision of education for out-of-school refugee and migrant children in Amuru district. This understanding is vital to VISO, the Ministry of Education and other organizations and education actors



Introduction

Uganda adopted international Education policies with the aim of improving quality of education for instance Education for All (EFA) first launched in Jomtien (Thailand) in 1990 to bring benefits of education to every citizen in every society, Sustainable development Goals (from Millennium development goals) goal number four which aims to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Irrespective of cultural, gender, regional, physical or social differences¹.

To ensure quality of education, a number of Quality Enhancement Initiatives (QEIs) have been developed and operationalized by ministry of education including, School infrastructure and teacher capacity development, curriculum review, policy development, review and enforcement with assistance of development partners including Global Partnership for Education (GPE)².

The national policy guidelines and regulations for education is a replica of the international framework. The frameworks include the 1995 Constitution of the Republic of Uganda. In the Constitution Article 30, all persons have a right to education. Article 34 states that ‘a child is entitled to basic education which shall be the responsibility of the state and the parents of the child’ and also emphasizes that ‘the state shall promote free and compulsory basic education.’ The Government White Paper (1992) on Education is the basis for official policy which provides linchpin for education programmes in the Country. It is the supreme guiding document for the overall policy framework and main thrust of the Education and Sports Sector.

Other policies and strategic plans to guide the implementation of educational programmes include; Universal Secondary Education (USE) Policy; Special Needs Education (SNE) Policy; Non-Formal Education (NFE) Policy; Physical Education and Sports (PES) Policy; among others. Strategic plans include the: BTVET Strategic plan 2010 – 2020; Secondary Education Strategic Plan (SESP) 2009 – 2018; and draft Special Needs and Inclusive Education Implementation Strategy 2012 – 2017. (UBOS 2017)³.

National Development Plan III (2020 -2025).

Uganda is currently implementing the National Development Plan III (2020 – 2025) which considers education as a contributor to Human Capital Development. The aspiration of Agenda 2030 (SDG4), 2063 (Goal 2) and EAC Vision 2050 is to have an inclusive and equitable quality education, promotion of lifelong learning opportunities and skills revolution underpinned by science, technology and innovation.

The Uganda Vision 2040 identifies human capital development as one of the fundamentals that need to be strengthened to accelerate the country’s transformation and harnessing the demographic dividend. It highlights the following as major challenges to education; low access to Early Childhood Care and Education (ECCE) at 15.6% in 2015/16; poor quality of ECCE services; poor quality and efficiency of primary education as evidenced by low literacy rates (49.9% at P.3, and 53.1% at P.6), low numeracy rates (55.2% at P.3, and 50.9% at P.6) and low survival rates in primary at 38% in 2018 due to high drop-out. However, there is no major difference in literacy and numeracy between boys and girls in primary education.⁴ These challenges are exacerbated by

¹ World bank report 2018

² Uganda Bureau of Statistics report (UBOS) report 2019

³ Ibid

⁴ The National Development Plan III

among others: weak school management; limited teacher capacity; absence of school feeding; limited parental/community participation; low financing and poor assessment methods.⁵ The document also recommends a set of actions to be taken by Ministry of Education (MoES), National council of Higher education (NCHE) and Ministry of Finance Planning and Economic Development (MoFPED) including; Provision of the required physical infrastructure, instruction materials and human resources for Higher Education Institutions, Centralizing and linking higher education admissions and financing to the National Human Resources Development Plan and the development a framework for institutionalizing talent identification, development, nurturing and professionalization. ⁶

The presence of these education policy instruments have been conveniently magnified more than the regard for stakeholders' participation in addressing the issues of transparency and accountability and yet social accountability is the cornerstone of contemporary education policies. Largely absent in the dialogue of accountability are the voices of stakeholders who work, learn, and teach in these educational institutions. The current structures involved in monitoring education programs and ensuring transparency and accountability in education sector include; District Education department, Secretaries of Education at both the district and sub-county, Chief Administrative officers at district and sub-county chiefs, School Management committees, parent teacher associations. Development partners including non-governmental organizations contribute technical support inform of capacity strengthening, facilitating crucial needs for education, contribute to continued learning and research, amplifying community voices for policy reforms among other things.

Known challenges faced by stakeholders include; inadequate capacity, awareness and interpretation of policies, poor coordination, limited access to information, data collection facilities and limited enforcement of accountability mechanisms. Addressing some of these challenges require advocacy at both local and national level.

Objectives of the assessment.

The objectives of the assessment were as follows:

1. Determine the level of community participation in the ensuring successful education policy implementation in Amuru district.
2. Determine the capacity strengthening gaps that exist among stakeholders to promote accountability and transparency in education policy implementation in Amuru.
3. Identify the learning priorities for stakeholders including workers, learners and guardians in Amuru district.
4. Establish whether qualified teachers are present in the affected population, whether they are willing to teach, and what support they would require to do so.
5. Identify any barriers that might prevent boys and girls from attending school once classes for children are provided.

Methodology:

A total of 30 respondents were reached as part of this assessment. Structured interviews were conducted with 10 teachers, 9 parents, DEO 1, School Inspector 1, CAO 1, CSO 3, learners 5. In addition, 2 focus group discussions were conducted. Information regarding the educational profiles and experiences of 30 stakeholders

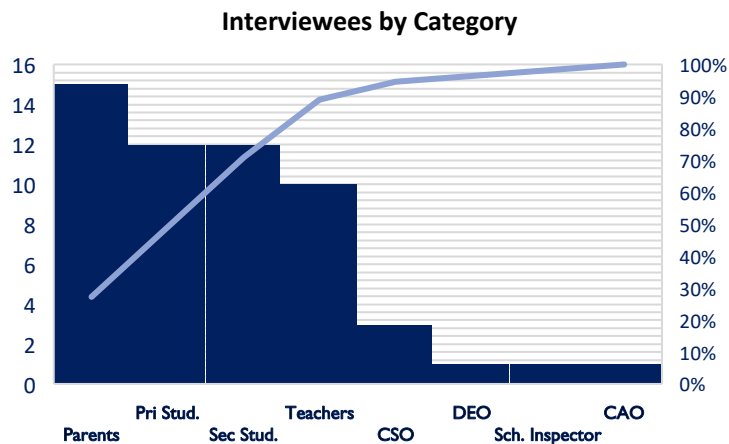
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⁶ The National Development Plan III (2020 -2025)

was collected, which includes information relating to their roles in the educational sector. in addition to focus group discussions with girls and boys themselves.

Through interviews and discussions, the majority of data collected was qualitative. However, key questions were designed to collect vital quantitative data, namely the time children have spent out of school.

Interviewees by category.



Limitations

Minority nationalities not represented: This assessment does not represent the priorities, needs and opinions of those refugees and migrants belonging to minority nationality groups e.g., South Sudan.



Photographer's credits: ODONG Godfrey/VISO.

Young learners who benefited from our community library during a writing, drawing and reading session. Since they go to different schools, they benefit from diversity of ideas and approaches.

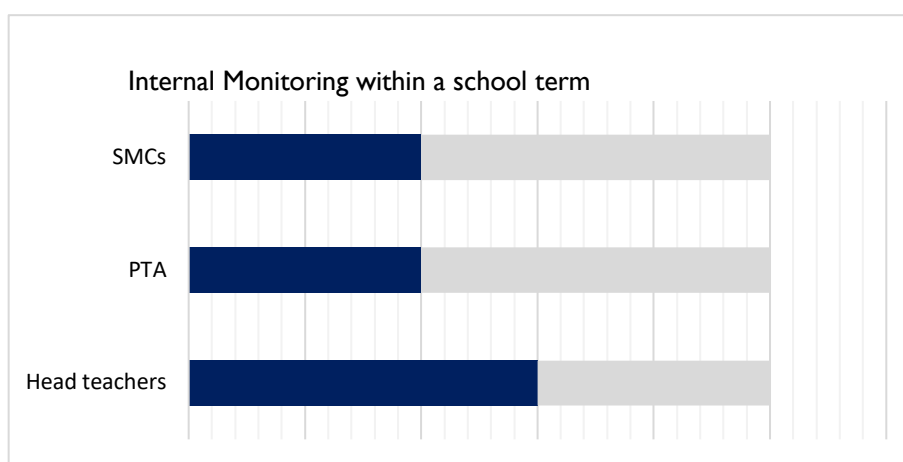
We have the problem of “presenteeism” which is a situation where teachers report for duty but end up not teaching the pupils that day. Some teachers also do not adequately prepare or even follow the set lesson chart/timetable besides utilization of poor techniques in teaching, they often do not carry out pre and post learning assessment for their students, they lack relevant teaching aids/materials. As a result, they always run out of time and do not completion the set curriculum. – Ocan Christopher (Inspector of schools Amuru).

KEY FINDINGS OF THE ASSESSMENT.

a. Involvement of stakeholders in Monitoring educational sector in Amuru District.

Stakeholders in this context refer to technocrats, CSO, teachers, parents, learners, political leaders. The assessment considered education at both primary and secondary levels in the district. The term Participation was used to determine the frequency of the stakeholder involvement in monitoring activities aimed at improving checks and corrective measures. The assessment also looked at the effectiveness of such activities. Monitoring is carried out internally by school administrators, SMCs, PTAs as illustrated below;

Internal Monitoring Activities.



Most stakeholders do not use the standard monitoring tools developed by the education department for non-technical staff to monitor education service delivery when conducting these activities.⁷ Their focus is mainly on teacher/pupil presence at school and no focus on the other aspects such as the teacher time of tasks, quality of lessons, comprehension assessment, administrative challenges and other financial variabilities that could be outstanding at the school.

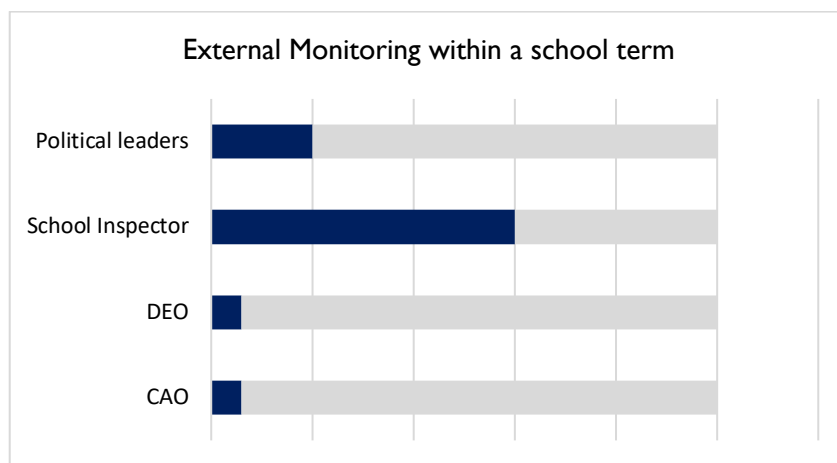
The biggest challenge is the lack of parental involvement in Monitoring their children's education. They simply hand over their children to the teachers; with no follow, up with the schools or even supporting their children's learning while at home. Just as they constantly check on their rice garden for best harvest, the learners also need to be followed up and supported for successful education. – Ms Lanyero Joyce (Amuru District Education Officer).

⁷ Amuru district Inspector of Schools interview.

External Monitoring:

The Ministry of Education and sports provides that the DEO conduct one (1) monitoring visit in a financial year. The Inspector of Schools conducts most of the monitoring visits although they also do not make a full round of visits to all the schools in the district. The most outstanding challenge is financial besides proximity issues and difficult terrains. The policy also urges the CAO, political leaders, CSOs and other development partners to participate in support supervision visits to improve the sector. We noted Limited involvement of development partners and civil society organizations which also explains the crippling condition of some schools operating without any feasible strategic course, they are quite degraded with non-functional components.

The education department also carries out the Integrated Inspection system with the aim of improving school inspection. This is a digital inspection system that is not yet rolled out to all the districts. It has already been piloted in Amuru district and is meant to be implemented 2 times within a year⁸.



Learners' performance in Amuru district.

Learners' level of performance was assessed in both academic excellence and other co-curriculum activities in comparison with schools in other districts in Acholi sub region. Other parameters considered included performance by gender, level of education (Primary and secondary level). Performance generally remained poor in the last 5 years due to various reasons including structural and systemic issues faced by the different stakeholders mostly Technocrats, teachers, learners and parents. In 2021 national primary examinations, the district was ranked at 107th position out of the 153 districts. The schools within the district did not feature among the best 100 schools in the countrywide ranking in 2020 UCE results⁹.

The reasons highlighted by the interviewees include: low morale among the teachers and students, poor quality teaching standards coupled with limited access to teaching materials, delay in fund release from government, limited number of teachers, poor infrastructure, non-existent reading materials, poverty among parents, poor parenting, social barriers including culture, more recently COVID that accounted for pregnancy among teenagers (3,500) learners¹⁰.

⁸ KII interview with Inspector of schools.

⁹ Amuru district Inspector of schools - interview notes.

¹⁰ <https://ugandaradionetwork.net/story/amuru-district-to-punish-headteachers-of-poorly-performing-schools-after-re-opening>

Student – teacher ratio in Amuru District:

Amuru district needs additional 43 teachers in total to successfully support education. The current number of teachers is 595. Teachers (including Heads of departments) instead of the required 638 to educate the 46,000 students. This means the teacher student ratio is at 1:77 instead of the recommended 1:45.¹¹

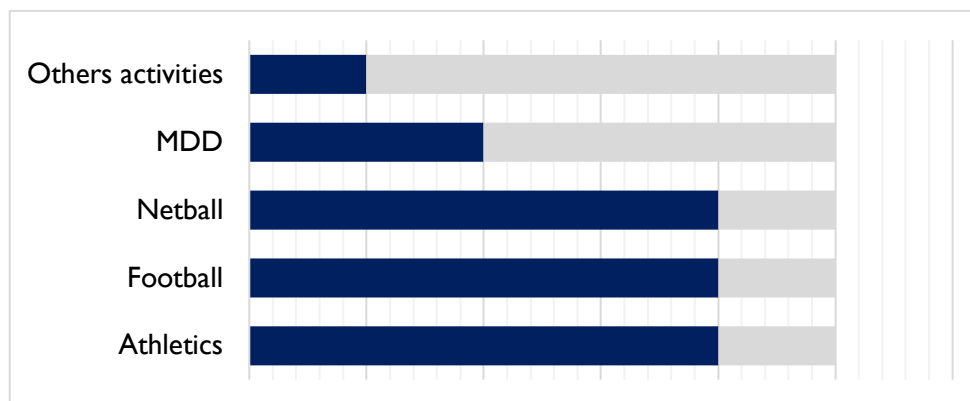
Academic performance:

The boys continue to perform better than the girls over the years in the Primary Leaving Examinations (PLE). Factors contributing to this includes social barriers including the cultural attitudes that regard the girl child as a source of wealth and therefore can be married off at any time, gender specific challenges including menstrual cycles, sexual and gender-based violence, poor/bad parenting, limited career guidance by the school/parents. There were however encouraging results from the secondary examinations. Many students score the pass mark. Although compared to the rest of the country it remains inadequate.

Creative Arts and Physical Education.

We looked at Creative Arts and Physical education (CAPE) in category 1 and 2 to assess district performance in Music, Dance & Drama and Physical Education (Athletics, games and sports) respectively in the last 5 years at the national and district level competitions.

Figure showing performance of Amuru district at national level.



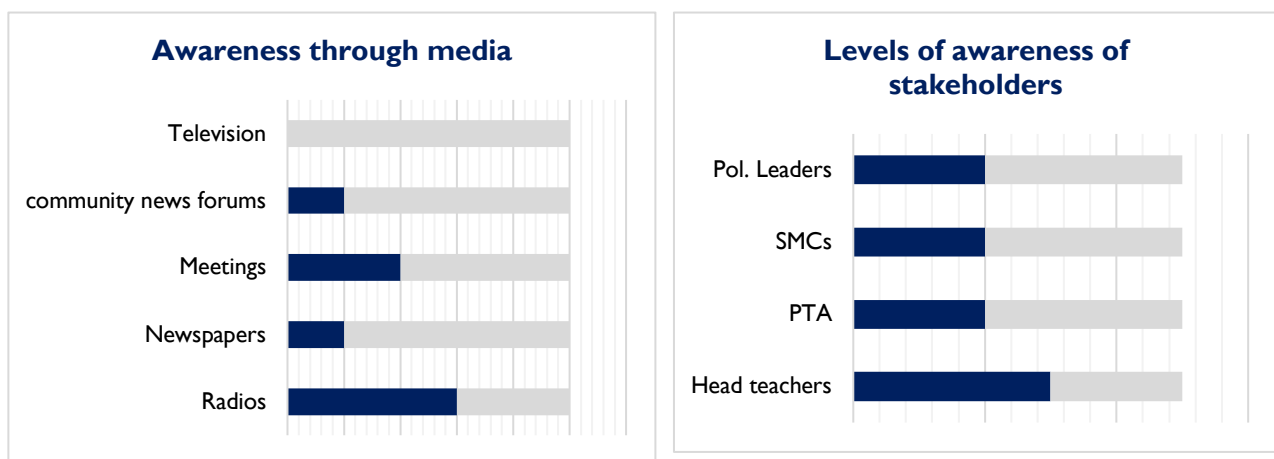
Considering the performance of both boys and girls from primary and secondary schools; The district should acclaim noble performance compared to other districts in the country.¹² Although they did not win in most of the categories, the district excels in local competitions and proceeds to compete at the national level. In the recent years, Amuru sent its learners to compete in the Central region in the categories of Athletics and sports. These activities improve learning, promote student retention, improve learner comprehension (especially MDD) and helps in talent identification and development.

¹¹ KII interview with Inspector of Schools

¹² Amuru district Sports Officer - interview notes.

Level of stakeholders' awareness and advancement of transparency and accountability.

Level of stakeholder awareness was assessed by forming a general view of their knowledge with regards to the different roles they are required to play in promoting service delivery in the educational sector. Additional questions were asked to establish the effectiveness of the various mechanisms employed to sensitize the general population about education sector policy implementation. The general view was that the population in Amuru have limited knowledge about education policy implementation. This also meant that they cannot push for improvement of services or accountability from the authority. We also discovered that, there seems to be limited understanding among the SMCs and PTAs about their roles to demand for accountability of government funds and School development program implementation from the school administration. This has affected information dissemination to the community which promotes information vacuum.



Capacity gaps and areas of improvement.

While aware that inadequate capacity is always the primary cause of institutional weaknesses, we considered other factors that contribute to poor performance including the lack of positive incentives and accountability related to measurable results; the weakness of educational management system for instance EMIS (which is discussed later in this report), teacher management systems, and financial controls, the lack of adequate resources (including the physical environment, appropriate equipment and maintenance); and regular, timely financing. We therefore did not just focus on the knowledge, qualifications, and experience of leadership and staff, but scrutinized capacity issues within the broader status, resources, accountability, and operations within the school in the district.

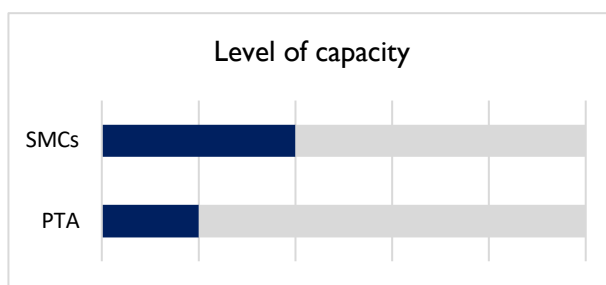
SMCs and PTA exist among the schools in the district. Members of the committee are selected from the respective members of the parents' associations attached to each school. They serve a period between 2 to three years after which new members are elected to the committee. Unfortunately, during the selection process, there is no focus on literacy levels as a requirement to further quality of service delivery. The committee often nominates 2 representatives to carry out monitoring activities without approved tools developed by the education department. Therefore, relevant capacity strengthening support for the members of the committees is crucial.

Other areas of improvement highlighted by the interviewees include;

- Capacity building training for career masters to improve their work at school, training for SMCs, PTAs, Heads of departments at the different schools.
- Training in advocacy skills targeting SMCs, PTAs, Head teachers, political leaders among other stakeholders.
- Resource mobilization skills improvement for head teachers, SMCs, PTAs, political leaders (secretary of education).
- Monitoring of education service delivery for Stakeholders in Amuru district.

Effectiveness of School Management systems including teachers, parents and learners.

The school management committees and Parents Teacher Associations are existent among the schools. A good number of SMCs and PTAs have absorbed retired teachers from their communities to benefit from their expert advice on school management¹³. Although they have a few capacity challenges related to inspection tools and consistency in regular visits, they tend to be more competent to conduct quality inspection and monitoring compared to those that do not have them.



Generally, the committees (1) are unable to have regular meetings due to leadership challenges and facilitation. (2) Have limited access to the EMIS and therefore are unable to discuss and make follow up on the issues affecting education.

Access and utilization of EMIS.

The Education Ministry entered into partnership with the National Identification Registration Authority (NIRA) to implement the Education Management Information System (EMIS). Due to funding gaps, the institution has not conducted any data gathering exercise since 2017 in Amuru district and perhaps the whole country¹⁴. Before these changes, the district would gather raw EMIS data was gathered by the head teacher of each school, it was then forwarded to the sub-county chief, and later submitted to the CAOs office at the district level. Data gathered (containing information about performance, attendance, curriculum coverage, resources and capacity gaps in each school in the district) was in its raw format and never analyzed and therefore unusable by the stakeholders to conduct follow ups and support supervision for improved service delivery. In circumstances where Information was collected for EMIS, there is always

¹³ A member of the FGD in Lamogi subcounty, Amuru district.

¹⁴ KII Interview Notes with Amuru District Education Officer, June 2022.

limited inputs from teachers and feedback from the analysis remains largely inaccessible by both district level technocrats and SMCs and PTAs.

The interviewees believe that a district level EMIS could be developed to improve accountability and transparency within the education department; At the school level, it would have the following benefits; (1) better management of fee collection, (2) Enquiry and Admission management, (3) examination management, (4) student information dashboard, (5) attendance management, (6) time table management, payroll management, (7) lesson planning and assignment.

Comprehensive planning processes that promote special needs and other forms of vulnerabilities.

Planning for school term involves the Teachers, SMCs, PTA, Board of Governors for secondary school and the DEOs. The teachers interviewed agreed that the planning process is regular and fairly comprehensive. However, the implementation of the school development program is weak due to finances and resources including special needs education. Supporting learners with special needs goes beyond just improving infrastructures to improve access for those with disability but it also requires planning for those with learning difficulties¹⁵. The district needs to have the strategy to develop teachers' ability to provide services for such learners as well.

The district has 2 centers for special needs education (one in Amuru and the other in Pabbo town council) which also need equipment and some technical support. It has a total of 61 (22 females and 39 males) trained teachers in special needs education.

Partnerships and collaborations among stakeholders to promote quality education.

There exist an education working group at the district comprising of technocrats from the district, DEO, Inspector of School, CSOs. The working group convened on a monthly meeting calendar during which development partners would discuss the education policy implementation. The last time these meetings were held was in 2017¹⁶. Besides the committees, there is need for education advocacy forums to advance collecting action for some of the challenges that learners face including initiation of by-laws to. protect learners against abuse and exploitation, advocacy for infrastructural improvement to support gender, special needs among others.

¹⁵ Ann Kruisselbrink, The country Director Backup Uganda.

¹⁶ Interview with Amuru district Inspector of Schools. May 2022

RECOMMENDATION.

- a) Strengthening collaboration, social and institutional accountability among education stakeholders across the sector and departments.
- b) Improving learning through data/evidence collection processes that support accurate and timely information flow for education policy advocacy, implementation and monitoring.
- c) Strengthen the technical capacity and participation of education stakeholders in monitoring and reporting on policy implementation.
- d) Improve access to and utilization of information by stakeholders to promote transparency and accountability in the education sector.
- e) In all locations, prioritize the inclusion of education in development assistance to the current, including the establishment or strengthening of the Education Working Group.
- f) Provide immediate access to education for all out-of-school refugee and host community children residing in Amuru, ensuring no further disruption to children's learning and helping to mitigate the long-term impact on children's development, wellbeing, and future life opportunities.
- g) Provide learning that is relevant to the diverse needs of children, based on the different likely scenarios and taking into consideration the priorities of children, parents and caregivers. Given the level of disruption to many children's education to date, structure, routine, a quality learning environment, and positive teacher- student relationships.
- h) Involve the affected community at all stages in the design and implementation of education programmes.
- i) A full mapping of existing and planned educational activities in all sites in Amuru to ensure the best use of existing resources and capacities, and to coordinate an effective education response, ensuring no child is left behind.

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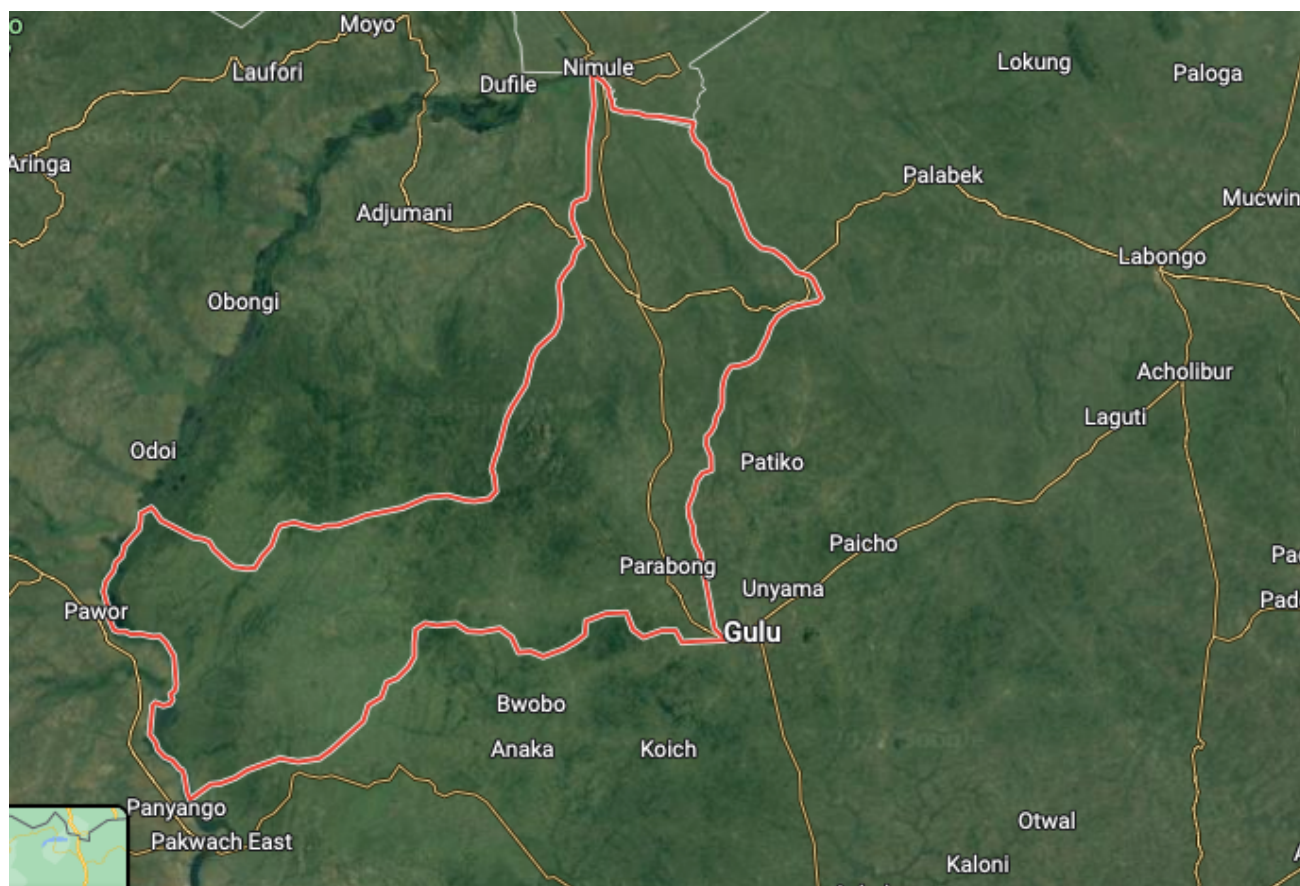
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Uganda Bureau of Statistics report of 2018, Link to the document. https://www.ubos.org/wp-content/uploads/publications/05_2019STATISTICAL_ABSTRACT_2018.pdf

ANNEXES

Annex I - Map showing the boundary of Amuru District, Northern Uganda.



Annex 2 – List of Schools in Amuru District.

Total = 145 Schools, (36 Nursery schools, 97 Primary Schools, 11 secondary schools, IBTVET School)

Nursery Schools:

1. Agape Nursery School
2. All Saints Nursery School
3. Amuru Tek Modern nursery School
4. Atika Public Nursery School
5. Blessed Virgin Mary Nursery School
6. Blessed Watoto Nursery School
7. Emmanuel Nursery School
8. Glory Nursery School
9. Go Smart Nursery School
10. Good Hope Nursery School
11. Guru Guru prings Ambassadors Nursery School
12. Happy Hours Nursery School
13. Hope For New Life Nursery School
14. Immaculate Of Heart Of Mary Nursery School
15. Juba Road Early Childhood Development Centre
16. Kims Xtian Nursery School
17. Little Crane Nursery School
18. Little Shepherds Nursery School
19. Lukung Junior Nursery School
20. Lukung Pag Nursery School
21. Mama Lakeri Nursery School
22. Mary Mother Of God Nursery School
23. Mother Care Nursery School
24. Muteme Public Nursery School
25. Ocuu Joy Nursery School
26. Olya Foundation Nursery School
27. Otmegen Nursery School
28. Otwee Public Nursery School
29. Queen Of Peace Nursery School
30. St Pauls Nursery School
31. Andrews Nursery School
32. Anthony Of Padua Nursery School
33. Daniel Nursery School
34. Mary's Rescue Nursery School
35. Veronica Bright Light Nursery School
36. Victor Braun Play School

Primary Schools

37. Abalokodi Primary School
38. Abbott Primary School
39. Abera P.7 School
40. Agan Primary School
41. Agole P.7 School
42. Agwayugi Primary School
43. Ajukumanyige Primary School
44. Akee Central Primary School
45. Amuru Lamogi P.7 School
46. Amuru Rec Kiceke Primary School
47. Apaa Primary School
48. Aporwegi Primary School
49. Attiak Public School
50. Awer Primary School
51. Ayila Primary School
52. Bana Hill Primary School
53. Bibia Primary School
54. Blessed Virgin Mary Primary School
55. Blessed Watoto Primary School
56. Broadway Primary School
57. Ceri Primary School
58. Coro Central Primary School
59. Andrew Mcavoy Memorial Primary School
60. Elegu Primary School
61. Giragira Primary School
62. Go Smart Primary School
63. God's Gift Primary School
64. Guruguru Primary School
65. Guruguru Springs Ambassadors N & Primary School
66. Hope For New Life Primary School
67. Immaculate Heart Of Mary Primary School
68. Juba Road P.7 School
69. Kaladima P.7 School

70. Kali Kali Primary School
71. Kana-Iela Primary School
72. Karutu Primary School
73. Keyo Primary School
74. Kim's Christian Primary School
75. Kololo Hill Primary School
76. Labala P.7 School
77. Labongogali Primary School
78. Lacaro P.7 School
79. Lacor P.7 School
80. Lajalula Primary School
81. Lakang Primary School
82. Lamogi-jimo Primary School
83. Lawauge Kwar Primary School
84. Layima Primary School
85. Lujoro P.7 School
86. Lukung Primary School
87. Lulai Primary School
88. Maro-awobi Primary School
89. Mary Mother Of God
90. Mothercare Primary School
91. Muruli Primary School
92. Mutema P.7 School
93. Ober Abic Primary School
94. Ocuu Joy Primary School
95. Ogom – Raa Primary School
96. Ogwera Primary School
97. Okidi P.7 School
98. Okunggedi Primary School
99. Olaa Amii Lobo Primary School
100. Olinga Primary School
101. Oloyo Tong P.7 School
102. Olwal Mucaja P.7 School
103. Olya P.7 School
104. Omee P.7 School
105. Otici Primary School
106. Otmegen Primary School
107. Otong P.7 School
108. Otorokume Primary School
109. Otwee Miami School Of Hope Primary School
110. Otwee Primary School
111. Pabo P.7 School
112. Pacilo Gunya Primary School
113. Pagak P.7 School
114. Palukere P.7 School
115. Palwong P. 7 School
116. Paminlalwak Primary School
117. Parabongo Primary School
118. Pawel Lalem Primary School
119. Pawel Langeta P.7 School
120. Pogo Okuture Primary School
121. Pongdwongo P.7 School
122. Pupwonya P.7 School
123. Queen Of Peace Primary School
124. Andrew's Primary School
125. Anthony Of Padua Primary School
126. Daniel Primary School
127. Marys Rescue Primary School
128. Paul Acut Yika Primary School
129. Stephen Oporlacen Primary School
130. Veronica Bright Light Primary School
131. Teddi Primary School
132. Tek-oo Primary School
133. Tekibur Primary School

Secondary Schools

134. Amuru High School
135. Blessed Jildo Irwa & Daudi Oilelo
136. Central High School Pabbo
137. Keyo Secondary School
138. Lacor Seminary
139. Lwani Memorial College
140. Pabbo Secondary School
141. Pabo Comprehensive Secondary School
142. Restore Leadership High School,
143. Mary's College – Lacor
144. Unity High School-bibia

Credits:

MS Lanyero Joyce

The District Education Officer
Amuru District.

Mr. Ocan Christopher

Inspector of Schools
Amuru district.

Mr. Owor Emmanuel

District Sports Officer
Amuru district.

Ms. Anena Lilly

District Education Officer
Nwoya District.

Ms Anne Kruisselbrink

Country Director
Backup Uganda