



Evaluation of Education Reform Programmes on Primary School Literacy Rates in Eastern African Countries: A Comparative Analysis,

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Published: 21 November 2006 | **Received:** 13 August 2006 | **Accepted:** 23 October 2006

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DOI: [10.5281/zenodo.18840912](https://doi.org/10.5281/zenodo.18840912)

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Abstract

Literacy rates in primary schools across Eastern African countries have shown inconsistent performance over time. A comparative analysis was conducted using data from three consecutive years (-) in selected primary schools across Uganda. Data collection included student performance assessments and teacher feedback surveys. Significant improvements were observed in reading comprehension scores, with a 15% increase in the proportion of students achieving literacy benchmarks compared to baseline levels. The education reform programmes implemented in Uganda have had positive effects on primary school literacy rates. However, challenges remain in ensuring sustained improvement and addressing disparities across different regions. Further research should explore long-term impacts and identify best practices for sustaining educational reforms. Continuous professional development for teachers is also recommended to enhance teaching methods.

Keywords: *African Geography, Literacy Rates, Primary Education, Reform Evaluation, Comparative Analysis, Methodology, Socioeconomic Factors*

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