Uwezo Uganda 2011

Are Our Children Learning?

Annual Learning Assessment Report

SUMMARY AND KEY FINDINGS

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Introduction

This year, 2011, Uwezo visited 48000 households in 80 districts and assessed 88,373 children, and visited 2400 schools. Clearly the benefits that accrue from access to basic education are commendable. But we would like to also add that true benefits of schooling are derived from the learning that occurs in school. The quality of education matters just as quantity. Uwezo starts a national conversation when it asks, Are our Children Learning? This is a question that we are asking far and wide and hope will be echoed by many so that we can push ourselves to do more on learning.

I invite you to join this conversation to improve the quality of learning of our children – You and I Can Make a Difference.

Richard Ssewakiryanga
Country Coordinator
Uwezo-Uganda

What is new in 2011?

	Uwezo 2010	Uwezo 2011
Sample	Reached 27 districts, 810 villages, 16200 households	Reached 80 districts, 2400 villages, 48,000 households
Reached and assessed children	Reached 38, 206 children Assessed 34,752 children	Reached 101,753 children Assessed 88,373 children
Sampling villages	Random sample of 30 villages in each district	Random replacement of 10 villages in each of the 2010 villages; 20 old villages retained to form panel

UWEZO 2011: Key facts and highlights

Fact 1: Children whose parents visit the school to talk about their learning perform better in English reading and basic mathematics.

- In English reading 40% of children in P3-P7 whose parents visited the school to talk about learning were competent compared to 34% who were competent but whose parents did not visit school to talk about the child's learning.

Fact 2: Children in lower primary who pay and attend extra tuition/coaching are not any better in performance in English reading and basic mathematics than those who do not receive extra tuition

- Only 3 out of every 10 children in P3 pay for extra coaching and could solve P2 division sums
- 7 out of every 10 children in P3 could not solve P2 division sums although they pay for extra coaching
- 2 out of every 10 children in P3 could solve P2 division sums but do not pay for extra coaching
- Only 12 out of every 100 children in P3 who pay for extra coaching could read and comprehend a P2 level story text
- 8 out of every 10 children in P3 could not read and understand a P2 level story text although they pay for extra coaching.

Fact 3: Many children in lower primary are still struggling to read English and do basic mathematics

- 9 out of every 10 children in P3 could not read and understand an English story text of P2 level difficulty.
- 7 out of every 10 children in P3 could not solve numerical written division sums of P2 level difficulty correctly.

Fact 4: Efforts to reduce teachers and pupils absenteeism is paying off

- Only 1 out of every 10 teachers was absent from school on the day of assessment
- Only 1 out of every 10 children was absent from school in the week of assessment

Fact 5: Children whose mothers are educated perform better in Basic English reading and mathematics

- 6 out of every 10 of children in P3-P7 whose mothers had post-secondary level of education could read and understand a P2 level text
- 7 out of every 10 of children in P3-P7 whose mothers had never acquired any level of education could not read and understand a P.2 level story text.

DISTRICT PERFORMANCE RANKING 2011

PERCENTAGE OF PUPILS OF P3-P7 COMPETENT IN ENGLISH, MATHEMATICS AND BOTH			
District Name	Complete competence in English	Complete Competence in Maths	Competence in Both
BUSHENYI	53.0	67.4	50.3
KAMPALA	61.6	61.3	50.1
MBARARA	62.0	70.1	48.5
WAKISO	56.1	68.5	47.2
KIRUHURA	53.8	64.9	42.0
NAKASEKE	45.9	57.5	38.9
KALANGALA	49.8	62.3	38.8
KANUNGU	41.3	61.8	37.5
LUWERO	46.4	58.3	36.8
LYANTONDE	40.6	58.4	36.7
RAKAI	44.7	55.8	35.2
NTUNGAMO	43.1	50.8	34.5
ISINGIRO	40.1	60.1	34.3
KABAROLE	42.0	54.6	33.8
IBANDA	43.2	56.6	33.0
RUKUNGIRI	38.7	51.7	32.4
NAKASONGOLA	38.0	56.1	32.3
MOYO	34.8	60.3	31.8
MASAKA	39.0	51.5	31.3
MITYANA	36.1	68.7	30.4
KABALE	39.0	48.5	30.1
KYENJOJO	36.4	57.2	30.0
ARUA	34.7	56.9	29.8
KAMWENGE	35.2	59.6	29.7
MBALE	37.4	47.9	29.6
KASESE	36.6	47.9	29.0
KISORO	36.1	42.8	28.9
KAABONG	34.8	47.0	28.5
LIRA	32.6	47.8	28.4
KIBOGA	36.1	56.1	27.9
GULU	32.1	49.6	27.6
MUKONO	38.0	62.4	27.5
KITGUM	33.0	44.6	27.0
SIRONKO	36.9	48.8	27.0
MOROTO	39.1	39.8	26.5
KIBAALE	30.2	56.1	26.4
NYADRI	30.4	55.1	25.8
NEBBI	30.6	53.7	25.6
JINJA	35.5	50.7	25.3
MANAFWA	30.2	50.8	25.3
HOIMA	30.9	52.7	24.9
BUSIA	27.8	50.5	24.9
PADER	27.8	47.1	24.8
MPIGI	34.0	43.7	24.8
KUMI	31.1	46.9	24.8
ABIM	30.9	39.5	24.3
BULIISA	27.3	47.4	24.2
ADJUMANI	26.6	56.1	24.1
YUMBE	29.5	52.2	23.8
OYAM	31.3	48.4	23.5
MUBENDE	28.7	54.5	23.3
SOROTI	27.8	44.1	22.9
KATAKWI	24.8	57.3	22.5
AMURIA	29.1	54.0	22.4
MASINDI	30.9	39.6	22.2
NAKAPIRIPIRIT	32.8	37.5	21.6
KOBOKO	27.1	46.6	21.3
KOTIDO	26.0	35.5	21.0
SSEMBABULE	33.7	41.3	20.9
BUTALEJA	27.9	47.8	20.8
APAC	26.7	43.7	20.6
BUDAKA	24.6	38.5	20.3
AMURU	22.3	41.4	20.2
BUKEDEA	25.5	35.6	20.1
KAYUNGA	21.9	48.3	19.8
DOKOLO	24.2	42.5	19.3
IGANGA	24.3	45.3	19.3
KAPCHORWA	25.6	43.0	19.2
BUNDIBUGYO	25.9	30.0	18.7
MAYUGE	23.0	43.1	18.4
PALLISA	21.1	43.2	18.3
KABERAMAIDO	25.5	49.0	18.2
BUDUUDA	19.8	52.3	17.6
BUKWO	25.6	39.4	17.4
TORORO	19.0	40.6	16.9
KAMULI	20.2	43.9	16.5
BUGIRI	18.0	43.2	14.7
KALIRO	19.5	49.6	13.4
AMOLATAR	15.0	41.8	10.2
Uganda	**34.3**	**51.1**	**27.7**

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