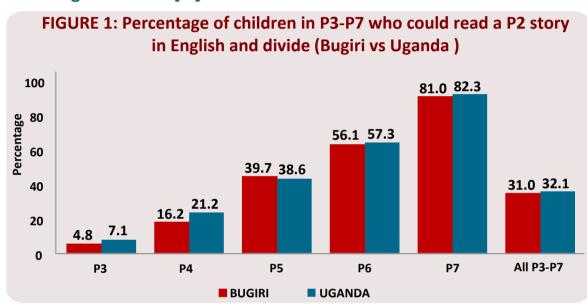
# **BUGIRI DISTRICT REPORT, BASED ON UWEZO 2021 LEARNING ASSESSMENT**

## **About the Bugiri District Report Card**

Amidst the Covid-19 pandemic that led to the closure of schools for almost two years, in August 2021, Uwezo Uganda in partnership with selected district-based Civil Society Organisations (CSOs) conducted a national household-based learning assessment for children aged 4-16 years across 29 districts in the country and launched the national report in January 2022. The assessment focusing on literacy and numeracy, was pegged on the primary 2 curriculum. The assessment conducted with the support of citizen-volunteers reached 15,033 children nationally. In Bugiri district, a total of 608 children (306 boys and 302 girls) participated in the assessment. This report card illuminates selected key findings on learning in Bugiri district. In some instances, the report compares the learning situation in Bugiri district with the national situation.

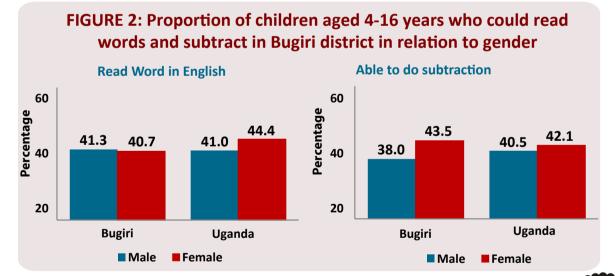
#### 1. How well can children read and count, by class in Bugiri district? [%]

The aim of education is to ensure that children learn. Thus, if effective learning occurred in primary education, assessments should provide evidence attesting that learners are able to meet the expected competencies. Uwezo 2021 assessment finds that children do not perform to standard - very few children (5%) in Primary 3 were able to read a Primary 2 English story and do Primary 2 division. Even by Primary 7, a significant proportion of children (19%) could not read a Primary 2 story and divide. Generally, learning levels in Bugiri were slightly lower than the national averages.



#### 2. Are boys and girls in Bugiri able to read words and do subtraction? [%]

Ability to read words and do subtraction is a foundation to literacy and numeracy. Figure 2 shows the proportions of boys and girls aged 4-16 in Uwezo 2021 assessment sample who were able to read words, in English and to do subtraction tasks (when presented in mathematical symbols). The gender differences are more visible in numeracy than in reading. There are more girls than boys in Bugiri district who could do P2 subtraction tasks.



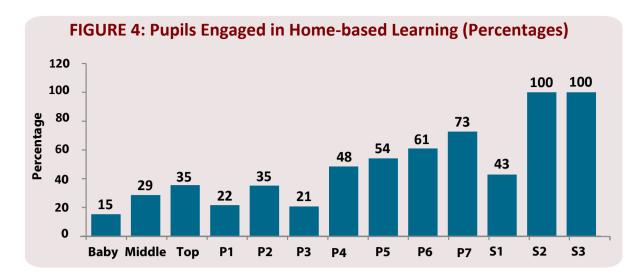
#### 3. How competent are children attending P3-P7 in Bugiri district in reading in the local language? [%]

The language of education policy requires children in P1-P3 to be instructed in the language of the catchment area (local languages) where the prevailing language spoken in an area is just one (monolingual). Figure 3 shows the proportion of children in Bugiri who could read a P2 story in the local language by class. Even for P3 who are supposed to be learning in the local language, 3% of them are competent in reading a text up to paragraph level in the local language and 71% are non-readers. Even in P7, there is a significant proportion (36%) of learners in Bugiri that cannot read and understand a text in the local language.

FIGURE 3: Percentages of children reading in the local language in Bugiri district 100 12.5 11.4 80 14.3 23.1 21.9 47.6 64.3 Percentage 09 09 23.1 25.0 4.8 9.5 71.4 7<u>.</u>1 21.9 43.6 14.3 33.3 20 18.8 14.3 Р3 P4 **P5 P7** ■ Non-reader ■ Syllable ■ Word ■ Paragraph ■ Story only ■ Read and Comprehension

## 4. Were children in Bugiri district engaged in home-based learning during the Covid-19-induced lockdown? [%]

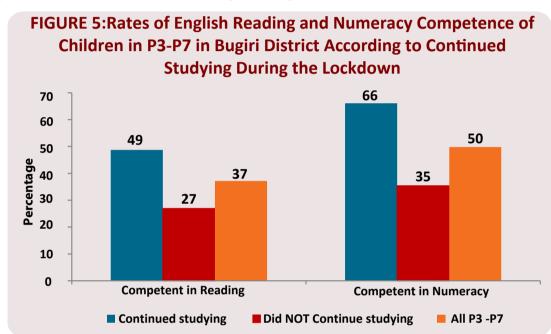
Some home-based learning took place during the Covid-19 lockdown to keep children engaged. These activities included radio lessons, printed materials from the government, television-learning lessons and printed materials from other sources apart from government. Generally, children in upper classes were engaged in learning activities during the pandemic than children in lower classes.





## 5. How are reading and numeracy competencies related to learning during the Covid-19-induced lockdown? [%]

A number of interventions happened when schools closed during the Covid-19 lockdown. Figure 5 shows reading and numeracy competencies with reference to whether children continued studying during the lockdown. Children who continued studying when schools closed registered better learning outcomes regardless of their grade. The difference in the two groups was more visible in numeracy (31%) than in literacy (22%).



#### **Uwezo Assessment in Bugiri District**

The Uwezo assessment in Bugiri district was conducted in August 2021. Three hundred (300) households were randomly sampled from 15 enumeration areas. A total of 608 children (306 boys and 302 girls) aged 4-16 participated in the assessment conducted by 30 citizen volunteers.

The assessment was conducted by Uwezo Uganda in partnership with Uganda Muslim Rural Development Association (UMURDA), the Uwezo partner in Bugiri district.

# This report card was produced by Uwezo Uganda in April 2024

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