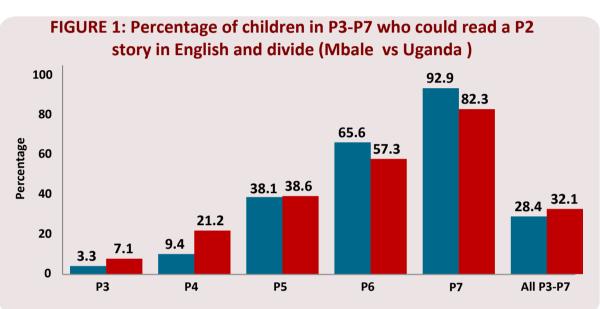
About the Mbale District Report Card

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. The assessment focusing on literacy and numeracy was pegged on primary 2 curriculum. The assessment conducted with the support of citizen-surveyors (volunteers) reached 15,033 children nationally. In Mbale district, a total of 488 children (242 boys and 246 girls) participated in the assessment. This report card presents selected key findings on learning in Mbale district. In some instances, this report compares the learning situation in Mbale with the national situation.

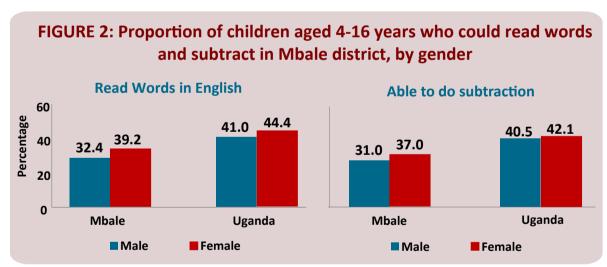
1. How well can children read and count, by class in Mbale district? [%]

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. Once again, Uwezo finds that children do not perform to standard, very few children (3%) in Primary 3 are able to do Primary 2 work. And even by Primary 5, less than 40% are able to do Primary 2 reading and mathematics. Overall, learning levels in Mbale are lower than the national averages.



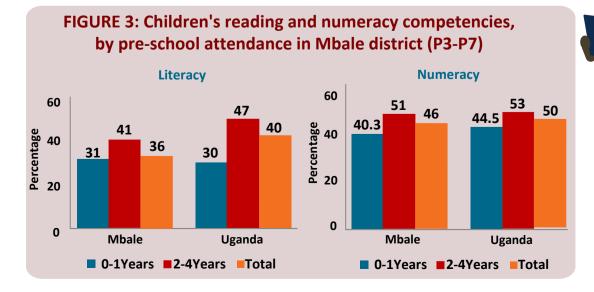
2. Are boys and girls in Mbale district able to read words and do subtraction? [%]

Ability to read words and do subtraction is a foundation to literacy and numeracy. Figure 2 shows the proportions of children aged 4-16 in Uwezo samples who were able to read words, in English and to do subtraction tasks (when presented in mathematical symbols). The proportion of children who can read words and do subtraction sums is lower in Mbale than the national averages. There are more girls than boys in Mbale district who can read words and subtract.



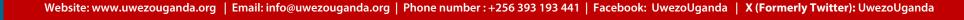
3. How are the reading and numeracy competencies relating to pre-school attendance in Mbale district? [%]

Evidence from around the world indicates that pre-primary or early childhood education can provide a solid foundation for children entering primary school and support them to achieve expected learning outcomes. Children with two or more years of preschool education tend to post better learning outcomes than their counterparts with one or less years of preschool attendance.



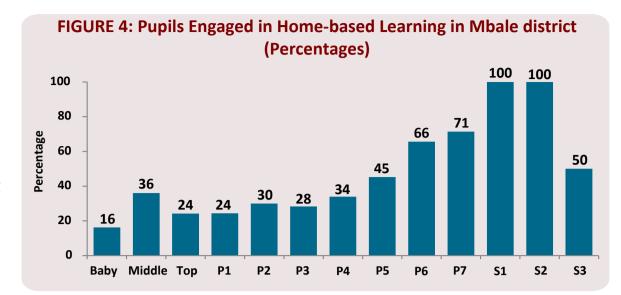






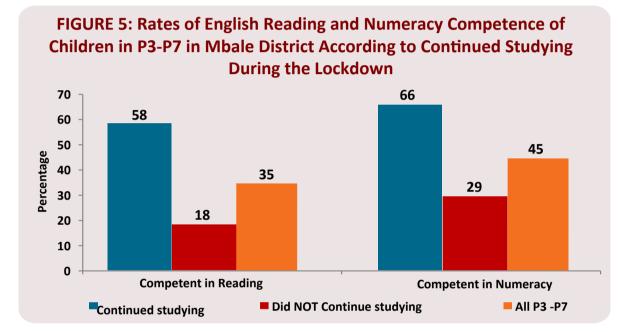
4. Were children in Mbale district engaged in home-based learning during the Covid-19-induced lockdown? [%]

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 higher 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 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 realised better learning outcomes in literacy and numeracy than their counterparts who didn't have the same opportunity. There is a 48% difference in literacy and a 37% difference in numeracy.



Uwezo Assessment in Mbale District

The Uwezo assessment in Mbale district was conducted in August 2021. Three hundred (300) households were randomly sampled from 15 enumeration areas. A total of 488 children (242 boys and 246 girls) aged 4-16 participated in the assessment conducted by 30 citizen-volunteers.

The assessment was conducted by Uwezo Uganda in partnership with Christian Fellowship Ministries, the Uwezo partner in Mbale district.

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