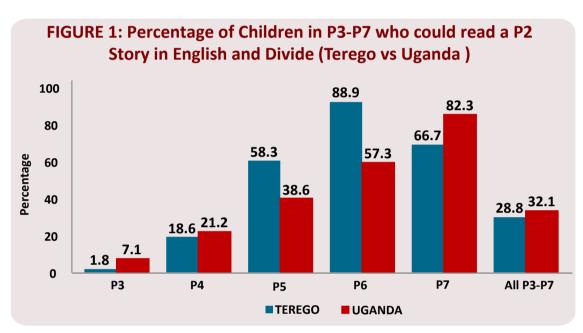
About the Terego District Report Card

Amidst the Covid-19 pandemic that led to the closure of schools in Uganda for almost two years, in August 2021, Uwezo Uganda 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 Terego district, a total of 678 children (340 boys and 338 girls) participated in the assessment. This report card presents selected key findings on learning in Terego district. In some instances, this report compares the learning situation in Terego with the national situation.

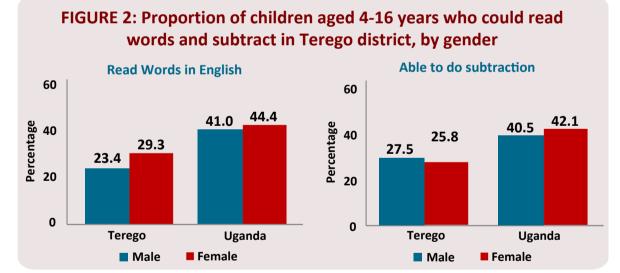
1. How well can children read and count, by class in Terego district? [%]

The aim of education is to ensure that children learn. Thus, if effective learning occurred in primary education, assessment should provide evidence attesting that learners are able to meet the expected competencies. Once again Uwezo finds that children do not perform to standard, and 2% of children in Primary 3 are able to do Primary 2 work. Even by Primary 7, the end of the primary cycle, a significant proportion of children (32%) are unable to do Primary 2 reading and mathematics. Generally, learning levels in Terego are lower than national averages.



2. Are boys and girls in Terego 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 proportion of children aged 4-16 in Uwezo samples who were able to read words, in English and to subtraction tasks (when presented mathematical symbols). There are less than 30% of the children aged 4-16 in Terego district that can read words and subtract. There are more girls than boys in Terego district who can read words. The reverse is true for subtraction.



3. How are the reading and numeracy competencies relating to pre-school attendance in Terego 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 who have attended preschool education tend to post better learning outcomes than their counterparts with no preschool experience.

by pre-school attendance in Terego district (P3-P7) Literacy **Numeracy** 60 53 50 Percentage 05 Percentage 20 35 31 30 18 Terego Uganda Terego Uganda ■ 0-1Years ■2-4Years ■Total ■ 0-1Years ■2-4Years ■Total

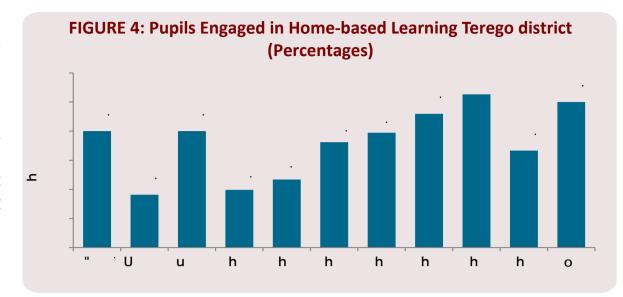
FIGURE 3: Children's reading and numeracy competencies,





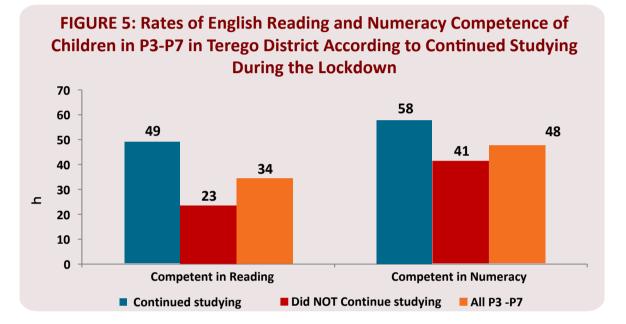
4. Were children in Terego district engaged in home-based learning during the Covid-19-induced lockdown?

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. Overall, less than a half of the children in Terego district benefitted from home-based learning during the pandemic.





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 outcomes regardless of their grade.



Uwezo Assessment in Terego District

The Uwezo assessment in Terego district was conducted in August 2021. Three hundred (300) households were randomly sampled from 15 enumeration areas. A total of 678 children (340 boys and 338 girls) aged 4-16 participated in the assessment conducted by 30 citizen-volunteers.

The assessment was conducted by Uwezo Uganda in partnership with Approaches to Rural Community Development (ARCOD), the Uwezo partner in Terego district.

This report card was produced by Uwezo Uganda in April 2024

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