



ARE OUR CHILDREN LEARNING?



**Learning outcomes in Uganda, a focus on literacy**

# Presentation Structure

- Brief overview of Uwezo assessments
- Assessment findings-a focus on Literacy
- Implications and recommendations



# Introduction

1. Basic assessments focus on assessment of foundational skills including literacy (reading) and numeracy (simple arithmetic)
2. One on one oral assessments are conducted
3. Assessments are household based-to get a representative sample of all children & and for engagement and feedback
4. Participation of local volunteers
5. We communicate our findings regularly
8. Most recent assessment was conducted in Aug 2021- learning in context of the COVID pandemic



# Methodology

- 29 nationally representative districts in Uganda
- 870 citizen volunteers
- 5,673 households
- 15,033 children (aged 4-16 years)
- 387 schools

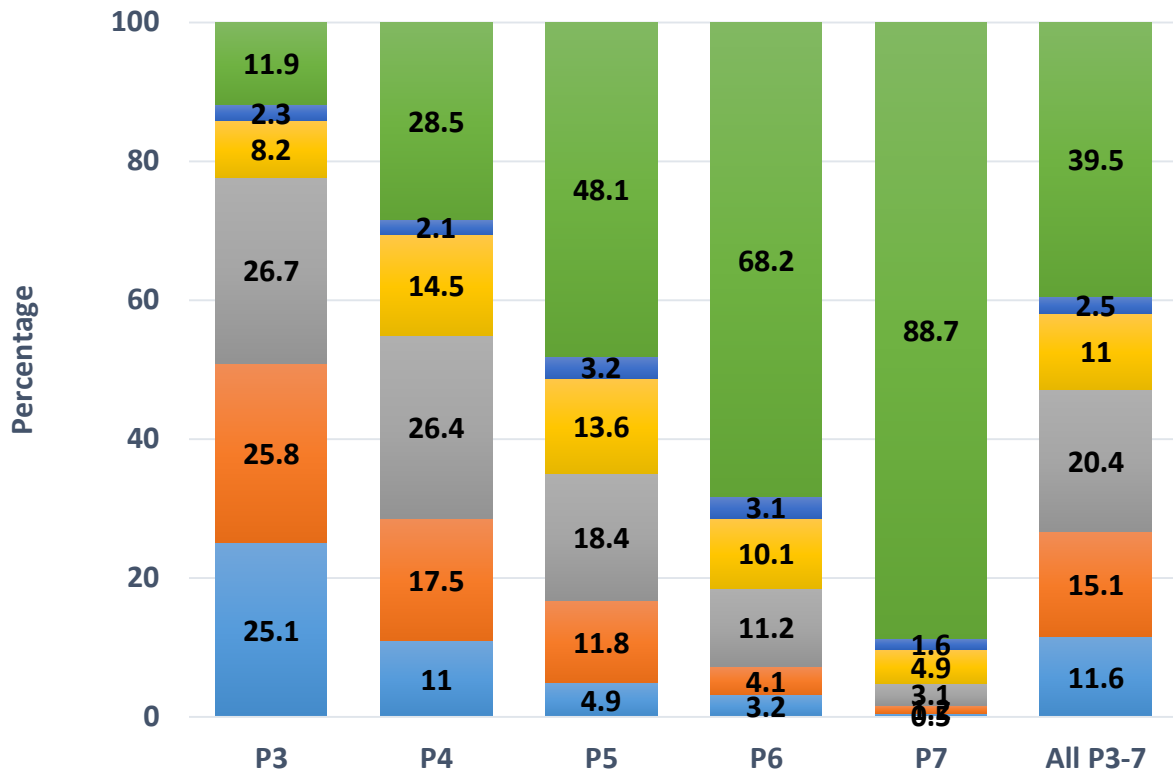
## 2. Learning Outcomes



The **proportion of children fully competent in English reading** for the whole set of grades P3-7, **rose** from 32.5% in 2018 to 39.5% in 2021, and the **proportion of 'non-readers' also increased**

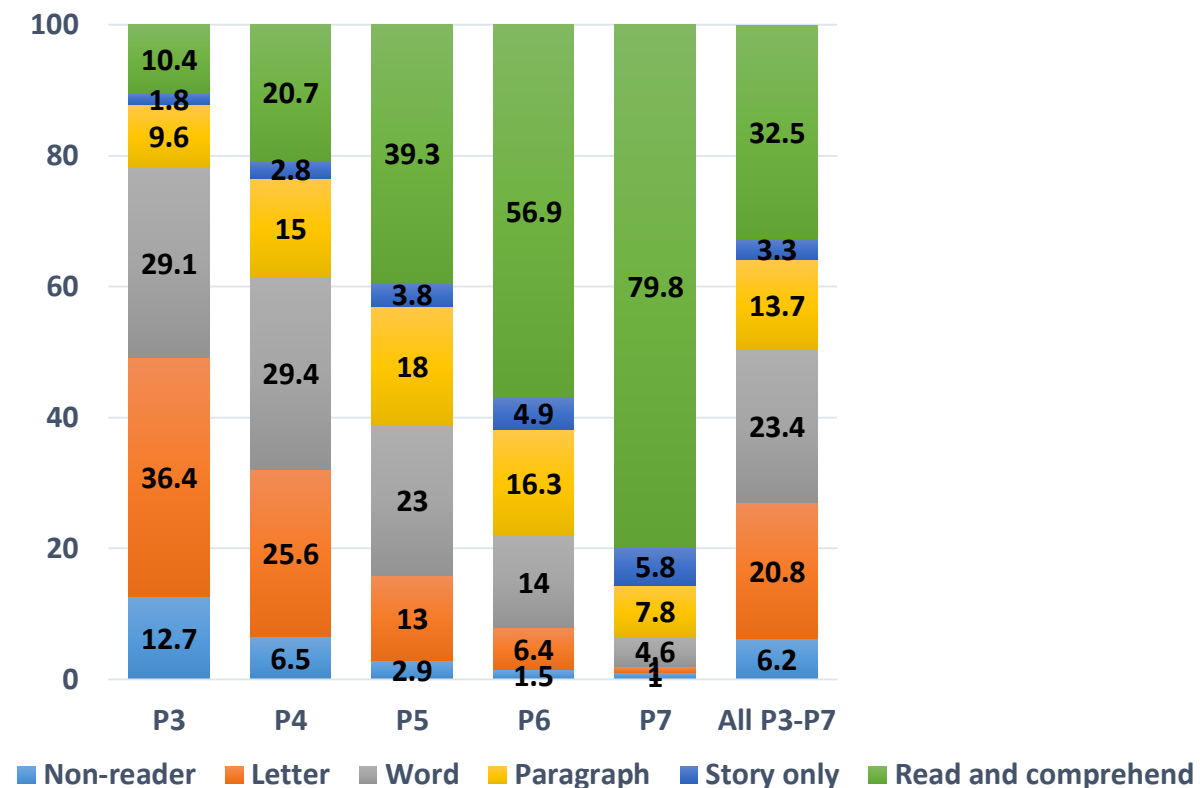
### Levels of Reading in English by Grade, P3-7

2021\_Levels of Literacy by Grade



Sample size (2021): 5,906

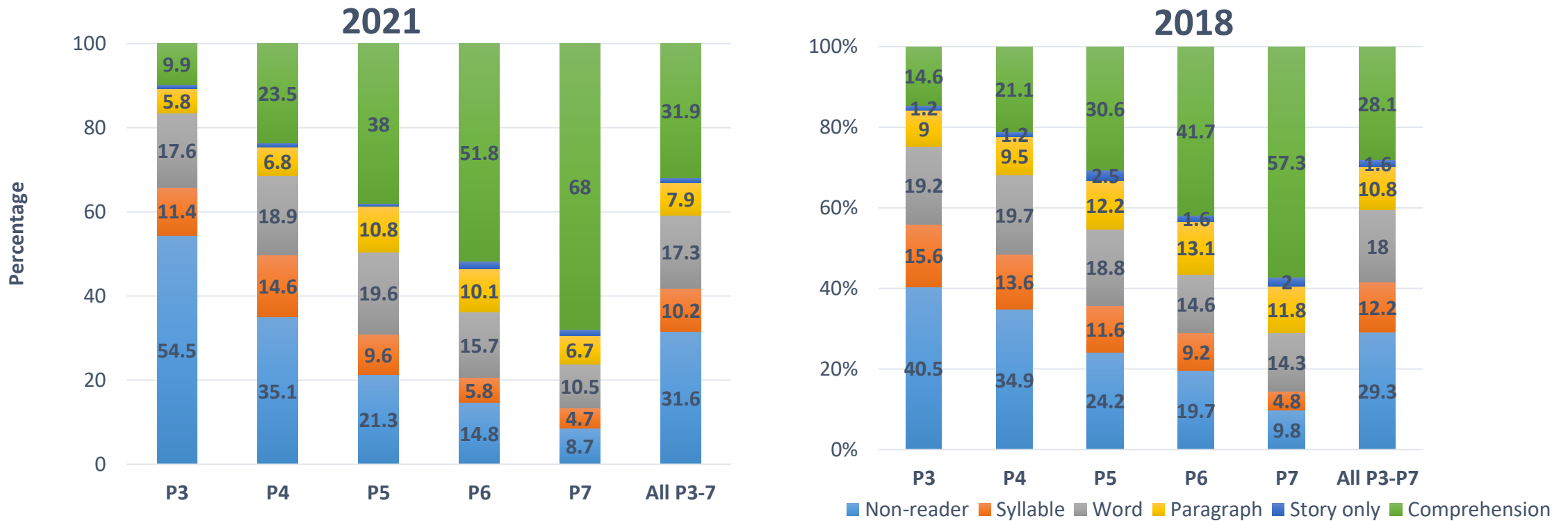
2018\_Levels of Literacy by Grade



Sample size (2018): 13,652

**Reading in local languages: The percentage of non-readers in P3, increased from 40.5% in 2018 to 54.5% in 2021**-There was a general improvement over that of 2018, especially in P7 where the percentage fully competent to read in a local language increased from 57.3% to 68.0%.

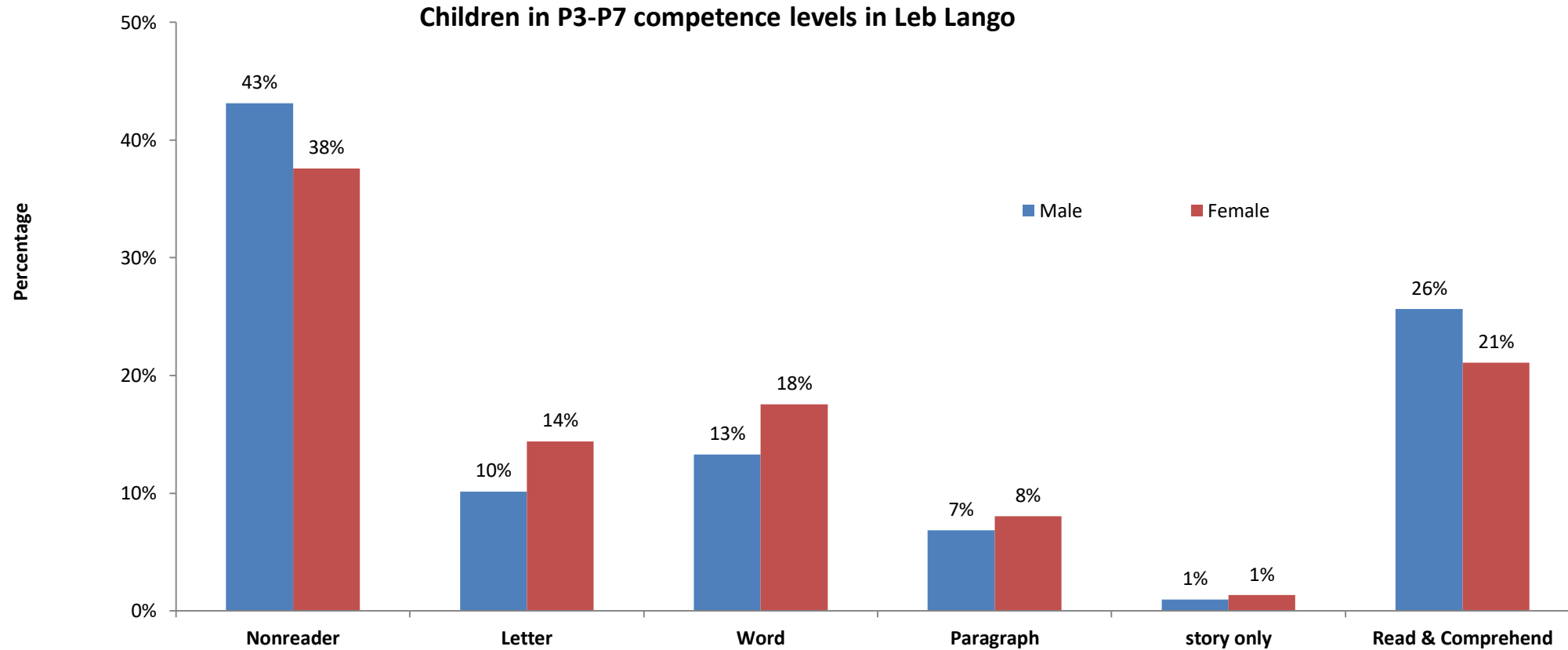
**Figure 5: Levels of reading in a local language by grade, P3-7 - 2018 vs 2021**



Sample size (2021): 2,313

Sample size (2018): 5,179

# Less than a quarter of children in P3-P7 were able to read and comprehend in Leb-Lango

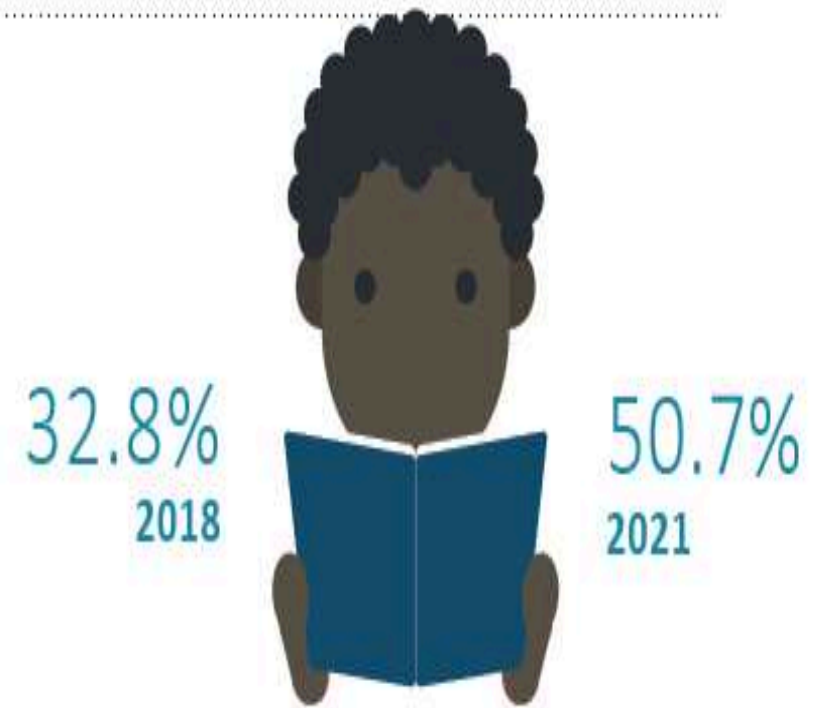


☐ More than 4 in every 10 learners are non—readers in Leb Lango (slightly more boys are non-readers).

n= 539

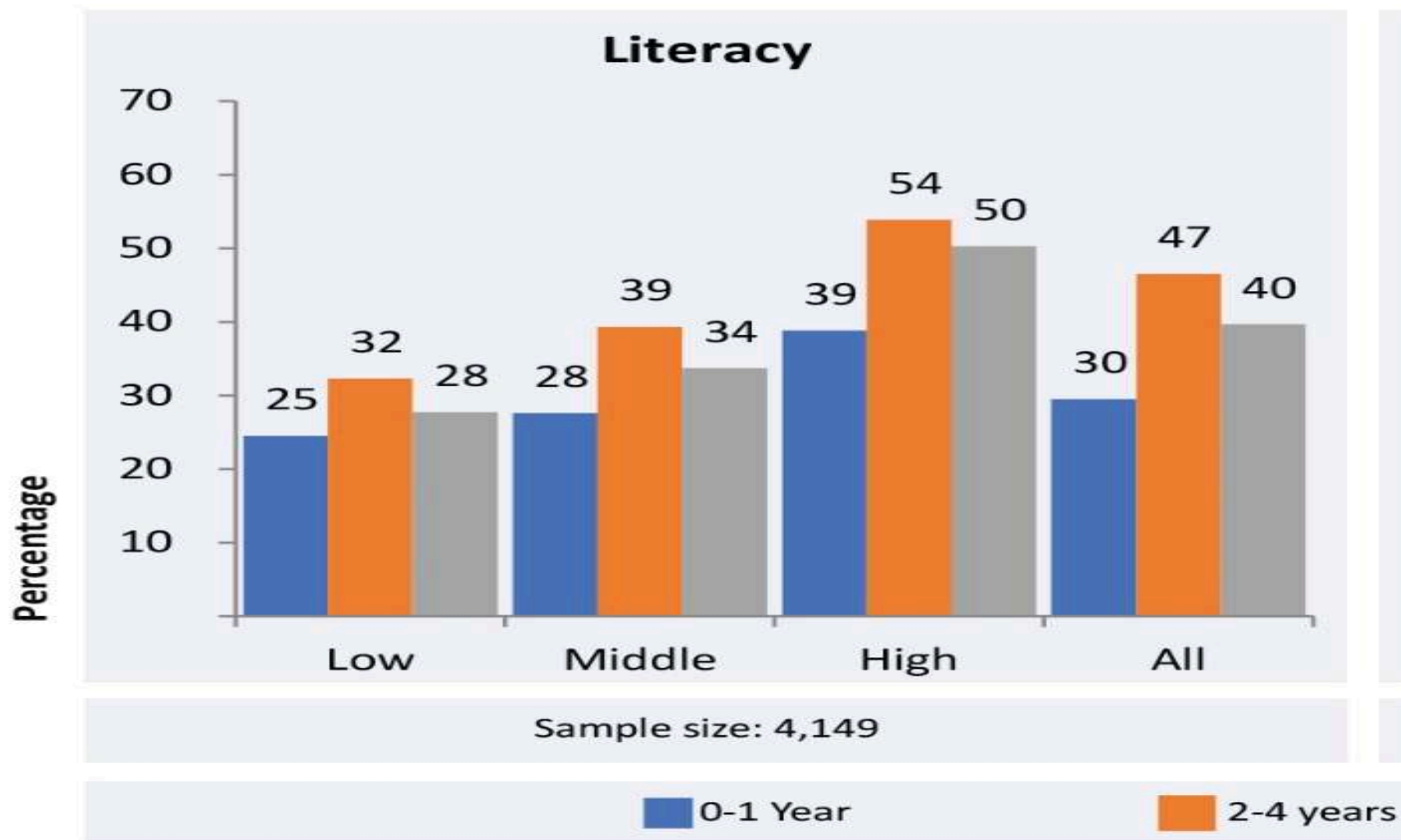


2.5. Competence in English reading and numeracy by age: In general, the 2021 findings suggest that the learning by younger children has been delayed more by the pandemic and school closures than that of older children. This pattern applies both to reading in English and to numeracy. For example, the estimated percentage of children aged 8 who were non-readers increased from 32.8% in 2018 to 50.7% in 2021 and the percentage of those who were non-numerate increased from 22.4% in 2018 to 31.3% in 2021.

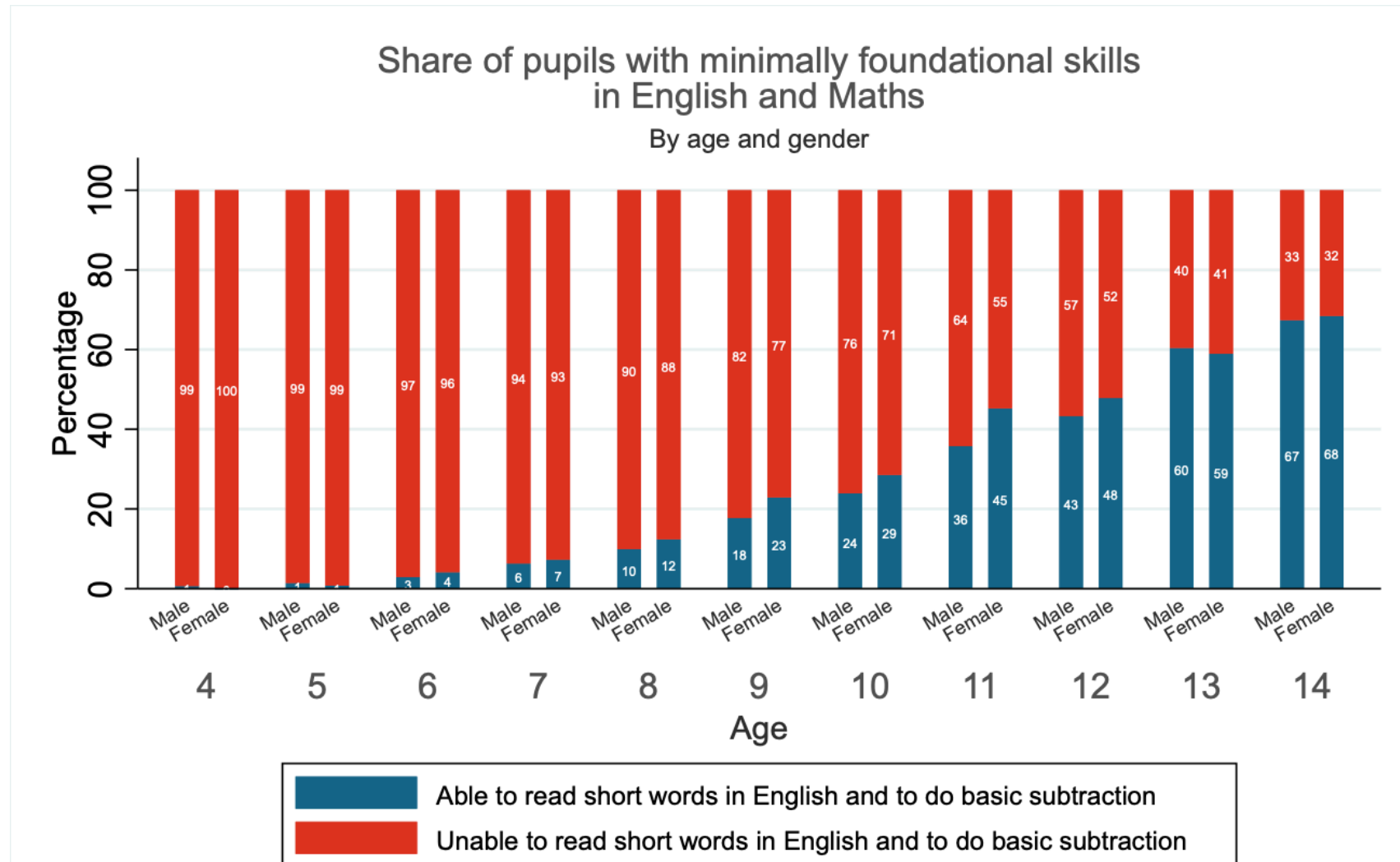


Children aged 8 who were non-readers

The rates of P2 level competence in English reading for children in P3-P7 are **higher** for those who have attended **preschool for two years or more**. This applies within high, middle and low wealth groups.

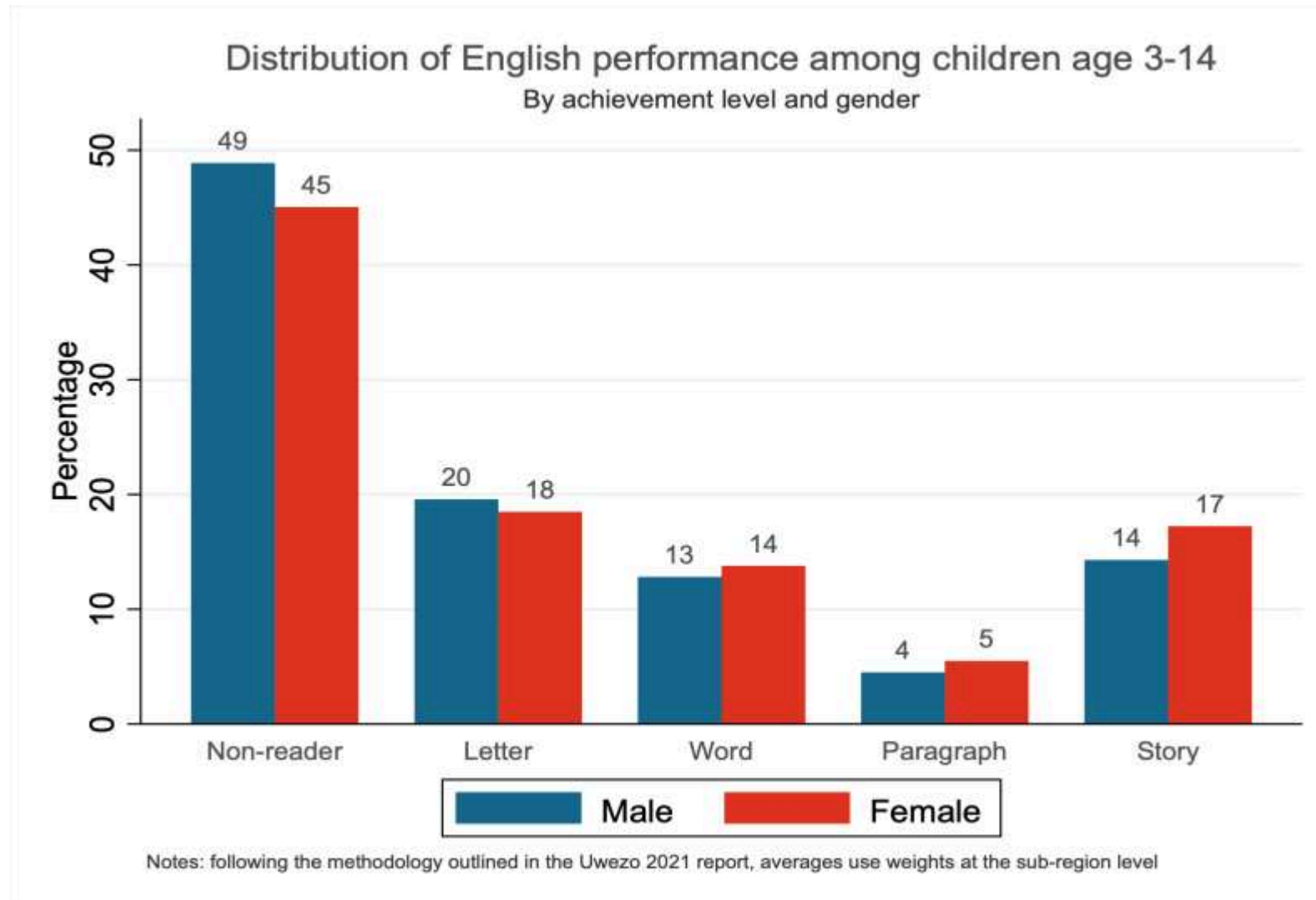


# Consistently, girls' learning outcomes are equal or even outperform those of their male counterparts

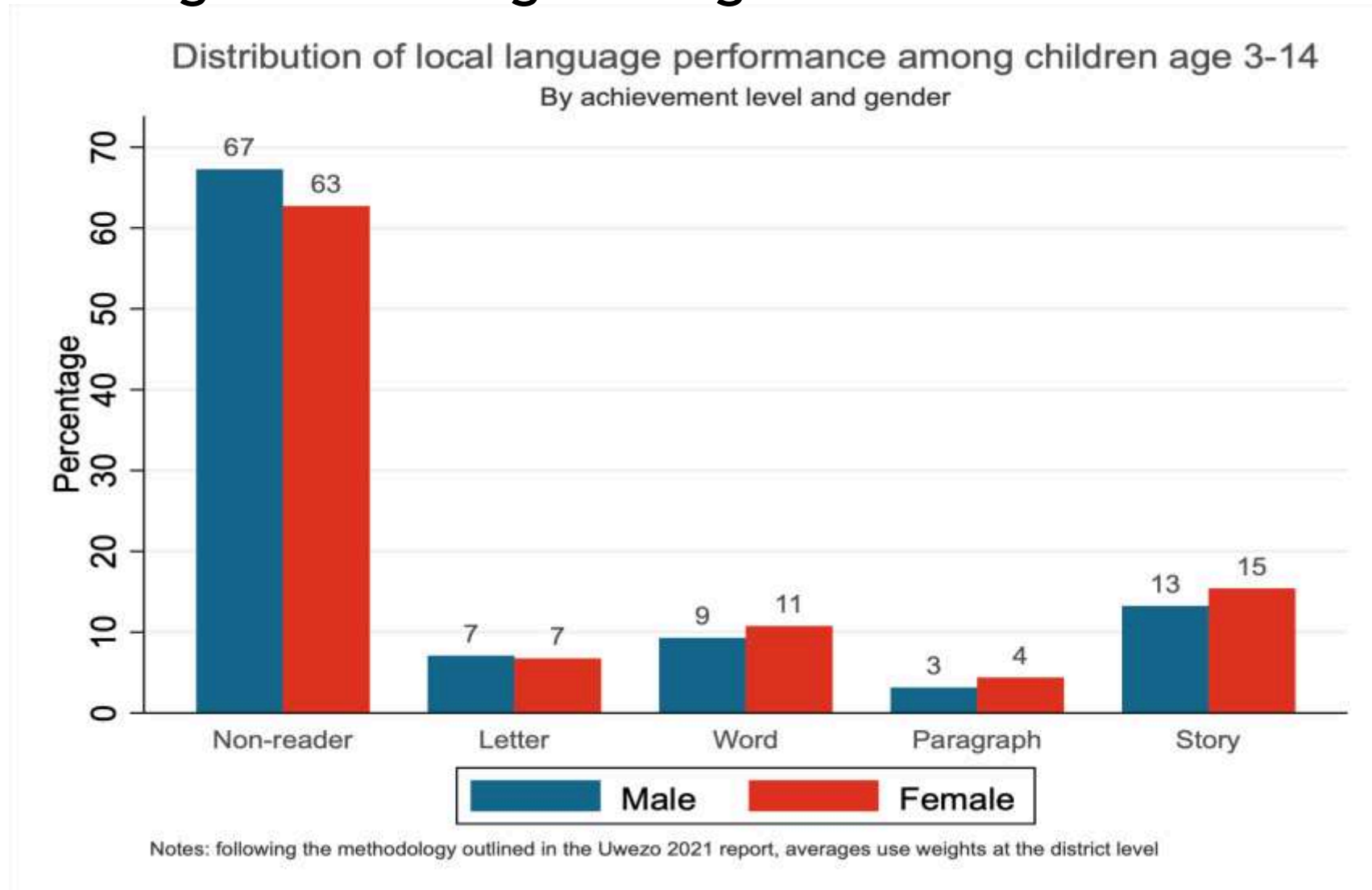


Notes: following the methodology outlined in the Uwezo 2021 report, averages use weights at the sub-region level

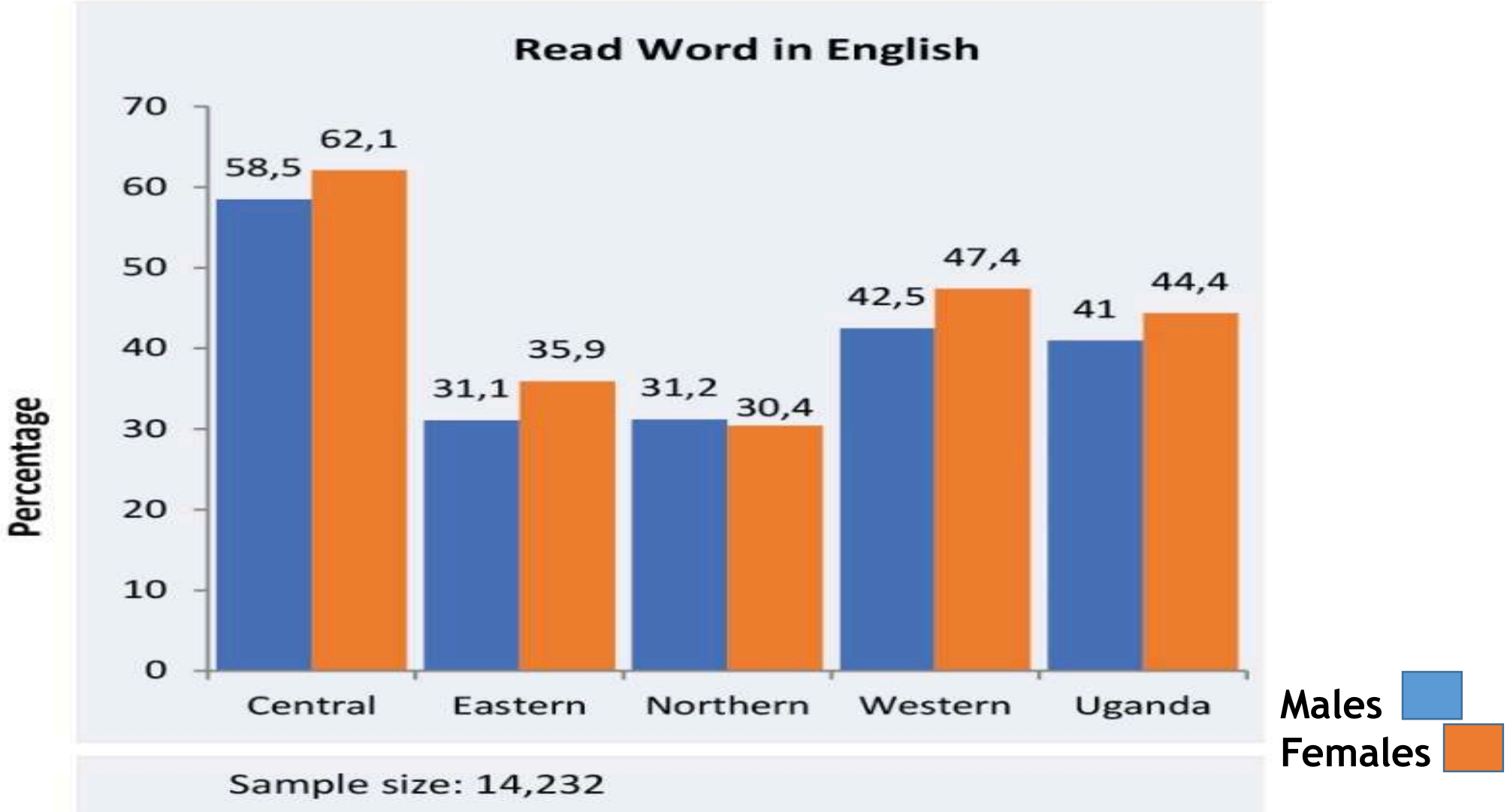
The largest differences between girls and boys are on both ends of the spectrum: more boys who do not reach the most basic skill, and more girls reaching the highest skill



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**Regional variations in learning outcomes:** There are consistent differences between the regions, with the Central Region far in the lead, the Western Region in a middle position and the Eastern and Northern Regions having similar, lower outcomes.



# Conclusions and Recommendations

1. Enhancing the focus on acquisition of the foundational skills of literacy in the lower primary grades is key
2. The role of pre-school education is crucial for improving literacy and learning – there is spill over effect to learning in primary school as a result of the preschool experience
3. A continued focus on addressing gender disparities is central to sustaining gains made –historical aspects will still need to be reflected on (access, achievement & attainment in relation to longer term impacts of these-on opportunities)
4. Sustaining conversations (national & sub-national level) on shifting the focus from schooling to learning –there is a need to develop policy that turns the situation around
5. Remedy the attainment gaps across regions



*Thank you!*

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