

Are our Children Learning?

Evidence from the 2021 Uwezo Assessment

USAID/ICYD Meeting with Stakeholders- Gulu

Highlight of Selected Findings Relevant to Leb Acholi

21st February, 2023



About the Uwezo 2018 Learning Assessment

#	Feature	Details
1	Sample	<ul style="list-style-type: none"><input type="checkbox"/> 32 districts across the regions in Uganda<input type="checkbox"/> Local language assessed in 13 districts<input type="checkbox"/> 4 local languages assessed in the 13 districts (Leb-Acholi, Luganda, Lusoga, Runyankore/Rukiga)<input type="checkbox"/> 30 Enumeration areas (EAs) in each district<input type="checkbox"/> 20 households in each enumeration area<input type="checkbox"/> All children aged 6-16 years
2	Tool	<ul style="list-style-type: none"><input type="checkbox"/> Learning assessment in English, local languages (4) and numeracy<input type="checkbox"/> Assessment items pegged on Grade 2 curriculum<input type="checkbox"/> Assessment tools developed by item writers, including curriculum/content specialists, assessment specialists, practicing teachers, researchers and teacher educators<input type="checkbox"/> Items pretested and piloted<input type="checkbox"/> Each assessment tool contained 3 samples of equal weight
3	Process	<ul style="list-style-type: none"><input type="checkbox"/> One partner in each district<input type="checkbox"/> Citizen volunteers with at least O level of education conduct assessment<input type="checkbox"/> Assessments conducted one on one for each child in and out of school<input type="checkbox"/> Largest school serving EA visited



Uwezo 2018 Local Language Assessment Districts & Test Sample

1	Leb-Acholi	<input type="checkbox"/> One district (Amuru)
2	Luganda	<input type="checkbox"/> Five districts (Mityana, Luweero, Mpigi, Bukomansimbi, Mukono)
3	Lusoga	<input type="checkbox"/> Five districts (Luuka, Mayuge, Jinja, Bugiri)
4	Runyankore /Rukiga	<input type="checkbox"/> Three districts (Ntungamo, Mitooma, Rukungiri)

LEB ACOLI

Sample 1

1. Kwano dwon dul nukta

pa mu cu
gu di ku
li ra ba
ja

- Cak ki lutino ma mwakagi ocake abicel (6) cito kwede i apar wiye abicel (16).
- Latin myero kukwan dwon dul nukta abic, myero kukwan maromo angwen (4) kakare ki ikom abic ni.
- Ka latin twero kwano dwon dul nukta maber, cwale wek okwan nyilok.
- Kono ka latin pe romo kwano dwon dul nukta maromo angwen (4) kakare, ci ket en macalo latin ma pe ngeyo kwan.

2. Kwano nyiglok

daa lega pala
tuku kom dero
pito gweno pii
baba

- Mii ki latin ma eoom kwano nukta onyo dwon dul nukta.
- Latin myero kukwan nyiglok abic (5), myero kukwan maromo angwen (4) kakare ki ikom abic ni.
- Ka latin twero kwano nyiglok angwen (4) maber ki ikom abic ni cwale wek okwan DUL KWAN.
- Kono ka latin pe romo kwano nyiglok maromo angwen (4) ci ket en macalo latin ma romo kwano DWON DUL NUKTA keken ento pe nyiglok.

3. Kwano dul lok ma olube

Ocan maro pito oyado mada. En wilo kodi oyado ki icuk. Dek oyado mit ki odii pul. Danoomyero gumar pito pot dek.

- Wek latin oyer me kwano dukwan acel ki ikin aryo ni.
- Ka latin okwano DUL KWAN, cwale okwan LOK ABOKA.
- Ka latin pe romo kwano dul kwan, (pe kwano dul nyiglok kakare makato tyen aryo), ket en macalo ngat ma romo KWANO NYIGLOK KEKEN.

Adong latin anyaka maryek mada. En keto cwinye iot kwan. En maro lapwony ma pwonyo cura. Man weko lupwonye maro enmada.

4. Kwano lok aboka

Anyaka Maber

Piloya obedo nyako maber. En cito igangkwan nino ducu. Iwang yoo en moto dano. En onongo mego opoto iyoo. Mego oturu tyene aryo ducu marac. Piloya tam ocungu wiye.

Cutcut en oneno won lela kabino. En olege me tingo mego. Laditi otingo mego otero iotyat. Dakta oketo mego iwi kitanda. Otweyo tyen mego aryo ducu maber. Mego opwoyo Piloya matek.

Questions:

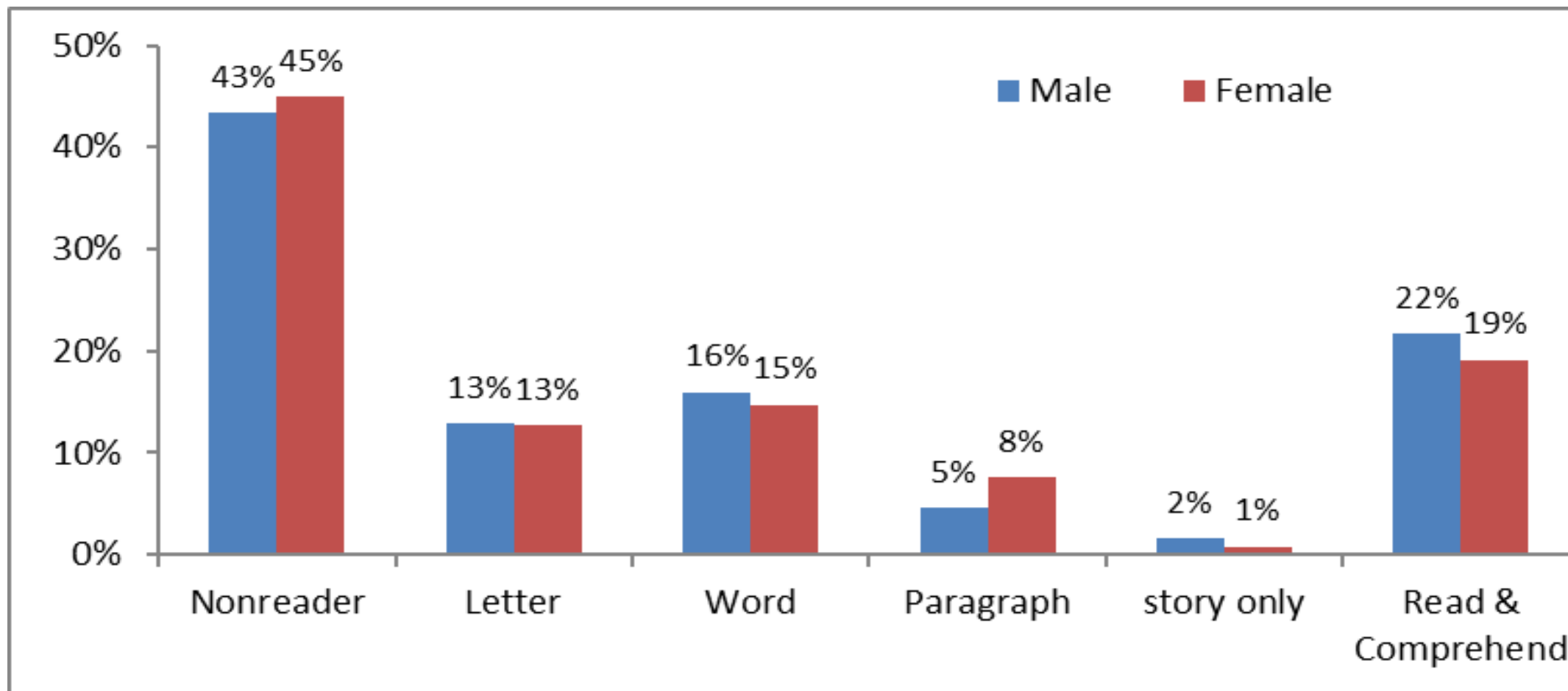
1. Piloya onongo anga iwang yoo?
2. In dong ikonyo ngat mo ikwoni?

- Omyero imii ki latin ma okwano dul kwan maber keken me kwano lok aboka.
- Ka latin pe romo kwano lok aboka (pe kwano kakare makato tyen angwen ket en macalo latin ma twero DUL KWAN keken).
- Ka latin okwano lok aboka maber ket en macalo latin ma twero kwano LOK ABOKA.
- Lapeny aryo ni mii ki latin ma okwano LOK ABOKA maber.

Rates of full competence (read and comprehend) by grade for each local language

Language	P3	P4	P5	P6	P7	All P3 - P7	<i>n</i>
Acholi	4.4	10.8	24.4	42.0	71.4	20.4	514
Runyankole/Rukiga	17.2	38.8	45.9	67.7	76.8	43.5	925
Luganda	26.1	30.2	42.4	50.0	72.7	38.6	1,784
Lusoga	1.9	3.5	9.8	14.7	28.8	8.5	1,956
All	14.6	21.1	30.6	41.7	57.3	28.1	5,179

About 2 in every 10 children in P3-P7 are able to read and comprehend in Leb-Acholi



n= 514

- ☐ There are more than 4 in every 10 learners who are non-readers in Leb Acholi with slightly **more girls** being non-readers).

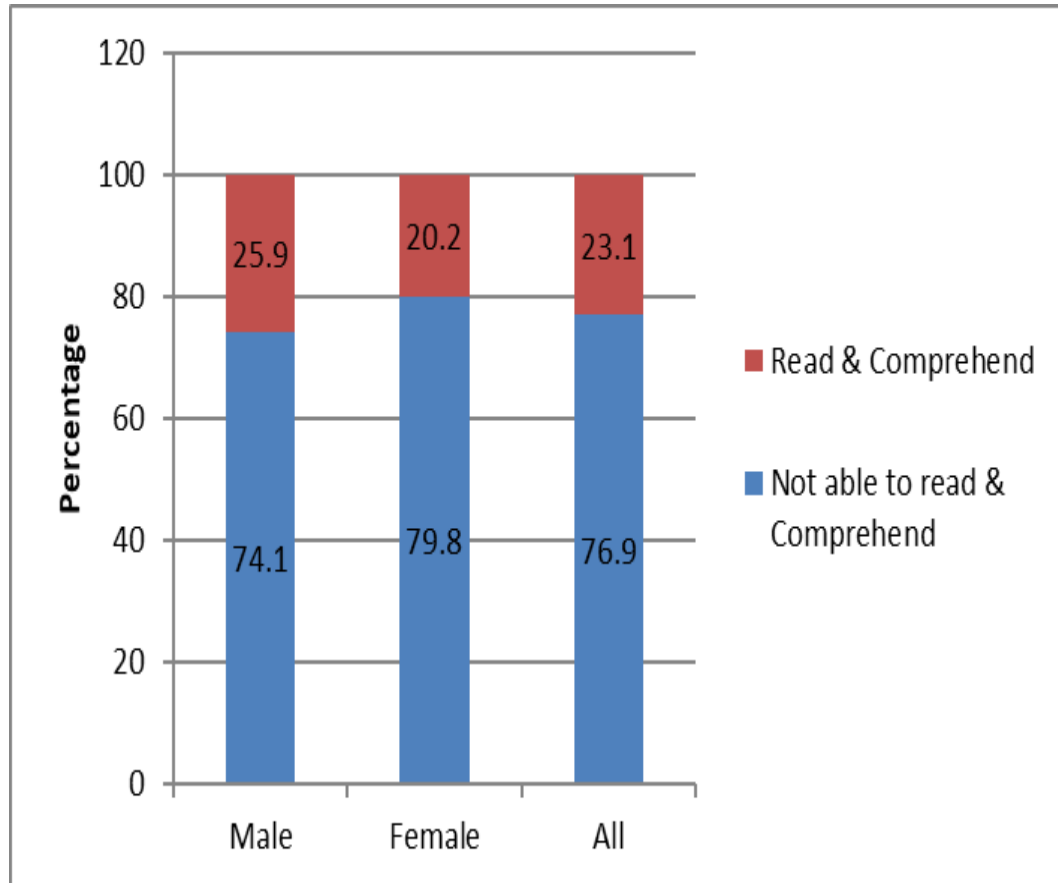
Approx. 4% of the children in primary 3 can read & comprehend a text in Leb-Acholi

Class	Non reader	Letter	Word	Paragraph	story only	Read & Comprehend	Total
P3	60.1	20.3	9.4	5.1	0.7	4.4	100

n=138

- ❑ Close to 6 in every 10 children in Primary 3 are non-readers in Leb Acholi

Less than a quarter (23%) of the learners in P3-P7 can read and comprehend a Primary 2 text in English



- ☐ There are slightly more boys than girls who can read and comprehend a primary two text in English
- ☐ The proportion of learners in P3-P7 who can read a text in English is almost similar to the proportion of those who can read and comprehend a text in Leb Acholi

Ability of Children in P1-3 to Read Words and Do Subtraction, by School Languages of Instruction (2021)

Skill	Primary schools attended	School's languages of instruction:			
		Local language only	Mixture of local & English	English only	All
Able to read words in English	All types	15.8 (804)	25.7 (4,223)	47.6 (584)	26.6 (5,611)
Able to read words in English	Government-aided only	14.7 (653)	21.2 (2,966)	30.4 (181)	20.5 (3,800)
Able to read words in a local language	All types	13.8 (326)	19.5 (1,521)	30.3 (132)	19.3 (1,979)
Able to read words in a local language	Government-aided only	13.2 (250)	18.8 (1,018)	25.6 (39)	17.9 (1,307)
Able to do subtraction	All types	17.5 (798)	25.5 (4,205)	38.7 (584)	25.8 (5,587)
Able to do subtraction	Government-aided only	15.6 (647)	22.9 (2,952)	28.7 (181)	22.0 (3,780)

Implications

- ❑ Performance on reading tasks in local language is equally low as is in English.
- ❑ Reflection is needed on the effectiveness of the implementation of the mother-tongue policy?
- ❑ Most schools are using a mixture of languages rather than a single language for instruction in P1-3
- ❑ Attention is needed for programs that support improving reading including on their effectiveness



Thank you!

Contact Us!

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