Introduction

This year, 2011, Uwezo visited 48,000 households in 80 districts and assessed 88,373 children, and visited 2400 schools. Clearly the benefits that accrue from access to basic education are commendable. But we would like to also add that true benefits of schooling are derived from the learning that occurs in school. The quality of education matters just as quantity. Uwezo starts a national conversation when it asks, Are our Children Learning? This is a question that we are asking far and wide and hope will be echoed by many so that we can push ourselves to do more on learning.

I invite you to join this conversation to improve the quality of learning of our children – You and I Can Make a Difference.

Richard Ssewakiryanga
Country Coordinator
Uwezo-Uganda

What is new in 2011?

| Sample | Uwezo 2010 | Reached 27 districts, 810 villages, 16200 households |
| Sample | Uwezo 2011 | Reached 80 districts, 2400 villages, 48,000 households |
| Reached and assessed children | Reached 38, 206 children | Reached 101,753 children |
| Reached and assessed children | Assessed 34,752 children | Assessed 88,373 children |
| Sampling villages | Random sample of 30 villages in each district | Random replacement of 10 villages in each of the 2010 villages; 20 old villages retained to form panel |
UWEZO 2011: Key facts and highlights

**Fact 1:** Children whose parents visit the school to talk about their learning perform better in English reading and basic mathematics.
- In English reading 40% of children in P3-P7 whose parents visited the school to talk about learning were competent compared to 34% who were competent but whose parents did not visit school to talk about the child’s learning.

**Fact 2:** Children in lower primary who pay and attend extra tuition/coaching are not any better in performance in English reading and basic mathematics than those who do not receive extra tuition
- Only 3 out of every 10 children in P3 pay for extra coaching and could solve P2 division sums
- 7 out of every 10 children in P3 could not solve P2 division sums although they pay for extra coaching
- 2 out of every 10 children in P3 could solve P2 division sums but do not pay for extra coaching
- Only 12 out of every 100 children in P3 who pay for extra coaching could read and comprehend a P2 level story text
- 8 out of every 10 children in P3 could not read and understand a P2 level story text although they pay for extra coaching.

**Fact 3:** Many children in lower primary are still struggling to read English and do basic mathematics
- 9 out of every 10 children in P3 could not read and understand an English story text of P2 level difficulty.
- 7 out of every 10 children in P3 could not solve numerical written division sums of P2 level difficulty correctly.

**Fact 4:** Efforts to reduce teachers and pupils absenteeism is paying off
- Only 1 out of every 10 teachers was absent from school on the day of assessment
- Only 1 out of every 10 children was absent from school in the week of assessment

**Fact 5:** Children whose mothers are educated perform better in Basic English reading and mathematics
- 6 out of every 10 of children in P3-P7 whose mothers had post-secondary level of education could read and understand a P2 level text
- 7 out of every 10 of children in P3-P7 whose mothers had never acquired any level of education could not read and understand a P2 level story text.
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