KITGUM DISTRICT, 2015 REPORT CARD

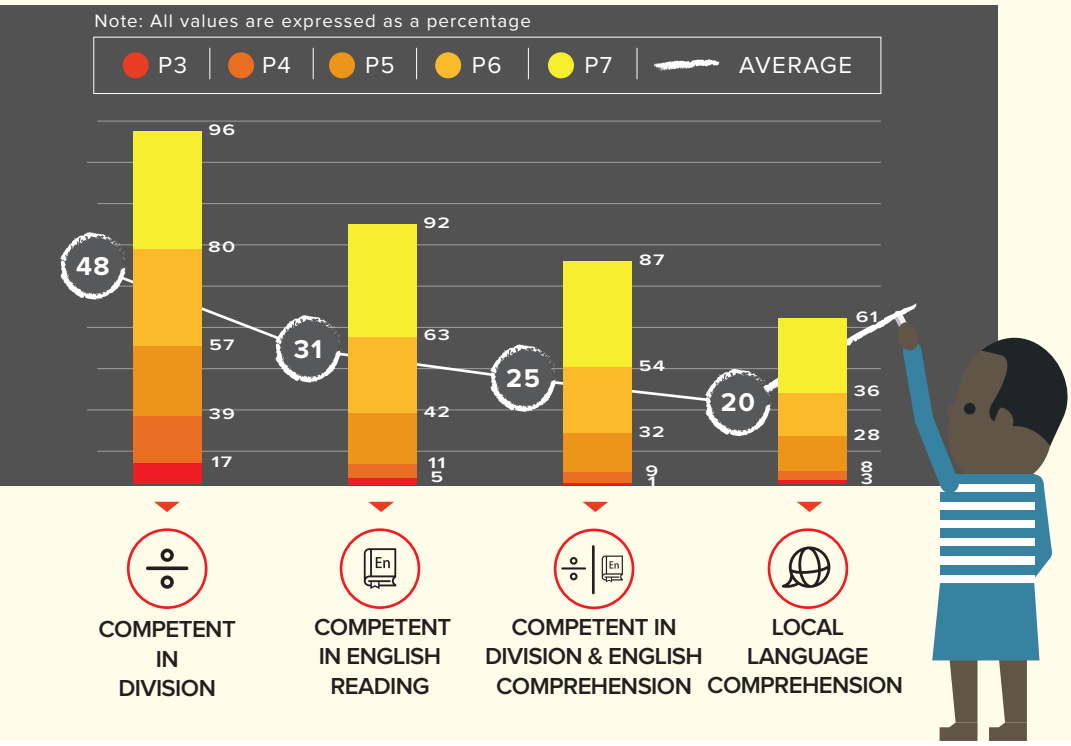
In September and October 2015, Uwezo Uganda at Twaweza conducted the sixth household-based assessment of learning outcomes in all 112 districts across the country. Using Primary 2 level tasks 99,917 children aged 6-16 were assessed.

ARE OUR CHILDREN LEARNING?

DISTRICT RANK 66 OUT OF 112

In Kitgum district, **1022** children from **427** households in 30 villages, were assessed for basic literacy and numeracy skills.

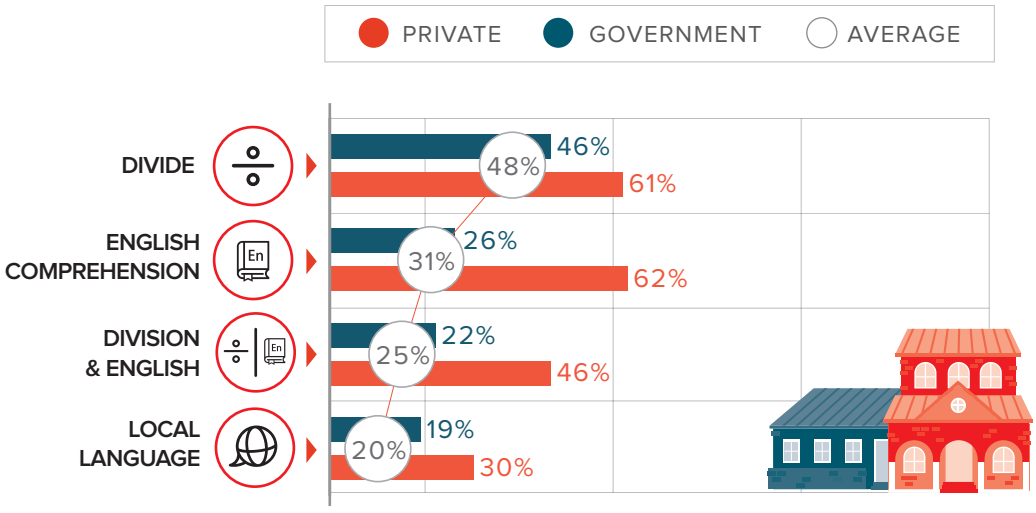
1 How well can children read and count, by class in Kitgum district?



Universal Primary Education has expanded access to education for millions of children. But the aim of education is to ensure that children learn. Twaweza firmly believes that learning outcomes, as demonstrated by children's acquisition of skills and competencies, should be the yardstick by which progress in education is measured. However, for the sixth year in a row, Uwezo finds that children do not perform to standard, very few children in Primary 3 are able to do Primary 2 work. And even by Primary 7, the end of the primary cycle, a significant minority of children are unable to do Primary 2 reading and mathematics.

2 How do government schools compare to private schools?

Private schools offer parents options if they feel the public school system is failing them. At the same time private schools are naturally the preserve of the wealthy and elite. Education is touted as an equalizer, providing children with the opportunity to acquire skills and build a better life for themselves as compared to their parents. However, private schools in Uganda consistently outperform public schools, meaning that education is reinforcing the inequalities it seeks to minimize.



In numeracy and English reading, the proportion of competent children attending private schools is higher than those attending Government schools

The proportion of pupils who could read and comprehend the local language is also higher in private schools compared to government schools

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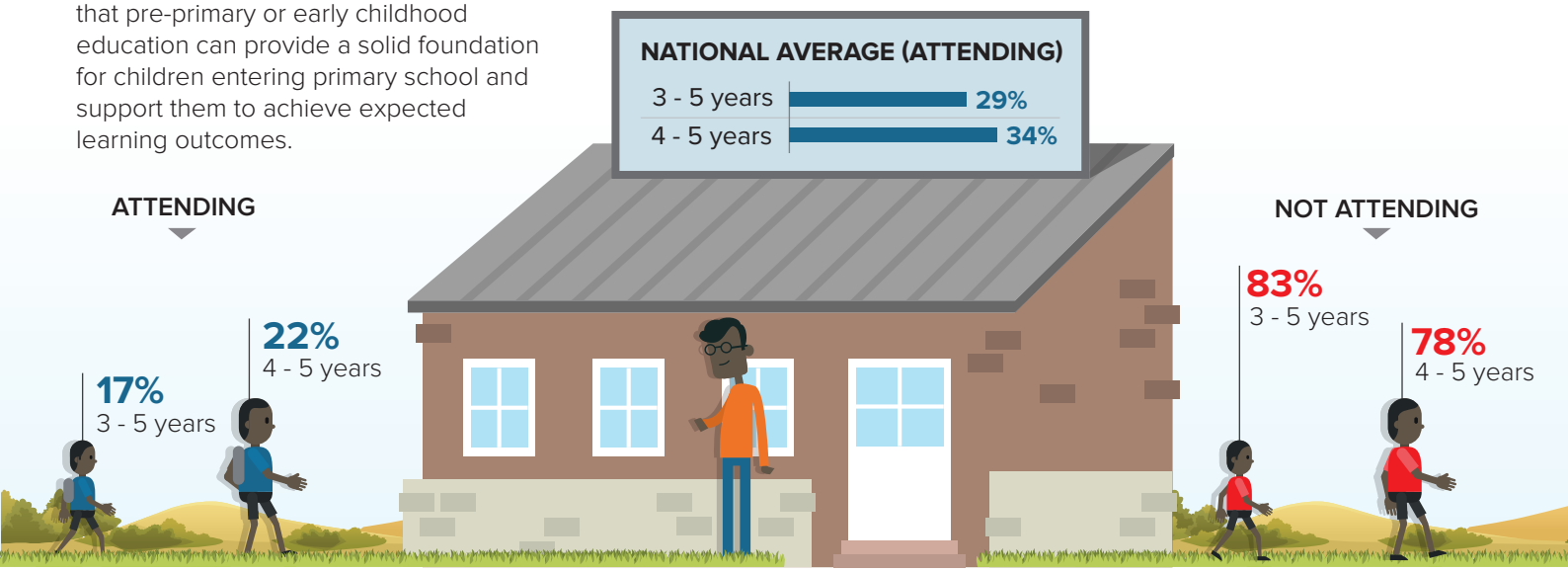
3 How many children are in pre-primary school compared to the national average?

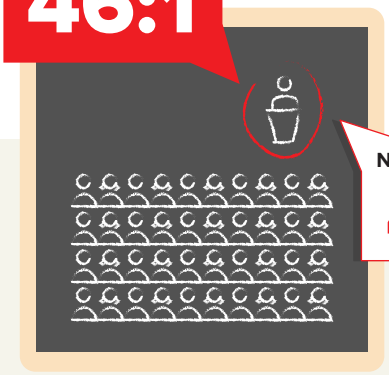
Evidence from around the world indicates that pre-primary or early childhood education can provide a solid foundation for children entering primary school and support them to achieve expected learning outcomes.



4 How many pupils for each teacher, compared to national target?

PUPIL - TEACHER RATIO (PTR)

46:1 *



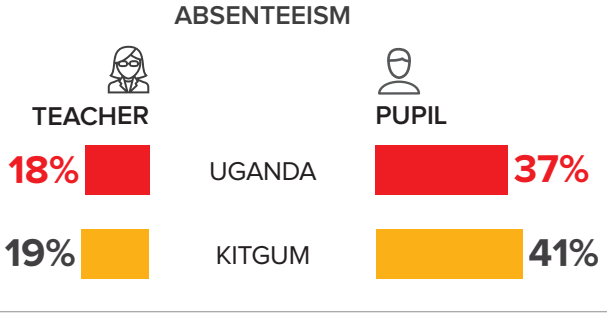
NATIONAL TARGET **40:1**

Although many factors affect children's learning outcomes, global evidence indicates that teachers are the critical ingredient in children's success.

Lower pupil to teacher ratios give teachers the space to ensure that all children in their classrooms are learning.

5 Are teachers and pupils in school?

Presence of both pupils and teachers is naturally an essential condition for learning to take place. If pupils or teachers are not in the classroom despite being enrolled / registered in schools, it is impossible for learning to take place.



19 out of 100
teachers in Kitgum were absent on the day of the school visit,
compared to 18 out of 100 nationally

41 out of 100
pupils were absent on the day of the school visit in Kitgum,
compared to 37 out of 100 nationally.

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