

Are Our Children Learning?



Uwezo's Central Question

Children are in school...

...but are they learning?



Our Goal: Contribute to a 10% increase in literacy and numeracy levels among children aged 5-16 (Tz) and 6-16 (Ug/Ke) (2009-2013)

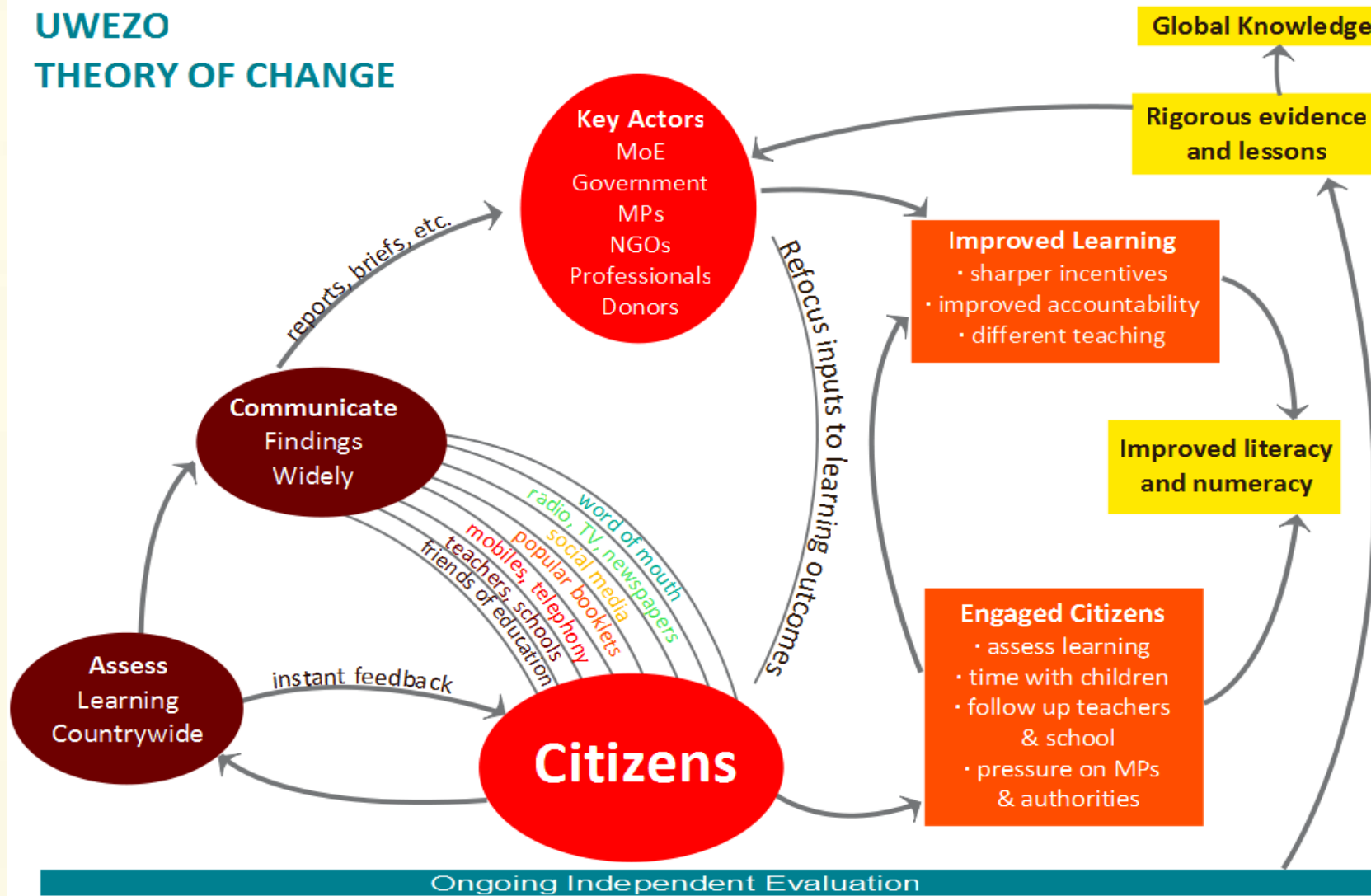
The Initiative

**Citizen-driven
approach to social
change**

**Target at global,
national and local
communities,
including ordinary
citizens**

**Awareness of
actual levels
stimulate debate
and action**

UWEZO THEORY OF CHANGE



2011 Sample

Country	Districts	Villages	Schools	House holds	Children
Tanzania	132	3,849	3,849	76,796	128,005
Kenya	124	3,628	3,574	72,106	134,243
Uganda	80	2,400	2,400	48,000	88,373
Total	336	9,877	9,823	196,902	350,621

Tests

ENGLISH READING TEST

LETTER

a u
m q
g c
f j
b x

WORDS

tree leg
bean sand
cup rat
egg home
sheep milk

PARAGRAPH

Sara has one brother.
His name is Tom.
Tom is six years old.

He is in class one.

STORY

Peter and Mary live in Kitui. Kitui is a hot and sunny place. They always wear light clothes. They like playing in the sun. They are happy when it rains. Last year it rained a lot. They helped their father plant some trees.

Mother planted maize and beans. There was a lot of food.

Mother took some maize to the market. She sold it and got a lot of money. Mother used the money to buy shoes for us. We were all very happy.

Q1. Where does Peter live?

Q2. What did mother sell?

NUMERACY TEST

NUMBER RECOGNITION 10-99

13 45 62 90
84 27 58 71

ADDITION

33	26	63	82	11
+ 12	+ 52	+ 24	+ 10	+ 38
_____	_____	_____	_____	_____

WHICH IS GREATER?

13 and 57 37 and 12
51 and 46 26 and 81
39 and 62 48 and 29

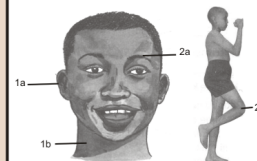
SUBTRACTION

37	48	70	26	69
- 12	- 27	- 20	- 13	- 11
_____	_____	_____	_____	_____

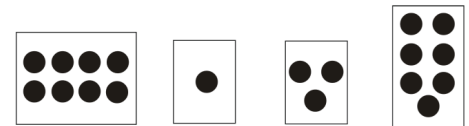
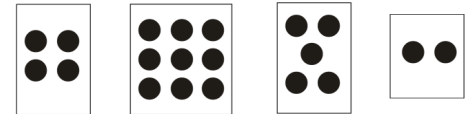
MULTIPLICATION

2 × 2 = ____ 3 × 4 = ____
3 × 5 = ____ 2 × 4 = ____
5 × 2 = ____ 5 × 3 = ____
4 × 3 = ____ 4 × 5 = ____

Bonus



COUNT AND MATCH



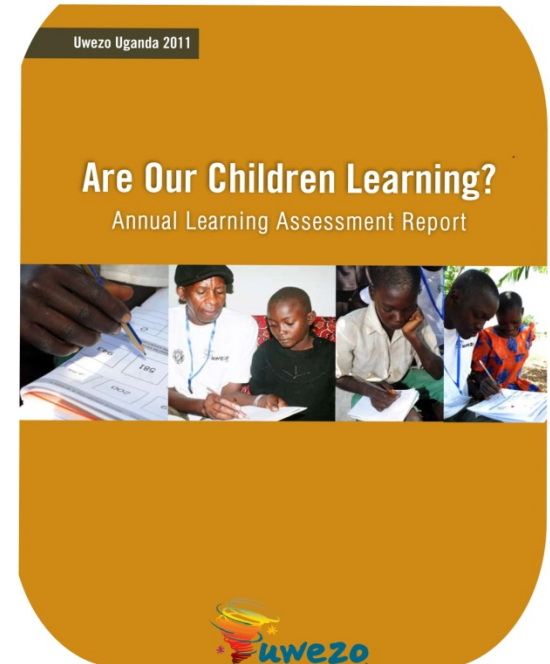
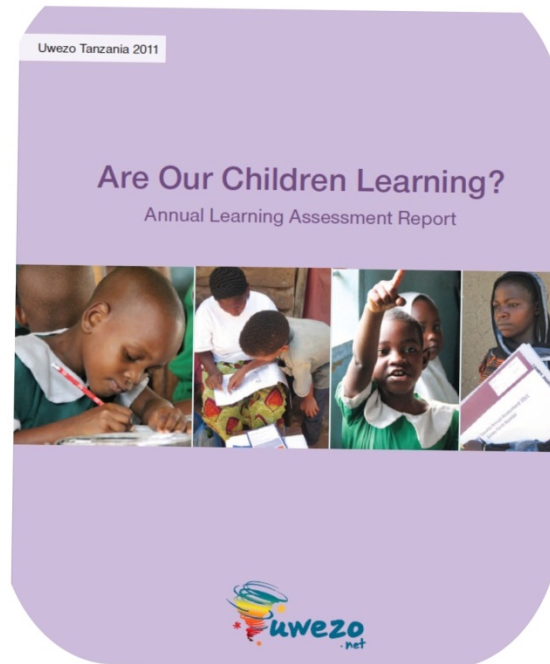
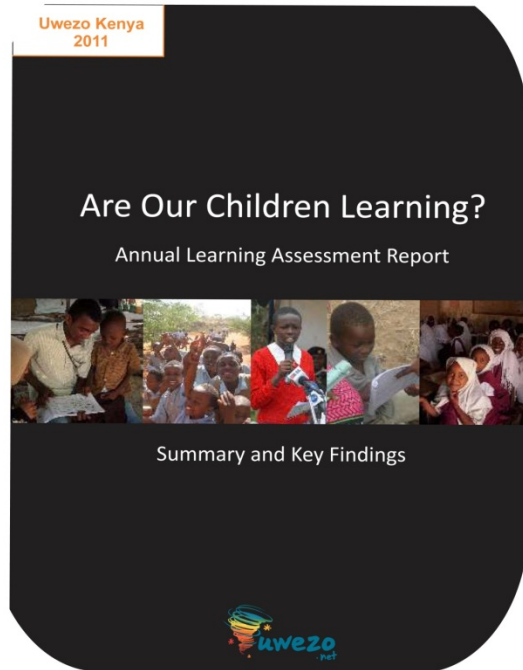
1 7 4 2 9 8 5 3

Assessment – Citizen Participation

- National-level partners
 - Bureaus of Statistics
 - Curriculum development institutions
 - Examination institutions
- Partner organizations
 - Partner per district
- Volunteers at Village Level
 - Over 22,000 volunteers



Publications



Communications is one of the main aspects of Uwezo's theory of change. Uwezo's findings are communicated creatively and powerfully through national and district reports. The data is usually presented using simple graphics, pictures and other formats.

Uwezo Communication

Social Media



Communication Partnerships



RADIO AKICHA, SERIAN, MARSABIT, NAM LOLWE, WAJIR,
NOSIM, MINTO, KASS, STAR FM's



Matatu Stickers

**Hi, 3 out of 100 of my schoolmates
have unidentified eye problems.
My deskmate copies notes from me.
Get a chance to air your
views on radio.**

Send comments to 3016



**Hi, do you know that 13
out of 100 teachers are not in school today?
Mine was not in too. Get a chance
to air your views on radio.**

Send comments to 3016



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2012

Govt disputes UPE report

By GEMMA BISHOP
AND FRANCIS KAKU

The Government has issued a counter-report, which says national primary education is making dramatic strides and that pupils achieve far better than the Government's admission to learning.

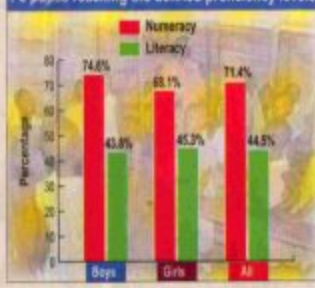
The Uwezo report, an initiative of the Uwezo Forum (U2F) Forum, said "Currently, children are not acquiring the necessary basic competencies at the appropriate level. There is a high incidence of drop-out and potential wastage throughout the primary school years."

The report was based on a study conducted in April by a team of 120 village educationists who visited 10,000 households in 27 districts.

A sample of 100 U2F was in literacy and numeracy was administered to 14,750 children aged 6-14 years.

About 90% of the children selected in Primary Three (P3) in the 27 districts sampled across the country could not read the alphabet and only 10% could read

P3 pupils reaching the defined proficiency levels



selected within division committees for the Government, through the Uwezo National Educationists Forum (U2FNEF), has been

used, for example, clearly not all children achieve level 1 or 2 in literacy and numeracy at primary level.

The study assumes that the Government's report is an

study conducted in households sampling only on the basis of reporting on level one.

"Households do not have the same literacy skills as those of primary school teachers of quality assessors who are not clearly stated in these categories the reliability and credibility of the findings are in doubt."

The Government's report is done in that it requires all children cannot do what the report says they are able to do. It is a direct contradiction of the results and recommendations.

The Uwezo report, the U2F report also indicates high achievement levels in which the report says that the government schools were higher than those of private schools.

The report said over 10% of the people in private schools in 1 and 2 were used to perform numeracy and literacy compared to 70% of their counterparts in government schools.

"When government schools are better than private schools, it is a sign of a good education system," the study assumes that the

STATE OF EDUCATION IN THE COMMUNITY

If you must go to school in East Africa, do it in Kenya

EDUCATION | Tutors on the receiving end of the stick

Teachers' truancy hurts pupils

Absenteeism a major contributor to the



Class Two level story writing skills are slight improvements this year

Ni aibu wanafunzi wa Tanzania kushindwa Kiswahili Afrika Mashariki

When will we learn that education alone can secure the future of the EAC?



The Uwezo Report may unwittingly add to Tanzanians' fears and concerns."



Juma Mwapachu

We can't live in a country where our children go from dumber to dumber. The Uwezo survey is one I will not ignore. So join me this Tuesday (tomorrow) morning on The Big Breakfast as we unpack the survey and seek a way forward



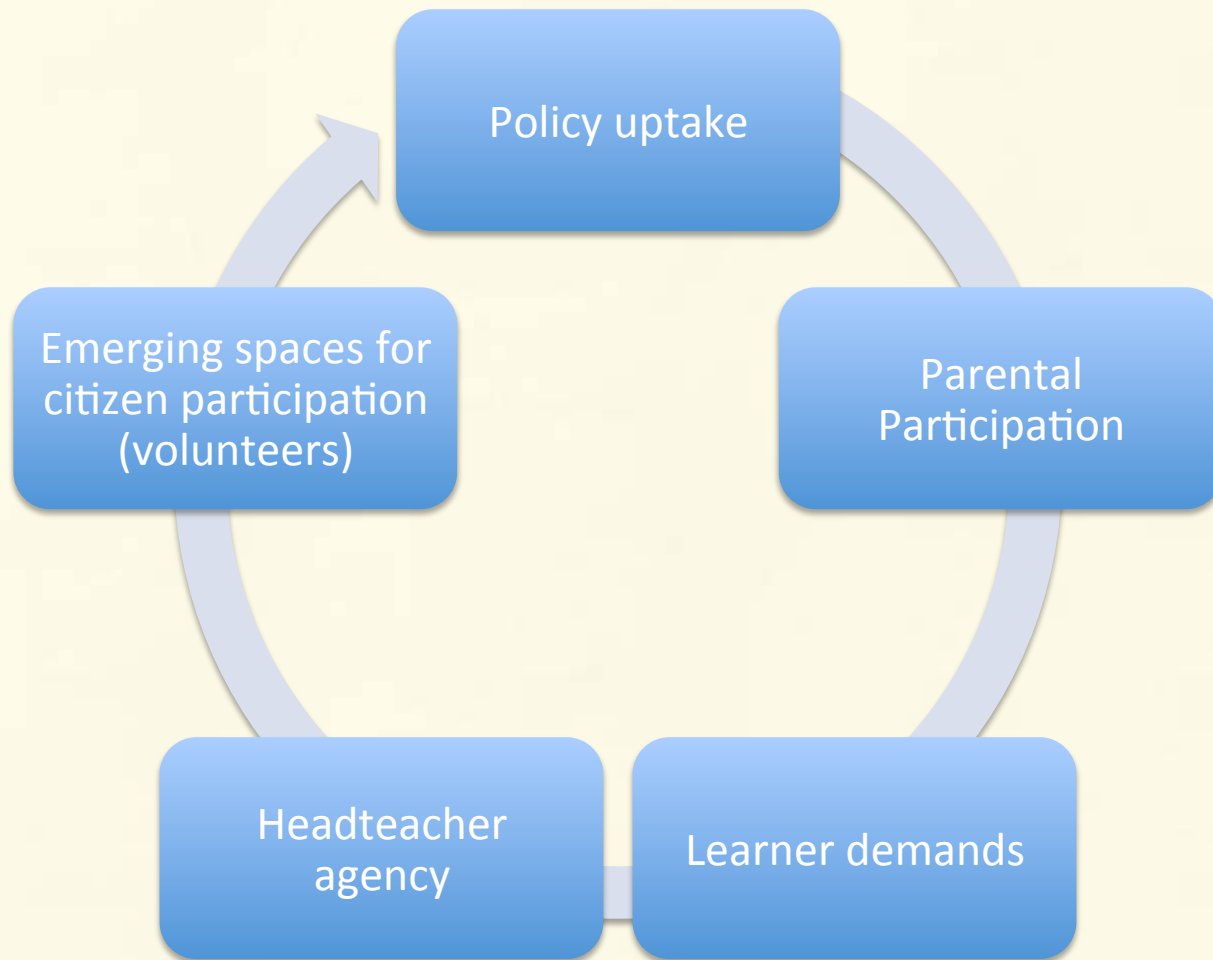
DUMBER AND DUMBER



6-month Communication Activity

Activity	Tanzania	Kenya	Uganda	Total
Radio appearances	11	148	51	210
Newspaper Articles	106	23	15	144
TV Appearances	13	19	23	55
Youtube Views	132	1,037	18	1187
SMS Sent	-	56,421	14,200	70621
SMS Received	-	5,434	889	6323
Direct Mail/Emails Sent	-	751	-	751
Direct Mail/Emails Received	28	1020	-	1048
Face to Face Events	32	92	19	143
Facebook Friends	N/A	6,699	N/A	6699
TOTAL	599	71644	15215	87458

Citizen Action



Traces of Impact

I need to be told
where teachers
are, if they are not
in school...'



Citizen Voices

- “Noting that many children in my village could not do the tests, I started special sessions for children to read, during Sunday afternoons.

(Winnie, Volunteer, mabombwe village, Uganda)

Some of the children who could not pass all the tests at the time of assessment...come to pay me a visit and they prove to me that they can now read and answer questions

(Brenda, Volunteer, Kanyibana Village, Kenya)

I visited the head teacher... informed me that since then, he resolved to utilize untrained teachers available in the village, to cover the gaps of learning time, whenever a certain teacher has to be away (Charles, Teso South).

The story of Uwezo Volunteers in Kisumu West



Emerging Ecosystem of Change

Elimu Yetu Coalition

Nuru International

Intervita

Kenya Vision 2030

Kenya Catholic Secretariat

Matatu Welfare Association

Trust

Millenium Development Villages

National Taxpayers Association

Northern Kenya Education Trust

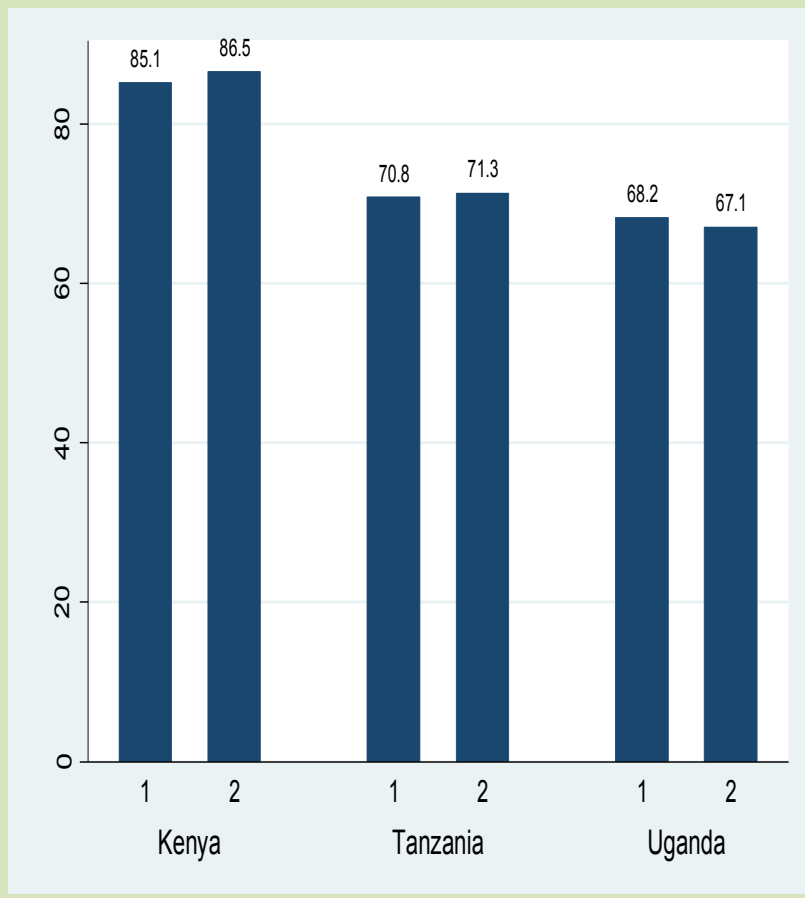
Nation Media Group

Kenya Primary School Heads Association



Progressing Impact?

Figure 8.1.2: Average combined test scores, by Uwezo survey round and country



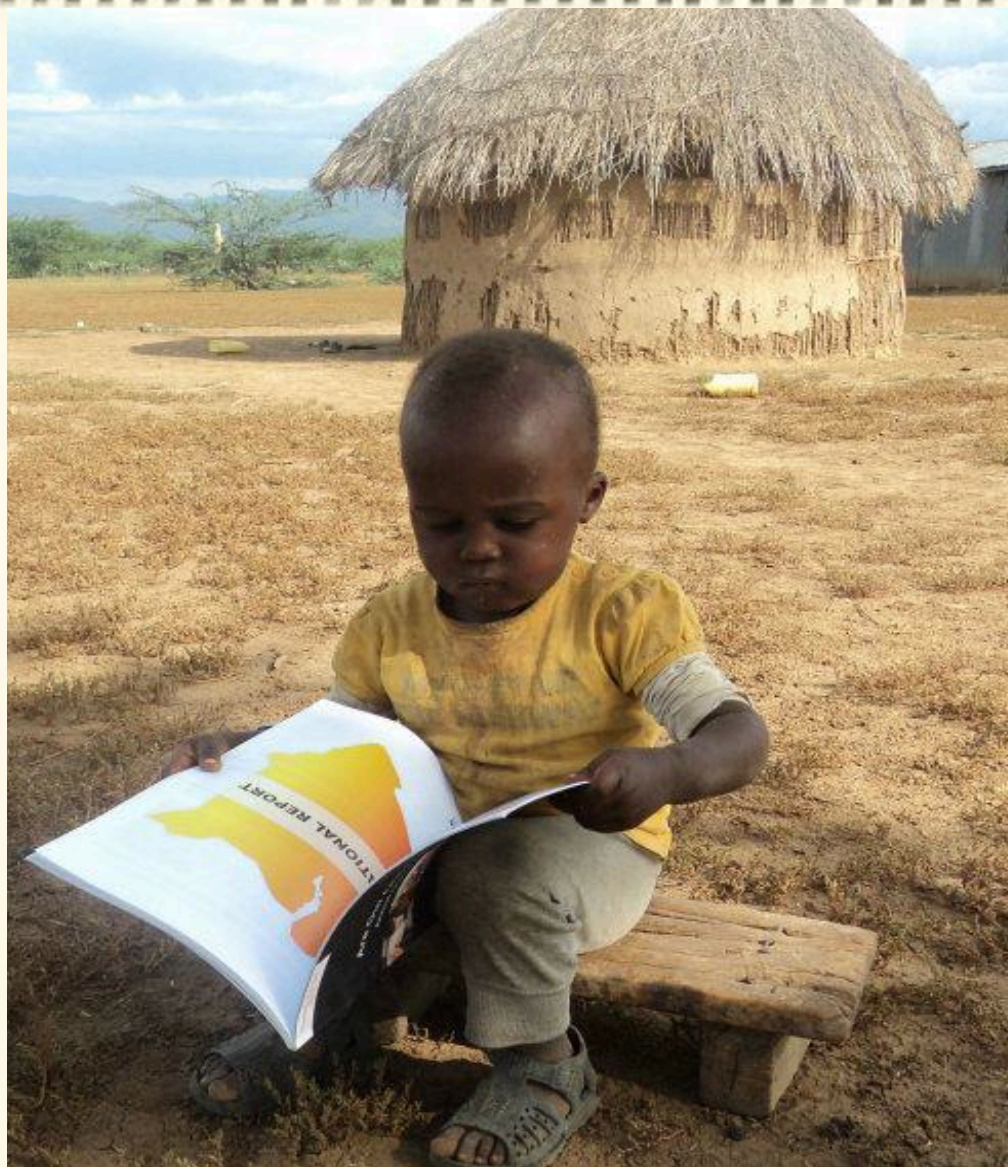
...but too early to make any conclusion

Role of Global Community

THREE Things:

1. Utilize Uwezo Assessment Data
2. Collaborate with us to amplify evidence, through targeted outputs (articles/papers, conference presentations, brownbags etc.)
3. Engage more with findings to accelerate knowledge (theory) creation and utilization





www.uwezo.net

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