

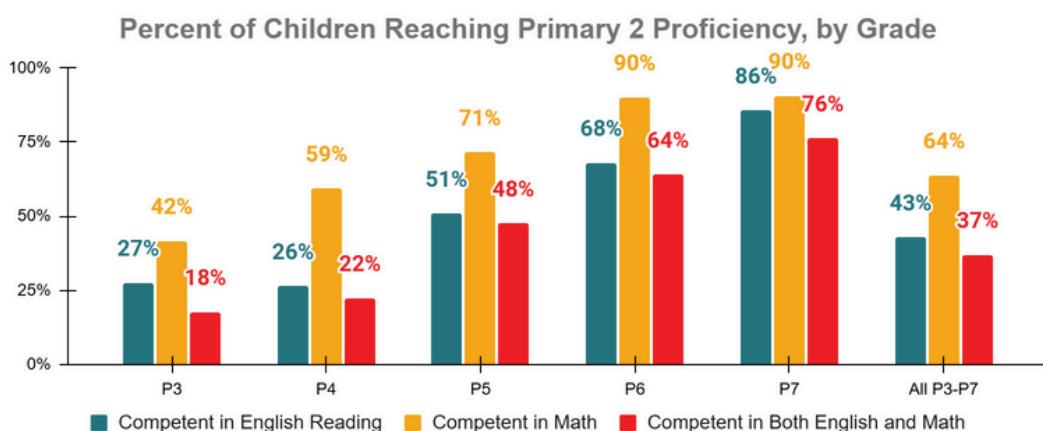
# Are Our Children Learning?

## 2024 Lwengo District Report Card

In August 2024, Uwezo Uganda's citizen surveyors assessed 757 children ages 4+ from 292 households in Lwengo on basic English literacy and numeracy skills.

Uwezo also visited 15 schools in the district.

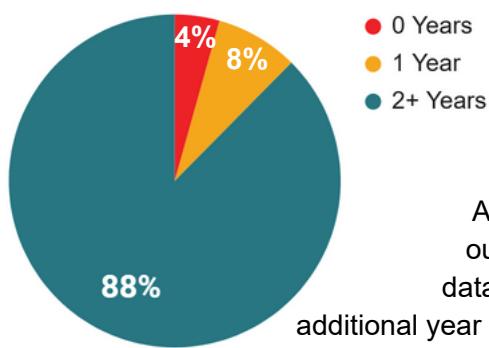
### 1. How well can children read and count, by grade, in Lwengo?



In Lwengo, a majority of children in Primary 3 were not able to do Primary 2 work. By the end of the primary cycle, a small minority of children were unable to do Primary 2 reading and math. Differences by gender were very minor.

Primary 2 proficiency is the ability to read with comprehension and do all four arithmetic functions (+ - x ÷).

### 2. How many primary school children in Lwengo have attended pre-primary?



Across Uganda, our assessment data show that an additional year of pre-primary (through 2+ years) increases a learner's likelihood of achieving math and reading proficiency. In Lwengo, most children have attended two or more years of pre-primary school.

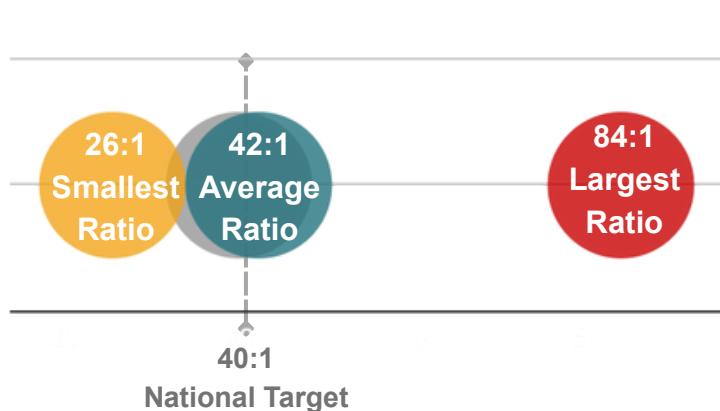
### 3. How many primary school children in Lwengo appear to continue to the next grade?

Continuing primary school study is crucial for a child's learning. Though Uganda has an automatic promotion policy, some children did not appear to continue to the next grade.

**13%** of learners did not continue to the next grade



#### 4. How many learners per teacher?



Low pupil:teacher ratios are key for children's learning. The average pupil:teacher ratio in schools visited in Lwengo was 42:1, just higher than the national target, though the largest was 84:1

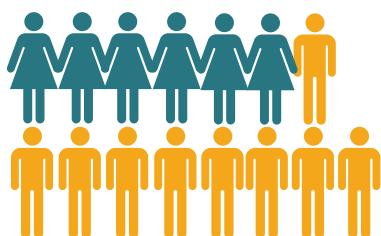
#### 5. Are teachers present at school?

Present teachers are a crucial ingredient for learner success. When teachers are absent, children receive less instructional time, negatively affecting their learning.

**19%** of teachers were absent on the day of the survey, on average

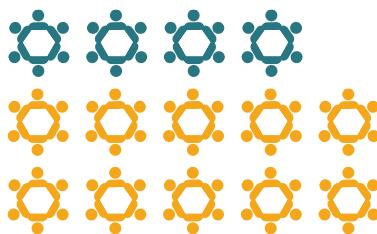


#### 6. Are women involved in school governance?

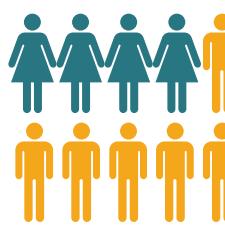


**6**  
out of 15  
school leaders  
were female

In Lwengo, there was a gender imbalance in school leadership, with 6 out of 15 school leaders (head teacher, deputy head teacher, or teacher left in charge on the day of the survey) being female. The gender imbalance was similar in School Management Committees (SMCs).



**4**  
out of 14 SMCs surveyed  
in Lwengo had female  
chairpersons



**4**  
out of 10 SMC members  
were female, on average

This report card was produced by Uwezo Uganda in October 2025.

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