

# Are Our Children Learning?

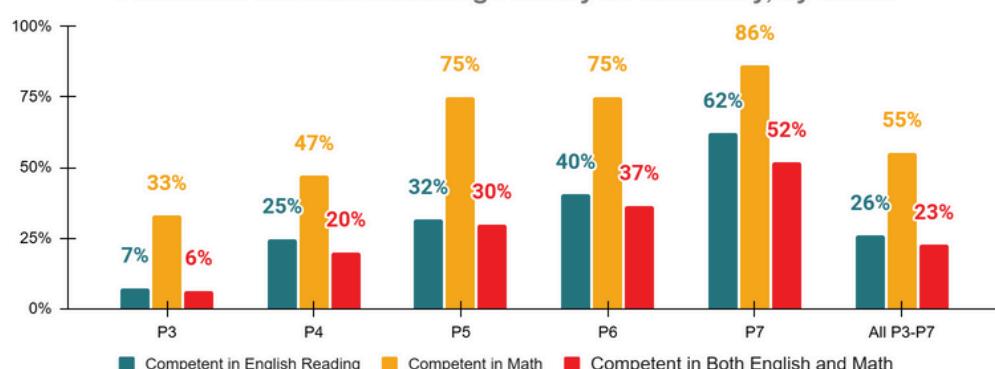
## 2024 Mbale District Report Card

In August 2024, Uwezo Uganda's citizen surveyors assessed 771 children ages 4+ from 300 households in Mbale on basic English literacy and numeracy skills.

Uwezo also visited 11 schools in the district.

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

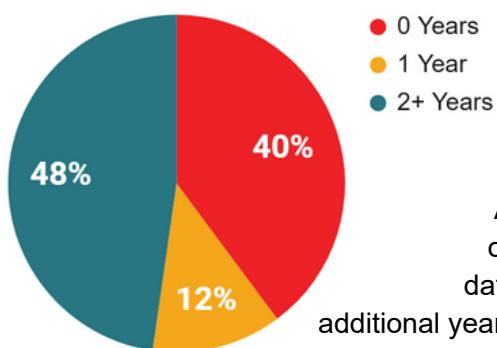
Percent of Children Reaching Primary 2 Proficiency, by Grade



In Mbale, a majority of children in Primary 3 were not able to do Primary 2 work. Even by the end of the primary cycle, a significant minority of children were unable to do Primary 2 reading. 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 Mbale 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 Mbale, most children have attended one or more years of pre-primary school, but a significant minority have never attended at all.

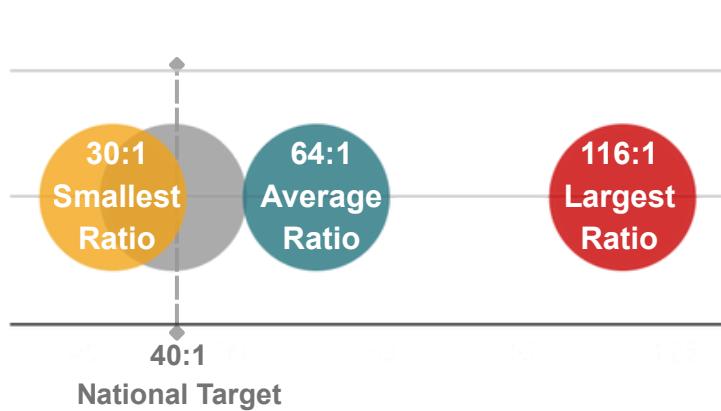
### 3. How many primary school children in Mbale appear to continue to the next grade?

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.

**9%** 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 Mbale was 64:1, higher than the national target, and the largest was 116:1

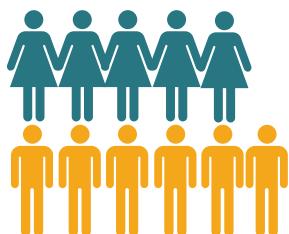
#### 5. Are teachers present at school?

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

**25%** of teachers were absent on the day of the survey, on average

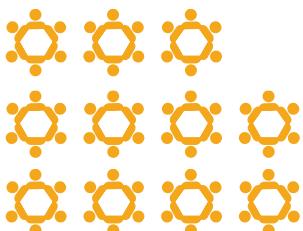


#### 6. Are women involved in school governance?



**5**  
out of 11  
school leaders  
were female

In Mbale, school leadership amongst visited schools was gender balanced, with 5 out of 11 school leaders (head teacher, deputy head teacher, or teacher left in charge on the day of the survey) being female. There was a gender imbalance in School Management Committees (SMCs), where none of the SMCs in surveyed schools had a female chairperson.



**0**  
out of 11 SMCs surveyed  
in Mbale had female  
chairpersons



**3**  
out of 10 SMC  
members were female,  
on average

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

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