

# Are Our Children Learning?

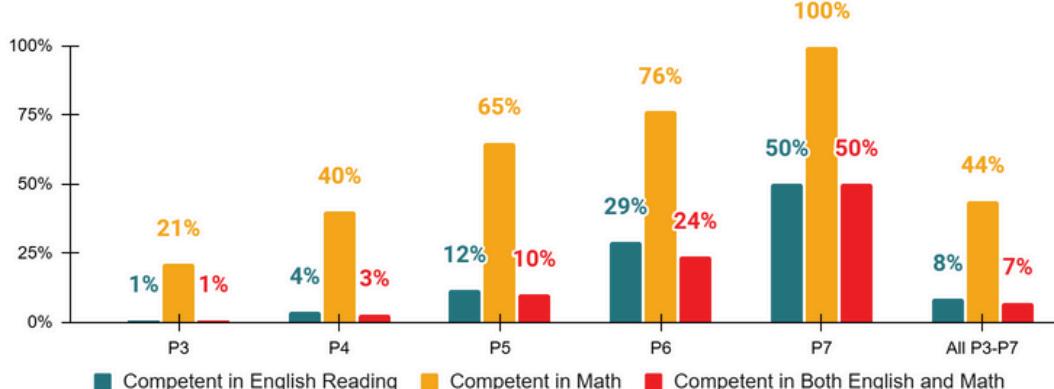
## 2024 Oyam District Report Card

In August 2024, Uwezo Uganda's citizen surveyors assessed 737 children ages 4+ from 298 households in Oyam on basic English literacy and numeracy skills.

Uwezo also visited 14 schools in the district.

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

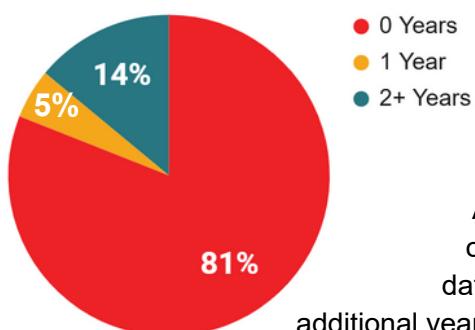
Percentage of Children Reaching Primary 2 Proficiency, by Grade



In Oyam, a majority of children in Primary 3 were not able to do Primary 2 work. Even by the end of the primary cycle, half 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 Oyam 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 Oyam, most children have not attended pre-primary school.

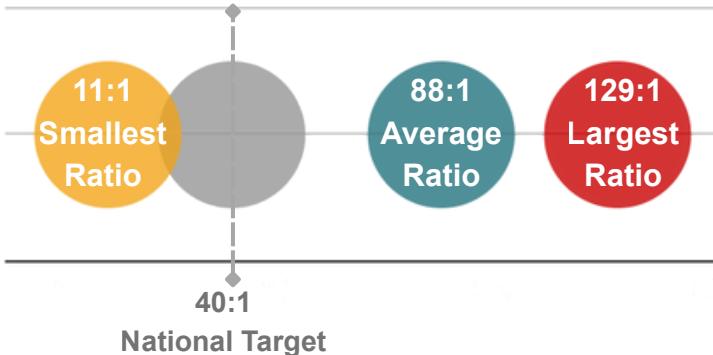
### 3. How many primary school children in Oyam appear to continue to the next grade?

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 Oyam was 88:1, higher than the national target, and the largest was 129:1

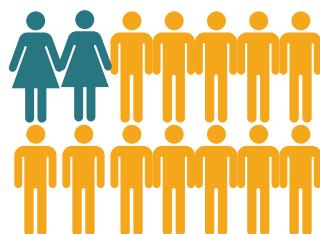
#### 5. Are teachers present at school?

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

**12%** of teachers were absent on the day of the survey, on average

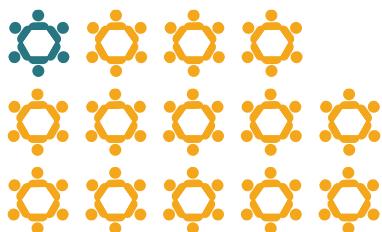


#### 6. Are women involved in school governance?



**2**  
out of 14  
school leaders  
were female

In Oyam, the gender imbalance in school leadership was clear, with just 2 out of 14 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).



**1**  
out of 14 SMCs surveyed  
in Oyam 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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