

Are Our Children Learning?

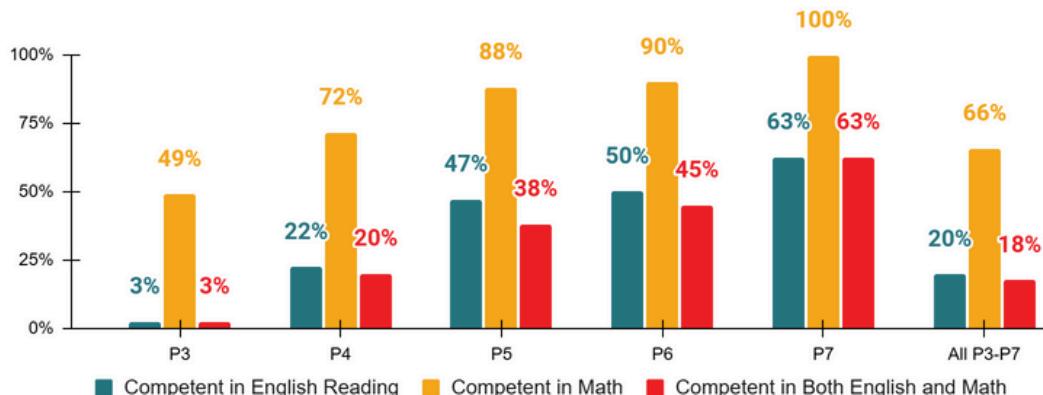
2024 Terego District Report Card

In August 2024, Uwezo Uganda's citizen surveyors assessed 718 children ages 4+ from 300 households in Terego 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 Terego?

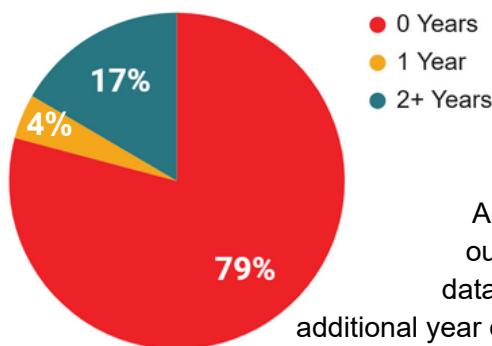
Percentage of Children Reaching Primary 2 Proficiency, by Grade



In Terego, 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 Terego 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 Terego, most children have not attended pre-primary school.

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

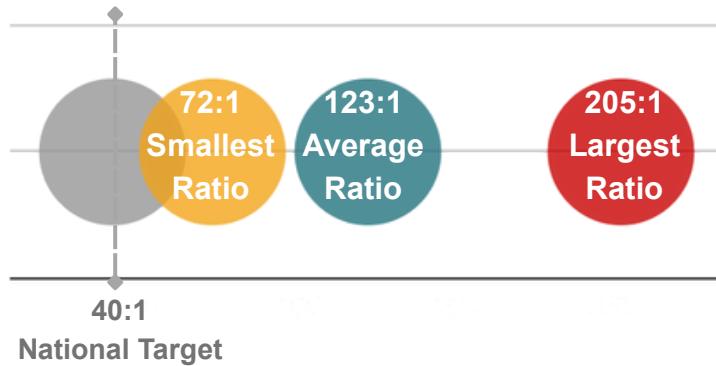
Continuing primary school study is crucial for a child's learning. Though Uganda has an automatic promotion policy, many children did not appear to continue to the next grade.

25%

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 Terego was 123:1, higher than the national target, and the largest was 205:1

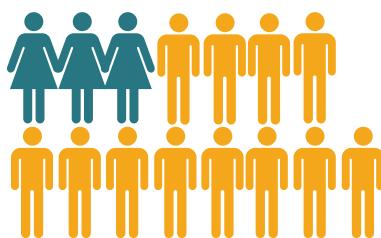
5. Are teachers present at school?

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

20% of teachers were absent on the day of the survey, on average

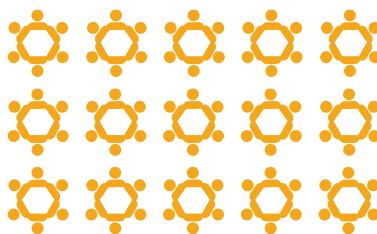


6. Are women involved in school governance?

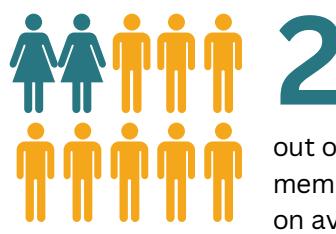


3
out of 15
school leaders
were female

In Terego, the gender imbalance in school leadership was clear, with just 3 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 apparent in School Management Committees (SMCs) as well, where none of the SMCs in surveyed schools had a female chairperson.



0
out of 15 SMCs surveyed
in Terego had female
chairpersons



2
out of 10 SMC
members were female,
on average

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

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