

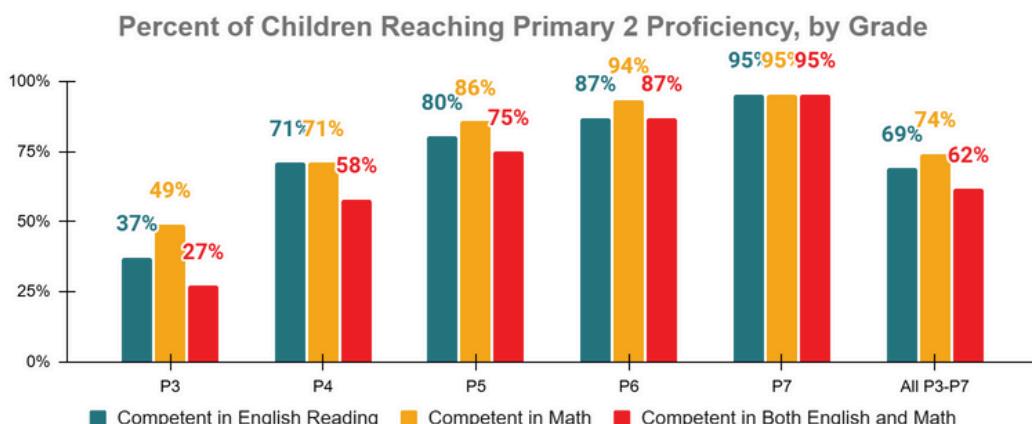
Are Our Children Learning?

2024 Wakiso District Report Card

In August 2024, Uwezo Uganda's citizen surveyors assessed 601 children ages 4+ from 280 households in Wakiso on basic English literacy and numeracy skills.

Uwezo also visited 13 schools in the district.

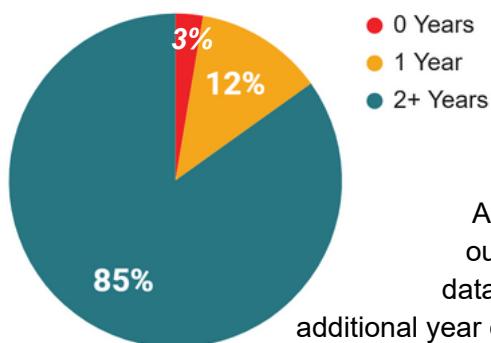
1. How well can children read and count, by grade, in Wakiso?



In Wakiso, a majority of children in Primary 3 were not able to do Primary 2 work. By the end of the primary cycle, only a small 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 Wakiso 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 Wakiso, most children have attended two or more years of pre-primary school.

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

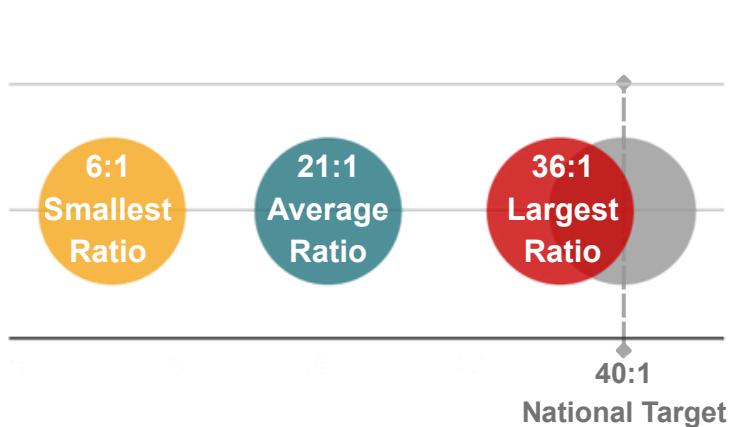
Continuing primary school study is crucial for a child's learning. Aligned with Uganda's automatic promotion policy, only a small percentage of children did not appear to continue to the next grade.

4% of learners did not continue to the next grade



4. How many learners per teacher?

5. Are teachers present at school?



Low pupil:teacher ratios are key for children's learning. The average pupil:teacher ratio in schools visited in Wakiso was 21:1, and the largest observed was 36:1, both lower than the national target.

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

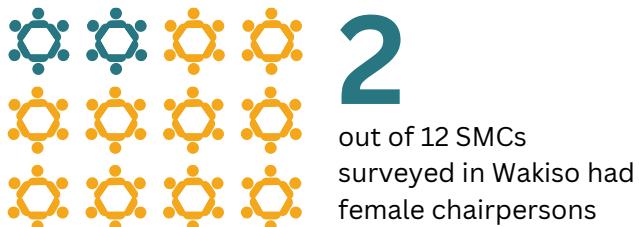
11% of teachers were absent on the day of the survey, on average



6. Are women involved in school governance?



In Wakiso, there was a gender imbalance in school leadership, with 4 out of 13 school leaders (head teacher, deputy head teacher, or teacher left in charge on the day of the survey) being female. The gender imbalance was greater in School Management Committee (SMC) leadership, though SMC membership was more balanced.



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

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