

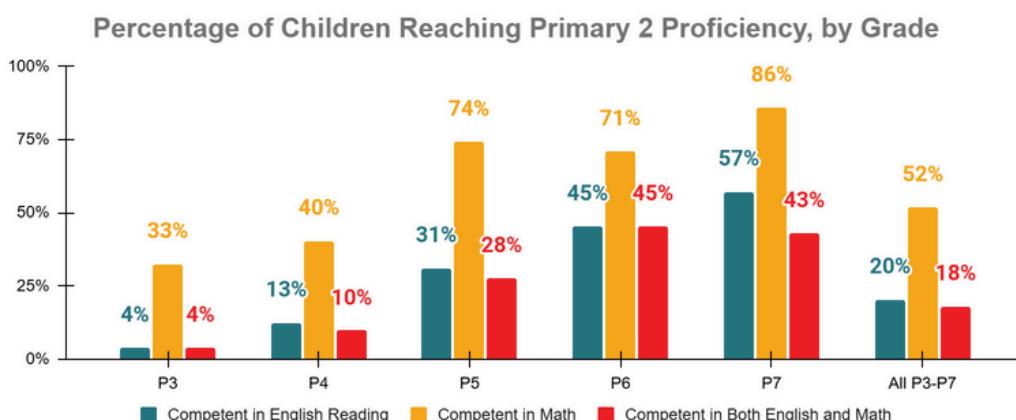
# Are Our Children Learning?

## 2024 Kyankwanzi District Report Card

In August 2024, Uwezo Uganda's citizen surveyors assessed 713 children ages 4+ from 292 households in Kyankwanzi on basic English literacy and numeracy skills.

Uwezo also visited 13 schools in the district.

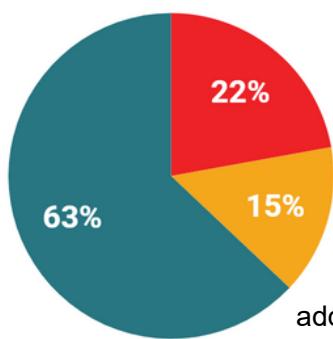
### 1. How well can children read and count, by grade, in Kyankwanzi?



In Kyankwanzi, 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 Kyankwanzi have attended pre-primary?



- 0 Years
- 1 Year
- 2+ Years

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 Kyankwanzi, most children have attended two or more years of pre-primary school.

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

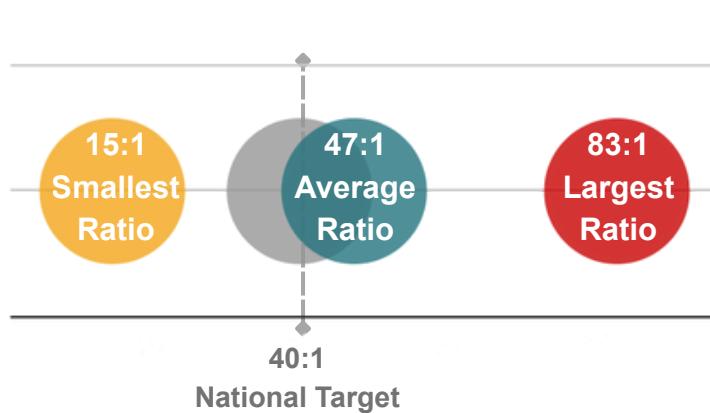
Continuing primary school study is crucial for a child's learning. Though Uganda has an automatic promotion policy, some children did not appear to continue to the next grade.

**22%**

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 Kyankwanzi was 47:1, just higher than the national target, though the largest was 83:1

#### 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.

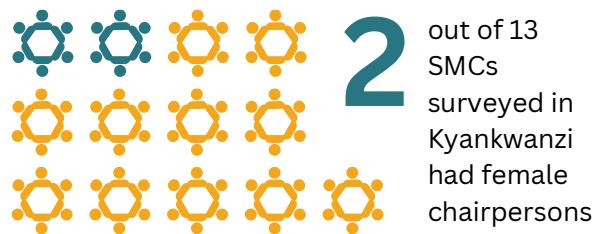
**37%** of teachers were absent on the day of the survey, on average



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



In Kyankwanzi, a gender imbalance in school leadership was present, with 5 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 Committees (SMCs).



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