



THE REPUBLIC OF UGANDA
Ministry of Education and Sports
Education Sector
Fact Booklet
March 2006

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1 INTRODUCTION

1.1 *Background*

Education is a key factor to national development. In case of Uganda, it is the Ministry of Education and Sports (MoES) that is charged with the responsibility of providing high quality education in the country at the lowest affordable cost and accessible by all. Besides, the current education system has been structured to benefit all Ugandans with basic skills and attitudes to enable them exploit their surroundings for national and self-development in terms of health, nutrition, environment, politics, beliefs, etc.

The education structure currently includes the following sub-sectors:

- Pre-primary
- Primary
- Secondary
- Post primary / BTVET
- Tertiary
- Non-formal

The MoES being the overall coordinator, formulator, and implementer of education policies, attaches a big importance to availability of accurate, timely, and reliable information for informed decision-making, planning, monitoring, and evaluation of progress according to set goals and objectives. It is against that background that MoES conducts a school census and many other surveys every year to obtain and update information on all education sub-sectors, which it analyses and disseminates to all stakeholders. In addition, termly school registers have also been instituted to facilitate frequent updates of pupil and teacher daily attendances, absentees and dropouts.

The key data collected (at school level) includes school particulars, enrolments, attendance, repetition and dropout rates, inter-school transfers (teachers and pupils/students), classrooms, instructional materials, income and expenditure.

In terms of data analysis, the data items above are stored in a format and structure that permit aggregating/disaggregating information at all the current administrative levels within Uganda's decentralization policy framework

i.e. national, district, county/municipal, sub-county/division, and parish/ward.

1.2 Purpose of the Fact Booklet

The main reason why the MoES annually conducts a school census is to update, analyse, and disseminate education sector information.

Being aware of the fact that information delayed is of very little value, and given the fact that a school census cycle (i.e. from the point school census data is collected to when it is fully processed and published) is a long one (approximately 10 months), with effect from 2000 MoES embarked on a dissemination strategy with three key publications i.e. a fact file, fact booklet, and a full abstract.

- **Fact-file**

The fact file is a two-page document summarising all the key information and is published as soon as school census data entry is completed i.e. fact sheet without narrative plause.

- **Fact-booklet**

The fact booklet, small enough to fit in a pocket is published next and provides an in-depth analysis (including trends). Its main purpose is to communicate and explain to stakeholders, relationships and trend of events within the education sector.

- **Full Abstract**

On the other hand, a full abstract is published last and it is designed to furnish stakeholders with data/information for own analysis.

- **Trend Analysis Report**

Just like the fact booklet, the trend analysis report gives an in-depth analysis of data from all variables captured in the questionnaire on a multi-year data approach

- **Annual Report**

This document is based on single year cross-section data covering all variables captured in the questionnaire.

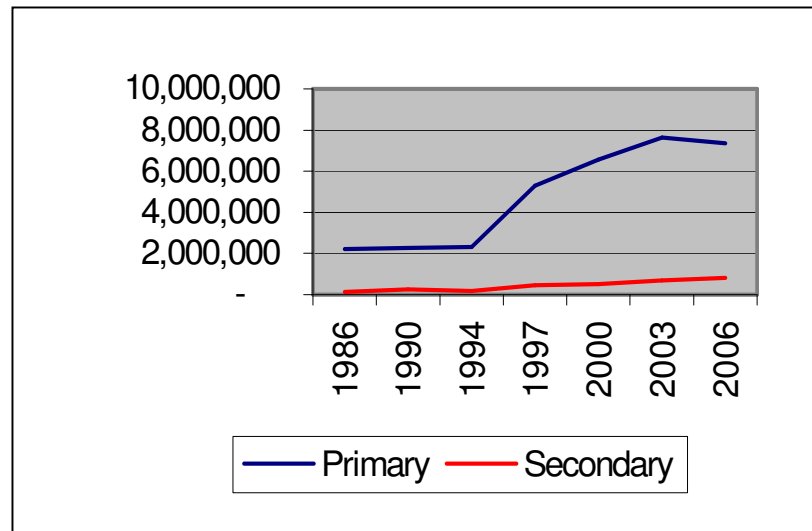
2 EDUCATION IN UGANDA

2.1 Overview

The majority of literate Ugandans go through two basic levels of education i.e. primary and secondary schools and very few make progress to university and other tertiary institutions. For the period 1986-2006, enrolment in primary schools rose from 2,203,824 to 7,362,938 and 123,479 to 814,087 in secondary schools. Out of these students, some Ugandans had a chance to attain pre-primary (pre-school) education from 59,829(795 schools) in 2001 to an estimate of 69,340 pupils in 2006 (795 schools). The gap between primary and secondary school enrolments is very big, an indication that most Ugandans stop at primary level of education since very few join post-primary institutions. For example in 2006 only 40,435 were enrolled in post-primary institutions compared to 7,362,938 and 814,087 enrolled in primary and secondary schools respectively. Figure 2

shows that the gap widened much further when UPE was introduced in 1997. Given that UPE programme has been in place for ten (10) years, it is a big challenge for the government and other stakeholders to manage the UPE thrust for the beneficiaries to continue to secondary and post-primary institutions in 2006 and beyond.

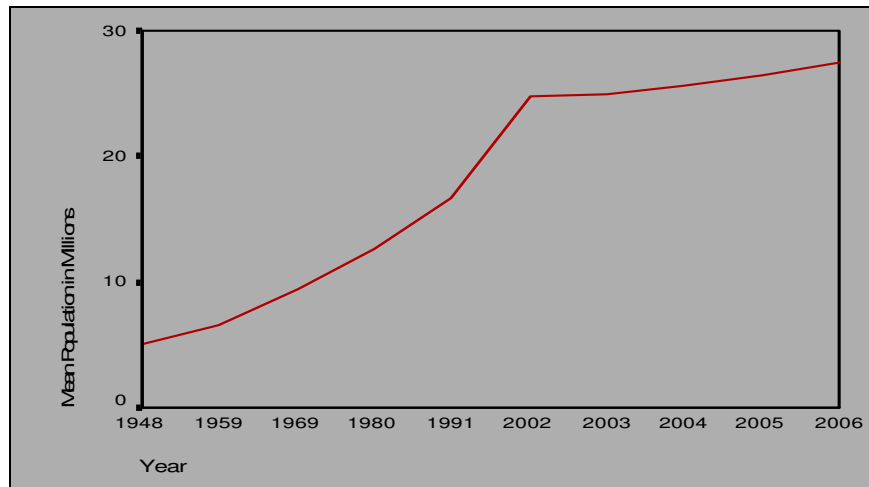
Figure 2: Uganda's pupil enrolment growth (1986 - 2006)



2.2 Demographic Profile of Uganda

Population census in Uganda is once every ten (10) years. Since 1948 when Uganda started taking population census, population growth has been on the increase with the highest growth rate (4.6%) experienced during (1959-1969). Population figures (in millions) during 1948, 1959, 1969, 1980, 1991, 2002, 2003, 2004, 2005, and 2006 were 5m, 6.5m, 9.5m, 12.6m, 16.7m, 24.7m, 24.9m, 25.7m, 26.5m and 27.4m respectively.

Figure 1: Uganda's Population growth (1948 –2006)



2.3 Key statistics by sub sector (2006)

Table 1a. Enrolment, teachers & schools numbers

(I) Enrolment	Male	Female	Total
1. All Pre Primary	34,500	34,840	69,340
2. All Primary	3,692,242	3,670,696	7,362,938
3. Gov't Primary			
P1	800,616	998,020	1,598,636
P2	542,624	539,281	1,081,905
P3	546,711	541,892	1,088,603
P4	474,904	481,818	956,722
P5	411,543	419,628	831,171

P6	346,341	347,782	694,123
P7	222,763	195,008	417,771
TOTAL	3,345,502	3,323,429	6,668,931
4. All Secondary	444,716	370,371	814,087
5. Govt	233,943	178,424	412,367
6. All Non Formal	14,580	16,986	31,566
7. Post Primary Institutions	26,652	13,783	40,435
8. Students with special needs			
Primary (All)	102,057	89,276	191,333
Government	189,515	166,131	355,646
Secondary	5,199	5,037	10,236

Table1a continued

(II) Teachers	Male	Female	Tot
Pre Primary	491	1,173	1,664
Primary-All schools	91,858	58,277	150,135
Primary-Gov't schools	79,334	48,624	127,958
Secondary	33,258	9,415	42,673
(III) Classrooms	Total In Use	Completed	Under Construction
Primary (Gov't Schools)	85,902	77,259	35,521

Primary (All Schools)	102,507	95,742	37,1€
(IV) Schools / Institutions			
	Gov't or Gov't Aided	Non-Gov't	Tot
Pre Primary	30	654	71
Primary	11,643	2,742	14,3€
Secondary	844		2,2€
Post Primary	101	15	11
Non Formal	19	480	4€
Universities	4	20	2
Tertiary Institutions	N/A	N/A	1€
9. Dropouts – 2006.			
	Male	Female	Tot
Pre Primary	N/A	N/A	N/
Primary	N/A	N/A	N/
Secondary	N/A	N/A	N/
Non Formal	872	768	164
10. Repeaters			
	Male	Female	Tot
Pre Primary	N/A	N/A	N/
Primary	574,230	579,487	1,153,71

Secondary	10,877	9,302	20,17
Non Formal	171	213	38
11. Orphans			
Pre Primary	4,906	4,624	9,53
Primary	642,088	628,980	1,271,06
Secondary	98,389	92,759	191,14
Non Formal	N/A	N/A	N/A

Please Note: N/A stands for data not available.

Going by numbers presented in table 1 a, it is easy to see that government has more presence in primary schools compared to other sub-sectors. Where as this is in line with the UPE policy, there is need to prepare other sub-sectors in terms of increased teachers, schools (classrooms), textbooks, etc for them to absorb UPE products after 2006 and the years to follow.

- **Dropouts.**

Dropouts is one of the major challenges of the UPE program which if not well handled can affect completion rates. However, despite all the numerous government interventions, the number of dropouts has persistently increased (**though slight**) from 297,529 in 2000 to 343,204 in 2003 showing an

increment of 15% in the total number of dropouts. In addition, despite all the efforts, the rate of dropouts of 5% and 8% for primary and secondary respectively, is still high and needs to be reduced if high completion rates are to be realised in the next 10 years. *(For further details about dropout rates for the period 2000 – 2004, refer to table 1b).*

- **Repeaters.**

Despite the presence of the policy of “Automatic Promotion”, repetition is still rampant in schools at annual rate of 15.6% and this leads to wastage in terms of resources. For the last 5 years, the repetition rates have been ranging from 11% to 15.6% with the highest recording in year 2006.

(For further details about repetition rates for the period 2000 – 2006, refer to table 1b).



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Table 1b: Primary and Secondary School Repeaters

Cls	Year						
	2000	2001	2002	2003	2004	2005	2006
P1	200,693	201,275	234,474	296,470	290,925	258,642	298,529
P2	108,945	107,125	116,240	146,227	148,188	147,540	193,290
P3	108,304	105,853	121,358	153,596	154,223	152,834	178,942
P4	75,006	86,361	107,693	141,783	141,988	137,638	158,818
P5	60,829	65,473	87,681	125,705	128,410	126,616	144,136
P6	52,526	55,432	68,908	100,423	106,013	113,635	126,720
P7	28,718	34,343	37,960	50,068	47,826	52,028	53,282
T	635,021	655,862	774,314	1,014,272	1,017,573	988,933	1,153,717
S1	2,328	2,117	2,658	1,987	1,593	1,594	3,085
S2	3,071	2,651	3,473	2,391	2,298	2,645	3,710
S3	2,552	2,400	2,980	2,996	3,272	3,826	5,435
S4	1,520	2,218	2,295	4,310	4,084	5,551	5,157
S5	466	460	537	817	641	902	1,172
S6	620	979	961	1,680	1,668	1,600	1,620
T	10,557	10,825	12,904	14,181	13,556	16,118	20,179

2.4 Public Education sector Finances.

As part of Governments' commitment to provide free education to all, UPE capitation funding has consistently increased from Ushs 26bn in FY 1997/98 to 30,761,651,000 as of 2006 for the FY 2006/2007.

2.4.1 UPE Capitation Grants

Table 2 below shows funds government has committed to UPE since 1997.

Table 2: UPE Releases (Cash Transfers)

Year	Releases (Ushs)
1997/98	26,220,673,559
1998/99	31,663,139,112
1999/00	38,407,522,000
2000/01	38,982,272,000
2001/02	39,247,158,148
2002/03	40,302,069,777
2003/04	39,456,739,000
2004/05	25,634,162,000

2005/2006	32,498,445,000
2006/2007	30,761,651,000

Source: Education planning department (MoES)

2.4.2 Education Sector Budget for 2006/07

Table 3: Budget for 2006/07. (In billions)

Item	Devpt	Recurr	Total
MoES	28.04	47.66	75.7bn
Makerere University K'la (MUK)	0.16bn	34.14bn	34.3bn
Mbarara Univ. (MUST)	0.41bn	6.45bn	6.86bn
Kyambogo University	0.28bn	12.8bn	13.08bn
Uganda Management Inst(UMI)	0 bn	0.4bn	0.4bn
Makerere University Bus (MUBS)	0.5bn	4.19bn	4.69bn
Gulu University	1.2	3.12	4.32
Educ Service Commission (ESC)	0.05bn	2.69bn	2.74bn
District Primary Educ.	16.42bn	375.33bn	391.75bn
District Secondary Educ.	0bn	120.53bn	120.53bn
District Tertiary Institutions	0bn	24.35bn	24.35bn
District Health Training Schools	0bn	4.35bn	4.35bn
Total	47.06bn	636.01bn	683.1bn

Table 3 shows development and recurrent expenditure estimates for education sub-sectors. Recurrent expenditure is much more than development expenditure.

Regarding actual public recurrent expenditure Ushs 375.33 bn was spent on primary education. This was 0.42% of the GDP and 59% of total recurrent expenditure on public education. Ushs 120.53 bn was spent on secondary schools and was 0.13% of GDP. Both secondary and tertiary education accounted for 23% of total recurrent expenditure.

This chapter discusses in detail all the education sub-sectors. Where possible trends over the period 2000-2006 are presented and discussed. For each sub-sector considered are:

- Enrolment by gender
- Teachers (gender and qualifications)
- Classrooms

3.1 Primary level education

3.1.1 Primary School Response Rate

The response rate for 2006 school census was 98% for Govt-aided primary schools, 39% for Private and 77% for Community schools with 81% overall response. The enrolment in Govt-aided primary schools for 2006 was 6,668,931, while that for all primary schools was 7,362,938 with 13% of the schools not reporting.

Care should be taken in extrapolating the enrolment to the full 100% schools because:

- Enrolment per school in Govt-aided schools tends to be higher than in private

(the UPE factor). This means that even though 13% of the schools, mainly private schools, did not report the actual missing enrolment is probably around 11%, and not 13%.

- Efforts have been made to clean the EMIS database by identifying closed and duplicated schools that might still be in the system. This is a continuous exercise that has just begun and to-date with the ongoing school mapping exercise the school registry is further being validated.

3.1.2 Number of Primary schools

Table 4: Primary Schools Numbers

Year	Gvt aided	All Schls	Gvt %
2000	8,074	12,480	65%
2001	9,313	13,244	70%
2002	10,420	14,284	74%
2003	11,315	14,540	78%
2004	10,876	13,371	81%
2005	11,313	13,576	83%
2006	11,643	14,385	81%

Through construction work using the Schools Facilities Grant scheme plus pursuit of the policy of extending grant aid to deserving community/private schools, government has steadily increased its share of primary schools to 83% in 2005 and a slight reduction to 81% in 2006..

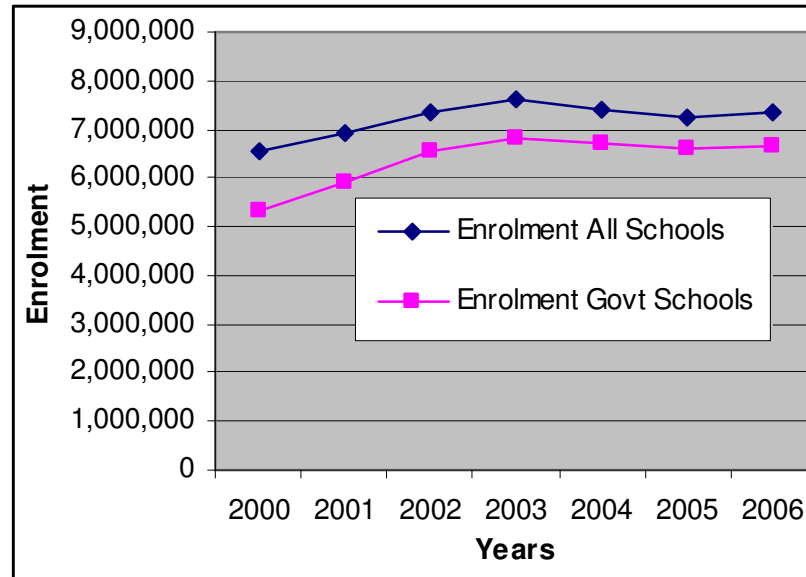
Most primary schools were founded by the religious communities (34% by COU, 31% by Catholics, 6% by Moslems) with the Government founding only 5% of all primary schools. About 78.5% of all primary schools are rural-based, 6.4% urban based and 11.9% in peri-urban areas with 82.7% of all schools fully registered with an additional 4.7% operating under licence. Out of the total number of primary schools, 89.06% are day schools while 99% are co-educational, all in line with Government policy.

3.1.3 Pupil Enrolment

Over the years (2000–2006) there was a steady increase in enrolment in all primary schools i.e. 6,559,013 in 2000, 6,900,916 in 2001, 7,354,153 in 2002, 7,633,314 in 2003, 7,377,292 in 2004, 7,223,879 in 2005 and

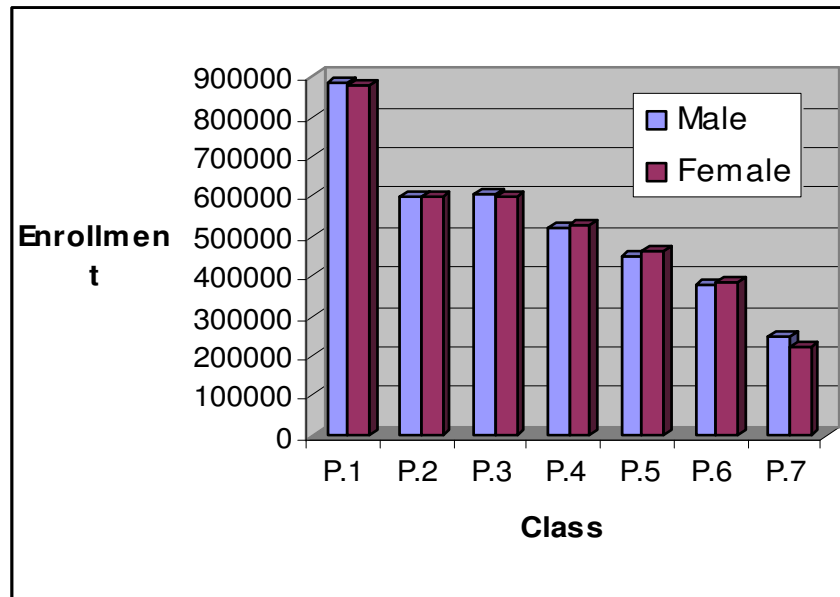
7,362,938 in 2006. However, the proportion of enrolment in government-aided primary schools steadily rose from 82% of all enrolments in primary schools in 2000, 86% in 2001, 89% in 2002, 90% in 2003, 91% in 2004, 91.5% in 2005 and 90.6% in 2006. This trend was a result of Government's policy to build more schools and to a small extent offer grant aid to previously community/private schools. Figure 3, shows that the rates of enrolment increase in Govt-aided schools is more than that of overall enrolment in all primary schools.

Figure 3. Rate of increase in enrolments in all primary schools compared to Govt-aided primary schools



The gender imbalance in 2000 for Government aided primary schools was 52% boys against 48% girls. This improved to 51:49 in 2001, and remained unchanged for the years 2002 and 2003. 2006 results show a gender balance of 50% in government schools.

Figure 4: Enrolment by grade and gender



Considering enrolment by grade, the bulk of pupils are in the lower classes especially primary one. Between Primary one and primary two a very big drop of 563,959 pupils was observed. The gradual drop down in enrolment from lower to higher classes is an indication that there is a significant number of pupils who are not promoted to the next class before completing primary seven. However, for all classes there isn't a significant difference between number of boy and girls.

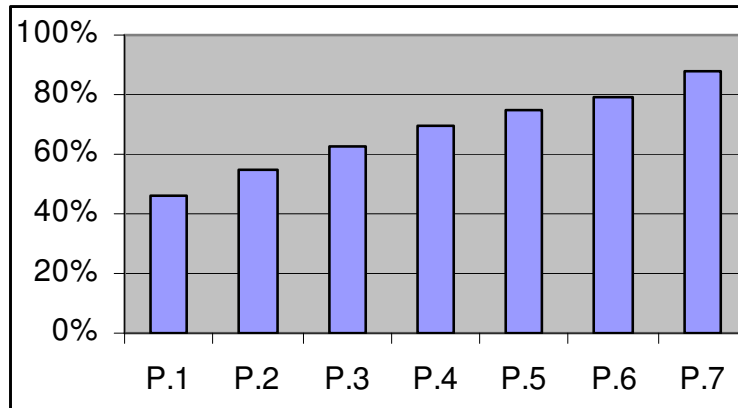
3.1.4 Under Age Pupils

Due to a small number of pre-schools, a sizeable number of children get enrolled in primary 1 before they're of official school - going age. Because of their tender age and immaturity both mentally and otherwise, under-age pupils are forced to repeat.

3.1.5 Pupils with enough seating space

The percentage of pupils with adequate seating space is much lower in lower classes compared to higher classes. Because of inadequate classroom conditions in the lower classes, some pupils are left with no other option but to sit down on the floor.

Figure 5: Ratio of pupils with enough seating space



3.1.6 Primary Teachers in all schools

Table 5 is a break down of primary level schoolteachers according to gender and grade. Overall, there was an increase in the number of people joining the teaching profession with an exception of 2005 which reduced by 2,323 i.e. an additional 16,672 teachers in 2001, 12,446 teachers in 2002, 6,103 teachers in 2003, 1,704 teachers in 2004, and a further 5,216 in 2006. Over the seven years the percentage of male teachers was 64%, 64%, 63%, 63%, 62%, 61, and 61% in

2000, 2001, 2002, 2003, 2004, 2005, and 2006 respectively. The percentage of Grade III teachers dropped from 64% in 2000, to 63% in 2001. The years thereafter were recorded with a percentage share of 62%, 62%, 64%, 66%, and 64% in 2002, 2003, 2004, 2005 and 2006 respectively. Licensed teachers have taken up the drop in percentage share of professionally qualified teachers.

Table 5: Primary teachers by qualification gender and year

Qualification	Year 2000		Year 2001	
	M	F	M	F
At least Grade IV	8,489	3,290	10,558	4,128
Grade III	43,481	27,570	48,430	31,581
Licensed	12,561	5,018	12,785	5,258
Others	6,229	3,728	9,313	4,980
Total by Gender	70,760	39,606	81,091	45,947
Total by Year	110,366		127,038	
Qualification	Year 2003		Year 2004	
	M	F	M	F
At least Grade IV	13,393	5,678	15,142	6,924
Grade III	53,556	36,236	55,785	38,046
Licensed	17,923	7,956	15,865	6,891
Others	358	302	331	330
Total by Gender	4,543	2,799	87,123	52,191
Total by Year	145,587		147,242	

Qualification	Year 2006	
	M	F
At least Grade IV	20,239	10,247
Grade III	57,154	39,523
Licensed	8,749	4,463
Others	516	576
Total by Gender	91,858	58,277
	150,135	

At Least Grade IV: Includes All Graduate, Diploma, Grade V,
Include all grade II teachers and others recorded as Not Stated

3.1.7 Primary Teachers in Government Schools

There were 127,959 teachers in Government aided schools at the time of the schools census in April 2006 Secondary level education.

3.1.8 Secondary Schools Response Rate

Though Govt-aided secondary schools represent only 35.3% of all secondary schools, enrolment in Govt-aided secondary schools is 51% of total enrolment i.e. 412,367 students out of a total of 814,087 students. The response rates for 2006 were: Government-aided 96%, Non-Government-aided 42% and 52% overall for all secondary schools.

Over the period 2000 to 2006 the secondary education sector has been characterized by lower response rates to the annual school census at levels of 88% in 2000, 77% in 2001, 79% in 2002, 71% in 2003, 54% in 2004, 53% in 2005 and 52% in 2006 largely attributable to difficulties in getting private schools to submit their statistical returns, largely

due to lack of interest by respondents (Headteachers). It's also possible that some schools were forced to close due to natural causes resulting into low number of schools.

Government-aided secondary schools are roughly one third of all secondary schools, though they take up nearly 50% of all secondary enrolment.

Table 6 Secondary Schools Numbers

Year	Govt	All Schs	Govt %
2000	490	2,139	23%
2001	730	2,400	30%
2002	729	2,715	27%
2003	750	2,889	26%
2004	784	3,645	22%
2005	809	3,730	41%
2006	844	2,286	35%

Government founded schools were only 4.46% of the total secondary schools, and the rest were founded by religious communities (Catholic 17.85%, COU

18.59% and Moslems 4.24%), parents at 15.75% and entrepreneurs at 28.61%. Over one half of all secondary schools are in rural areas (56%) with 63.9% of all schools fully registered with an additional 15.2% licensed but not registered. Statistics further show that 52.54% of all schools were day schools, while **92%** of all schools were co-educational with 5% for girls only and 2% for boys only.

3.1.9 Enrolment in secondary schools

There has been a steady increase in secondary schools enrolment, both in Government aided schools and in all schools.

Table 7: Enrolment in Secondary Schools

Year	Enrolment Govt	Response Govt	Enrol all Schools	Response All	
2000	216,292	95%	518,931	88%	8
2001	261,664	94%	539,786	77%	7
2002	317,806	97%	655,951	80%	7
2003	336,362	95%	683,609	71%	6
2004	370,807	97%	697,507	54%	4
2005	407,845	96%	728,393	53%	4
2006	412,367	96%	814,087	52%	4

3.1.10 Pupils with enough seating space

3.1.11 Unlike primary sector, the percentage of students with enough seating space in secondary schools is much bigger than in primary schools compared to higher classes and this rhymes with e

3.1.12 Secondary Teachers

Table 8: Secondary Schools Teachers, all schools

Qualifications	2000		2001		2002	
	M	F	M	F	M	F
GRADUATE	6,203	1,871	6,130	1,775	7,718	2,311
DIPLOMA	9,060	2,316	9,679	2,319	9,592	2,511
GRADE V	3,637	1,097	3,536	1,021	5,809	1,611
LICENSED	3,131	371	1,744	198	3,062	376
OTHERS	2,357	341	3,480	543	2,817	551
TOTALS	24,388	5,996	24,569	5,856	28,998	7,460
Total	30,384		30,425		36,453	

Qualifications	2004		2005		2006	
	M	F	M	F	M	F
GRADUATE	9,017	3,023	9,716	3,311	10,981	3,612
DIPLOMA	11,895	3,382	12,186	3,385	14,026	3,812
GRADE V	2,560	709	2,129	638	2,467	709
LICENSED	1,544	178	1,293	148	1,504	178
OTHERS	3,396	793	3,910	841	4,280	954
TOTALS	28,412	8,085	29,234	8,323	33,258	9,265
Total	37,297		37,607		42,523	

Key – Others includes cases of Grades II, III, IV, and Not Started

3.2 Pre-Primary Schools

3.2.1 School Ownership and Registry Status

Out of 1,630 pre-schools in the schools registry, only 717(44%) pre-primary schools responded to annual schools census throughout Uganda in 2006, with relatively low Government participation. About 58.6% of these pre-primary schools were not licensed nor registered, and only 18.1% were fully registered and 17% were licensed.

3.2.2 Enrolment in Pre-primary schools

During 2006 there were 69,340 pupils (34,500 boys and 34,840 girls) in Pre-Primary schools. Of these pupils, 1,925 (3%) were aged 2 years or less while 21,730 (31%) were aged 6 years and above. Using the provisional Y2002 population of 24.7 million and the Household Survey 2001 allocation of 10.8% for the 3 to 5 age group, we have **2.84** million children eligible to be in pre-primary with net enrolment ratio of **1.6%**.

Table 9: Key statistics for All Pre-Primary Schools

Item Description	2001	2002	2003	2004	2005	2006
Number of Pre-Primary Schls	795	1,003	893	538	405	717
Registered Schls	222	257	225	124	95	130
Unlicensed Schls	279	444	494	286	220	465
Enrolment-Total	59,829	78,257	1,834	41,775	30,240	69,340
Boys	29,589	38,581	889	20,596	15,130	34,500
Girls	30,240	39,676	945	21,179	15,110	34,840
Teachers-Total	2,474	3,165	3,002	2,006	1,386	1,664
Males	340	522	564	426	216	1,173
Females	2,134	2,643	2,438	1580	1,170	491
Classrooms	1,999	1,289	3,127	1,879	1,339	1,664
PTR	24.2	24.7	21.5	26.8	26	25
PCR	30	61	20.6	28.6	31	n/a

3.2.3 Pre-primary school Teachers

In 2006 there were 2,809 teachers in pre-primary schools, an increase of 34% over 2005. The cause for this was due to high response rates of pre-primary schools. A

sizeable number of 5% had either a certificate or a diploma in nursery teaching with additional 4% Grade II teachers, 16% Grade III teachers and 19% untrained teachers. This category includes licensed teachers. Out of the total number of teachers, 14% had a minimum qualification of a first degree.

3.3 Post-Primary Schools

Post-primary refers to institutions (excluding secondary schools) that can be accessed after primary 7 or senior 4. Categories of post-primary institutions include:

- Primary teachers' colleges
- Technical institutes/schools
- Commercial/business schools
- Nursing and midwifery institutions
- Clinical officers' institutions
- Hotel management, catering, and tourism schools
- Fisheries training institutes
- Vocational training institutes
- Survey training schools
- Physical planning training institutes
- National meteorological training institutes

By 2006 there were a total of 1,003 post-primary institutions in the whole country. Total enrolment was 829,673 with 69% male students. Teachers were 1,923 a small share of female teachers (16%).

Table 10: Key Indicators for Post-Primary Schools (2006)

Item Description	Count/value
Number of Post-Primary Schools	116
Enrolment - Total	40,435
Males	26,652
Females	13,783
Teachers - Total	2,379
Males	1,872
Females	507
Pupil/Teacher Ratio	17
Classrooms	570
Pupil/Classroom Ratio	51

Because of small enrolment levels, the Pupil: teacher ratio was very low i.e. 17. The pupil: classroom ratio (51:1) on the other hand was slightly above the average.

3.4 Non-Formal

Non-Formal education is an alternative approach to basic education that does not follow the formal primary education system of formal classrooms and a set curriculum. There are three main approaches to Non-Formal education:

- COPE – Complimentary Opportunities for Primary Education
- BEUPA – Basic Education for the Urban Poor Areas, and
- ABEK – Alternative Basic Education for the Karamoja area

Fourteen districts have participated in Non-Formal education with a total of 445 schools, with Moroto district leading with 111 schools and 18,202 students.

There are 854 teachers with 210 of them in Moroto district, 162 in Kotido district, 119 in Mubende district and 115 in Kampala district. Thus the four districts account for 70% of the teachers. The average Pupil/Teacher ratio

(PTR) is 60, with the highest PTR of 134 in Kotido and the lowest of 13 in Kitgum.

There were 195 classrooms in total, while three districts (Kalangala, Kotido, and Sembabule) had no classrooms dedicated to Non-Formal education. They apparently teach their pupils from borrowed facilities. The average Pupil/Classroom ratio (PCR) is high at 262, but varying from extremely high at 1670 in Kotido to a very low of 22 in Luweero.

3.5 Tertiary

3.6 Tertiary level education

3.6.1 Response Rates of Tertiary Institutions

Though public tertiary institutions represent only 33.6% of all tertiary institutions, enrolment in public institutions schools is 57% of total enrolment. The response rates for 2006 were: Public institutions 97%, Non-public institutions 72% and 92% overall for all tertiary institutions.

Over the period 2000 to 2006 the tertiary education sector has been characterized by lower response rates to the annual school census at levels of 88% - 77% and 79% largely attributable to difficulties in getting private and public institutions to submit their statistical returns, largely the result of the lack of interest by respondents.

3.6.2 Access and Equity

Enrolment in tertiary institutions and universities increased from 78,107 students in 2005/06 to 137,011 (i.e. 78,056 in government institutions and 58,908 in private institutions) in 2006/07. The share of female students also increased from 40.7% in 2005/06 to 42.6% in 2006/07. Since 2000/20001 to 2006/2007, there has been a steady increase in University enrolment for both government and private as shown in table 11.

Access in higher education was boosted with the opening of a new public university in Eastern Uganda called Busitema University.

In order to enhance equity, 896 students were admitted on government sponsorship to Public Universities under the Quota System of admission (11 - 12 students from each of the 81 districts). 64 students with special needs and 40 students talented in sports were also admitted.

Table 11: Tertiary Institution Enrolment by type and Gender

S/N	Type	Private			Public		
		TM	TF	GT	TM	TF	GT
1	Agricultural & Forestry Colleges	N/A	N/A	N/A	1,370	281	1,651
2	Commerce/Business Colleges	7,227	7,164	14,391	2,122	1,668	3,790
3	Co-operative Colleges	N/A	N/A	N/A	209	119	328
4	Hotels and Tourism	N/A	N/A	N/A	81	62	143
5	Health Colleges	466	271	737	1,642	753	2,395
6	Law Centres	N/A	N/A	N/A	500	300	800
7	Media and Communication	158	135	293	663	341	1,004
8	Meteorological Colleges	N/A	N/A	N/A	15	24	39
9	Management/Social Dev Institutions	583	743	1,326	1,417	1,413	2,830
10	National Teachers College	2,525	1,389	3,914	4,791	2,292	7,083
11	Study Center	343	146	489	73	42	115
12	Theological Colleges	850	248	1,098	N/A	N/A	N/A
13	Universities	20,586	15,280	35,866	25,864	19,410	45,274
14	Universities Colleges	379	308	687	5,653	5,078	10,731
15	Technical Colleges	99	8	107	1,749	124	1,873
Grand Total		33,216	25,692	58,908	46,149	31,907	78,056

3.6.3 Quality and Efficiency

To enhance quality and efficiency, all public universities have established Quality Assurance Units to minimize duplication of programmes, and to ensure minimum level of human and material resources required to effectively deliver university programmes.

National Council Higher Education (NCHE) gazetted minimum requirements for universities for delivery of quality programmes. A Quality Assurance Framework was developed.

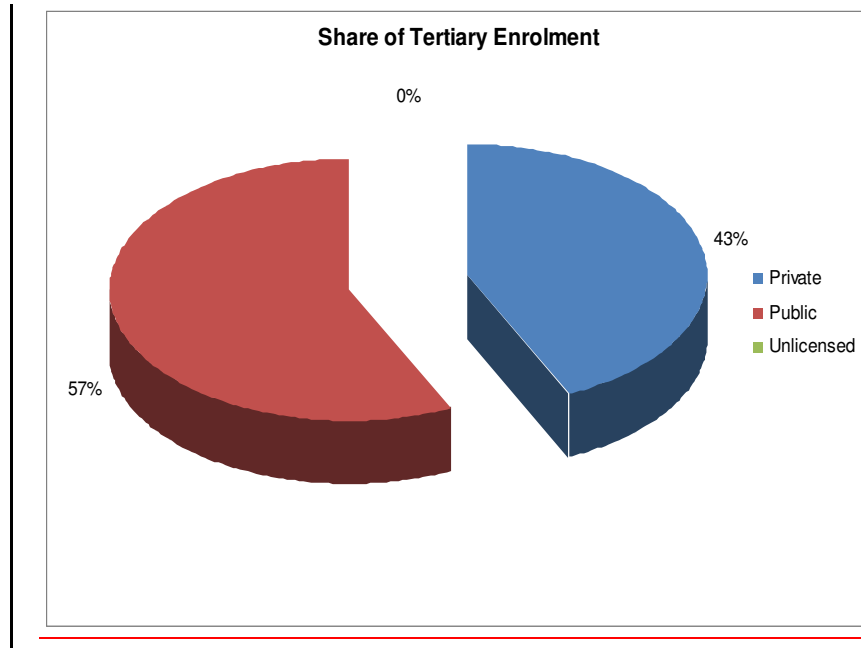
Tertiary education refers to post secondary education leading to Diplomas, Degrees, and Post Graduate qualifications. Table 12 shows enrolment and teaching staff numbers by tertiary institution type for academic years 2000/2001 and 2006/2007. Universities have the highest numbers in terms of students' enrollment and teaching staff with government owned being slightly greater than the private institutions.

Table 12: Responding tertiary institutions by type, enrolment, and teaching staff for academic year 2000/2001 and 2006/2007

	2000/2001			2006/2007		
	No. Of Inst	Enrol	Tching Staff	No. Of Inst	Enrol	Tching Staff
Gvt Universities	2	29,374	1,179	4	56,005	2,092
Private Universities	6	4,881	396	20	36,600	1,835
Other University level Inst	4	7,649	596	8	4,156	273
N.T.C	10	13,945	418	6	10,997	289
N.C.C	5	3,110	172	48	18,181	1,076
U.T.C	5	812	107	6	1,980	127
Paramedical Inst	11	776	115	15	3,132	486
Agricultural Inst	8	1,347	149	5	1,651	129

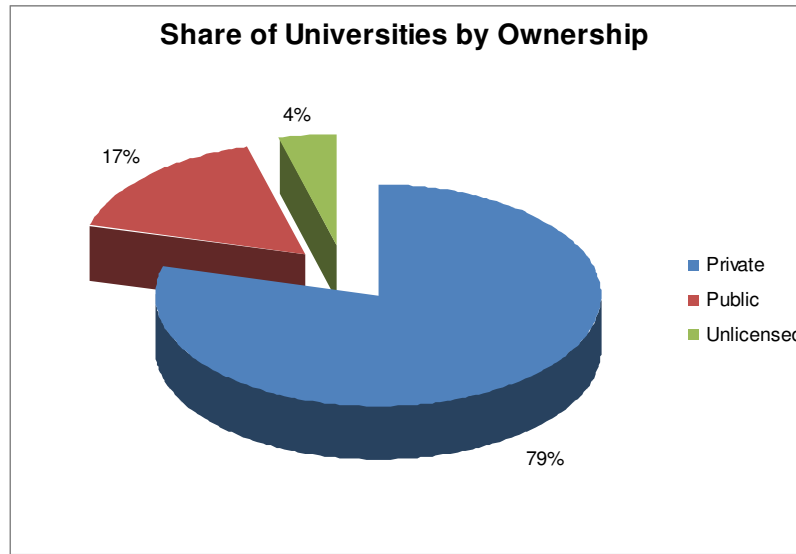
Percentage share of enrolment in tertiary institutions has remained slightly high in public institutions compared to private institutions with 57% and 43% respectively.

Figure 4: Percentage share of Enrolment in Tertiary Institutions



University ownership is distributed into three categories and these include; private, public and unlicensed universities. 2006 results show that 17% of the universities were public, 79% were private while 4% were unlicensed.

Figure 3: Percentage ownership of Universities (2006)



Agreed breakdown:

- Response rates
- Number of Institutions
- Enrolment
- Teachers by qualification

4.1 Introduction

The analysis in this section is organised into the basic four groupings of Efficiency, Access, Equity and Quality for pre-primary, primary, secondary, non-formal, post-primary and tertiary institutions. The key indicators in these groups are:

- Efficiency: Pupil Teacher Ratio (PTR), Pupil Classroom Ratio (PCR) and Pupil Textbook Ratio (PBR), survival rates, completion rates.
- Access: Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), Gross Intake Ratio (GIR), Net Intake Ratio (NIR) and Net Enrolment in P7 (*Only for the primary sector*).
- Equity: Gender Parity Index
- Quality: Percentage of teachers meeting minimum qualifications

The ratios were computed basing on provisional 2002 population census results and estimates of subsequent years.

4.2 Primary Level—Efficiency Indicators

Table 11: Key Education Efficiency Indicators for Primary

Indicator	2000	2001	2002	2003	2004	2005	2006
a) Government primary Schools							
PTR – Govt	65	58	55	56	53	53	52
PCR – Govt	106	98	94	94	84	79	78
PBR – Govt	4	4	N/A	N/A	N/A	N/A	N/A
b) All primary schools: Government and all other categories)							
PTR – All	59	54	53	52	50	50	48
PCR – All	96	90	87	87	79	74	72
PBR – All	4	4	N/A	N/A	N/A	N/A	N/A
Gender Parity (M:F)	52:48	51:49	51:49	51:49	51:49	50:50	50:50

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4.2.1 Pupils Teacher Ratio (PTR)

This section discusses the PTRs at National and District levels. At district level, attention is paid to Government School PTRs for worst performing ten (10) districts.

4.2.1.1 National level - PTR

Over the years 2000-2006, the PTR in Government primary schools steadily decreased from 65 to 52. Given that enrolment significantly increased over the same period, reduction in PTR implies a proportionately higher increase in recruitment of Teachers. The PTR in the year 2006 (52) was one point lower than that of year 2005.

The districts of Jinja(46), Kabale(37), Kalangala(32), Kampala(39), Kanungu(47), Kapchorwa(38), Kiboga(45), Kisoro(46), Masaka(48), Mbarara(37), Moroto(51), Mukono(46), Nakasongola(35), Rakai(43), Rukungiri(42), Wakiso(40) and Yumbe(50) had PTRs that were equal and below 49 (minimum requirement).

4.2.1.2 Government Primary Schools PTR – Worst performing ten (10) districts in 2002

Table 12: Worst Performing 10 Districts on Government Primary PTR 2001-2006

District	2000	2001	2002	2003	2004	2005	2006
Pader	N/A	76	69	81	82	90	90
Kitgum	67	60	64	72	71	87	94
Nebbi	74	60	64	71	65	66	64
Kamuli	68	65	71	62	64	66	57
Kyenjojo	N/A	65	71	63	63	61	55
Pallisa	75	66	63	64	63	63	63
Mayuge	N/A	74	64	58	60	57	61
Bugiri	77	71	66	64	56	59	55
Kayunga	N/A	63	65	59	53	54	52
Nakapiripirit	N/A	N/A	81	69	51	62	83
National	65	58	55	56	53	50	52

Table 12 shows performance of Government primary schools for the period 2000-2006, ranked (starting with the worst) by PTR of 2006.

Kitgum was the worst district with a PTR of 94, which was 44 points, more than the National figure (50). There's a likelihood that the worst performing districts of Pader and Kitgum ranked last in respect of PTR due to the insurgency that was caused by the Kony's LRA war. And as a result, teachers either refused to be posted there or the district suffered from poor teacher retention.

The other poorly performing districts were Nakapiripirit, Nebbi, and Pallisa with PTRs of 83, 64 and 63 respectively. Although Kayunga and Nakapiripirit districts were among the worst 10 in 2006, Kayunga registered improvement in PTRs over the years 2000 to 2006 i.e. 63, 65, 69, 59, 53, 54, 52 for Kayunga. On the other hand Mayuge, a new district that became operational in January 2001, was among the worst ten in 2006 though its PTR had significantly improved from 74 to 61 between 2003 and 2006. Other new districts of Kitgum, Nebbi and Pader, besides being among the worst ten in 2004, showed worsening PTRs between 2001 and 2006. Kyenjojo and Kayunga were created during 2000/2001.

Pader, though a new district and among the worst ten in terms of PTR, registered an improvement in 2002 to 69 compared to 76 in 2001 but later worsened it's PTR from 69 to 90.

It's true that Pader and Kitgum districts are victims of rebel activity and insecurity may be the major reason for failure to attract and retain teachers.

4.2.2 Pupils classroom Ratio (PCR)

For the period 2000-2006, PCR dropped by 22 points (from 106 to 84). Despite a steady decrease, the ratio remained higher than the ideal figure (40%), and it shows that still, there is a mismatch between enrolment levels and supporting infrastructures.

4.2.2.1 Government Primary Schools PCR – Worst performing ten (10) districts in 2004

Table 13: Worst Performing 10 Districts on Government Primary PCR 2006

District	2000	2001	2002	2003	2004	2005	2006
Pader	N/A	186	150	154	144	137	156
Arua	184	137	124	130	131	119	119
Mayuge	N/A	183	178	128	129	106	100
Kitgum	144	122	119	122	111	98	106
Yumbe	N/A	186	186	185	107	101	96
Iganga	145	140	122	118	104	102	95
Apac	112	118	121	119	103	103	96
Bugiri	172	147	115	103	90	85	82
Kotido	143	131	117	115	79	71	75
Nakapiripirit	N/A	N/A	132	104	75	72	78
National	106	98	94	94	84	79	78

Districts of Pader, Arua, Mayuge, Kitgum, Yumbe, Iganga, and Apac ranked last with PCRs of 156, 119, 100, 106, 96, 95 and 96 respectively.

Among the relatively older districts, Arua had the highest (worst) PCR of 119. All the districts

that were among the worst ten in 2006, their PCRs improved between 2000 and 2006.

4.2.3 Pupils Text Book Ratio (PBR)

The PBR remained constant at 4 during 2000 and 2001 for all categories of schools. Although in 2004 a new syllabus was put in place, there were no textbooks for the new syllabus and that is why there were no ratios (for actual and target) computed for year 2004. In 2005 and 2006 the pupil textbook ratio was maintained at 1.8 in government schools.

4.3 Primary Level– Access Indicators

Table 14: Key Education Access Indicators for Government Primary Schools

INDICATOR	Year 2000	Year 2001	Year 2002	Year 2003	Year 2004	Year 2005	Year 2006
GER – Govt	128.3	123.8	112.9	114.13	94.9	107.7	114.4
NER – Govt	110.7	111.7	88.8	89.9	81.4	93.0	92
GIR – Govt	155.0	163.7	136.4	137.8	132.8	66.82	129.2
NIR- Govt	55.9	59.7	50.7	52.6	55.9	56	56.
Gender Parity (M:F)	52:48	51:49	51:49	51:49	51:49	51/49	50.2%

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4.3.1 Gross Enrolment Ratio (GER)

The GER at primary level is, regard less of age, a proportion of all pupils in primary schools (P1-P7) to the total numbers of children aged 6-12 years in the population.

Over the period 2000-2006, the GER for Government primary schools decreased from 128.3% to 114.4%. In all cases apart from year 2004, the percentages were more than 100% because there some children who join primary one when they are not yet 6 years old and

others although still in primary school, are actually more than 12 years old because they repeated some classes or joined primary one when they were more than 6 years old.

4.3.2 Net Enrolment Ratio (NER)

The NER measures enrolment for a specific age group. In case of Uganda, the NER for primary is a proportion of pupils in primary schools that are aged 6 -12 years to the total number of children in the same age group of the population. The ratio for primary schools increased from 110.7% to 111.7% between 2000 and 2001, and decreased to 89% in 2002 remained constant at 89% in 2003 and decreased to 81.4 in 2004. In 2005 and 2006 NER was recorded at 93.03 and 92 respectively which portray an increase when compared to 2004.

4.3.3 Gross Intake Ratio (GIR)

The GIR for primary schools is a proportion of children in primary one to the total number of children aged 6 years old in the population. The ratio for Government schools steadily increased from 155% in 2000 to 193.63% in 2001 and

decreased to 132.81% in 2004. 2006 six results show a further decrease to 129.2 as compared to 2004. Since the percentages are more than 100%, it shows there are some kids joining primary one when they are less than 6 years old and/or more than 6 years.

4.3.4 Net Intake Ratio (NIR)

The NIR is a percentage of 6-year old kids in primary one to the total number of children of the same age in the population. Over the period 2000 – 2006 NIR for Government schools increased from 55.9% to 59.7% in 2001 and dropped down to 55.9% in 2004. In 2005 there was a reduction to 56 which was maintained in 2006. This trend shows that the rate at which kids of correct age (6 years old) join primary one is not improving with time. There is still a big number (more than 40%) of kids not enrolling in primary one at the correct age, including those who join primary at an early or later age, and those who do not join at all.

4.4 Primary Level - Gender parity

In all primary schools, boys were slightly more than girls in number for the period 2000-2006.

The proportion of boys was 52% in 2000, dropped to 51% in 2001 and did not change from 51% during 2002 and subsequent years of 2003, 2004 and 2005. In 2006 the Gender Parity was almost equal with 50.2% boys and 49.8% girls. This trend shows there is a positive shift to parity between boys and girls enrolment in primary schools.

4.5 Primary Level – Teacher Quality Indicators

The standard professional qualification for Primary teachers is Grade III. The table below shows the percentage of teachers in Government primary schools meeting this standard.

Table 15 – Percentage Distribution of Teachers in Government Primary Schools

	2000	2001	2002	2003	2004	2005	2006
Above Grade III	10.6	11.6	12.4	13.1	15.0	19	20
Grade III	64.4	63.0	62.1	61.6	63.7	66	64
Below Grade III	25.0	25.4	25.5	25.3	21.3	15	15

Over the period 2000 – 2006 more qualified teachers have joined the teaching force.

4.6 Primary Level - General Demographic Indicators

4.6.1 Enrolments

In total, 17,807 schools are currently on the database, and census returns were received from 14,385 of these (resulting in an undercount of 19 %). A total of 7,362,938 learners were counted. If this number is corrected for the number of outstanding schools, the total number of learners in primary education in Uganda amounts to 8,479,646.

Between 1986 and 1996 primary school enrolment increased by the order of 50%. Over the same period, girl to boy enrolment has increased from 3:4 to 7:8 and to near parity in 2001-2006. Total numbers have increased by a factor of 6 between 1980 and 2006, a remarkable result, partly attributable to initiating UPE.

Total admissions have been growing over time for all considerations (founding ownership, disability, orphans or otherwise) over the years on the whole across the country as evidenced in 2006 with highest numbers in primary 1 and tapering down to primary 7. Male pupil numbers

although close to those of females, were in most instances marginally higher in 2006 for the same considerations.

4.6.2 Gender Balance

The girl child education has seen a remarkable turnaround with female numbers closely trailing behind those of males in all categories of schools, viz, government, private, and community. The 2006 divide had 3,670,696 females, versus 3,692,242 males, totalling 7,362,938. Of the 80 districts reported in 2006, 43 of them¹ had more female pupils.

On a positive side also, the incidence of dropping out for females is lower than that for males for all classes, a further means of enhancing the girl child emancipation.

¹ These were Kalangala , Kayunga , Luwero , Mpigi , Mubende , Mukono , Rakai , Sembabule , Amuria , Budaka , Bugiri , Bukedea , Busia , Butaleja , Kaberamaido , Kaliro , Kamuli , Katakwi Kumi , Manafwa , Namutumba , Pallisa , Sironko , Bukwo , Kapchorwa , Nakapiripirit , Abim , Amolatar , Amuru , Apac , Arua , Dokolo , Gulu , Kitgum , Koboko , Kotido , Lira , Maracha-Terego , Moroto , Moyo , Nebbi , Oyam , Pader , Yumbe , Bulisa , Bundibugyo , Hoima , Kamwenge , Kiboga , Kyenjojo , Masindi , Bushenyi , Isingiro , Kanungu , Kasese , Kiruhura , Kisoro

4.6.3 Orphans

Orphans constituted roughly 17% of primary school going children in 2006, with a male to female divide of to 51% and 49% respectively. Save for the 23 districts², there are more male orphans in the other districts across the country.

4.6.4 Children with Disabilities

Constituting 3% of the overall school going population, these are categorised into the mentally retarded (22 %), visually impaired (24.6%), with hearing impairment (29.3%) and physically impaired (17.2%), 3.8% were autistic pupils and 3.1% with multiple handicaps. On the basis of sex, 53% were male out of a total of 191,333.

² The 23 districts are Kampala, Lyantonde, Masaka, Mityana, Nakaseke, Nakasongola, Wakiso, Bududa, Iganga, Jinja, Mayuge, Mbale, Soroti, Tororo, Adjumani, Kaabong, Kabarole, Kibaale, Ibanda, Kabale, Mbarara, Ntungamo, Rukungiri

4.6.5 School Going Population by Age

The official age bracket of 6 - 12 in primary 1 - 7 constituted 80.4% of all the school going population of 7,362,938 in 2006. Primary 1 alone had many children below and above 6 years old, 1,115,729(21%) compared to those of age 647,555. Those over 12 years in primary schools constitute 17.2% of all school children at 7,362,938. Those in school at 20 years old, 422,930 exceed those above 20 years at 402,489. Those in school from 14 years old at 556,575 decrease in number with increasing age up to 20 year olds at 422,930.

More children start school early, and, there are more children outside the 6 – 12 year bracket. Older people are likely to have started attending school with the coming into force of UPE. It is hoped that this phenomenon will gradually taper down with time. There tended to be more children with decreasing age brackets between 6 year (776,483) and 16 year (510,894) olds.

4.6.6 Teachers

On the whole, there are more female than male teachers on a district basis, save for Jinja, Luwero, Kampala, Masaka, Mityana, Mpigi, Mukono and Wakiso, with a national total of 150,135.

The most prevalent teacher qualification in primary schools is Grade III, contributing about 64% of all teachers, followed by grade of Licensed Teacher / Untrained with 9%³. The proportions of males and females are 62% and 38% respectively, with males exceeding females for all grades of qualifications. By far the largest proportion of teachers (58%) holds Ordinary Level with a Certificate in Education, closely followed by holders of Ordinary Level alone at 26% and 16% for others. Higher levels of qualification of Advanced Level (A Level), A Level with Certificate / Diploma, Graduates / First degree, Masters Degrees and Doctorate

³ Diploma in Primary Education, Grade II, Grade III, Grade IV, Grade V, Graduate, Licensed Teacher / Untrained and Unknown contribute 13%, 1%, 64%, 1%, 5%, 2%, 9% and 5% respectively

contribute 7%⁴. Levels with lesser qualifications than Ordinary Level contribute 6.7%.

It would be ideal to target a minimum level of Ordinary Level with a certificate or a diploma in the not too distant future.

On departure of teachers, male's numbers continue to exceed those of females, with transfers accounting for 63% at 10,930 of a total of 17,348. Other noticeable reasons are resignations / dismissals (1,894) and unknown category with 2,347.

4.7 Secondary Level – Efficiency Indicators

⁴ Higher levels of qualification of Advanced Level (A Level), A Level with Certificate / Diploma, Graduates / First degree, Masters degrees and Doctorate contribute 3,255, , 801, 662, 20, 10 (female), 13,050, 4,119, 2,694, 104, and 46 teachers in total respectively.

Table 16: Key Indicators for Secondary Schools

INDICATOR	2000	2001	2002	2003	2004	2005	2006
PTR – Govt	19	19	19	18	19	19	22
PTR – All	17	18	18	18	19	19	19
PCR – Govt	54	60	64	51	48	49	56
PCR – All	46	53	55	51	48	49	48
Gender Parity (M: F)	56:44	56:44	55:45	55:45	55:45	55:45	55:45

4.7.1 Pupil Teacher Ratios (PTR)

Student Teacher Ratios (PTR) for secondary have remained almost steady between 2000 and 2006 with a decline of 2 points from 17 to 19. It should be recognized that there was a government ban on teacher recruitment in secondary schools. However the observation on PTR shows that this ban has not led to a serious deterioration in the PTR over the years 2000-2006.

4.7.2 Pupil Classroom Ratios (PCR)

Student Classroom Ratios have increased by nearly two points from 46 to 48 showing an indication of increased enrolment not being

matched by corresponding changes in classroom facilities. Though there is no target set for this ratio for secondary education, it is useful to recognize that the PCR School Facility Grant (SFG) target for Primary education is 55.

4.8 Secondary Level – Access Indicators

4.8.1 Gross Enrolment Ratio (GER)

Gross Enrolment Ratio measures the total enrolment in secondary education, regardless of age, expressed as a percentage of the official secondary school-age population (13-18 years for Uganda). These ratios have increased by 3.55 percentage points from 18.55% in 2005 to 22.1% in 2006 which indicates a steady growth in access to secondary schooling.

4.8.2 Net Enrolment Ratio (NER)

Net Enrolment Ratio (NER) measures those students aged 13-18 years as a proportion of the official secondary school-age population (13-18 years for Uganda). The NER rose from 14% in 2000 to 17% in 2001 but dropped to 14.6% in 2004. In 2005 and 2006, NER increased to 15.43% and 18.6% respectively.

4.8.3 Gross Intake Ratio (GIR)

GIR represents the entire intake irrespective of age into Secondary one divided by the population of 13 year olds (official entry age into Secondary one). GIR was 30% in 2000 and slightly increased to 31.43% between 2001 and 2004. In 2005 and 2006, GIR was recorded at 23.8% and 26.9% respectively which shows a reduction when compared to 2004.

4.8.4 Net Intake Ratio (NIR)

NIR represents the intake into Secondary one aged the official entry age of 13 years (for Uganda) as a ratio of 13 year olds in the population, NIR stood at 4.97% in 2000, declined to 4.56% in 2001 rose slightly to 4.9% in 2002, 4.68 in 2003 and 6.06% in 2004. In 2005 and 2006, there was a reduction to 4.5% and 4.9% respectively showing that those entering Secondary one at the official age are still a tiny proportion of those who enter the secondary level every year.

4.9 Secondary Level –Gender Ratios

Broken down by gender all the secondary education ratios for girls are generally lower than those of boys, although the trends in increases are positive between the Censuses 2000-2006. Observations on enrolment are showing that Uganda is moving steadily towards gender parity in enrolment for secondary education with the proportion of girls achieving secondary education increasing by 1% from 44 to 45% over the period 2001-2006.

4.10 Secondary – Teacher Quality

The minimum standard professional qualification for secondary teachers is grade V. Table 17 shows that over 85% of teachers in secondary schools meets the minimum qualifications.

Table 17: Percentage Distribution of teachers in all Secondary schools

	2000	2001	2002	2003	2004	2005	2006
Above Grade III	64.0%	65.4%	61.0%	n/a	82%	84.81%	85%
Grade III	15.6%	15.0%	20.4%	n/a	8.8%	0.41%	0.3%
Below Grade III	20.4%	19.6%	18.6%	n/a	18%	14.77%	14.7

5 Recommendations:

1. This calls for government to build and facilitate secondary schools and other institutions and/or encouraging the private sector to invest in schools and bridge the gaps.

2. Vision to manage the UPE Bulge

A comparison of government and privately owned secondary schools characteristics reveals that while government schools constitute roughly just under one third of the total number of secondary schools in the country, they absorb roughly one half of total enrolment. This means that although non-government schools number is over twice those granted by government, they only attract an average enrolment of approximately 271 students while government schools have an enrolment of approximately 485 students - twice the average enrolment of the private school.

The implication of this observation is that there is a lot of scope for expansion of secondary

education within non-government owned secondary schools and a partnership between the public and private sector is the most immediate way to absorb the impending UPE bulge into secondary education.

5.1.1 Pupil/Classroom Ratio (PCR)

The national Pupil/Classroom Ratio for pre-primary schools was 25.

5.1.2 Teachers and Pupil/Teacher Ratio (PTR)

In 2006 there were 2,809 teachers in pre-primary schools, an increase of 17%% over 2004. About half of them (48%) had a Certificate in Nursery Teaching, with additional 19% Grade II teachers, 4% Grade III teachers and 23% untrained teachers. Forty - seven (47) of these teachers (1.48%) were graduates.

The overall national pupil/teacher ratio was 25 (the same as for 2004) with low PTR in Arua (4) and Abim (7) and high PTR recorded in Kamuli (79), Mayuge (46), Moroto (48), and Kitgum

(48). The PTR for Kampala, which accounts for 18% of the enrolment, was 23.

Category	CI	Year									
	CIs	Year									
		2000	2001	2002	2003	2004	2005	2006			
Primary	P1	200,692	200,127	200,347	290,247	290,203	258,6	200,985	200,5		2006
	P2	108,943	107,127	116,243	146,224	148,18	147,5	193,295	642		298,529
	P3	108,301	105,857	121,351	153,592	154,22	152,8	178,947	540		193,290
	P4	75,006	86,365	107,692	141,78	153,596	137,6	158,815	834		178,942
	P5	66,006	65,483	87,587	125,70	128,41	126,6	144,137	638		158,818
	P6	52,526	55,432	68,908	100,42	106,01	113,6	126,726	616		144,136
	P7	28,758	34,343	37,960	50,068	106,782	52,02	53,282	635		126,720
	P7	635,412	655,863	774,317	1,014,506	1,017,506	988,937	1,153,520	28		53,282
T		635,021	655,862	774,314	1,014,272	1,017,573	988,933			1,153,717	
Secondary	S1	2,328	2,117	2,658	1,987	1,593	1,594	3,085			
	S2	3,071	2,651	3,473	2,391	2,298	2,645	3,710			
	S3	2,552	2,400	2,980	2,996	3,272	3,826	5,435			
	S4	1,520	2,218	2,295	4,310	4,084	5,551	5,157			
	S5	466	460	537	817	641	902	1,172			
	S6	620	979	961	1,680	1,668	1,600	1,620			
	T		10,557	10,825	12,904	14,181	13,556	16,11	20,179		