

**SPECIAL
POINTS OF
INTEREST:**

- Access indicators for Education in Uganda
- Equity - Gender Parity Index
- Education Quality Indicators

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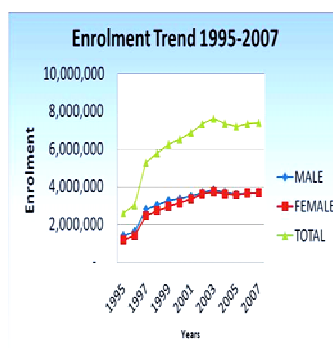
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Access Indicators for Education in Uganda

Ever since the inception of Universal Primary Education (UPE) in Uganda, the enrolment in the primary schools has been increasing steadily. With reference to the EMIS Statistical Yearly Abstracts, the enrolment was 2,636,409 in 1995 and 3,068,625 in 1996. When UPE was introduced in 1997, enrolment increased to 5,806,386 almost doubling the total enrolment. Ten years down the road, the enrolment has tripled to 7,414,880 in 2007, of which 3,718,117 are male and 3,696,763 are female indicating that the gender parity index (GPI) gap has also been reduced. The Gross Enrolment Ratio (GER) for the primary sector has also been on a good trend for Uganda. In 2000, it was 128.29%, and there

after it reduced to 126.31% in 2002, then to 118.42% in 2004 and Subsequently to 114.4% in

and attending lessons in the population. Ideally within a perfect setting, the GER and NER must never exceed 100%. Going by the current trend, the gap between the GER and NER are narrowing as indicated by the NER of 92% and GER of 114.4% for 2006. Though in a downward side, the Gross Intake Ratio (GIR) was 129.2% and Net Intake Ratio (NIR) was 56% for 2006. indicating that only 56% of the primary one pupils were of the required age of 6 years. The rest were either over age or under age for that class.



Enrolment trend for Primary schools 1995-2007

2006. The NER for 2006 was 92% meaning that approximately 9 out of every 10 children of school going age in primary (6-12yrs) were actually in school

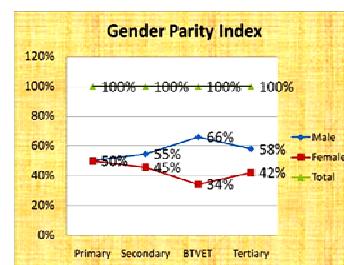
Equity Enhancing Indicators-Gender Parity Index

Over the years the debate between girls and boys going to school has been a very contentious issue especially in rural Uganda. The rural population normally deny their girls from going to school at the expense of marriage, domestic work. In addition fees issues. where boys are preferred to girls when it comes to paying school fees. The

gender parity index for 2000 was 107%, 103% in 2003, 102% in 2005 and 101% in 2007. The trend shows that the gender parity index in primary schools for both girls and boys has improved by 6% between the years 2000 and 2007.

However there is still gender disparity in other sub-sectors like secondary BTNET and Tertiary.

This calls for urgent intervention by Ministry of Education. See figure below.



Quality Enhancement Indicators in Education

The two core Quality indicators of Education have been Pupil Teacher Ratio (PTR) and Pupil Classroom Ratio (PCR) until recently when the Pupil Textbook Ratio (PBR) was introduced in Uganda. A lot of classrooms have been built in the last 10 years and equally a good number of teachers have been recruited. The national PTR and PCR in 2006 was 48 and 78 respectively in primary schools. Implied there were 48 pupils for a teacher and 78 pupils in a classroom. Although the figures for the PTR do vary by District, generally the overall ratio is within the acceptable range of 1:40. In secondary schools however, the PTR and PCR were registered at 19 and 48 respectively, giving 19 pupils for one teacher nationally and 48 pupils per classroom in secondary schools.

Unfortunately, the trend of efficiency indicators like Repetition rate and dropout rates have worsened over time as shown in the last 10 years. The repetition rate for the last 10 years increased from 8% to 15.7% in



A teacher and His Pupils

2006, in primary schools. Similarly, the repetition rate for secondary

schools rose from 2% to 2.5% in 2006. It's worth noting that although the policy of automatic promotion are in place, enforcement of this policy is lacking to the extent that high repetition and dropout rates are still rampant. This is a wake up call to the Education Standards Agency to tighten inspection in schools and all stake holders of Education.

ICT in EMIS Section



EMIS Officers in their exclusive office

The ICT in EMIS is responsible for all the network related activities.

They report that the Local Area Network (LAN) is operational with

all the network resources.

Intranet is in the final stages and will soon be uploaded and running. Intranet is a private computer network that uses internet protocols and network connectivity to securely share part of an organization's information.

Remote login on the server for backup and accessing all the computers that have been put on the network is available for easy file sharing and other resources like printers.

There is also a network supported antivirus which is using a client

server architecture to protect the computers in the ministry.

The website has got regular updates including but not limited to current sports, news, both local and international.

Most of the educational information is available on the website for download.

Ministry's mailing services is on line and all staff are encouraged to use them for official work.

Contact:

webmaster@education.go.ug

Sports Now a Department in MOES



Swimmers in a recent competition

The Ministry of Education and Sports recently formed a department of physical Education being headed by Commissioner Physical Education. The department deals with issues concerning Sports and Physical Education which was lacking in the ministry making the supervision of Sports activities very difficult. This new department that is located in Social Security House is expected to have ever available information regarding Sports and working closely with national council of

sports to harmonize and develop sports in the country a role that was played by the National Council of Sports only. This has been a critical development in the ministry and to all sports lovers in the country. Originally sports men and women had to report directly to the minister because there was not such a department. This made things very complicated because the availability of the minister could not always be guaranteed. And yet work had to go

on therefore, there were always delays in the implementation of sports activities let alone it lagging behind some of the sectors in the country and yet it was a prime sector for especially the youth in the country because this is where their involvement in national programs is measured and appreciated the more.

Changes in EMIS Database System

This new EMIS database runs on SQL server platform as the DBMS and with a web based php front Application

Although EMIS has existed since 1963, it was initially managed on other statistical applications, DBMS(DBASE 3) between the period 1963-1999: In 1999-Re-engineering practices were deployed giving birth to an automated and Computerized Information System between the period 2000-2005 that was run on Ms Access (DBMS), platform with

help of other Statistical applications-SPSS and STATA mainly. Using this approach, different databases for each sub-sector of primary, secondary and tertiary institutions had to be designed. It then became apparently difficult to manage these databases due to their size and storage capacity. Currently, the ministry has developed a web based system that

runs on SQL server platform as the DBMS and with a web based php front Application which renders a robust LAN capture environment with enough RAM and Hard disk space capable of storing multiple year and sub sector data sets that can even be run on Linux databases.

USE increases Opportunity for Ugandans

Students in Assembly



The introduction of Universal Secondary Education (USE) in Uganda means increase in enrolment in secondary schools as it was the case with UPE. There have been pupils who were not able

to join secondary schools as a result of lack of school fees. These are students from mainly rural Districts in the country. With the introduction of USE two years ago, enrolment in secondary schools affiliated to USE went up by about 8% and now there is a planned increase of 12% for

the next school year 2008 by the ministry. This means More students at school and increase in literacy rate in the country. Now parents in the rural areas don't have to worry about school fees but a few exercise books as materials for the children to use at school.

Did you Know That?

On average Only 87.3% of the P7 enrolment register for PLE. 95 % of the registered candidates do sit PLE and therefore 82.9% of P7 enrolment sit for PLE!

43.1% of the dropouts are as a result of luck of interest and 14.6% as a result of family responsibility and only 2.1% as a result of pregnancy!

nancy!

On average 20% of the pupils do not proceed to the next class at different levels of which 14.5% do repeat and 5% dropout every year!

There is a reduced gender parity index in primary schools to 1%

Only 67% of the pupils enrolled in P1 continue to P2 the following year.

Only 70% of the pupils enrolled in P6 continue to P7 the following year.

Pupil Stand Ratio has been decreasing every year by about 8% from 2000-2006

43.1% of the dropouts are as a result of luck of interest

Food for Thought

Despite the presence of the policy of "Automatic Promotion", repetition is still rampant in schools at an 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.

Under the Policy of official school going age, Over the years 2000-2005 only an average of 38% of the new entrants are aged 6years. And Out of the pupils enrolled in P7 only 12% are aged 12 years.

Dropout is one of the major challenges of the UPE program which if not well handled can affect comple-

tion 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.



Dropout Girls in Nakapiripirit District



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Education for all Ugandans

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EMIS is Education Management Information Systems. It is a unit under the Education Planning Department. EMIS is supervised by the Commissioner Education Planning, and Headed by Assistant Commissioner Statistics, Monitoring and Evaluation and Assisted by the Principal Statistician as the focal person at the EMIS Desk in the Ministry of Education and Sports.

The primary goal of EMIS is to establish a comprehensive system bringing together people, practices and technology to provide quality Education Statistics in a cost effective and a sustainable manner that supports decision needs and operational functions.

For any inquiries please contact the Principal Statistician Ministry of Education and Sports.