



United Nations
Educational, Scientific and
Cultural Organization

Dakar Office
Regional Bureau
for Education in Africa

Uganda EFA Profile

Education for All (EFA) - Global Status



The African EFA development index compiled by UNESCO places Uganda in 10th position out of 28 countries: indeed, primary enrollment is 128%, gender parity has been reached, and adult and youth literacy rates are above regional averages. However, many children still do not complete primary school, the system is still marked by high primary dropout and repetition which further harm primary completion, and pupil to teacher ratios are among the highest of SSA, making the teaching environment more difficult. The government's stated priorities seem well aligned: access, equity and quality. Having achieved good levels of access, and full gender parity, it is clearly time to increase education spending and focus on the quality of infrastructure, teaching, and learning achievements.

Demographic and Macroeconomic Context

GDP per Capita (US\$)	2010	US\$ 512.2
Total Population (Thousands)	2011	33,927
Primary School-Aged Population (%)	2011	21.1%
HIV/AIDS Prevalence (15-49 years)	2009	650.0%
Human Development Index Ranking	2011	161/187

Key EFA Indicators - 2008 or MRY

Goal 1 Early Childhood Care and Education	Preprimary Enrollment (GER*)	
Goal 2 Universal Primary Education	Primary Completion	
Goal 3 Learning Needs of all Youth and Adults	Youth Literacy (15-24 Years)	

Legend – Uganda:

Sub-Saharan African (SSA) Average:

SSA Range:

Note: * GER – Gross Enrollment Rate, which is the total number of children enrolled in a given level, of any age, as a percentage of the official school-aged population for that level for a given school year.

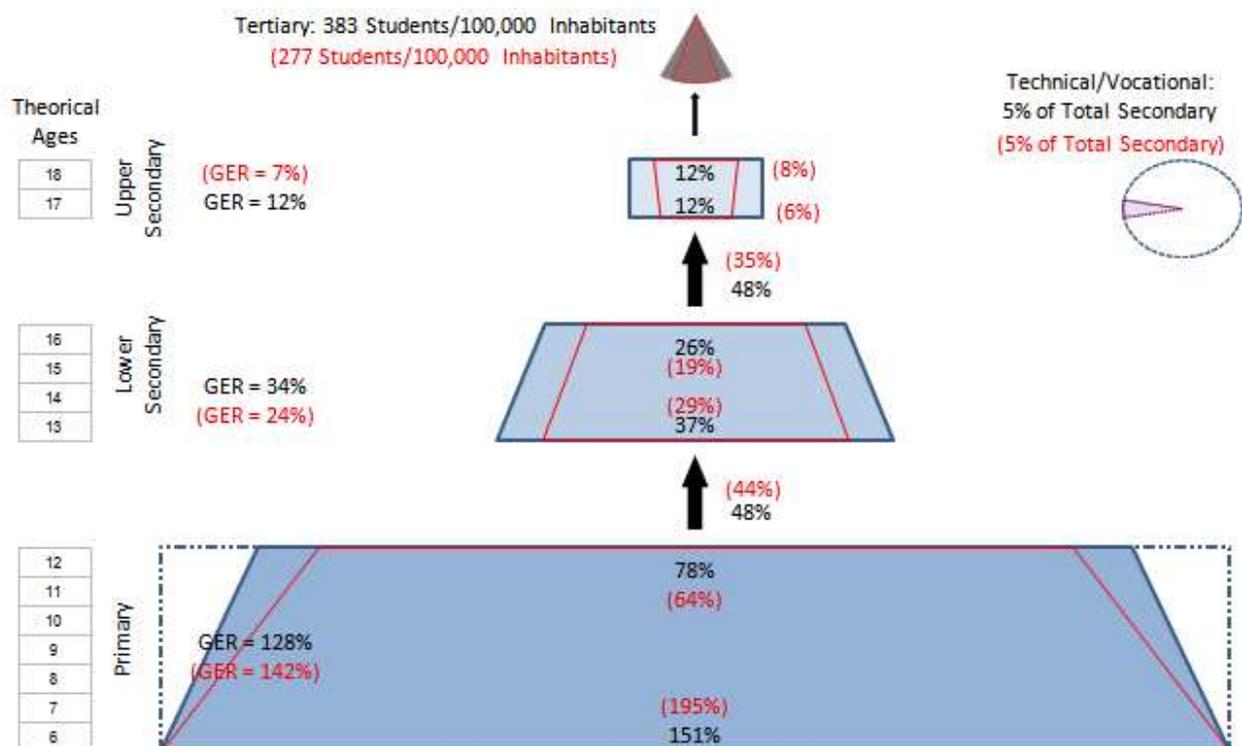
Goal 4 Improving Levels of Adult Literacy	Adult Literacy (15+ Years)	
Goal 5 Gender Parity in Primary Education	Gender Equality (GER)	
Goal 6 Educational Quality	Primary School Survival	

Legend – Uganda:

Sub-Saharan African (SSA) Average:

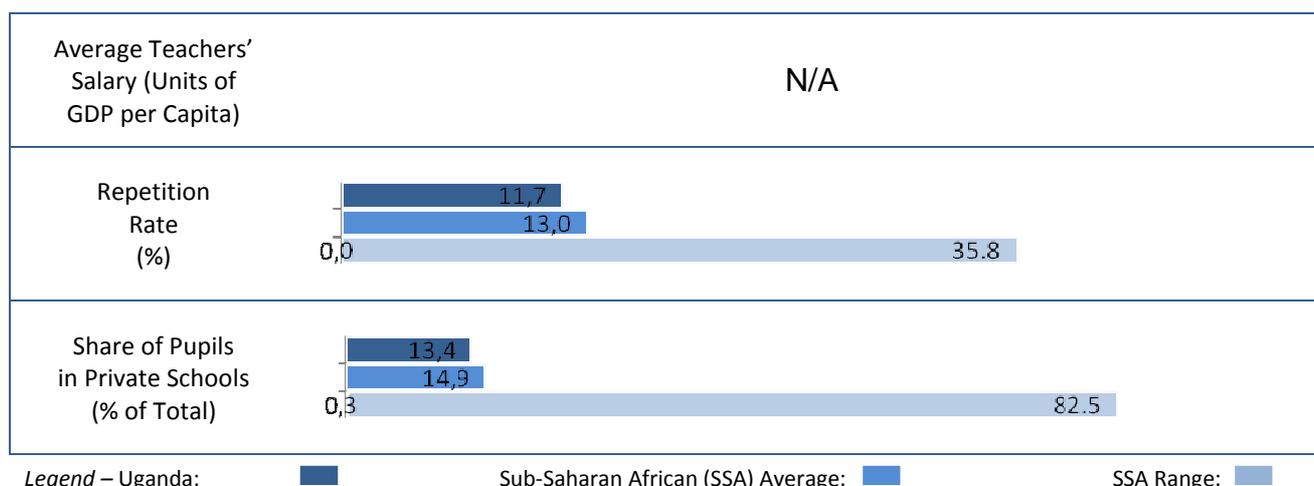
SSA Range:

Enrollment: Education Pyramids – 2009 (2002)



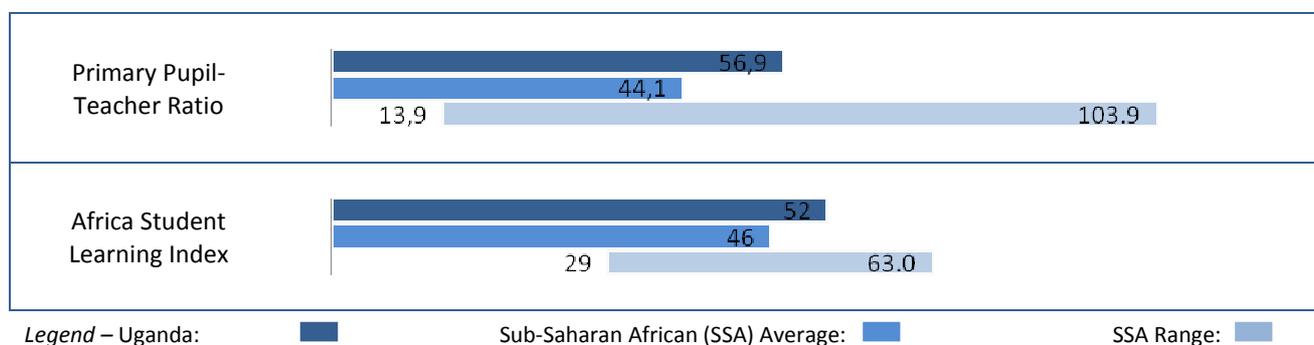
Completion has reached 78 %, up from 64% in 2002, helped by the free and compulsory primary education policy launched in 1997. In 2007 the government started to phase in free secondary education, leading to the expansion of the lower secondary cycle, where enrollment has leapt from 24% to 34% in seven years. However, only 37% of children make it to lower secondary and only 12% of school-aged children complete the full secondary cycle. The share of TVET has remained stable over the 2002-09 period, representing 5% of secondary enrollment. The number of university students, while it has increased from 277 to 393 students for 100,000 inhabitants, still remains below regional standards (586 students per 100,000 inhabitants).

Primary Education Policy Indicators – 2009 or MRV



The primary repetition rate, although below the regional average of 13%, could be further reduced to promote internal efficiency, and more resources should be devoted to improving the quality of teaching. Despite the fee-free primary policy, 13.4% of children are still enrolled in private schools.

Quality and Learning Outcomes – 2009 or MRV



The determination to meet international goals in terms of education coverage has seen enrollment rise, but without the full corresponding investment in the system to increase the provision of infrastructure and teachers. The pupil to teacher ratio has recently improved but still stands at an excessively high level of 57 pupils per teacher, well above the SSA average of 44 pupils. The Africa student learning index compiled by the World Bank gives Uganda an average score of 52, marginally above the unsatisfactory SSA average, underlining the quality challenge that the system faces. Indeed, only 52.7 percent and 29.6 percent of students reach the minimum SACMEQ level 4 in reading and math, respectively.

Sources: Pôle de Dakar v14 database, 2012; UIS, 2012; GMR Report, 2011; UNDP HDI, 2011, World Bank Africa SLI, 2011. Unless specifically indicated, data is from 2009, except for GPI (2006), the Africa SLI (2010), adult literacy (2011) and preprimary enrollment, youth literacy and external aid (2008).

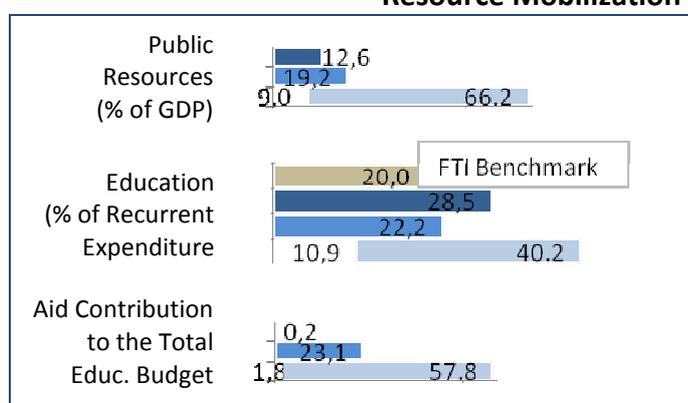
Equity – 2009

Gender parity has been achieved in the primary cycle in Uganda, that is completed by 101 girls for every 100 boys (index of 1.01), clearly a positive accomplishment. The level of higher education unit costs and the budget distribution (see below) could imply that the distribution of resources is also equitable.

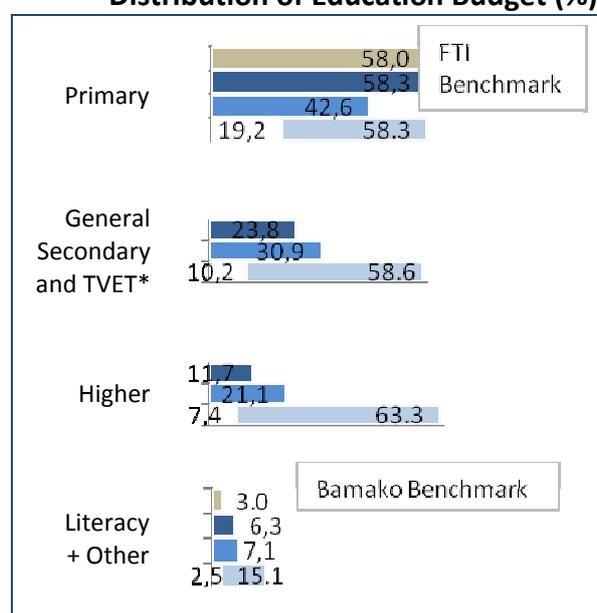
Gender Parity Index (Girls/Boys)	1.01
% of resources consumed by 10% most educated	N/A

Education Funding – 2009 or MRY

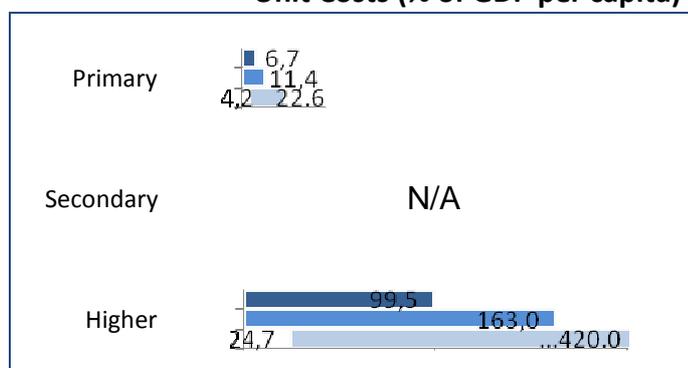
Resource Mobilization



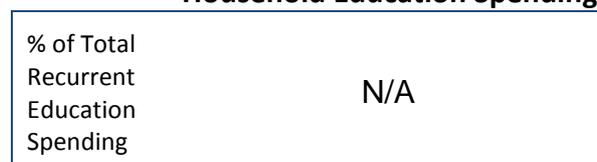
Distribution of Education Budget (%)



Unit Costs (% of GDP per capita)



Household Education Spending



Legend – Uganda:



Sub-Saharan African (SSA) Average:



SSA Range:



Increases in annual education expenditure have made it the single biggest item in government spending, at 28.5% of recurrent expenditure, amply meeting the FTI benchmark of 20%. Nevertheless, unit costs are excessively low (about 60% of the SSA average for both primary and higher education), putting excessive pressure on essential education inputs. The distribution of the education budget is both sensible and apparently equitable, with 58.3% for primary, above the FTI benchmark of 50%, and just 11.7% for higher education that tends to benefit the wealthiest, half the SSA average.