

2002 UGANDA POPULATION AND HOUSING CENSUS

Analytical Report

EDUCATION AND LITERACY

UGANDA BUREAU OF STATISTICS
Plot 9, Colville Street
P. O. Box 7186
Kampala
Tel: 256 41 706 000
Fax: 256 41 237 553
Email: ubos@ubos.org
Website: www.ubos.org

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FOREWORD

The Uganda Bureau of Statistics supports the Government's results-based agenda by providing statistics needed for planning, monitoring development performance and progress in the implementation of major national development policies and initiatives. The Population and Housing Census is the major source of demographic and social-economic statistics in Uganda. The country has conducted scientific population and housing censuses at intervals of about ten years since 1948. The latest such census was conducted in 2002 and was the most comprehensive census ever undertaken in Uganda. This census collected household-based data on population, housing, agriculture, micro and small enterprises as well as community information.

The Uganda Bureau of Statistics has published the 2002 Census results in different reports at different times and with varying degrees of detail. The Monograph Series provide more detailed and subject-oriented analyses of the census data which relate the findings to the national development policies and targets as outlined in the PEAP. This Monograph on **Education and Literacy** contains information on the school enrolment, school attendance, education attainment and literacy characteristics of the population.

The Bureau is grateful to the many institutions and individuals who participated in the planning and/or implementation of the Census. They include members of the Inter-Institutional Steering and Technical Advisory Committees; District Census Committees; field Staff including Mapping Assistants, Enumerators and Supervisors; the millions of individual respondents who provided the required information; Data Processing staff and the authors of the various chapters of this and other Census reports.

The Government of Uganda funded the bigger part of the Census. The Bureau is grateful for this collaboration and also the support from the development partners who funded the other cost of the census operations.

Finally, the Bureau appeals to the people of Uganda to make maximum use of the census data as a basis for evidence-based policy debate and design; decision-making at every level of society; investment and business transactions; and for many other purposes.

John B. Male - Mukasa
EXECUTIVE DIRECTOR

PREFACE

The 2002 Census was conducted with reference to 12th/13th September 2002 as the Census Night. During the census, trained enumerators visited every household and collected information on all persons who spent the Census night in the household. Special arrangements were made to enumerate the mobile population as well as those living in institutions. Persons living in IDP camps were enumerated as households and the information was recorded against the areas where they came from. Specifically, persons who spent the Census Night in hotels and lodges were enumerated using a special questionnaire. In addition, the characteristics of Household Heads who were not at home on the Census Night were also recorded. The enumeration was completed within seven days for most areas.

UBOS has produced several reports from the census data. In order to increase the utility of the census data, subject specific monographs giving detailed analytical findings of the 2002 Census have been written. These were written by a team of local experts in the different disciplines. In carrying out the data analysis, differentials by sex and rural-urban residence have been studied. Further differentials have been studied with respect to socio-economic characteristics as well as spatial distribution of the population. Also produced is an Abridged Version which contains the summary of findings from all the monographs.

This monograph presents the **School Enrolment, School Attendance, Education Attainment and Literacy Characteristics of the population**. The other monographs in series include the following;

- Volume I: Population size and Distribution
- Volume II: Population Composition
- Volume III: Population Dynamics
- Volume IV: Economic Activity Characteristics
- Volume VI: Household and Housing Conditions
- Volume VII: Gender and Special Interest Groups

Where possible, the 2002 Census results are compared with those from previous data sources, mainly the Censuses of 1969, 1980 and 1991, the Uganda Demographic and Health Survey (UDHS) 2000-01 and the Uganda National Household Survey (UNHS) 2002/03. However, these comparisons are limited to national level data only, since disaggregation of data by district or other characteristics for earlier dates could not be obtained.

For purposes of presentation of spatial differentials, data are shown for the country's districts as at the time of enumeration. These have been grouped into four regions namely Central, Eastern, Northern and Western. These are statistical groupings of districts without administrative or political considerations. Previous studies have shown that Kampala City has indicators which are usually very different from the rest of the districts. This thus makes the Central region appear to be fairing far

better than the other regions. In order to make a fair comparison of the regions, the indicators for Central region are presented in two ways viz including and excluding Kampala City.

Prior to this monograph series, six other products were published. These are:

- i. Preliminary Results – giving total population by district and sex, released in October 2002.
- ii. Provisional Results – giving total population of administrative areas by sex, released in November 2002.
- iii. Report on the Agricultural Module – giving information on household based agricultural activities, released in September 2004.
- iv. Final Results: Main Report – giving population and household characteristics based on the final results, released in March 2005.
- v. Post Enumeration Survey Report – giving the procedure and findings from the Post Enumeration activity, released in October 2005.
- vi. District Census Report– giving district specific population and household characteristics based on the final results, released in November 2005.

In addition, the Bureau will be producing several other reports as outlined below:

- i. Administrative Report
- ii. District-level Analytical Reports
- iii. Census Atlas
- iv. Poverty Maps

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ACRONYMS

FAL	Functional Adult Literacy
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GPI	Gender Parity Index
MDG	Millennium Development Goals
MGLSD	Ministry of Gender, Labour and Social Development
MOES	Ministry of Education and Sports
NALSIP	National Adult Literacy Strategic Investment Plan
NER	Net Enrolment Rate
NGO	Non Government Organisation
NIR	Net Intake Rate
PEAP	Poverty Eradication Action Plan
PES	Post Enumeration Survey
UNHS	Uganda National Household Survey
UPE	Universal Primary Education
USE	Universal Secondary Education

EXECUTIVE SUMMARY

The school attendance status for persons aged 6 years and above, shows that close to 20 percentage of the population had never been to school with wider gender differentials in favour of males. Regional variations show that the Northern Region had the highest percentage of persons who had never been to school.

Among persons who left school and were aged 15 years and above, over 40 percent were engaged in agricultural activities, while three percent were in search of employment. Rural-Urban differentials reveal that 7 percent of the urban dwellers were engaged in agricultural activities, compared to 50percent of the rural dwellers, at the time of the census.

For those who had never been to school and aged 15 years and above nearly half of them were engaged in agricultural activities while seven percent were engaged in non agriculture. A minimal proportion was in search of employment (two percent).

The primary school GER was 127 with males having higher rates than females. The primary school gender parity index was 0.95, while the Northern Region had the lowest GPI. Attendance by age shows that 7 percent of the population aged 15 years and above were still attending primary school while 37 percent who were below 6 years attended primary school.

The primary school NER was 86 implying that 41 percent (difference between 127 and 86) of the enrolment in primary schools was over or under age. The NER for P7 pupils was only 8 percent. Just over half of the households were within a 1 km radius of the distance to the nearest primary school.

At secondary school level, over 1.1 million students were enrolled in secondary school with a GER of 34 and a GPI of 0.8. In the northern region the GER for males was twice that of females. The NER increased from 8 in 1991 to 23 percent in 2002.

The senior one GIR was 59, whereas the NIR was seven percent. The Northern Region had the lowest senior 1 NIR of 3.1.

Over 60 percent of Uganda's population had attained primary education while 12 percent had secondary education. Central Region had the highest percentage of persons with post secondary education. Among persons who had never been to school, nine in every ten were engaged in agricultural activities. Over 57 percent of the persons with post secondary education worked as professionals.

Characteristics of education attainment for post secondary education show that, nearly one in every two persons aged 18 years and over had a certificate. Central region had the highest percentage followed by the Eastern Region.

More than 20 percent of the persons aged 18 years and above had attained degrees or post graduate qualifications.

The literate population increased from 4.7 million in 1991 to 10.8 million in 2002. Out of the 4.7 million illiterate population, women constitute 64 percent. At regional level, the Eastern Region had the highest number of illiterate population.

The literacy rates show that 70 percent of Uganda's population was literate, with males having higher literacy rates than females. Among the East African Countries, Uganda had the lowest rates within the region for the age group 15-24 years.

Literacy differentials show that close to 80 percent of the young adults aged 10-24, were literate while 75 percent of the youth were literate. The Central region had the highest literacy rate of 82 percent while two in every three of the urban dwellers were literate.

Catholics had the highest literacy rates, of 79 percent, while those believing in traditional religion, had literacy rates on 29 percent. Among the persons with a disability, half of them were literate.

COUNTRY PROFILE

	Male	Female	Total	Number ('000)
Population	100.0	100.0	100.0	24,227
Urban	12.3	12.2	12.4	2,981
Rural	87.7	87.8	87.6	21,246
Selected Age Groups				
Children (0-17 years)	57.6	54.6	56.1	13,371
Adults Uganda (18 Years and over)	42.4	45.4	43.9	10,470
Primary School Age (6 -12 years)	22.5	21.4	21.9	5,228
Secondary School Age (13 - 19 years)	16.4	16.1	16.3	3,875
Post Secondary School Age (20 - 24 years)	8.2	9.5	8.9	2,113
Working Age Uganda (14 - 64 years)	49.0	51.3	50.2	11,964
Child Labour Age (5 - 17 years)	38.4	36.4	37.4	8,911
Adolescents (10 - 24 years)	33.9	34.4	34.2	8,147
Youth (18 - 30 years)	21.0	23.6	22.3	5,321
Child Bearing (15 - 49years)	---	43.7	---	5,331
Child Mothers (12 - 17years)	---	14.7	---	1,798
Aged 10 Years and Over	64.1	65.8	64.9	15,483
Aged 50 Years and Over	7.7	8.1	7.9	1,887
Older Persons (60 Years and over)	4.5	4.6	4.6	1,090
Parental survival (For Children Below 18 Years)				
Both Parents Alive	86.6	86.7	86.6	11,581
Only Mother Alive	8.0	7.9	7.9	1,061
Only Father Alive	2.7	2.6	2.6	352
Both Parents Dead	2.6	2.5	2.6	345
Do not Know	0.2	0.2	0.2	26
Persons with Disabilities (PWDs)				
All PWDs ¹	---	---	---	838
Physical	48.0	45.4	46.7	392
Hearing problem	15.8	17.6	16.6	139
Sight Problem	23.9	27.2	25.4	213
Speech Problem	5.6	4.5	5.0	42
Mental Retardation	4.3	3.9	4.1	34
Mental Illness	4.3	3.9	4.1	34
Others	10.3	11.5	10.9	91
¹ Some persons had more than one disability, therefore cases do not add up to PWDs				
Education and Literacy				
Population aged 10+ and are Literate	77.4	62.4	69.6	10,782
Pop Aged 6 –12 years and enrolled in School	86.3	86.2	86.2	4,509
Pop Aged 10+ and Never been to School	13.0	26.5	20.0	3,099

	Male	Female	Total	Number ('000)
Economic Activities				
Pop aged 14 - 64 years & Working	59.4	47.7	53.3	6,371
Pop aged 5 - 17 years & Working	7.2	6.8	7.0	622
Marriage And Child Bearing				
Women Aged 50 years + and Never Married	---	3.3	---	33
Girls aged 12-17 years who are mothers	---	6.8	---	122
	Urban	Rural	Total	Number ('000)
Households	---	---	---	5,043
Male Headed	72.4	77.7	76.9	3,880
Female Headed	27.6	22.3	23.1	1,164
Average Household Size	4.2	4.8	4.7	---
Source of Livelihood				
Subsistence Farming	11.9	77.0	67.9	3,425
Other Economic Activity	71.6	14.8	22.8	1,147
Other Support	16.5	8.2	9.3	471
State of Dwelling Unit				
Temporary Building Materials	26.1	78.5	71.2	3,589
Semi-permanent Building Materials	14.2	10.9	11.4	574
Permanent Building Materials	59.8	10.6	17.5	881
Construction Materials				
Iron Sheets	82.3	50.3	54.8	2,764
Thatch	11.3	48.2	43.0	2,171
Brick Walls	67.9	40.0	43.9	2,214
Mud and Pole	16.5	54.8	49.4	2,492
Cement Screed	58.4	10.5	17.2	866
Rammed Earth	28.8	85.0	77.1	3,889
Household Facilities				
Covered Toilet	91.1	66.3	69.7	3,517
Built Bathroom	67.5	29.2	34.5	1,742
Built Kitchen	42.0	59.5	57.0	2,877
Household Assets				
Dwelling Unit	30.1	86.1	78.2	3,946
Bicycle	18.8	36.2	33.7	1,701
Television	19.7	2.1	4.6	231
Radio	68.5	46.1	49.2	2,483
Mobile Phone	21.8	2.3	5.0	254
Fixed Phone	2.7	0.2	0.5	27

CHAPTER 1: BACKGROUND

1.1 General Information about Uganda

1.1.1 Location and Size

Uganda is located in East Africa and lies across the equator, about 800 kilometres inland from the Indian Ocean. It lies between 1° 29' South and 4° 12' North latitude, 29° 34' East and 35° 0' East longitude. The country is landlocked, bordered by Kenya in the East; Sudan in the North; Democratic Republic of Congo in the West; Tanzania in the South; and Rwanda in South West. It has an area of 241,038 square kilometres, of which the land area covers 197,323 square kilometres.

1.1.2 Administration

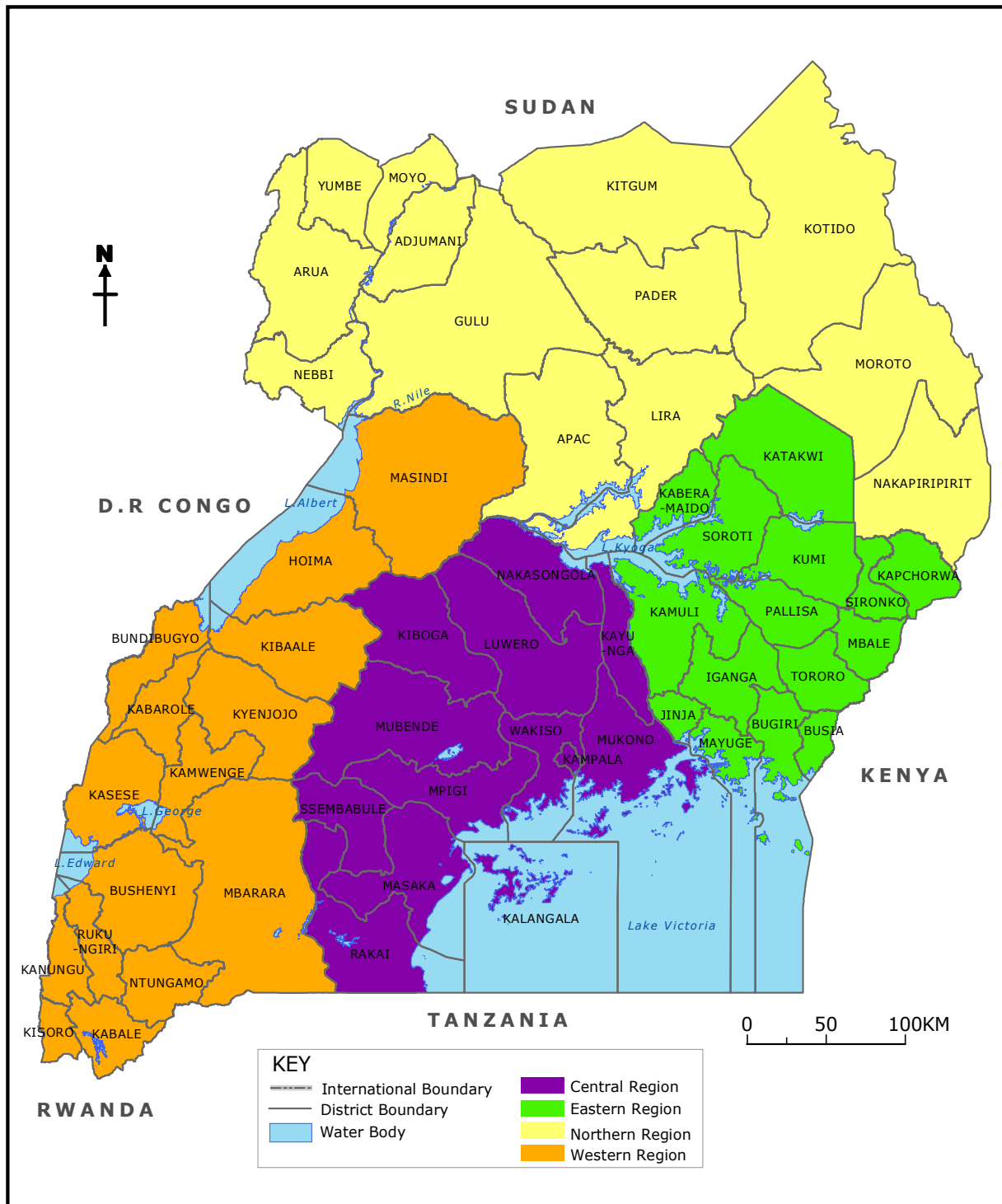
The country was divided into 56 districts at the time of the 2002 Population Census. The districts are sub divided into lower administrative units. These are counties, sub-counties, parishes and villages or Local Council 1 (LC 1). Overtime, the numbers of districts and lower level administrative units have continuously increased with the aim of making administration and delivery of services easier. This however, had a negative element in that most of the districts do not have time series data and hence it is not possible to do a trend analysis. The numbers of administrative units at the various census nights since 1969 are given in Table 1.1.

Table 1.1: Number of Administrative Units by Census 1969 – 2002

Level of Administrative Unit	Census Year			
	1969	1980	1991	2002
District	21	33	38	56
County	111	140	163	163
Sub-county	594	668	884	958
Parish	3,141	3,478	4,636	5,238

In addition, Uganda has a Local Governments System at different levels. These are LC V (District); LC IV (County / Municipality); LC III (Sub – County); LC II (Parish); and LC I (Village). The role of the local governments is to implement and monitor government programmes at the respective levels.

Figure 1.1: Map of Uganda showing the Districts as of September 2002



1.1.3 Geography

The country enjoys equatorial climate with plenty of rain and sunshine moderated by the relatively high altitude. In most parts of the country, the mean annual temperatures range from 16⁰ C to 30⁰ C. Nevertheless, the Northern and Eastern regions sometimes experience relatively high temperatures exceeding 30⁰ C and the South Western region sometimes has temperatures below 16⁰ C.

The Central, Western and Eastern regions have two rainy seasons, from March to May for the first rains, and the second rains from September to November. The Northern region receives one rainy season from April to October, and the period from November to March has minimal rain. Most of the country receives between 750 mm and 2100 mm annually. The country has loamy soils with varying proportions of sandy and clay. In addition, it has varying vegetation with tropical rain forest vegetation in the South and savannah woodlands and semi arid vegetation in the North.

1.1.4 Culture and Religion

Uganda's population is made up of different ethnic groups with varying customs and norms. These play a major role in shaping the behaviours and ways of life of the people in the country. Some of the traditional values have changed due to the integration of the people as a result of migration and/or intermarriages. The cultural groupings, such as, Baganda, Basoga, Batoro, Banyoro, Itesoit etc are headed by traditional kings or chiefs who are not politically elected but have an indirect role in community governance and moral build up.

There are a number of languages spoken because of the many tribes in Uganda; however English is the official language. The Swahili language is being promoted in the spirit of Regional Socio-Economic Corporation, and integration of the East African Community.

The 1995 Constitution of the Republic of Uganda recognizes the freedom to practice any religion.

1.1.5 Education

Uganda's education system is both formal and informal. Under the formal system, the four – tier educational model is followed i.e. seven years of primary education, four years of ordinary level secondary education, two years of

advanced level secondary education and the tertiary level of education. Each level is nationally examined and certificates are awarded. University education is offered by both public and private institutions.

The Universal Primary Education (UPE) was introduced in 1997 to offer free education at the primary level. However, access to secondary and tertiary education is limited to only those who can meet the costs. There are plans by the Government to introduce Universal Secondary Education (USE) in 2007. The government also sponsors about 4,000 students every year through the public universities. In addition, the private sponsorship scheme is operational in the public universities. University education can also be obtained from any of the seven private universities in the country. In addition, a large number of institutions both private and public also offer tertiary education.

In addition to formal education there exists informal education to serve all those persons who did not receive formal education. Under the informal system, a range of practical/hands-on skills are imparted to those who have not gone through or only partially gone through the formal system of education. The majority in the informal system are the young adults and/or drop out and disadvantaged children. The Functional Adult Literacy (FAL) programme in the Ministry of Gender, Labour and Social Development also targets older people who did not get chance to go through formal training.

1.1.6 Macro economy

Uganda's economic performance was performing well in the early years of independence; with rapid economic growth and development. In the early post independence period (1962-1966), the economy grew at an average of 6.7 percent per year. By the end of the 1960's, commercial agriculture accounted for more than one-third of GDP and industrial output had increased to nearly nine percent of GDP, given the new food processing industries. In the early 1970's, the government targeted an annual GDP growth rate of about 5.6 percent. However, the political instability and associated economic mismanagement resulted in a persistent economic decline that left Uganda among the world's poorest and least developed countries.

In early 1980s, Structural Adjustment programs were introduced which led to strong economic growth of GDP. Hence, the period that followed showed a remarkable increase in productivity and output. This was given impetus by macroeconomic stability resulting from the macroeconomic reforms. The led to the economy reverting to its high GDP growth rates and low and stable inflation

and interest rates from the 1990's to present. The PEAP target was for a GDP growth rate of 5.2 percent in 2003, and an average of 7 percent thereafter.

The economy of Uganda is primarily based on the agricultural sector, with over 70 percent of the working population being employed by the sector. Agricultural exports account for over 45 percent of the total export earnings with coffee, tobacco and fish continuing to be the main export commodities that bring in foreign exchange.

In the last 5 years, the telecommunication sector has been the fastest growing sector of the economy, and this is due to the expansion programs and increase in coverage by the major telecommunication companies in the country which have led to increased numbers of subscribers and providers of the services.

1.2 Sources of Data

The main data sources for establishing benchmarks for economic and social indicators for Uganda are censuses and surveys. Information is also obtained from administrative records.

1.2.1 The Earlier Population Estimates

Prior to 1900, there was limited information on Uganda's population. The first official population estimates of the Uganda Protectorate were made in 1900 and 1901, and gave a population at 2 million and 2.5 million respectively which were more or less accepted until the first census was carried out in the year 1911.

1.2.2 The Population Censuses 1911 - 1991

The population censuses in Uganda have been conducted in the years 1911, 1921, 1931, 1948, 1959, 1969, 1980, 1991 and 2002. The 1911, 1921 and 1931 population censuses were mainly administrative in nature, and for all the three censuses, separate enumeration procedures were made for the African and non-African population in the country. For the non-African population and for the Africans living on non-African premises, census forms were collected from their local administrative centres. The population census results of 1911, 1921 and 1931 were 2.5 million, 2.9 million and 3.5 million respectively.

The 1948 Population Census was the first scientific census to be carried out in Uganda. This was followed by the 1959 Censuses. During the two censuses, the African Population and the non African population were enumerated separately. The two censuses were followed by sample censuses of 10 percent and 5 percent

respectively. The sample censuses were intended to provide detailed data to help in the planning processes.

The first post independence census was conducted in 1969 followed by 1980 and 1991. The methodology used during these censuses was similar; people were enumerated where they spent the census night (De facto Census) and conducted simultaneously for Africans and Non-Africans. Two different types of schedules were used to collect the data. The first schedule contained limited questions and was administered at 100 percent coverage while the built in sample covered 10 percent of the rural areas and 100 percent of the urban areas and was intended to provide detailed data to aid in planning.

1.3 The 2002 Uganda Population and Housing Census

The 2002 Population and Housing Census was the most comprehensive census ever conducted in Uganda. The census collected data on the demographic and socio-economic characteristics of the population; household and housing conditions, agriculture; activities of micro and small enterprises; and the community characteristics. A structured questionnaire was administered to all households and the institutional population.

1.3.1 Census Implementation

The reference night (Census Night) was 12th/13th September 2002, and the actual enumeration was carried out between 13th and 19th September 2002. The enumeration was done by trained enumerators who canvassed the entire country and administered the questionnaires to the household head, or in his/her absence any other knowledgeable household member. Special arrangements were made to enumerate institutional, homeless and mobile populations. The census administered a standard questionnaire to all persons countrywide.

For purposes of presentation of the results, the country's 56 districts have been grouped into four regions namely Central, Eastern, Northern and Western. These are statistical groupings of districts without administrative or political status. In order to show a clearer trend, the 1980 and 1991 censuses data was redistributed according to the 2002 district boundaries and other lower administrative units.

1.3.2 Quality of the Census Data

Quality is important aspect of data as it enhances their credibility, increases their potential use and the benefits to be derived from them. Census data quality can be compromised by poor measurement of characteristics as well as poor quality control in implementation of methodologies. In particular, quality can be compromised through inadequate coverage, use of untested methodology and procedures, inaccurate responses, high non response errors and data processing errors (editing, coding, data entry, tabulation, etc).

The 2002 census process paid attention to quality management and enhancement. In particular, special measures were taken to ensure quality census data. These included, among others:

- dividing up the whole country into compact and manageable enumeration areas which can be covered by one enumerator.
- producing enumeration area maps to avoid omission or double counting during enumeration
- ensuring that each enumerator exhaustively canvassed the assigned area.
- using simple and pre-tested questionnaires.
- preparation of an Enumerators' Instructions Manual to act as a full-time guide to the census enumeration.
- adequate publicity of the census exercise throughout the country.
- adequate training of all field staff lasting for a period of 6-7 days
- intensive supervision at all levels – parish, sub-county, district and national
- checking and editing the census questionnaires.
- 100 percent verification of all data entered into the computer.
- carefully checking all data for internal consistency as well as consistency with data from other sources.
- conducting a Post Enumeration Survey (PES) with the aim of measuring the magnitude, direction and sources of errors for the 2002 Census.

1.3.3 Exclusion of data from Kotido District

The final results showed that Kotido District had a very high population growth rate of 9.5 percent per annum and an average household size of 6.8 persons. These were much higher than what was observed for the same district in 1991 and for the neighbouring districts in 2002. UBOS carried out an investigation of the Census data and found that a number of indicators for Kotido district deviated from other reliable results obtained from other studies. A deeper review of a representative sample of the census data for the district revealed that there was a deliberate duplication of households and individuals to inflate the population figures.

Statistical methods were applied on the population of Kotido to come up with more reliable estimates of the population of the district as of 2002. UBOS subsequently adjusted the population of Kotido district downwards to be consistent with the results from other studies carried out around the same time. Despite this adjustment, it was not possible to have obtained detailed characteristics of the population and households. Since most of the indicators from the district were not reliable, a decision was taken to carry out the census analysis without Kotido data. Thus, the indicators shown in this report exclude the figures for Kotido district apart from indicators on population size, growth and distribution.

Because of this, the analysis of population size and growth is based on the total population of 24.2 million, while the rest of the analysis is based on the population excluding persons enumerated in Hotels and Kotido district, which was 23.8 million.

1.4 Organisation of the Report

This monograph is organized into six Chapters. Chapter 1 gives an introduction, which includes the background to the census, the 2002 census processes, data quality and the organization of this report. Chapter 2 presents school enrolment, Chapter 3, school attendance while Chapter 4 gives the education attainment. Chapter 5 covers literacy. Chapter 6 presents the policy implications.

CHAPTER 2: SCHOOL ATTENDANCE

2.1 Introduction

Many socio-economic surveys in Uganda have shown that education enhances lives. It ends generational cycles of poverty and disease and provides the means for sustainable development. A quality basic education will better equip girls and boys with knowledge and skills needed to adopt healthy lifestyles.

Education is a basic human right, vital to personal and societal development and well being. All children deserve a quality education founded on a rights-based approach and rooted in the concept of gender equality. A rights-based approach to education will address socio-economic inequalities in our societies that are deep-rooted and often gender-based. Such inequalities exclude millions of children, particularly girls, from school or condemn them to educational experiences of very poor quality.

The right to basic education is embedded in article 30 and 34 (2) of the 1995 Ugandan Constitution, which provides for the right to basic education for every Ugandan. Improving quality, access and efficiency are among the priority actions for primary education while at secondary level, the government has prioritised construction of at least one secondary school in every sub-county will start a gradual introduction of universal secondary education (USE) in 2007.

The government of Uganda is determined to enhance the country's human resource capital with education for all at the forefront of her development goals. Uganda allocates a sizeable share of her budget to education financing. Currently government expenditure on education is 40 percent of GDP. Of this, primary education takes 62 percent and post primary education and training takes 38 percent.

Although education has always been a priority in Uganda's strategic development goals, children of privileged and well-to-do persons monopolised the institutions of learning. In the year 1997 with the inception of the universal primary education (UPE), primary school enrolment increased from 3.1 million in 1996 to 5.3 million in 1997, an increase of 73 percent compared to the 16 percent increase between 1995 and 1996. However, thereafter there has been an annual average increment of 5 percent in primary school enrolments which is mainly attributed to population growth.

Government and stakeholders are obliged to ensure the provision of quality education for Uganda's children should be regardless of gender, status, social or cultural origin. This is not only done to enhance gross enrollment, but also to achieve other national aspirations and objectives like economic development, social progress, peace and democracy.

2.2 Size and Composition of School Age Population

The size and distribution of the school age population is useful by planners and other policy makers especially when planning for the future educational development at all levels. This chapter focuses on official school going ages at the various levels. The official primary school going age bracket is 6 -12 years, 13-16 years for 'O' level, 17-18 for 'A' level and 19-24 years for post secondary school level. Table 2.1 shows the distribution of school going age by sex.

The Primary School age comprised of 22 % of the total population

Overall, the results in Table 2.1, show that 12 million population aged 6-24 years were of school age, constituting 47 percent of the total population. The primary school age comprised of 22 percent of the total population, while the secondary school age population comprised of 14 percent. The results further show minor variations by sex in primary and post secondary school levels.

Table 2.1: Composition of School Going Age Population by Sex and Age (2002 Census)

Age Group	Numbers '000			Percentage to total Population		
	Male	Female	Total	Male	Female	Total
Primary School Age (6-12)	2,613	2,615	5,228	22.5	21.4	21.9
Secondary School Age (13-18)	1,703	1,714	3,417	14.6	14.0	14.3
Post Secondary School Age (19-24)	1,156	1,415	2,572	9.9	11.6	10.8
Total School Age (6-24)	5,472	5,744	11,216	47.0	47.0	47.0
Total Population	11,632	12,209	23,841			

At regional level (Table 2.2), the percentages at each level are about the same expected. The Eastern Region had the lowest proportion of the school age population (45 percent)¹. Variations by place of residence show that the proportion of primary school age population in the rural setting was over 22 percent compared to 19 percent in the urban setting. The analysis of school age population by sex reveals that there were minimal gender differentials for the

¹ This is attributed to the larger share of children aged 0-5 years, who are outside the school age population. Eastern Region had the highest percentage of 24 percent, compared to other regions.

different age groups with the exception of the age group for post secondary education. This is a result of rising sex rates with age as seen in the Analytical Report.

Table 2.2: Proportion of School Going Population by Selected Characteristics, 2002

Characteristic	Primary School Age (6-12)	Secondary school Age (13-18)	Post Secondary School Age (19-24)	Total School Age (6-24)
Sex				
Male	22.5	14.6	9.9	47.0
Female	21.4	14.0	11.6	47.0
Residence				
Urban	18.5	15.8	15.9	50.1
Rural	22.4	14.1	10.1	46.6
Region				
Central	21.6	15.0	11.9	48.6
Central excl. Kampala	22.7	14.9	10.6	48.2
Eastern	22.1	13.1	9.7	44.8
Northern	21.6	14.2	10.7	46.5
Western	22.3	15.0	10.7	48.0
Total	21.9	14.3	10.8	47.0

2.3 School Attendance Status

The 2002 Census categorized school attendance status into four groups: those who “Attended school in 2002”, “Left School in 2002”, “Left school before 2002” and “Never attended school”. This information was collected from all individuals aged 5 years and above. “Attended school in 2002” category comprised of only those pupils who had attended school in the year 2002. “Left School” had two categories, those who had left school before 2002, and in the 2002. “Never attended school” included all those persons who had never been to school. The analysis in this chapter is therefore based on persons aged 6 years and above (because those aged below 6 years are not supposed to be in school) who attended school at any one time in 2002 and therefore includes those who left school in 2002.

Table 2.3: Proportion Distribution of Population by School Attendance Status and Age Group by Sex

School Attendance Status	Aged 6 years and above			Aged 15 years and above		
	Male	Female	Total	Male	Female	Total
Attended School in 2002	43.8	37.7	40.7	20.0	13.2	16.4
Left School	42.7	37.5	40.0	64.5	54.6	59.3
Never Been To School	13.5	24.8	19.3	15.5	32.2	24.3
Total	100	100	100	100	100	100

About 19 % of the population had never been to school

Wider gender differentials are noted in the category that has never been to school

The results in Table 2.3 show the school attendance status for persons aged 6 and 15 years and above. Overall, 41 percent of the population aged 6 years and above attended school in 2002 while 40 percent had left school. About 19 percent of the population had never been to school. For the age group 15 years and above, nearly 6 out of 10 (59.3 percent) had left school before the census, while 16 percent were still in school. Wider gender differentials are noted in the category that has never been to school, among those aged 15 years and above.

Table 2.4: Percentage Distribution of Population by School Attendance Status and Age Group and by Region

Characteristic	Attended in		Never been to School	Total
	2002	Left School		
Age				
6-9	81.8	2.3	15.9	100.0
10-12	90.9	4.0	5.1	100.0
13-18	71.1	22.5	6.4	100.0
19-24	19.8	64.6	15.6	100.0
25-29	4.2	75.9	19.9	100.0
30-49	1.4	70.4	28.2	100.0
50-59	-	56.6	43.4	100.0
60+	-	42.1	57.9	100.0
Region				
Central	41.3	47.0	11.7	100.0
Central excluding Kampala	42.0	44.7	13.3	100.0
Eastern	42.1	38.4	19.5	100.0
Northern	37.8	34.5	27.7	100.0
Western	40.6	38.3	21.1	100.0
Total	40.7	40.0	19.3	100.0

28 % of the persons aged 6 years+ in the Northern region had never been to school

The distribution of population by school attendance status and age and region is shown in table 2.4. Generally the results show that the proportion of persons who attended school in 2002 decreases with increasing age. A reverse situation is observed for those who have never been to school. The percentages for the age group 6-9 do not conform to the general trend because of children who start school late.

Regional variations show that the proportion of those who had never been to school was highest in the Northern Region (28 percent), followed by Western Region (21 percent). Central Region had the lowest percentage of those who had never been to school (13 percent). A reverse pattern is observed for those who left school in 2002.

2.4 Population that left school

Policy makers and researchers have had considerable interest in the returns to education. The population that left school includes all those who attended up to a certain level of education without completing that level, and those who left school after attaining a certain level. Joining the labour force may be considered as one of the causes of school dropout or completion. Table 2.5 shows the distribution of persons aged 6 years and above who were out of school.

Table 2.5: Economic Activity Status of the Population aged 6 years and above that had left school

Characteristic	Economic Activity		Non Economic Activity	Looking for Work	Total
	Agriculture	Non Agriculture			
Sex					
Male	45.3	29.7	21.3	3.8	100.0
Female	40.8	14.9	42.0	2.3	100.0
Residence					
Urban	6.9	56.7	30.0	6.5	100.0
Rural	50.3	15.8	31.5	2.4	100.0
Region					
Central	33.2	34.4	27.6	4.9	100.0
Central excluding Kampala	42.6	25.8	27.7	3.9	100.0
Eastern	45.2	16.3	36.1	2.4	100.0
Northern	51.3	14.1	33.1	1.6	100.0
Western	48.5	19.0	30.1	2.4	100.0
Age					
15-30	40.1	22.0	34.0	4.0	100.0
31-59	46.8	25.6	25.5	2.1	100.0
60+	47.5	9.6	41.7	1.2	100.0
Total 15+	43.1	22.6	31.2	3.1	100.0

Over 40 % of those who had left school were engaged in agricultural activities

The data shows that for all persons aged 15 years and above, over 40 percent were engaged in agricultural activities, while three percent were in search of employment. Rural-Urban differentials reveal that 5 percent of the urban dwellers were engaged in agricultural activities, compared to 16 percent of the rural dwellers, at the time of the census. At regional level, Central Region had the

highest proportion of persons who were out of school aged 15 years and above, and were in search of employment (five percent), followed by Eastern and Western Regions (two percent).

Notable sex differential are realised for those engaged in non economic activities. The proportion of females was twice as that for males.

2.4.1 Population that Attended and Left School in 2002

Out of the 6.5 million pupils who were enrolled in primary schools in 2002, 2 % had dropped out

Table 2.6 shows the proportion of the population that attended and left school in 2002. The data shows that at primary level, out of the 6.5 million pupils who were enrolled in school in 2002, close to 2 percent (118 thousand) had dropped out, at the time enumeration i.e. within 9 months of 2002. The highest percentage dropout was recorded among pupils who had enrolled in primary seven.

At secondary school level, out of the 1.1 million students, 5 percent had dropped out by the time of enumeration. The highest percentage of about 7 percent was recorded among those students who had enrolled in senior one and senior five.

Notable gender differentials were realised among students who attended secondary school level at the time of the census. Females had slightly higher drop out rates than males in all classes and levels.

Table 2.6: Percent Distribution of Population aged 5 years and above that attended School and left School in 2002

Class	Attended School in 2002			Percentage that Dropped out in 2002		
	Male	Female	Total	Male	Female	Total
P1	497,540	482,397	979,937	1.3	1.4	1.3
P2	741,677	708,366	1,450,043	0.9	1.0	0.9
P3	515,002	496,784	1,011,786	1.4	1.6	1.5
P4	484,945	471,802	956,747	1.7	1.8	1.7
P5	437,644	424,473	862,117	2.1	2.2	2.2
P6	367,358	342,385	709,743	2.6	2.8	2.7
P7	306,335	266,437	572,772	3.4	3.7	3.5
Total (P1-P7)	3,350,501	3,192,644	6,543,145	1.7	1.8	1.8
S1	207,644	163,389	371,033	6.6	7.1	6.9
S2	124,652	104,028	228,680	3.1	3.3	3.2
S3	100,116	83,991	184,107	3.6	4.4	3.9
S4	82,399	66,936	149,335	3.0	3.5	3.2
S5	72,313	54,935	127,248	6.5	6.7	6.6
S6	33,690	21,838	55,528	1.6	1.7	1.7
Total (S1-S6)	620,814	495,117	1,115,931	4.7	5.1	4.9

2.5 Population that has Never Attended School

In view of the linkages between basic education and development, it is important to establish the status in employment for persons who have never attained any level of education. The population that has never attended school includes those who have never joined primary one. Table 2.7 shows the status in economic activity for persons aged 15 years and above, that has never been to school.

Nearly half of the persons that had never been to school and aged 15 years and above were engaged in agricultural activities

The results in table 2.7 show that nearly half of the persons that had never been to school and aged 15 years and above were engaged in agricultural activities while seven percent were engaged in non agriculture. A minimal proportion was in search of employment (two percent).

Non economic activities include jobs like household chores, those who are too old to work, persons who were property owners, or persons who did not work due to some reason. The data further reveals that the Northern Region had the highest percentage of person who were engaged in non economic activities, that were aged 15 years and above at the time of the census

The results further show that differentials by age reveal that, the proportion of persons who were engaged in non agricultural activities, decreases with increasing age. The percentage of persons who had never been to school, aged 15-30 was eight percent compared to three percent of those aged 60 years and above in the same category.

Table 2.7: Economic Activity Status of the Population aged 15 years and above that has Never Been to School

Characteristic	Economic Activity		Non Economic Activity	Looking for Work	Total
	Agriculture	Non Agriculture			
Sex					
Male	53.3	11.9	31.4	3.4	100.0
Female	47.8	4.4	46.7	1.2	100.0
Residence					
Rural	14.6	28.4	51.8	5.3	100.0
Urban	51.5	5.4	41.5	1.7	100.0
Region					
Central	47.4	12.1	37.1	3.4	100.0
Central excluding Kampala	50.9	9.7	36.5	2.9	100.0
Eastern	47.3	5.8	45.4	1.6	100.0
Northern	48.4	4.3	45.9	1.4	100.0
Western	53.6	6.4	38.3	1.6	100.0
Age					
15-30	48.5	8.4	40.4	2.7	100.0
31-59	54.4	7.0	37.0	1.6	100.0
60+	41.0	3.2	54.8	1.0	100.0
Total 15+	49.5	6.7	42.0	1.9	100.0

2.6 Summary

The school attendance status for persons aged 6 years and above, shows that close to 20 percentage of the population had never been to school with wider gender differentials in favour of males. Regional variations show that the Northern Region had the highest percentage of persons who had never been to school.

Among persons who left school and were aged 15 years and above, over 40 percent were engaged in agricultural activities, while three percent were in search of employment. Rural-Urban differentials reveal that 7 percent of the urban dwellers were engaged in agricultural activities, compared to 50 percent of the rural dwellers, at the time of the census.

For those who had never been to school and aged 15 years and above nearly half of them were engaged in agricultural activities while seven percent were engaged in non agriculture. A minimal proportion was in search of employment (two percent).

CHAPTER 3: SCHOOL ENROLMENT

3.1 Background

This chapter focuses on persons aged 6 years and above, who were enrolled in school at the time of the census. It includes gross and net enrolment rates as well as gross and net and intake rates at primary and secondary level.

3.2 Primary School Enrolment

The Government's official school going age at primary level is 6-12 years. The practice is that some parents take their children to join primary school before they reach 6 years, while others especially the rural dwellers take their children when they are over this age.

Table 3.1: Primary School Enrolment for persons aged 6+, by class and sex

Class	Numbers '(000)			Percentages		
	Male	Female	Total	Male	Female	Total
P1	345	326	671	10.8	10.7	10.8
P2	742	708	1,450	23.2	23.3	23.3
P3	515	497	1,012	16.1	16.4	16.2
P4	485	472	957	15.2	15.5	15.3
P5	438	424	862	13.7	14.0	13.8
P6	367	342	710	11.5	11.3	11.4
P7	306	266	573	9.6	8.8	9.2
Total 6+	3,198*	3,036*	6,234	100.0	100.0	100.0

* The totals may not add up due to rounding off

6.2 million Persons aged 6+ were enrolled in primary school

The distributions of pupils by primary school enrolment and class for persons aged 6 years and above are shown in Table 3.1. Overall, a total of 6.2 million persons aged 6 years and above were enrolled in primary school in 2002. The number of male pupils exceeded that for females by 160,000.

The proportion distribution of pupils enrolled by class shows that the highest percentage of primary school enrolment was for children who were attending P2 at the time of the census. The proportion of children by class declines thereafter. This is mainly attributed to the population's age composition. Pupils attending primary two at the time of the census were twice as much more than those

attending primary one. The results further show that there minimal gender differentials by distribution of children by class for each sex.

Regional distribution of persons who attended primary school in 2002 (Table 3.2) shows a similar pattern to that of the national level. Pupils attending P2 at the time of the census, show the highest proportion for all regions while the percentages decline steadily for higher grades. The percentage of pupils who were in P7 is was close to 10 percent with the exception of the Western Region which had 8 percent of the school going age attending P7. The lower percentages for P7 are an indication of higher dropout rates especially in lower classes, Characteristics of a young population may further explain this finding.

Table 3.2: Percent Distribution of Primary School enrolment by Region

Class	Central without Kampala					Total
	Central	Kampala	Eastern	Northern	Western	
P1	9.1	9.2	10.2	9.8	13.6	10.8
P2	23.4	24.1	21.5	23.2	24.8	23.3
P3	16.3	16.3	16.4	15.5	16.5	16.2
P4	15.3	15.3	16.0	15.3	14.8	15.3
P5	13.9	13.8	14.7	14.4	12.6	13.8
P6	11.7	11.4	12.0	12.2	9.9	11.4
P7	10.3	9.9	9.2	9.6	7.8	9.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

3.2.1 Primary School Gross Enrolment Rate (GER)

The Primary School Gross Enrolment Rate refers to the number of pupils enrolled at primary level, regardless of age, expressed as a percentage of the of the official primary school age (6 -12 years) population. The GER can be greater than 100 percent as a result of grade repetition and entry at ages younger than or older than the official primary school age. The GER is an indicator of participation in schooling at any age.

The primary school GER was 127

The results in table 3.3 show that GER was 127. At regional level, Western Region had the highest GER (131) followed by Eastern (130). The Northern Region had the lowest GER (121). Sex differentials show that males had higher percentages (122) than females (116).

Table 3.3: Primary School Gross Enrolment Rate and Gender Parity Index

Characteristic	Male	Female	Total	GPI
Residence				
Urban	128.2	124.6	126.4	0.97
Rural	130.7	124.3	127.5	0.95
Region				
Central	128.1	124.1	126.1	0.97
Central Without Kampala	129.0	125.0	127.0	0.97
Eastern	132.2	126.8	129.5	0.96
Northern	126.6	115.3	121.0	0.91
Western	133.8	128.8	131.3	0.96
Total	130.4	124.3	127.4	0.95

3.2.2 Primary School Gender Parity Index

The Gender Parity Index (GPI) is the ratio of the GER for girls to the GER for boys (Table 3.3). It is commonly used to assess gender differences in primary school enrolment. A value of less than one indicates that boys are favoured more than girls in school participation. The national GPI was 0.95. Although males have a consistently higher GER in all regions, the gap between the female and male participation in primary schools is very small. The Northern region had the lowest Gender Parity Index (0.91) indicating the largest disparity between boys and girls attendance compared to other regions.

The difference between the female and male enrolment GER in primary schools was very small

3.2.3 Attendance by Age

The official primary school going ages are 6-12 years in primary school. The results in Table 3.4 show that there were persons who are in school beyond the recommended primary school age, or are not attending at the right age. By the age of 5 years, 37 percent of the population were attending P1. Over 80 percent of the persons aged 13 years were still attending primary school. It is worth noting that at the age of 15 years and over, seven percent of the population were still attending primary school.

7 % of the population aged 15+ were still attending primary school

The diagonal bolded figures show the percentage of children attending at the right age by grade. The percentages decline steadily with increase in grade attended. Among the pupils who were attending P1, 27 percent were attending at the right age. The proportion decreased to 11 percent and 8 percent for those who were attending P6 and P7 respectively.

Table 3.4: Proportion of Primary School Enrolment by Class and Age

Age	P1	P2	P3	P4	P5	P6	P7	Sub Total (P1-P7)	Not in Primary School	Total
5	37.2	-	-	-	-	-	-	37.2	62.8	100.0
6	27.4	42.8	-	-	-	-	-	70.2	29.8	100.0
7	22.3	44.0	15.4	-	-	-	-	81.7	18.3	100.0
8	15.4	37.0	24.4	10.2	-	-	-	86.9	13.1	100.0
9	9.0	26.1	27.9	19.5	7.9	-	-	90.4	9.6	100.0
10	5.2	17.0	24.8	24.2	14.3	5.4	-	90.8	9.2	100.0
11	2.5	9.5	18.5	24.9	20.8	11.1	4.5	91.7	8.3	100.0
12	1.6	5.9	12.9	21.2	22.5	15.3	8.1	87.6	9.6	100.0
13	0.8	2.8	7.4	15.4	21.3	19.3	13.3	80.4	11.1	100.0
14	0.5	1.5	4.1	10.1	17.1	19.6	16.3	69.2	15.0	100.0
15+	0.1	0.2	0.3	0.7	1.3	2.0	2.5	7.0	83.6	100.0
Total (5-15)	12.3	18.2	12.5	11.5	9.8	7.1	4.7	76.2	19.9	100.0
Total (6-15)	9.4	20.3	14.0	12.9	10.9	8.0	5.2	80.8	14.8	100.0

3.3 Primary School Net Enrolment Rate

The primary school Net Enrolment Rate (NER) is the percentage of the primary school age (6-12 years) population that is enrolled in primary schools. A high level of NER shows a higher level of participation of the pupils within that age group. It is a better measure of school participation than the GER.

Table 3.5 shows that the national level primary school net enrolment rate was 86. This shows that 14 percent of the primary school age population were not enrolled in primary schools. Northern region had the lowest NER of 77 percent, while Central Region had the highest percentage (89 percent).

At national level, the NER for girls was the same as that for boys. The difference between the GER (127) and the NER (86) shows the level of primary school participation of the pupils outside the official primary school age. This therefore means that about 41 percent of the pupils in primary schools were either below 6 years or above 12 years in 2002.

The primary school Net Enrolment Rate was 86

Table 3.5 Primary School Net Enrolment Rate and Gender Parity Index

Characteristic	Male	Female	Total	GPI
Residence				
Urban	90.3	89.2	89.7	0.99
Rural	85.5	85.3	85.4	1.00
Region				
Central	89.1	89.6	89.3	1.01
Central Without Kampala	88.8	89.7	89.3	1.01
Eastern	88.7	89.1	88.9	1.01
Northern	78.6	75.4	77.0	0.96
Western	85.6	86.0	85.8	1.00
Total	85.9	85.7	85.8	1.00

3.3.1 Primary Seven Net Enrolment Rate

Of special interest is the primary seven net enrolment rate. This refers to the proportion of the pupils enrolled in primary seven who are 12 years old to the total population of 12 years of age. Table 3.6 shows that at national level, only 8 percent of the 12 year population were in primary seven with females having slightly higher percentages (9 percent) than males (8 percent). This low percentage is attributed to larger percentages of over age P7 pupils (aged 13 and 14) as seen in Table 3.4. Higher percentages for females are observed for all regions (with the exception of Northern Region) and by place of residence. The Primary Seven NER for urban dwellers was more than twice that of rural dwellers. At regional level, Central Region had the highest NER (13) while Western Region had the lowest NER (5).

8 % of the persons aged 12 years were enrolled in P7

Table 3.6: Primary Seven Net Enrolment Rate by Sex

	Male	Female	Total	GPI
Residence				
Urban	17.0	18.4	17.8	1.08
Rural	6.5	7.4	7.0	1.14
Region				
Central	11.7	15.2	13.4	1.30
Central (excluding Kampala)	10.0	13.5	11.7	1.35
Eastern	7.5	8.2	7.8	1.09
Northern	6.0	4.5	5.3	0.74
Western	4.8	5.5	5.1	1.15
Uganda	7.6	8.7	8.2	1.14

3.3.2 Gross Intake Rates

The primary school Gross Intake Rate (GIR) refers to the total enrolment in primary one regardless of age expressed as a proportion of the official school starting age population of 6 years. Table 3.7 shows that at the national level, the GIR was 115. This implies that in Uganda, 15 percent of the pupils in primary 1 at the time of the census, were either below 6 years or were overage.

Table 3.7: Primary One Gross Intake Rate by Sex and Region

Characteristic	Male	Female	Total	GPI
Residence				
Urban	122.1	118.8	120.4	0.97
Rural	116.7	112.6	114.6	0.97
Region				
Central	120.6	116.3	118.4	0.96
Central Without Kampala	119.0	115.0	117.0	0.97
Eastern	106.8	104.9	105.8	0.98
Northern	94.4	91.1	92.8	0.97
Western	142.3	135.7	139.0	0.95
Total	117.2	113.2	115.2	0.97

The GIR for males was higher than that of females

The male GIR of 117 is more than the female GIR (113). At regional level, Western region had the highest GIR (139 percent), followed by Central region (118), and Northern region had the lowest of 93 percent. This implies that children in the Northern Region start primary one at late ages.

Rural urban differentials reveal that the GIR was higher in rural areas than in urban areas, which shows that the likelihood of pupils to start primary one when they are overage or underage is greater in urban areas than in rural areas.

There were almost no gender differentials among P1 pupils

Overall, the GPI is close to 1, which reveals that the difference between the number of boys and girls attending P1 was almost non-existent. At regional level, the Western Region had the lowest GPI (0.95) whereas the Eastern Region had the highest GPI (0.98)

3.3.3 Net Intake Rate

The P1 Net Intake Rate for boys and girls was the same

The primary school Net Intake Rate (NIR) refers to the total enrolment in primary one at official age (6 years) expressed as a proportion of the official school starting age population of 6 years. Table 3.8 shows that at the national level, the NIR was 27 percent. The male NIR at the time of the census, for both boys and girls was almost the same, implying that there were no gender differentials.

Table 3.8: Primary One Net Intake Rate by Sex and Region

Characteristic	Male	Female	Total	GPI
Residence				
Urban	31.9	30.4	31.1	0.95
Rural	27.0	26.9	26.9	0.99
Region				
Central	28.1	27.5	27.8	0.98
Central Without Kampala	27.0	26.9	27.0	1.00
Eastern	28.1	28.7	28.4	1.02
Northern	21.6	20.9	21.2	0.96
Western	30.9	30.3	30.6	0.98
Total	27.5	27.2	27.4	0.99

The results further show that the urban areas had a higher NIR (31), than rural areas (27). At regional level, Western region had the highest NIR of 31 percent while the Northern region had the lowest NIR (21 percent). This means that children in the Northern region start primary school when they are more over age than in other regions.

3.3.4 Distance to the Nearest Primary School

The 2002 Census collected information on distance from the household to the nearest primary school, as perceived by the respondent, irrespective of whether the children in the household were going to the same school. The MOES recommends that the minimum distance that children should travel to school should not exceed 3 km. It should be noted that the results cannot be disaggregated to show such information.

Slightly over half of the households were within one km radius to the nearest primary school

Table 3.9 shows that overall; slightly over half of the households were within one kilometre distance to the nearest primary school. About 83 percent of the urban households were within one kilometre distance from the nearest primary school compared to 46 percent in the rural areas.

Table 3.9: Percent Distribution of Households by Distance to the Nearest Primary School

Characteristic	Less than 1 KM			More than 1 KM		
	<1/2 km	½ to < 1 km	Total	1 - 5	> 5 km	Total
Residence						
Urban	44.3	38.4	82.7	16.2	1.2	100.0
Rural	15.5	30.1	45.6	45.8	8.6	100.0
Region						
Central	27.3	32.8	60.1	33.0	6.9	100.0
Central Without Kampala	21.7	31.8	53.5	38.2	8.3	100.0
Eastern	18.0	32.3	50.3	44.2	5.5	100.0
Northern	14.7	27.0	41.7	47.6	10.7	100.0
Western	15.3	31.3	46.6	45.2	8.1	100.0
Total	19.5	31.2	50.7	41.7	7.6	100.0

At Regional level, the Central Region had the highest percentage (60 percent) of households with a distance of less than 1 km to the nearest primary school, followed by Eastern Region (50 percent). Northern region had the lowest percentage of household within a radius of less than a km to the nearest primary school.

3.4 Secondary School Enrolment

The number of pupils completing primary education and demanding secondary education has increased over the years. Support to post-primary education to increase access is therefore being intensified. Keeping up the transition rate will therefore require an increase in the total volume of secondary education.² According to the Education Sector Strategic Plan (2004-2014), Government will develop facilities for secondary education level as one of the strategies to cope with rapidly increasing numbers of the UPE bulge. Table 3.10 shows the number and proportion of persons aged 13 years who were attending secondary school at the time of the census. About one 1.1 million persons aged 13 years and above were attending secondary school with over 612 thousand males compared to 483 thousand females.

² Ministry of Finance, Planning and Economic Development, Poverty Eradication Action Plan, 2004/5 – 2007/8, pg 158

Table 3.10: Percent Distribution of Persons Attending Secondary School by Class

Class	Numbers ('000)			Percentages		
	Male	Female	Total	Male	Female	Total
S1	198	151	350	32.4	31.3	32.0
S2	125	104	229	20.4	21.5	20.9
S3	100	84	184	16.4	17.4	16.8
S4	82	67	149	13.5	13.9	13.6
S5	72	55	127	11.8	11.4	11.6
S6	34	22	56	5.5	4.5	5.1
Total 13 +	612	483	1,095	100.0	100.0	100.0

The results further show that the proportional decreases as age increases. The distribution of persons aged 13 years and above who were attending secondary school, is higher in the lower classes and gradually declines in the upper classes. Such results depict higher dropout and repetition rates especially after Senior 5. The results show minimal sex differentials among persons aged 13 years and above in secondary school by class.

Table 3.11: Percent Distribution of Population Aged 13 years and above by Secondary Class and Region

Class	Central	Central Excl. K'la	Eastern	Northern	Western	Total
S1	26.6	30.3	33.2	40.0	33.1	32.0
S2	20.6	21.4	21.9	20.3	20.6	20.9
S3	17.6	17.3	17.0	14.9	17.0	16.8
S4	14.5	13.7	13.6	11.6	13.9	13.6
S5	13.5	11.8	10.4	9.9	11.2	11.6
S6	7.2	5.5	3.9	3.3	4.2	5.1
Total 13 +	100.0	100.0	100.0	100.0	100.0	100.0

The Central Region had the highest percentage of students in most of the classes

Differentials by region show a similar pattern to the overall. The Central Region had the highest percentage of students in all the classes except S1 and S2 compared to the other regions. The Eastern, Northern and Western Regions had percentages of students in senior 6, less than the national average.

3.4.1 Secondary School Gross Enrolment Rate and Gender Parity Index

The national Gross Enrolment Rate for secondary school was 34 %

Secondary school Gross Enrolment Rates are shown in Table 3.12. The national Gross Enrolment Rate (GER) for secondary school was 34 percent, with the male GER being higher (38 percent) than the female rate (30 percent). This signifies a low participation in secondary education compared to primary level GER for both males and females. These rates are higher than those from the 1991 Census,

which gave a national figure of 17 percent (figure 3.1). The Central region had the highest GER (44) and the Western region had the lowest (27).

The GER was higher in urban areas (61percent) than in rural areas (30 percent) with GER in favour of male students in both rural and urban areas.

In the Northern region, the GER for males was twice that of the females

Wider variations were observed in secondary school enrolment by sex. In the Northern region, the male GER (39) was twice that of the females (19) leading to a GPI of 0.49. Central Region had the highest GPI (1.1) signifying almost no gender differential.

Table 3.12: Secondary School Gross Enrolment Rate and Gender Parity

Characteristic	Index			GPI
	Male	Female	Total	
Residence				
Urban	68.7	54.2	60.7	0.79
Rural	33.9	26.1	30.1	0.77
Region				
Central	43.4	43.8	43.6	1.01
Central less Kampala	37.6	39.3	38.4	1.05
Eastern	41.1	29.2	35.2	0.71
Northern	38.9	19.2	29.2	0.49
Western	29.7	24.8	27.3	0.84
Total	38.2	30.4	34.2	0.80

3.4.2 Secondary School Attendance by Age

The official school age for joining secondary school is 13 years. This implies that children are expected to be in senior 4 at the age of 16 and to be in senior 6 at the age of 18, without repeating any class. Very often students join secondary school at a later age or start at an early age. Table 3.12 provides information of school enrolment by age and grade at secondary level.

Table 3.13: Proportion of Secondary School Enrolment by Class and Age

	S1	S2	S3	S4	S5	S6	Sub Total (S1-S6)	Not in Sec. School	All Ages
12	16.1	4.6	-	-	-	-	20.8	16.1	100.0
13	6.1	2.3	-	-	-	-	8.4	11.1	100.0
14	9.1	4.6	2.0	-	-	-	15.7	15.0	100.0
15	11.0	6.7	4.3	1.9	-	-	24.0	22.2	100.0
16	11.1	7.6	6.0	3.9	1.7	-	30.3	30.6	100.0
17	9.2	7.0	6.5	5.5	3.6	1.2	32.9	42.7	100.0
18	6.2	5.0	5.2	5.0	4.0	1.9	27.3	57.1	100.0
19	3.7	3.4	3.9	4.3	4.2	2.4	21.9	66.7	100.0
20	2.1	2.0	2.5	2.9	3.2	1.8	14.5	76.7	100.0
21	1.5	1.4	1.9	2.3	2.9	1.6	11.6	78.1	100.0
22	1.0	0.9	1.2	1.5	2.1	1.1	7.7	84.0	100.0
23	0.6	0.5	0.7	1.0	1.5	0.8	5.1	88.2	100.0
24+	0.1	0.1	0.1	0.1	0.2	0.1	0.6	97.9	100.0
13-18	8.7	5.4	3.8	2.5	1.5	0.5	22.5	28.9	100.0

Following the bolded figures in a diagonal, only 6 percent of the students attended senior 1 at the right age. The percentage gradually decreases to 4 for those attending senior 4 at the right age and further reduces to 2 for those attending senior 6 at the right age. Such results are a characteristic of high drop out and high repetition rates. The UNHS 2002/3 showed that high dropout rates are mainly a result of lack of resources to pay for school fees.³

3.4.3 Secondary School Net Enrolment Rate and Gender Parity Index

The Net Enrolment Rate at secondary level was 23 %

Table 3.14 shows that the secondary school Net Enrolment Rate (NER) was 23 percent which is nearly three times higher than the NER from the 1991 Census of 8 percent. The low secondary school NER imply that there was low participation at secondary level across the country with high percentages of the secondary school age population (13 – 18 years) not being enrolled in secondary schools (see second column from the right).

The NER for secondary school students residing in urban areas was twice as much that for students living in rural areas (see Table 3.14). At regional level, Central Region had the highest NER of 32 while the Northern had the lowest NER of 16 percent. Thus, about 84 percent of the secondary school going age population in the Northern region were not enrolled.

³ UBOS, 2002/3 Uganda National Household Survey, Socio Economic Module

Females in the in the Northern Region have the least chances of attending secondary school

At regional level, there were more girls than boys in Central Region attending Secondary School with a GPI of 1.12. The data further shows, those females in the Northern Region had the least chances of attending school as portrayed by GPI of 0.6.

Table 3.14: Secondary School Net Enrolment Rate and Gender Parity Index

Characteristic	Male	Female	Total	GPI
Residence				
Urban	42.2	39.0	40.5	0.92
Rural	20.3	18.9	19.6	0.93
Region				
Central	29.8	33.4	31.7	1.12
Central excluding Kampala	26.2	30.5	28.3	1.17
Eastern	24.2	21.3	22.8	0.88
Northern	20.0	11.6	15.9	0.58
Western	17.2	17.5	17.3	1.02
Total	23.0	22.0	22.5	0.96

3.4.4 Senior One Gross Intake Rates

The Senior 1 Gross Intake Rate was 59%

The Senior 1 Gross Intake Rate (GIR) refers to the total enrolment in senior one regardless of age expressed as a percentage of the population aged 13 years (the official secondary school starting age). Table 3.15 shows that at the national level, the GIR was 59, with males having higher rates (66) than females (52).

At regional level, Northern Region had the highest GIR of 66, and the Western Region had the lowest GIR of 48. Urban dwellers had a higher senior one GIR (78) than their rural counterparts (56).

Comparisons by sex show that males had higher Senior 1 GIRs than their female counterparts. The same observation is made at regional level, with the exception of the central region where the GIR is higher for females.

Table 3.15: Senior One Gross Intake Rate by Sex and Region

Characteristic	Male	Female	Total	GPI
Residence				
Urban	84.5	73.3	78.3	0.87
Rural	64.1	48.5	56.4	0.76
Region				
Central	62.0	63.5	62.7	1.02
Central Without Kampala	58.0	60.0	59.0	1.03
Eastern	71.8	52.6	62.2	0.73
Northern	87.3	43.0	65.8	0.49
Western	51.5	43.6	47.5	0.85
Total	66.3	51.7	59.0	0.78

3.4.5 Senior One Net Intake Rates

The S1 NIR was 6 %, with the Northern Region having the lowest percentage

The senior one Net Intake Rate (NIR) is the percentage of the senior one official age official age (13 years) population that is enrolled in senior one. Table 3.16 shows that at the national level, the NIR was about 6 percent with that of females being slightly higher (7 percent) than that of males (6 percent).

At regional level, the Northern region had the lowest NIR of 3.1, and the Central region had the highest (9.3 percent). The urban dweller had a GIR of 14 while those in the rural setting had a GIR of 5. This implies that 95 percent of persons aged 13 years in the rural areas had not joined senior one at the time of the census. The GPI by rural/urban residence and by region, reveal that it was greater than one except in the Northern region. This signifies that the proportion of girls who attended senior one at the right age was higher than that for boys.

Table 3.16: Senior One Net Intake Rate by Sex and Region

Characteristic	Male	Female	Total	GPI
Residence				
Urban	13.7	15.0	14.4	1.09
Rural	4.6	5.4	5.0	1.19
Region				
Central	7.7	10.9	9.3	1.43
Central less Kampala	9.2	12.5	10.9	1.36
Eastern	5.0	5.5	5.3	1.08
Northern	3.8	2.4	3.1	0.64
Western	3.3	4.0	3.6	1.23
Total	5.5	6.7	6.1	1.21

3.5 Summary

The primary school GER was 127 with males having higher rates than females. The primary school gender parity index was 0.95, while the Northern Region had the lowest GPI. Attendance by age shows that over 10 percent of the population aged 15 years and above were still attending primary school while xx% were below 6 years attended school.

The primary school NER was 85 implying that 47 percent (difference between 127 and 85) of the enrolment in primary schools was over or under age. The NER for P7 pupils was only 8 percent. Just over half of the households were within a 1 km radius of the distance to the nearest primary school.

At secondary school level, over 1.1 million students were enrolled in secondary school with a GER of 34 and a GPI of 0.8. In the northern region the GER for males was twice that of females. The NER increased from 8 in 1991 to 23 percent in 2002.

The senior one GIR was 59, whereas the NIR was seven percent. The Northern Region had the lowest senior 1 NIR of 3.1.

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CHAPTER 4: EDUCATION ATTAINMENT

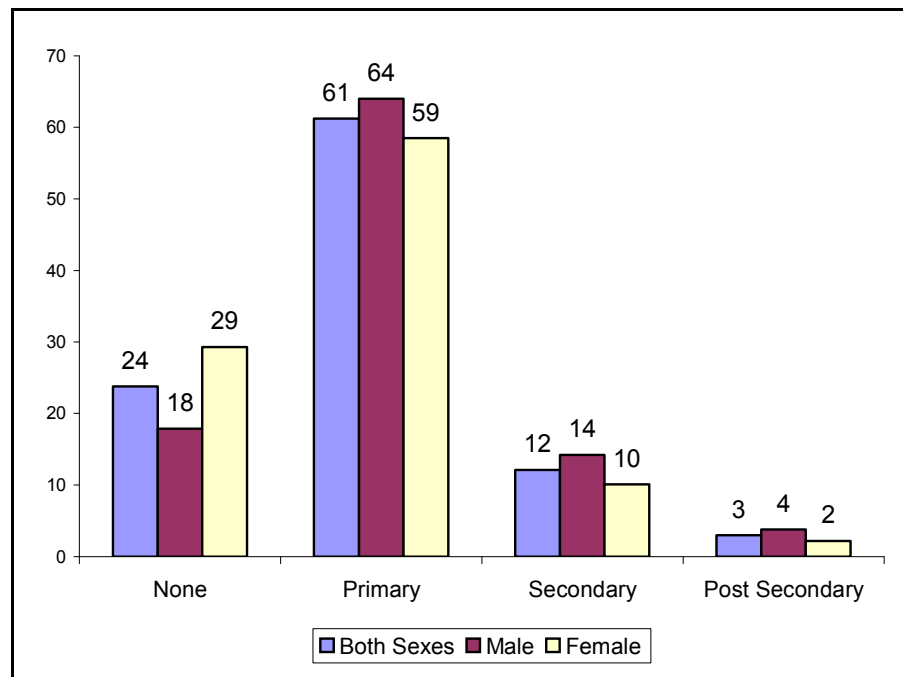
4.1 Introduction

Educational attainment among household members is an indicator of the population exposure to formal education. It is an indicator of a country's human resource base. This chapter presents indicators on the educational attainment based on the 2002 census. This information is of particular interest to the Education Sector since there may be differences in school attainment patterns among school age children by religion, sex, region, residence among others.

4.2 Education Attainment by Class or Grade

During the 2002 census, all persons who had ever attended school were asked to state their highest completion grade. The results are shown in Figure 4.1.

Figure 4.1: Education Attainment for Persons aged 6 Years and Above



One in every four of Uganda's population aged 6 years and above had never been to school

Figure 4.1 indicates that about a quarter (24 percent) of Uganda's population aged 6 years and above had never been to school while about 6 in every ten (61 percent) had attained primary level. Only 3 out of 100 had attended post secondary education. The figure further shows that males had relatively higher percentages than females.

Table 4.1 reveals that 36 percent of the persons aged 6-9 years had never been to school. The percentages decrease drastically to 7 percent for those aged 13-18 years. This sharp decline is related to late entry in primary schools. The percentage rises again for those aged 19 and above portraying the status that prevailed before the introduction of Universal Primary Education (UPE) in 1997.

Northern Region had the highest percentage of persons who had never been to school

At Regional level, the data further shows that the Northern Region had the highest percentage (32 percent) of persons who had never been to school, while the Central Region had the lowest percentage (15 percent).

Table 4.1: Education Attainment for persons aged 6 Years and Above by Selected Background Characteristics

Characteristic	No Education	Primary	Secondary	Post Secondary	Total
Sex					
Male	18.0	64.0	14.2	3.8	100.0
Female	29.2	58.5	10.1	2.2	100.0
Age					
6-9	35.5	64.5	-	-	100.0
10-12	8.5	91.5	-	-	100.0
13-18	7.1	75.9	16.7	0.3	100.0
19-24	16.4	52.4	26.5	4.7	100.0
25+	33.8	47.1	13.5	5.6	100.0
Residence					
Urban	11.2	49.9	29.1	9.8	100.0
Rural	25.7	62.9	9.5	1.9	100.0
Region					
Central	15.3	60.5	19.3	4.9	100.0
Central Without K'la	17.2	64.3	15.4	3.1	100.0
Eastern	23.9	62.8	11.1	2.2	100.0
Northern	31.7	58.2	8.0	2.1	100.0
Western	26.7	62.7	8.4	2.3	100.0
Total	23.8	61.2	12.1	3.0	100.0

Table 4.2: Education Attainment for Persons Aged 6+ by Sex and Highest Grade/Training Completed

Class	Numbers '(000)			Percentages		
	Male	Female	Total	Male	Female	Total
None	1,217	2,371	3,588	13.5	24.8	19.3
Incomplete P1	400	426	826	4.4	4.5	4.5
Subtotal: No Attainment	1,617	2,797	4,414	18.0	29.2	23.8
P1	831	827	1,658	9.2	8.6	8.9
P2	727	769	1,496	8.1	8.0	8.1
P3	821	853	1,674	9.1	8.9	9.0
P4	852	850	1,702	9.5	8.9	9.2
P5	792	786	1,579	8.8	8.2	8.5
P6	812	752	1,564	9.0	7.9	8.4
P7	915	763	1,678	10.2	8.0	9.0
Subtotal: Primary Complete	5,749	5,600	11,349	64.0	58.5	61.2
J1-J3	61	19	80	0.7	0.2	0.4
S1	264	232	496	2.9	2.4	2.7
S2	258	237	495	2.9	2.5	2.7
S3	192	163	355	2.1	1.7	1.9
S4	333	224	557	3.7	2.3	3.0
S5	52	31	83	0.6	0.3	0.4
S6	117	56	174	1.3	0.6	0.9
Subtotal: Secondary	1,277	963	2,240	14.2	10.1	12.1
Incomplete Certificate	41	28	69	0.5	0.3	0.4
Complete Certificate	115	81	197	1.3	0.8	1.1
Incomplete Diploma	22	14	35	0.2	0.1	0.2
Complete Certificate	86	45	131	1.0	0.5	0.7
Incomplete Degree	20	13	33	0.2	0.1	0.2
Complete Degree	45	21	66	0.5	0.2	0.4
Incomplete Post Graduate	3	1	4	0.0	0.0	0.0
Completed Post Graduate	9	4	13	0.1	0.0	0.1
Subtotal: Post Secondary	342	206	548	3.8	2.2	3.0
Grand Total	7,768	7,196	14,964	100.0	100.0	100.0

Information on persons who had ever attended Primary one but dropped out in the same year were categorised as 'incomplete P1'. Overall, (table 4.2) the results show that about 3 in 4 (75 percent) of the persons aged 6 years and above had attained at least one grade of primary school level. These persons are surprisingly evenly distributed between the 7 grades of primary level.

The percentages decline sharply in secondary and tertiary levels. Relatively higher percentages are observed in S4 and S6 most likely due to repetition after failing to make it to the next level of education.

Table 4.3: Education Attainment for Persons Aged 6+ by Highest Grade Completed and Selected Background Characteristics

Characteristic	P1 incomplete	P1-P3	P4-P6	P7	S1-S3	S4	S5	S6	Post Sec.	Total
Residence										
Urban	3.2	19.0	23.1	12.2	16.7	9.1	1.8	4.1	10.7	100.0
Rural	5.9	34.6	34.0	11.0	8.3	2.8	0.3	0.7	2.4	100.0
Region										
Central	4.2	26.9	29.2	12.3	13.0	5.7	1.0	2.2	5.5	100.0
Central Without K'la	4.5	30.0	31.9	12.3	11.4	4.3	0.7	1.3	3.6	100.0
Eastern	5.6	33.0	34.5	10.5	9.4	3.2	0.4	0.7	2.7	100.0
Northern	5.5	33.9	35.3	11.2	7.5	2.5	0.3	0.7	3.0	100.0
Western	7.1	36.8	32.0	10.6	7.0	2.6	0.3	0.7	2.9	100.0
Total	5.5	32.3	32.4	11.2	9.5	3.7	0.6	1.2	3.7	100.0

Central Region had the highest percentage of persons with post secondary education

the results on education attainment by selected background are shown in Table 4.3. The results reveal that, the proportion of persons with post secondary education in Central Region (6 percent) was twice that in other regions (3 percent). Urban dwellers had higher secondary and post secondary attainment rates than those in rural areas.

4.3 Population that Left School

By the age of 13, pupils are expected to have completed primary education. According to Table 4.5 over 30 percent of the population had not completed primary level. The percentages increase with increasing age, close to two in every five persons aged 25-29 years had not completed primary level compared to 14 percent of those aged 13-18 years.

At regional level, Central and Northern Regions had the lowest percentages 28 and 29 percent respectively, while Western Region had the highest percentage (33 percent). Notable gender differentials are realised among all age groups.

Table 4.5: Percent of population aged 13+ with incomplete Primary Education

Characteristic	Male	Female	Total
Residence			
Urban	16.4	20.8	18.7
Rural	32.4	31.9	32.2
Age			
13-18	12.3	16.1	14.2
19-24	30.5	37.2	34.1
25-29	37.7	40.1	39.0
30+	39.0	32.3	35.5
Region			
Central	27.5	28.2	27.9
Central excluding Kampala	31.3	31.3	31.3
Eastern	30.7	31.9	31.3
Northern	28.4	29.4	28.9
Western	33.9	31.8	32.8
Total	30.2	30.3	30.3

Table 4.5: Percent Distribution for Persons Aged 13 years and above that left School by Age and Highest Education Level Attained

Broad Age Group	P1	Primary	Secondary	Vocational	University	Total
13-18	2.40	85.21	12.12	0.27	0.01	100.00
19-24	1.74	72.04	22.99	2.79	0.45	100.00
25-29	1.72	68.52	22.09	6.33	1.35	100.00
30-59	2.34	70.33	19.45	6.20	1.67	100.00
60+	5.34	76.02	13.80	4.03	0.81	100.00
Total 13+	2.28	72.32	19.61	4.68	1.11	100.00

Table 4.5 shows the distribution of population aged 13 years and above that left school by highest education level and age. The results show that nearly three quarters (72 percent) had attained at least one grade of primary education, while 20 percent had attained Secondary education. Age characteristics reveal that for persons aged 19 – 24 years, over 70 percent had attained primary education level, while those aged 25-29, the percentage for those in primary reduces to 69 percent.

4.4 Population that has Never Been to School

It is very unlikely, that a child who attains the age of 10 years stands chances of joining school. Characteristics of the population that has never been to school are shown in Table 4.6. The results show that, overall, 20 percentage of the entire population aged 10 years and above, had never been to at the time of the census.

One of every 5th person aged 10 years and above in the rural areas had never been to school

Regional variations reveal that the Northern Region had the highest percentage (28 percentage) followed by the Western Region (22 percent). Nearly one in every fifth person aged 10 years and above in the rural areas had never been to school, compared to one in every 100 persons in the urban setting, in 2002.

Age differentials reveal that the age group 10-17 had the lowest proportions of persons who had never been to school. Thereafter the proportions increase to 3 percent for those in the age group 18-24 and 25 -30. The percentages further increase to 8 percent for the age group 31-59. This therefore implies that primary school intake rates gradually increased over the past years.

In the Northern Region, the proportion for females who had never been to school was three times as much that of men

Variations by sex show that the proportion of females who had never been to school was twice as much that of men. At regional level, the proportion for males who were aged 10 years and were out of school was generally lower for females for all regions. It is worth noting that in the Northern Region, the proportion for females who had never been to school was three times as much that of men.

Table 4.6: Proportion of the Population aged 10+ that has never been to School by Place of Residence and Age

	Central	Central Excl K'la	Eastern	Northern	Western	Total
Sex						
Male	4.6	5.3	6.3	7.7	7.0	6.3
Female	7.4	8.5	14.5	20.2	15.0	13.7
Residence						
Urban	1.4	0.6	0.8	1.5	0.8	1.1
Rural	10.5	13.2	20.0	26.5	21.2	18.9
Age						
10-17	1.0	1.1	1.0	3.8	1.8	1.7
18-24	1.7	1.9	2.8	4.8	3.2	3.0
25-30	1.8	2.0	3.0	4.4	3.2	3.0
31-59	4.6	5.5	8.9	11.1	9.3	8.2
60+	2.9	3.4	5.1	3.9	4.5	4.1
Total	11.9	13.8	20.8	28.0	22.0	20.0

4.5 Education Attainment and Occupation

The analysis of education attainment and occupation is based on the fact that education equips one with skills. Table 4.7 shows the main occupation categories of persons aged 15 years and above by highest education level attained. The results include persons who declared that they had engaged in an economic activity at the time of the census.

Close to 9 in every 10 persons who had never been to school was engaged in agriculture

The results show that about seven in every ten persons was engaged in agricultural activities at the time of the census, irrespective of highest level attained. For persons who had never been to school, close to nine in every ten persons engaged in agricultural activities.

The results further reveal that the percentage of professionals increases from 10 among persons with secondary education and then increases to 58 percent for persons with post secondary education. Such findings reveal the strong linkage between education and type of occupation.

Table 4.7: Percentage Distribution of Persons aged 15 years and above by Highest Grade Completed and Main Occupation

Occupation	No Education	Primary	Secondary	Post Sec.	Total
Agriculture	87.9	77.6	45.2	12.7	71.3
Services	3.8	7.7	19.7	10.0	8.7
Professionals/Semi Professionals	1.2	2.0	10.0	57.9	6.3
Crafts	2.8	5.2	10.4	7.3	5.5
Elementary Occupation	3.5	5.1	6.8	2.9	4.8
Plant and Machinery Operators	0.7	2.2	5.7	2.3	2.3
Clerks	0.1	0.2	1.5	4.3	0.6
Managers	0.1	0.1	0.7	2.6	0.3
Total	100.00	100.00	100.00	100.00	100.00

4.5 Post Secondary Education Attainment

Persons with post secondary education refer to those who were studying for or had attained a certificate, diploma, degree, or post graduate qualification. This analysis is restricted to such persons aged 18 years and above as given in Table 4.8.

About half of the persons aged 18 years and above with post secondary education had a certificate

Overall, nearly half of the persons (47.9 percent) aged 18 years and above with post secondary education was pursuing after or had a certificate. About 3 in every 10 persons (31 percent) had a diploma and almost a quarter (22 percent) had a degree. The percentages of females with higher qualifications of diplomas and degrees were less than males.

The proportion of persons aged 18 years and above with degrees or higher qualifications varied by region. Central Region led with 33 percent of such persons while the Northern region had the least at 9.6 percent.

Table 4.8: Percentage Distribution of Persons aged 18 years and over with Post Secondary Level by Selected Characteristics

	Certificate	Diploma	Degree or Above	Total
Age				
18-24	54.3	22.5	23.2	100.0
25-29	46.5	33.7	19.8	100.0
30+	45.7	32.8	21.5	100.0
Sex				
Male	45.2	31.8	23.0	100.0
Female	52.5	28.5	19.0	100.0
Residence				
Urban	32.9	34.9	32.2	100.0
Rural	59.3	27.2	13.3	100.0
Region				
Central	35.0	32.5	32.5	100.0
Central excluding Kampala	45.4	30.6	24.0	100.0
Eastern	55.5	30.6	13.9	100.0
Northern	60.3	30.1	9.6	100.0
Western	61.5	26.5	12.0	100.0
Total	47.9	30.6	21.5	100.0

4.7 Education Attendance and Attainment for Orphans and Persons with Disabilities (PWD's)

An orphan is anyone aged less than 18 years who has lost one or both parents. The national policy on Orphans and Vulnerable children lists orphans among the vulnerable groups in the country. Table 4.8 shows the education attainment of orphans and non orphans in the country, in 2002.

Orphans had higher education attainment levels than the non orphans

The results show that 14 percent of orphans had never been to school compared with 19 percent of the non orphans. About 4 percent of the orphans had completed primary seven compared to 7 percent of the non orphans. Generally, orphans had slightly less attainment levels than the non orphans in 2002. The results further show that there were minimal gender differentials for orphans and non orphans in the various grades and levels.

Table 4.9: Education Attainment for Orphans and Non Orphans Aged 6-17

Highest Completed	Grade	Orphans			Non Orphans		
		Male	Female	Total	Male	Female	Total
Never been to school		13.4	14.0	13.7	19.0	19.0	19.0
P1		13.2	12.5	12.8	20.1	19.4	19.8
P2		12.2	11.7	11.9	13.6	13.4	13.5
P3		13.4	13.0	13.2	12.6	12.6	12.6
P4		13.3	12.9	13.2	11.0	11.1	11.1
P5		11.6	11.5	11.5	8.8	8.8	8.8
P6		9.6	9.6	9.6	6.7	6.6	6.7
P7		6.8	6.9	6.8	4.1	4.2	4.1
S1		2.9	3.3	3.1	1.9	2.1	2.0
S2		1.9	2.4	2.2	1.2	1.4	1.3
S3		1.0	1.5	1.3	0.6	0.8	0.7
S4		0.5	0.8	0.6	0.3	0.4	0.3
Above S4		0.2	0.3	0.3	0.1	0.1	0.1
Total		100.0	100.0	100.0	100.0	100.0	100.0

Differentials in education attainment show slightly wider differences among the PWD's than the non PWD's

Table 4.10 shows the education attainment of children with disabilities and those without disabilities aged 6 years and above. The results show that generally there is minimal variation for educational attainment of PWD's and non PWD's for all levels.

Table 4.10: Education Attainment of PWD's and Non PWD's aged 6 Years and Above

Education level	Non PWD's			PWD's		
	Male	Female	Total	Male	Female	Total
Never Been To School	6.0	6.7	6.4	5.0	8.06	6.2
P1 - P3	35.8	38.7	37.2	34.4	40.34	36.7
P4 - P6	36.7	37.8	37.2	41.3	37.78	40.0
P7	13.7	12.1	13.0	13.4	9.94	12.0
Above S4	7.7	4.7	6.2	5.9	3.89	5.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

4.8 Summary and Conclusions

Over 60 percent of Uganda's population aged 6 years and above had attained primary education while 12 percent had secondary education. Central Region had the highest percentage of persons with post secondary education. Among persons who had never been to school, nine in every ten were engaged in agricultural activities. Over 57 percent of the persons with post secondary education worked as professionals.

Characteristics of education attainment for post secondary education show that, nearly one in every two persons aged 18 years and over had a certificate. Central region had the highest percentage followed by the Eastern Region.

More than 20 percent of the persons aged 18 years and above had attained degrees or post graduate qualifications.

CHAPTER 5: LITERACY

5.1 Background

Literacy is not only essential to the modern workforce but also to safe and healthy lives in a modernizing society. Uganda, like any other developing country, needs citizens who can actively participate in democracy, as well as families that can care for the health and welfare of their members and the socio-economic development of their communities. Literacy does not only concern reading and writing, but also about personal dignity, the right to participate, the empowerment of the marginalized and excluded, and the opportunity to learn in a variety of ways and settings.

Studies in Uganda have shown that the regions with low level of literacy also have high poverty levels⁴. The multidimensionality of poverty implies that the illiterate population get isolated from information and communication, become hard to reach, and hence become marginalized in the powerful modernisation processes. In policy terms, literacy is therefore seen as a key learning tool for knowledge, skills, values and attitudes, required for human beings to develop their capacities and to participate fully in development.

5.2 Government policy on literacy

Literacy education in Uganda is mainly managed by 2 different Ministries: The Ministry of Education and Sports (MOES) for formal education and non formal education for children out of school and the Ministry of Gender, Labour and social Development (MGLSD) for non formal adult education. In addition to Government, there are many other agencies providing adult literacy in Uganda, including, international or foreign NGO's and individual initiatives.

Government in 2002 put in place the National Adult Literacy, Strategic Investment Plan (NALSIP)⁵. The plan has set targets to improve literacy by 50 percent by 2015. The document further asserts that it is inconceivable that poverty eradication can make such headway in the absence of major advances in literacy.

The Functional Adult Literacy (FAL) programme started in 1992 in 8 districts and now covers all the 56 districts. The FAL Programme is implemented by the

⁴ World Bank, "the Challenges of Growth and Poverty", 1996

⁵ MGLSD, National Adult Literacy Strategic Investment Plan, 2002/2-2006/7, 2002

Ministry of Gender, Labour and Social Development. The FAL Programme targets youth and adults of 15 years and above with special emphasis on girls and women. The programme targets those who missed formal education and those who dropped out of lower levels of formal education. The majority of the participants are able to attain a level of reading, writing and doing numeric computations comparatively higher than that of primary 4 pupils. Under this arrangement, Government is therefore committed to providing non formal education for attaining of permanent and functional literacy and numeracy and development of national awareness of individuals as one of its objectives.

The Government introduced Universal Primary Education (UPE), with the intention of providing free access to primary education. This programme is explained in the background of Chapter 3 of this monograph.

The government also has an ultimate objective of improving the quality of life of the poor under the Poverty Eradication Action Plan (PEAP) with efforts focused on provision of education among others. In addition to the PEAP objectives, government committed itself to achieving the Millennium Development Goals (MDG) which includes achieving universal primary education with Goal number two on literacy. Table 5.1 indicates that the literacy rate for 15-24 year olds has slowly progressed and that the MDG target for 100 percent for 2015 is likely to be achieved if there is no distortion in the current trend.

**Table 5.1: MDG progress on Achieving Universal Primary Education:
Literacy Rate for 15- 24 Age Group**

Survey/Census Period	Progress Indicators			MDG Target 2015
	Male	Female	Both Sexes	
1997 Uganda National Household Survey	80.3	69.4	74.5	100
1999/2000 Uganda National Household Survey	83.2	71.5	77.1	
2002 Census	86.0	76.2	80.8	

Source: Uganda Bureau of Statistics

This chapter therefore presents the background characteristics of the literate population, literacy levels, and differentials of the population aged 10 years and above.

5.3 Literate Population

The 2002 census asked whether “one could read (with understanding) and write (meaningfully) in any language”. The response to this entirely depended on the respondent judging himself or herself and saying the truth. However, the best way to get the right response to this question would be administering a card on

which an individual could write and read to the interviewer who judges whether the respondent is literate or not.

5.3.1 Levels and Trends of the Literate Population

The literate population increased from 5.9m in 1991, to 10.8 m in 2002.

Table 5.2 shows the total literate population for 1991 and 2002 Censuses. The results show that the literate population grew from 5.9 million in 1991 to 10.8 million in 2002. It consisted of 5.0 million males and 5.8 million females. It registered an annual growth rate of 5.1 percent. The annual growth rate was higher for females than males (4.5). The illiterate population on the contrary decreased from 5.1 million to 4.7 million.

Table 5.2: Literate and Illiterate Population, 1991, 2002

Census Year	Literate Population			Illiterate Population			Growth Rate for Literate Population		
	M	F	Total	M	F	Total	M	F	Total
1991	3.41	2.53	5.94	1.96	3.10	5.06	-	-	-
2002	5.77	5.01	10.78	1.68	3.02	4.70	4.51	5.85	5.11

Note: F==Female; M==Male

5.3.2 Size and Sex Composition

The proportion of literate females increased from 40 % in 1991 to 46 % in 2002

The sex composition of the literate population (Figure 5.1) shows that the proportion of literate females increased from 40 percent in 1991 to 46 percent. This implies that the gender gap among the literate population declined between the two censuses.

Table 5.3 shows the size and sex composition of the literate population. The data shows that the total number of literate population in the country declines with increasing age. The sex distribution shows that the percentage of literate females is almost the same as that for males from the age group 10-14 to the age group 20-24. Thereafter the percentages for females decline steadily from 47 percent to 34 percent for the age group 80 years and above.

The sex distribution of literate population by selected age groups shows that the gender differentials were non-existent for children and young adults and the youth. It is worth noting that among the older persons, over one in every four literate persons was a female.

Figure 5.1: Sex Distribution of the Literate Population, 1991-2002

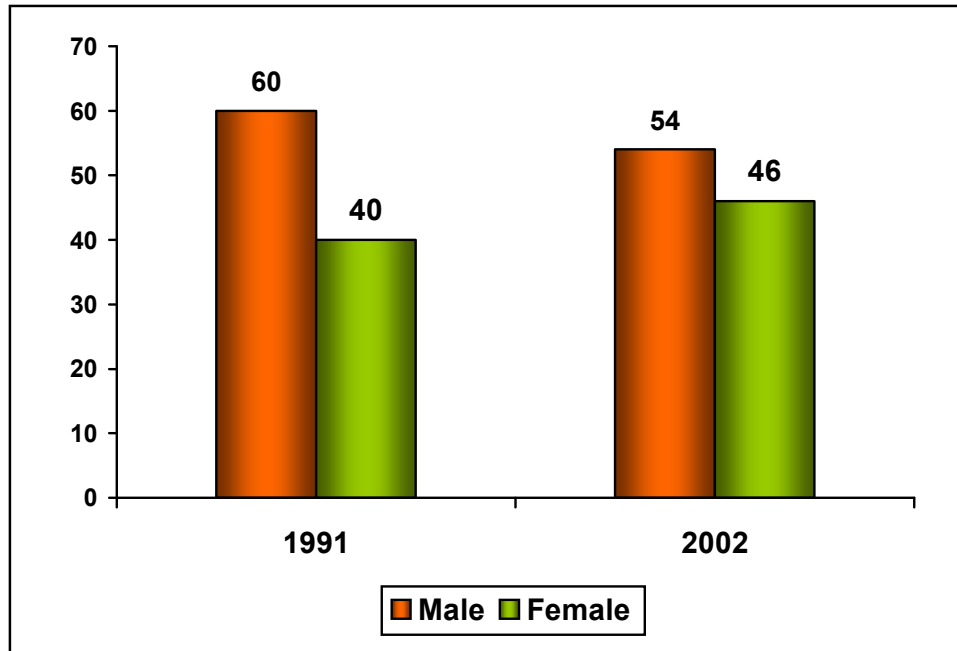


Table 5.3: Size and Sex Composition of the Literate Population

Age	Number ('000)			Percentage		
	Male	Female	Total	Male	Female	Total
10-14	1271	1284	2555	49.7	50.3	100
15-19	1125	1103	2228	50.5	49.5	100
20-24	796	803	1599	49.8	50.2	100
25-29	655	591	1246	52.6	47.4	100
30-34	548	405	952	57.5	42.5	100
35-39	375	272	647	57.9	42.1	100
40-44	294	196	490	59.9	40.1	100
45-49	190	120	310	61.2	38.8	100
50-54	156	89	245	63.6	36.4	100
55-59	99	48	147	67.5	32.5	100
60-64	103	40	143	72.3	27.7	100
65-69	64	21	85	75.5	24.5	100
70-74	45	16	61	73.7	26.3	100
75-79	22	7	30	75.0	25.0	100
80+	28	14	43	66.5	33.5	100
10+	5,771.6	5,010.4	10,782.0	53.5	46.5	100
Special Age Groups						
10-17 (Children)	1,989	1,960	3,949	50.4	49.6	100
10-24 (Young Adults)	3,192	3,191	6,383	50.0	50.0	100
15-24 (Young Adults)	1,921	1,907	3,827	50.2	49.8	100
18-30 (Youth)	2,023	1,954	3,977	50.9	49.1	100
15-49 (Reproductive Age Group)	3,982	3,491	7,473	53.3	46.7	100
60+ (Older Persons)	263	98	362	72.8	27.2	100

5.3.3 Place of Residence

The distribution of literate population by place of residence shows that close to 10 million of the literate population was residing in rural areas, at the time of the census. Sex differentials show that the percentage of literate females was lowest in the rural areas (46 percent) than in the urban areas (50 percent). Among regions, Central Region had the highest number of literate population followed by the Western Region. Differentials by sex reveal that the Northern Region had the lowest percentage of women that were literate.

Wider gender differentials among the literate population were noted in the Northern Region

Table 5.4: Sex Distribution of Literate Population (aged 10 years+) by Place of Residence

	Number ('000)			Sex Distribution		
	Male	Female	Total	Male	Female	Total
Place of Residence						
Urban	924	928	1,852	49.9	50.1	100
Rural	4,848	4,082	8,930	54.3	45.7	100
Region						
Central	1,814	1,795	3,609	50.3	49.7	100
Central excluding Kampala	1,418	1,369	2,787	50.9	49.1	100
Eastern	1,331	1,114	2,445	54.4	45.6	100
Northern	1,100	743	1,843	59.7	40.3	100
Western	1,526	1,359	2,885	52.9	47.1	100
Total	5,771.6	5,010.4	10,782.0	53.5	46.5	100

5.4 Illiterate Population

Many policy makers have been concerned about the illiterate population, despite the fact that illiterate rates have decreased steadily over the past few decades, especially in the third world. Illiteracy is defined as the inability to read and write a simple sentence in any language.

5.4.1 Size and Sex Distribution

The 2002 census results (Table 5.5) show that there were a total of 4.7 million Ugandans who were illiterate, of which 3 million were females. This represents 64 percent of the females among the illiterate population aged 10 years and above. The number of illiterate population by age declines with increasing age with females exceeding males for all age groups. Similarly, the sex distribution shows that the percentages for females exceed that of males for all age groups.

The results further show that for special age groups, the sex differentials remain in favour of males, except for the age group 10-17 years where the percentages are equal.

Out of the 4.7m illiterate population, women constitute 64 %

Table 5.5: Size and Sex composition of the Illiterate population

Age Group	Number ('000)			Percentage			
	Male	Female	Total	Male	Female	Total	
10-14	436	419	855	51.0	49.0	100	
15-19	157	239	396	39.6	60.4	100	
20-24	157	357	514	30.5	69.5	100	
25-29	156	332	488	31.9	68.1	100	
30-34	141	287	428	32.9	67.1	100	
35-39	105	243	348	30.3	69.7	100	
40-44	96	222	317	30.2	69.8	100	
45-49	62	160	221	27.9	72.1	100	
50-54	63	169	232	27.0	73.0	100	
55-59	47	126	173	27.4	72.6	100	
60-64	67	149	216	31.1	68.9	100	
65-69	50	89	139	35.9	64.1	100	
70-74	57	97	154	36.7	63.3	100	
75-79	31	43	75	42.0	58.0	100	
80+	58	86	144	40.5	59.5	100	
10+	1,682.7	3,017.9	4,700.6	35.8	64.2	100	
Special Groups	Age						
10-17 (Children)		532	532	1,064	50.0	50.0	100
10-24 (Young Adults)		750	1,015	1,765	42.5	57.5	100
15-24 (Young Adults)		314	596	910	34.5	65.5	100
18-30 (Youth)		421	922	1,344	31.4	68.6	100
15-49 (Reproductive Age)		873	1,840	2,713	32.2	67.8	100
60+ (Older Persons)		264	465	728	36.2	63.8	100

5.4.2 Place of Residence

At regional level (Table 5.6), the Eastern Region had the highest number of the literate population, unlike the Central Region which had the lowest number of the illiterate population. The sex distribution shows that the percentage of illiterate females exceeds that of males among all regions.

Table 5.6: Sex Distribution of Illiterate Population (aged 10 years+) by Place of Residence and Region

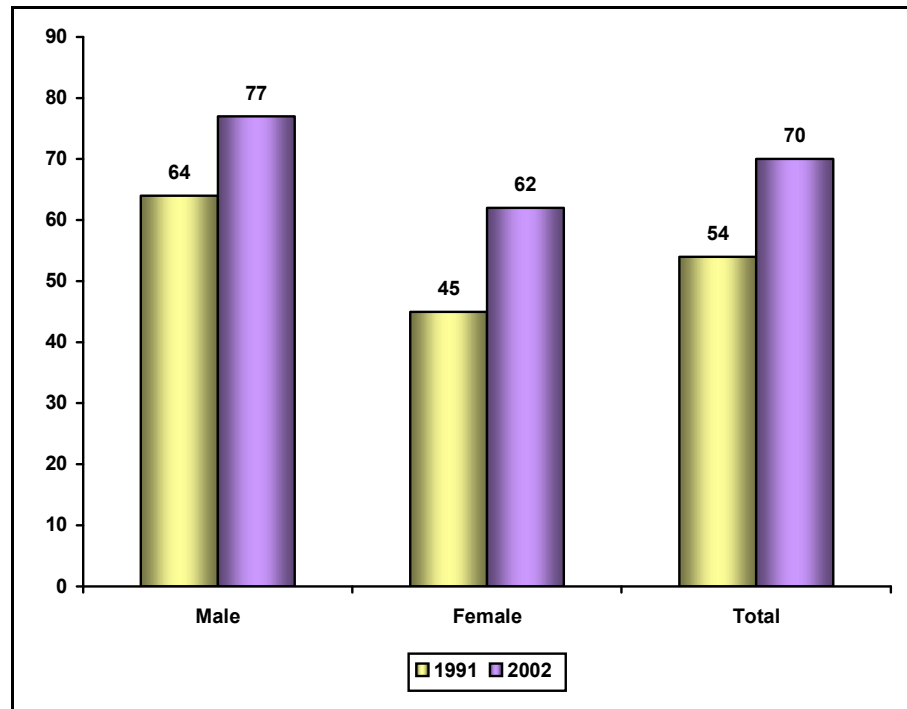
	Number ('000)			Sex Distribution		
	Male	Female	Total	Male	Female	Total
Residence						
Urban	86	171	258	33.5	66.5	100
Rural	1,597	2,847	4,443	35.9	64.1	100
Region						
Central	333	467	801	41.6	58.4	100
Central excluding Kampala	314	431	746	42.1	57.9	100
Eastern	520	912	1,432	36.3	63.7	100
Northern	381	847	1,228	31.0	69.0	100
Western	448	791	1,239	36.2	63.8	100
Total	1,682.7	3,017.9	4,700.6	35.8	64.2	100

5.5 Literacy Rates

Uganda's literacy rate was 70 % of in 2002

The literacy rate is defined as the proportion of literate persons who are aged 10 years and above divided by the total number of persons in the same group. The Literacy rate for the 2002 census was 70 percent (Figure 5.1) which shows a remarkable improvement as compared to the 54 percent for the 1991 census. The data further shows that female and male literacy rates for the 2002 census were 62.4 percent and 77.4 percent respectively compared to the lower literacy rates of 45 percent and 64 percent for males and females respectively for the 1991 census.

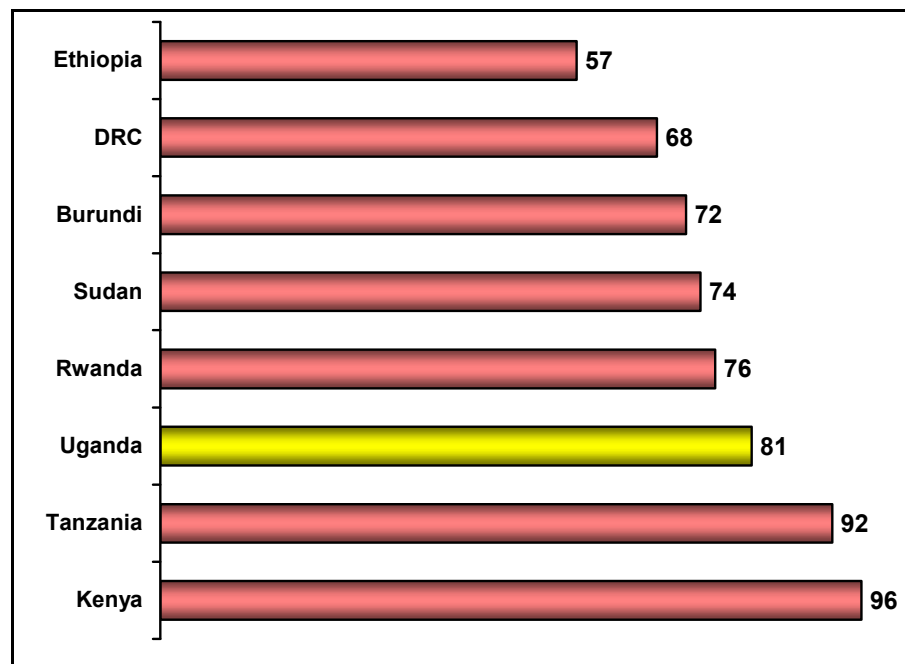
Figure 5.2: Literacy Rates by Sex, 1991-2002



5.2.1 Country comparisons

Uganda had the lowest literacy rate within the EA Region

According to the 2002 Census, Uganda’s literacy rate for the 15-24 year age group was 81. According to UNESCO the literacy rates for Kenya and Tanzania for the same age group were 96 and 92 percent respectively. Rates for other countries in the neighbourhood like Burundi, Congo, Ethiopia, Sudan and Rwanda were 72, 68, 57, 74 and 76 percent respectively. This shows that Uganda has a fairly high rate in the African region, but has the lowest literacy rates within the East African Region.

Figure 5.3: Literacy Rates for Selected African Countries

5.5.1 Literacy Rate Differentials

Many policy analysts consider literacy rates a crucial measure of human capital. This claim is made on the grounds that literate people can be trained less expensively than illiterate people, generally have a higher socio-economic status and enjoy better health and employment prospects. Policy makers also argue that literacy increases job opportunities and access to higher education.

This section therefore covers literacy differentials by age, rural urban residence, region, ethnicity, religion, orphanhood, and disability.

5.5.1.1 Age

Implementers of literacy programmes and campaigns have specific target audiences, for instance, youth, older persons, and women of reproductive age. Differentials by age provide an insight into the literacy levels for the various age groups given that the implementers of the different policy interventions require baseline information for the specific age group of interest. The results in table 5.7 show that generally, the literacy levels decrease with increasing age. The literacy rate increases from the 75 percent for the age group 10-14 and increases to 85 percent for the age group 15-19. The rates thereafter decline steadily to 33 percent for the age group 60+.

33 % of the Older
Persons were
literate

Variations for specific age groups show that young adults aged 15-24 years had the highest literacy rates (81 percent), while those in the age group 10-24 had a literacy rate of 78 percent. The results further show that three quarters of the youth were literate. Sex differentials by age reveal that females had lower literacy rates than males for all age groups. Differentials by sex were widest among the older persons (aged 60 and above), whereby the literacy rate for males was about three times that of females.

Table 5.7: Age - Sex Literacy Rate

Age Group	Literacy Rate		
	Male	Female	Total
10-14	74.5	75.4	74.9
15-19	87.8	82.2	84.9
20-24	83.5	69.2	75.7
25-34	80.2	61.6	70.6
35-59	74.9	44.1	58.7
60+	50.0	17.5	33.2
Specific Age Groups			
10-17 (Children)	78.9	78.7	78.8
10-24 (Young Adults)	81.0	75.9	78.3
15-24 (Young Adults)	86.0	76.2	80.8
18-30 (Youth)	82.8	67.9	74.7
15-49 (Reproductive Age)	82.0	65.5	73.4
Total (10 +)	77.4	62.4	69.6

5.5.1.2 Literacy Rates by Rural Urban and Residence

Literacy rates by rural urban residence (Table 5.8) show that nearly 9 in 10 (88 percent) urban dwellers were literate compared to nearly 7 in 10 (67 percent) of their rural counterparts. Northern Region had the lowest literacy rates of 6 in 10 (60 percent) while Central Region had the highest literacy rates of about 8 in 10 (82 percent).

Less than 50 % of the females in the Northern Region were literate, compared to 74 % of the males

Gender differentials reveal that women had the lowest rates for the ability to read and write, among all regions in 2002. The Northern Region had the widest differentials whereby just less than half (47 percent) of the females in the region were literate compared to about three quarters (74 percent) of the males.

Table 5.8: Literacy Rates by Region and Place of Residence

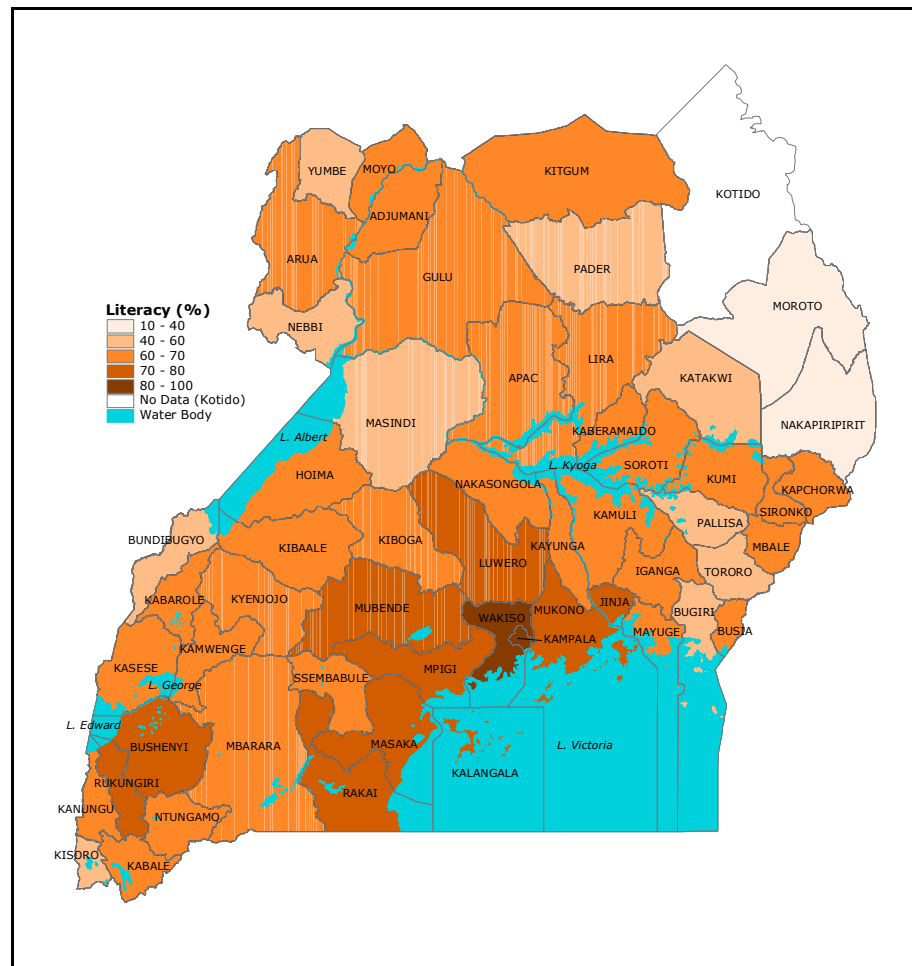
	Male	Female	Total
Residence			
Urban	91.5	84.4	87.8
Rural	75.2	58.9	66.8
Region			
Central	84.5	79.3	81.8
Central Excluding Kampala	81.9	76.0	78.9
Eastern	71.9	55.0	63.1
Northern	74.3	46.7	60.0
Western	77.3	63.2	69.9
Uganda	77.4	62.4	69.6

5.5.1.3 Spatial Distribution of Literacy Rates

The literate population is unevenly distributed among regions and districts as shown in Figure 5.4. It can be observed that most of the districts in the Central and Western regions had literacy rates above the national average of 68 percent with the exception of Kisoro, Bundibugyo, Kamwenge, Kyenjojo, Kibale, Kayunga and Kiboga districts.

Jinja is the only district in the Eastern region which had a literacy rate above the national average. All the other districts in the Eastern region and Northern region had literacy rates below the national average of 68 percent. Moroto and Nakapiripirit had the lowest literacy rates of 11.6 and 12 percent respectively.

Figure 5.4: Literacy Rate Distribution by Region and districts in Uganda, 2002 (districts' are as of May 2005)



Moroto and Nakapiripirit Districts had the lowest literacy rates

The literacy rates for the top ten Districts, include Kampala with 94 percent of the population aged 10 years and above as literate, followed by Wakiso (91 percent), Kalangala (82 percent) and Masaka (82 percent). The district with the lowest literacy rate was Moroto and Nakapiripirit each with 12 percent of its population as literate.

Table 5.9: Literacy Rates for the 10 topmost Districts and the Lowest 10 Districts

District	Male	Female	Total
Top 10 Districts			
Kampala	95.4	92.2	93.7
Wakiso	92.0	89.5	90.7
Kalangala	81.9	82.4	82.1
Masaka	84.0	79.5	81.6
Mpigi	81.7	77.6	79.7
Mukono	81.8	75.8	78.8
Jinja	83.8	73.0	78.3
Rukungiri	81.9	73.3	77.3
Luwero	80.0	73.9	76.9
Bushenyi	82.3	71.4	76.5
Last 10 Districts			
Bugiri	68.9	49.8	58.8
Yumbe	72.8	45.0	58.7
Pader	76.4	41.2	58.4
Bundibugyo	69.1	48.4	58.3
Katakwi	72.8	44.8	58.0
Tororo	67.3	48.1	57.3
Pallisa	66.1	47.0	56.1
Kisoro	70.1	45.3	55.9
Nakapiripirit	15.7	8.5	12.1
Moroto	14.8	8.6	11.6

5.5.1.4 Literacy Rate by Religion

Historically, religious affiliation was very instrumental in the promotion of literacy in Uganda. Literacy was first introduced in the country by Islamic and Christian Missionaries. The Islamic faith puts much emphasis on the individual reading of the Quaran and they perceive it as an individual religious obligation. Likewise, the Christians emphasize reading the Bible while attending prayers.

Table 5.10 shows the literacy rates by religion and sex. The results show that non believers in any religion had the lowest literacy rates (12 percent), followed by those who believe in traditional religion (29 percent). Overall, Catholics had the highest literacy rates (79 percent) followed by Anglicans/Protestants with 77 percent of the persons aged 10 years and above, being literate at the time of the census.

Catholics had the highest literacy rates

Table 5.10: Literacy Rates by Religion and Sex

Religion	Male	Female	Total
Catholic	83.3	74.7	79.0
Anglican/Protestant	82.5	71.2	76.5
SDA	79.5	68.6	73.9
Orthodox	80.5	67.4	73.0
Pentecostal	78.3	64.0	71.0
Other Christian	76.2	63.6	69.7
Moslem	77.0	59.2	67.8
Bahai	75.6	59.7	67.0
Other Non Christian	70.8	55.0	62.6
Traditional	32.9	22.1	28.8
None	13.9	8.9	11.7
Uganda	77.4	62.4	69.6

5.5.1.5 Ethnicity

Within ethnically homogeneous regions, literacy rates can vary widely from country or region to region. In many cases, this coincides with the region's wealth or urbanisation, among other factors. An understanding of the literacy levels for the various cultures will facilitate better intervention mechanisms for program managers. These may include reproductive health, immunisation and farming programmes for any community. Society is therefore seen as one of the areas of penetration for many government programmes and interventions whenever such programs are achieved through literacy campaigns.

Table 5.11 shows literacy rates for the top 10 tribes in the country. The Baganda had the highest literacy rates (88 percent), followed by the Nubians (82 percent). The IK and Baruli had literacy rates of 74 and 72 percent respectively. Additional results on literacy levels by tribe is shown in Appendix Table A.10.

Table 5.11: Literacy Rate by Ethnicity and Sex

Ethnic group	Male	Female	Total
Baganda	89.2	86.1	87.6
Nubi	88.5	75.0	81.6
Ethur	89.5	69.6	80.5
Banyoro	82.5	75.9	79.1
Batagwenda	84.9	72.0	78.3
Bahororo	82.3	74.3	78.1
Batoro	79.5	71.4	75.3
Banyakole	79.5	69.3	74.2
IK(Teuso)	80.1	66.8	73.6
Baruli	77.3	67.6	72.3
Total	77.4	62.4	69.6

5.5.1.6 Disability

Some of the target audiences under the FAL Programme are communities with persons with disabilities. Table 5.12 provides literacy rates by major type of disability for persons aged 10 years and above.

Only 35 % of the female PWD's were literate, compared to 62 % of the males

Overall, the results show that close to 50 percent of the PWD's were literate, with females having lower rates (35 percent) than males (62 percent). The literacy levels for persons with disabilities +`1(PWD'S) were highest for those with physical disabilities (53 percent). The data further shows that nearly one in every two PWD's with sight difficulties was able to read and write in 2002. Care should be taken however, given that the 2002 census did not test the ability to read and write using Braille or sign language for PWD's

Table 5.12: Literacy Rates by Disability and Sex

Disability Type	Male	Female	Total
Physical	66.0	37.2	53.1
Hearing problem	58.7	36.2	47.5
Sight problem	62.0	35.4	48.8
Speech problem	49.6	35.4	43.9
Mental retardation	48.9	35.2	43.0
Mental illness	58.3	40.9	50.5
Others	64.9	40.8	52.7
National	62.0	35.4	48.8

5.6 Summary

The literate population increased from 4.7 million in 1991 to 10.8 million in 2002. Out of the 4.7 million illiterate population, women constitute 64 percent. At regional level, the Eastern Region had the highest number of illiterate population.

The literacy rates show that 70 percent of Uganda's population was literate, with males having higher literacy rates than females. Among the East African Countries, Uganda had the lowest rates within the region for the age group 15-24 years.

Literacy differentials show that close to 80 percent of the young adults aged 10-24, were literate while 75 percent of the youth were literate. The Central region had the highest literacy rate of 82 percent while two in every three of the urban dwellers were literate.

Catholics had the highest literacy rates, of 79 percent, while those believing in traditional religion, had literacy rates on 29 percent. Among the persons with a disability, half of them were literate.

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CHAPTER 6: POLICY IMPLICATIONS AND RECOMMENDATIONS BASED ON THE CENSUS FINDINGS

The Universal Primary Education (UPE) program has improved primary enrolment visibly since its introduction in 1997. It is recommended that monitoring and evaluation of the UPE implementation be strengthened and that some of the policies be reviewed to achieve 100 percent literacy amongst all school going children above primary four. Further, measures to increase school retention should be devised to ensure that drop outs are minimized.

The Universal Secondary Education (USE) strategy should be implemented⁶ to increase enrolment and eliminate the gender gap at this level. Further, vocational training should be part of secondary education.

Related to primary and secondary school enrolment is Functional Adult Literacy (FAL). More emphasis and publicity should be done for the programme in the rural areas in order to realize increased enrolment and hence achieve higher adult literacy rates. This will reduce the literacy gap between the rural and urban areas.

Being able to work is the main asset and potential income source for both the poor and non poor yet the nature of employment is in many instances dictated by one's skills and education level. Achieving higher literacy levels not only provides more opportunities for employment but also improves provision of non formal sector services

Government should step up other modes of skill and knowledge development and improvement amongst persons who have never attended formal school or those that have dropped out prematurely.

Findings have revealed that children start school late and very few of them are able to complete primary seven at the right age. It is imperative to investigate factors that may lead to this kind of trend and device appropriate strategies to address the underlying factors.

⁶ It was actually partially introduced in 2007 before the report was published

ANNEXES

Table A1.1: School Attendance for persons aged 6 years and above by District

	Primary	Secondary	Post Secondary	Never Been to School	Total
Central					
Kalangala	51.1	31.9	3.4	13.5	100.0
Kampala	34.6	42.9	17.8	4.7	100.0
Kiboga	60.6	16.7	1.7	21.1	100.0
Luwero	61.0	23.3	3.0	12.8	100.0
Masaka	61.2	23.4	3.2	12.2	100.0
Mpigi	60.4	24.1	3.0	12.4	100.0
Mubende	62.4	19.0	2.4	16.2	100.0
Mukono	55.7	26.9	4.2	13.3	100.0
Nakasongola	62.8	20.3	2.0	14.8	100.0
Rakai	62.6	18.4	2.3	16.7	100.0
Ssembabule	63.9	14.4	1.5	20.2	100.0
Kayunga	58.5	21.6	1.8	18.1	100.0
Wakiso	44.7	38.4	10.8	6.2	100.0
Region	53.2	28.3	6.8	11.7	100.0
Eastern					
Bugiri	58.3	18.1	1.5	22.1	100.0
Busia	60.6	19.8	2.7	16.9	100.0
Iganga	58.7	18.9	2.0	20.4	100.0
Jinja	52.7	28.3	6.3	12.8	100.0
Kamuli	59.1	16.6	1.9	22.4	100.0
Kapchorwa	54.7	26.6	3.3	15.4	100.0
Katakwi	58.1	14.5	2.6	24.9	100.0
Kumi	63.2	15.0	3.2	18.6	100.0
Mbale	57.6	24.7	3.6	14.1	100.0
Pallisa	61.3	13.6	2.1	23.0	100.0
Soroti	61.4	17.1	3.7	17.8	100.0
Tororo	57.7	16.4	3.3	22.6	100.0
Kaberamaido	63.6	17.7	2.2	16.4	100.0
Mayuge	58.7	16.6	1.2	23.4	100.0
Sironko	60.3	21.3	2.1	16.3	100.0
Region	58.9	18.9	2.8	19.4	100.0

Table A1.1: School Attendance for persons aged 6 years and above by District...(continued)

	Primary	Secondary	Post Secondary	Never Been to School	Total
Northern					
Adjumani	58.7	19.3	2.5	19.5	100.0
Apac	61.1	17.2	2.1	19.6	100.0
Arua	59.8	14.6	3.1	22.6	100.0
Gulu	54.8	17.9	3.5	23.8	100.0
Kitgum	54.6	18.1	2.5	24.8	100.0
Lira	55.8	18.0	3.5	22.7	100.0
Moroto	11.4	3.1	1.3	84.2	100.0
Moyo	56.7	20.4	3.7	19.2	100.0
Nebbi	60.5	12.6	1.8	25.1	100.0
Nakapiripirit	12.0	3.2	0.9	83.9	100.0
Pader	51.4	18.3	2.0	28.3	100.0
Yumbe	55.2	13.7	2.0	29.1	100.0
Region	54.0	15.6	2.6	27.7	100.0
Western					
Bundibugyo	57.5	13.7	1.7	27.1	100.0
Bushenyi	61.7	18.0	3.2	17.1	100.0
Hoima	58.0	18.8	2.7	20.4	100.0
Kabale	59.5	16.9	3.8	19.8	100.0
Kabarole	61.4	15.7	3.1	19.7	100.0
Kasese	56.6	20.1	3.5	19.7	100.0
Kibaale	63.0	13.6	1.6	21.8	100.0
Kisoro	54.0	9.6	2.0	34.5	100.0
Masindi	58.6	15.5	2.6	23.3	100.0
Mbarara	58.0	18.4	3.4	20.2	100.0
Ntungamo	61.8	14.3	2.3	21.5	100.0
Rukungiri	63.6	18.3	3.5	14.5	100.0
Kamwenge	60.0	12.2	1.4	26.3	100.0
Kanungu	65.4	13.8	2.4	18.5	100.0
Kyenjojo	62.3	11.6	1.4	24.7	100.0
Region	59.9	16.2	2.8	21.1	100.0
UGANDA	56.6	20.2	3.9	19.3	100.0

**Table A1.2: Attendance by Level and Grade, for all Persons Aged 6 years and above by District
(MALES and FEMALES)**

	Males						Females					
	P1- P3	P4- P7	S1-S4	S5- S6	Sec.	Total	P1- P3	P4- P7	S1-S4	S5- S6	Sec.	Total
Central												
Kalangala	12.3	46.7	31.1	5.4	4.4	100.0	15	44	34	4	3	100
Kampala	12.1	22.1	28.9	15.0	21.9	100.0	12	26	34	12	16	100
Kiboga	28.1	46.7	19.2	3.3	2.7	100.0	30	49	18	2	1	100
Luwero	25.6	42.9	22.7	4.7	4.2	100.0	25	46	23	3	3	100
Masaka	25.9	44.6	21.6	3.8	4.2	100.0	24	45	24	4	3	100
Mpigi	24.4	45.1	22.6	3.8	4.1	100.0	23	45	25	3	3	100
Mubende	27.9	45.6	19.4	3.5	3.5	100.0	29	47	20	3	2	100
Mukono	24.1	39.2	24.7	6.4	5.6	100.0	24	42	26	5	4	100
Nakasongola	25.4	45.1	21.6	4.5	3.4	100.0	27	50	19	3	1	100
Rakai	28.7	46.2	18.9	2.8	3.4	100.0	29	46	20	3	2	100
Ssembabule	33.1	46.2	16.3	2.1	2.3	100.0	33	47	16	2	1	100
Kayunga	26.4	43.3	23.1	4.3	2.9	100.0	27	46	22	3	1	100
Wakiso	16.7	30.4	28.6	11.0	13.3	100.0	16	32	33	9	10	100
Region	22.1	37.7	24.1	7.3	8.9	100.0	22	39	27	6	7	100
Eastern												
Bugiri	24.8	46.1	22.2	4.2	2.6	100.0	28	51	18	2	1	100
Busia	25.8	42.8	21.4	5.4	4.6	100.0	30	48	18	3	2	100
Iganga	27.9	43.6	20.6	4.7	3.3	100.0	29	47	19	3	2	100
Jinja	20.5	36.0	25.5	8.9	9.1	100.0	22	42	25	6	5	100
Kamuli	28.2	45.3	19.8	3.7	3.2	100.0	30	49	17	2	2	100
Kapchorwa	20.8	39.7	28.3	6.1	5.1	100.0	24	45	25	4	3	100
Katakwi	27.0	44.6	20.3	3.3	4.8	100.0	36	48	13	1	2	100
Kumi	26.8	46.1	18.7	3.1	5.3	100.0	32	51	13	1	2	100
Mbale	20.8	43.8	24.9	5.2	5.3	100.0	23	47	24	3	3	100
Pallisa	29.1	47.1	16.8	3.3	3.7	100.0	34	49	13	2	2	100
Soroti	24.0	45.2	20.5	4.4	6.0	100.0	31	50	14	2	3	100
Tororo	25.3	45.1	19.3	4.6	5.6	100.0	30	49	16	3	3	100
Kaberamaido	22.9	46.8	22.6	3.8	3.9	100.0	30	53	14	2	1	100
Mayuge	28.5	45.2	20.3	3.8	2.2	100.0	31	48	17	2	1	100
Sironko	22.2	47.1	23.7	3.7	3.2	100.0	25	50	21	2	2	100
Region	25.2	44.3	21.4	4.6	4.5	100.0	29	48	18	3	2	100

Table A1.2: Attendance by Level and Grade, for All Persons Aged 6 years and Above (MALES and FEMALES) (continued)

	Males						Females					
	P1-P3	P4-P7	S1-S4	S5-S6	Sec.	Total	P1-P3	P4-P7	S1-S4	S5-S6	Sec.	Total
Northern												
Adjumani	24.2	42.0	24.6	5.2	4.1	100.0	32	49	15	2	2	100
Apac	21.2	47.8	23.9	3.1	4.1	100.0	29	55	14	1	1	100
Arua	25.4	45.2	20.4	3.7	5.4	100.0	36	49	11	2	2	100
Gulu	20.7	44.9	24.1	4.2	6.1	100.0	29	51	15	2	3	100
Kitgum	20.5	45.5	25.4	4.0	4.6	100.0	31	51	15	2	2	100
Lira	18.7	46.5	24.6	3.8	6.3	100.0	27	53	15	2	2	100
Moroto	34.2	34.6	16.8	4.9	9.5	100.0	46	32	13	3	6	100
Moyo	25.1	38.7	24.7	5.5	6.2	100.0	32	46	17	2	3	100
Nebbi	29.6	45.6	18.6	2.8	3.5	100.0	42	46	10	1	1	100
Nakapiripirit	34.7	36.8	17.5	5.0	6.0	100.0	49	29	13	3	5	100
Pader	20.8	44.6	27.3	3.5	3.8	100.0	32	49	16	2	1	100
Yumbe	31.4	42.2	19.3	3.7	3.4	100.0	41	43	12	2	2	100
Region	23.3	45.0	22.9	3.8	5.0	100.0	33	50	14	2	2	100
Western												
Bundibugyo	31.3	43.0	18.9	3.5	3.3	100.0	38	46	13	1	1	100
Bushenyi	31.9	41.3	18.5	3.4	4.9	100.0	32	44	19	3	3	100
Hoima	26.5	44.9	20.4	4.1	4.1	100.0	30	45	19	3	3	100
Kabale	30.0	40.5	19.0	4.2	6.3	100.0	31	46	16	2	3	100
Kabarole	29.9	44.8	16.9	3.8	4.6	100.0	31	47	16	3	3	100
Kasese	25.0	41.7	22.7	4.9	5.7	100.0	28	46	19	3	3	100
Kibaale	31.8	46.5	16.4	2.6	2.8	100.0	36	47	14	2	1	100
Kisoro	36.5	41.7	15.3	2.4	4.1	100.0	43	44	10	1	2	100
Masindi	27.2	45.5	18.8	4.1	4.4	100.0	34	47	15	2	2	100
Mbarara	28.0	42.6	20.3	3.8	5.3	100.0	30	45	19	3	3	100
Ntungamo	34.9	41.2	17.0	3.0	4.0	100.0	37	45	15	2	2	100
Rukungiri	29.6	43.2	18.4	3.5	5.3	100.0	28	48	19	2	3	100
Kamwenge	31.8	46.4	16.8	2.1	2.9	100.0	37	48	13	1	1	100
Kanungu	34.0	42.3	16.8	2.7	4.2	100.0	37	47	13	1	2	100
Kyenjojo	34.5	46.1	14.5	2.3	2.5	100.0	39	46	12	1	1	100
Region	30.1	43.2	18.6	3.5	4.6	100.0	33	46	16	2	2	100
UGANDA												
	25.2	42.2	21.7	5.0	5.9	100.0	28	45	20	4	4	100

**Table A1.3: Attendance by Level and Grade for All Persons Aged 6 years and above
(BOTH SEXES)**

	P1-P3	P4-P7	S1-S4	S5-S6	Post Secondary	Total
Central						
Kalangala	13.3	45.9	32.1	4.9	3.9	100
Kampala	12.2	24.1	31.6	13.4	18.7	100
Kiboga	29.1	47.6	18.4	2.7	2.1	100
Luwero	25.3	44.5	22.8	4.0	3.4	100
Masaka	24.9	44.7	22.9	3.7	3.7	100
Mpigi	23.9	45.2	23.9	3.6	3.4	100
Mubende	28.3	46.2	19.5	3.1	2.8	100
Mukono	23.9	40.3	25.3	5.7	4.8	100
Nakasongola	26.3	47.4	20.3	3.6	2.4	100
Rakai	28.9	46.2	19.4	2.7	2.8	100
Ssembabule	33.2	46.8	16.1	1.9	1.9	100
Kayunga	26.7	44.7	22.7	3.6	2.2	100
Wakiso	16.3	31.3	30.7	10.1	11.5	100
Region	21.8	38.4	25.3	6.7	7.7	100.0
Eastern						
Bugiri	26.5	48.3	20.1	3.2	2.0	100
Busia	27.8	45.1	19.7	4.1	3.3	100
Iganga	28.3	45.4	19.9	3.9	2.5	100
Jinja	21.5	38.9	25.1	7.4	7.2	100
Kamuli	29.1	47.0	18.5	2.9	2.5	100
Kapchorwa	22.3	42.3	26.6	4.9	3.9	100
Katakwi	31.0	46.3	16.8	2.4	3.5	100
Kumi	29.4	48.2	16.1	2.3	3.9	100
Mbale	21.8	45.3	24.5	4.3	4.2	100
Pallisa	31.4	48.2	15.1	2.6	2.7	100
Soroti	27.1	47.6	17.5	3.3	4.5	100
Tororo	27.4	47.1	17.5	3.7	4.3	100
Kaberamaido	26.3	49.8	18.4	2.8	2.7	100
Mayuge	29.9	46.8	18.6	3.1	1.6	100
Sironko	23.4	48.7	22.5	2.9	2.5	100
Region	26.9	46.2	19.8	3.6	3.5	100.0

**Table A1.3: Attendance by Level and Grade, for All Persons Aged 6 years and above
(BOTH SEXES). (continued)**

	P1-P3	P4-P7	S1-S4	S5-S6	Post Secondary	Total
Northern						
Adjumani	27.9	45.0	20.2	3.8	3.1	100
Apac	24.9	51.1	19.2	2.2	2.7	100
Arua	30.2	47.0	16.0	2.8	4.0	100
Gulu	24.3	47.5	20.3	3.2	4.6	100
Kitgum	24.8	47.8	21.0	3.0	3.4	100
Lira	22.6	49.6	20.3	3.0	4.5	100
Moroto	39.2	33.3	15.2	4.2	8.1	100
Moyo	28.1	42.1	21.2	4.1	4.5	100
Nebbi	35.1	45.7	14.7	2.1	2.4	100
Nakapiripirit	40.4	33.8	15.7	4.4	5.8	100
Pader	25.3	46.3	22.8	2.7	2.8	100
Yumbe	35.4	42.5	16.4	3.0	2.8	100
Region	27.5	47.2	18.7	2.9	3.6	100.0
Western						
Bundibugyo	34.3	44.6	16.2	2.5	2.4	100
Bushenyi	31.8	42.6	18.7	3.0	3.8	100
Hoima	28.0	45.0	20.0	3.7	3.4	100
Kabale	30.7	43.5	17.7	3.3	4.8	100
Kabarole	30.5	46.0	16.3	3.4	3.9	100
Kasese	26.5	44.0	20.9	4.1	4.4	100
Kibaale	33.7	46.9	15.3	2.1	2.0	100
Kisoro	39.7	42.7	12.7	1.9	3.0	100
Masindi	30.3	46.0	16.9	3.3	3.4	100
Mbarara	28.7	43.9	19.7	3.3	4.2	100
Ntungamo	35.7	43.1	15.8	2.5	3.0	100
Rukungiri	28.9	45.6	18.5	2.9	4.1	100
Kamwenge	34.2	47.3	14.8	1.7	2.0	100
Kanungu	35.4	44.8	14.9	2.0	2.9	100
Kyenjojo	36.7	46.0	13.5	1.9	1.9	100
Region	31.3	44.5	17.6	3.0	3.5	100.0
UGANDA	26.6	43.6	20.7	4.3	4.8	100

Table A1.4: Primary School and Secondary School Gross Enrolment Rate by Grade and District

	GER							GER					
	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
Central													
Kalangala	114	173	124	139	102	104	71	50	37	30	16	9	4
Kampala	128	144	120	124	107	113	94	84	76	72	58	63	35
Kiboga	96	227	131	143	103	107	65	47	31	26	18	17	6
Luwero	123	195	132	140	116	116	82	57	39	35	28	29	12
Masaka	119	207	135	148	101	114	76	55	37	33	26	25	9
Mpigi	83	215	134	147	112	116	85	69	39	36	29	32	8
Mubende	104	220	135	144	101	102	68	49	31	29	21	22	6
Mukono	142	172	129	132	102	108	74	58	46	42	33	32	15
Nakasongola	94	241	131	155	128	113	80	61	31	27	24	24	9
Rakai	144	207	135	142	98	99	68	43	29	26	22	17	5
Ssembabule	146	222	131	136	89	89	56	40	22	18	14	10	3
Kayunga	105	205	128	134	114	113	80	63	38	32	25	25	8
Wakiso	109	165	125	131	107	116	88	81	65	62	51	54	28
Region	118	191	130	137	105	110	79	63	46	44	36	38	18
Eastern													
Bugiri	56	213	139	146	128	123	79	62	36	30	23	20	5
Busia	137	177	144	161	127	114	72	53	40	38	26	24	7
Iganga	119	175	134	143	119	119	82	54	43	37	30	30	8
Jinja	106	165	140	146	120	129	78	61	55	49	40	39	19
Kamuli	111	171	132	149	116	124	71	50	39	33	26	18	5
Kapchorwa	101	172	123	130	139	146	112	113	50	50	40	45	7
Katakwi	140	153	121	150	117	117	64	52	33	29	19	15	4
Kumi	142	160	131	163	135	126	71	53	41	31	22	16	5
Mbale	64	199	132	152	132	141	100	103	45	42	35	34	12
Pallisa	109	180	128	155	125	120	68	45	32	27	23	18	5
Soroti	121	159	123	158	134	133	76	53	37	32	30	24	10
Tororo	105	178	130	146	134	128	83	52	35	30	26	23	11
Kaberamaido	103	180	122	155	142	127	90	66	39	28	19	22	3
Mayuge	121	172	129	139	115	110	70	46	34	28	20	17	3
Sironko	80	191	133	157	139	142	101	96	37	32	23	19	5
Region	106	177	131	149	126	126	80	62	40	35	28	25	8

Table A1.4: Primary School and Secondary School Gross Enrolment Rate by Grade and District... (continued)

	GER							GER					
	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
Northern													
Adjumani	152	166	140	166	140	136	82	76	60	46	37	31	10
Apac	97	137	111	132	126	138	87	59	21	17	13	10	3
Arua	78	269	133	153	135	122	71	63	31	24	20	23	6
Gulu	110	156	114	135	117	138	81	69	38	33	23	21	9
Kitgum	99	181	127	143	137	140	92	97	41	32	23	22	5
Lira	51	165	105	130	130	153	98	73	27	23	17	21	5
Moroto	47	39	35	34	21	21	9	11	6	5	6	7	2
Moyo	172	164	131	163	122	144	79	89	70	52	39	45	12
Nebbi	102	239	130	132	101	80	50	38	18	14	10	11	4
Nakapiripirit	52	42	24	25	16	22	11	11	6	5	5	4	1
Pader	68	191	122	132	122	133	93	107	39	28	20	23	3
Yumbe	175	207	132	149	112	127	72	85	43	32	25	29	4
Region	93	182	115	133	117	123	75	66	31	25	98	20	5
Western													
Bundibugyo	156	222	126	147	88	94	58	50	36	27	25	16	3
Bushenyi	155	243	138	149	103	103	65	56	31	27	25	27	10
Hoima	104	191	128	135	107	99	68	49	34	29	24	17	6
Kabale	161	214	145	160	104	110	68	47	29	26	23	25	9
Kabarole	119	200	141	148	109	93	57	36	26	23	21	22	6
Kasese	80	226	126	154	111	128	78	71	42	44	33	40	8
Kibaale	128	198	130	142	99	100	61	35	23	21	17	12	3
Kisoro	172	197	125	135	79	91	48	31	18	18	17	15	4
Masindi	131	173	134	145	114	101	62	41	28	23	19	18	6
Mbarara	135	223	135	139	106	99	71	54	28	28	22	21	8
Ntungamo	209	248	138	143	103	96	62	45	27	25	19	16	6
Rukungiri	128	236	150	159	118	109	76	51	33	31	27	22	7
Kamwenge	105	236	134	143	99	82	55	41	15	14	11	8	4
Kanungu	221	187	141	145	96	90	57	38	24	20	17	13	4
Kyenjojo	136	190	128	127	86	80	48	29	18	17	13	9	2
Region	139	215	135	145	103	100	64	48	28	26	22	21	7
UGANDA	115	192	128	142	112	114	75	59	37	33	27	26	10

Table A1.5: Primary and Secondary School Net Enrolment Rate by Grade and District

	Primary NER							Secondary NER					
	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
Central													
Kalangala	28	44	23	22	15	12	7	6	4	3	3	-	-
Kampala	33	42	35	33	29	27	24	20	19	17	15	13	9
Kiboga	19	53	24	18	13	10	7	5	4	4	2	2	1
Luwero	27	51	28	23	18	14	11	8	6	5	5	5	2
Masaka	29	49	26	21	15	13	11	8	6	6	5	4	2
Mpigi	15	57	32	26	21	17	14	11	7	7	6	6	2
Mubende	24	52	25	18	13	10	8	6	5	4	4	3	1
Mukono	38	42	25	21	17	14	11	8	8	7	7	6	3
Nakasongola	13	63	30	24	17	11	8	5	3	3	3	3	1
Rakai	33	44	22	17	12	10	8	5	4	4	4	3	1
Ssembabule	33	44	16	11	8	6	3	3	2	2	1	1	-
Kayunga	18	54	28	23	17	14	11	9	6	5	4	5	2
Wakiso	26	46	34	31	26	23	21	18	16	15	13	12	7
Region	28	48	28	24	19	16	13	11	9	9	8	7	4
Eastern													
Bugiri	6	58	34	26	17	12	7	5	3	3	3	2	1
Busia	37	41	25	20	12	8	6	4	3	3	2	2	1
Iganga	34	45	28	23	16	12	9	6	5	4	4	4	1
Jinja	35	46	34	26	19	15	11	9	8	8	7	5	4
Kamuli	32	41	26	21	15	10	7	5	4	3	3	2	1
Kapchorwa	30	46	36	30	25	20	13	8	5	5	3	3	1
Katakwi	36	33	23	18	12	8	5	3	3	2	1	1	-
Kumi	41	38	27	21	15	9	5	4	3	3	2	1	1
Mbale	12	54	38	31	24	18	11	8	5	4	4	3	2
Pallisa	31	41	24	18	12	7	5	3	2	2	2	2	1
Soroti	34	39	26	23	16	11	7	4	3	3	3	2	1
Tororo	27	41	27	22	15	11	6	4	3	3	2	3	2
Kaberamaido	30	45	29	25	16	10	7	4	2	2	2	3	-
Mayuge	32	43	27	21	14	9	6	4	3	3	2	2	-
Sironko	20	50	33	30	22	16	9	6	3	3	2	2	-
Region	28	44	29	24	17	12	8	5	4	3	3	3	1

Table A1.5 Primary and Secondary School Net Enrolment Rate by Grade and District
 ...(continued)

	Primary NER							Secondary NER					
	P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
Northern													
Adjumani	33	28	19	12	9	4	4	3	2	2	1	1	1
Apac	29	33	23	18	15	10	6	3	1	1	1	1	-
Arua	10	57	17	13	8	6	3	3	2	1	1	1	1
Gulu	31	36	24	19	15	10	6	3	3	2	2	1	1
Kitgum	22	43	29	23	17	12	7	5	2	2	1	1	-
Lira	14	44	28	24	20	16	9	5	2	2	2	2	1
Moroto	13	6	4	3	2	1	1	1	-	-	-	-	-
Moyo	39	28	23	15	10	7	6	3	3	3	2	1	1
Nebbi	18	47	14	8	6	4	3	1	1	1	1	1	-
Nakapiripirit	12	5	4	2	1	1	1	-	-	-	-	-	-
Pader	15	47	30	23	15	11	7	4	2	2	1	1	-
Yumbe	37	36	20	14	9	6	4	3	1	1	1	1	-
Region	21	40	21	16	12	8	5	3	2	1	1	1	0
Western													
Bundibugyo	33	41	20	13	8	6	4	3	3	2	1	1	-
Bushenyi	32	49	17	12	8	6	5	4	3	3	3	3	2
Hoima	25	44	26	19	13	11	7	5	3	3	3	2	1
Kabale	39	40	19	12	9	7	5	3	3	3	2	2	2
Kabarole	32	45	20	15	11	8	6	4	3	3	3	2	1
Kasese	15	51	26	20	14	11	9	7	5	5	4	4	1
Kibaale	29	36	17	11	7	6	4	2	1	2	2	1	-
Kisoro	40	32	13	8	6	6	4	2	2	2	2	2	1
Masindi	34	37	21	16	11	7	5	3	2	2	2	2	1
Mbarara	28	47	19	15	10	8	6	5	3	3	3	3	1
Ntungamo	38	41	11	8	5	4	3	3	2	2	2	1	1
Rukungiri	28	52	22	15	10	8	6	4	3	3	3	2	1
Kamwenge	21	45	16	9	7	4	3	2	1	1	1	1	-
Kanungu	52	27	13	7	5	4	3	1	1	1	1	1	-
Kyenjojo	29	32	13	9	6	5	3	2	1	2	1	1	-
Region	31	43	19	13	9	7	5	4	3	3	2	2	1
UGANDA	27	44	24	19	14	11	8	6	5	4	4	4	2

Table A1.6: Highest Class Completed for those Aged 6 years and above by District

	P1 Incomplete	P1-P6	P7	S1-S3	S4	S5	S6	Post Secondary	Total
Central									
Kalangala	9.4	71.8	4.9	8.6	1.4	0.9	0.5	2.5	100
Kampala	4.8	51.5	6.2	15.7	5.2	3.4	4.9	8.3	100
Kiboga	6.6	80.8	4.3	6.0	1.0	0.4	0.3	0.6	100
Luwero	7.6	76.0	5.1	7.2	1.5	0.6	0.6	1.5	100
Masaka	7.9	74.7	5.3	7.9	1.6	0.6	0.6	1.4	100
Mpigi	3.5	78.0	6.3	7.8	1.8	0.5	0.6	1.6	100
Mubende	7.5	78.4	4.6	6.4	1.3	0.4	0.5	0.9	100
Mukono	10.5	70.0	5.0	9.1	2.0	1.1	0.8	1.5	100
Nakasongola	3.9	82.3	4.8	5.9	1.3	0.6	0.6	0.5	100
Rakai	11.5	75.5	4.1	6.3	1.1	0.3	0.3	0.9	100
Ssembabule	13.3	76.8	3.8	4.6	0.7	0.2	0.1	0.5	100
Kayunga	5.9	78.8	5.5	6.9	1.5	0.5	0.5	0.6	100
Wakiso	4.7	62.7	6.9	13.4	3.8	2.2	2.8	3.6	100
Region	7.0	69.6	5.5	9.7	2.5	1.3	1.7	2.8	7.0
Eastern									
Bugiri	2.2	84.2	4.7	6.3	1.2	0.4	0.4	0.5	100
Busia	11.0	74.1	4.0	7.5	1.5	0.5	0.5	1.0	100
Iganga	9.5	75.6	4.3	7.4	1.6	0.5	0.6	0.5	100
Jinja	7.7	70.1	4.8	10.1	2.3	1.3	1.4	2.3	100
Kamuli	10.5	76.0	4.0	6.9	1.0	0.3	0.2	1.1	100
Kapchorwa	6.7	71.4	7.4	9.4	2.4	0.4	0.6	1.6	100
Katakwi	14.6	73.4	3.9	5.5	0.9	0.3	0.3	1.0	100
Kumi	12.5	74.0	3.8	6.3	0.9	0.3	0.3	1.9	100
Mbale	2.8	76.0	7.3	8.6	2.1	0.8	0.9	1.4	100
Pallisa	10.9	77.6	3.4	5.8	1.0	0.3	0.3	0.8	100
Soroti	11.0	73.4	4.0	7.1	1.5	0.7	0.6	1.7	100
Tororo	8.9	76.6	3.8	6.4	1.4	0.8	0.7	1.4	100
Kaberamaido	9.3	77.2	4.8	5.9	1.3	0.2	0.2	0.9	100
Mayuge	10.9	77.8	3.7	5.7	0.9	0.2	0.2	0.4	100
Sironko	5.3	79.2	6.8	6.4	1.0	0.3	0.3	0.6	100
Region	8.6	75.9	4.7	7.1	1.4	0.5	0.5	1.1	100

Table A1.6: Highest Class Completed for those Aged 6 years and above by District (Ctd)

	P1 Incomplete	P1-P6	P7	S1-S3	S4	S5	S6	Post Secondary	Total
Northern									
Adjumani	11.3	67.9	6.0	11.0	1.8	0.7	0.4	0.8	100
Apac	11.3	77.3	5.0	4.2	0.7	0.2	0.2	1.0	100
Arua	4.4	80.6	5.1	5.9	1.5	0.5	0.6	1.6	100
Gulu	10.1	73.1	5.2	7.1	1.3	0.7	0.7	1.9	100
Kitgum	6.1	76.1	6.8	7.4	1.4	0.4	0.5	1.3	100
Lira	4.9	79.3	6.1	5.4	1.4	0.4	0.5	2.0	100
Moroto	20.2	64.5	3.9	6.2	1.9	0.9	0.9	1.5	100
Moyo	13.2	65.0	5.7	11.0	2.4	0.8	0.6	1.3	100
Nebbi	9.6	81.4	3.5	3.6	0.8	0.3	0.3	0.6	100
Nakapiripirit	25.8	61.2	3.7	5.8	1.0	0.5	0.7	1.3	100
Pader	4.0	77.8	8.1	6.9	1.6	0.3	0.5	1.0	100
Yumbe	13.8	70.1	5.7	7.2	1.5	0.3	0.3	1.0	100
Region	8.3	76.2	5.5	6.3	1.3	0.4	0.5	1.3	100
Western									
Bundibugyo	12.7	74.5	4.1	6.7	1.0	0.3	0.2	0.6	100
Bushenyi	11.7	73.1	4.6	6.5	1.6	0.7	0.5	1.4	100
Hoima	9.4	76.2	4.3	7.0	1.2	0.5	0.4	1.0	100
Kabale	12.6	72.1	4.1	6.3	1.6	0.7	0.6	2.0	100
Kabarole	10.4	76.7	3.4	5.8	1.5	0.5	0.5	1.2	100
Kasese	5.0	74.9	5.8	9.2	2.4	0.6	0.9	1.4	100
Kibaale	13.6	76.3	3.2	5.1	0.8	0.3	0.2	0.6	100
Kisoro	17.8	71.6	3.1	5.1	1.0	0.3	0.4	0.8	100
Masindi	12.5	74.8	3.5	5.6	1.2	0.5	0.7	1.1	100
Mbarara	10.1	74.6	4.6	6.3	1.5	0.6	0.7	1.6	100
Ntungamo	16.2	71.8	3.7	5.5	1.0	0.4	0.4	1.0	100
Rukungiri	8.7	76.3	4.1	7.0	1.3	0.5	0.5	1.6	100
Kamwenge	10.0	80.6	3.9	3.8	0.6	0.3	0.2	0.5	100
Kanungu	20.6	69.0	3.2	5.0	0.9	0.3	0.2	0.8	100
Kyenjojo	15.4	76.0	2.9	4.3	0.6	0.2	0.2	0.4	100
Region	11.7	74.5	4.1	6.2	1.3	0.5	0.5	1.2	100
UGANDA	8.9	73.8	4.9	7.5	1.7	0.7	0.8	1.7	100

Table A1.7: Literacy Rate by Age-Sex and Rural-Urban Residence

Age group	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
10-14	89.6	89.0	89.3	72.7	73.5	73.1	74.5	75.4	74.9
15-19	94.3	92.0	93.0	86.7	80.2	83.4	87.8	82.2	84.9
20-24	93.4	88.4	90.7	81.3	65.0	72.3	83.5	69.2	75.7
25-29	92.8	85.7	89.2	78.1	59.7	68.2	80.8	64.0	71.9
30-34	92.3	83.1	88.1	77.0	54.4	65.5	79.5	58.5	69.0
35-39	92.2	80.0	86.4	75.6	49.0	61.7	78.1	52.9	65.0
40-44	91.1	76.6	84.2	73.1	43.4	57.6	75.4	47.0	60.7
45-49	90.9	73.3	82.4	73.4	39.7	55.5	75.5	43.0	58.4
50-54	88.1	63.5	76.0	69.4	31.8	48.8	71.3	34.5	51.4
55-59	84.9	55.3	70.2	66.1	25.4	43.9	67.7	27.6	46.0
60-64	78.4	45.4	60.4	59.3	19.2	38.3	60.5	21.0	39.8
65-69	74.4	41.9	57.1	55.0	17.2	36.5	56.1	18.9	37.8
70-74	65.4	34.3	47.1	43.3	12.8	27.3	44.4	14.2	28.5
75-79	62.7	35.0	46.9	40.6	13.1	27.4	41.7	14.7	28.6
80+	51.8	32.7	40.0	31.5	12.7	21.5	32.7	14.3	22.8
10-17	91.4	90.6	90.9	77.4	76.8	77.1	78.9	78.7	78.8
15-24	93.8	90.3	91.9	84.5	73.2	78.6	86.0	76.2	80.8

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Table A1.8: Literacy Rate by Sex and Sex Ratios by District

Region/ District	Male	Female	Total	Sex ratio	
				Literate	Illiterate
Central					
Kalangala	81.9	82.4	82.1	169	175
Kampala	95.4	92.2	93.7	93	53
Kayunga	73.5	61.7	67.3	121	80
Kiboga	71.2	62.1	66.8	104	73
Luwero	80.0	73.9	76.9	98	72
Masaka	84.0	79.5	81.6	104	81
Mpigi	81.7	77.6	79.7	110	73
Mubende	78.9	71.2	75.1	106	74
Mukono	81.8	75.8	78.8	114	74
Nakasongola	75.0	66.1	70.5	105	67
Rakai	79.0	70.6	74.6	107	73
Ssembabule	75.4	67.6	71.5	109	63
Wakiso	92.0	89.5	90.7	95	71
Region	84.5	79.3	81.8	101	71
Eastern					
Bugiri	68.9	49.8	58.8	125	56
Busia	73.2	54.1	63.1	119	51
Iganga	72.9	58.7	65.3	108	57
Jinja	83.8	73.0	78.3	110	58
Kaberamaido	81.3	55.4	67.8	116	61
Kamuli	69.7	54.6	61.8	128	59
Kapchorwa	70.1	51.9	60.8	144	44
Katakwi	72.8	44.8	58.0	123	48
Kumi	73.9	52.3	62.3	110	70
Mayuge	69.5	54.2	61.5	127	57
Mbale	72.4	62.6	67.4	130	47
Pallisa	66.1	47.0	56.1	130	58
Sironko	68.3	55.9	62.0	135	39
Soroti	76.6	54.1	64.9	117	61
Tororo	67.3	48.1	57.3	119	70
Region	71.9	55.0	63.1	120	57

Table A1.8: Literacy Rate by Sex and Sex Ratios by District

Region/ District	Male	Female	Total	Sex ratio	
				Literate	Illiterate
Northern					
Adjumani	78.1	52.6	65.0	141	44
Apac	83.2	57.7	70.0	135	37
Arua	80.2	51.0	64.7	140	36
Gulu	77.7	47.2	62.0	156	40
Kitgum	77.4	45.4	61.1	164	40
Kotido	-	-	-	-	-
Lira	82.0	51.9	66.5	149	35
Moroto	14.8	8.6	11.6	157	84
Moyo	76.4	54.9	65.7	141	53
Nakapiripirit	15.7	8.5	12.1	151	37
Nebbi	75.9	43.8	58.8	178	89
Pader	76.4	41.2	58.4	176	38
Yumbe	72.8	45.0	58.7	157	48
Region	74.3	46.7	60.0	148	45
Western					
Bundibugyo	69.1	48.4	58.3	130	55
Bushenyi	82.3	71.4	76.5	103	55
Hoima	76.9	62.7	69.8	122	62
Kabale	80.2	65.9	72.4	101	48
Kabarole	77.6	68.3	73.0	113	70
Kamwenge	74.6	56.0	64.8	113	53
Kanungu	77.3	65.0	70.8	118	58
Kasese	78.0	62.6	69.9	116	41
Kibaale	76.2	61.2	68.5	141	59
Kisoro	70.1	45.3	55.9	111	61
Kyenjojo	74.8	59.5	67.0	107	57
Masindi	70.1	49.4	59.7	97	59
Mbarara	79.3	67.9	73.5	118	51
Ntungamo	76.7	63.5	69.7	107	58
Rukungiri	81.9	73.3	77.3	121	60
Region	77.3	63.2	69.9	112	57
Uganda	77.4	62.4	69.6	115	56

Table A1.9: Literacy Rate by broad Age group and District

	10-17	18-30	31-59	60+
Central				
Kalangala	14.7	71.0	45.5	10.0
Kampala	4.8	10.9	6.4	2.8
Kiboga	30.3	37.4	43.8	21.3
Luwero	19.0	18.1	24.2	17.5
Masaka	12.8	12.7	17.4	14.0
Mpigi	14.1	13.2	19.2	14.7
Mubende	20.4	22.5	28.1	15.7
Mukono	16.3	19.5	24.4	15.4
Nakasongola	29.0	32.7	37.6	18.2
Rakai	19.9	22.6	29.4	17.8
Ssembabule	23.1	28.4	36.3	17.4
Kayunga	29.7	30.9	39.0	23.5
Wakiso	6.6	8.9	8.8	6.4
Region	14.4	17.0	20.0	12.5
Eastern				
Bugiri	40.9	59.6	61.3	23.0
Busia	41.9	48.0	50.1	24.7
Iganga	25.1	37.3	43.4	22.8
Jinja	16.9	23.8	24.9	13.3
Kamuli	32.2	43.9	51.0	25.7
Kapchorwa	40.3	45.8	60.1	25.4
Katakwi	39.5	60.0	72.2	32.3
Kumi	30.7	45.9	55.8	34.0
Mbale	31.0	34.4	46.4	25.6
Pallisa	47.1	60.5	65.6	32.2
Soroti	33.5	43.5	52.1	24.5
Tororo	49.7	58.4	69.3	31.1
Kaberamaido	29.6	32.2	47.1	26.4
Mayuge	33.9	50.5	54.5	21.7
Sironko	40.1	39.1	59.6	35.5
Region	34.2	44.5	52.5	26.0

Table A1.9: Literacy Rate by broad Age group and District

	10-17	18-30	31-59	60+
Northern				
Adjumani	42.5	39.3	46.0	12.0
Apac	24.7	30.8	40.2	20.1
Arua	34.8	41.6	55.7	18.1
Gulu	46.3	61.5	58.3	21.3
Kitgum	39.6	54.9	59.3	21.8
Lira	26.3	39.2	49.0	19.6
Moroto	625.5	804.3	626.6	105.9
Moyo	40.1	46.0	51.2	13.6
Nebbi	50.1	57.6	65.5	24.1
Nakapiripirit	717.3	782.1	585.1	88.5
Pader	44.9	69.6	67.1	17.9
Yumbe	34.1	54.4	56.3	12.9
Region	44.4	56.7	61.2	20.0
Western				
Bundibugyo	49.3	63.3	62.7	20.8
Bushenyi	15.4	16.8	28.0	16.7
Hoima	26.8	40.0	37.2	18.7
Kabale	20.5	20.9	34.1	20.5
Kabarole	19.5	26.9	31.8	16.6
Kasese	23.3	29.3	38.5	14.6
Kibaale	29.8	37.9	37.9	16.3
Kisoro	39.0	49.0	53.8	27.0
Masindi	51.1	63.6	58.0	21.9
Mbarara	17.8	26.5	37.4	16.6
Ntungamo	21.3	27.6	40.3	19.1
Rukungiri	17.3	14.9	25.1	17.9
Kamwenge	30.3	39.4	50.0	17.4
Kanungu	30.8	29.3	35.2	18.6
Kyenjojo	30.1	38.7	39.2	18.8
Region	24.6	30.9	38.1	18.0
UGANDA	26.9	34.0	39.6	18.4

Table A1.10: Literacy Rates by Ethnicity and Sex

	Males	Females	Total
Ethnicity			
Baganda	89.2	86.1	87.6
Nubi	88.5	75.0	81.6
Ethur	89.5	69.6	80.5
Banyoro	82.5	75.9	79.1
Batagwenda	84.9	72.0	78.3
Bahororo	82.3	74.3	78.1
Batoro	79.5	71.4	75.3
Banyakole	79.5	69.3	74.2
IK(Teuso)	80.1	66.8	73.6
Baruli	77.3	67.6	72.3
Mening	79.0	60.7	70.7
Basongora	75.1	65.6	70.4
Mvuba	78.7	59.3	69.3
Kumam	81.2	56.8	68.6
Langi	83.0	55.0	68.6
Basoga	75.7	62.1	68.5
Bakhonzo	76.8	60.7	68.4
Bakiga	75.8	60.2	67.7
Madi	78.3	55.5	66.7
Banyabindi	73.2	59.7	66.6
Bagisu	71.3	60.9	66.0
Babukusu	72.7	59.2	65.7
Basamia	75.2	56.6	65.6
Bagwe	74.6	56.1	65.3
Banyara	72.0	58.3	65.2
Kakwa	77.6	52.2	64.8
Dodoth	73.5	55.1	64.5
Bagungu	74.9	54.3	64.2
Lugbara	78.7	50.3	64.0
Batuku	70.8	57.4	63.9
Jonam	78.9	50.7	63.8
Other Ugandans	73.8	61.7	67.9

Table A1.10: Literacy Rates by Ethnicity and Sex

Ethnicity	Males	Females	Total
Non-Ugandans	71.2	54.6	62.9
Banyarwanda	67.2	58.4	62.7
Bahehe	71.4	54.7	62.6
Acholi	77.8	47.5	62.0
Sabiny	71.6	52.5	61.8
Chope	73.1	50.9	61.8
Iteso	73.2	50.8	61.6
Kuku	74.1	49.5	61.5
Banyole	69.4	52.3	60.8
Vonoma	61.4	57.6	59.7
Baamba	71.4	46.4	59.3
Bafumbira	70.4	47.4	58.5
Bagwere	68.0	49.4	58.3
Nyangia	65.9	47.1	57.9
Alur	73.4	42.7	57.5
Jopadhola	67.8	47.0	57.0
Jie	56.5	56.9	56.6
Napore	67.0	43.6	54.5
Babwisi	65.9	39.3	51.7
Batwa	56.7	45.0	50.7
Bakenyi	59.5	37.6	48.6
Kebu(okebu)	64.2	32.4	48.4
Lendu	58.9	25.6	43.2
Karimojong	17.9	8.9	13.1
So(Tepeth)	9.4	4.9	7.1
Pokot	7.5	5.6	6.6
Total	77.4	62.4	69.6