

# EDUCATION: A MEANS FOR POPULATION TRANSFORMATION

## *Thematic Series*



*Based on the National Population  
and Housing Census 2014*



November 2017



GOVERNMENT OF UGANDA

# EDUCATION: A MEANS FOR POPULATION TRANSFORMATION

## Thematic Series

Based on  
The National Population and Housing Census 2014

Uganda Bureau of Statistics  
Kampala, Uganda

November 2017



*This monograph presents the Education indicators about the population of Uganda, based on data from the National Population and Housing Census (NPHC) 2014. It makes use of already published data and a range of special tabulations produced for this monograph. The National Population and Housing Census (NPHC) 2014 was undertaken by the Uganda Bureau of Statistics (UBOS). Additional information about the Census may be obtained from the UBOS Head Office, Statistics House, Plot 9 Colville Street, P. O. Box 7186, Kampala, Uganda; Telephone: +256-414 706000 Fax: +256-414 237553; E-mail: [ubos@ubos.org](mailto:ubos@ubos.org) ; Website: [www.ubos.org](http://www.ubos.org)*

*Cover Photos: Uganda Bureau of Statistics*

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## ACRONYMS

ABEK	Alternative Basic Education for Karamoja
BTVET	Business Technical and Vocational Education Training
COPE	Complementary Opportunity for Primary Education
FAL	Functional Adult literacy
GER	Gross Enrolment Rate
GIR	Gross Intake Rate
GDP	Gross Domestic Product
GPI	Gender Parity Index
LC	Local Council
MGLSD	Ministry Of Gender Labour and Social Development
MoES	Ministry of Education and Sports
NDP	National Development Plan
NER	Net Enrolment Ratio
NIR	Net Intake Ratio
NGO's	Non- Governmental Organisation
NPHC	National Population and Housing Census
PEAP	Poverty Eradication Action Plan
SDG	Sustainable Development Goals
UPE	Universal Primary Education
USE	Universal Secondary Education

## SUMMARY CENSUS INDICATORS

### Population Size

- ✿ Total population in 2014 was 34.6 million and projected at 37.7 million in mid-2017
- ✿ The females constituted 51% of the Population
- ✿ Population density was 173 persons per square kilometer

### Population Composition

- ✿ Children below 18 years constituted 55% of the population
- ✿ Youths (persons 18 – 30 Years) constituted 23% of the population
- ✿ The Age Dependency Ratio was 103%

### Population Change

- ✿ Total Fertility Rate (TFR) was 5.8 children per woman
- ✿ Infant Mortality Rate (IMR) was 53 infant deaths per 1000 Live Births
- ✿ The average annual population growth rate was 3.0%

### Population Characteristics

- ✿ The Literacy Rate was 72.2% (of the population aged 10 years and above)
- ✿ 8% of the Children were orphaned
- ✿ 12.5% of the Primary School Age Children (6 - 12 years) were not attending school
- ✿ 12.5% of persons had at least one form of disability.

### Household Characteristics

- ✿ Nearly one-quarter (25%) of the households were living in urban areas
- ✿ The mean household size was 4.7 persons
- ✿ 72% of the households had access to an Improved Water Source
- ✿ 8% of the households had no access to a toilet facility
- ✿ 21.1% of the households had access to electricity
- ✿ 94% of the households used firewood or charcoal for cooking
- ✿ 69% of the households depend on Subsistence Farming as their main source of livelihood.
- ✿ 32% of the households owned a bicycle

### Agricultural Characteristics

- ✿ 80% of the households were involved in Agriculture

## COUNTRY PROFILE ON EDUCATION

Selected Age Groups	Census	Mid-Year Projections	
	2014	2017	2018
Less than 18 Years	19,037,031	20,368,300	20,856,300
3-5 Years	3,656,926	3,610,000	3,740,900
6 – 12 Years	7,359,874	7,753,800	7,873,800
10 – 24 Years	12,065,687	13,269,700	13,692,200
13 – 19 Years	5,918,847	6,462,700	6,645,900
15 – 24 Years	7,145,244	8,093,100	8,396,800
18 – 30 Years	7,805,232	8,624,200	8,982,000
60 Years or More	1,430,577	1,400,100	1,404,600
14- 64 Years	18,093,327	20,114,400	20,891,000

### Selected Education Indicators (2016 Statistical Abstract)

Pupil Teacher ratio	43
Pupil Classroom ratio	54
Student Teacher ratio	22
Student Classroom ratio	51

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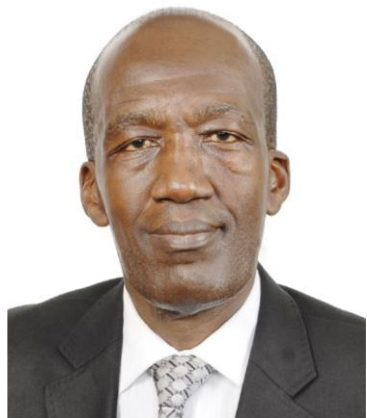
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## FOREWORD



The utility of statistics for policy formulation, decision-making, monitoring and evaluation of socio-economic development programmes and projects has long been recognised in Uganda. There is also increase in the demand for statistics in the country, including indicators to inform progress in National and International agenda like the National Development Plan II (NDP II), Agenda 2063 among others. To respond to this demand, the Bureau has over the years developed systems to facilitate the production of statistics through the conduct of censuses, surveys and compilation of data from administrative sources. As the coordinator of the National Statistics System, the Bureau has also together with its stakeholders in the National Statistical System (NSS) developed a National Standard Indicators (NSI) Framework that contain a list of indicators that will be closely produced over time.

The 2014 Population and Housing Census was the fifth census to be undertaken in Uganda since independence in 1962. The broad objective of the 2014 National Population and Housing Census (NPHC) was to ensure the availability of demographic, housing and socio-economic bench-mark data at the national and sub-national levels for planning. Beyond providing benchmark data for planning, detailed analysis of the census will enhance understanding of the effectiveness of the various interventions initiated by Government and its partners in improving the lives of Ugandans.

To facilitate analysis in the report the districts have been grouped into 15 sub-regions with similar characteristics. The sub-regions are Kampala, Central1, Central2, Bukedi, Busoga, Elgon, Teso, Karamoja, West Nile, Lango, Acholi, Ankole, Kigezi, Bunyoro and Toro. An attempt has also been made to present the patterns of the findings by background characteristics including by rural/urban residence, the 15 sub-regions, sex, and wealth status among others. When presenting the household characteristics the differentials were presented by selected socio-economic characteristics and the sex of the head. In showing the spatial patterns and differentials, information is presented by the Uganda's 122 Districts as at 1<sup>st</sup> July 2017.

Comparison with the results from the earlier censuses, some trend analysis has been undertaken in the report contrasting the 2014 Census indicators with those released under previous censuses. However, with the ever changing rate of the administrative set up of the country, it was not possible to make this comparison below District level.

In order to support the planning process, the results from the Census 2014 are being released in phases as and when they become available. The Provisional Results Report was released in November, 2014 followed by the Final Results Report which was released in March 2016. The Sub-County Reports were released in June 2016 and the Area Specific Profile Series in July 2017. These reports collectively provided information on the characteristics of the population and households at the national and sub-county levels.

In addition to this report, the sister Thematic Reports and the other reports mentioned above that have already been published, the Bureau will be producing the following:

- (i) The Census Administrative Report
- (ii) Census Atlas
- (iii) Post Enumeration Survey Report

UBOS wishes to express its gratitude to all stakeholders and Development Partners (UK AID, UNFPA, UNICEF).

The value of statistics is appreciated on its use, the Bureau, therefore appeals to all stakeholders to use the information contained in this and other census reports to inform policy and decision making so as to benefit the whole public.

**Together We Count**



**Ben Paul Mungyereza**

**EXECUTIVE DIRECTOR**

## PREFACE



Obtaining a quality education is the foundation to improving people's lives. Improving the quality of education and ensuring high quality skilled population is one of the critical game changers to realizing the demographic dividend. In order to develop a well-educated, skilled and innovative labour force, Uganda needs to address the underlying causes of the deteriorating quality of education in all institutions.

Through critical analysis of tables and figures, the Uganda Bureau of Statistics (UBOS) paints a clear picture on the status of Uganda's education, in the context of a country with one of the youngest population in the World. This monograph makes a strong case that quality education for a rapidly growing number of school-aged girls and boys is a top national priority. Improvements in the outcomes of education in Uganda will therefore, be critical to the country's efforts

towards harnessing the demographic dividend and serve as one of the most important areas that require strategic investments.

The monograph points to major gaps in the education sector which include enrollment disparities in terms of gender, region and special needs. It is important that investments are made to improve enrollment of boys and girls in regions like Karamoja which face huge gender disparities and enrollment for girls and boys living with disabilities.

We are compelled to recognize the fact that for many Ugandan children and young people, completing their education at various levels in a real challenge. For a country aspiring to become a middle income country by 2040, it is at this time that investments must be made to address the challenges that impede school completion.

This monograph provides quality and usable data to inform policy decisions and, ultimately, benchmarks against which Uganda will continue to measure progress in the education of its girls, boys and youth. Monitoring the progress will facilitate improvements in the quality and access to education in Uganda.

Our appreciation is extended to UBOS technical team for steering the development of the education monograph.

A handwritten signature in black ink, appearing to read 'Alain Sibernaler'.

Alain SIBENALER

Representative

United Nations Population Fund (UNFPA)

# CHAPTER ONE:

## INTRODUCTION

It is now widely recognized and accepted that education is a critical driver of economic success and social progress in modern society. There is a growing recognition in the country, that the provision of quality education and training is central to the creation of a high-skills, knowledge and innovation-based economy for sustainable development. Education and training are also crucial to achieving the objective of an inclusive society where all citizens have the opportunity and the incentive to participate fully in the social and economic life of the country.

The Government of Uganda is determined to transform the country from a low income to a middle income country by 2020. The immediate and future economic growth and competitiveness of the nation to realize these ambitions depends on people having the right knowledge and relevant skills, reflecting the cultural and ethical heritage. The education sector plays an important role in the national development. The children, youth and adults should receive quality education and lifelong skills which are relevant and responsive to the labor market demand.

The Uganda Vision 2040 identifies human capital development as one of the key fundamentals that need to be strengthened to accelerate the country's transformation and harnessing of the demographic dividend. The availability of appropriate and adequate human capital facilitates increase in production, productivity and technological growth thus making it one of the key endogenous drivers of economic growth. Education is therefore seen as a human right is the heart of sustainable development and it is important to the development of individuals and economies, as it helps to pave the way to a successful and productive future.

In order to ensure that these objectives will be achieved, Government mandates the Ministry of Education and Sports (MoES) for the development of a sector wide Education Sector Strategic Plan (ESSP). Implementation of this plan required data for monitoring progress. Of recent there has been a high level of stakeholder interest in demand for data for monitoring the Education Sector at

both National and International levels through the development of the National Standard Indicator Framework (NSI).

## 1.1. The Education System in Uganda

The 1992 Government White Paper on Education is the basis of official policy on the purposes and programs of education. While some of the programs have been revised as a result of intervening events, the White Paper's articulation of the purposes of Uganda's education system continues to be the supreme guidance for the sector.

The system of education in Uganda has a structure of 7 years of primary education, 6 years of secondary education (divided into 4 years of lower secondary and 2 years of upper secondary school), and 3 to 5 years of post-secondary education. The MoES sets the standards, provides technical guidance, supports, coordinates, monitors and evaluates policies and regulates the sector players. The current ESSP (2017/18-2019/20) is premised on the critical role that the education and sports sector has to play in realisation of the national development agenda, articulated in the NDP II and Vision 2040. Investment and interventions in the sector are therefore geared toward improving access to quality education, training and sports for the people of Uganda in order to create a critical mass of adequately skilled labour force to actualise the demographic dividend. It is through human capital development that Uganda's development objectives will be realised.

## 1.2. Early Childhood Development

The country has developed a policy and Action Plan on early childhood development. It is a comprehensive approach designed for children from conception to eight years of age, their parent and caregivers purposely to help the child grow and thrive physically, mentally, emotionally, spiritually, morally and socially. Most of the Nursery and Day care centers in the country provide pre-primary education (for children aged 3-5 years). The Vision of the NIECD *Policy* is that all children in *Uganda* from conception to 8 years of age grow and develop to their full potential.

Provision of pre-primary education is exclusively private sector-led, with the public sector only providing an enabling environment (i.e. *policy, legal and regulatory framework, inter-sectoral coordination mechanisms, finance, monitoring, inspection and support supervision*) to promote the provision of pre-primary education services. In order to streamline the operations of the private

sector and to ensure that they are harmonized with the broader policy thrusts of the sector, the Ministry of Education, Science, Technology and Sports performs oversight functions that include: licensing and monitoring supervision and curriculum development.

### 1.3. Primary Education

Primary education is the largest sub-sector of education in Uganda in terms of enrolment, human resource requirements and the budget. It has a seven year cycle (i.e. P.1 – P.7). Options for primary school completers include either proceeding with secondary education, three year crafts course in a technical school or joining the labour market.

In accordance with the 1995 Constitution (which made the provision of free primary education government's responsibility), the provision of primary education is mostly public-led complimented by the private sector (for profit).

The UPE programme was introduced in 1997. The policy recommends enrolment of at least four children per family in all government aided primary schools. The initial plan was that the Government would meet the cost of primary education of four children per family. This commitment was soon extended to allow all people that wanted to access primary education to do so. Under the UPE programme, the Government of Uganda abolished all tuition fees and Parents and Teachers Association charges for primary education. Following its introduction, gross enrolment in primary school increased over the years.

### 1.4. Secondary Education

Secondary Education is the 2nd largest sub-sector of education in the country. Secondary education is provided through a network of schools comparing three types (i.e. Government-owned, private sector-owned and community owned). Government schools comprised a mix of schools established by government and grant aided schools that were once community owned but have been taken over by government. Private secondary schools are founded and owned by private individuals, community, religious bodies or NGOs. There are also a very small number of international schools that deliver foreign curricula.

This surge in enrolment occasioned by introduction of UPE in 1997 created further pressure among policy makers that led to the implementation of two other far reaching programmes Universal

Secondary Education (USE 2007) and Universal Post 'Level Education and Training (UPOLET 2012) respectively. All these three programmes focused on expansion of access to quality education.

In 2007 therefore, Uganda became the first country in sub-Saharan Africa to introduce universal secondary education. Under the secondary scheme, students who get specific grades in each of the four primary school-leaving exams study free in public schools and participating private schools.

Secondary school is divided into: - Lower/ Ordinary level ("O" level) and the Advanced level ("A" level). At the end of the 4 years of "Level, students take the Uganda Certificate of Education (UCE) national examination

## **1.5. Business Technical and Vocational Education and Training Level**

Business, Technical, Vocational Education and Training (BTJET) is an integral part of Post Primary Education and Training (PPET). It constitutes both the second and third levels of the education system. The BTJET second level education system is comprised of those technical and farm schools that are at the secondary school level (i.e. *those that admit P.7 completers*), while the third level BTJET education system comprised of those institutions which admit "O" level as well as "A" level secondary education completers. The BTJET sub-sector is exceedingly diverse with education and training institutions spanning from business, health, and agriculture, technical, vocational to paraprofessional fields.

There are basically two broad categories of BTJET institutions in Uganda: - formal and non-formal BTJET. While formal BTJET is delivered by formal training institutions (both public and private), non-formal BTJET is delivered by multiple providers that include Private Training Providers; Private Companies and Rural -based informal providers. Although the total number of public and private formal training BTJET institutions is known (i.e.136 and 450 respectively), the numbers of both non-formal training providers and informal centers remain indeterminate, but estimated at over 1000 and 600 respectively.



## 1.6. Tertiary Education Level

The tertiary education level in Uganda is comprised of two categories: - namely degree awarding universities and 'other tertiary institutions' (i.e. *the technical sub-sector which offer diplomas and certificates*). Both Universities and "Other tertiary Institutions are further categorized into public and private. While public universities/ institutions are established by an Act of Parliament, private universities/Institutions are chartered, licensed or unlicensed. The duration of tertiary education ranges from two to five years depending on the duration of the course enrolled for. By 2016, there were a total of 211 tertiary education institutions (i.e. *116 public; 95 private*). The university level, had 50 institutions (i.e. *9 public; 41 private universities*), while "other tertiary institutions" were 161 (i.e. *112 public; 49 private*).

## 1.7. Non Formal Education

Non-Formal Education (NFE) aims to fulfil the educational needs of people who are not in the regular education system by using tailor-made approaches to cover literacy, life skills, continuing education, equity education, and income generation. The major activities implemented under the NFE programme are a basic literacy campaign, continuing education, community learning centres, equivalency programmes, and non-formal primary education.

## 1.8. Data sources

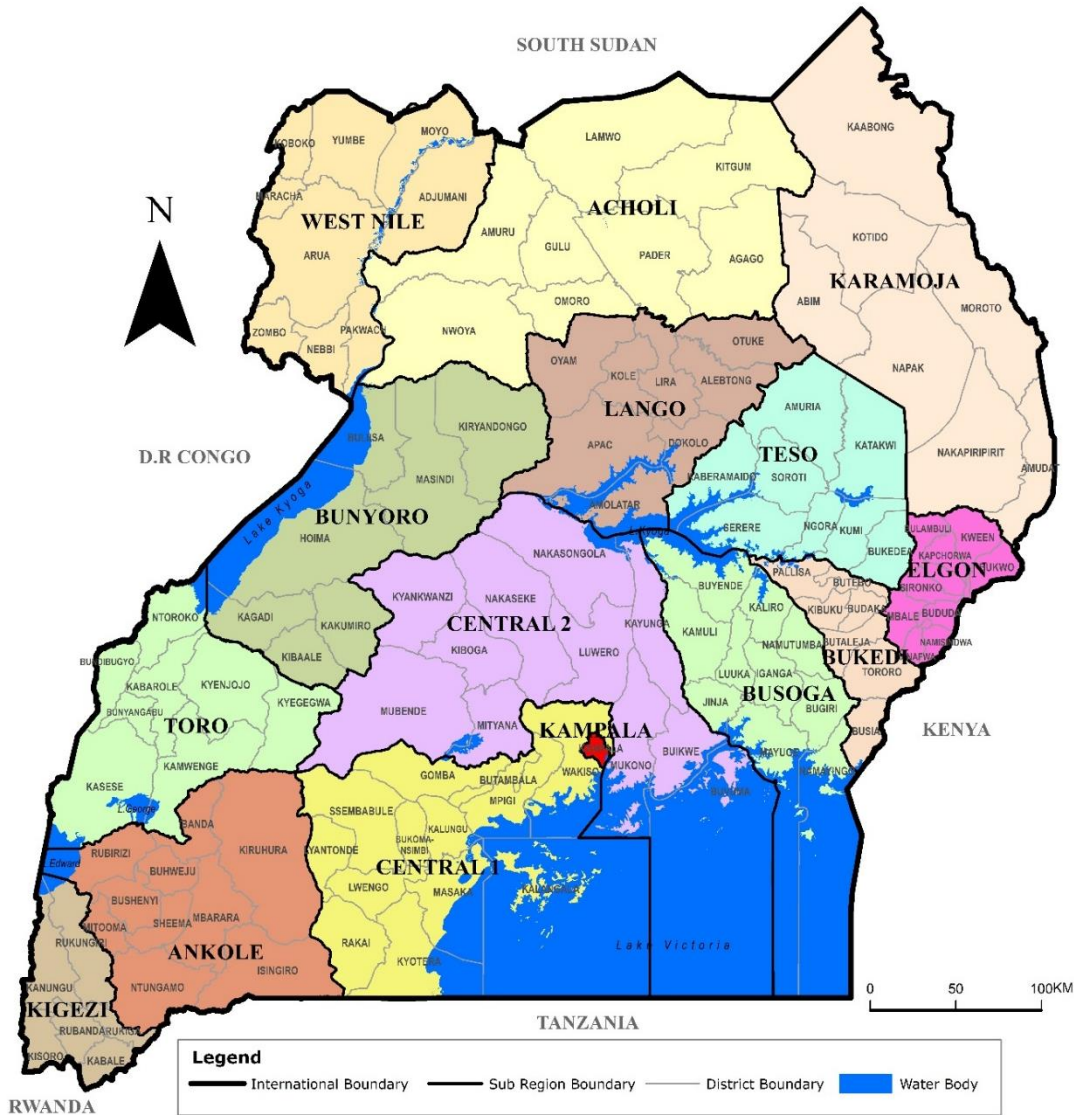
The National Population and Housing Census 2014 collected a wide range of demographic and socio-economic data from all individuals and households in the country. The information on education characteristics during the census included current schooling status, highest level of education attained, field of specialization and ability to read and write meaningfully in any language. The information was solicited from household population. Institutional population was not included. Where possible, trend analysis has been done to include data from the previous census.

The data has been analyzed and the results have been presented as either numbers or percentages. Most of the findings have been disaggregated by sex, place of residence and the 15 sub-regions with selected education related indicators by district attached as appendices.

The districts in each of the 15 sub-regions are indicated below;

- **Central 1:** Butambala, Gomba, Mpigi, Bukomansimbi, Kalangala, Kalungu, Lwengo, Lyantonde, Masaka, Rakai, Sembabule, Wakiso, Kyotera
- **Central 2:** Buikwe, Buvuma, Kayunga, Kiboga, Kyankwanzi, Luwero, Mityana, Mubende, Mukono, Nakaseke, Nakasongola
- **Kampala:** Kampala
- **Busoga:** Bugiri, Namutumba, Buyende, Iganga, Jinja, Kaliro, Kamuli, Luuka, Mayuge, Namayingo
- **Bukedi:** Budaka, Butaleja, Kibuku, Pallisa, Tororo, Busia, Butebo
- **Elgon:** Bulambuli, Kapchorwa, Kween, Bududa, Manafwa, Mbale, Sironko, Bukwo, Namisindwa
- **Teso:** Amuria, Bukedea, Katakwi, Kumi, Ngora, Soroti, Kaberamaido, Serere
- **Karamoja:** Abim, Amudat, Kaabong, Kotido, Moroto, Nakapiripirit, Napak
- **Lango:** Alebtong, Amolatar, Dokolo, Lira, Otuke, Apac, Kole, Oyam
- **Acholi:** Agago, Amuru, Gulu, Lamwo, Pader, Kitgum, Nwoya, Omoro
- **West Nile:** Adjumani, Arua, Koboko, Maracha, Moyo, Nebbi, Yumbe, Zombo, Pakwach
- **Bunyoro:** Buliisa, Hoima, Kibaale, Kiryandongo, Masindi, Kagadi, Kakumiro
- **Toro:** Bundibugyo, Kabarole, Kasese, Ntoroko, Kyenjojo, Kamwenge, Kyegegwa, Bunyangabu
- **Kigezi:** Kabale, Kisoro, Kanungu, Rukungiri, Rubanda, Rukiga
- **Ankole:** Buhweju, Bushenyi, Ibanda, Isingiro, Kiruhura, Mbarara, Mitooma, Ntungamo, Rubirizi, Sheema

**Map 1.1: The 15 Sub-Regions of Uganda**



This monograph comprises of five Chapters. Chapter 1 highlights the role of education in achieving steady economic growth and transformation. Chapter 2 discusses school enrolment for both primary and secondary pupils/ students. Chapter 3 is on education attainment while Chapter 4 provides information on literacy. Chapter 5 presents the policy implications and recommendations for the education sector.



# CHAPTER TWO:

## SCHOOL ENROLMENT

### 2.0 Education in Uganda

Education in Uganda hinges on both the international and National policy and regulatory frameworks. Some of the international frameworks that the education in Uganda is anchored upon include the Sustainable Development Goals which aims at leaving no one behind, the United Nations Convention on the rights of the child which emphasise Non-discrimination; Best interest of the child, Right to survival and Development and right to be heard as four major guiding principles, and sees education as a right. The Darker Framework for Action 2000 which aims at meeting Education for All, among others. The SDGs which has 17 goals is the latest development framework which Uganda is a signatory among other countries. Goal 4 of the Sustainable Development Goals (SDGs) aims to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' by 2030. Seven specific targets were identified for SDG goal 4 which addresses specific areas of educational needs. For example, target 4.1 emphasise that 'by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Target 4.2 states that "by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary Education so that they are ready for primary education.' Thus the census data provides a benchmark on which SDGs can be monitored and evaluated.

The national policy guidelines and regulations for education is a replica of the international framework sometimes customised to fit the contextual needs of the country. The frameworks include the 1995 Constitution of the Republic of Uganda. In the Constitution Article 30, all persons have a right to education. Article 34 states that 'a child is entitled to basic education which shall be the responsibility of the state and the parents of the child' and also emphasize that 'the state shall promote free and compulsory basic education.' The Government White Paper (1992) on Education is the basis for official policy which provides linchpin for education programmes in the Country. It is the supreme guiding document for the overall policy framework and main thrust of the Education and Sports Sector. Other policies and strategic plans to guide the implementation of educational

programmes include; Universal Secondary Education (USE) Policy; Special Needs Education (SNE) Policy; Non-Formal Education (NFE) Policy; Physical Education and Sports (PES) Policy; among others. Strategic plans include the: BTVET Strategic plan 2010 – 2020; Secondary Education Strategic Plan (SESP) 2009 – 2018; and draft Special Needs and Inclusive Education Implementation Strategy 2012 – 2017. National Development Plan II, further emphasizes the need to improve the quality of education services if the country has to attain the Vision 2040.

Education financing is a major prerequisite for the achievement of both national and global goals in education as discussed in frameworks above. On average the share of government expenditure on education was approximately 12% between 2009/2010 and 2015/2016. If compared to Ghana, one of the Sub-Saharan countries whose good performance in education indicators has been documented, the share of the budget from education between 2002-2008 was 27% (Ghana Ministry of Education 2010). Hence the findings from the census is presented to provide a benchmark to monitor the efforts of government and to guide plans to achieve government development agenda especially the sustainable development goals, the vision 2040, and harness the demographic dividends.

The results are presented taking into consideration the different levels of education in Uganda. Uganda runs both a formal and an informal system of education. The formal education in Uganda include Pre-primary education which is meant for children aged 3-5 years, primary education for children age 6 to 12 years of age, lower secondary education for children aged 13-16 years and upper secondary education for children aged 17-18years. In addition to the basic education, Business Technical and Vocational Education Training sector (BTVET), Tertiary<sup>1</sup> and University education are under the formal system.

The informal education focuses on those who did not receive formal education. The informal system targets the young adults and/or drop outs and disadvantaged children. Under this 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. Alternative Basic Education for Karamoja (ABEK) programme is an example of informal education in Uganda. ABEK provides basic education about

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<sup>1</sup>“tertiary education” means post-secondary institutions other than universities which confer certificates, diplomas or degrees



livestock, crop production, peace and security, human health and other relevant skills and knowledge to children and youth in Karamoja. The Functional Adult Literacy (FAL) programme under the Ministry of Gender, Labour and Social Development is yet another initiative which targets older persons who did not get an opportunity to go through the formal education across the country. Subsequent sections of this chapter present statistics on gross and net enrolment and gender parity index (GPI) of different levels of education in Uganda.

## 2.1 School going-age population

This section focuses on the population of the official school going age at the various levels of education. The official school going age for pre-primary is 3-5 years, primary level is 6 -12 years, lower secondary ('O' level) 13-16 years, upper secondary ('A' level) 17-18 years while 19-24 years is for post-secondary and tertiary level. It is important to understand the size and distribution of the school going-age population in order to inform policy formulation and implementation processes in the education sector at all levels.

Table 2.1 shows that about 20.1 million persons aged 3-24 years were of school going age. The primary level (37 percent) comprised the largest percentage of the school going age population followed by secondary (26 percent). There are no significant variations between the male and female school going-age population at the different levels of education.

**Table 2.1: Number and Percentage distribution of School going-age Population (3-24 Years) by level and Sex**

Category Level (Age-Group)	Number			Percentage		
	Male	Female	Total	Male	Female	Total
Pre-Primary (3-5 years)	1,885,663	1,771,263	3,656,926	19.0	17.4	18.2
Primary (6-12 years)	3,727,967	3,631,907	7,359,874	37.5	35.7	36.6
Secondary(13-18 years)	2,586,964	2,661,741	5,248,705	26.0	26.2	26.1
Post-secondary (19-24 years)	1,749,786	2,108,967	3,858,753	17.6	20.7	19.2
<b>Total</b>	<b>9,950,380</b>	<b>10,173,878</b>	<b>20,124,258</b>	<b>100</b>	<b>100</b>	<b>100</b>

Disaggregation by sub-region in Table 2.2 below shows that Karamoja (48%) had the highest proportion of persons in the primary school going age population. Kigezi, West Nile, Acholi and Lango had the highest in the secondary school going age population (33%) respectively while Kampala (41 percent) had the highest proportion of the post-secondary school going age population. Differentials by rural -urban show that, the proportion of the primary school going age population in the urban areas was lower (38%) than for rural areas (47%) while the reverse is observed for the post-secondary with a higher proportion in Urban (31%) compared to rural areas (21%).



**Table 2.2: Distribution of the School going-age Population by Selected Characteristics (%)**

Background Characteristics	6-12 years	13-18 years	19-24 years	Total Population 6-24 years (000's)
<b>Residence</b>				
Urban	37.8	31.4	30.8	3,953
Rural	46.9	32.0	21.1	12,514
<b>Sub-Region</b>				
Kampala	30.2	28.9	40.9	688,
Central1	42.7	31.3	25.9	1,991
Central2	44.3	32.0	23.7	1,743
Busoga	46.7	32.0	21.3	1,748
Bukedi	46.8	32.4	20.9	916
Elgon	45.4	32.6	22.1	854
Teso	46.9	32.2	20.9	891
West Nile	47.2	32.5	20.2	1,305
Acholi	46.1	32.6	21.3	730
Lango	45.2	32.9	21.9	1,018
Karamoja	48.0	31.4	20.6	466
Toro	45.2	31.1	23.7	1,192
Ankole	44.4	32.1	23.5	1,346
Bunyoro	44.8	30.7	24.4	938
Kigezi	44.4	33.1	22.5	641
<b>Total</b>	<b>44.7</b>	<b>31.9</b>	<b>23.4</b>	<b>16,467</b>

## 2.2 Pre-Primary Education

Pre-primary education is the first level of education enshrined in the 2008 Education (pre-primary, primary and post primary) Act of Uganda (Uganda, 2008). Provision of Pre-primary education in Uganda is hinged on both international and national policy frameworks discussed earlier. More specifically, it is hinged on Sustainable Development Goals 4 specifically target 4.2 which states that 'by 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary Education so that they are ready for primary education.' In addition to the national frameworks discussed earlier, the Education Act of 2008 and lately the National integrated

Early Childhood Development Policy of Uganda by Ministry of Gender Labour and Social Development provides the basis on which pre-primary education can be implemented in the country. Underlying both the international and national policy frameworks, education is a right that should be enjoyed by all. All persons should have access to inclusive and quality equitable education. According to the Education Act, the provision of Pre-primary education remains private business. The government committed to provide curriculum guidelines and other regulations relating to minimum standards; to provide curriculum for teachers training for pre-primary education; and to register and license the pre-primary education institutions (Education Act 2008). Given that pre-primary education is initiated and run by private agencies, little funding is allocated to pre-primary education. For example, Early Childhood Development received less than Uganda Shillings 500 million in the financial years (2011/12-2013/14) the period preceding census (EOC 2015). The funding shortage could positively associate with the proportion of children who enroll for preprimary education in Uganda, since the preprimary education is a private business which most children from poor households may not afford.

### 2.2.1 Overview of Enrolment in Pre-Primary Education

Ideally all children who are aged 3-5 years ought to enrol in school in order to meet the SDG 4.2 target. This section presents the results of Gross enrolment rate (GER), Net Enrolment Rate (NER) and Net intake rate at pre-primary school level by different attributes, including regions, sex and residence.

#### The Pre-primary Gross enrolment rates

Table 2.3 presents the Gross enrolment rates among the child population aged 3-5 years by sex, sub-regional and rural-urban divide. The findings reveal that 28 percent, that is approximately one million in absolute numbers were enrolled in pre-primary school. Pre-primary enrolment was higher in urban areas (42%) than in rural areas (24%), and similar for males and females. The proportion of the child population aged 3-5years that were enrolled in school was high among the children in Kampala Sub-Region (49%) and lowest in Karamoja Sub-region. Overall the result indicates that Gross enrolment rate in pre-primary school is very low in Uganda compared to Kenya whose GER estimate is 76% (World Bank <https://data.worldbank.org/indicator/SE.PRE.ENRR>). The provision of

pre-primary education continues to be dependent on NGOs, multilateral Organizations, and the Private Sector<sup>2</sup>.

**Table 2.3: Distribution of Pre-Primary Gross Enrolment Rates by Region and Residence**

Category	Male	Female	Total	GPI
<b>Residence</b>				
Urban	42.6	42.4	42.5	1.00
Rural	24.4	24.4	24.4	1.00
<b>Sub-Region</b>				
Kampala	49.1	48.7	48.9	0.99
Central1	44.6	44.3	44.4	0.99
Central2	40.5	40.9	40.7	1.01
Busoga	20.9	21.7	21.3	1.04
Bukedi	18.6	18.5	18.6	0.99
Elgon	22.3	22.7	22.5	1.02
Teso	13.5	13.6	13.6	1.00
West Nile	14.8	14.8	14.8	1.00
Acholi	23.9	24.3	24.1	1.02
Lango	28.2	28.9	28.5	1.03
Karamoja	3.7	3.7	3.7	1.00
Toro	26.8	27.3	27.0	1.02
Ankole	38.8	39.0	38.9	1.00
Bunyoro	23.7	24.0	23.8	1.01
Kigezi	27.9	27.1	27.5	0.97
<b>Religion</b>				
Anglican	28.6	28.7	28.7	1.00
Catholic	26.4	26.3	26.4	0.99
Muslim	30.4	30.3	30.3	1.00
Seventh-Day Adventist	32.7	32.7	32.7	1.00
Orthodox	29.1	30.2	29.6	1.04
Pentecostal/ Born Again/ Evangelical	30.9	31.3	31.1	1.01
Others	21.7	22.6	22.1	1.04
<b>Total</b>	<b>28.2</b>	<b>28.2</b>	<b>28.2</b>	<b>1.00</b>

### 2.2.2 The Pre-primary Net Enrolment Rate

The pre-primary school NER refers to the population of children aged 3-5 who are enrolled in pre-primary schools expressed as a percentage of the total population of children in the same age group. Table 2.4 indicates that the Net Pre-Primary School enrolment rate was 17 percent which is

<sup>2</sup>NDP II, Page 33

approximately six hundred thousand out of the 3.6 million children age 3-5 years were enrolled in pre-primary. The pre-Primary school net enrolment rates of urban areas (30%) were slightly higher than those of rural areas (approximately 14%). The Net Enrolment rate for Karamoja area (2.3%) was very low compared to other sub-regions. In absolute terms Karamoja sub-region had the highest number of pre-primary school going age not enrolled in school. Overall the net enrolment rate for pre-primary school education is very low in Uganda. This implies that not only the quality of children joining primary school is low, but the children have missed an important step in their early childhood development which could affect both their cognitive skills development, school readiness, and Social and emotional development (Currie 2001).

**Table 2.4: Distribution of Pre-Primary School Net Enrolment (3-5 years) by Region and Residence**

Category	Male	Female	Total	GPI
<b>Residence</b>				
Urban	29.5	30.9	30.2	1.0
Rural	13.1	13.9	13.5	1.1
<b>Sub-Region</b>				
Kampala	37.0	38.5	37.7	1.0
Central1	28.5	30.3	29.4	1.1
Central2	22.8	24.8	23.7	1.1
Busoga	11.4	12.8	12.1	1.1
Bukedi	10.2	10.8	10.5	1.1
Elgon	12.5	13.5	13.0	1.1
Teso	8.0	8.5	8.2	1.1
West Nile	9.5	9.5	9.5	1.0
Acholi	15.6	16.4	16.0	1.1
Lango	14.9	15.7	15.3	1.1
Karamoja	2.3	2.3	2.3	1.0
Toro	14.3	15.2	14.8	1.1
Ankole	20.9	21.7	21.3	1.0
Bunyoro	12.8	13.8	13.3	1.1
Kigezi	16.9	17.0	16.9	1.0
<b>Religion</b>				
Anglican	16.6	17.5	17.0	1.1
Catholic	15.5	16.2	15.8	1.0
Muslim	18.9	20.2	19.5	1.1
Seventh-Day Adventist	18.3	19.4	18.8	1.1
Orthodox	17.8	18.9	18.4	1.1
Pentecostal/ Born Again/ Evangelical	17.9	19.0	18.4	1.1
Others	11.3	12.6	12.0	1.1
Total	16.6	17.5	17.0	1.1

In summary, both the gross and net enrolment rates in pre-primary education in Uganda indicate that very few children aged 3-5 participate in pre-primary school. This gap needs to be addressed by making pre-primary schools accessible to low income households.

## 2.3 Primary School Enrolment

Primary Education is the second level of basic education in Uganda. Since 1997 when the Universal Primary Education (UPE) was introduced in Uganda, to expand access to basic education, ensuring that every child enrolls in school has been a strong goal of the government of Uganda and the Development partners. In order to guarantee access to UPE, the government of Uganda enacted a law in 2008, popularly known as the Education Act of 2008 (Uganda, 2008). The Act spells out the duties of the state, parents, the school and other stakeholders. The Government committed to provide learning and instructional materials, structural development, meeting the welfare of teachers, and curriculum development and control. Parents' role include registering the child of school age at school, and providing guidance and psychological welfare, food, clothing, shelter, medical care and transport among others, to their children (Uganda, 2008). The UPE is also hinged on other national laws and policy frameworks mentioned earlier such as the Constitution of the Republic of Uganda 1995, the National Development plan among others. It is also anchored on the international frameworks stated earlier such as the UNCRC 1990, the Daker Framework of Action, the SDGs especially SDG 4 and the target 4.1 which aims that 'by 2030, ... all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. With the view of the above frameworks, increased access to primary education has remained a key concern to the country because education is recognized as critical for sustained economic growth and social transformation in the NDPII and in attaining a middle income status by 2020. The Universal Primary Education (UPE) forms the basis for implementing the Vision 2040 through the acquisition of basic literacy skills which increases opportunities for employment<sup>3</sup>

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<sup>3</sup> World Bank, 2009

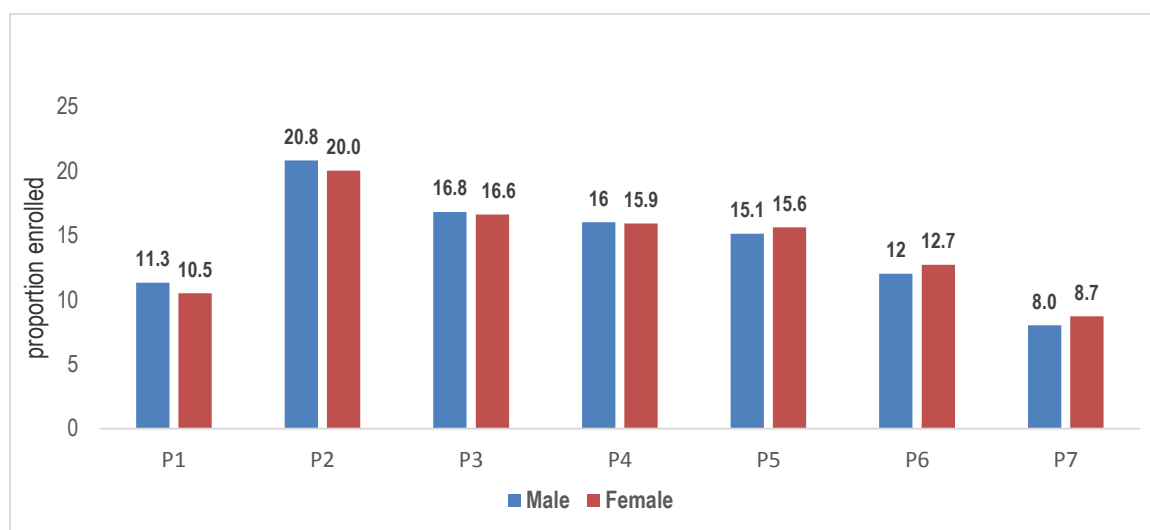
### 2.3.1 Primary School Enrolment

This section presents primary school enrolment by different attributes, including regions, sex and residence. The census result is presented in form of gross and net enrolment rates, and gross and net and intake rates at primary education.

The official primary school going age at primary level is 6-12 years as stated in the National Education Policy (2006). However, some children enrol to school at either an earlier or later age from 6 years. Results from census 2014 indicate that approximately 8 million pupils were enrolled in primary school. This marks a significant increase in enrolment since the previous census of 2002, where approximately 6.2 million pupils were enrolled in primary education.

Further, disaggregation by sex as shown in Figure 2.1 shows that more male pupils (51 percent) than female pupils (49 percent) were enrolled in school in 2014. With an exception of enrolment in primary one, Figure 2.1 further shows that enrolment in upper primary classes were lower than for lower classes. The enrolment of pupils by class indicates that the pupils in primary two were the majority with 20 percent and only 8 percent enrolled in primary seven in the year 2014. This is a pointer to a low completion rate in primary level among both girls and boys.

**Figure 2.1: Primary school enrolment for persons aged 6 Years and above by class and sex**



At the household, information on enrolment and school attendance was also collected during the census. Table 2.5 shows school enrolment by residence and region. Primary pupils enrolled in rural schools were more than thrice (79 percent) compared to pupils enrolled in urban schools at 21 percent. This reflect the population distribution of Uganda which has more population in rural areas.

Analysis at the regional level in Table 2.5 shows that Central 1 (12%) had the highest proportion of pupils aged 6 to 12 years who were enrolled in school and Karamoja (0.9%) had the lowest proportion of pupils in the same age group enrolled in school. The distribution reflects the national population of Uganda.

**Table 2.5: Distribution of Primary School Enrolment (6-12 years) by Region and Residence**

Category	Number			Percentage		
	Male	Female	Total	Male	Female	Total
<b>Residence</b>						
Urban	617,133	627,847	1,244,980	20.7	21.4	21.1
Rural	2,358,422	2,307,401	4,665,823	79.3	78.6	78.9
<b>Region</b>						
Kampala	87,364	89,284	176,648	2.9	3.0	3.0
Central1	358,733	351,321	710,054	12.1	12.0	12.0
Central2	325,058	313,975	639,033	10.9	10.7	10.8
Busoga	348,328	344,207	692,535	11.7	11.7	11.7
Bukedi	184,764	184,263	369,027	6.2	6.3	6.2
Elgon	168,239	166,551	334,790	5.7	5.7	5.7
Teso	177,894	178,432	356,326	6.0	6.1	6.0
WestNile	236,607	230,469	467,076	8.0	7.9	7.9
Acholi	136,848	131,953	268,801	4.6	4.5	4.5
Lango	172,800	173,336	346,136	5.8	5.9	5.9
Karamoja	28,847	26,431	55,278	1.0	0.9	0.9
Toro	217,276	215,550	432,826	7.3	7.3	7.3
Ankole	243,137	243,074	486,211	8.2	8.3	8.2
Bunyoro	169,125	164,781	333,906	5.7	5.6	5.6
Kigezi	120,535	121,621	242,156	4.1	4.1	4.1
<b>Total</b>	<b>2,975,555</b>	<b>2,935,248</b>	<b>5,910,803</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

### 2.3.2 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 official primary school age (6 -12 years) population. High gross enrolment implies that more children enrol to school when they are older than the official age of joining primary school. Overall, GER at primary level was 116. Karamoja sub-region (39) had the lowest GER among all the regions, while Bukedi (127) had the highest GER among the regions. This implies that there is a delayed enrolment in primary school in Bukedi region. Gross enrolment rates did not vary by sex as shown in the Table 2.6.

**Table 2.6: Primary School Gross Enrolment Rate and Gender Parity Index**

	Male	Female	Total	GPI
<b>Residence</b>				
Urban	114.0	114.6	114.3	1.01
Rural	116.8	116.2	116.5	0.99
<b>Sub-region</b>				
Kampala	108.6	109.0	108.8	1.00
Central1	113.3	113.1	113.2	1.00
Central2	118.0	117.5	117.8	1.00
Busoga	122.5	122.8	122.7	1.01
Bukedi	127.4	128.1	127.8	1.00
Elgon	126.2	126.7	126.5	1.02
Teso	124.1	126.8	125.4	0.97
West Nile	114.8	111.3	113.1	1.01
Acholi	119.1	119.8	119.5	1.00
Lango	114.0	114.2	114.1	0.83
Karamoja	42.4	35.2	38.7	1.01
Toro	115.8	116.5	116.1	1.01
Ankole	117.6	119.1	118.3	0.98
Bunyoro	114.6	112.8	113.7	1.02
Kigezi	123.0	125.1	124.0	1.00
<b>Total</b>	<b>116.2</b>	<b>115.9</b>	<b>116.0</b>	<b>1.00</b>



### 2.3.2 Primary School Gender Parity Index

The Gender Parity Index (GPI) is the ratio of the GER for girls to the GER for boys. It is commonly used to assess gender differences in primary school enrolment. A value of less than one indicates that boys more than girls attend school. The GPI at national level was 1.0 implying that Gender parity has been achieved in primary school enrolment. However, gender disparities persist especially in performance, classroom participation, access to school facilities and general education attainment<sup>4</sup>.

Lango sub-region had the lowest Gender Parity Index (0.83) indicating the largest disparity between boys' and girls' school enrolment compared to other sub-regions. Over all, the sub regions where more boys than girls attend school are Teso, Lango and Ankole. Nevertheless, the gap between the female and male Enrolment in primary schools across all sub-regions was very small.

### 2.3.3 Primary school enrolment by Age

The mandatory age for primary school enrolment is six years. According to Education act of 2008, parents are expected to register their children for primary education when children reach the age of six years. However, the census results show that some children enroll to primary one when they are between 7 and 10 years. Table 2.7 indicates that less than half (42%) of pupils enrolled in P1 were of the right age of 6 years. On the other hand, pupils in primary seven who were 12 years were only 8 percent. The result indicates that some children delay to start or enroll in school.

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<sup>4</sup>Education for All Global Monitoring Report 2003 -UNESCO

**Table 2.7: Proportion of pupils Enrolment by Class and Age**

Class/Age	P1	P2	P3	P4	P5	P6	P7	Total
6	41.5	58.5	0	0	0	0	0	100
7	30.4	51.0	18.6	0	0	0	0	100
8	19.4	44.0	25.4	11.2	0	0	0	100
9	11.7	32.2	30.7	17.1	8.2	0	0	100
10	7.4	20.6	28.6	23.3	14.1	6.0	1.3	100
11	0	0	28.4	30.8	24.0	11.5	5.0	100
12	0	0	19.1	27.3	28.0	17.0	8.4	100
13	0	0	0.2	25.3	33.2	25.7	15.4	100
14	0	0	0.2	17.4	30.2	30.2	22.0	100
15	0	0	0.2	0.4	28.4	37.4	33.5	100
16	0	0	0.2	0.5	1.0	47.6	50.5	100
<b>Total</b>	<b>10.9</b>	<b>21.0</b>	<b>16.4</b>	<b>15.8</b>	<b>15.2</b>	<b>12.3</b>	<b>8.3</b>	<b>100</b>

## 2.4 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. It is a better measure of school participation than the GER. Generally results show that both boys and girls within the primary school going age (6-12 years) are equally attending school.

**Map 2.1: Primary School Net Enrolment**

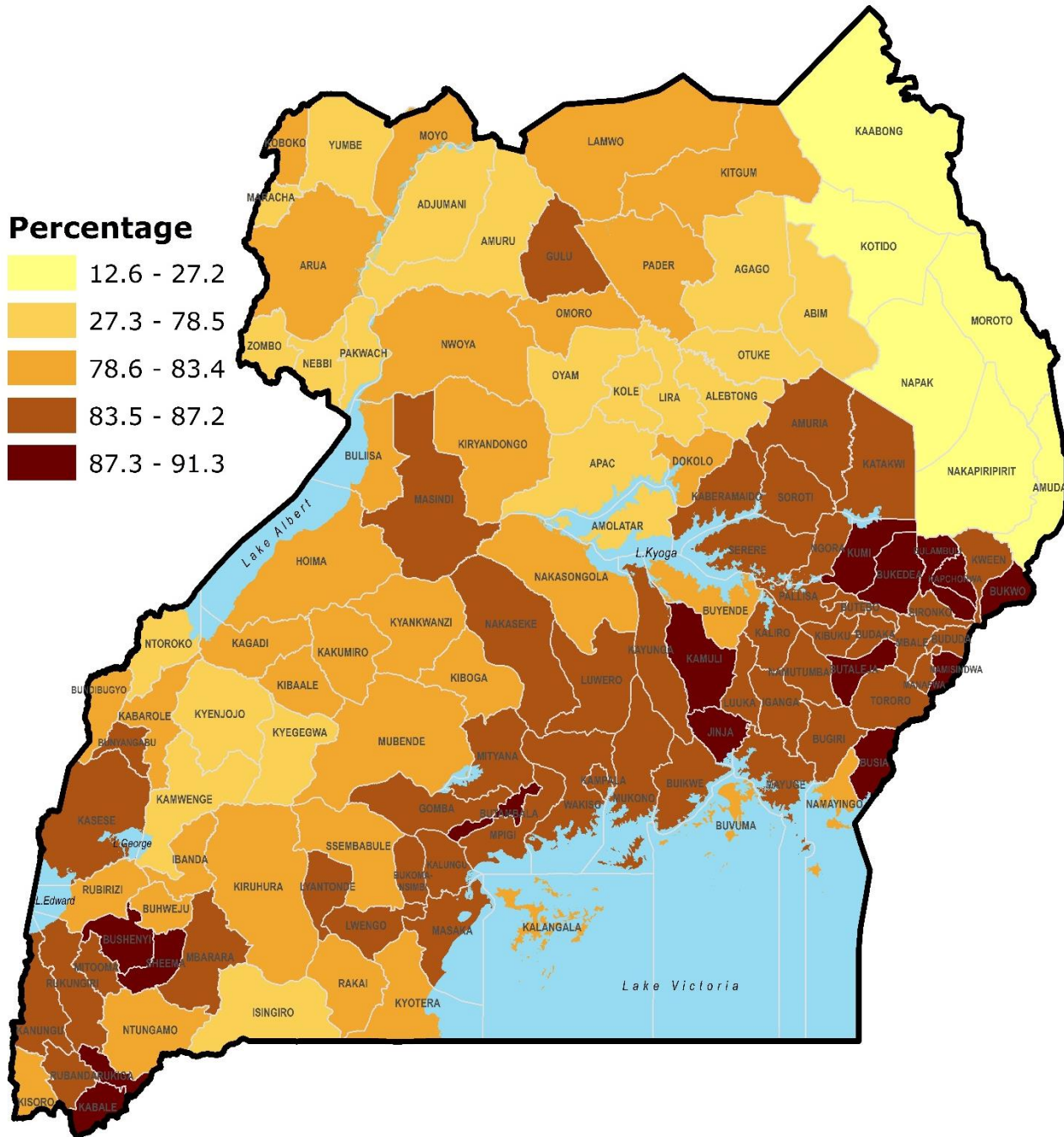


Table 2.8 reveals that the primary NER for Uganda in 2014 was at 80 percent. Disaggregation by sub regions shows that Karamoja sub-region (25%) had the lowest NER among all the regions. Indeed the difference between the NER for Karamoja and for the country is larger than for any other region. This requires that more effort should be added to the Complementary Opportunity for Primary Education (COPE) and the Alternative Basic Education for Karamoja (ABEK) programmes initiated by the government.

**Table 2.8: Primary School Net Enrolment Rate and Gender Parity Index**

	Male	Female	Total	GPI
<b>Residence</b>				
Urban	82.93	83.78	83.36	1.01
Rural	79.04	80.05	79.54	1.01
<b>Sub-Regions</b>				
Kampala	84.81	85.30	85.05	1.01
Central1	82.74	84.28	83.49	1.02
Central2	81.89	83.59	82.72	1.02
Busoga	84.03	85.69	84.85	1.02
Bukedi	85.39	86.85	86.12	1.02
Elgon	85.71	87.18	86.44	1.02
Teso	84.21	86.37	85.28	1.03
West Nile	76.48	75.07	75.78	0.98
Acholi	79.58	79.99	79.78	1.01
Lango	74.47	75.89	75.18	1.02
Karamoja	26.20	23.24	24.70	0.89
Toro	79.50	81.20	80.33	1.02
Ankole	80.45	82.14	81.29	1.02
Bunyoro	79.04	79.82	79.42	1.01
Kigezi	84.26	86.03	85.14	1.02
<b>Total</b>	<b>79.82</b>	<b>80.82</b>	<b>80.31</b>	<b>1.01</b>

### 2.4.1 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 2.9 shows that at the national level, the GIR was 95 percent. 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 above six years.

**Table 2.9: Primary One Gross Intake Rate by Sex and Region**

Category	Male	Female	Total
<b>Sub-region</b>			
Urban	95.28	90.45	92.90
Rural	97.39	93.35	95.41
<b>Sub-Region</b>			
Kampala	83.99	79.83	81.96
Central1	103.07	97.62	100.42
Central2	101.19	95.43	98.40
Busoga	86.26	83.51	84.92
Bukedi	92.14	87.59	89.91
Elgon	100.45	96.10	98.30
Teso	111.89	107.31	109.64
WestNile	105.75	102.80	104.28
Acholi	75.92	76.16	76.04
Lango	89.14	88.60	88.87
Karamoja	17.54	16.16	16.83
Toro	98.15	95.13	96.67
Ankole	127.99	120.50	124.29
Bunyoro	93.45	88.36	90.97
Kigezi	112.66	106.77	109.76
<b>Total</b>	<b>96.96</b>	<b>92.76</b>	<b>94.90</b>

### 2.4.2 Net Intake Rate

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 population of the official school starting age of 6 years. Table 2.10 shows that at the national level, the NIR was 23.9 percent. The NIR for Girls (24.1%)

was higher than for boys (23.7%). At sub-regional level, Karamoja (4%) had the lowest NIR among all the regions.

**Table 2.10: Primary One Net Intake Rate by Sex and Region**

	Male	Female	Total	GPI
<b>Residence</b>				
Urban	26.9	26.9	26.9	1.03
Rural	22.8	23.3	23.1	1.04
<b>Sub-Regions</b>				
Kampala	27.9	28.2	28.0	1.03
Central1	26.5	27.2	26.9	1.05
Central2	25.6	26.3	25.9	1.06
Busoga	21.8	22.7	22.2	1.09
Bukedi	22.8	23.4	23.1	1.06
Elgon	26.6	26.8	26.7	1.07
Teso	27.8	29.2	28.5	1.09
West Nile	21.9	21.1	21.5	0.96
Acholi	18.7	19.1	18.9	1.01
Lango	17.2	18.0	17.5	1.06
Karamoja	4.1	4.0	4.0	0.95
Toro	23.9	24.3	24.1	1.05
Ankole	29.3	29.3	29.3	1.03
Bunyoro	23.1	23.0	23.1	1.02
Kigezi	28.3	29.0	28.7	1.05
<b>Total</b>	<b>23.7</b>	<b>24.1</b>	<b>23.9</b>	<b>1.04</b>

### 2.4.3 Primary Seven Net Enrolment Rate

The Primary Seven Net Enrolment Rate is the proportion of the pupils enrolled in primary seven who are 12 years old expressed as a percentage of the total population aged 12 years. Only 8 percent of the 12 year population were enrolled in primary seven nationally as indicated in Table 2.11. The Primary seven NER for pupils in rural areas (6%) far less than that of the pupils in urban areas (17%).

At sub-regional level, Kampala (25%) registered the highest primary seven NER while Karamoja (3%) had the lowest NER among all regions. Overall, the results show regional imbalance among pupils who enrol in primary seven. The inequality increases as one departs away from the capital city or the centre to distant regions away from the centre.

**Table 2.11: Primary Seven Net Enrolment Rate by Sex**

Category	Male	Female	Total	GPI
<b>Residence</b>				
Urban	14.4	16.7	15.6	0.23
Rural	4.9	6.1	5.5	0.16
<b>Region</b>				
Kampala	24.6	26.1	25.4	0.3
Central1	12.4	16.7	14.6	0.24
Central2	7.9	11.0	9.5	0.18
Busoga	6.7	9.0	7.8	0.15
Bukedi	4.9	5.5	5.2	0.09
Elgon	7.4	9.0	8.2	0.13
Teso	4.2	4.6	4.4	0.09
West Nile	3.8	3.3	3.5	0.12
Acholi	6.1	4.8	5.4	0.09
Lango	3.8	3.7	3.8	0.1
Karamoja	3.1	2.2	2.6	0.48
Toro	4.2	5.3	4.7	0.15
Ankole	5.5	6.9	6.2	0.17
Bunyoro	4.8	6.4	5.6	0.17
Kigezi	6.2	7.4	6.8	0.15
<b>Total</b>	<b>6.7</b>	<b>8.2</b>	<b>7.5</b>	<b>0.17</b>

## 2.4.4 Distance to the Nearest Primary School

Whereas primary school enrolment has been a success; there is a great public concern on the internal efficiency of primary education; that is the ability to retain pupils until they complete primary school education. Information on the distance to the nearest primary school is a useful indicator of pupil's access to schooling. 'A distance of 3kilometres is considered acceptable by the Ministry of Education and sports and is the target of the government. However this distance seems to be longer for children who enrol in school at the target age of 6years' (UBOS 2015:25). Long distance to school could be one of the possible explanations for lack of enrolment or pupils' dropping out of school. Table 2.12 indicates that at national level, 86 percent of the households were in a radius of less than 3 Km from a primary school. By resident, 95 percent of the households in urban and 82 percent of households in rural areas were within 3 kilometres radius from the nearest primary school on foot.

**Table 2.12: Percent Distribution of Households By Distance to the Nearest Primary School**

Characteristic	<0.5 Km	0.5< 1 km	1<3Km	(Less than 3 km)	3<5 km	>5Km	Total 3 kms and Above
<b>Residence</b>							
Urban	27.5	44.9	67.1	94.6	7.5	3.6	10.0
Rural	10.9	32.7	71.4	82.3	20.3	12.9	29.0
<b>Sub-Regions</b>							
Kampala	30.7	46.3	64.4	95.1	5.7	3.5	8.3
Central1	22.6	41.6	68.5	91.1	11.2	6.2	15.1
Central2	15.6	38.2	70.5	86.1	14.7	10.9	22.2
Busoga	18.1	39.5	69.9	88.0	13.6	8.6	19.7
Bukedi	11.6	38.0	77.6	89.1	16.0	7.3	20.8
Elgon	19.6	40.8	72.0	91.6	11.5	5.7	15.4
Teso	8.0	28.0	76.4	84.4	23.9	11.0	30.0
West Nile	16.3	34.0	69.8	86.1	16.5	9.7	23.2
Acholi	11.3	25.6	63.3	74.6	24.6	20.2	38.4
Lango	7.0	26.8	75.0	82.0	26.0	11.8	33.4
Karamoja	24.0	19.3	44.9	68.9	20.0	24.3	40.3
Toro	11.3	32.8	67.6	78.9	22.9	14.8	32.8
Ankole	9.0	35.6	74.5	83.5	19.3	11.7	27.3
Bunyoro	9.8	32.9	71.4	81.2	21.2	14.1	30.7
Kigezi	10.7	38.1	75.0	85.7	18.9	9.0	24.8
<b>Total</b>	<b>15.5</b>	<b>36.1</b>	<b>70.2</b>	<b>85.7</b>	<b>16.7</b>	<b>10.3</b>	<b>23.7</b>



## 2.5 Secondary School Enrolment

Secondary school attendance has increased from about 1.1 Million students in 2002 to about 2.1 million Students in 2014, a 47 percent increase as shown in Table 2.13.

**Table 2.13: Secondary School Enrolment status for pupils in secondary school**

Year/Class	2002			2014		
	Male	Female	Total	Male	Female	Total
S1	207,644	163,389	371,033	279,931	264,309	544,240
S2	124,652	104,038	228,690	240,522	218,592	459,114
S3	100,116	83,991	184,107	212,591	194,009	406,600
S4	82,399	66,936	149,335	186,503	166,275	352,778
S5	72,313	54,935	127,248	136,245	127,678	263,923
S6	33,690	21,838	55,528	56,431	43,126	99,557
<b>Total</b>	<b>620,814</b>	<b>495,127</b>	<b>1,115,941</b>	<b>1,112,223</b>	<b>1,013,989</b>	<b>2,126,212</b>

### 2.5.1 Secondary Gross Enrolment Rate

GER at secondary is defined as the total enrolment in secondary school regardless of age and grade expressed as a percentage of the official secondary school going population (13-18 years). Table 2.14 shows that the national secondary school Gross Enrolment Rate (GER) was 41 percent. It also reveals that the GER for male (43%) was higher than for females (38%). At sub-regional level, Kampala (67%) had the highest GER and Karamoja (17%) had the lowest GER among all the sub regions. Generally, GER for 2014 census (43%) is higher than the GER for 2002 census (34%).

### 2.5.2 Secondary School Gender Parity Index

The Gender Parity Index (GPI) is the ratio of the GER for girls to the GER for boys (Table 2.14). It is used to assess gender differences in secondary school enrolment. A value of less than one indicates that boys more than girls attend school. The GPI at national level was 0.89 indicating the existence of Gender disparity in secondary school enrolment. Gender disparity was also observed in all the regions. More males than females enrolled in secondary school in all the regions except

for Central 1, Central 2 and Ankole regions where more females than males enrolled in secondary education.

**Table 2.14: Distribution of Secondary School Gross Enrolment Rate by Region and Residence**

Characteristic	Male	Female	Total	GPI
<b>Residence</b>				
Urban	58.11	52.6	55.09	0.91
Rural	38.8	33.13	35.99	0.85
<b>Sub-Region</b>				
Kampala	73.06	62.93	67.16	0.86
Central1	45.39	47.77	46.64	1.05
Central2	40.16	41.53	40.83	1.03
Busoga	45.86	39.79	42.82	0.87
Bukedi	50.26	36.8	43.49	0.73
Elgon	53.13	46.99	50.01	0.88
Teso	44.97	35.14	40.08	0.78
West Nile	36.1	25.67	30.85	0.71
Acholi	46.22	31.76	39.07	0.69
Lango	38.13	26.72	32.4	0.7
Karamoja	20.09	14.28	17.15	0.71
Toro	37.67	32.02	34.84	0.85
Ankole	42.16	42.48	42.32	1.01
Bunyoro	33.62	28.04	30.85	0.83
Kigezi	43.98	43.42	43.69	0.99
<b>Total</b>	<b>42.99</b>	<b>38.09</b>	<b>40.51</b>	<b>0.89</b>

## 2.5.2 Secondary School Attendance by Age

The official school age for joining secondary school in Uganda is 13 years. This implies that children are expected to be in senior four at the age of 16 years and to be in senior six at the age of 18. Table 2.15 indicates a declining trend in the proportion of children who enrolled in both lower and upper secondary school within the target age. Whereas approximately 67% of children aged 13 enrolled in senior one, only 13% of the children aged 16 years were enrolled in senior four. A paltry six percent of children aged 18 were enrolled in senior six. These results could imply two things:

one, the levels of dropping out of school as students advance in secondary education. Two, it could also show that students chose other options to secondary education especially the vocational education.

**Table 2.15: Proportion of Secondary School Enrolment by Class and Age**

Age	S1	S2	S3	S4	S5	S6	Total
12	100	0	0	0	0	0	100
13	66.6	33.4	0	0	0	0	100
14	51.6	32.0	16.3	0	0	0	100
15	39.8	30.4	19.8	10.1	0	0	100
16	31.2	27.1	21.9	13.3	6.5	0	100
17	24.7	23.3	21.7	16.7	9.6	3.9	100
18	19.0	19.2	20.5	19.7	15.3	6.3	100
19	1.2	18.5	22.1	25.0	23.1	10.1	100
20	1.9	0.7	22.5	29.5	32.5	12.9	100
21	2.5	0.9	1.2	34.7	44.4	16.4	100
<b>Total</b>	<b>25.8</b>	<b>21.4</b>	<b>19.1</b>	<b>16.4</b>	<b>12.5</b>	<b>4.7</b>	<b>100</b>

### 2.5.3 Secondary School Net Enrolment Rate and Gender Parity Index

Table 2.16 revealed that the national secondary school Net Enrolment Rate was 44 percent, which implies that only 44 percent of students who were expected to be in secondary school (13-18 years) were actually enrolled in secondary school. The Table also shows that there was a slight difference between the male (43%) and female (39%) NER. Compared to 2002 census, the NER for 2014 census (44%) is higher than for 2002 Population Census (23%).

At sub-regional level, the NER was highest in Kampala (67%) and lowest in Karamoja (19%) among all the sub regions. The secondary school NER for the urban areas (57%) was higher than for rural areas (40%).

**Table 2.16: Secondary School Net Enrolment Rate by region and Sex**

	Male	Female	Total	GPI
<b>Residence</b>				
Urban	30.46	25.19	27.57	0.83
Rural	46.20	43.34	44.79	0.94
<b>Sub- Region</b>				
Kampala	18.79	13.94	15.97	0.74
Central1	32.74	26.20	29.31	0.80
Central2	40.01	35.43	37.75	0.89
Busoga	47.19	43.50	45.35	0.92
Bukedi	52.26	49.22	50.73	0.94
Elgon	48.59	43.98	46.25	0.91
Teso	51.03	50.40	50.72	0.99
West Nile	47.57	43.85	45.70	0.92
Acholi	49.36	49.03	49.20	0.99
Lango	51.01	47.93	49.46	0.94
Karamoja	18.53	14.73	16.61	0.80
Toro	43.44	40.49	41.97	0.93
Ankole	40.91	38.98	39.94	0.95
Bunyoro	43.36	38.31	40.85	0.88
Kigezi	42.12	39.79	40.92	0.94
<b>Total</b>	<b>42.78</b>	<b>38.71</b>	<b>40.72</b>	<b>0.90</b>



## 2.5.4 Senior 1 Gross Intake Rate (GIR)

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). Overall, the national senior one GIR was 61% higher than that of 2002 census (59%). The males had a relatively higher GIR (63) compared to the females 59 as shown in Table 2.17.

At sub-regional level, Kampala (95%) had the highest GIR, while Karamoja sub-region (40%) had the lowest GIR, among all the regions. Senior one GIR for urban areas (78%) was higher than for rural areas (56). Analysis by sex at sub-regional level shows that the GIR for males was higher than for females in most of the regions with the exception of central 1, Central2, Ankole and Kigezi. The GIR shows that the inequality between males and females in enrolment in secondary education is still wide and should be targeted if the SDG four is to be achieved by 2030.

**Table 2.17: Senior One Gross Intake Rate by Sex and Region**

	Male	Female	Total	GPI
<b>Residence</b>				
Urban	78.30	77.68	77.97	0.99
Rural	59.62	53.60	56.63	0.90
Total	63.27	58.90	61.07	0.93
<b>Sub-Region</b>				
Kampala	94.70	94.95	94.84	1.00
Central1	62.83	69.66	66.30	1.11
Central2	58.16	62.37	60.25	1.07
Busoga	68.91	62.85	65.84	0.91
Bukedi	68.24	55.29	61.70	0.81
Elgon(Bugishu)	80.42	79.01	79.71	0.98
Teso	62.92	54.66	58.83	0.87
West Nile	57.26	42.49	49.81	0.74
Acholi	77.51	56.98	67.29	0.74
Lango	67.82	50.18	58.96	0.74
Karamoja	48.47	32.26	40.16	0.67
Toro	53.32	48.34	50.83	0.91
Ankole	60.02	62.48	61.25	1.04
Bunyoro	47.81	41.95	44.91	0.88
Kigezi	59.84	64.52	62.20	1.08
Total	63.27	58.90	61.07	0.93

## 2.5.5 Tertiary Gross Enrolment

The number of students enrolled in Uganda's tertiary education level, regardless of age, as a percentage of the population of official school age (for the tertiary level) was only four percent as shown in Table 3.18.<sup>5</sup> This is far below the Sub-Saharan average of 6 percent and the world average of 26 percent. Uganda requires 40 percent tertiary enrolment to achieve a middle income status by 2020.

**Table 3.18: Tertiary level Gross Enrolment by background Characteristics**

	Male	Female	Total
<b>Residence</b>			
Urban	8.7	6.7	7.6
Rural	3.4	1.8	2.6
<b>Sub-Region</b>			
Kampala	14.5	12.0	13.2
Central1	5.2	4.5	4.8
Central2	3.4	2.5	3.0
Busoga	4.4	2.4	3.3
Bukedi	4.9	2.1	3.4
Elgon	5.4	3.3	4.2
Teso	4.3	2.1	3.1
West Nile	4.6	2.4	3.4
Acholi	6.1	3.1	4.4
Lango	4.0	1.9	2.9
Karamoja	3.7	1.7	2.6
Toro	3.3	1.8	2.5
Ankole	4.2	2.7	3.4
Bunyoro	2.6	1.5	2.0
Kigezi	4.5	2.3	3.3
<b>Religion</b>			
Anglican	5.1	3.3	4.1
Catholic	4.4	2.7	3.5
Muslim	4.9	3.4	4.1
Seventh-Day Adventist	5.4	3.5	4.4
Orthodox	4.7	3.3	3.9
Pentecostal/ Born Again/ Evangelical	6.0	3.9	4.8
Others	4.0	2.4	3.2
Total	4.9	3.2	4.0

<sup>5</sup>NDP II, Pg 34

## 2.6 Summary

Enrolment indicators which include GER, NER and GPI among others in different education levels is presented in chapter two. The national primary school GER was 116 and the NER was 80. The difference between GER and NER indicates that many pupils join school either too early or late for the target age group. This is also corroborated with school attendance by age which showed that approximately 41% of pupils enrolled in primary one were of the target age. Nevertheless, the national gender parity index was 1.0. At sub-regional level, Karamoja had the lowest NER (25%) and the lowest GPI (0.39) among all the regions.

The national secondary school GER was 41% and the NER was 44% indicating low enrolment in secondary school. Likewise, the national GPI was 0.89 indicating a disparity in enrolment between boys and girls in secondary school. The national tertiary Gross Enrolment was a paltry four percent. The trend of enrolment in secondary school by age and class indicated high (67%) enrolment in senior one but very low enrolment at the high levels, for example enrolment in senior six was only six percent of the target age of the population. This is a proxy for a high dropout rate at secondary level.



# CHAPTER THREE:

## EDUCATION ATTAINMENT

### 3.0 Introduction

Education attainment refers to the highest level of education an individual has completed. In a formal education system, successful completion usually results in a qualification that is recognised by the relevant national education authorities (United Nations Educational, 2012). For the case of Uganda completion means an individual attended through any level of education (primary, secondary, Business Technical and Vocational Education Training sector (BTVET), tertiary and University and did the final examination or assessed in any form to confirm completion at that level. It is the highest qualification an individual has attained and forms one of the important an individual's socio-economic characteristics. Educational attainment is one of the salient indicators of the quality of a country's human capital and level of socio-economic development. Sustainable Development Goal Target 4.4: "By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship". High educational attainment is also associated with better health, increased civic engagement, decreased violence and crime, and other factors linked to sustainable development<sup>6</sup>. This chapter presents educational attainment of the population by various background characteristics based on the 2014 census results.

### 3.1 Education attainment for Population aged 13 years that Left School

Results in Table 3.1 indicate that overall, approximately eight percent of the population aged 13 years and above had attained O' level secondary education or lower secondary education<sup>7</sup> and three percent had attained upper secondary education (Senior six). Only two percent of the

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<sup>6</sup> <http://uis.unesco.org/en/topic/educational-attainment>

<sup>7</sup> International Standard Classification of Education

population in this same age group had attained a university degree or other qualification beyond a university degree. The result also showed disparity in education attainment between females and males in all the levels. For example, more females (49%) than males (40%) had not completed primary education. Likewise, less females (1.6%) than males (2.4%) completed a university degree or higher. Disaggregation of educational attendance by regions revealed disparities among regions. Attainment levels in Karamoja were the lowest than in all other regions. For example more than three quarters of the population in Karamoja (81%) had left school with incomplete primary education.

**Table 3.1: Percent of population aged13+ by Education attainment and selected characteristics**

	Did not Complete Primary	Complete Primary & Incomplete O-Level	Complete O-Level & Incomplete A-Level	Complete A-Level	Complete Certificate/Diploma	University Degree and above	Total
<b>Sex</b>							
Male	40.2	39.6	9.0	4.4	4.2	2.6	100
Female	49.4	36.3	6.9	2.5	3.3	1.7	100
<b>Residence</b>							
Urban	25.1	39.4	14.3	8	7.2	6.1	100
Rural	45.1	37.8	7.9	3.4	3.8	2.1	100
<b>Sub-regions</b>							
Kampala	12.0	35.4	18.4	14.7	8.3	11.3	100
Central1	29.9	42.3	12.1	6.1	5.2	4.4	100
Central2	40.7	42.9	8.7	3.1	3.1	1.6	100
Busoga	44.0	41.9	7.8	2.4	2.8	1.1	100
Bukedi	49.4	37.9	6.6	2.3	2.9	0.9	100
Elgon	39.7	45.1	7.6	2.8	3.4	1.4	100
Teso	51.0	36.5	6.1	1.9	3.5	0.9	100
West Nile	59.4	29.6	5.0	1.7	3.4	0.9	100
Acholi	48.1	37.7	6.2	2.5	3.9	1.6	100
Lango	48.7	40.5	4.9	1.5	3.6	0.8	100
Karamoja	81.3	12.1	2.8	1.1	1.9	0.9	100
Toro	54.4	34.0	5.9	1.8	3.0	0.9	100
Ankole	47.7	37.5	6.7	2.5	4.1	1.4	100
Bunyoro	55.0	34.0	6.3	1.7	2.3	0.8	100
Kigezi	50.3	36.0	6.4	2.2	4.0	1.1	100
<b>Total</b>	<b>45.1</b>	<b>37.8</b>	<b>7.9</b>	<b>3.4</b>	<b>3.8</b>	<b>2.1</b>	<b>100</b>

Low educational attainment as presented in the table above has implications for achieving Uganda's development goals. Few persons who completed tertiary education could imply low output per

worker since output per worker correlates with length of time spent in education, production of less technologically advanced goods that may not compete with goods from more developed countries; and limited ability of a country to innovate and also absorb modern technology (Meier and Rauch, 2000).

### **3.2 Net Primary Seven Completion Rates for Population Aged 13 Years Disaggregated By Orphan Status.**

A net completion rate refers to the population of a target age who complete a given level of education. Completion of primary school is important for transition to lower secondary education. Results in Table 3.2 shows that the net primary completion rate was only 9.6 percent for all persons aged 13 years who ever attended school. It also showed that more females (10.9%) than males (8.3%) of the same population completed primary seven. The completion rate for urban (23%) dwellers was almost four times that of the rural (6.1%) dwellers.

At sub-regional level, Kampala (40%) had the highest proportion of primary completion rate among all the regions while Lango (3.4) and Karamoja (3.5) regions had the lowest proportion of the population completing primary seven among all the regions. Nevertheless, the proportion of the population aged 13 who completed primary seven was lower than the national average except for Kampala and the Central 1 and central 2 regions. The results show that net completion rate for population age 13 who complete primary seven is very low.

The result in Table 3.2 also revealed a disparity between orphans and non-orphans. Whereas 9.8% of the population aged 13 who were non-orphans had completed primary seven, 8.4% of the orphans had completed primary seven. The result generally showed that few orphans than non-orphans completed p7 when information is disaggregated by gender, place of residence and regions.

**Table 3.2: Net Primary Completion Rate by background Characteristics for persons aged 13 Years Old who Completed Primary seven**

	Non-orphans			Orphans			All		
	Did not complete P7	Completed P7	Total	Did not complete P7	Completed P7	Total	Did not complete P7	Completed P7	Total
<b>Sex</b>									
Male	91.5	8.5	100	92.8	7.2	100	91.7	8.3	100
Female	88.9	11.1	100	90.4	9.6	100	89.1	10.9	100
Total	90.2	9.8	100	91.6	8.4	100	<b>90.4</b>	<b>9.6</b>	<b>100</b>
<b>Place of residence</b>									
Urban	76.2	23.8	100	81.9	18.1	100	77	23	100
Rural	93.9	6.1	100	94.3	5.7	100	93.9	6.1	100
Total	90.2	9.8	100	91.6	8.4	100	90.4	9.6	100
<b>Region</b>									
Kampala	58.7	41.3	100	67.5	32.5	100	59.8	40.2	100
Central1	78.2	21.8	100	83.6	16.4	100	79	21	100
Central2	87.9	12.1	100	89.4	10.6	100	88.2	11.8	100
Busoga	91.3	8.7	100	91.3	8.7	100	91.3	8.7	100
Bukedi	94.2	5.8	100	94	6	100	94.2	5.8	100
Elgon	91.4	8.6	100	91.1	8.9	100	91.4	8.6	100
Teso	95.6	4.4	100	95.4	4.6	100	95.6	4.4	100
West Nile	95.6	4.4	100	95.5	4.5	100	95.6	4.4	100
Acholi	95	5	100	95.1	4.9	100	95	5	100
Lango	96.6	3.4	100	96.6	3.4	100	96.6	3.4	100
Karamoja	96.5	3.5	100	96.7	3.3	100	96.5	3.5	100
Toro	94.7	5.3	100	95.1	4.9	100	94.8	5.2	100
Ankole	91.6	8.4	100	92.5	7.5	100	91.8	8.2	100
Bunyoro	93.6	6.4	100	94.5	5.5	100	93.7	6.3	100
Kigezi	92	8	100	92.5	7.5	100	92	8	100
Total	90.2	9.8	100	91.6	8.4	100	90.4	9.6	100

The persons aged 13 are expected to have completed primary seven and joined either secondary or vocational education. However, the low net completion rate for primary seven demonstrated in Table 3.2 above implies that either pupils either delay to enroll in primary one, or some repeat classes and others drop out of school. This is an area which policy makers need to target. Likewise the disparity between orphans and non-orphans remains one of the areas for policy targeting.

### 3.3 Net Primary Seven (P7) Completion Rates Disaggregated By Disability Status for the Population Aged 13 Years

Table 3.3 shows that more persons without a disability (9.8%) than persons with a disability (6.5%) aged 13 years completed primary seven in 2014. Among persons with a disability only, more females (7.4%) than males (5.7%) completed P7. Disaggregation by residence also shows that for both persons with and without disability, more completed P7 in urban than in rural areas. Analysis by sub regions, showed that completion of primary seven for the same population was higher in Kampala and Central 1 than in any other region for both persons without and those with disability. However, the proportion was lower for persons with disability than for persons without a disability in all the regions except Kampala followed by Central 1. Similar patterns of disparities between persons with no disability and persons with a disability in all other regions.

**Table 3.3 Primary completion rate for persons with disability and with no disability**

	Not disabled			Disabled		
	Did not complete P7	Completed P7	Total	Did not complete P7	Completed P7	Total
<b>Sex</b>						
Male	91.5	8.5	100	94.3	5.7	100
Female	88.9	11.1	100	92.6	7.4	100
Total	90.2	9.8	100	93.5	6.5	100
<b>Place of residence</b>						
Urban	76.7	23.3	100	81.9	18.1	100
Rural	93.8	6.2	100	95.7	4.3	100
Total	90.2	9.8	100	93.5	6.5	100
<b>Region</b>						
Kampala	59.7	40.3	100	62.6	37.4	100
Central1	78.7	21.3	100	83.5	16.5	100
Central2	88	12	100	91.1	8.9	100
Busoga	91.2	8.8	100	92.8	7.2	100
Bukedi	94	6	100	95.9	4.1	100
Elgon	91.2	8.8	100	93.1	6.9	100
Teso	95.4	4.6	100	97	3	100
West Nile	95.5	4.5	100	96.7	3.3	100
Acholi	94.8	5.2	100	96.4	3.6	100
Lango	96.5	3.5	100	97.4	2.6	100
Karamoja	96.5	3.5	100	96.3	3.7	100
Toro	94.7	5.3	100	96.3	3.7	100
Ankole	91.7	8.3	100	93.5	6.5	100
Bunyoro	93.6	6.4	100	94.5	5.5	100
Kigezi	92	8	100	93.2	6.8	100
Total	90.2	9.8	100	93.5	6.5	100

### 3.4 Net Secondary School Completion Rates Disaggregated by Orphan Status for the Population Aged 19 Years.

Population aged 19 years is expected to have completed upper secondary education or senior six and attained Uganda Advanced Certificate of Education (UACE). Completion of upper secondary is the major route to joining tertiary and university education in Uganda. The results in Table 3.4, shows that the net completion rate for upper secondary education in Uganda for the population aged 19 years was six percent. The results also showed that the net completion rates for the females (6.4%) were more than for the males (5.7%). Disaggregation by residence indicated that the net Secondary completion rate among the urban population was 7 times more than that among the rural population.

By sub regions, Karamoja (2%) had the lowest and Kampala (29%) had the highest net completion rates of senior six for the population aged 19 years among all the regions. Nevertheless, apart from Kampala, Central 1 and Central 2 regions, all the remaining regions had a lower proportion of the population aged 19 years who completed upper secondary education than the national average (6.1%).

The results in Table 3.4 further showed disparities between orphans and non-orphans by selected characteristics. Whereas the net secondary completion rates for non-orphans were 6.3%; the rate for orphans was only 5.5%. Generally the net completion rate for orphans was less than for non-orphans, when disaggregated by gender, place of residence and regions.

**Table 3.4: Net Secondary School Completion Rates by selected background characteristics disaggregated by orphan status for persons aged 19 years**

	Non-orphans			orphans			Total		
	Did not complete S6	Completed S6 and above	Total	Did not complete S6	Completed S6 and above	Total	Did not complete S6	Completed S6 and above	Total
<b>Sex</b>									
Male	94.1	5.9	100	94.8	5.2	100	94.3	5.7	100
Female	93.4	6.6	100	94.2	5.8	100	93.6	6.4	100
Total	93.7	6.3	100	94.5	5.5	100	93.9	6.1	100
<b>Place of residence</b>									
Urban	83.9	16.1	100	87.0	13.0	100	84.7	15.3	100
Rural	97.4	2.6	100	97.8	2.2	100	97.5	2.5	100
Total	93.7	6.3	100	94.5	5.5	100	93.9	6.1	100
<b>Region</b>									
Kampala	69.5	30.5	100	76.6	23.4	100	71.4	28.6	100
Central1	85.9	14.1	100	89.6	10.4	100	87.0	13.0	100
Central2	94.0	6.0	100	95.1	4.9	100	94.3	5.7	100
Busoga	95.9	4.1	100	96.5	3.5	100	96.0	4.0	100
Bukedi	96.6	3.4	100	96.5	3.5	100	96.6	3.4	100
Elgon	96.6	3.4	100	96.9	3.1	100	96.6	3.4	100
Teso	97.2	2.8	100	98.0	2.0	100	97.4	2.6	100
West Nile	97.8	2.2	100	97.9	2.1	100	97.8	2.2	100
Acholi	96.0	4.0	100	96.3	3.7	100	96.1	3.9	100
Lango	97.6	2.4	100	97.6	2.4	100	97.6	2.4	100
Karamoja	98.4	1.6	100	98.4	1.6	100	98.4	1.6	100
Toro	97.4	2.6	100	97.5	2.5	100	97.4	2.6	100
Ankole	95.4	4.6	100	95.8	4.2	100	95.5	4.5	100
Bunyoro	97.6	2.4	100	97.9	2.1	100	97.7	2.3	100
Kigezi	96.4	3.6	100	96.2	3.8	100	96.3	3.7	100
Total	93.7	6.3	100	94.5	5.5	100	93.9	6.1	100

Given the results in Table 3.4, net completion rates for secondary education is very low in Uganda. It is an area which a policy needs to be directed. Likewise, regional disparities in net completion rates, and disparities between orphans and non-orphans should be a policy target.

### 3.5 Net Secondary school completion rates disaggregated by disability status

The results in Table 3.5 shows that the net secondary completion rates for persons without disability (6.2) was higher than for persons with a disability(4.1) aged 19 years. Similar pattern in the net completion rates was revealed when the results were disaggregated by gender, place of residence and regions. Among persons with disability alone, the net completion rate for females (4.4%) was slightly higher than for the males (3.8). Disaggregation by place of residence indicated that, the net completion rates for the urban population was higher than for the rural population. Sub-regional analyses showed that the net completion rates for both persons without disability and those with a disability were highest in Kampala among all the regions. The results imply that persons with disabilities disproportionately do not complete senior six as compared to their counterparts with no disability. Nevertheless the low net completion rates reflect the general patterns for the country.

**Table 3.5 Secondary Completion Rates by Selected Characteristics Disaggregated by Disability Status for the Population Aged 19 years**

	Not disabled			Disabled		
	Did not complete S6	Completed S6 and above	Total	Did not complete S6	Completed S6 and above	Total
<b>Sex</b>						
Male	94.1	5.9	100	96.2	3.8	100
Female	93.4	6.6	100	95.6	4.4	100
Total	93.8	6.2	100	95.9	4.1	100
<b>Place of residence</b>						
Urban	84.6	15.4	100	86.8	13.2	100
Rural	97.4	2.6	100	98.2	1.8	100
Total	93.8	6.2	100	95.9	4.1	100
<b>Sub-Region</b>						
Kampala	71.6	28.4	100	68.2	31.8	100
Central1	86.9	13.1	100	88.3	11.7	100
Central2	94.2	5.8	100	95.5	4.5	100
Busoga	95.8	4.2	100	97.6	2.4	100
Bukedi	96.5	3.5	100	97.7	2.3	100
Elgon	96.5	3.5	100	97.5	2.5	100
Teso	97.3	2.7	100	98.1	1.9	100
West Nile	97.8	2.2	100	98.4	1.6	100
Acholi	96.0	4.0	100	97.1	2.9	100
Lango	97.5	2.5	100	98.1	1.9	100
Karamoja	98.5	1.5	100	97.7	2.3	100
Toro	97.4	2.6	100	98.0	2.0	100
Ankole	95.4	4.6	100	96.8	3.2	100
Bunyoro	97.6	2.4	100	98.5	1.5	100
Kigezi	96.3	3.7	100	97.5	2.5	100
Total	93.8	6.2	100	95.9	4.1	100



### 3.6 Tertiary Education Completion Rates for Population Aged 22-25 Years

Overall only 11% of the population aged 22-25 years had completed tertiary education and higher (include: university education and post graduate qualifications such as masters and PhD) as shown in Table 3.6. Disaggregation by gender shows that the completion rates for males (11.3%) was more than for the females (10.7) of the same age group. Likewise, tertiary education completion rates for urban (19%) was far higher than for the rural (7%). By region, the rates for Kampala (24%) was the highest and for Karamoja (6.2) was the lowest among all the regions. Generally, the net tertiary education for population 22-25 is low.

Contrast between the population with no disability and the ones with disability indicated that generally the tertiary completion rates for persons without a disability was higher than for the persons with a disability. When analysed by gender, place of residence and region, similar pattern of disparity could be observed between persons without and with a disability. Disparities were also revealed among persons with disability alone. Analysis by gender shows that the completion rates for males (7.9%) was higher than for the females (6.5%) among persons with disability. Disparity between urban and rural areas was also clear; the net completion rate for urban population with a disability aged 22-25 years was higher than for the population in the rural areas.

**Table 3.6: Tertiary completion rates by selected characteristics disaggregated by disability**

Status

	Not Disabled			Disabled			Total		
	Did not complete Tertiary	Completed Tertiary	Total	Did not complete Tertiary	Completed Tertiary	Total	Did not complete Tertiary	Completed Tertiary	Total
<b>Sex</b>									
Male	88.4	11.6	100	92.1	7.9	100	88.7	11.3	100
Female	88.9	11.1	100	93.5	6.5	100	89.3	10.7	100
<b>Total</b>	88.7	11.3	100	92.9	7.1	100	89	11	100
<b>Residence</b>									
Urban	80.8	19.2	100	85.3	14.7	100	81.1	18.9	100
Rural	92.7	7.3	100	95.1	4.9	100	92.9	7.1	100
<b>Total</b>	88.7	11.3	100	92.9	7.1	100	89	11	100
<b>Sub-Region</b>									
Kampala	75.8	24.2	100	76.8	23.2	100	75.8	24.2	100
Central1	85.6	14.4	100	89.2	10.8	100	85.7	14.3	100
Central2	91.6	8.4	100	94.8	5.2	100	91.8	8.2	100
Busoga	91.5	8.5	100	95	5	100	91.8	8.2	100
Bukedi	90.8	9.2	100	94.3	5.7	100	91.1	8.9	100
Elgon	89.7	10.3	100	93.8	6.2	100	90.2	9.8	100
Teso	89.2	10.8	100	93.6	6.4	100	89.7	10.3	100
West Nile	90.3	9.7	100	93.6	6.4	100	90.6	9.4	100
Acholi	87.1	12.9	100	91.4	8.6	100	87.6	12.4	100
Lango	89.2	10.8	100	92.8	7.2	100	89.7	10.3	100
Karamoja	93.8	6.2	100	93	7	100	93.8	6.2	100
Toro	92.4	7.6	100	95.3	4.7	100	92.6	7.4	100
Ankole	88.6	11.4	100	93.2	6.8	100	89	11	100
Bunyoro	94.1	5.9	100	96.3	3.7	100	94.3	5.7	100
Kigezi	89.1	10.9	100	93.8	6.2	100	89.5	10.5	100
<b>Total</b>	88.7	11.3	100	92.9	7.1	100	89	11	100

### 3.7 Post-Secondary Education Attainment

Table 3.7 presents the distribution of persons aged 18 years and above with post-secondary education. Thirty six percent of the population aged 18 years and over had a professional certificate followed by those with a first degree (30%), and a diploma (28%). More persons in the urban areas (45%) had attained a first degree and above than those in the rural areas (21%). Across sub-regions, Kampala (58%) had the highest proportion of the population aged 18 years and above who had attained a university degree or higher qualification among all the regions.

**Table 3.7: Percentage Distribution of Persons aged 18 years and over with Post- Secondary Level education by Selected Characteristics**

	Professional Certificate	Diploma	First Degree	Post Graduate Certificate	Post Graduate Diploma	Masters Degree	PhD	Total
<b>Sex</b>								
Male	33.1	29.0	31.1	1.2	1.2	3.9	0.5	100
Female	40.2	26.5	28.2	1.3	1.0	2.6	0.3	100
<b>Place of residence</b>								
Urban	26.5	27.9	38.3	1.1	1.2	4.5	0.5	100
Rural	51.1	27.7	17.0	1.5	1.0	1.5	0.3	100
<b>Region</b>								
Kampala	16.2	26.0	48.6	1.1	1.2	6.1	0.7	100
Central1	27.1	26.8	38.8	1.2	1.0	4.6	0.6	100
Central2	37.1	28.6	28.6	1.4	1.2	2.8	0.4	100
Busoga	42.8	28.6	23.8	1.5	1.0	2.0	0.3	100
Bukedi	46.2	29.5	19.9	1.4	1.0	1.9	0.2	100
Elgon(Bugishu)	43.5	27.5	23.7	1.4	1.2	2.4	0.3	100
Teso	50.1	28.8	17.3	0.9	1.1	1.6	0.2	100
WestNile	47.5	31.8	15.9	1.7	1.0	1.7	0.3	100
Acholi	41.6	29.5	23.6	1.4	1.5	2.2	0.3	100
Lango	51.9	28.7	14.9	1.4	1.1	1.7	0.3	100
Karamoja	37.7	30.5	25.3	2.0	1.6	2.5	0.4	100
Toro	48.7	27.1	19.5	1.3	1.1	1.9	0.3	100
Ankole	48.0	26.7	21.1	1.0	1.0	1.9	0.3	100
Bunyoro	44.2	30.5	20.5	1.1	1.4	1.9	0.3	100
Kigezi	50.0	28.5	17.5	1.0	1.1	1.6	0.2	100
<b>Total</b>	<b>36.3</b>	<b>27.8</b>	<b>29.8</b>	<b>1.3</b>	<b>1.1</b>	<b>3.3</b>	<b>0.4</b>	<b>100</b>

### 3.8 Population that has Never Been to School

Table 3.8 shows that, overall, 13 percent of the population aged 10 years and above had never been to school in Uganda. The result also shows that more females (17%) than males (9%) among the same population had never been to school. Disaggregation by place of residence reveals that the proportion of the population aged 10 years and above who had never been to school in the rural areas (20%) was more than those in urban areas (10%). The regional analysis indicates that Karamoja (71%) had the highest proportion of the population who had never attended school among all the regions. Still in Karamoja, more females (77%) than males (64%) had never been to school.

**Table 3.8: Proportion of the Population aged 10+ that has never been to school by Place of Residence and Sub-region**

Category	Male	Female	Total
<b>Residence</b>			
Urban	4.7	8.8	6.9
Rural	9.8	19.6	14.9
<b>Sub-region</b>			
Kampala	2.4	4.1	3.3
Central1	5.6	8.4	7.1
Central2	7.8	12.7	10.3
Busoga	7.9	15.9	12.1
Bukedi	6.6	15.3	11.2
Elgon	5.0	10.0	7.6
Teso	4.9	14.3	9.8
WestNile	8.4	23.1	16.3
Acholi	6.1	21.8	14.4
Lango	5.0	16.9	11.3
Karamoja	64.0	76.5	70.8
Toro	10.0	19.4	14.9
Ankole	9.7	17.4	13.8
Bunyoro	9.0	18.3	13.7
Kigezi	8.6	19.3	14.5
Total	<b>8.6</b>	<b>16.7</b>	<b>12.9</b>

### 3.9 Education Attainment and Occupation

Association between post- secondary education and employment, levels of income and opportunities for higher education is not disputable (Gregorio & Lee, 2002). Table 3.9 presents information on occupation by education attainment for persons aged 14-64 years. The majority (63%) of the population between 14 and 64 years were engaged in subsistence farming. This was followed by Sales and Service workers (9%). As expected a higher proportion (24%) of professionals and associate professionals (11%) respectively had tertiary education. The population with tertiary education engaged in subsistence farming, craft related trade, boda boda, house helpers and elementary occupation could imply under or disguised unemployment which is an area for a policy target.

**Table 3.9: Education Attainment and Occupation for Persons aged 14-64 Years**

Occupation	Never Attended	Primary	Secondary	Tertiary	Total
	0.0	0.2	2.6	24.0	2.4
Associate Professionals	0.1	0.1	1.4	11.4	1.2
Clerical support Staff	0.2	0.2	0.8	4.2	0.6
Sales and Service workers	4.8	6.5	15.6	13.1	8.8
Subsistence Farmers	77.4	72.3	47.6	18.2	63.5
Market Oriented Agriculture Farmers	3.8	3.8	3.3	2.4	3.6
Craft and related Trade workers	1.2	2.5	6.1	6.6	3.4
Plant and Machine Operators and Assemblers (Excluding Boda Boda Riders)	0.5	0.8	2.6	1.7	1.2
Boda Boda Riders (Bicycle/Motor Cycle)	0.6	1.4	2.0	0.7	1.3
Elementary occupations	3.7	3.9	5.5	3.5	4.3
Domestic Helpers	3.1	3.7	4.6	1.5	3.7
Other	4.8	4.6	7.8	12.7	6.0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

### 3.10 Summary

Educational attainment among various educational levels (primary, secondary and tertiary) is very low nationally and regionally for various population groups. Among population aged 13years and above, only 8% had completed lower secondary education and only 2% had completed a university education. Similarly, net completion rates for different levels of education in Uganda were very low.

Disparities in educational attainment were glaring by different sub population groups and background characteristics. Disparities between males and females presented a mixed observation. For example whereas more males than females had completed different levels of education, the statistics on net completion rates for different levels shows that the completion rates for females were higher than for the males. Likewise, disaggregation by orphan status showed that orphans were disproportionately disfavoured at different levels of completion rates. The same pattern was clear for the population with a disability. The rates of the persons with a disability at different levels of measurements were lower than for the population without disability. Regional disparities were observed in all the different levels of education attainment analysed. Kampala had the highest positive rates while Karamoja had the lowest rates among the indicators analysed among all the regions. On appreciating the relationship between level of education attainment and occupation, results showed that all the population with various educational attainment were engaged in subsistence farming at different proportions. Nevertheless the majority in subsistence farming were the population without education, but even some with tertiary education were engaged in subsistence farming which could imply a disguised underemployment.

# CHAPTER FOUR:

## LITERACY

### 4.1 Background

UNESCO defines literacy as the total number of literate person in a given age group, expressed as a percentage of the total population in that age group. The common understanding of literacy is that it is a set of tangible skills particularly the cognitive skills of reading and writing that are independent of the context in which they are acquired and the background of the person who acquires them. For purposes of this report, a 'literate' person was defined as a person who can read and write a short simple statement on everyday life in at least one language.

The measurement of literacy rates (or low illiteracy rates) suggests the existence of an effective primary education system and/or literacy programme that has enabled a large proportion of the population to acquire the ability of using the written word in daily life and to continue learning.<sup>8</sup> Literacy (reading and writing) and numeracy (arithmetic and practical mathematics) are essential not only to participate in the modern workforce but also to safe and healthy lives in a modernizing society . Literacy represents the potential for further intellectual growth and contribution towards the socioeconomic and cultural development of a society.

Target 4.6 of the Sustainable Development Goal four aims to ensure, that all youth and at least a considerable percentage of adults, both men and women, achieve literacy and numeracy.

The 2014 Census collected information on the literacy status of household members aged 10 years and above. This chapter presents literacy rates for persons aged 10 years and above in addition to adult literacy rates for all those aged 15 years and above.

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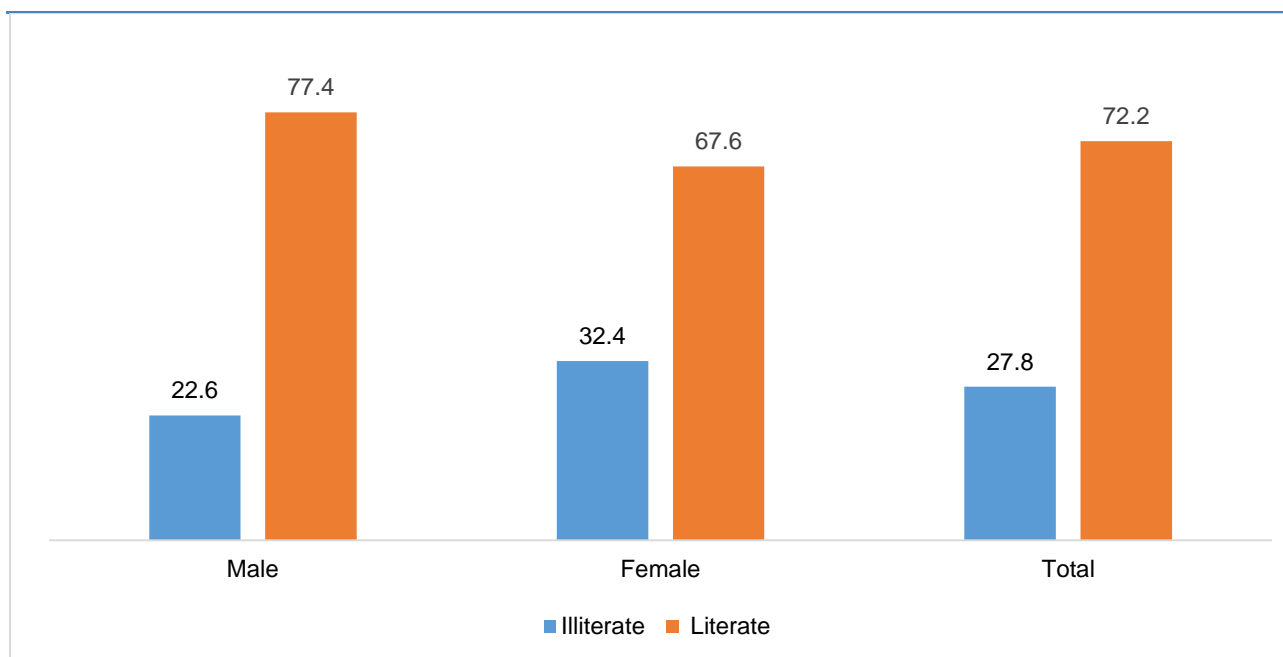
<sup>8</sup> United Nations Statistics Division, 2008)

## 4.2 Literacy Rates

As boys and girls progress through school, the skills they learn become increasingly complex. Literacy and numeracy in early primary school are critical to virtually all types of work today. Yet skills acquired through secondary and higher education enhance the ability to gather information, understand social systems, and develop financial literacy, which are vital to creating and filling higher paying jobs.<sup>9</sup>

Figure 4.1 shows that the literacy rate of the population aged 10 years and above stood at 72.2 percent in 2014 with a higher proportion among males at 77.4 % compared to females at 67.6 %. The existing gender disparity in literacy levels has to be bridged by paying more attention on the girl child and women.

**Figure 4.1: Percent Distribution of Literate and Illiterate persons aged 10 Years and above**



<sup>9</sup> Africa Demographic Dividends Investments\_ Education



Table 4.1 shows the distribution of the literate population aged 10 years and above by age and other background characteristics. The total number of literate females decreases as age increases while the reverse is true among literate males whose percentage increases with increase in age. Among the selected age groups, the gender gap was wide among the older persons (60+) with the proportion of literate males (64 %) almost being double that of the females (36 %). Among children, youths and adults, the gender differences were minimal.

**Table 4.1: Distribution of the Literate population by sex for person's aged 10 years and above**

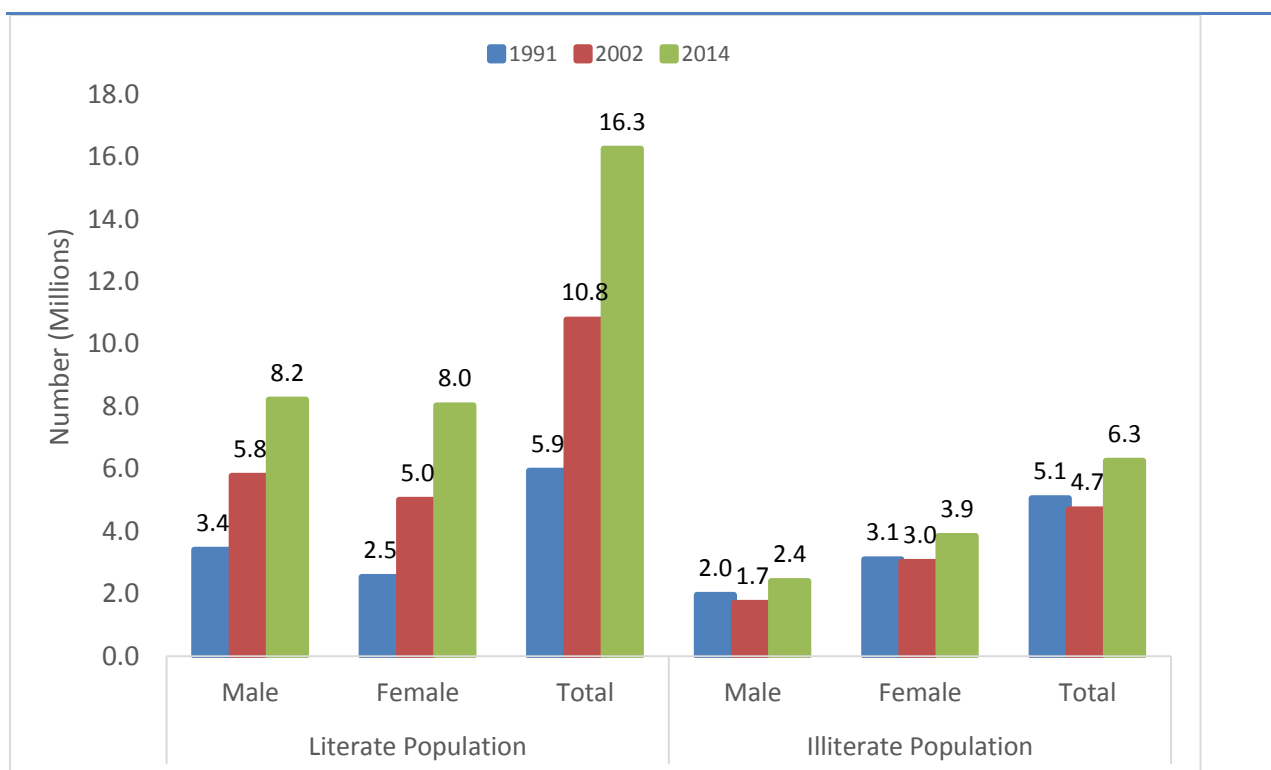
Background characteristic	Male	Female	Number
<b>Age Group</b>			
10-14	49.2	50.8	3,443,495
15-19	48.6	51.4	3,297,017
20-24	46.1	53.9	2,568,884
25-29	48.2	51.8	1,924,203
30-34	51.7	48.3	1,359,968
35-39	53.3	46.7	1,028,691
40-44	56.2	43.8	805,063
45-49	58.5	41.5	571,014
50-54	58.0	42.0	443,928
55-59	60.0	40.0	263,850
60-64	61.8	38.2	200,817
65-69	64.9	35.1	134,073
70-74	65.8	34.2	92,884
75-79	69.8	30.2	51,626
80+	61.6	38.4	60,137
<b>Special Age Groups</b>			
Children (10-17)	49.3	50.7	5,479,364
Youth (18-30)	47.3	52.7	6,167,317
Adult (31-59)	55.3	44.7	4,059,432
Older Person (60+)	64.0	36.0	539,537
<b>Total</b>	<b>50.5</b>	<b>49.5</b>	<b>16,245,650</b>

## 4.3 Levels and Trends of Literacy

### 4.3.1 Literate Population

Figure 4.2 shows that the literate population has been increasing steadily over the last 24 years from 5.9 million in 1991 to 10.8 million in 2002 and to 16.3 million in 2014. There are no major gender differentials observed among the literate population, 8.2 million were males and 8 million were females. Despite the increase in number of literate persons, the illiterate population increased from 4.7 million in 2002 to 6.3 million in 2014.

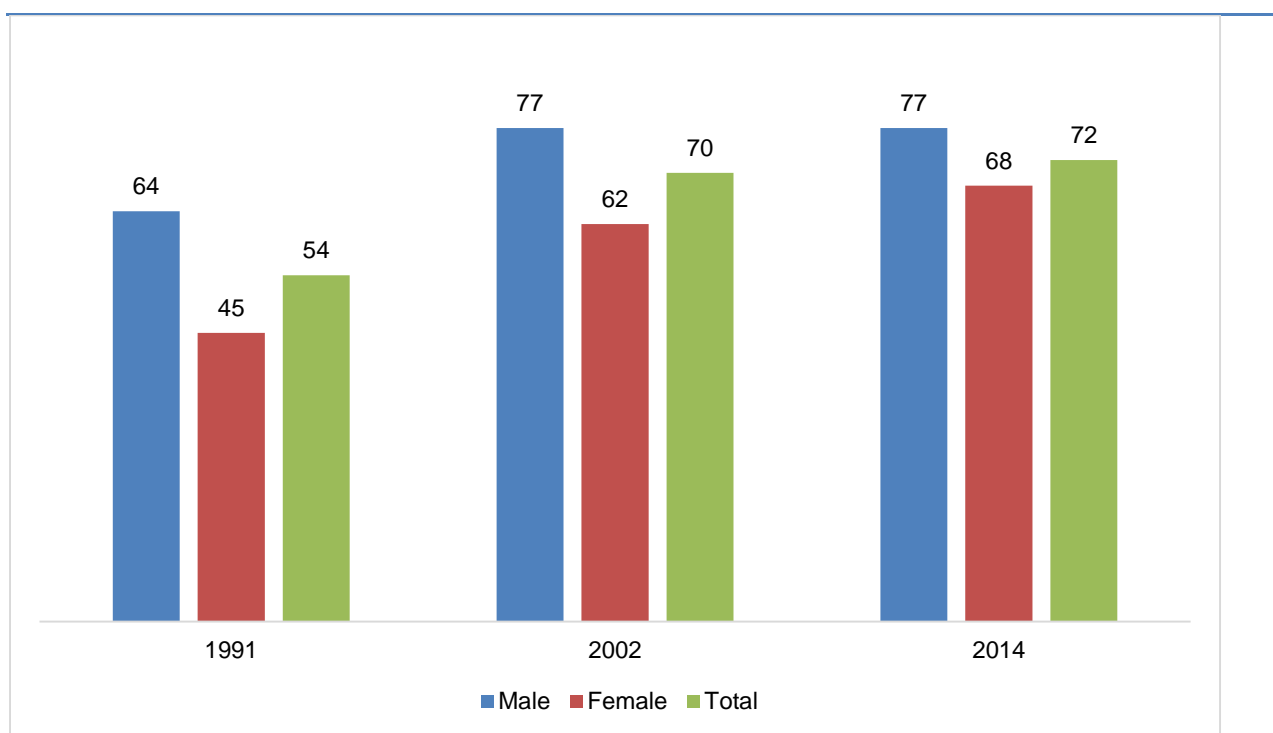
**Figure 4.2: Literate and Illiterate Population aged 10 years and above, 1991-2014**



### 4.3.2 Literacy Rates

Figure 4.3 shows the literacy rates for the last three censuses by sex. The literacy rate was 72 percent in 2014 having increased slightly from 70 percent in 2002. The proportion of literate males remained the same at 77 percent in 2014 and 2002 while that of the females increased from 62 percent in 2002 to 68 percent in 2014. The Literacy rates among the male population was consistently higher than that of females over all the three census years. It is desirable that all persons are made literate given that a number of the SDG commitments aim to have increased access to information (which may sometimes be available in written formats). Hence the need to raise the literacy levels especially among women aged 15-49 years to have access to sexual and reproductive health information and education.

**Figure 4.3: Trends in Literacy Rates (%) for persons aged 10 years and above, 1991-2014**



## 4.4 Literacy and Place of Residence

Table 4.2 show that there were over 11 million literate persons residing in rural areas with slightly more males (52 percent) than females (48 percent). On the other hand, there were more literate females (53 percent) than males in the urban areas (47 percent). The distribution by region showed that Central1 had the highest (2.4 million) number of the literate population while Karamoja had the least (about 144, 000). Table 5.2 also shows some gender differentials for instance, in all regions the males were more than females except for Kampala, Central 1, Ankole and kigezi regions.

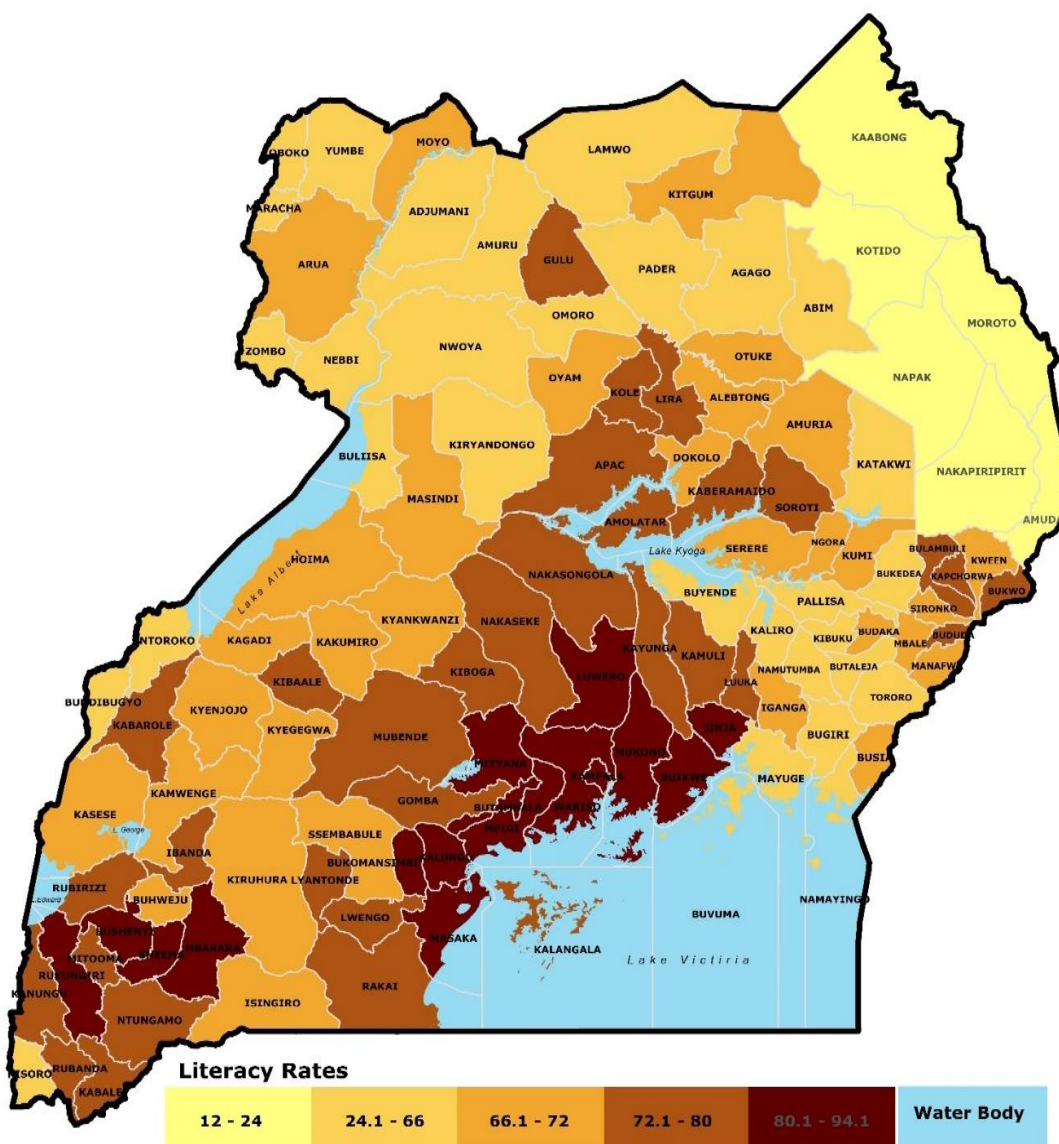
Table 5.2 also shows that that literacy rate for persons 10 years and above was higher in the Urban areas (85%) compared to the rural areas (68%). This difference can be attributed to the better education infrastructure in urban areas. Across the regions, Kampala had the highest literacy rate of 94 percent while Karamoja had the lowest (25 percent) literacy rate.

**Table 4.2: Sex Distribution of Literate Population (aged 10+ years) by Residence and Region**

Background characteristic	Male	Female	Total	Total Number literate	Literacy Rate
<b>Residence</b>					
Urban	47.3	52.7	100	4,878,230	85.1
Rural	51.9	48.1	100	11,367,420	67.8
<b>Sub-Region</b>					
Kampala	46.0	54.0	100	1,030,308	94.1
Central1	47.5	52.5	100	2,397,912	83.7
Central2	50.2	49.8	100	1,837,545	77.2
Busoga	50.4	49.6	100	1,559,802	68.8
Bukedi	51.5	48.5	100	770,560	64.7
Elgon	50.3	49.7	100	828,239	71.4
Teso	52.5	47.5	100	806,113	69.6
West Nile	54.2	45.8	100	1,072,214	63.1
Acholi	55.2	44.8	100	633,283	65.9
Lango	53.9	46.1	100	966,953	71.4
Karamoja	57.6	42.4	100	143,798	24.6
Toro	51.5	48.5	100	1,163,947	70.3
Ankole	49.2	50.8	100	1,476,078	76.5
Bunyoro	53.0	47.0	100	869,578	67.9
Kigezi	48.0	52.0	100	689,320	75.0
<b>Total</b>	<b>50.5</b>	<b>49.5</b>	<b>100</b>	<b>16,245,650</b>	<b>72.2</b>

Map 4.1 shows that literacy rate was unevenly distributed among districts. It can be seen that most districts in Central I, Central 2, Kampala and the following districts in Kigezi region: Bushenyi, Mbarara, Rukungiri, and Sheema, had literacy rates higher than the national average of 72 percent. Almost all the districts in Karamoja Sub- region registered the lowest literacy rates of less than 24 percent.

**Map 4.1: Map Showing Distribution of Literacy Rates in Uganda**



## 4.5 Age-Sex Literacy Rate Differentials

This section covers literacy differentials by age and sex. Literacy rates among the different categories of the population enable implementers to plan appropriately and effectively allocate the necessary resources for improvements in literacy rates. Table 4.3 shows that over all, the literacy rates are inversely proportional to age i.e. literacy rates reduce as age increases.

In general, literacy rates vary among the broad age groups. With reference to the special age groups, the youths (18- 30 years) had the highest literacy rate (81 percent) followed by children (10-17 years) at 76 percent. The older persons (60+) had the least literacy rate of 38 percent. Among the youth, adult and older persons, the literacy rates for males were higher than that of the females. In the older age group, the literacy rate among males was two-fold higher than that of females.

These findings can guide implementers of literacy programs and campaigns to pick interest in specific target audiences, for instance, youth, older persons, and women of reproductive age.

**Table 4.3: Age-Sex Literacy Rate (%)**

	Males	Females	Total
<b>Age groups</b>			
10-14	69.8	72.2	71.0
15-19	85.9	85.4	85.6
20-24	85.5	81.0	83.0
25-29	84.0	74.9	79.0
30-34	79.9	63.5	71.0
35-39	77.4	59.8	68.0
40-44	75.2	54.2	64.3
45-49	75.3	50.8	62.8
50-54	70.8	43.0	55.7
55-59	71.3	41.6	55.5
60-64	64.9	31.6	46.2
65-69	64.4	28.6	44.8
70-74	53.9	19.8	34.0
75-79	52.6	19.2	34.5
80+	37.2	14.9	23.6
<b>Special age groups</b>			
Child (10-17)	74.8	76.8	75.8
Youth (18-30)	84.8	78.2	81.2
Adult (31-59)	76.0	54.8	64.8
Older Person (60+)	56.8	24.2	38.2
<b>Total</b>	<b>77.4</b>	<b>67.6</b>	<b>72.2</b>

## 4.6 Literacy and Religion

Contemporary access to schooling and hence literacy levels depends on a country's education infrastructure which in many instances, their foundations are based on facilities originally built by religious leaders (missionaries) and faith based organizations to promote learning and spread the faith<sup>10</sup>.

Table 4.4 shows that the Hindu's had the highest literacy rate (91 percent) followed by Jehovah's Witness (82 percent). The lowest literacy rate is among the traditional religious followers at about 40 percent (4 in 10).

**Table 4.4: Literacy Rates by Religion**

Religious Affiliation	Literate	Illiterate	Total
Non Religion	54.2	45.8	100
Anglican	73.8	26.2	100
Catholic	69.2	30.8	100
Muslim	75.8	24.2	100
Seventh Day Adventist	77.3	22.7	100
Orthodox	71.9	28.1	100
Pentecostal/born again/Evangelical	74.3	25.7	100
Baha'i	68.1	31.9	100
Baptist	68.2	31.8	100
Jews	73.0	27.0	100
Presbyterian	67.8	32.2	100
Mammon	67.6	32.4	100
Hindus	90.6	9.4	100
Buddhist	77.3	22.7	100
Jehovah's witness	82.0	18.0	100
Salvation Army	68.9	31.1	100
Traditional	36.1	63.9	100
Others	67.0	33.0	100
<b>Total</b>	<b>72.2</b>	<b>27.8</b>	<b>100</b>

<sup>10</sup> Demographic Report, 2016 ; Pew Research Centre

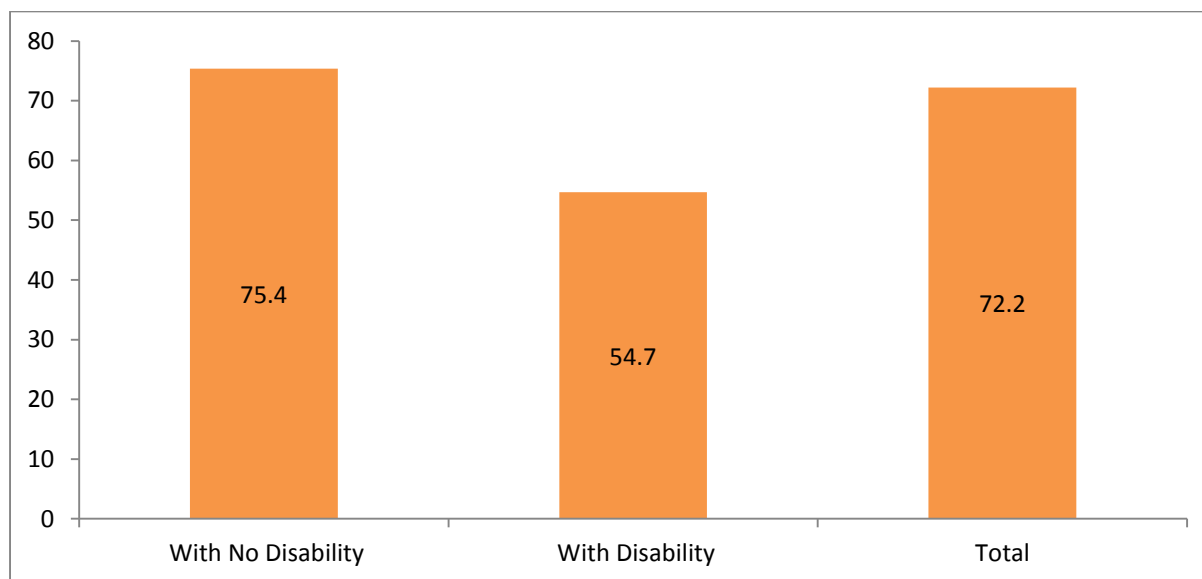
## 4.7 Literacy and Disability Status

Literacy is important across multiple life domains: particularly for persons with disabilities (PWDs). Literacy impacts upon communication and social domains especially among: 1) Persons with disabilities for which there is substantive normative agreement such as blindness, deafness, and severe intellectual impairment; 2) persons with disabilities that are manifested as difficulties in learning and 3) Persons with disabilities that are a result of socio-economic, cultural, and linguistic disadvantages (UNESCO 2006).

The 2014 Census collected information for all persons aged 2 years and above to determine disability based on difficulties in the following; Seeing, Hearing, Walking or climbing steps and remembering or concentrating. Emphasis was made to include persons who had difficulties even if they were using aids to correct the difficulty.

Figure 4.4 shows that among the persons with disabilities, 55 percent were literate and among persons without disabilities 75 percent were literate. Implying that persons with disabilities who are literate are more successful in their face-to face communication with others and are more readily acceptable by their peers without disabilities. Literacy programs should be more targeted for PWDs.

**Figure 4.4: Literacy Rates by Disability and Sex**





## 4.8 Adult Literacy Rate

The Ministry of Education and Sports (MoES) alongside the Ministry of Gender Labour and Social Development (MGLSD) are implementing non-formal education programmes with the aim of improving adult literacy in the country. These include; the Alternative Basic Education for Karamoja (ABEK) and the Functional Adult Literacy (FAL) Programme respectively.

Table 4.5 shows the literacy rates for persons aged 15 years and above. Overall, the adult literacy rate was 72.5 percent. Adult Literacy rates among both males and females were higher in urban areas than in rural areas. The urban-rural gap in adult literacy was wider among females. The male adult literacy rate was highest in Kampala Sub- region (96%) and lowest in Karamoja Sub-region (32%). Adult literacy rates among females followed a similar trend with Kampala (93%) having the highest and Karamoja the lowest (18%).

**Table 4.5: Literacy rates by sex for person's aged 15 years and above**

	Male	Female	Total
<b>Residence</b>			
Urban	89.4	82.9	85.9
Rural	76.1	60.2	67.6
<b>Sub-Region</b>			
Kampala	96.1	93.2	94.5
Central1	86.3	82.8	84.4
Central2	80.9	74	77.3
Busoga	75.7	61.9	68.2
Bukedi	73.2	56.4	64.1
Elgon	76.3	66.5	71.1
Teso	79.7	60.2	69.2
West Nile	78.2	52.2	63.9
Acholi	81.9	53.6	66.6
Lango	84.3	60.5	71.6
Karamoja	31.9	17.8	24.1
Toro	77.8	63.9	70.5
Ankole	81.1	71.8	76.1
Bunyoro	76.1	61.3	68.5
Kigezi	81.8	68.6	74.4
<b>Total</b>	<b>79.6</b>	<b>66.4</b>	<b>72.5</b>

## 4.9 Illiterate Population

The United Nations Education, Scientific and Cultural Organization (UNESCO) defines illiteracy as the inability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying context. Many policy makers have been concerned about the illiterate population despite the fact that illiteracy rates have decreased steadily over the past few decades, especially in Uganda.

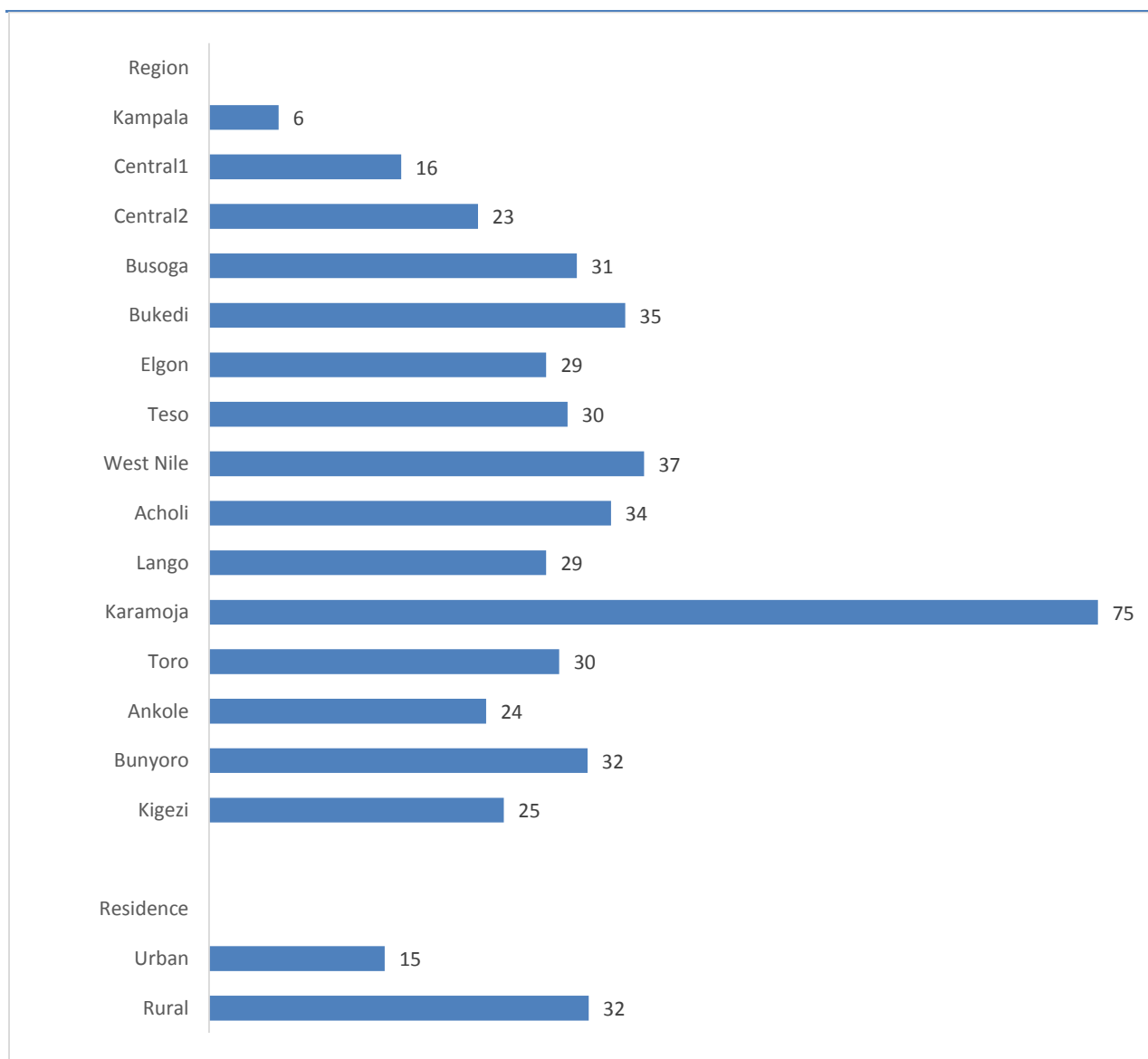
Table 4.6 shows that over 6.3 million people were illiterate at the time of the 2014 census. Of these, about 62 percent were females. The number of illiterate persons declined with increase in age. For the special age groups, the gender gap was wide in favour of the males across all age groups.

**Table 4.6: Distribution of the Illiterate population by sex for persons aged 10 Years and above**

	Percentage			Total
	Male	Female	Total	Number
<b>Age groups</b>				
10-14	52.1	47.9	100	1,407,431
15-19	47.6	52.4	100	553,117
20-24	38.3	61.7	100	524,962
25-29	34.6	65.4	100	509,977
30-34	31.9	68.1	100	554,383
35-39	33.1	66.9	100	483,546
40-44	33.4	66.6	100	447,275
45-49	32.4	67.6	100	338,769
50-54	30.1	69.9	100	353,440
55-59	30.0	70.0	100	211,894
60-64	28.8	71.2	100	233,401
65-69	29.1	70.9	100	165,278
70-74	28.9	71.1	100	180,698
75-79	33.2	66.8	100	97,941
80+	32.2	67.8	100	194,152
<b>Selected Age groups</b>				
Children (10-17 years)	51.9	48.1	100	1,747,731
Youths (18-30 years)	36.6	63.4	100	1,432,065
Adults (31-59 years)	32.2	67.8	100	2,204,998
Older Person (60+)	30.1	69.9	100	871,470
<b>Total</b>	<b>38.4</b>	<b>61.6</b>	<b>100</b>	<b>6,256,264</b>

Figure 4.5 shows that illiteracy is highest in Karamoja region with three quarters of the persons being illiterate (75%) and lowest in kampala (6%). The rural dwellers are twice as likely to be illiterate compared to the urban dwellers (32% and 15 % respectively).

**Figure 4.5: Illiteracy Rates for persons aged 10years and above by Regional and Place of Residence (%)**



## Summary

The national literacy rate stood at 72 percent with males having a higher literacy rate (77 percent than females (68 percent).

There was an increase in the literate population from 10.8 Million in 2002 to 16.3 million with minimal gender differentials. Central1 had the highest number of literate persons (2.4 million) and of the literate Ugandans, over 11.4 million were residing in the rural areas.

Adult Literacy was 73 percent for persons aged 15 years and above. Karamoja Sub-region had the lowest literacy rate of 25 percent. The Hindu's had the highest literacy rate of 91 percent while 55 percent of persons with a disability were literate.

# CHAPTER FIVE:

## POLICY IMPLICATIONS

The recommendations suggested in this chapter is based on the development needs of the country as spelt out in the National Vision and other development frameworks especially the Sustainable Development Goals.

The National development is guided by the national Vision and other frameworks. The Uganda's vision is "***A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years***". In the country's vision, core projects have been identified for example a hi-tech city, large irrigation schemes, mining industries, airports, oil and gas, and nuclear power among others. These projects require high skilled human capital yet the results of the census showed that there is inadequate skilled labour force.

Similarly in the Vision, the industrial sectorial composition of GDP is projected to grow from 26% to 31% and a reduction in share of agriculture from 22% to 10% by 2040. All these could be reflected in economic growth. Education is associated to economic growth in three ways: first, growth in average years of schooling per worker is associated with growth in output per worker. Secondly, increasing the number of educated workers helps a country to move up the ladder to production of more technologically sophisticated goods; and thirdly, The role of educated labour in any production process can be seen as learning or creating technology that generates more output holding levels of inputs constant, rather than an input itself. Thus it helps a developing country like Uganda to absorb foreign technology (Meier and Rauch 2000). This would in a way lead a country like Uganda to a middle income country or to harness the demographic dividends or to achieve the Vision. However, the census results show that the educational attainment with higher qualification is very low in Uganda. In a population of more than 34 million, only four percent has attained professional qualification at certificate or diploma level. This implies shortage of skilled man power in the country. Thus man power planning in Uganda should take into consideration the type of industrialisation the country would like to achieve. For example if the country targets industries to produce textiles, then

completion of ordinary level certificate and two year certificate training would be sufficient. If the government wants to attain sophisticated industrialisation such as the projects listed in the national Vision, the training should focus on the desired needs and targets of the country. Thus more emphasis should be placed on training highly skilled human resources to meet the desired development in the country.

The SDGs aims at not leaving any one behind. The analyses of census data have shown that tremendous progress has been made in Education for example over all the enrolment rate has increased mainly for primary education but also for secondary education, however, quite many gaps can be identified from the analyses of the census data.

Enrolment in Pre-primary education is very low in Uganda. Only approximately 17% of children aged 3-5 years are enrolled in pre-primary school. The impact of non-enrolment in pre-primary school cannot be easily estimated, however, it implies that not only the quality of children who join primary school is low but the children also miss out on an important step in their early childhood development, which could affect both their cognitive skills development and social and emotional development. Therefore a deliberate effort needs to be undertaken by government to expand opportunities for pre-primary education in most parts of the country. Although the Government committed herself to provide policies, curriculum for pre-primary teacher training among others, the need to expand the opportunities for pre-primary education is so huge that private sector cannot satisfy. Equally the most vulnerable children may not have the opportunity to access pre-primary education yet the opportunity could be provided inform of social support. The government needs to bench mark best practices from some other African countries that have managed to provide pre-primary education for their citizens such as Ghana<sup>11</sup>. The gross enrolment rate for pre-primary education for Ghana was 90% in 2008, and this translates into high rate of transition to primary education. For the case of Uganda the transition or enrolment to primary school could be affected by little pre-primary school enrolment.

Generally huge progress has been made to increase access to primary education which has resulted in increased enrolment since the initiative of UPE in 1997. The 2008 education policy makes primary education compulsory hence all children aged 6-12 should enrol in school. However,

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<sup>11</sup> Ghana Education Strategic Plan 2010-2020

the results of the census show that gross enrolment in primary education in 2014 was 116%. This implies that many children enrol to school late or not at the recommended age. Research evidence has shown that late enrolment in school strongly associates with poor grades and dropping out of school. Therefore factors that drives late enrolment in schools deserves to be addressed to allow children of the same age enrol to primary one and continue in their respective cohorts to completion of the desired basic education.

Similarly, the census results also showed that approximately 20% of children aged 6-12 years were not enrolled in school in 2014. This gap has persisted overtime even when government set development targets to achieve 100% net enrolment in primary education, for example the then MDG targets. The stagnation of net enrolment at 80% needs to be examined critically. The factors which limit access to primary education should be addressed to boost enrolment.

Relatedly not all children who enrol in primary one complete primary seven educations. The census results showed that only 49.8% of the children were enrolled in primary seven. And the Gender parity gap for primary seven enrolments is 0.17 implying that more boys than girls enrol in primary seven. Therefore, efforts to retain children at school and to complete primary education cycle should be stepped up. Special attention should be given to specific needs and challenges of different sexes. Girl's needs such as provision of sanitary materials could support the retention of girls in schools. Most importantly intervention should be based on sound research evidence.

## References

Meier, M. G. and Rauch E. J. (2000).Leading Issues in Economic Development. Seventh Edition, Oxford University Press, Oxford

## APPENDICES

**Table A1:Pre-primary school Gross Enrolment Rate by District**

	Male	Female	Total	Number Enrolled	GPI
Kalangala	40.8	40.7	40.7	1,697	1.0
Kampala	49.1	48.7	48.9	57,091	0.99
Kiboga	55.8	54.9	55.4	8,383	0.98
Luwero	49.0	49.5	49.2	23,247	1.01
Masaka	53.1	52.9	53.0	15,708	0.99
Mpigi	41.2	41.4	41.3	10,757	1.01
Mubende	27.7	28.8	28.3	20,970	1.04
Mukono	43.5	43	43.3	25,749	0.99
Nakasongola	35.2	36.7	35.9	6,774	1.04
Rakai	35.4	34.8	35.1	19,735	0.98
Ssembabule	32.3	32.1	32.2	8,861	0.99
Kayunga	35.9	36.8	36.3	14,873	1.03
Wakiso	50.4	49.8	50.1	94,813	0.99
Lyantonde	28.2	29.0	28.6	2,852	1.03
Mityana	51.7	51.4	51.5	17,411	0.99
Nakaseke	35.0	35.3	35.2	6,673	1.01
Buikwe	46.8	46.4	46.6	20,078	0.99
Bukomansimbi	45.9	45.8	45.8	7,571	1.0
Butambala	38.0	39.2	38.5	4,445	1.03
Buvuma	35.8	37.2	36.5	3,440	1.04
Gomba	43.9	44.4	44.1	7,628	1.01
Kalungu	41.3	41.8	41.5	8,143	1.01
Kyankwanzi	37.0	38.7	37.8	8,750	1.04
Lwengo	41.1	41.5	41.3	12,788	1.01
Bugiri	16.2	17.2	16.7	7,471	1.06
Busia	23.2	23.7	23.4	8,055	1.02
Iganga	27.5	28.9	28.2	15,332	1.05
Jinja	37.0	37.6	37.3	16,766	1.02
Kamuli	23.9	24.5	24.2	13,210	1.03
Kapchorwa	25.0	24.6	24.8	2,485	0.98
Katakwi	5.5	5.9	5.7	971	1.08
Kumi	13.6	12.8	13.2	3,344	0.94
Mbale	22.0	21.9	21.9	10,410	0.99
Pallisa	20.1	20.1	20.1	8,806	1.0
Soroti	20.0	20.5	20.2	6,168	1.02
Tororo	22.2	21.9	22.1	11,606	0.98
Kaberamaido	14.3	14.4	14.4	3,329	1.01
Mayuge	18.6	19.5	19.0	10,373	1.05
Sironko	20.4	20.5	20.5	4,931	1.0



	Male	Female	Total	Number Enrolled	GPI
Amuria	9.3	9.4	9.3	2,843	1.01
Budaka	16.2	16.3	16.2	3,860	1.01
Bududa	30.0	31.0	30.5	6,806	1.03
Bukedea	11.4	11.6	11.5	2,570	1.02
Bukwo	23.4	21.4	22.4	2,259	0.91
Butaleja	8.6	8.0	8.3	2,422	0.93
Kaliro	14.3	14.6	14.5	4,062	1.02
Manafwa	21.3	22.2	21.8	8,425	1.04
Namutumba	16.2	17.0	16.6	5,045	1.05
Bulambuli	20.5	22.5	21.5	3,942	1.1
Buyende	10.4	11.2	10.8	4,405	1.08
Kibuku	16.2	15.3	15.8	3,788	0.95
Kween	14.5	14.1	14.3	1,423	0.97
Luuka	20.5	21.7	21.1	5,632	1.05
Namayingo	15.4	15.2	15.3	3,832	0.99
Ngora	16.9	16.8	16.9	2,543	1.0
Serere	15.0	14.9	15.0	4,938	0.99
Adjumani	37.1	38.1	37.6	9,668	1.03
Apac	34.9	36.6	35.7	13,221	1.05
Arua	13.7	13.9	13.8	11,089	1.01
Gulu	40.5	41.2	40.9	10,427	1.02
Kitgum	26.3	27.0	26.7	5,628	1.03
Kotido	1.1	1.3	1.2	259	1.17
Lira	34.4	35.3	34.8	13,374	1.03
Moroto	4.6	4.2	4.4	548	0.9
Moyo	30.3	29.4	29.9	4,078	0.97
Nebbi	13.5	13.6	13.5	5,676	1.01
Nakapiripirit	1.2	1.1	1.2	220	0.91
Pader	18.7	19.9	19.3	3,624	1.07
Yumbe	9.3	9.2	9.2	5,287	0.98
Abim	7.6	8.7	8.1	991	1.15
Amolatar	27.8	27.5	27.7	4,211	0.99
Amuru	18.3	18.3	18.3	3,787	1.0
Dokolo	28.9	28.5	28.7	5,291	0.99
Kaabong	5.1	5.2	5.2	1,012	1.01
Koboko	17.9	17.3	17.6	4,144	0.97
Maracha	4.2	4.2	4.2	851	1.0
Oyam	19.7	19.6	19.7	7,804	1.0
Agago	9.7	9.5	9.6	2,475	0.98
Alebtong	36	36.4	36.2	8,532	1.01
Amudat	6.1	5.4	5.8	724	0.89
Kole	20.5	21.7	21.1	5,251	1.06
Lamwo	21	21.6	21.3	3,135	1.03
Napak	2.4	2.5	2.5	442	1.05
Nwoya	27.5	28	27.7	4,018	1.02

	Male	Female	Total	Number Enrolled	GPI
Otuke	14.7	16.3	15.5	1,716	1.11
Zombo	7.3	8.2	7.7	2,067	1.12
Omoro	29.7	29.6	29.7	4,949	1.0
Bundibugyo	32.9	33.0	33.0	8,658	1.0
Bushenyi	32.6	30.8	31.8	6,819	0.94
Hoima	20.4	20.5	20.5	12,632	1.0
Kabale	26.6	25.9	26.3	8,012	0.97
Kabarole	38.1	38.1	38.1	18,343	1.0
Kasese	21.5	21.4	21.5	16,671	1.0
Kibaale	24.9	26.2	25.5	4,223	1.05
Kisoro	12.9	11.9	12.4	3,870	0.93
Masindi	23.9	23.8	23.8	7,075	1.0
Mbarara	41.0	40.7	40.9	17,927	0.99
Ntungamo	44.7	44.8	44.7	22,687	1.0
Rukungiri	42.2	41.2	41.7	13,032	0.98
Kamwenge	28.7	29.5	29.1	13,900	1.03
Kanungu	33.4	32.6	33.0	8,725	0.97
Kyenjojo	22.6	23.5	23.0	11,219	1.04
Buliisa	13.3	13.5	13.4	1,641	1.01
Ibanda	48.2	47.8	48.0	11,783	0.99
Isingiro	37.4	38.1	37.7	20,231	1.02
Kiruhura	27.6	28.0	27.8	9,115	1.02
Buhweju	32.2	33.1	32.6	4,292	1.03
Kiryandongo	26.5	26.9	26.7	7,864	1.02
Kyegegwa	22.9	24.2	23.5	7,561	1.06
Mitooma	42	42.4	42.2	8,324	1.01
Ntoroko	20.4	20.7	20.5	1,511	1.01
Rubirizi	35.6	39.0	37.2	5,196	1.1
Sheema	40.8	39.4	40.1	7,631	0.97
Kagadi	23.5	24.3	23.9	9,779	1.03
Kakumiro	30.3	30.0	30.1	10,223	0.99
Rubanda	23.5	23.6	23.6	4,749	1.01
Total	28.2	28.2	28.2	1,028,681	1.0

**Table A2: Primary Net Attendance Rate by District**

District	Male	Female	Total
Kalangala	78.3	80.5	79.3
Kampala	85.8	86.2	86.0
Kiboga	79.7	82.0	80.8
Luwero	85.4	87.1	86.2
Masaka	84.6	86.6	85.6
Mpigi	85.2	87.1	86.1
Mubende	80.9	82.5	81.7
Mukono	84.9	86.3	85.6
Nakasongola	81.2	84.1	82.6
Rakai	80.2	82.4	81.3
Ssembabule	81.1	83.1	82.1
Kayunga	83.8	86.2	85.0
Wakiso	84.6	85.6	85.1
Lyantonde	84.7	87.0	85.8
Mityana	82.7	84.8	83.7
Nakaseke	84.1	86.3	85.1
Buikwe	82.9	85.3	84.0
Bukomansimbi	83.7	86.4	85.0
Butambala	87.6	89.6	88.5
Buvuma	78.7	81.4	80.0
Gomba	84.6	86.4	85.5
Kalungu	84.8	87.2	86.0
Kyankwanzi	78.3	80.3	79.3
Lwengo	84.3	86.2	85.2
Bugiri	85.9	87.1	86.5
Busia	87.9	89.1	88.5
Iganga	85.2	87.1	86.1
Jinja	86.3	88.0	87.1
Kamuli	85.9	87.8	86.8
Kapchorwa	89.2	90.1	89.6
Katakwi	83.1	86.6	84.9
Kumi	86.2	87.8	87.0
Mbale	85.5	86.7	86.1
Pallisa	83.6	85.6	84.6
Soroti	84.2	86.4	85.3
Tororo	86.0	87.1	86.6
Kaberamaido	83.2	85.9	84.6
Mayuge	82.9	83.9	83.4
Sironko	84.6	86.9	85.7
Amuria	83.1	85.8	84.4
Budaka	84.7	86.6	85.6
Bududa	85.7	86.6	86.1
Bukedea	86.9	88.7	87.8

District	Male	Female	Total
Bukwo	89.8	90.7	90.2
Butaleja	87.5	88.8	88.1
Kaliro	84.3	86.6	85.4
Manafwa	85.5	87.5	86.5
Namutumba	85.0	86.5	85.8
Bulambuli	87.1	87.6	87.3
Buyende	80.3	81.8	81.0
Kibuku	83.6	85.5	84.5
Kween	84.3	87.9	86.0
Luuka	82.8	85.2	84.0
Namayingo	81.9	83.5	82.7
Ngora	84.2	86.3	85.3
Serere	84.6	86.2	85.4
Adjumani	76.2	75.8	76.0
Apac	74.8	76.6	75.7
Arua	80.9	80.0	80.4
Gulu	84.4	85.2	84.8
Kitgum	80.6	80.3	80.4
Kotido	14.6	10.3	12.3
Lira	74.2	75.2	74.7
Moroto	23.3	21.0	22.1
Moyo	80.5	80.6	80.5
Nebbi	76.1	74.3	75.2
Nakapiripirit	16.4	14.0	15.2
Pader	80.5	81.1	80.8
Yumbe	74.2	72.8	73.5
Abim	69.1	68.4	68.7
Amolatar	76.3	78.6	77.4
Amuru	75.2	74.6	74.9
Dokolo	77.2	79.5	78.3
Kaabong	30.6	22.9	26.6
Koboko	79.5	78.4	79.0
Maracha	70.2	68.2	69.3
Oyam	72.1	73.7	72.9
Agago	77.2	77.7	77.5
Alebtong	73.8	74.9	74.4
Amudat	24.3	22.4	23.3
Kole	76.4	77.4	76.9
Lamwo	79.6	79.9	79.8
Napak	21.0	18.4	19.7
Nwoya	80.2	80.2	80.2
Otuke	75.8	77.0	76.4
Zombo	72.2	68.4	70.3
Omoro	81.0	82.6	81.8
Bundibugyo	81.4	82.3	81.8

District	Male	Female	Total
Bushenyi	87.4	88.9	88.1
Hoima	79.2	79.6	79.4
Kabale	87.1	88.7	87.9
Kabarole	80.8	83.9	82.4
Kasese	83.5	85.2	84.4
Kibaale	76.8	79.3	78.0
Kisoro	82.4	83.6	83.0
Masindi	83.0	83.4	83.2
Mbarara	83.5	85.3	84.4
Ntungamo	79.4	81.6	80.5
Rukungiri	84.8	87.4	86.1
Kamwenge	76.5	77.2	76.9
Kanungu	83.7	85.7	84.7
Kyenjojo	76.8	78.3	77.5
Buliisa	79.9	79.2	79.6
Ibanda	81.2	83.1	82.1
Isingiro	76.1	78.1	77.1
Kiruhura	78.5	80.5	79.5
Buhweju	77.9	79.7	78.8
Kiryandongo	79.4	78.8	79.1
Kyegegwa	76.3	78.4	77.4
Mitooma	82.8	84.6	83.7
Ntoroko	75.8	77.1	76.4
Rubirizi	78.1	79.3	78.7
Sheema	87.8	88.8	88.3
Kagadi	79.1	81.0	80.1
Kakumiro	77.3	79.2	78.2
Rubanda	84.9	86.8	85.9
<b>Total</b>	<b>80.3</b>	<b>81.3</b>	<b>80.8</b>

**Table A3: Secondary Net Attendance Rate by District**

District	Male	Female	Total
Kalangala	28.2	30.4	29.2
Kampala	59.0	53.1	55.6
Kiboga	29.3	33.3	31.2
Luwero	35.2	41.2	38.2
Masaka	38.2	47.3	42.8
Mpigi	35.8	43.5	39.5
Mubende	26.4	27.4	26.9
Mukono	41.4	46.2	43.9
Nakasongola	30.9	32.5	31.7
Rakai	25.7	29.9	27.7
Ssembabule	23.4	26.8	25.1
Kayunga	29.5	31.4	30.4
Wakiso	50.5	48.2	49.2
Lyantonde	28.5	30.3	29.4
Mityana	34.4	41.2	37.7
Nakaseke	29.6	35.7	32.5
Buikwe	38.3	42.3	40.3
Bukomansimbi	28.7	38.0	33.2
Butambala	36.9	48.4	42.5
Buvuma	23.6	20.1	22.0
Gomba	26.4	34.5	30.1
Kalungu	31.6	40.3	35.8
Kyankwanzi	24.6	25.1	24.9
Lwengo	30.2	36.5	33.3
Bugiri	32.3	28.2	30.3
Busia	36.7	31.2	33.9
Iganga	38.6	38.5	38.6
Jinja	43.7	44.7	44.2
Kamuli	34.9	34.9	34.9
Kapchorwa	43.0	44.3	43.7
Katakwi	29.4	26.1	27.8
Kumi	31.4	27.2	29.4
Mbale	37.7	36.4	37.0
Pallisa	34.8	28.2	31.5
Soroti	35.8	31.4	33.6
Tororo	34.4	27.9	31.1
Kaberamaido	29.7	23.9	26.8
Mayuge	30.2	27.0	28.6
Sironko	33.7	34.2	33.9
Amuria	30.1	23.7	27.0
Budaka	35.3	27.8	31.5
Bududa	38.2	36.2	37.2
Bukedea	31.1	26.8	29.0

Bukwo	42.5	44.3	43.4
Butaleja	32.3	26.9	29.6
Kaliro	31.0	27.5	29.3
Manafwa	32.9	29.1	31.0
Namutumba	32.5	29.8	31.2
Bulambuli	42.0	40.2	41.1
Buyende	25.8	22.2	24.0
Kibuku	33.8	26.7	30.3
Kween	37.8	40.1	38.9
Luuka	32.4	31.6	32.0
Namayingo	28.2	20.5	24.4
Ngora	33.5	29.8	31.6
Serere	31.3	27.5	29.4
Adjumani	30.6	22.7	26.8
Apac	25.8	20.0	22.9
Arua	28.2	21.8	24.9
Gulu	40.6	35.3	37.9
Kitgum	35.6	26.9	31.3
Kotido	10.3	6.0	8.0
Lira	31.0	25.0	27.8
Moroto	12.8	10.0	11.3
Moyo	33.5	26.4	30.1
Nebbi	23.0	14.4	18.7
Nakapiripirit	10.3	6.9	8.5
Pader	33.1	22.7	28.1
Yumbe	25.7	20.6	23.1
Abim	31.1	25.8	28.5
Amolatar	28.2	22.0	25.1
Amuru	27.1	17.0	22.2
Dokolo	28.5	20.9	24.7
Kaabong	17.1	9.1	12.9
Koboko	28.0	20.9	24.4
Maracha	21.9	14.8	18.4
Oyam	23.4	16.5	19.9
Agago	32.7	22.1	27.5
Alebtong	27.8	20.0	23.9
Amudat	14.6	12.4	13.6
Kole	24.8	18.5	21.6
Lamwo	32.3	22.0	27.3
Napak	13.7	11.0	12.3
Nwoya	26.6	16.7	21.7
Otuke	27.3	19.2	23.4
Zombo	17.3	10.9	14.2
Omoro	30.8	22.0	26.5
Bundibugyo	31.8	21.0	26.1
Bushenyi	37.6	44.8	41.3
Hoima	26.4	26.2	26.3

Kabale	35.1	39.9	37.6
Kabarole	29.7	32.5	31.1
Kasese	31.1	28.9	30.0
Kibaale	21.6	20.2	21.0
Kisoro	29.2	25.4	27.2
Masindi	30.3	28.2	29.2
Mbarara	38.1	40.2	39.2
Ntungamo	28.8	31.8	30.3
Rukungiri	36.4	41.3	38.9
Kamwenge	23.3	21.3	22.3
Kanungu	31.4	33.0	32.2
Kyenjojo	22.6	20.8	21.7
Buliisa	26.9	17.5	22.1
Ibanda	31.3	32.6	32.0
Isingiro	24.5	25.5	25.0
Kiruhura	25.4	26.7	26.0
Buhweju	24.9	24.6	24.8
Kiryandongo	27.3	22.9	25.1
Kyegegwa	21.5	19.0	20.3
Mitooma	35.7	39.5	37.6
Ntoroko	26.3	22.1	24.2
Rubirizi	28.1	28.1	28.1
Sheema	38.7	43.3	41.0
Kagadi	22.8	19.0	20.9
Kakumiro	20.0	18.6	19.3
Rubanda	27.6	29.2	28.4
<b>Total</b>	<b>32.2</b>	<b>30.9</b>	<b>31.6</b>



**Table A4: Major Field of Specialization by Sex and residence for persons aged 14-64 Years**

Field of Specialization	Sex		Residence		Total
	Male	Female	Urban	Rural	
Health Services	30,583	54,746	46,708	38,621	85,329
Life and Biological Sciences	6,198	7,668	8,212	5,654	13,866
Animal Sciences	6,714	2,091	4,050	4,755	8,805
Physical/Natural Sciences	3,163	1,629	3,370	1,422	4,792
Sport Sciences	889	517	925	481	1,406
Engineering	73,985	5,682	54,231	25,436	79,667
Social Sciences and History	13,589	15,825	20,733	8,681	29,414
Agriculture	20,867	13,854	13,807	20,914	34,721
Computer and Information Sciences	23,029	19,859	33,208	9,680	42,888
Arts	9,436	8,215	12,281	5,370	17,651
Food science	2,929	5,847	6,620	2,156	8,776
Business Studies	49,630	47,351	72,561	24,420	96,981
Mathematics	1,465	986	1,674	777	2,451
Economics	11,286	8,478	15,940	3,824	19,764
Demography and Population	630	648	947	331	1,278
Community and Development Studies	8,217	9,459	11,722	5,954	17,676
Languages and Literature	677	1,194	1,280	591	1,871
Education	155,882	139,917	132,168	163,631	295,799
Gender Studies	28,820	24,282	18,513	34,589	53,102
Psychology	4,177	2,992	4,241	2,928	7,169
Sociology	2,290	2,809	4,002	1,097	5,099
Special Needs Education	1,376	1,646	2,047	975	3,022
Peace and conflict studies	1,997	852	1,556	1,293	2,849
Law and Legal Studies	7,376	4,114	9,434	2,056	11,490
Visual and Performing Arts	3,313	2,186	3,762	1,737	5,499
Commerce	9,437	8,364	14,714	3,087	17,801
Procurement and Supply Management	8,788	6,938	12,268	3,458	15,726
Administration and Human Resource	13,588	14,264	21,499	6,353	27,852
Communications and Journalism	9,483	10,619	13,669	6,433	20,102
Philosophy and Religion	5,523	1,923	4,178	3,268	7,446
Architecture and Physical Planning	6,698	1,501	4,850	3,349	8,199
Home Economics	6,264	7,659	8,435	5,488	13,923
Library and Archives Sciences	3,155	5,156	4,965	3,346	8,311
Tourism and hospitality	4,328	6,141	7,970	2,499	10,469
Statistics	4,892	4,068	6,923	2,037	8,960
Ethic Studies	1,801	1,428	2,224	1,005	3,229
Other	62,746	63,670	87,543	38,873	126,416
No Specialization	7,672,481	8,913,274	4,124,217	12,461,538	16,585,755
<b>Total</b>	<b>8,277,702</b>	<b>9,427,852</b>	<b>4,797,447</b>	<b>12,908,107</b>	<b>17,705,554</b>



# Republic of Uganda National Population and Housing Census 2014 HOUSEHOLD QUESTIONNAIRE



## BOOK NUMBER

IDENTIFICATION PARTICULARS

WRITE NAME IN CAPITAL LETTERS	CODE
DISTRICT:	
COUNTY/MUNICIPALITY:	
SUB COUNTY/DIVISION/TOWN COUNCIL:	
PARISH/WARD:	
LC1:	
EA:	

ENUMERATOR'S NAME AND CODE:		Code
ENUMERATOR'S SIGNATURE:		
DATE: (dd/mm/yyyy):	<input type="text"/> / <input type="text"/> / <input type="text"/>	
PARISH SUPERVISOR'S NAME AND CODE:		Code
PARISH SUPERVISOR'S SIGNATURE:		
DATE: (dd/mm/yyyy):	<input type="text"/> / <input type="text"/> / <input type="text"/>	

**A**

**Hello, my name is  
.....  
and I work with  
Uganda Bureau  
of Statistics  
(UBOS). We are  
conducting the  
National  
Population and  
Housing Census  
2014. We are  
visiting each  
and every  
household in the  
country  
collecting  
information  
about  
individuals and  
the homesteads  
they live in. It  
takes about 40  
minutes to  
complete the  
interview.  
Whatever  
information you  
provide will be  
kept strictly  
confidential. We  
would very  
much  
appreciate your  
participation  
and co-  
operation in this  
Census.**

Result Code (R1)	Ethnicity (P8)	Religion (P9)	Section 5: Crop Codes
1 Completed 2 Partially Completed 3 Not Interviewed	511 Acholi 533 Banyaruguru 555 Kakwa 512 Aliba 534 Banyarwanda 556 Karimojong 513 Alur 535 Banyole 557 Kebu (Okebu) 514 Aringa 536 Banyoro 558 Kuku 515 Baamba 537 Baruli 559 Kumam 516 Babukusu 538 Barundi 560 Lango 517 Babwisi 539 Basamia 561 Lendu 518 Bafumbira 540 Basoga 562 Lugbara 519 Baganda 541 Basongora 563 Madi 520 Bagisu 542 Batagwenda 564 Mening 521 Bagungu 543 Batoro 565 Mvuba 522 Bagwe 544 Batuku 566 Napore 523 Bagwere 545 Batwa 567 Ngikutio 524 Bahehe 546 Chope 568 Nubi 525 Bahororo 547 Dodoth 569 Nyangia 526 Bakenyi 548 Ethur 570 Pokot 527 Bakiga 549 Gimara 571 Reli 528 Bakonzo 550 Ik (Teuso) 572 Sabinu 529 Banyabindi 551 Iteso 573 Shana 530 Banyabutumbi 552 Jie 574 So (Tepeth) 531 Banyankore 553 Jonam 575 Vonoma 532 Banyara 554 Jopadhola 576 Other Ugandan	10 No Religion 11 Anglican 12 Catholic 13 Muslim 14 Seventh-Day Adventist 15 Orthodox 16 Pentecostal/ Born Again/ Evangelical 17 Baha'i 18 Baptist 19 Jews 20 Presbyterian 21 Mammon 22 Hindus 23 Buddhist 24 Jehovah's Witness 25 Salvation Army 26 Traditional 27 Others	10 Maize 39 Cocoa 11 Beans 40 Paw Paw 12 Banana (Food) 41 Eggplants 13 Cassava 42 Onions 14 Sweet Potatoes 43 Passion fruit 15 G/nuts 44 Greens (Doodo/ 16 Sorghum Nakati/ Bbugga/ 17 Millets Malakwang, etc) 18 Sim Sim 45 Vanilla 19 Banana (Beer) 46 Tea 20 Irish Potatoes 47 Wheat 21 Soya Beans 48 Barley 22 Rice 49 Spinach 23 Banana (sweet) 50 Cucumber 24 Field Peas 51 Water melons (Kawo) 52 Carrots 25 Cow Peas 53 Garlic 26 Pigeon Peas 54 Mushrooms 27 Sugar cane 55 Tobacco 28 Yam 56 Grapes 29 Avocado 57 Lemons & Limes 30 Tomatoes 58 Tangarines & 31 Sunflower Mandarin 32 Cotton 59 Straw berries 33 Jackfruit 60 Apples & Apricots 34 Pineapples 61 Pears 35 Pumpkins 62 Coffee Arabica 36 Mango 63 Coffee Robusta 37 Oranges 96 Other crops 38 Cabbage 97 N/A
Relationship (P2)	Country Of Citizenship For Non-Ugandans	Occupation (P23)	
10 Usual head of hh - Absent 11 Usual head of hh - Present 12 Spouse 13 Biological Son 14 Biological Daughter 15 Step son 16 Step daughter 17 Grandson 18 Grand daughter 19 Parent to head or spouse 20 Brother or Sister to head or spouse 21 Other relative 22 Non relative	671 Kenya 672 Tanzania 673 Rwanda 674 Burundi 675 South Sudan 676 Dem. Rep. Of Congo 677 Somalia 678 Other Africa 681 United Kingdom 682 Other Europe 683 Asia 684 USA 685 Canada 686 Central & Latin America 687 Australia 688 Oceania 689 Non-Ugandan-Not Stated	10 Subsistence Agricultural Workers 11 Agricultural, fishery and related labourers 12 Subsistence animal rearing 13 Retailers of food and beverages 14 Retailers of general merchandise and domestic wares 15 Market oriented gardeners and crop growers 16 Primary education teaching associate professionals 17 Restaurant services workers and cooks 18 General laborers 19 Stall and market salespersons 20 Domestic helpers e.g. house girls 21 Motor Vehicle Drivers 22 Boda boda riders (motor cycle) 23 Boda boda riders (bicycle) 24 Foods and related products processing trades workers 25 Street vendors and related workers e.g. food, hawkers, tel. sales 26 Other personal services workers e.g. hair dressers, barbers 27 Construction laborers 28 Textiles, footwear and other personal effects goods 29 Builders, brick layers, masons and other related workers 30 Building finishers and related trades workers 31 Subsistence fishery and related workers 32 Carpenters, cabinet makers, joiners, brush makers etc. 33 Forestry and related workers 34 Fashion and Other models sales persons and demonstrators 35 Textiles and garment trades workers (including tailors) 36 Machinery mechanics and fitters 37 Manufacturing laborers 38 Nurses and Midwives 39 Produce buyers 40 Secondary education teaching professionals 41 Protective service workers, policemen, police wardens 42 Dealers in agricultural and farm Products 43 Messengers, watchers and security workers	44 Market-oriented crop and animal producers 45 Experienced non-professionals in teaching 46 Market oriented fishery workers, hunters, and trappers 47 Transport laborers 48 Foremen, supervisors in elementary occupation services 49 Travel attendants, guides, conductors, 50 Market-oriented animal producers 51 Cashier, teller, and related clerks, money lender, debt collectors 52 Metal molders, welders, sheet metal workers, structural and metal prepares 53 Numerical clerks (Statistical, finance, book keeping and accounting) 54 Handicraft workers in wood, textiles, and related materials 55 Secretaries and Keyboard operating clerks 56 Post-primary education teaching associate professionals 57 retailers of human drugs 58 Traditional medicine practitioners and faith healers 59 Medical assistants 60 Laborers in mining 61 Pre-primary Education Teaching associate professionals 62 Physical science and engineering technicians 63 Electrical and electronic Instrument mechanics and fitters 64 Other street elementary occupation services e.g. shoe polisher, car washers 65 Religion professionals (ordained catechist) 66 Computer assistants and computer equipment operators 67 Finance and sales associate professionals 68 Accountants, business administrators, and business professionals 69 Public and private administrative associate professionals 70 Client Information Clerks 96 Others 97 N/A
Residential Status (P4)	Major Field of Specialization (P20)	Type of Disability (P14-P17)	
1 Usual household member 2 Regular household member 3 Visitor/Guest	10 Health Sciences 11 Life & Biological Sciences 12 Animal Sciences 13 Physical/Natural Sciences 14 Sport Sciences 15 Engineering 16 Social Sciences & History 17 Agriculture 18 Computer & Information Sciences 19 Arts 20 Food science 21 Business Studies 22 Mathematics 23 Economics 24 Demography and Population 25 Community and Development Studies 26 Languages & Literature 27 Education 28 Gender Studies 29 Psychology 30 Sociology 31 Special Needs Education 32 Peace and conflict studies 33 Law & Legal Studies 34 Visual & Performing Arts 35 Commerce 36 Procurement and Supply Mgt 37 Administration and Human Resource 38 Communication and Journalism 39 Philosophy & Religion 40 Architecture & Physical Planning 41 Home Economics 42 Library and Archives Sciences 43 Tourism and hospitality 44 Statistics 45 Ethic Studies 96 Other specify 97 NA	1 No - no difficulty 2 Yes - some difficulty 3 Yes - a lot of difficulty 4 Cannot do at all 7 Not Applicable 8 Don't know	
Grade Completed (P19)	School Attendance (P18)	Activity Status (P22)	
01 Never been to school 02 Did not complete Pre-Primary 03 Completed Pre-Primary 04 In P1 but did not complete / attend Pre-Primary 10 Did not complete P1 11 P1 12 P2 13 P3 14 P4 15 P5 16 P6 17 P7 21 J1-J3 31 S1 32 S2 33 S3 34 S4 35 S5 36 S6 41 Professional Certificate 42 Diploma 43 First Degree 44 Post Graduate Certificate 45 Post Graduate Diploma 46 Masters Degree 47 PhD 96 Other 97 NA	1 Attending school in 2014 2 Left school in 2014 3 Left school before 2014 4 Never been to school 7 NA	10 Working for pay 11 Employer 12 Own account worker 13 Helping without pay in hh business 14 Volunteer 15 An apprentice (not paid) 16 Looking for work 17 Not working and not looking for work 18 Household chores 19 Full time student 20 Retired/pensioner 21 Too old to work 22 To young to work 96 Other 97 NA	
Marital Status (P26)			
1 Never married 2 Currently married/Cohabiting (Monogamous) 3 Currently married/Cohabiting (Polygamous) 4 Widowed 5 Separated 6 Divorced 7 NA 8 Don't Know			





SECTION 1: PARTICULARS OF HOUSEHOLD MEMBERS

P0	P1	P2	P3	P4	FOR ALLPERSONS								FOR PERSONS AGED 2 YEARS AND ABOVE				
					P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17
Person number	Please give the full names of the following: 1. The Household head 2. All Persons who spent the night of 27/28th August 2014 in this household including visitors  <i>(Write the First Name and Last Name only)</i>	What is [NAME'S] relationship to the head of the household?  <i>(Refer to code list P2)</i>	Is [NAME] male or female? 1=Male 2=Female	What is [NAME'S] residential status?  <i>(Refer to code list P4)</i>	What is [NAME'S] exact date of birth?  <i>(Write the Day, Month and Year)</i>  <b>DB2</b>	What is [NAME'S] age in completed years?  <i>If age is less than one year record 00, if 95 years and above, record 95.</i>	Does [NAME] have a Birth Certificate? 1=Yes, long certificate 2=Yes, Short certificate 3=No 8=DK	What is [NAME'S] ethnicity?  <i>If non Ugandan write code of country of citizenship (Refer to code list P8)</i>	What is [NAME'S] religion?  <i>(Refer to code list P9)</i>	Is [NAME'S] biological mother alive? 1=Yes 2=No 8=DK	Is [NAME'S] biological father alive? 1=Yes 2=No 8=DK	In which District was [NAME] living before moving to this District?  <i>If the person was living outside Uganda, write code of country of previous residence (Refer to code list P12)</i>	How many years has [NAME] lived in this District continuously?  <i>For less than one year record 00</i>  <i>For visitors, record 97 for "N/A"</i>	Does [NAME] have difficulty seeing even if he/she is wearing glasses?  <i>(Refer to code list P14-P17)</i>	Does [NAME] have difficulty hearing even if he/she is using a hearing aid?  <i>(Refer to code list P14-P17)</i>	Does [NAME] have difficulty walking or climbing steps?  <i>(Refer to code list P14-P17)</i>	Does [NAME] have difficulty in remembering or concentrating?  <i>(Refer to code list P14-P17)</i>
00	VERONICA NAKIBUKA	11	2	1	DD MM YYYY 19 10 1965	48	1	519	11	1	1	104	11	2	1	3	1



SECTION 1: PARTICULARS OF HOUSEHOLD MEMBERS

FOR PERSONS AGED 3 YEARS AND ABOVE			FOR PERSONS AGED 10 YEARS AND ABOVE								DC3									FOR FEMALES (12-54 years) ONLY													
P0	P18	P19	P20		P21	P22	P23		P24	P25	P26	P27			P28			P29			P30				P31	P32	P33						
Person number	Did [NAME] attend school in 2014, left school or never been to school?  (Refer to code list P18)	What is the highest grade / class of formal education that [NAME] completed?  (Refer to Code list P19)	What is [NAME'S] field of specialisation?  (If no specialisation, write 97)		Can [NAME] read and write a sentence meaningfully in any language?  1=Read & Write 2=Read only 3=Write only 4=No 7=N/A 8=DK	What was [NAME'S] main activity status in the last 7 days?  (Refer to code list P22)	What was [NAME'S] main type of work (occupation) during the last 7 days?  (DESCRIBE IN NOT LESS THAN TWO WORDS)		Does [NAME] own a mobile phone? If yes, write number of phones (handsets) owned. If none, write 0 if 6+, write 6 7=N/A	Does [NAME] use internet?  1=Yes 2=No 7=N/A 8=DK	What is [NAME'S] current marital status?  (Refer to code list P26)	How many children has [NAME] ever borne alive? Of the total children ever borne, how many are boys and how many are girls?  If the woman has never given birth, record 00 in the boxes below  97=N/A			Of the total children ever borne, how many are alive? Among these children how many are boys and how many are girls?  If the woman has never given birth, record 00 in the boxes below  97=N/A			Of the total children ever borne, how many are dead? Among these children, how many are boys and how many are girls?  If the woman has never given birth, record 00 in the boxes below.  97=N/A			When did [NAME] have her last live birth?  If N/A, write 97 for month, 9997 for year  If Don't Know, write 98 for month, 9998 for year				What is the sex of the last live birth?  1=Male 2=Female 7=N/A	What is the survival status of the last live birth?  1=Alive 2=Dead 7=N/A 8=DK	If the last child is dead, write age at death in completed months.  If 60+ months, record 60  Write 97 if N/A						
			Specialisation Detail	Code			Occupation Detail	Code				Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	M	M	Y	Y	Y	Y							
00	2	43	EDUCATION	27	1	10	SECONDARY SCHOOL TEACHER	45	1	1	2	05	02	03	04	01	03	01	01	00	0	1	2	0	1	1	1	1	1	1	2	0	1



DD4

HOUSEHOLD NUMBER



## SECTION 2: HOUSING CONDITIONS

## SECTION 3: COMMUNITY SERVICES

## SECTION 4: HOUSEHOLD CHARACTERISTICS

What is the occupancy tenure of the dwelling unit?	What type of dwelling unit does this household occupy?	How many rooms were used on the Census Night for sleeping?	Types of materials mainly used for construction of the roof	Types of materials mainly used for construction of the wall	Types of materials mainly used for the floor	What is the distance from home to the nearest ..... on foot, irrespective of whether you use the service or not (Record distance in kms, if distance is given in miles, refer to code list H7-H13)			What source of energy does this household mainly use for lighting?				
H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14
10 = Owner occupied 11 = Free Public 12 = Free Private 13 = Subsidized public 14 = Subsidized private 15 = Rented public 16 = Rented private 96 = Other	10 = Detached house (single or multi-storey) 11 = Semi-Detached house 12 = Flat in a Block of Flats 13 = Room or rooms of a Main House 14 = Servants Quarters 15 = Tenement (Muzigo) 16 = Garage 17 = Go down/Basement 18 = Store 96 = Other	If 9 or more were used, record 9	10 = Iron sheets 11 = Tiles 12 = Asbestos 13 = Concrete 14 = Tins 15 = Thatch 96 = Other	10 = Concrete/Stones 11 = Cement Blocks 12 = Burnt/Stabilised bricks 13 = Unburnt bricks with Cement 14 = Unburnt bricks with mud 15 = Wood 16 = Mud and Pole 17 = Tin/Iron sheets 96 = Other	10 = Earth 11 = Rammed earth 12 = Cement screed 13 = Concrete 14 = Tiles 15 = Brick 16 = Stone 17 = Wood 96 = Other	H7 Public Health Facility	H8 Private Health Facility	H9 Public Primary School	H10 Private Primary School	H11 Public Secondary School	H12 Private Secondary School	H13 Police Station / Police Post	H14 10 = Electricity- National grid (Umeme) 11 = Electricity- Solar 12 = Electricity- Personal Generator 13 = Electricity- Community/thermal plant 14 = Gas 15 = Liquefied Petroleum Gas (LPG) 16 = Biogas 17 = Paraffin-Lantern 18 = Paraffin-Tadooba 19 = Candles 20 = Firewood 21 = Cow Dung 22 = Grass (reeds) 96 = Other

## SECTION 4: HOUSEHOLD CHARACTERISTICS (CONTINUED)

What source of energy does this household mainly use for cooking?	What is the household's main source of water for drinking?	What is the distance to this source of water?	What type of toilet facility does this household mainly use?	Does the Household share this toilet facility with other households?	What is the most commonly used method of solid waste disposal from the household?	What type of bathroom does this household mainly use?	What type of kitchen does this household mainly use?
H15	H16	H17	H18	H19	H20	H21	H22
10 = Electricity- National grid (Umeme) 11 = Electricity- Solar 12 = Electricity- Personal Generator 13 = Electricity- Community/thermal plant 14 = Gas 15 = Liquefied Petroleum Gas (LPG) 16 = Biogas 17 = Paraffin-Stove 18 = Charcoal 19 = Firewood 20 = Cow Dung 21 = Grass (reeds) 96 = Other	10 = Piped water into dwelling 11 = Piped water to the yard 12 = Public Taps 13 = Borehole in yard/plot 14 = Public borehole 15 = Protected well/spring 16 = Unprotected well/spring 17 = River/Stream/Lake 18 = Vendor 19 = Tanker Truck 20 = Gravity Flow Scheme 21 = Rain Water 22 = Bottled Water 96 = Other	(Record distance in kms, if distance is given in miles, see distance conversion list) If the water source is on premises, record 0.0	10 = Flush Toilet 11 = VIP Latrine 12 = Covered Pit Latrine with a slab 13 = Covered Pit Latrine without a slab 14 = Uncovered Pit Latrine with a slab 15 = Uncovered Pit Latrine without a slab 16 = Ecosan (compost toilet) 17 = No facility, bush, polythene bags, bucket, etc 96 = Other	1 = Yes 2 = No 7 = N/A (For "No Facility, Bush, Polythene bags, bucket etc)	10 = Occupants dispose solid waste in the garden, and DO NOT burn or bury it. 11 = Occupants burn solid waste 12 = Occupants bury solid waste 13 = Occupants dispose solid waste in a local dump supervised by urban authorities 14 = Occupants dispose solid waste in a local dump NOT supervised by urban authorities 15 = Solid waste collected by waste vendor 16 = Occupants dispose solid waste into river/sea/stream/pond 96 = Other arrangements	10 = Inside, drainage provided 11 = Inside, no drainage provided 12 = Outside built, drainage provided 13 = Outside built, no drainage provided 14 = Make shift 15 = None 96 = Other	10 = Inside, specific room 11 = Inside, no specific room 12 = Outside, built 13 = Make shift 14 = Open space

## HOUSEHOLD ASSETS

## INFORMATION

## POSTAL SERVICES

## MOSQUITO NETS

## SOURCE OF LIVELIHOOD

## REMITTANCES

Does any member of this household own..... (ASSETS)? If Yes, record the number, if 9 or more, write 9 If none, record 0	What is the household's main source of information?	Did any member of this household send/receive a letter/parcel by postal services during the last 12 months?	Does this household have any mosquito nets?	IF YES IN H26, were the mosquito nets given free or were they bought? Record the appropriate code in the boxes below 1 = Yes; 2 = No; 7 = NA; 8 = DK	What was the main source of the household's livelihood in the last 12 months?	Did the household receive any money or physical items from any relative / family member / friend abroad during the last 12 months?	IF YES IN H29, in which countries do the relatives / family members / friends reside? 1 = Yes; 2 = No; 7=N/A
H23	H24	H25	H26	H27	H28	H29	H30
A: Motor vehicle B: Motor cycle C: Bicycle D: Wheel Chair E: Canoe / Boat F: Donkey	G: Television H: Radio I: Fixed Phone J: Computer / Laptop K: Generator	10 = Radio 11 = Word of Mouth 12 = Telephone 13 = Print Media 14 = Post Mail 15 = Hand Mail 16 = Television 17 = Community Meetings 18 = Internet 19 = Community Announcer 96 = Other	1 = Yes 2 = No	A=Given free by Gov't B= Given free by NGO C= Given free by friend/relative D= Bought	10 = Subsistence farming 11 = Commercial farming 12 = Employment income 13 = Business Enterprise 14 = Cottage Industry 15 = Property Income 16 = Family / Friends / Relatives 17 = Institutional or Program support (e.g Red Cross, WFP, e.t.c) 18 = Sale of assets 96 = Other	1 = Yes, both goods and money 2= Yes, Money only 3 = Yes, Goods only 4 = No 8 = DK	A. Australia B. Canada C. France D. Germany E. India F. Japan G. Kenya H. Libya I. Saudi Arabia J. South Africa K. U.K L. U.S.A M. Sweden N. United Arab Emirates O. Yemen P. South Sudan X. Other country Y. Don't know country of origin



SECTION 4: HOUSEHOLD CHARACTERISTICS (CONTINUED)

SECTION 5: AGRICULTURAL MODULE

H31	H32	H33	H34	H35	H36	H37	H38	A1	A2	A3	A4		
Does any member in this household have a <b>functional account</b> in the Bank or any other financial institution? (Active in last 12 months)  1= Yes, have an account in the Bank 2= Yes, have an account in another financial institution 3= Yes, have both in a bank and another financial institution 4= No 8= DK	How many meals do household members aged 5 years and above usually eat on average per day?  (Record number of meals in the box provided)	Does every member in this household use soap to bathe?  1 = Yes 2 = No 8 = DK	Did every member in this household take sugar (at least once a day) during the last week?  1 = Yes 2 = No 8 = DK	Do you have salt in the house now?  1 = Yes 2 = No 8 = DK	Does every member in this household have at least two sets of clothing?  1 = Yes 2 = No 8 = DK	Does every member in this household have at least one pair of shoes?  WITH EXCEPTION OF CHILDREN AGED ONE YEAR OR LESS  1 = Yes 2 = No 8 = DK	Does every child in this household (i.e. all those under 18 years) have a separate blanket?  1=Yes 2=No 7=N/A	Does this household currently undertake any of the following agricultural activities 1 =Yes, within EA 2 =Yes, outside EA but within District 3 = No  I. Exotic / Cross breed cattle  II. Local cattle rearing  III. Goat rearing  IV. Sheep rearing  V. Piggery (pig rearing)  VI Poultry/Birds keeping  VII. Rabbit rearing  VIII. Apiculture (Bee keeping )  IX. Aquaculture (fish farming)  X. Presence of Forest / wooded land  XI. Crop growing	IF YES IN A1, how many ..... does this household own?	IF YES IN A1, what is the main purpose of production? 1=Home Consumption 2=Sale 7=N/A	Ser. No.	Crop Name	Crop Code If no crop grown, write 97
				DE5									
H39		H40											
Is any member of the household involved in any household-based enterprise?  1 = Yes 2 = No		What is the nature of the enterprise? (If the household has more than one enterprise, record the one considered by the family as the most important)  10 Agriculture 11 Trade 12 Food processing 13 Other manufacturing 14 Services 15 Hotels and Restaurant 16 Mining and Quarrying 96 Other 97 No enterprise											

SECTION 6: DEATHS IN THE HOUSEHOLD IN THE LAST 12 MONTHS

D1	D2	D3	D4	D5	D6	D7	D8	A5		A6	A7	
Did any deaths occur in this household in the last 12 months? I mean from September 2013 upto December 2013. What about from 1st January 2014 to 27th August 2014?  1= Yes 2= No 8= Don't know	What was the name of the deceased?  If no death in D1, write "Not Applicable" and end interview	What was the sex of [NAME]?  1 = Male 2 = Female 7 = N/A	How old was [NAME] at the time of death (in completed years)?  If age is less than one year, write 00	What was the cause of [NAME'S] death? 1 = Disease 2 = Accident 3 = Violence 4 = Witchcraft 6 = Others 7 = N/A 8 = DK	D6-D8-FOR FEMALES WHO DIED AGED 12-54 YEARS Was [NAME] pregnant at the time of her death?  1= Yes 2= No 7= N/A 8= DK			Did [NAME] die while giving birth?  1= Yes 2= No 7= N/A 8= DK	Did [NAME] die within 6 weeks after delivery?  1= Yes 2= No 7= N/A 8= DK	Which of the household members is the lead holder?  (Record the person number of holder from P0) If not listed, record 00	Does the holding carry out any type of irrigation? 1=Yes 2=No 7=N/A	Does this household own agricultural land?  1 = Yes 2 = No
	1)											
	2)											
	3)											
	4)											
	5)											





DISTRICT OF PREVIOUS RESIDENCE (P12)					H7-H13, H17										
Central		Eastern		Northern		Western		Country of Previous Residence				Distance Conversion			
												1 mile = 1.6 km			
												Mile	Km	Mile	Km
101	Kalangala	201	Bugiri	301	Adjumani	401	Bundibugyo	671	Kenya	0.5	=	0.8	16.5	=	26.4
102	Kampala	202	Busia	302	Apac	402	Bushenyi	672	Tanzania	1.0	=	1.6	17.0	=	27.2
103	Kiboga	203	Iganga	303	Arua	403	Hoima	673	Rwanda	1.5	=	2.4	17.5	=	28.0
104	Luwero	204	Jinja	304	Gulu	404	Kabale	674	Burundi	2.0	=	3.2	18.0	=	28.8
105	Masaka	205	Kamuli	305	Kitgum	405	Kabarole	675	South Sudan	2.5	=	4.0	18.5	=	29.6
106	Mpigi	206	Kapchorwa	306	Kotido	406	Kasese	676	Dem. Rep. Of Congo	3.0	=	4.8	19.0	=	30.4
107	Mubende	207	Katakwi	307	Lira	407	Kibaale	677	Somalia	3.5	=	5.6	19.5	=	31.2
108	Mukono	208	Kumi	308	Moroto	408	Kisoro	678	Other Africa	4.0	=	6.4	20.0	=	32.0
109	Nakasongola	209	Mbale	309	Moyo	409	Masindi	681	United Kingdom	4.5	=	7.2	20.5	=	32.8
110	Rakai	210	Pallisa	310	Nebbi	410	Mbarara	682	Other Europe	5.0	=	8.0	21.0	=	33.6
111	Sembabule	211	Soroti	311	Nakapiripirit	411	Ntungamo	683	Asia 684 USA	5.5	=	8.8	21.5	=	34.4
112	Kayunga	212	Tororo	312	Pader	412	Rukungiri	685	Canada	6.0	=	9.6	22.0	=	35.2
113	Wakiso	213	Kaberamaido	313	Yumbe	413	Kamwenge	686	Central & Latin America	6.5	=	10.4	22.5	=	36.0
114	Lyantonde	214	Kabirama	314	Abim	414	Kanungu	687	Australia	7.0	=	11.2	23.0	=	36.8
115	Mityana	215	Sironko	315	Amolatar	415	Kyenjojo	688	Oceania	7.5	=	12.0	23.5	=	37.6
116	Nakaseke	216	Amuria	316	Amuru	416	Buliisa	689	Non-Ugandan-Not Stated	8.0	=	12.8	24.0	=	38.4
117	Buikwe	217	Budaka	317	Dokolo	417	Ibanda			8.5	=	13.6	24.5	=	39.2
118	Bukomasimbi	218	Bududa	318	Kaabong	418	Isingiro			9.0	=	14.4	25.0	=	40.0
119	Butambala	219	Bukedea	319	Koboko	419	Kiruhura			9.5	=	15.2	25.5	=	40.8
120	Buvuma	220	Bukwo	320	Maracha	420	Buhweju			10.0	=	16.0	26.0	=	41.6
121	Gomba	221	Butaleja	321	Oyam	421	Kiryandongo			10.5	=	16.8	26.5	=	42.4
122	Kalungu	222	Kaliro	322	Agago	422	Kyegegwa			11.0	=	17.6	27.0	=	43.2
123	Kyankwanzi	223	Manafwa	323	Alebtong	423	Mitooma			11.5	=	18.4	27.5	=	44.0
124	Lwengo	224	Namutumba	324	Amudat	424	Ntoroko			12.0	=	19.2	28.0	=	44.8
		225	Bulambuli	325	Kole	425	Rubirizi			12.5	=	20.0	28.5	=	45.6
		226	Buyende	326	Lamwo	426	Sheema			13.0	=	20.8	29.0	=	46.4
		227	Kibuku	327	Napak					13.5	=	21.6	29.5	=	47.2
		228	Kween	328	Nwoya					14.0	=	22.4	30.0	=	48.0
		229	Luuka	329	Otuke					14.5	=	23.2	30.5	=	48.8
		230	Namayingo	330	Zombo					15.0	=	24.0	31.0	=	49.6
		231	Ngora							15.5	=	24.8	31.5	=	50.4
		232	Serere							16.0	=	25.6	32.0	=	51.2

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