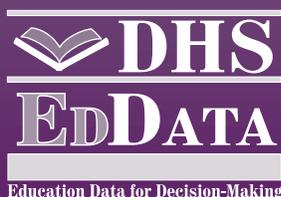


**DHS EdDATA
EDUCATION PROFILE**

Uganda
1995, 2000, and 2001



DHS EdData Education Profiles

DHS EdData Education Profiles

This series of country education profiles uses internationally comparable data from USAID's Demographic and Health Surveys (DHS) to characterize children's participation in primary and secondary schooling and adults' schooling attainment and literacy. These profiles provide information that, combined with other country-specific data, can inform education decision-making. Although the DHS began collecting education data in 1984, there was no systematic effort to analyze and present these data in a format accessible to education planners and policy-makers until the DHS EdData Activity began in 1999.

In 2000, the DHS EdData Education Profiles for Africa were produced for nine sub-Saharan African countries. The current set of profiles updates those original profiles with data from recent DHS surveys, and adds to the number of countries profiled. In addition to the thirteen country profiles for sub-Saharan Africa (Benin, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Namibia, Nigeria, Rwanda, South Africa, Uganda, and Zambia), the current series includes profiles for countries in the ANE (Bangladesh, Cambodia, Egypt, India, and Nepal), LAC (Guatemala, Haiti, Nicaragua, and Peru), and E&E (Kazakhstan and Uzbekistan) regions.

Data Presented in the Profiles

These profiles present data from nationally representative household surveys, which provide data at the household and individual levels. The data include educational attainment and schooling status of household members, which allow for the calculation of net and gross attendance ratios (disaggregated by sex, urban/rural residence, and region); the percentage of students under age, on time, and over age, by grade; age-specific schooling status of youth (attending, dropped out, never attended); and adult primary and secondary school completion rates and educational attainment. Recent surveys provide data on repetition, dropout, and survival rates by primary school grade. The DHS also provides information on men's and women's literacy rates for a selected age range.

A Supplement to Other Sources of Education Data

The DHS measures of children's school attendance rates differ from, and supplement, traditional sources of international statistics, such as those produced by ministries of education or UNESCO. Statistics on children's participation in schooling usually are derived from country data on children's school enrollment, which are collected from school records and used to produce net and gross enrollment ratios (NER and GER).

DHS, on the other hand, measures children's participation in schooling using data on school attendance, collected from a representative sample of households. Net and gross attendance ratios (NAR and GAR) are calculated based on questions about whether children attend (or go to) school. While the NAR and GAR may be seen as proxies for the more commonly used NER and GER, discrepancies between attendance and enrollment ratios can be expected.

DHS EdData

The DHS EdData Activity is supported primarily by USAID's Office of Education in the Bureau for Economic Growth, Agriculture and Trade, with additional support from USAID's Africa Bureau. DHS EdData is closely linked to the population and health sector DHS. In addition to analyzing the education data collected by the DHS, DHS EdData conducts various data collection activities, including in-depth household education surveys in a subset of DHS households.

The DHS EdData household survey focuses on issues surrounding the household demand for schooling in order to provide information about the decisions households make about how much of what kind of education to invest in for household members. Specific topics in the core survey include: the reasons for school-age children never having attended school or having dropped out of school, household expenditures on schooling, parent/guardians' perceptions of the benefits of schooling and of school quality, distances and travel times to schools, and the frequency of and reasons for student absenteeism.

Data on these topics, together with the information from the DHS, provide information useful for education policy and program planning and for monitoring USAID basic education activities. The linkage between the DHS EdData and the DHS surveys allows for an analysis of the relationships between education and health, nutrition, family planning, and other individual and household characteristics.

Uganda

DHS EdData Education Profile: 1995, 2000, and 2001

The Uganda Demographic and Health Surveys (DHS) were conducted in 1988, 1995, and 2000; a DHS EdData Survey was conducted in 2001.¹ Having data from several surveys allows for an analysis of changes in the educational setting over time. The timing of the Uganda surveys allows for particularly interesting comparisons: the first two surveys were conducted before, and the third and fourth surveys after, Universal Primary Education (UPE) came into effect in 1997. The third and fourth surveys allow for a point of comparison a few years beyond the start of UPE.

Key Findings

Between 1995 and 2000, rates of school attendance increased at both the primary and secondary levels.

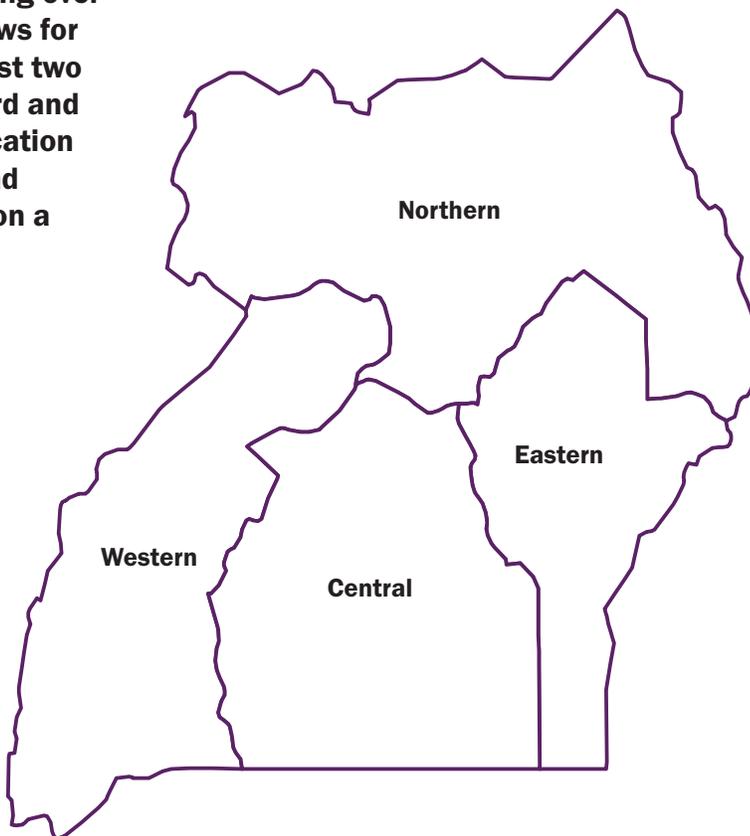
- In 2000, 79% of primary school-age children (age 6-12) attended primary school, up from 67% in 1995.
- School-age males and females were almost equally likely to attend primary school at both points in time.

At the secondary level, rates of attendance among youth age 13-18 remained low, but increased over time.

- In 2000, 14% of secondary school-age youth attended secondary school, compared to 10% in 1995.
- In 2000, attendance rates among youth age 13-18 were similar for male and female youth.

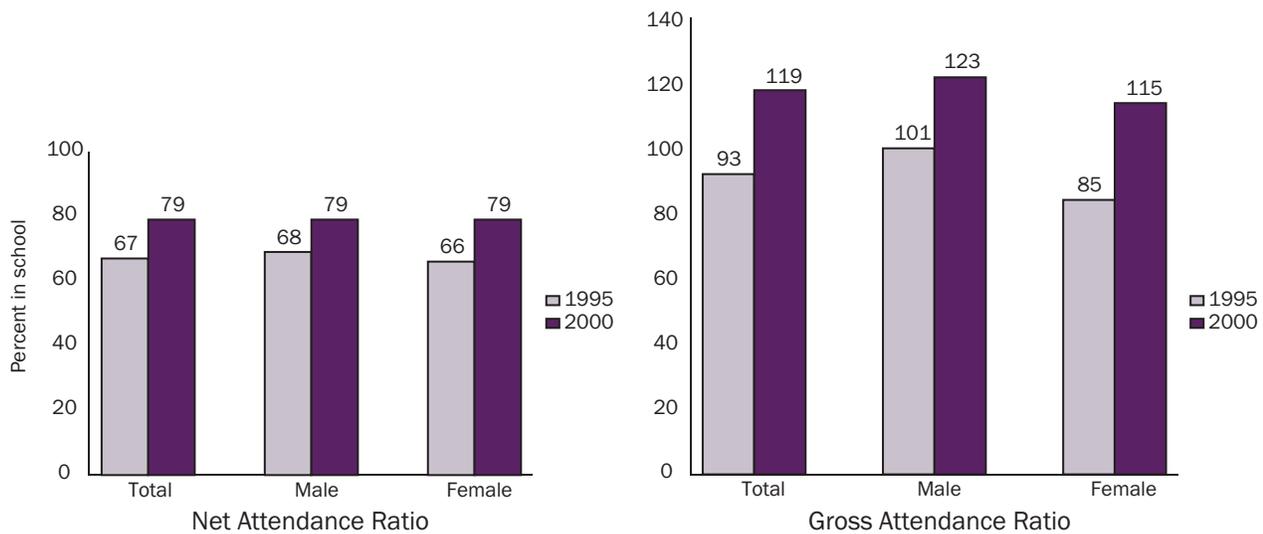
Adult educational attainment and literacy have increased over time. However, sizeable gender disparities remain.

- In 2000, 32% of the population age 15 and older had completed primary school, up from 26% in 1995. Men were more likely than women to have completed primary school in 2000.
- 7% of the population age 20 and older had completed secondary school in 2000, with men more than twice as likely as women to have completed secondary school.
- 58% of women age 15-49 were literate in 2000, compared with 80% of men age 15-54.



¹ The 1995 survey was administered to 7,550 households, 7,070 women age 15-49, and 1,996 men age 15-54 from those households. The 2000 survey was administered to 7,885 households, 7,246 women age 15-49, and 1,962 men age 15-54. The 2001 DHS EdData Survey was administered to 4,217 households and 4,246 parent/guardians.

Primary School Attendance Ratios: 1995 and 2000



Source: UDHS 1995 and 2000

The net attendance ratio (NAR) is the percentage of the official primary school-age population (age 6-12 in Uganda) that attends primary school. The gross attendance ratio (GAR) is the total number of students attending primary school—regardless of age—expressed as a percentage of the official primary school-age population.

Primary Net Attendance Ratio (NAR)

The percentage of children age 6-12 attending primary school increased by 12 percentage points between 1995 and 2000.

- In 2000, 79% of school-age children in Uganda attended primary school, up from 67% in 1995.

School-age males and females were almost equally likely to attend primary school in both 1995 and 2000.

Primary Gross Attendance Ratio (GAR)

Many of the children attending primary school are outside of the official age range (as reflected in the difference between net and gross attendance ratios). This can have tremendous impact on the educational infrastructure, the experience in the classroom, and education planning.

At both points in time, about 1 in 3 primary school students was outside (either younger than or older than) the official school age range of age 6-12.

- In 2000, students over or under the official primary school age range made up 34% ($(\text{GAR } 119 - \text{NAR } 79) / \text{GAR } 119$) of the primary school population.

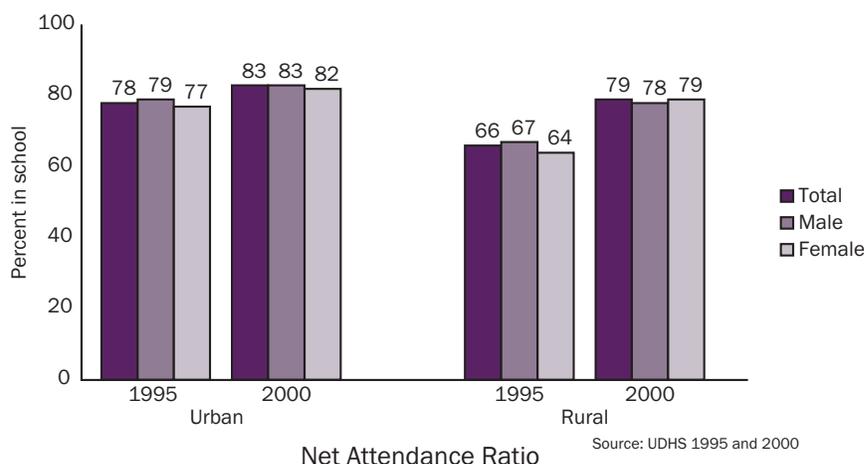
In 2000 and 1995, among youth of all ages, males were more likely than females to attend primary school. However, the gender gap narrowed substantially between 1995 and 2000.

- In 2000, the gross attendance ratio (GAR) was 123 among males and 115 among females, while in 1995, the GAR among males was 101, compared with 85 among females.

Primary School Net Attendance Ratio (NAR) by Urban/Rural: 1995 and 2000

In 2000, children age 6-12 in urban areas were slightly more likely than those in rural areas to attend primary school, but this urban-rural disparity declined between 1995 and 2000.

- In 2000, 83% of children age 6-12 in urban areas attended primary school, compared to 79% in rural areas. This 4 percentage point urban-rural difference is an improvement from 1995 (12 percentage points).

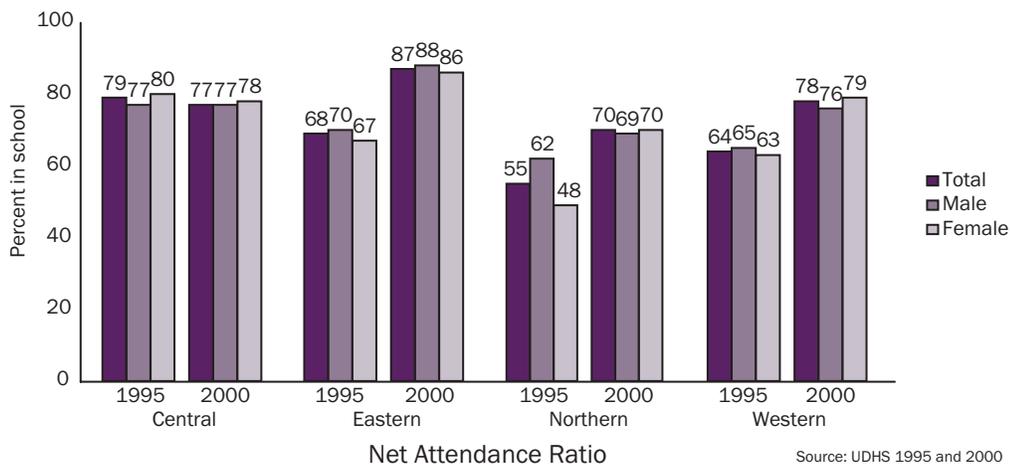


Primary School Net Attendance Ratio (NAR) by Region: 1995 and 2000

In 2000, the rate of primary school attendance was highest in the Eastern region. Regional disparities were less extreme in 2000 than in 1995.

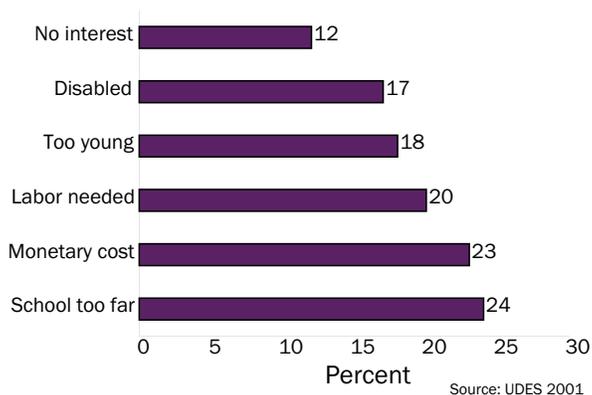
- In 2000, 87% of children age 6-12 attended primary school in the Eastern region, up from 68% in 1995. In both the Northern and Western regions, attendance rates also increased notably from 1995 to 2000, while the attendance rate in the Central region changed little.

In 2000, there was near gender parity in attendance rates in all regions.



Selected Factors in Not Attending School in 2001, among Children Who Have Never Attended School: 2001²

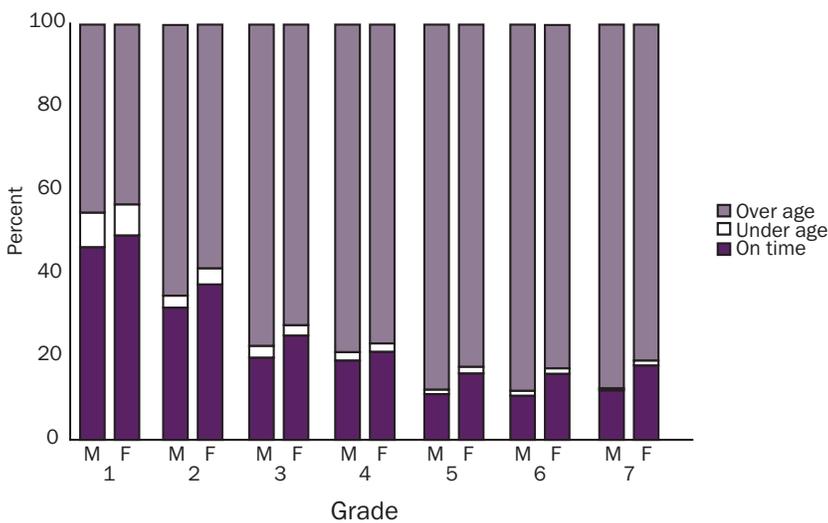
The 2001 DHS EdData Survey collected information from parent/guardians about why children who had never attended school did not attend school during the 2001 school year. The most commonly cited reason for a child not attending school was that the school was too far from the household.



- 24% of children who had never attended school did not attend in 2001 because of the distance to school.
- The monetary cost of schooling was cited as a factor for 23% of children.
- 20% of the children did not attend because of the household's need for the child's labor.
- The parent's perception that a child was too young or not ready to attend school was listed as a reason for children not attending school for 18% of children, and a child's illness or disability was cited for 17% of children.
- 12% of children did not attend because, according to their parents, the child was not interested in attending.

² This figure shows the percentage of children for whom each factor partly explains the reasons for not attending school according to the child's parent/guardian. For each child, more than one factor may have been involved. As a consequence, percentages do not add to 100.

Over-age, Under-age, and On-time Students in Primary School: 2000



In 2000, 44% of grade 1 and 85% of grade 7 students were over age for the grade attended.

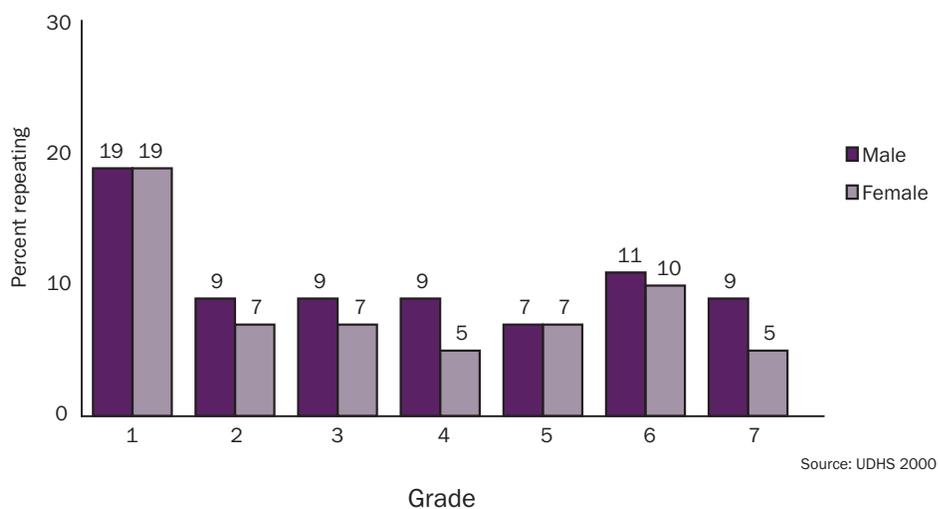
- In 2000 and 1995, the percentage of primary school students over age for grade has remained relatively constant in each of the primary grades (data from 1995 not shown).
- In general, in 1995 and 2000, male students were more likely than female students to be over age for the grade attended.

Students are considered to be over age if they are two or more years older, and under age if they are one or more years younger, than the official age for their grade. Students are considered to be on time if they are of the official age, or are one year older than the official age for their grade. Since the official age of entry to grade 1 is age 6 in Uganda, a grade 1 student who is age 6 or 7 is considered to be on time, a student age 8 or older is over age, and a student age 5 or younger is under age. This indicator—under age, on time, or over age for grade—differs from the percentage of primary school students outside the primary school age range (see page 2) in that the proportion of students over age, on time, and under age is calculated for each primary school grade, rather than for primary school overall.

Primary School Repetition: 2000³

Grade repetition was highest in grade 1.

- In 2000, 19% of the male and female students attending grade 1 were repeating that grade.
- In the same year, repetition rates were lower in the remaining grades (5% to 11%).

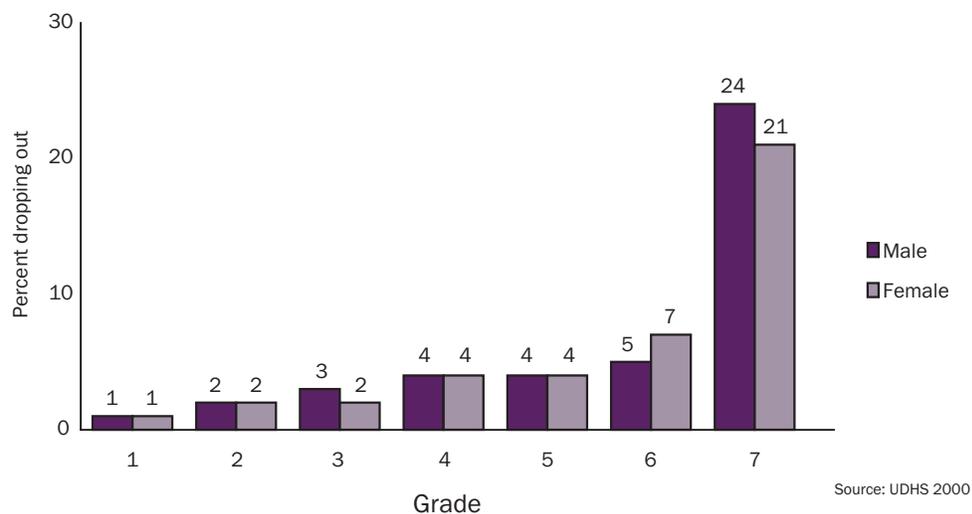


³ Repetition data are not available from the 1995 and 2001 surveys.

Primary School Dropout: 2000⁴

The percentage of male and female students dropping out of school was generally low, with the exception of the last grade of primary school.

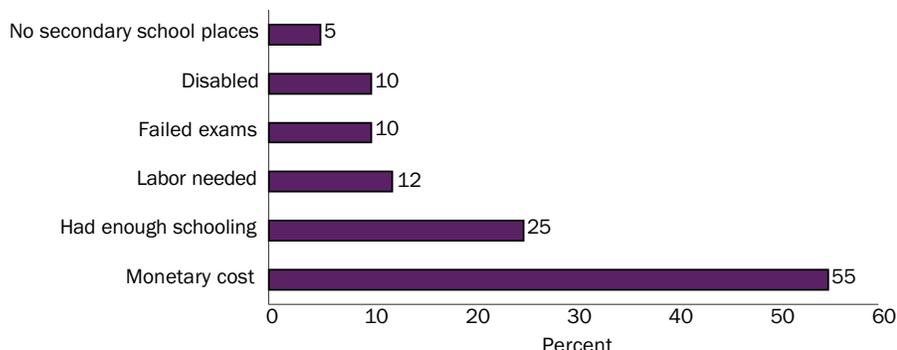
- In 2000, 24% of the male and 21% of the female students in grade 7 dropped out of school during the year.
- In the remaining grades during the same year, dropout rates were lower (1% to 7%).



⁴ Dropout rate data are not available from the 1995 and 2001 surveys.

Selected Factors in Primary School Dropout: 2001⁵

The 2001 DHS EdData Survey collected information from parent/guardians about why children had dropped out of school. For over half of the children who had dropped out of school, the monetary cost of schooling was a factor in dropping out.



Source: UDES 2001

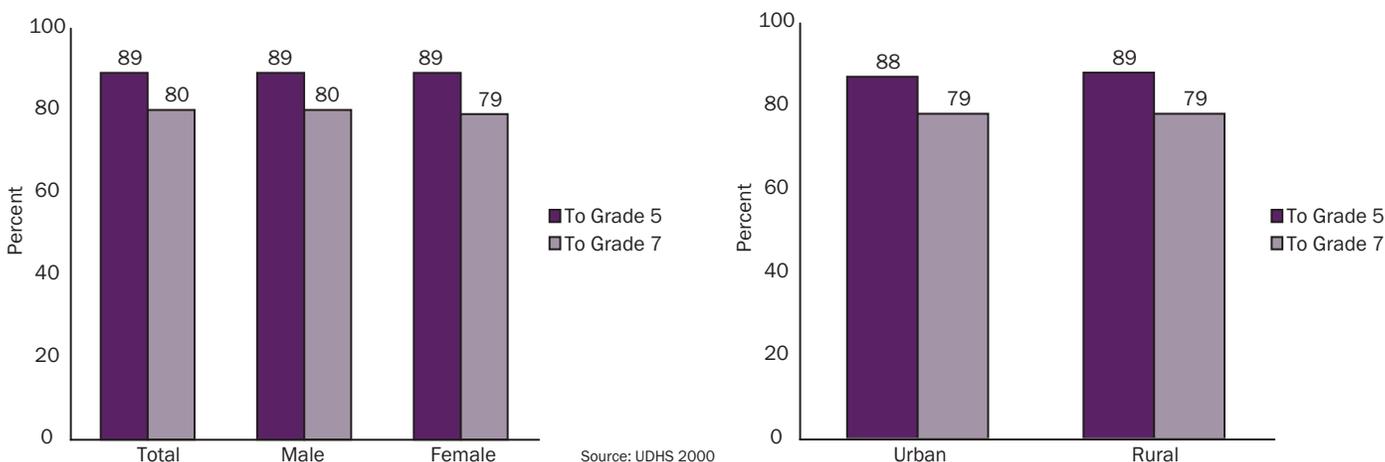
- The monetary cost of schooling was the most commonly cited reason (55%) for a child dropping out of school.
- For 1 in 4 dropouts, the perception that the child had completed enough schooling or no longer wanted to attend was a factor in leaving school.
- The need for a child to do work in support of the household was a factor in dropout for 12% of children who had dropped out of school.

⁵ This figure shows the percentage of children for whom each factor partly explains the reasons for dropping out according to the child's parent/guardian. For each child, more than one factor may have been involved. As a consequence, percentages do not add to 100.

Survival to Grades 5 and 7: 2000⁶

In 2001, the vast majority of primary school students (89%) who entered grade 1 in 2000 are expected to reach grade 5, with or without grade repetition. 80% of those who entered grade 1 in 2000 are expected to reach grade 7.

- There were no differences in survival rates by gender or by urban-rural residence.

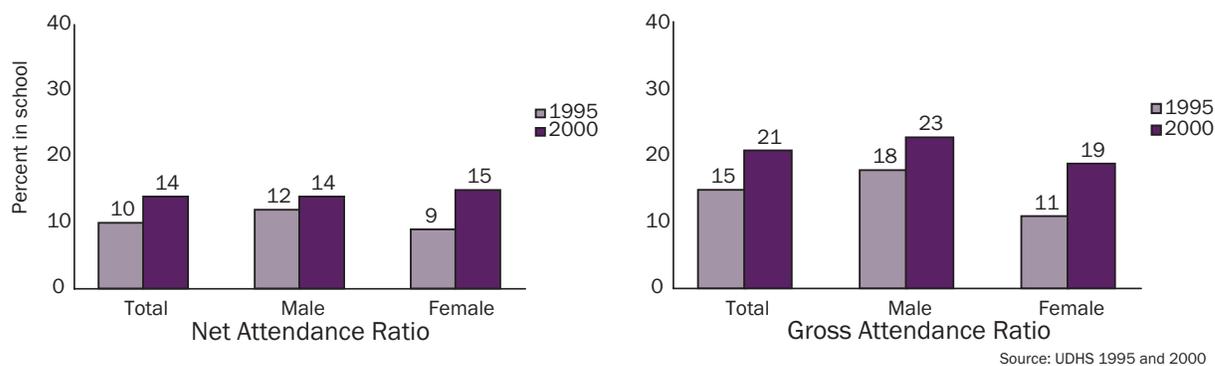


Source: UDHS 2000

Survival rates use dropout and repetition rates to estimate the percentage of students starting grade 1 who will reach a subsequent grade. The calculation allows for a student to repeat a grade up to three times before assuming that the student then drops out (see Appendix for further detail).

⁶ Data on survival rates are not available from the 1995 and 2001 surveys.

Secondary School Attendance Ratios: 1995 and 2000



The net attendance ratio (NAR) is the percentage of the official secondary school-age population (age 13-18 in Uganda) that attends secondary school. The gross attendance ratio (GAR) is the total number of students attending secondary school—regardless of age—expressed as a percentage of the official secondary school-age population.

Secondary Net Attendance Ratio (NAR)

The percentage of youth age 13-18 attending secondary school increased between 1995 and 2000. In 1995, male youth age 13-18 were more likely than female youth to attend secondary school, but in 2000, there was virtually no difference by sex.

- In 2000, 14% of secondary school-age youth attended secondary school, up from 10% in 1995.
- From 1995 to 2000, the percentage of female youth attending secondary school increased from 9% to 15%. During the same period, the percentage of male youth attending secondary school increased slightly from 12% to 14%.

Secondary Gross Attendance Ratio (GAR)

Among students of all ages (gross attendance), rates of secondary attendance increased from 15 in 1995, to 21 in 2000. Among students of all ages, males were more likely than females to attend secondary school at both points in time.

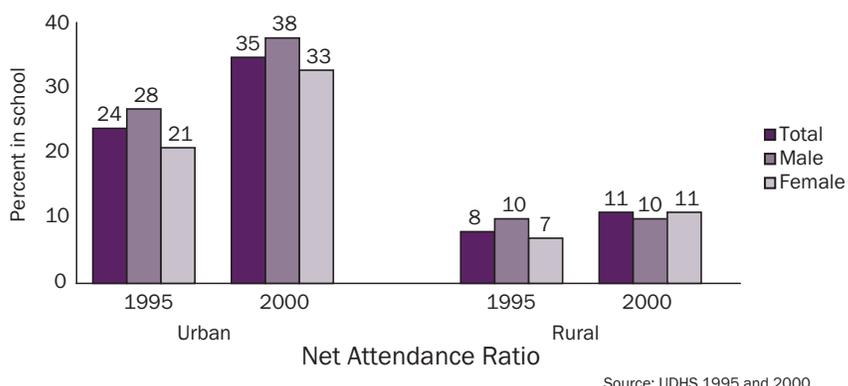
- In 2000, the gross attendance ratio (GAR) among males was 23, compared with 19 among females.

Secondary School Net Attendance Ratio (NAR) by Urban/Rural: 1995 and 2000

In 2000 and 1995, youth age 13-18 in urban areas were much more likely than those in rural areas to attend secondary school.

- In 2000, 35% of youth in urban areas age 13-18 attended secondary school, compared to only 11% in rural areas.

From 1995 to 2000, in urban areas, the net attendance ratio increased substantially, compared with a smaller increase in rural areas.

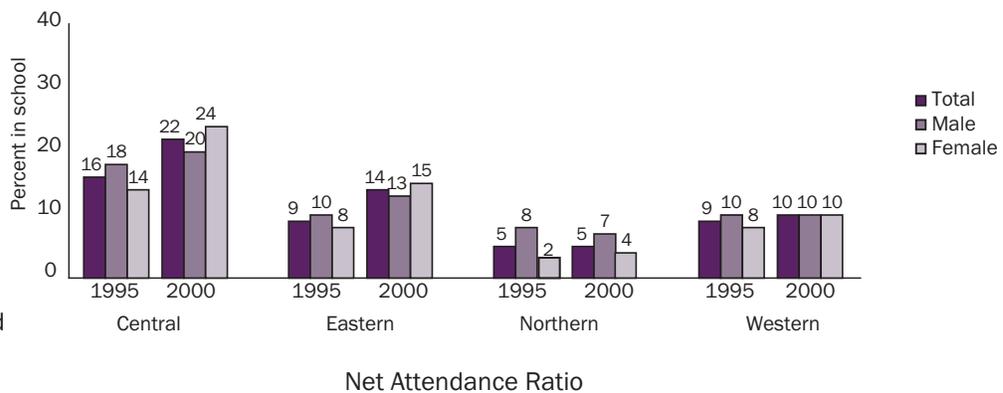


- In urban areas, rates of secondary attendance among school-age youth increased from 24% in 1995, to 35% in 2000. In rural areas, the NAR increased from 8% in 1995, to 11% in 2000.

Secondary School Net Attendance Ratio (NAR) by Region: 1995 and 2000

Secondary school net attendance ratios were highest in the Central region.

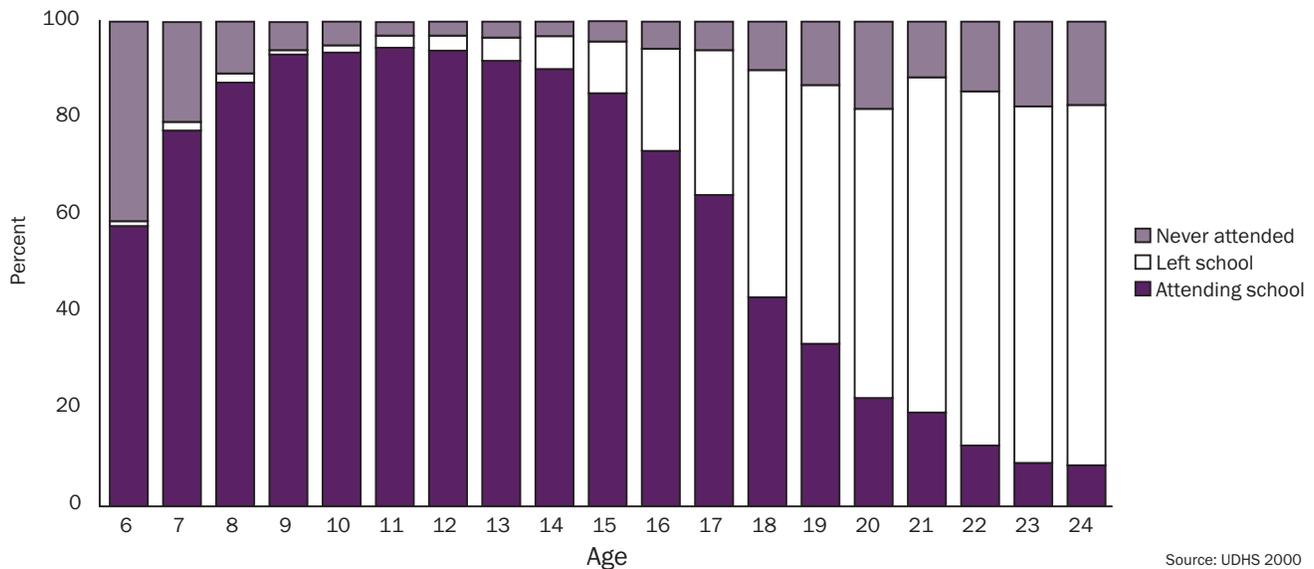
- In 2000, the secondary school net attendance ratio was 5% in the Northern region, 10% in the Western region, 14% in the Eastern region, and 22% in the Central region.
- Between 1995 and 2000, attendance changed little in the Northern and Western regions, and increased by 5 percentage points in the Eastern region and 6 percentage points in the Central region.



Source: UDHS 1995 and 2000

In 2000, there were no gender differences in the NAR in the Western region, small differences in favor of female youth in the Central and Eastern regions, and a difference in favor of males in the Northern region.

Schooling Status of Youth Age 6-24: 2000



Source: UDHS 2000

Between 1995 and 2000, the percentage of youth attending school at the pre-primary, primary, secondary, or post-secondary levels in Uganda increased at each age from 6 to 24 (data from 1995 not shown).

- In 2000, the peak age of attendance was 11 with 95% of children age 11 attending school; the peak age range was 9-12.

Between 1995 and 2000, at each age from 6 to 24, the percentage of youth who had never attended school declined steadily.

- In 2000, 41% of 6-year-olds had never attended school, down from 57% in 1995.

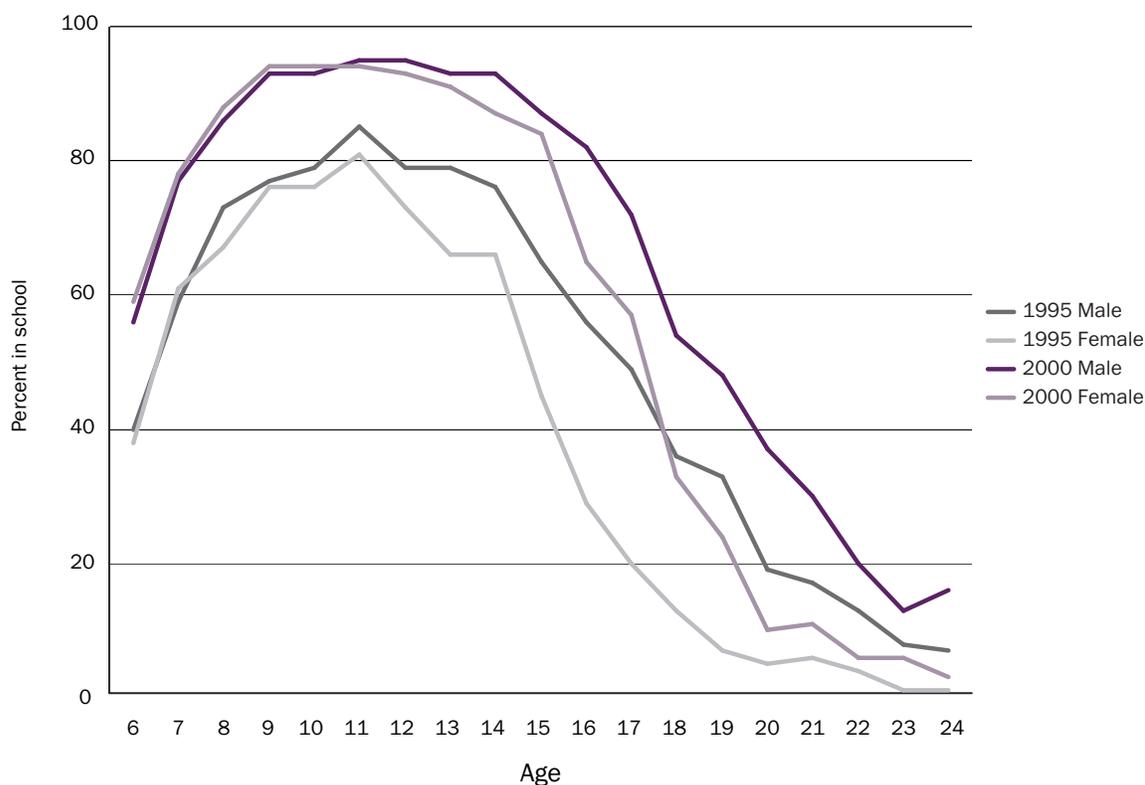
Age-Specific Attendance Rate by Sex: 1995 and 2000

In 2000, the percentage of males and females attending school at any level was roughly similar up to age 13. From age 14 to 24, rates of attendance among female youth dropped below male attendance rates.

- In 2000, for both male and female youth, attendance peaked at age 11, with 95% of males and 94% of females attending school at some level.
- The largest gender gap was at age 20, with male attendance at 37% and female attendance at 10%.

Between 1995 and 2000, the age-specific attendance rate increased for males and females of all ages between 6 and 24.

- Between 1995 and 2000, female attendance increased markedly (from 20% to 57%) among 17-year-olds.
- In 2000, attendance rates remained low among older youth, with notable declines around age 16 for females and age 17 for males.



Source: UDHS 1995 and 2000

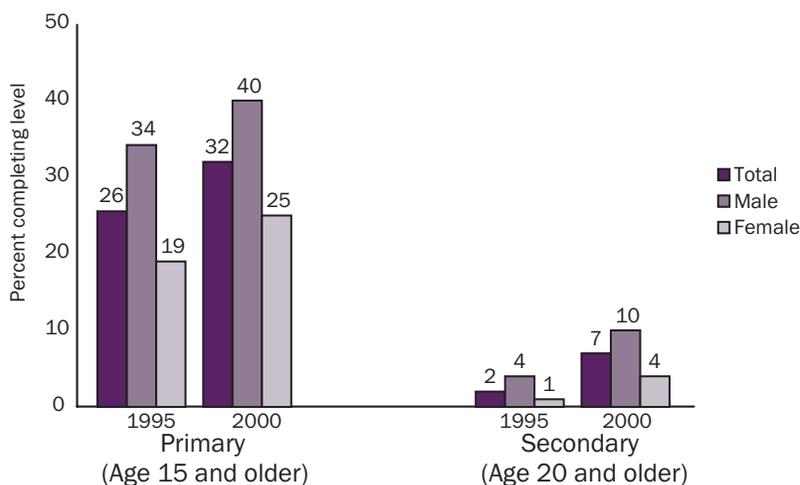
Adult Primary and Secondary School Completion Rates: 1995 and 2000

Between 1995 and 2000, the percentage of the population age 15 and older that had completed primary school increased. In spite of the increase, men remained more likely than women to have completed primary school.

- In 2000, 32% of the population 15 and older had completed primary school, up from 26% in 1995. In 2000, 40% of men and 25% of women had completed primary school.

The percentage of the population 20 and older that had completed secondary school increased between 1995 and 2000.

- In 1995, 2% of the population age 20 and older had completed secondary school, compared with 7% in 2000.
- In 2000, men were more than twice as likely as women to have completed secondary school; 10% of men had completed the secondary level, compared to 4% of women.



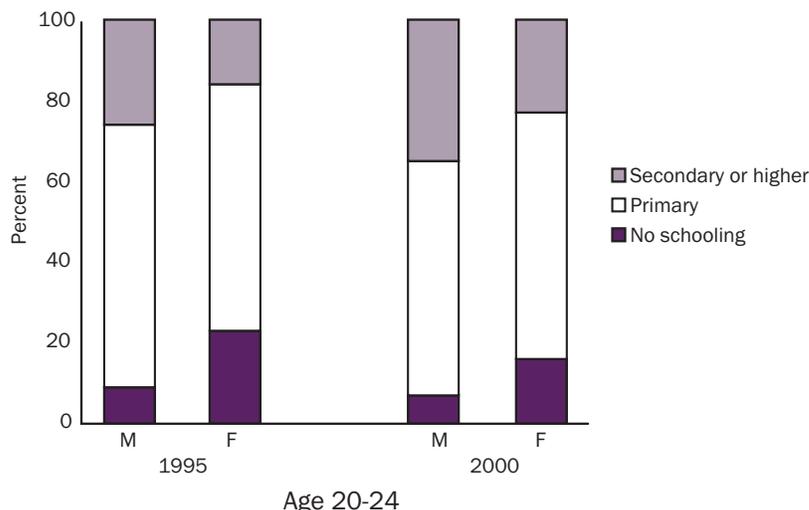
Source: UDHS 1995 and 2000

Adult Educational Attainment: 1995 and 2000

Between 1995 and 2000, educational attainment increased for adults age 20-24.

- In 1995, 26% of men age 20-24 had attended secondary school or higher, compared with 35% in 2000.
- In 1995, 16% of women age 20-24 had attended secondary school or higher, compared with 23% in 2000.

Primary school attainment has increased steadily for women. For men, primary attainment has increased slightly.

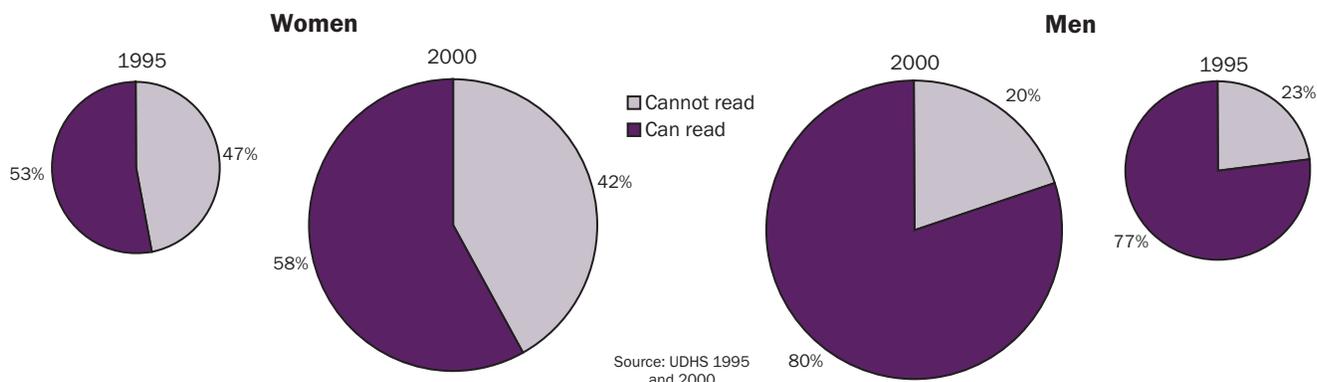


Source: UDHS 1995 and 2000

- Among women age 20 and older, in 1995, 52% had attended primary school or higher, compared with 63% in 2000 (data not shown for all age groups).
- Among men age 20 and older, in 1995, 78% had attended primary school or higher, compared with 83% in 2000.

Literacy Among Women Age 15-49 and Men Age 15-54: 1995 and 2000

In 2000, 58% of women could read, compared to 80% of men. Between 1995 and 2000, women's literacy increased slightly, from 53% to 58%, and men's literacy increased from 77% to 80%.⁷

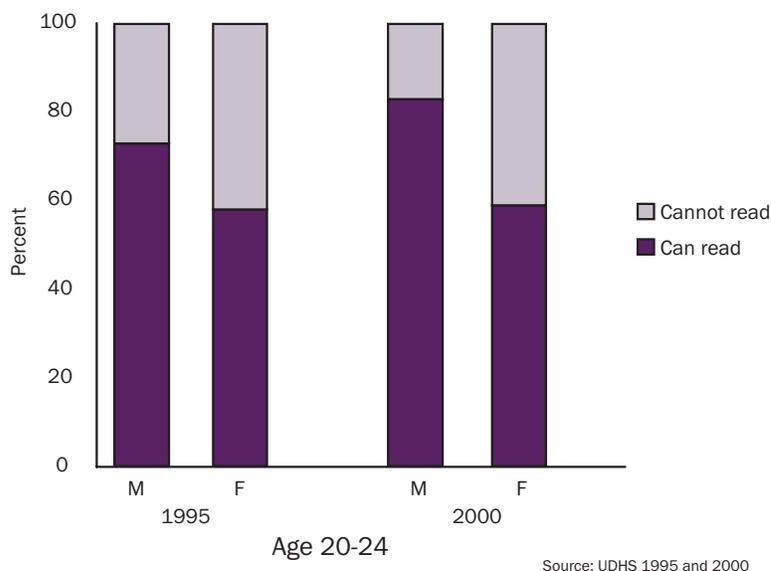


⁷Among men and women who never attended school and those who attended primary school, literacy was tested in 1995 and 2000. Literacy was tested by asking the respondent to read a sentence. Men and women who attended secondary school or higher were assumed to be literate. As a consequence, the percentage literate includes both those who attended secondary school or higher, and those who were able to read.

Literacy by Age: 1995 and 2000

Literacy has been increasing over the past 30 years.

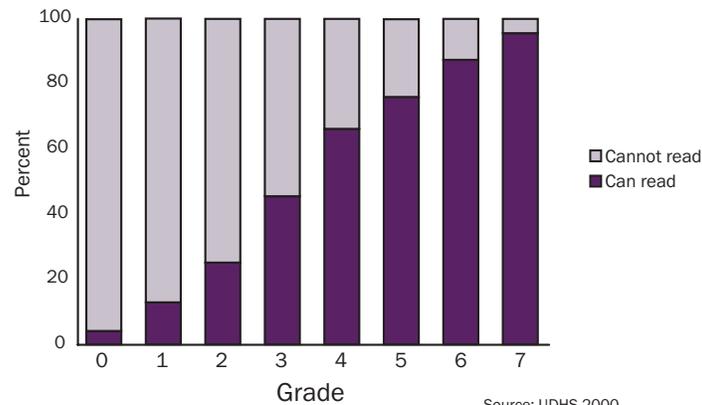
- Among men age 20-24 there has been an increase in literacy. In 1995, 73% of men age 20-24 could read, compared with 83% in 2000.
- Between the two surveys, literacy among younger women has changed little. In both 1995 and 2000, about 6 in 10 women age 20-24 could read.
- Overall, younger adults are more likely to be literate than older adults. In 2000, 83% of men age 15-19 could read, compared with 68% of men age 50-54 (data not shown for all age ranges).
- In 2000, 70% of women age 15-19 could read, compared with 42% of women age 45-49.



Women's Literacy by Years of Primary School Completed: 2000

In 2000, 66% of women who had completed grade 4 could read and 96% of those who had completed grade 7 could read.

- Over time, the percentage of grade 4 completers who are literate has declined—from 77% in 1988, to 70% in 1995, to 66% in 2000 (data from 1988 and 1995 not shown).
- Between 1988 and 2000, there has been little change in the percentage of grade 7 completers who are literate.



Main Reason for Leaving School Among Women Age 15-24, by Highest Level of Schooling Attended: 1995

Women age 15-24 who no longer attended school, were asked the main reason they had left school. The most common reason women gave for leaving primary school was the inability to pay school fees (76%).

- 5% of women who left primary school cited pregnancy as the main reason for leaving and 5% cited marriage.

The majority of women (55%) cited the inability to pay school fees as the main reason they left secondary school or higher.

- Pregnancy was cited by one in four women as the main reason for leaving secondary school or higher.

	Left during primary %	Left during secondary or higher %	Total %
Got pregnant	5	25	8
Got married	5	5	5
Needed to take care of children	2	1	2
Family needed help	2	0	1
Could not pay for schooling	76	55	73
Needed to earn money	0.4	1	1
Graduated/Had enough schooling	0	6	1
Failed exams	1	2	3
Did not like school	3	2	3
School not accessible	0.3	0	0.2
Other/Don't know	5	4	5

Source: UDHS 1995

Appendix: Indicator Specifications

The methods used to calculate the indicators presented in the education profiles are described below.

Net Attendance Ratio (NAR)

Primary level:

$$\frac{\text{number of students of primary school age attending primary school}}{\text{number of people of primary school age in the population}}$$

Secondary level:

$$\frac{\text{number of students of secondary school age attending secondary school}}{\text{number of people of secondary school age in the population}}$$

The Net Attendance Ratio (NAR) is the percentage of children in the target age range for the specified level of schooling attending that level of schooling, and is calculated separately for primary and secondary school. A primary NAR of 95% would indicate that nearly all of the children of primary school age attend primary school. A primary NAR of only 38%, on the other hand, would indicate that a majority, or 62%, of the children of primary school age do not attend primary school. By definition, the NAR cannot exceed 100%.

Gross Attendance Ratio (GAR)

Primary level:

$$\frac{\text{number of students attending primary school, regardless of age}}{\text{number of people of primary school age in the population}}$$

Secondary level:

$$\frac{\text{number of students attending secondary school, regardless of age}}{\text{number of people of secondary school age in the population}}$$

The Gross Attendance Ratio (GAR) for a given school level is the total number of students attending at that level, divided by the population of the official age range for that school level. The GAR is calculated separately for primary and secondary school. Unlike the NAR, the GAR can exceed 100.

Both a GAR greater than 100 and a GAR greater than the NAR indicate the presence in the classroom of children who are either older or younger than the official age range for the school level. The magnitude of difference between the NAR and GAR indicates the extent of over-age/under-age attendance. For instance, if the primary NAR is 35% and the GAR is 65, then 54% (35/65) of the primary school students are of primary school age, while 46% are either older or younger than the official age range. In some countries, where there is a substantial difference between the GAR and the NAR, the number and proportion of over-age and/or under-age students burdens the school system, absorbing resources that might otherwise be spent on children in the official age range for the level.

Primary School Under Age, On Time, and Over Age

Students in each grade of primary school are either under age, on time, or over age for the grade attended. Students are under age for the grade if they are younger than the official target age for the grade. Students are on time if they are at the official age for the grade, or are one year older than the official age. Students are over age if they are two or more years older than the official age for the grade. For example, if the official entry age for grade 1 is 6, a student age 5 or younger is under age, a student age 6-7 is on time, and a student age 8 or older is over age.

The percentage of students on time for the grade attended is calculated as follows:

$$\frac{\text{number of grade X students who are at the target entry age for the grade or one year older}}{\text{total number of students attending grade X}}$$

Primary School Repetition Rates

$$\frac{\text{number of students repeating grade X in year 2}}{\text{number of students attending grade X in year 1}}$$

Repetition rates measure the percentage of students in a given grade who also attend that same grade in the following school year. These rates are calculated from data on children's school attendance for two school years in a row. For instance, if a student is in grade 3 at the time of the survey, and was also in grade 3 during the previous school year, the student is repeating that grade.

Primary School Dropout Rates

$$\frac{\text{number of students in grade X in year 1 who no longer attend school in year 2}}{\text{number of students attending grade X in year 1}}$$

Dropout rates measure the percentage of students who left school after attending a particular grade. These rates are calculated from data on children's school attendance for two school years in a row. For instance, if a student did not attend school during the school year during which the survey was conducted, but attended grade 1 in the previous school year, then that student dropped out of school.

Survival Rates to Grade 5 and to the Last Year of Primary School (using the Reconstructed Cohort Method of UNESCO)

The survival rate estimates the percentage of students attending grade 1 in a given year that is expected to reach a subsequent grade, with or without repetition. The survival rate is calculated using rates of promotion, dropout, and repetition for a given school year. This projection is based on several assumptions, including: a) that there are no new entrants to the school system (including dropouts returning to school); b) that at any grade, the same promotion, repetition, and dropout rates apply to all students, regardless of whether a student is in the grade for the first time or is repeating; c) that the same promotion, repetition and dropout rates observed during one school year apply for all students when they attend that same grade; and d) that the number of times students may repeat a grade is defined. The survival rate estimates presented in these profiles allow for students to attend a grade four times, after which it is assumed that the students drop out of school.

For a detailed flowchart of the calculation of this indicator, refer to the "Education for All: The Year 2000 Assessment Technical Guidelines" published by UNESCO (also see the web site at www.education.unesco.org/efa).

Schooling Status of Youth Age 6-24

For each age, from age 6-24, the percentage attending school:

$$\frac{\text{number of people age 6 attending school, at any level}}{\text{number of people age 6 in the population}}$$

For each age, from age 6-24, the percentage who have left school:

$$\frac{\text{number of people age 6 who used to attend school, but have dropped out}}{\text{number of people age 6 in the population}}$$

For each age, from age 6-24, the percentage who have never attended school:

$$\frac{\text{number of people age 6 who have never attended school}}{\text{number of people age 6 in the population}}$$

Schooling status indicates the percentage of children and youth, by age, who attend school (at any level), have dropped out of school, or who have never attended school. Added together, these percentages total 100% for each age.

Age-Specific Attendance Rate (ASAR)

For each age, from age 6-24:

$$\frac{\text{number of people age 6 attending school, at any level}}{\text{number of people age 6 in the population}}$$

The ASAR indicates the percentage of a given age cohort attending school—regardless of the level attended (primary, secondary, or higher). The ASAR cannot exceed 100%, and the closer it is to 100%, the higher the participation of that age group in the population.

Adult Primary and Secondary School Completion Rates

Primary

$$\frac{\text{number of people age 15 or older who have completed the last grade of primary (or higher)}}{\text{number of people age 15 or older in the population}}$$

Secondary

$$\frac{\text{number of people age 20 or older who have completed the last grade of secondary (or higher)}}{\text{number of people age 20 or older in the population}}$$

The completion rates presented here are indicators of the level of primary or secondary school completion among those who are beyond primary or secondary school age. Those in the numerator have either completed the specified level of schooling or attended school at a higher level. In other words, the percentage of adults who have completed primary school includes those who have attended secondary school or a higher level of schooling. Note that the calculation of this indicator differs from the calculation of the Primary and Secondary Completion Rates.

Adult Educational Attainment by Level of Schooling Attended

For each level of attainment:

$$\frac{\text{number of people age 20 or older who never attended school}}{\text{number of people in the population age 20 or older}}$$

These indicators present the percentage of the adult population age 20 or older that has never attended school, attended primary school, or attended secondary school or higher. Results are presented in five-year age ranges, and for age 65 or older. Within each age range, the percentages, added together, total 100%. This indicator is useful in tracking changes in attainment by age group, gender, and other sub-groups.

Adult Literacy

Women (and in many countries, also men) age 15-49¹ who never attended school and those who left school before reaching secondary school were asked to assess their literacy or to demonstrate literacy. If respondents were asked to report on their literacy, the question was: “Can you read and understand a letter or newspaper easily, with difficulty, or not at all?” People who said they can read easily or with difficulty were grouped together as literate. If literacy was tested, which is the case with most recent surveys, respondents were asked to read (in a language in which they were likely to be literate) a short simple statement about everyday life. If the respondent could read part or all of the sentence, or had attended secondary school or higher, the respondent was classified as literate.

¹The age range for men is often different from that of women, and is most commonly age 15-54 or 15-59.

Contact Information

Information about DHS EdData may be obtained from several sources, including:

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Additional information about DHS EdData and these country education profiles may be obtained by writing to: DHS EdData, ORC Macro, 11785 Beltsville Drive, Suite 300, Calverton, MD 20705 (Telephone: 301-572-0200; Fax: 301-572-0983;
Email: reports@orcmacro.com; Website: <http://www.dhseddata.com>).

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