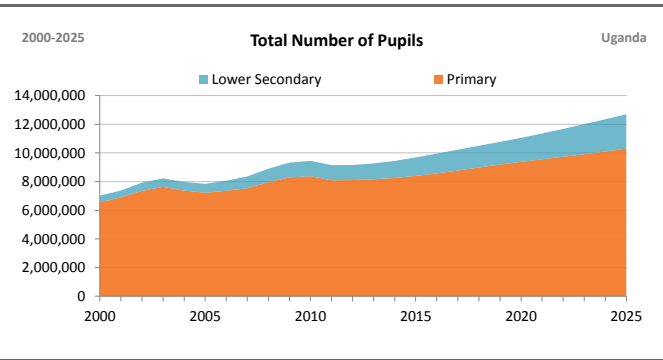
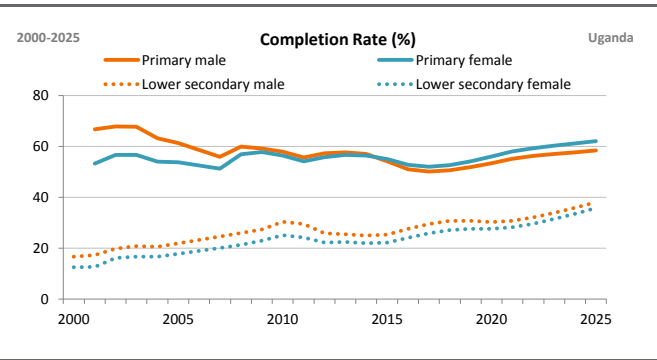
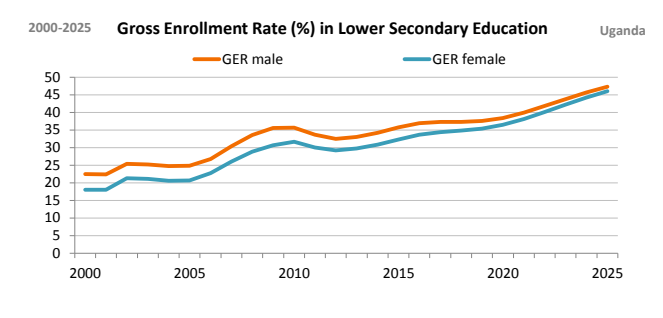
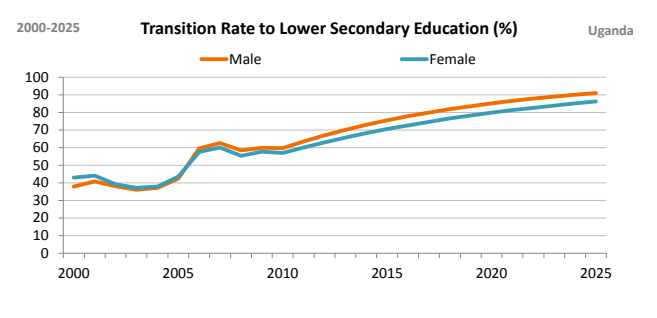
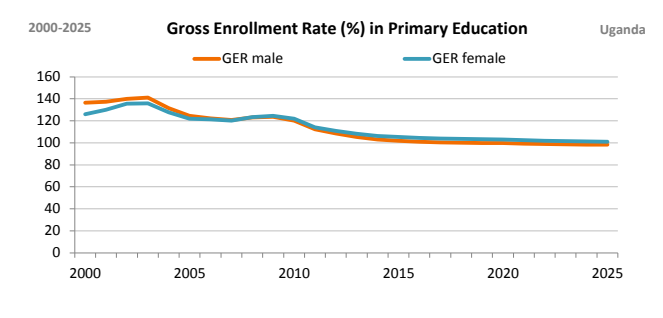
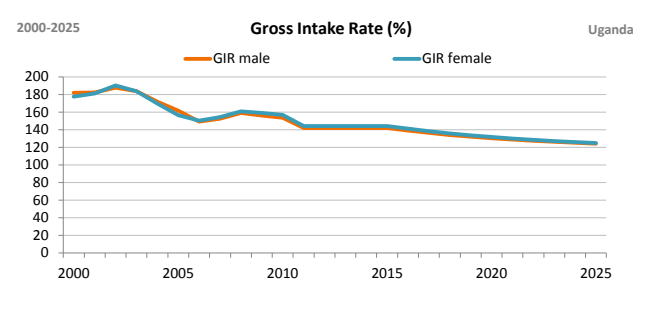


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Uganda



DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR) Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Gross Enrollment Rate (GER) Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

Transition Rate The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

Completion Rate The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

Primary Education At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

Lower Secondary Education At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

These profiles were produced by the Education Policy and Data Center (EPDC) in August 2013.

PRIMARY	Number of Pupils		Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders		Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
	2000	6,559,013	182	177	137	126	#N/A	#N/A
2001	6,900,916	182	181	137	130	67	53	
2002	7,354,153	188	190	140	136	68	57	
2003	7,633,314	184	184	141	136	68	57	
2004	7,377,292	172	169	132	128	63	54	
2005	7,223,879	161	156	124	122	61	54	
2006	7,363,721	149	150	122	121	#N/A	#N/A	
2007	7,537,971	152	154	121	120	56	51	
2008	7,963,979	159	161	123	123	60	57	
2009	8,297,780	156	159	124	124	59	58	
2010	8,374,648	153	157	120	122	58	56	
2011	8,098,177	142	144	112	114	56	54	
2012	8,111,029	142	144	108	111	57	56	
2013	8,161,118	142	144	105	108	58	57	
2014	8,255,108	142	144	103	106	57	56	
2015	8,399,927	142	144	102	105	54	55	
2016	8,571,537	139	141	101	104	51	53	
2017	8,774,778	136	138	100	104	50	52	
2018	8,986,976	134	136	100	104	51	53	
2019	9,190,377	132	134	100	103	52	54	
2020	9,378,178	130	132	100	103	53	56	
2021	9,558,358	129	130	99	103	55	58	
2022	9,733,480	127	128	99	102	56	59	
2023	9,913,192	126	127	99	102	57	60	
2024	10,102,205	125	126	98	101	58	61	
2025	10,299,940	124	125	98	101	58	62	

LOWER SECONDARY	Number of Pupils		Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders		Male %	Female %	Male GER	Female GER	Male %	Female %
	2000	468,746	38	43	22	18	17	13
2001	483,804	41	44	22	18	17	13	
2002	577,329	38	39	25	21	20	16	
2003	593,303	36	37	25	21	21	17	
2004	599,177	37	38	25	21	21	17	
2005	623,390	42	43	25	21	#N/A	#N/A	
2006	699,945	59	57	27	23	#N/A	#N/A	
2007	821,701	63	60	30	26	25	20	
2008	939,246	58	55	34	29	26	21	
2009	1,027,714	60	58	36	31	27	23	
2010	1,078,558	60	57	36	32	30	25	
2011	1,052,551	64	60	34	30	29	24	
2012	1,052,995	67	63	32	29	26	22	
2013	1,108,647	70	66	33	30	25	22	
2014	1,191,181	73	68	34	31	25	22	
2015	1,291,383	75	70	36	32	25	22	
2016	1,386,886	78	73	37	34	28	24	
2017	1,456,067	80	75	37	34	29	26	
2018	1,515,605	82	76	37	35	31	27	
2019	1,583,891	84	78	38	35	31	28	
2020	1,676,546	85	80	38	36	30	28	
2021	1,800,256	87	81	40	38	31	28	
2022	1,946,736	88	83	42	40	32	30	
2023	2,100,109	89	84	44	42	34	31	
2024	2,250,961	90	85	46	44	36	34	
2025	2,396,165	91	86	47	46	38	36	

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development