



fhi360

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

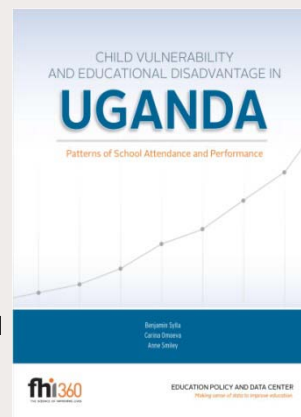
e-Newsletter

AUGUST 2012

Child Vulnerability and Educational Disadvantage in Uganda: Patterns of School Attendance and Performance

BY BENJAMIN SYLLA, CARINA OMOEVA AND ANNE SMILEY

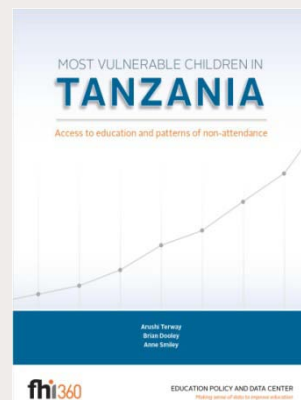
FHI 360s Education Policy and Data Center continued to explore the relationship between vulnerability and educational disadvantage by focusing on Uganda and Tanzania. This paper analyzes the extent to which Uganda's official government "child vulnerability" indicators are associated with two important components of educational disadvantage: school attendance and sixth grade learning outcomes.



Most Vulnerable Children in Tanzania: Access to Education and Patterns of Non-attendance

BY ARUSHI TERWAY, BRIAN DOOLEY AND ANNE SMILEY

FHI 360s Education Policy and Data Center continued to explore the relationship between vulnerability and educational disadvantage by focusing on Uganda and Tanzania. This paper analyzes the extent to which "child vulnerability" indicators identified by the government of Tanzania are associated with lower educational access, and which additional indicators predict educational vulnerability.



ANNOUNCEMENTS

EPDC has updated its extensive database. We are expanding our collection of data from official sources in low and middle income countries and have added national and province-level indicators broken down by sex, urbanicity, and school level for 22 countries. Highlights include province and national level time series for Cambodia, D.R.C., Mali, and Tanzania, and 2011 province level data for Afghanistan. Keep an eye out for an additional 45 countries later this summer! We also added education indicators from seven recently released DHS household survey datasets: Ethiopia, Senegal, and Zimbabwe (all 2011), Rwanda and Tanzania (2010), and Kenya and Lesotho (2009).

EPDC CORE SERVICES

- [Data survey, compilation and extractions >](#)
- [Data visualization through graphs, maps, and profiles >](#)
- [Education trend and resource projections >](#)
- [Statistical analysis and methodology development >](#)
- [Policy-oriented and data-driven research and analysis >](#)

EPDC is pleased to announce that we are in the process of re-designing our website. The address will remain the same, but the site will have a new look and an improved user experience. Look for changes this coming fall.

RESOURCES

EPDC Education Trends and Projections 2000-2025

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INDICATOR DEFINITIONS

- Literacy Rate (%)** The number of literate persons in the population aged 15 years and over is expressed as a percentage of the population at the official primary school entrance age.
- Average Enrollment Rate (%)** The average ratio of the number of pupils enrolled in the official primary school entrance age, expressed as a percentage of the population of the same age.
- Transition Rate to secondary (%)** The percentage of pupils who are enrolled in the official primary school entrance age, expressed as a percentage of the population of the same age.
- Lower Secondary Enrollment Rate (%)** The number of pupils enrolled in the first grade of a higher level of education is given 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 number of pupils completing a given level of education in the first year of the level of education, expressed as a percentage of the number of pupils enrolled in the first year of the level of education in the previous year.
- Total Number of Pupils** The number of pupils enrolled in all levels of education, expressed as a percentage of the population of the same age.

SACMEQ PROFILES

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LEARNING ACHIEVEMENT IN READING AND MATH, SACMEQ 2007 Botswana

National performance on reading and math assessments

Average reading scores by community type and sex*

Performance on the reading assessment by region

INDICATOR DEFINITIONS

- National performance on reading and math assessments** The number of correct answers in the reading and math assessments, expressed as a percentage of the total number of questions.
- Average reading scores by community type and sex*** The average score on the reading assessment, expressed as a percentage of the total number of questions.
- Performance on the reading assessment by region** The number of correct answers in the reading assessment, expressed as a percentage of the total number of questions.

EPDC Education Trends and Projections 2000-2025

EPDC has created a new series of profiles showing education trends and projections for 2000-2025. 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. Currently there are profiles available for 79 countries which can be accessed by going to the [country page](#) and choosing the country from the drop-down menu.

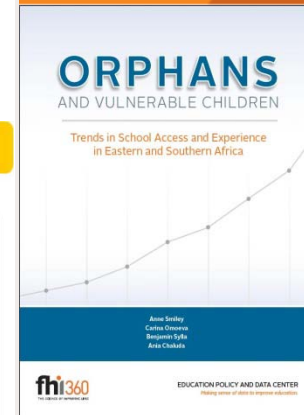
Learning Achievement (SACMEQ 2007)

EPDC has created 15 new profiles on learning achievement in reading and math. Data for these profiles come from the third Southern and Eastern Africa Consortium for Monitoring and Educational Quality (SACMEQ) study conducted in 2007. The study measured reading and math performance at the sixth grade level in Botswana, Kenya, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Uganda, Zambia, Zanzibar, and Zimbabwe. These profiles can be accessed by going to the [country page](#) and choosing the country from the drop-down menu.

FREE RESOURCES

Go to our website: www.edpc.org

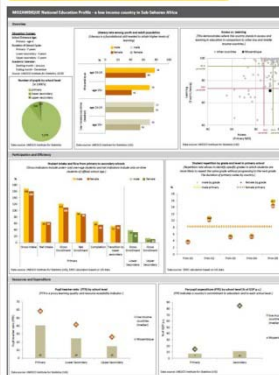
PUBLICATIONS



Orphans and Vulnerable Children: Trends in School Access and Experience in Eastern and Southern Africa

Now a decade since the term orphans and vulnerable children (OVC) entered the international development literature, FHI 360's Education Policy and Data Center took a look at 5 countries in sub-Saharan Africa to reflect on the continuing crisis and its relation to educational participation.

National Education Profile



National Education Profiles

EPDC has created a series of National Education Profiles. These profiles contain information on literacy, access, learning, participation, repetition, resources, and per pupil expenditure. There are currently profiles available for 92 countries which can be accessed from the Country Profiles page by selecting the series from the Profile Collection menu.

CURRENT AND FORMER PARTNERS AND CLIENTS

EPDC looks forward to continue serving its partners and clients in improving evidence-based decision making and education planning by providing education data analysis, research, and user-friendly tools for better data utilization.

- Australian Agency for International Development (AusAID)
- Canadian International Development Agency (CIDA)
- Global Partnership for Education (formerly EFA Fast Track Initiative)
- Google
- International Institute for Applied Systems Analysis (IIASA)
- Ministries of Education in Mozambique, Namibia, Southern Sudan, Pakistan, Zambia
- The Netherlands Ministry of Foreign Affairs (MINBUZA)
- OECD International Household Survey Network (IHSN)
- United Kingdom Department for International Development (DFID)
- UNESCO Global Monitoring Report (GMR)
- UNESCO Institute for Statistics (UIS)
- UNESCO International Institute for Educational Planning (IIEP)
- United States Agency for International Development (USAID)
- World Bank EdStats



Education Policy and Data Center (EPDC) is a research unit within the global education portfolio of FHI 360. 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 education portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

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1825 Connecticut Ave. NW Tel: (202) 884-8246
Washington, DC 20009 Fax: (202) 884-8408
USA Email: epdc@fhi360.org

www.epdc.org