



**Uganda MOE:  
Comparative Analysis of EMIS  
data  
1963 - 2001**

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**MOBILE TASK TEAM**  
ON THE IMPACT OF HIV/AIDS ON EDUCATION

**The Mobile Task Team** (MTT) is a network of Southern African professionals in complementary disciplines, currently working in 12 African countries, to assist MoEs to manage and mitigate the impact of HIV/AIDS through the strategic planning and implementation of sustainable and systemic interventions. It operates from the Health Economics & HIV/AIDS Research Division (HEARD) of the University of KwaZulu-Natal and is funded by USAID. For more information, please visit our website: [www.mtaids.com](http://www.mtaids.com)



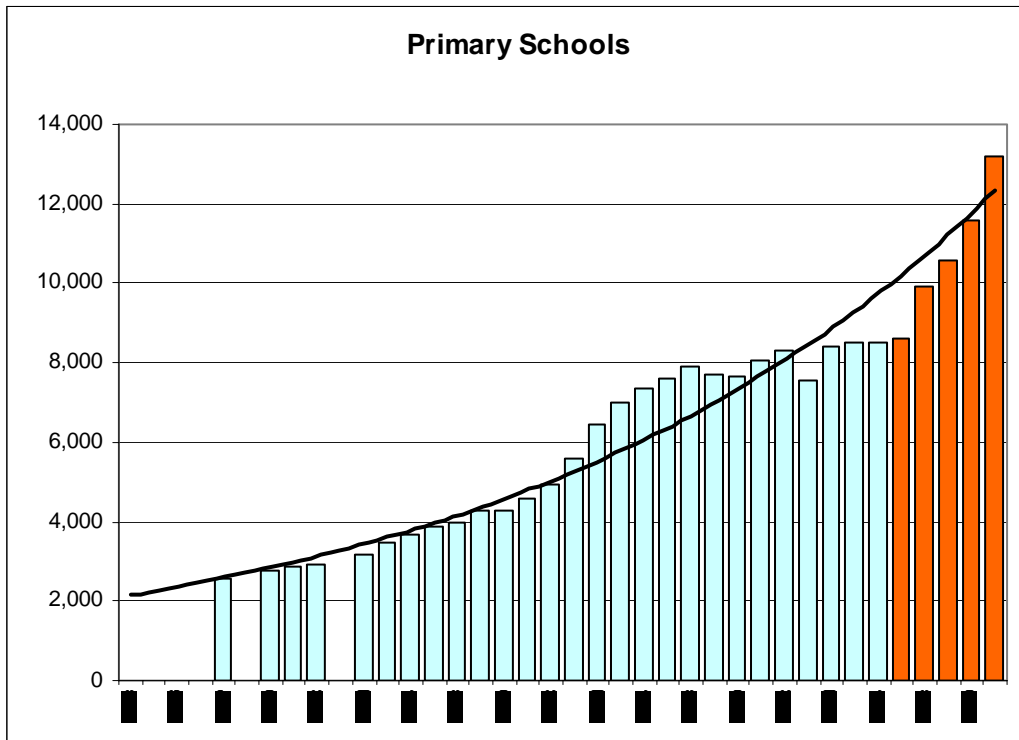
Ministry of Education and Sports

## Comparison of Educational Statistics: 1963 - 2001

Within the “Education Statistical Abstract 2001” published by the Ministry of Education and Sports of Uganda, details of the education system in terms of the number of pupils, by gender, schools and teachers are provided from 1963 through to 2001. The only year, over this thirty-eight year period for which there are no figures is 1969 and some of the earlier years do have missing data. All of the figures used in the analysis are drawn directly from the “Education Statistical Abstract 2001” and are provided in a table at the end of this publication.

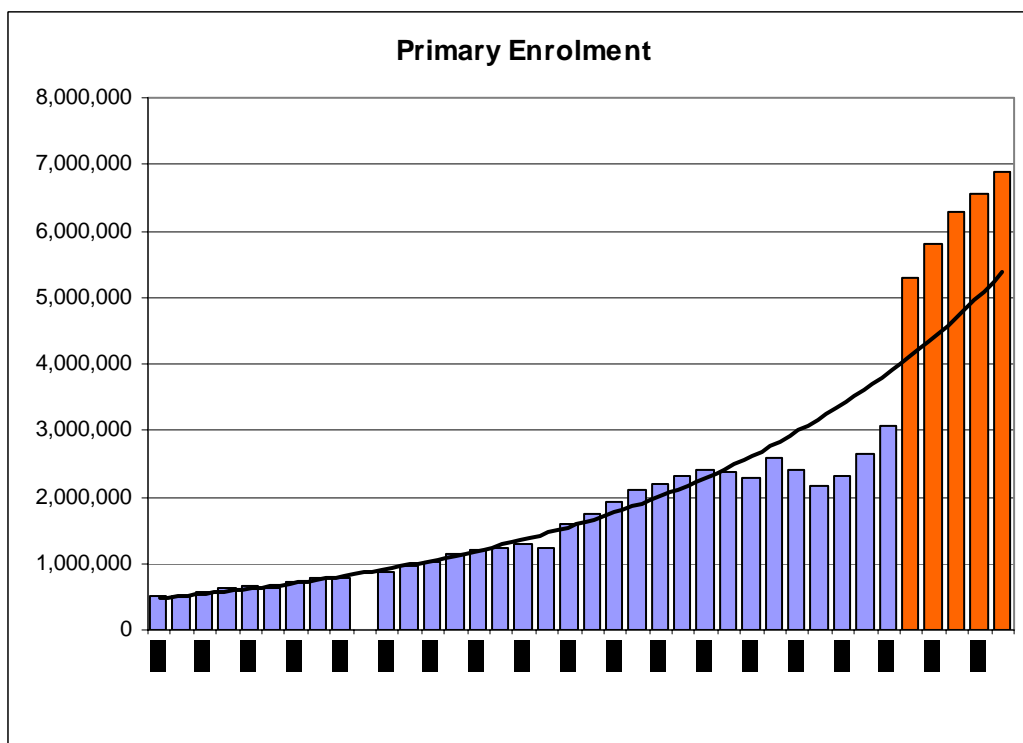
In 1997 the Government of Uganda launched the Universal Primary Education (UPE) program. This publication aims to provide a quick overview of the changes in the education system, highlighting the remarked impact pf the UPE program on the number of schools, teachers and pupils.

## Primary School Sector



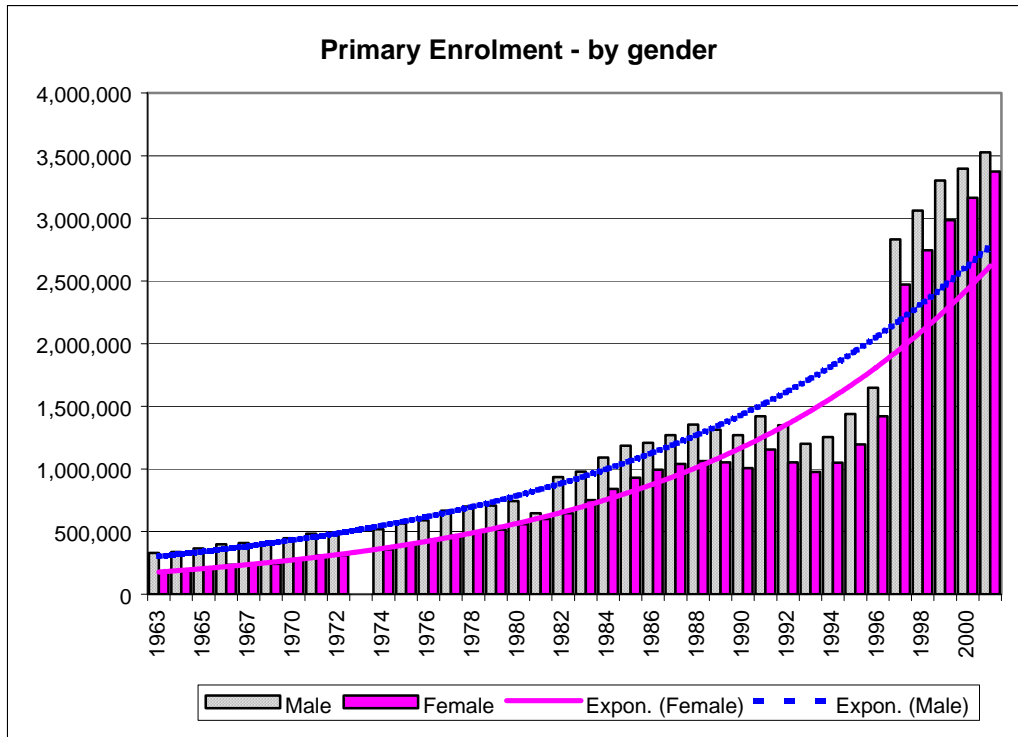
Number of Primary Schools, 1963 – 2001

As can be seen from this graph provided, the number of schools has generally increased steadily over the years, particularly since the 1980s. However, in 1989 and 1993 there were a smaller number of schools than reflected in prior years. When considering the number of schools in years subsequent to introducing UPE, it is noted that there is a growth of 55% in the number of schools from 1996 to 2001.



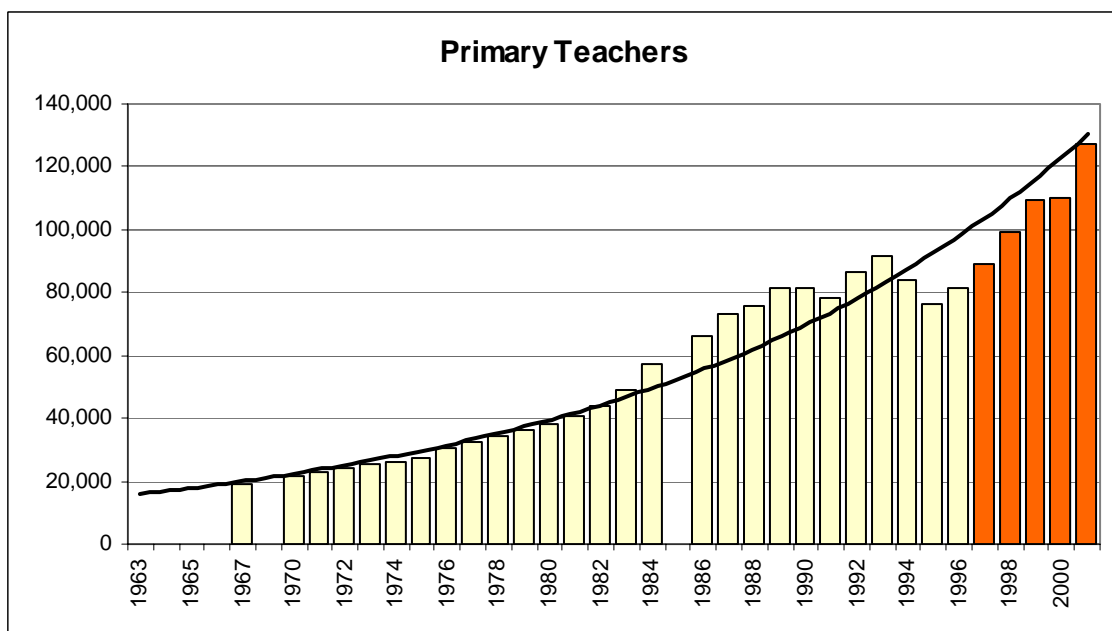
Number of pupils enrolled in Primary Schools, 1963 - 2001

As is to be expected it is the primary enrolment that has shown the greatest impact with the introduction of UPE. Prior to 1997, the general increase in learner numbers was below 10%. In 1997 the primary enrolment increased by 73% with an additional 2.2million primary learners entering the system. From 1996 to 2001 the primary enrolment increased by 125%, from 3 068 625 primary pupils recorded in 1996 to 6 900 916 recorded in 2001. On average, for the five years since UPE has been introduced the enrolment has increased by some 20%.



Primary school enrolment by gender, 1963 – 2001

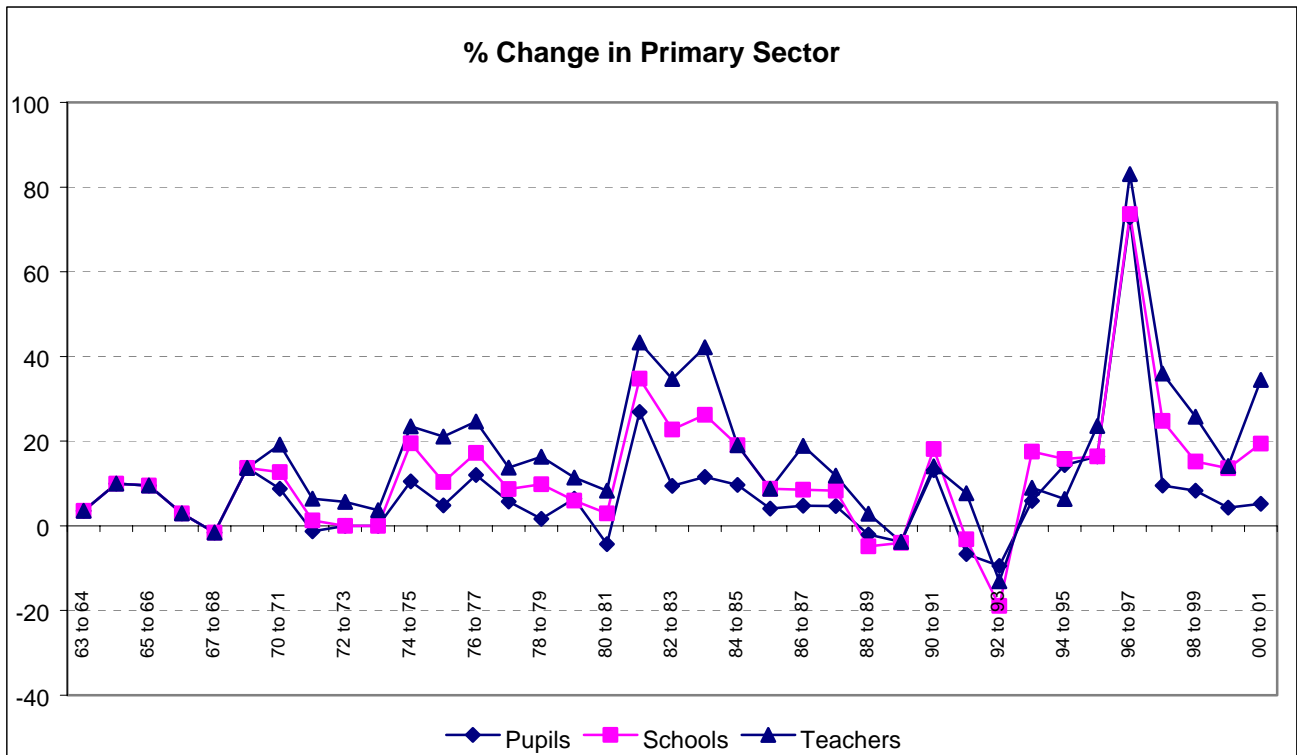
When considering the growth in primary enrolment by gender a fairly similar pattern emerges, with girl learners showing, on average, a slightly higher increase.



Number of teachers appointed to Primary Schools, 1963 - 2001

The numbers of teachers appointed to primary schools tend to fluctuate from year to year. It is interesting to note that from 1989 through to 1996 the number of teachers generally showed a declining trend. In 1989, 81 418 teachers were appointed, this dropped down to 76 111 in 1995 and then back up to 81 564 in 1996. With the introduction of UPE the teacher numbers again started to increase, with an additional 7 683 teachers appointed in 1997.

The growth in the teacher numbers has not matched the growth in pupils since 1997. Prior to the introduction of UPE the Teacher:Pupil ratio was 37 pupils to a teacher, on average. Between 1997 and 2001 the average number of pupils to a teacher in primary sector has risen to 58, despite the growth in the number of teachers appointed in this same period.

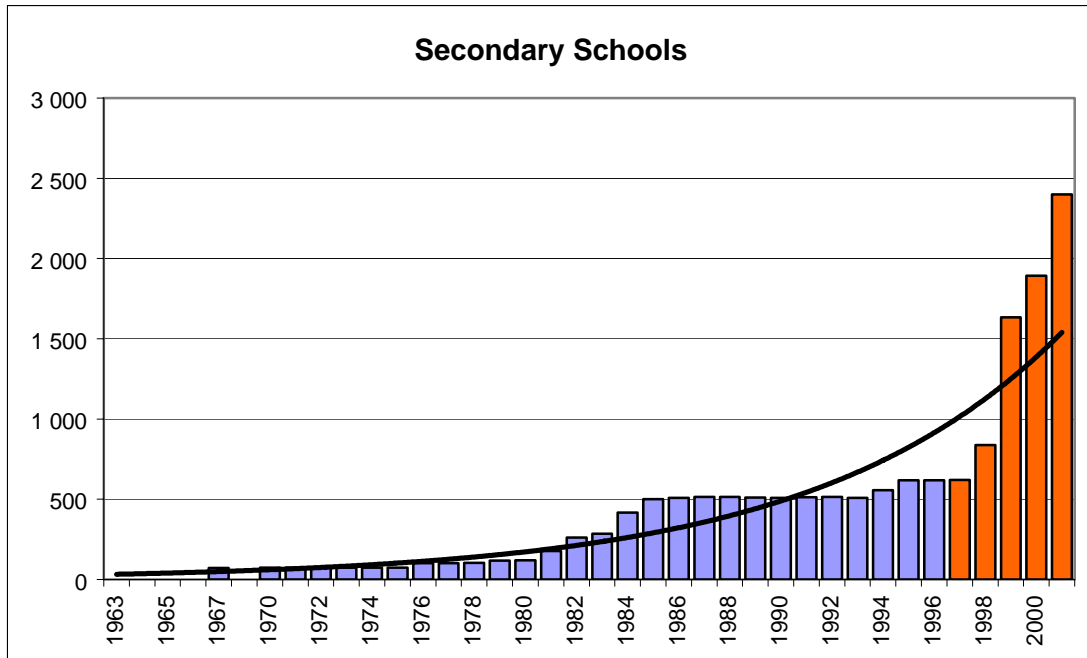


% Change in number of Pupils, Schools and Teachers in Primary Sector, 1963 - 2001

The graph above shows the change, in percentage points, for pupils, schools and teachers in the primary sector.

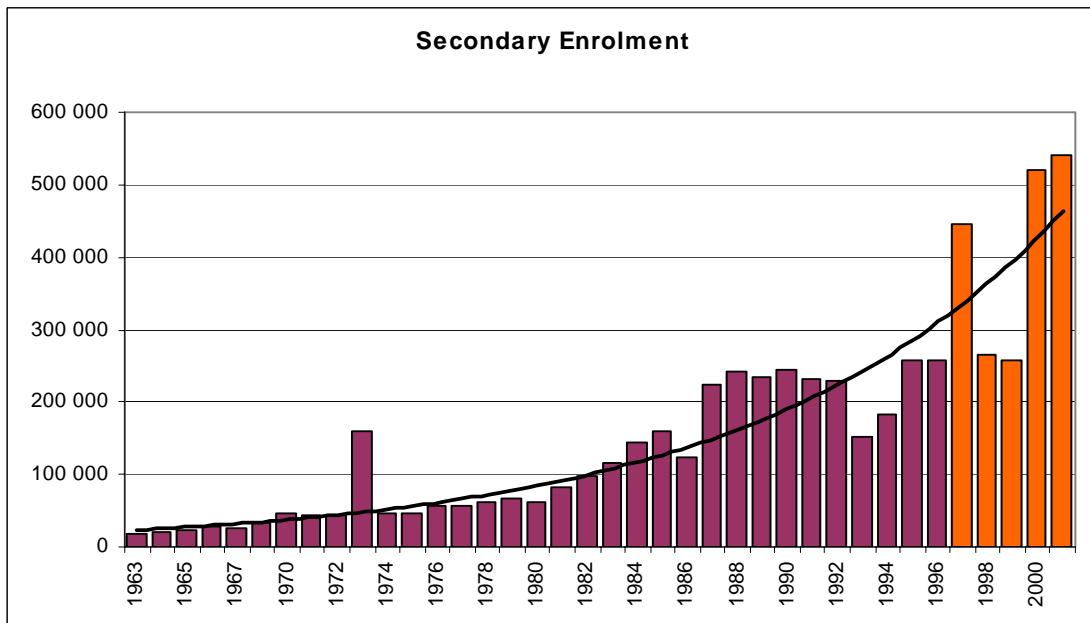
## Secondary School Sector

There is some concern about the accuracy of the numbers provided for the secondary sector. There appear to be a few unexplained “spikes” in the data. In 1996 the number of teachers dropped to 1 347 from 15 783 reported in the previous year. In 1999 there was a dramatic increase, 1998 reported 16 206 teachers and 1999 reported 110 590 teachers, an increase of some 95%.



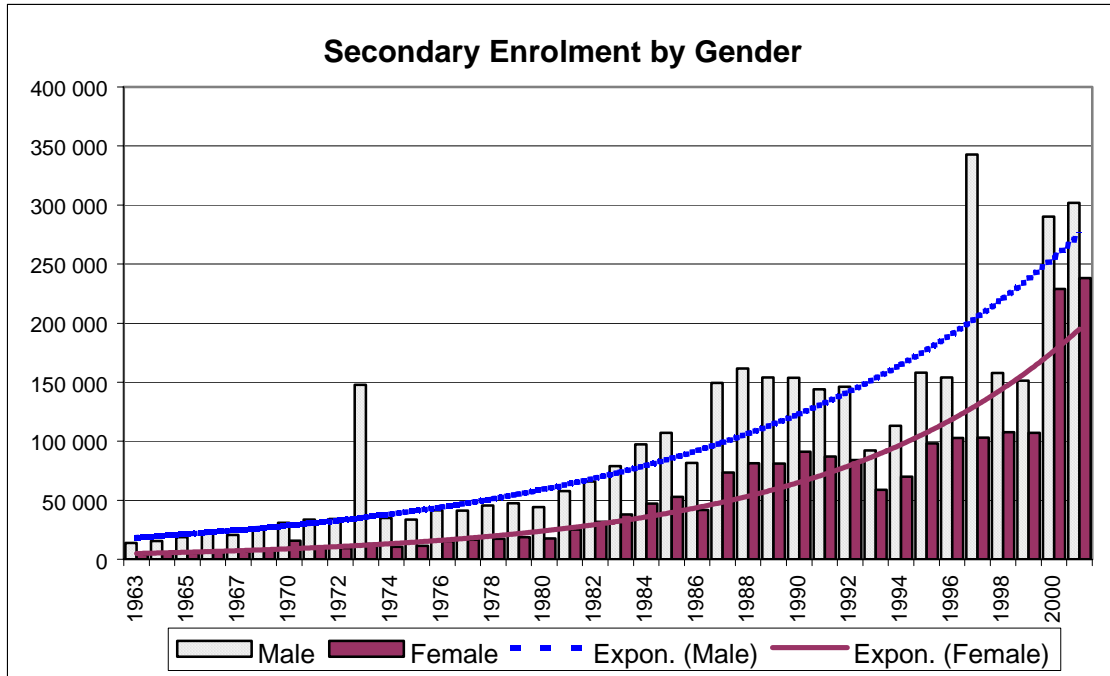
Number of Secondary Schools, 1963 – 2001

The graph above illustrates the increase in the number of secondary schools, particularly since 1999. In 1998, 837 schools were reported with an additional 796 secondary schools being introduced in 1999, by 2001 another 767 schools were introduced, bringing the number of schools to 2 400. This is an astonishing increase in the number of schools, an increase of 288% from 1996 to 2001.



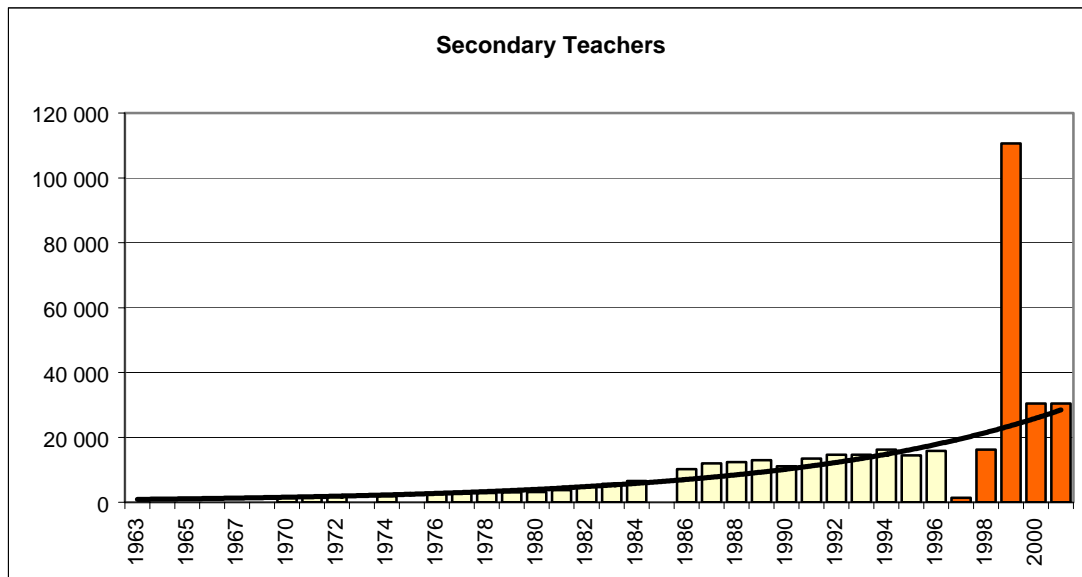
Number of pupils enrolled in Secondary Schools, 1963 - 2001

The secondary school enrolment also showed a dramatic increase with the introduction of UPE in 1997. Enrolment increased by some 74% in the first year of introduction as an additional 188 945 pupils entered the secondary school system in 1997. There was another striking increase in secondary enrolment in 2000, as an additional 260 668 secondary pupils were recorded above the enrolment of the previous year. This resulted in the secondary school enrolment doubling within a year, from 258 263 pupils, in 2000, to 518 931 pupils in 2001.



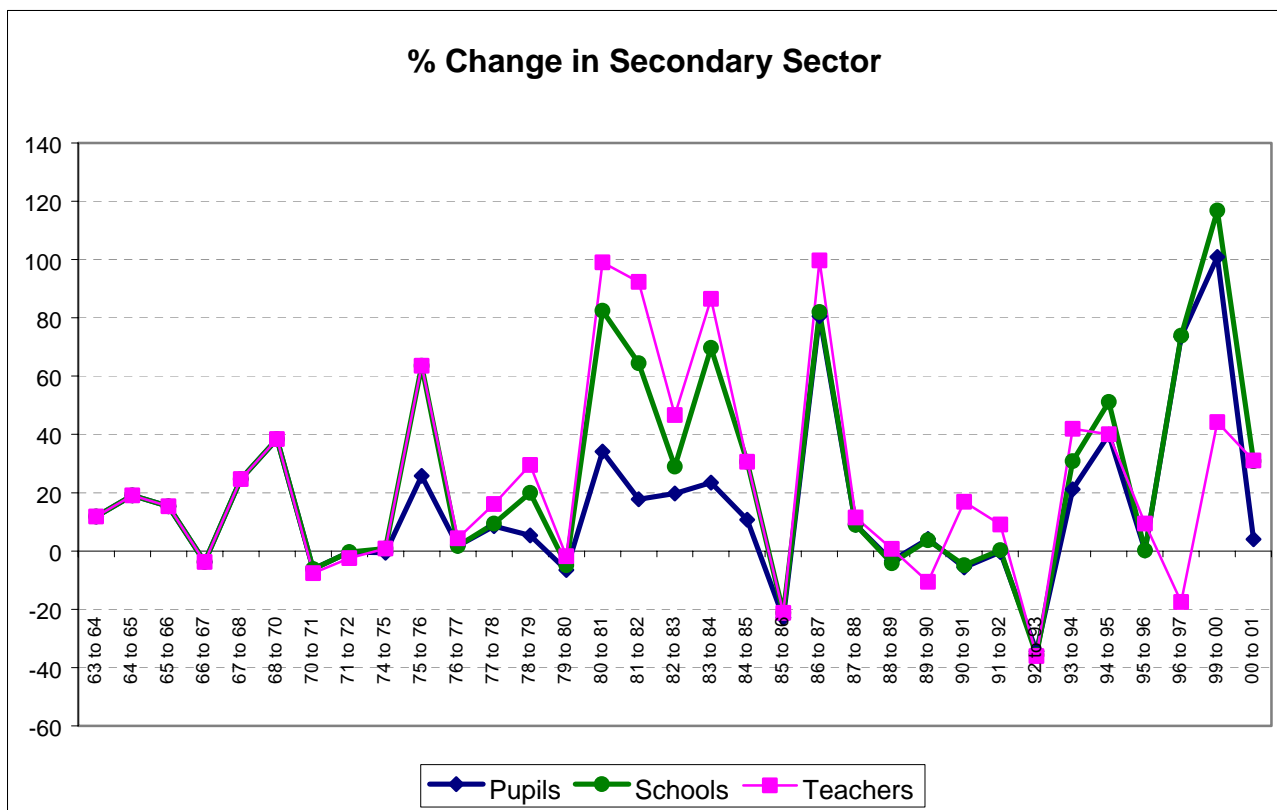
Secondary school enrolment by gender, 1963 - 2001

It appears that male pupils are provided more opportunity to enter and remain in secondary education. The rate of increase in male pupils is slightly higher than that of their female counterparts. 1973 and 1997 showed an astonishing increase in the secondary male enrolment.



Number of teachers appointed to Secondary Schools, 1963 - 2001

The surprising increase reflected in teacher numbers for 1999 affects any trend analysis over the period under review. Should the 1999 teacher numbers be omitted from the analysis, it is noted that the pupil:teacher ratio has improved, in the secondary sector, since the introduction of UPE. Prior to 1997 the average pupil:teacher ratio is calculated at 20 pupils to a teacher, however since 1997 (excluding 1999), the average pupil to teacher ratio is 13.



% Change in number of Pupils, Schools and Teachers in Secondary Sector, 1963 - 2001



The graph above shows the change, in percentage points, from one year to the next. To assist with the trend analysis comparisons for the year 1972 through to 1974 and years 1997 through to 1999 have been excluded from this graph.

**Report prepared for the Ugandan Ministry of Education and Sports  
by the USAID Mobile Task Team<sup>1</sup>, September 2003**

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<sup>1</sup> **The Mobile Task Team** (MTT) is a network of Southern African professionals in complementary disciplines, currently working in several African countries, to assist Ministries of Education to manage and mitigate the impact of HIV/AIDS through the strategic planning and implementation of sustainable and systemic interventions. It operates from the Health Economics & HIV/AIDS Research Division (HEARD) of the University of Natal and is funded by USAID.

## Educational Statistics for Education in Uganda, 1963 to 2001<sup>2</sup>

Year	Primary					% change			Secondary					% change		
	Male	Female	Pupils	Schools	Teachers	Pupils	Schools	Teachers	Male	Female	Pupils	Schools	Teachers	Pupils	Schools	Teachers
1963	329 972	177 763	507 735						13 827	4 455	18 282					
1964	338 569	187 298	525 867					4%	15 324	5 123	20 447			12%		
1965	366 700	211 759	578 459					10%	18 796	5 549	24 345			19%		
1966	399 583	233 963	633 546					10%	21 629	6 438	28 067			15%		
1967	409 900	242 127	652 027	2 551	19 257			3%	20 593	6 426	27 019	71		-4%		
1968	399 510	242 129	641 639					-2%	25 650	8 048	33 698			25%		
1970	446 594	282 928	729 522	2 755	21 471			14%	30 987	15 639	46 626	73	1 816	38%		
1971	484 256	309 274	793 530	2 863	22 864			9%	33 568	10 154	43 722	73	1 791	-6%	0%	-1%
1972	471 085	312 191	783 276	2 937	24 032			-1%	34 039	9 519	43 558	73	1 753	0%	0%	-2%
1973					25 394			6%	147 664	13 098	160 762	73		269%	0%	
1974	519 106	358 990	878 096	3 184	26 339			4%	34 883	10 593	45 476	73	1 894	-72%	0%	
1975	565 273	404 886	970 159	3 471	27 393			10%	33 759	11 472	45 231	74		-1%	1%	
1976	590 182	426 781	1016 963	3 663	30 321			5%	41 453	15 431	56 884	102	2 594	26%	38%	
1977	668 024	471 299	1139 323	3 854	32 554			12%	41 315	16 567	57 882	102	2 662	2%	0%	3%
1978	701 384	502 937	1204 321	3 969	34 213			6%	45 504	17 286	62 790	103	2 838	8%	1%	7%
1979	707 468	516 382	1223 850	4 294	36 442			2%	47 486	18 689	66 175	118	3 108	5%	15%	10%
1980	743 882	558 495	1302 377	4 276	38 422			6%	44 109	17 760	61 869	120	3 202	-7%	2%	3%
1981	646 280	600 119	1246 399	4 585	40 489			-4%	57 739	25 252	82 991	178	3 732	34%	48%	17%
1982	934 337	647 072	1581 409	4 945	43 967			27%	65 898	31 854	97 752	261	4 772	18%	47%	28%
1983	978 248	752 052	1730 300	5 605	49 206			9%	78 991	38 099	117 090	285	5 617	20%	9%	18%
1984	1090 137	840 161	1930 298	6 425	57 078			12%	97 241	47 285	144 526	417	6 561	23%	46%	17%
1985	1185 520	931 480	2117 000	7 025				10%	107 200	52 800	160 000	500		11%	20%	
1986	1209 640	994 184	2203 824	7 351	66 101			4%	81 722	41 757	123 479	508	10 193	-23%	2%	
1987	1269 950	1039 050	2309 000	7 627	72 970			5%	149 410	73 590	223 000	515	12 000	81%	1%	18%
1988	1353 520	1063 480	2417 000	7 905	75 561			5%	161 740	81 260	243 000	515	12 300	9%	0%	3%
1989	1312 787	1053 879	2366 666	7 684	81 418			-2%	153 992	81 040	235 032	510	12 919	-3%	-1%	5%
1990	1269 564	1007 026	2276 590	7 667	81 590			-4%	153 777	91 001	244 778	508	11 069	4%	0%	-14%
1991	1421 952	1154 048	2576 000	8 046	78 259			13%	143 913	87 087	231 000	512	13 476	-6%	1%	22%
1992	1349 753	1053 992	2403 745	8 325	86 821			-7%	146 240	84 016	230 256	515	14 660	0%	1%	9%
1993	1200 355	976 814	2177 169	7 535	91 905			-9%	92 206	58 823	151 029	508	14 620	-34%	-1%	0%
1994	1254 024	1051 234	2305 258	8 411	84 043			6%	113 093	69 963	183 056	557	16 245	21%	10%	11%
1995	1438 986	1197 423	2636 409	8 531	76 111			14%	158 053	98 206	256 259	619	14 447	40%	11%	-11%
1996	1647 742	1420 883	3068 625	8 531	81 564			16%	154 026	102 705	256 731	619	15 783	0%	0%	9%
1997	2832 472	2471 092	5303 564	8 600	89 247			73%	342 654	103 022	445 676	621	1 347	74%	0%	-91%
1998	3061 722	2744 663	5806 385	9 916	99 237			9%	157 962	107 714	265 676	837	16 206	-40%	35%	1103%
1999	3301 888	2986 351	6288 239	10 597	109 733			8%	151 249	107 014	258 263	1 633	110 590	-3%	95%	582%
2000	3395 554	3163 459	6559 013	11 578	110 366			4%	290 176	228 755	518 931	1 892	30 384	101%	16%	-73%
2001	3528 035	3372 881	6900 916	13 219	127 038			5%	301 814	237 972	539 786	2 400	30 425	4%	27%	0%

<sup>2</sup> Statistics drawn from the Republic of Uganda publication entitled "Education Statistical Abstract, 2001, Ministry of Education and Sports, Uganda"