

Background paper\* prepared for the  
Education for All Global Monitoring Report 2003/4  
*Gender and Education for All: The Leap to Equality*

# **Gender sensitive educational policy and practice: a Uganda case study**

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## **APRIL 2003 ACRONYMS**

<b>ABEK</b>	Alternative Basic Education for Karamoja
<b>CAO</b>	Chief Administrative Officer
<b>CCG</b>	Classroom Construction Grant
<b>CCTs</b>	Co-ordinating Centre Tutors
<b>COPE</b>	Complementary Opportunities for Primary Education
<b>CP</b>	Country Program
<b>CPTs</b>	Core Primary Teacher Colleges
<b>DCDO</b>	District Community Development Officer
<b>DEO</b>	District Education Officer
<b>EIC</b>	Equity In the Classroom
<b>EPRC</b>	Education Policy Review Commission
<b>ESIP</b>	Education Sector Investment Plan
<b>FAWE</b>	Forum for African Women Educationalists
<b>FEMRITE</b>	Uganda Women writers' Association
<b>FRESH</b>	Focussing Resources for Effective School Health
<b>GEM</b>	Girls' Education Movement
<b>LC</b>	Local Council
<b>MGLSD</b>	Ministry of Gender Labour and Social Development
<b>MPs</b>	Members of Parliament
<b>MUST</b>	Mbarara University of Science and Technology
<b>NAPW</b>	National Action Plan on Women
<b>NGP</b>	National Gender Policy
<b>NSGE</b>	National Strategy for Girls' Education
<b>NT</b>	Nursery teaching
<b>NTCs</b>	National Teachers' Colleges
<b>P1</b>	Primary One
<b>P2</b>	Primary Two
<b>P3</b>	Primary Three
<b>P4</b>	Primary Four
<b>P5</b>	Primary Five
<b>P6</b>	Primary Six
<b>P7</b>	Primary Seven
<b>PEARL</b>	Programme for the Enhancement of Adolescent Reproductive life.
<b>PGE</b>	Promotion of Girls Education

<b>PLE</b>	Primary Leaving Examinations
<b>PTTCs</b>	Primary Teacher Training Colleges
<b>RDC</b>	Resident District Commissioner
<b>SMCs</b>	School Management Committees
<b>TDMS</b>	Teacher Development and Management Systems
<b>UACE</b>	Uganda Advanced Certificate of Education
<b>UCE</b>	Uganda Certificate of Education
<b>UNCDC</b>	Uganda National Curriculum Development Centre
<b>UNEB</b>	Uganda National Examinations Board.
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>UNICEF</b>	United Nations Children Fund
<b>USAID</b>	United States Agency for International Development
<b>USE</b>	Universal Secondary Education

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## EXECUTIVE SUMMARY

Uganda's formal education terrain today has undergone several modifications since the 1880s when education was first introduced by the Christian Missionaries. Until the early 1990s the education policy was fraught with gender disparities in enrolment, dropout, performance and general attainment. Until then the education system had glaring disparities arising from historical and cultural factors that regarded the male sex being more important than the female.

Several reforms have been made to ensure that both sexes benefit from education. The foundation for equality in education, a goal being pursued today, was laid in 1963 by the Castle Commission, which specifically highlighted the need to expand girl's education in the country. A Government Education Plan (1971/2 –1975/6) performed dismally due to a manpower vacuum created by the expulsion of Asians. The period after the 1979 change of power was characterised by general recovery and rehabilitation of educational facilities and manpower to restore functional capacity.

The achievements we have today are based on the 1991/92 Government White Paper which acted as a roadmap to achieving certain goals. The White Paper has led to a scale up in the number of primary school, secondary school, University and tertiary institutions in the country. This has been matched by an increasing students and pupil population across all levels. Some of the major measures taken to increase female student and pupil population that the Government, with the help of Development partners has introduced are;

- 1) The Universal Primary Education [UPE] program, which was launched in 1997. A major requirement here was that each family take 4[four] of their school children to school, two of which had to be girls.
- 2) Beginning with the 1990/91 academic year, all female applicants to public Universities were awarded 1.5 bonus points, a measure that has increased female University population at Makerere University, the biggest University in the country to 41% in 2002 [compared to 23% in 1989 before the scheme was introduced].
- 3) A master plan to foster gender parity in education called the National Strategy for Girls Education (NSGE) was launched. This strategy is followed by all stakeholders in various levels in the planing and implementation of various programs.
- 4) The Promotion of Girl's Education (PGE) scheme has been launched in 15 districts, and is expected to roll out to the entire country to facilitate girl child retention and performance at the primary level of education.
- 5) The Equity in The Classroom (EIC) program is also being implemented. It aims at facilitating equal participation of girls and boys in the classroom.
- 6) The Complementary Opportunity for Primary Education (COPE) and the Alternative Basic Education for Karamoja (ABEK) programs are being implemented to cater for marginalised communities.

In order to coordinate all the above programs the Government has established a Gender Desk at the Ministry of Education and Sports headquarters. This Desk is tasked to correct gender imbalances in education. It should be noted that most of the programs in place focus on the primary level. These programs have been developed as a result of challenges posed by the implementation of the UPE. Other Government measures undertaken to uplift the status of women and by extension lead to the reduction of the gender-gap in all aspects of life including education include; the creation of the Ministry of Gender, Labour and Social development (MGLSD), the

establishment of the Department of Gender and Women studies at Makerere University, the National Action Plan for Women (NAPW), the National Gender Policy (NGP), the Gender desk at the MoES, the increment of the number of female legislators (MPs) and ministers, just to mention a few.

Gender disparities in practice begin at the pre-primary level through to the University level. The pre-primary school level, which is the lowest education level, is characterised by more female teachers compared to the males. However as one climbs the education ladder male teachers outnumber their female counterparts.

At the primary school level, the UPE program has led to a number of achievements regarding gender parity. More girls are currently enrolled in schools, fewer girls drop out of school and fewer girls repeat classes. However, gender disparities persist especially in performance, classroom participation, access to school facilities, and general education attainment. Gender disparities at the secondary school level have not received as much attention as at the primary level. Yet, there is evidence that more males are enrolled in secondary schools than females. Although the repetition rates for males seem to be higher than those for females, this could be attributed to the greater numbers of male enrolment. On a positive note, the GoU has already promised Universal Secondary Education and plans are under way to get this piloted as soon as possible. At the tertiary level of education, there are obvious gender disparities in enrolment figures. However, the policy of awarding females entering higher institutions of learning 1.5 additional points has already yielded positive results although problems persist when it comes to the ratio of female: male members of faculty.

There is thus still a lot of room for improvement. There is need for the introduction of, Gender studies as a subject right from the pre-primary level, such that children get to learn about the importance of a woman (specifically an educated woman) in society. This would help to shape the future generations specifically through eradicating the negative attitudes against girls' education, the hidden discrimination, and to build the confidence of the girls as persons

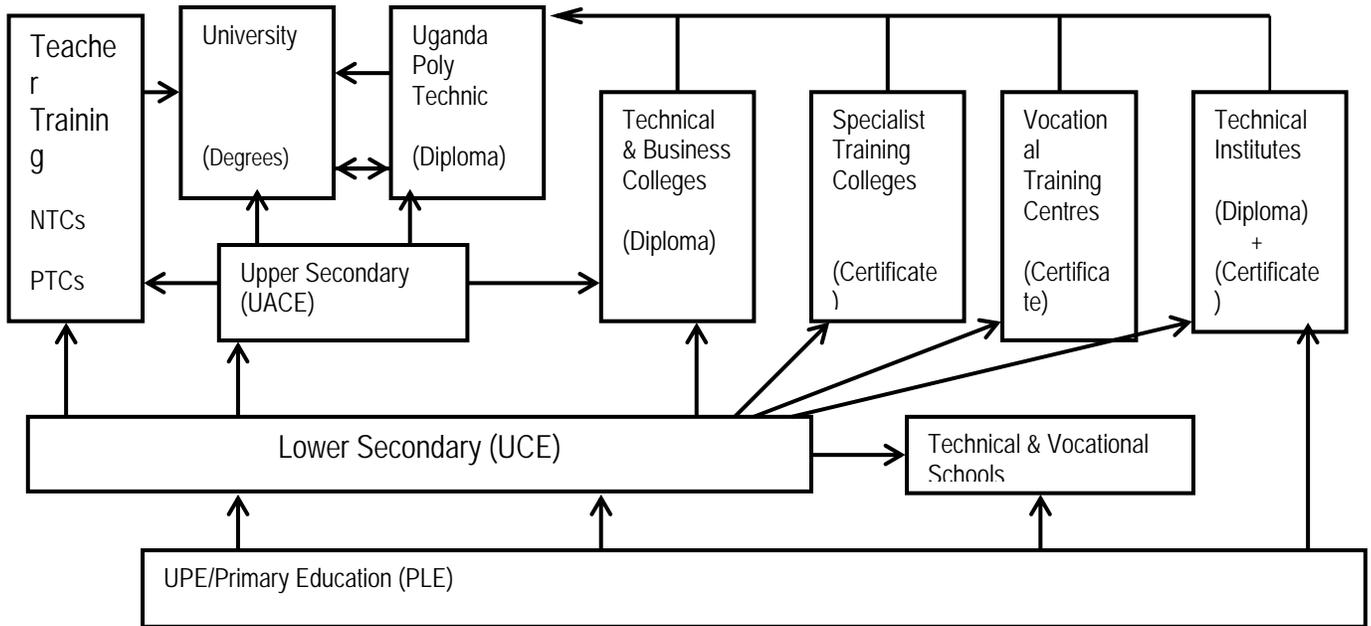
# SECTION ONE: INTRODUCTION

## 1.1 Overview

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993). The constitution of the republic of Uganda articles 30 makes education for Ugandan Children a human right, and in article 34 children are entitled to basic education by the state and the parents..

Uganda's formal education system starts with seven years of primary school (ages 6-12), which is compulsory (supposedly) and free according to the current Universal Primary Education (UPE) policy. This is followed by six years of secondary education (ages 13-18), which is optional though plans are under way to make it universal too. This level is succeeded by three to five years of University or tertiary education depending on the profession selected by the individual. Figure 1 shows the education and training trajectories in Uganda.

Figure: 1 The Ugandan education and training system



Since time immemorial, the education of girls and women has lagged behind that of boys and men in Uganda as well as in many other developing countries. In 2001, female school enrolment as a percentage of total enrolment was 49 percent and 44 percent at the primary and secondary school levels respectively (Kikampikaho and Kwesiga, 2002). Female students form about 35 percent of those enrolled in tertiary institutions. The adult literacy rate for Ugandan females is at 57% while that of males is 78 %. As Tripp and Kwesiga (2002) argue, the obstacles to gender parity are embedded in the cultural norms and practices valued by the patriarchal arrangements of our society through which the policy makers and implementers have been modelled. The Government of Uganda recognises the problem of gender disparities in education and has thus taken positive steps to bridge the gender gap. In fact there is evidence that the education gender gap has been narrowing steadily. A number of strategies and interventions have thus been put in place to that effect and these are briefly explained in section two.

### 1.3 Methodology

The case study was carried out to highlight the gender neutrality<sup>1</sup> and insensitivity of Uganda's educational policies and practices at all levels of education. This would be beneficial in highlighting the reality of, and the factors that impede or enhance girls and boys educational achievement. The information provided in this report was gathered by employing various methods. A desk review of important policy instruments such as the Education White Paper and the Education Sector Investment Plan (ESIP), Education Statistical Abstract, UNEB News Letter, UPE News Letter, The State of Uganda Population Report 2002, Women and Men in Uganda – facts and figures (2000), Primary and Secondary School curricula and other documents, was made. Textbooks and other curriculum materials were particularly sampled and assessed for indicators of gender bias and fairness. Most of the tables and charts were extracted from the various documents as indicated below the tables. Table 8 was compiled out of a review of a sample of 80 textbooks that was randomly taken to assess the gender neutrality of content, illustrations and sex of the authors. The review was extended to publications, research and consultancy reports that have been conducted in the last five years to review and evaluate some of the education programs in the country.

Information was also collected using observation. Visits were made to purposively selected schools and institutions in order to have a feel of what is happening in the in terms of facilities. An observation checklist to ascertain the presence and quality of facilities was used.

In addition, unfocused interviews (and informal chats) with some students and pupils were made to establish their take on the facilities, style of management and the overall study environment.

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<sup>1</sup> The concept of gender neutrality in the paper is used to imply non-discrimination (or impartiality) between the two sexes. The context in which it is used shows that it is a positive term-the opposite of gender bias. Gender neutrality is thus related to but quite different from gender equality, which concerns equal rights and opportunities for females and males.

## SECTION TWO: EDUCATION POLICY

### 2.1 Background to Education Policy in Uganda.

Formal education was first initiated by Voluntary Missionary Organisations in Uganda during the colonial times around the 1880s. Since 1925, the Government started playing an active role of exercising control over education, which was expanded rapidly during the 1950s and 1960s. In the early 1920s and 1930s, education was available only to a small group of people mainly children of the aristocracy, clergy and tribal chiefs. A strong emphasis on the equality of education for all people was pointed out by the Castle Commission (1963), which argued for raising standards of agriculture, and technical education, expansion of girls' education, and provision of adult education. Since 1963, education policy in Uganda was mainly guided by the Castle commission report up to the inception of the 1992 Government white paper. Between 1971/2 – 1975/6, the Government Educational Plan was almost not implemented due to manpower vacuum created by the expulsion of Asians. Between the early 1980s and 1990s, emphasis on educational policy was largely a general recovery and rehabilitation of educational facilities and man power to restore functional capacity<sup>2</sup>.

### 2.3 Current Education Policy

The current Policy is on expanding the functional capacity of educational structures and reducing on the inequities of access to education between sexes, geographical areas, and social classes in Uganda. It advocates for redistribution of resources viz a viz reforming the educational sector. More resources have been allocated to lower educational public sector through the UPE programme in order to enhance equity of access at that level between boys and girls (MoES 1998 b). Higher education especially tertiary education is increasingly becoming liberalised – in fact privatised. The impact of this shift in policy on the female gender is yet to be ascertained, but for females from poor districts, their chances for higher education have become decimal.

### 2.3 Strategies /interventions to promote gender parity in Education

The issue of gender disparities in education has been one of concern to government and all civil society stakeholders. The Government of Uganda (GoU) policy provides for equal opportunities in education and other sectors for both sexes. The GoU through the Ministry of Gender, Labour and Social Development (MGLSD) formulated the National Action Plan on Women (NAPW) and the National Gender Policy (NGP) to help advocate for gender equity at all levels in all aspects of life. The ministry of Education and Sports (MoES) in collaboration with the GoU and the International community have in addition put in place a number of initiatives/interventions/policies.

1. **Universal Primary Education (UPE);** UPE was launched in 1997 following the recommendations of the Education Policy Review Commission (EPRC, 1989), the subsequent relevant stipulations of the GoU White Paper (1992), and the development of the Children's Statute (1996). The Government set key policy objectives of UPE as:
  - i. Establishing, providing and maintaining quality education as the basis for promoting the necessary human resource development.
  - ii. Transforming the society in a fundamental and positive way.
  - iii. Providing the minimum necessary facilities and resources to enable children enter and remain in school and complete the primary cycle of education.
  - iv. Making basic education accessible to the learner and relevant to his / her needs as well as meeting national goals.

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<sup>2</sup> See MoES Rehabilitation and Development Plan 1990/91

- v. Making education accessible in order to eliminate disparities
- vi. Ensuring that education is affordable by the majority of Ugandans.

The policy emphasises equal opportunity for both boys and girls. It focuses on promoting gender parity in enrolment, retention, and performance in primary education. As a result of this, girls' enrolment in primary schools has increased from 46 % in 1997 to 48 % in 1999. The dropout rate for girls fell from 11% in 1995 to 5.6 % in 1998 (MGLSD, 2000). Repetition rates among primary school girls reduced from 17.7% in 1995 to 6.3% in 1998 (Nyanzi, 2002). However, although the gross enrolment increased at the introduction of UPE in 1997, 16.6 % more boys and girls were enrolled (UNICEF 1997).

2. The Uganda National Curriculum Development Centre (UNCDC) has been revising primary education curriculum since 1992 to make it more gender responsive as part of the Primary Education Reform. The UNCDC recognises that gender equality is not mentioned in the outline of the Education Sector Investment Plan (ESIP) (Amanda and Amanda 2000).
3. A 1990 affirmative action measure awarded **1.5 bonus points** to women qualifying to enter public universities to increase the number of women graduates. This has increased enrolment of women at the university level from 23 % in 1989 to 35 % in 1999, and 41 % in 2002 (Makerere University Academic Registrar's Records).
4. The **National Strategy for Girls Education (NSGE)** was launched to foster gender parity in education. It acts as a master plan for use by all stakeholders in girls' education. NSGE is managed by a national co-ordination/planning committee put in place by the Gender desk at the MoES. Among other things the committee provides support to the districts through planning with them the implementation and monitoring of the NSGE.
5. **The Promotion of Girls Education (PGE)** scheme aims at improving girls' retention and performance at school. More than 1000 primary schools in 15 districts of Uganda have so far benefited from this scheme. The PGE scheme provides funds for construction of latrines, classrooms, houses of senior women teachers, girls play grounds, enabling school children to access water and sports wear.
6. **The Equity in the Classroom (EIC)** programme aims at facilitating equal participation of girls and boys in the classroom. It is a USAID funded program that provides Technical Assistance and Training workshops whose great target is to increase girls' classroom participation and completion of primary school. It is in line with the MoES' mission to "provide quality education to all" (UPE News Letter Vol. 2. No. 2, 2001). Teachers have been sensitised to change any negative attitudes towards girls' education and adopt methods to promote equity in the classroom. The implementation of EIC is basically done through the core primary teacher training colleges (CPTCs), and EIC activities have been mainstreamed in the National Reform Programme of MoES. All the 18 CPTCs have been covered. The PTC trained 446 Co-ordinating Centre Tutors (CCTs) who have the capacity of reaching over 9,000 (85%) primary schools of Uganda.
7. **The Complementary Opportunity for Primary Education (COPE)** program, and the **Alternative Basic Education for Karamoja (ABEK)** are initiatives aimed at increasing the access of disadvantaged children who are not able to attend formal school many of whom are girls. Both COPE and ABEK are programmes facilitated by UNICEF Uganda CP 2001. So far 162 COPE/ABEK centres benefiting 3502 disadvantaged girls and 2,906 disadvantaged boys in 10 districts have received support.

8. The **Classroom Construction Grant (CCG)** programme builds classrooms and pit latrines for schools while specifically separating girls' latrines from those of boys.
9. The **Gender desk** in the MoES headquarters was established to promote activities and programmes aimed at collecting the gender imbalances in education. The gender desk aims at achieving
  - Equitable access to basic education
  - Increased girls' retention in school
  - Increased girls performance especially in science and mathematics
  - Protection of girls against child abuse and other forms of molestation
  - Reforming the curricular to make it more gender sensitive
  - Improving educational facilities by making them more conducive particularly to girls and other disadvantaged children.
  - Training and re-training teachers (particularly senior women/men teachers and career teachers) in gender responsive methodology and practice.
  - Formulating a gender policy for the MoES.
10. **The Girls' Education Movement in Africa (GEM)** was also launched in Uganda in August 2001. The movement aims at promoting gender parity in education through enabling girls to realise and concretise their rights to participate in identifying best practices that enhance their participation in education, and issues that affect their education, and life skills hence forth. GEM specifically targets girls with special needs and creating awareness among the communities about the benefits of educating girls. GEM is a product of the MoES gender desk.
11. **Child Friendly School** programme is another intervention facilitated by the UNICEF GoU CP for 2001. It aims at promoting girls' education in a friendly school and home environment at the sub-county, district and national levels. This program is co-ordinated by the gender desk of the MoES.
12. **Girls and focussing Resources for Effective School Health (FRESH)** focuses on provision of safe water and sanitation to schools, provision of washrooms for girls, urinals for boys, and latrines with priority for girls and special emphasis on separation from boys' facilities. About 642 child (girl) friendly primary schools, including promotion of interactive methodologies have benefited approximately 145,500 girls and 259,000 boys.

#### 2.4 Policy Monitoring and evaluation

In order to achieve the broad educational aims and goals, there must be a system of monitoring the policies and initiatives put in place to promote gender parity. In Uganda, education policy monitoring and evaluation are activities involving various key players in education. These include the MoES, Members of Parliament (MPs)<sup>3</sup> District leaders and NGOs. It should be noted with concern that the majority of the people involved in monitoring and evaluating the implementation of education policy are men. The few women involved are usually deputising to the men. The roles of these key players are briefly outlined below:

3 **The MoES** is charged with training and re-training teachers, providing/formulating policy guidelines on education, planning for provision of quality education including assessment, monitoring and

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<sup>3</sup> Each district has several MPs depending on the number of counties, but in addition has a female MP purposely responsible for representing the opinions of the women folk. Her role in monitoring the implementation of education policy is to ensure proper accomplishment of the gender responsive programs in the district..

provision of basic school facilities, supervising, monitoring and evaluating the implementation programme of education policies, and paying P.L.E. fee for UPE programme beneficiaries. The MoES is composed of various departments each of which is charged with several responsibilities.

3 **The MPs** are the people's representatives in the legislature and perform various roles in ensuring that education policies and guidelines are clearly followed in their constituencies. In particular, they monitor the proper utilisation of capitation Grants and materials by headteachers, education committees, and districts for the benefit of children's education. They also collaborate with MoES on the progress of other programmes more especially UPE.

3 **The district leaders** include the Resident District Commissioners (RDCs), the Chief Administrative Officers (CAO), the School Management Committees (SMCs), Local authorities like District Education Officer (D.E.O), Sub-county chiefs, head teachers, Local Council (LC) Secretaries for education, and others (MoES, 1998c). Each category has specific roles in the monitoring of policy and guidelines. They however are all responsible for monitoring the school finances and acting as a link between the school and the community. The Head teachers report to the D.E.O, who in turn reports to the C.A.O, who later reports to the relevant MoES department. The District Community Development Officer (DCDO) is responsible for monitoring gender related programmes so S/he has a role to play.

3 **Various Local and International NGOs** and Agencies have been involved in monitoring the implementation of the various gender sensitive education policies and programmes. These include UNICEF, USAID, FAWE, and other partners in development in the field of education.

3 **Local and international consultants** have been engaged to evaluate several programs in the country.

## SECTION THREE: PRE-PRIMARY EDUCATION

### 3.1 Introduction

Pre-primary education in Uganda was generated through the rising pressures of modernisation that necessitated the development of non-family daytime care for children. It is usually meant for children aged 4-6years, although younger children are currently enrolled into nursery and day-care centres. The purpose of Pre-primary education is to prepare children for the primary education work. There are about 795 registered pre-primary schools in Uganda with a total of approximately 59,829 children (MoES, 2001). It should be mentioned however, that they are urban based because the demand for pre-primary education is still quite low in rural areas.

### 3.2 Enrolment at Pre-primary level

As earlier noted, children of different ages are enrolled in pre-primary schools. Children aged 2-3 years join the baby class, at 3-4 years they go to middle class, and at age 5-6 they join the top class. The enrolment figures available show no major gender differences. In 2001 Out of the 59,829 children enrolled in pre-primary, 29,589 (49.5%) were females and 30,240 (50.5%) were males (MoES 2001).

**Table1: Enrolment in Pre-primary by class and gender**

BABY CLASS		MIDDLE CLASS		TOP CLASS		TOTAL		
M	F	M	F	M	F	M	F	M + F
11,366	11,498	7,680	7,872	9,931	10,225	29,589	30,240	59,829

Source: Education Statistical abstract 2001

### 3.3 Pre-primary Teaching Staff

In Uganda, pre-school teaching is a female dominated profession as illustrated by table 2. This indirectly sends a message to the children about the profession. Although the available information shows gender disparities in the teaching staff at the pre-primary education level, there are no obvious strategies or interventions to directly correct this imbalance at the pre-primary level.

**Table 2: Pre-primary Teaching Staff by Gender and qualification**

Grade III		Grade IV		Graduates		Certificate in N.T		Diploma in N.T		Untrained		Total		
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M+F
108	544	19	22	12	30	38	1045	5	85	158	408	340	2134	2474

Source: Education Statistical abstract 2001

### 3.4 Curriculum content and methods

The department of Pre-primary and Primary education at the MoES has embarked on the exercise of formulating Pre-primary education policy guidelines and strategies establishing norms and standards for pre-primary education. The official curriculum for pre-primary education in Uganda is thus still being drafted. A wide variety of subjects are provided in the different schools using varying teaching methods depending on the various missions of such schools, though mostly based on the British pre-primary curriculum. There is no choice of subjects by pupils. Since there is no standard pre-school curriculum at the moment, it is quite difficult to generalise that there are gender disparities in curriculum content and methods.

## SECTION FOUR: PRIMARY EDUCATION

### 4.1 Introduction

In Uganda, there are 12,280 primary schools 74.8 % of, which are government owned and funded. Most of the primary schools - 97.7 % are co-educational schools, 0.4% are for boys only, 0.5% are for girls only and 1.4% is unknown (MoES 2001). The available data shows that day schools account for 92.8 %, full boarding schools 0.6%, partly boarding (with both day and boarding pupils) schools 5%, and unknown 1.6% (Ibid, 2001).

### 4.2 Primary School Enrolment

When the current Government of Uganda took power in 1986, primary school enrolment began to rise from 2.2 million to 2.7 by 1996. The implementation of UPE in 1997 increased primary school enrolment from 2,737,334 million in 1996 to 6,591,429, million by 1999 (MoES, 1998a, MoES 1998b, MoES 2001). The Gross enrolment ratio (GER)<sup>4</sup> was at 132.9% for boys, 127.7% for girls, and a national total of 129% in 2001. The table below shows the strong growth in enrolment of pupils by 1998.

Table 3: Growth of UPE Enrolment

Growth of enrolment since 1986				
1986	1996	1997	1999	2001
2.2 m	2.7 m	5.3 m	6.5 m	6.8 m

Source: UPE Newsletter 2001

At the end of 2002, primary school enrolment had reached a total of 7. 3 Million pupils. Following are the details of enrolment figures per class. The information available shows that the figures for boys are slightly higher than those of girls in all classes except P.1. This could be attributed to the fact that perhaps more girls than boys drop out after enrolling into P.1 although there are no major variations in drop out figures too.

Table 4: Primary School enrolment, October 2002

CLASS	ENROLMENT		TOTAL
	MALE	FEMALE	
Primary 1	920,043	927, 123	1,847,166
Primary 2	606,624	597,376	1,204,000
Primary 3	582,388	577,477	1,159,865
Primary 4	535,932	534,200	1,070,132
Primary 5	460,104	450,597	910,701
Primary 6	363,925	338,281	702,206
Primary 7	252,136	207,992	460,128
<b>National summary</b>	<b>3,721,152</b>	<b>3,633,046</b>	<b>7,354,198</b>

Source: The State of Uganda Population Report 2002

<sup>4</sup> GER is "the ratio of the number of pupils actually enrolled in school regardless of age, to the population of the school going age" (MoES, 2001).

The above table shows that primary school enrolment is fairly balanced between sexes. The UPE program has encouraged all groups of children including the disabled, the girls, and children marginalised by regional disparity like the Karimajong to enroll into schools. Out of the 6,591, 429 pupils enrolled in primary schools in the year 2000, 52.6% were male and 47 % were female (Odada, 2000). Nevertheless, district variations exist. In 1998, Kitgum District had the lowest proportion of girls enrolled for UPE (40%) while Kampala registered the highest (53%) (MGLSD, 2000). There is however proof that equity concerns have been addressed albeit only to some extent. The rapid expansion of enrolments later led to a rapid decline in the quality of schooling provided there by manifesting gender imbalances in school preference for different sexes in certain districts. Although national figures show no major gender differences in school preference, there is evidence for example that some upcountry parents prefer to take boys to private schools and girls to UPE schools. Some parents still believe in greater educational achievement for boys than for girls and are aware of the low quality of schooling offered in UPE schools. The following enrolment figures for Kapchorwa Town schools clearly illustrate this scenario.

**Table 5: Enrolment figures for Kapchorwa town schools for term 1 2001.**

	KAPCHORWA PRIMARY SCH (UPE)			KAPCHORWA B. PRI. SCH. (PRIVATE)		
	Girls	Boys	Total	Girls	Boys	Total
P. 1	130	117	257	16	36	52
P. 2	92	64	156	23	27	50
P.3	76	74	150	a) 10	32	42
				b) 18	25	43
P.4	113	112	225	32	41	73
P.5	108	95	203	21	41	62
P.6	49	47	96	22	38	60
P.7	40	35	75	31	35	60
<b>Total</b>	<b>608</b>	<b>544</b>	<b>1152</b>	<b>173</b>	<b>275</b>	<b>448</b>

Source; Kakuru (2001)

Since the introduction of UPE, The number of private schools has increased and fewer girls join these schools. There is an obvious lack of enough teachers, desks, chairs, space, books and other teaching aids. However, the GoU through the MoES has increased the number of classrooms through the Classroom Construction Grant (CCG) and number of trained teachers through the TDMS (Teacher Development Management System). In 1995, there were 76,134 primary school teachers but by 1998, there were over 90,000 teachers (UNESCO, 2001). At the moment, there are 127,038 teachers out of whom 45,947 (36%) are female, 81,091 (64%) are male (MoES 2001). The need to improve facilities in public schools has led GoU to increase the number of classrooms, trained teachers, and sanitation facilities through several programs in the ministry.

### 4.3 Attendance

Available information on non-attendance<sup>5</sup> of primary education shows that the ratios for males have been steadily declining while those of females are still quite high. The predominantly patriarchal environment has continued to affect girls' enrolment and attendance in schools. By 1996 the non-

<sup>5</sup> 'Non-attendance refers to 'those household members aged 5-30 years who do not attend school yet they are eligible for school attendance. The non-attendance ratio is computed as the number of those individuals who have never attended school divided by the number of those eligible for attending school as a percentage' (MGLSD 2000, 10)

attendance ratio for females was 31% while that of males was 15%. The current ratio could be higher due to an increase in enrolment as a result of UPE.

#### 4.4 School Dropout

The rates of drop out<sup>6</sup> in all government-aided schools for girls and boys are almost equal thanks to the UPE program. The total number of male dropouts for 2001 was 164,986 (50.6%), while that of females was 160,932 (49.4%) giving a national total of 325,918 (MoES 2001). The gender disparities in dropout rates are however evident when one looks at the reasons for dropout below.

**Table 6: Dropouts in primary Schools by reason by gender 2001**

Reason	Male		Female		Total
	No.	%	No.	%	
Lack of interest	62,660	54	53,349	46	116,009
Pregnancy	305	05	5,523	95	5,828
Marriage	2,250	20	8,740	80	10,990
Fees	16,599	53	14,975	47	31,574
Jobs	6,931	67	3,484	33	10,415
Sickness	16,678	49	17,678	51	34,164
Family responsibility	20,471	47	22,693	53	43,164
Dismissal/indiscipline	1,651	67	825	33	2,477
Unclassified	21,408	53	19,308	47	40,716
<b>Total</b>	<b>148,954</b>	<b>50</b>	<b>146,575</b>	<b>50</b>	<b>295,529</b>

Source: Nyanzi L (2002). Engendering education policy: The Ugandan case

#### 4.5 Repetition levels

The repetition levels at the primary school level are quite low due to the UPE automatic promotion policy (UNEB, 2002). On the advice of some parents some school children have taken advantage of this policy and stayed away from school. They instead use the school time to engage in other domestic and productive chores. This lowers the quality of attainment prompting some teachers to advise very poor pupils to repeat the class. There is evidence that by 1998 the UPE program had already had an effect on the repetition rates for primary schools from 17.7% for girls in 1995 to 6.3 % in 1998.

**Table 7: Repetition Rates for Primary Education by level, 1995-1998 (%)**

CLASS	1995		1997		1998	
	Girls	Boys	Girls	Boys	Girls	Boys
P1	19.9	21.3	9.3	9.7	9.0	9.3
P2	17.7	17.9	11.4	11.3	4.8	9.6
P3	17.8	18.4	11.5	11.2	5.7	5.6
P4	17.3	17.1	11.3	11.1	5.3	5.1
P5	16.7	15.7	11.7	10.9	5.4	5.5
P6	17	16.2	12.1	11.3	5.6	5.6
P7	11.8	15.6	8.7	11.1	4.7	6.6
All classes	17.7	18.1	10.5	10.6	6.3	7.5

Source: MGLSD (2000)

<sup>6</sup> 'School drop out is derived as the difference between the number of pupils/students enrolled at the beginning of the year and the number who enrolled at the end of the year' (MGLSD, 2000, 12).

#### 4.6 Performance levels

The gender disparities in performance have existed since time immemorial. In addition to the historical and cultural factors, the introduction of UPE has brought to the fore factors such as inadequacy of facilities i.e overcrowded facilities, lack of mid day meals, poor sanitation, which all affect the girls' performance<sup>7</sup>. There is yet no gender desegregated data showing performance in the country. However, it has been reported that girls tend to perform better in subjects like English and social studies while boys perform better in Mathematics and science (UNEB, 2002).

#### 4.7 Curriculum Content, Methods and Choice of Subjects

##### 4.7.1 The primary school curriculum

The curriculum is silent about gender. It is composed of two volumes (Vol. 1 and Vol. 2) (UNCDC, 1999a, 1999 b). The aims and objectives of primary education are clearly stipulated in both the broad national aims of education (Annex I) and in the aims and objectives of primary education (Annex II). The objectives address general educational concerns but ignore the question of promoting gender equity in education. The UNCDC is however in the process of revising the curriculum to make it more gender responsive.

Regarding HIV/AIDS, it has had no significant impact on the curriculum. Despite Uganda's success story in combating the HIV/AIDS scourge there has not been any specific curriculum that enlightens the pupils about the scourge. However at the beginning of 2002, the Government of Uganda with assistance from USAID embarked on introducing HIV/AIDS related issues in the primary curriculum. This was launched in February 2002 by the Vice-President in Mpigi district. It is anticipated that this will roll out to other districts with some refinements. It should be mentioned however that girl pupils have benefited from senior women teachers who are catered for in the UPE program. In addition to advising them on reproductive health issues, HIV/AIDS is also chipped in.

##### 4.7.2 Teaching methods

There are several teaching methods used at the primary level including explanation, discussion, discovery, Story telling, Field trips, Problem solving, pupil centred, and teacher-pupil centred. The major method of teaching used in primary schools is called 'teacher-pupil centred' where the teacher ensures the participation of the pupils in the lesson. This is the teaching method encouraged by the MoEs as opposed to the 'teacher centred' method where the teacher does all the talking. This teacher centred method used to leave girls particularly behind, as many could not ask questions or even answer questions in class. Kakuru (2001: 9) shows that many girls in co-educational UPE schools spent a whole term without ever talking in class. Girls are usually socialised against certain things that are beneficial when it comes to the classroom situation. For example, staring and talking on top of their voices is considered masculine behaviour in many cultures. The teacher-pupil centred method encourages the participation of all pupils and has gone along way in building the confidence of girls (in co-educational schools.) Unfortunately, the teacher-pupil centred method of teaching is extremely impractical under the current UPE program where all classes are overcrowded. In the year 2001 the total number of pupils was 6,900,916, with 127,083 teachers implying a national Pupil: Teacher ratio of 54 while that for Government schools was at 58 (MLGSD, 2000).

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<sup>7</sup> See Kakuru D. M. (2002). The effect of Universal Primary Education (UPE) on the Gender Gap in Education in Uganda. Recent Experiences from Kumi and Kapchorwa districts.

### 4.7.3 Text books and other teaching-learning materials

There are various textbooks used for teaching in primary schools in Uganda. A review of sampled<sup>8</sup> text books used revealed that they were gender neutral in terms of content though the authorship was predominantly male for Mathematics and Science books and equally balanced for Social Studies and English. Table 8 has the details of the assessment.

**Table 8: Assessment of the textbooks /teaching learning material**

Subject	Sample size	Sex of Author				Assessment of Content and illustrations
		M		F		
		No.	%	No.	%	
English	20	12	60	8	40	Gender neutral
Mathematics	20	16	98	4	2	Gender neutral
Social Studies	20	11	55	9	45	Gender neutral
Science	20	18	98	2	2	Gender neutral
<b>Total</b>	<b>80</b>	<b>57</b>	<b>71.3</b>	<b>23</b>	<b>28.7</b>	

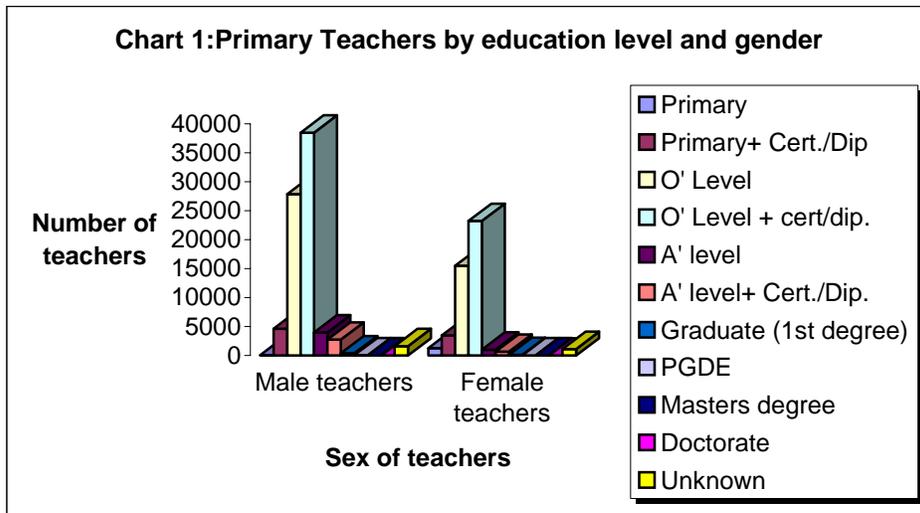
### 4.7.4 Assessment methods

Primary schools operate a continuous assessment method. At periodic intervals, pupils write tests and final term examinations. Although the continuous assessment method promotes gender equity in the classroom it is extremely constrained by the big number of pupils in UPE schools. Promotional exams are conducted in the third term where a pupils' scores throughout the term/year are added. On the periodic assignments, the teacher guides the class on how they should have done the work. When the Pupils get to P.7, they are subjected to a national P.L.E administered by UNEB. The assessment at this level is done by teachers recruited by UNEB and is done centrally. Despite the variations in terms of facilities and school standards, all pupils are evaluated using the same standards and the constraints of the UPE program which put boys in a better position to perform than girls.

### 4.7.5 Teacher Information

As earlier noted, male teachers outnumber females at the primary school level. Worse still, the qualification and education levels of male primary teachers are higher than those of females. Chart 1 illustrates the gender differences both in the number and qualifications of teachers at this level. In order to promote gender parity, there is need to balance the numbers of male and female professionals.

<sup>8</sup> Out of the various textbooks used for each subject, 20 books were randomly selected and their content and authorship was assessed to come up with table 8.

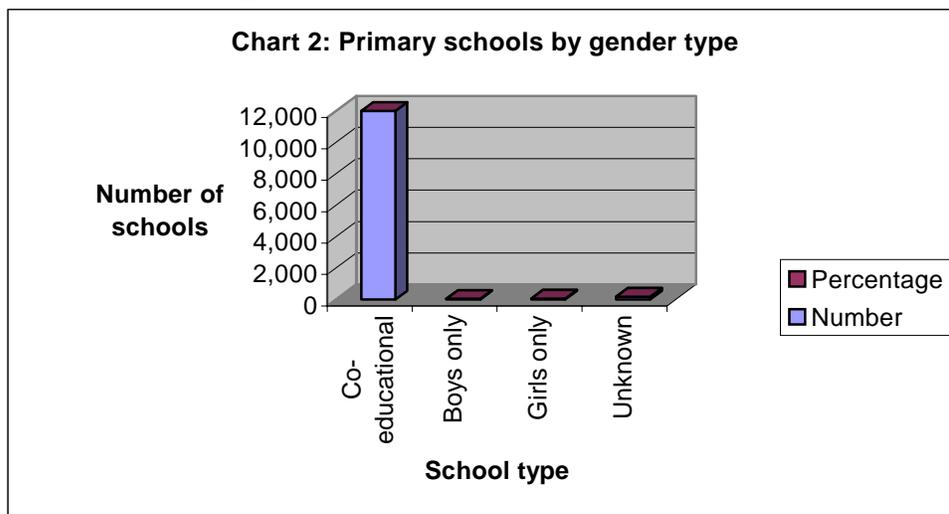


Source: Educational Statistical Abstract 2001

## 4.8 School Organisation and Management

### 4.8.1 School system

In Uganda, most of the government-aided schools are co-educational, while most of the single sex schools are private schools (chart 2). This could be attributed to the fact that private owners find it easier to cater for a single sex than both in terms of school facilities.



Source: Educational Statistical Abstract 2001

### 4.8.2 School facilities

The increasing primary school enrolment figures for Uganda have not been matched with a corresponding increase in facilities. A visit to most public schools shows lack of desks, chairs and other facilities though rural schools are the most hit. Some schools operate under trees implying that during rainy seasons, school programs are interrupted. There are gender disparities in access to facilities

resulting from the fact that boys arrive earlier at school, their assertive nature gives them better access to school facilities than girls. However, MoES has put in place programs to increase the number of classrooms, latrines, textbooks, and teachers.

#### 4.8.3 Attention from Teachers

Overall boys and girls receive equal attention from teachers. However, some traces of hidden discrimination against girls persist especially in subjects like mathematics as clearly portrayed by the following statement made by a teacher in Kumi.

*Upper primary girls are not interested in mathematics at all. They are very lazy and they are often absent from school. This makes it difficult for them to follow in most of the lessons. They thus end up failing the subject and disliking it (Teacher, Kumi) (Kakuru, 2001)*

It is very possible for such a teacher to give girls less attention in class. The problem of hidden discrimination emanates from the fact that the teachers themselves since it is embedded in the whole system based on the patriarchal nature of the region. However, the EIC programme is expected to correct such problems.

#### 4.8.4 School regulations

Each school has got its own set of rules and regulations but teenage pregnancy is totally unacceptable in all schools. There is no national policy on the right for girls to access education after dropping out due to pregnancy. Although sexual abuse is discouraged in all schools, several reports of sexual abuse by teachers are common in the press. School hours usually start between 8.00 hrs to 16.30 hrs though some schools require their pupils to report as early as 7.00 hrs. This in most cases affects the rural girl child as she first has to do some domestic chores before going to school. The details of the time allocation guide provided by the Uganda primary school curriculum are presented below.

**Table 9: Recommended Primary School Weekly period allocation**

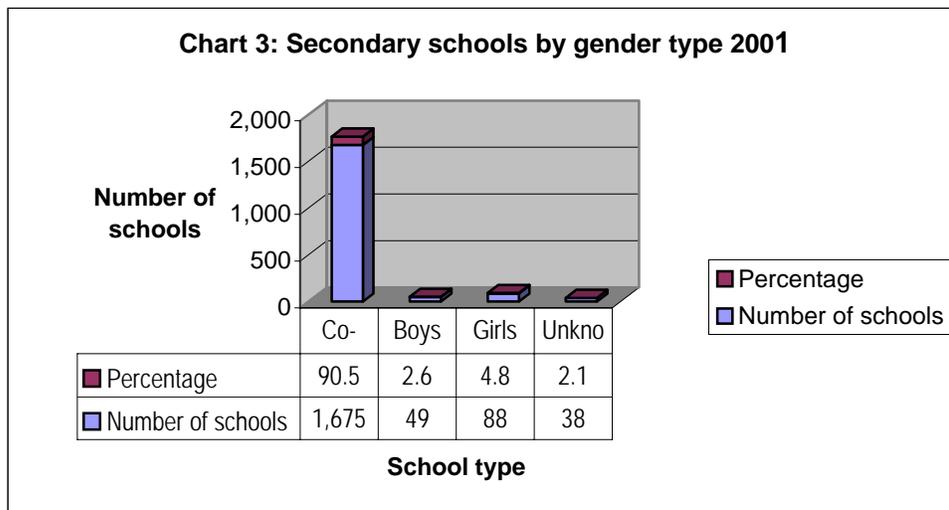
SUBJECT	CLASSES						
	P1	P2	P3	P4	P5	P6	P7
1 a) Language (English and literature, Reading and writing)	6	6	6	6	5	5	5
1 b) Language (mother tongue)	3	3	3	2	2	2	2
1 c) Language (Kiswahili)	3	3	3	3	2	2	2
2. Mathematics	5	5	5	5	5	5	5
3. Integrated Science (Science, Health, Environmental, Population, and family life education)	4	4	4	5	5	5	5
4. Social Studies (Social Studies, environmental, Population, and family life education)	3	3	3	3	4	5	5
5. Religious Education	2	2	2	2	3	3	3
6. Art and technology	3	3	3	3	3	2	2
7. Music, Dance and Drama	2	2	2	2	2	2	2
8. Physical education	3	3	3	3	2	2	2
9. Business and entrepreneurship education	2	2	2	2	3	3	3
10. Agriculture	4	4	4	4	4	4	4
<b>Total No. of periods recommended for the curriculum</b>	<b>40</b>						

Source: Uganda primary school curriculum Vol. 1

## SECTION FIVE: SECONDARY SCHOOL EDUCATION

### 5.1 Introduction

In Uganda, secondary school education is composed of 4 years of ordinary level education (O' Level), leading to the award of the Uganda Certificate of Education (UCE), and 2 years of Advanced Level Education leading to the award of a Uganda Advanced Certificate of Education (UACE) (See figure 1). 53.6 % of the secondary schools are located in the rural areas. 32.5% are government owned schools, 61.6% are private schools and 5.9% are owned by the community. Just like the primary schools, most of the secondary schools are co-educational by type.



Source: Education Statistical abstract 2001

### 5.2 Enrolment

Available information shows that there are more males enrolled in secondary schools than females. The total number of secondary school students in 2001 was 539,786 out of whom 301,814 (55.9%) were males and 237,972 (44.1%) were females. This is due to various socio-cultural factors that affect girls' education including early marriage, pregnancy, and parents' attitudes favouring boys. However, the GoU has promised to launch the Universal Secondary Education (USE) in future. It is hoped to enable more females to enrol like it were with UPE. Table 10 has the details.

Table 10: Enrolment figures by secondary school ownership and gender 2001

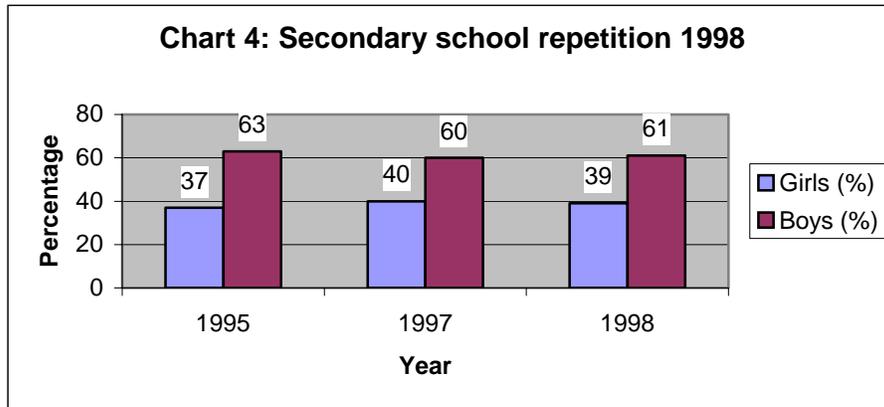
Sex	Govt Schools	Private Schools	Community Schools	Total
M	152,741	133,233	15,840	301814
F	108,923	116,001	13,038	237962
<b>Total</b>	<b>261,664</b>	<b>249,244</b>	<b>28,878</b>	<b>539786</b>

Source: Education Statistical Abstract 2001

### 5.3 Repetition

Repetition occurs when a person spends more than one year in a class. Information available for the years 1995,1997, and 1998 shows that more boys than girls at secondary level repeat classes. Although the gap between female and male repeaters is quite wide, there was a slight increase in the

proportion of girl repeaters between 1995 and 1997 that needs to be addressed. The probable explanation for the wide gender gap in repetition rates in favour of girls is that perhaps parents, girls, and school administrators are increasingly realising the need for girls to achieve highly in education.



Source: Education Statistical abstract 2001

#### 5.4 Dropout

The dropout rate at secondary school for girls in 1995 was 7.6 % while that of boys was 6%. By 1997, the rate for girls had gone down to 6.9 % while that for boys was still at 6%. The girls' rate was thus still slightly higher than that of boys. In the year 2000, the number of secondary school drop out was at 48,570 out of whom 25,679 (52.9%) were boys and 22,891 (47.1%) were girls (MoES 2001). The high levels secondary school dropout for boys may be attributed to the fact that more boys than girls were attending school for both primary and secondary (MGLSD 2000). Table 11 clearly illustrates the gender differences in reasons for dropout.

Table 11: Dropouts in Secondary Schools by reason by gender

Reason	Male		Female		Total
	No.	%	No.	%	
Lack of interest	1,615	63	968	37	2,583
Pregnancy	53	03	2,031	97	2,084
Marriage	543	29	1,345	71	1,888
Fees	15,019	56	11,762	44	26,781
Jobs	493	71	200	29	693
Sickness	588	46	678	54	1,266
Family responsibility	393	57	300	43	693
Dismissal/ indiscipline	1,644	70	698	30	2,342
Poor exam results	1,294	53	1,153	47	2,447
Unclassified	2,204	55	1,785	45	3,989
<b>Total</b>	<b>123,846</b>	<b>53</b>	<b>10,920</b>	<b>47</b>	<b>44,766</b>

Source: Nyanzi L (2002). Engendering education policy: The Ugandan case

#### 5.5 Performance

According to common knowledge in Uganda, female secondary school performance has always lagged behind that of the males at both levels. UNEB is also still undertaking an exercise of desegregating UCE performance data by gender. Although the available information for 2002 UACE shows gender disparity in general performance, it is interesting to note that girls performed better in terms of

percentages, in Mathematics and other science subjects than their male counterparts unlike in the past (see table 12 ).

**Table 12: Performance of females and males in selected subjects by Gender – 2002 UACE**

SUBJECT	FEMALES			MALES		
	No.	A (%)	A-E (%)	No.	A (%)	A-E (%)
History	15640	1.3	42.3	20552	1.6	59.5
Economics	17671	0.7	33.8	25506	0.9	39.2
Lit. in English	2287	2.7	64.7	1587	1.6	53.0
Mathematics	1336	4.3	47.0	5398	3.8	41.6
Physics	1333	0.4	52.4	5552	0.4	42.4
Chemistry	1101	0.6	42.5	4236	1.0	39.0
Biology	1084	1.3	49.5	3990	0.9	39.6

Source: UNEB Headquarters Records

## 5.6 Curriculum content and methods

### 5.6.1 The Secondary School curriculum

The Uganda secondary school syllabus consists of various subjects including languages, Humanities, Mathematics, Science, cultural, and technical subjects and Business studies. At O level, each candidate must sit at least eight subjects and not more than ten subjects. The compulsory subjects are English Language and Mathematics though. Some schools have additional compulsory subjects. Students are required to select subjects that will enable them to have an acceptable combination after completion of senior four. However, some subjects are dominated by specific gender. These are the cultural subjects (e.g Home economics, clothing and textile, food and nutrition) which are preferred by girls, and Technical Subjects (e.g wood work, technical drawing, metal work, building and construction) preferred by boys. At A level, students select a minimum of three principle subjects or a maximum of four in which they are examined for entry into the university. Sciences are dominated by boys while the majority of the girls prefer arts subjects.

According to the 1992 Government White Paper, there should be two types of the secondary school curriculum i.e. the vocational secondary school curriculum and the comprehensive secondary school curriculum. However, vocational secondary school curriculum has never been implemented due to the wide spread absence of requisite facilities, equipment and personnel. The 1992 White Paper on Education stipulates no gender differences for the vocational subjects recommended. Students are free to select any of the vocational subjects provided by the school.

### 5.6.2 Aims and Objectives of Secondary Education

The aims and objectives of secondary education in Uganda are largely devoted to obtaining civic achievements like national unity, economic development, and appreciating the cultural heritage (See Annex III). The current curriculum, and the national education aims and objectives make no mention of any efforts to correct the gender disparities in secondary education.

### 5.6.3 Teaching methods

At the secondary school level, the teaching methods used largely depend on the type of subject. Theoretical subjects such as History, Religious Education call for more teacher centred methods while practical ones especially science subjects call for the use of the 'Teacher- Student centred methods. Although more than 90% of the secondary schools are co-educational, the gender imbalances in

education as a result of teaching methods at this level are less pronounced compared to those at the primary school level.

#### **5.6.4 Teacher information**

Just like at the primary level, the male secondary teachers outnumber the females. By 2001, there was a total of 30,425 secondary school teachers out of whom 24,585 (80.8%) were males. The explanation for this may be that in the past more men than women were able to access formal education. The figure above is by no means the exact one since there are some part time teachers who do not regard themselves as such but regard teaching as a transitory (temporary) as they look for employment for which they trained. It is hoped that the various interventions aimed at gender parity in education will in the near future yield positive results.

### **5.7 School organisation and management**

#### **5.7.1 School facilities**

The situation of school facilities at this level is much better compared to that of the primary schools. As earlier noted, the majority of the secondary schools are privately owned (61.6%) and the owners have invested in school facilities in order to attract a bigger number of students. They thus have enough furniture, textbooks toilet facilities in many secondary schools in Uganda. However, this does not imply that all schools have adequate facilities. The private schools in rural villages do not usually have adequate facilities hence girls in such schools must struggle with boys for the scarce facilities available. In most (if not all) Government secondary schools, there is no big problem of school facilities.

#### **5.7.3 School regulations**

At the secondary school level just like the primary level, different schools have different regulations. Teenage pregnancy is unacceptable. In some schools (especially single girls' schools) even unmarried teachers are advised to leave when they become pregnant because they are expected to be role models for the girls. There is no policy on the right to education after pregnancy or how to handle dropouts due to pregnancy and sexual abuse seems to persist.

### **5.8 HIV/AIDS in Secondary schools**

There as yet exists no specific curriculum regarding HIV/AIDS at this education level in the country. The approach taken in tackling issues regarding the epidemic to this mostly adolescent group falls under wider government policy which applies to the entire citizenry. Special mention however should be made of the Straight talk foundation, PEARL and the UNICEF which have specifically visited schools and out of school adolescents sensitising them about how to avoid catching HIV/AIDS. Most of the programs implore for behavioural change among the youths. Some few schools have certain programs aside from the standard curriculum aimed at enhancing personal development. Such schools teach topics like self-awareness, matters of sex, HIV/AIDS, infatuation and use of contraceptives.

## SECTION SIX: UNIVERSITY AND TERTIARY EDUCATION IN UGANDA.

### 6.1 Introduction

Tertiary education and University education provide highest qualifications of education in Uganda. There are various types of institutions including teacher training, vocational institutions, and Universities. There are pronounced gender disparities in enrolments of students at this level of education.

### 6.2 Enrolment

Uganda higher Education, particularly University Education, has grown very rapidly since the 1970s. Enrolment has increased from about 5000 students in 1975 to some 55,000 in 2000, implying a growth of 1000 percent (Kasozi. A. 2001). As of 2001, there were 75,462 students. Most of the growth in tertiary enrolment has occurred in the university sector where 30,000 of the 55,000 students were registered in 2000. Universities and teacher's colleges recorded a combined enrolment of 86% of total tertiary enrollment. This increase in enrolment has seen the increase of female admissions in the various institutions. There are currently 15 registered Universities, 4 public and 11 private (Faith owned and private investors), 10 NTCs, and a host of other vocational and technical colleges.

The most significant growth of enrolment in the University sector since 1986 has occurred at Makerere University where enrolment grew from around 2000 in the latter part of the 1970s to some 20,000 students in 2001 (ibid, 2001) leading to an increase in the number of females. Interventions to bridge the gender gap in enrolment include:

- a) The 1.5 bonus points for females since 1990/91 Academic year (see 2.3) applicable to all state Universities has raised female enrolment to one third at Makerere University (See Table in Annex VIII) from a mere 25% of female students admitted in 1989, just before the introduction of the 1.5 points scheme, (423 Females). The figures have since fluctuated between 30 and 35 percent.

**Table 13: Makerere University enrolment growth for females**

Academic Year	Total Number of Female percentages.	
1988/89	23%	Before the Introduction of 1.5 Scheme.
1989/90	25%	
1990/91	30%	After the Introduction of the Scheme.
1991/92	30%	
1992/93	34%	
1993/94	35%	
1994/95	24%	
1995/96	31%	
1996/97	31%	
1997/98	33%	
1998/99	35%	
1999/2000	35%	

**Source:** Makerere University Academic Registrar's Records.

- b) In order to prop up female students from disadvantaged schools and rural areas the University has introduced a female Scholarship Initiative, supported by the Carnegie Corporation of New York. This scheme was launched in 2001. Ninety first year students were the initial beneficiaries of the

programme, which is supposed to run initially for three years. The package covers tuition, accommodation and special faculty expenses.

- c) As of December 2001, Makerere University had 1053 faculty, of these, only 0.26 were females.. Other Universities had 767 faculty at the same period and females comprised about 2.18 percent. However all this is changing at Makerere where the University Council gave the green light for the setting up of a Gender Mainstreaming Division in the Academic Registrar's office. The Gender Mainstreaming Division is intended to enhance and incorporate gender awareness in the whole University function. This, it is hoped will increase the number of female activities. Fruits of this Division are beginning to bear as witnessed during the election of Academic Staff representatives to the University Council, where one female and one male were elected from a group of five. However, since the above initiatives and interventions at Makerere are not adequately incorporated in the ESIP document, which is the official checklist for the Ministry of Education and Sports for all its programmes and projects for the period 1998-2003, we are likely to see little or no impact in other institutions.

### **6.3 Requirements for Admissions to Institutions of Higher Education**

The admissions start with the release of UACE results by UNEB. With the exception of Makerere University, Mbarara, University of Science and Technology (MUST), Gulu University, and Kyambogo University, all admissions to other public institutions are handled by the Joint Admissions Board at the MOES. Until the current academic year, (2002/03), Makerere University and MUST had maintained a filtering process by applying various conditions. Admissions to University education is based on three major requirements UACE results, Mature Age entry examinations, and Diploma entry.

Admissions to the next academic year Makerere is going to be done on quota system, with each district having a portion to fill. (The New Vision, April 10, 2003). The inequalities that will arise out of this scheme notwithstanding girls will certainly be affected. Obstacles for girls at this level include the generally smaller numbers studying for A level, and the fact that those who fail to take up offers immediately lose their chances. The Mature Age Entry Scheme which couldn't benefit them, has no set syllabus and requires them to have some type of "continuing education" which is not usually available.

### **6.4 Curriculum Content, Methods and Strategies.**

#### **6.4.1 The curriculum**

Entrants to any university find a packaged curriculum, which all students have to offer. There is yet no provision in Ugandan Universities and other tertiary institutions to shift from doing a course whose foundation was laid at high school during U.A.C.E. Thus all students offering Arts subjects at A level will end up offering Arts or Humanities while the same applies to the science subjects. In terms of choice, year 1 subjects at University are compulsory in all faculties. After first year students are at least given the freedom to choose which other courses they wish to offer, in addition to the prerequisite or core courses for each package or program.

#### **6.4.2 Minimum Learning Objectives, Expected Outcomes and Competencies.**

Following the historical linkage between Uganda and Britain most of the courses and programs were designed along the western education system. It should be mentioned however that students expected outcomes after offering a given course is reflected in whether such a person gets a job. A tracer study conducted in 2001 (Kirumira and Bateganya 2003) found that the balance between going to University

for skills and behaviour to serve the system of production (labour market contribution) and going to University as a way of also contributing to broader human development and democratic ideals seems to be tilting towards simply going to University (school) to pass and to get a job.

#### **6.4.3 Teaching Methods**

The instruction methods at the University can be said to be gender neutral though the teacher-student ratio varies across faculties. Whereas the Teacher Student ratio at Makerere University for example is said to be 1:19, (Kasoozi, 2001) this seems to apply to only the science program. This ratio can be as high as 1:70 in the Humanities, worsening to 1:450 for a single paper (course) in the faculty of Social Sciences for the first year class. In such a situation, worsened by limited teaching space, the girls seem to be disadvantaged as at times other tactics are employed to get a "good" place to sit in class. The swelling numbers have increasingly made the interactive instruction hard to use. As it is, it is a one way "down loading" approach of instructions. The numbers have also led to the phasing out of tutorials and seminars.

#### **6.4.4 Textbooks and Other Teaching –Learning Materials.**

Since most of the textbooks used at the university and other tertiary institutions are imported, it can be said that they are gender neutral. It should be mentioned however that local authors are beginning to make an input in terms of writing relevant books for various disciplines. Kwesiga, Matembe, Tamale Tripp and Kwesiga, Okumu Wengi and a host of other authors have been at the forefront of presenting women voices in various arenas of society namely; Law, Politics, Education and Literature. FEMRITE has been instrumental in facilitating female writers at all levels.

#### **6.4.5 Assessment Methods.**

Other than the 1.5 points that are given the female applicants to institutions of higher education. There is no specific scheme that favors either sex at any University level. Thus the assessment is based on the actual performance of an individual student. There is inadequate data to show comparative performance of the sexes. It should be noted however that though the number of females is far lower than that of the males a few females have excelled in various institutions. For example two out of the three first class degrees got during the 2001/02 academic year in the Faculty of Social Sciences, Makerere University were females.

#### **6.5 Teacher Education.**

Teacher education in Uganda is done at various levels. The Primary Teacher Training Colleges (PTTCs) train primary school teachers, National Teachers' Colleges (NTCs) award diplomas to secondary teachers, while Universities award degrees to Secondary School teachers, and college tutors/Lecturers. The general aims and objectives of teacher education in Uganda (See Anex IV) are silent about gender issues and hence need to be revised.

#### **6.6 HIV/AIDS in Universities and Tertiary Institutions**

Cognizant of what HIV/AIDS can do to decimate students, Universities and other tertiary institutions have taken practical steps to sensitize the students about the scourge. The National approach of openness about the scourge has been extended to institutions of higher education. Specifically safe sex and abstinence campaigns are being run in most institutions. The institutions are, with the help of the Aids Control Program {ACP} of the Ministry of Health {MOH}, distribute condoms to both female and male students. The Makerere University Student's Guild organizes annual HIV/AIDS Awareness week where distinguished personalities preside.

## **SECTION SEVEN: RECOMMENDATIONS FOR IMPROVED GENDER SENSITIVE EDUCATION POLICY AND PRACTICE IN UGANDA**

One of the most important steps that can be taken to make Uganda's education policy and practice more gender sensitive is to revise the broad educational aims and goals with an intention of incorporating gender concerns in the curriculum. This would include adding gender studies as a subject at all levels of education.

There is a great need to increase the number of gender sensitive female teachers and administrators in education. There is evidence that the males dominate learning/studying, teaching, educational administration, and policy monitoring and evaluation. There should be a shift in policy to include more women particularly in policy formulation, monitoring and evaluation.

The current top leadership, policy monitors and evaluators need to be sensitised on how to become more gender sensitive.

Government could encourage the establishment of NGOs working towards achieving greater gender parity in education.

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#### **ANNEX I: BROAD NATIONAL AIMS OF EDUCATION (UNCDC 1999 b)**

- a) To promote understanding and appreciation of the value of national unity, patriotism, and cultural heritage with due consideration to international relations and beneficial interdependence;
- b) To inculcate moral, ethical, and spiritual values in the individual and to develop self discipline, integrity, tolerance, and human fellowship;
- c) To inculcate into Ugandans a sense of service, duty, and leadership for participation in civic, social and national affairs, through group activities in educational institutions and the community;
- d) To promote scientific, technical, and cultural knowledge, skills, and attitudes needed to enhance individual and national development;
- e) To eradicate illiteracy and equip the individual with basic skills and knowledge to utilise the environment for self development as well as national development for better health, nutrition and family life, and the capacity for continued learning, and;
- f) To equip the learners with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

**ANNEX II: AIMS AND OBJECTIVES OF PRIMARY EDUCATION** (Extracted from the Uganda Primary School Curriculum)

- a) To enable individuals to acquire functional, permanent and developmental literacy, numeracy, and communication skills in English, Kiswahili, and at least one Uganda language.
- b) To develop and maintain a sound mental and physical health among learners.
- c) To instil the values of living and working co-operatively with other people and caring for others in the community.
- d) To develop and cherish the cultural, moral and spiritual values of life and appreciate the richness that lies in our varied diverse cultures and values;
- e) To promote understanding and appreciation for the protection and utilisation of the natural environment, using scientific and technological knowledge and skills;
- f) To develop an understanding of one's rights and civic responsibilities and duties for the purpose of positive and responsive participation in civic matters.
- g) To develop a sense of patriotism, nationalism, and national unity in diversity;
- h) To develop pre-requisites for continuing education;
- i) To acquire a variety of practical skills for enabling one to make a living in a multi-skilled manner.
- j) To develop an appreciation for the dignity of work and for making a living by one's honest effort;
- k) To equip the child with the knowledge, skills and values of responsible parenthood;
- l) To develop skills in management of time and finance and respect for private and public property;
- m) To develop the ability to use the problem-solving approach in various life situations, and;
- n) To develop discipline and good manners.

**ANNEX III: THE AIMS AND OBJECTIVES OF SECONDARY EDUCATION** (Extracted from the 1992 Government White Paper)

The aims and objectives of secondary education should be:

- i. Instilling and promoting national unity and understanding of social and civic responsibilities,
- ii. Promoting an appreciation and understanding of the cultural heritage of Uganda including its languages,
- iii. Imparting and promoting a sense of self-discipline, ethical and spiritual values, personal responsibility and initiative,
- iv. Enabling individuals to acquire knowledge and an understanding of emerging needs of society and the economy,
- v. Providing up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry, and their application in the context of socio-economic development of Uganda, enabling individuals to develop scientific, technological, technical, agricultural and commercial skills required for self employment,
- vi. Enabling individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading, and writing, self-improvement through learning and development of social, physical, and leadership skills such as are obtained through games, sports, societies, and clubs,
- vii. Laying the foundation for further education,
- viii. Enabling the individual to acquire the required skills in solving the problems of the community,
- ix. Instilling positive attitudes towards work.

**ANNEX IV: THE AIMS AND OBJECTIVES OF TEACHER EDUCATION** (Extracted from the 1992 Government White Paper)

The aims and objectives of teacher education should be:

- i. To broaden and deepen the trainee's own academic knowledge of the teaching subjects,
- ii. To produce competent, reliable, honest, and responsible teachers,
- iii. To produce highly motivated, conscientious and efficient teachers,
- iv. To develop and deepen attitudes of development, respect for work, loyalty and a spirit of self reliance,
- v. To instil professional ethics and develop an inquiring mind for innovative education, to cultivate a sense of national consciousness and professional code of conduct,
- vi. To prepare teachers for co-curricular activities, as well as guidance and counselling as part of their duties,
- vii. To prepare teachers for educational administration.

**ANNEX V: AIMS AND OBJECTIVES OF HIGHER EDUCATION** (Adopted from the 1992 Government White Paper)

Tertiary institutions in Uganda should pursue the following goals;

- i. Training high technical, managerial, and professional personnel for all sectors of national life;
- ii. Generating advanced knowledge and innovations through research, and to be able to translate or adapt them to local and Ugandan situations;
- iii. Intensifying the provision of public services through expanded extra-mural or extension work and consultancy services;
- iv. Developing intellectual capacities of students to understand their local and national environment objectively and appreciate to develop the same;
- v. Promoting the development of an indigenous scientific and technological capacity needed for tackling the problems of development;
- vi. Equipping the students with knowledge, skills and attitudes to enable them to join the world of work as useful members of their communities and the nation at large, especially through being:
  - a) Committed to, and ready for community and national service voluntarily or when mobilised to do so;
  - b) Nationally conscious, tolerant of others and willing to work anywhere with fellow nationals; and
  - c) Productive individuals with positive attitudes towards personal community and national development as well as believing in dignity of labour and displaying a willingness to be involved in productive practical work