



UGANDA BUREAU OF STATISTICS



EDUCATION SECTOR

Gender Statistics Profile

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**Education Sector
Gender Statistics Profile**

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Preface

The management of the Uganda Bureau of Statistics is pleased to present a maiden gender statistics profile for the education sector. This report attempts to highlight the existing gender differentials and presents a contemporary overview of gender development issues and concerns in the sector. Gender profiling for statistics is part of the various efforts to increase availability of gender responsive data to inform policy and decision making.

The profile was based on a desk review and in-depth analysis of the Uganda National Household Survey 2005/6 and 2009/10 and Information from the Annual School census by the Ministry of Education and Sports. The exercise provided an opportunity for key players to gain practical skills and experience in data presentation. The main objectives of the exercise were to:

1. Establish the level of awareness of gender issues and concerns within the ministry.
2. Generate gender responsive indicators for the education sector.
3. Repackage information to enhance availability and use of gender statistics by various stakeholders and;
4. Build skills of the Gender Focal Persons (GFP) to generate gender responsive statistics.

The UNFPA and UN WOMEN are appreciated for providing financial support towards the profiling exercise while the facilitators, reviewers and authors appreciated for the technical contribution.

This document is an addition to the knowledge base of gender statistics.



Ben Paul Mungyereza

Executive Director

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The effort and commitment of the core team that conceptualised, authored, reviewed, and coordinated the entire process cannot be underestimated. The respective teams included Ms Rose Nalwadda (Gender Advisor) and Ms Pamela Nabukhonzu Kakande (Senior Statistician, Social Statistics); Ms Dorcas Nabukwasi (Statistician, Social Statistics) and Mr Kazinga Godfrey (Statistician); Ms Helen Nviiri (Principal Statistician, Social Statistics); Ms Grace Bulenzi-Gulere (Principal Officer, Statistical Coordination Services) and Ms Norah Madaya (Director, Statistical Coordination Services).

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Without such concerted efforts the exercise would not have yielded a valuable document to contribute to the knowledge base of the diverse material on gender issues and concerns.

Table of Contents

Preface.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
Acronyms.....	vi
Executive Summary.....	viii
CHAPTER ONE INTRODUCTION.....	1
1.0 Background.....	1
1.1 Purpose and Objectives.....	1
1.2 Justification.....	2
1.3 Approach.....	3
CHAPTER TWO MANDATE.....	4
2.0 Overview.....	4
2.1 Role and main functions of the Ministry.....	4
2.2 Sector Policy Goals.....	5
CHAPTER THREE GENDER ENVIRONMENT.....	6
3.0 Background.....	6
3.1 Institutional framework.....	6
3.2 Legal Framework.....	6
CHAPTER FOUR GENDER ANALYSIS.....	11
4.0 Introduction.....	11
4.1 Enrolment.....	11
4.1.1 Enrolment by age cohorts.....	11
4.1.2 Enrolment by level of Education.....	12
4.1.3 Enrolment ratio to Population.....	13
4.1.4 Net Intake ratio at Primary.....	14

4.1.5	Survival rate to P7 and Transition to S1	15
4.2	Literacy.....	16
4.2.1	Literacy Rate and Numeracy Rate at P3 and P6	16
4.2.2	Literacy for persons aged 10 years and above	16
4.2.3	Literacy rates for 15-24 year population	17
4.3	Education Attainment.....	18
4.3.1	Female population sitting End of Level Examinations	18
4.3.2	Education attainment for population aged 15 years and above.....	19
4.4	Reasons for not attending school	20
4.4.1	Not attending school	20
4.4.2	Never been to school.....	21
4.4.3	Gender Parity Index	22
4.4.4	Attendance Rate.....	23
CHAPTER FIVE DATA QUALITY AND GAPS.....		24
5.1	Gender Awareness	24
5.2	Gender Statistics production	25
5.3	Data Sources	26
5.4	Types of Data.....	26
5.5	Gender statistics and capacity needs	27
5.5.1	Challenges.....	27
CHAPTER SIX CONCLUSIONS AND RECOMMENDATIONS		28
6.0	Conclusions.....	28
6.1	Recommendations	29
References.....		31

Acronyms

BPfA	Beijing Platform for Action
BTVET	Business, Technical and Vocational Education and Training
DSIP	Development Strategy and Investment Plan
EDP	Education Development Partners
EFA	Education for All
EPRC	Economic Policy Research Centre
ESCC	Education Sector Consultative Committee
ESSP	Education Sector Strategic Plan
EU	European Union
FPC	First Parliamentary Commission
FRESH	Focusing Resources for Effective School Health
GDD	Gender Disaggregated Data
GPI	Gender Parity Index
IAEG	Inter Agency Expert Group
ICPD	International Conference on Population and Development
IRC	International Research Centre
JPGWEW	Joint Programme on Gender Equality and Women's Empowerment
KCG-GS	Kampala City Group on Gender Statistics
LC	Local Council
MoES	Ministry of Education and Sports
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MFPED	Ministry of Finance, Planning and Economic Development
MGLSD	Ministry of Gender, Labour and Social Development
NCHE	National Council for Higher Education
NDP	National Development Plan
NGO	Non-Governmental Organisations
NGP	National Gender Policy
NPA	National Planning Authority
NSS	National Statistical System
OPM	Office of the Prime Minister
PEAP	Poverty Eradication Action Plan

STATCOM	Statistical Commission
SDIP	Sector Development Investment Plan
UBOS	Uganda Bureau of Statistics
UGP	Uganda Gender Policy
UN	United Nations
UNCED	UN Conference on Environment and Development
UN-JGEWE	UN Joint Program on Gender Equality and Women Empowerment
UPHC	Uganda Population and Housing Census
UWONET	Uganda Women's Network
WCARRD	World Conference on the Agrarian Reform and Rural Development
WCHR	World Conference on Human Rights
WSSD	World Summit for Social Development

Executive Summary

Development of the gender statistics profiles is anchored in the Beijing Platform for Action, which underscores the need for gender analysis as one of the critical starting point for gender mainstreaming. The main objectives of compiling the gender statistics profile were to establish the level of awareness of gender issues and concerns within the Ministry; Generate gender responsive indicators for the sector; Repackage information to enhance availability and use of gender statistics by various stakeholders and Build skills of the Gender Focal Persons to generate gender responsive statistics. The profile provides a contemporary overview of gender and development concerns; as well as gender differentials in access, participation and use of services in the sectors.

The profile was based on a desk review and in-depth analysis of the Uganda National Household Survey 2005/6 and 2009/10 and Information from the Annual School census by the Ministry of Education and Sports.

Findings revealed that 93 percent of the girls were not attending pre-primary school which is an indication that parents pay minimal attention to early childhood development for the girl child. Findings further revealed limited access to secondary education by girls' which may be explained by challenges like early marriages which ultimately lead to low education levels of the mothers.

Whereas findings reveal gender parity at primary level has been attainment at a ratio of 50 to 50 for males to females; the ratio reduces with higher levels of education in case of girls. This is depicted by the gender gap in the enrolment for Business, Technical and Vocational Education Training institutions and Primary Teacher Colleges. Hence fewer women attaining skill oriented and teaching professions.

Enrolment in secondary education is only 22 out of the 100 girls aged 13 to 18 years which leaves a wider gap even with the existence of Universal Secondary Education.

The survival rates for both boys and girls are almost the same over the years. However, the percentage of girls joining secondary is lower than that of boys.

Findings reveal that females without formal education were twice the proportion of males. Overall, findings reveal that across all levels of education, more males than females completed a specific levels of education.

Findings from the Focus Group Discussions constituted at the Ministry revealed that members could clearly make a distinction between sex and general the interviewed staff unanimously agreed that institutional plans/programs to address gender issues and concerns existed. The exercise also revealed that all departments had an initiative to compile gender statistics.

It was noted that the substantive reduction of the gender gap in enrolment at primary level was mainly related to deliberate government policy to improve the social sectors, particularly education, health and water and sanitation.

This exercise will add to the wealth of knowledge to inform various stakeholders.

CHAPTER ONE INTRODUCTION

1.0 Background

The focus on gender for national policy analysis, program formulation and development has not been adequately supported by gender responsive statistics. Gender statistics is about identifying, producing, disseminating, and analysing statistics to understand how gender issues affect individuals and society. Gender differences and how they affect the economic and social development of society are also displayed. This cross cutting dimension of statistics is compiled, analysed and presented by sex, reflecting gender issues in society. Inadequate skills to analyse, interpret and package data are the major factors constraining the availability and use of gender statistics. Development of gender statistics profiles was intended to improve data presentation and impart skills of interpretation and use of gender statistics for policy, planning, budgeting and program implementation by Sectors and Local Governments.

The process was supported by the UNFPA under the UN Joint Program on Gender Equality and Women Empowerment (UNJP-GEWE). One of the main outcomes was to strengthen government capacity for gender responsive planning, budgeting and program management. The Uganda Bureau of Statistics (UBOS) was supported to contribute to this outcome by ensuring that the National Statistical System (NSS) collects, analyzes and disseminates reliable and up-to-date Gender Disaggregated Data (GDD). Gender statistics profiles were compiled for the seven priority sectors under the UNJP-GEWE programme to increase availability and use of gender responsive data. The sectors include Agriculture, Education, Health, Water and Sanitation, Energy, Justice, Law and Order Sector and Local Government.

This profile is based on an in-depth analysis of existing UBOS survey data for the Uganda National Household Survey (UNHS 2009-10), Uganda National Panel Survey data (UNPS 2009-10), and relevant administrative data from the Ministry of Education and Sports (MoES). This profile provides a contemporary overview of gender and development concerns; as well as gender differentials in access to and use of services in the Education sector.

1.1 Purpose and Objectives

The main objectives of compiling the gender statistics profile were to:

1. Establish the level of awareness of gender issues and concerns within the Ministry.

2. Generate gender responsive indicators for the education sector.
3. Repackage information to enhance availability and use of gender statistics by various stakeholders and;
4. Build skills of the Gender Focal Persons (GFP) to generate gender responsive statistics.

1.2 Justification

The development of the profile is anchored in the Beijing Platform for Action (BPfA), which underscores the need for gender analysis as one of the critical starting point for gender mainstreaming. Gender Statistics play an important role in revealing gender perspectives that are relevant to policy and program processes. One of the main constraints faced by the Government in development planning, monitoring and evaluation is the absence of updated gender-responsive data. The data and information collected are dispersed to selected institutions but not widely disseminated. The development of this gender statistics profile relates to the general importance of statistics and presents a unique requirement to promote the availability of gender responsive statistics. Most of the national statistical reports tend to provide aggregate indicators without detailing specificities addressed to gender requirements for development initiatives.

The gender profile provides a twofold benefit. One, the sector is given an opportunity to analyse gender issues constraining development in the different socio-economic areas within its mandate and jurisdiction based on the relevant literature. Two, provides one document as a source of gender-related information on education. This is expected to contribute to gender mainstreaming for planning, budgeting and program implementation processes. The UNJPGE indicator shows an increase in the relative budget expenditure on specific strategies and activities, but the benefits to women and girls tend to be marginalized within the sector. The profile will also to inform setting of targets and guide the allocation of resources for gender-related activities. This gender statistics profile will contribute to the knowledge and database on gender issues in the sector. It will further enhance technical staff basic knowledge and capacity to incorporate gender dimensions in the plans, budgets and monitoring and evaluation processes. Variations in the concepts and definitions¹ for gender statistics is another constraint

¹ Concepts are terms and names of variables used in statistics and statistics production. The definitions guide the users in interpreting the statistics: what kinds of data are included in the statistics, which phenomena they do describe. A single term can have more than one definition, as the same concept may cover different meanings in different statistics (e.g. turnover, retention).

affecting availability, comparability and effective use of the statistics. The process of developing the profile provides information and experience exchange among sectors.

1.3 Approach

The gender profiling exercise emphasised improvement in data presentation to cater for the various needs of data users. A desk review and documentation of relevant literature on the education sector was carried out. This was followed by an in-depth analysis of data on education extracted from the UNHS 2005/6 and 2009/10. This was complemented with an analysis of the administrative data compiled by MoES. Extracts were also derived on the level of gender awareness; status of gender statistics; capacity gaps; and recommendations from Focus Group Discussions (FGDs) constituted in MoES for the exercise. The exercise was designed to provide practical skills and experience of statisticians responsible for surveys and those responsible for generating administrative data; and GFPs in gender analysis. Experimental learning methodologies were adopted for executing some of the tasks including:

- i. Identification and documentation of factors influencing gender inequalities in access and utilization of resources in the Education sector.
- ii. Establishment of the quality of gender-related data generated through the available survey reports and administrative data in the sector.
- iii. Analysis of the existing data and establish the patterns and trends of gender issues and concerns addressed.
- iv. Identification of gender data gaps in the survey reports and administrative data.
- v. Development of the sector action plan and further steps for advancing gender statistics within the sector.

The interaction among sectors during the compilation of the profiles also facilitated harmonization of the metadata for indicators generated by different sectors on similar issues. The forum provided stakeholders an opportunity to develop a roadmap for addressing data gaps. Overall, the profiling exercise greatly influenced the methodology and approach adopted in development of this profile.

CHAPTER TWO MANDATE

2.0 Overview

This chapter presents the mandate of the Education sector for national development as expressed in the National Development Plan (NDP), the Education Sector Strategic Plan (ESSP) 2004–2015.

The ESSP 2007-2015 is based on ESSP 2004-2015, the 1992 Government’s White Paper on Education, its long-term commitments to the international community, and on the medium-term goals, plans, and current undertakings of the MoES. The provision of quality basic education is well embedded in the constitution of Uganda and it is clearly spelt out that all children in Uganda are entitled to quality education.

The Education and Sports Sector in Uganda is comprised of Government and private formal as well as non-formal educational institutions spanning all educational levels namely: Pre-primary; Primary; Secondary; Business, Technical and Vocational Education and Training (BTVET); and Higher Education levels. It also includes public, private and community Physical Education and Sports institutions. It has multiple objectives including the transmission of general and applied knowledge, as well as skills development.

2.1 Role and main functions of the Ministry

Education and Sports is important for the provision of the public goods whose returns are critical for sustained economic growth and social transformation. There is a growing body of evidence suggesting that spending more years in school is an effective strategy for promoting development including improved family health, nutrition, and reduced fertility rates.

The NDP 2010/11 – 2014/15 is the overarching national policy and strategic framework governing the Education sector in Uganda. The NDP (through sector plans) and the ESSP 2004–2015 are being implemented in a sector-wide approach, which addresses the Education sector as a whole in planning and management, and in resource mobilization and allocation. According to the NDP, the education sector is mandated to:

- 1) Increase access and equity of education for girls and boys.
- 2) Improve quality and relevance of education for girls and boys.

- 3) Improve effectiveness and efficiency of education.

The Millennium Development Goal (MDG) that is relevant to the MoES is to ensure that by 2015 boys and girls are able to complete a full course of primary schooling and that gender disparities will be eliminated at the primary level by 2005 and at all levels by 2015.

2.2 Sector Policy Goals

Education Sector in Uganda is responsible for the implementation, monitoring and regular reporting on the six (06) Education For All (EFA) goals. Five of these goals are targeted at Pre-primary and Primary Education, while one is targeted at secondary education level and Uganda has registered progress on the set goals. These goals include:

- 1) Expansion and improvement comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children.
- 2) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education.
- 3) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills.
- 4) Achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic education and continuing education of adults.
- 5) Elimination of gender disparity in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and participation in quality basic education.
- 6) Improvement in all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential skills.

CHAPTER THREE GENDER ENVIRONMENT

3.0 Background

This chapter focuses on the current gender institutional, policy and legal frameworks in the Education sector.

3.1 Institutional framework

The key decision-making body in the education sector is the MoES Top Management Meeting, which has exclusive participation and provides oversight and assurance for the ESIP/ESSP. The Education Sector Consultative Committee (ESCC) provides the main consultative forum on education strategy, policy and financing. It meets every two months and has the participation of MoES, Ministry of Finance, Planning and Economic Development (MoFPED), Ministry of Public Service, Ministry of Local Government, main education institutions, education development partners (EDPs), civil society and the private sector (MoES, 2009), and is chaired by the Permanent Secretary. The MoES Planning Department functions as the Secretariat. A third level consists of a series of Technical Working Groups relating to the education sub-sectors and crosscutting issues (e.g. financial management, sector policy and management, and monitoring & evaluation), and which provide technical inputs to the work of the ESCC. These mechanisms have also been the basis for donor coordination through the EDPs.

3.2 Legal Framework

Below are the Laws and Acts that are adopted by MoES:

- The National Constitution for the Republic of Uganda. This document underscores the fact that education is a right of every Ugandan. The Constitution also stipulates the role of Government and other stakeholders in providing education.
- Local Government Act 1997, which transferred Primary and Secondary Education services to Local Governments;
- Revised School Management Committee Regulations 2000, which updates the Framework for managing Primary Education;
- The Education Bill 2000, which revises and updates the Education Acts 1970 and provides for a more contemporary framework for managing Education in Uganda. This Bill is yet to be assented to.

- HIV/AIDS Policy. Government has developed a Policy on HIV/AIDS in secondary including plans for addressing HIV/AIDS in the Education Sector. Establishment of Universities and Tertiary Institutions Act 2001. The Policy framework is to follow soon.
- University and other Tertiary Institutions Act 2001: Establishment of Universities and Other Tertiary Institutions Act 2001, was assented by H.E. the President, thus providing a legal framework for managing institutions that fall in this category.

3.3 Current gender institutional policy

The current Policy focuses 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 at the same time 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 liberalized. 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.

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. The policy emphasises equal opportunity for both boys and girls. It focuses on promoting gender parity in enrolment, retention, and performance in primary education. According to (Doris Kakuru, 2003), some of the policies in the education sector patent to gender include:

- a) 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 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 percent in 1999. The dropout rate for girls fell from 11 in 1995 to 5.6 percent in 1998 (MGLSD, 2000). Repetition rates among primary school girls reduced from 17.7% in 1995 to 6.3 percent in 1998 (Nyanzi, 2002). However, although the gross enrolment increased at the introduction of UPE in 1997, 16.6 percent more boys and girls were enrolled (UNICEF 1997).

- b) 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 recognizes that gender equality is not mentioned in the outline of the Education Sector Investment Plan (ESIP) (Amanda and Amanda 2000).
- c) 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 percent in 1999, and 41 percent in 2002 (Makerere University Academic Registrar's Records).
- d) 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.
- e) **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 sportswear.
- f) **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 For 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 coordinating Centre Tutors (CCTs) who have the capacity of reaching over 9,000 (85%) primary schools of Uganda.

- g) 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.
- h) The **Classroom Construction Grant (CCG)** programme builds classrooms and pit latrines for schools while specifically separating girls' latrines from those of boys.
- i) 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 the disadvantaged children, Training and re-training teachers (particularly senior women/men teachers and career teachers) in gender responsive methodology and practice and Formulating a gender policy for the MoES.
- j) **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 concretize 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.

- k) **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-ordinate by the gender desk of the MoES.
- l) **Girls and focusing 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.

CHAPTER FOUR **GENDER ANALYSIS**

4.0 Introduction

This chapter presents the analysis of gender issues and concerns in the Education sector. The chapter specifically, presents sex disaggregated statistics and attempts to explore and provide explanations of the other factors known to drive gender inequalities and differentials therein.

The Government of the Republic of Uganda, through the UBOS and MoES regularly collects education statistics to monitor and inform the education system. Schools and other higher institutions of learning regularly report data on students, teachers, expenditures, and physical facilities. This data and the indicators derived thereof are then used to gauge the capacity and performance of schools in relation to national education goals and plans, and to determine future development policies, plans and management arrangements.

This assignment aimed at profiling simplified indicators that clearly present the gender concerns within the education sector to address the various needs of multiple users of these statistics.

4.1 Enrolment

4.1.1 Enrolment by age cohorts

Enrolment is defined as the number of learners registered in a given education institution. The decision to enroll a child in school is predominantly shaped by the perceived physical readiness of the child, monetary costs and the child's interest to go to school. For the girl child to enroll, these considerations seem to take the trend; is it accessible and safe? Can we do without her labour? and can we afford it?. For the boy child the trend seems to be different, that is, can we afford it? Is it safe and accessible? and is he fit?

This seems to indicate that the girl child's comfort and safety and the need or not for labour take precedence over monetary affordability to determine her enrollment whereas the case for a boy child seems to be hinged on affordability and physical fitness.

The ministry has focused on closing the gap between the girl and boy child with less attention to retention and achievement; and quality of education. Moreover, provision of quality education leads to increased enrolment and retention and ensures children realize the benefits of education. The primary focus on girl child access to education may overlook boy child education needs. While disparities in primary and secondary enrolment rates are decreasing,

they have not yet been eliminated (UNESCO 2007). Table 3.1 shows that more males compared to females had enrolled in school among all age groups. A wider gap is evident at secondary level with males registering a higher percentage (52%) of enrolment.

Table 4.1: Total Enrolment by age group and sex

Age group	Male	Female	Total
Primary(6-12)	3,016,054	3,039,346	6,055,401
Secondary (13-18)	1,907,882	1,763,296	3,671,178
Tertiary (19-24)	461,514	343,565	805,079
25+	104,630	50,624	155,255
Total	5,490,081	5,196,832	10,700,000

Source: UNHS, 2009/10

4.1.2 Enrolment by level of Education

Further analysis indicates that gender parity in pre-primary and primary has been reached with almost a ratio of 50 to 50 for males to females. However, it highlights that as the education level goes high, the girls' ratio reduces as displayed in figure 4.1.

Figure 4.1: Percentage of Female Learners in the Enrolment by Year and Education Level

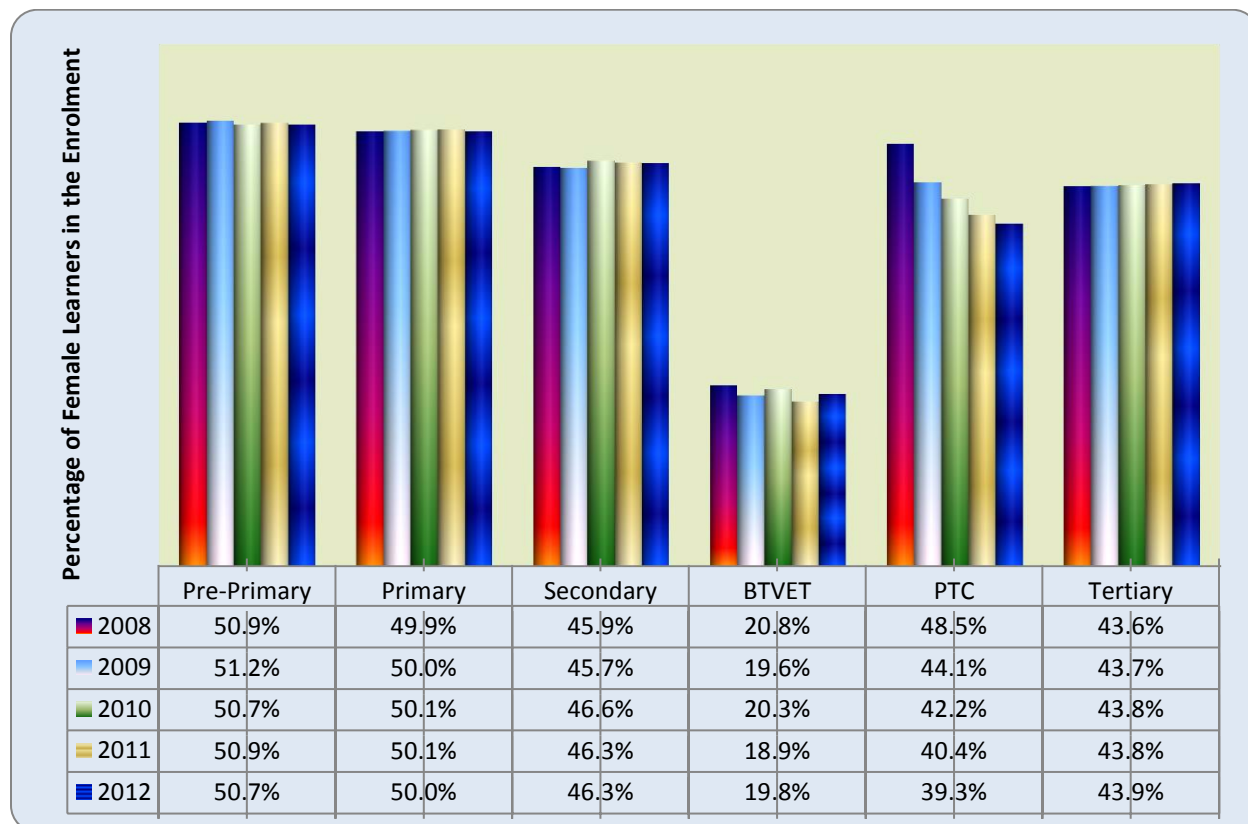


Figure 4.1 indicates that over the last five years for every 100 pupils you find in pre-primary are girls hence the target is 50. However, the girls tend to disperse away from the skills oriented institutions (BTVET) with only 20 girls for each 100 students in BTVET institutions. Secondary, PTC and Tertiary have almost remained the same for the last five years with only 46 girls for each 100 students in Secondary, 40 girls for each 100 in PTC and 44 girls for each 100 at the Tertiary institutions.

The gender gap in enrolment remains a worry in BTVET institutions and PTCs leading to fewer women in the skill oriented and teaching profession

4.1.3 Enrolment ratio to Population

For education level pre-primary, primary and secondary there is a specific entry age and provided a child does not repeat a specific exit age is estimated unlike BTVET, PTC and tertiary where age is not specific. For a child to join pre-primary he/she should be at least three years, primary at least 6 years and secondary at least 13 years. Therefore, comparing the learners by

age and the population estimates of those particular age indicators like Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) are computed and table 4.3 below displays these indicators for the girl child by education level;

Table 4.3 Net Enrolment Ratio for the Girl Child by Education Level

Year	Pre-Primary	Primary	Secondary
2008	3.9	93.1	21.9
2009	5.7	94.7	22.5
2010	6.2	96.4	23.5
2011	6.7	97.9	25.0
2012	7.2	95.9	22.2

Source: Ministry of Education and Sports

Table 4.3 indicates that over the last five (5) years the pupils enrolled in pre-primary have not exceeded 8 percent of the population of 3 to 5 years that is meant to be enrolled. This implies that for every 100 girls aged 3 to 5 in the country only less than 7 actually study in schools. The pre-primary

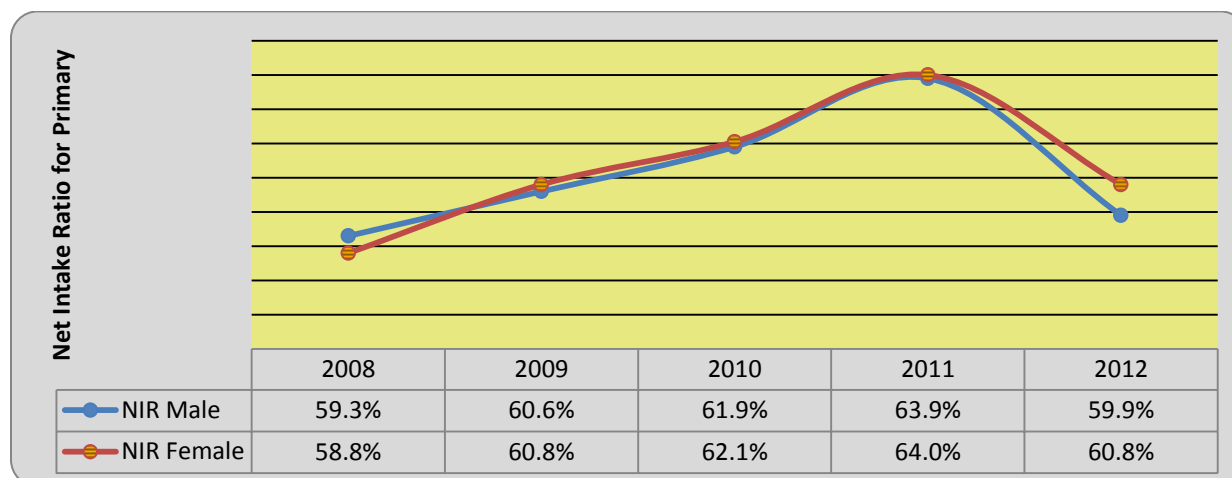
The 93 girls not attending pre-primary is an indication of parents less interest in early childhood development whereas the 78 girls' not accessing secondary comes with challenges like early marriages and hence low education levels of the mothers.

On the good note, for every 100 girls aged 6 to 12 years in the population about 96 are attending primary schools with only 19 girls enrolled with either under age or overage. This has been mainly due to the introduction of the UPE program in 1997. However, like in Pre-primary, Secondary is still a worry as only 22 girls out of 100 aged 13 to 18 years are enrolled in secondary school living a very big gap hoping it may be addressed with Universal Secondary Education in the long run.

4.1.4 Net Intake ratio at Primary

Net intake ratio (NIR) at primary is the number of six year old pupils that enroll for Primary one as a proportion of the six year old population of the country. Figure 4.2 indicates that over the years, slightly more girls than boys have been accessing primary education in Uganda. For every 100 girls or boys meant to join primary one, only 39 girls compared to 40 boys do not. There is need to sensitise potential parents and guardians to realize 100 percent enrolment by emphasising the benefits of enrolling children at the appropriate age to avoid the challenges that may otherwise, arise for example, early marriage and dropout rate.

Figure 4.2: Net Intake Ratio to Primary One (P.1)



4.1.5 Survival rate to P7 and Transition to S1

Survival rate to P.7 is the number of pupils that make it to primary seven in proportion to those that joined primary one seven years prior (looks at a particular cohort). Transition rate is the number of students that join senior one in proportion to the candidates that sat PLE the previous year. Results in table 4.4 reveal that the survival rate for both boys and girls are almost the same over the years. However, the percentage of girls joining secondary is lower than that of boys. This being the age of active body reaction girls tend to be exposed to risks of early marriages which reduces their chances of enrolment at higher levels of education.

Table 4.4: Survival Rate to P.7 and Transition Rate to S.1

Year	Survival rate to P7		Transition rate to S1	
	Boys	Girls	Boys	Girls
2007	27	28	70	67
2008	27	28	71	68
2009	29	28	66	62
2010	30	29	67	63
2011	32	31	67	64

Source: Ministry of Education and Sports

4.2 Literacy

Literacy is defined as the ability to read and write a simple sentence with understanding in any language.

4.2.1 Literacy Rate and Numeracy Rate at P3 and P6

Literacy rate is the ability to read and write (English) while Numeracy rate is the ability to compute and handle figures (Mathematics). A survey held by NAPE under UNEB at Primary three and primary six and the findings are displayed in the table 4.5. Findings reveal that on average, whereas the literacy rate is higher for girls than boys at P.3, the reverse is true at P.6. However, numeracy remains a challenge for the girls at both P.3 and P.6 and hence needs to be addressed.

Table 4.5: Literacy and Numeracy Rates

Year	Literacy Rate				Numeracy Rate			
	P3		P6		P3		P6	
	Male	Female	Male	Female	Male	Female	Male	Female
2008	44	47	48	51	46	43	46	37
2009	44	45	48	48	75	68	59	48
2010	55	57	48	48	73	70	59	48
2011	58	57	50	51	74	72	58	52
2012	47	49	42	41	65	61	50	42

Source: UNEB

4.2.2 Literacy for persons aged 10 years and above

Table 4.6 shows that within the age cohort 10-19 where the upper primary to secondary population is found, more females than males were reported to be literate. However, the other age groups do not show wide variations in the literacy rates between males and females. Overall, the gap in the literacy rates grows wider among the sexes as ones age increases beyond 20 years. There is need to appreciate the implication of the social roles played by both boys and girls within our communities with respect to the wide gap in the literacy rates.

Table 4.6: Distribution of literacy rates for persons aged 10 years and above by age group

Literacy rates by age groups	UNHS 2005/2006			UNHS 2009/2010		
	Male	Female	Total	Male	Female	Total
10-19	70.1	71.1	70.6	77.5	78.9	78.2
20-29	84.5	72.6	77.9	88.6	76.9	82.1
30-39	84.9	61.4	73.3	78.9	55.0	66.8
40-49	82.1	51.5	66.4	79.3	47.4	63.2
50-59	78.6	43.8	60.5	77.9	40.7	59.0
60-69	71.2	25.2	46.5	65.4	28.3	45.7
70+	50.7	15.6	32.5	53.4	12.5	31.4
Total	76.5	63.2	69.6	79.3	66.3	72.6

Source: UNHS

4.2.3 Literacy rates for 15-24 year population

Table 4.7 shows that obstacles and resistance to gender equality in literacy persists especially in rural areas, where traditional attitudes are predominant in addition to the inadequate education infrastructure and materials to meet the ever increasing demand. More males than females are likely to be literate as revealed by findings across the two survey periods.

Table 4.7: Literacy rates for persons aged 15-24 years

Literacy rates 15-24 years	UNHS 2005/2006			UNHS 2009/2010		
	Male	Female	Total	Male	Female	Total
15	85.4	87.9	86.6	87.6	89.0	88.2
16	87.3	86.8	87.1	90.5	92.0	91.2
17	87.1	89.6	88.3	91.9	86.4	89.2
18	86.6	80.9	83.7	87.7	84.3	86.0
19	86.9	80.5	83.5	91.2	89.3	90.2
20	85.4	75.7	79.8	90.5	83.2	86.1
21	85.7	80.7	82.8	90.2	84.1	86.7
22	86.4	77.0	81.1	91.0	84.1	86.9
23	85.2	73.3	79.1	88.4	80.3	83.8
24	80.0	76.7	78.1	88.6	81.1	84.3
Total	85.9	81.4	83.5	89.6	85.5	87.4
Rural	85.2	79.8	82.4	88.6	83.1	85.7
Urban	89.1	88.1	88.6	94.7	93.9	94.2
Total	85.9	81.4	83.5	89.6	85.5	87.4

Source: UNHS

4.3 Education Attainment

4.3.1 Female population sitting End of Level Examinations

National end of cycle examinations in Uganda are held at three major levels of primary (with an award of a PLE certificate); Lower Secondary (with an award of a UCE certificate) and Upper Secondary (with an award of a UACE certificate). Findings over the past five (5) years reveal that the proportion of girls sitting end of cycle exams deteriorates with higher levels of education. On average PLE female candidates constitute 49 percent while the Uganda Advanced Certificate of Education (UACE) constitutes only 41 percent. This low proportion of females sitting end of cycle at higher level reflects results limits female participation in the formal job market.

Table 4.8 Percentage of Girls to Candidate Sitting End of Level Exams

Year	Candidates who sat PLE		Candidates who sat UCE		Candidates who sat UACE	
	Both	%age of Girls	Both	%age of Girls	Both	%age of Girls
2007	419,206	48	189,221	46	84,821	41
2008	463,631	49	196,493	46	88,383	41
2009	488,745	49	212,496	47	94,093	41
2010	490,374	49	258,196	46	99,802	41
2011	514,916	49	265,561	47	102,254	41

Source: Ministry of Education and Sports

4.3.2 Education attainment for population aged 15 years and above

Since the late 1980's under achievement for girls was an issue of concern, more girls than boys were less likely to obtain higher level education. There has been a paradigm shift in the education sector as a result of affirmative action. Today, girls tend to perform better than boys. The UNEB revealed that in 2006, more female than males country wide obtained two principal passes. Activists have looked at this diversion from a social perspective. Findings reveal that the proportion of females without formal education was twice (24%) that of their male (10%) counterparts. The table 4.9 also reveals that less females (19%) than males (25%) had completed secondary education. Overall, findings show that more males than females had completed a specific level of education. This clearly shows that inequalities at higher education levels still exist among the males and females.

Table 4.9: Distribution of education attainment for persons aged 15 years and above

Level	Male	Female	Total
No formal schooling	10.0	24.3	17.5
Some primary	42.9	40.7	41.7
Completed primary	11.0	8.6	9.7
Completed s1-s4 (O level)	22.1	17.3	19.6
Completed s5-s6 (A level)	3.1	1.7	2.3
Tertiary	9.7	6.5	8.0
Not stated	1.4	0.9	1.1
Total	100	100	100

Source: Uganda National Household Survey, 2009

Table 4.10 shows that about 4 of every 10 female headed households in Uganda did not have formal education for both survey periods. This may have considerable effects on the welfare of the entire home since the home management is usually dominated by women.

Table 4.10 Education attainment for household heads

Education of household heads	UNHS 2005/2006			UNHS 2009/2010		
	Male	Female	Total	Male	Female	Total
No schooling	10.6	38.9	18.2	12.4	37.9	20.1
Primary	59.4	43.3	55.1	54.7	43.2	51.2
Secondary	20.9	10.4	18.1	20.5	9.6	17.2
Above secondary	8.4	6.7	8.0	11.1	8.4	10.3
Not stated	0.6	0.7	0.6	1.3	0.9	1.2
Total	100.0	100.0	100.0	100	100	100

Source: UNHS

4.4 Reasons for not attending school

4.4.1 Not attending school

Deep structural inequalities and disparities are some of the causes that keep children especially the girls out of school. These are hinged on a number of factors such as child labour with more girls helping at home; poverty which usually causes early marriages. The focus on getting girls into schools without addressing underlying challenges in the learning process puts girls at a

disadvantage. Findings show that six percent of the females did not attend school because they had to help at home. This comes from the socially constructed roles of females in society. Findings further reveal that about seven percent of the females did not attend school due to long distance.

Table 4.11: A distribution of Reasons for never attending school for persons aged 6-12 years

Reasons for not attending school	Male	Female	Total
Too expensive	6.1	4.8	5.5
Too far away	3.8	6.9	5.3
Poor school quality	0.8	0.7	0.7
Had to help at home	2.6	6.0	4.2
Had to help with farm	2.3	0.6	1.5
Had to help with family	0.0	0.3	0.1
Education not useful	0.8	0.5	0.7
Parents did not want	2.2	3.3	2.7
Not willing to attend	3.8	4.7	4.3
Too young	62.3	53.8	58.2
Orphaned	0.4	2.9	1.6
Displaced	0.7	0.0	0.4
Disabled	2.9	3.9	3.4
Insecurity	0.2	0.0	0.1
Other (specify)	11.0	11.8	11.4
Total	100	100	100
Number	606,990	557,359	1,164,349

Source: UNHS 2005/6

4.4.2 Never been to school

Every individual deserves an opportunity to access education and build a future. This section discusses the proportion of individual aged 15 years and above who had never been to school. Table 4.12 indicates that more females than males had never been to school in the northern region over the survey periods.

Table 4.12: Proportion of the population that has never been to school (15+ years)

Region	UNHS 2009/10			UNHS 2009/10		
	Male	Female	Total	Male	Female	Total
Central	4.9	12.7	8.9	5.2	12.1	8.8
Eastern	8.0	23.3	16.0	10.6	24.9	18.2
Northern	8.4	33.6	22.0	10.8	33.2	22.6
Western	11.9	29.4	20.9	13.3	29.2	21.6
Total	8.1	23.8	16.3	9.7	23.9	17.1

4.4.3 Gender Parity Index

The Gender Parity Index (GPI) measures sex-related differences in school attendance ratios regardless of age. It is the ratio of female-to-male attendance. A GPI of 1 indicates parity, or equality, between the school participation ratios for males and females. A GPI of less than 1 indicates a gender disparity in favour of males, that is, a higher proportion of males than females attend that level of schooling. A GPI that is higher than 1 indicates a gender disparity in favour of females. Table 4.13 below displays the GPI at the different Levels. The GPI for preprimary and primary school levels is greater than 1, indicating that there is no gender gap whereas secondary and tertiary the GPI though less than 1 indicates a smaller gap in favour of the boys. However, the GPI for BTVET indicates a very big gap over the period yet the PTCs tend to be deteriorating which indicates that the girls are losing interest in Primary teaching hence widening the gap at that level.

Table 4.13: GPI by Education Level

Year	Pre-Primary	Primary	Secondary	BTVET	PTC	Tertiary
2008	1.04	1.00	0.85	0.26	0.94	0.77
2009	1.05	1.00	0.84	0.24	0.79	0.78
2010	1.03	1.00	0.87	0.25	0.73	0.78
2011	1.04	1.00	0.86	0.23	0.68	0.78
2012	1.03	1.00	0.86	0.25	0.65	0.78

Source: Ministry of Education and Sports

4.4.4 Attendance Rate

A Case Study for EFA Monitoring Report, 2003 prepared by Dr. Deborah Kasente noted that Trend data on access as shown by enrolment data from the Ministry of Education indicate progressive increase of girls' enrolment into primary schools. Trends show a clear move towards parity in access between boys and girls and towards universal enrollment of all school age population at primary level.

According to the UDHS 2011, primary level, the Gross Attendance Rate (GAR) is higher among males than among females. The same pattern is observed at the secondary level with 25 and 22 percent, respectively. The overall GAR shows that there are many overage students attending primary schools, and this applies to pupils in both rural and urban areas. There is a significant relationship between household economic status and schooling at both the primary and secondary levels among males and females. With respect to the Primary education level, the Net Attendance Rate (NAR) increases from 73 percent in the lowest wealth quintile to 87 percent in the highest wealth quintile. Similarly, at the secondary level the NAR rises from 4 percent in the lowest wealth quintile to 33 percent in the highest wealth quintile. The GPI for primary school level is 0.96, indicating that there is almost no gender gap. At the secondary level, the gender difference is slightly larger (0.89). The disparity in attendance between females and males at primary education is minimal in all regions except in West Nile (0.85) and Karamoja (0.88).

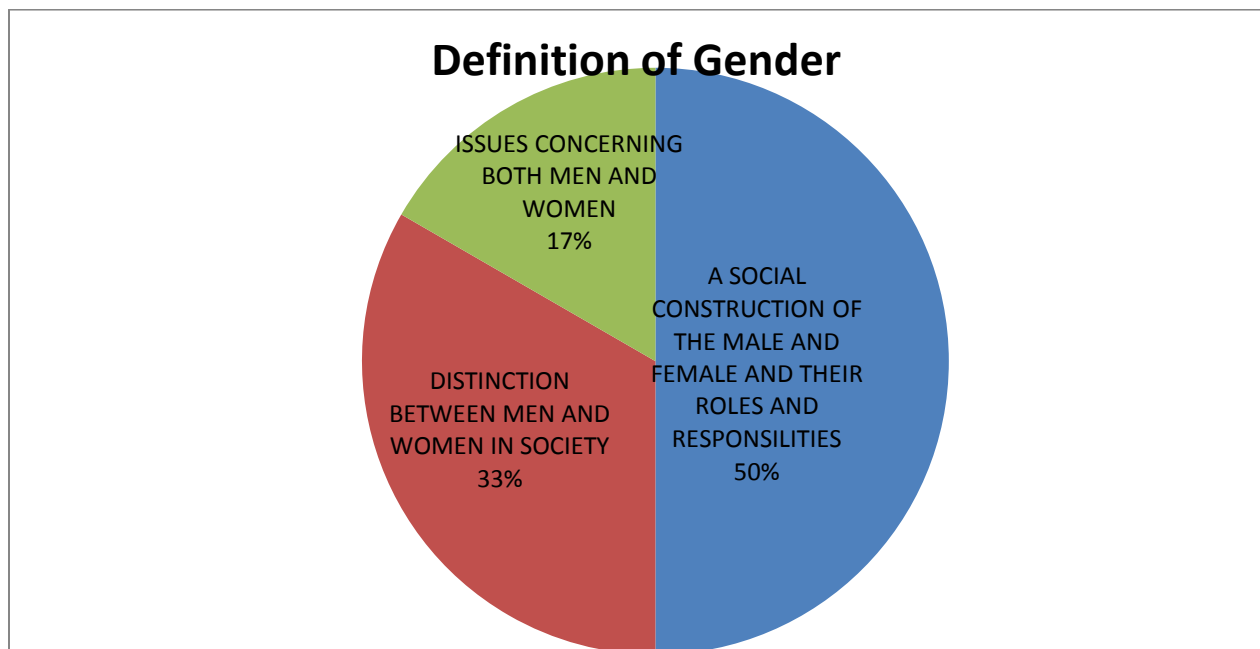
CHAPTER FIVE DATA QUALITY AND GAPS

This chapter presents issues related to data quality and gaps for both the administrative and household based survey data.

5.1 Gender Awareness

Selected staff representative of the data production departments were constituted into a Focus Group at the Ministry and were asked to give their perception and understanding of the term gender. From the figure below it is evident all could correctly define the term gender.

Figure 5.1: The definition of gender based on the opinion of the respondents



All respondents from MoES could clearly make a distinction between sex and gender. The following were identified as gender issues of concern to the institution:

- Access to education and participation in school for the girl child.
- Early pregnancy and eventual drop out of school.
- Gender is budget neutral-it is not budgeted for.
- Students' enrollment, teacher recruitment.
- Disparities in enrollments for both schools and jobs.
- Gender Based Violence in schools.
- Management of menstruation- health concerns.

All interviewed staff unanimously agreed that there are institutional plans/programs to address gender issues, these included the following:

- Existence of gender desk and a gender task force.
- Gender equity in all areas mentioned in MoES.
- Gender in education policy.
- Infrastructure-toilets ARE separated for boys and girls.
- Piasy-presidential initiative on aids.
- Each ministry has a gender focal person.
- National strategy on girl child education exists.
- Project to avail sanitary towels to girls in school.
- Engendered methodologies in schools.
- Address the capacity needs for gender focal persons.
- Existence of a TA to a step to ensure girl child education.
- SMC encourage parents to enroll girls in school.
- Participatory Gender Audit to also orient commissioner, planning.

5.2 Gender Statistics production

Findings revealed that eight out of every 10 respondents view gender statistics as statistics that are disaggregated by sex and other issues. Findings indicate all the six the departments namely the directorate of basic education, department of private schools, department of guidance and counseling, department of M&E, department of statistics and the department for secondary education have an initiative to compile gender statistics.

The potential users of gender statistics include: Departments within MoES, Development partners, Education sector in general, Planners, policy makers, NGO'S, funding agencies and Administrators in the public and private sector.

The following approaches can be used by ministry to obtain data user needs: Data requests from data users, Feedback from data users, Needs assessment, research, media shows, looking at situational gaps (gender analysis), Conduct mini surveys and Stakeholder involvement through review meetings.

All of the data collected at MoES captures gender dimensions i.e. taking into consideration categories of sex, age, vulnerability, tribe, ethnicity, level of qualification etc. According to the staff, the following classifications or categories should be considered in the compilation of gender statistics: By needs, Ethnicity/tribe, Sex, Students, teachers, administrators, management, Age, Level of education, Geographical /physical location, Level of qualification, disciplines or subjects, Vulnerability including OVC, Involvement in a program/ activities in place, HIV status.

5.3 Data Sources

The data is obtained through administrative records, household surveys and censuses. The main sources of information for the education sector include:

- i. The ministry's;
 - a. Education Sector Strategic Plan: 2010/11-2014/15.
 - b. The Statistical Abstract,
 - c. Reports,
 - d. Policy Statement 2011-2012 and
 - e. Programmer documents and
 - f. Other central level institutions reports.
- ii. Uganda Demographic and Health Survey reports.
- iii. Uganda National Household Survey reports.
- iv. Millennium Development Goal Report for Uganda 2010.

5.4 Types of Data

Administrative data typically provides limited information on the individual characteristics of pupils (such as age, sex and residence), and their households. Moreover school-based surveys and censuses focus on children who attend school but do not have access to information on the individual characteristics and family backgrounds of children who do not attend school.

Data from household surveys and censuses can complement the school-based data by providing information on aspects of children's background that may influence household schooling decisions. Censuses and multi-topic household surveys provide considerable information on household and individual household member characteristics, including data on children's school participation. These data on children's school enrolment or school attendance can then be analysed according to household and child characteristics. The availability of

multiple censuses and surveys conducted over time enables changes to be tracked within a given timeframe, assuming consistency in survey questions and methodology.

5.5 Gender statistics and capacity needs

Survey data is subject to a wide range of threats to its quality. While a number of these threats are increasing, a positive development is that several sources of information about quality are also increasing, in particular as a by-product of the evolving technologies used in survey data collection. There has been significant research on ways of using such information to inform quality control and management of survey data collection, but there has been an absence of rigorous methodological research on how to make the most effective statistical use of such information when analyzing the data.

Non-sampling errors can arise at any stage of the collection and processing of the survey data. These include coverage errors, non-response errors, response errors, interviewer errors, coding errors and other types of processing errors. Sampling errors associated with survey estimates are measured using coefficients of variation for estimates as a function of the size of the estimate and the geographic area.

5.5.1 Challenges

There have been major changes in the socio-economic, political and technological environment of Uganda. These changes present statistical challenges, issues and opportunities for the NSS. The generalized challenges manifest themselves either during the process of collecting primary data or during the planning and implementation of censuses and surveys, dissemination and use of information. Some of the current data challenges and issues include the following:

- Demand for small area estimates (district level, Sub-county, community data).
- Proliferation of data producers in the market economy.
- Matching data production with the policy making cycle.
- Reaching out to all users.
- Ensuring standards and timeliness in submission of secondary data by the relevant government agencies (migration, education, health, crime, energy, labour and employment, and businesses).
- Poorly generated, delayed and incomplete returns from districts to the ministries.
- Lack of objectivity in data generated at the district level by planning.
- Limited information on existing data.
- Improper use of information.

CHAPTER SIX CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the recommendations and conclusions on the status of gender equality in the sector.

6.0 Conclusions

Enrolment: More males compared to females had enrolled in school among all age groups. A wider gap is evident at secondary level with males registering a higher percentage (52%) of enrolment. Further analysis indicates that gender parity in pre-primary and primary has been reached with almost a ratio of 50 to 50 for males to females. However, the girls' ratio tends to reduce with higher levels of education. Over the last five years, 50 of every 100 pupils found in pre-primary and primary, are girls hence the target is being realised. However, the girls tend not to enroll for skills oriented training delivered by institutions (BTVET) with only 20 girls for each 100 students in BTVET institutions. Secondary, PTC and Tertiary have almost remained the same for the last five years with only 46 girls enrolled for every 100 students in Secondary, 40 girls for every 100 in PTC and 44 girls for every 100 at the Tertiary institutions.

Enrolment ratio to Population: Over the last five years, the pupils enrolled in pre-primary have not exceeded eight (8) percent of the population aged 3 to 5 years that is meant to be enrolled. This implies that for every 100 girls aged 3 to 5 in the country, less than seven (7) actually study in Pre-primary. For every 100 girls aged 6 to 12 years in the population, about 96 are attending primary schools with only 19 girls enrolled either under age or overage. This has been mainly due to the introduction of the UPE program since 1997. However, like in Pre-primary, Secondary is still a challenge as only 22 girls out of 100 aged 13 to 18 years are enrolled in secondary school, leaving a very big gap. The 93 girls that are not attending pre-primary is an indication of parents' little interest in early childhood development'. Whereas the 78 girls that are not accessing Secondary level education results into a number of challenges including early marriages and hence low education levels of the mothers.

Literacy rate: Findings reveal that on average, whereas the literacy rate is higher for girls than boys at P.3, the reverse is true at P.6. However, numeracy remains a challenge for the girls at both P.3 and P.6 and hence needs to be addressed. Within the age cohort 10-19 where the upper primary to secondary population is found, more females than males were reported to be literate. However, the other age groups do not show wide variations in the literacy rates between males and females. Overall, the gap in the literacy rates grows wider among the sexes

as ones age increases beyond 20 years. There is need to appreciate the implication of the social roles played by both boys and girls within our communities with respect to the wide gap in the literacy rates. In the age cohort of 15-24, findings showed that males are generally more literate than females across the two survey periods of 2005/06 and 2009/10. This could be explained by the obstacles and persistent resistance to gender equality in literacy especially in the rural areas, where traditional attitudes are predominant in addition to the inadequate education infrastructure and materials to meet the ever increasing demand.

Education attainment of household heads: Findings showed that about 4 of every 10 female headed households in Uganda did not have formal education. This may have considerable effects on the welfare of the entire home since the home management is usually dominated by women.

Reasons for not attending school: Findings showed that six percent of the females did not attend school because they had to help at home. This comes from the socially constructed roles of females in society. Findings further reveal that about seven percent of the females did not attend school due to long distance.

Never been to school: Results indicated that more females than males had never been to school for the population aged 15 years and above with the northern region being the most affected.

Gender Parity Index (GPI): The GPI for Pre-primary and Primary school levels is greater than 1, indicating that there is no gender gap, whereas for Secondary and Tertiary levels, the GPI though less than 1 indicates a smaller gap in favour of the boys. The GPI for BTVET indicates a very big gap over the period yet the PTCs tend to be deteriorating which indicates that the girls are losing interest in Primary teaching hence widening the gap at that level.

6.1 Recommendations

The substantive reduction of the gender gap in enrollment at primary level is mainly related to deliberate government policy to improve the social sectors, particularly education, health and water and sanitation. Since 1997, government's main education priority has been to ensure that all children enroll in primary school. The plan tries to address gender concerns and sets specific output targets for different components. For example, as part of The UPE programme, school buildings and facilities have been provided by government through a School Facilities

Grant (SFG) which is fully supported by developmental partners. The grant included funds for compulsory provision of separate latrines with doors, for girls and boys.

Observations from the study indicate that there is need to sensitise potential parents and guardians to realize 100 percent enrolment by emphasising the benefits of enrolling children at the appropriate age to avoid the challenges that may otherwise, arise for example, early marriage and dropout rate. There is also need to appreciate the implication of the social roles played by both boys and girls within our communities with respect to the wide gap in the literacy rates.

Deep structural inequalities and disparities are some of the causes that keep children especially the girls out of school. These are hinged on a number of factors such as child labour with more girls helping at home; poverty which usually causes early marriages. The focus on getting girls into schools without addressing underlying challenges in the learning process puts girls at a disadvantage.

In regard to improving availability of gender disaggregated data, one of the key steps is to develop data and information systems that focus on gender- disaggregated data that is both qualitative and quantitative and allows for measurement of progress on “equality and quality” as well as “equitable access”. Data collection should focus on information that is actually useful for planning at different levels to make progress on gender -equitable improvements in education and for communities for taking action to ensure delivery and accountability.

As work on improving the monitoring of learning outcomes gets underway, the need to set targets for and monitor progress on, learning outcomes by gender, overlooked in the original ESIP document, should be addressed.

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