



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS

[MoES]

GENDER IN EDUCATION SECTOR POLICY

2016



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GENDER IN EDUCATION SECTOR POLICY (2016)

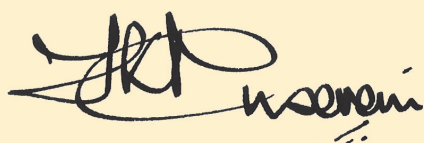
FOREWORD

The Gender in Education Policy (GEP), 2009 was developed in line with the Education Sector Strategic Plan (ESSP 2007-2015) to guide gender mainstreaming in Education and Sports countrywide. It was guided by the National Gender Policy (2007), and it complemented other existing policy initiatives that address the barriers to girls' and women's education in Uganda. Through the implementation of policy, the Education Sector has registered progress in improving enrolment of both girls and women and boys and men at all levels of Education and Sports. Despite the achievements, there are still wide gender gaps in retention, transition, performance and completion at all levels which continue to disadvantage girls and women and therefore require new innovative strategies to address them. Similarly, the Education Sector is witnessing new developments at the International and national levels which require that new performance targets are set and indicators are defined in view of these global and national developments.

The Ministry of Education, Science, Technology and Sports (MoESTS) in 2015 conducted a participatory process to review the implementation of the Gender in Education Policy whose outcome is this Second Gender in Education Sector Policy (GEP II). The vision of GEP II is an inclusive and equitable quality education and sports and lifelong learning opportunities for all girls and boys, women and men in Uganda.

The Second Gender in Education Policy links with all the other policies and programmes of the Ministry of Education and Sports as well as seeks to build on the progress registered by previous policies and programmes on promoting gender equality in education. The successful implementation of the Second Gender in Education Policy will depend on the synergistic and collective actions of all stakeholders including the Education Development Partners (EDPs), Ministries, Agencies and Local Governments (MALGs), Religious Institutions, Cultural Institutions, Satellite Institutions, Civil Society Organizations (CSOs), Private Sector and all Ugandans.

I call upon all Ugandans to implement this policy with utmost commitment and to ensure that all existing gender gaps in Education and Sports in Uganda are eliminated.



Hon. Janet K. Museveni

FIRST LADY/MINISTER FOR EDUCATION AND SPORTS

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ACRONYMS AND ABBREVIATIONS

BFP	Budget Framework Paper
BoG	Board of Governors
BTVET	Business, Technical, Vocational Education and Training
CAO	Chief Administrative Officer
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child.
CSO	Civil Society Organization
DEO	District Education Officer
DES	Directorate of Education Standards
EDP	Education Development Partners
EFA	Education For All
ESR	Education Sector Review
ESIP	Education Strategic Investment Plan
ESSP	Education Sector Strategic Plan
FTI	Fast Track Initiative
GAD	Gender And Development
GDP	Gross Domestic Product
GEP	Gender Education Policy
GoU	Government of Uganda
GWPE	Government White paper on Education
ICT	Information Communication Technology
MALGs	Ministries, Agencies and Local Governments
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
MoESTS	Ministry of Education, Science, Technology and Sports
MGLSD	Ministry of Gender, Labour and Social Development
MFPED	Ministry of Finance, Planning and Economic Development
MoLG	Ministry of Local Government
MoPS	Ministry of Public Service
MTBF	Medium Term Budget Framework
MTEF	Medium Term Expenditure Framework
NCDC	National Curriculum Development Centre
NDP	National Development Program

NGO	Non-Governmental Organization
NGP	National Gender Policy
OPM	Office of the Prime Minister
PEAP	Poverty Eradication Action Plan
PFMA	Public Finance Management Act
PPA	Participatory Poverty Assessment
UPPET	Uganda Post Primary Education and Training
PTA	Parent Teacher Association
TIET	Teacher Instructor Education and Training
SDG	Sustainable Development Goals
SFG	School Facilities Grant
SMC	School Management Committee
UGP	Uganda Gender Policy
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPPET	Universal Post Primary Education and Training

GLOSSARY

Affirmative Action	A policy or programme of taking steps to increase the representation and participation of certain designed groups seeking to redress discrimination or bias through active measures in education and employment.
Completion Rate	Total number of pupils/students who registered for end of cycle exams (primary, secondary or tertiary) regardless of age, expressed as a percentage of the population at the official primary/secondary graduation age
Compulsory Education	A situation where children and youths of school going age are legally obliged to attend school for a given number of years. In Uganda, the legal minimum age is 6 years.
Drop-out Rate	The percentage of pupils enrolled in a given grade or cycle or level of education in a given school year who have left school either voluntarily or otherwise
Early Childhood Development	Programmes offering a structured and purposeful set of learning activities either in a formal institution (pre-school) or as part of a non-formal childcare programme.
Engender	The process of ensuring that planning and programming is appropriate for and takes into account the female and male differences and concerns.
Gender	This is the socially and culturally constructed roles and responsibilities, attributes, access to and control of resources between men and women, boys and girls in a given society.
Gender Roles	These are socially constructed and defined responsibilities for men and women. They are not universal in nature and often differ in different places and from time to time.
Gender Needs	These are requirements /gaps that arise from people's positioning in society, determined by socially constructed attributes.
Strategic Gender Needs	These arise out of the analysis of women's position relative to that of men. When these needs are addressed, the existing relationship of unequal power between the different sexes is transformed.
Gender Equality	This is the ability of men and women, boys and girls to enjoy the same status and have equal opportunity to realize their potential to contribute to social – cultural, economic and political development.
Gender Equity	This refers to fairness and justice in the distribution of resources, benefits, responsibilities and opportunities between men and women, boys and girls in all spheres of life.

Gender Issues	These are points of gender inequality that are undesirable and require intervention.
Gender Mainstreaming	This is a conscious approach of an organization to take into account gender equality concerns in all policy, planning, programme, administrative and financial activities as well as organizational structures and procedures.
Gender Mainstreaming in Education	Is a strategy for making girls' and women's, as well as boys' and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of education policies and programmes so that girls and boys/women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality in education.
Gender Sensitivity	This is being conscious of the different situations and needs of women and men arising from their different positions and different gender roles throughout the decision making process.
Gender Responsiveness	Ability to identify gender gaps and put in place strategies to address inequality. This is the ability to perceive existing gender differences, issues and equalities, and incorporate these into strategies and actions.
Gender and Development [GAD]	This is an approach that affirms and supports women's equal role in development. It questions the direction of development, advocates for structural transformation, and insists on the transformation of gender relations. GAD is about women's empowerment and equality of women and men in the reproductive as well as productive spheres.
Gross Enrolment Ratio	The total enrolment in a specific level of education (Pre-primary, Primary, Secondary and Tertiary), regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year: Pre- Primary-3-5; Primary - 6-12; Secondary -13-18; Tertiary - 19- 24
Enrollment	Those pupils who were admitted/re-admitted and fully recorded in the school's Register at the beginning of the first term. It includes all those pupils whose names appear on the school register (including repeaters and those temporarily absent).
Literacy Rate	The proportion of the population above 10 years of age who can write and read with understanding, expressed as a percentage of the total population above that age.
Net Enrollment Ratio	The enrolment of the official age-group for a given level of education (Pre-primary, Primary, Secondary and Tertiary) expressed as a percentage of the corresponding population.

Numeracy Rate	Percentage of pupils who can use, numbers, make additions, subtraction, simple multiplication, simple division, simple weights and measures, money counting and telling time.
Out of school Children	Children in the official school-age group who are not enrolled in school as adopted by the Ministry of Education and Sports
Performance Index	An index that measures the quality of passing at all levels of education.
Physical Education	is a course taken during formal education to encourage psychomotor learning in a play or movement exploration setting. The term physical education is commonly used to denote they have participated in the subject area rather than studied it. PE provides students with knowledge, and the enthusiasm to maintain a healthy lifestyle into adulthood. Activities are designed to promote physical fitness, to instill knowledge and understanding of rules, concepts, and strategies
Pre-Primary Education	Programmes at the initial stage of organized instruction, which are designed mainly to introduce groups of very young children, usually from age three or so, to a school-type environment, i.e. to provide a bridge between the home and the school .Such programmes are variously referred to as infant education, nursery education, pre-school education, or early childhood education.
Primary Education	Sometimes called elementary education, refers to educational programmes that are normally designed on a unit or project basis to give pupils a sound basic education. The entry age for primary education usually varies between five and seven years. In Uganda this level covers seven years of full-time schooling.
Special Needs Education	Educational interventions and other support designed to address special learning needs. This term has come to replace the older term 'special education', which referred mainly to the education of children with disabilities, usually in special school or institutions. The concept of 'children with special educational needs' now extends beyond those who have physical or other disabilities to cover pupils who are failing in school for a wide variety of other reasons.
Survival Rate	The percentage of a pupil cohort that enters together in the first grade of primary education that reaches a given grade (e.g. Grade 5) or the final grade of an education cycle either with or without repeating a grade

Transition Rate	The number of pupils/students admitted to the first grade of a higher level of education in a given year, expressed as a proportion of the number of candidates who successfully sat and passed the final grade of the lower level of education in the previous year
Universal Primary Education	The Government policy allowing all children in the Primary School-going age to attend a Government Aided School. Under this arrangement, pupils are exempted from paying tuition fees
Universal Secondary Education	The Universal Post Primary Education and Training program for secondary education is a program meant to provide equitable and quality post primary education and training to all Ugandan students who have successfully gone through the primary leaving examinations. The pass mark for being included in the program is 28 Aggregate. This program is meant to lower the cost of secondary education to poor families; a component of prosperity for all programs
Women in Development	This concept denotes an approach that advocates for women targeted interventions within the mainstream of development so as to improve their circumstances or status.

1. INTRODUCTION AND BACKGROUND

1.1. Introduction

The Vision of the Education Sector is to achieve equitable access to relevant and quality education and training that enhances efficiency and effectiveness at all levels for all Ugandans. Government of Uganda put in place various policies and programmes; in line with international and national instruments, for the democratization of education and sports. Key among these included the Gender in Education Policy (GEP)¹ whose vision was to promote equitable quality and relevant education and sports for all boys and girls, women and men in Uganda. The implementation of GEP enabled the Education Sector register great progress in promoting more equitable access to education in the past Seven Years (2009-2015). Uganda achieved gender parity on enrollment into primary schools in 2014; enrollment into secondary schools has increased from 54% for boys and 46% for girls in 2008 to 53% for boys and 47% for girls in 2014 while total enrollment into tertiary education for females increased from 38% in 2002 to 44% in 2014. Primary education completion rate also improved from 47% in 2008 (boys 50% and girls 44%) to 72% for both boys and girls in 2014; primary leaving examination (PLE) pass rate for girls increased from 65.3% in 2002 to 86.2% in 2014.

1.2. Background to the Gender in Education Policy Review

Although the Education Sector in Uganda has registered gains in promoting gender equality and girl child education, there are still wide gender gaps at all levels which continue to disadvantage girls and women in education and sports. For instance in 2014, females constituted only 46.9% of the total enrolment in secondary schools; only 34% females compared to 45% males completed Senior 4; 25.9% females compared to 33.6% males joined Senior 5 and the Uganda Certificate of Education (UCE) performance index for females was 39.7% compared to 44.5% for males in 2014. There are also wide regional disparities; for instance more than 31% of girls aged 10-19 years in Karamoja experiencing extreme vulnerability, followed by West Nile and Central region (Southern Buganda including the islands in Lake Victoria) at 21% -30%, followed by Northern Uganda and East Central at 20% while the rest of the country is between 12% - 16%². Unequal outcomes for girls and boys, women and men in education ultimately have implications for the achievements of gender equality and empowerment in society as a whole.

On the other hand, the Education Sector is witnessing new developments at the international and national levels. Internationally, Heads of States under the United Nations in 2015 adopted the Sustainable Development Goals (SDGs). Sustainable Development Goal 4 provides for inclusive and equitable quality education and lifelong learning opportunities for all and has defined new targets and indicators that have to be achieved by 2030. At the national level, Government of Uganda (GOU) developed a National Vision 2040 which aspires for a transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years as well as the Second National Development Plan (NDP II) with a theme of Strengthening

¹ Introduced in 2009.

² Unicef and Population Council, Adolescent Girls' Vulnerability Index 2013

Uganda's Competitiveness for Sustainable Wealth Creation, Employment and Inclusive Growth. To contribute towards the achievement of the National Vision 2040, the Education Sector has formulated new policies on Special Needs and Inclusive Education, Integrated Early Childhood Development (IECD), Skilling Uganda Policy, Science Education and Teachers' Policy among others. The Gender in Education Policy therefore needs to take into account these developments as well as define new performance targets and indicators towards the achievement of gender equality for the Education and Sports Sector.

The Government of Uganda has been implementing the Government White Paper on Education since 1992. The Education and Sports Sector in 2016 embarked on a consultative process to review the Government White Paper on Education as well as the Education Sector Strategic Plan (2007-2015). These are important processes for the Education and Sports Sector and should take into account critical gender and girls' education issues that continue to undermine the performance of the Education and Sports Sector. The Second Gender in Education Policy aims to inform the "Second" Government Paper and the Second Education Sector Strategic Plan.

Achieving gender equality in education and in the Ugandan Society is a human right. In Addition, benefits to achieving gender equality in education, and empowering women through education, have been proven internationally. Economic effects include higher income growth, higher wages and more productive farming. Social benefits include empowerment of women and girls leading to owned and informed decisions, reduced spread of HIV and AIDS, reducing gender-based violence and contributing to smaller, healthier and better educated families. National benefits include economic growth, strengthened democracy and meaningful political participation in line with government national objectives.

1.3. Process and Methodology Adopted during the Review of the Gender in Education Policy

1) Review of policy and legal documents and reports on gender in education in Uganda

The review of Gender in Education Policy (2009) entailed a desk review of various policies, strategies, research reports and programme documents of MoES, UN agencies and various development agencies and NGOs on gender and girls' education in Uganda.

2) Internal consultations with the Members of the Gender in Education Technical Working Group

Four meetings and two workshops were held with members of the Gender in Education Technical Working Group (GETWG) of MoESTS to generate ideas and consensus on the progress made in the implementation of the Gender in Education Policy (2009). This provided an opportunity the Members of the GETWG to reflect on the progress made, identify gaps and discuss the strategic direction on gender equality in education and sports.

3) Regional Consultations

Ten sub-regional consultative meetings were conducted for education professionals, local government officials, school management committee members, civil society organisations and religious institutions implementing programmes on gender equality and girl child education in Uganda. The main objective of the regional consultations was to provide an opportunity for stakeholders at the district and lower local government levels to review their performance in the implementation of the Gender in Education Policy and discuss the strategic direction for the Second Gender in Education Policy.

4) National consultative and validation

A national consultative and validation workshop was organised for the Members of the Gender in Education Technical Working Group (GETWG), Line Ministries, religious leaders and representatives of Civil Society Organizations to provide input into and to validate the Second Gender in Education Policy.

5) Approval of the Gender in Education Policy

The Second Gender in Education Policy was presented to and endorsed by the Monitoring and Evaluation Working Group (M&E WG), the Education Sector Policy Management Committee (ESPM), the Education Sector Consultative Committee (ESCC) and Top Management of the Ministry of Education and Sports for approval.

2. LEGAL AND POLICY FRAMEWORK FOR THE SECOND GENDER IN EDUCATION POLICY (GEP)

2.1. International Commitments on Gender Equality in Education

Uganda is a signatory to a number of international commitments on education. Key among these include the Convention on the Rights of the Child (CRC), the Convention on Elimination of all Forms of Discrimination Against Women (CEDAW), Education For All (EFA) Goals, the Beijing Declaration and Platform for Action (PFA) and the Sustainable Development Goals (SDGs). The CRC in Article 28 places commitment on the State Parties to fulfill the right to education for all children. The CRC also highlights the principle of non-discrimination in Article 2, emphasizing equality and equity between males and females at all levels. The CEDAW, Article 1, prohibits all forms of discrimination against women and girls including the right to education and in Article 2 commits governments to take appropriate action on the advancement of women including advancement through education. Education For All (EFA) Goals particularly goal 5 aims at eliminating gender disparities in primary and secondary education and achieving gender equality in education. The SDGs particularly Goal 4 aims at ensuring inclusive and equitable quality education and promote lifelong learning opportunities while Goal 5 aims at achieving gender equality and empower women and girls. These commitments provide strong grounds for the delivery of gender equality in education and sports.

2.2 National Laws on Gender Equality in Education

The Gender in Education Policy is in line with the Constitution of the Republic of Uganda, Articles 30, 33, 34 and 35 which enshrine the rights of women, children and persons with disabilities; in particular the right to education (Article 20) and Article 32 which spells out the right to Affirmative Action for disadvantaged groups. Article 21 provides for equality and non-discrimination of all persons in all spheres. Further commitment on gender and equity is reflected in the Equal Opportunity Act (2010) and the Public Finance Management Act (PFMA) of 2015. The PFMA requires all Ministries, Agencies and Local Governments to allocate resources for the delivery of gender equality and equity in Uganda.

Education, being a fundamental human right, should be accorded to all persons without any discrimination arising from policies, practices and/or environment. This calls for creation of a healthy, protective and supportive environment for both male and female persons to realize their right to education.

2.3 Policy Framework

In recognition of gender equality in education, the Government of Uganda has formulated and implemented a number of policies, plans and programmes. Key among these are highlighted below:

- i. The Uganda Vision 2040 which commits government to ensure that girls are kept in school and improve completion rates by addressing institutional, gender and cultural barriers to education.
- ii. The Second National Development Plan (NDPII) 2015/16-2019/20 calls upon the education sector to promote equal access to education for all. It also states “there is need to consciously target and benefit both women and men...and to actively engage all sectors and Local Governments in mainstreaming gender into their plans, programmes and policies”.
- iii. The Uganda Gender Policy 2007 (UGP)³ mandates sectors to develop and implement sector specific gender policies with the ultimate goal of promoting gender equality in their respective sectors. The Gender in Education Policy fulfills this mandate and seeks to address the existing gender gaps in the Education Sector.
- iv. The Education Sector Strategic Plan (ESSP) 2007-2015 provides for equitable access to quality education and the development of the Gender in Education Policy to provide strategic direction on the delivery of gender equality as well as the National Strategy for Girls’ Education (NSGE) in order to address barriers that keep girls out of school.
- v. The introduction and implementation of the Universal Primary Education (UPE) policy in 1997 and the Universal Secondary Education (USE) policy in 2007 increased opportunities for disadvantaged children to access and benefit from basic and secondary education.
- vi. The Business, Technical, Vocational Education and Training (BTVET) Strategic Plan (2012/3-2021/2) focuses on increasing equitable access to skills development and addressing barriers that keep girls and women from pursuing training in key service and productivity areas.
- vii. The National Resistance Movement (NRM) Manifesto 2016- 2021 commits to remove barriers to girls’ education and promote equitable and quality education.

³ Under review in 2015.

3. IMPLEMENTATION OF THE GENDER IN EDUCATION POLICY: ACHIEVEMENTS, EXISTING GAPS AND CHALLENGES

This section takes stock of progress made in promoting gender equality and girl child education over the medium term (2009-2015) at the various levels of education in Uganda namely: Pre-Primary and Primary Education, Post Primary Education and Training, Higher/Tertiary Education and among cross-cutting Departments like Physical Education and Sports (PES), HIV/AIDS, Special Needs Education (SNE), Guidance and Counselling (G&C) and Information Communication and Technologies (ICTs).

3.1. Pre-Primary and Primary Education

Pre-Primary Education is mainly provided by the private sector. While gender balance has been achieved with enrollment at 49.5% for boys and 50.5% for girls⁴, gross enrollment rate is only 9.7% (EMIS, 2015). There are wide rural –urban disparities in enrolment and regional imbalances in the distribution of Early Childhood Development (ECD) centres; with 33% of ECD centers are in Buganda, 10% in Toro and only 2% in Karamoja. Majority (86.5%) of Pre-Primary Teachers are females. The sub-sector is also associated with high costs thus disadvantaging children in rural areas and from economically challenged families. Whereas Pre-Primary Education is key in the development of personal values, learners are subjected to stereo-type socialization of boys and girls.

Primary Education

The Primary Education Sub-Sector has registered great improvement in enrollment from 49.9% for girls and 50.1 for boys in 2008 to 50% for both girls and boys in 2015 and completion from 47% for girls and 51% for boys in 2008 to 72% for both girls and boys in 2015 (EMIS, 2015). While gender parity has been achieved on enrolment and completion, there are wide gender gaps on other education outcomes such as retention, literacy and numeracy and performance among others.

There are higher levels of drop out especially for girls from Primary 5 to Primary 7; to an extent that the survival rate to Primary 7 of girls was 32.9% compared to 33.1% for boys in 2015. The numeracy rate at Primary 6 for girls was 37.4% compared to 45.8% for boys in 2015 and the Primary Leaving Examinations (PLE) performance index for girls was 54% compared to 60% for boys in 2014 (EMIS 2015). Learners especially girls also encounter high levels of corporal punishment and sexual violence while at schools⁵ which contribute to school dropout. The average participation in co-curricular activities is low at 6.6% for boys compared to 6.3% for girls (EMIS 2015).

Children with special needs face hurdles as they attempt to benefit from education. There are negative attitudes, inadequate instructional materials, lack of facilities and trained teachers. Beyond the physical facilities, girls with disabilities are also disadvantaged by lack

⁴ The percentages reflect the total population of Uganda by sex.

⁵ MoES (2012), Assessing Child Protection/safety and security issues for children in Ugandan Primary and Secondary Schools.

of information on sexual maturation and being taken advantage of; which aggravates their dropout rates (MoESTS, the Gender in Education Strategic Plan 2015-2020).

Regional disparities, based on cultural norms, cultural beliefs and practices such as female genital mutilation (FGM) and early marriages, location (urban or rural) and level of economic development exist. Although it is a requirement that each sub-county must have at least one well facilitated primary and secondary school, there are still many sub-counties without well facilitated primary and secondary schools. According to the Participatory Gender Audit conducted by the Ministry of Education, Science, Technology and Sports (MoESTS) in 2013, there are also non-tuition costs, inadequate sanitation facilities and infrastructure that continue to keep girls and other marginalized children out of school.

3.2 Post Primary Education and Training

The Post Primary Sub-sector includes Secondary Education, Business, Technical, Vocational Education and Training (BTVET) and Non Formal Education (NFE).

3.2.1 Secondary Education

Whereas there are improvements in enrolment, completion and Uganda Certificate of Education (UCE) pass rate for girls in secondary schools over the last 5 years, there are still wide gender gaps in secondary education. Secondary school enrolment for girls is 46.9% compared to 53.1% for boys, Senior Two (S2) proficiency in biology is 12.2%; girls at 5.9% compared to boys at 18.3%; while Senior Four (S4) completion rate for girls is 34% compared to 45% for boys. Uganda Certificate of Education (UCE) performance index is 42.2%; girls at 39.7% compared to boys at 44.5% (EMIS 2015). Transition rate to Senior Five (S5) is 30%; girls at 25.9% compared to boys at 33.6% while Uganda Advanced Certificate of Education (UACE) performance index is 59%; girls at 62% compared to boys at 59%.

On the other hand, 69% of Ugandan adolescent girls have never attended secondary school; despite the introduction of Universal Secondary Education (USE) in 2007 yet 40% of girls aged 20-24 years were married before the age of 18 years (**AGI 2013**). Children with disability; and specifically girls drop out more than boys the higher the education level. At secondary level, girls are 46% of all children with disability in Ordinary Level of Education and very few at Advanced Level of Education.

Despite the introduction of the science policy in 2004 which was aimed at promoting skills acquisition and aligning the education system with the national developmental goals, there are low numbers of girls studying sciences and low performance compared to boys. There is low percentage of female teachers (23.6%) at the secondary school level; which further disadvantages girls; by creating gaps of role models, counselors and advocates.

3.2.2 Business, Technical, Vocational Education and Training

Although there was increased enrolment of girls from 31% in 2008 to 42% in 2015, the gender gap in enrolment is still wide (EMIS 2015). Total enrollment in Year 3 for boys is

71.4% compared to 28.6% for girls which reflects high drop-out rates among girls in BTVET. Majority of Instructors (73%) are males which disadvantages girls; by creating gaps of role models and counselors and affects employment opportunities. There is therefore need for deliberate interventions to promote equal opportunities for boys and girls to BTVET. It is also important to mainstream gender in the implementation of Skilling Uganda – BTVET Strategic Plan 2012/3-2021/2.

3.3 Higher /Tertiary Education

Although enrollment in tertiary education of females increased from 43% in 2008 to 44.2% in 2015, there is considerable variations among institutions and courses studied. Gender differences in subject-uptake remain strong. While there is almost equal numbers of males and females enrolled in computing, economics, arts, management and the social sciences, there continues to be a strong male bias in agriculture (81%), forestry (72%), science (69%), veterinary medicine (82%) and education (75%). Female Lecturers constituted only 30% of all Lecturers in Public Universities in Uganda (EMIS 2015). Public Institutions of Higher Learning are increasingly exposed to different forms of violence which is a threat to performance and development.

Addressing the existing gender gaps calls for new strategic interventions; programmes and plans as well as setting new performance indicators and targets for the sector that are in tandem with the National Vision 2040, Second National Development Plan, 2015/16-2019/20 which are also consistent with the Sustainable Development Goals especially 4 and 5.

4. POLICY FRAMEWORK, OBJECTIVES AND PRINCIPLES

4.1. Policy Vision

The vision of this policy is an inclusive and equitable quality education and sports and lifelong learning opportunities for all girls and boys, women and men in Uganda.

4.2. Purpose

The main purpose of this policy is to guide effective mainstreaming of gender throughout the Education and Sports Sector.

4.3. Policy Goal

To achieve gender equality in education and sports learning outcomes.

4.4. Specific Policy Objectives

The specific objectives of the Gender in Education Policy are to:

4.1.1 Enhance equal access and participation for girls and women, boys and men in the education and sports sector.

Targets:

- *Achieve gender parity in access to and participation in education across all sub-sectors by 2030.*
- *Achieve 20% increase for women in employment at all levels of the education sector by 2030.*

4.1.2. Promote the provision of relevant knowledge and skills equally to males and females;
Target: *Achieve gender parity pass rate by 2030.*

4.1.3. Improve the amount of resources allocated for the delivery of gender equality and girls' participation in education, science, technology and sports.
Target: Increase funding for mainstreaming gender into the sector plans and programmes by 50% by 2030.

1.1.4. Promote an enabling, protective and gender responsive learning environment for all persons.

Targets:

- *A learning environment that is gender responsive by 2030.*
- *Learning environment that is positive and supportive (safe and secure); reduced levels of violence against children in schools by 50% by 2030.*

4.5 Guiding Principles for the Implementation of the GEPII

The implementation of the Second Gender in Education Policy is guided by the following principles:

Gender equality and non-discrimination: Education is a human right and all individuals; male and female have equal right to education resources and opportunities is important.

Gender mainstreaming: Taking into account gender concerns systematically from planning through implementation strategies and programmes to outcomes.

Inclusiveness: This policy stresses paying specific attention to special needs and the disadvantaged groups including orphans, learners from poor families, single headed households, learners from hard to reach areas, learners leaving with HIV/AIDS, child mothers and learners that practice negative cultural practices and adopting affirmative action in favor of women and girls to address the existing imbalances.

Partnership and collaboration of all stakeholders at all levels: The policy recognizes that the delivery of the right to education requires a multi-sectoral approach; creating strong partnerships across sectors and collaborating with different stakeholders at all levels is critical.

Utilizing a **gender analytical framework** in order to promote an understanding of the culturally determined gender elements relevant to the delivery of education and sports service.

Positive and supportive learning

5. IMPLEMENTATION STRATEGIES OF THE SECOND GENDER IN EDUCATION POLICY

5.1. Introduction

Priority strategies to achieve the objectives of the GEPII have been prioritized according to the available evidence of their effectiveness, sustainability, feasibility and cost-effectiveness. Most of the strategies identified here in the GEPII are already operational within ESSP while a number of strategies have been further developed and strengthened.

5.2. Policy Strategies

At national level, the education sector will prioritize the interventions below in the implementation of the Second Gender in Education Policy.

- i. Responsibility to ensure that the GEPII is disseminated, to and by all stakeholders so that its used to inform decision-making, planning and implementation of sector plans and programmes.
- ii. Stakeholders' sensitization on critical gender issues in the sector and promoting community dialogue at all levels.
- iii. Collaboration with other sectors, line ministries and departments to lobby them to take actions that eliminate/mitigate vulnerabilities that cause gender imbalances in education including adopting affirmative action.
- iv. Gender responsive planning, implementation, budgeting and reporting at all levels.
- v. Capacity building in gender mainstreaming in the Education and Sports sector.
- vi. Gender responsive monitoring and evaluation at all levels.
- vii. Carry out research on gender and education in order to identify inequalities and disparities in the sector. Analyze and disseminate gender disaggregated data in education.
- viii. Build positive and supportive learning environment at all levels of education.
- ix. Advocacy and Policy guidance for gender equality at all levels.

5.3. Sub-Sector Policy Objectives, Targets and Strategies

5.3.1 Pre-Primary Education

Policy Objective

The policy objective at Pre-Primary is to provide universal early childhood care, education and development and gender balance among the care-givers.

Sub-sector Policy Targets

- a) Monitored public–private partnership in the provision of gender responsive universal early childhood care, education and development.
- b) Equitable access to quality ECD; gender equality in the provision of ECD.
- c) Care givers sensitized and trained on the delivery of gender responsive early childhood care, education and development.
- d) Availability of sex and gender disaggregated data for the sub-sector.

Sub-sector Policy Strategies

- a) Implement universal early childhood, care, education and development;
- b) Work with partners to ensure gender responsive early childhood care, education and development.
- c) Training institutions to motivate men to enroll in ECD Care givers training institutions in order to qualify as ECD Care givers.
- d) Review the learning framework to make it gender responsive; mainstream gender in the ECD learning framework and monitor its implementation.
- e) Design programmes for community mobilization and sensitization on the importance of ECD for all children especially for children with special needs.
- f) Review and ensure that the guidelines for the delivery of ECD are gender responsive.
- g) Mount in-service training for caregivers on gender responsive, positive and supportive learning methodologies; and
- h) Promote research, linkages and collaboration in support of ECD.

5.3.2 Primary Education

Sub-sector Policy Objective

Universal and equitable quality primary education for all children of age 6-12 years in Uganda.

Sub-sector Policy Targets

- a. Universal and equitable access to quality primary education.
- b. Gender responsive primary education curriculum, materials, approaches and delivery.
- c. Gender equality at all levels of the subsector including in survival, completion and performance.
- d. Strengthened governance and management structures in schools and modalities put in place to promote gender equality in governance and management of schools.

Sub-sector Policy Strategies

- a. Implement universal and compulsory education as stipulated in the UPE policy.
- b. Review and mainstream gender in the primary school curriculum including emphasizing life skills in all programs.
- c. Implement the National Strategy for Girls' Education (2013-2019).
- d. Implement the Gender in Education Strategic Plan (2015-2020).
- e. Promote gender equality in teacher recruitment, deployment, career development and promotion.
- f. Motivate teachers especially female, to teach in hard to reach areas in selected districts.
- g. Carry out advocacy and social campaigns aimed at promoting girl child education such as *"the go back to school and stay in school campaign"*
- h. Promote sexuality education programs aimed at preparing learners for puberty including menstruation and sexual maturation.
- i. Provide opportunities for re-entry into formal or enrolment to vocational institutions for school dropouts and young mothers.
- j. Ensure fair distribution of grant aided community primary schools for universal access.
- k. Budget resources to provide gender and disability responsive infrastructure and facilities under the school facilities grant (SFG).
- l. Provide quality education to children in conflict areas and emergency situations.
- m. Provide non- formal education for children unable to attend formal education and lifelong learning.
- n. Carry out lobbying and sensitization of parents and communities to support girls' education.
- o. Support in-service and pre-service training for teachers in gender responsive methodologies
- p. Engender the School Management Committees (SMSs), Parents Teachers Associations (PTA).
- q. Ensure the learning environment is gender and disability responsive and promote safety and security at school.
- r. Advocate for positive change in social cultural values including elimination of negative social norms and practices such as early marriages, female genital mutilation, and child labour among others.
- s. Advocate for compulsory co-curriculum activities in schools and support the equipment of schools with minimum co-curricular requirements.

5.3.3 Secondary Education

Sub-sector Policy Objectives

- a. Universal and equitable quality secondary education for all learners.
- b. Promote gender equality in access, participation and achievement of learners, in the delivery and management of secondary education.

Sub-sector Policy Targets

- a. Universal and equitable access to quality secondary education especially among the educationally disadvantaged children
- b. Engendered secondary education curriculum, materials, approaches and delivery; life skills integrated therein.
- c. Gender parity at Ordinary and Advanced Levels of Education and in transition, completion and performance.
- d. Gender parity in achievement at Ordinary and Advanced Levels of Education.
- e. Strengthened governance and management structures in schools and improved modalities for stakeholder participation with regard to gender equality.

Sub-sector Policy Strategies

- a. Implement Universal Secondary Education (USE) program;
- b. Review and mainstream gender in secondary school curriculum and including emphasizing the acquisition of appropriate life skills in all programs.
- c. Promote science education and the use of ICTs in education for all learners including providing school infrastructure and facilities especially science laboratories and equipment, computer laboratories.
- d. Develop and implement policies that support building a positive and supportive learning environment to enhance girls' enrolment, transition, retention, completion and performance.
- e. Coordinate stakeholder participation in the provision and promotion of girls' education.
- f. Increase the share of female teachers during training and recruitment; reserve quotas, provide study loans and support continuous professional development.
- g. Motivate teachers especially female, to teach in hard to reach areas in selected districts.
- h. Promote guidance and counselling to all learners especially females on proper sexual maturation management, career guidance and personal development.
- i. Provide opportunities for re-entry into formal or enrolment to vocational institutions for school drop-outs including young mothers.
- j. Promote grant aided community secondary schools in disadvantaged districts for equitable access to secondary education.

- k. Provide quality education to learners in conflict areas and emergency situations.
- l. Support in-service and pre-service training for teachers in gender responsive teaching and learning methodologies.
- m. Ensure the learning environment is gender and disability responsive and promote safety and security at school including allocating resources for the implementation of the National Strategic Plan on the Elimination of Violence Against Children in Schools (2015-2020), and the National Strategy on Ending Child Marriage and Teenage Pregnancy and support reproductive health information and education.
- n. Advocate for girls' education among communities, sensitize them against negative cultural norms and practices and facilitate re-entry of girls who drop out due to teenage pregnancy and early marriage including development and operationalization of policy guidelines on re-entry of young mothers into school.
- o. Promote in-service training of teachers of Science and Mathematics to encourage participation and performance of girls in these subjects.
- p. Engender Board of Governors, Parent Teacher Associations (PTAs) formation and practice as well as headships of secondary schools.
- q. Budget resources to provide gender and disability responsive infrastructure and facilities under the school facilities grant including provision of water and sanitation facilities.
- r. Equip schools with basic sports facilities and engender the training of physical education and sports (PES) teachers.

5.3.4 Business, Technical, Vocational Education and Training

Sub-sector Policy Objective

- a. Promote gender equality in enrolment, retention and achievement in BTJET; increased opportunities especially for girls and women.
- b. Produce empowered BTJET graduates especially females that are effective in their fields of work and can contribute to national development.

Sub-sector Policy Targets

- a) Achieve gender parity at enrolment and completion by 2030.
- b) Involved stakeholders in the development of skills training and meaningful linkages with employers and community needs.
- c) Instituted national qualifications' framework to provide alternative paths for BTJET graduates, especially girls and women, to be able to progress within the education system.
- d) Increased female participation in BTJET; especially in science based and technical skills areas.
- e) Gender responsive BTJET curriculum development and implementation.

Sub-sector Policy Strategies

- a. Implement promotional activities to popularize BTVET among secondary schools to motivate learners especially females to enroll into BTVET institutions.
- b. Implement affirmative action and infrastructure development for improved women's and girls' participation, retention and achievement in BTVET; including supporting BTVET institutions to design and implement a bridge programme to increase enrolment to science and technical courses especially for female students.
- c. Build capacity of trainers and managers of BTVET institutions on the delivery of gender responsive BTVET programmes.
- d. Institute programmes that develop women role models in Science and Technology Education (STE) in order to promote positive attitudes especially among girls and women;
- e. Collaborate with key stakeholders to create linkages that will promote gender responsive BTVET.
- f. Ensure the learning environment is gender and disability responsive and promote safety and security in BTVET institutions including supporting the implementation of the National Strategic Plan on the Elimination of Violence Against Children in Schools (2015-2020) and the National Strategy on Ending Child Marriage and Teenage Pregnancy and support reproductive health information and education.
- g. Budget resources to provide gender and disability responsive infrastructure and facilities including provision of water and sanitation facilities.
- h. Establish more technical and vocational institutes taking into account regional balance.
- i. Motivate female tutors to join BTVET institutions and take up leadership positions.

5.3.5 Higher/Tertiary Education

Sub-sector Policy Objectives

- a. Achieve gender equitable and quality higher education in Uganda.
- b. Prioritize gender responsive teaching and learning of science-based disciplines and subjects which are critical for national development; especially for girls and women.

Sub-sector Policy Targets

- a) Gender parity at enrolment, participation, completion and achievement by 2030.
- b) Affirmative action, more opportunities and infrastructure development for improved women and girls' participation, retention and achievement.
- c) Gender responsive governance and management of institutions of higher education.

- d) Equitable access to and completion among women and men of science and technology related professions in institutions of higher education.
- e) Gender responsive learning and teaching environment including the elimination of gender based and sexual violence in institutions of higher learning

Sub-sector Policy Strategies

- a) Encourage gender responsive teaching and learning environment in higher institutions of learning in order to promote effective participation of girls and women, and other vulnerable/disadvantaged groups;
- b) Support Institutions of Higher Learning to design and implement a bridge programme to increase enrolment to science and technical courses especially for female students.
- c) Encourage, promote, and disseminate gender responsive research;
- d) Review and mainstream gender in all Universities and other institutions of higher education policies and programmes;
- e) Implement women empowerment programmes;
- f) Conduct gender sensitization among the Governing Bodies, Management and Students.
- g) Implement affirmative action initiatives in support of female representation and participation in policy and decision-making in the institutions of higher education.
- h) Promote bursaries and scholarships for the disadvantaged students especially females and persons with disabilities.
- i) Ensure the learning environment is gender and disability responsive and promote safety and security at institutions of higher learning including the elimination of gender and sexual based violence and other emerging forms of violence.
- j) Recruit more female lecturers especially in science and technical fields of study.
- k) Budget resources to provide gender and disability responsive infrastructure and facilities including provision of water and sanitation facilities, recreational facilities and spaces.

5.3.6 Teacher Instructor Education and Training

Policy Objective

- a. Promote gender equality in enrolment, retention and achievement in Teacher Instructor Education and Training; increased opportunities especially for women.
- b. Produce empowered and gender sensitive teachers and instructors especially females that contribute to national development.

Policy Targets

- a. Achieve gender parity at enrolment and completion in Teacher Instructor Education and Training by 2030.
- b. Increased female teachers and instructors in science based subjects and technical skills areas.
- c. Gender responsive Teacher Instructor Education and Training curriculum development and implementation.

Policy Strategies

- a. Implement promotional activities to popularize Teacher Instructor Education and Training (TIET) among secondary schools to motivate learners especially females to enroll into Teacher and Instructor Education and Training institutions.
- b. Build capacity of Tutors, Instructors and managers of Teachers and Instructors' Training institutions on the delivery of gender responsive programmes.
- c. Institute programmes that develop women role models in Science and Technology Education (STE) in order to promote positive attitudes especially among girls and women;
- d. Ensure the learning environment is gender and disability responsive and promote safety and security in Teachers (Primary Teachers Colleges and National Teachers' Colleges) and Instructors institutions.
- e. Promote gender equality in Teachers and Instructors continuous professional development (CPD).
- f. Review the Teachers and Instructors Education and Training curriculum and incorporate gender in its delivery.
- g. Budget resources to provide gender and disability responsive infrastructure and facilities including provision of water and sanitation facilities, recreational facilities and spaces.

5.3.7 Teaching and Learning Instructional Materials

Policy Objective

- a. Promote gender responsive teaching and learning instructional materials for schools and colleges.

Policy Target

- a. Achieve gender responsive teaching and learning instructional materials for primary and secondary schools by 2030.
- b. Increased female participation in the review and development of gender responsive teaching and learning instructional materials.

Policy Strategies

- a) Review the Teacher's guides and Learner's textbooks for Primary Schools and textbooks for Secondary Schools Learners and incorporate gender.
- b) Conduct gender sensitization and training for Writers, Evaluators and Moderators of Instructional Materials for Primary and Secondary Schools.

5.4 Cross Cutting Issues

5.4.1 Special Needs Education

Policy Objectives

- a. To provide gender responsive services for Special Needs Education.
- b. To directly provide support supervision for energizing and institutionalizing gender sensitive services Special Needs Education in districts and schools.
- c. To provide guidance on gender sensitive policy formulation and implementation as regards Special Needs Education.

Policy Targets

- a. Learners with special needs accessing and benefitting from education at all levels
- b. Gender parity at enrolment and completion of learners with Special Needs

Policy Strategies

- a. Engender the special needs education (SNE) Policy.
- b. Sensitize parents and communities on the importance of education for children with SNE.
- c. Provide facilities for SNE with a gender focus.
- d. Train teachers on special needs education with a gender focus.
- e. Support the recruitment and retention of SNE teachers
- f. Monitor and offer gender sensitive support supervision to all districts and schools.
- g. Initiate gender sensitive programmes regarding Learners with Special Needs.

5.4.2 Guidance and Counselling

Policy Objectives

- a. To provide gender and disability responsive services guidance and counseling at all levels of the Education Sector.
- b. To directly provide support supervision for energizing and institutionalizing gender

sensitive guidance and counselling in districts and schools.

- c. To provide guidance on gender sensitive policy formulation and implementation as regards guidance and counseling.

Policy Targets

- a. Learners and Teachers going through challenges in life accessing guidance and counselling services at all levels by 2030.
- b. Gender balance in the recruitment of School and College Counsellors.

Policy Strategies

- a. Train teachers on guidance and counselling with a gender focus.
- b. Undertake life and family education among schools including sexual maturation and reproductive health education in schools.
- c. Support the recruitment of school and college counsellors especially females
- d. Produce and disseminate gender sensitive information guide sheets on choice making;
- e. Monitor and offer gender sensitive support supervision to all districts and schools.

5.4.3 Physical Education and Sports (PES)

Policy Objective

The policy objective is to provide institutional development that supports gender equality in the delivery of PES.

Policy Target

Gender responsive institutional capacities at national, district and school levels to enhance PES for all children; boys and girls in the Education and Sports Sector.

Policy Strategies

- a. Review of the National PES policy to adopt sports for development and take into account girls and women specific needs and interests in sports including employment, health and physical welfare, behavioral change, leisure, personal identity and achievement.
- b. Provide guidelines on gender and disability sensitive teaching and conduct of Physical Education and Sports competitions in Educational Institutions.
- c. Advocate for compulsory physical education and sports in Primary and Secondary education.
- d. Allocate resources for improving the infrastructure, facilities and skills for girls in sports including building capacity of coaches, teachers and trainers
- e. Take deliberate efforts to increase the participation and representation of women and girls in sport related councils /boards/committees/agencies.

- f. Invest in creating safer spaces for girls' participation in sport including enforcing anti-sexual harassment laws and policies.
- g. Institute early talent identification and support talent development among talented learners especially among girls and women.
- h. Conduct gender and disability sensitive training clinics for learners and trainers/instructors.
- i. Support the Education and Sports Sector to develop gender sensitive indicators and incorporate them into EMIS in order to generate data on the performance of girls and women on physical education and sports in order to inform decision-making.

5.4.4 Gender in Education and HIV/AIDS

Policy Objectives

- a. To increase the number of children delaying engagement in sexual relationships and keeping them safe from HIV infection;
- b. To reduce the spread and mitigate the impact of HIV and AIDS among Ugandan teachers, learners, and MoES employees;
- c. To increase positive behavior, safety, and security, among children in education institutions especially girl children.
- d. Zero tolerance to stigma and discrimination of Persons Living with HIV and AIDS.

Policy Target

Significantly reduce the incidence of HIV and AIDS as well as mitigate its negative impact on the Education Sector.

Policy Strategies

- a. Continued mainstreaming of HIV and AIDS concerns; with a gender focus, in all the educational policies and programmes, including those at workplaces;
- b. Carry out gender sensitive capacity building, planning and budgeting especially on programmes related to HIV and AIDS;
- c. Conduct advocacy and education prevention; and
- d. Encourage treatment and care for the sick and orphaned.

5.4.5 Gender in Education and Information Communication Technologies (ICTs)

Policy Objective

Expand equitable access to quality and enhanced efficiency in the delivery of education at all levels through Information Communication Technologies.

Policy Targets

- a. All learners, girls and boys acquire ICT knowledge and skills to enhance their production and productivity.
- b. Schools and Education Institutions with necessary ICT equipment and facilities.
- c. Trained and skilled teachers and trainers in ICTs; and
- d. Gender equality in access to and use of ICTs in training and learning.

Policy Strategies

- a. Mainstream ICTs in the delivery of Education and Sports at all levels.
- b. Make ICT basic infrastructure and facilities a minimum requirement for all schools and education institutions
- c. Include an ICT component in all new education development programmes and plans including donor project support.
- d. Train teachers and instructors in the use of ICTs in learning and teaching.

5.4.6 Gender in Human Resources Management (HRM)

Policy Objective

Promote career and professional development within the Education and Sports Sector especially among women.

Policy Targets

Achieve 20% increase for women in employment at all levels of the education sector by 2030.

Policy Targets

- a. Strengthen the Gender Unit and the Gender in Education Technical Working Group to support girls' education and gender equality.
- b. Review the Ministry of Education and Sports structures, technical working groups/ committees, job descriptions and performance guidelines to integrate gender.
- c. Promote affirmative action in favour of women and girls in order to reduce existing gender gaps in participation and representation including continuous professional development, implementation of codes of conduct to address gender based violence.

5.4.7 Gender in Construction and Infrastructure development

Policy Objective

Promote school and or education institutions facilities and infrastructure that are responsive to women and girls' special needs and interests.

Policy Strategies

- a. Conduct gender and social impact assessments on infrastructure development projects in order to identify related gender and social risks and impacts.
- b. Design and implement gender and social safeguards during construction and infrastructure development.
- c. Mainstream women and girls' special needs and interests into facilities and infrastructure development.
- d. Mobilise contractors on gender responsive construction and infrastructure development.
- e. Promote codes of conduct on protection of women and children's rights contractors including development of policy guidelines on Grievance Redress Mechanisms (GRMs).

5.4.8 Gender in Policy Planning and Management

Policy Objective

Gender considerations integrated into education policies and programmes.

Policy Strategies

- a. Conduct gender analysis of education policies and ensure appropriate actions are taken to address the gaps.
- b. Promote representation and participation of women and other special groups in policy processes.
- c. Strengthen the capacity of policy makers on gender and policy analysis.
- d. Generate and utilize sex and gender disaggregated data to inform policy and programme processes.

5.4.9 Monitoring and Evaluation of Gender in Education

Policy Objective

Integrate gender into monitoring and evaluation mechanisms to inform policy and programmes.

Policy Strategies

- a. Generate sex and gender disaggregated data to inform policy and programme design, implementation and evaluation and support stakeholders to appreciate the existing gender gaps.
- b. Interpret, package and disseminate data and information to different stakeholders.
- c. Define and integrate new indicators on gender equality into the Education Management Information System (EMIS).

- d. Conduct periodic data collection efforts to Group data data on specific gender indicators.
- e. Conduct comparative analysis of data on gender and education to indicate Uganda's performance in comparison to other countries.
- f. Conduct research on the drivers of gender gaps and barriers to girls' education to inform policy and programme interventions.

5.4.10 Financing Gender Equality in Education

Policy Objective

Mobilise financial resources for the implementation of the Gender in Education Policy.

Policy Targets

Increase funding for mainstreaming gender into the education sector plans and programmes by 50% by 2030.

Policy Strategies

- a. Build the capacity of Education Sector stakeholders on gender and equity responsive budgeting.
- b. Work with Departments/Units or agencies within the Education Sector on the implementation of the Public Finance Management Act (2015) requirement on gender and equity budgeting.
- c. Conduct studies on barriers to women and girls' education and design policy and programme interventions (with financial resources allocated) to address them.
- d. Build and strengthen partnerships with Education Development Partners on critical issues that impact girls' education.
- e. Advocate for allocation of increased financial resources by Government for the delivery of gender equality and girls' education.

6. IMPLEMENTATION FRAMEWORK OF THE GENDER IN EDUCATION POLICY

Gender Mainstreaming is a key concept for implementing the GEP. This implies that gender as a “cross-cutting” concern will clearly be integrated into the overall Education and Sports Policy Framework including the Government White Paper on Education, the ESSP and MTEF; taking into account the requirements of the Public Finance Management Act (2015); and considered in all policy-making processes, implementation plans and programmes, monitoring exercises of the MoES, Districts, Schools and all Educational Institutions.

As part of the implementation process of the GEP, the following interventions are commended;

Disseminate the policy to all stakeholders: The Policy document must be disseminated to all stakeholders at all levels.

Build capacity of the stakeholders to implement the policy: A Training Manual and structured sessions must be developed to support the implementation of GEP. A cadre of National Trainers must be put in place to build capacity at sub-sector, district, institutional and grassroots levels. The Ministry of Education and Sports must therefore ensure that all the policy makers and implementers are able to mainstream gender in their areas of mandate.

The MoES should build the capacity of the Gender Unit to spearhead the implementation of this policy including strengthening the Gender in Education Technical Working Group (GETWG) to provide policy and technical support and guidance in the implementation of the Policy. District Gender Coordinating Committees⁶ must be formed and facilitated to spearhead gender mainstreaming at district and local levels and ease coordination and networking.

Support the implementation of the GEP with structures, guidelines and budgets: The Education Sector must engage all its sub-sectors and institutions on the implementation of GEP. MoES should develop implementation guidelines and provide resources for the dissemination, implementation, monitoring, reporting and evaluation of the policy.

Gender and equity budgeting: All budgets must conform to the gender and equity budgeting clause in the Public Finance Management Act (2015). This should be a requirement for any budget to be approved.

Adopt a multi-sectoral approach in implementation of GEPII: The success of the GEPII is dependent upon strong partnerships and collaboration of the Ministry of Education and Sports with Line Ministries, Private Education Providers, Civil Society Organizations, Education Development Partners, Faith Based Institutions and parents. Ministry of Education and Sports needs to collaborate with the Ministry of Gender, Labour and Social Development in promoting the delivery of gender equality at all levels.

⁶ One of the requirement of the Gender in Education Policy, 2009 but was not implemented.

6.1. ROLES AND RESPONSIBILITIES OF THE VARIOUS STAKEHOLDERS

The partnership and collaboration of all stakeholders will be strengthened in order to make gender mainstreaming sustainable as indicated below:-

Ministry of Education and Sports shall:-

- a) Disseminate and distribute the Gender in Education Policy.
- b) Capacity building for gender mainstreaming.
- c) Align the GEP to the ESSP, NDP II, Vision 2040, SDGs and other relevant instruments
- d) Network with all stakeholders through the Gender and Education Technical Working Group.
- e) Budget for and solicit funding for gender mainstreaming in the sector and implementation of girl child education plans and programmes.
- f) Develop and maintain a gender responsive information and management system including development of targets and indicators, generating and use of sex and gender disaggregated data to inform decision-making.
- g) Supervise, monitor, and evaluate the policy implementation process including development of specific programmes to address the existing gender gaps.
- i) Actively participate in the National Gender Mainstreaming processes and programmes.

Gender Unit

The Gender Unit will perform the following functions:

- a. Support MoES in fulfilling roles and responsibilities for the achievement of gender equality and equity. Supports in the development and implementation of relevant policies and programmes.
- b. Inform and support Senior Management in monitoring and evaluation efforts to achieve gender equality, keeping abreast of opportunities to improve the status of women, men, girls and boys in the various education institutions.
- c. Engage with all sub sectors/local governments, schools and educational institutions to support staff to apply gender specific mechanisms for gender mainstreaming, such as gender assessments, gender audits, and gender specific indicators and gender budgeting.
- d. Develop and maintain knowledge management systems on gender aspects related to the work of MoES.
- e. Provide quality assurance for all processes and programmes, supporting and approving Terms of Reference, study tools, review and monitoring processes at the education institutional level.

- f. Network with external and internal centers of expertise on Gender and Education (including international agencies, national institutes, academia and NGOs), relevant for the Ministry mandate.
- g. Develop and implement programmes aimed at the elimination of Violence Against Children in Schools.

District Gender Coordination Committees

The District Gender Coordination Committees (DCC) will take on the Gender Unit roles at district level as well as building capacity for mainstreaming gender at the grassroots level.

Local Governments/District Coordination Committees shall:-

- a) Provide leadership in the implementation of Gender and Education Policy at district level implement and monitor the gender and education.
- b) To participate in sector working groups and local government planning and budgeting process to advance gender equality in education.
- c) Monitor the implementation of international instruments that promote gender equality in education including the CRC, CEDAW, SDGs among others according to the guidelines (action plans) at the local level.
- d) Develop and implement programmes that address the key GEPII priority areas.
- e) Engender all monitoring tools and data reporting formats and provide gender responsive reports and data.

Education Development Partners (EDPs) shall:-

- a. Assist in the mobilization of financial, human and material resources for the implementation of the policy.
- b. Provide technical support throughout the implementation process of the Policy.
- c. Ensure that gender is mainstreamed in all policy, programmes, projects and activities of the Education Sector.

Universities and Other Tertiary Institutions shall:-

- a) Adapt gender policies at institutional level.
- b) Undertake in depth analysis to identify specific areas of focus and the types of interventions required to address the identified gender gaps
- c) Develop and implement gender mainstreaming programmes.
- e. Design gender course units for all departments to mainstream gender in the curriculum.

National Curriculum Development Centre shall:-

- a) Mainstream gender into all levels of education curricula.
- b) Engender all learning materials and approaches.
- c) Design education programme on gender and girl child empowerment in schools.

Directorate of Education Standards shall:-

- a) Set standards that are gender responsive.
- b) Identify unique needs for boys, girls, women and men with special needs for incorporation into sector monitoring programmes.
- c) Incorporate gender responsive indicators in all monitoring tools and reporting mechanisms.
- d. Provide support supervision, monitoring and evaluation of the implementation programme.

Ministry of Gender, Labour and Social Development shall:-

- a) Set up a National coordination committee of line Ministries, Education Development Partners, NGOs and CBOs.
- b) Provide technical support to the Education and Sports sector in gender mainstreaming.
- c) Provide guidelines (action plans) to implement and monitor the progress made in the implementation of international commitments on gender equality in education including the CRC, CEDAW, Beijing Declaration, Sustainable Development Goals, Education For All, the Maputo Protocol and the African Union Agenda 2063: The Africa We Want according to the guidelines (action plans) provided by line ministries.
- d) Support the Education Sector to generate periodic reports on the implementation of international, regional and national commitments on gender equality and women/ girls empowerment.

Ministry of Finance Planning and Economic Development shall:-

- a) Articulate the need for increased resources to create a protective environment in the family, school and community.
- b) Supervise and enforce the implementation of the Public Finance Management Act (2015).

Ministry of Justice and Parliament shall:-

- a) Pass enabling laws on gender equality in education and sports.
- b) Support the Education Sector to interpret and implement/comply with the Education Sector specific laws and policies.

Ministry of Local Governments

- a) Mobilize and sensitize the community on government laws, policies and programmes related to children's rights especially the right to education,
- b) Enacting bye-laws related to children's welfare including bye-laws on promoting education and safe learning environment,
- c) Ensure that resources are allocated to facilitate the delivery of the right to education especially for girls/women and children with disability,
- d) Supervise and monitor the implementation of government programmes on education including girls' education,
- e) Undertake periodic school inspection on the Basic Requirements and Minimum Standards (BRMS) including safety and security measures taken by schools on violence against children,
- f) Advocate for the welfare principles for the best interest of a child.

Ministry of Health

- a) Allocate resources and ensure delivery of quality/professional medical services to schools and institutions of learning.
- b) Promote health education in schools and education institutions.

Ministry of Internal Affairs

- a) Keep law and order in schools and education institutions including providing adequate protection and prevention of all forms of violence.

Other Line Ministries shall:

- a) Undertake in depth analysis to identify specific areas of focus and the types of interventions required to address the identified gender gaps in their Ministries.
- b) Participate in the national Coordinating Committee for gender mainstreaming.
- c) Collaborate with MoES in the delivery of gender equality in education and sports.

Schools and Institutions shall:-

- a) Ensure gender equality in enrollment and participation.
- b) Mainstream gender in the delivery of the Curricula.
- c) Collect sex and gender disaggregated data and report on identified indicators.
- d) Apply gender responsive methodologies in teaching and assessment of learners.
- e) Ensure that the school environment is gender responsive and conducive for learning for all learners; female and male.
- f) Be accountable for implementation of the GEP at school level.

Community Service Organisations shall:-

- a) Collaboration with MoES on matters of gender and education.
- b) Participate in sector working groups and local government planning and budgeting processes to advance gender equality in education.
- c) Monitor the implementation of international instruments that promote gender equality in education and sports.
- d) Develop and implement programmes that address the key GEP priority areas.
- e) Translate the GEP into the CSO plans and activities.

Communities and Parents/Guardians shall:

- a) Address stereo-types arising from traditional gender specific roles that perpetuate gender imbalance and discriminative practices against girls, children with disability.
- b) Mobilize local resources and monitoring and evaluation of the implementation of the Gender in Education Policy.
- e) Support the implementation of laws that promote gender responsiveness.
- f) Support girls and women's education in Uganda.

7. MONITORING AND EVALUATION FRAMEWORK

Gender issues cut across the delivery of Education and Sports services in the Country at all levels. Thus assessment of any progress towards gender equality is a shared responsibility for all stakeholders and actors in the Education and Sports Sector. At the centre, MoES shall be responsible for monitoring progress through the existing M & E Framework and the SWAP processes and structures.

GEP must be evaluated against the objectives. The Reporting and Feedback guidelines include:

- Institute a reporting mechanism
- Integrate it into the current reporting formats.
- Emphasize the reporting channels and frequency
- Provide feedback to stakeholders on progress

Through the EMIS, the Sector will ensure collection, analysis and dissemination of data on gender in education and sports based on standard outcomes in the Sector to determine progress on implementation. Data collection and management will be through already established periodic surveys and the annual school census and departmental monitoring and evaluation processes. The EMIS shall be a critical entry point for monitoring and evaluation of this policy. The Gender Unit will ensure the integration of specific gender indicators into the existing data collections processes, instruments and tools.

The Gender Unit will propel gender mainstreaming in the Sector and ensure gender issues are of paramount importance throughout the Sector.

MoES shall expand existing indicators to cater for gender equality and equity and periodically review them for the implementation of this policy. Consequently, gender responsive monitoring and evaluation mechanisms will be instituted.

The time frame for the GEP shall be 15 years (2016-2030). An evaluation of the policy will be carried out in 2025. A final evaluation will be carried out in 2030 in preparation for its review.

GEP RESULTS FRAMEWORK

Sub-Sector	Objective	Indicator		Baseline		NDP II Target		Targets	
				2015	2020	2020	2025	2025	2030
ECD	Pre-Primary is to promote universal early child care, education and development and gender balance among the care-givers	Gross enrolment rate (%)	Total	9.7	-	-	20	40	40
			Girls	9.6	-	-	20	40	40
			Boys	9.8	-	-	20	40	40
		ECD Teachers/care givers by sex (%)	Female	86.5	-	-	80	65	65
			Male	13.5	-	-	20	35	35
Primary Education	Universal and equitable quality primary education for all children of age 6-12 years in Uganda. Increase enrolment, retention & completion of the primary schooling cycle especially girls	Net Primary school enrolment rate (%)	Total	91	100	100	100	100	100
			Female	93	100	100	100	100	100
			Male	89	100	100	100	100	100
		P7 completion rate (%)	Total	72	85	85	90	95	95
			Female	72	85	85	90	95	95
			Male	72	85	85	90	95	95
	Survival rates to P7 (%)	Total	33.1	-	-	35	40	40	
		Female	32.9	-	-	34	38	38	
		Male	33.1	-	-	36	42	42	
	Numeracy rate at P6 (%)	Total	Total	41.4	50	50	52	56	
			Female	37.4	50	50	52	56	
			Male	45.8	50	50	52	56	
PLE performance index (%)		Total	57	-	-	60	65		
		Female	54	-	-	60	65		
		Male	60	-	-	60	65		
Teachers in Primary Schools sex (%)	Total	Female	42	-	-	45	50		
		Male	58	-	-	55	50		
	Average participation in co-curricular activities (%)	Female	6.3	-	-	10	15		
		Male	6.6	-	-	10	15		

Secondary Education	Universal and equitable quality secondary education for all learners. Promote gender equality in access, participation and achievement of learners, in the delivery and management of secondary education	Transition rate to S1 (%)	70.5	83	85	90
		Total				
		Female	70.5	83	85	90
		Male	70.5	83	85	90
		Net Enrollment rate (%)	26	40	40	42
		Female	25	38	39	42
		Male	27	42	41	42
		S4 completion rate (%)	40	50	50	52
		Female	34	48	49	52
		Male	45	52	51	52
		Transition rate from S4 to S5 (%)	30	50	51	52
		Female	25.9	48	50	52
		Male	33.6	52	52	52
		S2 proficiency in Biology (%)	12.2	-	15	20
		Female	5.9	-	10	20
		Male	18.3	-	20	20
		UCE Performance index (%)	42.2	-	45	47
		Female	39.7	-	43	46
		Male	44.5	-	47	48
		UACE Performance Index (%)	59	-	60	65
		Female	62	-	60	65
		Male	59	-	60	65
		Tertiary eligible (%)	82	-	85	87
Female	85	-	85	87		
Male	80	-	85	87		
Secondary school Teachers by sex (%)	23.6	-	35	40		
Female						
Male	76.4	-	65	60		

		Participation in sports	Female	-	-	50	50
		Science to arts ratio	Male	-	-	50	50
		Access to ICTs (%)	-	-	-	1:4	1:3
		Total enrolment	-	-	-	20	40
			Total	36,927	64,011	-	-
			Female (%)	42	-	45	50
			Male (%)	58	-	55	50
		Total enrolment in Year 3 (%)	Female	28.6	-	30	40
			Male	71.4	-	70	60
		BTVET Instructors by sex (%)	Female	27	-	30	35
			Male	73	-	70	65
		Total enrolment in Tertiary Education	Total	249,049	-	-	-
			Female (%)	44.2	-	46	50
			Male (%)	55.8	-	54	50
		Lecturers by sex (%)	Female	30	-	35	40
			Male	70	-	65	60
		Ratio of female graduates in science and technology to Arts		1:5	3:5	2:5	3:5
BTVET	Promote gender equity in enrolment, retention and achievement in BTVET; increased opportunities especially for girls and women. Produce empowered BTVET graduates especially females that are effective in their fields of work and can contribute to national development						
Higher/ Tertiary Education	Achieve gender equitable and quality higher education in Uganda. Prioritize gender responsive teaching and learning of science-based disciplines and subjects which are critical for national development; especially for girls and women.						

