



STATUS OF GIRLS' EDUCATION IN UGANDA



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Outline of the Presentation



- Importance of girls' education in Uganda
- Status and Progress made
- Existing challenges & opportunities regarding girls' education in Uganda

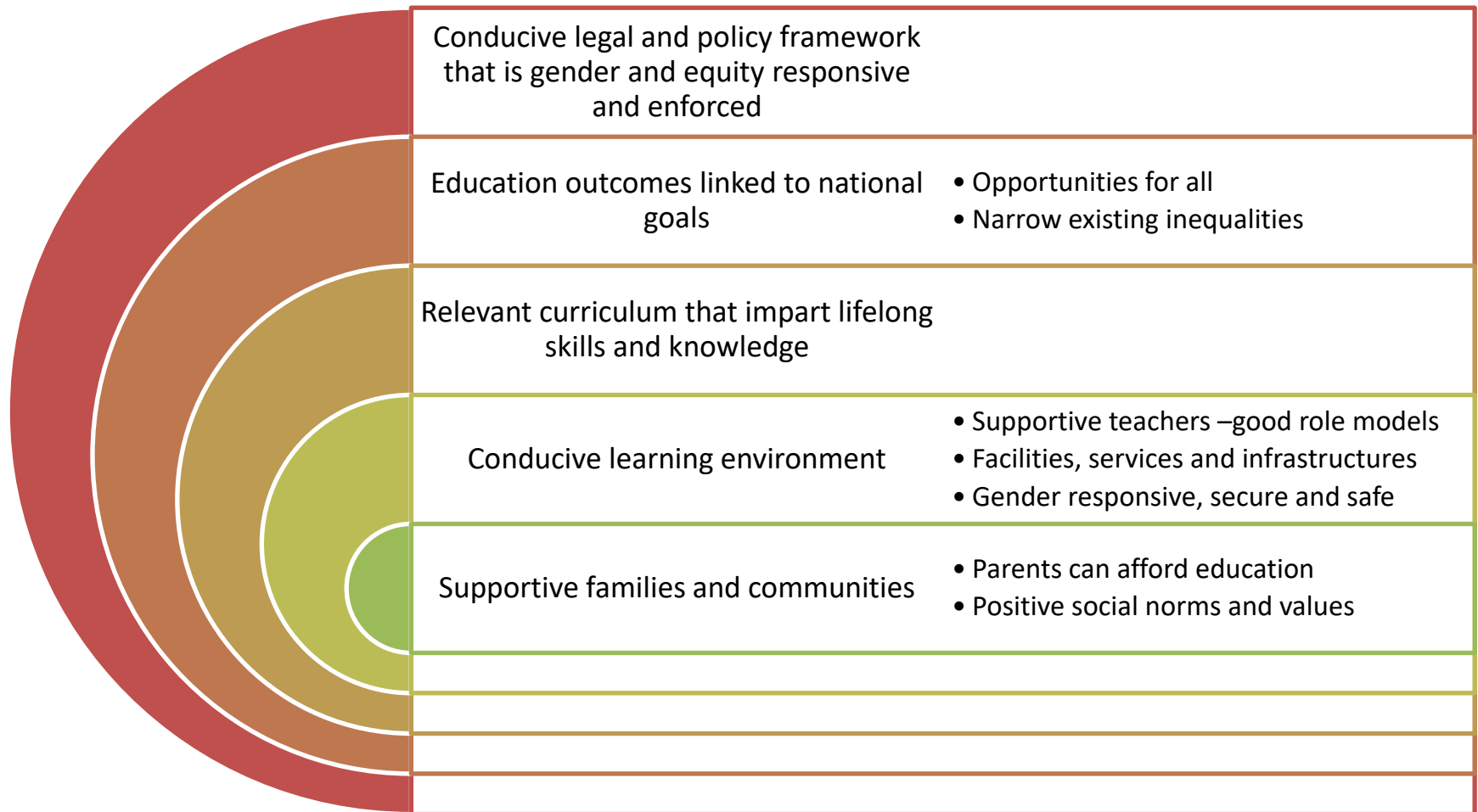
Girls' education improves economic efficiency

Removes barriers to girls' and women's development potential (economic opportunities, productivity), key to more competitive and globalized world.

Improves girls' and women's absolute and relative status – dividends for inter-generational development outcomes; better health, nutrition, employment, incomes, participation in decision-making, productivity...

Levels the grounds for equal opportunities to shape development policies-more representative and more inclusive, institutions and policy choices

Key requirements for girls' education



WHAT PROGRESS HAS UGANDAN EDUCATION SYSTEM MADE TOWARDS GIRLS' EDUCATION?



1. Affordability of education?

- Majority of parents cannot afford their children's education, especially girls vs son preference (20.1% are poor).
- The introduction of UPE in 1997 and USE in 2007 reduced the education related costs in Uganda.
- UPE increased enrollment of both girls and boys in PE by 73% (boys 72% and girls 74%) by 1997; to-date 8.8m learners are enrolled in Primary Schools (M-49.7%, F-50.3%).
- Uganda achieved gender parity in enrollment 2014 (boys 50% vs girls 50%) for Primary Education.
- USE contributed to an increase in SE net enrollment of girls from 19.8% (2007) to 23% in 2017.
- Scholarships e.g. in 2013; 2070 scholarships awarded; 1,304 to girls vs 666 to boys (ESSAPR 2012/2013).
- Below unit cost financing of education by Government vs increasing cost of education affects girls more especially child mothers.

Girls and boys are in schools





2. Conducive learning environment-facilities and progress made



Selected indicator	2008		2017	
	Primary	Secondary	Primary	Sec
Distance to school	0-3km=78.6% 3-5km=17.2%		0-5km=93%	
Classroom/learner ratio	1:70	-	1:55	1:22
Teacher/learner ratio	1:50	1:20	1:43	1:25
Latrine stances	53	37	50	-



Violence against children in schools



Forms of violence	2012 (%)	2020 (%)
Physical violence	82	40
Sexual violence	20.4	17
Adolescent girls school drop-out due to pregnancy	24	21
Level of reporting	39.8	70

Responses to violence in schools in Uganda

MoES banned corporal punishment in schools in 2006; the Handbook on “Alternatives to Corporal Punishment”

MoES revised the BRMS; Organisation and Management of Institution Safety and Security in 2009

National Strategic Plan on the elimination of VACiS (2015-2020)

3. Supportive teachers and processes

Teacher training and recruitment of Teachers - Female teachers in Primary (24%) in Secondary (58%), EMIS 2014

Continuous Professional Development (CPD) - including training teachers on gender responsive teaching and learning methodologies, safe and well-managed learning environment

National Teacher Policy adopted in 2018 to produce quality, motivated, accountable, adaptable teachers and responsive to education development needs

TTE Project

UTSEP

Female teachers in Primary (42.9%) in Secondary (24.6%), BTVET Instructors (29.6%), EMIS 2017



4. Curriculum



- MoES is rolling-out the new curriculum that is more life skills-based education (competence-based) to improve the quality of teaching and learning
- Development of instructional materials: efforts made to reduce on the stereotypes on the gender roles, low status of girls and women vs high status of boys and men, biases in professions for women and men...



Curriculum



The School curriculum is more competence-based and encourages participatory life skills learning processes: self esteem, confidence, positive mindset among girls.





5. Supportive families and communities

- The Education Act defines the roles and responsibilities of families (parents) and communities.
- Awareness has been created at all levels on the importance of GCE through community mobilization and mindset change.
- Prevalence of negative norms and practices to GCE-child marriages, FGM, teenage pregnancies (account for 21% of girls dropping out of school, MoES 2017).
- MGLSD is engaging families, communities, religious and traditional/cultural institutions on positive parenting that is supportive to development including gender equality impact on education outcomes.



6. Conducive legal and policy framework



Ratification of International instruments

- United Nations 1948 Declaration on the Universal Human Rights
- CEDAW
- UN Beijing Declaration (1995) and Platform for Action
- The UN **Sustainable** Development Goals

Regional instruments

- African protocol
- AU Declaration of Gender Equality in Africa
- Dakar declaration (2000)



National level commitments on GCE

- **1995 Constitution** recognises equality of all human beings and prohibits discrimination; laws i.e. Child Amendment Act, 2015, PFMA, 2015, DVA, 2010, FGM, 2010...
- The **Uganda's Vision 2040 and NDP III**- on keeping girls in school and improving completion - HCD.
- The **National Gender Policy** and several specific sectoral policies accord priority to GCE
- **Gender in Education Policy (GEP 2017)** and the **National Strategy for Girls' Education (NSGE 2015-2019)**
- **ESSIP**- "Quality and Equitable Education and Sports for All" and basis for UPE, USE, SNE, Skilling Uganda...)



7. Education outcomes (selected)



Indicator	2008 (%)		2016 (%)		2017 (%)	
	F	M	F	M	F	M
Net Enrollment	96	96			94	93
Survival rate/Primary 7	28	27	32.3	31.7	34.2	
Completion rate/ Primary	44	50	59.7	63.4	-	-
Performance PLE	55	61.2	54	60	-	-



Education outcomes



Indicator	2008 (%)		2017 (%)			
	F	M	F	M		
Enrollment to SE	46	54	47.8	52.2		
Completion SE (EMIS 2016)	31	39	36	39.6		
Transition to upper secondary	38	41	24.2	33.9		
Enrolment to BTVET	27	73	35.5	64.5		
Enrollment HE	39	61	44	56		

Global Gender Gap Index on education attainment is 0.924 (126 out of 146 countries (2023)).

Challenges & Opportunities regarding girls' education in Uganda

Education is expensive vs low unit cost financing by Govt
> investments in STEM, ICTs, IGAs

Limitations in the capacity of teachers to deliver the new curriculum
> CPDs and motivation

Discriminatory social norms & practices still prevail and undermine girls' education
> CMCM, male engagement

Gaps in school infrastructure and facilities; poor management-poor sanitation and hygiene
> Infrastructure DEVT & management

GBV in homes, schools and communities still an issue
> Multi-sectoral response to GBV
> EU-UN SI 1.0 &2.0.
> Access to education by child mothers, SHR

Conflicts in the Great Lakes Region. Uganda is hosting 1.57m refugees and 28% are below 18 years
> Education for Refugees and RHCs
> Peace building

Generation, dissemination and utilisation of timely and gender sensitive Education data, statistics and research to inform programmes and decision-making



Performance of the Education system in delivering GE



- **Significant gains on enrolment** at all levels and a **positive legal and policy framework.**
- There are **still gender gaps** between women and men, girls and boys at levels of the Education Sector in survival, completion, performance, transition, Science and technology related subjects and professions...
- Elimination of the existing gender inequalities requires **deliberate interventions with adequate resources allocated.**