



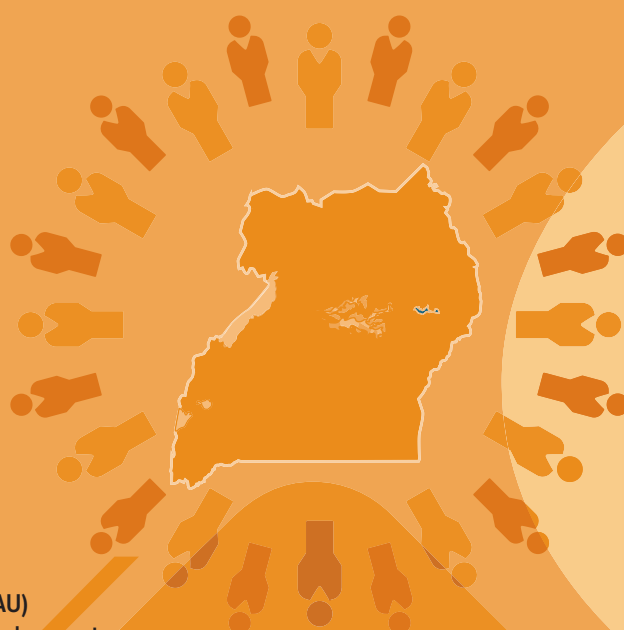
THE REPUBLIC OF UGANDA



# **GENDER AND EQUITY PLANNING AND BUDGETING IN UGANDA**

## **EDUCATION SUB-PROGRAMME TRAINING GUIDE**

APRIL 2022



Budget Monitoring and Accountability Unit (BMAU)  
Ministry of Finance, Planning and Economic Development  
P.O. Box 8147, Kampala  
[www.finance.go.ug](http://www.finance.go.ug)



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## ACRONYMS

ABEK	Alternative Basic Education for Karamoja
BCC	Budget Call Circular
BPFA	Beijing Platform for Action and Declaration
BFP	Budget Framework Papers
BTVET	Business, Technical, Vocational Education and Training
CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
ESC	Education Service Commission
ESSP	Education and Sports Sector Strategic Plan
FOWODE	Forum for Women in Democracy
FY	Financial Year
G&E	Gender and Equity
GEB	Gender and Equity Budgeting
GER	Gross Enrolment Ratio
GBV	Gender Based Violence
GEWE	Gender Equality and Women's Empowerment
GRB	Gender Responsive Budgeting
HESFB	Higher Education Finance Board
HR	Human Rights
HRBA	Human Rights Based Approach
ILO	International Labour Organisation
LG	Local Governments
LGBFP	Local Government Framework Paper
MPS	Ministerial Policy Statement
MTEF	Medium Term Expenditure Framework
MDA	Ministries, Departments, and Agencies
MoES	Ministry of Education and Sports
NBFP	National Budget Framework Paper
NCS	National Council of Sports
NDP	National Development Plan
NER	Net Enrolment Ratio
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education

NPA	National Planning Authority
NPGEIs	National Priority Gender Equality Indicators
NSDS	National Service Delivery Survey
NSS	National Statistical System
PFM	Public Finance Management Act
PLE	Primary Leaving Examination
PNSD	Plan for National Statistical Development
PRDP	Peace and Recovery Development Plan
PWD	People with Disabilities
SDG	Sustainable Development Goals
SNE	Special Needs Education
UAHEB	Uganda Allied Health Examinations Board
UBTEB	Uganda Business and Technical Examinations Board
UDHS	Uganda Demographic Health Survey
UGIFT	Uganda Inter-Governmental Fiscal Transfer
UN	United Nations
UNEB	Uganda National Examination Board
UNHS	Uganda National Household Survey
UNMEB	Uganda National Medical Examination Board
UPE	Universal Primary Education
USE	Universal Secondary Education
UWOPA	Uganda Women Parliamentarian Association



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## FOREWORD

The Government is committed to ensuring inclusive growth and development through gender and equity planning and budgeting. With the enactment of the Public Finance Management Act (2015), it is now a legal requirement for Ministries, Departments, Agencies (MDAs) and Local Government (LGs) to address gender and equity issues during formulation of Budget Framework Papers and Ministerial Policy Statements.

However, the compliance assessments over the last six financial years show slow improvements with national average increasing from 57% in FY2016/17 to 70% in FY 2021/22. This has been partly attributed to the limited capacity within MDAs and LGs to discern gender and equity issues. To that effect, the Ministry of Finance, Planning and Economic Development, with support from the European Union, has developed tools to support capacity development of Central and Local Governments. This entailed development of specific training materials for the sub-programmes of Agriculture; Education and Sports; Health; and Works and Transport.

I urge all officials engaged in planning, budgeting, implementation as well as monitoring and evaluation, to use these packages with a view to enhancing the gender and equity compliance of our programmes. This is one of the sure ways of promoting inclusive growth and development.



Ramathan Ggoobi

**Permanent Secretary/Secretary to the Treasury**

## 1.0 INTRODUCTION

A study conducted by the Ministry of Finance, Planning and Economic Development (Ministry of Finance, May 2009) showed, overall, addressing issues of gender inequality would increase GDP growth rates by 1.2% annually. This would boost the economy and accelerate pro-poor economic growth and development. Therefore, for development of the country to take place, the budget should address gender and equity issues, deliver goods and services for everyone; and not leave anyone behind.

**There are several benefits to addressing Gender and Equity (G&E) issues in education planning and budgeting. This promotes the equitable distribution of and access to education services for disadvantaged groups and locations, and improves education life outcomes and indicators in the country. This unleashes the enormous productive potential of the population, hence economic development of the country.**

There are consequences for not addressing gender and equity issues in education delivery. For example, persistent dropouts, absenteeism due to menstrual periods associated difficulties, sexual harassment and abuse of the girl child lead to poor performance and early marriages. In most cases uneducated mothers are less likely to use family planning, ending up with several un-spaced children, which leads to a population explosion in the country. If a large section of girls in society is affected, it means that Uganda may not be able to achieve Vision 2040, the third National Development Plan (NDPIII), nor the middle-income status with a per capita income of US\$1,033 as proposed under the second National Development Plan.

In addition, Sustainable Development Goal (SDG) No. 4 that ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all," cannot be achieved without addressing gender and equity issues in education planning and budgeting. Similarly, there are other education-related SDGs that cannot be achieved for the same reason. These include:

- Goal 1: End poverty;
- Goal 3: Ensure healthy lives and promote well-being for all, at all ages;
- Goal 5: Achieve gender equality and empower all women and girls;
- Goal 10: Reduce inequality within countries.

Gender equality and equity in education is a foundation for the achievement of the National and Sustainable Development Goals.

The Public Finance Management Act (PFMA), 2015 obliges Ministries, Departments, and Agencies (MDAs), and Local Governments (LGs) to address gender and equity issues in budget formulation. Section 9 (6) states, the Minister shall, in consultation with the Equal Opportunities

Commission, issue a certificate; (a) certifying that the Budget Framework Paper (BFP) is gender and equity responsive; and (b) specifying measures taken to equalise opportunities for women, men, persons with disabilities and other marginalised groups.

Section 13 (11) (e) states that a certificate shall be issued by the Minister responsible for Finance in consultation with the Equal Opportunities Commission; (i) certifying that the budget is gender and equity responsive; and (ii) Specifying the measures taken to equalise opportunities for men, women, persons with disabilities and other marginalised groups.

Section 13 (15) (g) states that a certificate shall be issued by the Minister responsible for Finance in consultation with the Equal Opportunities Commission; (i) certifying that the policy statement is gender and equity responsive; and (ii) specifying measures taken to equalise opportunities for men, women, persons with disabilities and other marginalised groups.

The Act makes it mandatory for Ministries, Departments, Agencies, and Local Government to address gender and equity issues in the formulation of Budget Framework Papers (BFPs) and Ministerial Policy Statements (MPSs). Compliance with the Act requires the knowledge and skills to discern the relevant sector gender and equity issues and to address them in planning and budgeting. However, there is a limited capacity within institutions to conduct a gender and equity analysis, and to mainstream the appropriate interventions into the Budget Framework Papers and Ministerial Policy Statements. With support from the United Kingdom's Department for International Development (DFID), a five-year Gender and Equity Budgeting Capacity Development Plan 2017/18-2021/22, was formulated. The Plan presents a road map for building the capacity of gender and equity budgeting trainers, assessors, and officials from Ministries, Departments, Agencies and Local Governments.

To implement the Capacity Development Plan, a National Gender and Equity Budgeting Training Curriculum and Manual were developed. The Curriculum is structured into nine modules, in line with the training needs identified in the Capacity Development Plan. The curriculum intends to train officials in gender and equity analysis, gender and equity responsive planning and budgeting, monitoring and evaluation, gender statistics as well as assessing gender and equity compliance. These are the areas that were identified as the fundamentals for officials to conduct practical gender responsive planning and budgeting. The national curriculum however, is generic in nature and does not highlight sector specific gender and equity issues.

### **1.1 Rationale/justification for the specific materials**

The training and certification of the Trainers for National Gender and Equity Budgeting, indicated a need to have a uniform approach to training of government and other officials, in addressing gender and equity in planning and budgeting. This requires the development of sector specific training packages in order to have standardised training content for the Trainers to deliver. Training packages make it easier for the Trainers to adopt a uniform approach to

training. In addition, as each sub-programme has specific gender and equity issues to address in budgeting, there is need for training packages that address specific issues related to the sub-programmes. It should be noted that every sub-programme, field, and area subject to legislation, policies, programmes or individual planned measures, contain a gender dimension that needs to be taken into consideration.

The Education Sub-Programme training package therefore, consists of standardised training content with sub-programme specific examples. The following topics are covered in the training package: Gender and Equity Budgeting (GEB) Concepts; Evolution of GEB in Uganda; Policy and Legal Frameworks; Approaches to GEB; Gender Analysis and Identification of GEB Issues; Mainstreaming Gender and Equity (G&E) in Planning; Mainstreaming G&E in Budgeting: Budget Cycle, Budget Framework Paper (BFP) and Ministerial Policy Statements (MPS); Gender and Equity Responsive Monitoring and Evaluation (M&E): National G&E Priority Indicators; SDGs; Gender and Equity Responsive Reporting.

## 2.0 GENDER AND EQUITY BUDGETING CONCEPTS

There are various concepts used in gender and equity budgeting. These include gender; gender roles; gender sensitive; gender responsive; gender mainstreaming; gender equality; equity; discrimination; inclusion; unfavourable inclusion and exclusion.

### Gender

The term 'gender' refers to the range of socially constructed roles and relationships, personality traits, attitudes, behaviour, values, and relative power and influence that are ascribed to women and men on the basis of their sex (ILO, 2009). It is the social characteristics used to define women or men and defines the boundaries of what women and men can and should be, and what they should do.

'Gender differs from 'sex', which refers to the genetically determined biological and anatomical characteristics of women and men. Whereas sex differences are determined before birth and cannot be modified by environmental or cultural influences, gender is an acquired identity that is learned, which, therefore, changes over time, within and across cultures. Table 2.1 shows the difference between sex and gender.

**Table 2.1: Differences between Sex and Gender**

SEX	GENDER
Biological differences between men and women	Socially constructed roles and responsibilities of males and females
Universal	Varies across and within cultures
Inborn	Acquired
Basic fact of nature.	Differentiates between the sexes in terms of legal, economic, social, political rights and privileges.



You cannot assign the gender of the baby unless you know the sex



Gender as a social construction:  
Perceived as feminine



Gender as a social construction:  
Perceived as masculine



Gender perceived as a breadwinner



Gender - Perceived as a source of dowry



Gender - Perceived as a mother

## Gender roles

Gender roles denote activities ascribed to women and men based on their perceived differences. Gender roles are formed during the socialisation phases of childhood, adolescence and adulthood. They are socially determined, change overtime or by location, and are influenced by the social, cultural and environmental factors characterising a certain society, community or historical period.

The family gender roles create a power imbalance at household level. The father oversees resources including finances and assets and makes decisions on education matters. This in many situations has disadvantaged the girl child's education due to a cultural preference of sons. This requires a mobilisation of communities especially men to support the girl child education.

### Examples of gender roles for women and girls as far as education of children is concerned

- Prepare breakfast for the children
- Ensure the children are clean before going to school
- Ensure uniforms are clean
- Prepare food for children after school
- Take care of the sanitation at household and community level

### Examples of gender roles for men but not boys as far as education of children is concerned

- Pay school fees
- Determines the schools for the children
- Provide transport for the children to go to school
- Pay for the scholastic materials
- Pay for the uniforms

## Gender sensitivity

It is being consciously aware that boys/men and girls/women are different. For example, privacy for girls and men/boys is very important. For instance, the absence of privacy for girls at the time of menstruation can discourage them from attending school regularly. Studies have indicated that menstruating girls miss between 4-5 days of school a month because of unfriendly school facilities that do not support girls to menstruate with dignity. This leads to poor performance and loss of interest in schooling.

## Gender responsiveness

This is taking deliberate action to address gender issues in society to eliminate the inequalities. Using the example above, this would involve construction of school facilities that take into consideration the unique needs of girls and boys, men and women in the school. Such facilities include: separate latrines, washrooms for girls, incinerators, changing rooms, and urinals for boys and men; and disability friendly toilets for pupils with special needs.



## Gender mainstreaming

It is a globally accepted strategy, process, approach, and a means to achieve gender equality. Gender mainstreaming seeks to ensure that gender equality concerns are considered in all actions and programs throughout program development, implementation, and evaluation.

### Gender mainstreaming – a UN definition

“Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated.”

For example, recruitment and deployment of female teachers into schools that do not have them, provides a support system to address the unique challenges of girls like menstruation and puberty. This partly reduces the dropout rate for girls. Gender mainstreaming therefore, contributes to transforming policies, practices, ideas, and beliefs that perpetuate discrimination and prevent women and men from realising their rights.

## Gender equality

Gender equality refers to provision of equal opportunities for women and men, as well as girls and boys in all spheres of life. Gender equality is the absence of discrimination on the basis of gender roles, biases, stereotypes, norms. For example, Universal Primary Education and Universal Post Primary Education provides equal opportunities for women and men, girls and boys. Distribution of toilets/latrines is done on an equal basis yet girls have more needs and therefore require more time.

## Equity

Equity refers to fairness in provision and distribution of resources and services to all categories of the population considering sex; age; physical ability and geographical location. Other categories that can also be considered are ethnicity, social economic status, and religion. For example, pupils with special needs (learning disabilities, communication disabilities, emotional and behavioral disorders, physical disabilities, and developmental disabilities) have always been disadvantaged in access to education. These require Special Needs Education (SNE)

that addresses their individual learning differences and needs. Unfortunately, the learning environment does not favor pupils with special needs in terms of architectural designs, SNE teachers, assistive devices, equipment and availability of instructional materials.



*Assistive devices for Special Needs Education*

The obstacles that prevent some categories from accessing quality public education must be identified and addressed, to avoid inequalities as depicted by the two (2) schools below.

There are disparities in learning environment with some schools having good learning facilities while others do not, which negatively impacts learning. Infrastructure inequality in the education sector is very visible in the photos hereafter.



*Urban school with quality appropriate infrastructure<sup>1</sup>*



*Inequality – rural school without appropriate infrastructure<sup>2</sup>*

The two pictures above contrast each other, one is a well-planned and constructed school, while the other is a makeshift. When it is hot, children study under the heat and rain disrupts their classes.

<sup>1</sup> Source: Equal Opportunities Commission Training Guide 2020

<sup>2</sup> Equal Opportunities Lower Local Government Training manual 2019

## Social Inclusion

The World Bank Report (2013) defines inclusion as the process of improving the terms of individuals to take part in society. Social inclusion as the process of improving ability, opportunity, and dignity of people disadvantaged based on their identity, to take part in the development process in society. People take part in society through markets, services, and spaces.

### Examples of Inclusion in education

- Integration of refugee learners with nationals
- Universal Primary Education and Universal Post Primary Education and Training

## Unfavourable inclusion

Unfavourable inclusion manifests in form of deep “unequal terms” of social participation in each aspect like access to/utilisation of education services. For example, having learners with special needs without assistive devices and SNE teachers, in the same class with other learners.

### Examples of Unfavourable Inclusion

- Failure to provide learning aids for learners with special needs, e.g. lack of braille resources.
- Schools lack hearing devices for those with hearing impairment.
- Absence of emergency sanitary towels and changing rooms.

## Social exclusion

Involves denial of resources, rights, good and services, and the inability to participate in normal relationship and activity available to the majority of people in a society based on gender, ethnicity, socio-economic status, age, disability, and location. For example, distant locations like mountainous places, islands, pastoral communities are usually not prioritised in many programmes. Many children in fishing and pastoral communities are almost excluded from education, because communities frequently move from place to place. In addition, girls who get pregnant while in school are denied opportunity to complete their education. As an affirmative action the Government Policy encourages young mothers to go back to school and complete their education.

### Examples of social exclusion

- Girls who get pregnant while in school are forced to drop out.
- Hard-to-reach areas like mountainous places and islands.
- Social economic status - high costs of schooling even when there is UPE/USE/UPOLET/UPPET can exclude children from joining schools.



*Universal Primary Education Policy - Children grazing animals in Karamoja*

## Discrimination

Discrimination is defined as any distinction, exclusion or preference based on race, colour, sex, religion, political opinion, national extraction, or social origins which impairs or nullifies equality of opportunity or treatment in access to services. The most common form of discrimination in public service provision is the indirect discrimination. This consists of norms, procedures and practices that appear to be neutral, for example, the provision of capitation grants to school children. Each child is entitled to a capitation grant to support most of the school requirements. However, the basis or parameters for calculation of the grant, do not consider girls at puberty, hence exclusion of sanitary pads. Therefore, many girls from poor households especially in rural areas, stay at home during menstruation.

## Gender and Equity Budgeting

Gender and Equity Budgeting (GEB) is the process of addressing gender and equity issues or concerns facing vulnerable groups in the process of planning and budgeting. For example, UPE provides for free education for all children of school going age, but if there are no assistive devices (braille and hearing aids), and no sign language teachers, learners with Special Needs will be left out. In schools where there are no separate toilet facilities for girls and boys, girls of puberty age will stay away thus affecting their performance and transition.

Therefore, the specific needs of vulnerable learners must be taken into consideration and addressed at the time of planning and budgeting so that all benefit. This will enable Uganda to achieve quality education for all.

### 3.0 EVOLUTION OF GENDER AND EQUITY BUDGETING IN UGANDA

Gender and Equity Budgeting was embraced by the Government of Uganda as a tool for inclusive economic growth and sustainable development. The budget is the vehicle for implementation of development policies through provision of public goods and services for all categories of the population. Unfortunately, this is not always the case as implementation of the budget results in differentiated impact on different segments of the population with some benefiting more than others.

Gender Responsive Budgeting (GRB) in Uganda was started in 1998 by Forum for Women in Democracy (FOWODE) a Non-Governmental Organisation. The initial project aimed at advocating for gender sensitive national and district budgets that equitably address the needs of poor women and men, boys and girls, and give full attention to the needs and interests of other marginalised groups such as Persons with Disabilities (PWDs). The project was implemented in three sectors; Health, Education, and Agriculture.

FOWODE's approach to GRB focused on ex-post analysis of budget expenditure allocations. This involved analysis of the Budget after it had been passed to establish the extent to which the budget reflected the identified gender sensitive policies and addressed the prevailing gender gaps and issues. The analysis established who had benefited, and who had been left out in the budget. The revenue side of the budget was also analysed but with less rigour. The analysis was used for advocacy to increase budget allocation for the needs of poor women and men, boys and girls, PWDs, and other vulnerable groups. FOWODE's work was expanded into the Village Budget Clubs (VBCs) to allow rights holders or citizens to demand for services, thus promoting grassroots activism and budget advocacy. To successfully implement its GRB initiative, FOWODE built partnerships with civil society (women's organisations), researchers, and government technical staff from the central and local governments, academia especially from Makerere University School of Women and Gender Studies, the media, grassroots communities and donors.

Building upon FOWODE's GRB work, government adopted Gender and Equity Budgeting (GEB) in FY 2004/05. The Ministry of Finance, Planning, and Economic Development issued an Annex with gender and equity budgeting guidelines attached to the Budget Call Circular FY 2004/05, on how to address gender-related goals in the Budget Framework Papers for sectors and local governments. The guidelines directed sectors to ensure that gender and equity issues are integrated into the Budget Framework Papers, with special focus on the needs of vulnerable women and men, boys and girls, children, youth, older persons, PWDs and disadvantaged locations like islands and mountainous regions.

Government's expansion of the social categories was a result of advocacy and lobbying by different groups and organisations who also wanted their issues to be addressed through the budget. These included civil society organisations and groups handling disability issues, children and youth. The politicians wanted to see equitable development of the country, so those from disadvantaged or resource-poor districts advocated for equalisation grants.

Government adopted an ex-ante analysis of the budget. This was a proactive way of addressing gender and equity issues during Budget formulation, implementation, and evaluation. Despite guiding sectors on how to address gender and equity issues in annual Budget Framework Papers (BFPs), the analysis revealed that many sectors were just giving statements of how they planned to address gender and equity issues. Where a budget was indicated, it was too small to accomplish the planned activity. This led to a combined campaign to lobby and advocate for inclusion of penalties for the non-compliance to GEB in the draft Public Finance Management Act (PFMA), which was being debated in Parliament. The advocacy team consisted of the Uganda Women Parliamentarian Association (UWOPA), Ministry of Finance officials who were passionate about gender, civil society organisations including FOWODE, academia and the media.

In 2015, the Public Finance Management Act (PFMA) was enacted with gender and equity provisions. The Act requires MDAs to address gender and equity issues in their Budget Framework Papers (BFPs) and Ministerial Policy Statements (MPS). MDAs have to specify measures and allocate budgets to address the different needs of men and women, children, youth, older persons, PWDs, and other marginalised groups and locations.

The BFPs and MPSs are assessed by the Equal Opportunities Commission (EOC) using a pre-defined scoring criteria to assess the extent to which they address gender and equity issues and budget for them accordingly. MDAs, which get a Pass Mark of 50% are issued a Gender and Equity Certificate by the Minister of Finance, Planning and Economic Development in consultation with the Equal Opportunities Commission. On failure to get the Pass Mark, the GEB Certificate is not issued and hence the BFP or MPS is not approved by Parliament.

### 3.1 Rationale for GEB in Education

The popular assumption that the provision of public goods and services benefits everybody, is not necessarily true. The implementation of public programmes results in differentiated impact on different sections of the population. In the education sector this limits the learners' participation and benefit from the service provided.

Whereas UPE and USE is free for all school-going pupils, some parishes and sub-counties do not have primary and secondary schools respectively. This would reduce the distances travelled by learners to access educational services. Some schools do not have female teachers and administratively male teachers are made to double as senior women yet men cannot handle the psychosocial, sexual and reproductive needs of the girl-child. Sexual violence

against children especially girls leads to school dropout. Children at school are also subjected to corporal punishments which negatively impact on their learning.

Gender and equity budgeting therefore, is a very important tool for identifying bottlenecks that would prevent vulnerable groups from benefiting from the public provision of education services. Measures to solve the problems are also identified and allocated budgets so that all learners benefit from education.

## 4.0 LEGAL AND POLICY FRAMEWORKS

There are various international, regional, and national instruments on the promotion of Gender Equality and Women's Empowerment (GEWE), Human Rights (HR) and equality of access to education, which the Government of Uganda is signatory to. The normative frameworks create an obligation on the part of government to implement the agreed actions hence making GEB obligatory for the education sector. These normative frameworks, therefore, guide the identification of gender and equity issues in education and the measures to address the same for the benefit of all.

### 4.1 The International Instruments

These include:

#### 1) **Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), 1981**

Article 10 obliges State Parties to ensure that women have equal rights with men in education, including equal access to schools, vocational training, curricula and educational resources.

#### 2) **International Covenant on Economic Social and Cultural Rights (ICESCR), 1976**

Article 13 provides for the right to education. It stipulates that State Parties recognise the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.”

- (a) The States Parties to the present Covenant recognise that, with a view to achieving the full realization of this right: (a) Primary education shall be compulsory and available free to all;
- (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
- (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
- (d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;



- (e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

### 3) **United Nations Convention on the Rights of the Child (UNCRC), 1990**

Article 28 of the convention provides for the right to education. It stipulates that States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

### 4) **Convention on the Rights of Persons with Disabilities (CRPD)**

Article 24 of the CRPD provides for the right to education for PWDs. It stipulates that States Parties recognise the right of persons with disabilities to education. With a view to realising this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- (c) Enabling persons with disabilities to participate effectively in a free society.

2. In realising this right, States Parties shall ensure that:

- (a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

- (c) Reasonable accommodation of the individual's requirements is provided;
  - (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
  - (e) Effective individualised support measures are provided in environments that maximise academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community.

#### 5) **Beijing Platform for Action and Declaration, 1995**

Beijing Declaration and Platform for Action. Eliminate discrimination against girls in education, skills development and training. There are several strategic objectives in support of education of girls and women. These include:

**Strategic objective B.1.** Ensure equal access to education. Actions to be taken.

**Strategic objective B.2.** Eradicate illiteracy among women. Actions to be taken.

**Strategic objective B.3.** Improve women's access to vocational training, science and technology, and continuing education. Actions to be taken.

**Strategic objective B.4.** Develop non-discriminatory education and training. Actions to be taken.

**Strategic objective B.5.** Allocate sufficient resources for and monitor the implementation of educational reforms. Actions to be taken.

**Strategic objective B.6.** Promote lifelong education and training for girls and women. Actions to be taken.

#### 6) **Sustainable Development Goals Number 5**

Refer to Section in Introduction.

### 4.2 **Regional Legal and Policy Frameworks**

These include:

#### 1) **African Charter on Human and Peoples Rights, 1981**

Article 17 provides that every individual shall have the right to education. Every individual may freely, take part in the cultural life of his community. The promotion and protection of morals and traditional values recognised by the community shall be the duty of the State.

## 2) African Charter on the Rights and Welfare of the Child (ACRWC), 1990

Article provides that every child shall have the right to education. The education of the child shall be directed to: (a) the promotion and development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) fostering respect for human rights and fundamental freedoms with particular reference to those set out in the provisions of various African instruments on human and peoples' rights and international human rights declarations and conventions; (c) the preservation and strengthening of positive African morals, traditional values and cultures; (d) the preparation of the child for responsible life in a free society, in the spirit of understanding, tolerance, dialogue, mutual respect and friendship among all peoples, ethnic, tribal and religious groups; (e) the preservation of national independence and territorial integrity; (f) the promotion and achievement of African Unity and Solidarity; (g) the development of respect for the environment and natural resources; (h) the promotion of the child's understanding of primary health care.

## 3) The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa 2003 - Maputo Protocol

Article 12 provides for the right to Education and Training, that States Parties shall take all appropriate measures to: a) eliminate all forms of discrimination against women and guarantee equal opportunity and access in the sphere of education and training; b) eliminate all stereotypes in textbooks, syllabuses and the media, that perpetuate such discrimination; c) protect women, especially the girl-child from all forms of abuse, including sexual harassment in schools and other educational institutions and provide for sanctions against the perpetrators of such practices; d) provide access to counselling and rehabilitation services to women who suffer abuses and sexual harassment; e) integrate gender sensitisation and human rights education at all levels of education curricula including teacher training.

## 4) African Charter on Human and People's Rights, 1981

Article 17 states that every individual shall have the right to education.

### 4.3 National Legal and Policy Frameworks

The Education and Sports Sector's overall Legal Framework was derived from the Constitution of the Republic of Uganda (1995). Article 20 provides for fundamental and other human rights and freedoms. Article 30 of the Constitution provides a right to education for all persons. This implies that all children in Uganda are entitled to quality education. Article 32 provides for affirmative action in favour of marginalised groups based on gender, age, disability or on any other reason created by history, tradition, or custom, for the purpose of redressing imbalances which exist against them.

The Constitution is reinforced by, among others:

- 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 National Development III whose goal is increased household incomes and improved quality of life". The Education sector objective is to improve the foundations for human capital development.
- iii The Uganda Gender Policy (2007) mandates sectors to develop and implement sector specific gender policies with the ultimate goal of promoting gender equality. One of the aims is to strengthen women's presence and capacities in decision making for their meaningful participation in administrative and political processes. This requires literacy and skills in public speaking and resource mobilisation and networking.
- iv. The Gender in Education Sector Policy (2016) aspire for an inclusive, equitable quality education and sports and lifelong learning opportunities for all girls and boys, women and men in Uganda.
- v. The revised guidelines for the prevention and management of teenage pregnancy in school settings in Uganda (2020). The purpose of the guideline is to ensure that the girl-child continues and complete her education.
- vi. The National Resistance Movement (NRM) Manifesto 2021-2026 commits to bridge the gender gaps in education and improve access to education for all.
- vii. The Local Government Act Cap 243 requires LGs to plan, budget, implement, monitor and supervise all development work and service delivery in their respective Local Governments.
- viii. Persons with Disabilities Act (2020) provides for the respect of rights for PWDs including provision of services for their survival.
- ix. The Children`s Act Cap 59; requires all duty bearers, parents, teachers, community members and parents to ensure the safety of all children and respect for their rights.
- x. Education (Pre-Primary, Primary, and Post-Primary) Act (2008): commits parents to provide guidance, psychosocial welfare, clothing and medical care for their children.
- xi. The Higher Education Students Finance Act (2014), provides for affirmative action in form of loans to pursue higher education in accredited institutions.
- xii. The Business, Technical, Vocational Education and Training (BTJET) Act (2008), provides for the financing of BTJET and other related matters.
- xiii. The Universities and other Tertiary Institutions Act (2001) provides for the establishment of the National Council for Higher Education, its functions and administration, and to streamline the establishment, administration and standards of Universities and other institutions of Higher Education in Uganda and to provide for other related matters.

### 4.3.1 Policies

#### **National Integrated Early Childhood Development (NIECD) Policy 2016**

The major goal of the policy is to provide direction and guidance to all sectors for quality, inclusive, coordinated and well-funded ECD services and programs. Uganda's NIECD Policy has three major objectives:

1. To harmonise existing ECD policy related goals, objectives, strategies and initiatives within and across all sectors.
2. To set, improve and align standards for ensuring access to well-coordinated, quality, equitable and inclusive ECD services within and across sectors.
3. To build and strengthen capacity of systems and structures to deliver integrated quality and inclusive ECD programs.

## 5.0 APPROACHES TO GENDER AND EQUITY BUDGETING

There are various approaches for addressing gender and equity issues in education planning and budgeting. These include affirmative action; mainstreaming gender equality perspective in policies, programmes, projects, and other initiatives; and a Human Rights-Based Approach to programming. These are summarised in table 5.1.

### 5.1 Affirmative Action

This involves undertaking specific or targeted measures to address existing inequalities in the provision of education services for disadvantaged social groups. These mostly include:

- Girls, boys, men and women
- Learners with special needs
- Learners in remote areas including mountainous places, and islands
- Boys in fishing, pastoral, sugar-growing areas, and border districts
- Learners from poorly resourced districts and poor social economic backgrounds
- Learners in rural areas

The inequalities could be caused by cultural norms, values and or beliefs, which may exclude some groups from access to education. For example, preference of boys in most societies puts girls' education at risk. If a household must choose between a girl and a boy's education, it is the boy who is chosen even if the girl is smarter than the boy.

A number of hilly and mountainous regions are usually hard-to-reach or are hard-to-stay and are almost cut off during the rainy season limiting access to education services. In addition, these locations often lack other complimentary services such as staff accommodation, goods and services (transport, health services, amenities, food, etc.) which discourages qualified teachers from working in these places. The absence of special needs teachers in schools discourages children with disabilities from benefiting from education services. The absence of braille resources discourages children with sight impairment from accessing school.

### 5.2 Mainstreaming Gender Equality in Policies

The mainstreaming approach requires G&E needs or issues to be addressed at all stages of the education programme cycle including:

- Planning
- Budgeting
- Implementation
- Monitoring
- Evaluation

## Key tools for mainstreaming include:

### Gender analysis

Gender analysis in the education sub-programme is the systematic examination of roles and responsibilities concerning men and women, and boys and girls, with the aim of identifying gaps, raising concerns, assessing implications and proposing relevant interventions in the sector. For example, it is the man who makes decisions for the girl-child's continued education or to marry her off at an early age so as to get dowry. Increasing community sensitisation and mobilisation on the benefits of educating the girl-child will eliminate the practice of early childhood marriages.

### Use of sex disaggregated data

Sex disaggregated data is the classification of statistical information by sex. It allows for comparisons to be made between females and males. It identifies the magnitude of the gaps between women and men, and girls and boys in terms of needs, constraints and opportunities in accessing, participating and benefiting from education services.

- (i) For example, the UNICEF Uganda Violence Against Children Survey (VACS, 2018) showed that among adults aged 18-24 years, 35.3% of girls and 16.5% of boys experienced sexual violence in childhood. Among the children who experienced sexual violence, 8 out of 10 experienced more than one incident of sexual violence. Most girls (59.3%) and boys (68.0%) experienced physical violence in childhood. At least 12.4% of girls and 7.4% boys experienced all the three forms of violence namely; sexual, physical, and psychological intimidation during their childhood.
- (ii) Example 2: According to the Equal Opportunities Commission, in the issues for consideration under the NDP III (2020/21 – 2024/25), during the 2018 PLE, a total of six girls in one of the schools in Masindi were expecting. In addition, over 10 girls delivered while sitting their 2018 PLE. According to the February 2019 Report of the Select Committee on inquiry into allegations of sexual violence of institutions of learning in Uganda, revealed that 77.7% of primary school going children experience sexual abuse while at school. The report of the select committee of Parliament on inquiry into allegations of sexual violence in institutions of learning in Uganda reported that 82% of students in secondary schools experienced sexual abuse of which 8% have been defiled.

## 5.3 Human Rights-Based Approach

Human Rights-Based Approach (HRBA) is a conceptual framework for achieving human development through promoting and protecting human rights based on international standards. HRBA identifies *rights holders*, their entitlements, and corresponding *duty-bearers* and their obligations. It works towards strengthening the capacities of rights-holders to make their claims and of duty-bearers to meet their obligations. There are various education rights

for children enshrined in international, regional and national legal and policy frameworks (*ibid*, Section about legal and policy frameworks): For example, all persons have the right to education, a child has a right to basic education (Constitution of the Republic of Uganda Article 30 and 34). The purpose of education is to enable the child and all persons to develop their fullest potential.

The HRBA seeks to analyse the inequalities that relate to development problems in a bid to redress the discriminatory practices and unjust distributions of power and resources that impede development. For example, HRBA will try to establish why there are differences in access to education for different categories of learners, especially girls, Special Needs children, remote locations, fishing, sugar growing and pastoral communities. HRBA will also attempt to find out;

- Why are some locations avoided by teachers?
- Why are some regions underperforming?
- Why are drop-out rates higher among girls than boys at secondary, BTVET and tertiary levels?

Under the HRBA, plans, policies and processes of development are anchored in a system of rights and corresponding obligations established by international law.

**Table 5.1: Summary of GEB Approaches**

Affirmative Action	Mainstreaming	Human Rights Based Approach
Focus on specifically excluded groups or marginalised persons e.g. school children living on islands that don't have any school.	Focus on general exclusion based on gender inequality e.g. girls dropping out of school due to pressure from parents to marry – early marriages.	Focus on the poorest, most vulnerable and underserved segments of society e.g. special needs children without/with limited access to education services.
Targeted interventions to redress specific imbalances or vulnerabilities. For example: <ul style="list-style-type: none"> <li>• Construct schools on the islands without.</li> <li>• Improve the infrastructure on the island.</li> </ul>	Deliberate effort to address gender and equity issues/ mainstream a gender perspective in sector plans, budgets, implementation, monitoring and evaluation. For example; Design a strategy for male involvement in education planning.	Implementation of obligations under the international human rights standards that Uganda has signed to. Example: <ul style="list-style-type: none"> <li>▪ Equip schools with PWD aids</li> <li>▪ Recruit sign language interpreters</li> </ul>



Affirmative Action	Mainstreaming	Human Rights Based Approach
<p>It is a mechanism of positive discrimination.</p> <p>It deliberately excludes those who have access, and focuses on those who are excluded from education service provision so that they can catch up with the rest.</p>	<p>Use of sex disaggregated data to tackle root causes of existing gender disparities in society.</p>	<p>Anchored in a system of rights and corresponding obligations established by international law</p> <p>E.g. every individual has a right to access basic education. It is the duty of government / education sub-programme to meet these obligations by providing universal education.</p>

**Source: Author's Compilation**

## 6.0 GENDER ANALYSIS AND IDENTIFICATION OF GENDER AND EQUITY BUDGETING ISSUES

### 6.1 Gender Analysis in the Education Sub-Programme

Gender analysis is the systematic approach of examining the relationship between, men and women, boys and girls in terms of access to, participation in, and understanding who benefits in public education services. It also identifies education gaps between boys and girls or male and female learners. Gender analysis provides the necessary data and information to integrate a gender perspective into policies, programmes and projects. It asks questions such as:

- What makes a large number of girls not transit to tertiary education?
- Why are there fewer girls taking science subjects as compared to boys. It, therefore, raises concerns, assesses implications, and proposes relevant interventions to address the gaps or inequalities therein. Metaphorically, gender analysis involves wearing a 'gender lens' to view a given education situation from the perspective of all those concerned about education

### 6.2 Equity Analysis in the Education Sub-Programme

Equity analysis in the education sub-programme examines the level of justice and fairness, in access to education services, for all categories of children/learners in order to adhere to the human rights principles of social inclusion. Equity analysis exposes the interlocking and multi-dimensional nature of social exclusion as well as the adverse incorporation or unfavourable inclusion which lead to poor education outcomes. Equity analysis asks questions like:

- Why some groups are not participating?
- Why are some regions not performing well and are lagging in education indicators?
- Why do some children, e.g. SN children, those in remote and mountainous areas, and cattle corridor lack access to education services?
- Why is the school drop-out rate higher among SN children?
- Why is there a higher school drop-out rate in sugar growing districts, fishing communities and border districts?

#### **Rationale for GE Analysis in Education Sub-Programme**

To establish or identify G&E gaps in education service delivery, raise concerns and propose relevant interventions. For example, the absence of primary schools in some parishes or secondary schools in some sub-counties in contrast to government policy.

To identify the education phenomena and analyse underlying causes. For example, the high drop-out rate of children from Karamoja is due to the nomadic cultural way of life. Families move from one place to another especially in the dry season to look for water and pasture. Government therefore, should enhance Alternative Basic Education for Karamoja (ABEK). For example, learners (girls, boys, men and women) have different drivers for absenteeism and poor academic performance. Whereas boys in Karamoja region would be absent because of the nomadic life style, girls may be absent due to menstrual related challenges.

To understand how the population is benefiting from government investments in education, gender analysis reveals why certain groups are over or underrepresented in sub-programme undertakings. A gender analysis for example, will reveal the number of teachers, the positions they hold and their geographical distribution. Gender analysis will also reveal the career growth opportunities for both female and male staff and availability of sex specific facilities as they perform their duties. According to the Education Management Information System (EMIS) 2015, the majority of instructors in BTVET courses were male (73%). This disadvantages female students as there are few role models and mentors.

### 6.3 Overview of approaches to Gender and Equity Analysis

There are various analytical frameworks that can be used to conduct gender and equity analysis in the education sub-programme. The most common include: Harvard Analytical Framework, Moser Gender Planning Framework, and the Women's Empowerment Framework. These frameworks are important not only for highlighting gender and equity issues during the design of education programmes but can also be used to assess and improve existing interventions. However, no single framework is effective in the analysis of gender and equity issues, there is therefore need to use a combination of the above to achieve this.

#### 6.3.1 Harvard Analytical Framework

There are two tools of the Harvard Framework that are very important in conducting a gender and equity analysis of the education sub-programme. These are the: Activity Profile Tool and Access and Control Tool.

**The Activity Profile Tool** examines who does what and who makes decisions at the household level. The tool records the daily activities of men and women, and boys and girls, and the time spent on the tasks within a given location. The tool is therefore, able to highlight children's workload, which has been documented as heavier for girls than boys. This affects both the timely and regular attendance of girls especially at primary level. This is especially so when girls have to stay at home to take care of their siblings or sick relatives. The community leaders i.e. Local council, religious and cultural leaders, civil society organizations, and school management committees, therefore, need to sensitize the community about the importance of equal sharing of household chores between girls and boys to allow girls finish work early and report to school on time.

**The Access and Control Tool** can be used to analyse access to and control of resources required for children’s education. According to the social construction of gender, resources like land, money, assets are controlled by men. Therefore, the resources for education including payment of school fees, purchase of scholastic materials and uniforms is controlled by men. If resources are limited they are spent on the boy’s education, who is assumed to benefit the family. The government therefore, has to strengthen UPE to ensure that all girls and children with disabilities get the chance to go to school. Government should ensure provision of scholastic materials, SNE devices, school feeding, and facilitation of menstrual hygiene, which could be bottlenecks for accessing education.

### 6.3.2 The Moser Gender Planning Analytical Framework

Moser analyses the strategic gender needs, which if met would transform the existing power imbalance between men and women. Moser identifies education as a key strategic gender need. Education empowers women to take advantage of opportunities such as employment, to earn money, and to have control over the cash resources. The UDHS 2011, found that slightly more than half (53 percent) of the married women who earned cash said that they are the main decision makers for how their cash earnings are used; three in ten (31 percent) indicated that the decisions are made jointly, and 14 percent said that the decisions are mainly made by their husband. Existing research shows that women spend most of their earning on the welfare of the family and scholastic materials including uniforms for children and school fees.

### 6.3.3 The Women’s Empowerment Framework (Sara Longwe)

Sara Longwe’s Framework can be used to identify and address gender and equity issues related to participation in decision-making, policy making, planning and administration processes of education services. The representation of different categories of groups including women, PWDs, and youth on the Education Management Committees, is very important. This would enable not only the voicing of but also community involvement in addressing various gender and equity issues affecting children/learners. These include; early marriages, sexual violence, drug abuse and child labour. Hence the need to build capacity of the local councils, probation and welfare offices to effectively handle Gender-Based Violence (GBV) issues in the community.

Constraints affecting learning are not only limited to learners but to service providers in the education sub-programme especially teachers. For example, teachers and school administrators may not be attentive and responsive to gender and equity because there are no gender training modules in the teacher training curriculum in secondary schools and BTVET institutions. Secondly there is gender insensitivity in the recruitment, deployment, transfer and promotion that negatively impacts female teachers. For example, promotion of teachers is usually followed by transfers which do not take into consideration the reproductive and social roles and responsibilities within their households. It is easier for a male teacher who has been transferred to move to another school than the female teacher because of their

fewer reproductive, social roles and responsibilities. In addition, female teachers suffer sexual harassment from some officials in return for promotions, deployments, and other benefits.

Some schools are not gender responsive in terms of time tabling where by female teachers are allocated unfavourable periods on the timetable to carry out school work (teaching and supervision for example, early morning and night preps because they are engaged in reproductive roles).

This calls for gender responsive education policies, plans and guidelines at institutional arrangements to eliminate the barriers affecting delivery of learning.

## 6.4 Identifying Gender and Equity Issues

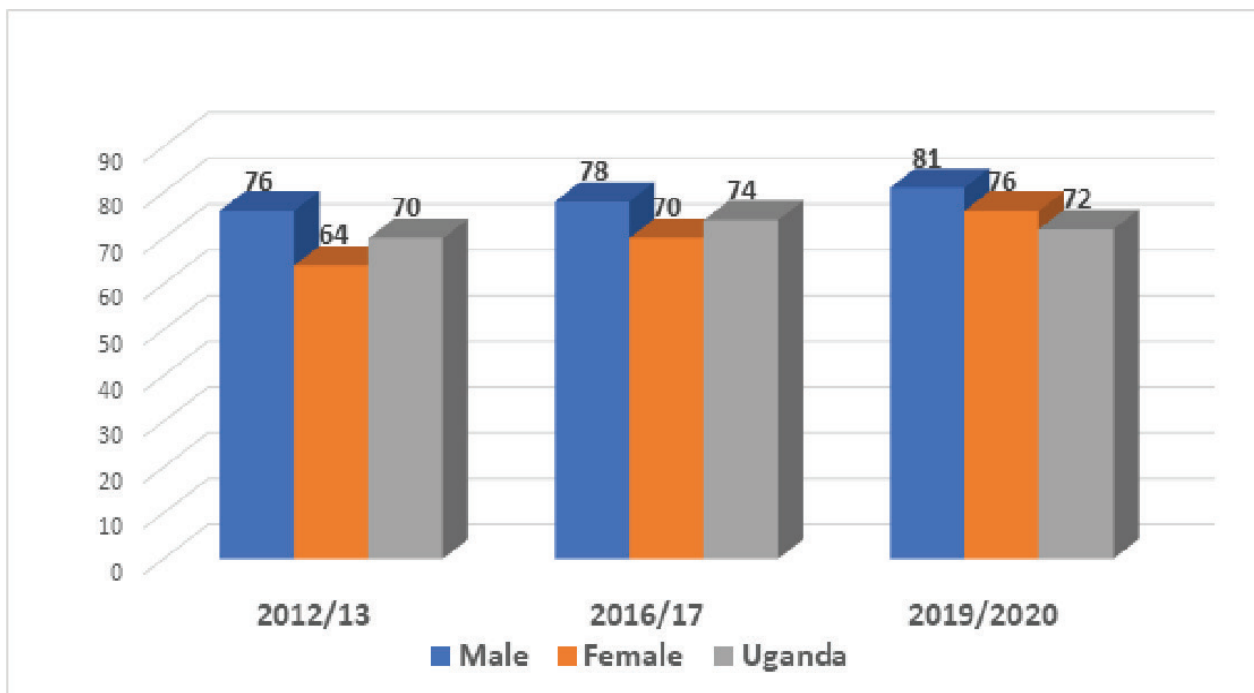
Gender and equity issues can be identified using statistics, pictures, and normative frameworks and compacts.

### 6.4.1 Use of Statistics

(a) To identify gender issues

To identify gender and equity issues using statistics requires data disaggregated along gender or equity dimensions. Data can be disaggregated on basis of gender that is, according to males and females with regards to their different experiences or other relevant attributes as demanded by user or a combination of the above. Figure 6.1 shows gender inequality in literacy rates over the years.

**Figure 6.1: Literacy Rates for Persons 10 years and above, 2012/13 and 2016/17, 2019/20**



Source: Uganda National Household Survey, 2019/20

**Step one:** Identify the gender issues

Literacy rate for males is higher than that of females (Figure 6.1)

**Step two:** Identify causes of the gender issues

There are various possible causes as to why women are less literate than men.

- Preference for the sons when it comes to education. It is assumed that a boy's education benefits his family, while that of the girl benefits the family into which she marries.
- A girl-child's future role is assumed to be a housewife and a mother which are perceived not to require skills and knowledge obtained from school. Therefore, less emphasis is put on the girl-child's education by the family and community.
- Teenage pregnancies and early-child marriages. Many girls do not stay long enough in school to grasp the basic literacy and numeracy.
- Long distances to the nearest school affects girls more than boys. Parents may be hesitant to send their daughters to distant schools for fear of them being sexually abused on the way.

**Step three:** Identify interventions to address the gender issues

- Sensitise the community about the benefits of educating girls.
- Involve the community in the fight against GBV.
- Strengthen Local Councils to enforce bylaws that punish perpetrators of sexual violence.
- Enforce UPE and USE policies.
- Enforce the Education Act and penalise parents whose children especially girls are found at home.

**(b) To identify equity issues**

Data disaggregation can also be with regards to equity, that is classified along: Age (children, youth, adults,) Disability Type (hearing, seeing, talking, walking, concentration); Geographical location (district, sub-county, rural/urban, Islands, mountainous). For example, the annual Report of the Status of Equal Opportunities of FY 2019/20 revealed that 44% of the learners had physical disabilities (loss and limited use of limbs, spine injuries among others) followed by those with visual impairments (33.2%). Those with hearing and speech impairments respectively accounted for 3.3% and 13.6% of the learners with disabilities surveyed.

The inequalities may be established from a table as shown in table 6.1.

**Table 6.1: Secondary School Enrollment Rates - Gross Enrolment Ratio (GER)<sup>3</sup>**

Gross Enrolment Ratio			
Characteristics	Male	Female	Total
<b>Residence</b>			
Rural	32.5	32.0	32.3
Urban	61.3	52.6	56.6
<b>Sub-region</b>			
Kampala	70.4	60.8	65.0
Central I	57.8	52.8	55.3
Central II	38.4	49.2	43.7
Ankole	49.0	49.2	49.1
Kigezi	40.0	41.2	41.1
<b>Bottom Districts</b>			
Karamoja	19.4	14.9	17.5
West Nile	18.8	15.1	17.1
Sporadically affected PRDP	23.8	19.1	21.5
Severely affected PRDP	28.0	19.7	24.1
Acholi	31.1	17.9	24.5

Source: Uganda National Household Survey, 2016/17

### Step one: Identify equity issues

Low enrolment rate in rural secondary schools compared to urban areas. Urban areas have almost twice the share of students regardless of age enrolled in secondary schools than in rural areas. Kampala has the biggest share of students enrolled in secondary (65%), followed by Central I (55.3%). There are so many children out of secondary school in some districts, topped by Karamoja and West Nile with just about 15% of the children enrolled in school. The Peace, Recovery and Development Plan (PRDP)<sup>4</sup> districts have less than 20% of the children enrolled in school. Apart from Central II, Ankole and Kigezi, more girls than boys are out of secondary schools.

<sup>3</sup> The Gross Enrolment Ratio (GER) is one of the indicators that can be used to assess the level of equality in access to secondary school education. The GER is the share of children regardless of age enrolled at a given level of education, expressed as a percentage of the official school-age population corresponding to the same level of education. The GER for secondary is the number of students enrolled in secondary regardless of the age, expressed as a percentage of the total secondary school going population. The GER includes students who are repeating a grade, those who enrolled late and are older than their classmates, or those who have advanced quickly and are younger than their classmates. It shows all those who are not in their right cohort.

<sup>4</sup> PRDP districts are in Acholi, Karamoja, West Nile, Bukedi, Teso, Lango, and Bunyoro Sub-regions.

**Step two:** Causes of equity issues in enrolment

- Poor PLE performance in the Acholi, Karamoja and West Nile sub-regions limits children's transition to secondary level.
- Limited involvement of parents and communities in the children's education especially in Acholi, Karamoja and West Nile sub-regions.
- Involvement of children in cattle keeping in Karamoja sub-region, keeps them out of school.
- Low prioritisation of education in the Karamoja sub-region.
- Long distances to available schools in the bottom performing sub-regions.
- The social services including education were affected in the PRDP districts during the conflict, therefore, still being rehabilitated.
- Teenage pregnancies and early marriages leads to girls' drop out of school.
- Household poverty.
- Inability to provide food at school negatively impacts on the transition rate.
- Absenteeism and lack of teachers affects the performance and transition rates.

**Step three:** Identify interventions to address the equity issues

- Enforce supervision of schools by both Ministry of Education and Local Governments.
- Engage the parents and the community on the importance of education and the need for their involvement in education service delivery.
- Promote parental engagement in provision of basic requirements for their children.
- Establish schools at Parish and Sub-county level.
- Strengthen the role of Community Based Organisations in education service delivery in communities.
- Strengthen Alternative Basic Education for Karamoja sub-region.

**6.4.2 Use of pictures**

Gender and equity issues can be identified using pictures. This involves observing pictures and identifying issues revealed; and justifying why these are issues.

**Step one: Identify issues**

- Overcrowded classroom.
- Younger children who should be in an ECD class are mixed with older children.
- Lack of desks and chairs.
- Children have no books and pens for writing.





*Children studying in a class in Karamoja sub-region*

### Step two: Identify causes of the issues

- Inadequate basic education infrastructure in Karamoja.
- Poverty
- Negative attitude

### Step three: Identify interventions

- Procure desks and chairs.
- Mobilisation and sensitisation of the community about the importance of education.
- Parental engagement to provide basic needs and scholastic materials for children.

## 6.4.3 Using normative frameworks and compacts in identifying gender and equity issues

### 1) International and Regional Instruments

Uganda is signatory to various International and Regional Instruments, promoting gender equality, women's empowerment and that of children, youth, PWDs, older persons, indigenous people, and their human rights. These have been domesticated into national education laws and policies. Refer to Section on GEB Legal and Policy Frameworks. These frameworks are useful in identifying gender and equity issues in the education sector and make gender and equity budgeting obligatory for the sector. Table 6.2 gives examples.

**Table 6.2: Using Normative Frameworks in Identification of GEB Issues**

Instrument	Provision	Identified Gender and Equity Concerns	Required Intervention
<b>International instruments</b>			
Example: Sustainable Development Goals	Education Sub-Programme Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	<ul style="list-style-type: none"> <li>• Limited access to education by the girl-child especially at secondary and BTVET level.</li> <li>• Limited access to education by pupils with special needs.</li> <li>• Regional inequality in access to education.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of parents and community in the education of children especially the girl-child and SNE pupils.</li> <li>• Construct schools at Parish and Sub-county level.</li> <li>• Provide meals at school.</li> <li>• Provide bursaries for education of disadvantaged children especially the girl- child and SN pupils.</li> <li>• Create awareness about violence against children.</li> <li>• Create awareness about child labour</li> </ul>
<b>Regional instrument</b>			
Example: African Charter on Human and Peoples' Rights, 1981 Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, 2003 -Maputo Protocol.	Article 17 states that every individual shall have the right to education  Article 12: Protect women, especially the girl-child from all forms of abuse, including sexual harassment in schools and other educational institutions	Same as above  Sexual violence against the girl-child	Same as above  <ul style="list-style-type: none"> <li>• Involve men in the fight against GBV</li> <li>• Prosecute offenders</li> </ul>

Source: Author's Compilation

## 2) National Instruments

The NDP III identified the following gender and equity issues, which should be considered in budgeting and implemented over the Plan period. These include:

1. Low completion rates at secondary (senior four) at 34.8 percent in 2017 (36.2 percent boys and 33.5 percent girls).
2. Teenage pregnancies at 25%, with 34% from the lowest wealth quintile and 15% in the highest wealth quintile.
3. Early marriages.
4. Gender disparities in enrolment in favour of boys at secondary (gender parity index of 0.88), at TVET (GPI, 0.61) and university (GPI, 0.81).
5. High cases of violence, especially sexual violence against girls at 25% with boys at 11%.
6. Low access to higher education loan scheme with only 201 girls benefitting in 2017, against 608 boys in the same year.
7. Low uptake of science subjects by girls at secondary level.
8. High instances of HIV among students, with girls more affected at 2,166 cases against 1,827 boys (2017).

If these issues were to be handled over the Plan period, this would substantially contribute to gender equality and equity in the education sub-programme.

### Gender and Equity Compact for the Education Sector

The PFMA, 2015 requires MDAs and LGs to identify gender and equity issues and to specify measures for addressing the issues in the formulation of the budget. The Education Compact is intended to guide the stakeholders and sub-programme while making Plans and budgets for the sector specific gender and equity issues, and interventions. It also guides the sector on other programming initiatives, resource mobilisation and allocation, budget execution, and accountability. The Gender and Equity issues under the Education Compact are similar to those under the international and regional instruments Section above.

## 7.0 MAINSTREAMING GENDER AND EQUITY IN DEVELOPMENT PLANNING

The National Planning Authority Act (NPA) 2002, section 7(2) h; requires the NPA to produce comprehensive and integrated development plans for the country that are gender and disability sensitive. Therefore, Gender and Equity issues are addressed at all stages of the education sector planning process: preparation, implementation, monitoring and evaluation. It is ‘thinking gender’ right from the beginning up to the end of the process of formulation of the Education and Sports Sector Strategic Plan (ESSP).

### 7.1 Plan Formulation

#### 1) Consultation Process

The Plan is formulated in a consultative and participatory manner to build consensus on the national education priorities to be addressed in the Plan. It involves various stakeholders at every stage of the planning cycle. The consultations present opportunities to raise gender and equity issues for inclusion in the Plan by engaging the civil society organisations working on education issues of special interest groups that represent girls, SN children, children in distant locations, and problematic places like fishing communities and border districts, and other marginalised groups.

The ESSP 2017-2020 was developed through a collaborative and consultative process involving various stakeholders. Among the stakeholders consulted were: National Planning Authority, Education Development Partners, Local Government actors, Private Sector players, and many others.

#### 2) Situational Analysis

A situation analysis of the education sub-programme requires paying attention to the emerging and prevailing gender and equity issues. To begin with, a gender and equity analysis of the education sub-programme is undertaken to identify the G&E issues. This requires information on the levels of education including pre-primary, primary, and secondary, BTVET, and tertiary, which is disaggregated on the basis of sex, residence, and sub-regions. This will enable understanding the magnitude of the issues, causes, and what can be done to improve the situation. It is also important to indicate how the issues are relevant to/or affect the sub-programme performance.

Refer to Section on Gender and Equity Analysis and Identification of G&E issues, to get examples of the Gender and Equity issues for inclusion in the situation analysis. For relevance of the issues to sub-programme performance, refer to Section on Introduction.

Examples of some of the gender and equity issues highlighted by the ESSP 2017 - 2020:

- A fairly low survival rate of 34% for primary and a low P7 completion rate of 61.5%.
- High drop-out rates at upper primary resulting in low transition to secondary especially for girls.
- Limited participation of children with disability and other vulnerable children in education.

### 3) Setting goals and objectives

The goals and objectives should be set in line with gender equality and equity aspirations, and overall NDP objectives. The objectives should address the needs of the learners at all levels of the education system. The objective could be all-inclusive to cater for all, for example, to increase completion rates for learners at primary level; or target a specific category of the learners, e.g. to increase transition rates for girls from primary to secondary level.

Examples of The ESSP objectives:

*Specific Objective 1: To achieve equitable access to relevant and quality education and training.*

This is an all-inclusive objective aimed at improving access to quality education for all girls and boys, learners with disability, and learners in disadvantaged locations like islands, pastoral communities, fishing villages, sugar-growing areas, and poorly resourced regions.

### 4) Identifying interventions

The interventions should aim at achieving the objectives in order to address the gender and equity issues, and the causes identified under the situation analysis. Examples include:

- Establish a primary school per Parish.
- Establish a secondary school per Sub-county.
- Develop and implement programmes that increase the participation of girls, women and the disadvantaged persons such as PWDs, disadvantaged communities, persons with special learning needs, conflict hit areas, refugees, and the disaster hit; in education and skills development.
- Increase the number of scholarships for disadvantaged areas to enroll for critical programmes in higher education.
- Construction of teachers' houses.
- Expand and improve provision of safe water supply infrastructure to primary schools within the mandate of MoES.

### 5) Monitoring and Evaluation

The monitoring and evaluation system should capture both outcome indicators as highlighted, as well as the key development indicators and performance targets up to the end of ESSP implementation period.

## Setting Outcome and Outcome Indicators

It is crucial to indicate how equitable access to education, that is, gender equality and equity will be increased during the Plan period and to formulate indicators to monitor progress.

### Examples of ESSP outcome and outcome indicators include:

- Gender Parity Index(GPI) – Primary from 1.02 to 1
- % age of SNE Pupils enrolled in school – 1.79% to 3.14 %
- Gross Enrolment Ratio – Secondary from 24.50% to 35.50%
- Net Enrolment Ratio – Secondary from 21.805 to 30.30%
- Gender Parity Index (GPI) – Secondary 0.9 to 1

More examples are in table 7.1

**Table 7.1: Example of ESSP Monitoring Indicators**

Key Strategic Area	Key Result Areas (Outcomes)	Key Development Indicators	Baseline 2015	Target 2020
Achieve equitable access to relevant and quality education and training	Improved Learning Achievements	Gross Enrolment Ratio - Pre-Primary	9.90%	21.10%
		Net Enrolment Ratio – Pre-Primary	9.50%	13.40%
		Gender Parity Index (GPI) – Pre-primary	1.2	1
		Net Enrolment Ratio [NER] – Primary	91.00%	94.80%

*Source: Ministry of Education and Sports*

## 7.2 Plan Implementation

It is important to establish the following when mainstreaming gender and equity in the education plan implementation:

- Who has access to what resources and who does not? For example, if UPE is free, it is essential to verify if all children have access to scholastic materials so as to take advantage of the free education.
- Which school children are benefiting and who are not? For example, if there are no assistive devices, children with special learning needs will not benefit.
- Who is participating and who is not? For example, School Management Committees are very crucial for the success of the Education Plan. They are supposed to give guidance for the smooth running of the schools. It is therefore, important to establish the composition of the committees and whether the members know their role. It is also essential to devise mechanisms for strengthening the committees.

## 8.0 MAINSTREAMING GENDER AND EQUITY INTO THE BUDGET CYCLE

The Public Financial Management Act, 2015, requires Ministries, Agencies and Local Governments to address gender and equity in the Budget Framework Papers and the Ministerial Policy Statements. The Central and Local Government Budget cycles and processes offer opportunities for or entry points to address G&E in the budget.

### The Budget Cycle in Uganda

- The budgeting cycle is a lengthy process that runs for three quarters of the year (nine months).
- While it is a participatory process, the level of participation depends on the readiness of a given institution/stakeholder.
- There are various entry points for influence as long as one has the requisite empirical evidence. The key timelines (table 8.1) inform the timing of G&E mainstreaming efforts.

**Table 8.1: Key Timelines under the Public Finance Management Act (PFMA)**

<i>(Key Timelines under the PFMA 2015)</i>	
Activity/Statutory Documents	Proposed Deadline
Submission of Sector Budget Framework Papers to MoFPED	By 15 <sup>th</sup> November
Submission of National Budget Framework Paper (NBFP) to Parliament	<b>By 31<sup>st</sup> December</b>
Approval of the National Budget Framework Paper by Parliament	<b>By 1<sup>st</sup> February</b>
Presentation of the Ministerial Policy Statements to Parliament	<b>By 15<sup>th</sup> March</b>
Presentation of the Annual Budget and Tax Bills to Parliament	<b>By 1<sup>st</sup> April</b>
Approval of Annual Budget	<b>By 31<sup>st</sup> May</b>

## 8.1 The 5 Stages of the Budget Cycle

1. Fiscal Framework
2. Budget Preparation
3. Budget Execution
4. Accounting and Reporting
5. Control and Audit

### 8.1.1 Fiscal Framework

The Fiscal Framework, that determines the resource envelope for the year, is the responsibility of the Directorate of Economic Affairs in the Ministry of Finance, Planning and Economic Development. The mainstreaming of gender and equity by Ministries, Departments and Agencies takes place largely in stage II up to V of the Budget Cycle above. These are the entry points for mainstreaming gender and equity in budgeting for the education sub-programme.

### 8.1.2 Budget Preparation

There are four critical stages that are all good entry points for gender and equity budgeting for the education sub-programme:

1. Setting national priorities and sector ceilings
2. Budget consultation meetings
3. Preparation of budget estimates
4. Approval and presentation of the budget

#### ***Setting national priorities and sector ceilings***

National priorities are selected depending on:

- a) Interventions with a direct impact on growth and/or poverty
- b) The Ruling Party Manifesto
- c) Implementation constraints being faced

Most of the critical gender and equity issues have an impact on growth and poverty, and are prioritised within the ruling party manifesto, therefore, should appear in the national education priorities. The NDP III highlights some critical gender and equity issues, some of which ought to be highlighted in the National priorities. These include:

- a) Low completion of secondary education: girls at 33.5% and 36.2% for boys.
- b) Low uptake of science subjects by girls at secondary level.
- c) High cases of violence against children: physical violence - boys (68.0%), girls (59.3%); sexual violence- girls (25%), boys (11%).



### **Budget Consultative Meetings**

There are various consultative meetings:

1. Cabinet Retreat
2. National Budget Conference
3. Regional Consultative Workshops
4. Programme/Sub-Programme Working Groups
5. Inter-Ministerial Consultative Meetings
6. Parliament – sessional committees and budget committees

All these meetings provide an opportunity to advocate for addressing gender and equity issues in education for inclusion in the budget.

### **First Budget Consultative Workshop – All stakeholders (September)**

This meeting communicates the country's economic outlook and challenges to the execution of the budget; discusses budget strategy and priorities; Medium Term Expenditure Framework (MTEF), and disseminates the guidelines for the preparation of the budget for the coming Financial Year. This follows the Government Annual Performance reviews. Gender/equity issues can be raised as a concern during this and communicated through the Budget Call Circular (BCC).

#### **Importance of the Budget Call Circular**

- Communicates the goals and processes for gender and equity budgeting for the preparation of budget submissions.
- Requirement for budgetary units to provide justification of and/or planned results for men and women and/or gender equality of the following:
  - Existing programmes
  - Proposed new spending initiatives, and
  - Proposed reductions in expenditures
- Different forms of gender budget call circular, they can also include the requirement to include sex disaggregated data to present the results achieved or expected results.

- **Local Government Workshops (October)** disseminate priorities, Indicative Planning Figures, and discusses policy issues affecting Local Government operations. Usually touches on equity issues although gender can also be critically discussed.
- **Programme/Sub-Programme Working Group Discussions (November)** include sector MDAs, Ministry of Finance, Planning Economic Development (MFPED), LGs, Private Sector, Development Partners and CSOs.

## Addressing Gender and Equity Budgeting in BFPs and MPS

It is a legal requirement in accordance with the Public Finance Management Act (PFMA, 2015). Refer to Section on Introduction and Section on Evolution of GEB in Uganda.

The Equal Opportunities Commission assesses the BFPs and MPSs for GEB compliance using a pre-determined scoring criteria. All the Sections of the BFPs and MPSs are assessed and scored for gender and equity responsiveness. The total score for all Sections must be at least 50%, for the BFP or MPS to qualify for the Gender and Equity Certificate and approval by Parliament.

In addition, the education sub-programme is required to demonstrate how it contributes to the attainment of the Sustainable Development Goals, which government committed to achieve by the year 2030. Goal 4 – to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. For details, refer to Section on SDGs under Gender and Equity Responsive Monitoring and Evaluation.

## Mainstreaming Gender and Equity into Sections of BFP

### Section 1: Programme Overview

This Section illustrates how the education sub-programme relates to the National Development Plan III, and how the sub-programme objective addresses gender and equity concerns. It also includes indicators for measuring progress towards achievement of G&E.

Human Capital Development Objective: Contributes mainly to the NDP III Objective 4 which is to: *Enhance the productivity and social wellbeing of the population.*

Education Sub-Programme Objective: To improve the foundations for human capital development. The objective is all inclusive, that is, it caters for the different categories of the population including vulnerable children/learners.

The sub-programme contribution to NDP III strategic results, include:

- Increased literacy rates
- Increased primary and secondary school survival and transition rates
- Increased quality adjusted years of schooling

## Outcomes and Outcome indicators

This Section illustrates the linkages between education sub-programme outcomes/indicators and gender equality as well as equity. It illustrates how education outcomes and outcome indicators are gender and equity responsive. These include the following:

- Increase average years of schooling from 6.1 (Baseline 2017/18) to 7.3 in FY 2021/22
- Increased learning adjusted years of schooling from 4.5 (Baseline 2017/18) to 5.0 in FY 2021/22
- Increased ratio of STEI/STEM graduates to Humanities from 2.5 (Baseline 2017/18) to 3.5 in FY 2021/22
- Reduced teenage pregnancy from 25 (Baseline (2017/18) to 20 in FY 2021/22
- Improvement in World Sport ranking in niche sports:
  - Football from 77<sup>th</sup> (Baseline 2017/18) to 74 in FY 2021/22
  - Netball from 6<sup>th</sup> (Baseline (2017/18) to 6 in FY 2021/22
  - Athletics from 9<sup>th</sup> (Baseline 2017/18) to 7 in FY 2021/22
  - Rugby from 18<sup>th</sup> (Baseline 2017/18) to 17 in FY 2021/22

## Section 2: Medium Term Budget Projections

This section highlights budgetary commitments for addressing education priorities for the Plan period, 2020/21-24/25 and performance targets. It tracks resources under the Ministry of Education and excludes budgets under universities and tertiary schools.

Gender and equity priorities are financed across various sub-programmes including: Pre-Primary and Primary Education, Secondary Education; Special Needs Education, Skills Development, and Guidance and Counseling (See table 8.2).

**Table 8.2: Gender and Equity Medium-Term Budget Projections**

(Billion, Uganda Shillings) Sub-Programme Service	Approved Budget 2020/21	Proposed Budget 2021/22	Medium Term Budget Projections		
			FY 2022/23	FY 2023/24	FY 2024/25
Pre-Primary and Primary Education	29.87	49.53	31.94	30.81	30.81
Secondary Education	78.30	94.92	139.69	188.06	206.40
Special Needs Education	4.60	3.60	4.05	4.05	4.05
Skills Development	270.62	251.60	159.35	130.34	112.00
Guidance and Counselling	1.17	1.05	1.05	1.05	1.05

Source: MoES

The Education Sub-Programme has set up G&E medium term targets (table 8.3).

**Table 8.3: Gender and Equity Responsive Performance Targets for the Medium-Term**

Intermediate Outcome Indicators	Performance Targets						
	Base year	Baseline	2021/22	2022/23	23/24	24/25	25/26
Pupil Classroom ratio	2017	70%	70%	67%	63%	60%	53%
Survival rate to grade 5	2017	55.7%	55.7%	59%	61%	64%	70%
Number of secondary schools constructed under Uganda Inter-Governmental Fiscal Transfer (UgiFT)	2020	0	117	141	165	188	236
Number of enterprise incubators established in TVET institutions	2020	1	1	2	3	4	4
Percentage of secondary schools where careers guidance talks have been conducted to interest them in pursuing STEM/STEI careers	2019/20	0%	10%	18%	26%	34%	50%
Number of students enrolled in STEM/STEI and taught	2019/2020	3,686	4,121	4,327	4,533	4,739	4,945
Percentage of primary schools (special, units and inclusive) with specialised SNE equipment	2019/20	30%	35%	40%	45%	50%	55%
Percentage of primary schools implementing functional assessment of learners with special needs	2019/20	20%	28%	36%	44%	52%	60%

Source: MoES

### Section 3: Programme Past Performance and Interventions for the Ensuing Year

This Section illustrates the achievements of the sub-programme for the period under review, the planned sub-programme interventions for the ensuing year, and budget allocation.

It highlights gender and equity outputs attained breaking them by sex, age, disability, and region/location depending on the intervention/context. Examples:

- Advertised for a new cohort of students to benefit from loan scheme.
- Completed and furnished 27 staff houses and one dormitory with one block each for boys and girls at Kaliro and Muni National Teachers College respectively.
- Trained at least 30 lower secondary school teachers from 10 institutions on Inclusive Education approaches for lower secondary curriculum.

## Programme Interventions for the Ensuing Financial Year

At BFP level, broad interventions are listed where gender and equity issues will be implemented.

### Examples:

- Rehabilitate and construct 100 primary schools and 350 stances of lined pit latrines, and procure and install lightning arresters in 320 primary schools located in 10 lightning prone districts.
- Construct 146 new secondary schools in sub-counties without any form of secondary school.
- Procure and distribute specialised equipment i.e. Orbit Reader 20, 4 Braille printers for cut sheet braille paper, 4 Sara Scanners, 300 Braille kits, 200 Talking calculators, 10 Digital pens, 10 DUXBURY Software, 10 Projectors, and 350 cartons of Braille paper in special schools/Units and inclusive schools. Construct 2 workshops for vocational skill at Wakiso School for the Deaf, and other 2 selected inclusive schools in the North and West.

## Budget Allocation

The Budget for the interventions is indicated in FY 2020/21 in Table 8.2. This takes care of G&E activities.

### Section 4: Programme Challenges in addressing G&E Issues

This Section highlights internal and external challenges as well as emerging issues that will affect the sub-programme performance in addressing gender and equity issues.

- Inadequate funding limits the attainment of accommodation for teachers especially in hard-to-reach and stay areas, disability friendly infrastructure and equipment, inclusive curriculum, and learning materials.
- Slow response of the community to gender and equity issues such as girl-child education, child labour, menstrual health management, and female genital mutilation.
- Limited awareness of children, students and parents on signs, law provisions and reporting procedures on sexual harassment and early child marriages.
- Limited awareness of gender, equity and disability issues in programme institutions, this also limits their integration at the workplace, policy implementation, planning, budgeting, leadership, and other core functions. The programmes need to enhance gender and equity responsiveness through training and advocacy through workshops, research, commemoration of Women's Day and Special Needs Day, and collaboration initiatives.

## Mainstreaming Gender and Equity in Ministerial Policy Statement

The Ministerial Policy Statement details how the outputs indicated in the Budget Framework Paper, Education Thematic Area under the Human Capital Development Programme, will be implemented by the respective Departments at Vote level.

The outputs and targets are translated into detailed activities with specific budget allocations. It is important that the gender and equity education issues that are identified for implementation are clearly translated into detailed activities with specific budget allocations in the Ministerial Policy Statement. Therefore, it is vital to indicate the gender and equity activities in the Education work-plan, drawn in 4 quarters, clearly indicating which activities will be implemented in quarter 1, 2, 3, and 4; its budget allocation; as well as specifying responsibility.

### Conclusion

- It is a legal requirement to mainstream gender and equity in the BFP and MPS.
- This is necessary for accelerated inclusive growth and development.
- This entails prioritising G&E issues and identifying and costing strategic interventions.

### Preparation of the Budget Estimates

#### Preparation of Budget Estimates

- Votes receiving ceilings from the sector working group.
- Votes set priorities based on the Strategic Investment Plans.
- Accounting officers set programme ceilings.
- Heads of programmes cost activities based on the Chart of Accounts.
- Programme budgets are consolidated into the vote budget

The gender and equity issues highlighted in the NDP must be included in the Vote priorities and Programme budget.

### 8.1.3 Presentation and Approval of the National Budget Framework Paper

Cabinet approval of National Budget Framework Paper (before 31<sup>st</sup> December).

#### National Budget Framework Paper (NBFP)

- Spells out the major national priorities.
- How the resources have been allocated to achieve the national objectives.
- It incorporates the inputs of the consultative process.
- Proposes the necessary trade-off for Cabinet to endorse.

## Parliamentary Approval of the NBFP

In line with the PFM Act, the National Budget Framework Paper is presented to Parliament by 31<sup>st</sup> December. The NBFP is discussed by Sectoral Committees of Parliament which submit their reports to the Parliamentary Budget Committee.

It must be presented with a Certificate of Gender and Equity compliance from the Minister responsible for Finance, in consultation with the Equal Opportunities Commission.

### Further consultations

- Inter-Ministerial Consultative Meetings (February) between the Ministry of Finance and ministries to discuss sub-programme budget priorities and allocations, as well as outstanding policy issues.
- The gender and equity issues can be on the agenda.

### Parliamentary approval of the Budget

- The Minister of Finance must present the annual budget of a financial year to Parliament by 1<sup>st</sup> April.
- The Speaker commits the proposed budget to the Budget Committee of Parliament and to each Sectoral Committee of Parliament.
- Parliament considers and approves the Budget by 31<sup>st</sup> May, if it is presented with a Compliance Certificate of Gender and Equity.

### Presentation of the Budget Speech

The Minister presents the Budget Speech at a seating of Parliament (June). The Budget Speech articulates:

- Highlights of the Economic and Fiscal Performance in and the outlook for the financial year.
- Emerging trends in the domestic, regional and international economy.
- Strategy for expanding employment and growth opportunities.
- Proposed taxation measures and the way forward.
- A good entry point for a Gender Budget Statement which includes education gender and equity issues and programmes.

#### 8.1.4 Budget Execution

- Appropriate entry point is through monitoring and evaluation.
- Appropriate performance education gender and equity indicators should have been designed at the budget formulation stage.
- Tracking performance of gender and equity responsive education programmes is important to foster effective implementation.

## 8.2 Mainstreaming Gender and Equity in the Local Government Budget Cycle and Process

Articles 190-197 of the Constitution of the Republic of Uganda, 1995, provide for the finances of the Local Governments. The Local Government Act mandates Local Governments to plan, budget and implement social services including education services. Districts and Municipal Councils, therefore, take primary responsibility for the delivery of decentralised education services where funds are transferred directly from the Ministry of Finance, Planning and Economic Development (MFPED) to local government general accounts.

### 8.2.1 The Budget Process

- The budget is prepared through an open, transparent, and widely participatory process.
- The objective of the consultative process is to solicit the views of all stakeholders in the preparation of the Budget, and consequently ensure that the LG budget reflects the views, aspirations and priorities of all stakeholders.

### 8.2.2 Entry points for GE Mainstreaming

- The Local Governments Budget Committees agree on the rules, conditions, and flexibility of the coming planning and budgetary process. The rules should be responsive to G&E compliance.
- MFPED issues the first Budget Call Circular: Indicative Planning Figures to Local governments (LG examines the BCC education priorities and establish outputs that are targeting G&E).
- The National Budget Conference (LGs can critically raise and discuss the G&E concerns in the education sub-programme).
- Regional Budget Conference (Since NDP III is hinged on regional development, discuss and share the G&E outputs for education sub-programme).
- Executive Committee determines sectoral allocations; sub-programme departments prepare write ups for Local Government Budget Framework Paper. (The Education Department should ensure gender and equity issues in the NDP are addressed among the departmental priorities).
- Lower Local Governments prepare Development Budgets and Plans (look out for gender and equity issues in the Education Sub-Programme of the NDP).
- Meeting of the Executive Committee and Sector Committees to review draft BFP from Lower Local Government (Ensure the G&E issues of the Education Department are included in the BFPs).
- LG Budget Conference (discuss outputs that are G&E responsive).
- Budget reviews by Standing Committees of the Council (look out for Education Department G&E issues).



- Budget Approval by the Council (Council should make sure the Education Department addresses the G&E concerns in the NDP before approval).
- The draft LG BFP is reviewed by the Technical Planning Committee (the Committee should ensure that the G&E issues in Education are addressed in the BFP).
- LG Sector Committees review budgets, after receiving feedback from MFPED (Look out for gender and equity issues in education).
- Executive Committee examines final budget (look out for gender and equity Areas missed).
- The Executive Committee lays the budget and work-plan before the LG Council (Ensure that the G&E concerns in education are included).
- LG Budget Conference (discuss outputs that are G&E responsive).
- Budget reviews by Standing Committees of the Council (look out for G&E issues for the Education Department).
- Budget Approval by the Council (Council should make sure the Education Department has addressed the G&E concerns in the NDP before approval).
- Parish Development Committee (PDCs): bottom-up participatory planning.
- Sub-county Budget Conferences. (See image below)



***Sub-county budget conferences***

- District Budget Conference (different stakeholders)
- Sectoral Committees
- Technical Planning Committee
- Executive Committee
- Council Approval

### 8.2.3 Local Government Delegated Functions

Under the Decentralisation Policy, the Ministry of Education and Sports is responsible for among others policy formulation, resource mobilisation, monitoring implementation of policies, plans, strategies, and programmes, as well as provision of technical guidance and support for delivery of quality education and sports services.

The Ministry also oversees semi-autonomous and affiliated bodies including: National Curriculum Development Centre (NCDC - responsible for curriculum development); Uganda Business and Technical Examination Board (UBTEB); Uganda Allied Health Examination Board (UAHEB); Uganda National Medical Examination Board (UNMEB); and Uganda National Examination Board (UNEB - responsible for assessment of students);

National Council for Higher Education (NCHE - *responsible for quality assurance and oversight over delivery of higher education*); National Council of Sports (NCS) - *responsible for management of sports in country*); Higher Education Students Financing Board (HESFB) - *responsible for providing loans to students admitted to the institutions of higher learning*); and, Education Service Commission (ESC - *responsible for recruitment of teaching and non-teaching staff in educational institutions*).

The largest part of education service delivery is undertaken by local governments in line with the Decentralization Policy. The Functions and services for which district councils are responsible, subject to article 176 (2) of the Constitution and sections 96 and 97 of the Local Government Act, include but are not limited to, education services which covers Pre-primary, Primary, Secondary, Trade, Special Education, and Technical education. This affirms the critical role of Local Governments (Cities, Municipalities, Districts and lower LGs) in the planning, management, and oversight of effective education delivery in their respective areas of jurisdiction. They provide the frontline services in the implementation of education policies and programs.

#### **Delegated Local Governments functions**

The Local Governments have a lot of delegated functions as laid out by the Local Government ACT cap 243. These include:

- Planning functions from the parish level up to the district level.
- Legislative powers where Higher LGs make ordinances and Lower LGs make bye-laws.
- They have Local Council Courts which handle civil offences.
- They have powers to levy taxes.
- They monitor the projects in their area.

#### **Conclusion**

It is now a legal requirement to mainstream gender and equity in the BFP which is necessary for accelerated inclusive growth and development.

### 8.3 Gender and Equity Budgeting Statements

It is a summary of the education sub-programme's gender and equity issues to be addressed, planned interventions, expected outcome, planned outputs, activities, performance indicators, and budget allocations in the ensuing Financial Year.

#### Rationale

Preparation of a Gender and Equity Budget Statement for the education sub-programme is important as:

- It makes it easier to see the gender and equity issues and the planned interventions, in the budget, to be addressed by the education sector for the ensuing FY.
- It takes less time for the Equal Opportunities Commission to assess compliance to gender and equity budgeting as everything is in one section and summarised rather than being spread out over various sections of the BFP, which is a large document.
- It is a perfect solution for assessment of compliance to gender and equity budgeting for the 132 districts in the country. It would take several days with many assessors, to complete the exercise.
- The Gender and Equity Budget Statements can be used at the budget preparation stage. The statements will explicitly state the gender concerns, interventions to address the concerns, the expected outputs and outcomes, and the corresponding budgetary allocations.

The Gender and Equity Budget Statement, therefore, should:

- a) Report on the status of gender equality and equity.
- b) State the government priorities for improving gender equality and equity.
- c) Indicate the budget measures aimed at promoting gender equality and equity.

#### 8.3.1 Structure and Content of the Gender and Equity Budget Statement

- i. List of gender and/or equity issues to be addressed in education sub-programme and their causes.
- ii. Implication of the gender and equity issues if unaddressed
- iii. Proposed Interventions to address causes
- iv. Planned outputs
- v. Expected outcomes
- vi. Performance indicators
- vii. Budget allocation

**Illustrations:***Issue: Low transition rate for girls to secondary level education*

UPE in Uganda resulted in a gender balance in enrolment of boys and girls at primary level. The Annual School Census by Ministry of Education and Sports 2013 - 2017 indicates that the completion rate for girls at primary was slightly higher at 60% compared to 59.3% for boys. However, the transition to S.1 was higher for boys at 60.8% compared to 60.5% for girls. The dropout for girls is mostly caused by high teenage pregnancy arising partly from GBV. The second reason for the dropout is due to early child marriages, which is from a lack of appreciation of the girl-child education by communities.

*Implication of girls' dropout at secondary school level*

If not addressed a high drop-out rate of girls at lower education level, will affect the human capital development and productivity of the country. This is because illiterate or semi-illiterate mothers do not practice health seeking behaviour, which affects the health lifestyle of the family; do not appreciate the benefits of family planning leading to high population pressures; and do not encourage children's education, likely to end into a semi illiterate and low productivity population.

*Interventions to address the causes*

The Ministry of Education and Sports plans to conduct a community mobilisation strategy in order to sensitise the leaders on teenage pregnancies, GBV, and early child marriages. In addition, the Ministry plans to organise radio talk shows and enforce the Universal Secondary Education Policy.

**Planned outputs with targets**

- A total of 2,000 community mobilisation and sensitisation workshops held countrywide.
- A total of 200 radio talks shows on teenage pregnancies, GBV and early marriages organised on all FM stations in the country.

*Expected outcomes in terms of contributing to the sector objectives*

This will lead to improved well-being of the population and a quality workforce, hence increased productivity, and development of the country.

**Performance indicator(s)**

- Number of community sensitisation workshops held.
- Number of radio talk shows held.

*Budget for the planned outputs*

Ug shs 3,000,000,000 (three billion) allocated.

**SUMMARY GENDER AND EQUITY STATEMENT FOR EDUCATION SUB-PROGRAMME**

There is a low transition rate of girls from primary to secondary in Uganda. This is due to high teenage pregnancies and early child marriages. A total of 2,000 community sensitisation workshops will be organised, and 200 radio talk shows held on all FM stations in the country. This is expected to reduce teenage pregnancies and GBV; as well as promote girls' transition to higher levels of education. It is also expected to promote communities' appreciation of the girl-child education. A total of Ug shs 3,000,000,000 is allocated for the activities.

## 9.0 GENDER AND EQUITY RESPONSIVE MONITORING AND EVALUATION

Monitoring is a continuous process of data collection and analysis, carried out during the implementation of education projects, programmes, policies or plans, to assess progress towards realisation of set goals and objectives. It tracks implementation and compares progress to the expected performance, observing how the values of different education indicators, against stated goals and targets, change over time.

It is through monitoring that the Education Sub-Programme can establish whether it has achieved its annual performance targets for service provision or not. For example, for FY 2019/20 the sector then was able to achieve the following among others:

- Started construction of 92 seed secondary schools in sub-counties where there were none.
- Completed civil works in four BTVET institutions: Bukooli T.I, Kiruhura T.I, UCC Aduku, UTC Bushenyi, and Arua Comprehensive School of Nursing.
- Established Soroti University.

Monitoring of education projects/programmes is done at intervals. The most regular ones are the quarterly education performance reviews, and Annual Education Sub-Programme reviews. Evaluation is usually conducted midway (mid-term) or at the end of the implementation of a project or programme.

### 9.1 Programme Logic

The Programme Logic illustrates a results chain in the implementation of an education programme. It shows the linkage between inputs or education resources to activities, outputs and outcomes or benefits of implementing an education programme. The four stages are chain linked in a logical order, that is, resources are needed to conduct activities, which leads to provision of services for the population, and eventually education outcomes. The Programme Logic can be used to monitor the sensitivity of education projects/programmes to the needs and priorities of vulnerable groups, pupils/students/learners including girls and boys, SN pupils, youth, orphans and those in disadvantaged locations, by incorporating a gender and equity dimension at all stages of the results chain, as illustrated by the diagrams below.



## 9.2 Gender and Equity Responsive Monitoring and Evaluation

Gender and equity responsive monitoring and evaluation involves tracking education programmes/project execution to assess the degree of fairness in the provision of services among the categories in society. G and E monitoring tries to establish whether an education programme addresses the different priorities and needs of the respective vulnerable groups.

**Inputs** – To monitor inputs, it is vital to establish the resources provided and their allocation to the various education activities. For example, monitoring the adequacy of the budget for: school construction, teachers' salaries, scholastic materials, and equipment. The shortages should be monitored and corrective measures taken.

**Activities/processes** – It is vital to monitor the scope of coverage of the education activities. For example, whether the planned activities at the school address the specific needs of girls and SN pupils/learners. For instance, if it is construction of a school, it is essential to establish whether ramps are constructed to enable pupils with physical disability to access the school buildings; whether separate toilets with doors/shutters are constructed for boys and girls; and whether there are some disability responsive toilets. If it is recruitment of teachers, it is essential to establish whether some female teachers are recruited. Each challenge ought to be identified with possible solutions.

**Outputs** – It is crucial to monitor appropriateness of the facilities and services being provided. For example, are classrooms constructed with ramps, sanitation with separate facilities, are the PWDs having the necessary equipment and devices, staff houses in hard-to-reach areas.

**Outcomes** - The benefits that an education project or intervention is designed to deliver. It is necessary to monitor the immediate changes among the beneficiaries. For instance, improved enrolment, attendance and performance of children by sex.

### 9.3 Gender and Equity Responsive Education Indicators

Education indicators are quantitative (calculable) or qualitative (perception) factors or variables that provide a simple and reliable means to measure achievement, reflect the changes connected to an education intervention, or to help assess the performance of an education project, programme or Plan. Indicators show for example the enrolment status of learners at various levels of education, and the progress being made towards set goals.

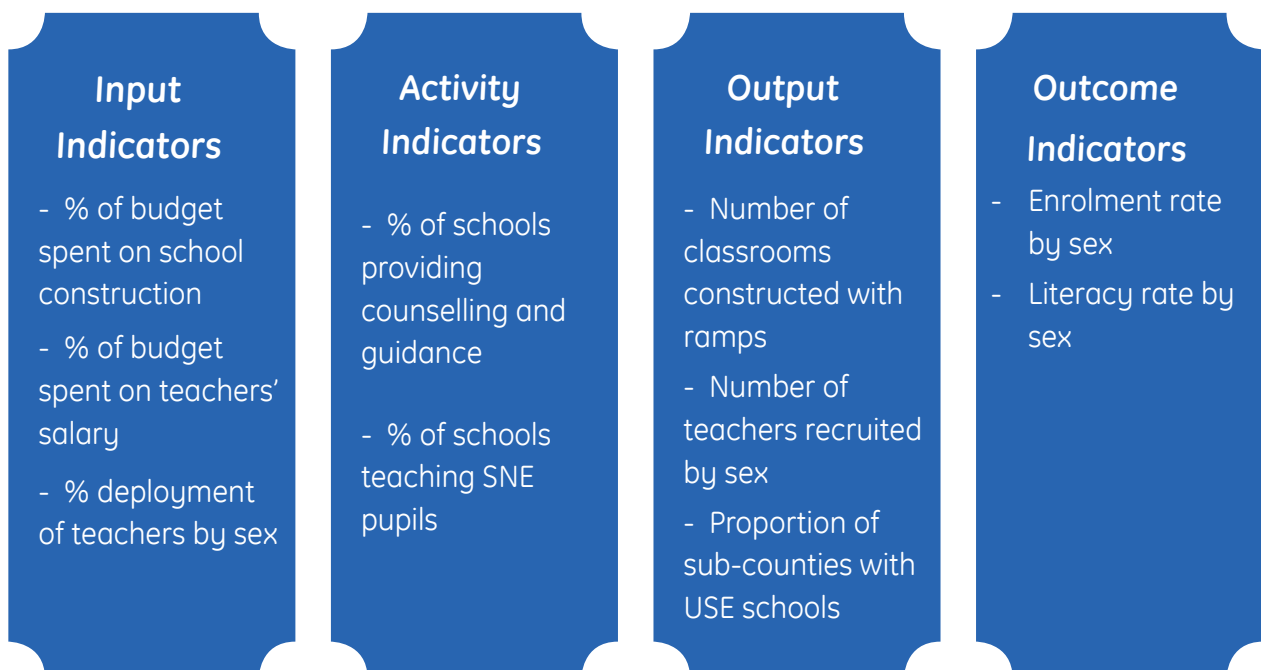
#### Gender Sensitive Indicators

Gender sensitive indicators are needed to give information on changes in achieving gender equality. Examples of gender related indicators: Refer to Section on Identifying Gender and Equity Issues Using Statistics.

#### Equity Sensitive Indicators

Equity sensitive indicators are needed to give information on changes in access to, participation in, and the benefits in education among various groups. The equity indicators review changes in aspects of geographical location, disability, and minority groups. Examples of Equity Indicators: Refer to Section on Identifying Gender and Equity Issues Using Statistics.

Indicators may be generated along the M and E Monitoring Chain as illustrated in diagrams below:





## Mainstreaming G&E in Existing Indicators

### **Gender sensitive indicator**

The value of the indicator is measured separately for men and women and so allows for comparisons to be made between the two groups: e.g. indicator to monitor access to education. This is important to reveal the differential impact on men and women of a given policy or intervention.

*The indicator can be gender specific* e.g. proportion of places reserved for girls' admission to BTVET institutions. *The indicator can be implicitly gendered* - in this case, the indicator makes no explicit reference to gender, however, if it is interpreted within a broad context, the indicator is in reference to women or men. E.g. Teenage pregnancy rate - the victims are exclusively female.

### **Equity indicators**

*The value of the indicator is measured separately for age (children, youths, older persons); disability (physical, hearing impairment, sight impairment, concentration); location (rural/urban, districts, hard-to-reach).*

## 9.4 National Priority Gender Equality Indicators

The National Priority Gender Equality Indicators (NPGEIs) is a framework to guide the development and production of gender responsive indicators in Uganda. The NPGEIs were developed under the framework of the Plan for National Statistical Development and the UN Joint Programme on Gender Equality and Women's Empowerment, to guide the mainstreaming of gender in statistical production processes in the National Statistical System. The framework presents gender responsive indicators for six thematic areas including Education. The NPGEIs respond to national, regional and international demands for gender statistics, particularly the NDP III and SDGs. The progress is measured through the implementation of various 5-year National Development Plans.

The following are the key NPGEIs for the Education Sub-Programme, reprocessed by UBOS in 2017 and 2018, using information extracted from the UNHS 2012/13, UDHS 2011, existing census, and other administrative information generated by the Ministries, Departments and Agencies (MDAs) in the sector.

### **NPGE Indicator 2.2.1: Gross Enrolment Ratio by sex**

Gross Enrolment Ratio (GER) is defined as the total enrolment in (pre-primary/primary/secondary), regardless of age, expressed as a percentage of the official (pre-primary/primary/secondary) school-going-age population. The GER for males was slightly higher (132%) than that of girls (126%) at primary level.

**NPGE Indicator 2.1: Net Enrolment Rate for: Pre-primary, Primary and Secondary by Sex (2014)**

The net enrolment was lowest at pre-primary (17 percent) and highest at primary level (82 percent). The net enrolment ratio was higher for girls than boys across the categories.

**NPGE Indicator 2.2.2: Net Pre- Primary Enrolment**

The official pre-primary school going age is 3-5 years. Net pre-primary enrolment was found to be 17 percent, with minimal disparity by sex. Net pre-primary enrolment was twice as high in the urban areas than the rural. The highest Net Pre-primary Enrolment Ratio was recorded in the Kampala sub-region (38%), while Karamoja had the least (2%).

**NPGE Indicator 2.3: Net Primary School Enrolment Rate by Sex**

The official primary school going age is 6-12 years. The national primary Net Enrolment Rate (NER) was 82 percent, with that of the females (84%) slightly higher than that of the males (81%). Net primary enrolment in the urban areas was slightly higher than that in the rural areas. North East sub-region had the lowest net primary enrolment rate at 57 percent.

**NPGE Indicator 2.5: Net Secondary School Enrolment Rate by Sex**

The official secondary school going age is 13-18 years. About two out of every ten (22%) of these were enrolled in secondary school during the period 2012/13. There were slightly more girls (23%) than boys (21%) in school. There were twice as many girls and boys in school, in the urban areas than the rural. The secondary school NER was lowest in the North-East sub-region (9%), with twice more boys (12%) than girls (6%), while Kampala sub-region had the highest secondary NER (54%), still with more boys (59%) than girls (50%).

**NPGE Indicator 2.7: BTVET Enrolment**

Findings show that in 2016, BTVET enrolment in 2015/16 stood at 129,599. Of these, 59,351 were female representing 46 percent. The highest proportion of students enrolled was registered under UBTEB programme, at 52 percent. Of these, there were twice as many males (66%) as females (35%).

**NPGE Indicator 2.9: Tertiary Enrolment by Sex**

The tertiary education level in Uganda is comprised of two categories: - degree awarding universities and 'other tertiary institutions' (i.e. the technical sub-sector which offer diplomas and certificates). Tertiary enrolment for the year 2013 stood at 201,376 students. Of these, 87,572 were females, representing 43 percent of the students. The highest number of students were recorded in degree awarding universities, at 24,589, representing 62 percent of the students (58% male, 42% female).

**NPGE Indicator 2.15: Literacy Rate in English at P3 by Sex**

Literacy rate in English refers to the ability to read and write meaningfully in English language. The ability to read and write increases the pupil's comprehension of information provided in the different learning areas. Findings on literacy rate in English at P3, show that in 2015, 60 percent of pupils were literate in English, with slightly more females (61%) than males (59%). There were more literate P3 pupils in the urban (84%) than rural (55%) areas. Pupils from privately owned schools were found to be more literate in English language (91%), compared to Government-owned schools (52%).

**NPGE Indicator 2.16: Numeracy Rate at P6 (%) by Sex, 2015**

More than half of the P6 pupils (52.6%) reached or exceeded the threshold proficiency level in Numeracy. The proportion of boys (56.9%) rated proficient in Numeracy was significantly higher than that (48.2%) of the girls. The difference in the performance of the pupils (75.6%) from private schools and their counterparts (44.4%) from government schools was highly significant. Whereas the proportion of boys and girls from private schools was similar, the boys from government schools were significantly 11.6 points above the girls from the same setting. The percentage of pupils (71.4%) rated proficient in Numeracy in the urban schools was more than double that of pupils (33.6%) from rural schools. The proportion of boys rated proficient was significantly higher than the girls who obtained a similar rating in each school location.

**NPGE Indicator 2.2.3: Numeracy Rates in Primary**

Numeracy rate is the percentage of pupils who can use numbers, make additions, subtractions, simple multiplication, simple division, weights and measures, money counting and telling time. Numeracy rates were much higher among P3 (at 71% for girls and 73% for boys) than P6 pupils (48% for girls and 57% for boys). At schools were found to be more literate in English language (91%), compared to Government-owned schools (52%).

**NPGE Indicator 2.14: Literacy Rate (%) by Sex. 2011**

Literacy rate is the proportion of the population who can write and read with understanding, expressed as a percentage of the total population. According to the 2014 National Population and Housing Census (NPHC), the literacy rate stood at 72.2 percent with the proportion of males higher (77.4%) than that of females (67.6%). There was a higher disparity in literacy levels for women and men in rural areas (62% and 74%, respectively) compared to those in urban areas (83% and 88%, respectively). Karamoja sub-region had the lowest literacy rate for both males (31%) and females (19%).

**NPGE Indicator 2.28: Secondary schools with separate stances for females and males**

Sanitation is a pre-requisite for a quality learning environment. Consequently, separate stances for boys and girls is critical for creating the continuous survival especially of the girl-child in school. At national level, 99% of secondary schools had separate stances for boys and girls

students. Karamoja sub-region recorded the lowest percentage of secondary schools with separate stances for males and females at 86.7%.

## 9.5 Sustainable Development Goals

Monitoring is also used to track progress towards the achievement of international and regional commitments that the government is committed to, for example, the Sustainable Development Goals (SDGs).

**The Government made a commitment to achieve Sustainable Development Goals by year 2030.**

### **Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

- (i) By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes.
- (ii) By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- (iii) By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- (iv) By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.
- (v) By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
- (vi) By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- (vii) By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
- (viii) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- (ix) By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small Island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries.

- (x) By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

## 9.6 NDP III Education Gender and Equity Responsive Monitoring Indicators

The NDP III education indicators were formulated in line with the SDGs Goal 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” These are listed in table 9.1.

**Table 9.1: NDP III - Gender and Equity Responsive Monitoring Indicators**

Key Result	Baseline 2017/18	2020/21	2021/22	2022/23	2023/24	2024/25
Increased average years of schooling	6.1	6.8	7.3	8.0	9.5	11
Increased learning adjusted years of schooling	4.5	4.6	5.0	5.3	6.0	7
Increase ratio of STEI/STEM graduates to Humanities	2:5	3.5	3.5	3.5	3.5	3:5
Reduce teenage pregnancy	25	22	20	18	16	15
Improvement in the World Sports Ranking in niche sports						
	Base year 2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Football	77 <sup>th</sup>	76	74	72	70	65
Netball	6 <sup>th</sup>	6	6	4	4	1
Athletics	9 <sup>th</sup>	8	7	6	6	4
Rugby	18 <sup>th</sup>	18	17	16	15	4

Source: National Planning Authority, 2019, National Development Plan III, 2020/21-24/25

## 10.0 GENDER AND EQUITY RESPONSIVE REPORTING

Gender and Equity Responsive Reporting is the documented account of targeted education interventions taken towards addressing G&E gaps in education, indicating progress, challenges, lessons learnt, and strategies for future reference or interventions. Gender and Equity reporting gives a voice to and space for the education issues affecting girls and boys, youth, SN children, and hard-to-reach and hard-to-stay locations, instead of perpetuating the stereotypes in the implementation of education activities and programmes. For example, during field supervision, the District Education Officer (DEO) may notice that a school building has been constructed without a ramp to enable children with physical disability access classrooms. The DEO alerts the District Administration and the Ministry of Education and Sports of the need to adjust the building design to add a ramp.

G&E education reporting is a tool for accountability for the provision of services to vulnerable groups. For example, the DEO has to give a report of how many schools in his/her district has: disability friendly toilets, separate stances for girls and boys with doors; hand washing facilities; Special Needs Education Teachers; and specialised SNE equipment. It, therefore, gives an account of the progress made towards achieving set equity and gender equality education goals and objectives.

### **Types of reports**

There are various Education Sub-programme reports. It is important that GE sensitivity is in-built into all reporting requirements. The following are some of the sub-programme reports:

1. Activity/field monitoring reports
2. Progress reports: monthly, quarterly, annual
3. Mid-term and terminal evaluation project/programme reports
4. Local Government G&E Assessment /Audit reports

### **Responsibility for reporting**

- At the central level, all heads of Departments under the Ministry of Education
- Heads of Departments and Vice Chancellors of Universities
- Heads of Departments/Heads of BTVET institutions
- All District Education Officers
- All Head Teachers: Secondary, Primary and ECD

### **A few considerations in reporting**

G&E reporting provides information captured from various sources, principally data and voice. In the case of data, G&E responsive reporting uses Gender Disaggregated Data (GDD) and Equity Disaggregated Data (EDD). Refer to Section on GDD and EDD for elaborations.

Reporting, through capturing the voices of the beneficiaries, aims at getting their opinions about the education programme or activity. It captures comments, from key stakeholders, on the good and bad elements of the education activity or project. The listener quotes the views, opinions, and experiences of the stakeholders verbatim. For example, the poverty assessments conducted by MFPED, asked community members what poverty meant to them. Many responded, **“Poverty is not being able to pay school fees for children”**. Voices are captured through Focus Group Discussions (FGD). The FGD should have a G&E representation. For example, during a community education meeting, there should be education officers, teachers, councillors, women, men, PWDs, youth, and older persons, and Heads of Religious Institutions. All the participants should be given a chance to air out their issues and suggestions.

It is crucial that education reports use simple G&E-sensitive language, and should ensure that the language does not denigrate children, men, women, PWDs, youth, nor older persons. The negative labelling of PWDs and unmarried women is not right and makes them feel out of place. There is need to build consensus on the report from all stakeholders.

*Documenting the entire process:* Example: G&E issue addressed: limited transition to secondary education by girls in Bunyoro, Bukedi, Busoga districts. The GE strategies used: construction of schools in sub-counties where there is none. This would promote equitable and all-inclusive access to secondary school education, and reduce on distances travelled to school. The second strategy is the involvement of the community in the education service delivery particularly the education of the girl-child. Activities undertaken to address the issue: schools constructed in all sub-counties in the districts; recruitment of female teachers and SNE teachers; mobilisation and sensitisation of the community about the importance of keeping girls longer at school by supporting secondary school education; and its role in education service delivery. Mobilisation and sensitisation of the community about teenage pregnancies, early marriages and GBV. Resources used: Ug shs 30 billion was spent. Outputs: 10 secondary schools with ramps; 30 female teachers; 5 SNE teachers; 3 blocks of toilets with separate stances for girls and boys, 4 disability friendly toilets; SNE specialised equipment; and staff accommodation for 50 teachers. Outcome realised: The school provided access to 20,000 students: 12,000 boys; 7,500 girls, and 500 SNE pupils.

It involves explaining the challenges/constraints experienced. For example, entrenched community bias against the girl-child and SN children’s education; limited community involvement in education service delivery; and limited availability of female teachers including SNE teachers.

It involves documenting the lessons learnt and the recommendations for the future. For example, it is difficult to promote girl-child education without involvement of the community. This is because many of the things that prevent girls' education in primary, secondary and other levels of education are committed mostly by the community; e.g., son preference when it comes to education, sexual violence, and forced early child marriages. Therefore, it is important to mobilise and strengthen the community management structures for their involvement in education service delivery.

The importance of G&E responsive education reporting cannot be over-emphasised. When reporting on education interventions, it is important to ensure that there is a gender and equity balance of sources, voices and perspectives. Gender-equity transformative reporting will ensure that children including boys, girls and SN pupils; youth, women, men, PWDs, older persons, orphans, minority, and other vulnerable groups are portrayed in a balanced and fair manner.



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**Budget Monitoring and Accountability Unit (BMAU)**  
**Ministry of Finance, Planning and Economic Development**  
**P. O. Box 8147, Kampala**  
**[www.finance.go.ug](http://www.finance.go.ug)**

