



# **Progress in Gender Equality in Uganda Primary Education**

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“Gender Equality in Education: Looking Beyond Parity”**

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# 1.0 Preamble

## **This presentation:**

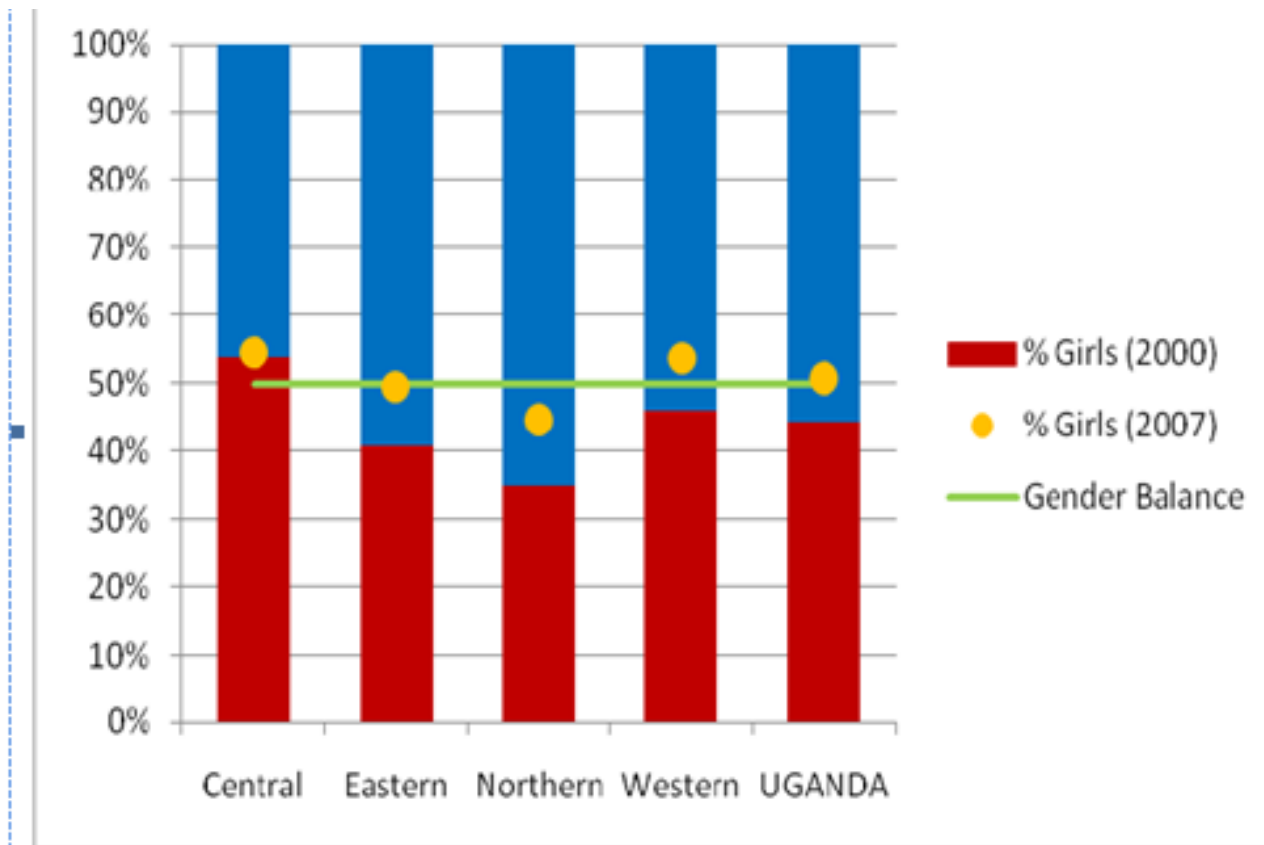
- Presents progress in Gender Equality in Ugandan Primary schools based on SACMEQ Policy Brief # 6, and further analysis on factors that affect learning achievement.
- Aims at investigation whether there has been progress in “gender equality” in education in four regions of Uganda and establishing factors that influence achievement for girls and boys.
- Covers:
  - an introduction
  - Importance of Gender Equality in Education
  - Environment factors that affect learning achievement
  - Summary results
  - Policy suggestions

## 2.0 Introduction

- Gender equality issues in primary education reflect the socio-political realities of much larger numbers of children graduating from primary education; in some cases, disproportionately girls.
  
- Equity is cited as one of the major challenges facing educational development taken to refer to disadvantaged groups including the poor, linguistic and ethnic minority groups, nomads, refugees, street and working children as well as gender.
  
- The study was set to seek answers to the following specific questions:
  - i. What were the changes in the proportion of girls' enrolment at the Primary 6 level for the four regions in Uganda between 2000 and 2007?
  - ii. What were the changes in the size and the direction of the gender differences in Reading and Mathematics' scores for the four regions in Uganda between 2000 and 2007?
  - iii. What were the changes in selected gender related school environment information between 2000 and 2007
  - iv. What school environmental factors influence learning achievements of boys and girls.

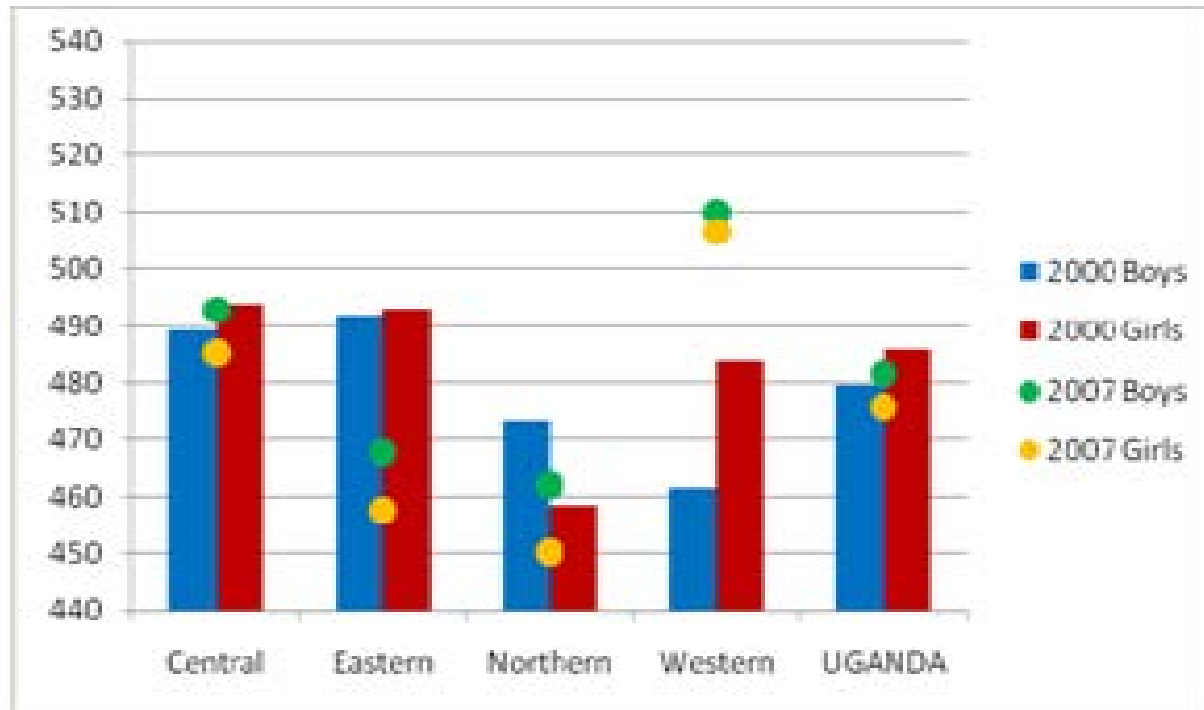
### 3.0. Importance of Gender Equality in Education

Figure 1: Proportion of Primary 6 girls out of Total Primary 6 Enrolments in Uganda (2000 and 2007)



Source: SACMEQ Data Archive

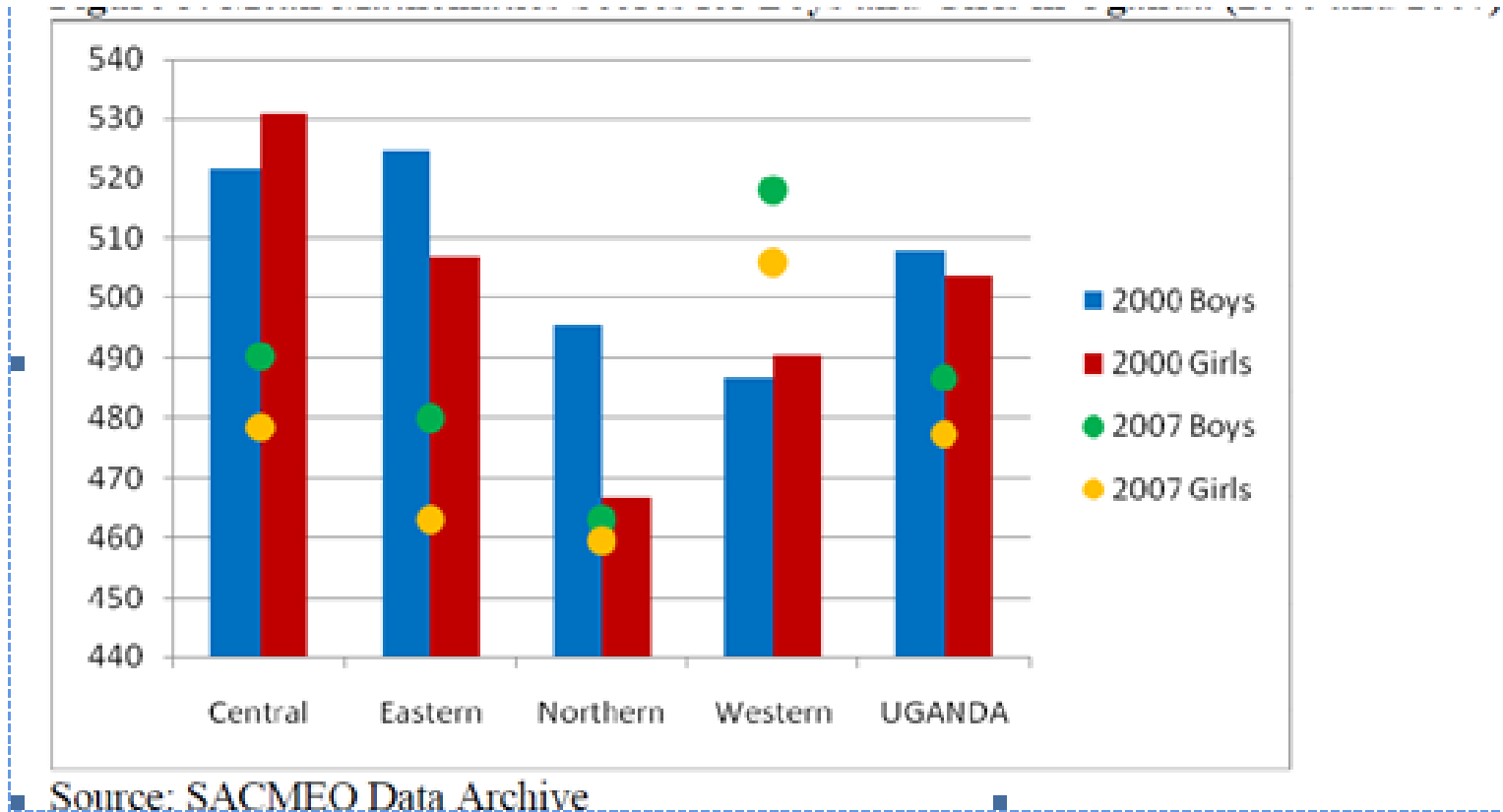
## 4.0 Figure 2: Mean Reading Scores for Boys and Girls in Uganda (2000 and 2007)



Source: SACMEQ Data Archive

- Gender difference in reading scores

## 5.0 Figure 3: Mean Mathematics Scores for Boys and Girls in Uganda (2000 and 2007)



- Gender differences in Maths scores

## 6.0 Environmental factors that affect learning Achievement

- Using the multivariate regression based approach to establish school environmental factors that explain variations in achievements for boys and girls (Byamugisha 2010).
- Factors that significantly influence achievement for boys and girls in reading subject include; age of pupil, pupil speaking English at home, high educated parents, pupil stay at home with parents, having electricity at home, total possessions at home, years of service of the school head, school resources, pupil given homework at school, community meeting teachers, increased remuneration for teachers,
- Absenteeism for teachers and pupils, repetition, studying in public schools, and rural schools had negative effects on achievement .
- Mathematics model, almost similar effects are evident as in reading model. The socio-economic and political setting, factors that influence achievement for both gender is universal to greater extent. There could be some social aspects



## 7.0 Summary results

- There was an overall improvement in girls' participation for all regions, but Northern region persisted in having fewer girls than boys.
- The learning achievements, in general, saw some deterioration, except for Western region. Boys were generally better in both subjects, especially in Mathematics.
- Factors responsible for low achievement in 2007 were to do with the home, school and community factors.
- The proportion of female staff increased in general, but gender balance is still far off.
- Not many pupils went to schools with a fence, and toilet provision was not sufficient for the continuously increasing number of pupils, especially for girls.

## 8.0 Policy suggestions

- The MoES together with its developmental partners should review all the past gender-related interventions
- Gender Desk of the MoES should consult with school heads about further school-based investigations of actual classroom practice,
- Team dealing with staffing issues in the Education Service Commission should consult with the MoGLSD in order to monitor the gender balance of teachers, especially for Mathematics teachers.
- MoES should establish a benchmark standard for the number of toilets separately for boys' toilets and girls' toilets and take an audit of the situation of school toilets.
- Government to empower communities to the lead in ownership of primary schools.

# 9.0 Conclusion

- Results for Uganda indicated that, although there had been progress in attaining gender balance in enrolment, gender equality in learning achievements had not been accomplished.
- Key factors significantly influencing achievement include language spoken at home, SES, School resources and community meeting teachers.
- Increased parents and/or community participation in service delivery.
- MoES should review and prioritize the policy suggestions above, in order to reduce gender inequality in learning.

# END OF PRESENTATION

## I THANK YOU!

For more details, please see my paper,  
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