

Assessing the Effectiveness of Affirmative Action on Women's Leadership and Participation in education Sector in Uganda

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Introduction

- Uganda is a landlocked country in E.Africa.
- It is 241,551km² with a population of 33.8m which is growing at 3.6% (2009).
- It has over 50 tribal identities, but English unifies the elites.
- The education system is 7:6:3-5.
- UNESCO report of 2010 indicated that there was gender parity in primary schools in 1999 – 2007.

Introduction cont'd

- In secondary level, the boys outnumber the girls by 31%; transition for girls to A'level is 31% and 43% for boys.
- Education of girls would be boosted if educational institutions are headed by women.
- This presentation will focus on the current situation and the strategies adopted by the Uganda government and other stakeholders in education to bring about gender parity.

Current situation

- Primary and secondary schools are dominated by male teachers; consequently leadership positions are dominated by males.
- All vocational training institutions are dominated by male administrators.
- Positions of heads of dep't and deans at universities are dominated by men.
- There are only a handful of professors and associate professors in Universities in Uganda who are females.
- There are only two female vice-chancellors in Uganda.

Barriers for women participation in leadership positions in education

- Society's attitude that scorns female social mobility and self promotion.
- Lack of support from head teachers, community members, spouses or other family members.
- Fear to take up a school headship position as this would mean leading male teachers.
- Lack of self-esteem, role models and mentors
- Recruiting agencies are dominated by gender-insensitive males.

Distribution of head and deputy by sex in secondary schools in Uganda (2007)

School type		Position	Females	Males	total
Government	Boys only	Head	0	29	29
		Deputy	3	46	49
			3	75	78
	Coed	Head	78	555	633
		Deputy	119	571	690
			197	1,126	1,323
	Girls only	Head	46	6	52
		Deputy	31	52	83
			77	58	135
Private	Boys only	Head	0	15	15
		Deputy	2	17	19
			2	32	34
	Coed	Head	85	752	837
		Deputy	116	731	847
			201	1,483	1,684
	Girls only	Head	22	10	32
		Deputy	13	14	27
			35	24	59
Not stated		Head	0	2	2
		Deputy	0	1	1
			0	3	3

Distribution of Academic staff by sex at Makerere University

Category	1996		2000		2004		2006		2008	
	Male	Female	Male	Female	Male	female	Male	femal e	Male	Femal e
Professor	39	1	44	2	44	2	37	1	41	2
Ass. Prof	47	3	46	4	60	8	61	9	73	14
Sen. Lecturer	149	22	175	26	159	32	136	42	142	43
Lecturer	332	96	418	85	321	85	279	92	305	100
Asst Lecturer	119	28	122	40	120	55	204	96	233	114
Total	686	150	805	157	861	182	717	242	795	273

Distribution of administrative staff by sex at Makerere University

Rank	1996		2000		2004		2006		2008	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
M1	1	0	1	0	1	0	1	0	1	0
M1.1	1	0	1	0	1	1	1	1	1	1
M3	8	2	5	2	5	2	5	2	5	2
M4	13	5	11	7	11	7	11	7	11	7
M5	23	25	26	25	26	27	30	27	32	27
M6	41	34	42	38	47	40	56	43	62	49
M7	21	23	18	23	19	26	20	39	26	49
M10	13	11	13	11	13	12	13	14	17	12
Total	121	100	117	106	123	115	137	133	157	151

Methods used to promote gender parity

- Increasing the critical mass from which to choose female leaders.
- The Uganda constitution 1995 advocates for equal treatment between men and women in political, economic and social activities.
- Government affirmative action policies require that a negotiated percentage of new hires have to be women.
- Government regulations also require that each coeducational school has either a female head teacher or female deputy head.

Methods cont'd

- All new universities have started with a department of education
- Mentoring female university staff
- Gender mainstreaming department at Makerere university advocates for equal opportunities.
- Creation of a government ministry of gender and establishment of gender desks in all government departments.
- Development of a national strategy for girls' education – the Gender Education Policy (GEP).

Methods cont'd

- Affirmative action to increase the intake of female students in public universities by giving them 1.5 points free.
- The B.ED External degree programme has increased the chances for women to get the degree in education which is a prerequisite for appointment to headship in secondary schools.
- Securing bursaries for female university employees for graduate studies

Conclusion

- Many women now have qualifications for appointment to positions of leadership but men still dominate, implying that gender parity does not mean equal representation in leadership positions.
- The relatively small number of women with the necessary qualifications handicaps affirmative action policies at university level.
- Barriers to women appointment in positions of leadership include male domination, domestic and reproductive heavy roles, lack of self esteem, and lack of qualifications.