EDITORIAL
By Nanyanzi Rosette
Gender Unit/MoES

Dear Readers,
Welcome to the 7th issue of the Gender Eye. The Theme for this issue is: Promoting Gender Equality: The Role of a Teacher.
As you all know, the Ministry of Education and Sports has been on the forefront of promoting gender equality and equity in all its programs and projects. As such, the Ministry has undertaken several strategies, these include among others, gender awareness sessions for its officers, training of key personnel in gender and equity budgeting, planning, monitoring and evaluation, engendering all data collection tools and influencing several policy debates to ensure gender and equity issues are taken care of. In addition to the above, the Ministry has developed several materials to support implementation of gender activities at all levels. At the school level, the Ministry has developed several handbooks and Readers among them is the Gender Responsive Pedagogy for primary teachers.

The handbook is a key resource to support teachers to integrate gender in all school activities. The handbook has been disseminated widely and I encourage all teachers to make use of the information in the handbook to make the teaching and learning processes gender responsive.

Many of the issues covered in the handbook are also highlighted in this issue of the Gender Eye.

We hope you find it interesting.
THE ROLE OF A TEACHER IN CREATING A GENDER RESPONSIVE SCHOOL

Rosette Nanyanzi/Gender Unit

Gender inequalities pervading society are carried into the school environment by both teachers and learners. They are always evidenced in school processes such as teaching, pupil interaction, assigning of roles to pupils and teachers, school management as well as school work plans and infrastructure. The teaching and learning materials may also contain gender stereotypes which the teacher may be unaware of, or simply ignoring. The school may also have gender neutral policies that may not be considering the unique needs of boys and girls as well as female and male teachers.

In such situations, the school is likely not to have a gender responsive environment. A gender responsive school environment is where the academic, social and physical environment and the surrounding community takes into consideration the specific needs of both girls/boys and men/women.

This involves teachers, parents, community leaders and members, and the boys and girls are all aware of and practice gender equality. It also assumes that school management systems, policies and practices recognize and address the gender- or sex-based needs of both girls and boys.

In order to achieve a gender responsive school, teachers are key players for this change. Teachers need to be empowered with knowledge and skills for making teaching and learning processes responsive to the specific needs of girls and boys. This will not only build confidence of learners, but also address quality as well as equity issues in the classroom.

In addition, teachers need to enhance their skills in guidance and counseling to support learners on issues of growing up and sexual maturation which is a persisting challenge to young people. This challenge has led to increasing cases of children dropping out of schools, teenage pregnancy as well as early marriages.

At post primary level, the teacher can support learners in carrying out activities to promote the participation of girls in science, mathematics and technology (SMT) subjects. This will support government efforts of skilling Uganda and promoting economic empowerment for both girls and boys.

The teacher can also establish a database to track performance of boys and girls and their welfare as well as the levels of gender responsiveness of all aspects of the school. Without this kind of analysis, key gender issues may be ignored by the school authorities during planning, budgeting and monitoring and evaluation of school programs.

All in all, although there other players in addressing gender inequalities in schools, it is the responsibility of teachers to effect change of attitudes of learners, parents and fellow teachers.
Education is a powerful tool that promotes peoples’ lives. It is through education that individual potentials, personalities; motivation levels are developed and directed. What goes on in educational institutions, right from the academic environment to school social centres and routines is critical and should give all learners opportunity for personal development and confidence. “Teachers are the heart of education, therefore, have a bigger role in making a difference in the lives of their learners and connect them to a sense of value that is within and beyond themselves” (Fried 1995). The influence of teachers impact on the outcomes of education as well as the roles in a contemporary society.

The MOSQUE project, coordinated by the Education Local Expertise Center, Uganda (ELECU) empowers the teachers in helping learners become effective learners. This is an innovative learning approach based on ‘active learning’ that has worked tremendously well with rural primary schools, including large classes of up to 140 learners. A total of 10 Principals and deputy principals (1 female and 9 male) of Primary Teachers Colleges, 8 Coordinating Center Tutors, 20 Tutors (6 female and 14 male); 44 primary school teachers (22 female and 22 male); 20 head teachers (5 female and 15 male) are currently involved in the project. The approach supports a child rights-based education focusing on access, participation and quality of classroom instruction to meet Education for All goals. Using different forms of capacity building such as digital video recording, analyzing, observation methods, development of education materials and peer to peer support, teachers prompt reflective thinking on the best teaching practices based on the understanding of how children learn. The use of participatory learning styles which accommodates all learning abilities, including children with special needs ensures all pupils have an enriched skills and comprehension experience in class.

Learners are presented with a variety of learning activities to ensure equal opportunities; teachers motivate learners with appropriate tasks and use think-pair-share, group discussions, and cooperative learning, to bring out shy pupils and build confidence. These kinds of methods integrate attributes such as democracy, respect and cooperation. Teachers are encouraged to affirm all learners.
and their responses and are discouraged from using stereotyping language, giving gender insensitive examples assigning tasks that are not gender responsive in the classroom: Teachers aspire to be role models, portraying the behavior and attitudes that will help to shape the child’s perception of gender roles. Furthermore, teachers reflect the positive teacher-pupil relationship of encouragement and support.

The classroom interactions promote the participation of all learners, boys and girls as well as children with special needs with challenging questions evenly distributed among girls and boys and not dominated by boys. The MOSQUE teacher observation tool includes the use of higher order questioning and encourages learners to develop critical thinking abilities. Teachers structure and allow learners to experience intellectual challenges that help them to understand learning as a dynamic and actually that contributes to society. Gender equality in the classroom and school setting is important and teachers play a significant role in helping all learners gain confidence in them.

Through regular support supervision visits, including lesson observation and reflections, teachers are supported to understand their learners, listen to them, develop learners’ commitment, respect learners’ rights, and use a repertoire of teaching approaches that relate to learners’ needs.

Mosque approach of teaching and Learning: Can accommodate big numbers of learners in a classroom setting similar to a mosque. Learners can easily interact but also be in position to learn from each other.

All learning should be in the hands of boys and girls without discrimination

The Mosque approach to teaching and learning ensures equal participation of both girls and boys. It allows for group discussions, role play, debates, case studies, explorations and practicals which can be very effective in encouraging pupils’ participation.
TEACHERS TO CARRY THE GENDER AGENDA FORWARD

Rosette Nanyanzi/Gender Unit

Ms. Angela Nakafero from TIET facilitating a session on Gender Based Violence (Contacts for the Sexuality Education Program in schools: Save the Children)

Ms. Judith Odokorach-Program Manager

The debate on addressing gender as an issue for the education sector is gaining momentum. During the months of May and June 2014, Save the Children in their program- Keep It Real, together with Ministry of Education and Sports and Ministry of Health embarked on training of both primary and secondary teachers to address gender and sexuality issues in education at school level.

The districts targeted for this program include Kampala, Agago and Nwoya. Participants to the training included science teachers, senior women teachers, religious education teachers as well as club patrons.

In Kampala, the training took place at Pope Memorial Hotel. The essence of the training was to impart knowledge and skills to deliver gender and sexuality education in both primary and secondary schools in the three districts.

Facilitators to these training sessions included Ministry of Education and Sports officials from the departments of Guidance and Counseling, Gender unit, HIV unit as well Kampala Capital City Authority. These specifically covered the Gender and methodological aspects of the training and Ministry of Health officials covered sexuality issues. The training was aimed at empowering teachers with knowledge and skills but also to help them to change attitude. This will help teachers to address the persistent challenges to education that affect boys and girls. Some of these challenges include teenage pregnancies and early marriages, lack of knowledge on growing up and sexual maturation and HIV/AIDS. At the end of the training, participants were given materials developed by the Ministry of Education, Save the Children and Ministry of Health to use while delivering gender and sexuality education to young people in the school setting.

In some of the teachers words;

“This information is a powerful tool for change of attitude and will help us prevent the high rate of pregnancies for our learners”

“The Gender knowledge has opened my eyes; I will ensure all children learn and have the same opportunities to realize their potential.”
The role of the teacher educator in promoting and entrenching gender equality cannot be overemphasized. While gender equality may be understood in general terms, its implications on society and the different education levels are diverse. Specifically, focusing on Teacher education for secondary school teachers reshapes many of the arguments, well aware that the students at this level are recognized adults by law.

This fact challenges the very role of the teacher trainers in enforcing measures that would otherwise promote gender equality for instance the issue of pregnant students at Teacher Training Colleges and how it is handled. Currently, students found to be pregnant are advised to move out of the halls of residence and rent in the surrounding neighborhood as a way of promoting moral uprightness among students. While this is filled with very good intentions it may directly impact on the affected student’s welfare. Indeed, teacher educators ought to recognize that the consequences of not completing education for a young mother which include; social isolation, higher risk of welfare dependency and/or poverty, a reduced capacity and likelihood to return to schooling or post-school education and training.

It is therefore imperative that teacher educators support the needs of pregnant and parenting students during their education to ensure they are not disadvantaged in accessing the educational opportunities they pursue and deserve, as this is their right. One wonders, if this is the time to explore flexible approaches to workload, assessment, attendance requirements, to allow the students have every chance to complete their education free of discrimination while not compromising the social norms of the institutions.

It is my conviction that flexible learning will provide affected students with additional options when making decisions about completing their course despite being pregnant or young mothers.
THE IMPACT OF FEMALE TEACHERS ON GIRLS EDUCATION

By Nansubuga Angella

Gender Unit/MoES

The recruitment of female teachers is an issue that has become increasingly important to the Ministry of Education and Sports, NGOs and other agencies supporting educational development in Uganda. This is particularly so because of the impact female teachers can have on girls’ enrollment and participation in education.

The presence of females in schools can impact positively on girls’ retention in school and on their achievement.

Female teachers help to address those factors that prevent girls from attending school. These include menstruation, teenage pregnancies and early marriages, violence and social cultural issues.

In a generation where cases of sexual and gender based violence are rampant in schools, parents feel comfortable to have their daughters taught by a female teacher.

Female teachers provide guidance and counselling to girls about the challenges of growing up and sexual maturation. This builds their confidence to avoid temptations related to age. In addition, female teachers act as advocates for girl child issues which include sanitation and health. This promotes safe spaces for girls hence, reduction in absenteeism and drop out cases.

Female teachers act as role models for girls especially in rural communities. They play key roles in educating and socializing children beyond gender stereotypes, and educating communities on the importance of girl child education.

According to the female teacher study on training, recruitment and deployment (2012) the following strategies can be undertaken to have more female teachers in service:

(i) Increase the share of female teachers during training and recruitment training;
(ii) Government should provide study loans to female teachers based in rural schools;
(iii) Construct adequate teacher’s houses;
(iv) Include feeding of primary school teachers under UPE capitation grants;
(v) Increase teachers’ salaries based on inflation rates;
(vi) Fill all vacant positions in all schools to reduce the workload of female teacher.
(vii) School specific recruitment of female teachers preferably those who are born or married in that locality;
(viii) Recruitment of untrained female teachers on trial. Girls who have completed senior four but have not gone for any training can be recruited and enrolled under an in service teacher training program. It is hoped that once they complete the course, they will stay in the rural schools. As a deterrent to high turnover, teachers who have gone through in-service trained should be
given their teaching certificates after at least three years;
(ix) Prioritize female teachers in the allocation of available houses;
(x) Put in place an incentive scheme to encourage female teachers to work in rural schools;
(xi) Grooming female teacher role models; and,
(xii) Put in place a comprehensive rural housing scheme to attract teachers and other public servants to rural areas. This will attract development thereby reducing the rural-urban staffing gap.

Given the huge impact female teachers have on the education of the girl child, it is important that all stakeholders take on the recommendations of the female teacher study conducted in 2012 to ensure increased participation of girls at all levels. This will also lead to the attainment of the Millennium Development Goals 2 &3(MDG).

As key stakeholders in the promotion of gender equality, there is need to address key challenges related to recruitment, retention and deployment of female teachers given the fact that the presence of female teachers increases girls’ enrolment.

Obstacles to female teacher leadership at school level

By Nanyanzi Rosette
Gender Unit/MoES

The path to top management in a school setting is built typically by gaining experience as the head of a department, or other positions of responsibility at the school level. Female teachers often do not take this career path because of childbearing responsibilities, lack of opportunities to upgrade and lack of spousal support for their progress. In some instances, their male peers and superiors in the schools also plot their omission or pull them down (PHDs) from the official promotion procedures. Such challenges often hinder female teachers who aspire to become head teachers, as they are held back from developing the appropriate experience and skills required for promotion.

A study conducted by Ministry of Education and Sports on Teacher Training, Recruitment and Deployment of female teachers in Uganda found that only 37% out of the 300 primary female teachers interviewed had upgraded up to grade V and majority 61% wished to upgrade but are held back by financial constraints.

It is believed that the upgrading of female teachers supplements other efforts made by government to improve the delivery of quality, efficient and effective learning in both primary and secondary schools. Female teachers play a critical role in the promotion of girls’ education. They work as role models for girls hence, reducing on the cases of teenage pregnancy and early marriages.
However, where responsibilities are given at the school level that could build the skills needed for leadership, these tend to emphasize the historical socialization processes. Female teachers are only given responsibilities of being in charge of the kitchen, school compound, and others that are deemed to be feminine in nature. Since these responsibilities do not expose the female teachers to the outside world, their esteem is affected.

Female teachers can act as role models for young girls especially in rural areas where it is rare to come in contact with educated women.

As key stakeholders in the promotion of gender equality, there is need to address key challenges related to recruitment, retention and deployment of female teachers given the fact that the presence of female teachers increases girls’ enrolment.

THE ROLE OF THE TEACHER IN ADDRESSING CLASS DYNAMICS

Senkaali Harriet
Department of Private Schools and Institutions
Ministry of Education and Sports

A teacher is always expected to conduct him/herself in a professional way by teaching objectively since he/she is instrumental in delivering knowledge to the learners. It is however puzzling whether teachers put into consideration the objectives of education when teaching.

Uganda is a country divided into regions with minority people who are determined by their ethnicity, the language they speak or their religious and cultural beliefs. And there is a tendency of discrimination right from home to community and from community to school. Under the Thematic curriculum there is a learning area which starts from ‘our home’ to ‘our community’ to ‘our sub-county’, to ‘our district’ to Ethnic groups in Uganda, East Africa and Africa respectively, purposely to enable learners accept, appreciate and respect what they are.
Despite teaching all this and the language policy, tribal discrimination continues in homes, schools, communities and regions. No wonder some people shun away from revealing what they are ethnically! Why not be proud of being whatever one is! And why not respect what one is! Are the teachers really delivering the right content objectively? Do they instill self-appreciation amongst the learners as they deliver content based learning areas?

It is a teacher’s role to promote gender equality by enabling those under his/her care to first of all accept, appreciate and respect each other. Let learners be involved in their learning by sharing experiences from home, school and community. Let them fill proud of their identity. Let them be empowered to identify the needs of their communities and how they can be solved. Teachers’ work shall always be portrayed from the products’ traits that emerge.

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**PLANNED ACTIVITIES**

- Conduct 2nd Phase of Dialogue for Busoga to discuss Teenage Pregnancy in the Region.
- Print the National Strategy for Girls’ Education.
- Conduct Gender Monitoring.
- Disseminate and distribute the Menstruation Management Reader to Eastern and Karamoja Region.
- Engage district officials (Busoga Region on Teenage Pregnancies and early marriage.
- Training of senior male and female teachers on menstrual Hygiene management in Busoga region.

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A Study of Female Primary Teacher Training, Recruitment, and Deployment in Uganda. Policy Brief

Study background and Methodology

In 2008, a review of rural primary school teacher’s payroll found that approximately two thirds (66%) of Uganda’s rural primary school teachers were male and only a third (33%) were female. This finding prompted the need for a study to inform the policy position for affirmative action on female teacher availability. This brief summarises the results of a research project, A Study of Female Primary Teacher Training, Recruitment, and Deployment in Uganda, prepared by the Education Planning and Policy Analysis Department of the Ministry of Education and Sports (MoES), and supported by UNICEF Uganda. The purpose of the research was to establish teacher training, recruitment, and deployment processes of female primary teachers, to describe and analyse trends relating to their numbers and status in Uganda, and to make recommendations that address issues that emerge.

Understanding the issue

Gender disparity has been a challenge in the education system ever since Uganda launched efforts to develop formal schooling. To address this issue, the MoES created several initiatives to increase girls’ position in terms of enrolment, retention, achievement and completion from primary school to University Education. These initiatives notwithstanding, girls are still far behind boys, and there are fewer female teachers than male teachers. Only 47 of the children out of 100 who enrol in Primary 1 complete Primary 7 (2007/08). This further disaggregated indicates that only 44 girls out of 100 complete primary education as opposed to 50 boys.

The research study found the following:

The percentage share of female teachers on payroll in rural areas is significantly lower than that of males.

- The District Service Commission’s decentralized recruitment process affects deployment outcomes.
- Teachers report to schools for a short period of time before they leave or request to be transferred to other schools.

Various factors contribute to the fact that fewer female teachers work and are retained in rural areas.

- Lack of facilities and resources. Rural schools often lack adequate facilities (e.g., houses, electricity, clean water, medical facilities);
- Absence of appropriate schools for their children. Educated mothers know the value of quality education and will resist taking their children to rural schools with low standards;
- Proximity to spouses. Female teachers like to be close to their husbands for security reasons;
- Men working in urban areas whose wives are teachers want their wives to be posted in urban areas. They may even prefer their wives to stay at home than work in rural areas; and
- Limited opportunities to pursue further education. Female teachers working in rural areas seldom have a chance of going for further studies. Information on further studies reaches them late.
- Lack of familiarity. Teachers are recruited and posted to schools in rural areas that are unfamiliar to them.

The number of primary school male teachers is far greater than that of female teachers. According to EMIS (2008), there were 95,985 male teachers as opposed to 65,531 female teachers as of 2008. These gender disparities vary from district to district and from school to school, although the remote areas are the most affected. Many schools in remote areas of Uganda, especially the northern and north eastern regions, staff inadequate numbers of female teachers. The presence of female teachers in schools is a motivating factor for girls to continue with education since the female teachers

2 ESSAPR, 2008
3 Oxford Dictionary
can guide and support them with education, social and psychological development processes. Studies have shown that female teachers provide better role models for girls than male teachers – and are better positioned to respond to problems faced by girls in schools.

Importance of and Challenges Associated with Retaining Female Teachers

Impacts of Female Teachers

*The Presence of Female Teachers Increases Girls’ Enrolment.* In countries where the proportion of female and male teachers is equal, the intake of boys and girls into the education system tends to be somewhat equal (UNESCO, 2006).

*Role Models.* Female teachers can act as role models for young girls – especially in rural areas where it is rare to come in contact with educated women.

*Repetition, Attendance, and Classroom Participation.* Female teachers were found to be associated with higher attendance, lower repetition and dropout rates among female and male students.

*Attitudes and belief systems are most critical.* The most important factor is to hire teachers (male or female) who have positive attitudes about girls.

Challenges with Recruitment and Retention of Female Teachers in Rural Areas

**Recruitment:** Rural schools can face challenges recruiting female teachers, for a variety of reasons.

- **Small pool of eligible candidates.** In rural areas, the number of qualified teachers may be small to non-existent, given the absence of upper secondary schools.
- **Belief systems.** Husbands and family members may not feel comfortable with women teaching in schools dominated by men.
- **Transportation.** Traveling long distances alone can be culturally unacceptable and dangerous for women, and travel by public transport is both difficult and costly.

**Retention:** In many countries there are qualified female primary school teachers in urban areas who are unemployed, while rural areas have unfilled posts. This pattern highlights the issue a problem that cannot be solved simply by deploying more female teachers to rural schools – but that speaks to the need to address retention.

- **Professional work and household dynamics.** Education and career plans can be significantly influenced by perceived social pressure to not work outside the home to care for one’s children.
- **Teachers’ personal and professional lives.** Female teachers posted to rural areas face challenges educating their own children and are often concerned about the poor quality of the education available to their children.
- **Family expectations and career choice.** There is a negative relationship between marital stability and career advancement for women (Han and Moen, 1998).
- **Male teachers’ perceptions of female teachers.** A study reported that the vast majority of respondents said they would not hire a man over a woman in spite of parity of qualifications because they believed that men were more resourceful, quarreled less, were more helpful and energetic, had more leadership qualities, and were smarter than women.
Education, Payment and Distribution of Female Teachers

Female Enrolment in Primary Teacher’s Colleges

- Increasing proportion of female enrolment. In 2007, females constituted only 38 percent of enrollment in Primary Teacher Colleges; however, by 2011, the share had increased to 48 percent.

Percentage Share of Female Enrolment in Primary Teacher’s Colleges for the Period 2007-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>% Female Yr 1</th>
<th>% Female Yr 2</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>38%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>2008</td>
<td>46%</td>
<td>37%</td>
<td>42%</td>
</tr>
<tr>
<td>2009</td>
<td>44%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>2010</td>
<td>49%</td>
<td>44%</td>
<td>47%</td>
</tr>
<tr>
<td>2011</td>
<td>48%</td>
<td>48%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Salaries of Female Teachers

- The majority of the teachers interviewed earned between 240,000 and 280,000 Ugandan shillings per month (approx., US $100).

Number of Teachers by Monthly Pay

<table>
<thead>
<tr>
<th>Monthly Pay</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>120,000 to 150,000</td>
<td>4</td>
</tr>
<tr>
<td>240,000 to 280,000</td>
<td>178</td>
</tr>
<tr>
<td>283,965 to 310,000</td>
<td>47</td>
</tr>
<tr>
<td>312,000 to 340,000</td>
<td>56</td>
</tr>
<tr>
<td>350,000+</td>
<td>15</td>
</tr>
</tbody>
</table>
Distribution of Female Teachers

- Female teachers are concentrated in urban areas. Despite the increasing proportion of female teachers enrolled in PTCs noted above, the percentage share of teachers on payroll in rural areas remained significantly lower than that of males between 2007 and 2011.

Percentage share of teachers on payroll in rural areas

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007'</td>
<td>47%</td>
<td>22%</td>
<td>33%</td>
</tr>
<tr>
<td>2008'</td>
<td>43%</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>2009'</td>
<td>42%</td>
<td>22%</td>
<td>31%</td>
</tr>
<tr>
<td>2010'</td>
<td>44%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>2011'</td>
<td>48%</td>
<td>27%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Recommendations

Several recommendations emerged from this study of female primary teacher training, recruitment, and deployment in Uganda. The following measures can be undertaken to address the challenges unveiled in the report:

- Recruit more female teachers. Target females during teacher recruitment and training;
- Promote governmental support of teachers’ education and training. Provide government-financed study loans to female teachers based in rural schools;
- Provide adequate housing in rural areas. Construct adequate teacher’s houses near rural schools and develop a comprehensive rural housing scheme to attract teachers and other public servants;
- Promote proper nutrition of teachers. Develop a plan for primary school teachers to get access to microfinance, to support their families.;
- Ensure adequate pay. Provide teachers’ salaries that reflect regional cost of living and inflation rates;
- Address staffing challenges. Fill vacant positions in schools to reduce teacher burden and workload;
- Recruit from within the community. Recruit teachers for a specific school from within the community;
- Recruit young women from in-service teacher training programs. Recruit and enroll young women from rural areas who have completed senior four but have not participated in additional training. Provide an in-service teacher training program for these recruits. Give teachers who have completed in-service training their teaching certificates after at least three years as a deterrent to high turnover;
- Incentivize work in rural schools. Develop and implement an incentive scheme to encourage female teachers to work in rural schools; and
- Promote mentorship. Train and support female teacher role models.

This research briefing is part of a series of research and evaluation summaries produced by UNICEF Uganda and its partners.