



**MINISTRY OF EDUCATION AND SPORTS**



**POSITION PAPER FOR GENDER IN EDUCATION**

**PROPOSED GENDER ACTIONS FOR MAINSTREAMING GENDER IN EDUCATION 2012/2013**

*19<sup>th</sup> Education Sector Review workshop  
24<sup>th</sup>-26<sup>th</sup> October 2012*

**Ministry of Education Gender Task Force**

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## **LIST OF ACRONYMS/ABBREVIATIONS**

BFP	Budget Framework Paper
BTVET	Business Technical Vocational Education Training
DES	Directorate of Education Standards
EMIS	Education management Information System
ESCC	Education Sector Consultative Committee
ESSR	Education and Sports Sector Review
FY	Financial Year
M&E WG	Monitoring and Evaluation (M&E) Working Group
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MoLG	Ministry of Local Government
MoPS	Ministry of Public service
MTEF	Medium Term Expenditure Framework
GDD	Gender Disaggregated Data
EPPAD	Economic Planning and Policy Analysis Department
NCHE	National Council for Higher Education
PIN	Pupil Identification Number
STIN	Student Identification Number
VAC	Violence Against Children
DBE	Directorate of Basic and Secondary Education
ECD	Early Childhood
GEM	Girls' Education Movement
FAWEU	Forum for African Women Educationalists Uganda
PLE	Primary Leaving Examination
MDGs	Millennium Development Goals

## **1. Introduction**

The vision for the education sector is to provide quality education for all Ugandans and the principle of equitable access to the education service is central in all sector activities. Government has therefore put in place various policies and programmes for the democratization of Education and Sports.

The 1992 Government White Paper on Education is the basis of official policy on the purposes and programmes of education. While some of the programmes have been revised as a result of intervening events, the White Paper's articulation of the purpose of Uganda's education system continues to be the supreme guidance for the sector. It aims to contribute to the building of an integrated, self- sustaining and independent national economy.

Uganda has made two international commitments that have an impact on their long term goals. These are the millennium Development Goals (MDGs) and the Education For All goals (EFA). The MDGs 2&3 are relevant to the Ministry of Education and Sports to ensure that by 2015 boys and girls are able to complete a full course of primary schooling and that gender disparities will be eliminated at the primary level by 2005 and at all levels by 2015.

## **2. Gender in Education**

The Gender in Education policy (GEP) was designed in line with the 10 Year Education Sector Strategic Plan (ESSP 2007-2017) and provides a framework for the implementation and monitoring of a gender sensitive and responsive education system in Uganda.

The GEP will contribute to the Millennium Development Goals (MDGs): 2 and 3 "achieve Universal" Primary Education and "achieve gender parity in primary and secondary education by 2005 and at all levels by 2015"

In recognition of gender equity and equality in education, both the Government and the education partners have developed strategies and implemented a number of initiatives to address gender issues in education.

Despite the various interventions that have been put in place by the MoES in collaboration with the partners in education, challenges to gender equity in education still persist. The prevailing challenges in the education sector are enormous, albeit with a greater shift towards quality than access and equity at the primary level; and low enrolment at the secondary and vocational levels (especially by girls).

A systematic approach to gender in education is yet to be realized. Various sub sectors are at varying stages of implementation and therefore the initiatives for gender mainstreaming are at different stages with some more advanced than others

The review of various documents including the Annual Performance Reports, Budget Framework Papers and Policy Statements indicate the need to include indicators of the change process for the integration of gender in the sector to better monitor progress on gender mainstreaming efforts. The central thrust of this paper therefore is an attempt to propose concrete actions that should be mainstreamed in the coming financial years to improve the gender focus in the education sector.

This paper will focus on four sub sectors of Primary, secondary, BTVET and Higher education for FY2012/13, the subsequent years will then roll over to all other sub sectors basing on results of the upcoming participatory gender audit and the various planned and proposed studies.

### **Proposed overall actions for the gender unit**

- 1) Influence annual budget processes to integrate specific gender related undertakings
- 2) Monitoring gender actions in annual BFPs.
- 3) Review and development of guidelines for the Gender in Education policy
- 4) Review of the National Strategy for Girls' Education in Uganda
- 5) Engendering all M & E and data collection tools in MoES

### **3. Sub sector proposed gender actions for mainstreaming gender in education**

#### **Primary Education**

#### **Overall gender implementation status**

A number of strategies and initiatives have been formulated to ensure that both boys and girls access quality education and are able to complete the primary cycle. Such strategies include the Strategy for Girls Education, the conceptualization of gender in the Revised Education and Sports Sector Plan 2007-2015, the formulation of the gender in education policy (2009), the promotion of Girls' Education (PGE) the Equity in the classroom Program (EIC) which is aimed at facilitating equal participation of girls and boys in the classroom and the basic education programs for marginalized communities in Uganda which include the ABEK, COPE and others. The strategies contributed to the attainment of gender parity at 50/50 for boys and girls by 2011.

While Uganda has achieved gender parity in primary education and has made significant strides in girls' education overall, girls lag in completion of primary education as well as in educational achievement in the Primary Leaving Examination (PLE). In addition, fewer girls than boys sit the exams. The achievement of gender parity at the national level also masks significant regional disparities; in some areas of Uganda the participation of girls in education remains low. The evidence on drop out of girls' from school indicates causes as early pregnancy 34%, poverty 28% and engagement in early sex/marriage 11% (FAWE 2011).



There are ever increasing cases of Gender Based Violence (GBV) against girls and women in Uganda and reports indicate a high dropout rate of girls as a result. The African Policy Forum report indicates that up to 95% of Ugandan girls are sexually abused during their childhood, 16% are married off by the time they are 15 years and 53% by the age of 18. Also, 59.6% of women from the age of 15 have ever experienced physical violence while 39% of women have experienced sexualized compared to 11% of men (MGLSD 2008: 14 & 17)

The Girls Education Movement (GEM) was initiated in 2004 and implemented in 12 UNICEF supported districts. The key objective is to promote accessible, quality education for girls with boys as key strategic allies. The key strategies are the development of GEM clubs to share ideas, lobby for change and access resources, and, the 'Go Back to School Campaign'. The sector needs a comprehensive review of the GEM strategies within the current 45 districts after, document lessons and utilize findings to scale up in all other districts in Uganda

The sector therefore needs to develop strategies to support further interventions in girls' education.

1.



### Policy relevance

The proposed interventions/strategies would lead to retention of girls, reduction on the cases of violence against children and provide an opportunity to girls to complete their education and contribute to national development.

## **Secondary Education**

### **Overall gender implementation status**

The sub-sector has developed a strategic plan for Universal Secondary Education in Uganda for 2009-2018 with the key objective of increasing access to quality secondary education for all children in Uganda. The sector has entered partnerships with the private sector under Public Private Partnership (PPP) to provide capitation grants to children in private schools. With support from the Education Development Partners, expansion of school infrastructure especially classrooms, sanitary facilities, science laboratories, libraries, provision of science equipment and instructional materials has also been under taken. Similar to the UPE program, the USE program has provided an opportunity for many to access secondary education. As such, enrolment of both girls and boys has increased from 954,328 in 2007 to 1,258,084 in 2011 of which 47% are girls.

After realizing that many students especially girls shun science subjects, the sector introduced the compulsory science policy in lower secondary. The intent of the policy is to encourage all students to take on science related subjects so as to compete in science related fields. In order to enforce the policy, an initiative to re-tool the science teachers with more skills in the teaching of science (SESEMAT program) is ongoing and by 2011, 4,911 teachers had benefited from the program. The training is aimed at demystifying the myth that girls cannot do sciences. Further to this, 914 senior women teachers and 1,187 were trained on gender issues in schools in 2010.

The sector through the ADB project is also giving out scholarships to 1000 needy but bright students under the FAWEU program of which 75% are girls. Constructions of sanitary facilities have also taken care of separate facilities for both boys and girls. The challenges for the sector are the unavailability of secondary schools in several rural sub counties thus creating constraints of walking long distances for girls and; in addition, the secondary schools have few science teachers and few or no female science teachers who can act as role models for girls, so girls are not encouraged to take science subjects. The Annual school census 2011 indicates only 244 male and 57 female teachers in the North East region of the country

### **Proposed actions for mainstreaming gender in the secondary sub sector**

1. Introduce a quota system for selection of girls for the first year of secondary school and University for Karamoja region and Northern Uganda
2. Introduce gender training as a comprehensive and an integral part of teacher training curricular and performance review
3. Develop a systematic strategy to recruit and deploy teachers with an emphasis to female teachers in the North East region i.e. Karamoja region
4. Within SESEMAT, mentor female science teachers as models/champions to encourage girls to take on science courses.

5. Construct boarding facilities for girls in seed secondary schools, hard to reach areas and sub counties with 5-10 kms walking distances

### **Policy relevance**

Given the connection between secondary schools and university education, the promotion of science subjects for girls and improving access to secondary schooling in rural/hard to reach areas for girls will increase the number of female students who can continue to university.

### **BTVET**

#### **Overall gender implementation status**

The sector has developed a Strategic Plan for BTVET, with emphasis on enhancing skills development and deepening partnerships with the private sector and other development partners. The enrolment in BTVET institutions has increased over years with 14.077 in 2000 to a total of 40.428 in 2011.

However, according to statistics of 2009, only 27% of those enrolled in BTVET are girls and this percentage seems to have slightly declined in recent years with a paltry 12.039 females against 28.389 males enrolled in 2011 (ESSAPR 2010/11). A breakdown of the technical subjects studied shows strongly gendered patterns because of access, with implications for future work options for the young men and women completers of these courses.

#### **Proposed actions for mainstreaming gender in the BTVET sub sector**

1. Engender the curriculum and include girls\female friendly courses, and, employable skills for the youth
2. Construct BTVET institutions in North and North Eastern regions of the country
3. Construct dormitories and facilities for girls in BTVET institutions
4. Develop a targeted campaign/ strategies to encourage more girls to take on technical courses



### **Policy relevance**

The proposed Skills Development Authority will go a long way in establishing gender friendly BTVET courses and institutions and will be instrumental in the enhancement of affirmative action strategies for more girls and women to take on Technical courses. The review of the curriculum will be

instrumental in curbing the current youth unemployment predicament through integration of relevant, entrepreneurial and self-employment skills.

## **Higher Education**

### **Overall gender implementation status**

Access to higher education has been boosted through liberalization of higher education and continued government sponsorships in public universities.

Overall enrolments in the tertiary sector have steadily increased and there has been a narrowing of the gender gap. The overall ratio of females is 39%, but there is considerable variation between institutions. Makerere University, which had just under 30% females in 1991, had 44% by 2004, the highest rate for any tertiary institution and overall 47-49% for females in all tertiary institutions (FAWE 2010). Despite the increased enrolment to attain university education, student enrolment in science and technology at both private and public universities lags at less than 27% which is below the minimum required 40% registration in science and technology.

Over the last 15 years, Makerere University has been at the forefront of initiatives to broaden access to higher education for female students. Examples of the initiatives include the 1.5 points scheme (a scheme to redress past gender imbalances in admissions in Makerere initiated in 1990), Female Scholarship Initiatives (FSI) sponsored jointly by Carnegie Corporation of New York and Makerere University for students from disadvantaged backgrounds, the establishment of the school of Gender and Women studies and the setting up of a Gender mainstreaming unit to initiate and coordinate gender mainstreaming at the universities and the equity enhancing initiatives like the district quota system . In 2011, the gender mainstreaming unit was initiated as a replication at Busitema University.

Although progressive improvement has been registered, bringing the percentage to 33% for science programmes in 2008/2009 and to 45% for the Humanities in the same year, the enrolment of female students is still lowest in the science programmes (it is still below the original target percentage of 35%). Even for the Humanities, the percentage is still below the desired level for gender equality, which is 50%. Overall the proportion of female enrolment in 2006 was 42.1% and now stands at 43.8%. The gender gap has been further exacerbated by the new government policy on students' scholarships that is biased in favor of science-based programmes, hence marginalizing the humanities where females predominate.

### **Proposed actions for integration of gender in the higher education sub sector**

1. Initiate, enforce and support a process of replicating the MUK institutionalisation of gender mainstreaming in all public higher institutions of learning

2. Replicate the gender mainstreaming unit strategy in MUK in all other higher education institutions including national teacher education colleges, colleges of Commerce etc.
3. Develop a targeted gender and equity initiative/strategy to promote more females in science and technology courses
4. Implement the Student Loan Scheme and ensure modalities have affirmative action for children from disadvantaged areas, vulnerable children and children with disabilities.

### **Policy relevance**

Uganda has much to gain by addressing gender inequalities in the higher education practices by providing empowering education at this level as this will have a multiplier effect of reducing discrimination against women, improving their productivity as well as improving the quality of skilled labor supply. The actions for equal opportunities need to be identified and implemented for the period it will take to close the gaps between females and males. The initiatives in Makerere need be routine practice in Education in order to achieve equal outcomes in all higher education institutions.

### Annex 1: Proposed indicators and actors for mainstreaming Gender in Education

Education sub sector	Proposed issues	Indicators	Actors	Remarks
Primary Education	1. Develop regulations on pregnancies in schools, targeting prevention and providing mechanisms for retention of pregnant girls.	<ul style="list-style-type: none"> <li>National regulation on pregnancy in schools developed.</li> <li>No or % of pregnant girls retained in schools.</li> </ul>	MoES, EDPs, LGs, Head teachers, UNICEF, UNFPA, GEM, MoES	
	2. Embed girls' enrolment and progression rates in school and staff performance criteria	<ul style="list-style-type: none"> <li>Number of girls progressing through school</li> </ul>	MoES, LG's	
	3. Develop mechanisms to systematically deal with Gender Based Violence (GBV) in schools; to deal with defilement, rape and sexual abuse	<ul style="list-style-type: none"> <li>No. or % of schools with 'desk' where GBV is reported.</li> <li>No of Gender based violence (GBV) cases reported to the 'desk'.</li> </ul>		
	4. Review and scale up the 'Go to School, Back to School, Stay in School' (GBS) campaigns and the Girls' Education Movement (GEM) clubs.	<ul style="list-style-type: none"> <li>No.of districts covered by 'GBS' campaigns.</li> </ul>		

Secondary Education	1. Scale up the gender training in SESEMAT Programme emphasizing the need for the majority male participants to encourage girls to take up science subjects.	<ul style="list-style-type: none"> <li>No. of teachers by gender that have undergone gender training under the SESAMAT programme by 2013.</li> </ul>	ADB, secondary schools, MoES	
	2. Introduce a quota system for selection of girls for the first year of secondary school and University for Karamoja region and Northern Uganda	<ul style="list-style-type: none"> <li>Number of girls progressing to secondary and University in the region</li> </ul>		
	3. Introduce gender training as a comprehensive and an integral part of teacher training curricular and performance review	Performance indicator on gender for graduating teachers		
	4. Develop a systematic strategy to recruit and deploy teachers with an emphasis to female teachers in the North East region i.e. Karamoja region	Number of teachers deployed in the Karamoja region		
	5. Within SESEMAT, mentor female science teachers as models/champions to encourage girls to take on science courses.	<ul style="list-style-type: none"> <li>No. of female champions of science education.</li> </ul>		
	6. Construct boarding facilities for girls in seed secondary schools, hard to reach areas and sub counties with 5-10 Km walking distance.	<ul style="list-style-type: none"> <li>No. of seed secondary schools with boarding facilities for girls.</li> </ul>		

Higher Education	1. Initiate and support a process of replicating the MUK institutionalisation of gender mainstreaming in all public and private universities.	<ul style="list-style-type: none"> <li>No of public and private universities establishing a gender mainstreaming unit.</li> </ul>	MoES, all public and private universities	
	2. Replicate the gender mainstreaming unit strategy in MUK in all other higher education institutions including national teacher education colleges, colleges of Commerce etc.	<ul style="list-style-type: none"> <li>No. of higher education institutions establishing gender units at their colleges.</li> </ul>		
	3. Develop a targeted gender and equity initiative to promote more females in science and technology courses.	<ul style="list-style-type: none"> <li>No of female students in Science and Technical courses.</li> <li>National Gender and Equity strategy to promote girls in science and technology in place.</li> </ul>		
	4. Implement the Student Loan Scheme and ensure modalities have affirmative action for children from disadvantaged areas, vulnerable children and children with disabilities.	<ul style="list-style-type: none"> <li>No or % of 'needy' students accessing the students loan scheme.</li> </ul>		

BTVET	1. Engender the curriculum and include girls\female friendly courses and, employable skills for the youth.	<ul style="list-style-type: none"> <li>Revised engendered BTVET curriculum.</li> </ul>	MoES, GTZ, UGAPRIV, World Bank, OPEC	
	2. Construct dormitories and facilities in BTVET institutions that have minimal or less facilities for girls	<ul style="list-style-type: none"> <li>No. of BTVET institutions with gender friendly facilities.</li> </ul>		
	3. Develop strategies to encourage more girls to take on technical courses	<ul style="list-style-type: none"> <li>No of girls taking technical courses.</li> </ul>		

**Prayers:**

- i. ESCC to approve the proposed gender issues for each sub sector to be considered for integration in work plans and budgets.
- ii. ESCC approves the proposed specific gender indicators as benchmarks for monitoring gender mainstreaming in the Education sector.
- iii. ESCC approves the proposed gender issues and indicators as a basis for subsequent gender monitoring and reporting in the sector.

**Appendix 1:**



AIDE MEMOIRE FOR THE GENDER AND  
EQUITY BUDGETING AWARENESS  
WORKSHOP 20th-24th AUGUST 2012

2012

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Ministry of Education and Sports

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**PALM SPRINGS HOTEL MASAKA**

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## LIST OF ACRONYMS/ABBREVIATIONS

BFP	Budget Framework Paper
BTVET	Business Technical Vocational Education Training
DES	Directorate of Education Standards
EMIS	Education management Information System
ESCC	Education Sector Consultative Committee
ESSR	Education and Sports Sector Review
FY	Financial Year
M&E WG	Monitoring and Evaluation (M&E) Working Group
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MoLG	Ministry of Local Government
MoPS	Ministry of Public service
MTEF	Medium Term Expenditure Framework
GDD	Gender Disaggregated Data
EPPAD	Economic Planning and Policy Analysis Department
NCHE	National Council for Higher Education
PIN	Pupil Identification Number
STIN	Student Identification Number
VAC	Violence Against Children
DBE	Directorate of Basic and Secondary Education
ECD	Early Childhood

## **1.0 Introduction**

1. This Aide Memoire is for the Gender and Equity Budgeting Workshop organized by the Gender Mainstreaming Unit of Ministry of Education and Sports. The aim of the workshop was to strengthen technical capacity and practical experience of MoES officials (Gender and Budget focal persons) with emphasis on enhancing gender & equity budgeting and resource allocation for the education sector.
2. The workshop participants included all gender and budget focal persons drawn from the various departments of the Ministry of Education and Sports sector. (*See Annex 1 for detailed list*).
3. The Workshop set out to:
  - (a) Equip staff with skills in applying gender budget analysis in their programming.
  - (b) Build a team of experts that can support the gender mainstreaming efforts in the Ministry, and
  - (c) Agree on the procedure of mainstreaming gender and equity issues in budgeting and planning processes.
4. Methodology:

The workshop was delivered using various methods that included;

  - (i) General presentations to plenary;
  - (ii) Group discussions;
  - (iii) Question and Answer, and
  - (iv) Brain storming.

## **2.0 General Conclusions**

- Departments should ensure that issues identified in the training workshop are integrated in their plans starting in FY 2013/14.

- Immediate actions that require no extra funding should be integrated in the current plans for FY 2012/13.
- Departments should engage the gender unit whenever they need any technical support

Annex 1: List of participants

Annex 2 Papers presented and presenters

Annex 3: Emerging issues

Annex 1: List of Participants for the Gender and Equity Budgeting Workshop

	Name	Department
1.	Dr. Daniel Nkaada	Basic Education
2.	Mr. Mukasa Lusambu	Basic Education
3.	Ms. Rita Kyeyune	Basic Education
4.	Ms. Nabukeera Mutumba Elizabeth	Basic Education
5.	Ms. Kagezi Harriet	Teacher , Instructor Education and Training
6.	Ms. Namulondo Joan	Human Resource
7.	Ms. Nsereko Dorothy	Finance and Administration
8.	Ms. Nabitaka Florence	Construction Management Unit
9.	Ms. Mutende Mary	Private Schools Department
10.	Mrs. Musinguzi. Florence	Private Schools Department
11.	Mrs. Sizoomu Christine	Guidance and Counselling Department
12.	Ms. Ajilong Harriet	Guidance and Counselling Department
13.	Mr. Timothy Sejjoba	Higher Education
14.	Mrs. Kamukama. Jane	Directorate of Education Standards
15.	Ms. Ddembe Hajara	Physical Education and Sports

16	Mr. Mulyalya Carthbert	Education Policy and Planning Department
17	Mr. Minze Richard	Education Policy and Planning Department
18	Mr. Eliot Arinaitwe	Education Policy and Planning Department
19	Ms. Jean Bageya	Education Policy and Planning Department
20	Ms. Grace Nankabirwa	Education Policy and Planning Department
21	Mr. Mugabi Emmanuel	Education Policy and Planning Department
22	Mr. Tukamuhebwa William	Education Policy and Planning Department
23	Mr. Tusiime Edson	Education Policy and Planning Department
24	Mr. Kabunga Ronald	Education Policy and Planning Department
25	Ms. Ateng Santa	Secondary Education
26	Ms. Najjuma Hadijja	Secondary Education
27	Ms. Angella Nansubuga	Gender Unit/MoES
28	Ms. Rosette. Nanyanzi.	Gender Unit/MoES
29	Ms. Margaret Kasiko	Gender Unit/MoES
30	Mr. Mubaraka Mabuya	Ministry of Gender Labour Social Development
31	Ms. Rosemary Nalwadda	UBOS
32	Mr. Laban Mbulamuko	Ministry of Finance, Planning and Economic Development
33	Mrs. Margaret Kakande	Ministry of Finance, Planning and Economic Development

**Annex 2: Papers presented and the presenters**

<b>Sn</b>	<b>Papers presented</b>	<b>Presenters</b>
1	Opening Remarks	Dr. Daniel Nkaada
2	Concepts of Gender and Equity	Mr. Mubarak Mabuya
3	Why Gender and Equity Budgeting	Mr. Mubarak Mabuya
4	Evolution from WID to GAD	Ms. Margaret Kasiko
5	Gender and Equity Analysis Framework	Mr. Mubarak Mabuya
6	Gender aware beneficiary assessment	Mr. Mubarak Mabuya
7	Gender Disaggregated Data	Ms. Rosemary Nalwadda
8	Monitoring and Evaluation Indicators	Mr. Carthbert Mulyalya
9	Result chain\OBT	Mr. Laban Mbulamuko
10	Prioritizing GEB issues	Ms.Margaret Kakande
11	Integrating GEB in policies, plans and budgets	Mr. Laban Mbulamuko
12	Entry point for Gender and equity budgeting	Jean Bageya, Richard Minze and Eliot Arinaitwe

**Emerging Policy/ critical implementation issues from the Gender and Equity Budgeting Workshop**

S/N	Emerging Issue	Recommendation	Responsible Centre	Time frame
1.	The affirmative action policy of 1.5 points added to girls at tertiary and higher education is not comprehensive to cover gender and equity concerns for some categories (e.g. science based disciplines)	i) Review the 1.5 affirmative policies and develop a comprehensive evidence based affirmative action.	HTVET	FY 2012/13
2.	HTVET Gender Disaggregated Data (GDD) is insufficient in the statistical abstract.	i) Review HTVET statistical instruments. ii) Engage with National Council for Higher Education (NCHE) to ensure that data for tertiary institutions is provided to the ministry.	EPPAD (statistics section) and HTVET	By 30 <sup>th</sup> June 2013
3.	Low numbers of female teachers, tutors, lecturers and managers at all levels of education training.	i) Provide targeted scholarships for female students enrolling in teacher training institutions.	HR, TIET & HE	By 30 <sup>th</sup> June 2014
4.	Inadequate specialised physical education and sports teachers	i) Provide specialised training in Physical education and sports.	PES, TIET, HE	By 30 <sup>th</sup> June 2014
5.	Lack of professional caregivers for Early Childhood (ECD) centres.	i) Standardize the curriculum used for training of professional Early Childhood (ECD) caregivers/teachers. ii) Identify and retrain existing Early Childhood (ECD) teachers and regularise them.	BE, TIET, NCDC	By 30 <sup>th</sup> June 2015
6.	Data on dropout of children from the school system is not easily computed and is not available in the sector statistical abstract.	i) Revive the Pupil Identification Number (PIN) and Student Identification Number (STIN). ii) Engage key stakeholders in the MoLG, MoICT, MOGLSD, MoFPED and Development Partners to develop a strategy to capture drop out data. iii) Develop guidelines on re-entry of dropouts.	EPPAD, D/BSE	By 30 <sup>th</sup> June 2015
7.	Inadequate career guidance at Primary and Secondary levels of Education.	i) Parents' Sensitisation. ii) Train guidance and counselling teachers at all levels of education.	G&C, TIET	By 30 <sup>th</sup> June 2014
8.	Lack of gender evidence based planning and budgeting	i) Conduct gender beneficiary Assessments.	EPPAD & Gender Unit in collaboration with other departments	By 30 <sup>th</sup> September 2012
9.	High rates of violence against	i) Engage the Ministry of Gender to develop a National policy on	DES, Gender	By 31 <sup>st</sup> December

	children in and around schools	<p>violence.</p> <p>ii) Develop guidelines on Violence Against Children (VAC).</p> <p>iii) Review, disseminate and enforce guidelines on corporal punishments.</p> <p>iv) Enforce the teachers' code of conduct.</p>	Unit	2012
10.	Insufficient Gender Disaggregated Data for setting targets and indicators to track progress on gender mainstreaming efforts.	<p>i) Carry out a participatory exercise to develop gender specific indicators and targets for the sector.</p> <p>ii) Engender all data collection tools.</p> <p>iii) DES to routinely collect gender specific qualitative data.</p> <p>iv) Build capacity in Gender Disaggregated Data production analysis and dissemination for the statistics and M&amp;E staff.</p>	EPPAD & Gender Unit in collaboration with other departments	By 31 <sup>st</sup> December 2012
10	Inadequate skills in Education data interpretation.	<p>i) Data packaging should be User friendly.</p> <p>ii) Orientation of the users on the interpretation, benefits and use of EMIS statistics.</p>	EPPAD- Statistics section	By 31 <sup>st</sup> March 2013
11	Gender non-responsive curriculum.	<p>i) Engender the curriculum.</p>	Gender unit NDCD, DBE	By 30 <sup>th</sup> September 2012
12	<p>Lack of specific budget lines for gender and equity specific interventions.</p> <p><i>No allocations for identified issues by the groups e.g. Development of a policy on Guidance and Counselling, dissemination of the guidance and counselling compendium, review of technical handbooks for construction of sanitary facilities</i></p>	<p>i) Review the existing budget to facilitate intra-reallocations.</p> <p>ii) Mobilise additional resources for gender specific interventions.</p>	EPPAD in collaboration with other departments.	Commencing October 2012