



With funding from



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Development
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NATIONAL UNION OF DISABLED PERSONS OF UGANDA (NUDIPU)



POLICY ANALYSIS REPORT, 2020

ACKNOWLEDGEMENT

Message from the Chief Executive Officer



NUDIPU would like to express its most sincere thanks to the Austrian Development Cooperation (ADC) for financial and technical support, other civil society and relevant stakeholders that we reached out to for this policy analysis. We are grateful to them for their generosity in sharing resources, information, time, ideas, and contacts. We are particularly appreciative to those who provided us with their internal documents, honored our appointments with them for interviews, and facilitated connections to other key stakeholders. All of these contributions were critical to this analysis.

Warm thanks go to the ADC Programme coordinator and her team for their support and enthusiasm for this analysis, in particular to Simone Peter and Sara Soltani. Special thanks to the Procurement team for their dedicated and efficient logistical coordination and support.

Finally, gratitude to NUDIPU team for their critical role in producing this report. This analysis would not have been possible in the very short time frame allocated had you not sacrificed some parts of your valuable time, you are truly models of gender and disability inclusion.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADC	Austrian Development Cooperation
AGBV	Action Against Gender Based Violence
BTVET	Business, Technical and Vocational Training
CAO	Chief Administrative Officer
CEDAW	Convention on Elimination of Violence Against Women
CRPD	Convention on the Rights of Persons with Disabilities
CSOs	Civil Society Organizations
CTIP	Counter Trafficking in Person Office
DEVAW	Declaration on Violence Against Women
ECD	Early Childhood Development
EOC	Equal Opportunity Commission
FY	Financial Year
GBV	Gender Based Violence
GDP	Gross Domestic Product
GU	Government of Uganda
HSSIP	Health Sectors Strategic and Investment Plan
MoES	Ministry of Education and Sports
MGLSD	Ministry of Gender Labour and Social Development
NBFP	National Budget Frame Work Paper
NDP	National Development Plan
NGO	Non-Governmental Organization

GNP	Gross National Product
NUDIPU	National Union of Disabled Persons of Uganda
OWC	Operation Wealth Creation
PEAP	Poverty Eradication Action Plan
PPP	Public Private Partnership
PTC	Primary Teachers' College
PWDs	Persons with Disabilities
SAGE	Social Assistance Grants for Empowerment
SDGs	Sustainable Development Goals
SESEMAT	Secondary Science and Mathematics Teachers
UDHS	Uganda Demographic House Hold Survey
UG	Uganda Government
UN	United Nations
UPE	Universal Primary Education
USE	Universal Secondary Education
UWEP	Uganda Women Entrepreneurship Programme
VAW	Violence Against Women
YLP	Youth Livelihoods Programme

EXECUTIVE SUMMARY

NUDIPU initiated a Gender and Disability Inclusion in Practice (GADIP) programme in Jan 2020 with an objective to strengthen the capacity of partner organization in Uganda to promote the rights of Girls and Women with disabilities.

The general objective of the policy analysis was to identify key gender issues, inequalities, constraints, and opportunities, as well as offer conclusions and specific recommendations on how NUDIPU and its partners can achieve greater gender integration in its programming and activities.

The specific objectives include; to provide qualitative data on gender disparities in access to education, access to economic opportunities as well as data on gender-based violence against persons with disabilities within the programme areas with a specific focus on the situation of women and girls with disabilities and finally to identify the role of women (with disabilities) in management and leadership at the local and national levels.

The key findings includes; some bad Cultural and traditional practices perpetuate GBV against Women and Girls with Disabilities. Despite the various interventions to address the problem, these practices persist because they are still deeply rooted in various communities. For instance, Female Genital Mutilation (FGM) in Karamoja.

The prosecution of perpetrators of violence is often slow and is hampered by inadequate evidence presented by the survivors and the culture of silence where victims and their families prefer to settle cases out of court. Men are in most cases not included in gender awareness campaigns thus most gender equality campaign tends to look like women things.

Limited data on learners with disability for appropriate planning; the data mostly captured for learners with disabilities refers to children with visual or hearing impairments. Data on learners with intellectual disabilities, multiple disabilities or psychosocial disabilities are not often captured and this affects planning for their needs. Also, disability data is mostly at the national level, the lack of which, especially at the district and local levels, compounds the difficulties in planning and targeting of services for those with disability.

1.0 INTRODUCTION

1.1 Policy analysis background and objectives

The general objective of the programme level policy analysis was to identify key gender issues, inequalities, constraints, and opportunities, as well as offer conclusions and specific recommendations on how NUDIPU and its partners can achieve greater gender integration in its programming and activities.

The specific objectives include; to provide qualitative data on gender disparities in access to education, access to economic opportunities as well as data on gender-based violence against persons with disabilities within the programme areas with a specific focus on the situation of women and girls with disabilities and finally to identify the role of women (with disabilities) in management and leadership at the local and national levels.

This targeted analysis focuses on access to inclusive education; access to economic opportunities, roles of women in management and leadership at both local and national level and prevention of gender-based violence against women and girls with disabilities among Persons with Disabilities in Moroto and Kotido districts in Karamoja sub-region.

The analysis focuses on activities seeking to enhance economic inclusion, analysis of activities seeking to enhance inclusive education by improving meaningful engagement of the relevant stakeholders in the education sector with special focus on the parents of children with disabilities. Besides, it also includes analysis of activities seeking to prevent Gender Based Violence (GBV) against women and girls with disabilities focusing on both the rights holders and duty bearers.

2.0 METHODOLOGY

The methodology employed include; stakeholder's consultations and desk review of documents especially Convention on Elimination of All Forms of Discrimination against Women (CEDAW, 1985), The United Nations Declaration on Violence against Women (DEVAW, 1993), The Convention on the Rights of the Child (CRC, 1990), The Sustainable Development Goals (2030), The African Union Gender Policy (2009),

Convention on the Rights of Persons with Disabilities (CRPD, 2008), The 1995 Constitution of Uganda, The National Gender Policy (NGP) of 1997, Uganda's second National Development Plan (2015-2020), Uganda's Vision 2040, The 2010 Law on Domestic Violence, The 2011 Domestic Violence regulations, The anti-female Genital Mutilation Act of 2010; The Equal Opportunities Commission Act 2007, The Persons with Disabilities Act passed in 2006, The 1997 UPE policy, Special Needs and Inclusive Education Policy (2012), BTVET Policy (2003), USE policy(2007), The Beijing+20 review and the Progress of World's Women Report (2015-2016).

The literature review, stakeholder consultations, and report writing took place concurrently from May 1st, 2020-August 31st, 2020.

2.3 Limitations of the study

The study did not have any major limitations that would have negatively impacted on the quality of the data collected since most of the documents were readily available and easily accessible.

3.0 GENERAL OVERVIEW OF GENDER EQUALITY IN UGANDA

3.1 Laws, Policies and Institutional Practices

Uganda is a signatory to several international gender-focused treaties and conventions. These include among others; Convention on Elimination of All Forms of Discrimination against Women (CEDAW, 1985), The United Nations Declaration on Violence against Women (DEVAW, 1993),The Convention on the Rights of the Child (CRC, 1990),The Sustainable Development Goals (2030), The African Union Gender Policy (2009), and The Convention on the Rights of Persons with Disabilities (CRPD, 2008) .

The 1995 Constitution of Uganda as amended was a turning point by recognizing the equality of women and men and promoting women's participation in decision making at all levels, through mandatory quotas. For instance, Article 21(1) of the Constitution provides for equality of all persons before and under the law in all spheres of political, economic, social and cultural life and in every other respect and shall enjoy equal protection of the law. The National Gender Policy (2007) guides nationwide gender mainstreaming across key sectors. Ministry of Gender Labour and Social Development

(MGLSD) is mandated to spearhead and coordinate gender-responsive development and provide support to other sectors to mainstream gender. At the Local Government Level, the Ministry has Community Based Services/Gender departments whose role is to spearhead gender mainstreaming in district development plans and budgets. However, both the national and decentralized structures have limited staffing and funding. The number of technical staff working on gender at the MGLSD for instance fell from 33 in 1995 to 10 in 2014 as a result of civil service reforms. Besides, MGLSD has consistently been allocated less than 1% of the national budget to cover its entire portfolio (DFID, 2014).

However, the Government of Uganda (GoU) has had success in domesticating global gender norms, alongside inconsistencies between policy statements and how plans are implemented. For instance, the 2014 review of Beijing +20 showed that gender laws and policies have been established, thereby creating demand and accountability for women's rights, and legitimizing the work of gender advocates amongst Parliamentarians and Civil Society Organizations (CSOs). To start with, is the 1995 Constitution of Uganda as amended that prohibits laws and traditions against women's dignity, and The 1997 National Gender Policy reformulated in 2007. Besides, a series of legal reforms ensued, mainly; The 2010 law on Domestic Violence and the 2011 Domestic Violence Regulations, The anti-Female Genital Mutilation Act of 2010 The anti-trafficking in Person Act (2009), and the Equal Opportunities Commission Act (2007).

3.1.2 Gender-Based Violence against Persons with Disabilities

Government of Uganda is committed to ending Gender-Based Violence (GBV). The Constitution of the Republic of Uganda provides a basis for addressing GBV. In a bid to address violence against every member of the household, the country decided to adopt the term Gender-Based Violence (GBV) considering that GBV is rooted in gender inequalities that arise from unequal power relations that exist between women and men. Therefore, specific laws have been enacted to criminalize various forms of GBV. These include; The Domestic Violence Act 2010 and its regulations 2011, The Prohibition of Female Genital Mutilation Act 2010, The Prevention of Trafficking in Persons Act 2009, The Penal Code Act, Cap 120, The Children's Act Cap 59, The International Criminal

Court Act 2010, The Land Act, 1997 as amended in 2010, The Employment Act (2006), and Sexual Harassment Regulations (2012).

Additionally, the Government of Uganda has also developed policies and frameworks that address violence against women. Elimination of violence against women is a priority in Uganda's Vision 2040, the NDP commits the Government to expand programmes that prevent violence against women throughout the country. The GBV Policy was also developed in 2012 and is consistent with the Uganda Gender Policy of 2007 whose goal is gender equality and women's empowerment. The GBV Policy guides actions to prevent and manage violence against women and end impunity.

Government of Uganda is also implementing a National Action Plan on UN Security Council Resolutions 1325 & 1820 which was developed in 2008 and revised in 2011. This plan guides state and non-state actors to address SGBV against women in fragile situations. Government has launched a zero-tolerance campaign against GBV, established training facility for judicial, police and health officers as well as social workers, to equip them with skills to respond and manage cases of SGBV. The Government has also established shelters for survivors of GBV. For example, the Government has developed guidelines for the establishment and management of shelters which provide minimum standards for establishing and managing of shelters. As a result, some NGOs working in this area have established shelters for women and girl survivors of GBV in different parts of the country.

Furthermore, the Government has put in place a multi-sectoral coordinated response to GBV. The National Machinery coordinates the various stakeholders and has put in place various programmes on GBV. To this end, Justice, Law and Order Sector Investment Plan, the Education Sector Investment Plan, and Health Sector Strategic and Investment Plan (HSSIP) have developed targeted interventions to prevent and respond to GBV across the country.

Also, Government and partners programs incorporate a component of male engagement in the prevention of violence against women. Male action groups work in communities to pass on messages on GBV prevention and offer counseling services to the families.

In 2012, the Government created a Counter-Trafficking In-person office (CTIP) and Anti-Trafficking Taskforce in 2012. A National Action Plan on Anti-Trafficking in Persons has been drafted and a nationwide awareness campaign launched. As such, the Government has increased screening of persons travelling in and out of Uganda to curb trafficking of women and girls. Besides, the Government also vets labour recruitment agencies and terminates the licenses of the non-compliant agencies.

Other strategies for prevention of GBV have been intensified and it includes; awareness creation through mass campaigns, community mobilization and community dialogues. Therefore, since 2009, the 16 days of activism against Gender-Based Violence campaign has been commemorated at national and local government levels. This has proved to be a successful intervention in advocacy and awareness-raising on pertinent issues on violence against women. The campaign has been utilized as a platform to identify key actions towards prevention, management and ending impunity.

To increase access to justice for the majority of GBV survivors, Government has revised the Uganda Police Form 3A in 2012 to allow other categories of health service providers in addition to the police medical personnel to examine sexual violence survivors and provide expert evidence in court.

Government has also undertaken several studies to establish the magnitude, causes and consequences of violence against women. Thus, a module on violence against women was included in the UDHS of 2006 and 2011. Situation analyses on Gender-Based Violence (GBV) have been conducted and studies on the cost of GBV to the individual and the economy have been undertaken. From the various researches for instance (UNFPA,2017), it has been documented that Gender-Based Violence is rooted in unequal power relations which are both a cause and result of unequal opportunities such as unequal access to and control over key resources such as land, labour, skills and information, networks, technology and financial capital.

Due to several interventions including conducive legal and policy environment and implementation of various initiatives, physical violence incidences according to UDHS 2011 have slightly decreased among women aged 15-49 years from 34% in 2006 to 27%

in 2011. Sexual violence has significantly decreased from 39% in 2006 to 28% in 2011 while sexual assault decreased from 11% in 2006 to 9% in 2011.

However, amidst all efforts by different actors, the lifetime prevalence of GBV in Uganda is estimated at 51% (The Global Gender Gap Report, 2017), suggesting that violence against women is rampant in the country and it's above the average in Africa and worldwide since 56% of women in Uganda aged 15-49 reported having experienced physical violence while 22% had experienced sexual violence at least once since the age of 15 years (UDHS, 2016). The prevalence of domestic violence and sexual violence amounts to 57% and 22% respectively (Madanda & Ngolobe, 2012). The notion of domestic violence, however, is relatively new and largely unknown to the Ugandan society, with many citizens believing that the term refers to the most serious cases where severe physical injury is sustained by the victim. Apart from lack of awareness of what constitutes violence, other barriers to accessing help by the victims include stigmatization and the lack of responsiveness of most stakeholders to mention but a few (Women's Rights in Uganda, 2012).

Policy Gaps and Challenges

The following are the major policy gaps and challenges that have hindered elimination of Gender-Based Violence (GBV) against women and girls with disabilities; some bad Cultural and traditional practices perpetuate GBV. Despite the various interventions to address the problem, these practices persist because they are still deeply rooted in various communities. For instance, Female Genital Mutilation (FGM) in Karamoja.

The prosecution of perpetrators of violence is often slow and is hampered by inadequate evidence presented by the survivors and the culture of silence where victims and their families prefer to settle cases out of court.

Communities have inadequate information concerning their civic and human rights. Concerning violence against children with disabilities, community mechanisms to support children experiencing violence, non-punitive, practical programs to train adults on how to deal with children and build more violence-free relationships are still lacking.

Law on Marriage: Although the 1995 Constitution of Uganda as amended grant an equal age of consent to marriage for men and women at 18, customary practices regards the age of marriage at 16 or even below for women while the age for men is 18. Indeed, some areas continue to practice arranged marriages for minors. Additionally, customary practices may often discriminate against women, holding that men have sole parental authority in the case of a divorce, despite the law considering the best interest of the child. Regardless of this, poverty has also played a great role in promoting early marriages as parents focus on bride wealth. Both genders have the right to initiate divorce on several grounds.

Majority of the women in Uganda, live and are threatened by domestic violence but still do not consider it a crime; other women and girls have endured female genital mutilation, and hundreds are trafficked each year into prostitution, forced labour, slavery or servitude. Despite all these, there is gross under-reporting and limited access to justice by women.

3.1.3 Women access to economic opportunities and participation in decision making

Uganda has made substantial progress in the economic empowerment of women over the past three decades. Uganda achieved the Millennium Development Goals (MDG) target of halving poverty by 2015 and is on track on the eradication of absolute poverty and hunger. Absolute poverty levels in Uganda reduced from 56% of the population in 1992/93 to 24.5% in 2009/10 and 22% in 2012/13. According to World Bank data, GDP per capita increased to US \$ 551 in 2012 from the US \$ 159 in 1993.

Uganda's growth was a result of implementing robust macroeconomic policies that sustained a growth rate of above 6% per annum for over a decade. Following the economic decline of the 70s' and 80s', Uganda embarked on a liberalization policy in the 90s', removing barriers to trade including government control of commodity prices on the market and foreign exchange. The country pursued sound fiscal and monetary policies that tackled high inflation, stabilized and propelled the growth of the economy.

The economic growth of the 90s' boomed when Uganda adopted poverty reduction macroeconomic strategies and decided to implement the Poverty Eradication Action Plan (PEAP) which was revised three times. The key areas of focus of PEAP included;

infrastructure, health, education, agriculture, water and sanitation areas with potential to move women out of poverty.

The PEAP III expired in 2008 and was replaced with the National Development Plan (NDP) 2010/11-2014/15 under the theme of "growth, employment and social-economic transformation for prosperity". The NDP aims at creating employment, rising average per capita income levels, improving labour force distribution, raising human development and gender equality indicators and improving the country's competitiveness to a middle-income country level.

Gender inequality remains one of the key binding constraints for the social-economic transformation of Uganda's economy. One of the major aspects of the NDP was to mainstream gender during the NDP formulation process. Gender issues were identified in agriculture, education, health, justice, law and order, land, trade, tourism and infrastructure. As such, there is an improvement in women's access to education, economic opportunities and health services addition to infrastructures.

The Land Act (2010) and the Land Policy (2013) provide for women and children's land rights. For instance, it provides for spousal and children's consent before disposal, mortgaging or transferring of land where the family derives sustenance. The implementation of this Act and Land Policy and the improvement in the Land Registration System has increased women's ownership of land to 39% in 2011 from 20% in 2009. Women's ownership of land empowers them to make choices regarding land use. Therefore, land can also be used as security to access capital to improve their economic status.

Uganda has made substantial progress in ensuring women's equal access and full participation in decision making largely due to the implementation of affirmative action enshrined in the 1995 Constitution of the Republic of Uganda. Article 33 provides for affirmative action in favour of women to redress imbalances created by history, tradition or custom. Article 78 (1) (b) provides for the election of a one-woman representative for every district. Article 180(b) states that one-third of the membership of each Local Government Council shall be reserved for women. These provisions were maintained even after the amendment of the Constitution in 2010. Besides, the Local Governments

Act (1997) stipulates that the election of special groups which requires that at least one of the representatives is a woman for each of the key categories namely youth, older persons and Persons with Disabilities.

Through affirmative action, every district has a District woman MP, while a third of seats at the local councils are reserved for women. Women are also free to compete for the direct constituency seats with men. As a result, the proportion of women in Parliament stands at 35% in the 9th Parliament of 2011, from 33% in the 8th Parliament of 2006.

Currently, women constitute 29% of ministerial positions compared to 19.4% in 2006 and 23% in 2001

The Constitution provides for gender balance and fair representation of marginalized groups on all Constitutional and other bodies. Hence, five out of the ten Constitutional Commissions have at least 30% membership of women (Ministry of Gender, Labour and Social Development, 2014) but it is still below the 50/50 target.

According to the UDHS 2011, 53% of women who earned cash said that they were the main decision-makers about the use of their cash earnings, 31% indicated that the decisions are made jointly, and 14% said that the decisions were mainly made by their husbands.

Urban women exercise more influence over the use of their cash earnings than rural women at 67% and 49% respectively. The percentage of women with primary control over their earnings ranged from 35% in rural areas to 78% in urban areas.

Furthermore, women constitute 33% of members of all approved Land Boards and 34% of members of all Area Land Committees. This has been achieved as a result of affirmative action provisions which were put in place to ensure that women are represented in decision making bodies on land.

Whereas poverty has reduced greatly, the absolute numbers of people living below the poverty line have not reduced significantly. About 6.7 million people remain in extreme poverty and an additional 43% of the populations are highly vulnerable to falling into extreme poverty because of social vulnerabilities that are associated with demographic

characteristics such as age, sex and disability among others. To address this, Government is implementing social protection interventions such as the Social Assistance Grants for Empowerment (SAGE) which provides cash transfers to older persons aged 65 years and above, the majority of whom are women; Uganda Women Entrepreneurship Programme (UWEP), Youth Livelihood Programme (YLP).

Policy gaps and challenges

Despite the progress made in addressing poverty in the country, women and girls with disabilities still lag behind compared to men in terms of income earnings. There is also marked differences between female-headed households in urban areas and those in rural areas with urban female-headed households earning more than twice the income of rural female-headed households.

The gender gap in salary earnings between women and men has proven persistent. It explains the existence of a gap between women's and men's earnings in Uganda. There is a continuing debate as to the extent to which the gap reflects merely the inevitable and reasonably fair result of differing work patterns and behaviors by women and men or the impact of employment discrimination against women.

Furthermore, there are customary practices that limit women from owning or inheriting of economic resources especially land. For example, despite the provision of the "consent clause" in the Land Act, it is routinely ignored and it does not apply to divorcees and widows.

Unfair Inheritance Law and socio-cultural factors which discriminates female widows. Under the Succession Act, Ugandan widows inherit at least 15% of their deceased husband's property, 75% of the property goes to the children, 9% to the dependants' relatives and 1% to a customary heir. If there are no children, the widow is entitled to 50% of the property. But this Act is badly implemented since in some customary practices, women do not have the right to inherit. Therefore, according to the 2011 Chronic Poverty Research Centre report 36.41% of widows inherited the majority of their husbands' property.

Unequal access to credit by women due to discriminatory practices that prevent women from accessing land is a serious major obstacle to women's access to credit, as most commercial banks do not approve loans unless women hold title deeds as a guarantee. However, over 80% of women in Uganda, work in the agricultural sector as unpaid subsistence laborers, and therefore cannot acquire the documentation or collaterals necessary to obtain a bank loan.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) especially Articles 13 and 14 stress on women's access to credit specifically but does not spell out what is meant by women's equal access to land. CEDAW provides for the right of women to have credit and loans, marketing facilities, appropriate technology and for equal treatment in land and agrarian reform as well as inland resettlement programs (Article 14(g)).

Land access and utilization: The Land Act guarantees the same equal rights to own, use and control land to both women and men; but due to patrilineal kinship systems and customs, women have not been able to own and control land in most Ugandan cultures. Since the customary laws are still very powerful in Uganda, despite the policy development for securing women's land rights, statutory policies and laws are sometimes formulated in an attempt to respect the customary laws and avoid conflict with them.

3.1.4 Access to inclusive education

Access to education is recognized by international and national laws as a human right. At the international level, the Universal Declaration of Human Rights (UDHR) recognizes the right to education under Article 26. The UDHR states that everyone has the right to education; hence the right applies to all individuals, although children are considered as the main beneficiaries.

UDHR, Article 26 (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.

The International Covenant on Economic, Social and Cultural Rights (ICESCR) recognizes the right to education under Articles 13 and 14. According to the ICESCR, the right to education includes the right to free, compulsory primary education for all; an obligation to develop secondary education accessible to all in particular by the progressive introduction of free secondary education; as well as an obligation to develop equitable access to higher education in particular by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education.

The International Community committed themselves in 1990 to achieve universal primary education (UPE) for all children by the year 2000, giving birth to the Education for All (EFA) campaign. This goal was not achieved but was reaffirmed at another international conference on education in 2000 with a new target date set for the year 2015. These goals were then included in the Millennium Development Goals (MDGs) in 2000, with MDG 2: being *“Achieve Universal Primary Education”*. In the Sustainable Development Goals framework, education is addressed under Goal 4: *“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”*. The right to education is recognized in the Uganda Constitution (Article 30 and 34), and is the only socio-economic right that is substantively recognized by the country’s supreme law.

In Uganda, the UPE policy has its roots in the recommendations of the Kajubi Education Policy Review Commission which reviewed the state of education between 1987-89 and recommended a set of reforms in the country's education system, including universalizing primary education. The government accepted the resulting White Paper and the UPE recommendation in 1992.

At first, UPE policy provided for only 4 children (2 girls and 2 boys) from each family to access free primary education but later it was revised to cover all children of school-going age. Implementation of UPE has increased enrolment of children from 5.3 million in 1997 to 7.3 in 2002, 8.3 million in 2009 and 8.4 million in 2013. Female enrolment has improved from 3.6 million in 2002 to 4.2 million in 2013. There have been progressive improvements in female completion rates from 49% in 2002 to 66% in 2012 and 67% in 2013.

Education Act 2008, defines UPE as "the State-funded universal primary education program where tuition fees are paid by Government where the principle of equitable access to conducive, quality, a relevant and affordable education is emphasized for all children of all sexes, categories and in special circumstances."

The implementation of UPE policy started in January 1997 and all tuition fees and Parents and Teachers Association (PTA) charges for primary education were abolished. However, dropout rates and class repetition remain high at 12% per annum, and it is unlikely that all Ugandan children will be able to complete the full course of primary schooling (MoFPED 2013).

In 2007, the Government introduced Universal Secondary Education/Universal Post Primary Education and Training. This has increased enrolment at the secondary level. Enrolment for girls then increased from 46.3% for 2012 to 53.5% in 2013.

Regional disparities in UPE

Significant regional variations prevail especially with Karamoja region with the lowest enrolment rates at 35.5% compared to very high rates at 87.2% and 87% in Bukedi and Teso regions respectively.

Progression to secondary level is still low both in urban and rural at 44% and 23% respectively. Major differentials are recorded between urban and rural women at 42% and 25% respectively, compared to 46% and 21% among male, meaning that rural men are less enrolled compared to their female counterparts. Comparison of 2009/10, 2012/13 and 2016/17 UNHS findings over the last 9 years show that inequality in education has reduced overtime and is nearing parity in the primary.

The Gender Parity Index (GPI) disaggregation by sub-regions shows that Central region is at 1.07, Busoga region at 1.07, Lango region at 1.02, Acholi at 1.08, Tooro at 1.02, Ankole at 1.11 and Kigezi at 1.13, in favour of girls. Kampala, Central region were in favour of boys. Higher educational attainment, in terms of recognized qualifications, can be associated with a range of economic successes, including better income, employment, as well as better health for women and girls.

UPE funding

In 2007, the Ministry of Education and Sports issued two sets of guidelines to guide Local Governments in managing UPE funding:

School facilities Grant for primary schools: The school facilities grant assists the neediest school communities to provide basic infrastructure. The target is for every primary school to achieve a classroom-to-pupil ration of 1:55; desk to pupil ratio of 1:3; latrine pupil ratio of 1:40; and permanent accommodation for at least four teachers. The SFG is channeled to district Local Governments as a "conditional grant" for funding for new classroom construction; Construction of teachers' accommodation; provision of classroom furniture; Construction of latrines for girls, boys and children with disabilities; Provision of water tanks for harvesting rainwater; and Rehabilitation and renovation of primary school physical infrastructure.

UPE Capitation Grant: The capitation grant aims to improve equitable access to basic education by removing the burden of paying school fees from parents, and to provide schools with funds for running schools. Through the grant, the government pays tuition for all pupils in government-aided schools: A fixed grant of Ushs 100,000 per month per school for nine months a year (totaling Ushs 900,000); and A variable grant allocated per pupil enrolled in a particular school. The capitation grants are channeled to the district Local Governments as a conditional grant. MoES guidelines require schools to spend these capitation grants as follows: 50% on instructional materials; 30% on co-curricular activities; 15% on school management (school maintenance, payment for utilities such as water and electricity); and 5% on school administration.

The MoES (2014) policy statement for FY2015/16) shows that the education sector in general and UPE, in particular, are underfunded, which in turn has affected the quality of education provided in UPE schools. For instance, in 2012, there was a national classroom deficiency of 39,788. Initially, School Facilities Grant (SFG) had a budget of US\$ 48 billion, for classroom construction which reduced significantly to US\$ 27 billion in FY 2014/15. Also, budget performance remains poor and disbursement of funds is slow. For instance, out of an approved budget of Ushs 45.588 billion, releases by end of March 2014 amounted to US\$ 23.092 billion (49%).

The National Budget Framework and Ministerial Policy Statement for Ministry of Education and Sports for FY 2015/16 further indicate that an additional US\$ 18.3 billion has been allocated to facilitate the increment of the unit cost per pupil in UPE from US\$ 7,000 to 10,000 to re-prioritize its outputs. The latest increment, however, constitutes a progressive measure, even though it is still insufficient to cater to the pertinent necessities like provision of sanitary pads to the girl children.

It is, however, also notable that Government has not yet fulfilled its commitment of US\$ 7,560 per pupil. The closest they came to this figure was only once in the 2012/2013 financial year when they paid sh7,046 per pupil. Information from the education ministry indicates that the Government, since the inception of the policy, has been paying capitation fees for each pupil ranging from US\$ 4,500 to 6,500 per year. During these years the Government sent US\$ 4,500 to schools for each pupil, it meant that it paid US\$ 1,500 for each pupil to keep at school per term. The civil society has described the amount allocated per pupil per term as “hardly enough to repair just one desk in a school”.

Provisions for inclusiveness

The fifth objective of the UPE policy is to “Ensure that education is affordable by the majority of Ugandans”. This emphasis of “the majority” implies that exclusion of some minority groups may not matter. While there are objectives that seek to ensure equity in access to education, there are limited provisions for supporting the girl child to stay in school through the full primary cycle. There are equally few provisions for supporting children with disabilities, children living with HIV and other vulnerable children.

The UPE policy does not mention any strategy of providing separate facilities such as toilets and changing rooms for girls, implying that boys and girls may share sanitation facilities. This is a major policy gap given that girls are not adequately catered for during their monthly menstrual periods, which has been established to contribute to a larger proportion of girls dropping out of school. As a result, the enrolment rates especially in upper primary and secondary school continue to be skewed in favor of the boys. UPE schools suffer from an absolute shortage of pit latrines. In 2011, the national pupil-to-stance ratio (PSR) was 4,094:1. The situation may not have changed much since then because only US\$ 593 million was spent on latrine construction in the financial year

2012/13 to yield 140 pit latrines in 28 schools. Furthermore, this money was spent in secondary schools and hence, the situation in primary schools could be worse than it was in 2011 considering the growth in enrolment.

Special needs education forms a very important component of the equitable delivery of education services since it caters for children with disabilities. In 2011, about 10% of Ugandan children of school-going age required special needs education, which translates into pupils 2.4% of the enrolled pupils in the primary school (UBOS, 2009). Yet financing of special needs education remains inadequate and the little money allocated goes to MoES, not the Local Governments where UPE is implemented. The special needs education was in the FY 2012/13 allocated US\$ 2.11 billion exclusively recurrent with no development budget. This allocation is 0.0005% of the education sector total budget contrary to Section 5 (J) of the 2006 PWDs Act, which stipulates that 10% of the education expenditure should be to special needs education, guidance and counseling. At the moment, Uganda only has only nine schools providing education to children with special education needs. While proposals have been made for "inclusive schools", investments in infrastructure and human resources have not sufficiently equipped schools to cater for children with special education needs.

Teachers' welfare

One of the fundamental human rights is the right to a just remuneration that ensures an existence worthy of human dignity. The preamble to the Constitution of the International Labour Organization identifies the provision of an adequate living wage as one of the conditions for universal social justice. Although no universally accepted amount defines such remuneration, it can be described as a wage from full-time work that allows people to lead a decent life considered acceptable by society.

Teacher's welfare in Uganda has been a subject of constant debate over the past three financial years characterized by several industrial actions due to lack of commitments from government. However, it is important to note that teacher welfare extends beyond salary and include aspects of; housing, professional development, and a favorable working environment which in Uganda has not been effectively provided. As such, teachers have resorted to alternative income-generating activities to make ends meet for

their households for instance Boda Boda riding etc. (MoES, 2013). This consequently limits the interaction between the teachers and their pupils. Therefore, addressing teacher welfare is crucial for better educational outcomes.

Community engagement in UPE

The relevant community described by UPE policy are composed of at least three entities (MoES, 1998). The first is the School Management Committee (SMC), which is a group of local opinion leaders selected to represent the government in each school. The SMC acts as a form of Board of Directors charged with monitoring the school administration with special reference to government policy. The second one is the Parent-Teacher Association (PTA) which is a community-based association formed voluntarily to provide a formal and organized voice representing members of the community whose children attend a particular primary school. The third, more loosely defined, is everyone else whose civic and non-civic actions could impact on the children and teachers of the school.

The UPE policy envisages community support to UPE schools and calls upon parents to participate in such initiatives. However, besides contributing materials for construction and labour, the policy is not elaborate on how communities should participate in such initiatives and what should be included in such initiatives. The principles of participation require that beneficiaries are involved in planning, implementing and monitoring the services they benefit from.

School management committees are the statutory organs at the school level that should have represented communities in the planning, implementation and monitoring of UPE at the school level. However, the UPE policy refers to these bodies as “*representing the government*” and not the community or parents and are certainly not accountable to schools. Their stated responsibilities include giving overall direction to the operation of the school, ensuring that schools have development plans, approving and managing school budgets, monitoring school finances, and ensuring transparency especially in the use of UPE grants. Head-teachers of primary schools are, by policy, accountable for all money disbursed to schools and for school property and report directly to the District Education Officers; they are only required to “*work closely*” with the school management committees in running UPE primary schools.

Decentralized implementation of UPE

UPE is implemented within the context of decentralization. The decentralization policy was enshrined in the Constitution in 1995, before being legalized by the Local Government Act in 1997.

The Act established the district level Local Council (LC V), the municipality (LC IV) and sub-county/division/town council (LC III) as corporate bodies of local governments and devolved to them far-reaching powers and responsibilities in such areas as finances, legislation, political, planning and personnel matters (MoES 1999). The district Local Governments (LC V) are responsible for the delivery of UPE and other basic social services. UPE funds (SFGs and capitation grants), as well as textbooks and other supplies, and are channeled through districts (Chief Administrative Officer).

Under Section 26, the Education Act of 2008 gives District or Municipal Councils' Standing Committees for Education responsible for the oversight role of all educational services decentralized to a district, municipal, town council, division and sub-county. Under the leadership of the Chief Administrative Officers (CAOs), local authorities are responsible for ensuring that all UPE funds released to them by the MoES reach schools and are not diverted to any other purposes.

The CAOs are also responsible for ensuring prompt disbursement of UPE grants to schools, proper accountability of UPE grants, the formulation of the education budget and its successful fulfillment, and adequate briefing of District Councils on the implementation of UPE. Sub-county chiefs represent the CAOs at the sub-county level. They make regular visits to schools, implement Local Government bylaws on UPE, keep a record of both pupils and teachers in the sub-county, submit regular reports on education to the CAOs, ensure safe water and sanitation in schools, and in schools under their jurisdiction, enforce proper use and accountability for UPE grants and public funds.

Decentralization brought the schools closer to the administrative units that oversee them and therefore is potentially more responsive to unique circumstances of the different settings in which UPE schools operate. However, districts have been allowed a very limited policy space within which to operate. The two key grants they receive from the

Central Government for the implementation of UPE are “*conditional*”, which limits flexibility in planning and budgeting. Following the abolition of the graduated tax in 2005, districts have been left largely dependent on grants from the central government and with few options for raising revenues locally.

UPE school feeding and nutrition

UNICEF (2000), defined quality education to include, among other things, learners who are healthy, well-nourished and ready to participate and learn, and environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities for all.

Despite the importance of feeding and nutrition in schools, the government has left this responsibility to parents, choosing to restrict its roles to "contribute to policy formulation, coordination and quality assurance". In the "Guidelines on School Feeding and Nutrition Intervention Program", it is pointed out that the Education (Pre-primary, Primary and Post-primary) Act, in Article 13 (sub-section 5(2c)), states that "The responsibility of parents and guardians shall include... providing food, clothing, shelter, medical care and transport..."

Parents are supposed to contribute beans, maize and other foodstuffs in cash or kind to feed their children at school, as well as the teachers, support staff. The amount of food required to feed teachers; support staff is supposed to be contributed equally by each parent/guardian. For the poor or landless households, it may be harder to make contributions of foodstuffs termly (thrice a year). Therefore, almost all UPE schools in rural areas do not provide food to the children.

The guidelines for "parent-led" school feeding then proceed to require school management committees to mobilize the community to advance the school feeding and nutrition agenda and to establish "School Food Committees" to, among other things, determine the quantities of food staples to collect from parents each term "regarding recommended daily calorie allowance", and its cash equivalents for parents who "opt" to pay in cash.

The responsibilities allocated to school management committees and school food committees are way beyond their capacities, and demand too much effort and time, yet they are volunteers. In addition to the responsibilities already mentioned, School Food Committees are also required to make accountability every school term for food contributed or procured; produce monthly, termly and annual reports to School Management Committee and Local Government councils; keep proper inventory of food stocks; handle complaints about quality and quantity that may arise.

The school feeding programmes further expose children to exploitation and hard labour by recommending the establishment of school gardens. The guidelines make it clear that such gardens are to be established for the dual purpose of producing "supplementary nutrients" while at the same time serving as "an integrated part of learning, thus the exploitation of the students, and not considering international conventions relating to child labour."

Besides, schools are "encouraged to engage vulnerable households in sustainable livelihood programs and income-generating activities". The policy guidelines are not clear on how this is expected to be done and what activities schools may engage such households in, and where the resources will come from. The government's decision to leave the responsibility of feeding children to parents, without empowering and resourcing schools to enforce food contributions from parents, maybe leading to the violation of the rights of school children to food and compromising the quality of the learning environment in UPE schools.

Post-primary education

The Government of Uganda furthermore developed the Business, Technical and Vocational Education and Training (BTVET) Strategic Plan 2011 – 2020. The plan provides a comprehensive system of skills development for employment, enhanced productivity and growth. It targets all Ugandans in need of skills, including primary and secondary school leavers. There are affirmative action provisions in the strategic plan including giving female BTVET graduates preferential access to BTVET instructors training. The aim is to increase the share of female instructors in the BTVET system. It also targets 35% of female enrolment in industrial training programmes.

Furthermore, the National Action Plan on Adult Literacy was developed in 2002 and revised in 2011. The Programme was initiated in 1992 as a pilot targeting only women in 8 districts. The enrolment of learners progressively improved from 16,000 Adult learners in 1992 to 64,000 in 1995, 150,000 in 2000 and 328,140 in 2009.

The Gender in Education Sector Policy (2009) as a mechanism to eliminate all gender disparities in education, training and sports in terms of enrolment, performance, achievements, transition, retention, completion, and learning outcomes were initiated and operationalized by the Ugandan Government. It emphasizes gender mainstreaming in planning, resource allocation and budgeting at all levels. It guides effective gender mainstreaming and addresses gender issues throughout functions of the education sector to accelerate the achievement of the Education for All by 2015. The Policy highlights the importance of affirmative action strategies for girls in the promotion of equitable access to education.

Government has continued with the will to promote girls' participation in higher education through the implementation of special programmes and ensuring an inclusive educational system. For instance, female students continue to receive an extra 1.5 points for undergraduate admissions in public universities and other public tertiary institution. This has increased in the proportion of female enrolment at tertiary institutions and universities from 36.7% in 2000 to 44% in 2013. This policy has been complemented by other initiatives such as the Female Scholarship Scheme which has been implemented since 2001 at Makerere University the oldest public university in Uganda. 70% of the scholarships were awarded to Female students pursuing science courses and 30% to humanities. By 2010, 691 female students had been supported to access university education under the Female Scholarship Initiative. A Female Scholarship Foundation was started by Makerere University Council in 2010 to continue the support towards bright but disadvantaged girls.

To support students from the low socio-economic backgrounds, Government launched Students' Loan Scheme in 2013. The Loan Scheme specifically aims at increasing equitable access to higher education in Uganda through financial support to qualified students who may not afford higher education. The loan is used as functional and tuition

fees while the beneficiaries meet other costs of accommodation, transport, meals and other scholastic requirements etc. The scheme mainly focuses on science-related courses and target students from the various parts of the country. This support is envisaged to contribute towards increased female enrolments in sciences especially through supporting girls that would not otherwise afford the costs of higher education.

There are continued efforts to appoint and deploy senior women teachers, the collection of sex-disaggregated data and, construction of gender-sensitive infrastructure in all schools. This includes; separate latrines for boys and girls, washrooms for girls and provision of sanitary towels to girls in puberty age among others.

The government continues to support the construction of school facilities with an emphasis on the girls. Construction of girls' dormitories through the payment of capitation grants in both Universal Primary Education (UPE) and Universal Secondary Education (USE).

Due to the limited uptake of science subjects and mathematics by girls, the Government of Uganda introduced an initiative to retool secondary science and mathematics Teachers (SESEMAT). This initiative is aimed at improving the quality of teachers through In-service education and training (INSET). So far, 914 senior women teachers and 4911 teachers had benefited from the programme by 2011.

As a result of various interventions, the 2013 Uganda National Household Survey indicated an overall literacy rate of 73% among persons aged 10 years and above. It further indicated that men were more literate compared to women with literacy rates of 72% and 65% respectively. Trend analysis indicates an increase in the literacy rate over the years for persons 10 years and above from 70 per cent in 2003 to 73 per cent in 2010.

However, amidst all these interventions the following major gaps and obstacles still hinder the achievement of inclusive education in Uganda.

Policy gaps and challenges

Financing: There has ever been a decline in the allocation of resources to the Ministry of Education and Sports in terms of the overall budget share over the years. The MoES

(2014) policy statement for FY2015/16 shows that Government is yet to fulfill its commitment of Ushs 7, 560 per pupil. The sector previously ranked second among the best-funded sectors has since declined to the fourth position according to the National Budget Framework Paper (NBFP) for FY2017/18. This has made most of the school environment not fit for inclusive education.

Weak policy framework, which has limited access, particularly for disadvantaged children. For pre-primary education, the current policy delegates the responsibility of provision of pre-primary education to the private sector which aims at making a profit and there is no regulatory framework for the charges. Urban and richer community members are more able to access pre-school services as compared to the rural poor.

Limitation in-service training; many teachers are still not sufficiently able to assist learners in an inclusive school due to limited in-service training and supervision on how to develop a child-friendly class that can accommodate the diversity among learners. Since FY 2012/13, the budget for in-service training for all the Primary Teachers' Colleges (PTCs) was scrapped, and with the inadequate funds to PTCs, sometimes the training is not carried out.

The high cost of schooling is one of the major reasons for excluding children, especially at the secondary education level, Unlike the UPE programme where 75% of the primary schools are public. The capitation unit cost has remained constant at a meagre UShs 41,000, and UShs 47,000 for public schools, for PPP schools at Ordinary level - UShs 90,000 and Uganda Shs 95,000 for Advanced level.

Districts have been allowed a very limited policy space within which to operate. The two key grants they receive from the central government for the implementation of UPE are "*conditional*", which limits flexibility in planning and budgeting.

Government has allocated the responsibility of feeding school children entirely to parents, and restricted its roles to "contribute to policy formulation, coordination and quality assurance". The Guidelines on School Feeding and Nutrition Intervention Program require parents to contribute beans, maize and other foodstuffs in cash or kind to feed their children at school, as well as the teachers, support staff. However, there are no

effective mechanisms to enforce compliance from parents; allocate responsibilities to school management committees and school food committees that are way beyond their capacities, and may demand too much effort and time, yet these are volunteers; and expose children to exploitation and hard physical labour by recommending the establishment of school gardens.

Limited data on learners with disability for appropriate planning; the data mostly captured for learners with disabilities refers to children with visual or hearing impairments. Data on learners with intellectual disabilities, multiple disabilities or psychosocial disabilities are not often captured and this affects planning for their needs. Also, disability data is mostly at the national level, the lack of which, especially at the district and local levels, compounds the difficulties in planning and targeting of services for those with disability.

The fifth objective of 1998 UPE guideline is to “Ensure that education is affordable by the majority of Ugandans”. This emphasis of “the majority” implies that exclusion of some minority groups may not matter, and may explain the absence of strong mechanisms to support vulnerable children, such as girls, children with disabilities to stay in school. Therefore, financing of special needs education has remained inadequate, with only nine schools providing education to children with special education needs.

Teacher’s welfare has been a matter of serious debate between the Government and the Teachers' Union, resulting in rounds of industrial actions and commitments from the Government. The policy documents do not directly address the issue of teachers' welfare. Teacher salaries have been provided for in the national budget, but other aspects of welfare, such as housing, professional development, favorable working environment have not been addressed in policy documents.

School health concerns have not been adequately addressed. Some schools do not have adequate facilities for sanitation, clean water, waste management, first aid and compound maintenance.

The UPE policy permits community support to UPE schools and calls upon parents to participate in such initiatives. However, besides contributing materials for construction

and labour, the policy is not elaborate on how communities should participate in such initiatives and what should be included in such initiatives.

Socio-cultural factors that specifically undermines girl child and special needs children enrolment. These include; child marriages, early marriage, child labour and female genital mutilation, among others. Besides, lack of meals/feeding at schools has affected the attendance of pupils/students and hence limited inclusion of learners. There has been a general disconnect between the Ministry of Education and the families of pupils on the point of feeding children at school.

High dropout rates due to various reasons such as child marriages and teenage pregnancy. Dropout rates are still high with 54 out of 100 children who enroll in primary one completing primary seven. When this is further disaggregated by gender, indicates that only 51 girls out of 100 complete primary education as opposed to 56 out of 100 boys.

Gender disparities in secondary and tertiary education remain a major concern of the sector.

There are limited knowledge and understanding of gender by most actors in the education sector.

There are biases in the families and schools against female students enrolling in science discipline and Business and Technical Vocational Training (BTVET) institutions.

Child abuse including defilement, child sexual abuse and child neglect continues to hinder girls from accessing and progressing in school.

3.1.5 Gender patterns of power and decision making

Uganda has registered an increased number of women in decision making in the political, administrative and managerial sector mainly due to the political will and commitment which put in place conducive legal and policy frameworks. For instance, the Constitution of the Republic of Uganda guarantees gender equality and fair representation on all constitutional bodies and provides for affirmative action for women in Parliament and Local Government Councils.

Over the reporting period, the total number of women in the national Parliament (MPs) rose from 38 (14%) in 1989-1996 to 131 (35%) in 2011-2016. The special seats for women in Parliament have enabled Uganda to surpass the target of 30% set in the Beijing Platform for Action. The Speaker of the current Parliament is a woman. The women who represent special interest groups in particular youth, persons with disabilities and the workers, as well as those on direct seats, are included.

In Uganda, women drive over 70% of household spending decisions but have many unmet needs from financial education and advice to providing products they require at key inflexion points in their lives: caused by divorce, death of a spouse, marriage, first home purchase, birth of a first child, college commencement, first job etc.

As far as business is concerned, 35.5% of Ugandan women are involved in full-time early-stage entrepreneurship, which is very similar to the 36% of Ugandan men who are involved.

Policy gaps and challenges

Generally, women have limited access to resources compared to their male counterparts to finance election campaigns. This is as a result of limited ownership of capital assets such as land, physical infrastructure, highly positioned networks and sound financial bases. This limits their capacity to compete for the direct seats with men. Also, Social-cultural biases against women in politics have hampered their rate of transition from the affirmative action seats to compete for the direct seats which are open to both sexes.

3.1.6 Gender roles, responsibility and time used

Although Uganda has made significant progress in improving the lives of women and men through policies and implementing programmes, several development indicators show that gender inequalities continue to permeate all aspects of human interaction in Uganda and in favour of men, a concern that continues to undermine the level of development. There is a number of issues pressing the development concerns of women in Uganda, namely; limited access and control over productive assets such as land, poor health in particular HIV/AIDS, unemployment, sexual and gender-based violence during armed

conflicts and homes, as well as unequal access to justice and financial services among others.

In terms of control and ownership of productive resources/assets, there are wide and greater gender inequalities. Women own only 16% of registered land in Uganda, yet they are responsible for 70-80% of agriculture production. Most women access land for agricultural through their relationship to men as wives, sisters, daughters or mothers. Women's limited control and ownership of land are mainly due to discriminatory practices of traditional land inheritance that favour males over females. Even where women are capable of buying land in their own right, they prefer to have it registered under a male relative usually spouses and sons. Women's limited control and ownership of land have far-reaching implications; it limits agricultural production, affects the benefits women draw from agricultural products such as access and control over incomes and food security and access to loans/credit. Limited access to formal credits explains why women are the dominant microfinance clients, which is expensive with interest rates ranging between 40-50%.

The majority of both women and men are subsistence farmers, but women are limited to mainly producing crops. There is inadequate occupation diversification by women, with sales '(stalls, small shops etc.) providing the only real diversification. Based on the Gender intensity of production, the estimates suggest that there is uneven gender distribution across the sectors of the economy, with women comprising the majority of labour force in agriculture, while men make up the majority in the industry and service sectors. Unemployment among women is far greater than men, particularly urban areas (PMAU Briefing Paper 2 2007).

Because of the unequal gender division of labour, women are overburdened with work especially reproductive work and agricultural activities due to lack of appropriate technology. Most women especially the poor, work between 12-18 hours per day, with an average of 15 hours compared with an average of 9 hours per day for men. Women's time issues seriously affects their participation in productive and community work. This further translates into higher levels of income poverty among women.

Policy gaps and challenges

Most women still spend their time in unpaid work at home compared to men yet it's not computed in the GDP.

Most of the subsistence agricultural work is still done mainly by women yet most of them do not own land meaning that even the proceeds from their work are not commensurate to their work.

There are still more unempowered women especially in the rural areas amidst several government interventions and there is no clear and realistic long-term plan to empower them.

Women are still taken as assets in some rural community due to the bride price paid by men.

Men are in most cases not included in gender awareness campaigns thus most gender equality campaigns tend to look like women things.

3.1.7 Access to opportunities and control over assets and resources.

Uganda's population is estimated at 40 million of which more than half are females. Females constitute 51% of the total population. One in every four households (31%) is headed by females. Marginalized and vulnerable groups include women, children, youth, older persons, Persons with Disability and ethnic minorities. Fifty-five per cent (55%) of the population are children below the age of 18; Youth (persons age 18-30) constitute 23%; older persons constitute 3.7% of the population. About other vulnerable groups, 12.5% are Persons with Disabilities; and 1.4% are ethnic minorities. Altogether, these categories constitute over 80% of Uganda's population, yet they continue to face a wide range of challenges including discrimination, marginalization, and exclusion.

According to the Global Gender Gap 2016, Uganda ranks 61 overall positions out of 144 countries in terms of addressing the gender gap. Vision 2040 points out that despite the progress in the political and decision-making arena, other conditions sustaining gender inequality in Uganda remain salient, including gender disparities in access and control over productive resources like land; limited wage equality concerning women in employment in non-agricultural sectors; sexual and gender-based violence; limited participation in household, community and national decision-making.

Majority of women are engaged in agricultural production, yet only 27% of registered land is owned by women (UNFPA, 2017). The labour sector in Uganda offers limited sustainable economic opportunity for a majority of women since many are dependent on subsistence agriculture, with limited access to land. About 75% of female-headed households depend on agriculture, compared to 81.2% that are male-headed. Nationally, the Labour Force Participation Rate (LFPR) is 52% and Employment to Population Ratio (EPR) is 48%. The LFPR was higher for males (60%) than females (46%). Similarly, the Employment to Population Ratio is higher for males (56%) than females (40%). The national unemployment rate is 9%. Nationally, only 38% of persons in employment are in paid employment with a higher proportion of males (46%) compared to females (28%), (UNFPA, 2017).

Young women have more difficulties finding paid work than young men. Hence, the youth unemployment rate stands at 7.0% for females compared to 6.1% for males. This gender difference has been attributed to the difficult transition to working life; limited access to information channels and job search mechanisms; lower pay in the informal economy; unprotected low-skill jobs as well as lack of access to training, social protection and other resources; making young women comparatively more vulnerable than young men to poverty and sexual exploitation. Although the economic activity rate for adult men relative to women is almost the same (78.9% for women and 81.5% for men), social norms still reinforce discrimination in access and control over productive assets, particularly land and financial capital.

Policy gaps and challenges

There is an increasing trend of casualization of labour characterized by working without formal contracts, no salary structure, and no defined working hours, which affects the majority of women more than men, for instance, maids, waitresses to mention but a few.

Traditional and customary practices of ownership of land and other assets, which favor the male than the female is still predominant in the rural areas, which limits women's effective participation in the economy.

Most women are still concentrated in subsistence food crop production as opposed to commercial farming, which has the potential for moving women out of poverty.

Women's access to formal credit is hampered by lack of collateral, long and tedious procedures for accessing loans, and consequently, they are limited to microcredit institutions with rigorous repayment schedules and high-interest rates. Consequently, microcredit, may not lead to a meaningful transformation of the lives of women.

4.0 CONCLUSIONS

Evidence from available literature indicates that Karamoja in terms of gender equality needs most urgent intervention to form the government, aid agencies, and development organizations to support livelihoods and social transformation.

The prevailing peace has opened up many opportunities for all stakeholders to integrate Karamoja into the mainstream development of the country through translating provisions in Uganda's development frameworks including the National Development Plan (NDP) and other plans but the challenge of gender inequality persist.

The region is struggling to reconstruct, undergoing social transformation and diversify livelihoods after decades of insecurity. Therefore, improving the livelihoods of women, men, boys, girls, and the vulnerable male youth with special emphasis on Persons with Disabilities will greatly contribute to their civic engagement and holding government accountable for service delivery.

Government and Development partners should focus on supporting women's groups to develop their leadership skills and wellbeing by using VSLA as an entry point. Women who are economically empowered are more likely to take up leadership in local councils, local boards, and so on. Supporting women's representation and participation in local councils is strategic because local government is where the national policies are implemented in terms of service delivery.

The communities have a low level of access to education and Persons with Disabilities are at the tail and the worst hit are girls with disabilities compared to other regions in the country. However, this can still be reversed by deliberate and tailor-made interventions

by government and development partners through affirmative actions and other redistributive policies.

5.0 RECOMMENDATIONS

The following recommendations are made to the government and the development partners;

- The Government should make UPE more inclusive by minimizing cost barriers, and investing in “inclusive schools” by making sufficient provision for the girl child, children with disabilities, and other vulnerable children.
- MoES should streamline human rights in UPE by orienting Local Governments, school management committees, teachers and other actors to ensure they appreciate and respect human rights in the implementation of UPE. Besides, the Government should fulfill its obligations to the realization of the right to education for all children.
- The government should honor its commitment to make UPE free and compulsory, increase and honor its budgetary allocations, and improve teacher salaries, welfare and working conditions.
- The MoES should intensify a nationwide awareness creation campaign on the role of parents in educating their children which include the responsibility of parents to feed their children as the policy demands in the Education Act, 2008.
- Invest more in inclusive and quality education for all to ensure equal opportunity. This commitment must be focused on the increased mobilization of resources in favor of education for all through a better partnership between development partners, civil society and the private sector.
- There is a need to provide adequate security and protection for survivors of gender-based violence. Appropriate measures must be taken to protect the physical and psychological well-being, dignity and privacy of survivors of sexual violence. It is important to note that survivors and victims often see their former captors and tormentors daily once they have returned to their communities. As such, the Uganda Law Reform Commission in collaboration with JLOS should expedite the process of drafting a law on witness and survivor protection and

participation. There is need to enable and facilitate gender-sensitive outreach and communication programmes to the community and vulnerable groups for behavioral change and social transformation of the community through the use of local languages, billboards and music and drama. This will reduce the incidence of GBV in the community. There is a need for training of cultural and traditional leaders on human rights. This will in the long run halt harmful cultural practices such as Female Genital Mutilation among others. There is a need for the creation of a specialized gender unit within JLOS for GBV survivors. Victims and witnesses who experienced gender-based violence have unique needs and concerns. As a result of the very personal nature of sexual violence, victims often shy away from speaking about it and testifying during judicial, truth-telling and traditional justice processes. Due to these unique circumstances, as well as the fact that issues about sexual acts of any nature are not spoken about publicly in Uganda, the establishment of a special unit able to deal adequately and professionally with these very sensitive matters is of paramount importance. Such a unit should comprise specially trained staff who can manage delicate situations and work with victims and witnesses of gender-based. There is a need to provide for gender empowerment. These programs have the potential to empower women and men, address social and economic inequality and contribute to a broad social justice agenda. It is paramount importance that a national gender-sensitive reparations programme is developed and implemented in consultation with victims' groups. Such a programme can serve as a vehicle to empower both men and women and redress past harms while at the same time serving to redress the overall context of oppression and violation of basic rights.

- Commit adequate resources/budget to gender equality and put in place clear implementation strategies and targets such as social assistance grant for empowerment, special grants for rural women and encouraging them to form VSLA for the sustainability of the intervention.
- Address gaps such as under budgeting and commercialization agriculture with special attention to empowering rural women. Besides, trade and employment policies should ensure that both women and men effectively participate and benefit

from the opportunities available in each of those sectors for instance through affirmative action for women.

- The government should develop clear and deliberate measures such as effectively declaring null and avoid the discriminatory cultural practices which deny women the opportunity to own land and other economic resources like livestock. This will in the long run empower women economically.
- The government should establish and implement programmes for enhancing women literacy and formal education at higher levels to increase their participation in top management and better rewarding jobs.
- The government should establish clear strategies for enhancing women participation in decision making especially at policy formulation, implementation and review levels on all women's economic empowerment programmes.
- The government should establish a robust data system and banks for gender-disaggregated data as a key strategy and continuous guide for mainstreaming gender in all Ministries and other sectors.
- Empowering women financially. This can be achieved through the formation of saving groups at the community level to enable them to start up a small business. The additional income will enable families to pay for support with specific tasks, further freeing up their time for livelihoods activities. Empowering women financially will not only benefit women but also their entire families, communities and society as a whole.
- Mindset change. This is one of the most important strategies to redistributing unpaid work between women and men within a household. For this to happen, change must occur at all levels, including shifts in mindsets and social norms. Messages aimed at changing social norms should be shared in a positive way highlighting the benefits to women and men, and whole communities, of sharing unpaid care and domestic work more equitably.
- At a micro level, awareness should be created through music and drama at the community level by including both women and men in this kind of campaigns. Involving men as agents of change in increasing recognition of care work presents an opportunity for promoting positive attitudes towards sharing care roles more

equally between men and women. More advocacy work is essential if backed up by evidence to measure status and progress.

- The government should support women with soft loans through VSLA and Cooperative Society and enable them to move out of poverty.
- Cultural and traditional leaders and the community generally should be sensitized and trained on gender and disability awareness to promote the rights of Persons with Disabilities with special attention to women and girls.
- There should be a free legal representation of cases of violence against women and Persons with Disabilities to speed up the process and also the courts should prioritize such cases always. The legal representation should be provided by the government and other like-minded development partners.
- More awareness creation should continue through different channels like local radio FM stations in local languages all aiming at disseminating adequate information about the rights of the human being with special emphasis on the rights of persons with disabilities.

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