



THE REPUBLIC OF UGANDA

THE EQUAL OPPORTUNITIES COMMISSION

ANNUAL REPORT ON THE STATE OF EQUAL OPPORTUNITIES IN UGANDA 2010/11-2012/2013

MARCH 2014



**THE EQUAL OPPORTUNITIES
COMMISSION**

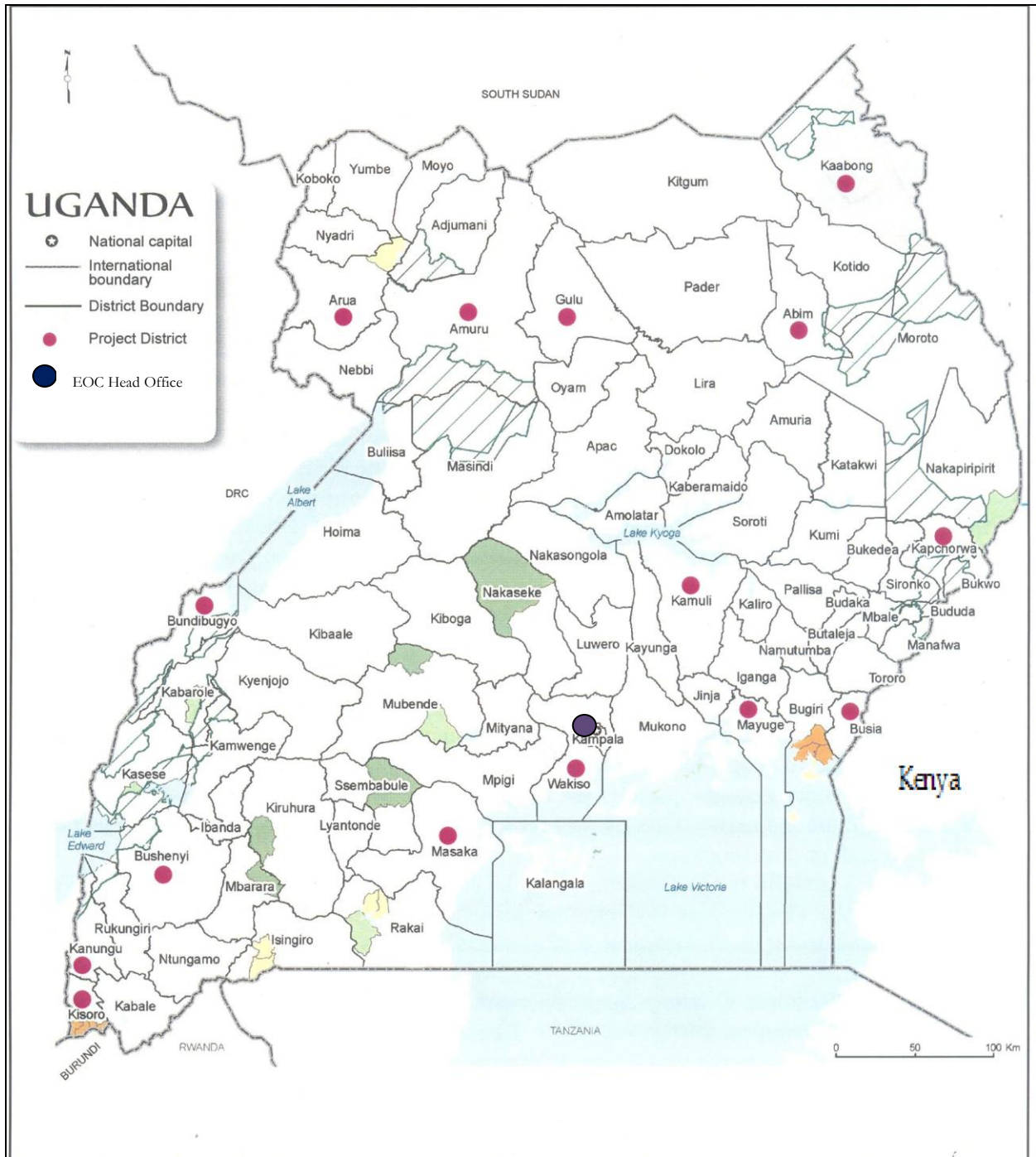
**ANNUAL REPORT ON THE
STATE OF EQUAL
OPPORTUNITIES IN
UGANDA
2010/11-2012/2013**

MARCH 2014

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MAP OF UGANDA SHOWING EOC CURRENT PROJECT DISTRICTS





THE REPUBLIC OF UGANDA

Equal Opportunities Commission

In any correspondence on
this subject please quote No.....

6th March, 2014

The Rt. Hon. Speaker of Parliament
Parliament of Uganda
P.O Box 7178
KAMPALA

**RE: EQUAL OPPORTUNITIES COMMISSION 1ST ANNUAL REPORT TO
PARLIAMENT**

The Equal Opportunities Commission (EOC) has the pleasure and honour to present to Parliament its 1st Annual Report in accordance with Section 24 (2) and (3) of the Equal Opportunities Act, 2007.

The Report is divided into two Sections namely; the activities carried out by the Commission (Chapter One and Two). The first part is about the activities of the Commission over the period July, 2010 to December 2013. The latter covers the status of equal opportunities in the thematic areas of education, health and agriculture .

FOR GOD AND MY COUNTRY

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THE EQUAL OPPORTUNITIES COMMISSION



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MEMBER.**



**PATROBAS SIRABO WAFULA,
MEMBER.**



**ERINA BAINGANA,
MEMBER.**



**CATHERINE AMAL,
SECRETARY.**

STAFF OF THE EQUAL OPPORTUNITIES COMMISSION



The Equal Opportunities Commission is Constituted by Technical, Support and Volunteer Staff¹

¹ Appendix 1 Shows the Equal Opportunities Commission Structure Approved by Ministry of Public Service.

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List of Acronyms/Abbreviations

ABC	Abstain, Be faithful or use Condoms
ABEK	Alternative Basic Education for Karamoja
ACBF	African Capacity Building Foundation
ADB	African Development Bank
AHSPR	Annual Health Sector Performance Report
AIDS	Acquired Immune Deficiency Syndrome
ANC	Ante Natal Care
ART	Anti-Retroviral Therapy
ARVs	Anti-Retroviral Drugs
ASC	Annual School Census
ARSEO	Annual Report on the State of Equal Opportunities
ATAAS	Agricultural Technology and Agribusiness Advisory Services
BTVET	Business Technical Vocational and Training
CAADP	Comprehensive Africa Agriculture Development Programme
CBOs	Community Based Organizations
CDRN	Community Development Resource Network
COPE	Complementary Opportunity for Primary Education
CRC	Convention on the Rights of the Child
CSBAG	Civil Society Budget Advocacy Group
CSOs	Civil Society Organizations
DEOs	District Education Officers
DES	Directorate of Education Standards
DGF	Democracy Governance Facility
DIS	District Inspector of Schools
DPT	Diphtheria, Pertussis (whooping cough) and Tetanus vaccine
DSC	District Service Commission
DSIP	Development Strategy and Investment Plan
EAC	East African Community
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
EO	Equal Opportunities
EOC	Equal Opportunities Commission
EOCSP	Equal Opportunities Commission's Strategic Plan
ESSAPR	Education and Sports Sector Annual Performance Report
ESSP	Education Sector Strategic Plan
FAL	Functional Adult Literacy
FBO	Faith Based Organizations

FHHs	Female Headed Households
FID	Farmer Institutional Development
FP	Family Planning
FY	Financial Year
G&C	Guidance and Counseling
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
GIZ	Gesellschaft fur Internationale Zusammenarbeit
GNP	Gross National Product
GoU	Government of Uganda
HC	Health Centre
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
HIV	Human Immune Virus
HQ	Head Quarter
HSS	Health Systems Strengthening
HSSIP	Health Sector Strategic Investment Plan
HSSP	Health Sector Strategic Plan
IEC	Information Education and Communication
ILO	International Labour Organization
LGs	Local Governments
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MCH	Maternal and Child Health
MDGs	Millennium Development Goals
MHHs	Male Headed Households
MMR	Maternal Mortality Ratio
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoGLSD	Ministry of Gender Labour and Social Development
MoLG	Ministry of Local Government
MoPS	Ministry of Public Service
MTEF	Medium Term Expenditure Framework
MTR	Mid-Term Review
NAADS	National Agricultural Advisory Services
NAP	National Agricultural Policy
NAPE	National Assessment of Progress in Education
NCD	Non Communicable Diseases
NCDC	National Curriculum Development Centre
NCHE	National Council of Higher Education
NCRI	National Chemotherapeutic Research Institute
NCS	National Council of Sports

NDP	National Development Plan
NEMA	National Environment Management Authority
NEPAD	New Partnership for Africa's Development
NER	Net Enrolment Ratio
NFA	National forestry authority
NFE	Non Formal Education
NGOs	Non Government Organizations
NHP	National Health Plan
NPA	National Planning Authority
NRC	National Resistance Council
OPM	Office of the Prime Minister
PEAP	Poverty Eradication Action Plan
PLE	Primary Leaving Examination
PMA	Plan for Modernization of Agriculture
PPET	Post Primary Education and Training
PRDP	Peace Recovery and Development Plan
PTR	Pupil Teacher Ratio
PWD	Person with Disability
RDS	Rural Development Strategy
RH	Reproductive Health
RRH	Regional Referral Hospital
SFG	School Facility Grant
SNEs	Special Needs Education
SWAP	Sector-Wide Approach
TB	Tuberculosis
UACE	Uganda Advanced Certificate of Education
UBOS	Uganda Bureau of Statistics
UBTS	Uganda Blood Transfusion Services
UCE	Uganda Certificate of Education
UDHS	Uganda Demographic Health Survey
Ug.shs	Uganda Shillings
UGX	Uganda Shillings
UHRC	Uganda Human Rights Commission
UN	United Nations
UNAPD	Uganda National Action on Physical Disability
UNEB	Uganda National Examination Board
UNEPI	Uganda Expanded Programme on Immunization
UNESCO	United Nations Educational and Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activities
UNHRO	Uganda National Health Research Organization
UNHS	Uganda National Household Survey

UNICEF	United Nation International Children Fund
UNJPGE	United Nations Joint Programme for Gender and Equality
UNMHCP	Uganda National Minimum Health Care Package
UPE	Universal Primary Education
UPOLET	Universal Post Ordinary Level Education and Training
UPPET	Universal Post Primary Education and Training
USAID	United States Agency for International Development
USE	Universal Secondary Education
UVRI	Uganda Virus Research Institute
WHO	World Health Organization

Foreword

A just and fair society wherein all persons have equal opportunity to participate and benefit in all spheres of political, economic, social and cultural life is critical in development. Promoting equal opportunities is therefore not only about adopting measures directed to marginalized groups but also actualizing fairer roles for all. It involves making programmes and resources more accessible to marginalized groups as well as reviewing and refocusing the policies, programmes and legal frameworks.

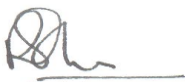
The Equal Opportunities Commission was established with clear policies and strategies aimed at eliminating discrimination against any individual or group of persons. The Commission is mandated to take affirmative action to redress imbalances and promote equal opportunities for all in all spheres of life. Specifically, the Commission monitors, evaluates and ensures that policies, laws, plans, programs, activities, practices, traditions, cultures, usages and customs of; (a) organs of state at all levels; (b) statutory bodies and agencies; (c) public bodies and authorities; (d) private businesses and enterprises; (e) nongovernmental organizations, and (f) social and cultural communities are compliant with equal opportunities and affirmative action in favor of marginalized groups.

This Annual Report is submitted in compliance with Section 24 (2) and (3) of the Equal Opportunities Act 2007. The report was developed through a consultative process spearheaded by the Equal Opportunities Commission (EOC). It involved the participation of a cross-section of stakeholders in Education, Health and Agriculture Sectors.

The Commission recognizes progress made by various stakeholders socially, politically and economically in enhancing equal opportunities. Nevertheless, it is also clear that many of the marginalized groups still face challenges in accessing services equitably. Therefore, there is a need to address the existing inequalities by specific interventions targeting them.

The Commission acknowledges the efforts of all stakeholders and individuals whose efforts towards the elimination of discrimination and marginalization has been immense. It is with great delight that the Equal Opportunities Commission is presenting its first Annual Report on the State of Equal Opportunities.

FOR GOD AND MY COUNTRY



**Rita .S. Matovu (Mrs),
CHAIRPERSON,
EQUAL OPPORTUNITIES COMMISSION.**

Acknowledgement

The Equal Opportunities Commission acknowledges the support of the Government of Uganda for complying with the Constitutional provisions which provided for establishment of the Equal Opportunities Commission, funding it and recently granting it a Vote Status. Special appreciation is to the Ministry of Gender, Labour and Social Development (MGLSD) for giving birth to the Commission and nurturing it to an Institution that it is today. The Commission further acknowledges Parliament, and in a special way, the Standing Committee on Equal Opportunities and the Committee on Gender and Social Development for their continued guidance and support.

The Commission appreciates the role played by Civil Society Organizations in rallying for its establishment and their continued collaboration.

The Commission is grateful for the technical and financial support from Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Democratic Governance Facility (DGF), the Ford-Foundation, and the UN Joint Programme on Gender Equality and Women's Empowerment.

In a special way, the Commission is thankful to the interim staff that were seconded from the MGLSD and were very keen in making the Commission begin walking in particular; Mr. Muhairwe Joel (Interim Secretary), Mr. Benard Mujuni, (Project Coordinator), Mr. Milton Mwesigye (Senior Assistant Secretary), Mr. Martin Baazala (Records Officer), Enid Kamahoro (Steno Secretary), Mr. Israel Tweheyo (Office Attendant).

The Commission recognizes the effort of the Secretary and all staff towards the implementation of its mandate.

To all those organizations and individuals whose names have not been mentioned here, the EOC appreciates all your contributions.

Executive Summary

1.0 Section One: General Introduction

1.1 Introduction

This is the first Annual Report on the State of Equal Opportunities (*ARSEO*) in Uganda. The Report presents achievements and challenges of the Equal Opportunities Commission in relation to its mandate as well as the state of equal opportunities in selected sectors of education, health and agriculture. It examines the extent to which government has so far realized the commitments made in the National Development Plan 2010/11 – 2014/15 in relation to equality in access to and use of resources and services by the marginalized groups in the aforementioned sectors.

1.2 EOC Policy, Legal and Regulatory Framework

- i. There are a number of policies that relate to equal opportunities in Uganda among them is the National Equal Opportunities Policy (2006) which is the basis for implementation of equal opportunities in the country.
- ii. The overall Legal and Regulatory Framework of EOC is derived from the Constitution of the Republic Uganda 1995 (as amended), the Equal Opportunities Commission Act 2007, international and regional conventions, treaties, protocols and declarations to which Uganda is party that relate to or are relevant to the functions and objects of the Commission.

2.0 Section Two: Performance and Achievements of EOC

2.1 EOC Budget Performance

- i. At the inauguration of the Commission in 2010/2011, the annual budgetary allocation was Uganda shillings 600 million (*six hundred million*). This allocation was maintained for three consecutive Financial Years (2010/11, 2011/12 and 2012/13) for wage and non wage. The Ministry of Finance, Planning and Economic Development (*MoFPED*) made releases to the Commission as a subvention through the Ministry of Gender, Labour and Social Development.
- ii. The Commission received financial and technical support from the Democracy Governance Facility (DGF), United Nations Joint Programme for Gender and Equality (UNJPGE), and from the German government through German Development Corporation (GIZ). This financial and technical support was directed towards institutional strengthening of the Commission, so as to deliver on its mandate.

2.2 State of EOC Undertakings FY 2010/11-2012/13

As a strategy to address institutional set up requirements of the Commission, a number of commitments were agreed for implementation. Out of 20 agreed undertakings, the Commission has successfully realized 16 (80%). In addition, 4 of the undertakings are on track. Overall, this translates into a performance rating of 90 percent.

3.0 Section Three: State of EO in the Education & Sports Sector

3.1 Introduction

The education sector is one of the strategic sectors for reducing inequalities in the country, as it addresses the strategic needs of both men and women through education and training. The sector has multiple objectives but the most important being, equitable transmission of general and applied knowledge as well as skills development (NDP 2010/11-2014/15).

3.2 Financial Budget of the Education and Sports Sector

The total approved budget for the Education and Sports Sector in FY 2012/13 was Ugx 1,592.48bn out of the total national budget of Ugx10,902.85tn, translating into 14.61% share of the national budget.

3.3 State of Equal Opportunities in the Pre-Primary Sub-Sector

- i. Early childhood Development has received funding amounting to Uganda Shillings **304,483,200/=** for four financial years. This implies that on average, government spent 76 million only in a financial year. This amount cannot cause any impact as far as ensuring equal learning opportunities is concerned.
- ii. According to UBOS population projections, about 4.2 million children (aged 3-5years) are pre-school going children. However, due to disparities between regions and districts, majority of these children have not had the opportunity to access pre-school. Consequently, both the Net and Gross Enrolment Ratios are below 10 percent.
- iii. The Central Region has the highest number of ECD centers totaling to 2,858 (39%), followed by the Eastern Region with a total of 1,640 centers (22%). This is due to the fact that the two regions have the highest number of urban centers and income generating activities.
- iv. The presence of pupils with disability in ECD centers positively reflects the recognition of the rights of such persons to attain education. In 2010 a total of 12,465 pupils (6,909 males & 5,559 females) with disabilities were registered in all nursery/community/home based centers. 27.4% had hearing disorders, followed by the mentally impaired with over 26.2%, other impairments included: autism (15.9%), physical/motor impairment (14.4%), visual disorders (12.1%) and multiple handicaps rated lowest at 4.0%.

3.4 State of Equal Opportunities in the Primary Sub Sector

- i. Uganda's Gross enrolment Rate has persistently remained over 110 percent. This implies that the Sector enrolls children in primary below 6 years and those who are above 12 years. This is a signal that a number of vulnerable Ugandans fail to access school at the right ages. In addition, the Net Enrolment Rate is above 90% but still below the targeted 100%.

- ii. Special needs pupils represented 2.4% of the total pupil enrolment in 2010/11. There was no significant difference in the distribution of SNEs in the subsequent financial years that were reviewed in this report. However, for all the financial years, the Northern region had the highest proportion of pupil with special needs (3.1%) with the north eastern region having the lowest proportion of 1.3%.
- iii. A regional analysis indicated that the central region had the highest proportion of orphans (*at 20.6%*) as compared to the enrolment in all primary schools within the region, whereas the eastern region had the lowest proportion of orphaned pupils rating at 12.9%.

3.5 State of Equal Opportunities in the Secondary Sub Sector

- i. Of the total population expected to be attending secondary education in Uganda, only 24.7% (male 25.7%; female 23.6%) are in school. This performance status which has remained relatively constant is very risky for Uganda more especially at such a time where skills are critical in accessing employment.
- ii. Since the inception of USE, there has been a change in the level of participation of girls as evidenced by the increased percentage of girls which stood at 47% in 2011. The sub sector has continued to put in place strategies that will enable increased participation for girls.
- iii. A regional analysis on students with disabilities indicated that the biggest proportion of disabled students were from the northern region with 1.3%, followed by the central region with 1.1% with the eastern and western regions having a proportion of 1.0% each, whereas the north eastern and south western had the least proportion of disabled students each at 0.8%.
- iv. A total of 278,991 students were registered as orphans in all secondary schools during the 2011/12 Annual Schools Census giving a proportion of 22.8% to the student enrolment. This implies that at least 2 students out of ten had lost either a parent or both. A regional analysis showed that the northern region had the biggest proportion of orphaned students with a proportion of 26.7%, followed by the central region with 25.1% whereas the eastern region registered the smallest proportion of orphaned students with 18.4%.

3.6 State of Equal Opportunities in the BTVET Sub Sector

- i. Implementation of Universal Post Primary Education and Training program was started in BTVET institutions with a total of 3,024 eligible students in year one of which 2,365 were male and 659 female. Since then, the program has been expanding and in the year (2013) 8,206 students enrolled under the program of which 21% were females. .

3.7 State of Equal Opportunities in the Higher Education Sub Sector

- i. Most tertiary institutions are located in the central region. This has left other regions disadvantaged. Consequently, majority of the students migrate to the central region in the name of accessing tertiary education. This has been attributed to, high income levels, better physical infrastructure and concentration of schools in the region (*Education statistic abstract, 2012*).
- ii. A total enrolment of 174,375 students (*98,062 males and 76,313 females*) was registered in all tertiary institutions across the country with a gender imbalance of 56% in favor of male students. While in 2011 a total enrolment of 196,570 students (110,255 males and 86,135 females) was registered in all tertiary institutions across the country with a gender imbalance of 56% in favor of male students.
- iii. The Gross Enrolment Ratio for Tertiary Institutions improved by 0.3% points. In 2012, the estimated tertiary going population was 3,602,966* (UBOS 2012) against tertiary enrolment of 196,570 students which translates into a Gross Enrolment Ratio of 5.4% as compared to 5.1% in FY 2010/11

4.0 Section Four: State of Equal Opportunities in the Health Sector

4.1 Introduction

- i. The Ministry of Health has various policies and strategic plans to guide the delivery of health services to all Ugandans. These include; the National Health Policy, the National Adolescent Health Policy, the National Policy Guidelines and Service Standards for Sexual and Reproductive Health and Rights and the Reproductive Health Policy among others. The strategic plans include; the Health Sector Strategic Investment Plan (HSSIP III 2010/11 – 2014/15), and the National Development Plan (NDP) 2010/11-2014/15.
- ii. The Constitution of the Republic of Uganda does provide under objective XIV (b) that the state shall Endeavour to fulfill the fundamental rights of all Ugandans to social justice and economic development and shall, in particular ensure that all Ugandans enjoy rights and opportunities and access to education, health services, clean and safe water, work, decent shelter, adequate clothing, food security and pension and retirement benefits.

4.2 Financing of the Health Sector

Uganda is yet to meet the Abuja target of 15% budget share of the national budget. Consequently, the marginalized have a high financial burden towards health services.

4.3 Access to health services and facilities

- i. With exception of immunization against measles, there has been an increase in immunization coverage of children aged between 12-23 months against the common

killer diseases such as polio, tuberculosis, tetanus and diphtheria over the years. More improvement has been registered under OPV3 and DPT3.

- ii. The Infant Mortality Rate (IMR) has been declining and this is attributable to improved health service delivery and other community health interventions. Figure 4.11 shows infant mortality declined from 88 for every 1,000 births in 2000, to 76 in 2006. This translates into a reduction of 12 deaths for every 1,000 infants below the age of one year. In 2011, the rate improved further to 54.
- iii. The under-five mortality rate has registered a decline from 158 deaths per 10,000 live births in 2001, to 90 deaths per 10,000 live births in 2011.
- iv. The proportion of households with access to safe drinking water was 57.3 percent in 2000 and by 2003 the proportion had increased to 62.6 percent. In 2006 and 2010, 67.6 and 74 percent of the households in Uganda had access to safe drinking water. However, there still lies a big gap among the rural poor where majority of the children stay. Government interventions have helped a lot in improving access but a lot remains to be done to save lives more especially the children.
- v. Many youth in Uganda face a number of challenges regarding their Health. There is poor access to family planning services with unmet demand estimated at 41% by the youths, a low contraceptive prevalence rate of 24% and early childbearing with 25% of adolescents being pregnant before the age of 19. Despite high levels of awareness, youths find it hard to access RH services, for fear of being questioned because they are still young.
- vi. Maternal mortality ratio decreased from 524 deaths per 100,000 live births in 2000-01 to 418 deaths in 2006, but increased to 438 deaths per 100,000 live births in 2011. At that ratio, it is unlikely that by 2015, 131/100,000 live birth as the target will be achieved.
- vii. Between 2006 and 2011 there was a large increase in the proportion of births assisted by a trained health worker, from 42% to 58%. There has also been an improvement in access to care after childbirth, with 33% of women receiving postnatal care within two days following delivery in 2011, compared to 27% in 2006.
- viii. A study conducted by the MGLSD in 2002 indicated that 42.8% of older persons use boreholes while the majority (59.2%) uses water from other sources. The Uganda Reach the Aged Association Report (2005) indicates that older persons who cannot travel long distances use contaminated water, which puts their health at risk. These reports indicate that limited access to safe water, long distances to water sources and poor environmental sanitation are some of the root causes of ill health among older persons. Apart from pit latrine coverage being low in most communities, they are not old age user-friendly as older persons usually have difficulty in squatting.
- ix. Despite the various government interventions, PWDs' access to health services remains limited due to lack of accessibility mechanisms for PWDs. Within clinics there is lack of ramps, information and communication materials in Braille, large print, simple language, and pictures and lack of sign language interpreters.

- x. According to the UNAIDS Report of 2012, 7.2 percent of Uganda's population is living with HIV. This amounts to an estimated 1.4 million people, which includes 190,000 children. An estimated 62,000 people died from AIDS in 2011 and 1.1 million children have been orphaned by Uganda's devastating epidemic.
- xi. HIV prevalence has been rising since its lowest rate of 6.4 percent in 2006. New infections are diagnosed in 150,000 people a year, of whom 20,600 are children. Despite this, the 2012 life expectancy of 55 years is nine years higher than the expectancy in 2000, likely to be a result of greater access to treatment for people living with HIV.
- xii. The HIV prevalence rate amongst women in Uganda is 7.5% compared to 5% among men. According to the UDHS of 2006, 21% of married women say they cannot refuse sex, while 46% of them say they cannot ask their husbands to use a condom. Young women and girls are also vulnerable to infection, especially those affected by conflict and violence. Almost as many women as men are now dying from AIDS.

5.0 Section Five: State of Equal Opportunities in the Agriculture and Fisheries Sector

5.1 Introduction

- i. Agriculture is the back bone of Uganda's economy. In the FY 2010/11 the agriculture sector contributed 22.5% to the GDP compared to 23.8% in 2009/10. In 2011/12 the sector recorded an annual growth of 3% with the cash crop sub-sector growing at 16.2% and food crop at 1%. The food crop sub-sector accounts for over 50% of the sector (Background to Budget 2012/13). In terms of employment, 66.5% (UNHS 2012/13) of the working population is employed in the agriculture sector.
- ii. The marginalized groups dominate Uganda's Agricultural Sector. Available studies indicate that over 80% of women depend on agriculture production. In rural areas the percentage is over 85% dependent on agriculture as the main source of livelihood either as pure subsistence or with little commercial farming.

5.2 Financing of the Agriculture Sector

The share of the sector has ranged between 3%-5.3% of the national budget over the years. Low public funding has contributed to a decline in Uganda's agricultural output and productivity. Apparently, Uganda's agricultural annual growth rate is still below 6 percent.

5.3 Access to the National Agricultural Advisory Services (NAADS)

According to Okoboi, et al (2013), although NAADS was established to prioritize support to households headed by women, youths and PWDs, there was an increase in the gap in participation of these categories of households in the NAADS program from FY 2005/06 to 2009/10.

Factors that positively and significantly influenced the household head's participation in NAADS, which the most vulnerable groups were found to lack included: seniority in terms of age, education level, size of land owned and consumption expenditures equivalent (Rwakakamba, et al, 2011). Such findings confirm the long held notion that NAADS interventions are accessed by mostly well to- do farmers.

The NAADS Secretariat carried out a household survey focusing on NAADS Programme implementation progress between 2010 and 2012 in 111 districts and KCCA. Fifteen thousand ten (15,010) households were covered. Results showed that there is an overall improvement in the number of households using improved technologies both in crop and livestock during the period between 2010 and 2012. Among the findings, the following were key:

- i. In the crops subsector, use of improved technology increased from 25% (in 2010) to 34.6% (2012) representing a percentage point change of 9.6%;
- ii. Use of improved technology in the livestock subsector increased from 12.0% (in 2010) to 19.0% (2012) representing a percentage point change of 7.0%; and
- iii. The number of households accessing agricultural advisory services increased from 32% (2010) to 45% representing a percentage point change of 13%.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Introduction

This is the first Annual Report on the State of Equal Opportunities (*ARSEO*) in Uganda. The Report presents achievements and challenges of the Equal Opportunities Commission in relation to its mandate as well as the state of equal opportunities in selected sectors of education, health and agriculture (NAADS Component). It examines the extent to which government has so far realized the commitments made in the National Development Plan 2010/11 – 2014/15 in relation to equality in access to and use of resources and services by the marginalized groups in the aforementioned sectors.

1.1 Background to the Equal Opportunities Commission

The concept of equal opportunities emerged from the views collected from the public by the Constitutional Review Commission (CRC) in the early 1990s during the consultative process for the formation of a new Constitution. There was recognition that Uganda is a country of diversity and that many of the people were in absolute poverty, despite the various interventions and initiatives for economic social and political reforms undertaken by government. This was the impetus for the creation of the Equal Opportunities Commission as provided for in Constitution of the Republic of Uganda, 1995.

During the consultative process in 2000, while reviewing the Laws of Uganda, the Law Reform Commission carried out research on equal opportunities in the country. A Concept Paper which expounded equal opportunities and recognized that given the same conditions and opportunities, all persons irrespective of their social, economic, cultural or political backgrounds, could perform to their maximum potential was developed. Subsequently, the Equal Opportunities Commission Bill was passed into an Act of Parliament (2007) to effectuate Article 32 of the Constitution 1995 (as amended).

In April 2007, His Excellency Yoweri Kaguta Museveni, President of the Republic of Uganda assented to the law establishing the Equal Opportunities Commission and providing for the composition and functions of the Commission; to give effect to the State's constitutional mandate to eliminate discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability, and take affirmative action in favour of groups marginalised on the basis of gender, age, disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them; and to provide for other related matters. Effectuating this provision presents Uganda as a distinct nation

convinced of its diversity yet in congruence with its regional, national and international obligations. This Commission is the 2nd of its kind on the African continent.

On 6th July 2010, Hon. Gabriel Opio the then Minister of Gender, Labor and Social Development, presented four Members of the Commission for swearing in before Justice James Ogoola the then Principle Judge. These included; Mrs. Rita Sylvia Matovu (Chairperson), Member Zaminah Malole, Member Erina Baingana and Member Patrobas Sirabo Wafula. The Commission was inaugurated on 8th July, 2010².

1.1.1 The Mandate of the Equal Opportunities Commission

The EOC Act 2007, stipulates that the Equal Opportunities Commission's mandate is to eliminate discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them.

The functions of the Equal Opportunities Commission are to monitor, evaluate and ensure that policies, laws, plans, programs, activities, practices, traditions, cultures, usage and customs of: organs of state at all levels, statutory bodies and agencies, public bodies and authorities, private businesses and enterprises, non-governmental organizations, and social and cultural communities, are compliant with equal opportunities and affirmative action in favor of groups marginalized on the basis sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability or any other reason created by history, tradition or custom.

1.1.2 The Vision, Mission and Values of the Equal Opportunities Commission

The Vision

A just and fair society wherein persons have equal opportunity to participate and benefit in all spheres of political, economic, social and cultural life.

The Mission Statement

To give effect to the state's mandate to eliminate discrimination against any individual or groups of persons through taking affirmative action to redress imbalances and promote equal opportunities for all.

² Appendix 2 shows the speech made by the EOC Chairperson's during the inauguration of the Commission.

Values/Guiding Principles of EOC

- i. **Equality:** The EOC treats and protects all people equally regardless of their status in all spheres of life (political, economic, social and cultural).
- ii. **Equity:** In handling issues of discrimination and inequalities within society, the EOC treats every individual and group of persons with fairness, justice and impartiality.
- iii. **Justice:** The EOC treats all people justly and fairly to enhance their opportunities.
- iv. **Integrity:** Members and staff of the Commission work with honesty and truthfulness in all undertakings.
- v. **Inclusion:** The EOC ensures that all those discriminated/marginalized are actively and meaningfully involved in all its programmes.
- vi. **Diversity:** The EOC respects divergent views from all groups of people concerning promotion of equal opportunities.
- vii. **Accountability:** The EOC is accountable to its stakeholders for all its actions and decisions.
- viii. **Team work:** Members and staff of the Commission work as a united and committed team in order to achieve the EOC set goals and objectives.

1.2 Objective and Scope of the Report

This Annual Report on the State of Equal Opportunities (ARSEO) in Uganda is in fulfillment of the Commission's obligation as provided under Section 24 (3) of the EOC Act 2007. The Report highlights compliance and non compliance with equal opportunities within the selected sectors of education, health and agriculture so as to inform key policy makers on where emphasis needs to be placed in the subsequent interventions.

1.3 Structure of the Report

The ARSEO is structured into six main Chapters viz:-

- (i) The Executive Summary;
- (ii) Chapter One: General Introduction
- (iii) Chapter Two: Performance and Achievements of the Equal Opportunities Commission
- (iv) Chapter Three: State of equal opportunities in the Education & Sports Sector
- (v) Chapter Four: Status of equal opportunities in the Health Sector
- (vi) Chapter Five: State of equal opportunities in the Agricultural Sector (NAADS Program)
- (vii) Chapter Six: Conclusion and General Recommendations
- (viii) Annexes.

1.4 EOC Policy, Legal, Regulatory & Institutional Framework

1.4.1 Policy Framework

There are a number of policies that relate to equal opportunities in Uganda among them is the National Equal Opportunities Policy (2006) which is the basis for implementation of equal opportunities in the country.

The National Equal Opportunities Policy recognizes sectoral policies such as; (i) health Sector policies and plans as enshrined in Health Sector Investment Plans (ii) Education Sector policies and plans as enshrined in Education Sector Strategic Investment Plan(s) (iii) Plan for Modernization of Agriculture.

The National Equal Opportunities Policy (2006), the National Development Plan 2010/11-2014/15, the Social Sector Development Investment Plan II and NRM Manifesto 2011 inter alia informed the development of the Five Year Equal Opportunities Commission Strategic Plan 2013-2018. The Commission's Strategic Plan is geared towards the attainment of the broad Commission strategic priorities.

The Commission's strategic priorities are:

- i. to audit the mainstreaming of equal opportunities in the planning process, implementation of programmes and allocation of resources;
- ii. to develop guidelines for mainstreaming equal opportunities in the selected sectors.
- iii. to empower marginalized and vulnerable groups for their increased participation in all development processes; and
- iv. to enhance capacity of implementing agencies to provide quality services in compliance with equal opportunities.

1.4.2 The Legal and Regulatory Framework

The overall Legal and Regulatory Framework of EOC is derived from the Constitution of the Republic Uganda 1995 (as amended), the Equal Opportunities Commission Act 2007, international and regional conventions, treaties, protocols and declarations to which Uganda is party that relate to or are relevant to the functions and objects of the Commission.

1.4.3 Institutional Framework

The Commission is headed by the Chairperson who together with Members of the Commission formulate policies that guide the implementation of programmes for the realization of targets and goals. The Commission also presides over a Tribunal. The Commission has a Secretary who is the Accounting Officer and is also responsible for implementing policy decisions of the Commission as well as facilitating realization of its targets and goals. Below the Secretary is a team of technical and support staff. The

mandate of the Equal Opportunities Commission is delivered through the departments of: i) Legal Services and Investigation, (ii) Administration and Finance, (iii) Research, Monitoring and Evaluation, and (iv) Education, Information and Communication. The Commission has linkage with MDAs, LGAs, CSOs, Social and Cultural Institutions and the private sector which are involved in mainstreaming equal opportunities in the delivery of services.

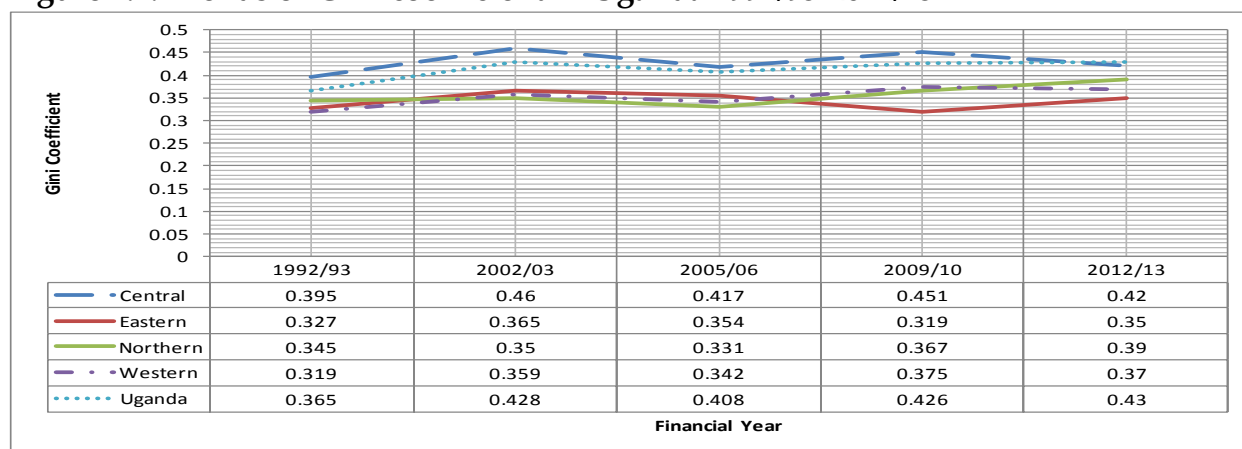
1.5 Situation Analysis of the Marginalized Groups in Uganda

The activities of the Equal Opportunities Commission target all the marginalized³ and vulnerable groups in Uganda. The Commission aims at eliminating discrimination and inequalities which directly or indirectly has the effect of nullifying or impairing equal opportunities or marginalizing a section of society resulting into an equal treatment of persons in the enjoyment of rights and freedoms on the basis of; sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability or any other reason created by history, tradition or custom.

1.5.1 National and Regional Gini coefficients, 1992/93-2012/13

The Gini coefficient measures the inequality among values of a frequency distribution (for example levels of income). A Gini coefficient of zero expresses perfect equality, where all values are the same (for example, where everyone has the same income). A Gini coefficient of one (or 100%) expresses maximal inequality among values (for example where only one person has all the income). Figure 1.1 below shows the trends of Gini coefficient in Uganda.

Figure 1.1: Trends of Gini coefficient in Uganda 1992/93-2012/13



Source: UNHS 2012/13

Despite the impressive growth, Uganda's Gini coefficient has been rising over the years, and stands at 0.43, (UNHS, 2012/2013) indicating a worrying trend towards increased

³ "Marginalization" means depriving a person or a group of persons of opportunities for living a respectable and reasonable life as provided in the Constitution (EOC Act, 2007 Section (I)).

income inequality. The poor are feeling the pinch following high inflation, high cost of fuel and rising food prices.

It is important to note that the marginalized groups not only constitute the majority of Uganda's Population (*over 78%*) but also dominate Uganda's poor (*POPSEC 2013*). These groups include; Orphans and Children, Youth, Women, Older Persons, Persons With Disabilities (PWD), Persons Living with HIV/AIDS, and Ethnic Minorities among others. This section presents the situation analysis of the marginalized groups.

1.5.2 Orphans and Children

Uganda is signatory to a number of international and regional conventions that guarantee and protect the rights of children. Uganda's constitution provides for the rights of children under Article 34. It reaffirms the right of every child "without discrimination of any kind" to free primary schooling and states that higher levels shall be "accessible to all"⁴. The country introduced UPE, USE and UPOLET benchmarking this provision.

According to the State of Uganda Population Report 2013, children below 15 years constitute 52 percent of the total population of 34.7 million, 2.3 million being orphans (NDP 2010). Children are the single largest group of Ugandans living in absolute poverty, amounting to 7.5 million or 46 percent of the absolutely poor (Ibid). Poor children are less likely to attend or even complete school and have little control over their situation. This renders them vulnerable to social, economic and political exploitation which may result into child labour, abuse, prostitution and living on streets.

The Orphans and Vulnerable Children Situation Analysis Report, 2009 estimated that nearly half (48%) of all Ugandan orphans are a result of HIV/AIDS. Up to 43 percent of all children (7.3 million) live in moderately vulnerable situation, while 8 percent (1.3 million) live in critically vulnerable situation. Approximately 14 percent of children in Uganda below 18 years of age are orphans, among those, 20 percent of children 6–17 years are orphans. Even if the fresh HIV infections ceased today, the population already infected constitutes a massive potential for swelling the number of orphans in the country.

The Commission notes that communities in Uganda have traditionally absorbed orphans within the extended family system. One in four households in Uganda foster at least one orphan by providing for health, shelter, nutrition, education and other needs (POPSEC 2013). However, many of these care-givers are overburdened and often lack the socio-economic capacity to provide adequate care and support for these children.

⁴ CRC 1989

Community organizations, religious bodies and other civil society members have stepped in by providing information, vocational skills training, basic education, medical care, and counseling and micro-credit services. These groups too, often lack the human and financial resources to adequately respond to the problem.

1.5.3 The Youth

In Uganda, youth constitute persons aged between 18-30⁵ years. According to Population Census 2002 the youth and young people constituted 78% of Uganda's population which by then was about 27 million people. With the current population estimate of 34.7 million, the youth, constitute about 21.3% (6.5million). It is projected that the youth will increase to 7.7 million by 2015.

A young population has advantages as it presents future social and human capital, but also disadvantages as it puts pressure on social services and available employment. Studies indicate that in Uganda 74 percent of the youth are unemployed. Many youth in the country who are classified as poor do not have access to productive assets. Others lack vocational skills and have limited access to income, credit and income generating activities. According to the World Bank Report (2011) youth aged 15 to 30 make up 80% of Uganda's unemployment. With regard to gender, UBOS indicated that youth unemployment rate for females is 27 percent compared to 9 percent for males in 2009.

1.5.4 Women

The government of Uganda is committed to gender equality and the empowerment of women to promote social economic transformation. Uganda is a signatory to various international commitments, amongst which include the Convention on the Elimination of Discrimination Against Women (CEDAW), the Beijing Platform of Action, and the Millennium Development Goals. The Constitution of the Republic of Uganda 1995 provides for affirmative action and empowerment of women under Articles 32 (1), 33 (5), 78 (b) and 180 (b).

According to the UNHS 2012/13, the women constitute 52.9 percent of Uganda population. Uganda has made efforts to mainstream gender into policy and planning as provided for by the National Gender Policy of 2007. This has led to positive outcomes such as women's participation in governance, girl-child education, increased uptake of health services and agricultural extension. Women represent not less than 33 percent of national legislature, 28 percent of the executive and have continued to occupy key positions in the judiciary (POPSEC 2013). Gender gaps in education have also been lowered through Universal Primary and Secondary Education Programmes, with a net enrolment rate of 94.5 percent (male 94%; female 95%) at primary level (MoES, 2013).

⁵National Youth Council Act Cap. 319, S.2.

However, despite the affirmative action measures to increase women's participation in the development process, the conditions that depict gender equality are still salient in Uganda and these mainly include; gender disparity in access and control over productive resources, sexual and gender based violent and unequal sharing of household decision making in the use of social services.

1.5.5 The Older Persons

The Constitution of the Republic of Uganda provides for the protection of older persons under National Objective VII which stipulates that, "The State shall make reasonable provision for the welfare and maintenance of the older persons." Further the Local Governments Act Cap.243 provides for representation of 2 older persons on the Local councils. The concerns of older persons are reflected in the National Policy for Older Persons which specifically targets impoverished older persons, older persons taking care of others, older widows and widowers, and incapacitated older persons.

The National Social Protection Policy 2013 recognizes the implementation of a pilot Social Assistance Grant for Empowerment (SAGE) programme which provides regular direct income support to some older persons and vulnerable households. Despite this, the majority older persons still face numerous challenges to live. They face challenges in accessing health services, food, care, education and security. They are isolated, lonely, often experience community stereotyping and land grabbing.⁶ They live in extreme poverty; experience development induced displacement, dependency, and often burdened by taking care of orphans and vulnerable children, appalling living conditions. Access to pension for older persons is also still a challenge to many older persons.

According to UNHS 2012/13 the older persons (65+) account for 4.7 percent (male 4.6%; female 4.8%) of the total population. Anecdotal information suggests that older persons in both rural and urban areas fall steadily into poverty as old age sets in. Many in the rural areas depend on remittances from their children, relatives and neighbors, and exchanging what little they own for food. In light of the socio-economic and political changes, the older persons have lost respect of the community due to diminished roles to influence political processes and have little social support and feel hopeless (Fulgencio 2009). However, there are also other categories of older poor, particularly those who may not have accumulated property during their early life, those who have been low-paid wage earners, the uneducated and those impoverished by the burden of looking after orphans. The review of literature by Fulgencio (2009) indicates government's commitment to protecting the rights of the older persons, aged above 60 years. Table 1.1 below shows summary statistics on older persons in Uganda.

⁶ This is contrary to Article 26 of the Constitution of the Republic of Uganda 1995 as Amended.

Table 1.1: Summary Statistics on Older Persons in Uganda

Characteristics	Male	Female	Total
Total Population of Older Persons	750,110	830,150	1,580,260
Percent of Total population	4.6	4.8	4.7
Percent living in urban areas	14.5	16.7	15.8
Percent employed in the agriculture Sector	74	64	68.6
Percent economically active	77.7	62.9	69.9
Percent who are household heads	93.2	57.9	74.6
Percent who have never been to school	26.2	67.9	48.1
Percent who are illiterate	36.8	79.1	59
Percent who are widows	9.3	58.4	35.1

Source: UNHS 2012/13

1.5.6 Persons with Disabilities

Uganda is committed to improving the rights and welfare of persons with disabilities. This is reflected in various international, regional and national human rights instruments ratified and enacted to promote and protect the rights and welfare of PWD. Some of these instruments include; The United Nations Convention on Rights of Persons with Disabilities, African Charter on Rights of Persons with Disabilities.

From the above commitments, the Government of Uganda has formulated policies, laws, and programmes to promote and protect the rights and welfare of persons with disabilities. Accordingly, the rights of PWDs are stipulated in; National Objective and Directive Principles of State Policy VI and XVI Article 35 of the Constitution 1995 (as amended): “Persons with disabilities have a right to respect and human dignity and the State and society shall take appropriate measures to ensure that they realize their full mental and physical potential.” Article 21 of the Constitution further prohibits discrimination against PWD. The National Disability Policy 2006, The National Council for Disability Act 2003, The Disability Act 2006 are also key policy and legal instruments for promotion and protection of rights of PWD in Uganda.

By the time of the Uganda Population and Housing Census Report 2002, 16% of the population was persons with disabilities⁷. Since then the prevalence of disability has been gradually increasing and the increase is higher among older persons (18%) compared to children (2%). The most commonly observed disabilities are loss and limited use of limbs (35.3%), spine injuries (22.3%), hearing difficulties (15.1%), seeing difficulties (6.7%) and mental retardation (Uganda Population and Housing census 2002). Statistics from the 2002 census showed that northern region had the highest incidence of disability (4.4 per cent) while the western region had the lowest (2.9 per

⁷ UN Convention on Rights of Persons with Disabilities: Uganda’s Initial Status report 2010: 5

cent). Eastern and central regions had incidence of 3.6 per cent and 3.1 per cent respectively. African Capacity Building Foundation (ACBF) Country Self-Assessment Report (2007) indicated the number of people with disability to have increased to 2.46 million in Uganda. This is a substantial increase since the one estimated in 2002 Uganda population census. The National Household Survey 2005/2006 estimated that 7% or 1.9 million of Uganda's current population of about 30 million had a disability. Physical impairments account for the highest form of disability (34%), followed by visual impairments (22%) and hearing difficulties (15%) among others.

Like many marginalized groups PWDs in Uganda are sometimes excluded from the benefits of economic growth and national development (Fulgencio, 2009). Physical and mental impairments reduce the life chances and productivity of persons with disabilities (PWDs). Most PWDs in Uganda are poor because of marginalization and discrimination associated with disability. According to the ACBF Country Self-Assessment Report (2007), PWDs are powerless, and often suffer abuse because of their inherent conditions. According to Nambi (2002), the prevailing considerable progress in gender relations for the past decade has not as such taken PWDs' rights seriously. She observes that, "the rights of PWD, especially women, are still not fully recognized", and attributes this to a society that is still characterized by gender inequality in favour of men (cited in Fulgencio, 2009). PWDs are often denied marriage, deprived of the right to education, and lack facilities to access social services, besides lack access and ownership of productive resources. Women with disabilities, for example, not only find it difficult to have access to productive assets, but are also discriminated against in marriage and in the building of social networks.

1.5.7 Persons Living With HIV/ AIDS

The pioneering work of People Living with HIV/AIDS (PLWHA) and their spirited fight, both against the stigma of HIV/AIDS and for the right to care and treatment, have shaped the Uganda HIV/AIDS agenda. By late 1986, the stigma of HIV/AIDS was rife and reportedly even higher among health care workers than the general public (Kaleeba et al. 2000). As a result, The AIDS Support Organization (TASO) was founded in 1987 by a group of 15 volunteer PLWHA and caregivers to expand services for psycho-social and medical support to help overcome the secrecy associated with HIV/AIDS.

According to the Uganda AIDS Indicator Survey, 2011, there are about 1,500,000 Ugandans living with HIV/AIDS. Of this population, 7.2% of them are in their reproductive age (15-49), which has a direct implication on the future children who will be born if nothing is done to save children from HIV AIDS at birth as well as contributing to the number of orphaned children in the country. Those aged 15 years and above are about 1,200,000 of whom 670,000 are women and 190,000 are children below 15 years. In 2011, Uganda had lost an average of 62,000 people to HIV/AIDS and the same disease has to date left about 1,100,000 orphans aged 0-17years. The situation

above indisputably demonstrates that HIV infection remains a significant public health problem for Uganda and directly impedes development and this calls for action for all stakeholders in the development arena.

1.5.8 Ethnic Minorities

Uganda has ratified the core international and regional instruments that promote and protect rights of ethnic minorities. At the sub-regional level, Uganda is a State Party to the East African Treaty whose fundamental principles include the promotion and protection of human rights. At the national level, the 1995 Constitution of the Republic of Uganda has a Bill of Rights and there is a legislative, administrative and institutional framework for the promotion and protection of human rights. Uganda.⁸

Uganda subscribes to international and regional human rights commitments that promote and protect the rights of ethnic minorities. Although Uganda subscribes to regional and international instruments relating to the protection and promotion of people's rights, the country is yet to ratify and domesticate the ILO Convention 169 Concerning Indigenous and Tribal Peoples in Independent Countries (1989). The lack of a framework to implement international Conventions and Declarations for the protection of ethnic minorities hampers the task of harmonizing constitutional rights for ethnic minorities with international standards, and makes enforcement and monitoring of those rights more difficult.

In the context of Uganda, some reports have defined ethnic minorities and indigenous groups on the basis of their numbers in relation to the total population and the extent to which they enjoy rights in community with others (Asiimwe, Agaba & Nampewo 2012). However, it has been also argued that the definition of such groups should also encompass the level of power and control they wield between communities. The Uganda Human Rights Commission and the Equal Opportunities Commission both consider marginalization and vulnerability as key determinants of the minority communities/groups, while the Uganda Bureau of Statistics disaggregates and identifies ethnic groups with population less than 25,000. Using the UHRC, EOC and UBOS determinants of the ethnic minorities, the following definitions by CDRN report (2008) blends well: "non-dominant groups of individuals who share certain national, ethnic, religious or linguistic characteristics which are different from those of the majority population, [and] share certain characteristics which single them out of any given society often as marginalized groups". These characteristics often include living in remote geographical locations, being poor, lacking basic social services and being victims of poor policies- with their existence threatened by unfavorable policies of government and majority groups. Table 1.2 below shows ethnic minorities identified in the UBOS (2002) census Report.

⁸ UHRC (2011) Submission For Uganda's Universal Periodic Review

Table 1.2: Ethnic Minorities Identified in the UBOS (2002) Census Report

No	Ethnic Group	Population	%	Location
i.	Babukusu	14,961	0.06	Masindi, Manafwa and Bugiri Districts
ii.	Bahehe	3,358	0.01	Rukungiri and Busia districts
iii.	Banyabindi	13,912	0.06	Mubende and Kasese districts
iv.	Banyala	20,612	0.09	Kayunga and Kamuli Districts
v.	Basongora	10,153	0.04	Kasese district
vi.	Batuku	20,532	0.09	Bundibugyo district
vii.	Batwa	6,705	0.03	Kisoro, Kabale, Bundibugyo, Kasese, Kanungu, Bushenyi Districts
viii.	Chope	20,517	0.09	Masindi
ix.	Ethur	2,342	0.01	Abim
x.	Ik (Teuso)	8,497	0.04	Kaabong
xi.	Jie	1,092	0.005	Kotido
xii.	Lendu	11,155	0.05	Masindi, Hoima and Nebbi
xiii.	Mening	1,092	0.005	Kotido
xiv.	Mvuba	863	0.004	Arua and Mukono
xv.	Napore	330	0.001	Kaabong and Kotido
xvi.	Nubi	25,118	0.1	Luwero
xvii.	Nyangia	332	0.001	Kotido
xviii.	So (Tepeth)	21,527	0.09	Nakapiripirit
xix.	Venoma	119	0.001	Kapchorwa, Arua, and Kayunga districts

Source: UBOS (2002), in CDRN (2007) and MFPEP-Population Secretariat, (2008)

The respective locations indicated in the table above to ethnic minority groups could have changed with time partly due to creation of new districts and socio-economic dynamics. The State of Uganda Population Report 2008, quoting the CIA World Fact Book 2008, for example indicates that the Batwa are scattered across 18 districts of Western, Central, and Eastern Uganda⁹.

It is reported that more than three-quarters of Uganda's population falling under minority group live in rural areas. Minority groups in rural areas are often the most disadvantaged. With the increasing competition for natural resources in their areas, the situation of minorities is steadily deteriorating leading to growing impoverishment. The constitution of Uganda does not provide a definition of minorities (Fulgencio, 2009), and as such although it provides rights for minorities, these rights have been argued to be limited (Wairama 2001). Under Article 36 it is stated: 'minorities have a right to participate in decision-making processes and their views and interests shall be taken into account in the making of national plans and programmers'.

⁹ The districts are; Kamuli, Palisa, Kayunga, Mbale, Ntungamo, Sembabule, Rakai, Kamwenge, Kiboga, Nebi, Mukono, Masindi, Masaka, Kampala, Mubende, Bundibugyo, Bushenyi, Kisoro.

CHAPTER TWO

PERFORMANCE AND ACHIEVEMENTS OF THE EQUAL OPPORTUNITIES COMMISSION

2.0 Introduction

This Chapter presents the Commission's performance and achievements for the period 2010/11-2012/2013. It highlights the funding and the status of the Commission's undertakings on institutional development.

2.1 Budget Performance

This section presents an overview of the Commission's financial performance during the period under review, as well as a synopsis of the appropriated budget for FYs 2010/11-2012/2013. During the period under review, the Commission received funding from Government as well as development partners.

2.1.1 Government Funding and Vote Status

At the inauguration of the Commission in 2010/2011, the annual budgetary allocation was Uganda shillings 600 million (*six hundred million*). This allocation was maintained for three consecutive Financial Years (2010/11, 2011/12 and 2012/13) for wage and non wage. The Ministry of Finance, Planning and Economic Development (*MoFPED*) made releases to the Commission as a subvention through the Ministry of Gender, Labour and Social Development.

The Commission is appreciative of the government support. However there is need for increased budgetary allocation to enable the Commission to achieve its objective and goals. Table 2.1 below shows the Commission's budget from Government of Uganda for the period under review;

Table 2.1: Government of Uganda Funding for Financial Year 2010/11- 2012/2013 (UGx)

Vote-018	2010/11	2011/12	2012/13
Wage	316,237,104	316,237,104	316,237,104
Non wage	283,762,896	283,762,896	283,762,896
Total Shs	600,000,000	600,000,000	600,000,000

Source: EOC 2010/2011-2012/13

2.2 Support from Development Partners

The Commission received financial and technical support from the Democracy Governance Facility (DGF), United Nations Joint Programme for Gender and Equality (UNJPGE), and from the German government through German Development Corporation (GIZ). This financial and technical support was directed towards

institutional strengthening of the Commission, so as to deliver on its mandate. Table 2.2 below shows a summary of donor support for the period under review

Table 2.2: EOC Donor funding (US\$) for the period of 2010/11-2013/14

Donor	Project Title	2010/11	2011/12	2012/13
DGF Democracy Governance Facility	Institutional strengthening of Equal Opportunities Commission to implement its mandate			1,138,464,885
United Nations Joint Programme for Gender and Equality (UNJPGE)			30,000,000	
Total			30,000,000	1,138,464,885

Source: EOC 2010/2011-2012/13

2.2.1 Democracy Governance Facility (DGF)

With support from DGF through GIZ as the implementing partner, EOC is implementing a two (2) year project titled (2013-2015); *“Institutional strengthening of the Equal Opportunities Commission to Implement Its Mandate”* in eight districts (Abim, Arua, Gulu, Kanungu, Kapchorwa, Kisoro, Masaka and Wakiso).

2.3 Status of EOC Undertakings FY 2010/11-2012/13

As a strategy to address institutional set up requirements of the Commission, a number of commitments were agreed for implementation. An assessment of the Commission’s performance against these commitments is reflected in Table 2.3 below;

Table 2.3: Status of the EOC Undertakings for the period FY 2010/11-2012/13

S/n	Undertaking	Current Status	Ranking	Remarks
Legal Services and Investigations				
i.	Develop the Draft Equal Opportunities Rules and Regulations.	The final draft of the Equal Opportunities Rules and Regulations of the Tribunal has been developed.	Met	It is hoped that the Equal Opportunities Commission Rules and Regulations will be signed by Minister and gazetted.
ii.	Receive Complaints	Complaints have been received and those relating to equal opportunities have been, managed (refer to Table 2.3 below).	On Track	The Commission has trained staff to assist complainants to document their cases.
iii.	Compliance to international conventions and	The Commission participated in the	Met	International reporting on the CSW, Ethnic Minorities International done.

S/n	Undertaking	Current Status	Ranking	Remarks
	treaties	57 th CSW, the International Conference of the Great Lakes Region among others.		
Finance and Administration				
i.	Develop a Strategic Plan for the period 2013/2014-2018/19	The Draft Five Year Strategic Plan has been produced.	Met	The strategic plan focuses on 6 sectors. However, roll out will depend on the Commission's Capacity.
ii	Hold meetings	The Commission has held meetings on a weekly basis.	Met	Minutes for these meetings are available.
iii	Ensure payment of Salaries and emoluments for staff	Salaries and emoluments for staff have been paid	Met	Regular and prompt payment system in place.
iv	Carry out recruitment of EOC staff	The Commission recruited the Secretary to the Commission, 6 technical staff and 8 support staff.	Met	The Commission will make more recruitment in subsequent financial years.
v	Propose a new organizational structure for the Commission	A new structure has been proposed to the MoPS.	On track	The Commission is making follow up on the proposed structure.
vi	Maintenance of the EOC office premises	Office Premises were acquired by the Commission and have been maintained.	Met	However, to effectively and efficiently deliver the mandate of the Commission, there is need to secure more resources to put up regional offices.
vii	Secure a Vote for the Commission	The Commission has been granted Vote Status effective FY 2013/14	Met	It is hoped that the Vote Status will enhance the Commission's autonomy as well as capacity.
viii	Capacity Building for EOC Personnel	All EOC staff have been inducted and trained on ADR	Met	More training programs have been programmed in Financial 2014/15
ix	Training Technical Staff on Human Rights Based Approach	Four members of staff were trained.	Met	This training will enhance the mainstreaming of human rights based approaches in the implementation of the Commission's plans and

S/n	Undertaking	Current Status	Ranking	Remarks
				programmes.
x	Training Members on Alternative Dispute Resolution and Tribunal Management	Commission Members were trained	Met	The acquired skills will help the Members to effectively manage the Tribunal.
xi	Develop Mandate Based Partnerships	The Commission has developed partnerships with national and international institutions such as; the Ford Foundation, DGF, GIZ, UN Women, British Council, Uganda Human Rights, and HURIPEC School of Law Makerere University, Public Service Commission among others	Met	In the coming financial year, the Commission plans to make more partnerships
Research Monitoring and Evaluation				
i	Undertake a baseline study on the status of equal opportunities in the districts of; Wakiso, Kisoro, Kanungu, Abim, Kapchorwa, Arua, Masaka and Gulu	This study is track. The findings of the study will be shared with key stakeholders.	On track	The Commission will make follow up on the recommendations that were made.
ii	Design an online M&E system with data capture tools	Terms of reference for this activity have been finalized.	On Track	This tool will mainly capture M&E indicators in the education and health sectors.
Education, Information and Communication				
i.	Aawareness creation and visibility of the	Commission carried out radio talk shows, in Northern, central	Met	Due to the diversity of local languages in Uganda, the Commission needs to have

S/n	Undertaking	Current Status	Ranking	Remarks
	Equal Opportunities Commission	and Western Uganda.		more talk shows in local languages an activity that has been constrained by resources.
ii.	Production, and dissemination of Information, Education and Communication (IEC) Materials	IEC (brochures, EOC Act, Flyers and frequently Asked Questions (FAQs) Branded materials; Calendars, T-Shirts, and Caps were produced and disseminated.	Met	The Commission is planning to translate information about the Commission (EOC Act, brochures) into major local languages.
iii.	Development of Website	Website development is ongoing and is in advanced stages.	Met	The website will enhance the visibility of the Commission.
iv.	Carry out familiarization visits to at least 10 institutions	The Commission visited one United Nations agency, an authority, 2 umbrella organizations, 3 Non-Governmental organizations, 5 Councils, 2 Government Commissions and 3 Ministries.	Met	The Commission will continue carrying out familiarization visits in subsequent financial years. Table 2.5 below shows the details of familiarization visits conducted by the Commission

Table 2.4: Summary of Complaints received and handled by the Commission (2010-2014)

Nature of Complaint/ Right(s) violated	Buhweju	Bundibugyo	Bushenyi	Jinja	Kabarole	Kaliro	Kampala	Kanungu	Kasese	Lwengo	Mbarara	Mitooma	Ntungamo	Soroti	Wakiso	Females	Males	Total
Discrimination leading to non-payment of salary	2		3			1	5	1			2					8	6	14
Discrimination against persons for being uneducated during the distribution of national resources, yet they possess special skills that can contribute to															1		1	

Nature of Complaint/ Right(s) violated	Buhweju	Bundibugyo	Bushenyi	Jinja	Kabarole	Kaliro	Kampala	Kanungu	Kasese	Lwengo	Mbarara	Mitooma	Ntungamo	Soroti	Wakiso	Females	Males	Total
national development																		1
Discrimination on the basis of gender leading to violation of the right to property during succession/ inheritance			1	2			2					1			6	12		12
Discrimination on grounds of Religion leading to marginalization when making appointments to senior Government positions							1										1	1
Discrimination on the basis of sex leading to unfair termination of employment contracts							2				1			1			4	4
Discrimination on grounds of disability							1						1		2		4	4
Discrimination on the basis of age leading to violation of property rights during succession/ inheritance			1		1					2					5	5	4	9
Discrimination on grounds of tribe/ ethnicity leading to violation of land rights and marginalization when accessing Government Services		2							2							2	2	4
Discrimination during recruitment leading to denial of employment	1						1										2	2
Discrimination leading to non-payment of terminal / retirement benefits			1		1		4					1				4	3	7
Discrimination on grounds of age during distribution of national											1					1		1

Nature of Complaint/ Right(s) violated	Buhweju	Bundibugyo	Bushenyi	Jinja	Kabarole	Kaliro	Kampala	Kanungu	Kasese	Lwengo	Mbarara	Mitooma	Ntungamo	Soroti	Wakiso	Females	Males	Total
resources/ access to Government programmes																		
Marginalization of minorities during distribution of national resources			1				1										2	2
Violation of the right to private property			1												6	3	4	7
Discrimination leading to violation of the right to education			1														1	1
Total Complaints	3	2	9	2	2	1	17	1	2	2	3	3	1	1	20	35	34	69

Source: EOC Tribunal, 2014

Table 2.5: Summary of Institutions Visited by the Commission¹⁰

S/N	Institution	Host
i.	United Nations Commission for Human Rights	The Resident Representative to the UN Higher Commission for Human Rights
ii.	National Planning Authority	Chairperson and Board
iii.	National Union of Disabled Persons of Uganda (NUDIPU)	Chairperson and Director
iv.	Uganda Human Rights Commission	Chairperson and Members
v.	i. National Youth Council ii. National Women Council iii. National Council for Children iv. National Council for Disability v. Uganda National Students Association	Chairpersons and Executive Secretaries Chairperson and Administrative Secretary
vi.	TASO	Chairperson and Managing Director
vii.	DENIVA	Chairperson and Executive Director
viii.	Ministry of Gender, Labour and Social Development	Hon. Minister

¹⁰ Appendix 3 shows a detailed report on visits carried out.

S/N	Institution	Host
ix.	NGO Forum	Chairperson and Board
x.	Uganda Reach The Aged Association	Chairperson and Chief Executive Officer
xi.	Public Service Commission	Chairperson and Members of the Commission
xii.	Uganda National Action on Physically Disability (UNAPD)	Executive Director
xiii.	National Association of Women Organizations in Uganda	Executive Director
xiv.	Plan Uganda	Country Director
xv.	The Action for Disability Development	Country Director
xvi.	The National Union of Women with Disabilities of Uganda	Chairperson
xvii.	Uganda National Association of the Blind	Chairperson
xviii.	COMBRA	Executive Director
xix.	HURIPEC	Dean, School of Law
xx.	Action for Youth with Disabilities Uganda	Executive Director
xxi.	Faculty of Gender and Women Studies, Makerere University	Deputy Dean

Source: EOC 2010-2013

2.3.1 Summary Performance of the Equal Opportunities Commission on Undertakings

Performance of the Commission on agreed undertakings is categorized into three. The categories include; targets that have been met, not met and those that are on track. Table 2.5 below summarizes the performance of Commission against the agreed undertakings for the period 1st July 2010 to 30th June 2013

Table 2.6: Summary Performance of the Commission on agreed Undertakings

S/N	Department	No. of Undertakings	No. of Undertakings			Performance in %
			Met	On track	Not met	
i.	Legal Services and Compliance	3	2	1	0	83%
ii.	Finance and Administration	11	10	1	0	95%
iii.	Research, Monitoring & Evaluation	2	0	2	0	50%
iv.	Education, Information & Communication	4	4	0	0	100%
	Total	20	16	4	0	90%

Out of 20 agreed undertakings, the Commission has successfully realized 16 (80%). In addition, 4 of the undertakings are on track. Overall, this translates into a performance rating of 90 percent.

CHAPTER THREE

STATE OF EQUAL OPPORTUNITIES IN THE EDUCATION AND SPORTS SECTOR



URBAN ECD



RURAL ECD



PERI-URBAN PRIMARY SCHOOL



RURAL PRIMARY SHOOOL

CHAPTER THREE

STATE OF EQUAL OPPORTUNITIES IN THE EDUCATION AND SPORTS SECTOR

3.0 Introduction

The education sector is one of the strategic sectors for reducing inequalities in the country, as it addresses the strategic needs of both men and women through education and training. The sector has multiple objectives but the most important being, equitable transmission of general and applied knowledge as well as skills development (NDP 2010/11-2014/15). This chapter presents an assessment of the state of equal opportunities in the pre-primary, primary, secondary, BTVET and Tertiary sub sectors.

3.1 International Commitments & Conventions on Equal Opportunities

Uganda is a signatory to the Millennium Development Goals (MDGs), Education for All (EFA) goals and a number of international conventions and treaties on Children's rights.

3.1.1 Uganda's Ratification to International Conventions on Children's

Uganda has committed it's self to a number of global and regional conventions and treaties that recognize the importance of ECD. The major ones include;

- i. International Covenant on Economic, Social and Cultural Rights (1966),
- ii. United Nations Convention on the Rights of the Child (1990),
- iii. The Organization of African Unity Charter on the Rights and Welfare of the Child (1990),
- iv. The Convention on the Elimination of All Forms of Discrimination Against Women (1979),
- v. The ILO Convention No.138 on the Minimum Age for Admission to Employment (1973) and the ILO Convention No.182 on the Prohibition of the Worst Forms of Child Labour (1999),
- vi. Resolutions of the International Conference on Nutrition (1992),
- vii. World Food Summit (1996),
- viii. Declaration on the Millennium Development Goals, 2000, and the follow-up summit in 2010,
- ix. Resolutions on Scaling Up Nutrition Initiative,
- x. International Health Partnerships and related initiatives,
- xi. Education for All, and
- xii. The 1994, Salamanca Agreement. This marked a milestone in the provision of educational services to all children with special needs. The Salamanca Agreement came timely when Uganda was finalizing work on her constitution. Then the 1995 constitution article 30 provided for the rights to education by all.

3.1.2 Education For All (EFA) GOALS

EFA goals provide international benchmarks that each member state is expected to achieve by 2015 and these include:

- i. Expansion and improvement of comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- ii. Ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality;
- iii. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills;
- iv. Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- v. Elimination of gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- vi. Improvement in all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

3.1.3 Millenniums Development Goals for Education

The Education and Sports Sector has an obligation to report on progress of achievement on Goal 2 and 3 annually. These include;

- i. Goal 2: Achieve Universal Primary Education
- ii. Goal 3: Promote gender equality and empower women

3.2 Overview of the National Policy, Legal & Regulatory Frameworks

The Ministry of Education and Sports has over time undergone several reforms geared towards equal treatment in the enjoyment of educational rights, freedoms and access by all Ugandans. These reforms range from institutional, legal and regulatory in nature and aim at improving service delivery at all levels of education and training without any forms of discrimination and marginalization.

3.2.1 Policy Framework

The Ministry of Education has various policies and strategic plans to guide the implementation of educational programmes¹¹. These include; Universal Secondary Education (USE) Policy; Special Needs Education (SNE) Policy; Non-Formal Education

¹¹ The Government White Paper (1992) on Education is the basis for official policy regarding equal opportunities on the various education programmes in the Country.

(NFE) Policy; Physical Education and Sports (PES) Policy; among others. Strategic plans include the: BTVET Strategic plan 2010 – 2020; Secondary Education Strategic Plan (SESP) 2009 – 2018; and draft Special Needs and Inclusive Education Implementation Strategy 2012 – 2017.

3.2.2 The Legal and Regulatory Framework

The Sector’s Legal and Regulatory Framework is derived from the Constitution of the Republic of Uganda (1995). The Constitution guarantees citizens a right to education and provides for affirmative action for disadvantaged people in education (Article 30). It is supplemented by various laws particularly the Education Act (2008), the BTVET Act (2008), the Universities and other Tertiary Institutions Act (2001), the UNEB Act (1983), NCDC Act (2000) and Education Service Act (2002) among others.

3.3 Financial Budget of the Education and Sports Sector

The total approved budget for the Education and Sports sector in FY 2012/13 was Ugx 1,592.48bn out of the total national budget of Ugx10,902.85tn, translating into 14.61% share of the national budget. Table 3.1 below shows the Sector budget for the period 2010/11-2012/13

Table 3.1: Financial Budget of the Education and Sports Sector 2010/11-2012/13

(FY)	Excl. Donor	Educ Budget	TTL Gov’t budget	%Share
2010/11	1103.65	1,242.65	7,376.54	16.85%
2011/12	1242	1,416.27	9,630.00	15%
2012/13	1381.81	1,592.48	10,903.22	14.61%

Source: MoES 2012/13

In comparison with the budget for FY 2011/12 of Ugx1, 416.27 bn, this represented an increase of 12.44% in the sector budget allocations. However, there was an overall decline in the percentage share of the Education Sector budget to a further 0.39 percentage points flowing from last year (FY11/12).

3.3.1 Financial Budget Allocation by Sub-sector

Table 3.2: Financial Budget Allocation by Sub-sector (UGX Bn)

Category of Expenditure	2010/11 ¹²	2011/12	2012/13
Primary	658.605 (53%)	703.024 (56.6%)	794.31 (50%)
Secondary		424.202 (22.6%)	500.20 (31%)
BTVET		98.057 (6.5%)	91.31 (6%)
Tertiary Incl. Universities		141.820 (10.5%)	206.66 (13%)
Others		48.709 (3.9%)	-
Total	1,242.65	1,415.812	1,592.48 (100%)

Source: MoES 2012/13

¹² Financial data for FY 2010/11 was not disaggregated by the respective sub sectors

3.4 State of Equal Opportunities in the Pre-Primary Sub-Sector

Pre-primary schooling (ECD) is a process by which children grow and thrive, physically, socially, emotionally, and cognitively (UNESCO: 2001). For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for interaction and stimulation, affection, security, and learning through exploration and discovery” (Consultative Group for ECD: 2009).

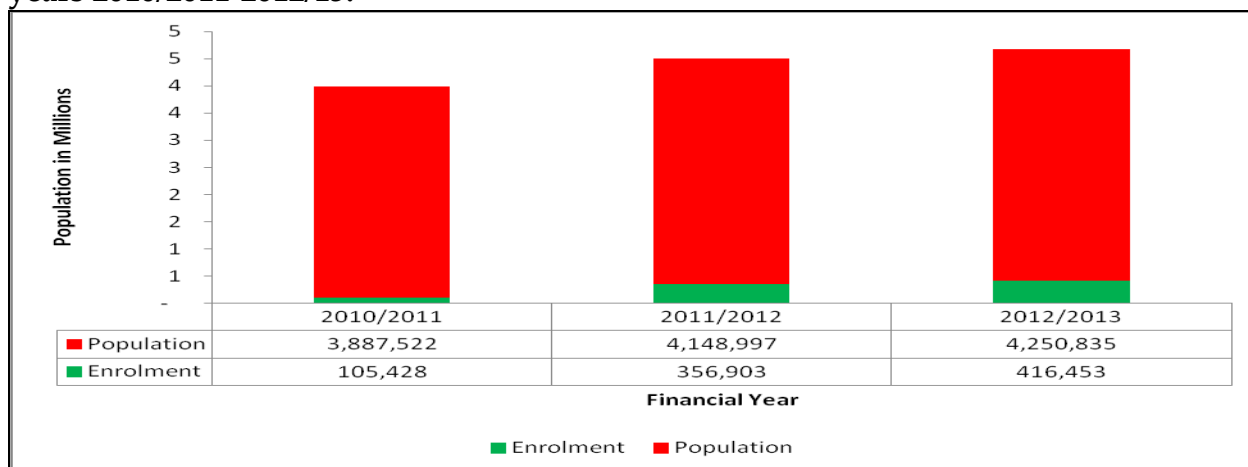
3.4.1 Financing of ECD in Uganda

The Education and Sports Sector budget is allocated at two levels (*i.e.*; *Head quarter Level and Local Government Level*). Over the years, the Pre-primary and Primary Budgets have remained consolidated. However, almost 100 percent of the entire budget goes to the primary sub-sector leaving almost nothing for the pre-primary sub-sector. Early childhood Development has received funding amounting to Uganda Shillings **304,483,200/=** (*Three hundred and four million, four hundred eighty three thousand and two hundred only*) for four financial years (2009/10-2012/13). This amount cannot cause any impact as far as ensuring equal learning opportunities is concerned.

3.4.2 Access to Pre-Primary Education

Universal access to pre-school is one of the ways through which the rural and urban poor children can be given a chance to early childhood development. In Uganda, the young constitute the majority. Figure 3.1 below compares pre-school enrolment against Uganda’s population aged 3-5 years for the period 2010/2011 to 2012/13.

Figure 3.1: Comparison of Pre-School Enrolment and Uganda’s Population aged 3-5 years 2010/2011-2012/13.



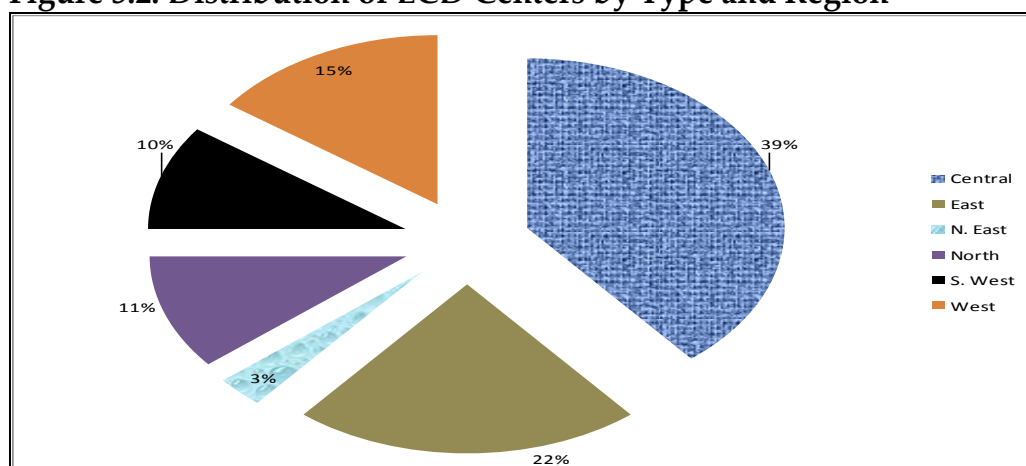
Source: MoES 2012/13

According to UBOS population projections, about 4.2 million children (aged 3-5years) are pre-school going children. However, due to disparities between regions and districts, majority of these children have not had the opportunity to access pre-school. Consequently, both the Net and Gross Enrolment Ratios are below 10 percent.

3.4.2.1 Regional Distribution of ECD Centers in Uganda

The distribution of Early Childhood Development Centers is highly driven by income levels. Areas whose population earns a high income tend to attract the ECD proprietors with an assumption that the parents and guardians will afford fees. However, this is at the expense of the rural and urban poor who end up being marginalized. This is more especially in the Northern and Eastern Regions of Uganda which are the most poor. This pattern of setting up ECD centers has eliminated majority of the rural children from benefiting in pre-school. Figure 3.2 below shows the distribution of Early Childhood Development Centers in Uganda by Region;

Figure 3.2: Distribution of ECD Centers by Type and Region



MoES 2012

A regional analysis on distribution of ECDs shows that the Central Region has the highest number of ECD centers totaling to 2,858 (39%), followed by the Eastern Region with a total of 1,640 centers (22%). The Western Region followed with 1,098 centers (15%), while the Northern Region ranked fourth with a total of 831 centers (11%). The South Western Region had a total of 751 centers (10%) while the North Eastern Region with the smallest geographical area had the least number of centers totaling to 190 (3%). The Central Region has the highest share of ECD centers due to the fact that the region has the highest number of urban centers and income generating activities.

3.4.2.2 ECD Special Needs Education

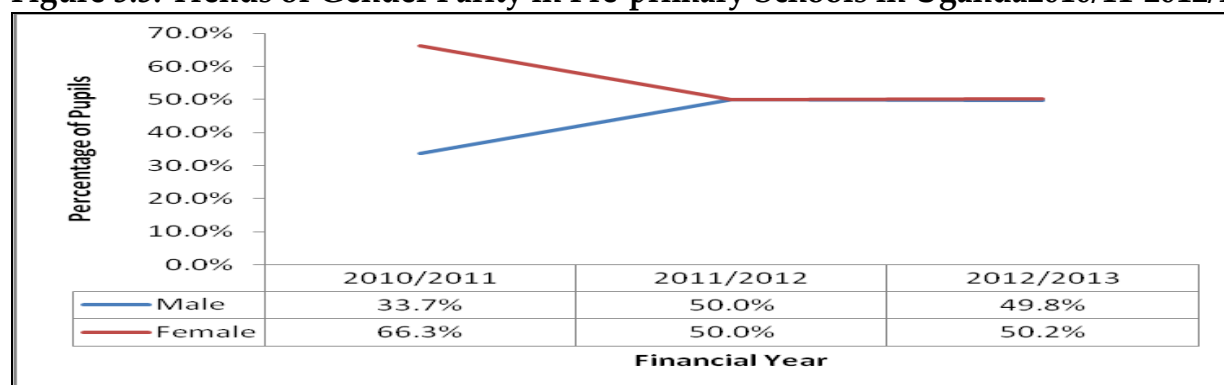
In 2010 a total of 12,465 pupils (6,909 males & 5,559 females) with disabilities were registered in all nursery/community/home based centers. 27.4% had hearing disorders, followed by the mentally impaired with over 26.2%, other impairments included: autism (15.9%), physical/motor impairment (14.4%), visual disorders (12.1%) and multiple handicaps rated lowest at 4.0%. The presence of pupils with disability in ECD centers positively reflects the recognition of the rights of such persons to attain education. Regarding the proportion of the Special needs pupils to the pupil enrolment

within the individual regions, the western region had the highest proportion of disabled pupils with 4.7% of the pupil enrolment in the region, followed by the eastern region with 3.2%. Other regions rated as follows; north eastern region (2.7%), south western (2.2%), northern region (2.0%), while the central region had the least proportion of SNE pupils compared to the pupil enrolment with 1.7%. A national aggregate of 2.5% SNE pupils to total pupil enrolment was registered.

3.4.2.3 Gender Parity

Parity is attained when the same proportion of boys and girls relative to their respective age groups enter the education system, achieve educational goals, and advance through the different cycles (UNESCO 2003). Reaching parity in enrollment is necessary, but not sufficient, for achieving equality and should be considered a “‘first stage’ measure of progress towards gender equality in education” (Subramanian n.d). Unlike other educational levels, pre-school enrolment share has favored girls in the last decade. Figure 3.3 below show trends of gender parity in pre-primary schools;

Figure 3.3: Trends of Gender Parity in Pre-primary Schools in Uganda 2010/11-2012/13



Source: MoES 2012/13

The current status of enrolment distribution by sex indicates equal chances for boys and girls to be enrolled in school.

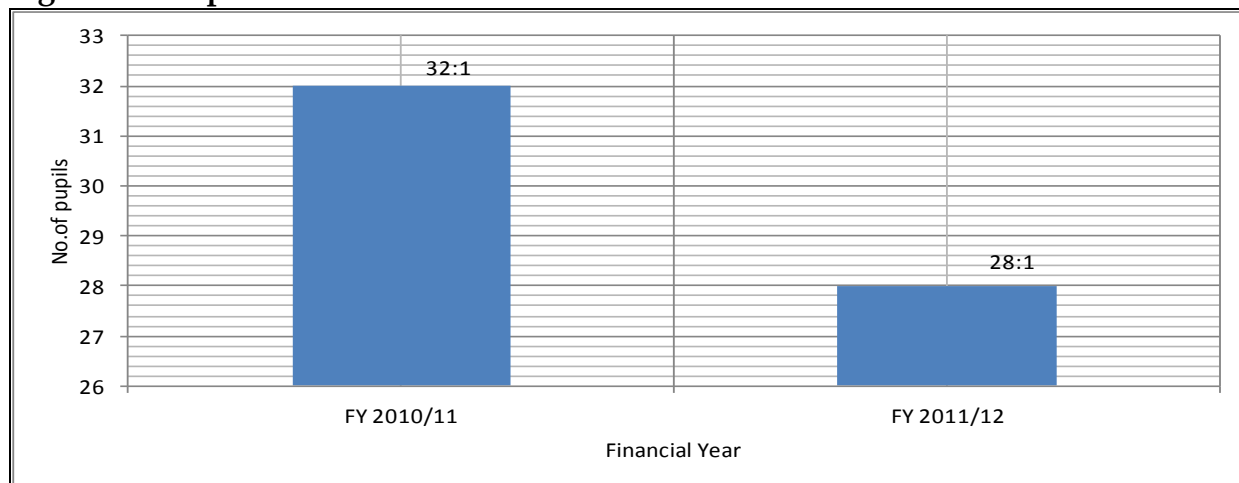
3.5 Quality of Education in the Pre-Primary Sub-Sector

ECD is considered to be the most critical foundation stage of growth and development. Both the World Declaration on Education For All (Jomtien, 1990) and the Dakar Framework for Action (2000) to which Uganda is signatory, underscore the importance of Early Childhood Care and Education (ECCE) as part of a comprehensive approach to achieving equitable and quality Education For All (EFA).

3.5.1 Pupil Classroom Ratio

The number of pupils per class is critical in determining the effectiveness and efficiency of learning and teaching in pre-schools. This is more especially with inclusive education where special needs children are mixed with the rest of the children while learning. Classes with fewer pupils are more convenient for special needs children, easy to manage and monitor as compared to those with large numbers of pupils. Figure 3.4 below shows the pupil classroom ratio in pre-primary schools for 2 financial years;

Figure 3.4: Pupil Classroom Ratio in Pre-school



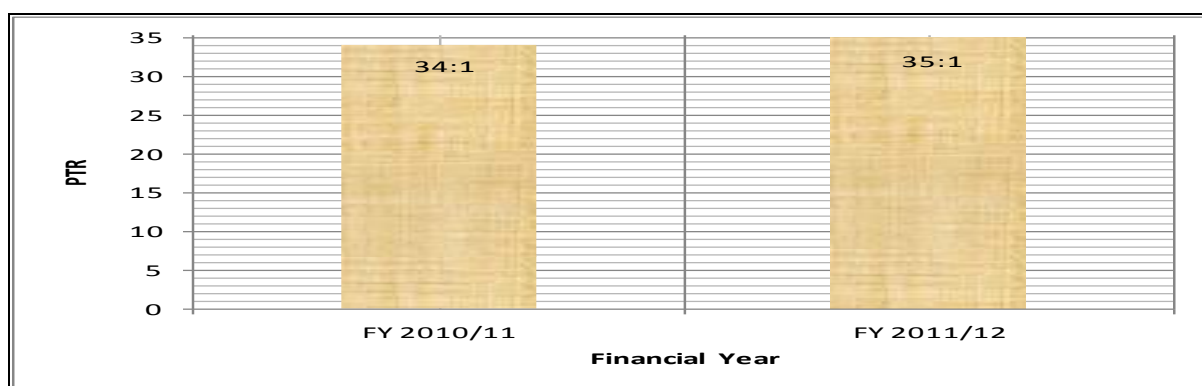
Source: EMIS 2010/11-2011/12

The sector registered improvement in the average number of pupils per class. In FY 2010/11, each class was shared by 32 pupils on average as compared to 28 in FY 2011/12. This translates into a reduction in classroom congestion by 4 pupils per class on average. However, with continued support supervision and monitoring of pre-schools, it is hoped that the ratio of pupils per class will improve to the target ratio of 20:1 by 2015/16.

3.5.2 Pupil Caregiver Ratio

PTR gives an indication of contact between pupils and teachers in a classroom. If it is lower, then there are high chances of contact between a teacher and pupils and teachers will have enough time to check homework and class work. In other words the lower the PTR the better. Figure 3.5 below shows the pupil teacher ratio in pre-primary schools in Uganda for the period 210/2011 to 2012/2013;

Figure 3.5: Pupil Caregiver Ratio in Pre-Primary Schools in Uganda (2010/11-2011/12)



Source: EMIS 2010/11-2011/12

In FY 2011/12, the PTR in pre-school schools remained relatively the same at 34:1 in FY 2010/11 and 35:1 in FY 2011/12. However, it is important to note that children are vulnerable and the recommended ratio is 20:1. However, in some of the ECD centres, the Pupil Caregiver ratio has remained low due to the low access. In other schools, more especially those located in urban centres the desired number of teachers is low compared to the enrolled number of teachers.

3.5.3 Caregiver Qualification and Training

There is an acute shortage of qualified teachers in most of the ECD centers. The manpower gap has been bridged by primary seven and senior four leavers who for known reasons fail to continue with education. This is more especially in the rural pre-schools where the marginalized are found. Privately owned institutions like Young Men's Christian Association (YMCA) and the Young Women's Christian Association (YWCA) have contributed immensely towards the training of Nursery teachers but their effort still need to be supplemented by the government. Table 3.3 below shows teacher's qualification by sex in pre-school for the last two financial years;

Table 3.3: Number of pre-school caregivers by qualification

Qualification	FY 2010/11		FY 2011/12	
	Number	Percentage	Number	Percentage
Untrained	6,412	32%	6,438	31.97%
Certificate	12,033	61%	12,274	61%
Diploma	1,149	6%	1,172	5.82%
Degree	250	1%	255	1.27%
Total	19,844	100%	20,139	100.00%

Source: EMIS 2010/11-2011/12

Overall, the total number of caregivers in pre-school has increased by 1.5 percent. However, the proportion of trained caregivers has remained relatively the same and below 70 percent. This implies that some children are subjected to trained teachers while others are subjected to non trained teachers.

3.5.4 Pupil Latrine Stance Ratio

The quality and average number of pupils sharing a latrine stance in a school is vital as far as retention the children with disabilities is concerned. Schools with disability responsive latrines motivate children with different abilities to stay in school and complete school. Table 3.4 below shows the number of latrine stances in pre-primary schools.

Table 3.4: Number of latrine stances by school ownership

Sector	FY 2010/11		FY 2011/12	
	No. of latrine stances	Pupil Latrine Stance Ratio	No. of latrine stances	Pupil Latrine Stance Ratio
Pupils	5,946	59:1	5,960	58:1

Source: EMIS 2010/11-2011/12

In financial year 2010/11, there were a total of 5,946 pupils' latrine stances in all pre-primary schools translating into a pupil latrine stance ratio of 59:1. In FY 2011/12, the number of latrine stances increased to 5,960. Consequently, the pupil latrine stance ratio improved by 1 point to 58:1 in FY 2011/12. However, this ratio is still very high and most of the latrines are not disability friendly.

3.6 State of Equal Opportunities in the Primary Sub Sector

In Uganda, primary education is inclusive which implies equal opportunities for all children regardless of their abilities. Primary education is provided by both public and private schools. Since the introduction of UPE in 1997, government has put more emphasis on primary education. Consequently, in 2000 government committed its self to the MDGs and EFA Goals. UPE was introduced so as to offer the minimum necessary facilities and resources to facilitate children in Uganda of school going age to enroll and remain in school and successfully complete the primary circle of education (*ESSAPR FY 2011/12*).

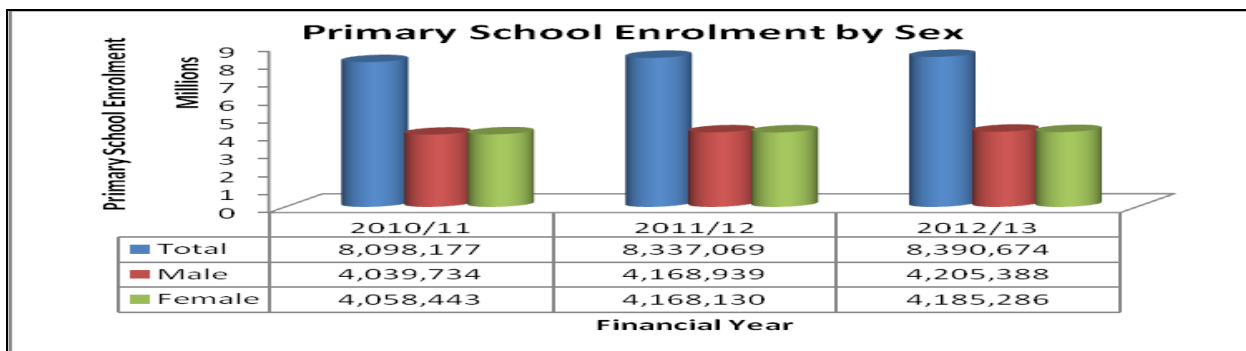
3.6.1 Access to Primary Education

The strategic objective of the Education and Sports Sector has been to ensure equal and inclusive education for all Ugandans. This strategic direction is in conformity with the National Development Plan (*NDP*) 2010/11-2014/15 as well as Education and Sports Strategic Plan (*ESSP*) 2007-2015 which emphasize equal opportunities in the delivery of services through human development and creation of skilled manpower for national development. The section below illustrates the status of access to primary education.

3.6.1.1 Primary School Enrolment

In FY 2010/11, 8,374,648 pupils (4,179,248 males; 4,195,400 females) were enrolled in primary school. During this time girls enrolment surpassed that of boys by 0.19%. In 2011/12 a total of 8,317,420 (Male 4,161,057; female 4,156,363) pupils were enrolled in primary schools of which 50% were female. Figure 3.6 below illustrates enrolment rates for girls and boys in all schools from 2010/11 to 2012/13.

Figure 3.6: Primary School Enrolment 2010/11-2012/13



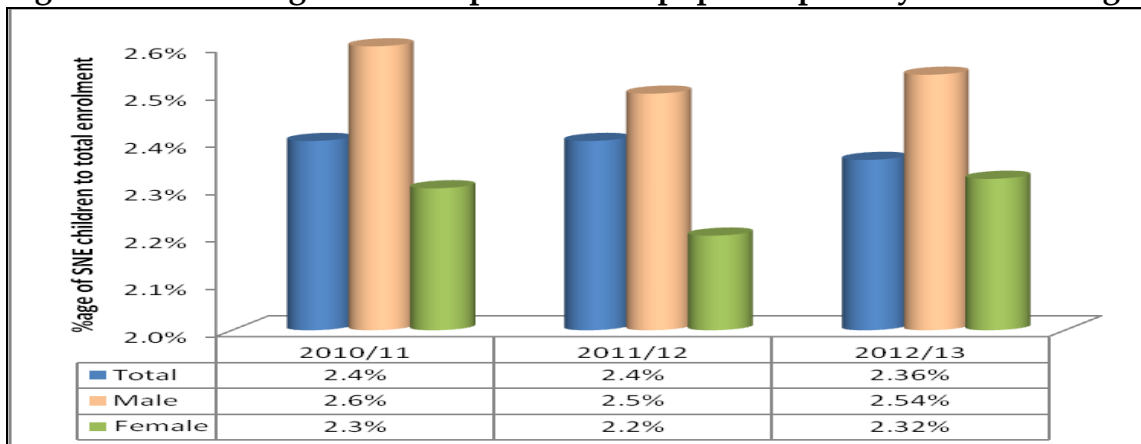
Source: MoES 2012/2013

Primary school access is measured using four main indicators and these include; (i) Gross Enrolment Rate, (ii) Net Enrolment Rate, (iii) Gross Intake Rate, (iv) and Net Intake Rate. All these indicators are computed using school enrolment and the population data obtained from Uganda Bureau of Statistics.

3.6.1.2 Pupils With Special Needs

Special Needs Education (SNE) is the practice of educating students in a way that addresses their individual learning differences and needs. Common special needs cases include; learning disabilities, communication disabilities, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of special learning needs ought to benefit from additional educational services such as different approaches to teaching, the use of technology, specifically adapted teaching area, or a resource room. Figure 3.7 below shows the percentage share of special needs pupils in primary schools in Uganda

Figure 3.7: Percentage share of special needs pupils in primary schools in Uganda



Source: MoES 2010/11-2012/13

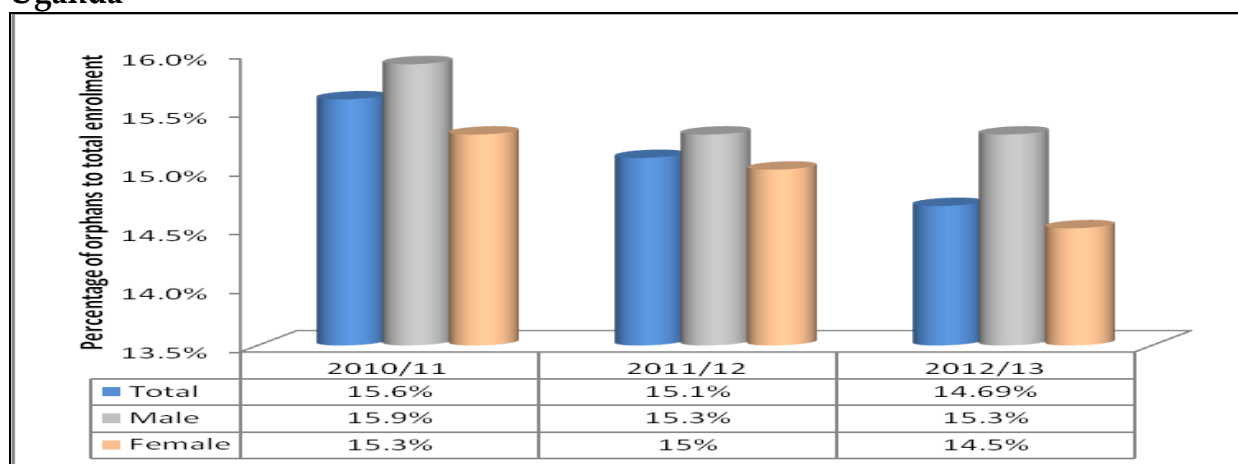
The 2010/11 results show that pupils with special learning needs totaled 205,018, with 28.8% having hearing impairments. Visual and mental impairment accounted for 24.3% and 23.7% respectively. Physical impairment accounted for 16.3%, autism 4.1% and multiple 2.7%. Results for 2010/11 also indicate that special needs pupils represented

2.4% of the total pupil enrolment in 2010/11. There was no significant difference in the distribution of SNEs in the subsequent financial years, that is, 2011/12 and 2012/13. However, for all the financial years, the Northern region had the highest proportion of pupil with special needs (3.1%) with the north eastern region having the lowest proportion of 1.3%. Despite efforts made to have special needs children enrolled, in most schools the learning environment is not favoring in terms of structural architectural designs and availability of instructional materials.

3.6.1.3 Orphans in Primary Schools

An orphan is a child whose parents are dead or a child who has been abandoned permanently. In common usage, only a child who has lost both parents is called an orphan. The state of being an orphan subjects children to vulnerability and denial of access to services. However, on a positive note a number of orphans have been enrolled in school though some have been denied the chance. Figure 3.8 below shows the percentage share of orphans to total enrolment in primary schools in Uganda

Figure 3.8: Percentage share of orphans to total enrolment in primary schools in Uganda



Source: MoES 2010/11-2012/13

In 2010 census results show that a total of 1,350,541 pupils had lost either a parent or both and these comprised 16.1% of the entire pupil enrolment in primary schools, with the proportion of boys slightly higher at 16.4% than that of girls (15.9%). A regional analysis indicated that the central region had the highest proportion of orphans (*at 20.6%*) as compared to the enrolment in all primary schools within the region, whereas the eastern region had the lowest proportion of orphaned pupils rating at 12.9%. While in 2011, a total of 1,264,553 pupils that had lost either a parent or both comprised 15.6% of the entire pupil enrolment in primary schools, with the proportion of boys slightly higher at 15.9% than that of girls (15.3%). A regional analysis indicated that the central region had the highest proportion of orphans (*at 19.8%*) compared to all other regions, whereas the eastern region had the lowest proportion of orphaned pupils rating at 12.4%.

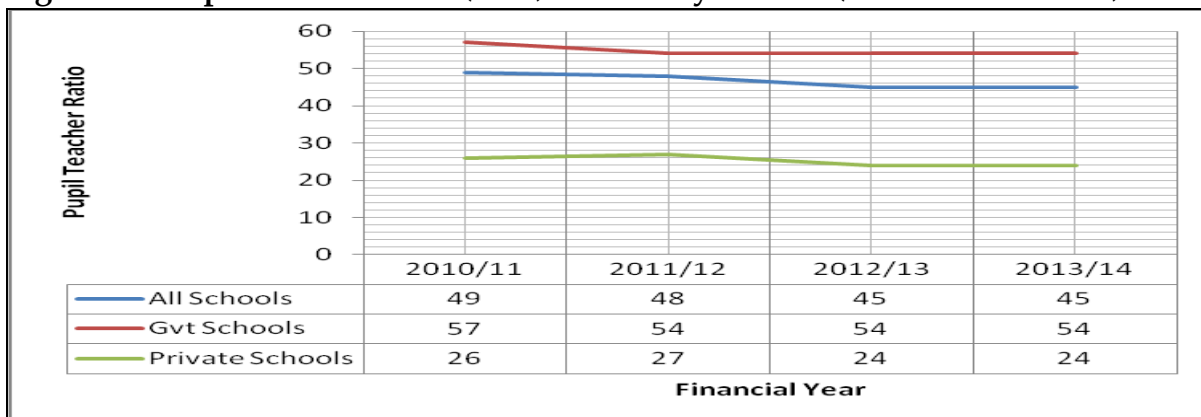
3.6.2 Quality of Primary Education

The quality of primary education remains the greatest challenge to the sector and hence the marginalized at large. The education quality manifest itself in various ways which include, among others; low completion rate, insufficient teachers in classroom, shortages of qualified teachers, high PTR, High PCR, and poor performance in Primary Leaving Examinations.

3.6.2.1 Pupil Teacher Ratio (PTR)

A low pupil teacher ratio creates a good learning environment more especially among the special needs children who need a lot of care more especially with inclusive Universal Primary Education. Figure 3.9: below illustrates the Primary PTR.

Figure 3.9: Pupil Teacher Ratio (PTR) in Primary schools (FY 2011/12 2012/13)



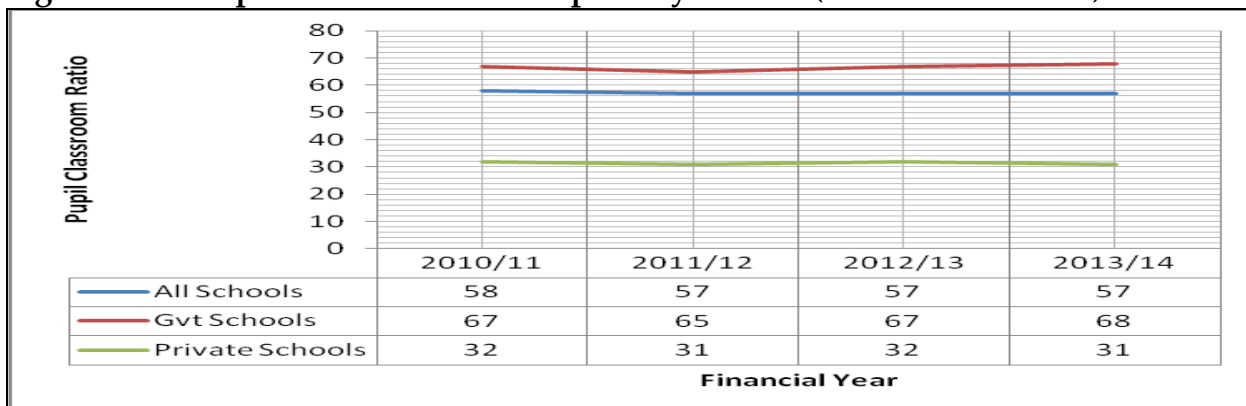
Source: MoES 2013

The Pupil Teacher Ratio was 45:1 (54:1 gov't; 24:1 private) in 2012. Although more primary teachers were recruited and deployed in FY 2012/13, the PTR in primary schools remained constant at 45:1.

3.6.2.2 Pupil Classroom Ratio

Pupil Classroom ratio is the number of pupils who attend a school divided by the number of classes in the school. For example, a pupil classroom ratio of 10:1 indicates that there are 10 pupils for every one class. Smaller class sizes are widely believed to benefit all pupils more especially the special needs education because of individual attention from teachers. Figure 3.10 below illustrates Pupil Classroom Ratio in Primary Schools

Figure 3.10: Pupil Classroom Ratio in primary schools (FY 2011/12-2012/13)



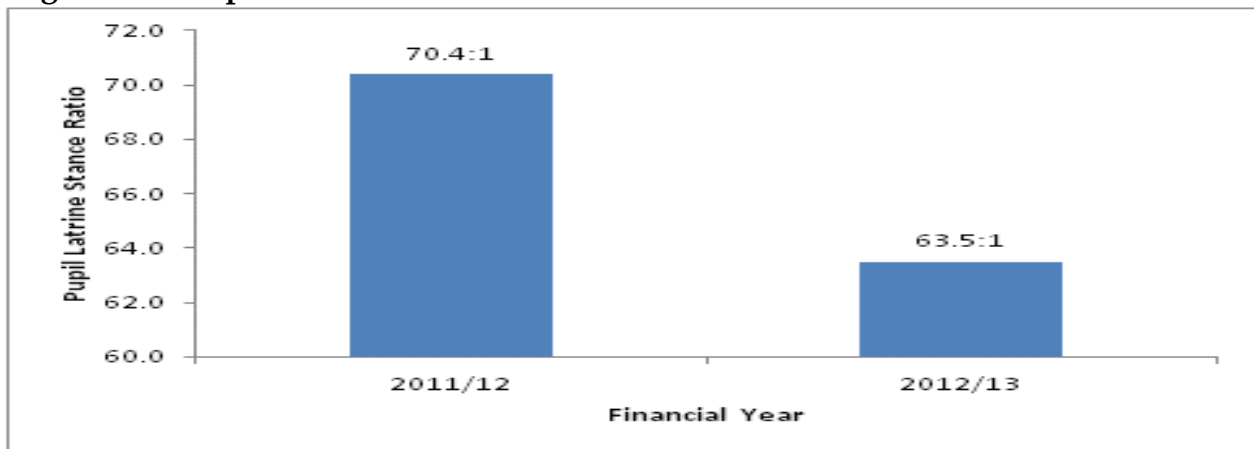
Source: EMIS 2012/2013

The Pupil Classroom Ratio (PCR) has remained relatively constant at an average of 57:1 for the last three financial years. However, some of the rural schools have high rates of over 70:1. In addition, very few of these classes have rumps to respond to the needs of children with disabilities.

3.6.2.3 Pupil Latrine Stance Ratio

The sector registered improvement in teaching and learning environment in FY 2012/13. The total number of latrine stances increased by 12% from 118,461 (FY2011/12) to 132,143 (FY2012/13). The increased provision eased congestion on the existing facilities and due to the inclusive system of education adopted by the sector, new facilities have been designed, taking into consideration both gender issues and learners with special needs. Figure 3.11 below shows the pupil latrine stance ratio FY 2011/12-2012/13.

Figure 3.11: Pupil Latrine Stance Ratio (FY2011/12- 2012/13)

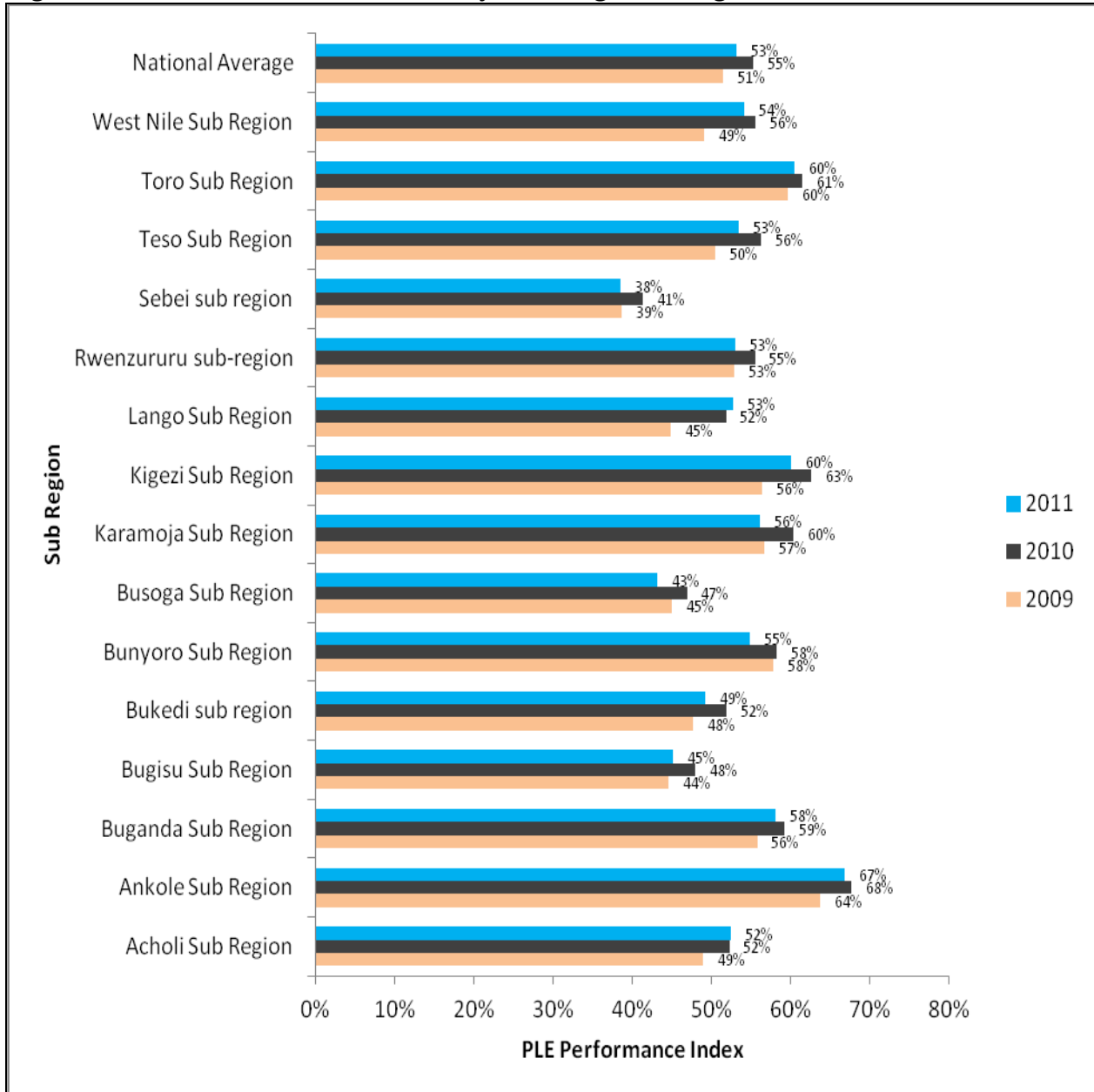


Source: EMIS 2012/2013

3.6.2.4 PLE Performance Index by Sub Region in Uganda

The performance index measures the quality of pupil's performance in PLE exams where Candidates are weighted in each grade of passing with the best grade carrying a high weight and failures given weight zero. Equitable distribution of education services is among the factors related to fairly distributed performance. Figure 3.12 shows the regional results of PLE performance index.

Figure 3.12: PLE Performance Index by Sub Region in Uganda



Source: UNEB 2009-2011

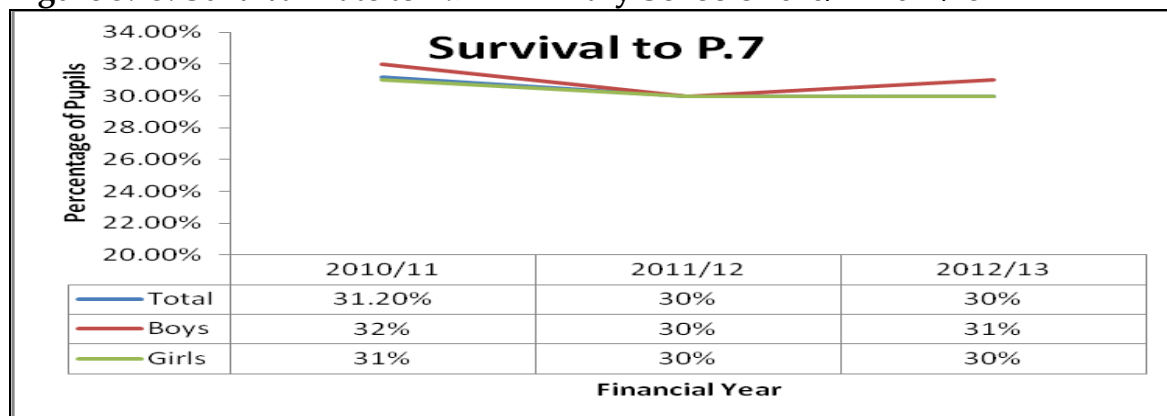
Out of 15 sub regions in Uganda, the PLE performance index in 4 sub regions was below average. The quality of performance for most of the sub regions is just average with only three above 60 percent. This implies that much as over 85 percent of the PLE candidates pass exams, majority score poor grades. Poor performance increases vulnerability to marginalization.

3.6.3 Effectiveness and Efficiency of Primary Education

3.6.3.1 Survival Rate to Grade Seven

Survival rate is an official indicator used to track progress toward efficiency and effectiveness and it refers to the percentage of a cohort of pupils who enter the first grade of primary education and reach a certain grade. Figure 3.13 shows survival rates to grade five and seven for the last two financial years.

Figure 3.13: Survival Rate to P.7 in Primary Schools 2010/11-2012/13



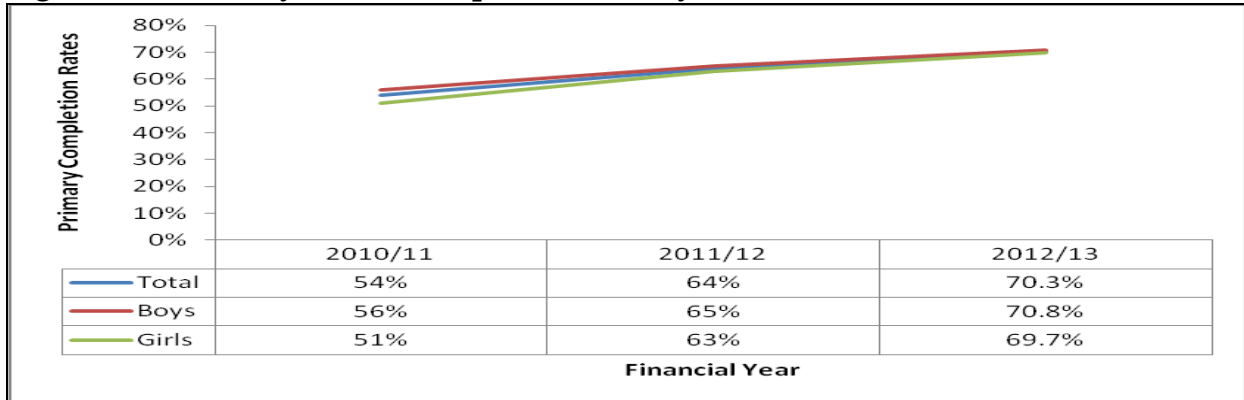
Source: EMIS 2010/11-2012/13

Survival rate to primary five and seven has remained relatively constant and low more especially at primary seven. It is important to note that if survival is generally low, there is no way that of the marginalized can be high. In FY 2010/11, 31.2% (Male; 32%; Female 31%) of the pupils who enrolled in primary one in 2004 survived to grade seven. In FY 2011/12 the survival rate declined by only 1.2% age point to the tune of 30% (Male 30%; Female 30%). In FY 2012/13, survival to grade seven remained constant save for the females who improved by 1 percentage point.

3.6.3.2 Primary Seven Completion Rate

Primary Seven completion rate is the percentage of pupils completing the last year of primary school (Grade Seven). It is calculated by taking the total number of candidates registered for Primary leaving examinations divided by the total number of children of official graduation age (12 years). Figure 3.14 shows primary seven completion rates for the period under review.

Figure 3.14: Primary Seven Completion Rate by Sex FY 2010/11-2012/13



Source: EMIS 2010/11-2012/13

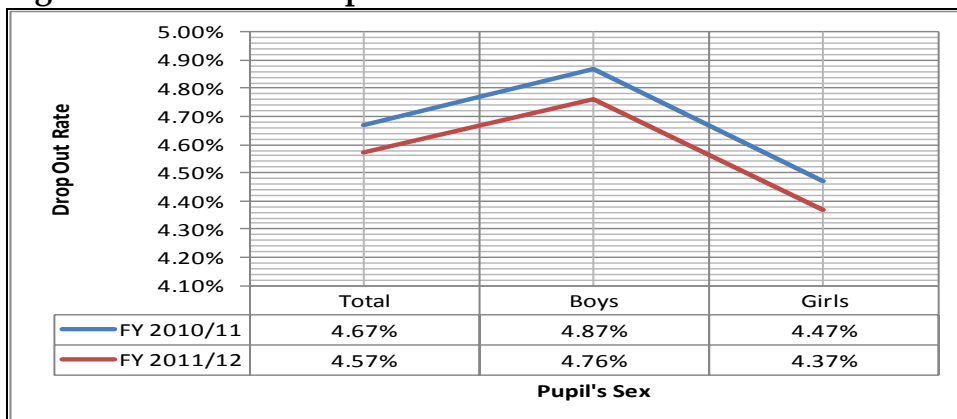
The percentage of pupils completing primary seven has improved. In FY 2010/11, the completion rate stood at 54 percent (Male 56%; Female 51%) and in FY 2011/12, 64% (65% male; 63% female) of the pupils completed primary seven. Financial 2012/13 registered a completion rate of 70.3 percent and the highest in history. However, the proportion of children who never complete is still high and this has social implications on society.

The Poverty Status Report 2012 recognizes that the most important economic opportunity is education. It further recognizes that children that fail to complete primary school will be disadvantaged as adults, and their children will turn to be less likely to complete their education. This report revealed that only 28% of 13-18 years old in 2009/10 had completed primary school and that such percentages mask very large inequalities.

3.6.3.3 School Dropout Rate

Dropping out refers to a pupil quitting school before he or she graduates. School dropout mainly occurs to children with learning difficulties and other disabilities. Figure 3.15 below shows trends of school drop outs;

Figure 3.15: School Dropout Rate



Source: EMIS 2010/11-2011/12

During Financial Year 2011/12, the dropout rate reduced from 4.67% in FY 2010/11 to 4.57% in FY 2011/12. The dropout rate was relatively equal among boys and girls, an indication of improved efficiency and effectiveness more especially among the female children.

3.6.3.4 Availability of Meals and Safe Drinking Water

There has been a general concern that most primary school going children do not have meals at school. This affects performance, retention, and completion. In a Baseline Study by ANPPCAN (2009), it was indicated that pupils in primary schools go without meals, besides lacking nearby sources of safe drinking water. Specifically it was noted that in rural schools children “spend the entire day at school (from 7.30am to 5.00pm) without taking a meal”. The study revealed that children are often denied food because most parents are either unable or unwilling to contribute towards their children’s meals, even though porridge was inexpensive at 3,000/= per term in some schools. It was also noted that some schools gave parents the option of providing the maize flour in kind but still very few would comply. Many parents were reluctant to contribute towards meals for their children because they have misunderstood the UPE policy to mean that it covers every school requirements. In this regard, the poor children and other marginalized children have been subjected to low performance, school dropout, and grade repetition among others.

3.6.3.5 Sanitation Facilities

There continues to be lack of proper sanitation facilities at school and poor menstruation management due to lack of sanitary pads. According to one of the key informant in the Gender unit in the Ministry of Education and Sports, one of the reasons contributing to girls’ dropout was the lack of pads during menstruation. According to Alezuyo (2013), monthly menstruations have led to millions of girls skipping up to 20 per cent of the school year simply because they cannot afford to buy sanitary products. A number of girls perform poorly at PLE simply because they miss 1-3 days each month. This translates into a loss of 8 to 24 days per year. This means per term, a girl pupil may miss up to 8 days of study. On average, there are 220 learning days in a year and missing 24 days a year translates into 11% of the time a girl pupil will miss learning due to menstrual period.

3.7 State of Equal Opportunities in the Secondary Sub Sector

The current strategic direction on ensuring equal and inclusive access to secondary education is drawn from the NDP 2010/11-2014/15 as well as the ESSP 2007-2015 which emphasize equal opportunities in the delivery of services through human development and creation of skilled manpower for national development. The strategy puts emphasis on, both expansion of access to equitable and quality secondary education as well as skilling of Ugandan youth.

3.7.1 Access to Secondary Education in Uganda

The level of equal opportunities in accessing secondary education can be measured using Gross and Net Enrolment rate. Gross Enrolment Ratio refers to the number of students enrolled in secondary regardless of the age, expressed as a percentage of total secondary school going population. On the other hand, Net Enrollment Ratio refers to the students aged 13 to 18 years who are enrolled in secondary expressed as a percentage of the total secondary school going population. Over the years, access to secondary education has remained low with some sub counties having no form of secondary education. Table 3.5 below shows the sub sector's performance as far as accessing secondary education is concerned.

Table 3.5: Access Indicators to Secondary Education in Uganda

Secondary School Access Indicator	2010	2011	2012	2013
Total GER	28.3%	28%	27.2%	26.8%
GER_Boys	30.7%	31%	29.9%	28.8%
GER_Girls	26.0%	27%	25.4%	24.8%
Total NER	24.6%	25%	23.7%	24.7%
NER_Boys	25.7%	26%	24.6%	25.9%
NER_Girls	23.5%	25%	22.7%	23.6%

Source: EMIS 2012/13

Of the total population expected to be attending secondary education in Uganda, only 24.7% (male 25.7%; female 23.6%) are in school. This performance status which has remained relatively constant is very risky for Uganda more especially at such a time where skills are critical in accessing employment. It is also important to note that the secondary school going categories constitute youth whose future needs to a concern of every Ugandan.

In Financial Year 2010/11, the NER for all schools was 24.6%. This means that there was only 24.6% student in school of the total population that would officially be in school at secondary level. Like other percentage differences between boys and girls in secondary school across the country, 25.7% for boys mean that boys were slightly more than girls who registered NER of 23.5%. At district level, it is reported that NER like GER was lowest in Kaabong (3.1%) and highest in Butambala (53.8%). Similar findings are recorded for FY 2011/12, where it is noted that NER for all schools was 23%, with boys slightly being more than girls at 24% and 22% respectively.

3.7.1.1 Ratio of Girls to Boys in Secondary Education

Prior to the introduction of Universal Secondary Education in 2007, Secondary education enrolment was heavily skewed in favor of males where 63% were male while 37% were females. Since the inception of USE, there has been a change in the level of participation of girls as evidenced by the increased percentage of girls which stood at

47% in 2011. The sub sector has continued to put in place strategies that will enable increased participation for girls. These include: creation of an enabling school environment for girls; bursary scheme for the needy students where 75% are girls; increasing the number of secondary schools under the USE programme through the PPP arrangement that has reduced the distances travelled by students; and, provision of accommodation facilities in hard to reach seed secondary schools.

Table: 3.6: Percentage Ratio of Girls to Boys in Secondary Education

FY	2010/11	2011/12	2012/2013
Male	53%	53.7%	53.5%
Female	47%	46.3%	46.5%

Source: EMIS 2012/13

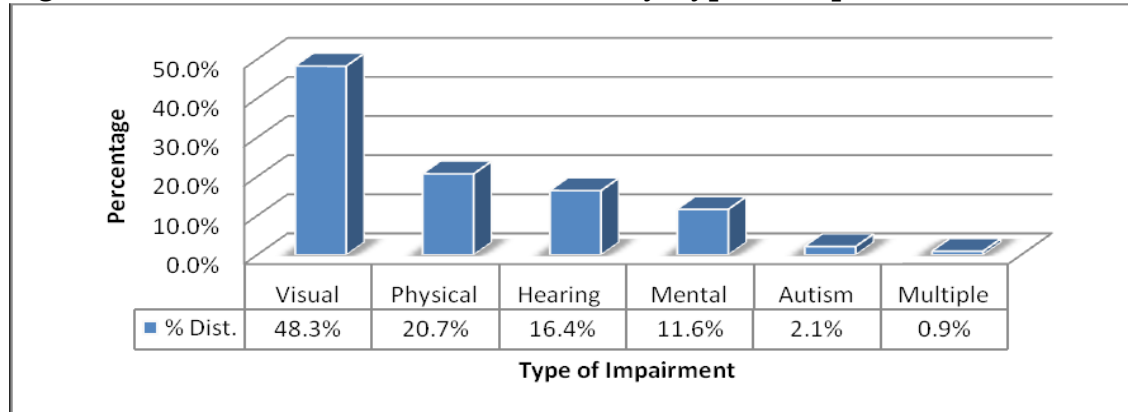
3.7.1.2 Enrolment in Secondary Schools by Region

A regional analysis of all secondary schools' enrolment in 2010 showed that the central region had the largest share of enrolment with 35.2% of the total enrolment, followed by the eastern region with 27.3% while the north eastern region had the least share of only 0.8% of the total enrolled secondary schools students. A total enrolment of 585,798 students was registered in government owned schools, a proportion of 47.8% of the total enrolment. A virtually similar trend is registered in 2011 where analysis of enrolment at regional level indicated that the Central region had the biggest share of enrolment of 32.5% of the total enrolment; followed by the Eastern region of 30% while the North-eastern region had the least share of only 0.6%. This means therefore that the central region and eastern region have a relatively better enrolment than other regions. Like primary school enrolment, the relatively better enrolment in secondary schools in the two regions could be attributed to the high population in these regions and hence the presence of more schools. It is also important to note that these two regions tend to have relatively better schools where parents in other regions prefer to bring their children to schools in the central and eastern regions.

3.7.1.3 Students with Disabilities in Secondary Schools

Government is committed to achieving the MDG & EFA goals (2015) and part of ensuring the achievement of these goals is by addressing the concerns of vulnerable and minority groups, which among others include students with disabilities. Statistical data for 2010 reported a total of 12,993 students with disabilities of various kinds, constituting 1.1% of the total enrolment. This implies that 1 out of every 100 students in secondary schools has a kind of disability. Considering the percentage distribution of disabled students by type of impairment as displayed in the Figure, it can be observed that majority were visually impaired comprising 48.3%, followed by the physically impaired at 20.7% with the least percentage of SNE students at 0.9% suffering from multiple handicaps.

Figure 3.16: Distribution of SNE Students by Type of Impairment (2012/13)



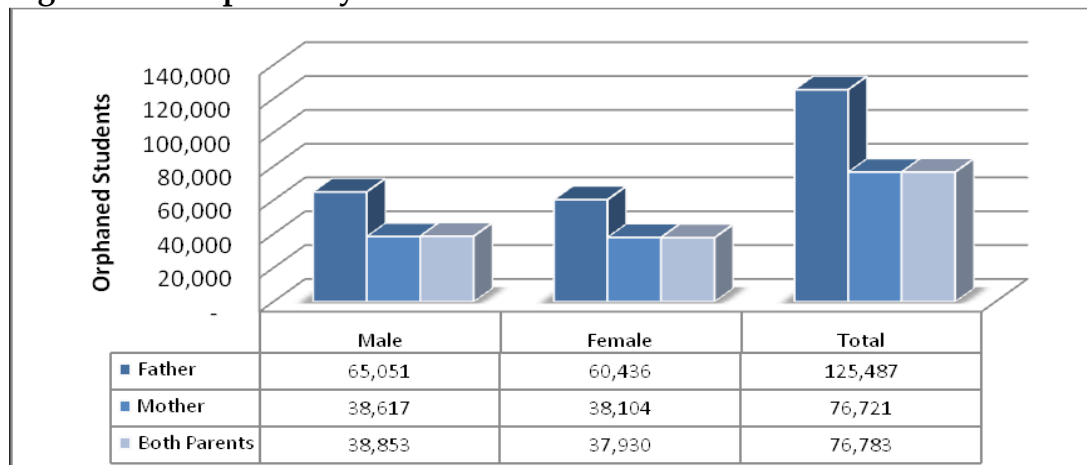
Source: EMIS 2012/13

A regional analysis on students with disabilities indicated that the biggest proportion of disabled students were from the northern region with 1.3%, followed by the central region with 1.1% with the eastern and western regions having a proportion of 1.0% each, whereas the north eastern and south western had the least proportion of disabled students each at 0.8%. Unlike 2010, in 2011, there relatively few SNE students registered estimated at 9,075 students (0.75%) with disabilities in secondary education. Regarding regional analysis, whereas in 2010 the biggest proportion of students with disability was in the northern region, in 2011 this proportion was from the Central region with 33.33%. The North-Eastern region had the lowest number of students with disabilities. However, despite this difference, it is important to note that there is recognition of the rights of students' with disabilities to attend education.

3.7.1.4 Orphans in Secondary Schools

In 2010, census results show that majority of orphaned students had lost a father and these totaled to 125,487 (45.0%) students, a total of 76,783 students had lost a mother while 76,721 had lost both parents.

Figure 3.17: Orphans by Status of Deceased Parent



Source: EMIS 2012/13

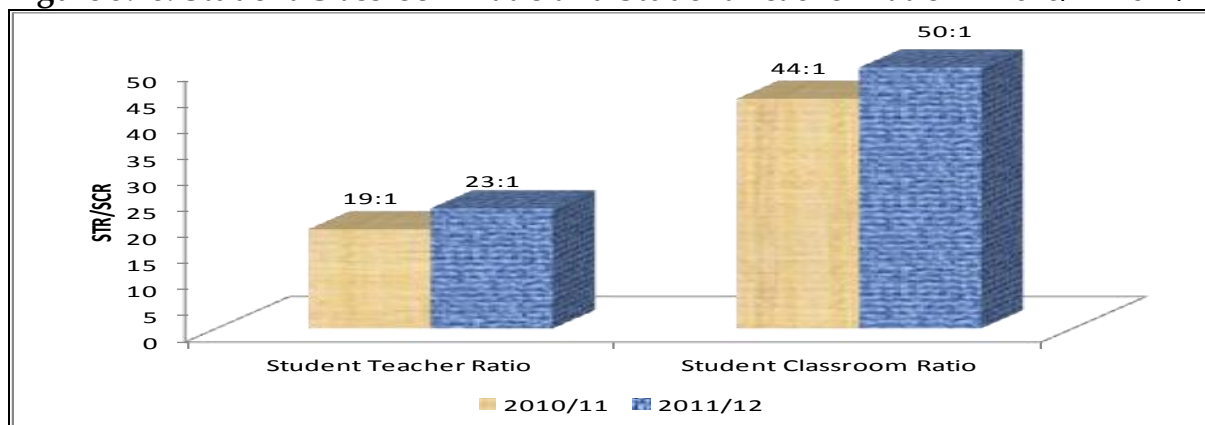
In all, a total of 278,991 students were registered as orphans in all secondary schools during the 2010 Annual Schools Census giving a proportion of 22.8% to the student enrolment. This implies that at least 2 students out of ten had lost either a parent or both. A regional analysis showed that the northern region had the biggest proportion of orphaned students with a proportion of 26.7%, followed by the central region with 25.1% whereas the eastern region registered the smallest proportion of orphaned students with 18.4%. In 2011, similar distribution by regions of orphans is reported, but with North-east region having the least number of orphans. Like SNEs, the presence of orphans in secondary school indicates that there is a concert effort by society to promote all categories of vulnerable groups to access education.

3.7.2 Quality of Secondary Education in Uganda

3.7.2.1 Student Classroom Ratio and Student Teacher Ratio

The student classroom ratio has remained constant in the last two financial years despite increase in secondary school enrolment. In FY 2010/11, there were a total of 36,220 classrooms against an enrolment of 1,225,692 students and this translated into a student classroom ratio of 19:1. On the other hand, in FY 2011/12, the total number of all classrooms in secondary schools was 36,532 against an enrolment of 1,225,326 and this translated into a student Classroom ratio of 19:1. See Figure 3.18.

Figure 3.18: Student Classroom Ratio and Student Teacher Ratio FY 2010/11-2011/12



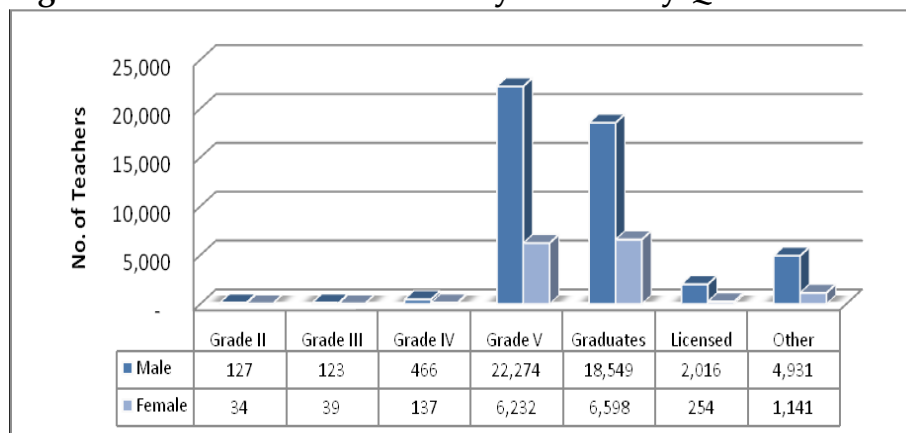
Source: EMIS 2010/11-2011/12

Due to low levels of access to secondary education, the average PTR and PCR are low more especially in the rural schools. However, little has been done to enhance inclusive learning in terms of employing teachers with special needs qualification and construct disability friendly classrooms and toilets.

3.7.2.2 Secondary Teachers Across Regions by Gender

In 2010, a total of 62,921 teachers were registered in the secondary schools. While a total of 25,970 (19,416 males and 6,554 females) teachers were registered in government aided schools comprising 41.3% of the teachers' base in secondary schools. The female share in all these schools was only 22.9% indicating that more males predominate in secondary schools. With regard to regional distribution, the central region had the highest percentage share of 38.5% of the total teachers registered in secondary schools nationally, followed by eastern region with 24.0% of the teachers while the north eastern region which is the smallest region had the least percentage share of only 0.7% of the teachers. Similar percentage differences with regard to gender and regional distribution of secondary school teachers were reported in 2011 data. In total there were 37,641 teachers registered in secondary education, with the central region taking the biggest share (32.5%). These finding therefore indicate that there are male teachers in secondary schools than females, and that the central and eastern regions have better access to secondary school teachers than other regions. The 2010, analysis on teacher qualification in secondary schools showed that the highest percentage of teachers were grade V (Diploma in secondary Education), constituting of over 45.3% of all teachers. With grade V as the minimum teacher qualification in secondary education, results show that over 85.3% of the teachers had the minimum qualification.

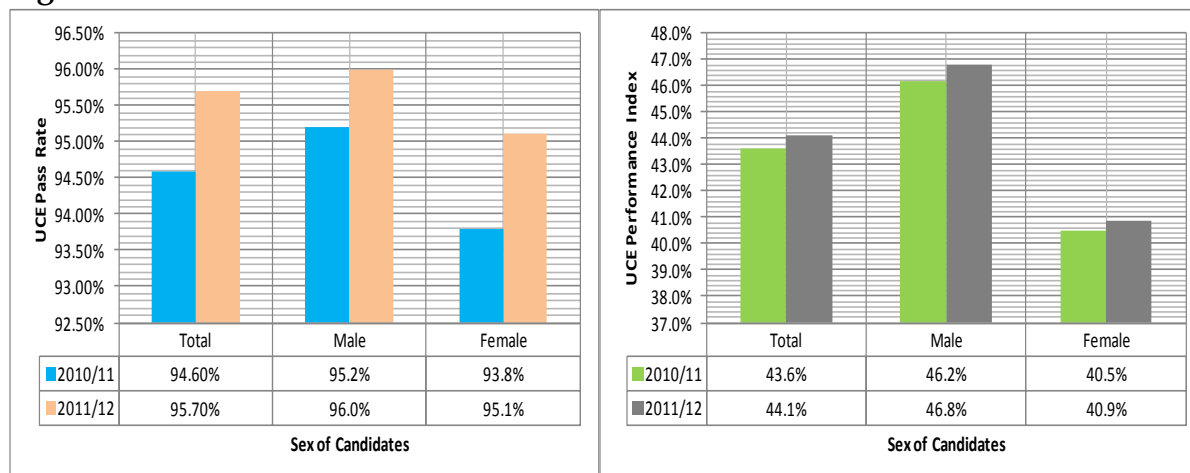
Figure 3.19: Teachers in Secondary Schools by Qualification



3.7.2.3 Performance of Students in Uganda Certificate of Education Examinations

UCE examinations are given at the end of the lower secondary cycle which lasts for four years other factors remaining constant. Figure 3.20 below shows the UCE Pass rate and Performance index FY 2010/11-2011/11.

Figure 3.20: Performance of students in UCE 2010/11-2011/12



Source: UNEB 2010/11-2011/12

Results show that the overall students pass rate at secondary ordinary level has remained high. In the last two financial years, over 90% of the candidates sitting the UCE examinations have been scoring at least division four. This implies low failure rates among students completing senior four.

3.7.2.4 Students' Performance in Uganda Advanced Certificate of Education Exams

In FY 2010/11 a total of 101,257 students registered for UACE examinations out of whom 99,802 (*male 59,891, female 41,366*) sat. Of the total candidates that sat UACE exams in 2010/11, only 61.9% scored at least two principle passes and the overall performance index was 53.1% compared to 54% in FY 2011/12. Table 3.7 illustrates students' performance in UACE Exams by sex.

Table 3.7: Performance of students in UACE 2010/11-2011/12

Details	FY2010/11	FY 2011/12
UACE performance Index	53.1%	54%
Male	54.1%	55%
Female	51.7%	52%
%age UACE students eligible for tertiary admission	61.9%	62%
Male	63.1%	64%
Female	60.3%	61%

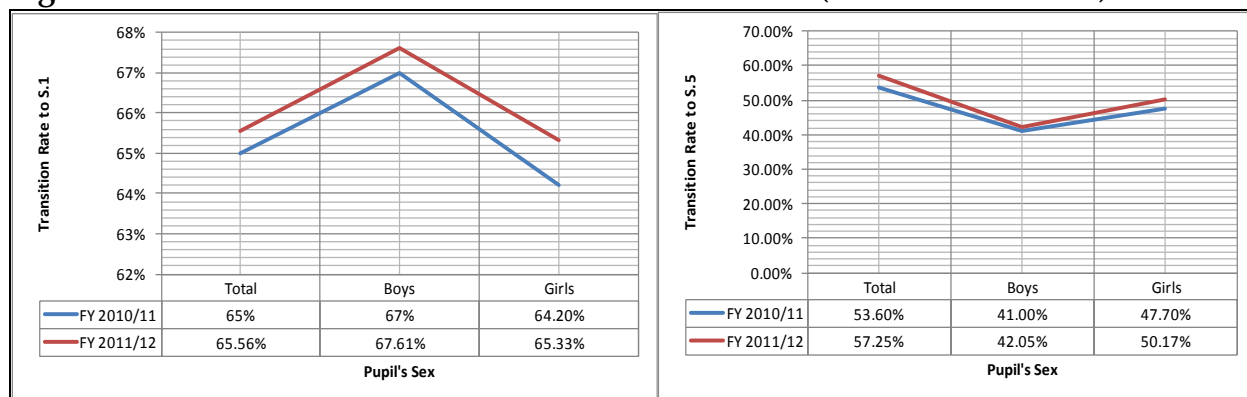
Source: UNEB 2010/11-2011/12

3.7.3 Effectiveness and Efficiency of Secondary Education

3.7.3.1 Transition Rate (S.1 and S.5)

The percentage of students advancing from one education level to another is critical when assessing efficiency. Figure 3.21 below shows transition rates to S.1 and S.5.

Figure 3.21: Senior One and Senior Five Transition rate (FY 2010/11-2011/12)



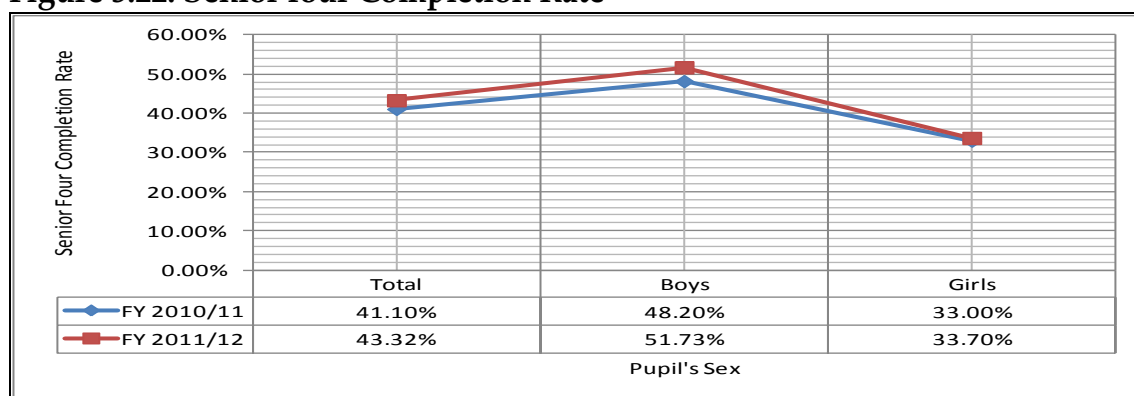
Source: EMIS 2010/11-2011/12

In FY 2011/12, the transition rate to S.1 improved by 0.56 percentage points from 65 percent in FY 2010/11 to 65.56 percent. The improvement was realized among boys and girls with girls improving by 1.13 percentage points as compared to 0.61 percent among the boys. On the other hand, the transition rate to S.5 also increased by 1.76 percentage points (male 1.05%; female 2.47%) points.

3.7.3.2 Senior four Completion Rate

Senior four completion rates refers to the number of students registered for Uganda Certificate of Education Exams expressed as a percentage of the official senior four graduation age (16 years). Figure 3.22 shows the sector's performance as far as completion rates to senior four is concerned.

Figure 3.22: Senior four Completion Rate



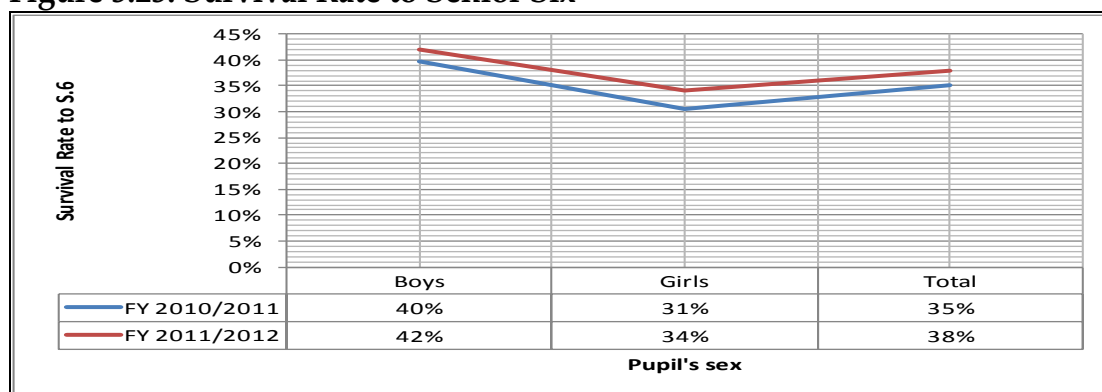
Source: EMIS 2011/12

During the period under review, the senior four completion rate improved from 41.1 percent in 2010/11 to 43.32 percent in 2011/12. Among the attributes of improved senior four completion rates includes the introduction of Universal Secondary Education.

3.7.3.3 Survival Rate to Senior Six

Survival rate to senior six is an indicator used to track progress toward efficiency and effectiveness as far as advanced secondary education is concerned. It refers to the percentage of a cohort of students who enter the first grade of secondary education and reach senior six, regardless of repetition. Figure 3.23 shows survival rates to senior six for the last two financial years.

Figure 3.23: Survival Rate to Senior Six



Source: EMIS 2011/12

The survival rate to senior six improved by 3 percentage points in FY 2011/12 from 35 percent in FY 2010/11 to 38 percent.

3.7.3.4 Retention Rates of USE Students

Universal Secondary Education was designed in a way that minimizes school drop-out. Table 3.8 below illustrates the survival rate of students enrolled under Universal Secondary Education by class.

Table 3.8: Cohort Analysis of USE Students

Class	Sex	2007	2008	2009	2010	2011	2012
S.1	Male	92,388	92,459	88,033	108,599	126,467	125,954
	Female	69,008	71,299	72,080	93,842	110,115	109,831
	Total	161,396	163,758	160,113	202,441	236,582	235,785
S.2	Male		87,627	86,104	81,249	103,897	118,061
	Female		65,267	66,038	65,787	89,836	101,208
	Total		152,894	152,142	147,036	193,733	219,269
S.3	Male			80,152	76,694	78,218	96,076
	Female			58,780	58,553	63,043	80,237
	Total			138,932	135,247	141,261	176,313
S.4	Male				68,097	68,711	69,314
	Female				47,507	49,254	52,697
	Total				115,604	117,965	122,011
Grand Total	Male	92,388	180,086	254,289	334,639	377,293	409,405

Class	Sex	2007	2008	2009	2010	2011	2012
	Female	69,008	136,566	196,898	265,689	312,248	343,973
	Total	161,396	316,652	451,187	600,328	689,541	753,378
Survival rate from S.1 to S.2	Male		94.8%	93.10%	92.30%	95.67%	93.4%
	Female		94.6%	92.60%	91.30%	95.73%	91.9%
	Total		94.7%	92.90%	91.80%	95.70%	92.7%
Survival rate from S.1 to S.3	Male			86.76%	82.95%	88.85%	88.5%
	Female			85.18%	82.12%	87.46%	85.5%
	Total			86.08%	82.59%	88.23%	87.1%
Survival rate from S.1 to S.4	Male				73.71%	74.32%	78.7%
	Female				68.84%	69.08%	73.1%
	Total				71.63%	72%	76.2%

Source: EMIS 2010/11-2011/12

The cohort analysis technique reveals increase in the proportion of students who start senior one and finally complete senior four. Out of 163,758 (male 92,459; female 71,299) students who joined senior one in 2008, 72 percent (74.32% male; 69.08% female) survived to senior four in 2011 leading to a wastage of only 28 percent. This loss includes students who have joined none USE schools, repeaters, drop-outs and those that may have died in due course. In 2011/12, the survival rate from S.1 to S.4 was 76.2 percent (78.7% male; 73.1% female) translating into a %age point improvement of 4.2.

3.8 State of Equal Opportunities in the BTVET Sub Sector

The Ministry of Education and Sports is shifting from offering academic based courses to more competence based skills training, with a holistic approach. The education sector, therefore, is increasing access to technical, business and vocational education through the construction and rehabilitation of institutions. The sector in the pursuit of spreading broad knowledge, job-specific skills and practical knowledge, has come up with specific objectives which include: to attract the girl child towards vocational training and education; strengthen vocational and technical education; carry out construction, renovation and equipping of BTVET institutions; and, increase access to technical education by P7 graduates; non-formal training. It is hoped the Sub Sector will be program special consideration for the marginalised groups.

3.8.1 Access to BTVET

There is gradual increased access to BTVET institutions as revealed by the enrolment growth rates. Students' enrolments under BTVET was 9, 344, Students in 2010/11. In 2012/13, the enrolment had increased to 23,498 as shown in Table 3.9.

Table: 3.9: Enrolment in BTVET institutions

FY	Total	Male	Female
2010/11	9,344	7,575	1,769
2011/12	21,180	16,592	4,588
2012/13	23,498	18,016	5,308

Source: EMIS 2012/13

However, there is still need for affirmative action to ensure that a proportion of the marginalized benefit from the available places.

3.8.1.1 Access to Non-Formal Education

Non-formal skills' training was introduced in the Education and Sports Sector as one of the basic alternatives to address unemployment rates among the youth in Uganda. A total of 23,395 learners registered in FY 2010/2011, in all non-formal schools, while 18,530 were registered in FY 2011/12. There was a gender imbalance of 53.1% in favour of females in FY 2011/12 as indicated in Table 3.10.

Table: 3.10. Enrolment by gender and group under Non-formal

Group	FY 2010/11			FY2011/12		
	Male	Female	Total	Male	Female	Total
Group 1	8,204	9,000	17,204	6,401	6,892	13,293
Group 2	2,233	2,735	4,968	1,423	1,942	3,365
Group 3	943	1,082	2,025	538	711	1,249
Group 4	337	246	583	155	141	296
Group 5	172	158	330	74	73	147
Group 6	113	78	191	55	57	112
Group 7	39	55	94	36	32	68
Total	12,041	13,354	25,395	8,682	9,848	18,530
Percentage	47.4%	52.6%	100%	46.9%	53.1%	100%

Source: EMIS 2011/12

3.8.1.2 Enrolment of Students under the UPPET Program

Implementation of Universal Post Primary Education and Training program was started in BTVET institutions with a total of 3,024 eligible students in year one of which 2,365 were male and 659 female. Since then, the program has been expanding and in the year (2013) 8,206 students enrolled under the program of which 21% were females. Table 3.11 below shows students' enrolment for the period 2007-2013.

Table: 3.11. Enrolment of students under the UPPET program

FY	Total	Male	Female
2007	3,024	2,365	659
2012	7,932	6,362	1,570
2013	8,206	6,462	1,744

Source: EMIS 2013

3.8.1.3 Gender Parity

Following the launch of the gender education sector policy which advocates for equal access to education, a number of female students have been encouraged to compete favorably with boys in many BTVET institutions. Table 3.12 below shows the percentage share of girls in BTVET institutions.

Table 3.12: .Percentage enrolment of girls in BTVET institutions

FY	All BTVET	UPPET
2010/11	29.8%	19.0%
2011/12	18%	19.7%
2012/13	23%	21%

Source: Headcount Report 2013

3.8.2 Efficiency and Effectiveness of the BTVET Sub Sector

3.8.2.1 Retention Rates of Students in Universal Post Primary BTVET Institutions

Like USE, Universal Post Primary Education and Training in the BTVET institutions was designed in a way that minimizes drop-out. Table 3.13 illustrates the survival rate of students enrolled under UPPET by year of study;

Table 3.13: Cohort Analysis of USE students

Year of study	Sex	2007	2008	2009	2010	2011	2012
Year 1	Male	2,365	2,628	2,748	2,742	3,054	2,270
	Female	659	694	615	766	702	567
	Total	3,024	3,322	3,363	3,508	3,756	2,837
Year 2	Male		2,324	2,543	2,400	2,455	2,202
	Female		604	643	572	617	521
	Total		2,928	3,186	2,972	3,072	2,723
Year 3	Male			2,040	2,043	2,066	1,890
	Female			466	490	450	482
	Total			2,506	2,533	2,516	2,372
Grand Total	Male	2,365	4,952	7,331	7,185	7,575	6,362
	Female	659	1,298	1,724	1,828	1,769	1,570
	Total	3,024	6,250	9,055	9,013	9,344	7,932
Survival to Year 2	Male		98%	97%	87%	90%	72.1%
	Female		92%	93%	93%	81%	74.2%
	Total		97%	96%	88%	88%	72.5%
Survival to Year 3	Male			86%	78%	75%	68.9%
	Female			71%	71%	73%	62.9%
	Total			83%	76%	75%	67.6%

Source: EMIS 2010/11-2011/12

Using the cohort analysis technique, 76%, 75% and 67.6% of the students that enrolled in Year one in, 2008, 2009 and 2010 respectively progressed to Year three in 2010, 2011 and 2012 respectively. This translates into a loss of 24 percent, 25 percent and 32.4 percent respectively. This loss includes students who have joined non-UPPET BTVET institutions, repeaters, drop-outs and those that may have died in due course.

3.9 State of Equal Opportunities in Higher Education in Uganda

Higher education subsector includes all institutions of higher learning that comprise of both private and public universities, and other tertiary institutions like the National Teacher Colleges, Business Schools, Technical Colleges and Paramedical Schools.

3.9.1. Regional Distribution of Tertiary Institutions

Equitable distribution of tertiary institutions is critical in ensuring delivery of equal opportunities. Easy access to tertiary education increase chances of attaining employable skills. In addition, the cost of accessing education services at tertiary level also depends on accessibility. Table 3.14 below shows regional distribution of tertiary institutions in Uganda;

Table 3.14: Regional Distribution of Tertiary Institutions

Category	Central		East		North		West		Total
	No	%	No	%	No	%	No	%	
Universities	23	59%	5	13%	4	10%	7	18%	39
Non-University degree awarding	2	75%					1	25%	2
Technical colleges	2	29%	1	14%	2	29%	2	29%	7
Teacher colleges	2	29%	1	14%	3	43%	1	14%	7
Commercial/business	33	55%	5	8%	4	7%	18	30%	60
Management/social development	8	62%	1	8%	1	8%	3	23%	13
Health	10	48%	7	33%	1	5%	3	14%	21
Agriculture/fisheries/forestry	2	50%	1	25%	1	25%			4
Theology	9	64%	3	21%			2	14%	14
Art & design	3	100%							3
Media	4	100%							4
Hotel & tourism	1	33%	1	33%			1	33%	3
Study centers					2	67%	1	33%	3
Survey & land management	1	100%							
Law development	1	100%							
Aviation			1	100%					
Meteorology	1	100%							
Petroleum					1	100%			
Cooperatives			1	50%	1	50%			2
Total	102	54%	28	15%	20	10%	39	20%	188

Source: Education Statistic Abstract 2012

The above table indicates that most tertiary institutions are located in the central region. This has left other regions disadvantaged. Consequently, majority of the students

migrate to the central region in the name of accessing tertiary education. This has been attributed to high population, high income levels, better physical infrastructure and concentration of schools in the region (*Education Statistic Abstract, 2012*).

3.9.2 Enrolment by Gender

According to the Education Statistics Abstract 2010, a total enrolment of 174,375 students (98,062 males and 76,313 females) was registered in all tertiary institutions across the country with a gender imbalance of 56% in favor of male students. While in 2011 a total enrolment of 196,570 students (110,255 males and 86,135 females) was registered in all tertiary institutions across the country with a gender imbalance of 56% in favor of male students (Education Statistics Abstract 2011).

3.9.3 Gross Enrolment Ratio

The Gross Enrolment Ratio for Tertiary Institutions improved by 0.3% points. In 2012, the estimated tertiary going population was 3,602,966 (UBOS 2012) against tertiary enrolment of 196,570 students which translates into a Gross Enrolment Ratio of 5.4% as compared to 5.1% in FY 2010/11 as shown in Table 3.15 below;

Table 3.15: Gross Enrolment Ratio

FY	Male	Female	Total
FY 2010/11	5.8%	4.3%	5.1%
FY 2011/12	5.6%	4.3%	5.4%

Access to tertiary education is still very low with most of the marginalized Ugandans not able to access it. This is due to the high cost, inequitable regional distribution and lack of requirements for eligibility. In this regard, in addition to the current affirmative action such as the 1.5 additional points, government scholarships, the Quota system and the newly approved load scheme, there is need for more interventions to accelerate access to tertiary education among the marginalized Ugandans.

3.10 Gaps, Likely Risks and Recommendations

S/N	Gaps	Likely Risks	Recommendation
Policy Design			
i	Inadequate mandatory inspection of all Early Childhood development centres in districts	<ul style="list-style-type: none"> i. Mushrooming of substandard ECD centers ii. Use of non recommended curricular iii. Discrimination tendencies of the marginalized 	MoES and LGAs should allocate adequate resources to monitor activities of ECD Centers
ii	Inadequate specialized assessment of candidates with disabilities	i. High school dropout among children with disabilities	MoES and LGAs should accord special treatment during academic

		<ul style="list-style-type: none"> ii. Chronic Poverty among PWDs iii. Poor academic performance among PWDs 	assessment for children with special needs.
iii	Absence of a clear policy on quality assessment at all levels. Current assessment methods do not measure innovations and only require learners to reproduce what they have crammed.	<ul style="list-style-type: none"> i. Low levels of innovation ii. Low talent development iii. Un employment 	The National Curriculum Development should design an assessment package which can look at a number of areas as far as assessment is concerned to promote innovation.
Pre-Primary Sub Sector			
i	<p>A big percentage of children do not have opportunity to attend early childhood education (ECE).</p> <p>Regionally, children from the central have better opportunities to access ECD centers than other regions more especially the northern region.</p>	<ul style="list-style-type: none"> i. Inequality of knowledge levels upon enrolment in P.1 <p>Regional inequality in knowledge levels. Children in the favored will continue to outperform those in unfavored regions</p>	The MoES and LGAs should introduce an ECD centre in all Government schools.
ii	ECD data not disaggregated by ethnic minorities	<ul style="list-style-type: none"> i. Non responsive budgets to equal opportunities ii. Continued marginalization 	MoES and LGAs should disaggregated ECD data to integrate issues of ethnic minorities.
iii	Children from the urban areas have a better opportunity to access ECD centers than those from rural areas who constitute the majority	<ul style="list-style-type: none"> i. Rural Urban inequality in knowledge levels. Children in the urban areas will continue to outperform those in rural areas ii. Towns will continue to be congested as parents seek for better education services and this disfavors the poor 	i. Equitably expand pre-primary education in all regions of the country
iv	Infrastructural development in the Pre-primary subsector is still poor more especially in	<ul style="list-style-type: none"> i. School accidents during heavy storms 	i. Set and monitor equal opportunities responsive pre-school construction standards

	the rural areas		
v	Regarding the teaching professional in the ECD centers, females have more opportunities than their male counterparts. This could perhaps be attributed to the stereotype that childcare is more of a female role than the male.	<ul style="list-style-type: none"> i. Building of a wrong perception among children that female care givers are the only ones able to teach pre-school. ii. Learners will miss out the male figure in due course of their mentorship iii. Promotion for gender inequality 	<ul style="list-style-type: none"> i. Encourage men to pursue pre-school training courses. ii. Admit equal numbers of males and females for pre-school training courses
Primary Sub-Sector			
i	There is inclusive Primary Education but with a mismatch in the availability of learning and teaching materials for SNE children	i. Children with Disabilities will continue dropping out of school, repeating grades, failing to complete primary and performing poorly in PLE	i. The MoES and LGAs should respond to the learning needs of both SNE and non SNE children
ii	Most of the infrastructures in primary schools are not responsive to the different abilities of the children. Eg lack of ramps	i. Repetition, dropout, completion and survival rates may be hard to improve	MoES and LGAs should ensure construction of accessible infrastructure eg. Accessible sanitary facilities
iii	Low levels of learning outcomes associated with regional disparities	<ul style="list-style-type: none"> i. Inequalities in regional performance ii. Regional un employment due to poor skills and low grades 	i. The MoES should prioritize equitable and quality education in all regions of the country
iv	Lack of a clear school feeding program	i. Repetition, Absenteeism, academic performance dropout, completion and survival rates may be hard to improve	i. MoES, Parliament and LGAs should come up with a clear and mandatory school feeding policy more especially in the government UPE schools
v	Lack of gender responsive school health facilities	i. High absenteeism and dropout among the girl children	i. MoES, MoH and LGAs should design and implement gender responsive health

			facilities
Secondary Sub-Sector			
i	Inequitable Access to secondary Education	<ul style="list-style-type: none"> i. Youth un employment increase ii. Un balanced development iii. Future Population dissatisfactions which may lead to riots iv. Increase in crime rates 	MoES and LGAs should improve the quality of primary education to enable candidates to easily access secondary placement
ii	Geographical disparities. Regionally, the central & eastern region, have the highest number of students enrollment, with the North lagging behind, and particularly Karamoja region in the north-east	<ul style="list-style-type: none"> i. Congestion in the Central Region Schools 	MoES and LGAs should ensure affirmative action for districts with limited secondary school services.
iii	Inclusive Secondary Education with a mismatch in the availability of learning and teaching materials for SNE and Non SNE children	<ul style="list-style-type: none"> i. Students with Disabilities will continue dropping out of school, repeating grades, failing to complete Secondary and performing poorly in UCE/UACE 	<ul style="list-style-type: none"> i. The MoES and LGAs should respond fairly to the learning needs of both SNE and non SNE students

CHAPTER FOUR
STATE OF EQUAL OPPORTUNITIES IN THE HEALTH SECTOR



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STATE OF EQUAL OPPORTUNITIES IN THE HEALTH SECTOR

4.0 Introduction

The development of any country is often reflected in the health state of her population. There is need for citizens of any country to equally enjoy health services of their country without subjection to discrimination and marginalization. However, a glance at Uganda's health status indicates that women, children, youths, orphans, the older persons and PWDs face a lot of challenges in accessing health services.

4.1 International Commitments on Health

Uganda is signatory to a number of regional and international conventions geared towards ensuring equal opportunities in the access to health services;

- i. The Universal Declaration of Human Rights,
- ii. The International Covenant on Economic, Social and Cultural Rights,
- iii. The Convention on the Rights of the Child,
- iv. The Convention on the Rights of Persons with Disabilities,
- v. The Convention on the Elimination of All Forms of Discrimination Against Women,
- vi. The African Charter on Human and Peoples Rights,
- vii. The African Charter on the Rights and Welfare of the Child, and
- viii. The Protocol to the African Charter on Human & Peoples Rights.

4.2 Overview of Policy, Legal and Regulatory Frameworks

4.2.1 The Policy Framework in the Health Sector

The Ministry of Health has various policies and strategic plans to guide the delivery of health services to all Ugandans. These include; the National Health Policy, the National Adolescent Health Policy, the National Policy Guidelines and Service Standards for Sexual and Reproductive Health and Rights and the Reproductive Health Policy among others. The strategic plans include; the Health Sector Strategic Investment Plan (HSSIP III 2010/11 – 2014/15), and the National Development Plan (NDP) 2010/11-2014/15.

4.2.2 Legal and Regulatory Framework

The Constitution of the Republic of Uganda does provide under objective XIV (b) that the state shall endeavor to fulfill the fundamental rights of all Ugandans to social justice and economic development and shall, in particular ensure that all Ugandans enjoy rights and opportunities and access to education, health services, clean and safe water, work, decent shelter, adequate clothing, food security and pension and retirement

benefits. More specifically, Objective XX provides that the state shall take all practical measures to ensure the provision of basic medical services to the population.

The Constitution is supplemented by various laws particularly the Public Health Act, the Local Governments Act (Cap.243) and the Food and Drug Act among others.

4.3 Financing of the Health Sector

The level of budget allocation to the health sector has significant bearing on the extent to which the government can meet the health needs of her population, and more especially the most marginalized groups. In Uganda, however, although overall budget allocations have increased over the years since reforms were undertaken in the 1990s, presently from FY 2010/11, the health sector has been experiencing reductions in budgetary allocations, as Table 4.1 below illustrates. The reductions have been attributed to donor cuts. Budget cuts, however, have serious implications on the extent to which the national health objectives can be realized.

Table 4.1: Budget Allocations in the Health Sector

FY	GoU funding (in billions)	Donor project & GHIs (in billions)	Total (UGX in billions)	Per Public expenditure	GoU health expenditure as % of total gov't expenditure
2009/10	435.8	301.8	737.6	24,423	9.6
2010/11	569.56	90.44	660	20,765	8.9
2011/12	593.02	206.10	799.11	25,142	8.3
2012/13	630.77	221.43	852.2	23,756	7.4

Source: AHSPR 2012/13

With this kind of trend in budget allocations, it means that Uganda is yet to meet the Abuja target of 15% budget share of the national budget. Consequently, the marginalized have a high financial burden towards health services.

4.4 Access to Health Services and Facilities by marginalized groups

The implementation of strategies to improve access to health services among the marginalized in Uganda has yielded varying results.

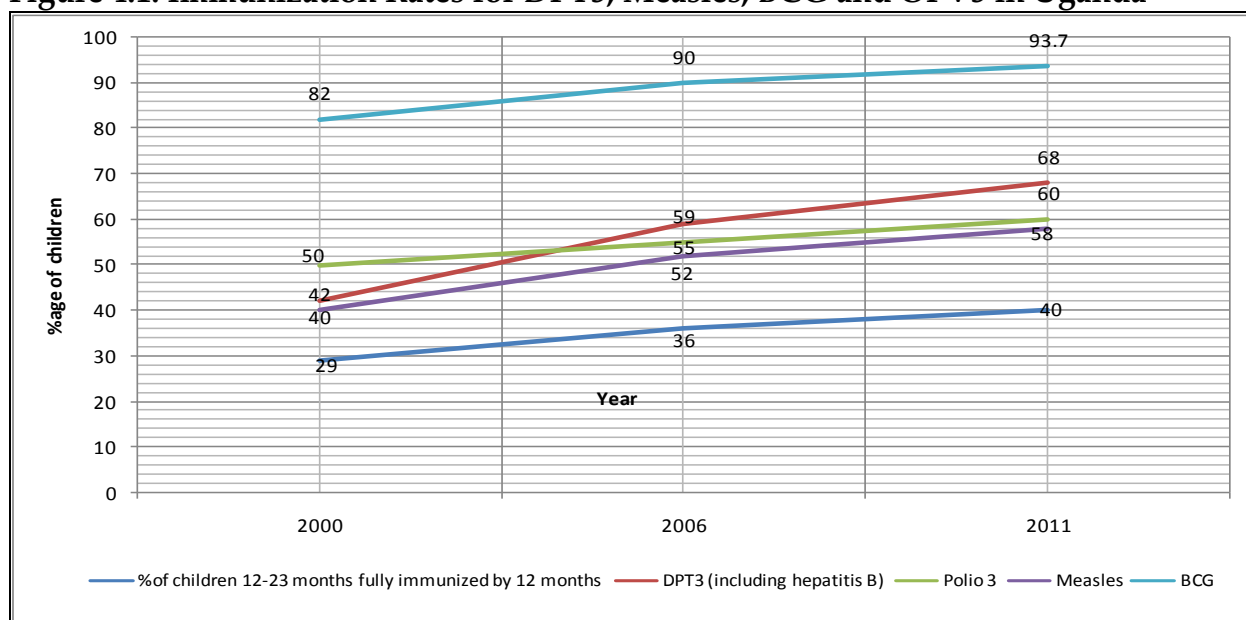
4.4.1 Orphans and Children

Realizing child health involves medical practice with a focus on providing holistic care to infants, children and adolescents. There is a strong relationship between a child's health and his or her performance in school. There has been an overall improvement in Uganda's Child health indicators (immunization rates, nutrition status, child mortality and infant Mortality) in the last ten years (UBOS, 2011).

4.4.1.1 Immunization

According to the WHO a child is considered fully vaccinated if he or she has received a BCG vaccination against tuberculosis, three doses of DPT vaccine to prevent diphtheria, tetanus, and Pertussis, at least three doses of polio vaccine, and one dose of measles vaccine. These vaccinations should be received during the first year of life. Figure 4.1 below shows rates of Uganda's immunization trends

Figure 4.1: Immunization Rates for DPT3, Measles, BCG and OPV3 in Uganda



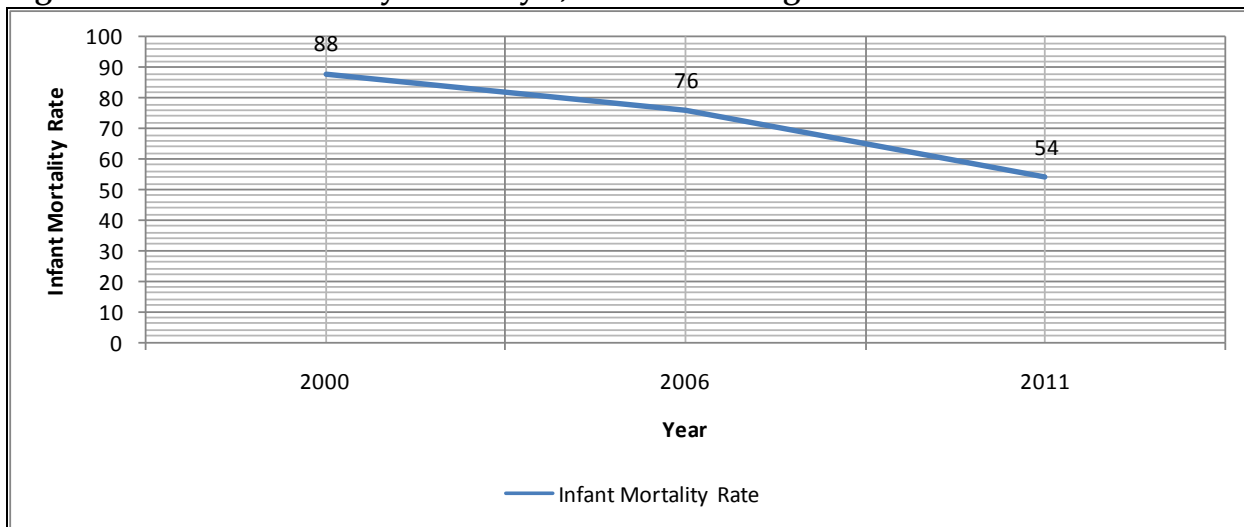
UBOS, August 2012; Uganda Demographic and Health Survey 2011

With exception of immunization against measles, there has been an increase in immunization coverage of children aged between 12-23 months against the common killer diseases such as polio, tuberculosis, tetanus and diphtheria over the years. More improvement has been registered under OPV3 and DPT3.

4.4.1.2 Infant Mortality in Uganda

The Infant Mortality Rate (IMR) has been declining and this is attributable to improved health service delivery and other community health interventions. Figure 4.11 shows infant mortality declined from 88 for every 1,000 births in 2000, to 76 in 2006. This translates into a reduction of 12 deaths for every 1,000 infants below the age of one year. In 2011, the rate improved further to 54.

Figure 4.2: Infant mortality for every 1,000 births in Uganda 2000-2011

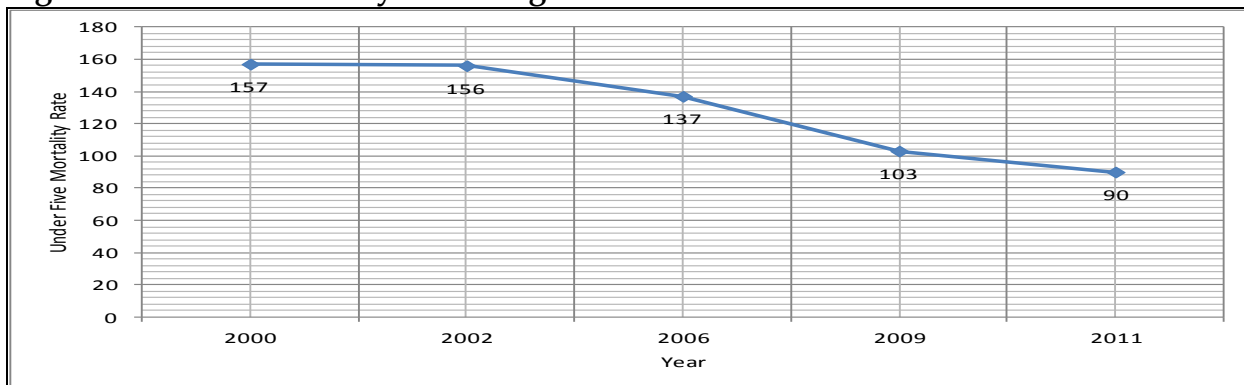


Source: UBOS, August 2012; Uganda Demographic and Health Survey 2011

4.4.1.3 Under Five Mortality Rate

The under-five mortality rate has registered a decline from 158 deaths per 10,000 live births in 2001, to 90 deaths per 10,000 live births in 2011. Figure 4.3 shows child mortality trends in Uganda for the period 2000-2011.

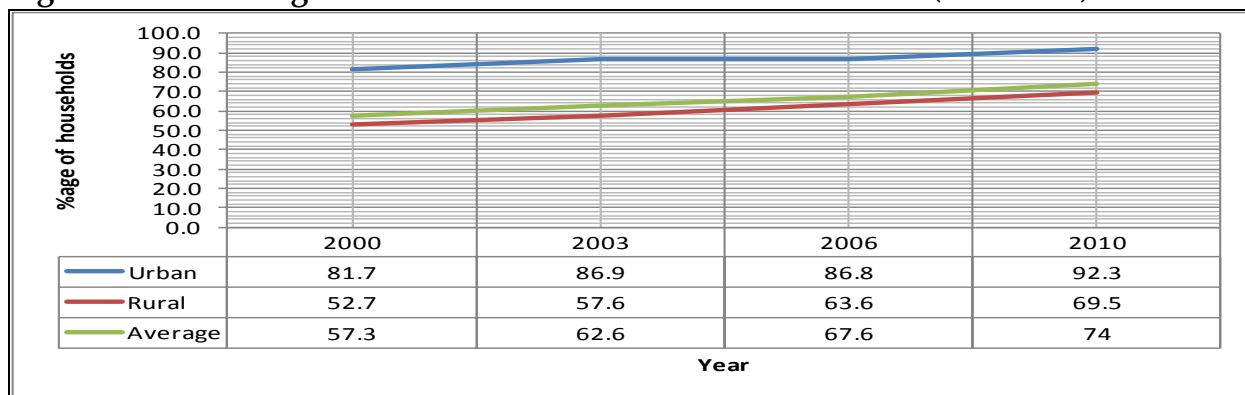
Figure 4.3: Child Mortality rate in Uganda 2000-2011



4.4.1.4 Access to safe drinking water

The MDG targets to halve the proportion of the world's population without sustainable access to safe drinking water and basic sanitation by 2015. In Uganda, the National Development Plan projects that 89 percent of the population will have access to safe water by the financial year 2014/2015. Figure 4.4 below shows Uganda's progress in making safe drinking water accessible;

Figure 4.4: Percentage of households with access to clean water (2000-2010)



The proportion of households with access to safe drinking water was 57.3 percent in 2000 and by 2003 the proportion had increased to 62.6 percent. In 2006 and 2010, 67.6 and 74 percent of the households in Uganda had access to safe drinking water. However, there still lies a big gap among the rural poor where majority of the children stay. Government inventions have helped a lot in improving access but a lot remains to be done to save lives more especially the children.

4.4.1.5 Child Nutrition in Uganda

The nutrition status of children shows a decline, with the number of stunted and wasted children in the country, recording an increase, compared to previous years. For instance, the number of stunted children increased from 39 percent in 2001, to 47 percent in 2011. Also, the percentage of wasted children rose from 4 percent in 2001, to 7 percent in 2011. However the number of underweight children dropped from 23 percent in 2001, to 17 percent in 2011. Also, the prevalence of anemia in children dropped from 73 percent in 2006, to 49 percent in 2011. Poor nutrition places children at an increased risk of morbidity and mortality and is also associated with the mental development of a child especially those aged less than 5 years.

The Uganda Child Survival Strategy estimated that malnutrition directly and indirectly contributes to up to 60 percent of child mortality, making malnutrition one of the most significant contributors to childhood mortality in the country. The prevalence of malnutrition among children under 5 varies significantly by region in Uganda as highlighted in the 2006 UDHS below:

Table 4.2: shows the regional distribution in the prevalence of stunting, underweight and wasting.

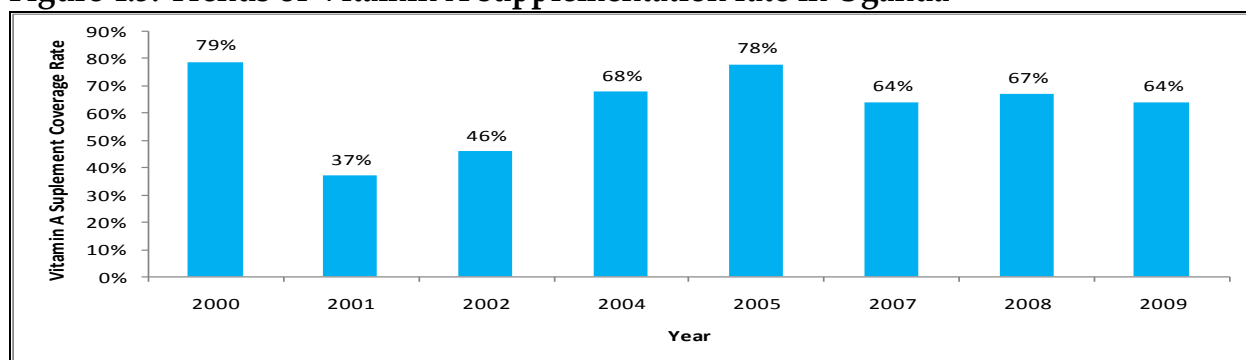
Region	Stunting		Underweight		Wasting	
	Severe	Severe & Moderate	Severe	Severe & Moderate	Severe	Severe & Moderate
Central 1	15	39	4	13	3	5
Central 2	8	30	2	8	1	3
Kampala	8	22	3	10	4	7
East Central	11	38	6	23	5	10
Eastern	13	36	2	11	1	3
North	17	40	7	22	2	7
West Nile	15	38	5	17	2	8
Western	18	38	3	15	0	5
South West	23	50	5	19	3	9
IDP	14	37	5	20	2	6
Karamoja	25	54	14	14	4	4
National	15	38	4	16	2	6

Source: UBOS

4.4.1.6 Vitamin A supplementation coverage rate

Vitamin A supplements reflects protection level of children aged 6–59 months. Progress for this indicator is tracked using an agreed-upon UNICEF indicator for vitamin A supplementation coverage: Vitamin A supplementation refers to the percentage of children ages 6-59 months old who received at least one high-dose vitamin A capsule in the previous six months. Figure 4.5 below shows trends of Vitamin A supplementation rate in Uganda

Figure 4.5: Trends of Vitamin A supplementation rate in Uganda



Source: United Nations Children's Fund, State of the World's Children.

Vitamin A supplementation coverage rate in Uganda was 79 percent as of 2000. In 2001, there was a drastic decline to 37 percent. However, the later years (2002-2005) depicted improvement with the years 2007, 2008 and 2009, depicting a relatively stable trend.

4.4.2 Youths

Many youth in Uganda face a number of challenges regarding their Health. Although there have been efforts to target the youths especially through adolescent RH services, many of them continue to face a number of challenges. Early sexual involvement of girls has led to unplanned and unwanted pregnancy with evidence of high incidence of unsafe abortions and its related complications. There is poor access to family planning services with unmet demand estimated at 41% by the youths, a low contraceptive prevalence rate of 24% and early childbearing with 25% of adolescents being pregnant before the age of 19. Despite high levels of awareness, youths find it hard to access RH services, for fear of being questioned because they are still young.

4.4.3 Women

4.4.3.1 Maternal mortality ratio

According to the MDG report MMR has stagnated. There is no reduction. This means that among the marginalized groups access to maternal health services is poor. Access to maternal health services is often determined by availability of services, access to qualified health staff, transportation, education and income besides the triple roles of women which cause delays to seek care. Yet most of the women and young girls lack productive resources, it means their access to maternal health services continue to be poor. Maternal mortality ratio decreased from 524 deaths per 100,000 live births in 2000-01 to 418 deaths in 2006, but increased to 438 deaths per 100,000 live births in 2011. At that ratio, it is unlikely that by 2015, 131/100,000 live birth as the target will be achieved.

Between 2006 and 2011 there was a large increase in the proportion of births assisted by a trained health worker, from 42% to 58%. There has also been an improvement in access to care after childbirth, with 33% of women receiving postnatal care within two days following delivery in 2011, compared to 27% in 2006. The contraceptive prevalence rate has doubled from 15% in 1995 to 30% in 2011, which has lessened maternal and infant health risks by preventing unintended or closely spaced pregnancies and has helped to reduce the adolescent birth rate

The main factors responsible for maternal deaths have long been established to be the three delays - delay to seek care, delay to reach facilities and intra-institutional delay to provide timely and appropriate care. The first two delays have a gender dimension in that many pregnant women may have to consult or request for financial support and other support from their husbands to seek health care. Slow progress in addressing maternal health problems in Uganda is also due to lack of human resources, medicines and supplies and appropriate buildings and equipment including transport and communication equipment for referral.

It is also important to note that the stagnation in achieving the MDG of reducing MMR in Uganda besides being attributed to poor availability of services, it is also due to the nature of women's work and its impact on access to RH services. The triple burden of household chores, childcare and agricultural work limits time for women to attend health care facilities, which often implies long traveling and waiting times. All the above contribute to women's limitation in accessing RH services.

4.4.4 Older Persons

The study of the Health Needs of Older Persons by the MGLSD in 2002 indicates that older persons are the worst hit by food insecurity and poor nutrition. They mainly feed on carbohydrates and take only one meal a day. Inadequate food intake and poor diet, pre-disposes older persons to; malnutrition, ill health, emaciation and chronic energy deficiency. Nutrition research and interventions tend to focus on the needs of under-fives, lactating mothers and other younger population groups. This focus has resulted in a failure to acknowledge the food and nutritional needs of older persons. In addition, the nutrition assessments and training curriculum exclude older persons.

The Study on Social Protection in Uganda (2002) asserts that ill-health is a major source of worry and stress among older persons. Common health problems of the older persons include hypertension, stroke, diabetes, heart diseases, trachoma and blindness that often lead to complications and permanent incapacitation. Poor health reduces the capacity of older persons to generate income, curtails their productivity and compels them to depend on other people. Older persons can hardly afford the costs of travelling to the health facilities at the sub-district or in urban centres where they could access the comprehensive Uganda National Minimum Health Care Package (UNMHCP) provided by the Health Sector. Their health problems are compounded by lack of money for seeking treatment or buying drugs from private medical facilities or pharmacies. This is further exacerbated by lack of geriatricians.

The breakdown of community resource systems has led to isolation of older persons and inactive ageing. As a result they suffer from stigma, physical abuse, stress, discrimination, neglect and chronic poverty. There is need to provide psychosocial support to the older persons in the communities through provision of quality counseling services and referrals.

A study conducted by the MGLSD in 2002 indicated that 42.8% of older persons use boreholes while the majority (59.2%) uses water from other sources. The Uganda Reach the Aged Association Report (2005) indicates that older persons who cannot travel long distances use contaminated water, which puts their health at risk. These reports indicate that limited access to safe water, long distances to water sources and poor environmental sanitation are some of the root causes of ill health among older persons.

Apart from pit latrine coverage being low in most communities, they are not old age user-friendly as older persons usually have difficulty in squatting.

4.4.5 Persons With Disabilities (PWDs)

In the Constitution of the Republic of Uganda, the right to health is contained in objective XIV which provides that all Ugandans must have access to health services. The PWD Act 2006 recognizes the right of persons with disabilities to enjoy the same rights with other members of the public in all health institutions including general medical care. Section 8 goes on to provide for the duty of government to provide special health services required by persons with disabilities including providing access to reproductive health services which are relevant to women with disabilities. In addition, the government of Uganda has developed a National Disability Policy (2006) to promote effective health service delivery to persons with disabilities.

The Ministry of Health has a disability prevention and rehabilitation sector responsible for developing policies and guidelines for reducing the incidence of disability. Providing rehabilitation and promoting access to health services by persons with disabilities. Despite the various government interventions, PWDs' access to health services remains limited due to lack of accessibility mechanisms for PWDs. Within clinics there is lack of ramps, information and communication materials in Braille, large print, simple language, and pictures and lack of sign language interpreters.

PWDs' access to health services is limited by problem of long distances to health centres. In addition due to poor enforcement on the requirements for health centres to build ramps and other mechanisms to ensure accessibility by PWDs, most health centres still do not have these accessibility mechanisms for PWDs. They also lack adequate equipment, space and technical staff. Many marginalized groups and individuals have either limited or no access to health services as and when needed. As such, diseases continue to cause death to the most disadvantaged both in rural and urban areas. In addition, some health-care service providers have negative attitudes towards clients with disabilities; providers' lack of knowledge and skills about persons with disabilities; lack of coordination among health care providers; and inadequate funding for programmes that target persons with disabilities.

A study carried out in the four districts of Iganga, Mukono, Arua, and Mbarara by Lwanga Ntale, (2003) reported that disabled teenagers, especially as they explore and discover their sexuality find it extremely difficult to find boyfriends or girlfriends, which in turn make them vulnerable to any willing sexual partners, sometimes carrying with them the risk of HIV/AIDS. Several reports, however, also mention men who only want to explore the sexuality of a disabled person but have no intention of entering into long-term relationships. With regard to women with disability, Lwanga Ntale (2003) observed that their vulnerability is due to their lack of permanent marriage partners;

inability to defend themselves in case they are attacked, sometimes raped; themselves seeking to have a child at any cost and with anybody able and willing to father the child; inability to make firm decisions on matters of sexuality due to powerlessness resulting from various forms of social discrimination; many are made to believe that they are simply being helped to satisfy their sexual desires. All these challenges compound with their limited access to productive resources, and render them unable to access RH services. This therefore calls for sensitization about the plight of PWDs, and ensure that they access the services.

4.4.6 Persons Living with HIV/AIDS

According to the UNAIDS Report of 2012, 7.2 percent of Uganda's population is living with HIV. This amounts to an estimated 1.4 million people, which includes 190,000 children. An estimated 62,000 people died from AIDS in 2011 and 1.1 million children have been orphaned by Uganda's devastating epidemic.

HIV prevalence has been rising since its lowest rate of 6.4 percent in 2006. New infections are diagnosed in 150,000 people a year, of whom 20,600 are children. Despite this, the 2012 life expectancy of 55 years is nine years higher than the expectancy in 2000, likely to be a result of greater access to treatment for people living with HIV.

The HIV prevalence rate amongst women in Uganda is 7.5% compared to 5% among men. According to the UDHS of 2006, 21% of married women say they cannot refuse sex, while 46% of them say they cannot ask their husbands to use a condom. Young women and girls are also vulnerable to infection, especially those affected by conflict and violence. Almost as many women as men are now dying from AIDS. However, there are differences between women and men in the underlying causes of infection. These stem from biology, sexual behavior and socially constructed gender differences between women and men in roles and responsibilities, access to resources and decision-making power, as number of studies have shown.

Unacceptably high maternal mortality rate of malnutrition and high prevalence rate of HIV/AIDS are indicators of the inequalities in access and utilization of health services. Specifically, access and utilization of Health services by marginalized groups like the disabled and the elderly is hampered both at the policy and operational levels. The impact of HIV/AIDS to the elderly and orphans is not only devastating but also exacerbates the gravity of poverty. Despite Government attempting to provide a National Minimum health Care Package in delivery of health services, age related diseases are not adequately addressed due to negative attitudes, lack of specialized trained personnel in geriatrics, unfriendly infrastructure, distances to health units, high cost of drugs and lack of assistive devices.

The number of children affected by infant mortality due to HIV/AIDS has increased. The epidemic's impact is particularly hard on women and girls as the burden of care usually falls on them. Girls drop out of school to care for sick parents and for younger siblings. Older women often take on the burden of caring for the ill adults, children and later, when they die, adopt the parental role for the orphaned children. They are also often responsible for producing an income or food crops to sustain their households. Older women caring for orphans and the sick adults may be stigmatized socially because of AIDS related discrimination. When women become HIV positive, they are often rejected. Therefore issues of marginalization for HIV/AIDS affected and infected people need to be dealt with to improve the situation of the most vulnerable.

The HIV/AIDS pose a challenge to the Ugandan society and has had a devastating impact on older persons. They are sexually active, caretakers of HIV and AIDS patients and many are sexually assaulted. Lack of support or approval from family members for widowed older persons to re-marry leads them to secret sexual engagements, which exposes them to HIV infection. Most of the traditional healers and traditional birth attendants (TBAs) are older persons. They are not targeted for support in terms of access to information on or protection from HIV and AIDS in the course of providing assistance to patients. As a result they are at a risk of contracting HIV.

4.4.7 Ethnic Minorities

There is limited statistics on the levels of access and use of health services by ethnic minorities. Studies indicate that access to health services by ethnic minorities has been regarded as appalling. It is noted that in many cases, members of ethnic minorities rely on their traditional knowledge of medicinal herbs. Ethnic minority groups are often not planned for in the public health system. While infant mortality rates are high in Uganda, and life expectancy rates are low, the situation is worse for minorities. For example, among the Batwa women of Kisoro, studies report that there are two still births out of every dozen live births (*with an infant mortality rate of 17 per cent*) and only five out of 10 children reach their first birthday. Further, out of those five children, few reach their fifteenth birthday.

These figures are far worse than the national averages, i.e. an 11% infant mortality rate, and an 18% chance of dying before the first birthday (Universal Periodic Review Joint Submissions for Uganda Submitted to the Human Rights Council by CSOs (2011) originally from Kabanukye.K. (1995)). There is need to take all necessary action to ensure that the health rights of ethnic minority groups are protected, through taking health services nearer to them such as well equipped health centers as well as medical workers. In addition, there is also need to sensitize these ethnic groups on nutrition, sanitation and hygiene.

Government, through the MoH, has made concerted efforts to implement the HSSIP. The main aim of this investment plan is improving access to the minimum health care. Despite these interventions, access to health services by the marginalized groups still poses some challenges.

Gaps, Likely Risks and Recommendations

S/N	Gaps	Likely risks if not addressed	Recommendation
i.	Inequitable access to health services	<ul style="list-style-type: none"> i. Low life expectancy ii. High mortality rates iii. High morbidity rates 	Widen access to health services by the marginalized groups (<i>Bring services nearer to the people</i>)
ii.	Low quality/lack of user friendly hospital materials and infrastructure	<ul style="list-style-type: none"> i. Community will abandon seeking medical services ii. Limited access to health services by the marginalized groups iii. Continued use of traditional herbs and herbalists iv. Continued practice of self medication 	<ul style="list-style-type: none"> i. Improve the quality of services provided to clients ii. Acquire quality and user friendly hospital materials and infrastructure.
iii.	Inadequate human resource	<ul style="list-style-type: none"> i. Poor service delivery 	<ul style="list-style-type: none"> i. Better remuneration and welfare ii. Mainstreaming sign language in the Health Training curriculum
iv.	Limited statistical data on access to health services among the marginalized groups	<ul style="list-style-type: none"> i. Poor or no planning and budgeting for the marginalized groups 	<ul style="list-style-type: none"> i. The MoH and LGAs should work hand in hand with UBOS to collect disaggregated data on access to health services among the marginalized groups

CHAPTER FIVE
STATE OF EQUAL OPPORTUNITIES IN THE
IMPLEMENTATION OF THE NATIONAL AGRICULTURAL
ADVISORY SERVICES



His Excellency, the President of the Republic of Uganda Tours a Pineapple Garden for one of the NAADS Farmers in Luwero District

CHAPTER FIVE

STATE OF EQUAL OPPORTUNITIES IN THE IMPLEMENTATION OF THE NATIONAL AGRICULTURAL ADVISORY SERVICES

5.0 Introduction

Agriculture is the back bone of Uganda's economy. The Sector contributes to the Gross Domestic Product (GDP) as well as provide employment for the marginalized. In the FY 2010/11 the agriculture sector contributed 22.5% to the GDP compared to 23.8% in 2009/10. In 2011/12 the sector recorded an annual growth of 3% with the cash crop sub-sector growing at 16.2% and food crop at 1%. The food crop sub-sector accounts for over 50% of the sector (Background to Budget 2012/13). In terms of employment, 66.5% (UNHS 2012/13) of the working population is employed in the agriculture sector.

The marginalized groups dominate Uganda's Agricultural Sector. Available studies indicate that over 80% of women depend on agriculture production. In rural areas the percentage is over 85% dependent on agriculture as the main source of livelihood either as pure subsistence or with little commercial farming. The majority of subsistence farmers are poor men and women faced with many constraints that limit them to subsistence agriculture such as; lack of knowledge and skills, lack of credit, lack of information about what to produce and how to produce to earn more money, HIV/AIDS, malaria, insecurity and poor yields as a result of use of rudimentary technologies (FOWODE 2012).

The mandate of EOC is to monitor and evaluate how the various Government Sectors including Agriculture ensure equal opportunities for all the marginalized groups to access services. The subsequent sections of this chapter assess whether the NAADS programme is meeting equal opportunities for all people especially the marginalized groups.

5.1 Overview of Policy, Legal and Regulatory Frameworks of the NAADS Programme

The agriculture sector has in place various policies, legal, and regulatory frameworks to enable all people to access agricultural services. In effect all these frameworks provide mechanisms for the realization of equal opportunities among the marginalized groups to have access and use of services in the agriculture sector.

5.2 International and Regional Commitments

5.2.1 Comprehensive Africa Agriculture Development Program (CAADP)

Uganda is signatory to the Maputo Declaration on the Comprehensive Africa Agriculture Development Programme (CAADP). CAADP is an initiative of the New Partnership for Africa's Development (NEPAD), itself an initiative of the African Union. The main goal of CAADP is to help African countries reach a higher path of economic growth through agriculture-led development on the basis of a set of key principles and targets.

The CAADP requires all subscribing countries to ensure Agriculture-led growth as a main strategy to achieve the Millennium Development Goal (MDG) of halving poverty and hunger by 2015; it requires countries to allocate at least 10% of the national budget to agriculture; governments to ensure the pursuit of a 6 percent average annual growth rate for the agricultural sector. In Uganda, the DSIP is the foundation document for the CAADP; its implementation has to ensure the achievement of both the national and CAADP outcomes and targets.

5.2.2 Millennium Development Goals (MDGs)

Uganda is party to the MDGs, hence it is required to meet the set targets. MDG No.1. is about the Eradication of Extreme Poverty and Hunger. The targets of MDG No.1. include:

- i. Target 1.A: Halve the proportion of people whose income is less than one dollar a day by 2015;
- ii. Target 1.B: Achieve full and productive employment and decent work for all, including women and young people; and
- iii. Target 1.C: Halve the proportion of people who suffer from hunger by 2015,

5.3 National Policy and Legal and Regulatory Frameworks

5.3.1 Policy Framework

With regard to policy environment, the agriculture sector has been shaped by the Plan for Modernization of Agriculture (PMA). PMA was a multi-sectoral policy framework for agriculture and rural development. PMA covered 7 pillars, with National Agriculture Advisory Services (NAADS) being one of them. The objectives of PMA were to increase incomes and improve the quality of life of poor subsistence farmers, improve household food security, provide gainful employment, and promote sustainable use and management of natural resources. By referring to poor subsistence farmers, in effect PMA's intention was to target the vulnerable groups who are the majority involved in agriculture. NAADS as one of the pillars of PMA was created to

coordinate the provision of services and ensure that all the marginalized groups in farming access the services.

The overall policy framework for socioeconomic and political development in Uganda for the period of 2010/11 – 2014/15 is the National Development Plan (NDP). The NDP envisages the agriculture sector as an engine for employment creation, poverty reduction and industrialization. The NDP recognizes agriculture as one of the key productive sectors driving the economy.

Currently, NAADS like all other programmes and policies have been redefined in the Agriculture Sector Development Strategy and Investment Plan (DSIP) 2010/11-2012/15, which has galvanized all previous and current policies within the agriculture sector in a harmonious manner. The DSIP guides all stakeholders on the set sector priorities for the five years and defines spending plans for each financial year under the Medium Term Expenditure Framework. The DSIP 2010/11 – 2014/15 highlights government's commitment to providing agricultural services to all farmer categories, ensuring equitable service delivery across the country, and paying special attention to women and youth.

Besides the DSIP, in 2010 the agriculture sector embarked on the drafting of the National Agricultural Policy (NAP). The NAP is guided by six principles that are derived from the country's experiences, with lessons learned from the PEAP, the PMA, and the Local Government Act. Two of the six principles are specific about vulnerable groups such as: *Agricultural development services will be provided to all farmer categories as individuals or in groups, ensuring gender equity; and Government interventions will pursue growth and equity. In so doing agricultural interventions will be balanced across the different regions, agricultural zones and across gender. Where necessary, government shall pay special attention to parts of the country with specific needs and marginalized groups.*

Therefore, all the policy and strategic frameworks within the agriculture sector, right from the PMA, NDP, DSIP and the NAP aim at ensuring that all people involved in the agriculture sector, especially the marginalized groups, access services as articulated in NAADS programme.

5.3.2 Legal and Regulatory Frameworks

The non discriminatory constitutional and legal framework for the management of agricultural services in Uganda is prescribed in the Constitution 1995 National Objective and Directive Principles of State Policy, Obj.XXII, Article 189 and the Local Governments Act 1997 Sections 97 and 98. These legal and regulatory frameworks vest the following responsibilities for Central Government under the Agricultural Sector:

- i. Setting National Standards;

- ii. Formulating Agricultural Policy(ies);
- iii. Making National Plans for the Provision of Services and Co-coordinating Plans Made by Local Governments;
- iv. National Research Policy;
- v. Control and Management of Epidemics and Disasters;
- vi. Monitor and Co-ordinate Government Initiatives and Policies as they Apply to the Local Governments;
- vii. Co-ordinate and Advise Persons and Organizations in Relation to Projects Involving Direct Relations with Local Governments;
- viii. Assist in the Provision of Technical Assistance to Local Governments;
- ix. Inspection, Monitoring and Technical Advice, Support Supervision and Training.

5.4 Financing of the Agriculture Sector

Public expenditure in the sector has declined significantly over the previous financial years. The share of the sector has ranged between 3% - 5.3% of the national budget over the years. Low public funding has contributed to a decline in Uganda’s agricultural output and productivity. Apparently, Uganda’s agricultural annual growth rate is still below 6 percent¹³. Table 5.1 below shows the budget allocation to the Ministry of Agriculture and Fisheries for the period 2009/10-2012/13.

Table 5.1: Financing of the Ministry of Agriculture and Fisheries Sector

FY	Allocation UGX bn	% share of Budget
2009/10	310.7	4.7%
2010/11	366	5.0%
2011/12	434.0	4.5%
2012/13	585.3	5.25%

MoFPED, 2009/10-2012/13

In FY 2012/2013 the budget allocation to agriculture as a share of the national budget was at 5.25%. Most funds are disbursed as small discrete projects whose contribution is less likely to cause impact (*CSBAG 2012*).

With regard to donor funding, the agricultural sector attracts less than 10% of the donor assistance in Uganda that is channeled to the development budget (*CSBAG 2012*). A substantial part of external support to the sector is in form of Technical Assistance, policy and institutional development yet the MAAIF continues to lack sufficient implementation capacity. However, donor funding has been met with some challenges particularly the slow disbursements of funds in the sector, which results in slow

¹³ 6% annual growth rate is the set target under the Declaration on the Comprehensive Africa Agriculture Development Programme (CAADP).

implementation of donor funded interventions. In FY 2011/2012, 74% of the total loan portfolio equivalent to US\$ 341.55 remained undisbursed (*Ibid*).

5.5 The National Agricultural Advisory Services (NAADS)

NAADS is one of the seven core programmes under the PMA. The PMA envisions that NAADS will be “*A decentralized, farmers’ owned and private sector serviced extension system contributing to the realization of the agricultural sector objectives*”. The mission of NAADS is “*Increased farmer access to information, knowledge and technology through effective, efficient, sustainable and decentralized extension with increasing private sector involvement in line with government policy*”.

The NAADS Programme is managed by a semi - autonomous public agency within the Ministry of Agriculture Animal Industry and Fisheries (MAAIF). The NAADS Programme was created in 2001 by an Act of Parliament to specifically address constraints of lack of access to agricultural information, knowledge and improved technology among rural poor farmers in the country.

NAADS is currently being implemented in all Districts, Municipalities and Sub counties of Uganda. In accordance with the decentralization policy, all districts are implementing the NAADS programme through existing Local Government administrative and technical arrangements for agricultural service delivery.

5.5.1 Objectives of NAADS

NAADS was established with the following objectives:

- i. To promote food security, nutrition and household incomes through increased productivity and market oriented farming
- ii. To empower all farmers to access and utilize contracted agricultural advisory services
- iii. To promote farmer groups to develop capacity to manage farming enterprises.
- iv. To create options for financing and delivery of agricultural advice for the different types of farmers.
- v. To catalyze the participation of the private sector to fund agricultural advisory services.

5.5.2. NAADS and the Marginalized Groups

According to the NAADS Programme Implementation Manual (2001), farmers in Uganda are divided into three categories. First, there are those who are educated and wealthier farmers - mainly men - who are able to organise and avail themselves of the advisory services offered. Second, are farmers in the middle who are not as wealthy as

those in the first category, but if properly supported could use their existing organizations and social networks to access advisory services. Third are farmers at the bottom. They are the poorest and marginalized groups such as widows, older persons, PWDs, orphans, children, youths, ethnic minorities, among others. These marginalized are not usually members of community income generating groups and are rarely aware of existing opportunities to improve their livelihoods.

The NAADS Act (2001) Section 5(d) provides for *"creation of options for financing and delivery of agricultural advice for the different types of farmers but with emphasis on subsistence farmers particularly women, youth and people with disabilities (PWDs)"*. In fulfillment of this mandate and in response to the national policy and legal frameworks as well as meet the international commitments such as the MDGs, the NAADS Board placed a high premium on policies that will enhance the living standard and welfare of Women, Youth and PWDs.

To ensure that these groups are served, a Department for the Youth, Women and People with disabilities (PWDs) was created under NAADS, with the goal of ensuring the increase in participation and involvement of Youth, Women and People with Disabilities and other marginalized groups in NAADS activities at national, district, sub-county and community levels.

5.5.3. Principles Guiding NAADS Implementation

The Implementation of NAADS is in accordance with the following principles:

- i. Empowerment of farmers and building their capacity to demand appropriate technologies and agricultural advisory services;
- ii. Targeting agricultural advisory services to the poor farmers especially women who constitute the major farming population;
- iii. Mainstreaming of gender issues into the policy framework and integration of gender concerns into implementation plans;
- iv. Deepening decentralization to enable farmers to own and control agricultural services;
- v. Increased commercialization – including intensification of productivity and specialization;
- vi. Use of participatory processes in planning, contracting, monitoring and evaluation;
- vii. Ensure sustainable management of natural resource productivity;
- viii. Increasing institutional efficiency in providing agricultural advisory services through contracting out of services;
- ix. Creation of better linkages between research, advisors and farmers; and
- x. Harmonization of externally supported projects with PMA principles.

5.5.4 Access and Use of NAADS Services by the Marginalized Groups

According to a report by UNFF (2011) 20 households per village are targeted as *food security* category of beneficiaries. Two million (Ugx) is budgeted for each village for food security beneficiaries (these are referred to as the ones who lack kick-start inputs to carryout production). The funds are given to five groups in the village with a revolving model where the returned inputs are to be passed on to another member within the same group. Another category is the *Market oriented* group specifically targeting market oriented farmers who wish to expand the size of their farms/enterprise in order to produce for the market. Every member of the selected community can access the funding but women, orphans and PWDs are given a special quota to ensure all inequalities are considered.

In assessing how NAADS programme has led to equal opportunities for all to access agricultural services especially by the poor and other marginalized groups, this report draws significantly on the findings of Okoboi *et al* (2013) who used nationally representative data by UBOS through the Uganda National Panel Programme of 2009/10 (UNPS) linked to the UNHS of 2009/10. In their assessment Okoboi, *et al* (2013) classified a household as vulnerable if headed by a female, youth or a PWD.

As noted above, the second phase of NAADS programme is meant to cover the entire country. The study by Okoboi, *et al* (2013) found that the share of households who participated in the program in 2009/10 was only 27 percent of about 5 million agricultural households in the country, having increased from 6 percent of 4.2 million agricultural households in 2005/6. Regional representation of agricultural farmers is presented in the figure below by household head according to UBOS statistics (2010). Data however, does not show by other categories of people especially the marginalized focused on in this report.

According to Okoboi, *et al* (2013), although NAADS was established to prioritize support to households headed by women, youths and PWDs, there was an increase in the gap in participation of these categories of households in the NAADS program from FY 2005/06 to 2009/10. For example, the gap between youth (16.9 percent) and non-youth (30.1 percent) household heads participating NAADS increased to 13 percent in 2009/10 when it was just 1.8 percent in 2005/6. Similarly, the gap between female- and male headed households participating in NAADS in 2009/10 significantly increased to 7.2 percent from 0.5 percent in 2005/6.

Factors that positively and significantly influenced the household head's participation in NAADS, which the most vulnerable groups were found to lack included: seniority in terms of age, education level, size of land owned and consumption expenditures equivalent (Rwakakamba, *et al*, 2011). Such findings confirm the long held notion that NAADS interventions are accessed by mostly well to- do farmers.

Another study by Benin et al (2011) assessed the impact of the phase II NAADS programme found that the programme is so far having a great impact on access to advisory services but weak or no impact on the adoption of improved agricultural technologies, practices, and new crops and livestock enterprises. However, the study is silent on whether the marginalized groups actually access the services. Furthermore, the authors found mixed results regarding change in agricultural revenue, food security and nutrition of participants in NAADS program. For example, NAADS impact on income was found to be positive and significant for adopters of livestock enterprises and insignificant for adopters of crops technologies. However, this assessment was general on all farmers and not specific especially on the marginalized groups.

The NAADS Secretariat carried out a household survey focusing on NAADS Programme Implementation Progress between 2010 and 2012 in 111 districts and KCCA. Fifteen thousand ten (15,010) households were covered. Results showed that there is an overall improvement in the number of households using improved technologies both in crop and livestock during the period between 2010 and 2012. Among the findings, the following were key:

- iv. In the crops subsector, use of improved technology increased from 25% (in 2010) to 34.6% (2012) representing a percentage point change of 9.6%;
- v. Use of improved technology in the livestock subsector increased from 12.0% (in 2010) to 19.0% (2012) representing a percentage point change of 7.0%; and
- vi. The number of households accessing agricultural advisory services increased from 32% (2010) to 45% representing a percentage point change of 13%.

However, these findings hardly tell us whether they include the marginalized group farmers. They are simply too general. Hence, albeit there is some success of NAADS programme, data is yet to be categorized of the kind or different types of farmers benefiting from the programme.

5.5 Challenges to Equal Opportunities in the NAADS Programme

The assessment of the NAADS programmes indicate low uptake of the programme by the most vulnerable groups. The Okoboi, Kuteesa and Barungi (2013) study noted a reduction in the percentage of vulnerable groups participating in NAADS programme. This reduction was attributed to prejudice, lack of awareness, and nepotism in the selection process of those deemed fit to benefit from NAADS (Okoboi, Kuteesa and Barungi 2013).

5.5.1. Children, and Orphans

From the NAADS report, Children and orphans hardly feature as beneficiaries of the programme. It is important to note that there are instances of child head families and these are not directly targeted in the programme.

5.5.2 Youths

Okoboi et al (2013) study indicated that although the youth had zeal to participate in the NAADS, they decried the lack of information and discrimination by village opinion leaders as the most limiting factor to their participation. In particular, the youth observed that when it comes to participation in NAADS, program administrators use door-to-door communication through village leaders who pass on information to only the few people they desire to participate in NAADS. Apparently, there is no clear mechanism of identifying who the youths are, which youths are in agriculture, and hence how to mobilize them to benefit from NAADS. Although the DSIP has prioritized production and productivity among the youths, challenge remains that the youths have limited access to and control over productive resources (land and capitalist) (Kibwika and Semaana 2001). Due to such challenges, the majority of the youth are in small income generating activities such as 'boda boda' riding, brick making, petty trade and service sector work and hence reluctant to persevere in agriculture.

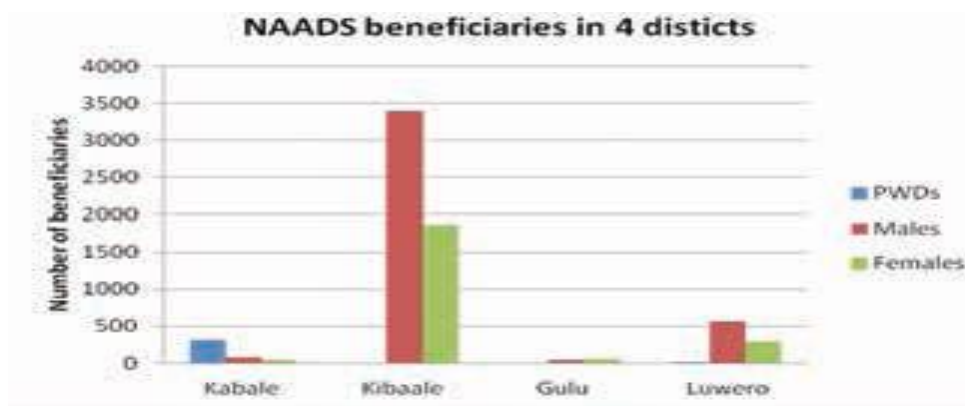
5.5.3 Women

Participation of Women in the NAADS programme is still low and this is attributable to a number of factors. Women, particularly widows and those separated from spouses are reluctant to attend NAADS meetings due to prejudice and intimidation from some of the men who attend these meetings. Women who participated in NAADS are mostly those who are married, and often whose husbands are either participating in the NAADS administration or in leadership of farmer groups. It should be noted that although a majority of women have access to land, few have total ownership and control of the land. Statistics indicate that only 16% of women own land in Uganda. The lack of ownership and control over land has a bearing on the extent to which women can participate in NAADS programme on their own.

A study conducted by FOWODE (2011) found out that although NAADS has a high level of community participation, the programme does not favour the poorest farmers including most women. The study noted that though women participation is encouraged, they do not necessary benefit directly because most of the enterprises selected are men-oriented. It was also reported that the 2010/11 NBFP reflected a gender bias in the selection of crops to benefit from funding under the NAADS programme. The selected crops included rice, maize, wheat, tea, coffee cocoa, and some implements like hoes and spray pumps to address food security and reduce poverty. These priority

investment crops require large scales of land and financial capital, are labour intensive and purely male dominated. Therefore majority of women (80%) doing agriculture did not benefit from these and yet women have a central role to play in household food security. Where women's and gender issues are identified in the agriculture sector, they are not followed with adequate funding.

The FOWODE study noted that very few women benefit directly from NAADS due to the fact that women never own land. Much as men benefit, most of the work is done by the women as the figure below illustrates:



5.5.4. The Older Persons

The older persons hardly feature in NAADS reports as a group to have benefitted from the programme. Apart from referring to them in legal, policy and strategic frameworks, NAADS interventions directed to the older persons are not reported. It should be noted that the framing of the NAADS mission, goals and objectives, assume that all farmers, irrespective of socio-economic status have access and own land.

5.5.5. People With Disability (PWDs)

Regarding the PWDs, the study by Okoboi et al (2013) noted that their exclusion and bias from NAADS was premised on their apparent lack of or limited involvement in farming. However, as the study further noted the PWDs countered as untrue the reasons given for their non participation. Like other vulnerable groups most PWDs lack ownership of land where they can carry on with agriculture and other farming activities. According to Lwanga-Ntale (2003) marginalization and a failure of access to resources by PWDs in Uganda is evident and tied to economic and social exclusion, isolation and neglect.

5.5.6 Ethnic Minorities

Most ethnic minorities tend to live in remote rural areas, often as smallholder farmers and gatherers. Pertaining to NAADS, there are no studies that have been conducted to ascertain how the programme has involved or affected ethnic minorities.

5.6 Gaps and Risks in the implementation of the NAADS Programme

S/N	Gaps	Likely risks if not addressed	Recommendation
i	Policy implementation excludes the marginalized	Inequitable and unsustainable development at the disadvantage of the marginalized groups	Review policies to promote inclusive implementation
ii	Limited NAADS statistical data on marginalized groups	Inadequate planning i.e not comprehensive	Secure resources to capture disaggregated NAADS statistical data on marginalized groups
iii	Low/no funding for targeting marginalized groups	Marginalized groups need/voices not implemented	Change programme design to include the marginalized with specific affirmative action.
iv	Lack of access to land by marginalized groups. Sometimes this is associated with land evictions.	Non inclusion of the marginalized into the NAADS programme	Government should address the broader issues of access to property rights especially land among the marginalized.

CHAPTER SIX

GENERAL RECOMMENDATIONS AND CONCLUSION

6.1 Recommendations

- i. Existing policies relating to equal opportunities and affirmative action should be fully implemented by respective Ministries, Departments and Agencies to ensure equitable development.
- ii. All public and private entities should ensure mainstreaming of equal opportunities and affirmative action in their policies, plans, programmes, activities, practices, traditions, usages and customs.
- iii. Uganda Bureau of Statistics should avail disaggregated data on the various groups of the marginalized and discriminated against to aid planning and targeted budgeting.
- iv. Sectors should periodically map, evaluate and assess barriers which prevent the marginalized from accessing services and opportunities.
- v. Government should provide sufficient financing to strengthen the Education, Health, Agriculture, Gender and Social Development sectors.
- vi. Government should increase funding to the Equal Opportunities Commission to enable it fulfill its wide mandate.

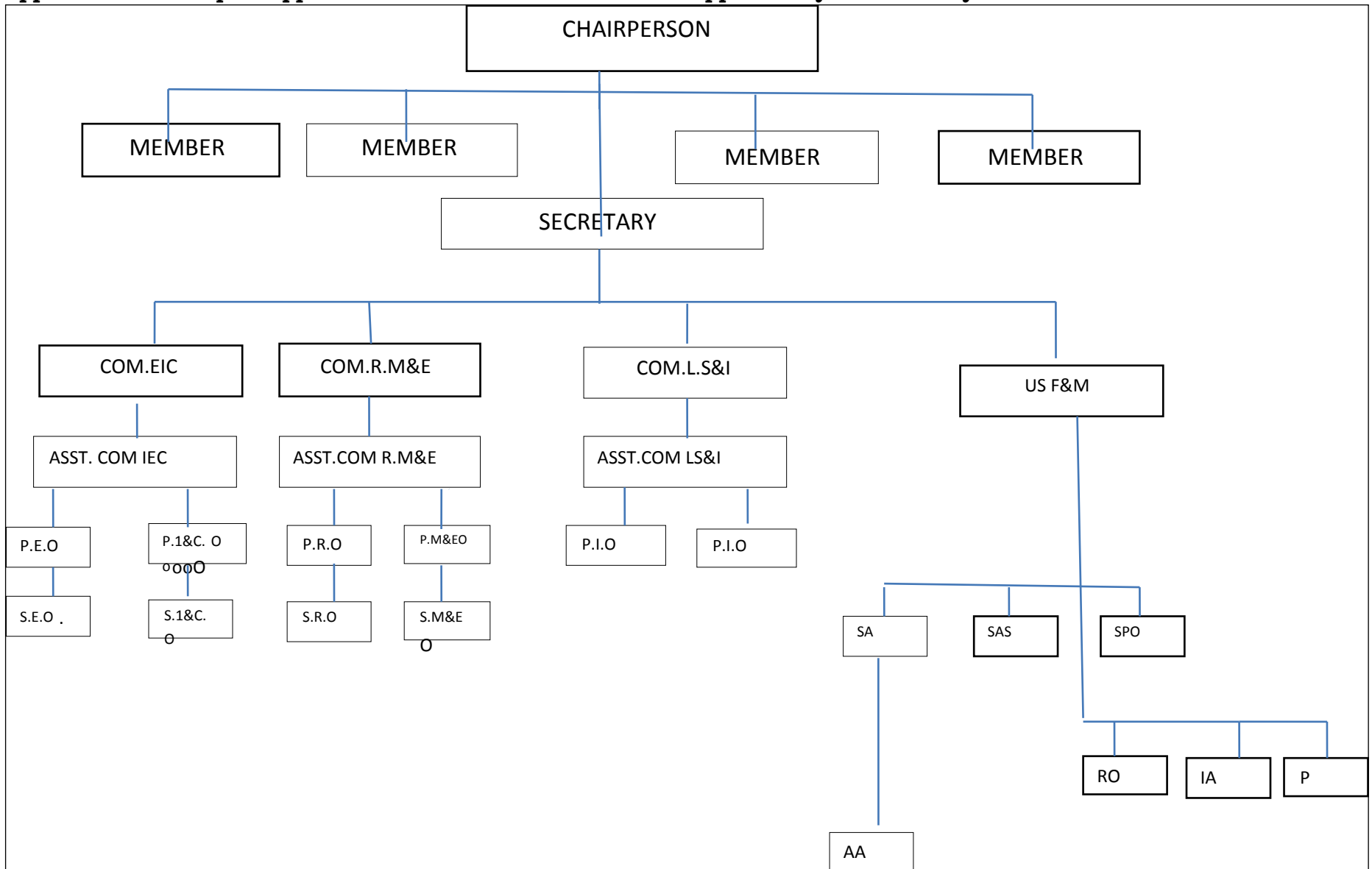
6.2 Conclusion

The Constitution of the Republic of Uganda and other relevant laws provide for the promotion and protection of the rights of marginalized groups and vulnerable people. It is commendable that the government and other stakeholders have made some effort to attain equalization of opportunities and affirmative action for the marginalized. Nevertheless, a lot remains to be done to improve access to services and opportunities for the vulnerable and marginalized. Therefore, the recommendations made in this Report should feed into the policies, programmes, plans, activities, practices and usages of both public and private entities for the purpose of improving the situation of the marginalized and vulnerable people.¹⁴

¹⁴ Ref. Section 15 (4)(b) EOC Act, 2007

APPENDICES

Appendix 1: The Equal Opportunities Commission Structure Approved by the Ministry of Public Service



Key:

COM. I.E.C	Commissioner, Education, Information and Communications
COM.R.M&E	Commissioner, Research, Monitoring and Evaluation
COM.L.S.I	Commissioner, Legal Services and Investigation
US F&M	Under-Secretary, Finance and Administration
ASST.COM.E.I.C	Assistant Commissioner, Education, Information and Communications
ASST.COM.R.M&E	Assistant Commissioner, Research, Monitoring and Evaluation
ASST.COM.L.S.I	Assistant Commissioner, Legal Services and Investigation
P.E.O	Principal Education Officer
P.I.&CO	Principal Information and Communications Officer
PRO	Public Relations Officer
P.M &EO	Principal Monitoring and Evaluation Officer
P.L.O	Principal Legal Officer
S.E.O	Senior Education Officer
S.I.&CO	Senior Information and Communications Officer
S.R.O	Senior Research Officer
S.M.&E.O	Senior Monitoring and Evaluation Officer
SA	Senior Assistant
SAS	Senior Assistant Secretary
SPO	Senior Personnel Officer
RO	Records Officer
IA	Internal Auditor
PO	Personnel Officer
AA	Administrative Assistant

Appendix 2: EOC Chairperson’s Speech at the Inauguration Ceremony of the Commission, 8th July, 2010

Our Chief Guest

The Hon. Minister GLSD

The Honorable Ministers Present

The Members of Parliament Present

Your Excellencies the Ambassadors Present

The Permanent Secretaries Present

Members to the EOC

Members of the Press

Distinguished Guests

Now that we are at the premises that are intended to be the Commission’s permanent place of work, may I also welcome all of you Honored Guests. On behalf of my colleagues and myself, I thank you for having spared time to be with us on this historic occasion. It is historic indeed as Uganda inaugurates the first Equal Opportunities Commission on the continent. Congratulations to those who originated the proposal, those who followed it up, those who presented it to Parliament, those who debated and passed it, H.E. the President for having assented to it, and last but not least to the Hon. Minister Gender, Labour and Social Development as well as the technocrats who have brought the whole process which led to the establishment of a body which shall be independent and shall not be subject to the direction or control of any person or authority.

We also thank the various donors who generously funded the ground work/research that had to be carried on from inception to finally having legislation go through debate. At this juncture allow me to express special appreciation to the Parliamentary Committee on Statutory Bodies. My fellow Members of the Commission and I have been tasked to take on a job which is likely to pose challenges. We are ready to confront those challenges with vigor in the hope that they do not turn into problems. Of course we intend to find solutions to any problems that may arise- it is just that those might take a little longer to solve.

When summarized, our work sounds brief “fight discrimination and marginalization”. However, the fighting field is vast as defined in section 14 (1) a) – f) of Equal Opportunities Act (No.2 of 2007);

- a) Organs of state at all levels;
- b) Statutory bodies and agencies;
- c) Public bodies and authorities;
- d) Private business and enterprises;
- e) Non government organizations, and

f) Social and cultural communities

As you can see the fields covered are in some instances sensitive and in others almost no go areas. We are therefore likely to face adversity, intended and unintended at diverse levels. However, we hope to handle all matters with sensitivity, understanding and the respect due to them.

The whole of section 14 of the Act specifies our functions and mandate. Not only do we have to see how we go about fulfilling the said functions but we also have to carefully study the mandate of other bodies linked to us. In so doing we will be able to discover where our functions overlap, compliment or are in total conformity with each other or in fact whether they offer contrary or hard to enforce solutions- and this can easily happen, an example of such section 27 of the Land Act (revised Edition) 2000 Cap 227 which deals with rights of women, children and person with disability in regard to ownership of land. The Act presupposes that the party on the other side will always be one from a different category- what if the parties, though on different sides, fell in either the same category or any two or all three categories.

Be that as it may, the Commission is mandated to remedy acts, omissions, circumstances, practices, traditions, cultures, usages or customs that are found to constitute discrimination, marginalization or which otherwise undermine equal opportunities. This remedy is to be reached through meditation, conciliation, negotiation, settlement or other dispute resolution mechanism. However, in spite of the gentle hand so stipulated, should the offender refuse to comply the Commission has mandated to award penalties including imprisonment. In that regard the Commission will be permanent sitting tribunal.

In addition to the above, the Commission is further mandated to investigate, examine laws, existing and proposed policies; develop, conduct and manage information as well as educational program to facilitate and promote public awareness, understanding and acceptance of equal opportunities; undertake research and organise as well as coordinate and promote workshops, seminars, conferences and public discussions on equal opportunities. In this regard, the Commission is expected to be proactive- not one that sits and waits for complaints to arise. Any recommendations, suggestions and requests concerning the promotion of equal opportunities will be considered. In addition the Commission will have to prepare and publish guidelines for implementation of equal opportunities and avoidance of violation.

Within its monitoring role the Commission will have to see that Uganda, as a nation, complies with provisions of international and regional conventions, treaties and other instruments to which it is a party, that relate to or are relevant to the functions and objectives of the Commission.

All the above can be summarized into supervisory- advisory, advocacy, educational quasi-judicial roles. Enumerating them is not to boast but only to give information on mandate of the Commission.

On our part we commit ourselves to serving diligently without fear or favor. We promise to cooperate with stakeholders and to be open to advice from the line Ministries, interrelated bodies and public at large.

Hon. Minister GLSD, we thank the government very much for having set up this Commission and appointing us to serve on it. However, again through you Hon. Minister we ask that the government always sees to it that we are financially empowered to fulfill our obligations so that we don't stop at having authority to perform duties but also have the capacity to do so. We again thank you all very much.

For God and my Country.

Appendix 3: Report on Familiarization Visits by the Members of the Equal Opportunities Commission (2010-2013)

1.0 Introduction

During the period under review, the Commission drew up an itinerary for visiting various stakeholders to familiarize themselves with issues of equal opportunities and bench mark best practices. These Organizations include;

i. United Nations Office of the High Commissioner on Human Rights

This organization was visited by the Commission on 13/10/2010.

ii. National Planning Authority

Established in 2007, the Authority is mandated to carry out National comprehensive planning through reviews of various sector and Local Governments plans and set up national priorities based on the available national resource envelope.

The Commission was informed that the authority has already drawn up a draft 5-year National Development Plan which is a successor to the Poverty Eradication Action Plan (PEAP).

Issues Noted/for action

- (a) The Equal Opportunities Commission (EOC) is a member of the National Planning Authority (NPA).
- (b) The NPA is the focal point for the African Peer Review Mechanism (APRM) which carries out self-assessment on issues of governance.
- (c) The National Development Plan (NDP) clearly highlights the functions of the EOC.
- (d) The EOC has to make periodic progress reports on discrimination and inequalities situation in the country.

iii. The National Union of Disabled Persons of Uganda (NUDIPU)

NUDIPU is an umbrella organization established to handle matters of Persons With Disabilities. The EOC paid a courtesy call on the organization on 19/10/2010 and had a very fruitful interaction.

Issues Noted/for action

- (a) The EOC has a Member representing the Disability fraternity
- (b) NUDIPU has a wealth of knowledge and data on the disability movement and is therefore a very key ally and partner on matters of disability.
- (c) The EOC and other actors should expedite the domestication of international conventions on disability.
- (d) The EOC and other stakeholders should spearhead the review of Persons with Disabilities Act.

iv Uganda Human Rights Commission (UHRC)

Established by an Act of Parliament in 1996, UHRC has the mandate of promoting and protecting human rights in Uganda. The EOC paid a courtesy call on UHRC on 21/10/2010 and an array of best practices relevant to the EOC emerged.

Issues Noted/for action

- a) The UHRC and the EOC are mandated to promote non-discrimination on all grounds and equality of all persons with the EOC laying emphasis on the marginalized and disadvantaged groups.
- b) The UHRC like the EOC is mandated to investigate and resolve complaints.
- c) In terms of structure, the EOC like the UHRC needs to establish directorates and upcountry offices.
- d) Both EOC and UHRC are obliged to present annual reports to Parliament and publish periodic reports.
- e) The UHRC has launched a report on Disability in Uganda 2009 which is of interest to the EOC.
- f) The EOC can solicit for funds from Development Partners to finance its core activities.
- g) The UHRC is a very vital partner in monitoring and ensuring compliance of laws, policies, customs and traditions with equal opportunities and affirmative action by state and non-state actors.

v The Councils

On 20/10/2010, the Commission met the Chairpersons and/or Executive Secretaries of the National Youth Council, the National Women Council, the National Council for Children, National Council for Disability and the Uganda National Students Association in the Boardroom of the Ministry.

Issues Noted/for action

- (a) These Councils were established to redress imbalances and promote equal opportunities for all those vulnerable and marginalized groups.
- (b) The EOC and the Councils need to co-operate on cross-cutting issues.
- (c) The EOC and the Councils need to encourage networking and partnering for increased capacity building.
- (d) Critical concerns for each Council have to be made known and hence the need for meeting the Councils separately to enable articulation of their concerns/issues.

vi The Aids Support Organization (TASO)

Founded in 1987, this NGO exists to contribute to the process of preventing HIV infection and improving on the quality of life of persons affected by HIV and disease. The Commission paid a courtesy call to the Executive Director and Senior staff on 27/10/2010.

Issues Noted/for action

- (a) TASO by its nature handles issues of marginalized and disadvantaged individuals, groups or communities.
- (b) TASO conducts research to enhance knowledge and improve programming and planning. It therefore has a database which EOC can take advantage of.
- (c) TASO has district regional offices and various branches. The EOC could pick best practices on how these offices are being run.
- (d) TASO receives funding from Development Partners such as DFID, DANIDA, SIDA, USAID etc.

vii. Development Network of Indigenous Voluntary Associations (DENIVA)

DENIVA is a Uganda network of Non-Governmental and Community – Based Organizations providing a forum for collective action and voice for Voluntary Associations to advocate for the creation of more opportunities for people and NGO participation in the Development of Uganda.

When the Commission paid DENIVA a visit on 27/10/2010, a number of issues of mutual interest emerged.

Issues Noted/for action

- (a) DENIVA like the EOC, targets the marginalized, the poor and vulnerable
- (b) The principle of inclusiveness as outlined in the EOC Act is in tandem with DENIVA values
- (c) The already existing infrastructure established by DENIVA could be utilized by the EOC for its operation at the grassroots.
- (d) Networking with organizations like Churches, Mosques and Schools etc by DENIVA could be adopted by EOC to enable reach the wider community.
- (e) Methodology of co-operation through exchange of information, translation of advocacy material between DENIVA and EOC could be explored.

viii Non-Governmental Organization (NGO) Forum

On the 2nd November, 2010, the Commission paid a courtesy call to NGO Forum and had a fruitful interaction.

Issues Noted/for action

- (a) By 1997, there was an upsurge of NGOs to about 3000 and a forum was founded to co-ordinate their activities.
- (b) The forum is an apex, umbrella body or platform for NGOs to speak with one voice as they engage in matters of common interest and as they add value to national development.
- (c) The Forum was looking forward to working and sharing information with the EOC on the NGOs that are relevant to the Commission's mandate.

- (d) The Forum was looking forward to collaborate with a strong EOC to address inequalities which would ensure that equal opportunities are entrenched in every aspect of life.
- e) The Forum recommended that for a start, the EOC could embark on serious discussions with organizations such as the Uganda Youth Network, Reach the Aged Association, NUDIPU etc to create synergies.

ix The Uganda Reach the Aged Association (URAA)

The Uganda Reach the Aged Association is a national, not-for-profit NGO which promotes family/community care for Older Persons. It also promotes the welfare and human rights of older persons.

The Commission met URAA on 2/11/2010 and had cordial discussions as one of the Commission's constituencies.

Issues Noted/for action

- (a) URAA appreciated the existence of many policies but regretted the marginalization of older persons in these programmes.
- (b) The major areas of concern for older persons were in the areas of Health, Social Protection and Governance.
- (c) In the health sector, older persons' drugs were not on the essential drugs list, some health facilities were out of reach due to long distances, there were no geriatricians and some health facilities were insensitive to older persons as well as older persons not being considered during HIV/AIDS programmes on the assumption that they were not sexually active.
- (d) Social protection programmes were discriminatory when disbursing micro finance grants/loans and NAADS and Bonabagawale programmes were not older persons-friendly.
- (e) Older persons are excluded from the decision making process both at the centre and in the local governments.

3.0 Conclusion

The visits to these organizations extended the horizon of knowledge of the members in as far as the activities of the key stakeholders, partners and allies are concerned. The Members were able to appreciate the magnitude of marginalization and vulnerability of the different interest groups.

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