GIRL`S PARTICIPATION IN WILDLIFE TRAINING IN UGANDA: A CASE STUDY OF UGANDA WILDLIFE TRAINING INSTITUTE IN KASESE DISTRICT

BY

JOHN TURYAMWESIMIRA

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DECEMBER, 2010

DECLARATION

I declare that this dissertation is a result of my own independent investigation. It has not been submitted to any other institution for any award. Where it is indebted to the work of others, due acknowledgement has been done.

Signed:———————

Date:———————

John Turyamwesimira

2009/HD/013/MVP

APPROVAL

This project has been under our supervision and has our approval for submission.

Internal Supervisor

Signed.....

Name..... Date.....

Principal Supervisor

Signed.....

Name..... Date.....

DEDICATION

I dedicate this work to all those persons who have always given me support and encouragement throughout my studies.

ACKNOWLEDGEMENT

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LIST OF ABBREVIATIONS AND ACRONYMS

AAP: Affirmative Action Program

ABEK: Alternative Basic Education in Karamoja

COPE: Complementary Opportunity for Primary Education

CRC: Convention of the Rights of the Child

EPRC: Education Policy Review Commission

ESIP: Education Sector Investment Plan

FAO: Food and Agricultural Organization

GITEWA: Gender Issues for Empowerment of Women in Agriculture

ICT: Information Communication Technology

IUCN: International Union for Conservation of Nature

MOES: Ministry of Education and Sports

NOMA: NORAD`s Program for Masters Studies

NORAD: Norwegian Development Agency

QENP: Queen Elizabeth National Park

UNESCO: United Nations Educational Scientific and Cultural Organization

UNEVOC: International Centre for Technical and Vocational Education and Training

UWA: Uganda Wildlife Authority

UWTI: Uganda Wildlife Training Institute

VET: Vocational Education and Training

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ABSTRACT

The purpose of the study was to investigate the girls` participation in Wildlife Training in Uganda with a specific focus on Uganda Wildlife Training Institute. Objectives of the study were; to analyze the academic factors affecting girls` participation in wildlife training activities, to analyze the socio-cultural factors affecting the participation of girls in wildlife training and to assess efforts put in place to improve the participation of girls in wildlife training.

The study employed qualitative research methods and established that the main motivation factor of students' present programme of study is their desire for wildlife. A bigger number of students don't get effective career guidance, and gender role models do affect students' participation in learning process. There is no gender bias by teachers/instructors in training programs at Uganda wildlife training institute however there is a large number of boys than girls.

The study further found that girls lacked confidence when it comes to practical and science subjects. Girls demonstrate weakness when it comes to activities that require excessive muscle exertion. The disparities in participation between boys and girls in training activities affect the performance of students there are perceived gender roles in societies where students come from.

The study concluded that participation in wildlife training programs remains asymmetrical due to the disparities in contribution between boys and girls. The academic factors as well as socio-cultural factors do favor the participation of male learners as compared to females in the training programs and therefore affect their final performance and awards. The disparities between boys and girls in wildlife training remain at large despite several efforts put in place by different stakeholders to bridge the gaps.

It is recommended that affirmative policies including bonus points for girls joining the institution be provided just like in public universities. Publicize the institution in the country and beyond to attract more learners, sensitize the communities on the values of wildlife training to girls, employ a senior woman, counselor and school nurse; employ more women to act as female role models and provide scholarships for girls at certificate level.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This research generally focuses on girls' participation in Wildlife Training in Uganda with a specific reference and focus on Uganda Wildlife Training Institute in Kasese District. The research will explore the socio-cultural and academic factors affecting the participation of girls in Wildlife Training at Uganda Wildlife Institute (UWTI). It will further assess the available strategies for the promotion of participation of girls in the training activities. This chapter presents the back ground, statement of the problem, objectives, research questions, scope and significance, as well as limitations of the study.

1.2 Back ground of the study

There are guiding principles in place promoting gender equality in various sectors such as agriculture, trade and industry, and education among others. For instance, 1995 Constitution of the Republic of Uganda establishes education as a right for all as cited by Juuko & Kabonesa, 2007. Juuko and Kabonesa ibid, noted that the Convention on the Rights of the Child (CRC), (1989) contains most comprehensive set of commitments, both rights to education and gender equality. Whereas it is noted that equality has been achieved at Primary and Secondary school levels as indicated by the annual school census of 2007, there is a big gender gap in higher institutions of learning. The Uganda Wildlife Training Institute and other related vocational training institutions experience sharp disparities as far as gender participation in training

activities is concerned. The table below shows the participation boys and girls in terms of enrolment in some selected training institutions.

Wildlife training being the area of interest for this study, the statistics below indicates the low participation of girls compared to boys.

Institution	**Boys**	**Girls**
Bukalasa Agricultural College	343	92
Arapi Agricultural College	570	140
Nyabyeya Forestry College	190	112
Fisheries Training Institute	154	50
Uganda Wildlife Training Institute	24	05

Source: Emis Annual School Census, 2007

Research expeditions carried out by Master of Vocational Pedagogy students from Kyambogo University in training institutions during 2009 revealed that in addition to disparity in enrolment as indicated in the above table, there was domination of either gender in various trades. Trades

like midwifery, hair dressing and tailoring were exclusively for women. While trades in engineering and construction fields were dominated by males. For instance, it was found out that Spears Motors Apprenticeship Training Centre[1] had registered only five female students right from time the institution came into existence in 1991. Conversely, all the courses in the Jinja School of Nursing were dominated by females.

In addition to the available literature, the researcher's motivation to carry out a research on participation of girls in Wildlife Training[2] stems from his experience as a vocational education student during his secondary education for six years, and presently as trainer in a vocational institution for the past years.

As a student, the researcher experienced sharp inequalities in gender participation in the subjects offered at secondary and higher institutions of learning. Where as offering mathematics was mandatory at ordinary level, few female students could pass it. Girls also avoided science subjects like chemistry and physics, for which they thought, were complicated. This determined the courses to be offered by the boys and girls at the next higher level.

At the National Teachers' College where the researcher did a Diploma in Education (Chemistry and Biology), there were only four females in a class of twenty students. The researcher experienced a similar scenario in a Community Forestry class at Makerere University, where in a

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[1] Spears Motors Apprenticeship Training Centre was established in 1991, to train technicians as a strategy of building manpower for the economic growth of the country. It deals mainly in Mercedes Benz services.

[2] Wildlife training is a skilled trade and also requires a science background. It has also been noted that science and mathematics are the backbone of vocational education and training including wildlife training..

class of twenty students, there were only five females. This concurs with Uganda Government White Paper[3] of 1992, which recognized the concern about the disparity existing between the enrolment of boys and girls both in primary and secondary leading to poor enrolment at tertiary level and unfair ratios of women in employment sectors (Uganda, 1992, p. 166).

At Uganda Wildlife Training Institute where the researcher is a Principal Instructor, all training courses are mandatory but require a science background for one to be admitted to the institution. To that effect an institution with a total enrolment of 101 students presently, females constitute approximately 20%. It is against this background that the researcher felt that felt that a study be carried out to establish and analyze factors affecting girls` participation in wildlife training with reference to Uganda wildlife Training Institute. Conversely, there is a wealth of knowledge on girls and education in general that has been documented but literature on the participation of girls in wildlife training is still little; thus prompting the researcher to carry out this study.

1.3 Problem Statement

Gender disparities in wildlife training in Uganda exist and are evident on the males dominating in the trade. For instance the Makerere University graduation of January 2010 indicated that boys dominated with 80% against 20% for girls in the department of Science in Wildlife Health and Management (Makerere University, 2010). In addition, a preliminary survey study by the researcher carried out at Uganda Wildlife Training Institute found that girls constituted

[3] The government White Paper is the response to the recommendations of Education Policy Review Commission appointed by Education Minister In1987. The aim of the commission was to inquire into the policies governing education in Uganda at that time.

approximately 24% against 76% for boys. This is consistent with the 2009 research expeditions[4], where some of the trades in vocational educational institutions such as carpentry, agricultural engineering and mechanics have few or no female trainees. Conversely, courses like midwifery and tailoring were dominated by female students. The concern is what could be the various factors affecting gender participation in wildlife training and how can they be addressed?

1.4 Purpose of the study

The purpose of this study was to investigate the girls` participation in Wildlife Training in Uganda with a specific focus on Uganda Wildlife Training Institute.

1.5 Specific Objectives of the Study

This research was directed by the following objectives;

- To analyze the academic factors affecting girls` participation in wildlife training activities.
- To analyze the socio-cultural factors affecting the participation of girls in wildlife training.
- To assess efforts put in place to improve the participation of girls in wildlife training.

1.6 Research Questions

- What academic factors affect girls` participation in wildlife training activities?
- What socio-cultural factors affect the participation of girls in wildlife training?
- What are the efforts in place to improve the participation and girls in wildlife training?

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[4] As part of the program, the Master of Vocational Pedagogy students carried out research expeditions in training institutions and work places in 2009. The main purpose for the expeditions was to establish the relevance of institutional training to the world of work.

1.7 Scope of the study

The scope for this study was tackled in two different aspects which are the geographical scope and content scope. The geographical scope addressed the limitation in terms of area of study, its direction and the institution where the research was carried out. Guided by objectives, the content scope described the limitations of the study in terms of information and data boundaries of the study.

1.7.1 Content Scope

The study analyzed the academic factors influencing girls` participation in wildlife training at UWTI. These include but not limited to the presence of role models for girls, the nature of curriculum and facilities for girls in the institution. The other factors affecting the participation of girls in UWTI programs considered was socio-cultural which include; the attitudes of instructors, male students and girls themselves towards the trade. The socio-cultural factors included the perception of girls in their own families. The content scope further explored the available efforts to promote girls` participation in wildlife training activities at UWTI.

1.7.2 Geographical Scope

The study was carried out at Uganda Wildlife Training Institute, located in Queen Elizabeth National Park in Kasese District. The research targeted administrators and Instructors and Students of Uganda Wildlife Training Institute.

1.8 Significance of the study

The study will have the following benefits:

- Findings of this study will provide additional literature and findings that may be useful for future researchers on gender issues in vocational education sub-sector and the entire education sector in Uganda and beyond.
- Findings of this study will generate information that can be used by policy makers and other stakeholders in the education sector to deal with gender issues in vocational education and training.
- The study will help to improve my research skills which I need in the world of work.
- The study increase the capacity of the existing staff at Uganda Wildlife Training Institute by sharing information through seminars and workshops the researcher intends to organize at the institution after the course.
- The study will enable the researcher to acquire a Masters Degree as it is a partial requirement for the award.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents literature in respect to the study. Literature has been presented basing on the objectives of study.

2.2 Academic factors affecting girls` participation wildlife training

These are school related factors such as lack of availability of school or college personnel, trained guidance and counseling personnel, alternative quality education and presence of female teachers as role models in the case of female gender (Hoffmann-Barthes et al., 1999).

The above submission is supported by Gathu (http://boleswa97.tripod.com/gathu.htm) who observed that the non-participation of girls in education was a result of school related factors affecting both the supply and the demand for female education. Among these factors include the quality of instruction, lack of role models, teacher's attitudes, and types of instructional materials used and the nature of the curriculum offered in schools.

2.2.1 Teachers` attitudes

Hoffmann-Barthes et al., (1999, p 28) contends that, gender impacts on education as on other social systems whereby the school is more likely to repeat and reinforce prevailing attitudes. Some subjects are seen as more appropriate or useful for girls and others for boys. Girls always receive positive encouragement by their teachers to try the technical and scientific fields for

which boys are supposed to have a natural aptitude; they are not shown the practical applicability of these subjects to a wide range of occupations, as well as outside the work environment. Girls seem to internalize the prevailing expectations, and may give up, especially when it comes to the study of science and mathematics.

The researcher's experience in co-educational secondary schools has indicated that teachers often discouraged female students from offering science subjects principally chemistry, physics and mathematics, which are the basis of technical/vocational education. The teachers` perception was that girls were not strong enough to pass science subjects. This could be worsened by the circumstances when girls realize that nearly all science subjects are taught by male teachers in their schools.

Hoffmann-Barthes et al., (1999) observed that although girls in primary school see themselves on the same balance with boys and many do better than boys academically, some girls in adolescence tend to be self-conscious and wrongly believe that it not female to be brilliant in technical, scientific and mathematical matters. Further, teachers' behaviour and teaching practices have perhaps the most significant implications for female persistence, academic achievement and attainment. Gathu (http://boleswa97.tripod.com/gathu.htm) points out that teacher' attitudes towards the students are a reflection of the broader societal biases about the role of women in society and the academic capacity of girls. Evidence has from Cameroon, Sierra Leone and Malawi which indicate that both male and female teachers believe that boys are academically superior to girls. In addition classroom observations in Kenya; Malawi and

Rwanda also indicate that teachers paid more attention to boys than girls or completely ignored girls.

The researcher certainly believes that training and sensitization of all teachers in service and teacher training institutions on gender issues and inclusion of more women teachers in science and technology needs to be carried out in order to improve teachers` attitudes towards women education.

2.2.2 Curriculum

According to Nicino et al, (1982), curriculum is the complete exposure of students while under the guidance and direction of a school. It includes activities which are academic and non-academic, vocational, emotional and recreational. A complete description of a curriculum has at least three components namely: the content or subject matter, the method of instruction and the various subjects presented or order of instruction.

When formal education was introduced in Africa, a small number of women were trained to be "good" house wives and mothers primarily for the emerging male clerks and church officials[5]. Eventually the notion of the African woman as a dependent house keeper and economically dependent on the husband took root. The curriculum offered in schools transmitted values of humility, low ambition and under-estimation of girls' ability in cognitive achievement, social

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[5] From **http://boleswa97.tripod.com/gathu.htm**

attainment and capacity to work in public sphere. This type of education was then institutionalized in the curriculum and up to -to day, the curriculum offered in schools has changed minimally in favor of women.

In many countries, the school curriculum is still structured to reinforce the societal perception of a woman's role in family life, gender role stereotyping in textbooks, teaching methods and even lack of female teachers as role models (Hoffmann-Barthes et al, 1999). They further argue that in Namibia, for example, the recent review on gender curriculum highlighted the extent to which differentiated learning passed through the curriculum and its in-built assumption that practicals for girls should relate to the future roles as mothers and home-makers, whilst boys would likely need preparation for entry into the world of formal employment. The researcher argues that such an orientation is likely to keep women in a narrow range lower paying occupations than men, mostly those that are available on part-time and typically within the 5C`s while men would continue to be represented across a wide spectrum of jobs and are more likely to hold management positions or be self employed. This is consistent with the research expeditions carried out in training institutions and work places in Uganda in 2009, where it was found that the core technical such as building, manufacturing and construction fields dominated by males, while the nursing catering and secretarial trades are perceived to be a preserve of females.

Whereas the curricular in Uganda are neutral, and there is no differentiated learning in favor of either gender, there are still many Ugandan societies where in situations of economic stress, girls' education is compromised in favor of the boys' as explained by Miller, (2003)

In some countries, initiatives have been undertaken in order to make curriculum more gender sensitive. In Kenya and Malawi for example, curriculum has been reviewed to develop gender-specific segmentations that can be broken up by expanding training programs to include professions which are accessible to both men and women (for example, commerce and textile technology). The equal inclusion of women requires additional measures such as sex education and assistance during pregnancy and child-care, and possibly the introduction of quotas (Marianne, 1997 p. 11). This is the only way to go if productivity in vocational education is to be obtained.

2.2.3 School/College Facilities

The participation of women in technical/vocational training has been affected by inadequate facilities for the female gender as observed by Education Policy Review Commission (EPRC), (1989). The EPRC noted the lack boarding facilities for girls among others that hindered participation of female trainees especially in co-educational institutions. In its response, government recommended that all technical institutions should have adequate facilities for girls and that in existing institutions; necessary adjustments should be made to provide these facilities. Government added that it would make a special and determined effort to provide physical and instructional facilities for girls and women in the existing and all new educational institutions (Government White Paper 1992 pp. 135 & 165).

In view of the above, the researcher notes that such government commitment to provide the needed facilities for girls and women would certainly improve their participation in VET.

However, further studies are necessary to find out how far the government commitment has been fulfilled.

The researcher further observes that school managers should prioritize the availability of adequate boarding facilities and chiefly the sanitation facilities for both girls and boys including drinking and washing water and separate latrines for girls and boys. In addition, health and HIV/AIDS life skills and sexuality education should be part of the school plan.

Lack of boarding facilities in schools could result into dropout especially for girls who have a replica need of such facilities at certain times, principally during the menstruation periods. This argument is backed by Chapman et al, (2003) who contends that one of the reasons that girls fail to attend school is poor sanitation facilities and lack of privacy. Effective health and sanitation components are necessary to promoting girls' education and gender parity in schools. Further, teachers need to be trained in skills-based health education focusing on how to handle girls' issues and also equip teachers with basic counseling skills.

2.3.4 Lack of female role models

The lack of female role models plays an important part in the participation of women in wildlife and other technical/vocational education and training. UNEVOC[6], (1999) noted that most scientific and technological careers take long through research. Girls are not ready to grow to thirty years old while in colleges and universities. By the time they finish a first degree, their

[6] Retrieved from http://www.nzdl.org/cgi-bin/library.cgi?e=d-00000-00---off-0ewf--00-0----0-10-0---0---0direct-10---4-------0-11--11-en-50---20-help---00-0-1-00-0-0-11-1-0utfZz-8-10&a=d&c=ewf&cl=CL2.5&d=HASHe276110825 9fa7154070da.4.14.8

orientation focuses on marriage and family. In addition, most universities and polytechnics in Uganda do not recruit individuals with qualifications below a master's degree. The performance of most girls at first degree level is below upper second class. This means that very few females qualify for postgraduate studies, and hence cannot teach in colleges and other tertiary institutions. In view of the above, the researcher contends that lack female instructors as role models for girls in training institutions could discourage female students from offering technical subjects; girls perceive technical subjects as a male domain. In addition, there could be lack of confidence by girls who manage to offer technical subjects when they find themselves too few in a class filled by male learners where the instructors are normally males.

The researcher believes that increasing scholarships for women in the technical and vocational fields just as NOMA program of Kyambogo University would augment the number the female role models as instructors in training technical and vocational institutions including wildlife training institute. The NOMA program admits an equal number of males and females trainees to purse a Master of Vocational Pedagogy (NOMA program document, 2008-2012). The program is intended to increase the number of female graduates to create role models for other women, thus stimulating women to participate in higher education and working life. Further, the researcher notes that, to increase the number of female role models priority should be given to qualifying women while recruiting instructors in technical and vocational fields.

2.3 Socio-cultural factors

These are community and family-based factors such as, cultural stereotypes, occupational segregation, level and quality of education, inequality in pay, dependency and family roles which influence the participation of men and women in education (Hoffmann-Barthes et al., 1999).

Different roles and responsibilities apply to men and women in all development processes such as education, community work and employment. Despite an almost universal equality before the law, factors like ethnic affiliation, social class and gender to a certain extent determine a person's access to resources, potentials of participation and prospects for the future. Addressing these discrepancies is very important as noted by Walley, (2004, p 1) who points out that it is crucial to keep in mind who gains access to development. Class, gender and race; all have impacts that have led to growing awareness that the participation of women and the strengthening of their positions in society are primary requirements for sustainable development.

In African tradition, men and women had different roles to play in society. These roles identified their gender. For instance, mothers and their daughters could take care of the home while the fathers and their sons went out to hunt for food (Ssekamwa, 1997). During this era, men and women as well as their children used to live in relative harmony and would feel contented with their respective gender roles. Today, due to globalization, characterized by industrialization, development in Information Communication Technology (ICT) coupled with human rights activism, gender roles are changing rapidly. Women activists are struggling for equal rights with men globally; they are demanding to play an equal role in society. This is further highlighted by Aamodt & Brandt (1982)cited by Mjelde (2006 p.145) where they state that, "in the 1970s

changes began to be discernable in the trades where the male work in the manual labor market had shifted over to the expanding petroleum sector, leaving in its wake a shortage of labor power in the tradition male trades. Girls began to look for positions in the traditional male fields of study in vocational education".

Based on experience, it has been realized that for quite a long time women have been denied the right to try to perform particular tasks in the different cultural settings. For example a woman could not be allowed to grass thatch a house in western Uganda and yet in the northern part of the country a house thatched by a woman would be regarded the best. It could be from such a region that females took up VET studies in civil engineering due to long tradition of having manual skills promoted by the culture.

Opar, (2010 p.7) noted that many tribes in Uganda considered it a taboo for women to join the army. A woman who joined the army could be branded a harlot and a shame to the clan and tribe. Because of cultural beliefs, women associated the army with wrong doers and failures in life and hence shunned the profession which has resulted into few women enrolling in the army. This has led to the number of women in the Uganda's army to remain tiny as compared to that of men. Besides there are very few senior women army officers; the highest is at the rank of Colonel (Owana, 2010 p. 11). The army Public Relations Officer[7] notes that the slow growth of women in army ranks is that those who were senior to the current top female officers either died or joined active politics. However, this argument seems not adequate according to the researcher, due to the premise that there are also few women cadres in higher positions of responsibility in

[7] Extracted from www.monitor.co.ug/News/National/-/688334/889216/-/.../-/index.html *on march30,2010*

many other institutions in Uganda. For instance in UWA, the number of female employees is meager compared to their male counterparts? There are 166 fulltime female employees against 1074 males constituting approximately 14% women and 84% for men (UWA, 2010). The under-representation of women employees in UWA cuts across the ladders in the institution as it applies to many other organizations in Uganda. This is supported by Florence Ekwau who in the Uganda daily *Monitor news paper* of March 30, 2010 pointed out that:

> *...even though some women hold top positions in public offices; it just represents a drop in the ocean. What is the use of giving one top job to a woman and another 20 to men? How many women are District Chairpersons or Resident District Commissioners (RDC) do we have in Uganda?"*

Similarly, Sperandio and Kagoda[8] in 2005 reported the under-representation of women in MoES in higher levels of management and leadership. Women total representation was 24 out of 98 positions at the level of Senior Education Officer and above as indicated in the table below.

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[8]http://advancingwomen.com/awl/awl_wordpress/advancing-women-into-educational-leadership-in-developing-countries-the-case-of-uganda/

Position	Female	Male
Ministers	1	3
Permanent Secretaries and Under Secretaries	0	3
Commissioner and Assistant Commissioner	8	16
Principal Officers	6	24
Senior Officers	9	28
Total	24	74

Source: MoES, 2005

The researcher suggests that service commissions should be sensitive to gender while recruiting staff. Women should be given priority so long as they qualify for the available posts. This would narrow the gender gap in service sector.

In regions where women are responsible for sustaining and taking care of the family, it makes them more productive in various sectors such as agriculture and trade. In relation to this fact, Food Agriculture Organization (FAO) of the United Nations, (2007, p. 8), points out that in sub-Saharan Africa where women comprise 60% of the informal economy, they provide 70% of the agricultural labor and produce about 90% of the food. Since women form the majority of agriculture labor force and are concerned with issues of health and the environment, it is important that regional and national developments efforts target girls and women, thereby promoting autonomous and technological development. Such re-orientation requires fundamental

changes to the educational structure. Efforts need to be directed towards educational planning and the development of appropriate training systems so that access to education is more equitable between the sexes.

The United Nations Scientific and Cultural Organization (UNESCO), (1997 p. 5) brings out gender factors affecting science and technology, and vocational education in Africa. The factors relate to policy, socio-economics and culture and as well as those concerned with school such as the quality of science education, curricula, teacher involvement, text books among others. Further, UNESCO points out that the actual socio-economic, cultural and educational conditions vary from country to country and affect the educational participation of girls. School as well as out of-school factors have been shown to affect the participation of girls in science and technology. In family poverty-reinforced by cultural norms and traditional conceptions of the division of labor in the household, from tasks ranging from the care of siblings to fetching water and collecting firewood are less favorable to girls' than boys' participation in school.

Egun and Tibi , (2010) observed that imbalance between male and female education arose from a lot of cultural practices in society resulting from deeply fixed prejudices, attitudes, customs, behavioral decisions and procedure. And these combine to discriminate against women rights and access to educational opportunities. Religious and cultural practices biased against women are long aged problems. This is reinforced by the belief that women being God's creation is a weaker vessel and has shallow brain as stressed by (Okojie, and Igbe in Egun and Tibi, (2010). The effect of religion can be seen more in the states of Edo, Delta, Ondo and Kogi in Nigeria, where the girls are usually kept in Pudah and are less enrolled in the formal school system.

Culturally, women are expected to marry early to bear children to whom they should devote their time. Hoffmann-Barthes et al., (1999) observed that the traditional domestic role assigned to women, like attending to household chores, farm work, fetching water and collecting/cutting firewood have affected their enrollment in school. Responsibilities to household chores have also influenced families in disallowing girls to attend distant schools. Girls are usually kept at home to attend to farm activities of planting and harvesting of arable crops. Consequently, early marriages of girls are encouraged to serve as source of cheap labour in the farms. Unfortunately, this has served as a depressing factor in the availability of girls for science education (Okebukola, 1994). Sex-stereotyped occupation of the male over the female is a culture which has reinforced the notion of women into believing that it is taboo to venture into an occupation that is preserve of the males. This no doubt has affected marriages, as women that have ventured into such vocations find it difficult getting married. Gender differential treatment is extending to classroom lessons. While the boys are expected to do better in mathematics and science, the girls are expected to do better in home economics and certain art subject (Nnachi, 2008). Thus intellectual psychology of depression is developed

Besides (UNEVOC, 1994)[9] says that majority of female students are not aware of the training opportunities in the technical and vocational fields, which they can take advantage of. Most female students as well as their parents and guardians are ignorant of the value of technical and

[9] From http://www.nzdl.org/gsdlmod?e=d-00000-00---off-0ewf--00-0----0-10-0---0---0direct-10---4-------0-11--11-en-50---20-about---00-0-1-00-0-0-11-1-0utfZz-8-00&a=d&c=ewf&cl=CL2.13&d=HASH0170cc3842e6c6476d049f6a.17 on July 31,2010

vocational education. They are therefore not sufficiently motivated to cultivate an interest in studying technical and vocational subjects like their male counterparts. In this case, career development programs that target girls need to be initiated and enforced so that girls are able to make informed decisions while making subject/course choices.

The idea that girls might be less able to learn science and mathematics, vocational education and training, to a large extent explains gender differences in school subject choices and learning performances. There is no doubt that improving the quality of general education and of science education in particular, is essential in building science and technology capabilities in Uganda and Africa at large.

Research on male and female strength potential has revealed that women possess about two thirds of the strength of men (Ebben, 1998). Male physiology, more than hormones, explains men's superior absolute strength. When other measures of strength are used, such as strength relative to cross-sectional area of muscle, the strength of men and women is nearly equal. Men typically, have a taller, wider frame that supports more muscle, as well as broader shoulders that provide a greater leverage advantage. Compared to women, men may have an added advantage in neuromuscular response time that results in greater force production speed than women.

In view of the above, the participation of men and women in wildlife training and other technical/vocational programs remains asymmetrical especially in situations where activities require physical muscle exertion. Ebben, however noted that women who practice the same well-designed strength training programs as men benefit from bone and soft-tissue modeling, increased lean body mass, decreased fat, and enhanced self-confidence.

Studies have further revealed that women can be at a disadvantage when they enter menstruation periods. `*Facts about Menstruation*`[10] state that when a woman is in menstruation period:

- pain perception increases — may feel ache, soreness from training may be more intense, joint pain may increase
- energy levels decrease; fatigue increases
- joint laxity increases; may be more likely to experience joint pain and injury.

Therefore the participation of women in wildlife training and in technical/vocational education in general could be compromised due to the weakness resulting from menstruation, pregnancy and natural weakness as explained above by the biology of the human being. This worsens when nearly all the technical courses are taught by males and there are no female instructors/teachers to take care of the challenges faced by female trainees. For instance, there have been no female instructors at all in some technical/vocational institutions in Uganda (EMIS, 2007). As a trainer, I believe that lack of female instructors in training institutions is very detrimental as it is of great importance to counsel and support female trainees. Therefore where there are no female instructors, a senior a woman should be employed to care for the female gender challenges. Alternatively, institutions could employ a school nurse to double as a senior woman which would definitely serve the same purpose.

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[10] http://www.stumptuous.com/working-out-and-reproductive-health

2.4 Efforts to promote participation of girls in wildlife training programs

(Rita Torto)[11] observed that Education of females has a profound effect on national development as lack of their education has been linked to low birth weight, poor health and high mortality rates in children, high fertility rates, poor family nutrition, low life expectancy, poor sanitation and high illiteracy rates. The socio-economic importance of female education can thus not be over emphasized. It is therefore not surprising to note that countries where school enrolment among girls and women has been comparatively high enjoy greater economic productivity, lower fertility, lower infant and maternal mortality and longer life expectancy than countries where female enrolments have not been high.

The researcher therefore appreciates all the efforts to boost female education that have been made by governments, international organizations and NGOs. He however points out that there is still a gender disparity in education. Females still have low access to education, low participation and poor performance in many subjects, especially mathematics and science subjects as well as technical and vocational courses as revealed by research expeditions in training institutions in 2009.

Kakuru, (2003) points out that the Ugandan government recognizes the gender disparity and has put it in place a number of strategies to address the imbalances which include the award of 1.5

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[11] Extracted on August 16, 2010 from
http://www.unesco.org/education/educprog/ste/projects/girls%20africa/femsa/femsa5.html

bonus points to women qualifying to enter public universities to increase the number of women graduates. Since the inception of this initiative in 1990, the number of female students in public universities in Uganda has increased steadily. For instance, female enrollment at Makerere University increased from 23% in 1989 to 35% in 1999 and then to 41% in 2002. However, it should be noted that the move to award the 1.5 bonus points is invested in the 1995 constitution of the republic of Uganda in which Article 32(1) mandates the state to take affirmative action in favour of groups marginalized on the basis of gender or any other reason created by history, tradition or custom and the more specific is Article 33(5) which accords affirmative action to women for purposes of redressing the imbalances created by history, tradition or custom

Professor Tibatemwa-Ekirikubinza[12] in the newpaper, *New Vision* of February 2, 2010 argues that awarding 1.5 bonus points to women is one of the several measures that have led to success of gender mainstreaming at Makerere University. Women have been able to enroll in what had traditionally been male-dominated programs. It is also the reason as to why females have become predominant; for example they made up 50.4% graduation class of January, 2010 at Makerere University. Even though women students dominated the graduation as mentioned above, another concern would be in which trades/courses are they dominating? For example, in Kyambogo University, while the total enrollment of females was 37 % in 2003/04 academic year, in the faculties of engineering and science, they constituted only10 % and 19 per cent of the total numbers registered respectively. It is only in the faculties of arts and special needs that women

[12]Professor Tibatemwa-Ekirikubinza is the current Deputy Vice Chancellor of Makerere University in charge of Academic Affairs.

(53 %) outnumbered men (Uganda MGD Report, (2007). The situation at Kyambogo University could depict what is happening in other Universities in Uganda. The *Daily monitor newspaper* of May 24, 2010 reported that the 1.5 bonus points were phasing boys out of humanities at public universities. It pointed out that even when some boys scored to the maximum, which is 4As, they could not be admitted to the courses of their first choice on state sponsorship. On the same issue, the Makerere University Deputy Academic Registrar had this to say:

> *"There are boys who scored the maximum points with 4As at A' level but still failed to join the university on government sponsorship because they lacked the 1.5 points given to girls. Some boys could not be admitted because of the 1.5 even when they had scored a maximum of 25 points. It was challenging for us during selection seeing their efforts not being rewarded. And what reason would you give a parent whose child has given you his first choice and scored the best required mark but cannot be admitted? It is unfortunate that boys are disadvantaged even when they have performed well. The issue of the policy was supposed to create a balance".*

In view of the above, the researcher believes that girls are now able to compete favorably with boys in humanities and therefore the policy should be reviewed to apply to only science and technical subjects where the number of girls is still wanting. In addition, policy review should target girls from rural schools where there are normally inadequate facilities and are therefore not at the same level with those from urban schools.

The move to bridge gap between male and female education has also been under taken by several other countries in Africa. Bennett (2004) indicated that since 1997, the University of Dar es Salaam has also implemented policies which admit women into different departments and disciplines with lower qualifications than their male counterparts. At the University of Zimbabwe, government policy addressed racial imbalances in student enrolment through the Affirmative Action Program (AAP) which was introduced at the university to address the low overall enrollment of women students and the "gender gaps" in science and technology in particular. The AAP set differential cut-off points for admission to faculties, with women's cut-off point being 2 points lower than men's.

On the other hand, the Uganda government concurred with the Education Policy Review Commission (1989), that there were subjects suitable and popular with girls in tertiary institutions. Government therefore recommended that courses in Women Studies, Family-Life Education, Food Technology and Home Economics should be introduced in universities as soon as possible (Government White Paper 1992, p 168).

In view of the above, the researcher believes that introduction of such courses would boost the Ugandan education sector and thus improve national development in all dimensions. However, the mentioned courses should not only be meant for the female gender as it would encourage the prevailing situation where women are basically involved in occupations within the 5C's (Caring, Catering, Cleaning, Clerical and Cashiering) (Hoffmann Barthes et al., 1999).

The there was also creation of the gender desk in the Education and Sports Ministry in 1998 to coordinate and initiate the activities that encourage programs promoting girls' education. The

desk played a key role in the implementation of the National Strategy for Girls' Education. It also has put in place a coordinating and planning committee to support the implementation of this strategy at district level (Kikampikaho and Kwesiga, 2002 p. 43).

Other interventions include the Education Strategic Investment Plan for 1998-2003 which among other things was to provide vocational and training opportunities to school levers, both girls and boys at the primary school level. (Kikampikaho and Kwesiga, ibid). Related to this Egau (2002 p. 23) observed that within a framework of Education Sector Investment Plan (ESIP), Uganda was focusing on three major challenges: - access, equity and efficiency. She added that the target was to expand the education sector to accommodate more learners, eliminate disparities within education in terms of access and performance with special emphasis of removing gender and regional imbalances. However, Kikampikaho and Kwesiga, (2003 p. 43) argue that ESIP did not include details on the national strategy for the promotion of education for the girl child and therefore no clear indication of how the program could be assessed. In view of the above, the researcher believes that clear policies should be put in place by stakeholders in order to promote equal gender participation in educational programs including VET.

The creation of the National Gender Policy that was approved by the cabinet in 1997 is also an important strategy in the promotion of girl child education including wildlife training. The policy recognizes gender relations as a development concept in identifying and understanding the social roles and relations of women and men of all ages and how these impact on development. It stipulates that sustainable development necessitates maximum and equal participation of all social groupings in economic, political and social cultural development (National Gender Policy

1999). It gives a framework for emphasis of gender perspectives in development planning at all levels, including the education sector. Nabacwa, (2002) observed that, while most government staff know that there is a Gender Policy, they are not aware of its contents. The researcher therefore points out that there is a need to carry out massive sanitization of all government officials and communities and put in place any other enabling environment for the policy to be implemented.

On inadequate facilities for girls in technical institutions, government recommended that all technical institutions should have adequate facilities for girls and that in existing institutions, necessary adjustments should be made to provide these facilities. Government added that it would make a special and determined effort to provide physical and instructional facilities for girls and women in the existing and all new educational institutions (Government White Paper 1992 pp. 135 & 165). It should be noted that such government commitment to provide the needed facilities for girls and women would certainly improve their participation in VET. However, further studies are necessary to find out how far the government commitment has been fulfilled.

In rural and hard-to-reach areas of Uganda, particular interventions to promote girl child education have been put in place. Chapman et al, (2002) points out that the designing of Complementary Opportunity for Primary Education (COPE) program was intended to reach those children who were past the age of school entry (ages 10 – 15) with the aim of aiding the child to transition back to the standard primary system. They stress that COPE centers are typically located in the most remote areas where issues of poverty, access and sanitation are the most acute. COPE centers currently provide both the flexibility needed by older students to

accommodate work and family obligations as well as the only access to education for students of all ages in some communities.

The researcher notes that whereas the COPE program was intended to benefit both male and female genders, it offers a greater opportunity for girls and women to acquire education. This is based on the premise that in situations of financial stress and other socio-cultural factors, especially in rural areas, families would prefer educating a boy to a girl child. The researcher's view above is supported by Miller, (2003) who observed that Ugandan societies in situations of economic stress, compromise girls' education in favor of the boys'.

Under the COPE program is Alternative Basic Education in Karamoja (ABEK) ,which according to Chapman et al, (2002) is a specialized form of COPE designed to address the specific needs (specifically, the semi-nomadic lifestyle) of students in Karamoja districts and for the vast majority of these students, the ABEK centers provide the only possible access to education. The researcher therefore contends that programs like COPE are most appropriate in rural areas especially where communities have no permanent homes and those affected by war. It gives a chance for those who could have missed education at young age especially girls to get back to school. However, proper accountabilities by program managers should be guaranteed to ensure sustainability.

Else where, in India, according to Gender Issues for Empowerment of Women in Agriculture (GITEWA pp. 5-6)[13] , there have been efforts to improve productivity in VET. The government has endeavored to empower rural women in agriculture through trainings conducted by

[13]Retrieved from http://www.icr.org.in/files/ar0506/women/pdf on 23/10/2009 at 6:35pm

government agencies in collaboration with non-governmental organizations. Training programs for farm women have been mainly in crop production, home science, livestock production and management, mushroom production and farm implements. Further trainings have been done in technology for improving extension services and several other activities for dissemination of agriculture technology. It was noted that in all cases, the response from women has been great. This approach could be adopted by training institutions in Uganda so as to increase the participation of the different gender group.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in this study. It describes the research design, area where the study was carried out, population, subject sample, instruments and procedure for data collection, sampling procedure, and methods of data processing and analysis.

3.2 Research Design

This project is designed around the qualitative research methods. The choice of this research design was based on the fact that the study involved description of characteristics, information and observations on the participation of both genders in the training activities at UWTI. This view is supported by Amin (2005, p. 43) who contends that qualitative research provides a rich understanding of a social setting or activity as viewed from the perspective of research participants. It was assumed that these findings were highly useful in explaining and interpreting the results of this qualitative research. As background and for explanatory purposes, the researcher also undertook an analysis of pertinent literature and other documentary sources.

3.3 Study area

The study was carried out at Uganda Wildlife Training Institute located in the heart of Queen Elizabeth National Park and on the shores of Lake Edward. UWTI is the only public institution in Uganda offering undergraduate diplomas and certificates in wildlife management.

The institute runs four programs, which are Diploma in Wildlife and Allied Natural Resource Management, Diploma in Tour guiding, Certificate in Wildlife and Allied Natural Resource Management and Certificate in Tour Guiding.

3.4 Study population

Mugenda & Mugenda, (1999) defined a population as a complete set of individuals, cases or objects with some common characteristics. In this case, the population of interest was trainees at Uganda Wildlife Training Institute. The other category of respondents was employees of the institution specifically, the teaching staff and administrators. This is because (a) there is a certain representation of gender and hence participation in each category of respondents and (b) the education consists of the interaction between learners and instructors and the administrators.

3.5 Sample size and sample selection

No.	Category of Population	Sample frame	Sample Size	Selection Method
1.	Teaching Staff at UWTI	10	10	Simple random sampling
3.	Students at UWTI	101	50	Simple random and purposive sampling
4.	Administrators	3	2	Purposive
	Total	**123**	**62**	

3.6 Sampling Procedure

This study intended applied random sampling method on students targeting an equal number of male and female respondents. This was done in order to avoid gender bias. However, purposive sampling was also be used on administrators who have a wealth of information in respect to the objectives of this study as put forward by Mugenda and Mugenda (1999 p. 50).

3.7 Data collection methods

In order to gather information needed for this study, a number of methods were used. These were questionnaires, interviews, observation, documentary analysis and focus group discussions.

3.7.1 Questionnaires

The researcher used a structured self administered questionnaire to collect data from the targeted population. This questionnaire which had simple and relevant questions was used on students and instructors.

3.7.2 Interviews

They were verbal face- to- face interactions between the researcher and the respondent. The interviews were guided by a set of questions pursuing a set of topics in an inductive sequence of eliciting information according to the interview guide. The face- to -face interviews were conducted with the institute`s administrators. This helped to make full use of the responses of the subject to alter the interview situation where necessary as it provides immediate feed back. It also helped to obtain more data and greater clarity.

3.7.3 Focus Group discussions

Focus group discussions were used with the instructors of the training institution. Mbabazi, (2008, p. 66) noted that focus group discussions involves a homogenous group of respondents in

the discussion of issues of common concern, with a set of guiding questions. Focus group discussions enabled the researcher to get a wide range of responses that are less structured and more "freewheeling" than the formal or informal interview situation. It also enabled the researcher to refine topical ideas as members are expected to help each other to remember important issues when generating facts and also to make collections when wrong ideas are put forward by one of the participants.

3.7.4 Observations

Students and staff were observed as they participated in the training activities. Participant observation was used both in class and in workshops. The physical presence of the researcher helped to collect important data not captured during interviews. Observation gave the most reliable data as the procedures and activities were captured at the time of their occurrence and in a sequential and processional manner. A camera was used to take photographs and where possible recorder to capture what has not been asked or answered during interviews but is still important for this research. Observation also enabled me to triangulate information obtained from interviews and other data collection methods.

3.7.5 Study of Documentary

This involved the study of both primary and secondary documents. Primary documents duty rosters, class lists, rules and regulations among others. Secondary documents involved books that provide information of how policy has contributed to the gender equality in wildlife training and data regarding other objectives of the study.

3.8 Data collection procedure

The procedure of data collection began with seeking permission from the administration of UWTI to allow me carry out this study in the institution. This was done by officially writing to the Principal of UWTI about the subject. It was followed by organizing resources chiefly the research tools including and interview guide and questionnaire.

While collecting data, the respondents were assured of the maximum confidentiality to which information was to be treated. Interviews went on with, administrators as well as observation was taking place at the time of data collection. Interviews were not only be used to answer specific research questions understudy but also to obtain other relevant ideas of the person being interviewed that could improve the quality of this research work such as his or her personal experience. The researcher was mindful not to put the respondents under pressure as it is understood the great importance of building good rapport through the whole period of data collection. Hopefully this could not only make respondents appreciate the importance of this study but also enabled to express themselves fully while answering questions.

3.9 Data processing and analysis

The collected data was examined, coded basing on the objectives of the study. It was then processed and analyzed using Special Package for Social Scientists (SPSS). It was further presented using frequency tables.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents findings, discussion and interpretations of data collected to analyze the academic factors affecting girls` participation in wildlife training activities, to analyze the socio-cultural factors affecting the participation of girls in wildlife training and to assess efforts put in place to improve the participation of girls in wildlife training.

4.2 Demographic characteristic of respondents

Table 1: Showing gender response

	Frequency	Percent	Valid Percent
Male	38	76	76
Female	22	44	44
Total	60	100	100

Source; primary

From table 2 above; Male respondents were 63% while female were 27%.This implies that there were slightly more male respondents than females who provided information regarding their gender. The institution has only 24 girls from who the researcher had initially considered to collect data. This was because girls were the main target in this research but at the time of data collection, two of the girls were not available. However, the number of boys was slightly bigger since boys constitute a greater number (i.e. 77students) of students in the institution. This arises

from various factors which include social, economic and cultural. This is supported by Egun and Tibi, 2010 who observed that the imbalance between female and male education arose from a lot of cultural practices in society resulting from deeply fixed prejudice attitudes, customs behavioral decisions and procedure which combine to discriminate against women rights and access to educational opportunities.

Table 2: Showing level at which students join Uganda wildlife institute

	Frequency	Percent	Valid Percent
O' level	11	22	22
A' level	39	78	78
Total	50	100	100

Source; primary

From table 3 above; 22% of respondents' join Uganda Wildlife Training Institute at ordinary level where as 78% join the institute at advanced level. Interviews with both the Academic Registrar and Principal of the institute indicated that students admitted at O` level offer certificate courses in wildlife management while those admitted basing on A`level offer diplomas. However, certificate courses are privately sponsored whereas the state gives a good number of scholarships to diploma students. The principal observed that the program are costly; that a semester costs a parent or guardian about six hundred thousand. That is why there are many students offering diploma courses as compared to those doing certificate programs. These

findings are in line with the Uganda guide (2009, p.1), which points out that Uganda is one of the poverty stricken countries as is the case with most African states. It indicates that 34% of Ugandans live under the poverty line and cannot therefore afford tertiary education which is quite expensive. The guide notes that whereas the economic liberalization has indeed delivered impressive headline growth over the years, the proportion of Ugandans living below one US dollar per day benchmark for extreme poverty has not yet fallen significantly

In view of the above tertiary education is very expensive for an average Ugandan and the girls are likely to be compromised as research has indicated that opportunities for girls are strongly determined by the social economic conditions of the families where majority of the population is living under abject poverty. Often families can afford to send only some of their children to school and more often than not poverty stricken families choose to educate boys (Hoffmann-barthes et al., 1999). The researcher therefore believes that the preference of boys` education to that of girls could be one of the causes of few girls in certificate causes which are deemed costly and have no state sponsorship at UWTI.

4.1 Findings on factors affecting girls` participation in wildlife training activities

Table 3: Showing whether teachers' perception of the discipline pursued was encouraging

		Frequency	Percent	Valid Percent
	Strongly agree	9	18	18
	Agree	24	48	48
	Not sure	6	12	12
	Disagree	8	16	16
	Strongly disagree	3	6	6
	Total	50	100.0	100.0

From table 4 above; 18% strongly agreed, 48% agreed, 12% were uncertain, 16% disagreed and 6 % strongly disagreed. This reveals that teachers' perception of the discipline pursued was encouraging. These findings are in disagreement with what have been observed in some secondary schools where teachers discourage girls from offering science and technology

subjects. For instance studies from Cameroon, Sierra Leone and Malawi have indicated that both male and female teachers believe that boys are academically superior to girls. In addition classroom observations in Kenya; Malawi and Rwanda also indicate that teachers paid more attention to boys than girls or completely ignored girls Gathu (http://boleswa97.tripod.com/gathu.htm). Findings are also in disconformity with the researcher's own experience in co-educational secondary schools where he has taught five years. Some teachers used to discourage girls from offering science subjects such as chemistry and physics. Teachers believed that sciences were masculine subjects. This perception of disciplines in terms of gender by teachers at lower levels is very detrimental and could be one of the reasons as to why few girl scientists emerge from secondary to offer technical/vocational courses at higher levels. However, it should be noted that wildlife training is a technical field which requires a science background and therefore poor teacher's perception of girls` capacity to offer science at lower levels would certainly affect the number of girls emerging to offer the courses at UWTI.

Table 4: Showing whether students' got career guidance before their choice of courses

		Frequency	Percent	Valid Percent
	Strongly agree	9	18	18
	Agree	15	30	30
	Not sure	7	14	14
	Disagree	14	28	28
	Strongly disagree	5	10	10
	Total	50	100.0	100.0

From table 5 above; 18% strongly agreed, 30% agreed, 14% were uncertain, 28% disagreed and 10 % strongly disagreed. This indicates that slightly a bigger number of students didn't get effective career guidance which is in agreement with Barthes et al., (1999) who contends that lack of trained guidance and counseling personnel affect choice of students' courses. From the researcher's experience, there is no effective career guidance in schools which is due to lack training personnel in this field. Therefore students depend on the little guidance offered by their teachers and this definitely affects their student's future careers. On the other hand, teachers are not aware of some institutions and what they offer. For instance, it has been noted that UWTI and its programs are little known in Uganda and beyond which could be one of the factors why the institution has few students i.e. 101 students as per class lists of 2010. The Academic

Registrar noted that one of the priorities in the near future was to publicize the institute in order to attract many students. The lack of publicity of the institute with its programs affect mainly girls enrollment according to (UNEVOC, 1994)[14] which noted that majority of female students are not aware of the training opportunities in the technical and vocational fields, which they can take advantage of. Most female students as well as their parents and guardians are ignorant of the value of technical and vocational education. They are therefore not sufficiently motivated to cultivate an interest in studying technical and vocational subjects like their male counterparts. The researcher therefore notes that career development programs that target girls need to be initiated and enforced to enable girls make informed decisions while choosing subjects/courses of study.

[14] From http://www.nzdl.org/gsdlmod?e=d-00000-00---off-0ewf--00-0----0-10-0---0---0direct-10---4-------0-1l--11-en-50---20-about---00-0-1-00-0-0-11-1-0utfZz-8-00&a=d&c=ewf&cl=CL2.13&d=HASH0170cc3842e6c6476d049f6a.17 on July 31,2010

Table 6: Showing gender role models in the institution

		Frequency	Percent	Valid Percent
	Strongly agree	7	14	14
	Agree	20	40	34
	Not sure	3	6	6
	Disagree	11	22	28
	Strongly disagree	9	18	18
	Total	50	100.0	100.0

From table 6 above; 14% strongly agreed, 30% agreed, 6% were uncertain, 22% disagreed and 18 % strongly disagreed. This indicates that there many gender role models in institution for boys at UWTI and few for girls. The reason behind this fact is that there is only one female instructor out of ten members of the teaching staff. These findings are in line with UNEVOC, (1999) who noted that most scientific and technological careers take long and girls are not ready to grow to thirty years old while in colleges and universities. By the time they finish a first degree, their orientation focuses on marriage and family. In addition, most universities and polytechnics in Uganda do not recruit individuals with qualifications below a master's degree. In view of the above, the researcher contends that few women graduates in the technical and

vocational fields and few are available to be recruited as instructors in training institutions and therefore a major cause lack of female role models at UWTI.

Table 7: Showing whether gender role models affect students' participation in learning process

		Frequency	Percent	Valid Percent
	Strongly agree	7	14	14
	Agree	11	22	22
	Not sure	8	16	16
	Disagree	14	28	28
	Strongly disagree	10	20	20
	Total	50	100.0	100.0

From table 6 above; 14% strongly agreed, 22 % agreed, 16% were uncertain, 28% disagreed and 20% strongly disagreed. This shows that gender role models do not affect students' participation in learning process at Uganda Wildlife Training Institute. These findings are not in agreement with UNEVOC (1999) who contends that lack of female instructors as role models for girls in training institutions may discourage female students from offering technical subjects; girls perceive technical subjects as a male domain. In addition, there could be lack of confidence in by girls who manage to offer technical subjects when they find themselves too few in a class filled by male learners where the instructors are normally males.

The researcher's point of view is that the influence of role models on students learning cannot be underscored. For example during the focus group discussion, the paramilitary instructor noted that:

> *"I have got many challenges with female students during paramilitary training. Many girls report late for early morning run and parade claiming to be sick, which disrupts the day's activities. Girls have also shown lack of will to participate in paramilitary drills and weakness when it comes to handling of riffles.*

It should also be noted that all the instructors that participated in paramilitary training at UWTI are males. The researcher further observed that the hired soldiers to instruct students in paramilitary training were all males. Therefore, it can be rightly believed that lack of role models has a greater influence in the effective participation of girls in paramilitary training and as do other practical activities.

Table 8: Showing there is gender bias by teachers/instructors in training programs at Uganda Wildlife Training Institute

		Frequency	Percent	Valid Percent
	Strongly agree	7	14	14
	Agree	17	34	34
	Not sure	3	6	6
	Disagree	14	28	28
	Strongly disagree	9	18	18
	Total	50	100.0	100.0

From table 8 above; 14% strongly agreed, 34% agreed, 6% were uncertain, 28% disagreed and 18 % strongly disagreed. This indicates that there is no gender bias by teachers/instructors in training programs at Uganda wildlife Training Institute. These findings are not in line with Hoffmann-Barthes et al., (1999, p 28) who contends that, in schools teachers see some subjects as more appropriate or useful for girls and others for boys. Girls always receive positive encouragement by their teachers to try the technical and scientific fields for which boys are supposed to have a natural aptitude; they are not shown the practical applicability of these subjects to a wide range of occupations, as well as outside the work environment. Girls seem to internalize the prevailing expectations, and may give up, especially when it comes to the study of science and mathematics. The researcher argues that the positive attitudes by instructors` towards girls participation in wildlife training at UWTI implies that instructors are well sensitized about gender issues. Most instructors are highly educated as compared to those in secondary or primary schools and therefore more civilized. It is therefore important that teachers in training institutions become more gender sensitive and understand that girls and boys can perform equally in technical subjects given the opportunity.

Table 9: Showing whether many students offer instructors' course/subject

	Frequency	Percent	Valid Percent
	Strongly agree	5	50
	Agree	2	20
	Not sure		
	Disagree	3	30
	Strongly disagree		
	Total	10	100.0

From above table; 50% strongly agreed, 20% agreed, 30% disagreed. This shows that many students offer instructors' course/subject.

The 70% of instructors who consented that many students were offering their subjects are teaching in diploma programs where a greater number of students are admitted on government sponsorship. On the other hand, there are few students in certificate programs because all the courses at this level are privately sponsored. In an interview, the academic registrar observed that:

> *Most of our students come from peasantry families where parents cannot afford private sponsorship. This is main reason as to why there are few students offering certificate courses as compared to diploma programs. In addition, this institution is isolated located in the national park where we cannot get many day scholars. Therefore most students who we admit must sleep in the institution where in addition to school fees will pay for boarding facilities".*

In view of the above, the researcher believes that certain interventions need to be put in place to balance the number of students at both levels in the institute. These include offering state scholarships at both levels and beginning of distance programs which are lacking at certificate level but offered at diploma level.

Table 10: Showing whether there is equal number of girls and boys at UWTI

		Frequency	Percent	Valid Percent
	Strongly agree			
	Agree			
	Not sure			
	Disagree	2	20	80
	Strongly disagree	8	80	20
	Total	10	100.0	100.0

From above table; 80% strongly agreed, 20% agreed. This indicates that there is unequal number of girls and boys at UWTI. These findings are supplemented by information from the class lists, 2010 which indicate there are ....girls and .....boys in the institute constituting ...% for girls against for boys. From a focus group discussion the Dean of students indicated that:

> *All courses at UWTI are science based and therefore, to secure a vacancy at the institute one must have done science in a high school. You should realize that girls do not perform better in science like boys and when we go for selection of*

candidates, few girls qualify to be admitted. The requirements for a student to be admitted for certificate programs: are six credits in science subjects including English and Mathematics. On the other hand for diploma programs, students need to have got two principal passes in chemistry and Biology and a subsidiary pass in science related subjects.

These findings are supplemented by the *New Vision*[15] of 26th February, 2010 which reported that there was a great improvement in performance at A` Level by girls in mathematics, physics and chemistry not like in the past where boys performed significantly better than girls in mathematics and other science subjects. Similarly at O` Level, the *New Vision* of 4th February, 2010 noted that female candidates performed slightly better than males in English language, while the male candidates performed better in sciences.

In view of the above, the researcher concurs with findings and is certain that improvement of girl's performance in science and mathematics in high schools would certainly argument the number of girls in wildlife training and therefore efforts need to be directed towards this cause.

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[15] Extracted from:
http://www.newvision.co.ug/detail.php?mainNewsCategoryId=8&newsCategoryId=12&newsId=711277 and

http://www.newvision.co.ug/detail.php?mainNewsCategoryId=8&newsCategoryId=12&newsId=709120

Table 11: Showing whether there are disparities in participation between boys and girls in training activities at Uganda Wildlife Training Institute.

		Frequency	Percent	Valid Percent
	Strongly agree	4	40	40
	Agree	6	60	60
	Not sure			
	Disagree			
	Strongly disagree			
	Total	10	100	100

From table 8 above; 40% strongly agreed and 60% agreed. This indicates that there are disparities in participation between boys and girls in training activities at Uganda Wildlife Training Institute. These findings concur with the researcher's observations of students both inside and out of class activities. In class few girls than boys posed questions and sought clarification from the instructor. Similarly, it was found that in practical activities which require physical muscle exertion, girls complained of fatigue earlier than boys. These activities include long distance expeditions, mountaineering and animal tracking in National parks.

These findings are inline with Ebben, (1998) who revealed that women possess about two thirds of the strength of men. In view of the above, the participation of men and women in wildlife training and other technical/vocational programs remains asymmetrical especially in situations where activities require physical muscle exertion. Ebben, however noted that women who practice the same well-designed strength training programs as men benefit from bone and soft-tissue modeling, increased lean body mass, decreased fat, and enhanced self-confidence.

Table 12: Showing whether disparities affect the performance and final awards to both genders at Uganda Wildlife Training Institute

	Frequency	Percent	Valid Percent
Strongly agree	5	50	40
Agree	3	30	30
Not sure	1	10	10
Disagree	1	10	10
Strongly disagree			
Total	10	100	100

From above table; 50% strongly agreed, 30% agreed, 10% were uncertain and 10% disagreed. This shows that disparities do affect the performance and final awards to both genders at Uganda Wildlife Training Institute. Factors responsible for gender differences that were mentioned by instructors include nature of training which involves military training and courses which require a science background. Other factors mentioned were lack of strength by females compared to males when it comes to activities that require excessive muscle exertion. Instructors also indicated that girls may become weak during menstruation periods and lack of confidence when it comes to practical activities. The instructors observed that each activity that is performed

carries marks and therefore lack of attendance results in poor performance in the course and in the final awards. One of the instructors observed that:

> *In situations where girls complain of sickness, it is difficult to verify who is sick and who is not. Some girls may forge sickness to escape practical activities. There is no school nurse or a fulltime female instructor or senior woman to detect minor illnesses associated with girls.*

The researcher notes that issues raised by instructors need to be addressed urgently as they definitely affect the participation of girls in training activities. There is need to urgently employ a senior woman and construct a sick bay at the institute.

4.3 Findings on the socio-cultural factors affecting the participation of girls in wildlife training

Table 13: Showing whether there are the perceived gender roles in your society

		Frequency	Percent	Valid Percent
	Strongly agree	20	40	40
	Agree	15	30	30
	Not sure	8	16	16
	Disagree	5	10	10
	Strongly disagree	2	4	4
	Total	50	100.0	100.0

From table 8 above; 40% strongly agreed, 30% agreed, 16% were uncertain, 10% disagreed and 4 % strongly disagreed. This implies that there are perceived gender roles in societies where students come from. These findings are in line with Ssekamwa, (1997) who points out that in African tradition, men and women had different roles to play in society. These roles identified their gender. For instance, mothers and their daughters could take care of the home while the

fathers and their sons went out to hunt for food. This implies that men and women were taught different knowledge depending on the roles they were expected to play in society. The researcher contends that formal education has not significantly changed societal expectations of males and females and therefore most women are still engaged in the 5Cs occupations.

Table 14: Showing whether perceived gender roles in students' society lead to present course of their study

		Frequency	Percent	Valid Percent
	Strongly agreed	30	60	60
	Agree			
	Not sure	20	40	40
	Disagree			
	Strongly disagree			
	Total	50	100.0	100.0

From above table; 60% strongly agreed and 40% agreed. This implies that perceived gender roles in students' societies have led to their present courses of study. These findings are in agreement with United Nations Scientific and Cultural Organization (UNESCO), (1997 p. 5) which noted that there are gender factors affecting science and technology, and vocational

education in Africa. The factors relate to policy, socio-economics and culture. These factors affect quality of science education, curricula, teacher involvement, and text books among others. The researchers experience shows that due to societal beliefs girls education is compromised right from the lowest level. In many rural families, girls have a lot of household tasks to accomplish every day. They have little time to work on course works and may reach school late, which eventually leads to their poor performance at school, especially in science than their male counterparts. In addition, there are societal beliefs that girls are less gifted in science (Hoffmann-Barthes et al., (1999) and hence can not do any better in the same field. With this inculcation, girls tend to give up in the science subjects in high schools, which eventually deny their admission into wildlife training.

Table 15: Showing residence of students

		Frequency	Percent	Valid Percent
	In campus	48	96	62
	Outside	2	4	38
	Total	50	100.0	100.0

Source; primary

From above table; 96% of students stay at school where as 4% stay outside the institution. This implies that a greater number of students stay at school where there are no many chores to disrupt their training. The two day scholars were a boy and girl; both in the same program.

According to the instructors the girl performed better than her male counterpart. Instructors indicated that the male student had a challenge of school fees and was always on and off campus trying to get school fees and other basic facilities. To this effect, the academic performance of the male student was low according to the institute set standards. The researcher notes that in situations of poverty, the academic performance of students is affected however girls may be at the highest disadvantage as they have a replica of needs compared to male counterparts.

Table 16: Showing whether, availability of boarding facilities affect students' welfare at the institute

		Frequency	Percent	Valid Percent
	Strongly agree	9	18	18
	Agree	24	48	48
	Not sure	6	12	12
	Disagree	8	16	16
	Strongly disagree	3	6	6
	Total	50	100.0	100.0

From table 4 above; 18% strongly agreed, 48% agreed, 12% were uncertain, 16% disagreed and 6 % strongly disagreed. This reveals that availability of boarding facilities affect students' welfare at the institute and therefore their academic performance especially for girls. This is agreement with the Uganda Government White Paper of 1992 in which it was realized that there were inadequate facilities for girls in many technical institutions in Uganda. Government therefore recommended that all technical institutions should have adequate facilities for girls and that in existing institutions, necessary adjustments should be made to provide these facilities.

In an interview with the Principal Uganda Wildlife Training Institute he affirmed that:

One of the major priorities of the institute was to ensure that there are adequate facilities for students. This would prevent undesirable risks as the institution is situated in the wild. It is very risky for students to move at night as they could be harmed by aggressive animals. It is also risky for students to reside off-campus especially for girls who selfish people can take advantage of. Therefore the institution is embarking on construction of two dormitories; one for girls and the other for boys so that any admitted student will be able to be accommodated in future.

In view of the above, the researcher appreciates the steps taken by the institution to ensure the availability of boarding facilities for all students in order to improve their participation in training programs. He further advocates for sanitary facilities like availability of enough water and separate latrines/toilets for girls and boys. These would provide healthy environment necessary for effective learning to take place.

Table 17: Showing whether there are strategies being implemented in Uganda wildlife training institute to reduce gender inequalities in training programs

		Frequency	Percent	Valid Percent
	Strongly agreed	7	70	70
	Agree	3	30	30
	Not sure			
	Disagree			
	Strongly disagree			
	Total	10	100.0	100.0

From table above; 70% strongly agreed, 30% agreed. This is in agreement with the findings from the Focus Group Discussion with the instructors who indicated that were several strategies being implemented at UWTI to reduce gender inequalities in training programs. The instructors observed that there were separate boarding facilities for both male and female students at the institute. However they needed improvement/expansion as students have been congesting in the dormitories. The instructors also noted that the institution has been lenient on fees defaulters so that all students enrolled in the program complete. According to the researcher, this is particularly important for girls since they are fewer in the institution as compared to boys. It is very necessary that there should not be any wastage on the side of girls; required efforts need to

be put in place so that all the girls enrolled in the institute complete. Further, instructors pointed out that the institution ensures that girls who become pregnant are not harassed or sent out of school. This has been very important in that it has reduced drop out on the side of girls.

Table 21: Showing whether according to instructors' experience, wildlife training is viewed by students and society in Uganda as good career

		Frequency	Percent	Valid Percent
	Strongly agree	4	40	40
	Agree			
	Not sure	6	60	60
	Disagree			
	Strongly agree			
	Total	10	10	100.0

From above table; 40 % strongly agreed and 60% were not sure. During a Focus Group Discussion, some instructors maintained that the community does not look at wildlife training as a good career basing on the fact the institution has few students compared to other training institutions at the same level. They contended that if the community and students liked wildlife

programs, student's numbers would be higher since it is the only public institution offering diplomas and certificate in wildlife management.

On other hand, other instructors argued that there are other factors which can affect the enrollment of students at UWTI. They cited the location of the institution in isolation deep in the national park, lack of publicity of the institute and its programs in the surrounding communities and beyond.

The researcher notes that there are several challenges which limit the number of students in wildlife training at UWTI as mentioned above. These challenges need to be addressed so that the institution attracts more students within the surrounding communities, nationally and regionally. Sensitization of the surrounding communities can be carried on radio stations, workshops and posters. On the other hand installing internet and creating web site for the institute would publicize regionally and globally.

Table 18: Showing whether instructors were recruited to institution on merit

		Frequency	Percent	Valid Percent
	Strongly agreed	7	70	70
	Agree	3	30	30
	Not sure			
	Disagree			
	Strongly disagree			
	Total	10	100.0	100.0

From above table; 70% strongly agreed and 30% agreed. This implies that there is efficiency in the recruitment process of staff. The Principal UWTI indicated that:

> *All instructors were recruited basing on merit. Some instructors were recruited centrally by the Education Service Commission through an advertisement and there after conducting interviews. In this lot, we did not receive any female instructor. When we advertised for more instructors we only received one female applicant who we actually recruited. We would love to have a good representation of women on the teaching staff but they are not available for recruitment.*

The researcher concurs with the primary findings and from experience it has been shown that girls are under-represented in the science education which is the basis of wildlife training. This

means that few girls are qualified in wildlife and is a major factor as to why not many women respond to the recruitment adverts in wildlife training.

Table 19: Showing whether there is no gender bias in staffing at Uganda Wildlife Training Institute.

	Frequency	Percent	Valid Percent
Strongly agree	2	20	20
Agree	8	80	80
Not sure			
Disagree			
Strongly disagree			
Total	10	100.0	100.0

From above table; 20% strongly agreed and 80% agreed. This implies that there is no gender bias in staffing at Uganda Wildlife Training Institute. The principal UWTI concurs with the instructors noting that:

> *There is no gender bias at Uganda Wildlife Training Institute. Instructors are treated equally whether male or female because their salaries are based on qualifications and not on gender. Similarly allowances are given depending on one's salary scale.*

However, the findings above not in agreement with what were observed in some factories in Kampala during our research expeditions in 2009. It was observed that there was a lot of bias against women in one of the factories where the manager noted that women are assumed dirty since they go into menstruation periods and therefore can not be placed in certain positions.

Similarly women discrimination has been noted in Britain, that male managers earn more pay than women counterparts. The *New Vision* of August 30, 2010 reported that male managers earn 10,000 pounds a year more than their female counterparts. In this case, it can be realized that in some work places, women are discriminated not only basing on ability or strength but also because they are women.

Table 20: Showing whether gender representation of the teaching staff affect participation of male and female students at the institute

		Frequency	Percent	Valid Percent
	Strongly agreed			
	Agree			
	Not sure			
	Disagree	8	80	80
	Strongly disagree	2	20	20
	Total	10	100.0	100.0

From above table; 80% disagreed, and 20% strongly agreed. This implies that gender representation of the teaching staff does not affect participation of male and female students at the institute. Like students, instructors affirmed that gender representation of the teaching staff does not affect participation of male and female students at the institute. However, the researcher contends that gender representation on the teaching staff has an influence in the learning process of students of which the instructors and students are not aware of. For instance after an exam of "Rural Land Use Planning", some girls were heard commenting; "this is a male exam". When they were asked what they meant, they explained that the exam was hard and therefore fit for boys. The implication to the researcher is that whatever is hard is associated with men and there is a tendency for girls to withdraw from some subjects who they feel is difficulty. This is also because these subjects are taught exclusively by male instructors. The only female instructor at UWTI teaches Swahili language of which students have indicated to be an easy subject.

4.4 Findings on efforts put in place to improve the participation of girls at Uganda Wildlife Training Institute

Respondents observed that several efforts have been put in place to improve the participation of girls in wildlife training at Uganda Wildlife Training Institute; they include

4.4. 1 Construction of separate boarding facilities

The Principal UWTI indicated that institute has constructed boarding facilities for both male and female students. He said that boarding facilities were not yet enough and therefore the institute has finalized plans to construct one more dormitory for girls and the other for boys. He indicated that it was very necessary that girls stay away from boys at night to avoid social interactions

which could turn risky. He observed that incase of any risks it is a girl who suffers more; for instance in case of pregnancy the girl bears the greatest burden.

4.4.2 Leniency on payment of college dues

The institution has become more flexible on the payment of tuition and other functional fees. Students are allowed to sit examinations even when they have not cleared all the required dues so long as accept to clear on specific later date. The academic registrar indicated that students cannot escape to pay fees because the institution will not allow them to graduate or collect any document when they have not cleared with all the departments This measure has enabled most students admitted on private scheme to complete their studies at UWTI. To the researcher, whereas the measure benefits both sexes, the female gender benefits more due to the premise that girls are few in the institute and all who are admitted are enabled to complete their programs. Therefore all institutions where the number of females is very small should adopt this measure to avoid wastage on the side of girls.

4.4.3 Keeping pregnant girls in school

Instructors observed that as a measure to enable all girls complete their courses, the authorities at the institute ensure that girls who become pregnant during the course of study are not harassed or dismissed. Instructors noted that the institution also admits married women and gives them support during the course of study.

In view of the above, the gender sensitivity exhibited by Uganda Wildlife Training Institute is of paramount importance towards girl's participation in wildlife training. Therefore these measures need to be consolidated and if possible more effort is put place to argument the number of girls at UWTI and wildlife training in general.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

5.3 Conclusion

The participation of girls in wildlife training programs at all levels remains asymmetrical despite several efforts put in place by various stakeholders to address the gaps. The poor representation of girls in wildlife training begins with the families and community where students come from; the situation where a parent would prefer to educate a boy in poor families coupled with family chores associated with girls than boys can lead to low performance at school especially in science subjects. Since science has been identified as a back bone of wildlife training and the poor performance in the discipline by girls at lower levels is a major factor that has kept a small number of women in wildlife training institutions.

A part from the socio-cultural issues, the participation of girls in wildlife training was a result of the academic factors once the students have been admitted to the institution. The institute lacks female role models, college nurse, senior woman and female counselors. This is believed to be negatively affecting the participation of girls in training programs and performance in the final awards. Therefore measures to address the low participation of girls in wildlife training need not to only address issues within communities where students come from but also the impediments in the training institutions.

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QUESTIONNAIRE FOR INSTRUCTORS

Dear Respondent,

I am student of Kyambogo University pursuing a Master of Vocational Pedagogy. I am carrying out a study on **Girls participation in Wildlife Training** in with UWTI as a Case Study.

I kindly request you to provide the necessary information to enable me achieve the purpose of this study.

The information given is solely for academic purposes and will be treated with highest confidentiality.

Thank you for your cooperation.

In the following sections respond to the 5 items by ticking the alternative you agree with, using the table below.

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

1. Gender

Male ☐ Female ☐

2. You course/subject you teach

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

3. You have many students that offer your course/subject

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

4. There is equal number of girls and boys

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

5. If not what do think are factors responsible for this gender difference

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6. There are disparities in participation between boys and girls in training activities while at Uganda Wildlife Training Institute

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

7. If yes what could be the factors responsible for the disparities

8. Disparities affect the performance and final awards to both genders at UWTI

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

9. There are dropouts in this institution

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

10. If so, which gender is highly affected

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11. What could be the cause dropping out from this institution

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12. According to your experience, wildlife training viewed by students and society in Uganda as good career

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

13. You were recruited to this institution on merit

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

13. In your opinion, you think there is no gender bias in staffing at Uganda Wildlife Training Institute.

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

14. If you disagree what is the cause of gender bias in employment within the different departments at UWTI

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15. Gender representation of the teaching staff affect participation of male and female students at UWTI

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

16. There are the strategies being implemented in UWTI to reduce gender inequalities in training programs

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

17. How have the above strategies affected the participation of both genders in the UWTI

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18. Could you suggest other strategies UWTI and government should adopt to reduce gender inequalities in wildlife training programs?

Thank you for your participation

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am student of Kyambogo University pursuing a Master of Vocational Pedagogy. I am carrying out a study on **Girls participation in Wildlife Training** in with UWTI as a Case Study.

I kindly request you to provide the necessary information to enable me achieve the purpose of this study.

The information given is solely for academic purposes and will be treated with highest confidentiality.

Thank you for your cooperation.

In the following sections respond to the 5 items by ticking the alternative you agree with, using the table below.

Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree

1. Gender

   Male ☐ Female ☐

2. Course of study----------

3. At what level did you join UWTI?

   O'level ☐ A'level ☐

4. What disciplines did you undertake at the above mentioned education level?

   ---

5. What prompted you to choose that discipline?

---

6. Your teachers' perception of the discipline you pursued was encouraging

Strongly agree	Agree	Not – sure	Disagree	Strongly disagree

7. What motivated you to pursue your present programme of study?

---

8. You got career guidance before your choice of this course

Strongly agree	Agree	Not – sure	Disagree	Strongly disagree

9.There are gender role models in this institution

Strongly agree	Agree	Not – sure	Disagree	Strongly disagree

10. Gender role models affect your participation in learning processes

Strongly agree	Agree	Not – sure	Disagree	Strongly disagree

11. In your opinion is there gender bias by your teachers/instructors in training programs at UWTI

Strongly agree	Agree	Not - sure	Disagree	Strongly disagree

12. There are the perceived gender roles in your society

Strongly agree	Agree	Not - sure	Disagree	Strongly disagree

13. Perceived gender roles in your society led to your present course of study

Strongly agree	Agree	Not - sure	Disagree	Strongly disagree

15. What are the participation disparities between male and female students in the learning processes at UWTI?

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16. Mention whether you reside in the campus hostel or out side

In campus ☐ out side ☐

17. If you reside in the school hostel, availability of boarding facilities affects your welfare at the institute

Strongly agree	Agree	Not - sure	Disagree	Strongly disagree

18. If you reside out side the campus, what are the gender risks that might affect your participation/performance in training programs

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19. Could you mention any strategies being implemented at UWTI to improve the participation of girls in training programs?

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20. In your opinion, what more should be done to improve the participation of girls in Wildlife training at UWTI?

Thank you for your participation

APPENDIX III: INTERVIEW GUIDE FOR ADMINISTRATOR

Dear Respondent,

I am student of Kyambogo University pursuing a Master of Vocational Pedagogy. I am carrying out a study on **Girls participation in Wildlife Training** in with UWTI as a Case Study.

I kindly request you to provide the necessary information to enable me achieve the purpose of this study.

The information given is solely for academic purposes and will be treated with highest confidentiality.

Thank you for your cooperation.

1. Title/Position
2. How many students are in this in this institution?
3. How many are boys and how many are girls?
4. What do you think are factors responsible for the difference?
5. What are the requirements for students to enroll for the various courses at UWTI?
6. What are the admission criteria of students?
7. How many are males and how many are females?
8. What could be the factors responsible for the gender difference?
9. Do you think the gender difference in the staff representation could have had an impact on the current state of affairs in the institution?
10. How have the interactions/relations between male and female students affect girls` participation in this institution?
11. Would you consider the curriculum followed in this institution to be gender neutral? Explain.

12. What is the attitude of teachers/instructors towards girls` participation in wildlife education in Uganda?

13. Are there cases of girls` drop out at UWTI?

14. What measures have you put in place to reduce the girls drop out rate at UWTI?

15. How are gender issues and participation addressed in the curriculum?

16. Are there policies in support of girls` education at UWTI? Explain

17. What would you suggest as away forward towards girls` participation in wildlife training in Uganda?