GENDER INEQUALITY IN VOCATIONAL EDUCATION IN UGANDA: A STUDY OF VOCATIONAL INSTITUTIONS IN LIRA DISTRICT

BY

ANGELA GEOFFREY
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DECLARATION

I **Angela Geoffrey** declare that, this research report is my original work and has not been submitted for **any award** in any University.

Signed..... Date: 7/12/2012.

ANGELA GEOFFREY

APPROVAL

This is to certify that **ANGELA GEOFFREY** carried out a study entitled "Gender Inequality in Vocational Education in Uganda: A Study of Vocational Institutions in Lira District" under my close supervision and is now ready for submission.

Signature: Margaret K Lubega Date: 7th/12/12

DR. MARGARET K. LUBEGA

DEDICATION

I dearly dedicate this research dissertation to my beloved daughters Angella Apolo , Mary Magdalene Nakawesa and Janice Acio. May the Lord reward them abundantly!

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The completion of this dissertation required the work, sacrifice and inspiration of many people, although my name appears as the writer.

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BCP	Blocklaying and Concreting Practice
BTVET	Business Technical Vocational Education and Training
CBO	Community Based Organization
CCA	Certificate in Computer Applications
CIM	Centre for International Migration and Development
CJ	Carpentry and Joinery
DED	German Development Service
DICT	Diploma in Information and Communications Technology
DV	Dependent Variables
EI	Electrical Installation
HDC	Higher Diploma in Construction.
HDE	Higher Diploma in Electrical Engineering
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IV	Independent Variables
IVV	Intervening Variables
MEPPM	Master of Education in Policy, Planning and Management
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance Planning and Economic Development
MUBS	Makerere University Business School
MVT	Motorvehicle Technician

NGO	Non Governmental Organization
NUSAF	Northern Uganda Social Action Fund
ODCB	Ordinary Diploma in Civil and Building Engineering
ODD	Ordinary Diploma in Architecture
ODE	Ordinary Diploma in Electrical Engineering
ODM	Ordinary Diploma in Mechanical Engineering
ODWE	Ordinary Diploma in Water Engineering
PD	Painting and Decorating
PEVOT	Promotion of Employment-Oriented Vocational Training
PLB	Plumbing
UBTEB	Uganda Business and Technical Examinations Board
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Social and Cultural Organization
UNICEF	United Nations International Children Education Fund
UPE	Universal Primary Education.
USA	United States of America
UTC	Uganda Technical College
VTI	Vocational Training Institute
YOP	Youth opportunities Programme

ABSTRACT

The study investigated Gender Inequality in Vocational Institutions in Lira District. This was in line with the fact that while the Government of Uganda was committed to the attainment of Gender Equality in Vocational Institutions as a Millennium Development Goal (MDG) by 2015, the attainment of this goal has shown a slow progress particularly in Vocational Institutions. The study therefore established the extent to which Vocational Institutions were gender responsive in their training programmes. The study had five specific objectives: to examine gender issues in Vocational Institutions, to assess the influence of gender issues on student; (a) enrolment, (b) retention, (c) completion and (d) transition in Vocational Institutions; to assess the influence of gender issues on the teaching staff in Vocational Institutions; to find out the causes of gender inequality in Vocational Institutions; and to recommend strategies to eliminate gender inequalities in Vocational Institutions. The study employed a cross-sectional survey design of quantitative and qualitative methods to collect data using semi-structured questionnaires administered to a sample of 264 respondents comprised of 187 Students, 61 Instructors/Teachers and 16 Principals, both male and female. The study established that, there was an understanding and consideration of socio-cultural factors underlying sex-based discrimination to provide the female and male students with equal opportunities for their participation in the Vocational training process, although some of the issues examined such as budgeting did not strongly encourage students to enroll, be retained, and to complete Vocational training. The main causes of gender inequality were cultural segregation, discouragement, poor administration, negative attitudes, low self-esteem, cultural beliefs, shying away and the nature of tasks assigned to Students and Staff in Vocational Institutions. The study made recommendations for the strategies of eliminating gender inequality which were good administration, provision of equal opportunities to every member, elimination of culturally biased beliefs/attitudes/feelings/perceptions on training programs and activities, sensitization of staff and motivation of girls among others

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Gender equity is a set of actions, attitudes, and assumptions that provide equal opportunities and create expectations about individuals. Gender is never separate from race, ethnicity, language, disability, income, or other diversities that define us as human beings. It offers a framework for educational reform in which all females and males are engaged, reflective learners, regardless of the subject, prepared for future education, jobs, careers, and civic participation, set and meet high expectations for themselves and others, develop as respectful, inclusive, and productive individuals, friends, family members, workers, and citizens and receive equitable treatment then achieve equitable outcomes in school and beyond, *http://www2.edc.org/womensequity/about/define.htm (30th/Nov/2012)*.

Gender inequality on the other hand refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles as well as biologically through chromosomes, brain structure, and hormonal differences. Gender systems are often dichotomous and hierarchical; gender binary systems may reflect the inequalities that manifest in numerous dimensions of daily life. Gender inequality stems from distinctions, whether empirically grounded or socially constructed. *http://en.wikipedia.org/wiki/Gender, (30th/Nov/2012).*

On the Global scene, gender convergence is occurring much faster in some domains than in others. The biggest success story for women involves Tertiary Education where, by the

year 2000, women had eliminated the gap in Postsecondary Educational Enrolments. While it may seem counterintuitive that inequality in higher education has declined faster than inequality in primary and secondary enrolments, consider that contrary to primary and secondary schools, the distribution of Institutions of Higher Education are markedly uneven, with most Colleges and Universities residing in Advanced Industrial or Post-Industrial societies. These are the societies that have experienced some of the biggest gains in gender equality in Higher Education. *http://www.ncbi.nlm .nih.gov /pmc /articles /PMC 3107548/ (30Th /Nov/2012).*

However, in Uganda, Vocational Education and Training started long before the introduction of western civilization, nevertheless, Gender imbalance and discrimination is still exhibited among Students or Graduates of Vocational Institutions. Looking at the situation from Uganda Technical College- Lira, all Courses indicated great disparities, with very few or no female candidate at all as summarized in the table below.

Table 1 (a) Gender disparity of Graduands of Uganda Technical College- Lira, October, 2010

Course	Total number	Male	Female
Electrical Installation	28	27	01
Painting and Decorating	13	10	03
Plumbing	80	72	08
Computer Applications	98	71	27
Blocklaying and Concreting Practice	34	34	00
Carpentry and Joinery	08	08	00
Motor Vehicle Technician	32	32	00
Electrical Engineering	59	57	02
Architecture	33	32	01
Civil and Building Engineering	133	129	04
Water Engineering	77	69	08
Mechanical Engineering	32	32	00
Information and Communications Technology	09	07	02
TOTAL	**636**	**580**	**56**

Source: Uganda Technical College-Lira, Graduation List (NCHE, 2010).

From Table 1 (a) above; out of 636 successful Candidates for 2008/2009 and 2009/2010 Academic Years, only 56 were females. From Electrical Installation Course, 27 male candidates graduated but only 01 female candidate graduated, while from Painting and

Decorating Course, 10 male candidates and only 03 female candidates graduated. Looking at Plumbing course, 72 male candidates and only 08 female candidates graduated, while from Certificate in Computer Applications 71 male candidates graduated but with only 27 females in that period.

Looking at Ordinary Diploma Courses; only 02 female candidates and 57 male candidates graduated with Ordinary Diploma in Electrical Engineering. From Ordinary Diploma in Architectural Droughtsmanship, 32 male candidates graduated, but with only 01 female in that period. Looking at Ordinary Diploma in Civil and Building Engineering course which normally takes the highest number of students, 129 male candidates graduated, but with only 04 female graduands, which indicates a very high disparity. From Ordinary Diploma in Water Engineering, 69 male candidates graduated but with only 08 female graduands. From Courses such as; Mechanical Engineering, 32 male candidates graduated but without any female candidate in that period. Looking at Diploma in Information and Communications Technology, 07 male Candidates graduated with only 02 female Candidates.

In Blocklaying and Concreting Practice, 34 male candidates graduated but without any female graduand in that period. In Carpentry and Joinery course, only 08 male candidates graduated, but with no female at all. In Motor Vehicle Technicians' course, all the 32 graduands were male with no female graduand at all. The Researcher therefore, wanted to find out the factors behind this status of enrolment and completion, (NCHE, 2010). All in all, gender disparity still exists in Vocational Education and to get Women accessing all the

services in Vocational Institutions, a lot of effort is required from all the stakeholders in education.

1.2 Vocational Education and the Female Perspective

In Uganda, efforts are still required to enhance female participation in Vocational Education. Taking a situation from Uganda Technical College- Lira, total Enrolment records from 2006/2007 to 2010/2011 Academic Years indicate the following disparities for male and female students respectively for various courses;

Table 1 (b) Enrolment disparities at UTC-Lira, from 2006/2007 to 2010/2011 Academic Years

	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
Course	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
HDC	00	00	00	00	00	00	20	00	16	00
HDE	00	00	00	00	00	00	00	00	05	00
ODCB	112	00	141	03	127	05	145	07	195	13
ODWE	81	04	78	08	65	09	64	07	81	08
ODE	29	00	40	01	45	04	65	04	63	03
ODM	13	00	14	00	23	00	37	00	60	02
ODD	44	01	46	00	30	02	36	01	58	05
DICT	06	01	14	01	10	02	09	03	11	02
CCA	00	00	00	00	00	00	00	00	06	06
PLB	151	05	174	05	60	06	92	06	52	07
BCP	59	00	80	00	58	01	96	02	51	02
CJ	21	00	20	00	16	00	16	00	06	00
PD	12	00	18	03	16	05	24	06	11	07
EI	10	02	39	02	44	01	40	01	40	00
MVT	20	00	57	00	47	00	62	00	54	00
TOTAL	**558**	**13**	**721**	**23**	**541**	**35**	**706**	**37**	**709**	**55**

Source: Uganda Technical College-Lira, Enrolment Lists (NCHE, 2010).

Table 1 (b) above indicated great disparities in enrolment trends for all courses from 2006/2007 to 2009/2010 Academic years. In 2006/2007, no student enrolled at all for Higher Diploma in Construction and Higher Diploma in Electrical Engineering courses. Looking at Ordinary Diploma Courses, Civil Engineering enrolled 112 male students with no female at all, while Water Engineering enrolled 81 male students and only 04 female students. Looking at Electrical Engineering, all the 29 students who enrolled were male without any female, while in Mechanical Engineering, all the 13 students who enrolled were male. In Architecture, 44 male students enrolled but with only 01 female student, while in Information and Communications Technology, only 06 male students enrolled with only 01 female, (NCHE, 2010).

Looking at Certificate Courses in 2006/2007, Computer applications enrolled no student at all, while plumbing enrolled 151 male students and only 05 female students. Blocklaying and concreting practice on the other hand enrolled 59 male students but with no female at all. Carpentry and Joinery on the other hand enrolled only 21 male student but with no female at all. Painting and decorating on the other hand enrolled 10 male students but with no female at all. Electrical Installation on the other hand enrolled only 10 male students and only 02 females, while Motorvehicle Technician enrolled 20 male students but with no female at all, (NCHE,2010).

In 2007/2008, no student enrolled at all for Higher Diploma in Construction and Higher Diploma in Electrical Engineering courses as it was in 2006/2007. Looking at Ordinary Diploma Courses, Civil Engineering enrolled 141 male students with only 03 females, while Water Engineering enrolled 28 male students and only 08 female students. Looking

at Electrical Engineering, 40 male students enrolled with only 01 female, while in Mechanical Engineering, all the 14 students who enrolled were male. In Architecture, all the 46 students who enrolled were male but with no female student, while in Information and Communications Technology, 14 male students enrolled with only 01 female, (NCHE,2010).

Looking at Certificate Courses in 2007/2008, Computer applications enrolled no student at all, while plumbing enrolled 174 male students and only 05 female students. Blocklaying and Concreting practice on the other hand enrolled 80 male students but with no female at all. Carpentry and Joinery on the other hand enrolled only 20 male students but with no female at all. Painting and Decorating on the other hand enrolled 18 male students but with only 03 female students. Electrical Installation on the other hand enrolled 39 male students and only 02 females, while Motorvehicle Technician's Course enrolled 57 male students but with no female at all, (NCHE,2010).

In 2008/2009, no student enrolled at all for Higher Diploma in Construction and Higher Diploma in Electrical Engineering courses. Looking at Ordinary Diploma Courses, Civil Engineering enrolled 127 male students with only 05 females, while Water Engineering enrolled 65 male students and only 09 female students. Looking at Electrical Engineering, 45 male students enrolled with only 04 females, while in Mechanical Engineering, all the 23 students who enrolled were male. In Architecture, 30 male students enrolled but with only 02 female students, while in Information and Communications Technology, only 10 male students enrolled with only 02 females, (NCHE,2010).

Looking at Certificate Courses in 2008/2009, Computer applications enrolled no student at all, while Plumbing enrolled 60 male students and only 06 female students. Blocklaying and Concreting practice on the other hand enrolled 58 male students but with only 01 female. Carpentry and Joinery on the other hand enrolled only 16 male students but with no female at all. Painting and Decorating on the other hand enrolled 16 male students but with only 05 females. Electrical Installation on the other hand enrolled 44 male students and only 01 female, while Motorvehicle Technician's Course enrolled 47 male students but with no female at all, (NCHE,2010).

In 2009/2010 Academic year, 20 male students enrolled for Higher Diploma in Construction but with no female student at all while Higher Diploma in Electrical Engineering course enrolled no student at all that year. Looking at Ordinary Diploma Courses, Civil Engineering enrolled 145 male students with only 07 females, while Water Engineering enrolled 64 male students and only 07 female students. Looking at Electrical Engineering, 65 male students enrolled with only 04 females, while in Mechanical Engineering, all the 37 students who enrolled were male. In Architecture, 36 male students enrolled but with only 01 female student, while in Information and Communications Technology, only 09 male students enrolled with only 03 females (NCHE, 2010).

On the other hand, in 2009/2010 Academic year, most Certificate Courses enrolled no female Students at all. Computer applications for example enrolled no student at all, while plumbing enrolled 92 male students and only 06 female students. Blocklaying and Concreting practice on the other hand enrolled 96 male students but with only 02 female students. Carpentry and Joinery on the other hand enrolled only 16 male students but with

no female at all as it was in 2008/2009. Painting and Decorating on the other hand enrolled 24 male students but with only 06 females. Electrical Installation on the other hand enrolled 40 male students and only 01 female, while Motorvehicle Technician's Course enrolled 62 male students but with no female at all, (NCHE,2010).

In 2010/2011, 16 male students enrolled for Higher Diploma in Construction and Higher Diploma in Electrical Engineering enrolled only 05 male students. Looking at Ordinary Diploma Courses, Civil Engineering enrolled 195 male students with only 13 females, while Water Engineering enrolled 81 male students and only 08 female students. Looking at Electrical Engineering, 63 male students enrolled with only 03 females, while in Mechanical Engineering, 60 male students enrolled with only 02 females. In Architecture, 58 male students enrolled but with only 05 female students, while in Information and Communications Technology, only 11 male students enrolled with only 02 females, (NCHE, 2010).

Looking at Certificate Courses on the other hand in 2010/2011, Computer applications enrolled 52 male students and only 07 females, while Plumbing enrolled 52 male students and only 07 female students. Blocklaying and Concreting practice on the other hand enrolled 51 male students but with only 02 females. Carpentry and Joinery on the other hand enrolled only 06 male students but with no female at all. Painting and Decorating on the other hand enrolled 11 male students but with only 07 females. Electrical Installation on the other hand enrolled 40 male students but without any female at all, while Motorvehicle Technician's Course enrolled 54 male students but with no female at all, (NCHE,2010).

All that said, Vocational Education still has a lot of gender disparities especially in some Technical Courses where culture, perceptions and feelings of people are still rigid against gender parity and roles. A lot of sensitization is required to bring down such perceptions and feelings against gender parity.

1.2.1 History of Vocational Education in Uganda

In Uganda, General Education and Vocational Training were introduced by the missionaries in 1877, (Lutalo-Bosa, 2007; Okello, 2009; Ssekamwa, 1997). The Protectorate Government later joined and took control over education by establishing the Directorate of Education (Lutalo-Bosa, 2007) and citizens got training in various Vocational trades such as Building Construction, Brick making, Printing of Reading materials, Carpentry and Joinery and Blacksmithing, alongside religious lines of affiliation.

From 1925 to the present time, Commissions, Ordinances and Acts were set up to make necessary reforms so as to make Education provide the needs of Society. Between 1964 and 1990, the Education system had been running according to the recommendations of the Castle Education Commission of 1963. The Commissions included the Ordinances and Acts and it was The Uganda National Education Review Commission (The Kajubi Commission) of 1989 which was set up to review the Education system and make recommendations for adjustments to meet the current societal needs. This Commission recommended setting up Vocational Secondary schools, Comprehensive Secondary schools, Vocational Institutions, Technical Institutes, Technical Colleges and Polytechnics to train students with practical skills and academic abilities to become self reliant, (Government White Paper, 1989). All that said, gender disparity still exists in Vocational

Education and to get women benefiting from all the services in Vocational Institutions, a lot of effort is required from all the stakeholders in education.

1.2.2 Vocational Education in Uganda

Over the last five years, all Business, Technical, Vocational, Education and Training (BTVET) Institutions, have experienced increases in student enrolment and the demand is continuing to rise for both male and female students, although the question of Gender parity in enrolment still exists. There is an increasing social and economic demand for skills training, particularly where it is linked to prospective employment. The national vision is to develop a BTVET system that will enable greater access, and realization of Uganda's human resources. For the benefit of the economy, BTVET need to be capable of producing a competent and knowledgeable workforce with practical work skills, entrepreneurship skills and orientation that are essential for employment.

The BTVET system is seen as an integral part of a flexible Post-Primary Education system. Government needs to continue developing a longer term reliable strategy for Vocational and Technical skills training that is linked to the labour market. It is also clear that, even those who complete Secondary Education seek and will continue to seek enrolment into BTVET Institutions for skills training. The demand for employment oriented skills training will therefore continue to rise both in the medium and in the long term, for both males and females (New Vision, Nov15th2010). To achieve this, Government has set up a new Examining Body, Uganda Business and Technical Examinations Board (UBTEB), to take over and manage Examinations of Technical, Business and Other Specialized Institutions in the Country from other Examining Bodies such as UNEB, MUBS and others.

In the 2010/2011 National budget, Government made critical provision in this respect to support gender parity in Vocational Education in all districts of the country. The budget emphasized the role of skills development in job creation. Government provided funds to complete and equip new Vocational Institutes including Bar-Lonyo Technical Institute in Lira District among others from other districts, (New Vision, 15th, 2010). Major gender sensitive efforts are also put in place, for instance, the Programme for the Promotion of Employment-Oriented Vocational Training (PEVOT) which aims to support both public and private initiatives in developing a Technical, Vocational Education and Training system (TVET) that will address to a greater extent the needs of the labour market and the trainees. PEVOT, which is coordinated by GTZ, brings together six German agencies including CIM (Centre for International Migration and Development), German Development Service (DED), Capacity Building International, Germany (In WEnt), KfW Development Bank and the Senior Experts Service (SES) within the framework of Ugandan-German Cooperation, (New Vision, Nov15th2010). In conclusion therefore, all stake holders need to support Government in order to help the female gender gain from Vocational Education as the males do.

1.2.3 Vocational Education in Lira District

Most of these Vocational Institutions started late in Lira District except Uganda Technical College- Lira which started as early as 1948. Uganda Technical College-Lira is a Tertiary Institution of learning which offers both Certificate and Diploma Courses in Engineering. It is under the Ministry of Education and Sports headed by the Department of Business, Technical, Vocational Education and Training (BTVET). The College was founded in 1948

to offer Technical training to World War II veterans. It therefore started admitting primary school leavers as a Technical school. In October 1984 it was upgraded to a Technical College admitting secondary school leavers who have completed Advanced level of Education. The College is located in Lira Municipality, Soroti road in Northern Uganda about 380 kms from Kampala city, (BTVET-MoES, 2004).

Ave Maria Vocational Training and Youth Development Centre for example is another Institution which was Established in 1984 by the initiative of Mr. Quilinous Otim, who was supported by the then Bishop of Lira Diocese the late Rt Rev. Caesar Asili. The Institution is affiliated to the Catholic Diocese of Lira and the Bishop is the Patron. The Institution is governed by seven Members of the Board of Trustees, Administration Staff and Teaching Staff. The Courses offered are:- Tailoring and Cutting Garments, with 65 female students and 14 male students. Brick Laying and Concreting Practice, with 98 male students enrolled and 12 female students enrolled. Painting and Decoration on the other hand enrolled 12 female students and 19 male students while Welding and Metal Fabrication enrolled 11 male students and only 1 female student. Carpentry and Joinery on the other hand enrolled only 15 male students and 02 female students. Computer studies and Bee-keeping on the other hand are offered to all students as common skills relevant for Graduates of the Institution, (BTVET-MoES, 2004).

Ave Maria Vocational Training and Youth Development Centre also has other Complementary Courses offered to all students, for instance:- HIV/ AIDS Education, Psychosocial Support, Moral Education/Crime Prevention Training, Basic Business Skills, Illiteracy Programme. Target Groups are:- Most disadvantaged children in the following

categories:- Out of school children, Formerly abducted children, Child Mothers, Children who were engaged in Child Labor, Unemployed Youth, Children who have completed Primary Level and other interested Youth from Secondary Education, (BTVET-MoES, 2004). To conclude, the efforts of the Private sector in providing equitable Vocational Training for both male and female students need to be supported by all the stakeholders in education.

1.2.4 Attitudes to Vocational Education

Government of Uganda emphasizes that, the Girl-child is entitled to equal access to education as a human right and statistic shows that, there has been a tremendous improvement in enrolment of girls at primary, secondary and at University education in Uganda. However, this is not the case in Vocational education; there are very few girls who enroll for vocational courses especially Technical, because of the big challenges girls face at school and even in there places of work after qualifying, (BTVET-MoES, 2004).

A Vocational skilled worker in Uganda has a low status in society and in the case of women they are regarded as being unfeminine so not good for a wife and lack of livelihoodness in Vocational and Technical Institutions, so students especially girls are not attracted to join them. There are; few Female Teachers or Instructors in Vocational/Technical institutions to take care of girls' affairs, this keeps away girls and those who are there find it hard to approach male teachers for help. Sexual harassment which may be or anticipated to be found in a male dominated environment, Lack of awareness among students and parents about the importance and existence of Vocational/Technical education and training in the country and Unfriendly school

environment in Vocational/Technical institutions such as lack of infrastructure, inadequate teaching- learning resources among others, serve to discourage students most especially girls to join Vocational/Technical institutions in Uganda. *http://vennskaptelemark Uganda .blogspot.com/, (12th/March/2011).* To that end, the efforts of the Private sector in providing equitable vocational training for both male and female students need to be supported by all the stakeholders in education.

1.3 Problem Statement

Gender equality means a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life. Equality between men and women exists when both sexes are able to share equally in the distribution of power and influence; have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women more autonomy to manage their own lives. Women's empowerment is vital to sustainable development and the realization of human rights for all, (Wider Opportunities for Women-WOW, 2010).

Up until the end of the Twentieth Century, Vocational education focused on specific trades such as, Automobile Mechanic or Welder, Applied Sciences; Business Administration; Construction; Design; Printing, Textiles and Clothing; Hotel, Service and Tourism Studies; Information Technology; Electrical and Electronic Engineering; Manufacturing and Industrial Engineering, and it was therefore associated with the activities of lower social

classes. As a consequence, it carries some social stigma among Students and Graduates of Vocational Institutions. Vocational education is related to the old-age apprenticeship/industrial training system of learning and the historical educational divisions of opinions about the different natures and grading values of general education verses vocational education (Okello, 2009).

Government of Uganda is committed to the attainment of gender equality in Vocational Institutions as a Millennium Development Goal (MDG) by 2015. Attainment of this goal would ensure a universal literacy rate/vocational skills development for all Ugandans. From the 2002 census, the adult literacy rate stood at 64% with 54% for females and 75% for males, (MFPED, 2006, PP6&7). The Researcher therefore wanted to investigate whether Vocational Institutions in Lira District were gender responsive enough in their training programs.

1.4 Purpose of the study

The purpose of this study was to investigate the status of gender equality in Vocational Institutions in Lira District.

1.5 Objectives of the study

The objectives of this study were to;

i) Examine gender issues in Vocational Institutions.

ii) Assess the influence of gender issues on student; (a) enrolment,

(b) retention, (c) completion and (d) transition in Vocational Institutions.

iii) Assess the influence of gender issues on the teaching staff in Vocational Institutions.

iv) Find out the causes of gender inequalities in Vocational Institutions.

v) Recommend strategies to eliminate gender inequalities in Vocational Institutions.

1.6 Research Questions

The research questions were, what;

i) Gender issues exist in Vocational Institutions?

ii) Influences do gender issues have on student; (a) enrolment, (b) retention, (c) completion and (d) transition in Vocational Institutions?

iii) Influences do gender issues have on the teaching staff in Vocational Institutions?

iv) Causes gender inequalities in Vocational Institutions?

v) Strategies can be recommended to fill the existing gaps of gender inequalities in Vocational Institutions?

1.7 Research Hypotheses

i) There is a relationship between gender sensitive issues and Vocational Education.

ii) There is a relationship between gender sensitive issues and student; (a) enrolment, (b) retention, (c) completion and (d) transition in Vocational Institutions.

iii) There is a relationship between gender sensitive issues and the teaching staff in Vocational Institutions.

iv) Gender insensitivity cause gender inequalities in Vocational Institutions.

v) Provision of equal chances can fill the existing gaps of gender inequalities in Vocational Institutions.

1.8 Scope of the study

The study in its content aimed at assessing gender issues such as Gender sensitive scholarships and Bursaries, Gender sensitive facilities, Gender sensitive staffing, Gender sensitive management strategies, Advocacy for equality, Gender sensitive admission slots and Gender sensitive courses in Vocational Institutions within Lira District in Northern Uganda and their influence on Student-enrolment, retention, completion and transition, Teachers, Instructors, Lecturers and administrators. The study also covered the causes of Gender inequalities in the selected Vocational Institutions and suggested ways of eliminating them. The research covered five Vocational Institutions within Lira District, randomly selected, using both quantitative and qualitative methods.

This research study was conducted for a time period of nine months, between October 2010 to September 2011, covering all the University research procedure from Proposal writing and approval by the Research Committee of the University, data collection, analysis, report writing and submission for examination. Looking at the location of Lira District in Northern Uganda, where the local communities have similar cultural background and belief, the research findings can be generalized in the whole of Northern Uganda. The results can also be generalized in all Vocational Institutions in the Country, looking at the Curricular and the Vocational Education and training policies being implemented in the Country.

In its Geographical scope, the study covered both Urban and Rural Institutions randomly selected from within the District of Lira. Urban Institutions included Uganda Technical College- Lira and Human Technical and Vocational Training Institute, while Rural

Institutions included Ave Maria Vocational Training Centre, St. Victor's Vocational Training Institute and Dr. John Ricky Akeny Vocational Training Institute. This diversed sampling of Institutions was expected to help a lot in generalizing Research findings to other Institutions in Northern Uganda and other parts of the Country.

1.9.0 Significance of the study

The study findings are of great benefit to all Stakeholders in a number of ways:

i) Students, Parents, Trainers, Administrators, Policy makers and the local Community can benefit a lot since the study has highlighted challenges that hinder either gender accessing Vocational training.

ii) Student, Parents, Trainers, Administrators, the local Community and Policy makers can benefit from the suggested activities such as putting in place separate toilets for male and female students, encouraging females to take up available chances, to mention a few, that will ensure gender equality in Vocational Institutions.

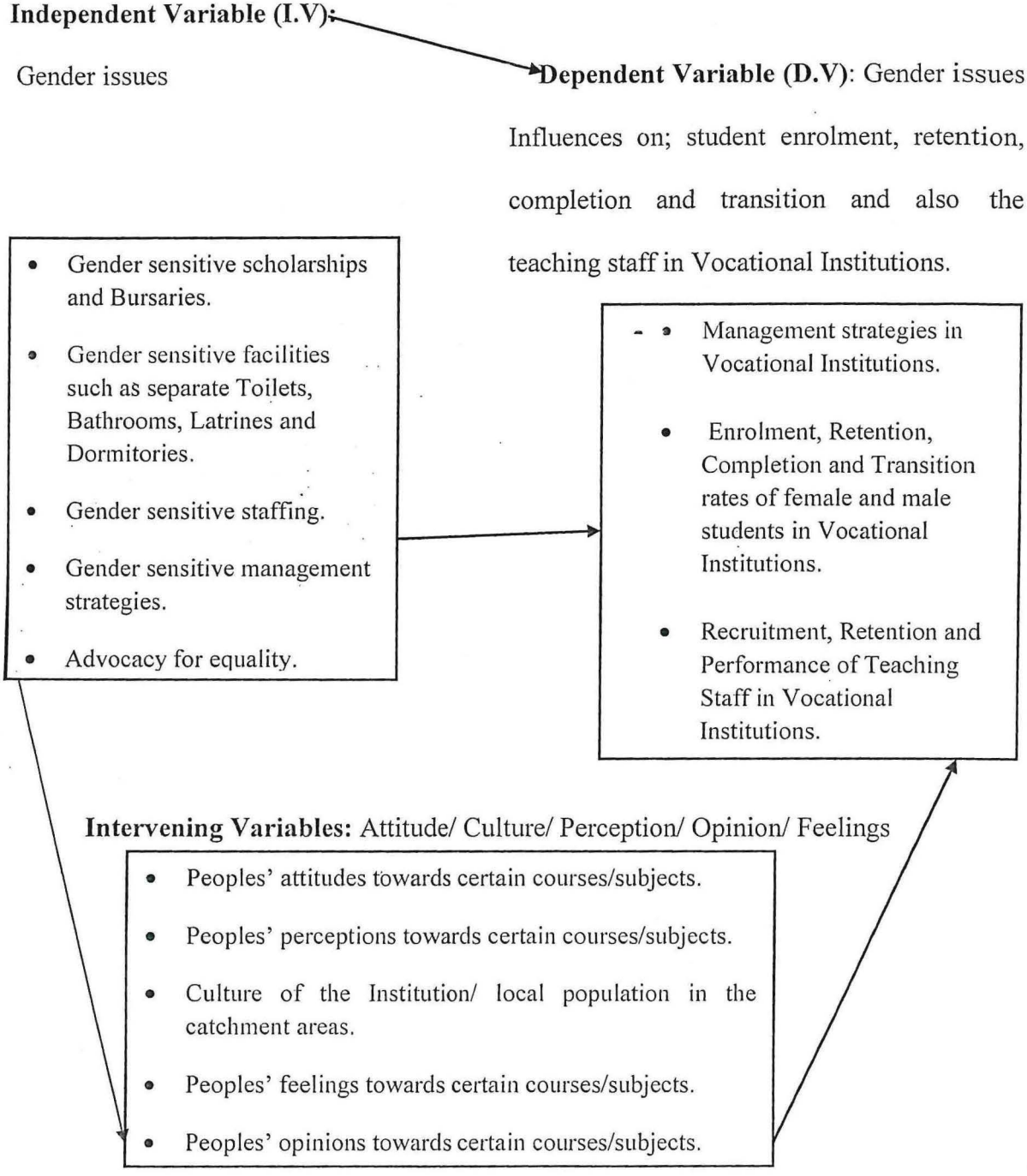
iii) Administrators, Board of Governors or Governing Council and other Policy makers can straight away take up the recommendations on how male and female students can access and complete vocational training.

iv) Policy makers can take up the suggested strategies to help change people's attitudes and perceptions for either gender on vocational training and sensitize Students, Parents and the Local Community to embrace Vocational Education and training.

v) Administrators, Boards of Governors or Governing Council can take up the suggested strategies to improve the Management styles in Vocational Institutions to cater for both genders equitably by providing equal chances.

1.9.1 Conceptual Framework

Gender issues and influences on Student enrolment, retention, completion and transition in Vocational Institutions; and influences on the teaching staff in Vocational Institutions



Source: *http://vennskaptelemark Uganda .blogspot.com/, (12th/March/2011).*

The conceptual framework indicates that, Independent Variables (IV) influence the Dependent Variables (DV) either positively or negatively. This implies that, gender issues such as gender sensitive scholarships and bursaries, facilities, staffing, management styles, advocacy for equality, and admission slots influence student enrolment, retention, completion and transition. It also influences the teaching and administrative staff in Vocational Institutions.

On the other hand, Intervening Variables (IVV) intervene and influence the direct impact of gender issues (Independent Variables-I.V) on students, teaching staff and administrative staff (Dependent Variables-D.V). These intervening variables are attitudes, cultures, perceptions, opinions and feelings of people towards vocational education. These intervening can therefore be controlled by sensitizing all stake holders, (Parents, Students, Local Community, Staff of the Institutions, Policy makers and Governing Boards and Councils to change and support Vocational Education. Intervening variables can also be controlled from contaminating research findings by not including them in the instruments and cleaning the data from such ideas before analysis.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives an over view of literature on gender issues and student flow disparities in Vocational Education and Training. It consists of five sections, section one discusses common gender issues in vocational education and training and presents relevant literature concerned with gender issues. Section two focuses generally on attitudes, perceptions, opinions and feelings of people towards Vocational Education with relevant literature. Section three discusses curriculum issues in Vocational Education and Training. Section four on the other hand focuses on accessibility, Enrolment, Promotion, Retention, Completion and Transition in Vocational Institutions by both genders, while section five concludes, all with relevant literature.

2.1 Gender issues in Vocational Education.

Vocational education existed in Sub-Saharan Africa long before the coming of western civilization. The parents and responsible group of citizens in the community constituted Vocational instructors (teachers). The parents had the first duty of educating their children while, once away from home, children would be taught by the members of the society, (Ssekamwa, 1997; Taylor, 1995). Particular skills and knowledge not commonly known to most parents were imparted to children by specialized teachers (citizens) who knew them and such skills would be particularly taught to boys or girls as thought appropriate for their gender. Learning was in the form of apprenticeship, where learners observed what an adult

was doing and copied the skills. The indigenous vocational pedagogy in Africa had no particular time when specialized knowledge and technical skills were taught and learned unlike today when schools start at 8.00 am and ends at 5.00pm. In addition there were no specific subjects to be taught and learned at specific hours, i.e. there existed no time table, term or semester systems as one can see today. One funny thing with African education is that, there is no clear distinction between learning and working as the two happens concurrently.

Across countries, completion of girls' schooling is at risk because poor parents are more willing to invest in boys since boys (when adults) will be expected to support parents while girls will follow their husbands' families. Another economic factor of importance is the immediate value of girls through their domestic work. Since parents tend to withdraw daughters from school when they do not perform well, girls are not allowed to repeat school as boys would, especially in Sub-Saharan Africa. About 150 million of those currently enrolled in primary school will drop out before completing four years of education according to Kevin Watkins's 1999 study. The losses are greatest among girls who belong to poor families or marginalized ethnic groups. Finally, political factors also intervene when governments find it is easier to maintain the status quo than to risk antagonizing opposing groups (Watkins, 1999).

Many governments have made public commitments to increasing the access of girls to schooling, reducing the gap in schooling between girls and boys, and reducing illiteracy, especially among women. Such commitments are seldom met. For example, the Education

for All (EFA) initiative sought to provide universal education for all by the year 2000. By 2000 this goal had been deferred to 2015, with no firm promise that previous obstacles to policy implementation would be removed. Major international assistance agencies (notably the World Bank, U.S. and Japanese Bilateral Development Agencies) continue to justify support for girls' education for its value as an economic investment, downplaying reasons of social justice and individual autonomy, (UNICEF, 2000).

A number of pilot studies attempted in several developing countries have demonstrated the power of interventions such as the provision of tuition subsidies or scholarships for girls to offset their economic value to families. Most governments are willing to uphold the importance of girls' and women's education, but fail to acknowledge the impact of ideological factors shaping definitions of masculinity and femininity, which in turn determine men's and women's unequal roles in society. When women shy away from male-dominated fields of study and occupations (particularly in science and technology), and as they give priority to family over professional or occupational responsibilities, their decisions are interpreted as entirely individual choices, (UNICEF, 2000).

There are always significant gender disparities in vocational educational placement, even after accounting for prior achievement and educational expectations. The implications of these patterns are striking. Vocational involvement increases the likelihood of dropping out of high school and significantly decreases college attendance. While vocational training does reduce unemployment spells later on, this is less true for non-whites and women, who tend to be placed in service sector vocational training and, consequently, similar jobs. We conclude by denoting, at a more general theoretical level, the need to further explore how

occupational stratification and concentration may be fostered prior to labor market entry, and by educational institutional processes often assumed to be neutral, (Ainsworth J.W and Roscigno V.J. (2005).

2.2 Influence of Gender Issues on Student: enrolment, retention, completion and transition in Vocational Institutions.

Transfer of "Hard" Technical skills also formed a major part of the "curriculum". Children were taught all the basic technical / vocational skills which they needed to do or to make things in order to be helpful to themselves and to the members of the society in which they lived. Boys were taught skills in drums making, stools, pottery, canoes, hoes, spears, blacksmithing (Okello, 2009), while girls in particular, were taught baby nursing, cookery, housekeeping, farming, mending cloths, making mats, baskets, plating hair to look pleasant and proper behavior in marriage. In the art of fishing, subject content includes the art of braiding nets, designing fishing hooks, baiting fish, setting the net, locating fish abundances, fish preservation methods as well as conservation of the resource, (Narcisse, 2001).

> *Poor image and attitude to vocational education in society, a vocational skilled worker in Uganda has a low status in society and in the case of women they are regarded as being unfeminine so not good for a wife, Lack of livelihoodness in vocational and technical institutions, so students especially girls are not attracted to join them, There are also few female teachers or instructors in vocational/Technical institutions to take care of girls' affairs, this keeps away girls and those who are there find it hard to approach male teachers for help,*

Sexual harassment which may be or anticipated to be found in a male dominated environment, Lack of awareness among students and parents about the importance and existence of Vocational/Technical education and training in the country and Unfriendly school environment in Vocational/Technical institutions such as lack of infrastructure, inadequate teaching- learning resources among others, serve to discourage students most especially girls to join vocational institutions in Uganda. http://vennskaptelemarkuganda.blogspot.com/(10th /April/ 2011).

Vocational education in Sub-Saharan Africa started way back before the introduction of the white man's system of education by the missionaries. Our ancestors knew how best they could pass on life sustaining skills in their young ones according to the specific tasks to be performed by the boys and girls as they grow into fathers and mothers. The training incorporated verbal theories and practices concurrently. As we know today, they too knew that vocational pedagogy integrated biological or physical, mental and social aspects of human being aimed at promoting competencies in the skills learnt. However, both systems demand the use of tools and materials for training and mastering the skills. In the modern settings, developing countries are still faced with problems of training tools and materials to transfer vocational skills besides the looming gender disparities in vocational institutions. Therefore, vocational instructors have to be innovative to come up with interventions of transferring skills in a resource limited Sub-Saharan African institutions with a lot of disparities between male and female students, (Ssekamwa, 1997).

In developing countries some rural families are reluctant to send their daughters to school for fear they will learn new things, becoming less inclined to accept domestic work and more interested in joining salaried occupations, (UNICEF, 2000). But formal education - both in developing and industrialized countries - tends to convey messages and experiences that reproduce traditional views of femininity and masculinity, with the consequence that girls do not acquire knowledge that makes them question the status quo and boys do not learn to appreciate girls' needs and conditions, (UNICEF 2000).

The school curriculum in some subject areas avoids dealing with issues considered social taboos. Thus, sexual education does not consider the social relations of sexuality but emphasizes knowledge of reproductive organs and, now that AIDS has become an illness of major proportions, information about avoiding risky sexual practices, primarily via sexual abstinence. Discussion of sexual orientation, a major concern in adolescence, is especially avoided for fear of promoting homosexuality. Serious and widespread issues such as domestic violence and rape are usually sidestepped in the school curriculum, (UNICEF 2000).

2.3 Influence of Gender issues on the Teaching Staff in Vocational Education

Limited cross-time data exists on girls' participation in vocational training. However, the available 2005 figures show that, girls accounted for 45 percent of the secondary students who enrolled in vocational training country wide. The share of girls was comprised between 40 and 53 percent in all countries within Sub- Saharan Africa except in South and Western Asia where the proportion of girls was 23 percent, *http://www.*

un.org/womenwatch/daw/beijing/beijingatEducation and training of women Sep 2009-(12th/March/2011).

Vocational education existed in Sub-Saharan Africa long before the coming of western civilization. The informal system of education consisted of teaching and learning of basic knowledge and skills which were arranged in homesteads, fireplace at night, in the sleeping house and anywhere where people carried out economic, political and social activities, (Ssekamwa, 1997; Taylor, 1995). There were no conventional schools and reading materials as one would see in the present system of education. In various tribes throughout Africa, memories of significant past events, traditions and religious customs were handed down orally to succeeding generations and in their initiation ceremonies (Taylor, 1995).

In Uganda, every year, about 800,000 graduates from primary and secondary schools enter the labour market, of which only 5-10% obtain a vocational training from about 1000 private vocational institutions and only about 130 government aided vocational schools (UGAPRIVI, 2009). The liberalization of economy in Uganda has attracted many investors in education to add new technologies and innovations in the global economy (Wirak, Heen, Moen, & Vusia, 2003). Private providers of education however is profit based, in which curriculum is the product and students are treated as consumers (Akoojee, 2005) with no regards for quality of education if not controlled by government, (Wirak et al., 2003). Egau, (2002) pointed out that; such private providers of vocational skills sometimes are unable to buy training materials and pay teachers, especially if enrolments are low. Lack of practicals during training may be one of the major causes of the general out cry from the public that, graduates from vocational institutions are incompetent and cannot do skilled work.

The Ministry of Education and Sports in cooperation with the private sector and other stakeholders have embarked on reforming Business, Technical, Vocational Education and Training (BTVET) in Uganda. The reform shall lead to establishment of a Uganda Vocational Qualification Framework (UVQF) based on Competence- Based Education and Training (CBET) principles. The foreseen advantages of CBET include improved access, equity and relevance of BTVET, reduced unit cost of training, recognition of prior learning (or on-the-job-training), among others. As the Ministry executes its obligations, the public-private partnership is being strengthened to improve occupational competence of the country's workforce without gender bias, (Lubanga, 2008).

From 1925 to the present time, so many Commissions, Ordinances and Acts were set up to make necessary reforms in Education, at least to make the Education provided meet the interests of the Society. Between 1964 and 1990 the Education system had been running according to the recommendations of the Castle Education Commission of 1963. Among the Commissions, Ordinances and Acts, it was The Uganda National Education Review Commission (The Kajubi Commission) of 1989 which was set up to review the Education system and make recommendations for adjustments for the current societal needs. This Commission recommended, setting up Vocational Secondary schools, Comprehensive Secondary schools, Vocational institutions, Technical Institutes and Technical Colleges and Polytechnics to train students with practical skills and academic abilities to become self reliant, (Government White Paper, 1989).

Vocational education and training is the process of creating skills in an individual to make him/her self employed in the world of work (Lutalo-Bosa, 2007). It is based on work of the mind and hands; that is, production of something which should form the basis of all learning. It involves the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various social and economic trades (Okello, 2009). The methodology emphasizes that work of the mind is formed from that of the hands, and thus practice is prior to theory. Here the understanding comes through action and personal experience and theory is learnt in close relationship to practical skills (Lutalo-Bosa, 2007; Nilsson, 2009).

Vocational methodology is diverse and continuously changes with technological development with old vocational trades being replaced by modern ones (Mjelde, 2006). Okello, (2009, p: 1) stated that, there are always challenges where human beings live and interact, which needs hard work to reduce the challenges. One can therefore conclude that in order to survive, technological development must be maintained. Engagement in and learning from vocational practices cannot therefore be a process of mere reproduction of what is intended by social forms and encounters. But, Billett (2008), pointed out that throughout working life, vocational practices may be elaborated, refined and remade by individuals as they intentionally engages with socially determined tasks and activities. Vocational education has played a great role in the existence of man, and as such Okello (2009) it is as old as man.

One of the most important steps that can be taken to make Uganda's education policy and practice more gender sensitive is to revise the broad educational aims and goals with an intention of incorporating gender concerns in the curriculum. This would include adding gender studies as a subject at all levels of education, Kakuru D.M, (2003).

2.4. Causes of Gender inequalities in Vocational Institutions

This section discusses with relevant literature, related issues concerning accessibility of Vocational Institutions, the level of enrolment, retention, completion and transition of students at different levels of Vocational Education and Training. It also discusses related issues on recruitment, performance and retention of teaching staff in Vocational Education.

Poverty remains the largest barrier to access. Paying school fees is an impossibility for many families struggling to make ends meet, especially in light of the ongoing food crisis and when faced with the burden of HIV/AIDS in their families and communities. School fee abolition is absolutely necessary to ensure that all children are able to receive an education. Kenya's process of abolition of school fees serves as a shining example of success for other countries to replicate. In 2003, Kenya followed the lead of Ethiopia, Malawi, Tanzania and Uganda and put an end to the fees that precluded many children, especially those from marginalized populations and orphans, from receiving an education. Within a matter of weeks, enrolment jumped by 1.3 million. The next step was to address the fact that the schools were understaffed and underequipped to comfortably accommodate the influx of new students. In response, the government released $6.8 million in emergency grants to help cover the cost of very basic classroom needs and the international community generously supported Kenya's efforts as well. UNICEF, DfID, the World

Bank, the World Food Program and other organizations provided grants to cover the cost of water and sanitation, temporary classrooms and the training of teachers. Progress is still needed. Continued international support will guarantee that all Kenyan children are guaranteed their right to an education, (UNICEF, 2008).

In Uganda, several reforms have been made to ensure that both genders benefit from education. The foundation for equality in education, a goal being pursued today, was laid in 1963 by the Castle Commission, which specifically highlighted the need to expand girls' education in the country, Kakuru D.M, (2003).

> *'Since time immemorial, the education of girls and women has lagged behind that of boys and men in Uganda as well as in many other developing countries. In 2001, female school enrolment as a percentage of total enrolment was 49% and 44% at primary and secondary school levels respectively, (Kikampikaho and Kwesiga, 2002). Female students form about 35% of those enrolled in tertiary institutions. The adult literacy rate for Ugandan females is at 57% while that of males is 78%. As Tripp and Kwesiga argue, the obstacle to gender parity are embedded in the cultural norms and practices valued by the patriarchal arrangements of the society through which the policy makers and implementers have been modeled. The Government of Uganda recognizes the problem of gender disparities in education and has thus taken positive steps to bridge the gender gap',* Kakuru D.M, (2003).

Uganda has lived for decades under various dictators. The war in the north of the country that has been going on for over 20 years has driven 1.6 million people out of their villages.

In spite of this, the southern part of Uganda shows surprisingly stable economic growth. Unfortunately, the north sees almost no benefit from this positive development and Uganda as a whole is one of the poorest countries in the world. The average income is less than one dollar per day. Roughly 40 percent of the population in the south lives below the poverty line, in the north it is over 70 percent. A majority of youths in Uganda have had little or no formal schooling. The majority of them are unemployed. Even the most basic practical vocational training is unavailable to them and their chances of finding paid work are very small. *http://www.swisscontact.org/english/pages/*, (23rd/March/2011).

Women's access to schooling is far from equal to that of men, with considerable variation among developing regions. Official statistics for enrolment tend to underestimate the dimension of this problem; nonetheless they indicate that there are between 120 million and 150 million children ages six to eleven out of school. This group is mostly poor, and about two-thirds are girls. In South Asia, the Arab region, and sub-Saharan Africa, about 600 million boys and girls attend school, but 42 million fewer girls than boys are enrolled at the primary level and 33 million fewer at the secondary school, as reported in 1999 by Shanti Conly and Nada Chaya. Due to low access to basic education when young, two thirds of the 900 million illiterates are women. The literacy gender gap has been narrowing over time, except in South Asia, (Shanti et al, 1999).

Gender disparities in practice starts at the pre-primary level through to the University level. The pre-primary school level is characterized by more female teachers compared to the

males. However, as one climbs the education ladder, male teachers out number their female counterparts, Kakuru D.M, (2003).

Vocational education existed in Africa long before the coming of western civilization. The informal system of education consisted of teaching and learning of basic knowledge and skills which were arranged in homesteads, fireplace at night, in the sleeping house and anywhere where people carried out economic, political and social activities in their day to day life, (Ssekamwa, 1997; Taylor, 1995). There were no conventional schools and reading materials as one would see in the present system of education. In various tribes throughout Africa, memories of significant past events, traditions and religious customs were handed down orally to succeeding generations and in their initiation ceremonies(Taylor, 1995,).The parents and responsible grown up citizens in the community constituted Vocational instructors (teachers). The parents had the first duty of educating their children while, once away from home, children would be taught by the members of the society (Ssekamwa, 1997).

2.5 Strategies to eliminate Gender inequalities in Vocational Institutions

Global Action for Children supports the abolition of school fees in order to get children into school while, at the same time, seeks to improve the quality of the education that the children receive. Cultural, socio-economic and gender barriers must be addressed to ensure that all children have access to a quality education in an environment where they feel safe and where their rights are protected. According to UNESCO (2007), "children from poor, indigenous and disabled populations are at a systematic disadvantage, as are those living in slums." Additionally, girls are less likely to have access to education. UNESCO (2007)

noted that, this is due to sexual violence, insecure school environments and inadequate sanitation that adversely affect girls' self-esteem, participation and retention. Textbooks, curricula and teacher attitudes have sometimes enforced negative stereotypes and have kept girls from receiving the education they need and deserve. While improvement is needed in the qualitative sense, the important first step in providing education for all is the removal of the initial barrier to access: school fees, (UNESCO, 2007).

COWA-Centenary Vocational Training School is one of the programmes of Companionship of Works Association (COWA) that was started to answer the needs of girls orphaned due to HIV/AIDS. Today however, the school targets other orphans and girls from very poor socio- economic background especially school drop outs. From its inception the school has trained about 600 girls majority of whom are either self employed or are engaged in gainful employment. Our training approach is highly holistic and 'all round' in nature that makes our school unique from other Vocational Institutions. We provide a home outside home environment to our trainees very conducive for their learning ability. We constantly seek to build in them self-confidence and self esteem through the life skills we offer. Our objectives are; to empower the less privileged youth with technical vocational education and training in the skills of Tailoring/Garment Making, Catering/ Hospitality for self reliance; to equip trainees with life skills that enable them make responsible and informed decisions; to provide them with entrepreneurship skills that will enable them start and manage their own small-scale enterprises efficiently and to provide trainees with computer skills to meet the current labour market demands. *http://www.btvet-uganda.org/training-provider/homepages/centenary-vocational-training-school,(22nd/ March/2011)*

In Uganda, at primary school level, the UPE Programme has led to a number of achievements regarding gender parity. More girls are currently enrolled in school; fewer girls drop out of school and fewer girls repeat classes. However, gender disparities persist performance, classroom participation, access to school facilities, and general education attainment. Gender disparities at the secondary level has not received as much attention as at the primary level, yet there is evidence that more males are enrolled in secondary schools than females. Although repetition rates for males seem to be higher than those of females, this could be attributed to the greater numbers of male enrolment. However, the policy of awarding females entering institutions of higher learning 1.5 additional points has already yielded positive results although problems result when it comes to the ratio of female: male members of faculty, Kakuru D.M, (2003).

At the tertiary level, the situation of gender disparity is much worse, with enrolment rates at only about 3% overall while the enrolment rates of girls are even worse at 1.55%, and no major changes have been witnessed over the years. In terms of benefit incidence of public resources, they have benefited the boys more than girls,(MoFPED,p.8, 2006).

In Uganda, the achievements we have today are based on the 1991/92 Government White Paper which acted as the roadmap for achieving certain goals. The white paper has led to the scale up of primary school, secondary school and tertiary institutions in the country. This has been matched by the increasing number of students and pupils across all levels. Some of the major measures taken to increase female student and pupil population that the government, with the help of development partners has introduced are; Universal Primary

Education (UPE) in 1997, the 1.5 bonus points to female applicant to Public Universities from 1990/1991 Academic year, a master plan to foster gender parity (The National Strategy for Girls Education-NSGE), Promotion of Girls Education Scheme-PGE, The Equity in the Classroom Programme-EIC, Kakuru D.M, (2003).

The Northern Uganda Social Action Fund (NUSAF) represents the largest post-war reconstruction program to date in war-torn northern Uganda. A central component, the Youth Opportunities Programme (YOP) is a decentralized community- and district-driven system of youth vocational training for both Male and Female beneficiaries. It targets groups of poor, underemployed youth aged 15 to 35, both male and female. Groups range in size from 20 to 40 youth, and receive cash grants of approximately $10,000 per group for Vocational skills training, tools, and cooperative start-up funds. Nearly 10,000 young men and women received YOP support in 2007, (*http://chrisblattman.com/projects/nusaf_yo/, (20th /March/ 2011*).

Giving youths access to vocational training and to the job market is the goal of a project that Swisscontact and several partners are implementing in the districts of Mbale and Iganga. Through this project, for example, young women can train with qualified hairdressers in salons. If they have already mastered their craft, Swisscontact gives them access to courses in running a business so that they can open their own salons. The courses are located where the participants live. They don't need to leave their own social and cultural environment, which lowers the hurdles to joining the courses. The types of skills that are taught are also determined by the local demand. In the countryside, there is an emphasis on agricultural skills, in the city, on technical skills. The project particularly

supports communities where there are no existing training programs. The goal is to have 30 percent female participants in the courses, and by the end of 2010, 1,000 trainees will be working as small business people or in newly-created positions. Their steps out of poverty will create new opportunities and serve as a positive example for many others, *http://www.swisscontact.org/english/pages/*,(23rd/March/2011).

Education is a basic human right and has been recognized as such since the 1948 adoption of the Universal Declaration on Human Rights. Since then, numerous human rights treaties have reaffirmed this right and have supported entitlement to free, compulsory primary education for all children. In 1990, the Education for All (EFA) commitment was launched to ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality. There is much work to do before the goal of Education for All is achieved. 75 million children are not in school according to UNESCO and by 2005-2006; as many as 90 million children were without access to education, (UNESCO, 2007).

2.6 Conclusion

According to Shanti C. and Nada Chaya (1999), Women's access to schooling is far from equal to that of men, with considerable variation among developing regions. Official statistics for enrolment tends to underestimate the dimension of this problem; nonetheless they indicate that there are between 120 million and 150 million children ages six to eleven out of school. This group is mostly poor, and about two-thirds are girls. In sub- Saharan

Africa, South Asia and the Arab region, about 600 million boys and girls attend school, but 42 million fewer girls than boys are enrolled at the Primary level and 33 million fewer at the Secondary and Vocational schools. Due to low access to basic education when young, two thirds of the 900 million illiterates are women. The literacy gender gap has been narrowing over time, although more efforts are still required from Government, The Community and Individuals to help eliminate Gender inequalities in our Vocational Institutions. This will help the female Gender to access Vocational Education and Training and employment opportunities equitably with the male counterparts.

There is a great need to increase the number of gender sensitive female teachers and administrators in education. There is evidence that, the males dominate learning/ learning, teaching, educational administration, policy formulation, monitoring and evaluation. The current top leadership, policy monitors and evaluators need to be sensitized on how to become more gender sensitive. Government could encourage the establishment of NGOs working towards achieving greater gender parity in education.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The researcher used both qualitative and quantitative design to bring out representative results from St. Victors Vocational Institute, Ave Maria Vocational Institute, Dr. John Ricky Akeny Vocational Institute, Human Technical/ Vocational Institute and Uganda Technical College-Lira, in Lira District, on gender equality. In this case, the researcher determined the situation with respect to opinions, feelings, perceptions, attitudes and behavior towards gender issues and their impact on student flow (admission/enrolment, performance, promotion, repetition, retention, completion/graduation and transition rates) in these institutions, since very little is known about them. This was believed to be a true representative of all the situations with regard to for or against gender issues and student flow in Vocational Institutions in the country.

The researcher used the descriptive design to focus on determining the current status of gender issues and student enrolment, retention, completion and transition in these Vocational Institutions within Lira District. The researcher was interested in determining the situation as it exists in these vocational institutions, that is, how gender issues are handled and their impact on student flow rates in vocational institutions. By student flow rates, the study means; student enrolment, retention, completion and transition to higher levels in Vocational Institutions.

Finally, the researcher used the causal comparative design to help determine the cause–effect relationship between both genders in Vocational Institutions. In this case, the researcher investigated the research situation to determine the causes and effects of such situations in Vocational Institutions, for instance, retention rates, enrolment rates, repetition rates, transition rates, completion rates, attitudes, opinions, feelings and behaviour towards vocational education.

3.2 Population and samples

Sample size estimation Table

Size of Population	Sampling percent
0-100	100%
101-1000	10%
1001-5000	5%
5001-10,000	3%
10,000+	1%

Source: John Curry (1984).

The Researcher randomly sampled five Vocational Institutions and from them, the study population was 2056 overall, from which, 1925 were students, 96 were teaching staff and 26 were Administrators in these Vocational Institutions. From this population, 780 students, 36 Teaching staff and 09 Administrators were in Uganda Technical College Lira. 284 students, 15 Teaching staff and 03 Administrators were in Ave Maria Vocational Training Institute. 360 students, 16 Teaching staff and 03 Administrators were in Human Technical and Vocational Institute-Lira. 110 students, 09 Teaching staff and 03

Administrators were in Dr. John Ricky Akeny Vocational School. 391 students, 19 Teaching staff and 03 Administrators were in St. Victor's Vocational Institute-Lira.

The researcher therefore randomly sampled 10% of students and 100% of the teaching staff, each from Uganda Technical College- Lira (36 Teaching staff and 78 Students), Human Technical and Vocational Institute-Lira (36 Teaching staff and 16 Students), Ave Maria Vocational Training Institute (15 Teaching staff and 29 Students), St. Victor's Vocational Institute-Lira (19 Teaching staff and 40 Students) and Dr. John Ricky Akeny Vocational School (09 Teaching staff and 11 Students). This was because the population of students fell between 101 and 1000, and that of the teaching staff fell between 0 and 100 in each of these institutions. A total of 310 respondents from these Institutions were served with questionnaires.

The researcher randomly sampled 100% of the focus group members and opinion leaders respectively from these institutions, who were the Administrators. 09 from Uganda Technical College- Lira, 03 from Human Technical and Vocational Institute-Lira, 03 from Ave Maria Vocational Training Institute, 03 from St. Victor's Vocational Institute-Lira and 03 from Dr. John Ricky Akeny Vocational School. This was because the number of focus group members and opinion leaders did not exceed 100 from these institutions. These helped bring out ideas and issues that can represent situations in other Vocational Institutions from other parts of the District and the Country in general.

3.3 Instruments

The researcher used questionnaires with option responses which helped during data collection from respondents. The researcher also used Documentary analysis on records such as enrolment records, class registers, examination mark sheets, admission lists, staff attendance register, staff lists minutes of meetings, examination results sheets (both internal and external) and payrolls among others, to track the trend of gender issues and effects in vocational institutions. Documentary analysis was used to examine the written contents of the documents in these Vocational Institutions in relation to gender issues, student flow rates and staffing. This helped the researcher to discover old information that was relevant for the research.

Before the actual data collection, the researcher tested the instruments designed, to determine their validity and reliability for the stated research problem, using the formula, Content Validity Index = Number of valid items divided by the Total number of items in the Instrument. To get the Actual Content Validity Index of the Instrument we use the above formulae and substitute the following;

Number of valid items were = 128, Total number of items in the Instrument were=131. Therefore CVI = 128/131= 0.977, which is equal to 97.7%. This was a very good percentage indicating that, the Instrument was Valid and reliable for use in the research.

3.4 Procedure

The Researcher identified the problem and worked closely with the University to approve the proposal, then obtained permission from the University and the selected Institutions to go ahead and collect the data. He also identified four research assistants and trained them to

help in data collection from the randomly selected Institutions of, Uganda Technical College- Lira, Human Technical/Vocational and Institute-Lira, Ave Maria Vocational Training Institute, St. Victor's Vocational Institute-Lira and Dr. John Ricky Akeny Vocational School. Before the actual data collection, the researcher tested the instruments designed, to determine their validity and reliability for the stated research problem, then piloted together with Research Assistants.

After qualitative data collection, the Researcher used a technique of data display to organize, assemble and present data in form of simple tables that can be simply understood visually, then verified, validated and interpreted data to represent views of participants. The Researcher then used Statistical Package for Social Scientists (SPSS), to get critical values or significant levels for Chi-Square tests from simple figures after processing, to clearly to determine relationship levels between variables such as gender issues and student-enrolment, retention, completion and transition in Vocational Institutions.

3.5 Data Analysis and Management

The researcher used descriptive approach to clearly explain the ideas discovered from the collected data. He also triangulated the analysis by using the Content Analysis and the Chi Square tests, to bring out issues on enrolment, retention, completion and transition, both descriptively and using simple statistical data.

Using qualitative data collected, the Researcher sorted the data and discarded misplaced ideas by respondents for some questions that were misunderstood. Content analysis helped the Researcher to identify distinctive ideas which emerged from the data. He then grouped

common ideas and reduced the voluminous data, transformed it from the raw form into meaningful data then coded them to get soft quantities and numbers such as frequencies and percentages respectively. The Researcher then used a technique of data display to organize, assemble and present data in form of simple tables that can be simply understood visually, then verified, validated and interpreted data to represent views of participants.

Quantitatively, the Researcher used the collected data to generate simple figures of frequencies and percentages in tables to help bring out clear focus of gender issues in Vocational Institutions, influence of gender issues on student-flow and staff, causes of gender inequalities in Vocational Institutions and strategies to eliminate them from Vocational Institutions. The frequency figures were then used to generate Statistical Package for Social Scientists' (SPSS) products to help in getting Chi-square critical values for comparison with the level of probability or significance, which is 0.05 or 95%, for determining and describing the degree of relationship between variables, that is, gender issues, student-flow, staff, effects of gender issues and how to eliminate them from Vocational Institutions.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter comprises of data analysis, presentation and discussion of the research results from data collected in the field. The study investigated gender equity and inequality in Vocational Education in Uganda, a case study of Vocational Institutions in Lira district, in northern Uganda. The study particularly focused on gender issues in vocational institutions; the influence of gender issues on students' enrolment, retention, completion and transition in vocational institutions; influence of gender issues on the teaching staff; the causes of gender inequality in vocational institutions and strategies to eliminate gender inequality in vocational institutions. Data were analyzed according to these objectives using SPSS (Statistical Package for Social Scientists) as presented below. The Researcher had proposed to collect data from 310 respondents who were served with semi-structured questionnaires, but only 264 respondents actually returned the questionnaires making the response rate at 85.2 percent of the total projected number of respondents.

4.2. Socio-Demographic Background of Respondents

The sample population of the study composed of Students, Instructors, Examination Secretaries and Principals or Heads of Vocational Institutions. Their socio-demographic characteristics considered in the study included gender, marital status, age, educational level, study programme, professional field and time period of the study. The respondents' characteristics are indicated below.

4.2.1 Distribution of respondents by gender

The main concerns of the study were gender equality and inequality in vocational education. Therefore understanding the compositions of the respondents basing on gender was taken to be an important step in analyzing the study. The result of the analysis was as shown in tables 2(a) to (c) below.

Table 2: (a) Students (respondents) by gender-2011

Category label	Frequency	Percent
STUDENTS		
Male	130	69.5
Female	57	30.5
Total	**187**	**100.0**

Source: Primary (Field) data-2011

According to the results of the analysis as shown in table 2(a) above, a total of 130 male students (majority) responded to the research questionnaires in their various institutions. These male students constituted a percentage of 69.5 of the total number of students. On the other hand, female students who responded were only 57 in number, which indicated a percentage of 30.5. These percentages indicated partially that, very few female students were enrolled in Vocational Institutions in Lira District, which calls for immediate attention.

Table 2: (b) Instructors (respondents) by gender-2011

Category label	Frequency	Percent
INSTRUCTORS/TEACHERS/LECTURERS		
Male	50	82.0
Female	11	18.0
Total	**61**	**100.0**

Source: Primary (Field) data-2011

From table 2(b) above, a total of 50 male trainers responded to the research questionnaires in their various institutions. These male students who were the majority, constituted a percentage of 82.0 of the total number of students. On the other hand, female trainers who responded were only 11 in number, which indicated a percentage of only 18.0. These percentages indicated partially that, very few female trainers were recruited in Vocational Institutions within Lira District, which calls for immediate attention from employers.

Table 2: (c) Administrators (respondents) by gender-2011

Category label	Frequency	Percent
PRINCIPALS AND OTHER ADMINISTRATORS		
Male	**16**	**100.0**
Female	**0**	**0**
Total	**16**	**100.0**

Source: Primary (Field) data-2011

In case of the Principals or Heads of Vocational Institutions and other Administrators who participated in the study, table 2(c), all of them were male (100%) with no female Administrator at all. This clearly showed that, there was gender recruitment disparity for Heads of Vocational Institutions within the District.

These results clearly indicated that there were great gender disparities in Vocational Education in Lira district right from students, instructors and heads of Vocational Institutions. It is therefore a planning gap for district leaders and other education stakeholders to help reduce this disparity among students and staff.

4.2.2 Distribution of respondents by marital status

This variable was taken into account in order to establish whether marital related responsibilities have any effect on Vocational Training. The Students, Instructors and Administrators were all asked of their marital status in the questionnaires and the results were as indicated in tables 3(a) to (c) below.

Table 3: (a) Student-respondents by marital status and gender-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
STUDENTS				
Married monogamy	8	07	4.3	3.7
Married polygamy	2	00	1.1	00
Single	120	50	64.2	26.7
Total	**130**	**57**	**69.5**	**30.5**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 3(a) above, majority of the students were single of which, 64.2% were male and 26.7% were female, followed by those who were monogamously married, of which 4.3% were male and only 3.7% were female. Looking at those who were polygamously married, only 1.1% was male with no female at all. The findings on this sub-characteristic thus revealed that, marital responsibilities negatively affect students' enrolment in Vocational Institutions. Planners and educators should therefore sensitize parents to encourage their children to persist and complete their studies before getting married.

Table 3: (b) Instructors (respondents) by marital status and gender-2011

Category label	Frequency		Percent	
	Male	**Female**	**Male**	**Female**
INSTRUCTORS				
Married monogamy	44	07	72.1	11.5
Married polygamy	03	00	4.9	00
Single	03	04	4.9	6.6
Total	**50**	**11**	**81.9**	**18.1**
	61		**100.0**	

Source: Primary (Field) data-2011

Looking at the marital status of instructors, table 3(b) indicates that, the majority who were monogamously married were male (72.1%) and only (11.5%) were female, followed by those who were single, 4.9% of which were male and 6.6% were female. On the other hand, those who were polygamously married were the least with only 4.9% male with no female at all. The findings on the side of Instructors implied that, completion of Vocational

Training and graduation to the level of an Instructor, directs one's mind to monogamous practice. It also revealed that, the high number of single female Instructors (6.6%) over male was either possibly due to divorce or some were widowed.

Table 3: (c) Administrators (respondents) by marital status and gender-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
PRINCIPALS AND OTHER ADMINISTRATORS				
Married monogamy	16	00	100.0	00
Married polygamy	00	00	00	00
Single	00	00	00	00
Total	**16**	**00**	**100.0**	**00**
	16		**100.0**	

Source: Primary (Field) data-2011

Table 3(c) above indicates that, all the Administrators interviewed were monogamously married, of which all were male (100%) with no female at all. The findings on the side of Administrators implied that, completion of Vocational Training and promotion to the level of Head of Institution, directs one's mind to monogamous practice of marriage.

4.2.3 Distribution of respondents by age-2011

Age of the respondents in relation to the understanding of gender equity and inequality in vocational education in Lira district were also taken into consideration in the study as indicated in tables 4(a) to (c) below.

Table 4: (a) Students (respondents) by age and gender-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
STUDENTS				
10 – 20	78	34	41.71	18.18
21 – 30	50	18	26.73	9.63
31 – 40	01	02	0.53	1.07
41 and Above	01	03	0.53	1.60
Total	**130**	**57**	**69.5**	**30.48**
	187		**100.0**	

Source: Primary (Field) data-2011

The results of the analysis from table 4(a) revealed that, majority of students were between 10-20 years old with 41.71% male and only 18.18 female, followed by those between 21-30 years old of which, 26.73% were male and only 9.63 were female. Those between 31-40 years old were the least with only 1.07% female and 0.53% male, of the total student respondents interviewed. The variation in the age was due to the fact that in Lira district most people join vocational education after their O-level when they are still young.

Table 4: (b) Instructors (respondents) by age and gender -2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
INSTRUCTORS				
1 – 20	4	00	6.6	00
21 – 30	18	03	29.5	4.9
31 – 40	20	06	32.8	9.8
41 and Above	08	02	13.1	3.3
Total	**50**	**11**	**82**	**18**
	61		**100.0**	

Source: Primary (Field) data-2011

The results of the analysis from table 4(b) revealed that, majority of Instructors were between 31-40 years old, from which 32.8% were male and only 9.8% were female, followed by those between 21-30 years old, from which the majority 29.5% were male and only 4.9% were female and those above 41 years, from which 13.1% were male and only3.3% were female. Those between 1-20 years were the least with only 6.6% of the total number of Instructors interviewed being male and without any female at all at that age limit. This indicated that, most people qualify as Instructors after the age of 20 years. The details of the characteristics of Instructors (respondents) by age were as summarized in table 4 (b) above.

Table 4: (c) Principals and Other Administrators (respondents) by age and gender - 2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
PRINCIPALS AND OTHER ADMINISTRATORS				
21 – 30	1	00	6.25	00
31 – 40	8	00	50	00
41 and Above	7	00	43.75	00
Total	**16**	**00**	**100**	**00**
	16		**100.0**	

Source: Primary (Field) data-2011

Table 4(c) indicates that, most Principals and other Administrators were of between 31-40 years old (50%) and all were male, followed by those of 41 years and above (43.75%), without any female at all. This implied that, most positions of the Principals and other Administrative posts were occupied by those of above 30 years as compared to the Instructors' positions. It also implied that, recruitment of administrators and promotion of staff to the level of Heads of Institutions in Lira district in generally not gender sensitive. The details of the characteristics of Administrative-respondents by age and gender were as summarized in table 4 below.

4.2.4 Respondents by level of education and gender-2011.

One of the socio-demographic characteristics taken into account by the researcher, in trying to understand the views and perceptions of respondents on gender equity and inequality in vocational institutions in Lira district was their level of education. The respondents covered were Students, Instructors, Principals and other Administrators, taking their highest qualifications achieved. The details of the results of the analysis were as shown in table 5 (a) to (c) below.

Table 5: (a) Students (respondents) by level of education and gender-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
STUDENTS				
Below primary	02	01	1.0	0.5
Primary	40	13	21.4	7.0
Secondary	11	07	5.9	3.7
Tertiary	97	16	51.9	8.6
Total	**150**	**37**	**80.2**	**19.8**
	187		**100.0**	

Source: Primary (Field) data-2011

According to the analysis from Table 5 (a) above, the majority of student- respondents were male (80.2%), with only 19.8% female. From these, 51.9% male and only 8.6% female had tertiary qualifications, followed by those with primary level qualification 21.4% male and only 7.0% female, while those with secondary and below primary qualifications were not as many with 5.9% male, 3.7% female and 1.0% male, 0.5% female respectively.

The variation in the education level among students was due to the fact that most of them first join with low qualifications then qualifies to be holding tertiary level certificates while they are upgrading to Diploma level thus explaining the high number of those with tertiary level of education. This implied that, most of the students sampled and interviewed had qualifications between primary, secondary and tertiary levels.

Table 5: (b) Instructors (respondents) by level of education and gender-2011

Category label	Frequency		Percent	
	Male	**Female**	**Male**	**Female**
INSTRUCTORS				
Tertiary	50	11	82.0	18.0
Total	**50**	**11**	**82.0**	**18.0**
	61		**100.0**	

Source: Primary (Field) data-2011

According to table 5 (b), all Instructors interviewed had qualifications at tertiary level of education and the majority were male (82%) with only (18%) female. This implied that, to qualify as an Instructor, one has to study beyond secondary level of education. It also implied that, the recruitment policy of Instructors in Lira District was not gender sensitive, hence a disparity.

Table 5: (c) Respondents by level of education and gender-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
PRINCIPALS AND OTHER ADMINISTRATORS				
Tertiary	16	00	100.0	00
Total	**16**	**00**	**100.0**	**00**
	16		**100.0**	

Source: Primary (Field) data-2011.

According to table 5 (c) above, all Administrators had tertiary level qualifications, and from which all were male 100%. This implied that, to become the Head of any Vocational Institution, one has to hold at least a Tertiary Qualification and above. It also implied that, the recruitment policy for heads of Vocational Institutions in Lira District should be revised to become gender sensitive.

4.2.5 Student-respondents by study program and gender-2011

In respect to the study programs, only students were considered since they were the only category on training programs. This was to find out whether gender equity or inequality exists in the training program allocated to the students in vocational institutions in Lira district. The results of the analysis were as summarized in table 6 below.

Table 6: Student-respondents by study programs and gender-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Higher Diploma	33	03	17.6	1.6
Ordinary Diploma	21	03	11.2	1.6
Advanced Craft Certificate	19	07	10.2	3.7
Craft Certificate	31	11	16.6	5.9
Uganda Junior Technical Certificate	22	11	11.8	5.9
Non Formal Programmes	20	06	10.7	3.2
Sub-Total	**146**	**41**	**78.1**	**21.9**
Grand Total	**187**		**100.0**	

Source: Primary (Field) data-2011

According to table 6, majority of students were male 78.1% and only 21.9% female, of the total number of students interviewed. From these, most students interviewed were offering Higher Diploma courses with 17.6% male and only 1.6% female, followed by Craft Certificate courses with 16.6% male and only 5.9% female. On the other hand, the programmes offered by few students were Ordinary Diploma, with only (11.2%) male and 1.6% female, Non Formal programmes, with 10.7% male and 3.2% female, Uganda Junior Technical Certificate courses which enrolled 11.8% male and only 5.9% female students. Advanced Craft Certificate courses on the other hand enrolled the least number, with only 10.2% male and 3.7%. This is possibly because there is only one institution offering Diploma Programmes for Engineering and non formal courses are in the region as a new initiative from the Government of Uganda to keep the able but unemployed youths busy

and self employed through skills training. These clearly indicated that, in all courses the majority were male gender as compared to the female gender which recorded fewer numbers in all courses with great disparities. Educators and planners therefore need to look into this disparity with serious career guidance and counseling in schools for the female gender gain access and enroll in these courses.

As mentioned above, the main purpose of considering programmes offered by students in Vocational Institutions in Lira district was to find out if there was gender equity inequality in the programmes given to students. In order to do this, a cross tabulation with Chi-Square test of the students' characteristics by gender and programmes offered were run and the results were as summarized in table 7 below.

Table 7: Gender and program distribution of students

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.511[a]	5	.000
Likelihood Ratio	42.957	5	.000
Linear-by-Linear Association	33.157	1	.000
N of Valid Cases	187		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 3.35.

According to the results obtained in table 7 above, they indicated weak positive relationship existing between gender of the students and the consideration for the various programmes offered to them since Asymp. Sig. (2-sided) or the P-Value 0.000 was less than 0.05 at 95% confidence level of significance. This therefore implies that in allocation

of the various programmes to students in vocational institutions in Lira district, gender differences were not taken into account as the main criteria for selection.

4.2.6 Respondents by time period of their study in years and Gender-2011.

The final demographic characteristic of the respondents in respect to students was duration of their study programmes in vocational institutions in Lira district. The result of the analysis was as summarized in table 8 below.

Table 8: Time period of study in years, by Gender-2011.

Category label	Frequency		Percent	
	Male	Female	Male	Female
One	22	11	11.8	5.9
Two	53	19	28.3	10.2
Three	28	06	15.0	3.2
Others	43	05	22.9	2.7
Sub-Total	**146**	**41**	**78**	**22**
Grand Total	**187**		**100.0**	

Source: Primary (Field) data-2011

According to table 8 above, majority of the students enrolled for various courses in vocational institutions in Lira district were male. Courses that take two years for completion had 28.3% of male and 10.2% female students enrolled, followed by short courses which take less than one year with 22.9% male and 2.7% female enrolled, three years courses which had 15.0% male and 3.2% female enrolled and one year courses, 11.8% male and 5.9% female. This implies that the highest study duration one would take

in a vocational institution is three years. It also implies that, very few females are enrolled in vocational institutions irrespective of study period.

4.3 Objective One

4.3.1 Gender issues in vocational institutions

The first objective of the study examined gender issues in vocational institutions in Lira district. The issues considered by the researcher here were sensitivity to scholarships and bursaries, sensitivity to facilities, number of staff recruited, management strategies, advocacy for gender equality and gender sensitive policies among others. Using questionnaires, respondents were asked based on these key issues and the results of the analysis of their responses were as shown in various tables below.

Table 9: Gender sensitivity in the available scholarships and bursaries-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Strongly disagree	12	12	6.4	6.4
Disagree	4	10	2.1	5.3
Neutral	10	06	5.3	3.2
Agree	47	23	25.1	12.3
Strongly agree	57	06	30.5	3.2
Total	**130**	**57**	**69.4**	**30.4**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 9 above majority of the male students, 30.5% strongly agreed that there were gender considerations in the various scholarships and bursaries available in their institutions, but only 3.2% female strongly agreed. This was followed by those who agreed (25.1%) male and 12.3% female, with a meager percent disagreeing with sensitivity in the scholarships and bursaries available to them, 2.1% male and 5.3% female, but 6.4% of either gender strongly disagreed. On the other hand, 5.3% male and 3.2% female showed neutral positions on the statement. This implies that, in respect to scholarships and bursaries in vocational institutions in Lira district, there was gender sensitivity and thus gender equity although there was some small percentage of students who strongly disagreed with the statement and this needs improvement for equality to be achieved.

Table 10: Gender sensitivity in the available facilities-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Strongly disagree	06	05	3.21	2.67
Disagree	00	01	00	0.53
Neutral	03	02	1.6	1.07
Agree	45	21	24.1	11.23
Strongly agree	76	28	40.64	14.97
Total	**130**	**57**	**69.55**	**30.47**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 10 above, majority of students 41% male and15% female above-average strongly agreed that there was gender sensitivity to the facilities that were available at their institutions, followed by those who agreed, 24.1% male and 11.2% female, while those who strongly disagreed were only 3.21% male and 2.67 female of the total interviewed. This also implies that, in terms of facilities available to students, there was gender sensitivity attached in that, equity was emphasized in most of the vocational institutions in Lira district.

Table 11: Gender sensitivity in management styles in Vocational institutions-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Strongly disagree	10	3	5.35	1.6
Disagree	23	3	12.3	1.6
Neutral.	9	10	4.8	5.35
Agree	37	10	19.8	5.38
Strongly agree	51	31	27.3	16.58
Total	**130**	**57**	**69.55**	**30.48**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 11 above, most students 27.3% male and 16.6% female acknowledged with strong conviction that there were gender sensitivity in the management styles in vocational institutions in Lira district, followed by those who agreed 19.8% male and 5.35%, while those who strongly disagreed were the least with only 5.4% male and 1.6%

female of the total students who were interviewed. This implies that, management styles of administrators in vocational institutions in Lira district were gender sensitive and compliant, although there is need to improve on some areas disagreed on by some students.

Table 12: Advocacy for equality between male and female students and staff -2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
strongly disagree	4	3	2.14	1.6
Disagree	20	14	10.7	7.5
Neutral	25	15	13.4	8.02
Agree	37	18	19.8	9.6
Strongly agree	44	7	23.5	3.7
Total	**130**	**57**	**69.54**	**30.42**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 12 above, slightly above average number of students 19.8% male and 9.6% female agreed with the statement that there was always advocacy for equality between male and female students and staff. 23.5% male and 3.7% female on the other hand agreed with the statement, while 13.4% male and 8.02% female were neutral to the statement and only 2% male and 1% female strongly disagreed, with 11% male and 7.5% female disagreeing. This implies that in terms of advocacy for equality between female and male students and staff, the communities in vocational institutions in Lira district were gender sensitive and in strong support for gender equality than inequality, although some

areas where disagreements were observed require immediate action for improvement for equality to be realized.

Table 13: Gender sensitivity in admission slots during intake-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Disagree	10	12	5.35	6.42
Neutral	50	11	26.74	5.88
Agree	40	17	21.4	9.09
Strongly agree	30	17	16.04	9.09
Total	**130**	**57**	**69.53**	**30.48**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 13 above, majority of male students, 26.7% and only 5.9% female were neutral in their positions about gender sensitivity in admission slots during intake, followed by those who agree with the statement, 21.45 male and 9.1% female, those who strongly agreed with the statement were, 16% male and 9.15 female and those who disagreed being the least in the number of students interviewed, that is, 5.35% male and 6.425 female. This implies that there was gender sensitivity and equity in admission slots during intake in vocational institutions in Lira district, although some areas where respondents disagreed and others showed neutral positions needs improvement, for total equity to be achieved in admissions.

Table 14: Gender sensitivity in all the courses offered-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Strongly disagree	1	2	0.5	1.1
Disagree	7	6	3.7	3.21
Neutral	10	6	5.3	3.21
Agree	35	36	18.7	19.3
Strongly agree	77	7	41.2	3.7
Total	**130**	**57**	**69.4**	**30.52**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 14 above, majority of the male students, 41.2% and only 3.7% female strongly agreed that there was gender sensitivity in and thus equality in all courses allocated to students, followed by those who agreed, 18.7% male and 19.3% female while those who strongly disagreed were the least with only 0.5% male and 1.1% female and those who disagreed were 3.7% male and 3.21% female. This implies that there was gender sensitivity in all courses allocated to students. In other word, there was gender equality and equity in consideration, for all courses offered in vocational institutions in Lira district, but some few areas with gaps have to be corrected for female students too, to access vocational courses equitably with males.

Table 15: Gender sensitive policies in vocational institutions-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Disagree	2	1	1.07	0.53
Neutral	10	3	5.35	1.6
Agree	99	28	52.9	14.97
Strongly agree	19	25	10.2	13.4
Total	**130**	**57**	**69.52**	**30.53**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 15 above, the majority of students, 52.9% male and 14.9% female agreed with the statement that there existed gender sensitive policies in vocational institutions in Lira district followed by those who strongly agreed, 10.2% male and 13.4% female, while a meager number of students,5.4% male and 1.6% female were neutral on the statement and only 1.1% male and 0.5% female disagreed with the statement. This implies that in vocational institutions in Lira district, there was availability of gender sensitive policies which were widely known by students to favour both genders in their activities and operations in these institutions, although a few disagreements observed should be looked into.

Table 16: Gender sensitive budgeting in all departments-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Strongly disagree	1	2	0.53	1.07
Disagree	8	5	4.3	2.67
Neutral	10	6	5.35	3.2
Agree	51	20	27.3	10.7
Strongly agree	60	24	32.1	12.8
Total	**130**	**57**	**69.58**	**30.44**
	187		**100.0**	

Source: Primary (Field) data-2011

Table 16 above showed that majority of students, 32.1% male and 12.8% strongly agreed with the statement that, there is availability of gender sensitive budgeting in all departments in vocational institutions in Lira district. These were followed by those who agreed 27.3% male and 10.7% female, meanwhile, only a few number of students, 0.53% male and 1.07% strongly disagreed. This also indicates that, students strongly agreed with the statement that, there existed availability of gender sensitive budgeting in all the departments in vocational institutions in Lira district.

The above findings concur with previous study by Elson (2006) who noted that gender sensitive budgeting can be used to enforce and monitor human rights in all sectors including vocational institution. Budgetary allocations can change the way human rights are considered and respected. In a review of the relationship between budgets and human

rights, Elson argues that "budget actors are mandated to situate people's rights at the core of their policies" (Elson, 2006).

4.4 Objective Two

4.4.1 Gender issues on student-flow in vocational institutions

The second objective of the study assessed the influence of gender issues on student-flow, that is, enrolment, retention, completion and transition in vocational institutions in Lira district. Using questionnaire survey, the views of the respondents were sought and analyzed cross tabulation where the Chi-Square test was requested on each cross tabulation analysis as shown in the various tables below.

4.4.2 Gender sensitive scholarships and bursaries on students' enrolment

To test if there was a relationship between gender issues and students' enrolment in vocational institutions in Lira district, a cross tabulation with Chi-square test on the gender sensitivity in scholarships and bursaries on students' enrolment was done and the results are shown in tables 17 and 18 below.

Table 17: Gender issues on students' enrolment-2011

Crosstab

Count		Gender sensitive scholarships and bursaries are available in our institution.					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
We have gender sensitive admission slots during intake.	Disagree	4			9	10	23
	Neutral	4	7	8	19	23	61
	Agree	6	5	5	25	16	57
	Strongly agree	10	2	3	17	14	46
Total		24	14	16	70	63	187

According to table 17 above, the results of the cross tabulation between gender issues in terms of gender sensitive scholarships and bursaries that were available in vocational institutions revealed that the greatest number of students were in neutral position (61) while those who strongly agreed and agreed in total were 103 students indicating a positive relationship. This was confirmed by a Chi-Square test as shown in table 18 below.

Table 18: Relationship between scholarships and bursaries; and students' enrolment in vocational institutions-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.666[a]	12	.207
Likelihood Ratio	18.958	12	.090
Linear-by-Linear Association	1.977	1	.160
N of Valid Cases	187		

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is 1.72.

According to table 18 above, a positive correlation is shown to exist between gender issues in scholarships and bursaries and students' enrolment in vocational institutions in Lira district. Therefore high level of significance exist since (P = 0.207) was found to be above 0.05 (critical value) which means the level of significance is above 95%. This therefore implies that, although gender sensitivity in the implementation of the programme of scholarships and bursaries in vocational institutions in Lira district is one of the critical issues for success in students' enrolment which, if not addressed can lead to great gender disparities in vocational institutions, it is also important that, other issues be looked. This is because many students agree that scholarships are gender sensitive yet female enrolment is yet low in these Institutions.

4.4.3 Gender sensitive facilities and students' enrolment in vocational institutions.

Another gender issue tested against students' enrolment was the availability of gender sensitive facilities in vocational institutions. A cross tabulation between the two variables was done and the results were as shown in table 19 below.

Table 19: Relationship between gender sensitive facilities and students' enrolment-2011

Crosstab

Count

		Gender sensitive facilities are available in our institutions.					
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
We have gender sensitive admission slots during intake.	Disagree	4	1		11	7	**23**
	Neutral	3		4	21	33	**61**
	Agree	2			20	35	**57**
	Srongly agree	2		1	14	29	**46**
Total		**11**	**1**	**5**	**66**	**104**	**187**

According to table 19 above, the results of the cross tabulation between gender sensitive facilities available in vocational institutions and students' enrollment indicate that a total of 57 students agreed and 46 strongly agreed as compared to only 23 students disagreeing and 61 neutral in their stances. This showed that a total of 103 students were in support of the validity of the statement as compared to only 23 students who disagreed with the statement that gender sensitive facilities are available. Although 61 students showed neutral stances, this is only 32.6% of the total number of students and they can either be agreeing or disagreeing with the statement. Hence there is a positive relationship between availability of gender sensitive facilities in vocational institutions and students' enrolment. This was also confirmed by the Chi-square test results of the cross tabulation as shown in table 20 below.

Table 20: Gender sensitive facilities and students' enrolment-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	150.773 [a]	12	.001
Likelihood Ratio	184.396	12	.000
Linear-by-Linear Association	9.122	1	.003
N of Valid Cases	187		

a. 6 cells (30.0%) have expected count less than 5. The minimum expected count is .86.

The Chi-square test results in table 20 above indicate a positive relationship between gender sensitive facilities available in vocational institutions and students' enrolment since the P-Value (0.001 was found to be below 0.05 (critical value) at 95% level of significance. This implies that the availability of gender sensitive facilities in vocational insitutions positively influence the level of students' enrolment and thus failure to consider them will straight away affect student enrolment.

4.4.4 Gender sensitive courses and students' enrolment

Another important gender issue tested was availability of gender sensitive courses. To do this a cross tabulation of gender sensitive admision slots during intake period and the gender sensitive courses was done and the results were as sumarized in table 21 beow.

Table 21: Gender sensitive courses and students' enrolment-2011

Crosstab

Count

		All the courses we have are gender sensitive.				
		Disagree	Neutral	Agree	Strongly agree	Total
We have gender sensitive admission slots during intake.	Disagree			11	12	**23**
	Neutral		13	35	13	**61**
	Agree	10	3	32	12	**57**
	Strongly agree			9	37	**46**
Total		**10**	**16**	**87**	**74**	**187**

Table 21 above indicate that a total of 103 students agreed with the views that all courses they had in vocational insitutions were gender sensitive as compared to only 23 students who disagreed yet 61 were not sure of the exact explanation they could give. This indicate a positive relationship between gender sensitivity in all courses offered to students and the level of enrolment in vocational institutions in Lira district. This was further probed by a Chi-Square test done as shown in table 22 below.

Table 22: Gender sensitivity in courses and students' enrolment-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	81.317[a]	9	.000
Likelihood Ratio	84.178	9	.000
Linear-by-Linear Association	5.478	1	.019
N of Valid Cases	187		

a. 7 cells (43.8%) have expected count less than 5. The minimum expected count is 1.23.

The Chi-Sqaure test results in table 22 above revealed a positive relationship between gender sensitivity in all courses alloacted to students and students' enrolment in vocational institutions in Lira district given the fact that the P-Value (0.000) was found to be less than

the critical value of (0.05) at significane level of 95%. This indicates that gender sensitivity in all courses in vocational institutions positively affect students' enrolment rates and thus attendance and completion. This further implies that where the adminstration failed to take gender sensitivity in the courses they offer, they automatically realize low student enrolment and completion in their institutions.

The above finding was synonymous with the study by UNICEF (2000) which found out that in developing countries some rural families are reluctant to sent their doughters to school for fear that they will learn new things, becoming less inclined to accept domestic work and more interested in joining salaried occupation. UNICEF (2000) further found out that industrialized countries tends to convey messages and experiences that produce traditional views of feminity and masculinity, with the consequence that girls do not acquire knowledge that makes them question the status quo and boys do not learn to appreciate girls needs and conditions.

4.4.5 Gender sensitive policies on students enrolment in vocational institutions-2011

One of the gender issues on students' enrolment anlyzed was gender sensitive policies in vocational institutions in Lira district. As in the case of those above, a cross tabulation of the two variables were done and Chi-Square tests statistics requested as shown in tables 23 and 24 below.

Table 23: Relationship between gender sensitive policies and students' enrolment-2011

Crosstab

Count

		Gender sensitive policies are available in our institution.				
		disagree	Neutral	Agree	strongly agree	Total
We have gender sensitive admission slots during intake.	disagree			12	11	**23**
	Neutral		13	48		**61**
	Agree	3		41	13	**57**
	strongly agree			26	20	**46**
Total		**3**	**13**	**127**	**44**	**187**

According to table 23 above the results was as in the case of other gender issues, 103 students support the statement that there existed gender sensitive policies in their institutions as opposed to a very small number of 23 students disagreeing indicating a positive relationship between availability of gender sensitive policies within vocational institutions and the rates of students' enrolment. This was further proved by running a Chi-Square test on the same variables as shown in table 24 below.

Table 24: Gender sensitive policies and students' enrolment-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	64.507[a]	9	.000
Likelihood Ratio	78.579	9	.000
Linear-by-Linear Association	5.804	1	.016
N of Valid Cases	187		

a. 8 cells (50.0%) have expected count less than 5. The minimum expected count is .37.

In table 24 above, the Chi-Square test results also indicate that there is a positive relationship between availability of gender sensitive policies in vocational institutions and students' enrolment given that the P-Value (0.000) is less than the critical value (0.05) and 95% level of significance. This implies that effective implementation of gender sensitive policies in vocational institutions have a high positive impact on students' enrolment.

The results of the findings above agree with the recommendations by The Uganda national Education Review Commission (The Kajubi Commission, 1989) which stated that among others, setting up vocational Secondary schools and Technical Colleges to train students male and female alike with practical skills and academic abilities to become self-reliance.

4.4.6 Gender sensitive budgeting and students' enrolment-2011

The final gender isues tested in relation to students' enrolment was the availability of gender sensitive budgeting in all departments in vocational instiutions in Lira district. This was also done through cross tabulation of the two variables and request for Chi-Square test statistics done as shown in tables 25 and 26 below.

Table 25: Relationship between gender sensitive budgeting and students' enrolment-2011

Crosstab

Count

		there is always gender sensitive budgeting in all departments of our institution.					
		strongly disagree	disagree	Neutral	Agree	strongly agree	Total
We have gender sensitive admission slots during intake.	disagree				11	12	23
	Neutral		10	13	25	13	61
	Agree	3	3	3	16	32	57
	strongly agree				19	27	46
Total		3	13	16	71	84	187

According to table 25 above, the cross tabulation results revealed that majority of the students,103 (55.1%) students supported the statement that there was gender sensitive budgeting in all the departments in vocational institutions as compared to only 23 students who disagreed with the statements with 61 students at neutral position. This greatly implies that availability of gender sensitive budgeting in all the departments in vocational institutions had positive influence on students' enrolment. A further confirmation on this was done by requesting for Chi-Square statistics and the results were as indicated in table 26 below.

Table 26: Gender sensitive budgeting and students' enrolment-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	51.640[a]	12	.000
Likelihood Ratio	58.785	12	.000
Linear-by-Linear Association	6.837	1	.009
N of Valid Cases	187		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .37.

The Chi-Square test results in table 26 above show positive influence of gender sensitive budgeting on students' enrolment since the P-value (0.000) is less than the critical value (0.05) at 95% level of significance. This further revealed that the implementation of effective gender sensitive budgeting have a profound positive impact on students' enrolment in vocational institutions in Lira District.

The results of the findings here were in line with the study by Budlebder and Sharp (1998) who acknowledged that gender-neutral assumption ignores the fact that budgetary impacts are often different and unequal between men and women, This is because men and women, on the whole, occupy different socio-economic positions, play different roles and undertake different responsibilities in the paid and unpaid economy. For example, women are more likely to earn lower incomes compared to men, hold less wealth, live in Gender responsive budgeting (GRB) is first and foremost a tool for increasing accountability and accelerating the implementation of commitments to gender equality and human rights.

Further, the finding agree with the gender budget analysis undertaken in Nepal which found that government expenditure on higher education (secondary and tertiary) is increasing while that on primary education has not changed much over the same period. This budget increase is expected to reduce unemployment of young people because they receive higher educational qualifications. However, this budget allocation may have negative impacts on girls, particularly from low income families. These girls are less likely to access public education at secondary and tertiary levels. Instead, most teenage girls drop out of school and get married (Institute for Integrated Development Studies, 2002). Therefore, girls are less likely than boys to benefit from the increase in government expenditure on post-primary education.

4.4.7 Gender issues and students' transition in vocational institutions in Lira District

The influence of gender issues on students' transition in vocational institutions was also examined as the sub-objective two of the study. Cross tabulation of gender issues on transition with Chi-Square statistics were done and the results were as shown below.

4.4.8 Gender sensitive scholarships and bursaries on students' transition

The researcher tried to establish whether the availability of gender sensitive scholarships and bursaries in vocational institutions had impact on students' retention and transition to other levels of education and training. To achieve this, a cross tabulation and Chi-Square tests of these variables were run and the results were as summarized in tables 27 and 28 below.

Table 27: Gender sensitive scholarships and students' transition-2011

Crosstab

Count

		er sensitive scholarships and bursaries are available institution.					
		strongly disagree	disagree	Neutral	Agree	stronly agree	Total
There is always equ number of male vers female students whc transit from one leve the next level	strongly disagr	7	4	3	9	16	39
	disagree	7	5	10	24	13	59
	Neutral		1	2	6	4	13
	Agree	10	4	1	24	26	65
	stronly agree				7	4	11
Total		24	14	16	70	63	187

According to table 27 above, the results of the cross tabulation indicate that 65 students agreed with the statement that there is always equal number of male verses female students who transit from one level to the next, versus 59 students who disagreed, 39 students strong disagreed as compared to 11 students who strongly agreed and 13 in neutral positions.

On the other hand 10 students agreed with the statement that, gender sensitive scholarships and bursaries ar availaboe in their institutions, besides 63 students who strongly agereed. Only 24 students strongly disagreed, and 14 disagreed with the statement that there exist gender scholarshis and bursaries in their institutions. 16 students on the other hand neuttral positions.

This implies that, although gender sensitive scholarships and burseries are available in some vocational institution in Lira District, there are dispairt between male and female students who transit from one level to the next, supported by 98 students with more 13 standinh neutral.

Table 28: Gender sensitive schorlarships and bursaries on students' transition-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.411[a]	16	.081
Likelihood Ratio	30.056	16	.018
Linear-by-Linear Association	2.971	1	.085
N of Valid Cases	187		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .82.

In table 28 above, the Chi-Square statistics reveal moderate relationships since the P-value (0.081) is less than the Chi-critical (0.05) at 95% significant level. Meaning that gender sensitive scholarships positively influence transition of students from one level to another in vocational institutions in Lira district.

The finding on this objective agrees with the study by Lubanga (2008) who concluded that gender equality in education requires gender mainstreaming initiatives in the entire sector. In addition, special interventions targeting women and girls can make up for serious gaps. In the process of planning education programmes it can be useful to carry out a sector gender analysis to identify differences between boys and girls with implications for school attendance and achievements.

It should however be noted that prospects for tertiary and vocational training and use of educational skills on the formal and informal labour markets can also inform a gender sector analysis in education.

4.4.9 Gender sensitive facilities and students' transition-2011

The availability of gender sensitive facilities was one of the gender issues tested against students' transition in vaocational institutions in Lira district. To do this, a cross tabulation between gender sensitive facilities and students' transition was run and Chi-Square statistics requested as shown in tables 29 and 30 below.

Table 29: Gender sensitive facilities and students' transition-2011

Crosstab

Count

		Gender sensitive facilities are available in our institutions.					
		strongly disagree	disagree	Neutral	Agree	stronly agree	Total
There is always equal number of male versers female students who transit from one level to the next level	strongly disagree		1	2	15	17	**39**
	disagree	2		1	17	39	**59**
	Neutral				5	8	**13**
	Agree	5		2	21	37	**65**
	stronly agree				8	3	**11**
Total		**11**	**1**	**5**	**66**	**104**	**187**

According to table 29 above, a total of 104 students strongly agreed and 66 students agree meaning that a total of 170 out 187 were in full support that gender sensitive facilitation are available in their institutions. A total of 98 students on the other hand disagreed with the statement that, there were always equal number of male and female students who transited from one level to the next. This implies that there is strong positive relationship between gender sensitive facilities and students' transition in vocation institution. This was also confirmed by the result of the Chi-Square statistics as shown in table 30 below.

Table 30: Gender sensitive facilities on students' transition-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.484[a]	16	.296
Likelihood Ratio	18.965	16	.270
Linear-by-Linear Association	.262	1	.609
N of Valid Cases	187		

a. 17 cells (68.0%) have expected count less than 5. The minimum expected count is .06.

According to the Chi-Sqaure test statistics in table 30 above, the P-Value (0.296) is less than than the the Chi-critical (0.05) and 95% level of significance indicating strong positive relationship between availability of gender sensitive facilities in vocational institutions and students' transition. This implies that provision of gender sensitive facilities in vocational institutions have a srong impact on will high help students' transistion from one level to the next.

The above findings on this objective was in support of Nilsen (1975) statement who argues that the gendered nature of reading materials and other school texts provide important indicators of the extent of gender stereotyping in the education system as a whole. The language used is highly influential (particularly on younger children) and has drawn criticism in the past for excluding or demeaning girls and women and for favouring stereotyped gender roles; 'fireman' instead of 'fire fighter', boys who 'laugh' as opposed to girls who 'giggle' are two examples. Research studies have also focused on the frequency and manner in which the sexes are portrayed, and have found that men appear more often and in a wider set of roles as workers, whereas women are shown mainly in domestic and

'romantic' roles. Nilsen (1975) coined the phrase 'the cult of the apron' in her study of 58 award winning books in the USA because she found that women were usually depicted with aprons in the few illustrations she found of them.

The study findings here further concur with a recent Polish study which suggests that textbooks used by older students are even more sexist than texts for younger children, not only concerning illustrations but the language used. Thus, Polish school textbooks, so the authors claim, are highly stereotyped, reproduce traditional beliefs and ignore important female figures as well as the goals and achievements of feminist and women's organizations (Środa & Rutkowska, 2007). Significantly however, it should be noted that although most post-communist countries undertook textbook revision in the 1990s, the revised texts continue to show men and women as 'having different stereotypical gender roles' (Magno & Silova 2007, p. 651). More recently however topics on the social position of women and gender are beginning to appear in Poland, primarily in new textbooks and teaching materials being prepared to take into account the newest curricular reform.

4.4.10 Advocacy by male, female students and staff on students transition

The influence of gender advocacy between male, female students and staff on students' transition was also taken into account in the study. Using cross tabulation analysis, the data were analyzed and the results of the findings were as sumarized in table 31 below.

Table 31: Tabulation of gender advocacy by male, female students and staff on students' transition-2011

Crosstab

Count

		There is always advocacy between male and female students and staff.					
		strongly disagree	disagree	Neutral	Agree	strongly agree	Total
There is always equal number of male verses female students who transit from one level to the next level	strongly disagree		3	13		23	**39**
	disagree		22		35	2	**59**
	Neutral			13			**13**
	Agree	7	9	3	20	26	**65**
	strongly agree			11			**11**
Total		**7**	**34**	**40**	**55**	**51**	**187**

According to table 31 above, majority of students (106) were in support of the statement that there was always advocay between male and female students and staff (55 plus 51 students) and 76 students were at the same time supporting the fact that there was always equal number of male versers female students who transit form one level to another. This indicates that continouos gender sensitive advocacy by both male and female students including staff has strong positive impact of students' transistion. However the degree of the relationship is weak. This was also probed by Chi-Square statistics as shown in table 32 below.

Tabel 32: Gender advocacy by male, female students and staff on students' transition-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	199.119 [a]	16	.000
Likelihood Ratio	210.659	16	.000
Linear-by-Linear Association	1.437	1	.231
N of Valid Cases	187		

a. 13 cells (52.0%) have expected count less than 5. The minimum expected count is .41.

According to table 32 above, the Chi-Square test results revealed a weak positive relationship between gender sensitive advocay by male, female students and staff on studnets' transition from one level to the next. This was so because the P-Value (0.000) was less than the Chi-Critical (0.05) at 95% level of significance. This implies that the continuous advocacy programme by entire students communities and staff greatly improved on the transition of students from one level to the next level. However, since the relationship is weak but positive, it would also mean that, even in the absence of gender sensitive advocacy by male, female students and staff, there can still be normal students' transition from one level to thenext. Thus advocacy is not a prerequisite for students' transition to the next level of Education and training

The finding above concur with the statement by Magno & Silova, (2007) who noted that even when teachers believe that they treat their students equally, they are more likely to chastise male students and pay them more attention, while at the same time creating greater dependency in their female students. Hence, a variety of studies from different countries have shown that both male and female teachers tend to encourage passivity and conformity

in their female students while at the same time valuing independence and individuality in their male students (see for example, Golombok & Fivush, 994). They thus allow boys to be naughtier because they think it is natural and, for the same reasons, expect girls to take up 'domestic' related activities such as caring for others or cleaning-up in the classroom.

Thus teachers' general lack of awareness of how they use gender as an important organizing and categorizing factor, and their tactic assumptions about gender have together had a profound effect on student behaviour. One solution suggested to teachers is to engage in gender-sensitive teaching which both addresses students' different learning styles and preferences, and avoids the imposition of stereotypes.

4.4.11 Gender sensitive admision slots during intake on students' transition-2011

The influence of the gender sensitive admision slots during intake on students' transition was also taken as one of the important variables in the study. Using cross tabulation and Chi-Square statistics as in other cases, data were analyzed and the results were as seen on tables 33 and 34 below.

Table 33: Tabulation of gender sensitive admision slots during intake on students' transistion-2011

Crosstab

Count

		We have gender sensitive admission slots during intake.				
		disagree	Neutral	Agree	strongly agree	Total
There is always equal number of male versers female students who transit from one level to the next level	strongly disagree	12	13	14		**39**
	disagree		12	34	13	**59**
	Neutral		13			**13**
	Agree		23	9	33	**65**
	strongly agree	11				**11**
Total		**23**	**61**	**57**	**46**	**187**

According to table 33 above a total of 103 students were in support of the statement that there was gender sensitive admision slots during intake (ie 57 agreed and 46 strongly agreed) and out of this 103, only 76 admitted that there is always equal number of male versers female students who transit from one level to the next. On the other hand, 61 students were neutral on the issues of gender sensitive admision slots during intake and 13 were nuetral on equal number of female versers male students who transit from one level to the next level, with a total of 98 students who did not support the statement. This implies that there was a weak relationship between gender sensitive admision slots during intake and students' transition. In other words students' transition did not directly depended on gender sensitive admision slots during intake. This was also probed by the Chi-Square statistics as in table 34 below.

Table 34: Gender senitive admision slots and students' transition-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	182.630[a]	12	.000
Likelihood Ratio	168.846	12	.000
Linear-by-Linear Association	1.721	1	.190
N of Valid Cases	187		

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is 1.35.

According to the Chi-Square tests in table 34 above, weak positive relationship exist between gender sensitive admision slots during students' intake and students' transition since the P-Value (0.000) is less than the Chi-Critical value (0.05) at 95% level of significance. The Chi-Square ststistical tests thus means that gender sensitive admision slots during intake is not a pre-determining factor for equal number of male and female students who transit from one level to the the next. Being gender sensitive during admission of students will have a very small impact on equal number of male and female students who traisit to the next level of their studies

4.4.12 Gender sensitive courses and students' transition-2011

The extent to which the availability of gender sensitive courses in vocational institutions in Lira district influences equal number of male and female students transtion from one level to the other was also taken into account as the sub-objective. To do this the researcher applied a cross tabulation analysis where Chi-Square statistics test was done as shown in tables 35 and 36 below.

Table 35: Gender sensitive courses and students' transition-2011

Crosstab

Count

		All the courses we have are gender sensitive.				
		disagree	Neutral	Agree	stronly agree	Total
There is always equal number of male verses female students who transit from one level to the next level	strongly disagree		13	14	12	**39**
	disagree	10		36	13	**59**
	Neutral			13		**13**
	Agree		3	13	49	**65**
	strongly agree			11		**11**
Total		**10**	**16**	**87**	**74**	**187**

According to the cross tabulation results in table 35 above, a total of 161 students were in support to the statement that, all courses were gender sinsitive (87 plus 74) and out of this 76 supported the statement that this will lead to equal number of male and female studens who transit from one level to the next level as 98 students (39 strongly disagreed and 59 disagreed) with the statement. This also indicate a weak positive influence of gender sensitive courses on equal number of male and female students transition to the next level of their studies. Transition in vocational institution does not entirely depend on the implementation of gender sensitive courses but also on other factors outside gender consideration in the courses. This was further tested using Chi-Square statistics as shown in table 36 below.

Tabe 36: Gender sensitive courses and students transition-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	126.336[a]	12	.000
Likelihood Ratio	129.339	12	.000
Linear-by-Linear Association	24.361	1	.000
N of Valid Cases	187		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .18.

The Chi-square tests in table 36 above revealed a weak positive relationship between gender sensitivity in all courses offered and the equal number of male and female students who transit from one level to the next in vocational institutions in Lira district given the fact that the P-Value (0.000) is less than the Critical value (0.05) at 95% level of significance. Meaning that even without gender sensitivity in all courses offered, there may or may not be equal number of male and female students who transit to the next level of their studies. However, the availability of gender sensitive courses will add on some little influence on the level of students' transition given the fact that the nature of the relationship is positive but weak.

The above finding was in line with the study by the curriculum theorist Paechter (2000) who points out that, though official curricula tend rarely to address gender equality with some exceptions such as Sweden and South Africa, they tend to imply certain gender assumptions; for example, that 'power' subjects (e.g. science, mathematics and technology) will attract males and others (e.g. languages, literature) females. This means that the

content of different subjects attracts boys and girls on the basis that' 'this is what proper girls or boys do'.

The hidden curriculum, on the other hand, concerns everything that happens in the school that is not 'official', for example, social relations in the classroom or playground, friendships, relationships between teachers and pupils, levels of bullying and harassment and so on. The hidden curriculum transmits to children a collection of messages which often reinforce sex stereotyping thus sustaining 'a sexual division of labour in the social process of schooling' (Humm 1989, p. 95).

Studies of these more informal relations have been consistent in revealing the dominance of (individual and groups of) boys regarding the school space they occupy, the teacher-time that they demand, and the influence that they have over the rest of their peers. It should further be noted that students' informal interactions within the school are the most influential aspect of their socialization into what it means to be female and male in society, and that if this aspect of school culture remains unchallenged, nothing much is likely to change.

4.4.13 Gender sensitive budgeting and students' transition-2011

The last gender issue examined against students' transition was the availability of gender sensitive budgeting in vocational institution. Still with the use of questionnaire survey, students' opinions on this issue were sought and using cross tabulation with Chi-Square statistics analysis, this variable was tested and the results were as shown in tables 37 and 38 respectively below.

Table 37: Gender sensitive budgeting and students' transition-2011

Crosstab

Count

		There is always gender sensitive budgeting in all departments of our institution.					
		strongly disagree	disagree	Neutral	Agree	stronly agree	Total
There is always equal number of male verses female students who transit from one level to the next level	strongly disagree		3	13	11	12	39
	disagree				23	36	59
	Neutral						13
	Agree	3	10	3	13	36	65
	strongly agree				11		11
Total		3	13	16	71	84	187

According to tabe 37 above, 155 students were in support of the availability of gender sensitive budgeting in all the departments and 76 support equal number of male and female students who transit from one level to the next as 98 students did not support the statement of equal number of both genders for training This indicates a positive relationship between the two variables. Meaning that the effective implementation of the gender sensitive budgeting in all departments in vovational institutions will promote equal number of male and female students' transition to the next level of their studies though the relationship is weak as further tested using Chi-Square tests below.

Table 38: Gender sensitive budgeting and students' transition-2011

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	102.698[a]	16	.000
Likelihood Ratio	107.031	16	.000
Linear-by-Linear Association	.291	1	.589
N of Valid Cases	187		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .18.

Table 38 above, indicate a weak positive relationship between the availability of gender sensitive budgeting in all departments in vocational institutions in Lira district and equal number of female and male students' transition to the next level of their studies. This is because the Chi-Square tests statistics results revealed the P-Value (0.000) is less than the critical value (0.05) at 95% level of significance. This therefore means that the availability of gender sensitive budgeting is not a predetermination of equal number of male and female students' transition from one level to the other but will have a small impact on the rate of transaction of both male and female students. This was in line with other studies as discussed above in objective one and two.

4.5 Objective Three

4.5.1 Gender issues and the teaching staff in vocational institutions

The third objective of the study was to assess the influence of gender issues on teaching staff in vocational institutions in Lira district. The five main gender issues assessed were scholarship for staff, equal gender staffing, equal staff participation equal staff promotion in all courses/departments and the level of staff development programmes as analyzed below using descriptive frequency statistics.

4.5.2 Scholarships for both male and female staff in vocational institutions

One of the gender issues examined on staff was whether both male and female staff access scholarships equitably in vocational institutions in Lira district. Data collected with the use of questionnaires was analyzed into frequency as shown in table 39 below.

Table 39: Access of scholarships by female and male teaching staff-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Strongly disagree	00	01	00	1.64
Disagree	00	03	00	4.9
Neutral	02	05	33	8.2
Agree	33	01	54.1	1.64
Strongly agree	15	01	24.6	1.64
Total	**50**	**11**	**82**	**18.02**
	61		**100.0**	

Source: Primary (Field) data-2011

According to table 39 above, majority of the staff agreed that there was gender equity in the available scholarships for staff, 54.1% male and 1.64% female, followed by those who strongly agreed, 24.6% male and 1.64% female, while the percentage of those who disagreed and strongly disagreed summed up to only 6.54% of the total number of trainers who were interviewed. This implies that in terms of access to scholarships, both male and female staff had equal opportunity to benefit from thus there was gender equality in this respect in vocational institutions in Lira district, although few gaps where respondents

showed neutral views and others disagreed, 3.3% male and 8.2% female, have to be filled for total equity to be achieved.

4.5.3 Gender equality in staffing in all departments in vocational institutions

The study also examined whether there was gender equality at departmental level in vocational institutions in Lira district. Data from questionnaire survey was analyzed into frequency statistics as summarized in table 40 below.

Table 40: Number of male and female staff in all departments-2011.

-Category label	Frequency		Percent	
	Male	**Female**	**Male**	**Female**
Strongly disagree	13	2	21.3	3.3
Disagree	26	9	42.6	14.8
Neutral	8	0	13.1	0
Agree	3	0	4.9	0
Total	**50**	**11**	**81.9**	**18.1**
	61		**100.0**	

Source: Primary (Field) data-2011

From table 40 above majority of trainers, 42.6% male and 14.8% female disagreed with the statement that, there was equal staffing in all departments in vocational institutions in Lira district, followed by those who strongly disagreed, 21.3% male and 3.35 female, while the total percentage of staff who agree and those who were neutral was only 18%. This implies that there was no gender equality and balance in departmental staffing in vocational institutions in Lira district. In other words, staffing favored only the male gend

4.5.4 Gender equality in staff participation in all courses-2011

The study further examined whether both male and female staff participates equally during training in all courses in vocational institutions in Lira district. Data from questionnaire survey of this variable was analyzed into descriptive frequency statistics as shown in table 41 below.

Table 41: Equal participation of male and female staff in all courses-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Disagree	2	6	3.3	9.8
Neutral	2	2	3.3	3.3
Agree	40	2	65.6	3.3
Strongly agree	6	1	9.8	1.6
Total	**50**	**11**	**82**	**18**
	61		**100.0**	

Source: Primary (Field) data-2011.

Table 41 above shows that majority of the male staff 65.6% agreed that both male and female staff participates equally during training in all courses/department every year but only 3.3% female agreed, as 11.4% strongly agreed with the statement, 9.8% male and 1.6 female. On the other hand, 3.3% male and 9.8% female disagreed with the statement, 3.3% male and 3.3% female showed neutral views. This clearly indicated that there was equal participation of staff during training in all courses every year in vocational institutions in Lira district, although some respondents were not satisfied with the statement.

4.5.5 Gender issues in staff promotion in vocational institutions-2011

The influence of gender equity on staff promotion was also examined. The study through the questionnaire survey asked whether there was always equal number of male and female staff promoted in all courses/departments every year. Data were analyzed into descriptive frequency as in the case above as shown in table 42 below.

Table 42: Equal promotion of male and female staff -2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Strongly disagree	8	4	13.1	6.6
Disagree	16	4	26.2	6.6
Neutral	14	2	22.9	3.3
Agree	12	1	19.7	1.6
Total	**50**	**11**	**81.9**	**18.1**
	61		**100.0**	

Source: Primary (Field) data-2011.

Table 42 above revealed that most staff, 26.2% male and 6.6% female disagreed with the statement that, there existed equal number of staff promoted in all courses/departments ever year followed by those who were neutral, 22.9% male and 3.3% female. Those who agreed were 19.7% male and 1.6% female and those who strongly disagreed were 13.1% male and 6.6% female. This also indicates that in total 52.5 % of staff did not support the statement implying that there was no equal number of male and female staff promoted in all courses/departments in vocational institutions in Lira district. There is therefore need to plan and check on this disparity for equality to be realized.

The findings on this particular objective concur with Watkins (1999) who noted that while many governments have made public commitments to increasing the access of girls to schooling, reducing the gap in schooling between girls and boys, and reducing illiteracy especially among women, such commitments are seldom met. The case in point was the Education for All (FEA) initiative sought to provide universal education for all by the year 2000.

4.5.6 Equality in staff development programmes in vocational institutions-2011

The level of gender equity in staff development programmes for both male and female staff was also examined as in all cases, the staff views on this variable were asked in the questionnaires and the results of the data analysis were as summarized in table 43 below.

Table 43: Equality in staff development programmes-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
Strongly disagree	8	4	13.1	6.6
Disagree	26	5	42.6	8.2
Neutral	1	2	1.6	3.3
Agree	15	0	24.6	0
Total	**50**	**11**	**81.9**	**18.1**
	61		**100.0**	

Source: Primary (Field) data-2011

According to table 43 above most staff, above average, 42.6% male and 8.2% female disagreed with the statement that, staff development programmes within vocational institutions catered equally for both male and female staff. This was strongly supported by 13.1% male and 6.6% female staff and only 24.6% male staff agreed that they were equallly benefiting. This also implies that staff development programmes within vocational institutions in Lira district only catered for few individuals more especially the male gender, since no female respondent agreed with the statement, hence, staff development programmes were rather gender biased.

4.6 Objective Four

4.6.1 The causes of gender inequalities in vocational institutions

The fourth objective of the study was to find out the causes of gender inequality in vocational institutions in Lira district. In order to establish comprehensive data, students, principals and instructors were asked through questionnaire survey where data they provided was analyzed into descriptive frequency statistics as summarized in tables 44 (a) to (c) below.

Table 44 (a): Causes of gender inequality in vocational institutions-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
STUDENTS				
Cultural segregation	30	22	16.0	11.8
Lack of cooperation	20	3	10.7	1.6
Poor administration	19	7	10.2	3.7
Wrong beliefs	18	8	9.6	4.3
Uncomfortable	8	2	4.3	1.1
Discouragements	28	11	14.9	5.9
Lack of school fees	7	4	3.7	2.1
Total	**130**	**57**	**69.4**	**30.5**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 44 (a) above, the results of the analysis revealed that in the views of students, the four main causes of gender inequality were cultural segregation being most pronounced by 16% male respondents and 11.8% female respondents, followed by discouragements, 14.9 male and 5.9 female, poor administration 10.2% male and 3.7 female and wrong beliefs 9.6% male and 4.3% female of the total responses by students among others.

Table 44 (b): Causes of gender inequality in vocational institutions-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
PRINCIPALS AND OTHER ADMINISTRATORS				
Low perception	5	0	31.3	0
Shyness of women	2	0	12.5	0
Negative attitude	3	0	18.8	0
Low self esteem	3	0	18.8	0
Cultural beliefs	3	0	18.8	0
Total	**16**	**0**	**100**	**0**
	16		**100.0**	

Source: Primary (Field) data-2011

Table 44 (b) on the other hand revealed that, to principals and other administrators, four main causes of gender inequality were, negative attitudes, (18.8%) male, low self-esteem (18.8%) male and cultural beliefs (18.8%) male, since all heads of Institution were male. Low perception on the other hand scored 31.3% male, among others.

Table 44 (c): Causes of gender inequality in vocational institutions-2011

Category label	Frequency		Percent	
	Male	Female	Male	Female
INSTRUCTORS/ TEACHERS AND LECTURERS				
Shying away	18	3	29.5	4.9
Lack of women's interest	11	1	18.0	1.6
Cultural belief	10	5	16.4	8.2
Nature of the task	11	2	18.0	3.3
Total	**50**	**11**	**81.9**	**18**
	61		**100.0**	

Source: Primary (Field) data-2011

On the other hand in the views of instructors and other trainers, table 44 (c) clearly indicates four main causes of gender inequality. The most pronounced one was shying away, 29.5% male and 4.9% female, followed by cultural beliefs, 16.4% male and 8.2% female and the nature of tasks 18% male and 3.3% female among others. This therefore implies that, gender inequality in vocational institutions in lira district was mainly caused by cultural segregation, discouragements on the side of those to benefit, poor administration, low self-esteem and shying away among others.

4.7 Objective Five

4.7.1 Strategies to eliminate gender inequalities in vocational institutions

The final objective of the study was to recommend strategies to eliminate gender inequalities in vocational institutions in Lira district. In order to draw comprehensive

recommendations both students', principals and instructors' opinions were sought using questionnaire survey and the data they provided were analyzed using descriptive frequency statistics as summarized in tables 45(a) to (c) below.

Table 45 (a): Strategies to eliminate gender inequalities in Vocational Institutions

Category label	Frequency		Percent	
	Male	Female	Male	Female
STUDENTS				
Equal chances	29	10	15.5	5.35
Being culturally unbiased	26	10	13.9	5.35
Good administration	62	27	33.2	14.44
Encouragement	13	10	6.9	5.35
Total	**130**	**57**	**69.5**	**30.49**
	187		**100.0**	

Source: Primary (Field) data-2011

According to table 45 (a) above, students provided three strategies for eliminating gender inequality with the one that would be more appropriate as good administration, 33.2% by male respondents and 14.4% by female respondents, followed by provision of equal chances to every members, 15.5% by male and 5.4% by female respondents, being culturally unbiased by 13.9% male and 5.4% female and continuous encouragement, by 6.9% male and 5.4% female, especially to the female gender among others.

Table 45 (b): Strategies to eliminate gender inequalities in Vocational Institutions

Category label	Frequency		Percent	
	Male	*Female*	*Male*	*Female*
PRINCIPALS AND OTHER ADMINISTRATORS				
Equal chances	3	0	18.8	0
Sensitization	5	0	31.3	0
Give equal opportunity	7	0	43.8	0
Motivation of girls	4	0	25.0	0
Total	**16**	**0**	**100**	**0**
	16		**100.0**	

Source: Primary (Field) data-2011

Table 45(b) clearly indicates how Principals and other Administrators argued, that the best strategies for eliminating gender inequality would be, provision of equal opportunities by 43.8%, all male, followed by sensitization of staff by 31%, all male, and motivation of girls by 25%, all male, and giving equal chances by 18.8%, all male, among others. All Principals and other Administrators were male, which is a very great disparity.

Table 45 (c): Strategies to eliminate gender inequalities in Vocational Institutions

Category label	Frequency		Percent	
	Male	*Female*	*Male*	*Female*
TEACHERS, INSTRUCTORS AND LECTURERS				
Encouragement	17	8	27.9	13.1
Sensitization	33	3	54.1	4.9
Total	**50**	**11**	**81.9**	**18**
	61		**100.0**	

Source: Primary (Field) data-2011

On the other hand, teachers/instructors/lecturers argued that the best strategies would be sensitization of staff (59.0%) and staff encouragement (41.0%). This therefore implies that for effective elimination of gender inequalities to be realized, there is need for good administration on the side of the management, sensitization of staff, staff encouragement, offering equal opportunities and motivation of girls to take up the chances.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations on the findings of the study on gender equity and inequalities in vocational education in Uganda with special focus to Vocational Institutions in Lira district. This chapter presents the summary and conclusion drawn basing on the analysis of data regarding the five major objectives of the study: gender issues in Vocational Institutions, the influence of gender issues on student; (a) enrolment, (b) retention, (c) completion and (d) transition in Vocational Institutions, the influence of gender issues on the teaching staff in Vocational Institutions, the causes of gender inequality in vocational institutions and strategies to eliminate gender inequalities in Vocational Institutions in Lira district.

5.2 Discussion of Findings

The study was about gender equity and inequality in Vocational Institutions in Lira district. This was in line with the fact that while the Government of Uganda was committed to the attainment of gender equality in Vocational Institutions as a Millennium Development Goal (MDG) by 2015 the attainment of this goal had shown a slow progress particularly in Vocational Institutions. The study was therefore aimed at establishing the extent to which Vocational Institutions are gender responsive in their training programmes.

The study had five specific objectives: to examine gender issues in Vocational Institutions, to assess the influence of gender issues on student; (a) enrolment, (b) retention, (c) completion and (d) transition in Vocational Institutions; to assess the influence of gender

issues on the teaching staff in Vocational Institutions; to find out the causes of gender inequality in Vocational Institutions; and to recommend strategies to eliminate gender inequalities in Vocational Institutions. To achieve the objectives, the study employed a cross-sectional survey design of quantitative and qualitative methods to collect data using semi-structured/closed ended questionnaires administered to a sample of 264 respondents comprised of 187 students, 61 instructors/teachers/lecturers and 16 Principals/other administrators both males and females.

5.2.1 Gender issues in Vocational Institutions in Lira District.

Sub-Saharan Africa accounts for 47 percent of out-of-school children worldwide, with 54 percent of those children being girls. In 2006, 35 million children were not enrolled in school. This is almost one third of the school-age population. Female students constitute less than two-fifths of the population in tertiary education in Sub-Saharan Africa, with only 38 percent of females having enrolled in vocational tertiary education in 2005.

Furthermore, female students tend to be concentrated in Humanities, Arts and Social Sciences, with a weaker presence in scientific and technological subjects. In 2005, female students constituted a mere 40 percent of total enrolment in Sub-Saharan Africa in technical and vocational education.

5.2.1 (a) Scholarships and Bursaries in Vocational Institutions.

The study established that there was gender consideration in the various scholarships and bursaries available in these institutions although there were some small percent of students who strongly disagreed with the statement. The above findings agree with the UNESCO

(2007), which noted that while improvement is needed in the qualitative sense, the important first step in providing education for all is the removal of the initial barrier to access particularly those related to the institutional facilities. It is also important to note that, though scholarships and bursaries were found to be Gender sensitive, other factors still can hinder other female students or applicants from accessing them, such as purchase of forms, knowledge of application period, attitude and distance from those Institutions.

5.2.1 (b) Gender sensitive facilities in Vocational Institutions.

In terms of gender sensitive facilities available to students, it was established that indeed there was gender sensitivity attached in that equity was emphasized in the Vocational Institutions in Lira district. The findings on this sub-objective concur with other previous studies where some researchers have focused on ways in which curriculum materials portray images that convey implicit messages that contribute to the acquisition of differentiated gender identities and the internalization and acceptance of corresponding sex-linked behaviour and roles. Included in this group are: King, R. and Morrisey, M. (1988) analyzed twenty secondary level textbooks in History, Geography and Social Studies and found that women were invisible in most of the texts and where they appeared they played subordinate or menial roles.

Ayodike, T. (1989) and Pollard, V. (1989) analysed Literature texts. Ayodike found that damaging concepts of women were projected and there were few images that challenged accepted stereotypes of women. On the other hand, Pollard found that books written by a particular author sought to convey the strength, wisdom and courage associated with Caribbean women.

Bailey, B. and Parkes, L. (1995) showed that not only were girls/women under represented in Language /Arts texts used at the primary level but both sexes were characterized as displaying traditional gender-appropriate behaviors. Whiteley, P. (1996) reviewed Science texts and found that there was gender balance in illustrations of young people but an imbalance in the illustration of adults in favour of males. Drayton, K. (1997) examined Caribbean English texts and posited that these books conveyed both eurocentric and patriarchal bias.

5.2.1 (c) Management styles in Vocational Institutions.

Most students also agreed that management styles of administrators in Vocational Institutions in Lira district were gender sensitive and compliant. The findings are also in line with the study by Vargas-Valente (2002) who argues that gender responsive budgets challenge the notion that governments should only be concerned about economic growth. They also need to be concerned about citizens' rights, including those of women; promote democratic mechanisms that also respond to demands for democratic governance state reform from a citizen's perspective; and enlarge the arenas for consulting civil society, which is always affected by government decisions. It should also be noted that, although management styles were found to be gender sensitive, a few staff interviewed, expressed their views that, they were poorly motivated and were so relaxed in carrying out their roles as trainers, for example one said, *'I feel demotivated a lot because I see no staff development plans for us, no responsibility allowances, poor leaving conditions which makes me so relaxed in doing my work'.*

5.2.1 (d) Advocacy for equality in Vocational Institutions.

Further, in terms of advocacy for equality between female and male students and staff, the communities in Vocational Institutions in Lira district were gender sensitive and in strong support for gender equality. This was seen in Ave Maria Vocational Training Centre, Dr. John Ricky Akeny Vocational Training Institute and St. Victor's Vocational Institute especially where courses such as Tailoring and Cutting Garments and other short programmes were offered. This practice encouraged both male and female genders to join and offer all courses equally in these Vocational Institutions.

5.2.1 (e) Admissions in Vocational Institutions.

The study also established that there was gender sensitivity and equity in admission slots during intake in vocational institutions. Further more, majority of the students strongly agreed that there was gender sensitivity to and thus equality in all courses allocated to students (44.9%), followed by those who agreed (38.0%) while those who strongly disagreed were the least with only 1.6% and these who disagreed were 7.0%. This implies that there was gender sensitivity to all courses allocated to students. In other wards there was gender equality and equity in consideration for all offered courses in these Vocational Institutions.

5.2.1 (f) Policies in Vocational Institutions.

The findings also revealed that there was availability of gender sensitive policies that is widely known by students. Finally on this specific objective the finding indicated that students strongly agreed with the statement that there exists availability of gender sensitive budgeting in all the departments in Vocational Institutions. The above finding concur with

the view of Ssekamwa (1997) who found out that a number of aspects of the education system reinforce unequal opportunities, access and results for girls and boys. They include policies and resource allocation, quality of facilities and education materials, curriculum, teacher training and recruitment, school-fees and bursaries. Other deep rooted aspects reinforcing gender imbalances concern traditions and values of families and communities, security in and on the way to school, risk of rape, teenage pregnancy causing expulsion from schools, and out-of-school work-load for girls.

5.2.2 Influence of gender issues on students' enrolment, retention, completion and transition in Vocational institutions.

Under this objective, the results of the cross tabulation between gender issues in terms of gender sensitive scholarships and bursaries that were available in Vocational Institutions revealed that the greatest number of students were in neutral position (61) while those who strongly agreed and agreed in total were 103 students indicating a positive relationship implying that the availability of the gender sensitive facilities in vocational insitutions positively influence the level of students' enrolment and thus failure to consider them will straight away affect student enrolment, retention, complete and transition.

In terms of courses offered at Vocational Institutions, the results revealed positive correlation between gender sensitivity in all courses allocated to students and students' enrolment, retention, completion and transition. This indicates that gender sensitivity in all courses in Vocational Institutions will positively affect the students' enrolment rates and thus attendance. The study also indicated that there is a positive relationship between availability of gender sensitive policies in vocational institutions and the students

enrolment. This implies that effective implementation of of gender sensitive policies in vocational institutions will have a high positive impact on students' enrolment retentio, completion and transition.

The study also shows positive influence of gender sensitive budgeting on students' enrolment indicating that the implementation of effective gender sensitive budgeting will have a profound positive impact on students' enrollment retention, completion and transition in vocational institutions. Concerning the influence of gender sensitive policies on students transitions it was revealed that gender sensitive scholarships positively influence transition of students from one level to the next in Vocational Institutions in Lira district among othe gender issues. However, contrary to what the researcher had earlier on said, the study revealed that the availability of gender sensitive budgeting is not a predetermination of equal number of male and female students' transition from one level to the next. In other words, this would have little impact.

5.2.3 Influence of gender issues on staff in Vocational Institution.

The study established that in terms of access to scholarships, both male and female staff had equal opportunities to benefit from, thus there was gender equality in this respect in the Vocational Institutions in Lira district. The findings also revealed that there was no gender equality and balance in departmental staffing in Vocational Institutions in Lira district. In other wards staffing favored only one sex that is male.

Further, the study found out that both male and female staff participates equally during training in all courses every year that clearly indicated that there was equal participation of

staff during training in all courses. The study also found out that there was no equal number of male and female staff promoted in all courses in Vocational Institutions. According to the study most staff above average (50.8%) disagreed that the development programmes within Vocational Institutions catered equally for both male and female staff. This also implies that development programmes within Vocational Institutions in Lira district only catered for few individuals who were either male or female. It was rather gender biased.

The above finding concur with the study by Wood (2005) who noted that viewing education as the main instrument in producing equal life chances is unwise because that would require the precondition that outside-school influences must also be equalized such as family income and cultural expectations. In a society where girls and women are viewed as unequal to boys and men, there is little possibility for schools to compensate and so equalize girls' life chances. Open competition for scarce opportunities privileges those who start out with benefits (e.g. high family income, cultural affinity with the school). Being a girl might be seen as one of these benefits, since girls do better in many aspects of schooling. However, gender is not the only factor and, as found in Lira district, it is less influential than parents' educational level or family income.

5.2.4 Causes of gender inequalities in Vocational Institutions.

The results of the analysis revealed that in the views of students, the four main causes of gender inequality were cultural segregation, discouragement, poor administration and wrong beliefs among others. To Principals and other Administrators, three main causes of gender inequality were revealed and these were negative attitudes, low self-esteem and cultural beliefs among others. On the other hand in the views of Instructors/Lecturers, four main causes of gender inequality were unveiled. These were shying away, cultural beliefs

and the nature of the tasks among others. This therefore implies that gender inequalities in Vocational Institutions in Lira District was mainly caused by cultural segregation, discouragement on the side of those to benefit, poor administration, low self-esteem and shying away among others.

The above finding on this objective agree with the view of Lubanga (2008) who noted that a second perspective on equality of opportunity should adopt a three-fold categorization: formal opportunities, actual opportunities and outcomes. Formal opportunities refer to the structural availability of access to and participation in education; that is, all students have an equal right to access and participation. Actual opportunities are dependent on formal opportunities but also on other factors for instance, family background, orientation of school or quality of teaching. Educational outcomes are seen as the best means of assessing actual opportunities, that is, those available and taken up.

The finding also concur with the view of Halsey et al. (2005) who argue that to judge the relative merits of group and individual fairness at a philosophical level. However, the problem lies in any system's ability to guarantee equality between groups.

The finding further agree with the study by Anker 1998; Deutsch et al (2002) who lamented that occupational segregation has significant costs, including rigidities in the labour market, larger male-female wage gaps, underutilization of women's labour (allocative inefficiency), and lower levels of output and future growth rates because of lower than optimal investments in girls' education. In the study therefore there was

increasing evidence that feminization of an occupation negatively affects the overall wage rate in that occupation.

5.2.5 Strategies to eliminate gender inequalities in Vocational Institutions

The findings on this specific objective established that according to students, three strategies for eliminating gender inequality were good administration, provision of equal chances to every member and being culturally unbiased among others. Principals argued on the other hand that the best strategies would be sensitization of staff provision of equal opportunities and motivation of girls among others. On the other hand, teachers/instructors/lectures argued that the best strategies would be sensitization of staff and staff encouragement to participate in training program. This therefore implies that for effective elimination of gender inequalities to be realized, there is need for good administration on the side of the management, sensitization of staff, staff encouragement, equal opportunities and motivation of females to take up the chances.

The finding above concurs with Fullan (2005) who in reviewing a number of large-scale initiatives identifies a series of characteristics that contribute to effective strategies for change and, importantly, sustainability. These include: the acknowledgement of poor performance and the need to seek solutions; a focus on improving practice and achievement; the development of a system-wide framework and infrastructure to support innovation and change; distributed leadership (so that sustainability is not dependent on a 'champion'); the availability of relevant, useful professional development; and the recognition that change takes time. Together, these characteristics can be summed up as

accountability and capacity building. However, while Fullan's analysis was based on studies of large-scale, often national, developments, these characteristics also have relevance for an analysis of the strategies investigated in vocational institutions in Lira district.

Strategies identified by authorities and schools were intended to address perceived differences in achievement, behaviour, self-esteem, confidence and career aspirations. The literature identified a danger in adopting a strong stereotypical identity as the model of the male pupil in selecting resources, teaching styles and reward systems. Such approaches are typified by contexts traditionally associated with boys (action adventures, football and machinery), by requiring short concentration spans and changing the pace of activities. While this may be effective in managing those boys who conform or aspire to such a model of masculinity, it ignores, if not disadvantages further, those boys who do not. Neither does it address the issue of whether this is an appropriate, accurate or even helpful image to promote in schools, either for girls or for the wider community.

The finding was also in line with UNESCO, (2004) which stated that, more emphasis is needed on encouraging girls to go into non-traditional Vocational and Technical programmes, such as Engineering and Computer technology.

5.3 Conclusion

In view of the analysis and discussion above, the study concludes that one of the most important steps that can be taken to make Uganda's Education Policy and Practice more Gender sensitive in Vocational Institutions is to revise the broad educational aims and goals with an intention of incorporating gender concerns in the curriculum. This would include

adding gender studies as a subject at all levels of education and training. A number of gender sensitive issues have been identified by this study in Vocational Institutions in Lira district with profound positive impact on gender equity in all aspects of the Institution.

Further, there are many more measures to promote gender equality in vocational Institutions. Not all of them may be equally important everywhere, depending largely on the state of gender equality in a given Institution and socio-cultural settings. Evidently any strategy or measure being piloted or adopted in this field needs to be monitored and evaluated regularly and adapted according to changing circumstances. Looking at the comparative overview of policy concerns identified and measures taken, the study conclude that although the scale of individual initiatives in Vocational Institutions is large, many Vocational Institutions lack an overall strategy and implementation plans which would form part of an effective gender equality policy.

This Research has helped the World of Knowledge with key findings that need to be looked into and modified to have equitable access to Vocational Education and Training among males and females. The research indicated that, some female students shy away from joining certain courses in Engineering because of cultural influence and belief, among others. There is now need to take up these ideas in the findings seriously and empower Career-Guidance Departments in all schools to help both male and female learners to identify their talents early and pick Vocational courses without external influence.

5.4 Challenges

The Research was quite expensive because a lot was required to complete the research from data collection to the end with a lot of computer expenses in stationery, printing, binding, just to mention a few. This challenge was handled carefully by sacrificing many other needs to ensure the research was complete.

Some questionnaires were not returned by respondents. 310 respondents were served with questionnaires to put their views but only 264 were received back with views for analysis. This was quite a challenge although above 85% of the instruments distributed were received for analysis.

Lack of cooperation by some respondents who looked at the research questionnaires as the fact finding tools, to discover their operational weaknesses for administrative steps from The Ministry of Education and Sports. The researcher talked to this category of people to understand the purpose of the research in their Institutions, for Academic reason.

Distance from the study area to the University was quite long, which reduced on the frequency of meeting the Supervisor and the speed of research completion as well. This was anyway managed by hard work and endurance of the rigors of movement from Lira to Kampala to meet the Supervisor.

Language barrier from some respondents who were under Non-formal training at Ave Maria Vocational Training Centre, since they could not interpret questions easily in English. This was a bit of challenge because their views could not be understood easily for analysis. The Researcher worked closely with some of them to get clearly what they meant.

5.5 Recommendations

Basing on the principal or major findings of the study, the Researchers' Key Recommendations are:

i. There is a great need to increase the number of gender sensitive Female Instructors and Administrators in Vocational Institutions. There is evidence that the males dominate learning/studying, teaching, educational administration, and policy monitoring and evaluation. There should be a shift in policy to include more women particularly in policy formulation, monitoring and evaluation.

ii. The current top leadership, policy makers, monitors and evaluators need to be sensitized on how to become more gender sensitive. Government could encourage the establishment of NGOs and CBOs working towards achieving greater gender parity in education.

iii. In order to ensure sustainable gender equality in Vocational Institutions, it has become imperative to recognize the importance of the two genders (male and female) as complementary biological entities and moreover, to respect full

equity and equality of each of the two genders, that is, of the social roles that men and women assume in their lives. These roles, which must be emphasized, are socio-political and cultural constructs, which have evolved through history, and vary from one society to another. The fact that roles attributed to men and women are not static and eternally valid but, on the contrary, that these roles change, have changed and are prone to further change.

iv. The most successful practice engages all stakeholders, particularly parents, students and local leaders. Vocational Institutions should discuss with their communities how parents and other stakeholders might be involved in the planning, development and implementation of strategies to address gender inequalities in Uganda.

v. Vocational Institutions and authorities should encourage and facilitate staff development activities related to gender issues, and providers of staff development, such as authorities and universities, should be encouraged to enable this development come to pass.

vi. Greater government investments in lifelong learning are needed to give out of school girls/young women and older women a chance to keep on learning outside formal structures. What kind of education? Non formal education and Vocational in particular should be promoted since it allows women, excluded

from formal education, to keep on learning and building skills in critical areas such as health, ICT and entrepreneurial/business courses, to mention but a few.

vii. Finally, emphasis on diversifying forms of education/delivery mechanisms to ensure Continuous Adult Education particularly for women in all courses in Vocational Education is paramount. This will encourage and offer more opportunities for women to join Vocational Education and Training.

5.6 Areas for further studies

The Researcher therefore recommends that, further studies be conducted in the areas of;

- Careers guidance and training, right from primary, secondary and Technical schools to find out the extent to which pupils and students especially females (girls) are made aware of Vocational Education and Training.

- Welfare of female staff (both Teaching and Non-teaching) in Vocational Institutions in relation to their Behavior, Commitment and Performance.

- The influence of Culture on Gender and Vocational Education and Training. This will help establish more sustainable training programmes for both male and female genders.

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Appendix 1:

QUESTIONNAIRE FOR STUDENTS IN VOCATIONAL INSTITUTIONS

This survey is being conducted to collect information on Gender Equity and Inequality in Vocational Institutions within Lira District. You have been identified as a suitable person to provide information for this study. Please kindly fill this questionnaire as objectively as possible since all information will be kept confidential and entirely for Academic purpose.

Thank you in advance.

Please give your answers by **ticking (√)** in the box corresponding to the most appropriate alternative of your choice and brief answers in the spaces provided.

Section A: Background information.

1 (a) Name (optional).....

(b) Gender

(i)	Male	
(ii)	Female	

2. Marital status

(a)	Single	
(b)	Married monogamy	
(c)	Married Polygamy	
(d)	Widowed	
(e)	Divorced/Separated	

3. What is your age?

(a)	1 – 20	
(b)	21- 30	
(c)	31 – 40	
(d)	41 and above	

4. What is your level of Education?

(a)	Below primary	
(b)	Primary	
(c)	Secondary	
(d)	Tertiary	

5. (a) What is your programme of study?

(a)	Higher Diploma	
(b)	Ordinary Diploma	
(c)	Advanced Craft Certificate	
(d)	Craft Certificate	
(e)	Uganda Junior Technical Certificate	
(f)	Non –Formal	

5 (b) What is your Professional field of Study?

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5 (c) What is your current year of study?

(i)	Year 1	
(ii)	Year 2	
(iii)	Year 3	
(iv)	Other (specify)	

6 How many years is your study?

(a)	One	
(b)	Two	
(c)	Three	
(d)	Other (Specify)	

Section B: Gender Issues in Vocational Institutions.

7. *Please rank your views using the following statements/ aspects* by **ticking (√).**

	Statement	**Strongly agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly disagree (1)**
(a)	Gender sensitive Scholarships and Bursaries are available in our Institution.					
(b)	Gender sensitive facilities such as separate toilets/latrines and bathrooms are available in our Institution					
(c)	The number of staff employed in all departments in our Institution is balanced for males and females.					
	Statement	**Strongly agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly disagree (1)**
(d)	Management strategies in our Institution are gender					

	sensitive.					
(c)	There is always advocacy for equality between male and female students and staff					
(d)	We have gender sensitive admission slots during intake period.					
(e)	All the courses we have are gender sensitive.					
(f)	Gender sensitive policies are available in our Institution.					
(g)	There is always gender sensitive budgeting in all departments of our Institution					

Section C: Attitudes, Perceptions, Opinions, Culture and Feelings of people on Vocational Education.

8. *Please rate your view using the following statements* **by ticking** (√) in the box provided.

	Statement	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
(a)	I joined Vocational Education as my first priority in Education.					
(b)	Vocational Education makes one to have a low status in society.					
(c)	Our Institution encourages both male and female students to join all the available courses.					

	Statement	**Strongly agree (5)**	Agree **(4)**	Neutral **(3)**	Disagree **(2)**	Strongly **disagree (1)**
(d)	Culture of the local population does not encourage both male and female students to enroll for all the available courses.					
(e)	Most parents and some people in the community here feel so negative about vocational courses especially for females.					
(f)	Most people have a low opinion over vocational students and courses.					

(g)	I joined Vocational Education as a result of lack of school fees for other courses.					

Section D: Influence of gender issues on Access, Enrolment, Performance, Repetition and Transition in Vocational Institutions.

9. *Please rank your views* **by ticking** (√) in the box provided *for the most appropriate alternative.*

	Statement	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
(a)	Both male and female students access Scholarships and Bursaries equitably in our Institution					
(b)	We have equal numbers of male and female students enrolled in all courses this year.					
(c)	Both male and female students participate equally during training in all courses					
(d)	There is always equal number of male verses female students Promoted in all courses every year.					

(e)	There is always equal number of male verses female students who transit (move from) one level to the next of Vocational Education,					

Section E: Causes of inequality in Vocational Institutions

10. (a) As a student, what are the likely causes of gender inequality in your Institution?

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(b) How has your Institution attempted to eliminate gender inequality in all areas of training?

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(c) In your opinion, what is the single most important issue that should be addressed in the gender policy, to enforce equality between males and females in your Institution?

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THANK YOU VERY MUCH

END

Appendix 2:

QUESTIONNAIRE FOR TEACHERS/ INSTRUCTORS/ LECTURERS

This survey is being conducted to collect information on Gender Equity and Inequality in Vocational Institutions within Lira District. You have been identified as a suitable person to provide information for this study. Please kindly fill this questionnaire as objectively as possible since all information will be kept confidential and entirely for Academic purpose.

Thank you in advance.

*Please give your answers by **ticking** (√) in the box corresponding to the most appropriate alternative of your choice and making brief answers in the spaces provided.*

Section A: Background information.

1 (a) Name (optional).....

(b) Gender

(i)	male	
(ii)	female	

2. Marital status

(a)	Single	
(b)	Married monogamy	
(c)	Married Polygamy	
(d)	Widowed	
(e)	Divorced/Separated	

3. What is your age?

(a)	1 – 20	
(b)	21- 30	
(c)	31 – 40	
(d)	41 and above	

4. What is your level of Education?

(a)	Below primary	
(b)	Primary	
(c)	Secondary	
(d)	Tertiary	

Section B: Gender Issues in Vocational Institutions.

5. *Please rank your views* **by ticking** (√) in the box provided *for the most appropriate alternative/ aspects.*

	Statement	**Strongly** Agree 5)	**Agre** e (4)	**Neutr** al (3)	**Disagre** e(2)	**Strongly** Disagree **(1)**
(a)	Gender sensitive Scholarships and Bursaries are available in our Institution.					
(b)	Gender sensitive facilities such as separate toilets/latrines and bathrooms are available in our Institution					
(c)	The number of staff employed in all departments in our Institution is balanced for males and females.					
(d)	Management strategies in our Institution are gender sensitive.					
(c)	There is always advocacy					

	for equality between male and female students and staff					
(d)	We have gender sensitive admission slots during intake period.					
(e)	All the courses we have are gender sensitive.					
(f)	Gender sensitive policies are available in our Institution.					
(g)	There is always gender sensitive budgeting in all departments of our Institution					

Section C: Attitudes, Perceptions, Opinions, Culture and Feelings of people on Vocational Education.

6. *Please rate your views using the following statements* **by ticking** (√) in the box provided *for the most appropriate alternative.*

	Statement	**Strongly Agree (5)**	**Agree (4)**	**Neutra l (3)**	**Disagree (2)**	**Strongly Disagree (1)**
(a)	I joined Vocational Education as my first priority in Education.					
(b)	Vocational Education makes one to have a low status in society.					
(c)	Our Institution encourages both male and female					

	students to join all the available courses.					
(d)	Culture of the local population does not encourage both male and female students to enroll for all the available courses.					
(e)	Most parents and some people in the community here feel so negative about vocational courses especially for females.					
(f)	Most people have a low opinion over vocational students and courses.					
(g)	I joined Vocational Education as a result of lack of school fees for other courses.					

Section D: Influence of gender issues on teachers, instructors and lecturers in Vocational Institutions.

7. *Please rank your views by ticking the most appropriate alternative in the box provided.*

	Statement	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
(a)	Both male and female teaching staff access Scholarships equitably in our Institution					
(b)	We have equal numbers of male and female staff in all departments this year.					
(c)	Both male and female staff participates equally during training in all courses					
(d)	There is always equal number of male verses female staff Promoted in all courses every year.					
(e)	Our staff development programs caters for equal number of males verses females.					

Section E: Causes of inequality in Vocational Institutions 8. (a) As a teacher/ instructor/ lecturer, what are the likely causes of gender inequality in your Institution?

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(b) How has your Institution attempted to eliminate gender inequality in all areas of training?

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(c) In your opinion, what is the single most important issue that should be addressed in the gender policy, to enforce equality between males and females in your Institution?

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THANK YOU VERY MUCH

END

Appendix 3:

QUESTIONNAIRE FOR HEADS, DEPUTY, AND OTHER STAFF

This survey is being conducted to collect information on Gender Equity and Inequality in Vocational Institutions within Lira District. You have been identified as a suitable person to provide information for this study. Please kindly fill this questionnaire as objectively as possible since all information will be kept confidential and entirely for Academic purpose.
Thank you in advance.

Please give your answers by **ticking (√)** in the box corresponding to the most appropriate alternative of your choice and brief answers in the spaces provided.

Section A: Background information.

1 (a) Name (optional).....

(b)Gender

(i)	Male	
(ii)	Female	

2. Marital status

(a)	Single	
(b)	Married monogamy	
(c)	Married Polygamy	
(d)	Widowed	
(e)	Divorced/Separated	

3. What is your age?

(a)	1 – 20	
(b)	21- 30	
(c)	31 – 40	
(d)	41 and above	

(d)	Management strategies in our Institution are gender sensitive.					
(c)	There is always advocacy for equality between male and female students and staff					
(d)	We have gender sensitive admission slots during intake period.					
(e)	All the courses we have are gender sensitive.					
(f)	Gender sensitive policies are available in our Institution.					
(g)	There is always gender sensitive budgeting in all departments of our Institution					

Section C: Attitudes, Perceptions, Opinions, Culture and Feelings of people on Vocational Education.

8. *Please rate your view using the following statement /views* **by ticking** (√) in the box provided *for the most appropriate alternative.*

	Statement	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
(a)	I joined Vocational Education as my first priority in Education.					
(b)	Vocational Education makes one to have a low status in society.					
(c)	Our Institution encourages both male and female students to join all the available courses.					
(d)	Culture of the local population does not encourage both male and female students to enroll for all the available courses.					
(e)	Most parents and some people in the community here feel so negative about vocational courses especially for females.					
(f)	Most people have a low opinion over vocational students and courses.					

(g)	I joined Vocational Education as a result of lack of school fees for other courses.					

Section D: Influence of gender issues on Access, Enrolment, Performance, Repetition and Transition in Vocational Institutions.

9. *Please rank your views* **by ticking** (√) in the box provided *for the most appropriate alternative.*

	Statement	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
(a)	Both male and female students access Scholarships and Bursaries equitably in our Institution					
(b)	We have equal numbers of male and female students enrolled in all courses this year.					
(c)	Both male and female students participate equally during training in all courses					

(c) In your opinion, what is the single most important issue that should be addressed in the gender policy, to enforce equality between males and females in your Institution?

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THANK YOU VERY MUCH

END

Appendix 4:

LETTER OF RECOMMENDATION

KYAMBOGO UNIVERSITY
P. O. BOX 1, KYAMBOGO - KAMPALA, UGANDA
TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Our Ref:

Your Ref:

19th July 2011

TO WHOM IT MAY CONCERN

This is to certify that **Mr. Angela Geoffrey, Reg. No. 09/HD/04/MEPPM** is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Gender equity and inequality in Vocational Education in Uganda: A case study of Vocational institutions in Lira District.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Kyambogo University
FACULTY OF EDUCATION
19 JUL 2011
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.

Thank you

Okongo Wilberforce
HEAD OF DEPARTMENT