

## **Integration of gender into core course of teacher education in public Universities in Uganda**

Dr. Betty Akullu Ezati

### **Introduction**

- Uganda is committed to achievement of gender equity and equality
  - Evidence – the Constitution, White Paper on Education 1992; ESIP 1998 – 2003; ESSP 2003 – 2015
  - Government efforts- gender policy put in place (1997); UPE, National Strategy for Girls' education

### **Introduction cont.**

- Changes seemed not to have influenced teacher education institutions
- Teachers like others in society, do not come into the classroom as gender neutral personalities
- Yet teachers are important in
  - implementing education reform,
  - define what/how should be taught,
  - standard of evaluation

### **Introduction cont.**

- To what extent do teacher education institutions integrate gender into the core courses
  - Staff and students understanding of gender and its integration into teacher education course
  - Existence of gender specific topics in the course outlines
  - Integration into the courses
  - Challenges of integration

### **methodology**

- 4 public universities (Gulu, Kyambogo, Mbarara and Makerere)
- 80 third year students (20 each)
- 25 teaching staff
  
- Interviews
- FGD
- Document analysis

### **Findings**

- Understanding of gender
- Staff: 44% - social construct, 56 – biological
- Students:28% social construct, 72% biological

### Understanding of gender

- Some examples
  - "it's a mixture of both males and females in all aspects"
  - "It is male and female involvement in society"
  - "Tendency to balance and incorporate the 2 sexes"
- Since staff decide on the content lack of understanding reduces their ability to include and integrate gender

### Importance of acquainting trainees with gender issues

- All respondents (students and staff) agree that it important that teacher trainees have some knowledge of gender issues
- Some staff reported that it is better to have a course instead of integrating
  - Difficult to be sure whether one is integrating
  - Integration implies it is not important (Invisible)

### Integration vs full course

- Those who prefer integration considered the heavy schedules students have
- Full course would only succeed if its compulsory

### Findings 2 – existence of gender specific topics

universities	core course	Gender topics	%
GU	30	0	0
KU	20	2	10%
MUST	14	4	28.6%
MU	20	6	30%

### integration

- Many topics where gender could be integrated
  - Few integrate – mainly by giving examples "I always talk about gender, encourage female to aspire for leadership roles"
  - 78% do not integrate but claim to treat females and males equally

### Challenges to integration

- Knowledge of how to integrate
- Lack of time
- Large class size
- Attitude of the students

## **conclusion**

- Teacher training institution have not yet done much to integrate gender into the curriculum. An indication that the teacher trainees being passed out are not gender sensitive.
- There is need to sensitize teacher educators