

FINAL REPORT



Figure 1: A facilitator goes through the gender balance tree during a FGD with Nabusanke PS

Gender Analysis for Promoting Permaculture for Improved Livelihoods Among Schools Project

Implemented by AFIRD
Funded by Horizont3000



Contents

EXECUTIVE SUMMARY	5
1. BACKGROUND AND INTRODUCTION	6
1.1 Purpose and Scope	7
2. METHODOLOGY	9
3.1 Approach	9
3.2 Methods	9
4 DISCUSSION AND ANALYSIS OF FINDINGS	11
4.1 Study Participants	11
4.2 Level of understanding of Gender among Participants	11
4.3 Power distribution in households in the project area	12
4.4 Resource access, use and control and decision making	13
4.5 Gender and communal resource access, use and control	14
4.6 Needs and interests of women and men, girls and boys in the project area	15
4.7 Effectiveness of local policy frameworks on gender	16
4.8 Gender and leadership at household level	17
4.9 Gender, livelihoods, barriers and vulnerabilities	18
4.10 Gender Based Violence	20
4.11 Gender in the school environments	21
4.12 SWOT analysis to improve women and girls' participation in agricultural policy	22
4.13 Male Gender Concerns on development programmes (backlash concerns)	23
4.14 Past and ongoing Initiatives on gender in the project area	24
4.15 Recommendations and opportunities for interventions	25
5 REFERENCES	0
6 DATA COLLECTION TOOLS	2
6.1 General interview guide for study respondents	2



Gender Analysis Report for Permaculture in Schools Project

6.2 Key informant Interview guide	8
6.3 FGD Guide for Children	10
6.4 FGD Guide (Gender balance tree for community members).....	12
6.5 FOCUS GROUP DISCUSSION QUESTIONS FOR TEACHERS AND PARENTS.....	15
6.6 Organisation Gender Assessment Questionnaire.....	16
6. List for FGDs.....	19



List of Figures and tables

Figure 1: A facilitator goes through the gender balance tree during a FGD.....	0
Figure 2: Project Area Map	7
Figure 3: Study Participants	11
Figure 4: Participants Understanding of Gender	12
Figure 5: Participation in family unpaid work	12
Figure 6: Participation in decision making	13
Figure 7: Communal resource access and use	14
Figure 8: Choice of agricultural crops for men and women	15
Figure 9: Efficiency of local policies and legal frameworks	17
Figure 10: Roles of women and men in production.....	18
Figure 11: A teacher drawing a Gender Balance tree at Kitakyusa FGD.....	19
Figure 12: School children gathered for a FGD	21

Acronyms

AFIRD	: Agency for Integrated Rural Development
CAO	: Chief Administrative Officer
CCA	: Climate Change Adaptation
CCD	: Climate Change Department
CMSS	: Community Managed Seed Security Model
CREAM	: Climate Resilient Agro-Ecosystems Model
CSCGs	: Climate Smart Champion Groups
CSOs	: Civil Society Organisations
DCDO	: District Community Development Officer
FGDs	: Focus Group Discussions
FGM	: Female Genital Mutilation
GALS	: Gender Action Learning Systems
GBV	: Gender Based Violence
MGLSD	: Ministry of Gender Labour and Social Development
ND-GAIN	: Notre Dame Global Adaptation Initiative
PWDs	: Persons With Disabilities
UNISDR	: United Nations Office for Disaster Risk Reduction
VHTs	: Village Health Teams
VLSAs	: Village Loan and Savings Associations
WHO	: World Health Organization



EXECUTIVE SUMMARY

The Gender Analysis Report for the Permaculture in Schools Project in Uganda provides a detailed analysis of gender relations in the project area, including power distribution in households, resource access and control, gender and communal resource access, effectiveness of local policy frameworks on gender, gender and leadership at household level, gender, livelihoods, barriers, and vulnerabilities, gender-based violence, and gender dynamics in school environments. The study used qualitative research methods, including focus group discussions, literature review, key informant interviews, and semi-structured questionnaires, and provides data collection tools and a list of key stakeholders for sampling. Over 270 respondents including school children, parents, teachers and DLG staff contributed to this analysis. Seven of the 10 project schools were involved as well as 5 of the 7 targeted parents groups contributed to the study.

The report highlights various gender disparities and challenges faced by women and girls in the project area, including limited access to resources, education, and decision-making, as well as gender-based violence and cultural biases. The study revealed that there were gaps in understanding gender roles and power distribution in households and communal resources. Women and youth had limited access to decision-making on land use and ownership of assets. The report also highlighted the need for gender balance in political representation and targeted empowerment at the local level to ensure that the views for all gender groups are well represented and reflected in decision making processes. The study also revealed that there existed some local level policy and legal frameworks on gender equality but these had weak enforcement mechanisms, lack of coordination, and inadequate monitoring and evaluation structures. The report also revealed that societal norms and expectations frequently limited women's access to sources, information, and marketplace networks, constraining their capability to engage in earnings-producing activities.

The report recommends comprehensive strategies to prevent and respond to gender-based violence in project intervention areas, including implementing gender mainstreaming approaches in leadership positions, and provide training to improve women's and girls' abilities to engage in local leadership and influencing processes in communities and schools. The study also recommend promoting gender sensitive technologies in permaculture and family farming initiatives as well as encouraging women and girls to grow high-value crops and small livestock for the market to boost their economic empowerment, facilitating platforms for knowledge sharing and peer learning among family farmers, and involving local authorities in implementation to effectively manage gender-based violence as a prerequisite for creating safer and socio-economically conducive communities for all genders.

1. BACKGROUND AND INTRODUCTION

The European Commission defines a gender analysis as “the study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers between girls/women and boys/men in their assigned gender role”. Explicit and implicit social norms and laws have imposed differentiated powers, roles, and responsibilities on women and men or girls and boys in all aspects of life in Uganda. There are several gender inequalities evidenced by the brutal Gender Based Violence (GBV) in all its manifestations (physical, sexual, Female Genital Mutilation (FGM), emotional and psychological remains critical in human rights, public health and economic development (MGLSD, 2016). Girls in Uganda are disproportionately discriminated against in terms of education; they face harsher barriers when trying to gain an education and it has left the female population disenfranchised, despite government efforts to close the gap.¹

Gender analysis is a critical tool for advancing gender equality, promoting human rights, and achieving sustainable development. It examines power relations between men and women and how these relations shape opportunities and outcomes in different contexts. As defined by the United Nations Development Programme (UNDP), "gender analysis is a systematic approach for examining how gender roles, norms, and power relations affect the opportunities and outcomes that different groups of women and men experience, including in relation to access to and control over resources and decision-making."

Gender analysis provides information on the different roles of women and men/boys and girls at different levels in policies, programmes and projects; their respective access to and control over resources, and the material and non-material benefits of society; and their gender-specific needs, priorities and responsibilities.

The Austrian Development Cooperation (ADC) is co-funding the overall HORIZONT3000 framework programme 2023-2026 “Gender Equality 4 Sustainable Development”. The gender analysis as proposed by AFIRD is a study which shall provide project-relevant information on the different roles of women and men at different levels, their respective access to and control over material and non-material resources, involvement in decision-making as well as their priorities, needs, vulnerabilities, capabilities and responsibilities. This gender analysis report seeks to provide a detailed analysis of gender relations in a specific context and to identify key gender-based challenges and opportunities. The report draws on a range of qualitative and quantitative data, including information collected during the AFIRD gender analysis study, policy documents, and information from district technical staff. The study assessed local conditions of youth, men and women or women and girls in specific local contexts, recognizing their diversity, such as age, ethnicity, (dis-)ability and socioeconomic conditions and other relevant factors.

¹<https://files.eric.ed.gov/fulltext/ED603595.pdf>

I.1 Purpose and Scope

The Sustainable Development Agenda, adopted by UN Member States in 2015, set a 2030 deadline for the achievement of gender equality and the empowerment of all women and girls. There are now less than eight years left to the evaluation of the SDGs and this goal has not yet been met in many nations especially developing countries like Uganda. In countries like Uganda, Gender inequalities limit the ability of women and girls to fully participate in, and benefit from development programmes. Formal and informal institutions, such as patriarchy, religion, family, marriage as well as social and cultural practices play a major role in perpetuating gender inequalities in Uganda.² An analysis of gender relations provides information on the different conditions that women and men face, and the different effects that policies and programs may have on them because of their situations.³ This analysis gathered information that will help AFIRD in ensuring gender aspects are fully integrated in the implementation of her Permaculture in schools project.

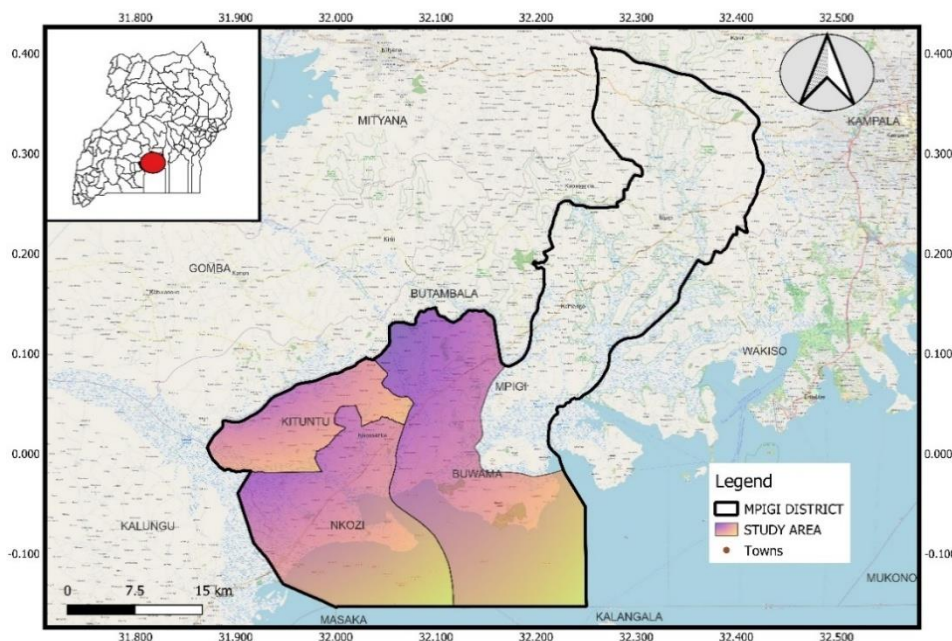


Figure 2: Project Area Map

Mpigi borders with the districts of Wakiso in the Northeast and East, Mityana in the North, Butambala in West and North West, Kalangala and Lake Victoria in the South and Kalungu is to the south West. The district lies on the shores of Lake Victoria, the sub counties of Kituntu (7 parishes and 42 Villages), Buwama (10 parishes, 62 villages) and Nkozi (8 parishes, 72 villages) are part of the six sub counties comprise of 56 parishes with 339 village councils. The population of Mpigi District as per the National Population and Housing Census 2014 was 250,548 (50.1% males and 49.9% females) and the young people

²https://www.ubos.org/wp-content/uploads/publications/03_2019UBOS_Gender_Issues_Report_2019.pdf

³https://www.international.gc.ca/world-monde/funding-financement/gender_analysis-analyse_comparative.aspx?lang=eng



Gender Analysis Report for Permaculture in Schools Project

(0-30 years) comprised 76.4% of this population.⁴ In Mpigi, there is progress in gender mainstreaming, implementation has been low at all levels while, in practice, customary norms still prevail and these largely confer access to land resources on women, while ownership is reserved for men.⁵

⁴[MPIGI.pdf \(ubos.org\)](https://ubos.org/MPIGI.pdf)

⁵AUPWAE 2018. Enhancing Women's Participation in Forestry Management Using Adaptive Collaborative Management: The Case of Mbazzi Farmers Association, Mpigi District Uganda

2. METHODOLOGY

3.1 Approach

The general approach to the assignment will be based on two main principles: i) **Effective stakeholder engagement.** The agricultural sector has a wide range of project stakeholders and gender resource persons, including project partners, beneficiaries, heads of schools and the local government. The project is targeting 10 schools and seven of these were involved. ii) **Strong technical oversight and quality assurance;** at all stages of this task, integrated quality control approaches will be employed to ensure validity and integrity of content, whose recommendations can be relied upon. The data collection tools were designed to capture any inconsistencies during the data management process. Data cleaning, editing, and verification checks were done. In house discussions and peer review of draft reports was also done.

3.2 Methods

The survey used mainly qualitative research methods to identify and analyze the gender salutation in the project area. Data tools are presented as annexes that include interview guides, FGD guide that will focus on the gender justice diamond tool and the Gender balance tree, a list of key stakeholders and participants has been attached.

i) Focus Group discussions (gender balance tree)

The FGD focused on using the **gender balance tree**, a powerful participatory tool for getting information often collected by other gender tools like access/control profile and time schedules into one tool. The tool produces credible quantification of the serious imbalances by participants themselves, rather than vague estimates of what people already know that can convince community leaders to act. This tool will be used to identify immediate and longer-term action commitments participants can make to improve the gender balance and increase household wellbeing through more efficient division of labour, more productive expenditure, more equal distribution of ownership and decision-making. The tool also used to generate community led and practical commitments for the respondents on how to address the identified gender imbalances which formed part of recommendations for integration in project implementation.

ii) Literature review – Desk reviews

Literature on the policy and legal provisions focusing on gender issues in Uganda was extensively reviewed. Both online-based documents and reports retrieved from key informant offices were utilized to enable a robust analysis and evaluation.

iii) Key Informant interviews

In-depth interviews with individual respondents were arranged for key informants to enlist individual's experiences in implementation of the acts, the gaps within the policies regarding gender equality. An interview guide was pretested, and used during the interviews.

iv) Interviews using semi structured questionnaire.

An interview guide has been developed to tease out key issues from a range of stakeholders based on the objectives of the project. The guide is annexed to the report. The KII and the semi structured questionnaire will be administered by the researchers and the AFIRD organization assessment was done using phone interviews.

v) Sampling design and sample selection

The study will use a purposive sampling technique. Key informants will be purposively selected based on their experience gender and their positions of authority. The rest of the participants were selected randomly from the sample provided by AFIRD – from the schools and other stakeholders. Care was taken to ensure fair and equal representation in selecting the respondents for objective views. The consultants have been provided with a list of beneficiaries to the project. The team interviewed head teachers or their deputies in seven (07) project schools as key informants, other key informants will include 5 farmer leader (each representing one group), other key informants will include District staff, sub county staff (02 per sub county), AFIRD staff (02). A list of farmers and their groups were provided by the client, 5 of the seven groups; Nabusanke, Masiko, Kitakyusa, Golo and Jalamba were randomly selected for FGDs. There were on average 3 participants in each FGD. A list of members in the listed groups was provided by the client, and participants were selected by deleting the names falling on odd numbers below the number 30 to get 10 participants, e.g numbers deleted under 10 – 3,5,7,9 the number one name was not deleted because they held key titles in the group usually chairperson or secretary. A total of 69 farmers represented 5 of the seven farmer groups for the FGDs, the 5 groups were also selected randomly. There were 10 key informants to this study, **the list is detailed in the schedule in section five (05)** of this report.

4 DISCUSSION AND ANALYSIS OF FINDINGS

4.1 Study Participants

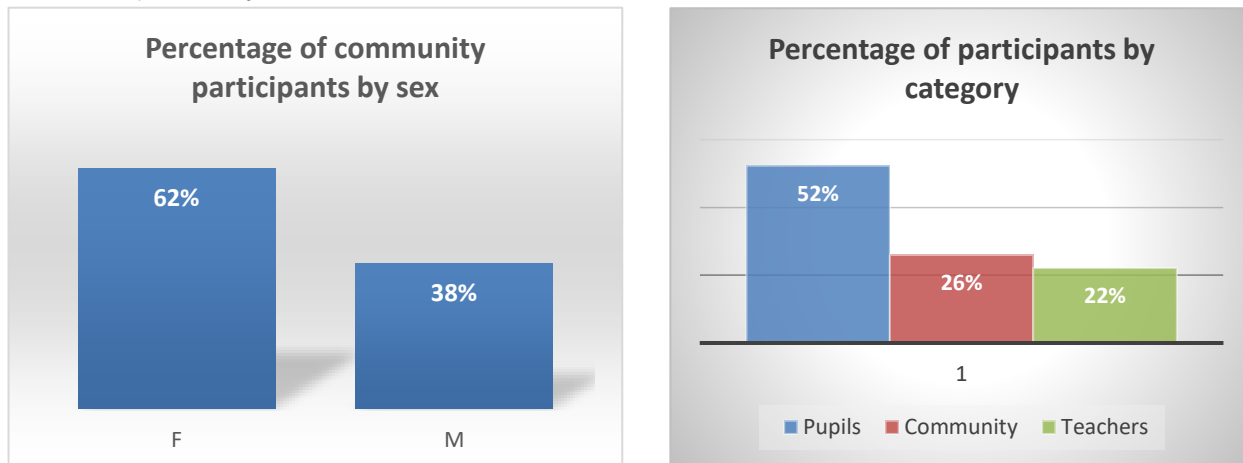


Figure 3: Study Participants

There was a total of 272 participants in this study, of these 137 were primary school children from the 7 schools, 69 were community members, also from seven groups of Ggolo, Masiko, Kitakyusa, Lusunsa, Jalamba, Nabusanke and Lubanda. Of the 69 community members, 54 actively participated in the Gender Action Assessment and 15 did not. There were also 51 teachers from the 7 schools that participated in teachers alone FGD. Overall, 62% of the participants in the study were women and 38% were men. Further gender desegregation was regarded negligible. However, there were 4 PWDs amongst the pupils, 2 amongst the teachers and 15 elderly persons among the community members. There were 10 key informants to this study who have not been computed in the graphs presented but provided key quality information to back up the findings of the community and school engagements. These included districts and sub county officials, LC officials as well as AFIRD coordinators and senior management staff.

4.2 Level of understanding of Gender among Participants

The level of understanding of gender was assessed amongst 54 study participants including teachers and community members. Of these, 15% said their knowledge was very high, 16% high, 50% moderate and 19% very low (see figure4). At probing, most of the respondents in the high and moderate categories perceived gender in a basic way as to be either male or female. It is only a few who could describe in the very high category who could describe gender beyond biological characteristics to include some socially constructed roles, prejudices, and stereotypes that come with it. There were know-how gaps and lingering stereotypes concerning gender roles thus the stereotypes were exhibited on how people need to perform their everyday work, behave, and get dressed depending on the gender. There were misconceptions

discovered during the assessment especially on gender roles whereby boys are given roles based on their gender, men are still considered as the primary breadwinners hence won't let their women work that boys are supposed to be strong, and that men are naturally the leaders. Majority of the respondents had a moderate understanding of gender.

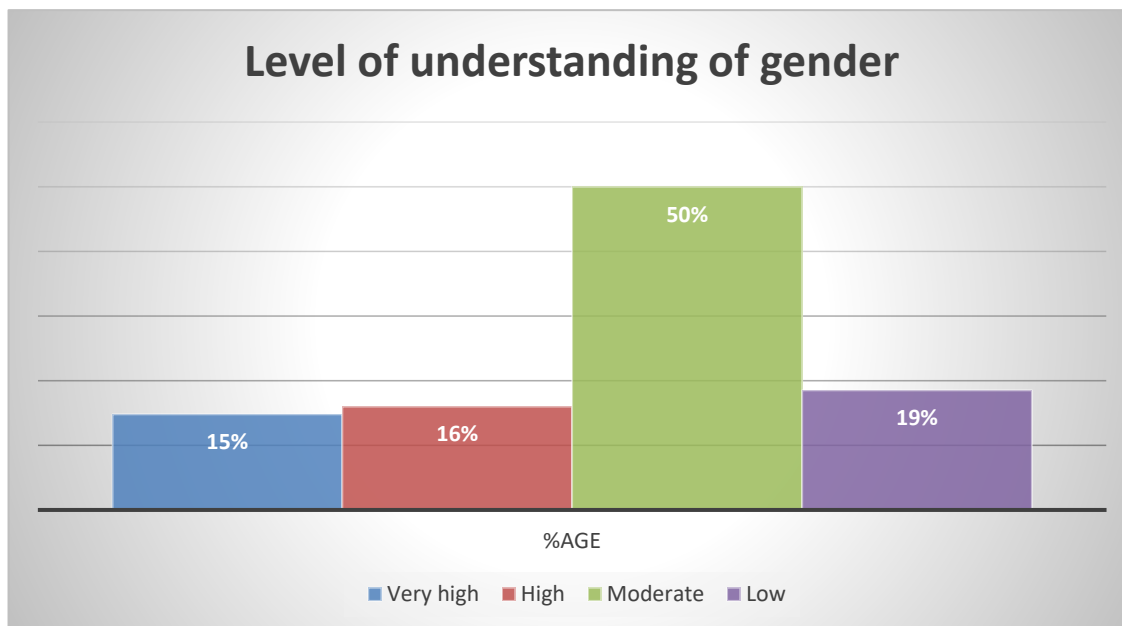


Figure 4: Participants Understanding of Gender

4.3 Power distribution in households in the project area

The power distribution amongst beneficiary households was assessed together with beneficiary groups and participating teachers using the gender balance tree that also considered aspects of the Harvard Gender Analytical framework. School children gave an insight of their roles in households. Only 11% of boys/men ALWAYS participated in family unpaid work such as cleaning, cooking, taking care of children and washing clothes, ironing among others. Amongst school children, there was a notion that 'heavy duty' household chores were for

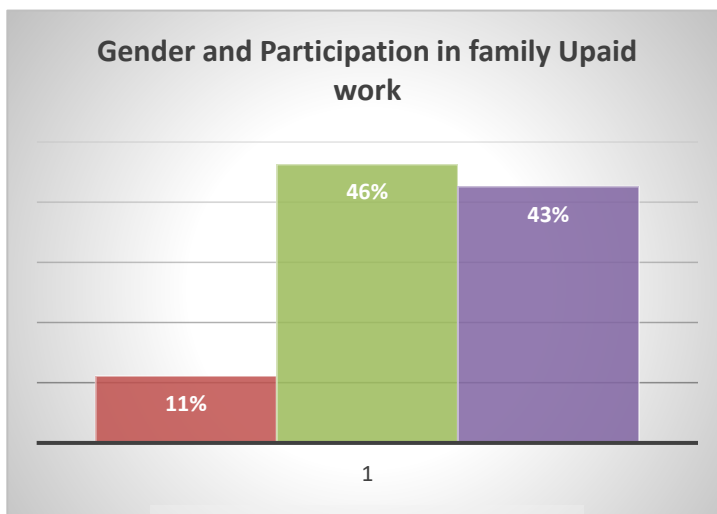


Figure 5: Participation in family unpaid work

boys; such as fetching water and slashing, this cut across in homes as well as schools. However, during groups assessments, 43% of the men did not engage at all in at unpaid household chores compared to 46% who sometimes did. Further probing on sometimes responses provided answers such as fetching water, fetching firewood and splitting firewood. Most men and boys were never engaged in cooking, child tending or cleaning. At all schools, boys and girls acknowledged that they both clean their latrines, however, when it comes to core cleaning, boys slash and girls sweep.

4.4 Resource access, use and control and decision making

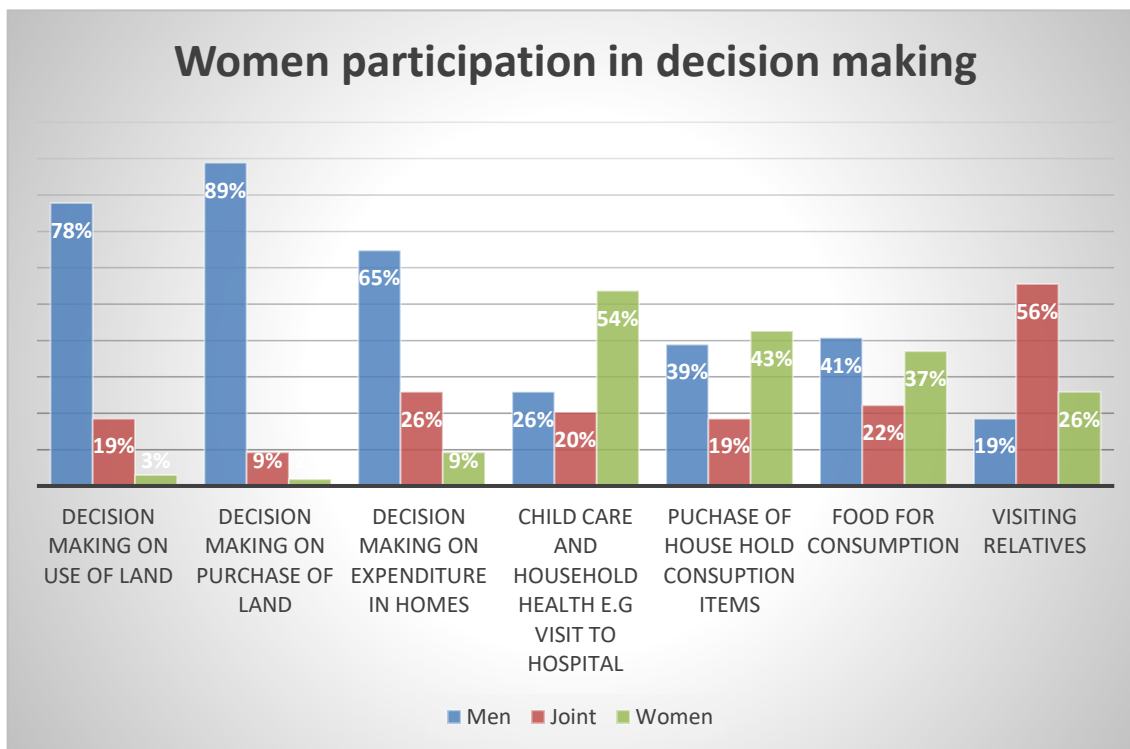


Figure 6: Participation in decision making

Resource equity in gender requires that that individuals within a household and with the same need have access to the same resources equally. In the project area, responses representing men, women and youth opinions during the analysis indicated that only 3% of women and youth in a household make independent decisions on use of land 19% make them jointly with the men and 78% of land use decisions are made solely by men. As observed, it was worse for the purchase and ownership of assets such as land at only 2% of decisions on purchase of land done by women and done jointly at 9% done by both women and men. Women and youth began to feature more favorably in decisions that do not require resources or do not greatly impact production such as childcare and other social issues such as family relations such as visiting relatives, caring for the sick and selection of home or family diets. Full access (represented by

'always') is where everyone had equal rights access to resources, in most cases in these households, husbands worked on the farm together with the children, or the husband runs a different business or profession other than agriculture. Limited access (represented by 'sometimes') according to respondents meant that a) a man/husband apportioned some part for the wife/woman and his % elder children to farm, b) a man works on the farm with his children and wife in a mutual business/partnership relationship, c) while the groups asserted that in of households, men reserved full rights to use and occasionally can decide to let their family members use the land. However, such arrangements were reported to occasionally result into men manipulating their family members and sell off the produce at harvest time.

4.5 Gender and communal resource access, use and control.

Communal resources in the project area were public forests and wetlands and the landing site or lake. The major public resource accessed was wetlands and Lake Victoria. Both public communal resources could always be accessed by 39% of the respondents in project groups. Equitable access by women, youth and PWDs was limited by their inability to engage in fishing and some income generating activities in wetlands because they require more energy. Some women engaged in collection of firewood from wetlands and materials to make crafts but the PWDs engaged in the survey said they did not engage in any activity in communally owned resources such as wetlands, forests or water

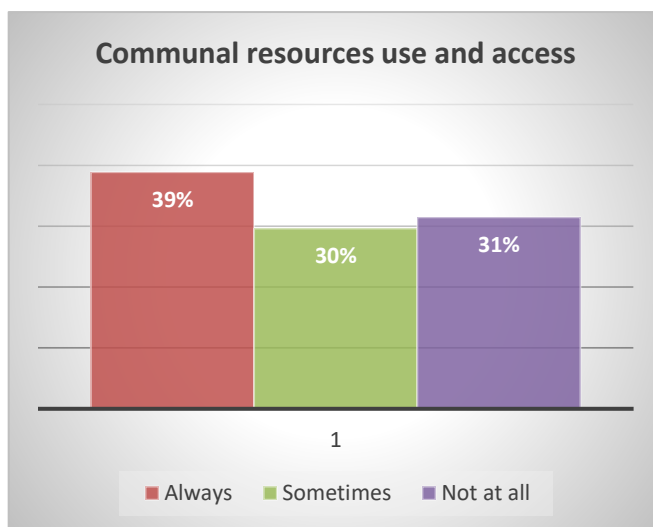


Figure 7: Communal resource access and use

resources. Sometimes (30%), the women engage in petty trade of products harvested by men from the public resources including crafts and even fish. And 31% of the women did not engage at all in activities on public land or resources, these respondents were the ones who lived away from the wetlands and the lake. It is important to note that whereas men do the actual fishing, a considerable number of women conduct petty trade along the fishing value chain. There were identified gender-based barriers that restrict access to communal resources such as cultural norms such as patrilineal inheritance of property especially land, men perceived as household heads with control over property rights, the perception that girls/women primary role is in the households among others, and discriminatory practices such as lack of access to credit by women, limited education, training opportunities that contribute to unequal access, use, and control, Traditional gender roles also influence the allocation of tasks related to communal resource use and there were challenges for women and youth to engage in access to communal resources for specifically fishing where women are not allowed to go fishing because it is considered illicit and can cause 'bad luck' however, they engaged in small trade along the fishing industry value chain especially fish retailing.

4.6 Needs and interests of women and men, girls and boys in the project area

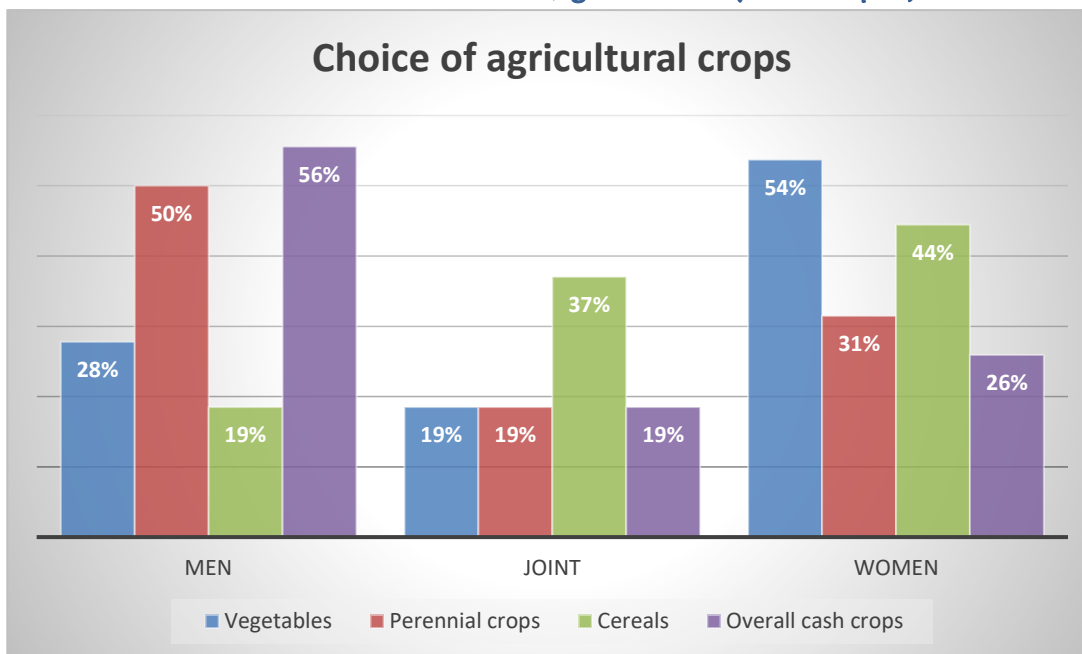


Figure 8: Choice of agricultural crops for men and women

Women, youth and men had varying interest of what they preferred to grow. The choices for the youth were summed up with the men responses to have the same frequency. All the youth in the groups were male. Most of the women preferred planting vegetables and cereals over cash crops and perennial crops (cash crops included; coffee, plantain for commercial, tomatoes, and maize planted for commercial purposes). Majority of men preferred cereals, perennial crops and cash crops. As for cereals, all parties (men, women, youth) were at 37%. Women, at 26% had little focus on cash crops and perennials crops and focus more on vegetables and cereals. Women said that their choice of crops to grow was as a result of land ownership and to fulfil their responsibility as primary bread winners in rural households. This was later emphasized by KI the District production officer of Mpigi quoted below.

"When we deliver items during distribution, the women always first select food security crops and not perennials such as coffee because they are primarily responsible for feeding the children in rural households and also, they don't own land" District Production Officer, Mpigi DLG

In agriculture women are interested in food security crops, seasonal income generating crops such as vegetables. Whereas the youth are interested in high value seasonal crops; they made mention of tomatoes and maize and had less interest in perennial crops or other food crops. Men and youth were generally



Gender Analysis Report for Permaculture in Schools Project



driven by income generation, job opportunities and skills training; the women were driven by food security and petty earnings for income security.

It is important to note that most of the households in the project area (especially in Ggolo) cannot provide child education beyond the Universal Primary Education by government due to long distances of Secondary schools from their homes. This is one of the reasons for low morale and poor performance at PLE level and has sometimes led to early drop out of children.

*"Education for a girl child in Nkozi especially Ggolo, is a big challenge. Due to long distances they have to travel to school, they can only attend boarding school, yet their parents cannot afford these kinds of fees. Primary school level is like the end of the road for learners. This has fueled child marriages and child labor"*District Community Development Officer, Mpigi DLG

4.7 Effectiveness of local policy frameworks on gender

The analysis further revealed that local initiatives on gender policies and women representation in local government are important but do not always guarantee that they will have any substantial influence over policy decisions or articulate women's interests. There were recognized gaps and demanding situations in the policy framework on gender equality problems including weak enforcement mechanisms, lack of coordination, and inadequate monitoring and evaluation structures that came up during the discussions. The intersectionality of gender with different social categories, inclusive of ethnicity, and socioeconomic popularity, and their implications on policy effectiveness also appeared at lower LG levels (parish and LC/village), there is no gender balance in political representation at Local level with all LCs reported to be men. In the Groups formed by AFIRD it was evident or rather intentional that women held leadership position including chairpersons. Respondents reported that empowering and positioning women in parish councils will be vital in ensuring that gender empowerment and equity concerns as well as GBV are adequately and effectively handled at the local level.

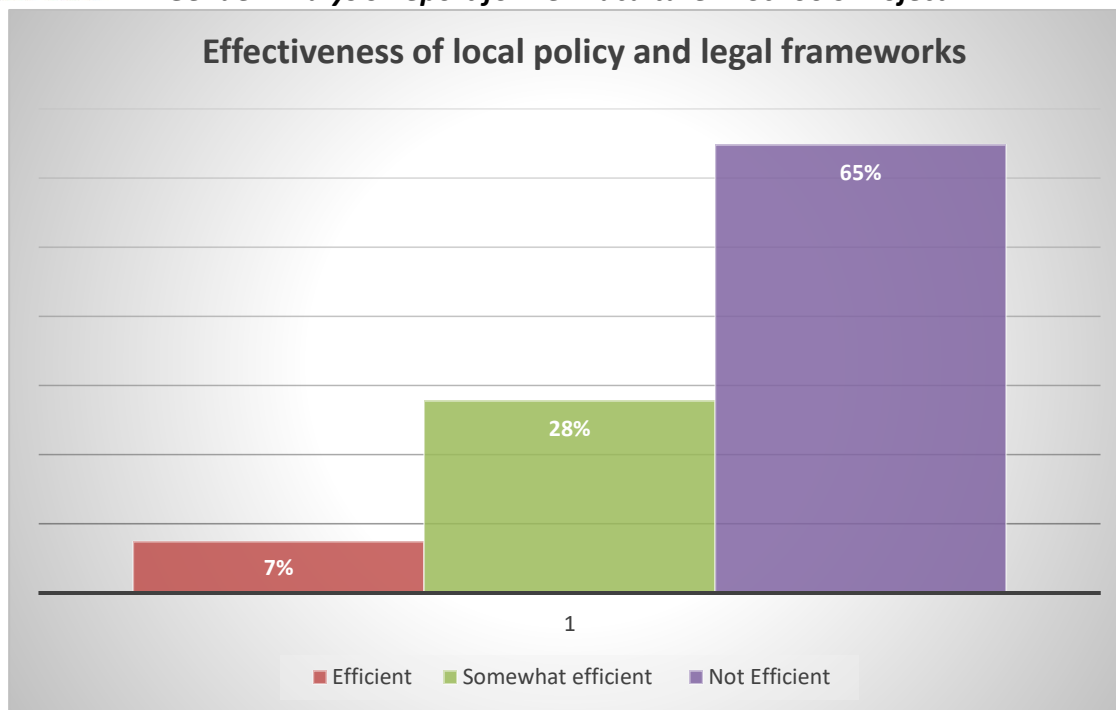


Figure 9: Efficiency of local policies and legal frameworks

4.8 Gender and leadership at household level

There have been outstanding gendered norms and expectancies at the household level consisting of patriarchal social norms, with men assuming dominant leadership positions and having intrahousehold bargaining power. These norms have assigned girls/women ordinary domestic responsibilities, reinforcing gender disparities in the household. These conventional gender roles continue to restrain women/girl's involvement in decision-making, access to resources as already seen and were reported to be fueling domestic violence. In the project area, there was also financial disparities, unequal distribution of domestic labor, and lack of support for women to achieve leadership positions from their male counterparts.

There exist structural boundaries which include stereotypes, social norms, and cultural biases and those prevent women from participating effectively in decision making. Women lack self-esteem to take part in decision making for this reason it was mentioned that women/girls have low confidence and lack the self-belief and assertiveness necessary to actively participate in choice making as a consequence there is constrained mentorship and networking possibilities for the women to raise their confidence.

4.9 Gender, livelihoods, barriers and vulnerabilities

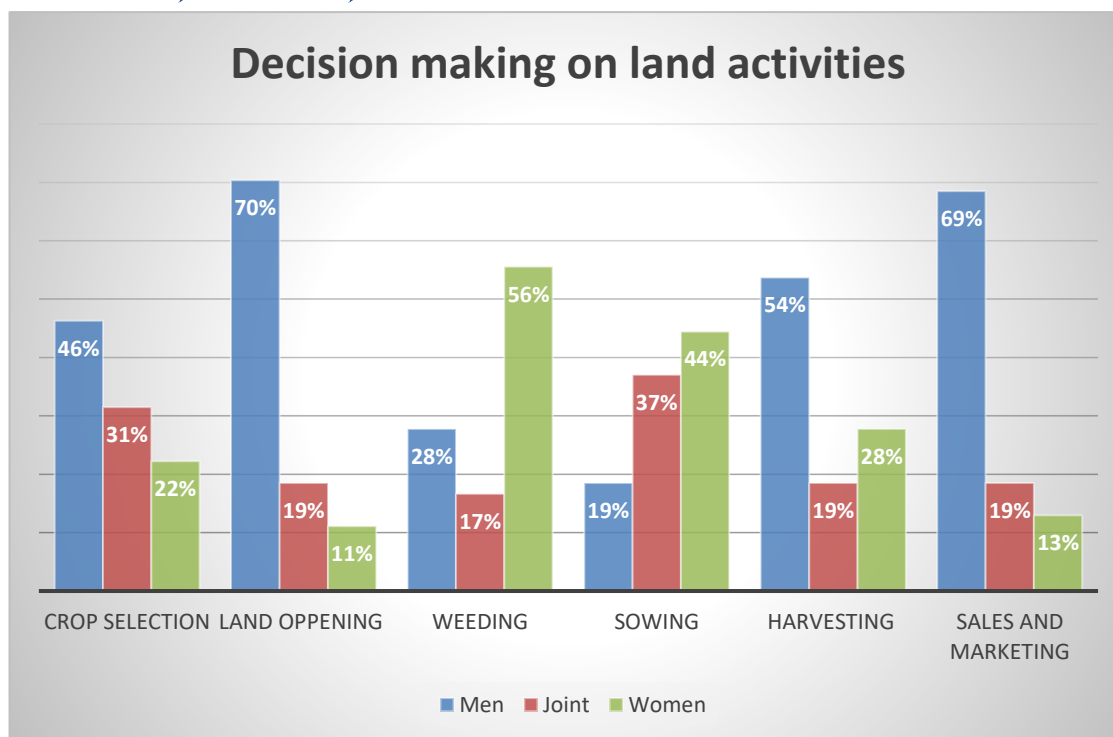


Figure 10: Roles of women and men in production

Gender performs a considerable role in shaping livelihood opportunities and effects. Societal norms and expectancies frequently limited women's access to resources, information, and marketplace networks, constraining their capability to engage in earnings-producing activities. Girls/women often face limited mobility which affects their engagement in productive and income generating activities along the agricultural value chain. It can be seen from the analysis in figure 10, where men dominated in all areas which are key in production such as the nature and type of crop to be grown, the sales and marketing and harvesting. Men and boys in a household also significantly contributed to land opening which is labor intensive whereas women and girls were predominantly contributing to sowing and weeding that are less labor intensive.

Overall, we observed differential patterns of use of improved crop varieties with a high proportion of women reporting sustained use of food-related crops while a high proportion of men reported cash crops. Generally, agriculture is a significant source of income in the project area and farmers practice small-scale

"Women and youth cannot engage in some activities that require capital such as growing of tomatoes and keeping pigs because it requires you to have money to manage them before selling or harvesting. We cannot afford the fertilizers and feeds. But vegetables are easy to grow because they require minimal investment and can bring returns in a short time" Member Kyosimba Onalya group Ggolo – Nkozi SC

subsistence farming with crops like maize, cassava, beans and vegetables, banana and livestock farming, including cattle, goats, and poultry, contributes to household incomes. There are also many farmers involved in small trade, crafts and fishing. These activities are faced by challenges such as limited access to markets that leads reduced income potential. Other major issues include unavailability of basic services like healthcare, clean water, and electricity that influence economic activities and income levels. This has kept most households in the project area in poverty that has also directly exacerbated Gender Based Violence.

Away from agriculture, women engaged in small and petty trade vending farm products especially vegetables and food stuffs on roadside stalls. Most of these women did this on part-time basis while farming small-scale themselves. Men were involved in boda-boda riding, fishing and trading (typically retail shops). There exist deep-rooted social norms and cultural practices that restrict women's participation in markets and business selection.

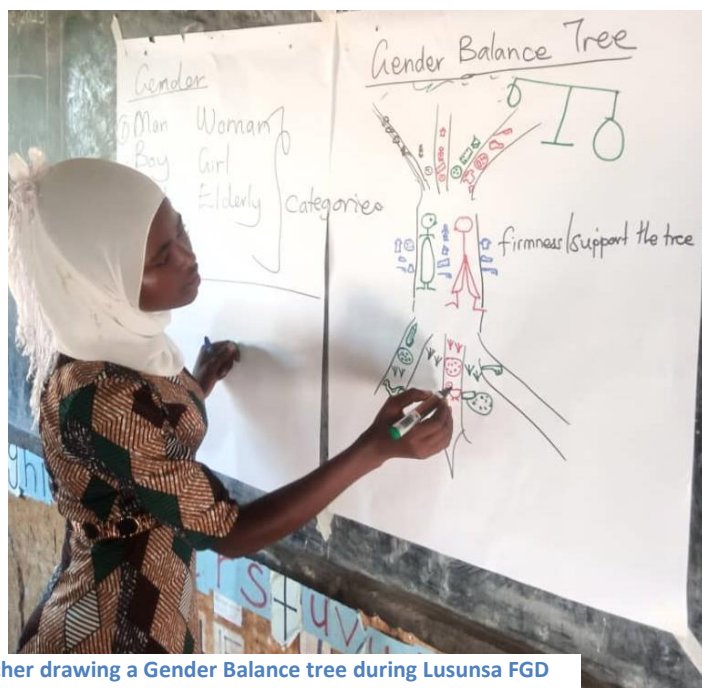


Figure 11: A teacher drawing a Gender Balance tree during Lusunsa FGD

Unequal distribution of unpaid care work, which includes childcare and household chores, disproportionately affects women's potential to engage in markets. The time and energy required for caregiving duties limits their availability for income-generating ventures.

The analysis further revealed that women face other challenges in market places, such as; gender-based violence, sexual harassment, exploitation, and discrimination in marketplaces or other agricultural supply chains. According to study respondents, many women chose not to engage in the higher end

agricultural value chains due to these, and instead opted for primary production.

Women and girls also disproportionately face restrictions to access finance, land, technology, and markets which limits their potential to invest and engage in profitable agricultural enterprises and value chains. Lending institutions require collateral, such as land titles or agreements which women do not possess. Women also have limited access to information on some of the programmes and interventions by government and other non-state actors such as Agricultural Credit Facility and Parish Development model which could be utilized to boost their agricultural enterprises. Furthermore, gender-based discrimination affects inheritance and property rights which can lead to vulnerability for girls and limit their economic empowerment. It was also revealed that due to limited women's participation in decision-making processes at household level, children's needs and perspectives might not be adequately considered in family and community in general. It was also clear from the interaction with the children that gender inequalities affect their self-esteem and aspirations. For example, girls in this area were aware that in higher classes their parents prefer to educate boys which they said made them feel their struggles in education were unwarranted.

"There are fights in our homes that come from very small issues. The biggest issues is by a woman asking for money for basic necessities such as salt or source. The man comes back drunk and with total disregard for their woman they will start a quarrel based on that and it escalates into physical confrontation, if women had money for basic needs such cases would greatly reduce." Member – Masiko Community Group.

4.10 Gender Based Violence

There's a prevalence of GBV in the project area; The major cases reported included physical, emotional, and sexual abuse within intimate relationships or family settings including, physical assaults, verbal abuse, and controlling behaviors by both men and women. Amongst girls, there were reported child and forced marriages and sexual assault from elders within the community and even their own parents or caretakers. On the other hand, some men also reported to have experienced physical abuse, assault, and related domestic violence at the hands of partners which led to emotional/psychological torture. Many women and girls face violence, with many cases going unreported. According to authorities, GBV also extended to men in households. GBV within the project place is rooted in complex social, cultural, financial, and energy dynamics. Contributing elements consist of culturally rooted gender inequality, dangerous gender norms and stereotypes, unequal power relations, socialization processes, and structural discrimination. Different causal elements encompass poverty, conflict, lack of education, and susceptible legal and justice systems.

4.11 Gender in the school environments

"The culture here is that men are not meant to report Gender Based Violence, men always see it as undermining themselves if they report such cases. What usually happens is that men will abandon their responsibility in the face of GBV. When women come to report such issues, then men can explain their reasons for abandoning their families which is usually GBV." CDO Kituntu sub county.



Figure 12: School children from Nabusanke gathered for a FGD

The team examined the gender status in school environments and schools' efforts to create an all-inclusive and equitable space that aids the improvement and well-being of all learners. The study revealed that despite the significant efforts undertaken, there still exists gender negative norms, stereotypes, and discrimination on educational experiences including distance, safety issues, cultural biases, and early marriage that disproportionately affect girls' education.

As for learners with disabilities, there were several challenges including stigmatization, discrimination, verbal abuse and the needs were not always accommodated, from access of structures such as classrooms and toilet facilities. There were also cases where schools did not have trained teachers in charge of learners with special needs.

Boys complained that they were not treated with same compassion as girls and they preferred not to report any mistreatment or arguments with their counterparts because the males are considered and expected to be brave and that teachers always tell them to be strong as boys not to be like girls. This is also the same in-home environments where pupils reported that their parents urged them to work harder than girls because they will become men who will be fending for themselves and their families.

The biggest concerns for the adolescent girls were advances from older men and the lack of sanitary pads at school premises. All schools reported having lost at least one child to early pregnancy in the past 3 years. These children were usually in P.6 – P.7 class. Over 10 pupils in this category reported having sexual advances from older men and 2 of these had not reported the advances to elders. Whereas others in other cases parents intervened before defilement, on other occasions when defilement occurs it is settled by parents before reporting to authorities. According to the CDO Kituntu, defilement is reported to police and authorities when the family of the culprit is in most cases poor and cannot afford to compensate the affected family. According to teacher, the biggest number of the girls that get pregnant never return to school.

However, efforts to promote gender equality, fostering tremendous gender relationships, and ensuring secure and supportive school environments through school rules, having focal people including senior women and men teachers were noticed.

"When I get my periods abruptly, I try to find a hankie that is not white or I try to find any available piece of cloth from my friends for emergence use. If I fail, I ask for permission from the Senior Woman Teacher and I go back home" Girl, 16 St. Kizito Ggolo Primary School.

4.12 SWOT analysis to improve women and girls' participation in agricultural policy

Strengths	Weaknesses
<p><i>Increasing recognition: there is developing recognition of the importance of mainstreaming gender in agriculture specifically youth and women's contribution to food security, rural improvement, and sustainable agriculture.</i></p> <p><i>Present information and competencies: girls and women within the location possess requisite skills related to agriculture, which can be leveraged on to revamp productivity and resilience in the area.</i></p> <p><i>Networks and organizations: There are local networks, corporations, and women's organizations</i></p>	<p>Restrained access to assets: women and girls often face limitations to access, ownership and control of key production resources such as land, financial credit schemes and inputs among others, thus proscribing their capability to interact in agricultural activities and participate in decision-making procedures</p> <p>Gender Norms and Discrimination: Deep-rooted gender norms and discriminatory practices within the groups limit women's enterprise, participation, and leadership possibilities.</p>

<p>that support gender equality in agriculture and can function as structures for social mobilization and collective movement for gender justice.</p> <p><i>Policy Frameworks: Uganda has supportive policy and legislative frameworks that apprehend and promote gender equality in agriculture, providing a basis for further advancing gender equality programming and implementation</i></p>	<p>Lack of representation: women are underrepresented on many forums, prohibiting their impact on decisions that affect their lives and livelihoods.</p> <p>Limited Capacity and Empowerment: Youth, women and girls lack access to education, training, and information, which hinders their capacity to engage effectively in agricultural policy processes and advocacy.</p> <p>Lack of intentional and affirmative action to include disadvantaged PWDs in development programmes at local level</p>
Opportunities	Threats
<p><i>Policy reforms: There's an opportunity to capitalize on existing policy, legal frameworks and political will to advocate for more interventions/ affirmative actions that promote gender-responsive agricultural development interventions at all levels.</i></p> <p><i>The family farming approach: there is an opportunity to engage more women, girls and men using the family farming approach. Women who work near or on family farms reported to the analysis team that there was less violence if women work near their households, earn an income, and support their families.</i></p> <p><i>Alliances: There is an opportunity to forge partnerships and alliances with stakeholders, including local governments technical staff, local government programmes such as Parish Development Model (PDM) to empower women and girls in agriculture.</i></p>	<p>Resistance to change: Resistance from conservative social and cultural norms may pose challenges to the implementation of gender-responsive agricultural guidelines.</p> <p>Inadequate resources: constrained monetary assets and budgetary allocations might also prevent the effective implementation of gender-responsive agricultural interventions.</p> <p>Backlash from men leading to more violent behavior against their women and breaking of family ties. Inclusive, systemic, and participatory interventions should therefore be promoted.</p>

4.13 Male Gender Concerns on development programmes (backlash concerns)

Backlash can fortify and perpetuate gender inequalities, restricting progress of such development projects. The analysis examined possible backlash of gender empowerment for women in agriculture; some of the potential triggers as a result of interventions included i) lack of respect from their women, ii) non-disclosure of income earned by their partners, iii) women abandoning child raising responsibilities, and iv) lack of intimacy and sexual intercourse. The possibilities for



Gender Analysis Report for Permaculture in Schools Project

these to happen are high according to respondents in group and schools FGDs. Participants proposed special interventions targeting men without necessarily involving their wives. Such interventions that target mind set change would go a long way in helping check negative attitudes and backlash from male counterparts to ensure success of the interventions. According to the respondents' men's opinion would be sought to engage with their wives after sensitization engagements and that this would most likely result in support of their women to engage in the project activities in harmony.

4.14 Past and ongoing Initiatives on gender in the project area

The analysis revealed that there were several organizations including the private sector actors that have been working and complimenting government in the project area on several aspects related to gender inclusive development. Interventions included sensitization and capacity building in communities and schools; startups for both men and women, support to the Community Development Officers (CDOs) in mobilization and supportive actions to eradicate GBV in homes. Other interventions include support to law enforcement to follow up on cases related to GBV, women livelihoods improvement projects, girl child education support and safety among others. the stakeholders mentioned included World Vision, Joy Uganda, Busoga Trust, Teach a man to fish, CBS POWESA and SODI. It was however evident that despite the significant efforts by several actors to promote gender equality and inclusive social economic development, a lot more effort and investment is still needed to actualize the realization of gender equality for all.



4.15 Recommendations and opportunities for interventions

4.16 Recommendations to AFIRD

- a. AFIRD needs to integrate the gender analysis findings into the project design, ensuring that activities, strategies, and objectives are tailored to address the specific needs, and priorities of different genders. The organization can go further to develop gender-sensitive indicators to track the project's progress and outcomes for each gender group.
- b. **Implement comprehensive strategies to prevent and respond to gender-based violence such as awareness creation on dangers of GBV and Local policy advocacy to enact by laws** at village level. AFIRD engagements can focus on empowering and supporting women to take up leadership positions and actively participate civic and decision-making spaces at local levels. This, in the long run will support the realization of gender sensitive programming and support the development and enforcement of gender responsive bylaws that protect women and girls from GBV, empower women in production and finance among others. Training can focus on improving their ability to actively engage local politics to help them influence policies such as those on family land access, entrepreneurship opportunities, among others.
- c. **Promoting family farming; a strong recommendation from women during FGDs was that the project should strengthen efforts to further promote and scale up family farming⁶** where men and women can collectively plan and work together on the family farm and equitably benefits from the proceeds of the farm. Furthermore, deliberate engagements to counteract old narratives that prohibit women from producing and marketing high value crops. Some of the proposed high value crops include carrots, beet root, tomatoes and other vegetables that do not require big chunks of land. According to the women, their husbands tend not to mind about their empowerment if their work is on the farm close to home than away from home. Family farming can empower women by providing them with decision-making roles and leadership opportunities within agricultural activities. As they actively engage in farm management, marketing decisions, and resource allocation, women's confidence, and leadership abilities are nurtured, challenging traditional gender norms and promoting gender equality. This may also help reduce GBV, children and women health and wellbeing.

⁶ In order to encourage family farming, AFIRD should engage all members of the family in the farming initiative, ensuring that each member of the family makes a contribution to the farming initiative including the husband and the children. Practices such as record keeping, and other agronomic practices including performance monitoring should be part of the actions and each member of the family given a role. Most importantly, women and men must

- d. **Knowledge Sharing and Peer Learning: AFIRD should Facilitate platforms for knowledge sharing and peer learning among family farmers,** where project beneficiaries can exchange experiences, best practices, and innovations. Such platforms also promote social organization and could be further supported to become farmer SACCOs, or associations that promote collective action, learning, and mutual support among farming communities. Initiatives can be made to foster collaboration with agricultural extension services, research institutions, and NGOs to provide technical support, access to information, and advisory services to family farmers.
- e. Promote gender transformative approaches for gender mainstreaming; AFIRD needs to train and or retool its staff is participatory and gender mainstreaming approaches such as the Gender Action Learning Systems methodology (GALS). This methodology is a very effective transformative and household/ community approach that would enable communities actively engage in analysis their own household gender relations and implications to their socio-economic wellbeing, collectively undertake decisions to address the situation. The methodology could be integrated in the ongoing project and would greatly contribute to realization of set objectives.
- f. Provide hands-on training sessions to school staff, including teachers, administrators, and support personnel, on re-usable pad production techniques, quality control, and hygiene practices. Offer training materials, practical demonstrations, and continuous support to ensure schools are confident in producing safe and effective pads and conduct menstrual hygiene education to educate pupils on menstrual health, menstrual cycle awareness, and proper pad usage and disposal. Foster a supportive and inclusive environment that promotes open discussions on menstruation, destigmatizes it, and that girls feel comfortable and informed.
- g. Involve local authorities in implementation to effectively combat gender-based violence (GBV) and create safer communities and, it is crucial to involve local authorities in the prevention and response efforts. These may include law enforcement agencies, government officials, and community leaders. Religious and cultural leaders were also proposed as key stakeholders to engage during sensitization meetings on gender that should also always involve men/boys.
- h. Gender sensitive planning, implementation, monitoring and reporting; It's important to note that gender mainstreaming is not a one-off activity, rather a systematic and deliberate

be encouraged to work together in their home environments and supported together by providing training and access to market for their produce.

Gender Analysis Report for Permaculture in Schools Project

process of gender sensitive programming, implementation, monitoring and reporting. The project log frame should therefore be reviewed to include gender sensitive indicators at all levels as well as the monitoring framework to track effectiveness of the interventions among men women, boys and girls.

4.17 Recommendations to school administration

- a. Schools have an obligation to ensure the availability of adequate and accessible menstrual hygiene facilities. This includes clean and private restroom facilities with proper disposal options for used sanitary products, as well as a designated space where girls can change and manage their menstrual products comfortably and discreetly. However, they are currently unable to do so due to financing and structural challenges.
- b. Schools should carryout age-appropriate menstrual health sensitization for boys and girls. This sensitization should aim to provide both girls and boys with accurate information about the biological and emotional aspects of menstruation, breaking down misconceptions and taboos. By fostering an environment of understanding and empathy, boys can learn to support their female peers and contribute to a more inclusive and respectful school community.
- c. Promote and effectively support functionality to school clubs as safe spaces for debate and sensitization on gender equality, menstrual health, hygiene sex education and nutrition among others. The permaculture gardening initiatives should also ensure inclusivity of both boys and girls to equally participate. Underlying factors that may inhibit either girl or boy child participation such as low self-esteem, competing domestic chores that limit girls participation in school extra-curricular activities among others should be well understood and addressed accordingly.
- d. School communities should involve a few community members in close proximity to the school in the management of the garden from the start. This may help in the longer-term sustainability of the gardens and ensure their protection. This may also help take the technologies into the communities faster and create spiral of skills into the communities.

4.18 Recommendations to community groups

- a. Community groups are encouraged actively engage and empower women, members should encourage women to take leadership roles within the group including being chairpersons of the groups, but, not doing away with involvement of men in leadership. This diversity of perspectives will lead to more balanced and inclusive decision-making.



Gender Analysis Report for Permaculture in Schools Project



Groups should provide mentoring and training opportunities to help women develop the necessary skills and confidence to assume leadership positions including in positions at local council level.

- b. Community members should take advantage of other existing initiatives by government and other actors (NGOs, religious institutions and private sector) to strengthen their engagements and empowerment in socio-economic livelihood transformation opportunities. These initiatives would complement interventions by AFIRD and contribute to the sustainability of the project results.

Conclusion

In conclusion, the gender analysis report for the Permaculture in Schools Project in Uganda sheds light on the various gender disparities and challenges faced by women and girls in the project area. The study reveals imbalances in gender roles and decision-making within households, limited access to resources and control over decision-making for women and youth, and barriers to women's access to communal resources. It also highlights gaps in local policy frameworks on gender equality and the need for women's representation in local government.

The report emphasizes the importance of integrating gender analysis findings into the project design and developing gender-sensitive indicators. It recommends actions to promote gender equality and women's empowerment, such as encouraging women to take up leadership positions, promoting family farming where men and women work together, providing training and support for menstrual hygiene education, involving local law authorities in combating gender-based violence, and ensuring schools have adequate menstrual hygiene facilities.

By implementing these recommendations, the Permaculture in Schools Project can contribute to promoting gender equality, empowering women and girls, and creating a more inclusive and equitable society. It is crucial to address the identified gender disparities and challenges to ensure the project's success and maximize its impact on the lives of women and girls in the project area.

GENDER INCLUSIVE ACTION PLAN FOR THE PERMACULTURE PROJECT

Focus area: Gender mainstreaming in Permaculture project

Change sought: Gender responsive service delivery for project beneficiaries.

Action/Steps and description	Proposed period of timeline	Resources and Support Needed	Potential barriers or Resistance	Key actions
<p>Stakeholder identification.</p> <p>The survey identified potential stakeholders to support AFIRD in line with her gender mainstreaming objectives.</p>	Proposed for project initiation and specifically in the first year of the project.	<ul style="list-style-type: none"> I. Mobilisation costs for coordinator II. Facilitation (transport for stakeholders) III. Venue logistics 	<ul style="list-style-type: none"> I. Low project budgets to support additional activities. II. Prior informed consent required for stakeholders at inception 	<p>Involve Local Council Leaders, men groups, CSOs identified in the area, including World Vision, Joy Uganda, Busoga Trust, CBS POWESA, SODI, sub county and the district local government.</p> <p>At least 1 representative from each local government at sub county and heads of collaborating institutions</p>
Hold periodic stakeholder gender inclusion review meetings with stakeholders	Bi-Annual	<ul style="list-style-type: none"> I. Venue and logistics 	<ul style="list-style-type: none"> I. Lack of budget to facilitate review meeting 	<p>Mobilize stakeholders and facilitate stakeholder review meetings.</p> <p>Made up of the stakeholders above</p>



Gender Analysis Report for Permaculture in Schools Project



Review gender analysis report and Integrate gender responsive design in project framework/log frame	Immediate	I. Staff time	I. Low project budgets II.	<p>Include specific project design recommendations such as encouraging women beneficiaries to start farming business at home, engaging their male counterparts in periodic meetings,</p> <p>Involving local authorities, law enforcement and religious leaders in the implementation of the project</p>
Support income generation for women led households	First year of the project	<p>I. Start-ups equipment and training</p> <p>II. Seed support</p>	Low project Budgets or unplanned activity	<p>Facilitate women's participation in income-generating activities and value chains. Ensure that women have equal opportunities to access markets, engage in business activities and earn incomes.</p> <p>Provide training on entrepreneurship, marketing, and financial management this will empower women to manage their businesses effectively.</p>



Gender Analysis Report for Permaculture in Schools Project



Provide gender responsive training and extension services delivery	Entire project period	SDA & Transport to the field	Low project F budget	<p>Deliver trainings that are both sensitive to men and women needs.</p> <p>Consider women and men time and their roles while calling for such engagements.</p>
Promote women participation on decision making and leadership & gender responsive training and extension service delivery	Period as determined	Facilitation for field staff		<p>Promote women participation and leadership in community decision-making forums, cooperatives, and farmer groups.</p> <p>Raise awareness among community members about the importance of women voices in shaping decisions and outcomes.</p>
Monitoring, Documentation, Continuous Learning and adaptation during implementation	Annually	Staff time, monitoring tools		<p>Collect sex disaggregated data to track the participation, benefits and impacts of the project on different gender groups.</p> <p>Conduct regular reviews and analysis project data to assess progress the</p>



Gender Analysis Report for Permaculture in Schools Project



				project in achieving gender related objectives.
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5 DATA COLLECTION TOOLS

6.1 General interview guide for study respondents

Assessment Questionnaire for Conducting a Gender Analysis for the Promoting Permaculture for Improved Livelihoods Among Schools Project (to be administered to selected parents, teachers)

I. Introduction

Dear respondent, we are a team of researchers conducting a Gender Analysis for the **“Promoting Permaculture for Improved Livelihoods among schools”** project on behalf of AFIRD. This project will be implemented in Mpigi district with a focus on the 3 sub counties of Nkozi, Buwama and Kituntu. You were purposively been selected as a crucial resource of information given that you may benefit from project interventions. Participation is voluntary, and information obtained will be kept confidential and only used for the purpose of this assessment. Kindly respond to self-assessment questions below in an objective manner.

Respondents’ details

Name : _____
Title : _____
Sex : _____
Age (Tick) : 18-25 ☐ 25-35 ☐ 35-45 ☐ Above 45 ☐
Category : _____ (school, community, leader, etc)
Contact : _____

2. Understanding of gender (questions here are meant to help the assess the levels of understanding of gender)

2.1 What is your level of understanding of gender?

a) Very high ☐ b) high ☐ Moderate ☐ v ☐

2.2 What are the stereotypes related to gender in this community?

Men/Boys



Women/Girls

2.3 What are the unique challenges each gender dimension faces in this community?

Women/Girls

Men/Boys

2.4 What are the day-to-day roles of women/girls and men/boys in this community?

2.5 What are the existing forms of inequalities based on gender, social class, ethnicity, disabilities, sexual orientation?

2.6 What are the causes of these forms of inequality in your community as whole, Mpigi district and your area as whole?

2.7 How have men/boys and women/girls been discriminated against in your community?



3. Gender and livelihoods (this are meant to understand how gender affects the involvement of women and men in livelihoods such as farming, and the benefits they obtain from it)

3.1 What roles do men/boys and women/girls play in agriculture in your household? (Roles include, planting, land opening, harvesting, marketing and selling)

3.2 What is the general perceived role of women and men regarding agriculture and livelihoods in this locality?

3.3 Who owns the family land (describe the ownership)

3.4 Do women and men have equal access to resources such as land, agricultural inputs to support their involvement in agriculture and related livelihood options?

3.5 What livelihood enterprises are preferred by both women and men?

b) what are the drivers of enterprise selection for women and men?



3.6 Do women participate in decision making regarding:

a) Family resource use (such as land)

Always ☐ Sometimes ☐ Not at all ☐

b) Communal resource access and use

Always ☐ Sometimes ☐ Not at all ☐

3.7 What can be done to increase women access to land in this area?

4. Leadership

4.1 Who in your household controls or determines the use of the earning of the family?

4.2 Who in your farmland makes decisions on what crops to grow or plant?

4.3 Who influences the utilization of assets, inputs, outputs, household maintenance, education of children among other things done in the household?

4.4 Who makes decisions regarding the household's assets, inputs, outputs, household maintenance, education of children, migration and trips among other things?



4.5 Who makes decisions asset purchase and resource ownership in your household?

4.6 Who is considered more knowledgeable on farming and income issues in your household?

5. Policies to address inequalities

5.1 Do you think Uganda's and the local policy frameworks and laws are sufficient in addressing gender inequalities?

Yes they are ☐ they are somewhat sufficient ☐ they are not ☐

5.2 Mention any policies or byelaws that have been put in place to help solve gender inequalities?

5.3 In your view, apart from these laws and policies, how can gender inequalities and related issues be addressed?

5.4 What are the ongoing initiatives to empower women in this community?



5.5 Name other organisations, companies or government institutions that are linked to gender equality and women rights groups.

5.6 What more can be done by partners such as AFIRD to improve the empowerment of women in this subcounty, community and Mpigi district?



6.2 Key informant Interview guide

Introduction

Dear respondent, we are a team of researchers conducting a Gender Analysis for the **“Promoting Permaculture for Improved Livelihoods among schools”** project on behalf of AFIRD. This project will be implemented in Mpigi district with a focus on the 3 sub counties of Nkozi, Buwama and Kituntu. You were purposively been selected as a crucial resource of information given your profile in society and your role in the project. Participation is voluntary, and information obtained will be kept confidential and only used for the purpose of this assessment. Kindly respond to questions below in an objective manner.

The interview will take about 40 minutes.

Before I start with the interview, do you have any question? If yes, please ask.

Do you accept to participate in the interview? Yes ☐ No ☐ (if response is no, please end the interview)

1. How were you involved in the design of the project?
2. What was your role during project implementation? If not, what role do you think you can play in the implementation of the project?
3. Discuss the major gender related inequalities in the project area?
4. Expound on the issue on inequalities on access and use of land by different stakeholders (especially women)?
5. Explain other forms of discrimination that exist in this area including those related to religion, ethnicity, age, social class among others (describe their form and nature)
6. How can the project interventions help in addressing issues of discrimination, women rights and gender-based violence in the project area?
7. What are the major causes of these injustices (against women, men and other groups)?
8. How can the interventions of AFIRD address those causes?
9. Who are the stakeholders that AFIRD can include in this project?
10. Explain the major hindrances faced by farmers of different categories (including access to markets, prices, supplies etc)
11. What can AFIRD do to address these challenges?
12. What are the potential side effects and risks for women/girls? What are the concerns of men? What mitigation methods do you propose?
13. Where are the opportunities to help women participate in improving their participation and influence in policy formulation in agriculture, climate change and biodiversity conservation?
14. How do you think this project can improve gender inclusiveness? How can men be actively involved to support women to avoid conflicts?
15. From how you have understood the project approach and interventions, what approaches can be taken to strengthen the delivery of the gender component?
16. What aspects can it then use to measure its success as indicators on gender interventions?
17. Do we have sex, age, disability, vulnerability disaggregated data throughout the project document log frame and MEAL system?



Gender Analysis Report for Permaculture in Schools Project

18. Have we used gender inclusive language throughout the project document?





(Speak to girls and boys differently)

I. Introduction

Dear children, we are a team of researchers conducting a Gender Analysis for the **“Promoting Permaculture for Improved Livelihoods among schools”** project on behalf of AFIRD. This project will be implemented in Mpigi district with a focus on the 3 sub counties of Nkozi, Buwama and Kituntu. Your school was selected to benefit from project interventions. Consent has been sought from your head teacher to contribute to this study. We would like to discuss a few issues with you regarding gender.

Respondents’ details

School : _____

Number of pupils : _____

Interviewer : _____

Headteacher name

2. What do you understand by the term gender?

2.1 What are the stereotypes related to gender in your school?

2.2 What is the role of girls/boys at home? Especially those related to agriculture.

2.3 What different activities are assigned to girls and boys at school?

3. Gender sensitivity

3.1 what initiatives are in place to support bot boys and girls to study comfortably in your school environment? Name some.

3.2 When you have an issue as a girl/boy is there a teacher where you can report for counselling?

3.3 What are the unique challenges boys/girls face in this school?

4. Discrimination

4.1 what other forms of discrimination exist in this school and your community such as ethnicity, social class, religious affiliation among others?

4.2 How does this discrimination occur?

4.3 Does this discrimination get redress and attention from school authorities?

5. Role of children in livelihoods support

5.1 Do you know your parents’ sources of income?

5.2 Who is in charge of incomes in your households?

5.3 If you are a faming household do your parents tell you how proceeds are made from farming?

5.4 What livelihood activity is easy and enjoyable for you to participate in on the farm/garden?

5.5 Please feel free to ask question on the topic.



6.4 FGD Guide (Gender balance tree for community members)

Duration	3 hours
Tool overview	The Gender Balance Tree (GBT) is a powerful participatory tool for analysing, presenting and discussing very sensitive gender information in a participatory manner; Everyone goes away with their own individual analysis of their own reality not a stereotyped view. The GBT provides a visual quantification of the prevailing gender imbalances by respondents themselves, rather than vague estimates of what people already know that can convince community leaders to act. The tool does not stop at analysis. It also focuses on identifying immediate and longer-term action commitments participants can make to improve the gender balance and increase household/school/community wellbeing through more efficient division of labour, productive expenditure, equal distribution of ownership and decision-making.
Materials	<ul style="list-style-type: none"> • Notebook diary and a pencil and black and green coloured pens for each participant. With some sharpeners and rubbers. • Flip charts put in different corners of the venue • Different colored markers.

Session Steps	<p>Step 1: Trunk - who is in the household/ community? (15 minutes)</p> <ul style="list-style-type: none"> • Ask participants to draw two lines in the middle of the paper for the trunk. • They should then put symbols for each household member on either side inside the trunk. Working women (including co-wives living in the same family) should go on the left side of the trunk in one colour (e.g. green), working men on the other in another colour (e.g. blue), with dependents in the middle to the side of their respective sex in the respective colour.
	<p>Step 2: Roots -who contributes what work? (35 minutes)</p> <ul style="list-style-type: none"> • Draw two roots for women and two roots for men on the respective side of the trunk in their respective colour. The central root is for joint activities but the line is in the colour for women/men. • On the outside root on each side put the activities which people of that sex perform alone for themselves. • On the inside roots put the activities which people of that sex perform alone for the family i.e. housework. • In the central root put those activities which both women and men do, putting the symbol on the side of the sex who does most.
	<p>Step 3: Branches who gets what fruit? (30 minutes)</p> <ul style="list-style-type: none"> • Draw four branches corresponding to each root, women, men and central trunk for joint household expenses. • On the outside branch on each side, draw symbols for personal expenditure that each sex makes for themselves alone. • On the inside roots put expenditures which people of that sex contribute to alone for the family

Gender Analysis Report for Permaculture in Schools Project

	<ul style="list-style-type: none"> In the central root put those expenditures which both women and men contribute to.
	<p>Step 4: What is pushing the tree? (45 minutes)</p> <p>On their respective side of the trunk put symbols for:</p> <ul style="list-style-type: none"> Types of decisions which women and men make – which decisions are made by women only, which by men only, which are made jointly? Or is one-person overall decision-maker or do they always sit down together?
	<p>Step 5: Action: what do we want to change? (20 minutes)</p> <ul style="list-style-type: none"> Does the tree balance? Are women doing most of the work and expenditure? Are men doing most of the work and expenditure? Put a symbol representing the degree of gender balance at the top of the trunk. Identify 5 action commitments – things you want more of or less of to make the tree balance.



6.5 FOCUS GROUP DISCUSSION QUESTIONS FOR TEACHERS AND PARENTS

1. How does gender influence access to and control over resources and opportunities provided in this community?
2. In what ways do gender norms and roles shape participation and engagement in the livelihood and agriculture?
3. What are the specific challenges and barriers faced by women and men in carrying out agriculture and related livelihood enterprises?
4. Are there any different impacts of the livelihood projects on women and men, particularly in terms of income generation, skills development, and social status?
5. Discuss agricultural related livelihood enterprises in light of gender?
6. What are some of the things that reinforce gender inequalities and power dynamics within this community?
7. What hinders women's economic empowerment and decision-making power for women?
8. How can the livelihood and agricultural projects take into account the specific needs and priorities of marginalized or vulnerable groups, including women-headed households, widows, and single mothers?
9. How can the livelihood projects be modified or improved to better address the gender-specific needs and challenges of participants?
10. Are there any gender-based violence or safety concerns in this community, and how are they being addressed?
11. How are gender roles and responsibilities considered in this community, including the division of labor and caregiving responsibilities?
12. Are there any cultural or social norms that hinder the effective implementation or uptake of the livelihood project, particularly related to gender?
13. How do gender dynamics affect the sustainability and long-term impact of the livelihood project?
14. What strategies or interventions can be implemented to ensure equal participation and benefit-sharing among women and men in the livelihood project?
15. Who are the other players on gender in this area?

6.6 Organisation Gender Assessment Questionnaire

Gender Analysis for the Promoting Permaculture for Improved Livelihoods Among Schools Project

Gender Assessment Questionnaire for AFIRD

General Information:

Name of staff	
Department	
Position/role	
Contact	

Gender Mainstreaming and Policy Implementation:

- Is there a gender mainstreaming policy or strategy in place within your organization/department? If yes, please provide a brief overview.
- How is gender mainstreaming implemented in your organization/department?
- What specific actions or initiatives have been taken to promote gender equality and women's empowerment?

Gender Representation and Participation:

- What is the representation of women in leadership positions within your organization/department?
- Are there any barriers or challenges that hinder women's participation and advancement in decision-making roles in AFIRD?
- Are there any specific measures or initiatives to promote both men and women's employment and participation?

Gender Pay Gap and Benefits:

- Is there a gender pay gap within your organization/department? If yes, please elaborate.
- Are there any disparities in benefits or entitlements based on gender?
- What steps have been taken to address gender-based pay disparities and ensure equal benefits?

Work-Life Balance and Family-Friendly Policies:

- Are there policies or practices in place to support work-life balance and family-friendly environments?
- How are maternity leave, parental leave, and other related policies implemented? Explain the policy on these.
- Are there any specific challenges faced by women in balancing work and personal responsibilities at AFIRD?

Gender-Based Violence and Harassment:

- Are there mechanisms in place to address and prevent gender-based violence and harassment in the workplace? If yes what are they?



Gender Analysis Report for Permaculture in Schools Project

- b. How are complaints or incidents related to gender-based violence or harassment handled?
- c. Are staff members adequately trained on gender-based violence prevention and response? What form of training do they receive?

Capacity Building and Training:

- a. Are there gender-sensitive training programs provided to staff members?
- b. What are the key areas covered in these training programs?
- c. How are gender-related skills and knowledge integrated into the professional development of staff members?

Monitoring and Evaluation:

- a. How is gender equality and women's empowerment monitored and evaluated within your organization/department?
- b. Are gender-specific indicators and targets included in monitoring and evaluation processes?
- c. Are gender-disaggregated data collected regularly to inform decision-making?

Partnerships and Collaboration:

- a. Does your organization/department collaborate with external partners or stakeholders to promote gender equality?
- b. Are there any specific initiatives or projects focused on gender equality in collaboration with other organizations?
- c. How are lessons learned and best practices shared among partners?

Gender-Responsive Budgeting:

- a. Does your organization/department implement gender-responsive budgeting practices?
- b. How are gender considerations integrated into budget planning and allocation processes?
- c. Are there any specific challenges or successes related to gender-responsive budgeting?

Access to Financial Resources:

- a. Do women within your organization have equal access to financial resources and funding opportunities?
- b. Are there any specific initiatives or programs to enhance women's access to financial resources?
- c. Are there any barriers or constraints faced by women in accessing financial resources?

Gender-Responsive Recruitment and Promotion:

- a. How is the recruitment process designed to ensure gender equality and avoid bias?
- b. Are there any specific measures to promote the hiring and promotion of women?
- c. Are there gender-specific challenges or disparities in recruitment and promotion?

Gender and Training Needs Assessment:

- a. Has a gender-specific training needs assessment been conducted within your organization/department?
- b. What are the identified training needs for promoting gender equality and women's empowerment?
- c. How are these training needs addressed in the professional development plans of staff members?

Gender and Performance Evaluation:

- a. Are gender considerations incorporated into the performance evaluation process?
- b. How are gender-specific achievements and challenges recognized and addressed in performance evaluations?
- c. Are there any measures to ensure fair and unbiased performance evaluations for women?

Gender-Responsive Service Delivery:



Gender Analysis Report for Permaculture in Schools Project

- a. Are services provided by your organization/department designed to address the specific needs and priorities of women and men separately?
- b. How are gender considerations integrated into service planning and implementation?
- c. Are there any feedback mechanisms to capture men and women's experiences and improve service delivery?

Access to Education and Training Opportunities:

- a. Are there any disparities in access to education and training opportunities based on gender within your organization/department?
- b. What initiatives or programs are in place to promote equal access to education and training?
- c. Are there any specific challenges faced by women in accessing educational and training opportunities?

Gender-Responsive Communication and Language:

- a. How is gender-responsive communication promoted within your organization/department?
- b. Are there guidelines or policies to ensure the use of inclusive and non-discriminatory language?
- c. Are there any efforts to challenge gender stereotypes in communication materials and platforms?

Gender and Work Environment:

- a. Is the work environment within your organization/department inclusive, safe, and free from gender-based discrimination?
- b. Are there mechanisms in place to address any reported cases of gender-based discrimination or inequity?
- c. How are gender-specific needs and concerns considered in designing the work environment?

Future Priorities for Gender Equality:

- a. Based on your experience and observations, what are the key areas that require further attention and improvement to advance gender equality within your organization/department?
- b. Are there any specific recommendations or actions you would like to propose for enhancing gender equality and women's empowerment?

Please provide any additional comments, suggestions, or recommendations related to gender equality and women's empowerment within your organization/department.



6. List for FGDs



Gender Analysis Report for Permaculture in Schools Project



No.	First Name	Sir Name	Sex	Position	Category
1	Edrine	Buule	M	P.6	Jalamba Primary School
2	Slyvia	Nabbanja	F	P.6	Jalamba Primary School
3	Doreen	Namuyata	F	P.6	Jalamba Primary School
4	Maria	Namata	F	P.5	Jalamba Primary School
5	Shafik	Kakande	M	P.7	Jalamba Primary School
6	Joshua	Busuulwa	M	P.6	Jalamba Primary School
7	Yvonne	Nanteza	F	P.7	Jalamba Primary School
8	Sarah	Nambooze	F	P.7	Jalamba Primary School
9	Annet	Nakanwagi	F	P.7	Jalamba Primary School
10	Maria	Najjuma	F	P.4	Jalamba Primary School
11	Jonathan	Yawe	M	P.5	Jalamba Primary School
12	Jolly	Bugembe	M	P.7	Jalamba Primary School
13	Darwin	Ssebire	M	P.7	Jalamba Primary School
14	Jeremiah	Mukalazi	M	P.4	Jalamba Primary School
15	Aaron	Lukka	M	P.5	Jalamba Primary School
16	David	Kafeero	M	P.5	Jalamba Primary School
17	Marvin	Ssetumba	M	P.6	Jalamba Primary School
18	Christine	Namuyanja	F	P.6	Jalamba Primary School
19	Harriet	Namaganda	F	P.6	Jalamba Primary School
20	Bridget	Nambalirwa	F	P.6	Jalamba Primary School
21	William	Tusabotonda	M	P.4	Lusunsa Primary School
22	Emmanuel	Kayondo	M	P.6	Lusunsa Primary School
23	Charles	Ssemata	M	P.5	Lusunsa Primary School
24	Simon	Kasule	M	P.6	Lusunsa Primary School



Gender Analysis Report for Permaculture in Schools Project



25	Davis	Senono	M	P.7	Lusunsa Primary School
26	Peter	Kivumbi	M	P.7	Lusunsa Primary School
27	John	Buyondo	M	P.7	Lusunsa Primary School
28	Caroline	Nanyomo	F	P.7	Lusunsa Primary School
29	Elizabeth	Nabyesero	F	P.7	Lusunsa Primary School
30	Sumayiyah	Namigadde	F	P.7	Lusunsa Primary School
31	Juliet	Nalubega	F	P.6	Lusunsa Primary School
32	Lawrence	Mawanda	M	P.4	Lusunsa Primary School
33	Alex	Mpindi	M	P.5	Lusunsa Primary School
34	Slyvia	Namanda	F	P.5	Lusunsa Primary School
35	Shaluwa	Mulumba	F	P.6	Lusunsa Primary School
36	Anthony	Mercy Orono	M	P.6	Lusunsa Primary School
37	Jovia	Nassali	F	P.5	Lusunsa Primary School
38	Harriet	Nakaweesi	F	P.4	Lusunsa Primary School
39	Phiona	Nakaweesi	F	P.4	Lusunsa Primary School
40	Sumayiyah	Bisirikirwa	F	P.4	Lusunsa Primary School
41	Faith	Namuli	F	P.7	Ggolo Primary School
42	Rose	Namuli	F	P.7	Ggolo Primary School
43	Teddy	Nalubega	F	P.6	Ggolo Primary School
44	Teddy	Nabadda	F	P.7	Ggolo Primary School
45	Josephine	Nasuuna	F	P.7	Ggolo Primary School
46	Priscilla	Nagayi	F	P.6	Ggolo Primary School
47	Grace	Nakibuule	F	P.6	Ggolo Primary School
48	Shamira	Namubisu	F	P.6	Ggolo Primary School
49	Agnes	Nambasa	F	P.7	Ggolo Primary School
50	Jane	Nakiyingi	F	P.6	Ggolo Primary School
51	Joseph	Kawuma	M	P.7	Ggolo Primary School



Gender Analysis Report for Permaculture in Schools Project



52	Marvin	Kakande	M	P.4	Ggolo Primary School
53	Frank	Ssekaayi	M	P.7	Ggolo Primary School
54	Simon	Peter Kajjumba	M	P.7	Ggolo Primary School
55	Denis	Kimera	M	P.7	Ggolo Primary School
56	Jude	Mugagga	M	P.6	Ggolo Primary School
57	Mike	Male	M	P.6	Ggolo Primary School
58	Akram	Ssejemba	M	P.6	Ggolo Primary School
59	Paul	Mukiibi	M	P.6	Ggolo Primary School
60	Irene	Nakato	F	P.7	Ggolo Primary School
61	Ben	Kaweke	M	P.6	Masiko Primary School
62	Robinah	Nampijja	F	P.5	Masiko Primary School
63	Bridget	Nantongo	F	P.6	Masiko Primary School
64	Jude	Ssozi	M	P.6	Masiko Primary School
65	Peace	Achola	F	P.5	Masiko Primary School
66	Farahat	Kiberu	M	P.5	Masiko Primary School
67	Patricia	Nakaweesi	F	P.6	Masiko Primary School
68	Vincent	Matovu	M	P.7	Masiko Primary School
69	Steven	Nsereko	M	P.5	Masiko Primary School
70	Brivian	Nabatanzi	F	P.7	Masiko Primary School
71	Linda	Nakalema	F	P.4	Masiko Primary School
72	Mega	Nalubega	F	P.4	Masiko Primary School
73	Samusah	Nakandi	F	P.5	Masiko Primary School
74	Rahumah	Nassozi	F	P.6	Masiko Primary School
75	Beatrice	Nankya	F	P.6	Masiko Primary School
76	Daniel	Mutebi	M	P.5	Masiko Primary School
77	Reagan	Kalema	M		Masiko Primary School
78	John	Bakka	M	P.4	Masiko Primary School



Gender Analysis Report for Permaculture in Schools Project



79	Ronald	Ssegujja	M	P.3	Masiko Primary School
80	Zubairi	Mugerwa	M	P.6	Masiko Primary School
81	Proscovia	Kizza	F	P.7	Lubanda Primary School
82	William	Jakuna	M	P.6	Lubanda Primary School
83	Wilson	Rwaboona	M	P.5	Lubanda Primary School
84	Gloria	Kobusingye	M	P.6	Lubanda Primary School
85	Patricia	Nassolo	F	P.7	Lubanda Primary School
86	Florence	Nankinga	F	P.6	Lubanda Primary School
87	Trevor	Mubiru	M	P.6	Lubanda Primary School
88	Pascal	Ndugga	M	P.7	Lubanda Primary School
89	Geofrey	Lutaaya	M	P.7	Lubanda Primary School
90	Ivan	Golooba	M	P.6	Lubanda Primary School
91	Charles	Lubega	M	P.6	Lubanda Primary School
92	Margaret	Nalwadda	F		Lubanda Primary School
93	Jalia	Among	F		Lubanda Primary School
94	Rovince	Nasaazi	F		Lubanda Primary School
95	Promise	Nabukeera	F		Lubanda Primary School
96	Grace	Nabuuma	F		Lubanda Primary School
97	Irene	Nassimbwa	F		Lubanda Primary School
98	Teopista	Nakalemba	F	P.4	Nabusanke Primary School
99	Prime	Namugaaya	F	P.4	Nabusanke Primary School
100	Angel	Mary Nanteza	F	P.5	Nabusanke Primary School
101	Maria	Nagawa	F	P.5	Nabusanke Primary School
102	Allen	Namuddu	F	P.6	Nabusanke Primary School
103	Jackline	Nansubuga	F	P.6	Nabusanke Primary School
104	Harriet	Namaweje	F	P.5	Nabusanke Primary School
105	Provia	Namakula	F	P.4	Nabusanke Primary School



Gender Analysis Report for Permaculture in Schools Project



106	Sharon	Nakibuuka	F	P.4	Nabusanke Primary School
107	Alice	Nakiyaga	F	P.4	Nabusanke Primary School
108	Abdallah	Bugombe	M	P.6	Nabusanke Primary School
109	Ibrahim	Ssentongo	M	P.6	Nabusanke Primary School
110	John	Bosco Kiyaga	M	P.6	Nabusanke Primary School
111	Joseph	Mayanja	M	P.6	Nabusanke Primary School
112	Henry	Seguya	M	P.5	Nabusanke Primary School
113	Kevin	Tumwebaze	M	P.5	Nabusanke Primary School
114	Andrew	Kaweesa	M	P.6	Nabusanke Primary School
115	Godfrey	Ssemugooma	M	P.5	Nabusanke Primary School
116	Joseph	Ssembatya	M	P.6	Nabusanke Primary School
117	Allan	Kigongo	M	P.4	Nabusanke Primary School
118	Slyvia	Nabandeke	F	P.5	Kitakyusa Primary School
119	Tracy	Namata	F	P.5	Kitakyusa Primary School
120	Eva	Namirember	F	P.6	Kitakyusa Primary School
121	Rukia	Nakisanda	F	P.6	Kitakyusa Primary School
122	Jane	Namwanje F	F	P.6	Kitakyusa Primary School
123	Majorine	Asaale	F	P.4	Kitakyusa Primary School
124	Maria	Nabayunga Gorret	F	P.5	Kitakyusa Primary School
125	Josephine	Nakisekka	F	P.6	Kitakyusa Primary School
126	Patricia	Namagembe	F	P.6	Kitakyusa Primary School
127	Shamirah	Naggayi	F	P.6	Kitakyusa Primary School
128	George	Lubega	M	P.6	Kitakyusa Primary School
129	John	Ssebibe	M	P.6	Kitakyusa Primary School
130	Marvin	Ssali	M	P.5	Kitakyusa Primary School
131	Joseph	Mukiibi	M	P.5	Kitakyusa Primary School
132	Ian	Sssemanda	M	P.5	Kitakyusa Primary School



Gender Analysis Report for Permaculture in Schools Project



133	Innocent	Kateregga	M	P.6	Kitakyusa Primary School
134	Edward	Mutebi	M	P.6	Kitakyusa Primary School
135	Amos	Kasiita	M	P.6	Kitakyusa Primary School
136	Jolly	Musasiizi	M	P.6	Kitakyusa Primary School
137	Rodin	Kateregga	M	P.4	Kitakyusa Primary School
Teachers					
138	Moses	Gasiwa	M	Teacher	Jalamba Primary school
139	Annet	Nakuya	F	Teacher	Jalamba Primary school
140	Mary	Nansereko	F	Senior Woman Teacher	Jalamba Primary school
141	Haawa	Nansubuga	F	Teacher	Jalamba Primary school
142	Vianny	Tumwekwase	F	Teacher	Jalamba Primary school
143	Martha	Nakato	F	Teacher	Jalamba Primary school
144	Juliet	Nakyejwe	F	Teacher	Jalamba Primary school
145	Joseph	Wasswa	M	Teacher	Jalamba Primary school
146	Jackson	Kamya	M	Teacher	Jalamba Primary school
147	Edgard	Kiwafu	M	Teacher	Jalamba Primary school
148	Evelyne	Batonda Dorothy	F	Teacher	Lusunsa Primary School
149	Mathias	Ssenyimba	M	Teacher	Lusunsa Primary School
150	James	Ofwono	M	Teacher	Lusunsa Primary School
151	Sophia	Ndagire	F	Teacher	Lusunsa Primary School
152	Ernnest	Kamya	M	Teacher	Lusunsa Primary School
153	Susan	Namwanja	F	Teacher	Lusunsa Primary School
154	Claire	Akello	F	Teacher	Lusunsa Primary School
155	Josephine	Nakayange	F	Teacher	Ggolo Primary School
156	Eridad	Kuunya	M	Teacher	Ggolo Primary School
157	Hellen	Namatovu	F	Teacher	Ggolo Primary School



Gender Analysis Report for Permaculture in Schools Project



158	Emmanuel	Serufusa	M	Teacher	Ggolo Primary School
159	Mary	Assumpta Nambalirwa	F	Teacher	Ggolo Primary School
160	Musa	Wansumba	M	Teacher	Ggolo Primary School
161	Proscovia	Nakabengwa	F	Teacher	Ggolo Primary School
162	Juliet	Ndagire	F	Teacher	Kitakyusa Primary School
163	Frank	Kirangwa	M	Teacher	Kitakyusa Primary School
164	Valeria	Namboze	F	Teacher	Kitakyusa Primary School
165	Edward	Kakaayira	M	Teacher	Kitakyusa Primary School
166	Oliver	Namanya	F	Teacher	Kitakyusa Primary School
167	Benjamin	Waiswa	M	Head teacher	Masiko Primary School
168	Joseph	Kisakye	M	Teacher	Masiko Primary School
169	Moses	Ssemakula	M	Teacher	Masiko Primary School
170	Martin	Tusiime	M	Teacher	Masiko Primary School
171	Robert	Amodoi	M	Teacher	Masiko Primary School
172	Annet	Tumwikirize	F	Teacher	Masiko Primary School
173	Tolophina	Ndagire	F	Teacher	Masiko Primary School
174	Richard	Katebala	M	Teacher	Masiko Primary School
175	Grace	Nakalema	F	Teacher	Masiko Primary School
176	Amos	Matovu	M	Head teacher	Nabusanke Primary School
177	Margorine	Namara	F	Teacher	Nabusanke Primary School
178	Caroline	Nitusiima	F	Teacher	Nabusanke Primary School
179	Harriet	Naigaga	F	Teacher	Nabusanke Primary School
180	Kimath	Shimasi	M	Teacher	Nabusanke Primary School
181	Caroline	Nakamatte	F	Teacher	Nabusanke Primary School
182	Lillian	Nalugo	F	Teacher	Lubanda Primary School
183	Christopher	Lwanyaga	M	Teacher	Lubanda Primary School
184	Teddy	Nabukeera	F	Teacher	Lubanda Primary School



Gender Analysis Report for Permaculture in Schools Project



185	Proscovia	Namatovu	F	Teacher	Lubanda Primary School
186	Justine	Namugaanyi	F	Teacher	Lubanda Primary School
187	Sam	Mwambu	M	Teacher	Lubanda Primary School
188	Rosemary	Nakalwa	F	Teacher	Lubanda Primary School
189	Mercellin	Mbabazi	F	Teacher	Lubanda Primary School
190	Deborah	Nanfuka	F	Teacher	Lubanda Primary School
191	Joseph	Ssenyonjo	M	Teacher	Lubanda Primary School
192	Joseph	Rayizi	M	Teacher	Lubanda Primary School
193	Farouk	Tamale	M	Teacher	Lubanda Primary School
Community Groups					
194	Margret	Nanteza	F	Member	Jalamba
195	Maria	Nalule	F	Member	Jalamba
196	Rose	Namusisi	F	Member	Jalamba
197	Agnes	Kwasa	F	Member	Jalamba
198	Pasco	Ssebyala	M	Member	Jalamba
199	Regina	Namubiru	F	Publicity	Jalamba
200	Rose	Nabukalu	F	Member	Jalamba
201	Beatrice	Namata	M	Chairperson	Jalamba
202	Christopher	Nyanzi	M	PTA Chairperson	Jalamba
203	Rose	Nakato	F	Member	Jalamba
204	Rose	Nabunje	F	Member	Lusunsa
205	Gorret	Namakula	F	Member	Lusunsa
206	Joeria	Birungi	F	Member	Lusunsa
207	Juliet	Nabbale	F	Member	Lusunsa
208	Ramula	Birungi	F	PWD	Lusunsa
209	Mutebi	Bumbakali	M	Member	Lusunsa



Gender Analysis Report for Permaculture in Schools Project



210	Lawrence	Mwanjazi	M	Member	Lusunsa
211	Samuel	Gamole	M	Member	Lusunsa
212	Fred	Lubwama	M	Member	Lusunsa
213	Jamir	Musinguzi	M	Member	Lusunsa
214	Mathias	Mpiima	M	Member	Ggolo
215	Aida	Nalwanga	F	Member	Ggolo
216	Bona	Najjuma	F	Member	Ggolo
217	John	Kabugo	M	Member	Ggolo
218	Noah	Kazibwe	M	Member	Ggolo
219	Noer	Nannono	F	Chairperson	Ggolo
220	Bob	Ssemwanga	M	Member	Ggolo
221	Bashir	Kirangwa	M	Member	Ggolo
222	Imelda	Namale	F	Treasurer	Ggolo
223	Zakaria	Masika	F	Member	Ggolo
224	Catherine	Nasaazi	F	Member	Ggolo
225	Cate	Nakasujja	F	Vice Chairperson	Ggolo
226	Arianse	Mukandayisenge	F	Member	Ggolo
227	Aguslina	Namusisi	F	Member	Ggolo
228	Denis	Ssebugwaawo	M	Member	Kitakyusa
229	Robert	Kimaalwa	M	Member	Kitakyusa
230	John	Chrizestom Ssemakula	M	Member	Kitakyusa
231	Mary	Gamwera Eufemia	F	Secretary	Kitakyusa
232	Mankulata	Namakula	F	Member	Kitakyusa
233	Jane	Frances Namukasa	F	Member	Kitakyusa
234	Teopista	Nakajiri	F	Member	Kitakyusa
235	Florence	Nakamatte	F	Member	Kitakyusa
236	Cissy	Nakato	F	Treasurer	Kitakyusa



Gender Analysis Report for Permaculture in Schools Project



237	Stephania	Nnakalema	F	Chairperson	Kitakyusa
238	Nicholas	Mwesige	M	Youth	Masiko
239	Robert	Ssimbwa	M	Youth	Masiko
240	David	Mutebi	M	Youth	Masiko
241	Gorret	Namazzi	F	Treasurer	Masiko
242	Christine	Nabakooza	F	Member	Masiko
243	Catherine	Nabwami	F	Member	Masiko
244	Irene	NAmakula	F	Member	Masiko
245	Pennina	Nabukenya	F	Member	Masiko
246	Fatuma	Kyomugisha	F	Member	Masiko
247	Martha	Nandondo	F	Chairperson	Masiko
248	Charles	Kimerwa	M	Secretary	Lubanda
249	Fred	Musisi	M	Chairperson	Lubanda
250	Godfrey	Ssenkungu	M	Youth	Lubanda
251	Susan	Nakamatte	F	Member	Lubanda
252	Milly	Namutebi	F	Vice Chairperson	Lubanda
253	Faridah	Nassanga	F	Treasurer	Lubanda
254	Jonathan	Suuna	M	SMC	Lubanda
255	Vincent	Ssenkungu	M	LC1 Chairperson	Lubanda
256	Margret	Nakayiza	F	SMC	Lubanda
257	Rose	Nakyanzi	F	Chairperson	Nabusanke
258	Samuel	Kezaala	M	Mobiliser	Nabusanke
259	N	Namukasa	F	Member	Nabusanke
260	Madina	Namata	F	Member	Nabusanke
261	Rehema	Mbidde	F	Member	Nabusanke
262	Benard	Mayanja	M	Member	Nabusanke



Key Informants

263	Lamlah	Birungi	F	PWD	Lusunsa
264	Harriet	Nampeera	F	Sr District Community Development Officer	Mpigi District Local Government
265	Annet	Nabuumu	F	District Community Development Officer	Mpigi District Local Government
266	George	Onyango	F	District Production Officer	Mpigi District Local Government
267	Anaclete	Niwemuliisa	M	CDO Kituntu Sub County	Mpigi District Local Government
268	Anne	Kyobe	F	CDO Buwama Sub county	Mpigi District Local Government
269					
270					