**“PROMOTING SUSTAINABLE AGRICULTURE FOR IMPROVED LIVELIHOODS AMONG SCHOOL COMMUNITIES IN MPIGI DISTRICT, UGANDA”**

**Gender Analysis Study**

Final Report

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**Agency for Integrated Rural Development (AFIRD)**

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**List of abbreviations**

AFIRD Agency For Integrated Rural Development

CU Church of Uganda

FGD Focus Group Discussion

GALS Gender Action Learning System

GBV Gender Based Violence

GEWE Gender Equality and Women Empowerment

GIF Gender Integration Framework

GTAs Gender Transformative Approaches

ILUD Integrated Land Use Design

KII Key Informant Interview

NDP National Development Plan

NGOs Non- Governmental Organization

PS Primary School

SMC School Management Committee

UNHS Uganda National Household Survey

# Introduction

Agency for Integrated Rural Development (AFIRD) commissioned a gender analysis study for the project entitled "*Promoting sustainable agriculture for improved livelihoods among school communities*”. This is the study report as demanded by the TORs. The subsequent sections of the report are laid out as follows: Chapter 1, presents the Introduction. Chapter 2, highlights the methodology used in undertaking the study, describing the sampling procedures, data collection and analysis methods. Chapter 3 presents findings on gender issues in AFIRD as an institution while chapter four details the findings against the study objectives relating to national context and project area. Chapter five presents the study conclusions and recommendations for possible programmatic decision making and project improvement**.**

## **1.2 Background**

Agency for Integrated Rural Development (AFIRD) is a national Non-Governmental Organization (NGO) formed in 1997. It was registered as an NGO in 1998 by a group of professionals who realized the need for an integrated approach to rural development.

AFIRD’s revelation is to have societies that are free from hunger and disease living in a peaceful and green environment’. Its mission is to enable the more vulnerable smallholder farmers in the increasingly urbanizing Wakiso, Mpigi and Mukono districts to be nutritionally secure and have increased income with a special emphasis on young people and to contribute to policy development and implementation towards sustainable farming in Uganda.

AFIRD is currently implementing a two-year project entitled "*Promoting sustainable agriculture for improved livelihoods among school communities*”. Project implementation commenced in January 2021 and is slated to end on 31st December 2022. The project seeks to address the causes of food and income insecurity among schools and households.

The project is employing the Permaculture and/ or the Integrated Land Use Design (ILUD) approach to enable the target schools (pupils, teachers) and parents notably mothers as well as the youth to take action to productively utilize the available natural resources to better off themselves in terms of food and income security. It is targeting 480 people from five primary school communities in the three sub counties of Kituntu, Nkozi and Buwama in Mpigi District. The direct beneficiaries include 900 pupils in upper primary, 50 teachers, 50 members of School Management Committees (SMCs), as well as 125 mothers and 125 youth organized in five groups respectively. A total of 3,665 people in the same communities will benefit indirectly.

The project main objective is for school communities sustainably manage their food production both ecologically and economically. Achievement of main objective hinges on attainment of the following four result areas:-

1. Enhanced sustainable agriculture practices among Teachers, Children, school management members, mothers and youths in 5 schools
2. Agro-based income generating ventures established among mothers and youths groups
3. Mothers, Teachers, Children and youths have enhanced knowledge on local foods and nutrition
4. Mothers and schools prepare safe and healthy food with clean energy

## **1.3 Objectives of the assignment**

The overall objective was to conduct a gender analysis so as to understand the gender differences in AFIRD as the implementing agency and the school community and households.

Specifically, the gender analysis study set out to:

1. Assess the existing gender inequalities and their causes in AFIRD and the project area.
2. Describe how the gender inequalities intersect with other inequalities, how they impact on human rights enjoyment and/or benefits produced by and access to local development efforts
3. Assess the commitment and capacity of the implementing project teams from AFIRD to work on Gender equality and Women Empowerment
4. Provide guidance and clear-cut recommendations to AFIRD on how to address gender inequalities in the implementation of the project as well as how to improve on the project log frame and reporting.

Study results will guide project implementers to ensure that development actions tackle gender inequalities and discrimination where needed and benefit girls, women, boys and men equally. The results will also guide AFIRD to effectively promote gender equality and women empowerment in the intervention area and to report in a gender sensitive manner.

# 2 Methodology

## **2.1 Study Approach**

The study adopted the European Commission’s definition of gender analysis as the study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc. between girls or women and boys or men in their assigned gender role. The gender analysis was premised on the concept of **Gender being a** socially and culturally defined.

Gender refers to “culturally specific set of characteristics that identifies the social expectations about behaviors and activities of women and men, girls and boys and the relationship between them”. It refers to socially constructed roles and socially learned behaviors and expectations associated with being a man, woman, boy or a girl assigned on the basis of their sex and what rights, resources, privileges and power they have in relation to each other, among other things. These gender ideologies, norms and rules have material consequences and determine women and men's relative access to, utilization, and control/ claims over different processes, structures, resources, opportunities for education, decision making, politics, leadership and management all of which influence agricultural productivity, household economic and social wellbeing; sustainable livelihood and economic development[[1]](#footnote-1).

The definition of gender implies that the situation of men and women must be analyzed in relationship to each other, and not in isolation. However, it’s also vital to recognize and take into account ***intersectionality*** when conducting gender analysis as ‘men’ and ‘women’ are not homogenous groups. People’s experience varies greatly according to other aspects of their social identity markers, such as age, marital status, class, caste, race, ethnicity, religion, (dis)ability and power relations which shape their gender identities of ‘man’ and ‘woman’ and masculinity and femininity. The relevance of these different identity markers varies in different contexts. Intersectionality recognizes that these different identities interact with each other and cannot be understood separately[[2]](#footnote-2).

The study results are expected to guide AFIRD to effectively promote gender equality and women empowerment in the intervention area. In this study, Gender Equality was defined as the equal valuing by society of the similarities and the differences of men and women, boys and girls, and the roles they play from an economic, social, cultural and political development perspective[[3]](#footnote-3). It refers to both the recognition that women and men have different needs and priorities and the fact that women and men should experience equal conditions for realizing their full human rights and have the opportunity to contribute to and benefit from economic, social and cultural development. Gender equality implies inclusion and full participation of both men and women in all areas of private and public life. Gender equality can enhance economic growth and improve other development outcomes in three ways: (i) increasing women’s access to and control over resources can generate broad productivity gains, (ii) improving women’s and girls’ status improves many other development outcomes (health, nutrition, etc.), and (iii) crucially, women’s economic gains benefit not only themselves but also the next generation, magnifying the development impact.

**Gender Equity:** Means “fairness of treatment for women and men, according to their respective needs, including the equal treatment or treatment considered equivalent in terms of rights, benefits, obligations and opportunities”[[4]](#footnote-4).Gender equity is achieved when the distribution of opportunities, resources, and choices is the same for males and females, and when different behaviors, aspirations of women and men are equally valued and favored, so that they have equal power to shape their own lives and contribute to their families, communities, and country.

On the other hand, **Empowerment** is the process by which those who have been denied the ability to make strategic life **choices** acquire such ability, and transform those choices into desired actions and outcomes. It is about expanding women’s assets and capabilities to participate in, negotiate with, influence, control and hold accountable the institutions that affect their lives (Kabeer,1999[[5]](#footnote-5); Narayan 2015[[6]](#footnote-6)). Empowerment challenges disempowerment and entails the transformation of power relations. Disempowerment and gender inequality manifests through unequal distribution of resources, low self-esteem, biased laws and policies and discriminatory gender norms and practices. Hence assessing empowerment entails examining access and ownership of resources, men and women’s agency or the ability to define one’s goals and act upon them; and achievements focusing on wellbeing outcomes.

A mixed methods approach involving both qualitative and quantitative data was adopted in undertaking this gender analysis study. The qualitative and quantitative data were integrated with the aim of triangulating and achieving complementarity of data from both approaches. The qualitative methods provided insights into the lived experiences and interpretations of the school communities with regards to their access to resources, agency and achievements, as well as gender based constraints and opportunities. Qualitative methods also helped to solicit information on various agro-based livelihood activities people (notably women and youth) engage in, their roles in these ventures, constraints and opportunities for increased participation and benefit in the agro-based income generating ventures, and the factors influencing men and women’s food security and incomes in the project area.

Quantitative data allowed for understanding and quantitatively establishing girls, boys, men’s and women’s division of labour in the schools and households notably in agriculture, as well as participation in decision making with regards to farming resources, inputs, use of outputs and allocation of incomes.

## **2.2 Data collection**

Data collection was conducted between 1st and 10th October 2021. Data collection was achieved through literature review, an AFIRD staff survey, individual questionnaire surveys with parents and pupils as well as key informant interviews with AFIRD staff and actors in the school communities. The data collection was carried out by an external consultant[[7]](#footnote-7), his two research assistants together with three other enumerators experienced in Computer Aided Interviewing and data collection using mobile devices (phones/tablets) and the language in the study area.

### ***2.2.1 Primary data collection***

Primary data came from 9 AFIRD staff, 71 and 60 randomly selected parents and pupils, 5 focus groups bringing together parents and teachers as well as 18[[8]](#footnote-8) purposively selected key informants. The staff survey was achieved with the help of a self- administered semi-structured questionnaire emailed to the staff who completed it and returned to the consultant. The staff survey targeted all AFIRD technical and administrative staff.

Surveys with randomly selected parents, and pupils were achieved with the help of structured questionnaires administered through face to face interviews. Interviews with pupils were preceded by seeking of consent from their respective parents or guardians. On the other hand, purposive sampling technique was used to select the participants in the KIIs on the basis of their expertise, experiences, positions they hold in institutions. These were deemed to be knowledgeable and to offer representative views for their stakeholder groups about the topic of the study.

Focus group discussions were conducted with 6-8 members of mother groups, and youth groups. A total of 5 sex-segregated FGDs (3 women only and 2 with men only) were conducted across the five target school communities[[9]](#footnote-9). Participants in the FGDs were selected and mobilized by AFIRD staff in collaboration with the group leaders. Care was taken to ensure representation of people in the youth, middle and old age brackets in the sex disaggregated FGDs.

COVID 19 Standard Operating Procedures (SOPs) notably wearing masks, use of a sanitizer and social distancing were observed during all primary data collection be it one on one or in groups. In conducting all the face to face interviews, emphasis was placed on creating rapport and a climate of trust such that the respondents felt comfortable expressing themselves openly and honestly about their experiences, knowledge, actions and views.

### ***2.2.2 Secondary data***

Secondary data was collected through review of relevant documents. Documents reviewed included:

* AFIRD strategic direction 2017-2021 and the 2019 annual report. These provided documented understanding of the position of gender in the organizational policies as well as how it is addressed in reporting.
* Project specific documents including the proposal, the project monitoring and evaluation framework, the baseline survey report which provided documented understanding of the extent to which gender issues are explicitly addressed in the project results, interventions and their corresponding implementation strategies.
* National level documents national statistics relevant to the study including the National Gender policy, the National Development Plan III; the National Youth Policy, National Household Survey 2020, National Statistical Abstract 2020, National Education Statistical Survey, Education Monograph, and gender issues in Uganda among others. These provided information on the context including national policy directions on gender and commitments to ensuring gender equality and women empowerment. Data on current statistics on the situation of women and girls, compared to men and boys including: -population sex ratio, per capita incomes, Gender Development Index, basic literacy levels, enrollment in schools, education attainment, proportion of men and women employed in agriculture, disparities in access to, control and ownership of productive resources, access to production inputs and services, productivity, control of outputs and incomes from their efforts among others. Also secondary data on barriers to achieving gender equality. Secondary data sources also provided information on the actors active in gender equality (other donors, government institutions and women’s rights/gender organizations in the project area.

## **2.3 Data analysis**

Both qualitative and quantitative methods were used in data analysis. Qualitative data obtained from the focused group discussions, key informant interviews, literature review and the parents and pupil questionnaires were subjected to ***thematic analysis*** of the salient issues. This involved going through all interview transcripts with a view of identifying analytic patterns or themes that could aid interpretation. This will be followed by listing down all significant statements and subsequent filtering for non-repetitive and non-overlapping meanings. This information will provide the explanatory notes for the quantitative information.

Gender Dimensions Framework was used as the analytical scheme for understanding differences between men and women (adult and youth) if any in access to productive resources and services; and the gender division of labour in agricultural production and marketing. The analysis also helped in understanding the beliefs and perceptions, that define the appropriate or acceptable roles and behaviors for women and men, girls and boys and how these norms affect the type of activities, and opportunities for girls, boys, men and women (adult and youth).

Quantitative data was analyzed using Statistical Package for Social Scientists (SPSS) version 16. Simple descriptive statistics (percentages and means) were used to analyse the quantitative the data. Multi-response analysis was conducted on activities engaged in by women and men, challenges to increased participation in economic activities, increasing productivity and incomes. Tabulations and graphs were used in presenting the findings. Findings from qualitative techniques were merged with results from quantitative data for triangulation as well as providing interpretation/explanations for the convergence/divergence.

# 3 Gender Situation in AFIRD as an Institution

The issues presented in the following sub-sections are findings synthesized from review of AFIRD literature, staff responses to a questionnaire (Annex 1) and key informant interviews with selected AFIRD staff. In the self- administered survey staff were asked to rate various aspects depending on the extent to which they regarded it to be done or exist in AFIRD, where 1=Not at all, 2= a limited extent, 3= Moderate extent, 4= significant extent and 5-Full. Due to the small number of staff in the organization, weighted averages were used to ascertain where the responses fall. The proportion of staff who assigned each score were multiplied by the weight for that score, the weighted averages were summed up to get the organization wide score for that aspect.

AFIRD’s capacity to promote gender equality and women empowerment through its operations was assessed using the Gender Integration Framework (GIF) based on InterAction’s gender audit approach. The GIF guides organizations in how to mainstream gender throughout their operations and programs focusing on two aspects of concern: programming and organizational issues. In this analysis programming covered program planning, design and implementation, technical expertise, monitoring and evaluation, partner organizations while organizational issues covered political will, financial resources, human resources, and organizational culture. These focus areas allow for development of composite scores in different areas.

## **3.1 Commitment to Integrating Gender**

Actions of the top leadership to promote gender equality and women empowerment (GEWE) and presence of clear policies were used as proxy measures for political will to transform an organization into a gender- responsive one. Political will becomes evident when top-level leadership publically support gender integration, effectively communicate the organization’s commitment to gender equity, commit staff time and financial resources, and institute needed policies and procedures[[10]](#footnote-10).

AFIRD staff were asked to rate extent to which AFIRD management is committed to mainstreaming gender, depending on whether they regarded it to be fully committed, committed to a significant extent, to a moderate extent, to a limited extent or not committed at all. The average rating was put at 3.14 suggesting commitment to a moderate extent (Table 3.1). Key informants noted that the commitment is most clearly shown by the Executive Director, highlighting a need to strengthen commitment to GEWE among other AFIRD top leadership members.

**Table 3.1: Staff rating of AFIRD’S commitment to gender equality and women empowerment**

|  |  |
| --- | --- |
| **Area being rated ( 1 = Not at all, 2 = To a limited extent, 3 = To a moderate extent, 4 = To a significant extent, 5 = Fully** | **Average score** |
| ***Commitment to GEWE*** |  |
| Extent to which AFIRD management is committed to mainstreaming gender | 3.14 |
| Extent to which AFIRD policy documents show commitment and clarity about the goal of gender equality | 2.29 |
| Extent to which AFIRD policy documents show commitment and clarity about the goal of women empowerment | 2.88 |
| Average score for clarity on goal of GEWE | 2.59 |
| ***Composite score for commitment to GEWE*** | ***2.77*** |

Results on staff rating on extent to which AFIRD organization policy documents show clarity about the goal of GEWE; reveal an average rating of 2.59 implying limited towards moderate clarity. AFIRD does not have a standalone gender policy. A gender policy provides an institutional framework within which actions on gender can be taken at all levels.[[11]](#footnote-11) It signals an institutions’ position on gender issues as part of its vision, mission and core values, as well as institutional commitment towards readiness to taking positive steps in gender planning for the institution’s sustenance and promotion of GEWE.

AFIRD’s aspirations to gender equality are reflected in the organization’s Strategic Direction 2017-2021, and the proposal for the focus project “P-19-359 Promoting sustainable agriculture for improved livelihoods among school communities, Uganda” (Box 1). Although the guiding principles and some of the strategies stipulated in the strategic direction 2017-2021 as reflected in Text box 1 above, allude to gender equity and promoting women economic empowerment, the strategic objectives do not explicitly state the organization’s desired gender equality outcomes. This reflects the need to stipulate clear goals, and strategies for integrating gender in AFIRD and to communicate them to all staff and key stakeholders so that they understand them as well as their responsibilities in achieving them.

***B*ox 1: Statements on Gender in AFIRD Documents**

*Principles:*

* Stable families and gender equity: Promoting an on-going movement towards strong and stable families where gender equity flourishes
* **Focus on vulnerable people**: Reaching out to work with vulnerable people in a non-discriminating way, being clear about whom we see as vulnerable and ensuring we do not worsen the situation for vulnerable people.

*Strategies:*

* Integrate HIV/AIDS and gender components among schools. This will enable all genders (men and women) benefit from our activities
* Support establishment of market stalls within farmers’ localities to enable women participate in the management of the stalls.

*Targets*

* A total of 900 pupils enrolled in upper primary (50% boys and at least 50% girls, ages between 9-16 years) will benefit from Ecological agriculture skills, the food produced on school land and a healthy learning environment
* A total of 125 mothers (25 mothers from each school) will be selected around school to form groups so as to benefit from ecological agriculture skills to grow more and better food.
* A total of 125 out of school youths (at least 60% females and 40% males) will benefit from ecological agriculture skills of income generation, including extended business and value addition knowledge and skills
* A total of 50 teachers (at least 50% females and 50% males) will benefit from Ecological Agriculture skills which will help them to diversify their employment and practice better agriculture for food production and more income.
* 50 members of School Management Committees (at least 50% females and 50%males) will be trained on the holistic management, participatory methodology and practical rural appraisal concepts through the ILUD/permaculture approach to better support schools and parents

## **3.2 Availing financial resources**

Actualization of gender equality aspirations would hinge on provision of the necessary inputs. Financial resources are critical for implementation of proposed actions and hence realization of goals. The extent to which an organization provides budget allocations to support GEWE aspirations is a proxy measure of political will to mainstream gender. Staff were asked to rate extent to which gender mainstreaming is systematically budgeted for in AFIRD depending on whether the regarded it to be fully budgeted for=5, to a significant extent=4, to a moderate extent=3, to a limited extent=2 or not all=2. Results reveal an average rating of 1.57 implying that gender mainstreaming is budgeted for to a limited extent. (Table 3.2). Lack of financial resources was rated as the leading factor impeding effective integration of gender in AFIRD (Figure 3.1).

Table 3.2: Staff rating of budgeting for gender mainstreaming in RUFORUM interventions

|  |  |
| --- | --- |
| **Financial Resources** | Average Rating |
| Gender mainstreaming is systematically budgeted for in AFIRD projects and organization wide activities | 1.57 |
| ***Composite score*** | ***1.57*** |

Key informants noted that currently AFIRD does not engage in gender budgeting which would ensure allocation and availing of funds to address all gender related activities and infrastructural investments.This has impaired establishment of gender-responsive infrastructural facilities such as a kitchen with energy saving stoves, walls, and a roof that does not leak, separate and secure wash rooms with access to water for women where they can clean themselves, an incinerator to safely dispose off sanitary pads, a changing room and ensuring that all building have an appropriate pathway to allow People with Disabilities (PWDs) access them. Currently there is one urinal/bath room, with no shutters, no changing rooms where women staff can change clothes after field work, no incinerator, buildings have no provision for PWDs access, and the same is true for the pit latrine, while the space used as a kitchen is in the open and its such a challenge to prepare meals on rainy days.

**Gender budgeting** involves the examination of all expenditures from a gender perspective. Expenditure is examined for its relevance, accessibility, impacts and consequences for women and men. Gender budgeting raises fundamental questions about economic governance and participation of men and women, rich and poor, young and old, minorities and other disadvantaged groups In aligning desired outcomes to the activities it is important to examine the cost components from a gender perspective[[12]](#footnote-12).

## **3.3** **Organizational Culture**

Organizational culture refers to the informal norms and embedded attitudes of an organization. Organizations are made up of people (men and women) who already have attitudes in line with their culture. Internalizing equality is imperative for both women and men as they develop, in order to enhance and sustain a culture of gender sensitivity. Provision of an environment for social interactions where men and women can express themselves freely but without being offensive is important. A gender friendly organization should be dynamic with respect to changing circumstances, without discrimination in task allocation and with fair compensation. Results from staff survey reveal a composite score of 2.65 implying that staffs perceive organization culture in AFIRD as moderately conducive for both women and men (Table 3.3).

Table 3.3: Staff rating of extent to which organization culture is conducive for both men and women

|  |  |
| --- | --- |
| **Area being rated (1 = Not at all, 2 = To a limited extent, 3 =To a moderate extent, 4=To a significant extent, 5 = Fully )** | **Average Rating** |
| Human resources | 2.00 |
| Organizational structures, internal processes and systems | 2.32 |
| Work culture promoting and incentivizing gender equitable behavior | 2.61 |
| Equitable participation of men and women in AFIRD meetings & influencing of decisions | 3.65 |
| ***Composite score*** | ***2.65*** |

Areas of strength are with regards to organizational culture promoting equitable participation of men and women in meetings, ensuring that every one’s voice is heard and respected irrespective of their gender identity markers, composite score of 3.65 implying that this exists to a significant extent in the organization. Areas of weakness were with respect to staff job descriptions not explicating addressing mainstreaming gender in activities (2.00), staff job performance criteria not including gender awareness (2.13); Gender issues not being taken seriously and discussed openly by men and women within the organization and absence of an incentive system to reward people who promote women participation in project activities (1.29). The work culture in AFIRD favours men (3.63) compared to women (2.57). Details for average ratings for the specific aspects are provided in annex 2: detailed analysis table 1.

Key informants raised concern that the work culture in AFIRD has tended to be insensitive to the responsibilities of staff after office work, notably care giving duties of women in their homes. The expectation to on occasions work late, or take work at home and working over the weekends prompted this view. Failing to ascribe to expectations of working late, or doing it at home so as to meet tight deadlines is seen as failing to fit in. The continuous expectation on staff time out of conventional working hours is seen as unrealistic, reflecting a lack of appreciation on the difference between roles of men and women outside the office.

In addition, staff are expected to ride motorcycles to the field. However, women staff who may be pregnant find difficulty in riding motor cycles to the field during late stages of the pregnancy. Staff who are able to commit to expectations of working late, taking work home or riding the motorcycle to field under all circumstances may be recognized as being more hard working than those who have to balance working at home and attending to the domestic caring responsibilities or difficulty in moving on motorcycles during pregnancy. AFIRD needs to be conscious of these issues.

Equally important are systems for ensuring accountability to policy goals and objectives, in organizational structures and decision making processes. There is limited awareness of gender equality aspirations of the organization, guidelines and how to integrate gender in planning, monitoring and reporting. No reporting of sex disaggregated data in the annual report.

## **Integration of Gender Perspectives into All Phases of Program Cycle**

Institutional change occurs only when the organization makes conscious commitment to address gender issues in the course of doing business; i.e. in planning, programming and implementation of activities[[13]](#footnote-13). When gender issues are addressed at project conceptualization, they can more easily be incorporated in the design, implementation and evaluation[[14]](#footnote-14). Programs that do not take into consideration the differing needs of men and women and their social, economic, cultural, realities during all their phases run the risk of being ineffective, inefficient and unsustainable[[15]](#footnote-15). Gender mainstreaming implies that staff should make a systematic effort to look at, and attend to, specific experiences and aspirations of both women and men throughout the program cycle, from planning to evaluation[[16]](#footnote-16).

Results from the staff survey reveal that a composite score of 3.14 (implying a moderate extent) was assigned on the extent to which AFIRD integrates gender perspectives in all stages of the project cycle (Table 3.4). planning, design and implementation of its interventions. Integration of gender in project implementation was rated slightly higher compared to doing so in program monitoring and evaluation as well planning and design. Areas of strength were with respect to paying attention to gender composition in recruitment of groups to work with (4.22), project implementation using deliberate measures to ensure that both men, women, as well as the youth are reached and actively participate in project activities (4.11); projects triggering benefits for men and women (4.11) as well as work plans taking into account existing gender roles and interests of both men and women in permaculture committees (3.86).

Key informants noted that AFIRD project intervention are gender-responsive. Case in point include working with farmer groups whose membership is predominantly women. Recognizing women’s limited access to land, AFIRD promotes production technologies and garden designs that can be practiced small spaces. AFIRD programs also promote production of small livestock which can be rared in small space and provide multiple benefits to the household members notably women but also minimize risks of backlash from men. It promotes labour and energy saving technologies and supports access to water points to minimize drudgery and time poverty for women and girls. The agro-forestry trees promoted by the projects enhance access to firewood, fodder and timber products for the households. Farmer training in the communities is organized at times and venues convenient for both men and women such that they can attend and be able to go back and attend to their domestic responsibilities.

**Table 3.4: Staff rating of Extent of Integration of Gender Perspectives in Program/Project Cycle**

| **Area being rated( 1 = Not at all, 2 = To a limited extent, 3 = To a moderate extent, 4 = To a significant extent, 5 = Fully )** | **Average score** |
| --- | --- |
| Program planning, and design | 3.00 |
| Program implementation | 3.36 |
| Engaging with boundary partners and / or institutions | 3.11 |
| Program monitoring and evaluation | 3.09 |
| ***Composite score*** | ***3.14*** |

The above interventions notwithstanding, staff noted that AFIRD needs to do more than it is currently doing so as to increase women’s involvement in permaculture committees and other project activities, a rating score of 4.14) was assigned indicating that AFIRD should significantly do more. Key informants noted that targets for participation of women in central workshops for TOT trainings as well as project review meetings which require participants to travel away from their communities and are at times residential are often not realized as many women do not turn-up. This may be due to restrictions on women’s mobility or women finding difficulty on who to delegate to their domestic caring responsibilities while they are away from their homes.

Findings point to the need for AFIRD program planning to take into consideration empirical evidence on barriers to equitable participation of men and women in all project activities. Project design and implementation should include interventions that promote Gender Transformative Approaches (GTAs), to enable target beneficiaries and other norm holders question and gain understanding of the drivers for gender inequalities and how these impact on productivity and livelihoods. AFIRD should go beyond promoting gender-responsive technologies and practices to catalyse change of attitudes and practices towards transformative gender relations at household and community levels. Although AFIRD adopted use of the Gender Action Learning System (GALS), the approach was only being applied in one project at the time of this gender analysis study. There is need for GALS and other GTA to be applied across all AFIRD projects.

Aspects that staff assigned lower ratings include: Work plans taking into account existing gender roles and interests of both men and women in identification and capacity strengthening of Farmer TOTs; existence of gender based targets for AFIRD governance and management structures (1.86); extent to which AFIRD has strategies to ensure that gender based targets are achieved in its governance and management structures (1.67). See annex 3, table 2 for details on staff ratings of all other aspects related to gender integration in project cycle. Key informants noted that though the board has 3 women and 3 men, all the top leadership positions at the secretariat are occupied by men. Staff called need to co-opt women in top leadership meetings to ensure that their voices are represented and they input into decisions made in such fora.

Regarding program monitoring, weaknesses were identified with regards to placing strong emphasis on capturing, documenting, analyzing and reporting sex-disaggregated data in project/activity monitoring (2.67) as well as utilization of sex disaggregated data to inform future programming (2.44). Key informants noted that although the activity reporting templates enable capturing of sex disaggregated data on numbers of women and men participating in the activities, the tools focus on the quantitative numbers, not capturing qualitative information of satisfaction of men and women with their level of participation in the activities and the reasons for their opinions/judgement. It was noted that sometimes the gender related information does not explicitly come out, hence staff need guidelines/tools to guide the kinds of gender data to look out for beyond the numbers of men and women attending the events. Also gaps in information provided by staff are often not flagged by the project managers’/top leadership unless the donors are demanding for such information. Findings point to the need to develop tools to guide staff on gender related data to collect on men and women’s participation in projects, benefits accruing to them and changes in gender relations at home as well as community level.

Review of the organization annual report revealed that no sex disaggregated data was reported at the organization level. AFIRD performance towards various guiding principles is currently scored by staff according to their understanding of the focus issues in each principle. There is no standard criteria and thus harmonised understanding of the various guiding principles for the organization’s strategic direction. The implication is that when staff assess how they have performed towards stable families and ensuring gender equity, each of them uses their own understanding of these concepts. It is vital that AFIRD develops a rubric to form the basis for standardised assessment of progress towards the various guiding principles, notably the ones related to gender equality. Establishing gender based targets; capturing and reporting sex disaggregated data; tracking impact of program interventions on gender inequality are vital for enhancing accountability of the organisation to its stakeholders. Improving aaccountability would imply encouraging and reinforcing new behaviors and practices. Ultimately, it requires gender sensitive indicators for monitoring and evaluation, disaggregating data by sex in reports, ensuring that reasons for changes in gender inequalities are captured and analyzed.

## **3.5 Capacity to promote gender equality and women empowerment**

Technical capacity involves staff capacity and supportive organizational procedures. Staff demonstrating positive attitudes and commitment towards promoting GEWE, ability of staff to conduct gender analysis, identify priority constraints and needs of both men and women and addressing them during project implementation; ability to collect sex disaggregated data, analyse, interpret and report it; existence programs for strengthening capacity in gender analysis; as well as access to technical materials, and tools to guide gender analysis and reporting are proxy measures for assessing technical capacity. The composite score on these issues generated from the staff survey averages at 2.67 implying limited to moderate technical capacity to integrate gender in AFIRD programs and promote GEWE (Table 3.5).

Table 3.5:- Staff rating of extent of existence technical expertise in AFIRD for integrating gender and promoting GEWE

|  |  |
| --- | --- |
| **Area being rated ( 1 = Not at all, 2 = To a limited extent, 3 = To a moderate extent, 4 = To a significant extent, 5 = Fully )** | **Average score** |
| **Technical expertise** |  |
| Staff demonstrate positive attitude, appreciation and commitment towards promoting GEWE | 3.07 |
| Ability to identify priority needs for men and women and address them in project planning, implementation, monitoring and reporting | 2.78 |
| Ability to collect sex disaggregated data and conduct detailed gender analysis | 2.57 |
| Processes to support staff continuous capacity develop on gender | 2.26 |
| **Composite score** | 2.67 |

Main weaknesses were in the area of staff having the knowledge and skills to report in gender-responsive manner (2.22), conducting deeper gender analysis to ascertain drivers for gender inequalities (2.13) and Existence of a program for strengthening capacity of AFIRD staff in conceptualizing/planning or designing, implementing, monitoring and reporting of gender-responsive projects (1.67) all of which capacity was rated to be limited at most. Likewise, access to technical resources and reference materials to guide gender analyses and integration limited towards moderate extent (2.67). See annex 3, table 3 for details on staff rating of various aspects related to existence of capacity to integrate gender in programs and promote GEWE.

Gender-training is one of the key methods for supporting behavior and organizational change. It is made more helpful if lessons are drawn from experiences, and used to improve future work and shared with others[[17]](#footnote-17). Key informants noted that there is need to improve staff skills on gender, and catalyze better appreciation on the value of integrating gender and positive attitudes towards promoting GEWE. All staff expressed need for capacity strengthening in gender so as to improve their ability to address gender issues in their work. Proportions of staff that expressed need for training on specific gender related topics are depicted in figure 3.2 below. With regard to whether AFIRD staff have the necessary knowledge, skills and attitude to work in a gender sensitive manner, all indicated that some training would.

# 4. Gender Situation At Focus Project Level

## **4.1 Gender and the development content in Uganda**

Poverty and uneven development remains a fundamental challenge in Uganda. Poverty levels decreased from 37.7% in 2002/03 to 19.7% in 2012/13, increasing again to 21.4% in 2016/17 before dropping slightly to 20.3% in 2019/20. The absolute number of persons living in poverty increased from 7.5 million in 2009/10 to 8.3 million in 2019/20[[18]](#footnote-18). Overall, 47% of Ugandan households’ experience multidimensional poverty, more than double the 20.3% living in monetary poverty. The problem of poverty in the country is exacerbated by inequality. A higher proportion, 50% of households headed by women experience multidimensional poverty compared with 46% of men-headed households[[19]](#footnote-19). Income inequality is growing in Uganda with women, youth and children constituting the highest percentage of those living in extreme poverty. Men’s per capita Gross National Income of US$ 2,671 is much higher compared to the US$ 1,591 for women[[20]](#footnote-20). The high incidences of poverty and inequality deprive many people of their potential to contribute fully to society and the economy[[21]](#footnote-21).

Majority (53%) of Uganda‘s total population of 41.6 million people are below 18 years of age, 76% of Ugandans are of age 30 years and below while more than half (50.9 %) of the population are women[[22]](#footnote-22). Given an annual growth rate of 3.23%, the population is projected to reach 63.8 million by 2030 and 105.7 million by 2050[[23]](#footnote-23).

The agricultural sector continues to be a dominant source of livelihood for most Ugandans[[24]](#footnote-24). It employs 68% of the working population and women are more likely to work in the agricultural sector 70%, compared to 58% of the men[[25]](#footnote-25). Majority (84%) of Uganda’s population is rural[[26]](#footnote-26) where most of them (80%) are smallholders, farming on units of about one hectare[[27]](#footnote-27) and 69% of the households relying on subsistence agriculture for a living[[28]](#footnote-28). The sector is recognized as being critical for catalyzing agro-industrialization, and realization of the country’s strategic objective of increasing household incomes and improving the quality of life of Ugandans. It contributed 24% of GDP in 2019/20[[29]](#footnote-29), 36% of Uganda’s total export earnings in 2019[[30]](#footnote-30).

Gender mainstreaming has been high on the agenda of the Government of Uganda as it recognizes the need to expand opportunities for men, women, boys and girls not only as a human right but also as a means for sustainable inclusive development. The Constitution of the Republic of Uganda 1995 (as amended) provides for affirmative action for groups marginalized on the basis of gender, age, disability or any other reason[[31]](#footnote-31) and enshrines equality and non-discrimination of all persons in all spheres (Article 21). Vision 2040, which stipulates Uganda’s long term development framework emphasizes the promotion of gender equality and women’s empowerment by among others, calling for gender responsive policies, programs and actions. The adoption of affirmative action measures to partly address gender inequalities and promote women’s empowerment in the political, social and economic spheres is a demonstration of this commitment.

In further recognition of gender equality in development the Government of Uganda (GOU) has formulated and implemented a number of policies, and plans.

* The National Equal Opportunities Policy (2006) focuses on empowering marginalized and vulnerable groups (e.g. youth and women) for their full participation in the development process as one of the five objectives of the policy. The Equal Opportunities Commission Act, No. 2 of 2007 (EOC Act) among other requires all state and non-state institutions to comply with gender and equity planning and budgeting. In 2010, the Equal Opportunities Commission (EOC) was inaugurated in accordance with the EOC Act“ to give effect to the State’s constitutional mandate to eliminate discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, color, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability, and take affirmative action in favor of groups marginalized for the purpose of redressing imbalances which exist against them; and to provide for other related matters”.
* The Uganda National Gender Policy (2007) recommends gender mainstreaming in all sectors as a strategy for addressing gender imbalances and encourages sector specific gender policies to promote equality.
* The NDP II 2015/16 – 2019/20 and the successor NDP III 2020/21- 2024/25 emphasize inclusive growth, employment and sustainable wealth creation. The NDP II, recognized that gender equality and women empowerment is a prerequisite for accelerating socio-economic transformation. The NDPII promotes equal access to education for all and recognized the need to consciously target and benefit both women and men[[32]](#footnote-32). The NDP III 2020/21- 2024/25 notes that a country that does not invest in its human capital mortgages its future. It recognizes that, availability of appropriate and adequate human capital facilitates increase in production, productivity and technological growth and sets out to reduce vulnerability and gender inequality along the lifecycle as one of the objectives of its human capital development program[[33]](#footnote-33).
* The 2016 Gender in Education Policy[[34]](#footnote-34) envisages an inclusive and equitable quality education and sports and lifelong learning opportunities for all girls and boys, women and men in Uganda. The GEP calls for enhancing equal access and participation for girls and women, boys and men in the education and sports sector.
* The Public Finance Management Act (2015) requires all Ministries, Agencies and Local Governments to allocate resources for the delivery of gender equality and equity in Uganda. It seeks for compliance of Budget Framework Papers (BFPs), Ministerial Policy Statements (MPS0 and sector programs with gender and equity requirements in order to equalize opportunities for men, women, persons with disability (PWDs) and other marginalized groups.
* The budget call circular issued by the Ministry of Finance, Planning and Economic Development (MoFPED) in 2016 called for mandatory mainstreaming of gender into all sectoral budget framework papers and district local government plans starting with the 2017/18 fiscal year[[35]](#footnote-35).

Uganda’s commitment to gender equality and women empowerment is further illustrated through its ratification and domestication of international, continental and regional development agendas. It ratified the Convention on Elimination of all forms of Discrimination Against Women (CEDAW) 1985, the 1993 United Nations Declaration on Violence against Women (DEVAW), the 1995 Beijing Platform for Action (BPfA), the African Union Gender Policy, 2009 and the Global Agenda 2030’s 17 Sustainable Development Goals (SDGs) centered on sustainable inclusive growth and development. Uganda adopted the 17 SDGs and refocused her development approaches through targets and interventions in its NDPs towards their achievement[[36]](#footnote-36). It ratified the Africa Union Agenda 2063 whose Aspiration 6 envisages “An Africa where development is people driven, relying upon the potential offered by people, especially its women and youth and caring for children,” and the principles enshrined in Article 4 (l) of the AU’s Constitutive Act: “promotion of gender equality”.

Although Uganda promotes gender equality, disparities that are a threat to inclusive growth and sustainable development still persist. Gender inequalities limit the ability of women and girls to fully participate in, and benefit from development programs in Uganda. The 2019 female Human Development Index (HDI) value for Uganda is 0.503 in contrast with 0.582 for males, resulting in a Gender Development Index (GDI)[[37]](#footnote-37) value of 0.863 placing Uganda in countries with low equality in HDI achievements between women and men. The Gender Inequality Index (GII) for Uganda of about 0.535 shows a loss in human development between women and men achievements in all the education, reproductive health and empowerment dimensions[[38]](#footnote-38).

Women in Uganda still lag behind men in basic literacy (66% of women are literate compared to 80% of men)[[39]](#footnote-39), with the proportion of women (47%) who have never gone to school being four times higher that of men at 12%[[40]](#footnote-40). Girls are likely to have fewer years of schooling 10.6, compared to the 12.2 years for boys while women aged 25years and above on average have only 4.9 years of schooling compared to the 7.6 for men. Fewer adult women 27.4%, have reached at least a secondary level of education compared to 35.1% of their men counterparts. Women at 67% are less likely to participate in the labour market compared to the 73.9% for men[[41]](#footnote-41), and thus experience higher unemployment of 13% compared to 6% for men[[42]](#footnote-42). The higher unemployment rate for women alludes to either skills gap, low education attainment or limited opportunities in the job market for women for the kind of work they can do.

Findings from the project area indicate that 68% of respondents who were women had not gone beyond primary level of education compared to 43% for men. None of the women respondents had attained education level beyond O-level compared to the 23% of men who had at least A-level education (3.3 A-level, 16.7 national certificate or diploma and 3.3 bachelor’s degree). See annex 3, table 4 for details. A higher proportion of women (93%) cited agriculture as their primary activity compared to the 70% of men who reported same. Men respondents were more likely to be engaged in salaried employment (17%) compared to 2% of women who reported the same.

## **4.2 Situation of men and women in the agricultural sector.**

Compliance to Gender Equality requirements in the agricultural sector stood at 61.9% a figure below the national average of 68.9% in 2020/2021[[43]](#footnote-43). The gender gap costs Uganda USD 67 million every year. Closing the gender gap could lift as many as 119,000 people out of poverty in Uganda every year[[44]](#footnote-44).

### ***4.2.1 Access, control and ownership of productive resources***

Economic security throughout life is intrinsically linked to both income and asset ownership (Doss, 2010). Building assets helps individuals, families and communities expand their economic cohesion and rise in social status in community. As investments, they also generate returns that generally aggregate life time consumption and improve a household’s wellbeing over the extended time horizon. Assets can be financial or physical. In this study we mainly discuss physical assets and apply a gender lens by disaggregating the asset ownership by women and men. Such assets that are important include; dwellings (house), land, livestock, businesses, agricultural equipment, phones and other household related items.

Ownership of agricultural land. agricultural land ownership remains a male domain in Uganda despite evidence showing that its women, boys and girls who work more on the farms. Overall close to half (48%) of the population owned land individually. Although more women (59%) than men (43%) owned land individually, joint ownership of land for women was low, at 29% and men (37%) are more likely to own land jointly than women (13%)[[45]](#footnote-45). In central region, more women 52% owned land individually compared to 45% of men but men (20%) were three times more likely to own land jointly, compared to women whose corresponding figures were 7%. Only 27% of registered land is owned by women, and only 28% of women own agriculture land compared to 72% of men.

Findings from the project area indicate that 44% of the men and 27% of women owned and controlled the land individually while 37% owned the land jointly. In line with the national figures, acknowledgement of joint ownership of land was relatively low among women respondents (22%) compared to 38% of men who reported the same. With respect to livestock, large stock such as cattle was predominately owned by men only (37%), or jointly (37%). In households where the respondent was a man, none of them reported women solely owning large stock.

Literature reveals that less than 20% of women control outputs from their efforts; and experience low productivity (plots managed by women produce 17% less per acre on average compared to plots managed by men or jointly by other family members) [[46]](#footnote-46). Findings from the project area reveal that up to 36% of women had no influence on decisions related to how the outputs from crop fields are used in their homes.

There is disproportionate access to technologies, knowledge, agricultural inputs, extension services and training from government programs between men, women, youth and PWDs due to low awareness about programs, long distances to input centres, lack of land and capital, high cost, poor mobilization of the disadvantaged groups, illiteracy and low outreach. For instance, in the FY 2018/19, 63.7% of people who received inputs from government programs were men, 36.3% were women and only 7% and 1.4% were youth and PWDs respectively[[47]](#footnote-47). Likewise, a higher proportion of men farmers (63%) had been trained on the new farming technologies compared to 48% of women. The low level of accessibility and training among women was attributed to information gaps and refusal by men to allow their wives to participate in training and demonstrations. In addition, rigid socio-cultural norms (especially the patriarchal system) which prohibit women from ownership of land and participation in certain stages of production in agriculture have continued to undermine women development in the agricultural sector. Women, older persons, the poor and persons with disabilities tend to cultivate smaller plots for family livelihood[[48]](#footnote-48)

### ***4.2.2 Factors constraining increased agricultural production***

Unfavorable weather conditions were cited as the most predominant condition constraining increased crop production by households in the project area, this was closely followed by crop disease and pests. Literature reveals that climate change, weather variability, environmental degradation, among others, are increasing the vulnerability of Ugandan citizens and their livelihoods[[49]](#footnote-49).

The Agriculture Sector in Uganda is experiencing climate change effects manifested through, frequent, intense and prolonged dry spells, floods, increase in temperature and higher incidence of pests and diseases. This has resulted into shifts in farming seasons, led to loss and damages, and ultimately contributed to the low agriculture performance. These effects are predicted to increase in magnitude and intensity, thus, further constraining agricultural production and people’s livelihoods (MAAIF NAPA 2018).

Although climate change induced shocks strike without discrimination, vulnerability and adaptive capacity to their impacts differ between and among status of men and women in communities due to their differing roles and responsibilities in society. Women are often responsible for gathering and producing food, collecting water and sourcing fuel for heating and cooking. With climate change, these tasks are becoming more difficult. Extreme weather events such as droughts and floods have a greater impact on the poor and most vulnerable – 70% of the world’s poor are women[[50]](#footnote-50)[[51]](#footnote-51). In times of shock, women’s role in providing food and care for the family becomes more critical, while their challenges become harder due to existing gender-based inequalities in access to and control of productive resources and financial resources; and disproportionate power relations between the genders in households and communities. Such inequalities in access continue to slow down agricultural productivity and undermine resilience efforts[[52]](#footnote-52).

## **4.3 Gender situation in Education**

Provision of equal opportunities to education for boys and girls is a right as enshrined in the Constitution of Uganda (article 30 and 34(2)). This is in line with Sustainable Development Goal 4 on Education for all. Education is one of the critical sectors for reducing gender inequality. Uganda’s Gender in Education Policy (GEP) vision is to promote equitable quality and relevant education and sports for all boys and girls, women and men in Uganda. It is geared at providing equal access to affordable quality education, eliminate gender and wealth disparities.

A competent human resource is a key growth-enabling factor for Uganda’s transformation into a knowledge-based economy[[53]](#footnote-53). Uganda registered increased enrollments at primary[[54]](#footnote-54), secondary, and tertiary levels following introduction of the Universal Primary Education (UPE) and Universal Secondary Education (USE). In 2020 girls and young women accounted for 50.6% of Uganda’s total of 20,124,258 school going age population. The Net enrollment for girls was 96% and 45% at primary and secondary school level compared to 94% and 39% for boys respectively.

Although the Education Sector in Uganda has registered gains in promoting gender equality and girl child education, gender disparities still exist in performance at primary and secondary level. Boys registered higher performance index of 61% and 47% at in the 2019 Primary Leaving Examinations and Uganda Certificate of Education exams compared to girls whose corresponding figures stood at 57% and 41% respectively[[55]](#footnote-55) See annex 3 table 4 for details. Likewise disparities exist in enrolments in favour of boys at secondary level with gender parity index (GPI) of 0.88, at Technical and Vocational Education Training (TVET) institutions (GPI, 0.61) and university level where GPI was 0.81. Transition to secondary schools by the girls has consistently been lower than the boys, girls’ enrolment at BTVET institutions reduced, and female enrolment to higher education stagnated (MoES Report, 2019). Since FY 2018/19, the public universities have promoted a favorable inclusive environment; instituting an admission target of 50/50 for males and females and conducting sensitization campaigns. However, the 50:50 target was not actualized because female students who do Science, Technology, Engineering and Mathematics (STEM) were few at A-level.

The project target school had more boys (52%) compared to 48% of girls who had enrolled in the schools by March 2020. However, literature indicates that there are still wide gender gaps in retention, transition performance and completion at all levels which continue to disadvantage girls and women (BMAU 2019). More than half (53%) of school age going children are unable to complete primary education due to multiple factors. This implies that the young generation lacks skills for employment in the formal or informal sector exacerbating the unemployment situation. The World Bank Human Capital Index (HCI) for Uganda was 38% in 2019. This means that a child born in Uganda is likely to be 38% as productive to the country’s development compared a child with normal education and health. This low HCI is contributed to by a learning deficiency where 83% of 10-year-olds cannot read and write simple material (World Bank, 2019)29. For instance, the O-level completion rate for boys was 36.3% in 2019 compared to the 33.5% for girls (UBOS 2020). Dropping out of school was attributed to food insecurity in the homes, poverty impairing parents’ ability to provide sanitary pads to girls while at school, persistent negative attitudes towards girl child education and parents holding back children to stay at home to undertake domestic chores or engage in agricultural production activities notably planting and weeding during school days.

*‘Some parents tell their girls that they are in school for a short time to grow then they will get married. Girls of 14-16 years who may be still in primary schools, when their parents donot give them scholastic materials as well money to eat school, once they do not eat to their satisfaction they get enticed into relationships for sex by men who give them small gifts to buy snacks. Often this leads to unwanted pregnancies or girls deciding to abandon school and run-off with men’ (Para Social Worker and member of school management committee, a man).*

*‘When parents are not able to pay money for their child’s lunch at school and they cannot pack for them, children are enticed by young men who come to a nearby kiosk to buy them items like eats and soft drinks, eventually they get into relationships and they are pressured for sex. Four of our girls got pregnant and dropped out of schools’ (Head teacher, a man)*

The findings from project areas are in line with literature which also alluded to persistent negative attitude towards Girl Child Education. In a study by MoES (2016), 43% of girls stated that they left school because parents had stopped paying school fees for them; 22% had left because of pregnancy, with a higher proportion of drop outs in rural areas than in urban areas (24% vs 17% respectively). Furthermore, 66% of the girls cited doing substantial household chores, which affected regular school attendance in the year they dropped out of school. The higher domestic burden for girls reflects the belief and expectation that girls should be prepared in anticipation of their reproductive and care roles as good wives. Parents continue to force their girls out of school and give them into marriage secretly, negotiate cases of defilement outside of the court system and child labor is rampant in homes.

The MoES developed operational guidelines for senior man and woman teachers, Menstrual Hygiene Management Manual, developed and embarked on implementation of the National Strategic Plan on Elimination of Violence against Children in Schools (VACIS). Across the districts, where construction of latrines for primary and secondary schools is being undertaken, provision is made for an incinerator and separate stances for boys and girls (BMAU 2019). Key informants noted that they the UPE conditional grant, to put aside money to buy for emergency sanitary towels for girls who go into their days while at school.

In the project, partners like World vision supported the construction of latrines with separate stances for boys and girls, with the one for girls having a bathroom with a shutter and provision for water. However, the provision for water at St Kizito Golo was not functional at the time of this study. Some development partners such as Joy initiatives Uganda, and CHISOM supported community engagements to discourage child dropouts and early marriages, and water harvesting facilities.

Absenteeism in school was reported to be a challenge in the project target schools. This affects both boys and girls though its more pronounced for girls who were noted to miss school or come late during their menstrual days, or parents holding them back to undertake domestic chores and garden work. Boys were noted to miss school mainly as they get tempted to look for money or go to the lake, in case of St Kizito Ggolo to engage in fishing. On other occasions they stay away to watch films or hang around trading centers with other youth on pool tables.

*‘Girls who have started getting menstrual cycles find challenges when this happens at school, we do not stock enough sanitary pads, basins are not adequate and we do not have secure changing rooms. The senior women may be forced to take the girls to her home in the staff quarters to change and bathe from there. The girls opt to go back home and stay away from school until the days are over. This affects their attendance’ (Head teacher, a man).*

*‘Parents and or guardians compel the children to stay at home to first dig or do domestic chores before coming to school. When they go to fetch water and find many people they may get to school late or not come at all. During the crop planting, weeding and harvesting seasons, up to 7 girls and 3 boys per class may miss school per day due to parents stopping them from coming to school to stay home and work in the gardens or attend to domestic chores (Senior woman teacher, a woman).*

## **4.4 Average time spent on unpaid care work.**

Findings from the project area revealed that women on average spent 18 hours per week on unpaid care work, much higher than the 7 hours spent by men in the same period. This is line with recent literature which indicated that women in rural areas spent more time per week (20hours) on unpaid care work compared to the 11 hours for men. Such findings point to the fact that irrespective of location, women continue to bear the burden of unpaid care work in a home (such as looking after children, cooking, collecting firewood, washing clothes etc.) as social cultural norms are so ingrained that these are women activities (OXFAM, 2018).

## **4.5 Existence of Gender Based Violence**

Gender-based violence is defined as violence directed at an individual based on the person’s biological sex or gender identity. Gender-Based Violence (GBV) is a threatening, protection, health, and human rights issue that can have a devastating impact on women and children in particular, as well as families and communities. The different forms of gender-based violence include sexual violence, physical violence and psychological violence[[56]](#footnote-56). GBV is perpetrated against men, women, boys and girls however, the vast majority of cases reported involve women and girls.

Gender inequalities limit the ability of women and girls to fully participate in, and benefit from development programs in Uganda. Prominent in perpetuating these inequalities are the glaring differences in asset ownership and employment opportunities for women and men, and the ingrained Gender - Based Violence (GBV) – higher among women. Existence of GBV violates one’s rights and slows down progress in achieving sustainable inclusive human development[[57]](#footnote-57). One (23%) in every five women and girls in rural areas aged 15-49 years had experienced some form of sexual violence compared to the 8.2% for their male counterparts[[58]](#footnote-58) while among the 13-17 year old Ugandans, one (25%) in four girls and one in ten (11%) boys reported sexual violence in the past year[[59]](#footnote-59).

Evidence from recent literature suggest cases of rampant GBV in households, mostly affecting women and girls following the Covid 19 lock down which has kept 15 million learners away from schools. The Covid 19 lockdown increased children and families psychosocial distress and triggered risks of sexual exploitation and abuse, forced marriages and adolescent pregnancy for girls and urban children[[60]](#footnote-60). The closure of schools has increased girls’ vulnerability to various forms of violence. Girls are more likely to face various forms of violence ranging from physical, emotional, neglect and sexual abuse. At home, girls have been over burdened by domestic chores, during this period and this has affected their continued learning and revision. Increase in domestic and caring responsibilities, and a shift towards income generation are noted to cause school dropouts. The girls may also not be benefitting from the home based learning as they are heavily engaged in household chores. To that effect, the chances of many girls returning to schools is dwindling. This is exacerbated by the loss of livelihoods for many households that will prioritize educating the boys. (BMAU July 2020. Briefing paper 13-20 Covid 19 and girls’ education, what are the emerging issues).

According to the Annual crime report 2020 of the Uganda Police Force (UPF)[[61]](#footnote-61), 17,664 cases of domestic violence were reported in 2020 with the cases increasing by 29% from 13,693 in 2019 making it the third leading crime committed in Uganda. Of the 18,872 victims of domestic violence, 3,408 (18.1%) were male adults, 13,145 (69.7%) were female adults, 1,133 (6%) were male juveniles while 1,186 (6.3%) were female juveniles. Sex related crimes[[62]](#footnote-62) were the fourth most crimes committed in Uganda with 16,144 reported cases. Of the 16,257 victims, girls (88%) and women (10%) were more likely to suffer sex violence compared to the 1.9% and 0.6% of boys and adult men who experienced the same respectively.

The number of defilement cases increased by 3.8% from 13,613 cases in 2019 to a total of 14,134 cases in 2020. Majority 98.9%, of the 14, 230 defilement victims were girls, 1% were boys while 0.07% were female adult imbeciles. Girls aged 15-17 years are mainly the victims of defilement due to some cultural norms where girls who have developed breasts are considered ready for marriage, adolescent age where many girls are taken advantage of and girls getting defiled in the process of undertaking domestic chores such as collecting water and fetching firewood. A total of 240 victims were defiled by their guardians or parents while 107 were defiled by their teachers (UPF 2020). The number of unreported cases are unknown but estimated to be over 50,000 per year. Many girls suffer in silence while perpetrators go free. For the girls, sexual violence results into juvenile pregnancy and child/early marriage and hence dropping out of school. Girls still drop out of school due to lack of sanitary towels; some are engaged in economic activities to generate income for the family; while others are married off to receive dowry (BMAU 2019, G&E Briefing paper 3-19).

**Causes of Gender Based Violence and Sexual harassment**

1. Poverty and food insecurity in the homes. Due to poverty men are not in position to provide money to meet the pressing needs for cash in the home. So when women ask for money to buy basic items such as soap, salt or sauce, the men respond rudely and this may lead to quarrels and fights. Lack of food in the homes is noted to also lead to conflict in the households, with spouses accusing each other of failure to provide food for the family. The findings from the project area are in line with the 2020 Uganda police force annual crime report which identified failure to provide for the family, dispute over family property, drug and alcohol abuse and cases of infidelity as the main causes of domestic violence in the country.
2. Alcoholism be it man or woman. Often the one who takes to excessive drinking, engages in selling produce, livestock products and or scholastic items bought for the children without the consent of their spouse and this leads to conflicts. The man may come home drunk start quarrelling and fighting or even chasing the wife and children out of the home. This causes children to at times sleep outside without having supper. In the event the woman leaves the home, girls are forced to take over responsibilities (such as preparing all meals, taking care of their siblings, making beds for the man) previously performed by their departed mothers and in some instances men who are their guardians even abuse them sexually.

Key informants noted that cases of GBV and sexual harassment exist in the communities but the victims often fear to report or they are threatened by their families. The findings are in line with observations on the Totya platform which reported that sexual violence often happens in family settings making it so difficult for the victims to talk about it due to fear of the consequences of reporting such as being responsible for family breaking apart, not being given basic needs or school fees and that no-one will believe them. The fear that no one will believe them often leads the victim to blame herself, hate herself for the rest of their lives. Without being able to speak about it girls end up being affected for life about the way they perceive themselves and their relationships with opposite sex and lack of self-belief[[63]](#footnote-63)

1. Men abandoning their responsibility of providing for children and women in the family.
2. Drug abuse. This is noted to be on the rise in the communities and it is more pronounced among the male youth. They are noted to engage in theft of other peoples’ items, disrespectful behavior to others people, fighting harassment and abuse of women and girls under the influence of drugs notably Marijuana.
3. Traditional patriarchal attitudes and beliefs that men are the Alpha and Omega in the homes with absolute rights to do as they like while women are their objects to use as they may see fit. This perception of absolute powers over the women and children often leads to abuse of their rights. Men restrict women’s mobility to markets or at times participation in public spaces.

The findings mirror evidence from literature that shows leading causes of GBV to include poverty, alcoholism for both women and men, cultural practices like early marriages, limited counselling, peer pressure, drug abuse, among others (UNDP, 2015; OXFAM, 2018).

## **4.6 Actors promoting gender-equality and women empowerment.**

At the national level GOU in collaboration with various United Nations (UN) agencies notably UNICEF, UNESCO and UN-WOMEN work with other local partners to close gender gaps in various sectors including education. Interventions include providing women empowerment principles that offer guidance on empowering women in the workplace, marketplace and community; and tackling inequalities early within the education system by stimulating girls’ interest in STEM subjects, combating stereotypes in school curriculum, and increasing access to female mentors. They support radio adverts on protection of women and children rights, zero tolerance of sexual exploitation and abuse, and where and how to report allegations. They urge people to report cases of Gender Based Violence and Sexual harassment to the authorities. The population is advised to call Sauti on 116 or U-Report on 8500. Launched in 2011 U-report is a free SMS based platform that allows Ugandans to report on issues affecting them and their communities Likewise, Danchurch Hill Aid in collaboration with Church of Uganda also run adverts calling on people to live peacefully in their homes and communities, avoid GBV and report any cases to authorities. Other organizations promoting GEWE include World Vision, Belguim, Development Agency (ENABEL); Plan International, USAID, Irish Aid, Save the Children, OxFam. Details focus are of their interventions and geographical coverage are provided in annex 3 table 8.

In the project area, Civil Society Organizations with interventions on gender equality include TOTYA, Joy Initiatives Uganda, CHISOM, Compassion International, SODI, and Caritas Kampala. Its important to note that though all of these organizations tackle aspects of addressing GBV, none of them was operating in all the ADA/DKA project target sub-counties . The interventions/approaches of these actors differ from the AFIRD school approach in that they do not focus on using schools as learning centers for pupils, teachers, members of school management committees, parents and other community members with regards to sustainable and productive use of available land and environment resources for improved food and nutrition security and incomes. On the other hand, interventions of TOTYA, Joy Initiatives and CHISOM deliberately focused on addressing GBV within communities, with the latter two also supporting access to water in schools which aspects are not explicitly addressed in the current AFIRD project.

TOTYA platform located in Mpigi Town Council provides free support to victims of sexual violence through peer groups, life coaching in person and online as well as medical and legal support of severe cases. The virtual platform provides an anonymous space for victims of sexual violence to speak out, engage with a counsellor, life coach or other survivors and thus receive emotional care and self-help services. It encourages communities to report perpetuators of GBV and abuse of children’s rights notably torture and sexual harassment. It encourages the para-social workers in collaboration with other rings of community level actors to engage with the affected families and perpetuators to counsel and facilitate conflict resolution of cases of a civil nature. It links with the para-social workers to identify those cases of GBV and sexual violence of a criminal nature and they follow-up to ensure that the perpetuators are brought to book and the victims get redress. They can be reached on their toll free hotline at 0800220630 or via WhatsApp or SMS sent to +256 0759296003

Joy Initiatives Uganda in based in Kamengo and was working in Kiringente, Nkozi and Kamengo sub-counties. Its interventions among others focus on water and sanitation, supporting children to stay in school under conducive conditions, educating community members on rights of women and children including issues of GBV and sexual harassment. It created community level committees to address issues of GBV, but it was noted that these committees have been inactive since end of 2019. CHISOM in collaboration with the district probation office and child protection unit at the sub-county was supporting para –social workers in Buwama sub-county to sensitize community members on gender equality with a focus on addressing GBV and sexual harassment. However, its activities ran for two years from 2018 and ended in 2019.

SODI and Caritas Kampala are both active in Kituntu sub-county. SODI is promoting sustainable agricultural production through provision of climate resilient adapted tree seedlings to their target groups in the community, supporting the groups to operate an animal revolving scheme, and kick starting their saving and loan schemes. On the other hand, Caritas Kampala is promoting collective marketing of agricultural produce as the entry point for sustainable development and increase of household incomes. It promotes farmer institution building and group level savings and loan schemes as mechanisms for facilitating commercial oriented production of agricultural produce and enabling collective marketing. It strengthens capacity of the target group members on how to identify agri-business opportunities, initiate, manage and sustain an agribusiness enterprise. While AFIRD interventions deliberately target pupils in primary schools as well as out of school male and female youth, SMC members and teachers with a target of 50% being females, both SODI and Caritas Kampala work with general farmer groups and they tackle issues of gender as cross-cutting aspects during the trainings on their focus themes. Also the focus on ILUD and permaculture in promoting sustainable agriculture in schools is a key point of departure compared to interventions of the above two organizations.

Local government actors include the Community Services Department manned by the Community Development officers at district and sub-county levels. The District Labor Officer also works closely with the community service department notably with regards to addressing issues of child labor. These offices in collaboration with CSOs and development partners trained the para-social workers. The para-social workers implement the community level dialogues to identify gender based challenges in the communities, engage communities to deliberate on possible solutions and remedial actions; educate them on observing women and children’s rights, avoiding GBV, and support conflict resolution. Existence of para-social workers was acknowledged in Buwama and Nkozi sub-counties.

Community level actors include the formal institutions in form of the police and local political leaders. The police posts in the area are referral points for cases of GBV and sexual harassment of criminal nature such as rape, defilement, and physical bodily harm of victims. Cases of GBV and sexual harassment are also at times referred to the police in the event of unrepentant offenders and failure to resolve the conflict by the other community rings including the teachers, religious leaders, LC1s, and informal institutions.

The Local council 1 leadership notably the chairperson, vice chairperson and secretary for women and women councilors form a ring that supports conflict resolution on issues of GBV. These leaders engage in guiding and counseling family members with cases of Gender Based Violence as part of the conflict resolution process. Such cases may be directly reported to LC leaders by the victims or parents/guardians, or referred there by the religious leaders or teachers or clan leaders.

Religious leaders as well as teachers notably the head teacher, deputy, senior woman and senior man also play a key role in addressing issues of GBV and sexual harassment. All target schools reported having staff members designated as the senior woman and senior man. The schools also include time on the time table for the senior man and senior woman to meet and talk to the boys and girls respectively according to their age groups. During such sessions the respective teachers talk to the pupils about importance of staying in school and value of education, avoiding bad peer groups, changes to their bodies, observing good body hygiene and sanitary conditions as well as observing the expected behaviors of a good girl or a good girl such as, kneeling while greeting adults, being calm/polite when talking with people and giving respect to their seniors. The teachers also provide guidance and counselling to the pupils with regards to abstinence from sex, not falling into relationships geared at having sex, risky behaviors, and not following the vices they may see in films or pornography exposed on social media and TVs.

Teachers are also often the first line of contact in identifying cases of GBV through observing and interacting with pupils. Teachers often engage the parents/guardians on a case by case basis as part of child study and subsequently try to guide and counsel them with regards to avoiding GBV and resolving the observed issues. On the other hand, religious leaders are often approached for guidance and supporting conflict resolution among GBV affected couples. The religious leaders also educate their followers on peaceful co-existence, guide and counsel them including the couples. At times school administrators invite the religious leaders as well as their spouses as guest speakers to provide talks to pupils and students in schools.

Informal community level actors include the Abataka (Elders council), women alumni of the Ekisakate kya Maama Nabagereka, and clan/family leaders (notably Owo’lugya or parents to each of the people in the marriage). The Abataka and alumni of ekisakate kya Maama Nabagereka give pep talks to men and women (adult & youth) respectively on expected responsible behavior of a man and or a woman, how to manage affairs in a home, and encourage them to work hard for the development of their households. They also serve as role models to others in the community and are often co-opted by the teachers, religious leaders or LC1 during the conflict resolution processes for cases of GBV.

## **4.7 Project responsiveness to gender.**

The focus project context analysis described the gender disparities in the context which could be considered by the project. The project also narrative specified gender disaggregated targets of different stakeholder/beneficiary groups to be reached through the project interventions. However, the project results framework does not explicitly state gender equality outcomes and the indicators as well as corresponding targets are not gender sensitive.

Findings reveal mixed results with regards to stipulation of implementation processes and gender targets for the various project result areas. The activities for result area 1: *‘****Enhanced sustainable agriculture practices among Teachers, Children, school management members, mothers and youths’*** do not provide for sex disaggregated targets. Although the narrative describing the project target groups calls for at least 50% females for each category of direct project beneficiaries, mother groups being the only exception, this thread should have been maintained in the relevant activities and indicators for the various project result areas.

Conducting a gender analysis study was the only specific activity related to gender under result area 1. This notwithstanding, by promoting ILUD/permaculture which emphasize utilizing small areas for sustainable agricultural production, project interventions respond to challenges of the youth and women regarding access to land. Interventions on making bio-pesticides and fertilizers will address key needs of the farmers notably women and youth. Improved small garden production strategies for women’s backyard /home gardens not only to cater for the demand on land but also for women to address their household food security and nutritional needs especially in the peri-urban areas (EOC report 2020 pg 143). The project interventions and promoted technologies are thus both climate and gender-responsive.

For result area 2 **‘*Agro-based income generating ventures established among mothers and youths groups’*** activity 2.1 explicitly stated the proportion of male and female youth to be targeted as well as women only mother groups to target in each school community. However, for result area 3: ‘***Mothers, Teachers, Children have enhanced knowledge on food and nutrition’*** no explicit sex disaggregated targets in number of youth who will be supported to establish demonstration gardens for major indigenous crop varieties (activity 3.2 Promote the growing of indigenous/traditional food crops). In undertaking activity 3.3: Organize school nutritional days, the project should ensure that all gender groups for each category of target beneficiaries (pupils, teachers and parents) should participate in show casing farming technologies as well as preparing and sharing the different food recipes during the proposed nutritional days at each target school.

The project has not made provisions for explicitly tracking potential negative effects of the project on gender equality and women empowerment as well as instituting measures to forestall such risks. For instance, risk of increased incomes from the Income Generating Activities and promoted technologies triggering backlash for the women and GBV. The adoption of ILUD, soil water conservation, making of bio-fertilizers and pesticides, increasing labor burden and time poverty for women. Program interventions should deliberately influence minimizing such risks, by utilizing gender transformative approaches geared at changing attitudes and practices with respect to gender relations at household and community levels.

The project staff lack capacity to effectively promote women empowerment, as well as GTA to catalyze change in gender relations. They would benefit from short trainings on these topics, gender-responsive monitoring, gender analysis and reporting.

# 5 Recommendations

## **5.1 Recommendations at AFIRD institution level**

1. Adopt gender budgeting to ensure identification of all the must have inputs such that their corresponding cost components are taken into consideration during budgeting and adequate resources are allocated for successful undertaking of all gender related activities.
2. Provide for facilities that enhance working conditions of women members of staff and those who visit the center for purposes of learning. Consideration should be given to establishing a changing room or secure washroom with water, and a shutter; an incinerator; and a kitchen with a roof and energy efficient cooking stove.
3. Explicitly include interventions to minimize potential negative effects of women empowerment. Risk of men viewing the project and the technologies as only focusing on women, hence resentment, negating and not supporting the connected enterprises and behavioral change messages related to household nutrition, abandoning all responsibility to women.
   1. Engage men change agents in scaling out messaging on GBV and the importance of proper utilization of land right from the verandas for diversified crop production, improving household nutrition and incomes. Adopt and promote the GTA of Engaging Men as Allies in Women’s Economic Empowerment.
   2. Encourage couple participation during project community entry events, and awareness raising events to catalyze collective action to change gender relations and norms at household and community levels, improve livelihoods and forestall women experiencing backlash.
4. Improve the monitoring and reporting of gender related processes and gender equality outcomes.
   1. Clearly stipulate the gender-equality outcomes each particular project sets out to achieve.
   2. Standardize the self-assessment criteria used for assessing the organization’s principle on stable families and gender equity. Currently staff assign a score depending on their understanding of the concept of gender equity. Varied understanding of the concept reduces validity of the assessment. Hence AFIRD should create an assessment rubric providing clear criteria and qualitative description of the attributes at each assessment level.
   3. The self-assessment on progress toward stable families and gender equity should be supported with evidence on application of gender-responsive approaches during implementation of program/project interventions.
   4. Project implementers should capture, document and analyze the different impact on girls, women, boys and men during program/project monitoring and use the findings to inform development of appropriate follow-up action. Go beyond capturing and reporting sex disaggregated data on participants in project activities, events. Engagement protocals, guidelines/process papers should ensure active participation of both men and women (adult and youth); monitoring templates should make provision for a description of actions undertaken to ensure that both men and women are represented/reached, actively participate in the activity/event and benefit from project interventions. The template should also capture specific achievements for men, women, boys and girls. Adopt outcome harvesting approach to establish the most significant changes accruing to women, men, boys and girls as a result of project interventions, and why these are considered important.
   5. All AFIRD staff should be held accountable to gender-responsive indicators and not just the gender focal person. Internal communication from the organization’s leadership regarding importance of gender and establishment of institution wide for a/platforms for regular dialogue on progress towards gender equality and women empowerment, what is working or not working will be essential
   6. Program managers should provide a pull for the gender-responsive monitoring data. They should always flag the staff field monitoring reports which fall short of providing data on early pointers towards realization of the gender-equality outcomes.
5. Support staff capacity strengthening on gender.
   1. Train staff on relevant gender related topics to broaden understanding of gender concepts, women empowerment, gender-responsive monitoring, GTA, gender analysis and reporting.
   2. Facilitate staff access to relevant resource materials for subsequent reference as they implement program activities.

## **5.2 Recommendations at Project implementation level**

1. Heighten awareness on causes including risky behaviors and actions that increase odds of children becoming victims of sexual violence.
   1. Schools should enhance use of talking compounds and walls display messages on required behaviors and actions that minimize risk of sexual harassment for pupils.
   2. Schools should explicitly integrate messaging urging pupils to report actions that qualify as sexual harassment to their teachers, parents and guardians during the health parades as well as the counselling sessions conducted by the senior women and senior men teachers. Build on the messaging in the PIAH
2. Strengthen capacity of all teachers in target schools and LC1 leaders to address needs of girls and boys, men and women and promote gender equality. Improve their knowledge and skills on importance of gender, guidance and counselling to pupils as well as men and women with regards to GBV and sexual harassment.
   1. Conduct trainings for the teachers and LC1 leaders notably the chairperson, Vice chair and secretary for women affairs on providing guidance and counselling on issues related to GBV and sexual harassment. Topics should also include amicable conflict resolution among spouses.
   2. Provide reference materials in form of posters, and or brochures which give tips on how to go about addressing the issues/cases
3. Explicitly integrate interventions to heighten awareness of community members on importance of gender equality and women empowerment for inclusive development and benefit for all household and community members.
   1. Promote gender awareness among all the project boundary partners (school administrators, SMC members, teachers, group leaders and PDC trainers).
   2. Encourage couple participation in the training events organized for mothers’ groups and youth groups. Currently an overwhelming majority of the members in the mothers, and youth groups are women. It is vital to involve both fathers and mothers in the project activities geared at uplifting the food security and nutrition status of the households. Hence, AFIRD should increase participation of men in the project activities. Ensure the equal representation and active participation of boys and girls, men and women, at all levels and especially in decision making.
   3. Concertize the community members on rights of women and children, the causes of GBV as well as strategies for minimizing its occurrence in homes and the community spaces. Pay attention to the sharing of family responsibilities, and other workload as well as joint planning and decision making processes within the household and group. Although the project activities include creating awareness during the PTA meetings, it should be noted that these are not frequent, at most happening only 3 times a year in any given school and are mainly attended by women. Thus the project should utilize the group training events for dialoguing and sensitizing both men and women on responsible parenting, avoiding GBV and good behavioral actions. These messages should be continually reinforced in subsequent trainings. The ICE materials should also be provided to convey the message.
   4. Project design and implementation should include interventions that promote Gender Transformative Approaches, to enable target beneficiaries and other norm holders question and gain understanding of the drivers for gender inequalities and how these impact on productivity and livelihoods. AFIRD should go beyond promoting gender-responsive technologies and practices to catalyse change of attitudes and practices towards transformative gender relations at household and community levels. Adopt and promote the Gender Action Learning System methodology as an approach for creating shared visions and goals among household members and group member; identification of driving forces and opportunities as well as barriers to attaining their shared goals; and subsequently articulating strategies required actions and targets to enable them consciously move towards their goals and vision. This will lay stronger foundations for joint planning, budgeting, decision making, and sharing of responsibilities in the homes, enhance rational use of household resources for the benefit of all its members; forestall GBV and enhance odds of realizing gender equality outcomes.

Annex 2 List of people consulted

|  |  |  |  |
| --- | --- | --- | --- |
|  | Name | Designation | Contact |
|  | Eustace Sajjabi | Executive Director AFIRD | 0702550387 |
|  | Vera Nyakato | Program Officer, M&E and Gender Focal person | 0705143316 |
|  | Faizo Wasswa | Program officer | 0708708508 |
|  | Daliah Nabunnya | Program Assistant | 0706107014 |
|  | Buchana Emmanel | Program Assistant | 0703864211 |
|  | Jackson Arinaitwe | Head teacher Masiko COU Primary School | 0702707998 |
|  | Ntege George William Kagaba | Member of School Management Committee Masiko COU Primary School | 0708297683 |
|  | Tumwikirize Annet | Teacher, Senior woman, Masiko COU Primary School | 0781537682 |
|  | Kyomugisha Fatuma | Chairperson Masiko Mothers Group | 0750039722 |
|  | Nabakooza Christine | Chairperson School Management Committee Masiko COU Primary School | 0788609523 or 0705486516 |
|  | Mbooge Capher | Pastor Nabusake COU, Chairperson Nabusake youth group & PDC trainer | 0704161684 |
|  | Nakamate Calorine | Deputy header teacher Nabusake COU Primary School | 0779682800 |
|  | Kunya Paul | LC1 chairperson and teacher Kitakyusa Primary School | 0779039925 or 0704098981 |
|  | Ssebugawo Denis | Chairperson & PDC trainee Kitakyusa Youth group | 0751829021 |
|  | Nakalema Stephania | Chairperson & PDC trainee Kitakyusa Mothers group | 0750148449 |
|  | Kizito Godfrey | Head teacher St Kizito Golo Primary School | 0753882826 |
|  | Ssalongo Nyanzi Christopher | Chairperson PTA & member of SMC St Francis Xavier Jalamba PS and Para-social worker Buwama sub-county | 0705062977 or 0782575861 |
|  | Nakyeje Juliet | Teacher St Francis Xavier Jalamba PS | 0782190384 or 0751513794 |

Annex 3: Table 1: Staff rating of extent to which organization culture is conducive for both men and women

|  |  |  |
| --- | --- | --- |
| **Area being rated (1 = Not at all, 2 = To a limited extent, 3 =To a moderate extent, 4=To a significant extent, 5 = Fully )** | | **Average score** |
| **Organizational structures, internal processes and systems** | |  |
| Extent to which mainstreaming gender into activities is included in staff job description | | 2.00 |
| Extent to which staff job performance criteria include gender awareness | | 2.13 |
| Extent to which AFIRD human resource policies respect the reproductive and care giving roles and responsibilities of women | | 2.83 |
| ***Composite score*** | | **2.32** |
| **Work culture promoting & incentivizing gender equitable behavior** | |  |
| Extent to which AFIRD promotes teamwork with women and men acting as equal partners | | 3.11 |
| Work culture in AFIRD favours the way that men work | | 3.63 |
| Work culture in AFIRD favours the way that women work | | 2.57 |
| In AFIRD, men have an easier time than women in establishing personal and professional networks within the organization. | | 2.75 |
| AFIRD encourages and reinforce gender-sensitive behavior and procedures | | 3.00 |
| AFIRD does enough to discourage expressions of gender inequality, such as disrespectful jokes | | 2.71 |
| Much attention is paid within AFIRD towards ensuring respectful relations between men and women in the workplace | | 3.25 |
| Gender issues are taken seriously and discussed openly by men and women in AFIRD | | 1.67 |
| If it occurs, gender stereotyping is challenged in AFIRD | | 2.71 |
| AFIRD has strong rules and regulations on sexual harassment | | 2.00 |
| Existence of an incentive system to reward people who promote women participation in project activities | | 1.29 |
| ***Composite score*** | | **2.61** |
| **Equitable participation of men and women in AFIRD meetings** | |  |
| Men’s views do not dominate regular meetings in AFIRD | | 3.00 |
| It easy for anyone to express/voice their opinions and get heard in AFIRD | | 3.67 |
| To what extent are views of staff in AFIRD respected and valued regardless of their sex in | Project team meetings | 4.00 |
| Staff meetings | 4.44 |
| Top Management | 3.14 |
| ***Composite score*** | | ***3.65*** |

**Annex 3 Table 2: Staff rating of Extent of Integration of Gender Perspectives in Program/Project Cycle**

| **Area being rated( 1 = Not at all, 2 = To a limited extent, 3 = To a moderate extent, 4 = To a significant extent, 5 = Fully )** | | | | **Average score** |
| --- | --- | --- | --- | --- |
| **Program planning, and design** | | | | **3.00** |
| Extent to which AFIRD place strong emphasis on ensuring that the constraints, needs and priorities of both men and women are captured, understood and addressed in project design | | | | 3.22 |
| Extent to which planning and decision making processes in AFIRD governance and management incorporate views/ interests and preferences of both men and women stakeholders | | | | 2.78 |
| How often interventions are designed with input from women’s organizations/networks and or gender experts | | | | 2.88 |
| How often work plans take into account existing gender roles and interests of both men and women | | | Professional & Skill development | 3.43 |
| Identification and capacity strengthening of Farmer TOTs | 2.43 |
| Permaculture committees | 3.86 |
| Extent to which AFIRD has the capacity to recognize and handle obstacles to addressing differences between men, and women as well as youth in its interventions | | | | 2.67 |
| ***Composite score*** | | | | ***3.00*** |
| **Program implementation** | | | |  |
| Gender based targets are in place in AFIRD | | Governance & Management structures | | 1.86 |
| Permaculture committees | | 3.38 |
| TOTs engaged and/or supported | | 3.63 |
| Number of beneficiaries trained/reached in projects | | 3.67 |
| Extent to which AFIRD has strategies to ensure that gender based targets are achieved in its | | Governance & Management structures | | 1.67 |
| Project implementation | | 3.56 |
| As an Individual, how often do you explicitly integrate gender considerations in your work | | | | 3.78 |
| Extent to which AFIRD project implementation use deliberate measures to ensure that both men, women, girls and boys as well as the youth are reached and actively participate in project activities such as meetings, trainings, demonstrations etc | | | | 4.11 |
| Extent to which AFIRD projects have interventions to catalyze development of shared visions, sharing of responsibilities, joint budgeting, and decision making with regards to use of household resources, outputs or produce and allocation of income from agro-based enterprises, control over women’s time and mobility | | | | 3.86 |
| Extent to which AFIRD projects trigger benefits for both men and women as well as youth | | | | 4.11 |
| ***Composite score*** | | | | ***3.36*** |
| **Engaging with boundary partners and / or institutions** | | | |  |
| Attention to gender composition is a factor in AFIRD’s recruitment of groups to work with | | | | 4.22 |
| Requirements for gender mainstreaming are included in the written agreements, or MoUs outlining AFIRD’s relationship with schools and prisons participating in AFIRD projects | | | | 2.00 |
| ***Composite score*** | | | | ***3.11*** |
| ***Monitoring and evaluation*** | | | |  |
| Extent to which AFIRD places strong emphasis on capturing, documenting, analyzing and reporting sex-disaggregated data in project/activity monitoring | | | | 2.67 |
| Extent to which sex-disaggregated data is collected at activity implementation level in AFIRD projects | | | | 3.75 |
| Extent to which sex-disaggregated data is reported in the periodic progress reports and annual reports (project specific & AFIRD level as an institution) | | | | 3.00 |
| Extent to which AFIRD project reports and or annual reports go beyond just presenting sex-disaggregated data to also provide a description of the differences and similarities between men and women (adult and youth) as well as explanations for the observed differences based on factors rooted in the gender system that shape and influence the constraints and/or opportunities and actions of men and women, boys and girls | In participation in project interventions; for example attending project meetings, trainings or accessing project extension messages | | | 3.29 |
| In adoption (uptake and continued use) of promoted technologies and practices, | | | 3.33 |
| Realization of benefits from use of project promoted technologies, practices, knowledge, information and or services | | | 3.33 |
| Changes in women’s ability to make strategic life choices and to put those choices in action. For example stronger input in household decision making, allocation and use of agricultural produce and incomes; confidence to air out views in public spaces; time poverty, drudgery, gender based violence, and mobility. | | | 2.83 |
| To what extent is the impact of AFIRD interventions on gender inequalities monitored and reported | | | | 3.13 |
| Sex-disaggregated data provides useful information for project or activity monitoring and evaluation as well as subsequent or future project or activity design | | | | 2.44 |
| ***Composite score*** | | | | ***3.09*** |

Annex 3 Table 3:-Staff rating of extent of existence technical expertise in RUFORUM for mainstreaming gender

|  |  |
| --- | --- |
| **Area being rated ( 1 = Not at all, 2 = To a limited extent, 3 = To a moderate extent, 4 = To a significant extent, 5 = Fully )** | **Average score** |
| **Technical expertise** |  |
| **Staff demonstrate positive attitude, appreciation and commitment towards promoting GEWE** |  |
| Extent to which AFIRD project implementing staff have positive attitude towards gender-responsive interventions | 3.11 |
| Extent to which AFIRD staff are commitment to promoting gender equality and women empowerment | 3.00 |
| Ability of individual staff to recognize and avoid use of gender-stereotypes | 3.11 |
| ***Composite score*** | ***3.07*** |
| **Ability to identify priority needs for men and women and address them in project planning, implementation, monitoring and reporting** |  |
| Extent to which AFIRD staff members have the necessary knowledge, and skills to work in a gender -responsive manner and effectively promote gender equality and women empowerment in project intervention areas. | 2.89 |
| As an individual, to what extent do you have the necessary knowledge skills to work in a gender-responsive manner and effectively promote gender equality and women empowerment in project intervention areas | 2.89 |
| Extent to which AFIRD staff have the knowledge and skills to report in gender-responsive manner | 2.22 |
| Ability of individual staff to identify, prioritize and address the needs, constraints and priorities of men and women (gender based inequalities) through effective engagements or relationships and partnerships with both men and women farmers and or other stakeholders | 3.00 |
| As an individual to what extent are able to practically test, adapt and promote/disseminate agricultural technologies or practices that address the needs and priorities of both men and women | 2.89 |
| ***Composite score*** | ***2.78*** |
| **Ability to collect sex disaggregated data and conduct detailed gender analysis** |  |
| Extent to which AFIRD technical staff have the knowledge and skills to collect sex disaggregated data and capture differences if any between men and women in participation in project activities, use of project outputs and benefiting from project interventions | 2.33 |
| Ability of individual to collect sex disaggregated data and capture differences if any between men and women in participation in project activities, use of project outputs and benefiting from project interventions | 3.50 |
| Extent to which AFIRD technical staff have the knowledge and skills to analyze sex disaggregated data; distil differences if any between men and women in participation in project activities, use of project outputs and benefiting from project interventions and tease out the gender based constraints, opportunities and factors explaining the observed differences | 2.33 |
| Ability of individual to analyze sex disaggregated data; distil differences if any between men and women in participation in project activities, use of project outputs and benefiting from project interventions and tease out the drivers for the gender based constraints, and opportunities | 2.13 |
| ***Composite score*** | 2.57 |
| **Processes to support staff continuous capacity develop on gender** |  |
| Existence of a program for strengthening capacity of AFIRD staff in conceptualizing/planning or designing, implementing, monitoring and reporting of gender-responsive projects | 1.67 |
| Are there easily accessible resources and reference materials to guide AFIRD staff in mainstreaming gender in project interventions | 2.67 |
| Extent to which AFIRD has clear mechanisms to institutionalize knowledge received by individual staff from trainings so that the organization benefits from such investment | 2.43 |
| ***Composite score*** | ***2.26*** |

Annex 3: Table 4: Distribution of parents indicating the highest education level attained

|  |  |  |  |
| --- | --- | --- | --- |
| Response | Sex of the respondent | | |
| Female (n=41) | Male (n=30) | Total (n=71) |
| None | 7.3 | 3.3 | 5.6 |
| Primary | 61.0 | 40.0 | 52.1 |
| O level / secondary | 31.7 | 33.3 | 32.4 |
| A Level | 0.0 | 3.3 | 1.4 |
| Tertiary certificate/ diploma | 0.0 | 16.7 | 7.0 |
| University Degree | 0.0 | 3.3 | 1.4 |

Annex 3: Table 5: Distribution of parents primary activity of the respondent

|  |  |  |  |
| --- | --- | --- | --- |
| Response | Percent reporting by sex of the respondent | | |
| Female (n=41) | Male (n=30) | Total (n=71) |
| agriculture/animal production | 92.7 | 70.0 | 83.1 |
| Business/trading | 2.4 | 0.0 | 1.4 |
| salaried employment | 2.4 | 16.7 | 8.5 |
| Others | 2.4 | 13.3 | 7.0 |

Annex 3: Table 6: Distribution of respondents reporting who owns various assets in their households.

| Aspects | Responses | Percent reporting by sex of respondent | | |
| --- | --- | --- | --- | --- |
| Female | Male | Total |
| Agricultural land(plots) | Husband alone. | 37.0 | 52.4 | 43.7 |
| Wife alone | 40.7 | 9.6 | 27.1 |
| Jointly by the household members | 22.2 | 38.1 | 29.2 |
| Large livestock (cattle) | Husband alone. | 27.8 | 50.0 | 36.7 |
| Wife alone | 44.5 | 0.0 | 26.7 |
| Jointly by the household members | 27.8 | 50.0 | 36.7 |
| Small livestock(goats, sheep, pigs)\_own | Husband alone. | 25.0 | 0.0 | 22.0 |
| Wife | 12.5 | 0.0 | 11.1 |
| Jointly by the household members | 50.0 | 100.0 | 55.6 |
| Children | 12.5 | 0.0 | 11.1 |
| Poultry (Chicken, ducks) | Husband alone. | 17.6 | 36.4 | 25.0 |
| Husband ultimately decides after consultation with wife | 29.4 | 36.4 | 32.1 |
| Wife alone | 11.8 | 0.0 | 7.1 |
| Wife ultimately decides after consultation with husband | 17.6 | 0.0 | 10.7 |
| Jointly by the household members | 23.5 | 27.3 | 25.0 |
| Fishing equipment (boat, nets, hook lines etc) | Husband alone. | 27 | 56 | 40 |
| Husband ultimately decides after consultation with wife | 36 | 11 | 25 |
| Wife alone | 9 | 0 | 5 |
| Wife ultimately decides after consultation with husband | 9 | 0 | 5 |
| Jointly by the household members | 18 | 33 | 25 |
| Spray pumps | Husband alone. | 0.0 | 70.0 | 24.1 |
| Husband ultimately decides after consultation with wife | 10.5 | 10.0 | 10.3 |
| Wife alone | 63.2 | 0.0 | 41.4 |
| Jointly by the household members | 26.3 | 20.0 | 24.1 |
| Small-scale irrigation equipment | Husband alone. | 25.0 | 0.0 | 16.7 |
| Wife ultimately decides after consultation with husband | 50.0 | 0.0 | 33.3 |
| Jointly by the household members | 25.0 | 100.0 | 50.0 |
| House and other structures | Husband alone. | 0.0 | 28.6 | 7.4 |
| Husband ultimately decides after consultation with wife | 5.0 | 42.9 | 14.8 |
| Wife alone | 45.0 | 0.0 | 33.3 |
| Wife ultimately decides after consultation with husband | 30.0 | 0.0 | 22.2 |
| Jointly by the household members | 20.0 | 14.3 | 18.5 |
| Children | 0.0 | 14.3 | 3.7 |
| Large consumables e,g TV, refrigerator | Husband alone. | 7.7 | 33.3 | 15.8 |
| Husband ultimately decides after consultation with wife | 23.1 | 50.0 | 31.6 |
| Wife alone | 15.4 | 0.0 | 10.5 |
| Wife ultimately decides after consultation with husband | 30.8 | 0.0 | 21.1 |
| Jointly by the household members | 23.1 | 16.7 | 21.1 |
| Small durables e.g radio | Husband alone. | 22.0 | 76.5 | 44.2 |
| Wife alone | 57.7 | 11.8 | 36.6 |
| Jointly by the household members | 19.2 | 5.9 | 14.0 |
| Children | 0.0 | 5.9 | 2.3 |
| Mobile phone(s) | Husband ultimately decides after consultation with wife | 25.0 | 50.0 | 33.3 |
| Wife alone | 25.0 | 0.0 | 16.7 |
| Jointly by the household members | 50.0 | 50.0 | 50.0 |
| Means of transport (bicycle, motorcycle, vehicle) | Husband alone. | 50.0 | 95.0 | 64.3 |
| Wife alone | 20.0 | 0.0 | 14.3 |
| Jointly by the household members | 20.0 | 0.0 | 14.3 |
| Children | 10.0 | 0.0 | 7.1 |
| Others | Husband alone. | 0.0 | 100.0 | 42.9 |
| Wife alone | 25.0 | 0.0 | 14.3 |
| Jointly by the household members | 75.0 | 0.0 | 42.9 |

Annex 3. Table 7: Distribution of respondents reporting various constraints to increased production

|  |  |  |  |
| --- | --- | --- | --- |
| Response | Percent reporting by sex of the respondent | | |
| Female (n=41) | Male (n=30) | Total (n=71) |
| Unfavorable weather (Prolonged dry spells/drought or too much) rains | 70.7 | 70.0 | 70.4 |
| Lack of money to buy inputs when they are needed | 46.3 | 70.0 | 56.3 |
| Crop diseases & pests | 53.7 | 43.3 | 49.3 |
| Soil exhaustion | 41.5 | 16.7 | 31.0 |
| Storage problems | 19.5 | 33.3 | 25.4 |
| Low prices for produce | 12.2 | 26.7 | 18.3 |
| Lack of knowledge or advice on farming | 14.6 | 13.3 | 14.1 |
| Use of low quality seeds and or planting materials that have lost vigor | 9.8 | 10.0 | 9.9 |
| Un availability of inputs when I want to buy them | 4.9 | 10.0 | 7.0 |
| Adulterated or counterfeit inputs (poor quality of inputs on the market) | 4.9 | 10.0 | 7.0 |
| Late planting | 4.9 | 3.3 | 4.2 |
| No buyers or market for produce | 7.3 | 3.3 | 5.6 |

Annex 3: Table 8: Selected National Education statistics

|  |  |  |  |
| --- | --- | --- | --- |
| Indicator | | Male | Female |
| Pupils who passed PLE 2019 | Overall | 49.1 | 50.9 |
| Div 1 | 56.6 | 43.4 |
| Div 2 | 50.3 | 49.7 |
| Div 3 | 42.9 | 57.1 |
| Div 4 | 49.1 | 50.9 |
| Ungraded | 40.8 | 59.2 |
| Not turn up | 46.8 | 53.2 |
| Pass rate | 92.0 | 89 |
| Performance index | 61.0 | 57.0 |
| UCE 2019 | Passed (%) | 50.5 | 49.5 |
| Pass rate (%) | 93.0 | 91.0 |
| Performance index (%) | 47.0 | 41.0 |
| S4 completion rate (%) | 36.2 | 33.5 |
| Transition rate to S5 | 28.4 | 21.0 |
| PLE completion rate (2017) | | 59.3 | 60.0 |
| Transition rate to Senior 1 (2017) | | 60.8 | 60.5 |
| Primary enrollment (000) in 2017 | | 4,396 | 4,445 |
| Secondary enrollment (000) in 2017 | | 716 | 654 |
| Tertiary enrollment (%) 2016 | | 55.7 | 44.3 |
| Universities enrollment (%) | | 56.0 | 44.0 |
| BTVET enrollment | | 29,301 | 16,450 |
| Primary teachers | | 117,982 | 89,256 |
| Secondary teachers | | 49,007 | 15,959 |

Gross Enrolment Ratio (GER) is defined as the total enrolment in (pre-primary/primary/secondary), regardless of age, expressed as a percentage of the official (pre-primary/primary/secondary) school-going-age population.

Source Statistical abstract 2020

|  |  |  |
| --- | --- | --- |
| **Organization** | **Focus areas** | **Current areas of operation** |
| Ministry of Education and sports | The Ministry of Education and Sports (MoES) in collaboration with Civil Society Organizations (CSOs) and Development Partners have put in place initiatives/interventions and policies that emphasize equal opportunities for both boys and girls. These include Universal Primary Education (UPE), Universal Secondary Education (USE); Universal Post O-level Education and Training (UPOLET), and sensitization campaigns to support education for girls. Gender mainstreaming in the education sector is guided by the Gender in Education Policy. MOES supports creation of awareness on laws, policies and guidelines in the districts and institutions to ensure that girls are in school. It also supports establishment of referral systems for reporting abuse in various institutions.  Provides conditional grants to government aided primary and secondary schools. For the schools where construction of latrines is being undertaken, provision is made for an incinerator and separate stances for boys and girls.  MoES Gender Unit developed key messages targeting parents on safety and security of learners during the Covid 19 pandemic.  Conducts radio and television talk shows on safety and security of learners. Messages on positive parenting, elimination of violence, psych-social support have been developed and disseminated  The MoES has conducted capacity building forDLGs, head teachers, and school management committees (local council 1 chairpersons, para-social workers in conjunction with community-based services) to support learners including adolescent girls.  In partnership with Uganda Youth and Adolescent Health Forum (UYAHF) the MOES organised a webinar on menstrual hygiene management (MHM) with an aim of understanding the unique menstrual health and management challenges for girls and efforts to address them; and a webinar on dealing with GBV during the COVID-19 crisis organized by Forum for African Women Educationists | National level |
| Ministry of Gender Labour and Social Development | Oversees implementation of social protection programmes such as the Uganda Women Entrepreneurship Programme (UWEP), the Youth Livelihoods Programme (YLP), Labour Works Programme, and Social Assistance Grant for Empowerment (SAGE), | National Level |
| Equal Opportunities Commission (EOC) | The EOC is a constitutional body established by the Equal Opportunities Commission Act, No. 2 of 2007 (EOC Act) to give effect to the State’s Constitutional mandate to eliminate discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social or economic standing, political opinion or disability, and take affirmative action in favour of groups marginalised on the basis of gender, age, disability or any other reason created by history, tradition or custom for the purpose of redressing imbalances which exist against them; and to provide for other related matters”.  Its functions are: to monitor, evaluate and ensure that policies, laws, plans, programmes, activities, practices, traditions, cultures, usage and customs of organs of State at all levels, statutory bodies and agencies, public bodies and authorities, private businesses and enterprises, non-governmental Organisations, and social and cultural communities, are compliant with equal opportunities for all and affirmative action taken in favor of marginalized groups.  In collaboration with Ministry of Finance Planning and Economic Development assesses compliance of the interventions and indicators set out in Sector Development Plans; National and Sector Budget Framework Papers (BFPs), Ministerial Policy Statements (MPS0), sector programs and, Local Government Budget Framework papers; alongside the targets of the SDGs with gender and equity requirements as stipulated in the Public Finance Management Act 2015 and the EOC Act, 2007  It spearheads development of the Gender and Equity Compact for government ministries, departments agencies as well for along Local Governments.  In collaboration with UBOS, the EOC also developed the gender and equity statistics strategy bearing sector specific gender and equity indicators, how to measure and compute them.  It has trained 84 district local governments targeting Chief Administrative Officers, heads of departments and council members on gender and equity planning and budgeting. It also trained 846 sub county personnel (including Sub County Chiefs, the Community Development Officers and the Chairperson L.C.III on gender and equity responsive planning and budgeting. | National Level |
| Ministry of Finance Planning and Economic Development (MFPED) | MFPED assess the physical gender and equity responsiveness Budget Framework Papers, Ministerial Policy Statements (MPS0) and sector programs for all government Ministries, and agencies. |  |
| United Nations Children’s Fund (UNICEF) | In partnership with the Ministry of Education and Sports, the Ministry of Gender, Labour and Social Development, the Ministry of Local Development, district local governments and civil society partners, including faith-based organizations, UNICEF focuses on supporting on the development and implementation of effective policies, strengthening capacities to make efficient use of available resources, and mobilizing parents, teachers and local authorities to create safe environments for learning at home and in educational institutions. Facilitated the development of the Education and Sports Sector Strategic Plan (2021–2025),  Works with the government and other partners to keep mothers and children safe and protected from violence, including violence at home, and support the provision of mental health and psychosocial support.  Conducts risk communication campaigns to the public through multimedia campaigns on gender based violence, violence against children, positive parenting and staying safe during COVID-19.to help children, families and communities adopt protective behaviours. It also supports messaging on channels to report violence and abuse.  Support the maintenance of routine health services, and health care continuity including immunizations, for all children and mothers, Support training of frontline health care workers to implement community-based nutrition actions  Supports improvements to WASH infrastructure such as disability-friendly toilets, menstrual hygiene management systems and solar powered handwashing facilities in schools.  Supports production of gender responsive statistics | Country wide, |
| Oxfam Uganda | In Uganda since 1960 and has implemented both development & humanitarian projects to support practical and innovative ways for people to uplift themselves out of poverty. It envisages Uganda free of extreme inequality and injustice, a society where citizens and particularly women across all age groups claim and exercise their rights and responsibilities and can influence decisions that affect their lives. Program interventions focus on three thematic goals that aim to promote women’s rights, good governance and accountability, resilient households, as well as enhance preparedness, reduce vulnerability to disaster and ensure an effective response to humanitarian crises. Governance & accountability Oxfam is working to ensure that vulnerable women, youth and men and other vulnerable groups in arrange of Ugandan livelihood settings   1. Have increased space for and role in contributing meaningfully to decision making in development processes and holding governments, private sector, social institutions and CSOs accountable. 2. Are economically empowered and enjoy their rights to food as well as have increased incomes 3. Empower vulnerable women, youth and men with skills and knowledge so that they can mitigate and cope with shocks, and enjoy their rights to a life with dignity in cases of disaster. |  |
| Plan International Uganda | Has been working in Uganda since 1992. Programs and influencing work focus on the following   * Supporting young people to learn skills and get good jobs * Giving young children the best possible start in life through early childhood care and primary education * Keeping children safe from all forms of abuse * Improving maternal, neonatal and child health as well as the sexual and reproductive health of young people * Responding to disasters and the influx of refugees in the country | Yumbe, Adjumani, Arua, Nebbi, Lira, Kamuli, Tororo and Kampala |
| Save the Children | In Uganda since 1959 and have programmes throughout the country. It works in partnerships with communities, the government, civil society and private sector to deliver programs with a lasting impact, inspire change and uphold children’s rights. In Education Save the children works to improve access to quality learning, by training teachers, building infrastructure, providing equipment and promoting inclusive education. It also helps children who dropped out of school to return to education  In health and nutrition. It supports rural clinics to improve maternal and newborn health by providing equipment, medicine and training. Run feeding programs for malnourished children and mothers, promote breastfeeding and provide sexual and reproductive health information to adolescents.  Child protection and child rights. It supports children to know their rights and to raise their voices to people in power. Help to strengthen local and national child protection systems, make schools and other facilities safer and provide safe spaces for the most vulnerable. Youth livelihoods and child poverty. It helps families escape the cycle of poverty through a range of vocational training and equipping youth with the skills they need to earn a sustainable income. | West Nile, Karamoja, Kigezi, Busoga, Mid-Westen |
| Action Aid International Uganda | In Uganda since 1982 working directly with citizens, and CSO to eradicate the injustice of poverty through addressing both the immediate needs as well as underlying obstacles that miltate against a life of dignity. Its programming is anchored around the Human Rights based approach that focuses on power and rights and the three interconnected strategies of empowerment, solidarity and campaigning. It currently implementing a project entitled Citizen’s Action for Greater Accountability and Improved service Delivery | Masindi, Buliisa, Gulu, Pader, Amuru, Nwoya, Lira, Katakwi, Pallisa, Bukedea, Kibuku, Pakwach, Hoima, Kumi and Kampala |
| World Vision | Started in 1986. It provides educational support, construct and equip schools and health centres, train health workers and farmers, participate in advocacy campaigns, distribute improved crop varieties and animal breeds and provide clean and safe water. Operates in 50 districts through 47 Area Development Programs with interventions that benefit children, families and communities. Child protection and care, economic empowerment, gender equality, savings and credit schemes, food security interventions. |  |

However, there are other related vices whose definitions are given below:

1) **Domestic violence (DV)** refers to all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim.

2) **Violence against Women/Girls (VAWG)** a violation of human rights and a form of discrimination against women/Girls and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

3) **Harmful Practices (HP)** are internationally recognized human rights violations that include child marriage and female genital mutilation/cutting.

4) **Violence against Children in Schools (VACiS)** the UN Convention on the Rights of Children (CRC) defines ‘violence’ as all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Violence against children in schools refers to all acts of violence inflicted on children of school going age 3-18 years within the school setting.

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