



Gender Transformation and Empowerment

**REPORT ON GENDER BUDGETING TRAINING FOR AMURU AND AGAGO
DISTRICT TECHNICAL STAFF AND COUNCILORS HELD FROM 12TH TO 14TH DECEMBER
2011 HOTEL KAKANYERO GULU DISTRICT UGANDA.**

TABLE OF CONTENTS

	Page
Acronyms	3
Introduction	4
Official Opening and welcome Remarks	4
Module 1: Introduction of participants and expectations and General Concerns	4
Module 2: Introduction to gender and other related concepts.	6
Module 3: Gender budgeting	7
Module 4: Budget cycle	11
Module 5: Understanding advocacy and lobby	13
Module 6: Gender and equity budgeting (GEB)	14
Module 7: application of output budgeting tools	15
MODULE 8: Gender mainstreaming	17
Module 9: Gender Based Violence (GBV)	19
Module 10: Monitoring and evaluation	21
Development of action plans and way forward	24
Emerging issues	25
Recommendations	25
Annexes	27

Acronyms

GB	Gender budgeting
GEB	Gender Equity Budgeting
GRB	Gender responsive budgeting.
UWONET	Uganda Women's Network
GBV	Gender based violence
SGBV	Sexual Gender Based Violence
UNFPA	United Nations Population Fund

INTRODUCTION

The Gender budgeting training for the district technical staff and councilors of Amuru and Agago districts was held at hotel Kakanyelo from 12th to 14th December 2012 in Gulu district. It was organized by UWONET with support from UNFPA under PBF. The training targeted 40 participants 20 from each district. The report highlights the objectives and content of the training, agreed actions and recommendations. The aim of the training was to build capacity of district, Sub County authorities and councilors on gender mainstreaming, budgeting and GBV to influence inclusion and resource allocation for addressing GBV, child protection and human rights violations. The objectives of the workshop were to:

- Train district and sub county authorities on gender mainstreaming, budgeting and GBV.
- Train UWONET district women's networks to provide support and monitor the local government budget preparation cycle to advocate for resource allocation for addressing GBV and monitoring the execution of the budget relating to GBV interventions.
- Develop action plans geared towards creating an environment for UWONET and the district women's networks to monitor and provide support towards the budget process at the local government level.

OPENING REMARKS

The program officer- Women, Peace and Security UWONET Miss Agwang Sarah Jesca welcomed the participants to the training .she expressed gratitude to participants for the attendance which reflects their commitment to gender sensitivity. She was grateful to UNFPA towards supporting this training and expressed hope that the workshop would create a platform for more knowledge and experience sharing for both participants and facilitators. She indicated that the facilitator Miss Eliot Orizaarwa would thus lead the process and encouraged each of the participants to be part of the training.

MODULE 1: INTRODUCTION OF PARTICIPANTS, EXPECTATIONS AND GENERAL RULES

Participants came from two districts of Agago and Amuru. They were requested to pair up and introduce each other to the audience basing on some guided steps which included; name of your partner, where they come from, what they do and "IF THEY WERE A MAN OR WOMAN WHAT WOULD THEY LIKE TO DO? This session was meant to help participants

open up and it prepared them for first module on gender by them appreciating the other sex.



Caption 1: participants listening to expectations being read

Participants Expectations

Participants were asked to note their workshop expectations, general rules and other concerns. This was to be followed for the three days. The following were noted:

- To learn more on gender, gender budgeting gender mainstreaming; To gain more knowledge on UWONET's programming around gender budgeting; Great change at the district as a result of gender budgeting.; To know women and men's specific issues during budgeting; Discover how to get more funds to address GBV; To find solutions to challenges in resource allocation; Roles of women towards the development process; An interactive session; All the objectives to be covered during the training; T-shirts and other items from UWONET and UNFPA

General rules

These included among others;

- Phones to be switched off or put on silence; Respect for each others view; Proper management of time; No mini discussions during sessions

MODULE 2: INTRODUCTION TO GENDER AND OTHER RELATED CONCEPTS.

For participants to understand gender and equity budgeting they needed to have an in-depth understanding on gender as a concept, gender roles and manifestations.

The facilitator assisted the participants to explore the term gender and related concepts by asking defining key terms like Gender, gender issues, equity, budget, gender budgeting, gender responsive budgeting (GRB).

The training then employed the participatory approach where participants were put in groups to discuss the concept of gender and gender roles and they came up with different definitions of gender which included;

- A state of being male or female including character,
- Socially constructed roles of men and women which are dynamic.
- The biological difference between male and female.
- Socially and culturally constructed differences between men and women

The facilitator clarified and expounded on the various definitions summarizing gender as the socially constructed differences between men and women in a given society. The facilitator noted that the gender roles change according to society. To get their understanding on gender roles, the table below highlights' the participants summary of what men and women's gender roles in the community are:

Men's work	Women's work
Land opening	Digging
Rearing animals	Cooking
Planning for the family	Collecting firewood
Building houses	Fetching water
Hunting.	Taking care children.
Cooking	Thatching houses

This table respectively shows the responsibilities held by women and men in the various communities. This is what society has assigned for men and women.

MODULE 3: GENDER BUDGETING

In their various groups the participants were asked to define the following concepts; a budget and gender budgeting. A Budget was defined as,

- A plan to make effective use of resources
- A summary of estimated revenue and expenditure
- A costed plan
- Financial breakdown or plan for resources in every department either for institution or family,
- A plan to use your income to achieve something

Gender budgeting on the other hand was defined as;

- A plan to use resources between women and men without discrimination
- Planning for all sexes
- Using resources equally for all categories of people
- Taking into consideration concerns of both men and women while drawing a budget

The Facilitator defined Gender budgeting as a method of analysis used to highlight differences in public spending on men and women. It looks not only at funding levels for the various ministries, but also at spending priorities within ministries and sectors. By permitting better-targeted and more efficient use of government resources, advocates argue, gender budgeting benefits men and women alike. To date, three African countries; South Africa, Tanzania and Uganda have analyzed their budgets for gender impact. It began with Australia in 1984 and spread to Canada and South Africa in 1993 and 1994, respectively.

Gender-responsive budgeting (GRB)

The facilitator defined GRB as government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfillment of women's rights. It entails identifying and reflecting needed interventions to address gender gaps in sector and local government policies, plans and budgets. GRB also aims at analyzing the gender-differentiated impact of revenue-raising policies and the allocation of domestic resources and Official Development Assistance

The discussion was concluded by highlighting that a grasp of gender concepts is essential for analyzing socio-economic situations from a more realistic perspective. Analyzing women's and men's concerns enhances effectiveness of both sectoral and national development plans and programmes.

Five steps to Gender Budgeting

1. An analysis of the situation for women and men and girls and boys (and the different sub-groups) in a given sector
2. An assessment of the extent to which the sector's policy addresses the gender issues and gaps described in the first step. This step should include an assessment of the relevant legislation, policies, programs and schemes. It includes an analysis of both the written policy as well as the implicit policy reflected in government activities. It should examine the extent to which the above meet the socio-economic and other rights of women.
3. An assessment of the adequacy of budget allocations to implement the gender sensitive policies and programs identified in step 2 above.
4. Monitoring whether the money was spent as planned, what was delivered and to whom?

This involves checking both financially and the physical deliverables (disaggregated by sex)

5. An assessment of the impact of the policy/ program/ scheme and the extent to which the situation described in step 1 has been changed, in the direction of greater gender equality.

Gender budgeting analysis tools

The participants were taken through the GB tools discussed below;

1. Gender-aware policy appraisal

It examines position of women and men, boys and girls in each area of economic and social life addressed by the budget, taking into account age, ethnic group, location and class, whether government policy adequately addresses inequalities which have been identified, whether resources are being allocated in ways that are likely to reduce inequalities.

A gender-aware policy appraisal involves the development of an analysis which reflects an understanding of the policy's gendered implications by:

Identifying the implicit and explicit gender issues, identifying the allied resource allocations and assessing whether the policy will continue or change existing inequalities

2. Gender-disaggregated beneficiary assessments

This is a tool which allows the voice of the citizen to be heard. Potential and actual beneficiaries of a government programme are asked, using a variety of techniques, their views as to whether existing forms of public service delivery meet their needs as they perceive them. These responses are analyzed in order to assess the extent to which a government's current budget meets the priorities of women and men.

3. Gender-disaggregated public expenditure incidence analysis

This tool can be used to provide an assessment of the distribution of government expenditure of a given programme between men and women and boys and girls. For example, gender-disaggregated public expenditure incidence analysis could be used to compare expenditure on public schools in different localities to the number of boys and girls enrolled. It could also compare expenditures in different areas with the levels of gender specific needs revealed in surveys.

This tool requires considerable amounts of quantitative data in order to estimate both the unit cost of providing a particular government service and the utilization of public expenditures by households or individuals disaggregated by gender. In respect of the cost of service provision, data must usually be obtained from government agencies. Data to estimate programme utilization can often be derived from a variety of sources including household surveys conducted by the national statistical agency.

4. Gender-disaggregated tax incidence analysis

This technique examines the taxation component of revenue. It looks at both direct and indirect taxes and calculates how much taxation is paid by different individuals or households. It requires data on income and expenditure patterns, which can typically be obtained from household surveys and from revenue collection agencies. A limitation of the analysis is that it usually assumes equal sharing of income within households, whereas many studies have shown this does not often occur.

5. Gender-disaggregated analysis of the impact of the budget on time use

This is a method of analyzing the relationships between the national budget and the way time is used in households. It examines the extent to which budgets rely on unpaid work such as caring for young people, the aged and those who are ill, collecting fuel and water, cooking, cleaning and so on. The analysis is dependent on having available time use studies. Time use studies have rarely been conducted at the national level in developing countries, but are some times available in the form of case studies. A national time use study would need to be done by the national statistical agency, but the subsequent analysis can be conducted both inside and outside government.

6. Gender-aware medium term economic policy Framework

This incorporates gender into the economic models on which medium term economic frameworks are based, with the aim of affecting future budgets. Some of the ways in which gender can be integrated into models is by: disaggregating variables where gender is applicable, incorporating both national income accounts and household income accounts reflecting unpaid work and changing underlying assumptions about the social and institutional set up in society, as well as about how the economy works.

Medium term economic modeling is done at two levels. At the more general level, there is modeling of the total economy which involves variables such as growth rates, budget deficits, inflation, interest and employment.

7. Gender-aware budget statement

This is a statement or report, from each government portfolio on its audit of policies, programs and related budgets. In the process of developing such a statement, the tools or methods discussed above are utilized. A gender-aware budget statement is an accountability report by government in relation to its gender equity objectives. Some key indicators for a gender-aware budget statement.

- . Share of expenditure targeted to gender equality
- . Women's participation in the public-sector employment relative to men
- . The share of prioritized expenditures towards women
- . Share of expenditure devoted to official gender units
- . Share of expenditure devoted to women's priority income transfer gender balance in business support
- . Gender balance in public sector contracts
- . Gender balance in decision making bodies, forums and committees
- . Gender balance in training



Caption 2: participants listening to an explanation from a group presenter

MODULE 4: BUDGET CYCLE

The participants were tasked to highlight what stages of the budget cycle they employed or were aware of; budget call, budget conference, preparation of the budget, laying of the budget before the council, committee scrutiny, passing the budget, implementation and monitoring and evaluation.

The facilitator noted that the budget cycle has a number of stages; they include;-

The executive branch normally formulates the annual budget but sometimes the executives release discussion document or an overview of the budget in advance.

-Formation of the budget, during this phase of the budget, groups always have the most potential input since the interest in the budget is typical at its highpoint when the executives present the budget to the legislature, this creates opportunity for civil society groups to get media coverage and other attention for their budget analysis.

-Implementation, monitoring and control, in this phase of the budget, the executives issue public reports regularly on the status of expenditure during the year.

-Auditing and legislative assessment, this of the budget presents the a valuable opportunity for budget groups to obtain the information on the effectiveness of particular budget initiatives, as well as to advance accountability by assessing whether the legislature and executive branches respond appropriately to the findings of auditing reports.

-Access to information, in addition, to be effective throughout the budget process ,civil society needs timely access to different types of information at each stage in the cycle for instance to play a meaningful role in the approval and then implementation and others continues.

The district budget takes the form of; budget conference, identification of sector priorities, review of costed priorities, preparation of the final budget, return to the executive committee for review, approval and presentation of the council for approval.

During the discussions the facilitator urged the participants to follow the budget process and to influence resource allocation for GBV interventions. GBV is a pertinent issue and there is need for action through it to be identified as a priority issue for a budget line to be tagged.



Caption 3: Participants work on a given group assignment

A discussion which opened up on the budget cycle had the following issues;

- .The limitation to consultation in identifying areas to budget for in the year.
- Limited involvement of stakeholders call for aware awareness raising for citizen participation in the budget consultations and change the mind set of citizens towards the process.

- Civic education on the budget process-knowing stakeholders and bringing them into workshops to raise their awareness on the budget processes so that when they are called for budget process they will be able to articulate the issue much better.

The discussion led to a debate on strategies to undertake where government resources are limited and there is need to take urgent action/ prioritization. Budget committees within local authorities may include civil society.

MODULE 5: UNDERSTANDING ADVOCACY AND LOBBY

During this session the participants brainstormed on what advocacy meant; expressing concerns for something of value, creating awareness, speaking for others or something, agitating for change, influencing issues of concern to address a group in question. Advocacy ensures the issue is known to the influential technical persons. An example of an advocacy issue could be *“increase resources allocated for GBV response”*

The facilitator highlighted other definitions of advocacy as a deliberate, planned and sustained effort to advance an agenda for change .she further stated that it consists of organized efforts and actions that use the tools of democracy to establish and implement laws, policies and key issues so as to create an equitable society. Advocacy deals with questioning political power and policy matters. She also noted that advocacy changes social institutions like the police and it tries to persuade the decision makers for instance the government, political and economic powers.

Advocacy resists unequal treatment, power, relations and resources, patterns of exclusion and discrimination in social, political and economic arenas, unpopular laws and policies, GBV, disrespect for humanity and dignity. She further highlighted types of advocacy as; confrontational and constructive advocacy. Confrontational tactics include; strikes, protests, and petitions etc. Where as constructive tactics included; meeting policy makers, and proposing strategies for change, dialogue.

What one needs to know in advocacy; know your goal, audience and allies, have a message strategy and carry out your research. She concluded that all types of advocacy are effective considering what your issue is. She finally noted that advocacy may be risky and one has to be ready to push issues forward to the right people.

The participants in their various groups identified the most pressing issues in their communities that need advocacy, some included; GBV, dropout rate of girls from school (girl child education), gender equality and low participation of women at various levels.

The participants committed to mobilization and sensitization to ensure that issues identified are prioritized and a budget is tagged.

MODULE 6: GENDER AND EQUITY BUDGETING (GEB)

The participants defined it as;

- a process of allocating resources in fairness to address specific needs of men and women
- a process of locating fairly scarce resource to promote the welfare of both men and women
- a process of fair allocation of available resources to effectively and efficiently address identified and prioritized gender needs to uplift the standards of men, women, boys and girls.

The participants further discussed the following reasons for gender and equity budgeting;

- ❖ For promotion of empowerment, equity, social justice and gender balance
- ❖ Efficiency and effectiveness during implementation of projects
- ❖ Accountability, transparency and social accountability
- ❖ Equitable and fair distribution of resources
- ❖ Promotion of peace and harmony in homes
- ❖ Promotion of sustainable development through ownership by community

Factors that can lead to the success of gender and equity budgeting initiatives; the following factors were identified by the participants.

- ❖ Lobbying and advocacy is key during this process
- ❖ Availability of security is necessary
- ❖ Enabling environment in terms of policies
- ❖ Positive attitude of various stakeholders
- ❖ Availability of human resource to run the process
- ❖ Positive cultural practices and beliefs that support GEB
- ❖ Active participation of the community especially women
- ❖ Building public and strong public private partnership
- ❖ Participatory budgeting which is bottom up

❖ Political will and support from donor agencies

In concluding the session, the facilitator gave highlights of why it is important to have gender budgeting within the policy making, implementation and monitoring processes. She also noted that the objective of gender budgeting is to mainstream gender issues and ensure that gender concerns are integrated into all national programmes, plans and actions.

The participants were divided into groups to analyze of GEB issues by identifying gender and equity issues;

An illustration

Type of issue	Possible cause	consequences	Possible solution
GENDER ISSUE -Drop out rate of girls	-early marriages -GBV -defilement -culture -Poor learning environment -Domestic chores -HIV/AIDS	-high literacy rate -GBV -Poverty	-providing favorable learning environment for girl child at school and at home
EQUITY ISSUE -Unequal rights to education	-poverty -culture -illiteracy among the community -ignorance on rights	-illiteracy -low performance -GBV -	-Sensitization -affirmative action -review education policies -advocacy and networking

MODULE 7: APPLICATION OF OUTPUT BUDGETING TOOLS

The facilitator opened the session by emphasizing the need to ensure gender budgeting in our sectors, for example in the preparation of the Sector Budget Framework Papers (SBFP)

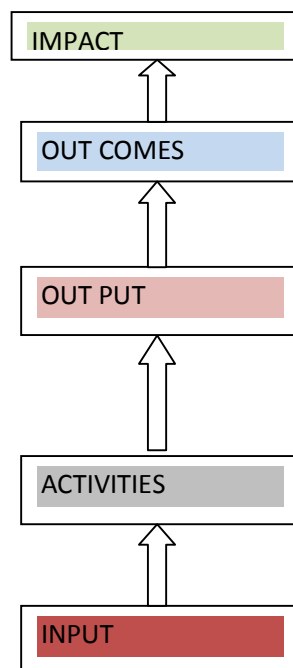
which is an important phase in the budget process, we need to be familiar with the Output Based Budgeting (OBB). The facilitator highlighted that for better planning and implementation, an output budgeting tool is designed to assist the process and it is built from bottom up. She further highlighted that to prepare a budget framework paper that addresses Gender concerns and Equity issues, an introduction of output oriented budgeting is needed for better linking of the budget to the **results chain**. In this session, the facilitator prepared cards which were distributed to Participants and requested them to arrange them in order with justification.

Participants started with activities, inputs, outputs, outcomes, and then impact. They justified that it is better to start with activities and inputs after identifying activities because one cannot have inputs without activities and through brainstorming, they started to realize that it is important to have input and then activities follow. After a lengthy debate the facilitator arranged the cards in the order of; input –activities-outputs-outcomes-impact.



Caption 4: Participants with facilitator thinking through the order of the results chain

In conclusion, the facilitator explained the correct order and further elaborated on it as detailed below.



MODULE 8: GENDER MAINSTREAMING

Participants were grouped in three groups and were asked to explain what Gender mainstreaming meant to them and come out with strategies. In their groups the participants came up with the following definitions of gender mainstreaming.

-a process of involving male and female in development programs

-integration of gender activities into the different sector activities

The facilitator further defined gender mainstreaming as a strategy to ensure that men and women benefit from any planned action

The following strategies were discussed for mainstreaming gender at district level.

-Awareness creation on gender mainstreaming; -Favorable policies that support it need to be put in place; -Active involvement of all stakeholders especially gender specialists; -Availability of resources needed including finances; -Participatory planning which is bottom up; -Passing of ordinances on gender mainstreaming; -Lobby and advocacy; -Operationalization of the gender policy;- A clear guide on gender mainstreaming need to be developed and provided to all the district staff; -Research and information dissemination



Caption 5: Miss Eliot the

facilitator guiding one of the sessions

Roles and responsibilities of different stakeholders in gender mainstreaming

The different groups came up with the following roles for stakeholders

Stakeholders	Roles
Sector ministries/ departments	-formulation of relevant policies -enforcement of relevant policies -Providing adequate resources
Ministry of finance	-allocating and availing adequate funds -ensuring proper accountability
Ministry of gender	-Formulation of gender sensitive policies -M&E - Recruitment and training on gender mainstreaming -Awareness raising -Advocacy and lobby
MPs	-Mobilization and sensitization

	-formulation of gender sensitive policies and laws -review of the laws -M&E
NGOs	-Resource mobilization -M&E -Reporting -availing required resources
Research and academia	-research and needs assessment -documentation -information sharing and dissemination
National bureau of statistics	-data collection and dissemination
Media	-mobilization -awareness creation
Donors	-funding -M&E
Others	-ownership and support -M&E

MODULE 9: GENDER BASED VIOLENCE (GBV)

During the discussions the participants identified the following forms of GBV: Physical, psychological, economic, and social, SGBV, cultural violence- harmful traditional practices for example FGM.

The following causes of GBV were identified during the discussions; cultural rigidity alcoholism, ignorance, bad cultural practices, polygamy HIV/ AIDS amongst others.

The following interventions were discussed for addressing the increasing GBV in the communities; -Economic empowerment of the women who are commonly the victims of GBV; -Sensitization of the communities on the dangers of GBV; -Establishment of safe homes for survivors who may not wish to return back home immediately for fear of eminent danger; -Sensitization of the community on laws, policies and plans existent that address GBV i.e DVA and its implementation; -Positive change in cultural norms through sensitization; -Involving the opinion leaders to meaningfully participate in the fight against GBV because they are role models.

The participants also identified who the duty bearers are in relation to GBV which included; Government institutions, NGOs, community members, opinion leaders, politicians. These they emphasized need champion the fight on GBV for results.

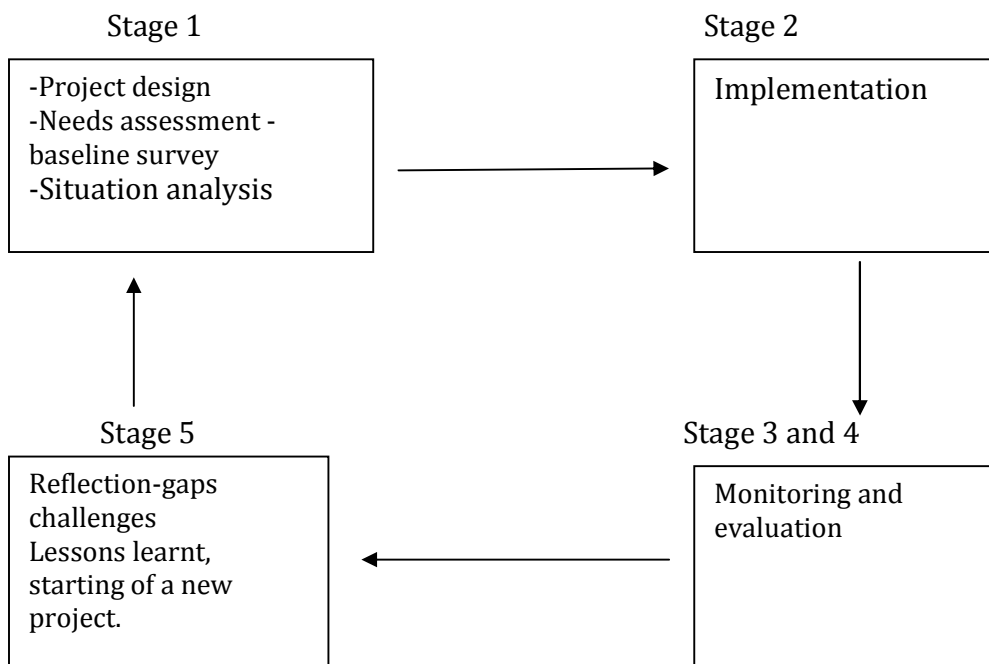
Duty bearers and their roles

Duty bearer	Roles
Government institutions	-make policies on GBV and operationalize them -fund activities -sensitization -make laws and operationalize them -apprehend the perpetrators
NGOs	-fund activities -sensitization -provide guidance and counseling - facilitate dialogue
Opinion leaders	-decision making -awareness creation

	-mediation -dialogue
Community members	-mediation -dialogue -reconciliation -awareness creation

MODULE 10: MONITORING AND EVALUATION

The participants had a discussion on monitoring and evaluation, they were taken through the project cycle stages which included;



The facilitator emphasized the participants to be involved in monitoring and evaluation to ensure gender sensitivity of the implemented projects.

Development of action plans and way forward

The participants came up with an action which needed to be operationalized to achieve the desired goal.

Objective	Activity	Target	Time frame	Responsible person	Budget
Reduce cases of GBV among the community by 70%	- Sensitization -Advocacy Capacity building and training	-Councilors -Technical Planning Committee -Community to prioritize GBV response during village planning meetings	2012- 2013	Gender officer	Funds to be raised

Inputs	Activities	Output	Outcomes	impacts
-Funding -Human resource -logistics	-lobbying and advocacy -mobilization -sensitization	1000 duty bearers mobilized and sensitized on GBV to influence resource allocation for GBV interventions	-number of GBV interventions -number of GBV reported addressed	Reduced cases of GBV in the community

Agreed actions included the following;

-Advocacy and lobby for: political will to ensure that GBV interventions are prioritized for resource allocation; review of policies, bye laws and passing of ordinances.

- Sensitization on gender, GBV and gender budgeting because most duty bearers are not familiar with these concepts as a result fail to use them.

-Capacity building of councilors on gender budgeting such that they are able to engage during council debates.

-Media advocacy needs to be strengthened

-Strengthen M&E to ensure resource allocation for GBV interventions

Emerging issues

The gender officers do not submit clear budgets on time, it was recommended that they need to come up with a budget which the district will start prioritizing on. They needed to lobby the council for resource allocation for GBV activities.

Most of the female councilors are new at council and do not know council procedures, forwarding gender issues at council is still a challenge for them.

In all sectors at the district gender issues are meant to be integrated; a lot more advocacy around this area is needed for this to be implemented and followed up.

SGBV in form of incest is common and is on the increase; the families affected do not report because it's shameful to them. There is need to increase advocacy and action around this issue.

The district officials need financial support to operationalize their action plan

A lot of advocacy and lobbying needs to be done to ensure that a budget is tagged for GBV interventions because it's not looked at as a priority.

Recommendations

During the training the participants came up with the following recommendations;

-They requested for refresher training in 2012 for them to understand issues around gender and equity budgeting. Majority of the participants had not been trained on this.

-The gender department needs to be supported financially to carry out its obligations because GBV falls under this.

-M&E to assess the progress they have made at the district in regards to the agreed actions

-The training to be extended to the sub county level and opinion leaders to be targeted because they can influence the process at their various levels and meetings.

-Grass root women should be targeted so that they can participate during village planning where identification of priorities begins

-The constitution, laws and policies need to be availed and translated into Luo for the councilors, for effective advocacy.

Questions that arose and were responded to;

What do we need to effectively advocate for GBV issues at the council to influence resource allocation?

Why are women not accepting change in gender roles?

Why is gender budgeting not practiced during planning and budgeting?

How can gender be mainstreamed without bias?

Which is the right order of the results chain?

Conclusion

The training was a success, the participants from Agago and Amuru being newly created district appreciated the training. They mentioned that they had not been targeted by most development partners and thanked UWONET and UNFPA for considering them. 80% of the participants had not attended a gender budgeting training and they acknowledged how they were struggling with understanding those concepts and their practicability. *“For example the District Inspector of schools of Agago mentioned that for 11 years in service she never had such training”*. The training was closed by Vice Chair LC V Amuru district who applauded UWONET and UNFPA for the timely intervention and recommended continuous training around these areas for the key district personnel and councilors who influence the budget process to be knowledgeable and hoped they would utilize newly acquired information.

ANNEXES

Annex 1 programme

UGANDA WOMEN'S NETWORK

BUILDING CAPACITY OF DISTRICT SUB COUNTY AUTHORITIES AND WOMEN COUNCILORS ON GENDER MAIN STREAMING, BUDGETING AND GBV

12th – 14th December 2011

PROGRAMME

Day one: 12th December 2011

Time frame	session	activity	Responsibility
8.30-9.00 am		Arrival and registration	
9.00-9.30 am		✓ Introduction to the objectives of the workshop. ✓ Opening remarks.	UWONET
9.30 am-10.00 am	Module 1 Session 1	✓ Introduction of participants. ✓ Participants' expectations and concerns. ✓ General rules.	Elliot
10.00 am- 10.30 am	Coffee break		
10.30 am-11.30 am	Session (2)	✓ Introduction to gender and related concepts.	Elliot
11.30 am-1.00pm	Module 2 Session 3 Module 3 Session 4	✓ Budget process cycle. ✓ Gender dimension in the district. ✓ Gender budgeting analysis tools.	Elliot
1.00 pm-2.00pm	Lunch break		
2.00 pm -3.00pm	Module 4 Session 5	✓ Gender aware budgeting statement	Elliot
3.00 pm -4.30 pm	Module 5 Group work Session 6	✓ Lobbying and advocacy strategies.	Elliot
4.30 pm-5.00 pm	Session 7	✓ Group presentation	UWONET

Day 2

Time frame	session	activity	Responsibility
8.30-9.00 am	Session 8	✓ Group presentation	UWONET
9.00-10.00 am	Module 6 Session 9	✓ Introduction to gender equity budgeting.	Elliot
10.00 am-10.30 am	break		
10.30 am- 11.30 am	Module 7 Session 10	✓ Constructing a gender and equity definition. ✓ Identifying gender and equity issues.	Elliot
11.30 am-1.00 pm	Session 11	✓ Brainstorming about gender and equity budgeting.	Elliot
1.00 pm -2.00 pm	Lunch break		
2.00 pm -3.30 pm	Module 8 Session 12	✓ Introduction to output approach and application of out put Budgeting Tools (OBT).	Elliot
3.30 pm -4.30 pm	Session 13	✓ Results chain	Elliot
4.30 pm- 5.00 pm		✓ Group activity ✓ Gender -budgeting ✓ Gender issues in development programmes.	Elliot

Day 3

Time frame	session	activity	responsibility
8.30 am-9.30 am		Group presentation Questions and answers.	UWONET
9.30 am-10.30 am	Module 10 Session 14	✓ Gender main streaming ✓ Approaches to gender. ✓ Strategies of gender main streaming and integration.	Elliot
10.30 am-11.00 am	Break tea		
11.00 am-1.00 pm	Module 11 Session 15	✓ Gender analysis ✓ Gender concerns that need advocacy. ✓ Approaches and methods in creating gender awareness and advocacy.	Elliot
1.00pm -2.00 pm	lunch		

2.00 pm 4.00 pm	Module 12 Session 16	✓ Understanding gender based violence ✓ Forms and causes of GBV ✓ Gender prevention and response activities to be included in the local government development plans and budget framework papers	Elliot UWONET
4.00 pm-5.00 pm	Session 17	Way forward Evaluation and Closure	UWONET

Annex 2: list of participants

**Participants from Agago and Amuru trained in Gulu on gender budgeting training:
December 2011**

S/N	Name	Organization	Position
1	Obina Godfrey	Amuru DLG	Sen. Agric. Officer
2	Oyo Samson	Amuru DLG	Planner
3	Lanyero Joyce	Amuru DLG	Sen. Education Officer
4	Agenorwot Concy	Amuru DLG	CDO
5	Toocanna David	Amuru DLG	C/person Education
6	Akot Vento Scovia	Amuru DLG	District councilor
7	Apio Ogaba Grace	Agago DLG	DIS
8	Alara Nighty Olwoch	Agago DLG	Female councilor
9	Komakech Patrick	Agago DLG	Youth councilor
10	Okech Joel	Agago DLG	Councilor
11	Komakech William	ADLG	Sec. COMBS
12	Akullu Grace Regina	Agago DLG	Gender Officer
13	Adong Paska	ADLG	CDO
14	Owacht Stanislaus	ADLG	DLG V Attiak
15	Odong N Loyce	ADLG	SNO
16	Tabu Denis Opimo	ADLG	C/person Health
17	Atubu Francis	Amuru DLG	Entomologist
18	Adongkara X Toppher	Amuru DLG	District Speaker
19	Lanyero Beatrice	Amuru DLG	Sec. Community
20	Alyel Concy	Amuru DLG	D/ Speaker
21	Rom Denis	Amuru DLG	LCV Vice chairman
22	Oluba Ben	Amuru DLG	SAS/ SCC
23	Apio Catherine	Amuru DLG	LCV DLG C/P GPC
24	Achiro Stella	ADLG	SAS
25	Ojara Stephen	ADLG	C. A
26	Okengo Betty	Agago DLG	Distict Council
27	Cosmas Ojara	Mega FM	Reporter
28	Obwona H Morris	ADLG	Town Clerk
29	Lilian Namataka	Radio Rupiny	Reporter
30	Komakech santo	Amuru DLG	SPSWO
31	Nakuu Jane	ADLG	Sec. Production
32	Atim Beatrice	ADLG	District Councilor
33	Auma Vicky	ADLG	CDO
34	Achirocan Fancy	ADLG	CDO
35	Komakech Michael Comboni	Amuru DLG Pabo S/C	Senior Assistant secretary
36	Okello Tito	Amuru DLG	Youth Councilor
37	Komakech Walter	Amuru DLG	SAS
38	Monica Okot	Amuru DLG	Councilor
39	Ojok Simon	ADLG	Councilor

40	Okello Paul	Agago DLG	Councilor
41	Agwang Sarah Jessica	UWONET	Prog. Officer
42	Elliot Tumusimwe	Session Facilitator	Taryler
43	Agwang Susan	ADLG	CDO
44	Okesya Jude	UWONET	Driver
45	Denise Ogwang	UNFPA	Prog. Asistant

Annex 3: evaluation forms

DAILY EVALUATION

We would like to receive feedback for the improvement of the training programme by answering the following questions

1. I found today's training objectives clear and we have achieved them (Please tick)
A) I strongly agree
B) I agree
C) I disagree
D) I strongly disagree.

What in your option was the most useful session today?

.....

.....

.....

.....

Please give reasons for your answers?

.....

.....

.....

2. Which session did you find least useful today? Please give reasons for your answer

.....

.....

.....

3. Did you find the following appropriate
Please give reasons for your answer.

A) Timing of sessions.

1) Yes

2) No

B) Content

1) Yes

2) No

C) Method of conducting the training

1) Yes

2) No

If you have other comments please list them below

.....

.....

.....

.....

.....

END OF TRAINING EVALUATION

We would like to receive feedback regarding the entire training you have obtained by answering the following questions

1. How do you rate the relevance of gender budgeting, gender equity, gender based violence and gender mainstreaming training you have obtained in the last three days? Tick

Very relevant	relevant	Somehow relevant	Irrelevant

2. Which topic did you find useful to your work?

.....

.....

.....

.....

3. Which topic was least applicable to your work?

.....

.....

.....

.....

4. What have you learnt from the training that you will apply to your work?

.....

.....

.....

.....

5. Please rate the following by ticking in the appropriate box below

	Very good	Good	Fair	Poor
Timing				
Content				

Method				
facilitation				

6. Make any other comments that you may have below

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you for your response.