



Gender Transformation & Empowerment

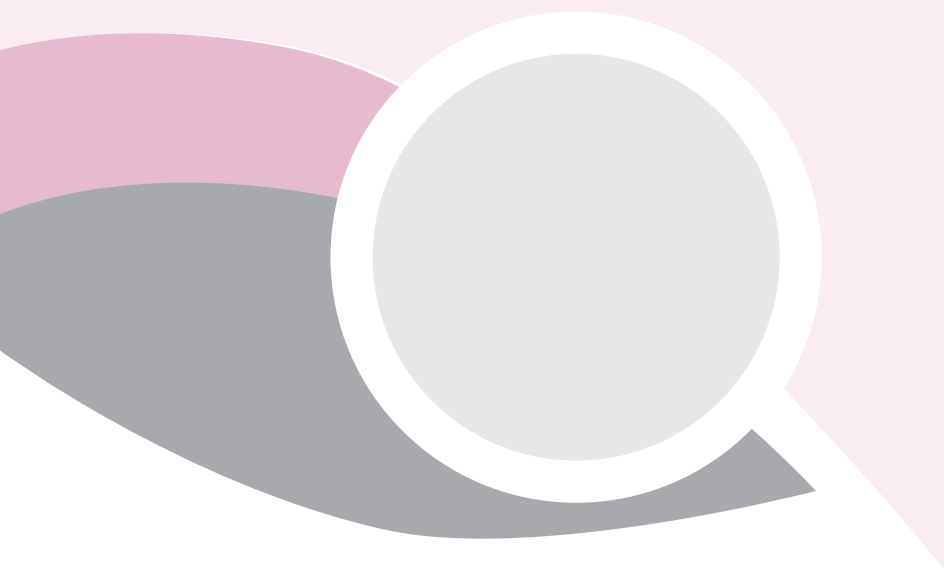


POCKET BOOK ON GENDER AND GENDER MAINSTREAMING FOR LOCAL COUNCILORS IN UGANDA

Acfode
Breaking Through, Building Up and Binding



WOMEN'S DEMOCRACY NETWORK
Empowering Women to Lead
Uganda Chapter



**POCKET BOOK ON GENDER AND
GENDER MAINSTREAMING FOR LOCAL
COUNCILORS IN UGANDA**

2018

Acknowledgment

UWONET is pleased to publish yet another insightful Gender related key resource document. The financial resources that were invested in the process of producing this pocketbook is enormous. It would have been difficult without the support of Democratic Governance Facilities (DGF) and to this end, UWONET is very grateful to DGF.

The Initiative is implemented in coalition with Women in Democracy Group (WDG); UWONET acknowledges the unreserved support of the WDG members, ACFODE, FOWODE & WDN.

A very special thanks to the UWONET staff, Executive Director, Aciro Rita who provided the overall guidance during the development of this resource book; editing the final draft, Susan Labwot, Flavia Ajok for their insights and support during the exercise.

About the Women's Democracy Group (WDG)

The **Women in Democracy Group (WDG)** is comprised of five National Women's Organizations i.e., Action for Development (ACFODE), Forum for Women in Democracy (FOWODE), Uganda Women's Network (UWONET) and Women Democracy Network–Uganda Chapter (WDN Uganda Chapter). WDG brings together women's organizations that are at the fore front in advancing good governance and democracy through the effective women's participation. The group believes in the synergies brought together, coordination, reaching out wide with a common message and avoiding duplication and in effect, effectively utilizing the minimum resources.

Uganda Women's Network (UWONET) is an advocacy and lobbying Non-Governmental Organization currently comprised of Sixteen (16) National Women's Non-Governmental Organizations/institutions and 10 individual members, who collectively work together to amplify the women's voice and enhance women's empowerment. Its mission is to coordinate collective action among members and other stakeholders through networking, capacity building, resource mobilization, research information sharing, and policy advocacy for the attainment of gender equality in Uganda.

Action for Development (ACFODE), founded 28 years ago, envisions a just society where gender equality is a reality. It strongly believes that attaining gender equality outcomes requires programmes and processes to be reshaped to reflect the vision, interests and needs of both women and men rather than just 'adding women' into existing those processes.

Forum for Women in Democracy (FOWODE) is a national Women's organization born in 1995 with a purpose to achieve gender equality through increasing the capacities of communities, women, young leaders, and technocrats to influence policy and decision making.

Women's Democracy Network (WDN-Uganda Chapter) Women's Democracy Network-Uganda Chapter (WDN-U) is a local Civil Society Organization (CSO) affiliated with the Women's Democracy Network (WDN) that seeks to empower women to pursue activism and leadership in the public sphere to enhance gender equality. Since its establishment in 2011, WDN-U has sought to ensure gender parity in political office by providing capacity building training for women aspiring for leadership, women leaders and leagues of political parties in leadership, advocacy, political campaigning, strategic planning, and the use of new technology.

About The Pocket Book

This pocket book is intended to provide insights into gender responsive local governance in Uganda in particular and even beyond. It is intended to enhance the gender and gender mainstreaming skills of the political and technical leadership for effective, efficient and equitable service delivery.

Rationale for preparing this handbook

This handbook is designed to specifically equip local government authorities with skills for gender mainstreaming. The purpose of this pocket book is to strengthen the capacity of local government authorities to integrate gender within their own work. This pocket book incorporates both the why of gender and mainstreaming in local governments, as well as the how, and provides practical tips to improve gender and equity outcomes in local governments.

The pocket book is structured into sections covering the following areas: –

1. Decentralisation
2. Gender Concepts;
3. International, Regional and National commitments and responses on gender;
4. Gender mainstreaming;
5. Gender Empowerment;
6. Gender Responsive Budgeting; and
7. Gender and the political leadership (Role of Councils in promoting Gender local governance.
8. Gender and the technical leadership(Role of technocrats in promoting gender in local governance.
9. Sample Indicators.

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Acronyms/Abbreviations

AIDS	Acquired Immuno Deficiency Syndrome
APRM	African Peer Review Mechanism
AU	African Union
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
BPFA	Beijing Platform for Action
CRC	Convention on Rights of Children
CSOs	Civil Society Organizations
EAC	East African Community
EASSI	East African Sub-regional Support Initiative for the Advancement of Women
EFA	Education for All
FHH	Female-Headed Households
GBV	Gender Based Violence
GRB	Gender Responsive Budgeting
HIV	Human Immunodeficiency Virus
MDGs	Millennium Development Goals
MHH	Male-Headed Households
MPs	Members of Parliament
NEPAD	New Economic Partnership for Africa's Development
NGO	Non-Governmental Organization
PoU	Parliament of Uganda
UPE	Universal Primary Education

UN	United Nations
UNDP	United Nations Development Programme
UNWomen	United Nations Entity for Gender Equality and the Empowerment of Women
WBI	World Bank Institute
SWAp	Sector Working Groups
GRB	Gender Responsive Budgeting
CSOs	Civil Society Organizations
PEAP	Poverty Eradication Action Plan
BFP	Budget Frameworks Paper
PRSP	Poverty Reduction Strategy Papers
DFID	Department for International Development
NDP	National Development Plan
MDAs	Ministries, Departments and Agencies
DP	Development Partner
PFM	Public Finance Management
UNSCR	United Nations Security Council Resolution

SECTION ONE: Decentralisation

One of the major reforms implemented by the government of Uganda in the recent past is decentralization. This was triggered off by the 1995 Uganda Constitution that made provisions for center–Local governments.

The Government of Uganda has implemented the Decentralization Policy since 1993¹. By the nature of their mandate, local governments are supposed to *“provide services in their areas and to monitor the provision of government services and the implementation of projects in their areas”*. The Local Government structures are broken into the District and Lower Local Governments units based at Sub–Counties and other smaller administrative units (the parishes). Section 176(2)(b) of the Local Government Act provides that decentralization shall be a principle applying to all levels of local government and particular from higher to lower local governments *“to ensure people’s participation and democratic control in decision making.”* Furthermore Section 176(2) (c) provides that the policy is to *“ensure the full realization of democratic governance at all local government levels”*. Section 176(2)(e) provides that *“appropriate measures shall be taken to enable local government units to plan, initiate and execute policies in respect of all matters affecting the people within their jurisdiction”*. Since 1986 there has been a proliferation of districts. Currently there are over 120 districts in Uganda. Gives effect to decentralization and devolution of functions, powers and services for decentralization at all levels of Governance.

1 Article 176(2)(e) provides that appropriate measures shall be taken to enable local government units to plan, initiate and execute policies in respect of all matters affecting the people within their jurisdiction.

1.1 Political, Technical and Local Government Authorities

Political Leaders	Technical Staff	President's office through the RDC
Set Goals, Direction, Laws, Policies and Plans for the LG	Implement lawfully decisions of the Political Leaders, Laws, Policies and the LG Plans	Provides checks to the Political Leaders and Technical staff to prevent excesses and deviations from Government Policy and Law

More importantly the Act provides explicitly that a third of District councils must be Women to ensure clear involvement at the decision making level by women. This has guaranteed access to decision making platforms. The challenge however is the limited and rather inhibited ability of Women councilors to participate fully in decision making. This requires deliberate capacity building for District women councilors in areas of Gender and development, Effective deliberations in council and budgeting among others.

SECTION TWO: Gender Concepts

This sub-section of the module provides definitions, explanations and discussions on key terms on gender.

2.1 What is gender

Gender is a social construct that defines the roles, rights, responsibilities, and obligations of men and women in a given culture, location, society and time. Although the specific nature of these values and norms vary across society, over time, they are such that they generally favour men and boys over women and girls in terms of the capabilities, resources and opportunities these roles present, for the enjoyment of social, economic and political power and wellbeing.

Gender is the social attributes associated with being male and female and the relationships between women, men, girls and boys. These attributes and relationships are socially constructed and are learned through socialization. The concept of gender also includes expectations about the characteristics, aptitudes and likely behaviours of both women and men, and when applied to social analysis, reveals socially constructed roles. Sex and gender do not mean the same thing. While sex refers to biological differences, gender refers to social differences, which can be modified since gender identity, roles and relations are determined by society.

Sex

Sex refers to the biological characteristics that distinguish men from women, and with which they are born. Sex differences are the same across all societies.

Table 7: Distinctions between Sex and Gender.

Gender	Sex
A social construct or a set of socially given attributes	A fact of human biology/ Determined by birth
It is society-specific and varies between and within societies	Does not vary within and between different societies
It changes over time	Fixed and unchanging over time
Differentiates roles, responsibilities and obligations	Same for all women. Same for all men.
Is influenced by many factors including education, income level, religion, age, social class and others	Not influenced by economic and social factor

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and between men. These attributes, opportunities and relationships are socially constructed and are acquired through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a women or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is a part of the broader socio-cultural context.

Gender Terminologies

Gender blind

Gender blind means failing to take account of, or recognize the different roles, capabilities and needs of women and men. It is often assumed for instance, that national budget will, in its functions, benefit women and men, boys and girls equally. A gender blind budget fails to acknowledge that there are different roles, capabilities and needs of men and women which need to be taken into account in national budgets.

Gender bias

Gender bias means failure to take account of or recognize the different roles, capabilities and needs of women and men which often result in favouring men over women. National budgets are often prepared in ways that ignore gender differences, and reinforce existing inequalities.

Gender perspective

A gender perspective means recognizing the different roles, capabilities and needs of women and men and taking account of them before embarking on an intervention, activity, project and programme. In the preparation of national budgets, bringing a gender perspective to the budget is to ensure that budgets and economic policies address the needs of women and men, girls and boys of different backgrounds equitably, and attempt to close any social and economic gaps that exist between them. In terms of governance, using a gender perspective involves incorporating an understanding of how being a man or a woman defines capacities such as taking up positions as Councilors and assembly women.

Glass ceiling

The concept refers to the disproportionately large presence of groups of people, such as women, at lower levels in the workforce and their absence at higher levels. The nursing and teaching professions are

often examples of where the glass ceiling occurs. Women are employed in large numbers at the lower levels, but they are often noticeably absent at the decision-making level. This is, in part, a reflection of the family socialization and conditioning process, which defers the decision-making responsibility to the man in the family. In other words, the glass ceiling refers to the limitations that are placed on women with regard to certain professions, or promotion to certain positions across professions.

Gender equality

Gender equality refers to equal rights, responsibilities and opportunities between women and men and girls and boys. Equality does not imply that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality refers to equal opportunities for all people and equally valued work done by all, irrespective of their sex. Equality between women and men is seen as a precondition for and indicator of sustainable people-centred development.

Gender equity

Gender equity relates to the exercise of rights and entitlements that lead to outcomes which are fair and just for women and men. This includes fairness and justice in the distribution of responsibilities, access to resources, control over resources and access to benefits between men and women. Gender equity takes into account the differences in men's and women's lives such as level of economic well-being, educational attainment, ethnicity, geographical location, Rural or urban locations, religious beliefs, and disability. It also recognizes that different approaches that may be needed to produce outcomes that are equitable.

Affirmative action

Measures targeted at a particular group, and intended to offset disadvantages, or eliminate and prevent discrimination arising from socially defined roles and responsibilities assigned to men and women.

Gender Based Discrimination

Gender equality refers to the equal treatment of people, but in most societies there are groups that are discriminated against on the basis of age, disabilities and sex. Gender based discrimination in the workplace is illustrated by such practices as the division of labour, which denies some people the opportunity to perform certain tasks they are capable of purely on the basis of the roles assigned by society. Access to and control over resources, which many women are denied, is a good indicator of gender based discrimination and exacerbates the numbers of women who are poorer than men.

Gender based violence

Gender-Based Violence (GBV) is any act of violence which is committed against a person on the basis of their gender. While it is often taken to be synonymous with violence against women and girls, who are most often the targets of GBV, women, men, boys and girls can all be both the victims and the perpetrators of GBV. For example, in countries experiencing armed conflict, women and girls are sometimes targeted by combatants as a means of undermining the morale of their communities and breaking down social ties within and between families. However, men may also become targets of GBV, particularly as young men of fighting age are often assumed to be actual or potential combatants purely on the basis of their gender and age.

Gender Analysis

Gender analysis entails a process of studying information to ensure that benefits of policies are equally distributed to all target groups. The study requires an understanding of the meaning of gender and the

availability of gender disaggregated statistics. It does not necessarily mean equal numbers of men and women in all activities, nor does it necessarily mean treating men and women exactly the same. It is about recognizing that men and women often have different needs, aspirations and priorities, face different and unequal constraints and contribute to development in different ways. Gender analysis is, therefore, about recognizing these differences and designing interventions with those differences in mind. For example, policies or policy documents such as budgets and poverty reduction strategies may be examined to see how they recognize and address the different needs and priorities of women and men.

Gender being about Development

Promoting greater gender equality is about transforming women's and men's roles, identities and power relations to create a fairer society for all. Men are as affected by gender roles and expectations as women. There are situations where men's lives and opportunities are adversely affected by gender stereotypes, and where men and boys need targeted support. For instance, most men of combatant age are often the ones who get conscripted and, therefore, killed or injured during conflicts.

2.2 Gender Roles

Gender roles are learned behaviours in a given society which condition the type of activities, tasks and responsibilities that are perceived as male or female. Gender roles can be identified as productive, reproductive, and community roles.

- a. Productive roles;** Productive roles are the activities carried out by men and women in order to produce goods and services for buying and selling or for meeting the needs of the family. These activities generate income and assets. Productive roles are economically

valued by society, and recorded in national accounting. Examples are fishing, farming and teaching.

- b. **Reproductive roles;** Reproductive roles are activities carried out by men and women to ensure their placement in the community. They are very important for keeping communities going but are invisible in national accounting. Examples are child bearing and child rearing, caring for the sick etc.
- c. **Community Gender Roles;** Community roles can be classified into community managing and community politics:–
 - ⇒ **Community Managing;** these are activities that are undertaken by members of a community to improve their lives. Community managing roles ensure the provision and maintenance of scarce resources for family needs. They are mainly done by women at the community level as part of their reproductive role. Examples are provision of water, education and healthcare.
 - ⇒ **Community politics;** these are activities organized by communities to improve their lives. They are carried out in the public domain, involve decision making and are prestigious in status. They may be organized at the political level, often within the framework of politics. They are normally done by men in the community. An example is a church executive role such as presiding elder.

2.3 Women's empowerment

Empowerment is about people, both men and women. It is about building the capacity of people to participate in all aspects of the economy and social life and be able to control their own destinies. Women's empowerment implies that women must not only have equal capabilities such as in health and education; but also equal access to resources and opportunities such as land and employment. It also implies that they should be able to use these rights, capabilities, resources and

opportunities to make strategic choices and decisions such as through leadership and participation in political institutions. They must also be able to live without fear of coercion and violence.

Gender Responsive Budgeting.

The budget is the single most important policy tool of government as it affects the successful implementation of all other policies. Gender responsive budgets are not separate budgets for men and women. A gender responsive budget is one that ensures that the needs and interests of individuals from different social groups (sex, age, race, ethnicity, and location) are addressed in expenditure and revenue policies. A gender responsive budget uses various tools, approaches and strategies to monitor outcomes, outputs, activities and inputs of budgets with a gender perspective. Gender equality advocates the use of the technique to call for equity in resource allocations to promote women's rights by asking governments to allocate resources towards the fulfilment of international commitments contained in human rights instruments. The objective of gender budgeting is to enhance efficiency, effectiveness, accountability and transparency in public spending, tilting towards women and other disadvantaged groups in society.

Gender disaggregated data.

Is a numerical presentation of information with a clear reflection on how many men and women, girls and boys were targeted or involved in the programme, how were they impacted positively or negatively or were beneficiaries of an intervention. Gender disaggregated data is a critical tool for planning, implementation and review of programs.

- ⇒ **Condition:** refers to the material circumstances in which men and women live.
- ⇒ **Access:** the ability to use a resource or opportunity.
- ⇒ **Control/Power:** the ability to make decisions about and derive benefits from resources and opportunities.

- ⇒ **Practical gender needs:** Needs of women and men that relate to responsibilities and tasks associated with their traditional gender roles or to immediate perceived necessity. Responding to practical gender needs can improve the quality of life but does not challenge gender divisions or men's and women's position in society. Practical needs generally involve issues of condition or access.
- ⇒ **Strategic gender interest:** Interests concerning the position of women and men in relation to each other in a given society. Strategic interests may involve decision making power or control over resources. Addressing strategic gender interests assists women and men to achieve greater equality and change existing gender roles and stereotypes. Gender interests generally involve issues of position, control, and power.

Undertake a needs assessment of vulnerable individuals, groups and sub-groups

- ⇒ Based on identification of vulnerable individuals, groups and sub-groups in society, and an examination of the causes of their capability deprivation, the next step in a gender and equity analysis is to undertake a needs assessment to better understand the factors and circumstances that could mitigate vulnerability and lead to improved equity. In other words, a needs assessment identifies barriers to equity and proposes measures that would address those barriers.
- ⇒ Assessments may focus on two differing kinds of needs: practical and strategic needs. Practical needs are those that can tangibly improve living conditions and meet basic needs. However, practical needs may not, in and of themselves, transform existing power structures or improve equity. Strategic needs, on the other hand, may seem abstract, but they are necessary for improving equity (see Figure 1).

Practical	Strategic
Water	Education
Food	Right and Capacity for civic engagement
Income	Political Representation
Fuel	Accountable responsive governance
Health	Laws protecting rights

Gender and Equity Continuum

Figure 2² demonstrates the range of possible approaches to gender and equity in development programming. As shown in the figure, gender and equity transformative approaches begin with a deliberate intention to address the status of vulnerable groups and attention to program impacts throughout the project life cycle. For a series of case studies to utilize this toolkit and generate discussion around gender and equity-focused programs and approaches.

2 Adapted from the Interagency Gender Working Group (IGWG), Gender Equality Continuum Tool; see: <https://www.igwg.org/training/programmatic-guidance/>

		Gender Awareness	
			
Gender Explosive: Reinforces or takes advantage of gender inequities and stereotypes	Gender Blind Ignores economic, social, Political roles, Rights, entitlements, responsibilities, obligations and power relations associated with being female, male, an adolescent boy or girl, PWD	Gender Accommodating Recognises gender inequities and differences but works around those inequities.	Gender Transformative Intentionally address gender inequities and employs strategies to challenge and alter those inequities.
	Fails to recognise and address dynamics among men and women, boys and girls	Impact on vulnerable and marginalised groups equivocal	Active and implicit recognition and concern for gender and equity

SECTION THREE: Gender Mainstreaming

The section attempts to explain gender mainstreaming

- ⇒ Gender analysis as a step in gender mainstreaming
- ⇒ Gender mainstreaming strategies
- ⇒ Why mainstreaming gender equality in policy and programming is important
- ⇒ Councils can do to promote gender equality

Gender terms introduce readers to gender analysis, which is the first step in gender mainstreaming and gender budgeting. Case studies and practical exercises are included to enhance understanding and skills for gender analysis and gender mainstreaming. It discusses gender mainstreaming strategies and what Councillors can do to promote gender equality. In addition, benefits of mainstreaming gender addressed.

3.1 What is Gender Mainstreaming?

Gender mainstreaming is a strategy for making women's as well as men's concerns and experiences an integral dimension of any planned action including legislation, policies or programmes, in all political, economic and social spheres so that women and men benefit equally and that inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Mainstreaming includes gender-specific activities and affirmative action, whenever women or men are particularly in disadvantageous positions. Gender-specific interventions can target women exclusively, men and women together, or only men, to enable them to participate in and benefit equally from development efforts. These are necessary

temporary measures designed to combat the direct and indirect consequences of past discrimination.

3.2 What is the Mainstream?

The mainstream refers to inter-related set of dominant ideas and development directions, and decisions or actions taken in accordance with them. The assumptions, ideas and practices of the mainstream affect the decisions taken by policy makers, and guide resource allocations. This latter approach calls for empowering people so that they can participate in and benefit from development processes. It is this shift in understanding of the problem of gender inequality, the realization that previous approaches to development were not resulting in real change in the position of women and gender equality, as well as the recognition that gender equality is integral to development, that has paved way for gender mainstreaming as an approach to addressing gender inequality and the empowerment of women.

3.3 Principles of Gender Mainstreaming

Gender mainstreaming should be guided by principles as outlined below:

- ⇒ Responsibility for implementing gender equality is system-wide, and rests on actors at the highest levels within agencies and their departments or units.
- ⇒ Mainstreaming requires clear political will from senior management who should ensure allocation of adequate resources, and competent leadership for mainstreaming. Additional financial and human resources if necessary are important for translating the concept into practice.
- ⇒ Adequate accountability mechanism for monitoring progress needs to be established within each and every area of work including collaboration with partners/stakeholders.

- ⇒ Analysis/understanding of the history, context, rationale, ideology, and implications of gender equality is necessary. Also, necessary is an initial identification of issues and problems across all areas such that gender differences and disparities can be diagnosed. As such the commissioning of specific gender studies and surveys, and a systematic use of gender analysis and sex disaggregated data are requirements.
- ⇒ Mainstreaming requires programmatic, organizational, personal introspection, and transformation.
- ⇒ Gender analysis should always be carried out. This implies taking gender relations into account at all stages of policy and programme cycle, and legislature, in order to achieve gender equality.
- ⇒ Mainstreaming does not replace the need for targeted, women specific policies and programmes and positive legislation. As women are under-represented in politics and public life, for instance, gender mainstreaming in this area requires that efforts be made to broaden women's participation in governance at all levels.
- ⇒ Mainstreaming requires a correct perception that gender inequality is not a women's issue that should be addressed by women; rather, it is a societal issue that must be addressed by society. Having explained gender mainstreaming and the principles for mainstreaming gender, the next section exposes readers to gender analysis tools and skills for doing gender analysis, which is a step in gender mainstreaming.

3.4 What is Gender Analysis?

Gender analysis provides a basis for vigorous analysis of the differences between women's and men's lives as this removes the possibility of analysis being based on incorrect assumptions and stereotypes. Analysis involves addressing questions such as the differences in impacts of policy/programme on men and women, the advantages and disadvantages, roles and responsibilities, who does what, who has

what, who needs what, strategies and approaches in closing the gap between what men and women need. It helps to reveal the experiences of men and women, boys and girls in relation to an issue being examined. It examines why disparities exist, whether they are a matter of concern and how they might be addressed. Such an understanding helps to institute actions that take real needs and interests into account.

Gender analysis is used in a variety of settings, such as, to examine different forms of social, political and economic organizations like the household, the state, markets, civil society and community based networks. To this effect, there are frameworks that serve to assess the situations of women and men on a step by step basis in order to arrive at proper understanding of their respective real situations and needs. There is no one best way to conduct gender analysis.

The next section provides information on a 'Ten Key Questions Tool' (UNFPA 2003) that may be used in different situations such as the family, the community, institutions and society at large. They are based on well-tested gender analysis tools, namely; the contextual analysis model, the Harvard analytical model, the Women's Empowerment framework, and the gender analysis matrix. (UNFPA 2003; Gender Mainstreaming: Taking Action, Getting Results; Module 2, P. 13).

3.5 Gender Analysis Tool

The 10 Key Questions

- d. Who does what? [activities]
- e. How? With what? [access to resources]
- f. Who owns what? [ownership of assets]

- g. Who is responsible for what? [obligations]
 - h. Who is entitled to what? [claims, rights]
 - i. Who controls what? [income, spending]
 - j. Who decides what [power]
 - k. Who gets what? [distribution]
 - l. Who gains and who loses? [redistribution]
 - m. Why – What is the basis for the situation? [rules, norms, customs]
- Questions a–l can be combined with the additional question, ‘And with whom’ in order to capture the social relations involved

3.6 Advantages of Gender Analysis

Gender analysis has the following advantages

- ⇒ Gender analysis provides an understanding of gender and its implications for policy development and implementation.
- ⇒ It aids in the generation of scientific/objective information for planning, implementation, monitoring, and evaluation.
- ⇒ It helps to establish benchmarks for tracking progress on gender equality issues.
- ⇒ It provides the justification and rationalization for interventions.
- ⇒ It breaks down the division between the private and the public domains, and brings the private into the public sphere.
- ⇒ It looks at how the dynamics within the household interrelate with dynamics at international, state, market, and economy level.

Gender Analysis in Practice.

This section provides exercises and illustrations of gender analysis in different contexts.

Gender analysis context A

Instructions: Choose between one of these three community settings:

- a. A rural fishing community
- b. A rural farming community

Using the table on the next page, tabulate the daily activities of a man and a woman indicating the time each activity is conducted. Add to the task whether it is a productive (P), community (C) or reproductive (R) role. Add up roughly the number of hours each of them works.

- a. Who does the most hours of work?
- b. Who performs the productive, reproductive, and community roles?
- c. Identify the similarities and differences.
- d. How are these realities reflected in policies, plans, and programmes?

Repeat the exercise for the two other community settings and identify the similarities and differences in roles in the community settings.

Gender analysis context B

Gender Analysis of an Institution

- ⇒ Think about the institution you belong to. Use the 10 key questions in section 2.7 to do an analysis.
- ⇒ Identify the gender equality issues.
- ⇒ Determine the consequences of not addressing the issues.
- ⇒ Determine what interventions can be made to address the gender equality issues.

3.7 Gender Mainstreaming Strategies and What Councilors Can Do?

What is the role of the councillor's in mainstreaming gender into work and/or in the work of the local government

In order to ensure that policies and plans have a gender perspective, councilors should equip themselves with necessary skills and knowledge on gender to inform their work, the Council should play a leading role in gender mainstreaming in their council activities.

What are the benefits of mainstreaming gender into each sector/ department/ Committee?

The benefits of mainstreaming gender into each council committee include:

- ⇒ It opens up opportunities for both women and men.
- ⇒ Real problems of men and women are considered.
- ⇒ There is increased capacity for each committee to address gender concerns in the course of its work.
- ⇒ There is increased capacity of the women members of each committee to participate effectively in committee work.

It contributes to good governance. As an institution with oversight responsibility of effective, efficient and equitable service delivery in local governance:

- ⇒ Gender Mainstreaming Strategies and What District technical planning unit can do?
- ⇒ What is the role of the technical planning unit in mainstreaming gender into different departments in the work of the local government?

- ⇒ Similar to the councils, the technical team/, departmental heads should equip themselves with necessary skills and knowledge on gender to guide their work the departmental heads should play a leading role in gender mainstreaming in their planning and budgeting processes/ activities.
- ⇒ What are the benefits of mainstreaming gender into each sector/ department/ Committee?
- ⇒ The benefits of mainstreaming gender into each technical planning committee include:
- ⇒ It opens up opportunities for both women and men
- ⇒ Real problems of men and women are considered in plans and budgets
- ⇒ There is increased capacity for the committee to address gender concerns in the course of its work.
- ⇒ There is increased capacity of the women members of each committee to participate effectively in committee work.

The roles of the District Planning Unit are:

- i. It is a department responsible for economic planning in the district council;
- ii. It is a secretariat that supports the district technical planning committee (DTPC)
- iii. Providing technical expertise and guidance in plan formulation to the district and lower local government councils and all stakeholders;
- iv. Ensuring that the data required for planning are collected and analyzed;

- v. Ensuring that cross cutting issues (gender, children, environment, population and HIV/AIDS) are integrated into the development plans;
- vi. Ensuring that the development plans are produced in the correct format and in a manner easily understood by the council and the general public; and

SECTION FOUR: Gender Responsive Budgeting

The section attempts to explain what gender mainstreaming is

- i. Know what is a gender responsive budget;
- ii. Be able to explain gender responsive budgeting;
- iii. Understand the importance of gender responsive budgets;

It is often assumed that a national budget is gender-neutral; that in its functions, a budget will benefit women and men, girls and boys equally. In fact, by failing to take account of the different roles, capabilities, and needs of women and men, budgets can reinforce existing inequalities. Analyzing the budget from a gender perspective provides a useful mechanism to assess the effects of government policies on men and women, boys and girls, and the real contributions all individuals make to the economy. In this way, government can evolve and implement policies that ensure equity. This unit helps participants to appreciate gender budgeting as a strategy for promoting gender equality.

4.1 What is Gender Responsive Budgeting?

It is important to emphasize from the outset that a gender responsive budget does not refer to a separate budget for women. As previously indicated, gender is not just about women. Gender responsive budgeting takes into account the inequalities that arise due to the different roles assigned to different groups in society. National budgets are developed as gender-neutral, but there is increasing recognition by governments that budgetary policies have different impacts on men and women. The budget, as an instrument for allocation of resources in society, is probably the most effective mechanism that can be employed towards the attainment of objectives such as gender equality. The national

budget is also an indicator of a government's priorities and hence a tool for measuring the consistency between pronouncements on gender equality and the resources allocated for achieving it.

4.2 Why Gender Responsive Budgets?

Analyzing the budget from a gender perspective provides a useful mechanism to assess the effects of government policies on men and women, girls and boys, and the real contributions all individuals make to the economy. In this way, government can evolve and implement policies that ensure equity. Gender responsive budgets are, therefore, important in many ways: –

- ⇒ Gender responsive budgets meet the needs of all sectors of society and, therefore, increase efficiency;
- ⇒ Gender responsive budgets increase economic efficiency and social welfare;
- ⇒ Gender Responsive budgets seek to reduce gender gaps and inequalities as they address the needs of the less privileged;
- ⇒ Gender responsive budgets address poverty more effectively by way of implementing poverty reduction programmes that benefit the poor and marginalized in society more;
- ⇒ Gender responsive budgets help governments to honour their commitments to achieve equality, as set out, for instance, in the Beijing Platform for Action, the Convention on Elimination of All forms of Discrimination against Women (CEDAW), and the Millennium Development Goals (MDGs). Governments will often be reminded by gender budget analysis that they are not meeting their commitments, compelling them to sit up and address the gaps; and
- ⇒ The purpose of a gender perspective on the budget is to ensure that budgets and economic policies address the needs of women and men, girls and boys, equitably.

The budget is simply an instrument and no more than that. The instrument is there to translate a policy and strategy. Unless those policies and strategies are right, the instrument translates wrong things that run against the interest of gender equality.

4.4 Tools for Gender Budget Analysis

There are a variety of tools available for doing gender analysis of national budgets.

Gender–disaggregated public expenditure incidence analysis

This is based on statistical analysis, usually with data from household surveys to examine the nature of expenditure from publicly provided services in order to determine the distribution of expenditure between men and women, boys and girls. This analysis can be done for any sector or programme. This seeks to assess the impacts of public expenditure on the various categories of citizens.

Gender–disaggregated analysis of the budget on time use

This tool identifies the relationship between the national budget and the way time is used in households. This ensures that the time spent on unpaid work is accounted for in policy analysis. If the cost of child care and care for sick family members are taken into consideration in arriving at the Gross Domestic Product (GDP); then women's contribution would be bigger and can be used to justify more resource allocation through the budget.

4.5 Gender Responsive Budget Process

The South African Gender Budgeting model provides a five–step approach to carrying out gender budgeting: –

Step 1: Situational analysis

This first stage involves analyzing the situation of women, men, boys and girls. At the sectoral level, this will involve analyzing the situation of the different sub groups in each sector as well. For example, this may mean looking at statistics on the status of maternal mortality, infant mortality; and literacy rates, as well as opinion surveys on gender targeted service delivery. This makes it possible to identify the key issues that need to be addressed, such as access to services and quality of services.

Step 2: Gender analysis

In the second stage, an analysis is done to assess the gender responsiveness of policies. Does the policy address gender issues described in the situational analysis? Are there any policies to address the key issues? If so, are they adequate to address the issues satisfactorily and ensure the desired results?

Step 3: Budget allocation

An assessment is made of budget allocations. If there are adequate gender sensitive policies, resources must be allocated for their implementation. Are resources allocated for these gender-sensitive policies? Are these resource allocations adequate?

Step 4: Monitoring spending and service delivery

Step four involves monitoring spending and service delivery. It is not enough to design policies to address gender inequalities. Resources must be allocated through the budget for their implementation. However, it is still not enough to allocate resources. The resources must be disbursed and the programmes carried out by the various Ministries Departments and Agencies (MDAs). It is, therefore, important to carry out checks to verify that funds are being disbursed and spent as planned and approved by Parliament. It is also important to monitor the physical deliverables.

Step 5: Assessing outcomes

Money must be spent for the intended purpose and must have the intended effects. Therefore, an examination is made of the impact of the policy and expenditures to assess whether it has promoted the gender equality commitments. For example, did increased resource allocation for health delivery result in reduced maternal mortality and infant mortality? In other words, have the desired impacts on the targeted groups been achieved

4.6 Framework for Gender Analysis of Expenditures

Rhonda Sharps framework is often used to break down expenditures into three categories:–

Gender-specific allocations; these are allocations specifically targeting women and girls or men and boys. Examples are school bursaries for girls, or domestic violence counselling for men. Many governments have allocated special funds for women's programmes, such as providing loans to women-dominated productive sectors or for training women entrepreneurs. It is important to analyze their impact on women's lives and ensure that such programmes give value for money. However, experience shows that gender-specific allocations are very small compared to the rest of the budget, usually less than one per cent.

Mainstream allocations; mainstream allocations need to be examined for their gendered impacts. Most expenditures fall in this category and the real challenge of gender analysis budgets is to examine whether such allocations address the needs of women and men, girls and boys of different social and economic backgrounds equitably. For example, will increased resource allocations to public educational and health facilities benefit more disadvantaged women and children than it will benefit rich and privileged men and women?

Equal opportunity employment allocations; such allocations are intended to promote gender equality in the public service. For example, day-care facilities for employees' children, paid parental leave, or special training for women, middle-level managers. Particular attention is paid to the decision making levels because public service delivery systems make important decisions, which impact on the lives of poor women and men. If they are not gender balanced, their decisions are likely to be gender-insensitive. However, increased resource allocation to areas, which tend to employ women and disadvantaged groups can narrow the gap in employment rates and increase incomes of these groups, hence reduce gender inequalities.

Gender Perspective of District Budgets; the purpose of bringing a gender perspective to the budget is to ensure that budgets and economic policies address equitably the needs of women and men, girls and boys of different backgrounds, and attempt to close any social and economic gaps that exist between them. All over the world, both women and men play important roles in society.

What is the Gender and Equity Certificate?

- ⇒ 2015: Public Finance Management Act (PFMA) charges the Ministry of Finance, Planning and Economic Development (MoFPED) to issue Gender and Equity Certificates, after consultation with EOC
- ⇒ A certificate given by MoFPED in consultation with Equal Opportunities Commission, that scores and certifies budget framework papers' responsiveness to gender and equity
- ⇒ A Gender and Equity Certificate is required before the MoFPED will release funds
- ⇒ The EOC helps MoFPED assess budget framework papers
- ⇒ 40% is considered a passing mark for 2018/19

4.7 What are the Parameters of Gender and Equity?

- ⇒ **Gender:** Weighted value of 40%, addresses gender-specific disparity.
- ⇒ **Disability:** Weighted value of 20%, addresses specific needs of people with disabilities.
- ⇒ **Age:** Weighted value of 20%, addresses specific needs of children, youth, the elderly.
- ⇒ **Geographic location:** Weighted value of 20%, addresses remote locations, disadvantaged areas of high poverty.

4.8 Requirements and Scores for Gender and Equity Certificate

- ⇒ **Overview (6 points):** Shows how the budget contributes to NDP II and its gender and equity goals; overall objectives and outcomes; uses data to support.
- ⇒ **Past Performance (64 points):** Local governments analyze gender and equity outcomes and outputs for the period under review; budget utilization for gender and equity; resource allocation to gender and equity mechanisms or structures (i.e. gender focal points, reporting, capacity development)
- ⇒ **Annual Budget Allocation (64 points):** Specify explicit outputs and budget allocations for gender and equity.
- ⇒ **Program Performance (18 points):** EOC assesses various sectors for gender and equity in the first quarter of the running year.
- ⇒ **Gender and Equity challenges (8 points):** Identify internal, external, and emerging challenges to addressing gender and equity.

4.9 Key Considerations on Scoring Criteria

- ⇒ Past performance and analysis of gender and equity issues is important

- ⇒ Sources for past performance and analysis: gender disaggregated data, gender focal point, special interest councilors, community consultation
- ⇒ Link plans for coming year to address past performance gaps
- ⇒ Measure and demonstrate the impact of gender and equity
- ⇒ Focus on narrative description and justification in addition to numbers

SECTION FIVE: Overview of International/Regional/ National Commitments & Responses On Gender

5.0 Highlights of the section

- a. Key international, regional and national frameworks for promoting gender equality;
- b. Actions/policies taken by the Uganda Government to promote gender equality;
- c. Highlights the role District councils can play to advance national, regional, and international commitments to gender equality

There are powerful International, regional (Africa) and national frameworks for the pursuit of gender equality and women's rights. This unit provides information that helps facilitators and participants to learn international and regional agreements that Uganda and other regional Governments have given support to, and national actions taken in response to these agreements and policy frameworks. The Trainer should be able to make the participants to appreciate international, regional and national responses on gender.

5.1 International Responses to Promoting Gender Equality

Until 1946, when the United Nations set up the Commission on the Status of Women to monitor the situation of women and promote women's rights, women's issues were debated only in bodies specifically concerned with human rights. The 1948 Declaration on the Universal Human Rights by the United Nations General Assembly, which prohibits discrimination on the basis of sex, embodies the most important human rights principles in relation to the promotion of gender equality.

When it was set up, the Commission on the status of women observed that all over the world, the most severe forms of discrimination against women were in the areas of political rights, legal rights (both as individuals and family members), access of girls and women to education and training (including vocational training), and working life.

In 1975, therefore, when the first international conference on women was held in Mexico City, and 1975–1985 declared the decade of women, the three objectives of the decade were Equality, Development and Peace. The major aim of the declaration, therefore, was to work towards the eradication of all kinds of discrimination against women.

Over several decades, the concept of women's rights is an intrinsic dimension of human rights. However within the last decade, women have discovered the importance of taking ownership of human rights jurisprudence and using it as a strategy for realizing gender equality. The concept of human rights acknowledges that each individual is entitled to enjoy his or her rights without distinction of race, ethnicity, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. For women's human rights the biggest hindrance has been male domination and patriarchal ideology, both of which were instituted into the UN Declaration of Human Rights from its adoption in 1948.

The Universal Declaration of Human Rights. International human rights standards have been enshrined in the Universal Declaration of Human Rights (1948) and the two International Covenants on Civil and Political Rights and Economic, Social and Cultural Rights (1966). CEDAW and the Convention on the Rights of the Child (CRC, 1989) articulate a clear concept of gender equality, and recognize that women's rights require the realization of both civil and political rights as well as access to basic needs such as health, nutrition, education and shelter.

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted by the United Nations in 1979 and came into force in 1981. It re-echoed the 1948 declaration on human rights, guaranteeing women equal rights with men in many spheres of life including education, employment, health care, political participation, nationality and marriage. However, unlike the Universal Declaration of Human Rights, CEDAW has the force of law. In addition, the 1999 Optional Protocol to CEDAW was adopted to provide better enforcement for human rights issues. It enables individuals to raise complaints with the UN Committee for CEDAW and allows the committee to probe into violations of human rights in member states.

UN Conferences on Women: Two more significant international conferences on women that took place after the 1975 conference are the 1980 mid-decade World Conference on Women, and the 1985 conference to review and appraise the achievements of the UN decade for women.

During the second UN Conference on Women that was held in Copenhagen in 1980, there was more systematic collection of sex disaggregated data to monitor women's situation. The 1985 UN conference on women held in Nairobi saw a shift in approach from Women in Development to Gender and Development. Also, the issue of violence against women was raised for the first time.

The Beijing Declaration and Platform for Action: This came out of the UN conference on Social Development that was held in Copenhagen in 1995 and complements CEDAW. There was consensus on the need to put people at the heart of development. Twelve critical areas of action for women's development were outlined in this document. These were poverty; education and training; health including reproductive health; violence; armed conflict; economy; power and decision making

including aiming at gender balance in government bodies; institutional mechanisms; human rights; media; environment; and the girl child.

The fourth World Conference on women, held in Beijing in 1995, was built on issues raised by previous meetings/conferences, and emphasized the need for gender equality, equity and the empowerment of women in all aspects of development. The 2000 Beijing + 5 conferences and its political declaration and outcome document served to build further on the need to pursue gender equality issues. The 2005 Beijing + 10 Summit which was held in New York was devoted to a review of the Beijing Platform for Action. The meeting reaffirmed that the full implementation of the Beijing Platform for Action is essential to achieving the internationally agreed development goals including the Millennium Development Goals (MDGs).

On 31st October 2000, the UN Security Council at its 4213th meeting adopted the UNSCR 1325 which call for gender mainstreaming and participation of women in national and international development agendas. The Republic of UGANDA being a member of the UN is bound to implement the contents of this resolution.

All these conferences, meetings and actions, to which most African Countries were party, helped to put gender equality issues at the fore and helped to formulate and strengthen strategies for advancing gender equality.

5.2 Regional Responses to Promoting Gender Equality

In July 2004, Heads of States in Africa adopted a Declaration of Gender Equality in Africa. This affirmed their commitment to the various international instruments, as well as addressed areas of concern to women on the continent. These include:–

⇒ Women's access to land;

- ⇒ Inheritance and property rights and how they affect women;
- ⇒ Exclusion of women from decision making in conflict resolution while conflicts disproportionately impact them;
- ⇒ The recruitment of girl children as soldiers and sex slaves;
- ⇒ The strengthening of gender programmes at the national level with more human and financial resources;
- ⇒ The high incidence of HIV / AIDS among women, and the lack of support from governments and non-governmental organization, given that the burden of care for AIDS-affected people falls on women, and
- ⇒ The adverse impact of gender inequality on economic growth in Africa.

Indeed, the African Union (AU), in its constitutive Act itself, provides that the organization functions in accordance with the principle of the promotion of gender equality. The African Union has established a global precedent for gender equality by adopting the principle of gender parity in decision making and electing an equal number of men and women commissioners to lead the AU. There is a commitment to extend the principle of equal representation to all levels of the AU Commission and to other AU organs and programmes, including the New Economic Partnership for Africa's Development (NEPAD).

Within the organs of the AU, there is a dedicated Directorate of Women, Gender and Development charged with the responsibility of coordinating gender efforts and actions in member states. The Directorate organizes trainings; post publications and documents; hosts discussion forums; build partnerships; and communicates and implements key decisions on gender by the African Union.

In addition to the above mentioned commitments, significant regional processes that African countries have embarked upon as mechanisms for the eradication of gender discrimination include adoption of the

African Charter on Human and People's Right, and the New Partnership for Africa's Development (NEPAD).

5.2.1 African Charter on Human and People's Right

The African Charter on Human and People's Rights was adopted in 1981 and entered into full force in 1986. The Protocol to the African Charter on Human and People's Rights, the first protocol to be developed by Africans for African women, applies CEDAW and the Beijing Platform for Action in the African context. It builds on and strengthens other regionally negotiated issues that have been detrimental to women's human rights.

It challenges cultural behaviour and traditions such as widowhood and inheritance rights that often violate the fundamental rights of women in Africa. With regard to the rights of women, the charter provides that 'The State shall ensure the elimination of every kind of discrimination against women and also ensure the protection of the rights of the woman and the child as stipulated in international declarations and conventions'.

On November 25, 2005, the protocol to the African Charter on Human and People's Rights on women's rights entered into force. The protocol provides, as CEDAW, a reference legal framework enabling various stakeholders and populations to on a daily basis work towards the respect of women's rights. It includes rights in political participation as specified in Article 9.1, which states specifically that 'women shall take part in all elections without discrimination'. Ghana has signed but not ratified the Protocol to the African Charter on Human and People's Rights on the rights of Women in Africa

3.2.2 New Economic Partnership for Africa's Development

The New Economic Partnership for Africa's Development (NEPAD) was adopted in 2001 by the heads of governments represented in the AU. NEPAD is the region of Africa's strategy for eradicating poverty. There are eight priority areas that constitute the focus of NEPAD's sustainable development strategy. These are:

- ⇒ Peace and security
- ⇒ Infrastructure development
- ⇒ Human-resource development
- ⇒ Poverty alleviation
- ⇒ AIDS/HIV and health
- ⇒ Agriculture
- ⇒ Science and technology; and
- ⇒ Arts and culture.

The NEPAD secretariat has gone a step further to institute a Gender and Civil Society Organization's unit at the secretariat to spearhead the raising of gender-awareness in the deliberations of NEPAD and the mobilization of Civil Society Organization's participation in the NEPAD process.

3.2.3 East African Community Initiatives on Gender

Uganda is a member of the East African Community (EAC). The Treaty for the Establishment of the EAC in Article 121 and 122 recognizes the significant contribution that women make towards the process of socio-economic transformation and sustainable growth, and the importance of full participation of women and men in the economic and social development of the Partner States.

Access to health by women

Despite the EAC Partner States having signed and ratified international and regional commitments and further domesticated them through legislations and instruments that provide for the right to health care, there remained serious gaps in service delivery which must be addressed. The budgets for health have remained inadequate to ensure effective service delivery.

By August 2012, the EAC Protocol on Gender Equality was not yet ratified by the Partner States. The Protocol would guide the EAC Partner States on appropriate legislative and policy reforms by identifying the gender gaps and addressing program implementation weaknesses; Further, the Protocol affirms regional commitment towards national issues by harmonization of national legislation to incorporate the right of women to health care and create stronger mechanisms for monitoring and evaluating the implementation of health services to women at all levels.

Girl Child

All East African member states are committed, through adoption of the African Charter on the Rights and Welfare of the Child, Education for All (EFA) and the Millennium Development Goals now the sustainable development goals, to promote the wellbeing and development of the girl child. A girl child in this context refers to females below the age of 18 years. Member States of the East African Community have also gone ahead to provide for the rights and wellbeing of the girl child under their child development policies and laws.

All these instruments reflect member states' commitment to the elimination of all forms of discrimination against the girl child. These efforts have resulted into positive changes in a number of areas including improvements in girls' access to primary education,

strengthening of legislative provisions related to age of marriage and other forms of violations. While these efforts are commendable, girls continue to be disadvantaged compared to boys.

Gender Inequalities in education.

All East African member states are committed, via their espousal of the Education for All (EFA) and the Millennium Development Goals and now sustainable development goals, to eliminate gender disparities in education. All the Member States of the EAC recognize the right to education for boys and girls, men and women and also provide for Universal Primary Education (UPE) in their Medium–Term Education Development Programmes. By 2010, while Uganda had UPE; in Burundi, Kenya, Rwanda and Tanzania, primary education was free and compulsory.

In addition Rwanda and Tanzania have undertaken a more pragmatic approach to girls' education including providing incentives for girls, continued education for young mothers, creating education funds/schemes for girls and eliminating gender stereotyping in education curricula among others. These efforts were commendable; however, more efforts are needed to address the existing gender inequalities in education that continue to disadvantage women and girls.

There is still high illiteracy among Women in Uganda. This implies that more women compared to men continue to miss out on development opportunities because they cannot read and write.

Government and District councils have a critical role to play in creating an enabling environment that will accelerate the achievement of gender equality and women's empowerment in education. There is need to target adequate resources to functional literacy among women and girls, eliminate dropout rates, promote female education including in education in sciences. Gender equality in education is critical to sustainable development.

Human Rights Violations against Women.

Women's rights have traditionally been viewed as separate from human rights. Yet, throughout their lifetime, women are often faced with violations of their human rights, with such violations often taking the form of gender-based violence and discrimination among other acts. The Universal Declaration of Human Rights proclaims the entitlement of every individual to equality before the law and to the enjoyment of human rights and fundamental freedom, without distinction of any kind. Human rights violations against women continue despite the existence of legislative and policy frameworks.

3.3 National Gender Responses

The Constitution of the Republic of Uganda.

The National objectives and directive principles of State policy no. VI states that the state will ensure gender balance and fair representation of Marginalized groups on all constitutional bodies. Articles 32, 33 provide for affirmative action, rights to dignity, equal opportunities in political, social and economic activities, equal treatment .The

Constitution provides the overall National framework for the law and policies for Gender empowerment.

The Local Government Act 1997.

Gives effect to decentralization and devolution of functions, powers and services for decentralization at all levels of Governance. More importantly the Act provides explicitly that a third of District councils must be Women to ensure clear involvement at the decision making level by women.

This has guaranteed access to decision making platforms. The challenge however is the limited and rather inhibited ability of Women councilors to participate fully in decision making. This requires deliberate capacity building for District women councilors in areas of Gender and development, Effective deliberations in council and budgeting among others.

The Domestic Violence Act 2010: A recent enactment by the Parliament of Uganda specifically put in place to address the vice of violence against Women at the domestic setting.

Violence against women is recognized as one among many vices that is a threat to inclusive and sustainable development. Violence against women and girls is one of the most wide spread but least recognized human rights violations. It manifests in various ways in the public and private spheres and embodies the most common means of violation of the human rights of women. It can include physical, sexual, psychological and economic abuse, and it cuts across boundaries of age, race, culture, wealth and geography. It takes place anywhere where humans and power relations exist, in the home, on the streets, in schools, the workplace, in farm fields, refugee camps, during conflicts and crises. It has many manifestations from the most universally

prevalent forms of domestic and sexual violence, to harmful practices, abuse during pregnancy, horror killings and other types of homicide. It is important to note that wide spread gender based violence is common during and after armed conflict.

The main bottleneck to ending violence against women does not only lie in the substance, but more so in the implementation of the laws, policies and programmes on the protection of the human rights of women. As a result of deeply rooted cultural, traditional and social determinants surrounding the issue, there is need to change the strategies addressing violence against women. One of the ways that is recommended is to create a link between violence against women and the important question of development. The financial, psychological and connected long-term costs of violence against women must be addressed in relation to national cohesion and nation building, as underlying policy issues. The Domestic violence law is tailored to address physical, economic and psychological aspects of domestic violence.

The Prevention of Trafficking in Persons Act 2009. This law was enacted with the main objective of prohibiting trafficking in persons. It is in place to address the ever growing vice of human trafficking which has serious gender dimensions. World over more women than men, more girls than boys are trafficked and subjected to very inhuman and degrading treatment especially in Europe and the Middle East. This modern day slavery is characterised largely by trapped immigration, exploitation, forced prostitution and forced marriage. The challenge is popularisation and implementation of the (TIP). District leaders must deliberately create awareness of the vice of human trafficking.

The National Gender Policy 1997.

The Ministry of Gender Labor and Social Development put in place the National Gender policy, a framework to mainstream Gender concerns into National Development in order to improve Legal, social, cultural, economic conditions for all the people of Uganda, It guides all other agencies of Government both Central and Local and other Non–Governmental initiatives in mainstreaming gender into all development efforts.

Despite notable improvements in the policy, legal and institutional frameworks, gender inequalities still prevail particularly in accessing: secondary and higher education; productive resources such as land, capital, and technology; basic infrastructure (water, energy, roads); agriculture and rural development services; basic health services; employment opportunities and decision–making processes. Women and girls are still heavily disadvantaged: for example, women continue to have less access to education than men; they continue to have less employment and advancement opportunities; their role and contribution to national development is neither recognized nor rewarded; women continue to be absent from decision–making; and, although they bear the brunt of conflicts, women are generally not included in peace negotiations or other initiatives in this regard. The National Gender Policy serves as a compass to all actors in the various fields of Gender and Women empowerment.

The Equal Opportunities Commission.

Government of Uganda has put in place an equal opportunities Commission. A result of the Equal opportunities Act of 2007 which

was enacted to put to effect Article 32 (3) of the constitution. The Commission is mandated to eliminate all forms of discrimination and inequality against anyone's rights and full enjoyment of freedoms.

Since time immemorial Gender has formed the core for social, political, religious and economic discrimination. It is hoped that through its elaborate interventions, the commission will spearhead reforms that ultimately will address Gender imbalances.

From the millennium to sustainable Development goals. The sustainable development goals are a set of interrelated global goals set by the United Nations on a wide range of issues including Poverty, health, education, climate change, gender and development .water and sanitation etc. This provide overall the general direction for the United Nations family to guide in setting development priorities. Sustainable Development Goal No 5 on Gender and Development recognizes that inequalities still persist and there is need to put Gender at the core of the development process. More importantly the focus is on attainment of Gender equality.

The Public Finance Management Act, 2015 (PFMA).

On 23rd February, 2015, government of Uganda strengthened its commitment to realize equal opportunities in Planning and Budgeting by introducing the Public Finance Management Act, 2015 (PFMA). The Public Finance Management Act, 2015 provides three sections on compliance with gender and equity requirements and these are;

- a) Section 9 (6) (a) and (b); Section 9 (6) states that, the Minister shall, in consultation with the Equal Opportunities Commission, issue a certificate; (a) certifying that the Budget Framework Paper (BFP) is gender and equity responsive; and (b) specifying measures taken to equalize opportunities for women, men, persons with disabilities and other marginalized groups.

- b) Section 13 (11) e (i) and (ii); Section 13 (11) (e) states that a certificate shall be issued by the Minister responsible for Finance in consultation with the Equal Opportunities Commission (i) certifying that the budget is gender and equity responsive; and (ii) specifying the measures taken to equalize opportunities for men, women, persons with disabilities and other marginalized groups
- c) Section 13 (15) g (i) and (ii); Section 13 (15) (g) states that a certificate shall be issued by the Minister responsible for Finance in consultation with the Equal Opportunities Commission; (i) certifying that the policy statement is gender and equity responsive; and (ii) specifying measures taken to equalize opportunities for men, women, persons with disabilities and other marginalized groups.

CHECKLIST: Budgeting and Planning

Consultation:

- ⇒ Consultations held at village levels, and close to places that women and youth congregate.
- ⇒ Meetings held at times of day that accommodate women.
- ⇒ PWD able to access consultative meetings.
- ⇒ Time and venue for consultative meetings widely publicized, with adequate notice.
- ⇒ Childcare provided during consultative meetings.
- ⇒ Dialogue accommodates non-English speakers and conducted in local languages.
- ⇒ Separate consultations with women, youth, PWD to determine specific needs and interests.
- ⇒ Consult with Special Interest Councilors, CSOs, and PSAs that advocate on behalf of poor, women, and vulnerable groups.

Prioritization and Planning:

- ⇒ Review lessons on gender and equity from past performance.
- ⇒ Undertake planning and prioritization with input from women, youth, CSOs, and PSAs.
- ⇒ Set equity-specific goals, outputs, and outcomes for fiscal year
- ⇒ Determine how to allocate resources for gender and equity to align with outputs and outcomes.
- ⇒ Allocate resources to software such as education and workforce development, as well as hardware such as roads.
- ⇒ Take heed of special interest councilors priorities for their constituents.
- ⇒ Formulate the BFP to explicitly identify equity in its interventions, outputs, and outcomes.

- ⇒ LG priorities widely disseminated in local languages through radio and community announcements.

Implementation:

- ⇒ Designs done in consultation with women, youth, PWD, and other vulnerable groups
- ⇒ Location of services determined in consultation with special interest groups
- ⇒ Locally-raised revenue used to improve local public services
- ⇒ Employment from LG work provides jobs equally benefiting women, youth, and PWD, where possible.
- ⇒ Monitoring:
- ⇒ Data disaggregated to capture service use by and impact on women, youth, PWD, and the extremely poor.
- ⇒ Citizens groups empowered to be partners in monitoring service delivery.
- ⇒ Qualitative and quantitative data informs learning on improving the status of women, youth, PWD
- ⇒ Challenges to improving social and economic disparities among women, youth, PWD identified and

recommendations developed for inclusion in subsequent years.

Samples of Indicators:

- ⇒ Increased acceptance by women and men of women as community decision-makers;
- ⇒ Greater personal and economic independence and self-confidence for women;
- ⇒ Increased women's involvement in personal, family or community development;
- ⇒ New, more visible, and more effective women's organizations;
- ⇒ More women in education and training programs;
- ⇒ Improved health of women and children;
- ⇒ Improvements in women's legal status;
- ⇒ A decline in violence against women;
- ⇒ Increased women's control over their own fertility;
- ⇒ Reduced institutional discrimination and bias against women.

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