

THE GENDER EQUALITY TOOLKIT





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By

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Acknowledgements Toolkit

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We are certain this toolkit will go a long way in guiding gender equality stakeholders towards result-oriented approaches to gender equality.

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ACRONYMS:

CSOs	-	Civil Society Organisations
GEP	-	Gender Equality Project
GDP	-	Gross Domestic Product
GNP	-	Gross National Product
M&E	-	Monitoring and Evaluation
NPGEI	-	National Priority Gender Equality Indicators
SDGs	-	Sustainable Development Goals
UBOS	-	Uganda Bureau of Statistics
UNWomen	-	United Nations Women

1.0 INTRODUCTION

1.1 Background to the Gender Equality Toolkit:

This Gender Equality Toolkit has been developed by the Gender Equality Project (GEP), which aims to contribute to a Uganda where citizens are empowered to effectively demand for, and where the state upholds the equality of voices, rights and opportunities for all citizens. The project aims to achieve this goal through building knowledge systems and tools that engender a holistic view of gender as a broad concept with the human rights and development discourse, and to then apply these tools to deliver bespoke capacity building for critical multipliers in the state and civil society. Blended by a range of networking measures, the project will nourish a collaborative ecosystem in gender equality work, which will be underlined by the application of knowledge and evidence, and where state and non-state actors exchange ideas as partners pursuing a shared agenda for change.

1.2 Why the Toolkit

There have been several books and manuals popularising gender and gender analysis. Most of the existing toolkits have been sector specific, mainly focusing on gender analysis, women's empowerment and gender mainstreaming. The common areas addressed have been political participation, gender budgeting and legislation. The value addition of this toolkit is that it provides a complete package, beginning with the provision of a holistic understanding of gender, gender concepts and norms, to planning, implementation, monitoring and evaluation (M&E), including sector specific gender indicators, measures, results statements and a guide on how to identify and address particular gender issues. At the end of the toolkit is an M&E framework, which provides examples of gender concepts, indicators, measures and results statements, to help the user track progress. It is hoped that such a layout will make it easier for stakeholders in the field of gender to implement gender sensitive laws and policies to transform the gender terrain.

It should be noted that this main toolkit is the first of 11 booklets that constitute the overall toolkit. The other 10 will be produced in the next phase, customising what is in this toolkit to particular sectors or areas of gender policy application.

1.3 Purpose of the Toolkit

The purpose of the tool kit is to provide a capacity building and reference tool for state and non-state actors to influence, enact and implement gender equality laws and policies. Gender sensitive laws and policies, like all laws and policies are implemented through a myriad of programmes and projects at different levels. This toolkit seeks to facilitate the implementation of gender equality at the different levels, from national to the local, by providing gender information in a readily accessible manner (in terms of language and packaging) to the workers and promoters of gender equality. While there are several sectors that lend themselves to gender analysis, for purposes of this toolkit, the next phase will select only 10 sectors or areas for customisation of the tool, guided by the magnitude of involvement of vulnerable persons in the sector or area.

1.4 Objectives of the Toolkit

The objectives of the toolkit are:

- 1) To provide users with a broader view of gender and gender concepts
- 2) To introduce users to the concept and tools of gender analysis
- 3) To provide users with a framework for gender equality planning and implementation
- 4) To provide users with a framework for monitoring and evaluation of gender equality initiatives they may introduce.

1.5 Target Audience

The toolkit is intended for use by multilevel gender equality stakeholders countrywide, to embrace a results-oriented engagement in gender equality promotion, as well as to be able to track and measure indicators in gender equality achievement. Specifically, the stakeholders will include legislators,

duty bearers (national and local), state institutions responsible for monitoring the implementation of gender equality laws and policies, civil society actors and communities. The toolkit will be published and disseminated to gender equality stakeholders countrywide.

1.6 Broad view of Gender in the Gender Equality Toolkit

This tool assumes a broader understanding of gender. Beyond the usual definition of gender as the socially constructed differences and distinctions between men and women, this toolkit adapts an intersectional gender lens, which focuses on how other social stratifiers, such as class, education status, marital status, age, location/residency and ethnicity, shape males and females experience of their gender. While acknowledging that women disproportionately suffer gender disadvantage compared to men, this toolkit does not reduce or conflate gender with women. Previous conceptions of gender that constituted women as an essential category opposed to men, influenced development interventions to target women as a universal vulnerable category, without paying attention to power relationships.

However, this toolkit draws on conceptions of gender that critique patriarchal oppression but which do so in ways that are conscious of the differences amongst women and amongst men such as age, race, class, sexuality, religion, among others, and how these differences intersect to perpetuate disadvantage not only amongst women but also amongst men. Using an intersectionality lens and highlighting multiple vulnerabilities and power amongst women (femininities) and men (varying masculinities), this toolkit acknowledges different power relationships and arenas through which these differences are produced and mediated. This toolkit will apply a broader perspective of gender as understood in this section.

1.7 Structure of the Toolkit:

When completed, the entire toolkit will have 11 booklet, this main one and 10 other small booklets focusing on gender in a particular areas/sectors. However for the initial period, only the main gender equality toolkit will be produced, as an introduction to gender analysis, to inform the analysis of gender in the forthcoming sector/area specific toolkits. It is divided into six major sections as is listed below:

Part 1: Introduction: This covers the rationale and justification of the toolkit, including its purpose, aim, objectives, target audience and structure.

Part 2: Defining Key Gender Concepts: While gender concepts are several, this section highlights the main ones which are going to be central to the analysis and implementation of gender equality laws and policies in selected sectors/areas. It will also introduce key M&E concepts.

Part 3: Gender Analysis Frameworks: There are several gender analysis frameworks. This section provides selected gender analysis frameworks, the rationale of gender analysis, critical gender analysis frameworks, and how they can be applied in different sectors.

Part 4: Gender Equity and Equality Planning: This section details selected mechanisms of mainstreaming gender in the planning of different development interventions.

Part 5: Monitoring and Evaluation: This section introduces M&E, its rationale in gender analysis, key gender indicators and their measures.

Part 6: Conclusion: This section summarises the toolkit, giving a brief about the other smaller sector specific toolkits to follow this one.

After this main toolkit, the next phase will produce more booklets focusing on the following sectors considered crucial to the actualisation of gender equality at national and district levels: Trade and the economy, Leadership and Politics, Health, Extractives, the Environment, Agriculture, Energy, Employment, Gender Based Violence, and Education.

There are many gender concepts. The SWGS in conjunction with the Gender Mainstreaming Division of Makerere University came up with a Gender Concepts Handbook (Popular Version (Ssali et al 2006). In this section we capture the gender concepts that are critical to gender mainstreaming in policy, reflecting changes in their consideration and application.

Gender

Gender refers to the socially constructed differences and distinctions between men and women. Gender differs from sex in that it is not biologically determined. Gender distinctions include the different attributes, statuses, roles, responsibilities, and potentialities as well as their access to and control over resources and benefits. Often, gender is taken to mean women, with many programs and interventions being planned for women's empowerment. While women are generally more vulnerable than males, different women and different men experience life differently, given their class, religion, marital status, educational attainment, income, work, race, origin to mention a few. Yet there are those gender related issues which all females may suffer regardless of their social positioning such as gender based violence. Hence, when talking about gender, it is better and safer to emphasise the power relationships that shape individual men and women's experiences, focusing on the social stratifiers that produce their advantage and/or disadvantage.

Gender Equality

Gender equality refers to equal enjoyment by women and men of socially valued goods, opportunities, resources and rewards. Gender equality does not mean that men and women become the same but rather their opportunities and life chances are equal. This means that there is no discrimination on the grounds of a person's sex in allocation of roles, resources, benefits, privileges or in access to services.

Gender Equity

Gender equity refers to the fairness and justice in the distribution of resources, benefits, and responsibilities in all spheres of life. Since it is not rights-based, equity is negotiable. Achieving equity is a key step in achieving equality.

Gender Issue

This is a point of gender inequality that is undesirable and therefore requires intervention. It results from some form of gender discrimination or oppression. A Gender issue arises when there is inequality, inequity, or differentiated treatment of an individual or a group of people purely on the basis of social expectations and attributes related to their sex. Examples of gender issues that may arise in society include differences in land ownership by gender, differences in access to services such as health, education and agriculture extension services, sex preference and male dominance in decision making. A key question in this concept is, what counts as a gender issue(s) that necessitate(s) enactment of a law or policy? How are these issues identified, popularised and framed into legislative reforms?

Gender Needs:

Gender needs arise from people's positioning in society, determined by how they are socially constructed. Gender needs are normally classified as practical and strategic.

Practical Gender Needs:

These needs arise out of the concrete conditions that women and men experience and are usually a response to an immediate perceived necessity. They arise out of the gender division of labour as well as difference in access to and control over resources and benefits. Women and men have different practical gender needs because of the gender roles assigned to them in their specific settings. For example a day care facility may be a practical gender need for women in areas where women predominantly care for children, while access to land may be a practical gender need for men in areas where men predominate as farmers and food providers. Interventions at the level of

practical gender needs do not seek to change the gender division of labour and the relative power between men and women, but rather seek to help them perform their roles more efficiently.

Strategic Gender Needs:

Strategic gender needs arise out of the analysis of women's position relative to that of men. If strategic gender needs are addressed, the existing relationship of unequal power between men and women can be transform. Interventions at the level of strategic gender needs challenge the position of men relative to that of women. In the Ugandan context, this could include laws empowering women to own land and training men in sanitation and nutritional skills. It is important to know the kind of gender needs that a particular law seeks to achieve since this will help actors to assess its outcomes in the lives of the targeted population, as well as the acceptability of certain laws and policies to certain actors. Accordingly, laws that seek to achieve strategic gender needs – transformative in nature – tend to face stiffer resistance and consequently inadequate support in implementation than those addressing practical gender needs because of questioning the power and privilege of dominant actors in societies.

Gender Stereotyping:

Stereotypes are structured and over-generalised sets of beliefs about the personal attributes, behaviours, roles of a specific social group. Gender stereotypes are one-sided, and often exaggerated images of men and women, which are deployed repeatedly in everyday life. Stereotyping occurs when men and women are regarded according to the rigid thinking of socially constructed expectations of their gender. For example if males are stereotyped as household heads, development planners may overlook female headed households in their programmes. Also, women making a claim to land will not get justice since males are stereotyped as the owners of land while women have user rights.

Socialisation:

Socialisation involves the inculcation of norms and values (gendered or otherwise), which starts at birth and continues to adulthood. Through Socialisation, boy and girl children learn to be socially acceptable males and females, as prescribed by their respective societies. This involves learning their appropriate roles, responsibilities and the position of their gender in society. Furthermore, through socialisation, stereotypes about males and females are passed on. Notably, socialisation occurs in three distinct stages: Primary (as a young child at home), Secondary (influences outside home such as in church, schools, and in the community) and Adult (through professional careers and parenting).

Gender division of labour:

This refers to the way society assigns tasks, activities as well as responsibilities to people according to their sex. Gender division of labour is not universal but varies across culture, space, time, race, geographical location, class, religion, education level, and ethnicity. For example who get to be the bosses and who get to serve others in the work place? Males dominate the decision making positions in many sectors, while women are required to do the support functions. With what benefits and consequences? Generally, men's work is better paid or more prestigious, more likely to be regular and counted in national statistics. In contrast, women's work tends to be informal, seasonal, part time and not well paid or sometimes unpaid. Knowing who does what is important for explaining why certain genders control certain resources and which policies and laws are needed to address the imbalance.

Gender Roles:

These are responsibilities associated with the expected duties and responsibilities, rights, and privileges of men and women or boys and girls that are dictated by culture. These roles are shaped by society: influenced by religion, economy, cultural attitudes, and political system. They are learnt through the process of socialisation and vary from one culture to another and over time. Gender roles can be classified as productive, reproductive or community managing roles (For details see pg. 20).

Actors:

Actors are individuals or groups of people that have a role to play in promoting legislative reform. Actors hold opinions and interests and invest in promoting particular interests in a laws and policies for particular reasons. There is an increasing trend in policy processes of demanding for participation of different actors in order to ensure that policies capture a diversity of interests especially of those most affected by the laws and policies. On a whole, actors often include central and local government officials, a wide range of civil society organisations (CSOs), trade unions, pressure groups, academics, researchers, and representatives of the donor community among others. The wide range of actors point to the diversity of interests and complex power dynamics, not only in the framing and enactment, but also in the implementation of laws and policies. A gender analysis of gender equality laws and policies would therefore benefit from mapping actors, their interests and the power they wield to understand how these impact on the framing and implementation of gender equality laws and policies.

Gender Interests:

Gender interests interrogate the intended purpose of development interventions, paying attention to what interests of males and females will be served by the intervention. Will the intervention maintain the status quo by meeting the specific needs of either gender (practical gender interests) or will it seek to change the status quo by transforming the gender roles, norms and practices (strategic gender interests)?

Gender Relations:

Gender relations refer to those dimensions of social relations that create differences in the power and positioning of women and men in social processes. Through gender relations, men are often given greater capacity than women to mobilize a variety of material resources and cultural roles. Gender relations consist of social distribution of space, the norms governing the space, and social, political and economic rights. Hence, gender relations entail the ways in which a culture or society defines entitlements, responsibilities and identities of men and women in relation to one another

and among themselves. It is important to understand how these relations, namely relations of inequality amongst women and amongst men motivate the framing of gender equality laws as well as how they are impacted upon once a law is implemented.

Sexism:

Sexism denotes a particular type of discrimination or manner of unfairly and/or inappropriately treating others based on one's sex. Sexism pertains to ways men or women are sometimes discriminated against or, in some instances, inappropriately favoured, merely because it is believed that their biological sex ensures or significantly predisposes them to certain characteristics. For example sexist recruitment policies will prefer males for managerial positions while preferring women for support cadre positions. Sexist laws will stereotype and blame female victims of gender based violence for their plight instead of according them justice.

Gender Inequality:

Gender inequality is a form of social division relating to varying amounts of power, resources and opportunity between men and women. When roles, responsibilities and opportunities are differentially allocated and interpreted between men and women, one gender becomes more socially privileged than the other. Gender differentiation is not just about women and men being different. It is about the social advantage that men often wield in various arenas such as the household, the workplace, the community, the market place and the state. Gender inequality can be unpacked by identifying gender gaps, gender discrimination and gender oppression.

Gender Gap:

Gender gap is a quantifiable indicator of gender inequality. It reveals the differences between men and women with regard to opportunities such as access to education, ownership of productive resources and participation in decision-making.

Gender Discrimination:

Gender discrimination entails unfair and differential treatment meted out to people based on their gender. Females are often the victims of gender discrimination. For example, they suffer gender discrimination with regard to employment, education, and decision-making. Men too can suffer gender discrimination when they are stereotyped as sex offenders, leading to laws not favourable to young male victims of sexual violence.

Gender oppression:

Gender oppression refers to the underlying causes of gender gaps and discrimination. Gender oppression is systemic and societal and is deeply embedded in the cultural traditions and social values. It is a system of interrelated barriers and forces, which reduce, immobilize, and mould people who belong to a particular gender and bring about their subordination to the other gender either individually or as a group. Gender oppression is ingrained within norms, practices and perceptions, unlike the gaps and discrimination that can be captured individually. There is an interrelation between oppression, discrimination and gender gap, which eventually leads to the necessity of emancipation and social transformation.

Gender Analysis:

Gender analysis is the systematic examination of the different activities and identities of men and women. Gender analysis seeks to uncover the root causes and drivers of gender inequality and how they can be addressed. There are different ways of conducting gender analysis, with key areas of focus being roles, resources, decision making, voice, opportunities, privileges and constraints and how they interconnect to confer authority and social legitimacy. In the context of gender equality laws and policies, gender analysis underscores exploring the contexts/conditions that animate the need for gender equality laws/policies; focus on the gender responsiveness of laws and policies; examine the effectiveness of laws/policies; map out the actors involved in the enactment of laws/policies along with their interests and motivations as well as analyse the contexts that enable or constrain policy implementation

Gender Indicators:

An indicator refers to a manifestation of a phenomenon in a research context. Gender indicators refer to measures that enable a comparison between males and females over time. Gender indicators can be quantitative (based on statistics broken down by sex) or qualitative (based on women's and men's experiences, attitudes, opinions and feelings).

Monitoring:

Monitoring is the regular observation and recording or tracking of performance of a particular activity or programme. The purpose of monitoring is to ensure the programme or activities progress according to plan. Monitoring from a gender perspective is necessary to ensure that an intervention is on course regarding the intended gender goals and does not cause gender harm.

Evaluation:

Evaluation refers to the assessment of a specific activity or programme, to tell whether the intended aims and objectives of the project, activity or programme were achieved what their impact was (intended or unintended). Evaluation in gender projects examines the extent to which the intended intervention affected gender relations in the society.

Results Statement:

A results statement captures in simple but precise terms the change a particular intervention is likely to achieve within a set period. Results statements measure change resulting from a particular policy, intervention or development. Results statements in gender intervention are important considering that most gender issues are structural, requiring practical interventions to change the structure.

ANALYSING GENDER

Gender analysis is the systematic examination of the different activities and identities of men and women. It encompasses understanding of power relations relating to patterns of women's and men's access to and control over resources; authority and social legitimacy. Often gender analysis focuses on the following, though it is not restricted to:

- 1) Differences in men's and women's life experiences and how they determine men's and women's roles, responsibilities and access to and control over resources
- 2) Differences in men's and women's roles and responsibilities
- 3) Differences in rewards and benefits to women and men of their roles and responsibilities
- 4) How these differences shape women's and men's lives and experiences
- 5) Differences in the levels of power of males and females
- 6) Differences in the needs and interests of males and females
- 7) Differences in the opportunities and challenges of males and females
- 8) The drivers of the differences between males and females
- 9) Differences in the access to and control over resources
- 10) Gender differences in budgets
- 11) Gender differences in voice
- 12) Actors, interests and motivations in promoting particular laws and policies
- 13) Resource allocation for implementation of laws and policies
- 14) Type of laws and policies – for example gender blind, gender neutral, gender specific and whether they aim at addressing practical (ameliorative) needs or strategic (transformative) needs.

3.1 What is the importance of Gender Analysis?

Gender analysis can be used to study the differences in the conditions, needs, participation rates, and access to resources, control of assets, decision-making powers as well as the male-centred knowledge production systems, practices, leadership styles or policies. Additionally, Gender Analysis will enable us explore the contexts or conditions that animate the need for gender equality laws and policies; focus on the gender responsiveness of laws and policies; examine the effectiveness of laws and policies; map out the actors involved in the enactment of laws/policies along with their interests and motivations, as well as analyse the contexts that enable or constrain policy implementation. This tool kit provides different strategies and frameworks through which gender analysis of the specific sectors can be undertaken.

3.2 Tools for Gender Analysis:

There are different ways of conducting gender analysis. From 1985, when the Harvard Analytical Framework appeared, many more frameworks have been developed to analyse gender relations in societies. In this section, the toolkit presents selected gender analysis frameworks and their application:

3.2.1 Gender roles Analysis:

Developed by Caroline Moser, the gender roles analysis examines the responsibilities associated with the expected duties and responsibilities, rights, and privileges of men and women/boys and girls that are dictated by cultural factors. These roles are shaped by society: influenced by religion, economy, cultural attitudes, and political system. They are learnt through the process of socialisation and vary from one culture to another. Gender roles can be classified as productive, reproductive or community managing roles.

Productive gender roles (work):

Any work that is undertaken for trade and consumption but has a potential market or exchange value. Both men and women engage in productive work but the work which women do is in many instances less valued than that of men (GNP, GDP, Per capita income), obscuring their contribution to national development.

Reproductive roles:

This work is undertaken for the maintenance and care of the family/household. It involves cooking, cleaning, washing, taking care of the sick, the young and the old. These roles are predominantly borne by women. Until recently, this has not been regarded as work; it was invisible, not re-numerated and less valued.

Community roles:

Community management work involves activities undertaken at the community level to ensure the provision and maintenance of scarce resources for collective consumption such as water services and community access roads. They can also be roles performed at social functions such as weddings, burials and church functions.

Table 1: Gender Roles Analysis Framework

Roles	Productive		Reproductive		Community Managing	
	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>
Child care						
Farming						
Trading						
Herding						
Cooking						
Processing						

The Gender Roles analysis framework is commonly used when introducing new interventions (for example gender sensitive policies), programmes or developments, to gauge what impact they will have on gender relations in society, to assess who is likely to participate (due to culture and time) and who is likely to benefit from their involvement. It is useful for interventions in areas such as agriculture, trade and health. It is imperative that in the analysis of gender equality laws and policies, one explores the character of the laws, what they focus on (reproductive roles, productive roles or community tasks) and the implication in terms of whether it challenges or reproduces and normalises the existing gender inequalities.

3.2.2 The *Activity Profile*: Measures who does what?

Like the Gender Roles Analysis framework, the Harvard's Activity profile measures who does what? It lists all the activities in the community and identifies which gender predominantly carry out the activity. It is useful for interventions in the sectors such as agriculture, extractives, trade and health, as a way of targeting services and interventions to community members (male, females, young, old, vulnerable, able bodied, and many more) who need them most.

Tables 2: Activity Profile (Who Does What)

Activity	Females		Males	
	Women	Girls	Men	Boys
Fishing				
Farming				
Trading				
Child care				
Animal rearing				

3.2.3 Daily Time Use:

The daily time use assesses the amount of time males and females spend on particular activities whether in a home, farm or work. It involves accounting for all the wakeful hours men, women and children have, against which is tabulated the activities they would undertake within those hours. It is undertaken to assess the amount of workload men and women in a particular society have to do as a way of avoiding making assumptions of their availability. For example, because many women in rural households are informally self-employed, there is an assumption that they are free. As a result, many community projects are undertaken with the assumption that women's time is free and available. Therefore, assessing daily time use would guide the policy maker to plan appropriately and where necessary remunerate people's labour and or time. The daily time use analysis would also be good to assess which gender does which tasks as a strategy of addressing them with practical gender needs and prompt service delivery

Table 3: Daily Activity Calendar:

Time	Activity			
	Men	Women	Boys	Girls
6.00 am				
7.00 am				
8.00 am				
9.00 am				
10.00 am				
11.00 am				
12.00 noon				
1.00 pm				
2.00 pm				
3.00 pm				
4.00pm				
5.00pm				
6.00pm				
7.00pm				
8.00pm				
9.00pm				
10.00pm				

Source: Adapted from Kadohira (2003)

3.2.4 Gender Needs Analysis:

Gender needs are needs that arise from people’s positioning in society, determined by the socially constructed attributes. Gender needs are normally classified as practical and strategic. As seen on pg 13, **practical gender needs** arise out of the concrete conditions that women and men experience, and are usually a response to an immediate perceived necessity. An intervention at the level of practical gender needs does not seek to change the gender division of labour and the relative power between men and women. Rather, it is to help them perform their roles more efficiently. While **strategic gender needs** arise out of the analysis of women’s position relative to that of men. An intervention at the level of strategic gender needs challenges the existing gender division of labour and the position of men relative to that of women.

Table 4 below illustrates the Gender Needs Analysis Framework.

Table 4: Gender Needs Analysis Framework

Planned Development or Intervention (examples)	Gender Needs Addressed			
	<i>Practical</i>		<i>Strategic</i>	
	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>
Road expansion				
Immunisation scale-up				
Land redistribution				
Market expansion				
Re-forestation				

Gender needs analysis is very useful when assessing the potential impact of an intervention (such as a project, service, equipment, new technology, etc.) on gender relations. It is useful for determining which intervention would best suit and transform gender relations. Using this framework, the implementers would map what practical and strategic gender needs males and females have, and use it to assess which practical or strategic gender needs of males and females will be met by the planned intervention to ensure better results.

3.2.5 Gender Interests Analysis:

Gender interests are the interests that arise from people’s positioning in society, determined by the socially constructed attributes. Gender interests are normally classified as practical and strategic.

Practical gender interests:

These are the interests women develop from their position in society. The achievement of these interests will not necessarily cause a change in the gender status quo. For example if women are responsible for cooking and feeding families, the availability of food, water and fuel wood is a practical gender interest. Any program meeting these needs will be celebrated for providing women’s practical gender interests.

Strategic gender interests:

Strategic gender interests are the interests women have to change their marginalised position and change the gender status quo. For example, if women want to stop being dependent on men, accessing education, getting employment or other sources of income may be a strategic gender interest. Programmes that seek to change women's status pursue empowerment strategies such as income generation, access to decision making, cultural change, legal reform and a discussion of norms to mention a few.

Developed by Caroline Moser, this framework is good for identifying which strategies need to be undertaken to address structural gender basis for gender inequality. It is often used to assess whether a planned intervention will ameliorate or transform gender inequalities. Importantly, it is a key tool for monitoring the outcomes of gender equality laws, policies and programmes.

Table 5: Gender Interests Analysis Framework

Planned Development or Intervention (examples)	Gender Interests Addressed			
	<i>Practical</i>		<i>Strategic</i>	
	<i>Males</i>	<i>Females</i>	<i>Males</i>	<i>Females</i>
Road expansion				
Immunisation scale-up				
Land redistribution				
Market expansion				
Re-forestation				

3.2.6 The Access to and Control Profile:

The Harvard Access to and Control Profile tool measures which resources are accessed and controlled by who, and with what benefits. It is one way of telling which assets males and females access, own and control, which is crucial for interventions that seek to empower marginalised people such as women, youth, rural and disabled persons.

Table 6: Access to and Control Profile (Resources and Benefits)

Resource	Access			Ownership			Control		
	Men	Women	Joint	Men	Women	Joint	Men	Women	Joint
Land	X	X	X	X			X		
House	X	X	X						
B a n k Account	X			X			X		
Household Furniture	X	X	X	X			X	X	
Bicycle	X	X	X	X			X		
Car	X	X	X	X			X		
Radio	X	X	X	X			X		
Cows	X	X	X	X			X		
Goats	X	X	X	X			X	X	
C a s h	X	X	X	X			X	X	X
Crops									
F o o d	X	X	X	X			X	X	X
Crops									

Source: Adapted from Kadohira (2003)

This tool is important because access, ownership and control are three different things and different individuals, given social power relations, may be positioned differently in relation to each. The tool is often used when conducting a gender analysis of household and community assets such as land, housing, and means of transport, radio/communication gadgets, and many more.

3.2.7 Wealth Ranking:

While not specifically a gender tool, wealth ranking undertaken at community level is a good strategy to assess what communities consider as assets, how these assets are ranked in order of importance and which people in the community control which kinds of assets and with what consequences. It begins with the community providing definitions of wealth, then listing what types of wealth exist in the society, ranking the wealth in order of importance and then discussing their perceptions of those considered to own the assets ranked highly. It is a good way of conducting gender discussions around access to and control of assets seen in section 3.6 above. Key questions in a conducting wealth ranking include:

1. What is considered as wealth in this society?
2. What types of assets or commodities exist in this society?
3. Which of these assets or commodities are considered as wealth by the community?
4. How are the people or households who own assets or commodities considered (Rich, Average, Poor)
5. What are the advantages of owning assets or commodities etc?. What are the problems of not owning them?
6. Which gender often owns which assets and why?
7. Which gender does not own the assets and why?
8. How can we make ownership of the assets gender equitable?
9. How can the poor and female be assisted to access, own and control wealth?

3.2.8 Social Maps

Social maps are a visual tool that illustrates differential relationships in the community by showing the location of key community assets, resources, activities, problems and opportunities and which categories of the community have or do not have access to them. It is a key indicator of showing distance as a constraint to accessing services and opportunities. Social maps can be drawn to illustrate different gender issues. For example you can have a social map on community resources, access to services, community problems, etc. Key steps in coming up with a social map include:

1. A visual sketch of the community is drawn by community members
2. Community locates key features of the community such as mountains, rivers, drainages, community halls
3. Community locates households in the community
4. Community locates key sites of community problems (such as crime, diseases, poverty)
5. Community discusses how females and males fare in relation to the community assets, resources, opportunities and problems
6. Community discusses how the situation could be changed to ensure gender equality.

3.2.9 Voice

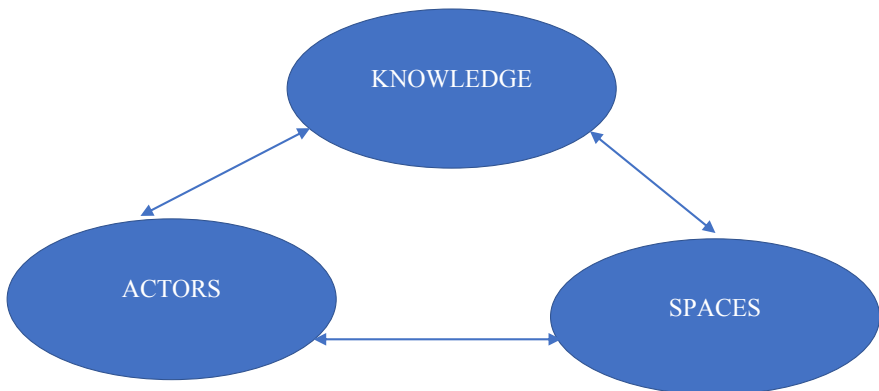
While gender differences exist between males and females, it is important to note that males and females are not homogenous. Voice in relation to gender refers to information which may be disaggregated according to other key variables, depending on the type of initiative, target group, and context such as socioeconomic group, age, ethnicity, race, religion, or location (rural or urban). When analysing voice, the aim is to see which group's views and interests are served by a particular policy, law, culture, tradition, programme and intervention. Groups whose views and interests are excluded are considered "voiceless". Table 7 illustrates how to assess voice.

Table 7: Analysing Voice:

Voice (Examples of questions)	Male	Female	Special interest group
Whose issues are catered for?			
Who is consulted?			
What issues are considered			
Are issues of the men, women, vulnerable groups captured			
If so how are they captured			

A similar analysis of voice focuses on the interface between actors, knowledge and spaces, as is illustrated by Fig. 3.1 below.

Figure 1 Voice: Seen from the Knowledge, Actors and Spaces Interface.



Source: McGee, R (2004: 1-26)

In this model, McGee highlights multiple strands of thinking and action which frame policy analysis and development process. In the policy reform process, **Actors** focus on mapping out people that have a stake in policy development and implementation. Actors hold opinions and interests, they are embedded in the institutional and political cultures and they exercise agency. Knowledge implies information gathered through research. **Knowledge** is constructed by certain actors for certain kinds of users. Knowledge can also be generated in participatory methods as people targeted by the law or policy reflect on their experiences and how these might be impacted upon by legislation. On the other hand, the concept of **Spaces** provides a useful lens through which to view everyday politics and practices of actors who are engaged in the policy process – framing and implementation – and to examine how their power to act is enabled and constrained.

This kind of analysis makes it possible to break down the laws/policy processes into observable, *influenceable* elements. It also raises questions about which actors gain access to which spaces, what they do there, what constrains or facilitates their actions and what potential interests arise as a result of these interactions. In the context of gender equality laws and policies, there is need to ask; who are the actors in a given law? What are their interests, and how do these interests conflict? What spaces do they operate in? What forms of knowledge do they draw upon in the framing of the law/policy and how do these (space, actors, knowledge, interests) contribute to the implementation of Gender Equality Laws and Policies?

3.2.10 The Human Rights Based Framework (HRBF):

The HRBF highlights the need to observe the fundamental human rights as per the Universal Declaration of Human Rights (UDHR). These are:

- a) The Right to Equality (Article 1)
- b) Freedom from Discrimination (Article 2)
- c) The Right to Life, Liberty, Personal Security (Article 3)
- d) Freedom from Slavery (Article 4) and

e) Freedom from Torture and Degrading Treatment (Article 5)


These rights are based on the principles of universality, indivisibility, participation, accountability, transparency and non-discrimination. Gender analysis that anchors in the *HRBF* challenges the gender inequality found in policies, laws and traditional cultures and practices, with the aim of ensuring that males and females are treated fairly and equally. Often, the *HRBF* is applied in relation to advocacy around gender-based violence, negative cultural practices, human trafficking, to mention a few. It is used often to assess the legal and regulatory framework in a country or society. An example of questions in this framework could include:

1. What rights and freedoms are required by the different categories?
2. What rights and freedoms are provided for or not provided for (by the different laws and policies)?
3. Whose rights/freedoms are being violated?
4. Why are certain rights/freedoms not provided for?
5. What are the consequences of not guaranteeing the rights and freedoms of a certain category?
6. How are the rights and freedoms enforced?
7. What is the supporting framework for their enforcement?

3.2.11 The Empowerment Framework:

The Empowerment Framework by Sarah Longwe states that women's poverty is not a result of lack of productivity but from oppression and exploitation. Accordingly, there are different levels through which equality can be progressively addressed. This process, hierarchically organised includes five levels that women's needs can be addressed, namely: Welfare, Access, Conscientisation, Participation and Control. Table 8 below illustrates the different levels interventions have to address to empower women.

Table 8: The Empowerment Framework by Sarah Longwe:



Control	Using the participation of women in the decision-making process to achieve balance of control between men and women over the factors of production, without one being in a position of dominance.
Participation	Pertains to women's equal participation in the decision-making process, policy-making, planning and administration. In development projects, it includes involvement in needs assessment, project design, implementation and evaluation.
Conscientisation	Pertains to an understanding of the difference between sex roles and gender roles and the belief that gender relations and the gender division of labour should be fair and agreeable to both sides, and not based on the domination of one over the other
Access	Pertains to women's access to factors of production: land, labour, credit, training, marketing facilities, and all publicly available services and benefits on an equal basis with men. Equality of access is obtained by securing equality of opportunity through legal reform to remove discriminatory provisions.
Welfare	Pertains to level of material welfare of women, relative to men, with respect to food supply, income and medical care, without reference to whether women are themselves the active creators and producers of their material needs

Source Adapted from ILO 1998

The empowerment framework as illustrated in Table 9 below is used to assess the impact an intervention or project is likely to have on women or marginalised group. It assesses the potential impacts on the different thresholds of addressing gender issues and assesses whether the impact will be negative, neutral or positive. Projects that lead to negative impact are likely to reinforce gender inequality, those with neutral impact are likely to leave gender inequality unchecked while those with positive impact are likely to transform gender relations.

Table 9: The Empowerment Framework (Impact of Projects):

Levels of Recognition	Negative	Neutral	Positive
Levels of Equality			
Control			
Participation			
Conscientisation			
Access			
Welfare			

Source: Adapted from ILO 1998

The version of Sarah Longwe’s empowerment framework illustrated in Table 10 below assesses the extent to which developments or intervention in a particular sector of the economy will empower women. It does so by assessing where on the gender empowerment threshold the impact of the project/intervention/development will be so as to assess the overall impact of national development on gender relations. The goal is to ensure all sectors aspire to empower women as a strategy of gender mainstreaming.

Table 10: The Empowerment Framework (Extent of Women’s Empowerment or Equality):

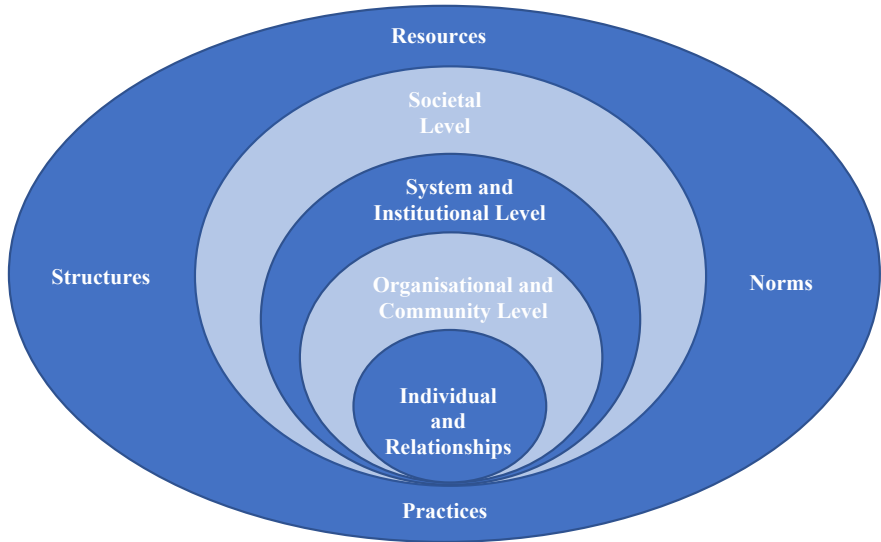
Sector	Level of concern with women’s development				
	Welfare	Access	Conscien- tisation	Partici- pation	Control
Agriculture					
Education					
Health					
Industry					
Trade					
Women’s Projects					

Source: Adapted from ILO 1998

3.2.12 Institutionalisation of Gender Practices:

Gender inequality thrives because it is institutionalised in our social systems. There are several norms, values, reward systems and sanctions that normalise and perpetuate gender inequalities. To transform society from a gender unequal one to a gender equal one requires a change in the systems that perpetuate gender inequality. These include a change in the norms and institutionalised systems that perpetuate them such as culture, religion, laws and regulations. Figure 2 below derived from the analysis of the socio-ecological model of gender-based violence shows how to understand and locate the structural drivers of gender equality and how best they can be addressed.

Figure 2: Institutionalisation and Levels of Influence:



Adapted from DeGue and (2009) 's Social-Ecological Framework

This figure seeks to identify how gender inequality gets normalised, by understanding particular practices, assessing whether the practice is at individual, community, institutional or societal level. In so doing, it also examines the drivers, resources, norms (direct and indirect social norms) and cultural practices that sustain the behaviour (institutionalising it) and how best it can be combatted.

4.0 GENDER PLANNING

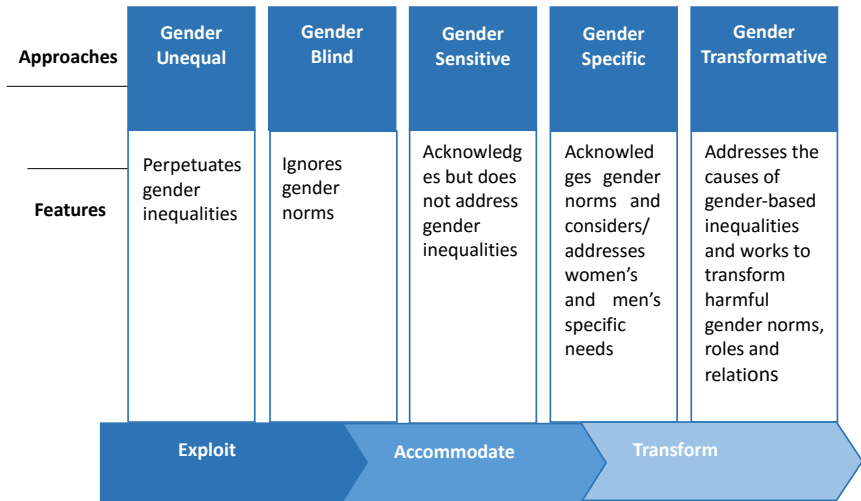
Planning is a cyclic process consisting of several distinct but interrelated stages. Gender planning refers to the recognition of differences between males and females and being responsive to them as one plans for any development intervention. Gender planning as a concept arises from the rationale that men and women play different roles in society, have different positions within the household and different levels of control over resources, with different results and consequences (rewards and sanctions) and therefore with different needs. Hence, males and females have different needs, which structure their interests in development differently.

All this implies that men and women experience the policies, laws or interventions differently. Gender planning, therefore, is intended to provide a conceptual framework and the methodological tools, relating to roles, needs and policy approaches not only to assist in the appraisal and evaluation of current interventions but also in future formulation of more gendered policies, programmes and projects. The aim is to lead to gender transformation as opposed to maintaining gender inequality. Gender planning stimulates interest and participation of all stakeholders, leading to maximum results from the project, program or intervention.

4.1 Promoting Gender Sensitive Programmes, Policies and Interventions:

Fig. 3 below illustrates the continuum of Gender Planning for development planners. According to the figure, not all interventions will automatically transform gender relations. Interventions that are gender unequal will perpetuate gender inequality while those that are gender blind will ignore norms thereby sustaining gender inequality. It is only when programmes become aware of gender inequality and the norms that drive them, and commit to working on addressing or even transforming them that gender relations can be transformed. It is therefore crucial that during the planning process, development planners are sensitive of the structural drivers of gender advantage or disadvantage and commit to address them.

Fig. 3 Promoting Gender Sensitive Programmes, Policies, and Interventions



Pederson et al 2015

4.2 Strategies for Gender Planning

Figure 4 below illustrates the key principles of Gender planning, from which strategies for addressing structural drivers of gender disadvantage can be developed.

Figure 4: Principles of Gender Planning:

- 1. Gender Sensitive Language**
What is the discourse of language? Is the discourse gender sensitive or gender biased?
- 2. Gender Specific Data Collection and Analysis**
What data is being collected and how? Is gender specific data being collected? How is it analysed and used?
- 3. Equal access to and utilisation of services**
What services exist? Who has access to them?
- 4. Women and men are equally involved in decision making**
Do all people participate and are all represented in the decision-making process, policy making etc etc?
- 5. Equal treatment is integrated into steering processes**
Is there a budget? Are there policies and laws to support this? What is the supporting framework like?

There are several gender planning frameworks. Below are examples of strategies developed from Fig. 4 above that could be applied to ensure gender equity and equality planning.

4.2.1 Gender Sensitive Data Collection:

Gender sensitive data refers to data collected and analysed according to sex, to illustrate the differential impact of any intervention on males and females. Gender disaggregated data allows planners to assess the differential impact of policies and programmes on different categories of males and females and what interventions are required to address the inequality. Uganda has had a long history collecting gender disaggregated data in areas such as education, health, agriculture, to show the level of access to services between men and women and what should be done for effective targeting. Before any intervention is conducted, it is always important to collect gender sensitive

data, differentiated by other stratifiers such as class, location, age, income, to guide effective targeting of services. To collect gender disaggregated data, it is important that one has gender sensitive indicators, concepts and variables, often produced by gender statistics units.

4.2.2 Gender Statistics:

According to the UN (2006), Gender statistics refer to statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life. They relate to the identification, production, dissemination, and analysing of statistics to understand how gender as a social stratifier affects individuals and society. Using gender statistics, we can see and analyse how gender differences influence males' and females' lived experiences and how this affects social and economic development.

Gender Statistics have the following characteristics:

- a) They focus on gender issues such as relating to the family, marriage, reproductive health, education, and all the other social sectors
- b) Data must be gender disaggregated (data that is produced and classified by sex)
- c) Uses gender concepts and definitions for example relating to work, division of labour, services, participation.
- d) Uses gender sensitive data collection instruments (methods of data collection that are sensitive to gender stereotypes and challenges)

4.2.3 Gender Sensitive Language:

Language is one of the key mediums which institutionalize gender inequality. Through language norms, values and stereotypes about different gender identities are formed and propagated. Through language we can exclude, discriminate, criminalise, stereotype, silence, obscure, trivialize, marginalize, and do much more to reinforce the vulnerability of vulnerable groups such

as women, refugees, children, while reinforcing the power of the powerful categories such as men, the rich and able-bodied. Hence, beyond collecting gender sensitive data, the discourse in which that data is analysed and reported matters, to avoid stereotyping and reinforcing gender inequalities. As such there is need for concerted effort to re-examine the discourse in which male and female identities are constructed. Examples of key questions for planners and communities could include:

- a) What terminologies are associated with women and men?
- b) Are these terms positive or negative?
- c) What effect do these terms have on their male and female subjects?
- d) What norms guide the enactment of these terms?
- e) To what extent does the available data reinforce the stereotypes around masculinity and femininity?
- f) How can we report the findings without stereotyping?
- g) How can we rethink the norms and values that produce gender biased language?
- h) What would gender inclusive language in this organization/ community look like?

4.2.4 Participation in Decision Making:

Participation in decision making is key in attaining strategic gender interests. According to Sarah Longwe, involving women in decision making calls for women's equal participation in the entire decision-making process, policy-making, planning, budgeting and administration. In development projects, it includes involvement in needs assessment, project design, implementation and evaluation. Without their participation their voice will not be heard and issues of practical and strategic interest to gender are likely to miss out. Hence gender planners need to ensure women are involved in all these stages.

4.2.5 Gender Budgeting:

Gender Budgeting is an approach to budgeting, undertaken to achieve equality between women and men by focusing on how public resources are collected, allocated and spent. It is undertaken to promote accountability and transparency in fiscal planning; increase gender responsive participation

in the budget process, for example by undertaking steps to involve women and men equally in budget preparation; and to advance gender equality and women's rights. Gender Budgeting has the following implications:

- a) mainstreaming gender perspectives into the whole process of public finance management;
- b) integrating gender perspectives into performance-based and programme-based budgeting;
- c) categorising budget programmes and gender analysis requirements;
- d) linking gender budgeting and participatory budgeting;
- e) tracking financial allocations to promote women's rights and gender equality;
- f) applying standard gender budgeting tools such as gender aware policy and budget appraisal, gender disaggregated public expenditure and revenue incidence analysis, and gender responsive beneficiary needs assessments;
- g) wellbeing gender budgeting;
- h) Combining gender budgeting with impact assessments.

At local level, gender budgeting would require planners to consider the following questions:

a) The Actors:

- i. Who are they?
- ii. What competencies do they have?
- iii. When were/are they to be consulted
- iv. Are any of the marginalised groups included?

b) The Priorities:

- i. What are the local requirements in this locality?
- ii. Which of those items are catered for in the budget?
- iii. What local needs are not in the budget and why?
- iv. What are the special needs of women, men, youth, children, and other marginalised groups?
- v. Which of those special needs are in the budget?

c) The Budget:

- i. What items are in your budget?
- ii. How relevant are they to local needs?
- iii. How were they identified and prioritised?
- iv. Are any special needs of special interests groups budgeted for?
- v. How much has been budgeted for them?
- vi. Do they have equal allocations (amongst the groupings)?
- vii. If not why not?

d) Implications for vulnerable groups

- a. What are the needs of women and other marginalised groups in the community?
- b. What needs of women and other marginalised groups are in the budget?
- c. What is the effect of the budget on their lives?
 - i. Livelihoods
 - ii. Reduction of negative power relations
 - iii. Attainment of gender equity and equality

5.0 MONITORING AND EVALUATION:

Monitoring and Evaluation (M&E) refers to the process through which the progress of interventions can be tracked and evaluated against the set-out objectives of the intervention. It is the process that helps improve performance and achieve results, by improving the current and future management of outputs, outcomes and impact. This section introduces M&E, the rationale of M&E from a gender perspective, as well as key gender indicators, their measures and results statements.

5.1 The importance of Monitoring and Evaluation from a Gender Perspective:

In the context of gender equality laws and policies, the purpose of monitoring and evaluation is to systematically track implementation and outputs and measure the effectiveness of these laws and policies. It helps determine exactly whether gender equality laws and policies are being implemented or not and their outcomes with regard to transforming gender inequalities in communities. M&E from a gender perspective requires that there are key gender indicators for the sector in which the M&E is taking place. This toolkit contributes to it by providing indicators for the particular sectors under consideration, their measures and results statements.

5.2 Key Concepts in M&E

5.2.1 Monitoring:

Monitoring is the regular observation and recording or tracking of performance of a particular activity or programme. Monitoring can cover many aspects of the activity or programme, including the activities being undertaken, actors involved, and results of the activities and or intervention. Monitoring can be technical, procedural, financial, impact to mention a few. The purpose of monitoring is to ensure the programme or activities progress according to plan; whether processes and activities are proceeding as planned; whether the goals, aims, objectives, outcomes and results will be achieved; if any

changes need to be made; and what the impact (intended or unintended) will be. Gender monitoring is necessary to ensure the project is on course regarding the intended gender goals and does not cause gender harm.

5.2.2 Evaluation:

Evaluation refers to the assessment/judgement of a specific activity or programme. It is the attempt to make sense of the data collected in the monitoring process. It is the way to tell whether the intended aims of the project, activity or programme achieved their intended objectives and what their impact was (intended or unintended). Evaluation can either be formative (at the beginning of the project) or summative (at the end of the project). Evaluation in gender projects refer to the extent to which the intended intervention affected gender relations in the society.

5.2.3 Measurement:

Measurements refer to the process of assigning numbers to objects and or observations. Measures are statistical tools used to quantify a phenomenon. Measurements can be nominal, interval, ordinal or ratios. Gender measurements therefore are ways gender related phenomenon can be captured to illustrate the magnitude of an indicator. Measures of gender equality are statistical tools used to quantify the presence or absence of indicators denoting gender equality or inequality. Often these are captured through research collecting gender disaggregated data.

5.2.4 Indicators

An indicator refers to a manifestation of a phenomenon. Indicators are measurable signs of performance or achievement. The main aim of indicators is to provide a way of measuring achievement or reflecting change, monitoring or evaluating policies, strategies, programs, or projects, as well as assessing progress. A good indicator is:

Valid: it should focus on what the indicator is intended to measure.

Specific: measuring only the particular aspect of the initiative it is intended to measure.

Reliable: minimizing random error; and producing the same result consistently, given the same set of circumstances, including the same observer or respondent.

Comparable: enabling comparisons of results or effectiveness over time, and in different contexts.

Non-directional: it should be able to measure change in any direction.

Precise: it should use clear and well-specified definitions.

Feasible: able to be measured using available tools, methods, resources, and skills.

Relevant: clearly linked to an input, output, or outcome of the policy, strategy, program, project, or initiative being measured.

Verifiable: able to be proven or tested empirically.

5.2.6 Results Statement:

A results statement captures in simple but precise terms the change a particular intervention is likely to achieve within a set period. This should be simple but clear and concise, neither ambitious nor vague, narrow or broad. An example of results statements could be: “... *to increase the number of women at this level by 10 in 5 years*”; “*to increase the number of women owning at least one acre of land by 10 in 10 years*”. Results statements measure change resulting from a particular policy, intervention or development. Results statements in gender intervention are important considering that most gender issues are structural, requiring practical interventions to change the structure.

5.3 Gender Equality Results and Indicators:

A result in research is a finding of the study depending on the aims and objectives of the study. A gender equality result refers to findings which highlight key gender issues and how they can be addressed. Gender results are communicated through indicators and measures of gender equality.

Gender indicators refer to measures that enable a comparison between males and females over time. Gender indicators can be quantitative indicators (for example number of gender-specific laws and policies passed in a given time, number of policy interventions being implemented, number of people based on sex targeted in gender training and/or sensitization with regard to given laws/policies, programmes and interventions) or qualitative indicators (based on changes in women's and men's experiences, attitudes, opinions and feelings due to implementation of gender equality laws/policies, programmes or development interventions).

Gender Indicators are important because they enable us to assess the uptake of gender quality laws and policies for the improvement of gender relations in society. Gender indicators are key to showing how males and females are being impacted upon by a given policy or intervention, by allowing us to measure changes in the relations between women and men regarding a certain policy area, a specific programme or activity, or changes in the status or situation of women and men. There are different levels of Gender Equality Results and Indicators, including macro/national Level, subnational/local government level, family levels and programme or project level.

The School of Women and Gender Studies (SWGS), together with the Uganda Bureau of Statistics (UBOS) and UNWomen developed the NPGEIs in 2018, as an instrument for delivering gender related Sustainable Development Goals (SDGs) and related frameworks and planning to achieve gender equality in Uganda. They are supposed to guide the production of relevant quality data needed for monitoring of gender equality and the empowerment of women and girls. However, the NPGEIs focuses on selected sectors. This toolkit goes beyond the NPGEIs to develop gender indicators for sectors/areas not addressed by the NPGEIs, their measures and results statements, and in

the next phase, to explore in depth how to apply them to customised sector specific toolkits. Table 11 below illustrates examples of gender indicators, their measures and results statements, as a guide to stakeholders using this toolkit, to set results statement for the interventions they will undertake to address gender inequality in their area.

Table 11: M&E Framework of Gender Equality Results and Indicators (Examples)

Concept	Indicator	Measure	Examples of Results Statements
Participation	Number of men and women in leadership	<ul style="list-style-type: none"> • Frequencies • Proportions 	<ul style="list-style-type: none"> • Increase the number of women leaders in the LC 5 Council from 3 to 5 in the next 5 years
Access to services	<ul style="list-style-type: none"> • Availability of services for men or women 	<ul style="list-style-type: none"> • Number of specialised services for men, women, children and special interest groups? 	<ul style="list-style-type: none"> • Increase the number of clinics providing caesarean sections from 3 to 5 in the next two years • Increase the number of clinics providing men's health services by 3 in the next 2 years • Construct at least 1 community school for girls per sub-county in 5 years
	<ul style="list-style-type: none"> • Utilisation of services 	<ul style="list-style-type: none"> • Number of men, women and vulnerable people using a service 	<ul style="list-style-type: none"> • Increase the number of girls completing primary school from 40% to 60% in the next 10 years.
	<ul style="list-style-type: none"> • Reduction of distance to a service point (e.g. Hospital or school) 	<ul style="list-style-type: none"> • Kilometres to the nearest service point • Number of service points in the locality 	<ul style="list-style-type: none"> • Construct at least 1 health centre in the 5 hard to reach communities in the next 5 years.

Control of resources	<ul style="list-style-type: none"> Ownership of resources e.g. assets or land 	<ul style="list-style-type: none"> Registration of property or land in an individual's names 	<ul style="list-style-type: none"> Increase the number of women registering their land from 10% to 30% in the next 5 years. Increase the number of female headed households who own bicycles from 2% to 5% in the next 5 years.
	<ul style="list-style-type: none"> Decision making regarding utilisation of the resource 	<ul style="list-style-type: none"> Number of times women/men/vulnerable persons can decide independently on how to use the resource 	<ul style="list-style-type: none"> Increase the number of community engagements from 1 per year to 2 per year in the next 3 years
		<ul style="list-style-type: none"> Degree to which women or men or vulnerable people say they are involved in decisions. 	<ul style="list-style-type: none"> Increase the proportion of community members being consulted from 20% to 50% in 2 years
		<ul style="list-style-type: none"> Percentage of households' decisions vulnerable members are involved in, as UBOS asks. 	<ul style="list-style-type: none"> Increase the number of community engagements from 1 to 2 per year to sensitise them about involving vulnerable persons in household decision making
	<ul style="list-style-type: none"> Power over the benefits/ outputs accruing from the asset/ resource 	<ul style="list-style-type: none"> Proceeds from the resource Number of times the special interest groups or their representative appropriate or use the proceeds 	<ul style="list-style-type: none"> Increase the number of women selling and banking their money from agriculture sales from 5 to 50 in five years.
	<ul style="list-style-type: none"> Utilisation of the proceeds from the resource to the benefit of the special interest groups 	<ul style="list-style-type: none"> How often the proceeds are used to matters of benefit to the special interest group. 	<ul style="list-style-type: none"> Increase the number of women who can decide what to use their saving for from 3 to 30 in 5 years.

Gender division of labour	Roles performed by males and females	Activities done by men and women	<ul style="list-style-type: none"> • Increase the proportion of female household heads involved in traditional masculine roles (from 5% to 10% in 5 years)
Inclusion	Whether issues of special interest groups are captured in a policy or law	<ul style="list-style-type: none"> • Nature of issue highlighted in a policy • Number of times the gender issue is captured. 	<ul style="list-style-type: none"> • Increase the number of gender specific issues in major government policies of at least 5 sectors in the next 5 years.
Exclusion	Highlighting the absence of special group interests in a law, policy, tradition, etc	Absence of the gender issue in existing policy	<ul style="list-style-type: none"> • Increase the number of times gender issues are captured in key areas of at least 5 sectoral policies of at least 5 government MDAs over 3 years.

6.0 CONCLUSION:

This tool kit was developed to contribute to the attainment of gender equality laws and policies. It was developed to contribute to knowledge systems that will empower gender stakeholders and duty bearers to implement gender equality in their areas of operation, as a way of implementing the gender equality legislation. It is a follow up on two previous studies by the GEP namely: the Mapping of Gender Laws and Policies and the Political Economy Analysis of Gender Equality in Uganda. The Mapping showed that Uganda had several laws and policies, local and international, which if implemented would lead to gender equality. However, most of these laws and policies were legalistic and developmentalist/instrumentalist, ignoring their structural entrenchment, which undermined their implementation. The Political Economy analysis highlighted the interests that challenged/undermined the implementation of gender sensitive laws and policies. Both studies identified the different ways effective implementation of gender sensitive laws and policies could be achieved. The purpose of the toolkit therefore is to resolve the mismatch between Uganda's several gender laws and policies and the limited sense of women's empowerment seen on ground. While laws and

policies are abstract, their actual implementation require more practical tools which policy makers at the lowest level can work with to implement gender equitable and equality policies. The number of analysis and gender planning tools in this toolkit are not in any way exhaustive. But they are an introduction to the strategy. Detailed sector-specific tools for gender equality and analysis will be developed in the next phase of this toolkit development.

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A faint, light blue world map is visible in the background of the entire page. It shows the outlines of continents and oceans.

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