



**Makerere University**

**appear**

**Austrian Partnership Programme  
in Higher Education &  
Research for Development**

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ECONOMICS  
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## **Ugandan Experiences: The art of pursuing gender equity**

**appear in practice 3  
November 28<sup>th</sup>, 2013**

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# Introduction

- Gender Mainstreaming in Uganda started in the 1990s with the setting of the Gender Machinery
- Development of a National Gender Policy 1997 (revised 2007)
- Development of an Action Plan on Women
- NGOs and institutions of higher learning have played a big role in the process

# Progress of the Policy of Gender Mainstreaming in the last Decade

- Uganda has made substantial progress particularly in are area of gender sensitive policies with of course glaring gaps
- Gender sensitive Constitution
- Affirmative action in governance, education, etc

# Institutionalisation of Gender Mainstreaming

- School of Women and Gender Studies
- Gender desks in Ministries/Focal point offices
- Gender budgeting in Ministries
- Gender Strategies, policies and plans mainstreamed (PMA, NAADS, NDP, PEAP etc)

## Health Sector

- **Achievements**- gender policy, heightened focus on reproductive health; HIV/AIDS; maternal and infant mortality; and breast, cervical and prostate cancers
- **Challenges** include hard to reach areas, medicine supplies, and infrastructure to facilitate women to get to the hospitals, limited personnel, and attitudes of health professionals

## ■ Education Sector–

- **Achievements** include gender policy; sector specific policies, enrollment in the 1<sup>st</sup> level reached parity in 2005, increase in students accessing 2<sup>nd</sup> level (facilitated by policies and scholarships through NGOs) and tertiary level (facilitated by affirmative action in public Universities and other initiatives such as university private scheme and scholarships) –
- **Challenges** include high drop out rates for girls, low levels of performance, limited funding for gender activities, social-cultural norms ...

## ■ **Agriculture** -

- **Achievements** a number of initiatives have included setting up the Plan for Modernisation of Agriculture, National Agricultural Advisory Services (NAADS) – target specifies women.
- **Challenges** include leaving GM activities only to NAADS, gender inequalities in control over productive resources, limited access to markets, no strategy for food distribution, women still constrained and over worked



# Persistent Gender Roles





- Good progress by women in positions of leaderships (including parliamentary posts, ministerial posts, corporate, other administrative positions from the national level to village level).
- Challenges – small groups, the majority of women are basically subsistence farmers
- Other service sectors such as judicial, tourism, roads not mainstreamed etc.
- Not much has been achieved except for policies – implementation is still far, for example increase in gender based violence despite the good policies.

# Governance issues: Empowerment





# Empowerment of citizens: Village Budget Clubs



# Challenges for Mainstreaming Gender

- Limited capacity for gender analysis and mainstreaming
- Limited financing
- Limited understanding and appreciation of gender and gender mainstreaming
- Limited commitment of government to gender mainstreaming
- Back lash of the women's movement

## University – Academic Institution

### Academic roles

- develop gender courses and impart knowledge and skills to young people who go to work in the public and private sector – multiplier effect because they are expected to assist in mainstreaming gender in their places of work
- Build capacity in home and abroad for gender analysis and mainstreaming
- Mainstream gender in all the policies and functions of the university
- Uphold gender responsive ideals in their work
- Set up structures that ensure gender is mainstreamed

# The Role of the University in Gender Mainstreaming

- **Research**- Conduct gender sensitive research to inform policy and practice; used in teaching and scholarly growth
- **Networking and partnerships** - impart knowledge and skills to partners in the public and private sectors including NGOs; creating awareness; working jointly on research and projects; working jointly to mainstream gender in policies and strategies

# Promoting GRB / GM in Uganda

## **APPEAR Project on**

“Promoting Gender Responsive Budgeting / Gender Mainstreaming through Research and Research Dissemination, Gender Responsive Policies and Strengthening Institutional and Management Capacities”



# Main objectives

- Promotion of gender equality and poverty reduction in Uganda
- Strengthening of gender responsive management capacities at higher education institutions
- Development and strengthening of cooperation between participating research institutions
- Strengthening of the implementation of Gender Responsive Budgeting / Gender Mainstreaming through applied interdisciplinary research and cooperation with stakeholders
- Strengthening of civil society organisations through research cooperation and dissemination of research results

# Project components

- **Research and Research Dissemination (Gender Responsive Budgeting – GRB)**  
Gender Responsive Budgeting as a strategy to strengthen gender equality in national planning and budgeting as well as in development cooperation
- **Gender responsive Management Capacities (Gender Mainstreaming – GM) at Kyambogo University**  
promotion of gender equality through integration of Gender Mainstreaming in organisational development

# Achievements so far

- Kyambogo - Gender mainstreaming
  - Agreed frameworks
  - Awareness creation for gender issues at Kyambogo University
  - Capacity building for university staff and top management
  - Situation analysis of the gender terrain of Kyambogo University
  - Draft Gender Policy - to be adopted soon

# Achievements

- Makerere University - Gender Responsive Budgeting (Districts of Kabale, Kabarole and Mpiigi)
  - Assessment of NDP from a gender perspective
  - Assessment of New Aid Modalities
  - GRB in Uganda - Scoping study
  - GRB in the planning and budgeting process
  - GRB in selected sectors (education)
  - Downward accountability

# Impact & Next steps

- Increased visibility of Makerere and Kambogo University
    - International and national levels in GRB and GM
  - Enhanced research skills for staff
  - Created gender awareness at the university
  - Enhanced skills in GM and GRB
  - Imparted gender analytical skills
  - Created awareness why addressing gender is important
  - Increased knowledge of GM and GRB in the districts
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- Future work will focus on development of policy briefs and dissemination to stakeholders (especially CSOs)