

GENDER MAINSTREAMING TRAINING MODULES FOR CIVIL SOCIETY ORGANISATIONS AND LOCAL GOVERNMENTS

Picture of women and men, boys and girls, disabled planning together.

Prepared by:

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Supported by:

MS-ActionAid International Uganda

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List of Acronyms

AAIU	Actionaid international-Uganda
BLD	Building Local Democracy
CEEWA-U	Council for Economic Empowerment for Women of Africa – Uganda

Chapter

FG	Farmer Groups
GAD	Gender and Development
GDD	Gender Disaggregated Data
LC	Local Council
LGs	Local Government
M & E	Monitoring and Evaluatuon
NAADS	National Agricultural Advisory Services
PWDs	People with Disabilities
RA	Rural Appraisal
UGP	Uganda Gender Policy
WID	Women in Development

INTRODUCTION

Together with MS Uganda gender mainstreaming desk, CEEWA-Uganda trained BLD partners in gender mainstreaming in 2008-2009. BLD partners and Local Governments of Iganga, Nakapiripirit, Bukedea, Apac, Koboko and Masindi expressed the need for continually building capacity of their staff and members in gender mainstreaming. CEEWA-Uganda took up the challenge to provide the BLD partners and these LGs with a simple set of training modules in gender mainstreaming which they can use in-house to train their staff and members, especially new ones who are not trained in gender mainstreaming.

This book responds to the above expressed need. It is the hope of CEEWA-Uganda that the users of this book will explore gender mainstreaming beyond these modules, as the field of gender and development is growing ever wider.

The modules will also guide/facilitate the CSOs and LGs to implement the Uganda Gender Policy in their areas of jurisdiction. The Uganda Gender Policy provides a legitimate point of reference for addressing gender inequalities at all levels of government and by all stakeholders.

Note:

The Constitution of the Republic of Uganda provides for Gender balance and fair representation of marginalized groups; recognizes the role of women in society; accords equal citizenship rights, freedom from discrimination, affirmative action in favor of women; and articulates specific rights of women including outlawing customs, traditions and practices that undermine the welfare, dignity and interests of women. The modules embody tools that will enable the user to understand how to go about ensuring these provisions in communities.

This book presents the following eight modules:

Module 1: Basic Gender concepts/definitions.

Module 2: Gender Analysis: different roles women and men play.

Module 3: Gender and Development.

Module 4: Gender and Livelihoods: How individuals, households and communities make their living.

Module 5: Prioritising development interventions:

Module 6: Gender Disaggregated Data (GDD).

Module 7: Gender Responsive Planning and Budgeting.

Module 8: Elements of the Uganda Gender Policy.

Module 1: Basic Gender concepts-definitions.

Aim: The aim of this module is to enable learners reach a common understanding of key gender concepts.

Objective:

At the end of this module the learners should be able to o define and explain key gender terms that are used in gender responsive development planning, implementation, monitoring and evaluation.

METHODS: Plenary Discussions, Brainstorming, memorization

MATERIALS: Flip Chart paper, Masking Tape, Markers, Handout

SESSION TIME: 2 Hours

Session Flow

1. Facilitator introduces the module and presents the module's objective.
2. Give out the hand out on basic gender concepts.
3. Facilitator and learners read aloud the handout, concept by concept, and look up or explain unfamiliar or difficult words, giving examples.
4. Like actors and actresses for a play and film, memorise the concepts in the handout.
5. Facilitator reviews the module and encourages the learners to memorise the concepts.

HAND OUT 1

Basic gender concepts

Gender refers to:

- Different learned behaviors and characteristics associated with women and men, boys and girls;
- Socially and culturally defined differences in roles, responsibilities, power relations, rights, privileges, assumptions, and obligations of women and men, boys and girls. These differences change from place to place [culture], with age, time and socio-economic status.

Gender needs:

These are requirements of women and men to discharge based on their social roles and responsibilities. Gender needs fall into two categories: practical gender needs and strategic gender needs.

- **Practical gender needs** refer to the immediate needs of women and men arising from their traditional roles; e.g. women need firewood for cooking, men needs means of transport to take produce to the market. These needs are short term and maintain the cultural division of labour between women and men. When met they ensure that men and women perform their roles with ease i.e. more easily and efficiently.
- **Strategic gender needs** refer to the long term needs of women and men which enable them to carry out tasks traditionally assigned to the opposite sex (female/male). e.g. education for women enables them to be leaders in farmers' fora (traditionally men's role), and sensitization of men enables them to accept to be led by women in farmers' fora.

Gender stereotypes: are beliefs about what men, women, boys and girls are, can do or cannot do especially based on culture and traditions. Traditionally, the **female stereotypic role** is to get married and have children. She is also to put her family's welfare before her own: be loving, dependant, compassionate, caring, nurturing, and sympathetic; and find time to be attractive and feel beautiful. The **male stereotypic role** is to be the provider. He is also seen to be assertive, competitive, independent, courageous, and career-focused; holds his emotions in check; and be adventurous. These sorts of stereotypes can prove harmful; they can stifle individual expression and creativity, as well as hinder personal and professional growth.

Stereotypes can be positive or negative, but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others regardless of evidence to the contrary, they are perpetuating gender stereotyping. Many people recognize the dangers of gender stereotyping, yet continue to make these types of generalizations.

Gender stereotypes are formed at an early age with men and women being identified with particular occupations, roles, behaviours.

Gender analysis:

Is the study of the different roles of women and men to understand what they do, what resources they have access to in order to perform these tasks and what their needs and priorities are.

It involves identifying the gender issues in a given sector or activity, so that those issues can be addressed in the planning and implementation of programs.

It has also been defined as a systematic way of examining the different effects and impacts of development programs on women and men, particularly taking stock of their participation as service providers and beneficiaries.

Gender Issues:

These are problems of wide concern relating to equality of women with men in any political, social or economic role. Gender issues arise from differential treatment of women and men based on social expectation. Gender issues have serious implications for development if not identified and addressed in time. They are characterized by discrimination (preferential or restrictive treatment), oppression (prevention from accessing opportunities, or exercising of excessive control over someone on the basis of power relations)

Gender mainstreaming:

Is the systematic way of ensuring that the needs and concerns of women, men, boys and girls are addressed in programmes, activities and institutions. It is a strategy for making women's as well as men's concerns and experiences an integral dimension in the design, implementation, monitoring and evaluation of policies and programs in all political, economic and social spheres so that inequality between women and men is not perpetuated. The ultimate goal is to achieve gender equality.

Gender sensitivity:

Refers to the ability to recognize gender issues/concerns especially the ability to recognize women's different perceptions and interests arising from the different social positions (traditionally) ascribed to them.

Gender disaggregated data

Gender-disaggregated data goes beyond sex disaggregated data to reflect roles, real situations, general conditions of women and men in every aspects of the society. For instance, the literacy rates, education levels, business ownership, employment, wage differences, dependants, house and land ownership, loans and credit.

Without gender-disaggregated data, it will be more difficult for us to identify the real and potential contributions of more than half of the population (who are women) to the country, and could hinder the development of effective policies and development programmes.

Gender equity:

Refers to fairness and justice in the distribution of benefits and responsibilities between women and men. The concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes.

Gender equality:

Refers to the absence of discrimination in granting opportunities, in the allocation of resources and benefits or in access to services on the basis of a person's sex.

Affirmative action:

A specific action intended to correct inequalities or imbalances between men and women or boys and girls. While it is a special measure, it is not considered discriminatory since it aims to accelerate the attainment of equality in opportunities between the dominant and marginalized groups. Once the imbalance is realised the affirmative action may be discontinued. Example: for entry/admission to Makerere University and other public universities in Uganda, girls are given additional 1.5 points to increase their chances of admission.

Gender roles:

What women and men are expected by their societies to do and how they are expected to behave towards each other. Gender roles affect power relations between men and women at all levels and can result in inequality in opportunities and outcomes for some groups of women and men.

Effective participation:

Takes place when, besides physical presence in an activity, the environment allows individuals regardless of status to participate and express their own views, these expressed views are heard and taken into consideration by others (stakeholders) e.g. during planning an activity and during sharing of benefits.

Differences between sex and gender

Sex	Gender
Biological, natural	Socially constructed, social results of “process of socialization”
Born with as male and female	Not born with
Universal i.e. across cultures and nations	Dynamic; can be changed over time
Does not differ across cultures	Differs between and within cultures

Module 2: Gender Analysis: different roles women and men play;

The facilitator gives the Module Objectives:

- At the end of the module, participants should be able to understand the gender differences in roles, relations, access to and control over resources amongst women and men using some given gender analysis tools.

Method: Group discussions, Brainstorming and short presentations

Materials: Flip chart, Markers, Masking tape and handouts.

Session time: 2 hours

Session flow:

- Introduce the module and explain the module objective to participants
- Write the words “GENDER ANALYSIS” on a flipchart and ask participants to explain what they understand by the concept.
- Note their responses on a flipchart.
- Harmonise participant’s contributions and agree on a common definition (refer to handout one).
- Ask participants to discuss the importance of gender analysis within the context of local government policies and programmes.
- Ask participants to point out gender analysis tools they are aware of or have used before. Note the responses on a flipchart.
- Add and briefly explain the following tools:
 - Activity profile,
 - Access and control profile,
 - Daily activity clock

Divide the participants into three groups. Be sure that each group includes women and men from the different socio-economic groups.

Ask the participants to select two activities in an area they are familiar with and carry out a gender analysis using the three tools. (refer to instructions below).

TOOLS FOR GENDER ANALYSIS

Tool 1: The Activity Profile

This tool assists in identifying the productive and socially reproductive activities of women and men, girls and boys. Other data disaggregated by gender, age or other

factors can also be included. It can record details of time spent on tasks and their location.

Doing an activity profile

- Identify the tasks in the Activity e.g. agriculture-production of beans.
- Examine the tasks done by women/girls and men/boys in the Activity
- What resources are needed to perform each task?
- Who has access to / control over the resources?
- What are the main benefits?
- What are the gender issues identified?
- What are the effects of the above issues on success of the activity?
- How can we solve the identified issues?

Activity Profile:

Specifically what roles women/girls, men/boys perform in each activity at what times.

Activities	Women	Girls	Men	Boys
Productive activities: Agriculture Income generation Employment Marketing Crops				
Reproductive Activities: Firewood collection Water Collection Cooking Household cleaning Childcare:				
Community Activities: Community Meetings Community road construction and repair, community activities for environmental conservation Burial functions:				

Tool 2: Access and Control Profile

This tool is used to analyse the resources women and men use to carry out the tasks identified in the activity profile. It identifies whether women or men have access to resources, who controls their use, and who, in the household or community, controls the benefits derived (benefits can include income, basic needs, training).

Doing an Access and Control Profile

- Select one productive activity and one reproductive activity (see Tool 1: Activity profile).
- Identify the resources involved in each activity
- What resources are needed to perform each task?
- Who has access to / control over the resources?
- What are the main benefits?
- Who has control over the benefits?
- Which gender issues are identified?
- What effects do the above issues bear on the success of the Activity?
- How can we solve the issues identified?

Access and Control Profile

	Access to		Control over	
	Women	Men	Women	Men
Resources Cash crop production e.g. cotton. Land Labour , including hired Extension services/training Farm tools/equipments Money/working capital				
Benefits Income Family assets e.g. bicycle, radio Food Clothing Shelter/new house Decision making				

Tool 3: Daily Activity Clocks

Daily Activity Clocks illustrate all the different kinds of activities carried out in one day. They are particularly useful for understanding at relative work-loads between different groups of people in the community, e.g. women, men, rich, poor, young and old. Comparisons between Daily Activity Clocks will show who works the longest hours, who concentrates on a small number of activities, who must divide their time for a

multitude of activities, and who has the most leisure time and sleep. They can also be extended to analysis of seasonal variations.

Doing the daily activity clock

Explain to participants that you would like to learn about what they do in a typical day.

Introduce the Daily Activity Clock tool by showing what your own day looks like. Draw a big circle on paper and indicate what time you wake up, what time you go to work, when you care for your children, and so forth. (No need to go into great detail, but it is important to illustrate that all kinds of activities are included such as agriculture work, wage labour, child care, cooking, sleep, etc.)

Separate the group members into smaller groups of women and men.

Ask the groups (of women and men each) to produce their own clocks. They should first focus on the activities of the previous day, building up a picture of all the activities carried out at different times of day and how long they took.

Plot each activity on a circular pie chart (to look like a clock).

Activities that are carried out simultaneously, such as child care and gardening, can be noted within the same spaces.

When the clocks are completed the group members should answer the following questions:

- Are the activities shown for yesterday typical for the whole year?
- Note the present season, e.g. wet.
- What are the typical activities of the present season? (improve the clock in case an activity for the season was missed out)
- Produce new clocks to represent a typical day in the other season, e.g. dry.
- Compare the two clocks.

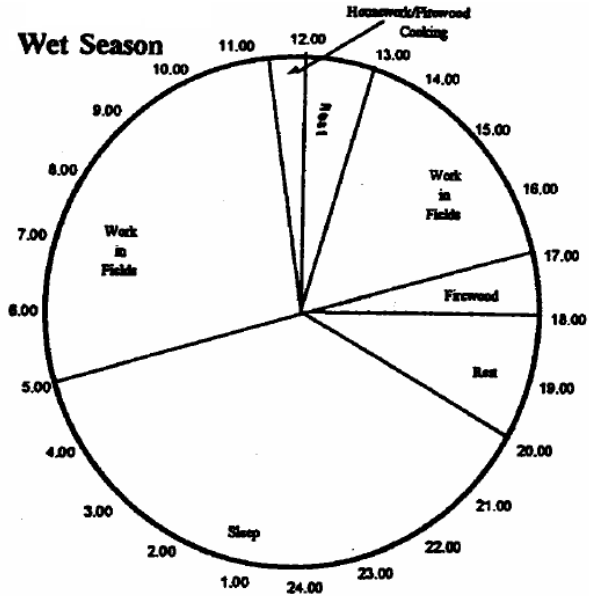
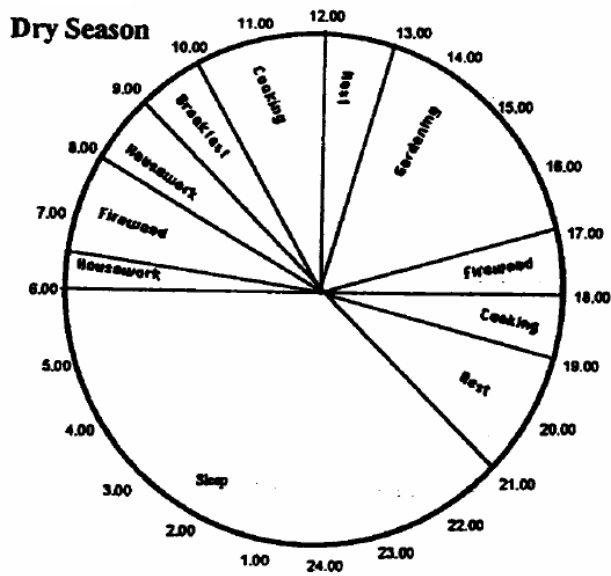
Let the different groups present their clocks in plenary.

The facilitator may ask the following questions after presentation of daily activity clocks:

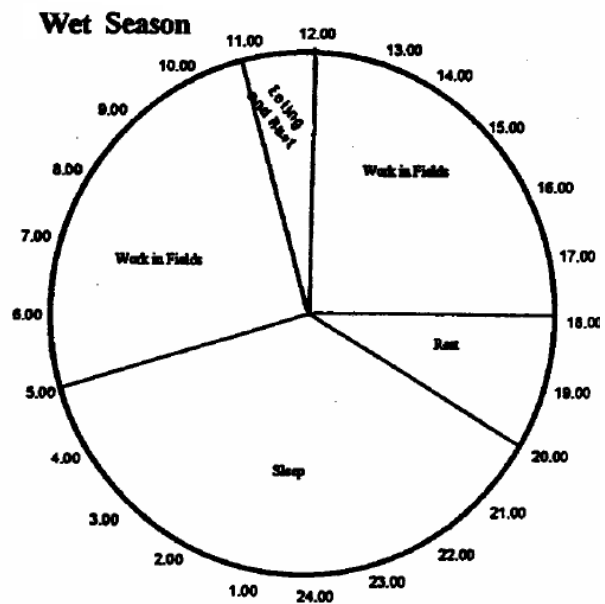
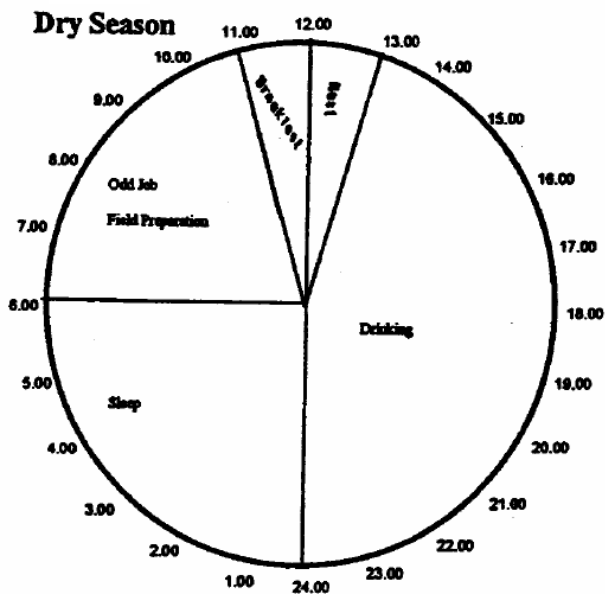
- How is the time for each category of people (women/men) divided?
- How much time is devoted to productive activities, domestic activities, community activities, leisure, sleep, and how do they vary by season?
- For each category, is time fragmented among several different kinds of activities or concentrated on a few?
- How do the women's and men's clocks compare?
- Whose clock is the busiest?

Example

Women



Men



Daily Activity Clocks for women and men in the dry and wet seasons. They show that both women and men work long hours in the fields during the wet season, but during the dry season men enjoy a great deal of leisure time while women carry out a multitude of activities, including gardening.

Summary (Handout)

Gender analysis focuses on understanding and documenting the differences in gender roles, activities, needs and opportunities in a given context. At local Government levels,

gender analysis makes visible the many roles and responsibilities women/girls and men/boys play in the family, community, economics, legal and political structures.

An analysis of gender relations provides information on the different conditions that women and men face, and the different effects that policies and programs may have on them because of their situations. Such information can inform and improve policies and programs, and is essential in ensuring that the different needs of both women and men are met.

Gender analysis takes place throughout the entire development process, from research, to problem definition, planning, implementation, monitoring and evaluation. By examining basic assumptions each step of the way, the interrelationships between women and men in the social context and economic factors can be understood and initiatives that respond to those needs can be designed more appropriately.

Gender analysis is important in the formulation of Local Government economic memoranda, district sector strategies, poverty assessments, environmental assessments, HIV/AIDS assessments, and in sector specific planning, monitoring and evaluation.

Gender analysis is concerned with:

The development context or patterns in an area, answering the questions as to what is getting better? What is getting worse?

Women's and men's activities and roles in a particular sector, answering the question who does what?

Women's and men's access to and control over resources; answering the question who has what? Who needs what? And

Programme actions needed; answering the questions What should be done to close the gaps between women and men needs? What does development deliver?

There are several tools and methods used to carry out gender analysis to understand the relationship between women and men, their access to resources, their activities and the constraints they face relative to each other.

Module 3: Gender and Development.

Introduction

Development is influenced by environmental, economic, social and institutional factors. Environmental factors such as drought, deforestation and floods, force people to adjust their activities. However, these factors influence women and men's needs differently. Rural men and women adjust in different ways to cope with, and survive many environmental, economic, social and institutional changes.

Gender and development tools are used to analyze how the different factors e.g. environment, economic, social and institutional influence the different people's livelihoods and development options. The tools help us to answer the questions:

What are the supports for development (for women/girls and men/boys)?
What constraints do women/girls and men/boys face in development?

Gender analysis of the Development Context of a community promotes participatory planning and enhances sustainable, equitable and efficient development.

There are several gender and development tools used to understand gender and development (GAD) some of which are discussed in the following sessions.

Tool 4: Village Resources and Social Maps

The Village Resources Map is a tool that helps us to learn about the resource-base of a community with the aim of getting useful information about local perceptions of resources and social amenities. Participants determine the contents of the map focusing on what is important to them. Maps will include:

- infrastructure (roads, houses, buildings)
- water sources
- agricultural lands (crop varieties and location)
- physical features (hills, valleys, slopes, rivers)
- forest lands
- grazing areas
- shops, markets
- health clinics, schools and religious facilities
- special use places (bus stops, cemeteries, shrines)

Session flow:

- Let the learner imagine he/she is a Focus Group (women's /men's) in his /her community.
- Let him/her picture his/her village, noting what resources the village has and where these are located.
- Let her/him assume that she/he has been chosen by her/his Focus Group to draw the Village Resource Map while the other members of the Focus Group are helping.

- Let the learner draw the Village Resource Map, clearly indicate the village boundary, the North direction arrow and placing the village resources-natural and man-made-in appropriate places on the map.
- Provide a scale.
- Provide a key to explain what symbols represents what resource.

When the map is completed, the facilitator should ask the learners to describe it and to discuss the features represented.

Finally, the facilitator may want to ask participants to indicate some things they would like to see in their village that are not currently on the map (to draw a picture of what they would like the future to look like). Women, men, girls and boys should indicate their preferences. This allows for some preliminary planning ideas and encourages people to begin contributing their thoughts at an early stage in the participatory process.

Be sure that the final map includes the compass directions (North, South, East, West) and an outline of the village borders.

Materials

Flip chart paper and markers.

Example

The village resource map of a typical village should include the type and location of major crops, forests/woodlots, common land resources, water sources, swamps, boreholes, rocks etc.

Example of a Village Resource Map

Tool 5: Transects

The transect is a tool that directly builds upon the Village Resources Map to help us learn more details about the environmental, economic and social resources in a community. A transect can be described as a two-dimensional map of a line cut through a village. It depicts a cross-section of an area along which a number of issues are recorded. The purpose of a transect is to summarise local spatial conditions in the area. The information is gathered from direct observation while walking a straight line through the village.

Session flow

- Using the Village Resources Map, and the advice of the participants, choose a more or-less straight line through the village. The line chosen should take in as many of the different physical zones, types of vegetation, land-use areas and sections of the village as possible.
- Walk across the area observing and noting down all the issues e.g. type of soil, vegetation, land use, services, main activity in the area, problems and proposed strategy to address problems.
- While on the transect walk, everything noted is written down.
- Take time for brief and informal interviews with women and men met along the way and discuss the critical issues already identified and ask whether there are other issues as well.

Materials

Notebooks, pens, flip chart paper and markers.

The following questions should be considered while taking the transect walk:

- What are the major activities carried out in each zone of the community? by whom?
- What services and infrastructure are available in each zone?
- What are the natural resources available in each zone? Who uses them and for what
- Purpose (s)?
- What economic opportunities are available in each zone?
- Are the rights of access in each zone different for women and men, or for people from different ethnic or other socio-economic groups?
- What interventions for improvement have been made?

If the transect walk is done according to Focus Groups (men and women Focus Groups), the following examples could have been the resultant Transects:

Men's Transect

Women's Transects

Transects can be produced on separate walks by young men, old men, young women and old women so that priorities by gender and age may be understood.

Tool 6: Village Social Maps

Village Social Map is closely related to the Village Resource Map. It helps us to learn about the social structure of a village and how differences among households are defined. It is particularly useful for learning about local definitions of "poor" and "rich", and about population changes (birth rates, in-migration, out-migration). Because this type of map shows all the household types in a community (by wealth, ethnicity, caste, religion, etc.), and their locations, it helps to ensure that people from all the different socio-economic groups are considered. It is also useful as an introduction to discussing inequities, social problems, coping strategies and solutions.

Session flow:

Let the facilitator once again have the learner picture her/his village in her/his mind. As with the construction of the Village Resources Map, the Village Social Map is made on the ground using local materials and then transferred onto flip chart paper. Ask the participants to start by showing the location of all households. Once all the households are shown, a discussion should follow on what constitutes wealth and well-being until agreement is reached on the main criteria. These criteria may include such things as type of house, number of livestock, and food supply, as well as access to education and health care.

Next, each household is assessed using these well-being criteria, for which symbols are placed on the map. Pebbles, leaves or colours can be used. In this way, a visual map of socio-economic differences is created.

Use the following Questions to further probe about other household characteristics and differences, and population trends.

- _ How many households are there? Size of the households? What is the total number of people?
- _ Is the village growing or shrinking? Why? (birth-rates, out-migration, in-migration)
- _ Are families polygamous or monogamous? Are living arrangements by nuclear family or extended family? How are these defined?
- _ If the village has more than one ethnic group, caste or religion, are they found mostly in certain areas?
- _ Is there some part of the village where poorer people or landless people are concentrated?
- _ What are the local definitions for "rich" and "poor"? Which households are rich? Poor? Average?
- _ How many households are female-headed? Is the number growing? If so, why?

Be sure that the final map include direction indicators (North, South, East, West), outline of the village borders and a key to explain symbols used.

Materials

Flip chart paper and markers.

Example of Village Social Maps

Draw 2 examples of a village Social Maps one by women and one by men in a selected district in Uganda. Show the numbers and locations of male- and female-headed households and whether they are considered rich, medium or poor. Indicate the criteria used for determining wealth e.g. numbers of cattle, goats, chicken, size of land, type of house, land ownership and numbers of wives and children.

Tool 7: Trend Lines

A trend line is a simple graph depicting changes in a given community over time. It is used to know community perceptions of change in the local environmental, economic, social or institutional patterns. It looks at what is getting better and what is getting worse in the community.

Materials

Flip chart, paper and markers.

Session flow:

Organise separate focus groups of older women and older men. It is essential to involve the elderly in developing the trend lines because they know more about past events.

Ask the participants about important changes in the community (both good and bad).

Use the following questions to probe about changes in natural resources, population and economic opportunities and any other changes important to them.

Questions to help the facilitator

- When did the community experience drought, erosion, floods, massive forest clearance, landslides, earthquakes, wild fires?.
- How have jobs, wages, prices, costs of living, crop yields changed over time? Draw a line graph to show these events.
- What are the most important demographic trends e.g. birth-rates, infant mortality, immigration, out-migration, increases in female-headed households over time? Draw a line graph to show these changes over time.
- What are the linkages between the trends?
- What is getting better? What is getting worse?
- Did these trends impact up on women and men equally or differently?
- What trends impact the poor more than the rich?
- What trends impacted more negatively up on the poor than the rich?

Draw a large graph on paper for each trend to be explored (the far left of the horizontal axis represents the past and the far right represents the present). The time interval/years should be represented along the x-axis, e.g. 1990, 2000, 2010, and the magnitude in the changes of the phenomena on the vertical y-axis.

Ask the participants to produce a trend line for each issue.

Discuss the different trends lines in plenary.

Place the trend lines directly above one another for easier discussions about interactions and linkages among the different trends. Look also for intermediate- and macro-level causes for the trends.

You may use the following questions to guide the discussion:

What are the reasons for the trends that have emerged (this will bring out the problems)?
what solutions have been tried in the past (for the problems/cause of the trends) and how effective have they been?

Suggest any intervention that might help to solve the problem.

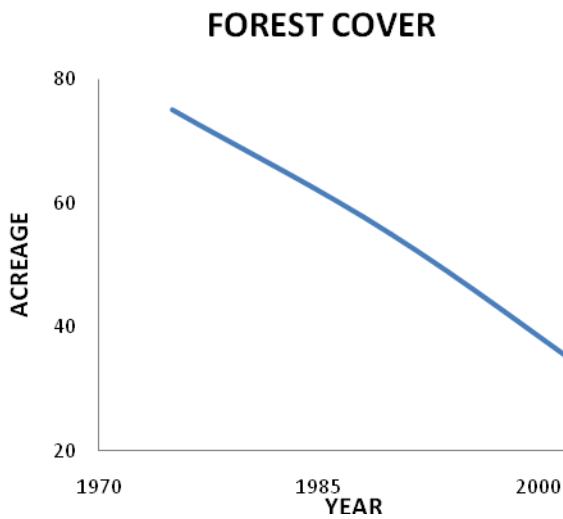
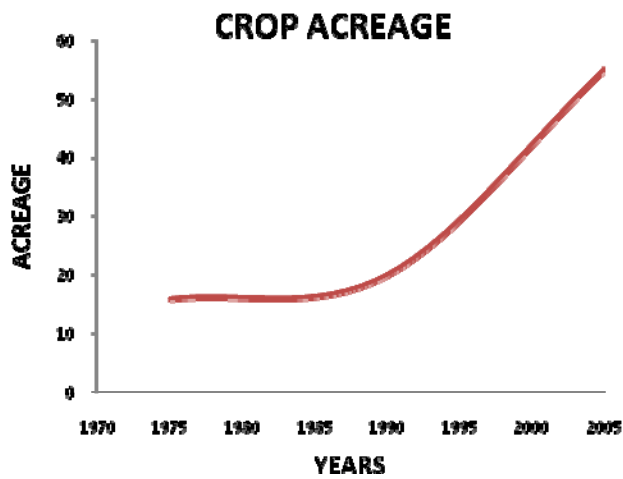
Probe to see if there is a relationship between two or more of the trends, e.g. decrease in forest resources parallels increase in agriculture production and/or people.

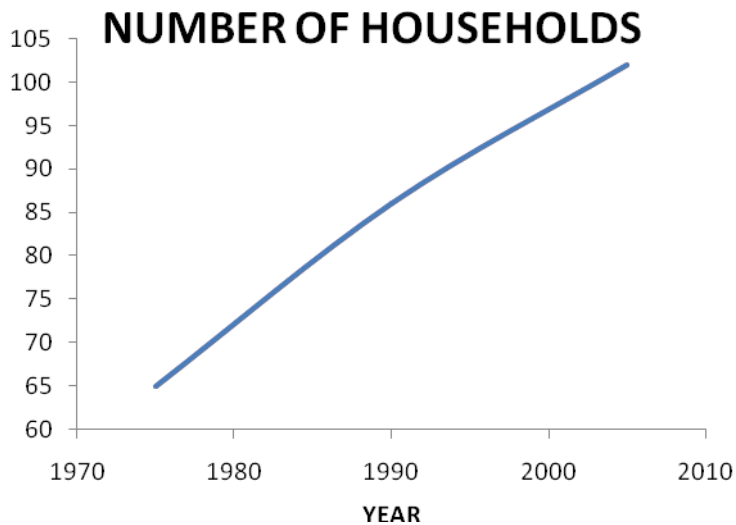
The trend lines can be expanded upon to include the future. Ask the participants to show what they would like the future to look like for each issue. Discuss what changes would be necessary to achieve that.

Example

Trend lines from Ttula village in Wakiso district in Uganda produced by women, men and young people.

Trend Lines





Tool 8: Venn Diagrams

The Venn Diagram tool is used to understand the stakeholders including local groups and institutions of any community project. This tool helps in understanding in what ways the different participants or certain kinds of people, e.g. women, poor or a certain ethnic group and institutions are affected by or related to the community's programme/project. It also helps to know if some categories of people are excluded from participation in certain programmes or projects.

The venn diagram can also be useful in clarifying decision-making roles and identifying potential conflicts between different socio-economic groups. It can also be used to identify linkages between local institutions and those at the intermediate- and macro-levels.

Materials

Flip chart paper, markers, sticky paper, several colours and sizes and scissors.

Session flow

Organise separate focus groups of women and men.

Make sure that the poorest and most disadvantaged are included, or have their own groups, as appropriate.

Cut sticky paper circles of different sizes and colours ahead of time.

Ask the participants to list the local groups and organisations, as well as outside institutions, that are most important to them.

Ask the participants to decide whether each organisation deserves a small, medium or large circle (to represent its relative importance). The name (or symbol) of each organisation should be indicated on each circle. Make sure each organisation has a different colour, if possible.

Ask which institutions work together or have overlapping memberships.

Place the circles on the flip chart:

Separate the circles if there is no contact between the organizations

Make the circles touch if information passes between the institutions

~~Make the circles have a small overlap if there is some co-operation in decision making~~

~~Make the circles have a large overlap if there is a lot of co-operation in decision making~~

Discuss as many institutions as possible and ask the participants to position them in relation to each other.

Let the participant debate and reposition the circles until they reach consensus.

When the group members are satisfied with the positions of the circles representing the different institutions, discuss the out come using the following questions:

Questions to Ask While Facilitating

_ Are there groups organised around environmental issues? e.g. forest users group, water users group.

_ Are there groups organised around economic issues? e.g. credit, agriculture production.

_ Are there groups organised around social issues? e.g. health, literacy, religion.

_ Are there groups exclusively for women? If so, what is the focus of these groups? What do women gain from them?

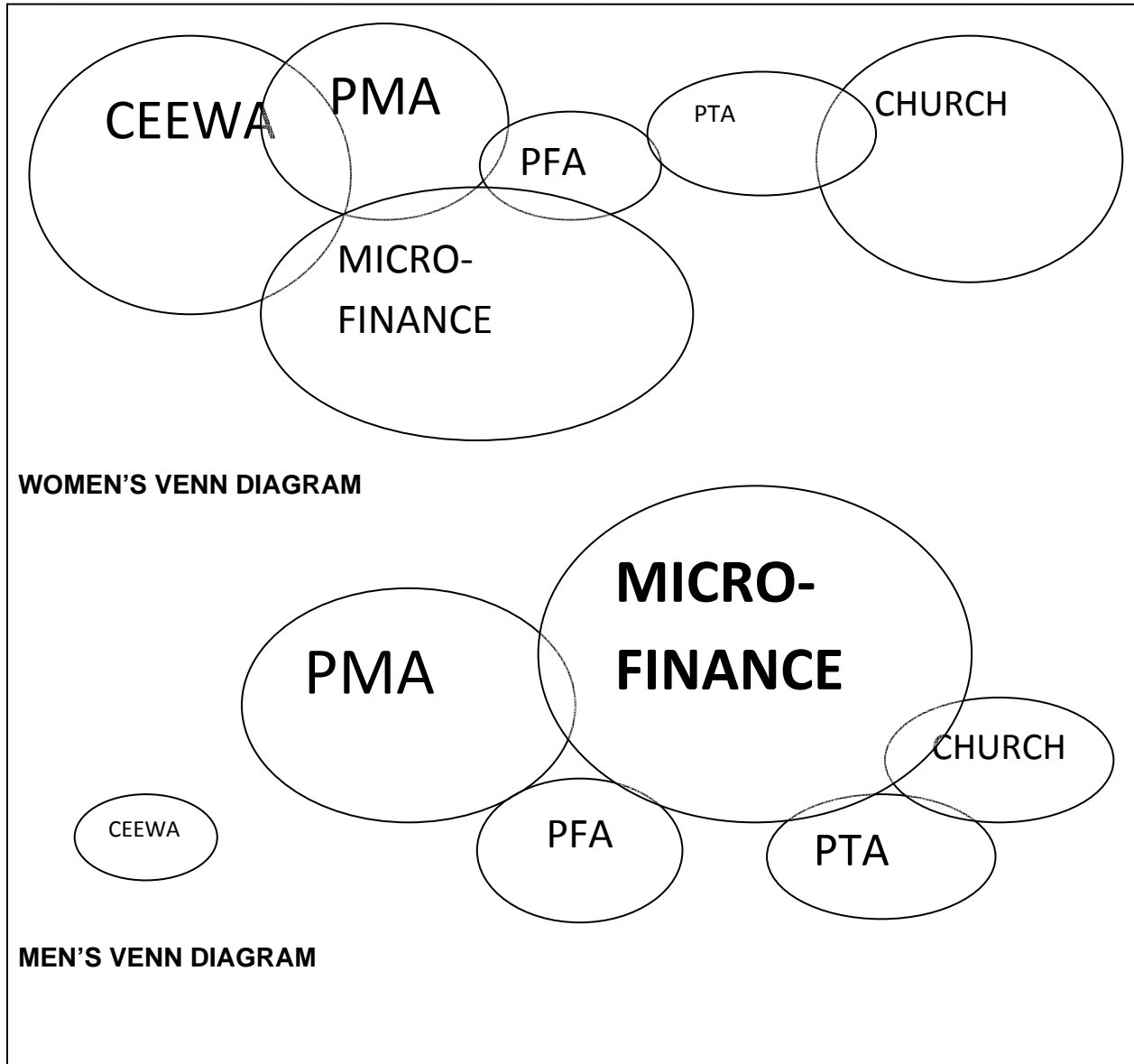
_ Are the poor excluded from any of the groups? Which ones? Why? What do the poor lose due to their lack of participation?

_ What are the links between local groups or organisations and outside institutions? e.g. NGOs, political parties, government institutions.

Finally, be sure to discuss and compare the Venn Diagrams produced by the different groups of participants. If one group has given a certain institution a large circle and another has given it a small circle, find out why. How is that institution relating differently to different members of the village? Note also whether one group has included fewer organisations in its diagram.

Example

Shows that women and men ranked the relevance of community groups for local welfare very differently. It shows the importance of gathering information from both women and men about institutions.



Tool 9: Institutional Profiles

Institutional Profiles are tools used to analyse the institutions identified in the Venn Diagrams. It helps to understand the nature of the institutions in the community. An analytical chart is created for each institution in the community to examine their capacity, what they have accomplished and what they need to foster development. This will help the community members/development workers identify institutions within the community which can sustainably implement development activities with them.

Whereas the Venn Diagrams reveal the importance of local institutions and the degree of interaction between them, the Institutional Profiles show details about how these institutions function and for what purposes. Together these tools facilitate learning about the local institutional context. This information will be important when the community is planning development activities.

Session flow

Work with the same groups of participants that produced the Venn Diagrams. For each group or institution identified in the Venn Diagrams, discuss at least four kinds of information: founding and goals, management, achievements and needs.

Pre-prepare a chart on flip chart paper for each institution (see example). Use the following questions to deepen the discussion.

_ How many local groups or institutions are there? What is the membership of the institution? e.g. elders, women, farmers. What are their purposes?

What activities are they involved in

Who are the leaders of the institution?

_ Are leadership positions dominated by a particular social group, (e.g. high caste, wealthy elderly men)?

_ Do women occupy leadership positions in any of the local institutions? If so, which women? Which institutions?

_ Which institutions have achievements related to meeting community development needs?

_ Which local institutions have links with outside institutions? For what purposes?

Example: Institutional profiles of Jeded Village, Somalia

Youth Organisation

Group	Foundation and Goals	Management	Achievements	Needs
Youth organisation	<p>Founded on 19 June 1991</p> <p>Objectives include maintaining security; solving routine problems; encouraging community cooperation and income generation</p> <p>Founded by educated young people in the village</p>	<p>Chair Vice Chair</p> <p>Central Committee</p> <p>Sub-Committees; Security</p> <p>Justice Relief and Rehabilitation</p> <p>Sports, Health, Education, Water, Livestock</p> <p>Displaced Persons</p> <p>Agriculture</p> <p>Range and Forestry</p> <p>Chair selected by the Central Committee according to ability and knowledge; elections held every four years</p>	<p>Security</p> <p>School construction</p> <p>Volunteer teachers</p> <p>Help with the health post</p> <p>Resettlement of displaced people</p> <p>Planting and conservation of soil</p> <p>Road maintenance</p> <p>Repairing borehole</p> <p>Sports</p>	<p>Training</p> <p>Meeting room and office</p> <p>Stationery and operational tools</p> <p>Communication and transport</p>

Tool 10: Force-Field Analysis

This is a Socio-economic and Gender Analysis Planning Tool. Force Field Analysis is a tool used to assess Facilitating and Constraining Forces that act on situations involving change/or development.

- Facilitating factors act to support the desired action or change. These forces should be enhanced or maximized whenever possible.
- Constraining forces act against the desired action or change. These forces should be minimized or eliminated whenever possible.
- Force-Field analysis is an action planning tool to achieve the enhancement of facilitating forces or minimizing of constraining forces.

Procedure:

For any proposed activity or event:

Step 1: Identify Facilitating and Constraining Forces

Facilitating Forces: List the answers to these questions	Constraining Forces: List the answers to these questions
<ol style="list-style-type: none"> 1. What existing conditions can help achieve the planned activity or change you desire? 2. What resources, including financial, human, natural and social can contribute to the planned activity or change? 3. How can the existing infrastructure and services support the planned activity or change? 4. Which groups are already working on the issue and how are their efforts are being coordinated? 5. Which groups support the planned activities or changes? 	<ol style="list-style-type: none"> 1. What existing conditions constrain the planned activities or changes? 2. What financial, human, natural and social resources are lacking or limited? 3. Will the lack of infrastructure or services hinder the planned activity or change? 4. Are there groups who do not support the change/

Step 2: Prioritize facilitating and constraining forces (you can use pair-wise ranking to effect prioritising).

Step 3:

Plan to maximize the facilitating forces, (think of the actions to maximize facilitating force and minimize the constraining forces, sometimes it is the weakest forces that are easiest forces to eliminate or minimize).

Step 4:

To plan to minimize the constraining “force field”.

At this point it’s important to be specific about the actions you have identified to maximize facilitating forces and minimize constraining forces.

Step 5: Action planning.

Key questions must be answered for each action identified.

- What are the specific steps necessary for each action?
- What is the order of the steps to be taken?
- Who is responsible for each step? (Answer this question by gender)
- What is the timetable for each action step?
- How will you know when the action is completed?
- What will be your monitoring method for progress?

Each answer should be put on flip chart and discussed until consensus is reached.

Module 4: Gender and Livelihoods: How individuals, households and communities make their living.

Introduction:

Livelihoods refer to the means of living or supporting life by women and men. Women and men engage in activities such as agriculture and livestock production, marketing and casual labour, to address their basic needs to support their lives. These activities depend greatly on access to resources such as land, water, forest products and technology.

The fact that access to resources varies by gender, age, wealth, caste and ethnicity in any given community means that the livelihoods of the different categories of people also vary accordingly.

Livelihood Analysis helps us to learn about the activities of different people (women and men) and their relative access to resources, both for basic needs and income. We also learn about decision-making roles for the use of resources and the distribution of benefits, with a strong focus on differences by gender. This helps us to understand how development activities can result in vastly different outcomes for different groups of women and men.

Livelihood Analysis answers the questions,
Who does what?
Who uses what resources?
Who controls what resources?

Objectives of the module:

- To introduce some livelihood analysis tools to learners
- To equip the learners with skills for livelihoods analysis

Session flow:

The facilitator:

- Introduces the session objectives
- Asks the learners to explain what they understand by the term livelihoods.
- Notes their responses on flip chart
- Harmonises participant's contributions and agree on a common definition (refer to definitions above).
- Asks the learners to mention any livelihood analysis tools they may be familiar with.
- Note their responses on a flip chart

- Highlight the livelihood analysis tools to be addressed in this module or if they have not mentioned them write them on the flip chart (these include seasonal calendars, Farming systems diagram, Income and expenditure matrices and Benefits analysis chart).

Introduce one tool at time in 4 different sessions.

Livelihood Analysis: Tool 11: Seasonal Calendars

Seasonal Calendars are used to explore changes in livelihoods over the period of a year. They are used to find out what happens in different seasons of the year and to study many things such as work loads of different categories of people (women, men, boys and girls) at different times of the year or how their incomes change in different periods. Seasonal calendars can also be used to show the seasonality of other important aspects of livelihoods such as food and water availability.

Materials

Flip chart Paper and markers.

Session flow

The facilitator should:

- Ask learners to show what they do in a year.
- Draw a line all the way across the top of the flip chart paper.
- Explain that the line represents a year
- Ask the learner to divide up the year into months, seasons, etc.
- Mark the divisions along the top of the line (months, seasons).
- If the learners have not used seasons to divide the year, then start the calendar by asking about rainfall patterns.
- Ask the learners to indicate under each month (or other division) of the calendar the relative amounts of rainfall.
- Once the rainfall calendar is finished, ask one learner to draw another line under it and ask learners to make another calendar, this time showing their labour for agriculture (showing periods of high and low labour intensity).
- Make sure the labour calendar, and all subsequent calendars, are perfectly aligned with the rainfall calendar.
- After this illustration, divide the learners into separate groups of men, women, girls and boys.
- Give each group a flip chart and markers.
- Ask the different groups to draw their own seasonal calendars
- Each group should draw several calendars, one calendar under another, until all the seasonal issues of interest (to that group) are covered.
- Each group should include calendars for food availability, water availability, income sources and expenditures.
- Let the learners present their work in plenary and discuss using the following questions:

- _ Are the overall livelihood systems fairly stable or with great seasonal variations?
- _ How do women's calendars compare with men's?
- _ What are the busiest periods for women? for men? Girls? Boys?
- _ Are there labour bottlenecks in any season?
- _ How does food availability vary over the year? Are there periods of hunger?
- _ How does income vary over the year? Are there periods of no income?
- _ How do expenditures vary over the year? Are there periods of great expense, e.g. school fees, food purchases?
- _ What are the key linkages among the different calendars? e.g. income and food supply or rainfall and labour.

Additional issues for Seasonal Calendars may be added such as animal diseases, fodder collection, fishing seasons, marketing opportunities, health problems, and so on.

Example

This example illustrates how Seasonal Calendars can be used to look at the linkages among several different patterns: rainfall, agriculture labour, other labour, food availability, disease, income and water availability and expenditures. These calendars can also show important differences between the women's and men's work and resources as well as labour and income patterns.

Tool 12:

Farming Systems Diagram

The Farming Systems Diagram is used to understand how rural household livelihoods are assembled. It highlights the farming system, including on-farm activities such as crop production, off-farm activities such as fuel collection, and non-farm activities such as marketing. The diagram also shows the flow of resources to, and from the household and who is involved, by gender.

In addition, the diagram shows how livelihoods may depend on many different types of agro-ecosystems many of which may be communal resources such as forests, grazing lands, rivers and streams.

Farming systems diagrams can illustrate that women and men each have specialised knowledge about particular crops, animals or tree products – knowledge that can be built upon for development.

Materials

Paper, coloured pencils or pens.

Session flow

- Select two households (one male headed and another female headed)
- Visit each household.
- Introduce yourself to the family and inform them that you want to learn about their farming activities.
- Ask the members of the household (women and men) to walk with you through their farm.
- As you walk along ask questions about the activities and resources you see. Do not forget to ask about what happens in other seasons and in places too far to visit.
- After about 30 to 40 minutes walking, ask all the household members to come together for discussion about what you have seen and talked about. Ask the household members to draw the information on a piece of paper.

The diagram should include activities that take place in each season and in each location but they should not attempt to document all the details. With this tool, you just want to learn the typical or the general circumstances. Concentrate on getting an overview of the whole system.

As the household members progress with the drawing, use the following questions to explore the labour and resource flows in the farming system. Ensure that the diagram shows roles and responsibilities by gender, and also age and household position (head, husband, first wife, sister), where applicable.

Questions to Ask While Facilitating

_ What are the major on-farm activities e.g. crop production, livestock production, poultry production, fruit and vegetable production?

Who has responsibility for each, women, men or both?

_ What are the major off-farm activities e.g. fuel collection, water collection, fishing, and who has responsibility for each?

- _ What are the major non-farm activities e.g. marketing, casual labour?
- _ Who has responsibility for each?
- _ Which activities and resources contribute most to meeting the basic needs of the household?
- _ How do the diagrams from the different households compare?
- _ Which households have problems meeting their basic needs and why?
- _ Which households have the most diversified livelihoods? Which are the most vulnerable, depending on only one or two activities or resources?
- _ Identify the key linkages between the different kinds of activities and resources, e.g. between forest products and livestock production.

Example of a **farming** system diagram

Tool 13: Income & Expenditures Matrices

Income & Expenditure Matrices extend the understanding of women's and men's livelihoods through understanding the sources of income and areas of expenditure for the community concerned. They also reveal changes in expenditures in times of crisis.

The establishment of the relative importance of different sources of income for different people (women and men) from each social group, helps to understand the security or vulnerability of different people's livelihoods.

The tool also helps in the understanding of women's and men's priorities and limitations by quantifying the relative importance of different areas of expenditure for women and men. The expenditures Matrix can be used to establish proportion of the total income spent on basic needs like food, water, clothing, shelter, health care and education and whether women and men have any money left for savings or investment in their livelihoods.

Method: Focus Group Discussions (FGDs)

Materials: Flip chart, masking tape and markers.

Session flow

The facilitator:

- Organise four focus groups, for different socio-economic groups e.g poor women, poor men, rich women, rich men (Work with each group separately).
- Introduces the session objectives
- Explains that she/he wants to learn about their source of income and how they spend it.
- Asks the learners to list all the sources of income for women and men in the community.
- Asks the learners to list all the expenditures for the people in the community, including savings.
- Asks the learners in the Focus Groups to indicate their sources of income (for that category of people e.g rich women, rich men, poor women, poor men)
- Asks the learners to indicate the percentage of the total income generated from each source?.
- Records the information on a matrix.
- Asks the learners in each group to indicate their area of expenditure.
- Asks the members in each group to indicate the percentage of the total expense spent on each area.
- Draws another matrix for the expenses indicating areas of expenses by percentages.
- Asks the learners where they would get money to cope in case of a crisis e.g. drought, flood, epidemic, etc.
- Discusses the impact of crisis and the coping strategies of the different categories of women and men.

The facilitator should Endeavour to get answers to the following questions:

Income Matrix:

- _ Are there many or few sources of income in the community? Which are the most important?
- _ How vulnerable are these sources of income to crisis, e.g. drought or disease?
- _ Do certain socio-economic groups of women and men have more vulnerable livelihoods than others? In other words, do certain women and men depend on only one or two sources of income, while others have diversified sources?
- _ Are there sources of income available to certain groups, e.g. older men, richer, high caste groups, that are not available to others, e.g. young women, poorer, groups?
- _ How do women's income sources compare with men's?

Expenditures Matrix

- _ Are expenditures few and concentrated or spread out over several kinds of expenses?
- _ Which expenditures are common to everyone?
- _ For each social group, what proportion of income goes to meeting basic needs, e.g. food, water, shelter, clothing, health care and education?
- _ For each social group, what proportion of income goes to savings? For productive investments, e.g. inputs, equipment, livestock?
- _ How do women's expenditures compare with men's?
- _ To cope with crisis, on what would people spend less: leisure activities, clothing school fees, food? What are the implications for the future?

Example

The following example shows income and expenditure matrices produced by two focus groups in central Uganda by gender. The example shows that women and men have completely different sources of income. For women, vegetables, poultry and goats are the major sources of income whereas men get most of their income from cattle, pigs, coffee, maize, fruits and casual labour.

When it comes to spending, the greatest expenditure for both women and men is school fees.

INCOME AND EXPENDITURE MATRIX IN CENTRAL UGANDA

Location: **Participants**

Date:

Source of income	% of total income for Poor women	% of total income for Poor men
Poultry	25	5
Pigs	1	10
Cattle		20
Goats	16	2
Maize		13
Vegetables	55	
Coffee		23
Fruits	1	11
Casual labour		15
Petty trade	2	1
Total	100	100

Expenditure	% of total expenditure Poor women	% of total expenditure by poor men
School fees	70	60
Basics (salt, food, soap)	20	3
Clothes	2	2
Tools	1	5
Community development	1	
Entertainment		5
Farm inputs		6
Medical bills	6	15
Communication		4
Total	100	100

Tool 14: Benefits Analysis Flow Chart

Livelihood activities and resources generally result into benefits in form of products/fruits and by-products. The Benefits Analysis Flow Chart shows who uses each of these products, who decides how it is used and who controls the money from sales.

Session objective:

At the end of this session, the learner should be able to understand the Benefits Analysis Flow Chart.

Method:

Group work
Field visit
Plenary discussion

Materials

Flip chart, markers, example of Benefits Analysis Flow Charts.

Session flow:

The facilitator:

- Introduces the session objectives to the participants
- Asks the learners what they understand by the term benefits analysis flow chart
- Writes their responses on the flip chart
- Gives the learners time to discuss until they reach a common understanding of the term.
- Uses the above introduction to summarise what a Benefits Analysis Flow Chart is.
- Lets the participants/learners select one livelihood activity in the community.
- Asks a volunteer from the learners to come forward and draw an example of a benefits analysis flow chart for the selected activity.
- Lets the other learners contribute to what the volunteer has draw (this will make them internalize the tool).

- Divide the learners into two groups and let them go and visit two families within the community (each group visits one family preferably the families that produced the farming systems)
- At the households let the family members select two activities from the various family livelihood activities.
- Ask the family members to tell you the products from the selected activity
- Ask them to describe who in the family uses the products, how it is used, who decides how it should be used and who controls the sales money, if item is sold.

You may use the following questions with the family members:

Guiding Questions

- _ What are the major benefits resulting from on-farm activities such as crop production, livestock production, poultry production, fruit and vegetable production?
- _ How are they used?
- _ Who decides on their use? Who uses them?
- _ If sold, how is the cash used? Who decides on cash use?
- _ What are the major benefits resulting from off-farm activities e.g. wood collection, water collection, fishing?
- _ How are they used?
- _ Who decides on their use? Who uses them?
- _ If sold, how is the cash used? Who decides on cash use?
- _ What are the major benefits resulting from non-farm activities e.g. marketing, wage labour?
- _ Overall, which benefits are consumed by the household? which are sold for income?
- _ Which contribute most to meeting the basic needs of the household?
- _ Which are controlled by men? by women?
- _ How do the different socio-economic groups among women and men compare?

Draw a benefits flow chart for the different activities as the family members answer the questions.

The learners should then present the different benefits analysis flow chart in plenary.

Example of Benefits Analysis Flow Chart

Livelihood Analysis Tool:

Benefits Analysis Flow Chart in Central Uganda

Module 5: Prioritizing development interventions

Tool 15: Pairwise Ranking

Pairwise Ranking is a tool used to prioritise the problems of different community members. It also allows for easy comparison of different people's priorities.

Pairwise Ranking highlights how the priority problems of women and men differ and where they overlap.

Session flow

Let the facilitator:

- Divide the learners into two groups or organise two separate focus groups: one of women and one of men.
- Ask the learners to think about their community problems.
- In their group discussion group ask them to list the 6 problems (in any order) that are most important to their community.
- Write the list of the 6 problems on both the vertical and horizontal axis of the prepared blank Pairwise Ranking Matrix (see example below).
- Write each of the 6 problems onto separate cards. Present a pair of cards (showing two different problems) to the group.
- Ask them to choose the more important one. Record their choice on the prepared matrix.
- Ask them to explain the reasons for their choice.
- Repeat this for all the pairs until the matrix is completed.
- Look at the completed Pairwise Ranking Matrix and count the number of times each problem was selected and rank them.
- The problem with the highest score (highest number of times selected) is the priority problems of the group. The second most frequently occurring is second priority, and so on.
- Organise a second set of focus group and repeat the exercise.
- Compare the two sets of pair-wise ranking.

Materials

Prepared blank Pairwise Ranking Matrix on flip chart paper, masking tape, markers and A5 cards.

Guiding Questions to ask while Facilitating

- What are the problems identified by women?
- What are the problems identified by men?
- Are the problems identified women related to those identified by women?
- Which problems result from the gender-based division of labour or from inequitable access to resources?
- Which problems are shared by both?
- Was there consensus or disagreement about the ranking of problems in order of importance?

EXAMPLE OF A PAIRWISE RANKING MATRIX BY WOMEN IN UVW VILLAGE

Problems	Lack of land	High inputs cost	Poor technology	Lack of irrigation	No drugs in health centre	Poor roads
Lack of land		High inputs cost	Poor technology	Lack of land	No drugs in health centre	Poor roads
High inputs cost			High inputs cost	High inputs cost	No drugs in health centre	High inputs cost
Poor technology				Poor technology	No drugs in health centre	Poor roads
Lack of irrigation					No drugs in health centre	Poor roads
No drugs in health centre						No drugs in health centre
Poor roads						

Problem	Number of times preferred	Rank
Lack of land	1	4
High inputs cost	4	2
Poor technology	1	4
Lack of irrigation	0	6
No drugs in health centre	5	1
Poor roads	3	3

In this example, No drugs in health centre was priority problem number 1, followed by high input costs and poor roads respectively. Lack of land and poor technology were equally ranked fourth.

Tool 16: Problem Analysis Chart

This is a tool used to carry out further analysis of the community priority problems. It allows for an expanded discussion of the causes of the problems, as well as current coping strategies. It helps to learn if efforts to address a particular problem have already been made, and have failed or have not addressed the problem completely.

The Problem Analysis Chart also looks at opportunities for development. So it requires the participation of all the different stakeholders e.g. extension workers, NGOs, local government representatives and other development agents.

Process

- Plan and organise a meeting for the entire community.
- Invite at least two or three technical people from other development agencies and organisations.
- The meeting should begin with a presentation of the priority problems (and their causes and effects) as identified by the women and men in the community.
- Prepare the Problem Analysis Chart, listing down on the far left column of the priority problems identified by each of the different groups in the Pairwise Ranking Matrix.
- Where a problem has been identified by more than one group, list the problem only once. In the second column, list the causes of the problems identified.
- Present the Problem Analysis Chart to the entire meeting. For each problem, present the causes identified and ask if anyone, including the technical people, has anything to add.
- Then ask people to explain what they currently do to cope with their problems. List the coping strategies in the third column.
- Finally, with specific reference to each problem, discuss opportunities for development asking both the local community members and outside experts to contribute their ideas. Build upon the solutions identified in the Flow Diagrams. List the solutions in the fourth column.

Materials

flip chart paper, masking tape, markers and a prepared Problem Analysis Chart.

Questions to Ask While Facilitating

- Did the outside experts identify additional causes of the problems? What are they?
- What are the current coping strategies?
- What are the gender implications?
- What are the opportunities to solve the problems?
- Which opportunities can be implemented locally?
- Which opportunity require external assistance?

Example of the Problem Analysis Chart

Problem	Causes	Coping strategy	Opportunities
----------------	---------------	------------------------	----------------------

No drugs in health centre	Stolen by workers Amount allocated very little	Use Traditional healers & herbs Faith healing Private clinics	-Increase budget allocation -Anti corruption squad -Health Aid
Poor roads			
High input costs			
Poor crop yields			
Lack of clean water			
Soil erosion			
Poor hygiene			

Tool 17: Problem/solution Tree

The purpose of this tool is to identify the causes and effects of the different problems identified by women and men.

Method: Group work, Plenary presentations and discussion

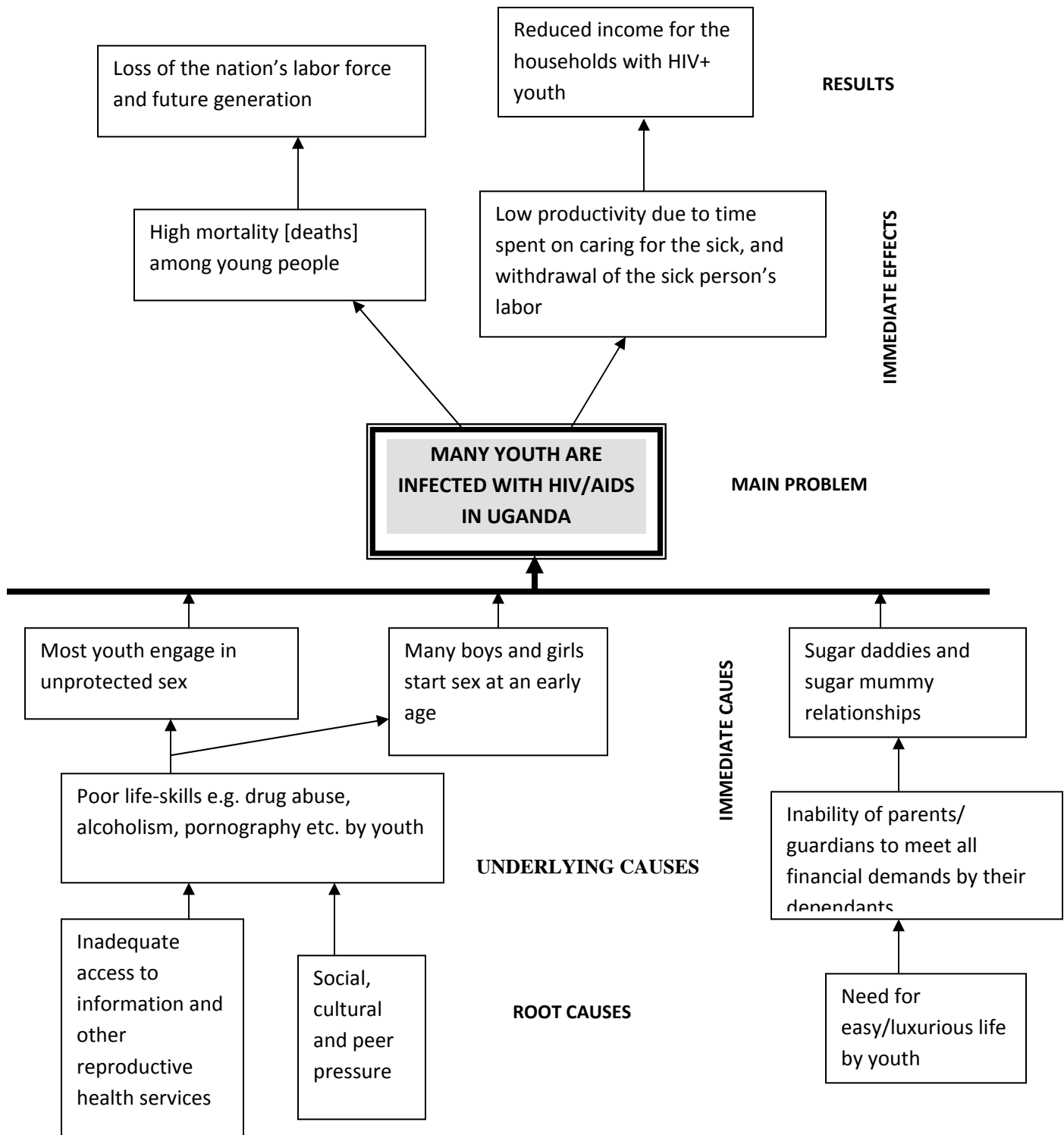
Material required: Flip charts, markers, masking tape

The steps in carrying out the exercise are explained below:

1. Divide women and men into single sex groups;
2. Facilitator asks them to list the main problems they experience. (May use the priority problems from pairwise ranking)
3. Encourage discussion of the problems raised and agree on one most important problem.
4. After identifying the main problem [for women and men separately, facilitators guide the groups to carry out the analysis. This involves writing on large sheet of paper or on the ground [at the center] the core problem. In case the majority of members cannot read/write [are illiterate], it is recommended that local materials [symbols] are agreed upon to represent the problem and other issues discussed.
5. After writing/placing the main problem at the center, facilitators guide the learners to identify the **immediate causes** [may be many] of the main problem and these are placed below it. The **underlying and root causes** are thus identified and placed below the immediate causes in that order;
6. Next, identify and place effects that arise from the main problem above it. These are called the **immediate effects**. Further, the longer-term **results** of the immediate effects are also identified and placed above them.

An example of the problem tree analysis is provided on the following page. It is quite general and is only intended to offer guidance on how to do a problem tree analysis.

EXAMPLE OF A PROBLEM TREE



Preliminary Community Action Plan

The Local Government Act expects parishes in Uganda to submit Community Action Plans to their Sub-counties.

The Preliminary Community Action Plan is a tool that will help communities to take realistic and

concrete steps toward participatory development planning. It brings everybody together to think about resources and group involvement, and increases awareness about the skills and resources already available in the community.

The Preliminary Community Action Plan directly builds upon the Problem Analysis Chart and starts with the opportunities for development identified in the last column of the Problem Analysis Chart. It enables the stakeholders to think about the resources required for implementation, who will be involved, and when implementation could start.

Process

- Organise a meeting for the entire community preferably on the same day as the meeting held to produce the Problem Analysis Chart. Make sure that both women and men can attend, including a mix of socio-economic group, technical staff from LGs, NGOs, CBOs and development partners.
- On flip chart paper, prepare an outline of the Preliminary Community Action Plan ahead of time (see example below). For each priority problem, fill in the first column, Activities, based on each of the opportunities for development revealed in the Problem Analysis Chart.
- Discuss with the community members and technical people(stakeholders) the resources required for implementing each activity.
- After listing all the resources, ask the participants to indicate which resources are already available in the community and which must come from outside.
- List the implementers of each activity in the third column. (you may use the information generated from the Venn Diagram and Institutional Profiles to identify which local NGOs, CBOs, groups and organisations that can assist)
- Identify the external organisations and agencies that can assist?
- Use the last column to indicate when the work for each specific development activity could start. Make sure that seasonal patterns of climate and labour are taken into consideration (see Seasonal Calendars).

Materials

Flip Chart paper, markers, masking tape, pre-prepared Preliminary Community Action Plan, and copies of the Venn Diagram, Institutional Analysis, Seasonal Calendars and Problem Analysis Chart.

Questions to Ask While Facilitating

- What are the gender implications for each of the resources listed? e.g. water is required for horticulture activities and it is women who fetch water.
- Do the groups selected to support the development activities include women? other marginal groups? Would women be in a position to make decisions about their priority development activities? other marginal groups?

Example

Production

Activities	Resources	Groups involved	Time
Advisory services	-Advisory Service providers -Training areas -Financial contribution	Govt extension workers NAADS Private SPs Farmer groups	January
Vaccination	-Vet Doctors -Vaccines -Sensitisation team -Funds	Production department Farmer groups Central Govt Local leaders	March
Water for irrigation	-Water source -Irrigation equipment -Irrigation technicians -Land -Money	Farmer groups NWSC NGO dealing with water LG	February
Marketing produce	-Advisors -Produce -Transport -Stores -Operating capital	NAADS Produce marketing board GASO Transporters Farmer groups	November

Best Bets Action Plan

The Best Bets Action Plan is a tool that helps us to make concrete and realistic plans for implementation of priority development activities. It builds upon the Preliminary Community Action Plan, but focuses on the development activities which are most likely to succeed, putting into consideration the availability of resources.

The purpose of the Best Bets Action Plan is to refine and finalise community member's ideas from the Preliminary Community Action Plan, incorporating the lessons from the stakeholder analysis. The idea is to produce plans that are as realistic and detailed as possible.

Process

- Organise the community participants into focus groups based on shared priorities (where women and men share a development priority, they will produce a Best Bets Action Plan together to address that problem, but where they have different priorities they will each produce their own plans).
- Assign a facilitator for each group
- Give each group the following instructions:
- Prepare a Best Bets chart on flip chart paper.
- Indicate the group's priority problem in the first column of the chart.
- The second column is for solutions to the problem, the groups should review the solutions previously identified and if necessary add to the list.
- The third column is for activities, the participants should review the activities identified in the Preliminary Community Action Plan.
- Do they have additions, or changes putting into consideration the different stakeholders in the community and resources?
- In the fourth column, indicate Who will do the activities (building on what was in the Preliminary Community Action Plan and considering the stakeholders available)
- The fifth column is for Costs of the activities. The participants should first identify local contributions, and then external resources that may be required.
- The sixth column is for duration of activity (How long will it take?)
- The seventh is the starting time.

Materials

A copy of the Preliminary Community Action Plan, flip chart paper, masking tape and markers.

Questions to Ask While Facilitating

- Which Best Bets Action Plans include development activities that will directly benefit women? men?
- Which Best Bets Action Plans include development activities that will directly benefit the most disadvantaged groups in the community?
- Which Best Bets Action Plans include development activities that will benefit most or all of the community?

Example of Men's Group Best Bets Action Plan

Problem	Solution	Activities	Who will do it	Cost	Duration	Starting date
Food shortage	Adopt agriculture	Learn to farm by observing those who farm. Make own tools. Borrow oxen from relatives. Training facilities.	Men in the community	Local		immediately
Water Shortage	Create constant water supplies.	Dig wells, ponds and reservoirs.	Small ponds can be dug by community. Wells and reservoirs can be dug by government.	Community needs funds to buy tools for digging. Government to supply costs for wells and reservoirs.	Small ponds take 5 months to dig. Government will set time table for digging wells and reservoirs.	Small ponds can be dug in the rainy season. Government can dig throughout the year. Start as soon as possible.
Animal Diseases	Supply effective and cheap medicines	Quality control for medicines sold by local traders. Government should supply cheap and effective drugs.	Government enforce quality control and fines. Government subsidise livestock drugs and do distribution.			Immediately

Module 6: Gender Disaggregated Data (GDD)

Gender disaggregated data goes beyond sex disaggregated data to capture the details pertaining to women and men in any situation of interest. It recognises that women and or men are not homogeneous. GDD is both quantitative as well as qualitative data. Gender disaggregated data is generated through capturing the voices of citizens with regard to the actual benefits of a specific programme or project. It depends on the opinions and attitudes of the beneficiaries of the different programme.

Methodology:

Several techniques are employed to gather the views of the different members of the community (women, men, boys, girls, poor, rich, elderly, disabled) whether the existing programmes meet their needs, as they perceive them. The techniques used include surveys, group discussions, observations, key informant interviews, Focus Group Discussions and checklists.

The responses are analysed in order to assess the extent to which local government's programmes and budgets meet the priorities of women and men, boys and girls, elderly and people with disabilities (PWDs).

Process:

- Design the appropriate instrument(s) to be used in assessing a specific programme or activity.
- Use the instrument(s) to gather the views of the beneficiaries. The data should be collected in a friendly way that allows women, men, boys, girls, elderly and PWDs to express themselves freely.
- Analyse the data collected from a gender perspective to provide a separate assessment for the different categories of people (women, men, boys, girls, elderly and PWDs).
- Disseminate and review the findings with the aim of proposing appropriate changes in plans and expenditure.

Example of Gender Disaggregated beneficiary Assessment Tool

Fill out the this questionnaire form

1. Personal particulars of farmer

1.1 Sex: A) Male B) Female

1.2 Age _____

1.3 Marital status: i) single, ii) married, iii) divorced, iv) widowed]

1.4 Status in household: i) head, ii) spouse iii) dependant iv) Other [specify]

2. What farming enterprise are you engaged in?

- A) Crop farming
- B) Large livestock [mainly cattle]
- C) Small livestock [sheep, goats, pigs]
- D) Poultry
- E) Fishing
- F) Other [specify]

3. How did you select your farming enterprise?

- A) Was already engaged in similar activities
- B) Advised by husband/wife
- C) Advised by a relative/ friend
- D) Other [specify]

4. What kind of support did NAADS offer you in your enterprise?

- A) Training
- B) On-farm advice
- C) Inputs
- D) Other [specify]

5. What improvements did you make in your enterprise after receiving NAADS support?

6. If nothing was done, why?

- A) Lacked the resources to buy inputs
- B) Did not take it seriously/ was negligent
- C) My husband/wife did not cooperate
- D) Other [specify]

7. Did you get additional income after putting into practice what you learned from NAADS *[For those who put into practice the advice given to them]*?

- A) Yes
- B) No

8. How did you decide on spending the income raised from the enterprise?

- B) Individually
- C) In consultation with wife/husband
- D) Left the decision making to my partner [wife/husband]
- E) With the entire family
- F) Other [Specify]

9. In general, do you feel that you have benefited/gained from your enterprise?

- A) Yes
- B) No

If yes, how? If no, why?

- *Use of SPSS computer software is recommended for data entry and analysis*
- *Cross-tabulations should be run for all variables/questions by sex and status in household [questions 1.1 and 1.4 above]*

Module 7: Gender Responsive Planning and Budgeting.

Introduction

Traditionally, women have been excluded from decision making at all levels. A number of factors combine to bring this about, including traditional attitudes concerning the role and status of women; and aspects of women's work burden, knowledge, skills and confidence. There is evidence that effective participation of both men and women enhances achievement of goals in development. There is therefore need to support increased involvement of women in the planning processes.

In public programmes, the budget is the instrument to translate planned programmes into reality. To that effect, gender budgeting is important. The budget determines the extent to which the different socio-economic groups such as women, men, girls and boys will benefit from goods and services provided through public interventions. Experience in Uganda has shown that the budget does not benefit all sections of the population equally. It is imperative that needs of vulnerable groups are integrated into the budget.

Gender-responsive planning and budgeting is a process of analyzing and developing policies, plans and budgets that promote gender equality.

Conceptual perspectives on Gender Budgeting

Gender Budgeting is an application of gender mainstreaming in the budgetary process. It subsumes a gender-based assessment of budgets, incorporation of a gender perspective at all levels of budgetary process, and restructuring of revenues and expenditures to promote gender equality. A gender friendly budget should ensure that general development goals do not work against social and economic equity and do not reinforce the existing development disparities among regions, ethnic groups, race, and other forms of social organisation, while taking into account that at the core of these disparities there are persistently hidden sex biases.

Public budgets are not merely economic tool, but summarize policies in monetary terms and express political priorities. Budgets, therefore, are not gender neutral. They affect women and men in different ways, reflecting the uneven distribution of power within society as economic disparities, different living conditions, and ascribed social roles. Gender budgeting seeks to make the gender impact of budgets visible and to transform them into an instrument for increasing gender equality. Gender budgeting basically involves all levels of government: national, regional, and local. Gender budgeting thus involves all stages of budgetary process and implies gender-sensitive analysis, assessment, and restructuring of budgets.

Gender budgeting is premised on the assumption that gendered public policies and budgets within central and local government plans and programs yield more efficient and equitable development outcomes. Yet the practice of mainstreaming gender issues has tended to militate

against transparency within many governmental policy-making processes, with many of the critical questions remaining unanswered or outside the purview of policy makers and civil society.

For gender budgeting to become a high priority by governments within their annual budgetary decision-making processes, it is absolutely vital that government, development planners and civil society members acquire necessary knowledge and skills in gender budgeting tools and analysis. In addition to the constraints in skills and knowledge, various factors have thus far militated against their ability to make informed budgetary decisions, mainly the lack of gender-disaggregated data and governments' failure to budget for structural programs within ministries and institute monitoring and evaluation procedures to track progress toward achieving gender equality goals.

Definition of Gender Budgeting

The most widely used definition for gender budgeting incorporates the need for developing sensitivity in those processes and tools aimed at facilitating an assessment of the gendered impact of government budgets (Budlender and Sharp, 1998). This presupposes that these budgets are not separate budgets for women, but rather attempts to analyze the government's mainstream budget according to its impact on women and men, different groups and men, with cognizance given to the society's underpinning gender relations.

The United Nations Development Fund for Women (UNIFEM) refers to gender responsive budgeting as budgeting that integrates a gender perspective and tracks how budgets respond to gender equality and women's rights requirements. This entails examining not only allocations and revenue-raising measures, but also budgeting systems, budgeting processes and the roles of the various actors throughout the process. It also entails investing in making available mechanisms, guidelines, data and indicators that enable gender-equality advocates to track progress and benefit incidence, as well as demonstrate how supposedly gender-neutral budgets impact women.

The United Nations Platform for Action (UNPAC) explains gender budgeting thusly: gender budgets do not look at whether or not the same amount is spent on men and women, but rather at what the impact of the spending is on men and women and whether or not budgets respond to the needs of both women and men adequately (UN Platform for Action, 1995). UNPAC agrees with others who maintain that gender budgets are not gender neutral. Budgets can either promote women's equality or exacerbate women's inequality: in other words, budgets can increase income gaps and other forms of inequality between women and men, or they can lessen them. Budgets are but one of the most influential policy documents governments have because without money a government cannot implement most of its policies and programs. Gender budgets are not simply about spending but also about income, which relates to how a government generates the revenue it spends and how it allocates the generated revenue between women and men.

Gender budgeting (GB Analytical tools)

- Gender disaggregated beneficiary assessment (GDBS). What kind of spending would women and men prioritize in budgeting?
- The GDBS is mainly used during the review of the previous years' performance.
- Gender aware budget statement (GABS)- Accountability and commitment

GDBA Tool at the sector level planning (Fill in the form)

Sector	Identified problem/needs	Identified gender gaps/issues	Proposed interventions	Budget	Budget sources

GDBA Tool at the community level

- GDBA involves the capturing the voices of the citizens with regard to the actual benefits of programs. It depends on the opinions and attitudes of the beneficiary
- GDBA can be done through FGD observations, PRA techniques like ranking, key interviews, checklists etc

Format to capture information from the communities (Fill in the form)

Key sector programs	Key sector intervention undertaken	Major benefits impacts of the program	Gaps in the impact between Females & Males	Key reasons for gaps	Appropriate intervention to address identified gaps	Budget/cost

Module 8: Elements of the Uganda Gender Policy:

Introduction:

Government of Uganda formulated a National gender policy in 1997 that was later revised in 2007 named: **The Uganda Gender Policy**. The policy seeks to guide the planning, resource allocation and implementation of all government policies and programmes at all levels to take into consideration the specific needs and concerns of the different categories of people so as to achieve the government's long-term goal of eliminating gender inequalities.

Objectives

The purpose of this module is to assist participants understand the elements of the Government of Uganda Gender Policy of the Government of the Republic of Uganda.

Method

The training will employ a combination of methods including:

1. Memorisation
2. Discussion

Materials

The facilitator will need the following materials:

- Copies of the Uganda Gender Policy and or the Simplified Version of the Uganda Gender Policy
- Flipchart paper
- Markers
- Masking tape
- Assorted coloured cards

Session Flow

- The goal of the Uganda Gender Policy
- Objectives,
- Strategies
- The four priority areas of action- Gender and livelihoods, Gender and Rights, Gender and governance, Gender and Macro-economic management.

Memorise the following sections:

The goal of the Uganda Gender Policy

To achieve gender equality and women's empowerment as an integral part of Uganda's socio-economic development. Therefore, the policy is to achieve equal chances or opportunities for women, men, boys, and girls to participate and benefit from policies, programmes, projects and activities.

Purpose of the Uganda Gender Policy

The purpose is to establish a clear framework for identification, implementation and coordination of interventions designed to achieve gender equality and women's empowerment in Uganda. The policy is a guide to stakeholders in planning, resource allocation, implementation and monitoring and evaluation of programmes with a gender perspective.

The objectives of the policy

1. To reduce unfair differences between men and women, girls and boys so that they all lead better lives;
2. To enable women and men to understand their rights so that they are able to demand, access and seek justice;
3. To increase the numbers and ability of women in decision making in administrative and political processes; and
4. To address unfair treatment of men, women, boys and girls so that they can all contribute, participate and benefit from national wealth.

Policy strategies

The policy objectives shall be achieved through the following strategies:

- i. Sensitization on gender issues at all levels.
- ii. Promoting Gender and Development (GAD) approach that targets women and men as well as the Women in Development (WID) approach, which focuses on only women.
- iii. Disseminating, translating, and implementing the Uganda Gender Policy.
- iv. Consulting with both women and men to identify and address gender concerns.
- v. Ensuring that planning at all levels takes into consideration the needs and concerns of men, women, boys and girls.
- vi. Promoting and carrying out research that identifies gender concerns and needs.
- vii. Establishing monitoring and evaluation mechanisms that bring out information on men and women.
- viii. Advocating for gender equity and equality at all levels.

Policy priority action areas

Each of the priority action has a set of strategies that can be undertaken by the lower local governments.

There are four priority action areas in this policy namely;

1. Gender and livelihoods: The focus is on reducing unfair differences between men and women, boys and girls so that they all lead to better livelihoods. Livelihoods are different ways through which people earn a living e.g. paid work/employment, trade, sources of revenue or income etc. The priority

livelihood constraints/challenges need to be identified for redress depending on different locations and available circumstances.

2. **Gender and Rights:** The focus is on enabling women and men understand their rights so that they are able to demand access and seek justice, protect, respect and promote human rights. Gender inequalities/issues in access to justice, socio-cultural discrimination against girls and women, gender based violence, limited awareness about the rights of women and men, high maternal and child mortality and morbidity, low literacy especially among women need to be addressed and human rights of people promoted.
3. **Gender and governance:** The focus is on increasing the numbers and ability of women in decision making, administrative and political processes. Gender equity is critical for good governance as it ensures effective participation of women and men in the democratization process, leadership, decision making and law enforcement.
4. **Gender and macro-economic management:** The focus is addressing unfair differences in the treatment of men, women, boys and girls of all categories so that they can contribute, participate and benefit from the national wealth and development equitably. Women and men have to be intensively involved in policy or programme design, implementation and monitoring through their interest groups. For this purpose, consultation mechanisms have to be set up. Gender concerns can be incorporated in economic reform policies and programmes at different levels. To increase women's possibilities to react positively to macro economic incentives requires;
 - (a) The provision of social infrastructures and services (child care, health services, water supply etc).
 - (b) Security of their property and inheritance rights through legal reforms including establishment of mechanisms to enforce claims.
 - (c) Support to the development and provision of financial services and encouragement of financial institutions to lend to women.
 - (d) Invest into girls and women's education and training to increase their mobility with regard to labor market.

Guiding Principles for Implementation of the Uganda Gender Policy

Implementation of the policy is guided by the following principles:

1. Gender equality.

Gender equality is an integral part of national development processes and reinforces the overall development objectives in the country. This policy emphasizes government's commitment to elimination of gender inequalities and empowerment of women in the development process.

2. Gender cuts across all sectors and levels.

Attainment of the gender equality goal will depend on the extent to which public and private sector institutions and agencies engage both women and men as providers and beneficiaries of services and investments. All actors (state and non-state) shall take appropriate action to address gender inequalities within the area of mandate, in line with this policy. This requires women as well as men to play an active role in shaping development directions and choices in all sectors and at all levels.

3. Affirmative Action

Bridging gender gaps in the various development sectors requires preferential attention for the disadvantaged. Affirmative action as enshrined in the Constitution will be pursued to redress historical and present forms of discrimination against women and girls in political, economic and social spheres.

4. Household and family relations

Intra household and family relations determine appropriation, ownership and control of livelihood assets among women and men, girls and boys. This in turn influences individual participation in and benefits from development processes at all levels. Interventions that address these intra-household dynamics are therefore critical for this policy.

5. Promotion of GAD and WID approaches

Advancement of gender equality requires the promotion of two approaches: The Gender and Development (GAD) approach is based on the understanding of gender roles and social relations of women and men, with emphasis on the disadvantaged while the Women in Development (WID) approach focuses specifically on improving the conditions of women. This is essential in light of evidence from various sectors showing the disadvantaged position of women. This calls for all data and information that inform planning and decision-making at all levels to be disaggregated by sex, gender, age and other socio-economic characteristics such as disability.

INSTITUTIONAL FRAMEWORK FOR IMPLEMENTING THE UGANDA GENDER POLICY

Implementing the Uganda Gender Policy will be multi-sectoral. It is premised in the acknowledgement that pursuit of gender equality and women's empowerment is a responsibility for all sectors in the development arena. All actors in the public and private sectors have a role to play in the implementation of this policy. Institutions are expected to identify entry points and opportunities for networking and collaboration to ensure synergy and maximum impact in addressing gender inequality. The cross cutting nature of gender implies that the different actors / sectors have the responsibility to finance the gender mainstreaming interventions pertinent to their respective sector. However, some institutions that will play a key role have been listed.

Ministry of Gender, Labour and Social Development has the overall responsibility of spearheading and coordinating gender responsive development, and in particular, ensuring improvement in the status of women. In performing this role, the Ministry will work within the systems and mechanisms of public policy management.

Monitoring and Evaluation

Gender issues cuts across all development sectors and levels. Therefore assessment of progress, outcomes and impact of interventions to address gender inequality is a shared responsibility for all development actors and agents. However, Ministry of Gender, Labour and Social Development shall be responsible for coordinating M&E of the UGP within the overall government monitoring systems and frameworks. The Ministry will act as a catalyst to other sectors on gender responsive monitoring. Process and output indicators shall be periodically designed and reviewed within the Action Plan for the implementation of the policy. Key entry points and opportunities for linking the UGP monitoring and evaluation into existing M&E system is outline below;

Overall Evaluation Indicators

The following overall indicators, among other, will be used to assess the extent to which the purpose of the policy is achieved as well as evaluate impact of the policy on gender equality and women's empowerment.

- Proportion of population below the poverty line by sex of household head.
- Proportion of women in decision-making by sector and level.
- Proportion of population accessing justice by sex.
- Percentage of population accessing public services by sex, sector and location.
- Maternal Mortality Ratio.
- Proportion of girls completing formal education by level.
- Incidence of gender based violence by region/location.
- Proportion of population with registered land by sex and location.
- Proportion of population accessing and utilizing credit schemes by sex and industry.
- Proportion of business registered by type and sex of owners/ promoters.
- Adult literacy rate by sex and location.
- Proportion of girls in leadership positions by level.

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