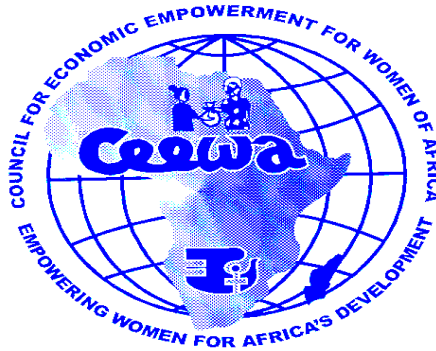


**COUNCIL FOR ECONOMIC EMPOWERMENT FOR  
WOMEN OF AFRICA-UGANDA CHAPTER (CEEWA-  
Uganda)**



**Report**

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**Gender Needs Assessment in the BLD Districts of Uganda**

**MARCH 2010**

**Case study: Iganga, Napiripiti, Bukedea, Apac, Koboko and Masindi**

## **Executive Summary**

The needs assessment was carried out in the district of Iganga, Nakapiripirit, Apac, Koboko and Masindi. The major aim of the assessment was to identify the gender concerns and the findings to be included into the issues paper to local government's planning and budgetary conferences. Findings were sourced from heads of departments in different sectors of Education, Agriculture and Health. The views expressed reflect the problems and gaps in policies/ programs and behaviors which hinder different gender groups to fully participate in some sectors for their growth and development.

Gender assessment is necessary because in mainstreaming gender, action plans have to be developed to address the problems. Because of the changing nature of the different gender groups (society), new and different gaps arise; the actions too have to change. This calls for assessments to identify these raising needs so that mainstreaming can be taken in addressing and finding new strategies to the new gaps and problems. It has been identified that different districts have different gender needs in the different local government departments. There is a need to address these problems and needs differently if gender equality is to be achieved in the different departments.

The recommendations developed were reached basing on the gender needs identified in the selected department. However problems are not only in the societies (gender groups) but also in the administration of the different departments, this too has to be addressed. The assessment was made at both the institutional level (local government) and at the society level (different gender groups). This will help the Government to come up with solutions/interventions putting in considerations the challenges in the sectors responsible. Some of the recommended actions proposed however have never been tested so they are subjected to testing because they were highly recommended.

## **Overall Objective**

To identify gender issues and gender needs in education, health and agriculture sectors and how to address them in 2011.

## **Specific Objectives**

- To identify challenges for gender mainstreaming in education, health, and agriculture sector.
- To identify the opportunities for gender mainstreaming in education, health and agriculture sector.
- To suggest possible actions for addressing gender issues in education, health and the agriculture sector.
- Identify the gender gaps and needs in the district budgets

## **Field Findings**

### **IGANGA DISTRICT**

#### **Agriculture Sector**

The District Agriculture Officer, Mr. Kagino Fred; Head Crop Production, Mr. Bazalaki Sully Nantanya and District Agriculture Commercial Officer, Mr. Kakaire Johnsteeling said that there is a low budget allocation to the agriculture sector for the district. Only 4% is allocated to the sector which limits the delivery of services as planned. Government resources in the agriculture department are channeled through NAADS programs and the gender component in the NAADS program is invisible. There is a high participation of women in agriculture and how they have limited control on their produces. Currently there are no local government programs targeting vulnerable groups like the PWD and women. Government policies are designed to meet all categories of gender, there is no specific policy for a specific group of people. However in implementation there are programs at the local government level that have been designed to meet the needs of women. These include HEIFA, Send a cow, Farming in Sese controlled areas (FICA), and NAADS.

The above are not the only challenges and problem that limit gender mainstreaming in the agriculture sector.

#### **Specific gender problems for women**

- Limited women participation in leadership positions of responsibility (overshadowed by men). This has been as a result of low education, and cultural beliefs which do not allow them to talk in public.
- Women feel inferior to men, so they do not participate in decision making processes. They do not express themselves in public which makes them vulnerable.
- Resources got from agriculture are not shared with women because men think they have a lot of problems and responsibilities (men tend to grab the dividends from economic activities done by women) hence women remain poor.
- Limited education. Most of the women in the district have limited or no education both in agriculture and in the formal education. They do not know how to read, write and keeping records which make them dependant on men who have some ideas on business and trade.
- Limited ownership and access to property mainly land. This is because culture does not allow women to inherit land and they can only access land where she gets married. The effort that women put on the land is owned by her husband.
- Women are piled with responsibilities to keep their households running. But they do not have a share on the resources or any tangible benefit from their efforts.
- Women do not have the time to attend the trainings that are organized because they are taken up by the household chores/duties. The trainings organized end up being attended by mostly men.

## **Gender Needs for women**

- Need for adult literacy education targeting mainly women.
- Sensitize men and encourage them to bring women in sensitization seminars and trainings in life skills development.
- Need for continuous sensitization in the areas of decision making, record keeping, and trainings in gender issues to all gender groups.

## **Gender needs for Persons with Disabilities**

- PWD need to be helped in accessing markets for their produces.
- Need to develop a practical gender program by the government targeting PWD.
- Need to avail facilities to the different categories of disabilities, wheel chairs, the pointers for the blind etc.
- PWD are still invisible in the agriculture sector; there is a need to empower them to participate in agriculture.

## **Recommendations**

- Need to change the word *persons with disabilities* to “*differently abled persons*” because they prefer being called the latter. Issues like this hinder this group from attending some trainings and sensitization.
- Needs for associations and groups for Persons with Disabilities to mobilize and get involved in advocacies to air out their needs so that programs can target them as a group.
- Need for PWDs to engage in production activities and display their potentials.
- Need to revive the agriculture education in primary schools for example the young farmers associations targeting boys and girls.
- Need to train agriculture teachers/trainers in gender
- Need to increase the budget allocation for agriculture.
- Mainstream gender in agricultural extensions
- Need for Agricultural enterprise development designed specifically for women and PWDs, for example introduction of crops that can easy be practiced by PWDs e.g. oranges, mango, vegetable gardens and poultry

## **Iganga District, Health Department**

The District Director of Health Services, Dr. Muwanguzi said there are 80 health centers in the district. 3 are health center 4s, 16 health center 3s, 22 health center 2s which are non government and 30 health center 2s which are government owned. The district budget allocates 7% to the health department and 1% to maternal and child health care.

Malaria is the highest reported case in all these health centers with 40% deaths, flue at 30%, intestinal worms 6% mainly in children, and STDs at 4%.

The most affected group of people is the women to men with a ratio of about 60:40. He said that this is going to be improved by the department of health by providing free mosquito nets to homes and sensitizing the people on improving the housing conditions.

The following were identified as gender problems in the health sector:

- Limited medical staff. The district has a total number of people of 700,000 and the qualified medical staffs are 55 and the ratio of nurse to patient is 1:400 (man power).
- Inadequate supplies e.g. gloves, cotton, mama kit and special beds for persons with disabilities and
- Low budgetary allocation to health sector.
- Long distances to health facilities. This hinders mostly women to access health services coupled with ignorance.
- Women claim that they are forced to give birth in positions that they do not want. Women rather not go to health centers to seek treatment. Religion and husbands are the other factors that hinder women from accessing services at the health centers.

### **Recommendations**

- Maternal and child health should be run as a separate special program. This is because this section in the health department has different problems compared to the other departments in health.

## **NAKAPIRIPIRIT DISTRICT**

### **Education Sector**

Nakapiripirit district is found in Karamoja region and the major activity of the people is cattle keeping.

The District inspector of schools, Mr. Benton Luke Logeiel shared the gaps and problems that hinder gender mainstreaming in this sector. The district has one secondary school and 55 primary schools with one community school. The ABEK system of education is; teachers follow pupils to areas where they graze cattle from and this is the most preferred system of education in the district.

To encourage women in decision making, they have been elected on PTAs and school management committees (SMC). The district assumes that all gender groups have been represented in the planning and budgeting process for the education department. In addressing women's issues in the district the Northern Uganda Social Action Fund (NUSAF) is one of the programs that is training women in life development skills. There is however a high dropout rate in school for girls; this is because of the following reasons:

### **Problems**

- Female genital mutilation. Mainly in the Pokot communities, after a girl is mutilated it takes long to heal and this affects education of the girl.
- Transition from ABEK system of education to formal education is hard and children do not easily copy up.
- Early marriages have led to girls dropping out and having early responsibilities.
- Poverty in the district is too high that parents cannot afford to send children to school and when it comes to selecting who goes to school, boys are preferred than girls.
- Insecurity due to the massive raids carried out in the region. This places the life of girl in danger if they are sent to far distances for school.
- Lack of female senior teachers in the district to provide counseling and guidance to girls. And there is a general lack of teaching staff in district.
- High dropout rates due to pressure from parents, girls encouraging those in school to dropout to join marriages.

The following were identified as gender needs education:

- Boarding schools are the most appropriate style of studying for girls because of the risks of being exposed to violence.
- Sharing sanitary facilities in schools is a big problem. This keeps girls away from schools.
- Games wear for pupils. Since most girls have shown interest in sport, they need sports gears as a pull fact to have a reason to in schools. However because of poverty their parents can not afford them.
- The quarter system is not enough. Students from the disadvantaged district should receive special treatment when it comes to admissions into public institutions.
- More focus on science subject to help students focus on careers that can directly help their district or region.

- Scholastic materials (texts books etc) the child to book ratio is low.
- Limited funding from government where finances requested is not fully disbursed.
- Inadequate facilities for boarding schools in form of accommodation.
- Need for staff accommodation
- Need for training in canceling and career guidance for girls to keep them in school.
- Need for local government to enact by-laws to force parents to send children to school.
- Need to rejuvenate the ABEK system of education which started in 1997 where children were taught from areas where they graze their cattle.

### **Recommendations**

- Need to redirect the budget to meet the needs of the different groups of people
- Need for counseling courses for girls in holidays.
- Need for exposure visits for girls to other schools so that they can learn how their counterparts are copying up.

### **Nakapiripiti Agriculture Department**

Mr. Tengei Mario, the District Agriculture Officer shared his experience and the challenges that are faced with his department and the needs in trying to mainstream gender. The budget allocation for agriculture is less than 5% of the district budget. The agriculture budget is incorporated in the NAADS program. This department has only 7 staff handling the district agriculture with one woman in crop production department and rest are in livestock.

### **Programs**

The district has a program called *the importance of gender mainstreaming in crop production* by UPDF to rehabilitate the kalacunas (former warriors) where it opened land for agriculture mainly in crop production.

### **Gender problems**

- Culture influences women's roles in agriculture; there are some activities which are thought not to be done by women, which include ploughing and grazing cattle. This is because the oxen are heavier and women do not have their access. In crop production women are the majority and the custodians of the granaries.
- It is very hard for women to own land yet they are the people who use it for agriculture. It is only when they are married that they own land with their husband who decides what it should be used for.
- Harvests for consumption are done by women and harvest for commercial purposes is mostly done by men. Women do not benefit financially from their yields and yet they are the source of labor.
- Climate change which affects mostly women who are more dependable on agriculture. This affects production and hence heavy dependence on aid from NGOs.
- Male activity is livestock keeping and females are crop production
- Lack of water in the region. If this problem is not solved it will be very hard for women to achieve in agriculture since they spend too much time on looking for water both for the animals and household.

**Gender needs**

- Need for valley dams at every sub-county.
- Need for sensitization on issues of hygiene.

**Recommendations:**

- There is need for sensitization on food security and saving.
- Need for establishment of a regional granary to save for the dry season.
- There is need for development partners to engage in sensitization for decision making, among women to voice out their needs.

## **BUKEDEA DISTRICT**

Bukedea district is located in the Eastern part of Uganda. The district budget is largely sponsored by the government because the district has a small tax base.

### **Education Department**

The District education Officer, Mr. Auruku Peter said that district has limited resources which has affected most of the proposed education programs. The budgetary allocation for education is about 50%. The department has identified the children with needs (assessment was done and the Ministry of Education of Uganda was informed). The following were identified as crucial need for better performance in education these include adequate funding, trained personal, good infrastructure, adequate scholastic materials, proper management, feeding at school, conducive environment for teaching and learning, and participation of all stakeholders in school programs.

He highlighted the following as gender problems in the district which have led to low performances and high dropout of girls in schools.

- Too many child headed families, there is a need for narturing support (psychological, counseling because they do not know what to do and career guidance), basic needs (material, clothing, scholastics), school fees to keep girls in school.
- Early pregnancies and marriages. This is one of the causes of dropout of girls from school because some parents think that girls can only be wives so they decide to send them into marriages.
- Lack of scholastic material like text books.
- Low staffing and the ratio of teacher to child is 1:75. The total number of staff in the district is 698, female are 279 (40%) to 419 male (60%).
- The class room to child ratio is 1:96, desk to child is 1:7, latrine to child (girls) is 1:77 and boys is 1:74. These all discourage pupils mostly girls to dropout of school.
- Accommodation for staff is poor which makes it hard to retain teachers.
- No bursaries for vulnerable groups.
- Long distances to school which make it hard for girls to attend everyday.

### **Gender problems for female staff**

- Accommodation, housing is one of the major problems female teachers in posting them. Some have to travel long distances. They cannot travel long distances once they are posted to schools that are too far.
- Marriages affect their careers. Once they are posted in far places and their husbands also work in different areas, they find it hard to meet their marriage obligations.

### **Other problems**

Exogenous factors (nature related);

Disasters like drought, floods, affect school programs and making it hard for children access school.

- Poverty (72% of the people in Bukedea earn less than a dollar a day) this makes hard for parents to send children to schools.
- Attitude towards education is low. This is because most parents are semi-illiterate and the illiteracy level in the district is at 67%.

### ***Indigenous factors (responsibilities)***

- Inadequate school structures
- Inadequate scholastic inputs from the government
- Failure of teachers to leave the expected roles.
- Poor management skills of head masters and teachers
- School management committees need management skills
- Inadequate government resources to meet the increasing number of children enrolled into primary schools. Each year 3,000 pupil are added to the system while the budgetary allocation may not change.
- There are few schools in the district to the extent that there some sub parishes which do not have one. These include Ankola, Tokolo, Malira, Kacus, and Kalembo.
- The district education headquarter is under staffed with only 7 staffs. 5 male and 2 female, because of this there is low school supervisions which leads to low schools performances.

### **Recommendation**

- Need for specialised support for all the vulnerable groups
- Equipments and facilities to coup with the disabilities

### **Health department**

The District health officer: Dr. Ikodet Steven reported that there are 11 health centers in the district, 7 government and 4 non- government and the budgetary allocation for health is about 40%. The most reported cases are malaria, diarrhea and HIV. The department has intensified on clinical treatments and sensitization on community health issues to reduce on the number reported cases mainly diarrhea. The district is also trying to ensure that basic health care and reproduction health services are provided.

The common child illness is measles and the most affected groups are the women and the child.

This is because;

- Women are given the burdens at home and do not have the opportunity to health life style. They walk long distances on foot and a few on bicycles to access the health services.
- Women do not have good feeding patterns because they feed men and child first .
- For the case of HIV/AIDS, women are less protected.

### **Problems**

- Limited medical staff. The district has a total number of people of 700,000 and the qualified medical staffs are 55 and the ratio of nurse to patient is 1:400 (man power).
- Inadequate supplies e.g. gloves, cotton, mama kit and special beds for persons with disabilities and
- Low budgetary allocation to health sector.
- Long distances to health facilities. This hinders mostly women to access health services coupled with ignorance.

Women claim that they are forced to give birth in positions that they do not want. Women rather not go to health centers to seek treatment. Religion and husbands are the other factors that hinder women from accessing services at the health centers

### **Recommendations**

- Need to lobby for funding for reproductive health and expand the budget
- Recruit and train staff in reproductive health care to cater for needs of women.

### **Agriculture Department, Bukedea District**

The Deputy District Agricultural Officer, Mr. Oporoti Michael said that budgetary allocation for agriculture is less than 10% and much of the money is sent through NAADS program. Addressing gender needs for women only in the department is very difficult and gender needs are not clearly pronounced in the implementation. However, there are some measures in place to ensure good performance at the district level which include the labor officer and the welfare office.

The following were identified as practical gender needs in agriculture;

- Equipment in agriculture which are tailored to meet the needs of the disabled
- Access to technology for example improved seeds, fertilizers, and machinery to improve women's produces.
- Need for knowledge in management, proper weather focus and marketing/ cooperation or group marketing. This will help women to fully participate in agriculture for economic gains and benefits.
- More sensitization on the concept on value addition which is not well understood by local women. These are some of the information that women need to improve agricultural practices.

### **Problems**

- Female don't have groups for marketing purposes. There is a need to form groups to do group marketing
- Few credit schemes for women (SACCOs are not operational)
- Mostly men are involved in the running of the NAADS program

### **Recommendations**

- Need for change in institutions that provide credit facilities to farmers to consider women who do not have collateral.
- Women need to adopt the use of fertilizers to boost productions and move away from subsistence farming.
- Communal settlements, so that land is left behind for agriculture
- Irrigation for large scale farming.
- Budget to increase up to 30% for agriculture at the district for effective management and running of the department.

## **APAC DISTRICT**

### **Education Sector**

The district Inspector of schools Ms. Santa Lucci Akello and her assistant Mr. Andrew Omunno said that there are 189 primary schools in the district with 9 being private and 17 secondary schools with 7 being private. Enrollment at primary one for girls is higher than boys but as the levels change the number keeps drops. There are many reasons that contribute to the high dropout rate in the district. The department has introduced a number of programs to address this problem which include, having a gender officer responsible for mainstreaming gender in this sector. However the department does not have a budget line for that activity.

The following are the said gender problems which cause these dropouts.

- Sanitation (pupil facilities ratio both girls and boys is very low). There are few latrines and toilets in the schools and not separated. This inconveniences the girl and feels like they rather stay at home than sharing the facilities.
- Sanitary wear for girls. Girls normally miss school when they are in their periods because they do not have this support.
- Some of the schools are overcrowded. This environment challenges girls very much that they at times fail to cope up with it and end up hating school.
- Poverty is the major contributing factor to dropout. The high levels of poverty have affected girl's education so much that if a girl is in a family where there are boys they prefer taking boys to schools.
- Lack of guidance and support at school (few female staff). For counseling purposes, girls need female teacher to provide this service, because of the low number of teachers in the district these problems are not attended too and they need end up just dropping out of school.

### **Female staff**

- Accommodation for staff is a challenge to the education system in Apac district. Most of the schools in the district do not provide accommodation. Some areas have no rentable houses which make it difficult for female teachers to perform.
- Locating female staff. Because there are few female staff in the district the education department has to distribute the few female staff in all the schools. Female staffs find it hard to perform in schools which are too congested and at times schools are very far. This makes them uncomfortable and finally leaving school.

### **Gender needs**

- Gender planning is done in the Ministry of Gender Labor and Social Development (MGLSD), the education departments feel they should be involved in the planning because they are the ones who handle directly the different gender groups.
- Provision of sanitary materials to girls. Girls need to be provided with sanitary materials by the government, through increasing the education budget. Increase funding for schools. Schools mostly get support from organizations and well wishers. The government should take the first step and reduce the burden of schools not to involve in fundraising.

- Need for more research into the needs and problems related to gender to find more appropriate approaches.
- Need for mixed schools. Both girls and boys feel better to be in mixed schools. This will help them to attend school.
- Need to provide ramps to all schools to cater for persons with disabilities.

### **Recommendations**

- There is need to involve education department to get involved in the budgeting process.
- More research is needed to be done to get appropriate approaches to handle Gender.
- Sensitization has to be carried out on the importance of establishing ramps on every office.

### **Department of health**

The District Health Officer, Dr. Emer Mathew, the Assistant Health Officer, Maternal and Child Health Ms. Akello discussed the challenge in mainstreaming gender in the health department. They identified the sources of problems and gave their suggestions on the different issues.

Apac district has 39 health centers with 1 hospital and 2 health center IVs. The department proposed to open up 3 more health center in the district in the next financial year. The staffing in this department is at 63.5%, the department came up with action plan to raise staffing to 80% in the next financial year. Malaria is the most reported that affects women mostly because of the following;

- Women do not have access to financial resources for treatment. They depend on their husbands to get money for treatment who at times tell them to wait until they get the money. This puts the lives of the women in danger since they delay to get treatment.
- Because of poverty, women do not decide when to seek for treatment or health checkups.
- Women have bad feeding habits that are attributed to gender roles in homes plus farming.
- Lack of proper hygiene that and ignorance that has contributed to increase in diseases in the area. For example 68% of the population in Apac district pass stool in fields and farms. This put their life at a risk especially women working in these fields.

### **Other gender issues**

- Low health per-capita (600 to 800 shillings per person). The allocation for health care per person in the district is less than 100 shillings a year.
- Limited facilities at the health centers compared to the number of patients.
- Poor accommodation for staff. Most of the health centers have no staff houses for health workers.
- Low staffing. The district has got few staff both in the general health care units and in the maternal and child health care. This has branded health centers with a bad name and people losing trust in them.
- Limited medical supplies from the government.
- Funding from the government is only 40% of what is budgeted for.
- Poverty is on the increasing that people cannot afford to access health services

**Action plan in the department of health:**

- Distribution of mosquito nets to women however this has not reduced the rate of malaria in the district. There is a need for research on this and establish the reason why this action has not yet worked.
- Emphasized clinical treatment for malaria in all the health centers.
- Community medicine distribution at the local level.
- Offering attractive remunerations to attract medical practitioners to Apac
- Developing partnerships with aid organizations to supplement the funding from government
- District health education unit in charge of training locals in health and the dangers. This unit is responsible for carrying out health education in the villages to train people on prevention of some avoidable diseases.
- The district has built ramps and hand rails the persons with disabilities in all the health centers.
- Emphasis on child days plus to boost the health for both mother and child. This includes immunizations and general health checkup for mothers and children.

**Recommendation**

- Political commitment as promised when asking for votes (social mobilizations)
- Need for more community sensitization on health mainly for women who have the greatest risk of contracting most of the diseases.
- Need for human motivation for human resource in terms of good accommodation, well payments, and equipments.

## **KOBOKO DISTRICT**

### **Education Sector**

The district education officer Mr. Aligah Yunus Awaa, the district inspector of school Mr. Furuga John Nicholas and education officer Ms. Candiru Roselily Alivuni highlighted the challenges and recommendations to the gender issues in the district. The district has 80 primary schools and 22 secondary schools with a total of 849 only 256 are female. They said that recommendation should aim at retaining girl child in school, eradicate poverty and increase the budget line for education at all levels. Among the challenge faced by the education department include limited staffing and out of the 849 only 370 staffs are housed.

### **Problems**

- Sanitation and sanitary. This is the major problem that has greatly contributed to high drop out rates in the district. The lack of adequate sanitation and sanitary facilities (pupil stance ratio is very low for both girls and boys).
- Lack of scholastic materials. Many children go to school without the basic requirements for school.
- Lunch. Schools do not provide food to children, it should be provided by the parents. Because of poverty this is not provided for by parents. This has made learn very difficult for children and they prefer staying at home.
- Accommodation for teachers is another problem in the district, some thing that has made teachers performances poor. Most teachers have resorted to building their own hats at the school they are posted.
- High levels of ignorance among parents on issues concerning their children and school. They prefer marrying off their daughters and sending their sons to work in fields.
- Early marriages and pregnancies among girls is another problem that has contributed to high dropouts in the district.
- Low budget line for education (operation cost). The amount of money given to the district for operations which include supervision is only 6 million Uganda shillings. The department complained that it cannot run the education department for a year. .

### **Gender needs**

- Needs to provide children with lunch in school to avoid cutting school. This will improve the standards of education and it will be made attractive to children.
- Need to create wash rooms for girls and birth rooms with 1000 litres water tank capacity. Most of the girls who miss school complain of lack of discomfort and lack of place to refreshment from when in the periods.
- There is a need to have senior women teachers in all schools to handle girl's issues. Because of the limited number of staff in the district, many schools do not have senior teacher mostly those in far to reach areas.
- Continuous sensitization of communities on the values of educating a girl child.
- There is a need to expose girls to girls outside the district and copy from them. This will help girls to share their experiences and learn from each other.

- Create educative resource centers. They should include educative films, books and drama acts.
- Provision of text books to schools by the government as it used to be.

### **Recommendation**

- Provision of sanitary wear and birth rooms at schools for girls.
- Creation of wash rooms
- Sensitize the communities on girl child education to break the culture barriers
- Need for exposure visits for girls.
- Increase on the budget for school inspection
- Reduce the walking distance to schools to 2 kilometer walk on average.
- Sex education should be introduced in schools

### **Health Sector**

Dr. Drawale Alfred the district health officer for Koboko said that the district has 13 health centers with 1 health center IV. There is only one Sub County without health center 3 and that is Abuku. The work of the department of health is; health promotion, diseases prevention, treatment and rehabilitation. The department is understaffed at the head quarters; out of the 11 post at the district office only 6 posts are filled and the health centers too are understaffed. The most reported cases of sicknesses and illnesses are Malaria at 33%, intestinal worms 13%, No pneumonia – cold or cough 11%, skin diseases 5.8%, Pneumonia 5.6%. Most affected are the women and 51,000 cases reported against the 33,000 for men.

The number of women is high because of the following;

### **Non Medical factors**

- Women's bodies (mostly pregnant women) are so tender to contract malaria than men. 22,000 cases reported for malaria as opposed to 11,000 for men.
- However the health department training to expand health facilities to accommodate the increasing cases of sicknesses. The sector developed a strategy for out reach programs targeting prevention of diseases that are preventable. Health seeking behaviors. Women have better health seeking behaviors than men. They continuously consult health center on issues concerning their health.
- Most of the men are ignorant mostly on issues of reproduction health. They are always left behind in trainings and sensitization sessions on reproductive health. However now women are encouraged to come with their husbands.
- Economic divide. Men are thought that they seek health services from other sources apart from the district health centers because they are thought to be having money.
- It is thought that men care so much about the health of their wives. And for them they wait up to the last hour to seek medical attention.
- Situation is not good that the communities think that all health works are thieves. The people have become hostile to the health workers.

## **Biological factor**

Factors like pregnancy. It expects to make 624 out reach sessions in a year.

The department has got challenges from human resource (skilled and motivated) to lack of health infrastructures which include medical buildings, transport and communication, and ambulance services.

## **Recommendations**

- Every unit, health center II should have at least 4 nurses.
- Allocation of funds should be based on the gender needs in the health centers.
- There is a need to multiply the budget on drugs.
- Provision of good accommodation facilities in the health centers.
- Politics should be separated from health services delivery. Politicians have been involved too much in the duties of the department.
- Institutional memory loses. The government is working as nursery for human resource. Most of the staff who fall out of the system complaining that they do not grow.

## **Agriculture Sector**

According to the district Agriculture Officer, Mr. Amafeka Alphonse, gender issues arise from lack of knowledge, skills, poverty and weather. These mainly affect women and child whose livelihoods directly depend on farming and this is because;

- Women have a lot of house hold activities that affect their participation in agricultural
- Poor quality stock. The stocks which are available are not good quality and the output is also not good.
- The activity is labor intensive, so most of the women tend to produce crops for consumption.
- Culture affects women in joining some enterprises like fish farming and bee farming.
- Lack of financial power by farmers and few can afford using new technologies.

## **Strategies**

Through NAADS, some of the barriers are addressed and the government work plans includes all cross cutting issues. This includes having 1/3 of the executive members being women.

## **Recommendations**

- Involvement and sensitization and development of attractive activities mainly for youth in agriculture.
- Promotion of technologies required for large scale farming and production.
- Promotion of private sector in the processing the products for value addition. This should also be a one stop center for farmers where they can get seeds and acts as a collection center for produces and group marketing.
- Outreach trainings and sensitization to empower people to change their attitudes towards agriculture.
- Form organized groups.

## **MASINDI DISTRICT**

### **Education Department**

According to the district education officer, Mr. Deogracious Byakaba, Masindi district has 219 primary schools with 171 being government aided and 50 secondary with 13 being government aided. The district has got diverse and varying gender challenges at different levels of education, however there is a gender focal person in charge of training teachers in gender. The ratio of teacher to child in the district is 1:61. These challenges have got different impact on the performance and drop out of girls and boys in schools.

### **Gender problems**

- Poor school facilities. Some of the schools have limited facilities from classrooms, sanitation facilities to playing facilities. The lack of these facilities has contributed to the high dropout for girls.
- Lack of interest (encouragement). Because of the low number of female teachers in the district to counsel girls to stay in school, girls end up dropping out.
- Lack of basic needs for education like uniforms and education materials. This is as a result of poverty by parents to provide them to their children.
- Lack of sanitary and limited sanitation facilities. The pupil stance ratio is very low.
- Lunch. Feeding at school is important for to keep them healthy and in school.
- Parental care. This is missing in pupils because of some of the children are orphaned by AIDS and other diseases. This has made children loose the sense of direction in education.
- HIV/AIDS is across cutting issues that has orphaned children and affected teachers positive.
- Child labour in tobacco growing areas. Because of poverty children are sent to work in tobacco farms and they miss out on going to school.

### **Gender Needs**

- Gender trainings make teacher gender sensitive. This can be done by a focal person in gender issues and trained teachers.

### **Way forward and recommendation**

- Improve teacher allocation in the district (revised) regarding numbers. The allocation of teachers is based on average well as there are some schools without more 4 teachers.
- Special needs teachers in schools. There is a need to introduce special needs teachers in schools to handle cases of vulnerable groups.
- Improved schools facilities. The school structures which include learning blocks, accommodation for teachers and sanitation.
- There is need for timely realize of UPE funds
- Provision of support to children in tobacco growing areas (working). This is to reduce the time children spend in tobacco and use it for education.
- Elimination of child labor in tobacco growing areas

- Improve facilitation at the district offices (DEO's office). This is to improve the supervision of schools and follow up on teachers.

### **District health department**

The district health officer Masindi district, Dr. Turyagaruka John and Mr. Etoma Charles the biostatistician reported that the most reported cases of illnesses and sickness in the district are Malaria at 36.9%, Non pneumonia cough and cold at 22.8%, intestinal worms at 5.2%, skin diseases at 3.7%. The district has 55 health centers (HC IV is 1, HC III are 17, HCII are 37 and 2 hospitals. There are 588 workers in the district out of 769 required so the district is operating at 76%. The total budgetary allocation for health at the district is 12% and out of the total budget for health 4% goes to office operation at the district health department. The health per-capita by government for the financial year 2009/10 is 6,000 Ushs but the cost of treating malaria is 15,000 Ushs.

It was reported that female (both children and adults) have the highest number of cases reported in all health centers and this is because of the following;

- Women have better health seeking behaviors than men
- Most of the health programs in the district target women
- It is easy to get a female attendant
- Men are mostly the bread winners in a home so even if they sick they have to provide for the home, so they end up going to work even if they are sick.

However there are many people in the district who do not seeking health services mostly the pregnant women. Antenatal care is almost 100% but delivery under qualified health workers is 24% this because of the following reasons;

- Acute shortage of mid wives. There is an increasing demand for mid wives in the country but they are not there on the market. This is because nursing schools are now teaching comprehensive nursing who are not hired/ contracted by the public services.
- The process of public service recruitment is slow and takes long time. By the time process is finished most of the applicants have found other job and hence cannot join public service.
- Limited accommodation for staff, some are very old. It is worse in rural areas where there are no rentable houses. Health works have to travel long distances every day to go to health centers. This affects their punctuality and attending to patients late.

### **Recommendations**

- The government should increase the budget for health to 15% as was proposed in the millennium development goals
- Need to train health workers. Training of health workers should be done by the health department and this should be done on government sponsorship to increase on the number of mid wives in the country.



### Summary of gender needs per district

Districts/ sectors	Iganga	Nakapiripiriti	Bukedea	Apac	Koboko	Masindi	Recommendations
Education	<ul style="list-style-type: none"> <li>-Literacy education targeting mainly women.</li> <li>-Encourage men to bring women in sensitization seminars and trainings in life skills development.</li> <li>-Continuous sensitization in the areas of decision making, record keeping, and trainings in gender issues to all gender groups.</li> <li>-PWDs need to be helped in accessing markets for their produces.</li> <li>-Develop a practical gender program by the government targeting PWD.</li> <li>-Avail facilities to the different categories of disabilities, wheel chairs, the pointers for the blind etc.</li> <li>-Empower PWDs to participate in agriculture.</li> </ul>	<ul style="list-style-type: none"> <li>-Boarding schools for girls</li> <li>-Sharing sanitation facilities.</li> <li>-Games wear for pupils.</li> <li>-The quarter system is not enough</li> <li>-Focus on careers that can directly help their district</li> <li>-Funding from government</li> <li>-Inadequate accommodation.</li> <li>-Career canceling and guidance for girls to keep them in school.</li> <li>-By-laws to force parents to send children to school.</li> <li>-Rejuvenate the ABEK system of education.</li> </ul>	<ul style="list-style-type: none"> <li>-Nurturing support.</li> <li>-Early pregnancies and marriages. Lack of scholastic material</li> <li>-Low staffing</li> <li>-Poor accommodation</li> <li>-No bursaries</li> <li>-Long distances to school</li> </ul>	<ul style="list-style-type: none"> <li>Poor Sanitation</li> <li>poor Sanitary wear for girls.</li> <li>Overcrowded.</li> <li>Poverty.</li> <li>-Lack of guidance and support at school</li> </ul>	<ul style="list-style-type: none"> <li>-Absence of in lunch in school</li> <li>Inadequate sanitation at school</li> <li>- Un availability of senior women teachers in all schools</li> <li>-Continuous sensitization of communities on the values of educating a girl child.</li> <li>- need to expose girls</li> <li>Educative resource centers.</li> <li>-Provision of text books to schools</li> </ul>	<ul style="list-style-type: none"> <li>In adequate school facilities.</li> <li>-Lack of female role for education.</li> <li>-Lack of sanitation facilities.</li> <li>-Inadequate Parental care.</li> <li>-Child labor in tobacco growing areas.</li> </ul>	<ul style="list-style-type: none"> <li>-Number of teacher in school should be increased.</li> <li>-Special needs teachers should be employed in every school.</li> <li>-Improve schools facilities.</li> <li>-There should be timely realization of UPE funds.</li> <li>-Elimination of child labor in tobacco growing areas</li> <li>-Improve facilitation for district offices (DEO's office).</li> <li>-Redirect the budget to meet the needs of the different groups of people</li> <li>-counseling courses for girls in holidays.</li> <li>-Exposure visits for girls to other schools</li> </ul>

<b>Districts/ sectors</b>	<b>Iganga</b>	<b>Nakapiripiriti</b>	<b>Bukedea</b>	<b>Apac</b>	<b>Koboko</b>	<b>Masindi</b>	<b>Recommendations</b>
Health	<ul style="list-style-type: none"> <li>-Limited medical facilities</li> <li>-Low budgetary allocation to health sector.</li> <li>-Long distances to health facilities. Women claim that they are forced to give birth in positions that they do not want.</li> </ul>	<ul style="list-style-type: none"> <li>-Few medical staff.</li> <li>-Inadequate supplies</li> <li>-Low budgetary allocation to health sector.</li> <li>-Long distances to health facilities.</li> </ul>	<ul style="list-style-type: none"> <li>-Limited medical staff. -Inadequate supplies</li> <li>-Low budgetary allocation.</li> <li>-Long distances to health facilities.</li> </ul>	<ul style="list-style-type: none"> <li>-Women do not have access to financial resources for treatment. Because of poverty, women do not decide when to seek treatment</li> <li>-Bad feeding habits.</li> <li>-Lack of proper hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Women are vulnerable to diseases than men.</li> <li>-Ignorance on reproduction health.</li> <li>-Economic divide.</li> <li>-inadequate primary health care</li> </ul>	<ul style="list-style-type: none"> <li>-Acute shortage of mid wives</li> </ul>	<ul style="list-style-type: none"> <li>-Increase the budget for health to 15%</li> <li>- Health center II should have at least 4 nurses.</li> <li>- There is a need to multiply the budget on drugs.</li> <li>-Provision of good accommodation facilities in the health centers.</li> <li>-Need for more community sensitization on health.</li> <li>-increase accessibility of health care services.</li> </ul>
Agriculture	<ul style="list-style-type: none"> <li>-Limited women participation in leadership positions of responsibility</li> <li>-Resources got from agriculture are not shared with women</li> <li>-Limited education. for women</li> <li>-Limited ownership and access to land. -Limited time to attend the trainings</li> </ul>	<ul style="list-style-type: none"> <li>-Culture influences women's roles in agriculture.</li> <li>-Women do not benefit financially from their yields</li> <li>-Climate change which affects mostly women.</li> <li>-Lack of water in the region.</li> </ul>	<ul style="list-style-type: none"> <li>-Female doesn't have groups for marketing purposes.</li> <li>-Few credit schemes for women</li> <li>-Mostly men are involved in the running of the NAADS program</li> </ul>	<ul style="list-style-type: none"> <li>-Women do not benefit financially from their yields</li> <li>-Few credit schemes for women</li> </ul>	<ul style="list-style-type: none"> <li>-Women have a lot of household activities that affect their participation in agricultural</li> <li>-Poor quality stock. The stocks which are available are not good</li> </ul>	<ul style="list-style-type: none"> <li>Climate change which affects mostly women.</li> <li>-Women do not benefit financially from their yields</li> </ul>	<ul style="list-style-type: none"> <li>-There is need for sensitization on food security and saving.</li> <li>-Need for establishment of a regional granary to save for the dry season.</li> <li>-There is need for development</li> </ul>

					<p>quality and the output is also not good.</p> <ul style="list-style-type: none"> <li>-The activity is labor intensive, so most of the women tend to produce crops for consumption.</li> <li>-Culture affects women in joining some enterprises like fish farming and bee farming.</li> <li>-Lack of financial power by farmers and few can afford using new technologies.</li> </ul>		<p>partners to engage in sensitization for decision making, among women</p> <ul style="list-style-type: none"> <li>-There is need for sensitization on food security and saving.</li> <li>-Need for establishment of a regional granary to save for the dry season.</li> <li>-There is need for development partners to engage in sensitization for decision making, among women to voice out their needs.</li> <li>-Promotion of technologies required for large scale farming and production.</li> <li>-Promotion of private sector in the processing of products for value addition.</li> <li>-Outreach trainings and</li> </ul>
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							<p>sensitization to empower people to change their attitudes towards agriculture.</p> <p>-Form organized farmers groups.</p>
<p>Recommendations per District</p>	<ul style="list-style-type: none"> <li>-Need for specialized support for all the vulnerable groups</li> <li>-Equipments and facilities to cope with the disabilities</li> <li>-Allocation of funds should be based on the gender needs in the health centers.</li> <li>-There is a need to multiply the budget on drugs.</li> <li>-There is need for sensitization on food security and saving.</li> </ul>						