

# Introduction

A presentation on Gender in Evaluations

By

Agripinner Nandhego

Programme specialist Political Participation and Leadership

UN Women

[Agripinner.nandhego@unwomen.org](mailto:Agripinner.nandhego@unwomen.org)

At Parliament of Uganda

# About UN Women

- UN Women is the United Nations Entity for Gender Equality and the empowerment of women created by the UN General Assembly in July 2010.
- Works to promote equal participation of women in all aspects of life focusing on 5 priority areas;
- Increasing women's leadership and participation
- Ending violence against women
- Engaging women in all aspects of peace and security processes
- Enhancing women's economic empowerment
- Making Gender equality central to national development planning and budgeting.

# Understanding Gender

- Gender is defined as the social construction of being female or male and the relationships between women, men, girls and boys based on society construction.
- Gender is socially constructed and culture determines roles associated with being male or female. (Men provide for the home women care for family members)
- It varies from society to society and time to time and is therefore not static e.g. some women have taken over the role of house hold heads as opposed to the past.
- It is embedded in the socialization process and is passed on through generations from birth, school system, family, media and religious systems. Church sermons, media adverts, cultural functions etc.

- Gender constructs ideas about what it means to be male or female - the expected roles, relationships, behaviors, values and relative status, power or influence of males and females in society.
- Gender are learned ideas and can therefore be unlearned.
- Gender is man-made, socially constructed and not biologically determined.
- Gender constructs are not fixed by biology or nature - they are learned and can change over time within cultures and societies
- Is influenced by many factors such as education and income levels, religion, age etc. .

- The Uganda National Constitution-1995
- The Uganda National Gender policy 1997(revised in 2007 and it is under review)
- Vision 2040 & NDP II (2015/16-2019/20- transformed Ugandan society from a peasant to a modern and prosperous country within 30 years
- The Equal Opportunity Act, 2010 address issues of equity
- Public Finance Management Act (2015)- new requirement for Gender and Equity Certificate

# Equity-focused and Gender-responsive Evidence in the Parliamentary Context



# SDG Agenda: No one left behind!

**5** GENDER  
EQUALITY



**10** REDUCED  
INEQUALITIES

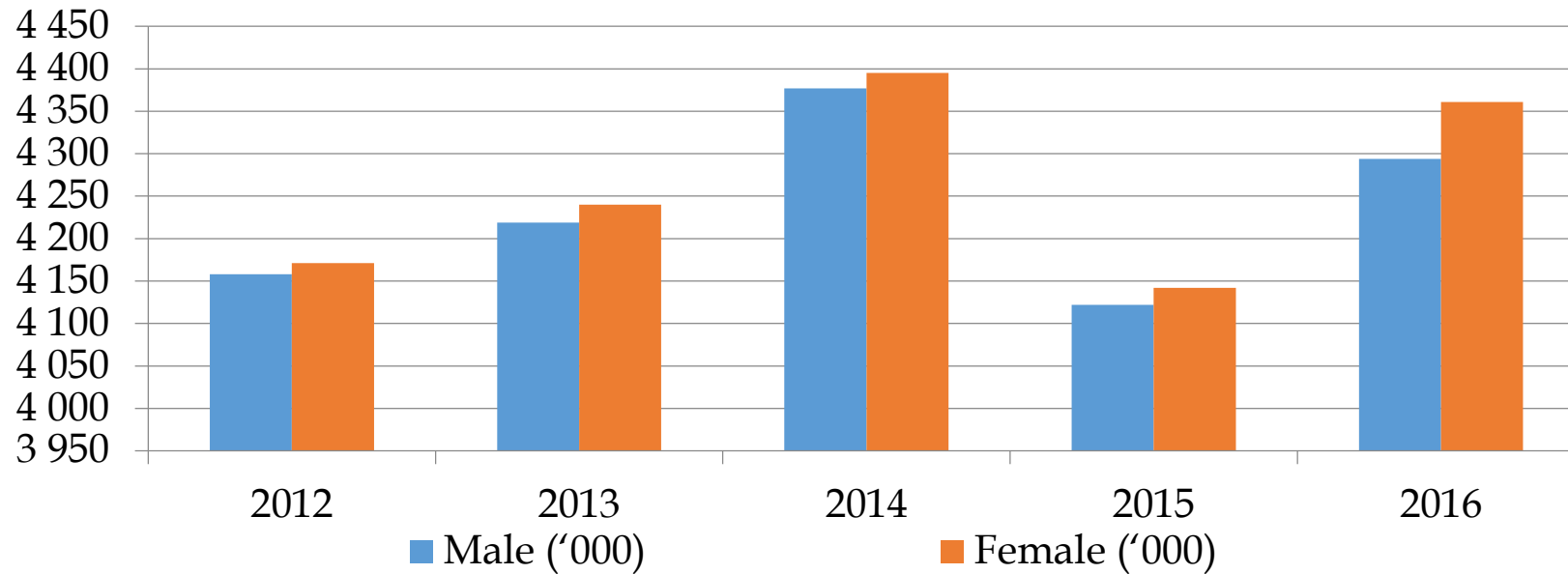


- Promotion of Gender Equality is core to International Human Rights Framework.
- Many countries Uganda inclusive have signed up to these regional and international obligations.
- Both SDG 5 and SDG 10 are stand-alone goals but also cross-cutting
- They are instrumental drivers for delivering the other SDGs. Example SDG 5 (Gender) and SDG 4 (Education): You can't have an effective education programme unless specific needs of large sectors of the population are addressed.

# Why evidence on gender equality and equity?

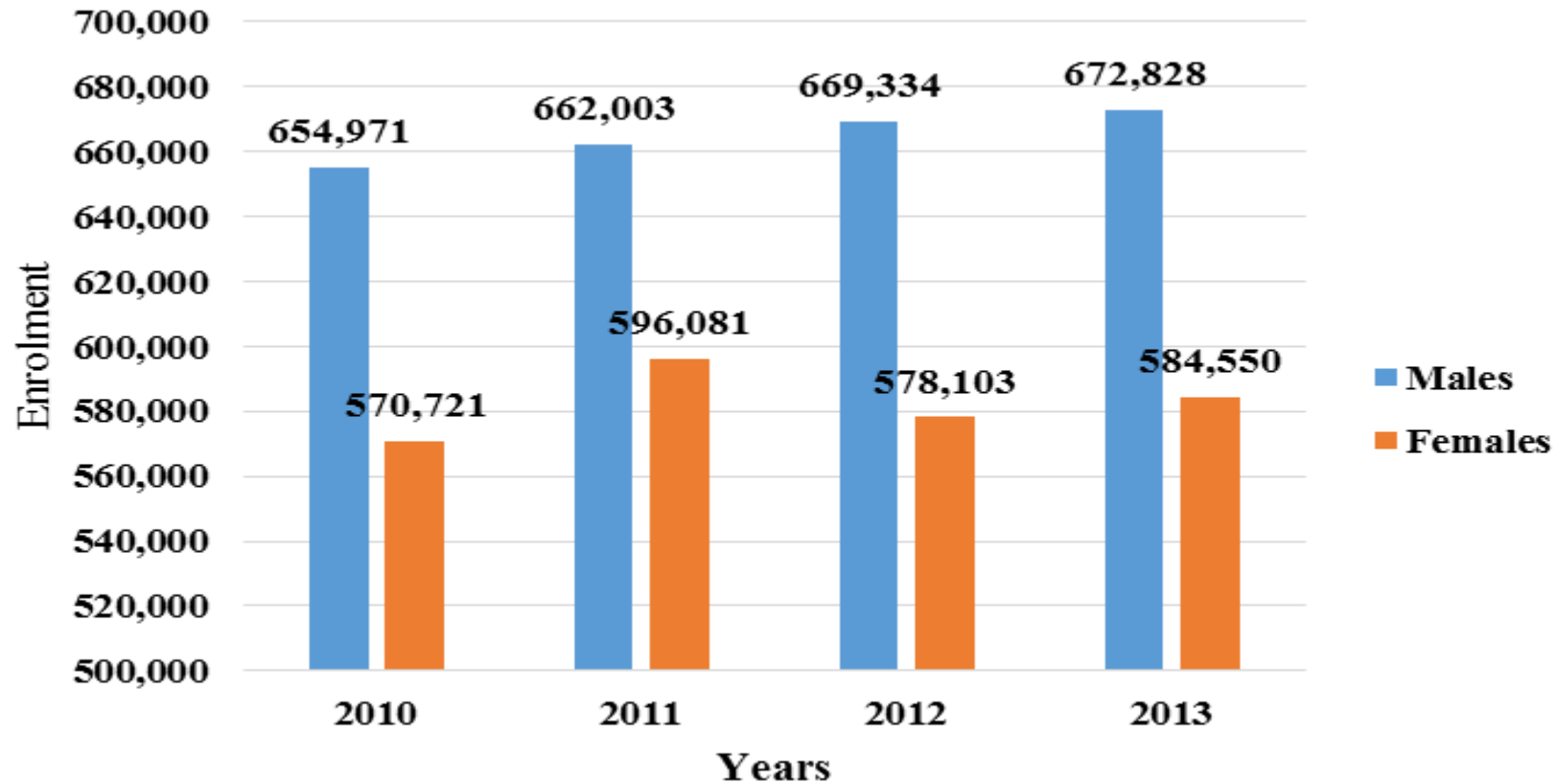
- Assess the degree to which gender and power relationships change as result of a program, policy or intervention.
- Helps understand contextual power and gender relations and how they impact on development.
- Provide information on how a program is affecting women and men, marginalized groups differently in various dimensions:
  - Social (e.g. U.P.E and access to education)
  - Economic (e.g. access to labor market and control over land)
  - Political (e.g. access to voice and decision-making)
  - Legal and institutional (e.g. access to justice)

## Trends in Enrolment at Primary Level (2012-2016)



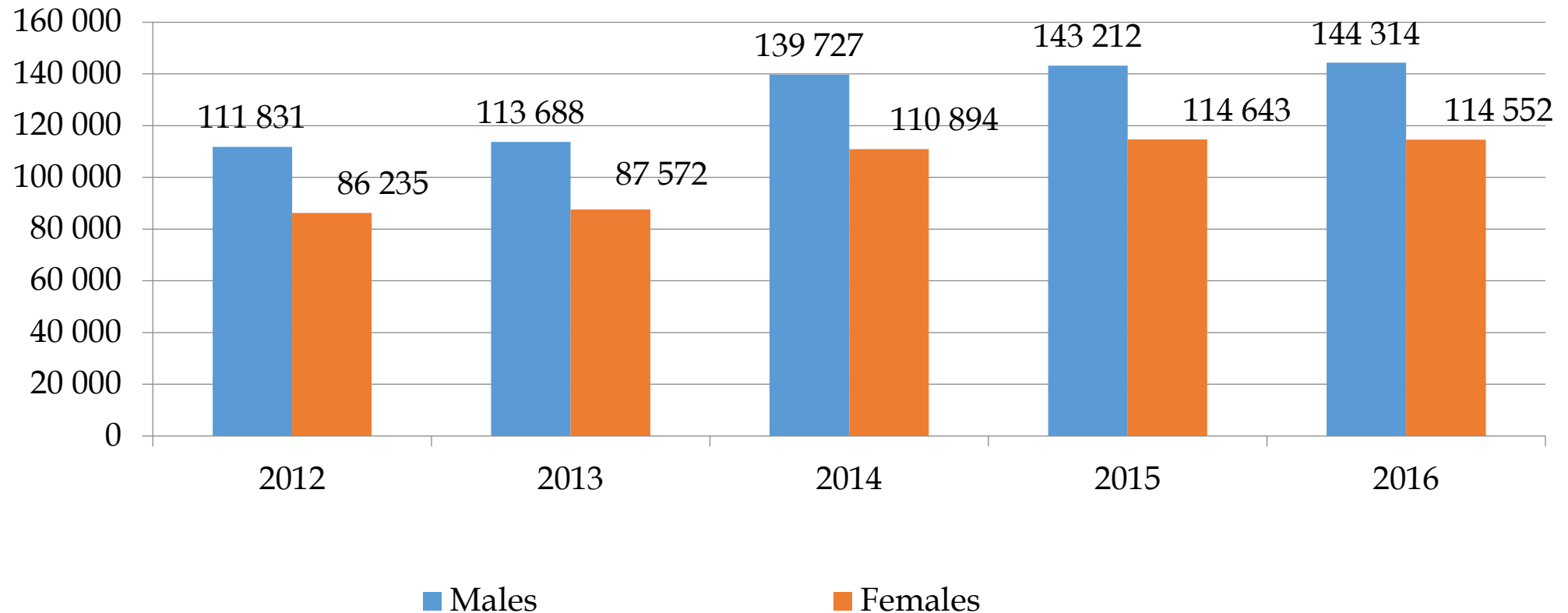
***Source:*** UBOS, 2017b:24(2017Statistical Abstract)

## Enrolment at Secondary Level



*Source: UBOS, 2017b:24(2017Statistical Abstract)*

### Enrolment at Tertiary level

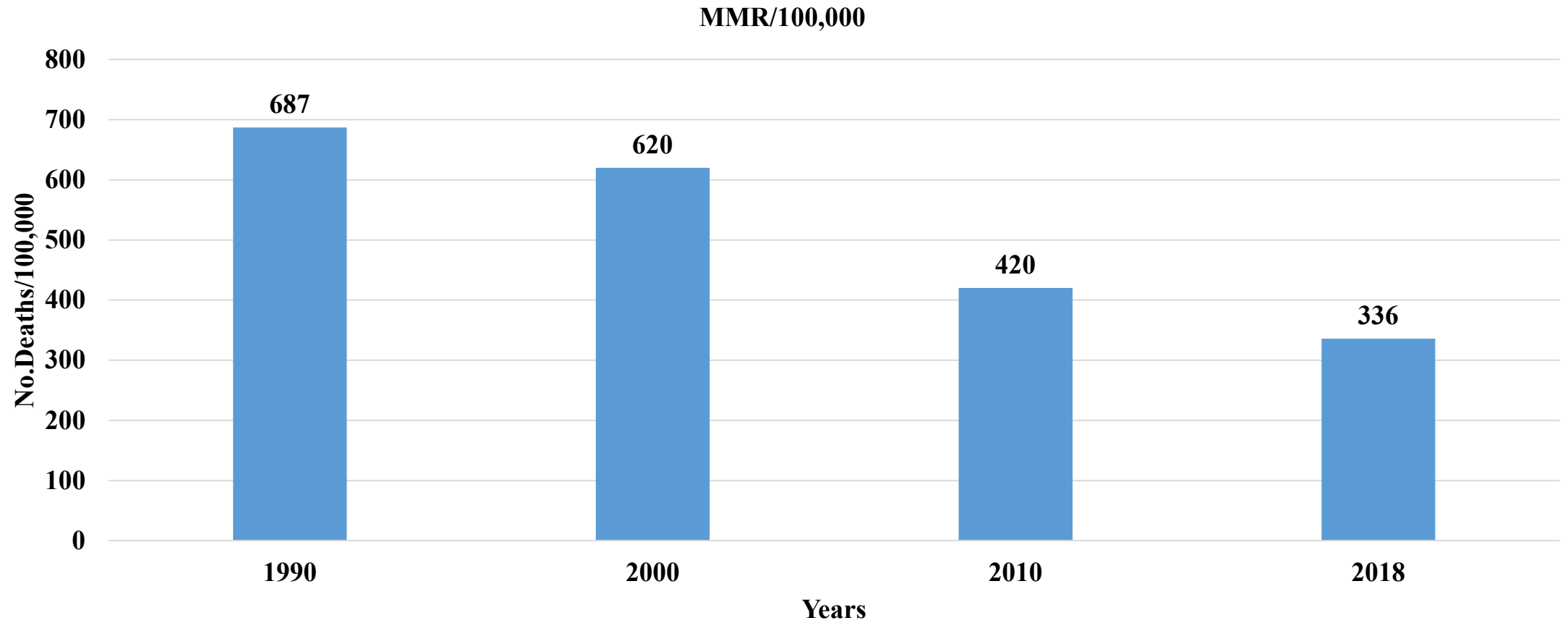


*Source: UBOS, 2017b:24(2017Statistical Abstract)*

- ❖ Initially UPE was for 4 children but which four? Initial assessment revealed families were sending boys and leaving the girls at home this was reviewed to cover all children of school going age.
- ❖ Total enrolment for both girls and boys has now increased countrywide achieving parity in 2012 and alongside this, the comparative ratio of girls to boys` enrolment was also going up, but this has not been sustained at secondary level due to high dropout rate for girls at puberty.
- ❖ Main challenges include early marriages for girls, lack of facilities ( separate toilets for girls and boys, sanitary pads)etc..
- ❖ Affirmative Action at Tertiary/University in regard to the 1.5 bonus points has further enhanced girl child enrolment particularly in tertiary institutions. However, the 1.5 bonus points seem to have been implemented “late” when most girls have already dropped out at primary and early secondary levels.

What other interventions can we come up with to address these challenges? Would we say the affirmative action at University is effective?

# The health sector



- Tremendous efforts and investments have been undertaken in the health sector including; physical infrastructure, training of health workers, sensitization aimed at behavioral change e.t.c
- What are the motivators for mother to deliver in health facilities? What facilities are there? What is the attitude of the health workers ( The 3 delays to seek help, reach the hospital and get the services)
- Are their facilities for the disabled in the maternity ward, the deaf e.t.c? Is there privacy in the open consultation rooms?
- Instituted a maternal audit but is it addressing the root causes?
- Best practice in Ugandan parliament where Mps refused to pass the budget unless health budget was increased to cater for recruitment of midwives.

- Identify groups who have been left behind. ***Gaps still exist in rural areas and education for the disabled***
- Aggregate indicators of progress can conceal the fact that some marginal or vulnerable groups are left behind.
- Understand why this has happened social cultural factors ***e.g initial NAADS programme enterprises were labour intensive and women shunned them( extra burden)***
- Identify strategies to promote more inclusive growth and development. More consultations with marginalized groups separately e.g of vanilla growing in mukono women destroyed the fruits too cumbersome.

- Requires analytical framework and research principles that examine issues around social inclusion and power relations. How do we go beyond the figures to understand what is happening? e.g. councilors at lower level 45.7 but only 1% as chairpersons of districts.
- Interrogate interrelationships e.g. between social and economic factors, caste, ethnic and religious organizations e.t.c. When we give loans to women does it improve relations or domestic violence how can we ensure both economic empowerment and harmony in homes?
- Calls for mixed methods data collection, participatory approach to M&E and national ownership while following principles of independence, impartiality and transparency
- Implications on how M&E processes are organized, who owns M&E data, how M&E findings are used, disseminated etc.

## Methodological challenges

- Collecting data on gender equality and equity requires innovative methodologies combining quantitative and qualitative methodologies
- Topics such as intra-household resource allocation, behavioral change and processes of social exclusion are difficult to measure but also sensitive ( How many men would admit that their wives earn more than them?)
- Disaggregated data is required which can be more expensive and difficult to collect. Sometimes female respondents are not accessible or the men volunteer to answer for them

## Political challenges

- Country progress on development indicators may appear less favorable when gender equality and equity issues are looked at in detail.
- Policy-makers and society may not wish to focus on vulnerable groups or promote equality for women. There could be biases but sometimes lack of understanding and appreciation for gender issues ( e.g Marriage and Divorce bill 43 years on table)
- Some topics are too sensitive politically to be discussed in public.

# Way forward

- **All Monitoring and evaluation must include Gender Equality Analysis- this is** essential for effective policy and programme implementation and must include equality analysis.
- Documenting, highlighting and disseminating good practice promote lesson learning and shows that equality objectives can be achieved.
- **Listen & Learn from others-** increasing dialogue, partnerships and networking on mainstreaming with others stakeholders strengthens mainstreaming efforts by exchanging ideas and good practices.
- **Work with others-**informal and formal exchange opportunities encourage civil society, Governments, to work more collaboratively and create a more enabling environment for mainstreaming equality issues

- **Evaluating the Sustainable Development Goals With a “No one left behind” Lens**

<http://www.evalpartners.org/sites/default/files/documents/evalgender/Eval-SDGs-WEB.pdf>

- **National Evaluation Policies for Sustainable and Equitable Development**

[http://evalpartners.org/sites/default/files/documents/evalgender/NationalEvaluationPolicies\\_web-single-color\(1\).pdf](http://evalpartners.org/sites/default/files/documents/evalgender/NationalEvaluationPolicies_web-single-color(1).pdf)

- **UNEG: Integrating Human Rights and Gender Equality in Evaluation**

<http://www.unevaluation.org/document/detail/1616>

- **UN Women Evaluation Handbook: How to Manage Gender-responsive Evaluation**

<http://www.unwomen.org/en/digital-library/publications/2015/4/un-women-evaluation-handbook-how-to-manage-gender-responsive-evaluation>

- **Case studies on National Evaluation Policies**

<http://www.pfde.net/index.php/publications-resources/2014-02-28-19-08-54>

- **Case studies on EFGR M&E systems**

<http://www.pfde.net/index.php/publications-resources/case-studies-on-ef-gr-m-e-systems>

- **Ten reasons why National Evaluation Policy is important**

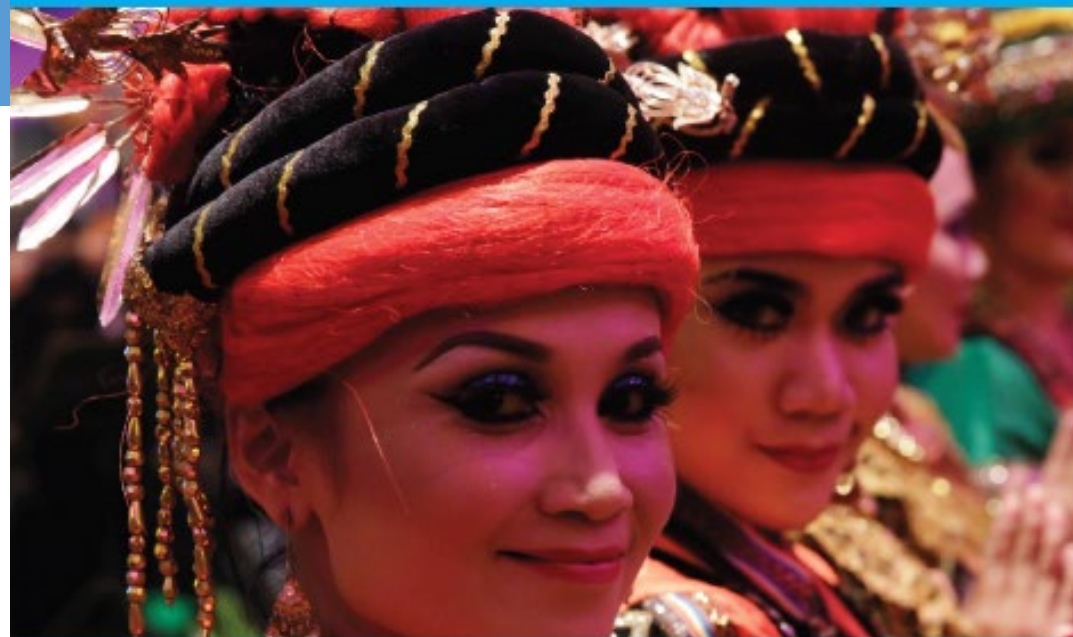
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# Evaluating the Sustainable Development Goals

With a "No one left behind" lens through equity-focused and gender-responsive evaluations

In partnership with:



# National evaluation policies for sustainable and equitable development

How to integrate gender equality and social equity in national evaluation policies and systems



In partnership with:

