



GENDER AND EQUITY PLANNING AND BUDGETING IN UGANDA

TRAINING CURRICULUM

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Budget Monitoring and Accountability Unit
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ACRONYMS AND ABBREVIATIONS

BFP	Budget Framework Paper
CDP	Capacity Development Plan
CSOs	Civil Society Organisations
DD	Disaggregated Data
DFID	Department for International Development (UK)
EOC	Equal Opportunities Commission
FY	Financial Year
GDD	Gender Disaggregated Data
G&E	Gender and Equity
G&E DD	G&E Disaggregated Data
GFP	Gender Focal Person
GEB	Gender Equity Budgeting
GoU	Government of Uganda
ICA	Institutional Capacity Assessment
M&E	Monitoring and Evaluation
LG	Local Government
KM	Knowledge Management
MDA	Ministries, Departments and Agencies
MoFPED	Ministry of Finance, Planning and Economic Development
MGLSD	Ministry of Gender, Labour and Social Development
MPS	Ministerial Policy Statement
NDP	National Development Plan
OOB	Output Oriented Budgeting
PB	Programme Budgeting
PP	Programme Planning
PFMA	Public Finance Management Act
PWDs	Persons with Disabilities
SEAGA	Social Economic and Gender Analysis
ToT	Training of Trainers

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FOREWORD

The Government is pursuing gender and equity responsive planning and budgeting as a tool for fostering inclusive growth and development. It is mandatory for Ministries, Departments, Agencies (MDAs) and Local Government (LGs) to address gender and equity issues in formulation of Budget Framework Papers (BFPs) and Ministerial Policy Statements (MPSs). The Government launched a National Gender and Equity Budgeting Capacity Development Plan in 2017. The Plan aimed at addressing capacity gaps identified across MDAs and LGs. In addition, a Gender and Equity Budgeting (GEB) Modular Curriculum, and Training Manual were developed. However, the modules were focused on sectoral planning and budgeting.

Government has introduced programmatic planning and budgeting which requires a review of the GEB Curriculum and Training Manual. The planning approach has changed with programmes being defined as related interventions/outputs intended to achieve similar outcomes in a specified period of time. To that effect, the programmatic approach has led to a merger or splitting of sectors. This necessitated a review of the Modular Curriculum and Training Manual.

I urge all trainers of officials engaged in planning, budgeting, as well as monitoring and evaluation, to use the revised Curriculum and Manual with a view to enhancing the gender and equity compliance of our programmes.



Ramathan Ggoobi

Permanent Secretary/Secretary to the Treasury

1.0 BACKGROUND

Gender, Equity and Development

There is a growing recognition of the importance of gender equality and equity to development. No other initiative provides a stronger impetus than the Sustainable Development Agenda, which explicitly calls for gender equality and “leaving no one behind” as a prerequisite for sustainable development. The available evidence suggests a vicious circle whereby life chances depend on inherited circumstances and inequitable access to services, which, together with rising income inequality continue to impact the disadvantaged the most.¹ There is empirical evidence showing that gender equality and equity lead to improved economic growth, poverty reduction and human development. For example, a study on Gender and Growth in Uganda revealed that addressing gender inequalities leads to an additional 1.2 percentage point growth in GDP annually². If, on the contrary, gender and equity are not addressed in public policy, planning and budgeting, there is a risk that inequities in society will increase, further hampering economic growth and equitable development. Therefore, the NDPIII goal of **Increased Household Incomes and Improved Quality of Life of Ugandans** by 2025 will be missed.

Why Gender and Equity Budgeting?

The rationale for GEB in Uganda lies in the acknowledgement that public expenditures may have different effects on men and women, Persons with Disabilities (PWDs), older persons, orphans and other socio-economic groups as well as geographical location. This arises from different social roles and expectations; demographic, conflict, and poverty intensified vulnerabilities and shortfalls in service delivery. GEB was therefore initiated by the Government of Uganda (GoU) to provide an overarching approach for addressing a wide range of inequalities through the national budget process. The inequalities include gender, age, disability, geographic location and other socio-economic categories of the population that concern the poor and vulnerable.

The Gender and Equity (G&E) agenda is increasingly being recognised by governments, development agencies and the civil society as a core pillar of their programming with Gender and Equity Budgeting (GEB) as a key strategy towards its implementation. GEB serves as a strategic entry point for addressing gender and other forms of social, cultural, geographical and economic inequalities. Drawing attention to public resource allocations for gender and equity, ensuring that initiatives and planning form an integral part of the budgetary decision making processes within the government provides an effective way for translating public policy into investment and service delivery.

¹ Jones, H., 2009. Equity in development: Why it is important and how to achieve it. Working Paper 311. Overseas Development Institute.

² MoFPED, June 2012. Gender and Equity Budgeting in Uganda: Modular Curriculum for Short Courses.

1.1 GEB Requirements and Capacity Development in Uganda

The introduction of Gender and Equity Budgeting (GEB) into public sector planning and budgeting in Uganda started in 2004 with the release of a Budget Call Circular (BCC) instructing spending agencies to address gender and equity issues. The aim was to provide an overarching approach for addressing a wide range of inequalities through the national budget process. Since then GEB has been a continuous and progressive process.

The requirements of the new approach created a need for institutional training in how to mainstream gender and equity issues in the budget process. In 2004, the Ministry of Finance, Planning and Economic Development (MoFPED), in collaboration with that of Gender, Labour and Social Development (MGLSD) developed a Gender and Equity Users' Manual. In 2005, MoFPED embarked on capacity building among selected sectors (Agriculture, Education, Health, Water and Sanitation, and Justice, Law and Order). A number of Civil Society Organisations (CSOs) also trained Local Government (LG) officials in gender budgeting. However, the approaches and content differed from one training institution to another. In 2012 the first national GEB modular curriculum for short training courses³ (targeted at practicing officials) was developed, which provided a solid basis for future capacity development efforts.

Since its initiation, there have been a number of developments related to the GEB process in Uganda. In 2015, the Government enacted the Public Finance Management Act (PFMA) making it compulsory for all Ministries, Departments and Agencies (MDAs) and Local Governments (LGs) to address gender and equity issues in their annual budgets. Every year the First Budget Call Circular issues '*Guidelines for addressing G&E in Sector Budget Framework Papers (BFPs) and Ministerial Policy Statements (MPSs)*'. The PFMA 2015 mandated the Equal Opportunities Commission (EOC) to conduct compliance assessments of Budget Framework Papers (BFPs) and Ministerial Policy Statements (MPSs) to G&E. The EOC presents recommendations to the Minister responsible for Finance outlining which BFPs/MPSs are compliant for certification and which ones are not. Sector Budgets and MPSs that did not attain Certificate of G&E compliance are rejected by Parliament in accordance with Section 78 (1) and (2) of the PFMA.

In addition, there was a policy shift from Output Oriented Budgeting (OOB) to a Programme-Based Budgeting (PBB) framework, which introduced a new approach to addressing G&E in the budgeting process. The 2012 GEB curriculum in its current form could no longer sufficiently address training needs of MDAs and LGs. The shift to PBB and the new PFM Act warranted a revision of the curriculum, taking into account the recent developments.

The process of developing the updated curriculum was further informed by the National GEB Capacity Development Plan (CDP), 2017/18-2021/22 officially launched in June 2017 by the Honourable Speaker of Parliament and Honourable Minister responsible for Finance. The event was organised by the EOC and supported by the MoFPED, MGLSD and UK Department

³ MoFPED, June 2012. Gender and Equity Budgeting in Uganda: Modular Curriculum for Short Courses.

for International Development (DFID) through the DFID Support to Uganda's Response to Gender Equality (SURGE) programme, managed by Maxwell Stamp Plc (MSP).

The highly consultative CDP design process was built on the lessons learned and gaps identified by GEB Capacity Assessments (conducted by MoFPED, EOC, the SURGE programme managed by MSP, MGLSD, UN Women and DFID among others), including the Institutional Capacity Assessment (ICA) undertaken as part of the DFID SURGE programme. The CDP outlined a detailed account of specific training needs for different GEB actors for the period of 2017/18 – 2020/21. It provided a detailed framework for the revision of the GEB training curriculum.

With the Third National Development Plan (NDPIII), government has shifted away from the sectoral to programme planning and budgeting. This is aimed at enhancing coordination within government to exploit the synergies and complementarities that could be derived from a more holistic approach to planning and budgeting. A total of 20 programmes have been designed to address the identified development challenges inhibiting growth. These programmes address the different aspects of an identified development challenge along the value chain in a systematic and comprehensive manner.

1.2 Approach

The objective of the revised GEB training curriculum is to support a focused and practical approach to GEB capacity building. The capacity building is specifically geared towards developing the level of knowledge required for undertaking public programmatic financial planning in compliance with the G&E requirements as set out in the PFMA 2015. In this regard the curriculum should be considered as part of a holistic capacity development framework. The curriculum introduces an approach to addressing gender and equity in programmatic policy planning and budgeting through the use of the new planning/budgeting systems, processes and reference tools.

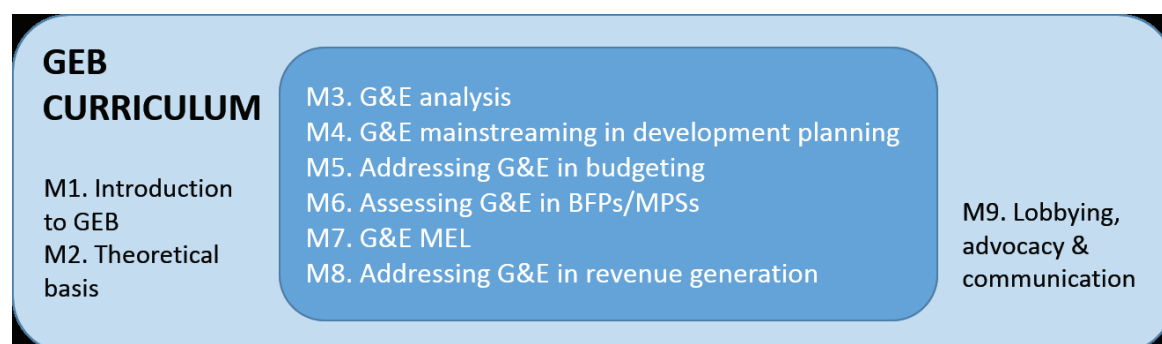
It is acknowledged that participants of the training may have varying levels of knowledge and expertise in GEB. As such, the curriculum approaches the practice from an introductory level, outlining the key concepts and principles, before it embarks on discussing their practical application. Those who wish to develop a more in-depth understanding of any of the topics covered in the GEB curriculum should consult the suggested list of further reference materials provided with each Module. They may also consult external resources for information and consider undertaking additional training courses, study visits, etc., where possible.

1.3 Structure of the Curriculum

The curriculum uses a chain-linked modular approach, structured into nine individual modules that follow a progressive and sequential pattern. The modules cover themes/technical areas identified in the CDP. There are six core modules (modules 3-8) which cover

the key processes of planning and budgeting – from the fundamentals of a G&E analysis to its practical application in programmatic planning, budgeting and revenue administration. The remaining three modules outline the broader context for GEB and provide additional skills (see figure 1). The *Module rationale* section at the start of each module description in the curriculum specifies why that particular content is important to address and how it relates to other parts of the training.

Figure 1: Structure of the revised GEB curriculum



Even though the module content is following a progressive flow, each module is based on a similar structural pattern and provides the required background so that it can be delivered independent of others. This approach allows a degree of flexibility and space for adapting the training to the specific requirements of a target group – adhering to different time frames available for conducting the training and incorporating specific sector knowledge.

1.4 Training Manual

GEB curriculum is supported by a detailed facilitators' training manual which will accompany this curriculum. The manual follows the same outline. The facilitators' manual provides guidance for navigating and interpreting the content and offers advice on adapting the content for a particular target group, which the facilitator is required to cover in a session. While the majority of required content is already included in the facilitators' manual, some modules may require additional reference materials. If that is the case, it will be indicated at the start of a facilitators' manual in the *before the session* section so that the facilitator can prepare in advance of a session.

1.5 Designing a training workshop

Based on the CDP, the GEB curriculum identifies three core target groups of GEB actors – GEB capacity builders (CBs), GEB Assessment Institutions, and Programmes/MDAs/LGs (see Box 1). Each module description outlines the **target group** for the session based on the capacity gaps and the level of knowledge required as identified in the CDP. It also indicates whether the target group requires **intermediate or in-depth training** on the topics covered under that

module. Facilitators are expected to adhere to this guidance, as well as the time available for training, when designing their workshops. The design of the curriculum allows flexibility in being selective with what modules and which content within a module to include. Further guidance in how to design a tailored GEB training workshop is provided in Annex 1.

In the past, GEB capacity development initiatives have been delivered by a wide range of actors, which resulted in varying levels of quality and divergent content of training. As the CDP sets out to provide a unified standard for GEB capacity development in Uganda, all trainings supporting the implementation of the Plan will be delivered by trained and/or certified GEB trainers whose details are stored in a national database on GEB managed by MoFPED.

Box 1. Actors in the GEB Process

The GEB process involves various actors:

- i. **GEB Capacity Builders:** MoFPED, MGLSD, EOC, CSOs, academia and training institutions;
- ii. **GEB Assessment Institutions:** Equal Opportunities Commission, Ministry of Finance, Planning and Economic Development, Budget Desk Officers, Parliament Budget Officers, Office of the Auditor General, Civil Society Organisations and Budget Oversight Actors at National and Local Level i.e. Parliament and Local Government Councils;
- iii. **Programmes, MDAs and LGs** at various staff levels: Top Management, Departmental Heads, Technical Staff, Budget officers, Planning Units, GFPs, etc.

1.6 Evaluation of Learning Outcomes

Gender and Equity Budgeting capacity development initiatives based on this curriculum will be evaluated against their delivery and effectiveness. The evaluation will assess the training delivered for each individual module. Standard evaluation forms have been designed to collect feedback from participants and facilitators. Participants will be required to evaluate session content and delivery. Facilitators' evaluation will be used to assess the effectiveness of training – the knowledge gained by participants due to attending the training. This will be done by capturing facilitators' observations and evaluation of participant interaction during the training; participant engagement with the material; quality of discussion; and ability to apply knowledge to practical exercises (particularly for the core modules 3-8).

Table 1: General Outline of the Curriculum Modules

MODULE	DESCRIPTION
Description	Brief description of the module content
Rationale	Justification for the module
Learning outcomes	What the participants should have learned by the end of the module
Duration	Expected/suggested duration of the training
Target group	Who the module is designed for
Content	Outline of the topics/material to be covered in the module
Methods of delivery	Methods of delivery (<i>shall include a list of all case studies / handouts / exercises</i>)
References	Suggested additional resources

1.7 At a Glance: Outline of Modules

<p>MODULE 1. Introduction to Gender and Equity Budgeting in Uganda</p>	<p>MODULE OUTLINE: Unit 1.1 Background to GEB Unit 1.2 Rationale for addressing G&E Unit 1.3 GEB policy and legal frameworks in Uganda Unit 1.4 Approaches to GEB</p> <p>LEARNING OUTCOMES: At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> • Explain the rationale of GEB and the risks of not addressing G&E in policy, planning and budgeting; • Identify the current national, regional and international legal and policy frameworks that make GEB obligatory for Programmes/Votes; • Explain the main approaches for addressing G&E in public policy planning and budgeting.
<p>MODULE 2. Concepts and Models of Gender and Equity Budgeting</p>	<p>MODULE OUTLINE: Unit 2.1 Social construction of gender, age and disability identities Unit 2.2 Inclusion, exclusion and unfavourable inclusion Unit 2.3 Discrimination and development. Unit 2.4 Human Rights and Empowerment</p> <p>LEARNING OUTCOMES: At the end of the module, participants should be able to:</p> <ul style="list-style-type: none"> • Explain the concepts and models of GEB; • Link the concepts and models of GEB to planning and budgeting.
<p>MODULE 3. Gender and Equity Analysis</p>	<p>MODULE OUTLINE: Unit 3.1 Overview of G&E analysis Unit 3.2 Overview of approaches to G&E analysis Unit 3.3 Data Disaggregation for Gender and Equity Analysis Unit 3.4 Conducting a G&E analysis Unit 3.5 Using Normative Frameworks in identifying G&E concerns</p> <p>LEARNING OUTCOMES: At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> • Explain the concept and demonstrate the importance of gender and equity analysis; • List different tools/approaches for conducting gender and equity analysis; • Undertake a basic analysis of gender and equity issues in a given Programme/Sub Programme using various tools/approaches.

<p>MODULE 4. Gender and Equity Mainstreaming in Development Planning</p>	<p>MODULE OUTLINE: Unit 4.1 Overview of development planning in Uganda Unit 4.2 Mainstreaming G&E in development planning Unit 4.3 Risk Management</p> <p>LEARNING OUTCOMES: At the end of this module, participants should be able to:</p> <ul style="list-style-type: none"> • Identify entry points for mainstreaming gender and equity in development planning processes; • Demonstrate how to address gender and equity concerns in Programme planning and strategies including prioritisation.
<p>MODULE 5. G&E in the Budgeting Process</p>	<p>MODULE OUTLINE: Unit 5.1 Introduction to the Budgeting Process Unit 5.2 Gender and Equity in Programmatic Budgeting Unit 5.3 Mainstreaming G&E in BFPs and MPSs Unit 5.4 G&E Budget Statements</p> <p>LEARNING OUTCOMES: At the end of this module participants should be able to:</p> <ul style="list-style-type: none"> • Identify decision making entry points for addressing G&E in the budget cycle; • Apply the key principles of Programmatic Budgeting • Integrate G&E responsive approaches within the Programmatic Budget Framework; • Address G&E concerns in the respective BFPs and MPSs
<p>MODULE 6. Assessing BFPs and MPSs for G&E Compliance</p>	<p>MODULE OUTLINE: Unit 6.1 Gender and Equity Compliance Certification Unit 6.2 G&E Compliance Assessment Framework</p> <p>LEARNING OUTCOMES: At the end of this module the participants should be able to:</p> <ul style="list-style-type: none"> • Define what gender and equity certification is • Define gender and equity assessment • Objectives/rationale of the assessment • Process of assessment • Explain how the G&E Compliance Certification process contributes to strengthening GEB practices in Uganda; • List the requirements of the Gender and Equity compliance assessment; • Appreciate the G&E compliance of BFPs and MPSs using G&E assessment tools; • Identify general strengths and weaknesses in the documents and provide constructive advice which would guide towards improving its practices.

<p>MODULE 7. G&E Monitoring, Evaluation and Learning</p>	<p>MODULE OUTLINE: Unit 7.1 Overview of G&E Monitoring and Evaluation Unit 7.2 Planning Gender & Equity Responsive M&E Unit 7.3 Executing Gender and Equity Responsive M&E Unit 7.4 Gender and Equity responsive reporting</p> <p>LEARNING OUTCOMES: At the end of this module the participants should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of M&E to ensure that G&E concerns are addressed in public policy planning and budgeting; • Apply gender and equity statistics in M&E; • Formulate robust gender and equity responsive M&E indicators; • Select appropriate indicators to effectively support performance measurement at all levels; • Track gender and equity performance of development interventions using appropriate methods; • Prepare appropriate gender and equity responsive reports.
<p>MODULE 8. Integrating G&E in Revenue Generation</p>	<p>MODULE OUTLINE: 8.1 An overview of G&E in revenue generation 8.2 G&E analysis of revenue generation measures 8.3 Improving G&E responsiveness in revenue generation</p> <p>LEARNING OUTCOMES: At the end of this module the participants should be able to:</p> <ul style="list-style-type: none"> • Explain how Gender and Equity biases affect revenue generation • Design gender and equity responsive revenue policies; • Undertake effective G&E revenue assessment and reporting (ex-ante and ex-post).
<p>MODULE 9. Knowledge Management, Advocacy and Lobbying</p>	<p>MODULE OUTLINE: 9.1 Knowledge Management 9.2 Approaches and steps for GEB advocacy and lobbying 9.3 Communication skills</p> <p>LEARNING OUTCOMES: At the end of this module the participants should be able to:</p> <ol style="list-style-type: none"> i. Undertake, source and use research and evidence for GEB advocacy and decision making; ii. Develop advocacy messages; iii. Plan and undertake GEB advocacy and lobbying (at all levels) at key decision making points in the budget cycle; iv. Communicate effectively on GEB with key stakeholders; v. Build partnerships and networks with various stakeholders; vi. Create, share and use institutional knowledge and information on G&E.

MODULE 1:**INTRODUCTION TO GENDER AND EQUITY BUDGETING IN UGANDA****Module Description**

This module introduces GEB and highlights the policy and institutional framework for GEB in Uganda. It covers the conceptualisation, background and rationale for addressing G&E in policies, strategies and budgets. It also outlines GEB national, regional and international legal and policy frameworks. Participants are further introduced to key approaches to GEB particularly the mainstreaming and targeted ones.

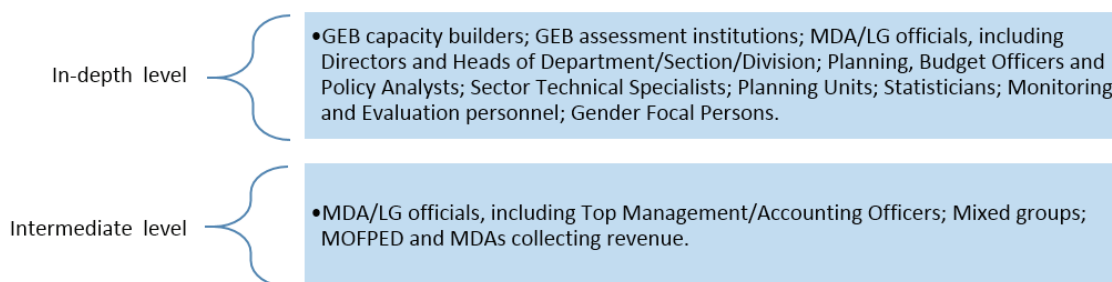
Rationale of the Module

Effective implementation of GEB requires an understanding of its evolution and rationale. It also requires awareness of the national, regional and international policy and legal frameworks that make GEB implementation obligatory to Government. It is further important for participants to be aware of the mainstream and targeted approaches to GEB.

Learning Outcomes

At the end of the module, participants should be able to:

- i. Explain the rationale of GEB and the risks of not addressing G&E in policy, planning and budgeting;
- ii. Identify the current national, regional and international legal and policy frameworks that make GEB obligatory for programmes/Votes;
- iii. Explain the main approaches for addressing G&E in public policy planning and budgeting.

Duration - 2 hours 20 minutes**Target Group****Module Content****Unit 1.1 Background to GEB (30 minutes)**

- 1.1.1 Conceptualising GEB
- 1.1.2 Evolution of GEB in Uganda

Unit 1.2 Rationale for addressing G&E **(30 Minutes)**

- 1.2.1 Rationale based on normative frameworks
- 1.2.2 Evidence-based rationale
- 1.2.3 Benefits of GEB

Unit 1.3 GEB policy and legal frameworks in Uganda **(40 minutes)**

- 1.3.1 National policy and legal frameworks
- 1.3.2 Regional policy and legal frameworks
- 1.3.3 International policy and legal frameworks
- 1.3.4 Obligations/requirements for GEB under the frameworks and policy provisions

Unit 1.4 Approaches to GEB **(40 minutes)**

- 1.4.1 Affirmative action approaches
- 1.4.2 Mainstreaming approaches
- 1.4.3 Human Rights Based approach to GEB

Methods of Delivery

- i. Lecturette
- ii. Brainstorming
- iii. Buzz groups

References

- i. The Constitution of the Republic of Uganda, 1995 (as amended)
- ii. Public Finance Management Act 2015
- iii. Uganda Vision 2040 and NDP III
- iv. National Gender Policy 2007
- v. The National Equity Strategy Paper 2012
- vi. International and Regional Frameworks

Available on the World-wide Web

- i. The Sustainable Development Goals
- ii. The Universal Declaration of Human Rights
- iii. The Convention on the Elimination of All Forms of Discrimination Against Women
- iv. Convention on the Rights of Persons with Disabilities (CRPD)
- v. Convention on the Rights of the Child (CRC)
- vi. AU Agenda 2063
- vii. Uganda Country Status Reports on CEDAW, CRC, CRPD
- viii. UN Committee Reports on CEDAW, CRC, CRPD on Uganda

MODULE 2:**CONCEPTS AND MODELS OF GENDER AND EQUITY BUDGETING****Module Description**

This module introduces participants to the concepts and models of GEB and their philosophical grounding. It discusses the social construction of gender, age and disability identities, inclusion, exclusion and unfavourable inclusion, discrimination, vulnerability, empowerment and participation, as well as models of GEB. A glossary of these and more key concepts is indicated in Annex II. The module highlights how human differentiation on the basis of gender and other social identities is a fundamental phenomenon that affects every aspect of people's daily lives and should inevitably define public policy making.

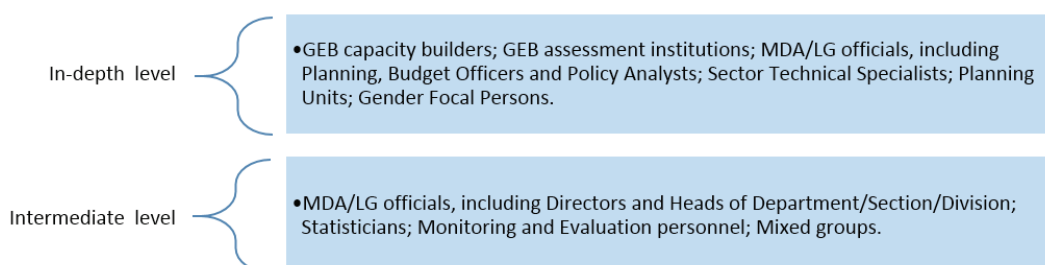
Rationale of the Module

The concepts and models of GEB are grounded in tested and proven philosophies that explain identity-based inequalities and inequities which can be observed in everyday life situations. These concepts and models can best be understood when assessed from their historical, socio-economic, cultural, geographic, religious and political contexts. This understanding can help explain and predict human behaviour, including actions and inactions that underline identity-based discrimination and vulnerabilities. In turn, it can facilitate the identification of policy solutions to address these inequalities and inequities that could otherwise hamper the sustainable and equitable development of society as a whole. Consequently, awareness of key concepts and models of gender and equity provides a useful basis for effective understanding and implementation of GEB.

Learning Outcomes

At the end of the module, participants should be able to:

- i. Explain the concepts and models of GEB;
- ii. Link the concepts and models of GEB to planning and budgeting.

Duration - 2 hours 35 minutes**Target Groups**

Module Content

Unit 2.1 Social construction of gender, age and disability identities (30 Minutes)

- 2.1.1 Identity based inequalities and inequities in society
- 2.1.2 Identity as a social construction rather than a biological given
- 2.1.3 Identities and resource utilisation

Unit 2.2 Inclusion, exclusion and unfavourable inclusion (45 minutes)

- 2.2.1 Conceptualising inclusion, exclusion and unfavourable inclusion
- 2.2.2 Equality of women, men, youths, PWDs, the elderly and children through political and legal reform
- 2.2.3 All Inclusive Transformation of Society

Unit 2.3 Discrimination and Development (40 Minutes)

- 2.3.1 Discrimination from participation in development
- 2.3.2 Vulnerability and Participation in Development
- 2.3.3 Identities, Vulnerability and Participation in Development
- 2.3.4 Empowerment, vulnerability and Participation in Development

Unit 2.4 Human Rights and Empowerment (40 Minutes)

- 2.4.1 Human Rights
- 2.4.2 Empowerment
- 2.4.3 Rural Development
- 2.4.4 Urban Poverty

Methods of Delivery

- i. Lecturette
- ii. Brainstorming
- iii. Group discussion and plenary presentation

References

- i. The Constitution of the Republic of Uganda, 1995 (as amended)
- ii. The Equal Opportunities Policy, 2006
- iii. Vision Uganda 2040 and NDP III
- iv. Public Finance Management Act, 2015
- v. Uganda Gender Policy, 2007
- vi. The Equity Promotion Strategy Paper, 2012
- vii. Local Governments Act, CAP 243
- viii. Narayan, D. (ed) (2002) Empowerment and Poverty Reduction: A Sourcebook, Washington D.C, The World Bank.

- ix. United Nations (2006) Frequently Asked Questions on a Human Rights-Based Approach to Development Cooperation, Geneva and New York, Office of the United Nations High Commissioner for Human Rights.
- x. World Bank (2013) Inclusion Matters: The Foundation for Shared Prosperity, Washington DC, The World Bank.

MODULE 3:**GENDER AND EQUITY ANALYSIS****Module Description**

This module provides an overview and rationale for Gender and Equity Analysis. Tools, frameworks, and approaches to Gender and Equity Analysis are briefly described as well as skills for conducting the analysis. The module further discusses the use of Gender Disaggregated Data and Equity Disaggregated Data in the analysis for evidence based decision making and oversight/accountability. The module also introduces to participants the use of normative frameworks to identify gender and equity concerns.

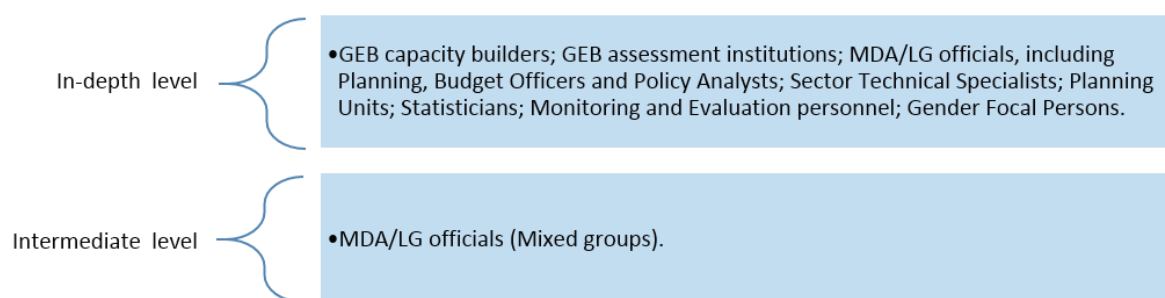
Rationale of the Module

Gender and Equity Analysis is key in designing and implementing GEB. A situational assessment reveals inequalities and inequities in society, their causes and perpetration mechanisms in both informal institutions of households and communities and in the formal institutions of government. Over the years, planning and budgeting processes have not fully taken into account gender and equity analysis, thus have not sufficiently supported sustainable and equitable development planning. GEB requires knowledge and skills to clearly identify G&E concerns and to analyse and understand the underlying causes in order to be able to design appropriate solutions. A successful G&E analysis relies on the availability of Gender Disaggregated Data as well as Equity Disaggregated Data, the importance of which cannot be overstated. Where such disaggregated data is not available, policy stakeholders need to rely on the normative frameworks. It is thus important for GEB actors to develop the skills for conducting G&E analysis based on the information available to them.

Learning Outcomes

At the end of this module, participants should be able to:

- Explain the concept and demonstrate the importance of gender and equity analysis;
- List different tools/approaches for conducting gender and equity analysis;
- Undertake a basic analysis of gender and equity issues in a given Programme/Sub-Programme using various tools/approaches.

Duration - 3 hours 15 minutes**Target Groups****Module Content****Unit 3.1 Overview of Gender and Equity Analysis (20 minutes)**

- 3.1.1 Defining Gender and Equity Analysis
- 3.1.2 Rationale for carrying out Gender and Equity Analysis

Unit 3.2 Overview of approaches to Gender and Equity analysis (45 minutes)

- 3.2.1 The Harvard Analytical Framework
- 3.2.2 The Moser Gender Planning Framework
- 3.2.3 The Women's Empowerment Framework
- 3.2.4 Social Economic and Gender Analysis (SEAGA) tools

Unit 3.3 Gender Disaggregated Data and Equity Disaggregated Data (45 minutes)

- 3.3.1 Defining Data Disaggregation
- 3.3.2 Key sources of statistics
- 3.3.3 Use of disaggregated data in gender and equity analysis

Unit 3.4. Conducting a Gender and Equity Analysis (40 minutes)

- 3.4.1 Identifying Gender and Equity Issues
- 3.4.2. Ranking Gender and Equity Issues

Unit 3.5 Using Normative Frameworks in Identifying Gender and Equity concerns (45 minutes)

- 3.5.1 Global Frameworks
- 3.5.2 Regional Frameworks
- 3.5.3 National Frameworks

Methods of Delivery

- i. Lecturette
- ii. Brainstorming
- iii. Role play
- iv. Simulation Exercise
- v. Transect Walk
- vi. Demonstration
- vii. Group discussion and plenary presentation

References

- i. Republic of Uganda (1995) *Constitution of the Republic of Uganda*, Entebbe, Government Printers.
- ii. Republic of Uganda (2012) *"Equity Promotion Strategy Paper"*, Kampala, MoGLSD.
- iii. Republic of Uganda (2020) *Third National Development Plan (NDP/III) 2020/21 – 2024/25, (NDP/III)*, Kampala.
- iv. World Bank (2013) *Inclusion Matters: The Foundation for Shared Prosperity*, Washington DC, The World Bank.

Available on the World-Wide Web

- i. The Sustainable Development Goals
- ii. The Universal Declaration of Human Rights
- iii. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW, 1979)
- iv. Convention on the Rights of Persons with Disabilities and Optional Protocol
- v. Convention on the Rights of the Child
- vi. Human Rights of Older Persons

MODULE 4:**GENDER AND EQUITY MAINSTREAMING IN DEVELOPMENT PLANNING****Module Description**

The module introduces participants to development planning frameworks for addressing Gender and Equity, including the approaches and methods of mainstreaming G&E at national, programme and institutional levels. It starts with an overview of the development planning framework in Uganda from Vision 2040, the National Development Plan III, to Programme, Sub-Programme/MDA and Local Government planning. This is followed by an introduction to the structure of the planning cycle and a discussion of key entry points for mainstreaming gender and equity in development planning in Uganda. It then discusses the practical steps of mainstreaming G&E in development planning.

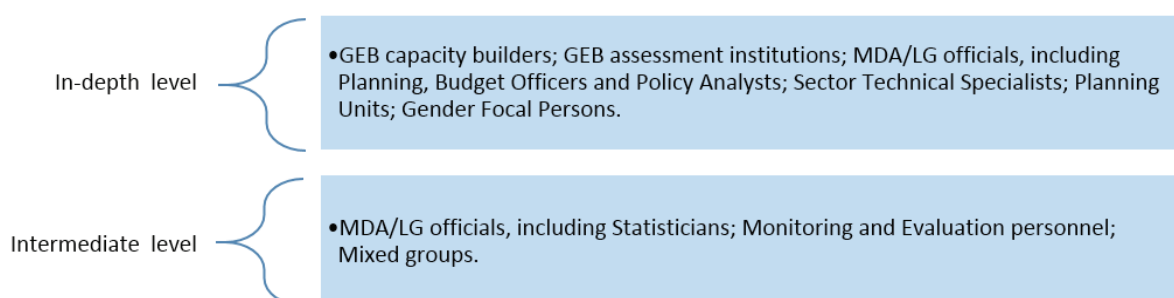
Rationale of the Module

Whereas there are national commitments for mainstreaming gender and equity in Uganda's development process, knowledge and skills for translating these commitments into Programme/Vote level policy and planning have been inadequate. Building on the G&E analysis discussed in the previous module, module 4 outlines the policy/planning cycle in Uganda's context and discusses key decision making entry points for addressing G&E concerns to ensure that high level political commitments are translated to policy and programme planning.

Learning Outcomes

At the end of this module, participants should be able to:

- Identify entry points for mainstreaming gender and equity in development planning processes;
- Demonstrate how to address gender and equity concerns in Programme planning and strategies including prioritisation.

Duration - 3 Hours**Target Groups**

Module Content

Unit 4.1 Overview of Development Planning in Uganda (45 minutes)

- 4.1.1 Development planning frameworks for addressing G&E
- 4.1.2 The Development Planning Cycle

Unit 4.2 Mainstreaming G&E in Development Planning (135 minutes)

- 4.2.1 Mainstreaming G&E in development goals, objectives and strategies
- 4.2.2 Mainstreaming G&E in implementation arrangements
- 4.2.3 Mainstreaming Cross-Cutting Issues in G&E Planning
- 4.2.4 Monitoring & Evaluation of G&E in development planning

Unit 4.3 Risk Management

- 4.3.1 Risk Management
- 4.3.2 Risk Categorization
- 4.3.3 Risk Rating
- 4.3.4 Risk Mapping

Methods of Delivery

- i. Buzz groups
- ii. Lectures
- iii. Group discussions and plenary discussions
- iv. Role plays
- v. Case studies
- vi. Questions and Answers

References

- i. Republic of Uganda (2020) Ministry, Agency and Department Strategic Planning Guidelines, Kampala, NPA
- ii. Republic of Uganda (2020) Local Government Development Planning Guidelines, Kampala, NPA

MODULE 5:**ADDRESSING GENDER AND EQUITY IN THE BUDGETING PROCESS****Module Description**

The module introduces key tools, approaches and processes for addressing gender and equity in the budgeting process, in line with the PMFA, 2015. It introduces the requirements for a G&E responsive budget in Uganda's context (based on the Guidelines for addressing G&E in BFPs/MPSs), outlines the budget cycle and identifies key decision making entry points for ensuring that G&E concerns are addressed. The budget is presented as a process, as well as a document.

The module provides an overview of different budgeting practices (frameworks/structures), presents the rationale and outline of key principles for designing a PBB and discusses what effect the new framework is expected to have on the practices of designing gender and equity responsive budgets. It introduces the structure of a PBB, explores the differences and linkages between inputs, activities, outputs and outcomes and explains how G&E should be addressed at all levels.

Finally, the module outlines the structure of key budget documents i.e. BFPs and MPSs and how to ensure that they reflect the Programme/Vote approach to addressing G&E in their budgeting.

Rationale of the Module

The Budget is a key tool for achieving G&E responsiveness in public service delivery and thus achieving sustainable development for all. It is important to understand that budget is a process, as well as a document. Understanding the budget cycle allows to identify key decision making entry points for addressing G&E in budgets.

The recent shift from Output Oriented Budgeting to Programme Budgeting has led to a re-orientation of strategic planning and budgeting practices of Programmes, Sub-programmes and Sub-sub programmes. Inevitably, PBB has had an effect on how a G&E sensitive approach is incorporated in Public Finance Management processes. In order to ensure comprehensive G&E mainstreaming in policy and budgeting, it is crucial to establish a strong understanding among GEB actors of the core principles and processes of developing a Programme Budget and discuss the potential opportunities and challenges it presents for G&E mainstreaming.

The enactment of the PFMA, (2015) mandated the Minister responsible for Finance to issue Certificates of Compliance on Gender and Equity for BFP before presentation to and approval by Parliament (based on the assessment and recommendations by the Equal Opportunities Commission), enshrining the ex-ante approach to G&E mainstreaming requirement into law.

The rigorous certification process outlines a clearly defined structure for G&E compliance and thus sets a unified standard for programmes/MDAs/LGs to adhere to in their budget planning and presentation. As BFPs/MPs lay out the budget decision making process, and it is these documents which are assessed to establish Programme/Vote G&E compliance of budgets, it is important to understand how G&E considerations should be highlighted based on the Guidelines.

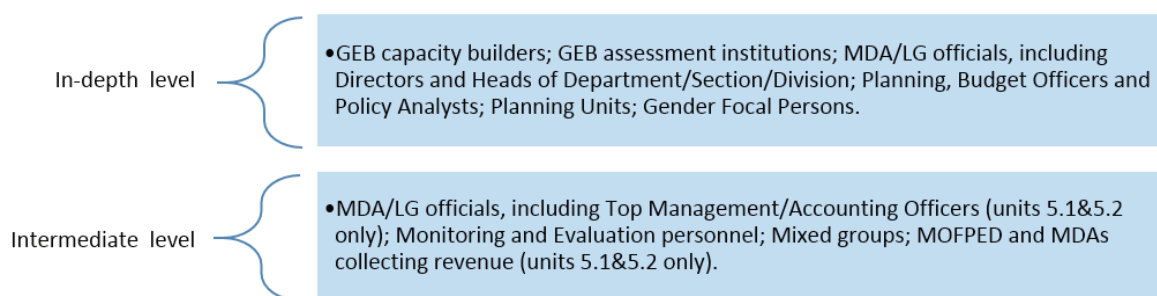
Learning Outcomes

At the end of this module participants should be able to:

- Identify decision making entry points for addressing G&E in the budget cycle;
- Apply the key principles of Programmatic budgeting;
- Integrate G&E responsive approaches within the Programmatic Budget Framework;
- Address G&E concerns in the respective BFPs and MPSs.

Duration - 4 Hours

Target Group



Module Content

Unit 5.1. Introduction to the budgeting process (60 minutes)

- 5.1.1 The budget cycle and process
- 5.1.2 Entry points to G&E Integration

Unit 5.2 Gender and Equity in Programmatic Budgeting (90 minutes)

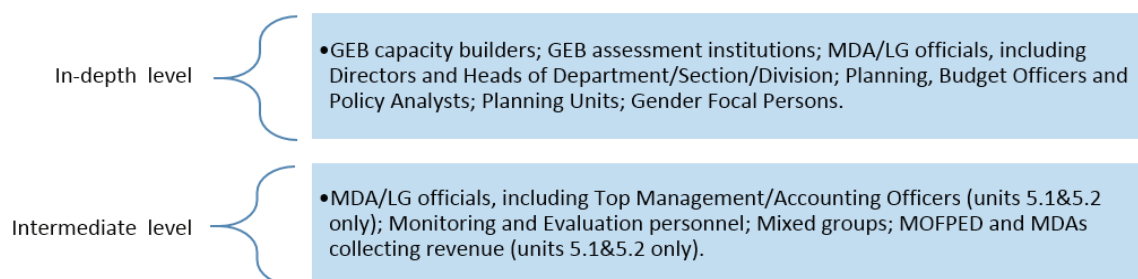
- 5.2.1 Rationale for programmatic budgeting
- 5.2.2 Opportunities for achieving G&E within the PBB Framework

Unit 5.3 Mainstreaming G&E in BFPs and MPSs (60 minutes)

- 5.3.1 Addressing G&E in the Budget Framework Papers
- 5.3.2 Addressing G&E in the Ministerial Policy Statements

Unit 5.4 G&E Budget Statements (30 minutes)

- 5.4.1 Rationale of G&E Statements
- 5.4.2 Structure and Content of G&E budget Statements

Target Group**Module Content****Unit 5.1.** Introduction to the budgeting process

- 5.1.1 The Budget Cycle and Process
- 5.1.2 The Entry Points to G&E Integration

Unit 5.2 Gender and Equity in Programmatic Budgeting

- 5.2.1 Rationale for Programmatic Budgeting
- 5.2.2 Opportunities for Achieving G&E within the PBB Framework

Unit 5.3 Mainstreaming G&E in BFPs and MPSs

- 5.3.1 Structure of BFPs and MPSs
- 5.3.2 Mainstreaming G&E in BFPs and MPSs

Unit 5.4 Formulating G&E Budget Statements

- 5.4.1 Rationale for G&E budget statements
- 5.4.2 Structure of G&E budget statements

Methods of Delivery

- i. Buzz groups
- ii. Lectures
- iii. Group discussions and plenary discussions
- iv. Case studies
- v. Questions and Answers

Resources

- i. Action Aid Uganda (2013) Improving Revenue Generation, Allocation and Utilization for Quality Service Delivery. National Tax Power Campaign Strategy (2013-2017).
- ii. Barnett, K. and Grown, C. (2004). *Gender Impact of Government Revenue Collection: The Case of Taxation*, London, Commonwealth Secretariat.
- iii. Birchall, J., and Fontana, M. (2015) The gender dimensions of expenditure and revenue policy and systems.
- iv. Budlender, D. (2000). 'An introduction to the fifth women's budget', in Parliamentary Committee on the Quality of Life and Status of Women, Community Agency for Social Enquiry (CASE) and IDASA (2000) Women's budget series: 2000 issue, Cape Town, Parliamentary Committee on the Quality of Life and Status of Women, CASE and IDASA.
- v. Budlender, D., Sharp, R., & Allen, K. (1998) *How to do a gender-sensitive budget analysis: contemporary research and analysis*, Australian Agency for International Development, Canberra, and Commonwealth Secretariat, London.
- vi. Budlender, D., and Hewitt, G. (2003) *Engendering Budgets: A Practitioners' Guide to Under-standing and Implementing Gender-Responsive Budgets*, The Commonwealth Secretariat.
- vii. Carroll, E. (2011) 'Taxing Ghana's informal sector: the experience of women', Christian Aid Occasional Paper Number 7.
- viii. Chen, D., Matovu, J., and Reinikka, R. (2001) 'A Quest for Revenue and Tax Incidence in Uganda'.
- ix. Esim, S. (2000) 'Impacts of Government Budgets for Poverty and Gender Equality', Paper prepared for the Inter-Agency Workshop on Improving the Effectiveness of Integrating Gender into Government Budgets. International Center for Research on Women (ICRW).
- x. Hartzenberg T (1996) 'Taxation', in D. Budlender (ed) *The Women's Budget*, Idasa, Cape Town.
- xi. Joshi, A. (2016) 'Gender and Taxation', ICTD Summary Brief 6 prepared for the ICTD Annual Meeting, 10-12 February 2016, Addis Ababa.
- xii. Nanda, P. (2002) *Gender Dimensions of User Fees: Implications for Women's Utilization of Healthcare*, Reproductive Health Matters, Elsevier Science Ltd.
- xiii. Ssewanyana, S. (2009) Gender and incidence of indirect taxation: Evidence from Uganda, Research Series No. 57, Economic Policy Research Centre (EPRC).
- xiv. Ssewanyana, S., Bategeka, L., Guloba, M. and Kiiza, J. (2010) Chapter 9: 'Gender equality and taxation in Uganda', in Grown, C. and Valodia, I. (2010), *Taxation and Gender Equity - A comparative analysis of direct and indirect taxes in developing and developed countries*, Routledge, USA and Canada.

- xv. Shier, J, "Gender and Taxation in South Africa" a Policy Brief, cited in Society for International Development (2012) **Gender Responsive Budgeting Training Manual**, Nairobi, Ascent Limited
- xvi. Tanzarn, N. (2008) "Gender Impacts of Revenue Collection in Uganda", Economic Paper no. 84, Commonwealth Economic Paper Series, Commonwealth Secretariat

MODULE 6:**ASSESSING BFPs AND MPSs FOR G&E COMPLIANCE****Module Description**

The module provides a detailed introduction to the process of G&E compliance certification, looking at the rationale behind it and the key institutions involved; familiarising participants with the assessment process and criteria based on the G&E assessment tools for BFPs & MPSs designed by the GEB Task Force. It discusses the outcomes of past assessments and identifies lessons for the future.

Rationale of the Module

The introduction of G&E compliance assessment is an important step towards strengthening G&E Responsive Budgeting practices in Uganda. It is a strong ex-post assessment activity for ensuring accountability within the GEB process. There are guidelines for undertaking the G&E compliance assessment in consonance with contemporary reforms in budgeting. It is therefore paramount to ensure conceptual clarity and practical skills for assessing BFPs and MPSs for gender and equity compliance. This is an essential component of capacity development for GEB stakeholders. Specifically, for GEB capacity builders, this module will enable them to guide GEB practitioners meet the expectations/requirements of gender and equity assessors as mandated by the PFMA, 2015, while for the assessors, the module will enhance their ability to effectively conduct the assessment

Learning Outcomes

At the end of this module the participants should be able to:

- i. Define what gender and equity certification is;
- ii. Define Gender and Equity Assessment;
- iii. Objectives/rationale of the assessment;
- iv. Process of assessment;
- v. Explain how the G&E Compliance Certification process contributes to strengthening GEB practices in Uganda;
- vi. List the requirements of the Gender and Equity compliance assessment;
- vii. Appreciate the G&E compliance of BFPs and MPSs using G&E assessment tools;
- viii. Identify general strengths and weaknesses in the documents and provide constructive advice which would guide towards improving its practices.

Duration - 2 hrs 45 minutes

Target Group

In-depth level

•GEB capacity builders and GEB assessment institutions, including Equal Opportunities Commission Compliance Officers; MOFPED Budget Desk Officers; Parliament Budget Office Officers; Office of the Auditor General; Budget oversight (Parliament and LG); Civil Society Organisations.

Module Content

Unit 6.1 Gender and Equity Compliance Certification **(45 minutes)**

- 6.1.1 Overview (Definition, and rationale, objectives of compliance assessment)
- 6.1.2 The implications of GEB Assessments for MDAs and LGs
- 6.1.3 Overview of the past compliance assessment

Unit 6.2 Gender & Equity Compliance Assessment Framework **(120 minutes)**

- 6.2.1 The assessment criteria for BFPs
- 6.2.2 The assessment criteria for MPSs – what constitutes a G&E responsive MPS?
- 6.2.3 Conducting a holistic GEB assessment

Methods of Delivery

- i. Lecturette
- ii. Buzz groups
- iii. Case studies
- iv. Group discussions
- v. Plenary discussions
- vi. Questions and Answers
- vii. Demonstrations

Resources

- i. Selected MPSs and BFPs reflecting best and worst performing MDAs and LGs for the last two years
- ii. The BFP and MPS Assessment guidelines
- iii. G&E Assessment reports

MODULE 7:**GENDER & EQUITY MONITORING, EVALUATION AND LEARNING****Module Description**

The module provides an introduction to G&E Monitoring, Evaluation and Learning (MEL). It emphasises the importance of continuous monitoring, evaluation, learning and re-adjustment (feedback loops) within the context of Gender and Equity Budgeting (GEB). It presents key concepts, tools and processes that guide the measuring of gender and equity responsiveness of programme interventions. The core focus of the module is on the design and use of G&E responsive indicators. It provides different types of G&E indicators, explores the differences between quantitative and qualitative indicators, and discusses the challenges of incorporating the G&E dimension to the design of indicators within the framework of Programme-Based Budgeting.

Finally, the module stresses the importance of ensuring the collection of G&E disaggregated data as an integral part of continuous monitoring activities and the use of that data to support performance evaluation and learning.

Rationale of the Module

It is essential to monitor and evaluate the outcomes of both gender and equity sensitive programme interventions and policies. This can provide crucial information for adjusting programmes and activities in order to better achieve gender and equity related outcomes, and to know if and when such efforts have been successful. This information in turn should form the basis of periodic planning and budgeting for public sector interventions.

The introduction of Programme Budgeting sets a strong basis for measuring performance, including the tracking of success and capturing lessons in addressing gender and equity issues. This requires a solid understanding of the formulation of G&E indicators at various levels within programme specific contexts and the skills to undertake monitoring and disaggregated data collection to support evaluation, learning and performance improvement.

Learning Outcomes

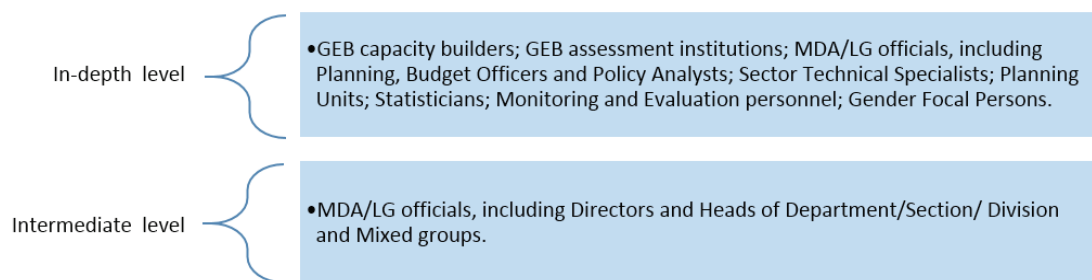
At the end of this module the participants should be able to:

- Explain the importance of M&E to ensure that G&E concerns are addressed in public policy planning and budgeting;
- Apply gender and equity statistics in M&E;
- Formulate robust gender and equity responsive M&E indicators;

- Select appropriate indicators to effectively support performance measurement at all levels;
- Track gender and equity performance of development interventions using appropriate methods;
- Prepare appropriate gender and equity responsive reports.

Duration - 4 Hours 45 minutes

Target Group



Module Content

Unit 7.1. Overview of G&E Monitoring and Evaluation (60 minutes)

- 7.1.1 Steps for Monitoring and Evaluation
- 7.1.2 Programme logic – M&E of inputs/outputs/outcomes
- 7.1.3 The traditional '3Es' dimension and the challenges of measuring equity;
- 7.1.4 Overview of National M&E Policy - entry points for G&E monitoring and evaluation.

Unit 7.2 Planning Gender & Equity Responsive M&E (60 minutes)

- 7.2.1 What is considered during planning?
- 7.2.2 Gender & equity responsive indicators and the PBB
- 7.2.3 Selecting the right performance indicators (designing robust indicators; prioritisation);
- 7.2.4 Establishing baselines and targets.

Unit 7.3 Executing Gender and Equity Responsive M&E (120 minutes)

- 7.3.1 Gender and Equity Sensitive Methods of Data Collection
- 7.3.2 Gender and Equity Sensitive Data Analysis
- 7.3.3 Evidence Based G&E Responsive decision making

Unit 7.4 Gender and Equity Responsive Reporting (45 minutes)

7.4.1 What Gender and Equity Sensitive Reporting entails

Methods of Delivery

- i. Lecturette
- ii. Buzz groups
- iii. Case studies
- iv. Questions and Answers
- v. Demonstrations
- vi. Group discussions
- vii. Plenary discussions

References

- i. Ministry of Public Service, Republic of Uganda. Gender Lens
- ii. Asian Development Bank, 2013. Tool Kit on Gender Equality Results and Indicators.
- iii. Gorgens, M., and Zall Kusek, J., 2009. Making Monitoring and Evaluation Systems Work: A Capacity Development Toolkit. The International Bank for Reconstruction and Development / The World Bank.
- iv. Ruzvidzo, T., 2007. Improving Gender Sensitive Data Collection and Quality in Africa: Challenges and Opportunities. Presented at the International Expert Workshop: Measuring Gender Equality Taking Stock – Looking Forward, OECD Development Centre, Issy-les-Moulineaux, 24-25 May 2007.
- v. Shapiro, J., Monitoring and Evaluation. World Alliance for Citizen Participation-CIVICUS; South-dale, South Africa.
- vi. Sharp, R., 2003. Budgeting for Equity: Gender Budget Initiatives within a Framework of Performance Oriented Budgeting. Publisher: UNDF for Women UNIFEM.
- vii. The World Bank, 2004. Monitoring and Evaluation: Some Tools, Methods & Approaches.
- viii. UNIFEM (UN Women) (2009) Introduction to Gender Analysis and Gender Sensitive Indicators.

MODULE 8:**INTEGRATING GENDER AND EQUITY IN REVENUE GENERATION****Module Description**

The module explores the effects that revenue generation measures and policies can have on gender equality and equity within a given society. It discusses key government sources of revenue and encourages participants to identify and articulate gender and equity implications of selected revenue sources. It provides a framework for assessing impacts of revenue generation on different categories of the population and locations, as well as to evaluate the level of revenue raised in relation to the needs and demands for public expenditure.

Rationale of the Module

Often people erroneously think that a budget is a listing of expenditure items alone; however, revenue generation/source is an important component of the budgeting process. Revenue generation measures affect both disposable income and relative prices of goods and services influencing a wider range of social and economic decisions that each member of society makes every day.

Tax policy in particular can have major effects. Decisions about work, savings, consumption and investment are influenced by taxes. While the main tax policy objective is to raise revenue, it is important to acknowledge that it can have differential impacts on different categories of the population and locations – an area that has often been overlooked by policy makers and G&E advocates. It is therefore vital for GEB stakeholders to appreciate gender and equity dimensions of revenue generation processes at both national and LG levels.

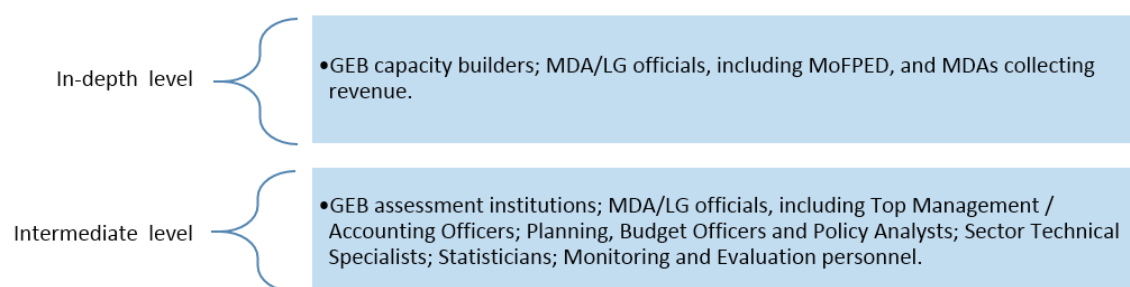
Learning Outcomes

At the end of this module the participants should be able to:

- i. Explain how Gender and Equity biases affect revenue generation;
- ii. Design gender and equity responsive revenue policies;
- iii. Undertake effective G&E revenue assessment and reporting (ex-ante and ex-post).

Duration – 4 hours 45 minutes

Target Group



Module Content

Unit 8.1 An overview of G&E in Revenue Generation (90 minutes)

- 8.1.1 Rationale for G&E analysis of revenue generation measures
- 8.1.2 Explicit/implicit gender and equity bias
- 8.1.3 Taxation policy - assessing the fairness of taxes through a gender and equity lens
- 8.1.4 G&E dimensions of non-tax revenue

Unit 8.2 G&E Analysis of Revenue Generation Measures (150 minutes)

- 8.2.1 Gender and equity tools for revenue generation analysis
- 8.2.2 GDD and EDD in revenue generation
- 8.2.3 A brief overview of recent gender analysis of tax policy reforms in Uganda

Unit 8.3 Improving G&E Responsiveness in Revenue Administration (45 minutes)

- 8.3.1 Improving G&E Responsiveness in Revenue Administration
- 8.3.2 Gender equality in tax administration

Methods of Delivery

- i. Lecturette
- ii. Buzz groups
- iii. Case studies
- iv. Questions and Answers
- v. Demonstrations
- vi. Group discussions
- vii. Plenary discussions

Resources

- i. Action Aid Uganda, 2013. Improving Revenue Generation, Allocation and Utilization for Quality Service Delivery. National Tax Power Campaign Strategy (2013-2017).
- ii. Barnett, K. and Grown, C., 2004. Gender Impact of Government Revenue Collection: The Case of Taxation, London: Commonwealth Secretariat.
- iii. Birchall, J., and Fontana, M., 2015. The gender dimensions of expenditure and revenue policy and systems.
- iv. Budlender, D., 2000. An introduction to the fifth women's budget, in Parliamentary Committee on the Quality of Life and Status of Women, Community Agency for Social Enquiry (CASE) and IDASA (2000) Women's budget series: 2000 issue, Cape Town, Parliamentary Committee on the Quality of Life and Status of Women, CASE and IDASA.
- v. Budlender, D., Sharp, R., & Allen, K., 1998. How to do a gender-sensitive budget analysis: contemporary research and analysis. Australian Agency for International Development, Canberra, and Commonwealth Secretariat, London.
- vi. Budlender, D., and Hewitt, G., 2003. Engendering Budgets: A Practitioners' Guide to Understanding and Implementing Gender-Responsive Budgets. The Commonwealth Secretariat.
- vii. Carroll, E., 2011. Taxing Ghana's informal sector: the experience of women. Christian Aid Occasional Paper Number 7.
- viii. Chen, D., Matovu, J., and Reinikka, R., 2001. A Quest for Revenue and Tax Incidence in Uganda.
- ix. Esim, S., 2000. Impacts of Government Budgets for Poverty and Gender Equality. Paper prepared for the Inter-Agency Workshop on Improving the Effectiveness of Integrating Gender into Government Budgets. International Center for Research on Women (ICRW).
- x. Hartzenberg T (1996) 'Taxation' in D Budlender (ed) The Women's Budget. Idasa, Cape Town.
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- xii. Nanda, P., 2002. Gender Dimensions of User Fees: Implications for Women's Utilization of Healthcare. Reproductive Health Matters, Elsevier Science Ltd.
- xiii. Ssewanyana, S., 2009. Research Series No. 57, Gender and incidence of indirect taxation: Evidence from Uganda. Economic Policy Research Centre (EPRC).
- xiv. Ssewanyana, S., Bategeka, L., Guloba, M., and Kiiza, J., 2010. Chapter 9: Gender equality and taxation in Uganda; in Grown, C. and Valodia, I., 2010. Taxation and Gender Equity - A comparative analysis of direct and indirect taxes in developing and developed countries. Routledge, USA and Canada.
- xv. Shier, J. Gender and Taxation in South Africa. Policy brief. Challenging Gender Inequality in Tax Policy Modelling – Comparative Perspective', Edited by Kim Brooks, Åsa Gunnarsson, Lisa Philipps and Maria Wersig, Hart Publishing, Oxford, UK.
- xvi. Tanzarn, N., 2008. Gender Impacts of Revenue Collection in Uganda. Economic Paper.

MODULE 9:**KNOWLEDGE MANAGEMENT, ADVOCACY AND LOBBYING****Module Description**

This module equips participants with knowledge and skills for building and communicating the importance of gender and equity budgeting in Uganda. The module exposes participants to knowledge management and strategies for effective advocacy and lobbying for G&E. It emphasises the need to carefully plan for knowledge management, lobbying and advocacy strategies and to share best practices. It provides a framework for planning, implementing and monitoring G&E advocacy activities based on the budget cycle and stresses the link between strong evidence/research and advocacy of GEB. Finally, the module focuses on developing participants' skills in research, communication, advocacy, lobbying/negotiation and partnership building to strengthen their capacity for influencing the key actors within the GEB process and holding them accountable.

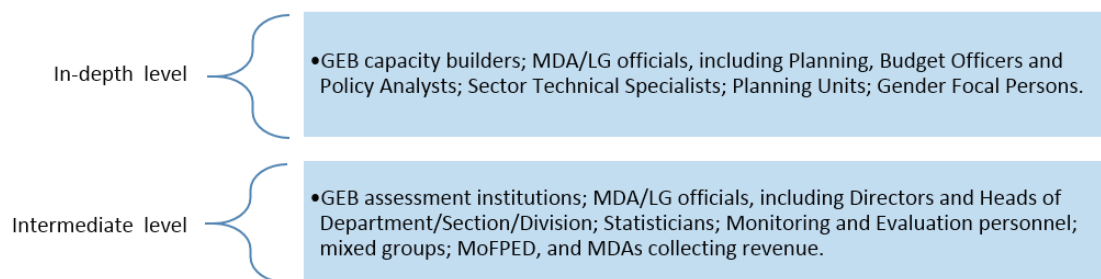
Rationale of the Module

Budgeting is a political process which involves multiple competing demands on limited resources. In this process, gender and equity issues are usually not prioritised in policies, strategies, programs, projects, activities and resource allocation among others. Even when resources can potentially address gender and equity issues, Programmes, MDAs and LGs may overlook them. Thus advocacy and lobbying interventions targeting decision makers (at various levels) in the budget process are key to improving GEB practice. Lobbying, Advocacy and Knowledge Management (KM) play an important role in increasing access to crucial information that supports implementation of GEB, shaping attitudes and building commitment for sustained action throughout a medium term framework and beyond. The ability to effectively communicate G&E concerns often influences how such concerns will be addressed in planning and budgeting. This module therefore, is designed to equip participants with advocacy, lobbying, and knowledge management skills to influence the budgeting process at key decision making points in the budget making process.

Learning Outcomes

At the end of this module the participants should be able to:

- i. Undertake, source and use research and evidence for GEB advocacy and decision making;
- ii. Develop advocacy messages
- iii. Plan and undertake GEB advocacy and lobbying (at all levels) at key decision making points in the budget cycle
- iv. Communicate effectively on GEB with key stakeholders
- v. Build partnerships and networks with various stakeholders
- vi. Create, share and use institutional knowledge and information on G&E

Duration - 4 hours 45 minutes**Target Group****Module Content**

- 9.1 Knowledge Management
- 9.2 Advocacy and Lobbying
- 9.3 Communication Skills
- 9.4 Stakeholder Analysis

Unit 9.1 Knowledge Management (45 minutes)

- 9.1.1 Conceptualising Knowledge Management
- 9.1.2 Approaches to Knowledge Management

Methods of Delivery

- i. Brain storming
- ii. Lecturette
- iii. Question and answer

Unit 9.2 Advocacy and Lobbying (60 minutes)

- 9.2.1 Introduction to advocacy and lobbying
- 9.2.2 Why advocacy for G&E budgeting
- 9.2.3 Getting the Timing Right: Overview of the Budget Cycle and Key Entry Points for G&E Advocacy and Lobbying
- 9.2.4 The GEB Advocacy Process

Methods of Delivery

- i. Lecturette
- ii. Question-and-answer

Unit 9.3 Communication Skills (60 minutes)

- 9.3.1 Why focus on communication skills?
- 9.3.2 Attributes of an effective communicator;

9.3.3 Tools for effective communication;

9.3.4 Barriers to effective communication and how to overcome them.

9.3.5 Designing effective messages and communicating research;

Methods of Delivery

- i. Brain storming
- ii. Lecturette
- iii. Question and answer
- iv. Group discussion
- v. Buzz groups

9.4 Stakeholder Analysis (120 minutes)

9.4.1 Conceptualisation of Stakeholder Analysis

9.4.2 Why Undertake Stakeholder Analysis

9.4.3 How to Undertake Stakeholder Analysis

Methods of Delivery

- i. Brain storming
- ii. Lecturette
- iii. Question and answer
- iv. Group discussion
- v. Buzz groups

References and Resources

- i. The Government Communication Strategy
- ii. Public Service Gender Lens
- iii. *Access to the Information Act 2005*

Key Learning Points

- i. Effective communication is important for achievement of G&E.
- ii. Timeliness of messages/advocacy is critical for success of G&E.
- iii. Accessibility/usability of knowledge products are critical components.
- iv. The planning and budget cycles present various entry points for G&E advocacy.
- v. Research and evidence are key for GEB advocacy.

Resources

- i. DFID (2002) *Tools for Development: A handbook for those engaged in development activity*, London, DFID.
- ii. Cutlip, S., Centre, A. and Broom, G. (2006) *Effective Public Relations*, 9th Edition, Upper Saddle River, New Jersey, Pearson Education Inc.
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Guide note on key requirements for a recommended GEB Facilitator/Trainer

The following guide note has been developed to support the successful delivery of GEB training in line with the National GEB Training Curriculum and Facilitators' Manual. It provides a list of key competences and knowledge that a certified GEB trainer should possess.

PART I. Core Competences of a GEB Facilitator/Trainer

- Strong communication and inter-personal skills;
- The ability to measure and assess participant levels of knowledge and specific training needs; and adapt the content of the training session accordingly;
- Ability to understand learning outcomes and strive for every participant to achieve them;
- Ability to monitor the Participants' performance against the learning outcomes and adapt the training as required;
- Presentation skills - ability to effectively structure and communicate the session content using visual and other aids;
- Ability to deliver the content in an engaging way and to relate it to the everyday work of the participants;
- Trainers should demonstrate empathy, creativity, flexibility and responsiveness to participants;
- Strive to empower participants to address gender and equity issues without judging them;
- Should facilitate participants to use their gender and equity lenses to allow them start their own reflective learning and change process;
- Ability to identify and address participants' prejudices, stereotypes, and resistance to G&E issues;
- Data collection and presentation skills;
- Co-facilitation skills;
- Ability to disaggregate the data;
- Knowledge on developing Gender and Equity sensitive indicators, outputs and outcomes;
- Knowledge of the Government programme budgeting and reporting systems; including tools like PBS;
- Analytical skills for Government documents (MPS, BFP) – familiarity with Government processes and organisations;
- Knowledge of the Government Systems and key Laws or Procedures e.g. Budget Cycle in PFMA

PART II. Required Expertise for the delivery of GEB Training Module

MODULE 1: Introduction to Gender and Equity Budgeting in Uganda

Key requirements for a GEB trainer:

- Knowledge of the evolution and relevance of GEB in programme policy planning and budgeting;
- Knowledge of the current national, regional and international legal and policy frameworks that make GEB obligatory for Programmes/Votes;
- Grounding in the approaches for addressing G&E in programme policy planning and budgeting.

MODULE 2: Concepts and Models of Gender and Equity Budgeting

Key requirements for a GEB trainer:

- Knowledge of the concepts and models of GEB;
- Ability to link concepts and models of GEB to programme planning and budgeting.

MODULE 3: Gender and Equity Analysis

Key requirements for a GEB trainer:

- Knowledge of the concept of Gender and Equity Analysis;
- Ability to explain the concept and demonstrate the importance of Gender and Equity Analysis;
- Awareness of the different tools/approaches for conducting Gender and Equity Analysis;
- Capacity to undertake a basic analysis of gender and equity issues in a given programme using various tools/approaches.

MODULE 4: Gender and Equity Mainstreaming in Development Planning

Key requirements for a GEB trainer:

- Good grounding in programme planning;
- Knowledge of the programme – mandates, structures, leadership;
- Knowledge of the key programme documents;
- Knowledge of the National Planning Frameworks;
- Ability to read and interpret voluminous documents;
- Good listening skills;
- Good research skills – need for up-to-date information;
- Ability to link G&E to programme planning;
- Ability to adapt the curriculum to participants' needs and specific sectors.

MODULE 5: G&E in the Budgeting Process

Key requirements for a GEB trainer:

- General knowledge of the economy;
- Knowledge about Government and its functioning;
- Knowledge of the budgeting process (PBB, BFPs, MPSs etc);
- Programme knowledge;
- Knowledge of Gender and equity issues in the sector;
- Knowledge of Information and data on gender and equity in the programme;
- Knowledge on CSOs and Private Sector participation in the budgeting process.

MODULE 6: Assessing BFPs and MPSs for G&E Compliance

Key requirements for a GEB trainer:

- Knowledge of the requirements for Gender and Equity Compliance;
- Capacity to evaluate G&E Compliance of BFPs and MPSs using G&E assessment tools.

MODULE 7: G&E Monitoring, Evaluation and Learning

Key requirements for a GEB trainer:

- Knowledge of the programme – mandates, structures, leadership, etc;
- Knowledge of the key programme documents and monitoring guidelines;
- Knowledge of the National Monitoring and Evaluation Frameworks;
- Ability to read and interpret voluminous documents;
- Good listening skills;
- Good research skills – need for up-to-date information on M&E;
- Ability to link G&E to M&E;
- Ability to adapt the curriculum to participants’ needs and specific sectors;
- Should basic knowledge and skills in public sector M&E.

MODULE 8: Integrating G&E in Revenue Generation

Key requirements for a GEB trainer:

- Knowledge of the different revenue generation measures in Uganda;
- Knowledge of the differential impacts of revenue generation measures on gender and equity;
- Ability to review revenue policies for gender and equity responsiveness.

MODULE 9: Knowledge Management, Advocacy and Lobbying

Key requirements for a GEB trainer:

- Awareness of the concepts Knowledge Management, Lobbying and Advocacy;
- Ability to source, undertake and use research evidence for GEB advocacy;
- Ability to identify entry points for G&E advocacy;
- Capacity to develop and communicate GEB advocacy messages.



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