



COWA

COMPANIONSHIP OF WORKS ASSOCIATION

**BASELINE
GENDER
ASSESSMENT
REPORT**

JUNE 2025

Makindye and Kira Divisions

Elevating Women and Youth through Vocational Education in Uganda

Submitted to:

Inter-Cultur & COWA

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Acknowledgement

This Gender Baseline Report would not have been possible without the dedicated support and collaboration of many individuals and teams whose contributions were invaluable at every stage of the study.

I extend my heartfelt appreciation to the team at COWA, whose commitment and grassroots networks played a vital role in the successful mobilization of community leaders, learners, and local partners in both Nsambya and Kireka. Special thanks go to Chrispine and Joseph Ewadu from the COWA team for their unwavering dedication and logistical support throughout the fieldwork.

I am also grateful to Gerardo Falcon from the Inter-Cultu team for his thoughtful engagement and insights during the study. The strong partnership between COWA and the communities was clearly evident and deeply appreciated.

A sincere thank you goes to the field research assistants, whose tireless efforts, even under tight deadlines, ensured that not only were our targets met—but surpassed. Their professionalism and commitment were instrumental to the success of this research.

Finally, I would like to express my heartfelt gratitude to the AVSI Foundation for their outstanding support particularly the leadership of Country Director John Makoha, the dedicated Programs Team for their tireless efforts in developing this report, and the Finance Team for ensuring smooth facilitation. Their collaboration was crucial to the successful completion of this report.

To all who contributed to this endeavour thank you for your partnership, your time, and your trust.

Acronyms

BRAC	Bangladesh Rural Advancement Committee
CI	Confidence Interval
COWA	Companionship Works Association
FGD	Focus Group Discussion
GBV	Gender-Based Violence
ICRW	International Centre for Research on Women
ICT	Information Communication Technology
ID	Identification
KII	Key Informant Interviews
LC	Local Council
NGO	Non-Government Organization
UBOS	Uganda Bureau of Statistics
UWEP	Uganda Women Entrepreneurship Programme
VSLA	Village Savings and Loans Association
YLP	Youth Livelihood Programme

Executive Summary

Inter-Cultur in partnership with the Companionship of Works Association (COWA) are delivering a four-year (Ministry for Foreign Affairs of Finland funded) project titled “**Elevating Women and Youth through Vocational Education in Uganda**” in a Kampala and Wakiso Cities. COWA commissioned an assessment to identify and analyze local gender inequalities and their root causes, assess how these dynamics that hinder women’s and girls’ growth, and provide data-driven insights to inform and strengthen subsequent project activities. This gender baseline assessment provides a comprehensive overview of gender-related knowledge, attitudes, behaviours, and access to opportunities among 329 respondents (256 women and 73 men), with findings directly aligned to four key objectives: (I) Identification of Gender Inequalities, (II) Understanding Root Causes, (III) Assessing Impact on Personal and Professional Growth, and (IV) Informing Strategic Direction and Recommendations.

Methodology

The assessment adopted a participatory mixed-methods research approach, strategically combining quantitative and qualitative methodologies to comprehensively address the assessment objectives. This integrative approach leveraged the strengths of each method while minimizing their individual limitations, ensuring a robust and nuanced analysis. Quantitative methods were employed to distill clear conclusion, using individual surveys to capture standardized responses across diverse perspectives. Concurrently, the AVSI Foundation consulting team applied a qualitative, phenomenological approach to deeply explore themes related to gender equality and women’s economic empowerment. Through key informant interviews, focus group discussions (FGDs), and project document reviews, the assessment elicited rich, context-specific insights, allowing for adaptive inquiry and minimized bias. This combined methodology provided a balanced foundation for reliable, evidence-based conclusions aligned with the core assessment questions.

Objective I: Identification of Gender Inequalities

The data reveals substantial gaps in exposure to gender-related training and programming: 83% of women and 55% of men reported never participating in gender equality or inclusion discussions. Women and men demonstrated almost the same awareness of marginalized groups, particularly persons with disabilities, women and girls, and ethnic minorities suggesting that lived experience plays a key role in shaping gender sensitivity. Gender-based discrimination was widely acknowledged, with preventing girls from attending school at 67% and Paying men more than women for the same work at 53% topping the list. Notably, 16% respondents expressed uncertainty about what constitutes discrimination, highlighting a need for improved gender literacy. Household-level inequalities also surfaced: while many tasks are reportedly shared, child-rearing and decision-making around finances and land remain largely male-dominated.

Objective II: Root Causes of Inequality

Persistent patriarchal norms continue to influence both perceptions and behaviour. While attitudes toward gender equality appear progressive on the surface 96% support girls' right to education and equal household roles deep-seated beliefs remain, such as 64% agreeing that a woman’s primary role is caregiving, and 86% agreeing or strongly agreeing that men are better suited for ICT roles. Furthermore, 67% of women said they need permission to attend training, primarily from spouses, compared to 45% of men.

This accentuates systemic control over women's autonomy. In terms of decision-making over household assets, only 16% of respondents indicated that women have sole control, while 36% said men do reflecting ongoing disparities in power and resource access.

Objective III: Impact on Personal and Professional Growth

Despite high aspirations, structural and informational barriers continue to limit women's full participation in vocational and digital economies. Although 96% of respondents used ICT for communication, only 29% used it for online learning. Women overwhelmingly prioritized basic computer operation (140 mentions) and social media for business but showed lower interest in more advanced skills like computer programming where men outnumbered women 2:1 in priority selection. Only 32% of all respondents were enrolled in vocational or entrepreneurship training (80 women, 26 men), and cost was the leading barrier to enrolment, followed by time constraints and lack of information factors that disproportionately affect women due to gendered caregiving roles and mobility restrictions. However, 77% of those enrolled hoped to start their own businesses, reflecting strong entrepreneurial intent, especially among women.

Objective IV: Strategic Direction and Recommendations

While confidence post-training was high (93% of trainees felt confident or very confident), the pathway to employment or enterprise remains weak. Only 56 respondents reported linkage to internships, and just 11 had received any job or business support after training. Gendered occupational aspirations further reveal entrenched norms: women dominate in hairdressing, fashion, and catering, while men lean toward mechanics and ICT limiting women's access to high-growth sectors. Community attitudes show progress in public sphere participation but lag in private domain equity. For instance, 89% agree women can lead businesses, yet only 63% feel women have equal say in household decisions.

Conclusion

The assessment paints a dual picture: growing support for gender equality in principle, yet persistent barriers in practice particularly for women. The data emphasizes the need for targeted interventions that bridge awareness with action, such as:

- Expanding gender training and sensitization for all genders.
- Designing flexible, affordable vocational programs with built-in support services like childcare.
- Promoting women in non-traditional sectors through mentorship and digital inclusion.
- Strengthening post-training pathways through internships, seed funding, and job placement.
- Addressing intra-household dynamics to promote shared decision-making and autonomy.

Strategic programming must take a holistic, gender-transformative approach—one that not only equips individuals with skills but also challenges structural and cultural norms that limit equitable growth.

1.0 Introduction

About AVSI Foundation

AVSI Foundation is an international non-governmental organization (NGO) founded in 1972 and currently operating in over 30 countries across Africa, Latin America, Eastern Europe, the Middle East, and Asia. AVSI's mission is to promote the dignity of every person through development cooperation activities that support education, health, livelihoods, and protection, especially among the most vulnerable populations.

In Uganda, AVSI has been operational since 1984 and has established itself as a key development actor, implementing programs that address a wide range of community needs—including child protection, youth skills development, livelihoods, education, and emergency response. AVSI Uganda works in close collaboration with government institutions, local organizations, international partners, and community stakeholders to implement sustainable, impact-driven interventions.

AVSI's approach is rooted in the principle of accompaniment—working with people rather than for them—while fostering local ownership and long-term resilience. In the context of this Gender Baseline Study, AVSI continues its commitment to gender equity and inclusive development by supporting initiatives that empower women and girls, challenge harmful social norms, and build pathways for equal participation in economic and public life.

The project

Elevating Women and Youth through Vocational Education project in Uganda, is a four-year (2025–2028) founded initiative by the Finland foreign affairs ministry, implemented by Inter-Cultur, a Finish based non-profit organization, in partnership with Companionship for Work Association (COWA) as a local a non-profit organization based in Uganda. The project is aimed at empowering women, youth, and educators by promoting gender equality, providing quality vocational training, and upgrading educational facilities to foster personal and professional development. This project targets communities of Makindye Division in Kampala capital city and Kira Division in Kira municipality in Wakiso district.

The project targets women and youth through three core outcomes:

- Outcome 1: Enhanced Gender Equality and Technological Empowerment for Women and Girls.
- Outcome 2: Transformed Learning Environments and Educator Capacities in Partner Schools.
- Outcome 3: Economically Empowered Youth through Vocational Training and Entrepreneurship

Uganda is experiencing a double challenge that extends beyond vocational training and economic empowerment for women and girls. Although the country has made efforts to advance gender equality, obstacles remain, particularly for low-income women, girls, refugees, and migrants. In Kampala, many women and youth face difficulties accessing job training and technology due to poverty, gender disparities, and inadequate school infrastructure, hindering their ability to secure employment and break free from poverty. Additionally, entrenched cultural norms, financial constraints, and institutional barriers further restrict their access to education, skills development, and job opportunities.

1.1 Rationale of the Baseline study

The Baseline Gender Study forms the essential foundation for the Elevating Women and Youth through Vocational Education project by conducting a thorough analysis of gender inequalities in vocational education and technological access. This assessment is critical because it systematically identifies gender disparities in resources, training, and opportunities while investigating the cultural, social, economic, and institutional barriers that highly contribute to identified disparities. By assessing how these inequalities have a negative effect on personal and professional growth of women and girls, the study ensures that subsequent interventions are evidence-based, precisely targeted, and impactful. Without such data, project efforts risk being misaligned with the real needs of marginalized targeted groups, implementation and adaptation, value for money, and ineffective solutions for the youth, women and girls. The study's findings will be used to set project base values for the measured indicators, inform advocacy campaigns on focus areas, and vocational training programs aligned to addressing the root causes of gender disparities identified. Overall, the baseline assessment results are key in determining which indicators are to be maximized in the context of the study area so that the project is successful in providing local solutions for sustainable empowerment, economic inclusion, and equitable progress for Ugandan women and youth.

1.2 Objective of the Baseline Assessment

The main objective of the baseline survey is to identify and analyze local gender inequalities and their root causes, assess how these dynamics that hinder women's and girls' economic growth, and provide data-driven insights to inform and strengthen subsequent project activities.

Specific Objectives include but not limited to:

I. Identification of Gender Inequalities

- Identify key gender-related challenges faced by women and girls in the community.
- Collect both statistical data and personal narratives to establish an evidence-based understanding.
- Assess disparities in access to resources (education, vocational training, financial services) and control over them.

II. Analysis of Root Causes

- Investigate cultural, social, economic, and institutional factors driving inequalities.
- Identify systemic barriers that obstruct gender equality.

III. Impact on Personal and Professional Growth

- Examine how gender inequalities restrict women's skill-building, education, and economic empowerment.
- Analyze the broader effects on families and the community due to these constraints.

IV. Evidence-Based Recommendations and Strategic Direction

- Develop actionable solutions to address identified challenges, ensuring alignment with root causes.
- Propose key advocacy themes for campaigns, community engagement, and family initiatives.
- Outline next steps, including required resources and partnerships.
- Define success indicators and frameworks to measure long-term impact.

2.0 Methodology

2.1 Assessment approach

The assessment employed a participatory mixed research methodology, leveraging on both quantitative and qualitative research methods to effectively capture the assessment results areas. The above methodology conferred the best advantages to answer the relevant assessment questions through the strategic integration and/or combination of rigorous quantitative and qualitative research methods to draw on the strengths of each, while negating their respective limitations.

Quantitative Methods: Quantitative research methods break down phenomena into measurable categories for broader claims. This was used as a standard measure for varied respondent perspectives, fitting them into pre-set response categories with numbers. For this assessment, individual surveys and the project documents will provide the necessary indicators to be measured.

Qualitative Methods: AVSI foundation consulting team utilized a phenomenological approach to explore the gender equality, women's economic empowerment, and assess how these dynamics hinder the women's and girls' economic. This flexible design aimed to describe findings without preconceptions, minimizing bias and ensuring reliable data. It allowed for method adjustments and focuses on in-depth exploration of the assessment questions. Through the interviews with key informants and focus group discussions (FGDs) detailed responses relevant project outcomes were obtained. Complementation the above data collection, an understanding was drawn from the project document review.

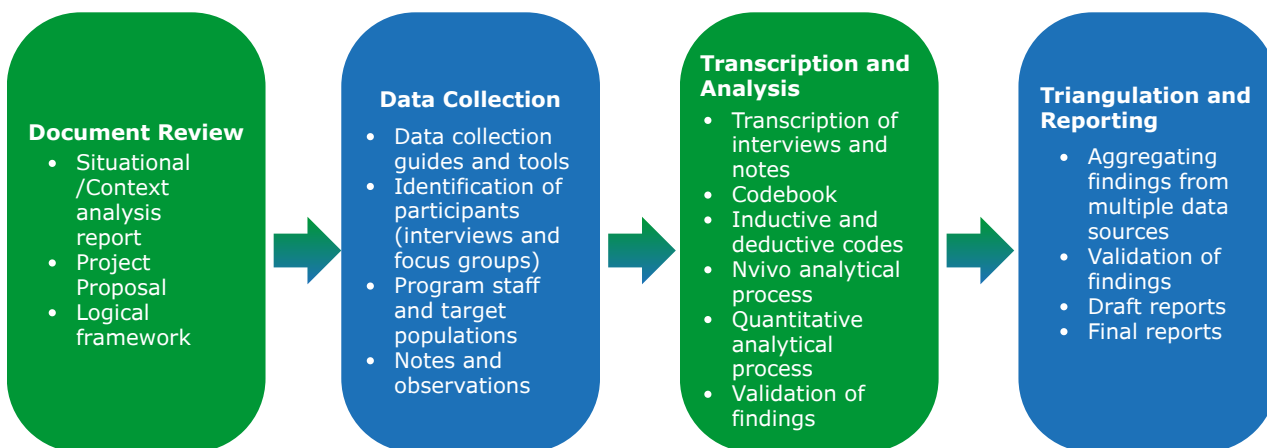


Figure 1: Baseline Assessment Designed Activity Flow

2.2 Target Population

The Baseline Gender Study will focus on two key divisions, within Kampala Metropolitan region: Makindye Division (Kampala) and Kira Division (Wakiso). These divisions have been selected for their strategic importance and the presence of COWA vocational schools, which serve as key hubs for education and training in these areas. Within these divisions, the primary stakeholders, including students, instructors, and community members, reside or study, making them ideal locations for understanding local gender dynamics. The primary target group for this study will be women and girls aged 15-35 years, particularly those from low-income backgrounds. These women and girls are likely to face gender-specific barriers that hinder their access to education, vocational training, and economic opportunities. Additionally, migrant and refugee communities within these divisions will be given special attention due to their unique vulnerabilities and challenges regarding gender inequality and access to services.

2.3 Sampling design and sample size

The assessment used two sampling methods to generate a representative sample that can reliably address the relevant assessment questions.

For Qualitative: A non-probability-based sampling techniques was employed particularly purposive sampling thus intentionally selecting participants or other units of analysis considering their ability to provide information to address assessment questions. The consultant interacted with a total of fifty-two (52) respondents through FGDs and six (6) key informants including Local leadership, COWA partners and in each location of operation.

For Quantitative: A stratified random sampling technique, in which participants were randomly drawn from a stratum across the two areas of Kiira and Makindye divisions, list provided by COWA. Simple random sampling was then used to select the respondents in each stratum. After the selection of the respondents, the field team conveniently sampled respondents, while ensuring appropriate elements are drawn from all respective areas of operation, this reduced sampling error and simultaneously maximized the data representativeness.

Sample size determination: Three parameters determined the sample size; i) The margin of error, provided for error that the study design can tolerate, for which the lower the margin of error the bigger the sample size and vice versa. A five percent (0.05) was considered as an acceptable level and adopted for this assessment as the minimum error; ii) Confidence Level(CI): provides the amount of uncertainty the design can tolerate, with the higher the confidence level the bigger sample size and vice versa the assessment of this kind of study, is compelled to use a confidence level of 95 percent as an ideal given the 5% margin of error; iii) Population Size: The number of subjects from which a representative random sample should be selected this represented the targeted project participants; The following statistical equation is used to determine the sample size for the Assessment. This is adapted from Taro Yamane (1967) formula of determining sample size.

$$n = \frac{N}{1 + Ne^2}$$

Where;

n = Desired Sample Size

N = Population size

e = Level of significance (0.05)

A sample size of 216 respondents is obtained by substituting in the above formula, to cater for non-responses, 5% increment will be included, making 329 respondents.

2.4 Data Quality assurance and Ethical considerations

- To ensure data fidelity a rigorous procedure preparing the field and research team to undertake the data collection exercise. Prior to commencement of data collection, the team underwent a two-day training on contemporary research ethics and best practices for field research. During this training, all tools (quantitative and qualitative) were reviewed to ensure buy-in, understanding and elaboration of key concepts and objectives underlying each question. More importantly, the team addressed unique concepts susceptible to misunderstanding and misconception in translation to the local languages.

- Furthermore, the team piloted all data collection tools to familiarize themselves with the flow and response to the tools from the participants in real-time, improving data reliability and validity.
- At the commencement of all interaction with respondents, consent for participation, recording and documentation of voice, opinions and responses was sought from and granted by the respective subjects of the assessment. All respondents were informed of their rights, roles and responsibilities before, during and after the assessment, emphasizing their liberty to stop and/or withdraw from participation.
- Confidentiality was emphasized and all data generated recorded and stored on a secure facility accessed only by the research team of AVSI Foundation.
- Finally, leveraging on the COWA corroboration and understanding with the respective local leaders, and the division leaders, ethical clearance was sought and secured prior to interaction with the respondents.

2.5 Fieldwork and Data Processing

1. **Structure of field assessment team:** The data collection was done by a team of eight (8) enumerators who were supported by guides with intimate knowledge of the culture, customs and languages of the local community. Overall coordination of the research process was undertaken by Senior Monitoring and Evaluation Advisor acted as liaison between the field staff and the COWA team.
2. **Data collection tools:** Household interviews were conducted using a pre-tested structured questionnaire. The data collection process was done within five (8) days. An FGD checklist and Key Informant checklist were formulated and used to collect data from the communities and selected their respective districts.
3. **Data analysis:** Analysis for household interview data was done using several applications STATA, and SPSS; MS Excel pivot tables, exploratory analysis and plotting charts: frequency counts and descriptive statistics.
 - **Quantitative Data:** Preliminary review of data was conducted to identify errors, omissions and code open-ended questions and any other responses ensuring a quality data set. This was then exported to SPSS 20 or STATA 12 to support the analysis. All quantitative data was analyzed using descriptive statistics e.g. mean, frequencies, percentage, totals, and cross-tabulations generated in SPSS 20 and MS Excel.
 - **Qualitative Data:** The research utilized document management and data analysis software, namely Mendeley and ATLAS.ti to facilitate content and narrative Analysis, thus identifying emerging thematic areas from the data to develop in-depth understanding and familiarity with various variables and contextual underpinnings of respective responses.

3.0 Findings

3.1 Demographic Information

Table 1: Demographic Information results

Category	Female	Male	Kira Division	Makindye Division	Grand Total
Study Location	256	73	221	108	329
Level of Education					
No schooling	5	0	3	2	5
Post university	7	1	7	1	8
Vocational training	6	3	4	5	9
Diploma	9	3	10	2	12
Other	8	5	9	4	13
Tertiary Institution	13	1	10	4	14
Primary school	71	13	59	25	84
Secondary	137	47	119	65	184
Education Subtotal	256	73	221	108	329
Category of Respondent					
Community Member	191	44	180	55	235
Other	5	1	1	5	6
Student	60	28	40	48	88
Category Subtotal	256	73	221	108	329
Employment Status					
Employed (Yes)	91	24	78	37	115
Not employed (No)	165	49	143	71	214
Employment Subtotal	256	73	221	108	329
Running a Business					
Has Business	86	21	69	38	107
Has no Business	170	52	152	70	222
Business Subtotal	256	73	221	108	329

3.2 Knowledge, Attitudes & Behaviors on Gender Equality

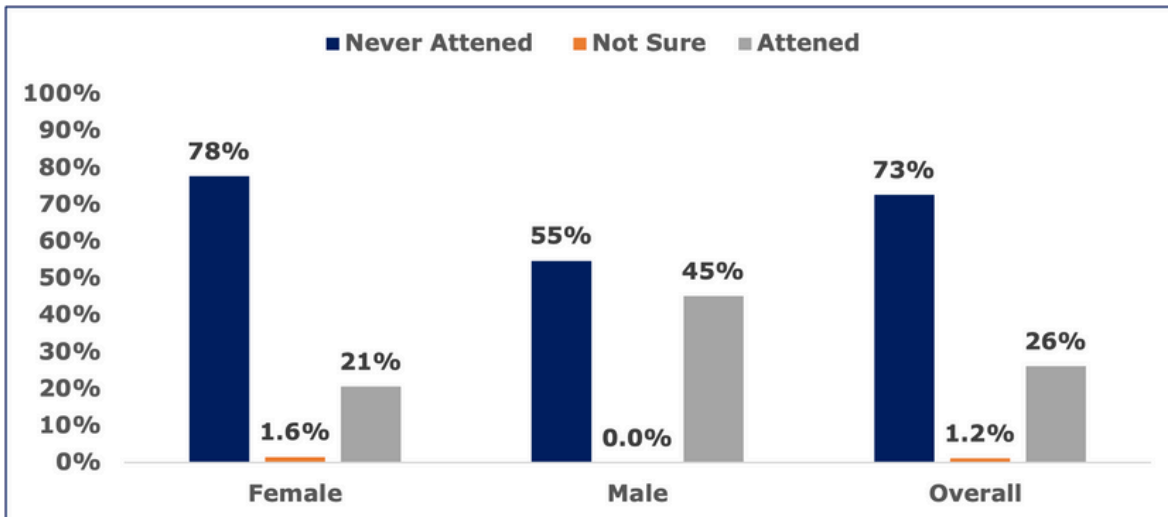


Figure 2: Discussion related to gender equality or inclusion

The data reveals low exposure to gender equality discussions, with 78% of Female (199/256) and 55% of Male (40/73) never having attended a training, workshop, or discussion related to gender equality or inclusion. Only 21% of female (53/256) and 45% of male (33/73) reported prior engagement, indicating a modest but notable gender gap in participation (males were at a 25 percentage points more likely to attend). A small fraction of female (1.6%) expressed uncertainty, suggesting gaps in awareness. These findings underscore the need for broader, more inclusiveness to ensure equitable access to gender equality programming, particularly for female, who face higher barriers to participation despite forming the majority of respondents. This lack of exposure limits both personal and professional growth, especially for women, and reflects underlying social and cultural barriers that hinder meaningful participation in gender equality discourse.

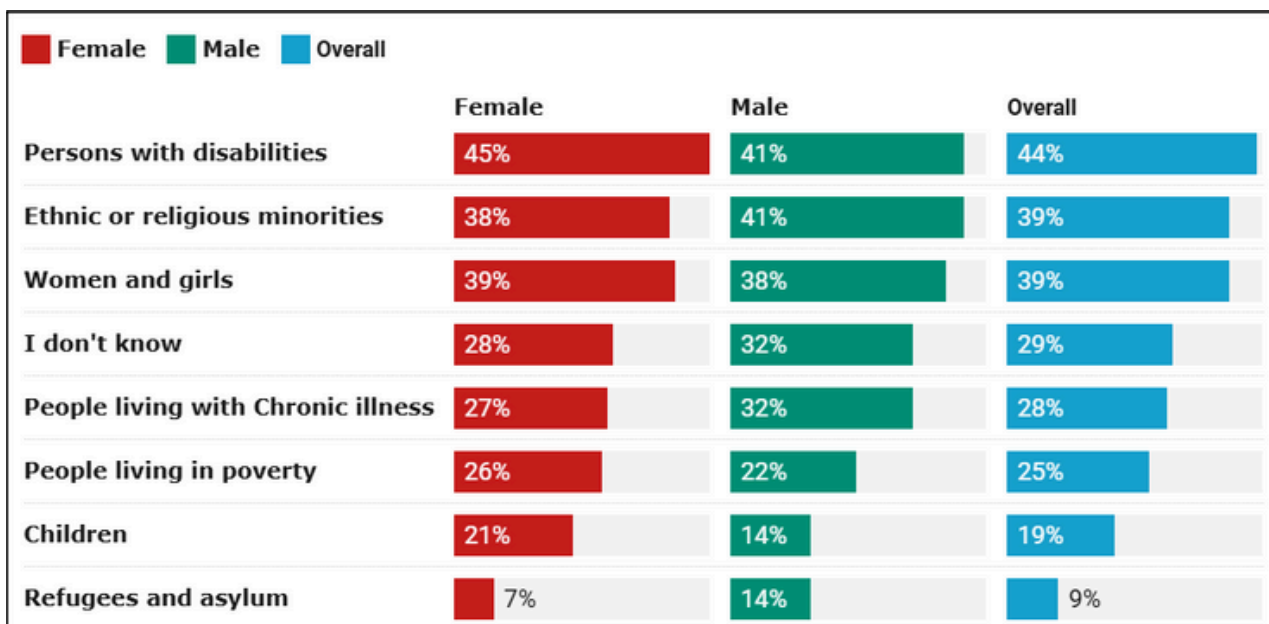


Figure 3: Perceptions of Marginalized Groups in the Community

The results reveal overall that persons with disabilities (44%) are the most recognized marginalized group in the community, followed by women and girls and ethnic/religious minorities (both at 39%). This suggests that while awareness of marginalized groups exists, women and girls are still perceived as vulnerable, reflecting persistent gender inequalities.

The higher recognition of persons with disabilities may indicate targeted advocacy efforts or visible challenges faced by this group. However, the equal prominence of women and girls alongside ethnic minorities underscores the intersectional nature of marginalization, where gender and identity compound exclusion.

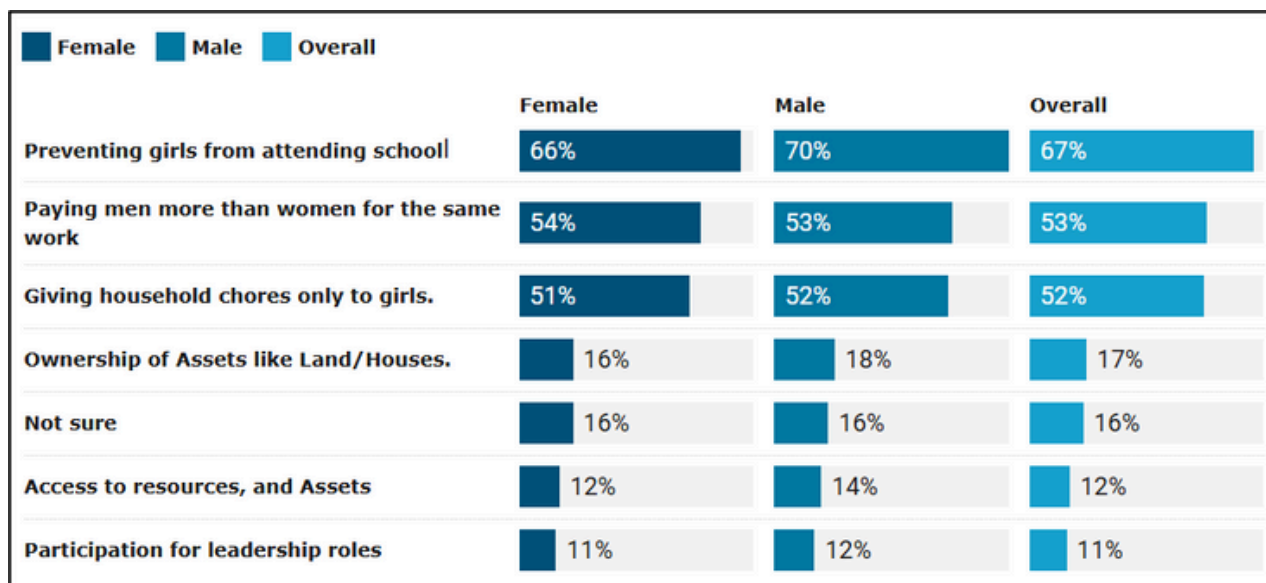


Figure 4: Examples of Gender-Based Discrimination Recognized by Respondents

The most cited forms of discrimination were preventing girls from attending school (221/329 mentions) 67% and unequal pay (176/329 mentions) 53%. This highlights systemic barriers to education and economic equity. Notably, 53/329 that is 16% of the respondents were unsure what constitutes discrimination, signalling gaps in gender literacy. The data underscores the need for sensitization programs to clarify and address discriminatory practices, particularly those rooted in cultural norms, such as unequal resource access like land ownership and gendered household roles.

Self-Reported Confidence in Understanding Gender Equality Issues – Disaggregated by Gender

When asked to rate their confidence in understanding gender equality issues on a scale of 1 to 5, just 27% of respondents (89 out of 329) described themselves as either confident (64 respondents) or very confident (25 respondents) with women making up the majority (60 of the 89). Meanwhile, the largest proportion of respondents fell into the “somewhat confident” category (99 respondents; 81 women and 18 men), representing 30% of the total sample. A significant number of individuals 139 respondents (45 not at all confident and 84 slightly confident) expressed low levels of confidence, with women again representing the majority. These figures suggest that while some baseline awareness exists, deep understanding remains limited, especially among women, who tend to rate their confidence lower despite being more engaged in identifying gender inequalities. This highlights a critical need for capacity-building and education initiatives, particularly aimed at transforming passive awareness into informed advocacy and action.

Table 2: Attitudes Toward Gender Roles and Equality

Attitudes	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Girls should have the same access to education as boys	50%	50%	86%	14%	100%	0%	70%	30%	80%	20%
A woman can be just as good a leader as a man	67%	33%	67%	33%	58%	42%	77%	23%	80%	20%
Men and women should share household roles and responsibilities equally	91%	19%	82%	18%	83%	17%	74%	26%	74%	26%
It's acceptable for girls to pursue traditionally male-dominated careers	64%	36%	72%	28%	78%	22%	76%	24%	81%	19%
A woman's primary role is to take care of the home and children	85%	15%	80%	20%	60%	40%	72%	28%	79%	21%
Men are better suited for technical or ICT training than women	85%	15%	81%	19%	66%	34%	68%	32%	72%	28%

The data reflects notable gender differences in attitudes toward gender roles, leadership, education, and career access:

Education Access for Girls: There is near-universal agreement across both genders that girls should have equal access to education. Strong agreement is especially high among females (80%) compared to males (20%), but this is more indicative of sample size than disagreement—both genders strongly support equality in education.

Women in Leadership: Support for women as capable leaders is strong overall, but female respondents show more consistent support across all levels. Neutral and disagree responses from males are slightly higher, suggesting some reservations among male respondents compared to females.

Shared Household Responsibilities: A strong majority of both genders agree that household duties should be shared. However, female support is notably stronger, with over 90% of “strongly disagree” responses to traditional gender roles coming from women. This reflects a more progressive stance from females on domestic equity.

Girls in Male-Dominated Careers: There is broad agreement across genders that girls pursuing traditionally male-dominated careers is acceptable. Support increases with stronger agreement levels, and while females lead in support, male responses show relatively higher agreement here than in other categories, indicating a shift in perceptions around gender and career choice.

Traditional Roles for Women: Females overwhelmingly reject the idea that a woman's primary role is domestic. Males show more mixed responses, with higher levels of agreement or neutrality, suggesting traditional gender norms still hold some influence among male respondents.

Men as Better Suited for Technical Fields: This is one of the most polarizing statements. While the majority of both genders disagree, a significant minority of male respondents either agree or remain neutral. Female respondents are much more likely to strongly reject this stereotype, indicating that bias toward male dominance in technical fields is more persistent among men.

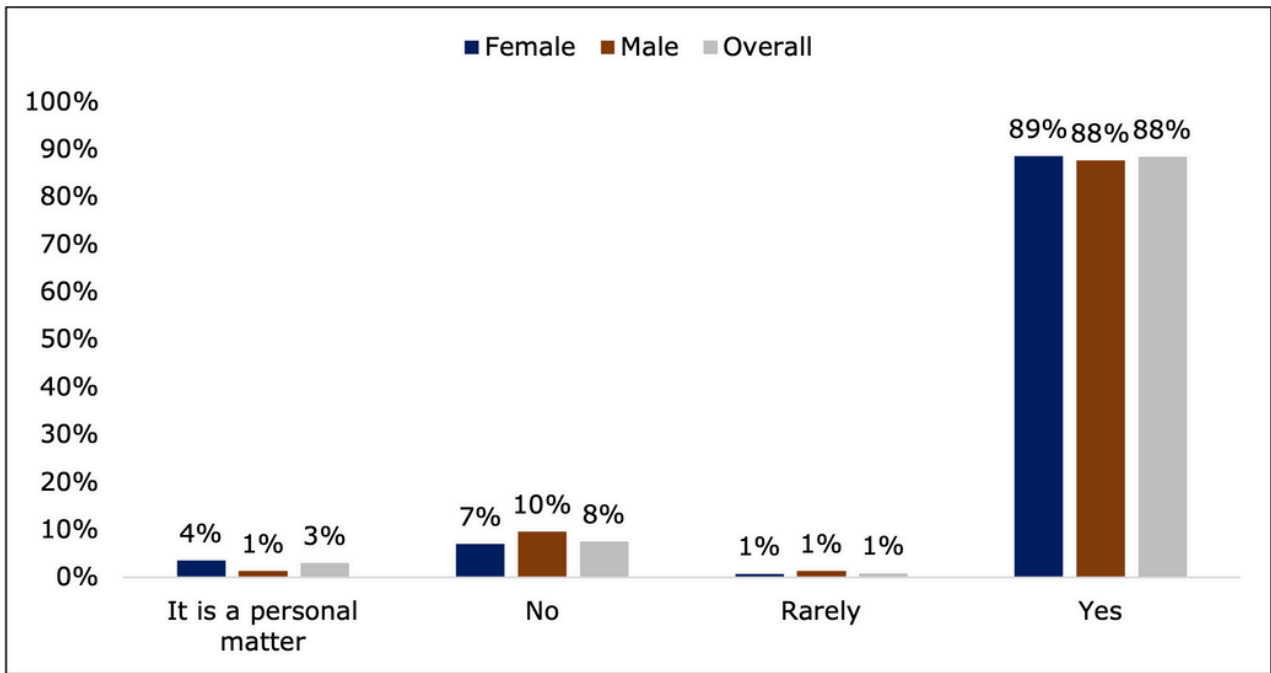


Figure 5: Perceptions of Gender-Based Violence (GBV)

A significant overall majority (88%) of respondents viewed GBV as harmful, with women more likely to recognize its severity at 89%. However, 3% considered it a "personal matter," and 1% rarely acknowledged it as harmful, revealing lingering normalization of GBV in some segments. This divergence suggests that while progress has been made in condemning GBV, entrenched attitudes still minimize its impact, particularly among men. Community-specific norms may perpetuate silence or acceptance, necessitating targeted campaigns to shift perceptions and reinforce accountability.

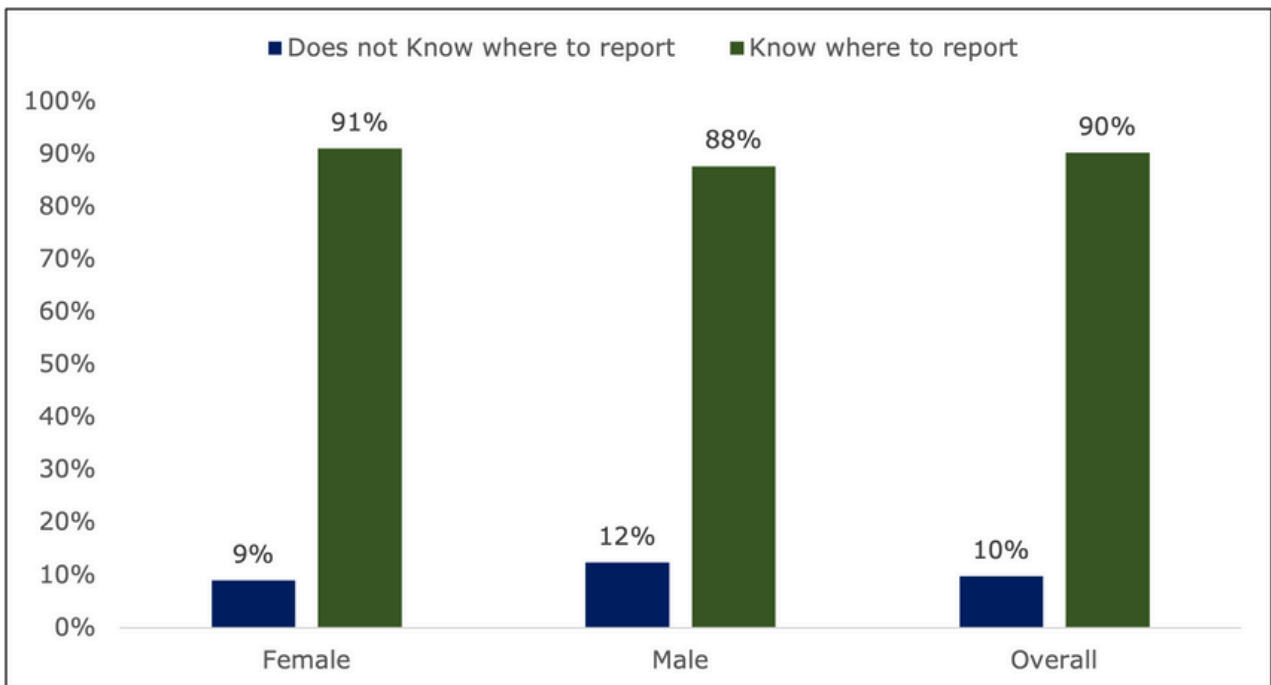


Figure 6: Awareness of Where to Report GBV Cases in the Community

Overall, 90% of respondents knew where to report GBV, with women slightly more aware (91%) than men (88%). The 10% unaware of reporting mechanisms indicates critical gaps in access to justice and support systems.

This lack of awareness disproportionately endangers survivors, as delayed or absent reporting can exacerbate harm. Strengthening community-based reporting channels, coupled with education on GBV response protocols, is essential to bridge this gap and ensure safer environments for women and girls and persons with disabilities.

3.3 Information Communication Technology Use

ICT Skills Perceived Importance and Learning Priorities

Respondents overwhelmingly recognized basic digital literacy as essential, with 282 individuals (80% women, 20% men) identifying basic computer operation as an important ICT skill. Other widely valued skills included social media for business (207 respondents), mobile money/digital payments (175), and typing/word processing (149)—with women consistently representing the majority of responses across all categories. However, more technical or advanced skills like programming (only 45 mentions, nearly evenly split between genders) and spreadsheets (70 mentions) were ranked significantly lower, indicating potential confidence gaps or limited exposure to these areas, particularly among women. When asked about their top priority ICT skill to learn, 140 respondents (85% women) selected basic computer operation, reinforcing its role as a critical entry point for digital empowerment. Skills with strong economic implications like social media for business (67 mentions) and mobile money (34 mentions) also emerged as priorities, especially for women, with 94% of those prioritizing mobile money being female. Interestingly, programming was a top priority for 7 men versus only 3 women, highlighting a persistent gender gap in aspirations toward tech-related fields. These results underline the urgent need to provide foundational ICT training tailored to women, while also encouraging female participation in more advanced digital competencies that are increasingly essential for economic growth and leadership in the digital age.

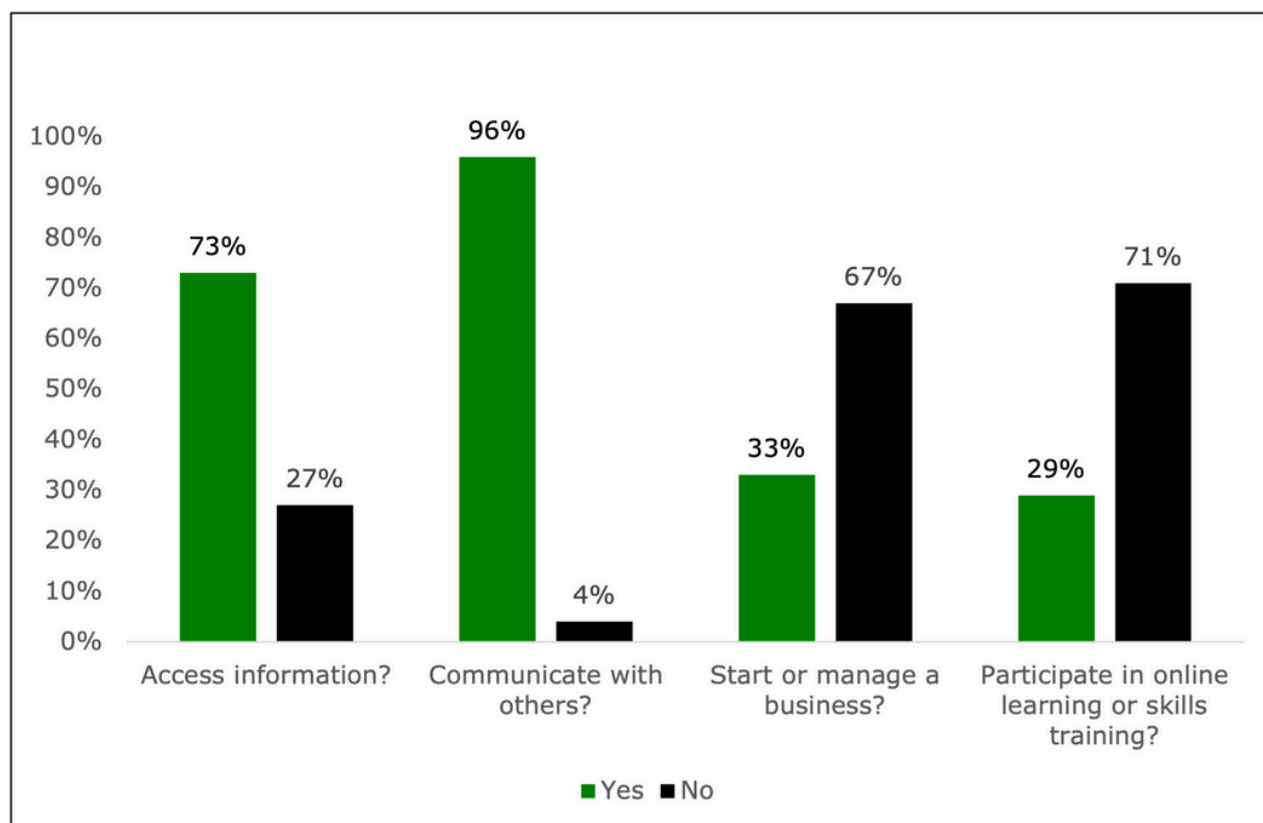


Figure 7: ICT Utilization for Information, Communication, Business, and Learning

Over the past three months, respondents reported high levels of ICT use for communication, with 96% (316 out of 329) using phones, computers, or the internet to communicate with others, and 73% (240 individuals) using ICT to access information. However, usage dropped significantly when it came to activities tied to economic empowerment and skill development: only 33% (108 respondents) used ICT to start or manage a business, and just 29% (97 respondents) used it to participate in online learning or skills training. These patterns suggest that while basic digital connectivity is strong, particularly for social interaction, access and utilization of ICT for economic and educational growth remain limited. This gap reflects broader structural inequalities in digital literacy, access to relevant tools, and confidence in using technology for personal development, which disproportionately affect women and marginalized groups. Expanding targeted digital training and increasing access to affordable devices and internet connectivity will be crucial to closing this divide and unlocking ICT's potential for gender-inclusive development.

3.4 Vocational and Entrepreneurial Skills

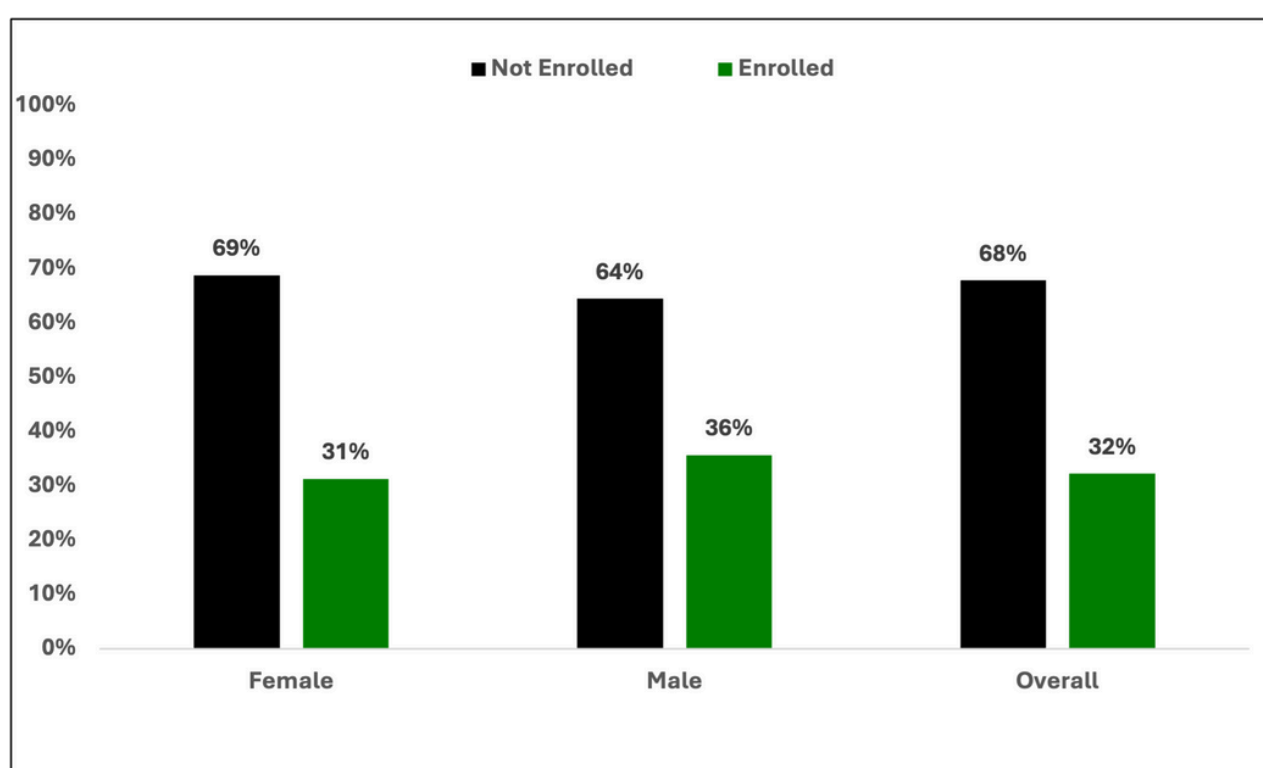


Figure 8: Current Enrolment in Vocational or Entrepreneurship Training Programs

Overall, only 32% of respondents (106 out of 329) reported being currently enrolled in a vocational or entrepreneurship training program, with women making up 80 of those enrolled and men 26. The majority—68% (223 individuals)—are not enrolled, including 69% of women and 64% of men, indicating that access to or participation in skills development opportunities remains relatively low across the board, but slightly more limited for women. This gap may be attributed to gender-specific barriers such as caregiving responsibilities, social norms, or limited mobility, which often restrict women's access to formal training. The data suggests a strong need to expand vocational and entrepreneurship training programs, with particular focus on removing structural and cultural barriers that prevent women and girls from engaging in these opportunities that are critical for their economic empowerment and professional growth.

Aspirations After Completing Vocational or Entrepreneurship Training – by Gender

The data reveals a distinct gendered trend in training aspirations, with women predominantly opting for traditionally female-dominated fields. Of those interested in hairdressing, 97% (30 out of 31) were women; similarly, women made up 96% of those interested in fashion and design (22 out of 23), and 84% in catering and hospitality (21 out of 25). Conversely, men were exclusively represented in fields perceived as more technical or male-oriented, including domestic electrician (3 out of 3), motor mechanics (3 out of 3), and computer courses (2 out of 2). The only area with a relatively balanced gender distribution was agribusiness, though it still leaned male at 58% (7 out of 12). These patterns highlight the persistent influence of gender norms and occupational stereotypes in shaping training choices, which can limit women's access to higher-paying and emerging technical sectors. The data underscores the importance of targeted interventions to challenge these norms—such as gender-sensitive career guidance, mentorship programs, and awareness campaigns—to encourage and support women's participation in non-traditional fields. Promoting inclusive vocational pathways not only expands individual opportunity but also contributes to a more equitable and diverse workforce.

Post-Training Aspirations – by Gender

The data indicates that the majority of respondents 82 individuals (63 women and 19 men) intend to start their own business after completing training, with women making up 77% of this group and men 23%. This points to a strong entrepreneurial drive among participants overall, particularly among women. A smaller segment 19 respondents (13 women and 6 men) expressed the goal of securing employment, while only 3 individuals hoped to grow an existing business, and 2 women selected "other." These findings suggest that most participants view vocational and entrepreneurship training as a stepping stone toward self-employment and economic independence, especially in contexts where formal job opportunities may be scarce. The pronounced entrepreneurial ambition among women further highlights the need for integrated support systems such as access to startup capital, mentorship, and market linkages that can help transform training into viable and sustainable livelihoods. Effective programming should therefore go beyond skills delivery to include post-training support structures that enable both women and men to translate their aspirations into long-term economic empowerment.

Availability of Internships or Apprenticeships Linked to Training Courses – by Gender

The data highlights a critical gap between training and practical application, with limited access to internships or apprenticeships that could facilitate smoother transitions into employment or self-employment. Only 56 respondents (70% women and 30% men) indicated that their training course was linked to an internship or apprenticeship opportunity. Meanwhile, 33 participants (29 women and 4 men) reported no such linkage, and 17 (12 women and 5 men) were unsure reflecting a broader lack of clarity and consistency in post-training pathways. This disconnect was further reinforced in responses about support for job placement or business start-up, where a striking 89% (95 respondents 72 women and 23 men) said they had received no support, compared to just 11 individuals (8 women and 3 men) who confirmed receiving assistance. These findings suggest that, even when training is accessible, the absence of structured follow-up support especially for women limits its effectiveness in driving tangible economic outcomes.

To address this, vocational and entrepreneurship programs must incorporate robust transition mechanisms, including internship placement, job matching, business incubation, mentorship, and access to seed capital. Such measures are essential to ensure that training translates into sustainable employment and enterprise opportunities, particularly for women who may face additional systemic barriers.

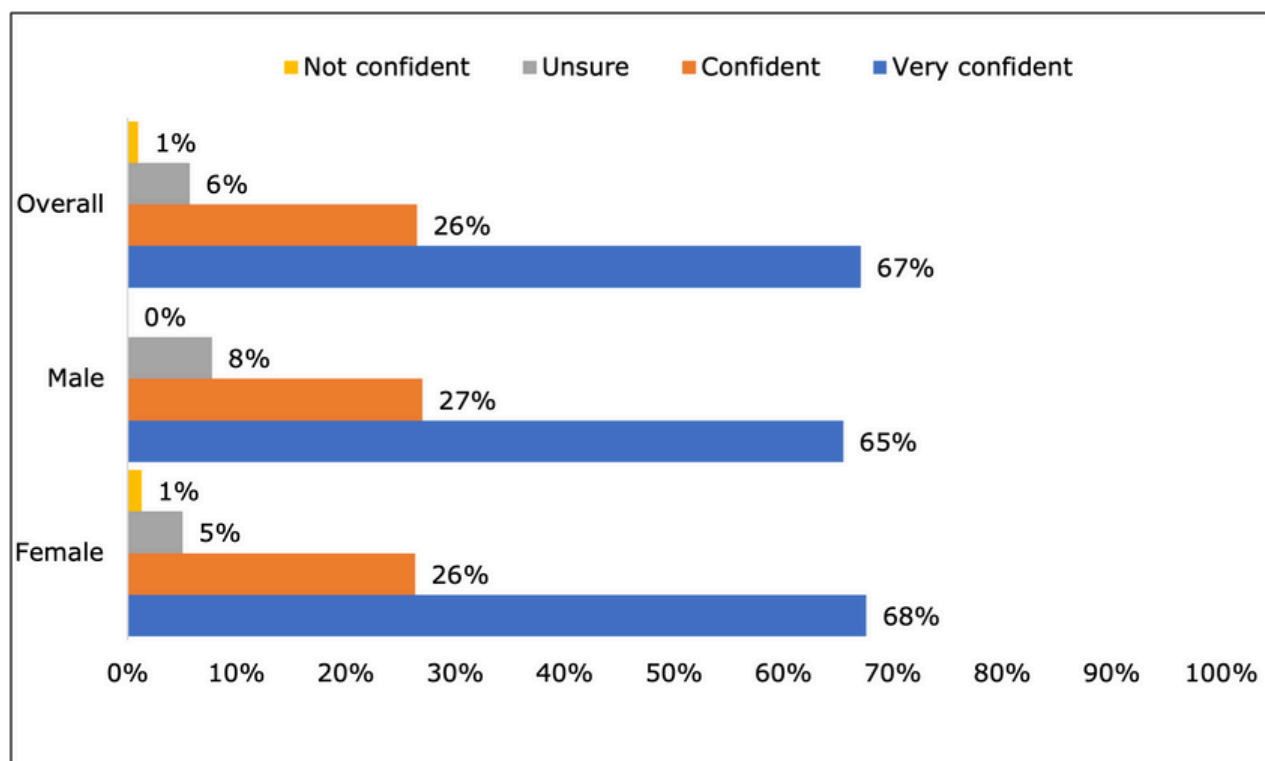


Figure 9: Confidence in Finding a Job or Starting a Business After Training

The majority of respondents expressed optimism about their future after training, with 67% (71 out of 106) reporting they felt very confident, and another 26% (28 respondents) saying they felt confident about finding a job or starting a business. Women made up 68% of those who were very confident, while men accounted for 65%, showing high levels of motivation across both genders. However, a small portion remained uncertain, with 6 respondents (4 women and 2 men) saying they were unsure, and 1 woman stating she was not confident. These findings reflect a generally positive outlook among trainees, despite the earlier identified gaps in job placement and post-training support. The confidence expressed likely stems from aspirational hope and the perceived value of skills training, but to translate this optimism into actual outcomes, it is essential to strengthen linkages to employment, mentorship, and start-up support, especially for women, to ensure this confidence is not only maintained but realized.

Main Reasons for Not Enrolling in Vocational Training Courses – by Gender

Among respondents who have not enrolled in a vocational training course, the most cited barrier was cost, mentioned by 96 individuals (77 women and 19 men)—accounting for 33% of women and 35% of men—underscoring the need for financial support or subsidized programs. Time constraints (61 mentions: 49 women, 12 men) and lack of information (56 mentions: 47 women, 9 men) were also prominent, pointing to systemic issues like schedule inflexibility, competing responsibilities, and poor outreach or communication. Notably, childcare was a barrier for 10 women, highlighting a gender-specific constraint that affects only female participants. “Other” reasons were cited by 61 respondents, including 46 women and 15 men, indicating a range of possibly personal, logistical, or social factors not captured by the listed options.

Surprisingly, cultural reasons and distance were almost non-existent as reported barriers, suggesting that practical, economic, and informational challenges outweigh traditional norms in preventing access to vocational training. These findings emphasize the importance of designing training programs that are affordable, flexible, well-publicized, and gender-sensitive, with support structures like childcare to enable equal participation.

Preferred Fields or Specializations for Vocational Training Enrolment – by Gender

The data reveals clear gendered trends in vocational interests, strongly shaped by traditional roles and occupational expectations. Among females, hairdressing (95 interested, 64 as top choice) and fashion and design (77 interested, 43 preferred) are the most popular fields, reflecting 32% and 26% interest levels respectively. In contrast, male preferences leaned toward motor mechanics (17 interested, 15 as top choice) and computer courses (16 interested, 11 as top choice), with 32% of male respondents selecting motor mechanics as their most preferred field. Catering and hospitality attracted interest from both genders (56 interested overall, 36 selected it as top choice), showing slightly more balanced appeal. Notably, only 10% of women prioritized computer courses, compared to 23% of men, signalling a persistent gender gap in tech aspirations. These preferences illustrate that gender norms still significantly influence vocational choices, with women largely funnelled into lower-paying, service-oriented fields while men dominate more technical sectors. To challenge this imbalance and expand opportunity, programs must proactively encourage female participation in male-dominated fields—especially ICT and trades—through mentorship, awareness campaigns, and inclusive training environments.

3.5 Social Norms and Gender Practices (Access, Control, Participation)

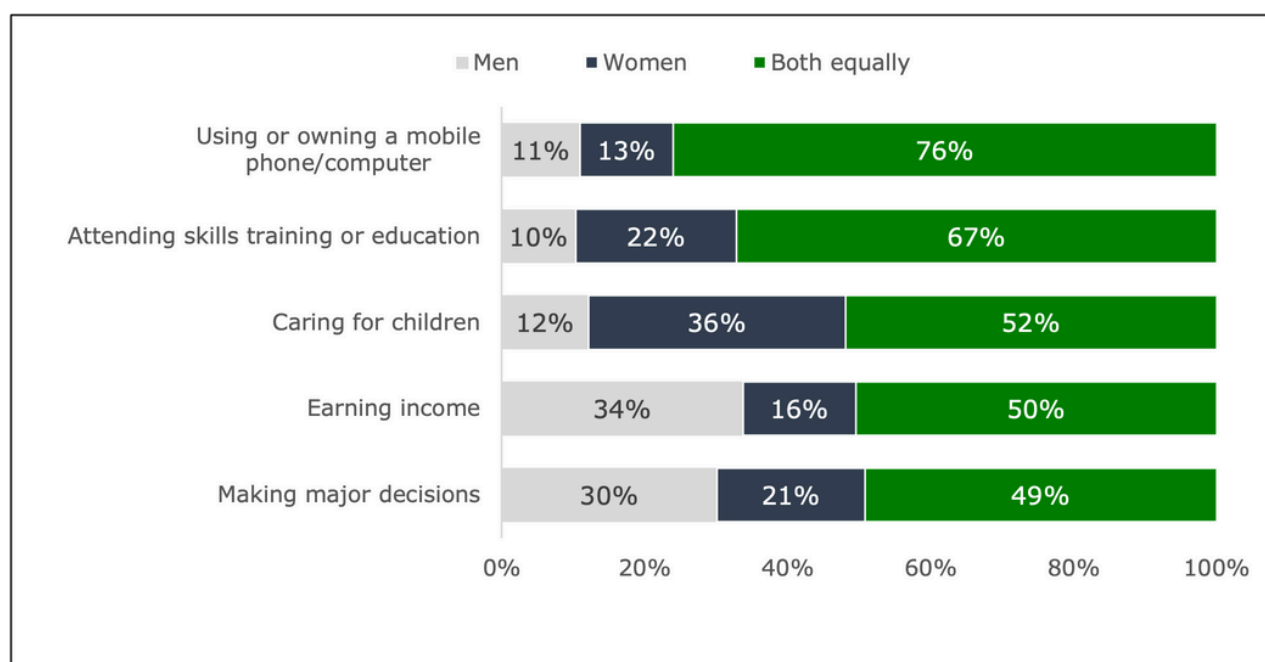


Figure 10: Distribution of Key Household Responsibilities Between Men and Women

The data reflects a complex but evolving gender dynamic within households, with many responsibilities now shared, though key disparities persist. The majority of respondents indicated that owning or using a mobile phone/computer (76%), attending training or education (67%), earning income (50%), making major decisions (49%), and even childcare (52%) are handled equally by both men and women—a promising indication of increasing gender collaboration in some domains.

However, deeper analysis reveals persistent gendered patterns: caring for children remains disproportionately the responsibility of women (36%), while income earning (34%) and major household decisions (30%) are still seen as primarily male roles. Only 22% of respondents said women mainly attend skills training, suggesting lower female autonomy or access in educational and professional development spaces. The unequal burden of unpaid care work on women—combined with male-dominated economic control—reinforces systemic gender inequalities and limits women’s empowerment. This underscores the need for gender-transformative interventions at the household level, including behavior change campaigns and family-based sensitization, to foster equitable sharing of responsibilities and decision-making power.

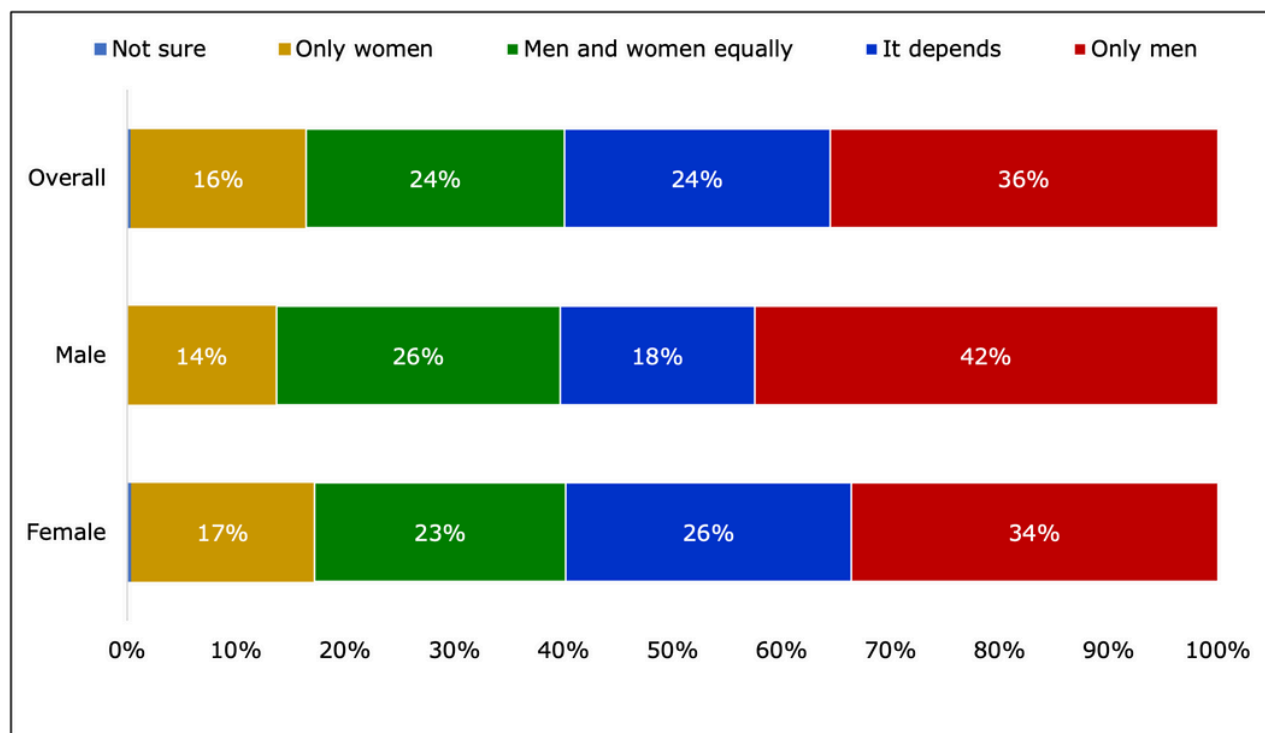


Figure 11: Household Decision-Making: Who Has the Most Say in Resource Use?

When asked who holds the most influence over household resources such as money, phones, or land, 36% of respondents (117 out of 329) said only men make those decisions, with men themselves more likely to report this (42% of male respondents) than women (34%). In contrast, only 16% (53 respondents: 43 women and 10 men) said only women have decision-making power, revealing a clear imbalance in control over critical assets. Encouragingly, 24% of respondents (78) said men and women share this role equally, and another 24% (80 respondents) said it depends on the situation, suggesting that joint decision-making is becoming more common in some households. These findings point to ongoing gendered power dynamics, where men still predominantly control valuable resources, which in turn affects women’s ability to access education, start businesses, or participate fully in economic and social life. To achieve equitable resource control, community-level advocacy and family-centered approaches are essential to promote shared ownership and inclusive decision-making, especially regarding finances and land two core levers of women’s empowerment.

Need for Permission to Attend Training or Workshops – by Gender

The data reveals significant gender disparities in autonomy and mobility, particularly regarding access to training. A striking 67% of women (172 out of 256) reported that they need permission to attend a training or workshop, compared to only 45% of men (33 out of 73) highlighting how gendered control over movement and decisions remains

a serious barrier for women’s development. Conversely, only 32% of women versus 55% of men said they could attend without needing permission. Among those who must seek approval, the majority of women (42%) reported needing spousal permission, while men mainly cited parents or adult family members (82%). This reflects deep-rooted patriarchal norms, where married women’s mobility and access to opportunity are often mediated by male authority figures. Such dynamics directly limit women’s participation in skill-building, economic advancement, and public life. Addressing this requires family and community-level sensitization efforts that emphasize women’s right to self-determination, as well as structural support systems such as women-only training spaces and safe access policies—that can gradually shift harmful norms.

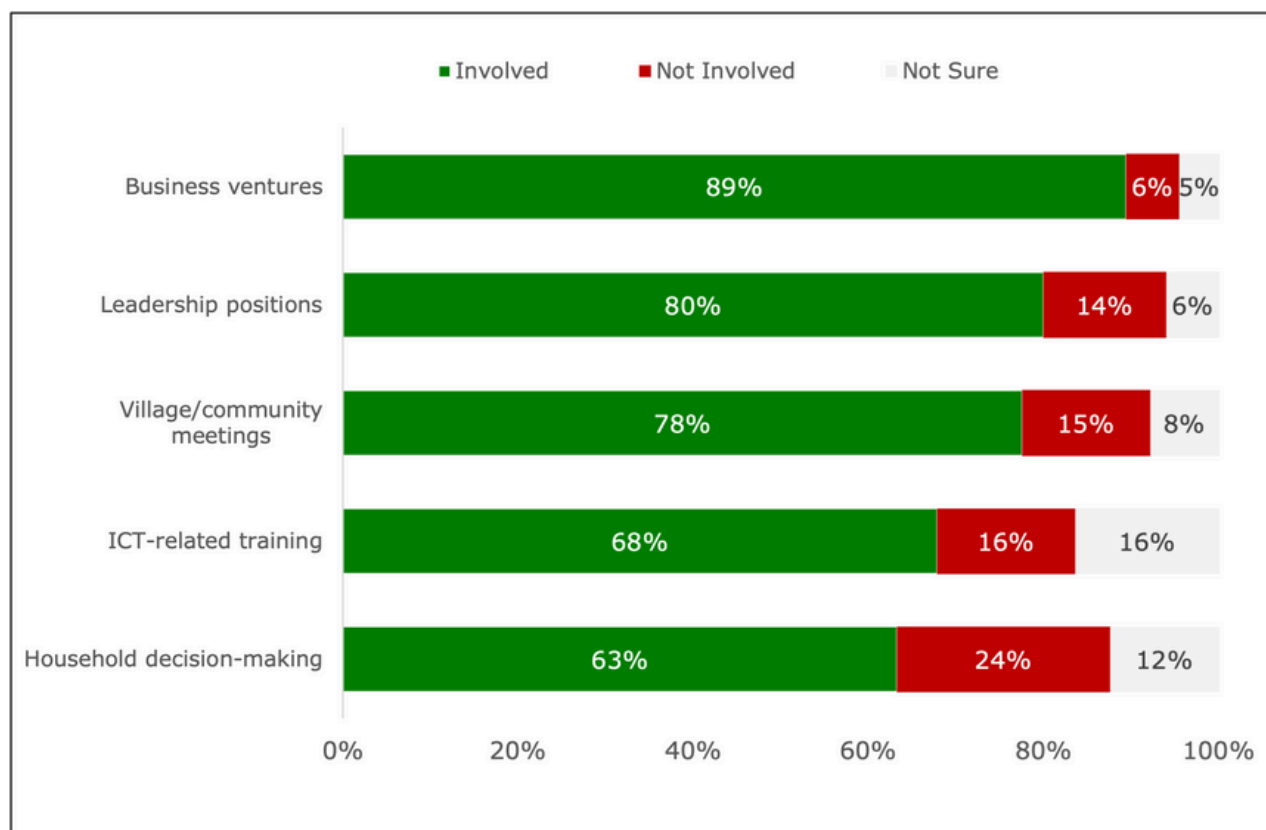


Figure 12: Participation in Decision-making and Public Life

Community perceptions suggest some progress toward gender inclusion, yet notable gaps remain—especially in decision-making and access to technology. The majority of respondents felt that women have equal opportunity in business ventures (89%) and leadership roles (80%), indicating strong recognition of women’s potential in economic and governance spaces. Similarly, 78% believe women can equally attend community meetings, a sign of growing acceptance of women’s civic participation. However, the numbers drop for ICT-related training, with only 68% saying yes, and 16% each responding “no” or “not sure”, pointing to lingering doubts or real barriers in tech-related inclusion. The most concerning figure is around household decision-making, where only 63% felt women had equal opportunity, and 24% said no a reminder that while public space access is improving, private sphere control remains deeply unequal. This highlights a persistent power imbalance within households, even as broader social norms shift. Addressing these disparities requires targeted gender empowerment interventions, particularly around digital inclusion and intra-household equity, paired with ongoing awareness-raising and capacity building at both community and family levels.

4.0 Discussion

4.1 Gender Roles, Power Structures, and Gender-related Norms and Practices at Community and Household Level

Findings from the COWA qualitative assessment revealed persistent yet evolving gender roles and power structures at both household and community levels. Traditionally, men were widely viewed as the primary decision-makers and providers, responsible for protection and income generation. In contrast, women's roles centered on caregiving and domestic responsibilities such as childcare, cooking, and maintaining household harmony.

As one participant noted:

"The roles of men include security, protecting, planning and taking care of the home...women typically take care of the children, prepare food, and ensure peace in the home." (FGD participant, Makindye)

At the community level, men continued to dominate leadership roles and were often seen as moral guides and planners. However, the data also suggested increasing role fluidity in certain urban and peri-urban settings like Kireka and Nsambya, with women engaging more in income-generating activities such as tailoring, hairdressing, and catering. Notably, some respondents reported that roles are increasingly shared, particularly in dual-income households where economic necessity demands cooperation:

"If there is need to raise money to buy food, pay school fees... sometimes, men and women step out to work and look for money to offset these needs." (FGD participant)

Despite this, societal norms still grant men the final say in financial decisions, particularly when they are the primary earners. Women's autonomy in financial and public decision-making remains constrained by longstanding patriarchal attitudes.

"For anything serious and developmental... never engage women if you want it to take shape." (LC1 Chairperson, Nsambya)

Encouragingly, shifts in gender roles were noted. Women have increasingly assumed roles in leadership, trade, and male-dominated vocational fields like engineering and welding. Several factors were identified as contributing to this shift, including education, religious and community-based sensitization, intermarriage, and the fading of restrictive cultural norms.

"We now see women doing mechanics, paying school fees, and even wearing trousers... things are changing." (FGD participant, Kira)

However, not all respondents shared this optimism. Some still reported that women in their community's face resistance, including cultural pressure, low education levels, lack of confidence, and limited family support—particularly for young mothers and girls facing early pregnancies.

4.2 Participation in Decision-Making at Household and Community Level

The study found a gradual but positive shift in women’s participation in decision-making. While men continue to dominate key decisions, especially those related to money and education, respondents indicated that joint decision-making is increasingly common in supportive relationships.

“If the relationship is respectful, there's 50/50 input. But if not, the breadwinner usually decides.” (FGD participant)

Women’s influence was more prominent in decisions related to daily household needs, where they were seen as the primary managers of home affairs.

“All six participants said women make decisions about daily needs.” (FGD, Kira)

At the community level, more women were reported to hold leadership roles or serve as secretaries in local councils and VSLA groups. However, barriers persist—including cultural attitudes, male resistance, and financial limitations that prevent women from contesting for public office or fully participating in civic life.

“Women fear to speak up in meetings, and some men are still against women in politics... money is also a barrier.” (KII, LC1 Chairperson)

4.3 Access to Education, Skills Training, and Employment

Participants widely agreed that women and girls now have access to education and skills training opportunities on par with men and boys. Programs like COWA Vocational Training Centres and government initiatives have helped close this gap.

“Girls are having higher opportunities due to programs aiming at gender equality.” (LC1 Chairperson, Nsambya)

However, access alone has not guaranteed full participation. Several respondents noted that girls often drop out due to early pregnancies, lack of fees, and societal expectations that prioritize domestic roles over personal advancement.

“Girls drop out early due to pregnancy, menstruation issues, or domestic responsibilities.” (KII, Covenant Zone)

Despite these challenges, participation in vocational training especially in fields like tailoring, hairdressing, and catering was high. Observers also noted a rise in female participation in traditionally male-dominated trades such as welding and carpentry, signaling slow but significant change.

“We are seeing women in carpentry, men in gardening... the gender lines are shifting.” (Technical Advisor, COWA)

4.4 ICT Access and Digital Inclusion

Access to ICT remains uneven, particularly among women. While most participants acknowledged that women use phones for communication and sometimes for business and learning, barriers such as lack of smartphones, expensive internet, male restrictions, and low digital literacy still inhibit full inclusion.

“Some women are restricted by their husbands; others can't afford smartphones or data.”(FGD participant, Kira)

Nonetheless, initiatives such as Mkopa and school computer labs were noted to be improving digital access. Women increasingly use WhatsApp, Facebook, and other platforms for business promotion and learning.

“Women use phones to advertise catering, carpentry, hairdressing... and for communicating with loved ones.” (KII, Katabila zone)

Despite low access to computers and the internet, community members expressed a growing interest in digital inclusion, especially among young women and girls.

4.5 Inclusion of Marginalized Groups

Respondents reported that marginalized groups especially persons with disabilities were being increasingly included in education, leadership, and community programs. Government structures, local churches, and organizations such as COWA and YARID were cited for promoting inclusive policies.

“In leadership, we have disabled persons who contest for membership in parliament and LC V positions.” (FGD participant)

However, more work remains to ensure these groups are not just included symbolically but also empowered meaningfully. Sensitization, awareness campaigns, and the establishment of targeted support structures were proposed to improve inclusion.

“Create special teams like technical working groups that can absorb people with disabilities regardless of their condition.” (FGD participant, Kira)

4.6 Benchmarking and Comparative Reflections

Findings from Makindye and Kira divisions resonate strongly with broader research on gender roles, power dynamics, and access to opportunities in urban and peri-urban Uganda. Studies conducted in similar environments such as Kawempe in Kampala and Nansana in Wakiso have consistently reported that traditional gender roles remain dominant, though are slowly evolving due to urbanization, education, and economic pressures.

For instance, a recent gender analysis by the Uganda Bureau of Statistics (UBOS, 2022) and a study by BRAC Uganda (2021) in peri-urban areas show parallel trends to those observed in Makindye and Kira. In both studies, men continued to be viewed as heads of households and final decision-makers, while women managed domestic responsibilities. However, just like in Nsambya and Kireka, there was increasing evidence of women stepping into income-generating roles—particularly in the informal sector out of economic necessity and growing aspirations.

In terms of gendered division of labour, findings from Kira and Makindye echo similar dynamics seen in Kasangati and Mukono municipality, where women's entrance into non-traditional trades is gradually gaining acceptance, although societal scepticism and lack of confidence still hinder full participation. The sight of women engaging in welding, mechanics, or even participating in local council leadership while still rare is no longer unheard of, marking a slow but tangible shift.

When it comes to participation in decision-making, the joint decision-making model reported in both Makindye and Kira is also consistent with findings from the International Centre for Research on Women (ICRW, 2020) study in Wakiso district, which noted that dual-income households tend to foster more equitable relationships. However, as in your findings, the formal public space remains male-dominated due to structural and financial barriers.

The situation regarding access to education and vocational training also aligns with national data and comparable research. Programs like the Youth Livelihood Programme (YLP) and Uganda Women Entrepreneurship Programme (UWEP) have helped reduce gender disparities in access. Yet, studies show that dropout rates among adolescent girls remain high in both urban and peri-urban areas due to early pregnancy and gendered expectations just as reported by participants in Nsambya and Kira.

Regarding ICT access, the digital gender divide seen in Kira and Makindye is similarly reflected in slum communities in Nakawa and peri-urban areas like Namugongo, where mobile phone usage is common but full digital literacy and internet access remain limited for many women. Initiatives such as mobile-based learning platforms and micro-loans for smartphone ownership are emerging as potential equalizers, but uptake is still hindered by affordability and gender norms.

Finally, the inclusion of marginalized groups, particularly persons with disabilities, shows promising alignment with inclusive policy shifts seen across Wakiso and Kampala districts. Yet, as in Kira and Makindye, meaningful inclusion remains inconsistent and largely dependent on NGO support or individual leadership efforts rather than systemic change.

5.0 Conclusion and Recommendations

5.1 Conclusion

The findings from this gender baseline assessment provide a comprehensive overview of the status of gender equality and women's empowerment within the community. While there is visible progress in certain areas such as growing acceptance of women's participation in business ventures (89%), leadership roles (80%), and community meetings (78%) structural and cultural inequalities remain deeply entrenched, particularly in the private sphere and access to transformative resources.

A significant portion of women still lack autonomy over personal development decisions: 67% of women require permission to attend training, predominantly from spouses. In contrast, only 45% of men face the same constraint, indicating persistent gendered control over women's mobility and decision-making. Furthermore, only 63% believe women have equal say in household decisions, and 36% of respondents report that only men control household resources, further highlighting the power imbalance that hinders female agency and voice.

Barriers such as cost (33%), time constraints (21%), lack of information (20%), and childcare responsibilities (4%) are disproportionately experienced by women and continue to limit their access to vocational training. Despite high confidence levels among trainees 67% feel very confident about finding a job or starting a business this optimism is undermined by systemic gaps in post-training support. Notably, only 10% have received job placement or business start-up assistance, and internship or apprenticeship linkages remain weak.

There is also a strong gender divide in vocational preferences. Women predominantly prefer fields such as hairdressing (32%) and fashion and design (26%), while men lean toward motor mechanics (26%) and ICT-related fields (25%). This reflects prevailing gender norms and stereotypes, limiting women's access to higher-paying, non-traditional careers such as digital technology and technical trades. Similarly, only 68% believe women have equal access to ICT-related training, indicating an opportunity gap in a critical growth sector.

Household dynamics show a shift toward shared responsibility, particularly in areas like childcare (52%) and earning income (50%). However, women still bear the greater burden of unpaid care work, and their participation in skills training is lower due to restricted autonomy and domestic roles. While community attitudes show increasing support for gender equality in public life, these shifts must be reinforced through tangible systems of support, behaviour change, and policy action

5.2 Recommendations

Based on the findings, the following strategic recommendations are proposed:

1. Strengthen Women's Autonomy and Decision-Making

- Conduct household and community-level dialogues to challenge patriarchal norms and promote shared decision-making, particularly regarding training, resource use, and mobility.
- Implement family sensitization programs focusing on spousal and parental support for women's education, entrepreneurship, and employment.

2. Expand Access to Affordable and Flexible Vocational Training

- Introduce subsidized or free training options, especially for women and marginalized groups.
- Provide flexible training schedules, community-based training centers, and childcare support to accommodate caregiving responsibilities.
- Launch targeted awareness campaigns to increase knowledge about available training opportunities.

3. Increase Gender-Inclusive ICT and Technical Skill Development

- Promote female participation in ICT, digital literacy, and technical trades through scholarships, mentorship, and women-only learning spaces.
- Address gender stereotypes by showcasing female role models in traditionally male-dominated sectors like mechanics, computing, and engineering.

4. Bridge the Training-to-Employment Gap

- Strengthen linkages between vocational training and employment opportunities through structured internships, apprenticeships, and job placement services.
- Provide start-up capital, business incubation, and ongoing mentorship for women interested in entrepreneurship.

5. Promote Equal Resource Control and Economic Empowerment

- Encourage joint ownership models and financial literacy training for both genders.
- Work with local leaders and policymakers to secure women's legal rights to property, assets, and financial services.

6. Monitor and Measure Progress

- Develop gender-sensitive indicators to track improvements in decision-making power, economic participation, ICT inclusion, and training outcomes.
- Conduct periodic follow-up assessments to evaluate changes and refine interventions based on community feedback.

6.0 Annex:1 Baseline Assessment Tools

6.1 Gender Baseline Tool-Quantitative Survey

WELCOME TO GENDER BASELINE SURVEY TOOL	
Data collection date yyyy-mm-dd	
Enter enumerator's name	
Enter household ID	
Introduction:	
Do you agree to participate?	
Yes No	<input type="checkbox"/> If yes, proceed to next section <input type="checkbox"/> If no, end survey
Section 1: Demographic Information	
1.1~Age	
18 – 25 26 – 35 36 – 45 46 – 55 56 and above	
1.2~Select respondent's category	
Host (Ugandan) Refugee	
1.3~Select location	
Makindye division Kira division	
1.4~How many people live in the household	
1.5~Number of adults	Hint: Above 18 – 59 years
1.6~Number of children	Hint: Below 18 years
1.7~Number of elderly	Hint: Above 60 years
1.8~What is your religion	
Catholic Anglican Pentecostal Islam Other (specify)	
1.9~What level of education you have attained?	
No schooling Pre primary Primary school Secondary Tertiary Institution Vocational training Post university Other	
1.10~Select class completed	
P.1 P.2 P.3 P.4 P.5 P.6 P.7	S.1 S.2 S.3 S.4 S.5 Other (specify)

1.11~ Are you	Student Teacher Educational staff Community member Other (specify) Yes
1.12~Are you currently employed?	No Yes
1.13~Are you currently running a business?	No
SECTION 2: Knowledge, Attitudes & Behaviours on Gender Equality	
2.1~Have you ever attended a training, workshop, or discussion related to gender equality or inclusion?	Yes No Not Sure
2.2~Please select the groups that are often considered marginalized in your community (Multiple responses allowed)	Women and girls Persons with disabilities Refugees and asylum seekers Children Ethnic or religious minorities People living in poverty People Living with Chronic Illness I don't know
2.3~Which of the following are examples of gender-based discrimination? (Select all that apply)	Preventing girls from attending school Paying men more than women for the same work Giving household chores only to girls. Participation for leadership roles Access to resources, and Assets Ownership of Assets like Land/Houses. Not sure
2.4~On a scale of 1 to 5, how confident are you in your understanding of gender equality issues?	1 – Not at all confident 2 – Slightly confident 3 – Somewhat confident 4 – Confident 5 – Very confident
Attitudes (use a 5-point Likert scale: (Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree))	
2.5~Girls should have the same access to education as boys.	
2.6~A woman can be just as good a leader as a man.	
2.7~Men and women should share household responsibilities equally	
2.8~It's acceptable for girls to pursue traditionally male-dominated careers (e.g., engineering, carpentry)	
2.9~A woman's primary role is to take care of the home and children	
2.10~Men are better suited for technical or ICT training than women.	
Behaviours	
2.11~ Is GBV considered a harmful act in your community Options?	Yes No Rarely It is a personal matter
2.12~ Do you know where to report GBV cases in your community?	Yes No
2.13~In the past 6 months, have you spoken out or taken action to support someone facing discrimination (e.g., gender-based)?	Yes No

2.14~How often do you include or consider women's perspectives in community decision-making or activities?	Always Often Sometimes Rarely Never
SECTION 3: ICT Skills	
3.1~Do you own or have access to a mobile phone or computer?	Yes No
3.1b~If No, what has limited you from owning or having to a mobile phone or computer?	Cannot Afford Spouse Gaudian/Other Family members
3.2~In the past 3 months, have you used ICT (e.g., phone, computer, internet) to:	
3.2a~Access information?	Yes No
3.2b~Communicate with others?	Yes No
3.2c~Start or manage a business? [Like sending and receiving money for Business activities]	Yes No
3.2d~Participate in online learning or skills training?	Yes No
SECTION 4: Vocational and Entrepreneurial Skills	
4.1~Are you currently enrolled in a vocational or entrepreneurship training program?	Yes No
4.1b~Which vocational or entrepreneurship training program are you enrolled to?	Tailoring Fashion and design Hair Dressing Carpentry Motor Mechanics ICT Other
4.2~What do you hope to achieve after completing the training?	Start my own business Get a job Improve existing business Other (specify)
4.3~Are there any industry partnerships (internships, apprenticeships) linked to your course?	Yes No Not sure
4.4a~Have you received any support in job placement or business start-up?	Yes No
4.4b~If yes which support in job placement or business start-up have you received?	Start-up Capital Mentorship Job Matching Post Training Others
4.4c~Who delivered the support in job placement or business start-up have you received?	NGO Government (Local and Central) Religious Group Others
4.5~How confident do you feel about finding a job or starting a business after training?	Very confident Confident Unsure Not confident
SECTION 5: Social Norms and Gender Practices (Access, Control, Participation)	
Gender Roles & Responsibilities	

5.1~In your household, who is mainly responsible for the following? (Select one per row)	Men	Women	Both equally
5.1a~Earning income			
5.1b~Making major decisions			
5.1c~Caring for children			
5.1d~Using or owning a mobile phone/computer			
5.1e~Attending skills training or education			
Access to Resources and Services			
5.2~Who in your household has the most say in how resources (like money, phones, land) are used?	<input type="checkbox"/> Only men <input type="checkbox"/> Only women <input type="checkbox"/> Men and women equally <input type="checkbox"/> It depends <input type="checkbox"/> Not sure		
5.3~Do you have regular access to any of the following?	<input type="checkbox"/> Mobile phone <input type="checkbox"/> Computer or tablet <input type="checkbox"/> Internet <input type="checkbox"/> Financial services (VSLA, SACCO, mobile money) <input type="checkbox"/> Learning or training opportunities <input type="checkbox"/> None of the above		
5.4~ If you wanted to attend a training or workshop, would you need permission from someone?	<input type="checkbox"/> Yes(If Yes go Question 5.5) <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/> I don't attend trainings		
5.4~ If Yes in 5.4 Whom do you seek permission from?	<input type="checkbox"/> Parent/ Adult Member <input type="checkbox"/> Guardian <input type="checkbox"/> Spouse <input type="checkbox"/> Others		
Participation in Decision-making and Public Life			
5.5~In your community, do you feel that women have equal opportunity to participate in the following activities?	Yes	No	Not sure
5.5a~Village/community meetings			
5.5b~Leadership positions			
5.5c~ICT-related training			
5.5d~Business ventures			
5.5e~Household decision-making			

Thanks A lot for you Reponses

6.2 Focus Group Discussion (FGD) Guide

Date:

Facilitator name:

Group size: 6 – 10 Participants

Introduction:

1. Understanding of Gender Roles

- 1.1. What are the typical roles of men and women in your household or community?
- 1.2. Who makes decisions about money, education, and daily needs?

2. Participation in Education & Skills Training

- 2.1. Do women and girls in your community have the same opportunities as men and boys to attend school or training?
- 2.2. If not, what stops them?

3. ICT Use and Access

- 3.1. Who in your household or community uses phones, computers, or the internet most often?
- 3.2. Do women use ICT for business, learning, or communication? If not, why?

4. Perceptions of Change

- 4.1. Have there been any recent changes in your community regarding gender roles or access to opportunities?
- 4.2. What helped those changes happen?

5. Inclusion and Equity

- 5.1. Are people with disabilities or other marginalized groups included in programs, education, or leadership?
- 5.2. What can be done to improve their inclusion?

6.3 Key Informant Interview (KII) Guide

Date:

Facilitator name:

Background Information

1. Name and title/position: _____
2. Gender: Male Female Other
3. Sub-county/Parish: _____
4. Organization: _____

Key Questions

1. Gender Roles & Norms

- 1.1. How would you describe the roles of men and women in your community?
- 1.2. What are some common beliefs or attitudes towards women's participation in this community?

2. Access and Participation

- 2.1. In your view, do women and girls have equal access to education, skills training, or employment opportunities?
- 2.2. Are there any barriers preventing women from participating in community decision-making or leadership?

3. ICT and Empowerment

- 3.1. Do women and youth in your community have access to ICT (phones, computers, internet)?
- 3.2. How do women typically use ICT, if at all? (e.g., communication, business, learning)
- 3.3. Are there any local initiatives supporting women's digital inclusion?

Education & Vocational Training

- 4.1 . How involved are women and girls in vocational or technical training programs?
- 4.2 . Have you observed any changes in gender-related practices or participation in such programs?

5. Community Support

- 5.1. Are there community structures or leaders that support gender equality?
- 5.2. What role do community structures play in shaping opportunities for women and marginalized groups?

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