

Dissemination Report

Narratives of Change and Resistance in Confronting Discriminatory Gender Norms in Uganda



Tuesday 27th August 2019, 08:30 AM-12:30PM

School of Women and Gender Studies Conference Hall

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1.0 Introduction

Following a qualitative research study that was in Uganda in 2018 as part of a History and Change research series of the Advancing Learning and Innovation on Gender Norm project, Overseas Development Institute (ODI) with support from ALIGN conducted a dissemination meeting on the ***“Narratives of Change and Resistance in Confronting Discriminatory Gender Norms in Uganda”***.

The History and Change research sought to pull together and draw lessons from personal narratives of change and resistance in gender norms, expectations and behaviors as they relate to the broader social, economic and political processes. The study was aimed to enhance understanding of the factors that enable or challenge positive changes as they are perceived and experienced through the lives of individual women at different levels.

The meeting that brought together over 50 participants was held on Tuesday 27th August 2019, at the School of Women and Gender Studies Makerere University Conference Hall. The half day meeting commenced with introductions of participants, followed by opening remarks, presentation of the research findings, presentation by discussants, a plenary session and closing remarks.

1.1. Background

In 2018, Overseas Development Institute (ODI) with support from ALIGN (Advancing Learning and Innovation in Gender Norms) conducted a qualitative research in Uganda as part of a history and change series of the advancing learning and innovation on gender norms project. The research was supported by Bill and Melinda Gates Foundation. The research sought to pull together personal stories of change and resistance in gender norms, expectations and behaviors. The overall aim of the study was to enhance and challenge changes as they are perceived and experienced through the lives of individual women.

The study was conducted by Prof. Grace Bantebya Kyomuhendo from the School of Women and Gender Studies, Makerere University and Dr. Carol Watson, International Consultant for ODI.

The research was guided by the project’s conceptual understanding of gender norms – both how they operate and how they either change or resist change. 2 It is also underpinned by current thinking around gender justice and entitlements and has been informed by the capabilities approach to human development, which posits that progress across the life cycle in a number of key domains is critical to the empowerment of women and girls and their equitable attainment and exercise of full capabilities. Narrative investigations have therefore covered norms around: household and family relations; education; physical integrity and health; psychosocial well-being; and political and civic participation.

Research methodology

The study involved 55 respondents (49 women and 6 young men) through:

- 16 in-depth interviews with women professionals of different ages and backgrounds who have been or are currently active in politics and the law, government and policy making, civil society activism and academia and research.
- 1 focus group discussion with a group of women professionals.
- 1 focus group discussion with a mixed group of recent university graduates.
- 4 intergenerational interviews with professional women, their mothers and their daughters
- A literature reviews to add background information and context to the findings.

Study participants were asked about their own experiences of gender norms over their life course as well as their perceptions of broader changes, progress and constraints over time in gender equality and women's empowerment. The key study respondents were highly educated and constitute what might be considered the intellectual elite, who are among the 'movers and shakers' of the women's movement in Uganda.

2.0. Opening Remarks- Assoc Prof Sarah N. Ssali -Dean School of Women and Gender Studies



Assoc. Prof Sarah N. Ssali- Dean School of Women and Gender Studies

In her opening remarks, Prof. Ssali appreciated and thanked participants who came for the dissemination meeting on the Narratives of Change and Resistance in Confronting Discriminatory Gender Norms in Uganda. She gave a background about the School of Women and Gender Studies noting that the School holds a flag on behalf of the women in Uganda and it is mandate is to expand scholarship in the field of gender studies. She indicated that the School exists principally to deepen

intellectual engagement in providing advice to policy makers and practitioners on how to best do gender work and also to conduct research in different fields.

She noted that initially, the school initially focused on Women Studies globally, moved into gender studies with a focus on relationships and now currently focuses on intersectionality - the whole acceptance that gender inequalities don't only occur in the male/female dichotomy but through relationships and structures where people experience these kinds of inequalities.

"We are here for the dissemination of the findings on a study about advancing learning and innovation on gender norms. It is those different strata through which we experience oppression that define the norm of who should and who should not be. It is those different strata that define privileges of who should have them and who should be denied. The different spaces we occupy in society define what we should be and they legitimize what we should be and what we

should experience through the whole process of norms. What we encounter in society looks like a practice, looks like a culture, like a historical fact but exists and creates unequal experiences for different people. Norms given their historical factor are resistant to change and even when you think you have dealt with them, they come back in a different way. Therefore, there is need to work together towards achieving positive norms and reform the negative ones". Assoc. Prof Sarah N. Ssali

She acknowledged the researchers, the partners and congratulated them upon reaching this stage. She wished participants fruitful deliberations.

3.0 Presentation of the Research Findings

3.1 Understanding Gender Norms - Dr. Tabitha Mulyampiti

In preparation for the presentation of the research findings, Dr. Mulyampiti defined gender norms as ideas, standards and expectations to which women and men generally conform. She noted that norms are ideas emphasizing how women and men should act. Norms are internalized early in life and can be established as a cycle of one's life experience through socialization and stereotyping. She recognized that the changes in gender roles can ultimately lead to changes in gender norms though this takes a long time and this time lag leads to a long time of waiting which is termed as cultural drifts.

3.2 Presentation of the Paper- Prof. Grace Bantebya Kyomuhendo, SWGS



Prof. Grace Bantebya Kyomuhendo- Disseminating Research Findings

In her presentation, she mentioned that during the study, focus was put on the factors that are contributing to change or resistance around gender norms, attitudes and behaviours. This was done through narratives of people's experiences and people choosing which norms to talk about; norms that have influenced their lives.

She mentioned that the conceptually the study looked at the gender norms as informal rules that are structural in nature and impact on individual behaviors. She mentioned that the capabilities approach was core to the study and that researchers intersected with the approach to explore in depth issues of gender justice and empowerment. Prof. Grace indicated that the issue of change was crucial in mapping out what change is in a context of a life cycle and a historical perspective. The latter was important in identifying and internalizing what has actually been changing in relation to the norms and how they impact on people's capabilities. It was noted that a holistic approach was taken because people don't live in isolation that there are many things that routinely intersect their

lives to produce who they are, what they do, how they experience society and how they engage with work.

The key questions sought to

- a) Find out how respondents experience the gender norms, attitudes and behaviors in their own lives
- b) Describe how gender norms impact on the different age categories of respondents
- c) Identify sticking points or critical obstacles to changes in gender norms and attitudes and how they can be addressed to achieve desired changes.

A note on the research methodology

The study covered 55 participants (49 women and 6 young men) through

- 16 in-depth interviews with women professionals of different ages and backgrounds who have been or are currently active in politics and the law, government and policy making, civil society activism and academia and research.
- 1 focus group discussion with a group of women professionals.
- 1 focus group discussion with a mixed group of recent university graduates.
- 4 intergenerational interviews with professional women, their mothers and their daughters
- A literature reviews to add background information and context to the findings.

Prof Grace shared findings from the study and took a critical narrative approach as she gave stories and experiences of women on gender norms. Her presentation reflected on;

- The diverse experiences of gender equitable and inequitable issues in families across the board.
- Gender division of labor that seems not to have changed significantly over time. Girls relative to boys are still expected to do more domestic work as reflected in the narratives of the kind of work they were doing or were expected to do at that time. The expectations of sons don't seem to have changed a lot although in a few of the interviews, there was evidence of changes where boys are participating more in domestic work. Boys engagement however remained invisible and was not reported by the girl respondents. Echoing this one grandmother said *'we never minded about boys and girls doing different things because that was our nature and boys would play football and girls never had a chance to do that, she was occupied with domestic chores all the time which was normal'*.
- The issue of girls not inheriting property was reportedly persistent. Some old people who were interviewed said that despite working hard and contributing to their fathers'

property and wealth they were side lined when it came to owning or inheriting that property with preference instead given to sons or other males.

- Some women in what can be seen as resistance to discriminatory gender norms reportedly developed rebellious tendencies and engaged in behavior that challenged the existing status quo. One woman for instance went to the district officials and confronted them as to why she could not get a scholarship despite being eligible. This reflects realization of enhanced agency among the senior women in confronting inequity which was not seen among the young people.
- All senior women and grandmothers in the study irrespective of education level recognized education as a core pathway to empowerment. In this context some senior women had struggled and got equal opportunities to education.
- Many professional women reported having parents who questioned their education that they saw as undermining their marriage value. They revealed how their parents were haunted by these fears and constantly urged their daughters to find a way of navigating them. Many of the women reportedly found a way of navigating the discrimination as shown by their ability to attain in both the education and marriage capability domains.
- In respect to change across generations it emerged that many of the young people didn't have to struggle for change. The young people even lacked knowledge of the earlier discriminatory norms, how rigid they were and the regressive impact on women's lives. Overall the findings revealed that young people have had their work done by the senior people who had no option but to struggle in the beginning.
- In respect to education it was revealed that girls' schools have few distractions and stereotypes around subjects and are more empowering for girls that enroll there. In mixed it was noted gendered norms and stereotypes that impact negatively on girls performance and achievement exist. There is for instance an entrenched feeling in mixed schools that girls are naturally poor at mathematics; a belief that is often so deeply ingrained in girl's psyche that they don't even bother to try to improve their performance in Mathematics. In mixed schools it was revealed teachers don't take girls seriously and sometimes end up dating and marrying them; a practice that has from time immemorial been seen as a norm. The latter it was noted has in many mixed school settings remained a norm to date.
- Marriage was described by both young and senior women as an essential and important institution. The senior women said that they entered marriage on their own terms, which per se was seen as challenging the prevailing norms. Some credited their husbands for supporting them to them in terms of reducing gender inequalities. In respect to gender division of labor it was revealed that women are still confronted with unequal work burden which is a major impediment to progress. It was noted however that women are addressing this inequality through employment of domestic help.

- The young people said getting married immediately you finish school was no longer in vogue.
- Delayed marriages, refusing bride wealth, creating gender equitable households, raising gender sensitive sons, insisting on joint property are some of the positive changes that were highlighted by all categories of respondents.
- Young girls said that their mothers support them to stand for themselves and many of them saw their mothers as the most significant persons in their lives.
- On the narratives of professional engagement, it was realized that there was awareness and collective agency among professional women and that they have engaged in efforts that promote gender equality. They were charged to be role models for change which unfortunately was not felt among young people who were thought not to have the power and the zeal to fight and also no collective force to push for their rights. It was realized that there is a break because the young people either don't know what to push for or have not been mentored.
- Common purpose through collective support was revealed among the old generation and middle age women, many of whom acknowledged being appointed to ministerial position at random. These women had a lot of challenges but learnt how to maneuver, they withstood the criticisms of bringing western feminism, they were labeled and called names but this never derailed them because they knew the cause.
- There is a lot of improvement on how girls are being treated and this is evident in the interviews done among the young generation. There is equal access to education, political participation, UPE, economic empowerment, decision making, sexual reproductive health. There are now more options for girls other than just marriage.
- It should be noted that although progress has been realized, new forms of subordination have emerged. Women have the money, positions but society has generated new forms of subordination and this is taking a toll on middle class women.
- While many people we interviewed reported that changes have been registered, other research that have been undertaken show that these changes are not real especially in terms of roles and expectations which are still rigid and static.
- Findings reveal that positive changes have been brought about through a combination of factors including progressive policies and laws, access to education, vibrant women's movement, global movement, information. Progressively an enabling environment has been created for change.
- In spite of the progress registered, the current situation is limping, stagnant- one step forward, two steps backwards. *Things like patriarchy that we thought we had overcome 20 years ago are now becoming the norm again and in a more aggressive manner.* Dismantling these structural forces is complex. Through these interviews it was felt that people who struggled a lot are seeing a reversal.

- The study revealed that patriarchy manifests and is supported by institutions. While efforts have been geared towards challenging discriminatory norms against women, the institutions have remained intact with their values.
- Most respondents revealed that norms are internalized, they are felt and practiced but have held women hostage even when we appear to be liberated.
- The emerging challenges included the shrinking space of civil society activism, entrenched fear among women, the de-energized and fragmented women's movement, gender shifting away from activism and dwindled collective agency all of which have stifled progress to achieving desired change.
- New and old forms of GBV were reportedly persistent both in the home and workplace. It was revealed that economic empowerment has been overhyped and has not delivered in respect to addressing GBV. It was noted that the gender concept is distorted and misunderstood across the board. In the workplace for instance and in the corporate world the influx of educated and liberated women has not shielded women from gender labeling and sexual harassment.
- The respondents identified gaps in ownership of property and control of resources. "We are beginning to see women and girls get property but not at the point where we say we have broken through, we still have many women who are not inheriting and owning property".
- As a way forward the need to reinvigorate the women's movement around the common mission and renewal of connections, lobbying for implementing the laws and policies, expanding and enforcing quality education was highlighted.
- The respondents also emphasized the need to adopt integrated approaches to combat GBV and enhance economic empowerment all of which require individual and collective agency.

4.0 Panel of Discussants

4.1 Dr. Florence K. Muhanguzi – Senior Lecturer SWGS



Dr. Florence Muhanguzi- Senior Lecturer- School of Women and Gender Studies

In her opening remarks Florence highlighted the importance of the study noting that gives an idea of where we are in the struggle for gender equality and social transformation. She pointed out that Uganda is a global pioneer in terms of developing progressive gender sensitive policies for example the Vision 2040, the National Development Plan II and the 1995 Constitution which

provide an enabling environment to advance the gender justice cause.

She revealed that the positive policy environment has led to positive changes that include attainment of gender parity in primary education enrolment, affirmative action in political leadership, public service participation and education all of which are skewed in favor of women and girls.

Focusing on the education capability domain which has been a key beneficiary of affirmative action, she emphasized that quality education is key to empowerment especially in skills development, economic engagement and enhancing ability to engage with the structural imbalances. She reasoned that education not only raises women's self-esteem and confidence but also enhances awareness of their rights and invokes their agency in marriage. She further observed that education is key in facilitating professional engagement and enabling women to see the negative attitudes and how to take action to cause change.

The study she pointed out has highlighted the importance of a collective voice to transforming gender discriminatory norms in society. She argued that a collective voice enhances advocacy for women's rights in politics, civil service, academia and creates a critical mass that the women movement can draw on to fuel mass mobilization, engagement and strong commitment.

Dr Florence pointed out that the study findings have revealed a rather frustrating trend characterized by reversal of gains in gender equality terrain. She attributed the latter to structural issues that are associated with patriarchy at the household level and social institutions. A highlight of the study findings she noted is that although patriarchy has fractured, it still remains a major factor in reinforcing gender discriminatory norms and institutions. Patriarchy she observes that had merely changed in shape and shade has been redefined over time. She described patriarchy as still simmering, characterized by disempowering effects like increased work burden of women, and false pretense at gender equality, empowerment, and enhanced agency among many of the educated women. The emerging trend she observed is women's inability to challenge discriminatory practices, more often than not opting for avoidance or endurance as a coping strategy.

She noted that religious leaders have continuously reinforced discriminatory gender norms and institutions.

... "I was recently at a funeral and a clergy man called fathers to a meeting where he literally stated that unlike men women have no homes This was very disappointing to be uttered in a public meeting and was tantamount to putting women down, disowning them and denying their role. It's a pity such norms do not only still exist but are reinforced by social institutions". Dr. Florence Muhanguzi – School of Women and Gender Studies

Florence noted that increased women's status is seen as a threat to patriarchy and has created insecure gender identities among husbands and men generally. She referred to the stalemate

in passing the Marriage and Divorce Bill as a manifestation of one of the many residual effects of patriarchy that are apparently impervious to change.

Florence summed up by posing questions on how to build on the gains and opportunities to move forward; how to transform the education system to ensure that it is transformative, capable of eradicating discriminatory stereotypes, and promoting sustainable gender aware relationships. She challenged young people to promote multiple masculinities and strengthen collective agency to confront social and cultural norms and practices that constrain achieving gender progressive policy formulation and programming.

4.2 Mr. Jacob Eyeru -Team Leader, Debating Society Uganda

While delivering his remarks, Mr. Eyeru observed that there is need for documentation and assessment of the impact of progress to generate basis for further engagements aimed at promoting gender equality. He noted that people feel they are making impact but because they have not been measuring it or questioning it, they do not see any progress.



Mr. Jacob Eyeru- Team Leader, Debating Society Uganda

He thus pointed out that;

- The intergenerational aspect in the research was a very necessary to map the trajectory of the struggles for gender equality
- One of the challenges that has manifested and needs redress, is a new emerging forms of activism by the younger generation as opposed to earlier forms of activism by the older generation which needs to be recognized and its achievements assessed
- While the older generation found more necessity to be agents of change, the younger ones see things differently. For instance, in education sector a girl enrolling in primary school won't know that it was not like that generations ago. They think everyone is attended school by virtue of being a child. But the mothers understand that it was not so. What we are dealing with today is the dropout rate of a girl child which this research should have gone further to ask girls how they feel about the other girls that don't make it through education.
- He questioned the impact of ideal positioning of women such as quota systems are answering the questions of changing norms. There is a question whether women in positions have translated to supporting other vulnerable women and changing society's norms and beliefs about women.
- On the aspect of common vision in fighting gender inequalities, he wondered whether we should focus on the grand change for all women or go for individual changes leading

cumulative effects and changes. He noted that while there is reported stagnation, younger activists feel they are approaching the issues of gender inequalities from different fronts of engagement.

- He wondered whether we should approach everything with a common vision and strategy or embrace diversity as a mode of fighting gender inequality. He however noted that the challenge with diverse measures is mechanisms for measuring the impact.
- In this research it was established that marriage is an essential and that creates a problem because marriage won't happen for everyone. He wondered about the impact of lack of marriage on the mental construct of a young lady and how that informs their empowerment campaigns. He noted that this is a question that should have triggered more debate in this research. He wondered what girls are being told about marriage and whether what are they told affects them or not.
- While addressing patriarchy, he noted that there is need to start with the mental construct of a women and men to understand patriarchy and its forms and the fact that it is versatile. He observed that it is rather challenging to build a strong and empowered woman first before building a strong system around her.

4.3 Ms. Maria Alesi- Program Manager Friedrich Ebert Stiftung



Ms. Maria Alesi- Program Manager Friedrich Ebert Stiftung

In her remarks Ms. Maria Alesi noted the following;

- It is important that we document progress of where we have come from; desist from getting comfortable and expect a lot more for the future. She noted that experience also shape women and girls. She narrated her story studying in a male dominated school that eventually shaped her character.

I went to school in a male dominated school- Budo Kings College. Every single women's day we had a Rhoda Kalema day. It is a kind of school where you would be 14 women in a class and boys are over 30 oys. And growing up in that kind of environment made me realize that there is a lot more you have to do. You have got to fight, put your foot down and say this is not going to work like this. We fought for food, we fought for books and there was a clear line between the girls who fought and those who said let us be nice and get what we want. She recalled.

- There is a tendency to look at women's progress from the formal system in terms of how many women have gone to school, how many are in the formal employment, and

how many are paying taxes. We are counting heads, but we are not counting power and we are not thinking about power relations.

- A story ran in papers about women who are 'best men' on weddings and the response of the pastors is rather shocking, while one said having a woman as a 'best person' means that a man is committed to two women in the marriage, the second pastor said we should not adopt the western concept. This shows the unwillingness to change their ways of doing things and many gender based expectation face the same challenge
- When discussing the Marriage and Divorce Bill, what has always been the response is that Uganda is a Christian country, but the constitution clearly states that Uganda is a secular country. How then do we move away from the traditions that disempower women if we are still counting formalities as a way of progress?
- The people who believe that the man is the head of the home sit in the national curriculum development center, they are hired as consultants and develop the curriculum. Informality has been formalized through our perceptions and our view of the world.
- What does economic empowerment look like in a neoliberal capitalist economy, this economy doesn't count human beings but counts money. She wondered whether the research looked at the bigger context of economic empowerment.
- There is a global movement about 'men engage' and you can't have people who are anti-feminism discussing male engagement. Men should join the women's movement other than leading transformation within the spaces they occupy because of the male privilege.
- Activism has changed its face very broadly, it won't be located on the street. Young people are more energized than they have ever been although the energy is being looked at differently. There is also online activism but the only challenge with it is that we are present but also not present. The study should also look at the new faces of activism.
- Funding for women's rights must be flexible, it must be responsive, it will be easier for organizations to respond and mobilize much better.

5.0 Plenary

Following the presentations, the discussion was opened to the participants;



Hon. Rhoda Kalema stressing a point

Hon. Rhoda shared her experience as a fore bearer of women's rights in the country Legislative Council (LEGCO) before Uganda acquired independence in 1962. The LEGCO had 4 women; Barbra Seben who was British but very pro women's development and was one of the basic women and a mayoress of Kampala; Joyce Masembe Mpanga; Florence Akello; and Sarah Ntiro. These were appointed by the Governor. After independence the only two women in parliament in the State opening 1962 were brought by Buganda government that is Florence

Lubega who is still around and an Asian Ugandan born. My enrollment in Parliament came after I offered myself to join the parliament of the time. I was among those who formed the UPM. Later on, Museveni took over the government and I offered to stand in NRC (National Resistance Council), the parliament which I served 7 years. I again offered myself to be a member of the Constituency Assembly and that is where we started Forum for Women in Democracy.

1. Rhoda Kalema observed that there should be a distinction between a woman and her power. She wondered whether the Speaker of the Uganda Parliament Hon. Rebecca Kadaga was seen as a woman or as a significant woman lawyer. *"I was with her in the NRC, she was among those people who were concerned in her constituency. One day while debating the water*



bill, there was a point of advising our people to boil water for drinking. She is among those who took trouble to educate her people how to boil water and she has been a consistent and dedicated representative of her people," she recalled. She noted that women who are influential should empower other women noting that individual growth cannot make a great impact in the struggle for gender equality.

2. Participants raised concerns about the fact that gender inequality is not only among men and women but is also exhibited in institutional structures. In that regard it was brought to the attention of the dissemination meeting that for the past 50 years, the Marriage and Divorce Bill has been in Parliament and currently there are other bills including the Sexual Offences Bill, the Succession amendment bill and employment amendment bills which have been shelved. It was noted that the Marriage and Divorce

Bill has always been listed on the order paper but removed because the line ministers keep changing the clauses. As women activists, we feel that these bills are generally progressive on the gender equality agenda. The sexual offenses bill is more victim centered putting up protection for victims and accommodating new and emerging forms of sexual offenses. It was noted that patriarchy starts from the highest point of leadership to the bottom.



3. One of the participants wondered why young people are thought to be in the comfort zone. It was stated that though disconnected from history, the youths who are thought to be relaxing are doing a lot that is not publicly noticed. It was pointed out that the youth are still discovering their place and role in the women's movement but they are not in a comfort zone.

4. Participants raised concerns about conversations reinforcing patriarchy and stereotypes in institutions of learning where teachers ask children to tell their fathers to pay fees and yet there are girls whose school fees is paid by their mothers after the demise of the fathers. Participants were concerned about the impact this has on children.
5. It was noted from participants that even when there was a struggle, zeal, commitment and passion by women in the past, we continue to see challenges resurfacing. One of the participants observed that much as there are issues of structure, religion and the dwindling space of civil society, the problem has failed to be identified. She sought to understand what women in the women's movement have failed to do rightly that can be changed to have steadfastness in the struggle.
6. It was indicated that women in 1990's was very few in number, but their achievements are still celebrated. Currently, we have failed to realize our own achievements. There is a tendency of still seeing their achievements as too big and although today there seems to be many players we do not recognize our achievements.
7. The issue of changing face in terms of gender norms, inequalities, and violence against women have become a song in women's meetings which is not yet named, there is



need to name and identify the changing face (obstacle) and establish how much it is impacting on the struggle to gender justice and equality.

8. It was noted that among women there are divisions; there are women at the grassroots and women in the upper class and some women in the women's movement have put padlocks that others can't penetrate. The aspect of women movement is based on formal women, leaving out the informal women.



9. A participant noted that women achieved a lot in the past years because there was unity of purpose, women worked together as a team. Women at national level managed to reach the grassroots because there was commitment and passion to bring transformation in the lives of women. This is however lacking currently, and it is thought to be caused by individualism.
10. It was observed that most of the conversations in the dissemination meeting left out the role of transformed men, husbands and fathers who have prepared their children to stand up for themselves.
11. One participant noted that there are factors that are hindering the struggle and sexual harassment is one of them. It was noted that it is difficult to advocate for gender at workplaces and many young ladies who have joined are sexually harassed. *"When you are sexually harassed, you tend to go silent to advocating for certain issues because you fear for the job. Women are denied resources to do their job, women are named and therefore sexual harassment is impacting the advancement of women in the formal employment"* a participant reasoned.
12. Participants raised a concern on the joint property registration. It was realized that even when the property is jointly registered, there is still patriarchy simmering and a man will want to hold onto the key for the car even when the woman is pregnant and she is the one to use a car. When they are having a joint account; the man will want to withdraw the money without the consent of the wife; if it is land, he will dictate which kind of structure, when to develop it, and as a woman, you may not be able to control the income. Participants wondered whether this approach of joint ownership is empowering or disempowering women. It was suggested that there is need to unpack the concept of 'rebellious woman'.
13. One of the participants was concerned about how parents today reinforce and propagate negative gender norms amongst children. It was noted that some parents encourage their daughters to kneel down and ask for forgiveness from the brothers to keep peace in the family. There is need to socialize children to appreciate that both men and women are equally important.
14. It was suggested that there is need to have a gender sensitive curriculum of primary and secondary school levels.

15. Participants noted that there is need for women's rights organizations to look for multiple sources of funds to advance advocacy work other than depending on donor funds.
16. It was noted that there is moral degeneration, today the young generation are easily compromised instead of fighting for their rights. The young generation is busy looking for promotion opportunities through wrong channels and they get compromised along the way.

5.1 Response from Panelists

The panelists reacted to the comments and questions raised by participants as follows;

- It was noted that women struggled and resisted discrimination and young people ought to take the mantle and steer the movement forward and resist the discrimination.
- Men are also held hostage in the socialization process because of the way they have been brought up. We need to be conscious about raising the boy child.
- There is a concept of accommodation among people who are trying to progress in gender equality. Therefore, there is need to appreciate the differences between the women. Whether diverse in feminism, legal and historical, this cannot be done solely by the women's movement, it must be done by all. al progress.
- We need to be careful in analyzing disunity in the women's movement, it may be used as a tool of bringing diversion. It is important to focus on the bigger picture, the things we are fighting for.
- It is imperative that as the women's movement in Uganda, we have an issue of class which is the greatest challenge. Class is not only about money, it is just how we think and look at each other.
- The discussion of age must die. It is not about who is young, it is about ensuring that everyone in every spectrum is liberated. We are not going to be young forever; young people are transitioning.

6.0 Closing Remarks-Assoc. Prof Josephine Ahikire- Ag. Principal CHUSS



Assoc. Prof Josephine Ahikire- Principal College of Humanities and Social Sciences

While delivering her closing remarks, Prof. Josephine Ahikire thanked participants for a vibrant discussion and noted that the College of Humanities and Social Sciences exists to transform humanity, provide leadership, and create space to debate intractable challenges of society. She noted that one of

the current century's intractable challenges is gender inequality. She indicated that there is need to appreciate that there are a lot of gains that have been made and that we are at a stage where we are facing the last hurdle of patriarchy. She noted that the current debate is that if you are fighting non-doctrinal issues, access to education, access to political space, you are not likely to face resistance than when you are fighting doctrinal issues about property and personal dignity.

She mentioned that if we were to take a survey and look at how girls behave, girls of 17 and boys of 17, you would see the impact of the women's movement because the girls have received these messages. She however noted that stock of gains has not been taken to know the magnitude of this change. That is why people say that feminism has brought something that needs to address the boy child; the boy child looks like he has been abandoned. She noted that fighting a war to access education needs different instruments from when you are fighting to have equal rights in marriage because marriage is a complex institution that needs to be theorized.

She also noted that the discussion of gender equals men and women is finished and conversations are at a much higher level of theorizing these sticky norms and what we are calling the intractable challenge that seems to even reverse the gains that have been made. There is need for a lot of conversation and that we should desist from engaging in the same ideology that has been used to attack the women's movement. She observed that there is need to get a liberating language that is able to rearm the women's movement.

She noted that the struggle for gender equality needs to respond to the demands of the changing world. She challenged the School of Women and Gender Studies to rearm perspectives from the African Feminist imperatives to be able to address these complexities in our societies. She also noted that Makerere University has launched a research fund- Makerere Wide Research Fund which is calling for research in the areas of gender relations, gender based violence, gender and property an area where the school can take a lead to have a research that can involve members of the college so that there is an infusion of such thinking within other fields like history, literature, philosophy. She later declared the dissemination meeting closed.



6.0 Appendices

Appendix 1: Programme

Makerere University
College of Humanities and Social Sciences
School of Women and Gender Studies

Dissemination Meeting

THE NARRATIVES OF CHANGE AND RESISTANCE IN CONFRONTING DISCRIMINATORY GENDER
NORMS IN UGANDA

Tuesday 27th August 2019, 08:30AM – 12:30PM

Conference Hall School of Women and Gender Studies (SWGS)

PROGRAMME

Moderator – Dr. Tabitha Mulyampiti - Senior Lecturer, SWGS

TIME	ACTIVITY	RESPONSIBLE PERSON
08:00 - 08:30am	Arrival and registration	Esther Namitala

08:30 – 09:00am	Introductions	Dr. Tabitha Mulyampiti - Senior Lecturer, SWGS
09:00 – 09:10am	Opening Remarks	Associate Prof. Sarah N. Ssali - Dean, SWGS
09:10 – 09:30am	Presentation of the Paper	Prof. Grace Bantebya Kyomuhendo – National Researcher, SWGS
09:30 – 10:30am	Panel of Discussants	Dr. Florence K. Muhanguzi – Senior Lecturer, SWGS Mr. Jacob Eyeru - Team Leader, Debating Society Uganda Ms. Maria Alesi, FES Uganda
10:30 – 11:00am	Break Tea	Esther Namitala
11:00 – 12:20pm	Plenary	Dr. Tabitha Mulyampiti - Senior Lecturer, SWGS
12:20 – 12:30pm	Closing Remarks	Assoc. Prof. Josephine Ahikire - Ag. Principal, CHUSS Makerere University
12:30pm	Departure	

Appendix 2: Sign-up sheet

Removed for confidentiality reasons