

**ERADICATION OF SEXUAL HARASSMENT AND MITIGATION
OF HIV/AIDS IN UGANDA HORTICULTURE SECTOR**

**DRAFT BASELINE STUDY REPORT
FOR THE WOMEN @WORK PROJECT**

**A PROJECT AIMED AT PROMOTING GENDER JUSTICE, REDUCE SEXUAL HARASSMENT
AND REDUCE NEW HIV INFECTIONS IN THE FLOWER SECTOR IN UGANDA**



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ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AMA	Akina Mama wa Afrika
AoC	Ambassadors of Change
CBA	Collective Bargaining Agreements
CGRAs	Community Gender Rights Advocates
COFTU	Central Organization of Free Trade Unions
CSOs	Civil Society Organizations
CSR	Corporate Social Responsibility
DEO	District Education Officer
DLO	District Labour Officer
FGDs	Focus Group Discussions
FIDA	The Uganda Women Lawyers Association
HIV	Humane Immune Virus
KAP	Knowledge, Attitudes and Practices/behaviour
KIIs	Key Informant Interviews
MAAIF	Ministry of Agriculture, Animal Industry and Fisheries
MGLSD	Ministry of Gender Labour and Social Development
NOPE	National Organization of Peer Educators
NOTU	National Organization of Trade Unions
OSH	Occupational Safety and Health
PLA	Platform for Labour Action
PLE	Primary Leaving Examination
PTAs	Parents Teachers' Associations
SDGs	Strategic Development Goals
SMCs	School Management Committees
UBOS	Uganda Bureau of Statistics
UFEA	Uganda Flower Exporters Association
UHISPAWU	Uganda Horticultural Industrial Service Providers and Allied Workers' Union
UWEA	Uganda Workers Education Association

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EXECUTIVE SUMMARY

This report provides findings of the baseline study of the “Women@Work Project” implemented by National Organization of Peer Educators (NOPE Uganda) in partnership with Uganda Flower Exporters Association (UFEA) with support from Hivos. The main objective of this study was to collect “*qualitative and quantitative data on attitudes, knowledge and behaviour related to Women@Work project*” focusing on gender responsive practices and gender rights pronouncements in the flower sector and also focussing on community perspectives which saw the study population extended to include schools, community advocacy groups and participating partners. The baseline was carried out in Wakiso and Mpigi districts. The target group of the study were individual women working in the flower firms, employers’ unions and other workers’ associations, their communities and stakeholders including schools. For the study, a sample of 93 respondents out of a sample frame of 6,045 from 8 flower farms and 128 respondents out of a sample frame of 3,396 people from 11 schools was drawn.

Semi-structured survey questionnaires - for farm managers, farm workers, school administrators and pupils - premised around the key result areas and associated indicators of the Women@work Project was employed as the main data collection tools. This was accompanied with focus group discussion guides for case stories. Regardless of the limitations inherent in this study, the findings presented herein provide a very useful insights for a starting point against which Project partners will measure the impact of Women@work Project activities on promoting gender justice, reducing sexual harassment and mitigating new HIV infections in target areas.

Three data collection techniques were employed: Literature review, Focus Group Discussions (FDGs) and Key Informant Interviews (KIIs) (focusing mainly, but not exclusively, on qualitative data); and individual interviews (focusing on purely quantitative data). The data derived from the FDGs and KIIs was analysed by the consultants, and this analysis provides the balance of this report’s contents. The data collected through individual interviews was subjected to statistical analysis using SPSS (Statistical Package for Social Science) Software.

The study reveals that majority of the beneficiaries are in the age range of 26 – 35 years in flower farms and the age range of 12 - 14 years in schools. Thus, the Women@Work project should consider youth friendly approaches for engaging and sustaining these beneficiaries and fortifying their awareness campaigns on gender, sexual harassment and HIV/AIDS issues with undesirable behaviours that limit their chances to progress with their education and careers.

15.7% of older respondents revealed that they could not read and write in their respective mother tongues while 19.1% could not write and read in English. Reading and writing has social implications on the manner in which communities understand the messages relating to their empowerment.

Through FGDs and KIIs, the study established that gender roles have influence on the type of work some men and women are doing. Thus, some type of work is done by females only while other type of work is preferred. For example men are ever in supervisory positions, these unequal power relations between the male and female workers in the flower farms breeds sexual harassment as the power differential given by authority can be used to coerce subordinates for unwanted sexual acts. Indeed, in the flower farms visited, an average of 70% of the staff at management level was men.

Concerning Knowledge, Attitudes and Practices on Women Workers' Rights, 95.7% of the respondents stated that they were aware of the terms and conditions of their work in flower farms. Only 4.3% were not aware of their employment terms and conditions. This is the category of workers on temporally and probation employment terms. The workers with limited knowledge on their rights are vulnerable to economic exploitation and abuse. 96.8% of the respondents mentioned that the flower farms provide paid maternity leave while 3.2% said the farms do not honour this right. 71.4% Workers mentioned that flower farms give equal pay to female workers with other male counterparts doing the same job and 25.3% said that the farms do not give equal pay to female workers with other male counterparts doing the same job. This is a gender injustice that the Women@Work lobbying and advocacy efforts **MUST** target to address. The study established that 90.0% of the respondents received weekly rests/breaks for health purposes while 10% were not enjoying this right. Besides, 97.8% of the respondents were paid when they were absent from work due to sickness while 2.2% were not paid. 91.6% of the respondents mentioned that their farms provided child care arrangements for working mothers and 8.4% of the respondents' farms had no arrangements for working mothers. The flower farms without child care arrangements never had day care facilities.

With regard to treatment of overtime workers, 97.8% of the respondents mentioned that flower farm workers were paid for working overtime while 1.1% said that they were not paid and 1.1% did not know. Findings from key informants interviews and focus group discussions highlighted the following emerging good and promising practices for treating overtime workers:

- Providing double hour rate payment for every hour worked on designated public holidays
- Providing 1.5 hour rate for every hour worked on normal working days

- Providing transportation facility to transport workers working overtime in evening hours to their dwellings
- Formalization of overtime procedures to reduce the vulnerability of female workers to sexual harassment – it was revealed that supervisors give piles of work to subordinates they wish to sexually abuse late in the evenings when everyone had left the workplace. In some flower farms, the employee who wishes to work overtime has to apply for permission which is signed by the line supervisors and manager.

Regarding freedom to organize to collectively bargain, channel their demands and speak up with one voice against exploitation, 38.4% of the workers in flower farms reached with the study fear to raise any demands pertaining to their rights despite existence of mechanisms for presenting demands or requests as demonstrated by 96.4% of the workers interviewed.

The study findings on the Knowledge, Attitudes and Practices on safe and healthy work environment, free of sexual harassment and HIV/AIDS, about 98% of the workers at flower farms lacked knowledge on availability of first aid boxes, 96.3% lacked access to safe drinking water, 97.8% lacked knowledge on availability of fire extinguishers, over 90% said they worked under unsafe working premises free of air pollution, only 10% had access to regular workplace aided medical check-up, only an estimated 15% workers had access to compulsory protective gears like gloves, masks and head gears, etc, 24.4% only of the flower farms workers accessed warnings on safety measures displayed at work place, and 15.6% only revealed availability of safety committees at workplace. Farms had sexual harassment work place policies, and at different flower farms, the management took decisive actions about the culprits of sex harassment including enforcing the dressing code. This ranged from disciplining to dismissal. However, the few incidents that still existed were largely from supervisors. 87.9% of the flower farm workers revealed that their farms possessed anti-sexual harassment policy/guidelines. 94.4% of the respondents in flower farms were exposed to HIV/AIDS information in the past 12 months prior to the study. 54% of the respondents in flower farms stated that they were at risk of contracting HIV, 43% stated that they were not at any risk of contracting HIV while 2.4% said they were not sure or did not know. According to the Uganda National HIV and AIDS Strategic Plan 2015/2016- 2019/2020, low individual level risk perception represented by 43% is a key driver for HIV incidence in Uganda. The key drivers which respondents highlighted and corroborated with findings of the KIIs and FGDs for HIV incidence in flower farms revolve around high risk sexual behaviors.

For Knowledge, Attitudes and Practices towards safe, positive and supportive schools for children's better future, the study reveals that 49% of the respondents in schools revealed that their schools lacked a Health, Sanitation and Environment Committee to support the schools to make them safe and welcoming for better learning outcomes. The study further established that 54.7% of children missing school while at home during schooling days and 51.6% of the children being sent back home from school during school hours. The participants from FGDs and KIIs demonstrated that such children are vulnerable to a wide range of sexual violence while they stay with relatives at home and/or while they travel back home without their peers, including defilement and psychological mistreatment. It was said that the perpetrators are the adults and their peer at home and in the communities where they travel.

At school the level, the study examined the level of pupils' organization and development through relevant school clubs and committees that prepare them to meaningfully participate, demand and speak up for their rights. In this regard it was established that 84.6% of pupils in the study schools regularly attend activities of school clubs and management committees.

The assessment on the impact of the previous Women@work Project interventions indicated that whereas there was limited awareness on labour rights among newly recruited farm workers, some awareness were made by NOPE Uganda, UFEA, UWEA and human resources officers of flower farms. It was acknowledged that the trainings on designing and implementation of HIV/AIDS and gender responsive policies at the workplace built capacity of the trained gender and women's committee members to not only observe, monitor and report on negative practices but also to reinforce the processes for the periodic review of the policies such as the sexual harassment policies. However, there were concerns for the high labour turnover of workers from the flower farms jeopardizes the efforts envisaged to sustain this impact. Training of peer educators and AoC built capacity of the peer educators to seize moments in clubs and general assemblies to reach more peers with the same knowledge. Besides, the life skills acquired by the AoC in Schools translated into confidence and self-expression abilities. The project also ignited and inspired schools to engage community members and different stakeholders to work together to develop and implement actions to address key barriers related to menstrual hygiene towards creating a safe and caring school. The project also enhanced collaboration among Flower farms and the school communities through CSR focusing on recreation activities and, as a result, some schools revealed that certain flower farms provided free sports facilities such as footballs, netballs, completion logistics and the playground facility for sports practices by pupils.

The emerging/promising good practices/strategies of the Women@work project in Uganda have included the following: Supporting farms to develop sexual harassment policies with clear behavioural standards and procedures and consequences for those who step out of the boundaries of acceptability; Peer-to-peer approach that plays an important part in awareness creation as it facilitates instant and immediate action in a freer environment by the peer; Flower farms' CSR in schools which creates opportunities for least-engaged children who lack a sense of belonging and are at a greater risk for acting out through availing the recreation centres for sports activities of twinned school, providing sports equipment and supporting pupils to participate in sports tournaments at local and national levels; The professional development opportunities in leadership skills, gender rights and responsive skills and skills on child counselling which build capacity of the stakeholders to fully understand and effectively intervene in observation, monitoring and reporting on gender injustice and sexual harassment.

In view of these findings, the study concludes that it is appreciated that many women in flower farms still suffer from sexual harassment and face gender injustices exacerbated by limited knowledge and utilization of existing channels of grievance management and redress by the workers. However, a number of good and promising practices and strategies drawn from the previous project interventions exist and have been provided in the report to help in addressing the gender injustices, sexual violence and mitigate the impact of HIV/AIDS.

The study recommends that there is need for the Women@Work project implementing partners, development partners, flower farm managers and school administrators to re-examine the key findings of the study and take actions on them so as to uphold gender justice, reduce sexual harassment and mitigate new HIV infections among all members of the targeted project sites.

INTRODUCTION

This report arises out of the need for baseline information for National Organization of Peer Educators (NOPE Uganda) and partners to effectively implement the Women@Work project. This was aimed at promoting gender justice, reduce sexual harassment and reduce new HIV infections in the flower sector in Uganda. The report is one of the series of publications resulting from the process for undertaking the baseline study exercise. Subsequent publications include: the final baseline report; a 'User-friendly' summary of the baseline report to disseminate findings to community members; and a policy-oriented summary of the baseline report.

The report presents findings of the baseline study for the Women@Work project commissioned by NOPE Uganda in partnership with Uganda Flower Exporters Association (UFEA) with support from Hivos. The overall objective of the baseline was to collect *"qualitative and quantitative data on attitudes, knowledge and behaviour related to Women@Work project"* focusing on gender responsive practices and gender rights pronouncements in the flower sector and also focussing on community perspectives. The baseline was carried out in Wakiso and Mpigi districts. It was confined to selected 11 schools twinned to 10 flower farms and the surrounding community.

In recognition that the project was already in the second phase for which the baseline data was required for use to measure progress and at the same time to inform implementation, this report further presents findings on recent developments of the project components to generate evidence on effective strategies and to explore ways in which the services could be improved in the course of executing the project in the subsequent phase.

Besides, the findings in this report do not only largely contribute to the relevant data for indicators in the Women@Work project but also for further situational analysis on the status of gender justice, sexual harassment and HIV/AIDS in flower farms and the schools and communities where flower farms draw their labour force.

1.0. BACKGROUND

1.1. The Sectorial and Institutional Context.

Uganda has one of the youngest populations in the world (53% under 15 years of age), due to a relatively high population growth rate (3.2%). Approximately 80% of the population is rural, making Uganda the second most rural economy in Africa. Over the last decade, the number of people living below the poverty line has been reducing. Statistics indicate that poverty levels have declined from 56% in 1992 to 24% by 2009/10. Agriculture accounts for 43% of GDP, 85% of export earnings and 80% of employment (GoU, 2000). However, regional, sectorial and gender disparities in employment levels in the agriculture sector exist. This is attributed to different factors including, remoteness of some Districts in the Central region which make employment places hard-to-reach for women and youth - especially girls. Besides, due to patriarchal systems embedded within communities, there is limited participation of women in decision making processes and in development programs.

The HIV/AIDS epidemic accounts for a large burden on the economy and addressing the drivers for the spread of HIV is both an economic and a public health priority in the country. A qualitative study exploring interrelationships between HIV/AIDS, labor availability, agricultural productivity, household resources, food consumption, and health status in rural south-eastern Uganda revealed that many communities whose source of income, food and general livelihood is agriculture have registered negative growth due to HIV/AIDS.¹

Horticulture and especially the cut-flower business is a global enterprise that over the years has employed the labor of mainly women. A baseline study by Hivos on Women's Labor Rights in the Horticulture Industry in June 2016 targeting the fruit and vegetable industry which specifically focused on chili and hot pepper, established that women workers are involved in all stages of the value chain - from production to export as women contribute 60% to 75% of the labor force in the horticulture industry. This calls for greater involvement of women in discussing and implementing women-specific rights-based activities within the horticultural sector if their right to decent work is to be guaranteed. The labor market hence needs to be prepared to demand for the rights of women for decent and safe working conditions while also taking up the responsibilities that come with such rights including, adoption of preventive health behaviors and utilization of health services made available by the flower companies and the government.

¹ International Journal for Environmental Research and Public Health; 2009 Aug; 6(8): 2113–2138

In Uganda, flower farming is largely done near Lake Victoria due to fresh water source and proximity to Entebbe International Airport to facilitate export to European and Middle Eastern markets. The majority of workers are women especially at the labor-intensive divisions where picking and packaging happens. Their wages are largely at the bottom of the perking order and are vulnerable to sexual harassment and social challenges that comes with exposure to greenhouses that may lead to poor health, rape, intimidation, HIV infections and other conditions not suitable for work. Their education levels are lower than those of men working in the same sector, estimated at a ratio 20% to 11% respectively according to Uganda Demographic Health Survey 2011 report. In addition, 57% of women have only primary education compared to 59% of men. The same survey also states that only 16% of women have attained secondary education compared to 21% of men. Because higher education attainment is higher among the population in the higher wealth quantile and vice versa, this study implies that men continue to enjoy higher paying and skilled jobs than women. This fact is far true for the flower sector in Uganda.

The above situation points to an urgent need to facilitate a safe working environment where women workers can take up the front seat in leadership, participate more meaningfully in decisions that affect the business and that of their own wellbeing and that of their community.

According to Uganda Workers Education Association (UWEA) in their report published in 2013, sexual harassment in flower farms is on the decrease, but still remains largely high. The report states that drugs, low wages, poor education on the women and cultural aspects are to blame for this scenario. Others include lack of training on gender rights, poor laws and policies and generally the way women in Uganda have been socialized to a lower position than that of their male counterparts. Women's voices are muzzled, preventing them from speaking out on their rights and especially sexual harassment. Many men in Uganda also consider sexual harassment as normal. Sexualized jokes are common in the work place and unwanted physical contacts are still tolerated. As a result of this, many women have contracted sexually transmitted infections through rape and coerced sex. This results into broken homes and victims end up leaving their jobs due to unfavorable working conditions.

1.2. Women@Work Project

The Women@Work project in Uganda was piloted by NOPE Uganda among young people especially girls in schools identified by the participating flower firms with support from Hivos. The Women@work project is a gender responsive project whose overall objective is the implementation of the right to decent work for women working under poor conditions in global horticulture value chains by making these

value chains gender inclusive. For the Uganda country interventions, the project goal is to promote gender justice, reduce sexual harassment and reduce new HIV infections in the flower sector of Uganda. Through the project, NOPE Uganda has thus so far reached out to some 6,300 young people especially girls through the “twinning schools with Work Place” concept. This concept was developed through a partnership that links the school to the flower farms. To be able to support women better, the project sought to intervene at early stages of development for girls to enable them adopt positive behaviours that will go a long way with them up to the work places.

During phase I, NOPE partnered with Uganda Flower Exporters Association (UFEA) to develop workplace sexual harassment policies in 2017. UFEA has since commenced negotiations for implementation of the said policies by signing collective bargaining agreements (CBA). It was hoped that this would influence the partnership between the flower firms and the participating schools. The participating flower farms allowed NOPE Uganda to implement capacity building activities targeting schools with a view of increasing gender awareness among girls and to advance sensitive gender principles that link schools and the community from where the flower farms draw their labour force.

Prior to the study, seven farms had been involved with initiatives to advance Corporate Social Responsibility (CSR) activities in the community. NOPE Uganda and partners conducted outreaches into the community to increase knowledge and information on gender responsiveness and mitigate HIV and AIDS. Community outreaches were a follow-up area in phase II to ensure that flower farms in Uganda support gender responsiveness at the community level and at the same time, support initiatives that reduce their vulnerabilities. At the school level, the CSR activities were envisaged to provide an opportunity to twin learning places with working places to ensure that the flower farms provide a supportive environment where school going youths and especially girls can develop and address the imbalances in access to quality education and leadership opportunities. At the same time, the project would strengthen the culture of community service and leadership among themselves as learners and also to help them find value in education. This was to be done through NOPE’s peer-led Ambassadors of Change (AoC) model. The project was also to leverage on CSR to support community gender responsiveness where this application may not fully support. The intervention to keep girls in school through provision of sanitary kits was also planned to be scaled up through phase II.

It was against this background that this study was undertaken to establish baseline data specific to the outcomes of the Women@Work project against which the indicators can be tracked or measured during and after the completion of phase II of the project. Thus, the baseline study was intended to enable the project set sail into a

second phase knowing what data was available for use to measure progress and at the same time to inform implementation.

1.3. Purpose of the Baseline Study.

In a bid for NOPE Uganda and partners to execute the subsequent phase (Phase II) of the Women@Work project from an informed level, the baseline study was undertaken to draw on experience and key lessons learned in the first phase of the project in order to generate evidence that would guide intended and future actions towards successful project interventions in phase II.

Owing to the foregoing, in gathering relevant baseline data for key project indicators, section 3.9 of this report presents findings on the recent developments of the Women@Work project from phase I to not only serve as baseline indicators for measuring performance of the project in Phase II but also to lay a basis for impact assessment of the project on targeted communities.

1.3.1. Overall Objective of the Baseline

The overall objective of the baseline was to collect qualitative and quantitative data on attitudes, knowledge and behaviour related to Women@Work focusing on gender responsive practices and gender rights pronouncements in the flower sector and also focus on community perspectives which saw the study population extended to include schools, community advocacy groups and participating partners in Wakiso and Mpigi districts.

1.3.2. Specific Objectives of the Baseline

The specific objectives of the baseline study were:

1. To provide detailed contextual information / situational analysis on attitudes, knowledge and practice of individual women working in the flower firms, employers' unions and other workers' associations, their communities and stakeholders including schools in all of the designated sites in relation to Women@work outcome areas to help produce evidence that support the project's theory of change.
2. To gather relevant baseline data for key project indicators to enable changes in women's lives to be measured over the course of the project focusing on gender responsiveness.
3. To develop recommendations for on-going project monitoring, learning and final impact assessment of the project.

1.4. Baseline Study Utilization

The baseline study was intended for different purposes by different actors. Therefore, in designing the baseline study and communicating findings, it was envisaged that the following users and uses were born in mind:

Who?	Needs what?	Why?
Project staff (NOPE Uganda, UFEA and partners managers/officers and Community mentors)	Information to inform programing	Context and situations change over time requiring new approaches and adjustment of interventions.
Project staff (NOPE Uganda, UFEA and partners managers/officers and Community mentors)	Detailed baseline data against key indicators in 10 flower farms and 11 schools (including raw data for future reference).	A basis for evaluating the impact of the project
Flower farms, schools' authorities, ministry of labour, regional and international policy makers	Information on the extent to which women can be supported to experience safe and productive gainful employment	To highlight the need for action and policy change
Hivos and global partners	Information to inform their future strategy	To improve Women@Work global strategy

1.5. Indicators against Project Objectives for which Baseline Data was Gathered

The baseline study generated data, on the following indicators, for targeted population (women in work places, schools and selected community groups).

Result Areas

1. Young people in 11 schools and surrounding communities develop positive attitudes and behaviour and take measures to promote gender rights including menstrual health, HIV & AIDS and increased women participation in gender engagement processes.
2. CSR activities sustain and provide resources to the program in workplaces, schools and surrounding communities for promotion of gender responsiveness.

3. Program data including baseline and monitoring and evaluation data is available, analysed and utilized for decision making on program improvement.

Objective 1:

To increase knowledge, strengthen advocacy and leadership skills of young people in 11 schools, flower farms and surrounding communities on gender rights, HIV/AIDS and sexual reproductive health by May 2020.

Indicators:

1. 11 schools from two districts in Uganda with active School Health Clubs twinned with 10 flower farms and supported for greater impact on gender responsiveness by flower firms.
2. 165 members of the Parents Teachers' Associations (PTAs) drawn from 11 schools in Uganda reached with information on gender responsiveness, girl parenting and sexual reproductive health.
3. Capacities of 337 Ambassadors of Change (AoC) from 11 schools in Uganda sustained/developed and are taking measures to protect their gender rights.
4. 6000 school going children in Uganda reached with gender responsive thematic messages.
5. 22 teachers from 11 schools in Uganda acquire new skills on child counselling and are supporting children in distress or who have gone through some gender based violence or are likely to experience some difficulties and especially girls.
6. 200 peer educators from 10 flower farms in Uganda trained and acquire skills to promote and protect gender rights and uphold gender principles at the work places.

Objective 2:

To leverage on CSR and collaboration among flower farms, schools and surrounding communities for promotion and protection of gender rights and upholding gender principles by duty bearers by May 2020

Indicators:

7. Eight (8) CSR collaborative outreaches conducted by 10 workplaces and 11 schools on gender responsiveness, HIV and AIDS and rights of women to safe working environment.
8. Fifty (50) community gender rights advocates from communities hosting flower farms in Uganda acquire skills on gender responsiveness.
9. Ten (10) flower farms support community based dialogues and survivors of sexual harassment and gender-based violations using their CSR activities.

1.6. Areas of Study

The baseline was carried out in two districts namely; Wakiso and Mpigi, but was confined to the following selected 11 schools and 10 flower farms:

No.	Flower farms	No.	Twinned school
1	UgaRose Flower farm	1	Bwerenga Junior Academy
		2	South West Primary School
2	Wagagai Limited	3	St. Dennis Kigero Primary School
3	JP Cuttings	4	Bugabo Lake View Primary School
4	Mariye Estate	5	Bright Future Junior School
		6	Tasaaga OVC Primary School
5	Xclusive Cuttings	7	Tarry Till I Come Primary School
		8	Outspan Primary School
6	Jambo Roses	9	Nsimbi Education Centre
7	Dumen Orange (Fiduga)	10	Arch Bishop Kiwanuka Memorial School
8	Aurum Roses	11	Bugiri Primary School
9	Rose bud	12	Not yet attached
10	Premier Roses	13	Not yet attached

Data was collected in work places (Flower farms) and schools (Student and Teacher population) and the following categories of respondents participated in the study:

- Schools:** Head teachers, leadership of Parents Teachers' Associations (PTAs) in selected schools, sample of the targeted Ambassadors of Change, teachers and school-going children.
- Flower farms:** Human resource officers, workers drawn from different departments, managerial and operational levels, UFEA, representatives of sector labour committees and unions within the farms including: Workers' rights committees, Women's rights committees, Gender committees, and Union Committees affiliated to Uganda Horticultural Industrial Service Providers and Allied Workers' Union (UHISPAWU) and Fairtrade.

Desk review and key informants interviews were done from strategic partners identified by NOPE Uganda and UFEA in the Women@work Project including Akina Mama wa Afrika (AMWA), UWEA, FIDA Uganda, NOTU and MGLSD. Other sources of data included sampled cohorts of community advocates prioritized by the project. These included but not limited to: Peer educators; Community gender rights advocates (CGRAs) and; District Labour Officers (DLO).

2.0. TECHNICAL APPROACH AND METHODOLOGY

2.1. Methodology

The study predominantly employed qualitative methods for the collection and analysis of qualitative data that provides an understanding of the knowledge, attitudes and behavior/practices (KAP) of distinct separate stakeholders i.e. women working in flower farms, men working in flower firms, girls and boys in schools, women in community and other key informants.

However, quantitative data collection was also employed to collect basic socio-demographic data and data relating to key indicators within the Women@Work project results framework that was utilized at the point of interpretation to facilitate a more or complete understanding of the study responses between men and women as well as boys and girls of varying age in relation to the project theory of change.

This mixed-method approach, which employs the collection and analysis of both quantitative and qualitative data, was intended to support triangulation of various data sources, enhance credibility and offset weaknesses of individual methods. Complementing quantitative with qualitative results was also extended to the breadth and range of enquiry for the 'Yes' and/or 'No' responses, providing a context in which to better understand the findings presented in this report.

The study followed a convergent parallel approach, where quantitative and qualitative methods were conducted separately yet concurrently and merged at the point of interpretation. This was done to allocate equal priority to each method, to increase data collection efficiency, and also to facilitate a more or complete understanding of the study.

2.2. Data Collection Methods

Literature review, key informants interviews (KIIs) with selected individuals and Focus Group Discussions (FGDs) were used to collect qualitative data to provide detailed insights and explanations on key project performance indicators. Quantitative data was collected through individual interviews and conversations using a semi-structured survey questionnaire premised around the key result areas and associated indicators of the Women@work Project.

2.2.1. Literature Review

This methodology was utilized for collection of secondary data at global, national and local levels through a desk review of existing information. The documents that

were reviewed included: project pilot phase periodic narrative and progress reports, project document/proposal with logical framework, the project Theory of Change, training manuals, other studies on gender rights, sexual harassment and HIV/AIDS, national surveys, census and demographic reports, national strategic plans, legal and social texts including policy documents.

Review of the above documents were extensively undertaken to inform the study aspects from field investigations. The document review was also instrumental in the fine-tuning and administration of the tools/questionnaires used for primary/field data collection.

2.2.2. Key Informant Interviews (KIIs)

KIIs were held with a cross section of individuals with sufficient and exceptional knowledge on the baseline subject matter in the areas of study. A semi-structured research tool with open ended questions was designed for the KIIs and respondents were interviewed at their respective workplaces. The interviews were audio recorded and transcriptions were done at the end of each interview. Persons interviewed included the following: Human resource officers at flower farms, leaders of sector committees including Workers' rights committees, Women's rights committees, Gender committees, and Union Committees affiliated to Uganda Horticultural Industrial Service Providers and Allied Workers' Union (UHISPAWU) and Fairtrade; CSOs including Akina Mama wa Afrika (AMWA), UWEA, PLA and FIDA; Government authorities including MGLSD, District Labour Officers, and DEO.

2.2.3. Focus Group Discussions (FGDs)

Focus group discussions (FDGs) with selected respondents were conducted using an interview guide. Participants in the FGDs were purposively selected based on their stake in the Women@Work Project implementation. Participants were drawn from flower farms and schools. For flower farms, participants included management, workers and sector committees on gender, women's rights, workers' rights and unionists, while in schools participants included teachers, pupils (consent to interview pupils was sought from school administration prior to conducting the interviews), Ambassadors of Change, and School Management Committees. At community level, participants were drawn from the flower farm and school communities. They included Peer educators, Community gender rights advocates (CGRAs), and selected parents of school-going pupils from the school community in the study area.

2.2.4. Individual Interviews and Conversations

Individual interviews and conversations using a semi-structured survey questionnaire premised around the key result areas and associated indicators of the Women@Work Project were used to collect quantitative data. The data collected through this method was restricted to measuring key findings on attitudes, knowledge and behaviour of individual women working in the flower farms and children in schools, teachers, their communities and stakeholders in relation to key indicators within the results framework and in relation to the Women@work project outcome areas to help produce evidence that would support the project's theory of change.

This method also helped to collect demographic information to stratify results by gender, age, location, etc. Data collected with this tool was also used to compare responses for a comparative analysis among men and women/boys and girls of varying age.

A total of 221 respondents were interviewed through this method of which 93 (42%) were from flower farms and 128 (58%) were from the 11 schools and communities twined to these flower farms. By gender distribution, 63.4% female and 36.4% male respondents were from flower farms while for the school communities 61% were female and 39% were male respondents as illustrated in Table 2 and Figure 2 in this report. More women respondents were reached as compared to the men respondents in order to reciprocate the gender composition of the targeted audience because majority of the workers in flower farms are female. This was also to ensure that the sample for the study reflects the different characteristics based on the project targets and study communities.

2.3. Sampling

Sampling was done in stages described in section 2.3.1 and 2.3.2 for communities and individuals within flower farms and twined school communities. Within each study area, both women and men were sampled to gather data relating especially to issues of gender responsive indicators as provided by the project documents. Sampling targeted women working in flower farms, men working in flower farms, girls and boys in schools, women in community and other key informants at national and local government/district levels.

2.3.1. Quantitative Data Sample Selection

For the quantitative data collection method, the sampling technique employed a parallel mixed method sampling technique; that is both probability and purpose

sampling. Purposeful sampling was employed to select appropriate categories of respondents. In this regard, the snow ball sampling technique was used where employers and respondents made referrals of the other targeted respondents for the study using the following criteria:

a) Hard Selection Criteria

1. If the respondent is anticipated to participate in the specific project activities and s/he is working in flower farms, a girl and boy in twined schools, a woman-member of the targeted community.
2. If the respondent is deemed a key informant by project partners
3. If the respondent is an important stakeholder either to the project target schools/community or project sectors (Education, gender and empowerment)
4. If respondent been referred or provided or determined by project implementing partners and/or key stakeholders

b) Additional selection criteria to support a relatively equal distribution of the following characteristics:

5. Project target classification (flower farm workers, twined schools, and their twined communities)
6. The project intervention of interest for the respondent
7. The specific sector of the project (i.e. horticulture)
8. The community/district the Women@Work project is implemented
9. The gender of the respondent

The sample was not necessarily proportionately allocated from one district, work place and twined schools to the other because there were no major inter-district, workplace and twined schools analysis that was done.

2.3.2. Qualitative Data Sample Selection

Qualitative data collection ran concurrently with the quantitative data collection, however, it was based on a smaller sample. This sample was intended for the two methods of qualitative data collection namely; Focus group Discussions (FGDs) and Key Informants Interviews (KIIs). The key informants and participants in FGDs were purposively selected based on their knowledge and experience on women workers' rights, HIV/AIDS and Sexual harassment and on their positions and responsibilities in workplaces (flower farms and Schools). The identification and selection of respondents was done at the workplace level in every community visited with the assistance of SMCs, employers and the project managers from NOPE-Uganda.

2.3.3. Sample Size

The sample was drawn from 11 schools and 10 flower farms (see table 1 below). Apart from Rosebud and Premier Roses as well as Bugiri primary school whose sample frame had not been determined by the study timeframe, the rest of the schools and the flower farms were represented in the sample. The average population of the flower farm study sites surveyed was 756 people (maximum 2,300, minimum 230) and the average population of the schools study sites surveyed was 340 people (maximum 870, minimum 150).

Table 1: Population of Flower farms and Schools from which sample was drawn

No.	Flower farms	Sample frame	No.	Twinned school	Sample frame
1	UgaRose Flower farm	265	1 2	Bwerenga Junior Academy South West P/S	150
2	Wagagai Limited	2,300	3	St. Dennis Kigero Primary School	670
3	JP Cuttings	600	4	Bugabo Lake View Primary School	500
4	Mariye Estate	750	5	Bright Future Junior School	186
			6	Tasaaga OVC Primary School	420
5	Xclusive Cuttings	600	7	Tarry Till I Come Primary School	300
			8	Outspan P/S	
6	Jambo Roses	500	9	Nsimbi Education Centre	300
7	Dumen Orange (Fiduga)	800	10	Arch Bishop Kiwanuka Memorial School	870
8	Aurum Roses	230	11	Bugiri P/S	-----
9	Rose bud	-----	12	-----	-----
10	Premier Roses	-----	13	-----	-----
TOTAL		6,045	TOTAL		3,396

For individual interviews and conversations, an initial representative sample size of at least 210 respondents (between 10 -13 respondents from the 11 schools and 10-13 respondents from the 10 flower farms) was determined in such a way that it represented the total population for sampling from flower farms and in twinned schools. Priority was given to women. Every farm was to be represented by 7 females out of every 10 respondents from each flower farm. At school level, a sample of at least 10 pupils was considered. Of these, 7 were to be female pupils, as well.

As mentioned earlier in section 2.2.4, a total of 221 respondents were interviewed through this method of which 93 (42%) were from flower farms and 128 (58%) were from the 11 schools and communities twined to these flower farms. 63.4% female and 36.4% male respondents were from flower farms while for the school communities 61% were female and 39% were male respondents.

2.4. Gender Considerations

Within each district, workplace and twined school, the sample was further split by gender and the project and study communities. And in each sample, over 60% were women. This ensured that the sample for the study constituted different characteristics based on the project and study communities. During some FGDs, women, men and children were separated to try by all means to have zero gender influence in the discussions - discussions with mixed groups usually males and adults tend to dominate and always look down on women and children and as a result, views by females and children may not be heard.

2.5. Data Analysis and Management

Immediately after leaving the field, the field team supervisors manually checked all completed questionnaires to identify data entry errors and corrected them immediately and to ensure that they were correctly answered and fully completed.

The individual interview questionnaire was converted into SPSS (Statistical Package for Social Science) Software and stored in an SPSS data base. Data was analysed in SPSS software to generate tables. The quantitative data has been presented in this report in form of charts, tables and diagrams. The qualitative data was transcribed and analysed using thematic and content analysis. This data is mostly presented in this report as supplementary descriptions of the quantitative findings, case studies, narratives and direct quotations.

Discussion of results/findings in this report was based on the data collected and the Women@Work project goals, while recommendations are presented based on the findings, in order to inform the project team to uphold or adjust strategies in order to achieve all the project indicator goals for the project life span.

2.6. Pre-Field Activities

Interviewers/data collectors to undertake face-to-face interviews were engaged by the lead researchers and arrangements were made for training them using a combination of classroom training and practical experience. Interviewers were also

trained in the study ethics protocols and appropriate response mechanisms especially child protection before visiting schools. A pre-test of the tools was conducted at St. Dennis Kigero Primary School, following which a meeting was held to refine the tools. Following the initial administration of the study tools at Wagagai flower farm, a meeting with the data collectors was held in a view to refine the tool for flower farms where need arose.

There were arrangements following the need expressed by the project partners to have a presentation on the study during the flower farms' steering committee meeting organized by UFEA. However, this meeting helped to allay workplace and community fears and suspicions, and helped in planning to mitigate the language barrier problem of different migrant workers in the flower farms.

2.7. Quality Control

In order to ensure quality and standardize the data that was collected, the following was done:

1. Adopted appropriate random sampling procedures that were dictated by the survey methodology;
2. Appropriately prepared and oriented field assistants to ensure that they were sufficiently trained and familiar with the survey processes, and questionnaire;
3. Provided adequate and proper supervision during fieldwork to ensure that field teams actually conducted the interviews at the selected sites and that survey procedures and protocols were followed;
4. Adopted appropriate systematic procedures for data capturing and management;
5. At each study stage, instant field problem solving as well as constant field editing was exercised by the study team leaders.
6. Cleaned collected data at both data entry and analysis levels.
7. Production of a data set, and frequency tables based on an analysis plan mutually agreed with NOPE-Uganda Project Staff.

2.8. Confidentiality and Privacy

To ensure confidentiality, information which could identify the respondent was not collected. All interviews were conducted in a private area. Access to the data including hard copy questionnaires and transcripts was limited to the study team members. Consent was sought from employers prior to the interview and for child-respondents consent was sought from adult caretakers.

2.9. Validation and Feedback Workshop

After compiling the draft baseline study report, a feedback workshop was organized by NOPE-Uganda to disseminate, validate and provide feedback on the findings of the baseline with a wider constituency for further consultations.

The workshop was held on 19th July 2019 at Central Inn Hotel in Entebbe and enabled to build consensus on critical issues from the draft report. The workshop brought together participants from the study sites, namely; flower farms and schools including children, and strategic partners, namely; Hivos, UWEA, UFEA, FIDA and Akina Mama w' Afrika.

During the workshop, NOPE-Uganda vowed to organize a meeting with strategic partners to obtain support and commitment of different actors in successful implementation of the Women@Work project basing on the findings and recommendations from the study.

2.10. Limitations of the Study

Although there were no major limitations during the time of the study, the following limitations were noted by the study team:

1. One flower farm declined to disclose the salary scales or range for their employees in different departments to enable the corroboration of the study elements to remuneration in that farm.
2. Two flower farms, Rosebud and Premier, were unable to fix appointments within the time frame of the study.
3. Although the study team managed to interview a good number of respondents, efforts to secure interviews with top management (Directors and head teachers) in some schools were not successful to adduce evidence for findings on the level of safety, positive and gender responsive school community.

3.0. FINDINGS OF THE BASELINE STUDY IN FLOWER FARMS

3.1. Introduction

This section presents the main field findings from flower farms. It provides a description of the distribution of respondents and their social demographic characteristics including employment status, type and place of employment, remuneration, age, sex, marital status and education background. It covers respondents' perceptions about their attitudes and gender responsive practices in terms of remuneration, security and safety against sexual harassment and HIV/AIDS at workplace; working conditions, compliance with international occupational safety and health standards, workers' organization/unionization, participation in decision-making processes and; respondents' perspectives on gender rights, sexual harassment and HIV/AIDS in flower farms and communities where flower farms draw their workforce in Uganda.

The chapter also presents the respondents' perspectives on the recent developments, achievements and challenges attributed to the previous interventions of the Women@Work Project. Besides, it describes the respondent's opinions on how and when the knowledge on human rights may translate into someone's capacity to speak up and claim for human rights among horticulture farm workers in Uganda.

3.2. Distribution of Respondents from flower farms

Overall, 93 respondents were reached through individual interviews and conversations in the flower farm workplaces. This is illustrated in the figure 1 and table 2 below.

Table 2: Distribution of Respondents by Flower farm workplace

Name of flower farm/workplace	Frequency	Percentage distribution
UgaRose Flower farm	14	15.1%
Wagagai Limited	12	12.9%
JP Cuttings	14	15.1%
Mariye Estate	15	16%
Xclusive Cuttings	13	14%
Jambo Roses	8	8.6%
Dumen Orange (Fiduga)	10	10.8%
Aurum Roses	7	7.5%
Total	93	100%

3.3. Social Demographic Characteristics of Respondents

3.3.1. Sex of Respondents from Flower Farms

Majority of the respondents in the flower farms were female. That is, 63.4% female and 36.4% male respondents as illustrated in Table 3 below, respectively. This distribution was influenced by the different characteristics based on the project and study communities. The project targeted women and majority of the workers in flower farms were women in most departments within the farms. Thus priority was given to women during sampling to reciprocate representation of respondents.

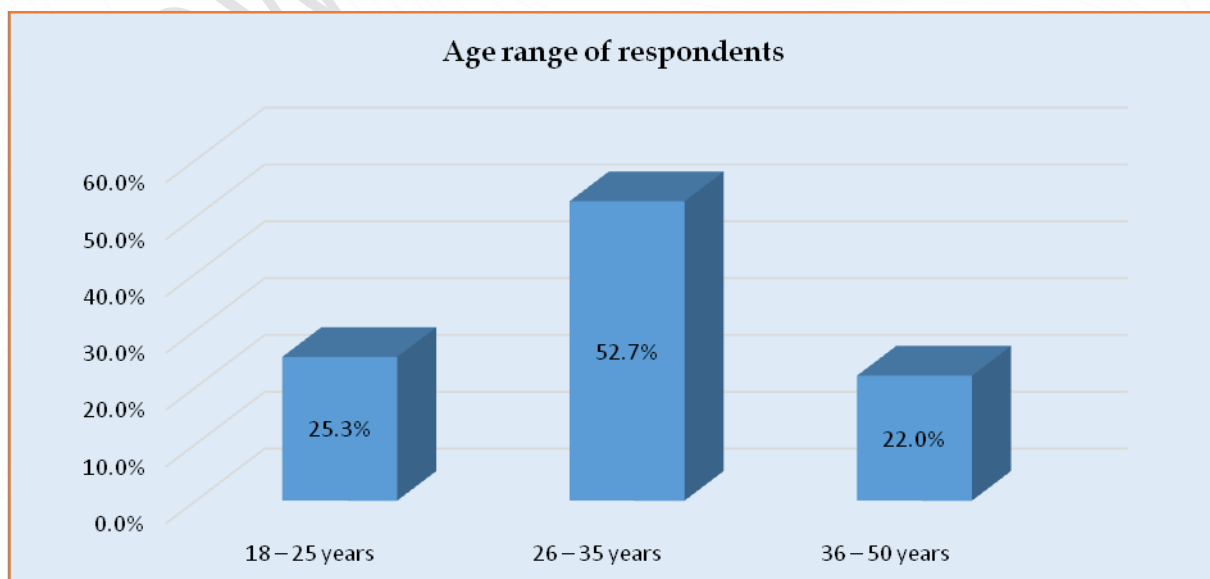
Table 3: Percentage Distribution of Respondents by Sex in Flower farms

Sex of respondents	Frequency	Percentage distribution
Male	34	36.6%
Female	59	63.4%
Total	93	100%

3.3.2. Age of Respondents

Majority of the respondents in the flower farms were within the age range of 26 – 35 years. Thus, the Women@Work project should consider youth friendly approaches for engaging and sustaining these beneficiaries and fortifying their awareness campaigns on gender, sexual harassment and HIV/AIDS issues with undesirable behaviours that limit their chances to progress with their careers.

Figure 1: Percentage Distribution of Respondents by Age in in Flower farms



3.3.3. Marital status, education status, living wage and vulnerability of respondents

One of the anticipated results of the Women@Work project, for which this study was conducted, was that young people in 11 schools and surrounding communities develop positive attitudes and behaviour and take measures to promote gender rights including menstrual health, HIV & AIDS and increased women participation in gender engagement processes. Therefore, the study captured data on living wage, marital status, dependency and level of education to show the linkage with indicators for the vulnerability factors to gender injustices, sexual harassment and new HIV infections among respondents, which must be addressed by the project.

Dependency:

Majority of the adult respondents (98.8%) stated that they had dependents in their household and only 1.2% had no dependent. Out of those with dependents, 57.1% had dependents ranging from 1 - 3 people followed by 22.6 with 4 - 4 dependents, 11.9% with 6 - 10 people and 7.1% with 10 and above dependents in their households. See table 4 below.

Table 4: Dependents in Respondents' Households

No of dependents	Frequency	Percentage
1-3	48	57.1%
4-5	19	22.6%
6-10	10	11.9%
10 and above	6	7.1%
None	1	1.2%
Total	84	100%

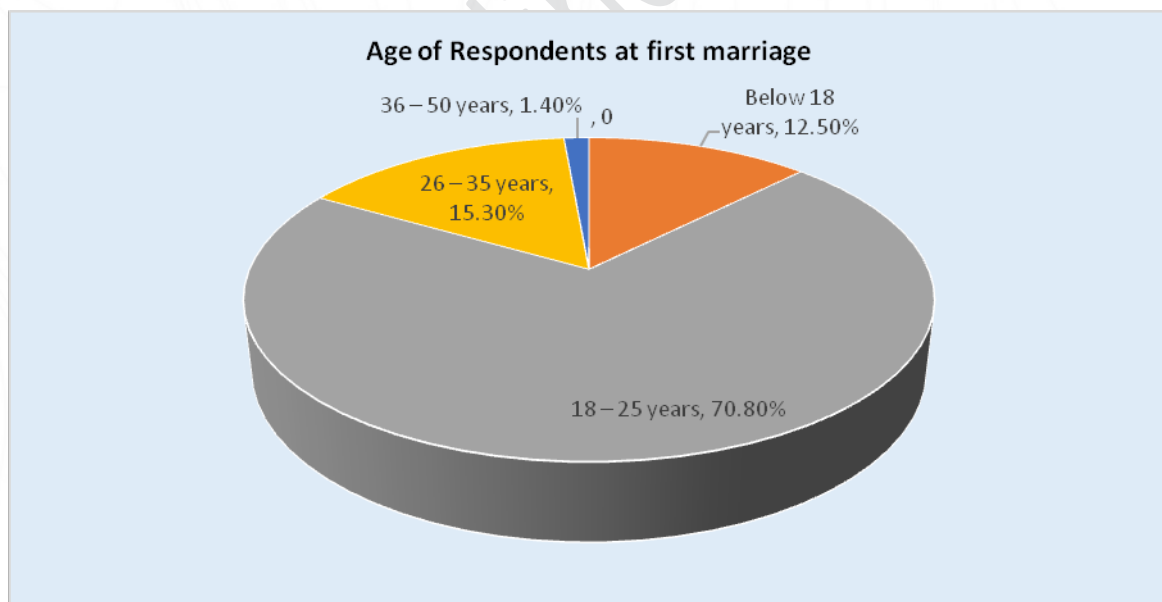
Marital Status:

As illustrated in table 6 below, majority of the adult respondents (35.9%) stated that they were single and had never been married at the time of the study. 32.6% were married and for the first time by the time of the study. 14.1% were single but after separation with their previous spouses by the time of the study. 7.6% were married but after separation with their previous spouses at the time of the study. 2.2% were cohabiting while 2.2% were single but had been widows by the time of the study.

Table 5: Marital status of respondents

What is your marital status?	Frequency	Percentage
Single never been married	33	35.9%
Single now but divorced	4	4.3%
Single now but separated	13	14.1%
Single now but widowed	2	2.2%
Currently married for the first time	30	32.6%
Currently married but also separated	7	7.6%
Currently married but also widowed	1	1.1%
Cohabiting	2	2.2%
Total	92	100%

Over 70% of the adult respondents were within the age range of 18 – 25 years at their first marriage. However, 12.5% of the adult respondents experienced child marriage as they revealed that they were below 18 years at their first marriage. See figure 4 below.

Figure 2: Age of respondents at first marriage

Education Status of Respondents from flower farms

The respondents from flower farms who were reached through individual interviews, 15.7% revealed that they could not read and write in their respective mother tongues while 84.3% revealed that they could do so, 19.1% could not write and read in English while 80.9% could do so, and 5.7% had never attended formal

education while 93.2% had ever attended formal education. Majority (57.8%) of the respondents who stated that they had ever attended formal education, dropped out of school at secondary level, followed by 27.8% who dropped out school at primary level. Only 6.7% attended post-secondary training college and 6.7% attended University.

85.2% revealed that the main reason for dropping out of school was that they could not afford school fees, 4.9% said it was because of pregnancy, 1.6% said they dropped out of school to care for children while another 1.6% said they dropped out of school to get married. Another reason given by 6.6% of the respondents who dropped out of school; was that they never liked school. See tables 7 - 11 below.

Table 6: Respondents' ability to read and write in one's mother tongue

Have ability to read and write in one's mother tongue	Frequency	Percentage
Yes	75	84.3%
No	14	15.7%
Total	89	100%

Reading and writing has social implications on the manner in which communities understand the messages relating to their empowerment. The study assessed whether respondents could read and write in English.

Table 7: Respondents' ability to read and write in English

Have ability to read and write in English	Frequency	Percentage
Yes	72	80.9%
No	17	19.1%
Total	89	100%

The readability of any person is influenced by whether the person has ever attended school or not. It was revealed that 93.2% had at least attended school.

Table 8: Respondents who attended formal education

Have ever attended formal school	Frequency	Percentage
Yes	82	93.2%
No	5	5.7%
Total	88	100%

Table 9: Highest level of schooling reached by respondents who attended formal education

Highest level of schooling reached by respondents who attended formal education	Frequency	Percentage
Primary	25	27.8%
Secondary	52	57.8%
Post-secondary training college	6	6.7%
University	6	6.7%
Other	1	1.1%
Total	90	100%

Table 10: Respondents' main reasons for not attending or completing school

Main reasons for not attending or completing school	Frequency	Percentage
Could not afford school fees	52	85.2%
Pregnancy	3	4.9%
Caring for children	1	1.6%
Got married	1	1.6%
Did not like school	4	6.6%
Total	61	100%

Employment status of respondents in flower farms:

All the respondents were working in the flower farms visited at the time of the study. Corroborating with findings from key informants' interviews with human resource officers from all the flower farms visited, the majority of the respondents (76.7%) were working in green houses as harvester (26.7%), supervisors (22.2%), packers (4.4%), cleaners (5.6%), planters/nursery bed operators (5.6%), planters (1.1%), Propagators (5.6%), and others (27.8%) including building/construction and maintenance teams, quality controllers, irrigators, health workers, day care workers, rooting teams, fertigators and kitchen workers. See figure 6 below.

During key informants' interviews with the flower farm human resource managers and focus group discussions, it was revealed that gender roles have influence on the type of work some men and women are doing. Thus, some type of work is done by females only while other type of work is preferred by men as the following excerpts from the respondents illustrate:

“...women are preferred in harvesting of flowers because they have a soft touch which is required for the fragile nature of flowers than men...”

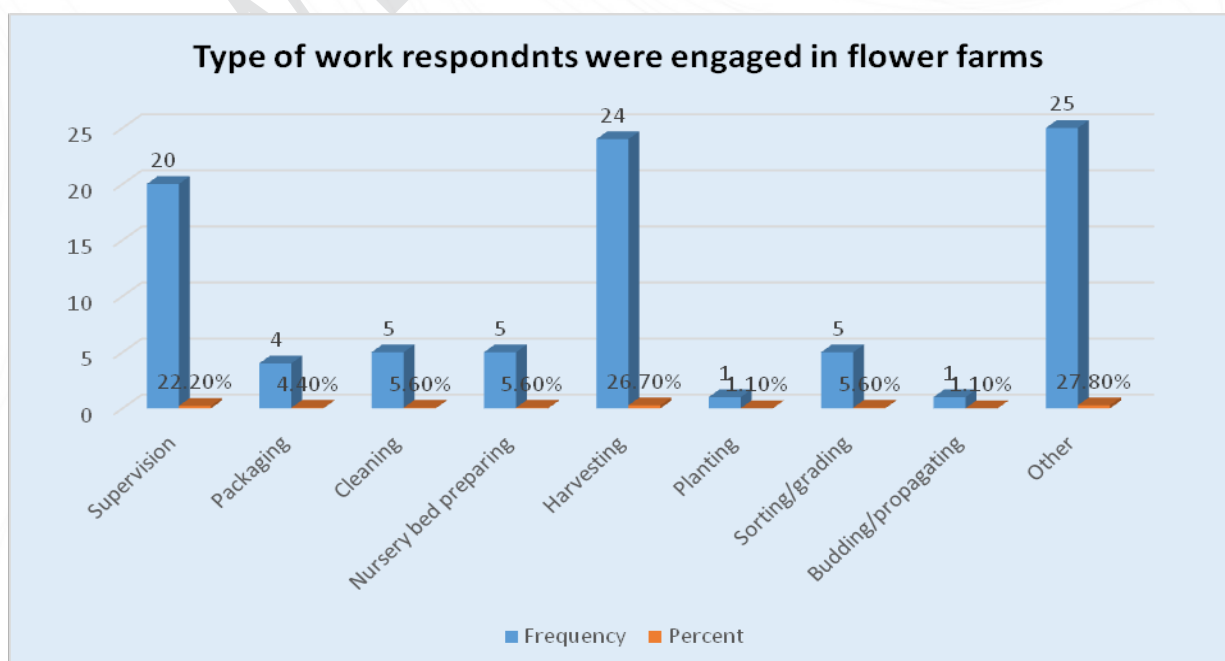
“...the construction and repair work is done by men. The women do not want to work in that department because it requires energetic people to lift building and plumbing materials...”

“...you know, construction in most cases involves climbing. It is not common for women to climb. So they don't want to work in construction. That is why we normally have women interns in the department (construction department) but they do not come back to work there (in construction department). The few women we have in this department only do cleaning work...”

“...bosses fear to employ women in supervisory positions because women go for maternity leave and create a gap for supervisors who are required to ensure quality and productivity...”

These excerpts demonstrate gendered stereotypes which reinforce gender roles and perpetuate inequalities. For example in the last excerpt, if it is men ever in supervisory positions, these unequal power relations between the male and female workers in the flower farms breeds sexual harassment as the power differential given by authority can be used to coerce subordinates for unwanted sexual acts. Indeed, key informants interviews with human resource managers of the flower farms visited, an average of 70% of the staff at management level are men. In the second last excerpt, when the participant mentioned that women do not climb it was derived that society determines different expectations of women and men passed on from generation to generation, which limit opportunities for women and men.

Figure 3: Types of work in which respondents in flower farms were engaged



Experience of respondents in employment with flower farms:

Majority (35.6%) of the respondents from flower farms had worked in the sector for 2 - 5 years followed by 34.4% of the respondents who had worked in the sector for 5 - 10 years and 20% who had worked in the sector for over 10 years. See table below.

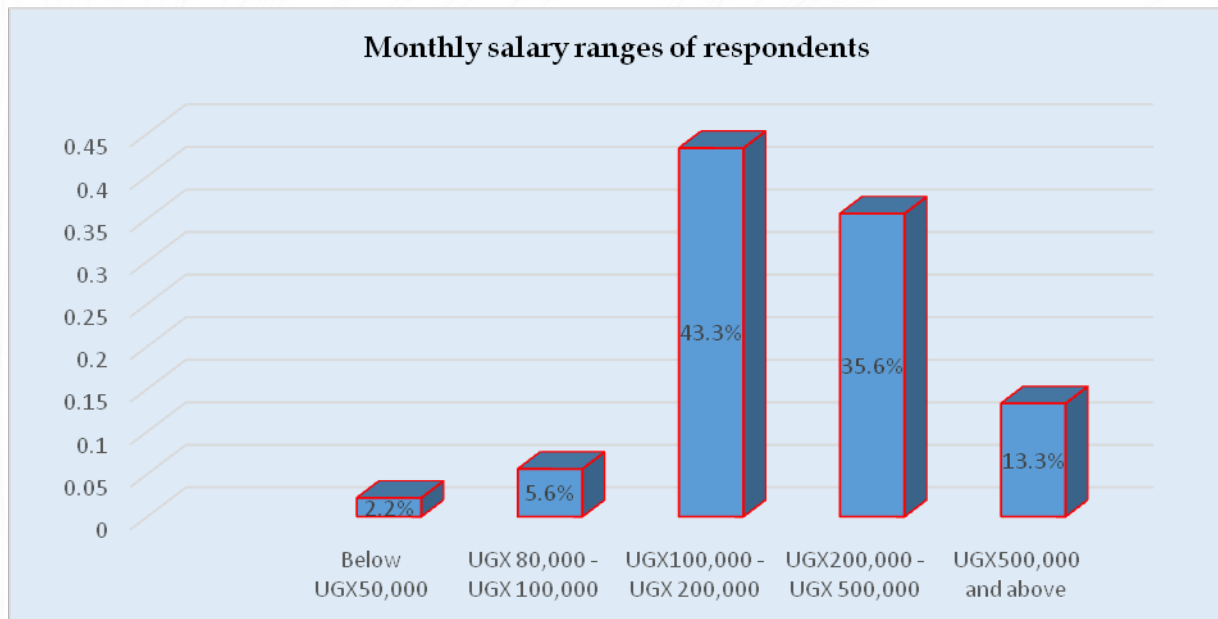
Table 11: Period the respondent worked in the flower farm/sector

Period the respondent worked in the flower farm/sector	Frequency	Percentage
Below 1 month	1	1.1%
1 month - 1 year	3	3.3%
1 year - 2 years	5	5.6%
2 years - 5 years	32	35.6%
5 years - 10 years	31	34.4%
10 years and above	18	20%
Total	90	100%

However, all respondents in key informants interviews and focus group discussions revealed that there was high labour turnover in the flower farms. Some of the major reasons given for the high labour turnover included: upon marriage, husbands refuse their wives to continue working; gender-based violence perpetrated by men who use their gender roles as authority in the household to control their wives' earnings and upon refusal of the wives, men deny them the opportunity to continue with employment; majority of the workers in flower farms are migrant workers from other parts of the country and thus may decide to back to their home areas once reasons for migration are addressed; some workers are target workers who may decide to leave employment as soon as they realize their targets; majority of the workers at flower farms are between the age of 25 - 35 years whose employment mobility is high as they get access to jobs with higher or/and down payments without waiting for monthly payments.

Living wage/salary ranges of employees in flower farms:

The monthly salary range was examined by the study to determine the trend among respondents and to understand the implications of the income on the current economic situation in the country. From the Human Resource officials in the flower farms visited, the salaries ranged from 190,000 to 3 million depending on the nature or type of work one engages in. As illustrated in figure 8 below, the monthly salary range of most of the respondents in the flower farms was UGX100,000 - UGX 200,000 (43.3%) followed by UGX200,000 - UGX 500,000 (35.6%).

Figure 4: Monthly salary ranges of respondents**Other benefits accruing from jobs in flower farms:**

Besides salary, respondents indicated that they received additional benefits accruing from their jobs. These benefits included housing, medication, lunch, training opportunities, and burial expenses among others. See table 13 below.

Table 12: Other benefits accruing from jobs in flower farms

Other benefits accruing from jobs of respondents	Frequency	Percentage
Housing	18	19.8%
Medication for self	11	12.1%
Lunch	22	24.2%
Medication for family	2	2.2%
Training opportunities	10	11%
Burial expenses	12	13.2%
Other	16	17.5%
Total	91	100%

3.4. Knowledge, Attitudes and Practices on Women Workers' Rights

3.4.1. Labour Conditions

Workers' rights are promulgated in: Articles 29, 33 and 40 of the 1995 Constitution of the Republic of Uganda; Labour Unions Act No. 7 of 2006; the Occupational Safety and Health (OSH) Act No. 9 of 2006; the Labour Dispute (Arbitration and Settlement) Act No. 8 of 2006, Workers Compensation Act No. 8 of 2000, and the Employment Act of 2006.

The study used various variables to examine the status of working conditions of workers in the flower farms and the specific affirmative provisions for female workers as enshrined in the above legal instruments. These included written contracts, annual leave, working hours, sick leave, and termination of contracts, maternity leave and childcare. These are illustrated in table 14 below and table 15 further below.

Table 13: Status of knowledge on Worker's rights in flower farms

Status of workers' conditions in flower farms	Responses								Totals	
	YES		NO		Partly / sometimes		Uncertain			
	No	%	No	%	No	%	No	%	No	%
Awareness of rights as a worker in flower farms	74	82.2%	8	8.9%	7	7.8%	1	1.1%	90	100%
Possess knowledge of terms and conditions pertaining to work	89	95.7%	4	4.3%					93	100%
In possession of an appointment letter	79	89.8%	8	9.1%			1	1.1%	88	100%
Contract with provision on hours of work	74	90.2%	7	8.5%			1	1.2%	82	100%
Contract with provision on nature of work	70	87.5%	9	11.2%			1	1.2%	80	100%
Contract with provision on salary payment	72	92.3%	6	7.7%					78	100%
Contract with provision on Termination of Employment	67	83.8%	13	16.2%					80	100%
Contract with provision on Salary deductions E.g savings	64	81%	15	19%					79	100%

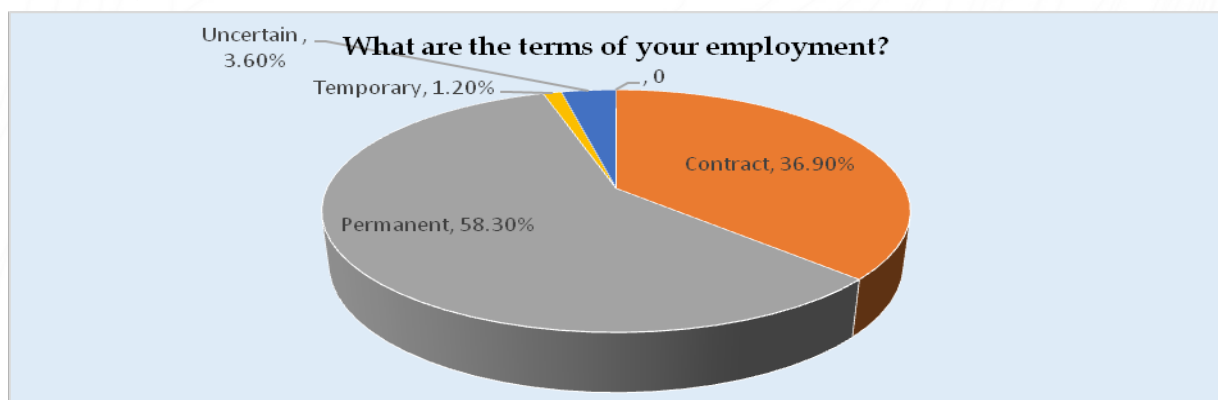
Contract with provision on working overtime	72	90%	8	10%					80	100%
Contract with provision on duration of employment	58	62.4%	21	22.6%			14	15%	93	100%
Contract with provision on statutory deductions	67	83.8%	13	16.2%					80	100%
Contributes to NSSF	90	96.8%					3	3.2%	93	100%
Contract with provisions for sick leave	91	97.8%					2	2.2%	93	100%
Farm provides annual (paid) leave	89	98.9%	1	1.1%					90	100%
Workers get paid during designated public holidays		97.8%					2.2%			100%
Timely payment	72	80%	5	5.6%	13	14.4%			90	100%

As illustrated in the table above, the study established that 95.7% of the respondents stated that they were aware of the terms and conditions of their work in flower farms. Only 4.3% were not aware of their employment terms and conditions. This is the category of workers on temporally and probation employment terms.

Majority (58.3%) of the respondents stated that they were working on permanent basis and 36.9% mentioned that they were working on contractual basis while 1.2% said they were working temporarily and 3.6% did not know their employment terms. See figure 7 below.

The workers with limited knowledge on their rights are vulnerable to economic exploitation and abuse. The interventions of the Women@work project need to consider orientation of workers on their rights, especially on the areas where limited knowledge was established as illustrated in table 14 above.

Figure 5: Respondents' Terms of Employment in flower farms



Participants in a focus group discussion held within a flower farm indicated that workers on probation and without clear terms of employment are the most affected categories of workers in regard to acts of sexual harassment. It was explained that temporary or unclear job terms of reference affects their confidence to speak up and claim for their rights. They were of the view that terms of employment of workers on probation should be similar to contractual employees since they also yield similar outputs despite the differences in experience.

i) Possession of Appointment Letters

The Employment Act No. 6 of 2006 provides that every contract required shall be writing and provide, but not limited, for the following: name of employer, the undertaking and place of employment; name of employee, place of engagement and place of employment; nature of employment; duration of employment; rate of wages, calculation method of the wages and periodicity wages payment and manner of payment; and expatriate's conditions of employment where applicable.

Although 89.8% of the flower farm workers interviewed said that they possessed appointment letters, the study further established that 9.1% of the flower farm workers did not possess appointment letters while 1.1% was uncertain of the provisions of the appointment letters. This contravenes the Employment Act 2006. This is a concern that the collective lobbying and advocacy efforts of the Women@Work project partners need to address.

Approximately over 10% of the respondents revealed that their appointment letters had no provisions for hours of work, nature of work, salary payment, Termination of Employment, Salary deductions E.G. savings, working overtime, duration of employment, and statutory deductions. The study team did not see these appointment letters to ascertain absence of such provisions. However, the mere fact that the respondents did not have knowledge on those provisions implies that the employment rights of such workers are at stake since they do not have or know reference provisions to speak up and demand for their rights.

ii) Social Security/Safety Nets

Social protection is recognized as public measures that support vulnerable persons, households and communities to better address their risks. Like in many countries in Africa, in Uganda the extended families and communities are regarded as the traditional sources of care for the vulnerable people such as the disabled persons, orphans and other vulnerable children, the widows and widowers, victims of disaster, victims of HIV/AIDS and the sick. Outside the aforementioned realm of

traditional social protection, the National Social Security Fund Act 1985 compels employers to contribute 15% of the employee's salary to the NSSF to arrange for the employee's social protection. Although 96.8% of the respondents stated that they were contributing to the National Social Security Fund (NSSF), the safety nets of the 3.2% was established to be at stake since they were not certain whether they contributed to NSSF.

iii) Sick leave, Annual (paid) leave and Timely Payment

On whether flower farm workers get sick leave, annual (paid) leave and timely payment, 97.8% of the respondents revealed that they are entitled to sick leave and 2.2% were not certain, 98.9% got annual paid leave and 80% stated that they get timely payment. 5.6% of the respondents did not get timely payment while 14.4% uncovered that sometimes payment is not done on time.

iv) Treatment for Overtime Workers

97.8% of the respondents mentioned that flower farm workers were paid for working overtime while 1.1% said that they were not paid and 1.1% did not know. Findings from key informants interviews and focus group discussions highlighted the following emerging good and promising practices for treating overtime workers:

- Providing double hour rate payment for every hour worked on designated public holidays
- Providing 1.5 hour rate for every hour worked on normal working days
- Providing transportation facility to transport workers working overtime in evening hours to their dwellings
- Formalization of overtime procedures to reduce the vulnerability of female workers to sexual harassment – it was revealed that supervisors give piles of work to subordinates they wish to sexually abuse late in the evenings when everyone had left the workplace. In some flower farms, the employee who wishes to work overtime has to apply for permission which is signed by the line supervisors and manager.

3.4.2. Status of Female Worker's rights in flower farms

In addition to general workers' rights for individual employees, the study examined the status of female workers as enshrined in the legal and policy framework provisions for the rights of female workers, including the right to equal access to payment, right to equal treatment and equal opportunity, equal training and career opportunities, the right to maternity protection, right to safe and healthy work environment the right to free of sexual harassment, the right to form and join a

labour union and the right to participate in decision-making on equal basis with men.

Table 14: Status of Female Worker's rights in flower farms

Status of female workers' conditions in flower farms	Responses						Totals	
	YES		NO		Not Sure			
	No	%	No	%	No	%	No	%
Farm provides paid Maternity leave	90	96.8%	3	3.2%			93	100%
Workers get equal pay with other counterparts (male or female) doing the same job	65	71.4%	23	25.3%	3	3.3%	91	100%
Farm gives weekly rests/breaks	81	90.0%	9	10.0%			90	100%
Farm pays workers when absent from work due to sickness	88	97.8%	3	2.2%			90	100%
Experience of workers services terminated without any prior warning	20	22.5%	61	68.5%	8	9%	89	100%
Farm with child care arrangements for working mothers	76	91.6%	7	8.4%			83	100%
Do you know of a situation where a woman lost a job due to delivery of a child?		14.6%		84.3%		1.1%		100%
Farm has provision for breastfeeding hours	80	92%	7	8%			87	100%

96.8% of the respondents mentioned that the flower farms provide paid maternity leave while 3.2% said the farms do not honour this right. 71.4% Workers mentioned that flower farms give equal pay to female workers with other male counterparts doing the same job and 25.3% said that the farms do not give equal pay to female workers with other male counterparts doing the same job. This is a gender injustice that the Women@Work lobbying and advocacy efforts **MUST** target to address.

The study established that 90.0% of the respondents received weekly rests/breaks for health purposes while 10% were not enjoying this right. Besides, 97.8% of the respondents were paid when they were absent from work due to sickness while 2.2% were not paid.

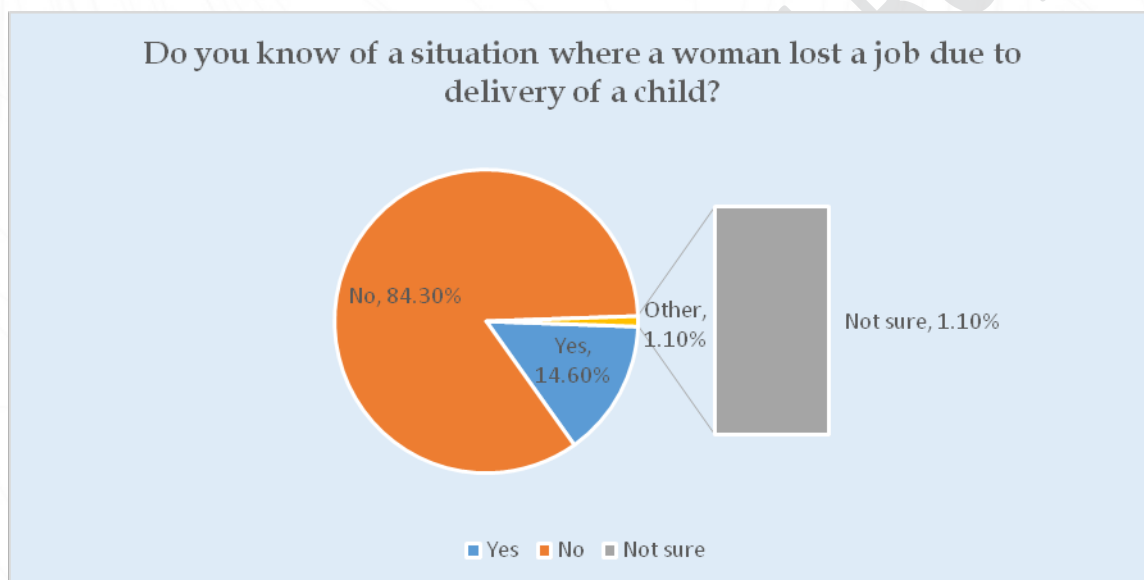
91.6% of the respondents mentioned that their farms provided child care arrangements for working mothers and 8.4% of the respondents' farms had no arrangements for working mothers. The flower farms without child care arrangements never had day care facilities. Workers in one flower farm revealed that independent of the work places, they had identified a home in the neighbourhood that provides day care services to their children and pool resources among themselves to pay for the service.

92% of the respondents revealed that their flower farms provided for breastfeeding hours while 8% indicated that their farms did not have this provision. This %ge is

not negligible because it exhibits that some flower farms violate the workers' right to maternity protection. The study was informed that there was no outstanding provision for breast feeding. The only provision was when they were on break or lunch times. It was revealed that most flower farms gave expectant mothers maternity leave for a period of between 2 to 3 years. On the other hand, men were found to enjoy between 3 to 6 days of paternity leave.

22.5% of the respondents revealed that they had ever experienced a scenario where workers contracts /services got terminated without any prior warning. 14.6% of them said that they had experienced a scenario where a female worker lost a job due to delivery of a child. See Figure 8 below.

Figure 6: Respondents who had experienced a scenario where a female worker lost a job due to delivery of a child



3.4.3. Grievance handling mechanisms

The study assessed the major grievance handling mechanism at flower farm level to understand the channels through which redress is sought by the workers in case of the violations of their rights.

It was revealed that some flower farms had workers' union committees. However, the role of managers played an outstanding role in resolving conflicts at the farm of any type. The human resources officers at every farm played an outstanding role in mitigating employee grievances. Grievance handling mechanisms varied from one farm to another. At some farms, there were suggestion boxes. Whereas some flower farms had suggestion boxes as means of identifying and solving grievances, their use

was so limited. This made employees feel that their anonymous views were less respected. They also believed that the suggestion boxes were put for formality.

It was also revealed that whereas unions existed at the farms, the extent to which the union views were respected was so limited. The study was also informed that workers knew the redress mechanisms at the farm level. The most common grievance redress mechanism were Union Committees, human resource managers, supervisors, gender committees and workers' committees.

3.4.4. Freedom to organize: women's voices in workers' committees and Trade Unions

i) Freedom to organize and speak up with one voice against exploitation

Freedom to organize is a significant factor that workers can collectively bargain, channel their demands and speak up with one voice against exploitation. Unfortunately, 38.4% of the workers in flower farms reached with the study fear to raise any demands pertaining to their rights despite existence of mechanisms / channels for presenting demands or requests as demonstrated by 96.4% of the workers interviewed. See table 18 below.

Table 15: Status of freedom to organise at workplaces in flower farms

Freedom to organise at workplaces in flower farms	Responses						Totals	
	YES		NO		Don't know		No	%
	No	%	No	%	No	%		
Workers in flower farm formed a union	90	96.8%	3	3.2%			93	100%
Existence of mechanisms / channels for presenting demands or requests	81	96.4%	2	2.4%	1	1.2%	84	100%
Workers are free to report any problem to the employer	87	97.8%	2	2.2%			89	100%
Workers in flower farms fear to raise any demands pertaining your rights	33	38.4%	53	61.6%			86	100%

Participants in KIIs and FDGs revealed that the flower farms have workers' unions at national level represented by shop stewards in the farms, women's committees, gender committees, and workers' rights committees through which they channel their grievances. However, highly placed unionists had this to say:

"...there is non-representation of flower farm workers to their union. A case was registered when a unionist was compensated by the flower farm through the union representative and the funds were embezzled."

"...the representative of flower farm workers to the union at national level lacks the skills to handle grievances of workers without endangering the workers. It once happened that a flower farm was almost sued internationally for chemical adverse without due consideration of local channels. This was uncalled for and it brought about untold social, political and economic misery to different stakeholders including the employer, the employee."

The key information from these excerpts is the need for training of union leaders in leadership skills and proper channels of handling workers' grievances with endangering the aggrieved parties.

However, key informants interviews with human resource managers revealed that there are good working relations between unions and the management as all of them recognized unions and determine the salaries of workers in consideration of the Collective Bargaining Agreements (CBA).

ii) Women voices in decision-making, workers' committees and Trade Unions

The Women@Work project recognizes that majority of workers in flower farms are women, which points to an urgent need to facilitate a safe working environment where women workers can take up the front seat in leadership, participate more meaningfully in decisions that affect the farm and for their own wellbeing and that of their community. Therefore the study examined the plight of women participation in the decision making processes in the flower farms.

Findings of the individual interviews and conversations were corroborated with the views of participants in the KIIs and FGDs during the study and it was established that despite deliberate efforts to create conducive policies, procedures and channels for women participation in decision-making, women have not received and enjoyed the services accruing therefrom for their own wellbeing and that of their community, as illustrated in the subsequent paragraphs in this section.

In the first instance, it is evident that all the flower farms studied had made deliberate efforts to employ more women in jobs that do not demand more education or skills to take care of demands of gender equity. Majority of the farms had even promoted women to management positions basing on their experiences and length of time they had served the undertaking. However, the historical problem of limited education and skills limits their capacity to advance their demands and to influence decision-making processes.

Secondly, all flower farms studied demonstrated that they had gender committees and women's committees which female workers looked to as the effective way to participate in decisions that affect their welfare and to influence decisions affecting gender equality. However, the high labour turnover of employees in the flower farms which was widely reported across the flower farms visited deprived the

vulnerable women of their colleagues who had been sensitized and had acquired the skills to uphold the rights and interests of female workers in decision-making processes at the farms. This calls for the need to continuously build the capacity of these committee leaders in that regard.

3.5. Knowledge, Attitudes and Practices on safe and healthy work environment, free of sexual harassment and HIV/AIDS

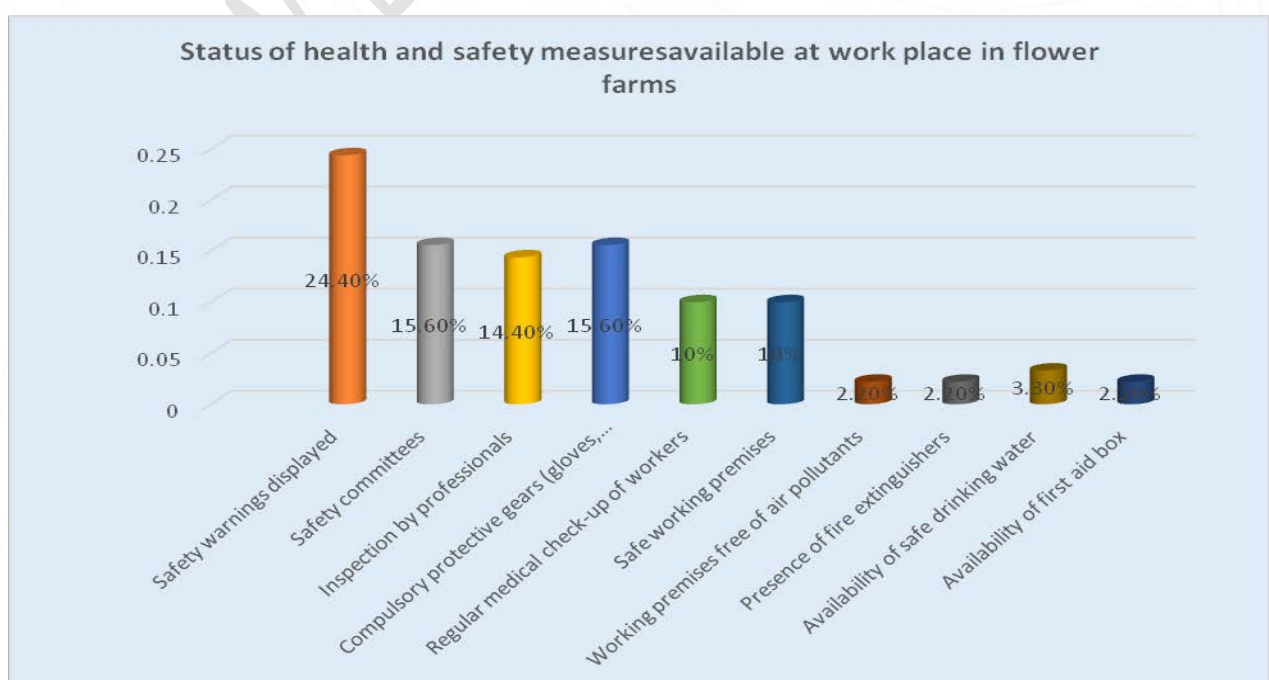
3.5.1. Compliance with Health & Safety Standards in flower farms

The study established that flower farms to a larger extent were not adequately conforming to the mandatory health and safety measures provided by the Occupational Safety and Health Act No. 9 of 2006. Figure 9 below attest to this finding.

Table 16: Status of health and safety at workplaces in flower farms

Status of health and safety at workplaces in flower farms	Responses						Totals	
	YES		NO		Sometimes		No	%
	No	%	No	%	No	%		
Farm has a sick bay at workplace	86	96.6%	3	3.4%			89	100%
Farm has sanitary provisions for women separate from those of men	86	96.6%	3	3.4%			89	100%
Farm has deliberate provisions to protect workers from occupational hazards	87	98.9%			1	1.1%	88	100%

Figure 7: Status of health and safety measures at workplaces in flower farms



As demonstrated in figure 9 above, about 98% of the workers at flower farms lacked knowledge on availability of first aid boxes, 96.3% lacked access to safe drinking water, 97.8% lacked knowledge on availability of fire extinguishers, over 90% said they worked under unsafe working premises free of air pollution, only 10% had access to regular workplace aided medical check-up, only an estimated 15% workers had access to compulsory protective gears like gloves, masks and head gears, etc, 24.4% only of the flower farms workers accessed warnings on safety measures displayed at work place, and 15.6% only revealed availability of safety committees at workplace.

Finding from the key informants and FGDs indicated that majority of the workers in the flower farms were unaware of OSH hazards yet even where farms provide free and compulsory protection gears, supervisors do not emphasize and ensure that their subordinates ware these protective gears. Implied from these findings is that workers in flower farms are at risk of being exposed to the farm hazards.

3.5.2. Security in the Workplace: Sexual harassment Mitigation

The right to workplace free of sexual harassment is a fundamental right for female workers in Uganda. Sexual harassment involves physical or psychological acts of violence involving any form of forced or unwanted sexual activity where there is no consent, consent is not possible or power and/or intimidation is used to coerce a sexual act. Transactional sex (i.e., sex in exchange of something like transport, a cell phone, promotion at workplace) is an example of sexual harassment in which consent may be given, but the power differential given by age, authority, gender and/or intimidation is used to coerce the sexual act. Sexual harassment includes unwanted touching of any kind, rape, use of audio and visual materials. Sexual harassment has longstanding negative impacts on workers' life including spread of HIV/AIDS, depression, poor performance, absenteeism, resignation, etc.

The study revealed that whereas there used to be some sexual harassment at the flower farms, the habit had drastically reduced. It was revealed that at different flower farms, the management took decisive actions about the culprits of sex harassment including enforcing the dressing code. This ranged from disciplining to dismissal. However, the few incidents that still existed were largely from supervisors. At every flower farm, there was an incident of harassment in the past and the culprits were either disciplined or dismissed.

In order to curb down sexual harassment in the flower farms, flower farm established sexual harassment polies. 87.9% of the flower farm workers revealed that their farms possessed anti-sexual harassment policy/guidelines as illustrated below.

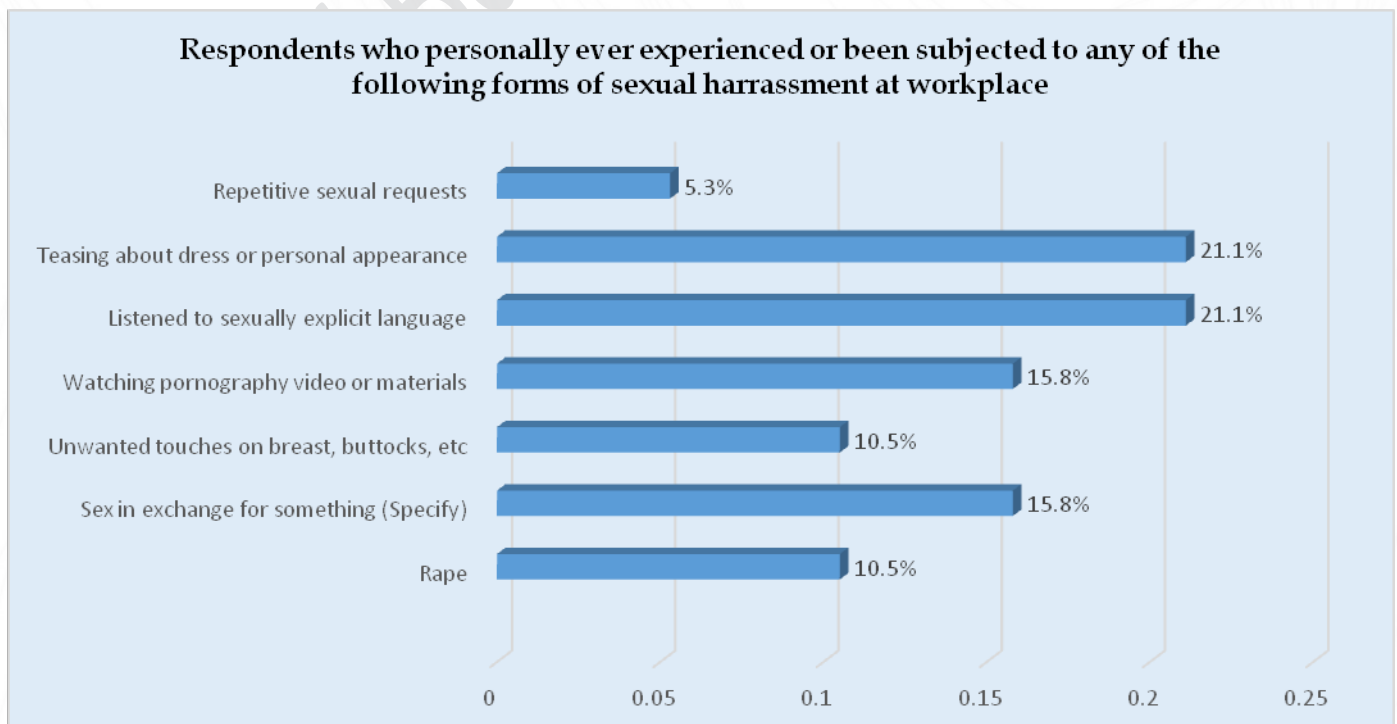
Table 17: Existence of anti-sexual harassment policies in your flower farm

Existence of anti-sexual harassment policy / guidelines in your flower farm	Frequency	Percentage
Yes	80	87.9%
No	8	8.8%
Do not know	3	3.3%
Total	91	100%

However, despite the existence of the sexual harassment policy/guidelines, 31.8% of the respondents revealed having heard of fellow female workers complaining of sexual harassment and over 21% of them have themselves experienced sexual harassment at workplace as illustrated in the table 18 and figure 8 below.

Table 18: Women heard complaining of sexual harassment at the workplace

Women complaining of sexual harassment at the workplace	Frequency	Percentage
Yes	28	31.8%
No	60	68.2%
Total	88	100%

Figure 8: Showing percentage of respondents who experienced sexual harassment.

Although key informants and participants in FGDs explained that it was not easy to gather evidence on sexual harassment, the above figure demonstrates that respondents were subjected to sexual harassment. Wakiso District Labour Officer revealed a case as follows:

“I handle a case where Mrs. Kano (not real name) at a management level complained of persistent sex requests of a fellow male counterpart, Gordon (not real name) at a senior level. Upon refusal, Gordon retaliated by constant accusations of insubordination and threatening to terminate her services at the flower farm. I investigated the matter during my periodic labour inspections at that farm but no evidence could back up the allegations. Unfortunately this lady left the job.”

As a key message from the above challenge, the Women@Work project partners need to train workers on gathering and recording evidence of sexual harassment from perpetrators.

Besides, the study established through interviews with the human resource managers that the recruitment procedures of all the flower farms did not have guidelines to address transactional sexual harassment for employment. Equally, 14.6% of the respondents as illustrated in the table 20 expressed that their flower farms had no clear procedures for promotional opportunities. This is a breeding ground for transactional sexual harassment.

Table 19: showing the availability of procedures for promotional opportunities

Does farm have procedures for promotional opportunities available for you?	Frequency	Percentage
Yes	76	85.4%
No	13	14.6%
Total	89	100%

The study revealed that some managers were so rude to the workers. This according to the workers, it created unfairness and thus made some issues including sexual harassment unreported due to the manner in which they related with the farm managers. This was manifested through abuses to workers, insulting pregnant workers, and limited cooperation among workers. One of the workers was quoted saying that *“the supervisor is always right whether right or wrong.”* This implied that the employees did not have a right to be heard.

3.5.3. Security in the Workplace: HIV/AIDS Mitigation

According to the Uganda National HIV/AIDS Strategic Plan 2015/2016- 2019/2020, the impact of the HIV and AIDS epidemic on the country's economy and human development index is felt in many ways: on its Gross Domestic Product, its labor supply, productivity and savings/investment. According to the Uganda HIV/AIDS Progress Report of July 2016 – June 2017, the economic projections reveal that the country's Gross Domestic Product would grow at an average rate of 6.5% per year between 2005 and 2025 if there were no AIDS, but this would be reduced to 5.3% under the "AIDS-without-ART" scenario, and by 2025 the economy will be 39% smaller than it would have been without AIDS.

Therefore, the above background justifies the need for workplace strategies to contribute towards realization of the national goals: 1) reduce the number of new youth and adult HIV infections, 2) decrease HIV-associated morbidity and mortality, 3) reduce vulnerability to HIV and AIDS and mitigation of its impact on people living with HIV (PLHIV) and other vulnerable groups, 4) ensure an effective and sustainable multi-sectoral HIV and AIDS service delivery system that ensures universal access and coverage of quality, efficient and safe services.

To accomplish these goals, government recognizes the role of the private sector towards a well-resourced multi-sectoral national response at all levels. In this regard, among other objectives the Women@work project was intended to increase knowledge, strengthen advocacy and leadership skills of young people in schools, flower farms and surrounding communities on not only gender rights and sexual reproductive health but also HIV/AIDS. Thus, the study examined the status of knowledge, attitudes and behaviour of respondents towards reduction in vulnerability to HIV and AIDS and mitigation of its impact on people living with HIV (PLHIV) and other vulnerable groups in flower farms, schools and communities.

i) Exposure to Information on HIV/AIDS

The study established that 94.4% of the respondents in flower farms were exposed to HIV/AIDS information in the past 12 months prior to the study. See table below.

Table 20: Level of exposure to any messages/information on HIV/AIDS

In past 12 months prior to study, had the respondent been exposed to any messages/information on HIV/AIDS?	Frequency	Percentage
Yes	85	94.4%
No	3	5.6%
Total	90	100%

The major sources of this information stated by the respondents included the following:

Table 21: Source (s) of information on HIV/AIDS in flower farms

The source (s) of that information the respondents in flower farms were exposed to HIV/AIDS in the past 12 months prior to the study	Frequency	Percentage
School/ teacher	3	3.8%
Radio	12	15%
Newspaper/Magazine	2	2.5%
NOPE Uganda staff or volunteer	13	16.2%
Other organizations' staff or volunteer	23	28.8%
Public	4	5%
Peers / Friends	8	10%
Health Centre (staff)	15	18.8%
Total	80	100%

ii) The key drivers of HIV incidence in flower farms

54% of the respondents in flower farms stated that they were at risk of contracting HIV, 43% stated that they were not at any risk of contracting HIV while 2.4% said they were not sure or did not know as indicated in the table below. According to the Uganda National HIV and AIDS Strategic Plan 2015/2016- 2019/2020, low individual level risk perception represented by 43% is a key driver for HIV incidence in Uganda.

Table 22: Respondents perceptions on risk of getting HIV infection

Do you think you are at any risk of getting HIV infection?	Frequency	Percentage
Yes	47	54.7%
No	37	43%
Do not know	2.4	2.4%
Total	86	100%

The reasons the respondents provided for low level risk perceptions were as illustrated in table 23 below.

Table 23: Respondents reasons for perceptions on risk of getting HIV infection

Respondents' reasons for low level risk perceptions	Frequency	Percentage
Married /faithful to one partner	10	27.8%
Abstaining from sex	11	30.6%
I'm old	1	2.8%
I use condoms	5	13.9%
I have no any partner	5	13.9%
Other	4	11.1%
Total	36	100%

The key drivers which respondents highlighted and corroborated with findings of the KIIs and FGDs for HIV incidence in flower farms revolve around high risk sexual behaviors including the following:

- Majority of the he flower farms employees are in the age range of 18 - 35 years who are sexually active
- Low utilization of condoms in the workplace as monitored and observed by the health facility at flower farms
- Early sexual debut among older adolescents. Women coming from the labour catchment area of the flower farms are young. Nearly 17% get married between the age of 15 according to Uganda AIDS Indicator Survey report of 2011. By the time they turn 18, the HIV burden on many increases due to early exposure and low negotiation powers for safer sex. Indeed this study revealed that over 70% of the adult respondents were within the age range of 18 - 25 years at their first marriage and 12.5% experienced child marriage below 18 years at their first marriage. See figure 4.
- Majority of flower farm workers are migrant workers whose history of sexual relationships is not known by the new partners they get at workplace.
- Migrant workers in the flower farms get new spouses since their former spouses are not in easy reach
- Majority of workers work overtime and end up confined in the flower farm workplace which is isolated from the hubs of activities that respond to the drivers of HIV
- Due to a few men employed in the flower farms, there is a high risk sexual behaviour of men having multiple sexual partners
- Sexual harassment perpetrated by power differences at work place.

iii) Social support and Protection:

According to the Uganda National HIV and AIDS Strategic Plan 2015/2016-2019/2020, advocating for an increase in provision of promising interventions with the intention of reducing vulnerability to HIV and AIDS and mitigation of its impact on PLHIV and other vulnerable groups by among others, scaling-up efforts to eliminate stigma and discrimination. For the Women@work project efforts to address stigma and discrimination to reduce new HIV infections, the following findings of the study should be put in consideration is significant:

Table 24: Respondents perceptions on treatment of workers who are HIV Positive

The flower farms treat differently workers who are HIV Positive (PLHAs)	Frequency	Percentage
Yes	28	32.6%
No	57	66.3%
Do not know	1	1.2%
Total	86	100%

Table below shows the percentage of treatment of People Living with HIV AIDS at the flower farms.

Table 25: Ways by which flower farms treat differently workers who are HIV Positive

Ways by which flower farms treat differently workers who are HIV Positive (PLHAs)	Frequency	Percentage
Favouring those who are not +HIV or sick	4	10.5%
Mistreat them	1	2.6%
Treat them kindly	23	60.5%
Favour those who are sick	1	2.6%
Love given is conditional	2	5.3%
Other specify	7	18.4%
Total	38	100%

The study assessed the perception of respondents on HIV results. The findings revealed that 57.5% of the respondents opted to keep their results in secret. Table below reveals the opinions of respondents on testing HIV positive.

Table 26 showing the perception of respondents on HIV

Perceptions on whether infected with HIV/AIDS, the respondent would remain a secret	Frequency	Percentage
Yes	50	57.5%
No	36	41.4%
No response	1	1.1%
Total	87	100%

The study revealed that 95.7% of the respondents believed that workers infected with HIV/AIDS should be allowed to continue working at the farm.

Table 27. Showing the perception of workers on colleagues living with HIV

Perceptions on whether a worker infected with HIV/AIDS, should be allowed to continue working at the farm	Frequency	Percentage
Yes	89	95.7%
No	4	4.3%
Totals	93	100%

Table 28. Showing the opinion of respondents about PLHIV

Respondents opinions about a person living with HIV/AIDS at the flower farms	Frequency	Percentage
Careless	5	5.8%
Sick and to die soon	1	1.2%
Weak	2	2.3%
Subject of death	1	1.2%
Normal	42	48.8%
Like any other person	32	37.2%
Doesn't Know	1	1.2%
Others specify	2	2.3%
Total	86	100%

The study assessed the perception of communities on living with a person infected by HIV/AIDS. When asked whether they could live with a person living with HIV/AIDS, 95.3% expressed that they could.

Table 29. Showing the perception on living with PHIV

Perceptions if the respondent would live with a person living with HIV/AIDS in the same household	Frequency	Percentage
Yes	81	95.3%
No	4	4.7%
Total	85	100%

3.6. Status of flower farms' CSR strategies for promotion and protection of gender rights and upholding gender principles

Among the objectives of the Women@Work project is to leverage on Corporate Social Responsibility (CSR) and collaboration among flower farms, schools and surrounding communities for promotion and protection of gender rights and upholding gender principles by duty bearers. The study established the following findings on the status of CSR strategies to support in realization and measuring of indicators of this objective:

Table 30 showing farms with CSR activities

Does your farm have CSR Activities?	Frequency	Percentage
Yes	78	89.7%
No	3	3.4%
Not certain	6	6.9%
Total	87	100%

Upon discussion with human resources officers at flower farms and managers, the study revealed that all flower farms had CSR initiatives. This however, was reactionary based on the activities and demands of actors as none of the flower farms had a CSR strategic plan guiding such initiatives. For instance, efforts by UFEA and NOPE Uganda had started yielding a culture of having CSR as part of the flower farms though not deeply institutionalised.

The study revealed that 89.3% of the respondents revealed that farm employees regularly attended group or organization activities promoted by the farm.

Table 31 showing employee participation in CSR activities

Do farm employees regularly attend group or organization activities promoted by the farm?	Frequency	Percentage
Yes	75	89.3%
No	8	9.5%
Not certain	1	1.2%
Total	84	100.0%

The outstanding CSR activities were indicated to include sports, music, support to women groups and peer education groups among others. See table below.

Table 32. Showing the activities promoted

If yes what kind of groups or organizations whose activities are promoted by the farm?	Frequency	Percentage
Sports group	21	24.4%
Music and dance group	13	15.1%
Women's group	15	17.4%
Burial Society	5	5.8%
School Clubs	3	3.5%
Religious group	7	8.1%
Political group	2	2.3%
Care and Support Group	1	1.2%
Peer education group	7	8.1%
Youth group	2	2.3%
HIV/AIDS support group	4	4.7%
Community Health group	3	3.5%
Sewing group	2	2.3%
Others	1	1.3%
Total	86	100%

The study assessed the extent to which the orphans were cared for. The study revealed that over 46.3% never experienced any care for the orphans.

Table 33. showing the care for the Orphans

Caring for orphaned children	Frequency	Percentage
Never	30	46.3%
Sometimes	10	15.4%
Often	25	38.5%
Total	65	100%

The study revealed that 46.2% of respondents had never cared for families affected by HIV/AIDS. Table below shows the perception of respondents on HIV/AIDS affected families.

Table 34 showing family care for PHIVs

Caring for families affected by HIV/AIDS	Frequency	Percentage
Never	30	46.2%
Sometimes	10	15.4%
Often	25	38.5%
Total	65	100%

The study also revealed that 43.2% of the respondents often cared after neighbours' children who were needy. Table below shows the level of care for needy children

Table 35 showing the neighbour's child care

Caring for neighbouring children who are needy	Frequency	Percentage
Never	24	37.5%
Sometimes	13	20.3%
Often	27	42.2%
Total	64	100%

There were efforts by the study to assess the number of respondents that cared for people in the neighbourhood. It was revealed that over 50.6% often cared and visited needy or seriously ill neighbours. Table below shows the extent to which respondents cared.

Table 36 showing care by visitors for PHIVs

Visiting and caring for people in the neighbourhood or community who are needy or seriously ill	Frequency	Percentage
Never	15	19.5%
Sometimes	23	29.9%
Often	39	50.6%
Total	77	100%

The study revealed that over 24.3% had never volunteered with any group that provided care and support to people living with HIV/AIDS.

Table 37 showing level of volunteering for HIV work

Volunteering with the community group/organization that provided care and support to people living with HIV/AIDS	Frequency	Percentage
Never	17	24.3%
Sometimes	17	24.3%
Often	36	51.4%
Total	70	100%

Table 38 table showing respondents participation in HIV response initiatives

Participating in HIV infected and/or affected support group activities	Frequency	Percentage
Never	20	29%
Sometimes	18	26.1%
Often	31	44.9%
Total	69	100%

W@W Baseline

4.0. BASELINE STUDY FINDINGS IN SCHOOLS

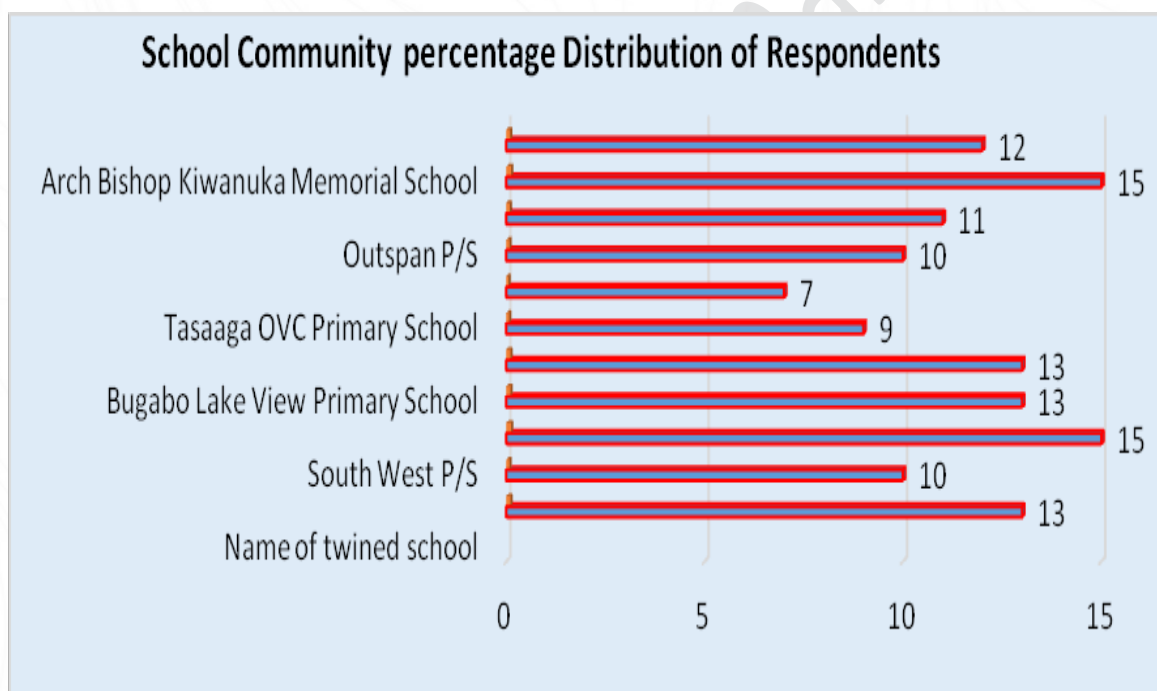
4.1. Introduction

This section presents the main field findings in schools. It provides a description of the distribution of respondents and their social demographic characteristics including age, sex, dependency and education background. It covers child respondents' knowledge, attitudes and exposure to participation in decision-making, gender rights and sexual reproductive health in school and communities.

4.2. Distribution of Respondents in Schools

128 respondents were reached through individual interviews and conversations in schools. This is illustrated in the figure 9 and table 26 below.

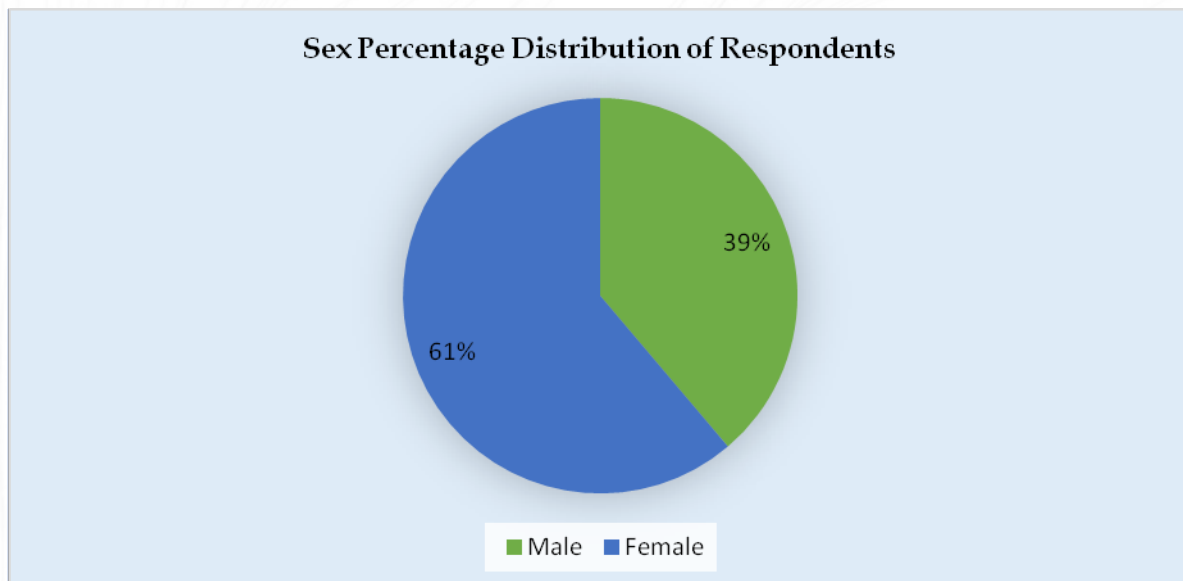
Figure 9: Distribution of Respondents by School Communities



4.3. Social Demographic Characteristics of Respondents in schools

4.3.1. Sex of Respondents from schools

Like in flower farms, majority of the respondents from schools were female. That is 61% were female and 39% were male respondents as illustrated in Figure 10 below. This distribution was influenced by the different characteristics based on the project targeting women.

Figure 10: Percentage Distribution of Respondents by Sex in Schools

4.3.2. Age of Respondents from schools

Majority of the respondents in schools were within the age range of 10 - 12 years (47.3%) followed by the age range of 12 - 14 years (41.9%) as illustrated in table 26 below. The Women@Work project should fortify awareness campaigns on gender, sexual harassment and HIV/AIDS issues with undesirable behaviours that limit chances of this age group to progress with their education.

Table 39: Percentage Distribution of Respondents by Age in Schools

Age range of respondents	Percentage
10 - 12 years	47.3%
12 - 14 years	41.9%
14 - 17 years	9.3%
Age unknown	1.6%
Total	100%

4.3.3. Education Status of Respondents from schools

Majority of child respondents interviewed (86.5%) revealed that they depended on their biological parents for school fees and education needs. However a considerable number (13.6%) of children interviewed depended on non-biological parents namely; Foster parent (2.4%), other relatives (4.8%), Family friend (0.8%), and others (5.6%). See table 27 below.

Table 40: Person paying school fees and education needs of Child Respondents

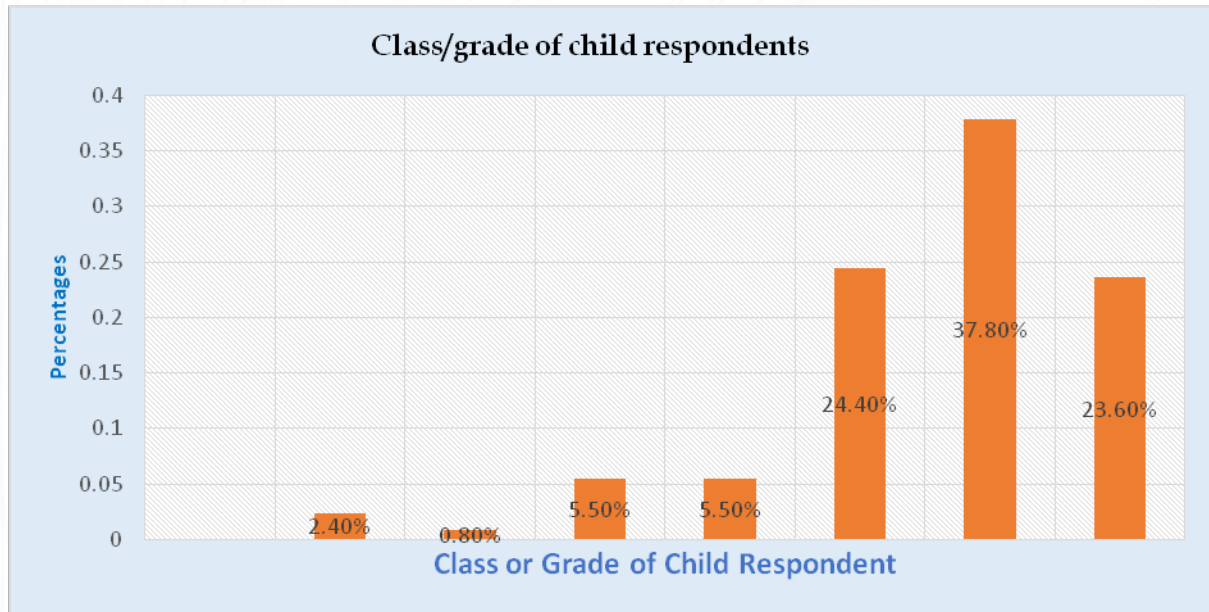
Who pays child respondent school fees and other education needs?	Percentage
Biological parent	86.5%
Foster parent	2.4%
Other relatives	4.8%
Family friend	0.8%
Others	5.6%
Total	100%

Martha's story:

During a key informant's interview, a school teacher testified having handled a case for a foster child's vulnerability to sexual harassment. The teacher said he was approached by a mother of Martha (not real name) after she suspected her husband to be sexually abusing Martha, a foster child to the husband. This followed the vigilance of Martha's mother on the overwhelming care and treatment the husband was giving to Martha than any child in the household. The teacher intervened and counseled Martha who in the course confessed having suffered sexual harassment in form of bad touches and persistent requests for sex and not to tell one about it. Consequently, Martha was enrolled in the boarding section of the school and the mother assumed the responsibility of transporting the child to school and taking care of the needs of Martha.

4.3.4. Level of Education of Respondents from schools

Majority of the respondents interviewed in schools were in primary six, constituting 37.8% of the total number of child respondents. These were followed by primary 5 pupils constituting 24.4%. The respondents in primary seven included those that had benefited from the previous project interventions. They were limited because they were assumed to leave the project site to effectively represent the child-beneficiaries in phase II of the project. See figure 11 below.

Figure 11: Education levels of child respondents

4.4. Knowledge, Attitudes and Practices towards a safe, positive and supportive schools for children's better future

Similar to the status of flower farm work place compliance with health and safety standards, the study established the levels of knowledge, attitudes and practices towards safe, positive and supportive schools as an essential factor to giving children a better future. Schools are significant institutions of preparedness for the future workforce from which the flower farms draw their labour force, and thus targeted by the Women@Work project to reinforce sustainability of the tenets and outcomes of the project as laid out in the project Theory of Change. According to the National Development Plan II, such a school environment enhances learning, retention across the levels of education and better learning outcomes.

As illustrated in the table below, 49% of the respondents in schools revealed that their schools lacked a Health, Sanitation and Environment Committee to support the schools to make them safe and welcoming for better learning outcomes.

Table 41: Status of health and safety at schools twinned with flower farms

Status of health and safety at schools twinned with flower farms	Responses						Totals	
	YES		NO		Don't know			
	No	%	No	%	No	%	No	%
School has a Health, Sanitation and Environment Committee		51.0%		49.0%				100%
Children who had ever missed school during schooling days in the last 6 months prior to the study		54.7%		45.3%				100%
Children who had ever been sent back home from school in during school hours the last 6 months prior to the study		51.6%		48.4%				100%

The study further established that 54.7% of children missing school while at home during schooling days and 51.6% of the children being sent back home from school during school hours. The participants from FGDs and KIIs demonstrated that such children are vulnerable to a wide range of sexual violence while they stay with relatives at home and/or while they travel back home without their peers, including defilement and psychological mistreatment. It was said that the perpetrators are the adults and their peer at home and in the communities where they travel.

Jane's story:

Jane (not real name) of Arch Bishop Kiwanuka Memorial Primary School in Mpigi district used to travel to school late in the evening and very early in the morning to do revision preps with fellow boarding section pupils in the school. One morning as Jane ascended to school smartly dressed in her school uniform, she was stopped by a boda boda rider (motorcycle transporter) who attempted to defile her. She shouted helplessly with no one to come to her rescue. The defile torn off her shirt and no sooner had he succeeded with his intention than suddenly another boda boda rider who recognized Jane's blouse for school uniform for a community school he knew came and rescued her. In tremble and traumatized, she was taken to the school by her rescuer, counselled by the NOPE trained matron of the school and taken to the health facility for further examination.

Mary's Story:

Mary (not real name) of Southwest Primary School in Wakiso district was a boarding pupil who used to support her mother as a shop attendant during school holidays. The shop was located near a boda boda stage for motorcycle transporters. Mary's mother hired one of the cyclists known to her from the stage to transport Mary to

school at the end of the holiday. As the cyclist transported Mary, he touched her on the thighs and breasts, gave her 5000/- and asked Mary to show him a window near her bed so that he would go to the school and take her to the beach to enjoy life. Mary obliged. Upon disclosing the money to the school Matron, Mary was asked to explain the source of the money because it was a rare practice in Mary's financial history. Mary narrated the story. On the day the cyclist had promised to take Mary to the beach in the night, the school decided to interchange Mary's bed with another girl. When the cyclist made slightly heavier knocks on the window while whispering Mary's name to get out but in vain, the school security personnel was alerted and the man was arrested for trespassing.

4.5. Children's Organization, Participation and Development

At school the level, the study examined the level of pupils' organization and development through relevant school clubs and committees that prepare them to meaningfully participate, demand and speak up for their rights. In this regard it was established that 84.6% of pupils in the study schools regularly attend activities of school clubs and management committees as illustrated below.

Table 42: %ge of Pupils regularly attending activities of school clubs and management committees

Pupil regularly attends activities of school clubs and management committees	Percentage
Yes	84.6%
No	15.4%
Total	100%

The status of active school clubs and management committees in which pupils participated is demonstrated in the table below.

Table 43: Status of freedom to organise in schools

Active school clubs and management committees	Responses						Totals	
	YES		NO		PARTLY		No	%
	No	%	No	%	No	%		
Debate club		92.2%		7.8%				100%
Wildlife/Environment club		30.5%		69.5%				100%
Health education club		60.2%		39.8%				100%
Scouting/girl guide club		24%		76%				100%

First aid club		16.5%		83.5%				100%
Music, dance and drama	59.2	72.6%	22.3	27.4%			81.5	100%
Writers' club		14.4%		85.6%				100%
Careers' club		13.5%		86.5%				100%
Subject clubs (science and technology, mathematics, art, farmers, etc)		20.2%		79.8%				100%
School Management Committee/SMC		19.2%		79.8%				100%
Parents & Teachers' Association/PTA		26.0%		74.0%				100%
Pupils Council/Prefects Body		44.2%		55.8%				100%
Discipline Committee		26.9%		73.1%				100%
Staff Meeting		22.1%		77.9%				100%
Finance Committee		8.7%		91.3%				100%
Co-curricular Activities Committee		57.9%		42.1%				100%
Health, Sanitation and Environment Committee		51.0%		49.0%				100%
School Health Club		60.9%		34.5%	5%			100%

4.6. Knowledge and exposure to information on HIV/AIDS and Sexual Harassment in schools.

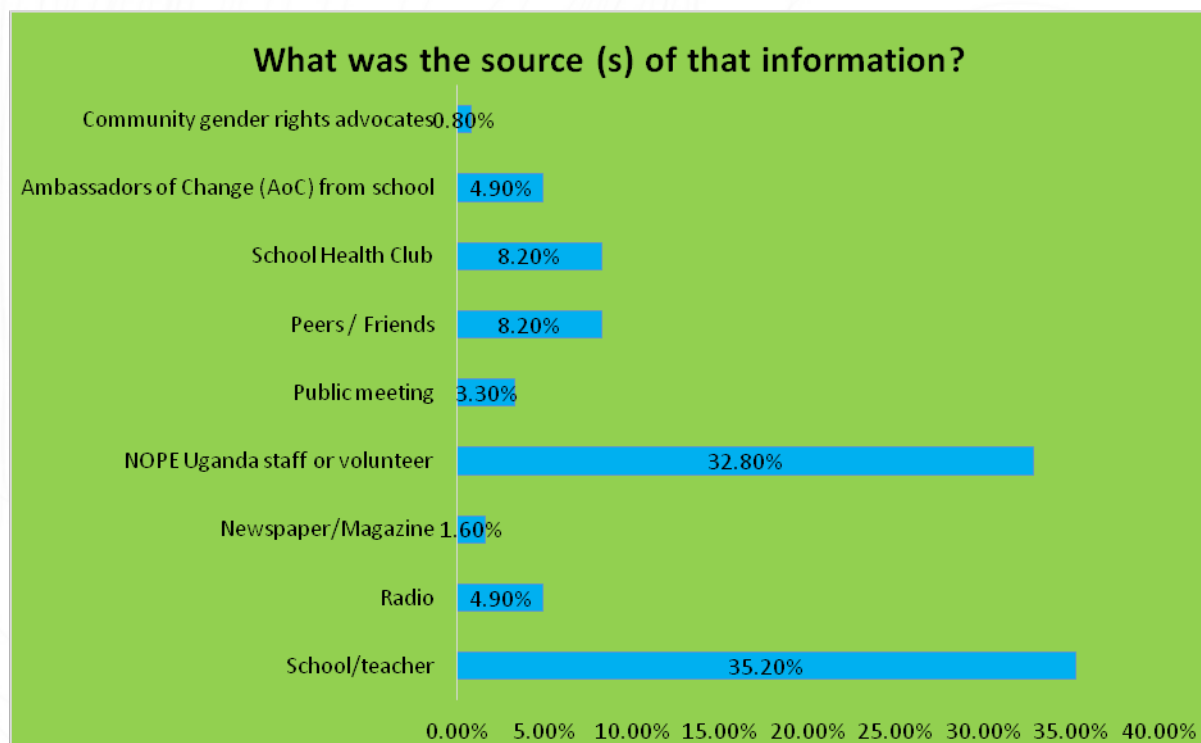
The study also established the following findings on the level of knowledge and exposure to information on HIV/ AIDS and Sexual Harassment in schools:

Table 44: Level of pupils' exposure to HIV/AIDS information

In the last 6 months at school, have ever been exposed to messages / information on gender responsiveness, girl parenting and sexual reproductive health	Percentage
Yes	89.8%
No	10.2%
Total	100%

The sources of the information on gender responsiveness, girl parenting and sexual reproductive health are demonstrated in the figure below:

Figure 12: Sources of pupils' information on gender responsiveness, girl parenting and sexual reproductive health



As indicated below, majority (63.5%) of the pupils interviewed in the age range of 10 – 17 years in schools stated that they were not at any risk of contracting HIV, 28.6% stated that they were at any risk of contracting HIV and 7.9 did not know. Having low individual level risk perception is a key driver for HIV incidence in Uganda (National HIV and AIDS Strategic Plan 2015/2016- 2019/2020).

Table 45: Pupils perceptions on risk to HIV/AIDS infection

Pupils' HIV risk perceptions	Percentage
Yes	28.6%
No	63.5%
Do not know	7.9%
Total	100%

5.0. QUALITATIVE FINDINGS

5.1. Introduction

Literature review, key informants interviews (KIIs) with selected individuals and Focus Group Discussions (FGDs) with small groups were the qualitative data collection methods conducted to explore knowledge, attitudes and behavior/practices (KAP) of distinct separate stakeholders i.e. women working in flower farms, men working in flower firms, girls and boys in schools, women in community and strategic partners for the Women@Work project.

Besides, the qualitative data collection methods were pertinent in providing detailed insights and explanations on key quantitative findings illustrated in the previous sections of this report. The most pertinent qualitative findings presented in this section relate to impact created, emerging/promising good practices, and challenges faced from the previous Women@work Project interventions.

5.2. Impact of the previous Women@work Project interventions

In recognition that phase I of the Women@Work project, for which this baseline study was undertaken to inform phase II, had been implemented for the last 18 months, the study assessed the impact of the previous project intervention in phase I among the respondents who had previously benefited. In this regard, the questionnaires administered during the study and some interview guide questions generated very useful insights into the impact created to date and envisaged to be created among the respondents who have so far benefited from the project. It was hoped that findings in this regard will lay ground for better implementation of the project and achieve more results in phase II.

5.2.1. Impact of training gender committee members in flower farms in designing and implementation of HIV/AIDS and gender responsive policies at the workplace

The study noted that whereas there was limited awareness on labour rights, some awareness were made by NOPE Uganda, UFEA, UWEA and human resources officers of flower farms.

During the interviews with human resource managers, it was established that all the flower farms had had policies on HIV/AIDS and gender at workplace for some time before the Women@Work project interventions. However, it was acknowledged that the trainings on designing and implementation of HIV/AIDS and gender responsive

policies at the workplace built capacity of the trained gender and women's committee members to not only observe, monitor and report on negative practices but also to reinforce the processes for the periodic review of the policies such as the sexual harassment policies.

However, there were concerns for the high labour turnover of workers from the flower farms which left many farms with a few trained committee members and others with only one trained member such as the Mairye flower farm. This jeopardizes the efforts envisaged to sustain this impact.

5.2.2. Impact of training in-school peer educators (Ambassadors of Change) on HIV and AIDS, gender issues and life skills

Following the training of peer educators / Ambassadors of Change (AoC), NOPE encouraged the trainees to reach out to more children at school through school clubs and co-curricular activities such as health clubs, drama clubs and debate clubs. As a result, the schools where these previous interventions were undertaken reported high responses for knowledge on HIV/AIDS and gender issues compared to those where NOPE had not intervened. This was attributed to the capacity of the peer educators to seize moments in clubs and general assemblies to reach more peers with the same knowledge. However, schools were concerned that majority of the peer educators trained left the schools while others are in candidate classes to go for secondary education – this will create a vacuum in these structures established to raise awareness. It was recommended majority of the trainees should be drawn from lower grades, which also has implications on the capacity to undertake the role of peer-to-peer education.

Besides, the life skills acquired by the Ambassadors of Change (AoC) in Schools translated into confidence and self-expression abilities. In this regard, it was widely shared in the schools studies that most of the peer educators stood for elections and assumed leadership positions as school prefects and school Club heads. A point in the case are the twenty-four (24) Ambassadors of Change (AoC) who assumed leadership positions as prefects at Archbishop Kiwanuka, Tarry Till I Come and ST. Denis Kigero primary schools.

Some of the focal persons of the project at schools who do the coordination and collaboration with the peer educators and NOPE expressed that there were cases of school-related gender issues that were referred by the peer educators and some other cases were handled in support of the peer educators themselves. The cases mentioned included menstrual hygiene management and sexual harassment perpetrated by boys. This was attributed to the vigilance the project created among peer educators.

5.2.3. Impact of training sessions on menstrual hygiene management and Life Skills

This intervention was said to have ignited and inspired schools to engage community members and different stakeholders to work together to develop and implement actions to address key barriers related to menstrual hygiene towards creating a safe and caring school. A case in point, Bugiri public primary school was found with both female and male teachers sharing the same toilet and both boys and girls sharing the same toilet as one of the toilet stance was dilapidated. During the KIIs the respondent revealed that having engaged the community on the, Kids Africa, had vowed, and indeed works had started at the time of the study, to address that barrier.

5.2.4. Impact of CSR of flower farms twinned schools

It was envisaged by the project partners that twinning schools with the workplaces under the *blooming schools program* would ensure that flower farms support the schools to adopt the same values that are upheld at the workplaces to support women. This is in line the project enhanced collaboration among Flower farms and the school communities through CSR focusing on recreation activities. As a result, some schools revealed that certain flower farms provided free sports facilities such as footballs, netballs, completion logistics and the playground facility for sports practices by pupils. The recreation activities are envisaged to meaningfully engage the children and divert them from eliciting activities in relation to gender violence and HIV/AIDS.

5.3. Emerging/Promising good Practices/Strategies

5.3.1. Sexual harassment policies

The project partners supported flower farms to develop sexual harassment policies with clear behavioural standards and procedures and consequences for those who step out of the boundaries of acceptability. Some of the consequences that were said to have been applied included suspension of workers who never respected the dressing code. The set standards of behaviour in the policies should be known and supported by all workers including new recruits through continuous sensitization campaigns.

5.3.2. Peer educators as agents of social change

Peer-to-peer approach plays an important part in awareness creation as it facilitates instant and immediate action in a freer environment by the peer. The schools, flower farms and communities, respectively, benefit from an organized team of AoC, peer educators and community gender rights advocates who are committed to identifying gender injustices, incidents of sexual harassment which sometimes goes unnoticed and have the skills to respond accordingly.

5.3.3. CSR in schools creates opportunities for least-engaged children

Research shows that children who lack a sense of belonging are at a greater risk for acting out. Through CSR under the auspices of the Women@work project concept for twinning schools with flower farms, created new and diverse opportunities for the least-engaged pupils in sports activities to reconnect with their schools and community recreation activities through availing the recreation centres for sports activities of twinned school, providing sports equipment and supporting pupils to participate in sports tournaments at local and national levels.

5.3.4. Professional development trainings

The professional development opportunities in leadership skills, gender rights and responsive skills and skills on child counselling provided build capacity of the stakeholders to fully understand and effectively intervene in observation, monitoring and reporting on gender injustice and sexual harassment.

5.4. Challenges Experienced

5.4.1. Language barrier

The study established that flower farms have migrant workforce from different parts of the country speaking different languages. This affected effective communication during peer-to-peer awareness raising campaigns. Some flower farms adopted a practice of reaching peers through cohorts of workers speaking the same languages.

5.4.2. High staff turnover in flower farms

High labour turnover was one of the major challenges expressed by human resource officers in all the flower farms. Many trained peer educators in these farms left for other work – in other companies not flower farms – which left a gap of peer educators to sustain the impact of awareness campaigns on gender rights, sexual

harassment and HIV/AIDS in flower farms. In one flower farm out of over 20 trained peer educators, only one trainee was available. The rest had left the farm.

5.4.3. Lack of skills to document evidence of sexual harassment

There was a lamentation on lack of skills to adduce evidence of sexual harassment which limits the channels of redress to bring perpetrators to book.

5.4.4. Negative influence of parents on AoC

Parents exert strong influence over the children's opinions, values and interaction skills. Some AoC for schools reported that their parents never wanted them to use the guide for peer educators provided to AoC by NOPE Uganda because of the illustrations on reproductive organs and descriptions in the guide. Some parents plucked out pages of the guide which bared illustrations of the reproductive organs. These parents did not understand and accord the necessary support for their children to successfully execute their mandates as AoC.

6.0. RESPONDENTS' PERCEPTIONS ON HOW AND WHEN THE KNOWLEDGE ON HUMAN RIGHTS TRANSLATES INTO CAPACITY TO SPEAK UP AND CLAIM FOR RIGHTS AMONG FLOWER FARM WORKERS

In the course of undertaking the study, the major stakeholders acknowledged that it was significant for rights of workers in the flower farms, especially female workers to be upheld for protection from gender injustices, sexual harassment and new HIV infections at workplace. Conesus was also illustrated by the overwhelming percentages on the levels of awareness on gender rights, sexual harassment and HIV/AIDS at workplace. Besides, the Women@Work project partners interviewed demonstrated a wide range of experience and firm conviction that their previous interventions (for some of them as way back as 2003) were justifiable to inspire different stakeholders to work together to identify and implement actions that can contribute to elimination of all forms of barriers so that all workers in flower farms can enjoy their rights at the workplace.

To examine the best practices that the capacity building campaigns of the Women@work project should embrace to better serve its constituency to speak up, claim and enjoy their rights, the study engaged the key informants on their perceptions in regard to how and when the knowledge on human rights translates into capacity to speak up and claim for rights among flower farm workers. In that regard, the following account was given by respondents:

- Workplace policies should be reviewed in consultations with the workers who are knowledgeable on actual and potential rights abuses and perpetrators and monitoring the enforcement mechanisms in place
- The provisions of the relevant policies should be embedded in the general operational policies and procedures to ensure that those provisions are well observed, monitored and reported on throughout the entire farm structure.
- Availing and communicating relevant information to all stakeholders in the language and formats that suit the different categories of audiences
- Handling of complaints must always go hand in hand with management traits of confidentiality, trust, approachable, reliable, honesty, empathetic and other traits that may be agreed upon with the complainant and the supervisor or person handling the claim
- The knowledge on human rights translates into capacity to speak up and claim for rights among flower farm workers when the capacity building

campaigns go hand in hand with the knowledge and capacity to document and gather evidence to support arguments and claims for the rights.

- The study revealed that there was limited trust of some actors. For instance some representatives indicate that some of the union heads embezzled claimant compensation.

W@W Baseline Final Report

7.0. BASELINE INDICATOR DATA ON SAFE, POSITIVE & GENDER RESPONSIVE SCHOOLS

Qtn	Indicator for the level of activeness of school structures, safety, supportive and gender responsive schools for the better future of children	Baseline Status in Schools (✓ = available x not available)										Comments/ observations	
		Bwerenga Junior Academy	South West P/S	St. Dennis Kigero P/S	Bugabo Lake View P/S	Bright Future Junior School	Tasaga OVC P/S	Tarry Till I Come P/S	Nsimbi Education Centre	Arch Bishop Kiwanuka Memorial School	Bugiri P/S		
2. OVERALL MANAGEMENT													
Q 2.1.	The school has an Annual Work Plan		x	x	x	x	x	x	x	x	x	x	All schools had termly plans Vs annual plans. Developing a year-long calendar that provides the entire school with ongoing activities that promote gender rights, reduce sexual harassment and mitigate HIV/AIDS, has greater impact if they are not stand-alone and are consistent with themes woven into the curricula.
Q 2.2.	Has School Management Structure (displayed)		✓	✓	X	✓	✓	✓				✓	Not displayed in some schools
Q 2.3.	Do the following school committees exist and function and does the school keep their management information and records?												Committees not displayed in some schools and some schools do not have records as illustrated below
i.	School Management		✓	✓	✓	X	X	X	X	X	X	✓	

ii.	Committee/SMC Parents & Teachers' Association/PTA	x	X	X	X	X	X	X	X	X	X	X	X	X	✓	Majority of school PTAs are joined with SMCs
iii.	Pupils Council/Prefects Body	x	✓	X	X	✓	X	X	X	X	X	X	X	X	X	
iv.	Discipline Committee file	✓	✓	X	X	✓	X	X	X	X	X	X	X	X	✓	
v.	Staff Meeting file	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
vi.	Finance Committee file	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
vii.	Co-curricular Activities Committee file	X	X	X	X	✓	X	X	X	X	X	X	X	X	X	
viii.	Health, Sanitation and Environment Committee file	X	✓	X	X	✓	X	X	X	X	X	X	X	X	X	Bugiri has a senior man's file on health instead of a comprehensive general file on health and sanitation
ix.	Safety and Security Committee file	X	✓	X	X	✓	X	X	X	X	X	X	X	X	X	
x.	School -Parents Community file	X	✓	✓	✓	✓	X	X	X	X	X	X	X	X	X	Reducing incidents of violence and abuse requires a broad, community-wide effort that is best coordinated by a school community partnership. The Parents-Community partnership generally includes faith groups, business groups, community based organizations, learners, teachers, administrators and parents
xi.	Pupils Organization & Development file	X	X	X	X	✓	X	X	X	X	X	X	X	X	✓	
xii.	Visitors' book	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
xiii.	Correspondence receipt/delivery book	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
xiv.	Punishment and reward record book	✓	X	X	X	✓	X	X	X	X	X	X	X	X	X	

xv.	Academic file, cumulative record card												X				✓	
xvi.	School Health Clubs files				X	X	✓						X	X			X	
xvii.	NOPE-Uganda activities file				X	X	✓						X	X			X	
xviii.	Others (specify): pupils' data file and attendance registers, other development partners' files				✓								✓				✓	
Q 2.3.	What relevant statutory/policy documents and other instrument for school management, gender and positive school community are available?																	These instruments guide the provision of sustainable and quality services that minimize vulnerability of children and some provisions in these instruments propel schools to ensure that children become responsible citizens.
i.	The National Constitution (1995)				X	X	X	X					X	✓			X	
ii.	The Local Governments Act(1997)				X	X	X	X					X	✓			X	
iii.	Government White Paper on Education (1992)				X	X	X	X					X	X			X	
iv.	The Education Act				X			X					X	X			X	
v.	The Teaching Service Commission Regulations (1994) and 1996 (The professional Code of Conduct)				✓	✓	✓	✓					✓	✓			✓	
vi.	The Management Committee Rules/Board of Governors Rules and Regulations (1994)				X			X					✓				X	
vii.	National Curriculum and Syllabuses				✓	✓	✓	✓					✓				✓	
viii.	The Public Health Act				X	X	X	X					X	X			X	
ix.	The Children Statute (1996)				X			X					X	X			X	

x.	Convention on Rights of Children																								X
xi.	School Rules & Regulations (displayed)																								X
xii.	Programme of key activities/meetings (displayed)																								✓
xiii.	Schedules of Duties of staff (displayed)																								✓
xiv.	Up-to-date staff list with qualifications																								✓
xv.	Duty Roster (displayed)																								✓
xvi.	Are there functional suggestion boxes for each of the following:																								
	Teaching and non-teaching staff	X	X																						X
	Pupils	X	X																						X
	Parents and the community	X	X																						X
xvii.	Others (specify)																								
3.	STRUCTURES AND FACILITIES PROVISION																								
Q 3.1.	Is the school land with:																								
	Clear access road to the school	✓	✓																						✓
	Clearly demarcated boundaries	✓	✓																						X
	A properly hedged compound	✓	✓																						✓
	Clearly marked footpaths for both normal learners and learners with visual impairment	X	✓																						✓
	Wind breakers and shade trees	X	✓																						✓
	Flower gardens	X	✓																						✓

The quality of physical environment significantly affects how pupils feel at school and, as a result, on how they behave.

	School pupils' garden																					✓					✓	
	Accessible safe water supply																					✓					✓	
	Sufficient light																					X					X	
	A distraction-free atmosphere																					X					X	
Q 3.2.	Check for Safety of the structures for both normal learners and those with specific needs:																											
i.	School Administration block																						✓					X
ii.	Staffroom																						✓					X
iii.	General store																					X						X
iv.	Kitchen																					✓					✓	
v.	Ramps for easy accessibility																					X					X	
vi.	Classroom for every group taught																					X					X	
vii.	Library / reading corner																					X					X	
viii.	Book store																					✓					✓	
ix.	Head teacher's house within compound																					X					X	
x.	Staff houses within school																					X					✓	
Q 3.3.	Are Classroom facilities/provisions with:																											

DEVELOPMENT ON GENDER ISSUES																				
Q 4.1.	How many members of the Parents Teachers' Associations (PTAs) does the school have trained on gender responsiveness, girl parenting and sexual reproductive health and who provided the trainings?	X	✓ all	09	X	X	X	X	15	X	X	X	X	X	X	X	X	X	X	X
Q 4.2.	What impacts have or are likely to be registered as a result of these trainings for PTA members?	X	✓	✓	X	X	X	✓	✓	X	X	X	X	X	X	X	X	X	X	X
Q 4.3.	How many teachers does the school have trained on skills on child counseling and are supporting children in distress or who have gone through some gender based violence or are likely to experience some difficulties and especially girls and who provided the trainings?	x	03	03	X	X	X	02	X	X	X	X	X	X	X	X	X	X	X	X
Q 4.4.	What impacts have or are likely to be registered as a result of these trainings for teachers?	X	✓	✓	X	X	X	✓	✓	X	X	X	X	X	X	X	X	X	X	X
Q 4.5.	How would you rate these trainings (very good, good, poor, very poor) and why?	X	Good	Good	X	X	X	Fair	Fair	X	X	X	X	X	X	X	X	X	X	X
Q 4.6.	Does the school have the following Clubs?																			

i.	Debate		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	
ii.	Wildlife/environment		X	X	X	X	X	X	X	X	X	X	X	X				X	
iii.	Health education		X	✓	✓	X	X	X	X	X	X	X	X	X				X	
iv.	Scouting/girl guide		X	X	X	X	X	X	X	X	X	X	X	X				X	
v.	First aid		X	X	X	X	X	X	X	X	X	X	X	X				X	
vi.	Music, dance and drama		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				X	
vii.	Writers'		✓	X	X	X	X	X	X	X	X	X	X	X				X	
viii.	Careers'		X	X	X	X	X	X	X	X	X	X	X	X				X	
ix.	Subject (science and technology, mathematics, art, farmers, etc)		X	✓	✓	X	X	X	X	X	X	X	X	X				X	
Q 4.7.	Does the school organize one of these at the end of each term?																		
i.	A music dance and drama concert		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	
ii.	A sports/games day		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	
iii.	A science and technology fair		X	X	X	X	X	X	X	X	X	X	X	X				X	
iv.	An essay writing competition and art festival		X	X	X	X	X	X	X	X	X	X	X	X				X	
v.	Others: Cultural show																	✓	
5.	PUPIL'S ORGANISATION, PARTICIPATION AND DEVELOPMENT																		
Q 5.1	The school has class monitors and their election guidelines		X	X	X	X	X	X	X	X	X	X	X	X				X	
Q 5.2	The school has a prefects' body consisting of at least nine prefects democratically elected by the pupils as follows:																		
i.	A Head boy/head girl/head		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	Bugaboo P/S spent a year without prefects

	prefect																			body	
ii.	A Deputy head boy/head girl	✓	✓	X	✓	✓	X	✓	X	✓											
iii.	A Prefect of Academic Affairs	✓	✓	X	✓	✓	X	✓	X	✓											
iv.	A Prefect of Discipline	X	✓	X	✓	✓	X	✓	X	✓											
v.	A Prefect of Co-curricular Activities	✓	✓	X	✓	✓	X	✓	X	✓											
vi.	A Prefect of Finance	X	X	X	X	X	X	X	X	X											X
vii.	A Prefect of Safety and Security	✓	✓	X	✓	✓	X	✓	X	✓											✓
viii.	A Prefect of Time Management	✓	✓	X	✓	✓	X	✓	X	✓											✓
ix.	A Prefect of Health, Sanitation and Environment	✓	✓	X	✓	✓	X	✓	X	✓											✓
Q 5.3	The pupils elect one representative from each class to the following committees:																				
i.	Finance Committee	X	X	X	X	X	X	X	X	X										X	Nsimbi Education Centre has former pupils' representative on SMC
ii.	Academic Committee	X	X	X	X	X	X	✓	X	✓										X	
iii.	Discipline Committee	✓	X	X	X	X	X	X	X	X										X	
iv.	Co-curricular Activities Committee	X	X	X	X	X	X	✓	X	✓										X	
v.	Health, Sanitation and Environment Committee	X	X	X	X	X	X	✓	X	✓										X	
vi.	Safety and Security Committee	X	X	X	X	X	X	X	X	X										X	
Q 5.4	There are at least two general pupils' meetings each term with their pupils leadership	✓	✓	✓	✓	✓	✓	✓	✓	✓										X	Some meetings in some schools are held by sectors/sections and gender e.g; boys, girls, boarding section, day section.
6.	SCHOOL-PARENTS-COMMUNITY ORGANISATION AND DEVELOPMENT																				

Q 6.1	Parents, community and community leaders are invited at least once a term to attend one of these:																							
i.	A music dance and drama concert										✓													✓
ii.	A sports/games day										✓													✓
iii.	A science and technology fair										X												X	
iv.	An essay writing competition and art festival										X												X	
Q 6.2	The school arranges one day in a term (class day) when parents/guardians of a particular class visit their children while attending at least a lesson																							X
Q 6.3	Each class carries out at least one set piece of work for the community ONCE a term (e.g. cleaning wells, cleaning roads/paths, compound cleaning, fetching water for the elderly, etc)																							✓
Q 6.4	The school invites talented members of the community to address the learners and staff at least once a term on any topic of development																							✓
Q 6.5	The school organizes at least one general meeting a year for the parents and teachers to discuss																							

	among others:																					
i.	Administration					✓					X	✓									X	
ii.	Teaching and learning					✓					X	✓										✓
iii.	Discipline issues					✓					✓	✓										✓
iv.	Use of public funds					X					X	X										X
v.	Child counseling					✓					X	✓										✓
vi.	Gender responsiveness					X					X	✓										✓
vii.	Girl parenting					X					X	✓										✓
viii.	Sexual reproductive health.					X					X	X										✓
Q 6.6	The school organizes one orientation day for all new parents at the beginning of each year					X					✓	X										X
7. HEALTH, SANITATION AND ENVIRONMENT ORGANISATION AND DEVELOPMENT																						
Q 7.1	The school has school health, hygiene and sanitation and environment rules and regulations clearly displayed on all school notice boards					X					X	X										x
Q 7.2	The school has guidelines on the functions of the pupils and staff health sanitation and environment committees					X					X	X										X
Q 7.3	The school has water for general washing and cleaning					✓					✓	✓										✓
Q 7.4	The school has a morning personal					✓					✓	✓										✓

	hygiene inspection parade																						
Q 7.5	A sick bay or at least one mat for a sick pupils to lie on	X			X	✓		X		X													X
8.	DISCIPLINE AND DEVELOPMENT																						
Q 8.1	The school has a disciplinary sub-committee of the School Management Committee/PTA	✓			X	X		X		X	✓												X
Q 8.2	The school has a report by discipline committees	X			X	✓		X		X	X												X
Q 8.3	The school has at least one inter-class and inter-house discipline assessment every term the results of which are announce at the end of term	X			X	X		X		X	✓												X
Q 8.4	The school has guidelines on the functions of the pupils and staff discipline committees	X			X	✓		X		X	X												X
9.	SCHOOL SAFETY AND SECURITY ORGANISATION AND MANAGEMENT																						
Q 9.1	The school has a copy of the road safety code	X			X	X		X		X	X												✓
Q 9.2	The school has guidelines on the functions of the staff and pupils safety and security committees	X			X	✓		X		X	X												X
Q 9.3	The pupils are sensitized on personal and national safety and security matters at least twice a	✓			✓	✓		✓		✓	✓												X

In some schools this is done by police and UMEME

8.0. CONCLUSION AND RECOMMENDATIONS

8.1. Introduction

This section presents the recommendations from the research team and the key stakeholders during the validation and feedback workshop. These recommendations form the benchmarks arising from the study findings which should be considered when planning and implementing the Women@Work project interventions. The section also provides conclusions drawn from the study findings.

8.2. Recommendations

8.2.1. Instant and continuous follow-ups need to be undertaken after capacity building activities

It was realized that trained peer educators in schools and gender committee members in flower farms were bound to get stuck and abandon their plans to implement the aspirations from the trainings. Follow-up is therefore extremely recommended as an important process to support beneficiaries in executing their aspirations after an activity and to backstop any possible capacity gap.

Besides, during data collection it was recommended that exchange visits between benefiting flower farms may greatly increase vigilance for implementing the aspirations of the project interventions on capacity building. It is therefore recommended that exchange visits among flower farms should be linked with capacity building activities.

8.2.2. Improve networking among project partners towards tripartite lobbying and advocacy arrangements

8.2.3. Need for a more rigorous impact survey for the previous phase of the project

8.2.4. There is need to undertake awareness on gender, sexual harassment and empowerment targeting community members while considering various languages.

8.2.5. There is need to deepen awareness and empowerment of communities on sexual gender rights using a community approach. This will integrate efforts by NOPE Uganda at the farm and school level to a complete cycle of empowerment.

8.2.6. There is need to document and profile key policy and practical milestones realised under the blooming schools (women@work phase 1). This will support consolidation, testing of culture and adaption especially at flower farms.

8.2.7. In addition to empowering teachers, Parents Teachers' Associations, Ambassadors of Change (AoC) from schools, peer educators from flower -

farms and community gender rights advocates from communities hosting flower farms to take measures to protect their gender rights, the project should establish a school-community partnership consisting these categories of stakeholders to be empowered. This is because reducing incidents of violence and abuse requires a broad, community-wide effort that is best coordinated by a school-community partnership. This partnership/coalition may generally include faith groups, business groups, community based organizations, along with learners, teachers, administrators and parents.

- 8.2.8. Hold meeting with strategic partners to critically examine the key findings and collectively take strategic and practical actions
- 8.2.9. Encourage increased parents involvement about the tenets of the project and AoC to fully support their children to plan and successfully exercise their mandate as AoC in schools.

8.3. Conclusion

This report has provided the views of the Women@work project beneficiaries and strategic partners on gender responsive practices and gender rights pronouncements in the flower sector and also on community perspectives which saw the study population extended to include schools, community advocacy groups in Wakiso and Mpigi districts of Uganda. The project implementing partners, development partners, flower farm managers and school administrators should take actions on them so as to uphold gender justice, reduce sexual harassment and mitigate new HIV infections among all members of the targeted project sites. It is appreciated that many women in flower farms still suffer from sexual harassment and face gender injustices in terms of equal pay for same work with men, limited participation in decision-making processes and gender influence on the type of work women are engaged in at flower farms. These challenges have been exacerbated by limited knowledge and utilization of existing channels of grievance management and redress by the workers. However, a number of good and promising practices and strategies drawn from the previous project interventions exist and have been provided in the report to help in addressing the gender injustices, sexual violence and mitigate the impact of HIV/AIDS.

It is evident that the high staff turnover in flower farms has negatively affected the sustainability of results and impact created by the previous project interventions. New recruits continue to be ignorant of the workers' rights and gender policies in the flower farms as their old trained counterparts to carry out continuous sensitization campaigns persistently leave the workplace. Continuous awareness campaigns are necessary in flower farms.

Education is a predetermining factor of preparedness for all forms of attributes that make children responsible adults in leadership and workplaces. Therefore, the solidarity between flower farms and the young in schools and the older generation in communities where the farms draw their workforce remains the best bet for the future of gender rights protection and for economic and social progress.

It has been demonstrated that female workers' rights arrangements in flower farms are unsatisfactory for some workers including lack of day care for working mothers at workplace. The challenge is not about the numbers, whether few or many or unreasonable who expressed unsatisfactory arrangements. It is about optimizing the systems, enlarging and increasing the benefits and above all extending gender justice to female workers' rights to as many as possible. Project partners should re-examine the current arrangements by flower farms to uphold rights of female workers which have left rights of the women workers violated in order to accommodate the needs of all employees.

W@W Baseline Final Report

References

Uganda Bureau of Statistics; Uganda Demographic Health Survey Report, 2011

Uganda Workers Education Association (UWEA) Report, 2013; *Promoting Women Workers' Rights in African Horticulture; The case of Uganda*

The Employment Act No. 6 of 2006

Constitution of the Republic of Uganda, 1995; Articles 29, 33 and 40

Labour Unions Act No. 7 of 2006

The Occupational Safety and Health (OSH) Act No. 9 of 2006

The Labour Dispute (Arbitration and Settlement) Act No. 8 of 2006

Workers Compensation Act No. 8 of 2000

Uganda National HIV/AIDS Strategic Plan 2015/2016- 2019/2020

Uganda HIV/AIDS Progress Report of July 2016 – June 2017

Annex I: List of flower farms visited for the baseline study

1. UgaRose Flower farm
2. Wagagai Limited
3. JP Cuttings
4. Mariye Estate
5. Xclusive Cuttings
6. Jambo Roses
7. Dumen Orange (Fiduga)
8. Aurum Roses

Annex II: List of schools visited for the baseline study

1. Bwerenga Junior Academy
2. South West Primary School
3. St. Dennis Kigero Primary School
4. Bugabo Lake View Primary School
5. Bright Future Junior School
6. Tasaaga OVC Primary School
7. Tarry Till I Come Primary School
8. Outspan Primary School
9. Nsimbi Education Centre
10. Arch Bishop Kiwanuka Memorial School
11. Bugiri Primary School

Annex III: List of key informants

1. Kirinya Frank 0752-877070
2. Ms. Janat 0794-789511
3. Mr. Amuria Richard 0781-575309 / 0751-575309
4. Mr. Kamampandu Joseph 0776-744271 / 0783-881973
5. Ms. Flavia Amoding 0414-530118
6. Mr. Turyahebwa Anthony 0782-333263 / 0703-892544
7. Ms. Asiimwe Joan 0774-583408
8. Ms. Musiime Eunice
9. Mr. Muhumuza Celestine
10. Ms. Hanat 0701-405508
11. Mr. Paul 0775-328818
12. Ms. Yvonne 0759-338827
13. Ms. Rashida 0756-778813

Annex IV: List of participants in Focus Group Discussions

1. Mr. Kizito Bruno
2. Mr. Kimbugwe
3. Ms. Namubiru Teddy
4. Ms. Nabukeera Ruth
5. Mr. Kaggwa Haggai
6. Ms. Nansimbe Shanitah
7. Ms. Nasuuna Anitah
8. Ms. Nabuyonje Jane
9. Mr. Mujuni Jovan
10. Mr. Kakooza Nicholas
11. Mr. Ssempijja John Bosco
12. Ms. Mirembe Milly
13. Ms. Nakabira Yudaya
14. Mr. Obua Ronald
15. Mr. Kigenyi Brian
16. Ms. Nakintu Agness
17. Ms. Namatovu Gorettee
18. Ms. Ikiyait Juliet
19. Ms. Naigaga Faridah
20. Ms. Namazzi Proscovia
21. Ms. Namukwaya Angela
22. Ms. Namujju Diana
23. Mr. Nsubuga Robert

Annex V: List of participants in validation feedback workshop

To be shared and inserted by Nope Uganda

Annex VI: Data Collection Tools (Questionnaires)

As per the agreed tools.