



**Promoting Basic Services
Ethiopia
Social Accountability Program**

Grant Agreement [TF099878]

**Gender Audit Report
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List of Abbreviations

AAWA	Addis Ababa Women's Association
CBOs	Community Based Organizations
CD&T	Capacity Development and Training
ESAP2	Ethiopia Social Accountability Program 2
FGDs	Focus Group Discussions
ILO	International Labor Organization
IWICDA	Ilu Women and Children Integrated Development Association
M&E	Monitoring and Evaluation
MA	Management Agency
MCC	Marefia Children Center
NEWA	Network of Ethiopian Women's Associations
PADet	Professional Alliance for Development Ethiopia
PDN	Pro development Network
SA	Social Accountability
SAC	Social Accountability Council/Committee
SAIP	Social Accountability Implementing Partner
SWOT	Strengths, Weaknesses, Opportunities and Threats
SYGE	Save Your Generation Ethiopia
TOT	Training of Trainers
UEWCA	Union of Ethiopian Women's Charitable Associations

Executive Summary

ESAP2 serves the purpose of enhancing basic public service delivery to all citizens of Ethiopia through the application of Social Accountability. Part of this mandate concerns the inclusion of citizens who have been marginalized based on factors such as gender, ethnicity and age. Although the inclusion of all socially vulnerable groups is crucial, gender is a particularly unique factor as it is the most cross-cutting, affecting all members of society. As the MA has been busy with running ESAP2, which is well underway, it became evident that it was necessary to allocate time to assess how the program was addressing issues related to gender. Thus, a gender audit was conducted by an intern, in order to assess how gender was mainstreamed in the design of ESAP2.

The audit was conducted internally through an open participatory process; MA staff were involved in the assessment of ESAP2's gender mainstreaming efforts. The audit was conducted at the programmatic-level in two phases. Phase 1 included desk research of current sector policy guidelines related to gender sensitivity and mainstreaming, an assessment of ESAP2's core documents and several activities with MA staff members, including a classification of project activities, gender questionnaire and SWOT assessment. Phase 2 focused on understanding how SAIPs (NGOs within the program) conduct activities related to gender mainstreaming through a review of related program documents as well as group interviews with the staff of SAIPs and their implementing partners.

After reviewing the data successes and gaps were identified in how ESAP2 mainstreams gender in its program. Assessing the core ESAP2 documents revealed the program does give weight to gender-related issues and that the project attempt to serve both men and women equally. Documents are technically strong in promoting gender mainstreaming. However, conceptual clarity and program focus in regards to gender mainstreaming is not as strong. Written guidelines regarding sustainability, including institutional strengthening, as well as capacity building, in particular should be strengthened.

After the project activity classification exercise it was revealed that most ESAP2 activities are classified as 'Gender Mainstreamed' by ESAP2 staff. Strong institutionalization measures are not in place, however, the exercise revealed. The gender questionnaire completed by MA staff members suggests that the ESAP2 program is embedded with sufficient consideration to gender equality and that gender consideration is important to the overall success of ESAP2. In addition, the MA has sufficient knowledge of the tools needed for addressing gender equality. The activity also suggested that gender objectives need to be established and reviewed regularly and that capacity building among staff members should be increased.

Key notes from the SWOT analysis are that the MA has many strengths and opportunities it can take advantage of, such as the previous gender-related experiences of SAIPs within the ESAP2, as well as the current keen interest of addressing gender-related issues among donors and government. The program, however, is weakened by a lack of a central ESAP2 gender policy and threatened by a lack of resources as well as societal norms that challenge gender equality.

In reviewing the performance of SAIPs it was identified that organizations are including women in program activities, however, greater efforts need to be placed on moving beyond just invitation and seeing that women, as well as men, are having their needs considered and addressed. Finally, SAIP interviews revealed important information for improving ESAP2's gender mainstreaming. Staff of SAIPs and implementing partners expressed various techniques and strategies used to promote gender equality. A big challenge, however, is still inactive participation of women. SAIPs also appeared to need more training or capacity support in employing gender mainstreaming in their activities.

After reviewing the data, the following recommendations were made for the improvement of gender mainstreaming within the ESAP2 program:

- The creation and implementation of a gender policy.
- Designation of gender-focal person/persons.
- Better use of current sector policies and guidelines related to gender mainstreaming.
- Revision of core ESAP2 documents to be more gender-sensitive.
- Increased training of MA staff and SAIPs on gender mainstreaming.
- Development of a CD&T and monitoring strategy in regards to SAIPs' gender mainstreaming.
- Experience-sharing activities among SAIPs organized by the MA on gender mainstreaming and engaging socially vulnerable groups.

1. Introduction

1.1 Program Background Information

ESAP2 is a component of the Promoting Basic Services (PBS) program, an initiative aimed at improving service delivery in Ethiopia. ESAP2 is an Ethiopian government program, funded by a World Bank-administered multi-donor trust fund.

The pilot phase of the program, ESAP1, began in 2006 and continued with the inception of ESAP2. The objective of ESAP2 is to enhance the delivery of public basic services to citizens of Ethiopia through the application of Social Accountability. Social Accountability can be defined as the process by which citizens demand and voice their needs and preferences. Through ESAP2 30 SAIPs, or Ethiopian NGOs, receive a grant of up to 300,000 USD in order to employ Social Accountability tools. The grants are administered by a Management Agency based in Addis Ababa that offers technical support and capacity development to SAIPs. Currently, 19 additional SAIPs are in the process of being contracted.

The seven Social Accountability tools are:

- Community Score Card
- Community Report Card
- Gender Responsive Budgeting
- Participatory Planning and Budgeting
- Community Mapping
- Social Auditing
- Public Expenditure Tracking Survey

SAIPs, along with up to three sub-partners, are each required to implement at least two SA tools in at least three woredas (districts), and five kebeles (wards/neighborhoods). All SAIPs receive ToT by the MA at the beginning of the grant cycle. They and their sub-partners carry out a number of activities

to facilitate a social accountability process, which includes project launches, sensitization workshops, trainings, SA tool implementation, interface meetings, and Joint Action Plan monitoring. Throughout the activities the aim is to bring three main stakeholders: service providers, service users, and local government together in dialogue about service access and quality.

One of the core objectives of the program is to incorporate the participation of socially vulnerable groups. This includes women and girls, those that are disabled, people living with HIV, and the elderly.

Key SA Activities

Focus Group Discussions – Discussions where citizens, often grouped by a social identity marker such as gender or age, talk about issues of related to service delivery such as access, quality, costs, and responsiveness. (SA Implementation Manual)

Interface Meetings – Multi-stakeholder forums where citizens, woreda officials, service providers and regional administration stakeholders can discuss issues raised during SA tool implementation, and the next steps they will jointly undertake to resolve the challenges. (SA Implementation Manual)

1.2 Key Terms

Gender audit – The process of assessing an organization’s or program’s internal systems and policies in how gender is addressed and identifying gaps as well as offering recommendations for improvement.

Gender equality – “Gender equality, or equality between men and women, entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.”¹

Gender mainstreaming – “Gender mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation and monitoring of programmes and projects.”²

Gender sensitivity – “Such policies recognize that within a society, actors are women and men, that they are constrained in different and often unequal ways, and that they may consequently have differing and sometimes conflicting needs, interests and priorities.”³

Gender blind (gender neutral) – “Gender-blind describes research, analysis, policies, advocacy materials, project and programme design and implementation that do not explicitly recognize existing gender differences that concern both productive and reproductive roles of men and women. Gender-blind policies do not distinguish between the sexes. Assumptions incorporate biases in favour of existing gender relations and so tend to exclude women.”⁴

Women’s empowerment – “The process by which women become aware of sex-based unequal power relationships and acquire a greater voice in which to speak out against the inequality found in the home, workplace and community. It involves women taking control over their lives: setting own agendas, gaining skills, solving problems and developing self-reliance.”⁵

¹ ILO Gender Audit Manual, p. 130

² ILO Gender Audit Manual, p. 131

³ ILO Gender Audit Manual, p. 129

⁴ ILO Gender Audit Manual, p. 129

⁵ ILO Gender Audit Manual, p. 138

1.3 Gender Audit Purpose and Objectives

One of the attributes of ESAP2 is the involvement of members of socially vulnerable groups in the sensitization and application of social accountability with the ultimate goal of improving service delivery. As gender is a cross-cutting attribute to all social groups, this attribute of identity and perspective is key to highlight and examine.

The aim of the assignment is to improve operations among MA staff to ensure gender-mainstreaming is incorporated in all levels of ESAP2 implementation, which includes the development of project materials, program practices and capacity building and mentoring of the SAIPs.

The objectives of the gender audit were to:

1. Learn what areas of ESAP2 are strong and weak in terms of gender sensitivity and gender mainstreaming.
2. Identify and share practices of SAIPs that best facilitate gender mainstreaming in the implementation of ESAP2.
3. Recommend methods the MA can utilize to improve its internal documents and policies in order to better mainstream gender.

1.4 Gender Audit Scope

The scope of the gender audit was limited mainly to the programmatic level. This specific audit did not concentrate on issues such as procurement of the MA and human resource policies, such as sexual harassment guidelines, of the MA; although some organizational issues impacting the implementation of ESAP2 were discussed on a limited basis in a few exercises. Instead, the focus of the audit centered on how the ESAP2 program is structured and whether or not its systems and policies are gender mainstreamed. The audit did not focus on how SAIPs and implementing partners gender mainstream within their organizations, but rather how ESAP2 is set up or not set up to facilitate gender sensitivity in their program activities.

2 Methodology

The gender audit took place in two phases. Phase 1 was an internal assessment of ESAP2's core documents and activities. Phase 2 involved an investigation into the performance of SAIPs and their practices in implementing ESAP2.

Phase 1 began with desk research on sector policy guidelines related to gender mainstreaming across the five implementation sectors of ESAP2: agriculture, education, water and sanitation, rural roads and health. (Annex A) The Websites of government ministries and bodies were reviewed. Major documents were scanned and key notes about gender policies and guidelines were identified. The aim was to learn what gender sensitive resources are already outlined by the government that may be or are already being used by SAIPs. If written from government bodies these items are more likely to take into account the Ethiopian context and can be an example of items the MA should employ.

Secondly, a desk document review was conducted of ESAP2's core program documents: the SA log frame, SA guide, negotiation memo template, implementation manual, monitoring checklist, institutionalization concept note, operational manual, and narrative report template. (Annex B) Each document was assessed based on 15 statements that were divided into five categories: 1) Technical factors, 2) Conceptual clarity, 3) MERL, 4) Program focus and 5) Sustainability.

Next, various participatory activities were conducted with part or all of the MA staff. The first activity was the classification of project activities. (Annex C) The CD&T staff, as well as outside consultant Ato Abeje Teffera, identified the program's core activities. Each activity was then labeled based on its gender sensitivity. Examples were cited and discussion was raised for each statement.

During a workshop attended by about 10 staff members of the MA, two activities were held. The first was a gender questionnaire that was completed by each staff member individually and anonymously. (Annex D) The questionnaire asked a range of questions on: 1) Expertise and vision, 2) Accessibility and availability of methods, procedures and/or instruments, 3) Competence of staff, and 4) Service delivery of SAIPs and collaboration with other partners.

The second activity was a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. (Annex E) The staff was divided into two teams. Each team was asked to write down strengths, weaknesses, opportunities and threats of ESAP2 in terms of gender mainstreaming. Each group then shared their responses in the plenary session. As a group all staff then discussed how these different categories merged:

- Strengths-Opportunities- How ESAP2's strengths could be used to take advantage of present opportunities.
- Strengths-Threats- How program strengths are able to overcome possible obstacles that may threaten ESAP2's successes.
- Weaknesses-Opportunities- Ways project weaknesses can be overcome to take advantage of opportunities.
- Weaknesses-Threats- How weaknesses can be counteracted to manage overcoming threats.

ILO Gender Audit Manual

In the preparation of the gender audit for ESAP2, the ILO's Gender Audit Manual was used as a starting point and guide for determining audit activities. The manual "provides gender audit facilitators with guidelines and practical instructions on how to plan and implement gender audits ... it provides the facilitators with a set of tools that help examine the extent to which equality is being institutionalized." (ILO Gender Audit Manual)

Audit activity materials were taken from the manual, such as the document review statements and gender questionnaire items. The audit plan was tailored, however, to fit ESAP2 specifically and certain activities listed in the manual were altered or excluded.

Phase 2 was based on practices of the SAIPs. The first activity was a review of SAIP performance. (Annex F) SAIP's third quarter narrative report was reviewed for levels of women's involvement and social inclusion. Thirty SAIPs received two scores, each from 0 to 3, on gender and social inclusion.

Group interviews were then conducted with project staff of three SAIPs and their implementing partners: AAWA, PADet and sub-partner SYGE, and UEWCA and partner MCC. (Annex G) Questions focused on issues such as the training and support the organizations received on gender mainstreaming, the challenges they faced in mainstreaming gender and methods they are using to mobilize members of socially vulnerable groups, specifically women and girls.

3. Data and Analysis: Phase 1 – Management Agency

3.1 Policy Research

In the review of policy guidelines regarding gender mainstreaming and gender equality, a rich body of research was found across the sectors.

Many government bodies uphold that women and men should have the right to equal access of services, thus, serving as a mandate and justification for the implementation of gender-sensitive activities within the sectors. Using these articles will help garner greater support from regional, woreda and kebele government officials in implementing various ESAP2 gender mainstreaming initiatives. Section 1.3 of the Ethiopian Water Resources Management Policy, for example, states: *“Water is a natural endowment commonly owned by all the peoples of Ethiopia. As far as conditions permit, every Ethiopian citizen shall have access to sufficient water of acceptable quality, to satisfy basic human needs.”*

Structures and policies also reaffirm that women and men should be involved in the process of conducting sector projects and building systems. Within the agricultural sector, The Rural Capacity Building Project Gender Mainstreaming Guideline is *“meant to assist implementers ensure that women and men participate, contribute, benefit equitably and that both women’s and men’s efforts and knowledge are recognized and technologically supported.”* Sector guidelines also instruct implementers to consider gender issues in their project implementation. For example, in the Ethiopian Roads Authority Planning, Monitoring & Evaluation Manual sample issues are raised to assist implementers in the process of gender-sensitive planning, such as: *“To what extent will women’s and men’s travel time (associated with productive, reproductive and community roles) be reduced?”* and *“How will women’s and men’s mobility and access (in relation to their different needs and roles) be improved? e.g. access to services, markets, and employment opportunities?”*

Overall, the sector policies serve as useful documents to reference in validating the work of ESAP2 in improving service delivery for all citizens and members of socially vulnerable groups as well as getting the buy-in of regional and local government officials. In addition, they are established frameworks that can be used either in conjunction with current ESAP2 materials to promote gender equality or used as a reference to create or amend ESAP2 training and implementation guides to include more gender mainstreaming guidance.

3.2 Document Review

Addressing the main project documents of ESAP2 revealed important gaps in how information is represented to SAIPs and other stakeholders as well as what information is captured and how. The documents were assessed on fifteen statements using the following scale:

- NA - statement is not applicable
- 0 - statement does not fit at all
- 1 - statement fits some parts (10-25%)
- 2 - statement fits moderately (25-50%)
- 3 - statement fits adequately (50-75%)
- 4 - statement fits quite well (75-90%)
- 5 - statement fits very/absolutely well (95%-100%) (Gender is mainstreamed throughout the program.)

In the five concept categories ESAP2 earned a score of 3 in two categories: Technical factors and MERL. MA documents adequately address the statements. The MA earned a score of 2 for the Conceptual clarity and Program focus categories. The lowest score of 1 came in the Sustainability category.

Across all the documents the highest rating of 4 was based on the statements: *The document outlines key project activities that serve the interests of men and women equally* and *The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service)*. The other highest-rated statements, which garnered an average score of 3, were: *The document uses gender-sensitive language*, *The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors*, *The document encourages the collection and analysis of gender-disaggregated data/information*, *The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project*, as well as *The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming*.

The lowest-rated statement, which garnered an average score of 0, meaning the statement did not fit with the documents at all, was: *The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2*. Across the five conceptual categories, three statements earned an average score of 1, meaning the statement fit some parts (10-25%) of the documents.

The data revealed that out of all of the documents those that rated the highest among all of the statements were the SA guide, the monitoring checklist as well as the narrative report format, which both were rated an average score of 4, meaning statements fit quite well (75-90%). Factors that may explain such high scores for the SA Guide include that the manual explains concepts like gender mainstreaming and gender equality clearly and in addition, several case studies and scenarios within the guide are gender-sensitive. In regards to the monitoring checklist and narrative report format, both documents solicit gender-disaggregated data. The lowest scoring documents were the negotiation memo and institutionalization note. These documents are very gender-blind, resulting in the low scores and, in addition, within these documents statements fit only indirectly and gender-sensitive information is not clearly mentioned.

Overall, the data suggests that project documents do discuss gender and women issues in a serious and significant manner and that projects serve both men and women equally. In addition, ESAP2 documents are technically strong in promoting gender mainstreaming. However, ESAP2's documents can be improved in offering conceptual clarity and program focus on gender mainstreaming. Sustainability appears to be the biggest area for improvement as the average score for this category was 1. Issues related to this category include capacity building for the SAIPs and national machineries as well as institutional strengthening.

3.3 Classification of Project Activities

In the classification of project activities, a lot of the data came from discussion of the classifications. Overall, 10 project activities were identified:

- Activity 1 - Call for proposals/selection
- Activity 2 - Risk assessment (organizational capacity assessment and financial)/negotiations
- Activity 3 - Pre-disbursement training
- Activity 4 - Action plan and log frame development of SAIPs
- Activity 5 - Capacity development of SAIPs
- Activity 6 - Capacity development of stakeholders
- Activity 7 - Monitoring of and by SAIPs/MERL
- Activity 8 - Visibility/communication
- Activity 9 - Application of SA tools (FGDs, interface meetings, SAC formation)/reform agenda
- Activity 10 - Institutionalization/sustainability

The activities were classified as either Gender blind, Empowering women and girls, Focusing on men and boys or Gender Mainstreamed. Each of the project activities was listed as Gender Mainstreamed, except Activity 2, the Risk assessment, which was classified as Gender blind. The CD&T team and Ato Abeje discussed that the MA was gender sensitive in composing the assessment teams that visited the NGOs, although the rest of the process was quite gender insensitive. The assessment form, for example, was gender blind. The negotiation memo also does not take into account factors related to gender, such as the equal hiring of women and men in procurement within the SAIPs' ESAP2 project. During negotiations, other issues may arise that are not gender sensitive, such as transportation. The MA often suggests the use of motorbikes, however, this may not be a common or comfortable method of transportation for women. An anecdote was shared that a woman from one of the partners of the NEWA, Dalocha Women Water Development Association (DWWDA), faced related transportation difficulties, being unable to travel by herself and being dependent on a man to get around.

During the activity many interesting points were raised about each project activity. Although Activity 1: the Call for proposals/selection, was classified as Gender Mainstreamed, there were points raised that reflected gaps in gender sensitivity. The grant application, for example, was very demanding and excluding. Smaller organizations that focus on socially vulnerable groups, and specifically women and girls, may not have had the capacity to succeed in preparing a competitive application. For example, no organization from the Gambella region was able to pass through the selection based on their application alone. In addition, the grant application takes into account issues regarding gender as a cross-cutting issue; however these sections are given limited weight in the comparison to the review of the application as a whole.

Other important points were raised during the classification of Activity 5: Capacity Development of SAIPs. Upon the question of what guides the activities of CD&T, like the development of Implementation Manual, it was discussed that there is no document that outlines a system for CD&T in general; each team member has been approaching CD&T differently. There is no institutionalization of how gender is approached. In addition, although SAIPs have criteria for the formation of SACs, the MA does not offer support to the SAIPs in related to SAC performance. Gender is often mentioned in SAIPs' action plans; however, there is little investigation from the MA in how the SAIPs will implement gender mainstreaming. Although the gender audit did not focus on the MA's organizational

structure, it was mentioned that the MA's organizational culture is gender sensitive and there are many women among the staff that also hold managerial positions, even at headquarter-level.

In the classification of Activity 7: Monitoring of and by SAIPs/MERL it was identified that even though ESAP2 does enlist the collection of gender disaggregated data, there is no system in place for responding to the data. For example, if a SAIP does document that a high number of women did participate at an event, is the SAIP asked how they were able to mobilize these women, or how these women actually participated? There is also little control in regards to how SAIPs monitor their own project. The monitoring system from the MA is limited, specifically in regards to gender mainstreaming. Feedback on SAIPs narrative reports must also be sent back to the SAIPs.

Overall, almost all of the activities of the MA were classified as Gender Mainstreamed. However, the related discussion revealed a lack of institutionalization that would ensure gender-sensitive practices are always or consistently followed.

3.4 Gender Questionnaire

The next gender audit activity was a gender questionnaire that was completed by 10 MA staff members. The staff assessed the MA and ESAP2 based on 16 questions across four categories. The scale was as follows:

- Blank - No response
- NA - Not Applicable
- 0 - Not at all
- 1 - Insufficiently
- 2 - Sufficiently
- 3 - Completely

The average score was a 1 for each category: 1) Expertise and vision, 2) Accessibility and availability of methods, procedures and/or instruments, 3) Competence of staff, and 4) Service delivery of SAIPs and collaboration with other partners. The questions that garnered the lowest scores were the questions: *Are ESAP2's gender objectives/policy updated regularly?* as well as *Are you offered opportunities (capacity building/training, direct support, backstopping, literature) to strengthen your knowledge and skills as regards to gender issues in your area of expertise?*

There were no questions where the program earned an average rating of 3, or addressed the given issue completely. Three questions garnered responses of a rating of 2, meaning ESAP2 addressed the issue sufficiently: *The organization has a vision of gender equality. To what extent do you implement this vision? How important are gender aims for the achievement of the program's strategic and operational objectives?* and *Do you have sufficient knowledge of the issues, methods and available tools involved in mainstreaming for gender equality and how this affects the work of the MA and the work of your team?*

The data suggests that the MA has placed an emphasis on incorporating gender mainstreaming efforts in programmatic activities and has the needed knowledge of the tools needed to do so. More focus should be placed on having established gender objectives that are reviewed and updated regularly. In addition, there should be increased efforts to increase capacity building among staff members in regards to gender mainstreaming issues in connection to their work.

3.5 SWOT Analysis

In the SWOT analysis activity team members shared their observations on the program's strengths, weaknesses, opportunities and threats in smaller groups as well as in a plenary session. Among the strengths listed, staff members noted that the program is very aware of socially vulnerable groups. In addition, program materials and documents, such as SA training materials, as well as progress reports, have or capture gender dimensions and thus, there is at least to some degree, institutionalization of gender sensitivity. In addition, MA staff recruitment for ESAP2 has been gender sensitive and the composition of SAIPs also includes those that specialize on gender, such as NEWA and the UEWCA. Finally, donors are also sensitive to gender mainstreaming.

Weaknesses identified focused on the lack of an ESAP2 gender policy. In current program manuals and documents gender issues that are raised and explained are not implemented and the narrative report format is not gender sensitive and does not go beyond gathering figures of data. There are no specific capacity development initiatives on gender for SAIPs. Finally, the program is not understood by all stakeholders in the operating woredas.

Several opportunities were identified. Donors and government are keen on gender issues, thus, focusing on gender mainstreaming would increase opportunities for outside support and funding. In terms of resources, there are available experts, research materials and documents, such as the ILO Gender Audit Manual. ESAP2 has a more practical emphasis on gender equality in its activities and components, such as pre-disbursement trainings, feedback on narrative reports, field visits, which all serve as opportunities for gender mainstreaming. MA staff with gender-related experience, as well as SAIPs with specialization on gender mainstreaming, also are opportunities for applying a gender-sensitive approach in project implementation. Finally, the existence of gender focal persons in operating woredas' government administration is also an opportunity for better gender mainstreaming.

Despite these opportunities, various threats were also identified, which included a societal culture that lacks awareness of social accountability issues but that may also challenge gender-sensitive initiatives. The short lifespan of ESAP2 was also cited as a threat to properly mainstreaming efforts as well as a scarcity of resources and lack of budget. It was also identified that gender equality is not a specified objective and this may be an obstacle in mainstreaming gender within the program. Finally, changing donor policies were listed as a threat.

The staff then discussed how the strengths, weaknesses, opportunities and threats intertwine. Strengths were analyzed to see how they could be capitalized on to best take advantage of opportunities. Because gender equality is a concept within the program and there is an availability of resources towards institutions that work on gender-related initiatives, there is an increased likelihood that the program can garner funds from donors keen on gender initiatives. In addition, the experiences of SAIPs who have experience working on gender can share their knowledge with others that do not have such expertise. During the discussion there was one view that many of these organizations with strong gender sensitivity are focused more on women's empowerment, rather than on gender mainstreaming more broadly. However, another voice during the discussion felt this was not necessarily the case.

How weaknesses could be overcome to take advantage of opportunities was also discussed. A lack of understanding by stakeholders also serves as a chance to educate more individuals about SA and gender issues. The lack of a gender policy, although a substantial gap, also serves as an opportunity to make gender mainstreaming a greater focus in ESAP2 and the gender audit itself is one step in this process. The timing of the gender audit is favorable as gender issues are getting much attention from donors and stakeholders.

In strengths-threats analysis staff members discussed how strengths could be used to overcome obstacles in gender mainstreaming. Program documents and activities may be utilized to overcome societal culture that challenges gender equality. In addition, monitoring reports and guidelines can also be updated in order to better address gender mainstreaming.

Finally, in a weaknesses-threat assessment staff discussed how weaknesses could be conquered to manage threats. The lack of a system towards gender mainstreaming ESAP2 activities or a gender policy with a guideline could be addressed and established, and thus a threat could be removed.

4 Data and analysis: Phase II - SAIPs

4.1 SAIP Performance Review

In reviewing SAIP's project performance, material was taken from a CD&T exercise prepared for a learning benchmark. Each of the original 30 SAIPs' third quarter narrative report was reviewed for how gender sensitivity, as well as the needs of vulnerable groups, had been addressed.

In the review the central question pulled from the narrative report was the following: Please describe your approach (max. 100 words): How do you ensure that women and vulnerable groups actively participate and that their specific needs are heard?

Each organization received two scores, one based specifically on gender and a second based on social inclusion. The scores for gender ranged from 0 to 3 and were based on the following scale:

- 0 - No response
- 1 - Women are invited
- 2 - Women and girls are empowered to express needs
- 3 - Needs of both men and women across social and vulnerable groups are considered and addressed

Social inclusion scores also ranged from 0 to 3, based on the following scale:

- 0 - No response
- 1 - Not clear which vulnerable and social groups are mobilized
- 2 - Standard vulnerable and social groups are mobilized (elderly, women youth, people living with HIV/AIDS, physically challenged)
- 3 - In addition to standard vulnerable and social groups, context and/or sector specific groups are identified

After extracting SAIPs' report responses it was found that no SAIP earned a gender score of 3. Eleven SAIPs earned a score of 2 and 12 SAIPs earned a score of 1. Seven SAIPs had no response in the narrative report.

For social inclusion, three SAIPs earned a score of 3: NSAC, EOC-DICAC, and Save Lives. Nine SAIPs earned a score of 2 and 11 SAIPs earned a score of 1. Seven SAIPs had no response in the narrative report.

Overall, the performance review showed that almost all SAIPs are clearly inviting women to participate in ESAP2 program activities. However, a greater number of SAIPs have not moved beyond this to ensure women and girls are empowered to express their needs and even more so, that both men and women's needs are actually addressed. However, as the life of the project increases, SAIPs will begin to increase focus on improving service delivery, and thus in turn, the needs of both women and men will begin to be addressed. Furthermore, a number of SAIPs are also not clearly mobilizing vulnerable and social groups. The large number of SAIPs that had no response to both categories also seems to be problematic. More CD&T efforts will be needed to ensure SAIPs are placing a strong focus on gender sensitivity and social inclusion and properly reporting such efforts.

4.2 SAIP Interviews

In interviews with three SAIPs and their implementing partners: AAWA, PADet and SYGE, and UWECA and MCC, important and pertinent information was revealed about SAIPs' impressions, challenges and strategies in gender mainstreaming the ESAP2 program. Some issues that were raised among the SAIPs include:

Inadequate training. SAIPs shared that they felt they received limited or no training in regards to gender mainstreaming. Although social inclusiveness was addressed in training and even gender as a cross-cutting issue, more substantive topics such as gender indicators or mainstreaming methods and practices were not mentioned. CD&T support related to gender mainstreaming was limited.

Limited women's participation. SAIPs shared that one of their biggest challenges in gender mainstreaming is that women are often inactive during SA-related events as they are shy or unable to express themselves. In addition, PADet Executive Director Amare Worku, shared that women must be brought into the planning and development of reform action plans as well. Another challenge shared from SYGE's (sub partner of PADET) focal person, Michael Araya, was the difficulty of ensuring strong female representation on the SACs as leaders of various marginalized groups tend to be male.

Techniques. In order to address the challenges in employing gender mainstreaming the SAIPs use various strategies, often with experience they have gained in the past. One of the strongest examples is a technique AAWA uses to encourage female participation that they have used in their previous work. During traditional Ethiopian coffee ceremonies, women, as well as some men, come together for discussions in a setting that is more familiar and comfortable than other formal settings. Here women are more relaxed and better able to share their opinions. Another method of facilitating female participation is an approach PADet/SYGE uses of dividing participants into small groups based on gender. It was shared that women are less confident in sharing their opinions in mixed groups. Thus, by organizing women into smaller groups they can better express themselves, and these issues can later be shared with the plenary. In addition, UWECA/MCC have established a protocol that 30% of all SAC members must be women or members of other socially vulnerable groups.

In mobilizing members of marginalized communities, UWECA/MCC mentioned that they work with influential community leaders, such as clan and religious leaders. SAIPs also expressed that they work with different associations and CBOs, such as idirs, and religious groups.

5 Recommendations

One of the objectives of the gender audit was to recommend methods the MA can utilize to improve its internal policies and materials to improve gender mainstreaming activities. After conducting various activities and research for the audit, several gaps have been identified in how gender is mainstreamed within the program. In suggesting any actions be taken to improve gender mainstreaming within ESAP2, there is an underlying assumption that strengthening gender equality is an objective of the program. However, this should not be taken as an implicit truth, but rather a thoughtful decision must be made at the donor and governmental level. If gender equality is not within the mandate of ESAP2 then resources and time can be better allocated to reach other program aims.

Taking this into consideration, gender equality will be assumed to be a core goal for the purpose of offering recommendations based on the findings of the gender audit.

The creation and implementation of a gender policy and guidelines. Although program documents such as the operational manual, implementation manual and SA guide include aspects of gender mainstreaming there is no central program document that encompasses these different elements. In addition, there is no thorough system to dictate how gender is considered within each aspect of ESAP2. Instead of an institutionalized policy, thus far, measures are often left up to individual staff members who may have their own unique understanding of gender mainstreaming.

This gender policy and a guideline to implement the policy should be created with the consultation of each component of the MA, as well as relevant consultants and outside stakeholders. In addition, the policy should include clear gender mainstreaming objectives as well as methods of how SAIPs should mainstream gender in their projects. The experience of current SAIPs, many of which have worked to promote gender equality in the past, should be sought and included in the policy and guideline so that other SAIPs are able to learn from these best-practices.

Designation of gender-focal person/persons. With the establishment of a gender policy must come enforcement and monitoring efforts. A gender focal person or persons should be identified at the MA level in order to ensure the gender policy is being followed and so monitoring of gender mainstreaming can take place. If resources cannot permit a gender focal person, an already-existing MA component should be in charge of monitoring progress related to gender mainstreaming. CD&T or M&E are the most apparent teams to take on this responsibility and this should be indicated in the gender policy and guidelines. The MA should also engage with gender focal persons at the woreda level and guide SAIPs to do the same.

Use of current sector policies and guidelines related to gender mainstreaming. Instead of creating a gender policy from scratch or in isolation, the MA should consider referring to and adapting and contextualizing already-established gender guidelines.

Revision of core ESAP2 documents to be more gender-sensitive. In the document review, the negotiation memo and institutionalization note were the lowest scoring documents, each earning an overall score of 1 based on their level gender sensitivity and gender mainstreaming. These documents should be reviewed and revised. In addition, after comparing all of the ESAP2 documents, sustainability seems to be the area with the greatest area for improvement. ESAP2 documents should encourage long term gender-sensitivity objectives as well as capacity building for stakeholders.

Increased training of MA staff and SAIPs. During the gender audit activities a reoccurring issue was the lack of gender mainstreaming training. During the gender questionnaire activity it was clear that staff felt CD&T in regards to gender mainstreaming was limited. Internal training should be offered for MA staff so clear gender concepts are understood, as well as, technical areas of gender mainstreaming to ensure staff members have the skills to apply a gender-sensitive approach in their work. In addition, if and when an ESAP2 gender policy is created, all staff members should be fully trained on its content and supported in its implementation.

SAIPs should also receive additional training on gender mainstreaming definitions as well as technical factors in M&E gender-sensitive factors. Although the TOT has already been complete, SAIPs can receive coaching during field visits, online or by receiving gender policy guidebooks.

Development of a CD&T and monitoring strategy in regards to SAIPs' gender mainstreaming. Even after receiving training SAIPs will still need support during their efforts to gender mainstream. Currently, SAIPs are working on these efforts almost in isolation as the MA has not offered support on gender mainstreaming. As previously mentioned this means certain documents within the MA should be improved, such as the monitoring checklist. The MA also does not currently have one concise CD&T plan, rather actions are taken as the project advances. A strategy should be developed that includes gender-sensitive support. Specific issues, such as supporting SAIPs with increasing women's active participation in the program and working with SAIPs on the activities of SAC, should be addressed. Quarterly narrative reports offer gender disaggregated data, however, this data is not thoroughly being used to further investigate SAIPs performance and suggestions on improvement in regards to gender mainstreaming. This should be revised. In addition, the MA should ensure strong field monitoring takes place that encourages SAIPs to gender mainstream efficiently.

Experience-sharing activities among SAIPs organized by the MA. During the interviews with SAIPs, a recommendation suggested was an experience-sharing activity organized by the MA in order for SAIPs to share their experiences and best practices. During the SWOT analysis activity one strength and opportunity listed was that some SAIPs have experience working on gender-related issues. The benchmarking event organized by the MA is one platform for such experience-sharing. In addition, the experiences and strategies SAIPs shared during the gender audit interviews should be incorporated into a gender policy that is shared with other SAIPs.

ANNEX A: Sector Policy Research

Water and Sanitation

Document: Ethiopian Water Resources Management Policy

Source: <http://www.mowr.gov.et/index.php?pageum=10&pagehgt=1000px>

Key Notes:

Section 1.3: (Fundamental Principles of Water Resources Management Policy)

1. Water is a natural endowment commonly owned by all the peoples of Ethiopia.
2. As far as conditions permit, every Ethiopian citizen shall have access to sufficient water of acceptable quality, to satisfy basic human needs.
6. Promotion of the participation of all stakeholders, user communities; particularly women's participation in the relevant aspects of water resources management.

Section 2.2.10:

1. Promote the full involvement of women in the planning, implementation, decision making and training as well as empower them to play a leading role in self-reliance initiatives.

Section 2.2.13 C:

1. Water being the common property of all Ethiopians, to formulate water resources legislation that allows all citizens to have access for water based on the rules and regulations of the government.
2. Provide the legal basis for active and meaningful participation of all stakeholders, including water users' associations, the community and particularly for women to play the central role in water resources management activities.

Section 2.2.3 D: (Technology and Engineering)

4. Promote the direct involvement of communities, particularly women, in the operation and maintenance of water systems.

Section 2.3.2.3 A: (Irrigation policy)

5. Promote decentralization and users-based-management of irrigation systems taking account of the special needs of rural women in particular.

Document: Gender Mainstreaming Field Manual (Document of the Women's Affairs Departments of Ministry of Water Resources)

Source: <http://www.mowr.gov.et/index.php?pageum=10&pagehgt=1000px>

Key Notes:

Section Introduction II:

- Thus, the manual enables the regional water sector personnel to easily understand and optimally utilize the gender equality perspectives in their day-today operations.
- The Manual widely presents gender analysis tools and mainstreaming methodologies to facilitate gender sensitive development process in the sector.
- The Manual targets woreda level staff, community participation promoters and technicians operating in water supply and sanitation sub-sector.
- The Manual is such a useful quick reference/hand book that can also be further utilized by various level government and non-government structures engaged in the development of rural water supply sanitation sub sector.

Section 1.1.2 II B: Ethiopian Water Resources Management Strategy on Article 4.1.8 States the following on gender issues:

Article 4.1.8 Gender issues:

1. Ensure that gender issues are incorporated in the process of planning & implementation of water resources management.
 - a) Involve women in the development and management of water resources and small-scale irrigation

activities. Provide women with opportunities to play leadership roles in community based development structures.

- b) Stimulate women to participate in water resources management activities to ensure continuity in service delivery and thereby sustainability. Sensitize and encourage women to participate in the management of water schemes.
 - c) Enable women to have influential roles in decision-making. Moreover, assist women, to get out of the crushing workload of fetching and carrying water for family use.
2. Improve situations where women can easily access to water and sanitation facilities to reduce the impact of poor environmental sanitation of their health. Educate women on water, sanitation and health situations so that those community health situations can improve.
 3. Enhance the operation and maintenance capacity of women through technical and systems management training services. Improve the enabling environment for women to play influential roles in water sector management.
 4. Develop mechanisms to deal with situations those hinder women from playing important roles in management of water sector development systems.

Various detailed activities at the very local level are listed for gender mainstreaming for various WSS projects including organizing a community meeting with men and women participants, collecting sex disaggregated data, identifying different roles and responsibilities of women and men in relation to water and sanitation and a gender role analysis of water and sanitation usage/management.

Document: Gender Mainstreaming Guideline

Source: <http://www.mowr.gov.et/index.php?pagenum=10&pagehgt=1000px>

Key Notes:

Gender Mainstreaming Guideline – cant download

Agriculture

Document: Ethiopian Water Resources Management Policy

Source: <http://www.mowr.gov.et/index.php?pagenum=10&pagehgt=1000px>

Key Notes:

Section 2.3.2.3 A: (Irrigation policy)

5. Promote decentralization and users-based-management of irrigation systems taking account of the special needs of rural women in particular.

Document: Rural Capacity Building Project Gender Mainstreaming Guideline

Source: <http://www.moa.gov.et/61>

Key Notes:

Section 3: Objectives of the Guideline

- Assist project implementers to identify gender gaps, particularly in ATVET, extension and research;
- Give directions to implementers in identifying mechanisms to address and equally consider the concerns of women and men in a given component.

Section 4: Scope of the Guideline

- The RCBP Gender Mainstreaming Guideline, in addition to assisting in identifying gender equality mainstreaming issues, it will look at environment and HIV/AIDS as cross-cutting themes. The Guideline is intended for use by all stakeholders – decision-makers, implementers, and field workers – involved in the RCBP. It is meant to assist implementers ensure that women and men participate, contribute, benefit equitably and that both women's and men's efforts and knowledge are recognized and technologically supported.

Ministry of Agriculture Website

Source: <http://www.moa.gov.et/web/pages/organizational-structure>

Key Notes:

- Women's Affairs Directorate exists under MoA.

Health

Document: Health Sector Development Programme 1V Annual Performance Report (2010/11)

Source:

<http://www.moh.gov.et/English/Resources/Documents/Annual%20Performance%20Report%202011.pdf>

Key Notes:

Section 3.4: Gender Mainstreaming

Planned gender mainstreaming and women empowerment activities carried out in EFY 2003:

- Concerning sexual abuse, various awareness raising activities were undertaken using different types of mass media (radio and TV, drama, panel discussion, presentation of study reports, distribution of white ribbon, brochures etc.) for the public and various groups such as 178 participants from sector ministries and other concerned bodies, staff of FMOH, and representatives of partner organizations.
- Exchange of experiences and best practices was made with the participation of almost all regions (Tigray, Amhara, Addis Ababa, SNNP, Oromia, Gambella, Benishangul Gumuz, Harari, and Dire Dawa) and other stakeholders, and an indicative plan for EFY 2004 was prepared.
- A three-day awareness raising training on gender mainstreaming and gender analysis was provided in several rounds to 260 participants (57 females and 203 males) drawn from Amhara, Tigray, SNNPR, Gambella and Benishangul Gumuz. The participants were heads of RHBs, gender focal persons, heads/experts from plan and program units, and woreda and zone officials. At the same time, an indicative Plan on Gender for EFY 2004 was prepared by the participants for their respective region.
- Awareness raising training on gender issues was given in four rounds for 100 participants (84 women and 16 males) from FMOH and for 98 participants (68 women and 30 males) from hospitals and agencies accountable to the FMOH.

Challenges

- Variation in availability of gender officers or focal persons at each level;
- Shortage of budget; and
- Low level of awareness on gender issues.

Way Forward

- Facilitate the inclusion of women representatives as part of management at regional and agencies level;
- Include gender perspective in the preparation of the budget;
- Give special attention to gender issues in emerging regions; and
- Review the checklist on supportive supervision from a gender perspective.

Document: Health Extension Program in Ethiopia (June 2007)

Source:

<http://www.moh.gov.et/English/Resources/Documents/HEW%20profile%20Final%2008%2007.pdf>

Key Notes:

Candidate HEWs must be women aged 18 years or older with at least 10th grade education. HEWs will be selected from the communities in which they reside in order to ensure acceptance by community members. Selection committees are comprised of a member nominated by the local community, representatives from the Woreda Health Office, Woreda Capacity Building Office and Woreda Education Office. Following selection, the HEW completes a one-year course of training which includes coursework as well as field work to gain practical experience.

Rural Roads

Document: The Ethiopian Rural Travel & Transport Program (ERTTP) - Implementation Arrangement of the ERTTP

Source: <http://www.era.gov.et/LinkClick.aspx?fileticket=MhAogAh5N5g%3D&tabid=66>

Key Notes:

ERTTP is made up of the:

- Central Program Co-ordinating Board (CPCB) – a specific women’s affairs body is not listed under this board, however, all regional governments are listed.
- Regional Program Co-ordinating Committee (RPCC) – includes Representative of Women’s.
- Woreda Development Committee (WDC) – a specific women’s affairs body is not listed under this committee, but Representative of Youth Associations is listed.
- Kebele Development Committee (KDC) – Representative of Women’s and Representative of Youth Associations are listed.

Document: Ethiopian Roads Authority Planning, Monitoring & Evaluation Manual

Source:

<http://www.era.gov.et/LinkClick.aspx?fileticket=T6UCD7waFNY%3d&tabid=66&mid=421>

Key Notes:

Section 1.3: Nature of the PME Manual

The Planning, Monitoring and Evaluation Manual is intended to be supportive rather than prescriptive in

nature. It aims to build the capacity of those local government bodies, which do not possess the skills and

know-how to undertake the process independently, as well as to provide some ideas, and guidance to those

who might be engaged in this integrated type of planning in addressing their access problems.

Section 1.2: The Ethiopian Planning Context

Rights of Women: Women have the right to full consultation in the formulation of national development policies, the designing and execution of projects, and particularly in the case of projects affecting the interests of women.

Section E: Checklist for Incorporation of Social Dimension into WIDP (Woreda Integrated Development Planning)

E.1 Topics to be addressed in the Social Analysis: 5. Gender Issues

- Assess the relative roles and division of labour between men and women in the total agricultural production system, household food security, household or small-scale agricultural processing and marketing, off-farm employment and community work in different client subgroups;
- Determine how the project will change these roles;
- Assess the relative access to resources of men and women, e.g, credit, equipment, land, water and forests, research, training opportunities;
- Identify constraints faced by women in gaining access to resources, including time, financial, literacy, asset ownership, and cultural or religious constraints; and
- Identify whether major decisions, which may influence the adoption of technologies or practices, are made by women, men or jointly by women and men. Assess the implication of this decision-making framework on the mechanisms that are to be used to communicate project-related information to the community.

Section G.8: Some Gender Issues to be Considered in Roads Infrastructure Projects (Impact

Assessment and Design)

- Extraction of road-making materials (will this affect women's and/ or men's subsistence /productive activities through impact on drainage and erosion? Will water supplies be affected? What measures will be taken to deal with any negative effects?)
- To what extent will women's and men's travel time (associated with productive, reproductive and community roles) be reduced?
- How will women's and men's mobility and access (in relation to their different needs and roles) be improved? e.g. access to services, markets, and employment opportunities?
- What impact will the improved access have on urban-rural migration of women and men?
- What impact on the incidence of HIV and Sexually Transmitted Diseases (during road rehabilitation, as a result of increased transport)? What measures can be taken to reduce incidence of HIV and STDs?
- What changes are likely in terms of flow of goods in and out, shortages and price differentials of basic commodities? And in terms of local markets, and the roles/income of women and men? Positive or negative?
- Employment of men and women in the road rehabilitation, and in the subsequent road maintenance activities. What is the current participation of women and men? What measures can be considered to improve women's participation, including skills, pay, remuneration and promotion prospects?
- What measures can be taken to improve travel safety?
- Another factor that contributes to the unequal distribution in transportation is that the majority of the trips are made to fulfill subsistence and social needs (collecting firewood, water health care for the children, etc.). Again tradition and culture mean that these tasks are the responsibility of women.

Gender issues to be considered are:

- How is the 'labour' at household level divided: who is responsible for what?
- What is the difference between men and women in access to services, credit, land, extension, etc.?
- What is the decision making power of women in the village?
- What are the effects of social, cultural and legal rules and regulations on the rights of women as opposed to men with regard to empowerment and self-development?

As a summary and guide the following should be assessed and rated:

In the planning phase:

- Are women involved in decision taking and priority setting?
- How do identified problem areas affect women, men, and children?

During implementation

- Are the women involved in the implementation of projects?
- Is the implementation affecting women/men positively/negatively in terms of labour participation or social changes?

After implementation

- Does the project have the anticipated expect on women/men?
- Are women/men satisfied about the project's effect?

Education

Document: Gender Brochure

Source: <http://info.moe.gov.et/pdf/genbro.pdf>

Key Notes:

Mission of the Gender Secretariat

- Eliminate gender disparity
- Institutionalize gender equality at all levels
- Build capacity of experts at MOE, REBs and WEOs to mainstream gender in all activities
- Provide technical support to educational institutions to ensure gender equality through monitoring and evaluation
- Support interventions that increase participation and performance of girls in education/training
- Support the full participation of women in education from Kindergarten to PhD level
- Create community awareness on the importance of educating girls and the need to eradicate HTPs, harassment and violence

Document: National Girls' Education Strategy 2010

Source: <http://info.moe.gov.et/gendocs/MOEGE.pdf>

Key Notes:

- The National Girls' Education Strategy document focuses on the current status of girls' participation in education, obstacles to the education of girls, real change processes, analyzing lessons of what constitutes good practice for girls' education, and initiates strategic directions to ensure girls enrolment and achievement in education.

Section 4.3.12. Design System for Mainstreaming Gender Issues within Heads and Expertise at all Levels of the Education Sector for Better Performance of Activities:

- ... actions are being undertaken in a variety of sectors. At all sectors and levels, considering as one of the strategic directions gender issue is in the process of implementation in the consecutive education sector development programmes. More than the previous times, a particular focus is given to gender issue in the fourth education sector development programme action plan.
- Moreover, all rounded intensive effort will be strengthened to implement gender related activities. As a core issue of the new business process reengineering of the sector at federal, regional, schools, teacher training colleges, TVET and higher education institutions encompassing, realizing, and assessing gender mainstreaming as a direction in all aspects of work as a key tool in ensuring the overall gender equality in the sector.
- Sector-wide implementation guideline will be prepared by revising and correcting the previous Gender Mainstreaming Guideline. To put the guideline fully into action continuous capacity development monitoring and support will be strengthened for heads and implementers at all levels.
- The direction of periodical assessment, monitoring and provision support will be strengthened.

Document: MOE Website

Source: <http://info.moe.gov.et/gndrhl.shtml>

Key Notes: High level Gender Mainstreaming Capacity Development Workshop organized by MoE on 12 and 13 December 2011

Sessions included:

- ***Gender Mainstreaming in the Education Sector***
- ***Mapping the Education Sector Landscape***
- ***Refining the gender issue from a policy and planning perspective***
- Engendering Advocacy and Communication for gender mainstreaming
- ***Monitoring and Evaluation: Keeping a Gender Sensitive Eye on Things***

Document : Education Sector Development Program IV (2010)

Source: <http://info.moe.gov.et/hlp.shtml>

Key Notes: Program Matrix – see attached page

Document : Achieving Gender Parity in Education

Source: <http://info.moe.gov.et/gendocs/FER.pdf>

Key Notes:

- The study's objective was to analyze the factors affecting the policies and programs on girls' education and to develop a concise policy brief on girls' education in Ethiopia that will enable the Federal and Regional governments as well as other stakeholders supporting the education system in the country to operate more effectively.

Section 2.6: Policies on Mainstreaming Gender in Education in Ethiopia

- The New Education and Training Policy: Special attention will be given to women and to those students who did not get educational opportunities in the preparation, distribution, and use of educational support input (TGE, 1994; Article 3.7.7.)
- Ethiopian Higher Education Proclamation (FDRE, 2003): Entry assessment or admission procedures designed for any female, disabled student, a student who completed high school education in a developing region and who is native of the nationality of such region or student from nationality whose participation in higher education is low shall be different from others. They shall, during their stay in the institution, get special support; particulars of such support shall be determined by the "Ministry" (Article 6: 3).
- The Government of Ethiopia has prepared and issued the gender mainstreaming guidelines and checklists for education sector, intended to education offices at various levels, Teacher Training Institutes and schools (MoE, 2004b) This document gives clear directions to the concerned on how to ensure access and equity, quality and relevance with efficiency.

General

Document: National Action Plan for Gender Equality (NAP-GE-2006)

Source:

http://www.dagethiopia.org/index.php?option=com_docman&task=doc_details&gid=12&Itemid=120

Key Notes:

Section 1. Introduction

ii. Ownership: The Ministry of Women's Affairs is designated as the national machinery for the advancement of women with the responsibility to initiate, coordinate and monitor gender responsive development. It will also play a key role in launching the Action Plan which would include:

(a) Wide dissemination of the NAP-GE to:

- i. All federal institutions, as well all regional government heads, to secure commitment and initiate Regional Action Plans that are in line with the NAPGE;
- ii. Other stakeholders and potential collaborators to help them to mainstream gender within their respective institutions as well as commit their institutions to support initiatives to implement the NAP-GE at Federal and Regional government levels.

(b) Designation of responsible government institution for all the priority areas:

Responsibility designation for the identified priority areas had not been made except for the self explanatory sectors like education, health and environment, which will impede overall implementation. Hence each priority area should have responsible body or bodies with a lead institution.

(a) Acknowledgement of the inseparability of gender mainstreaming from the developmental process of government institutions:

Ensure that national sector plans incorporate gender; and reports consider international and national commitments, and show what an institution had done in terms of gender as an overall component of institutional performance.

*Key Notes comprises mainly copied text from the specified documents.

Conclusion: Gender mainstreaming policies and guidelines were found across all sectors from the relevant government ministries and bodies. Overall, the policies offer practical steps for government officials at various levels, including local woreda administrators to incorporate gender mainstreaming steps in the methodology of sector projects as well as in monitoring and evaluation.

ANNEX B: Document Review Data

Document: SA Log Frame

Scale

NA - statement is not applicable

0 - statement does not fit at all

1 - statement fits some parts (10-25%)

2 - statement fits moderately (25-50%)

3 - statement fits adequately (50-75%)

4 - statement fits quite well (75-90%)

5 - statement fits very/absolutely well (95-100%) (Gender is mainstreamed throughout the document consistently).

#	Statements	Rate	Comments
1	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	NA	
2	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	NA	
3	The document encourages the collection and analysis of gender-disaggregated data/information.	4	Most of the indicators and outputs are gender-blind. Out of a total of 44 possible outcomes and output indicators/combination of indicators that could be disaggregated, 7 made specific mention of one gender: women.
4	The document uses gender-sensitive language.	3	
5	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	NA	
6	The document distinguishes between a focus on one sex and a focus on gender relations.	3	The log frame makes specific mention gender, but more specifically focuses on one gender: women. Although this is most likely done to counter-balance pre-existing discrimination against women.

#	Statements	Rate	Comments
7	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	4	Specific indicators for gender sensitivity of Joint Action Plans for service improvement, of the approach to training (e.g. for Local Government Officials), and of tools, Specific indicators for women: women specific action in Joint Action Plan, and women's judgment about services.
8	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	4	Out of a total of 44 possible outcome and output indicators/combination of indicators that could be disaggregated, 7 are gender sensitive/make specific mention of women.
9	The document outlines key project activities that serve the interests of men and women equally.	4	Most of the outcome and output indicators/combination of indicators are gender-blind.
10	The document focuses on women's empowerment (provides for separate programs and activities).	4	Several indicators specifically look at the impact of technical areas of the project on women and women's groups.
11	The document addresses men's contribution, benefits and behavior in relation to gender equality.	0	Indicators do not specifically address gathering data to measure impact or contributions among men. This information would only be retrieved indirectly.
12	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	4	In the section of the log frame that is focused on increasing SAIP capacity building, outcome indicators 5.1 and 5.2 mention that SAIPs should be trained in SA tools, including gender-sensitive tools (two out of the three outcome indicators).
13	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	0	Output indicator 5.2.3 mentions that at least two non-partner CSOs are invited to each benchmark meeting, however, there is no specific mention that these orgs are related to gender/women's empowerment.
14	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	0	

#	Statements	Rate	Comments
15	The document references gender-related objectives for institutional strengthening.	3	In the section of the log frame that is focused on increasing SAIP capacity building, outcome indicators 5.1 and 5.2 mention that SAIPs should be trained in SA tools, including gender-sensitive tools (two out of the three outcome indicators).

Document: Social Accountability Guide

#	Statements	Rate	Comments
1	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	4	In the chapter that most relates to economic, social, political and environmental factors, (chapter 3 on socially vulnerable groups) the SA guide often mentions gender. It is also clarified that excluded groups may belong to more than one category. The example of a single women living with AIDS is given.
2	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	5	The SA guide clearly defines the terms gender, gender mainstreaming, gender responsive budgeting, as well as social exclusion and social inclusion.
3	The document encourages the collection and analysis of gender-disaggregated data/information.	3	Mention of analyzing/collecting gender data disaggregated info: social audit no; GRB yes; PRB no; community mapping yes but indirect; citizens report card yes but little; community score card yes.
4	The document uses gender-sensitive language.	3	observational determination
5	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	4	In a sampling of case studies/scenarios, chapter 1 offers four case studies; half make a reference to gender, although minimal. In another sampling, chapter 3 regarding social exclusion/vulnerability, exercise 3.2.2 offers a role-play activity where all five participant roles takes into account gender. In a third sampling, exercise 3.2.3 mentions women and youth as one of five specific social group profiles, but also mentions gender in three of the other group scenarios. (averaged three scores of 3, 5, 4 on the case study/scenario samplings for a final statement score of 4)
6	The document distinguishes between a focus on one sex and a focus on gender relations.	3	A sampling was made of three chapters, chapters 3, 7 and 9. In chapter 3, socially vulnerable groups, both role play/profile exercises 3.2.2 and 3.2.3 have two out of five scenarios that make specific reference to the interaction or impact of two genders' interactions. Chapter 7 (community mapping) did not make specific reference to gender but did insist that communities as a whole should work together in the process of the tool, indirectly focusing on gender relations. In chapter 9 there were references to gender but focused many times on one gender: women. (averaged three scores of 4, 2, 3 on the case study/scenario samplings for a final statement score of 3)

7	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	5	
8	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	NA	
9	The document outlines key project activities that serve the interests of men and women equally.	4	Observational determination; not a 5 because women are slightly more focused upon as a socially excluded group.
10	The document focuses on women's empowerment and provides for separate programs and activities.	2	1 out of the 6 SA tools (17%) GRB has a substantial focus on women's empowerment + the incorporation of women's empowerment indirectly in other tools
11	The document addresses men's contribution, benefits and behavior in relation to gender equality.	2	observational determination; mainly women are focused upon as a socially excluded group with very little focus put on men specifically
12	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	4	Chapters 11 and 12 that both focus on capacity building for the SAIPs, make no mention on gender or socially vulnerable groups. However, other chapters offer valuable information and definitions on gender concepts and gender mainstreaming that is used for capacity building for SAIPs. (i.e. the SA guide is the training manual for SAIPs and for SACs)
13	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	NA	
14	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	NA	
15	The document references gender-related objectives for institutional strengthening.	NA	

Document: Negotiation Memo

#	Statements	Rate	Comments
1	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	NA	
2	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	0	
3	The document encourages the collection and analysis of gender-disaggregated data/information.	2	Indirectly. Section 4.1 regarding the log frame can capture this information; however no specific mention is made about data collection.
4	The document uses gender-sensitive language.	0	The neg memo is completely gender-blind. Suggestions: <ul style="list-style-type: none"> • Sections 3.1 and 3.1 regarding HR and consultancies could specifically mention the hiring of women and men equally. • Section 3.3 on trainings could also use more gender-sensitive language. • No mention is made about socially vulnerable groups, which could be an included section in the neg memo.
5	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	NA	
6	The document distinguishes between a focus on one sex and a focus on gender relations.	0	
7	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	0	Language is all gender-blind.
8	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	2	Indirectly. The log frame section, 4.1, can capture this information, however no specific mention is made to gender equality objectives and indicators in the memo itself.
9	The document outlines key project activities that serve the interests of men	2	Indirectly. Section 3.3, trainings, can capture this information, however no

#	Statements	Rate	Comments
	and women equally.		specific mention is made about whether key project activities serve the interests of women and men equally.
10	The document focuses on women's empowerment and provides for separate programs and activities.	2	Indirectly. The log frame can capture this information under section 3.3, trainings, however no specific mention is made asking about whether key project activities are focused on women's empowerment.
11	The document addresses men's contribution, benefits and behavior in relation to gender equality.	2	Indirectly. The log frame section can capture this information under section 3.3, trainings, however no specific mention is made about men's contributions.
12	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	NA	
13	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	NA	
14	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	NA	
15	The document references gender-related objectives for institutional strengthening.	0	There is nothing in the neg memo that would highlight/capture this information.

Document: SA Implementation Manual

#	Statements	Rate	Comments
1	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	3	More information could be included to better address how social factors, like gender, may affect individuals' participation in the SAC and how challenges can be addressed. The manual does discuss avoiding social exclusion, but this is limited. Gender is discussed mainly with GRB.
2	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	0	
3	The document encourages the collection and analysis of gender-disaggregated data/information.	3	This is reflected mainly with GRB, but also included with CSC, CRC, and indirectly community mapping. Although stronger direction and reinforcement in this regard could be included.
4	The document uses gender-sensitive language.	3	The implementation manual makes many references to socially excluded groups, and mentions gender at various occasions, although more effort could be included to avoid gender-blind language.
5	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	0	There are no case studies or anecdotal examples in the implementation manual.
6	The document distinguishes between a focus on one sex and a focus on gender relations.	0	There isn't discussion of how women and men interact. This is specifically important in the formation and performance of the SAC.
7	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	3	
8	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	NA	
9	The document outlines key project activities that serve the interests of men and women equally.	3	

#	Statements	Rate	Comments
10	The document focuses on women's empowerment and provides for separate programs and activities.	2	More information could be included to better address how vulnerable groups, but specifically women, can fully and comfortably participate in the SAC within the local context.
11	The document addresses men's contribution, benefits and behavior in relation to gender equality.	0	
12	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	2	Capacity building on gender mainstreaming is mainly found in the implementation manual in the discussion of GRB.
13	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	NA	
14	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	NA	
15	The document references gender-related objectives for institutional strengthening.	0	

Document: Monitoring Protocol & Checklist

#	Statements	Rate	Comments
1	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	NA	
2	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	NA	
3	The document encourages the collection and analysis of gender-disaggregated data/information.	4	
4	The document uses gender-sensitive language.	4	
5	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	4	
6	The document distinguishes between a focus on one sex and a focus on gender relations.	3	The document focuses more specifically on women, though this may be done with the intentional purpose of counter-balancing gender discrimination against women.
7	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	4	
8	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	3	Although there are several mentions of gender-sensitive references in the format, there are few specific gender equality indicators.
9	The document outlines key project activities that serve the interests of men and women equally.	5	
10	The document focuses on women's empowerment and provides for separate programs and activities.	5	
11	The document addresses men's contribution, benefits and behavior in relation to gender equality.	0	

#	Statements	Rate	Comments
12	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	NA	
13	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	NA	
14	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	NA	
15	The document references gender-related objectives for institutional strengthening.	NA	

Document: Institutionalization Note

#	Statements	Rate	Comments
1	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	0	
2	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	0	
3	The document encourages the collection and analysis of gender-disaggregated data/information.	0	
4	The document uses gender-sensitive language.	0	Language is gender-blind.
5	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	NA	
6	The document distinguishes between a focus on one sex and a focus on gender relations.	0	
7	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	3	Vulnerable groups are mentioned frequently in the concept note, but with no specific mention of women or women's groups except for the stakeholders chart.
8	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	0	
9	The document outlines key project activities that serve the interests of men and women equally.	5	Most activities are gender blind.
10	The document focuses on women's empowerment and provides for separate programs and activities.	1	This is indirect as there is mention of socially vulnerable groups, however, not women specifically.
11	The document addresses men's contribution, benefits and behavior in relation to gender equality.	0	
12	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	0	

#	Statements	Rate	Comments
13	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	0	There is mention in the concept note of SA experts, and an SA Centre of Excellence/Think Tank; however, nothing in relation to gender.
14	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	NA	
15	The document indicates that gender-related objectives for institutional strengthening have been defined.	0	

Document: Operational Manual

#	Statements	Rate	Comments
1	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	NA	
2	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	0	
3	The document encourages the collection and analysis of gender-disaggregated data/information.	3	The operational manual includes annexes for the quarterly and final narrative report formats, which ask specific questions about socially excluded groups, including women, as well as the participation of women at trainings/workshops. The grant application also asks NGOs specific questions about addressing socially vulnerable groups, including women.
4	The document uses gender-sensitive language.	3	The report formats as well as the grant application format, specifically mentions socially vulnerable groups and gender.
5	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	0	There are no case studies or anecdotal examples in the implementation manual.
6	The document distinguishes between a focus on one sex and a focus on gender relations.	0	The report formats and the grant applications do not specifically address how genders interact.
7	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	5	
8	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	4	The operations manual includes annexes for the quarterly and final narrative report formats, which ask specific questions regarding gender and the participation of women at trainings/workshops.
9	The document outlines key project activities that serve the interests of men and women equally.	5	

10	The document focuses on women's empowerment and provides for separate programs and activities.	0	
11	The document addresses men's contribution, benefits and behavior in relation to gender equality.	0	The operational manual does not provide a method for addressing or capturing men's contributions. The narrative report format for example does not ask about men's participation in trainings/workshops.
12	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	4	The operational manual mentions that SAIPs will receive training from the MA on mainstreaming socially excluded groups and how to do this within their action plans. The operational manual mentions that training will focus on gender among other issues (page 37/191).
13	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	NA	
14	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	0	Annex M, the example attendance sheet, is gender blind and does not ask about gender.
15	The document indicates that gender-related objectives for institutional strengthening have been defined.	NA	

Document: Narrative Report Format

#	Statements	Rate	Comments
1	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	3	
2	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	NA	
3	The document encourages the collection and analysis of gender-disaggregated data/information.	4	Many of the questions have been gender-disaggregated.
4	The document uses gender-sensitive language.	4	
5	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	3	The narrative report solicits anecdotal information mainly indirectly through inquiry on vulnerable groups.
6	The document distinguishes between a focus on one sex and a focus on gender relations.	3	There is a focus on both sexes since the report is asking for gender disaggregated information. However, there is not much in the way of gender relations and a bit more attention is focused on women/women organizations.
7	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	4	
8	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	4	Much of the report asks for gender disaggregated information.
9	The document outlines key project activities that serve the interests of men and women equally.	NA	
10	The document focuses on women's empowerment and provides for separate programs and activities.	NA	
11	The document addresses men's contribution, benefits and behavior in relation to gender equality.	4	A lot of the questions asked in the report are gender disaggregated.

12	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	NA	
13	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	NA	
14	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	4	The narrative report strongly solicits this information from SAIPs.
15	The document indicates that gender-related objectives for institutional strengthening have been defined.	NA	

Summary of documents analysis

#	Statements	SA Log Frame	SA Guide	Negotiation Memo	Implementation Manual	Monitoring Checklist	Institutional. Note	Operational Manual	Narrative Report Format	Totals	Averages	Section Averages
Document's Technical Factors												
1	The document uses gender-sensitive language.	3	3	0	3	4	0	3	4	20	3	3
2	The document takes into account the different experiences of women and men, for example, in case studies, anecdotal or testimonial materials.	NA	4	NA	0	4	NA	0	3	11	2	
3	The document's references of women and gender equality are substantive, not mechanistic or tokenistic (lip service).	4	5	0	3	4	3	5	4	28	4	
Conceptual Clarity												
4	The document reflects that ESAP2 has incorporated a gender perspective in its analysis of economic, social, political and environmental factors.	NA	4	NA	3	NA	0	NA	3	10	3	2
5	The document shows conceptual clarity on what gender equality, gender mainstreaming, etc. mean to ESAP2.	NA	5	0	0	NA	0	0	NA	5	1	
MERL (Monitoring, Education, Reporting and Learning)												
6	The document encourages the collection and analysis of gender-disaggregated data/information.	4	3	2	3	4	0	3	4	23	3	3
7	Lists of participants at ESAP2 launches/trainings/workshops show an equal balance of women and men participants.	0	NA	NA	NA	5	NA	0	4	9	2	

#	Statements	SA Log Frame	SA Guide	Negotiation Memo	Implementation Manual	Monitoring Checklist	Institutional Note	Operational Manual	Narrative Report Format	Totals	Averages	Section Averages
8	The document distinguishes between a focus on one sex and a focus on gender relations.	3	3	0	0	3	0	0	3	12	2	
9	The document includes gender equality objectives and indicators to monitor and measure outcomes and impacts on gender equality in relation to the technical areas of the project.	4	NA	2	NA	3	0	4	4	17	3	
Program Focus												
10	The document outlines key project activities that serve the interests of men and women equally.	4	4	2	3	5	5	5	NA	28	4	
11	The document focuses on women's empowerment and provides for separate programs and activities.	4	2	2	2	4	1	0	NA	15	2	2
12	The document addresses men's contribution, benefits and behavior in relation to gender equality.	0	2	2	0	0	0	0	4	8	1	
Sustainability												
13	The document indicates capacity building for SAIP staff and implementing partners on gender equality concepts and gender mainstreaming.	4	4	NA	2	NA	0	4	NA	14	3	
14	The document indicates capacity building for national machineries responsible for gender/women and for gender expert organizations on gender issues as they relate to ESAP2.	0	NA	NA	NA	NA	0	NA	NA	0	0	1
15	The document references gender-related objectives for institutional strengthening.	3	NA	0	0	NA	0	NA	NA	3	1	

#	Statements	SA Log Frame	SA Guide	Neg otiation Memo	Implementation Manual	Monitoring Checklist	Institutional. Note	Operational Manual	Narrative Report Format	Totals	Averages	Section Averages
Totals		33	39	10	19	36	9	24	33			
Averages		3	4	1	2	4	1	2	4			

ANNEX C: Classification of project activities

Activities	Gender-blind	Gender-specific		Mainstreaming	Notes from discussion (Items in parenthesis used to clarify discussion notes.)
		Empowering women and girls	Focusing on men and boys		
Activity 1 - Call for proposals/selection				X	<ul style="list-style-type: none"> It was noted that the grant application itself was very demanding and some smaller organizations that work specifically with vulnerable groups may not have been able to handle this, and thus were not chosen during the selection process. For example, no organizations in Gambella were able to pass through selection. In addition, within the grant application there is mention of addressing cross-cutting issues such as gender and working with socially vulnerable groups, however these sections are given limited weight (in comparison to other factors) in the evaluation of the application.

activities	blind	Women /girls	Men /boys	mainstream	notes
Activity 2 - Risk assessment (Organizational capacity assessment and financial assessment)/negotiations	X				<ul style="list-style-type: none"> From observations there were not many women present from the organizations when the assessments were made. The assessment form itself is gender blind. Final recommendations from the assessment may include gender-related issues. The MA was gender sensitive in conducting the assessment as women and men both went to conduct the assessment, however this practice was not institutionalized (or set as an ESAP2 policy). The negotiation memo is gender blind. There is no mention in the negotiation memo about hiring women. In the negotiations we mention certain things that may not be gender sensitive. For example, we recommend the purchase of motorbikes for transportation, but is this a practical solution for women? Can they get around? A woman from one of the partners of NEWA, DWWDA, faced related transportation difficulties and was unable to travel by herself and had to travel with a man.
Activity 3 - Pre-disbursement training				X	<ul style="list-style-type: none"> Content of training includes GRB and talks about socially vulnerable groups.
Activity 4 - Action plan and log frame development of SAIPs				X	<ul style="list-style-type: none"> Objectives talk about socially vulnerable groups.

activities	blind	Women /girls	Men /boys	mainstream	notes
					<ul style="list-style-type: none"> • A lot of SAIPs say they will include gender mainstreaming but they do not how they will do so. Our action plan format doesn't address activities related to gender mainstreaming. • Some SAIPs provide trainings on gender mainstreaming -- this mainly is done by orgs who already work on gender. All of the others SAIPs do include socially vulnerable groups in their activities.
Activity 5 - Capacity development of SAIPs				X	<ul style="list-style-type: none"> • There is no guide or document that outlines a system for how the MA delivers capacity development of SAIPs. It is gender blind. Each staff member will have his/her own style and each team member doesn't know what other team members do. • 'Our own organizational culture is gender sensitive. Our recruitment: there are many women working at the MA, but who also hold managerial positions, even from HQ. • SAC formation – The SAC criteria comes from each SAIP. There is not much CD&T when it comes to SAC performance. • Gender is often listed in action plans but not really thought out and there aren't concrete activities. Sometimes a comment is written but we don't go further in investigating how SAIPs will actually implement gender mainstreaming (hence the need for a gender audit).

activities	blind	Women /girls	Men /boys	mainstream	notes
Activity 6 - Capacity development of stakeholders				X	<ul style="list-style-type: none"> SAIPs try to be gender sensitive to uphold what they mentioned in their grant applications. Sensitizing citizens - is not gender blind. Groups try to balance socially vulnerable groups with more women. In the current implementation manual not much is said about community mobilization. In the training for the additional 19 SAIPs there will be discussion about community mobilization and sensitization. FGD, which includes different groups based on gender, age, etc., is a part of capacity development.
Activity 7 - Monitoring of and by SAIPs/learning/evaluation/reporting (MERL)				X	<ul style="list-style-type: none"> The data collection format is gender disaggregated. The attendance sheet is as well. What do we do with the gender disaggregated data we collect? Is there a system in place for what we do if the amount of women attending an event is low for example? Even if we do see a high number of women at an event do we ask how SAIPs were able to attract this number of women? We get numbers, but how do the women participate? --How do we capture this in the narrative report? Maybe benchmarking learning would helpful. There is not much control over monitoring done by the SAIPs besides looking at review reports.

activities	blind	Women /girls	Men /boys	mainstream	notes
					<ul style="list-style-type: none"> Monitoring by us: There is a system by us but it is limited. The monitoring checklist makes mention of gender but it is limited. (This can be improved if it is matched with the narrative report, which contains a lot of gender specific questions.) We need to capture experiences so we ensure female participation is there. We have to share our comments from the review of the narrative reports, and similar items, back to the SAIPs.
Activity 8 - Visibility/communication				X	<ul style="list-style-type: none"> In terms of visibility -- CIDA Canada whenever they give a report or etc. it includes a gender approach. Our SA guide and implementation manual- how gender sensitive are they? Launching note- did it include gender? Still under process: newsletters, brochures, Website and Facebook
Activity 9 - Application of SA tools (FGDs, interface meetings, SAC formation)/reform agenda				X	<ul style="list-style-type: none"> FGDs include women's groups -- is it empowering women?
Activity 10 - Institutionalization/sustainability				X	<ul style="list-style-type: none"> We are thinking about institutionalization now. The institutionalization concept note doesn't specify activities related to gender-mainstreaming.

ANNEX D: Gender Questionnaire SAIPs

Scale:

Blank - No response

NA - Not Applicable

0 - Not at all

1 - Insufficiently

2 - Sufficiently

3 - Completely

#	Question	Ratings 1	Ratings 2	Ratings 3	Ratings 4	Ratings 5	Ratings 6	Ratings 7	Ratings 8	Ratings 9	Ratings 10	Totals	Averages	Section Averages
1. Expertise and vision														
1	The organization has a vision of gender equality. To what extent do you implement this vision?	2	2	1	2	2	2	2		1	2	16	2	1
2	To what extent does ESAP2 have a clear and coherent gender policy?	0	0	0	2	1	1	1	1	0	0	6	1	
3	How important are gender aims for the achievement of the program's strategic and operational objectives?	3	2	1	3	2	3	2	3	2	2	23	2	
4	How well does the program operationalize its gender policy/objectives in its area/regional/sectoral program(s)?	1	0	1		1	1	1	2	1	NA	8	1	
5	How well are you informed about the content of ESAP2's gender objectives at area, region, sector or headquarters level?	1	2	0	3	1	1	0	1	1	0	10	1	

#	Question	Ratings 1	Ratings 2	Ratings 3	Ratings 4	Ratings 5	Ratings 6	Ratings 7	Ratings 8	Ratings 9	Ratings 10	Totals	Averages	Section Averages
2. Accessibility and availability of methods, procedures and/or instruments														
6	Are ESAP2's gender objectives/policy updated regularly?	N A	0	0	0	0	1	0	1	0	0	2	0	1
7	Is the quality of mainstreaming of gender equality monitored in mid-term performance reports, biennial reports, other reports on technical cooperation, etc.?	0	2	1	1	N A		0	1	1	1	7	1	
8	Are means (both human and financial resources) available to achieve gender objective aims?	0	2	0	3	1	1	1	2	0	1	11	1	
9	Are you offered opportunities (capacity building/training, direct support, backstopping, literature) to strengthen your knowledge and skills as regards to gender issues in your area of expertise?	0	2	0	2	0	0	0	0	0	0	4	0	
10	To what extent do specialists and technical experts use their knowledge to improve the MA's daily work practices and activities with respect to gender equality?	2	2	N A	2	0	0	1	1	1	0	9	1	
3. Competence of staff														
11	Do you have sufficient knowledge of the issues, methods and available tools involved in mainstreaming for gender equality and how this affects the work of the MA and the work of your team?	2	3	1	3	1	0	2	1	1	3	17	2	1
12	How often do you integrate gender explicitly into your work (for example in the choice of activities, choice of methods,	1	2	1	2	2	0	2	1	1	2	14	1	

#	Question	Ratings 1	Ratings 2	Ratings 3	Ratings 4	Ratings 5	Ratings 6	Ratings 7	Ratings 8	Ratings 9	Ratings 10	Totals	Averages	Section Averages
	and the approach used)?													
13	Do you make effective and timely use of external expertise concerning gender (gender consultants, technical support, internally available expertise)?	0	0	N A	3	1	0	0	1	0	N A	5	1	
4. Service delivery of SAIPs and collaboration with other partners														
14	Have you engaged with stakeholders in regards to implementing ESAP2 in a gender-sensitive manner?	1	2	N A	2	2	0	1		1	2	11	1	
15	How well informed do you feel SAIPs are on issues related to achieving objectives of gender equality in the implementation of ESAP2?	3	0	N A	2	1	1	1	1	1	1	11	1	1
16	How often do you propose discussing gender issues concerning (possible) partner organizations?	1	2	0	3	0	1	0	1	1	N A	9	1	

ANNEX E: SWOT analysis of the Management Agency

Participant contributions (not processed).

<p>Strengths</p> <p>Team 1</p> <ul style="list-style-type: none"> • Sensitivity to vulnerable groups - including gender (launch, SAC, manual, implementation) • Institutional - grant manual/project proposal SAIPs specialized on gender (some) - NEWA, UEWCA • Donor driven - mainstreaming gender (cross-cutting) VNG is gender sensitive (spill over?) <p>Team 2</p> <ul style="list-style-type: none"> • Gender issue - criteria in grant applications • Social inclusions - core of business • SA training materials have gender issues/dimensions • Progress reports capture gender dimensions • Recruitment (staff) - composition 	<p>Weaknesses</p> <p>Team 1</p> <ul style="list-style-type: none"> • Narrative report (not gender sensitive), more than just figures • Not understood by all stakeholders (-in the field) • Gender issues explained in manuals and documents are not implemented • Lack of gender policy in the program <p>Team 2</p> <ul style="list-style-type: none"> • No gender policy/guideline for ESAP2 • No specific capacity development on gender for SAIPs
<p>S-O Analysis</p> <ul style="list-style-type: none"> • Availability of resources- institutionally we believe in gender equality. There is more of a likelihood we can get funds as donors are keen to gender initiatives. • SAIPs who have already worked on gender can work with other SAIPs. • (One view is that many of these orgs are “women orgs” and not more broadly "gender" focused. Although another view is that this is not necessarily the case.) 	<p>W-O Analysis</p> <ul style="list-style-type: none"> • Although there is a lack of understanding by stakeholders there is also an opportunity to educate and fill this gap. • An overall weakness is that ESAP2 does not have a clear system in place when it comes to gender mainstreaming, e.g. there is no gender policy. However, there is still an opportunity to make gender mainstreaming a focus and the gender audit is a part of this process. • Gender is a hot topic at the moment with stakeholders and donors and this is the right time to analyze how gender is mainstreamed within ESAP2.

ANNEX F: Performance Review

QR SAIPs Dec 2013 – benchmark of responses 3.2.3

3.2.3 How does your organization adopt a gender-sensitive and social inclusion approach in training sessions and meetings?

Please describe your approach (max. 100 words): How do you ensure that women and vulnerable groups actively participate and that their specific needs are heard?

Qualitative responses were scored as follows:

Gender	Score	Social inclusion	Score
No response	0	No response	0
Women are invited	1	Not clear which vulnerable and social groups are mobilised	1
Women and girls are empowered to express needs	2	Standard vulnerable and social groups are mobilised (elderly, women, youth, people living with HIV/AIDS, physically challenged)	2
Needs of both men and women across social and vulnerable groups are considered and addressed	3	In addition to standard vulnerable and social groups, context and/or sector specific groups are identified	3

No.	Organisation	Score gender	Social Inclusion	Context specific vulnerable and social groups
1	SOS Sahel	NR	NR	
2	NEWA	2	2	
3	ILU	2	1	
4	PICDO	1	2	
5	HUNDEE	NR	NR	
6	PDN	1	1	
7	NSAC	1	3	Gobeya community
8	Hope for Children	2	1	
9	EOC – DICAC	1	3	Farmers
10	Action for Development	NR	NR	
11	Tigray Youth Association	1	2	
12	PADET	1	1	
13	MigbareSenay	NR	NR	
14	WCAT	2	2	
15	Guraghe Development Association	2	2	
16	Oromia Development Association	NR	NR	

No.	Organisation	Score gender	Social Inclusion	Context specific vulnerable and social groups
17	Amhara Development Association	1	1	
18	Women Association of Tigray	2	1	
19	AFSR- Action for Self Reliance	1	2	
20	Redeem the Generation	1	1	
21	Save Lives	2	3	Cast
22	Mums for Mums	1	2	
23	KMG	1	1	
24	Women Support Association	2	1	
25	UEWCA- Union of Ethiopian Womens	2	2	
26	JeCCDO	NR	NR	
27	AA Women's Association	2	1	
28	OWDA	NR	NR	
29	Love in Action	2	2	
30	VECOD	1	1	

Complete response set

#	Org	Response	Scores gender	Social Inclusion
1	SOS Sahel	No response	0	0
2	NEWA	Our organization aims to ensure that the needs of women and men from a range of social groups (including those typically marginalized) are taken into account, that effective participation is promoted at all levels and that gender equality is advanced. To ensure services are delivered more equitably and that they reach and benefit everyone in the community, including those that might be marginalized or disadvantaged because of their gender, HIV status or because they have a disability, NEWA focuses on raising awareness of gender equality and social inclusion issues. For this we have been actively engaging women and other marginalized groups of the community in FGDs, sensitizations and interface meetings.	2	2
3	ILU	Strong attempt has been made to make the male-female composition closely equal in all trainings and FGDs as much as possible. Females are also highly encouraged to express their opinions boldly, freely and frankly in trainings and FGDs. In various group works, they were grouped into sub-homogeneous groups to freely express their ideas. The vulnerable groups and socially excluded parts of the community are also included via their representatives in all trainings and FGDs. They were highly encouraged and motivated to actively participate and express their ideas and feeling from the perspective of those groups of society.	2	1
4	PICDO	From the start of the project launching invited both women and social excluded group of people from project implemented kebele (disabled people, HIV positive people, Women and youth) Based on this at every training the organization proceeded participate and they have their own sayings on this project as wetness.	1	2

#	Org	Response	Scores gender	Social Inclusion
5	HUNDEE	No response	0	0
6	PDN	During this quarter we focused on women and vulnerable groups as they are representatives for other members of VGs. We have also increased the level of their participation, responsibilities and entitlements to plan, budget, implement and monitoring basic services through the provision of information.	1	1
7	NSAC	<p>CDSA follows 2:5 ratios that indicated out of the five participants in the training two will be women in order to make each activity gender sensitive. We also gave emphasis in our message to the community the significance of women participation in the community based meetings, development activities and decision making.</p> <p>Concerning social inclusion in sensitization workshop participants in all the three woredas divulge that still there is exclusion of some section of the community, especially in Kebribeyahworeda the participants have expressed their concern emotionally on the exclusion of the “Gobeya community” in Fadayga Kebele due to their traditional belief. Then the project office during the training discussed on the issue with the communities and reached on a common consensus that SAC chair person and kebele administration agree to check or follow that socially marginalized groups are involved in the coming community trainings.</p>	1	3 (Gobeya community)
8	Hope for Children	As we are working in the woredas which has very low participation of woman and other socially excluded group. It needs efforts of facilitators, who have good knowledge and managing skill to include this group. Besides working on the inclusion motivating them to participate actively through giving especial attention for this group of people. In every trainings, and workshops the issue of prompting the right to be included and the importance of including this group discussed with the community, service provider woreda officials, and excluded groups and representatives.	2	1

#	Org	Response	Scores gender	Social Inclusion
9	EOC – DICAC	<p>The actors in ESAP 2 implementation has been trained on the concept. Accordingly, before training care is taken to include different community groups including women. The focus group is established for the different community groupings. Five focus groups(disabled, elders, youth, women and farmers)</p> <p>are established in each target kebeles. During focus group discussion each groups are called, hold a discussion on different issues social accountability and social accountability tools, problems in service delivery. etc. These group are represented in the SAC. Therefore ale to express their opinion, need and demand.</p>	1	3 (famers)
10	Action for Development	No response	0	0
11	Tigray Youth Association	<p>In our organization gender sensitive and social inclusion approaches are practiced. In our training and other secessions of project implementation equal chance is given for both women and vulnerable groups. Starting from Woreda SAC and Kebele level in SAC, FGD and facilitators considered participation of gender and social inclusions. Woreda social affairs office head is member of Woreda SAC and helps in ensuring representation of vulnerable group (elders, OVC, people living with HIV/ADIS and disability) in all levels. In the formation of FGDs due focus was given to include women and vulnerable groups.</p>	1	2
12	PADET	<p>The invitation for training was distributed in a way that enhances women participation and other vulnerable groups. the other thing is we focus on the association that hold this group together to help participation of women and other vulnerable group in this project. In addition we encourage the participation of women and other vulnerable group by giving them chances to ask question and speak out their problem.</p>	1	1
13	MigbareSenay	No response	0	0

#	Org	Response	Scores gender	Social Inclusion
14	WCAT	Women, PwDs, PLWHIA and other vulnerable community groups have representation in all project activities: they have participated in SAC, FGDs; workshops, meetings, training and other project activities. This was intentionally made to make their voice hearable in the basic service delivery process. Furthermore, we encourage community members to select women, disabled, youth and other vulnerable groups in the training packages and, We attempt to check this from the list of the participants. We also make some deliberate selection in the process.	2	2
15	Guraghe Development Association	Our organization gives most attention to crosscutting issues (such as gender sensitivity and socially inclusion approaches) in any activities which we believe is central to our work of alleviating poverty. This principle also applies in conducting any activities of ESAP2. During the Community Selection for Sensitization Program, criteria were set in such a way that the women participant would represent at least 50% of each activity; persons with disability to represented about 10%, and PLWHIV participated (about 5% though not specified), etc. Our ESAP2 project staffs have well-equipped with the concept of such issues, and most conscious to ensuring maximum participation of these groups during facilitating the community sensitization, training and conducting FGDs.	2	2
16	Oromia Development Association	No response	0	0
17	Amhara Development Association	The sessions of 'Gender' and 'Social Inclusion' are included and provided within the SA trainings. And, at the CSC roll out training, the participants have listed the socially vulnerable and excluded parts of the community; and agreed to involve these parties in each groups of discussion, & to establish a group of women separately at each target kebele. Additionally, we have included women and socially excluded groups' participation as one issue in our checklist, which enabled us to see our gaps in involving these groups. After identifying our gaps, we also have been taking corrective measures; i.e. including representatives of socially vulnerable groups in some established FGDs that did not involve them.	1	1

#	Org	Response	Scores gender	Social Inclusion
18	Women Association of Tigray	The Women's Association of Tigray (WAT), as a gender based organization gives due attention to women since the time of its establishment. Similarly, the partner organizations working in the two woredas have close work relations with the chairwomen of the zone and woreda WAT offices whose mission is to ensure women empowerment in the economic, political and social aspects. Other than women, the Association gives special attention to the inclusion of all other community members in meetings and training programs. This is manifested in the men to women proportion in facilitator and SAC membership of women where there is nearly equal representation of the sexes.	2	1
19	AFSR- Action for Self Reliance	Primarily, we have identified a list of training participants with the support of SAC members to represent participants equally from different social groups. Hence, women and other socially excluded groups which are the mainstay of ESAP2 project have got a quota to participate in the training. Then, the participants have also invited accordingly and created equal opportunities for women and other socially excluded people to participate in the training.	1	2
20	Redeem the Generation	The representation of women and other vulnerable groups are well addressed in SAC establishment and selection of FGDs. Therefore, all vulnerable groups' participants in the FGDs are free to monitor the service accessibility and quality in their context and got chance to set their priorities. In the same way, members of the SAC from vulnerable groups are actively participating in service improvement activities.	1	1
21	Save Lives	All focus groups are established homogenously for each of the six venerable group namely women, disabled, youth, elderly, cast and ordinary citizens. Each FG view the service delivery from its own perspective and send their issues to the kebele SAC which is mainly composed of their representatives. After discussing over it the kebele SAC also take the issue to woreda SAC through its representatives were all concerned service providers and woreda officials are represented. Thus it through this way that each focus group needs are heard. In each training women and all venerable groups are represented through quota and are always encouraged to raise their issues freely.	2	3

#	Org	Response	Scores gender	Social Inclusion
22	Mums for Mums	From the very beginning we have formed five different peer focus groups from different community categories or five target groups in each sector who are women, elderly, youth, disables and people living with HIV .This peer grouping method has helped participants to discuss freely their common problems without interference and fearing of others because they have similar social problems and social status. This way of group discussion has encouraged social inclusion and giving equal opportunities to all citizens. In addition to that the vulnerable and socially excluded groups have given special quota to participate in the different training sessions.	1	2
23	KMG	During the selection of participants for meeting and workshop we usually ensure the where there is a gender balance among the participants and make sure the presence of marginalized community groups in every activity of the project implementation.	1	1
24	Women Support Association	Starting from identification of participants in meeting and workshops, SAC members, Basic Service Monitoring Groups and other stakeholders' number of males and females was considered. Therefore, gender aggregated data collected on each meeting. Number of women and vulnerable social groups such as PLWH, people with disability were considered in organizing committee members and inviting them to the meeting and workshops. We also specially focus on these socially excluded groups to participate, voice their demand and request for proper basic service delivery in all aspects of the project activities.	2	1

#	Org	Response	Scores gender	Social Inclusion
25	UEWCA- Union of Ethiopian Womens	UEWCA facilitates gender mainstreaming and other capacity building activities through the use of its member organizations, governmental and non-governmental bodies. In this regard, UEWCA together with MoFED and Irish Aid gave training to its 46 member organizations(including MCC,MCMDO and Rohi-weddu), to all Addis Ababa City Administration Government Offices and to some of Ethiopian Republic Government parliament members on gender responsive budgeting. Those trained parliament members are expected to convince their co-workers in making useful laws as well as to enforce previously ratified gender based laws. In addition, it is better to create smooth relation with the local government bodies in order to have great emphasis on women and vulnerable groups. UEWCA always tries to incorporate disables, OVC and marginalized women when it plans to give trainings.	2	2
26	JeCCD O	As there were no meetings held because of shortage of budget to conduct learning events or meetings in this quarter, response to the above question is not attempted.	0	0
27	AA Women's Association	Addis Ababa Women's Association is a gender based organization and strives to empower women socially, economically and politically. Social Inclusion and gender sensitivity in our trainings and meeting program is adopted by ensuring appropriate number of those groups are included in the programme. Each training/meeting topic is usually measured against criteria of inclusion and gender sensitivity by the project team before they are delivered.	2	1
28	OWDA	No response	0	0

#	Org	Response	Scores gender	Social Inclusion
29	Love in Action	<p>We are implementing ESAP2 to tackle the challenges the service users face with regard to getting services with the minimum standards of quality, accessibility and efficiency that the government set. The challenges on service users who are particularly marginalized members of the community, physically challenged people, women and/or people living with HIV/AIDs is much higher than others. Considering the above fact, LIAE ESAP2 project is committed to mainstream cross cutting issues like shown above throughout the implementation of ESAP2.</p> <p>In doing so LIAE ESAP2 since its implementation starting from January 2013, is giving due attention for the needs of the disadvantaged and the underserved members of the target population. In the last project activities that LIAE implemented so far we were involving a significant number of these groups.</p> <p>To increase the number of women participants in ESAP2 implementation process, we have tried at most to recruit women to be part of SAC that we have established at Woreda and Kebele level to oversee ESAP2 implementation. The women who are members of SAC were influential in mobilizing women to take part in ESAP2 process actively. Similarly, we have managed to include disabled people and marginalized members of the community to be part of SAC and have resulted to influence the participation of more disables and marginalized people.</p> <p>Moreover, to hold on the attention of women, disable people and marginalized people to actively take part in the ESAP2 process and to voice their concerns, we were emphasizing on right based approach of development that aspires to see all human beings get equal advantage of development efforts. In our case, we were discussing about the public services that were open for public should have to take in to account the existing challenges on the disadvantage groups.</p>	2	2
30	VECOD	<p>Most of our project activities are gender inclusive. In all the social accountability trainings and sensitization workshops which have been delivered so far gender balance was considered. Both women and men are member of the social accountability committee at woreda and kebele level. Significant numbers of women are also included in the FGDs. The vulnerable groups have been also included in the SA trainings, committee, FGDs and sensitization.</p>	1	1