



**Promoting Basic Services  
Ethiopia Social Accountability  
Program Phase 2**

**Grant Agreement [TF099878]**

**Mainstreaming Gender Responsive  
Budgeting principles in  
Social Accountability tools**

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## Acronyms

ADA	Amhara development association
ADV	Addis Development Vision
AFSR	Action For Self Reliance
CBO	Community based organization
CRC	Community Report Card
CSC	Community Score Card
DWWAO	Dalocha Women Water Association
ESAP	Ethiopian Social Accountability Programme
FTA	Financial Transparency and Accountability
FGD	Focus Group Discussion
GA	Gender Analysis
GRB	Gender Responsive Budgeting
KSAC	Kebele Social Accountability Committee
JAP	Joint Action Plan
NEWA	Network of Ethiopian Women Association
NSAC	Non State Actors Coalition
PETS	Public Expenditure Tracking
PLWHA	People living with HIV and AIDS
PPB	Participatory Planning And Budgeting
RCWDO	Rift Valley Children And Women Development Organization
REST	Relief Society of Tigray
SA	Social Accountability
SAIP	Social Accountability Implementing Partner
SEDA	Sustainable Environment and Development Action
WGF	Wako Gutu Foundation
WSAC	Woreda Social Accountability Committee
WWCYA	Woreda Women Children and Youth Affairs

# 1 Introduction

## 1.1 ESAP2 and Gender Responsive Budgeting

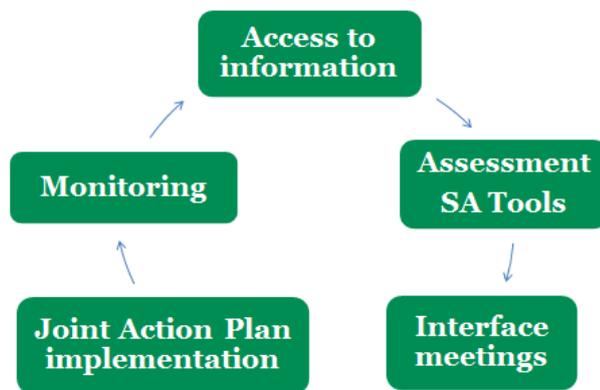
The Ethiopian Social Accountability Program, phase 2 (ESAP2) strives to strengthen the use of social accountability (SA) approaches by citizens and civil society organizations as a means to make basic service delivery effective, efficient, responsive and accountable. In addition, the program strengthens the capacity for service improvement dialogue amongst all stakeholders (i.e., citizens, civil society organizations, service providers, local government representatives, etc.), and seeks to scale up good practices.

A set of SA tools and a specific SA process cycle (figure 1) were developed by ESAP2 for the Ethiopian context. The tools include two problem identification tools: Citizen Report Card (CRC) and Community Score Card (CSC); two budget focused tools Participatory Planning and Budgeting (PPB) and Gender Responsive Budgeting (GRB); and one expenditure focused tool: Public Expenditure Tracking Survey (PETS). This paper presents the lessons learned from use of the GRB tool within the context of SA in Ethiopia.

Figure 1: The Social Accountability Process Cycle in Ethiopia



## Social Accountability Process



## 1.2 Social Accountability

Social accountability is defined as an approach towards building accountability that relies on civic engagement, i.e. in which it is ordinary citizens and/or civil society organizations participating directly or indirectly in exacting accountability for basic service delivery. SA is a continuous process whereby citizens assess services, reflect their views and negotiate service improvements through interface meetings with service providers.

Government has a central role to play in addressing social need and promoting equity. In both developing and developed countries governments have recognized that gender responsive budgets can assist in: (a) poverty reduction efforts; (b) meeting the needs of vulnerable groups; and (c) promoting equity. The budget is the single most important policy tool of government as it affects the successful implementation of all other policies.

The use of budget tools within the SA processes enables citizen to participate in government budget processes, including decision making about the resource allocation for basic service provision.<sup>1</sup> To meet its objective of improving service delivery standards for all citizens, SA tools focus on the inclusion of the demands of vulnerable groups such as women, elderly, people living with HIV and AIDS (PLWHA), people with disabilities, etc.

Evidence suggests that SA mechanisms can contribute to improved governance, increased development effectiveness through better service delivery, and empowerment. To be effective in the long run, SA mechanisms need to be institutionalized and linked to existing governance structures and service delivery systems.<sup>2</sup>

### 1.3 Gender Responsive Budgeting

Gender responsive budgets are not separate budgets for women or men. A gender responsive budget ensures that the needs and interests of individuals from different social groups (defined by, for example, sex, age, race, ethnicity, and location) are addressed in expenditure and revenue policies. Gender Responsive Budgeting (GRB) uses various tools, approaches and strategies to monitor outcomes, outputs, activities and inputs of budgets with a gender perspective.

It is widely understood that GRB initiatives can be applied in different contexts and differ from country to country. The scope of implementation, the possible level of engagement with a budget, the actors involved and their capacities, and the politics of the budgetary decision-

#### **GRB helps to...**

“Gender responsive budgeting helps to track the way that budgets respond to women’s priorities and the way that governments use funds to reduce poverty, promote gender equality, reverse the spread of HIV and lower the rates of maternal and child mortality.

It helps ensure government accountability to the commitments made to women in the Cairo Programme of Action on Population and Development and the Beijing Platform for Action for Gender Equality and Women’s Empowerment and to achieving the Millennium Development Goals”

Thoraya Obaid & Noleen Heyzer

<sup>1</sup> Esap2 social accountability as a way of life, September 2013.

<sup>2</sup> Social accountability An Introduction to the Concept and Emerging Practice, Carmen Malena, with Reiner Forster and Janmejay Singh, participation and civic engagement, paper no 76, December 2004.

making process differ from country to country, making comparisons and generalizations on impacts difficult.

In most cases, GRB aims to mainstream a gender dimension into all stages of the budget cycle and involves analysis of the differential impacts of public expenditure as well as revenue policy on women and girls, and men and boys, respectively. The ultimate aim is, through basic service policies and associated budget, to make a real difference in the lives of women and men, girls and boys – and especially those who are poor.

In the context of SA, the main aim of GRB is to support gender mainstreaming in the planning process, program implementation, and monitoring and evaluation stages, using indicators such as “to increase equitable access to basic services”.

### **1.4 Purpose of this paper**

Budgets are a vital instrument for policy implementation, and gender sensitivity in budgets is an important precondition for the achievement of gender equity in basic service delivery. By presenting the experiences of Social Accountability Implementing Partners (SAIPs) which have used the GRB tool, we share insights into the successes and challenges of GRB application, which aimed to achieve fairness in budget allocation, and to bring about improved service delivery based equally on the needs of women and men.

The purpose of preparing these ‘lessons from GRB cases studies<sup>3</sup>’ is therefore to share how SAIPS have used the GRB tool along with other SA tools; whether the GRB tool has helped to address gender specific issues in the budget process; how stakeholders perceived GRB, and which opportunities arose to scale up the use of GRB in the future. This report intends to enhance the capacity of civil society actors to apply gender budget analysis tools in their programming. We hope that lessons and recommendations we present will assist in supporting in the mainstreaming of gender budget initiatives in future SA interventions.

### **1.5 Methodology**

The lessons from the case studies draw on the rich experience from six SAIPs that worked with the GRB tool to mainstream gender in other SA tools. Six agency-specific case studies were first developed before commonalities and key lessons were extracted and reorganised into the current report form. The case studies were developed by the gender expert of the ESAP2 Management Agency (MA), who visited each SAIP repeatedly to provide technical support and supportive monitoring and evaluation. The gender expert held discussions with Woreda sector office staff, with Woreda and Kebele social accountability committee members, and SA project staff in more than ten woredas.<sup>4</sup>

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<sup>3</sup> Detailed case studies were made available to the management agency.

<sup>4</sup> Akaki, Kofelle, Dalocha, Kibet/Silitii, Mirab Azernt , Lanfuro, Misrak Gojam, Hawzen, Kilet Awelealo, Medewwelabo and Dollo Menna

### ***1.6 Scope of the study***

- Review and analyse program, quarterly and monitoring reports to obtain a clear overview of activities of GRB implementing SAIPs in relation to gender responsiveness
- Document nation-wide experiences in mainstreaming gender concerns in SAIP projects and advise future direction
- Document the process that ESAP2 facilitated to adapt the GRB tool to the Ethiopian SA context
- Look into the process of GRB tool integration with the SA tools in GRB implementing SAIPs during field visits and learning benchmark meetings

## 2 The GRB tool and how support evolved

In the ESAP2 program 49 Social Accountability Implementing Partners utilized the five SA tools in projects throughout the country (in 9 regions and two city administrations). Based on ESAP2 implementation guide, each SAIP selected at least two SA tools. In total, 6 SAIPs selected to use the GRB tool along with other tools, the majority combined GRB with one other tool; two SAIPs, ADA and REST, chose to use two additional tools, see table 1 below.

*Table 1: The SAIPs that chose to implement GRB*

SAIP name	# of Woredas	SA tools				Sectors				
		CSC	CRC	PPB	GRB	Agr	Ed	H	W&S	RR
NSAC	2	x			x			x	x	x
NEWA	1	x			x				x	
ADV	4	x			x	x	x	x	x	
RCWDO / ADO	5	x			x	x	x		x	
RCWDO /EDA, SEDA			x		x	x	x		x	
REST	5	x		x	x	x	x	x		
ADA	5	x		x	x	x	x	x		x
<b>Late adapters of GRB</b>										
AFSR		x			x					
JeCCDO		x			x					
AFSR/ OPRIFS		x			x					
WAT*					x					

\* GRB training financed with own budget

### 2.1 Limitation of the initial GRB guidance

Unlike the early success of the SAIPs with the three most commonly used SA tools, CSC, CRC and PPB, the six SAIPs that had selected the GRB tool at the start of their SA project found it difficult to implement the tool. In the SA guide, developed and provided to all SAIPs at the start of ESAP2, the Gender Responsive Budget tool did not include the practical steps that made it easy to work with (unlike the other four tools). The GRB tool guidance was more academic in tone and focused on two international GRB approaches – a macro level intervention from Australia, and a South African example in which the GRB intervention was implemented by parliamentarians and NGOs.

The problem was identified because the SAIPs that had chosen to work with the GRB tool were not able to implement the tool as expected. The ESAP2 management agency teams identified this problem during supportive supervision M&E visits, during which one SA expert noted “The SAIP is about to start applying the GRB tool, however, they are not clear how to go about it – and need continuous support in the process”. The difficulties were also raised by the SAIPs during one of the bi-annual learning events of ESAP2, which led to the adaptation of the GRB tool guidance.

## *2.2 Adapting the GRB guidance*

The MA engaged a gender consultant experienced in NGO-led gender analysis at the local level, as well as with federal gender policies and gender budget initiatives in Ethiopia. The consultant started by visiting, two SAIPs (ADA and RCWDO) so that she could develop a clear understanding of the ongoing SA practice and the difficulties faced during GRB implementation. Findings were:

- GRB is regarded as a stand-alone tool, and is not linked to the ongoing SA process.
- SAIPs did not recognise that their findings from the focus group discussions already contained information about women’s priorities as well as men’s priorities. With gender analysis experience they realised how easy it could be to merge GRB with other SA tools.

The field visit was immediately followed by a consultative meeting (May 2014) with the implementing partners that had selected the GRB tool, to know the status of GRB tool implementation, to discuss difficulties and to explore the expectations regarding a revised GRB tool. This meeting also helped to understand the capacity of each of the SAIPs: the gender expert was able to conduct a rapid assessment of their ability to implement GRB using follow-up questionnaires. It transpired that some had significant gender and development expertise, others less so.

In this process of exploring what would be feasible in terms of implementing Gender Responsive Budgeting, a significant innovation emerged, namely to integrate GRB principles with the other SA tools: when practical steps for GRB were worked out, it started to look like Participatory Planning and Budgeting with a strong gender mainstreaming component, while at the same time it became clear that understanding the gender implications of sector problem analysis and related budget implications to solve these problems were relevant for all SA tools. For these reasons, we agreed to develop a GRB mainstreaming tool rather than a stand-alone tool.

The GRB manual was adapted to make it more user-friendly and to provide key steps to guide SAIPs through the GRB process (see table 2) and training was provided to ensure that SAIPs were fully able to implement the process. With the adaptation of the GRB tool, a key issue was clarified regarding its use in conjunction with other tools. In practice, it became evident that the tool was best used as a way of mainstreaming gender awareness into other SA tool practices. The steps in the revised GRB tool are presented in Box 1.

*Box 1: GRB 6-step implementation guide*

- **Step 1: Gender and budget expertise, plus sector specific focal person(s)** often referred to as “resource mapping” - identify experts and invite them to take part in the SA process. In practice, this usually involves the Woreda Women, Children and Youth Affairs (WWCYA) office, the Financial Transparency and Accountability (FTA) focal person and staff from the agricultural, water & sanitation, health, education or rural roads office at Woreda level.
- **Step 2: Timing with the budget cycle** – plan the SA process in such a way that citizens can influence budget decision making.
- **Step 3: Gender Equity in service delivery: training and awareness** – provide GRB training to experts identified in step 1 and work with these and frontline service providers to explain gender policies to citizens.
- **Step 4: Gender analysis** - Involving women/girls and men/boys in SA tool application – make gender analysis part of the service assessment. The human resources with gender expertise (identified in step 1) can lead this process.
- **Step 5: Interface meetings/budget forums** – keep gender issues on the agenda in interface meetings and budget forums. The SAIP and Social Accountability Committee have to ensure that the issues prioritized by women and vulnerable groups are given the priority they deserve in the Joint Action Plan.
- **Step 6: Monitoring service improvements for women and for men** – check that service improvements are indeed benefitting women and men as agreed during the interface meeting / budget forums.

The new GRB training manual included practical Gender Analysis (GA) tools based on the Harvard and Moser GA frameworks (see table 3). Both tables allow the community to analyse the roles men and women play in a certain sector in everyday life. Completing the matrix jointly helps as an entry point for the discussion around men and women’s roles and their access and benefits from basic services.

*Table 3: Gender analysis tools based on the Harvard and Moser frameworks*

<b>Tool: Access and Control Profile</b>				
	Access		Control	
	Women	Men	Women	Men
Resources (e.g. basic service)				
Benefits				

- **Access:** is the possibility the use a resource, e. g. land to grow crops, or services e.g. reproductive health services.
- **Control:** is the possibility to make decisions about who uses a resource, or to dispose of the resource, e.g. sell land or harvest.

**Tool: Gender analysis matrix**

	Labor	Time	Resource	Culture
Men				
Women				
Household				
Community				

**2.3 Technical support to implement GRB**

After the revision of the GRB guidelines the MA conducted intensive GRB training for the six existing GRB implementing SAIPs. The MA also conducted a light version of the training for all of the other SAIPs at one of the bi-annual learning workshops. As a result of this training, three additional SAIPs expressed an interest to implement GRB (see table 1 – late adapters), and they received support to do so.

In addition to the development of the adapted GRB manual and the training for all SAIPs, the MA also made a significant technical support package available, which saw the MA gender expert travel to all SAIPs to review progress, to take part in the training of woreda-based gender experts or to assist in the conducting of sector-focused gender analyses (for a full table of all gender expert support provided, see annex 1).

The training and support that SAIPs were given after the updating of the GRB guidelines was generally practical in nature. The MA expert explains that some of the SAIPs staff initially struggled with questions such as “what is the difference between sex and gender” and many individuals revealed that they still held traditional views about the roles of men and women, especially when it comes to typical ‘women’s chores’ such as fetching water.

The training led to some introspection about how people’s culture influences their views on gender roles. There was a stark difference between gender role perceptions in urban and rural areas, which shows how gender is dynamic and culture is always changing; in urban areas men also fetch water, it just involves a short walk to a standpipe beside the house! However, evidence from the predominantly urban-dwelling SAIP staff suggests that gender divisions remain prominent, with the majority of urban working women devoting most of their Saturdays to household chores and family responsibilities while urban professional men spend their Saturdays engaged in leisure activities.

After the training, most SAIPs expressed relief that they had now been provided with the right tools to use GRB. Most SAIPs had good reasons for choosing the GRB tool: ADA staff explained: “The 3 sectors in which we work are highly gender sensitive, and there is a huge budget investment from government, so GRB can have a great effect for women and girls empowerment. With this tool we can really integrate women into the development mainstream.” REST stated: “We selected GRB because we feel SA must be inclusive, and because budget is a key tool for government to achieve its objectives. It is important to set

the vision before doing gender analysis (e.g. what is the performance of government services for men and women supposed to be). We now appreciate that GRB is not a standalone tool, we will try to integrate CSC, PPB and GRB into one tool.” RCWDO explained: “We selected GRB because we feel it is important to understand how government is treating the gender issue, what is the vision? We want to help ensure that there is a budget for equal school enrolment, adequate infrastructure for boys and girls. Also in the case of water and agriculture, women suffer a lot; that needs to change.”

To support the GRB-implementing SAIPs from beginning to end, the MA organised a workshop which exclusively focused on the Monitoring and Evaluation of GRB interventions. The MA gender expert is providing further guidance to the SAIPs to ensure their final evaluation reports reflect their experiences with the GRB tool accurately.

### 3 Lessons from the case study evidence

The following section is subdivided into seven parts, reflecting collected learning from each of the six steps of the GRB implementation cycle, plus some notes about the monitoring and evaluation of the GRB implementation at the end.

#### **3.1 STEP: Human resource mapping/analysis, gender awareness training at Woreda, Kebele and SAC level**

The Office of Women, Children and Youth Affairs has the mandate to facilitate and coordinate gender-related work in the country. Throughout the implementation of GRB, it was concluded that at national level the willingness to embrace GRB is certainly there, but the knowledge and capacity was not always available. At woreda level, it was found that the available gender expertise was very mixed. In a certain region, the gender focal persons had a lot of knowledge about GRB and how to conduct gender analysis. In other regions, the capacity was much less impressive. Overall it was found that the staff of the Woreda Women, Children and Youth Affairs (WWCYA) office were eager to receive training and were well placed to exert influence over the budget allocations. WWCYA office holders are cabinet members (part of the executive management of the Woreda and council members) and therefore able to assist the sectors on their budget plans and to ensure that gender issues are mainstreamed within it.

**The GRB manual guidance on step 1 is as follows: Gender and budget expertise, plus sector specific focal person(s)** – identify experts and invite them to take part in the SA process. In practice, this usually involves the WWCYA office, the Financial Transparency and Accountability (FTA) focal person and staff from the agricultural, water & sanitation, health, education or rural roads office at Woreda level.

The case study evidence suggests that this was successfully accomplished by all of the SAIPs, with some creating ‘gender technical teams’ (ADA) and in other cases encouraging the WWCYA Office staff to become a member of the SAC. The WWCYA are members of the cabinet and their mandate is to advance gender and vulnerability. In some cases they were

able to provide training on gender, while in other cases they took part in SAIP-provided gender training. In all cases, they were the key stakeholder during GRB implementation.

ADA reported: “The GRB technical teams had their own terms of reference to support the SAC in the mainstreaming of gender issues in the JAP application. Representatives from the WWCYAs, along with representatives from the Woreda Office for Economic Development (WOFED) led the SA technical teams.”

In most cases, the SAIP (at times with MA technical support) first provided GRB training to a relevant group of Woreda officials such as the staff from the WWCYA, WoFED and FTA office, as well as sector specific staff. These experts were subsequently relied upon to further guide the GRB implementation (ADA, REST, NEWA and RCWDO). In the case of ADV, it turned out that the WWCYA office staff had already been trained in GRB<sup>5</sup>, so they took part in providing the training for other woreda staff and participated in the gender analysis at Kebele level. ADV added: “Facilitation of training with government offices strengthened the relationship and working environment in respective woredas.”

The right capacity to carry out GRB was not always present in places where it was expected. NEWA’s partner organisation Dalocha Women’s Water Development Association had not engaged in gender analysis or gender responsive budgeting, but they received ample training from the MA gender expert and were able to carry out the GRB implementation.

REST provided broad-based GRB training to Council members, the members from the WWCYA office and the Women’s Association, as well as FGD members. “In the training there was a debate if council members consider women’s needs and priorities as much as they consider men’s priorities, when they approve the annual budget.” What was discussed was the fact that development spending is often approved as a ‘lump sum’, e.g. construction of new school, without analysing the details of what exactly will be constructed, thereby overlooking specific needs of girl children (and boy children) in the provision of separate latrine blocks, shower rooms, a fence around the school to separate the school environment from the rest of the community (reducing harassment of students at school), etc.

RWCDO/EDA organised a half-day long ‘training of trainers’ on GRB for 15 staff (4 male and 11 female) of the Woreda offices for Health, WWYCA, Building and House Construction Office, Water and Sewerage Authority, WoFED and Sanitation and Beautification. In Akaki sub-city, RWCDO/EDA provided GRB-focused refresher training for 35 people who had already received SA training, and RWCDO/ADO provided GA training for close to 200 people in Kofelle.

### **3.2 STEP: Timing and Budget Cycle**

As part of the GRB training, the stakeholders are made aware of the planning and budget cycles of the Woreda, and are encouraged to bare this in mind in terms of influencing the budget plan and budget execution. The GRB manual outlines the set dates Woredas use for

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<sup>5</sup> They were trained by the members of the Women, Children and Youth Affairs Bureau in SNNPR.

planning, the gathering of feedback on the Woreda plan, the formulation of the budget, etc. The timing of the additional GRB training meant that not all SAIPs were able to influence the current year's budget, in those cases the elements that had no budget implications were carried out (relying on community contributions or voluntary labour), while larger budget items were committed to the following year's budget. In some cases SAIPs were able to get the timing right: RCWDO/SEDA (Bora) reported that they “conducted the GRB exercise at the stage of budget implementation.”

In ADA's case, the SAIP had already completed their SA implementation using CSC and PPB and had created a JAP, which led to certain JAP priorities being included in the Woreda budget. However, after conducting GRB in Debre Marcos, different priorities came to light. This led to an official budget revision in order to accommodate the new priorities.

### **3.3 STEP: Gender policy analysis and community gender awareness training**

#### *Gender policy analysis*

Step 3 of the GRB programme cycle encourages the SAIPs to conduct a gender aware policy analysis of policies that are relevant to the sectors they work in. At times broad-based policies are also considered. RCWDO/SEDA reported that “At woreda sectoral-level (sector offices, WWYCA and FTA staff) a Gender Aware policy analysis was conducted on Ethiopia' Growth and Transformation Plan (phase 1) and National Gender policy.” These types of analyses provide evidence for sector staff that gender equality is mandated by law through the policies that guide their work. In GTP1 there is even a specific ‘gender pillar’ that emphasises gender mainstreaming across all sectors.

As a result of the policy analysis, the participating woreda sector staff are aware of the standards that are set for gender equality and they also became aware that those standards are often unmet, due to social norms and resulting ‘roles of men and women’, but after the intervention they understand the standard of the services with its impact for men and women.

REST reported that “in the woreda the service providers conducted Gender Analysis of:

- The situation of women and men in each sector
- The agriculture, health and education sector policies and plans regarding gender sensitivity
- The impact of policy on expenditure
- Checked if adequate budget is allocated to implement the gender sensitive policy
- Checked whether the expenditure is spent as planned”

Outcome: “All policies were found to be positive, from a gender perspective, but the conclusion was that the policies cannot always be implemented fully, and certain policy gaps exist: for example, ambulance services are available to bring pregnant women to the health centre, but a lack of transport for the return journey puts women off of delivering at the health centre.”

### *Gender awareness training at community level*

ADV specifically chose to implement GRB because they realised that gender inequality is common in the area where they work. During the MA's GRB training, they explained: "We have selected CSC and GRB as the two tools for SA. We work in a Muslim area and there are many traditions and religious beliefs that determine the roles of women, gender relations and access to resources and services such as health and education, so finding a gender sensitive way of working is very important for us."

ADV later reported: "During our first training we discovered that women cannot speak in front of men, so now we create separate groups for women and men and agree with the women on what they want our (female) facilitator to share on their behalf in a mixed group. We already see the difference." As a result of their gender sensitive approach, ADV achieved a 49% female participation rate at their SA events.

### **3.4 STEP: Gender Analysis and Focus Group Discussions**

During step 4 each of the SAIPs presented the most interesting information in their case studies, as each of the organisations operated in a different location, had chosen different sectors and were using different combinations of tools.

By the time the SAIPs received the additional guidance on GRB, most of the organisations had already completed a problem analysis using the community score card or citizen report card tool. After the GRB training, the SAIPs returned to their target communities, introduced gender awareness training, conducted sector focused gender analyses and held more focus group discussions, which at times led to a re-prioritisation of the problems the communities wanted to address. This provides a significant argument for the inclusion of a gender awareness component in all SA interventions!

In order to conduct a gender analysis, most SAIPs created their own check lists (in the relevant local language) to guide their staff, the focus group discussion participants and the sector staff. The checklist developed by EDA is included in annex 2 as an example. REST reported on its success in using the check list: "The check list allows the community FGDs and the service providers to conduct GA with just light supervision from the SAIP's Woreda Coordinators. The GA was undertaken by sector offices staff from water, health, rural roads, finance and planning (FTA), WWCYA and women's associations. Issues which were overlooked during the earlier FGDs have been acknowledged."

ADA reported on its experience: "Gender Analysis (GA) was conducted with stakeholders who had taken part in the earlier focus group discussions, they included different community representatives: women, men, elderly, youth, disabled people, people living with HIV/AIDS, etc. We then conducted focus group discussions explicitly focusing on GRB in the target sectors (Education and health at Debre Markos, Wegeera, Ebinat, Kallu; and Education and agriculture in Fogera)."

"Some of issues identified through GA were different from those of previously identified in focus group discussions conducted using the community score card process. While there were also similarities, through the GA, the gendered division of labour (water and fire wood collection, child minding and other household chores) was highlighted as one issue which

prevented girls from gaining equal access to education compared to boys. Better awareness of gender supported the SAC members to review the service standards, using a gender perspective. These ‘gender aware policy appraisals’ indicated ways in which government should be able to address issues that disproportionately affect women, enabling them to participate fully and benefit from basic public services. Since the GA exercise, the SAC members now believe that promoting gender equality should be part of their task according to the policies set by government.”

“One significant activity accomplished with no budget implication was the relocation of households engaged in local alcoholic drinks business, which were formally located in the school compound of Abma primary school, Debre Marcos town. Over the years, as the school expanded and created new classroom buildings, some drinking houses nearby ended up situated within the school compound. The gender analysis highlighted the negative impact of the drinking houses (the harassment of students by customers), and the issue was raised during the interface meeting. The town council subsequently arranged for the drinks sellers to be rehoused in a different part of town.” The MA gender expert added: “The problem of the drinks vendors only transpired during the GA exercise, during the normal problem identification the issue was not highlighted, but when the community started looking at the harassment of female students outside their classrooms from a gender perspective, they realised that this issue had to be tackled. The identification of this problem led to a change in JAP, after it had been finalised, but because the whole community was in agreement about it, and there was no cost associated with the rehousing of these drinks businesses, it was done.”

ADV identified a series of problems in Mirab Azerenet Woreda during its GA exercise:

- Due to water shortages the community is drinking untreated water
- Children and women are the most affected by the water-borne diseases
- Women travel over 2.5 km to fetch water and carry 25 litres on their backs
- Women leave their houses early (5.00 am) which exposes them to harassment
- Girl school children miss classes and perform less well in school, compared to boy students, because they often accompany their mother to help with water collection

NEWA outlined the following results from its GA: “To assist DWWDA to conduct gender analysis, we compiled a check list based on the Harvard framework (see page x). We tested the framework with technical support from the MA gender expert in two kebeles: Deladeta and Germamae, before rolling out the training throughout Dalocha Woreda.

Specific check list questions included “who will use the last litre of water in case of a water shortage (water which is always carried to the community by women)?” Generally the response was “a young child first, if there is no child, the men of the household will use it.”

“During the GA process, especially in the focus group discussions and interface meetings, the issues raised by participants were similar to those identified in the CSC process. Through the use of the CSC tool it has been identified that there is an acute water problem in the woreda. However, through the use of GRB, it was concluded that women face the burden for fetching water and travel long distances and there have been insufficient budget allocated for resolving the water and sanitation service issues in the woredas. It was also found that even

though a budget for water and sanitation has been planned, it was not disaggregated to show clear beneficiaries for both male and female. After the application of the GRB, the Joint Action Plan was revised to quickly tackle some of the immediate water problems in order to respond to the community's demand.”

The MA gender specialist added: “It appears as if the problem of access to water is the most neglected of the five social sectors. Even the lack of a water office at woreda level (at which it could have a gender focal person, as all the other sectors have), reflects the lack of due regard for water issues at woreda level, which, as we have already seen, disproportionately affects women.”

REST selected a total of three SA tools and three sectors to work in. It reported the following: “Due to the number of woredas in the programme and the three sectors involved, we took a *three-in-one* approach to implement SA. We established three focus groups in each kebele, whereby each FGD focused on one sector. The compositions of the focus groups were mixed (men, women, elderly, youth, and vulnerable groups). Since we received the GRB training before we started the implementation of the other tools, integrating the use of the GRB tool with the CSC and PPB was not difficult. However, for the integration of GRB during the focus group stage, we did have to make some changes: Unlike the previous FGD formation we organized women-only and men-only groups and conducted gender analysis with one group of 15 women and another group of 15 men.”

The outcome of the initial focus groups provided sector specific priorities as decided by mixed gender groups. The all-male and all-female groups then generated a new set of sector specific priorities. The women prioritised a change of the route for a planned new road (to make it easier for them to reach the market, the health centre etc.), and the introduction of a biogas project in Hawzen (also run by REST). REST created a table to demonstrate how they had integrated the three SA tools (see table 3, below).

Table 3: REST's approach to integrating GRB tool with CSC and PPB

Step	Community Score Card - actions:	Gender Responsive Budgeting - additional actions:
1	<p>Community representatives form groups and hold Focus Group Discussions. Each group generates and prioritizes issues.</p> <p>Example: The community has a problem accessing water- people travel long distances to fetch water. Questions asked:</p> <ul style="list-style-type: none"> <li>• How does this problem affect men and women? What impacts does it have on men, women, boys and girls?</li> <li>• Who is responsible to fetch water? How is this done? How much of time and energy does fetching water take?</li> <li>• Who is responsible to solve such problems?</li> <li>• Do men and women equally participate in solving such community problems? Is women's participate in the water committee equal to men?</li> </ul>	<p>A Gender Analysis of the issues raised by women and men looked into:</p> <ul style="list-style-type: none"> <li>• The division of labour between women and men in relation to service provision</li> <li>• The diverse needs of women and men in relation to the service provision</li> <li>• The gendered division of access to, and control over, resources and benefits</li> <li>• How accessing services affects men and women, boys and girls differently</li> <li>• Opportunities and constraints in the social and economic environment.</li> </ul>
2	FGD scores are collected, indicators and scoring matrix is developed	Develop gender sensitive indicators
3	Score card is conducted	Hear the voice of women in the scoring by letting the men and women score separately
4	Consolidating the community score card	Voices of men and women consolidated, but women's opinion is visible in outcome document
5	Service providers self-evaluation	<p>Service providers conducted a gender analysis and a five-step-gender analysis of its budgets:</p> <ol style="list-style-type: none"> <li>1. Describe the situation of women and men, girls and boys (and different sub-groups) in the sector or service provision</li> <li>2. Check whether plan of action is gender-sensitive i.e. whether it equally addresses women and men's problems described in the situational analysis</li> <li>3. Check if adequate budget is allocated to implement the gender-sensitive plan of action</li> <li>4. Check whether the expenditure is spent as planned</li> <li>5. Examine the impact of the plan of action and expenditure i.e. whether it has promoted gender equity as intended</li> </ol>
6	Interface meeting: Multi kebele (PPB), Joint Action Plan is developed.	Interface meeting: Multi kebele stakeholder meeting. Gender responsive Joint Action Plan is developed.

For RCDWO's sub partner ADO in Kofelle, the timing of the introduction of the adapted GRB guidance was just when the organization consolidated the Community Score Card outcomes. ADO prepared formats for Gender Analysis into the local language (Oromifa) and participants conducted the GA activity, actively debating the issues while filling out the prepared formats. Like the CSC tool, in each kebele, GA was done in three FGDs and the service providers group also completed the exercise, analysing how gender roles and expectations affect the way they provide services to men and women.

The GA analysis focused on men and women's differing roles played, access to, and control over educational services. Points omitted in the list of community priorities that was initially compiled using only the CSC tool, were added by the FGD members. These included "addressing issues that causes coming to school late (girls collecting water and firewood and required to do household chores)" and "the role of parents in sending children to school (dividing chores among all children regardless of gender)."

RCWDO was the only SAIP that combined GRB with citizen report card (CRC) in three locations: Sewena, Akaki (Addis Ababa), and Bora Woredas. RCWDO and its sub-partner organisation EDA commissioned external consultants to conduct the CRC surveys, and utilized in-house capacity for the GRB tool application. For CRC, a survey was used to collect data on the sector-specific needs and priorities of men and women in the target communities. The survey team then analysed opinions on public service delivery; whether people's needs were met and if public expenditure was allocated according to their priorities. The survey involved primary field-based research and utilized both quantitative (e.g. survey) and qualitative (e.g. focus group discussions) methods.

One advantage of the CRC satisfaction survey is the fact that it allows for the analysis of gender disaggregated data of the intended beneficiaries. Because the GRB training took place when the CRC survey was already underway, the implementation of GRB (gender analysis and further discussion of the communities' priorities) took place afterwards.

The findings of the GA and the CRC (which were similar, with water being a major problem in the area) were combined and presented at a validation workshop to collect feedback for the final consolidated report, after which the Interface Meetings were held at Kebele and Woreda levels.

Summarized consolidated findings of the CRC and GA in Akaki (Addis Ababa):

- 1) Women and girls are responsible for the collection of water but have little control over water facilities (e.g. gender imbalance in water committees). Women also expressed a greater need of latrines but have no way of registering their demands.
- 2) The community cannot access the physical and financial plan on WASH services (no details on gender specific services, both at woreda and Ketena level), which is only known and approved by the woreda council.
- 3) The root of all water and sanitation problems is the fact that there is no office of the water and sewerage authority at woreda level, it is at sub-city level.

## Outcomes in Akaki sub-city

- Due to presence of city water and sewage authorities at Interface Meeting, there is now a communications channel through which community can register its problems.
- During the discussion at the interface meeting water service providers (city office based in Addis attended the meeting) did not hesitate to accept the problems/service issues raised.
- As a result of better communication, communities' toilet waste was removed (by truck) within three days, which was never the case before.
- The construction of 5 public latrines got underway, addressing a latrine shortage for the poor who do not have private latrines.
- One water tanker has been placed at ketene 1 to provide regular water supply to the community, which will be monitored daily by an appointed group of women.
- To ensure SA sustainability, the FTA focal person (who is also a SAC member) provided GRB training to 60 Woreda sector staff (WoFED's own budget).
- The woreda communication office has included SA in the activities they are posting on their bill board at the Woreda office.

In Bora, RCWDA/SEDA focused on the agricultural sector. After the GA was conducted, the main finding was that women had limited access to agricultural extension services provided by the Farmer Training Centres (FTC). Women generally prefer training that are targeted at the types of agricultural activities which they can carry out alongside their other household responsibilities, so they are mainly interested in courses in poultry, horticulture, fuel or labour saving technologies, etc., and these courses are rarely offered by the FTC because of budget shortages. The GA highlighted the need for more women-focused courses at the FTC, and this issue was included in the JAP.

### ***3.5 STEP: Interface meeting/budget hearing and subsequent achievements***

Step 5 is the same for all SA tools, once service users and service providers have analysed the service shortcomings and community priorities have been decided upon, all stakeholders are brought together during an interface meeting at which a Joint Action Plan (JAP) gets formulated. From a GRB perspective it is important that the priorities of women are given equal attention as those of men. The JAP should reflect the priorities of all members of the community. The following section provides examples of how the GRB-implementing SAIPs achieved this:

- ADA described its experience in Debre Marcos: After the GA was conducted and new issues were prioritized, interface meetings were conducted with the kebele and woreda level. The JAP that was finalised prioritized the issues that the women and other marginalized groups had put in the first list. Due to the timing of the interface

meeting<sup>6</sup>, some of the priorities are carried over to next year's budget, these items included: the construction of a room where girls can tend to sanitary needs, the construction of a counselling room for girls and improved school fencing.

For the JAP implementation the representatives of the community are attending council meeting and provide feedback to the technical team. Some of the improvements that were completed within this budget year were:

- Gender awareness created in schools.
- Gender-focused education standards analysed.
- At Nigus T/Haimanot, the school grounds were levelled to create better access for children with disabilities, additional toilets were built to create separate toilet areas for girls and boys, an existing girls' sanitary room was improved.
- Community contribution was increased and a total of 80,000 birr was collected to maintain school fence and make the school environment safe for students.

ADV reported the following service improvements that were included in JAPs in woredas where water sector was the focus of the GRB exercise:

- Service improvements achieved, specifically benefiting women -e.g. distance to fetch water has reduced by changing the location of the water points
- Water distribution timing improved so that women/girls won't queue long
- Communities are sensitized not to send girls to long distance to fetch water and also to involve their boys
- In view of protecting women and girls from any forms of violence, Bilalo kebele water point was moved to a safer place (with additional budget solicited from the administration).
- Water services of the woreda is progressing to be of the established government standard, as much as possible to avail water points within 1 km radius and as much as possible near to persons with disabilities.
- Communities are clearing the surroundings of water points so that girls/women won't be harassed.
- Electric power is being supplied to water schemes that were using diesel to operate which will significantly reduce the cost of water to residents.
- The GRB process (especially the gender analysis) has encouraged all stakeholders to make greater efforts to respond to the gender issues and to improve services to meet established standards. For example: a water point was constructed around the household whose child was became disabled in a house fire, because the parents were out fetching water in the night.

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<sup>6</sup> This shows the importance of being aware of the budget cycle. If the interface meeting and the drawing up of the JAP is done before the current year's budget is decided on, it is likely that JAP priorities can immediately be included in the budget and carries out within several months. If the JAP is completed after the budget has been signed off, all items with budget implications wait until the next year.

- New water projects in selected kebeles were designed and planned for future implementation.
- Water pressure problems which led to the bursting of water pipes have now been addressed.
- The water managers are providing access to water points all day after they became aware that opening the taps for just a few hours meant that women and girls queue up for hours, missing school or wasting time they could spend on other chores or leisure activities.

While REST reported that not all of the communities' demands could be met, they did report on a very interesting discussion:

*During the Gender Analysis, we discussed the gender-specific standards of the Health Policy with a group of women from Ade Belew Kebele in Hawzen Woreda. This led to the participants demanding a revision of the standard set by the Ministry of Health: "According to the standard there should be no beds for patients in health posts", they concluded, but added that "based on the 'no women should die giving birth' moto, all pregnant women should be given a choice to deliver at health centre OR a health post." Their reasons were as follows: "It is clear that it is best if women can go to the health centre for safe delivery by ambulance, and it is great that this service exists, BUT the ambulance is only there to take the pregnant women to the health centre, NOT to return her and baby back to her home. Ade Belew Kebele is located 15 km from the high way, and the steep terrain between the road and village is difficult to walk, even for a strong healthy person, can you imagine what it is like for a woman who gave birth the previous day. This problem puts women off from taking advantage of the ambulance service and giving birth at the health centre, as most are too poor to pay for transport back home." The women argued that this problem could be overcome by providing beds and allowing them to give birth at a nearby health post instead.<sup>7</sup>*

### **3.6 STEP: Monitoring Joint Action Plans**

The final step in the SA cycle is the monitoring of the implementation of the Joint Action Plan. For SAIPs that are implementing GRB, gender disaggregated monitoring is a must. During the GRB training for all of the SAIPs, similar monitoring was encouraged: SAIPs are asked to analyse what priority problems have been solved and who does this benefit most: men, women, certain vulnerable groups, does it benefit all of the community equally?

NEWA shared its monitoring experience:

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<sup>7</sup> This request to change the standard will need further investigation, given the level of care and expertise that is available at health posts. It is nevertheless good to see women bring up this issue, they want to comply with the standard of all women delivering at a health facility, but the remoteness of their communities makes it close to impossible for them to do so.

*In the process of the CSC implementation, we had continuous community discussions to identify problems and prioritize issues to be resolved, we debated how we could find solutions for the problems and we established indicators so that measures taken could be monitored. These are our indicators:*

- *Do more household have access to clean water?*
- *Is the quality of the water okay?*
- *Is the quantity of water enough for households?*
- *Is the Kebele involving community in planning and budgeting?*

To reinforce good practice, the Management Agency organised a workshop on Monitoring & Evaluation of GRB implementation in September 2015. The objective of the workshop was to provide orientation for SAIP project coordinators and M&E officers on how to conduct monitoring and evaluation of GRB implementation in coordination with the other SA tools.

The GRB principles and tool implementation were revised to share the knowledge of the more experienced GRB-implementing SAIPs with those that only recently started using the GRB tool. This presentation included the definition of GRB as a gender mainstreaming tool, which can be used to examine public budgets in order to assess whether they benefit women and men equally. Besides it was clarified that GRB focuses on the social dimension of the budget process: budgeting with a human face.

After the workshop, SAIPs were advised to add a series of gender-focused questions to their JAP implementation monitoring check list, for example:

- Does the M&E of the project incorporate gender specific indicators?
- Was earmarked budget allocated for the identified issues in the JAP?
- What is the view of individual women and men on the extent of the benefits they obtained from the JAP implementation?

Some sector specific questions:

- Did the schools construct separate latrines?
- Were additional water points constructed?
- Does water distribution consider the needs of the women /girls?

### **3.7 Additional findings**

Several of the SAIPs reported additional impacts that they could attribute to the implementation of the GRB tool:

Several cases of harassment of women and girls were highlighted in the water and education sectors. In almost all cases where the school environment was improved the SAIPs reported that fence repairs were high on the priority list as a way of protecting students from harassment. When the Ethiopian Women Lawyers Association discussed gender equality in the education sector, several women disclosed harassment issues, which the organisation

promptly followed up on. In one case highlighted in elsewhere in this paper, drinking houses were removed from the school compound after Woreda officials became aware of their negative impact during GRB-related discussions. In the water sector, women and girls' exposure to the risk of harassment was often cited as a reason for bringing water points closer to communities and to clear water point from vegetation that obscured it from view. Gender awareness has clearly led to a greater awareness of need to prevent gender based violence.

ADV reported: "The Mirab Azerenet Woreda and Kebele-level SACs developed an understanding of GRB and revised their committee members to include more women and maintain gender balance."

ADV's report also included this reflection from a man who participated in the SA intervention in Mirab Azerenet: "In my case, I used to think that my wife should not go to community meetings but now I am happy that she is participating. The fact that she comes to these meetings enabled us to implement some of our learning such as the use of improved agricultural practices at home more easily. I now understand that it is important to have a balanced division of labour for girls and boys, for example to support girls during water fetching."

## 4 Analysis and recommendations

### 4.1 GRB achievements

The impact of gender-responsive budgeting is often difficult to measure. It is challenging to define what results are expected of gender budgeting, and to decide on the corresponding criteria. However, with regard to social accountability, it is clear that in a significant number of cases, the mainstreaming of the GRB tool led to the prioritisation of certain actions that addresses inequality in service provision.<sup>8</sup> It was also clear that the use of the GRB tool made gender inequalities more visible, which enabled government service providers to budget more equitably for better service provisions for men, women, boys and girls.

The case studies have shown that in practice, GRB:

- Increased awareness of gender differences in budgets.
- Enhanced the understanding of the community, SAC members and the service providers of different public service needs of women and men.
- Enhanced the understanding of service standards and how these impacts on women as well as men.

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<sup>8</sup> For a full list of the interventions that were implemented to address gender inequality, see annex 3.

- Led to service providers promising to revise their plan according to the agreement they have already reached in the interface meeting.
- It helped to identify the gaps that exist between women and men in terms of demanding, accessing, and receiving quality services or benefits from basic public service providers.
- Helped to improve the allocation of resources to meet women's as well as men's needs and priorities.
- Strengthened service users and service providers in policy-making and helps to track public expenditure against gender and development policy commitments.
- Led to the inclusion of the priorities identified by the GRB process with budget implication in JAPs and the revision of JAPs after identifying gender issues with budget implications.
- Strengthened the monitoring of JAP implementation, enabling communities to better look out for gender specific items that were identified in beneficiary assessments.

#### **4.2 Effectiveness of the GRB tool**

The newly designed GRB tool was developed in a 'learning by doing' fashion: it built the experience of the SAIPs that started with the old guidelines but found it hard to implement the tool. Continuous dialogue and support from the MA's gender expert led to a rethinking and redrafting of the guidelines which were completed and used by all six GRB implementing SAIPs. The guidelines were also put to the test by two of the new SAIPs that have recently started using the tool.

After the new GRB guidelines were completed, all of the SAIPs that had chosen to use the tool, implemented it and achieved interesting results: In the large majority of cases, different community priorities emerged after communities were made more gender aware. The feedback from AFSR, a SAIP that is newly implementing GRB, is positive; they find the new guidelines easy to use and they have found it possible to implement GRB in a short period of time. AFSR successfully combined GRB with the CSC tool. It is envisaged that the GRB mainstreaming tool will be part of the SA tool package in the next phase of Social Accountability implementation in Ethiopia.

One of the key issues that GRB adds to the toolkit, is its dual focus on gender and on budget. It ensures that the problem analysis exercise takes gender into account, but it doesn't stop there. The tool also ensures that these concerns are reflected in the budget, making sure that women's voices are heard throughout the entire social accountability process.

#### **4.3 Implementation Challenges**

The case studies on which this report is based have underlined many achievements that can be ascribed to the implementation of the GRB tool. There were also some challenges that need to be highlighted:

The delay in the provision of good quality guidance on the implementation of the GRB tool meant that many of the SAIPs had to repeat some community consultation exercises in order

to mainstream GRB. This led to the creation of a lot of invaluable evidence that has been presented in this report, showing that communities that received gender awareness training often prioritise different service improvements.

The delay did however reduce the amount of time and resources SAIPs could spend on implementing GRB, so it can be assumed that a next phase of GRB implementations will be completed with less time and finance constraints. AFSR has already proven that the implementation of the GRB tool can be completed successfully in a short time frame: it started with GRB in the project extension period in April 2015, and had good results by the end of the project in December 2015.

There were some additional constraints that many of the GRB implementing SAIPs underscored:

- “Limited capacity for such a complex task as GRB hindered the proper application of the programme”: For some SAIPs it was not always easy to implement the GRB tools, even after training, as GRB implementation skills were expected to be cascaded from key technical staff within the SAIP to their woreda coordinators and facilitators. Technical support from the MA gender expert did help to address skills gaps.
- One SAIPs found working with the GRB tool challenging due to the fact that it had chosen to implement SA in multiple woredas and kebeles, using different tools, focusing on several sectors at the same time. While the management agency advised against taking on this amount of woredas, sectors and tools at the same time, the SAIP decided to try it out. Their experience showed that a more limited range of locations, tools and sectors would allow for a simpler and more effective implementation. After this experience there is now sufficient evidence to provide stakeholders with better awareness on the amount of time it takes to implement each tool, and how challenging it becomes if too many are implemented at the same time.
- Some SAIPs reported that they encountered limited knowledge and experience when it came to finding Woreda-level gender expertise. In order to mainstream GRB, Woreda-level gender expertise is expected to be found at the Office for Women, Children and Youth Affairs, but their training needs were sometimes higher than expected. Some SAIPs stressed that they felt more training would be needed before the WWCYA office would be ready to implement the GRB tool independently.
- As with all SA interventions, SAIPs noted that community members were busy with other community related works and couldn't always free up time for GRB activities. In addition, many sector office experts who were selected to conduct the gender analysis together with the SAIPs were busy in other local government assignments (this was especially true in the run-up to the elections).
- Many sector offices do not use gender disaggregated data in their planning, this should be introduced across the board to make GRB mainstreaming easier.
- Gender inequality and a lack of understanding about gender issues are extremely common among participating community groups, and it has to be accepted that this won't change through one cycle of the GRB tool application.

#### 4.4 Recommendations

The aim of social accountability is to create citizens' demand for appropriate services which are delivered in an equitable manner and which meet established service standards. The application of the GRB tool has created an awareness of gender inequalities when it comes to access to basic services, and it has enabled communities to work with service providers to take corrective action.

The use of the GRB tool has provided evidence about the utility of the tool and its use in future SA interventions. An examination of the case study evidence leads us to the following recommendations:

- It is possible to mainstream GRB into other SA tools, and the mainstreaming of GRB has led to specific service improvements that have increased gender equity in service delivery.
- There is a clear government mandate (based on existing government policies) for the promotion of gender equality.
- In order to consolidate the gains that have been achieved in the target communities, it would be important to apply the GRB tool again in the coming budget year (possibly targeting different sectors), in order to enhance the community's and the Woreda-level expert's knowledge.
- Providing capacity support for WWCYA, for gender focal persons at Woreda and Kebele level and for council members, will be essential for the mainstreaming of GRB.
- Creating partnerships with the WWCYA office (either by the inclusion of WWCYA members in the SAC or in another role) will be essential for the establishment of permanent advocates for GRB at Woreda level.
- Now that user friendly guidelines have been developed, the management agency needs to continue to work with SAIPs to ensure that they can implement GRB on the widest possible scale.
- CBOs and citizens should also be provided with gender awareness, especially in relation to the budgets that affect their daily lives.
- The integration of GRB into all SA tool applications as developed and championed by the MA should be scaled up as a way to practically address gender equality country-wide. This will require a review of the other SA tools and training guidance for the use of those tools.

## Annex 1: Technical Support

Overview of technical support by MA gender expert between GRB tool adaptation and training course, and end of implementation period.

SAIP name	Type of Technical support
ADA	<ul style="list-style-type: none"> <li>• Rapid assessment for problem identification</li> <li>• Assist the stakeholders training</li> <li>• Three field visits to follow the GRB implementation and observe what service improvements have been made due to the intervention</li> </ul>
ADV	<ul style="list-style-type: none"> <li>• Rapid assessment on the GRB implementation</li> <li>• Trained the newly employed woreda coordinators on GRB</li> <li>• Assist the stakeholders training in two woredas (Siliti and Lanfuro)</li> <li>• Three field visits in total</li> <li>• Follow up to implementation in Mirab Azerent Woreda</li> <li>• Review inception report of the final evaluation</li> </ul>
NEWA	<ul style="list-style-type: none"> <li>• Technical assistance to the Project Coordinator and review the checklist prepared for Gender Analysis</li> <li>• Assist with conducting of GA in two kebeles of Dalocha Woreda</li> <li>• One field visit</li> <li>• Review the final evaluation</li> </ul>
NSAC	<ul style="list-style-type: none"> <li>• Provide GRB training to stakeholders in Dollo Menna &amp; Medewelabu Woredas</li> <li>• Provide technical assistance to the woreda coordinators on GRB implementation.</li> <li>• Review the final evaluation report</li> <li>• One visit by MA gender expert</li> </ul>
RCWDO	<ul style="list-style-type: none"> <li>• Rapid assessment on the status of GRB implementation</li> <li>• Assist GRB training and guide its implementation in two woredas: Kofelle and Akaki</li> <li>• Follow up the GRB implementation in Akaki woreda</li> <li>• Four visits by MA gender expert</li> </ul>
REST	<ul style="list-style-type: none"> <li>• Provide training and guidance to the five woreda coordinators in Kilet Awelealo woreda</li> <li>• Technical assistance in the preparation of GA checklist</li> <li>• Follow up the GRB implementation in two woredas: Hawzen and Kilet Awelealo</li> <li>• Four visits by MA gender expert</li> </ul>
AFSR, JECDDO & EWLA	<ul style="list-style-type: none"> <li>• Technical assistance to the AFSR and EWLA Programme Coordinators</li> <li>• Provide training to stakeholders of the new woreda in Debrezeit (JeCDDO)</li> <li>• Two field visits to JeCDDO and AFSR from MA gender expert</li> </ul>

## Annex 2: Sample gender analysis profiles water and sanitation services

EDA –Completed Activity Profile for Water and Sanitation –Akaki (Addis Ababa)

Activities	Men	Women	Remark
<b>a) Water</b>			
Who participates in planning and budgeting of water and sanitation activities?	7	3	Because males think that they are more powerful and knowledgeable
Who identify water source?	7	3	Traditionally peoples (all men and women) believe that such task should be accomplished by males
Who participates in the construction and maintenance of water site?	8	2	Because women are weaker than men in works that require physical strength
Who participates in monitoring and evaluation of water services?	6	4	Because women themselves give away their rights to men.
Who fetches water for family consumption?	1	9	Because the community believe that this work is solely allotted to women
Who stores and manages water/keep purity	2	8	Because men are more wise to identify the advantage of keeping water pure
Who do watering of livestock	5	5	As both men and women believe that both are equally responsible
<b>b) Sanitation</b>			
Who manages sanitation facilities at household level?	3	7	Because the community believe that cleaning household utensils and sanitation facilities is allotted to women
Who constructs household latrine?	8	2	Because the community believes that men are responsible for all constructions
Who uses latrine?	4	6	Because women are spending more of their time at home
Who gets health education with respect to sanitation?	3	7	Because women are mostly stay at home while men are staying outside, they have access to such opportunities
Who disposes waste?	3	7	Because this requires physical strength men are involved in disposing wastes
Who constructs garbage pit?	2	8	Because this requires physical strength men are involved in disposing wastes
Who clean pit latrines and	4	6	It is believed by the community that

Activities	Men	Women	Remark
toilets			such task should be accomplished by women
Who cleans house and premises?	2	8	It is believed by the community that such task should be accomplished by women
Who washes utensils and furniture	3	7	It is believed by the community that such task should be accomplished by women
Who undertake children bathing	2	8	Because women are more near than men
Who washes cloths	2	8	It is believed by the community that such task should be accomplished by women
Who detects water related diseases?	2	8	Because women are more related with house work food preparation
Who manages communal water points	6	4	Because more men are involved in committee work than men

#### Access and control profile:

Resources : water	Access	
	Male	Female
Participation in (planning, implementation, monitoring and evaluation)	8	2
Technology choice (spring, borehole, pond, rain water harvesting, hand dug, and related materials and water purifying methods etc.)	8	2
Water infrastructures	n/a	n/a
Pipe connection	8	2
Water points	7	3
Spring, Borehole, Hand pump, Pond	n/a	n/a
Harvested rain water	2	8
Time saved due to water improvement	2	8
Income saved due to water improvement	6	4
Improved facilities (schools, health institutions and public centres etc.) due to water service improvement	6	4
Water & sanitation policy, guidelines and related information	6	4

<b>Resources : water</b>	<b>Access</b>	
	<b>Male</b>	<b>Female</b>
Leadership, management and decision making	8	2
Decision making in water related policy making, regulations and rules	7	3
Membership in water committee & scheme administration	6	4
Employment, promotion, demotion or dismissal of water point cashier, technicians	6	4
Decision on water fetching time/schedule at water points	4	6
Decision on resource/budget allocation and utilization including bill collection and auditing	7	3
Information on allocated and utilized budget	7	3
Tariff setting	6	4
Training (for scheme management, operation and maintenance, WASH etc.)	7	3
Water purifying chemicals	8	2
Extension services on sanitation	2	8
Safety tools	8	2

## Annex 3: The main gender issues identified by sector

### Health:

- Lack of access to reproductive health medicines (especially long acting)
- Sometimes men don't allow wife/partner to take contraceptives or HIV/AIDS medication
- Low awareness of contraceptives leads to pregnancies at early age, hampers girls education
- No 24 hour service at health post, no light in the evening, unethical behaviour of nurses, no separate room for deliveries makes it difficult for women to deliver at the health post
- Nutrition education for pregnant women
- Government promotes safe delivery, but no road for ambulance

### Education:

- Illiteracy among women is higher
- Girls absenteeism and drop-out is higher than boys due to:
- Lack of separate latrines, no privacy, no sanitary products
- No water in the school
- Lack of appropriate seating
- Need to fetch water and do other household chores
- Need for special tutorial classes for girls, because they have different roles in society
- Girls are sometimes harassed at school, or on the way to school (distance)
- Female teachers are not promoted like males, because they have more duties in the house

### Water and Sanitation:

- No water in health post lead to unhygienic circumstances (e.g. during delivery)
- Walking long distances to a water point takes up huge amounts of women's time, can expose women and girls to harassment on the way, causes girls to drop out of school
- Lack of clean water and necessity to boil water for drinking to prevent diseases increases women's workload in terms of fuel collection and time spent tending cooking fires
- Women often excluded from water point maintenance training, so they depend on men who do not feel the burden when there is pump breakdown (women end up traveling further)

## Agriculture

- Access to technology, e.g. timely fertiliser, is more difficult for women due to the distance to access the Farmer Training Centres, which can be located far away (women don't have opportunity to take day off from other chores such as water and firewood collection, child mining and cooking to travel to FTC for training or collection of agriculture inputs)
- Access to credit and markets is more difficult for women (poorer, distance to service)
- Some training is not made available to women because of stereotypes, e.g. motor pump repair.
- Some technologies are not 'women-friendly'; there is a lot of physical strength required to plough with oxen and poor, female headed households rarely own oxen.
- Some agricultural training not targeted to women's needs: women (especially female headed households) have identified horticulture as something they could start alongside other agriculture but there are few horticultural training/inputs available.
- Distribution of income from agriculture within the household is not fair - women do most of the work; men take produce to market and keep the cash.

## Rural roads:

Women face more difficulties than men when roads are not accessible, or of poor quality:

- No ambulance for delivery
- Difficult access to markets (men have donkeys, women carry on their own back)
- Difficult access to water points
- Difficult access to mill



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