

Volume

10

**FACILITATOR'S MANUAL
FOR ADVOCACY ON
GENDER RESPONSIVE PLANNING AND BUDGETING FOR
HIGHER LOCAL GOVERNMENT-NEBBI DISTRICT**

Prepared by:

**Alfred LAKWO, Julius Amule OCAYA and Gilbert ONENCAN
Agency For Accelerated Regional Development
(AFARD)**

**Uringi Road, Opposite Nebbi District Local Government
Planning Unit Office**

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Alfred LAKWO
Programme Officer/AFARD.

ABOUT THE MANUAL

Introductory Remarks

This manual was primarily developed for use in the district level advocacy meeting on Gender Responsive Planning and Budgeting (GRP&B). It is meant to provide reference material guide to the facilitators during the course of the meetings and also for the district technical staff in adapting some of the tools for their use.

It is our belief that going through this manual will enable the district to mirror itself and learn from the reflection experiences for not only a better inclusion of the women but also as key actors in the development process. Additionally, we feel the district will be well positioned in not only reorienting its plan and budget towards a sustained and accelerated rights based development in which men, women, boys and girls have equal opportunities for the realization of their full potential and human dignity, but also provide the much needed support to the lower local governments.

Why a Budget Approach

A budget is a policy statement which reflects, financially, government's political commitment to social and economic priorities. Simply put, a budget is a statement of income for agreed upon expenditures. A budget approach is used because it acts as:

- a control measure for ensuring that expenses meet activities planned for;
- an opportunity for making choices among competing alternatives; and
- a justification for raising money to fund agreed upon activities.

Gender-responsive budget analysis, therefore, provides a way to hold governments financially accountable for its commitments to gender equality and women's human rights by linking these commitments to the distribution, use and generation of public resources.

Advocacy Objectives

Just like the lower local governments advocacy meeting, it is intended that the district will develop and implement a Gender Responsive Plan and Budget (GRP&B) and monitor, evaluate and be accountable for its gender outcomes.

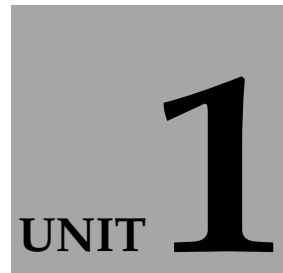
Specifically, the workshop intend to:

- Raise awareness on gender issues and the gender impact embedded in district plan and budget.
- Provide feedback to the district on the LLG advocacy meetings
- Enlist the district commitments to GRP&B and make them accountable for such commitments.
- Come up with an agreed monitoring and evaluation (M&E) work plan that clearly indicates responsibility centers.

Topics to be covered

	Topic	Sub-topic	Time
1	Human Rights and Gender Responsive Planning and Budgeting	<ul style="list-style-type: none"> • Human rights • Women's rights • Development as a right • What, why, how and when to do a gender responsive budgeting 	1 hour
2	Experiences from LLGs in respect to GRP&B	<ul style="list-style-type: none"> • LLG budget expenditure analysis for: service provision sectors Vs administration/support sectors • The challenges of living to the expectations of a GRP&B 	30minutes
3	Gender Analysis of the district Sector plans and budgets	<ul style="list-style-type: none"> • Overall LLG budget/expenditure analysis by sector • Sector budget allocation: People Centredness Vs Administration • Gender Disaggregated expenditure benefit analysis • Affirmative action analysis 	1:30 hours
4	District Commitment Plan	<ul style="list-style-type: none"> • Commitment plan 	1 hour

INTRODUCTION TO THE WORKSHOP



Session objective	<ol style="list-style-type: none"> 1. To enable participants and facilitators know themselves/each other 2. To get participant's expectations of the workshop 3. To enable participants know the objectives of the workshop 4. To set ground rules and make administrative announcements
Topics	Participant's introduction, expectations and fears; workshop objectives
Methodology	Brain storming, question and answer, games, lecturette
Time	1 hour
Materials	Flip chart/manila papers, marker pens, masking tape

Introduction of Participants

Procedure:

In any gathering involving two or more people with adverse background: technical, professional, geographical location etc, it becomes paramount that the actors get to know each other. This being an advocacy workshop with a collection of individuals that even relate in a superior and subordinate way, it becomes important that the introduction takes that form that easily enables others reflect on the value attachments that the participants have towards the workshop. We also hope that the introduction will go along way in providing learning points not only to the facilitators but also to the participants in as far as ...is concerned.

- The facilitator instructs that each participant should introduce herself/himself by:
 - Mentioning the name and title/position of her/his responsibility
 - What the participant consider as being the best that she/he has done in the advancement of women's rights
 - What challenges she/he was confronted with in doing the above and how she/he overcame it (emphasise alliances, data requirements etc)
- After accomplishing the above, the participant is handed a masking tape and a marker to write her/his name on, which should be put on to enable others to easily make reference to.

Facilitator's notes

Please, remember to record on a flip the participant's responses on accomplished actions for the advancement of women's rights, the challenges met and the key strategies and alliances built to overcome the identified challenges. After going through workshop expectations and fears, pin the sheet on the wall and categorise similar responses together with the participants. Discuss (do not impose) the implications of the responses and introduce the workshop objectives.

Participants' Expectations, Fears and Workshop objectives

Procedure: Expectations, Fears

- Enable participants to form a buzz group of three people each
- Distribute two cards (preferably in different colors) to each group and clearly (emphasise) explain that each group is to discuss among themselves and come up with one expectation and one fear which should be written on the two separate cards: one card for key expectation and the other for fear.
- Collect the cards and let one volunteer read out the responses which should be grouped together especially for the common ones
- Write the grouped responses on a flip chart.

Procedure: Workshop objectives

- Using the earlier recorded responses during introduction, the facilitator enables the discussion to flow into the workshop objectives
- However, before the commencement of the workshop, the Facilitator should ensure that she/he has recorded the workshop objectives on a flip chart and later on display the flip to the participants.
- In order to limit the participants within the scope of the workshop, the facilitator should compare the workshop objectives with the participants' expectations, and areas of divergence be noted and ironed out.
- Allow for discussion on the workshop objectives and expectations and make clarification where possible.
- Both the participants' expectations and workshop objectives should be pinned on the wall and will form part of the evaluation at the close of the workshop.
- Also discuss the fears and together develop strategies of how to overcome them

HIGHLIGHTS OF HUMAN RIGHTS AND GENDER RESPONSIVE PLANNING AND BUDGETING



Session objective	To increase participant's understanding of human rights, women rights and GRP&B
Topics	Human rights, women rights and GRP&B
Methodology	Brain storming, question and answer, lecture
Time	1 hour
Materials	Flip chart, marker pens, masking tape, copy of the GRP&B training report

Facilitator Notes

Refer to the below key highlights on HR, WR and GRB

HUMAN RIGHTS

"Whenever we lift one soul from a life of poverty, we are defending human rights. And whenever we fail in this mission, we are failing human rights" (Koffi Annan: United Nations Secretary-General)

Human rights are the inherent basic entitlements on which an individual has claim(s) by virtue of being a human being. The Uganda constitution Article 20 (1) on fundamental and other human rights and freedoms clearly provides that *"Fundamental rights and freedoms of the individual are inherent and not granted by the state."*

The existence of HR establishes an obligation (on the government or duty bearers) to formulate and implement policies that put these conditions in place. The following principles apply to HR: they are **inherent; inalienable; universal; promote equality; non-discriminatory**; and **look at the individual as a human being**. For these principles and the ideal of HR to be achieved, there are *duty bearers* (who may be institutions, organizations, individuals in authority, etc) charged with the responsibility and obligation to respect, protect, fulfill and promote the rights of those who hold claims and entitlements to the rights (*right holders*).

WOMEN'S RIGHTS

The fundamentals of HR noted above apply to all men and women regardless of sex, wealth, position, etc. There are various operational instruments in Uganda for the purpose of protecting, promoting and fulfilling the rights of women. Here emphasis is put on the Constitution of the Republic of Uganda 1995 Article 33: Rights of women

- (1) Women shall be accorded full and equal dignity of the person with men
- (2) The State shall provide the facilities and opportunities necessary to enhance the welfare of women to enable them to realize their full potential and advancement
- (3) The State shall protect women and their rights, taking into account their unique status and natural maternal functions in society
- (4) Women shall have the right to equal treatment with men and that right shall include equal opportunities in political, economic and social activities
- (5) Without prejudice to article 32 of the constitution, women shall have the right to affirmative action for the purpose of redressing the imbalances created by history, tradition or customs
- (6) Laws, cultures, customs or traditions which are against the dignity, welfare or interest of women or which undermine their status, are prohibited under the constitution.

Note: Also important are rights contained in articles 21, 26, 32, 36, 38, and 59, and national objectives VI and XV.

Development as a Human Right

Generally reference is made to development as being a process(es) involving enlargement, enrichment, improvement, nourishment, increase, transformation, progress, promotion, growth, etc of something in regards to its quality, quantity and distribution to human well-being.

What Julius K. Nyerere said about development?

"... development means the development of people. Roads, buildings, the increase of crop output and other things of this nature are not development; they are only tools of development. Development brings freedom, provided that it is development of people. But people cannot be developed; they can only develop themselves. There is only one way in which you can cause people to undertake their own development."

"The development problem is thus not one of delivering material bundle of goods to the people, but of facilitating the maximum scope for the people's creativity, enabling them to create their self-chosen bundle of goods including cultural and intellectual pursuits according to their own wishes"
(Anisur Rahmna)

"Genuine development, at a minimum, entails active mental, emotional, and physical involvement of people who contribute to shared goals and responsibilities. It also entails the ability of a people to sustain themselves without relying too much on external support, taking independent and

progressive initiatives and /or efforts that stand the test of time, and is continuous in the event external support is withdrawn. ... development entails transfer of power to the poor, through their acquisition of socially relevant skills and knowledge that provides them with the confidence, critical capacities and relevant capabilities to analyze and act on their own environment ” (Nduhukhire-Owa-Mataze)

The priority of development with a human rights perspective is poverty elimination, integration of women in the development process, self-reliance and self-determination of the people and governments and protection of the rights of indigenous people. This role should be played by *duty bearers* to ensure among other things that these priority areas are met and sustained.

GENDER RESPONSIVE BUDGETING

What is Gender Responsive Budgeting

Gender budget also called women’s budget should not be misconstrued for having a separate and specific development budget for women. It is about having a gender-sensitive budget. This is a statement used to refer to **the processes of assessing ex-ante or ex-post, in a gender disaggregated manner, a government budget in view of its impact on different groups of women and men, basing on an existing contextual gender relations**. Impliedly, gender budgeting is one of the ways of gender mainstreaming in development processes and it is about equality of access to public sector expenditure.

Before elaborating on gender budgeting, it is important to understand the basic concepts that surround the topic. These are:

- **Gender blind policy:** Is a policy that does not take into account gender differences. E.g., family planning programme that only looked at women at the start.
- **Gender neutral policy:** Is a policy that leaves existing status quo intact. E.g., the current UPE policy that allows free education for both boys and girls without addressing why girls were denied education before.
- **Gender specific policy:** Is a policy directly intended to meet a specific gender needs. E.g., the 1.5 added points for girls to join government Universities and the 1/3 reserved quota for women in elective political positions.
- **Gender redistributive policy:** Is a policy that attacks gender gaps and opts to fill it. E.g., the current microfinance services that are directed at women in order to increase their access to financial services as men had before and in other financial outlets.¹

¹ Important to note is that most of these policies fall short of attacking the different ‘power relations between women and men’. Rather, they opt for short-cut strategies that may leave the women subordinate to their husbands. For instance, by increasing women access to financial services so that they enter the market place may not necessarily increase women’s control over own and household finances.

Why Do Gender Responsive Budgeting

Poverty has been recognized to have a 'female face'. The term 'feminization of poverty' is used to express the larger share of multiple poverty indicators that females have compared to men. With such development inequalities between women and men gender budgeting facilitate:

- The promotion of equality in benefit sharing from public sector expenditures while setting efficiency in the economy through balancing equitable losses and gains in resource utilization.
- Political presentation of accountability in a distinct way.
- The promotion of a responsive public sector to a balanced strategic and practical gender needs.
- Advocacy to policy makers by bringing to light gender inequality in how it is perpetuated.
- Fulfilling the various laws and convention about eliminating gender inequalities and honoring women's human right.
- Driving transparency on the part of policy makers in resource allocation outside the norm of 'leaders know it all'.

When To Do Gender Responsive Budgeting

GRB can be done both before a budget approval, and during and after a budget implementation. However, such timing differences meet different objectives. For instance, conducting a GRB before a budget approval provides an opportunity to inform and lobby policy makers to make the right decision timely. While during and after a budget approval it mainly informs policy makers on results of their policy. Thus within local governments, the opportune time for conducting a GRB is during the annual decentralized budgeting process. This should fall within the local government planning cycle.

How To Do Gender Responsive Budgeting

It should be noted from the on-set that GRB is political. Because it involves dialogue, negotiations, and analysis of policy issues basing on empirical evidences, the affected parties or their representatives need to adopt a 'politically correct approach' in order to win the support of the policy makers.

The steps involved in undertaking a gender budget:

Procedure: after obtaining a copy of the LG development plan, ask the following central questions:

Step One	<ul style="list-style-type: none"> • What is the status of women and men and boys and girls in the <take a specific> sectors? • And, why? < Beware of issues related to access, utilization, ownership, and decision-making/control>
Step Two	<ul style="list-style-type: none"> • What strategies are in place to address the status? • How engendered is the strategies?
Step Three	<ul style="list-style-type: none"> • Are funds adequately and fairly allocated to effect the strategies in practice? What fraction is for services as compared to administration?
Step Four	<ul style="list-style-type: none"> • Are the allocated funds reaching the right targets? • Who is benefiting? • And, with what impact?

End result of a gender responsive budget

- A gendered analysis of policy issues basing on empirical gender disaggregated data that present causes and effects of gender gaps.
- A clear division of budget between recurrent and development expenditures.
- A people centered budget that focuses on services than administration.
- Specific allocations to the marginalized groups such as women in order to reduce the gender gaps between women and men.
- A clear affirmative action to bridge the gap faced by marginalized groups.
- A result oriented budget that prioritize impacts than inputs that can be easily manipulated by service providers.
-

A gender-aware budget statement contain?

- *Gender equality targeted expenditure – that show the share of explicitly targeted at women to reduce past inequalities and neglect.*
- *Women priority public services – that reveal the share of the budget allocated to specific services prioritized to reduce on women’s burden and gender gaps e.g., in energy saving*
- *Gender management system – that show the share of a budget allocated specifically to women’s desk office.*
- *Gender balance in public sector employment – share of women and men in employment in each grade of the employment hierarchy and their average earnings.*
- *Gender balance in business support – share of male and female expected beneficiaries from expenditures in business support in the various sectors, say trade development.*
- *Gender balance in public sector contract – share and value of contracts going to be awarded to male and female-headed firms.*
- *Gender inequality reduction rate – the share of each department expenditure that is allocated to the reduction of gender inequality together with the expected inequality reduction indicators, and explanations of how inequality reduction will occur.*

THE EXPERIENCE FROM THE LOWER LOCAL GOVERNMENTS

UNIT 2 TOPIC TWO

Session objective	To share with the participants the assessment of the LLGs as from the previous advocacy in relation to the credentials of GRP&B
Topics	Nebbi district budget expenditure analysis for LLGs: service provision sectors Vs administration/support sectors and the challenges of living to the expectations of a GRP&B
Methodology	Presentations, question and answer
Time	1 hr
Materials	Flip chart, marker pens, masking tape, report of the advocacy meeting with LLGs, draft report of the research on factors explaining ineffective women's participation

Procedure:

- The facilitator should introduce the topic while emphasizing on the objectives and explain that these are the realities on the ground
- The facilitator should also recap (in a Q&A way) on the key credentials of GRP&B
- The facilitator then introduces and presents the Nebbi district budget expenditure analysis for LLGs: service provision sectors Vs administration/support by first availing copies to all the participants
- The presentation should focus on the “worst” and the “best” LLGs allocations. That is those with allocations in excess of 50% and those below 10% respectively.
- Thereafter allow for discussion on why (challenges) the situation is so and the implications of such a phenomenon
- After detailed and thorough discussion on the above, the facilitator then highlights the challenges of living to the expectations of a GRP&B as derived from the advocacy with the LLGs

For the Facilitator

NEBBI DISTRICT BUDGET EXPENDITURE ANALYSIS FOR LLGS: SERVICE PROVISION SECTORS VS ADMINISTRATION/SUPPORT

NEBBI DISTRICT OVERALL BUDGET EXPENDITURE ANALYSIS FOR LLGS 2005/06 FY: SERVICE PROVISION SECTORS VS ADMINISTRATION/SUPPORT SECTORS

No	LLG	SECTOR ALLOCATIONS																TOT BUD
		MgtSServices		Finance & Planing		Production		Tech Services		Educ & Sports		Commty Services		Health & Env		Council		
		Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	
1	Erussi	5,705,000	5.9	26,001,390	27.0	12,077,693	12.5	44,714,000	46.4	900,000	0.9	1,050,000	1.1	350,000	0.4	5,520,000	5.7	
2	Nebbi TC*	72,245,788	18.7	99,658,904	25.7	456,000	0.1	166,528,336	43.0	2,014,500	0.5	554,200	0.1	18,038,860	4.7	27,806,900	7.2	387,3
3	Nebbi	5,132,119	12.0	9,272,012	21.7	3,393,835	8.0	18,740,000	43.9	73,000	0.2	1,970,000	4.6	950,000	2.2	3,134,140	7.3	
4	Nyaravur	15,275,541	23.1	4,480,000	6.8	5,371,735	8.1	30,323,032	45.8	750,000	1.1	3,022,105	4.6	1,050,000	1.6	5,882,010	8.9	
5	Kucwiny*	3,466,020	10.7	1,565,373	4.8	6,204,000	19.1	10,361,337	31.9	2,847,000	8.8	949,000	2.9	5,119,903	15.8	1,955,000	6.0	
6	Parombo	46,296,315	52.7	4,657,044	5.3	8,118,474	9.2	1,721,600	2.0	10,249,642	11.7	2,510,000	2.9	8,348,968	9.5	5,888,000	6.7	
7	Akworo	3,150,000	6.3	2,800,000	5.6	12,794,364	25.5	18,040,587	35.9	919,222	1.8	940,000	1.9	7,100,000	14.1	4,492,378	8.9	
8	Pakwach TC	37,840,000	18.2	40,764,000	19.6	44,396,000	21.3	28,576,000	13.7	21,271,000	10.2	1,890,000	0.9	13,769,000	6.6	19,839,000	9.5	208,3
9	Pakwach	5,632,000	3.6	21,457,050	13.6	6,784,554	4.3	111,106,273	70.4	1,614,200	1.0	3,560,000	2.3	1,540,000	1.0	6,152,720	3.9	157,8
10	Panyimur*	59,747,581	64.4	7,494,800	8.1	1,856,300	2.0	9,692,001	10.5	1,091,500	1.2	961,400	1.0	2,280,500	2.5	9,586,000	10.3	
11	Panyango	16,686,628	19.3	29,397,692	34.0	10,069,382	11.7	11,563,349	13.4	7,354,545	8.5	3,103,636	3.6	5,954,748	6.9	2,300,000	2.7	
12	wadelai	5,564,210	11.1	7,113,190	14.2	6,580,000	13.1	7,951,000	15.9	2,443,000	4.9	11,586,000	23.1	3,360,000	6.7	5,537,000	11.0	
13	Jangokoro	9,456,664	16.3	4,800,000	8.3	5,617,672	9.7	33,500,000	57.9	500,000	0.9	700,000	1.2	830,000	1.4	2,490,000	4.3	
14	Paidha TC	61,436,789	13.1	59,448,630	12.7	18,917,800	4.0	227,401,114	48.5	7,901,000	1.7	21,855,240	4.7	31,424,258	6.7	40,600,000	8.7	468,9
15	Paidha	4,451,600	6.5	3,455,813	5.1	7,304,951	10.7	42,895,377	63.1	2,295,000	3.4	2,644,000	3.9	650,000	1.0	4,312,549	6.3	
16	Nyapea	6,951,000	16.4	8,048,000	19.0	5,026,000	11.9	11,758,000	27.8	1,485,000	3.5	1,209,000	2.9	3,861,000	9.1	4,002,000	9.5	
17	Zeu	7,767,180		28,529,500	25.7	7,613,684		51,337,217		2,975,745		3,172,543		3,225,745		6,492,980		

			7.0				6.9		46.2		2.7		2.9		2.9		5.8	111,
18	Atyak*	9,011,940	16.3	5,624,414	10.2	3,197,550	5.8	21,239,756	38.4	2,881,000	5.2	5,727,000	10.4	1,554,000	2.8	6,008,500	10.9	
19	Kango	19,689,000	16.7	17,676,000	15.0	19,532,000	16.6	19,263,000	16.3	16,579,000	14.1	3,348,000	2.8	15,388,000	13.0	6,512,000	5.5	117,9
	Totals	395,505,375	17.3	382,243,812	16.8	185,311,994	8.1	866,711,979	38.0	86,144,354	3.8	70,752,124	3.1	124,794,982	5.5	168,511,177	7.4	2,279

* Actual allocation for 2004/05 FY

1. Percentage allocation to service delivery departments 58.5

2. Percentage allocation to administration/support departments 41.5

- Over 50% allocation of the total budget of the LLG
- 20-49% allocation of the total budget
- Below 10% allocation of the total budget

Notes:

1	The least attended to department is that of community based services followed by education, health and production . What does this imply in terms of improved quality of life of the people? To what benefit if these sectors are under attended to?
2	Percentage to service delivery sectors has been pushed up because of the huge allocation to the sector of technical services. This is the sector which handles hardware interventions and during our topic "are we serving the people or ourselves?: the hidden truth in sector allocations" we found that alot of the construction work is going on especially in administrative office and purchase of furniture delivery outlets.
3	The 23% allocation to community based services in Wadelai is simply because of the construction of the community centre
4	What is your opinion on the over 20% allocation to management support services and finance and planning sectors? Also take note of Panyimur and Parombo LLGs
5	Can you therefore give an explanation as to why the Sub-county Chiefs and the Sub-Accountants are more active than the rest of the staff in any LLG? Do not blame other Officers for redundancy b table.

EXTRACT OF CHALLENGES TO THE REALISATION OF GENDER RESPONSIVE PLANNING AND BUDGETING (from the training report)

Below are the challenges that were identified during the advocacy meeting with the LLGs that limit their performance in respect to GRP&B:

- ⊖ All LLGs staffs have limited capacity to properly conduct, manage, and commit to a GRPB process. This is worsened by the on-going rationalization and restructuring of local government that has created a huge man[woman]power gaps in almost all the essential departments. For instance, Atyak had no Sub-county Chief (SCC), a trained Sub-Accountant and the Assistant Community Development Officer. Parombo sub county has a Parish Chief acting as the SSC. This may have a negative consequence on the realization of the advocacy objectives as the technical staff to take on the challenge may either be lacking or the few may be overwhelmed. The few staff are also ill equipped to conduct gender analysis as no specific capacity enhancement training exists in this area. As a result:
 - LLGs development plans and budgets were either gender blind or neutral. They lack the key principles of GRPB of having clearly defined and disaggregated data on benefits and impacts for each gender.
 - Affirmative actions and gender (women) strategic interventions were also lacking save for Pakwach Town council and Pakwach sub-county that had some provisions on girl child education.
- ⊖ The Women Councils (at LLG and LLC) on their part also have limited capacity to properly position themselves and engage the LLGs in the planning process and the outcomes of the planning process. Their plans, where they existed, are not integrated within the overall plan and budget of the respective LLGs. This avoidance approach means they get no facilitation for their specific interventions save for the women's day celebrations.
- ⊖ Village plans (which are transmitted to higher levels) are derived in a non-inclusive nature and without clear intentions of the relevance of such plans to the village members. Thus, in a majority of cases, villages/communities plan to meet the statutory, regulatory requirements and demands of the planning process. Impliedly, villages are used as input points to the planning processes. Neither do the villages own nor do they have a voice that count in LLG plan and budget approvals.
- ⊖ It was also noted that there was limited or non-involvement of women in the planning process and thus, women are not aware of the intents and directions of the plans and budgets. In most cases women are not mobilized for the meetings. For instance, a woman in Nyapea LLG voiced that: *"we hear about these meetings (planning) and we are not invited. However, when the men have concluded the meetings, they fake our names in the attendance sheets and sweet talk us to sign"*. Interesting cases were also noted that portrayed the limited knowledge of the plan and budget intents to the women. In Nebbi sub-county, for instance, the planned *lorena* stoves training (a strategic labour saving technology meant to ease the domestic workload on women) that targeted 30

participants on equal gender representation ended with more men (26) trained than women. To the men, they dominated the training because the women were lazy in collecting the required materials (mud and grass). The women, however, advanced that men highjacked the activity because of the anticipated financial gains and monopoly of the knowledge (of constructing the stoves) which they would use to “extort money” from the households (women). It later on turned out that the trained men embarked on a constructing strategy moving from household to household in search of contracts at a cost of UGX 5,000 per stove.

- ⊖ A lot of inconsistencies were noted between the development plan (situation analysis and development strategies) and the annual budgets resulting into poor plan/budget outcomes. Whereas budget intentions are to be derived from a clear and detailed situation analysis and proper stating of development objectives from the development plans, very little link was found to exist between the two. In all the LLGs, development plans are generated as a required document and very few items are translated into the budgets. Further, intra plan and budget dissemination (in suitable and useable form) was also found to be a non-cherished and practiced planning ethics. Unsurprisingly, development plans and budgets are not disseminated beyond the key departments (the lucky ones) and political heads (the most influential ones) in the LLGs. It would thus, not be misleading to conclude that the real consumers of such plans and budgets have scanty knowledge of the plans expectations from and of the people. For instance, in Panyango a total of UGX 200,000 and UGX 500,000 was utilized in the previous financial year and planned for TBA activities respectively, however, the women were not knowledgeable about such interventions.
- ⊖ In trying to keep in line with the principles of GRPB, an audit was done in all the LLGs to ascertain the percentage of the budget allocations that go for service provision and that of administrative or supportive departments (read the cost of serving the people or doing development). On the whole, administrative costs were noted to overwhelm service provision. The case of Panyimur LLG where management support services (office of the Sub-county Chief) spent 64.4% of the total budget for 2004/05 is worth pointing. Further scrutiny of the budget revealed a bleaker situation. Within the service departments, administrative costs were still (in most case) higher than what were directly benefiting the communities concerned. For example, in Nyapea LLG, 27.8% of the 2005/06 budget was allocated to technical services department, however, after analyzing the sector budget it was found that all the funds were to be utilized on administrative work such as construction of offices. Impliedly, development is being delivered or facilitated at a higher cost and very little of the LLG budget directly benefits the people whom most of the LLGs mission statement stands to “improve their wellbeing”. Various reasons such as debt servicing, salaries, council expenses, remittances to LLC and HLG, management of the planning cycle, inter and intra unplanned for movements/workshops and acquisition of accountable stationeries were advanced to explain the lion’s share of the budget going to the administrative departments.
- ⊖ There still exist high levels of cultural rigidity on the side of men to uphold some of the stipulated women’s rights as enshrined in the constitution. Majority of men look at

women's rights as a violation (of their rights) and a tactic by the government (movement) to win elections, lessen their "God" given rights, priviledges and opportunities over women, a thing they cannot easily let go. The process of bringing men on board need to be handled properly less the outcomes of the workshop may not be seen.

GENDER ANALYSES OF SELECTED SECTOR DEVELOPMENT PLANS AND BUDGETS

UNIT 2 TOPIC THREE

Session objective	<ol style="list-style-type: none"> 1. To increase the participants understanding on the extent to which district sector plans and budgets are meeting the needs of the potential beneficiaries and the extent to which the planned interventions are directed towards affirmative action 2. To explain to the participants, guidance indicators for GRP&B
Topics	Evaluation of sampled HLG plans and budgetary allocations (Overall HLG budget analysis by sector; Sector expenditure analysis: administration Vs service delivery; Gender disaggregated expenditure benefit analysis: Gender per capita utilization; and affirmative action intervention analysis)
Methodology	Brain storming, question and answer, lecturette
Time	1:30 hour
Materials	Flip chart, marker pens, masking tape, copies of the overall HLG plan and budget

Procedure:

- Before the workshop date, arrangements should be made with one of the sector heads to prepare a detailed sector performance analysis that focus on the sector's situation analysis, development objectives, budget allocation and quantified results (achievements) by gender. This will form the basis for the Gender disaggregated expenditure benefit analysis: the gender per capita utilization
- It is also important that the CFO be contacted to make some key note address on the revenue/expenditure performance of the district.
- Using the earlier analysis on the overall HLG budget analysis by sector, sector expenditure analysis: administration Vs service delivery and affirmative action intervention analysis, the facilitator then presents the findings to the participants and make enough room for discussions. Explore on why the situations are the way they are and the extent to which the HLG plan and budget is gender responsive (the facilitator should take note of what participants are expressing).
- After exhaustive discussion, the facilitator should rap-up the session while still emphasizing the key aspects of a GRP&B

For the Facilitator -Format of the analysis

OVERALL BUDGET/EXPENDITURE ANALYSIS BY SECTOR FOR FY 2004/05

2004/05 SECTOR PERFORMANCE/EXPENDITURE (extracted from page....FINAL ACCOUNT)

No	SECTOR	Budgeted	Actual	Under expenditure	% Actual from planned
1	Management Support	11,327,835,924	9,146,645,932	2,181,189,992	81
2	Finance and planning	248,426,380	220,176,329	28,250,051	89
3	Council, comm & boards	159,045,000	141,444,713	17,600,287	89
4	Education and sports	6,190,825,000	2,266,669,164	3,924,155,836	37
5	Natural resources	-	-	-	#DIV/0!
6	Production	291,605,000	388,642,195	- 97,037,195	133
7	Technical services	1,561,689,000	1,754,573,081	- 192,884,081	112
8	Health and environment	3,960,645,106	1,968,039,672	1,992,605,434	50
9	Commty based services	240,204,000	88,255,714	151,948,286	37
	Totals	23,980,275,410	15,974,446,800	8,005,828,610	67

SECTOR REVIEW PERFORMANCE (extracted from pages 62-68 of the BFP)

Sector	2004/05 Budgeted (000)		Total Budget	2004/05 Spent (000)		Total Actual
	Developm't	Recurrent		Developm't	Recurrent	
Administration: CAOs office	4,263,246	7,064,590	11,327,836	1,293,838	7,852,808	9,146,646
Finance and planning	80,000	168,426	248,426	86,988	133,188	220,176
Statutory bodies	-	159,045	159,045	-	141,444	141,444
Education and sports	951,714	951,714	1,903,428	1,903,428	1,872,988	3,776,416
Natural resources	-	-	-	-	-	-
Production	-	291,605	291,605	-	388,642	388,642
Works	435,400	1,518,149	1,953,549	732,049	1,022,524	1,754,573
Health	-	3,960,645	3,960,645	-	1,968,040	1,968,040
Commty based services	-	240,204	240,204	-	88,256	88,256
Totals	5,730,360	14,354,378	20,084,738	4,016,303	13,467,890	17,484,193

SECTOR BUDGET ALLOCATION ANALYSIS: PEOPLE CENTREDNESS VS ADMINISTRATION

1. District Sector Allocations for PAF Monitoring and Accountability, PMA NSCG, LGDPPII and Eduction grants 2005/06(extracted from page 20 of the

No	Grant Title	IPF	Allocation by sector								
			Mgt Support Service	Finance	Statutory bodies	Production	Health	Education	Works	Natural Resources	Commtty Based Serces
1	PMA NSCG	50,665,185	6,606,285	2,000,000	-	26,037,900	1,210,000	2,017,000	-	4,647,000	4,034,000
2	PAF Monitoring and Accountability	66,995,000	11,800,000	12,895,000	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	-	3,000,000
3	Equalisation Grants	130,908,000	1,500,000	1,280,048	2,203,158	-	14,540,842	65,261,427	14,540,842	29,081,683	
4	LGDPPII	232,756,200	11,637,810	5,281,896	5,500,000	22,004,235	23,788,362	25,761,907	47,775,620	11,894,181	64,839,100
	Totals	481,324,385	31,544,095	21,456,944	10,703,158	51,042,135	42,539,204	96,040,334	65,316,462	45,622,864	71,873,100
	% allocations		7	4	2	11	9	20	14	10	

HLG COMMITMENT PLANS

UNIT 3

Session objective	1. To seek HLG commitment and accountability to GRP&B 2. To develop an M&E framework for tracking progress (quality) towards the realisation of a GRP&B
Topics	HLG commitment plan and affirmative action plan
Methodology	Brain storming, question and answer
Time	1 hour
Materials	Flip chart, marker pens, masking tape, copy of the GRP&B training report, commitment plan criteria

Procedure:

- Using question and answer method, enable the participants to list their commitments in terms of time framed and budget specific activities that they would like to undertake.
- Link/compare the activities with the challenges that were identified during the GRP&B LLG advocacy workshop, experiences as to why things are the way they are and commitment plan criteria; Enable discussions to flow on quantity and relevance of the suggested commitment activities.
- Based on the above, come up with an agreed final list of commitment plan and how that plan will be monitored and evaluated. This requires the development of monitorable indicators with specific responsibility points.

To the facilitator

Format for commitment plan

Sector	Proposed Actions			Monitoring and Evaluation				
	Action	Target	MOV	Monitoring indicators	Actors to be involved	Data collection method	Freq of data collection	Who to share info with

COMMITMENT ISSUES FOR LLG

No	LLG Development planning cycle area	Gender specific areas of concern
1.	Plan Design and development	<ul style="list-style-type: none"> • Ensuring that both women and men participate in village, parish/ward and LLG planning meetings; • Ensure that the various gender views get integrated in the final LLG development plan and budget (avoid the syndrome "women are part of the population, so if we plan for the population they are catered for"); • Develop gender disaggregated data; • Set right priorities based on identified needs and available data; • Commit/allocate resources fairly and sufficiently enough to implement the various views as identified by the gender: more resource for service delivery than administration; • Include affirmative actions (to address strategic needs) in the plan and ensure that funds (sufficient) are availed timely; • Develop an M&E framework for tracking progress
2.	Plan implementation	<ul style="list-style-type: none"> • Ensure that planned activities are funded as earlier on agreed: were resources are inadequate fairness be observed; • Resource allocation (preferably in a meeting) to be all inclusive of the various actors eg WC; • Were possible build capacity of the marginalized to participate directly; • Implementation Management Committees to be gender sensitive in composition
3.	M&E and accountability	<ul style="list-style-type: none"> • Develop a joint (gender and WC inclusive) M&E plan for the LLG development and budget framework: the plan should among others address how the inputs of the lower LC & WC levels be enlisted and enshrined in the M&E exercise, avoid the tendency of monitoring "remote control" and non-practical M&E as well as the practice of failing (deliberately) to involve others at implementation of the M&E plan • Develop measurable and easily understood M&E indicators • Avail copies of the development plan and the BFP to all partners involved in the M&E • As a system of accountability, how do we ensure an effective feedback mechanism both within and outside the LLG structure? How can we develop a respectable and easy to do feedback system between the LLG, WC and the women?

EVALUATION

UNIT 4

Session objective	To assess the achievement of the sessional and workshop's specific objectives
Topics	Evaluation
Methodology	Moodometer, Q and A
Time	30 minutes
Materials	Flip chart, moodometer drawing, ball

Procedure

- EITHER:
 - The Facilitator distributes a questionnaire to each of the participants who should feel with an honest mind
 - Emphasise that if possible, all the questions be filled before returning
- OR:
 - Pick and pin on the wall the flip chart containing participants' expectations and using an Q&A method go through all the expectation and get explanations of achievement for each expectation
- AND:
 - Lastly, prepare the "moodometer" and allow each participant to freely and honestly tick where she/he belongs after the workshop

I AM HAPPY



I AM CONFUSED



I AM SAD

