

Symposium on Strengthening Capacities of Public Institutions for Transformation, Innovation and Ethical Leadership to realize the 2030 Agenda for Sustainable Development and Agenda 2063 in East Africa
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Inclusive Service Delivery-The Critical Role of Gender Equality

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- 5.
- ✓ Contextualizing G&E
 - ✓ Competing priorities
 - ✓ Coordination and implementation

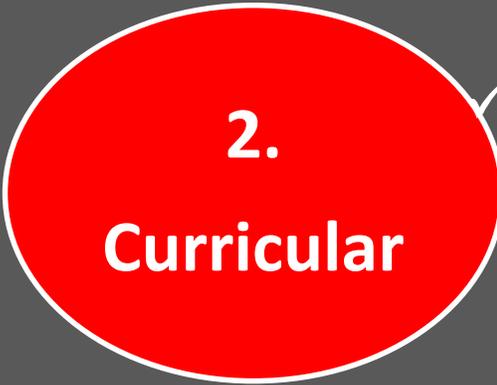
6. Domesticate, Train, dialogue



- ✓ SDGs, AA2063, EAC 2050
- ✓ Vision 2050,NDPs, Sector Plans and LG Development Plans
- ✓ Developed a G&E Capacity Plan



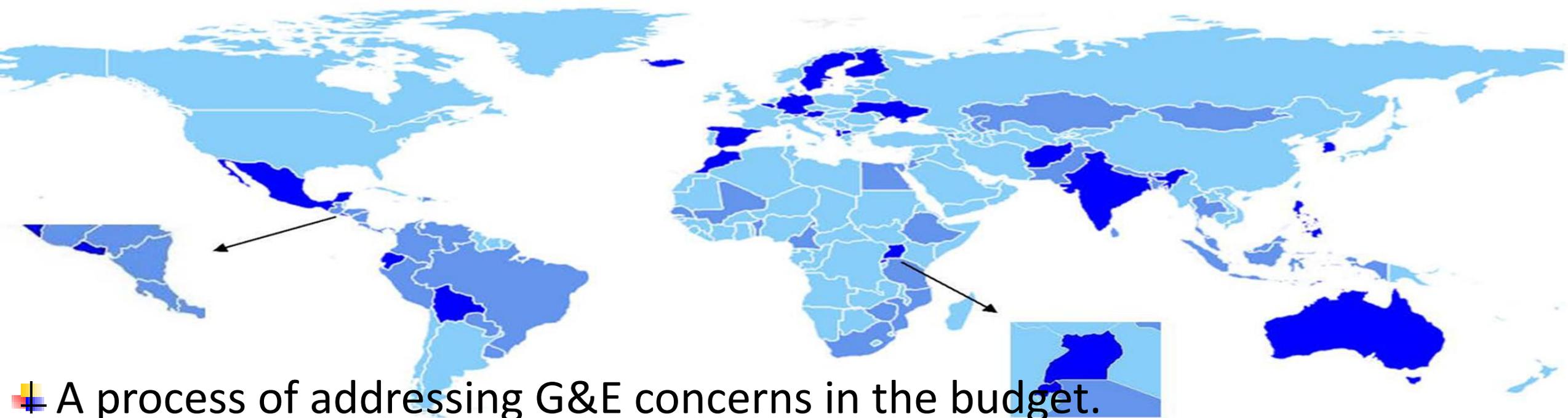
- ✓ Inclusive Participation
- ✓ Better Services
- ✓ Demand
- ✓ Planning and Decision making



Integrating & mainstreaming G&E



- ✓ Gender responsive
- ✓ Caravan Approach
- ✓ Targeting
- ✓ Improved learning environment



- + A process of addressing G&E concerns in the budget.
- + GEB involves analyzing disaggregated data to identify inequalities and inequities in access to, participation in, and/or benefit from programmes.



SDG and AUA 2063

- **FY 2016/17 CSCU Curriculum for Gender Responsive Policy making developed with the support of UNDP**
- **FY 2017/18 with the support of DFID, a Curriculum for Gender and Equity Budgeting (GEB) was developed**
- **November 2018 Certification of GEB Trainers was undertaken**
- **Government has issued Circular Standing Instructions requiring Chief Executives of all MDAs & LGs to send key technical staff to CSCU to undertake the above training**
- **So far staff in the Planning Units of MDAs and LGs have benefited from the training**



**Critical Elements
for ensuring
gender and equity
in all government
policies,
programmes and
projects**

- Innovation implications for service delivery.
- Gender and Environment responsive policy making.
- Local Economic Development approach to planning, budget execution ,evaluation and intervention.



Scope of Training Programmes for mainstreaming SDGs 5, 10, AUA2063 A1 and A6

- Induction Training for Newly Recruited Officers in MDA & LGs.
- Supervisory Skills Course for Heads of Divisions, Units and Sections in MDAs.
- Senior Management Course for Heads of Department and Divisions in MDAs & LGs.
- Strategic Leadership Course for Chief Executives and Directors of Ministries, Departments, Agencies and Local Governments (MDAs and LGs).



- ✚ Increased involvement of staff in the decision-making process.
- ✚ Gender and Equity responsive budgets and plans.
- ✚ Increased involvement of women, youth, older persons PWDs, hard-to-reach and hard-stay-areas.
- ✚ A more responsive learning environment, making learning meaningful and responsive.

Lessons Learned

(What has worked what has not)



- ✚ Integrating gender and equity in all interventions.
- ✚ Innovative equity training approaches (caravan, improved training environment, deliberate targeting of PWDs, women/mothers.
- ✚ Active involvement of training institutions in informing public policy and implementation.
- ✚ Cultural divide between the concept and practice- need to build concept of gender and equity in cultural practices and values).



- ✚ There is still a lot be done (gap between cultural practices and concept of gender and equity still large).
- ✚ Matching intention with outputs/outcomes...
- ✚ Competing priorities
- ✚ Weak coordination and linkages between different actors

Recommendations and Suggested Strategies



- ✚ Integrate African concepts of gender and equity into the development agenda
- ✚ Identify best practices in African culture and practice to strengthen gender and equity approaches
- ✚ Continue to train and expose leaders and technical officers- (Increase and repeat training opportunities)

- Intensify training and dialogue on gender and equity planning, budgeting and implementation.

- Document and publish best practices in gender and equity mainstreaming in the development process.

- Qtn:** How can we identify and integrate Africanize gender and equity?

- Qtn:** How do we strengthen the “Whole of Government Approach” to realise SDGs and AUA2063?