

# Facilitation Guide Gender, Local Economic Development (LED) and SDGs

# PREPARATORY ASSIGNMENT Module 0

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The UN Capital Development Fund makes public and private finance work for the poor in the world's 46 least developed countries (LDCs). UNCDF offers "last mile" finance models that unlock public and private resources, especially at the domestic level, to reduce poverty and support local economic development. UNCDF pursues innovative financing solutions through: (1) financial inclusion, which expands the opportunities for individuals, households, and small and medium-sized enterprises to participate in the local economy, while also providing differentiated products for women and men so they can climb out of poverty and manage their financial lives; (2) local development finance, which shows how fiscal decentralization, innovative municipal finance, and structured project finance can drive public and private funding that underpins local economic expansion, women's economic empowerment, climate adaptation, and sustainable development; and (3) a least developed countries investment platform that deploys a tailored set of financial instruments to a growing pipeline of impactful projects in the "missing middle."

UN WOMEN is the UN organization dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN WOMEN was established to accelerate progress on meeting their needs worldwide. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

## **Objectives of Module 0**

Participants will work on this preparatory assignment and finish it by at least three weeks prior to Phase One (Modules 1, 2 and 3) of the training programme. All the selected participants will complete the assignment following face-to-face or online guidance from the organizing team. The facilitator and resource person ought to be involved in this preparatory process.

The main objective of the preparatory work is to encourage participants to arrive at the training programme with a well-established basic understanding of the local economy and its gender structure and a familiarity with existing local government programmes and policies.

#### In addition, this preparatory assignment will also contribute to:



Developing a good rapport between the organizers, participants and trainers;

Familiarizing the participants with relevant concepts of gender-responsive local economic development (GR LED);



Initiating brainstorming and preparing participants for the content of the main course.



### Tasks to complete for the preparatory assignment

The following tasks will be completed by the participants under the guidance of the organizing team prior to the training phase.

- 1. Collect and review the responsibilities of local governments in their specific constituency;
- 2. Go through the latest local development plan with a focus on economic development aspects and gender equality of their constituencies;
- 3. Analyse gender structures of local economies—including potential challenges and barriers to the participation of women and other marginalized social groups in the making of local economic development strategies and local development processes;
- 4. Identify existing programmes and projects that have the potential to address gender inequalities and promote women's economic empowerment;
- 5. Fill out the questionnaire below (to be sent to participants three weeks before Phase One and returned to organizers two or one week(s) before Phase One);
- 6. Prepare a short biography mentioning their background, present position, experience, previous training and the main motivation to take part in the training on GR LED; and
- 7. Collect and bring the following documents to the training:
  - List of relevant documents for the planned local economic development programmes
  - List of local government (LG) responsibilities (Phase One)
  - Copy of LG gender equality policy and/or development plans (if any) (Phase One)
  - Copy of LG operational manual (if any) (Phase One )
  - Copy of the latest budget (Phase One )
  - Copy of the latest local economic development (LED) plan from their constituency (Phase Two)
  - Backgrounds of participants, any previous training that they have undertaken and why they want to participate in this training programme (these will be shared among all participants)

The starting point for the preparatory work is developing a better understanding of the role local governments can play in promoting women's economic empowerment by critically assessing existing practices and participants' own roles. This can be done by obtaining documents detailing local authority responsibilities from the ministry responsible for local government; obtaining procedural notifications from the local government authority itself; and/or discussing the subject with senior public servants in the local authority. These documents should be brought by the participants to the training programme.

In order to achieve an understanding of the gender structure of the local economy, it is necessary to obtain a copy of the constituency's latest local economic development plan. In different countries, these plans have different names, but where governance has been decentralized, local economic development plans are now commonly drawn up at five-year intervals and thus are called five-year plans. This document is needed because local economic development plans identify:

- 1. Demographic, social and economic characteristics of a local constituency;
- 2. Key constraints on the economic development of the constituency as identified by local planners;
- 3. Programmes and policies whose purpose is to address these constraints;
- 4. Essential data about the constituency for developing evidence-based programmes and policies.

The local development plan should be reviewed by the participant well before arriving at the training programme. After reviewing the plan, the participant should undertake a basic diagnosis of their constituency's local economy by preparing brief answers to as many questions as possible of the attached 'Questionnaire', supplemented by any data that might be available. If participants do not have supporting data, they may provide qualitative evaluations based on their own understanding of the situation.

#### Process

#### Step 1: Building rapport and sending instructions to the participants

- The organizing team will go through Module 0 carefully and prepare an email (or letter) for the participants with clear instructions and deadlines to help them fulfil their preparatory tasks.
- The team leader, as the contact person, will send an email (or letter) to the participants, copying the trainers, resource persons and other relevant actors.
- The team leader should ensure that they receive a response to the email (or letter) and will contact participants by phone if and when necessary.
- The team leader will explain the instructions to the participants over the phone, by email or in person if needed.
- The team leader will provide reminders and continually monitor progress for a timely completion of the assignment.

#### **Step 2: Collecting and disseminating information**

- The organizing team will collect the completed questionnaire and other documents in a timely fashion and preserve them carefully. The team should adapt the questionnaire to the local context, in terms of length and content (questions).
- The organizing team will collect the questionnaire and personal biography for each of the participants and other documents for constituencies.
- The organizing team will send a copy of the completed questionnaire and the short biographies of the participants to the trainers.
- The organizing team will bring the main copies of the completed questionnaires and other documents to the training venue during Phase One and afterwards.
- The organizing team will provide documents such as the LG development policy, gender equality plans, manual etc. to the trainers only upon request and will ask for their return after the dedicated timeline.

#### Questionnaire

- What are the key needs of citizens from the local economy as identified in the local development plan?
- 2. Do all citizens have the same needs, or do some have different needs? If some have different needs, what are their specific needs?
- **3.** Are there vulnerable groups in the locality and, if so, who are these groups?
- **4.** For how many years on average do boys attend school? For how many years on average do girls attend school?
- 5. Does the jurisdiction have a hospital? A health centre? A nurse's station?
- 6. Does the jurisdiction have any elderly care services?
- 7. What share of the jurisdiction's roads are improved?
- **8.** Does the local population have access to improved water sources?
- 9. What types of energy are used in homes?
- **10.** What is the food security status of the jurisdiction's population?
- **11.** Which groups in the jurisdiction, if any, are more likely to be food insecure?
- **12.** What are the key activities undertaken by women in the local economy?
- **13.** What are the key activities undertaken by men in the local economy?
- **14.** Is it common for women to own land in the jurisdiction?
- **15.** In the jurisdiction, are family farms subsistenceoriented (farm products are meant for personal consumption) or market-oriented (farm products are meant for sale)?
- **16.** Do more women or more men work in the informal economy? (E.g. what percentage of working men work in the informal economy? What percentage of working women work in the informal economy?)
- **17.** Do more women or more men work in the formal economy?
- **18.** How important is the formal economy within the jurisdiction?
- 19. What are the main kinds of private-sector businesses? (e.g. what sectors – agriculture, mechanics, etc-, and what type of business – family business, small enterprises, large corporations, etc-).

- **20.** What is the percentage (known or estimate) of private-sector businesses owned by women?
- **21.** Is access to bank finance the same for women-led and men-led businesses?
- **22.** Do men have a dedicated space to gather and converse in the jurisdiction? Where?
- **23.** Do women have a dedicated space to gather and converse in the jurisdiction? Where?
- 24. Do women enjoy safe and secure modes of transportation? Do women move about by car? Do they own and drive their own car? Id the "having a car" important? What about motorcycles? Which other modes of transportation are usually used by women?
- 25. Do men enjoy safe and secure modes of transportation? Do men usually drive and have a car? Which other modes of transportation are used usually by men?
- **26.** Does the jurisdiction have existing programmes and projects that are meant to address women's or girls' needs and promote gender equality?
- **27.** Do the existing programmes and projects recognize that people of different ages, ethnicities and abilities also have different needs?
- **28.** Is the distinction between paid work and unpaid work clear in local planning, programmes and projects?
- **29.** Are the differences between the relatively poor and rich easy to see in the jurisdiction?
- **30.** Are both women and men participating equally in the local economic development planning process?
- **31.** What are the key barriers to the participation of women and men?
- **32.** What are the capacities, interests and willingness of partner organizations to include both men and women in local economic development planning processes?
- **33.** What is the percentage of men and women participating in key leadership positions in the labour market and community and/or development institutions?
- **34.** What are the main sources of local government revenue?
- **35.** Are there any specific local government programmes and/or budget that directly address women's economic empowerment?

- **36.** What share of local government revenue comes from local sources?
- **37.** Do citizens within the jurisdiction receive a significant amount of economic transfers from outside the jurisdiction?
- **38.** Are local rules for physical planning and zoning enforced?
- **39.** What is the most senior official position held by a woman in local government?
- **40.** How common is gender-based violence in the jurisdiction? Is it taboo to talk about this violence?
- **41.** How common is it for husbands to have multiple wives in the jurisdiction?
- **42.** Does the jurisdiction have civil society organization(s) / non-governmental organization(s) that focus on the needs of women?
- **43.** Does the jurisdiction produce local statistics?
- **44.** What is the relationship between the local government units producing local statistics and the national statistical agency?
- **45.** Does the jurisdiction use the statistics generated by local government units to inform programmes and projects?
- **46.** Are there any local universities, research institutes and / or civil society organizations / non-governmental organizations that regularly undertake research in gender issues in the jurisdiction?

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# Gender, local economic development (LED) and Sustainable Development Goals (SDG)

## Module 1

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## **Objectives of Module 1**

Module 1 introduces basic gender and economic concepts related to genderresponsive local economic development (GR LED) and links them to the Sustainable Development Goals (SDGs), which are important for policy and programme interventions at the local level. Practical examples and appropriate adult learning methods and materials are used to create a common understanding of key concepts and to demonstrate the importance of mainstreaming gender in the design and implementation of local and regional policies and programmes.

#### At the end of this module, participants will be able to:



Share a common understanding of concepts of gender and gender-responsive LED as well as their relation to the SDGs.



Link gender perspectives during the assessment, planning, budgeting, monitoring and implementation of any project.

Use the appropriate terms during the preparation of policies or other documents.



Identify gaps in policies, laws, procedures and infrastructure from a gender perspective.



### **Daily Schedule**

#### Day 1

## Module 1: Gender, local economic development (LED) and Sustainable Development Goals (SDGs)

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Registration and inauguration		
9:00 a.m.	<ul> <li>To introduce the participants and organizers</li> <li>To explain the objective of the course</li> </ul>	<ul> <li>Inauguration speeches by guests, organizers and facilitators.</li> <li>Materials: Participants' list, pen, folders, bags/kits</li> </ul>	
Торіс	Module 1   Session 0   Course introduc atmosphere	tion: Icebreakers and establishment of a po	ositive
9:30 a.m.	<ul> <li>To create a pleasant learning environment</li> <li>To interact with and become familiar with one another</li> <li>To become aware of the overall aims and objectives of this course</li> </ul>	<ul> <li>Methods/techniques: Simulation of a giant round plate balancing, categorization, group performance</li> <li>Learning materials: Five large round cards in different colours labelled: "rights", "diversity", "plurality", "economic development", and "equality and justice"</li> <li>Reading materials:</li> <li>Supplies: Poster paper, marker pen</li> </ul>	
10:30 a.m.	Tea break		
Торіс	Module 1   Session 1   Conceptualizing	sex and gender	
11:00 a.m.	<ul> <li>To define sex as biological and gender as a social construction</li> <li>To describe the difference between sex and gender</li> </ul>	<ul> <li>Methods/techniques: Card clustering in a large group</li> <li>Learning materials: Cards with words representing different characteristics of males and females from biological (pink and blue) and social (green and yellow) perspectives; two cards with the male of and female Q symbols; two cards for "biological" and "social" (a sample is attached)</li> <li>Reading materials: Handout titled "Concepts of gender and sex"</li> <li>Other supplies: Flipchart, masking tape, marker pen, brown paper, VIPP (visualization in participatory</li> </ul>	

programmes) cards etc.

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Module 1  Session 2   Gender roles and gender division of labour		
11:45 a.m.	<ul> <li>To identify gender roles and gender division of labour</li> <li>To explain how division of labour creates discrimination between males and females in terms of resources, power and status</li> </ul>	<ul> <li>Methods/techniques: Triad work, discussion</li> <li>Learning materials: Gender division of labour table, six role-playing cards, 120 coloured paper stickers with tasks; two cards with the male or and female Q symbols; 18 sticky paper slips (six each of red, green and yellow).</li> <li>Reading materials: Handout titled "Gender roles and division of labour"</li> <li>Other supplies: Brown paper, big round cards, coloured stickers, marker pen, masking tape</li> </ul>	
1:15 p.m.	Lunch		
Торіс	Module 1  Session 3   Access and powe	er relations in gender	
2:00 p.m.	<ul> <li>To analyse patriarchal stereotypes and imbalances in power relations between women and men</li> <li>To point out gender discrimination in access to power and rights</li> <li>To analyse "affirmative action" as a right to eradicate gender discrimination</li> </ul>	<ul> <li>Methods/techniques: Simulation game (one step ahead – two steps behind)</li> <li>Learning materials: Large round coloured cards on "power", "resources", "status", "decision", "information"</li> <li>Reading materials: Handout titled "Affirmative action is a right of deprived groups"</li> <li>Other supplies: Big round cards in five colours, masking tape / board pins</li> </ul>	
3:00 p.m.	Tea break		
Торіс	Module 1   Session 4   Gender concept	ts and terms	
3:15 p.m.	<ul> <li>To describe at least 12 relevant technical terms and concepts relating to gender-responsive LED</li> </ul>	<ul> <li>Methods/techniques: Pair presentation</li> <li>Learning materials:</li> <li>Reading materials: Handout titled "Gender glossary"</li> <li>Other supplies: A4 size coloured paper (13 sheets), marker pen</li> </ul>	
Торіс	Module 1  Session 5   Local economic	development and gender responsiveness	
4:15 p.m.	<ul> <li>To find a common meaning of LED and its importance</li> <li>To define gender-responsive LED</li> <li>To list important considerations before planning LEDs from a gender perspective</li> </ul>	<ul> <li>Methods/techniques: Reading circle, group presentations</li> <li>Learning materials:</li> <li>Reading materials: Handout titled "Gender-responsive local economic development (LED)"</li> <li>Other supplies: Poster paper, marker pen, board pin/ masking tape</li> </ul>	

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic Conclusion			
5:00 p.m. – 5:30 p.m.	<ul> <li>To note the participants' reflections about the day</li> </ul>	<ul> <li>Methods/techniques: Sharing of questions, thoughts and comments</li> </ul>	

### Day 2

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Quick start		
9:00 a.m.	<ul> <li>To start the day's activities after reviewing the previous day</li> <li>To concentrate for the day's learning</li> </ul>	<ul> <li>Methods/techniques: Check in, music and breathing practice</li> <li>Learning materials (optional): Instruments to play</li> <li>Reading materials: None</li> <li>Other supplies (optional): 12-14 pieces of colourful cloth (3 feet × 9 feet)</li> </ul>	
Торіс	Module 1   Session 6   Sustainable Dev	elopment Goals (SDGs), LED and gender	
9:30 a.m.	<ul> <li>To explain SDGs, their importance and the obligations of member states</li> <li>To point out at least 10 targets and indicators of SDGs that link directly to LED</li> <li>To analyse how gender- responsive LEDs can contribute to achieving the SDGs</li> </ul>	<ul> <li>Method/technique: Video/PowerPoint/ poster presentation, discussion</li> <li>Learning materials: Videos: "We the people", "Leave no one behind" and "Numbers in action"; slides/posters on SDGs, relevant targets and indicators; State obligations</li> <li>Reading materials: Handout titled "SDGs, local economic development and gender"</li> <li>Other supplies: Flip chart, poster paper, marker pen, board pins/masking tape</li> </ul>	
11 a.m.	Tea break		

#### Title Session 0: Course introduction

Objectives:	At the end of this session, participants will have: <ul> <li>Interacted with and become familiar with each other</li> <li>Created a better learning environment</li> <li>Become aware of overall aims and objectives of this course</li> </ul>
Time:	■ 60 minutes
Methods/ Techniques:	<ul> <li>Simulation of a giant round plate balancing, categorization, group performance</li> </ul>
Learning Materials:	<ul> <li>Five large round cards in different colours labelled: "rights", "diversity", "plurality", "economic development", and "equality and justice".</li> </ul>
Reading Materials:	-
Supplies:	<ul> <li>Poster paper, marker pen</li> </ul>

#### S Key Message

#### Overall objectives of this course on gender-responsive local economic development are to:

- Clarify the importance of equitable participation of women and men for the sustainability of inclusive economic development at the local level;
- Capacitate local planners to develop gender-responsive local economic development (GR LED) strategies by assessing local economic context from a gender perspective;
- Relate GR LED to the SDGs as a commitment and obligation of national and local governments for achieving Agenda 2030; and
- Identify barriers and analyse the way to ensure women's participation in every stage of LEDs and onboarding the private sector and other stake holders as key contributors.

#### Process

#### Step 1: Greeting and explaining course objectives

- Introduce yourself to the participants and welcome them to the training course.
- If there are any guests for the inauguration, welcome them and give them the opportunity to present their speech(es).
- Thank your guest(s) for their presence and contributions, summarize their speech(es) and reaffirm the objectives of the training course.

# Step 2: Balancing the round plate (Depending on the audience and context, this exercise can be changed into a discussion to talk about inclusion, diversity and rights, or any other alternative that may seem suitable).

- Invite the participants to stand up and get into a circle, encourage them to make the circle as perfect as possible. Tell them that a perfect circle is highly essential for the exercise.
- Say, "We shall start the day with an imagination exercise for which all of us need to close our eyes for a moment. Please close your eyes and listen to me carefully. Imagination, intelligence and common sense are the most essential human qualities, we all have these and now we are going to use them honestly."
- Give them the following instructions:
  - Please imagine that all of us are standing on a big round plate at its outer limit.
  - The plate is balanced at the centre of a 500-meter-long stick.
  - The stick is grounded in a deep canyon full of foul odorous waste, dead animals and reptiles.
  - There is nothing between the plate and the waste other than the stick.
  - We are trying to survive safely on the plate by helping each other.
- Tell them to open their eyes and ask whether they were able to imagine the situation.
- Say, "We are standing in the same circle, so who has a bigger or smaller area in front of them?" Listen to some of the answers, make sure that every one's area is the same and that everyone feels the same ownership of this space.
- Ask, "What will happen if only one of us falls down from the plate?" Get a few answers and make it clear that the plate will lose its balance and we all shall fall down, even if only one of us falls. "So who is the most important and who is the least important in this circle?"
- Listen to the answers and say, "Yes, all of us are equally important to maintaining the balance of the plate, but does each of us in the circle have the same weight? The same size? Are we all of the same colour or sex? No, but everyone is important for the balance, for the continuity and for the survival of one another."
- Tell them, "Suppose there are only females or males on Earth. The other sex is absent. Is maintaining balance possible in such a scenario? Is it possible to move forward?" Collect answers.
- Tell them, "Suppose there is only one colour that exists in the world, there is no other colour. Is it possible then for anything to be visible? Or there are only straight lines in the world. No circles, no triangles, no rectangles. If so, is it possible to create anything anymore?" Collect answers.
- Tell them that it is apparent that some differences exist to maintain balance in the world and to keep the continuity of life, matter and energy. Collect answers.
- After getting answers, say, "Therefore, we can come to an understanding that to maintain balance and continuity, the differences in colour, composition, shapes and sizes bear an undeniable significance, which we can refer to as 'diversity."
- Ask, "Is it clear that we cannot survive without the support of others? But are everybody's tastes, thoughts, beliefs, philosophies, styles or choices the same? Are we all dressed in the same colour or design within the circle?" Get a few answers.

- Say, "Yes, people have different choices and opinions, but what will happen if we push someone off from the plate because of his/her difference of opinion or choice?" Listen to the answers and make it clear that the plate will fall down if we do.
- Arrive at the conclusion that differences of opinion, choice, thoughts etc. are really unavoidable for human life and that this is essential for surviving together. This unavoidable difference among people is called 'plurality'. We cannot live our life without diversity, we cannot lead life without plurality. So when we work for other people then actually we work for ourselves. Understanding diversity and plurality is a must for planning a better life on Earth.
- Say, "Diversity adds to our existence and plurality gives us innovations such as thousands of professions, inventions and technologies." We shall refer back to this initial exercise throughout the course.

#### Step 3: Categorizations

- At the end of Step 2 tell the participants, "As we shall be spending the next few days together in this course, it is important for us to become familiar with each other. Do you all think in the same way?"
- Listen to their answers, then say, "Let's get introduced to each other in a different way." Ask them to walk in a disorganized way until they receive further instructions.
- Let them walk for some time and encourage them to keep going. Attach the "Rights" card at any corner of the room and instruct them to keep walking. Then say, "Those of us who think that "rights" are the most important thing and who want to establish rights for all in a proper manner, please come close to the Rights card. The rest of you should continue walking."
- Let them walk some more. Attach another card marked "diversity" in another corner of the room and instruct them to keep walking. Then say, "Those of us who think that rights are meaningless without recognizing "diversity" in a proper and better manner, please come close to this "diversity" card and the rest should continue walking."
- Then attach the remaining cards, marked "plurality", "economic development", and "equality and justice" to different areas of the room and form groups as per the instructions given above.
- After the formation of five groups, give the participants the opportunity to change groups with these conditions: i). no one group should have more than five members (If there are only 25 participants) and ii). each group shall have both men and women. Conclude this step after the formation of five groups.
- Note: You can also start the categorization from a very simple basis such as: the eldest, youngest or middle children in the family; people who prefer hot or spicy, sour, or sweet foods; colours like, pink, red, blue and so on. Then come to the cards. But be aware of the time.

#### Step 4: Group work

- Ask the participants to consult with their group members and make a slogan that shall represent their card topic.
- Instruct the participants to improvise an image that communicates their slogan.
- Allocate 5-7 minutes for the activity.

#### Step 5: Presenting the group work and introduction

- Give the groups the opportunity to present their slogan through an image or a short play.
- Allocate each group a maximum of 1.5 minutes for a performance.
- Instruct each group to pay attention during the other presentations.
- Ask each group about the other presentations.
- Ask each participant to say their and their institution's name at the end of the performance.
- After the presentation of each group, ask the other participants to say the participants' names.
- Make a circle again after all the performances have finished, ask anyone to try to say everyone's names in the circle. Make sure that participants with highest ranks are invited to do so.
- Conclude the session after the introduction of all the participants.





Title
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### Session 1: Conceptualizing sex and gender

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Objectives:	At the end of the session, participants will be able to: <ul> <li>Define sex as biological and gender as a social construction</li> <li>Identify the difference between sex and gender</li> </ul>	
Time:	<ul> <li>45 Minutes</li> </ul>	
Methods/ Techniques:	<ul> <li>Card clustering in a large group</li> </ul>	
Learning Materials:	<ul> <li>Written cards with words representing different characteristics of males and females from biological (<i>pink and blue</i>) and social (<i>green and yellow</i>) perspectives; two cards with the male of and female Q symbols; two different cards marked "biological" and "social" (sample attached)</li> </ul>	
Reading Materials:	<ul> <li>Handout titled: "Concepts of gender and sex"</li> </ul>	
Supplies:	<ul> <li>Flipchart, masking tape, marker pen, brown paper, VIPP (visualization in participatory programmes) cards etc.</li> </ul>	

#### S Key Message

**Gender concept:** Naturally constructed biological differences between women and men are called "sex", which is universal and not readily changeable. Socially constructed or imposed differences between women and men are called "gender". Gender is not universal and is changeable according to family, society, community and country.

Sex (Natural or biological gender)	Gender (Social gender)
<ul> <li>Sex refers to the naturally created biological and physical differences between men and women.</li> </ul>	<ul> <li>Differences in dress, activities and attitudes between males and females created by society</li> </ul>
	are called "gender".
<ul> <li>Sex is biological and only changeable with an intervention.</li> </ul>	<ul> <li>Gender is changeable according to families, societies and countries and therefore many differences exist.</li> </ul>
<ul> <li>In all parts of the world, sex is the same, which means it is universal.</li> </ul>	<ul> <li>Due to differences in societies and cultures, gender roles are not the same throughout the world.</li> </ul>

Please note: Differences between sex and gender are more nuanced and complex. In the basic course they are simplified for clarity and pedagogic purposes.

#### Process

#### Step 1: Raising questions

- Welcome the participants and say, "We are going to have a very important session on gender now. This is the foundation of the course. Though all of us have knowledge about gender, today we shall try to agree upon a common understanding of gender for the sake of the course."
- Ask everyone, "Who are we? What is our main identity?" Try to listen to two to three answers and make it clear that we are all "human beings".
- Ask again, "How do human beings grow from age 0 to 100 years or beyond?" Listen to two to three answers and make it clear that there are two kinds of growth, natural (biological) and social.
- Ask what are the two main classifications of human beings. After hearing a few answers say, "These two are women and men."
- Ask the question, "Do women and men grow up in the same way? Do we want to find out the answer? If so, let's have a very simple exercise about this."
- Put a long brown paper on the floor divided in two parts lengthwise.

#### Step 2: Defining sex and gender

- Put the pink, blue, green and yellow cards on the brown paper and offer the participants at least one card per person to read.
- Put symbols for female and male on two sides on the top of the brown paper and point this out to everyone.
- Ask everyone to put their cards one by one under the female symbol if they describe a female characteristic or under the male symbol if they describe a male characteristic.
- Announce that there is no middle option, you have to choose one of the two.
- After all the cards have been organized, put two cards of "natural (biological)" and "social" on the floor so that they divide the brown paper into upper and lower parts. Be sure that "social" has more space and is in the lower part.
- Ask one participant to come up and distribute independently all the cards between women and men in both the "natural" and "social" parts. Alert everyone not to interrupt the distributor and say that many more people will get the chance to do this.
- After the first distribution, allow for a few comments and add your points as well.
- Ask one of the interested participants who does not fully agree with the previous distributor(s) to come and replace the cards.
- Remind everyone that there is no middle option and that everyone should put their cards under only one of the two options.
- Allow up to three participants to place cards.

- Between "social" and "natural (biological)", ask which part is changing continually and which part is not. Allow three to four people to discuss.
- Now open a third option, wherein some cards can be in the middle and ask one person to sort cards to the centre based on their opinion.
- Allow a maximum of two more interested participants to do so and allow the whole group to comment one-by-one for a few minutes. Add your opinion and arguments also.
- Ask: "So, which one is changeable and which one is fixed? Which one is natural and which one is social or made by the human being? Does nature make any discrimination or is there just a difference for a balance?"

## After having heard several answers and discussions say, "Nature creates differences but never discriminates".

- Ask questions to verify understanding and amend if there are some issues.
- Conclude the session according to the objectives and the key message by summarizing the difference between sex and gender.
- Distribute the handouts among the participants.



#### **Learning materials**

#### **Exercise part 1:**

1. Ask participants to look at the list and decide which of these qualities they think women and men are born with.

Adventurous	Weak
Aggressive	Shy
Strong	Gentle
Rough	Dependent
Impatient	Tolerant
Rational	Sensitive
Intelligent	Jealous
Self-centred/Egoistic	Caring
Satisfied	Forgiving
Authoritative	Emotional

2. Call out each article, activity and role in the below list and ask participants to associate them with a man or a woman.

Articles	Activities	Roles
<ul> <li>Broom</li> </ul>	<ul> <li>Sewing</li> </ul>	<ul> <li>Chef</li> </ul>
<ul> <li>Car keys</li> </ul>	<ul> <li>Cooking</li> </ul>	<ul> <li>Tailor</li> </ul>
<ul> <li>Saree</li> </ul>	<ul> <li>Washing</li> </ul>	<ul> <li>Farmer</li> </ul>
<ul> <li>Rolling-pin</li> </ul>	<ul> <li>Clothes</li> </ul>	<ul> <li>Housewife</li> </ul>
<ul> <li>Screw-driver</li> </ul>	<ul> <li>Reading newspaper</li> </ul>	<ul> <li>Breadwinner</li> </ul>
<ul> <li>Hammer</li> </ul>	<ul> <li>Breast-feeding babies</li> </ul>	<ul> <li>Nurse</li> </ul>
<ul> <li>Stove</li> </ul>	<ul> <li>Bathing children</li> </ul>	<ul> <li>Mother</li> </ul>
<ul> <li>Tie</li> </ul>	<ul> <li>Fixing the electric bulb</li> </ul>	<ul> <li>Barber</li> </ul>
<ul> <li>Lipstick</li> </ul>	<ul> <li>Knitting sweaters</li> </ul>	<ul> <li>Politician</li> </ul>
<ul> <li>Briefcase</li> </ul>	<ul> <li>Driving</li> </ul>	<ul> <li>Head of the family</li> </ul>
	<ul> <li>Sweeping</li> </ul>	

#### Discuss in full group with participants:

- Which of the activities and qualities above have any biological basis?
- Which activities or roles do not have any biological basis and yet are performed by either men or women?
- For example, are women born with cooking skills? Are men "naturally" better at repairing and handling electrical gadgets?
- Is there a hierarchy in roles? Do roles extend into public spaces?
- What happens when economic value is attached to an activity/role?

Materials taken from CARE's Gender Equity and Diversity Training Materials. Copyright 2014 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission. https://care.org/wp-content/uploads/2020/06/Gender-Equity-and-Diversity-Module-4.pdf

#### Reading materials

#### **Gender Concept**

"Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a women or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age" (UN Women, <u>Concepts and Definitions</u>).

The concept of gender has been introduced to challenge the idea that physical features are the reasons for the subordination of women. It has been believed for years that the difference in characteristics, roles and significance for men and women in society are due to biological reasons and are natural and thus not changeable. In other words, a woman and her body are being made responsible for the subordinate position of women in our society. If this kind of explanation is accepted, then the discrimination between men and women and the existing injustice are also accepted.

The concept of gender helps us to understand that sex and gender are two different things.

A newborn is either male or female determined by their physical features. However, culture allocates different roles, duties and characteristics to children. The social and cultural processes in which male and female infants are brought up is called "gendering". In every society, male and female children are brought up to be adult males and females with different characteristics, roles, duties and expectations.

From the very beginning, a boy is regarded as powerful and independent in some cultures. In some societies, a mother tells her daughter how beautiful she is, does her hair and lets her wear fashionable dresses. These experiences from their early childhood make children have different ideas about themselves.

The second process is attached to drawing the attention of the boy or the girl towards different objects and elements. For example, girls are given dolls or play kitchens, while boys are given toy guns, cars or airplanes to play with.

In early childhood, children become accustomed to certain practices. Girls may be asked to help their mother in household activities while boys are asked to help their father outside the home. In the societies where the mixing of boys and girls is strictly prohibited, they are not in the same places and engage in very different activities. In this way, children learn different masculine and feminine behaviours.

To reiterate, "sex" is the natural or biological difference between males and females that is not changed by society, time or geography. The attitudes and roles defined by different societies for males and females give rise to "gender".

#### Session 2: Gender roles and gender division of labour

<ul> <li>At the end of the session, the participants will be able to:</li> <li>Identify gender roles and gender division of labour</li> <li>Explain how division of labour allows for discrimination between males and females in terms of resources, power and status</li> </ul>
• 90 minutes
<ul> <li>Triad work, discussion</li> </ul>
<ul> <li>Percentage table, six role-playing cards, 120 coloured paper stickers with tasks; two cards with the male and female symbols; 18 sticky paper slips (six each of red, green and yellow).</li> </ul>
<ul> <li>Handout titled "Human roles and division of labour from a gender perspective"</li> </ul>
<ul> <li>Brown paper, big round cards, coloured stickers, marker pen, masking tape</li> </ul>

#### Key Message

Title

**Gender roles:** Social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. (UNICEF Regional Office for South Asia, "Gender Equality: Glossary of Terms and Concepts", 2017, pp. 4-5.)

#### Process

#### Step 1: Assigning types of work to different sexes (group work in triads)

- Relating this session back to the last session, tell the participants, "We now have a common understanding of how sex and gender differ from each other. Now, we shall see how gender has power over sex in our practical life. We will break out into groups of three with those near you and sit face to face. (A group of three is called a triad.) Be sure that you have both sexes in each group.
- Make eight triads and distribute 10–15 assorted coloured paper slips with tasks noted on them to every triad for discussion.
- Tell the participants, "We do different kinds of work and perform different roles. We work to earn, do social work, household work, work for the state, for reproduction and raising the next generation." Then pin up the six role cards on the percentage table in the left column.
- Explain what each card actually means according to the handout.

- Ask the triads to discuss with their group and to finalize which slips will go with which role cards.
- After five minutes, call one person from each group to stick up their slips with the appropriate role cards in the right box under the heading "Work".

#### Step 2: Grading roles and work in terms of power, resource and status

- After all the triads have finished sorting out the slips, make any adjustments and clarifications if needed.
- After completing two columns, ask the participants:
- "Which of the roles are necessary and which can be disregarded?"
- "Which work is important and which work can be disregarded?"
- Listen to their opinions and establish that all the roles and all of the work are important for our existence.
- At this stage, you show the stickers of three different colours: purple represents power, blue represents resources and orange represents status.
- Put three stickers each on all the six boxes under the heading "work" and ask, "Out of six boxes, where is power, resources and high or low status? Listen to the participants and put (+) for high and (-) for low on the respective stickers.
- Start from the top and go to the bottom one by one, allowing for some discussion and clarifications where needed.

#### Step 3: Filling out the "Gender division of labour" table

Now in the two columns with no headings, affix the round card titled "male" in one column and that titled "female" in the other. Tell the participants that they will now identify based on their practices and experience what percentage of a certain kind of work is for women and what percentage is for men.

Ask the entire group to look at each line with a role and a list of work, then to determine what percentage of this work is allocated for men and what percentage is allocated for women. Remember that the percentage need not be precisely accurate but that it should reflect their experience as a whole. If needed, help them to understand.

- Tell the participants that we are not going to count the words in green text (sexual reproduction) for this exercise, but that they are an integral part of the role of reproduction and generation raising.
- After determining the percentages for all the roles, ask the following questions:
- How justified is this division?
- What made this distribution of roles? Nature or society?
- We have said that all the works and roles are important but is there equal respect for every task?
- Which role is the most dignified and powerful at present?
- Which role is the least dignified and powerless at present?
- Who is dominating in respect of power and dignity? Men or women?

- Can women perform every role? (Remind them about the gender and sex exercise)
- Then is it justified to confine women to a house?
- Is there any discrimination in this division of labour?
- Is this division of labour responsible for violence against women in any way?
- Give everyone the opportunity to take part in the discussion and enrich the discussion by giving examples, keeping in mind the objectives of the session.
- Note reflections from the participants on whether they have thought in this way before. What are they thinking now?
- Ask, Is there any link between this division of labour and economic development?
- Conclude through summarizing according to the objectives of the session.

<ul> <li>Daily household chores and care activities</li> <li>Cooking</li> <li>Cleaning and mopping (hygiene)</li> <li>Upkeep of house</li> <li>Care of elderly, sick. and children</li> <li>Weaving and stitching Food preservation</li> </ul>	<ul> <li>Daily household chores and care activities</li> <li>Taking children to school</li> <li>Major repair work</li> </ul>
<ul> <li>Farm and animal husbandry, dairy work</li> <li>Preparation of fields, removing weeds</li> <li>Harvesting, transporting, and storing</li> </ul>	<ul><li>Farm and animal husbandry, dairy sales</li><li>Sowing Cattle grazing (done by elderly)</li><li>Selling daily products on the market</li></ul>
<ul> <li>Kitchen gardening (fruit and vegetables)</li> <li>Milking cattle and milk processing</li> <li>Feeding cattle and cleaning cattlesheds</li> </ul>	Collection activities • Water for cattle • Non-timber forest products (NTFPs) • Collection of various products
<ul> <li>Collection activities</li> <li>Water, fodder, and fuelwood</li> <li>Non timber forest products (NTFPs)</li> <li>Collection of honey</li> </ul>	<ul> <li>Market-related activities and leisure</li> <li>Gossiping at Marketplace</li> <li>Leisure activities: indoor games (playing cards, etc)</li> </ul>
Occasional income and leisure <ul> <li>Daily wage laborer</li> <li>Leisure activities and personal care</li> </ul>	<ul> <li>Jobs in government and private sector</li> <li>Daily wage laborer</li> <li>Private business: shopkeeping</li> </ul>

Source: Basu, S. and Narayan, S. Women's Contribution to Household Food and Economic Security: A Study in the Garhwal Himalayas, India, Mountain Research and Development 31 (2), 102-111.

Gender division of labour			Division of Labour %	
		Ŷ	3	
Household/ Care activities	<ul> <li>Cooking</li> <li>Cleaning</li> <li>Upkeep of house</li> <li>Care of elderly, sick, and children</li> <li>Weaving and sewing</li> <li>Taking children to school</li> <li>Preparing food</li> </ul>			
Farm and animal husbandry	<ul> <li>Preparation of fields</li> <li>Harvesting, transporting and storing</li> <li>Sowing</li> <li>Kitchen gardening (fruit and vegetables)</li> <li>Milking cattle and milk processing</li> <li>Cattle grazing (done by elderly)</li> <li>Feeding cattle and cleaning cattle sheds</li> </ul>			
Collection activities	<ul> <li>Water, fodder and food fuel</li> <li>Water for cattle</li> <li>Collection of honey</li> <li>Collection of various products</li> </ul>			
Jobs in government and private sector	<ul> <li>Daily wage labour</li> <li>Private business: shopkeeping</li> </ul>			
Occasional income and leisure	<ul><li>Daily wage laboour</li><li>Leisure activities and personal care</li></ul>			

#### **Reading materials**

#### Gender roles and gender division of labour

UNICEF Regional Office for South Asia, "Gender Equality: Glossary of Terms and Concepts", November 2017

Gender roles are social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. The way work is divided between men and women according to their gender roles is usually referred to as the 'gender division of labour'. This does not necessarily concern only paid employment, but more generally the work, tasks and responsibilities that are assigned to women and men in their daily lives, and which may, on their turn, also determine certain patterns in the labour market (ILO International Training Centre, Module on Gender, Poverty and Employment).

Productive work	Household work
(paid work)	(unpaid work)
Activities conducted in exchange for money is considered	Activities that are repeatedly performed without earning
"productive work". For example: salaried employment,	any money but that contribute to production are called
teaching, running a business. In addition to earning money,	household and production work. For example, cooking,
dignity and respect are also associated with this type of	cleaning, drying grains, conservation of seeds, livestock
activity.	rearing etc.



Title	Session 3: Access and power relations in gender
Objectives:	<ul> <li>At the end of the session, the participants will be able to:</li> <li>Analyse patriarchal stereotypes and imbalances in power relations between women and men</li> <li>Point out gender discrimination in access to power and rights</li> <li>Analyse 'affirmative action' as rights for eradicating gender discrimination</li> </ul>
Time:	• 60 minutes
Methods/ Techniqu	es: • Simulation game (one step ahead – two steps behind)
Learning Materials:	<ul> <li>Large, round, coloured cards marked with "power", "resources", "status", "decision- making" and "information"</li> </ul>
Reading Materials:	<ul> <li>Handout titled "Affirmative action is a rights of deprived groups"</li> </ul>
Supplies:	<ul> <li>Large round cards in five colours, masking tape and board pins</li> </ul>

#### Key Message

Discrimination against women (gender discrimination) means: "Any distinction, exclusion or restriction made on the basis of sex, which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field" [United Nations, Convention on the Elimination of all forms of Discrimination Against Women (1979), Article 1].

Simply providing equal rights for both sexes starting today and into the future, without first empowering women, cannot bring about justice. Women would remain further behind men and gender discrimination would not stop. Historical circumstances have led to a need to empower women through "affirmative action", which can be defined as a broad range of measures that take past disadvantages into account and strive to correct for them. These actions are provisional until the moment that the group left behind is on an equal footing with the forward group.

Empowerment refers to increasing the personal, political, social or economic strength of individuals and communities. Empowering women and girls allows them to gain power and control over their lives. This involves raising awareness, building self-confidence, expanding choices, increasing access to and control over resources and other actions to transform the structures and institutions that reinforce and perpetuate gender discrimination and inequality.

#### Process

#### Step 1: Point out gender discrimination in access to power and rights

• Select six women and six men from among the participants. (If the whole group consists entirely of men or women, then choose any 12 people to act as six men and six women in an imaginary situation to practice the session.)

- Divide the other participants into two groups and ask them to sit on two sides of the trainer facing each other.
- State "Now these 12 people shall start their journey for a place where they will have control over 'power', 'resources', 'status', 'decisions' and 'information' to achieve property, dignity and development. But this place can be reached only by following the instructions that I am going to give as a symbol of society."
- Attach the previously prepared six round cards to the board that is marked as the destination, at least seven meters away from the performing women and men.
- Then bring those 12 participants into the opposite part of the room and make them stand in a row facing the board and give the following instructions:
- The observers of both sides should stay silent and watch with attention.
- Tell the 12 participants that they should step forward or backward when instructed.
- "We are starting the game. Everyone be prepared!"

#### Instructions for the game:

Those of us who were born human shall take one step forward.

Those of us who had the opportunity to play as a child shall also take one step forward.

Those of us who had the opportunity to go to school shall also take one step forward.

Those who have had to follow a custom and leave their parents' house after marriage, go one step back. Those who did not, take one step forward.

Reminding everyone of the division of labour, tell the participants that those who have a higher percentage in income and production-related work should take two steps forward and those who have a lower percentage shall stay in their present position.

Those who have a higher percentage of social management work should take two steps forward and those who have a lower percentage should take a step backward.

Those who have a higher percentage of state management-related work should take one step forward and those who have a lesser percentage should stay in the present position.

Those who have a higher percentage of household and generation-raising work should take one step backward and those with a lower percentage of such work take one step forward.

- At this stage, pause the game and ask the participants to stay in their respective positions. Say, "We all started our journey from the same position. Now who is in an advanced position and who is towards the back? Who is responsible for this?"
- In this way, engage everyone and say, "Women have been discriminated against in terms of property, power and decision-making through an unjust division of labour."
- Now ask everyone, "Is the distance created between men and women justified? Is it good for human society?"
- Ask who created this distance, nature or society. Take a few answers and visualize this distance as the discrimination

between women and men created by society, which is called gender discrimination.

• Ask participants if we want to retain this discrimination or if we want equality between men and women in respect to property, power, decisions, development and dignity. Now ask and discuss whether it is justified to think that everyone should be able to reach the expected goal from their present position.

#### Step 2: Analysing the justification for special measures to reduce discrimination

- Ask what can be done so that women and men can reach the expected goal at the same time. After listening to some of the answers, ask participants whether it will be justified to bring some persons backwards. Hence, something should be done so that the progress of men remains steady, while the progress of women should be doubled or tripled. Now ask the observers to help with the progress of men and women so that they all can reach the goal at the same time. Bring them to a useful approach through special instructions.
- After all, women and men can reach the same row towards their goal at the same time. Ask whether it is justified that the men went one step forward while the women went two or three steps forward. Listen to their answers and, if needed, provide some justification for this. Now say that as both men and women have reached the same position now, is it appropriate to continue with the 1:2 or 1:3 processes. After listening to answers say "Obviously not. This was a special arrangement to bring up the deprived part of the society to an equal position with the historically privileged group."
- The position of women, behind men, is due to the restriction of their access to property, power and decision-making and is called "gender discrimination". Such discrimination also leads to violence against women.

# The steps that are necessary for creating an equally dignified and empowered position for women and men by eradicating discrimination is called "gender needs". The special measures taken for fulfilling the gender needs is called "affirmative action".

- Ask whether affirmative action is a favour to the women or is it a right for them to get on equal footing with the privileged group and a strive to correct past deprivations. Take a few answers and add your opinion.
- Tell the participants that if the situation of women can be improved by fulfilling gender needs through affirmative action, this will hopefully empower them to fight against violence, claim their rights and participate in socio-economic activities and the political decision-making process, which is extremely important for sustainable development.
- Mention the slogan of the SDGs and Agenda 2030, 'Let no one be left behind'.
- Summarize the session in the light of the objectives and the reading materials.
- Distribute the handouts to the participants.



#### Reading materials

#### Affirmative action is a right of deprived groups

Considering social norms and customs makes us realize that men and women have been assigned different behaviours, manners, clothes, games, activities and roles which have been presented as unavoidable and necessary. These customs have created discrimination in the status of men and women. Patriarchal stereotypes, gender roles and the gender division of labour have made these types of discrimination permanent. As a consequence, women face permanent obstacles within patriarchal systems in accessing the social power structure, state powers, income-generation opportunities, control over resources and the decision-making process. In political and socio-economic spheres, there is significant discrimination between men and women just on the basis of their sex. Taken together this is "gender discrimination", which has been on-going for hundreds of years and, as a result, has left women subject to exploitation, torture and deprivation.

"Discrimination against women shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field" United Nations, Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), (1979), Article 1.

Discrimination can stem from both law (de jure) or from practice (de facto). The CEDAW Convention recognizes and addresses both forms of discrimination, whether contained in laws, policies, procedures or practice:

- de jure discrimination e.g., in some countries, a woman is not allowed to leave the country or hold a job without the consent of her husband.
- de facto discrimination e.g., a man and woman may hold the same job position and perform the same duties, but their benefits may differ. (UNICEF Regional Office for South Asia, Gender Equality: Glossary of Terms and Concepts, November 2017).

Gender discrimination is one of the main barriers to building a peaceful, enriched world with equal dignity for all. For this reason, establishing women's rights has become essential. However, simply granting equal rights from now on to women who have been subjected to relative exploitation and rights deprivations for hundreds of years, without first empowering women, would not bring about justice. Women would still remain behind men and thus gender discrimination would not end. This situation brings about the need to empower women with special measures through "affirmative action", which can be defined as a broad range of measures that take past disadvantages into account and strive to correct for them. These actions are provisional and aim to bring those left behind to an equal footing with those who are further ahead. This means that once the positions of men and women become equal in decision-making, livelihoods, social power, state power and control over resources, then no further steps would be needed.

Empowerment refers to increasing the personal, political, social or economic strength of individuals and communities. Empowering women and girls allows them to gain power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality.

The core of empowerment lies in the ability of a person to control their own destiny. This implies that to be empowered, women and girls must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions. UNICEF Regional Office for South Asia, Gender Equality: Glossary of Terms and Concepts, November 2017.

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Reserving positions for women in employment, education, parliament and local government is merely one type of affirmative action for women who have been deprived of these roles historically. This is not a matter of charity towards women. The countries that signed the CEDAW in 1979 made a promise to implement positive initial steps and have recognized these efforts to be justified by the rights of women. For example, the Bangladesh constitution has included affirmative action as a fundamental right.



Title	Session 4: Gender concepts and terms
Objectives:	<ul> <li>At the end of the session, the participants will be able to:</li> <li>Describe at least 12 relevant technical terms and concepts related to gender- responsive LED</li> </ul>
Time:	• 60 minutes
Methods/ Techniq	ues: • Pair presentation
Learning Material	s: -
<b>Reading Materials</b>	<ul> <li>Handout titled "Gender glossary"</li> </ul>
Supplies:	<ul> <li>13 sheets A4-size coloured paper, marker pen</li> </ul>

#### S Key Message

Gender mainstreaming/integrating: A strategy to accelerate progress on women's and girls' rights and equality in relation to men and boys. This is the chosen approach of the United Nations system and the international community toward implementation of women's and girls' rights, as a sub-set of human rights. Gender equality is the goal. Gender mainstreaming is the process of assessing the implications for girls and boys and men and women of any planned action, including legislation, policies and programmes. It is a strategy for making girls' and women's, as well as boy's and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that girls and boys and women and men benefit equality, and inequality is not perpetuated. "Mainstreaming is not about adding a "woman's participation; it means bringing the experience, knowledge, and interests of women and men to bear on the development agenda. It may entail identifying the need for changes in that agenda.

Gender-responsive budgeting (GRB): Government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfilment of women's rights. It entails identifying and reflecting needed interventions to address gender gaps in sector and local government policies, plans and budgets. GRB also aims to analyse the gender differentiated impact of revenue-raising policies and the allocation of domestic resources and Official Development Assistance.

Intersectionality: A theory first coined by American civil rights advocate Kimberlé Crenshaw in 1989. Intersectionality refers to overlapping social identities and the related systems of oppression, domination and/or discrimination. The idea is that multiple identities intersect to create a whole that is different from the component identities.

Adapted from: UNICEF Regional Office for South Asia, Gender Equality: Glossary of Terms and Concepts, November 2017; and ILO, Gender Mainstreaming in LED, 2010
### Process

#### Step 1: Discussions in pairs

- To connect back to the three previous sessions say, "As we have seen, the gender division of labour and other stereotyped norms, values and procedures have created an unbearable discrimination against women and led to affirmative action as a right for reducing discrimination. Now it is time to get ready for action. For a better action we need better plan and for implementing the plan we need competent people. In this session we are going to know some of the terminology or jargon for better planning of LED which is gender responsive and can contribute to reduce gender discriminations."
- Then divide the participants into 12 pairs, (in case of odd numbers, make one triad and leave the rest in pairs) and give them the handout for reading and discussion in pairs.
- Make them feel free to ask relevant questions for any clarifications, go to the pairs and give them pointers, references and examples if needed.
- After 15 20 minutes, give the pairs A4 colour paper and marker pens, one for each pair to write only one vocabulary word with an example of a related local word, norm or practice.
- Help each pair to come to a consensus.

#### Step 2: Presentations from the pairs

- After 5–7 minutes, ask the pairs to present their vocabulary words with examples to others.
- Allow other pairs to comment, argue and clarify. Add your comments and clarifications or paraphrase any pairs' comments when necessary.
- Raise the relevance of understanding these vocabulary words for their proper use in planning, implementing and monitoring a gender-responsive local economic development programme.
- Conclude the session after summarizing what has been learned according to the objectives.

#### Reading materials

#### **Gender glossary**

Adapted from *Gender Equality: Glossary of Terms and Concepts,* UNICEF Regional Office for South Asia, November 2017 and *Gender Mainstreaming in LED,* ILO, 2010

**Gender:** "A social and cultural construct that distinguishes differences in the attributes of men and women, girls and boys, and accordingly refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, vary with different cultural contexts and change over time. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). This concept is useful in analysing how commonly shared practices legitimize discrepancies between sexes." (UNICEF, 2017).

**Gender analysis:** "Gender analysis identifies, assesses and informs actions to address inequality that come from: 1) different gender norms, roles and relations; 2) unequal power relations between and among groups of men and women, and 3) the interaction of contextual factors with gender such as sexual orientation, ethnicity, education or employment status." (WHO, 2011).

**Gender-based violence (GBV):** "An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution, domestic violence, trafficking, forced/early marriage, harmful traditional practices such as female genital mutilation, honour killings and widow inheritance." (UNICEF, 2017).

**Gender bias:** "Making decisions based on gender that result in favouring one gender over the other which often results in contexts that are favouring men and/or boys over women and/or girls." (UNICEF, 2017).

**Gender blindness:** "The failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies and attitudes which are gender blind do not take into account these different roles and diverse needs, maintain status quo, and will not help transform the unequal structure of gender relations." (UNICEF, 2017).

**Gender discrimination:** "Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field" [United Nations, Convention on the Elimination of all forms of Discrimination Against Women (1979), Article 1].

Discrimination can stem from both law (de jure) or from practice (de facto). The CEDAW Convention recognizes and addresses both forms of discrimination, whether contained in laws, policies, procedures or practice.

- *de jure* discrimination e.g., in some countries, a woman is not allowed to leave the country or hold a job without the consent of her husband.
- *de facto* discrimination e.g., a man and woman may hold the same job position and perform the same duties, but their benefits may differ.

**Gender equality:** The concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the

differences of men and women, and the roles they play. It is based on women and men being full partners in the home, community and society. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men and girls and boys are taken into consideration, recognizing the diversity of different groups and that all human beings are free to develop their personal abilities and make choices without the limitations set by stereotypes and prejudices about gender roles. Gender equality is a matter of human rights and is considered a precondition for, and indicator of, sustainable people-centred development." (UNICEF, 2017).

**Gender equity:** "The process of being fair to men and women, boys and girls, and importantly the equality of outcomes and results. Gender equity may involve the use of temporary special measures to compensate for historical or systemic bias or discrimination. It refers to differential treatment that is fair and positively addresses a bias or disadvantage that is due to gender roles or norms or differences between the sexes. Equity ensures that women and men and girls and boys have an equal chance, not only at the starting point, but also when reaching the finishing line. It is about the fair and just treatment of both sexes that takes into account the different needs of the men and women, cultural barriers and (past) discrimination of the specific group." (UNICEF, 2017).

**Gender mainstreaming / integrating:** "A strategy to accelerate progress on women's and girls' rights and equality in relation to men and boys. This is the chosen approach of the United Nations system and international community toward implementation of women's and girls' rights, as a sub-set of human rights to which the United Nations dedicates itself. Gender equality is the goal. Gender mainstreaming is the process of assessing the implications for girls and boys and men and women of any planned action, including legislation, policies and programmes. It is a strategy for making girls' and women's, as well as boy's and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that girls and boys and women and men benefit equality, and inequality is not perpetuated." (UNICEF, 2017).

**Gender-neutral:** "Anything – a concept, an entity, a style of language – that is unassociated with either the male or female gender. The nature of systemic and embedded or internalized bias is such that, unfortunately often, what is perceived to be gender neutral is in fact gender blind." (UNICEF, 2017).

**Gender parity:** A numerical concept concerning relative equality in terms of numbers and proportions of men and women, girls and boys. Gender parity addresses the ratio of female-to-male values (or males-to females, in certain cases) of a given indicator. (UNICEF, 2017).

**Gender planning:** "A planning approach that recognizes the different roles that women and men play in society and the fact that they often have different needs." (UNICEF, 2017).

**Gender-responsive budgeting (GRB):** "Government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfilment of women's rights. It entails identifying and reflecting needed interventions to address gender gaps in sector and local government policies, plans and budgets. GRB also aims to analyse the gender differentiated impact of revenue-raising policies and the allocation of domestic resources and Official Development Assistance." (UNICEF, 2017).

**Gender relations:** "A specific sub-set of social relations uniting men and women as social groups in a particular community. Gender relations intersect with all other influences on social relations – age, ethnicity, race, religion – to determine the position and identity of people in a social group. Since gender relations are a social construct, they can be changed." (UNICEF, 2017).

**Gender-responsive programming and policies:** "Intentionally employing gender considerations to affect the design, implementation and results of programmes and policies. Gender-responsive programmes and policies reflect girls' and women's realities and needs, in components such as site selection, project staff, content, monitoring, etc. Gender-

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responsiveness means paying attention to the unique needs of females, valuing their perspectives, respecting their experiences, understanding developmental differences between girls and boys, women and men and ultimately empowering girls and women." (UNICEF, 2017).

**Gender roles:** "Social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions." (UNICEF, 2017).

**Gender socialization:** "The process of girls and boys, women and men learning social roles based on their sex, which leads to different behaviours and creates differing expectations and attitudes by gender. An example is that concept that girls and women do more household chores, such as cooking and cleaning, while boys and men do more work out of the home. Gender roles often lead to inequality." (UNICEF, 2017).

**Gender stereotyping:** "Ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes can be negative (i.e., women are bad drivers, men can't change diapers) and benign (i.e., women are better caregivers, men are stronger). Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans. Compounded gender stereotypes occur when layered with stereotypes about other characteristics of the person, such as disability, ethnicity or social status." (UNICEF, 2017).

**Intersectionality:** "A feminist sociological theory first coined by American civil rights advocate Kimberlé Crenshaw in 1989. Intersectionality refers to overlapping social identities and the related systems of oppression, domination and/ or discrimination. The idea is that multiple identities intersect to create a whole that is different from the component identities." (UNICEF, 2017).

**Masculinities / Femininities:** "These are dynamic socio-cultural categories used in everyday language that refer to certain behaviours and practices recognized within a culture as being "feminine" or "masculine," regardless of which biological sex expresses them. These concepts are learned and do not describe sexual orientation or biological essence. They change with culture, religion, class, over time and with individuals and other factors. The values placed on femininities and masculinities vary with culture also. Any person may engage in forms of femininity and masculinity. As an example, a man can engage in what are often stereotyped as "feminine" activities, such as caring for a sick parent or staying home to raise children." (UNICEF, 2017).

**Practical gender needs (PGN):** "Needs defined by women (or men) that respond to immediate necessities such as adequate living conditions, water provision, health care and employment." (WHO, 2011).

Sex: "The different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones, etc." (WHO, 2011).

**Strategic gender needs (SGN):** "Needs identified through an analysis of gender inequality and its impact on women and men of different groups. Addressing strategic gender needs challenges predominant gender systems such as the gender-based division of labour." (WHO, 2011).

**Structural discrimination:** "A form of discrimination resulting from policies, despite apparently being neutral, that have disproportionately negative effects on certain societal groups." (UNICEF, 2017).

**Substantive equality:** "This focuses on the outcomes and impacts of laws and policies. Substantive equality goes far beyond creating formal legal equality for women (where all are equal under the law) and means that governments are responsible for the impact of laws. This requires governments to tailor legislation to respond to the realities of women's

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lives. Striving for substantive equality also places a responsibility on governments to implement laws, through genderresponsive governance and functioning justice systems that meet women's needs. Substantive equality is a concept expressed in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). It recognizes that because of historic discrimination, women do not start on an equal footing to men." (UNICEF, 2017).



Title	Session 5: Local economic development and gender responsiveness
Objectives:	At the end of the session, the participants will be able to: : Find a common meaning for LED and understand its importance Define gender-responsive LED List important considerations before planning LEDs from a gender perspective
Time:	• 60 minutes
Methods/ Techniq	<b>ues:</b> • Reading circle, group presentations
Learning Material	5: -
<b>Reading Materials</b>	<ul> <li>Handout entitled "Gender- responsive local economic development (LED)"</li> </ul>
Supplies:	<ul> <li>Poster paper, marker pen, board pin/ masking tape</li> </ul>

#### Key Message

- Local economies: National economies are only the sum of the economies of regions, cities, towns, villages and their surrounding territories. In this sense, the engine of development is local, which means that change must be territorially based, geographically segmented, and locally and equitably owned and managed. The drivers of economic change in local regions and territories are primarily private-sector, micro-, small- and medium-sized enterprises (MSMEs) that create wealth and jobs through their entrepreneurial activities.
- Local economic development (LED) is the process by which public, business and non-governmental sector partners work collectively to create improved business conditions for a locality and its region, based upon an improved and more sustainable use of existing local human, natural and institutional capacities and resources. The objectives of the LED process can be economic growth, business creation, employment generation, or combinations of these, which together improve the quality of life for the citizens of a locality. LED is central to efforts towards more decentralized government that is closer to the population that it serves. LED supports civil society development because local government, private businesses and their interests, NGOs, labour interests and private citizens work together to develop their immediate, shared economic environment.
- Gender-responsive local economic development (GR LED): Gender equality in the context of LED, means that participation in governance and the economy, as well as access to services, is not negatively influenced by being male or female. Gender equality can drive economic growth and increase productivity. Discrimination against women is economically inefficient and is based on strategies that do not build on the skills and contributions of all potential workers. Local development that benefits men and women equally through available economic opportunities is gender-equitable local economic development, which promotes decent livelihoods, jobs and sustainable economic activities for men and women with the use of the local resources.

- The objective is to improve the quality of life of local men and women by transforming gender relations, creating better conditions for local economic growth and employment generation.
- Both women and men of a territory benefit equally from social change and economic growth when considering their needs, priorities and opinions. Obtaining the full participation of women in a LED process will require overcoming deeply entrenched discriminatory attitudes and challenging existing power structures where women do not enjoy relatively equal access to decision-making structures and resources. The LED approach will serve to strengthen women's participation in the private sector, paying greater attention to their needs in terms of business development services (BDS), access to financial resources, association-building, increased knowledge about rights, rules and regulations, etc.
   Representatives of women's groups should be included to convey the concerns and recommendations of their members to relevant forums.

## Process

#### Step 1: Group reading on gender-responsive local economic development (GR LED)

- Tell the participants, "We discussed gender concepts in the last sessions, now it is time to relate gender to local economic development (LED). The objective of LED plans is economic growth, business creation, employment generation, or combinations of these, which together improve the quality of life for the citizens of a locality. Citizens are women and men and quality of life does not improve in the same way for both sexes because of a gender-biased division of labour, stereotyped values, policies, procedures and unequal distribution of resources. So, it is justified to respond to gender discrimination through affirmative action for equitable LED plans to improve the quality of life for both women and men. Otherwise, there will be no justice and development will not be sustainable. In this session, we shall try to understand the concepts of LED and gender-responsive LED."
- Divide the participants into three groups, ensure a proportionate mix of women and men in each group.
- Distribute the handouts for all participants in the groups.
- Instruct them to have a group reading led by each of the members, one after another.
- Tell them that at the end of the reading (after 15 minutes) they have to come up with a presentation on the concept and characteristics of a standard GR LED process and the major considerations before planning GR LED processes.
- Announce that the handout is basically for inspiration and that the participants can add thoughts from their experiences and references as well.
- After finishing the reading, give poster papers and marker pens to every group and allow them 15 minutes to prepare the presentation.
- Ask them to have a discussion among the members and prepare the presentation as a consensus.
- Visit each group along with the expert and add your points if they are willing to have them, raise and discuss some of the points from gender perspectives for clarity if you feel like doing so.

#### Step 2: Presentations of group work

- After the preparation, ask the groups to post their posters one beside another on the wall and have them sit in the plenary. Three presenters, one from each of the three groups, will stay aside.
- Announce that when one group presents the other two groups will mark the common points in their posters with the marker.
- After the first presentation, allow the other two groups just to present the unmarked points.
- At the end of all three presentations, ask the plenary whether any important points have not yet been addressed.
- Invite the expert to give her/his inputs or overall comments on the presentations.
- Add your point or arguments after hearing from the plenary.
- Summarize and conclude the session in the light of the session objectives and resource materials.



#### Reading materials

#### Gender-responsive local economic development (LED)

#### Gender Mainstreaming in LED, ILO, 2010

LED is a locally owned, participatory development process undertaken within a given territory or local administrative area in partnership with both public and private stakeholders. The LED approach makes use of local resources and competitive advantages to create decent employment and sustainable economic growth.

Although primarily an economic strategy, LED simultaneously pursues social goals of poverty reduction and social inclusion. LED design and implementation structures create space for dialogue between different groups within the community and enable them to actively participate in the decision-making process. Target groups at various levels are involved, such as local government authorities, employers' organizations, trade unions, the local business community, and other social partners such as indigenous peoples' associations, or civil society organizations representing women and youth.

Entry points and the specific balance of fields of interventions included in a LED approach will depend on the specific context and priority needs as identified by the community. However, a LED strategy normally consists of integrated interventions to: improve the competitiveness of local firms; attract inward investment; upgrade employable skills and enhance local infrastructure.

Although flexible and tailor-made, a LED process can typically be divided into the following six phases:



#### **The LED Process**

#### **Stakeholders of a LED**

The specific local stakeholders that take part in the LED strategy will vary depending on the specific context and objectives to be achieved. Although not exhaustive, the following list provides an example of those stakeholders who are normally involved in a LED strategy: territorial public administrations (municipal and provincial) and their associated combined bodies (community associations, associations of municipalities, etc.); various business sector organizations (employers' associations; trade union organizations; representatives of cooperatives; associations of the self-employed; financial sector associations; territorial employment service managers); women's associations and youth associations; personnel responsible for international development cooperation programmes with a presence in the territory; social and religious organizations, foundations, corporations and other non-profit organizations with social, environmental, cultural or artistic aims; research and development centres (R+D) and technical assistance services; universities and human resources development organizations; the local media.

As women generally face multiple barriers to participation, interviews with the more vocal among them should allow LED facilitators to identify these barriers and make arrangements to overcome them. These arrangements will include choosing a socially acceptable venue and a convenient time for interviews and group meetings. If necessary, women-only meetings with a female facilitator should be encouraged.

Side by side with the stakeholders' organization, both men and women should be made aware of women's and youth's potential contribution to the LED process and of the discriminatory attitudes that prevent them from participating and influencing the process. In addition, in order to build gender awareness among local authorities, capacity-building workshops held with elected representatives and staff should include gender sensitization and enable them to use practical tools of gender analysis and gender budgeting. Representatives of women's groups should be included to convey the concerns and recommendations of their members to the participants of these workshops.

The purpose of local economic development (LED) is to build up the economic capacity of a local area to improve its economic future and the quality of life for all. it is a process by which public, private and non-governmental sector partners work collectively to create better conditions for economic growth and employment generation. (Kurseong Municipality 2012 <u>https://www.kurseongmunicipality.org/economic-development.php</u>).

While "economic development" is often confused with economic growth or industrial development, it is generally accepted to be a proactive collaborative process within which there are a multiplicity of efforts that collectively serve to improve economic progress and quality of life. As such, economic development can and often does involve a number of stakeholders focused on a variety of outcomes such as new business start-ups, greater sectoral diversification, job creation, increased productivity, sustainable growth, improved quality of life and so forth.

LED refers to the process in which the local government, or some agency, authority or organization on behalf of the local government, engages in enhancing a community's capacity to effect economic progress in both a quantitative and qualitative manner.

The success of a community today depends upon its ability to adapt to the dynamic local, national and international market economy. Strategically planned LED is increasingly used by communities to strengthen the local economic capacity of an area, improve the investment climate, and increase the productivity and competitiveness of local businesses, entrepreneurs and workers. The ability of communities to improve quality of life, create new economic opportunities and fight poverty depends upon their capacity to understand the processes of LED, and act strategically in a changing and increasingly competitive market economy [United Cities and Local Governments Asia Pacific (UCLG ASPAC), Local Economic Development: Training Module].

#### Various LED Approaches

Public-private partnership approach – to assess/seize economic comparative advantage

Small business approach - for innovation, private investment and job-creation

Regional approach – Leveraging the resources of surrounding areas

Sector-cluster approach – Supporting the most promising sectors by bringing together business, educational institutions, NGOs and government

[Economic Growth and Aid/Urban Policy (USAID) and The Urban Institute <u>https://www.urban.org/sites/default/files/</u> <u>publication/59581/411087-Assessing-and-Starting-a-Local-Economic-Development-LED-Initiative.PDF</u>]

LED and the gender focus: In the context of LED, gender equality means that participation in governance and the economy, as well as access to services, is not negatively influenced by being male or female. Gender equality can drive economic growth and increase productivity. Discrimination against women is economically inefficient, based on strategies that do not build on the skills and contributions of all potential workers.

Taking into account the needs, priorities and opinions of both women and men of the territory, ensuring that both benefit equally from social change and economic growth, and that gender inequalities are eliminated, are all essential for the success of any local economic development (LED) strategy aimed at creating decent work opportunities.

However, in societies where women's participation in public affairs is severely restricted, this is easier said than done. [United Cities and Local Governments Asia Pacific (UCLG ASPAC), Local Economic Development: Training Module].

Below are some of the underlying issues:

- Due to many structural impediments, including discriminatory laws and policies and lack of access to productive resources, women are often in a disadvantaged position that makes it difficult for them to benefit fully from available local economic opportunities.
- Women's access to economic opportunities is often hampered by unequal access to economic resources including finance, productive assets, markets and they lack entrepreneurship and technical knowledge suitable to compete in the job markets.
- Women are in a disadvantaged position due to their role in households as caregivers responsible for household chores. Unpaid care work affects their full and equal participation in the labour market.
- Access to better employment is often hampered by a lack of technical skills and women tend to be associated with informal and vulnerable employment more than men. Women are more than twice as likely as men to be contributing family workers.

#### LED can be used as a vehicle to specifically address the above-mentioned challenges.

Obtaining the full participation of women in a LED process will require overcoming deeply entrenched discriminatory attitudes and challenging existing power structures where women enjoy relatively equal access to decision-making structures and resources, the LED approach will serve to strengthen their participation in the private sector, paying greater attention to their needs in terms of business development services (BDS), access to financial resources, association building, knowledge about rights, rules and regulations, etc. While national policy should provide an enabling environment for gender mainstreaming, it must be accompanied by targeted interventions at the local level which, if carried out consistently over a

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certain period of time, generally yield perceptible results. [United Cities and Local Governments Asia Pacific (UCLG ASPAC), Local Economic Development: Training Module]. Importantly, the involvement of stakeholders fosters social cohesion, thereby decreasing the risk of further conflict.



	Session 6: Sustainable Development Goals (SDGs) LED and Gender
Objectives:	<ul> <li>At the end of this session, the participants will be able to: :</li> <li>To explain SDGs, its importance and obligations of member states</li> <li>To point out at least 10 targets and indicators of SDGs that Links to the GR LED directly</li> <li>To analyse how the gender responsive LEDs can contribute for achieving SDGs</li> </ul>
Time:	■ 90 minutes
Methods/ Techniqu	• Video/Power point/ poster presentation, Discussion
Learning Materials:	<ul> <li>Video: "We the people", "Leave no one behind" and "Numbers in action", slides/ poster on SDGs, relevant targets and indicators, State obligations</li> </ul>
Reading Materials:	<ul> <li>Handout titled "SDGs, Local Economic Development and Gender"</li> </ul>
Supplies:	<ul> <li>Flip chart, poster paper, marker pen, board pins/ masking tape</li> </ul>

#### Key Message

#### LED and the Sustainable Development Goals

In 2015, the member-states of the United Nations unanimously adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). Over the period to 2030, with these new Goals that universally apply to all, the countries of the world have pledged to mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind. Underlying the SDGs are five aspirations: bettering the lives of all people, including closing inequalities; enhancing the sustainability of the planet; promoting shared prosperity; building and maintaining peace; and establishing global partnerships designed to meet these aspirations. Governments have agreed that national development planning, sector development strategies, policy frameworks, programmes and projects should all have, as an overarching objective, meeting at least some of the 169 targets embedded within the SDGs and thus be "SDG-consistent".

Thus, while the national government sets the overall national priorities, plans and budgets, these should now be SDG-consistent. Moreover, when national government provides funds to local governments, these too should be SDG-consistent. This means that local government has a central role to play in accomplishing the SDGs. This means that when local governments engage in the process of developing their LED strategy, these should aspire to be consistent with meeting the SDGs. As a consequence, a local government's LED strategy should set key priorities in infrastructure, public facilities, social programme delivery and other economic opportunities in a manner that contributes to meeting SDG indicators, targets and goals. In this way, local governments are catalysts in meeting Agenda 2030 and as a result local government LED policies, programmes and projects should be framed as meeting national priorities that are SDG-consistent.

### Process

#### Step 1: Videos on SDGs

- Say, "All local is global and everything global is local, so LED has a global effect as well as global policies and plans has a local impact. Gender is an issue everywhere. Now we are going to see the connections amongst LED, Gender and SDGs that means Sustainable Development Goals. SDG actually a 15 years' Global plan for development where LGs are the key actors in the local fields. First we can see three very short videos on SDG".
- Show the videos 'We the people', 'Leave no one behind' then finally 'Numbers in action'
  - https://www.youtube.com/watch?v=RpqVmvMCmp0 https://www.youtube.com/watch?v=99UN7so92tk
     https://www.youtube.com/watch?v=Mdm49\_rUMgo
- Take a pause for five minutes after each video to discuss or add any comments from your side
- Talk about SDGs according to the resource materials.

#### Step 2: Slide show on State obligations relating to SDGs and targets

- Show the first set (Set 1) of slides on state obligations and SDG-5 and explain the relations with the Local Economic Development and Local Government.
- Allow the participants to ask questions and add clarifications after the first set is delivered.
- Answer them according to the resource materials.
- Then start the final set of slides (Set 2) on specific targets relating to GR LED and LGs.
- Open the floor to the participants for questions and clarifications after finishing the last set of slides.
- Link the discussion with how the GR LED can contribute to achieve the SDGs by reminding them the previous learning on gender.
- Conclude the session after summarizing according to the resource materials.

#### **Reading materials**

#### The link between the 2030 Agenda, local economic development and gender equality

#### The 2030 Agenda for Sustainable Development

Adopted by all United Nations Member States in September 2015, the **2030 Agenda for Sustainable Development** is a universal call to address the global challenges we face today. At the core of the Agenda are the **Sustainable Development Goals (SDGs)**, a blueprint to achieve sustainable development, including to end poverty, protect the planet, and improve the lives and prospects of everyone, everywhere by 2030.



With under ten years remaining, it has become evident that the actions to meet the SDGs are still not progressing at the necessary speed or scale. Moreover, we run the risk of seeing a regression in the progress made so far if we consider the current context of the Covid-19 pandemic. Therefore, it is urgent to advance the implementation of the 2030 Agenda. In this context, the United Nations Secretary General, António Guterres, calls for a Decade of Action and asks for all sectors of society to mobilize through global action; local action; action by the people.

#### Most relevant SDGs targets to local economic development and local governments

#### Sustainable Development Goal 5. Goal 5: Achieve gender equality and empower all women and girls

- 5.1 End ALL FORMS OF DISCRIMINATION against all women and girls everywhere
- **5.2** Eliminate all forms of VIOLENCE AGAINST ALL WOMEN and girls in public and private spheres, including trafficking and sexual and other types of exploitation
- 5.3 Eliminate all harmful practices, such as child, early and FORCED MARRIAGE AND FEMALE GENITAL MUTILATION
- **5.4** Recognize and value unpaid care and domestic work through the PROVISION OF PUBLIC SERVICES, INFRASTRUCTURE AND SOCIAL PROTECTION POLICIES, and the PROMOTION OF SHARED RESPONSIBILITY within the household and the family as nationally appropriate

- 5.5 Ensure women's full and effective participation and equal opportunities for leadership AT ALL LEVELS OF DECISIONMAKING IN POLITICAL, ECONOMIC, AND PUBLIC LIFE
- **5.a** Undertake reforms to give women EQUAL RIGHTS TO ECONOMIC RESOURCES, as well as access to OWNERSHIP AND CONTROL OVER LAND and other forms of property, financial services, inheritance, and natural resources, in accordance with national laws
- **5.c** Adopt and strengthen SOUND POLICIES AND ENFORCEABLE LEGISLATION for the promotion of gender equality and the empowerment of all women and girls at all levels
- Other SDGs important to gender and local development

#### Goal 1

• **Target 1.2** By 2030, reduce at least by half the proportion of men, women and children of all ages living in POVERTY IN ALL ITS DIMENSIONS according to national definitions

#### Goal 2

• **Target 2.3** By 2030, double the agricultural productivity and the incomes of SMALL-SCALE FOOD PRODUCERS, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through SECURE AND EQUAL ACCESS TO LAND, other productive resources and inputs, KNOWLEDGE, financial services, MARKETS and opportunities for value addition and NON-FARM EMPLOYMENT.

#### Goal 3

• **Target 3.7** By 2030, ensure universal access to SEXUAL AND REPRODUCTIVE HEALTH CARE SERVICES, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes

#### Goal 4

• **Target 4.3** By 2030, ensure EQUAL ACCESS FOR ALL WOMEN AND MEN to affordable and quality technical, vocational and tertiary education, including university

#### Goal 8

• **Target 8.5** By 2030, achieve full and productive employment and DECENT WORK FOR ALL WOMEN AND MEN, including for young people and persons with disabilities, and EQUAL PAY FOR WORK OF EQUAL VALUE

#### Goal 9

• **Target 9.1** Develop quality, reliable, sustainable and resilient INFRASTRUCTURE, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on AFFORDABLE AND EQUITABLE ACCESS FOR ALL

#### Goal 11

• **Target 11.2** By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding PUBLIC TRANSPORT, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

#### Goal 16

- Target 16.1 Significantly reduce all forms of VIOLENCE and related death rates everywhere
- Target 16.7 Ensure RESPONSIVE, INCLUSIVE, PARTICIPATORY AND REPRESENTATIVE

#### **DECISION-MAKING at all levels**

• Target 16.10 Ensure public ACCESS TO INFORMATION and protect fundamental freedoms, in accordance with national legislation and international agreements

#### Localizing the SDGs

Localizing the SDGs is the process of defining, implementing and monitoring strategies at the local level to achieve global, national and sub-national sustainable development goals and objectives. This involves mechanisms, tools, innovations, platforms and concrete processes to effectively translate Agenda 2030 into results at the local level (see Global Task Force of Local and Regional Governments, UN-Habitat, UNDP, Roadmap for Localizing SDGs). Localizing the SDGs gives an opportunity to revise the processes that are in place to achieve sustainable development. By doing this, we can not only find the right path to deliver the SDGs, but also, and more importantly, we can take into consideration the real needs of the local population.

For this reason, localizing the SDGs is a key strategy to put the territories, their population's priorities, needs and resources at the centre of sustainable development and to reach those who are left furthest behind, including women. And finally, localizing not only focuses on the local level, but also means that whatever we create globally, at all levels, needs to be based on the needs and aspirations of our communities.

#### Local economic development as a framework for the localization of the SDGs

We face a global context marked by health, economic and social crises, persistent and rising inequalities, increasing patterns of exclusion, uncertainty and fragmentation, with multiple and overlapping sources of tension and risks in fragile and conflict-prone areas. In response to these complex challenges, the 2030 Agenda and its SDGs were conceived as a deeply transformational development paradigm and a call for unprecedented political commitment to collective action, providing a people-centred vision and framework for action to achieve sustainable development through the establishment of inclusive, cohesive, peaceful, and resilient societies.

In the framework of the 2030 Agenda, and consistent with its core principles, local economic development (LED) is increasingly recognized as a comprehensive paradigm for achieving alternative, more balanced, inclusive, and sustainable development outcomes, connecting and turning global dialogue into concrete development opportunities at the local level. From such a standpoint, LED is also relevant and included as a transversal framework in other global agendas, like the New Urban Agenda, and the new UN Sustaining Peace Agenda, besides being a key working area of several donors and development partners committed to the implementation of the 2030 Agenda.

The LED approach boosts a transversal, inter-sectoral perspective that includes legal and institutional frameworks, citizen participation and access to resources, capacity building, knowledge and innovation management, and the integration of different actors, thematic areas and administrative levels as part of a multilevel articulation framework that links the local dimension to the regional, national and global levels. LED ultimately has the potential to impact the national and global economies through a bottom-up paradigm.

The 'Dialogues on the Localization of the SDGs' have confirmed the potential of the territorial approach to development as a valid basis to implement these objectives. LED can serve as a transmission belt to integrate many of the themes and dimensions associated with the implementation of the SDGs at the local level.

#### 46 Module 1 | Gender, local economic development (LED) and Sustainable Development Goals (SDG)

In particular, the LED approach shows its relevance to achieving specific SDGs as a crosscutting pattern that deals with and variably impacts new objectives according to the countries and their regional/local circumstances.

At the same time, the LED approach offers a potential common denominator and a comprehensive strategic and operational framework to address the challenges related to the overall implementation of the SDGs at the local level, fostering linkages and complementarities as part of a holistic and multidimensional approach.

The key elements that link LED and the localization of the SDGs are the integrated, participatory and inclusive character of the LED approach that is universal and flexible enough to be adjusted to different contexts and dynamics. There is therefore an opportunity to define priority working areas, identify good practices, test and compare solutions, and inform public policies aimed at implementing the SDGs at the local level, with a particular focus on the following dimensions and the potential of LED in channelling:

- The central role of subnational governments and their interaction with the private sector, civil society, and the higher tiers of government within a multilevel governance framework built on a multi-actor dialogue and inter-institutional coordination.
- The localization of integrated planning systems and related institutional and organizational capacities as the foundation for: (i) the generation, mobilization and allocation of resources, financial and non-financial; and (ii) the alignment and harmonization of external support (international and territorial cooperation; technical and thematic partnerships; investment and commercial agreements).
- A shared vision based on participation as the driver of the commitment and engagement of key public and private local actors and institutions.
- Strategic multi-sectoral frameworks that include different thematic and crosscutting issues such as employment, agricultural and industrial production and trading across rural and urban areas, culture, energy and the environment, and technology development.
- A set of diagnosis and capacity-building tools tailored to appraise local resources and relational assets (social capital).
- A pragmatic approach to the promotion of gender equality, labour rights, youth employment, and the integration of minorities, through daily practices and direct interaction among concerned actors.
- The design and implementation of comprehensive monitoring mechanisms associated with the introduction of territorial information systems and the generation of disaggregated data at subnational levels.

Lastly, it is key to underline that LED has the potential to overcome the North-South dichotomy, as it is a transversal paradigm based on the aggregation of relevant actors in each local context, across territories and on a global level, thus matching the universality of the SDGs. Along the same lines, as LED originates from local contexts and builds on their specificity, an inherent element of flexibility allows to adjust and apply the approach in different settings, addressing the living conditions and the challenges that communities face, so that they can be improved.

#### The role of local and regional governments (LRGs)

In the first place, effective LED requires effective local governance. Local and regional governments (LRGs) can play a driving role in LED processes, enabling a shared vision to enhance and diversify the productive basis, and catalysing the instruments to implement it. Exerting a governance of proximity, LRGs are the institutions closest to the people and with the best understanding of the economic, social, cultural and environmental realities of their territories and communities.

LRGs are also likely to be the best-placed agents to deal with different local stakeholders, channelling consensus, promoting partnership arrangements and coordinating actions and synergies, all of which are the foundation of successful LED strategies. LRGs are also in a position to act as the best advocates of the communities they represent, discussing and negotiating with external actors, whether higher government levels, homologous entities from other contexts, or international partners.

A further key function of LRGs in supporting LED is the establishment of an enabling business environment, including conducive regulatory frameworks, incentive systems, support services, and productive investment programs. It is crucial that the leadership of LRGs in LED processes be recognized by the government's higher levels and enabled through clear mandates and adequate endowments in terms of financial resources and capacities to exert them.

#### Localizing the SDGs and implementing LED processes with a gender perspective

Policies and measures that favour the participation of women in LED and their access to decent work are critical elements for the localization of SDGs and aligned with the principles of the 2030 Agenda to leave no one behind. Promoting and investing in women's economic empowerment sets a direct path towards equality, poverty eradication and inclusive economic growth.

Economic empowerment and access to decent work for women is a fundamental pillar for the creation of territorial systems that combine competitiveness and economic efficiency, promoting inclusion and social cohesion.

Women make enormous contributions to economies, whether in businesses, on farms, as entrepreneurs or employees, or by doing unpaid care and domestic work, but they also remain disproportionately affected by poverty, discrimination and exploitation. Women's economic empowerment is strongly linked to the multiple dimensions of poverty and inequalities that are not only related to their income but also to other structural causes of exclusion and discrimination (social, cultural, ethnic, etc.) that limit their ability to participate and contribute to LED. (UNDP, 2017, "Desarrollo Económico Local y Género: Una agenda para un desarrollo local más igualitario e inclusivo donde nadie se quede atrás".)

Globally, only about half of the world's women are in the labour force, compared to nearly 80 percent of men. Women earn on average 23 percent less than men. Gender discrimination means that women often end up in insecure, low-wage jobs. It curtails access to financial and productive assets such as land and loans or even seeds.1 Gender discrimination limits participation in shaping economic and social policies. And, because women perform the bulk of household unpaid work, they often have little time left to pursue economic opportunities. These structural barriers lead to greater vulnerability (due to the almost exclusive assumption of household responsibilities), social exclusion (due to the lower access to productive resources and to economic and political power) and also to a lack of protection (due to a lower access to social security of the labour market) of women compared with men, with direct consequences on their economic autonomy and empowerment.

Key policy measures to support women's economic empowerment include closing gaps in access to education, health, and access to financial and productive resources, increasing women's participation in the labour force, removing structural barriers to economic activity such as access to land and credit, investing in the care economy, and recognizing unpaid domestic work and care work as fundamental contributors to LED. Local and territorial dynamics influence the lives of women, particularly in relation to their productive and reproductive responsibility in the territory.

<sup>&</sup>lt;sup>1</sup> According to the Food and Agriculture Organization, with the same access to productive resources (i.e. fertilizers, seeds and tools) as men, rural women could increase yields on their farms by 20 to 30 percent.

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## **Facilitation Guide**

# Engendering Local Economic Development for Greater Economic Growth and Improved Standards of Living for All

## Module 2

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The UN Capital Development Fund makes public and private finance work for the poor in the world's 46 least developed countries (LDCs). UNCDF offers "last mile" finance models that unlock public and private resources, especially at the domestic level, to reduce poverty and support local economic development. UNCDF pursues innovative financing solutions through: (1) financial inclusion, which expands the opportunities for individuals, households, and small and medium-sized enterprises to participate in the local economy, while also providing differentiated products for women and men so they can climb out of poverty and manage their financial lives; (2) local development finance, which shows how fiscal decentralization, innovative municipal finance, and structured project finance can drive public and private funding that underpins local economic expansion, women's economic empowerment, climate adaptation, and sustainable development; and (3) a least developed countries investment platform that deploys a tailored set of financial instruments to a growing pipeline of impactful projects in the "missing middle."

UN WOMEN is the UN organization dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN WOMEN was established to accelerate progress on meeting their needs worldwide. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

## **Objectives of Module 2**

Module 2 enhances the knowledge and skills of local planners to apply the gender lens in their analysis of the local context for LED planning. The module focusses on some crucial issues related to gender-responsive local development planning (LDP) such as: the negative impacts of excluding women from access to resources and jobs; the benefits of infrastructure; the economic benefits of equal sharing of unpaid work amongst men and women; steps for ensuring women's participation in LED processes; and the importance of assessing local development endeavours from gender perspectives. The module also introduces essential steps to be taken by planners before the planning of a GR LED.

## At the end of this module, participants will be able to:

- Analyse the negative impacts of exclusion of women from access to resources, jobs and the benefits of infrastructures
- Analyse the economic benefits of equal sharing of unpaid work between men and women
- Identify the stages of LED planning and the steps to be taken before creating the LED plan

Serialize some specific steps and actions to be taken to ensure women's participation in planning, budgeting and implementations of LED planning by the local government

## **Daily Schedule**

## Day 2 Schedule

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Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Module 2   Session 1   Unfolding the p	present situation	
11:20 a.m.	<ul> <li>To analyse the negative impacts of exclusion of women from access to resources, jobs and the benefits of infrastructures</li> </ul>	<ul> <li>Methods/techniques: Mapping exercise, discussion</li> <li>Learning materials: Information checklist format for each of the groups and a large one for the summary</li> <li>Reading materials: None</li> <li>Supplies: Pen, marker pen, flipchart</li> </ul>	
Торіс	Module 2   Session 2   Gender and ma	rkets in local economies	
12:20 p.m.	<ul> <li>To point out gender bias in local economic transactions</li> <li>To list local government interventions that can reshape gender bias</li> </ul>	<ul> <li>Method/technique: Role play</li> <li>Learning materials: Information sheets on local market situations</li> <li>Reading materials: Handout titled "Women's participation in trade and other economic programmes: The role of local government"</li> <li>Supplies: Poster paper, marker pen, masking tape</li> </ul>	
1:10 p.m.	Lunch		
Торіс	Module 2   Session 3   Gender-inclusiv	ve LED, unpaid work and opportunity costs	
2:00 p.m.	<ul> <li>To learn that unpaid domestic and care work is productive.</li> <li>To analyse the economic benefits of equal sharing of unpaid work between men and women</li> </ul>	<ul> <li>Methods/techniques: Story analysis, time survey dairy</li> <li>Learning materials: Story, time survey sheet</li> <li>Reading materials: Handout titled "Unpaid domestic and care work are actually productive and have economic value"</li> <li>Supplies: Pen, poster paper, marker pen, masking tape</li> </ul>	
Торіс	Module 2   Session 4   GR LED plannin	g	
3:00 p.m.	<ul> <li>To list specific actions that a local government could take to increase women's access and abilities to boost economic</li> </ul>	<ul> <li>Method/technique: Case analysis</li> <li>Learning materials: Case story</li> <li>Reading materials: Handout titled "Gender-responsive local development planning"</li> </ul>	
	growth To Identify the steps of GR LED planning	<ul> <li>Supplies: Pen, poster paper, marker pen, masking tape</li> </ul>	

Time	Objectives	Method, Materials, Stationaries Facilitator
Торіс	Module 2  Session 5  Women's partic	ipation in planning and implementation of GR LED
4:15 p.m.	<ul> <li>To serialize some specific steps and actions to be taken to ensure women's participation in planning, budgeting and implementation of LEDs by the local government</li> </ul>	<ul> <li>Methods/techniques: Pair work, discussion</li> <li>Learning materials:</li> <li>Reading materials: Handout titled "Best practices in ensuring women's economic and political participation"</li> <li>Supplies: VIPP cards, marker pen, masking tape</li> </ul>
Торіс	Conclusion	
5:10 pm - 5:30 pm	<ul> <li>To note the participants' reflections about the day</li> </ul>	<ul> <li>Methods/techniques: Sharing of questions, thoughts and comments</li> <li>Supplies: Pens, sign pens, cards</li> </ul>

### Title Session 1: Unfolding the present situation

Objectives:	At the end of this session, participants will be able to: Analyse the negative impacts of exclusion of women from access to resources, jobs and the benefits of infrastructures
Time:	• 60 minutes
Methods/ Techniques:	<ul> <li>Mapping exercise, discussion</li> </ul>
Learning Materials:	<ul> <li>Information checklist format for each of the groups and a large one for the summary</li> </ul>
Reading Materials:	-
Supplies:	<ul> <li>Pen, marker pen, flipchart</li> </ul>

#### Key Message

- Participants will have improved understanding of current situation for women in labour market
- Participants will gain improved knowledge of impact of negative impact of exclusion of women from access to jobs and resources.

### Process

#### Step 1: List occupations and economic activities through discussion

- Ask the participants to state occupations one by one while you write them on the flipchart.
- Suggest that they not repeat an occupation. Make at least two columns on the flipchart.
- Collect occupations on the list for up to four pages, but no more than twenty occupations per page.
- Now collect economic activities such as market management, industrial production management, agricultural production management, storage and warehouse management, banking, loan and capital management etc. on a new page.
- Stick the flipchart papers as posters on the board or wall.

### Step 2: Group work for filling out the mapping table

- Divide up the participants into five groups according to their constituencies and distribute the table to all participants.
- Instruct them to fill out the column titled 'occupation and economic activities', one per group, getting information from the posters.

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- Make them aware of the sub-headings in the table such as: entrepreneurship, wage earning and unpaid volunteer social service and unpaid work for family farms/business, so that they can represent the occupations under those headings, while keeping the economic activities for later.
- Tell the participants that every group should fill out the column with at least twenty occupations and five economic activities.
- Now tell them to fill out the last two percentage columns for women and men to represent their constituencies. Ask them to feel free to give a percentage from their experience rather than from any formal statistics.
- Tell them to reach a consensus in the group through an open discussion.

#### Step 3: Sum up the groups' inputs in the larger table

- Stick up the large table on the board while the group work is going on.
- Sum up the information of each sub heads with the average of five groups in the larger table.
- After finishing noting the percentages, ask the following questions to the groups:
  - What do you think? Is there the same percentage of women and men in all economic functions?
  - Can you relate this to the gendered division of labour that we saw in the last module?
  - Is it possible for women to have equal access to resource and infrastructures?
  - Is it possible to carry out the expected level of LED by men only without any kind of participation of women?
     Why or why not?
  - <sup>D</sup> What will be the result in economic development only men participate over a long period of time?
- Write down the answers to the last questions on a flipchart and add your comments.
- Conclude the session after summarizing in the light of the objectives.

Module 2 | Engendering Local Economic Development for Greater Economic Growth and Improved Standards of Living for All

## **Learning materials**

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	Percentage	
Occupations and economic activities	Women	Men
Entrepreneurship		
Salaried work (paid work)		
Volunteer social services (unpaid work)		

	Percentage	
Occupations and economic activities	Women	Men
Family farms/businesses contributions (unpaid work)		
Economic activities		

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Occurations and accordinate activities	Percentage	
Occupations and economic activities	Women	Men



#### Session 2: Gender and markets in local economies

•••••••••••••••••••••••••••••••••••••••	
Objectives:	At the end of this session, participants will be able to: Point out gender bias in local economic transactions List local government interventions that can reshape gender bias
Time:	■ 50 minutes
Methods/ Techniques:	<ul> <li>Role play</li> </ul>
Learning Materials:	<ul> <li>Information sheets on local market situation</li> </ul>
Reading Materials:	<ul> <li>Handout titled "Women's participation in trade and other economic programmes: The role of local government"</li> </ul>
Supplies:	<ul> <li>Poster paper, marker pen, masking tape</li> </ul>

#### 🔌 🛛 Key Message

Title

Local governments can make additional efforts to provide employment to women and provide adequate training.

Local governments can play an important role in providing local, professional and safe care services for children, older people and people with specific needs contributing to alleviate the heavy workload of women preventing them to play a full role in society.

Innovative financial mechanisms could be developed to stimulate the independence of women and their active participation in economic life.

Mainstreaming a gender approach in the design and implementation of local and regional policies can create a favourable environment for women to be the entrepreneurs (UCLG, Local governments Step it Up for gender equality on International Women's Day).

Central, regional and local governments can develop programmes that protect women from violence and allocate resources.

Engendered local public policies can ensure safe mobility and access to the territories for women.

Public campaigns could be developed to educating girls and boys on the importance of combating all forms of physical, psychological and sexual violence and abuse.

Central, local and regional governments to provide special training to relevant staff, especially for police forces, concerning gender-based violence and contributing to eliminate stereotypical attitudes and behaviour (UCLG Women, From SDG to Habitat III: The Role of Local Governments in Promoting Gender Equality for Sustainability, Paris, 2015).

## Process

#### Step 1: Preparations and performance

- Say, "We have seen that most women have no access to many occupations and economic activities. The few women who do work, mainly are in agricultural-based, small-scale and mostly domestic occupations. But they still struggle to sell their products at a reasonable price. Markets are the selling places. We shall try to see whether markets are gender-sensitive or not and how the local government can contribute to engender the market system and other infrastructures for more sustainable economic development in their constituencies. We can portray the real situation through a role play."
- Divide the participants into four groups (A, B, C and D). A and C are the retail sale groups and they are the largest groups. B and D are the wholesalers and there are fewer than five people in each group.
- Give the specific information sheet to each of the groups and ask them to read it carefully and distribute the characters among the group members within 10 minutes.
- Tell the participants that each information sheet is highly confidential for each group so they should not share it with other groups.
- Allow them to rehearse within the group for 10 minutes. You may help them by giving ideas and clues if necessary.
- Announce that A and B will perform together first for 3–4 minutes, then C and D for the same duration.
- Ask the groups for a performance after their rehearsal and announce the following ground rules:
  - Everyone should perform seriously. There is no talking during the performance.
  - Try hard to illustrate the main message given in the script within the allotted time.
  - " When one group performs, the others are observers. No talking or working is allowed during the performances.

#### Step 2: List the ways to engender the system and structure by local governments

- After the first performance, take some time to reflect on both groups and list the gendered roles in the local transactions.
- Relate the situation to the gender roles and division of labour and, if possible, also mention issues such as the Sustainable Development Goals, justice, inclusion, rights etc.
- After the last performance of C and D, ask the following questions:
  - Which situation was gendered or stereotyped? Why?
  - Which situation was comparatively gender-responsive? How?
  - What roles can LGs play to engender the market system, including infrastructural changes?
- Get answers and list on the flipchart necessary interventions by LGs for developing a GR market system.
- Ask someone from the group to read the list out loud.
- Ask the resource person to add any points.
- Summarize and conclude the session according to the objectives.

#### Optional Step 2: Global commitments of local governments and municipalities

Reading material for Module 2 Session 2 is for the information of the facilitator. If time allows, this reading material can be printed and discussed with participants in plenary or in working groups. If so, the two following guiding questions can be used to frame the conversation:

- Based on this reading, what realistic steps can local governments undertake in a year's time? And in five years?
- What resources can governments use, obtain, seek or access to make it happen? What could be prioritized?

If this step occurs, the facilitator will have some practical and realistic proposals adapted to the context and the discussions from previous sessions.



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#### Learning materials

#### Information sheet for role-play groups

This is a real-life example of a local economic development intervention by the Inclusive and Equitable Local Development Programme (IELD), a UNCDF, UNDP, UN Women programme, undertaken in conjunction with a local government. Kigondo cross-border market is an informal market located on the border of Tanzania and Burundi. The market is approximately 25 km from the nearest village in Tanzania and 30 km from the nearest village in Burundi. Almost 80 per cent of the market's suppliers are women rural farmers who farm land that is held under customary tenure on plots allocated to them by their husbands. Farm products are controlled by the women. Women travel some distance in buses, sometimes alone and sometimes with friends, to sell their goods in this market to wholesalers from Burundi and Tanzania. Almost 90 percent of the wholesale buyers are men, and while the women are able to converse with the wholesale traders, there is little doubt that the traders take advantage of their gender when negotiating with the women. Nonetheless, the market is a critical trading place for women farmers in this area.

#### Group A: Farmer sellers (at a rural market)

There are four women and three unknown men farmers from another village in Group A. They each have 20 kg of good quality tomatoes to sell, for a total of 140 kg. Each of the wholesale buyers in Group B wants to buy at least 20 kg of tomatoes a day.

The objective of Group A is to sell all of their tomatoes to the wholesale buyers at the highest price that they can negotiate. The minimum price that Group A can accept is 25 cents in order to break even and recover their costs. Based on information from other women farmers who traded their tomatoes yesterday, the maximum price of purchased tomatoes the previous day was 50 cents per kilo. However, most tomatoes where bought at 30 cents per kilo—above Group A's breakeven price.

Group A wants to maximize its profit. This means obtaining the highest possible price per kilo above 25 cents, which is the group's breakeven cost. As the maximum price of purchased tomatoes the previous day was 50 cents, and your group has the best tomatoes, you should try to convince the wholesalers to buy from you at 50 cents per kilo.

Half the day is gone, it is going to be dark in a few hours, and the market will soon close. There is no storage facility, and one member of Group A must return to her village as her husband will come back from work and expect a dinner to be ready, she has a breastfed child with her and safety and security issues at night are worrisome. Even if she wanted to take the risk and remain, there is no fresh water for the baby, there are no toilet facilities, and she knows how her husband responds when she is absent, so staying the night is not an option. At the same time, transporting 20 kg of tomatoes back to the village is also not an option because it will cost 15 cents per kilo and the unpaved road going down the hill is likely to destroy at least 8 kgs. So, the member of the group that must return to the village must try to sell her 20 kg before the market closes or she will return with nothing. The women in Group A will decide to leave the market by selling the tomatoes at a lower price but the men farmers will not move on their price.

#### Group B: Wholesale buyers (at a rural market)

Group B represents wholesale buyers, each of whom must buy at least 20 kg of tomatoes every two days to maintain their existing contracts for the delivery of tomatoes to the local tomato-processing plant, located just over the border in Burundi.

The tomato-processing plant buys tomatoes from its contracted suppliers for a fixed price of \$1.50 per kilo of tomatoes. For the wholesaler to break even and recover their costs, the highest price the wholesaler can offer the sellers is \$1.00 per kilo, which includes the cost of purchasing the tomatoes from the women farmers. The transportation cost from the market to the factory for the wholesalers is 25 cents per kilo. This means that the wholesalers who get a fixed price from

the processing plant (\$1.50) can cover their costs (\$1.00) and pay transport (25 cents) while still earning a minimum profit of 25 cents per kilo.

Group B wants to maximize the profits that it makes. The members of the group know that yesterday the maximum price of purchased tomatoes was 50 cents a kilo. However, most tomatoes bought yesterday went for 30 cents a kilo, so the wholesalers might want to consider starting the negotiations to purchase tomatoes to fulfil their existing contracts to the tomato-processing plant by offering to buy 20 kg of tomatoes at a price of 30 cents a kilo.

Half the day is gone, it is going to be dark in few hours and the market will soon close. There is no storage facility, and you know that at least one of the women must return to her village as the safety and security issues at night are worrisome. Transporting back 20 kg of tomatoes to the village for the woman is not an option as it will cost 15 cents per kg to do so and the unpaved road going down the hill will most likely destroy 8 kg of tomatoes. Staying the night is also not an option for the woman.

They will take the opportunity to buy at a lower price from the women then negotiate with the men farmers.

#### Group C: Farmer sellers (at an improved market)

Group C represents seven rural farmers, four women and three men, each of whom have 20 kg of tomatoes to sell, for a total of 140 kg of tomatoes to sell.

The objective of Group C is to sell all of their tomatoes to the wholesale buyers at the highest price possible that they can negotiate with the wholesalers of Group D. The minimum price Group C can accept is 25 cents in order to break even and fully cover their costs. Based on information from local government market officials, the regional retail price of tomatoes ranged from \$1.45 a kilo to \$1.75 a kilo the previous day. Group C also knows that the wholesale buyers in Group D must each buy at least 20 kg of tomatoes every two days to maintain their existing contracts with the local tomato-processing plant

Group C wants to maximize its profits. This means obtaining the highest possible price above 25 cents per kilo, which is the group's breakeven cost, and the group should try to convince the wholesalers to buy at 70 cents per kilo.

Half the day is gone, it is going to be dark in few hours, and the market will soon close. There is a storage facility which is run and managed by the local government. The price to store the tomatoes is 5 cents per kilo for 12 hours. All the members of the group decided that if they do not manage to sell all of their tomatoes at a good price they will store overnight, go back to their villages by bus, and return the next day. Local government investments mean that there is lighting, toilets and fresh water for sellers wishing to spend the night at the market, although there is no shelter. There is also improved security in the market if any of the group members needs to stay a little longer to negotiate a better price or stay overnight. They can even sell the day after tomorrow.

#### Group D: Wholesale buyers (at an improved market)

Group D represents wholesale buyers, each of whom must buy at least 20 kg of tomatoes every two days to honour their existing contracts for the delivery of tomatoes to the local tomato-processing plant, located across the border in Burundi.

The tomato-processing plant buys tomatoes from its contracted suppliers for a fixed price of \$1.50 per kilo of tomatoes. For the wholesaler to break even and recover their costs, the highest price the wholesaler can offer the sellers is \$1.00 per kilo, which includes the cost of purchasing the tomatoes from the farmers. The transportation cost from the market to the factory for the wholesalers is 25 cents per kilo. This means that the wholesalers who get a fixed price from the processing plant (\$1.50) can cover their costs (\$1.00) and pay transport (25 cents) while still earning a minimum profit of 25 cents per kilo.

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Group D wants to maximize the profits that it makes. Group D knows that Group C knows that it has a delivery contract with the tomato-processing plant but does not know the details of the contract. This gives Group B a window to leverage the lowest possible price for the tomatoes that it buys.

Half the day is gone, it is going to be dark in few hours and the market will soon close. There is a storage facility, and the Group knows that the women farmers will store their tomatoes at a cost of 5 cents per kilo. The women are not worried about security at night as there are improved security measures in the market, as well as lighting, toilets, and a fresh water supply. If the group has not done so by this point, you have little choice at this point but to buy 20 kg as you need to supply the tomato-processing plant with 20 kg the next day and if the group cannot secure their required delivery, each will be in a big disadvantage when it comes to bargaining the next day.


#### Reading materials

# Women's participation in trade and other economic programmes: The role of local government

#### (Optional handout)

Excerpted from: Women Leadership and Development, UCLG Standing Committee on Gender Equality "From SDG 5 to Habitat III: The role of local governments in promoting gender equality for sustainability" 6 December 2015

The Global Conference of Local Elected Women gathered in Paris on 31 January–1 February 2013 at the initiative of the City of Paris and the United Cities and Local Governments (UCLG) Standing Committee on Gender Equality, with the contribution of the UCLG Regional sections and the patronage of UN Women. They made an eight-point declaration, of which number 2 states that they are "convinced that the participation of women in local decision-making strongly strengthens the democratic base(s) of society and contributes to successful development"; number 5 that they are "CONSCIOUS of the great potential of the local level in the promotion of innovative and transformative solutions and conscious of the vital role of women's talent in society" and in number 8 that they are "COMMITTED to contributing to improve the status of women and promoting gender equality and co-responsibility around the world".

They therein launched a local and regional GLOBAL AGENDA for Equality of Women and Men in Local Life as a strategic tool with a focus on the following issues:

# I. Increased participation of women in local decision-making, in order to guarantee equal representation and to achieve a successful development agenda post-2015 and they called for:

- INCLUDING women in local decision-making as a clear target of the MDGs;
- POLITICAL parties to include women in all their decision-making bodies and respect gender equality and parity in all their processes of appointment or election;
- WOMEN who are decision-makers in their political parties to mobilize, set up a framework and support other women to integrate the political stage, face difficulties and promote female leadership;
- GOVERNMENTS to establish mechanisms that will help to achieve equal representation;
- LOCAL GOVERNMENT associations to create and strengthen Standing Equality Committees;
- LOCAL GOVERNMENT associations to closely collaborate with women NGOs and the private sector in order to tackle inequality issues.

# II. Equality between women and men to be on the top of the agenda of local public policy making and for adequate service provision that will contribute to improve the condition of women and their empowerment: they called for:

- A CHANGE in the laws that affect the condition of women and for the efficient implementation of laws;
- WOMEN to be involved in the development, management and monitoring of public services. Their needs must be made visible and taken into account at all times in planning and budgeting;
- PUBLIC SERVICES to avoid perpetuating stereotypes of women and men;
- LOCAL GOVERNMENTS to make additional efforts to provide employment to women and provide adequate training;

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  - LOCAL GOVERNMENTS to play an important role in providing local, professional and safe care services for children, older people and people with specific needs contributing to alleviate the heavy workload of women preventing them to play a full role in society;
  - INNOVATIVE financial mechanisms to be developed to stimulate the independence of women and their active participation in the economic life;
  - MAINSTREAMING a gender approach in the design and implementation of local and regional policies.

# III. A safe world in particular for women, who are traditionally the most vulnerable to all types of violence: they called for:

- PARLIAMENTS to legislate on violence and harassment towards women;
- CENTRAL, REGIONAL AND LOCAL GOVERNMENTS to develop programmes that protect women from violence and allocate resources;
- LOCAL PUBLIC POLICIES to ensure safe mobility and access to the territories;
- PUBLIC CAMPAIGNS to be developed educating girls and boys on the importance of avoiding all forms of physical, psychological and sexual violence and abuse;
- CENTRAL, LOCAL AND REGIONAL GOVERNMENTS to provide special training to relevant staff, especially for police forces, concerning gender violence and contributing to eliminate stereotypical attitudes and behaviour;
- THE ACKNOWLEDGMENT of the situation of women in countries in times of conflict and post-conflict;
- THE MEDIA to be responsibly involved in the struggle against violence and harassment towards women.

# The members of UCLG declared nine specific commitments to implement and follow the Paris agenda where number 5,6 and 7 are very significant:

- DEVELOP AND INCREASE knowledge in the field of gender by ensuring that statistics are gender disaggregated and analysed from a gender perspective;
- MOBILISE RESOURCES for academic research with a gender perspective that can be of use for the development of gender equality in local government;
- DEVELOP specific collaborations with civil society, in particular grassroots women groups, parliamentarians, UN Agencies and private sector to promote capacity building of local and regional authorities in relation to equality between women and men.

The UCLG is an umbrella organization of the elected local government representatives around the world so their agenda and commitments means the global voice of local governments (LGs). Points 4, 5, 6 and 7 of agenda (ii) have articulated the facilitating role of LGs for women's participation in economic programmes and local development. Agenda (i) and (iii) can play a vital role in empowering women by creating an enabling environment and capacities. The agenda and commitments of UCLG are very much aligned with the SDGs 2030.

# Session 3: Gender-inclusive LED, unpaid work and opportunity costs

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Objectives:	<ul> <li>At the end of this session, participants will be able to:</li> <li>Know that unpaid domestic and care work is productive</li> <li>Analyse the economic benefits of equal sharing of unpaid work between men and women</li> </ul>
Time:	• 60 minutes
Methods/ Techniques:	<ul> <li>Story analysis</li> </ul>
Learning Materials:	<ul> <li>Stories</li> </ul>
Reading Materials:	<ul> <li>Handout titled: "Unpaid domestic and care work are productive and have economic value"</li> </ul>
Supplies:	<ul> <li>Pen, poster paper, marker pen, masking tape</li> </ul>

#### Key Message

9)

Title

#### Unpaid care and domestic work

Labour services performed by household members for the use of other household members are called "unpaid care" and "domestic work". "Unpaid" means that the person doing the activity is not formally compensated in cash or in-kind and that the work is not counted in gross domestic product or employment estimates. "Care" means that the activity serves people and their well-being; it includes both personal care and care-related activities, such as cooking, cleaning, washing clothes, household healthcare and informal household education. "Domestic" means that this work takes place within the household. "Work" means that the activity entails expenditures of time and energy on the part of the people undertaking the activity. Unpaid care and domestic work is a critical, if largely unseen, bio-physically and socially necessary activity needed to prepare people to participate in economic production, and in so doing contribute to the well-being of a household, of other households, and of the community, in that if unpaid care and domestic work is not performed people are less able to go out to work in economic production, less able to go to school, and less likely to be healthy (UN Women, Factors driving the gender gap in agricultural productivity: Tanzania).

#### Valuation of Unpaid Care

Conventional measures of growth in Gross Domestic Product (GDP) offer biased and incomplete measures of improvements in material living standards. When time is reallocated from unpaid to paid activities, the impact of possible reductions in the value of unpaid work is overlooked, for this reason, GDP growth can overstate real growth in consumption. Estimates of time use can be valued in monetary terms by reference to some market equivalent, such as an hourly wage rate. Still, the assumptions used to impute a value to nonmarket work are no more far-fetched than those often applied to other components of the national income accounts, and recent research yields many plausible estimates. Labour hours can vary in terms of intensity, skill, quality, and productivity, and differences in wages and prices estimates of the dollar value of work also make it possible to assess the relative importance of labour costs relative to other costs of providing care. The costs of raising children, for instance, are far greater when the cost of the labour required, as well as the costs of food, clothing, and shelter, are taken into account.1

# Process

#### Step 1: Story reading and answering questions in three groups

- Relate back to the last session and say, "Joint decisions are one way to recognize diversity, plurality and inclusion, which is needed for our existence as we realized during the Round Plate Balance game. Now in this exercise we shall try to find a way to real-life balance."
- Divide the participants into three groups and distribute the stories to each of the participants.
- Tell them to read the story carefully and write down the answers to the questions jointly as a group.
- After 5–7 minutes, give the groups handouts and suggest that they get inspiration from these before answering the questions.
- Provide poster paper and marker pens to every group and instruct them to write answers on the posters in a group presentation. Allocate them 20 minutes to prepare this.

#### Step 2: Presentation of group work

- Ask the groups one by one for their presentations.
- Allow discussions after the third presentation has completed.
- Add your points and relate the issues of gender stereotypes and a patriarchal mindset.
- Make a note, equal sharing of unpaid care and domestic work can create a great opportunity to contribute equally in paid work, social management and state management, which can contribute to better economic growth and ultimately to sustainable development.
- Share some statistical data in support of your note if possible.
- Conclude the session in light of the objectives.

#### Optional Step 2: Global commitments of local governments and municipalities

#### Learning materials

#### The three families

These stories of three families are imaginary but taken from the on-the-ground realities of Bangladesh.

#### Family 1: Tumpa and Animesh

Tumpa was brought up in a village in northern Bangladesh and now she is working as an agriculture extension officer in her home municipality area. Animesh is Tumpa's husband and a college teacher in neighbouring sub-district. They have a 5-year-old daughter. Animesh enjoys flexi-schedules in the collage, he has to go only three days a week. On the other hand, Tumpa has to visit door to door every day with her motorbike as a part of her duties. They do not have any paid help but there is no problem with the household work. Animesh does the cooking, dish washing and major laundries on his off days and Tumpa does it on her off days. Every day, Tumpa drops their daughter Koli off at school in the early morning and Animesh brings her back home. Only one day a week Tumpa has to bring Koli from school back to her office for three hours. Animesh has a part-time teacher position in the evening vocational college for two days just beside their home.

After 12 years, Koli is now in a college and has had brilliant results in her school finals. They have a three-storey new home in which one of the floors is rented out. Their family income is nearly US\$5000 per month while it was only US\$700 USD when they started out. All of them are in good health. They are involved in the social management forums in the locality.

#### Family 2: Nurul and Asma

Nurul and Asma have been married for 16 years. Both of them have bachelor's degrees from the same university and qualified for the position of primary school teacher in the same year. Two years after the marriage the couple was blessed with a daughter, then a son two years later. Nurul got promoted to be Head Teacher but Asma forwent a promotion as she has to take care of the children. Nurul was caring but never gave time for household work like cooking, cleaning or laundry. Asma was too overwhelmed to maintain her job, household work and taking care of the children. Nurul decided to do extra work for more income to let Asma be free from the school job. Asma was not in agreement but she finally resigned from the school for the sake of the children. Nurul worked hard outside and raised their income to a higher level than before.

This is the 17th year of their married life. Their daughter finished the school final and the son is in Grade 8 in school. Nurul got fully paralyzed and lost his speech because of a road accident two years back. They have had no income for the last two years and their savings are almost finished for treatment and other family expenses.

#### Family 3: Rebu and Rayhan

Rebu and Rayhan are husband and wife and work in the same garment factory. Rebu is a supervisor and Rayhan is an operator. Rayhan never does any household work, he goes out chatting with friends after the office. Rebu does all the domestic work but now it is impossible for her as she is soon going to give birth to a baby. The factory gave notice to her, but there was good news at the same time, in that Rayhan was promoted to supervisor with a higher salary.

After two years, they realized that they have been overwhelmed with a huge amount of debt. Finally, Rebu again started to search for a job and got one with a baby care facility that also provided her with two meals a day in a compliant factory. Now, Rebu leaves with the baby early in the morning and comes back in the evening. So Rayhan should manage to make his meals and do some household cleaning. He employed one person for household work but it was too costly for him. Finally, he decided to learn and do the household work on his own.

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After five years, the baby is going to a good school, their debt is almost paid off. Rebu has been promoted to the position of floor manager in charge in her factory.

#### Questions for the groups:

- Do you think the domestic and care work are productive or unproductive? Is there any economic value in or economic benefits from it?
- Does the care work only benefit the family or does it have a vital role in the society and at the state level?
- Do you think that the care and domestic work should be shared equally by men and women? Why?
- Please answer the questions in the light of three stories mentioned above and from your understanding of genderresponsive division of labour.



#### Reading materials

#### Unpaid care and domestic work are productive and have economic value

Labour services performed by household members for the use of other household members are called unpaid care and domestic work. "Unpaid" means that the person doing the activity is not formally compensated in cash or in-kind and that the work is not counted in gross domestic product or employment estimates. "Care" means that the activity serves people and their well-being; it includes both personal care and care-related activities, such as cooking, cleaning, washing clothes, household healthcare and informal household education. "Domestic" means that this work takes place within the household. "Work" means that the activity entails expenditures of time and energy on the part of the people undertaking the activity. Unpaid care and domestic work is a critical, if largely unseen, bio-physically and socially necessary activity needed to prepare people to participate in economic production that contribute to the well-being of a household and of the community.1 So, if unpaid care and domestic work is not performed, people are less able to go out to work in economic production, less able to go to school, and less likely to be healthy. Through the raising of children, unpaid care and domestic work builds human and social capital by fostering the basic knowledge, skills, attitudes, trust and moral integrity between parents and children and among neighbours that is unavoidably necessary for communities and societies to operate. 2

The Organisation for Economic Co-operation and Development has found that in all countries for which there is evidence, women do far more unpaid care and domestic work than men.3 Men, conversely, do more work outside the home than women, a gender division of labour that assigns women and men to principal responsibility for different types of work. This in turn can lead to the economic dependency of women upon men, which can limit women's opportunities and life choices. Adding up work outside the home and unpaid care and domestic work, women do more total work than men, which in many cases leads to time poverty. Women living in rural areas are more likely to suffer from this time poverty, especially because of poorer levels of physical and social infrastructure. For example, in Eastern Europe and Central Asia, rural women work twice as much in the household as women living in urban areas, and up to four times more than rural men.4

It is estimated that all care work performed by women globally represents a contribution of USD 11 trillion, though much passes unrecognized.5 During the lockdowns as a result of the COVID-19 Global pandemic in 2020, which involved school closures and care centres closures, care systems were disrupted and the hours of unpaid care work increased significantly. This work fell mostly to women, who performed around four times more work than men per day in Turkey for example, and impeded many women from going back to work and maintaining their incomes.6

The gender division of labour between unpaid care and domestic work and paid work is because of deep-rooted inequalities in power relations between women and men within households, men in many societies able to exercise implicit control over women, including the distribution and amount of work, women's mobility and life choices, as well as the control of any resources, including incomes and assets, that are generated from that work. These inequalities reflect social norms, values and expectations placed on women and men that perpetuate unequal decision-making authority within households. Unfortunately, these social norms and values are far too commonly enforced through the use of gender-based violence, which itself is a manifestation of the structural imbalances of power and agency that are present between women and men. These structural imbalances of power and agency have negative social, political and economic consequences for women and men and girls and boys and exclude women and girls from realizing their fundamental human rights.

<sup>&</sup>lt;sup>1</sup> UN-Women, "COVID-19 and the care economy: Immediate action and structural transformation for a gender-responsive recovery", 2020. Available at: <u>https://www.unwomen.org/en/digital-library/publications/2020/06/policy-brief-covid-19-and-the-care-economy</u>

<sup>&</sup>lt;sup>2</sup> What are the Factors Driving the Gender Gap in Agricultural Productivity in Tanzania? https://info.undp.org/docs/pdc/Documents/TZA/Final%20Report%20%20 Gender%20Gap%20April%202018.pdF

<sup>&</sup>lt;sup>3</sup> OECD Development Centre, "Unpaid Care Work: The missing link in the analysis of gender gaps in labour outcomes", December 2014. https://www.oecd.org/ dev/development-gender/Unpaid\_care\_work.pdf (accessed 10 December 2017).

<sup>&</sup>lt;sup>4</sup> FAO, "Regional gender equality strategy and action plan for Europe and Central Asia 2019–2022." Available at: <u>http://www.fao.org/3/ca4521en/ca4521en.pdf</u> (accessed on 30 August 2019).

<sup>&</sup>lt;sup>5</sup> Op. cit. "COVID-19 and the care economy."

<sup>&</sup>lt;sup>6</sup> UNDP Turkey, "Gender Gaps in the Care Economy during the COVID-19 Pandemic in Turkey". 6 August 2020. Available at: <u>https://www.tr.undp.org/content/</u> turkey/en/home/library/corporatereports/COVID-gender-survey-report.html



Women on average spend

4.1 hours/day

on unpaid care and domestic work, compared to

1.7 hours/day

fore men



Women's unpaid contributions to healthcare equate to

# 2.35%

of global GDP, or the equivalent of

US\$ 1.5 trillion



When women's contribution to all types of care (not just healthcare) is considered, this figure rises to

US\$ 11 trillion

Source: United Nations Policy Brief: The Impact of COVID-19 on Women <u>https://www.unwomen.org//media/headquarters/attachments/sections/library/publications/2020/policy-brief-the-impact-of-covid-19-on-women-en.pdf?la=en&vs=1406</u>

### Other forms of unpaid work

Worldwide, most of the poor live in rural areas and depend on agriculture for their livelihoods. There are more than 570 million farms in the world, of which more than 90 percent are family farms. These occupy up to 80 percent of all farmland and produce more than 80 percent of the food of the world.7 Many countries of the world practice patria-local marriages, especially in rural areas, within which brides are expected to move to their husband's home or communities. Within these types of marriages in rural areas, sons are expected to take care of the farm and sustain their parents economically as they age, while daughters are expected to care for their husband's family.

In these circumstances, men tend to become the head of the farm, while women tend to become what is usually reflected in national statistics as "unpaid contributing family workers". In some countries, this unpaid work on the farm is merged in national statistics with their work as a homemaker. Women tend to farm land they do not own; often, they do not receive income for their work or participate in decision-making. The economic dependency of women in these situations can be extreme and lead to so-called "secondary poverty": that is, the poverty that occurs as a result of an uneven distribution of resources within the household. Women and dependents, including children, the elderly, the disabled, the unemployed and unpaid contributing family workers are those most exposed to this economic dependency.

Farm productivity is also negatively affected in these situations, especially in the event of male migration or absence of men, as women, even though they may de facto manage the farm, have very limited access to subsidies, credit, agricultural inputs, rural advisory services and other services offered only to registered farmers. The same may occur in the case of other types of family businesses, as they tend to be registered in the name of only one person (not the family). If women are not registered as managers or co-managers, they also suffer from reduced access to social protection and social benefits.

<sup>&</sup>lt;sup>7</sup> FAO and OECD. (2018). "Food security and nutrition: Challenges for agriculture and the hidden potential of soil. A report to the G20 agriculture deputies". Available at: http://www.fao.org/3/CA0917EN/ca0917en.pdf (Accessed on: 30 August 2019).

### **Opportunity cost**

When one action is undertaken, another action cannot be undertaken. Opportunity cost measures the value of an action as being the value of the best possible foregone action. Opportunity costs can be found wherever resources available to meet wants and needs are limited, so that not all wants and needs can be met simultaneously, if at all. For example, the opportunity cost of unpaid care and domestic work is foregone paid work, education or leisure. Thus, the opportunity cost of unpaid care and domestic work is foregone ability of women to undertake employment or entrepreneurship, which in turn effect the types of employment or entrepreneurship that women undertake and the pay that they receive for it. However, while unpaid care and domestic work has an opportunity cost, for paid work to be undertaken, bio-physically and socially necessary unpaid care work must be performed beforehand. Moreover, unpaid care and domestic work builds human and social capital, which is vital to improved economic performance. This suggests that there is a necessary household maintenance constraint that limits the capacity to undertake paid work or leisure. 8

#### Human capital

In contemporary theories of economic growth, the most important source of economic growth is human capital. This implies that if stocks of women's and men's human capital could be increased, local economies would grow. Human capital is made up of the skills, knowledge and experience possessed by an individual. In the early years in the lives of girls and boys, skills, knowledge and experience are strongly shaped by the performance of unpaid care and domestic work. Later, because women and men usually have varied levels of education and are expected to undertake activities that require different skills and that produce different experiences, human capital becomes gendered.

### Social capital

Social capital is shaped by gender relations, which also influences how communication channels work and therefore by who receives what information and economic opportunities. Women tend to have less mobility than men and have different access to or use of spaces (i.e. in many countries, women are socially not expected to enter into some public spaces such as bars, cafes and some religious buildings). As a result, they are de facto excluded from information flows and from the trust relationships that can help generate social capital and develop businesses, employment and other economic opportunities. Therefore, strengthening women's organizations, cooperatives and networks can serve as a multidimensional tool for accelerating women's economic empowerment by deepening their social capital.9

#### Unpaid care and domestic work and policy

Unpaid care and domestic work represent a significant share of total economic activity around the world. The supply of unpaid care and domestic work is dominated by women, and it constitutes a major share of the work performed by women around the world. Unpaid care and domestic work makes labour available for activity outside the household and builds human and social capital, which contributes to economic growth. However, unpaid care and domestic work has an opportunity cost: women's participation in employment and entrepreneurship is restricted, and income foregone, because of the need to perform unpaid care and domestic work.

This provides the basis for thinking about the general principles that should guide local economic policymaking toward the economic implications of unpaid care and domestic work. To improve individual and community well-being and human security, there is a need to sustain the social benefits of unpaid care and domestic work, while reducing the opportunity cost that women face. This suggests that local economic policymaking toward unpaid care and domestic work should be guided by four general principles:

<sup>&</sup>lt;sup>8</sup> UNDP, The Global Gender and Economic Policy Management Initiative. Accessible at: GEPMI%20Global%20Brochure.pdf

<sup>&</sup>lt;sup>9</sup> FAO. "Developing gender-sensitive value chains. A guiding framework". 2016. p. 29. Accessible at: <u>http://www.fao.org/3/a-i6462e.pdf</u> (Accessed on: 30 August 2019).

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The need for public policy to recognize unpaid care and domestic work. This is because unpaid care and domestic work contributes to productivity and economic growth;

The need for public policy to reduce unpaid care and domestic work. In particular, onerous, burdensome, difficult and inefficient tasks should be addressed by policy;

The need for public policy to redistribute unpaid care and domestic work. The economic importance of unpaid care and domestic work means that it should be more equitably distributed, from women to men and from households to the state;

The need for public policy to represent unpaid care and domestic work, by ensuring that women's voices about the terms and conditions of the unpaid care and domestic work that they perform are heard and that they are active participants in the civil society dimensions of policy-making.

These principles are based on the 4Rs framework (recognize, reduce, redistribute and represent), which build from the initial 3R framework of Diane Elson (2008).

### Valuation of Unpaid Care

Conventional measures of growth in Gross Domestic Product (GDP) offer a biased and incomplete measure of improvements in material living standards. Leaving aside issues of subjective welfare (whether measured as reported 'happiness' or in other terms), unpaid work that is currently considered external to the 'production boundary' of the System of National Accounts clearly contributes to objective measures of welfare, such as the consumption of goods and services, health, and social/family insurance based on sharing and reciprocity. When time is reallocated from unpaid to paid activities, the impact of possible reductions in the value of unpaid work is overlooked. for this reason, GDP growth can overstate real growth in consumption. On the other hand, improvements in household technology can yield increases in productivity of unpaid work (Folbre and Wagman 1993, Wagman and Folbre 1996). For this reason, GDP growth can also understate real growth in consumption. Another important empirical issue concerns substitutability of paid and unpaid services, an issue that should include consideration of their spill-over effects. for instance, a home-produced meal and a purchased meal may be substitutes in terms of food consumption but they have very different impacts on the development of personal and social relationships. Similarly, a purchased video game may provide entertainment similar in respects to playing charades with a group of friends but these also have very different implications for 'social capital'.

A stand-alone system of 'time accounts' with no monetary estimates attached would represent an important contribution to our understanding of economic development. But valuation of care time is indispensable to any overall measure of gendered responsibility for the care of dependents. Overall, men tend to devote more money, and women more direct care time, to the support of dependents. Without some common denominator between these two, comparisons of overall contributions cannot be made. If we treat the market economy and work outside the market as two entirely separate and incommensurable spheres it is difficult to conceptualize any interaction between the two.

Estimates of time use can be valued in monetary terms by reference to some market equivalent, such as an hourly wage rate. No method of valuation is perfect, and the limitations of all methods must be acknowledged. Still, the assumptions used to impute a value to nonmarket work are no more far-fetched than those often applied to other components of the national income accounts, and recent research yields many plausible estimates. Furthermore, there is considerable scope to expand methods of valuation to consider both the intrinsic and productive value of human capabilities.

Labour hours can vary in terms of intensity, skill, quality, and productivity, and differences in wages and prices can capture at least part of this variation. Estimates of the dollar value of work also make it possible to assess the relative importance of labour costs relative to other costs of providing care. The costs of raising children, for instance, are far greater when the cost of the labour required, as well as the costs of food, clothing, and shelter, are taken into account10.

<sup>&</sup>lt;sup>10</sup> Folbre (2009) Greed, Lust, and Gender: A History of Economic Ideas. Oxford University Press.

### Session 4: Planning of gender-responsive LEDs

Objectives:	<ul> <li>At the end of this session, participants will be able to:</li> <li>List specific actions that a local government could take to increase women's access and abilities for boosting economic growth</li> <li>Identify the steps of GR LED planning</li> </ul>
Time:	■ 60 minutes
Methods/ Techniques:	<ul> <li>Case story analysis</li> </ul>
Learning Materials:	<ul> <li>Case story</li> </ul>
Reading Materials:	<ul> <li>Handout titled "Gender-responsive local development planning"</li> </ul>
Supplies:	<ul> <li>Pen, posterpaper, marker pen, masking tape</li> </ul>

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Title

The gender-response local development plan (GR-LDP) is a guide that strives for balanced and structured development of the municipality or local government, while ensuring that equivalent benefits flow to women and men, girls and boys.

- The GR-LDP provides a set of practical and technical arrangements that contribute to the achievement of gender-responsive and inclusive LED objectives.
- The GR-LDP establishes a coherent work plan to address bottlenecks facing women and men within local communities and the GR-LDP invests in opportunities.
- The GR-LDP indicates the financial and technical ways and means for implementation.

#### Making a GR-LDP has five major stages:

- Stage 1 Organizing the effort
- Stage 2 Gender-responsive Local Economic Assessment (LEA)
- Stage 3 Strategy Making
- Stage 4 Strategy Implementation
- Stage 5 Strategy Review

#### Process

#### Step 1: Consider a case to discover the steps of creating a GR LED plan in five constituencybased groups

• Relate back to the last session and say, "We want to transform potential into reality through the leadership and management of public representatives and efficient bureaucrats who are actually the main actors of

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shaping development by on-boarding the private sector and other civil society stakeholders. Articulation and implementation of a good plan is the key tool for any development. This session shall try to list specific actions that a local government could take to increase women's access and abilities for boosting economic growth and identify the steps of a GR LED plan."

- Divide the participants into five groups by constituencies and distribute the case to each of the participants.
- Tell them to read the case carefully and write down the answers to the questions jointly as a group.
- After 5–7 minutes, give the groups handouts and suggest that they use them to get inspiration before answering the questions.
- Provide poster paper and marker pens to every group and instruct them to write their answers on the posters in a group presentation. Allocate them 20 minutes to prepare this.

#### Step 2: Presentation of group work

- Ask the group for their presentations.
- Allow discussions after the last presentation is over.
- Ask whether the planning steps identified in the reading materials reflect the real situation. Is there anything missing?
- Add your points and relate the issues of gender stereotype and patriarchal mind set if needed.
- Encourage them to come up with innovative ideas so that the present plans and planning process can be engendered in their constituencies.
- Invite the resource person to share some ideas or examples and options for a better planning.
- Conclude the session in the light of the objectives.

### **Learning materials**

#### An imaginary South Asian rural town inspired by UN-Habitat's youth programme

UN-Habitat developed a youth policy and programme considering the following context:

"In an increasingly urbanized world, 'it is estimated that as many as 60 percent of all urban dwellers will be under the age of 18 by 2030, with most living in slums and informal settlements' (UN-Habitat, State of the Urban Youth Report 2012-2013. "Youth in the prosperity of cities" UN-Habitat, p. xii). The youth bracket, 15-24 years of age, makes up the vast majority of the world's unemployment (47% of the total unemployed) while 300 million of the world's youth are unskilled for gainful jobs in decent conditions. Youth also make up 24% of the working poor, that is, unskilled, insecure employment, unsatisfactory working conditions and low paid employment. In response, UN-Habitat has developed youth policies and programmes that reach out to urban youth to address the constraints of job creation and youth participation in the governance of their cities (UN-Habitat, "Gender Issue Guide: Gender Responsive Urban Economy", Nairobi, 2014).

A rural municipality of South Asia was inspired by the UN-Habitat Youth programme to make a youth employment project for Local Economic Development (LED) in their area. Besides the poor law and order situation, other major challenges are corruption, violence against women and girls, affording a dowry, early marriage, drug abuse, high rates of unemployment, poor infrastructure and lack of investment with ineffective local policies and procedures.

However, they have extensive green and fertile land, a very important river of the country crosses the town, they have very good quality sands and mud to make ceramics, people are hard-working, family values are strong, some migrant workers send regular remittances, people from different ethnic groups and religions are living in solidarity, women have artisanal and agricultural occupations (making bamboo mats, jute mats and cane furniture, keeping seeds) and practice the art of hospitality.

The planner and policy makers felt the urge to plan a sustainable local economic development programme to improve the income level and the quality of life of the town inhabitants.

#### **Questions:**

- 1. What steps should they follow to plan the LED?
- 2. What specific actions should they take to ensure equitable benefits for women and men from the programme?
- 3. What particular actions should they take to increase women's access and abilities for boosting economic growth?

#### **Reading materials**

#### Gender-responsive local development planning

The goal of gender-responsive local development planning (GR-LDP) is to provide a common strategic vision for economic development including both women and men within local communities. Consistent with the policies and programmes of the national government, the GR-LDP is based upon local consultations that have to involve men and women as unique groups in order to foster inclusive LED that identifies and prioritizes the development needs of women and men. Actors that deal with gender-equality issues at the local level should be part of the GR-LDP process, with technical support from gender machineries, which can be important when capacity gaps are recognized. Gender-specific capacity development measures may be required because having extensive participation is no guarantee that gender-responsive planning is taking place. Thus, as an instrument of communication, facilitation and negotiation, the GR-LDP process helps to facilitate a participatory debate around LED. (ILO, Gender Mainstreaming in Local Economic Development Strategies, 2010).

#### Key elements of a GR-LDP

- The GR-LDP is a guide that strives for balanced and structured development of the municipality or local government while ensuring that equivalent benefits flow to women and men, girls and boys.
- The GR-LDP provides a set of practical and technical arrangements that contribute to the achievement of genderresponsive and inclusive LED objectives.
- The GR-LDP establishes a coherent work plan to address bottlenecks facing women and men within local communities and invests in opportunities.
- The GR-LDP indicates the financial and technical ways and means for implementation.

#### Cost analysis of a GR-LDP

In the GR-LDP, special attention is given to determining the costs of proposed investments. Generally, local governments compile their estimate of total revenues from all sources and make projections about their revenue commitments for the next fiscal year as part of the local budgetary process. Thus, the GR-LDP must include an estimated budget as well as a work plan. The assessment of anticipated costs must take into consideration the nature and the specific role of each step involved in the planning process.

The United Nations Capital Development Fund (UNCDF) has developed a checklist that can guide local government in screening, developing, costing and appraising the feasibility of proposals within the GR-LDP. A range of issues, which have significant cost implications, can include, but are not limited to:

- Economic viability: To what extent are the projects economically viable, on the understanding that subsidized economic activities are generally excluded from consideration?
- Financial viability: What are the recurrent costs of operations and maintenance associated with any new infrastructure? How do project proposals take such costs into account, and what provision do they make for meeting them?
- Technical feasibility: What is the success rate of similar projects attempted before or elsewhere? Are the projects familiar to the local intended beneficiaries? Are the projects within the capabilities of local contractors or service providers?

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- Management issues: Are local user groups capable of managing and maintaining assets and facilities?
- Sectoral issues: Are projects to be appraised against existing sectoral policies and programs?
- Land tenure issues: Are existing land-tenure arrangements and incentives amenable to project investment, maintenance and upkeep? Have the primary and secondary rights of local users been clearly identified and integrated into the operational aspects of the GR-LDP? The Voluntary Guidelines on the Responsible Governance of Tenure approved by the Committee on World Food Security can help as a guide for assessing land-tenure issues.1
- Environmental impact: Are the effects on the environment and related risks identified and properly costed?
- Social desirability: Are projects fully endorsed by local beneficiaries, including from different age groups and those who are socially excluded, and are seen as priorities by them?
- Cultural acceptability: Are projects in conformity with local cultures and beliefs?
- Gender responsiveness: Do projects take into account the differentiated needs of women and men and the potential to accelerate women's roles in the local economy, and in so doing contribute to women's economic empowerment?

#### Before planning a LED, the following preparatory work should be done as described below.

#### Territorial diagnosis and institutional mapping

When undertaking the assessment of the local economy, the data obtained should be disaggregated by sex in order to identify differences in employment rates, educational attainment, access to resources, etc. If sex-disaggregated data at the local level is not available, interviews with a representative group of women of the community will provide an insight into their social and economic situation.

Incorporating a gender analysis is a critical examination of gender roles in social, political and economic issues, into this phase of the LED process is a pre-condition for LED plans to address the needs and aspirations of both men and women. When conducting the territorial assessment with a gender focus, it becomes possible to shed light on gender needs. These needs can be related to satisfying both men's, women's, girls' and boys' basic material needs.

#### Sensitizing and promoting the local forum

This forum is key to the success of LED as it formulates and implements the local economic development strategy on the basis of local knowledge. Women's representation in the forum should be as proportionate but merely having a sufficient number of women present in meetings is not enough. In order to ensure equal participation, certain gender-specific capacity building measures may be required to promote financial and legal literacy, understand the functions of local government and the budgeting process, and develop leadership skills to lobby for the interests of one's group.

#### LED strategy and action planning

On the basis of the analysis conducted in the initial phases of the LED process, the task of the local forum is now to define realistic development plans for the locality. When designing each one of the activities it is important to assess whether they are contributing to improve the situation of women in terms of their access to better jobs, to services that support enterprise start up and growth, and decision-making bodies and structures.

<sup>&</sup>lt;sup>1</sup> FAO. 2012. Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security (VGGT). Available at: <u>http://www.fao.org/3/i2801e/i2801e/i2801e.pdf</u> Also useful the VGGT technical guide: FAO. 2013. Governing land for women and men. A technical guide to support the achievement of responsible gender-equitable governance of land tenure. Available at: <u>http://www.fao.org/3/a-i3114e.pdf</u>, Gender mainstreaming in LED, ILO 2010.

In most local contexts, the following measures will be required to correct gender imbalances :

- 1. Adopt policies and build capacity of microfinance institutions.
- 2. Support better access of disadvantaged women to decision-making bodies and structures through awareness raising campaigns, training and other activities aimed at increasing their representation.
- **3.** Promote the employability of women and other disadvantaged groups through skills training and upgrading, raising their awareness of sources of information on job offers. Special attention must be put on avoiding the perpetuation of gender stereotypes.

Source : ILO, Gender mainstreaming in LED, 2010, pp. 16-19

#### Planning the gender-responsive LED

Engendering the overall LED strategy is crucial, therefore, there is a need to develop a gender-responsive, GR-LED plan. The strategic planning process has five major stages:

**Stage 1 – Organizing the effort:** Successful local economic development requires the collaborative effort of women and men in the public, private and non-governmental sectors. The strategic planning process therefore begins by undertaking a gender analysis of the public institutions, businesses, industries, civic organizations, professional organizations, think-tanks, training institutions and other groups that comprise and/or impact the local economy, and that have a stake in the development of a GR-LED strategy.

**Stage 2 – Gender-responsive Local Economic Assessment (LEA):** Knowing the gender characteristics of the local economy is critical if stakeholders are to identify and agree upon a realistic, practical and achievable GR-LED strategy. A GR-LEA has to use available quantitative and qualitative information that highlights existing gendered structures and trends in business development, manufacturing, employment, skills, and other data that will help to identify the strategic direction of the local economy and how gender relations constrain LED.

The GR-LEA will be used to: identify public, private and non-governmental resources and their specific and differential impacts on women and men from different ages and social backgrounds; collect and analyse existing or critical new quantitative and qualitative information as regards the respective roles and responsibilities of women and men; and establish data management systems for future use in gender-responsive monitoring and evaluation.

**Stage 3 – Strategy Making:** This stage of the GR-LED planning process is that which requires most attention as the GR-LED strategy has to establish its vision, goals, objectives, programs and action plans. It is most critical to develop an integrated and equitable approach to GR-LED planning that clearly responds to gender bottlenecks like the responsibility to undertake unpaid care and domestic work. Exploring different options for solving the problems and take up the most appropriate one is the main purpose of an innovative strategy making exercise.

**Stage 4 – Strategy Implementation:** A GR-LED strategy has short-, medium- or long-term aims and actions and sets out what is going to be achieved.

**Stage 5 – Strategy Review:** The GR-LED strategy should be rigorously reviewed annually to allow for adjustment in response to changing local conditions and relations between and among women and men. The review should include, where possible, inputs, outputs, outcomes and impacts, and also the implementation process and the level and extent of participation of women and men stakeholders.

# Title Session 5: Women's participation in planning and implementation of GR LED

<ul> <li>At the end of this session, participants will be able to:</li> <li>Serialize some specific steps and actions to be taken to ensure women's participation in planning, budgeting and implementation of LEDs by the local government.</li> </ul>
■ 55 minutes
<ul> <li>Pair Work, discussion</li> </ul>
-
<ul> <li>Handout titled "Best practices in ensuring women's participation"</li> </ul>
<ul> <li>VIPP cards, marker pen, masking tape</li> </ul>

## Key Message

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- Participants will have increased knowledge of steps to be taken to ensure women's participation in planning, budgeting and implementing GR LED
- Participants will know of best practices to ensure women's participation in planning, budgeting and implementing GR LED

# Process

### Step 1: Writing ideas in pairs

- Divide the participants into pairs and distribute the handouts to each of the participants.
- Tell them to read the handout carefully and discuss in pairs.
- After 5–7 minutes, give the groups VIPP Cards and marker pens, suggest that they get inspiration from the handout and write at least three specific steps or actions to be taken to ensure women's participation in planning, budgeting and implementation of LED by the local government.
- Remind them that information from previous sessions can be used.
- Set the ground rules as follows:
  - One card, one idea, not more than three lines.
  - Write horizontally, not vertically.
  - Write in a larger font so that people can see from the back of the room.
  - Each pair will write three points on three cards.
- Allocate participants 10 minutes to prepare in pairs.

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#### Step 2: Posting of pair group work

- Ask the pairs to come to the board and pin up their ideas.
- Sort the cards through discussions after the last pair has pinned up their cards.
- Invite the resource person to give inputs, suggestions or examples during the reshuffling of the cards.
- Add your points and relate the issues of gender stereotypes and patriarchal mindsets if needed.
- Share some ideas or examples and options for a better achievement of LED.
- Conclude the session in the light of the objectives.



#### **Reading materials**

#### Best practices in ensuring women's economic and political participation

(Excerpts from ILO, "Gender Mainstreaming in Local Economic Development Strategies", 2010)

# El Salvador – Local Economic Development Agency (LEDA) in the Department of Sonsonate sets up special agency for women's entrepreneurship

"In El Salvador, 80% of women's jobs are created in enterprises that are owned by women. To develop and implement a model of development and empowerment of women entrepreneurship, the Local Economic Development Agency of the Department of Sonsonate has promoted a Centre of Entrepreneurial Services for Women, which has made it possible for women to have access to technical and financial resources. The provision of business development services focused on women has not only enabled the start-up and expansion of women's businesses but has also had a positive impact on their participation in local governance structures. By accessing services designed for their specific needs and participating in information sessions and training courses that are organized in a space where decision-makers meet regularly, the women also have the opportunity of building their networks, voicing their concerns and improving their representation in decision-making structures at the local level." (ILO, Gender Mainstreaming in Local Economic Development Strategies, 2010, p. 20).

# The Programme to Support the Leadership and Representation of Women (PROLEAD) of the Inter-American Development Bank

"The PROLEAD programme, founded in 1998, provides financial resources to local organizations that promote greater participation and leadership of women in politics in their countries and communities. Objectives of the programme are: (i) to make financial resources available to organizations that work to promote women's participation and leadership in Latin America and the Caribbean; (ii) to promote networks and the capacity of organizations and women leaders that support women's leadership and citizen participation; and (iii) to encourage greater involvement of the donor community in supporting women's leadership in the region. These objectives are achieved through three components consisting of grant-making, institutional strengthening and networking. Promoting women's participation in the political sphere is particularly important. According to the Economic Commission for Latin America and the Caribbean (ECLAC), in those countries in Latin America where the reservation of a certain proportion of seats for women in the parliament is regulated by national legislation, women hold on average 20.3% of the parliament seats. In countries in which such legislation is not in place, women hold only 13% of the seats in parliament" (ILO, Gender Mainstreaming in Local Economic Development Strategies, 2010, p. 7; see also: IDB website for more information on PROLEAD).

#### The Vietnam Women's Union

"Women entrepreneurs account for 30% of SMEs in Vietnam and about 60% of private household business owners are women. Consequently, one of the important objectives of the Vietnam Women's Union is to assist women in business development. The Vietnamese government issued a decree on credits for the poor in 2002, after which the Vietnam Women's Union cooperated with the Social Policy Bank to facilitate lending for poor women to develop their businesses, thus contributing to the elimination of hunger and to poverty reduction. In addition, the Union coordinates with several state-owned commercial banks and international organizations to mobilize more capital for women to develop their businesses; and provides job-creation support, technology-transfer training and start-up and small business development support." (ILO, Gender Mainstreaming in Local Economic Development Strategies, 2010, p. 9; see also: SME Development Plan of the Vietnamese Government 2006–2010).

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, including UNDP, UNCDF, UN Women or the UN Member States.

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# Local Government and Gender-Responsive Local Economic Development (LED)

Module 3



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The UN Capital Development Fund makes public and private finance work for the poor in the world's 46 least developed countries (LDCs). UNCDF offers "last mile" finance models that unlock public and private resources, especially at the domestic level, to reduce poverty and support local economic development. UNCDF pursues innovative financing solutions through: (1) financial inclusion, which expands the opportunities for individuals, households, and small and medium-sized enterprises to participate in the local economy, while also providing differentiated products for women and men so they can climb out of poverty and manage their financial lives; (2) local development finance, which shows how fiscal decentralization, innovative municipal finance, and structured project finance can drive public and private funding that underpins local economic expansion, women's economic empowerment, climate adaptation, and sustainable development; and (3) a least developed countries investment platform that deploys a tailored set of financial instruments to a growing pipeline of impactful projects in the "missing middle."

UN WOMEN is the UN organization dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN WOMEN was established to accelerate progress on meeting their needs worldwide. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

# **Objectives of Module 3**

Module 3 focuses on the role of the local government (LG) in planning, strategizing, implementing and monitoring the GR LED. This module also emphasizes reviewing existing policies, laws and other structural opportunities and deficiencies related to GR LED. The module introduces tools for assessing contexts and integrating gender perspectives into LEDs such as gender budgeting and gender budget statements. Such tools allow local policymakers and planners to integrate gender responsiveness into LED policies and programmes. Identifying ways to get the relevant stakeholders onboard in support of women entrepreneurs is also an important part of the module.

### At the end of this module, participants will be able to:

- Analyse the role of LGs in gender-responsive local economic development
- Apply different tools like resource mapping, comprehensive strategies, GR budget and budget statements from a gender perspective
- Identify ways to get the relevant stakeholders onboard in support of women entrepreneurs



# **Daily Schedule**

# Day 3 Schedule

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Quick start		
9 a.m.	<ul> <li>To start the day's activities after reviewing the previous day</li> <li>To concentrate for the day's learning</li> </ul>	<ul> <li>Check in</li> </ul>	
Торіс	Module 3   Session 1   Ideal GR LED an	d its priorities	
9:30 a.m.	<ul> <li>To present the idea of an ideal LED and its characteristics from a gender perspective</li> <li>To point out some of the priority areas for a successful implementation of GR LED</li> </ul>	<ul> <li>Methods/techniques: Power point/ poster presentation</li> <li>Learning materials: Slides/posters</li> <li>Reading materials: Handout titled "Good LED is gender-responsive"</li> <li>Supplies: Flipchart, marker pen</li> </ul>	
11:30 a.m.	Tea Break		
Торіс	Module 3   Session 2   Strategizing GR	LED in the constituency	
10:50 a.m.	<ul> <li>To analyse the roles and responsibilities of LGs to develop a comprehensive strategy for GR LED</li> <li>To describe the importance of</li> <li>Survey or mapping the options, resource, skills, potentials and challenges.</li> </ul>	<ul> <li>Methods/techniques: Simulation game (shifting a glass full of water without touching it), discussion</li> <li>Learning materials:</li> <li>Reading materials: Handout titled "Main elements of LED and the role of local government"</li> <li>Supplies: Three transparent pieces of glass, six plates, three sheets of A4-sized paper, two thread balls, two masking tape rolls, one pair of scissors, one pack of Blu tack (reusable adhesive), marker pen, poster paper</li> </ul>	
Торіс	Module 3   Session 3   Policies and structures		
12 p.m.	<ul> <li>To review existing LG policies, procedures and infrastructures from a gender perspective</li> <li>To mark the area of engendering language and practices</li> <li>To specify the changes needed in policies and structures</li> <li>To identify the positive instincts in the existing policies</li> </ul>	<ul> <li>Methods/techniques: Study circle</li> <li>Learning materials: Three to five policies, laws and procedural memos</li> <li>Reading materials: None</li> <li>Supplies: Poster paper, coloured paper stickers, marker pen</li> </ul>	
1:15 p.m.	Lunch		

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Module 3   Session 4  Tools for operat	ion, monitoring and learning	
2 p.m.	<ul> <li>To define a gender-responsive budget</li> <li>To Identify the budget Statement as a significant tool to visualize a gender responsive budget</li> </ul>	<ul> <li>Methods/techniques: Quiz, discussion</li> <li>Learning materials: Marks tabulation format</li> <li>Reading materials: Handout titled "Gender budget and budget statement are two important tools for achieving gender equality"</li> <li>Supplies: Flipchart, marker pen</li> </ul>	
3:15 p.m.	Tea break		
Торіс	Module 3   Session 5   Onboarding rel	evant stakeholders	
3:30 p.m.	<ul> <li>To justify special initiatives such as affirmative action for women entrepreneurs as a right</li> <li>To analyse the relevance of involving the private sector and civil society actors in the GR-LED process</li> </ul>	<ul> <li>Methods/techniques: Debate</li> <li>Learning materials: Poster on debate topic</li> <li>Reading materials:</li> <li>Supplies : Paper, pen, marker pen, flipchart</li> </ul>	
Торіс	Conclusion: Wrap-up of Module 3 and	Phase One	
4:30 – 5:15 pm	<ul> <li>To note the participants' reflections about the day</li> </ul>	<ul> <li>Methods/techniques: Sharing of questions, thoughts and comments</li> </ul>	

### Session 1: Ideal GR LED and its priorities

Objectives:	At the end of this session, the participants will be able to: Present the idea of an ideal LED and its characteristics from a gender perspective Point out some of the priority areas for a successful implementation of GR LED
Time:	• 60 minutes
Methods/ Techniques:	<ul> <li>PowerPoint/poster presentation</li> </ul>
Learning Materials:	<ul> <li>Slides/posters</li> </ul>
Reading Materials:	<ul> <li>Handout titled "Good LED is Gender Responsive"</li> </ul>
Supplies:	<ul> <li>Flip chart, marker pen</li> </ul>

#### S Key Message

A good LED project includes both women and men on the basis of a baseline assessment, including a gender analysis, before the planning and incorporates affirmative action where needed.

The GR LED is based on a concrete plan that strives for balanced and structured development of the municipality or local government constituencies, while ensuring that equivalent benefits flow to women and men and girls and boys.

The GR LED provides a set of practical and technical arrangements that contribute to the achievement of gender-responsive and inclusive objectives.

The GR LED establishes a coherent work plan to address bottlenecks facing women and men within local communities and invests in opportunities.

All diagnostic tools must allow sex-disaggregated data to be collected, analysed and communicated to the stakeholder forum that will develop the LED plan.

# Process

#### Step 1: Slide show on state obligations relating to SDGs and SDG Targets

- Show the set of slides on an ideal LED and its characteristics and relate them to gender equity and equality.
- Allow the participants to ask questions and ask for clarifications after the first set of slides is shown.
- Answer the participants according to the resource materials.
- Start the next set of slides on GR LED.
- Open the floor to the participants for questions and clarifications after finishing the last set of slides.

- Ask the resource person to respond to the participants' points and talk about the priority areas for successful implementation of a GR LED.
- Link the discussion with how the setting of smart priorities can contribute to the success of GR LED.
- Conclude the session after summarizing according to the resource materials.



#### Learning materials

#### Sample contents for a PowerPoint presentation

A good LED project includes both women and men in a baseline assessment including a gender analysis before the planning and incorporates affirmative action where needed.

A good LED project focusses on policy and other structural changes as well as capacity building for disadvantaged groups that is needed for balanced economic development.

#### A good LED is:

- Economically viable
- Financially viable
- Technically feasible
- Effectively managed
- Flexible in terms of land tenure
- Environmentally friendly
- Socially desirable
- Culturally acceptable and
- Gender-responsive

An ideal LED is, by default, gender-responsive. Projects taking into account the differentiated needs of women and men and the potential to accelerate women's roles in the local economy can contribute to women's economic empowerment.

A GR LED initiates and encourages projects that will change socio-economic stereotypes and prejudices.

- The GR LED is based on a concrete plan that strives for balanced and structured development of the municipality or local government constituencies, while ensuring that equivalent benefits flow to women and men and girls and boys.
- The GR LED provides a set of practical and technical arrangements that contribute to the achievement of genderresponsive and inclusive objectives.
- The GR LED establishes a coherent work plan to address bottlenecks facing women and men within local communities and invests in opportunities.
- All diagnostic tools developed specifically for the purpose of the territorial assessment must allow sex-disaggregated data to be collected, analysed and communicated to the stakeholder forum that will develop the LED plan.
- The conditions under which women entrepreneurs operate, the particular constraints they face and the extent to which existing institutions can provide the financial and business development services they require must be assessed. So there must be the potential market segments in which women have a competitive advantage.

#### Reading materials

#### Good LED is gender responsive

A good LED project includes both women and men on the basis of a baseline assessment, including a gender analysis before the planning and incorporates affirmative action where needed. It focusses on policy and other structural changes as well as the capacity building of the disadvantaged groups that is needed for balanced economic development for women and men and girls and boys. A GR LED initiates and encourages projects targeted to overcome socio-economic stereotypes and prejudices. An ideal LED is, by default, gender responsive. Projects take into account the differentiated needs of women and men and the potential to accelerate women's role in the local economy, contributing to women's economic empowerment.

- Economic viability: Good LED projects are economically viable, on the understanding that subsidized economic activities are generally excluded from consideration.
- **Financial viability:** The projects take into account the recurrent costs of operations and maintenance associated with any new infrastructure and create provisions for meeting such costs.
- **Technical feasibility:** The projects are familiar to local beneficiaries and are within the capabilities of local contractors or service providers and are based on the success rate of similar projects attempted before or elsewhere.
- Management effectiveness: Local women and men user groups are capable of managing and maintaining assets and facilities and have the scope of building special capacities for disadvantaged groups.
- Land tenure flexibility: Existing land tenure arrangements and incentives are guaranteed for the project investment and maintenance. The primary and secondary rights of local users will have been clearly identified and integrated into the operational aspects of the GR-LDP. The Voluntary Guidelines on the Responsible Governance of Tenure approved by the Committee on World Food Security can help as a guide for assessing the land tenure issues. (Inspired from FAO, 2012, Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security (VGGT); FAO, Governing land for women and men. A technical guide to support the achievement of responsible gender-equitable governance of land tenure, 2013).
- Environmental soundness: The effects on the environment and related risks identified and properly cost analysed.
- Social desirability: The projects are fully endorsed by local beneficiaries and are seen as priorities by them, including beneficiaries from different age groups and those who are socially excluded.
- Cultural acceptability: The project are in conformity with local culture and beliefs.
- Gender responsiveness: An ideal LED is, by default, gender responsive. Projects taking into account the differentiated needs of women and men and the potential to accelerate women's roles in the local economy can contribute to women's economic empowerment.
  - GR-LED is based on a concrete plan that strives for balanced and structured development of the municipality or local government, while ensuring that equivalent benefits flow to women and men and girls and boys.
  - The GR-LED provides a set of practical and technical arrangements that contribute to the achievement of gender-responsive and inclusive objectives.
  - The GR-LED establishes a coherent work plan to address bottlenecks facing women and men within local communities and invests in opportunities.

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- All diagnostic tools developed specifically for the purpose of the territorial assessment must allow sexdisaggregated data to be collected, analysed and communicated to the stakeholder forum that will develop the LED plan. Knowledge of both quantitative and qualitative aspects and how they relate to each other allow one to find a better starting point for promoting development from a gender perspective.
- The conditions under which women entrepreneurs operate, the particular constraints they face and the extent to which existing institutions can provide the financial and business development services they require must be assessed. So there must be the potential market segments in which women have a competitive advantage.



### Session 2: Strategizing GR LED in the constituency

•••••••••••••••••••••••••••••••••••••••	
Objectives:	<ul> <li>At the end of this session, the participants will be able to:</li> <li>Analyse the roles and responsibilities of LGs to develop a comprehensive strategy for GR LED</li> <li>Describe the importance of survey or mapping the options, resource, skills, potentials and challenges</li> </ul>
Time:	• 70 minutes
Methods/ Techniques:	<ul> <li>Simulation game (shifting a glass full of water without touching it), discussion</li> </ul>
Learning Materials:	-
Reading Materials:	Handout titled "Main elements of LED and the role of local government"
Supplies:	<ul> <li>Three transparent pieces of glass, six plates, three sheets of A4-sized paper, two thread balls, two masking tape rolls, one pair of scissors, one pack of Blu tack (reusable adhesive), marker pen, poster paper</li> </ul>

#### S Key Message

Title

LED strategies treat the following fundamental issues:

- feasibility
- resource availability
- capacity
- holistic transparency
- cultural influences

**Gender-responsive LED** Engendering the overall LED strategy is crucial, as it not only prioritizes local public spending but also decides where investments get implemented. There is therefore a need to develop a gender-responsive LED (GR-LED). The starting point is to engender the strategic planning process.

# Process

#### Step 1: Simulation Game (shifting a glass full of water without touching it)

- Divide the participants into three teams of eight participants.
- Assign one area to be location A and another area about 4 metres away to be location B. Place a flat plate upside down in each area. An area needs to be available for each group so that they can compete at the same time.
- Place a glass on each plate in the locations labelled "A".
- Pour water into each glass. (Adjust the difficulty of the exercise by adjusting the level of the water.)

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- Put all other materials together in front and ask the teams to take anything they need. (You can establish the difficulty of the exercise by limiting the amount of materials available).
- Assign each group to an area so they can all stand around their glass of water.
- On your mark, each group must start working on the problem and using the materials provided to make a structure that allows them to carry the glass of water from location A to location B while adhering to the following rules:
  - No one can touch the glass.
  - No water should be spilled. If some is spilled, they must return the glass to the starting point, pour water to the original level and then restart the exercise.
  - The glass should not touch the ground or be placed on any other object. It can only touch the materials
    provided. If the glass touches anything else, the group must return the glass to location A and start over again.
- The first group that successfully carries their glass from their location A to their location B wins.
- Let the other groups carry on until everyone finishes the task if the time allows.
- Time the performance of each group and reveal the results at the end.
- Fix a time limit of 15 minutes for all teams.
- Give one minute to each team to note their observations.
- Add your reflections and observations and note the gender issues that the teams either overlooked or responded to consciously.
- Relate the game to strategy development.

#### Step 2: Group work

- Instruct the teams to sit together and make presentations on the following questions.
  - What are the roles and responsibilities of LGs to develop a comprehensive strategy for GR LED?What sort of survey or mapping should LGs do before strategizing LEDs? Why?
- Tell them to get clues from the last game.
- Give clues to the teams according to the session objectives.
- Allow them 20 minutes to prepare the presentations.
- Ask the resource person to go to the groups and give technical input if needed.
- Go to the groups, observe and give points from a gender perspective.

#### Step 3: Presentations of group work

- After the preparation, ask the groups to stick their posters on a specific board or wall and have them sit in the plenary. There will be three presenters from three groups.
- Announce that when one group presents their work, the other two will mark the common points on their posters with the marker.

- After the first presentation, allow the other two groups to present only their unmarked points.
- At the end of all three presentations, ask the plenary whether any important points are still missing.
- Invite the resource person to add points or give comments on the presentations.
- Add your points or arguments after hearing from the plenary and the resource person.
- Summarize and conclude the session in the light of the session objectives and resource materials.

#### **Optional Step 4: Plenary discussion**

If time allows, and the audience's level of comprehension permits, participants can brainstorm on the extent of the gender responsiveness of their local economic development plans. Some guiding questions may be:

- Does their local economic development strategy clearly state gender-responsive goals? If not, what goal or goals could they consider including?
- Does their local economic development strategy have targets and indicators disaggregated by gender? How could they disaggregate them? Give an example.
- Can LGs partner with other institutions (private companies, banks, civil society organizations, NGOs, etc) to advance women's economic empowerment? With whom?



#### Reading materials

#### Main elements of LED and the role of local government

LED strategies contain the following fundamental elements:

- feasibility
- resource availability
- capacity
- holistic transparency
- cultural Influences

**Feasibility:** The grounds for the formulation of LED strategies are to be based on the need for specified change and the ability of LGs to exercise their authority to create and implement development plans in relation to local environments. national governments are to be instrumental in facilitating need analyses and guiding the frames for strategy formulation.

Strengths, weaknesses, opportunities and threats (SWOT) analyses of the physical and economic environment and associated conditions must precede strategy formulation or redesign of respective strategies area requisition to promote increased economic growth levels in cities and the transformation of municipalities to the satisfaction of communities via optimal use of limited resources. SWOT analyses will assure policy formulators of corrective action that is required in the light of weaknesses and threats and will simultaneously enable municipal officials to build on the strengths and opportunities for strategies that are presented in a specified municipal jurisdiction.

**Resource availability:** LED strategies are to consider the municipal budgets as determined and allocated by national bodies and the strategy per municipality must be formulated in an integrative manner. Formulation of LED strategies must be developed on the grounds of available funds that will drive the programmes and projects attached to each of the municipal strategies. in order for a LED strategy to have a long-term impact, the strategy should be clearly defined during formulation and should be extensively funded during the initial stages until the strategy has the potential to become self-sustaining.

The LED strategy for a municipality should furthermore be envisioned in its entirety, which includes a fully-fledged plan, including detailed programmes and projects that are concerned with the implementation and evaluation of each program. This finer detail in a development strategy will allow the commitment of a greater amount of resources in comparison to the former and current detachment of LED programmes to an overall strategic plan.

**Capacity:** records of core competencies of officials in a municipality are essential in the content of the municipality's LED strategy. Strategies have maintained that objective achievement and effectiveness are dependent on the capacity of municipalities to carry out daily tasks with the required specialized expertise or techniques. It is thus recommended that LED strategies be determined and formulated in relation to the capacity presented in their municipalities. Cities are comprised of various categories of municipalities, differing in structural abilities and capacity. This means that the development of relationships for a municipality with outsourcing; privatized practices as well as private-public partnerships will assist in building stature and building municipal expert backgrounds. It is further recommended that municipal officials undergo training to improve their expertise and to contribute to effective productivity in primary tasks. Emphasis on capacity is crucial for successful results and to satisfy the expectations of citizens by means of service delivery through strategy implementation.

**Transparency:** The political system dictates the value of transparency in the formulation of LED strategies. in the present context, municipalities are obligated to and guided in maintaining openness in processes and transparent activity in the light of the concerns of the democratic citizens. Therefore, formulators of the LED strategies must acknowledge that the citizens should remain the foundation of municipal practice throughout the formulation process. Citizens as founding

bodies of LED strategy formulation are crucial, in that the citizens are the central evaluators of the end products produced by municipalities during LED planning and strategy formulation.

Cultural Influences: Prior to the formulation of a LED strategy, it would be more effective to consider the social environments that the strategy is expected to affect (i.e. the communities). The communities concerned are comprised of diverse cultures. Cultural clashes can also influence strategic objective achievement and can delay strategies in the latter periods of implementation; if not fully acknowledged and resolved before the formulation process. (United Cities and Local Governments Asia-Pacific Local Economic Development Training Module: Introduction to Local Economic Development, pp. 7-9.)

#### Gender-responsive LED

Engendering the overall LED strategy is crucial, as it not only prioritizes local public spending but also where investments get implemented. There is therefore a need to develop a gender-responsive LED (GR-LED). The starting point is to engender the strategic planning process:

**Stage 1 – Organizing the effort:** Successful local economic development requires the collaborative effort of women and men in the public, private and non-governmental sectors. The strategic planning process therefore begins by undertaking a gender analysis of the public institutions, businesses, industries, civic organizations, professional organizations, think tanks, training institutions and other groups that comprise and/or impact the local economy, and which have a stake in the development of a GR-LED strategy. This is done in order to better understand the gender dimensions of the local economy.

**Stage 2 – Gender-responsive Local Economic Assessment (LEA):** Knowing the gender characteristics of the local economy is critical if stakeholders are to identify and agree on a realistic, practical and achievable GR-LED strategy. To elicit key data on the gender dimensions of the local economy, an effective gender-responsive local economic assessment (GR-LEA) will start with a preliminary review of the existing economic relationships and activities of women and men within an area, including the domain of unpaid care and domestic work and how it intersects with income-generating economic activities. A GR-LEA has to use available quantitative and qualitative information that highlights existing gendered structures and trends in business development, manufacturing, employment, skills, and other data that will help to identify the strategic direction of the local economy and how gender relations constrain LED. Other social determinants that may impact upon specific social groups such as youth or ethnic minorities should be considered. The information collected may highlight the need for specific gender-responsive projects and programmes that will expand and diversify the local economic base. The GR-LEA will be used to: identify public, private and non-governmental resources and their specific and differential impacts on women and men from different ages and social backgrounds; collect and analyse existing or critical new quantitative and qualitative information as regards the respective roles and responsibilities of women and men; and establish data management systems for future use in gender-responsive monitoring and evaluation.

**Stage 3 – Strategy Making:** This stage of the GR-LED process requires close attention as the GR-LED strategy has to establish its vision, goals, objectives, programmes and action plans taking into account the different and unique roles of women and men in the local economy. It is most critical to develop an integrated and equitable approach to GR-LED planning that clearly responds to gender bottlenecks in the local economy and constraints on economic expansion to enable a gender-responsive environment to foster entrepreneurship and job creation by and for women and men. One key bottleneck that cannot be ignored is the responsibility to undertake unpaid care and domestic work.

**Stage 4 – Strategy Implementation:** A GR-LED strategy has short-, medium- and/or long-term aims and actions and sets out what is going to be achieved. It will establish an agenda to promote and develop a local community's economic, physical, social and environmental strengths in a gender-responsive way and will address both challenges and opportunities confronting women and men.

Stage 5 – Strategy Review: The GR-LED strategy should be rigorously reviewed annually to allow for adjustments in

response to changing local conditions and relations between and among women and men. This review should consider the resources available for the delivery of the strategy and include established and agreed gender-responsive monitoring and evaluation indicators of the local economy, including disaggregation by age and other relevant social factors in the locality. The review should include, where possible, inputs, outputs, outcomes and impacts, and also the implementation process and the level and extent of participation of women and men stakeholders. A more comprehensive revision usually takes place every three years.

#### LED and LGs:

The GR-LEA that drives GR-LED can identify what is best suited to the local context, including geographical challenges and marginalized communities that have been inadequately served by local expenditures, and provide an opportunity to engage women-led and gender-responsive local business and community groups in the GR-LED process. This will allow the local government, on behalf of the private sector, to identify the major bottleneck(s) preventing women and men from fully participating in the local economy, the removal of which could drive the local economy to grow equitably. It will in turn identify the public and private investments in key sub-sectors that bring the largest return, in terms of job creation and poverty alleviation, for women and men. The GR-LEA allows development of a GR-LED strategy that does not work on a project-by-project basis, but rather seeks to create an ecosystem of interventions, institutions and markets that facilitates sustainable local structural transformation for the benefit of women and men.

The GR-LEA should emphasize clearly the role of the local government in fostering an enabling environment for women and men entrepreneurs and business sector development. It must also ensure inclusive market participation for all actors, including the private sector, the financial sector, the public sector, and community groups, with specific emphasis on the differentiated impacts and needs among women and men in the range of economic roles in which they are engaged. It should place emphasis on local procurement policies and practices, favouring local MSMEs and gender-responsive enterprises, while providing targeted capacity enhancement to local businesses on procurement policies and tendering processes. It should ensure adequate strategies are in place to further develop the niche products and services of the locality in ways that strengthen forward and backward linkages to surrounding localities and national markets. Finally, it should be realistically budgeted, with the identification of opportunities as well as alternative financing flows to finance budget gaps.
Objectives:	<ul> <li>To review existing LG policies, procedures and infrastructures from a gender perspective</li> <li>To mark the area of engendering the language and practices</li> <li>To specify the changes needed in policies and structures</li> <li>To identify the positive instincts in the existing policies</li> </ul>
Time:	<ul> <li>75 minutes</li> </ul>
Methods/ Techniques:	<ul> <li>Study circle</li> </ul>
Learning Materials:	<ul> <li>Three to five main policies, laws and procedural memos</li> </ul>
Reading Materials:	•-
Supplies:	<ul> <li>Poster paper, coloured paper stickers, marker pen</li> </ul>

### S Key Message

Title

Participants will gain improved knowledge of existing policies and structures

**Session 3: Policies and structures** 

Participants will better know how to specify changes needed to improve policy structures

## Process

#### Step 1: Study the policies in five constituency-based groups

- Tell the participants, "In the last sessions, it has been made clear to us that the LG is one of the most important actors for LED implementation. The policies, laws and procedures of national governments create this provision for LGs, however, sometimes they may create some difficulties as well. In this session, we shall explore some of the documents that are either favourable or problematic for successful implementation of GR LED. We shall now review some of the documents in study circles."
- Divide the participants into five constituency-based groups.
- Distribute the set of policies and laws for all participants in all groups.
- Instruct them to have a group reading led by each of the members one after another.
- Tell them that after 30 minutes they have to come up with a presentation on their findings on the following issues:
  - Engendering language and practices
  - Changes needed in policies and structures
  - Positive elements of the existing policies
- Announce that the group should come to a consensus after a discussion of the documents.

- After finishing the reading, give poster papers and marker pens to every group and have each group concentrate on only one or two documents depending on group size and abilities.
- Allow them 15 minutes to prepare a short presentation.
- Ask the resource person to go to the group and give input if needed.
- Go to the groups and add your own points if they are willing to have them. Discuss some of the points from a gender perspective for clarity if appropriate.

#### Step 2: Presentations on group work

- After the preparation, ask the groups to stick their posters on a specific board/wall and then have them sit in the plenary. There will be five presenters from the five groups.
- Announce that when one group presents their work, the other four groups will mark the common points in their posters with the marker.
- After the first presentation, allow the other four groups to present their work.
- At the end of all five presentations, ask the plenary whether any important points are still missing.
- Ask the resource person to add overall comments or specific inputs to the groups.
- Add your points or arguments after hearing from the plenary and resource person.
- Summarize and conclude the session in the light of the session objectives and resource materials.

#### **Optional Step 3: Harmonizing LED with national policies**

If time allows and if appropriate for the audience, a plenary or group discussion can be organized to discuss how they can better harmonize their LEDs with national priorities on gender equality. Some guiding questions:

- Do you know what the national priorities on gender equality are? Is there any national strategy, policy or law on gender equality? NOTE: The facilitator can provide a one-page summary to participants of this strategy or law if it exists.
- If so, to which articles/chapters could your respective LED contribute?

Title	ssion 4: Tools for operation, monitoring and learning		
Objectives:	At the end of this session, the participants will be able to: <ul> <li>Define a gender-responsive budget</li> </ul>		
	<ul> <li>Identify the budget statement as a significant tool to visualize a gender responsive budget</li> </ul>		
Time:	75 minutes		
Methods/ Techniqu	<b>Jes:</b> Quiz, discussion		
Learning Materials	: Marks tabulation format		
Reading Materials:	Handout titled "Gender budget and budget statement are two important tools for achieving gender equality"		
Supplies:	Flipchart, marker pen		

## S Key Message

The budget is the single most important policy tool of government as it affects the successful implementation of all other policies.

- 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 (sex, age, race, ethnicity, location) are addressed in expenditure and revenue policies.
- GRB uses various tools, approaches and strategies to monitor outcomes, outputs, activities and inputs of budgets with a gender perspective.
- CEDAW does not contain a specific provision on budgets, but the CEDAW Committee has often raised questions regarding governments' budgets.
- Gender mainstreaming is a strategy adopted in Beijing as the primary tool for promoting gender equality worldwide.
- Gender budget statements (GBSs) are summaries that are made by national, regional and local government of the gender implications of particular programmes and projects and their associated budgets for the coming financial year.

Excerpt from: UNFPA, UNIFEM, Gender responsive budgeting in practice: A Training Manual, 2006, p. 14

### Process

#### Step 1: Read handouts on gender budgets and budget statements

- Divide the participants into four small groups.
- Ask the teams to sit in circles in four corners of the room.
- Give the reading materials to each group.
- Ask them to go through the reading materials carefully.

#### Step 2: Prepare questions on the subject matter

- Provide pen and paper to each group.
- Ask each team to prepare at least five questions on the given materials. The teams must know the answers to the questions that they prepare.

#### Step 3: Quiz

- Invite the teams to take part in the quiz and give them the following instructions
- The game will be in five rounds.
- Each team can ask five questions.
- Each team can answer five questions.
- If a team is unable to answer, then another team shall get the chance to answer the question and get bonus marks if correct.
- If none of the teams can answer, then the team asking the question shall have to answer but will get no marks.
  - The resource person will focus on the points to which no one knew the answer during her/his speech after the quiz is over.
- For each correct answer, the teams shall get five points.
- No points shall be deducted for giving wrong answers.
- Conduct the quiz after giving the above instructions.
- Stay neutral. If needed, ask the resource person to give the correct answer and the explanation behind it after the quiz is over.
- Draw conclusions according to the objectives and in the light of the resource materials.

# ■ Learning materials

Round	Team 1	Team 2	Team 3	Team 4
1				
2				
3				
5				
4				
5				
Total Marks				

#### Reading materials

#### **Gender-responsive Budgeting (GRB)**

Gender budgeting is a strategy to achieve equality between women and men by focusing on how public resources are collected and spent. 'Gender budgeting is an approach to budgeting that can improve it, when fiscal policies and administrative procedures are structured to address gender inequality ... When properly done, one can say that gender budgeting is good budgeting' (Stotsky, 2016)

Excerpted from: European Institute for Gender Equality, Gender budgeting, p. 2-3

#### **Definition and purpose**

The Council of Europe defines gender budgeting as a 'gender-based assessment of budgets incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality'.

Excerpted from: European Institute for Gender Equality, Gender budgeting, p. 2-3

The purpose of gender budgeting is threefold:

- to promote accountability and transparency in fiscal planning;
- to increase gender responsive participation in the budget process, for example by undertaking steps to involve women and men equally in budget preparation;
- to advance gender equality and women's rights.

#### Purpose of gender budgeting

- Integrating a gender budgeting methodology into the ordinary budgetary processes allows governments to better understand how revenue and spending, and the policies guiding the budget, can have different impacts on women and men.
- Since gender perspectives are normally not taken into account in budgeting, budgets are often perceived as being gender neutral. However, research shows that lack of attention to gender issues actually leads to gender blind budgets and thus to suboptimal decision-making.
- Gender budgeting is grounded in gender analysis, which assesses how well a budget addresses gender gaps and reviews the actual distribution of resources between women and men, and girls and boys. Such an analysis also allows for the inclusion of key issues that are frequently overlooked in budgets and policy analyses, such as the economic effect of uneven distribution of unpaid work and its net economic effect on women, as well as the uneven distribution of resources within families. Sound gender analysis leads to good planning and budgeting for gender equality and economic growth.
- Importantly, gender budgeting is about restructuring the budget to ensure that the government is using public resources in a way that can increase gender equality and thereby increase the efficiency and effectiveness of budgets and policies. This in turn helps accelerate inclusive and sustainable growth.

### Why create a gender-sensitive budget?

A gender-responsive budget is an important mechanism for ensuring greater consistency between economic goals and social commitments. The most widely used argument for undertaking GRB initiatives is that they lead to a more efficient use of resources. Gender analyses of government budgets are crucial for improved targeting.

GRB helps governments understand how they may need to adjust their priorities and reallocate resources to live up to their commitments to achieving gender equality and advancing women's rights—including those stipulated in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action and the Millennium Development Goals. Engendered budgets can be critical to transforming rhetoric about women's empowerment into concrete reality.

Most marginalized women, men, girls and boys are not only confronted by poverty and the consequent lack of incomes to invest in their economic and social development but also a lack of access to education, services, and non-monetary resources, thereby trapping them within the vicious cycle of poverty. A truly gender sensitive and inclusive budget therefore should seek to address the marginalization of target groups by focusing both on increasing incomes and improving access to resources and services.

The most obvious outcome of gender budget initiatives is improving women's economic equality. However, gender budgets are not simply about equality for women. Gender budgets can also improve the effectiveness, efficiency, accountability, and transparency of government budgets. Gender budgets can also reveal budgetary priorities and discrepancies between what a government says it is doing and the actual impact of their policies. Where has GRB been used?

In Nigeria, GRB has been an integral part of mainstreaming gender issues within the PRSP (known locally as NEEDS): "The thrust of NEEDS in respect of women is to fully integrate them through enhancing their capacity to participate in the economic, social, political and cultural life of the country. This will be achieved by mainstreaming women concerns and perspectives in all policies and programmes."

In Rwanda, GRB has been used to coordinate policy efforts to meet international commitments on gender issues: "The overall policy environment for gender equality promotion is positive and evidences commitment and political will. However, to be effective, gender commitment and targets need to be explicitly expressed at the level of sector strategies, planning and budgets, district development plans and budgets, and finally within the annual operational plans."

Also, GRB helps to address gender gaps in GDP growth. In doing so, "the design of gender responsive budgeting hinges on the general principle of bringing together two sources of information which have been kept separate: knowledge of gender inequality and knowledge of public finance and public sector programmes."

In Nepal, Gender Responsive Budgeting (GRB) was introduced in the context of Government efforts for a Budget reform which entailed: strengthening the Public Finance Management System, establishing a Medium-term Expenditure Framework, and moving towards performance based budgeting. To move forward with these plans, institutional mechanisms were established within the Ministry of Finance with the appointment of a gender budgeting expert and the establishment of a Gender Responsive Budgeting Committee (GRBC) in 2005. The Committee was established as a permanent body within the Ministry of Finance with the mandate to design a GRB system that can be applied at the sectoral level, to monitor budget allocations and public expenditure from a gender perspective and finally to assess the impact of development policies on women and men. The committee is also required to provide sectoral ministries with the needed policy guidelines on GRB.

#### What are the outcomes of GRB?

In Morocco, the GRB initiative has enabled the achievement of concrete results through better resource allocation to respond to gender needs. The example of education shows the evolution over time of the school enrolment rate for children aged from 6 to 11, and school enrolment rate of young girls in rural areas. School enrolment for children aged from 6 to 11 increased from 79.1 per cent in 2000 to 93 per cent in 2005 and for young girls in rural areas it went from 66.1 per cent in 2000 to 84.3 per cent in 2005. The Program for Grouped Drinking Water Supply (PAGER) has also allowed for an important increase in the rate of access to drinking water in rural areas. It went from 48 per cent in 2001 to nearly 100 per cent in 2007. Increases in allocations to support gender equality in key sectors also began to emerge. Increases in the budget allocation by the Ministry of Agriculture towards targeted programmes supporting women's livelihoods resulted in an increase in the percentage of women beneficiaries of agricultural extension services (from 9% in 2004 to 39% by 2007).<sup>1</sup>

#### **Gender budget statements**

Gender budget statements (GBSs) are summaries that are made by national, regional and local government of the gender implications of particular programmes and projects and their associated budgets for the coming financial year. Thus, rather than tracking the gender impact of specific budgetary allocations, as in gender budgets, GBSs apply a gender analysis to a budget in order to evaluate its possible gender implications. As such, GBSs require a different set of technical capacities. GBSs will not be effective unless the officials responsible for their development are assisted in developing the knowledge and understanding of gender issues that allows them to draw up gender-aware documents. Having said that, the very process of drawing up GBSs teaches officials gender analysis skills.

In most cases, GBSs are prepared after the budget allocations have been decided and are then tabled in parliament, the sub-national representative body, or in the local council, and then made available to civil society. However, a few countries, such as Rwanda and Indonesia, are now experimenting with including GBSs in early national government budget submissions, thus informing the negotiations between the Ministry of Finance and line agencies. This could also be done at the local government level, with local government departments using GBSs to inform their inputs into the local government budget. A GBS can be a comprehensive assessment of the gender implications of all local government spending. Alternatively, a GBS could focus upon those programmes, projects and investments that are allocated the most money, in line with a gender mainstreaming approach. However, the GBS should also include programmes, projects or investments that directly target gender issues or women.

#### Gender-responsive public financial management (PFM)

Public Finance Management relates to the way governments manage public resources (both revenue and expenditure) and the immediate and medium-to-long-term impact of such resources on the economy or society. As such, PFM has to do with both process (how governments manage) and results (short, medium, and long-term implications of financial flows)." (Andrews et al. (2014), 'This is PFM', Center for International Development, Harvard University working paper 285. http:// www.hks.harvard.edu/centers/cid/publications/fac- ulty-working-papers/this-is-pfm).

#### How do good PFM systems help to achieve gender equality policy objectives?

Ultimately, PFM improvements will only impact gender inequality if the government's objectives and policies are themselves gender responsive. If a government has strong gender equality policies, then a good PFM system will implement these efficiently given the available resources. If PFM systems are transparent and provide comprehensive information on how the public resources are being spent then policy makers and planners can use this information to develop better policies and plans to reduce inequalities. However note that while good PFM systems can facilitate and encourage good decisions, they cannot guarantee them. PFM techniques are only tools and their impact relies on a political environment that will

<sup>&</sup>lt;sup>1</sup> National Democratic Institute, Gender Informed Governance: Gender Responsive Budgeting, (https://www.ndi.org/sites/default/files/Handout%20 4%20%20Gender%20Responsive%20Budgeting.doc)

implement them successfully. Within certain parts of the PFM cycle, specific reforms and approaches can facilitate gender equality goals being achieved, as highlighted below.

**Policy** – if it is not clear what governments' policies are, then it is impossible to know what the budgeting system is supposed to be achieving and thus would be extremely difficult to hold a government accountable for meeting its policy goals. In a good PFM system it should be clear what the government's policy is to achieve gender equality and the specific policy areas that a government has set out for desired gender equality objectives.

**Strategic Planning** – once policy goals have been established, these can become quickly meaningless in practice without consideration of how the design of public services (including setting out revised legislative and procedural arrangements) should be organised. Thus a crucial part of whether gender equality policies are achieved is whether they are well planned for (including costing plans, realistic timetables, clear responsibilities and well-defined outputs/targets).

**Budget Preparation** – if there are gender specific policies and plans, to achieve these it should be clear how these are reflected in the budget and the level of budget appropriation that links to these gender-specific objectives of the budget.

**Budget Execution** – even a well-planned and gender-responsive budget will be ineffective in achieving specified gender equality aims if it is not implemented as planned. So, the key to ensuring that gender equality policies are carried out at this stage of the PFM cycle is more to do with ensuring the effectiveness of the systems associated with budget execution.

Enabling factors that allow PFM reforms to have greater impact on gender equality outcomes

- 1. Conducive Political environment effectiveness of any effort to integrate gender into PFM hinges on enabling factors such as sustained political support and conducive institutional arrangements, at all levels.
- 2. Sufficient capacity and resources capacity development and awareness raising on GRB is key for effectively linking gender equality objectives with PFM reforms.
- **3.** Accountability, Transparency and Participation a PFM system that provides comprehensive and timely information on how resources are allocated can be a first steppingstone to participation and accountability which can contribute to equitable outcomes if other enabling conditions also hold.

#### Tax Policy, Administration and Gender Equality

Given the importance of the revenue system to PFM, it is important to examine how the tax system can impact gender equality if a country's tax regime has a regressive bias against either men or women. This is examined by assessing where the tax burden falls (as determined through tax policy) and how taxes are collected (as determined through tax administration).

Excerpted from: Samina Anwar (UN Women), Anna Downs and Euan Davidson (DFID), "How can PMF reforms contribute to gender equality?", DFID, UN Women, Working paper

#### Lessons learned from GRB implementation

**1. Implementation can be challenging and impeded when competing with other Government priorities.** Pakistan faced challenged to convince the government to introduce gender sensitive changes at a time with major reforms were underway. In addition, it was a relatively new concept with few specialists resulting in a reliance on international expertise which was effective but not a sustainable solution.<sup>2</sup>

**2.** Political stability can impact the timing and effectiveness of implementing GRB. Governance related reforms such as GRB require the government to have control over their budgets. Where this is not the case, commencing and

<sup>&</sup>lt;sup>2</sup> Mahbub, Nadeem & Budlender Debbie, GRB in Pakistan: Experience and lessons learned, November 2007

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implementing GRB can be partically challenging with government. Palestine is one example. Classified as a fragile state by the International Monetary Fund due to the occupation has meant the Government has less control of their budget and may explain why civil society aspect of GRB is more prominent here.

**3.** Training should go beyond 'awareness raising' and extend to the training of key actors is critical to ensure implementation of GRB All the profiled countries have had GRB workshops and training of some sort. Some – for example Iraq – have not managed to do much beyond this. The "workshops and training" category spans a wide variety of activities. There is, for example, a difference between awareness raising (which tries to foster recognition that budgets are important for gender equality), general training on GRB frameworks and approaches used in other countries (which gives more detailed information and knowledge), and country-specific training for targeted actors on particular tasks and instruments (which goes beyond knowledge to impart skills which relevant actors can use in their working life). Until countries reach the latter step, GRB initiatives are unlikely to effect a real change in budget numbers and processes.<sup>3</sup>

Training around GRB should extend beyond providing training to some women parliamentarians. In Jordan, it was recognised that the training of budget anlaysts within the Ministry of Finance ensured that they could assist and supervise officials from other government agencies.

**4.** GRB is vulnerable to the effects of broader political developments, and may be treated less seriously and with less enthusiasm in periods of political crisis and change. Institutionalizing GRB through 'gender related instruction in budget call circulars or the budget act may reduce the chance that the initiative will be lost. Call circulars or other instructions that impose a heavy work burden on government officials may result in an unsustainable GRB. Egypt is an example of how a heavy work burden stopped regular situational and budget analyses. Jordan produced a large number of tables and templates to be included when formulating the next budget. The long list of templates and forms may cause problems when those who have to complete them face the challenge of identifying what constitute "allocations for gender". An expansion of GRB training and support could partially address this problem.<sup>4</sup> Pakistan demonstrated that introducing gender sensitive amendments in the budget call circulars, rather than a complicated separate system that would impose a large burden, proved useful and gained approval from high level officials of Finance.

 $<sup>^3</sup>$  GRB in the Arab Sates – Experiences in Nine Countries, UN Women, 2018  $^4$  ibid

Title	Session 5: Onboarding relevant stakeholders
Objectives:	<ul> <li>At the end of this session, participants will be able to:</li> <li>Justify special initiatives such as affirmative action for women entrepreneurs as a right</li> <li>Analyse the relevance of involving the private sector and civil society actors in the GR-LED process</li> </ul>
Time:	• 60 minutes
Methods/ Techniqu	es: Debate
Learning Materials:	<ul> <li>Poster on debate topic</li> </ul>
Reading Materials:	• -
Supplies:	<ul> <li>Paper, pen, marker pen, flipchart</li> </ul>
S Key Message	

## Key Message

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• Participants will have better understanding of when and how to involve using private sector and civil society in GR-LED processes

# Process

### Step 1: Announcement of the topic and preparations

- Say, "We are working for GR LED and we know our on-the-ground realities. We also know that sustainable development will not be possible without having a gender perspective in local economic development, but are women ready or capable enough for this in our constituencies? We know that there are many barriers in this field. We need affirmative action—special initiatives for women entrepreneurs. Another reality is that traditional male entrepreneurs, the local administration and other actors are not sensitized yet on this issue. Now we shall try to prepare ourselves through a debate so that we can anticipate the opposing arguments and engage them smartly."
- Announce the topic and divide into two groups, 'For' and 'Against', according to the rules mentioned below:
  - Each group should have at least nine members with three main speakers.
  - Groups should have the same number of women and men if possible, or at least one woman per group if there are fewer women than men in the training.
  - Members other than the speakers shall also have the opportunity to participate by giving notes to the main speakers during the 'open floor'.
  - There will be another group of observers made up of not more than seven people. They will take notes and give their thoughts and arguments after the two groups have finished.
- Allow the groups 15 minutes to prepare.

#### Step 2: Debate

- Ask the "For" and "Against" groups to sit face to face and the third group to face the head table.
- There will be two rows for each group. The three speakers will sit in the front row and the others will be in the back.
- Appoint a chairperson (the resource person is recommended) and take the role of moderator/timekeeper. Both of you will sit facing the third group.
- Start the debate by announcing the following ground rules:
  - All the main speakers will have three minutes to speak.
  - After all the speakers for both groups, "For" and "Against", there will be an optional two minutes for each group's members to speak during an "open floor" so that they can provide additional input.
  - After the open floor, one person from each group will have 1.5 minutes to advance their final arguments or counter the opponent.
  - Lastly, the observer group will have the chance to give their thoughts and arguments through their one or two representatives.
- Conduct the debate.
- Allow the Chair to speak and give her/his opinion in three minutes.
- Finally, sum up the arguments and come to a conclusion according to the objectives of the session and in the light of gender equality, inclusion and sustainable economic development.
- Declare both the teams winners, since they were able to generate insights on affirmative action as a right and the importance of onboarding the relevant stakeholders.

## **Learning materials**

Sample poster of debate topic (prepared in advance by the facilitator):

# **Special initiatives in LED:**

# Rights of women entrepreneurs can only be realised when other stakeholders are on board

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, including UNDP, UNCDF, UN Women or the UN Member States.

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# **Facilitation Guide**

Strengthening Gender-Responsive Local Economic Development Through Enhancing Private-Sector Development

Module 4



# Contents

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The UN Capital Development Fund makes public and private finance work for the poor in the world's 46 least developed countries (LDCs). UNCDF offers "last mile" finance models that unlock public and private resources, especially at the domestic level, to reduce poverty and support local economic development. UNCDF pursues innovative financing solutions through: (1) financial inclusion, which expands the opportunities for individuals, households, and small and medium-sized enterprises to participate in the local economy, while also providing differentiated products for women and men so they can climb out of poverty and manage their financial lives; (2) local development finance, which shows how fiscal decentralization, innovative municipal finance, and structured project finance can drive public and private funding that underpins local economic expansion, women's economic empowerment, climate adaptation, and sustainable development; and (3) a least developed countries investment platform that deploys a tailored set of financial instruments to a growing pipeline of impactful projects in the "missing middle."

UN WOMEN is the UN organization dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN WOMEN was established to accelerate progress on meeting their needs worldwide. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

# **Objectives of Module 4**

Module 4 provides guidance on how local governments can facilitate the creation of an enabling environment in order to boost gender-responsive private sector development, entrepreneurship, and local economic development. This module delivers a deeper understanding of the structural barriers that women-owned businesses face and which prevent them from accessing value chains. Module 4 also emphasizes figuring out gender-responsive structural and regulatory supports, equitable financing and investments. This module introduces the local economic assessment (LEA) as an integral part of GR LED planning processes and lays out the steps of planning GR LED projects and strategies.

## At the end of this module, participants will be able to:

Figure out the area of equitable structural and regulatory supports for women entrepreneurs

- Discover innovative tactics to advocate for equitable financing for GR LED projects
- ldentify the sources of GR investments

Familiarize themselves with the steps of planning of GR LED projects and strategies



Decide to conduct a GR local economic assessment (LEA) before preparing any LED projects

# **Daily schedule**

# Day 1 (Phase 2)

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Module 4   Session 1   Recapitulation		
9:00 a.m.	<ul> <li>To recall the learning of Phase One</li> </ul>	<ul> <li>Methods/techniques: Creative presentations (making wall magazines), mobile plenary</li> <li>Learning materials: Handouts and schedule from Phase One</li> <li>Reading materials:</li> <li>Supplies: Poster paper, coloured A4 paper, coloured paper stickers, coloured round and rectangular cards, brown papers, glue, scissors, masking tape, marker pen, sign pen</li> </ul>	
Торіс	Module 4   Session 2   Enabling Enviro	nment for GR- LEDs	
10:15 a.m.	<ul> <li>To understand equitable structural and regulatory support for women entrepreneurs</li> <li>To list the duties of LGs for ensuring strategic and practical gender needs and security issues</li> <li>To consider awarding and/or subsidizing GR projects from LGs as affirmative action for gender equity</li> </ul>	<ul> <li>Methods/techniques: Panel discussion</li> <li>Learning materials: Panellist can use slides, video shows or posters (optional)</li> <li>Reading materials: Handout titled "Proactive roles of LGs to create equitable structural and regulatory supports for women entrepreneurs"</li> <li>Supplies: Flipchart, notebook, pen marker pen, paper slips</li> </ul>	
11:30 a.m.	Tea Break		
Торіс	Module 4   Session 3   Gender-respons	ive financing	
11:45 a.m.	<ul> <li>To discover innovative tactics of advocating for equitable financing for GR LED projects (public, private, project funding, SMEs, blended financing, PPPs)</li> <li>To visualize the positive economic impacts of prioritizing women entrepreneurship in financing</li> </ul>	<ul> <li>Methods/techniques: Case analysis</li> <li>Learning materials: Case and questions for the groups</li> <li>Reading materials: Local government and gender-responsive finance for private sector development</li> <li>Supplies: Poster paper, marker pen, masking tape, board pins</li> </ul>	
1:00 p.m.	Lunch		

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Module 4   Session 4   Gender-respon	sive investment pipelines	
2:00 p.m.	<ul> <li>To identify the Sources of GR investments</li> <li>To analyse the abilities of LGs for facilitating GR investments for local entrepreneurs</li> </ul>	<ul> <li>Methods/techniques: Quiz</li> <li>Learning materials: Marking sheet</li> <li>Reading materials: Handout titled Local government and gender-responsive investment pipelines</li> <li>Supplies: Flipchart, notebook, pen, marker pen</li> </ul>	
Торіс	Module 4   Session 5   Gender-respon	sive local economic assessments (LEA)	
3:30 p.m.	<ul> <li>To identify the Local Economic Assessment (LEA) as an integral part of GR LED planning process</li> <li>To understand the critical questions to be asked in different stages of LEAs</li> </ul>	<ul> <li>Methods/techniques: Reading in triads, discussions</li> <li>Learning materials: Checklist for the LEA process</li> <li>Reading materials: Handout titled "Gender-responsive LEA"</li> <li>Supplies: Flipchart, notebook, pen, marker pen</li> </ul>	
Торіс	Wrap up the day		
5:00 p.m.	<ul> <li>To have a reflection of the day</li> </ul>	<ul> <li>Methods/techniques: Individual sharing of feelings</li> <li>Supplies: Pen, sign pen, cards</li> </ul>	

## Title Session 1: Recapitulation

Objectives:	<ul> <li>To recall the learning of Phase One</li> </ul>
Time:	<ul> <li>75 minutes</li> </ul>
Methods/ Techniques:	<ul> <li>Creative presentations (making wall magazines), mobile plenary</li> </ul>
Learning Materials:	<ul> <li>Handouts and schedule from Phase One</li> </ul>
Reading Materials:	-
Supplies:	<ul> <li>Poster paper, coloured A4 paper, coloured paper stickers, coloured round and rectangular cards, brown papers, glue, scissors, masking tape, marker pen, sign pen</li> </ul>

#### Key Message

Participants will engage in creative presentations to recall the contents of phase one using wall magazines.

#### Process

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#### Step 1: Preparation and readings

- Say, "We meet again after a break after Phase One. Today we are going to recall the contents of Phase One in a creative way by producing three "wall magazines" through group work."
- Divide the participants into three groups and handover the materials of Module 1 to Group 1, Module 2 to Group 2 and Module 3 to Group 3.
- Announce that each of these groups is made up of a panel of editors, writers and designers. Make sure that each group has at least eight members with equivalent representation of both genders. The members include:
  - One editor who will edit the magazine, coordinate and distribute the writings among the writers and write an editorial for the magazine;
  - One designer who will write and design the layout of the magazine; and
  - A group of writers (the remaining six people) who will write, draw pictures and paste them on the layout under the direction of the designer and the editor.
- Instruct the participants that the first job of the group is to read the documents of Phase One thoroughly and then split the responsibilities of writing on different subjects and in different media.
- Allow them to read and write for 40 minutes.
- Tell them that this is a competition evaluating the completeness of the coverage of information, the compositions and illustrations, the use of creative medium such as cartoons, drawing, poetry, rhymes, stories, diagrams, table/ charts etc., all of which will be the basis of marking the magazines.

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- Encourage them to be creative.
- Provide them with supplies from the stocks to use for a decorative presentation.
- Provide 15-20 minutes for pasting and decorating the magazine and layouts.
- Go to the groups and give them tips for writing and making a good composition for a well-designed and rich magazine presentation.

#### Step 2: Exhibition of the wall magazine

- After finishing the group work, invite the groups to hang their magazine on the wall.
- Put one empty poster and a marker pen beside every magazine.
- Allow every group to read two magazines other than their own and write their comments on the posters next to them.
- You should also read all the magazines and give your comments.
- After 15-20 minutes of reading and commenting, ask the participants to get into a circle.
- Raise any points that are still missing and remind everyone of the round plate exercise once again.
- Give candies or something else as a gift to all three groups for their outstanding presentations.

#### Preserve the wall magazines for further use during Module 6.

• Conclude the session by thanking all the participants.

Title	Session 2: Enabling environment for GR LEDs
Objectives:	<ul> <li>At the end of this session the participants will be able to:</li> <li>Understand equitable structural and regulatory support for women entrepreneurs</li> <li>List the duties of LGs for ensuring strategic and practical gender needs and security issues</li> <li>Consider awarding and/or subsidizing GR projects from LGs as affirmative action for gender equity</li> </ul>
Time:	<ul> <li>75 minutes</li> </ul>
Methods/ Techniq	ues:  Panel discussion
Learning Material	<ul> <li>Panellist can use slides, video shows or posters (optional)</li> </ul>
Reading Materials	<ul> <li>Handout titled: "Proactive roles of LGs to create equitable structural and regulatory supports for women entrepreneurs"</li> </ul>
Supplies:	<ul> <li>Flipchart, notebook, pen, marker pen, paper slips</li> </ul>

#### S Key Message

A transparent regulatory environment and policy framework are preconditions to create an enabling environment for doing business, including entering the market and operating a business. A "level playing field" is essential for establishing and enhancing women's enterprises in any economy. A level playing field can be created by effective implementation of fair and equalizing policies focusing on the different needs of women and men from a gender perspective.

The LGs also can play a proactive role by using their discretion as an elected public forum to liberalize the business registration process, improve access to entrepreneurial and management training, loan and financial services, business development services and information, data collection and research as well as to form and run business associations.

To enhance women's empowerment and improve the gender balance in leadership and entrepreneurship, it is essential to make a compelling evidence-based business case. There are several reasons why businesses should be – and increasingly are – interested in enhancing the role of women in their companies and why policymakers want to release the untapped potential of women entrepreneurship. Such reasons include:

- a) to attract and retain the best talent;
- b) to better serve consumer markets, including those in which women are the main customers;
- c) to enhance diversity and improve overall performance in the workplace and economy; and
- d) to address future demographic change.

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### Process

#### Step 1: Presentations from the panellist

- Say, "We have discussed GR LED, its planning, GR budgeting and the obligations of national and local governments regarding this in the light of SDGs and the Global Agenda 2030. Now the time has come to talk about the environment of our constituencies where the GR LED is really going to take place. Today in this session we have panellists who will tell us about the issue from different angles including a guest panellist who is an expert on the subject and who will give us their expert opinions."
- Invite the panellists to the dais to sit beside you facing the audience.
- Announce the following ground rules:
  - The panellists will deliver their speeches or presentations one by one.
  - D The audience should listen carefully and take notes or write down questions.
  - No questions will be asked during the presentations.
  - □ The floor will be opened after the last speaker of the panel for questions and discussion.
  - One should write questions on paper slips that will be collected during the open-floor discussion.
- After laying down the ground rules, request the first speaker to highlight *the notion of equitable structural and regulatory supports for women entrepreneurs* to achieve the expected GR LED.
- Then give the floor to the second and third speakers to cover: i) the duties of LGs to ensure strategic and practical gender needs and security issues and ii) awarding/subsidizing GR projects from LGs as affirmative action for gender equity.
- Ask the fourth speaker to reflect on the three past speakers and *relate the issue of obligations of national and local* government in the light of SDGs.
- Allocate 5 6 minutes for each of the first four panellists.
- Now invite the guest speaker and the expert to deliver a speech or presentation on *proactive roles of LGs to create* equitable structural and regulatory supports for women entrepreneurs and relate the obligations raised from SDGs. Allow the last speaker(s) 10 15 minutes.

#### Step 2: Open floor discussion and questions/answers

- Take 30 minutes for Step 2.
- Open the floor for questions and ask if anyone has any oral or written questions.
- Ask those who respond to read out the question loudly.
- Offer the opportunity to others to ask questions that are similar to or that complement the first questions and issues. Go back to the panel with a set of questions on similar issues for answers or comments.
- Then go for the second and third round of questions and answers.
- After the last round of questions and answers, ask the audience whether they have any final comments or points to add to complement the discussions.

- Finally, request the guest speaker to give the concluding remarks.
- Write down the important points on the flipcharts throughout the session.
- Summarize the session in the light of the objectives and wrap up the session after giving thanks to the panellists and the audience.



#### Reading materials

# Proactive roles of local governments to create equitable structural and regulatory supports for women entrepreneurs

A transparent regulatory environment and policy framework are preconditions to creating an enabling environment for doing business, including entering the market and operating a business. A "level playing field" is essential for establishing and enhancing women's enterprises in any economy. A level playing field can be created by effective implementation of fair and equalizing policies focussing on the different needs of women and men from a gender perspective. But without translating the policy's goals into actions, a policy cannot bring about any result for the target group. Local governments (LG) are the main implementers of policies in the field and thus have a great role to raise their voice to make the policy framework and infrastructural supports gender responsive where necessary.

The LGs also can play a proactive role by using their discretion as an elected public forum to liberalize the business registration process; improve access to entrepreneurial and management training, loan and financial services, business development services and information, data collection and research; as well as to form and run business associations.

The role of LGs will vary on the basis of geographical and strategic positions, demography, education, skilled force, sociocultural values, natural resources and present economic conditions. Consulting the following selected excerpts of two documents can provide some ideas and inspirations for the interested LGs to be proactive in the field of GR LED: 1) ESCAP, 2018, "Women's entrepreneurship: Lessons and Good Practice" and 2) OECD, 2014, "Enhancing women's economic empowerment through entrepreneurship and business leadership in OECD countries".

#### Lessons and good practices for growth in women's entrepreneurship

It is to identify lessons and good practices which enable women entrepreneurs within ASEAN to address these challenges and grow their businesses that this report has been produced. The foundations of the report are provided by a set of national case studies which examine the situation of women entrepreneurs, as well as the wider policy and institutional environments within which they operate, in Cambodia, Indonesia, Malaysia and the Philippines.1 (ESCAP 2018)

#### Fostering women's entrepreneurship within the AEC: The wider context

The report stands alongside and complements a broader regional study of the challenges and opportunities for women entrepreneurs under the AEC, "Fostering women's entrepreneurship in ASEAN: Transforming prospects, transforming societies" (ESCAP, 2018). This study highlights two key levers for change: greater access to and use of innovative technologies, especially those made available through the ICT revolution; and creative approaches to making finance and credit available to women entrepreneurs, including new options such as crowdfunding, impact investment and 'gender lens' investment.

As well as being critical in their own right, these two levers also contribute to unlocking progress in other constraint areas that need to be addressed if women entrepreneurs are to be empowered to capitalize on the AEC growth opportunities. These include education and training; access to business support and networks; and opening new market opportunities.

The regional study further sets out the following recommendations for action by ASEAN Governments in association with United Nations and other international agencies, civil society organizations and business sector actors. The recommendations inter alia draw on the lessons and good practices identified by the four country case studies.

- 1. Address systemic factors exacerbating gender inequality, including in entrepreneurship.
- 2. Implement ASEAN commitments to support women-owned and operated SMEs

<sup>&</sup>lt;sup>1</sup> Cambodia: Meta Hem; Indonesia: Kaitlin Shilling; Malaysia: Sulochana Nair; The Philippines: Lucita S. Lazo.

- 3. Enhance access to innovative financing for women entrepreneurs.
- 4. Incentivize the use of ICTs by women entrepreneurs.
- 5. Promote innovation and growth-oriented business environments for women-owned and operated SMEs.
- 6. Engage women entrepreneurs in shaping national economic and entrepreneurship policies.
- 7. Strengthen business support and capacity development services for women entrepreneurs.
- 8. Reduce the costs of doing business for women entrepreneurs.
- 9. Facilitate participation of women entrepreneurs in domestic and international value chains.
- 10. Ensure that the status of women entrepreneurs is well captured in national statistical systems.

To enhance women's empowerment and the gender balance in leadership and entrepreneurship it is essential to make a compelling evidence-based business case. There are several reasons why businesses should be – and increasingly are – interested in enhancing the role of women in their companies and why policy makers want to release the untapped potential of women entrepreneurship (OECD 2014). Such reasons include:

- a) to attract and retain the best talent;
- **b**) to better serve consumer markets, including those in which women are the main customers;
- c) to enhance diversity and improve overall performance in the workplace and economy; and
- **d**) to address future demographic change.

With rapid ageing in OECD countries and beyond, the search for talent is of growing importance to many businesses and giving women a greater role is increasingly seen as part of the solution. Firms that are not able to address gender equality in the workplace also risk not being seen as attractive career prospects by the next generation of talent.

#### Female labour force participation and demographic change

In order to achieve stronger, sustainable and inclusive growth, greater gender equality in labour force participation can act as a key instrument by focusing on boosting labour force participation and/or mitigating its decline and, in that manner, provide added impetus to trend growth. There is scope in most countries to increase female employment and labour force participation, while several countries are also facing the prospect of shrinking labour forces over the next 20 years due to population ageing. Labour force will decrease by close to 10% in Germany, Japan, and the Russian Federation by 2025 – with further declines until 2040, also in China, the European Union and Korea. The baseline scenario involves that recent increases in female labour force participation for younger cohorts are projected to increase the participation rate for women aged 15-64 in many countries, but its effect on the overall labour force size is rather modest, except for in Japan. The decline in female labour force participation since the early 2000s in China feeds into baseline scenario projecting a labour force of a smaller size for China than when participation rates were held constant at their 2012 levels ("unchanged" scenari

Objectives:	<ul> <li>At the end of this session, the participants will be able to:</li> <li>Discover innovative tactics of advocating for equitable financing for GR LED projects (public, private, project funding, SMEs, blended financing, PPPs)</li> <li>Visualize the positive economic impacts of prioritizing women entrepreneurship in financing</li> </ul>
Time:	• 75 minutes
Methods/ Techniques:	Case analysis
Learning Materials:	<ul> <li>Case and questions for the groups</li> </ul>
Reading Materials:	<ul> <li>Handout titled: "Local government and gender-responsive finance for private sector development"</li> </ul>
Supplies:	<ul> <li>Poster paper, marker pen, masking tape, board pins</li> </ul>

**Session 3: Gender-responsive financing** 

## Key Message

9

Title

There are five specific ways through which gender-responsive finance for private sector development can contribute to increased gender equality:

- 1. Identifying gender-specific needs that infrastructure services can meet.
- 2. Eliminating gender biases from legal frameworks governing PPPs.
- 3. Paying close attention to the stakeholder consultation process.
- 4. Including a gender-specific affordability analysis.
- 5. Embedding gender-equality considerations in the output specifications for the private sector.

Specifying procurement standards (in point 5 above) can be an important way for local governments to support greater gender equality in value chains. The terms and conditions by which public- or private-sector procurement takes place can be a key means by which a gender-responsive enabling environment can be facilitated.

In order to adequately integrate gender into PPP-based infrastructural and basic service projects, it is necessary to:

- Analyse gender aspects during the preparation and appraisal stage. This requires: collecting sexdisaggregated data, as well as data disaggregated by other locally relevant social factors and by incorporating gender into the analysis and assessment underpinning the PPP;
- Translate the results of the assessment into the design of projects and programmes by designing genderresponsive policies, bidding documents and contracts;
- Use meaningful performance indicators to monitor and evaluate activities designed to narrow gender gaps and advance social inclusion.

## Process

#### Step 1: Group work on specific questions on gender-responsive financing

- Tell the participants, "We have discussed gender concepts in the last sessions, now it is time to relate gender to local economic development. LED aims to encourage economic growth, business creation, and employment generation, which together improve the quality of life for both women and men. But these improvements do not arrive in the same way for women and men because of the gender division of labour, stereotyped values, policies, procedures and unequal distribution of resources. Righting this inequality arising from gender discrimination through affirmative action for equitable LED will improve the quality of life for both women and men. Otherwise, development will not be just. In this session, we shall try to understand the concept of LED and gender-responsive LED."
- Divide the participants into three groups, ensure proportionate mixing of women and men in each group.
- Distribute the case study for all participants in the groups.
- Instruct participants to have a group reading led by each of the members, one after another.
- Tell them that that they have to answer the three questions that are included with the case at the end of the reading.
- After 5 7 minutes, give them the handout and tell them to read it carefully and get ideas to answer the questions.
- Announce that the handout is basically for inspiration, the participants can add references and thoughts from their experiences.
- After finishing the reading, give poster papers and marker pens to every group and allow them 20 minutes for preparing the presentation with the answers to the three questions.
- Ask them to have a discussion among the group's members and prepare the presentation as a consensus.
- Go to the groups along with the resource person or expert and see if they need any help, discuss some gender perspective issues for clarity.

#### Step 2: Presentations on group work

- Ask the groups to stick their posters on a specific board/wall and have them sit in the plenary. There will be one presenter from each group.
- Explain that when one group presents their work, the other two presenters will mark the common points in their posters with a marker.
- After the first presentation, allow the other two groups to present only their unmarked points.
- At the end of all three presentations, ask the plenary whether any important points are still missing.
- Invite the resource person to add points or give comments on the presentations.
- Add your points or arguments after hearing from the plenary and the resource person.
- Summarize and conclude the session in the light of the session objectives and resource materials.

#### Reading materials

#### Local government and gender-responsive finance for private sector development

#### Financing for local private sector development

Before considering various types of financing for private sector development, one must note that each type is typically gender blind, which means that there remains a bias in favour of men from predominant social groups. Since the main actors in finance are predominantly men from certain backgrounds, the financing mechanisms do not respond to the unique needs of many women in local communities or men from other social groups. This is the case for each type of financing below: SME finance, blended finance, MIF and public-private partnerships.

#### **Project finance**

Project finance is the funding of long-term infrastructure, industrial projects, and public services using a structure in which the lenders' recourse is limited primarily or entirely to the project's assets, including completion and performance guarantees and bonds, in case the project company defaults. Project financing relies primarily on the project's cash flow for repayment, using the project's assets, rights, and interests as collateral. Project finance provides an ability for project developers to raise third party investment funds from lenders, whether private or public, domestic or international, while providing more control for the lenders on the project's governance and performance. In these types of arrangements, the project must comply with the lender's bankability standards and financial and socio-economic sustainability measures, which can lead to an increase in transaction costs without proper understanding of how to design and forecast the financial and impact feasibility of the investment. Project finance is widely used in many countries.

#### SME finance

Small- and medium- enterprises (SME) finance another form of financing which can foster LED. Although SME finance is purely private in nature, local government has a major role to play in facilitating the regulatory and business environment needed for these investments to grow and to attract domestic and other forms of financing. Corporate tax receipts, sales and value-added tax receipts, income tax receipts, job creation and other financial and socio-economic returns make these investments vital to LED and meeting the SDGs. Despite the fact that many micro-, small- and medium enterprises (MSMEs), especially in the informal sector, may be run by women, SME finance does not meet the needs of women, as discussed above.

#### **Blended finance**

Local economies are in need of additional financing flows to meet their basic infrastructure, service provision and development needs. Local governments cannot meet its development challenges when fiscal transfers from national governments are shrinking and the local private sector is unable to access domestic or international financing. In these circumstances, blended finance is the strategic use of concessional finance to catalyse additional private sector in SDG-related investments in developing countries. Concessional finance is understood to be resources priced at less than the prevailing interest rate in financial markets. Concessional resources can be from public or private sources and from domestic or international sources. Cumulatively, blended finance supports the development of local markets.

#### Municipal investment finance

Municipal investment finance (MIF) is a rapidly growing but still very limited concept. MIF allows non-sovereign sub-national governments, including local governments, to diversify their financial flows through various borrowing instruments such as municipal bonds or concessional borrowing from public or private actors operating domestically or internationally.

While rare in developing countries, these types of borrowing instruments could be an important way to empower subnational actors and attract commercial and semi-commercial funding to the local level.

#### Local government public-private partnerships

Governments cannot meet the continually growing demand for services by acting alone, and need to look for support from other sectors of society. Public-private partnerships (PPP) are now one of the most widely used forms of such collaboration. PPPs can be broadly defined as a contractual agreement between a government and a private firm with the aim of financing, designing, implementing and operating infrastructure facilities and providing a range of basic services that were traditionally provided by the public sector. It embodies optimal risk allocation between the parties – minimizing cost while realizing project developmental objectives. Thus, a PPP project is structured in such a way that the private sector gets a reasonable rate of return on its investment. It addresses the limited funding resources for local infrastructure or development projects of the public sector, thereby allowing the allocation of public funds to other local government priorities. It also distributes project risks to both the public and private sector.

PPPs acknowledge that both the public and private sectors can benefit by pooling their financial resources, know-how and expertise to improve the delivery of infrastructure and basic services to all citizens. Indeed, some would argue that PPPs combine the advantages of both sectors, bringing together the social responsibility, environmental awareness and public accountability of the public sector; with the finance, technology, managerial efficiency and entrepreneurial spirit of the private sector.

In countries that use PPPs, a specific PPP policy, law, act or decree must be adopted. The purpose of the PPP legal framework is to define the institutional structures and to determine the legal rules governing the procurement, control and regulation of PPPs, in line with international best practice. Thus, the legal framework provides clear definitions, objectives, roles and responsibilities of all stakeholders, governing bodies, administrative rules and procedures, procurement, land acquisition procedures, dispute resolution, approval conditions and procedures, transparency, accountability, PPP agreements and contracts, investment categories, sectors, and investment sizes.

#### Gender in local government PPPs

PPPs that improve the availability and quality of essential infrastructure services as well as access to employment, education and markets, income-generating opportunities and entrepreneurship cannot be assumed to be gender-neutral because women and men have different roles and responsibilities in their households, communities and markets. They also have different needs across their lifespan and have different lived experiences that reflect their place in society. Therefore, PPPs must promote the development of infrastructure that reduces poverty while promoting gender equality, social inclusion and women's empowerment in the long term. This requires including a gender perspective in PPP frameworks at all stages.

There are five specific ways in which PPPs can contribute to increased gender equality:

- 1. Identifying gender-specific needs that infrastructure services can meet. PPPs must be designed and structured by local government to meet women's needs as well as men's, from different ages and backgrounds.
- 2. Eliminating gender biases from legal frameworks governing PPPs. Gender biases exist in legal frameworks that govern PPPs. These are usually not the domain of local government, but local government can act as an advocate with national government to eliminate gender biases in order to improve the performance of the PPP.
- 3. Paying close attention to the stakeholder consultation process. When developing a PPP, local government must consult with stakeholders to ensure eventual project success. Doing so also provides an opportunity for local government to get the views of female and male potential users of a service or facility, which can impact project design because of their different needs for services.

- 4. Including a gender-specific affordability analysis. Ensuring this data is collected in a gender-disaggregated way could lead to a stronger analysis and better understanding by local government of the varying needs and concerns of female and male user groups, which can also impact upon project design and sustainability.
- 5. Embedding gender equality considerations in the output specifications for the private sector. In contracting out to the private sector as part of a PPP, the local government must lay out a clear set of supply benchmarks, output requirements and service quality standards for the private sector contractor. This step provides an opportunity for local government to embed gender equality considerations explicitly into contractual arrangements around suppliers, output requirements and service quality standards.

Specifying procurement standards (in point 5 above) can be an important way by which local government supports greater gender equality in value chains. The terms and conditions by which public or private sector procurement takes place can be a key means by which a gender-responsive enabling environment can be facilitated. Gender-responsive procurement policy offers the possibility to effect relatively rapid and targeted interventions in value chains in ways that increase Women participation. In this light, gender-responsive procurement can be defined as the selection of goods, civil works or services that take into account their impact on gender equality and women's empowerment.

In order to adequately integrate gender into PPP-based infrastructural and basic service projects, it is necessary to:

- 1. Analyse gender aspects during the preparation and appraisal stage, which requires collecting sex-disaggregated data, data disaggregated by other locally relevant social factors and by incorporating gender into the analysis and assessment underpinning the PPP;
- 2. Translate the results of the assessment into the design of projects and programmes by designing genderresponsive policies, bidding documents and contracts;
- **3.** Use meaningful performance indicators to monitor and evaluate activities designed to narrow gender gaps and advance social inclusion.

These should be part of any local government investments, including PPPs.



Title	ssion 4: Gender-responsive investment pipelines			
Objectives:	At the end of this session, the participants will be able to: <ul> <li>Identify the sources of GR investments</li> <li>Analyse the abilities of LGs for facilitating GR investments for local entrepreneurs</li> </ul>			
Time:	<ul> <li>90 minutes</li> </ul>			
Methods/ Techniqu	Ies: • Quiz			
Learning Materials	<ul> <li>Marking sheet</li> </ul>			
<b>Reading Materials:</b>	<ul> <li>Handout titled "Local government and gender-responsive investment pipelines"</li> </ul>			
Supplies:	<ul> <li>Flipchart, notebook, pen, marker pen</li> </ul>			

### S Key Message

Local government has a unique potential to source and identify, in collaboration with the private sector and community groups, gender-responsive revenue-generating investments that promote and encourage government and private sector partnerships and offer opportunities to domestic banks and financial institutions.

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#### Sourcing gender-responsive investments

There are various channels through which local government can potentially source a stream of genderresponsive and inclusive investments. The most common include, but are not limited to:

- Gender-responsive local economic assessments (GR-LEA): These assessments can provide data and analysis of the bottlenecks preventing women and men from entering the labour market.
- Gender-responsive local development plans (GR-LDP): Local government is in a unique position to make the LDP gender responsive to have an impact on gender equality and women's economic empowerment.
- Call for proposals: Technically, these should be launched after the GR-LDP has been agreed upon and after the identification in the GR-LDP of promising economic sectors and value chains that might have the potential to improve the socio-economic and gender-equitable development of a territory.
- Development partners, local financiers and investors: These stakeholders might have a pipeline of investable projects that can respond to the needs of the community through inclusive and genderresponsive LED.

### Process

### Step 1: Read the handouts on local government and gender-responsive investment pipelines

- Divide the participants into four small groups.
- Ask the teams to sit in circles in four corners of the room.
- Give the reading materials to each group.
- Ask them to go through the reading materials carefully.

#### Step 2: Prepare questions on the subject matter

- Provide pen and paper to each group.
- Then ask each team to prepare at least five questions on the given materials. The teams must know the answers to the questions that they have prepared.

#### Step 3: Quiz

- Invite the teams to take part in the quiz and give them the following instructions:
  - The game will have five rounds.
  - Each team can ask five questions.
  - Each team can answer five questions.
  - If a team is unable to answer, then another team shall get the chance to answer the question and get bonus marks if they are correct.
  - If none of the teams can answer, then the team asking the question shall have to answer.
  - □ For each correct answer, the teams shall get five points.
  - No points shall be deducted for giving wrong answers.
- Conduct the quiz round after giving the above instructions.
- Stay neutral. If needed, give the correct answer and the explanation behind it.
- Draw conclusions according to the objectives and in the light of the Resource materials.

# **Learning materials**

Round	Team 1	Team 2	Team 3	Team 4
1				
2				
3				
4				
5				
5				
Total Marks				
I OTAL Marks				
#### Reading materials

#### Local government and gender-responsive investment pipelines

Local government has a unique potential to source and identify, in collaboration with the private sector and community groups, gender-responsive revenue-generating investments that promote and encourage government and private sector partnerships and offer opportunities to domestic banks and financial institutions. However, in order to be able to leverage this potential, local government needs to be equipped with the tools and capacities to identify and generate bankable and sustainable investment opportunities, ensure compliance with best practice, and create catalytic transformative investments that not only respond effectively to the differentiated needs of women and men from different social backgrounds, but which also foster women's economic empowerment.

#### Sourcing gender-responsive investments

There are various channels through which local government can potentially source a stream of gender-responsive and inclusive investments. The most common include, but are not limited to:

- Gender-responsive local economic assessments (GR-LEA): These assessments can provide data and analysis of the bottlenecks preventing women and men from entering the labour market (e.g. transport, markets, unpaid care and domestic work, etc.) and sectors and value chains where economic opportunities and private sector development possibilities in these sectors are the most promising from the perspective of gender-responsiveness;
- Gender-responsive local development plans (GR-LDP): Local government is in a unique position to identify infrastructure and basic services projects, in partnership with the community, the private sector, local financiers and, possibly, donors. As they are an outcome of a participatory process, GR-LDPs foster local ownership by key stakeholders, while the perceived development impact on the intended beneficiaries makes these investments more efficient to implement and structure. They are locally born investments that take into account local resources and skills as well as local needs. They are therefore well-suited for public funding, funding from local domestic financial institutions, and donors because their identification of investable solutions to key bottlenecks makes them bankable and sustainable. Moreover, as the LDP is gender-responsive they will have an impact on gender equality and women's economic empowerment;
- Call for proposals: Technically, these should be launched after the GR-LDP has been agreed upon. After the identification in the GR-LDP of promising economic sectors and value chains that might have the potential to improve the socio-economic and gender-equitable development of a territory, local government can issue a call for proposals to allow the community, NGOs and civil society organizations, and the private sector to propose investments that meet specific criteria set out by the local government. For example, local government could issue a call for proposals on gender-responsive agricultural value chains, gender-responsive transport infrastructure, or gender-responsive marketing arrangements;
- Development partners, local financiers and investors: Local government interacts with individuals in these roles in a variety of forms on a day-to-day basis. These stakeholders might have a pipeline of investable projects that can respond to the needs of the community through inclusive and gender-responsive LED.

Moving these potential investments to a bankable stage is challenging for local government as it involves different layers of deal structuring, contractual arrangements, technical and financial support to get the project to an investment-ready stage. Depending on the size of the investment, this can be burdensome for local government because they might not have the in-house capacities to support such an undertaking.

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#### **Due Diligence**

In developing a pipeline of gender-responsive investments that respond to local needs, due diligence is usually the most challenging process for local government in the investment cycle. It encompasses both a technical feasibility analysis as well as a financial sustainability analysis of the proposed investment. In order to accomplish this analysis, due diligence must include the upfront costs that local government needs to make available for both their planning and investment cycles. This is especially the case when blended finance or PPPs are to be used for the proposed investment.

To do this, technical and financial assessment, which together comprise the business plan, would need to examine three key technical considerations, as shown in the Table below:

#### Technical and financial considerations

Technical Considerations				Financial Considerations		
Development Impact	Metrics	Implementa- tion plan		Operating Environment	Business Model	Investment Potential
<ul> <li>Development Priorities</li> </ul>	<ul> <li>Technical Performance criteria,</li> </ul>	<ul><li>Funding</li><li>TA support</li></ul>		<ul> <li>Economic conditions</li> </ul>	<ul> <li>Financial</li> <li>Performance</li> </ul>	<ul> <li>Strategic Importance</li> </ul>
<ul> <li>LEA Assessment</li> </ul>	measurement, collection	<ul> <li>Monitoring</li> </ul>	$ \Longleftrightarrow $	<ul> <li>Legal Environment</li> </ul>	<ul> <li>Ownership Structure</li> </ul>	<ul> <li>Technology</li> <li>Valuation /</li> </ul>
<ul> <li>Project Design</li> </ul>	<ul> <li>Risk mitigates</li> </ul>	<ul> <li>KM and Reporting</li> </ul>		<ul> <li>Market</li> <li>Dynamics</li> </ul>	<ul> <li>Sustainability</li> </ul>	Risk & Return
<ul> <li>Local</li> <li>Economic</li> <li>development</li> </ul>	<ul><li>Sustainability</li><li>Compliance</li></ul>	<ul> <li>Policy Support</li> </ul>		<ul> <li>Industry Landscape</li> </ul>	<ul> <li>Operations &amp; Management</li> </ul>	<ul> <li>Debt Providers, Co-investors,</li> </ul>
	with support financial restrictions	<ul> <li>Legal</li> </ul>			<ul> <li>Compliance with Thematic revisions</li> </ul>	Equity

In this context, local government must ensure that each proposed gender-responsive investment is economically, technically and financially viable and has no major risks or negative social and environmental impacts. In order to do so, local government must ensure that it applies standardized assessment tools for selecting and assessing the impact of each proposed gender-responsive investment in order to ensure transparency in project selection, funding, co-financing and implementation.

	Session 5: Gender-responsive local economic assessments (LEA)
Objectives:	At the end of this session, the participants will be able to: Identify the Local Economic Assessment (LEA) as an integral part of GR LED planning process
	<ul> <li>Understand the critical questions to be asked in different stages of LEAs</li> </ul>
Time:	<ul> <li>90 minutes</li> </ul>
Methods/ Techniqu	Ies: • Reading in triads, discussions
Learning Materials	<ul> <li>Checklist for the LEA process</li> </ul>
Reading Materials:	<ul> <li>Handout titled, "Gender-responsive local economic assessments"</li> </ul>
Supplies:	<ul> <li>Pen, notebooks, flipchart, marker pen</li> </ul>

#### Since the second sec

A gender-responsive LEA is part and parcel of creating a local economic development strategy. In looking at the distinctive imperatives of the local economy, it identifies underlying gender issues, such as: - Gender issues that determine which business and individuals can flourish; - Whether or not an enabling environment exists so that all people, men and women, can take advantage of economic opportunities; - The comparative economic strengths and weaknesses of a locality, and how gender informs those; and - The extent to which the local economy allows scope for locally driven, inclusive and gender responsive development.

Conducting a gender-responsive LEA is a sequenced process with four stages: - Stage 1: Deciding to develop a local economic development strategy and planning for the LEA - Stage 2: Conducting a gender-responsive LEA - Stage 3: Embedding gender-responsive LEA findings into the local economic development strategy - Stage 4: Formulating the local economic development strategy.

Through the assessment, local stakeholders and partners should gain a clearer understanding of local economic conditions at all spatial levels, from urban to rural areas.

#### Three sub-assessments are the core of a gender responsive LEA. These are:

Assessing the enabling environment b) Assessing the local economy c) Assessing the business environment

#### Four principles should guide careful choices of stakeholders:

- a) **Participatory:** Stakeholders need to be actively engaged in the process the assessment seeks to explore.
- b) Transparency and accountability: The assessment must be responsive and transparent,
- c) **Inclusiveness:** All groups should be included, with attention to representative diversity by gender, educational level, employment status, age, ethnicity, religion, etc.
- d) **Respect:** All stakeholders ought to be treated with respect for their language, sex, gender, location, culture and other nuances specific to the community.

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#### Process

#### Step 1: Reading in triads

- Say, "Considering the enabling environment, if we want to attract GR investments, we must prepare a good LED plan and for a GR plan we should conduct a Local Economic Assessment (LEA) from a gender perspective."
- Divide the participants into eight triads. If there is one extra person then include her/him in any one of the triads.
- Give the triads the reading materials.
- Announce that every triad should answer some questions after the reading is finished.
- Instruct them to take notes after discussions during the reading process.
- After 20 minutes, give the checklist to the triads to read and note down any comments in the light of the reading materials and their own practical experience.
- During the time the triads are reading, write the following questions on the flipchart and fold it back:
- **1.** What is LEA and why is it important?
- 2. How many stages are there in the LEA process and what are they?
- **3.** Who are the main stakeholders of LEA?
- 4. What are the sub areas of the LEA process?
- 5. What is SWOT? Explain in short.
- 6. What are the key principles to select the right stakeholders?
- 7. Mention at least five very important questions from the checklist
  - After 10 minutes, ask whether they were able to answer the questions. If they need more time to consult each other within the triad, allow them 10 additional minutes for discussion.

#### Step 2: Questions and discussion

- Ask only one or two questions to one triad.
- Refer to the other triads if one triad is not able to answer correctly.
- Request the resource person to clarify any ambiguity among the triads at any point.
- In Question 7, do not allow the repetition of the same five questions from the triads.
- Allow discussion during the question and answer session to clarify the points of the Reading materials and checklist.
- Add your points and comments along with the resource person and the participants.
- Sum up the session in time according to the objectives.

### Learning materials

#### **Checklist for the LEA process**

Questions in different stages of the LEA process		Answers		
	Yes	No	N/A	
Deciding to develop a local economic development strategy and plane economic assessment	nning f	or a loca	I	
Has a decision been made to undertake a gender-responsive LEA?				
Has a concept note on the assessment been produced?				
Have all major stakeholders been briefed on the assessment process?				
Do all stakeholders understand what "gender-responsiveness" means?				
Have local systems offered additional support?				
Is funding for the gender-responsive LEA available?				
<ul> <li>Have the strategic vision, goals and priorities of the assessment been clarified to stakeholders?</li> </ul>				
Has a liaison to the assessment been identified?				
<ul> <li>Has the gender assessment team (including the team leader) been identified? Have the terms of reference been developed? Has a list of stakeholders been compiled?</li> </ul>				
<ul> <li>Has the gathering of secondary data (desk reviews, document compilation, etc.) commenced?</li> </ul>				
Have key informants been identified?				
Has gender analysis of the locality been undertaken?				
Have tools for the gender analysis been identified?				
<ul> <li>Have gender-responsive indicators been identified?</li> </ul>				
Has an inception workshop been completed?				
Has the assessment team been trained to conduct the assessment?				

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Questions in different stages of the LEA process	Answ	ers	
	Yes	No	N/A
Conducting a gender-responsive LEA			
Have we identified enabling issues in the local environment?			
Have stakeholders been identified and categorized (male, female, both)?			
Have methods/tools been identified and selected?			
Are data sex-disaggregated/gender-disaggregated?			
Has data analysis been completed?			
Has the gender-responsive LEA been conducted?			
Has a business environment/attitude survey been completed?			
Has a SWOT analysis been conducted?			
Have stakeholder workshops/focus groups been conducted during data collection?			
<ul> <li>Has a region-wide analysis been conducted? Have the location quotient and shift share analysis been used?</li> </ul>			
Do we have an idea of employment patterns and gender imperatives?			
Embedding gender-responsive LEA findings into the local economic Framework	: develo	pment	
Has the draft report been produced?			
Has a validation workshop been held with stakeholders?			
Have comments and inputs been adopted?			
Has the final gender-responsive LEA been produced?			
<ul> <li>Have the findings been embedded in local economic development concepts and priorities?</li> </ul>			
Formulating the local economic development strategy			
Has the local economic development strategy been finalized?			
<ul> <li>Have stakeholders approved the final local economic development concept with gender-responsive LEA inputs?</li> </ul>			
Has local economic development strategy formulation commenced?			

Source: UNCDF, UN Women, UNDP 2020, Guidance Note for Applying the Gender-Responsive Local Economic Assessment Tool. Inclusive and Equitable Local Development 2020

#### Reading materials

#### Gender-responsive LEA

A gender-responsive LEA is part and parcel of creating a local economic development strategy. In looking at the distinctive imperatives of the local economy, it identifies underlying gender issues, such as: gender issues that determine which business and individuals can flourish; whether or not an enabling environment exists so that all people, men and women, can take advantage of economic opportunities; the comparative economic strengths and weaknesses of a locality, and how gender informs those; and the extent to which the local economy allows scope for locally driven, inclusive and gender-responsive development.

Conducting a gender-responsive LEA is a sequenced process with four stages:

- Stage 1 Deciding to develop a local economic development strategy and planning for the LEA,
- Stage 2 Conducting a gender-responsive LEA,
- Stage 3 Embedding gender-responsive LEA findings into the local economic development strategy, and
- Stage 4 Formulating the local economic development strategy.

Through the assessment, local stakeholders and partners should gain a clearer understanding of local economic conditions at all spatial levels, from urban to rural areas. A mapping of economic linkages can reveal key factors enabling and/or constraining sustainable and gender-equitable economic development. These include demographic changes, labour force participation and caregiving, sparsity and peripherality in access to economic opportunities and social services for both men and women, regulations and policies that contain discriminatory provisions against women, and other social expectations, pressures and norms that curtail equitable access to opportunity. (*Excerpted from:* UNCDF, UN Women, UNDP, 2020, The Gender-Responsive Local Economic Assessment Tool: Inclusive and Equitable Local Development, pp. 6-7, 15, 21-26, 29).

Stakeholder category	Examples of stakeholders
Women in business	Female entrepreneurs, women operating family businesses, female CEOs or business leaders
Industry/business associations	Industry associations, local chambers of commerce, women's business associations, women's savings and credit cooperatives, business associations
Professional associations	Labour unions, women's professional associations, other professional associations, employers' associations, trade unions, representatives of cooperatives, associations of the self-employed, financial sector associations, territorial employment service managers
Non-governmental organizations	Non-governmental organizations with social, environmental, cultural or artistic aims; community-based organizations; women's groups; civil society organizations
Elected representatives	Members of legislative bodies, women's representatives in local governments, business representatives on local governments
Local authorities	Territorial public administrations (local and/or provincial/state governments) and their associated combined bodies (associations of local governments, etc.), local government officials, mayors, clerks, councillors, planners

#### Stakeholders for a gender-responsive LEA

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Others	Donors, representatives from land cadastral and registration offices, other government
	line ministries, private sector, academia, community leaders, personnel responsible
	for international development cooperation programmes in the locality, research and
	development centres, technical assistance services, local media

#### Source: Table 1, p. 15

#### Four principles should guide the careful choice of stakeholders:

- 1. **Participatory:** Stakeholders need to be actively engaged in the process the assessment seeks to explore. Participation helps ensure ownership by all individuals and groups involved.
- 2. Transparent and accountable: The assessment must be responsive and transparent and give adequate and timely feedback to stakeholders so they are fully aware of every stage.
- **3. Inclusive:** All groups directly or indirectly involved in the local economy should be included, with attention to representative diversity by gender, educational level, employment status, age, ethnicity, religion, etc.
- 4. **Respectful:** All stakeholders ought to be treated with respect as regards their language, sex, gender, location, culture and other nuances specific to their community.

After all stakeholders have been identified, the team should organize an inception workshop where they come together to examine local development imperatives from a gender perspective.

#### Conducting a gender-responsive LEA

Conducting a gender-responsive LEA requires a systematic and clearly thought-out strategy to ensure that it yields actionable information to inform local planning. This information must be accurate, precise and clear enough to form the basis for decision-making.

A gender-responsive LEA involves collecting different quantitative and qualitative data from various sources. Fieldwork and participatory processes will gather new insights, perspectives and ideas that will influence eventual findings and recommendations. All diagnostic tools used for the assessment must allow sex-disaggregated data to be collected, analysed and communicated to stakeholders who will develop the local economic development plan.

Data collection approaches include: desk research (develop essential background information and insights to support the participatory phases of the assessment, and consider how gender-responsiveness is mainstreamed in various written products); labour market analysis; statistical data analysis (national, regional, local); questionnaires and surveys (local, enabling environment and business attitude surveys); structured/unstructured interviews and focus groups (face-to-face, group discussions); key informant interviews/face-to-face interviews; direct observations (support and triangulate findings from other methods, or reveal new details or questions); and case studies. Several participatory approaches can interrogate different themes relevant to gender-responsive development. These include:

- 1. SWOT analysis of the potential strengths, weaknesses, opportunities and threats of the local economy. This can develop understanding of different issues that enable or hinder development and its level of gender-responsiveness.
- 2. Strengths (local assets) of the economy relate to competitive wage rates, a skilled female workforce, genderresponsive budgeting, educational and research institutions in the locality, a safe locality, productive existing firms, proximity to raw materials or other natural resources, the investment climate, the availability of local subsidies for business, the rule of law, the ease of business registration, the presence of active representation, access or proximity to major transport routes, etc.
- 3. Weaknesses (obstacles to growth) can include worsening poverty, barriers to female participation, complex or discriminatory local regulatory procedures, inadequate infrastructure, limited access to credit, health issues affecting

the workforce, crime, distance from neighbouring markets, poor climate, harmful cultural traditions, etc.

- 4. Opportunities (favourable external conditions) relate to access to new technologies, new international trade arrangements, discovery of new natural resources, youthful population, macroeconomic/political developments, expanding markets, an emerging skilled workforce, etc.
- 5. Threats (unfavourable external trends) may involve rapid demographic changes, emerging negative social norms and practices, downsizing of global business or loss of markets resulting in local plant closure, outmigration and loss of educated population to other areas, inability to access and control resources and benefits, unplanned inward migration, climate change, increasing poverty, etc.
- 6. Stakeholders' workshop: This can validate findings, formulate recommendations in a participatory process, solicit feedback from stakeholders, and informally survey stakeholders on the resources and capacities needed to implement recommendations. Workshops can be organized to gather data, almost like a very large focus group.
- 7. Focus group discussions: These will be conducted once common concerns have been identified and need further examination. For example, a common problem may be that businesspeople are experiencing skill shortages in certain areas. A "skills need" focus group could be set up to include major businesses, the LEA team, and local providers of vocational and higher education.
- 8. Key informant interviews: These are an important research tool for business environment surveys. They should canvas major actors who can provide insights into the business environment and women's participation. They may include leading women business entrepreneurs, leaders of local women's leagues, NGO practitioners, donors, representatives of financial institutions, leaders of a local chamber of commerce, etc.. Insights gleaned from the desk review and formal and informal consultations with key informants will help to identify additional potential key informants.
- 9. Structured interviews. The interviewer (or interview team) follows a precise protocol, asking only a set of predetermined questions, without follow-up questions or observations. This type of interview is used most often by quantitative researchers and is particularly appropriate when looking for very specific information. It keeps the data concise and reduces researcher bias, but it also can be limiting because it does not allow for an expanded discussion.

Data from key informant interviews are mostly unstructured thoughts and stream-of-consciousness comments from interviewees. After the interview, some structure should be given to the data. This requires several steps: read over your notes for each question and highlight key issues (e.g., "more aware", "other options", "improvement"); if there are particularly insightful or remarkable comments, make note of the entire comment (e.g., "Before, I couldn't save 10,000 shillings a week, but I opened my own business last month").; make a list of the key words/issues raised for each question. You should also number each interviewee (1, 2, 3...) and put the number of the interviewee next to the key issue the interviewee raised. This will aid in expediting analysis of general comments by letting you know how many people share a similar opinion.

#### Table 1: Example of matching interviewee to key issues raised on a survey question

Key issue	Interviewee number
Opened a business	1,2
Challenge with paying taxes for his/her local business	3
Household chores make it hard to attend meetings	2,4,5
Involved in a women's saving and cooperative group	6,3

- **10. Semi-structured interviews:** The interviewer (or interview team) follows predetermined questions but has some room to ask for clarification or additional information.
- **11. Unstructured interviews:** The interviewer loosely follows a checklist, but the interaction is closer to a discussion than an interview. This allows for a more laidback exchange, but also reduces the scope for comparison between different informants. Semi-structured interviews are generally preferred for this type of exercise, but interview techniques should be selected based on those most conducive to a good outcome for analysis.

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#### Three sub-assessments are the core of a gender responsive LEA are:

- a) Assessing the enabling environment
- **b)** Assessing the local economy
- c) Assessing the business environment

#### Step 1: Assess the enabling environment

Gender equality and women's economic empowerment depend heavily on access to resources governed by social and institutional frameworks that determine how they are distributed and used. An enabling environment will facilitate women's access to information, credit, training and technology; support better incomes and improved work conditions; increase women's participation in high-value economic activities and decision-making; discourage discriminatory practices; and bolster social protection and other safety nets for women workers.



#### Module 5 | Session 5: Gender-responsive local economic assessments (LEA) 31

More specifically, an enabling environment is a set of interrelated conditions that allow people to engage in development processes in a sustained and effective manner. Conditions may be legal, organizational, financial, informational, political and/or cultural, among others. In the context of a local economy, a gender-responsive enabling environment fosters gender-equitable economic development. Assessing the main factors that help and hinder gender-responsiveness can start by considering questions such as:

- Is the national policy framework aligned to international commitments on gender equality? For example, has the country ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)?
- What is the country's commitment in relation to the SDGs and SDG 5 on gender equality?
- How are gender concerns reflected in national policies or strategies?
- What are the structural enablers/hindrances to gender-inclusive local economic development?
- What are the existing regulatory and legal instruments and issues affecting women's enterprises, asset ownership and related cultural imperatives?
- What is the level of access by vulnerable groups (e.g., ethnic minorities, immigrants, landless people) to business development services, skills and training?

When assessing an enabling environment, there are numerous factors to consider. These can be clustered into broad themes capturing the full range of issues involved in gender-responsive local economic development, A comprehensive analysis of an enabling environment can draw on the methods outlined above.

#### Step 2: Assess the local economy

Assessing a local economy identifies critical issues affecting prospects for economic growth, including development opportunities and needs. Quantitative and qualitative information define these issues and can help establish benchmarks for monitoring progress. Some core elements include:

- Local economic conditions, such as employment and unemployment and fiscal well-being measured by tax rates and taxing capacity.
- Current economic activity, including the number of firms, their industry type, size, age, location, wage levels and amount of new investment. The assessment should determine major economic sectors and their growth, and how they compare with trends in the wider region and nation. This process can pinpoint which local sectors are growing faster and slower than others and identify the most important industries in key sectors.
- Future trends and developments, such as legislation or changes in economic structure that may have an impact on the local community.
- Community attributes, such as the size of the labour market, wage rates, market size, market growth rates, land and building availability, and community amenities affecting quality of life.

A good local economic assessment is comprehensive and useful in informing economic goals and strategies. Keep in mind that a local economic assessment is only a snapshot of a local economy. Communities and their economies are dynamic, changing constantly. The structure of an economy tomorrow will not necessarily resemble its structure today.

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#### Step 3: Assessing the business environment

#### Conduct a business-enabling environment survey

The business-enabling environment survey should be undertaken in close collaboration with the local business community.<sup>1</sup> It will help determine available opportunities for women-owned enterprises as well as women in formal and informal employment

To understand how the local environment affects business performance, the survey should capture information about individual businesses, how long they have been established, the number of employees, skills, products produced, exports and supply chains. It should explore the particular challenges of women entrepreneurs and/or any opportunities accessible to them. It may also consider problems faced by businesses when interacting with local governments and/ or other tiers of government.



<sup>&</sup>lt;sup>1</sup> The gender-responsive LEA team should make deliberate as- surances to the business community that the information collected is for generating genderresponsive evidence and not for any other purpose, e.g., taxation.

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, including UNDP, UNCDF, UN Women or the UN Member States.

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# Facilitation Guide Public-private Gender-responsive Investment

Module 5



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The UN Capital Development Fund makes public and private finance work for the poor in the world's 46 least developed countries (LDCs). UNCDF offers "last mile" finance models that unlock public and private resources, especially at the domestic level, to reduce poverty and support local economic development. UNCDF pursues innovative financing solutions through: (1) financial inclusion, which expands the opportunities for individuals, households, and small and medium-sized enterprises to participate in the local economy, while also providing differentiated products for women and men so they can climb out of poverty and manage their financial lives; (2) local development finance, which shows how fiscal decentralization, innovative municipal finance, and structured project finance can drive public and private funding that underpins local economic expansion, women's economic empowerment, climate adaptation, and sustainable development; and (3) a least developed countries investment platform that deploys a tailored set of financial instruments to a growing pipeline of impactful projects in the "missing middle."

UN WOMEN is the UN organization dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN WOMEN was established to accelerate progress on meeting their needs worldwide. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

### **Objectives of Module 5**

This module introduces the Women's Economic Empowerment Index (WEEI), a tool developed by UNCDF, UNDP and UN Women to evaluate and support the financing of investable projects that directly promote women's economic empowerment in the least developed countries (LDCs). Module 5 reviews participants' understanding of gender-responsiveness based on the knowledge they have gained from the course through some hands-on exercises (i.e. engendering an existing local development plan from their constituency or evaluating a fictional PPP investment plan by using the WEEI tool). The participants will prepare an action plan for developing a new GR LED plan for their constituencies.

In addition, this preparatory assignment will also contribute to:



Apply gender knowledge to engender present and future projects



Examine the gender-responsiveness of a project by using the WEEI Checklist

Prepare an action plan for developing a new GR LED plan



### **Daily Schedule**

#### Day 5 Schedule.

## Module 4 (suite): Strengthening gender-responsive LED through enhancing private sector initiatives

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Quick start		
9:00 am	<ul> <li>To start the day's activities after reviewing the previous day</li> <li>To concentrate on the day's learning</li> </ul>	<ul> <li>Learning materials: Not needed but it will be better if there are musical instruments, 12-14 pieces of colorful cloth (measuring 3 feet × 9 feet)</li> </ul>	
<b>Topic</b> 9:30 am	<ul> <li>Module 4   Session 5   Gender-response</li> <li>To identify the Local Economic Assessment (LEA) as an integral part of GR LED planning process</li> <li>To be familiar with the critical questions to be asked in different stages of LEA</li> </ul>	<ul> <li>sive Local Economic Assessment (LEA)</li> <li>Method/technique: Reading in triads, discussion</li> <li>Learning materials: Checklist for the LEA process</li> <li>Reading materials: Handout titled "Gender Responsive Local Economic Assessment"</li> <li>Supplies: Pen, notebooks, flip chart, marker pen</li> </ul>	
10:40 a.m.	Tea break		

#### Module 5: Public-private gender-responsive investment

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Module 5  Session 1  Engendering LE	D Plans	
11:00 a.m.	<ul> <li>To transform a plan from gendered to engendered</li> <li>To analyse corporate responsibility on tax and labour from a gender perspective</li> </ul>	<ul> <li>Method/technique: Workshop</li> <li>Learning materials: The latest plan of each constituency in presentation format</li> <li>Reading materials: Handout titled "LED strategy and plans"</li> <li>Supplies : Poster paper, marker pen, masking tape</li> </ul>	
Торіс	Module 4   Session 5   Gender-respor	sive Local Economic Assessment (LEA)	

#### Module 5 | Schedule 5

Time	Objectives	Method, Materials, Stationaries	Facilitator
9:30 am	<ul> <li>To identify the Local Economic Assessment (LEA) as an integral part of GR LED planning process</li> <li>To be familiar with the critical questions to be asked in different stages of LEA</li> </ul>	<ul> <li>Method/technique: Reading in triads, discussion</li> <li>Learning materials: Checklist for the LEA process</li> <li>Reading materials: Handout titled "Gender Responsive Local Economic Assessment"</li> <li>Supplies: Pen, notebooks, flip chart, marker pen</li> </ul>	
Торіс	Module 5   Session 2  Action plan		
12:15 p.m.	<ul> <li>To prepare an action plan for developing a new plan of GR LED</li> </ul>	<ul> <li>Method/technique: Constituency- based group work</li> <li>Learning materials: Action plan form with activities</li> <li>Reading materials:</li> <li>Supplies: Pen, notebook</li> </ul>	
1:15 p.m.	Lunch		
Торіс	Module 5   Session 3   Women Econom	nic Empowerment Index (WEEI)	
2:00 p.m.	<ul> <li>To familiarize themselves with the tool called WEEI</li> <li>To study the WEEI and be able to apply it.</li> </ul>	<ul> <li>Method/technique: Presentation, group practice with a mentor</li> <li>Learning materials: WEEI Checklist for identifying GR Business</li> <li>Reading materials: Handout titled, "The Women's Economic Empowerment Index and Gender-responsive private sector businesses."</li> <li>Supplies: Notebook, pen, Brown paper, masking tape</li> </ul>	
3:30 p.m.	Tea break		
Торіс	Module 5   Session 2   Evaluating proje	ects with the WEEI	
3:45 p.m.	<ul> <li>To practice the WEEI tools for evaluating a project</li> <li>To prepare a list of recommendations for further improvement of the project from a gender perspective</li> </ul>	<ul> <li>Method/technique: Project proposal analysis</li> <li>Learning materials: A project proposal of UNCDF, WEEI checklist</li> <li>Reading materials:</li> <li>Supplies : Pen, notebook, brown paper</li> </ul>	
Торіс	Wrap up the day and the end of Phase	2	
4:45-5:30 p.m.	<ul> <li>To reflect on the last two days</li> </ul>	<ul> <li>Method/technique: Individual reflections</li> <li>Learning materials:</li> <li>Reading materials:</li> <li>Supplies: Cards, sign pen, board pins</li> </ul>	

#### Title Session 1: Engendering LED plans

Objectives:	At the end of this session, the participants will be able to: • To transform a plan from gendered to engendered • To analyse corporate responsibility on tax and labour from a gender perspective
Time:	90 minutes
Methods/ Techniques:	Workshop
Learning Materials:	The latest plan of each constituency in presentation format
Reading Materials:	Handout titled "LED strategy and plans"
Supplies:	Poster paper, marker pen, masking tape

#### S Key Message

Participants will have a better understanding about linking gender-responsive LEA and Local economic development strategies and plans. The value of gender-responsive local economic development is significant to realizing the full participation of women in local economic development.

#### Process

#### Step 1: Preparation for workshop

Divide the participants into two groups and provide the following materials and instructions:

**Materials and supplies:** The latest plan of any two constituencies, presentation posters, worksheet for pairs, pen, notebook, marker pen, VIPP / easel board.

#### Instructions:

- Every group should have one facilitator and one rapporteur.
- The facilitator will give the photocopy of the latest plan of any of the constituencies to the workshop participants.
- In the first 15 minutes, the members of each group including the facilitator and the rapporteur will do a reading circle on the plan they have.
- Then the facilitator will stick up the poster on a board and divide the group into pairs and give them the form to fill out.
- The facilitator will instruct the pairs to point out the gendered elements in the present plan and write them down in the form they were given.

- Similarly, the pairs will write down how to engender the plan (recommendations) in the form.
- Each pair will fill out one form only through reading and discussion.
- Finally, the facilitator will collect the points and recommendations from the pairs one by one and write them into the poster on the board after the discussions.
- The two rapporteurs will report back the findings to the plenary.

Take only 5 minutes to deliver the instructions and materials.

#### Step 2: Workshop

- Tell the participants that they will prepare a presentation to be delivered in plenary that addresses the issues of engendering the elements in a project proposal using the knowledge that they have gained.
- Provide assistance to participants.
- Supply necessary materials and supplies for both the workshops.
- Observe the workshop and provide assistance to the facilitator if needed.
- Remind them of the meanings of gender issues and vocabulary where necessary.
- Give pointers to the pairs if you feel them to be relevant.
- Allow 50 minutes for the workshop.

#### Step 3: Presentation of findings from the workshops in the plenary

- Invite the rapporteurs to share their findings from the workshops one-by-one.
- Allow very short reflections on the presentations.
- Add your points and reflections.
- Invite the resource person for reflections and add points regarding corporate responsibility on tax and labour from a gender perspective.
- If there is no resource person, then you should take the role.
- Summarize the discussion according to the session objectives
- Take no more than 35 minutes for Step 3.

### **E**, Learning materials

Plan title:

Period:

Implementer:

#### Findings

No.	Identified gendered points in the plan	Recommendations: Ways of engendering the plan

#### Reading materials

#### **LED Strategy and Plans:**

The findings of the gender-responsive LEA will need to be well integrated within the local economic development strategy and plans. The LEA assessment team should guide the LED team of the locality to agree on priority objectives and programmes, factoring in gaps and opportunities.

The final local economic development strategy and plan should include key findings from the gender-responsive local economic assessment. Local economic development planners involved in the assessment should identify programmes and projects that represent quick wins or that can readily demonstrate the value of a gender-responsive agenda in the local development process. At the same time, realizing the full participation of women in local economic development may require a sustained process of overcoming deeply entrenched discriminatory attitudes and challenging unequal power structures that marginalize women in decision-making.

Below is a checklist of key questions that will help guide how gender-responsive an LED plan is:

- Does the local economic development strategy clearly state gender-responsive goals, objectives and outcomes?
- Do the planned activities match the gender issues and gender-responsive goals identified in the local assessments?
- Are targets disaggregated by gender when appropriate?
- In the long run, will the strategy have a positive or a negative impact on women's socioeconomic status and empowerment?
- Does the strategy include indicators disaggregated by sex?
- Are the strategy's indicators adequate to measure gender-responsive outcomes?
- Are budget allocations appropriate and adequate for gender equality/gender mainstreaming?
- Does the strategy build on the initiatives of other organizations in the locality aimed at promoting genderresponsiveness?

### Title Session 2: Action Plan

Objectives:	<ul> <li>At the end of this session, the participants will be able to:</li> <li>Prepare an action plan for developing a new plan for GR LED</li> </ul>
Time:	• 60 minutes
Methods/Techniques:	Constituency-based group work
Learning Materials:	<ul> <li>Action plan form with activities</li> </ul>
Reading Materials:	<ul> <li>None</li> </ul>
Supplies:	<ul> <li>Pen, notebook</li> </ul>
Notes for Facilitator:	<ul> <li>Prepare enough copies of the action plan form.</li> <li>Talk beforehand to the resource person and the representatives of the organizers regarding their roles during the action plan session.</li> </ul>

#### Process

#### Step 1: Group work

- Divide up the group by constituency.
- Give the Action plan form to all members of the group.
- Explain the form and how to fill it out.
- Allow them 25 minutes to work.
- Instruct them to fill out at least two forms per group so that they can give one copy to the organizers and keep one copy for themselves.

#### **Step 2: Presentation**

- Ask one person from each group to read out their plan aloud.
- Give your comments and observations or corrections if needed.
- Ask the resource person and the representative of the organizers to comment and give input.
- Remind the participants of the round plate simulation and refer to learning on gender and SDGs to motivate participants so that they feel encouraged to achieve the targets of the Action plan.
- Conclude the session by thanking them all.

#### **Learning materials**

#### Gender Responsive Local Economic Development (GR LED) Action Plan

Constituency: \_\_\_\_\_\_
Period: \_\_\_\_\_\_
Technical Assistance: \_\_\_\_\_\_
Date of preparation: \_\_\_\_\_\_ Prepared by (names and signatures): \_\_\_\_\_\_



No.	Activity	Target	Process	Timeline	Person(s)concerned	Remarks
<u>-</u> :	Organize Gender sensitization workshops/ trainings for the potential stake holders of GR LED (such as elected representatives, public officials, women organizations,		Objectives: Method/approach:			
	entrepreneurs, social opinion leaders etc.)		Technical support:			
2.	Organize gender workshops on SDGs and the mandates of LGs with		Objectives:			
	of GR LED		Method/approach:			
			Technical support:			

Timeline Person(s)concerned Remarks					
Process	Objectives: Method/annroach.	Technical support:	Objectives:	Method/approach:	Technical support:
Target Process	Objectives: Method/ammosch.	Technical support:	Objectives:	Method/approach:	Technical support:
	Conduct a gender- responsive Local Economic Assessment of the constituency Mathod/annroach:	Technical support:	Prepare a full-cost Objectives: gender-responsive local government-led		Technical support:

No.	. Activity	Target	Process	Timeline	Person(s)concerned	Remarks
Ŀ.	Prepare Gender Budget Statements for the potential gender-		Objectives:			
	responsive investments in the constituency		Method/approach:			
			Technical support:			
O	Organize participatory community meetings		Objectives:			
	to review investment proposals		Method/ approach:			
			Technical support:			

Title S	Session 3: Action Plan
Objectives:	<ul> <li>At the end of this session, the participants will be able to:</li> <li>Familiarize themselves with the tool called WEEI</li> <li>Study the WEEI and be able to apply it.</li> </ul>
Time:	<ul> <li>60 minutes</li> </ul>
Methods/ Technique	<ul><li>Presentation, group practice with a mentor</li></ul>
Learning Materials:	<ul> <li>WEEI Checklist for identifying GR businesses</li> </ul>
Reading Materials:	<ul> <li>Handout titled, "The Women's Economic Empowerment Index (WEEI) and gender-responsive private sector businesses."</li> </ul>
Supplies:	<ul> <li>Notebook, pen, brown paper, masking tape</li> </ul>
Notes for Facilitator	<ul> <li>Re-read the WEEI checklist and note the important points</li> <li>Share the session plan with the resource person</li> </ul>

#### Key Message

9)

Participants will gain extensive knowledge of the Women's Economic Empowerment Index (WEEI), which is a standard that assesses viability of an investment from a women's economic empowerment perspective and are used to evaluate the extent to which businesses and public investment projects contribute to gender equality and women's empowerment.

The WEEI tool allows users to rank and prioritize gender-responsive investment projects. WEEI aims to promote sustainable entrepreneurship principles that focus on both social outcomes as well as business profits, hence recognizing the need to expand the scope of project evaluation to broader measures of women's well-being. WEE criteria and indicators are, therefore, beneficial to businesses seeking to measure, track, and assign a value to the impact of their sustainability activities on key business financial metrics.

The identification of criteria to reflect gender-responsive investments focuses on three institutions: the public sector (infrastructure projects), business/enterprise, and finance. Several criteria are used to formulate the indicators for the WEEI. These are: 1) gender-equalizing conditions in the workplace and in the firm's business relations outside the firm, such as in relation to suppliers; 2) a demonstrated public commitment to contributing to and supporting gender equality; and 3) the extent to which business products and public investment projects reduce women's unpaid labor and promote their engagement in paid employment.

These criteria are used to identify a set of indicators that can then be used in a straightforward manner to rate and rank businesses and public investment projects. The points earned for each indicator range from 0 (the most gender-unequal business or public investment project) to 1 (the most gender-equal business or project). A weighted average of the points earned on indicators in each group is then calculated. Businesses and municipal projects that score an average that is above 0.5 are then eligible to be considered for grant funding.

#### Process

#### Step 1: Presentation from the resource person

- Invite the resource person to give a 10-minute presentation on the WEEI tool.
- Allow two to three questions from the participants to the resource person after the presentation.
- Add your points and comments.
- Prepare the participants for the next step: to discover and use the WEEI tool in groups.

#### Step 2: Group practice on WEEI tools with the resource person

- Divide the participants into five groups that all include both women and men.
- Provide a copy of the WEEI checklist to all group members.
- Ask the groups to go through the tools and note if they have any difficulties understanding the checklist.
- After 10 minutes, collect questions from the different groups and check for similarities.
- Invite the resource person to answer the questions and explain the technical aspects. Allow 10 minutes for this.
- Instruct the group to go back to their practice again and note questions related to scoring.
- Request the resource person to go to one group and coach them for 3–5 minutes.
- You can go with the resource person to the first group and then coach two other groups while the resource person coaches the other two.
- Limit the coaching session to a total of 15 minutes and allow the groups to work another five minutes after having the coaching.

#### Step 3: Questions, comments and reflections

- After Step 2, allow the groups to ask questions or share their reflections and comments.
- Refer the questions to any participants who have a good understanding of the tool and then to the resource person.
- Identify the participants who have a better understanding as well as those who are still struggling.
- Make pairs or triads by matching those participants who have a better understanding with those who are still struggling.
- Give them five minutes to advance with peer learning.
- Invite all the peers to a plenary session after the exercise and request the resource person to give the final remarks in 5 minutes.
- Summarize the session and ask them to be prepared to apply this tool in the next session.

#### **Learning materials**

### The women's economic empowerment index and gender-responsive private sector businesses

Investment criteria that are capable of assessing not only financial but also social returns on projects, including women's economic empowerment (WEE) are important for several reasons. Financial criteria are limited in scope and fail to capture social and equity benefits of investments that can have positive feedback effects on private firms' bottom line and on societal well-being. WEE has important benefits for long-run economic growth and poverty reduction, as evidenced by a large and growing literature.<sup>1</sup> Because the focus on WEE, however, is relatively recent, businesses themselves may be unaware of the potential gains from addressing gender inequality in their policies and practices.

Privately-owned corporations are increasingly interested in the broader effects of their investments, and as a result there has been a surge of interest in the Sustainable Development Goals (SDGs) as a guidepost for firm investment decisionmaking. More generally, sustainable entrepreneurship principles that focus on both social outcomes as well as business profits recognize the need to expand the scope of project evaluation to broader measures of societal well-being. Apart from opening up new opportunities for efficiency gains and innovation, a commitment to sustainability enhances reputations. WEE criteria and indicators can thus be beneficial to businesses seeking to measure, track, and assign a value to the impact of their sustainability activities on key business financial metrics.

WEE-focused criteria and indicators also offer a tool for policymakers to prioritize public investments as well as publicprivate partnerships. Cost-benefit analyses of public investment that incorporate gender effects serve to improve the efficiency of public sector spending, helping to maximize social returns. With regard to public infrastructure investment, projects that help women carry out unpaid work free up time for paid work.

Projects can also improve women's ability to engage in productive work and thus close gender income and resource gaps. For example, clean energy investments reduce women's exposure to harmful cooking methods. Improved sources of energy that are also less costly can support the viability of women's informal sector enterprises. Transportation investments can improve the ability of women farmers to access markets through road improvements, and irrigation projects and agricultural processing and storage facilities support higher incomes for women. Investment in Information and Communications Technologies (ICT) can also promote WEE. Internet access facilitates e-government, making it easier for women to access important services such as land registration, microfinance, and license and training program applications.

#### Criteria for identifying gender-responsive investments

The identification of criteria to reflect gender-responsive investments focuses on three institutions: the public sector (infrastructure projects), business/enterprise, and finance.

Several criteria are used to formulate the indicators for the WEEI. These are: 1) gender-equalizing conditions in the workplace and in the firm's business relations outside the firm, such as in relation to suppliers; 2) a demonstrated public commitment to contributing to and supporting gender equality; and 3) the extent to which business products and public investment projects reduce women's unpaid labor and promote their engagement in paid employment.

These criteria are used to identify a set of indicators that can then be used in a straightforward manner to rate and rank businesses and public investment projects. The points earned for each indicator range from 0 (the most gender-unequal business or public investment project) to 1 (the most gender-equal business or project). A weighted average of the points earned on indicators in each group is then calculated.

<sup>1</sup> See, for example, Stotsky (2006), Elborgh, et al., (2013), Kabeer and Natali (2013), Bandiera and Natraj (2013), Onaran (2017), and Seguino (2017).

#### A. The Business WEEI

The business WEEI has four groups of indicators: 1) organizational structure and workforce, 2) institutional profile, 3) business product (good or service) provided, and 4) supply chain/procurement. For each group, a set of indicators is identified along with suggested sources from which to obtain the required data or information. Bonus points are also possible.

Indicators to evaluate **organizational structure and workforce** center on women's share of leadership positions within the firm, their ownership share, and their equitable representation in jobs. In addition, there are two bonus questions on firm efforts to retain women employees are also two bonus indicators on retention efforts. Data on these indicators are typically available from a firm's human resources department, and can be supplemented by qualitative evaluation in some cases.

*Institutional profile* indicators assess the firm's commitment to gender equality in employment in its policies, including those on benefits, training, in-house childcare, flexible work time, access to mentorship, and anti-harassment, for example. In addition, there is a bonus question on evidence of zero-tolerance policies for sexual abuse and violence by employees and management. The data for these indicators can be found in a firm's policies (typically from the human resources department) and employment contracts.

Indicators related to **business product provided** assess the extent to which the goods or services sold by the firm directly reduce unpaid care and domestic labor and help to increase women's ability to participation in paid economic activities. For example, products that reduce unpaid labor include forms of technology, such as electricity or other energy-related projects. Examples of products that increase women's participation in income-generating opportunities include Internet connectivity and services that promote women's physical security in public spaces. In addition, this set of indicators includes an assessment of the marketing of goods removes or reduces gender stereotypes. An additional indicator assesses whether women and men are charged the same price for the firm's goods and services and whether the firm engages in outreach to potential female customers. The assessment of these indicators is qualitative, based on interviews of the relevant managerial sand marketing staff.

Indicators of gender effects of *supply chain/procurement* assess the percentage of suppliers that are women and the fairness in prices paid to women and men suppliers. Further, procurement policies are evaluated to determine whether the firm relies on gender-responsive suppliers, that is, suppliers whose practices in employment and treatment of workers is gender-equitable. These data are found in a firm's financial records and may also require additional qualitative evaluation based on interviews of key firm personnel.

Once each indicator has been scored, the evaluator sums the scores in each of the four categories and then computes the firm's WEEI, weighting each category according to the formula provided. In particular, the score from **organizational structure and workforce** indicators receives a weight of 10%, while the remaining three categories are weighted 30% each. The reason for the lower weight on **organizational structure and workforce** is because many businesses are unlikely to have high shares of women at the board, or as managers and employees at this stage of their evolution. Based on this, the **Business WEEI** is calculated as follows:

#### Business WEEI = 0.1 \* A + 0.3 \* B + 0.3 \* C + 0.3 \* D

#### **B. The Public Investment WEEI**

Public investments can play a significant role in empowering women by reducing women's unpaid care burden and increasing their job opportunities. The public investment WEEI is a tool to help prioritize those projects that most successfully empower women. This index has two groups of indicators. One set assesses the extent to which the project (directly or indirectly) promotes *environmental and social safeguards* and the second includes indicators that assess the extent of *gender-equalizing conditions* embedded in the project's goals and practices.

Indicators of *environmental and social safeguards* are comprised of safeguards such as access to clean water; improved sanitation, public transportation, and health; and decreased incidence of gender violence and forced or child marriage. Assessments of these indicators will rely primarily on qualitative evaluation.

There are 11 indicators to measure the extent of a project's *gender-equalizing conditions*. Among these are the project's explicit commitment to promoting women's empowerment, whether the project offers equal pay and benefits for men and women workers, the existence of policies to ensure discrimination-free work enforcement, and gender equality among suppliers in prices paid as well as the share of suppliers that are women. Data will be from the project's policies, staff rules and regulations, as well as qualitative evaluation.

Once each indicator has been scored, the evaluator sums the scores in each of the two categories and then computes the project's WEEI, with each category weighted equally. Based on this, the *Public Investment WEEI* is calculated as follows:

#### *Public Investment WEEI* = [A+B]/2



Checklist for Identifying Gender-Responsive Businesses (MSMEs)	onsive Businesse:	s (MSMEs)				Ę,
Section 1: Organizational Structure and Workforce	d Workforce					W
	Female (F) (# of females)	Male (M) (# of males)	Female share (FS) = F/F+M	Score	Sources	EEI TO
Female Share of Board Members (%)				If FS is > 0.50, 1 point If 0.30 < FS < 0.50 = ½ point If FS is < 0.30 = 0 points	HR & Management records/ Qualitative evaluation	OOL
Female Share of Managers (supervising staff only) (%)				If FS is > 0.50 = 1 point If 0.30 < FS < 0.50 = ½ point If FS is < 0.30 = 0 points	HR & Management records/ Qualitative evaluation	1
Female Share of Permanent Employees				lf > 0.50 = 1 point If FS is 0.35 < FS < 0.50 = 1/2 point If FS is < 0.35 = 0 points	HR records/Qualitative evaluation	1
Female Share of Fixed Contract (Temporary, Seasonal) Employees				lf FS <0.5, 1 point lf 0.5 <fs<0.6= 1="" 2="" point<br="">lf FS &gt; 0.6, 0 points.</fs<0.6=>	HR records/Qualitative evaluation	1
	Yes	No				
*Bonus: Evidence and/or documented plans to track employee retention rate by gender.				lf Y = ½ point lf N = 0 points	HR Management records/ Qualitative evaluation HR Management records/ Qualitative evaluation	[
*Bonus: Evidence of companies tracking return rate of employees after maternity leave and other types of leave. Reinstatement of				lf Y = ½ point If N = 0 points		
*Bonus: Evidence and/or documented plans to track staff promotion rate by gender.				lf Y = ½ point lf N = 0 points		

### 

Percentage of businesses that are women-owned (%)	No. of women- owned businesses	No. of male- owned businesses	(F)/F+M	If FS is > 0.50 = 1 point If FS is 0.30 < F < 0.50 = 1/2 point If FS is < 0.30 = 0 points	Company documents/ Qualitative evaluation
Section 1 Subtotal (A)			(insert Section 1 score here)	score here)	
Section 2: Institutional Profile					
	Yes	No		Score	Sources
Does the business have a documented explicit commitment to gender equality in employment?				lf Y = 1 point lf N = 0 points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation
*Bonus: Evidence and/or documented plans to track gender diversity of non- traditional occupations for women.				lf Y = ½ point lf N = 0 points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation
* Bonus: Evidence and/or documented plans to implement inclusive practices for women with disabilities, ethnic or religious minorities and other groups.				lf Y = ½ point lf N = 0 points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation
Does the business make explicit spending and program commitments that will increase gender equality and support women's advancement and retention in the organization (i.e., access to mentorship, training, flexible working hours, networking, etc.)?				lf Y = 1 point lf N = 0 points	Annual budget documents, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation
Does the business pay men and women equally for equal type of work, position title, and experience?				lf Y = 1 point lf N = 0 points	Bylaws, Policies, Employment Contracts/Qualitative evaluation

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Section 2: Institutional Profile					
	Yes	No	Score	Sources	
Does the business offer gender equality in benefits including healthcare, sick leave, pension, disability, paid time off, stock ownership, etc.?			lf Y = 1 point lf N = 0 points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation	
Does the project have policies that help reduce unpaid care and domestic work (e.g., in-house child care)?			lf Y = 1 point lf N = 0 points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation	
Does the business have policies in place for paid parental leave?			lf Y = 1 point lf N = 0 points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation	
Does the business have policies to promote safe and discrimination- free work environment, i.e., sexual harassment training and protocols for responding to complaints, risk assessments to address security issues, including women traveling to and from work?			lf Y = 1 point If N = 0 points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation	
*Bonus: Evidence of zero-tolerance policy on sexual abuse and violence against women at work for all employees and management			If $Y = 1$ point If $N = 0$ points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation	
Does the business have policies to ensure worker safety conditions that meet the legal standards (i.e., exposure to hazardous materials, poorly built infrastructures, access to sanitation, etc.)?			lf Y = 1 point lf N = 0 points	Bylaws, Policies, Staff rules, Staff training content and materials/ Qualitative evaluation	
Section 2 Subtotal (B)					
--	-------------------	-----	-------------------------------	-----------------------------------	---
Section 3: Business product (good or service) provided	service) provided				
	Yes	No	Score	Dre	Sources
Does the product/service directly reduce unpaid care and domestic labor (i.e., technology, electricity, child care, household care and management, etc.)?			μ μ Γ Γ Γ	lf Y = 1 point If N = 0 points	Qualitative evaluation of business product
*Bonus: Does the product/service indirectly reduce unpaid care and domestic labor?			If Y If N	lf Y = ½ point If N = 0 points	Qualitative evaluation of business product
Does the product increase the participation of women in income- generating opportunities (i.e., increased connectivity, security, infrastructure, electricity, sanitation, etc.)?			μ μ ν	lf Y = 1 point If N = 0 points	Qualitative evaluation of business product
*Bonus: Do rural women benefit the most from this product?			If Y	lf Y = ½ point If N = 0 points	Qualitative evaluation of business product
Does the production and marketing of the product reduce/remove gender stereotypes?			If Y If N	lf Y = 1 point If N = 0 points	Qualitative evaluation of advertising strategy
Does the business actively engage in outreach to reach women as customers and/or provide price equality for its product/service to both male and female customers?			If Y	lf Y = 1 point If N = 0 points	Qualitative evaluation and pricing data
Section 3 Subtotal (C)		(in	(insert Section 3 score here)	ore here)	

Section 4: Supply Chain/Procurement					
	Female	Male		Score	Sources
Female share of individual and/or MSME suppliers (%)				If FS is > 0.50 = 1 point If FS is 0.35 < F < 0.50 = 1/2 point If FS is < 0.35 = 0 points	Qualitative evaluation/ Financials
	Yes	No			
*Bonus: Is the female share of individual and/or /MSME suppliers greater than 75%?				If $Y = 1_2$ point If N = 0 points	Qualitative evaluation/ Financials
Does the business pay male and female suppliers equal prices for the same or equivalent products?				If $Y = 1$ point If N = 0 points	Qualitative evaluation/ Financials
Does the business have procurement policy/practices that target finding gender-responsive suppliers?				If $Y = 1$ point If N = 0 points	Qualitative evaluation
Section 4 Subtotal (D)			(insert Section 4 score here)	4 score here)	
Grand Total (WEEI) = [A + B + C + D]/3.5	5				[Greenlight projects with WEEI > 0.50]

### Session 4: Evaluating projects with the WEEI

Objectives:	<ul> <li>At the end of this session, the participants will be able to:</li> <li>Practice the WEEI tools for evaluating a project</li> <li>Prepare a list of recommendations for further improvement of the project from a gender perspective</li> </ul>
Time:	<ul> <li>90 minutes</li> </ul>
Methods/ Techniques:	<ul> <li>Project proposal analysis</li> </ul>
Learning Materials:	<ul> <li>UNCDF project proposal, WEEI checklist</li> </ul>
Reading Materials:	• -
Supplies:	<ul> <li>Pen, notebook, brown paper</li> </ul>
Notes for Facilitator:	<ul> <li>Collect and make sufficient number of copies of the fictionalized UNCDF project proposal.</li> <li>Ensure that all participants have a copy of WEEI checklist from the last session.</li> <li>Share the session plan with the resource person and explain her/his role.</li> </ul>

### Key Message

Title

Participants will have a better understanding of how to apply the Women's Economic Empowerment Index (WEEI) to a project proposal using the WEEI check-list.

### Process

### Step 1: Proposal analysis by using WEEI checklist

- Divide the participants into three groups.
- Give a project proposal to each group and ask them to take the WEEI checklist that was given out in the last session.
- Explain to the participants that the project document is a fictionalized version of an actual proposal received and approved by UNCDF.
- Instruct them that each group has to review carefully the project proposal and prepare a presentation that consists of three tasks:
- 1. Apply the WEEI to the project proposal:
  - this requires scoring where possible; as well as
  - identifying data gaps where scoring is not possible;

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- 2. Use the WEEI and any missing data as the basis of a quick analysis on the gender gaps of the project;
- **3.** Provide recommendations on how to further improve the design of this investment to make it more gender-responsive.
  - Allow them 50 minutes to work detailed and prepare the presentations
  - Announce that the Resource Person and facilitator are available in calls of any groups during their exercise
  - Go to the groups both you and the resource person and give your points if they are willing to get it.

### Step 2: Presentation of group findings

- After the preparation, ask the groups to stick their posters one beside another on the specific board/ wall and have them sit in the plenary except one presenter per group.
- Announce that when one group presents the other two will mark the common points in their posters with the marker.
- After the first presentation, allow the other two just to present the unmarked points.
- At the end of all three presentations, ask the plenary whether any important points are still missing.
- Request the resource person to comment on the group findings and add any points that are crucial to GR LED and essential to achieve the SDGs as an national and local government obligations.
- Add your points or arguments after hearing from the plenary and the resource person.
- Summarize and conclude the session in the light of the session objectives.
- Do not take any more than 40 minutes to complete Step 2.



### **Learning materials**

### A UNCDF project proposal

#### **General Information**

Project name: Bonda New Market

How the opportunity was identified: Application from the local government of Bonda (a fictional district for the exercise)

Project Developer: Bonda Municipal Council

UNCDF Investment Portfolio: Local Economic Development (LED)/Public Service Delivery Infrastructure

Investment Details	
Total project cost	US\$512,900
Funding required	US\$509,435
UNCDF Grant	US\$150,000
Country	Gonas (a fictional country for the exercise)
Туре	Municipal Investment (Market)
Detailed Information	

### 1. Introduction

Bonda is a small town in Gonas, in West Africa, with about 28,000 inhabitants, of which 36 per cent live in the town center. The population structure of Bonda mirrors that of Gonas. Approximately 58 per cent of the population is between 15 and 64 years old, and 2 per cent of the population are over 64; the remaining 40 per cent of the population is under 15. Fiftyone per cent of the population is male, and the average age is just under 20 years. Bonda is ethnically homogenous. The region around Bonda has been discovered to be rich in bauxite, which is used to make aluminum, and the Bonda Town Council along with the Ministry of Mining is expecting a local bauxite-driven boom. Recent studies show that the town will have to absorb double its current population as a result of the coming development of bauxite mining: 4,000 direct and 40,000 indirect new workers are expected to arrive in the town and the region in the coming years. The in-coming migrants are likely to be men and may not be from the same ethnic group found in Bonda. In this light, the construction of the Bonda New Market is a project initiated by the Bonda Municipal Council (BMC) in partnership with UNCDF, the French Development Agency (AFD in French) and the private sector firm Charente-Maritime Corporation (CMC), whose Chief Executive Officer, Mr. Cami, is an experienced businessman in Gonas' mining sector as well is in the hotel business. Together, the partners will provide the town with the commercial infrastructure needed to catalyze local economic development as well as the strengthening of the food security system of the population.

The Bonda New Market will replace Bonda's existing main market. It will be fully owned by BMC, but CMC will be hired to build and operate the market under a fixed-term renewable lease agreement signed between the BMC and CMC. The market will contribute to creating a new national and regional economic pole, contribute to diversifying the local economy, and help the population take better advantage of the opportunities provided by the introduction of large-scale mining operations and the resulting population growth that is expected.

### 2. Situation analysis

Gonas is slowly emerging from the twin shocks of Ebola and low commodity prices, which battered its economy in 2015 and 2016. After stagnating in 2016, GDP was projected to grow by 5.2 per cent in 2017, aided by increased output of bauxite and gold, and a resilient subsistence-oriented agricultural sector producing for own-consumption and local markets. About 55 per cent of Gonas' population lived in poverty in 2012, up from 49 per cent in 2003. Poverty is likely to have worsened because of the Ebola crisis, especially in the poorer south-eastern areas that were most affected by Ebola. About 67 per cent of Gonas' population live in rural areas. Most are subsistence farmers, and the vast majority are women, working on very small plots held under customary tenure. About 63 per cent of rural people are poor, twice the rate in urban areas. Rural dwellers have few ways to build a livelihood except through farming, and the availability of healthcare, education and safe drinking water is very limited in rural areas. There are no social protection programmes in place in rural areas. Developing agricultural value chains in Gonas is very difficult, because institutions and the regulatory framework are weak, government services work badly, basic infrastructure is inadequate and there are too few rural finance institutions.

Bonda is a town, a fishing port, and a trading center for fish, swamp rice, bananas and palm oil and kernels. However, accessing the main market is a very time- and labour-intensive undertaking. Almost 70 per cent of all agricultural produce traded in Bonda is produced by local poor women farmers, who have little access to information, new technologies, basic infrastructure or rural financial services. To get to the market, women take private buses, and they sell their products to middlemen who are male. Losses of farm products because of poor road connectivity into Bonda can amount to 20 per cent of the output of some farms. Absence of food storage facilities in Bonda's main trading market further contributes to an additional 23 per cent loss in farm produce.

Women face particular and specific circumstances in Gonas and in Bonda. According to a 2015 study produced by the Gonas Ministry of Gender and Social Affairs, gender-based violence (GBV) is common in the country. In Bonda and its surrounding villages, over 58 per cent of poor women farmers have been subject to various forms of GBV, whether it be on their farms, trading routes, or in Bonda's main trading center. Yet some rural women have no choice but to go to the market, potentially exposing themselves to spaces where GBV can happen. Worse yet, they have to bring their children to the market, posing concerns about school enrolments, their health, and their wellbeing as children become exposed to forms of abuse and violence. An overwhelming majority of women farmers who trade with middlemen (90 per cent) have sub-optimal levels of reading and writing, and almost no financial literacy. The result is that women producers are heavily disadvantaged in market-oriented skills, with very weak abilities to sell their products to market middlemen at a just price. Local women struggle with pricing and are selling goods—especially agriculture products—below market value.

The study also highlights that local women spend an average 82 hours per week on unpaid care and domestic work such as childcare, cooking, cleaning, wood collection, water fetching, and so on. Lack of access to energy sources and to clean water reinforce these burdens, as does the increasing trend in malnutrition, seasonal food insecurity, and high infant mortality rates. Lack of access to health centers means that it is often women that have to deal with the medical consequences of these deprivations.

The study demonstrated that the vast majority of women have no access or do not accept access to credit from an institution due to unpredictable terms and conditions, the lack of a guarantor or collateral, short repayment periods, high interest rates, and uncertain collection methods. When asked, most women producers said they would need to get permission from their husband or father to take a loan, since it would need to be registered in his name. This is especially true for the 68 per cent of women who said they do not possess any formal identity documents. On the other hand, the majority of women also indicated that they would use a loan to invest in the small-scale trade of local agricultural products (rice, palm oil, groundnuts, etc.) or fish products (fresh or smoked fish, dried oysters) in order to improve the welfare of their children. Many women were eager to increase their earnings, but felt they needed additional assets, skills and knowledge to do so.

Various development institutions have provided support for LED in the BMC area, especially to enhance local capacities in planning, budgeting and PPPs. As a result, direct budget support to the municipality was provided so that it could develop

its LDP. This was led mainly by BMC planning officials, in consultation with development consultants, town chiefs, sectoral ministries and few private sector representatives. The objective of the LDP is to restore economic activities in the town. The LDP resulted in prioritizing the building of new infrastructure investments that could boost economic development, such as the Bonda new bus station. The investment sought to mitigate the impact of a new road that is bypassing the municipality, and especially the negative impact this is likely to have in the town center, by making Bonda a stopover between Conakry and Boke, on the international road to Senegal. Indeed, the construction of the new bus station in 2018 had an important economic impact within a very short period of time and demonstrated the timeliness of the LDP. In a few months following the construction of the new bus station, three new gas stations have been built, a 40-room hotel has opened, and the value of land has increased dramatically, leading to all plots being sold.

It is expected that the Bonda New Market will help to leverage the initial impact of the new bus station on the local economy, especially for the products of local agriculture and fisheries value chains. In order to take advantage of the social and economic changes that the expected mining boom will bring, the BMC LDP has identified some strategic and structural investments to be made that will increase the presence the local value chains in fisheries and agriculture: the construction of (1) two fishing docks and (2) cold storage and wholesale storage units within the new market premises. The presence of cold and wholesale storage facilities will contribute to the local economy in different ways, boosting the local fisheries value chain and increasing local revenues for fishers, those engaged in value-added activities (who are often women), and fish traders. It will also create economic opportunities for farmers to reduce crop losses by having greater storage capacity. This will contribute to establishing and maintaining the Bonda New Market as the central location for the purchase of local agricultural and fisheries products. At the same time, the combination of the new bus station and the new market in close proximity will create new economic opportunities for wholesalers, while also contributing to the creation of a new national and regional economic growth pole, diversifying the local economy, and helping the population to take better advantage of the opportunities provided by the expected expansion of mining and ensuing population growth.

Bonda New Market is expected to make a significant economic impact on the local economy. A financial assessment of BMC was made in April 2017 and will provide the baseline for both the fiscal impact assessment and the monitoring framework. In terms of job creation, envisaged total direct employment in Bonda New Market is estimated at 419 jobs. While the number of indirect jobs is difficult to assess, the market is expected to generate revenues and employment for farmers, fishers, and women working on the fisheries value chain. As the same time, it is expected that the Bonda New Market will boost the revenues of the BMC by at least 75 per cent. This estimate is based upon the construction of the new bus station, which has increased the four main taxes used locally fivefold between 2016 and 2018. Thus, Bonda New Market increases the fiscal space of BMC. It is also expected that the Bonda New Market will increase public and private investments in the locality. In just one year, from 2017 to 2018, the new bus station has encouraged private entrepreneurs to invest in the local economy. In the six months following the new bus station's construction, 31 new kiosks have been built, in addition to the hotel and gas stations that have been constructed in the vicinity of the bus station.

### 3. Summary of the investment

Total project costs are estimated to be US\$512,900. Project costs include preparation costs, financing and construction of infrastructural facilities, as detailed in Table 1 below. The total amount of outstanding funding needed for full project execution is US\$512,900.

### Table 1: Project funding requirements (estimated expenditures)

Uses of Funds	Total estimated cost (US\$)
Market shed	110,234
42 kiosks	135,018
Grain store	39,402
Agricultural products storage store	20,107
Smoked fish shop	13,668
Weekly market area	8,158
Latrines	16,229
Drilling and adduction	26,448
Shelter group and generator	47,836
Fencing	9,524
Gutter development	39,455
Cold unit and equipment	46,819
Financing gap	512,900

The BMC will contribute US\$3,465 of its own funds toward the project. The contribution from CMC, the private sector partner undertaking the PPP, will be US\$17,324. UNCDF will contribute US\$150,000 seed capital grant toward the project, complementing the project's equity. Additional grant financing will be provided by the AFD. Together with own funding and the grant contribution from UNCDF the total equity portion is US\$484,027, which equals 94 per cent of total project costs. It is envisioned that the total equity contribution, along with its attributes and business plan, will enable the project to secure bank loan of US\$28,873 from Société Générale de Banque du Gonas, resulting in a 6%:94% debt-equity ratio.

### 4. Proposed project capital structure estimates

Sources of Funds	Туре	Percentage	Contribution (US\$)
Bonda Municipal Council	Equity	1%	3,465
UNCDF seed capital	Equity	29%	149,733
AFD Grant	Equity	61%	313,505
Private sector partner contribution (to BMC)	Mezzanine/ Equity	3%	17,324
Domestic bank lending to the private sector partner from Société Générale de Banque du Gonas	Mezzanine/ Debt	6%	28,873
Grand Total (US\$)		100%	512,900

### 5. Market details

In September 2019, the Government of Gonas signed new mining operations contracts worth US\$20 billion with two global mining companies. The arrival of these new mining businesses will have a huge impact on the structure of the local economy of Bonda, which is traditionally based on agriculture and fishing. With the anticipated doubling of the local population caused by the arrival of new mining workers that are expected to be men, increased economic activity in the area, along with increases in local incomes, the social and economic changes expected from the development of

bauxite mining will create strong demand for new market infrastructure from the sellers of various products, and especially purveyors of agriculture and fishing products. As a result, BMC has identified some strategic and structural investments to be made to boost the local value chains in fisheries and agriculture: the construction of (1) two fishing docks and (2) cold storage and wholesale storage within the new market premises.

A market study commissioned by the BMC found that in the absence of the existing trading center in Bonda there are currently five markets that can potentially compete with the Bonda New Market that is being proposed by BMC: Tanene (45 km away, with a weekly market on Saturday); Block (120 km away); Ralia (a weekly market on Tuesday); Lucia (a weekly market on Thursday); and Rhonda (a weekly market on Sunday). However, the competition from these sources is expected to be limited. The Bonda New Market will specialize in primarily locally-sourced products from Bonda's agricultural and fisheries sectors. In servicing the local economy, the Bonda New Market will also act as a catalyst for commercial activities within the municipality. The proximity of the bus station to the Bonda New Market will make it possible to simplify links with the municipality's traders, who will have access to it. Moreover, Bonda is on an international road that links it to the other main cities in Gonas and in surrounding countries. Thus, the Bonda New Market has the potential to take advantage of the traffic on the international road by promoting local products to travelers in transit and to international traders. Thus, the Bonda New Market could be leveraged to create a new economic growth pole in Gonas.

### 6. Management information

The Bonda New Market project is an example of a build-transfer-operate public-private partnership, where private capital and international donor funding provide support to local public funds in infrastructure construction. The BMC will have full ownership of the Bonda New Market when it is completed. However, prior to the inception phase, CMC won a management contract to arrange for financing to cover part of the financing gap, organize and supervise the construction of the market, and thereafter manage the operation of the market under a fixed-term renewable lease. An oversight committee will be set up to monitor the implementation of the infrastructure project and to oversee CMC once the Bonda New Market commences operations. This Committee will be made up of officials from the BMC, senior employees of CMC, including Mr. Cami, and other independent members from Bonda civil society.

Risk	Risk Level	Preliminary Mitigation
Project Completion and Cost Overruns	Low	A competent contractor has been engaged and will be required to submit any associated performance guarantees against their work.
Political	Low	Keep government aware and informed about the project
Operational Risk	Low	The private operator with a fixed-term renewable lease will operate according to targets set by BMC.
Environmental and Social	Low	An environmental and social management plan will be prepared and monitored by the council and the National Environment Management Council
Financing	Low	The project will be implemented with the financing of UNCDF, AFD, CMC, BMC and the bank
Compliance issues	Low	The project will be implemented under the close monitoring of a team of experts appointed by the Oversight Committee
Demand Risk (Low Occupancy Level)	Medium	Ensure that an anticipated strategy is developed by CMC to explore sign-off agreements with prospective tenants of the new market infrastructures in the immediate period after the completion of the infrastructure.

### 7. Main risks and mitigants

### 8. Technical information

The Bonda New Market project seeks to strengthen the market capacities of the urban municipality of Bonda by setting up agricultural trade infrastructure, a refrigeration system, sanitary facilities, and access to water in the market in order to promote the local fresh food resources of the municipality. With the completion of a study into the capacities and needs of a new market in Bonda, the following technical activities are planned:

- Construction of the infrastructure of the marketplace
- Construction of a market hangar
- Construction of 12 commercial kiosks
- Construction of a six-cabin latrine block
- Construction of an enclosing wall
- Construction of a storm drainage system
- Construction of a water system

### 9. Technical support

Local governments in Gonas do not have a record of accessing funding from private financial institutions, private investors or international donors. At the same time, there has been a lack of appetite by domestic lenders for LED projects in Gonas because of the high pricing of risk by domestic private banks when transformative investments developed by local governments are brought to them for their consideration. Moreover, the law and the related institutions needed to govern PPP projects have only been very recently introduced in the country. As a result, the BMC could not access capital from commercial lenders because of its lack of experience and their lack of experience in PPPs. In this context, UNCDF's intervention – a combination of technical assistance and grant, will make it possible for Société Générale de Banque du Gonas to provide additional finance to BMC via an SPV run by CMC, thus making the project investment-ready. The Bonda New Market project is, in this regard, a pioneering example of a domestic and international public-private partnership to support the implementation of a locally born LED project.

### 10. Project status

The BMC has completed the basic preliminary studies. These include the:

- assessment of the current market site;
- assessment of customer availability and affordability for the new market facilities;
- assessment of the site requirements and development;
- assessment of project cost: developing, building and construction needed to ascertain the commercial and technical viability of the project including the pre-feasibility study;
- detailed project design; and
- initial draft of the business plan.

The project has yet to secure the necessary licenses and permits, including building permits. The project is expected to reach financial closure by Q4 2019. Reaching financial closure primarily rests on concluding a loan agreement with the local branch of the Société Générale de Banque du Gonas. The timeline toward commencing the operation of Bonda New Market is:

Stage (Sponsor Project Implementation Plan)	Time	Status
Secure land ownership	2017	Completed
Concept note	2018	Completed
Approval by BMC	2018	Completed
Technical Feasibility Study	2019	Completed
Detailed project and engineering design	2019	Completed
Business plan	2019	Completed
Financier identified – debt and equity	2019	Completed
Lease agreement between BMC and CMC	Q1/2020	In progress
Financing offer secured	Q4/2019	In progress
Sign loan agreement	Q4/2019	In progress
Secure building permit/letter of no objection	Q1/2020	In progress
Construction kick-off	Q1/2020	Not Started
Construction completion	Q3/2020	Not started
Operations	Q3/2020	Not started

### 11. Summary of investment

Total project costs are estimated to be US\$512,900. The salient financial features of the project are summarized below in Table 2. More details can be found in the attached spreadsheet that summarizes the financial model underpinning the Bonda New Market project.

### Table 2. Key indicators of sustainability

Key indicators/ratios	Remarks	Average
DSCR	Average, times	3.73
OPEX margin, %	Average	46
EBITDA margin, %	Average	54
EBIT margin, %	Average	22
Net profit margin, %	Average	18.4
Return on equity, %	Average	??
Revenue growth, %	Average	12
Net profit (in million GNF)	(in million GNF)	187
Net Present Value (in million GNF)	(in million GNF)	720
Internal rate of return, %	Average	32.11

### 12. Site plan











VUE EN PLAN USINE A GLACE Echelle :1/100

The views expressed in this publication are those of the author(s) and do not necessarily represent those of the United Nations, including UNDP, UNCDF, UN Women or the UN Member States.

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## **Facilitation Guide**

# Developing gender-responsive and SDG-consistent LED proposals for investment

Module 6



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The UN Capital Development Fund makes public and private finance work for the poor in the world's 46 least developed countries (LDCs). UNCDF offers "last mile" finance models that unlock public and private resources, especially at the domestic level, to reduce poverty and support local economic development. UNCDF pursues innovative financing solutions through: (1) financial inclusion, which expands the opportunities for individuals, households, and small and medium-sized enterprises to participate in the local economy, while also providing differentiated products for women and men so they can climb out of poverty and manage their financial lives; (2) local development finance, which shows how fiscal decentralization, innovative municipal finance, and structured project finance can drive public and private funding that underpins local economic expansion, women's economic empowerment, climate adaptation, and sustainable development; and (3) a least developed countries investment platform that deploys a tailored set of financial instruments to a growing pipeline of impactful projects in the "missing middle."

UN WOMEN is the UN organization dedicated to gender equality and the empowerment of women. A global champion for women and girls, UN WOMEN was established to accelerate progress on meeting their needs worldwide. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life, focusing on four strategic priorities: Women lead, participate in and benefit equally from governance systems; Women have income security, decent work and economic autonomy; All women and girls live a life free from all forms of violence; Women and girls contribute to and have greater influence in building sustainable peace and resilience, and benefit equally from the prevention of natural disasters and conflicts and humanitarian action. UN Women also coordinates and promotes the UN system's work in advancing gender equality.

## **Objectives of Module 6**

This module is focused on the field work completed to develop a gender-responsive SDG-consistent, local economic development investment plan under the Action Plan taken in phase 2. It starts by revisiting the gender-responsive Local Economic Assessment, developing a set of feasible and actionable gender-responsive local economic development investments, engaging in participatory planning processes with the local community to generate support for a specific investment, before concluding with a full proposal to be reviewed by the local community. Module 6 emphasizes the presentation of all the proposals in the plenary for a final reexamination to check the strong and weak points of the projects from a gender perspective as well as to tailor them further by adding good points from other projects.

Module 6 is to be implemented six months after earlier modules. It intends to provide an open space where participants can put into practice what they have learned, share their experience, and present their projects and the work they have implemented in their communities after the training.

### In addition, this preparatory assignment will also contribute to:



Share and reexamine their Project Proposals from a gender perspective



Check the strong and weak points of the projects in terms of genderresponsiveness



## **Daily Schedule**

## Day 7 Schedule

## Module 6: Developing gender-responsive and SDG-consistent LED Proposals for investment

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Quick start		
9:00 am	<ul> <li>To start the day's activities after reviewing the highlights of Phase Two</li> <li>To concentrate for the day's learning</li> </ul>	<ul> <li>Supplies (optional): Musical instruments, 12-14 pieces of colourful cloth (3 feet × 9 feet)</li> </ul>	
Торіс	Module 6   Session 1   Overall progres	s of the project proposals	
9:30 am	<ul> <li>To link the progress with the learning of previous training sessions in terms of gender-responsiveness and SDG consistency</li> <li>To compare the progress and the targets in the Action Plan</li> </ul>	<ul> <li>Method/technique: Mobile plenary, discussion</li> <li>Learning materials: Target Achievement form, posters and other outputs like the wall magazines from the modules, photos, schedules etc.</li> <li>Supplies: Brown paper, cards, coloured paper slips, glue tubes, scissors, marker pen, masking tape, board pins</li> </ul>	
10:30 a.m.	Tea break		
10:50 a.m.	Preparatory time for the groups to re group presentations	organize or give a final touch to the consti	tuency-based
Торіс	Module 6   Session 2   First proposal p	resentation (PP1) from one constituency	
11:30 a.m.	<ul> <li>To review the proposal by using WEEI checklist</li> <li>To accommodate the feedbacks from the experts and the organizers in the light of GR LEA and WEEI</li> </ul>	<ul> <li>Method/technique: Constituency- based presentations</li> <li>Learning materials: WEEI Checklist, LEA questionnaire</li> <li>Reading materials: Constituency-based proposals</li> <li>Supplies: Brown paper, cards, coloured paper slips, glue tubes, scissors, marker pen, masking tape, board pins</li> </ul>	
10:30 a.m.	Lunch break		
Торіс	Module 6   Session 3   Second propos	al presentation (PP2) from one constituenc	у
1:45 p.m.	<ul> <li>Same as First proposal presentation (PP1)</li> </ul>	<ul> <li>Same as First proposal presentation (PP1)</li> </ul>	

### Module 6 | Schedule 5

Time	Objectives	Method, Materials, Stationaries	Facilitator
Торіс	Wrap up of the day		
3:15 p.m.	<ul> <li>To reflect on the day's work</li> </ul>	<ul> <li>Method/Technique: Individual reflection</li> <li>Stationaries: Cards, sign pen, board pins</li> </ul>	
3:45 p.m.	Tea and free time		
Торіс	Working Meeting		
5:00 p.m 7: 30 p.m.	<ul> <li>To clarify the operational and technical matters amongst organizers, experts and the participants</li> </ul>	<ul> <li>As needed.</li> </ul>	

## Day 8 Schedule.

Time	Objectives	Facilitator	
Торіс	Quick start		
9:00 am	<ul> <li>To start the day's activities after reviewing the last day</li> <li>To concentrate for days learning</li> </ul>	<ul> <li>Supplies (optional): Musical instruments, 12-14 pieces of colourful cloths of 3 feet × 9 feet</li> </ul>	
Торіс	Module 6   Session 4   Third proposal	presentation (PP3) from one constituency	
9:30 am	<ul> <li>Same as PP1</li> </ul>	<ul> <li>Same as PP1</li> </ul>	
11:00 a.m.	Tea break		
Торіс	Module 6   Session 5   Fourth proposa	l presentation (PP4) from one constituency	y
11:20 a.m.	<ul> <li>Same as PP1</li> </ul>	<ul> <li>Same as PP1</li> </ul>	
1:10 p.m	Lunch break		
Торіс	Module 6   Session 6   Fifth proposal p	presentation (PP5) from one constituency	
2:00 p.m.	<ul> <li>Same as PP1</li> </ul>	<ul> <li>Same as PP1</li> </ul>	••••••
3:30 p.m.	Tea break		
Торіс	Module 6   Session 7   Ranking the pro	oposals	
3:50 p.m.	<ul> <li>To recognize the strong and week points of the Proposals from gender perspectives</li> <li>To share and accept the best points of the proposals</li> </ul>	<ul> <li>Method/Technique: Scoring</li> <li>Learning Materials: Presentations, Individual Scoring form, LEA Checklist and Plenary Scoring posters</li> <li>Stationaries: Coloured sticky dots, poster paper, marker pen, masking tape</li> </ul>	
3:45 p.m.	Tea and free time		
Торіс	Wrap up the day		
4:50 p.m 5:30 p.m.	<ul> <li>To reflect on the day's work</li> </ul>	<ul> <li>Method/Technique: Individual sharing</li> <li>Supplies: A4 coloured paper, sign pen</li> </ul>	

Title	Session 1: Overall progress of project proposals
Objectives:	<ul> <li>At the end of this session, the participants will be able to:</li> <li>Link the progress with the learning of previous training sessions in terms of gender-responsiveness and SDG consistency</li> <li>To compare the progress and the targets in the Action Plan</li> </ul>
Time:	• 60 minutes
Methods/ Techniqu	es: • Mobile plenary, discussion
Learning Materials:	<ul> <li>Target Achievement form, posters and other outputs like the wall magazines from the modules, photos, schedules etc.</li> </ul>
Reading Materials:	• -
Supplies:	<ul> <li>Brown paper, cards, coloured paper slips, glue tubes, scissors, marker pen, masking tape, board pins</li> </ul>
Facilitator notes:	<ul> <li>Make a gallery by displaying all the wall magazines, schedules, selected photographs and other posters on relevant information in different places in the training room before starting the day's activities</li> <li>Copy the Target Achievement form for all participants.</li> </ul>
S Key Message	
This will be a sp	ace where participants can link their progress with learnings from previous modules and

together discuss and compare their own development

### Process

### Step 1: Mobile plenary

- Say, "We are on a long journey. We completed the pre-training work under Module 0. We achieved conceptual clarity on gender, SDGs, LEDs, GR LED and many other topics during Phase One and then did some practical exercises in Phase Two. We have also completed our GR investment proposals for LED throughout the last couple of months on the basis of our leaning. Now in this phase, we shall share and evaluate our proposals to make them more authentic."
- Distribute the Target and Achievement Format to the participants and welcome them to visit the gallery by following the ground rules mentioned below:
  - Take the form with you during the visit of the gallery.
  - Keep notes if you think it will help you during your upcoming presentations.
  - Keep distance from others to let them see and read the posters and other documents properly.
  - Be quiet and do not talk to each other during the gallery visit.
  - Try to recall the previous sessions and the learning of the last two phases.
- Allow 15 minutes to visit the gallery.

### Step 2: Group work and discussion on presentations

- Divide the participants into constituency-based groups.
- Give poster and brown paper and marker pens to every group.
- Tell them to prepare a presentation on their targets and achievements compared to the action plan and in light of the gallery visit.
- Advise them to prepare the poster according to the Target Achievement form and fill out the remarks box together after reaching consensus.
- Mention that they can put their comments on the basis of practical experiences in the remarks box if they feel them to be relevant and helpful to further development of the proposal.
- Allow them 20 minutes to prepare the posters.
- Ask one or two persons from each group to present their posters one-by-one for 3 minutes at the most.
- Announce that everyone can keep their notes or questions in the notebooks on the presentations so that they can raise them during the open discussion. No interruptions during the presentations themselves.
- After the last presentation, open the floor for discussion and feedback.
- Invite the representatives of the organizing agency and the resource person to take part in the discussion.
- Add your points or concerns and summarize the session.

### **Learning materials**

### **Target and Achievement**

### Constituency:

### Period: \_\_\_\_\_

No.	Activity	Target	Achievement	Remarks
1.	Organize gender-sensitization workshops/trainings for the potential stakeholders of GR LED (such as elected representatives, public officials, women's organizations, entrepreneurs, social opinion leaders etc.)			
2.	Organize gender workshops on SDGs and the mandates of LGs with the potential stakeholders of GR LED			
3.	Conduct a gender-responsive Local Economic Assessment of the constituency			
4.	Prepare a full-cost, gender-responsive local government-LED investment proposal			
5.	Prepare Gender Budget Statements for the potential gender-responsive investments in the constituency			
6.	Organize participatory community meetings to review investment proposals			

Date of preparation: \_\_\_\_\_\_ Prepared by (Name and signatures): \_\_\_\_\_

Title	Session 2-6: Proposal presentations from each constituency
Objectives:	<ul> <li>At the end of these presentation sessions, the participants will:</li> <li>To review proposals by using the WEEI checklist</li> <li>To accommodate the feedbacks from the experts and the organizers in the light of GR LEA and WEEI</li> </ul>
Time:	<ul> <li>100 to 120 minutes</li> </ul>
Methods/ Techniqu	es: • Constituency-based presentations
Learning Materials:	<ul> <li>WEEI Checklist, LEA questionnaire</li> </ul>
Reading Materials:	<ul> <li>Constituency-based proposals</li> </ul>
Supplies:	<ul> <li>Brown papers, cards, coloured paper slips, glue tubes, scissors, marker pen, masking tape, board pins</li> </ul>
Notes for Facilitator	<ul> <li>Make sure that the organizing agency has sent a letter to the participants with guidelines/forms for preparing the presentation of their proposal at least three weeks prior to this phase of training.</li> <li>Make copies of WEEI checklist and LEA questionnaire for all the groups, facilitators and the resource person.</li> <li>Talk to the resource person and the representatives of the organizing agency and mark the special foci for each group, such as: stakeholder analysis, context analysis, risk analysis, budget statement, GR Budgeting etc.</li> </ul>

### Process

### Step 1: Constituency-based presentation and review

- Say, "After a long journey and a lot of hard work, now is the time to share the GR LED plan of our constituencies for further development and final input from the experts."
- Set the ground rules during presentations as follows:
  - Each group will present the summary/highlights of their proposal and give a detailed copy to every participant, expert, organizer and facilitator.
  - Groups can use projectors or posters for presentations but no lectures.
  - Presentations must follow the format/guidelines provided by the organizing agency.
- Everyone should keep the detailed proposals for further use in another session
- Ask one or two representatives from one constituency for their presentation.
- Open the floor for discussion and clarification on the specific points of the presented proposal.
- Take the similar questions on a specific point together and ask the presenting group to clarify or answer the questions.
- Announce that any member from the presenting group can clarify or answer the questions

• Limit the duration– One presentation should take no more than 30 minutes

### Step 2: Accommodating the feedback or suggestions in the presented proposals

- Ask the experts, organizers and other groups to sit separately and make written notes specifically for different points of the presented proposals after reading the detailed copy.
- Give sticky coloured paper slip and sign pens to every group, expert and organizer to write their input for the presenting group.
- Use different colours for different points and advise them to write input for specific points on the specified coloured slips.
- Ask the presenting group to sit in another corner in the room and reflect on the feedback or questions of from Step 1.
- Tell them that they can reformulate any of their points on the basis of the questions and clarifications from Step 1 if they all are convinced and agree to do so.
- Stick up flip chart papers with headlines for every two points of the proposal beside the posters of the presenting group or the screen of the slide show.
- After 25–30 minutes, ask the presenting group to come back to the presentation.
- Ask the other groups to stick up their input on the flip chart papers under the relevant headlines.
- Invite the experts and organizers to stick up their input under the specific headlines after the groups finish.
- Request the presenting group to ask for clarifications from the observing groups and experts after reading the points.
- Help the presenting group to finalize the accepted input with the help of the experts.
- Invite the experts to give their opinions and focus on at least four prioritized areas for each group from the list below:
  - Gender responsiveness during Local Economic Assessment (LEA)
  - Context analysis from a gender perspective
  - Stakeholder analysis
  - Resource mapping from a gender lens
  - Gender budgeting
  - Budget statement as a tool
  - Risk analysis from a gender perspective
  - Financial viabilities and Sustainability plan
  - Gender-responsive infrastructures and other structural facilities for women
  - Fulfilment of WEEI checklist
- Make the experts and the groups aware that they must cover all the points in their presentations.
- Remind them that the same prioritized points can be repeated for more than one group but that all of the points should be covered after finishing the presentations of all the groups.
- Suggest the presenting group to reformulate their proposal by incorporating the feedback and input where necessary
- Conclude the session by thanking the participants and the experts.

## 💐 Learning materials

- LEA process questionnaire is available in Module 6 Session 7
- WEEI tool is available in Module 5



Title	Session 3: Action Plan
Objectives:	At the end of this session, the participants will be able to: To recognize the strong and weak points of the proposals from a gender perspective To share and accept the best points of the proposals
Time:	■ 60 minutes
Methods/ Technique	es: Scoring
Learning Materials:	<ul> <li>Presentations of constituency-based groups, Individual Scoring form, LEA questionnaire and Plenary Scoring posters</li> </ul>
Reading Materials:	
Supplies:	<ul> <li>Coloured sticky dots, poster paper, marker pen, masking tape</li> </ul>
Notes for Facilitator	<ul> <li>Make a set of four copies of the Individual scoring form and 1 checklist copy for each participants, experts and the organizers.</li> <li>Ensure that everyone has the detailed proposals of all the constituencies.</li> <li>Prepare the plenary scoring posters for each constituency proposal according to the sample attached in the Learning Materials section</li> <li>Arrange sticky dots in eight colours for the eight area of scoring. Each of the participants will need 32 dots, eight each project for four project proposals (all other than their own) and the experts and organizers will need 40 dots, eight each for all five project proposals.</li> </ul>

### S Key Message

This session will provide a space for participants to discuss and rank proposals. Participants will learn to better recognize strong and weak points of the proposal from a gender perspective..

Process

### Step 1: Individual scoring

- Say, "We have gone through the proposals from each constituency and have given suggestions, feedback and other input. Now we shall score the proposals based on our learning from the training as well as our practical experiences. We shall do it as an individual not as a representative of a constituency. We should be as honest as we can to score the PPs. The total score is 100 which is divided into two parts, 50 for the participants and 50 for the experts and organizers. The main purpose of the exercise is to share and get the best inputs for your proposals."
- Distribute the set of four Individual Scoring forms and the LEA questionnaire to all participants, experts and organizers.
- Ensure that all of them have the copies of project proposals of all constituencies.

- Tell the participants that they will score the other project proposals but not their own, but the experts and organizers will give scores to all the project proposals.
- Allow them 25 minutes to score them as they have already gone through the project proposals more than two times.
- Give the coloured dots as a symbol of a vote and fix up the colours for a specific area of scoring. If needed, put the specified colours on the specific area of the scoring form.
- Stick up the Plenary Scoring posters for each of the constituencies beside their presentations during the time of individual scoring.
- Announce that if someone can finish the Individual scoring earlier h/she can vote on the Plenary Scoring posters and give votes in the specific place for the participants. Experts and organizers should vote after all the participants have finished.

### Step 2: Tabulation and ranking

- Select five people from among the participants, experts and organizers to tabulate one poster each.
- Call them to come up with the result within 5 to 7 minutes.
- Request the expert to announce the result and share her/his observations and insights why the one proposal got a higher score for a particular area and what others can learn from this for their own proposals.
- Give the opportunity to someone from each constituency to share their views and opinion on the scoring.
- Summarize the session by encouraging all participants to understand the best points from others' proposals to enrich their own.

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### **Learning materials**

### Individual Scoring form for a GR LED plan (Proposals)

Title of the proposal: \_\_\_\_\_\_

### Period:\_\_\_\_\_

No.	Торіс	Score (1 is lowest and 5 is the highest)							
		1	2	3	4	5			
1	The Local Economic Assessment has been done from a gender perspective								
2	All the activities are selected and designed with a gender lens								
3	Budget is gender-focused								
4	Budget statements have presented gender-focused areas								
5	The context, stakeholder analysis and risk analysis were done with a gender perspective								
6	The project is economically viable and will contribute to promote equitable economic growth for women and men								
7	The project will create sustainable development in the constituency								
8	The strategies for implementation and monitoring are effective and gender-focused								

The following checklist will be helpful to vote appropriately in the evaluation form above:

## 💐 Learning materials

### LEA process questionnaire

Questions in different stages of the LEA process	Yes	No	N/A
Deciding to develop a local economic development strategy and planning for a local			
assessment			
Has a decision been made to undertake a gender-responsive LEA?			
Has a concept note on the assessment been produced?			
Have all major stakeholders been briefed on the assessment process?			
Do all stakeholders understand what gender-responsiveness means?			
Have local systems offered additional support?			
Is funding for the gender-responsive LEA available?			
Have the strategic vision, goals and priorities of the assessment been clarified to stakeholders?			
Has a liaison to the assessment been identified?			
Has the gender assessment team (including the team leader) been identified?			
Have the terms of reference been developed? Has a list of stakeholders been compiled?		·····	
Has the gathering of secondary data (desk reviews, document compilation, etc.)			
commenced?			
Have key informants been identified?			
Has gender analysis of the locality been undertaken?			
Have tools for the gender analysis been identified?			
Have gender-responsive indicators been identified?			
Has an inception workshop been completed?			
Has the assessment team been trained to conduct the assessment?			
Conducting a gender-responsive LEA			
Have we identified enabling issues in the local environment?			
Have stakeholders been identified and categorized (male, female, both)?			
Have methods/tools been identified and selected?			
Are data sex-disaggregated/gender-disaggregated?			
Has data analysis been completed?			
Has the gender-responsive LEA been conducted?			
Has a business environment/attitude survey been completed?			
Has a SWOT analysis been conducted?			
Have stakeholder workshops/focus groups been conducted during data collection?			
Has a region-wide analysis been conducted? Have the location quotient and shift share			
analysis been used?			
Do we have an idea of employment patterns and gender imperatives?			
Embedding gender-responsive LEA findings into the local economic development			
framework			
Has the draft report been produced?			
Has a validation workshop been held with stakeholders?			

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Questions in different stages of the LEA process	Yes	No	N/A		
Have comments and inputs been adopted?					
Has the final gender-responsive LEA been produced?					
Have the findings been embedded in local economic development concepts and priorities?					
Formulating the local economic development strategy					
Has the local economic development strategy been finalized?					
Have stakeholders approved the final local economic development concept with					
gender-responsive LEA inputs?					
Has local economic development strategy formulation commenced?					



## **Learning materials**

### Plenary scoring poster for a GR LED plan (Proposals)

Title of the proposal: \_\_\_\_\_

Constituency:

Period: \_\_\_\_\_

No.	Evaluation area	Scores from the participants (1 is lowest and 5 is highest)				Scores from the experts and organizers (1 is lowest and 5 is the highest)					
		1	2	3	4	5	1	2	3	4	5
1	The Local Economic Assessment has been done from a gender perspective										
2	All the activities are selected and designed with a gender lens										
3	Budget is gender-focused										
4	Budget statements have presented gender-focused areas										
5	The context, stakeholder analysis and risk analysis were done with a gender perspective										
6	The project is economically viable and will contribute to promote equitable economic growth for women and men										
7	The project will create sustainable development in the constituency										
8	The strategies for implementation and monitoring are effective and gender- focused										

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