



## Facilitator and organizer guide

# Gender-responsive Local Economic Development:

BASIC LEVEL COURSE FOR LOCAL GOVERNMENT OFFICIALS

## Introduction



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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.

# Acronyms

<b>CSO</b>	Civil Society Organization
<b>ECOSOC</b>	Economic and Social Council (United Nations)
<b>GR LED</b>	Gender-Responsive Local Economic Development
<b>HLPF</b>	UN High-Level Political Forum on Sustainable Development
<b>LDC</b>	Least Developed Country
<b>LDP</b>	Local Development Plan
<b>LEA</b>	Local Economic Assessment
<b>LED</b>	Local Economic Development
<b>LG</b>	Local Government
<b>LRG</b>	Local and Regional Government
<b>LRGAs</b>	Local and Regional Government Associations
<b>MDGs</b>	Millennium Development Goals
<b>MSME</b>	Micro-, Small- and Medium-Sized Enterprises
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>PPP</b>	Public Private Partnership
<b>SDGs</b>	Sustainable Development Goals
<b>SME</b>	Small- and Medium-Sized Enterprises
<b>ToT</b>	Training of Trainers
<b>UCLG</b>	United Cities and Local Governments
<b>UNCDF</b>	United Nations Capital Development Fund
<b>UNDP</b>	United Nations Development Programme
<b>UN-Habitat</b>	United Nations Human Settlements Programme
<b>WEEI</b>	Women Economic Empowerment Index

## Acknowledgements

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## Course modules

### Module 0: Preparatory assignment

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

- Session 0** Course introduction
- Session 1** Conceptualizing sex and gender
- Session 2** Gender roles and gender division of labour
- Session 3** Access and power relations in gender
- Session 4** Gender concepts
- Session 5** Local economic development and gender responsiveness
- Session 6** Sustainable Development Goals (SDGs), LED and Gender

### Module 2: Engendering local economic development for greater economic growth and improved standards of living for all

- Session 1** Unfolding the present situation
- Session 2** Gender and markets in local economies
- Session 3** Gender inclusive LED, unpaid work and opportunity costs
- Session 4** GR LED planning
- Session 5** Women's participation in planning and implementation of GR LED

### Module 3: Local government and gender-responsive local economic development

- Session 1** Ideal GR LED and its priorities
- Session 2** Strategizing GR LED in the constituency
- Session 3** Policies and structures
- Session 4** Tools for operation, monitoring and learning
- Session 5** Onboarding relevant stakeholders

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

- Session 1 Recapitulation
- Session 2 Enabling environment for GR LED
- Session 3 Gender-responsive financing
- Session 4 Gender-responsive investment pipelines
- Session 5 Gender-responsive local economic assessments (LEA)

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

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- Session 1** Engendering LED plans
- Session 2** Women Economic Empowerment Index (WEEI)
- Session 3** Evaluating projects through WEEI
- Session 4** Action plan

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

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- Session 1** Overall progress of the project proposals
- Session 2** Presentation of proposals of different constituencies
- Session 3** Ranking of the proposals

## Annexes

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- Annex 1:** Session A & B, sample for daily start up and wrap up
- Annex 2:** Sample daily schedule of the course

## Course background

The integration of gender equality into economic policies and political decision-making remains a global challenge, especially at the local level. Creating an enabling environment that supports gender-responsive local economic development interventions is key in addressing barriers to the economic empowerment of women. The **Inclusive and Equitable Local Economic Development Programme (IELD)**, co-implemented by UNCDF, UNDP and UN Women from 2016 to 2020 with generous funding from Switzerland, aims to increase local public and private investments for women's economic empowerment. The programme strives to address barriers by deploying locally driven solutions that engage both the public and private sector with an emphasis on unlocking domestic capital for the economic empowerment of women by: 1) building local government capacities for gender-responsive local economic development; 2) creating an enabling environment for the economic empowerment of women and 3) designing a pipeline of gender-responsive investments with transformative impact.

Gender-based inequalities are becoming more evident and have even been exacerbated during the COVID-19 pandemic. Yet at the same time, the COVID-19 crisis is an opportunity to redefine social norms, economies and socio-economic relations. Local governments are leading COVID-19 responses around the world and are on the frontlines of citizen engagement, public service delivery and management of public resources and spaces. Ensuring that local economic interventions are gender responsive is essential in the COVID-19 crisis. This window of opportunity for resilient, inclusive economic recovery must not be missed.

Developed as part of the Inclusive and Equitable Local Development Programme (IELD), this course aims to increase the capacity of local and regional governments for gender-responsive local economic development policies, interventions and public and private sector investments. Gender-responsive institutions are imperative for a sustainable structural transformation towards gender equality. These modules are vital for the enhancement of local government competencies for business development and growth.

The course focuses on local economic development planning including both public and private local investments. Support to governmental officials starts well before the course is initiated, and, after the five-day training course, post-course support is also provided during implementation of their newly acquired knowledge in their respective villages. The continuous follow-up bridges the gap between learning and implementing and ensures the commitment of participants.

## Course objectives

This guide is designed to assist gender-responsive local economic development (GR LED) facilitators and other practitioners so that they can facilitate this course for potential LED planners, international development agencies and local authorities to identify and address the different needs and priorities of women and men, facilitating their full participation at every stage of the LED process and contributing to gender equality in local economic life.

Using this guide will enable facilitators and practitioners to:

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

## Course structure, content and duration

The course modules are to be presented over seven full days in three major phases with one preparatory module. Altogether, the project is a journey of seven to eight months.

- **Phase Zero**, a preparatory assignment included in Module 0 will be completed by the participants at least three weeks prior to **Phase One**.

- **Phase One** includes Modules 1, 2 and 3 and takes place over three days.

- One month later, **Phase Two** will present Modules 4 and 5 on two days.

A five- to six-month gap follows Phase Two, during which participants will work on preparing a GR LED proposal for their constituency (as defined in the action plan from Phase Two).

- Five to six months later, **Phase Three** will be conducted with Module 6.

### Phase Zero

- Content:** ■ Module 0: Preparatory assignment

- Timing:** ■ Completion three weeks *before* Phase One

**Module 0** will be done at least three weeks prior to Phase One with the primary objective of encouraging participants to arrive at the training programme with a basic understanding of the local economy and its gender structure, along with existing local government programmes and policies. The preparatory assignment will also achieve the following:

- Develop a good rapport between the organizers, participants and facilitators.
- Familiarize the participants with relevant concepts of GR LED.
- Initiate brainstorming, preparing participants for the content of the main course.

### Phase One

- Content:** ■ Module 1: Gender, local economic development (LED) and Sustainable Development Goals (SDG)  
■ Module 2: Engendering local economic development for greater economic growth and improved standards of living for all  
■ Module 3: Local government and gender-responsive local economic development (LED)

- Timing:** ■ Three weeks after completion of preparatory assignment

**Module 1** introduces basic gender and economic concepts related to gender-responsive 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.

**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.

**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.

## Phase Two

- Content:**
- Module 4: Strengthening gender-responsive local economic development through enhancing private-sector development
  - Module 5: Public-private gender-responsive investment

- Timing:**
- One month after Phase One

**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 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.

**Module 5** 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 hands-on exercises on including a gender perspective in existing local development plans from their constituency and evaluating a fictional PPP investment plan using the WEEI tool. At the end of the module, the participants will prepare an action plan for developing a new GR LED plan for their constituencies.

## Phase Three

- Content:**
- Module 6: Developing gender-responsive and SDG-consistent LED proposals for investment

- Timing:**
- Five to six months after Phase Two

**Module 6** is focused on field-based work to develop a gender-responsive, SDG-consistent local economic development investment plan according to the action plan created in Phase Two. This module starts by revisiting the gender-responsive local economic assessment, developing a set of feasible and actionable gender-responsive local economic development investments, and engaging in participatory-planning processes with the local community to generate support for a specific investment. Module 6 concludes with a full proposal to be reviewed by the local community. This module encourages the presentation of all project proposals in the plenary for a final re-examination in order to check the strong and weak points from gender perspectives and to tailor them further by adding good practices learned from other projects.

## Audience for the facilitator guide, course target audience and group size

The main audience of this guide are the facilitator and other practitioners who work with LRGs for gender-responsive LED.

The ultimate target audience of the course are both women and men who are local elected representatives, local government officials, representatives from local and central public administration, women entrepreneurs, members of women organizations, representatives of the private sector and local civil society (change agents), representatives from LG training institutes, NGO representatives and the technical planning experts who are the actual actors to be onboard for the GR LED in the locality.

Group size: All the methods and techniques in the modules have been chosen for 18 to 24 participants in a group so that 9 to 12 pairs can be created, six or eight triads or three to four small groups of six people.

## Approach

Participatory and experience-based adult learning is the basis of all methods and techniques that are used in the modules. Principles and conditions of adult learning have been considered as a guide for the instructions and coaching in the exercises during sessions. Evidence-based cases, best practices, examples and statistics are used to make the participants confident in persuading, negotiating and leading the GR LED in their constituencies.

The pre-training assignment and the field-level practical work for five to six months under expert guidance are the two significant dimensions of the course's approach to making the training hands-on for the participants.

## Module contents

All module documents start with a title page followed by a brief description, specific module objectives and the daily schedule of sessions.

- **Title page with session description:**

- **Header:** module number, session number and session title
- **Objectives:** specific objectives for each module
- **Module details:** duration
- **Key message:** contains key vocabulary or a summary of the reading materials

- **Process:** contains step-by-step instructions for leading the exercises

- **Learning materials:** reading or other information for the class activities

- **Reading materials:** background and more in-depth information about the module content

## Logistic and infrastructure support

Appropriate venue and timely supply of logistics are two major factors for successful training. The following facilities will be required for the course:

- A training room measuring 25 ft x 35 ft is ideal for the easy movement of 30 people, including participants, facilitators, observers and guests.
- Enough areas for group work and other preparatory work, coffee and snacks.
- A separate dining space for at least 30 people.
- Enough washrooms for women and men.
- Sufficient and quality residential rooms for the participants, facilitators, organizers and guests. Single accommodation is recommended for all.
- Standard lighting and heating.
- **Equipment:** A multimedia projector with screen, laptop, printer, four portable push-pin boards (6 ft x 4 ft), one portable white board, one portable easel board for flipcharts, two dedicated desks for reading materials and stationery, enough chairs and small side desks for all participants will be required in the training room. A sound system is optional. (During COVID and post-COVID situations, the side desks are required for physical distancing and a shared microphone should be avoided.)
- **Materials:** Approximately four flipcharts, 36 permanent markers and 12 white board markers and 48 highlighters of different colours, 75 pens, 75 note books, 300 sheets of A4 paper of different colours, 24 rolls of brown paper, 60 poster papers in four colours, 50 round cards, 150 oval cards and 300 rectangular cards of different colours, small- and large-sized sticker paper of at least six colours and shapes, paper dot stickers of different colours, 12 rolls of 1-inch masking tape, six boxes of push pins, three pairs of scissors, 10 glue tubes, six glue sticks, six duster towels, six packs of ribbons of different colours, three thread balls, 100-metre coloured rope, two staplers and two punch machines will all be required for the full implementation of Phase One, Phase Two and Phase Three. Additional materials may be required.

## Facilitators

Any facilitator running a learning session for this course needs a solid background and knowledge of gender, LED processes and the 2030 Agenda for Sustainable Development. A two-person facilitation team combining an experienced facilitator with a background in gender and a resource person with a strong foundation in economics and LED planning is recommended. These two persons should also have the following qualifications:

**Qualifications:** The facilitator should have a post-graduate degree in gender studies, anthropology, public administration, management, law or any other social science discipline. Completion of a general ToT course covering experience-based adult-learning theories, the participatory approach of training, participatory methods and techniques, learners' behaviours, facilitation and effective communication skills, module and materials development skills are mandatory for the facilitator in addition to having different subject-specific ToTs. Highly professional and compassionate facilitators are really crucial for the course.

The resource person should have at least a post-graduate degree in economics, political economy, development economy or business administration, but a PhD is preferable.

**Experience:** We strongly recommend appointing **facilitators** with at least five years of continuous, hands-on experience working at local or regional levels dealing with global agendas, gender, gender-based violence, women's empowerment and human rights. Experience dealing with a diverse group of participants such as development workers, elected people's representatives, social opinion leaders, the private sector and civil society leaders, women leaders and entrepreneurs, media professionals, LRGs, policy makers and public servants (bureaucrats) is also important.

The **resource person** should have at least seven years' experience in field-based research and publications in the relevant field. Hands-on experience of successful planning and evaluating GR LEDs is also necessary.

**Responsibilities:** Before starting to use this Guide, it is recommended to read it carefully in its entirety and to:

- Collect the modules and other relevant documents from the organizing team and study them in depth.
- Collect information regarding the participants' levels and needs by studying the findings of the pre-training assignment provided by the organizing team.
- Translate and contextualize the learning and reading materials, if required, according to the participant's level and needs.
- Customize the daily schedule through consultation with the organizing agency if necessary.
- Prepare a detailed requisition of materials and stationery to the organizing team, giving them a considerable time to provide the supplies.
- Make sure that all the reading and learning materials are copied, classified and packed for the appropriate day by the organizing team.
- Have at least one preparatory meeting among organizers, the resource person, translators and facilitator.
- Conduct the session in collaboration with the resource person according to standards.
- Get updates regularly from the contact person of the organizing agency.

## Organizers

The organizers have a vital role in making the course successful by managing and coordinating the course. (The course is actually a part of their programmes.) The organizing agency should create an organizing team with a team leader to manage the course effectively. The team leader will be the main contact for the facilitators, resource person, guests, participants and the organizing agency.

**Responsibilities of the organizing team:**

- Prepare a comprehensive action plan and calendar to organize the whole training course over a period of seven to eight months.
- Confirm the conference space and select the participants according to suggested criteria and build a good rapport with them.
- Fix the dates of the pre-training assignment, the training phases (Phase One, Two and Three) and field-based practice.
- Recruit appropriate facilitators and resource persons according to the policy of the organizing agency. Recruiting a dedicated and passionate facilitators is crucial for the effective delivery of the course. There are model facilitators in every country, it is a challenge for the recruiters to find the appropriate person by checking reliable references.
- Maintain regular contact with the facilitators, resource person, participants and the organizing agency to keep them updated with progress.
- Organize and conduct the pre-training assignment with the participants using Module 0 by involving the facilitator and resource person at least three weeks prior to Phase One of training.
- Fix the dates and appropriate venue (please see the section 'logistic and infrastructural supports') to organize the course in three phases.
- Provide facilitators with quality and timely logistic support.
- Make sure that all participants will join the inaugural session up to the wrap-up session of every phase. This is crucial for effective delivery of the course.
- Ask the facilitators if they need any special supplies, materials or equipment that are not already listed.
- Check the quality of the materials and stationery with the facilitators and keep them up to date in case of unavailability so that they can suggest an alternative.
- Dedicate a person to keep daily documentation (written and visual) of every session.

- Carefully preserve the important outputs of selected sessions that will be used as learning materials in later phases and make them available when necessary.
- Process timely payments for different parties in compliance with all rules and regulations.

## **General guidelines for the facilitator**

The facilitators are encouraged to use all the methods/techniques, learning materials and reading materials proposed in the Facilitator and Organizer Guide to design their own sessions and to adjust them as much as possible to the local context. There are no two identical audiences or learning experiences, so a competent, innovative and experienced trainer has every right to improvise and adapt tools, techniques and methods according to the needs of the participants and the demand of the circumstances to ensure a maximum level of learning. The session objectives and the overall objectives of the course are the final goals to be achieved.

The following general guidelines can contribute to understanding the rhythm of the course.

Please read all the reading materials of all modules first, this will provide facilitators with the conceptual framework of the course.

1. After going through the reading materials in detail, read all the sessions thoroughly and more than once to discover the reasons for using particular techniques, learning materials and instructions.
2. Read carefully the session objectives, methods, time, list of learning materials and supplies for quality preparation.
3. Use the information in the 'Key Message' box as a hint for summarizing the sessions.
4. Please note, the italic paragraphs, in almost all sessions will help the facilitator to tie one session together with another as well as to transition from one to another.
5. The sessions in every module are accompanied by sample materials such as content for PowerPoint presentations or poster presentations, cases, case stories, mapping formats, cards, post-its etc. Go through the sessions to prepare your materials accordingly.
6. Get prepared to conduct the ice-breaking and introductory session to set the tone and ambiance for the learning team and to create the conditions for an effective journey in every phase.
7. Emphasize the daily start-up and wrap-up sessions to encourage and motivate the participants as well as take their pulse regarding the contents and approach.

It is highly recommended to provide a training of trainers (ToT) for the selected facilitators on the course, which should include some practicum sessions. This ToT course will undoubtedly help to enhance the confidence of the facilitators to deliver an effective course in the field.



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