



Facilitation Guide

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

Module 6

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 gender-responsiveness
- Tailor the projects further by adding the best points from others project proposals



Daily Schedule

Day 7 Schedule

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

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic Quick start			
9:00 am	<ul style="list-style-type: none"> To start the day's activities after reviewing the highlights of Phase Two To concentrate for the day's learning 	<ul style="list-style-type: none"> Supplies (optional): Musical instruments, 12-14 pieces of colourful cloth (3 feet x 9 feet) 	
Topic Module 6 Session 1 Overall progress of the project proposals			
9:30 am	<ul style="list-style-type: none"> To link the progress with the learning of previous training sessions in terms of gender-responsiveness and SDG consistency To compare the progress and the targets in the Action Plan 	<ul style="list-style-type: none"> Method/technique: Mobile plenary, discussion Learning materials: Target Achievement form, posters and other outputs like the wall magazines from the modules, photos, schedules etc. Supplies: Brown paper, cards, coloured paper slips, glue tubes, scissors, marker pen, masking tape, board pins 	
10:30 a.m.	Tea break		
10:50 a.m.	Preparatory time for the groups to reorganize or give a final touch to the constituency-based group presentations		
Topic Module 6 Session 2 First proposal presentation (PP1) from one constituency			
11:30 a.m.	<ul style="list-style-type: none"> To review the proposal by using WEEI checklist To accommodate the feedbacks from the experts and the organizers in the light of GR LEA and WEEI 	<ul style="list-style-type: none"> Method/technique: Constituency-based presentations Learning materials: WEEI Checklist, LEA questionnaire Reading materials: Constituency-based proposals Supplies: Brown paper, cards, coloured paper slips, glue tubes, scissors, marker pen, masking tape, board pins 	
10:30 a.m.	Lunch break		
Topic Module 6 Session 3 Second proposal presentation (PP2) from one constituency			
1:45 p.m.	<ul style="list-style-type: none"> Same as First proposal presentation (PP1) 	<ul style="list-style-type: none"> Same as First proposal presentation (PP1) 	

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic Wrap up of the day			
3:15 p.m.	<ul style="list-style-type: none"> To reflect on the day's work 	<ul style="list-style-type: none"> Method/Technique: Individual reflection Stationaries: Cards, sign pen, board pins 	
Topic Tea and free time			
Topic Working Meeting			
5:00 p.m. - 7:30 p.m.	<ul style="list-style-type: none"> To clarify the operational and technical matters amongst organizers, experts and the participants 	<ul style="list-style-type: none"> As needed. 	

Day 8 Schedule.

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic Quick start			
9:00 am	<ul style="list-style-type: none"> To start the day's activities after reviewing the last day To concentrate for days learning 	<ul style="list-style-type: none"> Supplies (optional): Musical instruments, 12-14 pieces of colourful cloths of 3 feet x 9 feet 	
Topic Module 6 Session 4 Third proposal presentation (PP3) from one constituency			
9:30 am	<ul style="list-style-type: none"> Same as PP1 	<ul style="list-style-type: none"> Same as PP1 	
Topic Tea break			
Topic Module 6 Session 5 Fourth proposal presentation (PP4) from one constituency			
11:20 a.m.	<ul style="list-style-type: none"> Same as PP1 	<ul style="list-style-type: none"> Same as PP1 	
Topic Lunch break			
Topic Module 6 Session 6 Fifth proposal presentation (PP5) from one constituency			
2:00 p.m.	<ul style="list-style-type: none"> Same as PP1 	<ul style="list-style-type: none"> Same as PP1 	
Topic Tea break			
Topic Module 6 Session 7 Ranking the proposals			
3:50 p.m.	<ul style="list-style-type: none"> To recognize the strong and weak points of the Proposals from gender perspectives To share and accept the best points of the proposals 	<ul style="list-style-type: none"> Method/Technique: Scoring Learning Materials: Presentations, Individual Scoring form, LEA Checklist and Plenary Scoring posters Stationaries: Coloured sticky dots, poster paper, marker pen, masking tape 	
Topic Tea and free time			
Topic Wrap up the day			
4:50 p.m. - 5:30 p.m.	<ul style="list-style-type: none"> To reflect on the day's work 	<ul style="list-style-type: none"> Method/Technique: Individual sharing Supplies: A4 coloured paper, sign pen 	

Title **Session 1: Overall progress of project proposals**

Objectives: At the end of this session, the participants will be able to:

- Link the progress with the learning of previous training sessions in terms of gender-responsiveness and SDG consistency
- To compare the progress and the targets in the Action Plan

Time:

- 60 minutes

Methods/ Techniques:

- Mobile plenary, discussion

Learning Materials:

- Target Achievement form, posters and other outputs like the wall magazines from the modules, photos, schedules etc.

Reading Materials:

- -

Supplies:

- Brown paper, cards, coloured paper slips, glue tubes, scissors, marker pen, masking tape, board pins

Facilitator notes:

- 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
- Copy the Target Achievement form for all participants.

 **Key Message**

This will be a space 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:	At the end of these presentation sessions, the participants will: <ul style="list-style-type: none"> ■ To review proposals by using the WEEI checklist ■ To accommodate the feedbacks from the experts and the organizers in the light of GR LEA and WEEI
Time:	<ul style="list-style-type: none"> ■ 100 to 120 minutes
Methods/ Techniques:	<ul style="list-style-type: none"> ■ Constituency-based presentations
Learning Materials:	<ul style="list-style-type: none"> ■ WEEI Checklist, LEA questionnaire
Reading Materials:	<ul style="list-style-type: none"> ■ Constituency-based proposals
Supplies:	<ul style="list-style-type: none"> ■ Brown papers, cards, coloured paper slips, glue tubes, scissors, marker pen, masking tape, board pins
Notes for Facilitator:	<ul style="list-style-type: none"> ■ 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. ■ Make copies of WEEI checklist and LEA questionnaire for all the groups, facilitators and the resource person. ■ 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.

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
- WEEL 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/ Techniques: ■ Scoring

Learning Materials: ■ Presentations of constituency-based groups, Individual Scoring form, LEA questionnaire and Plenary Scoring posters

Reading Materials:

Supplies: ■ Coloured sticky dots, poster paper, marker pen, masking tape

Notes for Facilitator:

- Make a set of four copies of the Individual scoring form and 1 checklist copy for each participants, experts and the organizers.
- Ensure that everyone has the detailed proposals of all the constituencies.
- Prepare the plenary scoring posters for each constituency proposal according to the sample attached in the Learning Materials section
- 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.

 **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.
- 

 **Learning materials**

Individual Scoring form for a GR LED plan (Proposals)

Title of the proposal: _____

Constituency: _____

Period: _____

No.	Topic	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?			

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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