



Facilitation Guide

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

Module 2

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

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

| Time | Objectives | Method, Materials, Stationaries | Facilitator |
|---|--|--|-------------|
| Topic Module 2 Session 5 Women’s participation in planning and implementation of GR LED | | | |
| 4:15 p.m. | <ul style="list-style-type: none"> ▪ 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 | <ul style="list-style-type: none"> ▪ Methods/techniques: Pair work, discussion ▪ Learning materials: -- ▪ Reading materials: Handout titled “Best practices in ensuring women’s economic and political participation” ▪ Supplies: VIPP cards, marker pen, masking tape | |
| Topic Conclusion | | | |
| 5:10 pm - 5:30 pm | <ul style="list-style-type: none"> ▪ To note the participants’ reflections about the day | <ul style="list-style-type: none"> ▪ Methods/techniques: Sharing of questions, thoughts and comments ▪ Supplies: Pens, sign pens, cards | |

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:

- Mapping exercise, discussion

Learning Materials:

- Information checklist format for each of the groups and a large one for the summary

Reading Materials:

-

Supplies:

- Pen, marker pen, flipchart



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.

- 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?
 - 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.

 **Learning materials**

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

| Occupations and economic activities | Percentage | |
|-------------------------------------|------------|-----|
| | Women | Men |
| | | |
| | | |
| | | |
| | | |
| | | |

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| | |
|--------------|---|
| Title | Session 2: Gender and markets in local economies |
|--------------|---|

| | |
|-----------------------------|--|
| Objectives: | At the end of this session, participants will be able to: <ul style="list-style-type: none"> ▪ Point out gender bias in local economic transactions ▪ List local government interventions that can reshape gender bias |
| Time: | <ul style="list-style-type: none"> ▪ 50 minutes |
| Methods/ Techniques: | <ul style="list-style-type: none"> ▪ Role play |
| Learning Materials: | <ul style="list-style-type: none"> ▪ Information sheets on local market situation |
| Reading Materials: | <ul style="list-style-type: none"> ▪ Handout titled “Women’s participation in trade and other economic programmes: The role of local government” |
| Supplies: | <ul style="list-style-type: none"> ▪ Poster paper, marker pen, masking tape |



Key Message

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.





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 were 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.

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;

- 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.

Title**Session 3: Gender-inclusive LED, unpaid work and opportunity costs****Objectives:**

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

- Know that unpaid domestic and care work is productive
- Analyse the economic benefits of equal sharing of unpaid work between men and women

Time:

- 60 minutes

Methods/ Techniques:

- Story analysis

Learning Materials:

- Stories

Reading Materials:

- Handout titled: "Unpaid domestic and care work are productive and have economic value"

Supplies:

- Pen, poster paper, marker pen, masking tape

**Key Message****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

¹ Folbre (2009) *Greed, Lust, and Gender: A History of Economic Ideas*. Oxford University Press.

**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.

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 gender-responsive division of labour.
- 
- A decorative graphic at the bottom of the page consisting of several overlapping, wavy, horizontal bands in shades of purple and grey, creating a modern, abstract design.



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.

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

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

³ 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).

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

⁵ Op. cit. “COVID-19 and the care economy.”

⁶ UNDP Turkey, “Gender Gaps in the Care Economy during the COVID-19 Pandemic in Turkey”. 6 August 2020. Available at: <https://www.tr.undp.org/content/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

for 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 <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>

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 patriaral 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.

⁷ 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 the 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:

⁸ UNDP, The Global Gender and Economic Policy Management Initiative. Accessible at: [GEPMI%20Global%20Brochure.pdf](#)

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

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.

¹⁰ Folbre (2009) *Greed, Lust, and Gender: A History of Economic Ideas*. Oxford University Press.

Title **Session 4: Planning of gender-responsive LEDs**

| | |
|-----------------------------|---|
| Objectives: | At the end of this session, participants will be able to: <ul style="list-style-type: none"> ▪ List specific actions that a local government could take to increase women's access and abilities for boosting economic growth ▪ Identify the steps of GR LED planning |
| Time: | <ul style="list-style-type: none"> ▪ 60 minutes |
| Methods/ Techniques: | <ul style="list-style-type: none"> ▪ Case story analysis |
| Learning Materials: | <ul style="list-style-type: none"> ▪ Case story |
| Reading Materials: | <ul style="list-style-type: none"> ▪ Handout titled "Gender-responsive local development planning" |
| Supplies: | <ul style="list-style-type: none"> ▪ Pen, posterpaper, marker pen, masking tape |



Key Message

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 constituency-based 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

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 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 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?

- 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.

¹ 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: <http://www.fao.org/3/i2801e/i2801e.pdf> 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: <http://www.fao.org/3/a-i3114e.pdf>. 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**

| | |
|-----------------------------|--|
| Objectives: | At the end of this session, participants will be able to: <ul style="list-style-type: none"> ■ 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. |
| Time: | <ul style="list-style-type: none"> ■ 55 minutes |
| Methods/ Techniques: | <ul style="list-style-type: none"> ■ Pair Work, discussion |
| Learning Materials: | - |
| Reading Materials: | <ul style="list-style-type: none"> ■ Handout titled "Best practices in ensuring women's participation" |
| Supplies: | <ul style="list-style-type: none"> ■ VIPP cards, marker pen, masking tape |



Key Message

- 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.

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.
- 
- A decorative graphic at the bottom of the page consisting of several overlapping, wavy, horizontal bands in shades of purple and grey, creating a modern, abstract design.



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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