



Facilitation Guide

Gender, Local Economic Development (LED) and SDGs

PREPARATORY ASSIGNMENT

Module 0



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

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

Objectives of Module 0

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

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

In addition, this preparatory assignment will also contribute to:

- ☒ Developing a good rapport between the organizers, participants and trainers;
- ☒ Familiarizing the participants with relevant concepts of gender-responsive local economic development (GR LED);
- ☒ Initiating brainstorming and preparing participants for the content of the main course.



Tasks to complete for the preparatory assignment

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

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



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

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

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

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

Process

Step 1: Building rapport and sending instructions to the participants

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

Step 2: Collecting and disseminating information

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

Questionnaire

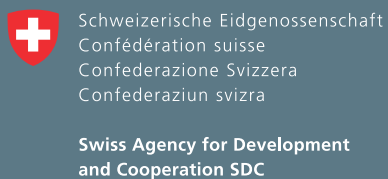
1. What are the key needs of citizens from the local economy as identified in the local development plan?
2. Do all citizens have the same needs, or do some have different needs? If some have different needs, what are their specific needs?
3. Are there vulnerable groups in the locality and, if so, who are these groups?
4. For how many years on average do boys attend school? For how many years on average do girls attend school?
5. Does the jurisdiction have a hospital? A health centre? A nurse's station?
6. Does the jurisdiction have any elderly care services?
7. What share of the jurisdiction's roads are improved?
8. Does the local population have access to improved water sources?
9. What types of energy are used in homes?
10. What is the food security status of the jurisdiction's population?
11. Which groups in the jurisdiction, if any, are more likely to be food insecure?
12. What are the key activities undertaken by women in the local economy?
13. What are the key activities undertaken by men in the local economy?
14. Is it common for women to own land in the jurisdiction?
15. In the jurisdiction, are family farms subsistence-oriented (farm products are meant for personal consumption) or market-oriented (farm products are meant for sale)?
16. Do more women or more men work in the informal economy? (E.g. what percentage of working men work in the informal economy? What percentage of working women work in the informal economy?)
17. Do more women or more men work in the formal economy?
18. How important is the formal economy within the jurisdiction?
19. What are the main kinds of private-sector businesses? (e.g. what sectors – agriculture, mechanics, etc-, and what type of business – family business, small enterprises, large corporations, etc-).
20. What is the percentage (known or estimate) of private-sector businesses owned by women?
21. Is access to bank finance the same for women-led and men-led businesses?
22. Do men have a dedicated space to gather and converse in the jurisdiction? Where?
23. Do women have a dedicated space to gather and converse in the jurisdiction? Where?
24. Do women enjoy safe and secure modes of transportation? Do women move about by car? Do they own and drive their own car? Is the "having a car" important? What about motorcycles? Which other modes of transportation are usually used by women?
25. Do men enjoy safe and secure modes of transportation? Do men usually drive and have a car? Which other modes of transportation are used usually by men?
26. Does the jurisdiction have existing programmes and projects that are meant to address women's or girls' needs and promote gender equality?
27. Do the existing programmes and projects recognize that people of different ages, ethnicities and abilities also have different needs?
28. Is the distinction between paid work and unpaid work clear in local planning, programmes and projects?
29. Are the differences between the relatively poor and rich easy to see in the jurisdiction?
30. Are both women and men participating equally in the local economic development planning process?
31. What are the key barriers to the participation of women and men?
32. What are the capacities, interests and willingness of partner organizations to include both men and women in local economic development planning processes?
33. What is the percentage of men and women participating in key leadership positions in the labour market and community and/or development institutions?
34. What are the main sources of local government revenue?
35. Are there any specific local government programmes and/or budget that directly address women's economic empowerment?

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

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