



Facilitation Guide

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

Module 1

1



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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 1

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

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

- ✓ Share a common understanding of concepts of gender and gender-responsive LED as well as their relation to the SDGs.
- ✓ Link gender perspectives during the assessment, planning, budgeting, monitoring and implementation of any project.
- ✓ Use the appropriate terms during the preparation of policies or other documents.
- ✓ Identify gaps in policies, laws, procedures and infrastructure from a gender perspective.



Daily Schedule

Day 1

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

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic	Registration and inauguration		
9:00 a.m.	<ul style="list-style-type: none"> To introduce the participants and organizers To explain the objective of the course 	<ul style="list-style-type: none"> Inauguration speeches by guests, organizers and facilitators. Materials: Participants' list, pen, folders, bags/kits 	
Topic	Module 1 Session 0 Course introduction: Icebreakers and establishment of a positive atmosphere		
9:30 a.m.	<ul style="list-style-type: none"> To create a pleasant learning environment To interact with and become familiar with one another To become aware of the overall aims and objectives of this course 	<ul style="list-style-type: none"> Methods/techniques: Simulation of a giant round plate balancing, categorization, group performance Learning materials: Five large round cards in different colours labelled: "rights", "diversity", "plurality", "economic development", and "equality and justice" Reading materials: -- Supplies: Poster paper, marker pen 	
10:30 a.m.	Tea break		
Topic	Module 1 Session 1 Conceptualizing sex and gender		
11:00 a.m.	<ul style="list-style-type: none"> To define sex as biological and gender as a social construction To describe the difference between sex and gender 	<ul style="list-style-type: none"> Methods/techniques: Card clustering in a large group Learning materials: Cards with words representing different characteristics of males and females from biological (pink and blue) and social (green and yellow) perspectives; two cards with the male ♂ and female ♀ symbols; two cards for "biological" and "social" (a sample is attached) Reading materials: Handout titled "Concepts of gender and sex" Other supplies: Flipchart, masking tape, marker pen, brown paper, VIPP (visualization in participatory programmes) cards etc. 	

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic Module 1 Session 2 Gender roles and gender division of labour			
11:45 a.m.	<ul style="list-style-type: none"> To identify gender roles and gender division of labour To explain how division of labour creates discrimination between males and females in terms of resources, power and status 	<ul style="list-style-type: none"> Methods/techniques: Triad work, discussion Learning materials: Gender division of labour table, six role-playing cards, 120 coloured paper stickers with tasks; two cards with the male ♂ and female ♀ symbols; 18 sticky paper slips (six each of red, green and yellow). Reading materials: Handout titled "Gender roles and division of labour" Other supplies: Brown paper, big round cards, coloured stickers, marker pen, masking tape 	
1:15 p.m.	Lunch		
Topic Module 1 Session 3 Access and power relations in gender			
2:00 p.m.	<ul style="list-style-type: none"> To analyse patriarchal stereotypes and imbalances in power relations between women and men To point out gender discrimination in access to power and rights To analyse "affirmative action" as a right to eradicate gender discrimination 	<ul style="list-style-type: none"> Methods/techniques: Simulation game (one step ahead – two steps behind) Learning materials: Large round coloured cards on "power", "resources", "status", "decision", "information" Reading materials: Handout titled "Affirmative action is a right of deprived groups" Other supplies: Big round cards in five colours, masking tape / board pins 	
3:00 p.m.	Tea break		
Topic Module 1 Session 4 Gender concepts and terms			
3:15 p.m.	<ul style="list-style-type: none"> To describe at least 12 relevant technical terms and concepts relating to gender-responsive LED 	<ul style="list-style-type: none"> Methods/techniques: Pair presentation Learning materials: -- Reading materials: Handout titled "Gender glossary" Other supplies: A4 size coloured paper (13 sheets), marker pen 	
Topic Module 1 Session 5 Local economic development and gender responsiveness			
4:15 p.m.	<ul style="list-style-type: none"> To find a common meaning of LED and its importance To define gender-responsive LED To list important considerations before planning LEDs from a gender perspective 	<ul style="list-style-type: none"> Methods/techniques: Reading circle, group presentations Learning materials: -- Reading materials: Handout titled "Gender-responsive local economic development (LED)" Other supplies: Poster paper, marker pen, board pin/ masking tape 	

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Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic	Conclusion		
5:00 p.m. – 5:30 p.m.	<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 	

Day 2

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic	Quick start		
9:00 a.m.	<ul style="list-style-type: none"> To start the day's activities after reviewing the previous day To concentrate for the day's learning 	<ul style="list-style-type: none"> Methods/techniques: Check in, music and breathing practice Learning materials (optional): Instruments to play Reading materials: None Other supplies (optional): 12-14 pieces of colourful cloth (3 feet x 9 feet) 	

Topic	Module 1 Session 6 Sustainable Development Goals (SDGs), LED and gender		
9:30 a.m.	<ul style="list-style-type: none"> To explain SDGs, their importance and the obligations of member states To point out at least 10 targets and indicators of SDGs that link directly to LED To analyse how gender-responsive LEDs can contribute to achieving the SDGs 	<ul style="list-style-type: none"> Method/technique: Video/PowerPoint/poster presentation, discussion Learning materials: Videos: "We the people", "Leave no one behind" and "Numbers in action"; slides/posters on SDGs, relevant targets and indicators; State obligations Reading materials: Handout titled "SDGs, local economic development and gender" Other supplies: Flip chart, poster paper, marker pen, board pins/masking tape 	
11 a.m.	Tea break		

Title **Session 0: Course introduction****Objectives:**

At the end of this session, participants will have:

- Interacted with and become familiar with each other
- Created a better learning environment
- Become aware of overall aims and objectives of this course

Time:

- 60 minutes

Methods/ Techniques:

- Simulation of a giant round plate balancing, categorization, group performance

Learning Materials:

- Five large round cards in different colours labelled: “rights”, “diversity”, “plurality”, “economic development”, and “equality and justice”.

Reading Materials:

-

Supplies:

- Poster paper, marker pen

**Key Message****Overall objectives of this course on gender-responsive local economic development are to:**

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

**Process****Step 1: Greeting and explaining course objectives**

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

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

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

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

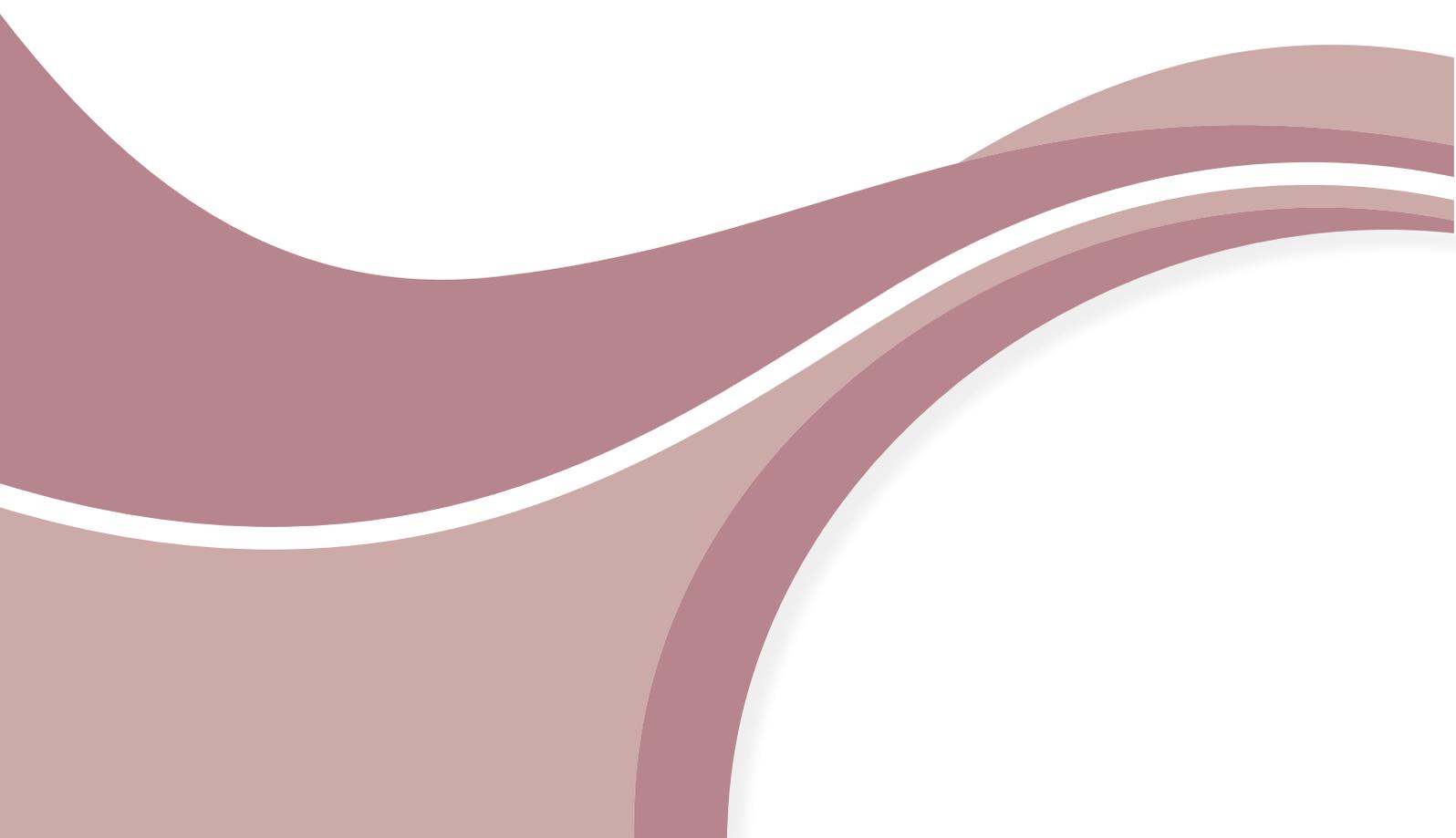
Step 3: Categorizations

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

Step 4: Group work

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

Step 5: Presenting the group work and introduction

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

 Learning materials

Rights

Diversity

Plurality

**Economic
development**

**Equality
and
justice**

Title Session 1: Conceptualizing sex and gender

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

 **Key Message**

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

Sex (Natural or biological gender)	Gender (Social gender)
<ul style="list-style-type: none"> ▪ Sex refers to the naturally created biological and physical differences between men and women. 	<ul style="list-style-type: none"> ▪ Differences in dress, activities and attitudes between males and females created by society are called “gender”.
<ul style="list-style-type: none"> ▪ Sex is biological and only changeable with an intervention. 	<ul style="list-style-type: none"> ▪ Gender is changeable according to families, societies and countries and therefore many differences exist.
<ul style="list-style-type: none"> ▪ In all parts of the world, sex is the same, which means it is universal. 	<ul style="list-style-type: none"> ▪ Due to differences in societies and cultures, gender roles are not the same throughout the world.

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



Process

Step 1: Raising questions

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

Step 2: Defining sex and gender

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

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

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

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

 **Learning materials**

Exercise part 1:

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

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

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

Articles	Activities	Roles
<ul style="list-style-type: none"> ▪ Broom ▪ Car keys ▪ Saree ▪ Rolling-pin ▪ Screw-driver ▪ Hammer ▪ Stove ▪ Tie ▪ Lipstick ▪ Briefcase 	<ul style="list-style-type: none"> ▪ Sewing ▪ Cooking ▪ Washing ▪ Clothes ▪ Reading newspaper ▪ Breast-feeding babies ▪ Bathing children ▪ Fixing the electric bulb ▪ Knitting sweaters ▪ Driving ▪ Sweeping 	<ul style="list-style-type: none"> ▪ Chef ▪ Tailor ▪ Farmer ▪ Housewife ▪ Breadwinner ▪ Nurse ▪ Mother ▪ Barber ▪ Politician ▪ Head of the family

Discuss in full group with participants:

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

Reading materials

Gender Concept

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

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

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

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

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

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

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

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

Title **Session 2: Gender roles and gender division of labour**

Objectives:	At the end of the session, the participants will be able to: <ul style="list-style-type: none"> Identify gender roles and gender division of labour Explain how division of labour allows for discrimination between males and females in terms of resources, power and status
Time:	<ul style="list-style-type: none"> 90 minutes
Methods/ Techniques:	<ul style="list-style-type: none"> Triad work, discussion
Learning Materials:	<ul style="list-style-type: none"> Percentage table, six role-playing cards, 120 coloured paper stickers with tasks; two cards with the male and female symbols; 18 sticky paper slips (six each of red, green and yellow).
Reading Materials:	<ul style="list-style-type: none"> Handout titled “Human roles and division of labour from a gender perspective”
Supplies:	<ul style="list-style-type: none"> Brown paper, big round cards, coloured stickers, marker pen, masking tape

Key Message

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

Process

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

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

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

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

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

Step 3: Filling out the “Gender division of labour” table

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

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

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

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

<p>Daily household chores and care activities</p> <ul style="list-style-type: none"> ■ Cooking ■ Cleaning and mopping (hygiene) ■ Upkeep of house ■ Care of elderly, sick, and children ■ Weaving and stitching Food preservation 	<p>Daily household chores and care activities</p> <ul style="list-style-type: none"> ■ Taking children to school ■ Major repair work
<p>Farm and animal husbandry, dairy work</p> <ul style="list-style-type: none"> ■ Preparation of fields, removing weeds ■ Harvesting, transporting, and storing ■ Kitchen gardening (fruit and vegetables) ■ Milking cattle and milk processing ■ Feeding cattle and cleaning cattlesheds 	<p>Farm and animal husbandry, dairy sales</p> <ul style="list-style-type: none"> ■ Sowing Cattle grazing (done by elderly) ■ Selling daily products on the market
<p>Collection activities</p> <ul style="list-style-type: none"> ■ Water, fodder, and fuelwood ■ Non timber forest products (NTFPs) ■ Collection of honey 	<p>Collection activities</p> <ul style="list-style-type: none"> ■ Water for cattle ■ Non-timber forest products (NTFPs) ■ Collection of various products
<p>Occasional income and leisure</p> <ul style="list-style-type: none"> ■ Daily wage laborer ■ Leisure activities and personal care 	<p>Market-related activities and leisure</p> <ul style="list-style-type: none"> ■ Gossiping at Marketplace ■ Leisure activities: indoor games (playing cards, etc)
<p>Occasional income and leisure</p> <ul style="list-style-type: none"> ■ Daily wage laborer ■ Leisure activities and personal care 	<p>Jobs in government and private sector</p> <ul style="list-style-type: none"> ■ Daily wage laborer ■ Private business: shopkeeping

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

 Learning materials

Gender division of labour		Division of Labour %	
		♀	♂
 <p>Household/ Care activities</p>	<ul style="list-style-type: none"> ▪ Cooking ▪ Cleaning ▪ Upkeep of house ▪ Care of elderly, sick, and children ▪ Weaving and sewing ▪ Taking children to school ▪ Preparing food 		
 <p>Farm and animal husbandry</p>	<ul style="list-style-type: none"> ▪ Preparation of fields ▪ Harvesting, transporting and storing ▪ Sowing ▪ Kitchen gardening (fruit and vegetables) ▪ Milking cattle and milk processing ▪ Cattle grazing (done by elderly) ▪ Feeding cattle and cleaning cattle sheds 		
 <p>Collection activities</p>	<ul style="list-style-type: none"> ▪ Water, fodder and food fuel ▪ Water for cattle ▪ Collection of honey ▪ Collection of various products 		
 <p>Jobs in government and private sector</p>	<ul style="list-style-type: none"> ▪ Daily wage labour ▪ Private business: shopkeeping 		
 <p>Occasional income and leisure</p>	<ul style="list-style-type: none"> ▪ Daily wage labour ▪ Leisure activities and personal care 		



Reading materials

Gender roles and gender division of labour

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

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

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

Title**Session 3: Access and power relations in gender****Objectives:**

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

- Analyse patriarchal stereotypes and imbalances in power relations between women and men
- Point out gender discrimination in access to power and rights
- Analyse 'affirmative action' as rights for eradicating gender discrimination

Time:

- 60 minutes

Methods/ Techniques:

- Simulation game (one step ahead – two steps behind)

Learning Materials:

- Large, round, coloured cards marked with "power", "resources", "status", "decision-making" and "information"

Reading Materials:

- Handout titled "Affirmative action is a rights of deprived groups"

Supplies:

- Large round cards in five colours, masking tape and board pins

**Key Message**

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

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

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

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

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

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

Instructions for the game:

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

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

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

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

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

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

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

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

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

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

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

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

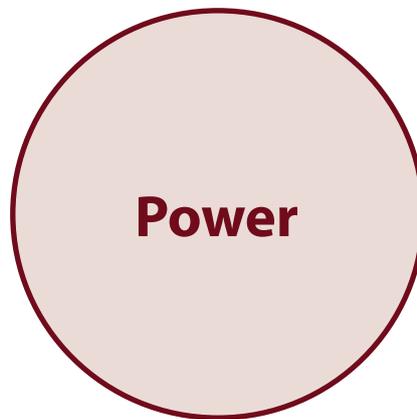
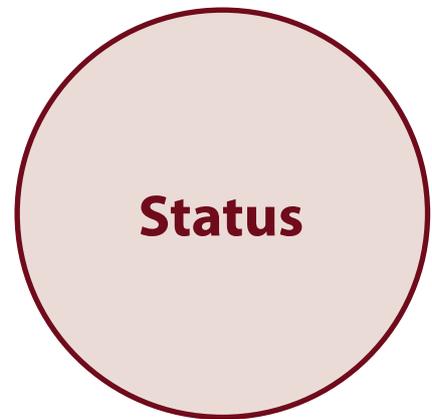
- Ask what can be done so that women and men can reach the expected goal at the same time. After listening to some of the answers, ask participants whether it will be justified to bring some persons backwards. Hence, something should be done so that the progress of men remains steady, while the progress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

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

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



Learning materials





Reading materials

Affirmative action is a right of deprived groups

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

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

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

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

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

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

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

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



Title**Session 4: Gender concepts and terms****Objectives:**

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

- Describe at least 12 relevant technical terms and concepts related to gender-responsive LED

Time:

- 60 minutes

Methods/ Techniques:

- Pair presentation

Learning Materials:

-

Reading Materials:

- Handout titled "Gender glossary"

Supplies:

- 13 sheets A4-size coloured paper, marker pen

**Key Message**

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

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

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

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

 **Process****Step 1: Discussions in pairs**

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

Step 2: Presentations from the pairs

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

Reading materials

Gender glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Title**Session 5: Local economic development and gender responsiveness****Objectives:**

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

- Find a common meaning for LED and understand its importance
- Define gender-responsive LED
- List important considerations before planning LEDs from a gender perspective

Time:

- 60 minutes

Methods/ Techniques:

- Reading circle, group presentations

Learning Materials:

-

Reading Materials:

- Handout entitled "Gender- responsive local economic development (LED)"

Supplies:

- Poster paper, marker pen, board pin/ masking tape

**Key Message**

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

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



Process

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

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

Step 2: Presentations of group work

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

Reading materials

Gender-responsive local economic development (LED)

Gender Mainstreaming in LED, ILO, 2010

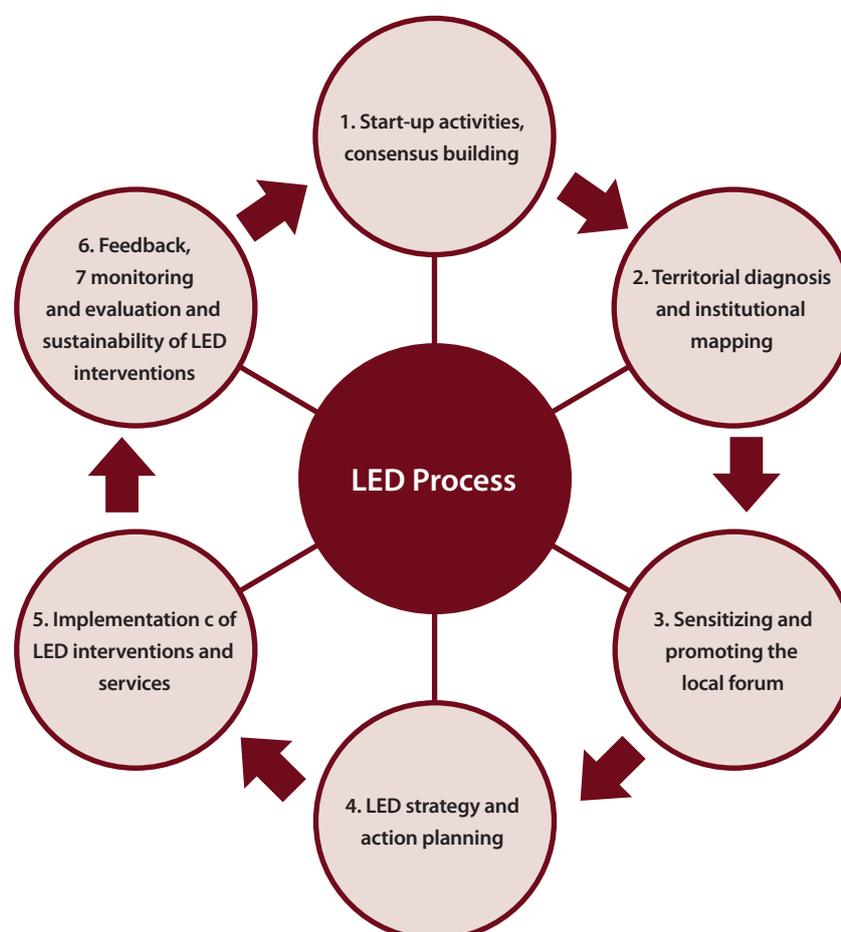
LED is a locally owned, participatory development process undertaken within a given territory or local administrative area in partnership with both public and private stakeholders. The LED approach makes use of local resources and competitive advantages to create decent employment and sustainable economic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

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

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

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

The LED Process



Stakeholders of a LED

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

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

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

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

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

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

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

Various LED Approaches

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

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

Regional approach – Leveraging the resources of surrounding areas

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

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

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

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

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

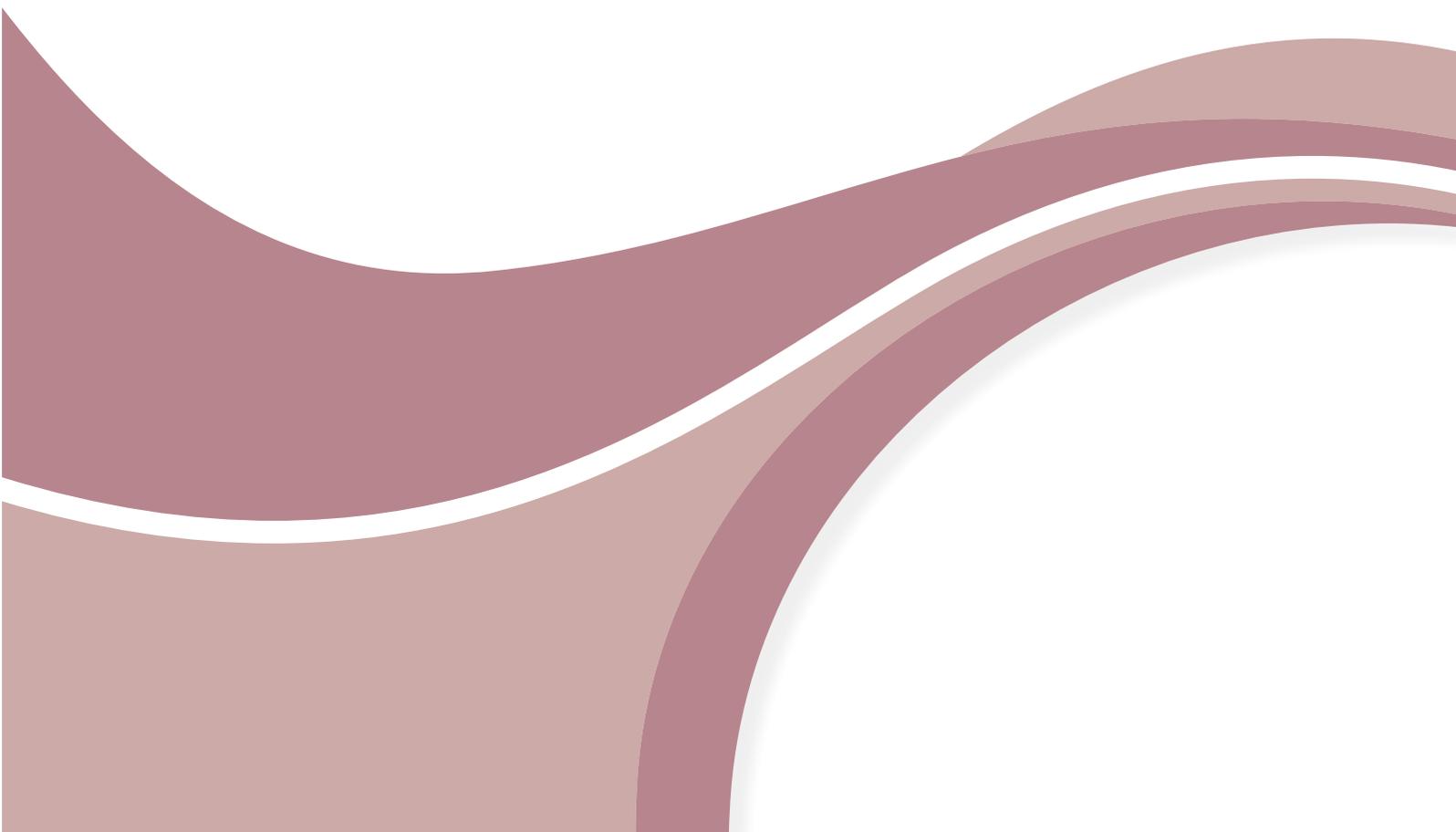
Below are some of the underlying issues:

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

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

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

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



Title	Session 6: Sustainable Development Goals (SDGs) LED and Gender
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Objectives: At the end of this session, the participants will be able to :

- To explain SDGs, its importance and obligations of member states
- To point out at least 10 targets and indicators of SDGs that Links to the GR LED directly
- To analyse how the gender responsive LEDs can contribute for achieving SDGs

Time: ▪ 90 minutes

Methods/ Techniques: ▪ Video/Power point/ poster presentation, Discussion

Learning Materials: ▪ Video: “We the people”, “Leave no one behind” and “Numbers in action”, slides/ poster on SDGs, relevant targets and indicators, State obligations

Reading Materials: ▪ Handout titled “SDGs, Local Economic Development and Gender”

Supplies: ▪ Flip chart, poster paper, marker pen, board pins/ masking tape



Key Message

LED and the Sustainable Development Goals

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

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



Process

Step 1: Videos on SDGs

- Say, "All local is global and everything global is local, so LED has a global effect as well as global policies and plans has a local impact. Gender is an issue everywhere. Now we are going to see the connections amongst LED, Gender and SDGs that means Sustainable Development Goals. SDG actually a 15 years' Global plan for development where LGs are the key actors in the local fields. First we can see three very short videos on SDG".
- Show the videos 'We the people', 'Leave no one behind' then finally 'Numbers in action'
 - <https://www.youtube.com/watch?v=RpqVmvMCmp0> <https://www.youtube.com/watch?v=99UN7so92tk>
 - https://www.youtube.com/watch?v=Mdm49_rUMgo
- Take a pause for five minutes after each video to discuss or add any comments from your side
- Talk about SDGs according to the resource materials.

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

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

Reading materials

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

The 2030 Agenda for Sustainable Development

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



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

Most relevant SDGs targets to local economic development and local governments

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

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

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

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

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

Goal 8

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

Goal 9

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

Goal 11

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

Goal 16

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

DECISION-MAKING at all levels

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

Localizing the SDGs

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

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

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

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

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

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

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

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

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

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

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

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

The role of local and regional governments (LRGs)

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

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

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

Localizing the SDGs and implementing LED processes with a gender perspective

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

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

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

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

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

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

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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