



Facilitation Guide

Local Government and Gender-Responsive Local Economic Development (LED)

Module 3

3



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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 3

Module 3 focuses on the role of the local government (LG) in planning, strategizing, implementing and monitoring the GR LED. This module also emphasizes reviewing existing policies, laws and other structural opportunities and deficiencies related to GR LED. The module introduces tools for assessing contexts and integrating gender perspectives into LEDs such as gender budgeting and gender budget statements. Such tools allow local policymakers and planners to integrate gender responsiveness into LED policies and programmes. Identifying ways to get the relevant stakeholders onboard in support of women entrepreneurs is also an important part of the module.

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

- Analyse the role of LGs in gender-responsive local economic development
- Apply different tools like resource mapping, comprehensive strategies, GR budget and budget statements from a gender perspective
- Identify ways to get the relevant stakeholders onboard in support of women entrepreneurs



Daily Schedule

Day 3 Schedule

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic Quick start			
9 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"> Check in 	
Topic Module 3 Session 1 Ideal GR LED and its priorities			
9:30 a.m.	<ul style="list-style-type: none"> To present the idea of an ideal LED and its characteristics from a gender perspective To point out some of the priority areas for a successful implementation of GR LED 	<ul style="list-style-type: none"> Methods/techniques: Power point/poster presentation Learning materials: Slides/posters Reading materials: Handout titled "Good LED is gender-responsive" Supplies: Flipchart, marker pen 	
11:30 a.m.	Tea Break		
Topic Module 3 Session 2 Strategizing GR LED in the constituency			
10:50 a.m.	<ul style="list-style-type: none"> To analyse the roles and responsibilities of LGs to develop a comprehensive strategy for GR LED To describe the importance of Survey or mapping the options, resource, skills, potentials and challenges. 	<ul style="list-style-type: none"> Methods/techniques: Simulation game (shifting a glass full of water without touching it), discussion Learning materials: -- Reading materials: Handout titled "Main elements of LED and the role of local government" Supplies: Three transparent pieces of glass, six plates, three sheets of A4-sized paper, two thread balls, two masking tape rolls, one pair of scissors, one pack of Blu tack (reusable adhesive), marker pen, poster paper 	
Topic Module 3 Session 3 Policies and structures			
12 p.m.	<ul style="list-style-type: none"> To review existing LG policies, procedures and infrastructures from a gender perspective To mark the area of engendering language and practices To specify the changes needed in policies and structures To identify the positive instincts in the existing policies 	<ul style="list-style-type: none"> Methods/techniques: Study circle Learning materials: Three to five policies, laws and procedural memos Reading materials: None Supplies: Poster paper, coloured paper stickers, marker pen 	
1:15 p.m.	Lunch		

Time	Objectives	Method, Materials, Stationaries	Facilitator
Topic	Module 3 Session 4 Tools for operation, monitoring and learning		
2 p.m.	<ul style="list-style-type: none"> To define a gender-responsive budget To Identify the budget Statement as a significant tool to visualize a gender responsive budget 	<ul style="list-style-type: none"> Methods/techniques: Quiz, discussion Learning materials: Marks tabulation format Reading materials: Handout titled "Gender budget and budget statement are two important tools for achieving gender equality" Supplies: Flipchart, marker pen 	
3:15 p.m.	Tea break		
Topic	Module 3 Session 5 Onboarding relevant stakeholders		
3:30 p.m.	<ul style="list-style-type: none"> To justify special initiatives such as affirmative action for women entrepreneurs as a right To analyse the relevance of involving the private sector and civil society actors in the GR-LED process 	<ul style="list-style-type: none"> Methods/techniques: Debate Learning materials: Poster on debate topic Reading materials: -- Supplies : Paper, pen, marker pen, flipchart 	
Topic	Conclusion: Wrap-up of Module 3 and Phase One		
4:30 – 5:15 pm	<ul style="list-style-type: none"> To note the participants' reflections about the day 	<ul style="list-style-type: none"> Methods/techniques: Sharing of questions, thoughts and comments 	

Title **Session 1: Ideal GR LED and its priorities**

- Objectives:** At the end of this session, the participants will be able to:
- Present the idea of an ideal LED and its characteristics from a gender perspective
 - Point out some of the priority areas for a successful implementation of GR LED
- Time:**
- 60 minutes
- Methods/ Techniques:**
- PowerPoint/poster presentation
- Learning Materials:**
- Slides/posters
- Reading Materials:**
- Handout titled “Good LED is Gender Responsive”
- Supplies:**
- Flip chart, marker pen

 **Key Message**

A good LED project includes both women and men on the basis of a baseline assessment, including a gender analysis, before the planning and incorporates affirmative action where needed.

The GR LED is based on a concrete plan that strives for balanced and structured development of the municipality or local government constituencies, while ensuring that equivalent benefits flow to women and men and girls and boys.

The GR LED provides a set of practical and technical arrangements that contribute to the achievement of gender-responsive and inclusive objectives.

The GR LED establishes a coherent work plan to address bottlenecks facing women and men within local communities and invests in opportunities.

All diagnostic tools must allow sex-disaggregated data to be collected, analysed and communicated to the stakeholder forum that will develop the LED plan.

 **Process**

Step 1: Slide show on state obligations relating to SDGs and SDG Targets

- Show the set of slides on an ideal LED and its characteristics and relate them to gender equity and equality.
- Allow the participants to ask questions and ask for clarifications after the first set of slides is shown.
- Answer the participants according to the resource materials.
- Start the next set of slides on GR LED.
- Open the floor to the participants for questions and clarifications after finishing the last set of slides.

- Ask the resource person to respond to the participants' points and talk about the priority areas for successful implementation of a GR LED.
 - Link the discussion with how the setting of smart priorities can contribute to the success of GR LED.
 - Conclude the session after summarizing according to the resource materials.
- 

Learning materials

Sample contents for a PowerPoint presentation

A good LED project includes both women and men in a baseline assessment including a gender analysis before the planning and incorporates affirmative action where needed.

A good LED project focusses on policy and other structural changes as well as capacity building for disadvantaged groups that is needed for balanced economic development.

A good LED is:

- Economically viable
- Financially viable
- Technically feasible
- Effectively managed
- Flexible in terms of land tenure
- Environmentally friendly
- Socially desirable
- Culturally acceptable and
- **Gender-responsive**

An ideal LED is, by default, gender-responsive. Projects taking into account the differentiated needs of women and men and the potential to accelerate women's roles in the local economy can contribute to women's economic empowerment.

A GR LED initiates and encourages projects that will change socio-economic stereotypes and prejudices.

- The GR LED is based on a concrete plan that strives for balanced and structured development of the municipality or local government constituencies, while ensuring that equivalent benefits flow to women and men and girls and boys.
- The GR LED provides a set of practical and technical arrangements that contribute to the achievement of gender-responsive and inclusive objectives.
- The GR LED establishes a coherent work plan to address bottlenecks facing women and men within local communities and invests in opportunities.
- All diagnostic tools developed specifically for the purpose of the territorial assessment must allow sex-disaggregated data to be collected, analysed and communicated to the stakeholder forum that will develop the LED plan.
- The conditions under which women entrepreneurs operate, the particular constraints they face and the extent to which existing institutions can provide the financial and business development services they require must be assessed. So there must be the potential market segments in which women have a competitive advantage.



Reading materials

Good LED is gender responsive

A good LED project includes both women and men on the basis of a baseline assessment, including a gender analysis before the planning and incorporates affirmative action where needed. It focusses on policy and other structural changes as well as the capacity building of the disadvantaged groups that is needed for balanced economic development for women and men and girls and boys. A GR LED initiates and encourages projects targeted to overcome socio-economic stereotypes and prejudices. An ideal LED is, by default, gender responsive. Projects take into account the differentiated needs of women and men and the potential to accelerate women's role in the local economy, contributing to women's economic empowerment.

- **Economic viability:** Good LED projects are economically viable, on the understanding that subsidized economic activities are generally excluded from consideration.
- **Financial viability:** The projects take into account the recurrent costs of operations and maintenance associated with any new infrastructure and create provisions for meeting such costs.
- **Technical feasibility:** The projects are familiar to local beneficiaries and are within the capabilities of local contractors or service providers and are based on the success rate of similar projects attempted before or elsewhere.
- **Management effectiveness:** Local women and men user groups are capable of managing and maintaining assets and facilities and have the scope of building special capacities for disadvantaged groups.
- **Land tenure flexibility:** Existing land tenure arrangements and incentives are guaranteed for the project investment and maintenance. The primary and secondary rights of local users will have been clearly identified and integrated into the operational aspects of the GR-LDP. The Voluntary Guidelines on the Responsible Governance of Tenure approved by the Committee on World Food Security can help as a guide for assessing the land tenure issues. (Inspired from FAO, 2012, Voluntary guidelines on the responsible governance of tenure of land, fisheries and forests in the context of national food security (VGGT); FAO, Governing land for women and men. A technical guide to support the achievement of responsible gender-equitable governance of land tenure, 2013).
- **Environmental soundness:** The effects on the environment and related risks identified and properly cost analysed.
- **Social desirability:** The projects are fully endorsed by local beneficiaries and are seen as priorities by them, including beneficiaries from different age groups and those who are socially excluded.
- **Cultural acceptability:** The project are in conformity with local culture and beliefs.
- **Gender responsiveness:** An ideal LED is, by default, gender responsive. Projects taking into account the differentiated needs of women and men and the potential to accelerate women's roles in the local economy can contribute to women's economic empowerment.
 - GR-LED is based on a concrete plan that strives for balanced and structured development of the municipality or local government, while ensuring that equivalent benefits flow to women and men and girls and boys.
 - The GR-LED provides a set of practical and technical arrangements that contribute to the achievement of gender-responsive and inclusive objectives.
 - The GR-LED establishes a coherent work plan to address bottlenecks facing women and men within local communities and invests in opportunities.

- All diagnostic tools developed specifically for the purpose of the territorial assessment must allow sex-disaggregated data to be collected, analysed and communicated to the stakeholder forum that will develop the LED plan. Knowledge of both quantitative and qualitative aspects and how they relate to each other allow one to find a better starting point for promoting development from a gender perspective.
- The conditions under which women entrepreneurs operate, the particular constraints they face and the extent to which existing institutions can provide the financial and business development services they require must be assessed. So there must be the potential market segments in which women have a competitive advantage.



Title Session 2: Strategizing GR LED in the constituency

Objectives:	At the end of this session, the participants will be able to: <ul style="list-style-type: none"> Analyse the roles and responsibilities of LGs to develop a comprehensive strategy for GR LED Describe the importance of survey or mapping the options, resource, skills, potentials and challenges
Time:	<ul style="list-style-type: none"> 70 minutes
Methods/ Techniques:	<ul style="list-style-type: none"> Simulation game (shifting a glass full of water without touching it), discussion
Learning Materials:	<ul style="list-style-type: none"> -
Reading Materials:	<ul style="list-style-type: none"> Handout titled "Main elements of LED and the role of local government"
Supplies:	<ul style="list-style-type: none"> Three transparent pieces of glass, six plates, three sheets of A4-sized paper, two thread balls, two masking tape rolls, one pair of scissors, one pack of Blu tack (reusable adhesive), marker pen, poster paper



Key Message

LED strategies treat the following fundamental issues:

- feasibility
- resource availability
- capacity
- holistic transparency
- cultural influences

Gender-responsive LED Engendering the overall LED strategy is crucial, as it not only prioritizes local public spending but also decides where investments get implemented. There is therefore a need to develop a gender-responsive LED (GR-LED). The starting point is to engender the strategic planning process.



Process

Step 1: Simulation Game (shifting a glass full of water without touching it)

- Divide the participants into three teams of eight participants.
- Assign one area to be location A and another area about 4 metres away to be location B. Place a flat plate upside down in each area. An area needs to be available for each group so that they can compete at the same time.
- Place a glass on each plate in the locations labelled "A".
- Pour water into each glass. (Adjust the difficulty of the exercise by adjusting the level of the water.)

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- Put all other materials together in front and ask the teams to take anything they need. (You can establish the difficulty of the exercise by limiting the amount of materials available).
- Assign each group to an area so they can all stand around their glass of water.
- On your mark, each group must start working on the problem and using the materials provided to make a structure that allows them to carry the glass of water from location A to location B while adhering to the following rules:
 - No one can touch the glass.
 - No water should be spilled. If some is spilled, they must return the glass to the starting point, pour water to the original level and then restart the exercise.
 - The glass should not touch the ground or be placed on any other object. It can only touch the materials provided. If the glass touches anything else, the group must return the glass to location A and start over again.
- The first group that successfully carries their glass from their location A to their location B wins.
- Let the other groups carry on until everyone finishes the task if the time allows.
- Time the performance of each group and reveal the results at the end.
- Fix a time limit of 15 minutes for all teams.
- Give one minute to each team to note their observations.
- Add your reflections and observations and note the gender issues that the teams either overlooked or responded to consciously.
- Relate the game to strategy development.

Step 2: Group work

- Instruct the teams to sit together and make presentations on the following questions.
 - What are the roles and responsibilities of LGs to develop a comprehensive strategy for GR LED?
 - What sort of survey or mapping should LGs do before strategizing LEDs? Why?
- Tell them to get clues from the last game.
- Give clues to the teams according to the session objectives.
- Allow them 20 minutes to prepare the presentations.
- Ask the resource person to go to the groups and give technical input if needed.
- Go to the groups, observe and give points from a gender perspective.

Step 3: Presentations of group work

- After the preparation, ask the groups to stick their posters on a specific board or wall and have them sit in the plenary. There will be three presenters from three groups.
- Announce that when one group presents their work, the other two will mark the common points on their posters with the marker.

- After the first presentation, allow the other two groups to present only their unmarked points.
- At the end of all three presentations, ask the plenary whether any important points are still missing.
- Invite the resource person to add points or give comments on the presentations.
- Add your points or arguments after hearing from the plenary and the resource person.
- Summarize and conclude the session in the light of the session objectives and resource materials.

Optional Step 4: Plenary discussion

If time allows, and the audience's level of comprehension permits, participants can brainstorm on the extent of the gender responsiveness of their local economic development plans. Some guiding questions may be:

- Does their local economic development strategy clearly state gender-responsive goals? If not, what goal or goals could they consider including?
 - Does their local economic development strategy have targets and indicators disaggregated by gender? How could they disaggregate them? Give an example.
 - Can LGs partner with other institutions (private companies, banks, civil society organizations, NGOs, etc) to advance women's economic empowerment? With whom?
- 



Reading materials

Main elements of LED and the role of local government

LED strategies contain the following fundamental elements:

- feasibility
- resource availability
- capacity
- holistic transparency
- cultural influences

Feasibility: The grounds for the formulation of LED strategies are to be based on the need for specified change and the ability of LGs to exercise their authority to create and implement development plans in relation to local environments. national governments are to be instrumental in facilitating need analyses and guiding the frames for strategy formulation.

Strengths, weaknesses, opportunities and threats (SWOT) analyses of the physical and economic environment and associated conditions must precede strategy formulation or redesign of respective strategies area requisition to promote increased economic growth levels in cities and the transformation of municipalities to the satisfaction of communities via optimal use of limited resources. SWOT analyses will assure policy formulators of corrective action that is required in the light of weaknesses and threats and will simultaneously enable municipal officials to build on the strengths and opportunities for strategies that are presented in a specified municipal jurisdiction.

Resource availability: LED strategies are to consider the municipal budgets as determined and allocated by national bodies and the strategy per municipality must be formulated in an integrative manner. Formulation of LED strategies must be developed on the grounds of available funds that will drive the programmes and projects attached to each of the municipal strategies. in order for a LED strategy to have a long-term impact, the strategy should be clearly defined during formulation and should be extensively funded during the initial stages until the strategy has the potential to become self-sustaining.

The LED strategy for a municipality should furthermore be envisioned in its entirety, which includes a fully-fledged plan, including detailed programmes and projects that are concerned with the implementation and evaluation of each program. This finer detail in a development strategy will allow the commitment of a greater amount of resources in comparison to the former and current detachment of LED programmes to an overall strategic plan.

Capacity: records of core competencies of officials in a municipality are essential in the content of the municipality's LED strategy. Strategies have maintained that objective achievement and effectiveness are dependent on the capacity of municipalities to carry out daily tasks with the required specialized expertise or techniques. it is thus recommended that LED strategies be determined and formulated in relation to the capacity presented in their municipalities. Cities are comprised of various categories of municipalities, differing in structural abilities and capacity. This means that the development of relationships for a municipality with outsourcing; privatized practices as well as private-public partnerships will assist in building stature and building municipal expert backgrounds. it is further recommended that municipal officials undergo training to improve their expertise and to contribute to effective productivity in primary tasks. Emphasis on capacity is crucial for successful results and to satisfy the expectations of citizens by means of service delivery through strategy implementation.

Transparency: The political system dictates the value of transparency in the formulation of LED strategies. in the present context, municipalities are obligated to and guided in maintaining openness in processes and transparent activity in the light of the concerns of the democratic citizens. Therefore, formulators of the LED strategies must acknowledge that the citizens should remain the foundation of municipal practice throughout the formulation process. Citizens as founding

bodies of LED strategy formulation are crucial, in that the citizens are the central evaluators of the end products produced by municipalities during LED planning and strategy formulation.

Cultural Influences: Prior to the formulation of a LED strategy, it would be more effective to consider the social environments that the strategy is expected to affect (i.e. the communities). The communities concerned are comprised of diverse cultures. Cultural clashes can also influence strategic objective achievement and can delay strategies in the latter periods of implementation; if not fully acknowledged and resolved before the formulation process. (United Cities and Local Governments Asia-Pacific Local Economic Development Training Module: Introduction to Local Economic Development, pp. 7-9.)

Gender-responsive LED

Engendering the overall LED strategy is crucial, as it not only prioritizes local public spending but also where investments get implemented. There is therefore a need to develop a gender-responsive LED (GR-LED). The starting point is to engender the strategic planning process:

Stage 1 – Organizing the effort: Successful local economic development requires the collaborative effort of women and men in the public, private and non-governmental sectors. The strategic planning process therefore begins by undertaking a gender analysis of the public institutions, businesses, industries, civic organizations, professional organizations, think tanks, training institutions and other groups that comprise and/or impact the local economy, and which have a stake in the development of a GR-LED strategy. This is done in order to better understand the gender dimensions of the local economy.

Stage 2 – Gender-responsive Local Economic Assessment (LEA): Knowing the gender characteristics of the local economy is critical if stakeholders are to identify and agree on a realistic, practical and achievable GR-LED strategy. To elicit key data on the gender dimensions of the local economy, an effective gender-responsive local economic assessment (GR-LEA) will start with a preliminary review of the existing economic relationships and activities of women and men within an area, including the domain of unpaid care and domestic work and how it intersects with income-generating economic activities. A GR-LEA has to use available quantitative and qualitative information that highlights existing gendered structures and trends in business development, manufacturing, employment, skills, and other data that will help to identify the strategic direction of the local economy and how gender relations constrain LED. Other social determinants that may impact upon specific social groups such as youth or ethnic minorities should be considered. The information collected may highlight the need for specific gender-responsive projects and programmes that will expand and diversify the local economic base. The GR-LEA will be used to: identify public, private and non-governmental resources and their specific and differential impacts on women and men from different ages and social backgrounds; collect and analyse existing or critical new quantitative and qualitative information as regards the respective roles and responsibilities of women and men; and establish data management systems for future use in gender-responsive monitoring and evaluation.

Stage 3 – Strategy Making: This stage of the GR-LED process requires close attention as the GR-LED strategy has to establish its vision, goals, objectives, programmes and action plans taking into account the different and unique roles of women and men in the local economy. It is most critical to develop an integrated and equitable approach to GR-LED planning that clearly responds to gender bottlenecks in the local economy and constraints on economic expansion to enable a gender-responsive environment to foster entrepreneurship and job creation by and for women and men. One key bottleneck that cannot be ignored is the responsibility to undertake unpaid care and domestic work.

Stage 4 – Strategy Implementation: A GR-LED strategy has short-, medium- and/or long-term aims and actions and sets out what is going to be achieved. It will establish an agenda to promote and develop a local community's economic, physical, social and environmental strengths in a gender-responsive way and will address both challenges and opportunities confronting women and men.

Stage 5 – Strategy Review: The GR-LED strategy should be rigorously reviewed annually to allow for adjustments in

response to changing local conditions and relations between and among women and men. This review should consider the resources available for the delivery of the strategy and include established and agreed gender-responsive monitoring and evaluation indicators of the local economy, including disaggregation by age and other relevant social factors in the locality. The review should include, where possible, inputs, outputs, outcomes and impacts, and also the implementation process and the level and extent of participation of women and men stakeholders. A more comprehensive revision usually takes place every three years.

LED and LGs:

The GR-LEA that drives GR-LED can identify what is best suited to the local context, including geographical challenges and marginalized communities that have been inadequately served by local expenditures, and provide an opportunity to engage women-led and gender-responsive local business and community groups in the GR-LED process. This will allow the local government, on behalf of the private sector, to identify the major bottleneck(s) preventing women and men from fully participating in the local economy, the removal of which could drive the local economy to grow equitably. It will in turn identify the public and private investments in key sub-sectors that bring the largest return, in terms of job creation and poverty alleviation, for women and men. The GR-LEA allows development of a GR-LED strategy that does not work on a project-by-project basis, but rather seeks to create an ecosystem of interventions, institutions and markets that facilitates sustainable local structural transformation for the benefit of women and men.

The GR-LEA should emphasize clearly the role of the local government in fostering an enabling environment for women and men entrepreneurs and business sector development. It must also ensure inclusive market participation for all actors, including the private sector, the financial sector, the public sector, and community groups, with specific emphasis on the differentiated impacts and needs among women and men in the range of economic roles in which they are engaged. It should place emphasis on local procurement policies and practices, favouring local MSMEs and gender-responsive enterprises, while providing targeted capacity enhancement to local businesses on procurement policies and tendering processes. It should ensure adequate strategies are in place to further develop the niche products and services of the locality in ways that strengthen forward and backward linkages to surrounding localities and national markets. Finally, it should be realistically budgeted, with the identification of opportunities as well as alternative financing flows to finance budget gaps.



Title **Session 3: Policies and structures**

- Objectives:**
- To review existing LG policies, procedures and infrastructures from a gender perspective
 - To mark the area of engendering the language and practices
 - To specify the changes needed in policies and structures
 - To identify the positive instincts in the existing policies

- Time:**
- 75 minutes

- Methods/ Techniques:**
- Study circle

- Learning Materials:**
- Three to five main policies, laws and procedural memos

- Reading Materials:**
- -

- Supplies:**
- Poster paper, coloured paper stickers, marker pen



Key Message

- Participants will gain improved knowledge of existing policies and structures
- Participants will better know how to specify changes needed to improve policy structures



Process

Step 1: Study the policies in five constituency-based groups

- Tell the participants, "In the last sessions, it has been made clear to us that the LG is one of the most important actors for LED implementation. The policies, laws and procedures of national governments create this provision for LGs, however, sometimes they may create some difficulties as well. In this session, we shall explore some of the documents that are either favourable or problematic for successful implementation of GR LED. We shall now review some of the documents in study circles."
- Divide the participants into five constituency-based groups.
- Distribute the set of policies and laws for all participants in all groups.
- Instruct them to have a group reading led by each of the members one after another.
- Tell them that after 30 minutes they have to come up with a presentation on their findings on the following issues:
 - Engendering language and practices
 - Changes needed in policies and structures
 - Positive elements of the existing policies
- Announce that the group should come to a consensus after a discussion of the documents.

- After finishing the reading, give poster papers and marker pens to every group and have each group concentrate on only one or two documents depending on group size and abilities.
- Allow them 15 minutes to prepare a short presentation.
- Ask the resource person to go to the group and give input if needed.
- Go to the groups and add your own points if they are willing to have them. Discuss some of the points from a gender perspective for clarity if appropriate.

Step 2: Presentations on group work

- After the preparation, ask the groups to stick their posters on a specific board/wall and then have them sit in the plenary. There will be five presenters from the five groups.
- Announce that when one group presents their work, the other four groups will mark the common points in their posters with the marker.
- After the first presentation, allow the other four groups to present their work.
- At the end of all five presentations, ask the plenary whether any important points are still missing.
- Ask the resource person to add overall comments or specific inputs to the groups.
- Add your points or arguments after hearing from the plenary and resource person.
- Summarize and conclude the session in the light of the session objectives and resource materials.

Optional Step 3: Harmonizing LED with national policies

If time allows and if appropriate for the audience, a plenary or group discussion can be organized to discuss how they can better harmonize their LEDs with national priorities on gender equality. Some guiding questions:

- Do you know what the national priorities on gender equality are? Is there any national strategy, policy or law on gender equality? NOTE: The facilitator can provide a one-page summary to participants of this strategy or law if it exists.
- If so, to which articles/chapters could your respective LED contribute?

Title	Session 4: Tools for operation, monitoring and learning
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Objectives:	<p>At the end of this session, the participants will be able to:</p> <ul style="list-style-type: none"> ■ Define a gender-responsive budget ■ Identify the budget statement as a significant tool to visualize a gender responsive budget
Time:	75 minutes
Methods/ Techniques:	Quiz, discussion
Learning Materials:	Marks tabulation format
Reading Materials:	Handout titled "Gender budget and budget statement are two important tools for achieving gender equality"
Supplies:	Flipchart, marker pen



Key Message

The budget is the single most important policy tool of government as it affects the successful implementation of all other policies.

- Gender-responsive budgets are not separate budgets for women or men.
- A gender-responsive budget ensures that the needs and interests of individuals from different social groups (sex, age, race, ethnicity, location) are addressed in expenditure and revenue policies.
- GRB uses various tools, approaches and strategies to monitor outcomes, outputs, activities and inputs of budgets with a gender perspective.
- CEDAW does not contain a specific provision on budgets, but the CEDAW Committee has often raised questions regarding governments' budgets.
- Gender mainstreaming is a strategy adopted in Beijing as the primary tool for promoting gender equality worldwide.
- Gender budget statements (GBSs) are summaries that are made by national, regional and local government of the gender implications of particular programmes and projects and their associated budgets for the coming financial year.

Excerpt from: UNFPA, UNIFEM, Gender responsive budgeting in practice: A Training Manual, 2006, p. 14



Process

Step 1: Read handouts on gender budgets and budget statements

- Divide the participants into four small groups.
- Ask the teams to sit in circles in four corners of the room.
- Give the reading materials to each group.
- Ask them to go through the reading materials carefully.

Step 2: Prepare questions on the subject matter

- Provide pen and paper to each group.
- Ask each team to prepare at least five questions on the given materials. The teams must know the answers to the questions that they prepare.

Step 3: Quiz

- Invite the teams to take part in the quiz and give them the following instructions
- The game will be in five rounds.
- Each team can ask five questions.
- Each team can answer five questions.
- If a team is unable to answer, then another team shall get the chance to answer the question and get bonus marks if correct.
- If none of the teams can answer, then the team asking the question shall have to answer but will get no marks.
 - The resource person will focus on the points to which no one knew the answer during her/his speech after the quiz is over.
- For each correct answer, the teams shall get five points.
- No points shall be deducted for giving wrong answers.
- Conduct the quiz after giving the above instructions.
- Stay neutral. If needed, ask the resource person to give the correct answer and the explanation behind it after the quiz is over.
- Draw conclusions according to the objectives and in the light of the resource materials.

**Learning materials**

Round	Team 1	Team 2	Team 3	Team 4
1				
2				
3				
4				
5				
Total Marks				



Reading materials

Gender-responsive Budgeting (GRB)

Gender budgeting is a strategy to achieve equality between women and men by focusing on how public resources are collected and spent. **‘Gender budgeting is an approach to budgeting that can improve it**, when fiscal policies and administrative procedures are structured to address gender inequality ... When properly done, one can say that **gender budgeting is good budgeting’** (Stotsky, 2016)

Excerpted from: European Institute for Gender Equality, Gender budgeting, p. 2-3

Definition and purpose

The Council of Europe defines gender budgeting as a ‘gender-based assessment of budgets incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality’.

Excerpted from: European Institute for Gender Equality, Gender budgeting, p. 2-3

The purpose of gender budgeting is threefold:

- to promote accountability and transparency in fiscal planning;
- to increase gender responsive participation in the budget process, for example by undertaking steps to involve women and men equally in budget preparation;
- to advance gender equality and women’s rights.

Purpose of gender budgeting

- Integrating a gender budgeting methodology into the ordinary budgetary processes allows governments to better understand how revenue and spending, and the policies guiding the budget, can have different impacts on women and men.
- Since gender perspectives are normally not taken into account in budgeting, budgets are often perceived as being gender neutral. However, research shows that lack of attention to gender issues actually leads to gender blind budgets and thus to suboptimal decision-making.
- Gender budgeting is grounded in gender analysis, which assesses how well a budget addresses gender gaps and reviews the actual distribution of resources between women and men, and girls and boys. Such an analysis also allows for the inclusion of key issues that are frequently overlooked in budgets and policy analyses, such as the economic effect of uneven distribution of unpaid work and its net economic effect on women, as well as the uneven distribution of resources within families. Sound gender analysis leads to good planning and budgeting for gender equality and economic growth.
- Importantly, gender budgeting is about restructuring the budget to ensure that the government is using public resources in a way that can increase gender equality and thereby increase the efficiency and effectiveness of budgets and policies. This in turn helps accelerate inclusive and sustainable growth.

Why create a gender-sensitive budget?

A gender-responsive budget is an important mechanism for ensuring greater consistency between economic goals and social commitments. The most widely used argument for undertaking GRB initiatives is that they lead to a more efficient use of resources. Gender analyses of government budgets are crucial for improved targeting.

GRB helps governments understand how they may need to adjust their priorities and reallocate resources to live up to their commitments to achieving gender equality and advancing women's rights—including those stipulated in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Beijing Platform for Action and the Millennium Development Goals. Engendered budgets can be critical to transforming rhetoric about women's empowerment into concrete reality.

Most marginalized women, men, girls and boys are not only confronted by poverty and the consequent lack of incomes to invest in their economic and social development but also a lack of access to education, services, and non-monetary resources, thereby trapping them within the vicious cycle of poverty. A truly gender sensitive and inclusive budget therefore should seek to address the marginalization of target groups by focusing both on increasing incomes and improving access to resources and services.

The most obvious outcome of gender budget initiatives is improving women's economic equality. However, gender budgets are not simply about equality for women. Gender budgets can also improve the effectiveness, efficiency, accountability, and transparency of government budgets. Gender budgets can also reveal budgetary priorities and discrepancies between what a government says it is doing and the actual impact of their policies. Where has GRB been used?

In Nigeria, GRB has been an integral part of mainstreaming gender issues within the PRSP (known locally as NEEDS): "The thrust of NEEDS in respect of women is to fully integrate them through enhancing their capacity to participate in the economic, social, political and cultural life of the country. This will be achieved by mainstreaming women concerns and perspectives in all policies and programmes."

In Rwanda, GRB has been used to coordinate policy efforts to meet international commitments on gender issues: "The overall policy environment for gender equality promotion is positive and evidences commitment and political will. However, to be effective, gender commitment and targets need to be explicitly expressed at the level of sector strategies, planning and budgets, district development plans and budgets, and finally within the annual operational plans."

Also, GRB helps to address gender gaps in GDP growth. In doing so, "the design of gender responsive budgeting hinges on the general principle of bringing together two sources of information which have been kept separate: knowledge of gender inequality and knowledge of public finance and public sector programmes."

In Nepal, Gender Responsive Budgeting (GRB) was introduced in the context of Government efforts for a Budget reform which entailed: strengthening the Public Finance Management System, establishing a Medium-term Expenditure Framework, and moving towards performance based budgeting. To move forward with these plans, institutional mechanisms were established within the Ministry of Finance with the appointment of a gender budgeting expert and the establishment of a Gender Responsive Budgeting Committee (GRBC) in 2005. The Committee was established as a permanent body within the Ministry of Finance with the mandate to design a GRB system that can be applied at the sectoral level, to monitor budget allocations and public expenditure from a gender perspective and finally to assess the impact of development policies on women and men. The committee is also required to provide sectoral ministries with the needed policy guidelines on GRB.

What are the outcomes of GRB?

In Morocco, the GRB initiative has enabled the achievement of concrete results through better resource allocation to respond to gender needs. The example of education shows the evolution over time of the school enrolment rate for children aged from 6 to 11, and school enrolment rate of young girls in rural areas. School enrolment for children aged from 6 to 11 increased from 79.1 per cent in 2000 to 93 per cent in 2005 and for young girls in rural areas it went from 66.1 per cent in 2000 to 84.3 per cent in 2005. The Program for Grouped Drinking Water Supply (PAGER) has also allowed for an important increase in the rate of access to drinking water in rural areas. It went from 48 per cent in 2001 to nearly 100 per cent in 2007. Increases in allocations to support gender equality in key sectors also began to emerge. Increases in the budget allocation by the Ministry of Agriculture towards targeted programmes supporting women's livelihoods resulted in an increase in the percentage of women beneficiaries of agricultural extension services (from 9% in 2004 to 39% by 2007).¹

Gender budget statements

Gender budget statements (GBSs) are summaries that are made by national, regional and local government of the gender implications of particular programmes and projects and their associated budgets for the coming financial year. Thus, rather than tracking the gender impact of specific budgetary allocations, as in gender budgets, GBSs apply a gender analysis to a budget in order to evaluate its possible gender implications. As such, GBSs require a different set of technical capacities. GBSs will not be effective unless the officials responsible for their development are assisted in developing the knowledge and understanding of gender issues that allows them to draw up gender-aware documents. Having said that, the very process of drawing up GBSs teaches officials gender analysis skills.

In most cases, GBSs are prepared after the budget allocations have been decided and are then tabled in parliament, the sub-national representative body, or in the local council, and then made available to civil society. However, a few countries, such as Rwanda and Indonesia, are now experimenting with including GBSs in early national government budget submissions, thus informing the negotiations between the Ministry of Finance and line agencies. This could also be done at the local government level, with local government departments using GBSs to inform their inputs into the local government budget. A GBS can be a comprehensive assessment of the gender implications of all local government spending. Alternatively, a GBS could focus upon those programmes, projects and investments that are allocated the most money, in line with a gender mainstreaming approach. However, the GBS should also include programmes, projects or investments that directly target gender issues or women.

Gender-responsive public financial management (PFM)

Public Finance Management relates to the way governments manage public resources (both revenue and expenditure) and the immediate and medium-to-long-term impact of such resources on the economy or society. As such, PFM has to do with both process (how governments manage) and results (short, medium, and long-term implications of financial flows).” (Andrews et al. (2014), ‘This is PFM’, Center for International Development, Harvard University working paper 285. <http://www.hks.harvard.edu/centers/cid/publications/faculty-working-papers/this-is-pfm>).

How do good PFM systems help to achieve gender equality policy objectives?

Ultimately, PFM improvements will only impact gender inequality if the government's objectives and policies are themselves gender responsive. If a government has strong gender equality policies, then a good PFM system will implement these efficiently given the available resources. If PFM systems are transparent and provide comprehensive information on how the public resources are being spent then policy makers and planners can use this information to develop better policies and plans to reduce inequalities. However note that while good PFM systems can facilitate and encourage good decisions, they cannot guarantee them. PFM techniques are only tools and their impact relies on a political environment that will

¹ National Democratic Institute, Gender Informed Governance: Gender Responsive Budgeting, (<https://www.ndi.org/sites/default/files/Handout%204%20%20Gender%20Responsive%20Budgeting.doc>)

implement them successfully. Within certain parts of the PFM cycle, specific reforms and approaches can facilitate gender equality goals being achieved, as highlighted below.

Policy – if it is not clear what governments' policies are, then it is impossible to know what the budgeting system is supposed to be achieving and thus would be extremely difficult to hold a government accountable for meeting its policy goals. In a good PFM system it should be clear what the government's policy is to achieve gender equality and the specific policy areas that a government has set out for desired gender equality objectives.

Strategic Planning – once policy goals have been established, these can become quickly meaningless in practice without consideration of how the design of public services (including setting out revised legislative and procedural arrangements) should be organised. Thus a crucial part of whether gender equality policies are achieved is whether they are well planned for (including costing plans, realistic timetables, clear responsibilities and well-defined outputs/targets).

Budget Preparation – if there are gender specific policies and plans, to achieve these it should be clear how these are reflected in the budget and the level of budget appropriation that links to these gender-specific objectives of the budget.

Budget Execution – even a well-planned and gender-responsive budget will be ineffective in achieving specified gender equality aims if it is not implemented as planned. So, the key to ensuring that gender equality policies are carried out at this stage of the PFM cycle is more to do with ensuring the effectiveness of the systems associated with budget execution.

Enabling factors that allow PFM reforms to have greater impact on gender equality outcomes

1. Conducive Political environment - effectiveness of any effort to integrate gender into PFM hinges on enabling factors such as sustained political support and conducive institutional arrangements, at all levels.
2. Sufficient capacity and resources - capacity development and awareness raising on GRB is key for effectively linking gender equality objectives with PFM reforms.
3. Accountability, Transparency and Participation – a PFM system that provides comprehensive and timely information on how resources are allocated can be a first steppingstone to participation and accountability which can contribute to equitable outcomes if other enabling conditions also hold.

Tax Policy, Administration and Gender Equality

Given the importance of the revenue system to PFM, it is important to examine how the tax system can impact gender equality if a country's tax regime has a regressive bias against either men or women. This is examined by assessing where the tax burden falls (as determined through tax policy) and how taxes are collected (as determined through tax administration).

Excerpted from: Samina Anwar (UN Women), Anna Downs and Euan Davidson (DFID), "How can PMF reforms contribute to gender equality?", DFID, UN Women, Working paper

Lessons learned from GRB implementation

1. Implementation can be challenging and impeded when competing with other Government priorities. Pakistan faced challenged to convince the government to introduce gender sensitive changes at a time with major reforms were underway. In addition, it was a relatively new concept with few specialists resulting in a reliance on international expertise which was effective but not a sustainable solution.²

2. Political stability can impact the timing and effectiveness of implementing GRB. Governance related reforms such as GRB require the government to have control over their budgets. Where this is not the case, commencing and

² Mahbub, Nadeem & Budlender Debbie, GRB in Pakistan: Experience and lessons learned, November 2007

implementing GRB can be particularly challenging with government. Palestine is one example. Classified as a fragile state by the International Monetary Fund due to the occupation has meant the Government has less control of their budget and may explain why civil society aspect of GRB is more prominent here.

3. Training should go beyond ‘awareness raising’ and extend to the training of key actors is critical to ensure implementation of GRB All the profiled countries have had GRB workshops and training of some sort. Some – for example Iraq – have not managed to do much beyond this. The “workshops and training” category spans a wide variety of activities. There is, for example, a difference between awareness raising (which tries to foster recognition that budgets are important for gender equality), general training on GRB frameworks and approaches used in other countries (which gives more detailed information and knowledge), and country-specific training for targeted actors on particular tasks and instruments (which goes beyond knowledge to impart skills which relevant actors can use in their working life). Until countries reach the latter step, GRB initiatives are unlikely to effect a real change in budget numbers and processes.³

Training around GRB should extend beyond providing training to some women parliamentarians. In Jordan, it was recognised that the training of budget analysts within the Ministry of Finance ensured that they could assist and supervise officials from other government agencies.

4. GRB is vulnerable to the effects of broader political developments, and may be treated less seriously and with less enthusiasm in periods of political crisis and change. Institutionalizing GRB through ‘gender related instruction in budget call circulars or the budget act may reduce the chance that the initiative will be lost. Call circulars or other instructions that impose a heavy work burden on government officials may result in an unsustainable GRB. Egypt is an example of how a heavy work burden stopped regular situational and budget analyses. Jordan produced a large number of tables and templates to be included when formulating the next budget. The long list of templates and forms may cause problems when those who have to complete them face the challenge of identifying what constitute “allocations for gender”. An expansion of GRB training and support could partially address this problem.⁴ Pakistan demonstrated that introducing gender sensitive amendments in the budget call circulars, rather than a complicated separate system that would impose a large burden, proved useful and gained approval from high level officials of Finance.

³ GRB in the Arab States – Experiences in Nine Countries, UN Women, 2018

⁴ ibid

Title **Session 5: Onboarding relevant stakeholders**

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

- Justify special initiatives such as affirmative action for women entrepreneurs as a right
- Analyse the relevance of involving the private sector and civil society actors in the GR-LED process

Time: ▪ 60 minutes

Methods/ Techniques: ▪ Debate

Learning Materials: ▪ Poster on debate topic

Reading Materials: ▪ -

Supplies: ▪ Paper, pen, marker pen, flipchart



Key Message

- Participants will have better understanding of when and how to involve using private sector and civil society in GR-LED processes



Process

Step 1: Announcement of the topic and preparations

- Say, “We are working for GR LED and we know our on-the-ground realities. We also know that sustainable development will not be possible without having a gender perspective in local economic development, but are women ready or capable enough for this in our constituencies? We know that there are many barriers in this field. We need affirmative action—special initiatives for women entrepreneurs. Another reality is that traditional male entrepreneurs, the local administration and other actors are not sensitized yet on this issue. Now we shall try to prepare ourselves through a debate so that we can anticipate the opposing arguments and engage them smartly.”
- Announce the topic and divide into two groups, ‘For’ and ‘Against’, according to the rules mentioned below:
 - Each group should have at least nine members with three main speakers.
 - Groups should have the same number of women and men if possible, or at least one woman per group if there are fewer women than men in the training.
 - Members other than the speakers shall also have the opportunity to participate by giving notes to the main speakers during the ‘open floor’.
 - There will be another group of observers made up of not more than seven people. They will take notes and give their thoughts and arguments after the two groups have finished.
- Allow the groups 15 minutes to prepare.

Step 2: Debate

- Ask the “For” and “Against” groups to sit face to face and the third group to face the head table.
 - There will be two rows for each group. The three speakers will sit in the front row and the others will be in the back.
 - Appoint a chairperson (the resource person is recommended) and take the role of moderator/timekeeper. Both of you will sit facing the third group.
 - Start the debate by announcing the following ground rules:
 - All the main speakers will have three minutes to speak.
 - After all the speakers for both groups, “For” and “Against”, there will be an optional two minutes for each group’s members to speak during an “open floor” so that they can provide additional input.
 - After the open floor, one person from each group will have 1.5 minutes to advance their final arguments or counter the opponent.
 - Lastly, the observer group will have the chance to give their thoughts and arguments through their one or two representatives.
 - Conduct the debate.
 - Allow the Chair to speak and give her/his opinion in three minutes.
 - Finally, sum up the arguments and come to a conclusion according to the objectives of the session and in the light of gender equality, inclusion and sustainable economic development.
 - Declare both the teams winners, since they were able to generate insights on affirmative action as a right and the importance of onboarding the relevant stakeholders.
- 



Learning materials

Sample poster of debate topic (prepared in advance by the facilitator):

Special initiatives in LED:

**Rights of women entrepreneurs can only
be realised when other stakeholders are
on board**

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.

The Training Course on Gender Responsive Local Economic Development for Local Governments is developed as part of the joint global programme. 'Inclusive and Equitable Local Development' implemented by UNCDF, UNDP and UN WOMEN.

Funded by:



United Nations Development Programme

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