



## Facilitation Guide

# Strengthening Gender-Responsive Local Economic Development Through Enhancing Private-Sector Development

## Module 4

4



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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 4

Module 4 provides guidance on how local governments can facilitate the creation of an enabling environment in order to boost gender-responsive private sector development, entrepreneurship, and local economic development. This module delivers a deeper understanding of the structural barriers that women-owned businesses face and which prevent them from accessing value chains. Module 4 also emphasizes figuring out gender-responsive structural and regulatory supports, equitable financing and investments. This module introduces the local economic assessment (LEA) as an integral part of GR LED planning processes and lays out the steps of planning GR LED projects and strategies.

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

- ✓ Figure out the area of equitable structural and regulatory supports for women entrepreneurs
- ✓ Discover innovative tactics to advocate for equitable financing for GR LED projects
- ✓ Identify the sources of GR investments
- ✓ Familiarize themselves with the steps of planning of GR LED projects and strategies
- ✓ Decide to conduct a GR local economic assessment (LEA) before preparing any LED projects



## Daily schedule

### Day 1 (Phase 2)

Time	Objectives	Method, Materials, Stationaries	Facilitator
<b>Topic</b> <b>Module 4   Session 1   Recapitulation</b>			
9:00 a.m.	<ul style="list-style-type: none"> <li>To recall the learning of Phase One</li> </ul>	<ul style="list-style-type: none"> <li>Methods/techniques: Creative presentations (making wall magazines), mobile plenary</li> <li>Learning materials: Handouts and schedule from Phase One</li> <li>Reading materials: --</li> <li>Supplies: Poster paper, coloured A4 paper, coloured paper stickers, coloured round and rectangular cards, brown papers, glue, scissors, masking tape, marker pen, sign pen</li> </ul>	
<b>Topic</b> <b>Module 4   Session 2   Enabling Environment for GR- LEDs</b>			
10:15 a.m.	<ul style="list-style-type: none"> <li>To understand equitable structural and regulatory support for women entrepreneurs</li> <li>To list the duties of LGs for ensuring strategic and practical gender needs and security issues</li> <li>To consider awarding and/or subsidizing GR projects from LGs as affirmative action for gender equity</li> </ul>	<ul style="list-style-type: none"> <li>Methods/techniques: Panel discussion</li> <li>Learning materials: Panellist can use slides, video shows or posters (optional)</li> <li>Reading materials: Handout titled "Proactive roles of LGs to create equitable structural and regulatory supports for women entrepreneurs"</li> <li>Supplies: Flipchart, notebook, pen marker pen, paper slips</li> </ul>	
<b>11:30 a.m.</b>	<b>Tea Break</b>		
<b>Topic</b> <b>Module 4   Session 3   Gender-responsive financing</b>			
11:45 a.m.	<ul style="list-style-type: none"> <li>To discover innovative tactics of advocating for equitable financing for GR LED projects (public, private, project funding, SMEs, blended financing, PPPs)</li> <li>To visualize the positive economic impacts of prioritizing women entrepreneurship in financing</li> </ul>	<ul style="list-style-type: none"> <li>Methods/techniques: Case analysis</li> <li>Learning materials: Case and questions for the groups</li> <li>Reading materials: Local government and gender-responsive finance for private sector development</li> <li>Supplies: Poster paper, marker pen, masking tape, board pins</li> </ul>	
<b>1:00 p.m.</b>	<b>Lunch</b>		

Time	Objectives	Method, Materials, Stationaries	Facilitator
<b>Topic</b> <b>Module 4   Session 4   Gender-responsive investment pipelines</b>			
2:00 p.m.	<ul style="list-style-type: none"> <li>■ To identify the Sources of GR investments</li> <li>■ To analyse the abilities of LGs for facilitating GR investments for local entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>■ Methods/techniques: Quiz</li> <li>■ Learning materials: Marking sheet</li> <li>■ Reading materials: Handout titled Local government and gender-responsive investment pipelines</li> <li>■ Supplies: Flipchart, notebook, pen, marker pen</li> </ul>	
<b>Topic</b> <b>Module 4   Session 5   Gender-responsive local economic assessments (LEA)</b>			
3:30 p.m.	<ul style="list-style-type: none"> <li>■ To identify the Local Economic Assessment (LEA) as an integral part of GR LED planning process</li> <li>■ To understand the critical questions to be asked in different stages of LEAs</li> </ul>	<ul style="list-style-type: none"> <li>■ Methods/techniques: Reading in triads, discussions</li> <li>■ Learning materials: Checklist for the LEA process</li> <li>■ Reading materials: Handout titled “Gender-responsive LEA”</li> <li>■ Supplies: Flipchart, notebook, pen, marker pen</li> </ul>	
<b>Topic</b> <b>Wrap up the day</b>			
5:00 p.m.	<ul style="list-style-type: none"> <li>■ To have a reflection of the day</li> </ul>	<ul style="list-style-type: none"> <li>■ Methods/techniques: Individual sharing of feelings</li> <li>■ Supplies: Pen, sign pen, cards</li> </ul>	

**Title** **Session 1: Recapitulation**

- Objectives:**
  - To recall the learning of Phase One
- Time:**
  - 75 minutes
- Methods/ Techniques:**
  - Creative presentations (making wall magazines), mobile plenary
- Learning Materials:**
  - Handouts and schedule from Phase One
- Reading Materials:**
  - -
- Supplies:**
  - Poster paper, coloured A4 paper, coloured paper stickers, coloured round and rectangular cards, brown papers, glue, scissors, masking tape, marker pen, sign pen

 **Key Message**

**Participants will engage in creative presentations to recall the contents of phase one using wall magazines.**

 **Process**

**Step 1: Preparation and readings**

- Say, *“We meet again after a break after Phase One. Today we are going to recall the contents of Phase One in a creative way by producing three “wall magazines” through group work.”*
- Divide the participants into three groups and handover the materials of Module 1 to Group 1, Module 2 to Group 2 and Module 3 to Group 3.
- Announce that each of these groups is made up of a panel of editors, writers and designers. Make sure that each group has at least eight members with equivalent representation of both genders. The members include:
  - One editor who will edit the magazine, coordinate and distribute the writings among the writers and write an editorial for the magazine;
  - One designer who will write and design the layout of the magazine; and
  - A group of writers (the remaining six people) who will write, draw pictures and paste them on the layout under the direction of the designer and the editor.
- Instruct the participants that the first job of the group is to read the documents of Phase One thoroughly and then split the responsibilities of writing on different subjects and in different media.
- Allow them to read and write for 40 minutes.
- Tell them that this is a competition evaluating the completeness of the coverage of information, the compositions and illustrations, the use of creative medium such as cartoons, drawing, poetry, rhymes, stories, diagrams, table/ charts etc., all of which will be the basis of marking the magazines.

- Encourage them to be creative.
- Provide them with supplies from the stocks to use for a decorative presentation.
- Provide 15-20 minutes for pasting and decorating the magazine and layouts.
- Go to the groups and give them tips for writing and making a good composition for a well-designed and rich magazine presentation.

### **Step 2: Exhibition of the wall magazine**

- After finishing the group work, invite the groups to hang their magazine on the wall.
- Put one empty poster and a marker pen beside every magazine.
- Allow every group to read two magazines other than their own and write their comments on the posters next to them.
- You should also read all the magazines and give your comments.
- After 15-20 minutes of reading and commenting, ask the participants to get into a circle.
- Raise any points that are still missing and remind everyone of the round plate exercise once again.
- Give candies or something else as a gift to all three groups for their outstanding presentations.

### **Preserve the wall magazines for further use during Module 6.**

- Conclude the session by thanking all the participants.
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**Title** **Session 2: Enabling environment for GR LEDs**

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

- Understand equitable structural and regulatory support for women entrepreneurs
- List the duties of LGs for ensuring strategic and practical gender needs and security issues
- Consider awarding and/or subsidizing GR projects from LGs as affirmative action for gender equity

**Time:** ▪ 75 minutes

**Methods/ Techniques:** ▪ Panel discussion

**Learning Materials:** ▪ Panellist can use slides, video shows or posters (optional)

**Reading Materials:** ▪ Handout titled: "Proactive roles of LGs to create equitable structural and regulatory supports for women entrepreneurs"

**Supplies:** ▪ Flipchart, notebook, pen, marker pen, paper slips

 **Key Message**

A transparent regulatory environment and policy framework are preconditions to create an enabling environment for doing business, including entering the market and operating a business. A "level playing field" is essential for establishing and enhancing women's enterprises in any economy. A level playing field can be created by effective implementation of fair and equalizing policies focusing on the different needs of women and men from a gender perspective.

The LGs also can play a proactive role by using their discretion as an elected public forum to liberalize the business registration process, improve access to entrepreneurial and management training, loan and financial services, business development services and information, data collection and research as well as to form and run business associations.

To enhance women's empowerment and improve the gender balance in leadership and entrepreneurship, it is essential to make a compelling evidence-based business case. There are several reasons why businesses should be – and increasingly are – interested in enhancing the role of women in their companies and why policymakers want to release the untapped potential of women entrepreneurship. Such reasons include:

- a) to attract and retain the best talent;
- b) to better serve consumer markets, including those in which women are the main customers;
- c) to enhance diversity and improve overall performance in the workplace and economy; and
- d) to address future demographic change.

 **Process****Step 1: Presentations from the panellist**

- Say, “We have discussed GR LED, its planning, GR budgeting and the obligations of national and local governments regarding this in the light of SDGs and the Global Agenda 2030. Now the time has come to talk about the environment of our constituencies where the GR LED is really going to take place. Today in this session we have panellists who will tell us about the issue from different angles including a guest panellist who is an expert on the subject and who will give us their expert opinions.”
- Invite the panellists to the dais to sit beside you facing the audience.
- Announce the following ground rules:
  - The panellists will deliver their speeches or presentations one by one.
  - The audience should listen carefully and take notes or write down questions.
  - No questions will be asked during the presentations.
  - The floor will be opened after the last speaker of the panel for questions and discussion.
  - One should write questions on paper slips that will be collected during the open-floor discussion.
- After laying down the ground rules, request the first speaker to highlight *the notion of equitable structural and regulatory supports for women entrepreneurs* to achieve the expected GR LED.
- Then give the floor to the second and third speakers to cover: i) *the duties of LGs to ensure strategic and practical gender needs and security issues* and ii) *awarding/subsidizing GR projects from LGs as affirmative action for gender equity*.
- Ask the fourth speaker to reflect on the three past speakers and *relate the issue of obligations of national and local government in the light of SDGs*.
- Allocate 5 – 6 minutes for each of the first four panellists.
- Now invite the guest speaker and the expert to deliver a speech or presentation on *proactive roles of LGs to create equitable structural and regulatory supports for women entrepreneurs and relate the obligations raised from SDGs*. Allow the last speaker(s) 10 – 15 minutes.

**Step 2: Open floor discussion and questions/answers**

- Take 30 minutes for Step 2.
- Open the floor for questions and ask if anyone has any oral or written questions.
- Ask those who respond to read out the question loudly.
- Offer the opportunity to others to ask questions that are similar to or that complement the first questions and issues. Go back to the panel with a set of questions on similar issues for answers or comments.
- Then go for the second and third round of questions and answers.
- After the last round of questions and answers, ask the audience whether they have any final comments or points to add to complement the discussions.

- Finally, request the guest speaker to give the concluding remarks.
  - Write down the important points on the flipcharts throughout the session.
  - Summarize the session in the light of the objectives and wrap up the session after giving thanks to the panellists and the audience.
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## Reading materials

### Proactive roles of local governments to create equitable structural and regulatory supports for women entrepreneurs

A transparent regulatory environment and policy framework are preconditions to creating an enabling environment for doing business, including entering the market and operating a business. A “level playing field” is essential for establishing and enhancing women’s enterprises in any economy. A level playing field can be created by effective implementation of fair and equalizing policies focussing on the different needs of women and men from a gender perspective. But without translating the policy’s goals into actions, a policy cannot bring about any result for the target group. Local governments (LG) are the main implementers of policies in the field and thus have a great role to raise their voice to make the policy framework and infrastructural supports gender responsive where necessary.

The LGs also can play a proactive role by using their discretion as an elected public forum to liberalize the business registration process; improve access to entrepreneurial and management training, loan and financial services, business development services and information, data collection and research; as well as to form and run business associations.

The role of LGs will vary on the basis of geographical and strategic positions, demography, education, skilled force, socio-cultural values, natural resources and present economic conditions. Consulting the following selected excerpts of two documents can provide some ideas and inspirations for the interested LGs to be proactive in the field of GR LED: 1) ESCAP, 2018, “Women’s entrepreneurship: Lessons and Good Practice” and 2) OECD, 2014, “Enhancing women’s economic empowerment through entrepreneurship and business leadership in OECD countries”.

### Lessons and good practices for growth in women’s entrepreneurship

It is to identify lessons and good practices which enable women entrepreneurs within ASEAN to address these challenges and grow their businesses that this report has been produced. The foundations of the report are provided by a set of national case studies which examine the situation of women entrepreneurs, as well as the wider policy and institutional environments within which they operate, in Cambodia, Indonesia, Malaysia and the Philippines.<sup>1</sup> (ESCAP 2018)

### Fostering women’s entrepreneurship within the AEC: The wider context

The report stands alongside and complements a broader regional study of the challenges and opportunities for women entrepreneurs under the AEC, “Fostering women’s entrepreneurship in ASEAN: Transforming prospects, transforming societies” (ESCAP, 2018). This study highlights two key levers for change: greater access to and use of innovative technologies, especially those made available through the ICT revolution; and creative approaches to making finance and credit available to women entrepreneurs, including new options such as crowdfunding, impact investment and ‘gender lens’ investment.

As well as being critical in their own right, these two levers also contribute to unlocking progress in other constraint areas that need to be addressed if women entrepreneurs are to be empowered to capitalize on the AEC growth opportunities. These include education and training; access to business support and networks; and opening new market opportunities.

The regional study further sets out the following recommendations for action by ASEAN Governments in association with United Nations and other international agencies, civil society organizations and business sector actors. The recommendations inter alia draw on the lessons and good practices identified by the four country case studies.

1. Address systemic factors exacerbating gender inequality, including in entrepreneurship.
2. Implement ASEAN commitments to support women-owned and operated SMEs

<sup>1</sup> Cambodia: Meta Hem; Indonesia: Kaitlin Shilling; Malaysia: Sulochana Nair; The Philippines: Lucita S. Lazo.

3. Enhance access to innovative financing for women entrepreneurs.
4. Incentivize the use of ICTs by women entrepreneurs.
5. Promote innovation and growth-oriented business environments for women-owned and operated SMEs.
6. Engage women entrepreneurs in shaping national economic and entrepreneurship policies.
7. Strengthen business support and capacity development services for women entrepreneurs.
8. Reduce the costs of doing business for women entrepreneurs.
9. Facilitate participation of women entrepreneurs in domestic and international value chains.
10. Ensure that the status of women entrepreneurs is well captured in national statistical systems.

To enhance women's empowerment and the gender balance in leadership and entrepreneurship it is essential to make a compelling evidence-based business case. There are several reasons why businesses should be – and increasingly are – interested in enhancing the role of women in their companies and why policy makers want to release the untapped potential of women entrepreneurship (OECD 2014). Such reasons include:

- **a)** to attract and retain the best talent;
- **b)** to better serve consumer markets, including those in which women are the main customers;
- **c)** to enhance diversity and improve overall performance in the workplace and economy; and
- **d)** to address future demographic change.

With rapid ageing in OECD countries and beyond, the search for talent is of growing importance to many businesses and giving women a greater role is increasingly seen as part of the solution. Firms that are not able to address gender equality in the workplace also risk not being seen as attractive career prospects by the next generation of talent.

### Female labour force participation and demographic change

In order to achieve stronger, sustainable and inclusive growth, greater gender equality in labour force participation can act as a key instrument by focusing on boosting labour force participation and/or mitigating its decline and, in that manner, provide added impetus to trend growth. There is scope in most countries to increase female employment and labour force participation, while several countries are also facing the prospect of shrinking labour forces over the next 20 years due to population ageing. Labour force will decrease by close to 10% in Germany, Japan, and the Russian Federation by 2025 – with further declines until 2040, also in China, the European Union and Korea. The baseline scenario involves that recent increases in female labour force participation for younger cohorts are projected to increase the participation rate for women aged 15-64 in many countries, but its effect on the overall labour force size is rather modest, except for in Japan. The decline in female labour force participation since the early 2000s in China feeds into baseline scenario projecting a labour force of a smaller size for China than when participation rates were held constant at their 2012 levels (“unchanged” scenari

## Title **Session 3: Gender-responsive financing**

<b>Objectives:</b>	At the end of this session, the participants will be able to: <ul style="list-style-type: none"> <li>■ Discover innovative tactics of advocating for equitable financing for GR LED projects (public, private, project funding, SMEs, blended financing, PPPs)</li> <li>■ Visualize the positive economic impacts of prioritizing women entrepreneurship in financing</li> </ul>
<b>Time:</b>	<ul style="list-style-type: none"> <li>■ 75 minutes</li> </ul>
<b>Methods/ Techniques:</b>	<ul style="list-style-type: none"> <li>■ Case analysis</li> </ul>
<b>Learning Materials:</b>	<ul style="list-style-type: none"> <li>■ Case and questions for the groups</li> </ul>
<b>Reading Materials:</b>	<ul style="list-style-type: none"> <li>■ Handout titled: "Local government and gender-responsive finance for private sector development"</li> </ul>
<b>Supplies:</b>	<ul style="list-style-type: none"> <li>■ Poster paper, marker pen, masking tape, board pins</li> </ul>



### Key Message

There are five specific ways through which gender-responsive finance for private sector development can contribute to increased gender equality:

1. Identifying gender-specific needs that infrastructure services can meet.
2. Eliminating gender biases from legal frameworks governing PPPs.
3. Paying close attention to the stakeholder consultation process.
4. Including a gender-specific affordability analysis.
5. Embedding gender-equality considerations in the output specifications for the private sector.

Specifying procurement standards (in point 5 above) can be an important way for local governments to support greater gender equality in value chains. The terms and conditions by which public- or private-sector procurement takes place can be a key means by which a gender-responsive enabling environment can be facilitated.

In order to adequately integrate gender into PPP-based infrastructural and basic service projects, it is necessary to:

- Analyse gender aspects during the preparation and appraisal stage. This requires: collecting sex-disaggregated data, as well as data disaggregated by other locally relevant social factors and by incorporating gender into the analysis and assessment underpinning the PPP;
- Translate the results of the assessment into the design of projects and programmes by designing gender-responsive policies, bidding documents and contracts;
- Use meaningful performance indicators to monitor and evaluate activities designed to narrow gender gaps and advance social inclusion.



## Process

### Step 1: Group work on specific questions on gender-responsive financing

- Tell the participants, *"We have discussed gender concepts in the last sessions, now it is time to relate gender to local economic development. LED aims to encourage economic growth, business creation, and employment generation, which together improve the quality of life for both women and men. But these improvements do not arrive in the same way for women and men because of the gender division of labour, stereotyped values, policies, procedures and unequal distribution of resources. Righting this inequality arising from gender discrimination through affirmative action for equitable LED will improve the quality of life for both women and men. Otherwise, development will not be just. In this session, we shall try to understand the concept of LED and gender-responsive LED."*
- Divide the participants into three groups, ensure proportionate mixing of women and men in each group.
- Distribute the case study for all participants in the groups.
- Instruct participants to have a group reading led by each of the members, one after another.
- Tell them that they have to answer the three questions that are included with the case at the end of the reading.
- After 5 – 7 minutes, give them the handout and tell them to read it carefully and get ideas to answer the questions.
- Announce that the handout is basically for inspiration, the participants can add references and thoughts from their experiences.
- After finishing the reading, give poster papers and marker pens to every group and allow them 20 minutes for preparing the presentation with the answers to the three questions.
- Ask them to have a discussion among the group's members and prepare the presentation as a consensus.
- Go to the groups along with the resource person or expert and see if they need any help, discuss some gender perspective issues for clarity.

### Step 2: Presentations on group work

- Ask the groups to stick their posters on a specific board/wall and have them sit in the plenary. There will be one presenter from each group.
- Explain that when one group presents their work, the other two presenters will mark the common points in their posters with a 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.



## Reading materials

### Local government and gender-responsive finance for private sector development

#### Financing for local private sector development

Before considering various types of financing for private sector development, one must note that each type is typically gender blind, which means that there remains a bias in favour of men from predominant social groups. Since the main actors in finance are predominantly men from certain backgrounds, the financing mechanisms do not respond to the unique needs of many women in local communities or men from other social groups. This is the case for each type of financing below: SME finance, blended finance, MIF and public-private partnerships.

#### Project finance

Project finance is the funding of long-term infrastructure, industrial projects, and public services using a structure in which the lenders' recourse is limited primarily or entirely to the project's assets, including completion and performance guarantees and bonds, in case the project company defaults. Project financing relies primarily on the project's cash flow for repayment, using the project's assets, rights, and interests as collateral. Project finance provides an ability for project developers to raise third party investment funds from lenders, whether private or public, domestic or international, while providing more control for the lenders on the project's governance and performance. In these types of arrangements, the project must comply with the lender's bankability standards and financial and socio-economic sustainability measures, which can lead to an increase in transaction costs without proper understanding of how to design and forecast the financial and impact feasibility of the investment. Project finance is widely used in many countries.

#### SME finance

Small- and medium- enterprises (SME) finance another form of financing which can foster LED. Although SME finance is purely private in nature, local government has a major role to play in facilitating the regulatory and business environment needed for these investments to grow and to attract domestic and other forms of financing. Corporate tax receipts, sales and value-added tax receipts, income tax receipts, job creation and other financial and socio-economic returns make these investments vital to LED and meeting the SDGs. Despite the fact that many micro-, small- and medium enterprises (MSMEs), especially in the informal sector, may be run by women, SME finance does not meet the needs of women, as discussed above.

#### Blended finance

Local economies are in need of additional financing flows to meet their basic infrastructure, service provision and development needs. Local governments cannot meet its development challenges when fiscal transfers from national governments are shrinking and the local private sector is unable to access domestic or international financing. In these circumstances, blended finance is the strategic use of concessional finance to catalyse additional private sector in SDG-related investments in developing countries. Concessional finance is understood to be resources priced at less than the prevailing interest rate in financial markets. Concessional resources can be from public or private sources and from domestic or international sources. Cumulatively, blended finance supports the development of local markets.

#### Municipal investment finance

Municipal investment finance (MIF) is a rapidly growing but still very limited concept. MIF allows non-sovereign sub-national governments, including local governments, to diversify their financial flows through various borrowing instruments such as municipal bonds or concessional borrowing from public or private actors operating domestically or internationally.

While rare in developing countries, these types of borrowing instruments could be an important way to empower sub-national actors and attract commercial and semi-commercial funding to the local level.

### Local government public-private partnerships

Governments cannot meet the continually growing demand for services by acting alone, and need to look for support from other sectors of society. Public-private partnerships (PPP) are now one of the most widely used forms of such collaboration. PPPs can be broadly defined as a contractual agreement between a government and a private firm with the aim of financing, designing, implementing and operating infrastructure facilities and providing a range of basic services that were traditionally provided by the public sector. It embodies optimal risk allocation between the parties – minimizing cost while realizing project developmental objectives. Thus, a PPP project is structured in such a way that the private sector gets a reasonable rate of return on its investment. It addresses the limited funding resources for local infrastructure or development projects of the public sector, thereby allowing the allocation of public funds to other local government priorities. It also distributes project risks to both the public and private sector.

PPPs acknowledge that both the public and private sectors can benefit by pooling their financial resources, know-how and expertise to improve the delivery of infrastructure and basic services to all citizens. Indeed, some would argue that PPPs combine the advantages of both sectors, bringing together the social responsibility, environmental awareness and public accountability of the public sector; with the finance, technology, managerial efficiency and entrepreneurial spirit of the private sector.

In countries that use PPPs, a specific PPP policy, law, act or decree must be adopted. The purpose of the PPP legal framework is to define the institutional structures and to determine the legal rules governing the procurement, control and regulation of PPPs, in line with international best practice. Thus, the legal framework provides clear definitions, objectives, roles and responsibilities of all stakeholders, governing bodies, administrative rules and procedures, procurement, land acquisition procedures, dispute resolution, approval conditions and procedures, transparency, accountability, PPP agreements and contracts, investment categories, sectors, and investment sizes.

### Gender in local government PPPs

PPPs that improve the availability and quality of essential infrastructure services as well as access to employment, education and markets, income-generating opportunities and entrepreneurship cannot be assumed to be gender-neutral because women and men have different roles and responsibilities in their households, communities and markets. They also have different needs across their lifespan and have different lived experiences that reflect their place in society. Therefore, PPPs must promote the development of infrastructure that reduces poverty while promoting gender equality, social inclusion and women's empowerment in the long term. This requires including a gender perspective in PPP frameworks at all stages.

There are five specific ways in which PPPs can contribute to increased gender equality:

- 1. Identifying gender-specific needs that infrastructure services can meet.** PPPs must be designed and structured by local government to meet women's needs as well as men's, from different ages and backgrounds.
- 2. Eliminating gender biases from legal frameworks governing PPPs.** Gender biases exist in legal frameworks that govern PPPs. These are usually not the domain of local government, but local government can act as an advocate with national government to eliminate gender biases in order to improve the performance of the PPP.
- 3. Paying close attention to the stakeholder consultation process.** When developing a PPP, local government must consult with stakeholders to ensure eventual project success. Doing so also provides an opportunity for local government to get the views of female and male potential users of a service or facility, which can impact project design because of their different needs for services.

4. **Including a gender-specific affordability analysis.** Ensuring this data is collected in a gender-disaggregated way could lead to a stronger analysis and better understanding by local government of the varying needs and concerns of female and male user groups, which can also impact upon project design and sustainability.
5. **Embedding gender equality considerations in the output specifications for the private sector.** In contracting out to the private sector as part of a PPP, the local government must lay out a clear set of supply benchmarks, output requirements and service quality standards for the private sector contractor. This step provides an opportunity for local government to embed gender equality considerations explicitly into contractual arrangements around suppliers, output requirements and service quality standards.

Specifying procurement standards (in point 5 above) can be an important way by which local government supports greater gender equality in value chains. The terms and conditions by which public or private sector procurement takes place can be a key means by which a gender-responsive enabling environment can be facilitated. Gender-responsive procurement policy offers the possibility to effect relatively rapid and targeted interventions in value chains in ways that increase Women participation. In this light, gender-responsive procurement can be defined as the selection of goods, civil works or services that take into account their impact on gender equality and women's empowerment.

In order to adequately integrate gender into PPP-based infrastructural and basic service projects, it is necessary to:

1. **Analyse gender aspects** during the preparation and appraisal stage, which requires collecting sex-disaggregated data, data disaggregated by other locally relevant social factors and by incorporating gender into the analysis and assessment underpinning the PPP;
2. **Translate the results** of the assessment into the design of projects and programmes by designing gender-responsive policies, bidding documents and contracts;
3. **Use meaningful performance indicators** to monitor and evaluate activities designed to narrow gender gaps and advance social inclusion.

These should be part of any local government investments, including PPPs.



## Title

**Session 4: Gender-responsive investment pipelines****Objectives:**

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

- Identify the sources of GR investments
- Analyse the abilities of LGs for facilitating GR investments for local entrepreneurs

**Time:**

- 90 minutes

**Methods/ Techniques:**

- Quiz

**Learning Materials:**

- Marking sheet

**Reading Materials:**

- Handout titled “Local government and gender-responsive investment pipelines”

**Supplies:**

- Flipchart, notebook, pen, marker pen

**Key Message**

Local government has a unique potential to source and identify, in collaboration with the private sector and community groups, gender-responsive revenue-generating investments that promote and encourage government and private sector partnerships and offer opportunities to domestic banks and financial institutions.

**Sourcing gender-responsive investments**

There are various channels through which local government can potentially source a stream of gender-responsive and inclusive investments. The most common include, but are not limited to:

- Gender-responsive local economic assessments (GR-LEA): These assessments can provide data and analysis of the bottlenecks preventing women and men from entering the labour market.
- Gender-responsive local development plans (GR-LDP): Local government is in a unique position to make the LDP gender responsive to have an impact on gender equality and women’s economic empowerment.
- Call for proposals: Technically, these should be launched after the GR-LDP has been agreed upon and after the identification in the GR-LDP of promising economic sectors and value chains that might have the potential to improve the socio-economic and gender-equitable development of a territory.
- Development partners, local financiers and investors: These stakeholders might have a pipeline of investable projects that can respond to the needs of the community through inclusive and gender-responsive LED.

 **Process****Step 1: Read the handouts on local government and gender-responsive investment pipelines**

- 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.
- Then ask each team to prepare at least five questions on the given materials. The teams must know the answers to the questions that they have prepared.

**Step 3: Quiz**

- Invite the teams to take part in the quiz and give them the following instructions:
  - The game will have 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 they are correct.
  - If none of the teams can answer, then the team asking the question shall have to answer.
  - For each correct answer, the teams shall get five points.
  - No points shall be deducted for giving wrong answers.
- Conduct the quiz round after giving the above instructions.
- Stay neutral. If needed, give the correct answer and the explanation behind it.
- 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				
<b>Total Marks</b>				



## Reading materials

### Local government and gender-responsive investment pipelines

Local government has a unique potential to source and identify, in collaboration with the private sector and community groups, gender-responsive revenue-generating investments that promote and encourage government and private sector partnerships and offer opportunities to domestic banks and financial institutions. However, in order to be able to leverage this potential, local government needs to be equipped with the tools and capacities to identify and generate bankable and sustainable investment opportunities, ensure compliance with best practice, and create catalytic transformative investments that not only respond effectively to the differentiated needs of women and men from different social backgrounds, but which also foster women's economic empowerment.

### Sourcing gender-responsive investments

There are various channels through which local government can potentially source a stream of gender-responsive and inclusive investments. The most common include, but are not limited to:

- Gender-responsive local economic assessments (GR-LEA): These assessments can provide data and analysis of the bottlenecks preventing women and men from entering the labour market (e.g. transport, markets, unpaid care and domestic work, etc.) and sectors and value chains where economic opportunities and private sector development possibilities in these sectors are the most promising from the perspective of gender-responsiveness;
- Gender-responsive local development plans (GR-LDP): Local government is in a unique position to identify infrastructure and basic services projects, in partnership with the community, the private sector, local financiers and, possibly, donors. As they are an outcome of a participatory process, GR-LDPs foster local ownership by key stakeholders, while the perceived development impact on the intended beneficiaries makes these investments more efficient to implement and structure. They are locally born investments that take into account local resources and skills as well as local needs. They are therefore well-suited for public funding, funding from local domestic financial institutions, and donors because their identification of investable solutions to key bottlenecks makes them bankable and sustainable. Moreover, as the LDP is gender-responsive they will have an impact on gender equality and women's economic empowerment;
- Call for proposals: Technically, these should be launched after the GR-LDP has been agreed upon. After the identification in the GR-LDP of promising economic sectors and value chains that might have the potential to improve the socio-economic and gender-equitable development of a territory, local government can issue a call for proposals to allow the community, NGOs and civil society organizations, and the private sector to propose investments that meet specific criteria set out by the local government. For example, local government could issue a call for proposals on gender-responsive agricultural value chains, gender-responsive transport infrastructure, or gender-responsive marketing arrangements;
- Development partners, local financiers and investors: Local government interacts with individuals in these roles in a variety of forms on a day-to-day basis. These stakeholders might have a pipeline of investable projects that can respond to the needs of the community through inclusive and gender-responsive LED.

Moving these potential investments to a bankable stage is challenging for local government as it involves different layers of deal structuring, contractual arrangements, technical and financial support to get the project to an investment-ready stage. Depending on the size of the investment, this can be burdensome for local government because they might not have the in-house capacities to support such an undertaking.

### Due Diligence

In developing a pipeline of gender-responsive investments that respond to local needs, due diligence is usually the most challenging process for local government in the investment cycle. It encompasses both a technical feasibility analysis as well as a financial sustainability analysis of the proposed investment. In order to accomplish this analysis, due diligence must include the upfront costs that local government needs to make available for both their planning and investment cycles. This is especially the case when blended finance or PPPs are to be used for the proposed investment.

To do this, technical and financial assessment, which together comprise the business plan, would need to examine three key technical considerations, as shown in the Table below:

#### Technical and financial considerations

Technical Considerations			Financial Considerations		
Development Impact	Metrics	Implementa-tion plan	Operating Environment	Business Model	Investment Potential
<ul style="list-style-type: none"> <li>Development Priorities</li> <li>LEA Assessment</li> <li>Project Design</li> <li>Local Economic development</li> </ul>	<ul style="list-style-type: none"> <li>Technical Performance criteria, measurement, collection</li> <li>Risk mitigates</li> <li>Sustainability</li> <li>Compliance with support financial restrictions</li> </ul>	<ul style="list-style-type: none"> <li>Funding</li> <li>TA support</li> <li>Monitoring</li> <li>KM and Reporting</li> <li>Policy Support</li> <li>Legal</li> </ul>	<ul style="list-style-type: none"> <li>Economic conditions</li> <li>Legal Environment</li> <li>Market Dynamics</li> <li>Industry Landscape</li> </ul>	<ul style="list-style-type: none"> <li>Financial Performance</li> <li>Ownership Structure</li> <li>Sustainability</li> <li>Operations &amp; Management</li> <li>Compliance with Thematic revisions</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Importance</li> <li>Technology</li> <li>Valuation / Risk &amp; Return</li> <li>Debt Providers, Co-investors, Equity</li> </ul>

In this context, local government must ensure that each proposed gender-responsive investment is economically, technically and financially viable and has no major risks or negative social and environmental impacts. In order to do so, local government must ensure that it applies standardized assessment tools for selecting and assessing the impact of each proposed gender-responsive investment in order to ensure transparency in project selection, funding, co-financing and implementation.

<b>Title</b>	<b>Session 5: Gender-responsive local economic assessments (LEA)</b>
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<b>Objectives:</b>	<p>At the end of this session, the participants will be able to:</p> <ul style="list-style-type: none"> <li>▪ Identify the Local Economic Assessment (LEA) as an integral part of GR LED planning process</li> <li>▪ Understand the critical questions to be asked in different stages of LEAs</li> </ul>
<b>Time:</b>	<ul style="list-style-type: none"> <li>▪ 90 minutes</li> </ul>
<b>Methods/ Techniques:</b>	<ul style="list-style-type: none"> <li>▪ Reading in triads, discussions</li> </ul>
<b>Learning Materials:</b>	<ul style="list-style-type: none"> <li>▪ Checklist for the LEA process</li> </ul>
<b>Reading Materials:</b>	<ul style="list-style-type: none"> <li>▪ Handout titled, "Gender-responsive local economic assessments"</li> </ul>
<b>Supplies:</b>	<ul style="list-style-type: none"> <li>▪ Pen, notebooks, flipchart, marker pen</li> </ul>



### Key Message

A gender-responsive LEA is part and parcel of creating a local economic development strategy. In looking at the distinctive imperatives of the local economy, it identifies underlying gender issues, such as: - Gender issues that determine which business and individuals can flourish; - Whether or not an enabling environment exists so that all people, men and women, can take advantage of economic opportunities; - The comparative economic strengths and weaknesses of a locality, and how gender informs those; and - The extent to which the local economy allows scope for locally driven, inclusive and gender responsive development.

Conducting a gender-responsive LEA is a sequenced process with four stages: - Stage 1: Deciding to develop a local economic development strategy and planning for the LEA - Stage 2: Conducting a gender-responsive LEA - Stage 3: Embedding gender-responsive LEA findings into the local economic development strategy - Stage 4: Formulating the local economic development strategy.

Through the assessment, local stakeholders and partners should gain a clearer understanding of local economic conditions at all spatial levels, from urban to rural areas.

#### Three sub-assessments are the core of a gender responsive LEA. These are:

Assessing the enabling environment b) Assessing the local economy c) Assessing the business environment

#### Four principles should guide careful choices of stakeholders:

- a) **Participatory:** Stakeholders need to be actively engaged in the process the assessment seeks to explore.
- b) **Transparency and accountability:** The assessment must be responsive and transparent,
- c) **Inclusiveness:** All groups should be included, with attention to representative diversity by gender, educational level, employment status, age, ethnicity, religion, etc.
- d) **Respect:** All stakeholders ought to be treated with respect for their language, sex, gender, location, culture and other nuances specific to the community.



## Process

### Step 1: Reading in triads

- Say, “Considering the enabling environment, if we want to attract GR investments, we must prepare a good LED plan and for a GR plan we should conduct a Local Economic Assessment (LEA) from a gender perspective.”
- Divide the participants into eight triads. If there is one extra person then include her/him in any one of the triads.
- Give the triads the reading materials.
- Announce that every triad should answer some questions after the reading is finished.
- Instruct them to take notes after discussions during the reading process.
- After 20 minutes, give the checklist to the triads to read and note down any comments in the light of the reading materials and their own practical experience.
- During the time the triads are reading, write the following questions on the flipchart and fold it back:
  1. *What is LEA and why is it important?*
  2. *How many stages are there in the LEA process and what are they?*
  3. *Who are the main stakeholders of LEA?*
  4. *What are the sub areas of the LEA process?*
  5. *What is SWOT? Explain in short.*
  6. *What are the key principles to select the right stakeholders?*
  7. *Mention at least five very important questions from the checklist*
- After 10 minutes, ask whether they were able to answer the questions. If they need more time to consult each other within the triad, allow them 10 additional minutes for discussion.

### Step 2: Questions and discussion

- Ask only one or two questions to one triad.
- Refer to the other triads if one triad is not able to answer correctly.
- Request the resource person to clarify any ambiguity among the triads at any point.
- In Question 7, do not allow the repetition of the same five questions from the triads.
- Allow discussion during the question and answer session to clarify the points of the Reading materials and checklist.
- Add your points and comments along with the resource person and the participants.
- Sum up the session in time according to the objectives.

 **Learning materials**

**Checklist for the LEA process**

Questions in different stages of the LEA process	Answers		
	Yes	No	N/A
<b>Deciding to develop a local economic development strategy and planning for a local economic assessment</b>			
<ul style="list-style-type: none"> <li>■ Has a decision been made to undertake a gender-responsive LEA?</li> <li>■ Has a concept note on the assessment been produced?</li> <li>■ Have all major stakeholders been briefed on the assessment process?</li> <li>■ Do all stakeholders understand what “gender-responsiveness” means?</li> <li>■ Have local systems offered additional support?</li> <li>■ Is funding for the gender-responsive LEA available?</li> <li>■ Have the strategic vision, goals and priorities of the assessment been clarified to stakeholders?</li> <li>■ Has a liaison to the assessment been identified?</li> <li>■ Has the gender assessment team (including the team leader) been identified? Have the terms of reference been developed? Has a list of stakeholders been compiled?</li> <li>■ Has the gathering of secondary data (desk reviews, document compilation, etc.) commenced?</li> <li>■ Have key informants been identified?</li> <li>■ Has gender analysis of the locality been undertaken?</li> <li>■ Have tools for the gender analysis been identified?</li> <li>■ Have gender-responsive indicators been identified?</li> <li>■ Has an inception workshop been completed?</li> <li>■ Has the assessment team been trained to conduct the assessment?</li> </ul>			

Questions in different stages of the LEA process	Answers		
	Yes	No	N/A
<b>Conducting a gender-responsive LEA</b>			
<ul style="list-style-type: none"> <li>■ Have we identified enabling issues in the local environment?</li> <li>■ Have stakeholders been identified and categorized (male, female, both)?</li> <li>■ Have methods/tools been identified and selected?</li> <li>■ Are data sex-disaggregated/gender-disaggregated?</li> <li>■ Has data analysis been completed?</li> <li>■ Has the gender-responsive LEA been conducted?</li> <li>■ Has a business environment/attitude survey been completed?</li> <li>■ Has a SWOT analysis been conducted?</li> <li>■ Have stakeholder workshops/focus groups been conducted during data collection?</li> <li>■ Has a region-wide analysis been conducted? Have the location quotient and shift share analysis been used?</li> <li>■ Do we have an idea of employment patterns and gender imperatives?</li> </ul>			
<b>Embedding gender-responsive LEA findings into the local economic development framework</b>			
<ul style="list-style-type: none"> <li>■ Has the draft report been produced?</li> <li>■ Has a validation workshop been held with stakeholders?</li> <li>■ Have comments and inputs been adopted?</li> <li>■ Has the final gender-responsive LEA been produced?</li> <li>■ Have the findings been embedded in local economic development concepts and priorities?</li> </ul>			
<b>Formulating the local economic development strategy</b>			
<ul style="list-style-type: none"> <li>■ Has the local economic development strategy been finalized?</li> <li>■ Have stakeholders approved the final local economic development concept with gender-responsive LEA inputs?</li> <li>■ Has local economic development strategy formulation commenced?</li> </ul>			

Source: UNCDF, UN Women, UNDP 2020, *Guidance Note for Applying the Gender-Responsive Local Economic Assessment Tool. Inclusive and Equitable Local Development 2020*

## Reading materials

### Gender-responsive LEA

A gender-responsive LEA is part and parcel of creating a local economic development strategy. In looking at the distinctive imperatives of the local economy, it identifies underlying gender issues, such as: gender issues that determine which business and individuals can flourish; whether or not an enabling environment exists so that all people, men and women, can take advantage of economic opportunities; the comparative economic strengths and weaknesses of a locality, and how gender informs those; and the extent to which the local economy allows scope for locally driven, inclusive and gender-responsive development.

Conducting a gender-responsive LEA is a sequenced process with four stages:

- **Stage 1** – Deciding to develop a local economic development strategy and planning for the LEA,
- **Stage 2** – Conducting a gender-responsive LEA,
- **Stage 3** – Embedding gender-responsive LEA findings into the local economic development strategy, and
- **Stage 4** – Formulating the local economic development strategy.

Through the assessment, local stakeholders and partners should gain a clearer understanding of local economic conditions at all spatial levels, from urban to rural areas. A mapping of economic linkages can reveal key factors enabling and/or constraining sustainable and gender-equitable economic development. These include demographic changes, labour force participation and caregiving, sparsity and peripherality in access to economic opportunities and social services for both men and women, regulations and policies that contain discriminatory provisions against women, and other social expectations, pressures and norms that curtail equitable access to opportunity. (*Excerpted from: UNCDF, UN Women, UNDP, 2020, The Gender-Responsive Local Economic Assessment Tool: Inclusive and Equitable Local Development, pp. 6-7, 15, 21-26, 29).*

### Stakeholders for a gender-responsive LEA

Stakeholder category	Examples of stakeholders
<b>Women in business</b>	Female entrepreneurs, women operating family businesses, female CEOs or business leaders
<b>Industry/business associations</b>	Industry associations, local chambers of commerce, women's business associations, women's savings and credit cooperatives, business associations
<b>Professional associations</b>	Labour unions, women's professional associations, other professional associations, employers' associations, trade unions, representatives of cooperatives, associations of the self-employed, financial sector associations, territorial employment service managers
<b>Non-governmental organizations</b>	Non-governmental organizations with social, environmental, cultural or artistic aims; community-based organizations; women's groups; civil society organizations
<b>Elected representatives</b>	Members of legislative bodies, women's representatives in local governments, business representatives on local governments
<b>Local authorities</b>	Territorial public administrations (local and/or provincial/state governments) and their associated combined bodies (associations of local governments, etc.), local government officials, mayors, clerks, councillors, planners

<b>Others</b>	Donors, representatives from land cadastral and registration offices, other government line ministries, private sector, academia, community leaders, personnel responsible for international development cooperation programmes in the locality, research and development centres, technical assistance services, local media
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Source: Table 1, p. 15

#### Four principles should guide the careful choice of stakeholders:

1. **Participatory:** Stakeholders need to be actively engaged in the process the assessment seeks to explore. Participation helps ensure ownership by all individuals and groups involved.
2. **Transparent and accountable:** The assessment must be responsive and transparent and give adequate and timely feedback to stakeholders so they are fully aware of every stage.
3. **Inclusive:** All groups directly or indirectly involved in the local economy should be included, with attention to representative diversity by gender, educational level, employment status, age, ethnicity, religion, etc.
4. **Respectful:** All stakeholders ought to be treated with respect as regards their language, sex, gender, location, culture and other nuances specific to their community.

After all stakeholders have been identified, the team should organize an inception workshop where they come together to examine local development imperatives from a gender perspective.

### Conducting a gender-responsive LEA

Conducting a gender-responsive LEA requires a systematic and clearly thought-out strategy to ensure that it yields actionable information to inform local planning. This information must be accurate, precise and clear enough to form the basis for decision-making.

A gender-responsive LEA involves collecting different quantitative and qualitative data from various sources. Fieldwork and participatory processes will gather new insights, perspectives and ideas that will influence eventual findings and recommendations. All diagnostic tools used for the assessment must allow sex-disaggregated data to be collected, analysed and communicated to stakeholders who will develop the local economic development plan.

Data collection approaches include: desk research (develop essential background information and insights to support the participatory phases of the assessment, and consider how gender-responsiveness is mainstreamed in various written products); labour market analysis; statistical data analysis (national, regional, local); questionnaires and surveys (local, enabling environment and business attitude surveys); structured/unstructured interviews and focus groups (face-to-face, group discussions); key informant interviews/face-to-face interviews; direct observations (support and triangulate findings from other methods, or reveal new details or questions); and case studies. Several participatory approaches can interrogate different themes relevant to gender-responsive development. These include:

1. **SWOT analysis** of the potential strengths, weaknesses, opportunities and threats of the local economy. This can develop understanding of different issues that enable or hinder development and its level of gender-responsiveness.
2. **Strengths** (local assets) of the economy relate to competitive wage rates, a skilled female workforce, gender-responsive budgeting, educational and research institutions in the locality, a safe locality, productive existing firms, proximity to raw materials or other natural resources, the investment climate, the availability of local subsidies for business, the rule of law, the ease of business registration, the presence of active representation, access or proximity to major transport routes, etc.
3. **Weaknesses** (obstacles to growth) can include worsening poverty, barriers to female participation, complex or discriminatory local regulatory procedures, inadequate infrastructure, limited access to credit, health issues affecting

the workforce, crime, distance from neighbouring markets, poor climate, harmful cultural traditions, etc.

4. **Opportunities** (favourable external conditions) relate to access to new technologies, new international trade arrangements, discovery of new natural resources, youthful population, macroeconomic/political developments, expanding markets, an emerging skilled workforce, etc.
5. **Threats** (unfavourable external trends) may involve rapid demographic changes, emerging negative social norms and practices, downsizing of global business or loss of markets resulting in local plant closure, outmigration and loss of educated population to other areas, inability to access and control resources and benefits, unplanned inward migration, climate change, increasing poverty, etc.
6. **Stakeholders’ workshop:** This can validate findings, formulate recommendations in a participatory process, solicit feedback from stakeholders, and informally survey stakeholders on the resources and capacities needed to implement recommendations. Workshops can be organized to gather data, almost like a very large focus group.
7. **Focus group discussions:** These will be conducted once common concerns have been identified and need further examination. For example, a common problem may be that businesspeople are experiencing skill shortages in certain areas. A “skills need” focus group could be set up to include major businesses, the LEA team, and local providers of vocational and higher education.
8. **Key informant interviews:** These are an important research tool for business environment surveys. They should canvas major actors who can provide insights into the business environment and women’s participation. They may include leading women business entrepreneurs, leaders of local women’s leagues, NGO practitioners, donors, representatives of financial institutions, leaders of a local chamber of commerce, etc.. Insights gleaned from the desk review and formal and informal consultations with key informants will help to identify additional potential key informants.
9. **Structured interviews.** The interviewer (or interview team) follows a precise protocol, asking only a set of predetermined questions, without follow-up questions or observations. This type of interview is used most often by quantitative researchers and is particularly appropriate when looking for very specific information. It keeps the data concise and reduces researcher bias, but it also can be limiting because it does not allow for an expanded discussion.

Data from key informant interviews are mostly unstructured thoughts and stream-of-consciousness comments from interviewees. After the interview, some structure should be given to the data. This requires several steps: read over your notes for each question and highlight key issues (e.g., “more aware”, “other options”, “improvement”); if there are particularly insightful or remarkable comments, make note of the entire comment (e.g., “Before, I couldn’t save 10,000 shillings a week, but I opened my own business last month”); make a list of the key words/issues raised for each question. You should also number each interviewee (1, 2, 3...) and put the number of the interviewee next to the key issue the interviewee raised. This will aid in expediting analysis of general comments by letting you know how many people share a similar opinion.

**Table 1: Example of matching interviewee to key issues raised on a survey question**

Key issue	Interviewee number
Opened a business	1,2
Challenge with paying taxes for his/her local business	3
Household chores make it hard to attend meetings	2,4,5
Involved in a women’s saving and cooperative group	6,3

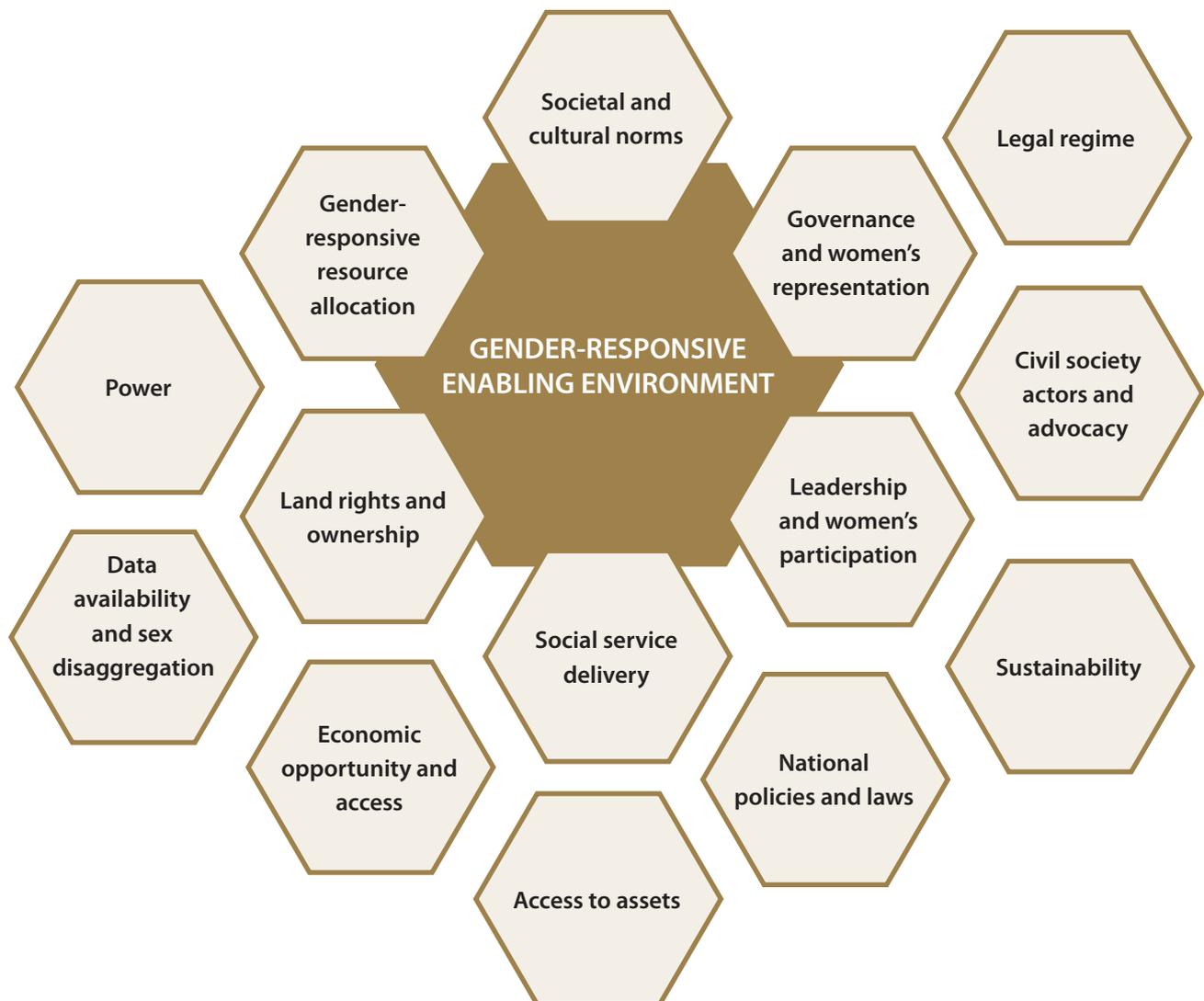
10. **Semi-structured interviews:** The interviewer (or interview team) follows predetermined questions but has some room to ask for clarification or additional information.
11. **Unstructured interviews:** The interviewer loosely follows a checklist, but the interaction is closer to a discussion than an interview. This allows for a more laidback exchange, but also reduces the scope for comparison between different informants. Semi-structured interviews are generally preferred for this type of exercise, but interview techniques should be selected based on those most conducive to a good outcome for analysis.

### Three sub-assessments are the core of a gender responsive LEA are:

- a) Assessing the enabling environment
- b) Assessing the local economy
- c) Assessing the business environment

#### Step 1: Assess the enabling environment

Gender equality and women's economic empowerment depend heavily on access to resources governed by social and institutional frameworks that determine how they are distributed and used. An enabling environment will facilitate women's access to information, credit, training and technology; support better incomes and improved work conditions; increase women's participation in high-value economic activities and decision-making; discourage discriminatory practices; and bolster social protection and other safety nets for women workers.



More specifically, an enabling environment is a set of interrelated conditions that allow people to engage in development processes in a sustained and effective manner. Conditions may be legal, organizational, financial, informational, political and/or cultural, among others. In the context of a local economy, a gender-responsive enabling environment fosters gender-equitable economic development. Assessing the main factors that help and hinder gender-responsiveness can start by considering questions such as:

- Is the national policy framework aligned to international commitments on gender equality? For example, has the country ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)?
- What is the country's commitment in relation to the SDGs and SDG 5 on gender equality?
- How are gender concerns reflected in national policies or strategies?
- What are the structural enablers/hindrances to gender-inclusive local economic development?
- What are the existing regulatory and legal instruments and issues affecting women's enterprises, asset ownership and related cultural imperatives?
- What is the level of access by vulnerable groups (e.g., ethnic minorities, immigrants, landless people) to business development services, skills and training?

When assessing an enabling environment, there are numerous factors to consider. These can be clustered into broad themes capturing the full range of issues involved in gender-responsive local economic development. A comprehensive analysis of an enabling environment can draw on the methods outlined above.

## Step 2: Assess the local economy

Assessing a local economy identifies critical issues affecting prospects for economic growth, including development opportunities and needs. Quantitative and qualitative information define these issues and can help establish benchmarks for monitoring progress. Some core elements include:

- Local economic conditions, such as employment and unemployment and fiscal well-being measured by tax rates and taxing capacity.
- Current economic activity, including the number of firms, their industry type, size, age, location, wage levels and amount of new investment. The assessment should determine major economic sectors and their growth, and how they compare with trends in the wider region and nation. This process can pinpoint which local sectors are growing faster and slower than others and identify the most important industries in key sectors.
- Future trends and developments, such as legislation or changes in economic structure that may have an impact on the local community.
- Community attributes, such as the size of the labour market, wage rates, market size, market growth rates, land and building availability, and community amenities affecting quality of life.

A good local economic assessment is comprehensive and useful in informing economic goals and strategies. Keep in mind that a local economic assessment is only a snapshot of a local economy. Communities and their economies are dynamic, changing constantly. The structure of an economy tomorrow will not necessarily resemble its structure today.

### Step 3: Assessing the business environment

#### Conduct a business-enabling environment survey

The business-enabling environment survey should be undertaken in close collaboration with the local business community.<sup>1</sup> It will help determine available opportunities for women-owned enterprises as well as women in formal and informal employment

To understand how the local environment affects business performance, the survey should capture information about individual businesses, how long they have been established, the number of employees, skills, products produced, exports and supply chains. It should explore the particular challenges of women entrepreneurs and/or any opportunities accessible to them. It may also consider problems faced by businesses when interacting with local governments and/ or other tiers of government.

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<sup>1</sup> The gender-responsive LEA team should make deliberate assurances to the business community that the information collected is for generating gender-responsive evidence and not for any other purpose, e.g., taxation.





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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