



WOMEN-FRIENDLY URBAN PLANNING: A TOOLKIT FROM CITIES OF THE GLOBAL SOUTH



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DEFINITIONS



GENDER:

The social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations among women and those among men. These attributes are socially constructed and impact responsibility and activity assignment, access and control over resources, as well as decision-making opportunities¹.



GENDER EQUALITY:

The absence of discrimination on the basis of a person's sex in opportunities, the allocation of resources and benefits, or access to services².

Equal rights, responsibilities and opportunities for people of all genders. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable and people-centred development. Here it should be stressed that gender equality implies equality for all genders, not just men and women.



INCLUSIVE AND GENDER-FAIR CITY:

A city that works well for women, girls, and sexual and gender minorities of all ages and abilities, and that therefore supports their economic and social inclusion.

Six main features:

- **Accessible** - Everyone can access the public realm freely, easily and comfortably to use the spaces and services on offer.
- **Connected** - Everyone can move around the city safely, easily and affordably to reach key opportunities and services.
- **Safe** - Everyone is free from real and perceived danger, in public and in private.
- **Healthy** - Everyone has the opportunity to lead an active lifestyle, free from environmental health risks.
- **Climate Resilient** - Everyone has the tools and social networks to successfully prepare for, respond to and cope with climate disasters.
- **Secure** - Everyone can obtain or access secure housing and land to live, work and build wealth and agency.

In such cities, women, girls, and sexual and gender minorities have the same right as straight, able-bodied men: the same freedoms, the same opportunities and the same levels of participation. They are able to access a full range of public services, workplaces, schools and other key amenities whenever they need or want, enabling them to combine reproductive and productive roles efficiently and unlock economic opportunity. They feel at ease and connected to others in the city, allowing them to stay mentally, physically, and emotionally healthy and build social networks to cope with the everyday stresses of urban life, as well as the shocks and disasters that can occur³.



INCLUSIVE PARTICIPATORY PROCESSES:

Inclusion of women, girls, and sexual and gender minorities of all ages and abilities in planning and designing decision-making processes, and working to combat the gendered imbalances in the built environment that prevent their full social and economic inclusion⁴.



INFORMAL SETTLEMENTS:

Informal settlements are residential areas where:

- Inhabitants have no security of tenure vis-à-vis the land or dwellings they inhabit, with modalities ranging from squatting to informal rental housing,
- Neighbourhoods usually lack, or are cut off from, basic services and city infrastructure and
- Housing may not comply with current planning and building regulations, often being situated in geographically and environmentally hazardous areas. In addition, informal settlements can be a form of real estate speculation for all income levels of urban residents, both affluent and poor⁵.



INTERSECTIONALITY:

- Relationship between different social categories of race, gender, sexuality, age and so on.⁶
- The acknowledgement that everyone has their own unique experiences of discrimination and oppression, and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc⁷.
- “The interconnected nature of social categorizations such as race, class and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage”.⁸



PARTICIPATORY PROCESS:

Collective decision-making process that combines elements of direct and representative democracy: citizens have the power to decide on policy proposals and politicians assume the role of policy implementation.

The participation of citizens or community members in decision-making, joint analysis, visioning, and design of the changes in the built environment that affect their lives. It involves the “co-development” or “co-design” of plans and physical interventions with community members and technical experts to ensure the results meet the needs of the end users⁹.

1 MAKING INCLUSIVE CITIES: PARTICIPATORY PROCESSES AND CHALLENGES



Participatory planning processes are crucial to gather citizen inputs regarding the construction or governance of urban spaces and the design of liveable and inclusive cities. Nevertheless, the different ways in which women and men contribute to participatory processes are significantly shaped by prevailing constructions of gender norms and expectations. As such, women are not always present, nor are they sufficiently considered in citizen participation.

These inequalities harm both the presence of women and their ability to influence decisions. This discrimination results in the loss of experience and knowledge from some of the most active users of the urban space and reinforces gender stereotypes. Urban governance needs to adopt new forms of engagement that can better understand and reflect upon the needs and expectations of women in all age groups and consequently implement their capacities and desires. The gender perspective must be included both while structuring the participatory process (choice of physical and digital spaces, language, facilitation, setup of women-only sessions, etc.) and while defining objectives and questions asked (factoring in the cultural specificities of the context). This process should ensure that women feel empowered as they gain self-awareness and reaffirmation of the right to the city.

Another important aspect to be considered in the design of participatory processes is the diversity of women, by targeting those who are normally excluded from decision-making processes. For instance, most of the women who live in informal settlements work, but are employed in the informal sector, often earning less than US\$1.90 a day: their work activities are low paid, temporary, strenuous and exploitative¹⁰. Some are unable to travel to practise a trade, which is why they are domestic workers. This situation limits their capacity to participate in city consultation and slum upgrading processes¹¹.

Only by incorporating these aspects, participatory processes will improve and increase women's contribution in infrastructures and city development and foster gender awareness and competence amongst planners, designers and engineers.

Intended for Cities Alliance staff, international development professionals and city officials, this toolkit addresses the need to know more about how to engage women in participatory processes, with a focus on cities in the Global South. The toolkit provides detailed explanations and specific tools and activities for each phase of the project cycle. By catering to all possible biases and problems specific to gender issues, these tools provide solid elements to best mobilise women in urban projects. They have been used in specific development projects and initiatives especially in informal settlements and communities.

The toolkit is divided into two main parts. The first part presents the various steps for gender mainstreaming within participatory process throughout the project cycle. The second part explains how to design gender-fair participatory processes, giving insights on the necessary data and tools to choose, how to maintain them and how to communicate in a gender-sensitive way using examples.



Binyam Teshome, World Bank.

2 GENDER MAINSTREAMING IN URBAN PROJECTS WITH PARTICIPATORY PROCESSES

A gender mainstreaming approach can be applied along the different phases of the project cycle through different activities. In order to have a more detailed overview of actions to ensure gender is mainstreamed in every project phase, the checklist attached as an annex to this document should be checked.

6 COMMUNICATION

The communication phase about the project's results aims to **share the results** of the project with its beneficiaries and/or institutional stakeholders. This phase **creates trust between decision-makers and citizens** and in the context of a gender-sensitive project, communication must be **inclusive**, requiring **specific strategies**.

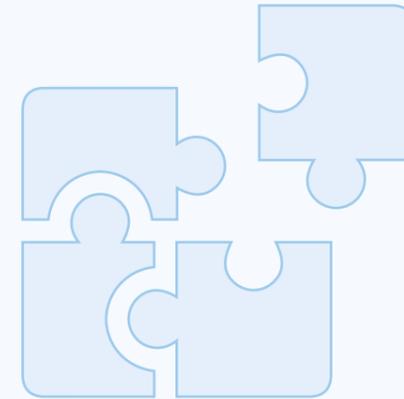
→ Communicating on the project's results

1. Communication on the project's results:

- **New dynamics** produced by the project's implementation
- The **project's influence on gender inequality**
- The project's successes

2. Identification of the best communication channels (the same ones used during the design and implementation phases) through two objectives:

- **Toward beneficiaries:** same channels used during participatory processes (social/national/local media, community centres, etc.)
- **Toward institutional stakeholders and/or the city network:** other channels such as workshops or panel discussions within local authorities to share information and experiences.



→ Setting gender-sensitive objectives

These objectives provide a preview of how the urban project will act upon gender inequalities.

→ Engaging stakeholders through communication and creation of general project framework documents

- Identification and definition of the role of the key stakeholders:
- Implementation of **gender-inclusive project terms of reference**.

1 INITIAL ENGAGEMENT

The initial engagement phase is essential to identify the context of action, type of intervention, stakeholders and objectives of the project.

5 EVALUATION

In the evaluation phase, the project is evaluated after its implementation to measure its **success and impact on gender inequalities**. Identified **lessons learned** are needed to build up knowledge and direct future project designs.

→ Evaluating the project and identifying lessons learned

- Analysis based on collected data from the project's implementation and gender-responsive budget
- Identification of lessons learned to build up knowledge and direct future project designs.

Participatory evaluation is advised.



→ Conducting a gender participatory analysis

Makes it possible to analyse:

- Existing gender roles, inequalities and gender-based needs.
- The distribution of responsibilities and activities between women and men, and existing opportunities and constraints for women and men.
- and cut across various sources of vulnerability (social, economic and environmental), particularly numerous in informal settlements.

This step consists of collecting qualitative data through participatory and sociological tools, and quantitative sex-disaggregated data through official sources, research, documentation and self-administered questionnaires.

2 PARTICIPATORY ASSESSMENT

For the best project definition, **conducting a participatory gender analysis is essential**. A participatory process enables the best representation of beneficiaries' needs.

This means **encompassing the inhabitant's local and contextualised knowledge** derived from their experience of living in the neighbourhood.

4 PILOTING AND PROJECT IMPLEMENTATION

The project piloting and scaling up phase is necessary to test implementation modalities, collect data, and showcase evidence on the positive impacts, especially of incorporating a gender mainstreaming approach. The results and evidence can be used to advocate for project replication and scaling up in similar contexts.

→ Piloting

This phase involves running pilot projects, testing scenarios and collecting reactions. To convince about the need of focusing on gender, data are also key. Pilot projects are also an effective way to demonstrate the overall benefit of involving women through tangible results and overcome institutional or individual resistance to recognizing and addressing gender equality in cities.

→ Collecting data from the activities

Creation of new data to be weighted against the baseline data set. This step is an ongoing monitoring task to keep track of activities, their evolution, and possible modifications/adaptations.

→ Scaling Up

The scaling up phase involves multiple activities with the aim of ensuring the project sustainability and long-term transformation.

- The allocation of a dedicated budget for gender sensitive activities.
- The identification and engagement of political and institutional actors and gender champions to support the project.
- The creation/modification of policies and laws aligned with the project.
- Gender-sensitive project management to ensure the involvement and project ownership of women.

→ Combine gender with participatory approaches

The gender perspective must be included both in the structuring of the participatory process (choice of physical and digital spaces, language, facilitation, definition of women-only sessions etc.) and in definition of objectives, questions asked (taking into account the cultural specificities of the context).

→ Ensuring the project's governance is gender inclusive

The involvement of women in the decision-making process guarantees the representation of women's needs throughout the project. This can be effective through gender equality employment clauses, for example.

→ Target women who are excluded from decision making

It is important to map groups or individuals that need to be invited, approach community leaders to collect information and take advantage of informal networks of family and communities. In order to engage women from marginalized neighborhoods it could be useful to organize sessions close to homes, and prioritize issues that are important to them (access to basic services, gender based violence, education etc). The prioritization of consensus based participatory models allows for a more equal representation of all the voices and opinions.

3 CO-CREATION AND DESIGN

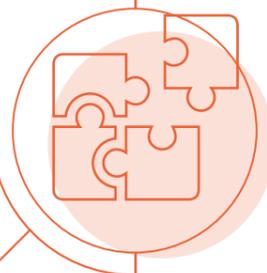
In this phase communities and women, especially from marginalized groups, are engaged in defining policy responses, identifying priority services, and designing urban plans or interventions to respond to specific challenges. For the gender-inclusive approach to be complete, the project's governance must also be taken into account.

3 DESIGNING GENDER-FAIR PARTICIPATORY PROCESSES



Gender-fair participatory processes relate to the wider field of citizen participation. This chapter focuses on **methodologies for gender-fair participation** which can be applied to **all urban participatory processes**. It is a **selection of participatory tools** to engage women in the various phases of project preparation and implementation.

This chapter begins by providing tools to engage stakeholders and future beneficiaries in the process, mobilise women in participatory processes and provide guidance regarding the deployment of various tools to implement a participatory assessment. Then it showcases the tools to co-create and design projects with women, and concludes by presenting the tools to use project communication for improved mobilisation and empowerment.



3.1 INITIAL ENGAGEMENT

Several tools are available to secure the stakeholders and beneficiaries' initial engagement to the project. These tools are also a means to gather local knowledge and frame interventions as a preparatory stage to the participatory assessment.

→ Stakeholder mapping and engagement

First of all, key stakeholders must be identified to:

- Foster dialogue with local policy makers in order to collect local and national data and identify and discuss relevant policies in place.
- Provide general understanding of the wide range of intermediaries playing a social role in the project's development in informal settlements.
- Understand how local policy makers perceive women's engagement.

This step can lead to wider transformation and mobilisation, as stakeholders have the field experience needed to identify issues and are in direct contact with their population. Based on this identification, a stakeholder map can be drawn to guide the stakeholders' engagement.

GRASSROOTS COLLECTIVE'S STAKEHOLDER ANALYSIS

Grassroots Collective support local development solutions, helping community non-profits from around the world achieve their goals. To help these local organisations, they have drafted a comprehensive project planning guide, where they set out a methodology for establishing a stakeholder analysis. These stakeholders can be internal (directly affected) or external (indirectly affected) to the project¹².

The first step consists of distinguishing three types of stakeholders:

- Key stakeholders: parties (people, groups or institutions) that play a significant role in the project's success.
- Primary stakeholders: people or groups that are directly affected by the project – beneficiaries and dis-beneficiaries.
- Secondary stakeholders: people or groups that have a stake or interest in the project and/or are indirectly affected by it.

For better identification of stakeholder groups, Grassroots Collective recommend using the **P.E.S.T.L.E Model**:

Political Stakeholder <ul style="list-style-type: none"> • Government departments • Lobby groups 	Economic Stakeholder <ul style="list-style-type: none"> • Funding agencies or donors • Local businesses 	Social/Cultural Stakeholder <ul style="list-style-type: none"> • Cultural or ethnic groups that are integrated or marginalised • Gender groups
Technological Stakeholder <ul style="list-style-type: none"> • Companies that propose specific equipment for the project • Skilled workers 	Legal Stakeholder <ul style="list-style-type: none"> • Government departments 	Environmental Stakeholder <ul style="list-style-type: none"> • Persons and infrastructure affected by the project • In a project which focuses on sustainable development: organisations that defend the environment, for example

A stakeholder analysis template can be implemented after the identification of all these actors. In a table, this will synthesise information about stakeholders, their possible involvement in the project and the potential success and/or threat of their engagement.

Stakeholder	What is their interest in the project?	What level of impact do they have on success?	What can they contribute to the project's success?	What potential threats do they pose to success?	What strategy will you use to build a relationship with the stakeholder?	Who is responsible for this relationship?
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→ Individual surveys or interviews

To understand local context and start engaging women and future beneficiaries:

- Contacting local associations, women's groups and inhabitants to organise individual surveys or interviews. This enables the collection of data on how to facilitate women's engagement in city development.

→ Gender-inclusive project terms of reference

Terms of reference are useful in building a framework that will guide project design and implementation. For the framework to be gender sensitive, it should include:

- **Definition of a project's purpose.**
In a gender-sensitive project, the project's purpose includes gender-sensitive vision and objectives. For example, the purpose of the project can be to make public space more inclusive through gender-sensitive green spaces.

The framework must also define the project's structure and governance. For the framework to be more inclusive, terms of reference must set up requirements regarding parity and the presence of women in the project's governance and preparation.
- **Definition of the expected participatory work.**
Terms of reference will set up requirements in terms of participatory work with groups of women: which profiles of women, how many, which participatory tools are expected, etc.

Mobilisation must reflect the need to be inclusive, as inclusivity during the participatory assessment means paying extra attention to **mobilising among various groups of women**, to represent the **whole diversity of women** and their **specific needs** in our society. It also aims to include women who generally have less access to and influence in the public sphere.

Inclusivity means paying attention to **diversity** in terms of:

- Age
- Social class
- Occupation
- Children under their care, if any
- Marital status
- Membership in association networks, if any

One important point to keep in mind is that the composition of a group, its diversity and the organisation of activities in line with fair processes is more important than the number of participants¹³.

Mobilisation in informal settlements constitutes a **challenge** due to the **precarious living conditions** of the very people whose mobilisation is sought. Facing daily challenges due to precarious living conditions prevents people from getting fully involved in mobilisation dynamics, being especially difficult for women, as their household chores in informal settlements become more burdensome due to their living environment. Indeed, women face many hurdles when getting involved in urban project mobilisation, **both due to precarity and the gendered social role attributed to them**. Many women have difficulty finding **time** to take part in public mobilisation. For example, if they work in the informal or formal sector and have a family to support, engaging in the participatory process might represent a loss of earnings.

Another challenge in mobilising women is their **difficulty in expressing their wants and needs**, particularly in informal settlements, as they might be unaccustomed to this type of exercise. Potential fear of a lack of consideration and mistrust of local authorities make the process even more complex.

A good step that helps to **strengthen citizens' trust** in their local authority is **building a real link** between the mobilised women and local authorities, explaining information about the project and selecting recommendations from inhabitants in the urban project design.

Participatory processes can, for example, be presented as a way to take part in community life. They can also **encourage** women to participate, knowing that they will be able to meet other women and **be a part of the social dynamics** at stake. Mobilisation and participatory processes can be used to **broadcast messages** and **raise awareness** regarding women's rights to the city and their needs in the urban environment. **Improving the neighbourhood** and **providing women with better access to public spaces** are also strong angles to convince potential participants.

3.2 PARTICIPATORY ASSESSMENT

The participatory assessment informs on the project's design and co-construction, but also engages future beneficiaries in the project.

Several tools can be mobilised to conduct a participatory assessment. Participatory tools are selected according to the results required for the assessment. Such tools require the participation of women; during various workshops, women provide information about their city, neighbourhood, needs and feelings. To implement these tools, the first step is to mobilise women to participate in workshops.

→ Mobilisation among various groups of women

To implement participatory processes, mobilisation is a major step and also one that consumes the most time and energy. Designing and implementing widespread mobilisation is particularly important as it shapes the participatory process.



Exploratory walk in Oujda, Morocco. Womenability, 2020.



COMMUNITY MOBILIZATION IN THE WORLD TOUR INITIATIVE BY WOMENABILITY

Womenability is an association internationally advocating for the inclusion of gender issues within urban projects. In 2016, a world tour was conducted to organise exploratory walks in cities all over the world and collect data about women's well-being in cities. The Womenability team trained their local NGO partners before any exploratory walks so that they could gain a better understanding of the process and then replicate it. The team therefore organised 13 training sessions on inclusive mobilisation and organising, conducting, evaluating and optimising exploratory walks. Thanks to their local knowledge and bond with women, local NGO partners took on the responsibility of women's mobilisation. Some criteria were jointly determined to mobilise the most diverse group of women possible for the walks¹⁴. As an example, the walk held in Khayelitsha, an informal settlement of Cape Town, South Africa, gathered 36 walkers: 35% were 35–65 years old, 27.5% were 26–35 years old, 27.5% were below 25 years of age and 10% were above 65 years of age. Age diversity to understand the various scopes of issues for women in the neighbourhood was a main criterion in inclusive mobilisation¹⁵.



Exploratory walk with SJC and Sonke Gender Justice in Khayelitsha, Cape Town, South Africa. Womenability, 2017

→ What data are needed for a participatory assessment?

A participatory gender assessment is composed of a **compilation of quantitative data** (collected from documentation sources and/or thorough digital tools (apps, social media, online questionnaires, drones)) and of **qualitative data** (collected from the participatory tools).

Available **quantitative sex-disaggregated gender data** are first collected from:

- Official sources,
- Research,
- Documentation, etc.

Questionnaires can also be handed out to a large number of people to retrieve quantitative data.

Qualitative data are mainly acquired through **participatory and sociological tools**, which can be very useful in informal settlement contexts when little data are available.

The implementation of such participatory tools requires several steps, such as the mobilisation of participants, organisation of the activity, etc.



THE GENDER ANALYSIS FOR THE KERALA SUSTAINABLE URBAN DEVELOPMENT PROJECT

The Kerala Sustainable Urban Development Project (KSUDP) is an initiative of Government of Kerala with financial support from Govt. of India and Asian Development Bank to improve urban infrastructure services in Kerala in a sustainable manner. During the project, an extensive gender analysis was conducted. It combines all forms of data to better identify and **analyse the socio-economic status** of the population (including financial, physical and social assets), **access to urban infrastructure** (water, sanitation, drainage, solid waste disposal, roads and transport), current **consumption and expenditure**, and **needs and priorities** for future provision.

Quantitative data were obtained through **gender-disaggregated data** collected by various local and national governments and sample household **surveys** in each of the five cities analysed. These surveys were always conducted with a gender dimension in different questionnaires.

Qualitative data were obtained through questionnaires, discussions with government and corporation officials, non-governmental representatives, invited citizens' focus group discussions in each city and participatory rapid appraisal exercises in selected wards and slums of each city¹⁶.

- **Series of participatory assessments** on the issues of access to infrastructure and services, and priorities to focus on during the project: "In particular, different perspectives were sought from women and the very poor concerning the nature of their experience in accessing basic services and their needs and priorities"¹⁷.
- **Series of city-level workshops** were conducted with corporations, Kudumbashree district mission officials, community development society representatives, resident welfare associations and key resource people. These workshops looked at citywide issues of service delivery¹⁸.

A gender participatory diagnosis can be made through data, compilation and analysis.

Results can be presented in various formats such as:

- Raw data.
- Recommendations integrated into urban planning documents.
- Gender-sensitive urban planning design.
- Activities integrated into the Gender Action Plan



→ What tools should be selected for the participatory assessment?

The selection of **at least two or three participatory tools is recommended** to conduct a participatory assessment **because they complement each other and produce different types of information.**

Determining what information is necessary to collect data for the assessment is key to selecting the participatory tool to implement.

What type of information is needed for the gender participatory assessment?	What scale is used for this information?	What participatory tool is needed?
Information about women's involvement in different social spheres to determine the level of gender responsiveness of an urban area	Information about a selected urban area, be it a village, neighbourhood, city, metropolis or town	The WEC is a tool developed by Cities Alliance to understand and interpret the gender responsiveness of a selected urban area. The assessment is based on a series of qualitative questions organised around a four-domain model including economic engagement, institutional and political engagement, and human and social capital. Each dimension encompasses different aspects of urban life and participation. These elements can be collected through collaborative workshops, focus groups, history interviews or exploratory walks.
Daily use of urban settings, experiences and needs	Information about specific areas in the neighbourhood	Exploratory walks enable women to link how they feel in urban public space with urban planning and also make it possible to understand how women feel unsafe.
Daily mobility and use of urban settings, needs and recommendations	Information on a neighbourhood scale	Sensitive cartography workshops are held to understand the use of public space and explain the sensitive experience of women through elements of urban planning. They also give an understanding of the interaction between the space and the emotions that it arouses in the participants.
Information about social dynamics	Information on a neighbourhood scale	A focus group of women will hold discussions through participatory activities to provide a general overview of the neighbourhood, the problems it faces and its challenges.
Recommendations	Neighbourhood scale	Co-design participatory workshops
Specific expertise linked to specific roles in the neighbourhood (e.g., running the social service centre)	Depending on the interviewee's expertise	Semi structured interviews



THE FEMMEDINA PROJECT IN TUNISIA

Femmedina is a project implemented by tCities Alliance and the Municipality of Tunis and funded by USAID. This initiative, which started in December 2020, employs a participatory, gender-sensitive approach to urban planning that supports women living in the area, including working with city leaders to improve participatory decision-making, urban revitalization, and activating public spaces in the historic center of Tunis through a broader process of women's participation.

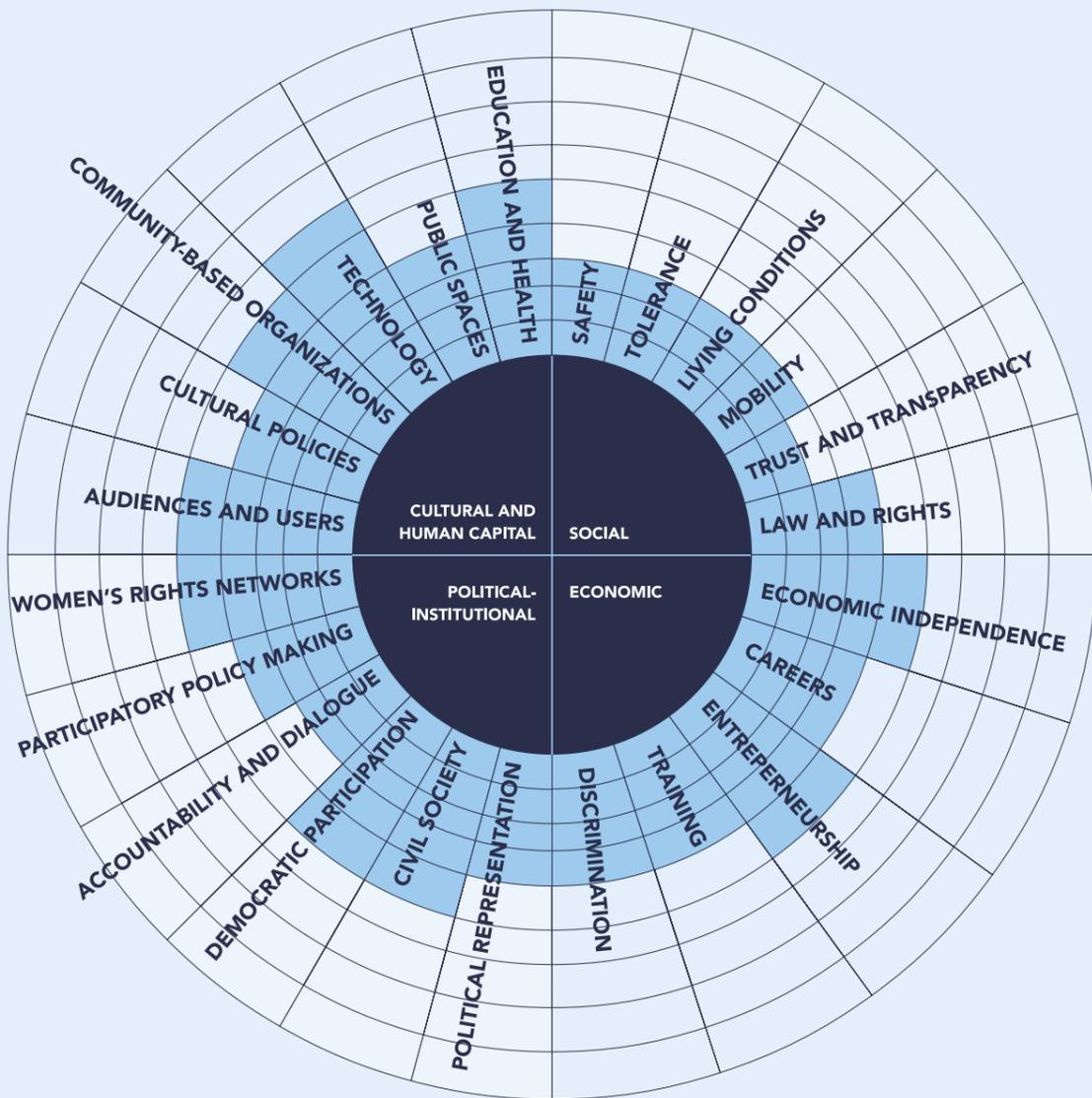


The challenges that women face in the Medina have been identified through were identified through the use of different qualitative and quantitative tools: the preparation of a WEC, a documentary study, a survey, history interviews, key stakeholder interviews, interactive and co-conception workshops and community mapping.

The co-design workshops, held at a location that took into account participants' preferences, were adapted to the needs of the women to ensure effective participation. The format of each workshop was also adapted to the interests and needs of the women, adapting also to persons with reduced mobility and in an entirely oral format to address some women's reading and writing difficulties.

The research team used a combination of tools during the co-design workshops, including focus group discussions, community mapping, co-design exercises and neighbourhood walks. For example, participants guided the research team on a neighbourhood exploratory walk where they walked through different parts of the city, discussing their perceptions, feelings, experiences and stories in these different spaces.





- ① Critical
- ② Bad
- ③ Highly unsatisfactory
- ④ Unsatisfactory
- ⑤ Almost satisfactory
- ⑥ Satisfactory
- ⑦ More than satisfactory
- ⑧ Highly satisfactory
- ⑨ Full

WEC Profile assessing the level of gender responsiveness and engagement of women in the Medina (Cities Alliance, 2021).

→ How should each of these participatory tools be implemented?

Several tools shall be selected for a gender participatory analysis. They might need to be adapted, depending on the context and women's needs. If illiteracy is an issue, it can be addressed by recording voices instead of requesting written answers from participants.

Using these participatory tools to collect data about **women's feelings, needs and experiences in the city** requires the consideration of various **gender biases** which might hinder women's expression.

WHAT TOOL?	WHAT RESULTS WILL EMERGE WITH THIS TOOL?	WHAT STEPS SHOULD BE TAKEN TO IMPLEMENT THIS TOOL?
The Women's Engagement in Cities (WEC) profile	The WEC profile methodology aims to collect quantitative data, as well as the perceptions, opinions and experiences of participants through open fields. Respondents also associate their responses with specific locations, which allows the data to be geo-located and analytical maps to be produced, reflecting women's participation in a given space. The corresponding questions need to be adapted to the local context of each urban area surveyed.	<p>Workshop 1: collective assessment workshop The objective is to generate a shared identification and prioritisation of the most pressing challenges faced by women.</p> <p>In a survey, women are asked to rate their level of satisfaction with women's participation in four societal aspects on a scale from 1 to 9. The facilitator encourages participants to elaborate on their answers and conducts individual interviews.</p> <p>The collected stories contribute to developing a contextualised understanding of women's engagement and use of public space.</p> <p>Over time, the tool can be used to frame a full and in-depth process, with the possibility of recording changes and improvements.</p> <p>Workshop 2: local women-led ideation workshop The second workshop will be a facilitated one-day ideation workshop to explore the issues in all directions and identify initial ideas and possible solutions. Ideation is the early stage of the co-creation process and it involves a mixed group of stakeholders who collaborate and contribute to find and create ways to address the needs.</p>
Exploratory walks	Exploratory walks make it possible to spatialise women's practices on a neighbourhood scale, but also problems they encounter such as feeling unsafe or experiencing practical limitations.	<p>Preparing an exploratory walk:</p> <ol style="list-style-type: none"> 1. Identifying the dynamics at work on the targeted territory. 2. Drafting a map, tracing the route of the walk. 3. Pre-testing the appropriateness of the route to ensure its duration, functioning, pace, etc. 4. Compiling the questionnaire that covers: (i) various profiles of women, (ii) how they use the urban space and (iii) their feelings and perception of the urban space. <p>Conducting an exploratory walk:</p> <ol style="list-style-type: none"> 1. A group of about fifteen people travel for two hours along a predefined route. A facilitator leads the walk and initiates discussions between participants. 2. Along the way, participants stop (in small groups) to answer the questionnaires on the themes that are the focus of the diagnosis. 3. At the end of the walk, the groups give a briefing about their experience. Furthermore, the team seeks to draw out the participants' initial recommendations from their feedback.

WEC Profile assessing the level of gender responsiveness and engagement of women in the Medina (Cities Alliance, 2021).

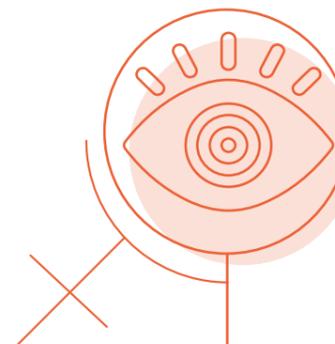
WHAT TOOL?	WHAT RESULTS WILL EMERGE WITH THIS TOOL?	WHAT STEPS SHOULD BE TAKEN TO IMPLEMENT THIS TOOL?	WHAT TOOL?	WHAT RESULTS WILL EMERGE WITH THIS TOOL?	WHAT STEPS SHOULD BE TAKEN TO IMPLEMENT THIS TOOL?
		<p>4. Questionnaires are collected and the results are compiled using software. Two types of information emerge:</p> <ul style="list-style-type: none"> • Qualitative information, such as the women’s feelings and their interaction with the space. • Quantitative information, such as the number of women who share these feelings. Its relevance depends on the sample size of people who answered the questions in the safety audit. <p>5. The facilitator will draw on what emerges from the safety audit to identify issues to be addressed in the sensitivity mapping phase.</p>			<ul style="list-style-type: none"> • Presenting the list of actors makes it possible to set a strategy and position in relation to the problem. Roles are then distributed to participants. • Participants not performing on stage will take on the role of observers. <p>2. Acting out the scene.</p> <ul style="list-style-type: none"> • The significance of the improvisation results from the interaction between the actors (the outcome of the scene is unknown beforehand). • The role of the audience who can, if they wish, interrupt the simulation and change its course by going up on stage. <p>3. Analysing the scene</p> <ul style="list-style-type: none"> • All participants discuss together and ask themselves: What were the problems and obstacles encountered? What solutions or responses have been enforced? How could the situation have been improved? • This tool allows for the anticipation of potential obstacles before they arise, in order to seek ways to avoid them.
<p>Sensitivity mapping workshops</p>	<p>Sensitivity mapping allows women’s practices to be spatialised more accurately and on a larger scale than the exploratory walk.</p>	<p>Preparing a sensitivity mapping workshop: Mapping support, which is the basis of the discussions, should be prepared, as well as the discussion themes and questions for the participants.</p> <p>Conducting a sensitivity mapping workshop: A large map of the studied area will be the basis of the work. A group of 15 women will be guided through different themes and questions by the facilitator, who ensures that the discussions are simultaneously transcribed spatially. Post-it notes or printed images illustrating usage can be mobilised. Women can discuss and brainstorm in groups, in the form of a debate, or be invited to speak individually. They can then propose the types of usage they would like this space to be for and use Post-it notes to mark the location of facilities they deem necessary.</p> <p>Life-size sensitivity mapping can also be used. Using chalk drawings in the studied space, women physically delineate their usage and write down what they would like to see implemented and where.</p>			
<p>Focus groups</p>	<p>Different participatory workshops can help to identify problems encountered by women and inhabitants in an urban space.</p>	<p>Problem box: Each participant anonymously writes down on paper a problem they encounter in their habitat. The pieces of paper are then put together in a box and read aloud by a facilitator in front of all participants. Women can then discuss the highlighted problems, give their points of view, share their experience and draw up solutions all together.</p> <p>Moving debate: A question is raised by the group facilitator, and participants must physically position themselves in the room depending on whether they are for or against the statement. Women are asked to stand up and align themselves, for example, in a column depending on whether they agree or disagree. Once they are in position, each group prepares arguments and then presents them one by one to the other group. People can switch sides based on the arguments made as many times as they want.</p> <p>Forum theatre: Participants embody actors who disagree on issues related to their cities to launch the debate. Arguments and solutions are imagined to bring the actors into agreement.</p> <p>1. Preparing the scene</p> <ul style="list-style-type: none"> • The context of the simulation needs to be presented (what scene are we going to play and why?). 		<p>Exploratory walk with SJC and Sonke Gender Justice in Khayelitsha, Cape Town, South Africa. Womenability, 2017.</p>	



An exploratory walk in Oujda, Morocco Womenability, 2020



A sensitive cartography workshop in Oujda, Morocco Womenability, 2020



3.3 CO-CREATION AND PROJECT DESIGN

→ Adapting participatory activities to women's needs and the informal settlement context

The participatory process must **adapt** to the various activities of women, who generally have a **double workload** (childcare, elderly care, household duties and formal or informal work, etc.).

In informal settlements, gender inequalities are often related to a lack of fair access to sanitary infrastructures, with more women reporting feeling unsafe or confined to domestic and/or care tasks. All these points also restrict women's involvement in participatory projects, which result from:

A set of systemic **inequalities** affecting women in the division of labour and access to financial and educational resources, confining them to tasks within the household, excluding them from the public sphere and preventing them from attaining financial independence.

Potential solution: Identification of these inequalities before the beginning of the consultation process.

A set of **physical barriers** due to constrained mobility because of the **lack of transport** and roads, and **inadequate pedestrian infrastructure**. They are also symbolic, compounded by **feeling unsafe** or **afraid to participate** in a process outside their own community.

Potential solutions: Activities should be located in **easily accessible spaces** where women feel **comfortable** and not take place when it is dark¹⁹. Measures such as suggesting that women wait together at the bus stop after the meeting, offering them rides home, organising carpooling or the reimbursement of transportation tickets are also relevant²⁰.

A set of **language barriers** due to a lack of technical language specific to the participation process. Women could also have difficulty expressing themselves in the national language due to the presence of other **languages in the country or illiteracy**.

Potential solutions: Presence of a **translator**, use of an **accessible language** and showing the cruciality of women's engagement. In this case, **other means of communication** can be used, such as **pictograms or illustrations**²¹.



© Nugroho Nurdikiawan Sunjoyo/ World Bank.

Trusted spaces that will encourage their participation must also be created therefore meetings must be held in places known to the women, where they are accustomed to meeting and discussing. These spaces should also be **accessible** to all, **serviced well by public transport** and located in a **lighted and well-frequented street**. In addition to these criteria, a range of services such as **breastfeeding rooms, childcare facilities or special activities for children** should be offered.

In addition, the session time slots should coincide with the **timetable** of the participating women. **Doubling the number of sessions** (one in the morning and one in the afternoon) and scheduling meetings at time slots other than when schools start and end may be relevant alternatives. It is also essential to stick to the duration of the sessions. Complying with these criteria is a first step in the gender-inclusive participatory process, but it is not in itself sufficient²².

→ Tools for co-creation

The co-creation phase deepens the participatory perspective by involving inhabitants in solutions and project design.



WHAT TOOL?	WHAT RESULTS WILL EMERGE WITH THIS TOOL?	HOW SHOULD THIS TOOL BE IMPLEMENTED?
<p>Co-design workshop</p>	<p>This tool makes it possible to create concrete recommendations with participants to co-design urban spaces and solutions.</p>	<ul style="list-style-type: none"> • During the initial co-design workshop, women address the important themes of their urban area and propose project ideas while the facilitator takes notes. • Graphic facilitation and schematisation are effective tools in creating a visual map, without needing to know how to read or write. • During the second phase, inhabitants create a participatory prototype to shape project ideas mentioned during the first workshop. When the result of this prototype is presented to other women, participants can themselves express their opinions about the proposed ideas and how they can be implemented. The project management team can get a grasp of how those co-created ideas are received among other inhabitants. • An alternative to the second phase is to involve women in creating a participatory prototype of their ideal public space, without imposed technical constraints. It allows the project team to better understand what women want from the planned redevelopment of this space. • Co-creation workshops can be enriched by using various tools to facilitate discussion and collective thinking: <ul style="list-style-type: none"> • Graphic facilitation • Participatory mock-up or building collaborative Lego replicas as an alternative for younger audience • Theatre or forum theatre • Collective mapping <p>Several of the tools presented in the participatory assessment encompass some co-construction phases:</p> <ul style="list-style-type: none"> • exploratory walks • sensitivity mapping • focus groups • forum theatre • In all these workshops, participants can be asked to provide recommendations.





THE CO-DESIGN PROCESS OF THE ALIAR PLAZA PROJECT IN ARGENTINA

The Aliar Plaza is a project implemented in the neighborhood of La Favorita, in Mendoza, Argentina, by the Kounkuey Design Initiative with the World Bank and Argentine Ministry of Interior to understand how informal settlements, and public spaces within them, can be designed to work better for women and girls. In Mendoza, the project's stakeholders worked directly with the women of La Favorita. The aim was to provide an **evaluation of the Plaza Aliar**, come up with solutions to the daily problems encountered by women and suggest changes that could be made to public areas to overcome them.

A whole **participatory methodology** was designed to focus on developing a **common understanding of gender issues** in urban planning. It consisted of:

- i. examining the **public spaces** in the neighbourhood
- ii. identifying **challenges in the urban environment** and **potential solutions**,
- iii. collectively **prioritising these potential solutions**²³.

These activities were conducted in collaboration with **Mendoza city officials, local community groups** and **other stakeholders**. These included **walk audits, exploratory walks** and **participatory workshops**

As a result of the diagnosis for the rehabilitation of the Aliar Plaza, women developed, through co-design participatory workshops, **six conceptual plans** for a place that would best meet their needs. These plans were thereafter submitted to the community, who **voted** for the most appropriate project.

They emphasised in particular the need for better lighting of pedestrian crossings, seating and programmes to improve the safety and mobility of women²⁴. The choice was made for a multifunctional plaza that includes, for example:

- A **playground** surrounded by raised **vantage seating** for women and other caregivers to watch their children and a community market where women can sell their goods
- A **protected bus shelter** where women can wait for the bus safely
- An **amphitheatre** with stepped seating for community events

Adopted in 2018, the municipality is committed to delivering the new plaza project in 2020.



→ Overcoming barriers in organising and facilitating discussions

It might be more difficult for women to take part in participatory processes because of the gender roles men and women are traditionally assigned. In fact, women often feel **inhibited** by their way of speaking when discussing in public workshops.

Understanding and **identifying barriers** is essential and should be taken into consideration in the organisation and facilitation of discussions. Different tools and strategies can then be used to provide a safe space where women feel comfortable. Two settings are possible: gender-diverse participatory processes or women-only activities.



In gender-diverse participatory processes

To get women properly involved in a gender-diverse participatory process (involving both women and men), several **parameters** must be respected in organising discussions where both women and men are present. The barriers that women face which prevent them from fully participating in discussions must be taken into account. Participatory workshops and the organisation and facilitation of discussions then need to be adapted to these specificities.

In a workshop, every speaker, value and preference must be listened to with equal consideration. To do so, a **“talking stick”** makes it possible to regulate speech within a group. This reassures all those present at the workshop that they will be heard, especially those who might be afraid to speak. Facilitators may decide to pass the baton to another participant to prevent the debate from being monopolised by the most verbose. It also prevents any counterspeech or maninterrupting, which is unnecessary interruptions of a woman's speech by a man.

Workshops promoting debate on public policies must offer women a safe and comfortable context to freely express themselves. In this way, **different forms of language** from what is usually used in the public sphere must be listened to and considered. It ensures that women who express themselves more emotionally or who make contributions linked to personal experiences will not be overlooked, as is often the case in general workshops.



© Lakshman Nadaraja/ World Bank.

The dynamics of the dialogue should enhance the relational aspect, mutual recognition and cooperation among the participants. The Ministry for Foreign Action, Institutional Relations and Transparency of Catalogna (2020) developed relevant points:

- Starting contributions with the expression of feelings and experiences related to the use of the services, benefits and regulations that are the topic of the dialogue.
- Stimulating alternative forms of narration: life stories, graphic elements and visual aids such as cardboard or Post-it notes.
- Mobilising theatrical techniques such as role games: recreating the use of public facilities.
- Using prototypes or models in urban development projects or the design of facilities.
- Group forms of artistic expression, such as composing songs or making drawings as a group.



In women-only activities

For women-only activities, the MTElles Toolkit²⁵ develops many inspiring practices that can encourage the participation of women in participatory processes:

Before the session:

- Identify the organisational elements that demonstrate your **transparency** and explain the contribution that women bring to the process.
- **Clearly explain the process** of the discussion and the available materials. This will ensure that all participants start on the same footing.
- Make documentation and **discussion accessible** to all: use **translation services**, **childcare facilities**, **language accessibility** (if not, use visual communication).
- Organise events where **registration is not required**.
- Set up a **reception area** that will help participants to find their way around.
- Show interest in new faces and have staff present whose **role** is to spot women who have come for the first time and welcome them.
- If possible, limit the presence of **security guards** and **police**. If this is not possible, train staff and show them that they can contribute to a welcoming environment.

During the session:

- Explain the **rules** of the debate and that all voices are equal.
- Make sure that **everyone has the right to speak** and that there are several microphones available.
- **Highlight** the importance of this discussion and of giving women a voice. The importance of including racialised women can also be emphasised.
- Use **inclusive and gender-neutral language** and an **accessible language** (for example, by avoiding acronyms and jargon as much as possible and simplifying specialised language).

After the session:

- Allow **time at the end** of the discussion for women who did not speak to share their thoughts and questions.
- Measure the **level of satisfaction** participants had with the meeting. Criticism should be received in an open atmosphere.
- Measures such as suggesting that women wait together at the bus stop after the meeting, offering them **rides home**, or organising carpooling are also relevant. Participants could also wait inside for their means of transport to get home.

During the session, the Ministry for Foreign Action, Institutional Relations and Transparency of Catalogna (2020) guide proposes the involvement of women's circles, feminist movements, migrant women's groups, employment services or entities that work with **socially excluded women**, so that they can hold discussion workshops, promoting debates on public policies in an environment that is familiar and safe for them. In this way, it is possible to get to know the points of view of groups that might not attend joint debates with other social groups.

Implementing these practices when possible is a first step in **establishing a safe place for women participants**, where everyone feels fully accepted.



A women-only activity organized by Womenability in Casablanca, Morocco. Womenability, 2019.





THE CO-DESIGN PROCESS OF THE CARACAS BARRIO UPGRADING PROJECT IN VENEZUELA

The Caracas Barrio Upgrading Project (CAMEBA) was launched by the Government of Venezuela and the World Bank in 2000 as a **community-driven development** (CDD) initiative which aimed to improve the living conditions of residents in two barrios: Petare Norte and La Vega, accounting for 15% of the city's population living in slums²⁶. Indeed, there is a **chronic lack of services in these areas**: few vehicles, no neighbourhood services (police, firefighters, waste treatment, etc.), and difficult access to resources such as drinking water.

To increase the participation of women, the Caracas Barrio Upgrading Project developed specific settings, such as:

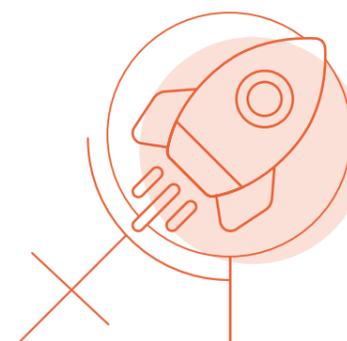
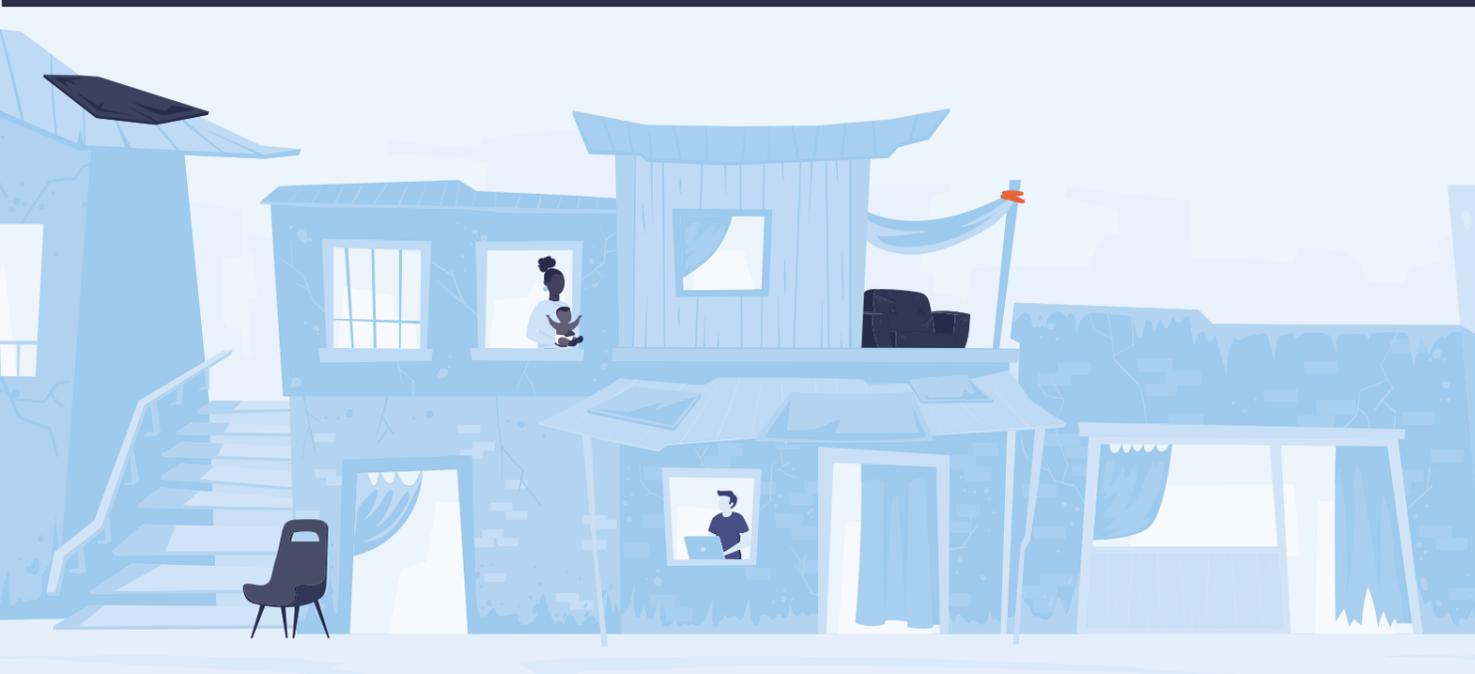
Designation of **specific roles to women in public consultations**:

1. Neighbour inspectors (community representatives to supervise construction work²⁷).
2. Project staff.
3. Construction workers.

To fulfil these functions, women were paid, thus contributing to their financial independence.

The project comprised:

1. Implementation of workshops: A series of six training workshops, for female slum residents, on women's rights, leadership and domestic violence were also conducted. These workshops covered various themes:
2. Six workshops on communication, with emphasis on gender, for female barrio residents, addressing issues related to gender identity, self-esteem, life plans, gender equality in domestic work and violence against women.
3. One workshop, for female barrio residents, addressing violence against women.
4. One workshop, for children barrio residents, addressing issues related to children's rights and citizenship.
5. One workshop on violence within the family, targeting project staff.
6. One workshop on gender and development policies, for project staff.
7. Conduction of study walks²⁸: Different study walks, some exclusively dedicated to women, have been set up to better understand and identify the needs of the community, especially in the area of sanitation and infrastructure improvement.



3.4 PILOTING AND PROJECT IMPLEMENTATION

→ **Piloting and scaling up.**

This phase involves running pilot projects, testing scenarios and collecting reactions. To convince stakeholders and donors about the need of focusing on gender, data are also key. Pilot projects are an effective way to demonstrate the overall benefit of involving women through tangible results and overcome institutional or individual resistance to recognizing and addressing gender equality in cities.

Once there is evidence of the gender specific results of a pilot projects, different public and private stakeholders are identified and engaged to ensure the scaling-up of the pilot. Policies and laws should be adjusted and created in order to create an alignment with the project. Furthermore, incorporating a gender-sensitive approach to the management of the implemented project will contribute to the long-term sustainability, community ownership and impact of the project.

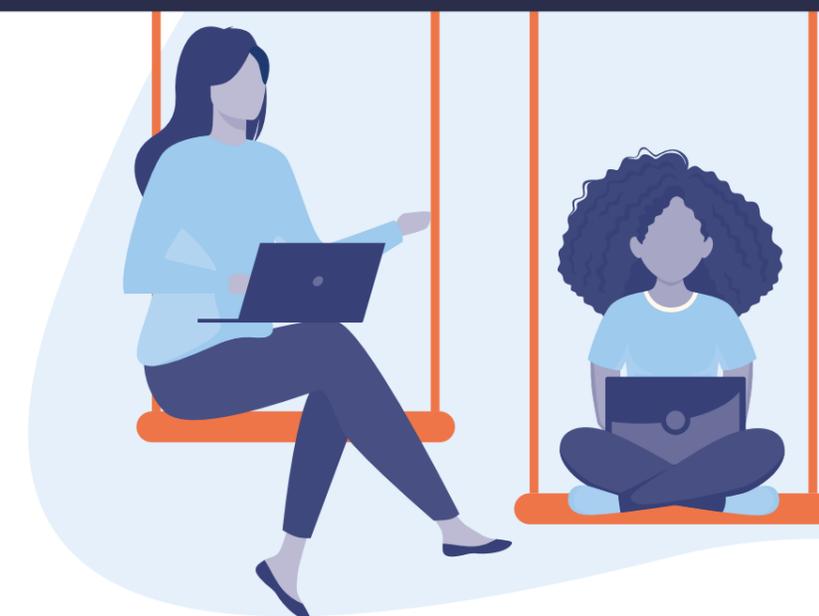


THE BLOCKCHAIN PILOT PROJECT FOR CASH TRANSFERS IN REFUGEE CAMPS IN JORDAN

Led by UN Women Jordan in partnership with the World Food Program (WFP), this pilot project tested the use of blockchain technology to transfer salaries to women enrolled in Oases cash-for-work programs in Za'atari and Azraq refugee camps, beginning in June 2019. The pilot reached 467 women and was expanded to all four camp-based Oases in June 2020 in response to the COVID-19 pandemic. This project implemented the secure storage of participants' compensation on the UN Women blockchain node. To access their funds, recipients visit WFP-run supermarkets, where an iris scan identifies them and links them to their blockchain account.

Piloting the project made it possible to measure its qualitative impact, especially during the COVID-19 pandemic period, when the project proved to be all the more useful. In fact, this project did away with physical contact and made it possible to deliver cash assistance in the event that women were no longer able to work. Women have benefitted from their pay without delay.

To assess this pilot project, reports were conducted during the project to assess beneficiaries' experiences. External independent researchers prepared a value assessment of the pilot's impact, after a series of visits, observations, interviews and focus group discussions with beneficiaries. Findings have also emerged in a wider context of multi-stakeholder discussions and value analysis workshops, involving several UN agencies and private-sector partners. These reports and inputs have all served to assess the pilot's impact, for beneficiaries and the organisation²⁹.



Implementing gender-responsive monitoring

Collecting data from activities on a regular basis enables the creation of new data to be weighed against the baseline data set. Gender-sensitive monitoring tasks make it possible to keep track of activities and their evolution and potentially adapt activities most efficiently and in the most gender-fair way possible.

WHAT TOOL?	WHAT RESULTS WILL EMERGE WITH THIS TOOL?	WHAT STEPS SHOULD BE TAKEN TO IMPLEMENT THIS TOOL?
Gender-responsive monitoring	<p>Gender-responsive monitoring represents a continuous effort to measure the impact of a project and its contribution to the promotion of gender equality and empowerment</p> <ul style="list-style-type: none"> Using this tool: Highlights inequalities. Enhances the understanding of why there are changes for different groups. Monitors partners' performance. Makes stakeholders accountable for achieving gender goals. 	<p>Key factors to consider in gender-sensitive monitoring:</p> <ul style="list-style-type: none"> Beneficiaries must play a role in defining baselines and collecting data. Many stakeholders need to contribute data and analysis. <p>To conduct gender-sensitive monitoring:</p> <ul style="list-style-type: none"> Develop gender-sensitive indicators within the monitoring plan. Gather, record and validate information (including sex-disaggregated data). Analyse the data with a focus on gender equality outcomes (How are women and men affected? Who benefits? Who influences decisions? Who uses and controls assets and resources?). Communicate and use the information.

3.5 EVALUATION

→ Evaluate the project and identify lessons learned

The evaluation is a major phase in the project's cycle because it represents a way to sketch a first quantitative and qualitative picture of the project's success and impact on gender equality. Lessons learned during the project are also identified during this phase.

Evaluation can be made participatory by involving the stakeholders of a programme or policy in the evaluation process. Their involvement can occur at any stage of the evaluation process, from evaluation design to data collection and analysis, and the reporting of the study.

Involving beneficiaries in the evaluation is relevant and can be done through multiple tools.

WHAT TOOL?	WHAT RESULTS WILL EMERGE WITH THIS TOOL?	WHAT STEPS SHOULD BE TAKEN TO IMPLEMENT THIS TOOL?
Stakeholder evaluation	<p>An Evaluation Stakeholder Analysis (SA) makes it possible to identify and assess the importance of key people, groups, or institutions in the evaluation. With it, stakeholder interests and needs can be determined, and it generates information that is critical to planning and implementing the evaluation.</p> <p>This technique helps to predict the influence that various stakeholders could have on mobilising support or resistance to the evaluation, as well as on the use of evaluation results and the implementation of recommendations. It also contributes to providing a basis and strategy for participation in the evaluation. It acts as a participatory tool to involve the user's point of view and reception of the project.</p>	<p>A general guideline can be followed (USAID, n.d) to conduct this analysis optimally:</p> <ol style="list-style-type: none"> Identify the main users of the evaluation: partner country institutions, users, implementing partner organisations or other donors. Question what they really need to know about the programme and how they will use the evaluation results. This step will identify what information is required from the evaluation and how to obtain it. Identify clients and other key stakeholders. This group will probably be wider than those identified in step 1. It has important interests, but will have less influence in the evaluation. It consists of those who are likely to be interested in and/or affected by the evaluation, both positively and negatively. Marginalised groups should also be included. Give each of these groups the opportunity to identify issues that the evaluation should address. Evaluate the interests, influence, importance and potential impact of stakeholders on the evaluation. Consider the relationships between stakeholders, possible aligned or conflicting interests, and the short- and long-term implications of the evaluation. Develop strategies to appropriately involve stakeholders in the evaluation. It is also important that the interests and needs of specific groups or individuals who have not been explicitly involved are considered. During the evaluation process, it is necessary to provide periodic updates or briefings to stakeholders. This will enhance ownership and eventual use of the evaluation results. Ensure that the evaluation report indicates the nature and extent of stakeholder participation.
Individual story-telling	<p>An individual story is a fragment of data that provides a perspective at a given time from a specific point of view. Personal stories provide qualitative information, which is difficult to classify, categorise, calculate or analyse. However, there is a tendency to give more importance to information that is considered anecdotal³⁰.</p> <p>According to McClintock (2004), personal stories are relevant to evaluation due to their specific characteristics:</p> <ul style="list-style-type: none"> Narrative is appropriate for participatory change processes because it is based on people making sense of their stories. Stories can be systematically collected, and claims verified with other independent sources. 	<p>Examples of topics for stories (Social Mapping, Better Evaluation, 2014.)³¹:</p> <p>Organisational topics:</p> <ul style="list-style-type: none"> How I perceive the functioning of the team A major change and how we handled it A time when I needed help and couldn't get it A time when I was delighted with the help I received <p>Programme topics</p> <ul style="list-style-type: none"> Something wonderful that happened was... The best/worst thing about the programme was... Learning and change topics I learned something that changed how I work The biggest change I've ever made was... The most important thing I've ever learned was...

WHAT TOOL?	WHAT RESULTS WILL EMERGE WITH THIS TOOL?	WHAT STEPS SHOULD BE TAKEN TO IMPLEMENT THIS TOOL?
	<ul style="list-style-type: none"> • Narrative data can be analysed through existing conceptual approaches or evaluated in relation to emerging themes. • Narrative options can be integrated into ongoing organisational processes. This will facilitate programme planning, decision-making and strategic management. <p>In addition to bringing another dimension to evaluation, stories can be shaped to target different audiences. They can take many forms – oral and written narratives, music, drama, photographs, film, etc. They are also an effective way of demonstrating the progress of a programme³².</p>	
Participatory social mapping	<p>Social mapping requires collecting information from participants to identify their households and rank their well-being based on various predefined indicators relating to socio-economic conditions (e.g., status, skills, property, education or income). Results are produced about households' relative and qualitative well-being, rather than a quantitative assessment. A map is created from those results.</p>	<p>The following steps are proposed to be implemented:³³:</p> <ol style="list-style-type: none"> 1. On a base map, all households that have been analysed in the defined area (e.g., a village, neighbourhood or rural zone) are localised. 2. Participants code each household according to its level of well-being. To facilitate this step for participants, levels can be given their own symbol or colour code. It allows for the design of a base map in which households are clustered according to different rankings of well-being. A legend will explain the symbols of the map. 3. This map will help to focus on the indicators that are interesting for the project (e.g., "school attendance of children", "involved in a certain project activity", "member of a micro-credit group"). It enables each household to be coded according to its status. 4. This final base map can be used to monitor the well-being of each household from year to year and relate the households to changes introduced by a project. Thanks to this map, any impacts on well-being or other socio-economic indicators in focus can be examined.



Gender Mapping in Clara Town, Liberia.

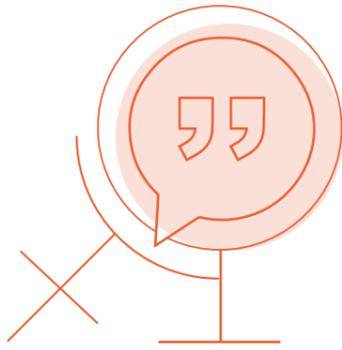


THE DIGITAL EVALUATION OF THE PROGRAMME 'BARRIOS E COMUNIDADES DE VERDAD' (PBCV)

The 'Programa Barrios y Comunidades de Verdad' (PBCV) is an urban improvement programme by the Municipality of La Paz that provides better services and living conditions for residents of poor neighbourhoods in La Paz, Bolivia. One of the challenges that the municipality of La Paz faced after the modernisation of these communities was to encourage its residents to give feedback on the performance of the PBCV³⁴. This feedback allows for a better evaluation of the project. To collect the impressions about the project, the municipality of La Paz, with the support of the World Bank, developed a web-based platform called 'Barrio Digital' (Digital Neighbourhood), designed to allow residents of the upgraded neighbourhoods to send real-time feedback, suggestions and assistance requests, both online or by SMS, on municipal services³⁵. This platform is an original tool to evaluate beneficiaries' impressions, makes it possible to better draw up the different lessons learned and will improve other upgrading programmes.



Upgrading process led by the municipality of La Paz.



3.6 COMMUNICATION

From the participatory evaluation to the dissemination of the project results, communication is a cross-cutting phase that lasts throughout the project cycle.

→ Communication for mobilisation

To better mobilise women for participatory assessment and co-construction workshops, it is important to determine the best communication channels to use and the stakeholders to involve and target.

Establishing a map of actors

Firstly, a **map of actors** gathering data about women's groups and stakeholders to be involved must be established. These elements determine the **communication strategy**.

Stakeholders have different roles in the project:

- **Stakeholders involved in the neighbourhood's dynamics** (working in education, urban planning, public policy, social and cultural centres, etc.). Besides, stakeholders related to a gender approach represent an important asset. Discussing with these stakeholders helps to gain a better understanding of the neighbourhood's dynamics and how to mobilise women.
- **Gender experts, migration experts, activists** who are knowledgeable about specific inequalities women experience in their community. Their perspectives are also needed to mobilise women's groups.
- **Community stakeholder representatives** are also a source of knowledge to learn about the specificities of women in their communities.

For a better appraisal of citizen's views and interests, participation must include a maximum range of participants involved in the decision, especially those who normally have less influence in the public sphere. For this reason, it is also highly important to identify **groups of women** traditionally excluded from decision-making processes through identification of informal circles of family and community relations (for example, parents at school communities, friends, civic centres, etc.).

Establishing a communication plan

After gathering information about the **targeted women's groups**, strategic communication channels need to be used to draw women's attention to the participatory process. These channels must be **diversified** not only to reach the widest possible range of women, but also to mobilise groups that do not have the same access to and use of communication channels³⁶, which can be:

- Through the **stakeholders** identified above.
- In **places** where women are already present (school, market, etc.), after having proactively sought out where women spend their daily lives.
- **Advertisements** can be inserted in magazines, newsletters and bulletins aimed at these groups in a segmented way.
- **Social groups or entities** can disseminate information among their members.
- Through **social media and networks** (Facebook, Twitter and Instagram, among others): find out which channels are the most widely used to get information about events (in some places it's Facebook, for others, it's WhatsApp) and keep in mind the digital gender gap, as not everyone has access to the same digital assets.
- The use of **printed paper (leaflets, newspaper etc.)** is sometimes needed to reach certain groups.

Not only is gender-inclusive communication needed (e.g., inclusive writing), but a broader range of inclusive communication is essential, for example, for those who are illiterate.

Communication for mobilisation is **essential and must be inclusive**.

- **Communication must be effective.** It must thus be concise and visual.
- It must **correspond to the language, concerns and habits of women** reached by the communication plan.
- The communication plan must target women who have been integrated into the participatory process, as well as women who will be the most affected by the decision-making process.

To **disseminate** the participation process, it is necessary to:

- Rely on community and informal networks.
- Be established in places/spaces where women are generally present.
- Use social networks, but other media as well – ads in magazines and newsletters for women's groups.
- Create contact with community representatives.



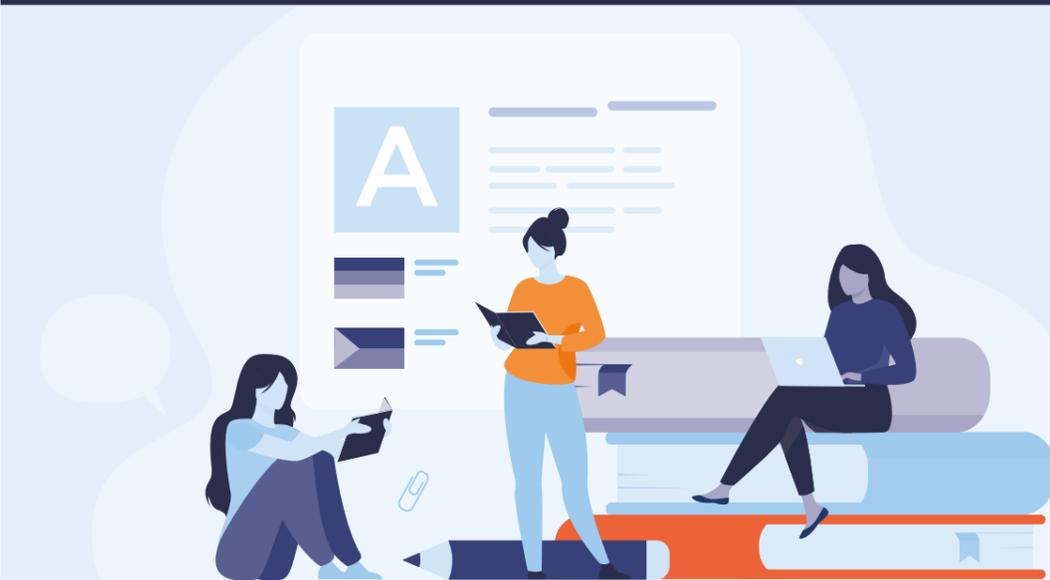
MULTIPLE COMMUNICATION STRATEGIES FROM THE ASIAN DEVELOPMENT BANK (ADB)

The ADB's communication strategy is made up of various objectives to ensure women's engagement during the execution of the project.

First of all, fostering strong collaboration between stakeholders reinforces their engagement, which the essential involvement of civil society complements. In order to strengthen this collaboration, the plan has to (i) set up consultations with the various local, regional and national stakeholders and (ii) ensure the effective spread and generation of information. This goes through various communication channels: questionnaires, interviews, focus group discussions or in-depth community dialogue, which also helps to develop compensation measures and infrastructure design. To increase the acceptance of the project, communication must be transparent and thought of as a vertical and iterative process.

For example, the ADB developed three successful communication cases. While they are not gender focused, they offer various relevant elements to implement in future communication plans.

- In Sri Lanka, the implementation of an agricultural project was facilitated by various communication strategies that targeted beneficiaries: awareness and promotional programmes, training and workshops.
- In the Philippines, the use of radio broadcast programmes helps to gain support for another agricultural project. The strong support of radio programme listeners has attracted and nurtured private sector support for the project, resulting in an effective partnership to support project activities.
- Lastly, public awareness campaigns for a forestry project in Bangladesh that mobilised six audiovisual devices, and the conduct of "annual tree fairs" (i.e., staging of theatrical programmes and exhibits), created significant public awareness³⁷.



→ Communicate on a project's results

Urban projects are characterised by long-term processes and results. When conducting participatory processes throughout urban projects, it is important to understand and **manage expectations and citizen commitment**, as well as provide **accountability** to citizens. Creating an info point for information and collective activities to keep women involved in the project is an effective tool for this phase.

Communication helps to keep the **participatory process alive**. Good communication on results:

- Helps citizens to feel **committed** to the urban project process. For women, it enables them to feel like their voice has been heard;
- Helps maintain and **create social ties and dynamics** in their urban environment;
- Creates an opportunity to offer an **explanation about proposals that have been selected and how they benefit gender equality**. It can also explain why proposals have been rejected and how they undermine gender equality. Informing about the results of participatory processes is a good step in creating **trust between decision-makers and citizens**. In the context of a gender-sensitive urban project, it is important to communicate about the results of project decisions following participatory processes:
 - What proposals were rejected because they would harm gender equality?
 - How were gender-sensitive proposals selected?



DISSEMINATING PROJECT RESULTS AS EMPOWERMENT FOR BENEFICIARIES

During their world tour, Womenability collected data about women in cities by implementing exploratory walks. Womenability used data created by the project and disseminated them to their local NGO partners, who eventually used them as an advocacy tool in their daily work. In addition, Womenability created a report collecting and analysing information from their world tour and made it accessible for free. They also created a web documentary covering their work and exploratory walks in the various cities.



The Womenability Webdocumentary.

4 Conclusion



The different ways in which women and men are involved in participatory processes in urban projects are largely influenced by dominant gender constructions. These norms, expectations and institutional expressions limit women's participation, especially in informal settlements. In this kind of urban environment, women face a host of hurdles, resulting mainly from a set of systemic inequalities.

To support their involvement, this toolkit seeks to provide, through a six-phase framework, resources, ideas, tools and activities to better consider gender mainstreaming in urban projects with participation processes.

The toolkit provides insights for stakeholders to engage in more gender-sensitive projects. It is a flexible framework that can be organised and sequenced according to the particularities of the urban environment of the project, the resources available and the preferences of the stakeholders. Its flexibility allows it to respond to the specificities of a territory and the desires and requirements of the women who live and experiment on it.

Each phase has been explained with specific tools and activities which cover all the possible biases and problems specific to gender issues. These tools and activities provide solid elements to best mobilise women in urban projects. They were developed and used in specific project contexts, including within informal settlements and communities.

The toolkit and the included tools and activities can be implemented under the guidance of Cities Alliance, which benefits from proven expertise in the field of gender-responsive participatory processes and gender-mainstreaming in urban development projects. The checklist provided alongside this toolkit summarises and sets out steps to optimally implement women's participation throughout the urban project cycle.

Cities Alliance invites all organisations inspired by this framework or these documents, and which want to mobilise women's voices in the implementation of an urban project, to engage in a potentially fruitful collaboration.

ENDNOTES

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