



INTERNATIONAL LABOUR ORGANIZATION
Sub-Regional Office for Central Africa

**TC-RAM: Poverty reduction within communities vulnerable to child trafficking
through the promotion of decent work in Cameroon**
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**TRAINING OF GOVERNANCE STRUCTURES OF THE
PROJECT ON LOCAL ECONOMIC DEVELOPMENT AT
BALI, KUMBO AND WUM**

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ii. LIST OF ACRONYMS

CDP: Council Development Plan

ILO: International Labour Organization

LCC: Local Consultative committee

LED: Local Economic Development

LED: Local Economic Development

NGO: Non Governmental Organization

NICP: Netherland and ILO Cooperation Programme

PC: Pilot Committee

I. INTRODUCTION

I.1. Generalities

In the framework of its priority interventions, the ILO is committed to support the Government of Cameroon in the promotion of decent work for poverty reduction in communities vulnerable to child trafficking through a Netherlands and ILO Cooperation Programme (NICP/Cameroon).

This project which started in October 2008 facilitated the establishment of endogenous governance structures such as the steering committee and the local consultative committees. Their goal is to help a political ownership, social, technical and administrative management of the project throughout the region. The specific objectives of the Local Consultative Committees are:

- To reinforce strategic thinking on problems of economic development for a better efficiency and impact of the project in the localities;
- To Ensure the social experimentation logic on gender in the conception, implementation, monitoring and evaluation of project activities;
- To facilitate the implementation of project activities and to monitor it daily;
- To help improve on the economic and social conditions of women;
- To develop community development plans which integrate the themes of the project for complementary purposes;
- To tailor the project activities with the local development operations of the project;
- To improve on grassroots planning tools and local abilities with regards to planning and managing the local economy;
- To carry out advocacy at the level of microfinance establishments to grant loans to local business men especially the most vulnerable groups such as women whose children are victims of trafficking;
- To ensure the participation of vulnerable groups and Mbororos communities in the local economic development process;
- To follow up activities of NGOs and microfinance institutions which are partners of the project. The Committee should, as far as possible, make suggestions and give advice on the intervention of these organizations.

After the implementation of all current committees in May and June 2009, a common difficulty in the mastering of LED was observed, both in terms of strategy, and of the adapted tools to be used by this governance structures thus the need of capacity building.

I.2. Brief socioeconomic features of the three councils

I.2.1: Bali Council

Bali council is situated at about 20 km from Bamenda with a population of about 53,305. The council's economy relies heavily on agriculture with no major agro-transformation industries, but there are potentials to add value to cassava by transforming it on a large scale, to Garry. Bali Council area has as a predominant maize growing area with the potential of two farming season a year, corn transformation can be a source of added value in the economy. But pineapple and dairy produce have the greatest potential for value chain.

Tourism in Bali is poorly organized. Bali is endowed with a wealth of tourist attractions relating to its history, culture and natural beauty. The Bali annual dance 'Iela' alone attracts thousands of tourists every year from most part of the world. This sector contributes little as the visitors come only during the day and spend the night out of the locality.

The informal sector remains a very large part of the local economy. It accounts for most of the employment, without formal registration with the government. In the recent past numerous commercial motor bike riders have swelled the ranks of the informal sector. This sector is characterized by young people between the ages of 17 to 40 years. However in the more traditional informal sector of crafts – tailoring, carpentry, and motor mechanic etc the average age is higher.

Bali has one main weekly market and 16 other markets, which rotate following their traditional calendar.

There are few well organized and functional NGOs in the area. The main local NGO that is visible is the Nkumu Fed Fed group which provides assistance to women.

Most of the daily activities such as: trading, farming, cooking, washing, molding of blocks, child care, house cleaning, planting and harvesting of crops are done by women and girl children while men and boys assist on few occasions. (Though of economy value, it is not reflected in economic statistics not clear). Women have access to land, sand, coffee, forest and stones (quarry), but lack full control.

Bali Sub-Division has one main water that covers most villages supply scheme managed by Bali Nyonga Development and Cultural Association (BANDECA) which is also responsible for the cultural and social development of the Bali people.

I.2.2. Kumbo Council

Kumbo Municipal Council is situated at about 80km from Bamenda with a population of about 100 000 peoples. Commercial and marketing activities range from the sales of local origin, the sales of imported processed goods, to the provision of services. Locally produced goods mainly comprise of Agricultural products (beans, maize, potatoes, bananas, pepper, plantains, etc) and partially processed agricultural products (Garry, pepper, groundnut oil, palm oil, bread etc). Available commercial services include cyber cafés, computer secretariats, barbers and hair dressers, banking services, commercial transport services to name few. Apart from these daily markets in Kumbo town every village operates weekly markets.

The economy of Kumbo is strictly a commercial economy, where very little is processed but almost everything is sold. There are no industries within the area. The informal sector is strong and contributes to employment like recent commercial motor bike riders numbering more than 1000 have swelled the ranks of the informal sector, employing mainly young people.

Agriculture is the main economic engine of Kumbo municipality where main food crops produced are; cocoyams, maize, beans, plantains, groundnuts, sweet potatoes, bananas and pepper. The home garden farming system is very developed. The people rear cows, sheep, goats, pigs and chicken of traditional and improved breeds.

There are several financial houses in the municipality as well as restaurants, hotels and transportation services. Nearly all administrative services are represented in Kumbo. About 67 primary school and 20 secondary schools exist in Kumbo. There is a special blind school run by the Baptists, There is the Opportunities Industrialization Centre OIC where vocational training is provided. Other professional institutions exist mainly for computer classes. Saint Elizabeth's catholic hospital shisong and banso Baptist hospital (BBH) with the government hospital are very helpful for the population.

Nso cultural manifestations are very picturesque especially during the annual festival week, death celebration and, one of the many traditional occasions.

The people of the Kumbo take sport seriously especially football. Although housing facilities in the urban and peri-urban centre are good, it is poor in the low income rural areas. There are many domains where the woman is still relegated to the background such as access to land, ownership of productive resources, determination of family sizes and funerals rites. There are several programmes within the municipality that promote women employment as Kumbo Business Women's Savings and Credit Cooperation (KUBWOSCCO).

The main water supply for the Kumbo Town area is controlled by the Kumbo Water authority

1.2.3. Wum Council:

Wum is the head quarters of the Menchum Division and Wum Central sub-division. It is located at about 85 Km from Bamenda, the Regional Capital of the North West Region with 80 000 inhabitants. It has a total surface area of 776 km².

Wum Council has more than 25 chiefdoms. At the head of these chiefdoms is a clan head commonly called chief or Fon across the North West Region. The Paramount Fon of Aghem resident in Wum town coordinates the activities of all the chiefs. With the exception of Bu and Atue all the chiefdoms are concentrated into what is commonly called Wum Town.

Wum municipality is essentially a peasant economy with the main economic activities of inhabitants being crop and cattle farming. While crop farming is primarily a stronghold of the Aghem, Widikum and Tikar ethnic groups, the rearing of cattle is largely carried out by the Fulani. Goats, pigs and chickens are reared by all the ethnic groups. The crops cultivated include coco-yams, maize, beans, groundnuts, yams, soybeans, plantains, banana, pepper and palm. While many of the Fulani are taking up crop farming as they settle permanently, the non- Fulani have also invested in cattle rearing giving rise to increasing prospects of cohabitation of crops and cattle. Other income generating activities include provision stores, motorcycles riders road-side restaurants, tailoring, vehicle and bicycle repairers, etc. There exist many touristic sides like Menchum Fall, Lake Wum who are not exploited.

II. PREPARATORY ACTIVITIES

Preparations were made at the technical, pedagogic and logistic dimensions

II.1 Technical Preparation:

This phase necessitates an extensive documentary review to give more input to facilitators for a quality output. This was to be delivered in a comprehensive and interesting manner. This exercise challenging during the first workshop that took place in Bali but gradually made easy for Kumbo and Wum where there was a need to fine tunes the content.

The technical preparation came out with the following input:

- a) The official texts organizing the councils in Cameroon:
- b) Preparation of the content of various modules and adapt them in the Cameroon context;
- c) Contextualizing using local material and local examples to ease understanding;
- d) Writing handouts which will be distributed to the participants to guide them during implementation and restitutions in their various groups.

At the end of the technical preparation the next question was how to get the best way to deliver the good.

II.2 Pedagogic Preparation:

At this level many approaches were used. Visualization and highly participative methods were taken as the basis. The content of the modules were all put in power point and were to be presented using a projector and a computer. A back up of all the power points was prepared on the conference paper. Taking into consideration the level of education of the participants, zopp cards, drawing, short film, pictures, story tales, group work were prepared to facilitate understanding. Each module was structured based on the tools to be used and rehearsal was done to ensure effectiveness of the method and tools. At the end of the pedagogic preparation, it was important to ensure the presence of participants during the workshop proper.

II.3 Logistic Preparation:

Councils had the responsibility to take care of the logistic. They provided an equipped hall and made sure that invitations were distributed to the participants on time to permit them attend the workshops. Arrangements for food were also done by the Councils. Transport allowances, kits for participants, attendance lists, and evaluation forms were made available by the staff of TC RAM project. A projector, laptop, conference board and other electrical appliances were made available either by TCRAM team or the consultants. The consultants at this level needed only to check that every thing was in order. The workshop proper was common in all the three councils except the inputs from the participants that were different.

II.4 Modules and the Training programme:

- *Modules:*

The training session is made up of seven main modules as seen bellow:

MODULE 0: opening session

MODULE 1: Introduction to LED Approach

MODULE 2: LED and rural development: what matters

MODULE 3: How to plan and implement LED strategies

MODULE 4: Topic LED tools and methodology

MODULE 5: Gender equality and gender mainstreaming through local economic development strategy:

MODULE 6: Evaluation and closing activities

- *Training programme*

The synthetic programme was as followed:

<i>Time</i>	<i>Day one</i>	<i>Day two</i>	<i>Day three</i>
8.30 – 10.30	Registration Module0: Introduction Review of objectives and expectations	Summary of day one Module2: Plan and implement LED strategy	Summary of day 2 Module 6: Roles and responsibilities of governance structures(SC and LCC) in implementing LED process
10 30 – 11.00	Break	Break	Break
11 – 12.30	Module1: Introduction to LED approach	Module2 con'd: Plan and implement LED strategy	Module 6 con'd: Roles and responsibilities of governance structures(SC and LCC) in implementing LED process Module4: Mainstreaming gender in LED process
12.30 – 13.30	Lunch	Lunch	Lunch
13.30 – 16.30	Module5: LED and Rural Development: What matters	Module3: LED tools and methodologies	Module4 con'd: Mainstreaming gender in LED process Module 7: Evaluation

III. WORKSHOP PROPER

III.1 MODULE 0: OPENING SESSION

a) Objective

The aim of this module 0 is to put the participants in a good working atmosphere. They become familiar with the facilitators and this gives them the confidence to open up and participate actively during the workshop.

b) Opening

The workshop took place in the three town halls as follows:

Bali 29 – 01 of July 2009,

Kumbo 7th -9th 2009 and

Wum 4th -6th of August 2009.

It all began at about 9A.M with an opening prayer followed by a speech of the Mayor or representative. Then the facilitators took over with a speed dating exercise to enable participants know each other better and to prepare them to review the objectives. A brainstorming exercise was done to bring into light what the participants learnt during this exercise.

c) Attendance

The attendance is reflected in the table below.

	Bali	Kumbo	Wum
Men	19	18	22
Women	17	14	17
General turn out	36	32	39

It can be seen on the table that the attendance was very regular and gender was highly taken in to consideration. Participants committed themselves for the smooth running of the workshop.

d) Commitments :

Participants made proposals as to what should bind the workshop as guides

➤ *What can we do to make the workshop successful?*

- Time consciousness
- Maintain order
- Switch off all phones or keep them on vibration
- Sit down while talking
- Participate actively
- Contributions should be related to the topic of discussion
- Respect everyone's opinion

➤ *What can we avoid to make the workshop successful?*

- No side comments

- No late coming
- No choral answers
- Avoid unnecessary movements

e) **Method of work:**

1. Short exposés
2. Film projection
3. Group work
4. Free testimonies
5. Plenary
6. Exchange of experiences
7. Songs and games

f) **Clarification of objective of the workshop**

The objectives were read, clarified by the facilitator and validated by the participants

Objectives:

General objectives

The general objective was to empower participants to carry out LED processes in their communities

Specific objectives

At the end of the workshop, participants should be able to:

- Explain the relevance of LED
- Differentiate between the good and bad practice of LED
- Plan and implement LED strategies in their localities
- Mobilize potential key actors to participate actively in the LED process
- Enumerate all the key elements of 'decent work' and value chain analyses

The objectives were read and validated by participants also draft day one programme was read by facilitator and confirmed by the participants.

III. 2. Module 1: INTRODUCTION TO LED

Seq 0: AIM AND PRESENTATION OF THE MODULE

01. Aims

- To define what is meant by Local Economic Development and Contrast it with other Development Approaches
- To present the core value of LED, most importantly the principles of Voice and Representation, Equality and Inclusiveness.
- To stress the key principles of the approach.

02. Presentation of the module

Seq.1: What is LED?

Seq.2: Relevance of LED?

Seq.3: LED as a viable tool

Seq.4: Advantages of LED

Seq.5: Conditions for success in LED

Seq.1: WHAT IS LED?

After the presentation of the objectives and the content of the module the facilitator began by asking the participants what they understood by local economic development. Participants gave various answers as followed:

“LED is what we find around us”

“LED is what we do in our council”

“LED is the development of our locality”

“Mobilization of local resources”

The facilitator together with the contributions from participants started building a local definition of LED using local activities, businesses, stakeholders and institutions written on zopp cards and placed on the conference paper as seen in the picture below.

What is LED in picture?



Some participants did not hide their feeling and confessed that the definition was very clear in their mind. The common definition of LED was then read to the participants.

Core values and principles of LED:

Using an analogy of core values and principles of cooperatives which is a very common institution and which all participants are members the facilitator presented the core values of LED most importantly the principles of voice and representation, equality and inclusiveness.

The sequence ended with a short exposé on ILO approach to LED focused on decent work, empowerment outcomes, entrepreneurship and justice to poor and marginalized. One participant said “I understand now why people living with AIDS and Mbororo are represented in the training”. Another said “Even buyam sale are taken into consideration”

Seq.2: Relevance of LED?

2.1: Objectives of the sequence:

To emphasize how globalization is changing the context in which traditional development strategies are implemented.

To show how traditional development policies are becoming less effective in this context.

To highlight the potential of Local Economic Development (LED) strategies in a changing world.

2.2: Factors changing the socio economic context of the world

After the validation of the objectives of the sequence, the facilitator took the following example to drill participants: “ We farm our grass land with hoe and cutlass. If we are given a piece of land in a forest to create a new farm are we going to use same tools? Participants said no and enumerated the new tools they will use like: engine saw, axes,...” The facilitator confirm by saying that if our farm land environment has changed we must also change our tools to become effective. Through a participative zopp visualization session full of local examples and cases she advanced reasons why LED should be adopted. The key factors changing the socio economic context of the world namely was highlighted:

- Globalization
- Urbanization
- Decentralization
- Rise of inequalities
- Additional factors like
 - Rise of informal economy
 - Weak sectoral integration
 - Reliance by households on multiple sources of livelihood to survive
 - Insufficient government and fiscal capacity
 - Weak civil and governance structure
 - Nation/states struggling to cope with the changes
 - Globalization affecting different sub national spaces in different ways.

Participants understood the changing environment and confirm with local impacts affecting them in their environment. Some wonder what can be done to arrest the degrading situation. The facilitator seized the opportunity to present the next session which compare LED approach with the traditional development approach.

2.3: Characteristics of traditional development strategies

Through a short exposé, and using facts and concrete examples participants learn the characteristics of the traditional development strategies that cannot work in the new world environment namely:

- Sectoral instead of territorial
- Top-down instead of mixed or bottom-up
- Focus on Infrastructure and industry

- Financial support, incentives and subsidies as key elements of strategies
(These elements are becoming too rigid for today's evolving context)

The facilitator further stress on the problems of traditional strategies based on:

1. Macroeconomic stability and sustainable growth strategies
2. Top down sectoral strategies
3. Potential risk as quick opening of weak local markets to competition, increasing dependence on external resources, subsidizing of uncompetitive firms, brain drain
4. Increasing economic agglomeration and regional inequalities

These four points prequalified LED as a viable tool subject of the next sequence.

Seq 3: LED as a viable tool

3.1: Objective of the sequence:

| To demonstrate the effectiveness and the accuracy of LED.

LED AS A VIABLE TOOL

Based on the core values and the approach to LED, it emerges as a viable tool. LED can support territorial development in the context of globalization and localization since it has as key principle the creation of opportunities to increase local economic potentials and sustainable employment and decent work, devising locally tailored strategies in cooperation with local regional structures.

3.2: Why LED:

In this module, **the raison d'être** of this programme was introduced as follows:

- To reduce urban-rural differences
- To render more relevant global-local connection
- To make local government increasingly concerned with economic promotion and job creation
- To enable private sectors increasingly searching for market development support from Government
- To create a space for public-private dialogue to promote local economic development.

Seq 4: Advantages of LED / Why LED a viable tool

The two sequences were tackled once to give more time to participants to brainstorm. They were given the opportunity to say the advantages of LED and why LED is a viable tool. Various answers were given among which the following:

“LED is adapted to the present context of the world economy”

“LED takes care of all the actors of development”

“LED gives space to voice”

“LED brings transparency”

“LED forces government to implement real democracy”

“LED brings justice and equity”

After the brilliant performance of participants, the facilitator highlighted the key principles of LED (as root of its viability delete). She also stressed on the improvement of quality of the jobs and the contribution to a stronger civil society through sharing of ideas and influencing policy.

More light were thrown on the advantages of LED and why LED is a viable tool to completely replace the traditional government of development approach. Then the next session on Conditions of success of LED started.

Seq 5: Conditions for success in LED

5.1: Objective of the sequence:

To stress the importance of the three conditions of success for LED: an enabling environment, a functioning local forum, a comprehensive strategy

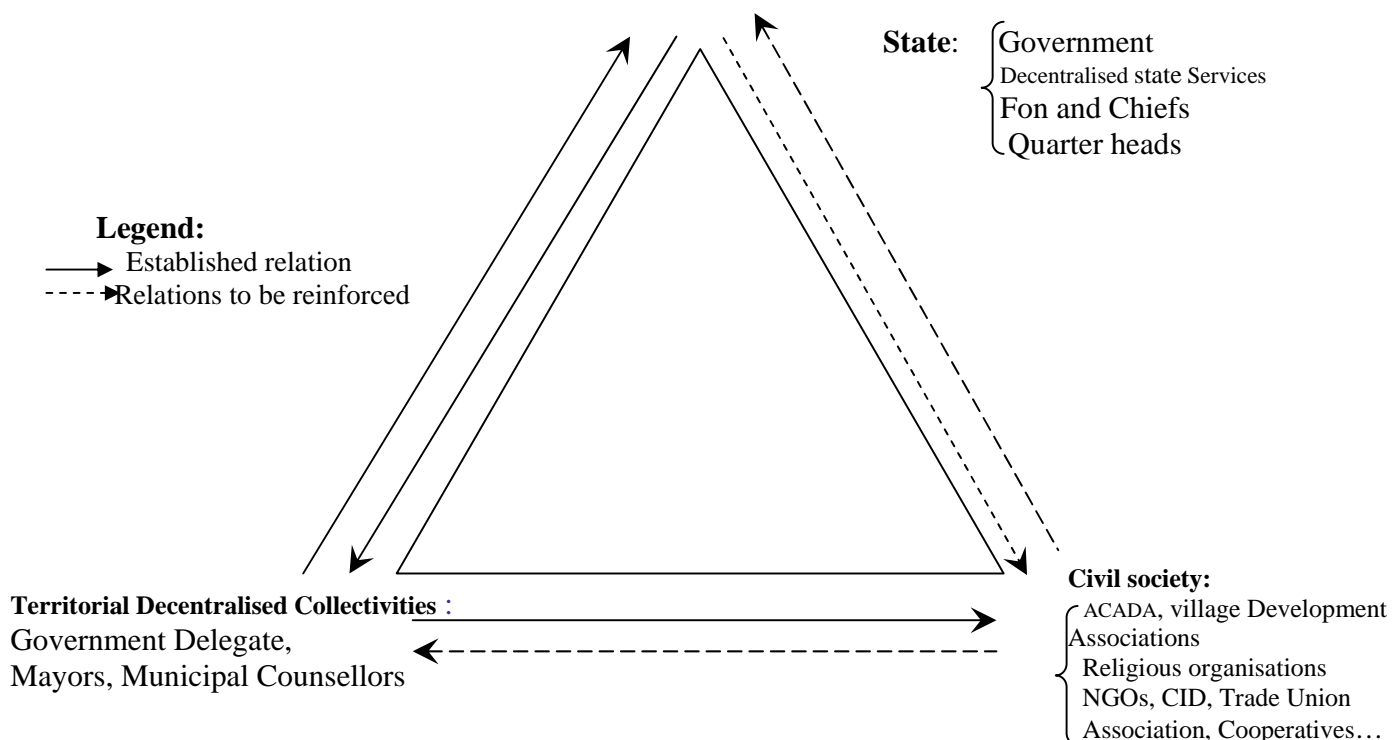
Through a short exposé the facilitator presented the content of this sequence using local examples, then continue with question/answers period and using concrete example cited by participants during the preview sequences. A chart containing the conditions of success of LED was used to illustrate exposé as seen bellow.

Conditions of success of LED:



At the end of the module in Wum, a participant voiced an observation saying that “the low level of development in the Wum municipality is due to the fact that the Wum people are unable to separate politics from development. He added that if the Wum people could work together for development then Wum will forge ahead”.

The facilitator took the opportunity to explain the triangle of development actors as followed:



She stressed to the fact that development has no political party and each actor has an important role to play. She expressed her disappointment on the fact that ACADA (Aghem Cultural and Development Association) is not represented in the workshop and seem to be non functional. The Fon of Aghem his Majesty Fon Mbambih III said that in two months time ACADA shall have a new executive.

To show the importance of a village development association as a civil society organisation, engine of development in a village, one facilitator from Bali origin shared the experience of Bali Development and Cultural Association “BANDECA”

She took the floor and presented the successes of Bali through BANDECA. She listed some of the achievements of Bali such as the Bali mortuary, Bali pipe borne water project, the financing of the education of two children of the Fon and finally the imminent construction of a Bali community radio.

She remarked that these successes are as a result of strict transparency in the management of financial accounts. She ended by appealing on the Wum people to stay clear from politics, burry their differences and work as a team with one spirit for development to come to their area. Participants applauded for her frank testimony and this ended the module in Wum. In the other two councils there were no specific issues raised and a short break was taken by participants to regain force before embarking in the next module.

III.3. MODULE 2: LED AND RURAL DEVELOPMENT: WHAT MATTERS

OBJECTIVES

- Help participants define areas of community and implement networking
- Ensure that participants gain deeper knowledge using what is existing in their community
- Motivate participants to undertake concrete LED activities.

LED CAFÉ EXERCISE:

The module was conducted through an exercise called LED café organized as follows:

Participants were divided into four groups with four leaders called HOST as followed:

- Council (group 1)
- Women representative (group 2)
- Bankers (group 3)
- Workers (group 4)

Responsibilities of the host:

- Remain at the table
- Do the summary of each question
- Brief new comers on work already done
- Present conclusions to the whole workshop

Responsibilities of members of groups;

- Participate actively by sharing their experiences
- Change place after each round of discussion

The following questions were to be answered by each group

1. How do you implement LED in your Region/Locality using your own means
2. Who should lead LED process in your locality
3. How committed will I assure LED in my Locality

Before group work, “the stone soup story” was read See annex . The story was aimed at inspiring the participant through a famous example of solving a serious problem affecting a community by the community itself using local resources with the participation of every body.

Group work presentation:

The result of group work as presented by the host is summarized in the table below:

RESULTS OF LED CAFÉ EXERCICE IN BALI, KUMBO ANDWUM

Wum workshop

<i>Group</i>	<i>Q.1 How can I implement the led process in my locality?</i>	<i>Q.2 Who can lead the led process in our locality?</i>	<i>Q.3 How committed would I be in the LED process?</i>
GP1. Woman Leader	<ul style="list-style-type: none"> - New ideas - Using available resources in our area like NGOs, livestock etc - Land available - Exchange ideas and farming methods - How to handle conflict in locality - Understanding in women's group - What you produce should generate income - Educative talks - Formation of cooperatives - Thrift and loan services - Buy, preserve and sell later - Cooperative management skills - Use of available resources 	<ul style="list-style-type: none"> - A lady - Patience - Knowledge on area of specialization - Women empowerment services - Creativity - Good listener - Make use of other services - Intelligent and tactful - Trust by others - Flexibility - Accountability - Convincing - Good morals - Lobbying abilities - Good knowledge of the locality - Spirit of bringing women together 	<ul style="list-style-type: none"> - Knowledge on minimum wages - Belonging to workers union - Different working hours - Healthy working environment - Organize groups of all forms - Knowledge in insurance policies - Organization of basic infrastructure (Market, schools, hospitals) - Attend trainings on capacity building - Active participation and contribution in development ventures - Knowledge on different activities carried out in your area of interest as well as the different markets - Role performance and knowledge on what is to be done - Strict respect of internal rules and regulations
GP 2.Bankers	<ul style="list-style-type: none"> - Train groups/ individuals on B.D.S - Legally recognized institutions 	<ul style="list-style-type: none"> - Council - In the absence of C.S.Os - Better medium between 	<ul style="list-style-type: none"> - Grant more loans to groups/ individuals - Finance viable micro enterprise

	<ul style="list-style-type: none"> - Encouraged savings - Education/ sensitization - Market research - Favorable lending conditions - Fines for lateness - Assist community development projects 	<ul style="list-style-type: none"> government and C.S.Os - Job creation/ lobby for external assistance - Well structured entity with a defined development plan 	<ul style="list-style-type: none"> projects - Sensitize and promotion of locally produce goods - Contribute financially to LED projects - Work with CSOs to attract inward investment
GP.3- Worker	<ul style="list-style-type: none"> - Knowledge on minimum wages - Belonging to workers union - Different working hours - Healthy working environment - Organize groups of all forms - Knowledge in insurance policies - Organization of basic infrastructure (Market, schools, hospitals) - Attend trainings on capacity building - Active participation and contribution in development ventures - Knowledge on different activities carried out in your area of interest as well as the different markets - Role performance and knowledge on what is to be done - Strict respect of internal rules and regulations 	<ul style="list-style-type: none"> - Ready to sacrifice time, money and money - Slow to anger - Transparent and accountable - Patience - Knowledgeable/literate - Truthful - Duty conscious - Fare in judgment - Available - Listening spirit - Accommodative - Dynamic - Sociable - Hardworking - Orderly - 	<ul style="list-style-type: none"> - Exemplary in the execution of task - Honest - Encouragement of population through sensitization and education - Creative in the identification and implementation of development process - Accept criticisms and suggestions
GP4: The	<ul style="list-style-type: none"> - Identify stakeholders/ resources 	<ul style="list-style-type: none"> - Development associations 	<ul style="list-style-type: none"> - Start the solution to your problem

Mayor	<ul style="list-style-type: none"> - Create awareness in the stakeholders - Training sessions/ consultations - Development plan - Draw up projects - Use of local resources - Implementation of project - Council ensures sustainability - 	<p>and local councils</p> <ul style="list-style-type: none"> - One who takes initiatives - Trustworthy - Likes development - Able to sacrifice for the community - Has a strong will power - Self motivation - Able to coordinate and reconcile people - 	<p>yourself</p> <ul style="list-style-type: none"> - Exhaust all locally available resources - Consult specialist - Welcome new ideas - Put ideas in practice - Need for partnership
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Bali Workshop

<i>Group</i>	<i>Q.1 How can I implement the led process in my locality?</i>	<i>Q.2 Who can lead the led process in our locality?</i>	<i>Q.3 How committed would I be in the LED process?</i>
GP1. Woman Leader	<ul style="list-style-type: none"> - New ideas in other areas. - Use land available - Exchange ideas and farming methods - The group started by presenting their work with the use of a tree. They used the various parts of the tree- roots, trunk and branches. Roots: Growing of maize where they plant maize. They then form women's groups to facilitate the production, processing and marketing, 	<ul style="list-style-type: none"> - They have a strong base through the leaders in these women's groups. And they thought that a good leader should have some qualities 	<p>Community Leadership is very important in the LED process. This involves various stakeholders, playing different complementary roles. The good leader should have several qualities among which are:</p> <p>They should have a competitive spirit</p> <ul style="list-style-type: none"> - Produce quality goods for them to a good market - Faithful and committed - Devote time and money - Should be innovative and take initiative - Encourage saving

			- Share ideas
GP 2.Bankers	<p>The presenter said they have</p> <ul style="list-style-type: none"> - Local 'Njanji' loan and thrift - Generating income through: - Rearing animals - Agric Produce - Removing sand and stones - Fines - Levies towards development - Communal labour - Appealing to local organization from <i>Nkumu Fed Fed</i> and <i>BANDECA*</i> for funds 	<ul style="list-style-type: none"> - Democratically elected persons - Good community initiative - Somebody accountable - Should know the environment - Readily available for use when ever needed - Creative - Educated persons 	<ul style="list-style-type: none"> - Population should be committed to contributions - Populations should be generous - Group Account to be open - Common Initiative Groups - Building up ideas - Create contracts - Integrated Farming
GP.3- Worker	<ul style="list-style-type: none"> - Knowledge on minimum wages - Belonging to workers union - Different working hours and commensurate wages - Registration in workers union - Healthy working environment - Good health conditions of workers - Organize groups of all forms - Knowledge of insurance policies 	<ul style="list-style-type: none"> - The mayor because he /she was elected by the people - Fons/Chiefs - Presidents of Development Associations - Civil Society -Persons who have Initiative to lead - Workers from Unions - CIGs, NGOs 	<ul style="list-style-type: none"> - Duty consciousness - Respect Time - Respect of Law - Transparency - Creative - Self employment - Taking initiative - Collaborating - Respect Gender at work place - Render selfless services to for a means to promote decent work.
GP4: The Mayor	In a question and answer session, these constitute some of the major preoccupations of participants and the	Anybody can lead. The people can identify who should lead but the leaders should have the	<ul style="list-style-type: none"> - Open farm to market roads - Look for markets for produce - Provide seedlings

	views shared Example: Identify the production of Palm nuts and transformation of this to “kernel oil” and local soap.	following characteristics: - Accountable - Transparent - Should be development Orientated	- Organize Agric shows - Encourage the formation of co-operative Societies
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KUMBO workshop

<i>Group</i>	<i>Q.1 How can I implement the led process in my locality?</i>	<i>Q.2 Who can lead the led process in our locality?</i>	<i>Q.3 How committed would I be in the LED process?</i>
GP1. Woman Leader	(a) Women’s problem -Women involved more in reproductive activities -Lack o access to resources such as financial property, technical skills -Marginalization (b) To implement LED 1. Encourage women to form groups 2. Willingness to change 3. Educate women on their rights 4. Improve women’s access to financial resources through micro-credit schemes 5. To include women in decision making	1. People with vision 2. Leaders of NGO and associations 3. committed people 4. sociable person 5. Dynamic people 6. Somebody who can listen and cooperate 7. Somebody who can initiate 8. Somebody who can mobilize local resources 9. Somebody who is always present 10. A knowledgeable and skilled person 11. A faithful person	1. By attending all workshops 2. By paying taxes regularly 3. By encouraging women to form groups 4. Get women involved in productive activities 5. sensitize & educate women and men on the importance of LED
GP 2.Bankers	1. Explain to population	1. Good financial	1. Provision of loans (start up

	<p>how the banking system operates.</p> <ol style="list-style-type: none"> 2. Encourage people to open accounts to save regularly 3. Provide different types of loans (business, farm inputs, school fee loans ,salaries, social activities 4. Create job opportunities 5. Improve living standards 6. Business creates through loans 	<p>managers</p> <ol style="list-style-type: none"> 2. Charismatic 3. Good communication skills 4. Literate and be bilingual 5. Economic operators <p>Good &transparent record keepers</p>	<p>business, school fees, and social activities</p> <ol style="list-style-type: none"> 2. Provision of farm inputs/tools 3. Make loan conditions favorable to women 4. Provide training in best practices in business and farming skills /techniques 5. Ensure good governance in financial institutions 6. Lobby and support from central government 7. Advertise and disseminate information on the services offered.
<p>GP.3- Worker</p>	<ol style="list-style-type: none"> 1. Identify the community leader –Good leadership. 2. Improve on our talents through training-capacity building 3. Training on dynamic of good work 4. Team spirit should be encourage 5. Transparency and accountability in our activities 6. Workers need a conducive atmosphere 7. Motivation can spur the 	<ol style="list-style-type: none"> 1. The leader should be from the following groups <ul style="list-style-type: none"> -Councilors -Trade Union leaders -Leaders of civil society organizations -Leaders of village development associations <p>The should all posses the following qualities; Transparent and accountable, Committed,</p>	<ol style="list-style-type: none"> 7. Mobilize the population 8. Provide the required man power as a worker 9. Get the population to contribute their little bit to bring meaningful development, 10. Mobilize the population 11. Provide the required man power as a worker 12. Get the population to contribute their little bit to bring meaningful development,

	<p>worker to work harder</p> <p>8. Duty consciousness and punctuality</p> <p>9. Make an inventory of various occupations and the capacity of each worker</p>	<p>Listen to all, Understand the community, Knowledgeable, Trusted, Hardworking, Able to mobilize the population, Organized, Have good communication skills</p>	
GP4: The Mayor		<p>The mayor because he /she was elected by the people</p> <ul style="list-style-type: none"> -Fons/Chiefs -Presidents of Development Associations -Civil Society -Persons who have Initiative to lead -Workers from Unions -CIGs, NGOs 	<p>Duty consciousness</p> <ul style="list-style-type: none"> - Respect Time - Respect of Law - Transparency - Creative - Self employment - Taking initiative <p>Collaborating</p> <ul style="list-style-type: none"> -Respect Gender at work place -Render selfless services to for a means to promote decent work.

During the training for most participants “local resources” was an abstract term and raises several question, especially that of taking responsibilities.

Often participants and local experts were caught in understanding that LED is a cost intensive process which needs, first, a huge development fund before starting with something else. The participants pointed out that they need cash, then the community can be able to implement projects. In addition, the thought that financial issue is mainly the task of the public sector or the donor not the private sector or anybody also.

This session ended with the conclusion that in a rural setting, market failure is often more dramatic. Lack of infrastructure is only one of the problems. Monopolies and oligopolies as well as limited access to know-how, finance and other crucial resources stand in the way of progress. The main question asked was how we can build a unique competitive advantage.

The facilitator thanked participants and invited them to imagine what their locality will look like if all what has been said is put into action. At this point, she concluded the first day of the workshop calling on the participants to come on time the next day.

III.4. Module 3. HOW TO PLAN AND IMPLEMENT LED STRATEGIES

She took the floor, greeted the participants and gave the aims and content of module as followed:

Seq0: Aims of the module and plan of presentation:

02. Aims of the module

- To create an understanding of how the LED strategy planning process works
- ✓ To identify the key phases in the process
- ✓ To introduce the main tools that can be used to plan, implement and monitor the LED process
- ✓ To view in practice the case of Kumbo council

02. Plan of presentation

- Seq 1: Territorial diagnosis and institutional mapping
- Seq 2: Sensitizing
- Seq 3: Creating or promoting a local forum
- Seq 4: Designing a LED strategy
- Seq 5: Coordinating/creating implementation
- Seq 6: Evaluating and monitoring activities

In fact participants understood quickly and she went ahead to present one after the other the different steps of LED through six sequences.

Seq 1: Territorial diagnosis and institutional mapping (Annex 4)

After giving the objective of the sequence which is to acquire knowledge about the local economy and its resources, the facilitator used image and the analogy to the medical diagnosis to facilitate the comprehension of the participants in the word “diagnosis. She said that territorial diagnosis is the picture or the photo of council as far as resources and economy are concerned. She cited all the vital information needed during the diagnosis

phase and asked participants if they have ever gone through such exercise in the Council. One participant testified and even cited circumstances (Last council development plan, recently at the beginning of TCRAM project). The facilitator insisted on the use of local researcher to carry on such activity so as to ensure local ownership and approval from the wider community.

Seq 2: SENSITIZING

After giving the objectives of this sequence which are to increase awareness of the LED initiatives, generate social dialogue, stimulate involvement in and commitment to LED among local and regional stakeholders, assign development ownership to the local stakeholders, the facilitator insisted on the importance of the sensitization through a brief exposé. She then asked participants to share their way of sensitizing locally and who is supposed to be sensitized. Through brainstorming session they gave the following answers:

Approach to sensitization:

Market places, Njangi houses, Churches, Town criers, Meeting houses, Transport vehicles, Schools, Drinking spots, Using a drum, Mouth to mouth, Traditional rulers, Local news papers, Radio through local dilate...

Who is to be sensitized?

Women groups, People Living With HIV/AIDS, associations and jangu houses, farmers and glaziers, handicapped people, government services, business people, politicians, traditional rulers, elites, every body in the community...

The facilitator thanked the brilliant participation of the participant before proceeding to the next step which concerns the creation or the promotion of local forum.

Seq 3: PROMOTING A LOCAL FORUM

The objectives of this step are to bring together local stakeholders and funding agencies, to facilitate exchange of ideas among stakeholders not normally in contact with one another, to develop a better understanding of the major issues in the locality

Through an exposé, the facilitator highlighted the importance of the local forum and its roles and told the participants that the forum is composed of the stakeholders identified during sensitization phase. The main role of the forum were emphasized upon mainly

- Bring together stakeholders and funding agencies
- Facilitate exchange of ideas among stakeholders not normally in contact with one another
- Develop a better understanding of the major issues in the locality

After a brief question and answer session the facilitator went straight to the next step dealing with designing a LED strategy.

Seq. 4: DESIGNING A LED STRATEGY

The objectives of the sequence were to empower Local Forum Members to develop a local vision, objectives and targets and LED policies for the locality. This session was

moderated through an exposé that stressed on the role of the Local Forum to define the LED strategy based on the local vision, objectives and targets and practices. Two LED main tools namely SWOT matrix and “Bases and risks of LED” framework.

a) *SWOT matrix*

- In fact SWOT stand for local strengths weaknesses and external opportunity and treats. The tool permits to :
 - Listing main local strengths and weaknesses.
 - Listing main external opportunities and threats
 - Choosing one or several LED strategies to deal with the identified strengths and weaknesses and opportunities and threats
- Some participants had experienced the tool before and could cite the case of Wum council development plan that was recently drawn. The facilitator seized the opportunity to present the SWOT analysis of the Council drawn few weeks ago by the local forum as followed:

SWOT Analysis of WUM Council for example

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ✓ Draft Council Master Plan Document ✓ Real experiences on violent conflicts between crop farmers and cattle rearers ✓ Organized traditional leadership structures ✓ Fertile soils ✓ Pasture lands for cattle production ✓ Attractive and diversified local folklores ✓ Village managed gravity water schemes ✓ Coverage of Municipality by mobile telephone net works (MTN and Orange) ✓ Emergent culture of good governance (transparency, accountability, representation and notion of cost effectiveness) ✓ potential development actors of the Council ✓ Diverse socio-political groupings 	<ul style="list-style-type: none"> ✓ Poor farm to market roads ✓ Novelty of council working with non state actors on development issues ✓ Non respect of rules on open parks ✓ Tax evasion by business community ✓ Concentration of civil society development actors outside the Municipality ✓ Conflicts between / amongst councilors ✓ Poor state of Wum Bamenda road ✓ Short duration of TC-RAM project ✓ Regular absence of the Mayor from the Municipality ✓ Insufficient knowledge , skill and competences on municipal council business ✓ Poor image of state related institutions by international community.

OPPORTUNITIES	RISKS and THREATS
<ul style="list-style-type: none"> ✓ Developed healthcare unit ✓ Multiplicity of health care support groups ✓ Consciousness of the ramification of HIV and AIDS and other diseases ✓ Harmony between the major development actors especially the political parties ✓ Elite committed to the development of the locality ✓ Legal framework of issues being Academic training and professional ✓ Development opportunities for youths ✓ Diversified income generating potentials ✓ Improvement of Road Wum Bamenda ✓ Direct border with Nigeria ✓ On going partnership with the ILO TCRA... 	<ul style="list-style-type: none"> ✓ Frequent interruption of electricity ✓ Political impediments to planned effective decentralization, in 2010 ✓ Persistent low returns on business activities ✓ Continued unprofessional supervision of council by SDO ✓ Landslide along Wum Bamenda road ✓ Eruption of violent farmers grazers conflicts ✓ Mass movement of male/female youths out of the Municipality ✓ High and numerous business related taxes

Participants were very convinced and one said “I have really understood now the importance of SWOT analysis”. Another said “it is really practical”. The last one said:» “The matrix really reflect the reality of Wum council environment”.

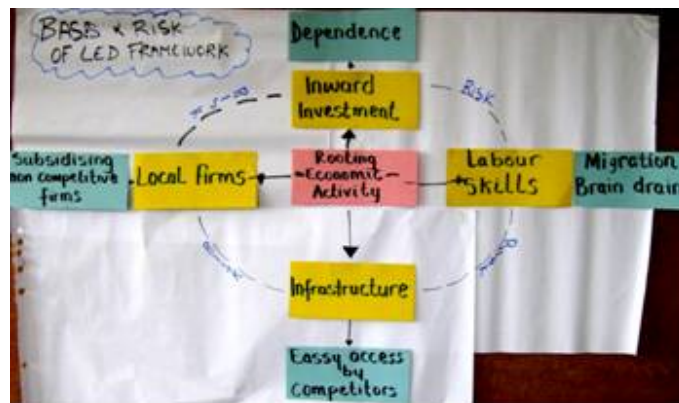
The facilitator moved to the second tool “Bases and risk of LED Framework”.

b) Bases and risk of LED Framework

This tool focuses on the equilibrium among the four pillars of LED strategy so as to have the desired effect. In fact LED Strategy usually consists to policies to

- Improve the competitiveness of local firms
- Attract inward investment
- Upgrade human capital and labor skills
- Enhance local infrastructures

Intervention in any of these four axes should be matched by sufficient capability in the order 3 to avoid risk. A chart materializing the idea was drawn by the facilitator using zopp cards.



III.5. MODULE 4. LED TOOLS AND METHODOLOGIES

4.1. OBJECTIVES:

- Identify myths about the local economy
- Initiate learning by doing
- Motivate for further action

4.2. TOPICS TO BE COVERED

- Rural areas and their importance
- Differences of Rural realities
- Identification of characteristics of different rural realities
- Initiating concrete action

IMPORTANCE OF RURAL AREAS

(By participants)

The facilitator started by asking participants to advance some reasons that will prompt them to visit his or her village, the importance of rural area. The following reasons were put forward in the various councils:

	Bali	Kumbo	Wum
Reasons that will prompt them to visit his or her village	Origin Cheap food Preserve tradition Family meetings Peaceful and natural Communal life Traditional rites	Origin Enjoy nature Eat good food and meet family members Preserve m tradition Nice place for weekend Peaceful and natural Hospitable Source of wisdom	Origin Meet family members Eat good food Preserve tradition Get advice from old men Experience peaceful and natural environment
Importance of rural area	Work Related Two farming seasons Touristic attractions Unexploited natural resouces	Work Related Provide agricultural products Improve infrastructure Natural scenery for tourism	Work Related Availability of natural resources Land and Agriculture Abundance of food Good climate Bread basket Equal opportunities Calm ad conducive environment Tourist sites Labor force Good hospitals, schools Community spirits

This activity is meant to prepare participants in order to be ready for the second activity and to help them differentiate between their passion for their community and the aspects that could be exploited for income generating activities. This exercise went along side ILO view on reasons why people visit rural areas

(By ILO- Related importance in two phases; Origin and Work)

Origin (from the beginning)

- Enjoy nature
- Eat good food and meet family members
- Preserve my tradition
- Nice place for weekend
- Peaceful and natural

Work

- Provide agricultural products
- Improve infrastructure
- Natural scenery for tourism

WHY Bali, Kumbo and Wun are each different from other localities

In Bali, participants pointed out the unique advantage of two farming seasons and the existence of unexploited touristic attractions

In Kumbo participants mention the idea of Kumbo being a rural and urban area. The use of solar energy for electricity supply in some areas

In Wum participants indicated Wum as a unique locality in that they have different Fons in different villages but remain united and one will hardly identify the differences adding that they have only one dialect. They identified Menchum fall, Lake Wum and WADA as being unique to the area alone and that no area has such resources.

4.3 LED INTERVENTION STRATEGIES BASED IN DIFFERENT SETTINGS.

To know the exact strategy to use in intervening in each community, four different intervention strategies were presented and participants selected where they fall. These areas were:

- 1) A growing economy with strong structures that has a long tradition of successful economic development.
- 2) A growing economy with weak structure which is still in the early phase of its growth process
- 3) A stagnating economy with weak structures is often found in rural and peripheral regions.
- 4) A stagnating or declining economy with strong structures is suffering from the structural decline of the main local industries.

All the three communities they agreed that they fall under a stagnating economy with weak structures. After brainstorming, the three communities identified the following characteristics in their communities.

Characteristics of an emerging rural area with weak institutions:

- Lack of innovation
- Fear of taking risk

- Sceptical about new markets
- Lack of business support policies
- Lack of knowledge to provide quality goods
- Inadequate skilled labour.
- Abundant natural resources
- More economic potentials

In the Three communities, the participants were to equip themselves with different rural realities and what differentiates them with other communities. A summary of the features were:

- Geographical features
- Culture/customs/Beliefs
- Infrastructure/ Accessibility
- Language
- Religious beliefs
- Economic activities
- Crime rate/ Social ills
- Politics

Then the facilitator shared the point of view of ILO with the participants as followed:
(ILO)

- Distribution of wealth
- Level of development
- Natural resources
- Population
- Gender problem
- Social Awareness
- Different historical background

Then participants went into group work with the following term of reference:

Participants were divided into four groups and the question was
To identify three concrete initiatives:

1. Those that are realistic with local resources
2. Can be implemented directly
3. Can be implemented within three months

Guiding questions:

- What exactly do we mean with this proposal
- Who is taken responsibility for implementation
- Who has to collaborate with the implementation
- What are the resources that we need for implementation
- When do we start

IDENTIFY THREE CONCRETE INITIATIVES THAT ARE:

- ✚ Realistic with local resources
- ✚ Implementable directly
- ✚ Implementable within three months

Bali Council:

GROUP	CONCRET ACTION	WHEN
1	Poultry farming, Huckleberry Second cycle maize production	15 th july 10 th July 1 st August
2	Poultry farming Beans production Vegetable gardening	5 th September 1 st August 1 st November
3	Weaving fibre Clay pot fabrication Restaurant	November Not specific December
4		

Kumbo Council:

GROUP	CONCRET ACTION	WHEN
1	Fabrication of aggregate Construction of bee hives Construction of potato storage	1 st August 2009 1 st September 2009. August 1 st 2009
2	Potatoes chips production Tie and dye Starch production	Not specific Not specific August 2009
3	Tie and dye Cassava transformation Restaurant	October September August
4	Potatoes farmers co-operative Restaurant	September December

Wum council:

GROUP	CONCRET ACTION	WHEN
1	Revamping the Menchum fall: Poultry Farming Restaurant/Bar	August ending Early September Not specified

2	Transformation of bitter leave Transformation of potatoes	Not specified Not specified
3	Cafeteria: Quarry production of cheese	One month One month Two months
4	Rearing of pigs Transformation of sweet potatoes Extracting oil from groundnuts	Two weeks Two months Two weeks

III.6. MODULE 5- GENDER EQUALITY, MAINSTREAMING GENDER INTO LED

The following objectives of the module were listed:

- To understand why gender equality should be pursued at the local level
- To be aware of the barriers to women's participation that can be encountered
- To identify strategies for integrating gender concerns throughout the LED process.

The plan of presentation of the module was also presented to participants as shown below:

Seq 1: The case of gender and mainstreaming some findings

Seq 2: Key concepts

Seq 3: Potential role of women in the local economy

Seq 4: Barriers to participation in local economic development

Seq 5: Engendering local economic strategies

Participants validated the objectives and the plan of presentation and the facilitator moved ahead to start the first sequence.

Seq 1: The case of gender and mainstreaming some findings

The objective of this sequence was to give true image of gender definition and to show the impact of gender equality on socioeconomic growth.

The facilitator, knowing the controversial nature of gender, used the image of flying bird to ease consensus .In fact all participants agreed on the fact that the bird can fly high in the sky only when the two wings can each perform its own role .Also it was unanimously agreed that one wing cannot replace the other or it is not possible to exchange their position because they are not same.



Statistics and results of various researches by renowned institutions and news papers were used to highlight the impact of gender equality on socioeconomic growth. In fact, gender equality can influence performance, organizational excellence and growth.

All this was crowned by the quotation of Willey and Sons 2008 who said: “Women are one of the three emerging forces shaping the 21st century. The three “Ws” Weather, Women, and the Web... will be the main engines of growth of the future”.

Seq 2: Key concepts

Through a brainstorming session the key concepts of gender were discussed using local cases and facts to illustrate and ease consensus and understanding. One after the other the following concepts were explained:

- Equality and equity*
- Gender and sex*
- Gender roles*
- Productive and reproductive roles*
- Sex segregation*
- Gender mainstreaming*
- Gender budgeting*

Seq 3: Potential role of women in the local economy

After a short exposé, participants brainstormed on the various roles that women play in Wum Council and identified gender issues related to it and the strategies to overcome them. Participants came out with a result similar to what is in the table below.

ROLE	GENDER ISSUES	SCOPE OF ACTION
Citizen	Voice on the capacity to fight election	Organization of interest groups, Cooperative association, Support groups
Elected representative	<ul style="list-style-type: none"> - Capacity to fight election - Ability to negotiate conflicting interests - Decent work deficits - Work family balance 	<ul style="list-style-type: none"> - Reservation for women - Selection and training of women - Improve job quality for all - Care facilities, flexible working homes
Entrepreneur	<ul style="list-style-type: none"> - Access and control over - Access to finance 	<ul style="list-style-type: none"> - Gender sensitive value chain analysis - Building the capacities of small business associations - Support programme
Unpaid worker	<ul style="list-style-type: none"> - Sharing of reproductive and household tasks - Invisibility of unpaid work 	<ul style="list-style-type: none"> - Time off parental responsibilities - Estimate value

Seq 4: Barriers to participation to local economic development

The objectives of this session make participants be aware of the barriers to women's participation in LED and to reflect on strategies to overcome them. Through a brainstorming session participants enumerated typical barriers to participation of women in general and to participation in LED conditions in particular. To name few :

- Insufficient representative in decision making structure.
- Very few opportunities for education resulting in among other limited access to information, cultural beliefs
- Multitasking that leaves almost no free time or energy for participation in public affairs
- Reduced access to finance due to lack of collateral and poor record of previous business success or high interest rates
- Cultural constrains and mobility of women
- Scarce job opportunities and local level causing brain drain or distress, migration and vulnerability to trafficking, forced labor or prostitution.

Seq 5: Engendering local economic strategies

The objective of this sequence is to understand how to render local economic development strategies and implementation structures gender responsive. Through an exposé using local examples, facts and findings, the facilitator delivered this very important session using the chart of LED process cycle, the chart of Conditions of success, a budget of a local development plan of Wum Council. Step by step and in a participatory approach she went through all the stages of LED and showed how gender can be integrated. Participants were very knowledgeable and gave so many examples and facts that confirmed gender as a serious issue and also the pertinence of the training. The following points were advance at each step of LED process.

- Start up activities and consensus building (sensitization)
 - Ensure that women and their interests are respected in the core group of stakeholders
 - Identify barriers to women's participation in Economic Development.
- Territorial diagnosis and institutional mapping:
 - Data desegregation by sex
 - Analysis is of gender, roles perspectives and needs
 - Analyses of access to and control of resources and benefits
- Promotion of local forum
 - Women's representation in the forum should be as proportionate as possible.
 - But... having women in the forum is not enough. Awareness raising of gender equality will be needed along with encouraging participation

Typical measures to correct gender imbalance were shared with participants:

- Promote the education of women and their employability through skill training and upgrading and access to employability services
- Ensure decent working conditions for both women and men

- Support entrepreneurship in sectors that have potentials for growth with a view to improve competitiveness
- Support the access of women to decision making bodies

Seq 6: Monitoring and evaluation

The sequence has as objective to render participants able to monitor and evaluate activities and strategies of local development with gender lenses. Participants were able to share their own reason to say that monitoring and evaluation were so important. They were given key questions that can remind them to take in consideration gender when evaluating and monitoring.

At the end of the presentation of the first facilitator, the following observations were made by some participants.

OBSERVATION

Following the excellent presentation the facilitator, the Mbororo women were so happy but complained that some of their children are given spouses when they are still young and ignorant. This only goes to traumatize the children and frustrates their educational career.

The Fon of Wum cited that women hardly show up when called to lead projects in the locality. He added that an Aghem woman will prefer to drink 5 bottles of beer instead of contributing just a token of 500 FRS as annual dues for development projects. The facilitator asked women how many of them have ever taken loan from the bank and none did respond except for one who took a loan with the credit union. They attributed this to lack of collateral security.

A participant suggested that women in taken home the idea of gender equality should be tactful not to misinform or misinterpret the concept to their husbands in a bit to avoid troubles

The floor was given to the second facilitator who through a short video projection and picture threw a debate on the various point of view using the following key questions:

- What makes you feel different as a man or a woman?
- What are your interpretations about the video clip and pictures?
- What is the difference between phase 1 and phase 2?

What do you have to say about the pictures?

The debate was so interesting and till the facilitator due to time factor had to politely stop. Then the evaluation session started.

III.7. MODULE 6: EVALUATION

The evaluation was to appreciate various parameters of the workshop.

In the absence of the official evaluation form which did not come on time, participants in Bali and Wum had to situate on the following aspects of the workshop: the hall, the food, the logistic, the content of the module, the participants, the method used, the facilitators before giving the recommendations to take into account for further workshops. In Kumbo the official evaluation form was used. The various results are as followed:

	Bali	Kumbo	Wum
Logistic: <i>Food</i> <i>Hall</i>	Very good (14), good , fairly good (14), fair (1) The hall is up to standard for the occasion (1), it was airy, illuminated and accommodated everybody but needed a stand by generator (1) Very good (14), Good (14), fair (1), lacked some facilities (1).	Was collected by the TC RAM Staff	Adequate and of impressive quality (1) Very good (8), Excellent (4), Good (7) fairly good (1), the food was delicious (1) The hall is up to standard for the occasion (1), it was airy, illuminated and accommodated everybody but needed a stand by generator (1) Very good (6), O.k. and large (9), Good (3), not quite good, lacked some facilities (1), not very fine because of lack of toilets (1)
Content of the modules	Very good (14), Good (14), fair (1), lacked some facilities (1).		Rich, informative attitude change (1), Good (3) Excellent (10), Interesting and educative (9)
Facilitators	Very good (20), Good (9), fair (1).		Up to the task and showed a mastery of their work (15), Good (2) Excellent (4) just too excellent (1)
Participation	Very good (10), Good (15), fair (1)		Very happy (5), Active and happy (5), Not all were active (9), One was noulty (1) some made phone calls and disturbed the others (2)
Moderation/ tools used	Very good (14), Good (14), fair (1).		: Good (5), Excellent (6), Very good (4), Up to standard (5), there was a show of patience, attention and concern (1), the methods and tools were very easy to understand(1), the new method of using the computer and screen was a very good innovation(1)

Recommendation	<p>This is a pilot training project of TCRAM and frequent monitoring and evaluation is required.</p> <p>Organize training program to foster their traditional indigenous skills in using local resources</p> <p>Impact knowledge on market management.</p> <p>Implementation of what is learnt can only be successful if there are funds available for take off.</p>	<p>This is a pilot training project of TCRAM and frequent monitoring and evaluation is required.</p> <p>Organize training program to foster their traditional indigenous skills in using local resources</p> <p>Impact knowledge on market management.</p> <p>Implementation of what is learnt can only be successful if there are funds available for take off.</p>	<p>Facilitators should avoid being emotional during presentations (2), More of such workshops should be organized (4), Muslims be given time to pray (2), none (1), since the level of participants vary more time should be allocated (1), it is not much of the talking that we need, concrete action will help (3), need a larger forum on gender issues(1)</p>
What did you like most?	<p>Module on gender</p> <p>The stone soup story</p> <p>Facilitation</p> <p>Content</p>		<p>Gender module which created a lot of controversy (3), Collaboration between participants (1), everything was nice especially the new method of presentation (1), the topic on gender was an eye opener (2), come again and impact ideas onto participants(1)</p>
What did you dislike most?	<p>Not all the participants attended the three days running and some were not active.</p>		<p>The arrogant nature of some participants (2) the meals without fruits (1) the fact that some facilitators were going too emotional (2), the noisy attitude of some participants (3)</p>

A the end of the evaluation, the facilitator thanked participants for their cooperation and understanding all through the workshop before handing the floor to the Deputy Mayor who also congratulated the participants and the facilitators for a work well done. Participants on their part equally expressed satisfaction and invited the facilitators to always initiate such workshops.

IV. DIFFICULTIES

	Bali	Kumbo	Wum
At the level of ILO			They were not at the workshop due to unexpected guests in their office so one module could not be exposed.
At the level of the council	<p>Priorities are usually not ranked by importance.</p> <p>Public private partnership not well developed</p> <p>Limited resources</p>	<p>deep rooted cultural practices values and discriminating attitude, discourage women from taking part in income generating and empowerment programmes</p>	<p>The food came very late the first day obliging participants to work for a very long time without eating. Everything was fortunately adjusted the following days.</p> <p>Participants of Atue , Bangwe , Agulli were not invited and only one Mbororo Woman was invited.</p>
At the level of the participants	<p>They were skeptical about the realization of this project.</p> <p>Some participants did not have their identity card on the last day. So they could not receive their pediem.</p>	<p>Not all the participants could read and write</p>	<p>Some did not understand English language and the content of the workshop were forced to be delivered in Pidgin English.</p> <p>The workshop kicked off late on day 1 of the workshop due to late coming on the part of the participants</p>
At the level of the facilitators	<p>Constant electricity cuts that needed manual presentations, Financial difficulties to</p>	<p>Constant electricity cuts that needed manual presentations, Financial difficulties to</p>	<p>No major problem was faced a part from the frequent electricity failure.</p> <p>The Facilitators faced financial hardship due to the fact that the term of contract was not respected as far as disbursement of fund was concerned.</p> <p>No major problem was faced a part from the frequent electricity failure.</p>

VI. LESSONS LEARNT

Bali:

- To initiate development program for people in rural areas agriculture base program with the use of local available resources would be more effective
- Need assessment should be done at the community level by involvement of member of community.

Kumbo:

- Many unexploited development pools were identified ([Examples](#))
- Follow-up and frequent M\$E is required.

Wum:

The Wum Municipality has various local resources in stock to enhance Local Economic Development.

Wum Municipality is much opened to implement LED approach but is facing a problem of a very weak civil society completely broken down with political party's differences and believes.

Wum can go an extra mile in development, if politics is effectively separated from development.

Local Economic Development workshop was like an eye opener for all the stakeholders in Wum.

VII. PROSPECTS

Bali, Kumbo and Wum:

- The civil society organization should be strengthening especially the Village development association that can host most of the thematic committees.
- Early and unwanted pregnancies should be controlled to reduce the phenomenon of single motherhood which is a frightening reality of the councils and whose impact is so determinant for the increase of child labor and child trafficking, a constraint for local economic growth.
- Concrete gender oriented activities must be done in the municipality to reduce the barriers on participation of women on various aspects of community life.
- Emphasis should be put on the vocational training for capacity building and skill upgrading of women since poverty has a feminine visage in the Municipality.
- More emphasis to be put on the entrepreneurship ability of vulnerable families through training and income generating activities.
- The enthusiasm with which participants collaborated indicates that the workshop was not a waste of time on the part of the initiators.

VIII. CONCLUSION

Following the presentation of the various modules, observations, brainstorming, question and answer sessions during the three days of the workshop, it was identified that these three municipalities have potential economic-booming areas. The various stakeholders in development have to come together and work as a team with one vision for development to come. The three councils are lucky to be part of the programme and to make things happen in the three municipalities. It is hopeful that inputs from three communities be an added value for the venture.

IX. ANNEXES

ANNEXE 1

TERMS OF REFERENCE

Training of the Steering Committee and the Local Consultative Committees on LED (Bali, Kumbo, Wum and Bamenda)

I. CONTEXT

Within the framework of its priority interventions, the ILO decided to support the government of Cameroon in promoting decent work in order to reduce poverty within communities that are vulnerable to child trafficking in Cameroon thanks to funds from the Dutch Cooperation programme.

Under implementation since 2008, this project has facilitated the setting up of endogenous governance structures which are the Steering Committee at regional level and the Local Consultative Committees at communal level. Their objective is to help out with the appropriate political, social, technical and administrative running of the project at the regional level and also at the level of the target communities. The specific objectives of the Local Consultative Committees are:

- To reinforce strategic thinking on problems of economic development for a better efficiency and impact of the project in the localities;
- To Ensure the social experimentation logic on gender in the conception, implementation, monitoring and evaluation of project activities;
- To facilitate the implementation of project activities and to monitor it daily;
- To help improve on the economic and social conditions women;
- To develop CDPs which integrate the themes of the project for complementary purposes;
- To tailor the project activities with the local development operations of the project;
- To improve on grassroots planning tools and local abilities with regards to planning and managing the local economy;
- To carry out advocacy at the level of microfinance establishments to grant loans to local business men especially the most vulnerable groups such as women whose children are victims of trafficking;
- To ensure the participation of vulnerable groups and Mbororos communities in the local economic development process;
- To follow up activities of NGOs and microfinance institutions which are partners of the project. The Committee should, as far as possible, make suggestions and give advice on the intervention of these organisations.

Having set up the Local Consultative Committees in May and June 2009, there exists a common setback in the mastery of LED both in terms of strategy and that of the appropriate tools for use by these governance structures.

OBJECTIVE OF THE ACTIVITY

The main objective of this activity is to strengthen the capacity of the Steering committee and the Local Consultative Committees of Bali, Kumbo and Wum in terms of Local Economic Development.

The training will enable them ensure the effective functioning of the body both in the implementation of the project as well as future interventions.

OBJECTIVES OF THE TRAINING

It is the responsibility of the trainers to :

1. Present participants with key LED concepts and its importance;
2. Imbue participants with tools and mechanisms for mobilising stakeholders to participate actively in the LED process ;
3. Introduce participants to the concepts of « decent work » and « improvement of value chains » ;
4. Initiate, explain and shape the participants on the LED strategic planning and its implementation;
5. Familiarise participants with LED tools and the appropriate methodology in the process ;
6. Introduce participants to “mainstreaming gender” in LED;
7. Explore with participants the best and bad practises in LED ;
8. Imbue members of the SC and LCC on their roles and responsibilities in the implementation of the project ;
9. Develop, in collaboration with the project team the training programme ;
10. Moderate training workshops with members of the SC and the LCC.

II. EXPECTED RESULTS AND PRODUCTS OF THE PROVIDERS

At the end of the training, participants will have acquired knowledge on the following:

1. Key LED concepts and the importance ;
2. Concepts of decent work and the improvement of value chains ;
3. Distinction des bonnes pratiques des mauvaises pratiques du DEL ;

4. LED methodology and tools ;
5. Planning and implementation of a LED strategy at local level ;
6. Mobilising stakeholders for an efficient participation in the LED process;
7. Mainstreaming Gender in the LED approach ;
8. Roles and responsibilities of the Steering Committee and the Local Consultative Committee within the framework of the implementation of the TC-RAM project ;

III. METHODOLOGY

The methodology should address the following :

- Encourage the participation of stakeholders and enhancing their knowledge;
- Promoting exchange of experiences among participants on the LED process in their different structures and locally;
- Promote ownership by the participants of their duties as an actor and accompanying LED process in their locality;
- Promote the contextualization of LED strategy, tools and methods in the legal and regulatory framework.

IV. PRODUCTS EXPECTED FROM THE SERVICE

The trainers should submit the following both electronically and on hard copy to the project coordination team:

- A copy of each training ;
- Four training reports (three reports for the training of the LCC and one for the training of the SC).

V. PERIOD PROVIDED FOR THE SERVICES

The period for the performance is as follows:

- Local Consultative Committee : **29 June to 1 July 2009**
- Local Consultative Committee Kumbo : **7 to 9 July 2009**
- Local Consultative Committee Wum : **13 to 15 July 2009**
- Steering Committee: July 2009 (Date to be determined in consultation with the Governor).

VI. DURATION OF THE SERVICES

The period to be covered is seventeen days, partitioned as follows :

- Preparation : 03 days (one day for each LCC)
- Implementation : 10 days (three days for each LCC and one day for the SC)
- Reporting : 04 days (one day for each training session)

VII. DOCUMENTS TO BE MADE AVAILABLE TO TRAINERS

- Terms of reference for the Local Consultative Committee and the Steering Committee ;
- Copies of municipal orders setting up the local consultative committees;
- Other available material upon the request of the consultant.

VIII. QUALIFICATIONS OF THE SERVICE PROVIDERS

The training will be conducted by a team of two trainers

- Have a mastery of LED (Concept, Approach, Strategy, tools, etc.)
- Have a good knowledge of the legal framework for the functioning of council areas ;
- Have worked with some councils in terms of advice on matters of Local Economic Development;
- Have a mastery of the techniques and tools for moderating workshops and seminars ;
- Demonstrated experience in adult education.

IX. MISCELLANEAOUS PROVISIONS

The contract will specify the details of the rights and obligations of parties.

ANNEXE 2: ATTENDANCE LISTS



BALI
Project CMR/06/50NET: poverty reduction within communities vulnerable to child trafficking through the promotion of decent work in Cameroon
LED TRAINING OF LCC
23 JULY 2009
BALI, Cameroon

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6.	Wadmia Felix	Social affairs	77 78 41 24		
7.	Waginga Victor	CEAC Bali	77 43 35 40		
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13.	Gilbert Nyamndi	Bali council	74 97 71 23		
14.	Fih Paul Ngeh	FIDELIS	77 62 84 42		
15.	Nukanjam Innocent	Drivers' union	98 11 08 04		
16.	Veronica Fonyonga	PLWHA	77 42 33 01		
17.	Habiba Sodengi	Mbororos womens' group	75 10 32 82		
18.	Nana Nyikam Susan	Bawock womens' group	77 23 85 34		

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24.	Erica Manina Doh	BAWUFAG			
25.	Nahsang Andine	Piggery and poultry farming	77 64 65 21		
26.	Nahnyuma S. Ganyonga	Nted womens' group	77 12 54 40		
27.	Tengen Gladys	Unity is progress			
28.	Mary Nahbila	Young generation centre	77 86 62 18		
29.	Gwanfogbe Rudolf	BANDECA	77 85 23 45		
30.	Doh Francis	Bali council	77 87 99 19		
31.	Regina Fomunung	Bali Council	77 83 94 74		
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KUMBO



Project CMR/06/50NET: poverty reduction within communities vulnerable to child trafficking through the promotion of decent work in Cameroon
LED TRAINING OF LCC
07 – 09 JULY 2009
Kumbo, Cameroon
ATTENDANCE SHEET

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WUM



Project CMR/06/50NET: poverty reduction within communities vulnerable to child trafficking through the promotion of decent work in Cameroon

LED TRAINING OF LCC

04 – 06 AUGUST 2009

WUM, Cameroon

ATTENDANCE SHEET

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9.	Rebecca Zohzele	Mami pikin no dey sleep	75 35 30 44		
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ANNEXE 3: CONTENT OF THE VARIOUS MODULES

MODULE 1: Introduction to LED Approach

Objectives of the module:

- To define what is meant by Local Economic Development and Contrast it with other Development Approaches
- To present the core value of LED, most importantly the principles of Voice and Representation, Equality and Inclusiveness.
- To stress the key principles of the approach.

Duration: 90minutes

Content: Definition of LED, core values and principles of LED, Relevance of LED, LED as a viable tool, Advantages of LED, Conditions for success in LED

Tools:

- Flip chart,
- Zopp card,
- Kraft paper,
- Bold markers,
- Celotape

Expected results

- To define what is meant by Local Economic Development and Contrast it with other Development Approaches
- To present the core value of LED, most importantly the principles of Voice and Representation, Equality and Inclusiveness.
- To stress the key principles of the approach.

Documentation:

- Material from LED course in Italy and ILO
- Community action plan if it exists
- Socio economic assessment through traditional strategy of the community if it exists
- Material from LED course in ITC and ILO
- Diagnosis of the locality if it exists or concrete examples from the locality

Methodology:

- Participative approach
- Brainstorming
- Questions and answers
- Visualization
- Discussion
- Plenary session

Step 1: From brainstorming participants will have the opportunity to discover that LED elements and facts are near them. MESOPARTNER practical presentation of LED shall

be used and will be adapted to the local realities. Other common definitions of LED shall be given to participants by the facilitator.

Step 2: Cooperative core values and principles shall be used to facilitate the comprehension of participants on those of LED. Cooperative Credit union is found everywhere and almost every inhabitant is member.

Step3: Local examples, facts and impacts shall be used to illustrate the relevance of LED. For instance: what do we use to make our ridges during farming? Hoe. Can we use the very hoe to clear a forest and plan our crop? No. If our farm land environment has changed we must also change our tool to become effective. The socioeconomic environment has changed therefore the development strategy must also change to cope with the new environment.

Step4: The conditions of success of LED shall be designed on a one meter kraft paper and pasted on the wall after using it to draw the conclusion of the module.

DOCUMENTS FOR TRAINING

Seq 1: What is Local Economic Development

1.1: Brainstorming session with participants:

Example:

- Improve standard of living of the population of a locality
- Create decent jobs
- Integration of the local population in the development process (inclusiveness).
- Mobilization of local resources
- Create new markets

1.2: Local Economic Development by example:

The adapted design to be presented on the final version to replace MESOPARTNER'S

This is to be adapted to locality realities by using local examples. For instance:

- Farmers and small buyers, food processing like: Irish potatoes, beans, maize
- Small Industries, Wood work cluster like: Firewood industry, carpentry workshop, machinery workshop, roofing of houses, cutting from forest
- Some isolated Garmen producers like: "Jack of all trade, attaquant, Debrouillard".
- Local service providers like: whole sale trade, transport and internet services, health services, schools, mechanical / electrical workshop, hair dressing/ tailoring workshop
- Local consumer services like "by and sell", retailers
- Financial institutions like: Credit Unions, MC2 ...
- Market places like: Main market, cattle market....
- Training institutions like: COIC, technical schools, vocational trainings....

- Identification of potential value chain like: Potatoes value chain, maize, honey, wood, cattle...
- Local, Decentralized government like: Council, Government Services, Fons...

1.3. Definition of LED:

A broad set of activities which aim at creating a competitive advantage for our council area and the business in the council area in order to create income and jobs.

In other words: LED is

Activity by;

- Local Government
- Local business ventures/associations
- Local enterprises
- Other stakeholders (alone or in close collaboration)

Which;

- Remove bureaucratic obstacles for local business
- Tackle market failures
- Strengthen the competitiveness of the local enterprises
- Create a unique advantage for the locality and its enterprises

1.4: LED core values and principles

LED approach seeks to promote:

- An inclusive policy process
- Equality and representation for all local stakeholders
- Formal and informal opportunities for voice and social dialogue

A balanced development strategy with a strong focus on sustainable development and empowerment

1.5: ILO approach to LED

Promoting decent work at the local level through

- Focusing on the empowerment outcomes for women and men (more and better jobs for both)
- Strengthening the voice of the (small scale) private sector
- Involving the poor and bringing gains to them.

Seq 2: Relevance of LED

2.1: Objectives of the sequence:

To emphasize how globalization is changing the context in which traditional development strategies are implemented.

To show how traditional development policies are becoming less effective in this context.

To highlight the potential of Local Economic Development (LED) strategies in a changing world.

2.2: Factors changing the socio economic context of the world

2.2.1: Globalisation

- World trade multiplied by 10 since 1970
- Affecting high, low, and middle income countries
- Developing worlds share is now around 30% of total world trade.
- Exports of goods represent more than 20% of GDP in most developing countries
- Increasing sectoral shift in trade from agriculture to industry and services

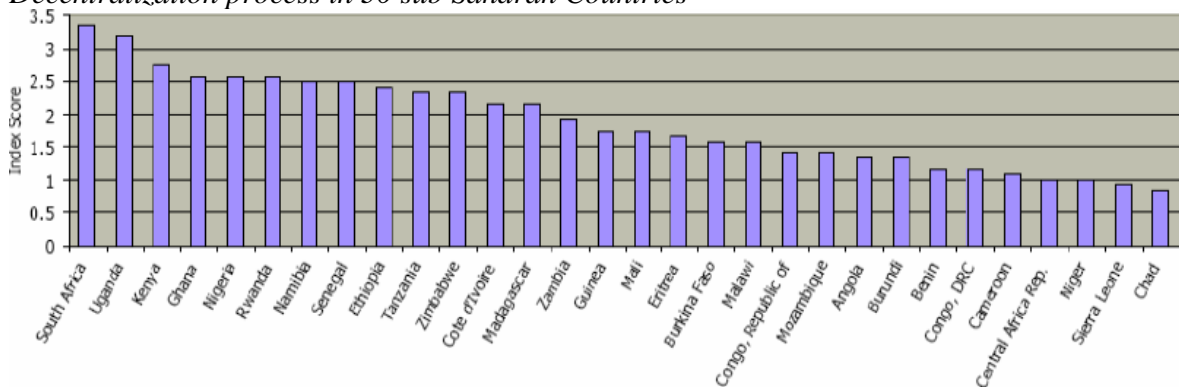
2.2.2: Urbanisation

- Massive rise of urban population
- Increasing concentration of urban population in small cities
- But problems of urban poverty and slumps are on the rise

2.2.3: Decentralization

- Increasing say over development strategies by regional and local government since 1970's
- This progress has been occurring all over the world
- Pronounced in Europe and Latin America
- Modest in Africa
- Greater protagonism of International Organizations and donors for developing world

Decentralization process in 30 sub Saharan Countries



0: No decentralization

4: Maximum decentralization

Source: Ndegwa 2002

2.2.4: Rise of inequalities

- Interpersonal inequalities
- Inequalities greater in low and middle income countries
- Rise in inequality evident in Urban setting
- Rural versus urban poverty accentuated in Sub Saharan Africa

2.2.5: Additional factors

- Rise of the informal economy
- Weak sectoral integration
- Reliance by households on multiple sources of livelihood to survive
- Insufficient government and fiscal capacity
- Weak civil society and governance structure

Emergence of a new territorial structure

- Nation/States struggling to cope with the changes
- Globalization affecting different sub national spaces in different ways

Big towns

- Large concentration of economic activities because of :
 - o Greater accessibility
 - o Greater economies of scale and scope
 - o Less capacity and constraints
 - o Greater capacity to compete in open markets
 - o Path dependency, linked to the concentration of economic and political powers
- But Associated with serious social problems such as:
 - o Social exclusion
 - o Proliferation of slums
 - o Vicious circles of poverty and informal economy

Intermediate towns

- Growing and attracting population from rural areas
- But, struggling to find market niches
- Often becoming independent on international aid

Rural towns

- Disadvantaged because of:
 1. Lower endogenous development potential
 2. Global restrictions to agricultural trade
 3. greater vitality in the price of raw materials
- Top down cannot work anymore there is need to provide suitable development strategies
- Ability of the nation/state to manage national economy

2.3 Globalization and development strategies

Traditional development strategies struggling in this heterogeneous context

2.3.1: Characteristics of traditional development strategies

- Sectoral instead of territorial
- Top-down instead of mixed or bottom-up
- Focus on Infrastructure and industry
- Financial support, incentives and subsidies as key elements of strategies (These elements are becoming too rigid for today's evolving context)

2.3.2: Problems of traditional strategies

5. Macroeconomic stability and sustainable growth strategies

Popular with some international organizations (IMF)

Needed in order to restore international confidence in a country's economy but often:

- Too rigid and distinct from the needs of individual citizens
 - Top down with little involvement from local micro economic agents
 - Problems of institutional adjustments
2. Top down sectoral strategies:
- o Generally based on infrastructure, development of industrial sectors and attraction of foreign direct investment
 - o Address key development bottlenecks in many areas but are:
 - Unbalanced and very populist
 - Generally only very relevant for the formal sector
 - Risky
3. Potential risk
- Quick opening of weak local markets to competition
 - Increasing dependence on external resources
 - subsidizing of uncompetitive firms
 - Brain drain
 - Increasing economic agglomeration and regional inequalities
4. Top down sectoral strategies (examples that have not worked)

Seq 3: LED as a viable tool

3.1: Objective of the sequence:

To demonstrate the effectiveness and the accuracy of LED.

3.2: Why LED:

- To reduce urban-rural differences
- To render more relevant global-local connection
- To make local government increasingly concerned with economic promotion and job creation
- To enable private sectors increasingly searching for market development support from Government
- To create a space for public-private dialogue to promote local economic development.

3.3: Why LED a viable tool:

LED can support territorial development in the context of globalization and localization since it has key principles:

- Territorial approach
- Integrated approach
- Focus on governance
- Emphases on sustainability and on generation of decent work.

Create opportunities to increase local economic potentials and sustainable employment, and decent work by devising locally tailored strategies in cooperation with local, regional, national and international actors.

Seq 4: Advantages of LED

4.1: Objective of the sequence:

To stress on the socioeconomic advantages of LED approach.

4.2: Advantages of LED

4.2.1: Economic advantages

- Embeds economic activities in a territory by making it more dependent on local economic conditions and advantages.
- Generates more sustainable development through making local firms more capable of withstanding changes in the global environment.
- Improves the quality of jobs through greater involvement of local stakeholders and the rooting of economic activity.

4.2.2: Social advantages

- LED generates dialogue and empowers local societies
- Involves local stakeholders in the planning and implementation of the economic development strategies
- Increases transparency and accountability by bringing government closer to the people.
- Contributes to stronger local civil society by providing opportunities for sharing ideas and influencing policy.

Seq 5: Conditions for success in LED

5.1: Objective of the sequence:

To stress the importance of the three conditions of success for LED: an enabling environment, a functioning local forum, a comprehensive strategy

5.2: An enabling environment

Actors outside the territory can help the process by:

- Creating an enabling policy and administrative environment
- Providing financial support
- Offering training and technical assistance
- Collecting and making available disaggregated data/statistics
- Supporting exchanges and knowledge management

5.3: A functioning local forum

- Inclusiveness and work-ability properly balanced
- Leadership is both stimulated and harnessed within proper checks and balances

- Government supports public-private dialogues and uses results for planning and implementation
- Association building is encouraged, especially amongst under-represented groups
- Local stakeholders are given adequate opportunity to develop capacities and skills

5.4: A comprehensive strategy

Good LED strategies consist of policies and programs to:

- Improve the competitiveness of local firms (enterprises)
- Attract inward investment
- Upgrade human capital, skills and the labor market
- Enhance local infrastructure

Intervention in any of these 4 pillars should be matched by sufficient capability in the other 3 if a policy is to be successful then a balanced approach is needed.

Chart: Conditions of success of LED:



MODULE 2: LED AND RURAL DEVELOPMENT: WHAT MATTERS (INTERACTIVE SESSION)

This session will begin by identifying people directly involved in LED in the community. The main group of people to work with shall include: The Mayor, a female leader, a banker and a worker. The tool to use for this exercise is called the LED CAFÉ. During this exercise, A story entitled the *stone soup* will be narrated to the participants (See annex 1). This story will relate to what participants will be expecting. Then simple questions that do not only directly address action, steps and problem solving but also incite the exploration of new solutions and possibilities, will be discussed.

Participants shall change tables after brainstorming on the questions assigned to them for a period that may last 15 minutes. Each participant carries his/her understanding of the matter or issue to the next round as an “ambassador of opinion”. One person remains at the table as a “host” and briefs new comers on the discussion held during the preceding round. The participants then continue to work on old and new questions until it is time to change table again and so on.

Ideas discussed are linked and connected as a result of the continuous rotation of groups and verbal exchange. Key ideas are shared by the whole group and may be recorded down on facilitation cards that may subsequently be taped on pin boards for further debate. Participants and host may make a story or they make graphic records by drawing the group’s ideas on flip charts using words and drawing it to illustrate the pattern and style of discussion.

The objective of this session is to achieve the following through the workshop:

- 1) Help participants define areas of cooperation and implement networking
- 2) Ensure that participants gain deeper LED knowledge using what is existing in their community
- 3) Motivate participants to undertake concrete LED activity.

During this session, two kinds of participant exist. Namely:

a) Hosts who :

- I) Remains at the table
- II) Synthesizes each question
- III) Brief new comers on the work already done
- IV) Present conclusion to the whole workshop.

b) Members who:

- i) Participate actively by sharing their experiences
- ii) Change place after each round of discussion

The LED CAFÉ is guided by the following rules:

- i) Contribute new ideas
- ii) Listen carefully
- iii) Link and connect ideas
- iv) Write, design and draw on paper.

Questions to be answered

How to implement LED in the region with our own means

Who should lead the LED process in our region?

How committed will I be for LED in my region?

Step by step programme for this session	
Estimated time	Activity
10 minutes	Welcome and opening Introductions of the activities Objective, and method Roles of the participants
15 minutes	LED expert introduces the sketch story teller. (<i>Stone soup</i>) after the narration, representatives of each group are introduced including their names, and the groups they represent.
15 minutes	First question: <i>How do you implement LED in your community using your own means?</i> . Each round of table discussions in assigned 10 minutes, the LED expert monitors the time.
15 minutes	LED expert instructs participants to change the table and introduces the second question <i>Who should lead the LED process in our community?</i> Expert uncovers the second question and explains it in her own words. (as done previously)
SHORT BREAK	
30 minutes	Presentation and discussion in plenary with each group presenting in seven minutes. This will be followed by comments and descriptions of actual LED experiences.
20 minutes	Questions by participants. Participant will have the chance to make remarks, express concerns and ask the LED specialist questions.

Motivating Questions

The success of the LED Café depends to a large extent on the questions launched for each table discussion round. Well-thought –out questions attract energy and attention, and help lead the Café debate which is organized in three stages:

- 1) How to do LED in the region with our own means
- 2) Who should lead the LED process in our region
- 3) Which commitment will I assume for LED in my region?

The first question is related to the *stone soup story* (see Annex 1)

This is a metaphor for “rural development potential”, a guiding concept in the modern understanding of LED. At the same time this question leads the debate towards the participants’ own experience and thus establishes connection with their own knowledge. This is useful to encourage participants to come up with their own examples so as to move away from the abstract.

The second question introduces local government. The question leads to positions being taken and helps to define each participant’s role in the LED initiative. Ultimately, it is a shared leadership situation where the public sector establishes relationship with the private sector.

The third question leads the debate towards action and encourages participants to work together thereby establishing LED networks.

. TRAINING APPROACH AND METHODOLOGY

Training Approach and methodology

Participatory

Thought- provoking plenaries

Break out sessions and development of strategies

Group work to design a concrete action plan on different LED activities

Supply List

For a workshop with 35 people, we need:

- 1) Participants hand out on the topic LED and Rural development: What matters.
- 2) Projector
- 3) Laptop
- 4) 6 tables for an average of six participants per table
- 5) 6 menu for each table describing rules and roles
- 6) 24 flip chart papers, 2 per table
- 7) Black, blue, red and green black markers (6 each)
- 8) Pins for pin board
- 9) Roll of transparent tape
- 10) Flip charts
- 11) Scissors and cutters

12) Cardboard papers/ mesocards

13) Pin board and pins

OUTCOMES

1. Participants gain deeper knowledge on how to use existing resources in their community.
2. Participants equipped with skills on how to take concrete action in LED process
3. Participants ready to work in collaboration and exploit networking skills to improve o their standard of living

Annex 1 **The stone soup**

“One of the key ideas of LED is that everybody has something to contribute and something great and significant can result from the bits and pieces contributed”

Once upon a time, a wise traveler in his wondering came upon a very poor village and feeling very hungry, he asked if they could spare some food for a tired man and the first host rejected his demand. A short distance down the narrow road, he saw a small shop and a little man standing in front and after asking for food, the shop keeper said, he could barely feed his family. Thus the traveler continued his way until he arrived at a farm on the outskirts of the village. He asks the worker in the farm if he could have something to eat. And the answer was “not only from people who were so obviously poor”.

Disappointed, the traveler returned to the hill. That night as he lay cold and hungry, he decided what he would do as soon as a new day dawned. He called a lady and told her that it was in a village like this that he found his magical stones to cook the stone soup. “It is a magical recipe that a sorcerer taught me many years ago”. It is not an ordinary stone but this recipe will make a soup to feed the whole village. Intrigued, the shop keeper called many hungry villagers and pointed at some very beautiful stones near the brook. Then let’s go see! Said the traveler. All the villagers around followed him to the stream where he carefully examined some 20 – 30 stones. He picked them up, looked at them thoroughly and threw them back. He lifted a perfectly round, reddish pebble and smiled “This is perfect” he said. A murmur arose in the crowd. Their excitement could be felt in the air, because all of them, steeped as they were in their own individual poverty, were truly hungry. He gathered few more red pebbles dancing while picking them.

He then returned to the crowd and asked “who has a big pot”. A lady offered one. “Now we need wood to make fire” the village carpenter said he had some wood and went off to get them. The pot full of fresh water, the traveler took out the few red pebbles and threw them – plop- plop – plop into the boiling water. Then he took the huge wooden ladle and began to stir the broth while he hummed a traditional song.

After some ten minutes, the crown grew restless. Noticing this he stood up, stirred the pot again, brought the ladle to his lips and took a sip of the stone soup. One of them among the crowd, a voice asked “is the soup ready to eat? He smiled and said, it is good,

very good but with a pinch of salt, it would be perfect. The shop keeper said he had a pinch of salt and pepper too and off he ran to bring them. After a few minutes he tasted the soup and smiled broadly again. Very good but what is lacking should be a couple of carrots to make it more tasteful. The farmer's wife said that she had some, ran to the farm to fetch them. Looking very pleased he said this is the best soup in the world. But if we had some tiny pieces of lamb ah! This soup will be fit for a king. One farmer said "just this morning I killed one of the lost sheep", very good he brought it.

And so they went on, until all the villagers had contributed a little bit of some item or other of bread, and even an inn keeper contributed a key of wine for feasting. On that wondrous night, the people in that village ate in their hearts' content and, for the first time in a long time. They slept ever so soundly.

The following day, the traveler left the village to pursue his journey. The villagers thanked him and as a token of gratitude, he told the inn keeper that "you can have a feast like this anytime you want, you just have to follow my recipe to the letter and everybody must add just a little bit to give it a perfect flavor.

MODULE 3: How to plan and implement LED strategies

Objectives of the module:

- To create an understanding of how the LED strategy planning process works
- To identify the key phases in the process
- To introduce the main tools that can be used to plan, implement and monitor the LED process
- To view in practice the case of a council

DURATION: 210 minutes

CONTENT: Territorial diagnosis and institutional mapping, sensitizing, creating or promoting a local forum, designing a LED strategy, coordinating/creating implementation, evaluating and monitoring activities.

TOOLS:

List of various economic actors in the community

- Flip chart
- Zopp card
- Kraft paper
- Bold markers
- Various examples from the community
- Community action plan drawn with the traditional strategy if it exists
- Design of the conditions of success of LED

EXPECTED RESULTS

- Participants know key phases in the LED process and understand how LED strategy planning process works.
- Participants understand and can use two main tools for planning, implementation and monitoring of LED process.
- Participants can read critically a strategic plan and say with confidence if it was done through LED approach or other approach.

DOCUMENTATION:

- Material from LED course in Italy and ILO
- Community action plan if it exists
- Socio economic assessment through traditional strategy of the community if it exists

METHODOLOGY:

- Participative approach
- Brainstorming
- Plenary session
- Case study
- Testimonies
- Questions and answers
- Visualisation
- Exchange of experiences

This session is animated in plenary session but using a lot of local example, case studies, testimonies to permit participants interiorize what they are learning.

TRAINING DOCUMENTS

Seq 1: Territorial diagnosis and institutional mapping

1.1: Objectives of the sequence

The objective is to acquire knowledge about the local economy and its resources

1.2: Phase 1: TERRITORIAL DIAGNOSIS

- Territorial diagnosis ensures a demand-driven development and the use of local resources
- The objective is to acquire knowledge about the local economy and its resources through:
 - Preliminary analysis of socio economic and political data through statistics and surveys
 - Institutional mapping of the existence, objective and activities of local stakeholder organizations and the dynamics among them.

INFORMATION THAT IS NEEDED

General data at the most disaggregated level possible concerning:

- The territorial and political environment
- The legal and regulatory framework
- On going and panned initiatives
- Key statistical information

NB: It is important to involve local researchers and local actors to

- ✓ Gain knowledge of local conditions and dynamics among stakeholders
- ✓ Insure local ownership and approval from the wider community

seq 2: sensitizing

Objectives:

- Increase awareness of the LED initiatives
- Generate social dialogue
- Stimulate involvement and commitment to LED among local and regional stakeholders
- Assign development ownership to the local stakeholders

Seq 3: Promoting a local forum

3.1: Objectives

- To bring together local stakeholders and funding agencies
- To facilitate exchange of ideas among stakeholders not normally in contact with one another
- To develop a better understanding of the major issues in the locality

3.2: Roles and advantages of local forum:

- The sensitizing phase creates or promotes a local forum. This forum
 - Is composed of the most important local stakeholders
 - Foster coordination and cooperation
 - Contribute to local knowledge sharing
- Exchange of ideas through local forums foster innovation, facilitates the coordination of local resources and increase transparency.

Practically local forum:

- Bring together stakeholders and funding agencies
- Facilitate exchange of ideas among stakeholders not normally in contact with one another
- Develop a better understanding of the major issues in this locality

Stakeholders come together in a LED seminar consisting of:

- Presentation of the LED approach

Working group discussing the various aspects of the LED approach in the local context

Seq4: Designing a led strategy

4.1: Objectives of the sequence:

To empower Local forum members to develop a local vision, objectives and targets and LED policies for the locality.

4.2: Preamble

- ✓ The forum define a LED strategy to address problem and need to the local economy comprising of:
 - ✚ A local vision
 - ✚ Objective and targets
 - ✚ LED practices
- ✓ many tools can be use to facilitate this phase like the SWOT Matrix and “Bases and risks of LED” framework

4.3: SWOT MATRIX

4.3.1: Definition:

- SWOT stand for local strengths weaknesses and external opportunity and treats
- Local forums can performed a SWOT analysis based on the data from the territorial diagnosis phase.
- The SWOT analysis consist of three parts:
 - Listing main local strengths and weaknesses.
 - Listing main external opportunities and threats
 - Choosing one or several LED strategies to deal with the identified strengths and weaknesses and opportunities and threats

Local strengths & weaknesses

- This part of SWOT analysis looks at the internal conditions within the locality
- Strengths:
Why would firm or resident locate here rather than in the competitive locality? Which local features increase the quality of life of residents and encourage business success?
- Weaknesses:
Why would firm or residents prefer to locate in the competing locality? Which local feature decreases the quality of the life of residents and hinders business success?

External opportunities and threats

- This part of the SWOT analysis looks at the external factor factors that impacts upon the locality to foster growth and decent work
- Opportunities:
What opportunities do the current Socio-Political and Economic environment going for your locality?
- Threats:
Which external factors are limiting the ability of your locality to foster growth and employment?

4.3.2: LED SWOT matrix

	STRENGTHS	WEAKNESSES
OPPORTUNITIES	Maxi-maxi LED Strategy: Developing a locality's strengths to take advantage of attractive opportunities	Min-min LED Strategy: Addressing internal weaknesses to take advantage of attractive opportunities

THREATS

Maxi-mini LED Strategy:

Using a locality strengths to cope with or avoid current threats

Mini-mini LED Strategy:

Minimizing the effects of internal weaknesses and external threats

4.3.3: SWOT Analysis of KUMBO Council for example

STRENGTHS

- Availability of best medical facilities in the region.
- Various types of medical training center
- Availability of communication networks
- Presence of banking and financial institutions good market with well built structures(Tobin Market)
- Goods transportation services
- Existence of a participatory strategic plan
- Enough land
- New road equipment
- New programmes and projects in the area (OLAMCAM), SIDACOOOP, TC-RAM
- Potential to develop hydro electricity power supply locally in the village of KINGOMEN and KIKO.

WEAKNESSES

- Transportation: poor road network, poor utilization of the new motor park of Tobin
- Problems face by farmers:
 - Farm to market road bad
 - Lack of inputs (chemical, fertilizers)
 - High post harvest loss
 - Insufficient capacity to search for new market to sell their products
- Electricity problem:
 - Frequent outage, high bills and bottles necks during connection or extension
- Farmer grassier problems
- Reduced council revenue

4.4: BASES AND RISK OF LED FRAMEWORK

4.4.1: Preamble:

- A LED Strategy usually consists to policies to
 - Improve the competitiveness of local firms
 - Attract inward investment
 - Upgrade human capital and labor skills
 - Enhance local infrastructures
- Intervention in any of these four axes should be matched by sufficient capability in the order 3 in the policy is to have the desire effect.

Seq 5: Implementation

5.1: Objectives:

Participants to understand how to use more effectively local resources
Participants to be introduced democratic methods of territorial management
Participants to learn how to put in place mechanisms for social dialogue and participation.

5.2. Preamble:

- The LED strategy foresees the implementing institutions and their budget and responsibilities
- If possible, existing resources and structure should be used to avoid duplication and over-lapping of policies and measures
- Where adequate implementing structures are lacking the creation of new ones might be considered

5.3: IMPLEMENTING LED

- Where possible local institutions are used – in KUMBO they are: Council, Berekids, and Shumas...
- Local economic development agency (LEDA) can also be create to support implementation
- In Monica province where LEDA was use the local forum perceive this LEDA would:
 - Facilitate a more effective use of local resources
 - Introduce democratic methods of territorial management
 - Create mechanism for social dialogue and participation.

Seq 6: Evaluation and monitoring activities

6.1: objective:

Participants to learn how to periodically assess the progress of the LED strategy

6.2: Preamble

- A monitoring and evaluation system enable local stakeholders to learn to the past experiences
- Monitoring is the continuous assessment of achievement
- Evaluation is a periodic assessment of the relevance, performance, efficiency and the impact of the LED strategy.

6.3: FEATURES OF EVALUATION AND MONITORING

Elevation and monitoring consist of

- Process review, examining implementation quality
- Outcomes review program results

- Are based on indicators of:
 - Inputs (financial and physical resources used)
 - Outputs (goods and services generate with the inputs)
 - Outcomes (use of and satisfaction with outputs)
 - Impact (ultimate effects of the LED Strategy on economic growth, decent work opportunities and social conditions)

6.4: EVALUATION OF A LOCAL DEVELOPMENT PLAN OF A COUNCIL CAN BE USED AS EXAMPLE

- Evaluation for the financial infrastructure program that include:
 - Input measures such as the cost of supplying credit and recovering rate
 - Output measures such as the demand types of loans offered
 - Output measures such as the demand for and number of credit disbursed
 - Impact measures such the number of new enterprises created and job generated

MODULE 4: Topic LED tools and methodology

The objective of this module is to initiate an action-oriented approach of LED

- Identify myths about the local economy
- Initiate learning by doing
- Motivate for further action

Programme of the day

- Recap of day 2
- Presentation of programme for day 3.
 - I) Rural area and their importance
 - II) Differences of rural realities
 - III) Identification of characteristics of different rural realities
 - IV) Initiate concrete actions

TRAINING APPROACH AND METHODOLOGY

Training Approach and methodology

Participatory

Thought- provoking plenaries

Break out sessions and development of strategies

Group work to exchange experiences on the ways in which LED could be practiced in the various communities

shall receive a mesocard and write at most three words on the importance of the rural area in their lives. Cards shall then be put up on the board and then grouped into roots and work. Examples of the different issues to be highlighted grouped into the two main topics:

Origin

- 1) Enjoy nature
- 2) Eat good food and meet family members
- 3) Preserve m tradition
- 4) Nice place for weekend
- 5) Peaceful and natural
- 6) Hospitable
- 7) Source of wisdom

Work related

Provide agricultural products

Improve infrastructure

Natural scenery for tourism

This activity is meant to prepare participants in order to be ready for the second activity.

Activity 2

What are the differences of rural realities? Possible answers

- Geographic differences
- Cultural/religious differences
- Distribution of wealth
- Level of development
- Population
- Economic activities
- Natural resources
- Accessibility and infrastructure
- Gender problem
- Social awareness
- Different historical background

Activity 3

Expert introduces activity 3 with an explanatory background of LED intervention strategies based in different settings.

Explanation of the activity

We tend to assume that LED is more or less the same across countries and locations. Sure, there are some differences with respect to level of development, and the approach to LED will reflect that in one way or another. Fundamentally, though, some people would argue that every place needs a strategic plan, and others would argue that every plan needs a nice pragmatic participatory process. Here, the suggestion is that we should consider a more general typology of locations and employ sustainable different approaches for different types of locations. Regarding typography, ILO is suggesting that it can be organized around two key factors: Growth versus stagnation or decline and strong structures versus weak structures

	Strong structure		
Stagnating or decline	4	1	growing
	3	2	
	Weak structures		

- 1) A growing economy with strong structures has a long tradition of successful economic development. The local economy is dynamic driven by competitive companies. The capital cities and some regional capital cities fit into this quadrant. Business can also rely on solid infrastructure and good factor conditions.
- 2) A growing economy with weak structure is still in the early phase of its growth process. T may for instance be driven by an emerging cluster which is the result of innovative entrepreneurship and localized imitation. Yet the infrastructure is not yet developed and factor conditions are deficient.

- 3) A stagnating with weak structure is something that e often find in rural and peripheral regions. There are only limited local production activities, including subsistence agriculture and the main source of income are remittance and government transfer.
- 4) A stagnating or declining economy with strong structures is suffering from the structural decline of the main local industries. Be it because of resources such as mineral deposit is running out, may be the local cluster has lost its competitive edge vis a vis domestic or foreign competitors (or may be it never had one and is now falling apart after the boarders have been opened for foreign competitors

So, the intervention approach in one and two is different from that of three and four. In one and two, it may need to identify specific opportunities or bottlenecks and address them. Type three and four economies are fundamentally unwell. The objective here cannot be to grease a machine so that it can run at a quicker pace, rather, it challenge is to initiate a process that leads to a change of direction in the territorial economy.

Expert will create four squares using transparent tape, numbered 1-4. Participants will be asked to move to the square that best describes their local community.

	Strong structure		
Stagnating or decline	4	1	Growing/emerging
	3	2 2	
	Weak structures		

Participants will be asked to outline issues in their local communities based on the following topics:

Natural Resources – given existing advantages

Generic activities- Dynamic activities that you can find in many neighboring areas

Unique economic advantage- Very interactive activity that you cannot find in many other areas.

Given that the three communities to train has the characteristics of declining or emerging weak and strong rural areas, common characteristics of these areas will be highlighted. The opinion of the participants will be elicited before a projection of what is initially prepared by the expert.

Common characteristics of a declining rural area;

- i) Lack of cooperation from communities
- ii) Limited access to finance
- iii) Unavailability of meaningful business services
- iv) Lack of trust between public and private sector
- v) Perception that development is a responsibility of the state
- vi) Weak business linkage

Characteristics of an emerging rural areas with weak institutions:

Lack of innovation

Fear of taking risk

Skeptical about new markets

Lack of business support policies

Lack of knowledge to provide quality goods

Inadequate skilled labour.

Abundant natural resources

More economic potentials

Lack of market information

These characteristics will equip the participants with the tools that they need in order to design projects for concrete action.

Activity 4: Identify three concrete initiatives that are:

- a) Are realistic with local resources
- b) Implementable directly
- c) Implementable within three months

Thinking out of the box

10 minutes

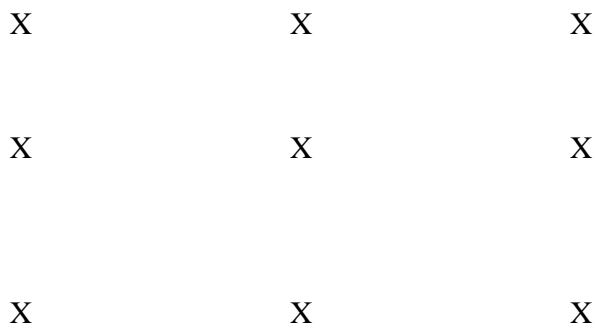
The aim of this activity is to introduce the notion of going beyond established practices and normal ways of doing things.

LED expert puts up nine points on the board arranged vertically, horizontally and diagonally

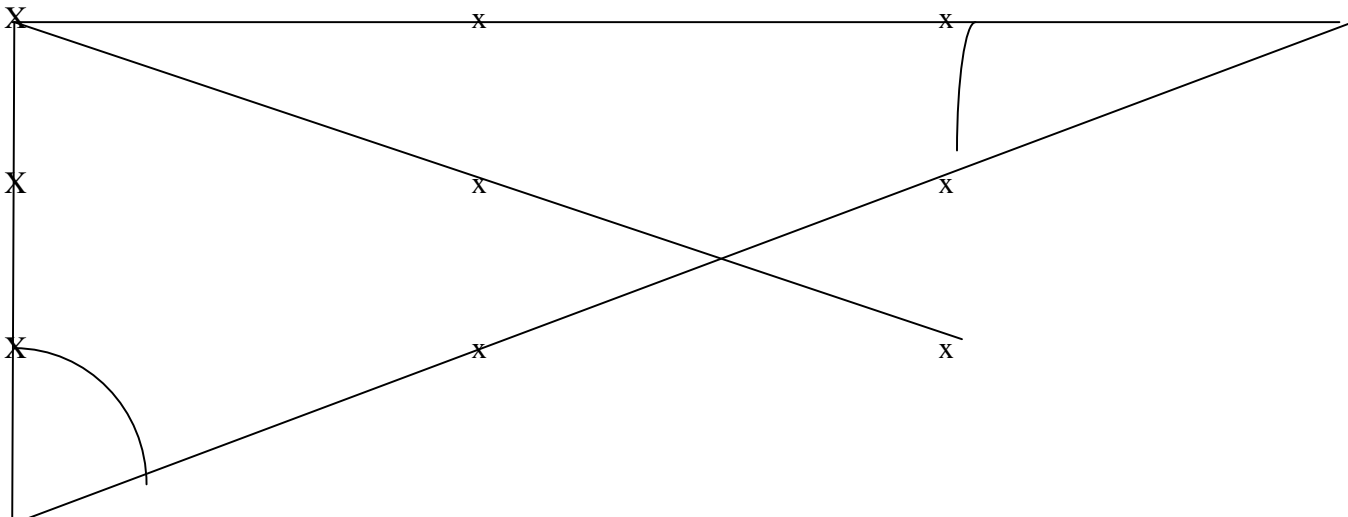
Participants are asked to link all the points using four lines continuously without taking up their hands.

Participants are encouraged to work individually but to ask any questions to the expert. They are given five minutes to complete the exercise.

If anyone does it successfully, he/she explains the process to the others and how relevant it is to the LED initiative. If no one is able to, the expert completes the exercise.



nine points Linked



During the concrete action phase, participants will have to come up with their suggestions for the LED expert and other participants to add their own ideas to it. The main point is not to overwhelm the participants with a multitude of proposals but to cut them down to those that fit the three criteria.

1) Can it be done with local resources:

- Local resources could be skills, time, money. It is worth mentioning here that initial action should not depend on external skills or funds.
- Task should not be delegated to actors/agencies who were not involved in the exercise.

2) Can it be implemented quickly?

- Is it possible to plan this activity immediately like next week?
- Can the implementation be done in a few weeks time?
The time is to enable participants to avoid proposals that require extensive lobbying before anything practical can happen

3) Can it achieve a visible result within say three months?

What is a visible result?

- Optimal case: An opportunity has been realized or a problem has been solved
- Good case: There is noticeable progress. For example, concrete meetings have been held, implementation is visibly taking place, a weekly or a monthly column in the local newspaper.

Why the three criteria

Local stake holders like to prioritize issues that they cannot do anything about. For example, tax system, labour legislation, advocacy etc

Local stake holders like to prioritize activities that are completely unrealistic. Eg research institute, international airport etc.

There is therefore a need for a simple non offensive elegant method to eliminate unrealistic proposals. The three criteria achieve this.

Planning a concrete action maybe guided by the following points

- 1) What exactly do we mean with this proposal
- 2) Who is taking responsibilities for implementation
- 3) Who has to collaborate with the implementation
- 4) What are the resources that we need for implementation
- 5) When do we start

Step by step programme for this module	
Estimated time	Activity
10 minutes	Recap of day 2: Presentation of the programme for day 3 Objective,
10 minutes	Rural area and their importance. Mesocards shared to participants to write at most three words on the importance of rural areas in their lives. Paste on the board and grouped under topics like Work and Roots.
10 minutes	Expert introduces activity three by with an explanatory note of LED intervention strategies based in different settings. Illustrations using diagrams displayed in four major areas: strong, growing, weak and stagnating structures.
10 minutes	With illustrations, expert designs four squares on the floor and ask participants to move the square where they think best suit their context. While in the squares, they

	will have to say why they selected that area. Characteristic of declining and emerging rural areas will be presented on the board
SHORT BREAK	
45 minutes	Group work: Participants will be asked to outline issues in their local communities based on the following topics <i>Natural resources</i> - given existing advantages, <i>Generic activities</i> : dynamic activities that could be found in any neighboring area. <i>Unique economic advantage</i> : Very interactive actions that cannot be found in many other areas Presentation of the outcome from each group
45 minutes	An exercise entitled <i>thinking out of the box</i> will be presented to orientate participants to think of new ideas and not existing ones. Identify 3 concrete initiatives that are <ol style="list-style-type: none"> 1) Realistic with local resources 2) Implementable directly 3) Implementable within three months Reasons for three options and guiding points on planning concrete actions will be explained.
45 minutes	Presentations of the action plan by participants with input from LED expert and other participants to add their own ideas.

Supply List

For a workshop with 35 people, we need:

- 1) Projector
- 2) Laptop
- 3) tables for an average of six participants per table
- 4) menu for each table describing rules and roles
- 5) flip chart papers, 2 per table
- 6) Black, blue, red and green black markers (6 each)
- 7) Pins for pin board
- 8) Roll of transparent tape
- 9) Flip charts
- 10) Scissors and cutters
- 11) Cardboard papers/ mesocards

OUTCOMES

Stronger creative and innovation action plan taken

Momentum for action

Greater understanding on intervention strategies in the various communities.

Good knowledge of tools on how to exploit the natural, generic and unique economic advantage of the community.

MODULE 5: Gender equality and gender mainstreaming through local economic development strategy:

Objectives of the module:

- To understand why gender equality should be pursued at the local level
- To be aware of the barriers to women's participation that can be encountered
- To identify strategies for integrating gender concerns throughout the LED process.

DURATION: 180minutes

CONTENT: The case of gender and mainstreaming some findings, Key concepts, potential role of women in the local economy, barriers to participation in local economic development, engendering local economic strategies

TOOLS:

Image of the bird

- Flip chart
- Zoop card
- kraft paper
- Bold markers
- Various examples from the community
- Community action plan
- Design of the conditions of success of LED

EXPECTED RESULTS

- Participants understand key gender concepts
- Participants realize the importance of women for the socioeconomic growth
- Participants know all the barriers encounter by women as far as participation in local development is concerned
- Participants interiorize and point out local strategies to integrate gender throughout the LED process.

DOCUMENTATION:

- Material from LED course in Italy and ILO
- Gender diagnosis of the locality if it exists or concrete examples of gender bias practices from the locality

METHODOLOGY:

- Participative approach
- Brainstorming
- Group work
- Questions and answers
- Visualization
- Discussion
- Testimonies
- Plenary

Step1: After the presentation and validation of the objectives and content of the module to the participants, the facilitator will use the image of a flying bird to introduce the concept of gender. In fact the bird is designed on a one meter Kraft paper. The bird is flying very high in the sky with her two wings. The following questions are asked by the facilitator:

- What is this design? Response: A bird
- What is it doing? Response: It is flying
- Can we exchange the right wing and the left wing? Response: No each wing plays its role and they are equal to permit the bird to fly higher.
- Lets assume that this bird represent developpement. What represent the wings? Response: A man and a woman.
- Can development prosper if man alone plays its responsibility and woman left aside? Answer no. ... This image restores the wrong perception of gender in general by men due to the wrong introduction of gender concept in Africa in general and in Cameroon in particular.

At the end of the session the facilitator will ask to or three participants what is their feeling. He will note on zopp card and paste on the board with no comment. He will refer on those feelings only at the end of the session on the key concepts. Then the facilitator continues with statistics and findings showing the important role that woman can play if given the chance.

Step2: Key concepts are preferably done in sub groups and one key concept is allocated to each sub group to debate and define as they understand. Presentation is done in plenary

by each group. Then the facilitator then clarifies all misunderstanding and distributes to participants generally accepted definitions.

Step3: During a brainstorming session, facilitator will gather from the participants typical barriers to participation through zopp card and paste on the board. He will complete the list with other barriers not identified by the participants.

Step 4: Through an exposé rich of local examples, facts and findings, the facilitator will animate this very important session using the chart of LED process cycle, the chart of Conditions of success, a budget of a local development plan of a Council. These tools will be referred to and illustrated by many examples to highlight gender bias on the different step of LED process.

Step 5: It is important to use an existing strategic plan of a locality to apply the learning. The facilitator presents the plan and asks participants to view with gender lenses and LED approach spirit.

TRAINING DOCUMENTS

6.1.3: Gender in image



This bird is flying very high up with to equal wings. It can be compare with the developpement growth through equality between man an women representing the two wings.

6.2: The case of gender and mainstreaming some findings

6.2.1: Objective of the sequence:

To show the impact of gender equality on socioeconomic growth

6.2.2: Some findings:

Some statistics:

- Some statistics from Global employment trends for women, ILO
 - Labour force participation rate in the world(%)2008
 1. Total: 65,1%
 2. Male : 77,5%
 3. Female: 52,6%
 - Employment rate in the world (%)
 1. Total: 6, 0%
 2. Male: 5, 9%
 3. Female: 6,3%

Sectoral share in employment (%) World 2008

	Agriculture	Industry	Services
Total	33.5	23.2	43.3
Male	32.2	26.6	41.2
Female	34.5	18.3	46.3

Gender equality: Performance

Catalyst study: Analyse 5 years of data for 353 companies in order to determine whether there is a link between gender diversity and cooperate financial performance

Findings: “companies with the highest representation of women in their top management teams experienced better financial performance than companies with the lowest women’s representation.

Gender equality: Organisational excellence

Mckensey study “Women Matter” 2007: Measure of the organizational excellence of a company against 9 criteria:

- Leadership- Direction- Accountability- coordination and control- Innovation- Work environment and Values

Findings:

“Companies with three or more women in serious management functions score more highly, on coverage for each organizational criteria than companies with no women at the top.”

Gender equality: Market and productive potential

Financial Time 2008 says:

“Women have become probably the greatest neglected resources in the business, both in their market potential as consumers and their productive potential as employees it is fundamental weakness of business models that were designed for a male dominated world... We need revolution thinking.

The business case for gender engine of growth

Willey and Sons 2008

“Women are one of the three emerging forces shaping the 21st century. The three “Ws” Weather, Women, and the Web... will be the main engines of growth of the future”

6.3: Key concepts

6.3.1: Equality and equity

EQUALITY

Both men and women are free to develop their personal abilities and make choices without the limitations set by the stereotypes, rigid gender roles and prejudices

EQUITY

- Means fairness of the treatment for men and women according to their respective needs

- This may include equal treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

It does not mean that women and men have to become the same but that their rights, responsibilities and opportunities will not depend on whether they are born male or female

-Equity is a means; equality is a goal

6.3.2: Gender and sex

GENDER

Socially constructed determine what is considered appropriate for men and women
Differences and relations between woman and man that are learned

Changeable over time

Changes in space (between societies and cultures)

Context- specific and can be modified

Other variables such as ethnicity, caste, class, age, and ability

SEX

- Biological differences between woman and man are universal

Determine at birth for example: Only women can give birth

6.3.4: Gender roles

- They are learned behaviors in a given society, community or social group in which people are conditioned to perceive activities tasks and responsibilities as females
- These perceptions are affected by age, caste, race, ethnicity, culture, religion or other ideologies and by the geographical, economical and political environment.

6.3.5: Productive and reproductive roles

- Productive roles refer to income generating work undertaken by either men or women to produce goods and services, as well as the processing of primary products that generate an income.
- Reproductive roles refer to child bearing and the different activities carried out in what is called today the care economy the many hours spent caring for fuel and water collection, food preparation, child care education and health care for the elderly, which for the most part remain unpaid.

6.3.6: Sex segregation

- Women and men are concentrated in different types of jobs and at different levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men, and the lower grade of work (vertical segregation)

The causes are usually to be found in practices based on stereotypes and prejudices concerning the roles of women and men in society

6.3.7. Gender mainstreaming

- Gender mainstreaming is a strategy or process that aims at achieving gender quality. It means on the one hand that policies, program and institutional structures are in place to redress existing, inequalities and to preserve equality between women and men; on the other hand. That measure to address the needs and priorities of men and women either separately or together are adopted.
- A participatory approach such as LED requires not only a balance representation of women and men participating in the process, but the creation of conditions in which opinions of all participants are freely voiced and defended.

6.3.8. Gender budgeting

Budgets are effective tools for promoting gender equality. Rather than having a specific provision in the budget of the local authority for a program for women and girls, gender budgeting implies that in drawing up the whole budget, resources are allocated on the basis of the analysis done on the practical need and strategic interests of women and men and the demands expressed by the representative.

Seq 3: Potential role of women in the local economy

ROLE	GENDER ISSUES	SCOPE OF ACTION
Citizen	Voice on the capacity to fight election	Organization of interest groups, Cooperative association, Support groups
Elected representative	<ul style="list-style-type: none">- Capacity to fight election- Ability to negotiate conflicting interests- Decent work deficits- Work family balance	<ul style="list-style-type: none">- Reservation for women- Selection and training of women- Improve job quality for all- Care facilities, flexible

Entrepreneur	- Access and control over	- working homes
	- Access to finance	- Gender sensitive value chain analysis
		- Building the capacities of small business associations
		- Support programme
Unpaid worker	- Sharing of reproductive and house hold tasks	- Time off parental responsibilities
	- Invisibility of unpaid work	- Estimate value

Seq 4: Barriers to participation to local economic development

4.1: Objective of the sequence:

Be aware of the barriers to women's participation in LED

To reflect on strategies to overcome them

4.2: Typical barriers to participation

- Lack of representative in decision making structure.
- Fewer opportunities for education
- Resulting in among other limited access to information, cultural beliefs
- Skills development limited certain occupations and positions
- Segregation in occupation that carry low status and undermine self – confidence
- Poor infrastructures services and the opportunity cost associated to it.

4.3: Barriers to participation in led conditions

- Multitasking that leaves almost no free time or energy for participation in public affairs
- Restitution on access to finance due to lack of collateral record of previous business success or high interest rates
- Inadequate or inaccessible business development services
- Cultural constrains and mobility of women
- Scarce job opportunities and local level causing brain drain or distress, migration and vulnerability to trafficking, forced labor or prostitution.

Seq 5: Engendering local economic strategies

5.1: Objectives:

To understand How to render local economic development strategies and implementation structures gender responsive.

5.2: When and how to mainstream gender in the LED process

- Start up activities and consensus building (sensitization)
 - Ensure that women and their interests are respected in the core group of stakeholders
 - Identify barriers to women's participation in Economic Development.
- Territorial diagnosis and institutional mapping:
 - Data desegregation by sex
 - Analysis is of gender, roles perspectives and needs
 - Analyses of access to and control of resources and benefits
- Promotion of local forum
 - Women's representation in the forum should be as proportionate as possible.
 - But... having women in the forum is not enough. Awareness raising of gender equality will be needed along with encouraging participation
- LED strategy planning

Questions to ask:

- Does the LED strategy have stated gender equality goals, objectives and outcomes
- Do the planning activities match the gender issues and gender equality goals identified in the territorial assessment?
- Are women and girls among the direct and indirect beneficiaries of the plan?
- In the long run will the plan have negative or positive impact on women's socio-economic status and empowerment?
- Are the strategies budget allocations sufficient for gender equality promotion?
- Does the implementation agency have the expertise to promote gender equality and women's empowerment? If not, which are their concrete training needs?
- Does the strategy build on the initiatives of other organizations in the locality

Typical measures to correct gender imbalance include:

- Promote the employability of women through skill training and upgrading and access to employability services
- Provide incentives to employers to recruit qualified men and women into variety of occupations and not only the low and ones.
- Ensure decent working conditions for both women and men
- Help women retain decent jobs through flexible schedules
- Support entrepreneurship in sectors that have potentials for growth with a view to improve competitiveness
- Support the access of women to decision making bodies

Seq 6: Monitoring and evaluation

6.1: Objective:

To be able to monitor and evaluate activities and strategies of local development with gender lenses.

6.2: Questions to be asked

- Does the strategy include targets and indicators to measure gender equality outcomes? Do indicators of progress measure gender differences in outputs and outcomes.
- How do budget allocations impact on the distribution of benefits between women and men?
- What improvements do women see on their living conditions and status as a result of the LED process?
- Has the capacity of the implement gender mainstreaming been increased?
- Is the monitoring system equipped to collect and record sex-disaggregated data concerning participation, awareness, access to and control over resources?
- Are women and men both partners and beneficiaries of the LED (process) strategy?
- Are women and men being consulted as part of the monitoring and evaluation process?
- Have both had the opportunity to express their opinions on the impact of the project?
- It is important to use an existing strategic plan of a locality to apply the learning. The facilitator presents the plan and asks participants to view with gender lenses and LED approach spirit.

SUMMARY STRATEGIC PLAN (DRAFT) BALI

Number	STRATEGIC OPTIONS	TOTAL RESSOURCES REQUIRED	INTERNAL	EXTERNAL
1	Diversify and increase sources of Council Revenue	144.000.000	21.400.000	123.500.000
2	Improve road network maintenance	61.000.000	7.000.000	54.000.000
3	Improve on electricity supply	300.000.000	30.000.000	270.000.000
4	Improve on potable water supply	361.000.000	37.000.000	324.000.000
5	Improve on the environment and soil fertility	7.700.000	3.700.000	4.000.000
6	Improve on food/Live stock production Processing conservation techniques	101.500.000	14.500.000	87.000.000
7	Discourage negative traditional practices against women	750.000	450.000	300.000

8	Promote female entrepreneurship and education	18.000.000	4.000.000	14.000.000
9	Discourage early marriages of the girl child in MBORORO communities	3.200.000	1.200.000	2.000.000
10	Sensitize and organize HIV free screening exercise in the municipality	12.000.000	5.450.000	6.550.000
11	Carry out lobbying and advocacy for the creation of technical/vocation school	11.500.000	8.500.000	3.000.000
12	Publicize existence of touristic sites in BALI	8.000.000	4.000.000	4.000.000
13	Improve on communication and lodging facilities	60.080.000	8.500.000	51.500.000
14	Total	1.089.550.000	145.700.000	943.850.000

Reading critically this plan, we observe the following anomalies:

- The inward investment represents only 13% of the total amount of the budget, clearly showing that the risk of dependence on external resources is very big.
- Infrastructure investment represents 66% of the total budget, indicating the spirit of traditional development strategy based on huge infrastructure ignoring employment and increase of revenue.
- Bali locality is highly agricultural, but budget allocated to support agricultural activities and enterprises is only 10%.
- They are activities specifically directed to women like: Promotion of female entrepreneurship and education, discourage early marriages of the girl child in Mbororo communities. What about the men? They too are suffering from insufficient entrepreneurship empowerment and early marriage.

MODULE 6: Roles and responsibilities of governance structures (SC and LCC) in