



UCLG AFRICA
United Cities and Local Governments of Africa
Cités et Gouvernements Locaux Unis d'Afrique
CGLU AFRIQUE



LOCAL AND REGIONAL GOVERNMENTS' CHARTER FOR GENDER EQUALITY IN AFRICA
ميثاق الجماعات المحلية للمساواة بين الجنسين في إفريقيا
CHARTRE DES COLLECTIVITES TERRITORIALES POUR L'EGALITE DES GENRES EN AFRIQUE
CARTA DAS AUTORIDADES LOCAIS PELA IGUALDADE DE GÉNERO NA ÁFRICA

IMPLEMENTATION GUIDE OF THE LOCAL AUTHORITIES CHARTER FOR GENDER EQUALITY IN AFRICA



PREFACE

The Network of Locally Elected Women of Africa (REFELA) welcomes very positively the development of the Local Authorities Charter for Gender Equality in Africa , as well as this Guide for its implementation.

I would first of all like to thank each partner of this exemplary collaboration between the World Organization of United Cities and Local Governments (UCLG), the Council of European Municipalities and Regions (CEMR)/PLATFORMA, and United Cities and Local Governments of Africa (UCLG-Africa) who signed the Africa-Europe Pact of Marrakech for Local Equality in 2018. For this purpose, I would like to express special thanks to the secretaries general of these three organizations and to their collaborators for the commitment and determination they have shown in arriving at the final version of the Charter and its accompanying guide.

I also express the gratitude of the members of REFELA to the committees supporting the development of the Charter, first to the Africa-Europe Committee, a political body made up of African and European mayors and advisers, who were mobilized to support the drafting of the Charter; as well as the REFELA-UCLG Africa Working Group, made up of UCLG-Africa department directors . May they find here the expression of my gratitude.

Since its establishment, REFELA has worked tirelessly to ensure that the promotion of gender equality is supported by local governments on the African continent, including through the establishment of a legal framework favorable to the promotion of gender equality and the empowerment of women.

As women, and more particularly local elected women, the members of REFELA know from experience how difficult it is for women's grievances to attract attention in a world marked by injustices frequently committed against women. REFELA members believe that it is above all at the local level that it is possible to act decisively and concretely against this intolerable situation. This requires that appropriate public policies be defined and implemented so that at the level of our cities and territories, equality between women and men becomes everyone's business.

The present Charter offers the cities and territories of Africa which adhere to it, the opportunity to strongly enhance the movement for the emancipation of women and equality between women and men. This guide developed for the ownership and application of this Charter provides the keys for action and for moving from intentions to the effective realization of commitments in favor of the emancipation of women and equality between women and men.

It is my dearest wish that as many African cities and territories as possible adhere to this Charter and put its recommendations into practice. Thanks to the adherence to the Charter, I foresee the rise of a powerful movement in Africa in favor of the emancipation of women and equality between women and men, because as we know, if you resolve the issue of equality between women and men on a daily basis in the cities and territories where the majority of people live, you have settled it for good and for all.

Mrs. Dao Macoura COULIBALY,
President of REFELA, Mayor of Fombolou, Côte d'Ivoire

FOREWORD

One of the notable advances associated with the progress of humanity is the consideration given to the implementation of the principle of equal dignity and the equal rights of human beings, particularly manifested by equality between women and men. This equality is one of the battles to be fought for a fairer world for all, where everyone can reach their full potential, and to which everyone can contribute according to their full capacities.

It is not surprising that local governments are at the forefront of this battle, since cities and local territories are the place where the evils of discrimination and injustice are manifested on a daily basis, especially against women. If the issue of gender-related discrimination and injustice is resolved at the level of cities and territories, there is a good chance that this will lead to positive developments at all levels of public and social life.

It is on the basis of this strong belief that UCLG, CEMR-PLATFORMA, and UCLG-Africa jointly took the initiative to draw up the Local Authorities Charter for Gender Equality in Africa, a framework of action to promote gender equality within the local governments of Africa.

This initiative took shape during the 8th edition of the Africities Summit held in Marrakech (Morocco) in November 2018, at the request of the Network of Locally Elected Women of Africa (REFELA), the Standing Committee for Gender Equality of UCLG-Africa, and the Standing Commission for Equality of CEMR. The work of drafting the Charter and its Implementation Guide mobilized a large number of elected officials, experts and stakeholders from various backgrounds committed to the fight for gender equality not only in Africa but also in Europe. This work benefited from the support of PLATFORMA, the coalition of local actors of decentralized cooperation, the European Union (DG INTPA: Directorate-General for International Partnerships), and the Kingdom of Morocco.

The consultations organized around the Charter project gave rise to contributions from civil society organizations and citizens from all regions of Africa, which made it possible to enrich and complete the project, and to write a Charter of which we can be satisfied and proud.

We hope to see this Charter ratified at the next General Assembly of UCLG-Africa scheduled for May 2022 in Kisumu (Kenya). Nonetheless, African local governments are already invited to adhere to this Charter and to apply its provisions by relying on the Implementation Guide developed for this purpose.

We are convinced that by adhering to the Charter and by implementing it, African local governments will become champions of the Generation Equality promoted by UN Women.

Supporting and strengthening the participation of women in decision-making is crucial to ensuring that their needs and concerns are taken into account in specific policies and interventions. The local level is where political talents can be revealed, political profiles asserted, and skills honed for women to fully integrate public office as active leaders of our communities at all levels.

We wish every success to the leaders, elected officials and staff of African local governments who must now develop and implement public policies to bring the principles and recommendations of the Charter to life for the benefit of all, because if equality is first and foremost a requirement for women, it is furthermore a vector of development and emancipation for all.

For UCLG,
The Secretary General,

For CEMR,
The Secretary General,

For UCLG- Africa,
The Secretary General,

Emilia SAIZ

Fabrizio ROSSI

Jean Pierre ELONG MBASSI

Table of contents

1.Introduction.....	8
2.Rationale and General.....	9
3.1. Definition of gender and other related concepts.....	10
3.2. Alignment of the Charter with international and regional requirements.....	11
4.Implementation of the Charter within local governments.....	12
4.1. What approach?.....	12
4.2. Technical Note "Declaration of intent, commitments".....	13
4.3. Technical Note "Leadership and.....	15
4.4. Technical Note "Planning and sustainable local development".....	19
4.5. Technical Note "Equitable distribution of.....	23
4.6. Technical Note "Professional equality and economic empowerment of women".....	28
4.7. Technical Note "Protection of women and girls against violence".....	33
4.8. Technical Note "Promotion of.....	38
4.9. Technical Note "Protection of children, both girls and boys".....	41
4.10. Technical Note "Communication and awareness-raising for gender equality".....	45
4.11. Technical Note "Partnership and cooperation for gender equality ".....	48
5.Conclusion.....	52
Best practice # 1: Capacity building leadership program for elected women in local governance in Morocco.....	18
Best practice # 2: Mali: the use of gender analysis tools to optimize adaptation initiatives.....	22
Best practice # 3: Women solar engineers in Honduras.....	22
Best practice # 4: Fair representation in the management of water services in rural areas.....	27
Best practice # 5: On-site construction of urban sanitation facilities.....	27
Best practice # 6: Support for the empowerment of women / associations of women for savings and loans (AFEC), Garoua II County Borough (Cameroon).....	32
Best practice # 7: Services for victims of sexual violence in Timor-Leste.....	36
Best practice # 8: "The School for Husbands" (Niger).....	37

Best practice # 9: "Maka Pads" Project, Uganda, 2007	40
Best practice #10: Fighting stereotypes: Informing the youngest.....	44
Best practice # 11: Use of written and audiovisuals aids to communicate on the management of natural resources in Burkina Faso	47
Best practice # 12: Decentralized cooperation between the Departmental Council of Ille- et-Vilaine (France) and the region of Mopti (Mali).....	50
Best practice # 13: Cooperation between the Barcelona Provincial Council, with its municipalities in the province of Barcelona, and IMADE, and the municipalities of the Marrakech-Safi region.....	50

ACRONYMS / ABBREVIATIONS

IGA	Income generating activity
AIMF	International Association of Francophone Mayors
CEMR	Council of European Municipalities and Regions
UCLG	United Cities and Local Governments
UCLG Africa	United Cities and Local Governments of Africa
DDR	Disarmament, Demobilization and Reintegration
ECOSOC	United Nations Economic and Social Council
FAO	Food and Agriculture Organization
GEWE	Gender Equality and Women's Empowerment
GiZ	German Agency for Technical Cooperation
UNHCR	United Nations High Commissioner for Refugees
MEAE	Ministry of Europe and Foreign Affairs
SDGs	Sustainable Development Goals
ILO	International Labor Organization
UN	United Nations
UN WOMEN	United Nations Organization for Gender Equality and the Empowerment of Women
UN-HABITAT	United Nations Human Settlements Program
GRPB	Gender- responsive planning and budgeting
PLATFORMA	European platform of local and regional authorities for development
UNDP	United Nations Development Program
REFELA	Network of Locally Elected Women of Africa
GIS	Geographic information system
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations Refugee Agency
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WSP	Water and Sanitation Program

1 Introduction

At the 8th edition of the Africities Summit held in 2018 in Marrakech (Morocco), United Cities and Local Governments of Africa (UCLG Africa) and its Network of Locally Elected Women of Africa (REFELA), the Council of European Municipalities and Regions (CEMR), PLATFORMA, and United Cities and Local Governments (UCLG) signed the Europe-Africa Pact of Marrakech for local equality on November 22, 2018 to support the process of developing an African Charter for local equality in cities and local governments.

Supported by the umbrella organization of African local governments, UCLG-Africa, through its Standing Committee on Gender Equality, REFELA, the ***Local Authorities Charter for Gender Equality in Africa*** was drawn up for the benefit of the various actors involved in the management of local governments in Africa, as a guiding document for the integration of the gender perspective and that of the empowerment of women and girls at the local level.

Moreover, with a view to facilitating its application by the signatory local governments, this guide is organized in three main parts:

- the first concerns the justification and reasons for adhering to the Charter ;
- the second recalls important concepts as well as the alignment of the Charter with international and regional requirements ;
- the third focuses on the terms of application of the Charter in the form of “ Technical Notes” presenting the concepts specific to each component, the context and issues of gender equality, the implementation of provisions of the Charter, ideas for monitoring and evaluating this implementation, as well as best practices, with regard to the declaration of intent and each of the priority areas of action.

The organization of the Guide around "Technical Notes" specific to the priority sections, allows a certain flexibility by offering different entry points. Each signatory can browse the Guide in the order that suits him or her, by referring directly to the Technical Note relating to the section of his or her choice.

However, it is important to remember that the competences devolved to local governments differ from one country to another and from one level / type of local government to another, consequently, all of the priority action areas do not necessarily apply to all signatories. It is up to each local government to identify the components consistent with its responsibilities and to act accordingly.

2 Rationale and value of the Charter

Aware of the importance of promoting gender equality at the level of local governments and inspired by the European Charter for Equality of Women and Men in Local Life, adopted in 2006, the signatories of *the Africa-Europe Marrakech Pact for Local Equality* have established two support bodies (the Africa-Europe Support Committee for the Charter made up of elected officials and experts from Africa and Europe, and the REFELA-UCLG Africa Working Group made up of the Secretary General and of the directors of departments) to effectively achieve the development of the Charter. These bodies held several meetings to the launch of the initiative and to prepare reference and guiding documents for the drafting of the *Local Authorities Charter for Gender Equality in Africa* .

At the same time, respecting a participatory approach in the drafting of the Charter, UCLG Africa launched an online consultation in 2019 involving, as widely as possible, local elected officials, local government staff, officials of central administrations, representatives of national and international organizations, heads of civil society organizations, and the scientific community. This made it possible to collect a set of opinions, guidance, and advice considered as "*a barometer of points of view on gender equality at the level of African local governments*".

With the aim of *integrating the perspective of gender equality at the level of African cities and local and regional authorities by 2030*, the *Local Authorities Charter for Gender Equality in Africa* was developed for the officials and citizens of local governments in order to serve as an orientation document and guide for the development of policies in favor of gender equality in all aspects of governance and local life. The Charter constitutes a legal, political, and technical framework for the promotion of gender equality, adapted to the context of African local governments, to their scope of action, and to their specific skills.

Available in four languages (Arabic, English, French and Portuguese) to facilitate extensive dissemination and adoption, the Charter is organized into six parts:

- 1) a declaration of intent which specifies the commitments of the signatories ;
- 2) a preamble which recalls the various reference instruments relating to equality between women and men at the African and international levels ;
- 3) the general guidelines which present the concepts used, the principles and the values underlying the Charter ;
- 4) the statements which specify the priority areas for action ;
- 5) the accompanying provisions for the application of the Charter ; and
- 6) final provisions.

Adherence to the Charter, its ownership, and its implementation are very important for each African local government at the political, socio-economic, and environmental levels, as well as in terms of governance, to effectively fulfill their mission of providing essential services of quality to their populations, without any discrimination, by taking care to "*leave no one or any territory behind*".

Indeed, at the political level, integrating the principle of gender equality in management will not only make it possible to align with national and international guidelines, but also to improve respect for the rights and values of all citizens, strengthen the citizenship of women and men, and cultivate democratic values.

From a socio-economic perspective, this will offer women and men equitable access to essential services, and will strengthen equity in access to production tools with the aim of promoting the revitalization of the local economy.

At the environmental level, better opportunities to enhance the essential role that women play in the preservation and management of natural resources will be opened up, while taking better account of the differentiated impacts of environmental changes on women and men.

The participation of all citizens, women, and men, in local management and decision-making, the foundation of good governance, will lead to an effective and efficient use of the potential available to the local community for its development, and to the equitable valuation of opportunities between women and men.

This is why African local governments are invited to adhere to the Charter, and to effectively apply it.

3 General

3.1 DEFINITION OF GENDER AND OTHER RELATED CONCEPTS

Gender¹ refers to the roles, behaviors, activities and attributes that a given society at a particular time deems appropriate for men and women, whereas when one talks about **sex**², it is about the anatomical and biological differences between men and women.

It is very important to distinguish the biological dimension (**sex**), which denotes 'male' or 'female' and the socio-cultural dimension (**gender**) which varies depending on the context and changes over time, and refers to men and women, in all their diverse gender identities. By way of illustration, the idea that the husband (man) is the head of the family varies according to culture and social context. It is not 'natural', but rather socially-constructed.

Gender Equality³ reflects the situation in which all people have equal opportunities to exercise their full human rights and realize their potential ; they are then in a position to contribute to political, economic, social and cultural development, and to benefit from it on an equal footing.

Gender equality refers to the absence of any discrimination based on sex, sexual and gender identity or sexual orientation. This equality means access to the same opportunities, rights and obligations in all areas, political, social, economic and civil.

¹ AU, "African Union Strategy for Gender Equality and the Empowerment of Women (GEWE) (2018-2028)", 2018.

² UNESCO, UNESCO University Course on Gender Theory intended for the Bachelor 1 level (Madagascar).

³ Center for the Democratic Control of the Armed Forces - Geneva (DCAF), "Module 3, Gender and Gender Equality, Guide for Women on Security Sector Reform Training Program", 2017.

Gender Equity is an approach, or measure to achieve gender equality, by ensuring those previously excluded from certain opportunities, are now ensured an enabling environment, in order for equality to be truly realized.

Equality between women and men⁴ refers to the equal rights, responsibilities and opportunities of all people, without regard to their gender identity or sexual orientation .

Gender mainstreaming⁵ (also known as the “ integrated gender approach ”) is an approach aimed at ensuring that the concerns and experiences of women as well as those of men are an integral part of the design, implementation, monitoring and reporting; evaluating policies, programs, projects, and budgets, in all spheres of politics, economy and society so that all people benefit equally, regardless of their gender identity and that inequalities are not perpetuated.

Discrimination against women⁶ is defined as any distinction, exclusion, restriction, or differential treatment based on their gender identity, which has the aim or effect of compromising or prohibiting the recognition, enjoyment, or exercise by women, whatever their marital status, their age , their sexual orientation and their social status , human rights, and fundamental freedoms in all areas of life.

Harmful practices⁷ are any behavior, attitude and/or practices which negatively affect the fundamental rights of women and girls, such as their right to life, health, dignity, education, and physical integrity.

3.2 ALIGNMENT OF THE CHARTER WITH INTERNATIONAL AND REGIONAL REQUIREMENTS

The Charter drawn up is consistent with the following international and regional commitments and frameworks:

- the Convention on the Elimination of All Forms of Discrimination against Women (1979) ;
- the Beijing Platform for Action (1995) ;
- the Paris Local and Regional Governments' Global Agenda for Equality of Women and Men in Local Life adopted by UCLG in 2013 ;
- the 2030 Agenda for Development particularly SDG5 “Achieve gender equality and empower all women and girls by 2030” ;
- the Global Acceleration Plan for Gender Equality launched in Paris in 2021 ;

⁴ Ibid.

⁵ ECOSOC (United Nations Economic and Social Council).

⁶ Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women (2003)

⁷ Ibid.

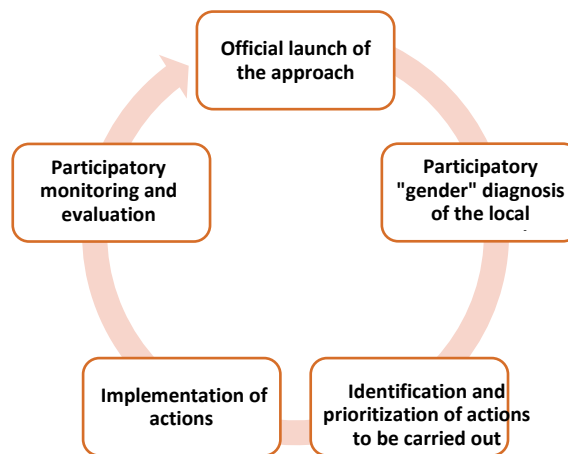
- the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa of 2003 ;
- the 2004 Solemn Declaration on Gender Equality in Africa ;
- the African Charter on the Principles and Values of Decentralization, Local Governance, and Local Development ;
- the African Union's Agenda 2063, and particularly aspiration 6 of vision 2063 : " *An Africa Whose Development is people driven, relying on the potential offered by African People, especially its Women and Youth, and caring for Children* " .

4. Implementation of the Charter within local governments

4.1 WHAT APPROACH?

Although it is recommended to integrate an equality approach into the local development plan in order to have a single and inclusive document, some signatories may opt for a specific action plan for gender equality. In both cases, a five (5) step process that each signatory can adapt to their context is proposed.

Figure 1: Strategic approach to mainstreaming gender equality into local management in 5 steps



The official launch of the process is a ceremony which allows the signatories to publicly demonstrate their commitment to gender equality, to inform citizens about its challenges, and to make them aware of the need for strong mobilization around equality. One makes sure to invite all constituents in an equal way, without any discrimination.

The participatory gender diagnosis is a mobilizing as well as a federating step, which makes it possible to put on "gender" glasses and make an inventory, followed by an analysis of the situation of the local government as an institution and as a provider of services to the citizens. It is prudent to entrust such a diagnostic to professionals while also ensuring its participatory and inclusive nature.

The identification and prioritization of actions to be carried out will respond, for each priority area, to the concerns identified during the diagnosis. Proposed solutions will be analyzed in relation to their differentiated impact on women and men and their capacity to reduce existing inequalities.

Depending on the resources that can be mobilized, potential solutions that have been determined to have the desired impact will be prioritized, translated into projects, programmed, and budgeted for. It is recommended that the signatory adopt gender-sensitive budgeting that allows for transversal integration. **The effective implementation of the actions** that will follow translates into achievements of the actions identified, programmed, and budgeted.

The last step is that of **monitoring and evaluation** which aims to ensure that the programmed and budgeted activities have been carried out as planned, and that the set goals have been achieved. It is recommended to develop a monitoring and evaluation system based on gender-sensitive indicators in coherence with regional and international frameworks, and whose procedures and governance are clearly defined. It is very important that monitoring and evaluation are participatory and inclusive. Lessons learned from the evaluation will be taken into account in the next programming cycle.

Additional resources for more in-depth information

Francophone international network for equality between women and men in development : Practical sheets for integrating gender, **Sheet n ° 7** : The gender analysis matrix, **Sheet n ° 10** : Analysis by gender of the causes and effects of a problem, <https://www.genreenaction.net/Fiches-pratiques-pour-integrer-le-genre.html>.

4.2 TECHNICAL NOTE " DECLARATION OF INTENT, COMMITMENTS "

This Technical note aims to clarify the commitments by presenting justifications for each commitment and measures to be considered in order to achieve them.

Table 1: Commitments made and how to meet them

Commitments	Why	How? or What
1. <i>Inform the national government of local government's adhesion to the Charter and integrate it in the nomenclature of the laws and regulations governing the functioning of the local government;</i>	The local government, while being an autonomous entity, is placed under the supervision of the representative of the Central Government and must inform it of the commitments it makes. Adhering to the Charter implies new commitments to be complied with by the signatory.	The information provided to the Central Government is done by the official channel of communication legally provided for between these two levels of governance . After having identified the action sections of the Charter which relate to the local government, in view of the competences transferred, translate its provisions into its administrative and financial mandates.

Commitments	Why	How? or What
<p>2. <i>Facilitate the effective implementation of the Charter by systematically integrating the gender perspective into local and regional development plans, local administration and management, while ensuring staff capacity building for greater efficiency;</i></p>	<p>For more efficiency, it is necessary to mainstream gender equality across the board.</p> <p>In addition, the non-integration of gender in policies, programs, budgets and projects at the local level often results from ignorance of the issue of gender inequalities and their concrete impacts and / or insufficient capacity.</p>	<p>Inclusive gender expertise should be available throughout the process of drawing up or reviewing the local or regional development plan, ensuring that this expertise is required in the contracts signed by the local government.</p> <p>Organize with the support of UN Women, the state administrations concerned, civil society organizations, or other regional (UCLG Africa) or competent international actors, the training of personnel in the mainstreaming of gender considerations in their activities.</p>
<p>3. <i>Ensure the visibility of the consideration of gender equality in all communications (written or oral) reporting the state of play, the activities or perspectives of the local government, communications made to the deliberative body, by the citizens, the central government, the development partners, and all other actors or stakeholders;</i></p>	<p>Gender mainstreaming is a requirement that emerges from international and regional commitments made by States. It is therefore imposed on local governments. In addition, local governments are regularly called upon as leading actors by international and continental agendas to support the equitable and effective participation of women and men in all spheres of life.</p>	<p>Collect and analyze all statistics disaggregated by gender and age if possible;</p> <p>Describe the situations, distinguishing their impacts on women and men;</p> <p>Report the contributions of citizens by separating those of women from those of men;</p>

Commitments	Why	How? or What
<p>4. <i>Set up within the local government a joint committee integrating the various stakeholders, responsible for monitoring and evaluating the application of the Charter, but also actively participating in the continental evaluation of its implementation;</i></p>	<p>The monitoring and evaluation of the implementation of the provisions of the Charter must be participatory.</p> <p>Setting up a joint committee that is responsible for this will ensure effective implementation.</p>	<p>Create, within the local government an inclusive and gender-balanced commission made up of administrative officials, representatives of the populations (from all geographic areas), civil society organizations and the media.</p> <p>Give this commission prerogatives, capacity and resources to carry out its activities.</p>
<p>5. <i>Contribute to advocacy for adherence to the Charter with neighboring local governments or partners by communicating within networks, associations of which the local government is a member, as well as within the framework of decentralized cooperation actions.</i></p>	<p>The more people who are made aware of equality, the faster and stronger, positive results will be obtained.</p>	<p>Communicate by sharing the results obtained, the best practices, the presentations, or during national and / or international meetings within networks, associations of which the local government is a member.</p> <p>Recall in the preamble of the decentralized cooperation conventions, the commitments made by adhering to the Charter.</p>

4.3 TECHNICAL NOTE " LEADERSHIP AND LOCAL GOVERNANCE "

This technical note relates to Article 4 of the Charter.

4.3.1 Concepts related to leadership and local governance

Leadership⁸ is the conception and realization of a vision, the ability to build, influence, motivate, empower and equip others and their potentials, so that together with strategies and well-planned goals , it is possible to achieve this common vision.

⁸ Dr Daniel Shu, "The leader: five leader types", 2015.

In the context of local governments, the leadership (of the local elected representative)⁹ is the total sum of the contributions of the elected official to the common good of the community during their mandate and thereafter. The leadership of elected officials consists of managing paradoxes while respecting the principles of good governance. It is the ability to infuse complex community issues with principles, practical skills, and measurable and lasting results.

Governance¹⁰ is the set of collective rules and processes, formalized or not, by which the actors involved participate in the decision and implementation of public actions. These rules and processes, like the decisions that result from them, are the result of constant negotiation between the multiple actors involved. This negotiation, in addition to guiding decisions and actions, facilitates the sharing of responsibility between all the stakeholders, each possessing some form of power.

Local governance¹¹ is the set of governance processes and institutions at the sub-national level, including governance by and with local governments or local authorities, civil society and other relevant actors at the local level.

4.3.2 Context and challenges of gender equality for leadership and local governance

In virtually all countries in Africa, men hold most of the decision-making positions in the political, economic, and public spheres. Women are often under-represented or worse still, completely sidelined from decision-making tables, whether at the national level or within local governments. The reasons identified are multiple and sometimes reinforce each other: a low level of education, problems of access to information, cultural reasons strongly influenced by an essentially patriarchal society, family responsibilities, and many others.

These reasons are also raised with regard to women's low participation in local governance or the exercise of public mandates, thus depriving society of the knowledge, experience and concerns of women (quality of life, children, the elderly, etc.) for the benefit of the concerns which seem the most important in the eyes of men, but also hindering the integration of the gender approach during the development and implementation of public policies. This insufficient presence of women in the high governance bodies of the local government and in the decision-making process can sometimes be at the root of non-inclusive management of public affairs; just like the low participation of women in political life foreshadows a less just, less egalitarian society where the conditions for accelerating long-term (sustainable) development are not fully met.

However, the effective participation of women and men in local governance and equal opportunities in terms of leadership, are essential factors, undoubtedly recognized as fundamental to the achievement of sustainable development. Therefore, equality

⁹ UN-HABITAT, "Local Elected Leadership Series, Key Competencies for Improving Local Governance - Volume 3: Concepts and Strategies", 2008.

¹⁰ Definition by Isabelle Lacroix and Pier-Olivier ST Arnaud from the University of Sherbrooke.

¹¹ African Charter of Values and Principles of Decentralization, Local Governance, and Local Development.

between women and men in leadership and decision-making in the political, economic, and public spheres must be a major goal of local governments.

4.3.3 Implementation of the provisions of the Charter on leadership and local governance

4.3.3.1 Some questions to ask yourself for a pre-diagnosis of the situation

- Is there a monitoring of the proportion of women and / or men participating in each of the reflection or consultation platforms set up within the local government?
- Have measures been taken to ensure that a balance is maintained each time between the number of women and men when appointing the heads of local services and local or regional platforms or commissions (Example: Communal commission in charge of major works, local commission in charge of procurements,)?
- Are there legislative and administrative mechanisms promoting the political and economic integration of women at the level of the local government and elections (quotas, zebra list, etc.)?
- Is particular attention paid to the importance of the involvement of traditional authorities in the process of building inclusive local communities?
- Do you have an up-to-date file of the list and names of leaders of organizations of women, men, youth, older people, or people living with a disability?

4.3.3.2 Some ideas to improve gender equality in leadership and local governance

- Strengthen its capacities and those of its collaborators in the integration of gender in the development and implementation of policies, programs, projects and budgets;
- Formalize (through laws, regulations, procedures) the establishment of gender parity when establishing the local consultation or monitoring platforms, set up by local governments;
- Set up inclusive neighborhood or village consultation platforms including women, men, young people (development committees), and serving as credible interlocutors;
- Adopt a quota policy or any other appropriate mechanism to increase the number of women representatives;
- Secure the services of a gender expert during the planning, programming, budgeting and monitoring and evaluation activities for the programs and projects;

- Organize and / or support, including through financial support, training for women and young people in leadership and democracy, regardless of their political affiliation ;
- Support training initiatives for women and young people in political commitment and in the effective management of an electoral campaign ;
- Organize, fund and support campaigns and programs with boys and men to shift discriminatory cultural norms and rather to teach boys and men to be open to and embrace women's leadership, and to see women as equal citizens and leaders.
- Raise awareness among local political party officials and advocate for the development of strategies conducive to the equitable and meaningful inclusion of women in leadership positions;
- In partnership with the media, inform as widely as possible to open up local administration to citizens and promote role models of women and young political, economic, or social leaders.

4.3.4 Ideas for monitoring and evaluating gender equality in leadership and local governance

It is suggested to:

- set up in the local administration and make functional, a gender committee or equality committee made up of elected officials, representatives of the local administration, civil society, and/or traditional leaders, with precise missions and specific actions to be undertaken annually, as well as with reporting requirements ;
- set up and make functional a local observatory for gender equality allowing to study and observe the evolution of the situation thanks to monitoring indicators to evaluate the participation of women and men in local governance and in decision-making positions.

4.3.5 Best practices in terms of gender equality in leadership and local governance

Best practice # 1: Capacity building program for elected women for leadership in local governance in Morocco¹²

Between 2010 and 2014, the General Directorate of Local Authorities , in partnership with the USAID agency, set up a program aimed at promoting efficient participation in local governance for a hundred locally elected women from the regions of Fès-Boulemane, Doukkala-Abda, and Rabat-Salé-Zemmour-Zaër. As a first step, a participatory diagnosis on the state of exercise of the elected office and the participation of women in local governance was carried out in order to: **i)** know the detailed profile of the elected women and of their previous political practice, **ii)** know their place in decision-making, **iii)** identify the constraints encountered, and **iv)** define their needs and the activities to be

¹² Source: Association of Basque Municipalities (EUEDEL) and Basque Institute for Women (Emakunde), 2015.

implemented under the program. In a second step, various trainings were organized, including coaching for leadership development, training on the management of municipal affairs and good local governance, as well as an update on national and international promotion instruments for women's rights and on the integration of the gender approach in local governance. Finally, at the end of this work, four provincial networks of elected women were set up and supported in their operation.

Some resources available for more in-depth knowledge about the issues at hand

- 1) Directory of United Nations Resources on Gender and Women's Issues, https://www.un.org/womenwatch/directory/women_in_power_and_decision_making_30_07.htm
- 2) Francophone international network for the equality of women and men in development: Practical sheets for mainstreaming gender, **Sheet n° 4: Socio-political profile of women**, <https://www.genreenaction.net/Fiches-pratiques-pour-integrer-le-genre.html>

4.4 TECHNICAL NOTE " PLANNING AND SUSTAINABLE LOCAL DEVELOPMENT "

This technical note concerns Article 5 of the Charter.

4.4.1 Concepts related to planning and sustainable development

Local planning is a process that initiates and organizes development locally. It starts from the grassroots and integrates the aspirations of communities, neighborhoods, villages and towns and takes into account the major rational and sectoral orientations.

Local development is the mobilization of all human, economic, socio-cultural, natural and local policies for improving and transforming the lives of communities and governments at the local level.

Sustainable development¹³ is development that meets the present needs without compromising the ability of future generations to meet their future needs.

Development may not be **inclusive**¹⁴ if all categories of the population, whatever their gender, ethnicity, age or social status, do not contribute to creating opportunities, share the benefits of development, and participate in decision-making. As such, we must strive for inclusive development that ensures equitable inclusion and participation.

Gender-sensitive budgeting¹⁵ or budgeting taking into account gender, refers to a process of developing, planning, executing, monitoring, reviewing and verifying budgets in a gender sensitive manner. It requires an analysis of actual expenditure and income for women and girls compared to expenditure for men and boys.

¹³ Gro Harlem Brundtland, Norwegian Prime Minister 1987.

¹⁴ UNDP, <https://www1.undp.org/content/undp/en/home/sustainable-development/development-planning-and-inclusive-sustainable-growth.html>.

¹⁵ African Union, "African Union Strategy for Gender Equality and Women's Empowerment (GEWE), 2018-2028", 2018. African Union. <https://au.int/en/documents/20190701/au-strategy-gender-equality-womens-empowerment-2018-2028>

4.4.2 Context and challenges of gender equality in planning and sustainable development

The purpose of local planning is to improve the conditions and the living environment of the populations, and the economic and social prosperity in response to the social, economic, and environmental needs of the populations and other community actors ; in short, it is about sustainable local development.

The definition presented above of local planning as a bottom-up process to integrate the aspirations of populations, both women and men, without discrimination, and which consists in stimulating and organizing development at the local level, immediately focuses on the issues of gender equality.

To understand the aspirations of communities, it is imperative to listen to all components of their diversity, giving equal importance to the needs of women and men, girls and boys, for all social groups, including refugees , internally displaced persons, migrants, men and women with disabilities, persons deprived of their liberty, and other vulnerable groups.

It seems clear that planning which deprives itself of the inputs of a large part of the communities, which does not specifically take into account the experiences, needs, concerns and opinions of all social components, will lead to solutions which do not meet the real needs of beneficiaries, and will render local sustainable development impossible.

Integrating gender equality into planning for sustainable development promotes inclusion, stimulates citizen engagement, fosters local knowledge, promotes feasible endogenous solutions, manages resources while thinking of future generations , all things that underpin the sustainability of transformations for local development.

4.4.3 Implementation of the provisions of the Charter on planning and sustainable development

4.4.3.1 Some questions to ask yourself for a pre-diagnosis of the situation

- Is there an up-to-date mapping of the different social components of the local government, with information disaggregated by gender?
- When collecting the needs or opinions of the populations, is care taken to separate the groups in relation to their specificities before listening to them ?
- Are women involved in local budgeting and monitoring of achievements ? In their evaluation ?
- Does the local administration have an up-to-date file of public and private initiatives for the preservation and promotion of local cultural heritage?

4.4.3.2 Some ideas for improving gender equality in planning and sustainable development

- Ensure that the meetings organized to identify the problems and needs of the communities guarantee that everyone can express themselves fully and freely, for example by separating men, women, young people and people with reduced mobility and ensuring well-matched facilitators to each group (e.g., women facilitators for a women's group) ;
- Include a gender expert in the team in charge of leading the entire planning, programming, budgeting, and monitoring-evaluation process;
- Draw up a directory of traditional practices for preserving the environment and enhance the role of women and men ;
- Organize festivals to promote the cultural heritage of the locality by making sure to promote and increase visibility of the activities carried by women and those by men;
- Organize forums and training activities involving women and men, in professions resulting from the implementation of ecological transition policies by combining them with incentives such as support for setting up in a new activity, remuneration, etc.
- Organize participatory and inclusive activities such as urban walks, public planning sessions and discussions, at a variety of hours and venues, to ensure high accessibility, wherein the gendered nature of physical and institutional city planning can be highlighted and addressed. E.g., to flag urban mobility challenges, women may specifically face in urban spaces traditionally designed for men, or safety-related challenges such as poorly-lit streets which put women's bodily safety at risk.

4.4.4 Ideas for monitoring and evaluating gender equality in planning and sustainable development

It is suggested to :

- conduct a pre-planning consultation with future beneficiaries, treating them as equals and valuable knowledge-holders throughout the process ;
- verify the effective presence of a gender expert at all stages of the planning, programming, budgeting and monitoring-evaluation process;
- set up and make functional a local observatory for gender equality in order to have an up-to-date situation of the evolution of the situation thanks to indicators allowing to follow the participation of women and men, in all their diversity, local governance and decision-making positions.

4.4.5 Best practices for mainstreaming gender equality in planning and sustainable development

Best practice # 2: Mali: the use of gender analysis tools to optimize adaptation initiatives¹⁶

Supported by IFAD, the Agricultural Productivity Promotion Project in Mali¹⁷ aims to increase the agricultural productivity of small agricultural and agribusiness producers in targeted areas by improving agricultural technologies, increasing arable land and strengthening the capacities of stakeholders at all levels, with particular emphasis on women and young people¹⁸.

As a starting point for planning, the project used participatory approaches developed by the World Agroforestry Center (ICRAF 2012) to identify, document and understand the differences between the knowledge of four different groups (adult men and women; young men and women), their specific vulnerabilities to climate change and their respective adaptive capacities due to gender roles, social models and knowledge on different aspects of environmental management.

This step is essential for the development of effective and well-targeted interventions. The process enabled them to develop adaptation plans with the participation of women and men, young women and young men, in areas where their concerns and their knowledge and skills were greatest and could provide the best results. One of the main advantages of this gender approach is visible in the allocation of irrigated land, which involves women more and, in the support, to improve the livelihoods and food security of the family. The project will also collect and analyze data on male / female heads of household, sex-disaggregated information on crop yields for specific commodities, and data on producers who adopt new technologies. In addition, the project will allow tracking of the number of women benefiting from specific sub-projects, including newly irrigated land.

Best Practice # 3: Female Solar Engineers in Honduras¹⁹

Remote villages in Honduras are adopting solar technologies to provide electric power to households. Cross-sectoral analysis of technology needs, climate-sensitive responses, and gender and poverty issues, which target women as well as key managers, technical specialists and maintenance personnel for these initiatives, would lead to multiple benefits. Although the project has challenged gender roles, community consultations convinced leaders that the benefits of women's participation in a non-traditional occupation would improve : family well-being, reduced emissions at the community level, cost savings, economic empowerment, and environmental sustainability. The

¹⁶ UNDP, "Gender Responsive National Communications Toolkit", 2015 2015, https://www.un-gsp.org/sites/default/files/documentos/50083_-_undp_gender_team_french_sml.pdf and <https://www.undp.org/publications/gender-responsive-national-communications>

¹⁷ International Fund for Agricultural Development, "The gender Advantage: women on the front of climate change", 2014, https://www.ifad.org/documents/38714170/40321156/gender_advantage.pdf/d6c33d35-35e7-4876-a348-4810634bd4bf?T=1555404194000.

¹⁸ <https://www.ifad.org/it/web/operations/-/programme-d-am%C3%A9lioration-de-la-productivit%C3%A9-agricole-au-mali-papam>

¹⁹ UNDP, "Gender Responsive National Communications Toolkit", 2015 2015.

women completed a six-month training course at a global facility in India, with financial support from the Government of India, GEF, and UNDP. On their return, women installed solar panels in households and some schools. Schools now operate in the evenings as community centers, allowing children to study and people to come together for community events. In some schools, the provision of electricity has also given rise to the use of other technologies such as computers and media players. Female **solar engineers** are now expanding the grid and promoting the use of clean burning wood stoves. They receive a salary for their solar energy committee services from each community.

Some resources available to better understand the issues at hand:

- 1) PROTEGE QV, “ Gender-sensitive planning and budgeting guide for local governments in Cameroon ”, 2020.
- 2) UN-WOMEN, UNFPA, “ Practice of Gender Responsive Budgeting: A Training Manual ”, 2006 https://www.unfpa.org/sites/default/files/pub-pdf/gender_manual_eng.pdf.
- 3) IFFD, OIF, “ Methodological guide on the integration of gender in environmental assessments ”, 2017, https://www.ifdd.francophonie.org/wp-content/uploads/2019/12/704_Guide_genre_EE.pdf.
- 4) UNDP, “ Guide for Gender Sensitivity of National Communications ”, 2015, https://www.un-gsp.org/sites/default/files/documentos/50083_-_undp_gender_team_french_sml.pdf.

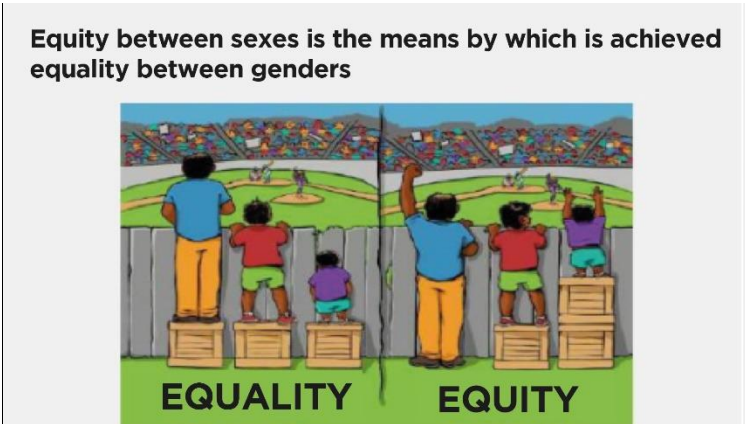
4.5 " EQUITABLE DISTRIBUTION OF WEALTH, GOODS AND SERVICES " TECHNICAL NOTE

This technical note concerns Article 6 of the Charter.

4.5.1 Concepts related to the equitable distribution of wealth, goods and services

Equity is the idea of 'what is right' Accounting for historical disadvantages and their multiple impacts, the approach aims to correct existing inequalities, through compensation or the creation of enabling environments, in order to achieve equivalence of chances (or opportunities) between women and men, taking into account their specific needs and interests.

Figure 2: Difference between equality and equity



Source: ELSA GENRE toolkit

Service provision : Due to the competences transferred to them, local and regional governments are called upon to protect and enshrine the basic rights of their populations through service provision, such as civil status, street cleaning, safety, garbage collection, construction and maintenance of roads, housing, drinking water and sanitation, primary education, health, culture and many others. These responsibilities vary from country to country, but also according to the type of local government.

4.5.2 Context and issues of gender equality in the distribution of wealth, goods, and services

In most countries in Africa, there is an inequitable access to education, training and information for girls and boys, men and women. Nevertheless, these are fundamental and necessary bases to allow for and to improve human capital and to ensure people are able to seize opportunities, whether economic, political or social.

In this socio-cultural environment characterized by patriarchy, a higher level of importance and support, as well as more resources are dedicated to the education of and opportunities for boys, to the detriment of girls, who are therefore more likely to drop out of school.

The same is true of access to quality health services, particularly in matters of reproductive health, with all the negative consequences on the future of women and that of their children.

In addition, although national laws provide otherwise, in many communities, girls do not inherit from their parents to the same extent as boys, and therefore do not have equitable access to inherited property, including land holdings.

All these gaps prevent women from contributing to the development of their community to their full potential and limit progress in the fight against poverty, while Africa concentrates more than 60 % of the extremely poor people of the planet (people living on less than \$ 1.90 per day) ²⁰.

4.5.3 Implementation of the provisions of the Charter on the equitable distribution of wealth, goods and services

4.5.3.1 Some questions to ask yourself for a pre-diagnosis

- In our local government, is it easy to access education and training (distance, costs, available channels, etc.) for girls and boys, women and men ? Is the access equal, or do, for example, boys and men have easier or preferential access?
- Are early marriage cases listed? Have arrangements been made by the local governments to deal with this type of problem?

²⁰ AFD (French Development Agency), "Atlas of Africa". Over the years, extreme poverty is concentrated in Africa, 2021, <https://www.afd.fr/fr/actualites/atlas-de-lafrique-afd-au-fil-des-annees-lextreme-pauvrete-se-concentre-en-afrique>

- Are there traditional practices which prevent women from having access to the same goods on the same basis as men; are these listed, and their prevention being monitored ?
- Are there legislative and administrative mechanisms promoting the economic integration of women at the level of the local government (quota, zebra list, specifications of the local procurement requiring the application of consortia of companies with at least one business run by a woman, failing which, require subcontracting)?
- Do the channels used to inform citizens cover the entire territory? Are they accessible to women and men, girls and boys ? To people with disabilities ? To people deprived of their liberty?
- For each of the services that the local government is responsible for providing to citizens with regard to the skills transferred, have the difficulties in accessing this service been identified for women and men, girls and boys, for people with disabilities, for internally displaced people, migrants, refugees, or people deprived of their liberty ? Have prevention strategies been identified and implemented?
- Have one or more participatory management committees for infrastructure or basic service provision equipment been set up? (Example: Water point management committee)? Do women and men participate equally in the said management committees?

4.5.3.2 Some ideas for improving equitable service delivery

Improving the equitable access of girls and boys, women and men to education, training and information, remains one of the pillars of the strategy to improve the capacity of women and men to seize economic, social and political opportunities, . Raising the awareness of parents, traditional leaders, women, and girls themselves is another major pillar in the fight against inequalities.

In order to facilitate and encourage equal education, training, and information for women and men, local governments could :

- work to improve the supply of education and training, on the one hand, by advocating with central governments for the creation on their territory of public technical and economic education establishments and, on the other hand, by supporting private developers to facilitate the installation of this type of establishment ;
- ensure that all schools, training institutions, and public spaces are equipped with facilities offering drinking water as well as separate, safe, clean, well-supplied sanitary and hygiene facilities for women and men (gendered toilets) ;
- in partnership with the media and civil society organizations, conduct awareness campaigns on the benefits of technical and economic education

for girls and boys ; similar campaigns can be carried out for women's access to land ownership ;

- create or support the installation of multimedia centers respecting the disability approach offering training and internet access services at reduced costs, to facilitate equitable internet access for women and men, for schools of all levels, and even to producers in order to have easy access to information on inputs and markets and to promote their products ;
- develop training courses on positive masculinity with civil society organizations, by promoting the “school of husbands” approach. Alongside similar campaigns, such courses should target men and boys, in order to actively shift damaging cultural gender norms and to clarify understandings of what counts as gender-based violence, and how to discourse, reject and prevent it ²¹”.
- Run trainings with men in local governments and institutions to shift damaging gender norms that perpetuate institutional sexism.

The participation of women and men is one of the major pillars of the provision of quality services in an equitable manner to all citizens.

- Develop a strategy for equitable provision of services to citizens (inventory of fixtures by professionals following a participatory and inclusive approach, participatory and inclusive territorial development planning) ;
- Carry out investment works for the construction of infrastructure or maintenance of existing ones in order to create decent jobs and ensure that these will be offered to both women and men ;
- Set up equipment management committees strongly involving beneficiaries, women and men ;
- Develop a system for monitoring the quality and regularity of services provided to all citizens without discrimination to verify user satisfaction and establish sustainability.

4.5.4 Avenues for monitoring and evaluating the equitable distribution of wealth, goods, and services

As an indication, it is suggested to :

- have and keep up-to-date statistics disaggregated by sex and the cartography of the different groups constituting the population of the local government ;
- have a map of schools and sectors present in the territory of the local government ;

²¹ <https://partenariatouaga.org/au-niger-lecole-des-maris-ameliore-la-vie-des-femmes/>

- monitor the number of decent jobs created by the local government for women and for men each year ;
- monitor the evolution of the number and location of public and private structures offering internet access, as well as statistics disaggregated by sex relating to the attendance at these entities ;
- set up a participatory monitoring system for the quality of services provided to populations with gender-sensitive indicators.

4.5.5 Best practices, illustrations in the equitable distribution of wealth, goods, and services

Best practice # 4: Fair representation in the management of water services in rural areas²²

In Senegal's rural water sector, water supply networks are managed by local associations of water consumers (ASUFORs), on which the government has imposed strict quotas in terms of men's and women's representation. The management committees are made up of delegations of consumer representatives. Each delegation must include two members, at least one of whom is a woman. Likewise, there must be a woman among the two vice-presidents. On the other hand, at least one third of the members of ASUFOR's management committees must be made up of women. It is also recommended that the water vendors at standpipes be women.

Best practice # 5: On-site construction of urban sanitation facilities²³

Kiambu is an informal settlement area in Nairobi where a local NGO called “ Maji na Ufanisi ” (Water and Development) has installed solar panels on public pay toilets. This initiative allowed better visibility at night, and improved the operating hours of these toilets for women and children. A Community-Based Organization (CBO) has been given the responsibility of managing these facilities and has undergone training in operations, maintenance and governance. The leadership of the CBO involves both men and women, and major decisions regarding spending and income generation are made at general assemblies. To reduce the burden of costs, monthly family cards have been instituted in order to facilitate unlimited access per day, by family members. The local elementary schools have made a collective arrangement so that during the day, teachers accompany the children to the toilets at regular intervals. Women, however, continue to see how to improve the human security shield between homes and toilets, as the narrow paths that exist are not lit, resulting in insecurity for girls, women and children. This means that the barriers to full access still persist, especially at night.

Some resources available for more in-depth understanding of the issues at hand

- 1) ADEQUATIONS, “ Integrating gender in water supply and sanitation actions ”, 2019, <http://www.adequations.org/spip.php?article377> .

²² WSP (The Water and Sanitation program). *Gender in Water and Sanitation*, November 2010.

²³ Ibid

- 2) USAID, "Gender and Food Management: A Field Guide," 2007 <https://www.fsnnetwork.org/resource/gender-and-commodity-management-field-guide> .
- 3) UN-WOMEN, "Gender, taxation and equality in developing countries, Discussion paper", 2018, <https://www2.unwomen.org/-/media/files/un%20women/grb/resources/geder-tax-report-end-web.pdf?vs=3508> .
- 4) WSP (The Water and Sanitation Program), "Gender in Water and Sanitation", 2010. <https://www.wsp.org/sites/wsp/files/publications/WSP-gender-water-sanitation.pdf> .
- 5) Mariana de la Roche Wills, "How Might Menstruation Affect Girls' Education? », Menstrual Health Hub (MH Hub), 2020, <https://apolitical.co/solution-articles/fr/a-quel-point-la-menstruation-peut-elle-affecter-l-education-des-filles> .

4.6 TECHNICAL NOTE " PROFESSIONAL EQUALITY AND ECONOMIC EMPOWERMENT OF WOMEN "

This technical note relates to article 7 of the Charter.

4.6.1 Concepts related to professional equality and the economic empowerment of women

Professional equality between women and men²⁴ it is the equal visibility, autonomy, responsibility and participation of all people in all spheres of public and private life. In the company, it designates equal treatment between women and men in terms of access to employment, training, mobility and promotion or in terms of equal pay.

Women's empowerment²⁵ is a process by which the lives of women are transformed, from a situation in which they have limited power or agency due to obstacles linked to inequalities between women and men, to a situation in which they have the same powers as men.

Women's Economic Empowerment²⁶ is defined as a three-dimensional process, comprising economic opportunities, improving the legal status and rights of women, and the participation and inclusion of women in economic decision-making processes.

4.6.2 Context and challenges of professional equality and women's economic empowerment

Although in most African countries, the laws organizing professional activity (Labor Code) provide for equality between women and men in practice, the reality is a far cry from this ideal. Inequalities generally manifest themselves as soon as the recruitment announcement is made (search for a secretary, recruitment of a building technician, etc.) and continue through discrimination during recruitment, pay differentials for equal work, and even in the course of the career.

Indeed, in a sometimes subtle, and sometimes more obvious ways women systemically do not have access to the same opportunities as their male colleagues. Many prejudices

²⁴ Definition of the Council of Europe.

²⁵ OXFAM, "Oxfam's Conceptual Framework on Women's Economic Empowerment," 2017.

²⁶ https://apf.francophonie.org/IMG/pdf/2011_07_femmes_Rapport_autonomisation.pdf

about their ability to manage stress, pressure at work, or even to lead a team are often questioned and promote discriminatory career development. These stereotypes are most of the time shown to be untrue, and yet, the statistics of the number of women in positions of responsibility in the public and private sectors bear witness to persistent discrimination. However, professional equality makes it possible, beyond the search for social justice and equity, to respond to an economic challenge resulting from the development of the full potential of women and men.

Regarding the economic empowerment of women, despite the central role they play within families and even communities, at the social, economic, cultural, and even environmental levels, the lack of autonomy does not allow them to make their voices heard where it is needed. Indeed, various studies have noted that women hold only 20% of salaried jobs, although they constitute about 66% of the workforce of the labor force in Africa.²⁷ Yet, according to UN Women, *“Investing in women’s economic empowerment sets a direct path towards gender equality, poverty eradication and inclusive economic growth. Women make enormous contributions to economies, whether in businesses, on farms, as entrepreneurs or employees, or by doing unpaid care work at home.”*²⁸

The economic empowerment of women should therefore be one of the major goals of local governments / local authorities.

4.6.3 Implementation of the provisions of the Charter on professional equality and the economic empowerment of women

4.6.3.1 Some questions to ask yourself for the pre-diagnosis of the situation

For professional equality:

- In the local administration, is there a good knowledge of the workforce disaggregated by gender in each professional category?
- What is the proportion of women and men appointed to the various positions of responsibility in local administration and semi-public companies in which the local government is involved?
- Have we been interested in knowing why certain professional categories or certain trades seem more feminized and others more masculine?
- Do we know what challenges women face in pursuing a career in local government?
- Are there cases where, for equal work or equal responsibilities, there are pay gaps between women and men? If so, for what type of work? What positions of responsibility?

²⁷ UCLG-Africa, REFELA, “Analytical Report on the Situation of Women's Economic Empowerment in Africa”, 2020. <https://www.knowledge-uclga.org/rapport-analytique-de-la-situation-de-l-autonomisation-economique-des-femmes-en.html?lang=en>

²⁸ <https://www.unwomen.org/fr/what-we-do/economic-empowerment>

- Are there adequate mechanisms and schemes that allow women to lighten their family/caring load and free up time to have a professional career?
- Are recruitment and promotion processes and communication organized in a fair and transparent manner that does advantage or disadvantage applicants based on sex/gender and related stereotypes?

Speaking of women's economic empowerment:

- Does the local administration have a good knowledge of the laws and regulations favorable to the integration of women into the labour market ?
- Is there a directory of women producers in the local services for different sectors of the economy ? For public procurement?
- Do you have an up-to-date directory of specific local products resulting from the know-how of women and which would benefit from being promoted ?
- Do you have a good knowledge of the problems encountered by women in accessing finance, capacity-building or opportunities ?
- Are there financial institutions with products accessible to low-income women ? Do they accommodate women in all their diversity, regardless of sexual orientation, migratory status, marital status, ethnicity etc.?
- Are the roads connecting agricultural, artisanal or livestock production sites to markets maintained and in good condition ?
- Does the local administration ensure to provide support to women producers for participation in fairs, markets, conferences, trainings and other economic meetings ?
- Is there an approach to capitalize on the opportunities offered by digital technologies in the local approach to the process of women's economic empowerment (Example: e-commerce platform, ownership of ICT tools) ?

4.6.3.2 Some ideas to improve professional equality and the economic empowerment of women

In order to promote professional equality, local governments could :

- Create daycare centers or nurseries subsidized by the local government and offering accessible services at affordable prices ;
- Make sure to specify in all published job offers that applications from women are encouraged ;
- Organize staff capacity building by ensuring that both women and men are included ;
- Have a staff remuneration grid and associated benefits to be shared with staff in complete transparency ;

Regarding the economic empowerment of women, local governments could :

- Ensure the balanced presence of women and men within platforms for reflection and decision-making on local economic policies ;
- Organize, in partnership with civil society organizations and the media, training in the creation and management of micro-enterprises face-to-face or via local media ;
- Encourage, in collaboration with civil society organizations, producer organizations to federate themselves into larger groups capable of being credible interlocutors with administrations, bankers, development partners, etc.;
- Organize fairs and competitions aimed at promoting local products and stimulating the improvement of their quality ; give them visibility on the local government 's communication media (magazines, leaflets, website, social networks, posters, etc.) ;
- Discuss with local financial institutions the preferential modalities of access to credit for women, possibly guaranteed by the local government ;
- Engage in regional initiatives in favor of the economic empowerment of women like the "Campaign of African Cities favorable to the economic empowerment of women " of UCLG Africa - REFELA.

4.6.4 Ideas for monitoring and evaluating professional equality and women's economic empowerment

The monitoring and evaluation system put in place should make it possible to verify the following information / indicators:

In terms of professional equality,

- recruitments and staff by professional category disaggregated by sex ;
- average remuneration by professional category and gender ;
- positions held by women and men in local administration and mixed economy companies in which the local government is involved ;
- the proportion of women and men promoted in relation to the workforce in each professional category ;
- the existence, functionality, and accessibility of childcare facilities in the territory of the local government ;
- the proportion of women and men working full vs part-time;
- patterns of leave (sick leave, family care leave);

In terms of economic empowerment,

- the evolution of the number of micro-enterprises paying levies and taxes and managed by women ?
- the proportion of women in dominant economic activities ;
- changes in the number of members of women producers' groups for the different sectors of the economy;
- changes in the proportion of women having access to the services of banks and microfinance institutions ;
- the proportion of local products resulting from the work of women, and promoted within the framework of meetings and decentralized cooperation ;
- statistics disaggregated by sex of users of multimedia centers offering Internet access.

4.6.5 Best practices on professional equality and the economic empowerment of women

Best practice # 6: Support for the empowerment of women / women's associations for savings and loans (AFEC), Garoua II County Borough (Cameroon)²⁹

In order to support the empowerment of women and their contribution to local economic development, the district municipality of Garoua II (Cameroon) is developing an original approach based on the creation of Associations of Women for Savings and Loans (AFECs). In 2015, at the end of a three-month awareness campaign on the socio-economic potential of women, led by municipal councilors and the municipality's social service with the female population, traditional and religious authorities, opinion leaders , certain difficulties relating in particular to the adhesion of men fearful of losing their authority and to the reluctance of certain women to take charge of themselves as a development actors in their own right, were noted. To remedy this, the City Council has set up think tanks on the importance of education for all for development.

The project is supported by the International Association of Francophone Mayors (AIMF) and organized in two phases. The first phase (2015-2017) made it possible to create the first 100 AFECs that are already operational in an efficient manner. At the end of the second phase completed in 2019, it is clear that women were enthusiastic to participate in this dynamic. In fact, 267 AFECs have now been created and have more than 8,000 members and are spread over 52 out of 56 districts in the Municipality. Support for AFECs is carried out in partnership with the Cameroonian NGO FAVIDA, and includes training and awareness-raising: about savings and loans for the implementation of income-generating activities; to associative life; female leadership; women's rights (access to land, fight against violence, schooling for young girls, etc.); and about sustainable management of natural resources.

²⁹ <https://aimf.asso.fr/Garoua-autonomisation-femmes.html>

The funds saved by the AFECs are redistributed to members in the form of credit for the creation of activities in the sectors of agriculture (32%), petty trade (55%), livestock (10%) and sewing (3%). From the point of view of the structuring of the local fabric, 22 networks and a federation of networks of associations have been created and structured and a Savings and Loans Cooperative is in the making. In addition, the AFECs also mobilize a solidarity fund, used mainly in the form of donations for health care, children's education costs and costs related to baptisms, marriages, or death of a member, thus reinforcing the cultural and social value of these women's groups.

Finally, the initiative recently won the 1st prize in the National Competition organized by the Special Fund for Equipment and Inter-municipal Intervention (FEICOM) for municipal best practices in local development, 2019 edition.

Some resources available for more in-depth information about the issue at hand

- 1) Marie Thérèse CHICHA, "Promoting equity: Gender-neutral job evaluation for equal pay: A step-by-step guide. Geneva, International Labour Office, 2008. ILO. https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_122372.pdf.
- 2) Economic Empowerment: Some Facts and Figures, The Benefits of Economic Empowerment, <https://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures>
- 3) UCLG-Africa, REFELA, "Analytical report on the situation of the economic empowerment of women in Africa", 2020, <https://www.knowledge-uclga.org/rapport-analytique-de-la-situation-de-l-economic-empowerment-of-women-in.html>.
- 4) The Fund for Gender Equality, <https://www.unwomen.org/en/trust-funds/fund-for-gender-equality>
- 5) OXFAM, "OXFAM Conceptual Framework for Women's Economic Empowerment", 2017, <https://policy-practice.oxfam.org/resources/oxfams-conceptual-framework-on-womens-economic-empowerment-620269/>

4.7 TECHNICAL NOTE " PROTECTION OF WOMEN AND GIRLS AGAINST VIOLENCE "

This technical note relates to Article 8 of the Charter.

4.7.1 Concepts related to the protection of women and girls against violence

Violence Against Women ³⁰ includes all acts perpetrated against women causing or likely to cause them physical, sexual, psychological or economic harm or suffering, including the threat to undertake such acts, the imposition of restrictions or the arbitrary deprivation of fundamental freedoms, whether in private or public life, in peacetime, in conflict or war.

Gender-based sexual violence³¹ is an umbrella term for all harmful acts committed against a person's will and based on gender differences, namely the differences socially associated with being a woman or a man. These are sexual assault, forced prostitution, domestic violence, trafficking, forced or early marriage, harmful traditional practices such

³⁰ UN, Department of Peace Operations, "Gender Equality and Women, Peace and Security, Briefing Kit," 2020, https://peacekeeping.un.org/sites/default/files/gewps19_respack_v7_eng_digital.pdf

³¹ Ibid

as female genital mutilation, honor killings, and inheritance practices that are disadvantageous to widows.

Sexual exploitation³² is any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another .

4.7.2 Context and challenges of protecting women and girls against violence

" ... Violence against women reflects historically unequal power relations between men and women, which have resulted in the domination and discrimination exercised by the former and hampered the promotion of the latter, ..." ³³ , thus depriving women of their full emancipation³⁴.

Statistics and reports abound on violence suffered by women and girls in all cultures, in all spheres of life, both in physical and virtual spaces.

Among the different forms of violence suffered by women and girls are ³⁵ : verbal violence (insults, insults, shouts, threats, etc.), psychological violence (belittling, contempt, humiliation, blackmail, pressure, harassment, control, surveillance, prohibitions, isolation of the victim, etc.), physical violence (beatings, pushes, slaps, strangulations, burns, kidnappings, mutilations, attempted murder...), sexual violence (sexual assault, marital rape, forced sexual practices, prostitution...). They are perpetrated within families and communities, within couples, in the workplace, at school, and in public and private spaces. With the development of the Internet, the virtual space has been invited into the dance and widens the perimeter to " cyberviolence " .

Violence has the effect of preventing many women and girls from accessing and enjoying their civil, political, economic, social, and cultural rights on an equal basis with men and boys. In addition, this violence leads to multiple psycho-traumatic and physical disorders, and even the risk of losing the lives of the victims (so-called " honor " killings, femicides , etc.).

Women and girls who are victims of violence need specialized reception and listening, in order to enable them to break out of the cycle of guilt in which their attackers and society lock them. Unfortunately, the care that is provided often falls short of their needs and does not allow the victims to rebuild themselves. Indeed, whether it is about permissive laws, ill-informed and/or inadequately trained law enforcement agencies generally on this issue, insufficient number of reception and accommodation structures, or unauthorized legal support entities not provided with specialists, we are very far from the

³² Ibid

³³ Declaration on the Elimination of Violence Against Women.

<https://www.ohchr.org/en/professionalinterest/pages/violenceagainstwomen.aspx>

³⁴ Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence. <https://rm.coe.int/168008482e>

³⁵ Centre Hubertine Auclert, « Agir efficacement contre les violences faites aux femmes au niveau local, Guide pratique à l'usage des municipalités et des EPCI », 2020, (*Acting effectively against violence against women at the local level, Practical guide for municipalities and EPCIs (Inter-municipal Cooperation Entities)*) <https://www.centre-hubertine-auclert.fr/sites/default/files/fichiers/cha-guide-agirviolencescollectivites-web.pdf>.

situation which would allow women and girls to feel safe and to report all the violence suffered.

This is why local governments, because of their proximity to the populations, should resolutely commit to the protection of women and girls against violence.

4.7.3 Implementation of the provisions of the Charter on the protection of women and girls against violence

4.7.3.1 Some questions to ask yourself for the pre-diagnosis of the situation

- In the organization of the local administration, is there an entity that specifically deals with the problems of violence against women and girls ?
- Has the local administration taken steps to affirm its involvement in the protection of women and girls against violence?
- Are streets and public spaces well-lit at night ?
- Does the local administration have a directory of public and / or private structures called upon to intervene or which provide support to women and girls victims of violence ?
- Are the entities to which women and girls can resort in the event of violence easily accessible, functional and have appropriate equipment and competent personnel ?
- Has a system for reporting incidents of violence against women and girls been set up within the local administration ? Is it informed on a regular basis ? Is the information that is collected processed ?
- Is there a consultation platform or any other cooperation mechanism with the deconcentrated national government's services competent in the matter, in order to better prevent and manage cases of violence against women and girls?
- Does the local government conduct programmes targeting boys and men to raise awareness of and to prevent gender-based violence?

4.7.3.2 Some ideas to improve the protection of women and girls against violence

- Put up awareness posters for the protection of women and girls against violence, in the premises of the local government and public spaces, including schools ; set up a toll-free number to denounce violence;
- Introduce a chapter on domestic violence to sensitize spouses and their families during wedding celebrations;
- In partnership with the media, carry out awareness-raising campaigns and organize educational talks with heads of community organizations for the protection of women and girls against violence ;

- Pay particular attention to functional public lighting of streets, crossroads and various public places ;
- Organize, in partnership with the competent administrations and civil society organizations, training courses on violence against women and girls and the appropriate protection measures, for law enforcement and the staff of the structures called upon to intervene if necessary;
- Set up within the local government, an inclusive multi-stakeholder group to reflect on the fight against violence against women and girls, in charge of developing a specific policy with prevention and protection actions ;
- Draw up a map of public and / or private support and accommodation systems for women and girls who are victims of violence and support them from a budgetary point of view ;
- Join regional dynamics in the fight against violence against women, like the UCLG Africa - REFELA campaign entitled " African cities with zero tolerance in the face of violence against women and girls ".

4.7.4 Ideas for monitoring and evaluating the protection of women and girls against violence

The monitoring and evaluation system put in place should make it possible to verify the following information / indicators:

- Number and percentage of law enforcement personnel who have received training in handling cases of violence against women and girls ;
- Evolution of the number of local administration staff equipped to deal with cases of violence against women and girls ;
- Annual budgetary allocations made to structures providing support to women and girls victims of violence ;
- Regularity of the treatment of denunciations of violence.

4.7.5 Best practices for protecting women and girls against violence

Best Practice # 7: Services for Victims of Sexual Violence in Timor-Leste³⁶

A network of Vulnerable Person's Units (VPUs) has been established within the national police service of Timor-Leste to deal with cases of rape, attempted rape, domestic violence, child abuse, moral abandonment of children, missing persons, paternity and sexual harassment. VPUs dispatch designated police officers to access points for victims of gender-based violence and to service providers. These VPUs are trying to integrate

³⁶ UN-INSTRAW, DCAF, Practical Note 13 Toolkit "Gender and Security Sector Reform (SSR)". "Implementing the Women, Peace and Security Resolutions in Security Sector Reform", 2010, <https://www.dcaf.ch/implementing-women-peace-and-security-resolutions-security-sector-reform-practice-note-13>

female staff into their ranks to conduct interviews with female victims. Since the establishment of these VPU, the number of cases reported to the police has increased and there is increased collaboration and coordination between the police and CSOs. With the active participation of CSOs, a functional network of services has been established for victims of sexual and domestic violence and abused children. Thus, a secure room has been installed in the national hospital, medical and forensic examinations are now carried out, psychosocial advice is provided, accommodation centers are in place and legal aid is available. CSOs participate in the delivery of many of these services, in addition to their public education and awareness efforts.

Best practice # 8: The School for Husbands (Niger)³⁷

In Niger, husbands were often hostile to the dispensary and prevented their wives from being followed there during pregnancy. Since 2007, the United Nations Population Fund (UNFPA) has created the School for Husbands, with amazing results. In the country, which has one of the highest maternal mortality rates in the world, UNFPA decided to target men. With a maximum of 12 members, each school for husbands is supervised by a “coach” from a local NGO. Twice a month, meetings provide a space for reflection to make spouses aware of the importance of practices relating to reproduction and family planning. A selection is thus made at the entrance: after an interview, only husbands wishing to change mentalities in matters of health and reproduction will be chosen. Men who can then spread the word and train their peers.

And, within five years, the results were good. In 2013, 52% of women sought the services of Family Planning, compared to 26% three years earlier. In the Zinder region, the first region targeted by UNFPA for its alarming indicators, the family planning attendance rate rose from 21% in 2007 to 69% in 2012 and the assisted delivery rate increased from 26% to 51%. Faced with these encouraging figures, the initiative, initially confined to the Zinder region, spread to all regions of the country: eleven schools were in place in 2007, they are now 610. The School for Husbands extends even beyond the borders of Niger and has spread to Sierra Leone, Senegal, the Gambia, Guinea, Burkina Faso, and Côte d'Ivoire.

Some resources available for more in-depth knowledge about the issues at hand

- 1) Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women (2003), <https://au.int/fr/treaties/protocole-la-charte-africaine-des-droits-de-lhomme-and-people-relating-to-women's-rights-in-africa> ;
- 2) Center Hubertine Auclert, " Acting effectively against violence against women at the local level, Practical guide for municipalities and EPCIs ", 2020 <https://www.centre-hubertine-auclert.fr/sites/default/files/fichiers/cha-guide-agirviolencescollectivites-web.pdf>
- 3) UNIFEM, "Picturing a Life Free of Violence: Media Communication Strategies to End Violence Against Women". (United Nations Development Fund for Women) <https://www.endvawnow.org/uploads/browser/files/Picturing%20a%20Life%20Free%20of%20Violence%20English.pdf>
- 4) Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, <https://rm.coe.int/1680084840> ;

³⁷ <https://partenariatouaga.org/au-niger-lecole-des-maris-ameliore-la-vie-des-femmes/>

4.8 TECHNICAL NOTE " PROMOTION OF PEACE AND SECURITY "

This technical note concerns Article 9 of the Charter.

4.8.1 Concepts related to the promotion of peace and security

Conflict-related sexual violence³⁸ refers to acts or types of sexual violence such as rape, sexual slavery, prostitution, forced pregnancy and sterilization, trafficking of persons for the purpose of sexual violence or sexual exploitation when these occur in times of conflict or any other form of sexual violence of comparable gravity, perpetrated against women, men or children, in direct or indirect connection with a conflict.

Sexual exploitation and abuse³⁹ : The expression "sexual exploitation" refers to the act of abusing or attempting to abuse a state of vulnerability, an unequal balance of power or a relationship of trust for sexual purposes, including but not exclusively, with a view to obtaining a pecuniary, social or political advantage. Certain forms of forced or coerced prostitution may fall into this category. The expression "sexual abuse" designates actual abuse of a sexual nature, committed with force, coercion or through unequal intercourse, or the threat of such abuse.

Resolution 1325 of the UN Security Council ⁴⁰: Adopted in October 2000, recognizes the particular impacts that armed conflicts have on women and the important contribution that women make to security and reconciliation. It advocates for increased representation of women in conflict prevention and management. It also stresses the need to integrate a gender perspective in the implementation of peace agreements, Disarmament, Demobilization, and Reintegration (DDR) processes and the training of peacekeepers.

4.8.2 Context and challenges of gender equality in peace and security

With the proliferation of conflicts and political or economic crises in Africa, the populations of migrants, refugees and internally displaced persons, often made up mainly of women and children, have increased considerably. The local governments that receive them must, with often very limited means and in emergency situations, continue to assume their responsibilities by offering them essential services. These communities therefore become key players in the management of crises.

In these contexts, and even in post-crisis contexts, which exacerbate discrimination and violence against women and girls, the latter have more difficulties than men to protect themselves and yet must, in a strong climate of insecurity, find water, find enough food to feed their families, and lodge them. These situations make them more exposed to various forms of exploitation when they need to earn money or access essential services.

Also, excluding women and girls from the development of peace and security processes is detrimental to their success, because the solutions will not take into account their specific

³⁸ UN, Department of Peace Operations, "Gender Equality and Women, Peace and Security, Briefing Kit," 2020, https://peacekeeping.un.org/sites/default/files/gewps19_respack_v7_eng_digital.pdf

³⁹ Ibid

⁴⁰ Ibid

needs and concerns, often linked to different forms of violence and of discrimination they have had to face. The peace and reconstruction process will have deprived itself of female expertise in conflict prevention, management, and resolution.

Likewise, if they are not involved in reconstruction processes and related local decisions, families as a whole, women, men, girls, and boys, will have more difficulty resuming a normal life.

4.8.3 Implementation of the provisions of the Charter on the promotion of peace and security

4.8.3.1 Some questions to ask yourself for the pre-diagnosis of the situation

- How many women and how many men are there in the consultation and decision-making platforms for peace and security ?
- Does the local administration have a good knowledge of border conflicts between the different communities present in its territory ?
- Does the local administration have up-to-date statistics disaggregated by sex and mapped on the populations of migrants, refugees, and internally displaced persons present in its territory ?
- Do you have a strategy or initiatives for the economic and social integration of the migrant, refugee, and internally displaced populations present in the territory ?

4.8.3.2 Some ideas for gender equality in the promotion of peace and security

- List and promote traditional knowledge in terms of promoting peace and security, peaceful conflict resolution, distinguishing the roles attributed to women and girls from those of men and boys ;
- Build the capacities of leaders of women's organizations in order to equip them with technical expertise (language, knowledge, specific measures, legal aspects) and the knowledge and skills necessary during negotiations before, during or after crises (economic, health, disasters) or conflicts ;
- Encourage inter-community coalitions of women for peace and security and prepare them to contribute fruitfully according to their specific needs and concerns ;
- Set up within the community, a security committee in which all voices, including those of girls and women, refugees, migrants, or displaced persons can be heard ;
- Introduce the themes of peace and security on the agenda of the work of inclusive neighborhood or village consultation platforms including women, men, and young people ;

- Support the participation of women and adolescent girls at all levels of conflict prevention, management, and solutions, especially with regard to peace processes.

4.8.4 Ideas for monitoring and evaluating gender equality in the promotion of peace and security

The monitoring and evaluation system put in place should make it possible to verify the following information / indicators :

- Evolution of the social roles of women and girls in conflict situations or in post-crisis management ;
- Participation of women and girls in exchange platforms on the promotion of peace and security ;
- Statistics disaggregated by sex and age of displaced, migrant, or refugee populations present in the territory ;
- Evolution of the perception of border conflicts between the communities present on the territory of the local government ;

4.8.5 Best practices in terms of gender equality in the promotion of peace and security

Best practice # 9: “Maka Pads” project, Uganda, 2007 ⁴¹

This project provides employment to female refugees in the Kyaka II refugee settlement, as well as to male refugees, who together manufacture sanitary napkins from local materials. Jointly set up by UNHCR, GTZ (an operational partner) and a professor from the Makerere University in 2007, this project contributes to restore economic power to female and male refugees, and to increase the number of girls enrolled in school. The project also helps deliver on UNHCR's commitment to systematize the provision of sanitary items in all UNHCR assistance programs.

Some resources for more in-depth information about the subject

- 1) UN, Department of Peace Operations Gender Equality and Women, “ Peace and Security, Briefing Kit ”
 , 2020 , https://peacekeeping.un.org/sites/default/files/gewps19_respack_v4_french_digital.pdf .
- 2) UNHCR, “ Manual for the Protection of Girls and Women ”, 2008 - <https://cms.emergency.unhcr.org/documents/11982/51689/HCR+%E2%80%93+Manuel+pou+r+la+protection+des+women+et+des+filles/ea4e7e05-0354-42b7-ac02-6f324b3e97c7> .

⁴¹ UNHCR, “Handbook for the Protection of Girls and Women”, 2008 - <https://cms.emergency.unhcr.org/documents/11982/57181/UNHCR+Handbook+for+the+Protection+of+Wom+en+and+Girls.pdf/ed5b4707-337f-4275-86e7-3af5f81186ea>

4.9 TECHNICAL NOTE " PROTECTION OF CHILDREN, BOTH GIRLS AND BOYS "

This technical note relates to Article 10 of the Charter.

4.9.1 Concept related to child protection

A **child** ⁴² means any human being under the age of eighteen, unless the majority age is reached earlier by virtue of the legislation applicable to children.

4.9.2 Context and issues of the protection of children, both girls and boys

As stated in the Charter, the prism through which any society is deemed more or less worthy of mankind is its commitment to the development of its children, both girls and boys. Failures in the health or education systems in countries do seriously affect children, both girls and boys. Children are often the first victims of migratory movements caused by crises or conflicts.

In addition, children, both girls and boys, are victims of physical, sexual, and psychological abuse within families and communities, at school, and in public spaces. These assaults include beating, abuse, exploitation for economic ends, early marriage, early childbearing, genital mutilation, and rape, especially for girls, to name but a few. Certain traditional practices tend to promote the full development of the boy to the detriment of the young girl, this tendency may explain the origin of early pregnancies among young girls, and explain the higher rates of school dropout among young girls than among boys.

Sometimes fleeing violence, children find themselves in the streets. The phenomenon of street children, estimated in Africa at 30 million children affected⁴³, is quite worrying and requires an urgent reaction from the local governments.

Moreover, according to UNESCO, birth registration rates are relatively low, depriving many children of an official identity. It is generally only when they have to take exams to enter secondary school that this failure is exposed.

According to an analysis by the NGO Save the children⁴⁴, for most of the countries of the continent, a majority, if not most of the children, live a truncated childhood.

Local elected officials should ensure the implementation of the five dimensions of children's rights identified in the indicators of the Sustainable Development Goals: Every child survives and thrives - Every child learns - Every child is protected against violence, abuse, exploitation and harmful practices - Every child lives in a safe and clean environment - Every child has the same opportunity to be successful in life.

⁴² International Convention on the Rights of the Child (1989).

⁴³ UCLG Africa - REFELA. ""Report of the Analysis of the Situation of Street Children in Africa", 2018.

⁴⁴ Save the Children, "Stolen Childhood", 2017.

4.9.3 Implementation of the provisions of the Charter on the protection of children

4.9.3.1 Some questions to ask yourself for the pre-diagnosis of the situation

- In the organization of the local administration, does there exist an entity which deals specifically with children's problems ?
- Does the local administration list the customs likely to lead to violence and discrimination against children ?
- Are there inclusive platforms with parents to discuss or raise awareness on equality between girls and boys, on the risks generated by the traditional roles of girls and boys in their communities and / or practices? religious and cultural forces ?
- Are families made aware of the need to register all births or any arrival of a child, whether girl or boy, in the territory? Are the civil status centers easily accessible to the populations ?
- Have you checked that education and health care are provided to children under the conditions defined by law (free of charge or at reduced rates) ?
- Do all schools in the territory have facilities that provide girls and boys with drinking water, sanitation, and separate hygiene services ?
- Does the local administration organize recreational activities specially dedicated to children, girls, and boys, without any discrimination ?

4.9.3.2 Some ideas to improve the protection of children, both girls and boys

- Set up a meeting framework for awareness and information of parents on attacks and violence suffered by children, on the risks generated by the traditional roles of girls and boys in their communities and / or religious practices and cultural practices; framework for reflection to ensure the full development of children, both girls and boys ;
- Set up, in partnership with the competent administrations, initiatives for the reintegration of street children into families ; adhere to the campaign launched by REFELA on the theme of "African cities without street children;
- Align the construction and equipment of schools in the territory with the standards of " child-friendly schools, girl-friendly schools"⁴⁵, with, among other things, facilities providing drinking water and separate sanitary and hygiene equipment for girls and boys ;
- In partnership with the media, carry out awareness-raising campaigns, including in local languages, to inform women about the importance of birth

⁴⁵ "Child-friendly schools, girl-friendly schools" project, <https://afrique.aide-et-action.org/projets-humanitaires/ecole-amie-des-enfants-amie-des-filles/>

registration, and ensure a balanced presence of women and men within entities recording civil status events ;

- Carry out campaigns to verify the existence of a birth certificate for each child enrolled in school ;
- Work with those in charge of education services to promote the prevention of sexist behavior, from an early age, in order to equip girls and boys so that, when they become adults, they are sufficiently informed about gender-based and sexual violence ;
- Ensure the marking of pedestrian crossings in the streets of the local government and educate parents, children from school, and the public to respect for pedestrian (zebra) crossings ;
- Ensure that mechanisms are put in place to combat child labor within the local government and encourage any initiative promoting their protection.

4.9.4 Avenues for monitoring and evaluating child protection

The monitoring and evaluation system put in place should make it possible to verify the following information / indicators:

- Organization on a regular basis of meetings of the consultation platforms on the protection of children, and implementation of the measures taken ;
- Evolution of the dropout rate of girls and boys ;
- Proportion of schools respecting the principles of the child-friendly school, the girl-friendly school, and the conditions of access set by law ;
- Number of law enforcement personnel who have completed child protection training in the past year ;
- Number of recreational spaces accessible to children, both girls and boys, within the neighborhoods ;
- Statistics disaggregated by sex of street children ;
- Organization on a regular basis of recreational events specially dedicated to children.

4.9.5 Best child protection practices

Best practice # 10: Fighting stereotypes: Informing the youngest ⁴⁶

Professional segregation between women and men is the result of stereotypical choices made during initial orientation towards courses of study, which are already sexually differentiated. Indeed, there are widely held beliefs since childhood about what girls and boys are or are not capable of, beliefs which are implied "by nature". These "clichés" then assign women and men to predefined social roles, according to their gender and also lock them into job categories.

Gender stereotypes are constantly present in the education of children and influence their orientations in terms of studies and professions. They are mainly found in school material where women / girls are portrayed in a devalued way (low visibility, secondary characters, carrying out futile activities, dependent on male subjects in their career or the achievement of their destiny / desires, in the face of a limited number of choices, within and in the family universe and confined to a few professions, etc.). We also find them in other media ranging from toy catalogs, to literature, advertising, and the thoughts of those around us, in the most innocuous statements of each of us, etc. as "recurring values" (S. Chaumier, in Daréoux, 2007).

However, under the effect of stereotypes, the field of possibilities is reduced for each individual, and respect and esteem decreases. Indeed, although inequalities act mainly against the aspirations of women (stereotypes give a devalued image of women and a model of identification where they hold traditional and socially unrewarding roles), men are also concerned. For example, paternity leave (not compulsory) is used very little by these latter, although they applied for it. However, most of these stereotypes do not reflect the evolution of society, nor the role of women, nor that of men. In this context, it is as much a question of allowing as not of prohibiting. For example, boys are less-represented in medico-social careers while girls are a minority in technical or scientific careers.

Some resources available to better understand the issues at hand

- 1) UNICEF, "Progress for Every Child in the SDG Age, Executive Summary," 2018, [https://data.unicef.org/uploads/2018/03/SDG ... pdf](https://data.unicef.org/uploads/2018/03/SDG...pdf).
- 2) African Charter on the Rights and Welfare of the Child, [https://au.int/sites/default/files/treaties/36804-treaty-0014 - african charter on the rights and welfare of the child f.pdf](https://au.int/sites/default/files/treaties/36804-treaty-0014_-_african_charter_on_the_rights_and_welfare_of_the_child_f.pdf).
- 3) Situation of children's rights in each country <https://www.humanium.org/fr/afrique/>.
- 4) Project "School friend of children, friend of girls", <https://afrique.aide-et-action.org/projets-humanitaires/ecole-amie-des-enfants-amie-des-filles/>.
- 5) UNICEF, "UNICEF Child-Friendly Cities and Communities Handbook," 2019, [https://s25924.pcdn.co/wp-content/uploads/2019/11/UNICEF CFCI HANDBOOK FRENCH.pdf](https://s25924.pcdn.co/wp-content/uploads/2019/11/UNICEF_CFCI_HANDBOOK_FRENCH.pdf).

46

https://www.unapf.fr/sites/default/files/fichiers/publication_ceser/publication_guide_pratique/plaquette_egalite.pdf

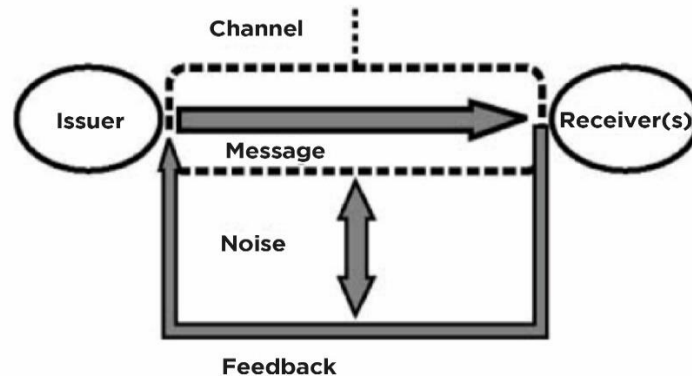
4.10 TECHNICAL NOTE " COMMUNICATION AND AWARENESS-RAISING FOR GENDER EQUALITY "

This technical note relates to article 11 of the Charter.

4.10.1 Concepts related to communication and awareness

Communication⁴⁷ is a dynamic process in which a sender and a receiver exchange information, ideas, opinions, feelings, or reactions. This process is not reduced to media or messages, but interacts in a network of social relationships.

Figure 3: Basic communication diagram⁴⁸



Issuer → Channel → Message → Noise → Receiver(s) → Feedback

Communication for Development⁴⁹ consists of the use in a planned and organized way of techniques and means of communication (media and non-media) to promote development, through a change of attitude and / or behavior, by disseminating the necessary information and by eliciting the active and conscious participation of all actors, including beneficiaries in the process.

More than an information campaign or a presentation, an **awareness** campaign⁵⁰ seeks to convey a strong and clear message, which remains in people's memories, raises awareness, and changes behavior.

4.10.2 Context and challenges of communication and awareness for gender equality

Communication and awareness are main pillars of the commitment to gender equality. In fact, insufficient consideration of gender in policies, programs and projects at the local level often results from ignorance of the issue of gender inequalities, or the lack of competence to manage them.

Informing and educating the populations on the advantages of the practice of equality between men and women, without giving the impression of denying customs or culture, would allow local governments to benefit from the full potential of all human capital

⁴⁷FAO, « Methodological Guide for Designing and Implementing a Multimedia Communication », 2002, .
<https://www.fao.org/publications/card/fr/c/624c63d0-d38b-5ee6-84c0-9139c7d337a3/>

⁴⁸ Ibid

⁴⁹ Ibid

⁵⁰

http://medias.sncf.com/sncfcom/education/seances/lycee/S1/Fiche_Realiser_campagne_sensibilisation.pdf

available and above all the adhesion or support of the various components of the target community, and therefore to promote the knowledge of which women are the bearers.

This cannot be done without involving the beneficiaries, both women and men, and all the other stakeholders. It is important to ensure throughout the process that the specific concerns and needs of each of the social groups are taken into account.

Constantly increasing the number of people made aware of the equality process and its positive benefits without any discrimination whatsoever will make it possible to involve more and more people and to amplify its impact.

4.10.3 *Implementation of the provisions of the Charter on communication and awareness-raising for gender equality*

4.10.3.1 Some questions to ask yourself for the pre-diagnosis of the situation

- Do you have a map of the media operating in the territory, as well as the extent of the targets affected by their messages, distinguishing between women and men ?
- Do you have a differentiated assessment of the effectiveness of the means you use to convey messages and information or to interact with women and men, boys, and girls ?
- Do you communicate in a uniform manner with all components of the population, men, women, young people, the older persons , vulnerable groups ?
- Do you use local languages to communicate with people ?

4.10.3.2 Some ideas to improve communication and awareness for gender equality

- Develop a communication strategy on gender equality including, among other things, the adoption of inclusive writing, the elimination of images bearing gender stereotypes, involving multimedia approaches (newspapers, community radios, posters, social networks, etc.) and interpersonal communication channels such as civic events in the main languages spoken in the community ;
- Set up an inclusive consultation platform involving the media, civil society organizations, competent administrations, and community organizations, for the coordination and consistency of communication and awareness-raising initiatives for gender equality and monitoring of the related communication strategy;
- Support, through budgetary allocations, public and / or private communication, information, education and awareness-raising initiatives on gender equality undertaken within the local government;
- Engage in a cycle of educational talks in schools, with traditional leaders and other stakeholders, in order to identify the valuing traditional roles of

women and promote them, but also to sensitize them on the importance and usefulness of promoting a system of values promoting gender equality.

4.10.4 Avenues for monitoring and evaluating communication and awareness-raising for gender equality

The monitoring and evaluation system put in place should make it possible to verify the following information / indicators :

- Evolution of statistics disaggregated by sex and age of the territorial coverage of the media;
- Proportion of media with a program to promote gender equality ;
- Regularity of the inclusive consultation platform meetings ;
- Statistics disaggregated by sex and age of people affected by messages on gender equality and / or who adopt attitudes that have been the subject of such messages ;
- Existence and updating of the list of traditional roles that do enhance women's image.

4.10.5 Best communication and awareness-raising practices for gender equality

Best practice # 11: Use of written and audiovisual aids to communicate on the management of natural resources in Burkina Faso ⁵¹

In Burkina Faso, a study on the impact of written and audiovisual aids on the management of natural resources recommended the creation, in the villages, of information points on the management of natural resources. The aim was to set up one or two technical information points on the management of natural resources in the villages. These would be kinds of wall panels dealing with different themes on the protection of the environment with patterns related to the culture of the land. In itself, this already constitutes written and audiovisual media. The advantage is that any type of producer, and even the whole village, would have the theme of protecting the environment constantly in front of their eyes and in their minds. This would eventually become a reflex, moreover it would support the literacy effort undertaken almost everywhere for some time, since these signs would be read in the functional national language in the village. The themes must be related to the major concerns of the socio-ecological zone concerned and the specific constraints which are known there.

⁵¹ FAO, "Participatory approach, communication and management of forest resources in Sahelian Africa: Assessment and prospects", 1995. <http://www.fao.org/3/v9974f/v9974f03.htm#3.2.1>

Some resources available to better understand the issues at hand

- 1) FAO, "Methodological guide for the development of a multimedia communication strategy", Rome, 2002, <http://www.fao.org/3/y4333f/y4333f.pdf>.
- 2) UNDP, "Guide for gender sensitivity in national communications", 2015, <https://www.un-gsp.org/news/guide-pour-la-sensibilite-au-genre-des-communications-nationales>.
- 3) High Council for Equality between Women and Men, "Practical guide for public communication without gender stereotypes", 2016, https://www.haut-conseil-egalite.gouv.fr/IMG/pdf/guide_pour_une_communication_publique_sans_stereotype_de_sexe_vf_2016_11_02_compressed.pdf.

4.11 TECHNICAL NOTE " PARTNERSHIP AND COOPERATION FOR GENDER EQUALITY "

This technical note relates to Article 12 of the Charter.

4.11.1 Concepts related to partnership and cooperation

Partnership⁵² is defined as an active association of different stakeholders who, while maintaining their autonomy, agree to pool their efforts in order to achieve a common objective linked to a clearly identified problem or need in which, by virtue of their respective mission, they have an interest, a responsibility, a motivation, even an obligation.

Cooperation⁵³ is a mode of social organization which allows individuals with common interests to work together with concern for the general objective.

Decentralized cooperation⁵⁴ is defined as a cooperative relationship between two or more local governments, from different countries and which can involve other families of actors in the territories (CSOs, private sector, schools, health structures, universities, etc.).

Twinning is a form of decentralized cooperation enabling local governments from the same country or from different countries to work together for the realization of projects of common interest.

4.11.2 Context and challenges of partnership and cooperation for gender equality

Even if they are not always the main target, women are impacted by all decentralized cooperation projects. In this regard, the actors of international cooperation and solidarity have a major role to play in integrating, both in their structure and in development projects, the dimension of gender sensitivity.

The usefulness and the need for the local government to integrate this parameter both in the design and the implementation of its development programs and projects in its partnership and cooperation agreements at local, national or even international, is now

⁵² Place Business, Un partenariat, c'est quoi ? Définition, objectifs, types de partenariats. <http://www.place2business.be/fr/fiche-documentaire/1/Pourquoi>.

⁵³ La Toupie dictionary

⁵⁴ Mestre C., Piñol Puig G., "Decentralized cooperation - Some lessons from the field on the practices of local authorities in the area of development, Synthesis report", EU, 2015

unanimously recognized and constitutes an essential element in the realization of the human rights of all.

Integrating the gender approach into national or global solidarity actions will enhance the work of women and men, their contributions to building the development of the local government.

4.11.3 *Implementation of the provisions of the Charter on the partnership and cooperation for gender equality*

4.11.3.1 Some questions to ask yourself for the pre-diagnosis of the situation

- Does the local administration have an entity or a position specifically responsible for partnership and cooperation ? Are the staff assigned to it equipped to take gender equality into account ?
- Are the legal and regulatory provisions governing the partnership and cooperation of local governments known and used ?
- Is your community a member of a network, an umbrella organization or any other group promoting gender equality?
- Is the gender perspective systematically taken into account by the local government in partnership or cooperation agreements signed with other entities ?

4.11.3.2 Some ideas to improve partnership and cooperation for gender equality

- Set up an inclusive parity platform involving decentralized administrations, political party officials, the media, civil society organizations, community organizations, with the mission of discussing initiatives to promote gender equality, gender, and to pool human, financial, material and immaterial resources for greater efficiency and impact ;
- Join regional dynamics, networks of local governments or multi-actor networks working for gender equality ;
- Take part in exchanges and competitions on good practice in the field of gender equality at the national and international levels, as well as participation in North-South and South-South international cooperation projects ;
- Initiate capacity building activities around the theme of gender, for the staff involved in the processing of decentralized cooperation files ; promote their networking and the opening of discussion spaces within the local government.

4.11.4 Avenues for monitoring and evaluating partnership and cooperation for gender equality

The monitoring and evaluation system put in place should make it possible to verify the following information / indicators :

- Number of partnership or cooperation agreements signed integrating the promotion of gender equality as one of the principal objectives of partnership ;
- Number of partner local governments on the issue of gender equality ;
- Number of communications made annually in international meetings on the application of the Charter ;
- Number of local governments benefiting from an exchange of best practices ;
- Number of regional initiatives on gender equality of which the local government is a member.

4.11.5 Best practices of partnership and cooperation for gender equality

Best practice # 12: Decentralized cooperation between the departmental council of Ille-et-Vilaine (France) and the region of Mopti in Mali ^[55]

In 2010, in order to meet the needs of the Mopti region but also of the circles and municipalities, a geographic information system (GIS) was set up at the level of the Mopti region within the framework of cooperation, with support from the Ministry for Europe and Foreign Affairs (MEAE). The goal was to strengthen food security in the Mopti region through the structuring of the dairy sector and support for rice production. The development of a GIS will improve the participation of producers in local governance. It is a decision-making, mapping and planning tool highly appreciated by development actors, which is also unique in the Mopti region. An annual steering committee defines the priorities and training sessions are regularly organized to increase the autonomy of each local government in terms of data collection, to feed the maps of their territory. Since 2010, nearly 270 maps have been created around the following themes: hydraulics, health, education, agriculture, livestock, population, migration, renewable energies. The eight circles and 80 municipalities out of 108 have benefited from the services of the GIS unit in terms of maps or statistical data. NGOs, consultancies, and students also benefit from this service.

Best practice # 13: Cooperation between the Diputació de Barcelona, with its municipalities in the province of Barcelona, and IMADEL, and the municipalities of the Marrakech-Safi region ^[56]

Municipalities in the province of Barcelona (Spain) are joining forces with municipalities in the Marrakech-Safi region to strengthen citizen participation and promote gender equality at the local level. Indeed, strengthening citizen participation and promoting gender equality at the local level are at the heart of a partnership between 12 municipalities, including 6 from the Province of Barcelona in Spain and 6 from the

Marrakech-Safi region in Morocco. Extended to 28 Spanish and Moroccan municipalities in a second phase, the project aims to extend its field of action to the whole of Morocco, focusing on the integration of gender equality in public policies and the promotion of the participation of women in decision-making spaces.

In 2020, this cooperation project won the 1st prize of the PLATFORMA wards , organized by PLATFORMA.

Some resources available to better understand the issues at hand

- 1) ILO, “Promoting Gender Equality: Best Practices from ILO Cooperation Projects”, 2007. https://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_087980.pdf.
- 2) Committee 21, “Practical guide for the ownership of the 2030 Agenda by the French Local Governments”, 2019, <http://www.comite21.org/docs/doc-non-mis-en-ligne/2019/guide-oddetcollectivites-2019-a4-pap-interactive2.pdf>.

5 Conclusion

The main goal of this guide, drawn up in support of the Local Authorities Charter for Gender Equality in Africa , was to provide the signatories of the Charter with a tool facilitating their ownership of the provisions of this important document, as well as its implementation within their territories.

Indeed, it is increasingly clear that it is at the level of cities and territories that it is possible to act most effectively to promote equality between women and men in terms of access to productive resources, opportunities and in decision-making.

With this guide, the leaders African local governments have at their disposal a document that is easy to use in the different sub-regional contexts to carry out in a practical way, activities in favor of gender equality in all aspects of governance and daily life in their territories.

The “ Technical Notes ” which are presented throughout this guide make it easier to monitor and evaluate the implementation of the Charter. This will enable local governments to take advantage of their proximity to the populations to play a leading role in achieving equality between women and men.

This is what this guide invites us to do in a practical and detailed way.

Bibliography

- 3) FAO, "Participatory approach, communication and management of forest resources in Sahelian Africa: Assessment and perspectives", 1995, <http://www.fao.org/3/v9974f/v9974f03.htm#3.2.1>
- 4) FAO, "Methodological guide for the development of a multimedia communication strategy", Rome, 2002, <http://www.fao.org/3/y4333f/y4333f.pdf>
- 5) UN-WOMEN, UNFPA, "Practice of Gender Responsive Budgeting: A Training Manual", 2006, https://www.unfpa.org/sites/default/files/pub-pdf/gender_manual_eng.pdf.
- 6) USAID, "Gender and Food Management: A Field Guide," 2007, https://www.fsnnetwork.org/sites/default/files/Gender%20and%20CM%20a%20Field%20Guide_French.pdf.
- 7) UN-HABITAT, "Women's rights to land, property and housing: a global guide for public policies", 2007.
- 8) ILO, "Promoting Gender Equality: Best Practices from ILO Cooperation Projects", 2007, https://www.ilo.org/gender/Informationresources/Publications/WCMS_087935/lang-en/index.htm.
- 9) UN-HABITAT, "Local Elected Leadership Series, Key Skills for Improving Local Governance - Volume 3: Concepts and Strategies", 2008, <https://mirror.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2622>.
- 10) UNHCR, "Manual for the Protection of Girls and Women", 2008, https://cms.emergency.unhcr.org/documents/11982/51689/HCR+%E2%80%93+Manuel+pour+la+protection+des+women+et+des+filles/_ea4e7e05-0354-42b7-ac02-6f324b3e97c7.
- 11) CEMR, "Guide for the implementation of the European Charter for the equality of women and men in local life", 2009.
- 12) UNDP, "A Guide to Planning, Monitoring and Evaluation for Development Results", 2009.
- 13) UN-INSTRAW, DCAF, Practical Note 13 Toolkit "Place of gender in security sector reform", "Application of resolutions on women, peace and security in security sector reform", 2010, https://www.dcaf.ch/sites/default/files/publications/documents/Practice_Note_13_%20FR.pdf
- 14) WSP (water and sanitation program), "Gender in the context of water and sanitation", 2010, <https://www.wsp.org/sites/wsp/files/publications/WSP-Genre-dans-Context-Water-Sanitation-French.pdf>.
- 15) UNDP, "UNDP Gender Responsive National Communications Toolkit", 2015, https://www.un-gsp.org/sites/default/files/documentos/50083_-_undp_gender_team_french_sml.pdf.
- 16) Daniel Shu, "5 pillars of excellence in leadership", 2015.
- 17) UNDP, "Guide for gender sensitivity in national communications", 2015, <https://www.un-gsp.org/news/guide-pour-la-sensibilite-au-genre-des-communications-nationales>.
- 18) High Council for Equality between Women and Men, "Practical guide for public communication without gender stereotypes", 2016, https://www.haut-conseil-egalite.gouv.fr/IMG/pdf/guide_pour_une_communication_publique_sans_stereotype_de_sexe_vf_2016_11_02_compressed.pdf.
- 19) IFFD / OIF, "Methodological guide on the integration of gender in environmental assessments", 2017, https://www.ifdd.francophonie.org/wp-content/uploads/2019/12/704_Guide_genre_EE.pdf.
- 20) OXFAM, "OXFAM Conceptual Framework for Women's Economic Empowerment", 2017, <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620269/gt-framework-womens-economic-empowerment-180118-fr.pdf;jsessionid=81192F21CBBBCC6AA3DA806DA8D39DB1?sequence=8>.
- 21) Center for the Democratic Control of the Armed Forces - Geneva (DCAF), "Module 3, Gender and Gender Equality, Guide for Women on Security Sector Reform Training Program", 2017.

- 22) UN WOMEN, "Gender, taxation and equality in developing countries", 2018, <https://www2.unwomen.org/-/media/files/un%20women/grb/resources/geder-tax-report-fin-web.pdf?vs=3508>.
- 23) Marie Thérèse CHICHA, "Promoting equity: Gender-neutral job evaluation for equal pay: A step-by-step guide. Geneva, International Labour Office, 2008. ILO.
- 24) African Union, "African Union Strategy for Gender Equality and Women's Empowerment (GEWE), 2018-2028", 2018.
- 25) UNICEF, "Progress in the Age of SDGs for Every Child, Executive Summary," 2018, [https://data.unicef.org/uploads/2018/03/SDG ... pdf](https://data.unicef.org/uploads/2018/03/SDG...pdf).
- 26) UCLG Africa -REFELA, "Report on the analysis of the situation of street children in Africa", 2018.
- 27) UNAPL, « Guide des bonnes pratiques en matière d'égalité-parité dans les entreprises libérales », 2018, (" *Guide to best practices in terms of equality and parity in liberal enterprises* "), 2018, [https://www.unapl.fr/sites/default/files/fichiers/publication_ceser/publication_guide_pratique/plaquette_egalite.pdf](https://www.unapl.fr/sites/default/files/fichiers/publication_ceser/publication_guide_pratique_plaquette_egalite.pdf).
- 28) ADEQUATIONS, "Gender mainstreaming in Water Supply and Sanitation activities", 2019, <http://www.adequations.org/spip.php?article377>.
- 29) UNICEF, "UNICEF Child-Friendly Cities and Communities Handbook", 2019, https://s25924.pcdn.co/wp-content/uploads/2019/11/UNICEF_CFCI_HANDBOOK_FRENCH.pdf.
- 30) Committee 21, "Practical guide for the Ownership of the 2030 Agenda by French Local Governments", 2019, <http://www.comite21.org/docs/doc-non-mis-en-ligne/2019/guide-oddetcollectivites-2019-a4-pap-interactive2.pdf>
- 31) Centre Hubertine Auclert, "Acting effectively against violence against women at the local level, Practical guide for municipalities and EPCIs", 2020, <https://www.centre-hubertine-auclert.fr/sites/default/files/files/cha-guide-acteurviolencescollectivites-web.pdf>.
- 32) UN, Department of Peace Operations Gender Equality and Women, "Peace and Security, Briefing Kit", 2020, https://peacekeeping.un.org/sites/default/files/gewps19_respack_v4_french_digital.pdf.
- 33) UCLG-Africa, REFELA, "Analytical report on the situation of the economic empowerment of women in Africa", 2020. <https://www.knowledge-uclga.org/rapport-analytique-de-la-situation-de-l-economic-empowerment-of-women-in.html>
- 34) PROTEGE QV, "Gender-sensitive planning and budgeting guide for local governments in Cameroon", 2020
- 35) AIMF, "Gender mainstreaming in city development actions - Guide for cities and associations of cities that are members of the AIMF", 2020.
- 36) UNESCO University Course on Gender Theory Intended for Bachelor 1 level (Madagascar);
- 37) UN WOMEN, "Economic Empowerment: Some Facts and Figures, The Benefits of Economic Empowerment," <https://www.unwomen.org/en/what-we-do/economic-empowerment/facts-and-figures>
- 38) African Charter on the Rights and Welfare of the Child, [https://au.int/sites/default/files/treaties/36804-treaty-0014 - african charter on the rights and welfare of the child f.pdf](https://au.int/sites/default/files/treaties/36804-treaty-0014-african_charter_on_the_rights_and_welfare_of_the_child_f.pdf)
- 39) Situation of children's rights in each country <https://www.humanium.org/fr/afrique/>
- 40) "Child-friendly school, girl friendly" Project, <https://afrique.aide-et-action.org/projets-humanitaires/ecole-amie-des-enfants-amie-des-filles/>
- 41) UNIFEM, "Picturing a Life Free of Violence: Media Communication Strategies to End Violence Against Women". <https://www.endvawnow.org/uploads/browser/files/Picturing%20a%20Life%20Free%20of%20Violence%20English.pdf>

42)Directory of United Nations Resources on Gender and Women's Issues, [https://www.un.org/womenwatch/directory/women in power and decision making 30 07.htm](https://www.un.org/womenwatch/directory/women%20in%20power%20and%20decision%20making%2030%2007.htm)

43)Francophone international network for the equality of women and men in development, " Practical mainstreaming sheets, Sheet #. 4 : Socio-political profile of women, <https://www.genreenaction.net/Fiches-pratiques-pour-integrer-le-genre.html> .

CONTRIBUTIONS TO THE PREPARATION OF THE GUIDE AND ACKNOWLEDGMENTS

This guide has been produced under the specific agreement PLATFORMA - DCI-CSO-LA / 2019 / 405-168, funded by the European Commission.

Contributed:

For the General Secretaries of UCLG, CEMR and UCLG-Africa:

- Mr. Jean Pierre ELONG MBASSI, Secretary General of UCLG-Africa;
- Ms. Emilia SAIZ, Secretary General of UCLG;
- Mr. Frédéric VALLIER, Secretary General of CEMR (2010-2022) ;

For the UCLG Africa-REFELA Working Group:

- Ms. Jacqueline MOUSTACHE-BELLE, Director of the Gender and Youth Department of UCLG-Africa;
- Dr. François YATTA, Head of the Operations and Technical Assistance Cluster of UCLG-Africa;
- Dr. Najat ZARROUK, Director of Development and of the African Local Government Academy of UCLG-Africa;
- Mr. Mohammed NBOU, Director of the Climate and Biodiversity Department of UCLG-Africa;
- Mr. Brygo GAUTIER, Director of the Territorial Coaching Department of UCLG-Africa;
- Mr. Charles PATSIKA, Adviser in Decentralization and Local Governance of UCLG-Africa;
- Mr. Mustapha MOUFID, Director of the Culture program of UCLG-Africa.

For the Africa-Europe Committee of Support to the Drafting of the Charter:

- All the members of the Africa-Europe Committee.

For the focal points team:

- Mr. Drissa KEITA, Task-Manager of the Gender Unit of the Gender and Youth Department, CGLUA Focal Point;
- Ms. Fatima RAZOUKI, Task-Manager of the Gender Unit of the Gender and Youth Department, CGLUA Focal Point
- Ms. Jaimie JUST, Policy Advisor on Gender Equality and Diversity, CEMR Focal Point;

- Ms. Sarah VIEUX, Director of Communication - Culture Commission, UCLG Focal Point.
- Ms. Julia MUNROE, UCLG Focal point for Gender Equality.

And the Consultant, M^{rs}. Sylvie PEGMI DEBANA SIYAM SIWE, Expert-trainer in local development.

May they all find here the expression of the warm thanks of UCLG-Africa and REFELA, carriers of this project.