



FEDERATION  
OF CANADIAN  
MUNICIPALITIES

FÉDÉRATION  
CANADIENNE DES  
MUNICIPALITÉS

PROMOTING EQUITABLE AND SUSTAINABLE  
LOCAL ECONOMIC DEVELOPMENT:

**TOOLS FOR LOCAL GOVERNMENTS**



**MPED** | Municipal Partners for Economic Development  
**PMDE** | Partenaires municipaux pour le développement économique  
Partenarios Municipales por el Desarrollo Económico

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*This booklet is an updated and revised version of FCM's "Promoting Good Local Governance: Tools to support environmental sustainability, gender equality and social cohesion".*

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Development: Tools for Local Governments

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# Introduction

The Federation of Canadian Municipalities (FCM) works in Canada and internationally to improve quality of life in communities by promoting strong, effective and accountable municipal government. FCM's five-year (2010-15) *Municipal Partners for Economic Development* (MPED) program focuses on supporting sustainable and equitable economic development in selected developing countries in Africa, Asia and Latin America.

The specific purpose of MPED is to support local governments and local government associations (LGAs) in Vietnam, Cambodia, Mali, Burkina Faso, Tanzania, Nicaragua and Bolivia, and enable them to provide more effective services that advance sustainable and equitable local economic development (LED). MPED also promotes the engagement of program partners in regional knowledge sharing, as well as global policy development and program coordination.

MPED has identified two broad themes critical to good local governance and economic development: gender equality and environmental sustainability. These issues are called *crosscutting themes*, as they cut across all of the areas of work in the program, from LED strategic planning to the implementation of a wide variety of municipal programs and services that support community and business-led economic development.

This booklet proposes practical strategies to incorporate these crosscutting themes into

all aspects of a project, from the initial planning stage to the final evaluation. It has been adapted from a booklet originally developed to support FCM's programming in Indonesia and Sri Lanka. It provides tools and resources to help local government officials, municipal practitioners and other stakeholders to advance the economic development of their community in a sound manner.<sup>1</sup>

The booklet answers the following questions:

### **What are the crosscutting themes of MPED and why are they important?**

Section 1 introduces the crosscutting themes and explains why they are essential to good LED.

### **What can your project do to promote equality and equity between women and men?**

Section 2 describes why local governments need to address equality and equity between women and men. It includes a simple checklist and tool to help identify how a project may affect women and men in different ways.

### **What can your project do to promote environmental sustainability?**

Section 3 introduces the importance of environmental sustainability, and provides a simple checklist and tool to help identify what impact on the environment—now or in the future—your project might have.

<sup>1</sup> This booklet specifically refers to the integration of themes in individual projects; however, the same principles and guidelines would apply to programs with multiple projects—or to activities within a project.

## Section 1:

# What are the crosscutting themes of MPED and why are they important?



MPED aims to strengthen local government capacities to promote local economic growth, in keeping with national standards, local priorities and good local development practices. Among other things, economic development includes creating jobs, promoting micro- and small local enterprises, attracting external investment, employment, promoting exports, and tax incentives. LED encompasses these components; however, it also goes further than the simple pursuit of economic growth. It emphasizes the importance of improving the quality of life of all citizens—both male and female—in a more integrated and equitable way. This includes human development, decent work, the inclusion of the socially excluded, and the protection of the environment.<sup>2</sup>

The reasons for paying particular attention to issues of equality and equity<sup>3</sup> for women and men are twofold. The first is a question of fairness; the second is concerned with ensuring the most effective use of project resources. The United Nations (UN) currently estimates that approximately 70 per cent of the world's poorest people are women. A major factor for this is the discrimination they face solely because they are female. This discrimination has significant economic consequences for women and girls, and

often limits their opportunities in life; it also means that a society is not making optimal use of its available human capital, investments and donor funds.

Despite this, women and girls play a critical role in local economies. In rural Africa, it is women—not trucks, trains or planes—who carry two-thirds of all goods transported. In Southeast Asia, women provide up to 90 per cent of the labour for rice cultivation, and make up 35 per cent of small and medium enterprise owners.<sup>4</sup> In sub-Saharan Africa, women produce up to 80 per cent of basic foodstuffs. In Latin America, approximately 30 per cent of the agricultural production is done by women. In all countries, women and girls make a strong contribution to the local economy, in addition to carrying the major share of responsibility for family care.

<sup>2</sup> See the International Labour Organization (ILO) website: ([www.ilo.org/global/topics/employment-promotion/local-economic-development/lang--en/index.htm](http://www.ilo.org/global/topics/employment-promotion/local-economic-development/lang--en/index.htm)).

<sup>3</sup> *Equality* means ensuring project resources, activities and opportunities are equally available to women and men, and treating both sexes in the same way. *Equity* refers to the process of treating women and men fairly so that the project generates similar benefits for both sexes.

<sup>4</sup> Women Leaders Network of APEC. 2001. Briefing Notes. Canadian Delegation.

Multiple studies have shown that efforts to increase equality between women and men have a significant positive impact on economic growth and the reduction of poverty. Unfortunately, the productive role played by women is often not taken into account when planning LED initiatives; this is because their work is either not valued as much as men's or not as visible, (e.g. economic contributions made as unpaid workers in a family business or farm). The UN has estimated that if unpaid activities were treated as market transactions at prevailing wages, they would represent \$16 trillion; an additional 70 per cent more than the officially estimated \$23 trillion of global output. Women's labour represents almost half of this non-monetized and invisible contribution to the global economy.<sup>5</sup>

## **FACTORS CONSTRAINING EQUALITY AND EQUITY**

Some factors inhibit efforts to achieve equality between women and men in the areas of LED and local governance. These include:

### **Workload**

- Women dedicate a great deal of time to family and community responsibilities that might otherwise be applied to income generation. Childcare responsibilities can limit mobility and inhibit participation in the local economy.
- Women and girls are usually responsible for gathering wood for fuel—as well as water, if it is not available in the home.

### **Access to Resources**

- Women have greater difficulty accessing financial resources, as they often have fewer financial assets or formal title to the land they work. Using traditional models of risk assessment and collateral, in the same community, it is often more difficult for women to access credit and working capital than it is for men—even those at the same economic level.

- Women have less access to private vehicles and are the primary users of public transport.
- In some countries, women's limited mobility, due to family or cultural practices or security concerns, curtails their access to markets.
- Despite a predominant role in food production, women only own approximately 1 per cent of the land.
- For women in many communities, prevalent lower literacy levels hinder awareness and rights, as well as access to information and services available.
- Few local networks exist for women leaders; this means that critical information related to LED opportunities and local governance is not shared, and vital support is either unavailable or unknown to women who want to enter local government.
- Where access to technology is available, it is often the men in the community who have greater access to the new opportunities it brings.

### **Access to Public Office and Decision Making**

- Many political systems and political parties encourage patriarchal norms and values, are discriminatory to women, and hinder their contributions and access to the local governance system.
- Campaign costs can prohibit women from seeking election.
- The high incidence of violence and sexual harassment against women and girls, especially against women in politics, strongly hinders their inclusion in local governance.<sup>6</sup>
- Local, regional and national governments provide inadequate support to increase equality and equity for women and men in local governance; there is also limited use of women's knowledge and expertise at the grassroots level.

<sup>5</sup> Women Leaders Network of APEC. 1997. Summary Overview Issues Paper. Ottawa.

<sup>6</sup> In Belize, for example, a recent Country Gender Assessment, conducted by the Caribbean Development Bank, found that many women were reluctant to stand for election as it is standard practice for political opponents to comment on their sexual history and behaviour in public. This same standard of behavior did not appear to apply to male candidates. CDB. 2011. Country Gender Assessment: Belize. Bridgetown.

## ENVIRONMENTAL SUSTAINABILITY CONSIDERATIONS

MPED is primarily a capacity-building initiative; therefore, very few activities related to environmental sustainability involve physical work. However, LED may lead to activities having an adverse impact on the environment. For example, primary sector activities exert pressure on stocks of natural resources (some of which are non-renewable) and produce various types of pollutants—some of which are very toxic—to the air, soil or water. In addition, economic opportunities in the municipality can also lead to an influx of people from other areas. These migrants need housing, which usually translates into an increased demand for land, sometimes at the expense of natural habitats. An increase in the demand for housing will require building materials in quantities sometimes exceeding the area's capacity to produce them in a sustainable manner: illegal logging is already a major problem in several countries. Finally, all these activities will require transport infrastructure and services, energy and water, and will produce wastewater and solid waste. These are areas in which the municipality may have a significant role to play, particularly in terms of urban planning and the delivery of collective services.

For some types of projects, including those involving waste management delivery plans to service LED initiatives, the environmental issues that need to be addressed will be relatively obvious (e.g. groundwater protection or nuisances for neighbouring populations). However, in projects where environmental issues are not as visible, partners and local governments have to make sure these issues are not neglected and, whenever possible, that the project leads to improved environmental practices. For example, a project aimed at developing municipal financial incentives for LED could include considerations on how policy guidelines might favour businesses that use greener technologies or have environmentally friendly practices such as recycling or the use of renewable energy sources.

MPED will seek to limit negative environmental effects and promote positive ones, whether they are direct (such as the impact of waste management activities on groundwater quality) or indirect (such as economic development or fiscal policies promoting encroachment on certain habitats). In addition, project actors will give special attention to any cumulative environmental effects resulting from several similar projects being implemented in the same area. For example, how LED projects in neighbouring municipalities may each contribute to the overall pressures at the regional or district levels on the availability of resources. Examples of such resources are water, forestry products, sand and gravel, and energy.

## MAKING CHANGES WITHIN LOCAL GOVERNMENTS

Crosscutting themes are tools to promote good governance practices and ensure that economic development takes place in an equitable and sustainable way. Each theme underlines the importance of transparent and accountable governance practices, as well as the need to base government decisions on the priorities of both female and male members of the local community. An integrated approach also suggests how governments can ensure that the needs and interests of marginalized groups of men and women are included. This theme addresses the fair and equitable distribution of resources, opportunities and benefits. Addressing environmental sustainability calls attention to environmental assets, which groups have access to them, and the importance of involving all sectors of the public in managing and protecting the environment. By integrating the two themes, projects will be taking effective steps to develop equitable and sustainable LED policies and practices.

There are two global, complementary approaches to improving equitable and sustainable local economic conditions for women and men. The first is to make changes **within government**, for example changing organizational structures, poli-

cies and practices. This can be thought of as making improvements to the capacity of government by equipping government to promote and support equitable and sustainable LED. The second approach, equally important, focuses on **creating demand for democratic, accountable and fair governance** by strengthening community capacity to participate and to hold government organizations to account.

### **MAKING CHANGES WITHIN GOVERNMENT**

Changing the way that local government works includes:

- a) Making political commitments to sustainability and social justice. For example:
  - Adopting policies that commit the government to equality, justice and sustainability; publicizing those commitments; and setting an example by highlighting projects that contribute to gender equality, social cohesion and good environmental practices
  - Promoting the inclusion of all social factions in public affairs and valuing cultural and ethnic diversity in the community
  - Committing to poverty reduction through concrete measures targeting disadvantaged groups and the poor
- b) Improving practices and procedures. For example:
  - Developing more transparent decision-making and procurement practices
  - Developing human resource management practices that are gender-equitable, merit-based and fair
  - Establishing processes for community input into decisions

- c) Building capacity within municipal departments. For example:
  - Building staff awareness and capacity to consider the social and environmental implications of their work
  - Developing systems and procedures to improve public communication and consultation
  - Developing capacity to manage conflict and resolve issues of competing interests
- d) Giving priority to inclusive and equitable distribution of benefits. For example:
  - Ensuring that the local community receives benefit from the extraction and utilization of local resources
  - Working to achieve equal benefit for women and men from different communities
- e) Strengthening government accountability. For example:
  - Improving public access to information
  - Developing mechanisms for citizens to complain of corrupt practices

### **STRENGTHENING COMMUNITY CAPACITY TO PARTICIPATE AND HOLD GOVERNMENTS TO ACCOUNT**

A strong, aware civil society creates the demand for democratic, accountable and just government. Therefore, any effort to improve local governance needs to recognize and support the role of citizens and civil society organizations. Three of the important steps are:

- a) Supporting women and men, from all societal groups, to participate as informed citizens and to express and advocate for their interests. In order to participate effectively, citizens need:
  - Access to information
  - To understand the role of local government
  - To understand the consequences of government action
  - To be aware of their rights as citizens

b) Building civil society capacity to identify and express problems that affect the local community and develop solutions. Government can contribute to this by:

- Creating opportunities for citizen participation in local government processes
- Strengthening civil society organizations (through legal empowerment, financial support, capacity building, etc.)

c) Making local government representative of the community, by ensuring that government workers and officials come from different parts of the community, is also an effective strategy. Government decisions need to be based on the realities of diverse groups with the goal of ensuring that different groups benefit equally (not just receive equal opportunities). This requires access to information about the different groups within the community and good communication with civil society.





## Section 2:

# What can your project do to promote equality between women and men?

### WHY IS EQUALITY BETWEEN WOMEN AND MEN IMPORTANT TO LED?

Local government is successful when it meets the needs of citizens in ways that are financially, socially and environmentally sustainable. Meeting the needs of citizens means meeting the needs of both women and men. However, women and men often have very different needs and resources. Local government officials need to understand the differences in the situation of women and men; they should deliver economic development services in ways that meet these different needs. Often, it is primarily the needs and priorities of men that are taken into account.

Increasing women's involvement in local government activities increases the resources available to the community; it also ensures a diversity of perspectives in the planning process. When women are not included, governments and community organizations are only working with half the information they need to plan effectively; they are also only working with half of the community's resources.

The information in this section can help local governments to design and implement projects that include and benefit all members of the community.

### BASIC CONCEPTS FOR UNDERSTANDING EQUALITY

To assess how local government projects may affect women differently from men, it is important to understand a few basic concepts:

**Sex** refers to the biological characteristics which define someone as being female or male.

**Gender** refers to what society perceives as being male or female from a socio-economic perspective with regard to men and women's roles, division of responsibility, the value attached to the work they each do, how they should behave and what constitutes being masculine or feminine in any given context. These values are culturally based, can change over time, and often determine women and men's respective access to opportunities in life.

**Gender equality** is what happens when women and men have equal opportunities and capacities to develop to their fullest potential. Gender equality does not mean that women and men have to become the same, but that their access to rights, and their responsibilities and opportunities are not dependent on whether they are born male or female.

## 2.1: Social/Gender Overview

The first step to integrating equality and equity considerations in a project is to be aware of the context. A social/gender overview refers to an assessment process used to determine the factors affecting women and men; this needs to be taken into account when planning and implementing LED projects. Key analytical questions include:

- Who does what in the formal and informal sectors, as well as at the household level?
- Who does the paid and unpaid work in the household and the community?
- Who gets what? Who benefits and has access to resources?
- Who decides? Who participates in decision making? Whose voice is heard and given weight?
- Who has rights? Consider the right to housing, employment, house and land ownership, government services (e.g. water, sanitation, health care), as well as the right to vote, to make decisions and to live without violence.

The results and findings of a social/gender overview cannot be widely generalized because it is always based on the particular social, economic and cultural context. A good social/gender overview will ensure that the LED projects and related policies developed and implemented by the local government meet the diverse needs of all members of society.

**Access to and control over resources** refers to the assessment of male/female access to and control over the resources they need to participate equitably in local economic development projects. In this context, resources refer to the goods and materials needed to carry out the activities of daily life such as time, money or land. Resources include:

- Human resources (e.g. labour, power, health, information, education and skills)

- Tangible resources (e.g. money, assets, commodities and land)
- Intangible resources (e.g. contacts, networks, information and political influence).

Your social/gender overview (see Box 2.1) will need to determine to which resources men and women have access and if different groups of women and men have equal access to the resources they need in order to participate in local economic development equitably. For example, if the LED initiative introduces new technology, will both women and men be able to take full advantage of this new opportunity?

You will also need to assess which groups of women and men have control over and can make decisions about LED-related resources. For example, control over land means that specific groups of women or men can access land (i.e. use it), can own land (i.e. be the legal title-holders), and can make decisions about whether to sell or rent the land.

**Benefits** refer to the results from using resources related to LED. Benefits can include meeting basic needs (e.g. food, housing or security), increasing resources (e.g. income, assets, skills or savings) and improving social position (e.g. education, status or political power).

**Equal opportunity** for women and men is about giving them both the same opportunities (e.g. for jobs or participation in workshops). For example, if a training program is offered to both men and women, they have equal opportunity to learn new skills.

**Equal opportunity versus equal benefits** refers to taking into account that because women and men have different roles and access to resources, some groups of women or men may not be able to benefit from the same opportunities. For example, if a training program is offered at a time that interferes with women's childcare responsibilities, women may not be able to attend.

A focus on **equal benefits** recognizes the different situations of women and men, and develops strategies to ensure that both sexes can benefit from a resource. The key is to find out the gender-based barriers to full participation for each specific group of women and men. LED projects must be designed with provisions in place to overcome the barriers for each group.

### **KEY EQUALITY AND EQUITY ISSUES TO BE TAKEN INTO ACCOUNT BY LOCAL GOVERNMENTS WHEN PLANNING LED PROJECTS**

**Family responsibilities:** In most communities, it is the primary responsibility of women to care for the household (water, fuel and food) and family members (children and vulnerable adults, including the sick and the elderly). In some regions, the HIV/AIDS pandemic has meant that many responsibilities have also shifted to grandmothers and children. In addition, a steady increase in rural-urban migration has meant that a growing number of families are headed by single mothers. In rural areas, both women and men are generally involved in agricultural production; however, women still often have the main responsibility for family care, and therefore work longer hours than men. In urban areas, the husband and wife both generally need to work outside the home to survive. Gender roles often require women to work a double “shift”. A longer working day for women limits their capacity to participate in programs that require more of their time. It is therefore important for local governments to understand who is responsible for family care in order to ensure that local government programs and services meet the needs of both male and female family members.

**Importance of local government services:** Women and men may rely on local government LED services to meet the needs of their families or to help them climb out of poverty. For this reason, it is important to address barriers that groups may face when trying to access these services. These may include disability, age, a lack of physical or social mobility, poverty and illiteracy.



**Poverty:** Poor women, men and children have less access to resources and may have reduced access to local government services and LED opportunities. In addition, they are less able to pay for related services. Local governments therefore need to recognize the particular needs of poor women and men, and take these into account when developing LED projects and identifying project target groups.

**Mobility:** Women are more likely to walk or travel on public transit with children or an elderly, disabled or ill family member. The cost and time involved in using public transit or in getting to a particular service associated with an LED project also needs to be taken into account.

**Safety:** Violence against women—and the fear of it—plays a significant role in limiting women’s choices and expectations in their homes, workplaces and communities. Women are more likely than men to be the victims of violence from a relative or acquaintance at the household level.

Young men are more likely to be victims (or perpetrators) of violence at the community or public level. Both types of violence have a high cost in terms of male and female productivity, as a result of time lost due to injuries or death. Fear of violence can prevent both men and women from participating in an LED project. This is another factor that needs to be taken into account; is there, for example, a need to provide transportation to training sites or to hold consultation meetings near people's homes during daylight hours?

**Discrimination:** Women (and girls), youth, the elderly, people with disabilities and minority ethnic groups, in particular, may experience unfair treatment in the form of discrimination, access to service providers, sexual harassment or hiring practices.

**Silent voices:** When women, youth (both male and female), disabled women and men, ethnic minorities and the elderly do not see themselves represented among decision makers, they question whether their views are being taken into account; as a result, they may elect to not take part in LED projects.

In fact, the projects may not be designed to accommodate the needs of the aforementioned marginalized groups. Local governments need to make a concerted effort to consider which voices are not being heard in policy making, planning, program development and service delivery related to LED to ensure they consider the perspectives of all citizens. Special efforts may be required to reach:

- Women, especially women with heavy family responsibilities (i.e. those with young or disabled/sick children, unemployed or sick/disabled spouses or responsibility for elders)
- Poor women and men (and children)
- Women and men living with HIV/AIDS (PLWHA)
- Women and men who are illiterate or less educated
- Male and female youth
- Children, especially children with family responsibilities
- Women and men with disabilities
- Elderly women and men, especially those living alone
- Ethnic or religious minorities.



## INTEGRATING EQUALITY BETWEEN WOMEN AND MEN INTO MPED LED PROJECTS

To successfully develop LED projects that will benefit women and men equally requires:

**Political commitment:** Bolivia, Nicaragua, Mali, Tanzania, Cambodia and Vietnam have ratified the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW) and other international agreements. National laws also call on all public sector institutions to promote gender equality and avoid discrimination. Municipalities can also develop equality policies to emphasize the local commitment to inclusive government and give guidance to municipal departments and staff. For effective change to take place, senior local government leaders need to be seen as advocates of equality, actively committed to promoting increased equality of women and men.

**Information about gender differences:** An accurate and comprehensive understanding of the situations of different groups of women and men is critical to developing gender-sensitive policies, projects and programs. The two most important sources of information are:

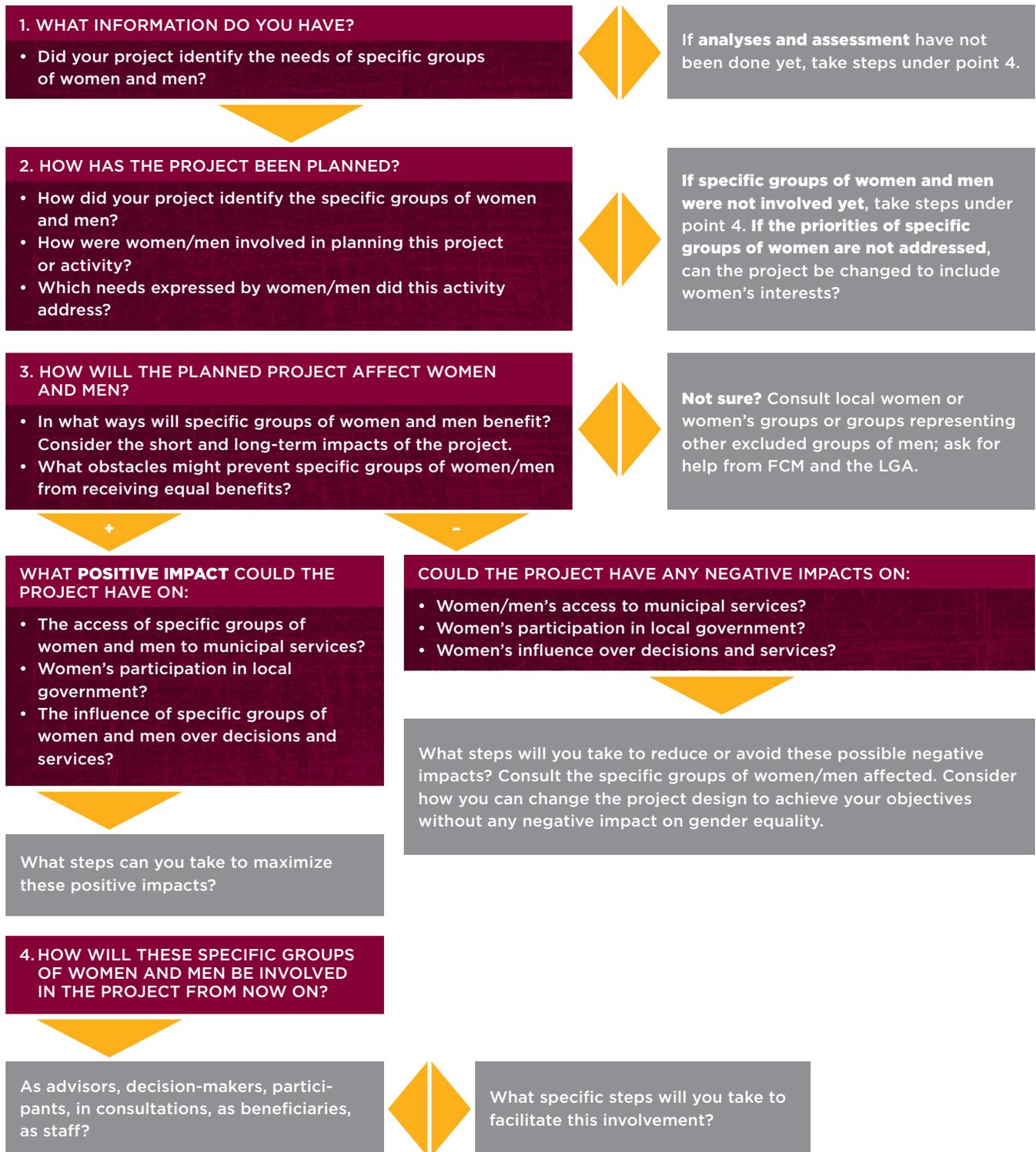
- Sex-disaggregated data
- Input from individual women and men from specific target groups, and from community groups.

Conducting a social/gender overview will help identify the needs of specific women and men, as well as increase the knowledge and skills of municipal practitioners (see Box 2.1). In turn, this will enable the design of projects based on a real understanding of the economic and social empowerment needs of women and men. Initiatives to change how statistics are collected to increase availability of sex-disaggregated data are important steps in reducing the exclusion of women and promoting gender equality. Similarly, steps to encourage inclusive community participation will contribute to more gender-sensitive programs and policies.

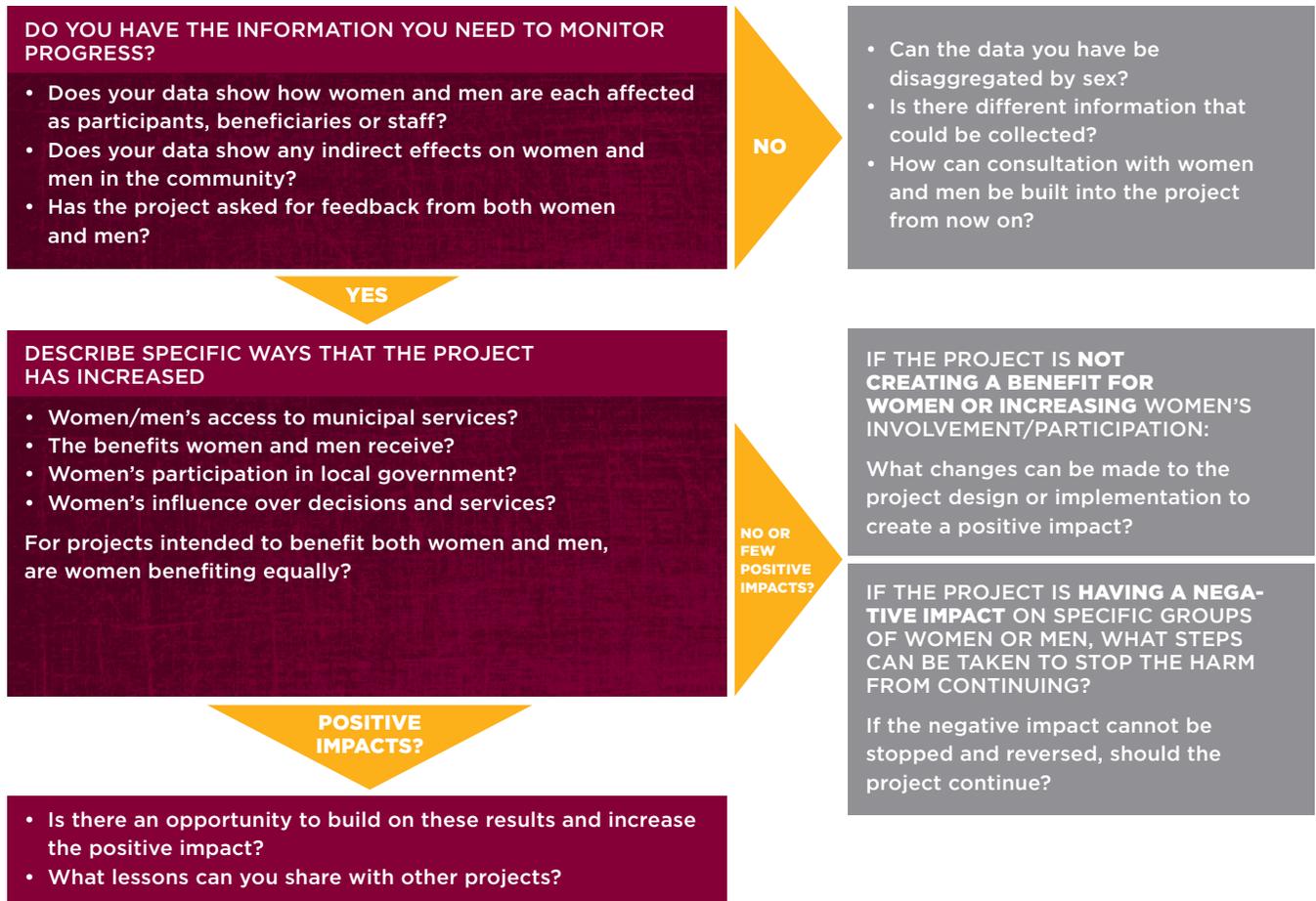
**Integrating gender considerations into project design and monitoring:** On pages 16 and 17, two flow charts outline the questions that should be addressed to promote gender equality during project planning (Figure 2.1) and monitoring/evaluation (Figure 2.2). On page 18, you will find a checklist to help municipal staff and community groups to consider the equality and equity aspects of any project at both the planning and monitoring stages. If possible, this checklist should be completed in consultation with community members in order to contribute to a comprehensive situation analysis. The checklist encourages the development of indicators that will help to measure how effectively the project is addressing the different needs, interests and resources of both women and men (as beneficiaries, workers and citizens).



**FIGURE 2.1: WHAT CAN YOU DO TO PROMOTE GENDER EQUALITY WHEN PLANNING PROJECTS?**



**FIGURE 2.2: WHAT CAN YOU DO TO PROMOTE GENDER EQUALITY WHEN MONITORING AND EVALUATING PROJECT PROGRESS?**



## SOCIAL AND GENDER EQUALITY CHECKLIST

This checklist will help you identify the different ways that women and men may be affected by a local government project. Based on this analysis, you can identify steps to ensure that both women and men receive equal benefit from the project. It is particularly important to conduct this assessment at the planning stage. You may also need to revise the information in the checklist over the lifetime of the project—as you monitor the project and as new issues or circumstances arise.

Project:		
Municipal Partners:	In Canada: _____	Overseas: _____
Civil Society Partners:		
Date Checklist Prepared:		

Analysis Questions	Process Questions	What actions is the project taking to address the equality issues raised in the analysis questions?
<p>1. Which specific groups of men and women is the project targeting?</p> <p>Women:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Men:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Have you consulted with each of these groups of men and women to find out their priority needs, time constraints, and other challenges in accessing the project resources provided?</p> <p>Yes: ____</p> <p>No: ____</p> <p>How? _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. Additional consultations with excluded groups</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. Hire local gender consultant to assist with process</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Other:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Analysis Questions	Process Questions	What actions is the project taking to address the equality issues raised in the analysis questions?
<p>2. Are both women and men involved in the decision making regarding the project design and resource allocations?</p> <p>Yes: _____</p> <p>No: _____</p>	<p>If <b>yes</b>, which groups of women and men, in what capacity and how many of each? (e.g. m/f municipal leaders/managers, m/f community leaders, m/f community members, groups of women and men normally excluded from decision making at this level, etc.)</p> <p>List groups: _____</p> <p>_____</p> <p>_____</p>	<p>Actions Needed/Taken:</p> <p>If <b>no</b>, what can the project do to involve the specific groups of women and/or men who have not participated in making key decisions that will affect their lives either positively or negatively?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. In which way(s) will this project benefit specific groups of women and men (e.g. paid employment, increased access to resources, etc.)</p> <p>Benefits to women:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Benefits to men:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3a. Do these planned benefits address the priority needs expressed by the specific groups of women and men targeted?</p> <p>For Women      For Men</p> <p>Yes: ____      Yes: ____</p> <p>No: ____      No: ____</p> <p>3b. Will these benefits be distributed relatively equitably between the specific groups of women and men targeted?</p> <p>For Women      For Men</p> <p>Yes: ____      Yes: ____</p> <p>No: ____      No: ____</p> <p>If not, why not? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Actions Needed/Taken:</p> <p>_____</p>

Analysis Questions	Process Questions	What actions is the project taking to address the equality issues raised in the analysis questions?
<p>4. Does the project take the traditional roles of women and men and the gender-based division of labour at the household, informal and formal sector levels into account?</p> <p>Yes: _____</p> <p>No: _____</p>	<p>4a: If <b>yes</b>, how could the project also support women and/or men to develop skills and confidence outside their traditional roles?</p> <p>Not Applicable _____</p>	<p>Actions Needed/Taken:</p> <p>4a:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
	<p>4b: If <b>no</b>, how will the project help women and/or men to address any resistance they face (from their family or community) when they step out of traditional roles?</p> <p>Not Applicable _____</p>	<p>Actions Needed/Taken:</p> <p>4b:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. Will the project increase the workloads of either women or men in any way (including at the household level)?</p> <p>For Women</p> <p>Yes: _____</p> <p>No: _____</p> <p>For Men</p> <p>Yes: _____</p> <p>No: _____</p>	<p>5a. If <b>yes</b>, will this increased workload hinder either women or men from participating or benefiting from the project in any way?</p> <p>For Women      For Men</p> <p>Yes: _____      Yes: _____</p> <p>No: _____      No: _____</p>	<p>Actions Needed/Taken:</p> <p>5a. For Women:</p> <p>_____</p> <p>_____</p> <p>For Men:</p> <p>_____</p> <p>_____</p>
	<p>5b. If <b>yes</b>, will this increased work be paid or unpaid?</p> <p>For Women      For Men</p> <p>Yes: _____      Yes: _____</p> <p>No: _____      No: _____</p>	<p>Actions Needed/Taken:</p> <p>5b. For Women:</p> <p>_____</p> <p>_____</p> <p>For Men:</p> <p>_____</p> <p>_____</p>



Analysis Questions	Process Questions	What actions is the project taking to address the equality issues raised in the analysis questions?
<p>8. Does the project increase the involvement of specific groups of women and/or men in local economic development?</p> <p>For Women Yes: ____ No: ____</p> <p>For Men Yes: ____ No: ____</p>	<p>If <b>yes</b>, how will the project lead to greater participation of specific groups of women and/or men in local economic development?</p> <p>For Women _____ _____ _____</p> <p>For Men _____ _____ _____ _____ _____</p>	<p>Actions Needed/Taken:</p> <p>If <b>no</b>, are there other ways that this project might be used to increase the participation of specific groups of women and/or men in any aspects of local economic development (e.g. markets, networking, etc.)?</p> <p>_____ _____ _____ _____ _____ _____ _____ _____</p>
<p>9. Does the project support the needs of specific groups of women and/or men with regard to increasing and enhancing their economic/business activity?</p> <p>For Women Yes: ____ No: ____</p> <p>For Men Yes: ____ No: ____</p>	<p>If <b>yes</b>, how?</p> <p>For Women _____ _____ _____ _____ _____</p> <p>For Men _____ _____ _____ _____ _____</p>	<p>Actions Needed/Taken:</p> <p>If <b>no</b>, are there opportunities to use this project to strengthen the capacity of specific groups of women and/or men to engage in economic/business activity?</p> <p>_____ _____ _____ _____ _____ _____ _____ _____</p>

If any particular group of women or men have not been involved in project decisions, and if the statistics used for planning were not disaggregated by sex, then the needs and interests of these particular groups of women and/or men may not have been addressed.

- Are there opportunities to consult any groups of women or men previously excluded, either now or at future stages of the project?
- What steps do you need to take to make sure that future projects are based on sex-disaggregated data?

If the beneficiaries of the project are a group of people that have been loosely defined, for example the people that are part of an economic sector, women's needs and interests may not have been addressed.

- Is the target sector (e.g. agriculture) one where both women and men play a role?
- Could the service/benefit be distributed to individual enterprises or to citizens (rather than by economic sector) so that enterprises operated by women and men and/or women and men working in the sector have equal entitlements?
- If the service must be distributed by economic sector, what steps can the project take to make sure women and men have equal access and receive equal benefits? (For example, making sure that both women and men know the service exists, making sure the support from the service is reserved for women and men applicants.)

### **MONITORING FOR RESULTS RELATED TO INCREASED EQUALITY BETWEEN WOMEN AND MEN**

Did your checklist-based assessment identify any issues that should be monitored?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, list the most important indicators that should be measured in the following table. Examples include: the number of local government leaders female/male trained in leadership and LED; the number of staff

female/male trained and applying new skills; the number of beneficiaries female/male of the LED service in question. In addition, explain why they should be monitored. Examples include: to see if women's participation in a project continues; to see if women receive the expected benefits; and, to learn whether a particular strategy is effective. Lastly, identify who should be involved in the monitoring. Make sure to consider the issues on which women beneficiaries, women staff and community groups should be included in monitoring.



Indicator to be monitored	Why should this indicator be monitored?	Who should be involved in the monitoring?

If monitoring for increased equality and/or equity for specific groups of women is not required, explain why:

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**SUMMARY**

**Based on the above information, this project will promote increased equality and/or equity between women and men because (check one or more of the following):**

- A. Steps will be taken to ensure that specific groups of women and men will not be disadvantaged by this project. \_\_\_\_\_
- B. Steps will be taken to support the involvement of women in the project, particularly at the decision-making level. \_\_\_\_\_
- C. Steps will be taken to make sure that women and men have equitable access to project resources and receive equal benefit from the project results. \_\_\_\_\_
- D. The project specifically addresses interests or needs identified by both women and men. \_\_\_\_\_
- E. The project specifically works to reduce inequalities between women and men. \_\_\_\_\_
- F. The project will monitor changes in equality and equity between women and men and the project outcomes (results) for both women and men as distinct groups. \_\_\_\_\_

**Comments**

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## Section 3:

# What can your project do to promote environmental sustainability?

Activities of local government have an impact on the environment. Reducing the negative impact of municipal activities and decisions on the environment while increasing positive environmental impacts will help to reduce poverty and promote sustainable development.

The MPED Environmental Sustainability Strategy suggests how environmental considerations can be integrated into all aspects of a project from planning to implementation. The strategy addresses current or future issues related to natural ecosystems (e.g., forests, wetlands, wildlife) as well as to

human concerns (e.g., air and water quality, nuisances such as noise, dust and odours).

### ENVIRONMENTAL ISSUES IN DIFFERENT TYPES OF PROJECTS

Projects that involve physical works (e.g., improvements or construction of infrastructure in areas such as waste management, water provision, transport, reconstruction of buildings) are liable to produce obvious and direct negative effects on the environment (e.g., production of contaminants, encroachment on natural ecosystems, production of important amounts of waste, production of nuisances for the community). Particular

## 3.1: Environmental Sustainability Overview

The first step toward integrating environmental considerations into a project is to be aware of the context. An environmental sustainability overview refers to an assessment process used to determine the factors affecting the environment that need to be taken into account when planning and implementing LED projects. Key analytical questions include:

- What is the institutional framework regarding the environment (i.e. laws, regulations, government guidelines or strategies, municipal policies or by-laws)?
- What are the environmental conditions in the area where the project will be undertaken? Consider major environmental assets and issues/liabilities. (This information can be found in documents or through discussions with government agencies, other donors in the field and community-based groups such as cooperatives and environmental NGOs.)
- What are the attitudes of municipal staff, officials and stakeholders toward environmental issues, and the value given to the environment in comparison to other pressing concerns such as housing, promoting LED or increasing tax revenues?
- What are the concerns of the community about how the state of the environment might affect its quality of life? Does the community consider health hazards from pollutants and nuisances?
- Is the community concerned about its continued access to valued resources such as fish, firewood, land for housing, etc.?

attention should be given to the long-term (often unexpected or less visible) environmental costs that may result from a project as well as its short term (often very visible) benefits.

For example, building a new food processing centre may increase the revenue of small farmers and improve their quality of life. However, a new food processing centre may result in increased pressures on municipal services such as water provision or solid waste collection or on the natural resources

used for building materials, for instance because of extensive sand mining or illegal logging.

Capacity building projects which do not involve physical works may not have direct effects on the environment. However, they may result in policies, administrative practices or operating procedures that affect the environment. Situations that lead to negative effects on the environment should be avoided while environmentally friendly practices should be encouraged. Some examples are provided in the following table:

Area of capacity building	Situations that should be avoided	Practices that should be encouraged
Financial planning	Incentives for polluting activities, urban sprawl or other unsustainable behaviour Not considering environmental liabilities (e.g., contaminated sites)	Tax incentives to adopt less polluting behaviour Inclusion of environmental costs in financial planning (e.g., for soil decontamination or improving water quality)
Land-use planning	Expansion of human activities into sensitive natural areas or areas where adequate environmental services (waste collection, water services, etc.) are not available on the short or medium term	Base planning on solid knowledge of the environmental constraints in the area considered
Purchase of equipment	Purchase of equipment (office equipment, vehicles, machinery) that consume large amounts of non-renewable resources or are polluting	Develop a purchase policy that favours equipment that is energy efficient, that is built with alternative materials or that can be recycled
Improving service delivery	Lack of efficiency resulting in environmental problems (e.g., accumulation of waste in streets, noisy or polluting municipal vehicles, etc.)	Set example by implementing a municipal environment management policy enforcing the environmental regulations

## LED PROJECTS AND THE ENVIRONMENT

Local governments can promote LED in several ways, including:

- Initiating projects in areas of local jurisdiction or responsibility, including public housing, local infrastructure or other services. They may also initiate projects that have the potential to promote economic activity because they create an attractive physical environment. For example, modernizing port infrastructures can stimulate fishing activities, including the establishment of fish processing facilities. These actions can be initiated in collaboration with other orders of government or with the private sector.
- Developing policies, by-laws, subsidies, taxation systems or administrative practices to create incentives or send signals to other actors about the opportunities for economic activities. These instruments can be coordinated with initiatives developed by other orders of government (e.g. national job creation programs), multilateral organizations (e.g. regional development banks), bilateral programs (e.g. with FCM) or international agencies such as the United Nations Development Programme.

Successful LED is accompanied by an increase in certain types of activities. Depending on local priorities, these

activities may involve the primary sector (e.g. mining, logging, fishing or agriculture), manufacturing, commerce, institutions (e.g. schools, hospitals or government offices) and services.

Consequently, as mentioned in Section 1, LED can have a significant negative impact on the environment. Primary sector activities can deplete natural resources and cause air, soil or water pollution. The increase in local economic activities may attract large numbers of migrant workers, all of whom have to be housed and all of whom will place pressure the environment, as well as the municipality's infrastructure and services. This should be taken into account when planning project activities.

The environmental effects of LED projects can be significant and vary according to the type of project involved. The following table provides examples of safeguards that can be included to address environmental issues in MPED projects. The safeguards are listed according to some of the common types of economic activities that may be promoted by or result from these projects. This list certainly does not cover all environmental issues or safeguards; it should be seen as a starting point for discussions with the relevant authorities, community groups and NGOs, in order to fine-tune the analysis and define the approach most suitable for the context.

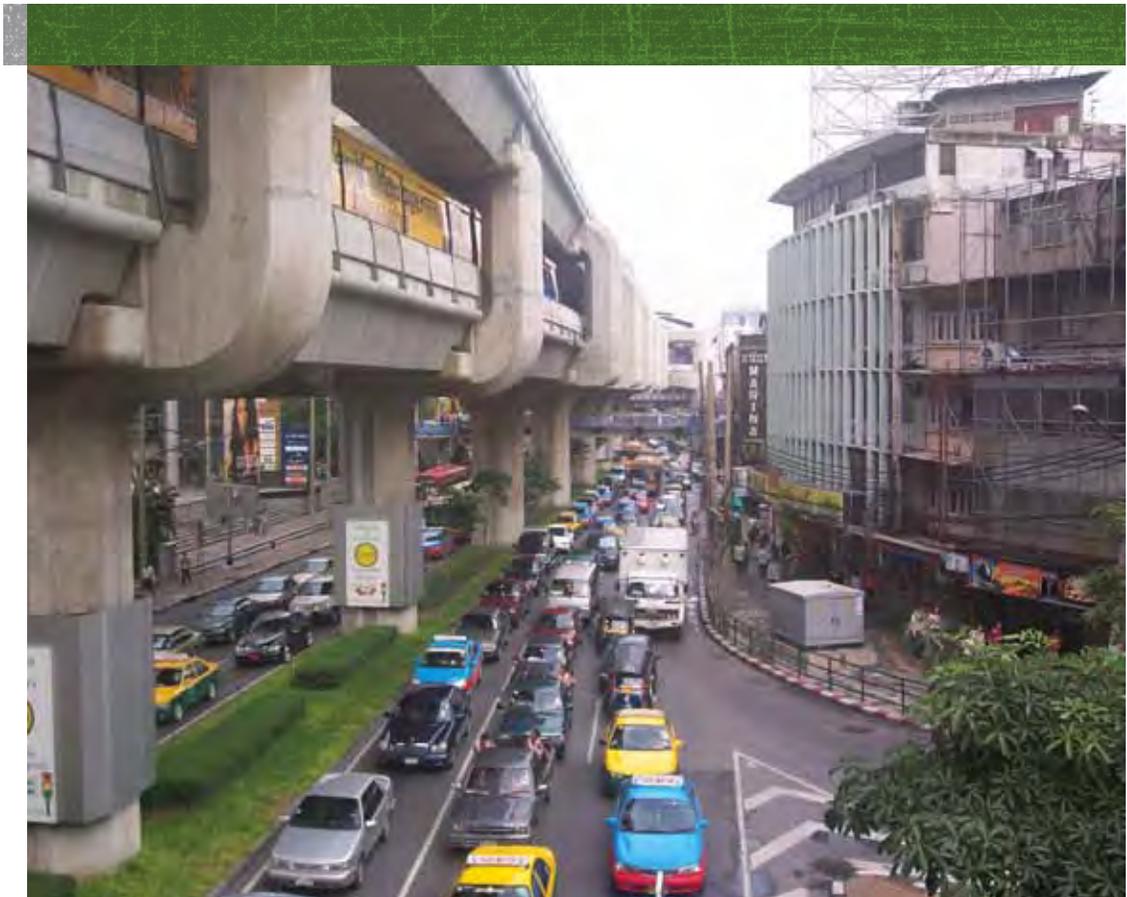
Activity Sector	Examples of Environmental Safeguards
Agriculture	<ul style="list-style-type: none"> <li>• Avoid incentives encouraging agricultural practices that consume large amounts of water, energy, fertilizer or pesticides.</li> <li>• Encourage green practices such as crop diversification/rotation, composting of agricultural residues, and protection of neighbouring aquatic or terrestrial habitats by adequate buffer zones.</li> <li>• Ensure that irrigation needs can be met without compromising water access for other users.</li> </ul>
Commercial Activities	<ul style="list-style-type: none"> <li>• Offer adequate waste collection services—including bins for recyclables—in commercial districts and public markets.</li> <li>• Plan zoning and transport infrastructure so that people can access commercial districts without creating localized traffic congestion (e.g. by supporting several smaller markets rather than a single large one).</li> </ul>

Activity Sector	Examples of Environmental Safeguards
Fisheries	<ul style="list-style-type: none"> <li>• Number of fishing licences/quotas and types of fishing gear used should not jeopardize the sustainability of local fish stocks.</li> <li>• Discourage disposal of fish residue in sensitive areas such as lagoons (e.g. by offering composting facilities near fish landing areas).</li> </ul>
Forestry	<ul style="list-style-type: none"> <li>• Ban use of lumber that is obtained illegally: track the origin of the lumber.</li> <li>• Preserve local biodiversity by protecting habitats required by native species (e.g. as opposed to extensive clear-cutting).</li> </ul>
Housing	<ul style="list-style-type: none"> <li>• Favour the re-use of old building materials.</li> <li>• Favour the use of alternative building materials such as lumber from coconut trees, roofing from clay tiles or thatching (as opposed to cement, metal, etc.).</li> <li>• Ensure that new housing has access to municipal services (e.g. water provision, wastewater and solid waste collection, roads).</li> <li>• Encourage recycling and composting activities at the household level.</li> </ul>
Institutional Establishments	<ul style="list-style-type: none"> <li>• Similar to housing (see above), although the larger scale of these establishments presents opportunities to establish larger (and more cost-effective) in-house facilities for wastewater treatment, waste management or energy generation (e.g. the production of methane from anaerobic digestion of organic waste).</li> </ul>
Industrial and Manufacturing Activities	<ul style="list-style-type: none"> <li>• Encourage sectors or firms using processes that are energy-efficient, pollute less, generate less waste, and limit nuisances for neighbouring communities.</li> <li>• Favour firms having environmental management programs or accreditation (e.g. ISO).</li> <li>• Ensure that soil, groundwater and surface water quality are adequately monitored and any contamination is rapidly remediated.</li> <li>• Establish environmental monitoring committees involving community members and NGOs.</li> </ul>
Mining	<ul style="list-style-type: none"> <li>• Ensure that mining residues are adequately managed so as to avoid any soil and water contamination.</li> <li>• Ensure that any toxic substances used in the extraction or transformation process are adequately controlled.</li> <li>• Establish a financial plan (e.g. a trust fund from the mining company or state revenues) as a reserve to pay for closing-down operations and site reclamation.</li> </ul>
Tourism and Recreation	<ul style="list-style-type: none"> <li>• Avoid degradation of sites by setting limits on the number of people they can accommodate.</li> <li>• Favour sustainable tourism practices, particularly in sensitive areas (e.g. smaller hotels, use of alternative building materials, adequate waste management systems, etc.).</li> </ul>
Transport	<ul style="list-style-type: none"> <li>• Favour the use of energy efficient, less polluting vehicles, particularly for municipal vehicles.</li> <li>• Ensure that vehicles are adequately maintained, including municipal vehicles.</li> <li>• Incentives (e.g. subsidies or tax breaks) for developing or modernising of mass transit services, particularly in city centres.</li> <li>• Favour the use of alternative fuels (e.g. electricity or biodiesel) whenever available and present net advantages over traditional fuels.</li> </ul>

These safeguards can be implemented by a local government through various means, including the following:

- Prescriptions in by-laws
  - orientations or priorities in municipal policy statements (e.g. environmental code of conduct or purchasing policy)
  - Land-use plans
  - Criteria for obtaining financial support (e.g. subsidies, tax breaks or loans) from the municipality or its national/ international financial partners
  - Conditions for obtaining municipal permits
- Training programs for municipal personnel
  - Municipal operating procedure manuals
  - Stakeholder committees (with members representing promoters, community groups, NGOs and municipal services, etc.) in areas where major economic development activities occur.

Some of these safeguards fall outside local jurisdiction; however, a local authority can make representations to the responsible authorities so that activities within its jurisdiction are harmonized with local priorities and action plans.



**ADDRESSING ENVIRONMENTAL SUSTAINABILITY WHEN PLANNING AND IMPLEMENTING A PROJECT.**

Planning a project can be greatly facilitated by a good knowledge of the environmental situation in the area and, perhaps more importantly, by community engagement in the process. This can be achieved through participatory mechanisms to ensure that community knowledge and concerns are expressed and mobilized in the project, and monitored and evaluated.

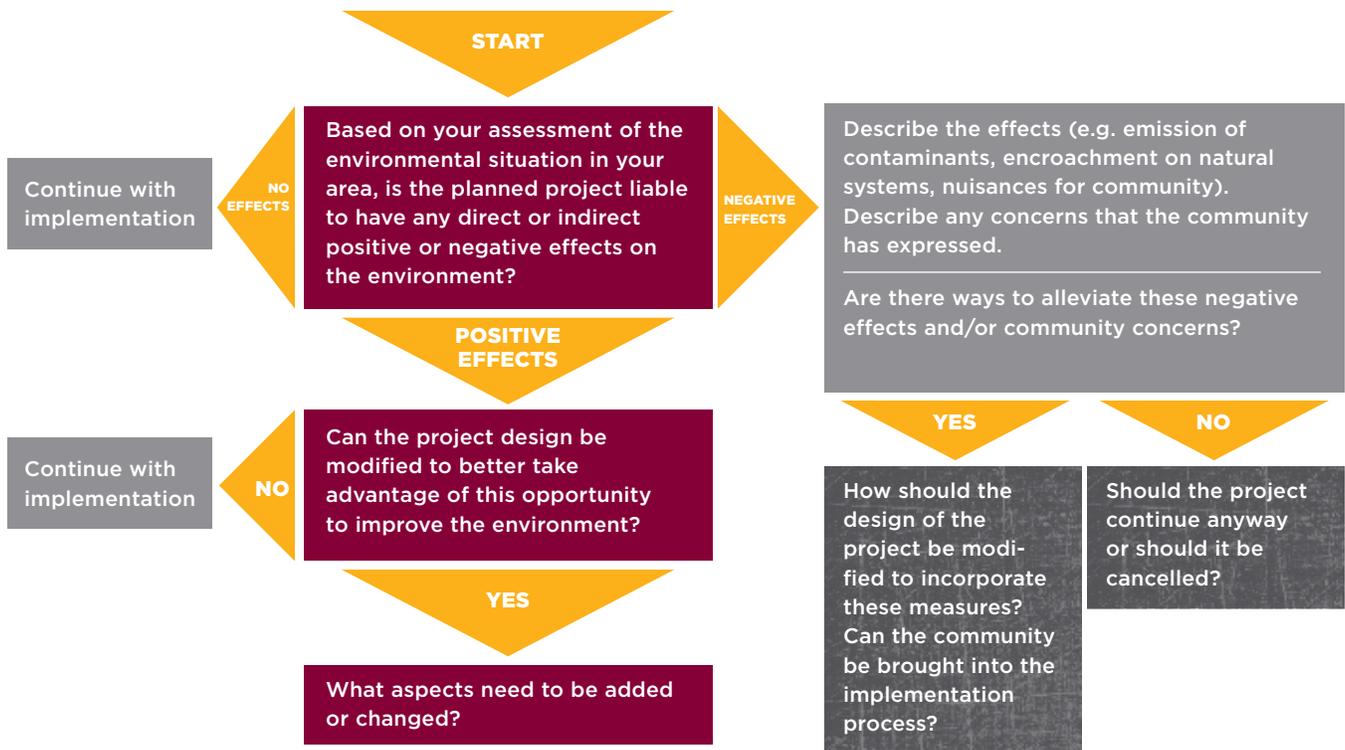
Monitoring and evaluation is based on indicators that vary from project to project. These are generally linked to factors such as air, water and soil quality, energy use, contaminants emitted, and nuisances to which the community is exposed. Indicators can be quantitative (e.g. amount of contaminants in drinking water) or qualitative

(e.g. community perception with respect to nuisances such as noise, dust and odours).

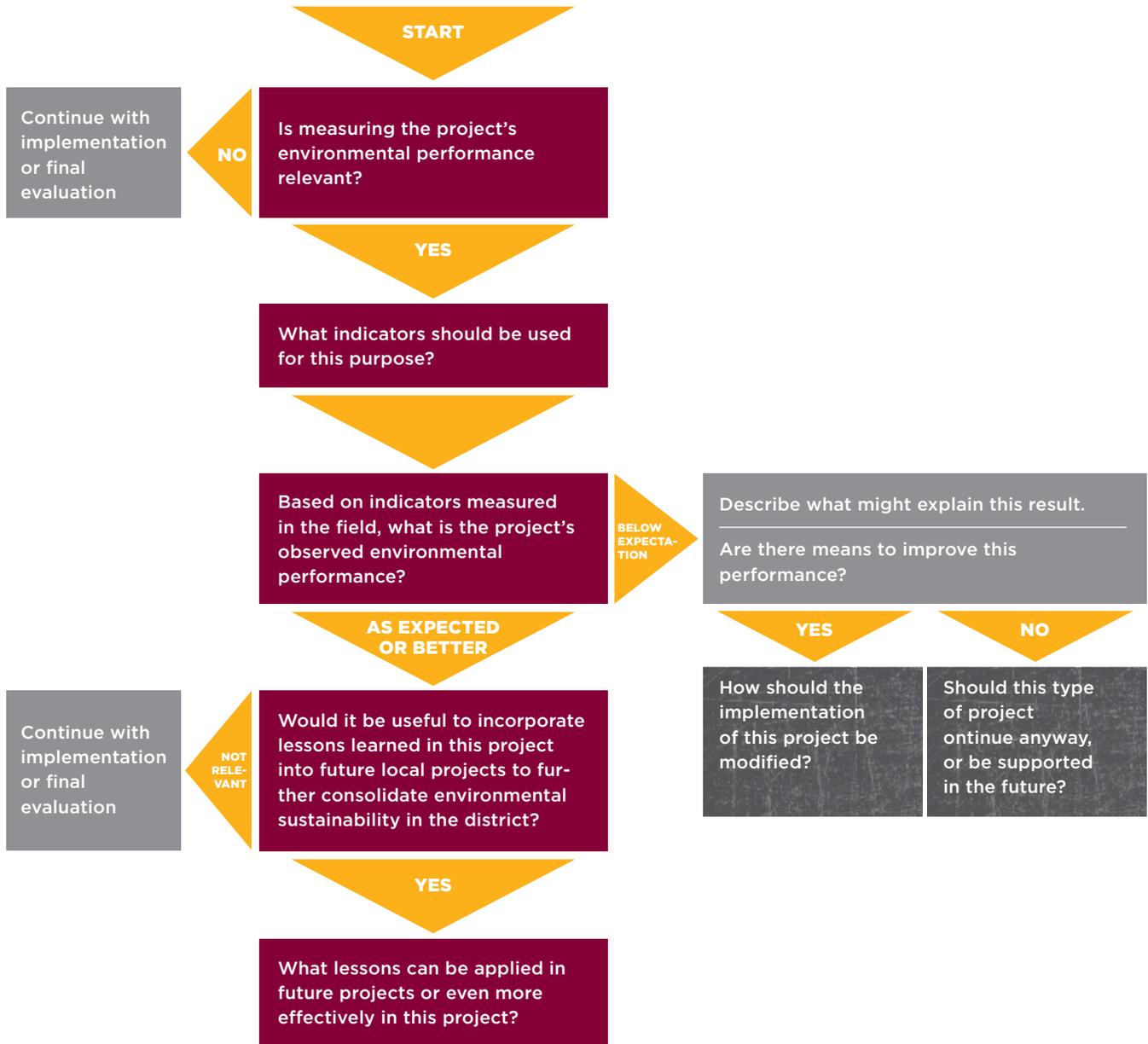
On pages 27 and 28, two flow charts outline the questions that should be addressed to ensure environmental sustainability is integrated into project planning (Figure 3.1) and monitoring/evaluation (Figure 3.2).

On page 29, you will find a simple checklist reflecting the thinking in these flow charts. This can be used at the planning stage in consultation with concerned community members to assess the potential environmental issues for any MPED project; identify any relevant indicators required for monitoring purposes; and, establish whether or not environmental permits will be required either during the MPED project or downstream from it (e.g. when implementing an LED plan involving the building of infrastructures).

**FIGURE 3.1: WHAT CAN YOU DO TO PROMOTE ENVIRONMENTAL SUSTAINABILITY WHEN PLANNING A PROJECT?**



**FIGURE 3.2: WHAT CAN YOU DO TO PROMOTE ENVIRONMENTAL SUSTAINABILITY WHEN MONITORING AND EVALUATING PROJECT PROGRESS?**



## MPED ENVIRONMENTAL SUSTAINABILITY CHECKLIST

This checklist is not a decision making tool as such; rather, it should be seen as an aid in identifying the environmental issues in a given project. The information should be revised regularly during the project's implementation as new issues or circumstances arise (e.g. new technical data or emerging public concerns).

Project:		
Municipal Partners:	In Canada: _____	Overseas: _____
Date of Assessment:	_____	

### Question 1. Have any other stakeholders (e.g. community groups, local NGOs) been consulted when completing this checklist?

Yes \_\_\_\_ No \_\_\_\_

If yes, which stakeholders?

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If no, why?

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### Question 2. Are any environmental factors liable to affect the success of the project?

As potential limiting factors (e.g. limited land availability, sensitive ecosystems or risks from climate change, etc.)?

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As potential assets (e.g. pristine areas for tourism, ample supply of water or energy resources)?

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**Question 3. What safeguards does the project include to limit any significant direct or indirect negative effects on the environment that it may cause?**

In the table on page 32:

- List project objectives such as developing a general LED strategy, developing a sector-specific LED strategy (e.g. in agriculture, tourism or food processing), setting up an LED support facility, implementing physical works, etc.

And

- Indicate if any of these objectives present any risk of significant negative effects on the environment (whether direct or indirect, with respect to environmental issues such as:
  - Release of contaminants into the air, soil or water
  - Reduction of the quantity of water available for certain uses (e.g. as a result of derivations or irrigation)
  - Encroachment on natural habitats (e.g. wetlands, forests, marine ecosystems, etc.)
  - Increased pressure (e.g. from overharvesting) on natural resources (e.g. fisheries, forests, agriculture, etc.)
  - Increase in the amount of waste produced
  - Increased demand for building materials such as sand, clay, gravel or wood
  - Increased consumption of energy
  - Nuisances such as noise, dust and odours
  - Risks to public health for certain groups (e.g. communities near landfills)
  - Reduction of protection against natural hazards (e.g. by removing wind breaks or developing coastal areas).

For each yes answer, briefly describe:

- How the project might cause negative effects on the environment (e.g. increased economic activity, promotion of polluting or energy-intensive activities, the possibility that some municipal zoning policies or fiscal incentives will lead to encroachment or the destruction of sensitive habitats). This includes immediate and future effects on the environment.
- The safeguards that are planned at this stage of the project to offset these negative effects, for example:
  - Enforcing environmental regulations
  - Awareness-building in community actors
  - Promoting “green” practices
  - Including environmental considerations in planning processes or standard operation procedures
  - Training personnel on environmental issues.

Special attention should be given to any negative effects that might arise from the implementation of several similar projects in a given area. Although one project may have little effect on the environment, the cumulative effects of several projects could be significant (e.g. too much tourism in a sensitive area can have negative effects on ecosystem integrity, and incentives for small fish farming businesses can lead to coastal water pollution problems).

#### Question 4. Can the project lead to improvements in the environment?

In the table on page 32:

- List the project objectives, such as developing a general LED strategy, developing a sector specific LED strategy (e.g. in agriculture, tourism or food processing), setting up an LED support facility, implementing physical works, etc.

And

- Indicate if any of these project objectives may lead to improvements to the environment in areas such as:
  - better air, soil or water quality
  - improved water availability
  - protection of natural habitats (e.g. wetlands, forests, marine ecosystems, etc.)
  - decreased pressure on natural resources (e.g. fisheries, forests, agriculture, etc.)
  - reduction of waste
  - sustainable use of building materials such as sand, clay, gravel or wood
  - decreased consumption of energy,
  - reduction of nuisances such as noise, dust and odours
  - improved public health
  - improved protection against natural hazards.

For each yes answer, indicate how the project, as it is planned at this moment, might lead to improvements in the environment (e.g. by promoting green economy projects, including recycling in the waste management system, improving agricultural practices, etc.).

If relevant, briefly describe any additional measures that could be taken (either in this project or by post-project activities in the partner municipality) so that the positive effects on the environment from the project might be enhanced (for example, by implementing outreach activities, using environmentally friendly practices or technologies, etc.).



**TABLE FOR QUESTION 3:**

Project objectives	Possible negative effects?		How might the project lead to negative effects on the environment?	What safeguard(s) will be included or promoted to offset these negative effects?
	Yes or No	Direct or Indirect		

**TABLE FOR QUESTION 4:**

Project objectives	Possible negative effects?		In its present stage of development, how can the project lead to positive effects on the environment?	Is it possible to further enhance the project's positive environmental effects?
	Yes or No	Direct or Indirect		

**Question 5. Is an environmental monitoring program relevant to this project?**

At this time, it may be relevant to identify any environmental monitoring issues that should be addressed, particularly if there are significant effects on the environment or if the community has voiced concerns about these issues.

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, list the most important indicators that should be measured in the following table. Explain why they should be monitored (e.g. because of community concerns; presence of sensitive ecosystems; or regulatory requirements (see Question 6)) and identify who should be involved in the monitoring, including community groups.

Indicator to be monitored	Why should this indicator be monitored?	Who should be involved in the monitoring?

If not, explain:

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**Question 6. Is the project liable to lead to actions in the field that will require an environmental permit?**

Implementing a project (e.g. improving or building infrastructure in areas such as waste management, water and sanitation, transport, etc.) may require an environmental permit from local authorities. The *Canadian Environmental Assessment Act* may also apply when CIDA funding is involved. Municipal partners should be aware of any permitting requirements so that they can be addressed as early as possible in the project.

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, what regulations will be involved?

Briefly explain how compliance to these regulations will be integrated into the project (e.g. discussions with the environmental agency about permitting requirements, particularly regarding the technical conditions to be complied with; completion of permit application forms, including environmental impact statements, etc.).

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## MPED and the green economy<sup>7</sup>

Wherever possible, MPED will favour the emergence of a greener economy by promoting technologies or practices that use fewer environmental resources such as land, energy and water; are less polluting or generate less waste; can lead to substantial savings for the local authority, enterprises and other actors, (particularly in future avoided costs for health care and remedial interventions in the field such as soil decontamination). For example, compared to traditional tourist activities that can exert considerable pressure on local resources (e.g. water and natural habitats) and generate large amounts of waste, eco-tourism can become a sustainable alternative source of revenue for a community, while preserving natural resources and assets.

MPED projects should be seen as opportunities to create more sustainable economic development. Environmentally friendly practices or safeguards should not be seen as necessarily contrary to economic progress; rather, they should be viewed as ways to ensure long-term progress, and create long-lasting wealth and improvements to the community's quality of life.

### SUMMARY

**From the above information:**

**Environmental issues are not relevant in the project** \_\_\_\_\_

**or**

**As environmental issues are relevant to the project, MPED will**

(check one or more of the following):

- A. Include or promote environmental safeguards during the project's development to limit its negative environmental effects. \_\_\_\_\_
- B. Take measures to enhance its positive effects on the environment. \_\_\_\_\_
- C. Address any relevant environmental monitoring issues. \_\_\_\_\_
- D. Take into consideration any environmental regulations requirements. \_\_\_\_\_

### Comments or recommendations

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<sup>7</sup> A green economy may be defined as "one that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. In its simplest expression, a green economy can be thought of as one which is low carbon, resource efficient and socially inclusive. In a green economy, growth in income and employment should be driven by public and private investments that reduce carbon emissions and pollution, enhance energy and resource efficiency, and prevent the loss of biodiversity and ecosystem services." United Nations Environment Programme (2011). *Towards a GREEN economy. Pathways to Sustainable Development and Poverty Eradication - A Synthesis for Policy Makers*, Nairobi, 44 pages. Online at [www.unep.org/greeneconomy/Portals/88/documents/ger/GER\\_synthesis\\_en.pdf](http://www.unep.org/greeneconomy/Portals/88/documents/ger/GER_synthesis_en.pdf).



**For more information on MPED strategies regarding equality between women and men and environmental sustainability contact:**

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[www.fcm.ca](http://www.fcm.ca)





## 1987-2012: FCM Celebrates 25 Years as a Canadian and World Leader in International Municipal Development

Since 1987, the Federation of Canadian Municipalities has been a valued partner in strengthening the effectiveness and focus of Canada's international aid and in delivering concrete results at the municipal level. We are proud of our success, in delivering high-quality international programming through the involvement of Canadian municipal experts in Africa, Asia, Latin America and the Caribbean, Eastern Europe and the Middle East, with support from the Canadian International Development Agency and member municipalities.

Our focus on municipal services, public participation, local governance, gender issues, sustainable local economic development and disaster relief has helped improve the quality of life of citizens in communities around the world.

Find out more at [www.fcm.ca](http://www.fcm.ca).

## 1987-2012 : La FCM célèbre 25 ans de leadership canadien et mondial en développement municipal international

Depuis 1987, la Fédération canadienne des municipalités participe à l'amélioration de l'efficacité et du ciblage des efforts d'aide internationale du Canada ainsi qu'à la livraison de résultats concrets au niveau municipal. Nous sommes fiers de nos réalisations.

En nous appuyant sur la participation d'experts municipaux canadiens, nous avons mené à bien des programmes de grande qualité en Afrique, en Asie, en Amérique latine, aux Caraïbes, en Europe de l'Est et au Moyen-Orient en collaboration avec l'Agence canadienne de développement international et des municipalités membres.

Notre engagement envers les services municipaux, la participation publique, la gouvernance locale, les questions d'équité entre hommes et femmes, le développement économique local durable et la reconstruction après désastre ont permis d'améliorer la qualité de vie des citoyens de plusieurs collectivités dans le monde.

Pour en savoir plus, visitez le [www.fcm.ca](http://www.fcm.ca)

