

Planning for inclusion

Inclusive Urban Planning



The Hague Academy *for*
local governance

Inclusive cities in the SDGs



To “make cities and human settlements inclusive, safe, resilient and sustainable” (UN, 2016)

Speaker’s note:

Add an example of a local or national framework where urban inclusion is highlighted.

Time: *to be added by trainer according to planning*

Background information:

The importance of promoting inclusion in the governing of our cities and communities is recognised in many national and international frameworks. Notably in SDG 11. In this session, we will focus on inclusive cities.

Read: <https://rise.articulate.com/share/mw-xrAS835-EqiNIDqoOZBWuVALjbbwo> for more info

Learning objectives



At the end of this session, you will become able to:

- ▶ Analyse processes of exclusion
- ▶ Describe the characteristics of inclusive planning
- ▶ Conduct gender-responsive urban planning processes
- ▶ Mainstream inclusiveness and gender sensitivity in programmes and apply strategies for engaging excluded groups in urban planning processes

Speaker's note:

Explain the learning objectives of this session.

Time: *to be added by trainer according to planning*

Background information:

Discussion in pairs

- ▶ How would you define 'inclusion'? (2 min)
- ▶ What is an inclusive city? (2 min)



Speaker's note:

Ask participants to discuss the first question on the slide with their neighbour (2 min)

Now ask participants to discuss the second question with their neighbour (2 min)

Ask participants to share what they have discussed and write the answers on a flipchart (5 min)

Refer to this discussion as you explore the concept further in the coming slides

Time: *to be added by trainer according to planning*

Background information:

Defining 'inclusion'

Inclusive governance aims to create equal **abilities and opportunities for participation in society regardless of identity.**

all people – including the poor, women, ethnic and religious minorities, indigenous peoples and other disadvantaged groups – **have the right to participate meaningfully** in governance processes and influence decisions that affect them.



Speaker's note:

Explain these definitions of inclusive governance.

Time: to be added by trainer according to planning

Background information:

What is an inclusive city?

▶ https://www.youtube.com/watch?v=rm73k1e_N4U



Speaker's note:

Watch the video to think about what the definitions of inclusion mean for urban governance.

Time: *to be added by trainer according to planning*

Background information:

Inclusion in urban planning

- ▶ **Inclusion is an outcome:** All people who use a space feel welcome, respected, safe, and accommodated, regardless of who they are, where they come from, their abilities, how old they are, or how they use the space.
- ▶ **Inclusion is a process:** Inclusive public space processes recognise and respect the needs and values of people using the space and the assets present in a place. This would actively engage and promote trust among all members of the community to shape, achieve, and sustain a common vision.

Speaker's note:

Read the definitions of inclusion in urban planning.

Time: *to be added by trainer according to planning*

Background information:

Inclusive and participatory urban design ensures that

- ▶ The "real" needs of the users are addressed
- ▶ The wellbeing, safety, and security of the users are improved
- ▶ Cities and regions grow economically and residents' well-being increase
- ▶ Users have a sense of ownership of the space
- ▶ The available budget for a development project is used efficiently

Speaker's note:

After you go through this slide, say that we will look now at some examples of inclusive/exclusive outcomes and processes.

Time: *to be added by trainer according to planning*

Background information:

1. Inclusion as an outcome



Speaker's note:

Ask participants in plenary what they think of the transformation on the slide when it comes to the city users (1 min)

Time: *to be added by trainer according to planning*

Background information:

These are two pictures of the same street in Bologna, Italy - before and after an urban transformation project.

In the black and white photo, the arches provided a place for homeless people to relax and shelter. In the photo in colours, this space is closed and not accessible. Some people might find that closing the arches provides a sense of safety while others see it as a practice of exclusion where a group lost the ability to use the space to satisfy their needs. How do you see it yourself?

Source: [The Homeless and Public Space: Urban Policy and Exclusion in Bologna](#), Begramaschi, Castrignano and Rubertis, 2014



Speaker's note:

Ask participants what they think of this design when it comes to the city users. Which design feels more inclusive? (1 min)

Time: *to be added by trainer according to planning*

Background information:

Again, several opinions might arise. In Brighton, the bench is divided effectively so more people can use it (inclusion) while others see it as a way to ban homeless people from sleeping on it (exclusion). In Vancouver, people in need of a shelter from the rain can sit under the cover of the bench (inclusion).

Source: Brighton, England | mirror.co.uk

Source: Vancouver, Canada | concreteplayground.com



Speaker's note:

Ask participants what they think of this design when it comes to the city users (1 min)

Time: *to be added by trainer according to planning*

Background information:

A student on a wheelchair unable to access the campus in Boston College.

Source: Suzanne Kreiter, [From her wheelchair, a graduate student pointed out this new set of stairs leading to a campus quad during a recent tour of the campus](#), Boston globe, 2015 .

2. Inclusion as a process



Speaker's note:

Ask in plenary what participants see in the picture (1 min)
Explain how the process of this design could be more inclusive.

Time: *to be added by trainer according to planning*

Background information:

The design of this square did not consider the actual needs of the users: a shorter walking distance. An inclusive living environment in this case means redesigning the square and taking into account the path indicated by the users. Urban planning is a continuous process and should be monitored and evaluated.

Source: Guy Cookson, [Design vs. User Experience](#), Life Moves Pretty Fast.



Speaker's note:

Ask in plenary what participants see in the picture (1 min)
 Explain how the process of this design could be more inclusive.

Time: *to be added by trainer according to planning*

Background information:

The photo in black and white below was taken in a street in the centre of Beirut, Lebanon in 1972 before the civil war. The city was alive and user friendly. The picture in colours is a recent one of the same street.

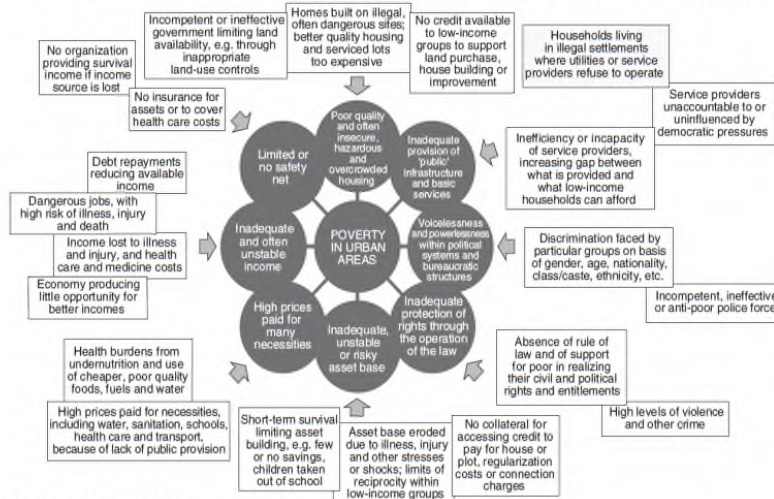
What can you see?

There are barely any people in the recent photo. The reconstruction of the city centre, which was heavily affected by the war, took place through a top-down approach. Residents were not consulted about the reconstruction process and therefore their opinion of how the centre should look like was not taken into account. The space changed from a hustling traditional and affordable Middle-Eastern market to a shopping street for the elite. As a result, nowadays the majority of the visitors of this part of Beirut are rich people who can afford the luxurious cafes, designer brands, and expensive parking rates.

Source: picture 1, Photography of Pierre Maadanejian

Exclusion in cities: Benefits of urbanization are not equitably distributed

Figure 1. Deprivations associated with urban poverty and their immediate external causes



Source: (Mitlin and Satterthwaite 2013)

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

World Bank (2020) Inclusive Cities Approach Paper:

<http://documents1.worldbank.org/curated/en/402451468169453117/pdf/AUS8539-REVISED-WP-P148654-PUBLIC-Box393236B-Inclusive-Cities-Approach-Paper-w-Annexes-final.pdf>

Benefits of urbanization are not equitably distributed: While urbanization has been recognized as a powerful force in support of economic growth and poverty reduction, it is equally true that poverty is rapidly urbanizing as more and more people moving to cities. Furthermore, most of the increase in urban population is taking place in Africa and Asia, regions that are home to some of the poorest countries in the world (UN 2014). Service provision in urban areas has not kept up with rapid urbanization. Due to lack of affordable and serviced land in locations that offer easy access to income earning opportunities, increasingly the urban poor have to resort to informal settlements with inadequate services. Lack of access, rights and opportunities for the

excluded have exacerbated incidents of social upheaval in cities. Rising inequality and resulting incidents of crime and violence, call for higher attention to inclusion in urban areas

On the basis of which grounds can exclusion take place?

- ▶ Age
- ▶ Gender
- ▶ Ethnicity
- ▶ Race
- ▶ Religion
- ▶ Economic status
- ▶ Geography
- ▶ Social status
- ▶ Profession
- ▶ Language
- ▶ Health (physical and mental)
- ▶ Marital status
- ▶ Sexual orientation

Speaker's note:

Explain each ground of exclusion and ask participants if they can think of examples from their own context.

Time: *to be added by trainer according to planning*

Background information:

Exclusion can take place on the basis of different grounds, in nearly all countries we can find the following reasons for exclusion (or inclusion). Please note that the list is not an exhaustive and that it differs per context how much importance is given to each exclusion factor.

On the basis of which grounds can exclusion take place?

- ▶ Age
- ▶ Gender
- ▶ Ethnicity
- ▶ Race
- ▶ Religion
- ▶ Economic status
- ▶ Geography
- ▶ Social status
- ▶ Language
- ▶ Health (physical and mental)
- ▶ Marital status
- ▶ Sexual orientation

Intersectionality!

Speaker's note:

Mention that intersectionality is important to look at.

Time: *to be added by trainer according to planning*

Background information:

Intersectionality



<https://www.youtube.com/watch?v=w6dnj2lyYJE>

Speaker's note:

- Show the video
- Ask participants what they understood from the video
- Give your own interpretation
- Conclude that it is important to look at all the combined grounds for exclusion (see illustration of this below)

Time: *to be added by trainer according to planning*

Background information:

A child with special needs living in a rich gated community has more opportunities to enjoy a safe playground than one who has no special needs but lives in a very poor slum.



On the basis of which grounds is exclusion possibly taking place in the next pictures?

Speaker's note:

- Ask participants to reflect on the grounds of exclusion in the next pictures
- Remind participants to keep in mind intersectionality
- Ask participants to share their answers. Participants could come up with various relevant interpretations
- Listen to them and then reveal the 'correct answer'

Time: *to be added by trainer according to planning*

Background information:



Qingdao, China - Children playing in the street in the poor neighborhood of Shandongtuo

Speaker's note:

- Ask participants in plenary who faces exclusion in this image (1 min)
- Share the answer: the children, since they have no safe space to play and as a consequence play on the street

Time: *to be added by trainer according to planning*

Background information:

Source: [By Giuseppe Sparta'](#), March 2014, Qingdao, China - Children playing in the street in the poor neighborhood of Shandongtuo



Sao Paulo - Brazil

Speaker's note:

- Ask participants in plenary who faces exclusion in this image (1 min)
- Share the answer: the poor communities on the left are physically excluded from using the facilities of the rich on the right

Time: *to be added by trainer according to planning*

Background information:



A street in Jakarta

Speaker's note:

- Ask participants in plenary who faces exclusion in this image (1 min)
- Share the answer: pedestrians who have no safe space to walk

Time: *to be added by trainer according to planning*

Background information:



Mumbai, India

Speaker's note:

- Ask participants in plenary who faces exclusion in this image (1 min)
- Share the answer: pedestrians and people with bikes

Time: *to be added by trainer according to planning*

Background information:



Children playing football in a recently created field in the neighbourhood

Speaker's note:

- Ask participants in plenary who is missing in this image (1 min)
- Share the answer: girls; public football fields are predominantly used by boys

Time: *to be added by trainer according to planning*

Background information:

Break time



Speaker's note:

Time: *to be added by trainer according to planning*

Background information:



GENDER INEQUALITY

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Let's further talk about inclusive cities from a gender perspective!



Speaker's note:

Outline what will be discussed in the next session on gender and cities

Time: *to be added by trainer according to planning*

Background information:

Gender in cities

- ▶ Women not only perceive and experience cities in a way different than men, but also use public spaces in different ways (UN Women/Safe Cities Global Programme/2009).

Speaker's note:

Explain the how women and girls experience the city in a different way (5 min)

Time: *to be added by trainer according to planning*

Background information:

UN Habitat: [GENDER ISSUE GUIDE](#)

Women and men experience city life in different ways. Beyond the fears and risks of outright violence and assault, women and girls face gender-based discrimination across all aspects of daily life. These abuses range from gender-based violence to more subtle discrimination, including exclusion from political and socio-economic participation and limited access to services in the context of economic development and privatization.

Women not only perceive and experience cities in a way different than men, but also use public spaces in different ways (UN Women/Safe Cities Global Programme/2009). The physical and spatial order of cities is particularly linked to women's and men's work patterns. Poor women living in insecure neighbourhoods are more likely to need to commute in the late or early hours to and from work or to and from

educational opportunities, and they are more likely to work as sellers in open markets. These routines may result in their being exposed to the risks of sexual assault, particularly if water collection is involved (UN Women/Safe Cities Global Programme/2009).

In addition, women's and girls' unpaid work in the home, such as domestic work and care work, has not been taken into consideration when planning and managing cities. Urban planning and design largely ignores gender-specific experiences, needs, and concerns, particularly with respect to poor women and girls (ActionAid, 2012).

What characterises a woman & man?



- ▶ Woman
- ▶ Man

Individual work: write down 2 traits/characteristics for each (2 mins)

Speaker's note:

- Ask the participants to think of characteristics/traits of men and women and individually write down 3 points they think of (2 min)
- Collect some of their responses in plenary and write the characteristics on a flipchart, in two separate columns, one for the characteristics of men and one for women (1 min)
- Once you have gathered a list of characteristics for both men and women, pick out a few characteristics and ask the participants if this characteristic could also be valid for the other gender (7 min) For example: when the word “sensitive” is mentioned for women, ask if men could also be “sensitive” and in what cases?
 - What are the characteristics of women that can be changed?
 - What are the female/men characteristics that cannot be changed?
- Conclude that some characteristics are biological and cannot be changed (e.g. average muscle strength, hair growth, giving birth, etc.) while most are not specific to one group (caring, aggressive, etc.). The differences in sex and gender are further explained in the next slide.

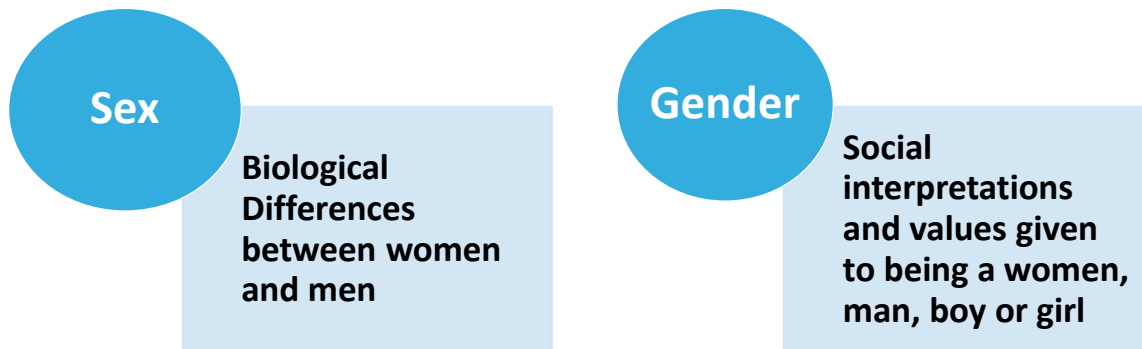
Time: 10 minutes

Background information:

Further discussion questions (if you want to go deeper)

- Which characteristics can both men and women have?
- How would you react if a women spoke loudly and was stronger than a man? How would you react if a man was sensitive?
- Are these characteristics of women and **men natural**? Are they **biological**?
- **How** do we acquire these characteristics?

Sex versus Gender



Speaker's note:

- Summarize the discussion on sex/gender
- Point out that most points on the flip chart relate to **gender** and are thus socially constructed
- Explain the differences between sex and gender

Time: 5 minutes

Background information:

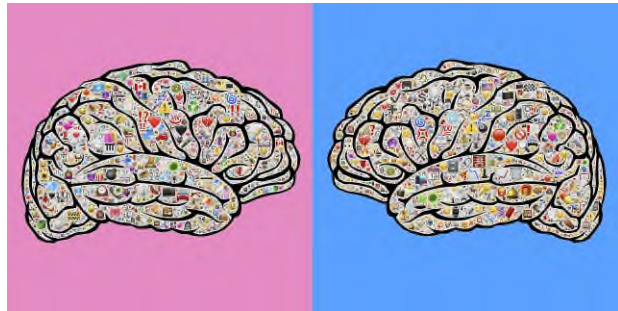
Sex = refers to biological differences between men and women, which are universal and do not change. E.g. men have heavier bone structure, hair growth, women give birth, breastfeeding, have higher pitch voices, etc.

Gender = constructed, acquired during socialization in a certain community, in a certain culture, girls play with dolls, boys with cars, what is masculine and feminine. Qualities that are ascribed to sex.

Gender is not equal to women and sex is not the same as gender! (just because it is mostly women that are disadvantages by the consequences of inequality, is this this gender that fights most for is...)

Characteristics of gender

1. Relational
2. Hierarchical
3. Changes over time
4. Context-specific
5. Institutional



Speaker's note:

Explain the terms on the slides and for each term, ask for an example from the participants.

Time: 10 minutes

Background information:

Gender as a framework for analysis has the five following characteristics:

1. Relational: it is about the relation of men and women and not women and men in isolation, these relationships are socially constructed. We need to understand how gender relations are shaped by institutions such as the labour markets, domestic spheres etc. Women have often sub-ordinate position to men, women work and this is unpaid labour and creates a dependency relation to men, who have paid work.
→ Clarify that a gender role is always understood in opposition to the other gender. If women are characterized as sensitive, there is an assumption that men are less sensitive.
2. Hierarchical: characteristic and activities that are associated with masculinity tend

to have greater importance and value. This produces unequal power relationships
→ Example, many of the characteristics we ascribe to men (e.g. decisive, aggressive, rational) are things we want from leaders, while the characteristics we ascribe to women are valued in the domestic sphere (sensitive and caring)

3. Changes over time: the roles and relations between women and men change over time, have changed over time, and thus have the potential to change and enable greater equality between women and men
→ Ask participants if the gender roles in their grandparents time were the same as they are today
4. Context-specific: (diversity, VERY IMPORTANT!!!) Gender roles and gender relations depend on the context – ethnic groups, race, socio-economic groups. Gender analysis must incorporate a perspective of diversity as there's no one category of men/women.
→ Ask participants if the gender roles in rural areas of Ethiopia are the same as in the capital
5. Institutional: gender is not only the relationship between women and men on private level, but gender is also related to a social system of patriarchy that is supported by values, legislation, religion etc.
→ Example: in many countries women don't have the same inheritance rights in relation to land. This can be laid out in laws or in cultural practices. Ask participants if women in their countries inherit farm land. Is there a difference between legal rights and practice?

The roles and expectation of women and men are usually unequal in terms of power and control over decision-making, assets and freedom of action. They are specific to every culture and change over time.

Gender equality and urban planning

- ▶ Access
- ▶ Mobility
- ▶ Safety and freedom from violence
- ▶ Health and hygiene
- ▶ Climate resilience
- ▶ Security of tenure

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Handbook for Gender-Inclusive Urban Planning and Design (2020), World Bank,
<https://www.worldbank.org/en/topic/urbandevelopment/publication/handbook-for-gender-inclusive-urban-planning-and-design>

1. ACCESS

Using services and spaces in the public realm, free from constraints and barriers

- Cities have been planned and designed to reflect traditional gender roles and the gendered division of labor, especially through modern zoning
- The consequent separation of public and private spaces contributes to restrictions on women's, girls', and sexual and gender minorities' access to the public realm
- Spatial segregation and inadequate infrastructure create a disproportionate time burden for caregivers, who are primarily women
- Public spaces often cater primarily to straight, able-bodied men and are less

accessible to women and sexual and gender minorities, especially those with disabilities, as well as men and boys affected by urban violence

2. MOBILITY

Moving around the city safely, easily, and affordably

- Transit and transportation systems are often shaped by male-dominated commuting patterns that do not serve the complex needs of female caregivers
- Women are more likely to walk or use transit, and to have physically limited mobility
- Women and sexual and gender minorities face considerable safety concerns on public transport
- Women often spend longer traveling and pay more for transit due to the complexity of their travel needs and safety concerns
- Limited mobility is directly linked to reduced economic opportunity

3. SAFETY AND FREEDOM FROM VIOLENCE

Being free from real and perceived danger in public and private spheres

- The social-spatial division of public from private contributes to the violent “policing” of women, girls, and sexual and gender minorities in the public realm
- Non-intimate partner violence against women is higher in cities, and particularly informal settlements, than in rural areas
- Planning and design factors such as poor sanitation and lighting contribute to violence and fear of violence, curtailing mobility and access to the public realm
- The built environment may also contribute to factors correlating with domestic violence

4. HEALTH AND HYGIENE

Leading an active lifestyle that is free from health risks in the built environment

- Reduced access to the public realm, and the spaces and services within, limit opportunities to lead a healthy, active lifestyle
- Inadequate sanitation infrastructure poses severe health risks for women and girls, especially if they have disabilities
- As primary caregivers who often carry water, cook indoors, and handle waste, women and girls are disproportionately affected by inadequate or poorly-designed infrastructure

5. CLIMATE RESILIENCE

Being able to prepare for, respond to, and cope with the immediate and long-term effects of disaster

- Women, girls, and sexual and gender minorities are more susceptible to climate risk due to poverty and lower socioeconomic status, especially in informal areas
- Women and girls are more at risk of death during and following disasters due to

caregiving responsibilities and their likelihood of being trapped in the home

- Climate disaster can cause women to lose tenure and give up economic assets, trapping them in a cycle of vulnerability
- The longer-term impacts of climate disaster are more deeply felt for women due to increased caregiving burdens and risk of Gender-Biased Violence (GBV)

6. SECURITY OF TENURE

Accessing and owning land and housing to live, work, and build wealth and agency

- Women around the world do not have the same rights to property as men
- Tenure often relies on male relations, leaving women and sexual and gender minorities vulnerable to exploitation, gender-based violence, and eviction
- Land tenure is especially vulnerable in informal settlements
- Limited land rights bar women and sexual and gender minorities from accessing services tied to land ownership and limit their ability to generate income and accumulate wealth
- Insecurity of tenure prevents women and sexual and gender minorities from supporting their families' health and exercising agency in local decision-making

Let's see the experiences of men and women of the city of Edmonton

▶ <https://www.youtube.com/watch?v=p6w-d1mmjFU>

Speaker's note:

Show the video. Give space to reflect on the video.

Time: *to be added by trainer according to planning*

Background information:

Promoting gender equality means...

- ▶ ensuring that **similar opportunities** are available to both women and men.
- ▶ that women and men have **equal conditions** for realizing their full human rights and potential, to engage in and contribute to political, economic, social and cultural development, and to benefit from the outcomes.
- ▶ ... society places the **same values on both the similarities and differences between** women and men and the different functions of each

Speaker's note:

Explain what gender equality means.

Time: to be added by trainer according to planning

Background information:

For this to be effective, specific actions or positive discrimination may be required. Gender equality is the process of allocating resources, programs and decision making so that males and females have the same (therefore females and males would each receive 50% of the resources, facilities, and each have access to the same programs, e.g. if there was a male program, there would also be a female program). While the goal of treating everyone the same may seem noble, **the principle of equal treatment tends to ignore the fact that people differ in their capacities, interests, resources and experiences.**

Gender equity is...

- ▶ the process of **allocating** resources, programs, and decision making fairly to both males and females...and **addressing any imbalances** in the benefits available to males and females.

Speaker's note:

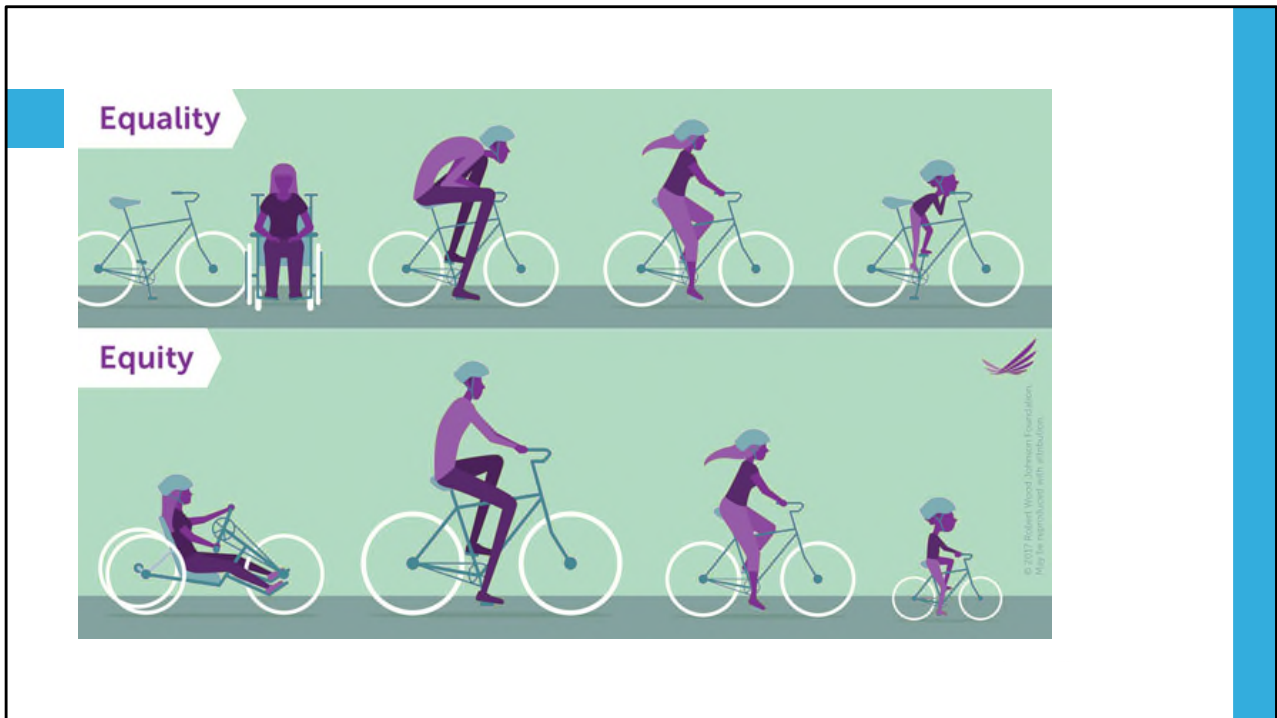
Explain what gender equity means.

Time: to be added by trainer according to planning

Background information:

Gender equity is the process of allocating resources, programs and decision-making **fairly** to both males and females. This requires ensuring that everyone has access to a full range of opportunities to achieve the social, psychological and physical benefits that come from participating and leading *in sport and physical activity*.

It does not necessarily mean making the same programs and facilities available to both males and females. Gender equity requires that girls and women be provided with a full range of activity and program choices that meet their needs, interests and experiences. **Therefore, some activities may be the same as those offered to boys and men, some may be altered, and some may be altogether different.**



Speaker's note:

- Explain how the image illustrates the difference between equality and equity
- Link this to an urban planning example

Time: *to be added by trainer according to planning*

Background information:



Speaker's note:

Refer to the drawing shared earlier and stress that cities should be designed in a way where everyone women, men, girls, boys are given the opportunities to equally benefit from their living environment.

Time: *to be added by trainer according to planning*

Background information:

Equality & equity

Equality focuses on creating the same starting line for everyone. Equity has the goal of providing everyone with the full range of opportunities and benefits – the same finish line.

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Equality: While the goal of treating everyone the same may seem noble, **the principle of equal treatment tends to ignore the fact that people differ in their capacities, interests, resources and experiences.**

Gender responsive urban planning

- ▶ Ensuring gender responsiveness in the provision of both public and private essential services
- ▶ Rethinking the layout of cities to reduce time burdens and multiply the opportunities for the full realisation of women's and girls' human rights and fundamental freedoms
- ▶ Promoting accountability to achieve gender equality, including national and local governments and all other stakeholders in society

Speaker's note:

Explain how urban planning can be gender responsive.

Time: *to be added by trainer according to planning*

Background information:

Through the provision of public goods and services, local authorities can be agents for gender-based change. Investment in public goods and services and the setting up of platforms for engagement with the poor and vulnerable around issues such as housing and work can go a long way to addressing inequities and promoting equitable economic growth.

Principles of gender-inclusive planning and design (WB)

- ▶ **Participatory:** women have a voice in decision making processes
- ▶ **Integrated:** gender mainstreaming in all aspects of urban governance
- ▶ **Universal:** consider intersectionality (women of all ages and backgrounds)
- ▶ **Knowledge-building:** gather data
- ▶ **Power-building:** build capacity and influence
- ▶ **Invested-in:** commit finances and expertise

Speaker's note:

Explain these 6 principles for gender-inclusive urban planning and design developed by the World Bank.

Time: *to be added by trainer according to planning*

Background information:

Handbook for Gender-Inclusive Urban Planning and Design (2020), World Bank, <https://www.worldbank.org/en/topic/urbandevelopment/publication/handbook-for-gender-inclusive-urban-planning-and-design>

- **Participatory:** actively including the voices of women, girls, and sexual and gender minorities .
- **Integrated:** adopting a holistic, cross-cutting approach that centers gender throughout and promotes citizen-city relationship building.
- **Universal:** meeting the needs of women, girls, and sexual and gender minorities of all ages and abilities.
- **Knowledge-building:** seeking out and sharing robust, meaningful new data on gender equity.
- **Power-building:** growing the capacity and influence of under-represented groups

in key decisions.

- **Invested-in:** committing the necessary finances and expertise to follow through on intentional gender equity goals.

Gender responsive urban planning

Example: Gender responsive public transport would address women's

- ▶ Inclusion as an outcome, if it is affordable, available, accessible and safe for women and girls to use.
- ▶ Inclusion as a process, if women are able to play an active role in decision-making around transport policy and are able to fully access justice if violations against them are committed.



Speaker's note:

Explain this example of gender responsive public transport.

Time: *to be added by trainer according to planning*

Background information:

Gender responsive urban planning

- ▶ In Cape Town and Egypt, for example, the city and national government have worked with the UN Women Safe Cities Global Initiative to conduct safety audits to make the city safer for women.
- ▶ Initiatives as SafetiPin – a free mobile phone app launched in New Delhi and Nairobi – uses mobile data to reduce the risk of 'genderbased violence' (GBV) by enabling users to complete safety audits at any location in the city.
- ▶ Several cities have also introduced gender sensitive transport interventions, such as women only buses or train carriages in Mexico City, Cairo, Lahore, Jakarta, New Delhi and Rio de Janeiro

Speaker's note:

- Share the examples on the slide
- Give also examples about including men. For example: are meetings taking place in time when men can participate?

Time: *to be added by trainer according to planning*

Background information:

Gender mainstreaming: strategy towards gender equality

- ▶ The integration of a gender perspective into the analysis, design, implementation, monitoring and evaluation of policies and programmes, with a view to promoting equality between women and men, and combating discrimination.
- ▶ It makes policies respond more effectively to the needs of all citizens – women and men, girls and boys.
- ▶ It is a means to an end, not an end in itself; a process, not a goal.

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Tools for gender analysis and gender-sensitive design of urban spaces

1. Day in the life:

- ▶ Asks women to record their schedule of daily activities, and locate all the journeys, destinations and activities on a map.
- ▶ The participants discuss in more detail how they use and move through the city, and how do they feel about the different spaces they move through
- ▶ Based on the discussions the participants visit key locations to analyse potential points for improvement



Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

See page 81-82 of the World Bank (2020) guidebook for a more detailed explanation

Tools for gender analysis of urban spaces

2. Public space checklist:

- ▶ Ask women to evaluate a public space
- ▶ Participants visit the selected public space
- ▶ They answer a questionnaire on inclusion (e.g. relating to safety connectivity or infrastructure)



Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

See page 83-84 of the World Bank (2020) guidebook for a more detailed explanation

Tools for gender analysis of urban spaces

3. Design your own:

- ▶ Participants receive an areal map of a public space
- ▶ On a flipchart, participants re-design the public space to reflect what they would like the space to look like in an ideal world



Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

See page 86-87 of the World Bank (2020) guidebook for a more detailed explanation

Gender Responsive Budgeting

“Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality.” (Council of Europe, 2009)



Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Gender Budgeting in OECD countries (OECD, 2017):

<http://www.oecd.org/gender/Gender-Budgeting-in-OECD-countries.pdf>

Gender budgeting is seen as covering three stages: a) analysis of issues, b) restructuring of the budget to achieve gender equality outcomes, and c) embedding gender systematically within all budgetary processes. Over 90 countries have experimented with some form of gender budgeting over the past decade (OECD, 2014b). I

Although gender budgeting practices vary across countries where it has been introduced, there are three broad categories of gender budgeting systems:

- gender-informed resource allocation whereby individual policy decisions and/or funding allocations take into account the impact of the decision on gender equality;
- gender-assessed budgets where the impact of the budget as a whole is subject to

- some degree of gender analysis; and
- needs-based gender budgeting where the budget decisions are underpinned by a prior assessment of gender needs. This allows a detailed understanding of the extent to which gender inequalities exist and highlights the policy domains where gender inequalities are greatest.

The categories are broadly incremental, in that those which have gender-assessed budgets generally undertake gender-informed resource allocation and countries that do needs-based gender budgeting also generally have gender-assessed budgets. T

Let's look at an example used for designing public spaces

▶ <https://www.youtube.com/watch?v=Z-jlKhBmEtI>

Speaker's note:

Show the video

Time: *to be added by trainer according to planning*

Background information:

Group work

Challenge and solution

- ▶ **Individually:** Write down challenges that women face in your local urban environment. 1 challenge per post-it! (3 min)
- ▶ **Place your post-its on the wall/flipchart**
- ▶ **Facilitator:** Order the post-its
- ▶ **In groups:** each group will address one category of challenges and will propose potential solutions to the challenges. The solutions are written down on a flipchart and presented in plenary (15 min)



Speaker's note:

- Explain the exercise and hand out the post-its (3 min)
- Individually participants write down challenges that women face in your local urban environment. 1 challenge per post-it! (3 min).
- Ask the participants to put their post-its on the wall or a flip chart (3 min)
- The facilitator orders the post-its in logical categories such as (public transportation, safety, economy, etc.) (3 min)
- The participants are divided into small groups (4-6 participants). Each group addresses one category of challenges and proposes potential solutions to the challenges. (15 min)
- The solutions are presented in plenary (15 min)

Time: 45 minutes

Background information:

If you have time, you could ask participants to vote for their preferred solutions.

Group exercise (10 min)

- ▶ Do you consider your cities inclusive from a gender lens? Please explain
- ▶ Can you name one good gender responsive governance practice in planning your city?
- ▶ Can you think of one action you can take to involve a group of women/girls and a group of men/boys that are currently excluded in planning your city?



Speaker's note:

- Ask participants to discuss the questions on the slide in small groups of 4-6 participants (10 min)
- Ask participants to share in plenary what they have discussed (10 min)

Time: 20 minutes

Background information:

Use this exercise in case you do not have enough time for the exercise on slide 48

Break time



Speaker's note:

Time: *to be added by trainer according to planning*

Background information:



INCLUSION

IN THE PROJECT CYCLE



Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Based on a presentation by Thera van Osch

Inclusion in policies and processes

- ▶ Policies and processes guiding urban planning should have inclusiveness as value and principles, guiding their actions.
- ▶ Inclusion should be mentioned in the vision and mission of policies and processes. It is much easier to set up an inclusive project in an inclusive organisation.
- ▶ Inclusion should be operationalised in all policies and processes. Otherwise it may become an empty statement.

Speaker's note:

Refer to the policy cycle.

Time: *to be added by trainer according to planning*

Background information:

Entry points for inclusive urban planning (1)

Spatial dimension

- ▶ Affordable land and housing
- ▶ Access to basic services and infrastructure

Social dimension: rights and participation

- ▶ Gender and inclusive urban development
- ▶ Inclusion of excluded groups
- ▶ Citizen engagement and community driven development
- ▶ Crime and Violence Prevention

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

World Bank (2020) Inclusive Cities Approach Paper:

<http://documents1.worldbank.org/curated/en/402451468169453117/pdf/AUS8539-REVISED-WP-P148654-PUBLIC-Box393236B-Inclusive-Cities-Approach-Paper-w-Annexes-final.pdf>

Affordable Land and Housing: Land is the fundamental building block that enables the urban poor to access other services and to build assets. Tenure security and land regularization have been attempted by many national and local agencies. There is an increasing recognition to adopt less cumbersome and more cost effective procedures for land conversion and land records leading to transparent land administration system. There is also a growing recognition of the need to consider a 'continuum of land rights' with the understanding that what tenure security means will differ from place to place.

Access to Basic Services and Infrastructure: Incorporating inclusion as a key principle

while developing infrastructure plans and service provision could help reduce spatial segregation and improve quality of life of all urban residents. Interventions to develop large scale infrastructure as well as interventions to upgrade infrastructure locally have improved the living standards of the citizens. In addition, planned expansion of infrastructure in anticipation of future growth can also help to accommodate the needs of rapidly growing urban population.

Gender and inclusive urban development: In urban areas, women frequently face particular difficulties. They may face discrimination within their household, within the labor market and in regard to access to services. Nowhere are the inequalities facing urban woman more evident than in informal settlements where women account for over half the population. In these settlements, women face the most serious urban challenges: poverty; overcrowding, sexual harassment and assault, and lack of access to security of tenure, water and sanitation, transport and sexual and reproductive health services

Inclusion of excluded groups: Residential patterns, social networks, occupational concentration and social norms lead to various types of exclusions in urban areas that may affect some groups more so than others. For example, gender, age, caste and other characteristics can lead to exclusion for some. Lack of income and assets are also critical factors determining or influencing exclusion in urban areas. Internationally and internally displaced people also face particular difficulties. For example, among the 45.2 million persons, who are displaced worldwide, more than half live in urban contexts (World Bank Forthcoming). Most displacement is protracted and the displaced become permanent urban residents, however, forced displacement is rarely factored into urban planning strategies. Urban strategies and interventions that not only recognize excluded groups that are part of the population but also aim towards including them in formal urban planning processes would help achieve inclusion in urban areas.

Citizen engagement (CE) and community driven development (CDD)⁶ : Citizen engagement is critical in the development process because of several reasons: a) it creates an enabling environment for the implementation of development projects and inclusive interventions due to increased ownership of the community; b) it allows institutions to be more aware of the needs of the local community by facilitating channels of communication; c) it keeps corruption in check by keeping a transparent process, including on resource use; and d) it allows citizens to provide feedback on service delivery which can lead to enhanced quality of services. All of the aforementioned reasons for policymakers to promote citizen engagement foster three key characteristics needed in an inclusive city: transparency, accountability, and empowerment. The 2004 World Development Report: Making Services Work for Poor People, highlighted the role of the citizens in influencing the accountability

relationships that make service delivery pro-poor (World Bank 2003).

Crime and Violence Prevention: Crime and violence are typically more severe in urban areas and are compounded by rapid growth. Spatial segregation within cities is one of the root causes for the crime that has afflicted many cities in LAC, Africa and other parts of the world. Rising inequality in urban areas coupled with exclusion and lack of opportunities for voice and redress leads to conflicts. The lack of opportunities for the urban poor and greater demand for voice by the socially excluded has exacerbated incidents of social upheaval in urban areas. A recent study has shown that 60% of urban dwellers in developing and transitional countries have been victims of crime over a five-year period (UN Habitat 2007). In Latin America, where 80% of the population is urban, the rapidly expanding metropolitan areas of Rio de Janeiro, Sao Paulo, Mexico City and Caracas account for over half of violent crimes in their respective countries (UN Habitat 2007). The direct impact of social unrest, crime, violence, and citizen insecurity on governance, economic growth, investment climate and business opportunities have brought these issues to the fore. At the local level, crime and violence result in stigmatization of neighborhoods or even entire sections of the city. Areas with high crime often eventually lose out in terms of investment or provision of infrastructure and public services.

Entry points for inclusive urban planning (2)

Economic dimension: opportunities for all

- ▶ Jobs and economic inclusion
- ▶ Skills-building
- ▶ Pro-poor local economic development strategies
- ▶ Improved access to credit and finance

Cross-cutting issues

- ▶ Investing in data
- ▶ Proactive urban planning
- ▶ Capacity building

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

World Bank (2020) Inclusive Cities Approach Paper:

<http://documents1.worldbank.org/curated/en/402451468169453117/pdf/AUS8539-REVISED-WP-P148654-PUBLIC-Box393236B-Inclusive-Cities-Approach-Paper-w-Annexes-final.pdf>

Jobs and economic inclusion: Rapid urbanization is changing the composition of employment. As a result, the growth of the nonagricultural labor force will vastly exceed the growth of the agricultural labor force. This structural change, which in industrial countries took decades, now transforms lives in developing countries in a generation. Secondly, with more and more people moving to cities in search of better employment and better standard of living, urban areas have enormous pressure to create jobs. In most developing countries, urban economies have become increasingly informal over the past 10 years as the formal sector consistently fails to provide for both young people and adults seeking employment, even in the face of healthy economic growth (World Bank 2012b).

Skill-building: Lack of education and skills hinders the prospects for economic security through formal jobs for the urban poor and the disadvantaged. Their upward mobility in labor market will remain limited unless and until the disadvantaged gain skills and job readiness. Investing in skillbuilding opens up new opportunities for the disadvantaged.

Pro-poor Local Economic Development Strategies: In most cases, the local economic development (LED) strategies are focused on pro-growth strategies rather than pro-poor interventions that include the disadvantaged and excluded population. In many developing country cities, large numbers of low-income families work within the informal economy. Employment in informal economy is characterized by insecurity of jobs, inadequate or low remuneration, hazardous working conditions, lack of social security and other benefits, etc. In India, for example, the economy grew 5 % annually over the past 10 years, yet many people work in informal economic sectors with no social security (UN Habitat 2010). Around 370 million people, or 9 out of 10 employees, are not affiliated with any formal social security scheme (UN Habitat 2010). Similarly, Mexico, which grew an average of 2.5 % per year in the past 10 years, extends social security to only 30 % of its workforce (UN Habitat 2010). These informal activities are often low-growth activities as a result of a lack of access to proper infrastructure and services (i.e., electricity, water, and roads), regular means of financing, information and skills. The development of LED strategies should recognize and accommodate the constraints and 29 opportunities of the informal economy so as to broaden the appeal of a strategically planned LED strategy. It should also encourage wider social benefits for all sectors, formal and informal.

Improved access to credit and finance: Making credit and finance available to urban poor and the disadvantaged leads to empowerment, asset building, and wealth creation opportunities for the urban poor. Surveys from Mexico, Colombia and Brazil show that between 65 and 85 per cent of households living in major cities do not hold any kind of deposit account in a formal-sector financial institution (Solo 2008). Faced with such realities, micro-credit and micro-finance projects are developed to provide low-income residents and entrepreneurs with the capital they need to expand their business and access services. Many of the interventions including, the extension of financial markets with savings and loan facilities, support for housing markets with shelter microfinance, and support for enterprise development are targeted at individual households and/or individuals, although in the case of micro-finance, groups may be involved to provide social collateral (World Bank 2014d). Oftentimes, it is difficult for the urban poor and disadvantaged population to provide collateral needed to obtain finances from the market. Investing in making financial markets work for poor, therefore, will lead to inclusion.

Investing in Data: Despite advances in information technology, accurate data on cities is often not available. Particularly, there is lack of relevant and useful information on informal settlements and low income areas which often exacerbates their social and economic marginalization because they are not included in formal city planning processes and economic strategies (World Bank 2014d). For example, there are a lot of people who work in informal sectors of the economy, for which there is no adequate data available. Therefore, it is necessary to invest in gathering relevant information and accurate data. Some data collection tools include household surveys, settlement profiling, mapping and enumeration. Recent experiences of involving communities and excluded population in collecting, analyzing and validating data have been successful. Recognizing the excluded population is the first step towards achieving inclusion. It will enable the authorities to take informed decision and design policies with adequate knowledge of all citizens. It will also empower the excluded population in a way that they can participate in the city's governance.

Proactive urban planning: The world's urban footprint is expected to double or triple by 2030 with additional 2 billion people arriving to the world's urban areas (Angel et al. 2011). Therefore, it is equally important to plan and provide for the rapidly growing urban population in an inclusive manner, rather than just upgrading complex situations afterwards. Policies and programs should be designed keeping in mind that the most marginalized population needs affordable places to live with adequate living standards and a fair chance to contribute to and benefit from the city's economic growth. Regulatory frameworks for inclusive growth and expansion that cities can implement include: innovative and inclusionary zoning, land use management and land tenure regularization, and mixed-use development.

Capacity Building: Capacity constraints of local governments limit their ability to manage, finance and provide basic services which are essential to reduce poverty and foster shared prosperity. At the same time, inclusive governance entails coordination across multiple stakeholders which include the citizens. As a result, achieving an inclusive city depends heavily on the local capacity



INCLUSION IN THE PROJECT/POLICY CYCLE



Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Based on a presentation by Thera van Osch

Needs identification



- ▶ **Conduct analysis** to understand who is excluded, why and how. Pay attention to sub-groups amongst the marginalised.
- ▶ **Give marginalized people a voice** in the needs identification phase. Marginalised groups often do not participate in the needs identification at local level for many reasons (lack of self-esteem, poverty or simply excluded).
- ▶ Involve **interest groups** and organisations that specifically work for marginalized groups.

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Policy Formulation



- ▶ Set **targets** for inclusion in the programme
- ▶ Define **selection criteria** that actively seek to include marginalized groups
- ▶ Think about **indicators** for inclusion
- ▶ Allocate **budget** for inclusion
- ▶ Plan activities that will **enhance inclusion** of marginalized groups
- ▶ Plan activities that **address barriers** to participation
- ▶ **Involve excluded groups** in choosing and designing the project strategy
- ▶ State inclusion as a goal in **project staffing policy**
- ▶ Confirm that **contracting agencies** operate in an inclusive manner

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Implementation



- ▶ Train local government staff on positive attitudes and skills to include marginalised groups.
- ▶ Raise **awareness** to fight discrimination of excluded groups.
- ▶ Work on self-esteem, social/life skills and **empowerment** of excluded groups. Make use of role models.
- ▶ **Fight exclusion barriers** that block participation of marginalised groups.
- ▶ **Work & support interest groups** that work with specific marginalised groups.

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Monitoring and Evaluation



- ▶ Regularly reflect on the question: **are all (new) target groups included?**
- ▶ Also monitor the inclusion process at **organisational level** (e.g. local government), this can for example be the staff attitude.
- ▶ Use **participatory & qualitative monitoring** approaches to understand dynamics of exclusion.
- ▶ Make sure that all monitoring and evaluation **data are disaggregated**: take age, gender, ability, health status, economic status, ethnicity, marital status and any other possible discriminating factors into account.

Speaker's note:

Time: *to be added by trainer according to planning*

Background information:

Group exercise

4 groups, each group considers one of the four steps of the process and come up with actions based on the tips and tricks to make their urban planning policies and processes more inclusive.

Speaker's note:

- Explain the exercise and divide the participants into small groups of 4-6 participants (5 min)
- Let the groups discuss one of the steps of the project cycle and propose actions to make their urban planning policies and processes more inclusive (20 min)
- Plenary presentations (15 min)

Time: 40 minutes

Background information:

Questions/reflections?



Speaker's note:

- Summarise the content of the session
- Ask if there are any outstanding questions

Time: 5 minutes

Background information: