



TOWARD EQUITY SERIES

# A GOOD START MAKES A BETTER ENDING

Writing Proposals with a  
Gender Perspective

LORENA AGUILAR  
in collaboration with  
REDNA NICARAGUA

WORLD CONSERVATION UNION  
ARIAS FUNDATION FOR PEACE AND HUMAN PROGRESS



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This logo reflects the basic principle that should be present in any vision of sustainable development: equilibrium between the human being and nature, no matter what the age, ethnic group, economic status or sex of that human being may be.

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Aguilar, Lorena

**A GOOD START MAKES A BETTER ENDING:**

Writing Proposals with a Gender Perspective /

Lorena Aguilar. --1a. ed.-- San José, CR.: UICN:ABSOLUTO, 1999.

31 p.; 28 x 21 cm. --(Toward Equity Series, module 1)

Originally published in Spanish under the title

«Lo que comienza bien termina mejor:

elaboración de propuesta con el enfoque de género».

**ISBN 9968-743-27-5**

1.Género. 2.Equidad. 3.Igualdad. 4.Formulación de proyectos.

I.Título. II.Serie.

Graphic design:

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Printed by:

MASTER LITHO S.A.

San José, Costa Rica

October 1999

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This publication was made possible by funding from the Royal Embassy of the Netherlands for Central America.

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## INTRODUCTION

The Social Program of the World Conservation Union Regional Office for Mesoamerica (IUCN-ORMA) and the Arias Foundation Center for Peace and Human Progress began this project in March 1997, thanks to the special interest and financial support of the Netherlands Cooperation. Our objective is to unify gender and environmental efforts by providing technical assistance for regional organizations and rural development projects interested in incorporating a gender equity perspective.

The challenge was to offer more than just conceptual support regarding the definitions and implications of gender. We sought to provide tools and instruments for integrating a gender equity perspective at every level of work. Our ultimate goal was to ensure that projects achieved greater equity in regard to participation by women and men in the decision-making process and access to services, goods and resources.

Our satisfaction in presenting this series is twofold. First, over the years we have concluded that even though many field projects have a positive attitude towards incorporating a gender equity perspective, they have not been able to find practical methodologies for doing so. In this series, called "**Toward Equity**" we have made an effort to offer concrete suggestions and recommendations for incorporating gender equity perspective into every stage of the project cycle.

Second, the modules have been prepared and validated by countless numbers of project technicians in the field. These publications have been enriched by their invaluable contributions, and we send them our most profound thanks.

In some cases our recommendations were originally designed by a person or group of people in each country and then widely disseminated, discussed and validated in different parts of Central America (Costa Rica, Nicaragua, Guatemala, El Salvador and Honduras.) This is the case of the modules on Proposal Design, Participatory Appraisals, Planning, Monitoring and Evaluation, Participation and Empowerment and Systematization.

The recommendations contained in the other components of this series were based on participatory research. This is true with regard to the modules on Indicators and on Equitable Administration and Management.

- MODULE 1** A GOOD START MAKES A BETTER ENDING  
Writing Proposals with a Gender Perspective
- MODULE 2** SEEK AND YE SHALL FIND  
Creating Participatory Appraisals with a Gender Perspective
- MODULE 3** IF WE ORGANIZE IT WE CAN DO IT  
Project Planning with a Gender Perspective
- MODULE 4** TAKING THE PULSE OF GENDER  
Gender-Sensitive Systems for Monitoring and Evaluation
- MODULE 5** IN UNITY THERE IS POWER  
Processes of Participation and Empowerment
- MODULE 6** EYES THAT SEE...HEARTS THAT FEEL  
Equity Indicators
- MODULE 7** PRACTICING WHAT WE PREACH  
Toward Administration and Management with Equity
- MODULE 8** SHARING SECRETS  
Systematization from a Gender Perspective
- MODULE 9** UNVEILING GENDER  
Basic Conceptual Elements for Understanding Equity

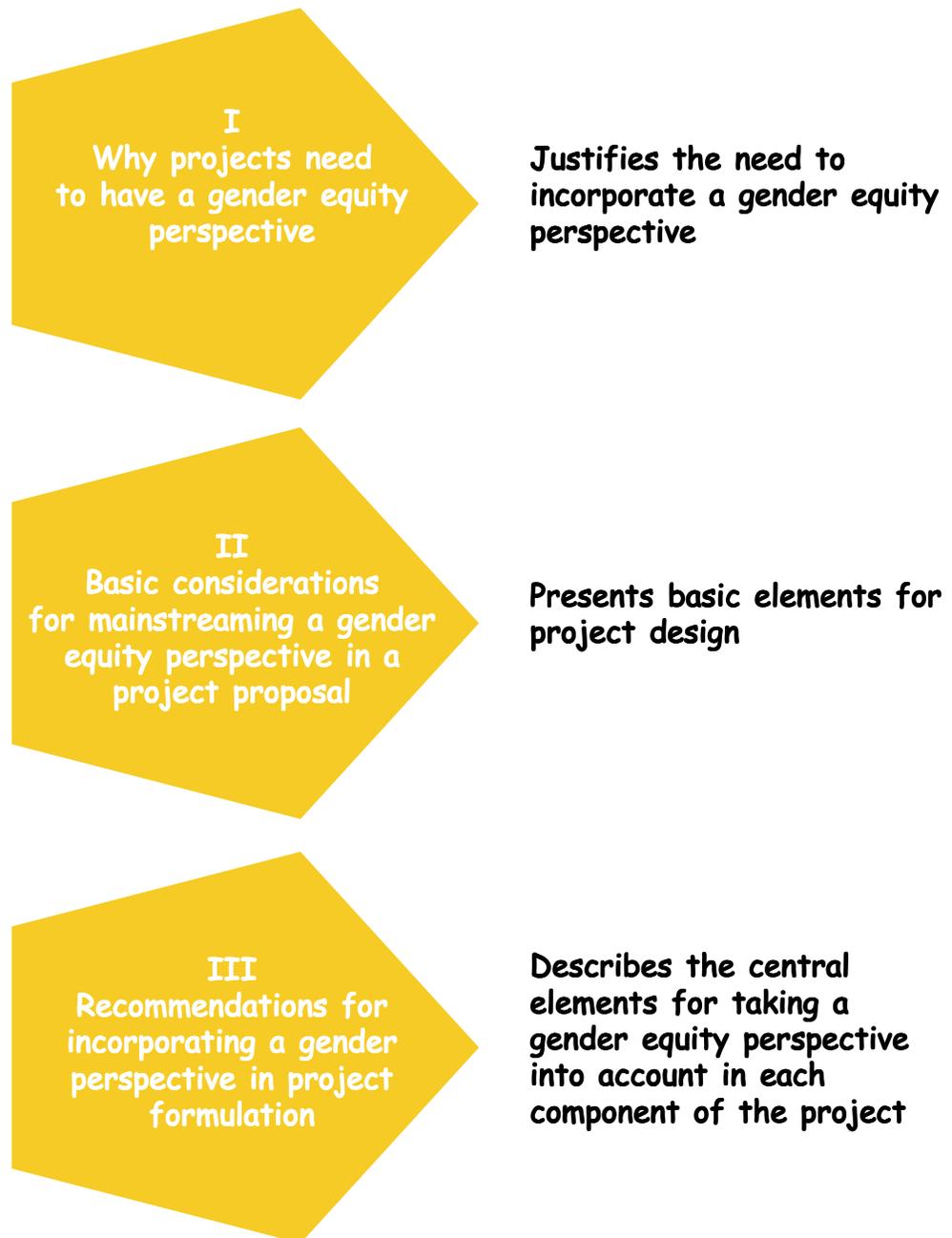
The ideal moment to use these modules is at the beginning of a work initiative or process. But they can also be applied whenever existing projects decide to introduce changes in processes that have already begun.

We hope that this series will be of value to all of those who are working in rural development projects and, like us, would like to make equity a lifelong commitment for the construction of a new society.

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# PURPOSE OF THE MODULE





# I

## WHY PROJECTS NEED TO HAVE A GENDER EQUITY PERSPECTIVE

During the last few years we analyzed and evaluated a large number of field projects in rural areas of Mesoamerica that had made efforts to incorporate a gender equity perspective.

From this process we were able to identify a series of principles, conditions, strategies, actions and procedures that facilitated these development initiatives and have had an impact on inter-gender relations within families and communities.

This document represents an effort to systematize these theoretical, methodological and practical elements. There is no recipe to guarantee that a gender equity perspective will be incorporated, but there are a number of pre-conditions that will make it easier to integrate work on equity and equality at all levels when project activities begin.

Some of these principles are:

- If the original design of a project or initiative does not take gender equity into consideration, it will be more difficult to incorporate at a later stage.

Gender equity perspective is not something that can be attached or added to a proposal as an afterthought. However, if members of a project already underway see a clear need to address gender relations, it is possible to redirect processes, with the understanding that implementation mechanisms and procedures will vary.

- Genuine concern for principles of equality and equity and appropriate procedures for achieving these should be *mainstreamed*, meaning that these elements are continually present in coherent, integral and comprehensive ways throughout the project. *Mainstreaming* means paying constant attention to equality between women and men in development policies, strategies and operations.

*Mainstreaming* will not occur by simply allowing women to participate in a development program that has already been established. Women as well as men need to participate from the very start when objectives are being defined and planned, so that development reflects the priorities and needs of both genders.

In addition, it is essential to analyze carefully just how these development actions will affect relations between women and men in all areas of social development. This analysis has to be made before important decisions are made about goals, strategies and the distribution of resources (SIDA 1997.)

- From a theoretical/methodological point of view, the most important consideration when designing a project is how gender perspective will be mainstreamed. This has implications concerning what is to be done, for whom we are doing it, and how we can do it in a comprehensive way.
- Many initiatives incorporate gender as a separate component that has no connection with the different areas of the project's basic activities. As a result, ideas and approaches for establishing gender equity become fragmented and isolated from the rest of the project. In some initiatives, gender analysis takes place only during a certain part of the project life cycle, most often the appraisal, but not when defining objectives or the actions that will be taken later on. In still other initiatives, work toward gender equity involves training that may continue over a long period, with no real impact on the overall development of the project.

Under these circumstances, projects can find themselves with little money and insufficient personnel for working toward equity. Sometimes no specific person is assigned responsibility for this component, and as a result, only short-term actions are promoted.

There is no way that such efforts can have a real impact on relations of subordination, because they do not involve authentic processes of transformation. (Aguilar, L. et. al., 1997.)

## II BASIC CONSIDERATIONS FOR MAINSTREAMING A GENDER EQUITY PERSPECTIVE IN A PROJECT PROPOSAL

A project proposal aimed at more equitable relations, actions and outcomes should take into consideration certain essential criteria that must be reflected in every aspect of the project's actions:

*A more in-depth analysis of affirmative action can be found in Module 7 of this series*

- Equal rights for men and women must be one of the central principles of the project's activities. Legal, economic, political or cultural obstacles to the exercise of equal rights must be identified and removed through affirmative actions.<sup>1</sup>
- In some cases this means that the project will have to carry out a series of efforts and activities so that women can access information, training and skills development. This will allow them to acquire the necessary abilities to participate under equal terms with other sectors of the population.
- It is essential that women be seen as active agents of change. One of the most effective ways of contributing to economic growth and sustainable development, in general, is to invest in the capacity of women and facilitate their empowerment<sup>2</sup> so that they can exercise their rights and be assertive about their decisions.

This empowerment is based on something different from patriarchal power. It is an equitable power that includes and strengthens men, as well as women.

- One of the project strategies should include the promotion of activities enabling women to obtain full, authentic, active and quality participation, by ensuring them suitable opportunities and taking their contributions into account.

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1 The purpose of affirmative action is to make it possible for women to obtain the same conditions as men, conditions that would otherwise require many years to achieve. (Training to prepare women for leadership positions is an example.)

2 See Module 9 for an explanation of empowerment.

This type of strategy should facilitate and promote women's involvement on their own terms, fostering processes of empowerment (Lingen, A. et. al., 1997.)

- Although efforts have been made to increase opportunities for women and men, traditional development models often utilize pre-established social models with respect to «feminine» and «masculine» settings. As a result, technical aspects of the project tend to uphold and reinforce traditional roles for both men and women.
- It is fundamental that projects offer elements of equity in order to enhance equal opportunity as part of decision making and the promotion of actions leading to the participation of both men and women in non-traditional activities. (A list of actions that projects can implement for this purpose is included in the module on indicators.)
- It is important to keep in mind that processes for social and cultural change within communities at both the individual and collective level will not necessarily keep pace with the timeframes established in the project goals.
- It is also essential to recognize that because of women's double and triple work shifts, it is sometimes difficult for women to participate in community actions under equal conditions as men. As a consequence, actions and strategies should aim at reducing the workload of women, on the one hand, and be adapted to the time they have available, on the other.
- To change the position and condition of women<sup>3</sup> it is necessary to involve men. One of the greatest contributions gender analysis makes to a development project is its effectiveness in identifying the problem of equity as one arising from unequal and inequitable relations of power between the genders. These issues must therefore be addressed with men, as well as women.

In order to identify and modify the systemic and structural causes of inequality between the genders, the project will have to include a component designed and aimed specifically at men.

---

3 **Condition** refers to the material situation of women and men with respect to practical needs, such as housing, food, income, etc.

**Position** is the social, cultural and economic status of women in relation to men. This can be measured in terms of wage differentials between the sexes and vulnerability to poverty, for example.

Experience has shown that efforts to remedy gender inequalities through actions directed exclusively at women can provoke a strong negative reaction in some men unless they are provided with the necessary training and sensitization and are incorporated in the process of change. However, this does not negate the need for certain actions and programs that are specifically for women.

These kinds of efforts are needed in order to demonstrate the value-added component in changing inequitable relations, and to show how men as well as women can benefit from more equitable social development. Likewise, men who are allies for equality should be identified and supported (SIDA, 1997.)

- Before initiating any work with women in a community it is a good idea to offer workshops for men on topics such as masculine identity, machismo, and women's rights to goods and resources.



### III RECOMMENDATIONS FOR INCORPORATING A GENDER EQUITY PERSPECTIVE INTO PROJECT FORMULATION

A great deal of effort is needed to define specific measures for different stages of the project cycle in order to ensure that the project will achieve its desired goals and impact.

This process requires an exercise in abstraction and synthesis to define, organize and analyze ideas and find practical ways to present them. Those in charge of project design are responsible for making sure that gender principles are present in both theory and methodology. They are also responsible for ensuring that gender equity is mainstreamed in the project's basic foundations, objectives, plans and resources, as well as in the administrative structure responsible for its final implementation.

A proposal is not simply a document prepared for a donor it is a guide that orients the implementation and evaluation of the project.

There is a wide range of forms and structures that can be used for proposals. For this module we reviewed a large number of different methods and guides<sup>4</sup>.

The following is a general structure compatible with the different formats. Ultimately, however, the people in charge of project formulation are responsible for adapting these recommendations in a creative way when designing the different stages of their project.

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4 Logic framework: guidelines established by donors such as the International Development Research Center (IDRC), the Government of the Netherlands, the Swedish International Development Authority (SIDA), the Canadian International Development Agency (ACDI), the German Cooperation Agency (GTZ) and the World Conservation Union (IUCN) methodological guides for monitoring and evaluation, «An Approach to Assessing Progress Toward Sustainability.»

## 1. Background

This section contains a description of the context. It presents the quantitative and qualitative factors of a system of social, economic, demographic, historical, ecological, political, legal and cultural interrelations in which men and women participate. The goal here is to begin identifying the key elements that determine gender relations.

Background information includes a description of the geographical setting and activities taking place in the project area. It also contains information about organizations and/or agencies that will be responsible for implementing the project, including their experience in the field concerned. Project strategies should be identified at this stage.

The following list has been provided for those in charge of project formulation. The relevancy of each particular element will largely depend on the objectives and desired impact. In some cases the information necessary may not be available (i.e., data disaggregated by sex). Obtaining this information could become an element for research during project development.

*Background information makes it possible for us to:*

- Be aware of the political situation and historical events in the community(ies), and their implications for women;
- Clearly and concisely describe the gender situation in the project area with respect to living conditions; production of goods and services; social, ecological, economic, productive and political aspects of the different social groups; existing community organizations and the level of involvement by men and women. All information should be presented in data according to sex.
- Present the needs and demands expressed by women and men in the participating population, based on the results of a participatory appraisal with a gender equity perspective;
- Identify the norms, behavioral patterns and laws that affect men and women in different ways (both national legislation and laws based on customs and traditions);

*Module 2 of this series describes how to work with participatory appraisals*

*Module 9  
explains  
division of  
work by sex/  
gender*

- Identify how women and men access, use and control resources, goods and services, with special attention to the resources and services on which the project expects to impact;
- Mention demographic trends, such as birth rates and migratory movements of men and women;
- Include quantitative and qualitative data that reveal relations of power and subordination between men and women in the participating groups;
- Describe the different forms of participation by women (quantity and quality) with respect to decision-making processes in the community, in homes and in community groups;
- Mention relevant actions and outcomes in other phases of the same project or in other initiatives that have taken place in the surrounding area;
- State the organization's willingness and capacity to plan and implement activities in which women will have equal opportunities and rights;
- Explicitly refer to the implementing organization's opinions on gender equity; and
- If there are alliances with other organizations to reinforce the incorporation of gender equity, determine their level of involvement, experience and commitment.

*Example*

*Created 15 years ago, Takaditur National Park has an extension of approximately 5,240 hectares and includes a 5 kilometer-wide lake. An estimated 230 families live in the nearby communities of Blue Ridge, Kala and Saint John. When the park was established the population had many expectations about the possibility of assistance from government institutions. This has not been the case, however, and the population has not yet benefited from any government assistance.*

*The principal productive activity in these communities, which suffer conditions of extreme poverty, is subsistence-level cultivation of basic grains and the beginnings of cardamom production for export. The participatory appraisal shows that in regard to grain cultivation, men are mostly in charge of preparing the land and spraying agrochemicals. Women are responsible for harvesting and postharvest activities. In the case of cardamom, men do the sowing and maintain the plots and women harvest. Only men are involved in marketing the cardamom.*

*The only source of energy is firewood, which is collected and hauled by women and children. Logging is restricted in the buffer zone, meaning that women's efforts to provide energy involves them in illegal actions. This restriction also affects men, since they cannot cut down trees to make boats. The zone presents an advanced process of deforestation and hunting and fishing affect natural resources in the park. A recent study by the National University indicates a significant reduction in certain species of fauna, particularly endemic species, compared to ten years ago.*

*The population is scattered over isolated plots of farmland. Ten percent of the land is titled (but there are no owners that are women) and the rest is communal property. Family groups are generally made up of common law families consisting of eight or more members, on average.*

*The illiteracy rate in the buffer zones of Takaditur National Park is 60 percent. Of this group, 80 percent are women and 40 percent are men. Children have little opportunity to attend school, because access is difficult and because they begin working in productive activities at an early age. Female children have even less opportunity because of the fear that something may happen to them as they walk alone over long and dangerous trails and paths.*

*The zone has no basic health services, and to receive medical attention inhabitants must travel a distance of 15 kilometers. There is no public transportation. The people most affected by this absence of services are women. Every two weeks a mobile primary attention team arrives to take care of diarrhea and respiratory illnesses in children, and accidents that may have occurred to adult men and women. Occasionally contraceptives are available.*

*Traditionally, young men have left to find farm work in other zones. Recently young women and some female heads of household have left their children in the care of grandmothers in order to look for work in the closest population centers. During the last five years rural families have been moving to the area south of the park, where cattle grazing takes place. This has increased pressure on natural resources and on the scarce services available.*

*Two organizations exist in the zone. One is religious and the other is the park service. Mostly women and children attend church activities, with some participation by elderly men. All of the park rangers are men, who establish ties with the male population.*

*The organization that will be in charge of the project has previous experience from a three-year pilot project in organic farming in which 21 men and five women participated. One-third of the project personnel has received basic gender training, specifically one or two sensitization workshops. The stated policy of their agency includes gender equity as one of its priorities.*

## 2. Justification

The justification is the basic underlying reason for the project. It should clarify and explain what the project is about and why it is important.

*Elements to consider in the justification:*

This section states what economic, social and ecological transformations are anticipated as a result of the project's actions. The central elements of the justification will provide the framework for the organization's development objective and a gender equity policy.

- Define the organization's gender equity policy and express interest in contributing to the transformation of power relationships between the genders.
- Describe how the project will transform and change the situation of inequality and inequity. This is important as it determines which of the demands of women and men will receive support, based on the basic needs and strategies stated by the groups during the participatory process.<sup>5</sup>
- Express the project's willingness to provide opportunities for women who have not had access to resources such as land, credit, tools, technical assistance, etc., due to their gender condition and position.

*Example*

*Little income is generated by productive activities in the zone, which are often handled by men. Living conditions are precarious in this subsistence economy, particularly for women, children and the elderly, whose conditions are even worse in terms of accessing and using resources.*

*Environmental resources are being degraded rapidly. Firewood and water are critical, and part of the «obligations» assigned to women is to obtain and use these resources. On a very few occasions, men participate in these activities.*

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5 **Basic interests or needs** are those related to survival: shelter, food, water, home and others.

**Strategic interests** refer to such aspects as participation, citizenship, democracy, autonomy and solidarity, aimed at transforming positions of subordination.

*One of the situations accentuating the vulnerability of these communities is the isolation of their plots from one another. This factor severely restricts possibilities for collective efforts of participation and organization.*

*As a result, the participation and organization of men and women living near the park is a priority for the project. This will make it possible for them to analyze and reflect on how environmental deterioration affects quality of life, as well as lead to the diversification and expansion of production and promotion of marketing.*

*Taking advantage of experience from the organic farming project, priority will be given to fostering participation by women and men in the introduction of permanent crops (fruits) and the use and management of lower species, such as black and green iguanas. The goal is to improve monetary and in-kind income for families, ensuring women and men access and benefits under more equitable conditions while also reducing negative impacts on the environment.*

*Given the conditions of extreme poverty in this zone, the project should also plan use of resources to provide certain basic services.*

### 3. Participating Groups and Individuals

In this section we examine the fundamental reason for the existence of development projects: the people, families and social groups that will be involved in the project. During the implementation phase some people will be linked directly with the project, and others, indirectly.

In identifying the participating populations, social class, ethnicity, age, sex, and other distinguishing characteristics should be taken into account. This will make it possible to recognize the diversity of the population, rather than presenting the community as a homogeneous group of people.

## Recommendations

- Identify the group or groups that will benefit from the project; include aspects that characterize project participants and specify persons, groups or families of interest.
- Mention how many men and how many women will participate and determine the percentage they represent with respect to the total population.
- State why actions will be focused on women and men in the participating groups, and how the actions carried out will impact on the implementation of more democratic processes. Indicate the aspects of gender-differentiated relationships that will be considered and with what specific groups the project will work.
- Indicate specific groups of women who are in disadvantaged conditions but nevertheless have the potential and strength to support the project. Traditionally, such persons have been female heads of household, single mothers and widows.

## Example

*The project is aimed at rural people living in the buffer zone of Takaditur Park, particularly the most vulnerable sector: those whose plots of land present greater degrees of environmental degradation, and thus have fewer possibilities for meeting basic survival needs. Also of special interest are those whose plots have potential as agro-ecological demonstration areas. Women and men in the selected plots will carry out actions.*

*Community leadership will be identified and strengthened, and conditions will be created for women's participation when new productive organizations of different types are defined.*

*Schoolteachers comprise another important group for sensitization and promotion of agro-ecological activities with equitable participation by both sexes. Park rangers will also be incorporated into this line of work.*

*The project will promote coordination among groups providing services in the zone, including health care providers, state institutions and nongovernmental organizations that may be interested in working in the zone.*

*Personnel facilitating the development of these actions and of the community should be committed to the objectives and main components of the initiative. They will be receiving ongoing sensitization and training during the implementation process.*

#### 4. Development Objective or Mission

The development objective states the desired ideal situation. The project contributes to attaining this objective, but does not assume a commitment to reach it in its entirety. In order to state the objective from a gender equity perspective...

*it is  
necessary to:*

- State explicitly in the written proposal that the pursuit of equity is one of the guiding principles of the project
- Indicate what problems and which women and men the project will affect
- Identify the situation this will contribute to and the changes it will promote in particular sectors, groups or persons throughout the process

*Example*

*Improve the living conditions of men and women in the buffer zone of Takaditur Park through the sustainable use and conservation of natural resources and the recognition of existing inequities and inequalities, for the construction of a more equitable society.*

## 5. General Objective

Define what changes the project will generate and describe the expected outcome and result of the project intervention. Keep in mind that gender differences will make it possible to guide actions for overcoming inequalities and inequities, producing a broader and more comprehensive impact.

*Your general objective should:*

- Be consistent with the development objective;
- State what the project is intended to change in terms of equity, with respect to access and decision making by men and women at both the internal and external levels of the project cycle; and
- Include the percentage of women and men that will be affected by the anticipated change, in terms of gender equity.

*Example*

*Achieve an equitable increase, distribution and management of income for men and women in the community of Takaditur through co-educational and organizational processes of sustainable natural resource management*

## 6. Specific Objectives

These are the results the project is sure of achieving as a consequence of its activities. It is necessary to be certain that specific objectives cover the entire scope of the general objective.

This is one of the most difficult steps inasmuch as it links the desired situation with the activities that will be carried out. The specific objectives must reflect and make explicit reference to mainstreaming a gender equity perspective, both in terms of the language employed (include «women and men») and in the actual content of the objectives as they are written.

At this stage of project formulation it is a good idea to identify clearly the elements of change you intend to obtain. Each of these can be expressed in a specific objective that is identified as realistically as possible. The quantity of objectives depends on the project's capacity, resources and the diversity of actions that will be undertaken.

Given existing gaps between the genders, in most cases there should be some specific objectives aimed especially at women and designed to ensure concrete advances toward equity.

*As a result,  
specific  
objectives  
should:*

- Identify anticipated changes and transformations in the relationships between men and women with respect to equity;
- Define conditions that empower women's access, control, benefits and decision-making power over resources, and especially over themselves and their bodies;
- Take into consideration the worldview of women and men as expressed in their daily life, involving project leaders and participating groups and persons;
- Implement actions that put an end to current levels of poverty suffered by women and men;
- Promote actions for developing profitable productive activities so that women and men in the participating groups can achieve a higher level of economic, personal and collective autonomy;
- Promote and/or strengthen actual participation in women's or mixed organizations;
- Define actions to promote women's exercise of full citizenship; and
- Indicate actions for the democratization of power and decision making within projects

## Example

1. *Develop gender sensitization processes for personnel in charge of the project and for its participants*
2. *Promote participation by men and women in new organizations for conservation and sustainable use and production of resources*
3. *Develop a participatory process of comprehensive environmental education in natural resource conservation, and the recognition of gender differences concerning access to and use of these resources, a process that contributes to changes in attitudes*
4. *Generate and propose productive alternatives for men and women that are more profitable, friendlier to the environment and incorporate the knowledge of participating groups*
5. *Provide support for local organization, primarily the most vulnerable groups, through technical assistance and funding for basic services.*

## 7. Implementation Strategies

Describe the entire organizational system, including the technical, methodological and administrative conditions required for project implementation. This section defines the strategies or work modes of the project. It describes how the project is going to work, and if it will be developed in a participatory form by local groups of men and women, etc.

## Recommendations

- One way to ensure that a gender equity perspective is mainstreamed in projects organized by components is to specify responsibilities and resources for each component. This should be spelled out in the functions defined for each permanent staff member and in the corresponding resources required for implementation, thus ensuring that all components will include actions to develop women's potential and establish equitable gender relations.

- It is essential that all proposed actions are supported with appropriate technical and economic resources and that mechanisms are in place to ensure the participation and visibility of women in productive and social processes.
- As part of the required resources, promote access to technical resources such as instruments facilitating the application of gender equity perspective. For example, this could include systems for obtaining information disaggregated by sex or indicators to estimate and assess the presence of gender equity perspective in the different components.
- The choice of technology, time, meeting locations and communication strategies should be convenient and appropriate for women. This will ensure that limitations within the existing socialization process will not adversely affect women's participation.
- One person should be assigned full-time responsibility for gender perspective and have the authority, decision-making power and resources to provide the necessary technical assistance, follow-up, monitoring and evaluation. This does not, however, reduce the responsibility of all members of the project team with regard to incorporating and applying a gender equity perspective.
- The project should also set up a gender unit consisting of the person in charge and staff from each component to serve as liaison. This functional unit should report directly to the project coordinator or director, and have the capacity to operate in all components.
- New and equitable forms of exercising power, administration and leadership should be developed within the project itself.
- It is essential to design and plan gender awareness and training processes and ensure that they are carried out with personnel throughout the duration of the project.

*Administration and management are examined more closely in Module 7*

## Example

*The project will be carried out in two stages:*

*In the first stage, potential participants will be identified and approached, and priorities for each of the components will be defined by means of a participatory appraisal. The principal topics/problems and techniques to be employed will be determined during this stage.*

*In the second stage of the project, the work plan prepared with the participation of men and women will be implemented.*

*The project has three components, each guided by strategies that promote participation, community organization and gender equity:*

- Environmental education for sustainable natural resource use with equity*
- Administrative and strategic action of the project*
- Establishment of sustainable and equitable productive systems*

*The environmental education component will be carried out through the following mechanisms:*

- Involvement of school teachers, church leaders and park rangers in defining educational needs*
- Design and construction of educational material by those involved and the joint identification of dissemination strategies*
- Establishment of community records detailing threats to the different species of flora and fauna*
- Community dissemination of the information from these records and proposals for action*

*Administrative and strategic action will be carried out through the following mechanisms:*

- Take gender criteria into consideration when selecting personnel*
- Develop ongoing training processes and establish periodic opportunities for reflection and analysis of what is taking place*
- Form interdisciplinary work groups to implement project activities*
- Establish horizontal relationships for internal project administration*

*The component to establish sustainable and productive systems will be carried out through the following mechanisms:*

- Assess local knowledge*
- Validate productive alternatives selected on the basis of results from demonstration plots*
- Disseminate experiences, promoting exchange with producer organizations in other regions*
- Assess economic and environmental profitability*
- Provide associations with training in equitable business administration*
- Promote activities in the area of productive and marketing organization*

## **8. Verification and Indicators**

Input for verifying outcomes is provided at different stages of the project cycle, particularly monitoring and evaluation. Various methodological instruments are required, such as the systematization and definition of indicators.

Indicators should be consistent with the project's general and specific objectives and illustrate what the project intends to accomplish. It is also essential to ensure that people in the community take an active role in the monitoring and evaluation process.

Indicators for each one of the project objectives must be identified in association with members of the community. This makes it possible to determine the degree to which these objectives are being reached. Keep in mind that activities DO NOT have indicators, specific objectives have them.

For each specific objective we need to determine:

- One or more response indicators, which reflect the implementation of programmed activities
- One or more result indicators, reflecting changes in the context or system the project is trying to affect

Examples of  
various  
different  
types of  
indicators and  
their  
definition can  
be found in  
Module 6

To integrate a gender dimension into the project, verification measures and indicators must satisfy and identify the basic and strategic needs of women and men. They must also indicate the degree to which gender gaps have been narrowed in terms of inequalities (described in the project background material.)

Performance scales must be proposed so that progress toward achieving the indicator can be evaluated.<sup>6</sup>

### Example

#### PERFORMANCE SCALE

*Increase in the percentage of women  
working in non-traditional activities*

0-10%	poor
20-30%	good
more than 30%	excellent

Note: The scale should relate to actions detected in the initial appraisal and will depend on the progress that each society makes in relation to this topic.

<sup>6</sup> The series, «An Approach to Assessing Progress Towards Sustainability,» (IUCN 1997) can be consulted for a more in-depth understanding of how to assign performance scales.

**Characteristics  
of equity  
indicators:**

- They make it possible to see if obstacles are being overcome with respect to participation under equal conditions for men and women.
- They indicate transformations in gender relations that are consistent with the development of general and specific objectives.
- They make it possible to gauge progress with respect to institutional internalization of gender equity, from leaders to support staff.
- They make use of a gender analysis to point out changes in relations, attitudes, behaviors and the degree to which changes have been internalized by the participating groups.

**Example**

SPECIFIC OBJECTIVE	RESPONSE INDICATOR	RESULT INDICATOR
Develop processes of gender sensitization with personnel in charge of the project and with project participants	<ul style="list-style-type: none"> <li>- Number of training and sensitization sessions for personnel</li> <li>- Percentage of personnel that applies knowledge acquired from training</li> <li>- Opportunities for analysis incorporated in the work programs of each component</li> <li>- Regular opportunities for analysis and reflection</li> </ul>	<ul style="list-style-type: none"> <li>- Number of training and sensitization sessions for participants</li> <li>- Teams integrated and working in interdisciplinary ways</li> <li>- Impact of measures carried out by the Gender Unit</li> <li>- Strengthening of female leadership within the project</li> <li>- Greater flexibility in roles</li> <li>- Strengthening of female leadership in the community</li> </ul>
Promote participation by men and women in new organizational entities working on behalf of conservation and sustainable use and production of resources	<ul style="list-style-type: none"> <li>- Number of workshops and organizational sessions and strengthening of leadership</li> <li>- Broad-based convocation for the constitution of new organizations</li> <li>- New organizations founded</li> <li>- Permanency and impact of organizations</li> <li>- Organizations' work plans carried out</li> </ul>	<ul style="list-style-type: none"> <li>- Equitable participation in the organizations' boards of directors</li> <li>- Organizations' statutes ensure equitable participation</li> <li>- Coordination with rural women's groups at the regional or national level</li> <li>- Community views female participation and leadership as positive</li> <li>- Greater availability of resources for participating women and men</li> <li>- Better quality of life</li> <li>- Evidence of changing patterns in the way resources are used</li> </ul>
Develop a participatory process of comprehensive environmental education for natural resource conservation that recognizes use and access by gender and contributes to change in attitudes	<ul style="list-style-type: none"> <li>- Work sessions with schoolteachers</li> <li>- Integration of basic content in school curriculum</li> <li>- Number of workshops with park rangers</li> <li>- Number of community extension activities</li> <li>- Ecology campaigns</li> <li>- Incorporation of environmental actions (living fences, terracing, multiple crops, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Community participation in environmental festivals and campaigns</li> <li>- Integration of diverse community sectors in promotional work (i.e., church)</li> <li>- Changes in how waste generated at homes is managed</li> <li>- Better quality of life</li> <li>- Evidence of changing patterns in the way resources are used</li> </ul>

## 9. Activities

At this point project preparation enters a stage of detailed planning to indicate the precise activities needed for achieving each one of the specific objectives. Usually each specific objective requires several essential activities to bring about the outcomes planned for a specific period.

*In this sense,  
activities:*

- Are designed to promote more equitable access, use and control of resources, services and benefits for men and women in the participating groups, and to enhance their possibilities for participation in decision making regarding productive, reproductive and community issues;
- Also state how they will foster women's autonomy, and provide details concerning when and where activities will be implemented;
- Develop opportunities where women and men interact in conditions of equality, as well as offer possibilities for women and men to participate in non-traditional settings;
- Are aimed at sensitizing and creating awareness regarding social constructs that limit men and women;
- Employ methodologies that facilitate integration for women and men alike; and
- Develop opportunities for reinforcing a gender equity perspective at the institutional level.

The module on indicators («Eyes That See...Hearts That Feel») contains a set of activities called «triggers,» or key situations<sup>7</sup> that can serve as a point of reference for inducing more equitable relations.

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7 Triggers are actions or activities that can be carried out to improve conditions of inequality and inequity existing in the project zones.

## Ejemplo

SPECIFIC OBJECTIVE	ACTIVITIES
<p>Develop processes of gender sensitization for personnel in charge of the project and its participants</p>	<ul style="list-style-type: none"> <li>- Hire gender-sensitive personnel</li> <li>- Set up a Gender Unit and assign overall responsibility to one person</li> <li>- Program of ongoing training for personnel at all levels of project implementation</li> <li>- Surveys, participatory observation and in-depth interviews with community members (men and women, equitably)</li> <li>- Sensitization and training program aimed at various sectors of the community</li> <li>- Look for ways, places and times that make it possible for women to participate in training</li> <li>- Formulate strategies and operating plans that are comprehensive and multidisciplinary in nature</li> </ul>
<p>Promote participation by men and women in new organizational entities for conservation and sustainable use and production of resources</p>	<ul style="list-style-type: none"> <li>- Carry out field visits and interviews to identify participating groups</li> <li>- Set up record-keeping and data collection systems</li> <li>- Activities for analysis and reflection on the community's situation (workshops, meetings, guided visits)</li> <li>- Publicize and convoke assemblies</li> <li>- Hold assemblies to create community groups</li> <li>- Prepare community work plans to identify and implement productive alternatives</li> <li>- Formalize the legal status of community organizations</li> <li>- Organize exchanges with community groups having similar interests</li> </ul>
<p>Develop a participatory process of comprehensive environmental education for natural resource conservation that recognizes use and access by gender and contributes to changes of attitude</p>	<ul style="list-style-type: none"> <li>- Sensitization workshops with schoolteachers</li> <li>- Bibliographical search</li> <li>- Work sessions to prepare thematic content for environmental education at each level</li> <li>- Purchase of didactic materials</li> <li>- Coordination with the ministries of education and environment</li> <li>- Periodic training workshops for park rangers</li> <li>- Design messages for display in non-traditional places (such as corn mills or local stores and depots)</li> <li>- Children's festival, «Our Natural Resources»</li> <li>- Community food fair</li> </ul>

## 10. Resources and timetable

Once activities have been determined we can go ahead and define the human and financial resources and equipment that will be required, set up a timetable (on a three or six month basis) and assign responsibilities.

It is essential to consider all internal and external costs of project activities so that the amount of investments and expenses can be calculated more precisely (Sapag, Nassir and Reynaldo, 1995.)

The timetable is a tool to help us manage our use of time during the project implementation phase. It is indispensable in a project that intends to incorporate a gender equity perspective, because it will tell us what has been done in each component. Coordination measures can thus be taken to follow up on activities.

A proposal with a gender equity perspective will be concretized in this section, where its importance and needs with respect to other project components is reflected in allocations of human and financial resources to put an equity construct into practice.

*Necessary conditions:*

- Female and male personnel distributed equitably in **all** substantive areas of the project
- The employment policy takes gender into consideration and gives priority to persons with knowledge about and sensitivity to gender. (For example, people that have been convicted of domestic violence or sex crimes will not be hired.)
- Principal technical advisors, directors and extension workers should be sensitive to gender equity.
- Each institution has an ongoing training process in gender equity for its personnel.
- At least 30 percent of the budget is allocated explicitly to gender equity actions.
- Resources necessary for the different activities have been ensured. Resource allocation should follow criteria of «reasonableness» in anticipating contingencies and planning for coherent and coordinated activities throughout project implementation.
- Project evaluation can be a tool for reallocating resources, if necessary.

**Example**

ACTIVITY	PERSON RESPONSIBLE	MATERIALS	BUDGET	PERIOD
Sensitization workshops for schoolteachers	Person in charge of education in the Gender Unit	Paper, crayons, pencils, magazines pictures of the community, publications and photocopies	\$100 per workshop	One workshop per month
Bibliographical search	A member of the environmental education component	Travel expenses, photocopies, purchase of publications	\$400	1st month
Work sessions to prepare the content of environmental education topics at each level	Environmental education team and staff from the ministries of education and environment	Bibliography, photocopies, didactic materials	\$1000	1st semester
Children's festival, «Our Natural Resources»	A representative from each project component, the schoolteachers and park rangers	Canvas awning, music, prizes, food	\$500	Month 4
Community Food Fair	A representative from each project component, schoolteachers and park rangers	Transportation for representatives from other communities preparation of food display of local products (tables and stands) music	\$1000	Month 7



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- MODULE 1**    **A GOOD START MAKES A BETTER ENDING**  
Writing Proposals with a Gender Perspective  
Proposes a series of preconditions that contribute to the design of a project proposal containing the basic ingredients needed to facilitate the incorporation of a gender equity perspective.
- MODULE 2**    **SEEK AND YE SHALL FIND**  
Creating Participatory Appraisals with a Gender Perspective  
Basic recommendations for carrying out participatory appraisals with a gender equity perspective.
- MODULE 3**    **IF WE ORGANIZE IT WE CAN DO IT**  
Project Planning with a Gender Perspective  
Taking the step from appraisal to action using planning techniques that respond to the needs expressed by women and men.
- MODULE 4**    **TAKING THE PULSE OF GENDER**  
Gender-Sensitive Systems for Monitoring and Evaluation  
Basic guidelines for designing an evaluation and monitoring system that reveals gender inequities.
- MODULE 5**    **IN UNITY THERE IS POWER**  
Processes of Participation and Empowerment  
Examines the issue of power and its effect on development initiatives. An innovative presentation of carefully selected techniques for analyzing power and approaching the construction of new and more equitable and democratic forms of participation.
- MÓDULO 6**    **EYES THAT SEE...HEARTS THAT FEEL**  
Equity Indicators  
Proposes methodology for defining indicators with men and women in the communities. Presents a set of indicators to identify and assess progress toward more equitable relations, and actions that enable a project to develop along paths that are more democratic and just.
- MODULE 7**    **PRACTICING WHAT WE PREACH**  
Toward Administration and Management with Equity  
Considerations that can help organizations develop more equitable forms of administration and management.
- MODULE 8**    **SHARING SECRETS**  
Systematization from a Gender Perspective  
Proposes methodology for a participatory systematization of the experiences and outcomes of initiatives in the field using gender relations as the focal point for analysis.
- MODULE 9**    **UNVEILING GENDER**  
Basic Conceptual Elements for Understanding Equity  
Presents elements for a basic understanding of gender theory, along with a glossary of the terms most frequently used in the Toward Equity series.