



TOWARD EQUITY SERIES

SEEK... AND YE SHALL FIND

Participatory Appraisals with a
Gender Equity Perspective

LORENA AGUILAR
GUSTAVO BRICEÑO
ILSIE VALENCIANO
with the collaboration of
EDGAR CHACÓN

WORLD CONSERVATION UNION
ARIAS FOUNDATION 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 human beings and nature, irrespective of age, ethnic group, economic status or sex.

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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. 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 into their programs.

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 the work cycle. Our ultimate goal was to ensure that projects achieved greater equity in regard to participation by women and men in the decision-making process as well as in accessing services, goods and resources.

Our satisfaction in presenting this series is twofold. First, over the years we have concluded that even though many initiatives in the field 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 a 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 also true with regard to the modules on indicators and on equitable project 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
Principal approaches
in participatory
appraisals

Outlines the various approaches used in participatory appraisals

II
Theoretical
foundations
of the appraisal
process

Presents the theoretical elements that define a participatory appraisal with a gender equity perspective (PAGP)

III
Steps or stages of
the PAGP

Describes steps for a participatory appraisal with a gender equity perspective

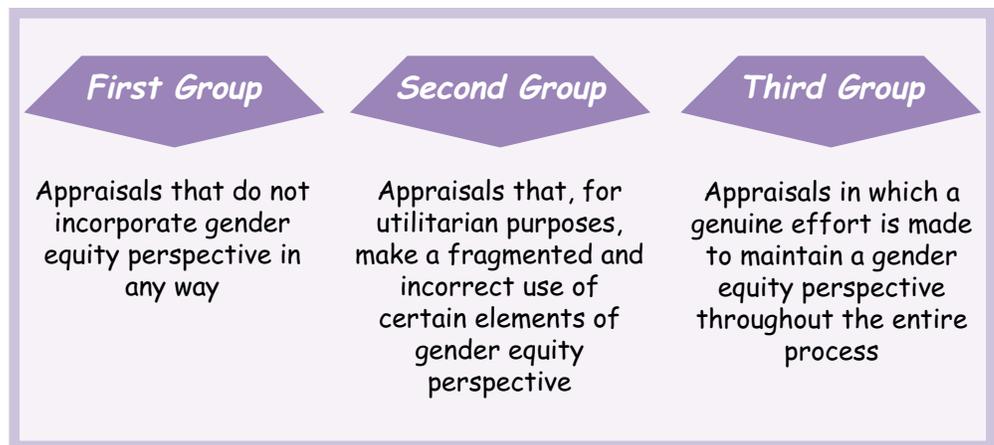
IV
Work tools

Presents examples of tools that can be used to carry out a participatory appraisal with a gender equity perspective

I PRINCIPAL APPROACHES IN PARTICIPATORY APPRAISALS

There are many ways to carry out participatory appraisals, but the common denominator in all of them is the participation of key stakeholders. The effectiveness of these appraisal methods depends on how the participants are perceived by the project team.

Those interested in conducting a participatory appraisal will find that many different methods have been proposed, with most written as manuals or guides. Very few of these, however, actually offer concrete suggestions on how to approach this challenge from a gender perspective. Existing material on appraisals can be divided into three groups:



1. First Group

Until a few years ago, most appraisal methodologies fell into this first group, and were included among the conventional techniques taught in the social sciences.

In these types of approaches, the appraisal is mainly viewed as a strategy of applied social research. They reflect underlying concepts of popular education in which the process of constructing knowledge requires an intervention to incorporate all the individual opinions and knowledge of the people involved in that process.

This requires the use of instruments and group techniques to encourage participation by all individuals. Their situations and perceptions are usually represented through drawings, pictures, matrixes, maps and various types of group discussion and exercises using techniques such as sociodrama.

There are three stages in this type of appraisal:

- a. Initial contacts between key stakeholders and the team that will be facilitating the process;
- b. Collective gathering of information, reflection and joint analysis of the information produced; and
- c. Sharing the results of this work with the people involved.

This type of methodology has certain limitations:

- The population is viewed as a homogeneous group of persons;
- The opinion of one segment of the population (male heads of household) is accepted as a referent valid for all community members; and
- Traditional channels are used to carry out initiatives (i.e., community organizational structures.)

As a result, these participatory appraisals exclude a large part of the population (women, children and the elderly.)

2. Second Group

This second category of appraisals takes the viewpoints of other population segments into account only at certain moments of the process.

For example, a special opportunity may be arranged to allow women, specific groups of women (i.e., heads of household or adolescent mothers) or others to express their point of view on the problem being addressed.

Nonetheless, this participation is limited to one specific interest. There is no explicit analysis for using a gender perspective as an element that should be present throughout the entire process.

In terms of their underlying conceptual framework, these methodologies are similar to those of group one. The appraisal is viewed as a process involving both information and the problems at hand, directed by a facilitating entity that centers its efforts on the collective construction of knowledge.

This type of appraisal has certain limitations:

- Participation by certain people (such as women and children) only takes place in a part of the appraisal; and
- Since there is no intentional and explicit incorporation of gender analysis, participation and collective construction imbedded in the appraisal, these considerations will not permeate the entire process of work that follows.

In sum, this methodological approach limits any genuine analysis of gender by making it a peripheral aspect rather than a central consideration.

3. Third Group

The third group includes initiatives (of which there are extremely few, incidentally) that endeavor to maintain a gender perspective throughout the entire process of the participatory appraisal. The role of the team in this kind of appraisal is to facilitate recognition of local knowledge, a process that explicitly includes both men and women. Compared with the previous two groups, these participatory appraisal methodologies are part of a broader process of work and planning that incorporates gender perspectives.

In this type of methodology, the participatory appraisal is defined as a process with the following conditions:

- Facilitators recognize the local knowledge of women and men with respect to the situation being appraised.
- Data collection and analysis is a group process in which both women and men participate.
- It is based on horizontal communication strategies.
- Planners and technicians are in direct contact with the community.

- Information is verified and clarified between women and men by encouraging both to participate.

The basic techniques and principles in this group of participatory appraisals are essentially the same as those of the other two groups.

However, the intent and procedures used are different because they adapt to the conditions needed for participation and collective construction from a gender equity perspective. These approaches consequently come closer to the experiences of popular education.

The aims of methodologies that mainstream a gender equity perspective are qualitatively more ambitious than in the other two groups. The main contribution of these initiatives is their transformational capacity. As the appraisal process evolves, not only is information gathered but together women and men begin to visualize, analyze and become aware of the different ways in which inequity is manifested.

It is important to point out certain considerations regarding the principles of this methodological approach, which could become a constraint if they are not taken into account. This is not so much related to the approach itself, but rather to its implementation.

These considerations are:

- The women and men of the communities should take the active role during these participatory appraisals, not the technicians who are facilitating the process.
- The participatory appraisal is not an end in itself; it is part of a larger process whose scope goes beyond immediate problem resolution. The purpose of the appraisal is nullified if this potential fails to be recognized.
- The central concern should be participation by the various population segments, including women, children and the elderly, and the establishment of mechanisms to insure representativeness.
- Participatory appraisals do not entirely define the situation being addressed given that, by nature, these are complex and it is impossible to address all of their dimensions and interrelations.

- Not all dimensions of the problems or situations will surface during the appraisal, particularly those involving gender. It is important to see the appraisal as part of a larger dynamic that is in a constant process of construction and transformation. During other stages of planning, elements and reflections may arise that lead to the modification of interpretations made during the appraisal.
- To take maximum advantage of the information that may come out of a participatory appraisal with a gender perspective, the facilitator team should be sufficiently versed in gender equity theory to have the necessary sensitivity to these issues.

With these considerations in mind, we present a proposal which, from our point of view, introduces key aspects that make it possible to develop a gender equity perspective in participatory appraisals.

II THEORETICAL FOUNDATIONS OF THE APPRAISAL PROCESS

1. Basic Considerations

The methodology we propose is based on the premise that a participatory appraisal with a gender equity perspective (PAGP) is different from an «appraisal» and even from a "participatory appraisal." The difference can be explained as follows:

APPRAISAL

Systematic process used to identify a given situation and the reason it exists.

PARTICIPATORY APPRAISAL

Systematic process used to identify a given situation and the reason it exists, in which knowledge is constructed with the participation and input of the people involved in that situation.

PARTICIPATORY APPRAISAL WITH A GENDER EQUITY PERSPECTIVE (PAGP)

Systematic process used to identify a given situation and the reason it exists, in which knowledge is constructed with the participation and input of the people involved in that situation. However, instead of viewing these people as a homogeneous group, it is recognized that women and men have different needs, perceptions and realities according to their gender/sex and age. Power relationships within the community also become evident.

2. PAGP as a Process of Analysis

PAGP is an initial stage of the project, involving a collective effort to record what is happening and why, assess the situation and impact on that situation. It is a unit of analysis and synthesis with respect to a given situation, undertaken in order to help women and men recognize the processes that determine this situation. It is thus a first step toward an awareness of a given reality.

This process aims at group resolution of questions, concerns and needs diffused within the knowledge and collective memory of the participants. More than a descriptive report of the situation, a PAGP is based on the principle of "comprehension as a means of identifying solutions." Thus, it not only focuses on problems and needs but also defines what resources are available to address these issues. As such, the appraisal has two sub-processes: recovery of information and reflection. These two categories must be present as permanent components of the appraisal process, rather than separate stages.

The analysis needed in a PAGP departs from the premise that rural development should be evaluated from the perspective of the community members involved, as well as from a technical point of view. The first warrants special attention since it usually has been ignored in the past.

Since the appraisal is a process, enough time should be allocated to go beyond the circumstances to the essence of the problems, with equal importance given to both objective and subjective causes.

PAGP should not be confined to a single activity and must be updated continually, making it an ongoing analysis. It is necessary to rise above utilitarian concepts about appraisals, which are sometimes viewed as nothing more than a requirement for beginning or continuing a project.

3. Participatory Appraisals and the Contribution of a Gender Perspective

The richness of a PAGP stems from the emphasis placed on the population's collective construction and ownership of problems, needs, situations and their causes.

For this reason, recovering the knowledge of women and men in the various sectors of interest is crucial, as is the catalyzing role played by the facilitator team in the discovery of this knowledge and in the promotion of group participation.

In order to analyze gender aspects, a PAGP should include both women and men from the outset and take into consideration how time factors differ in the daily life of both groups. It is very important to keep in mind that the concept of "availability" in terms of time is likely to be different for women and men. This issue is of considerable significance later on when scheduling work sessions with women, men and mixed groups.

Emphasis should be placed on providing separate opportunities in which women and men express their knowledge concerning the situation or situations being assessed. Later a collective construction is carried out to integrate their inputs. The appraisal can thus serve as a way of communicating, verifying, validating and clarifying information between both groups. Once again, we must stress how essential it is for the facilitator team to stimulate participation on a constant basis.

From a gender equity perspective, a PAGP is based on the fact that a rural community is more than "the rural adult male, provider and head of the family," which is the traditional view. The different points of view, interests and needs of women as well as of men, young people, the elderly and children, both male and female, must all be recognized. This means that work with these groups must be approached in different ways, increasing the importance and visibility of women.

Recognition of the different social actors and actresses involved means it is necessary to recognize differences in roles, access to and control over resources, responsibilities and decision-making power, according to gender and age.

Making these differences more visible should not be viewed as the latest «fashion» in project formulation, adopted in order to satisfy funding requirements, but rather as a way to ensure planning with genuine potential for impacting on the project's areas of interest. Many proposals have failed precisely because they did not take inequalities into account and applied universal solutions to what was perceived as a uniform situation.

At this juncture, having stated that «women and men» will take part in this process, the question must be raised as to exactly who these women and men are.

A participatory appraisal incorporating a gender-based analysis requires the following conditions.

Members of the facilitator team must select people they consider knowledgeable about the situation in question. To a large extent, this will depend on the area of interest for the appraisal. The team must be careful not to exclude people because of prejudices or technical factors. In addition, facilitators should not be afraid of bringing together people with divergent points of view. They should make every effort to make sure there is a representative sample of the general population in terms of age, religion, gender, ethnicity and other factors.

- Members of the facilitator team have a clear idea about what they are looking for at the strategic, collective and individual level when working with a gender equity perspective.

This implies a visualization of the differences between men and women regarding access to, control over and management of benefits from resources, based on both groups' perceptions and assessments regarding these differences, discrimination (and its implications) and the inequalities existing in their lives. It also means recognizing and unveiling such issues as who carries out what type of work, what are their levels of participation, existing social systems, time-use patterns and power relations.

- Facilitators must be very familiar with the methodological strategies and techniques used for appraisals, in order to select the ones that are most appropriate rather than following set formulas based on predefined ideas.

4. Prior Requisites for the PAGP

This section describes basic conditions that should be taken into account before carrying out the appraisal. We feel that this information can enrich and facilitate the process while also pointing out certain necessary precautions.

- It is essential that the facilitator team have prior knowledge of the community's sociocultural conditions. This information can be obtained using participatory observation techniques to become familiar with the context.
- Team members should also be aware of the organizational level of the groups they will be working with.

- Sufficient time and space should be allocated for the appraisal. It is very difficult to discern the reality of a community in a short period of time. In addition, it is important to determine the availability and schedules of the women and men who will be participating.
- Preparing a pilot appraisal plan is very useful for validation, adjustments and corrections of constraints that will only become apparent when the plan is actually implemented.
- The education, training, skills, awareness and attitude of the facilitator team are key, particularly with regard to gender perspective. They complement the process and promote equitable participation by means of horizontal and symmetrical communication. Certain myths, such as the ones listed below, must be expelled.

"In rural areas, the head of household is always a man."

"In rural households, the survival and economic wellbeing of other family members, such as women and children, depend on the male head of household."

"Rural women work only within the reproductive sphere."

"Rural children make no significant contribution to production."

5. Motivation and Collective Construction of Knowledge

The PAGP must motivate participants to feel a need and desire to take part and share their points of view and concerns regarding the subject being analyzed. This can be done by working in gender-separated groups to insure that both sexes can make contributions before they are integrated in a single group.

Nonetheless, having both women and men present and participating does not in itself guarantee that work is heading toward gender equity.

*The aim
of motivation
is to facilitate
analysis of:*

- The concerns of men and women;
- Different perceptions with respect to values, traditions, myths and stereotypes;
- Areas of discontent and satisfaction in terms of the relationships between women and men, and with others of their own gender; and
- Aspirations and subjective aspects related to the daily life of the individual, family, work and community levels

The overriding purpose of the PAGP is to analyze gender issues with regard to access, control and decision-making regarding resources in the rural environment. It also focuses on division of labor by sex, levels of participation and patterns concerning how time is used. In turn, these factors reflect existing power relations.

Certain tools and techniques are needed to encourage participation. In addition to discussion activities, PAGP also employs group work involving maps, charts, drawings, diagrams, interviews, calendars and other instruments. These tools will help groups to assess, identify and record what they know about certain problems so that they can then construct knowledge collectively and impact on their reality.

In this sense, the PAGP is similar to popular education in that it is based on the collective construction of knowledge (as opposed to a unilateral process carried out by "experts.") What is important is motivating group work and assessing all aspects of individual knowledge and the varied ways of expressing it. As such, the participatory appraisal is a process of investigation and action. As women and men continue producing knowledge, they start becoming aware of gender elements in their daily lives and raise fundamental issues leading to a proposal for change. They identify inequities and inequalities, and ways of overcoming them.

III

STEPS OR STAGES OF THE PAGP

To better illustrate the appraisal process, a brief description and explanation of its components are necessary.

1.	Placing the context
2.	Design
3.	Identifying participants
4.	Gathering information
5.	Analyzing, evaluating and communicating information
6.	Conclusions and strategies

1. Placing the Context

The facilitator team enters into contact with the work context and population. The first meetings are held with community leaders (men and women), to define the purpose and scope of the PAGP. At this stage, it is necessary to look beyond the recognized formal power structures in each community, making an effort to identify the informal forums in which women and other groups, such as young people, take part.

The facilitator team also gathers pertinent secondary information by visiting health centers, banks, the town hall, government offices and other sources.



In the community of Marshall Point community leaders were contacted through the Community Development and Education Association. Also located were midwives, groups of women who sew together in the afternoons and young people who meet at the soccer field or other sports areas and at community dances.

2. Design

The facilitator team and the group of men and women participating in the appraisal define what elements and circumstances will be appraised. Once this is determined, the most appropriate instruments and techniques for information gathering and analysis can be identified.

Example

WHAT WILL BE APPRAISED?	INSTRUMENTS AND TECHNIQUES
Housing conditions	Interviews Household visits
Labor	Sociodrama Calendar of Yearly Activities 24-Hour Clock

While there is more to an appraisal process than the tools and techniques used, certain aspects must be kept in mind.

There is more to a good appraisal than gathering an abundance of information.

- A good appraisal is not necessarily one that elicits a great deal of information, implying that numerous tools were used. The instruments should be selected on the basis of their usefulness and strategic importance. In analyzing gender relationships, the major criteria for selecting tools should be how well they stimulate participation and identify the points of view of both sexes. In terms of gender equity, it must be remembered that rural development is not a question of homogeneous interests, needs and points of view.

In order to select tools, determine what it is that you want to find out.

- When selecting a tool, it can be helpful to define what it is that you want to find out. A tool is used to meet the objective or objectives of the appraisal and consequently has to do with the basic goal of analyzing gender relationships as they relate to accessing, controlling and benefiting from resources.

Not everything can be appraised.

- The previous point leads to the conclusion that not everything can be appraised, and a team should not appraise everything. In many instances, the excessive use of tools results in repetitive information, causing an unnecessary drain on resources and human effort, including both the facilitator team and group of participants.

All tools should be appropriate for the population.

Recognizing the teaching value of tools

- Tools should be adapted to the characteristics of the people involved. For example, care should be taken when using tools that require participants to be able to read and write or use a different language. Selecting the right tools can help avoid the reproduction of sexist stereotypes, such as those that reinforce traditional roles in communities.
- It should not be forgotten that a work tool is designed for the dual purpose of investigation and action. Thus, an additional criterion in selecting tools is their teaching value.

Once the tools have been selected, activities are scheduled and staff is assigned to implement them.

3. Identifying Participants

Efforts must be made to ensure the best possible representation of the different segments of the population. Focusing especially on those of greatest interest in the appraisal to be carried out, both men and women are included, preferably from varying age groups (according to the specific interests of the PAGP.)

It is essential to provide training for particular segments of the population whenever this may be needed to improve the participation process.

Example

The Centro Maya Project in Guatemala carried out a participatory appraisal at the La Lucha Cooperative in Petén. The primary goal was to gather information for the purpose of evaluating and planning activities based on available resources, the situation and the expectations of community members. Thus, activities in the first phase involved building relations, identifying leaders and motivating the community. Mixed groups as well as groups comprised of women, men, young people and extension workers took part in the participatory appraisal.

4. Gathering Information

The tools selected are first employed with groups separated according to sex, and then in a mixed group where the information from the separate groups is compiled and validated. To guarantee a satisfactory analysis, it must be very clear at what level the participants are working, i.e., whether we are speaking of the practical needs or the strategic needs of women.

PRACTICAL AND STRATEGIC NEEDS	
PRACTICAL	STRATEGIC
<ul style="list-style-type: none">• Are usually immediate and urgent• Correspond to certain women and men in particular• Are related to daily needs or situations: food, housing, income, the health of children, etc.• Are easy to identify• Can be met through specific inputs such as food, water pumps and clinics	<ul style="list-style-type: none">• Are usually long-term (processes)• Apply to all women• Are related to disadvantageous positions: subordination, lack of resources and education, vulnerability to poverty and violence, citizens' rights, etc.• Are not always easy to identify since the underlying disadvantages and potential for change are less evident• Can be carried out by raising awareness and increasing self-confidence, and through education, organizational strengthening, political mobilization, and full exercise of citizenship

It must be remembered that this phase requires a consideration of the amount of time participants have available for group work, which varies according to gender and even age group. This is a vital factor when organizing meetings and designing a work schedule that is not prejudicial to some of the population segments represented. Different time slots and work schedules can be designed for different working subgroups.

As indicated previously, there must be an ongoing and detailed analysis of the context, activities, access to community benefits as they relate to gender, available resources and other aspects of interest.

This means that the facilitator team's perceptions concerning the behavior of subgroups must be considered. Situations that require reflection might include inconsistencies between what is said and what is done, difficulties encountered by subgroups while they are working, resistance, the comments and interventions of participants who distort the process, and other aspects.

5. Analyzing, Evaluating and Communicating the Information Gathered

With the community, the facilitator team then begins analyzing the knowledge generated, a task that should be geared toward formulating a concrete plan of action. Before this can take place, participants need to provide feedback and internalize this knowledge. During the process, the facilitator team must make an in-depth analysis of gender issues. No aspect can be omitted, no matter how simple it may seem. What is most important is to gain an understanding of gender relationships in a given situation and comprehend how they relate to accessing, using, controlling, benefiting from and making decisions about existing resources.

The results of the PAGP must be communicated in ways that are simple, clear and appropriate for both women and men.

Example

One way to communicate the results could be a bulletin that focuses on the problems of a given community and how they affect each of its sectors: men, women, young people, children and the elderly.

6. Formulating Conclusions and Defining a Work Strategy

Module 3 of this series describes the steps and recommendations for participatory planning.

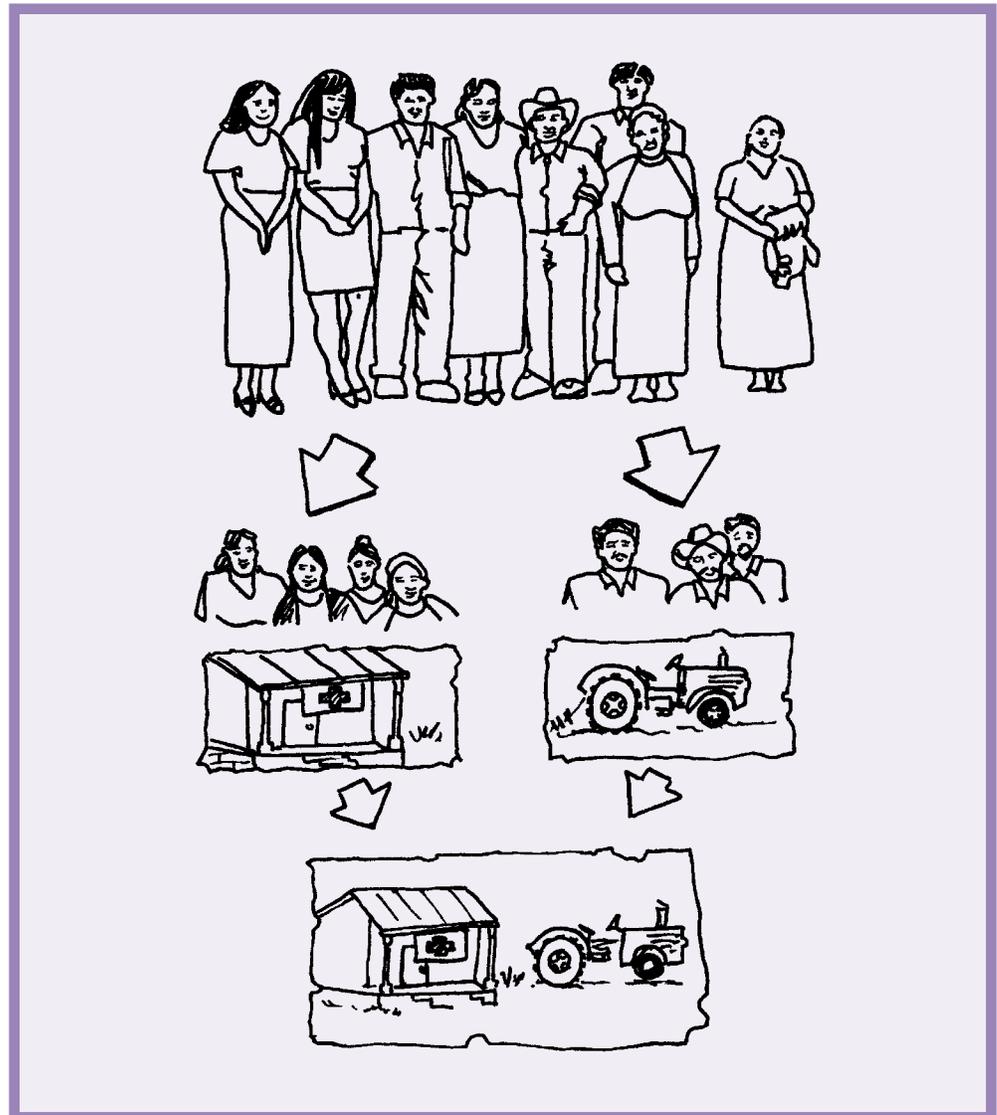
In some methodological proposals the conclusions generated by an appraisal are then formulated as objectives, providing guidelines for a plan of action later on. This generally leads to the formulation of a project or proposal, or serves as the starting point of a planning process.

IV TECHNIQUES AND TOOLS

This section provides some examples of tools that can be used in designing participatory appraisals with a gender perspective. Tools and techniques should be selected according to the proposed objective, although they may also be adapted for other objectives. It all depends on the creativity of the facilitator and the specific focus of each appraisal.

We should not forget that work with communities is very complex. It is not just a question of learning a series of techniques and putting them into practice. We need to reflect on the techniques themselves and on the broader educational processes that accompany them.

*Methodological
proposal for
working with
mixed groups*



Many of the tools or techniques included in this module make it possible to begin the appraisal process by pointing out and gathering information on the opinions of women and men concerning the reality of their community. When it comes time to learn about the two groups' points of view, the idea is to build consensus as a means of collective community construction, but without losing sight of the need to hear and appreciate all opinions.

During the appraisal process, support measures such as childcare will be needed to insure full participation by women.

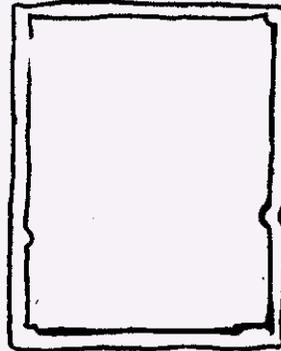
In addition to and along with the tools and techniques, support must be given to participants' ideas and objectives so that these can be the true driving force that orients group dynamics as well as personal and community change. The techniques should thus provide a vehicle for women and men to understand what is taking place and be a part of decisions and actions to achieve their goals and ideals (Aguilar, L. et al, 1997).

1. Ice Breakers and Energizers

When a group of people meets for the first time, it is important to establish an atmosphere that encourages participation. People need to get to know one other, address one another by name and "break the ice."

The following activities are designed to achieve these goals and can help raise awareness concerning gender conditions.

WANTED



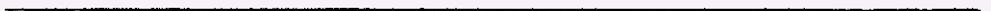
Write something you LIKE TO DO that IS typical of your gender.



Write something you DO NOT LIKE TO DO that IS typical of your gender.



Write something you LIKE TO DO that IS NOT typical of your gender.



Write something you DO NOT LIKE TO DO that IS NOT typical of your gender.



REWARD

(Write down the reward for the person who finds you.)

Source: Lorena Aguilar

Objective: Help participants get to know one another and introduce the topic of gender

Materials: "Wanted" posters for each participant

- Procedure:**
1. The participants are asked to fill out the "Wanted" form. The format is shown on the previous page.
 2. Participants should make a drawing of themselves in the box at the top of the page. Make sure they do not write their name.
 3. The posters are collected and handed out again. No one should receive his or her own "Wanted" poster.
 4. Participants read their posters and try to find the person who wrote it.
 5. Once found, the person who filled out the poster must write his or her name on it and give the reward.
 6. The posters should then be taped to the wall so that all participants can see them.

Let's Get Organized



Adaptation: Guiselle Rodriguez and Lorena Aguilar

Objective: Energize the group and break the ice.

Materials: Masking tape

Procedure:

1. Two parallel lines are drawn 30 centimeters apart (approximately 1 1/2 feet) and long enough for all of the participants to line up in. The lines can be drawn on the ground or on the floor using masking tape or chalk.
2. The participants are asked to line up according to certain categories as instructed, but without going outside the two lines.
3. Different categories can be used, such as age, number of children, number of times they have fallen in love, etc.

I Feel Like A...



Source:

Lorena Aguilar and Guiselle Rodriguez

Objective:

Workshop participants introduce themselves

Materials:

None

Procedure:

1. The participants are asked to think of the animal they most identify with.
2. Then each is asked to describe this animal and tell why they identify with it. They should also state their names and describe any other personal characteristics they might wish to share.
3. This exercise helps participants identify one another and learn a little more about the characteristics and qualities of people in the group.

Gender Musical Chairs



- Adaptation:** Lorena Aguilar and Guiselle Rodriguez
- Objective:** Stimulate group dynamics among men and women
- Materials:** A group of chairs placed in a circle
- Procedure:**
1. Enough chairs for all participants but one are placed in a circle. One person stands in the center.
 2. The person in the center of the circle makes a statement. For example, he or she might say, "Everyone who washed dishes today." Then all the people who had washed dishes would stand up and change seats. Some ideas for statements include: everyone who changed a child's diaper; everyone who worked in the field; everyone who carried water; or everyone who washed clothes.
 3. Since the person in the center also tries to find a chair to sit in, there will always be someone left without a chair. That person takes his or her place in the center, and then makes another statement so that the group will stand and change places once again.
 4. After a series of rounds, the participants can reflect on who stood up and why.

2. Techniques for Understanding the General Situation of a Community

The techniques in this section facilitate the first contacts with the communities that will take part in a given project or initiative.

The techniques or instruments used should allow the participants (women and men) and the project staff to determine quantitative and qualitative referents in the social, economic, demographic, ecological, political, legal and cultural interrelationships of men and women in order to identify the underlying elements of gender relations. This process will help yield greater and more systematic knowledge about the situation, making it possible to impact on it with a higher degree of clarity and without imposing conditions that the community is not prepared to accept.

Objectives of these techniques:

- Learn about the political situation and history of the community and their implications for women
- Clearly and concisely define gender situation, conditions and position in the area of action with respect to living conditions, production of goods and services, the social, economic/productive and political status of various social groups, existing organizations and the degree of involvement by men and women. All data should be disaggregated by sex.
- Reflect on the needs and demands expressed by the men and women in the population of interest
- Determine the standards, patterns and laws that affect women and men differently (national laws, customs and unwritten laws)
- Identify the main organized groups in the community
- Determine the extent of participation by men and women in organizational structures and identify who makes decisions in these arenas
- Find out how community organizations relate and negotiate with other local and national bodies

How Did We Get To Where We Are Now?... Revisiting Our Past



- Source:** Lorena Aguilar
- Objective:** Reconstruct the history of the community from the viewpoint of men and women in order to learn about the current situation
- Materials:** Large sheets of paper, markers, tape
- Procedure:**
1. The group is divided into subgroups according to sex and asked to reconstruct the history of the community.
 2. The subgroups must reflect on the most important events that have taken place in the community, taking into account the following elements:
 - Major migration to or away from the community, indicating who migrated
 - Any droughts, epidemics, famines, floods and other major natural disasters that may have taken place and how they have affected women and men
 - Whether the government, church or other institution has carried out noteworthy activities in the community and how these actions affected women and men

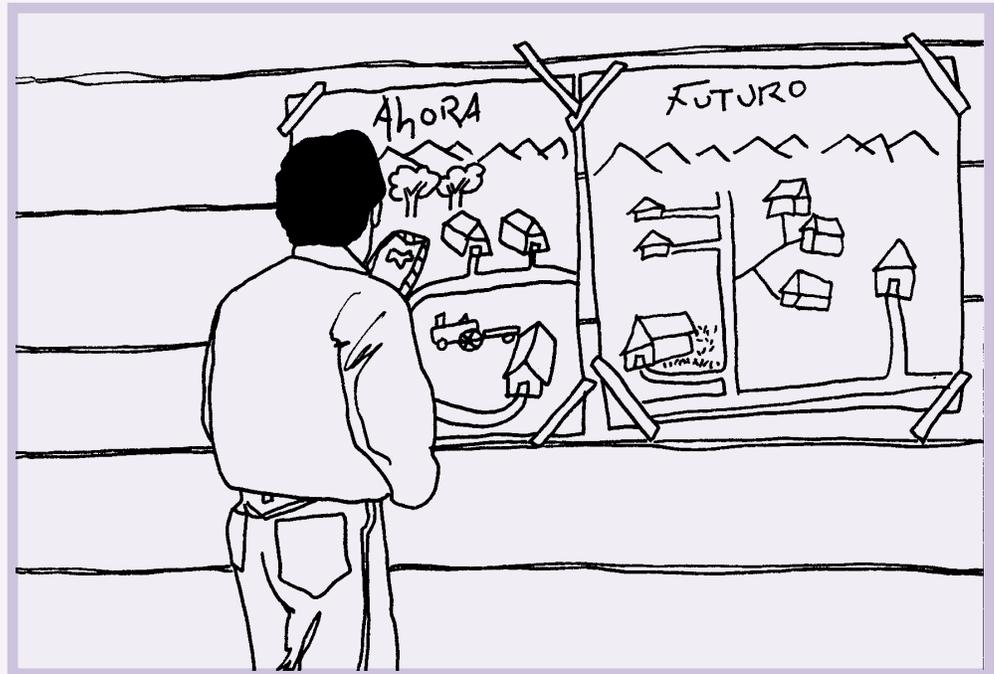
Drawings may be used if the participants do not know how to read and write or if they speak another language.

3. At the close of the work sessions, the subgroups present their results to the entire group. Some of the questions for plenary discussion can be:

- What was the most important event in the community's history?
- How did it affect the community?
- Was this effect the same for women and men?
- How did men and women behave in these situations and why?

4. In addition, the oldest group members can be asked what things were like during their era (i.e., natural resources or relationships between women and men.)

Present and Future



Source:

Género y figura. Aguilar, et al, 1997 and the Guatemala Forest Action Plan, 1997. Adaptation by Lorena Aguilar

Objective:

Identify current limitations, problems and needs of women and men and their future projects

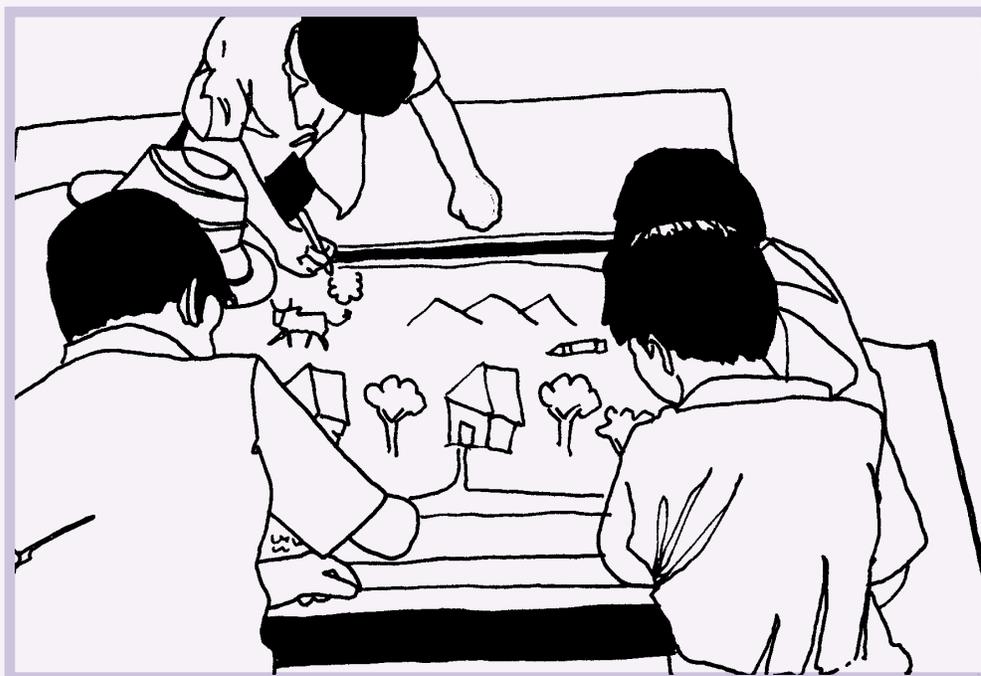
Materials:

Paper, markers, tape. Additional materials can include seeds, match boxes, colored pencils and modeling clay.

Procedure:

1. The group is divided by sex or age into subgroups of no more than five people.
2. Subgroups are first asked to make a map of the community's current situation. These maps or drawings should show the geographic location of resources, infrastructure, risks and important activities for women and men.
3. Then the subgroups are asked to draw how they would like the future to be.
4. Each subgroup then presents its drawings in a plenary session. After the presentations, the community can analyze:
 - The contributions, differences and priorities of each subgroup
 - The most important elements in each drawing
 - Opinions on the drawings of other subgroups
 - Additional elements that could be included
 - Differences within the subgroup concerning the location of elements in the drawing

Trend Lines According to Gender



- Source:** World Resource Institute, 1993. Adaptation by Lorena Aguilar
- Objective:** Analyze trends concerning community resources over the course of time, focusing on the perceptions of men and women
- Materials:** Paper, markers, tape, colored pencils. If paper is not available, the charts can be drawn on the ground.
- Procedure:**
1. The group is divided into men and women.
 2. The concept of "trend" is explained using simple graphics. Ideally, the facilitator should draw a trend line on a chalkboard or paper, or on the ground.
 3. The subgroups should identify the major resources they work with, indicating how each resource was in the past, how it is now and how they expect it to be in the future.
 4. Subgroups then present their work in a plenary session. Questions for discussion in the plenary could be:
 - What major differences can be seen among the different charts?
 - What resources are most important for each sex?
 - What are the main problems according to men and according to women?

TREND LINE

Trend Line for Yolaxito, Huehuetenango
According to Men

RESOURCE	BEFORE	NOW	AFTER	FUTURE
Forest				
Crops				
Animals				
Water				Reforestation
Organization	None			
Firewood	Firewood			

Trend Line for Yolaxito, Huehuetenango
According to Women

RESOURCE	1960 BEFORE	2,000 NOW	2,002 AFTER
Forest			
Crops			
Water			
Animals			
Organization			

Source: Forest Action Plan, FAO, 1997

Transects



Source: World Resource Institute, 1993. Adaptation by Lorena Aguilar

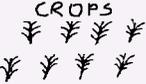
Objective: Assist in identifying natural resources and a more detailed description of current and potential land use, crop patterns, the average size of plots, animals, places where people work (and where they interact) and problems observed

Materials: Paper, markers, adhesive tape, tape recorder

What is a Transect?

1. A transect is a linear or transversal division of a community. It helps provide information that can be mapped and verifies the maps made by communities. When working with groups separated according to sex, a transect can assist in analyzing land tenure and access to and control of resources. Thus, the use of mixed facilitator groups is recommended when transects are being made.
2. A transect can be marked off from north to south, from top to bottom or in any other direction that covers most of the community's major ecological and productive areas, with maximum representation of topographical features and socioeconomic characteristics. A large and diverse community would need more than one transect. Transects should include those areas where women work, including reproductive labor.

Community Transect in Yolaxito, Huehuetenango Made by Women

CROPS 	- Corn disease - Pests that attack apple and peach trees
ANIMALS 	- Disease in hens - Disease in horses - Parasites in swine
WATER 	- Scarcity of water - Need to walk an hour and a half each trip to bring a jug of water
HOUSEHOLDS 	- Lack of medicines - Sickness in children
FOREST 	- Lack of wood - Little firewood
SCHOOL 	Some students fail grades because they migrate to the farm with their parents

Source: Forest Action Plan, FAO, 1997

Procedure:

1. The group is divided according to sex and transects are made of the community. These should represent as many of the different resources existing in ecosystems as possible (soil, land, physical risks, variations in altitude, pastureland, agroforestry, animals, crops, houses, etc.)
2. The men and women indicate how important these resources are to them. This can be written down in front of the entire group.
3. Mixed subgroups are formed and asked to summarize the state of these resources, related problems, opportunities and solutions.
4. At the end, each subgroup presents its work in a plenary session. Some of the discussion questions could be:
 - What major differences are there among the work of the different subgroups?
 - What resources are most important in this community according to sex?
 - What are the main problems according to men and to women?

3. Techniques for Identifying the Perceptions and Assessments of Women and Men (Socialization)

Socialization involves the processes that enable a person or individual to live in society and is based on a series of norms, principles and values.

Socialization is not the same for all people. It is dynamic and changes according to the times or era, as well as nationality, social class, ethnic group and sex.

In individual and social terms, this process encompasses the development or incorporation of the characteristics, values and attributes that define masculinity and femininity. As Simone de Beauvoir so aptly pointed out, "Men and women are not born; we are created and we create ourselves." These differences are developed and come to the fore in daily life. This is an immediate manifestation, at a precise moment, rhythm and place, of the complexity of the social relationships that regulate human lives in a given social context.

The process of socialization leads men and women to perceive and relate to their environment differently. This is why techniques and methods that make it possible to recognize and assess these differences are so important. (Aguilar, L. et al, 1996)

What's Good for the Goose is Good for the Gander?



- Source:** Tobon, M. and Guzman, J., 1995. Adaptation by Lorena Aguilar
- Objective:** Become aware of assessments regarding inter-gender relationships
- Materials:** List of questions and matrixes to fill in answers. If community members do not know how to read, the facilitator team can select a series of questions and depict them in drawings.
- Procedure:**
1. Each participant fills out an individual questionnaire.
 2. The group is divided into subgroups.
 3. The group analyzes the responses of each participant. A matrix is used to systematize responses.
- Example:** In the first question, the group members are asked if they completely agree (6), somewhat agree (8), somewhat disagree (3) or completely disagree (2) with the statement that the mother is responsible for raising children. By examining the number of participants in each response category, it becomes clear that the majority of the group feels that mothers have this responsibility.

	CA	SA	SD	CD
1	6	8	3	2
2				
3				
4				

4. In the chart summarizing responses, the group should analyze:

- Which questions resulted in the highest degree of consensus and why?
- Questions where there was no consensus, and the reasons why participants responded differently to the questions
- What conclusions can be drawn by analyzing the chart and discussing the points above?

5. The group then presents its conclusions to the plenary.

Note: A variation on this exercise is to divide the group according to sex after the questionnaires are filled out individually in order to examine differences in how questions were answered.

QUESTIONNAIRE

Each of the statements below reflects common beliefs for certain people. Please indicate whether you completely agree (CA), somewhat agree (SA), somewhat disagree (SD) or completely disagree (CD). There are no right or wrong answers; group results, rather than individual responses, will be discussed.

1. Babies need the closeness of their mothers more than that of their fathers.
2. Women are better at raising children because of their maternal instinct.
3. Men are more rational than women, and women are more emotional than men.
4. Men have greater sexual needs than women do.
5. Men should have most of the economic responsibility for the household.
6. Men cannot adequately care for babies.
7. Women should have the most responsibility for preventing pregnancies.
8. A couple can function satisfactorily with the man staying at home and the woman working outside the home.
9. Women can be completely fulfilled without having children.
10. Men should be the heads of household.
11. Women are more resistant to illnesses.
12. Housework should be paid.
13. Some jobs are more appropriate for women, and others are more appropriate for men.
14. Men are better than women at decision-making.
15. Women are more peaceful than men.
16. Men are better than women at doing technical jobs.

17. Women are absent from work more often than men because of female illnesses or problems.
18. Women can be trusted more than men in the management of community funds.
19. Men are more capable than women and have more credibility during negotiations.
20. Men are better than women at activities that involve responsibility and decision-making.
21. Women are more efficient than men at community work.
22. Women are more honest than men.
23. Men should represent the family in decision-making about the household.
24. Women with small children should not take part in community activities outside of the house.
25. Women should not take part in activities that require physical effort.
26. Men adequately represent the interests of the entire community.
27. Men hold the majority of leadership positions because they have more experience in public affairs.
28. Women cannot deal well with the pressures of public life.
29. Women are good at public relations.
30. Women are not good at handling power.
31. Women should be supportive to their partners when the later hold positions of power.
32. Women are closer to nature than men.
33. Men are more qualified than women in making scientific advances.

QUESTIONNAIRE MATRIX

	CA	SA	SD	CD
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
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33				

Dream Storm



Source: Género y figura., Aguilar, L. et al, 1997

Objective: Identify the major aspirations of women and men as they relate to real possibilities for improving their conditions and position in their personal, social and community lives

Materials: Cards, markers, colored pencils and tape

- Procedure:**
1. The facilitator asks a question to stimulate discussion concerning the aspirations of the group. An example could be, "What would you like to do to improve your life?"
 2. One by one the men and women talk about their aspirations. This is repeated several times.
 3. The facilitator writes down the aspirations on cards, one color for men and another for women, and tapes them onto a large piece of paper so that everyone can see them. The aspirations are written down just as they were expressed, without simplifying them or using equivalent summarizing terms.
 4. The resulting list is organized according to sex. The facilitator opens the discussion by arranging those aspirations related to the condition and situation of men and those related to women. Then suggestions are made for actions to empower and improve the situation of women, who historically have been disadvantaged.

4. Techniques for Identifying Division of Labor

All societies assign different roles, functions and responsibilities to women and men according to pre-established ideas about what is appropriate for each group. This is commonly known as the division of labor by sex, although in reality it is the division of labor by gender. Because division of labor by gender is a social structure, it is subject to change, varies a great deal from one society to another, is modified over time, is flexible and adapts to changing conditions within the household.

In most societies, women and men carry out «productive» work, i.e. they generate goods and services. However, in certain situations, productive work is divided into masculine and feminine tasks. Although both sexes take part in “community work”, men generally carry out functions with the highest status, such as serving as the president of volunteer boards. Women, on the other hand, tend to provide logistical and organizational support.

In the division of labor, a large part of women’s responsibilities involves “never-ending tasks”, meaning housework. This is one of the characteristics of feminine labor; it is invisible. It disappears as soon as it is finished (cooking, washing clothes, etc.) Since the final destination is not the marketplace, this labor is not viewed as something that is economically valuable. Taking care of the chickens and sewing clothes for children are examples. These tasks have no social value, in that society does not make any recognition of household labor except in terms of domestic service.

Labor performed by women includes working on the farm with their husbands, producing food and medicine for the nuclear family (eggs, vegetables, medicinal plants), providing services (sewing, laundry, ironing, etc.), making and selling food (meat pies and lunches) and doing housework (cleaning, washing, watching children, cooking and all the other countless activities involved in maintaining a household.) Female workers receive no recognition in any of these instances, nor are these activities officially classified as labor. Women are not seen as producers and are invisible in censuses and to both policymakers and the majority of people who work in rural areas. Often women themselves do not define their contributions as labor because they have been conditioned not to recognize them as such.

This perspective influences the vast majority of activities and extension work carried out by both governmental and non-governmental institutions. The major beneficiaries of most of these actions (training, technical assistance, field trips) are men.

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Module 9 of this series provides a more detailed definition of the sexual division of labor

Female labor is generally undervalued. Subsistence agriculture is not seen as “real” work and informal community work is not taken into account. Only “productive labor” is valued and included in national statistics on production. In our countries, this tends to be in the hands of men.

In Module 9 of this series definitions are provided of the various types of labor that exist.

In addition, people generally value some forms of work over others, and these criteria are also assigned according to social circumstances. Intellectual work is considered to be more important than physical labor. Work emphasizing the use of reasoning is seen as more valuable than work emphasizing the emotions. Labor that implies physical strength is thought to be more demanding than that requiring other skills and abilities.

Thus, a redefinition is needed of what work is and how this is reflected in economic processes and in the way people think.

The techniques included in this manual are aimed at an initial recognition of the contributions made by women, men, girls and boys at the community level. This is an essential element in working with equity problems that should be revealed during the appraisal.

Who Does What... And How They Do It?



Source:

Toward Equity Project

Objective:

Identify the work carried out by women, men and children

Materials:

Figures or silhouettes of a man, a woman and both together; scissors; tape; pictures cut out from newspapers or magazines showing men and women in different types of activities

Procedure:

1. The group is divided into mixed subgroups. Participants are shown a series of photographs and cutouts showing different areas, places and types of work. These are placed in the center of the floor.
2. The participants classify the photographs and cutouts by type of work, and whether it is normally performed by women, men or both. Three large sheets of paper are hung on the chalkboard—one with the silhouette of a man, another with that of a woman and another with both. The photographs and cutouts are taped on one of the large sheets of paper according to the subgroups' assessments. Emphasis must be placed on the subgroups' reasoning for where they place the photographs and cutouts.

3. Each subgroup presents its work to the plenary. Some of the questions for discussion include:

- What activities were easiest to classify and why?
- What activities were most difficult to classify and why?
- Were there any pictures or cutouts that were not placed on one of the three pieces of paper? Why not?
- What do we think about how other subgroups classified the activities?

Job Auction



Source: Lorena Aguilar, adaptation of verbal communication from PRONATURA, Mexico

Objective: Recognize the value that the community assigns to different types of work

Materials: Cards showing different types of work, including both productive and reproductive labor

- Procedure:**
1. Group participants are shown cards, one by one, and asked to set a price on the work illustrated on each card.
 2. The person who offers the best price is given the card.
 3. Once a price has been assigned to all the cards, ask each person with a card to explain how s/he determined the price for that particular type of work.
 4. That person or the facilitator should then tape the card to the wall and indicate the price assigned to the work.
 5. As a group, analyze why certain prices were assigned to certain types of work. If a lower price was assigned to work normally done by women, analyze the reasons in greater detail.

24-Hour Clock



Source: World Resource Institute, 1993

Objective: Identify all the activities men and women carry out during a normal working day

Materials: Paper, markers, adhesive tape

- Procedure:**
1. Small groups are asked to identify all of the activities carried out from the moment individuals wake up until the time they go to bed, illustrating these in the form of a clock or schedule. Housework must be listed as part of these activities.
 2. A clock or schedule can be made for an adult man, an adult woman, a boy and a girl. (You could even say they are members of the same family.)
 3. Subgroups then share their work with the full group. During discussion, certain characteristics of the different types of work should be emphasized. Questions that can facilitate this discussion are:
 - Is this division of labor fair?
 - When problems are identified, what solutions are possible?
 - What differences were encountered in the situations experienced by the members of each subgroup? How were these faced?

Source: Balarezo S., FAO, 1994

Objective: Generate information on the division of labor and responsibilities within families in relation to productive systems and management of resources

Materials: Markers, paper
Forms like the one that appears in the example, where the group can fill in information.

Procedure:

1. The participants are asked to describe the activities of all family members, men, women and children. To make it easier to fill out the calendar, analyses should be divided into productive, reproductive and community activities. Productive activities include farming, care of livestock, crafts and other activities carried out by the family.
2. The participants are asked to specify the dates and periods of their usual activities, indicating whether these are:

Ongoing: performed on a continual basis throughout the year

Sporadic: performed at certain times of the year

Intensive: requiring the participation of all or most of the family unit or hired help on occasion

Another way to use the calendar: With this technique participants can also determine the time and use of family and outside labor and show critical periods of work and roles. This can also be used to demonstrate seasonal restrictions and opportunities.

The group can be asked to make a month-by-month calendar with the following aspects: climate, celebrations, farm work, care of livestock, crafts, post-harvest activities and migration.

The time of year when this activity is performed is of as much interest as its duration and roles by sex and age (see illustration.)

The Story of Home Creek Community



Source:

Género y Figura, Aguilar, L. et al., 1997

Objective:

Stimulate reflection on women's participation in productive, reproductive and conservation work

Procedure:

1. Invent a story centering on the topic for reflection.
2. The story is then told and discussed in subgroups.
3. In the plenary, the members of each subgroup are asked to talk about their opinions and comments, emphasizing the division of labor and comparing the situation described in the story with what happens in the participants' community.
4. The group is encouraged to make recommendations on how work can be shared in a more equitable way.

Story of the Community of Home Creek:

In the community of Home Creek, no one recognized women's participation in productive, community, conservation or housework.

One day when the men were in the fields they were attacked by African killer bees. Because their injuries were so severe, the men were unable to work for several months.

So the women got together and went out to do the farm work. This wasn't the first time they had carried out this type of work. In fact, they normally did these tasks, but without any kind of recognition.

In the fields, the women finished the chores started by the men, but used conservation techniques. As a result the harvest was better than in previous years.

This successful experience provided an example for the entire community, and women's abilities in the area of production began to be trusted and appreciated.

5. Techniques for Analyzing Access, Use and Control of Benefits and Resources

Productive as well as reproductive and community work requires the use of resources. Work and use of resources generally yield benefits for individuals, households and communities. A gender perspective looks at the access of social actors to the resources they need for their work, the control they exercise over these resources in order to use them as they wish and access to the benefits generated by family and individual work.

*RESOURCES
can include:*

- Economic or productive resources such as land, equipment, tools, work, credit, employment capacity and generation of income.
- Political resources such as representative organizations, leadership capacity, education, training, experience in the public sphere, self-confidence, credibility, women's possession of an identity card and registration as citizens.
- Time, a particularly critical and scarce resource for women.

*BENEFITS
can include:*

- Satisfaction of basic needs, such as food, clothing and shelter; cash and financial income; the possibility of owning property and of receiving an education and training; political power, prestige, and status; and opportunities for pursuing new interests.

Because of women's subordinate position, their access to and control of resources and benefits may be restricted. In some circumstances they may have access to resources (opportunity to use them), but have no control over them (no opportunity to make decisions about their use and destination.)

Lack of information about possibilities for access to and control over resources and benefits has led to erroneous notions about what women can achieve and how they can benefit from development initiatives.

The way resources are perceived and used has a great deal to do with age, social class and culture. A framework of reference is thus needed to make these interrelations visible within a given society and context.

*Module 5
of this series
describes
certain
techniques
related to
power*

There are key questions that we must ask ourselves.

Participatory appraisals with a gender perspective should address the following concerns:

- How do different social actors behave in their ecological environment?
- Do they benefit from the use of these resources? How?
- Who benefits, and in what way?
- What kinds of resources can men and women access?
 - Land, water, housing, lesser species, trees, forest
 - Capital, credit, savings
 - Labor (children, relatives, hired help, others)
 - Production tools
 - Agricultural inputs (fertilizers, seeds)
 - Raw material for crafts
 - Transportation
 - Time
- Who exercises control over these resources (men? women?) and who benefits from the use of them?
- What services and facilities can men and women access?
 - Extension services
 - Training
 - Marketing
 - Water and plumbing
 - Education
 - Organization
 - Health care services

Who is the Owner of...?



- Source:** Género y figura; Aguilar, L. et al., 1997
- Objective:** Determine who has access to and control over goods and resources, and who receives the benefits
- Materials:** Utensils, objects and tools frequently used by men or by women, such as machetes, pots, land, forests, houses, water, money
- Procedure:**
1. The objects are distributed among the participants.
 2. The facilitator asks questions to stimulate discussion about the possibilities of men and women regarding access and control of these items, such as:
 - Whose is this?
 - Who uses it?
 - Who decides how it is used or spent?
 - Can you give it away or sell it?
 - Who has legal ownership? In whose name is it?
 3. Each of the participants is asked to comment on his/her own situation and the possibilities for making changes that would have a positive impact on their lives.

6. Techniques for Prioritizing Community Problems

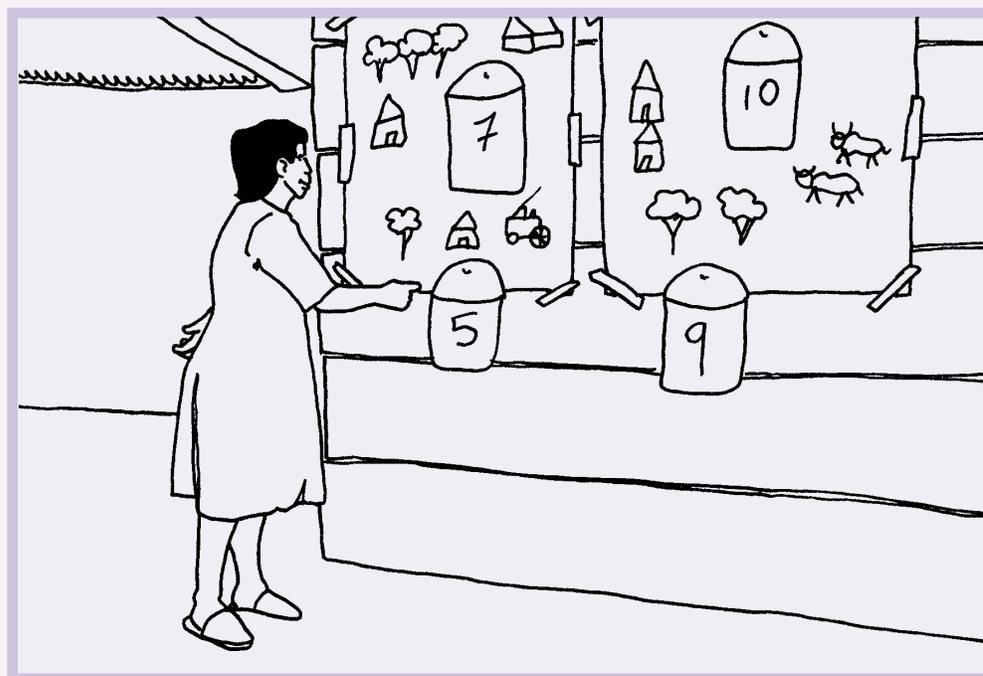
This section provides certain techniques for identifying major community problems. At this juncture, it is assumed that the group facilitator and the community have already determined a set of problem situations or critical areas based on information obtained from diverse sources and methodological strategies. The idea is to prioritize the most important problems and determine which require actions.

Voting



- Source:** Edgar Chacón
- Objective:** Have men and women separately identify major community problems
- Materials:** Colored cards, markers and tape
- Procedure:**
1. Give men cards of one color and women cards of another color. Ask participants to write down the problems (three or more) affecting their community, in order of priority.
 2. The facilitator then classifies the cards by gender and groups together those cards containing the same problems in order to find those with the largest number of votes.
 3. This process will result in a list of the problems men and women find most urgent. Ideally three problems from each group should be selected in order to look at the needs of both genders.

Pocket Chart



Source: Género y figura; Aguilar, L., et al., 1997

Objective: Prioritize community needs according to gender

Materials: Squares of colored pasteboard, markers, tape, envelopes or paper bags, index cards, beans, bottle caps or pebbles

Procedure: In its simplest form, this technique uses a set of pictures to represent problem areas or needs, such as lack of water and roads, unemployment and infertile land. The drawings are placed side by side, with a bag or envelope under each.

1. The group is divided into smaller groups according to sex and asked to draw pictures illustrating what they feel are the most important problems and needs of the community.
2. Each subgroup presents its picture in the plenary session, and then a summary is made of all the problems depicted.
3. The pictures are taped on the wall, each with a bag or envelope underneath. If the group is mixed, men and women are asked to divide into two groups so that differences in responses and perceptions according to gender can be considered.

4. The men and women are asked to vote, using different materials in order to differentiate between them. For example, men can use buttons and women can use pebbles. The pictures should be posted in a location where voting will be confidential and people will not be influenced by the votes made by other participants.

5. Participants are then invited to vote, one by one, while others wait their turn. This should be done as quickly as possible to maintain the interest of the other participants.

The facilitator should have activities prepared so that those not involved in voting are kept occupied.

6. When everyone has finished voting, the facilitator asks a group of volunteers to take out the «ballots» from each bag and count them in front of the others. For example, the «ballots» can be taped to the bag to make counting easy. One way is to attach a strip of paper where votes can be taped.

7. When all the votes have been counted, the group can reflect on the results. For example, why were so many (or so few) people in favor of a particular option? Is this representative of the majority of people in the community? What other problems have priority, and why?

Ideas for variations on this exercise:

Instead of asking the participants to draw or write problems or needs in the community, the facilitator can make a picture of these situations based on the information that has been gathered through other appraisal techniques.

Once these problems have been identified each of the participants are asked to place their "ballot" in the corresponding bag or envelope using the same procedures.

7. Conventional Techniques for Information Gathering

As in other areas where diverse techniques of collection and recording are used, reliable conventional techniques can be used for participatory appraisals.

Interviews, household visits, guided discussions and other techniques are valuable in gathering information as long as we remember that our main interest is to reflect the perceptions of women and men and foster their participation in community and family processes for gender equity.

Sociodrama and Role-Playing



- Source:** Gustavo Briceño and Ilesie Valenciano
- Objective:** Dramatize a specific topic to illustrate a situation as accurately as possible; Record the most important aspects depicted in the drama at the end of the activity.
- Procedure:**
1. Sociodrama is a technique that can be used in diverse ways.
 2. The selection of topics to be acted out is based on the interest of the people participating and on appraisal objectives. For example:
 - A day of work in the life of a woman or man
 - Domestic violence
 - Typical situations for women, men and both in different settings: household, work, the market, the street and others.
 3. Once these situations have been acted out (this can be in small groups), the facilitator team will encourage more in-depth discussion on the topic represented. Examples of questions for discussion include the following:
 - Is this situation common?
 - Does it only occur in certain cases? Where? Why?
 - Does it affect women, men and children equally?

- How did we feel during the dramatization (actors, actresses and the audience)?

Don't forget that...

Acting something out can sometimes be easier than discussing or analyzing certain situations, particularly "difficult" ones.

This type of activity is not for everyone, and some people will not want to take an active role in dramatizations. Even so, these persons can be very useful in giving their opinion as spectators or by helping out with costuming, sound, etc.

Guided Discussion



Objective: Obtain group opinions on a given subject

Procedure:

1. The size of the group will vary according to the situation and complexity of the topic.

Examples of topics for group discussion include:

- Natural resources and pastureland
- Farms and family participation
- Inter-institutional relationships and community participation
- Distribution of resources within the family
- The relationship between productive and reproductive labor

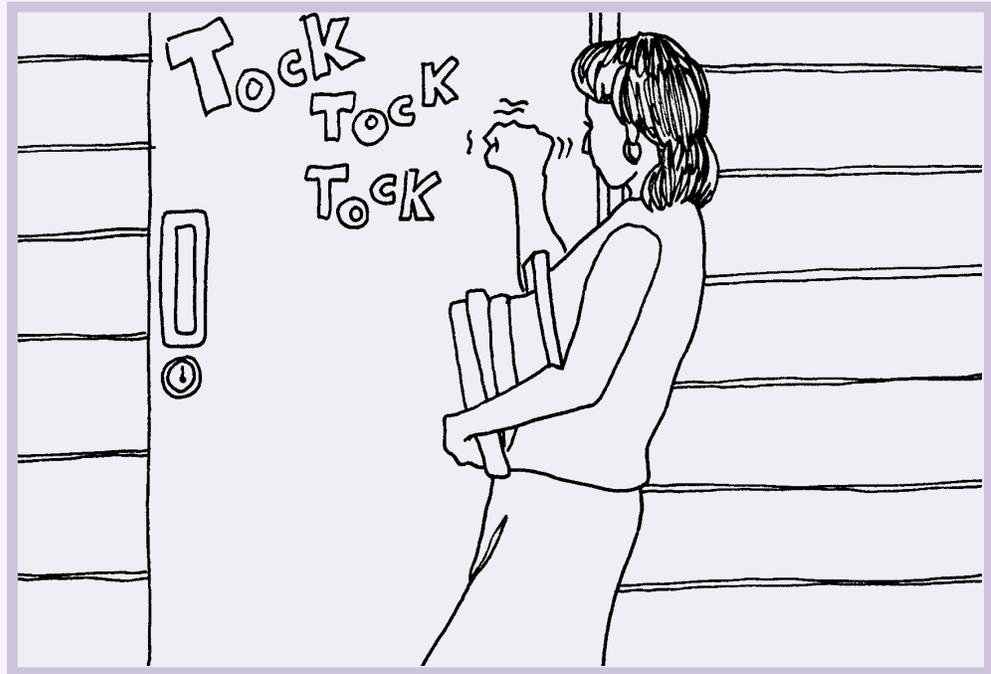
2. The facilitator asks certain questions to introduce the topic and stimulate discussion. He or she should encourage all participants to express their opinions.

3. The facilitator intervenes if the discussion becomes authoritarian or disregards the opinions of others.

4. Once a topic has been discussed in depth, the group draws conclusions.

5. This activity can be complemented with readings that stimulate dialogue.

Household and Field Visits



Objective: Record the opinions of women and men on a given subject or problem in the community

Procedure:

1. Basic guidelines must be drawn up for the results desired.
2. The interviewer must establish a good rapport with the respondent. The conversation should open with uncontroversial topics so that the person being interviewed does not feel uncomfortable.
3. The interviewer must assure the participant that the information provided will not be generally distributed and that his or her name will not be revealed.

Note: Many people interested in the appraisal process cannot attend work sessions. This is particularly true for many women because of their responsibilities and the amount of time their reproductive labor consumes. As a result, household and field visits are of vital importance. They also foster horizontal relationships and highlight contributions.

The field team should be comprised of both men and women to make the people interviewed feel more comfortable.

Interviews and Questionnaires



These are carried out in written or oral form to obtain information on social aspects. The most structured interviews can be carried out using a questionnaire in which each question for the group of interest follows a preset sequence and order. This way all participants are asked the same questions, making it possible to compare results. In this case, response options can be true/false, multiple choice or open answers.

Semi-structured or unstructured interviews are carried out using a basic guide for working with participants. During the interview, new questions or areas of interest can be addressed.

This section includes examples of interviews and questionnaires used for research, and specifically geared towards obtaining gender-sensitive information.

Interview guides should be prepared with care and, in keeping with the goals of this module, should place special emphasis on questions that elicit the opinions of women and men and highlight the differences between them.

LAND

5. How many years have you lived here? () ()
(If the response is entire life, go to question 8)
6. Where did you used to live?
..... ()
7. Why did you move to this area? (Reasons?)
.....
..... () ()
8. How and when did you acquire your farm?
.....
..... () ()
9. How large is your farm?..... () () ()
10. Distribution of land according to activities

TYPE	AREA
Grazing	
Brush	
Crops	
Housing	
Mountain	
Other	

PRODUCTION ACTIVITIES

11. Type of production:
 meat milk
 Dual purpose breeding
 meat and breeding

12. Animals by type:

TYPE	ADULT COWS		LESS THAN A YEAR OLD		MORE THAN A YEAR OLD		BULLS
	PRODUCING	DRY	FEMALES	MALES	FEMALES	MALES	
TOTAL							

13. Installations and equipment

Corral and run	YES	NO	NA	()
Corral (wire or wood)	YES	NO	NA	()
Milking shed	YES	NO	NA	()
With cement floor	YES	NO	NA	()
Warehouses	YES	NO	NA	()
Calf pen	YES	NO	NA	()
Electric fence	YES	NO	NA	()
Vehicle	YES	NO	NA	()
Milking machine	YES	NO	NA	()
Manual milking	YES	NO	NA	()
Cooling tank	YES	NO	NA	()
Artificial insemination	YES	NO	NA	()
Other (grinder, water pumps)	YES	NO	NA	()

14. Handling

Living fences	YES	NO	NA	()
Care for pregnant cows	YES	NO	NA	()
Use sealer	YES	NO	NA	()
Give concentration to calves	YES	NO	NA	()
Give minerals to calves	YES	NO	NA	()

15. Where do you get farming advice?

() Radio	() Television	() Visits	
() Talks	() Newspapers	() Pamphlets	()

16. Do you receive some form of technical assistance?
 Yes No (go to question 18) ()

17. Technical assistance

TYPE	FREQUENCY	COST	AGENCY
Palpation			
Health practices			
Nutrition			
Grazing			
Accounting			
Genetics			
Agriculture			
Computer science			
Other (indicate)			

18. Have you or someone in your family received a course on livestock management?
 Yes No (go to question 20) ()

19. If so, what were they, where were they held and who gave them?

 () ()

20. What kind of training would you like to receive?

 () ()

21. Division of labor by sex

ACTIVITIES	FAMILY LABOR		HIRED HELP		OBSERVATIONS
	MEN (A-C)	WOMEN (A-C)	MEN (A-C)	WOMEN (A-C)	
Herding cattle					
Weaning calves					
Milking					
Washing machinery					
Feeding					
Vaccinating					
Fertilizing land					
Mending fences					
Cutting grass					
Washing installations					
Insemination					
Delivering milk					
Health records					
Accounting records					
Branding cattle					
Handling lesser species					
Worming					
Feeding cows					
Trimming horns					
Processing of milk, cheese, and cream					
Others					

22. How many hired persons work on the farm?
 ___Permanent ___Seasonal _____Total ()

23. Is there a time of year when you hire more workers?
 () Yes (indicate how many and when)..... ()
 () No

INCOME

For dairy farms

24. How many kg of milk are produced per day? ()()

25. Milk uses
 All milk is sold
 Are kept for consumption (___ kg)
 All used to make cheese (indicate how much cheese is produced per week)
 Other (explain)..... ()

26. To whom is the milk delivered?
 Two Pines Cooperative Green Mountain Factory
 Dairy Borden Enterprises
 N. A. Other (indicate)..... ()

Breeding

27. How many head did you sell last year?

	HOW MANY SOLD?	AGE
Births		
Cows		
Calves		
Bulls		

CREDIT

28. Do you use some form of credit?
 Yes No (go to question 31) ()

29. Where did you obtain this credit?
 State bank
 Private bank
 Other (indicate)..... ()

30. What do you use the credit for?
 Livestock
 Grazing
 Infrastructure
 Other (indicate)..... ()

NATURAL RESOURCES

- 31. Have you experimented with nontraditional pasture grasses?
 Yes No (go to question 33) ()

- 32. Which ones and what were the results?
.....
..... ()()

- 33. Do you provide livestock with supplementary feed?
 Yes No (go to question 35) ()

- 34. What kind?
 Salt Concentrate
 Honey Minerals
 Sugar cane Cut grass
 Other (indicate)..... ()

- 35. Do you practice weed control? How?
 Manual
 With a machete
 Herbicides (indicate type)..... ()

- 36. Do you fertilize the land?
 Yes No (go to question 38) ()

- 37. What areas do you fertilize?..... ()

- 38. Do you use windbreaks?
 Yes No (go to question 41) ()

- 39. Have you noted any benefit from using windbreaks?
.....
.....
..... ()()

- 40. What type of trees have you planted?
.....
..... ()()

41. Do you use living fences?
() Yes () No (go to question 43) ()

42. Do you obtain any products from living fences? (indicate)
.....
..... () ()

43. Do you have forest on your farm? How do you use it?
.....
..... () ()

44. What importance does the forest have for you?
.....
..... () ()

PROBLEMS AND NEEDS

45. What are the most pressing problems or needs on your farm?
.....
.....
..... () ()

46. How do you think you can resolve these problems?
.....
.....
..... () ()

47. Do you think you could produce more?
() Yes () Don't know () No (go to question 49) ()

48. How do you think you could produce more?
.....
.....
..... () ()

49. Do you think cattle ranchers should organize? () Yes () No ()

50. Why? () ()

51. Do you think there are advantages to being associated with a chamber of cattle ranchers? () ()

52. What functions should the local Chamber of Cattle Ranchers have? () ()

53. How do you think these functions can be carried out? () ()

V SOME FINAL CONCLUSIONS

As processes of change, participatory processes aiming at gender equity are not the type of phenomenon that can occur from one day to the next. In this sense, the main idea of the guidelines proposed for performing participatory appraisals with a gender equity perspective is to reject methodologies that attempt to view people and populations as being uniform. Intentional or not, these approaches take only certain sectors of the rural population into account and ignore others.

Participation does not necessarily mean that everyone takes part at the same time and place. This would produce much poorer results. For example, including women who are unfamiliar with the customary styles of working in groups, plenary sessions, discussion, analysis and drawing of conclusions (masculine work styles, if you will) could be detrimental to the empowerment of women and their struggle for strategic opportunities. Strengthening and training is recommended before carrying out appraisals with groups of women, young people, the elderly and even children.

Even when all possible precautions have been taken, participation in the appraisal process may not meet expectations. It should be emphasized that we are dealing with slow and gradual processes, so at all costs one should not simply give in to frustration. It can be useful to review «how we did the things we did,» since feedback and self-criticism are always useful in bringing about change.

In addition, keep in mind that work with people must always be based on horizontal relationships and mutual respect. This means that all kinds of situations can occur— as many as there are participants. The more clarity we have about our own abilities and limitations as people, the more we can enrich the processes we hope to generate.

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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.