



TOWARD EQUITY SERIES

EYES
THAT SEE

...

HEARTS
THAT
FEEL:

Equity Indicators

ANA CECILIA ESCALANTE
MARÍA DEL ROCÍO PEINADOR

with

LORENA AGUILAR
ANA ELENA BADILLA

WORLD CONSERVATION UNION
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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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FOREWORD

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

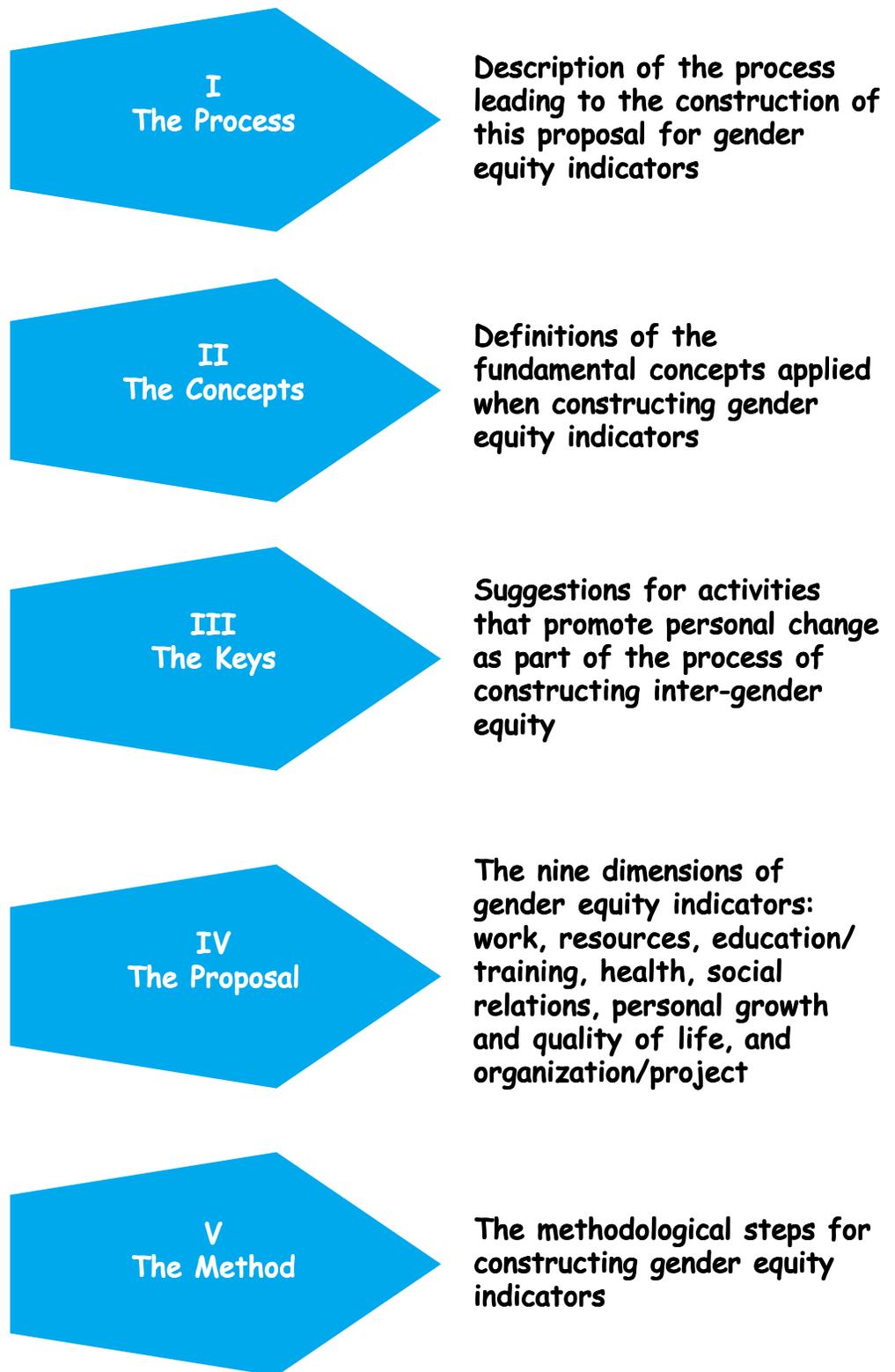
The ideal moment to use these modules is at the beginning of a work initiative or process. But they can also be applied whenever existing projects decide to introduce changes in processes that have already begun.

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



INTRODUCTION

A qualitative and quantitative systematization of gender equity is vital in order to ensure that the project will have an impact in contributing to the advancement of equality and human development at the local, national and regional levels.

As a result, it is extremely important to construct and utilize indicators that not only reveal gender inequalities, but also reflect the reality of the communities where the project is being carried out. Indicators must be set within the social, economic, cultural and political context of the countries and region.

The challenge is to emphasize qualitative variables that facilitate the development of the processes we want to "measure" or "systematize."

The following questions are helpful:

- How can we grasp the qualitative aspects of relations between the genders in order to record and assess them?
- How can we place a value on caring, solidarity and tenderness?
- How do we concretize the ideology of gender or the autonomy of the body?
- How do we gather information and construct indicators on such complex and delicate issues as sexual violence or physical integrity?
- How can we view gender in connection with the overall activities of the different types of rural development projects?

Viewed from this perspective, the search for equity between the genders is a complex rather than a linear process, full of contradictions, setbacks and advances.

Responses to these questions released a torrent of innovative ideas and proposals during workshops held in Guatemala, Honduras, El Salvador, Nicaragua and Costa Rica.

The diversity and richness of these contributions served as the foundation for systematizing and then constructing the set of gender equity indicators we present here.

Chapter I describes the process followed to construct gender equity indicators: The beginning of the process, the objectives, the premises, and the methodological design.

Chapter II defines important concepts: What are indicators? Why are they important? How do we construct good indicators? What are gender equity indicators? This chapter also discusses different types of indicators, the use of gender equity indicators, and variables involved in the process of constructing them.

Chapter III presents the "key situations" or "triggers" related by workshop participants, and transformed into suggestions and actions that rural development initiatives can incorporate in their activities to promote gender equity. These have been classified in the following categories: 1) participation in different organizations; 2) education as an opportunity; 3) specific types of training; 4) different authority figure models; 5) participation in non-traditional activities and roles; 6) support for couples; 7) overcoming difficulties and conflicts; 8) participation in activities outside the home and community; 9) recognition for achievements; and 10) achieving autonomy and independence.

Chapter IV contains a set of gender indicators according to the following dimensions: work, resources, education/training, health, social relations, personal growth and quality of life, and organization/project.

Chapter V contains methodology and steps for applying this proposal and the construction of a definitive System of Gender Equity Indicators for Rural Development Initiatives.

Our hope is that people participating in Central American rural development initiatives will identify with the results obtained and make these instruments their own, using them to evaluate impact and as part of the gender-focused planning processes in which they participate.

To conclude, we would like to express our belief that rural development projects should incorporate efforts to provide opportunities for personal and collective participation in the construction of new forms of social consciousness.

The processes of constructing gender equity indicators derived from this proposal can and should provide opportunities and elements enabling women and men in the Central American region to construct new gender identities.

We invite you to join us in this adventure!

A Testimonial in Verse

to Siguatepeque
a quiet place
in the center
of the Honduran land
came black women and peasant women
wearing round earrings, scarves and black shoes
young men
some dressed in stripes and caps
mothers of many children
some shy
some midwives who assist children on their way into world
town councilors and librarians

we begin to dream
of Garífuna women and men
defending their lands
in prosperous relations, happy
committed and positive

on a full-moon night
we realized
that women do things dancing
that men speak things singing
to the rhythm of a school desk turned into a drum

this means that
things are changing
toward equity between women and men
because when the river roars...
it carries stones.

Ana Cecilia Escalante Herrera

*Wednesday, June 10, 1998
Siguatepeque, Honduras*

I

THE PROCESS: "CONSTRUCTING INDICATORS"

The Beginning of the Process

Some of the major constraints that keep sustainable development projects or initiatives from having a greater impact on gender equity in rural areas of the Central American region are the following (Aguilar, L. *et. al.*, 1997):

- There are no participatory techniques for applying a gender perspective: The lack of techniques for putting a gender perspective into practice was experienced as a serious limitation on many occasions.
- Lack of systematization: It is not a general practice to systematize successful experiences from which a great deal could be learned. Overall, such actions are not included as a part of programming or budgeting in the region.
- Insufficient exchange of experiences at both the national and regional levels: There are no opportunities for exchange in order to solidify forms of intervention and knowledge accumulated on the basis of project experience.
- Need for impact indicators that show the transformation of inequalities: Projects have a need to demonstrate how women participate, but do not utilize indicators that reveal modifications in power relations and make it possible to ascertain how women can be inserted in the projects.

Moreover, indicators that have been used in the region do not adequately reflect gender inequalities.

The objective of the exploratory process for this module was to collectively construct qualitative and quantitative indicators for assessing the impact of rural development initiatives on power relations between women and men.

The strategy was to recapture the concrete experiences of rural development projects and participants with respect to power relations and (in)equity between men and women, as well as among women and among men.

The process had a methodological emphasis since it focused on the construction of indicators.

Participatory techniques were employed, mainly in workshops, as well as field visits to the projects' sites in all of the countries. In-depth interviews were held with men and women benefiting from the project.

At all times, participants were encouraged to relate their personal and family histories to what they do and feel in their projects and organizations, and in their communities.

We dreamt and sifted through our daily lives, trying to awaken an awareness of gender inequality by reflecting on our own acts, roles and social relations.

What is essential is that we were able to shift away from the everyday and capture experiences that break away from the ordinary patterns, and make us better human beings.

Objectives

- Evaluate the impact of rural development initiatives on power relations between the genders in the communities where they are working.
- Show how women and men participate and how inter-gender power relations are modified over time within organizations or projects working in rural development and sustainable resource use.

Premises

- **A participatory vision of the construction of knowledge:** The core of this proposal is the collective construction of gender equity indicators with the participation of actresses and actors who are the executors of the participating projects, the project beneficiaries, the members of the organizations with which community work is coordinated, and the persons who may be able to make important contributions in this area because of their specialization.

- **A vision of the process:** Neither the development nor the results of a project are linear. There are advances, setbacks and even moments of paralysis that are all part of the dynamics within the field of action of the projects and their impacts. The construction of gender equity indicators is no exception.
- **Power relations underlie gender relations:** Power relations are made up the interconnections among personal, social, cultural, political and economic dimensions. This is why it is important to consider not just these levels, but also the social, economic, cultural and political context of each community, region and country where projects are developed. This also applies to the construction of general indicators, which should consequently be flexible enough to incorporate specific characteristics of the different contexts.
- **Indicators should cover qualitative aspects:** Power relations between the genders contain certain dimensions that are difficult or impossible to measure. However, there are procedures that allow one to systematize these dimensions and construct "qualitative indicators" or "substitute indicators" for phenomenon that cannot be measured in a direct or convenient way.

The Methodological Design

Based on these objectives and premises a methodological design was formulated that makes it possible to construct gender equity indicators from the perspective of participants, members of executing organizations and specialists in the field.

This design involved the following processes:

1. Workshops on indicators in the different countries
2. Field visits to projects in each country
3. Analysis of the information and construction of the proposal
4. Validation of the proposal on indicators

1. Workshops on Indicators in the Different Countries

The workshops consisted of exercises that stimulated members of organizations carrying out projects and specialists in the field to define "manifestations" or "expressions"—indicators, in other words—of inter-gender relations in their communities. This was based on each person's experience, which was taken as the basic criteria for the discussions generated and for the collective construction of the indicators.

There were two types of workshops: a preparatory session held in Costa Rica and working sessions in each of the Central American countries (Guatemala, El Salvador, Honduras, Nicaragua and Costa Rica).

Specialists in the areas of gender, masculinity and indicators gathered at the **preparatory workshop**. The basic objective was to validate the methodological design to be applied in the country workshops and contribute criteria for an initial proposal of the different dimensions on which indicators would be classified.

In each country workshop two groups were formed. One focused on the construction of **indicators as related to the overall situation of the communities**, and the other on the construction of **indicators concerned with specific population sectors or groups**.

The proposal for gender equity indicators was thus elaborated on the basis of the results of the following workshops:

- Costa Rica: workshop with representatives of Costa Rican communities, especially a youth group
- Nicaragua: workshop with representatives of Nicaraguan communities, especially a group of men
- Honduras: workshop with representatives of Honduran communities, especially an indigenous Garífuna group
- El Salvador: workshop with representatives of Salvadoran communities, especially a group of women
- Guatemala: workshop with representatives of Guatemalan communities, especially an indigenous group

Each workshop lasted two and a half days, with work centering on four moments:

- Triggers or key situations in terms of their personal experiences, in which the women and men participating identified and grouped life events, or specific situations in the course of their lives that would have facilitated the creation of an awareness or initiated processes of change in gender relations. Analyzing each one of these groupings, recommendations were then made about how some of these experiences could be incorporated in the organizations or projects in order to help communities become aware and initiate processes of change toward equitable relations between the genders. The technique called "CARDS" was used for this moment (See Annex 1).
- Dreams, in which participants imagined their communities with equitable gender relations. This served as an intermediate step in making the transition from triggers to indicators. The technique used at this point was "DREAMS" (See Annex 2).
- The dimensions serving as the foundation for systematic construction of indicators: work; use, access and control of resources; power relations and decision-making; violence; individual growth and quality of life; and social relations.¹ Techniques used included "CUT-OUTS" (Annex 3), "COMPLETE THE SENTENCES" (Annex 4) and "DRAMATIZING REAL-LIFE" (Annex 5).
- Weights assigned to the group of indicators constructed for the individual dimensions. This makes it possible to assess the importance of each indicator for the men and women participating. For this moment, the technique called "WEIGHTS" was employed (Annex 6).

1 _____ It should be noted that at the beginning the process of constructing indicators was based on these six dimensions, but other dimensions consequently arose: education, training, health, and mixed organization-project.

2. Field Visits to Projects in Each Country

As a complement to the information gathered at the workshops, field visits were made in order to incorporate a more realistic version of the living and working conditions of the people participating in rural development projects. An interviewing guide (Annex 7) was prepared for gathering information, and was applied to at least one man and at least one woman in each community. In addition, an observation guide was filled out by the interviewer (Annex 7).

In each country, a visit was made to at least one community. In Costa Rica, a visit was made to ARADIKES (Asociación para el Desarrollo del Valle Diquis); in Nicaragua to PRODES (Proyecto de Desarrollo Rural) and CEPAD (Programa Pastoral de la Mujer); in El Salvador to the organization CESTA (Centro de Protección contra Desastres); in Honduras to AFOCO (Apoyo a la Forestería Comunal); and in Guatemala, to AK'TENAMIT, ARMSA (Asociación para la Recuperación y el Manejo de la Sanidad Ambiental) and PROCUCH (Proyecto de Desarrollo Rural de los Cuchumatanes).

3. Analysis of the Information and Construction of the Proposal

The information gathered in workshops was subjected to rigorous processing, as summarized below:

- Weights were standardized, since the procedure for assigning weights had varied from country to country.
- Product (equity) indicators were separated from intervening variables of context, entry or process.
- Indicators were classified according to the dimensions established and sub-dimensions were determined once the material was analyzed.
- Indicators were fine-tuned, in that they were changed into distinct and separate—albeit inter-related—indicators.
- In some cases the wording was modified for greater clarity and precision.
- Indicators were ordered according to priority, based on the sum of the weights assigned in all countries.

Once these steps were completed, progress ranking was established for the indicators in order to be able to evaluate sustained advance toward gender equity in each dimension and in three different moments of measurement: the baseline indicator, intermediate indicator and final indicator.

4. Validation of the Indicator Proposal

The last step was to validate the proposal on gender equity indicators. This validation was performed in each country, using the recommended procedures to establish a specific system of weights and apply the set of indicators.

We have described the process used to construct the set of gender equity indicators for application in rural development initiatives in order to demonstrate their relevance² and validity.³ It may also serve as a methodological orientation for other similar processes to reproduce the experience.

2 ____ This relevance has two elements of considerable or equal importance: one refers to content and the other to its representativeness. Regarding content, indicators should refer to important aspects of gender relations, thus requiring a careful selection of each dimension to be evaluated. With respect to its representativeness, when choosing an indicator, content should be socially important and affect a large part of the population to which the indicator is applied (Álvaro-Page, M. 1994: 23-24).

3 ____ Validity is the capacity of the indicators to provide a true expression of the range, attitude or factor it is attempting to measure (Álvaro-Page, M. 1994: 23-24).

II THE CONCEPTS: "IMPORTANT WORDS"

What are Indicators?

In general, the term "indicator" refers to essentially quantitative data that allows us to see how things are in relation to some aspect of reality we are interested in understanding.

In this case, the term relates to assessing aspects of gender (in)equality that can be measured, quantified or systematized.

It is difficult and sometimes even impossible to measure and quantify qualitative or subjective dimensions in power relations between the genders. Nonetheless, there are methodological procedures for systematizing these dimensions and constructing "qualitative indicators" that can serve as a foundation for setting priorities and orienting the planning, implementation and evaluation of rural development projects.

It is also possible to use "substitute indicators," or approximations of phenomenon that cannot be described, appraised or measured in a direct or convenient way. For example, an indirect indicator on poverty could be the number of houses with straw or tin roofs. A quantitative code or specific weight could be given to these indicators.

Over time, these indicators will make it possible to evaluate the quantitative and qualitative impacts or changes directly produced by projects in the target or beneficiary groups, as well as the indirect impacts on rural communities where the projects are implemented.

Indicators are signals. For example,

- The letters S.O.S. signal danger.
- A green light tells us we can cross the street.
- Tracks on the ground tell us an animal passed by.

Indicators can be measurements, numbers, facts, opinions or perceptions that signal specific situations or conditions, as in the following:

Measurement:	The amount of rainwater falling in one day
Number:	Number of live births per woman
Fact:	In Costa Rica the Law on Social Equality of Women and Men has existed since 1991.
Opinion:	We do not agree that women receive a lower salary than men do for equal work performed for an equal period of time.
Perception:	It seems to us that poverty has increased in Central America.

Why are indicators important?

- They make it possible to measure changes in a given situation or condition over time.
- They facilitate an examination of the results of initiatives or actions.
- They are very important instruments for evaluating and following up on rural development processes.
- They are valuable for providing guidance on how better results can be achieved from rural development projects.

Criteria for constructing good indicators include:

How are good indicators constructed?

- **Measurability:** capacity to measure or systematize what one wants to understand
- **Analysis:** capacity to grasp qualitative and quantitative aspects of the situations to be measured and systematized
- **Relevance:** capacity to express what is to be measured

Well-constructed indicators combine these three criteria:

What are gender equity indicators?

- Gender equity indicators have the important function of signaling changes in power relations between women and men over time.
- Their utility lies in their ability to signal changes in living conditions and in the roles of women and men over time.
- As a result, they measure whether or not progress has been made toward equity between men and women.
- Gender equity indicators provide important inputs for planning, implementation, and evaluation of rural development projects.

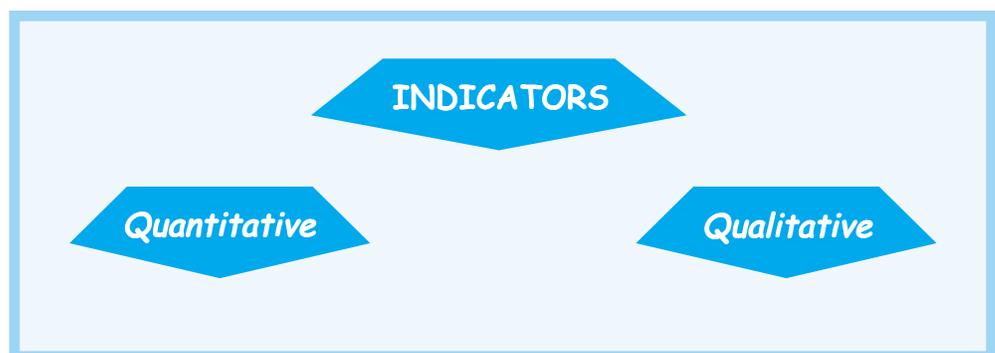
In other words, these indicators are signals or signs that help us to **take the pulse** of equity between women and men in a given place- whether this place is the world, a country, a region, a province or a community. They also permit us to see the forms in which equity or inequity between the genders is manifested. We could say, then, that gender equity indicators play the role of **permanent observer**, checking for progress or setbacks in this area (Alvaro-Page, M. 1994).

Types of Indicators

Certain dimensions in power relations between men and women are difficult or impossible to measure.

However, there are procedures for systematizing those dimensions and constructing "qualitative indicators" or "substitute indicators" to approximate phenomenon that cannot be measured in direct or convenient ways.

So we have:



Quantitative indicators

These refer directly to measurements in numbers or quantities, such as the number of women in a community who own sewing machines.

Qualitative indicators

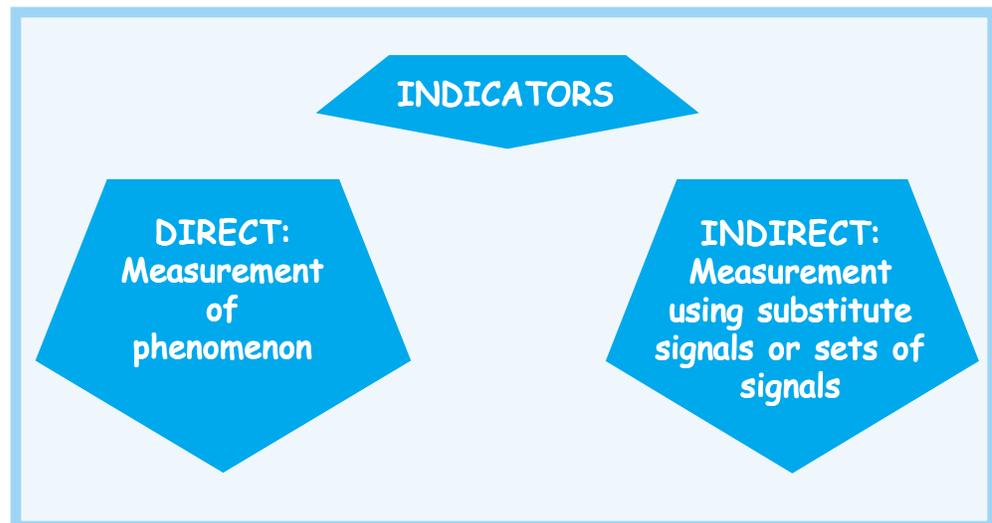
These refer to qualities or aspects that are not directly quantifiable, such as people's opinions, perceptions or judgements. Women's confidence in their sewing machines as an instrument for economic independence is one example.

In general, for various reasons **there is a tendency to place more importance on quantitative indicators than qualitative indicators**. First of all, they are easier to construct. Also, many people believe that things related to numbers or quantities are more important, or that quantitative data is more reliable for understanding a situation. On occasion, talking about qualitative aspects allows one to see clearly what is happening with social sectors that are discriminated against (women, poor people, the indigenous, blacks, homosexuals and lesbians, young people, etc.).

However, quantitative and qualitative indicators express different but related things about the reality we want to understand. They are complementary dimensions, like **two sides of the same coin**, and both are valuable.

We need to realize that if we only look at things from a quantitative point of view, we may lose information and knowledge of other dimensions of the situation that may not be measurable in terms of numbers and quantities, but are just as important.

It is also necessary to distinguish between:



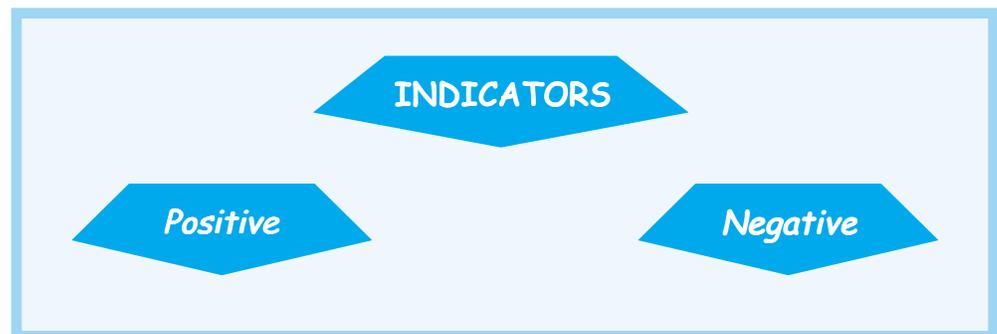
Direct indicators

Direct indicators provide a direct measurement of the phenomenon: for example, monthly family income is a direct measurement of the family's economic condition.

Indirect indicators

When the family's economic condition cannot be measured directly, we can use substitute indicators or sets of indicators related to the phenomenon to be measured or systematized, for example, quality of housing, possession of electrical appliances, etc.

Also, there are:



Positive indicators

In the case of positive indicators, an increase in their value would indicate **progress toward equity** in power relations between women and men, for example, an increase in the quantity of property deeds in the name of women or both members of the couple.

Negative indicators

An increase in the value of negative indicators points to a **setback toward inequity** in power relations between women and men, for example, an increase in the number of sex crimes and physical aggression.

The Use of Gender Equity Indicators

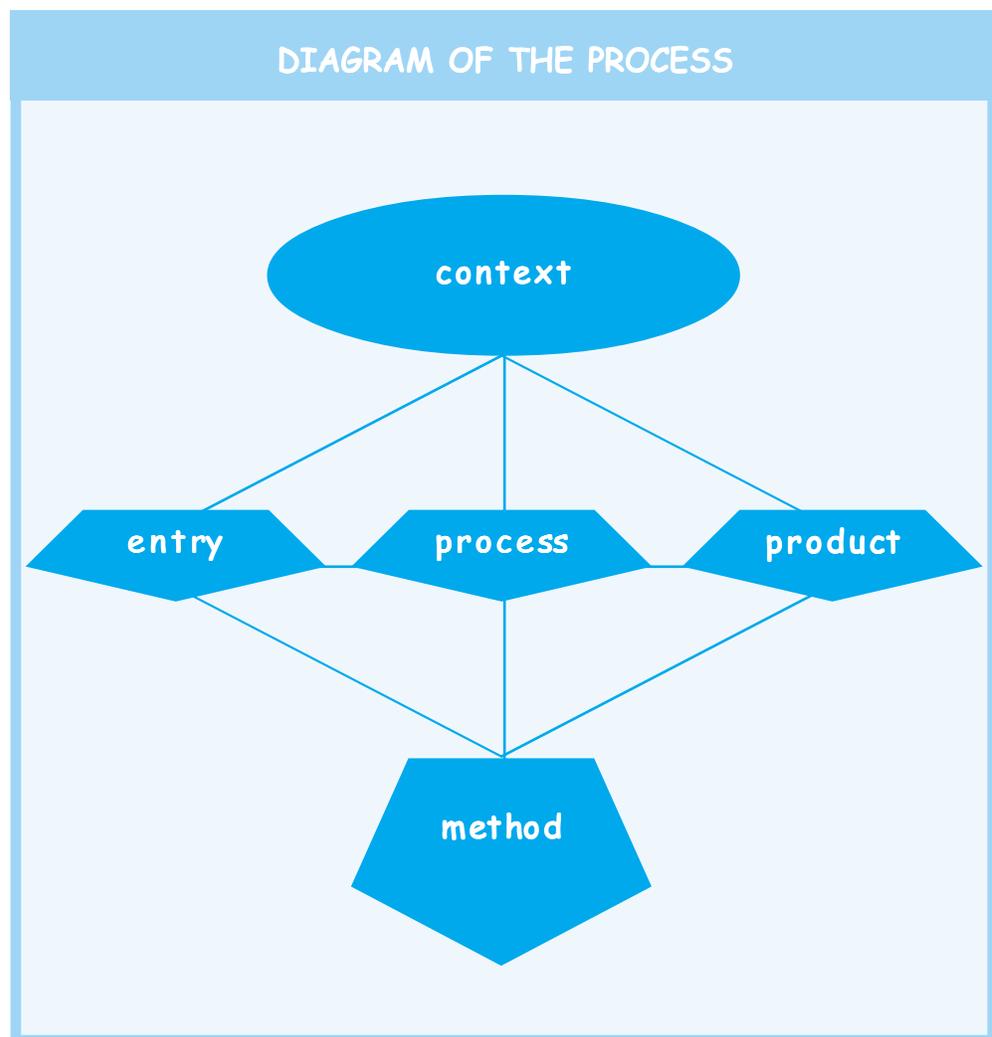
There are several reasons why it is extremely valuable to use gender equity indicators:

- **TO MAKE VISIBLE WHAT IS CURRENTLY INVISIBLE:** Indicators allow us to see whether there is inequity or equity between men and women in a community, in what areas this is occurring and how it varies over time.
- **TO COMPARE RESULTS WITH OTHER COMMUNITIES:** Results from the application of indicators enable us to assess the gender equity situation of the community in relation to other communities, the province, the region or the country.

- **TO FIND OUT IF THERE IS A TENDENCY TOWARD PROGRESS:** Applying these indicators at different moments in time allows us to see if the community's gender equity situation has improved or worsened. In other words, they enable us to see trends toward change in a given situation.
- **TO MEASURE THE IMPACT OF POLICIES, PROGRAMS OR PROJECTS:** Indicators help us see whether or not the policies, programs or projects being implemented are contributing to gender equity in the community.

The Variables

The following diagram is offered as a means of applying the set of indicators, interpreting the results more easily and reaching more operational conclusions (Álvaro-Page, M. 1994):



Context variables

These variables could be called **qualifiers**. They affect all the others, help interpret the results found, and modulate them. They are also used as variables for weighting the results. Context variables refer to the general characteristics of the country, region or community that affect power relations between women and men. The rural conditions of a community or economic situation of the zone are examples.

Entry variables

Entry variables are all types of **resources** for overcoming or eliminating inequalities between men and women. They can also include certain decisions made at the formal level as part of policies on equality or aspects concerning the education of young people, whether at home or in schools.

These variables will reflect the gender policies and programs organizations and projects develop, as well as measures toward gender equality taken within the more immediate context (organizations, communities, and regions).

Process variables

Process variables have a more dynamic character than the others, and concern processes to promote gender equity that are taking place in different spaces, such as:

- Processes in the **family** to educate daughters and sons about equity between the sexes;
- Educational processes in **schools** that involve the transmission of certain sexual stereotypes;
- Transmission of sexual stereotypes through the **media**; and
- Certain public policies or decisions aimed at achieving equity between the sexes (equal opportunity, anti-violence, political participation, etc.).

With respect to organizations and projects, these variables refer to:

- Processes of consciousness raising, training or technical advising on gender; and
- Keys: **life experiences** (relations, people, moments, and situations) that are **pivotal** in facilitating the development of gender equity awareness in participants of organizations and projects.

The very core of this proposal on gender equity indicators centers on the effort to establish product variables or indicators. These refer to effects and the attainment of the objectives of the different policies or decisions that have been taken towards the goal of gender equity.

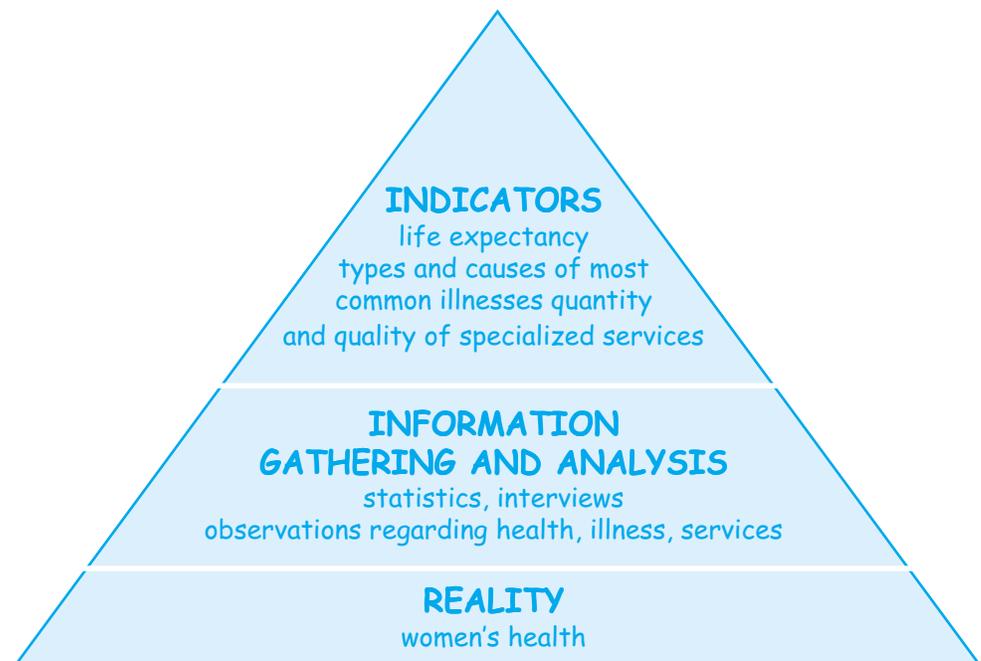
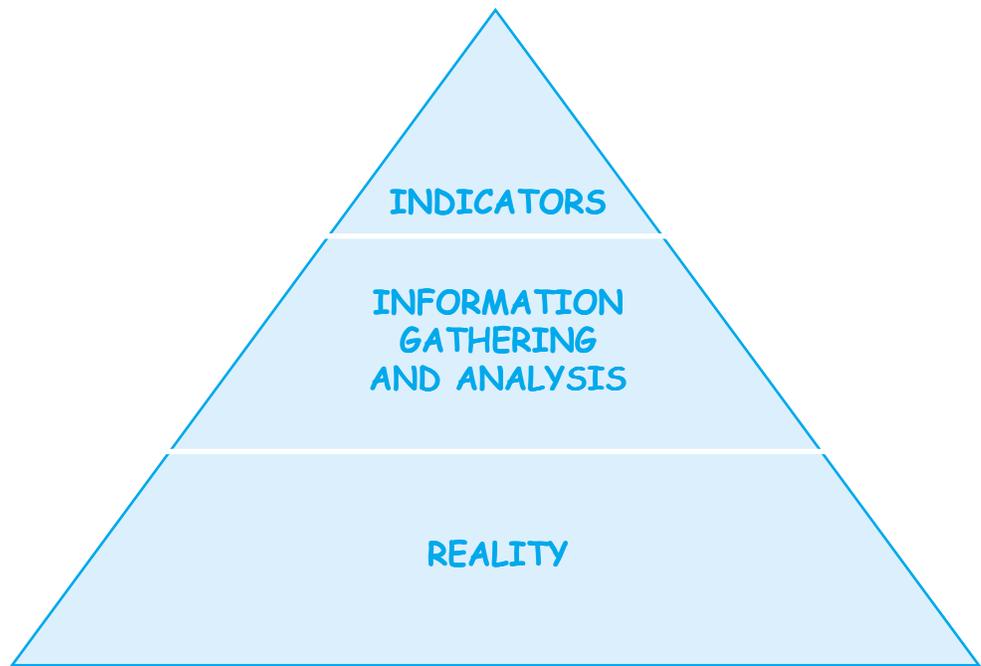
The indicators or product variables have been classified according to **dimensions or general areas** in which gender (in)equity is generally reflected or expressed. These **dimensions** are:

- **Work:** This not only includes aspects of productive work itself, but also the conditions in which work is performed and the accompanying personal, family and social consequences. This dimension also includes characteristics of unpaid domestic work.
- **Resources:** Information; natural resources such as trees, firewood, land, produce; technology; spatial resources such as housing and recreational areas; money and credit; transportation and other public services. The purpose of these indicators is to evaluate the use, management, control and access to these resources.
- **Education:** Including both formal and informal education and training processes.
- **Health:** Takes into account physical and mental health and access to health services.
- **Power Relations:** All spheres of decision-making, as well as democratic vs. authoritarian forms of power, in private life (couples, families, friends, groups of equals) or in the public arena (organizations, institutions, governments).
- **Violence:** Domestic and institutional violence and the diverse types of sexual, psychological, physical and social acts of aggression, including harassment, abuse and rape.
- **Social Relations:** Relations within the family, the couple, projects, organizations, institutions, communities, with friends and other groups of people that are a part of day-to-day relationships.
- **Individual Growth and Quality of Life:** Circumstances that are relatively objective, such as women's participation in recreational, sporting or artistic activities, as well as subjective circumstances, including capacity for expression, satisfaction and autonomy. In other words, these indicators have to do with sensations, feelings, opinions or perceptions about different aspects of life.

The Method

The method is the road to follow, or a set of suggestions or proposals on procedures or processes for applying gender equity indicators.

It is useful to visualize this process as a **pyramid of information**. Different indicators can be constructed based on the same process of gathering primary information. In other words, more than one pyramid (indicator) can be constructed from the same information base. This means that very important information can be utilized for several purposes (OdD-RIVM 1997).



III THE KEYS: "SUGGESTIONS FOR RURAL DEVELOPMENT INITIATIVES"

"... The good thing about gender is that the physical part can't be changed, but everything else can..."

Participants of the Nicaragua workshop

Key Situations or Triggers

One of the greatest doubts we often harbor when trying to make the changes necessary for gender equity is: "How do we actually do this?"

There are different ways of responding to this question. Some organizations and institutions have been able to develop ways through training in women's rights, laws against violence, programs of assistance for poor women; work on femininity and masculinity; the formation of support groups; investing resources for credit; etc.

In this case, a different route was sought to be able to create new alternatives and strengthen others already developed, as central points for promoting gender equity.

We have called them "key situations or triggers".

Key situations or triggers are life experiences that have enabled both women and men to become conscious or more aware of gender inequity, and take actions to advance toward gender equity. They are the experiences of women and men from various different countries, with different life processes, different ethnic origins, and different economic, political and cultural backgrounds. What they have in common is a change in their way of manifesting gender relations.

The goal is to bring together a series of experiences that have shaped the subjectivity of different people. These serve as the foundation for recommendations so that other people can produce or reproduce processes similar to the ones that these experiences have shown to be successful.



*Categories
of key
situations
or
triggers*

How do we take a concrete measurement of progress through gender equity indicators? This question turns subjectivity into an important center of information and formation. It is the invitation to an innovative adventure with respect to strategies for planning specific action in rural development initiatives and sustainable natural resource use. The aim is to capture what people are experiencing, feeling, and thinking in their daily lives and then turn it into collective knowledge, ready to be transformed and utilized productively for the benefit of other people.

This was how we were able to detect central themes where action needs to be taken for the direct advancement of equity in gender relations. During workshop sessions, the women and men participating provided suggestions and recommendations that could be important for organizational and project development, and we include a description of these key situations or triggers. The recommendations are included as concrete ways of generating changes in the power relations between men and women in the communities where organizations and projects work.

The key situations or triggers can be placed into overall categories that highlight the most vital aspects of the contributions made by workshop participants.

1. Participation in Different Organizations

In all of the countries, the factor that seemed to make it possible for people to promote gender equity within themselves and toward others was community, union or governmental participation.

Participants indicated that an important part of this experience was that working in an organization provides the opportunity to share with other people. It is possible to learn from failures, contribute to the development of the communities and other people, recognize people's personal achievements, learn about various themes, assume a leadership role, and motivate people to organize themselves for other activities. People realize that they share different concerns, worries and problems with others and have achievements in common. They become aware of responsibilities and rights, and their personal autonomy is strengthened. People can be motivated to join in other projects; they share ideas; they get to know one another and begin to coordinate with other organizations. It is a way to find personal realization; and one learns how to improve not only communication, but also participation itself in organizations.

More specifically, the following recommendations for organizations and projects emerged from the triggers:

- Promote the incorporation of a greater number of women as associates or active members of the organizations
- Promote the incorporation of women in organizations as paid members
- Foster women's participation in remunerated community work: street repair, garbage collection, and other tasks
- Create support groups¹
- Promote the incorporation of the elderly, young people and children in the different projects and organizations
- Facilitate access for women and men to groups that work against alcoholism and drug addiction²
- Hire women as technicians and promoters to work in project development
- Promote the creation of men's groups against violence³

2. Opportunity for Education

Like the previous case, in all of the countries, the opportunity to obtain primary and secondary schooling or pursue technical or university careers was considered an important experience in people's life, leading to some type of change in gender relations.

The major ideas expressed in this context included the possibility of giving the knowledge acquired back to the community itself, managing to complete one's studies in spite of all types of problems (such as armed conflict, poverty, and opposition from parents); the importance of interacting with different people; the extracurricular opportunities offered by school (acting, dance,

1 ____ The "pots and pans" experience is an important example of this type of support. One of the women participating in such a group was unable to continue attending because she was a victim of battering by her partner. Her fellow group members decided that each time they realized that she was being beaten they would take spoons and bang on pots and pans in all the houses until the beating had stopped. The upshot was that physical aggression against their friend ceased.

2 ____ Groups such as Alcoholics Anonymous

3 ____ A pioneer in this type of action is the Men's Group against Violence in Nicaragua, whose members created a space where they could make a statement against sexual and psychological violence.

poetry); being able to get away from the family and establish new relationships as part of the study process; being able to read and write; the achievement itself of having successfully completed one's studies; and being able to interact with people who have forms of gender being that are different from those generally assigned to men and women.

Concretely, the following recommendations for organizations and projects can be distilled from these key situations:

- Obtain and develop small systems of study grants for young women in non-traditional careers or courses
- Develop campaigns with mothers and fathers to increase their awareness about how important it is for their daughters and sons to attend school
- Invite students or professionals that have left the community to come back and provide training or support through technical advising⁴ for groups and projects
- Develop project activities in schools with boys and girls, promoting an equitable incorporation of the two genders in the different types of work⁵, without reproducing traditional roles
- Develop literacy campaigns in combination with training events on rights, legislation, gender, sexuality, and environmental topics⁶

3. Specific Training

Certain specific types of training were indicated as key situations for developing or changing in ways that can foment gender equity.

What people mentioned during the workshops can be grouped in the following themes: the importance of having practical information to develop activities that make achievements possible (making crafts, sewing, beauticians' skills, fabrication of piñatas and

4 ___ Every two months or twice a year

5 ___ Reforestation, soil conservation, nurseries, planting

6 ___ This refers to learning the alphabet, aspects related to women's rights, non-traditional roles, prevention of violence, possibilities for accessing resources, environmental conservation, personal autonomy, and reproductive health.

flora arrangements, etc.); the importance of training in non-traditional activities for women (computer skills, recycling, soil conservation, forest nurseries) and for men (cooking, medicinal plants); the possibility that women themselves can transmit their new knowledge to others, as a form of valuing and recognizing their capacities; awareness-raising and information about inequalities in gender relations (“women can do more than have babies”, “women are not slaves”); rights and legislation; and the development of abilities that have been repressed as a result of socialization (i.e., the capacity to speak in public, make one’s own decisions, or establish personal limits in a couple).

The following specific recommendations for organizations and projects were produced from participants’ observations:

- Address the issue of violence in men’s daily lives⁷
- Give women training in cutting-edge technology: computer skills, electronic networking, and using e-mail
- Promote training for women to develop their business skills
- Incorporate reflection or exercises on violence, reproductive health, sex education and other issues as part of training topics⁸
- Negotiate with the church to incorporate talks on domestic violence
- Develop practical workshops for women on administration and accounting⁹
- Give authorities training on crimes of domestic violence

7 ____ In their work with men, some initiatives have asked them to bring pictures of their daughters. The photos were used to analyze gender-associated risks to these children. This technique is known as “shock” and makes men reflect on what could happen to their own daughters. Interesting examples on how to work with the theme of gender in everyday life can be found in the manual, *Asesoría en Planeación y Gestión con Perspectivas de Género al Proyecto Pro-Equidad de la GTZ en Colombia*.

8 ____ The introduction of these types of topics in technical courses (for example, on fishing, livestock, and forest development) makes it possible to address human and gender aspects as an integral part of the process. In turn, this enables men as well as women to participate in such work. Experiences of this type have been developed by FUNDAECO, in Isabal, Guatemala, and by DIPAC-CARE, in Honduras.

9 ____ The best results have been obtained in projects that made large-scale reproductions of forms used for checking and savings deposits, withdrawals, checks, billing, and income and expenditures records. These cardboard reproductions are covered with plastic so that trainees can practice filling them out over and over again. Once the groups are familiar with these procedures they can be taken on trips to banks to apply what they have learned.

- Use of non-sexist language by the project in both written materials and verbal communications¹⁰
- Give men training in housework
- Teach women in organizations and projects how to drive and basic mechanics, so that they can teach other women in the community
- Break away from the traditional way of calling for meetings and training sessions: place announcements in places such as corn mills and participants' workbooks, and at the river, the corner store, in buses, at health posts, etc.
- In keeping with the above, set up an appropriate system for women to meet¹¹, such as taking turns at different houses
- Train women as community promoters so they can transfer their knowledge to other communities
- Identify appropriate places and times to hold training sessions for women
- Train "non-traditional promoters" to perform this type of work in stores; buses; health posts; pharmacies; places where farm equipment, animal feed and veterinary medicine is sold; and other such places
- One of the points of entry in training technicians is to organize workshops on masculinity to raise awareness in participants, before beginning activities to incorporate a gender equity perspective
- These workshops can also be used for the population with which the organization is working¹²
- Promote spaces for childcare at training workshops
- Carry out training programs in gender for schoolteachers

10 ___ It is also important to be aware of the type of jokes that are told.

11 ___ Preferably at the very beginning of the project

12 ___ Providing access to this type of training and approaching a gender equity perspective through masculinity are important actions, since they correspond to and generate techniques for working with men. CANTERA, CRIES and the Men's Group against Violence in Nicaragua have experience in this area.

- Develop training workshops on how to negotiate and come to an agreement
- Work with groups of mothers to analyze and discuss ways of teaching their sons and daughters how to grow up in equality.

4. Different Authority Figure Models

For some people, having had a “strong” woman as a model during childhood translated into the possibility of breaking away from traditional roles established for men and women. This was true whether a woman was responsible for the welfare of her family, worked for pay, was active in different spaces outside of the home, or obtained achievements that were noteworthy and recognized.

In other cases, this possibility was facilitated by the figure of a man perceived as “affectionate and understanding”: someone who promoted dialogue, was loving and helped out with the housework.

Some of the qualities mentioned about these figures concerned mothers who were heads of household watching over their children; mothers who taught women to be active and take on responsibility; fathers who tried not to involve their sons and daughters in conflicts between the couple; women and men school teachers who reinforced children’s confidence, either directly or through their participation in class; fathers who took their children with them to meetings; leading women and men in the family; important adults who talked to girls when they were little about possibilities that themselves had not been aware of; families in which adult women have always had paid work; and independent mothers.

Some of the recommendations for organizations and projects resulting from the above are listed below:

- Promote spaces for reflection on leadership where girls and young women can share experiences
- Bring together a group of strengthened women to meet with community women for conversations on different topics
- In the educational texts used for training, include examples, drawings or situations in which women assume roles with such “strength”, and men assume roles involving such “affection and understanding”
- Give public recognition to outstanding women in the community

- Reveal and systematize stories about women within the home and the community as a way of giving value and visibility to women's work and contributions
- Develop stories or short children's tales that reinforce the image of women that are heroic, intelligent, audacious and independent
- Promote the exchange of experiences between women in a community with women that have developed successful experiences in other places
- Present communities with examples and models of men and women that have made advances toward more equitable relations¹³
- Offer incentives to couples that have experiences in more equitable relations so they can serve as a model

5. Participation in Non-Traditional Activities and Roles

People indicated that both now and in their childhood, participation in non-traditional activities and roles has enhanced possibilities later on for creating more flexibility in the roles assigned to men and women.

Men talked about sharing household chores with their sisters and mothers (grinding corn, roasting coffee, washing, cleaning, etc.); assuming responsibilities within the home; participating in non-traditional children's games or carrying out activities in the area of beauty care or modeling. Women talked about playing sports, in general, (running, basketball, soccer); working in the field, developing non-traditional activities because of spending a lot of time with cousins, brothers and other male relatives; participating in different types of children's games; and owning goods.

Recommendations for organizations and projects in this context were the following:

- Promote the formation of women's sports teams in the communities

13 ____ This can be done through personal contacts or using the stories of such women as Madame Curie, Joan of Arc, Rigoberta Menchú and others.

- Open new sports options that offer more possibilities for women to join in
- Promote workshops on non-traditional work for women¹⁴
- Sessions for reflection with women professionals working in non-traditional activities, in which they share their experiences with young people and women in the community
- Avoid reproducing or reinforcing gender roles or stereotypes in the activities and actions of the organization or project
- Encourage an equitable participation of men and women in cleaning and food preparation activities within the organization or project
- Organize field days for fathers and daughters so that men can transfer their knowledge about production
- Include women as recognized technicians within the structures of the organization or project¹⁵
- Encourage female staff technicians to drive the organization or project's vehicles
- Foment the idea that men can be in charge of organizing activities such as Mother's Day or Children's Day

6. Support from Partners

For women, it is extremely important to have their partners' support for participating in activities outside the home and for the decisions they make. Many women have had to fight to get their partners to accept their decisions.

On the one hand, women speak of partners who do not hinder them from being involved in activities that interest them, but on the other, they stress how important it is for their partners to have a greater presence in the activities they participate in.

14 ___ For example, electrical work, carpentry, management of eco-lodges, the development of productive projects owned and run by women.

15 ___ One of the ways in which women are recognized by the community is when they are considered to be "technicians" or people who know and are respected for the knowledge they can transfer. This has been seen in the cases of women receiving training to set up nurseries, and then sent as "specialist" to teach others how to do this work. The project PACO-CARE has developed an entire system of evaluation and visual supervision called SIVIMIC with women as the technicians in charge of this component. This produces a great deal of community recognition for these women and their work.

Nonetheless, there are also some men who are aware of their partner's support with respect to family responsibilities (mainly economic), an important point for the development of processes toward equity.

Recommendations for organizations and projects include the following:

- Organize joint training sessions where partners can participate¹⁶
- Promote workshops on masculinity for the partners of women who are participating or plan to participate in the projects
- Involve men in training sessions on women's rights, violence against women and violence in general ¹⁷

7. Overcoming Difficulties and Conflicts

The possibility of recognizing and facing experiences, situations or relations where gender inequalities take place has frequently been pointed out as a trigger factor in all the countries. Nonetheless, there are different types of difficulties and conflicts.

Examples of this are when fathers and husbands do not allow women to carry out certain activities, such as studying; male colleagues that "steal" women's ideas while pretending not even to listen to them; or providing an economic solution at certain moments of crisis. For some women, having a child meant putting off their plans for the future indefinitely, or a husband's unfaithfulness made it possible to change her situation of "submissiveness". Other triggers include recognition of women's double shift and double duties; assuming responsibilities without any support, or family responsibilities, in general; and even recognizing that men in the family have certain freedoms that women don't have.

The recommendations made in this area for organizations and projects include the following:

- General training on gender in which women can speak of their own experiences

16 ___ When these have to do with women's groups

17 ___ In general, it has been important to maintain spaces that are exclusively for women, particularly when addressing the theme of violence, and projects may also want to provide a separate space for men.

- Information campaigns about the rights of men and women¹⁸
- Exchanges between women and between women's groups on specific topics under debate at a given moment
- Exchanges between women of different ethnic groups
- Set up an agreement with the churches so that the rights of men and women are talked about during catechism classes, Sunday school or other similar activities
- Promote support from women's groups for individual women in the community
- Use "women's testimonials" as ways of addressing similarities in life experiences with other women

8. Participation in Activities in the Community or Outside the Home

Particularly for women, the possibility of participating in activities outside the home or in the community can become an option for personal advancement and change in gender relations.

The participants mentioned many different types of activities: dance, theater, singing, youth groups, church groups, trips with a study group, running for an office, student leadership, exchanges with organizations in other countries, reforestation campaigns, school committees, public events, paid work, and others.

Thus far all this has involved actions that either directly or indirectly have to do with leaving the home and community environment. Some other recommendations for organizations and projects are the following:

- Promote the creation of productive projects run by women
- Organize mother-daughter encounters in which different topics are discussed, with an emphasis on alternatives in relations between women
- Promote children's games in which girls are integrated outside of the home environment

18 ____ To cover this need in the region, many projects have established alliances with government agencies and non-governmental organizations working at the national level.

- Delegate organizational representation to women so that they become involved in outside coordination, negotiation, training, and other similar activities
- Promote and incorporate actions in the organization or project that can help make household work easier¹⁹
- In processes where women participants will be bringing their children, plan separate activities for boys and girls²⁰
- When conducting community appraisals or other analyses, always include unpaid housework
- Encourage women's cooperatives to market their products
- Promote the creation of community first-aid facilities run by women²¹
- Promote the creation of community first-aid facilities for livestock²²

9. Acknowledgement of Achievements

An appreciation of one's own achievements at different levels, and recognition for those achievements from the family and community, have been important in stimulating the possibility of growth for people and in promoting a reevaluation of gender relations. Such encouragement has generally not been available for women.

Specifically, the following recommendations can be made:

- Systematize and publish experiences that demonstrate women's achievements in the public or private sphere²³
- Establish a permanent mechanism for recognizing achievements in the work carried out by women's groups
- Present expositions on projects that demonstrate women's achievements, not just on the final products but during the process itself

19 ___ For example, improve water supply, childcare.

20 ___ For example, in a training session or workspace on violence, set up a parallel activity for children on the same issue, using drawings or games. Or if women are working on the topic of environmental conservation, children can be involved in collecting waste, learning how to recycle or even creating their own nursery.

21 ___ These first-aid facilities can provide anything from basic medicines to contraceptives.

22 ___ In Central America, women have had very good experiences managing such facilities. They do everything from giving vaccinations to treatment and birthing assistance for livestock.

23 ___ Mechanisms include bulletins, meetings, or community activities.

- Promote opportunities where women can share their successes and what they have learned with partners or families

10. Achieving Autonomy and Independence

The achievement of varying degrees of independence and autonomy has been pointed out as another important trigger. This not only involves being able to make decisions, valuing oneself and developing one's own plans, but also the possibility of seeing oneself as someone different from others.

In this sense, key situations may be the separation from one's partner; having always worked in the field; having assumed responsibility since childhood; the recognition that one is valuable and important; the possibility of making decisions; or even addressing personal needs caused by loneliness.

The category of autonomy and independence is quite broad, and ranges from external opportunities to freedom concerning one's own body.

Some of the suggestions made in this area:

- Workshops so that both men and women can learn to know their own body
- Campaigns encouraging women to obtain their citizen identity cards
- Promote knowledge of the legislation that protects people from violence
- Develop workshops on managing family money
- Broaden the kinds of collateral accepted for obtaining credit, so that women can use accessories or equipment they own²⁴
- When the organization or project supports the purchase of equipment for production,²⁵ encourage joint acquisition, and if the purchase involves an asset that will benefit women, encourage the title to be placed in their name

24 ___ This furthers possibilities for women to access financial resources and begin generate their own income. Such collateral could include stove, pots and pans, and sewing machines.

25 ___ Tractors, dryers, and plows, for example

- Open up training processes on sexual and reproductive rights with both men and women
- When decisions must be made in the projects, encourage having women take a position and making their own decision, independent of their partners
- Promote women's leadership

This is how we captured the moments, situations and events from life experiences that are considered key to gender awareness. We looked for the "clicks" that turned on a flow of new ways of being and new ways of thinking of ourselves.

These were transformed into suggestions in order to reproduce such experiences in rural development initiatives and enhance their positive impact toward gender equity in the communities where they work.

These actions will help mobilize communities to attain the indicators of change they consider important.

The recommendations presented in this chapter can be viewed as driving forces for transforming reality toward the goal we hope to reach.

Many of these suggestions go beyond the traditional actions usually carried out by rural development initiatives. The object is to approach gender equity in a more innovative way.

IV THE PROPOSAL: "DIMENSIONS AND INDICATORS"

In this stage of the process, we have defined a set of dimensions and indicators for gender equity, or in other words, product variables that make up the core of this proposal.

The proposal can be considered as a general framework or a set of master guidelines for the definitive construction of a System of Gender Equity Indicators for Rural Development Initiatives.

The defined dimensions or areas in which the indicators will be included and which will make up the system of indicators once the information has been gathered and processed are the following:

WORK

- Non-traditional
- Capacity-Value
- Productive Projects
- Relations-Satisfaction

RESOURCES

- Technology
- Information
- Property
- Access
- Credit

EDUCATION-TRAINING

- Training
- Formal Education

HEALTH

- Physical
- Reproductive
- Sexual
- Mental

POWER RELATIONS

- Participation
- Decision-Making
- Leadership

VIOLENCE

- Reporting Violence
- Support
- Information
- Against Girls or Boys
- Alcoholism-Drug Addiction
- Diverse Forms

SOCIAL RELATIONS

- Family
- Couple
- Community
- Friendship

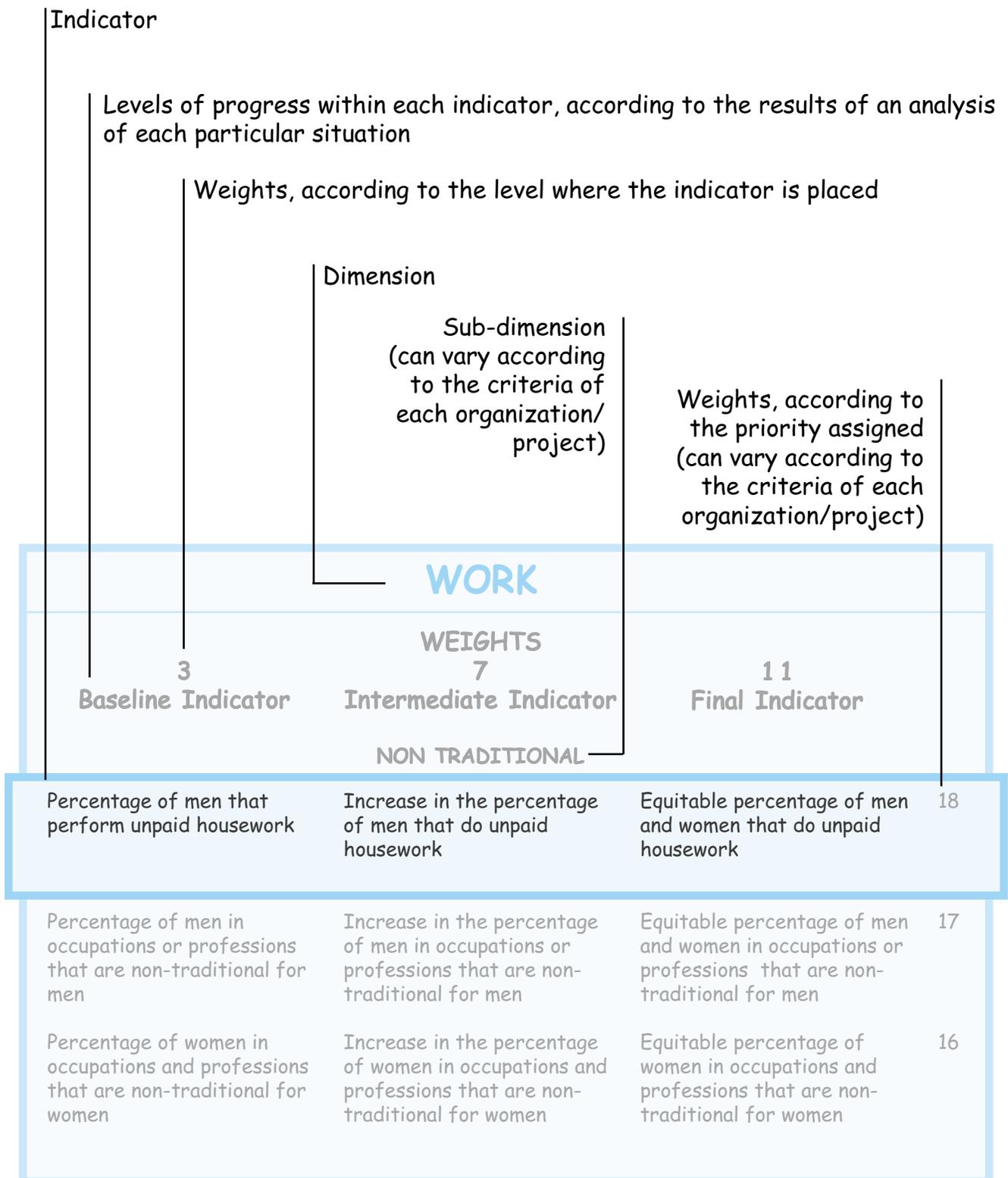
INDIVIDUAL GROWTH AND QUALITY OF LIFE

- Participation
- Expression
- Autonomy
- Recognition-Valuation
- Purpose in Life
- Sexuality
- Rest
- Satisfaction-Self-Realization
- Negative Feelings
- Stereotypes
- Paternal Responsibility

MIXED ORGANIZATION-PROJECT

We now present a set of gender equity indicators constructed for each dimension and ordered according to the priorities assigned by the people participating in this first stage of the process.

Description of the Parts of the System



Based on an analysis of its own particular situation, each organization/project must determine its location at one of the levels in relation to each indicator (for a clearer idea on how to proceed, see Chapter V, "The Method").

WORK

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
NON-TRADITIONAL			
Percentage of men that do unpaid housework ¹	Increase in the percentage of men that do unpaid housework	Equitable percentage of men that do unpaid housework	18
Percentage of men in occupations or professions that are non-traditional for men ²	Increase in the percentage of men in occupations or professions that are non-traditional for men	Equitable percentage of men in occupations or professions that are non-traditional for men	17
Percentage of women in occupations or professions that are non-traditional for women ³	Increase in the percentage of women in occupations or professions that are non-traditional for women	Equitable percentage of women in occupations or professions that are non-traditional for women	16
Percentage of women in activities related to farming or forest production	Increase in the percentage of women in activities related to farming or forest production	Equitable percentage of women in activities related to farming or forest production	15
Percentage of women in activities related to the marketing of farming or forest production	Increase in the percentage of women in activities related to the marketing of farming or forest production	Equitable percentage of women in activities related to the marketing of farming or forest production	14
Percentage of women who do paid work	Increase in the percentage of women who do paid work	Equitable percentage of men and women who do paid work	13
Little acceptance of women working outside the home ⁴	Medium acceptance of women working outside the home	High acceptance of women working outside the home	12

1 ____ i.e., cleaning, washing, ironing, cooking, serving food in the home

2 ____ Examples are men working as nurses, primary school teachers, paid domestic servants. In each context it is fundamental to determine what activities are not traditional for men in a given zone.

3 ____ Examples include women working as electricians, solderers, carpenters, taxi drivers, bus drivers, police, construction workers, mechanics, agronomists, technicians, or administrators. In each context it is fundamental to determine what activities are not traditional for women in the zone.

4 ____ This concerns acceptance on the part of men and women about women working outside of the home. It is related to the support men give so that women can fully assume their work responsibilities outside the home. To construct this type of indicator, a rapid survey can be carried out among men and women in the community or the focus group procedure can be applied.

WORK

WEIGHTS			
3	7	11	
Baseline Indicator	Intermediate Indicator	Final Indicator	
NON-TRADITIONAL			
Little acceptance of men doing unpaid housework ⁵	Medium acceptance of men doing unpaid housework	High acceptance of men doing unpaid housework	11
Little acceptance of women doing work that is non-traditional for women ⁶	Medium acceptance of women doing work that is non-traditional for women	High acceptance of women doing work that is non-traditional for women	10
Percentage of men with a sense of responsibility about doing household chores ⁷	Increase in the percentage of men with a sense of responsibility about doing household chores	Equitable percentage of men with a sense of responsibility about doing household chores	9
Little recognition of the importance of unpaid housework ⁸	Medium recognition of the importance of unpaid housework	High recognition of the importance of unpaid housework	8
Percentage of men who perform service tasks in the workplace ⁹	Increase in the percentage of men who perform service tasks in the workplace	Equitable percentage of men who perform service tasks in the workplace	7
CAPACITY-VALUE			
Percentage of people who believe women and men have the same capacity for performing the same type of work ¹⁰	Increase in the percentage of people who believe women and men have the same capacity for performing the same type of work	Increase in the percentage of people who believe women and men have the same capacity for performing the same type of work	6

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- 5 ___ The degree of acceptance by men and women about men doing unpaid housework. For example, no one makes fun of them or criticizes them for doing this type of work.
- 6 ___ The degree of acceptance by men and women about women doing non-traditional work. For example, no one makes fun of them or criticizes them in each context considered non-traditional for women.
- 7 ___ This type of indicator can be constructed by carrying out a rapid survey among men in the community.
- 8 ___ Recognition by women and men
- 9 ___ Examples include serving coffee, washing dishes, general cleaning up, keeping offices orderly in the workplace.
- 10 ___ For example: Could a woman perform as well as a man as president? Are men better at sales than women? Who is generally a better boss, a man or a woman? Can women dedicate themselves to fieldwork as much as men? Are women technicians as capable as men of making correct judgements? "Sometimes people would feel more confident about a male technician's judgement than a woman technician's judgement"

WORK

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
NON-TRADITIONAL			
Inequality between men and women regarding wages paid for the same type and hours of work	Reduction in inequality between men and women regarding wages paid for the same type and hours of work	Equality between men and women regarding wages paid for the same type and hours of work	5
PRODUCTIVE PROJECTS			
Percentage of women who participate in successful productive projects	Increase in the percentage of women who participate in successful productive projects	Increase in the percentage of women who participate in successful productive projects	4
Percentage of successful productive projects led by women	Increase in the percentage of successful productive projects led by women	Increase in the percentage of successful productive projects led by women	3
RELATIONS-SATISFACTION			
Perception that work relations between men and women are generally disrespectful ¹¹	Perception that work relations between men and women are somewhat disrespectful	Perception that work relations between men and women are generally respectful	2
Women receive little satisfaction from their paid work ¹²	Women receive a medium level of satisfaction from their paid work	Women receive a high level of satisfaction from their paid work	1

11 ___ Disrespect can be verbal, physical or psychological.

12 ___ To construct this type of indicator a rapid survey can be carried out among women that do paid work in the community.

RESOURCES

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
TECHNOLOGY			
Percentage of women with some knowledge of mechanics	Increase in the percentage of women with some knowledge of mechanics	Increase in the percentage of women with some knowledge of mechanics	17
Percentage of women who use equipment ¹	Increase in the percentage of women who use equipment	Equitable percentage of women and men who use equipment	16
INFORMATION			
Percentage of women who handle information about the community	Increase in the percentage of women who handle information about the community	Equitable percentage of women and men who handle information about the community	15
Percentage of women with information about natural resource management at both the home and community level	Increase in the percentage of women with information about natural resource management at both the home and community level	Equitable percentage of women and men with information about natural resource management at both the home and community level	14
PROPERTY			
Percentage of women who own or co-own land ²	Increase in the percentage of women who own or co-own land	Equitable percentage of women and men who own or co-own land	13
Percentage of women who own or co-own housing	Increase in the percentage of women who own or co-own housing	Equitable percentage of women and men who own or co-own housing	12
Percentage of savings accounts in the name of women in community banks	Increase in the percentage of savings accounts in the name of women in community banks	Equitable percentage of savings accounts in the name of women and men in community banks	11
Percentage of women who own or co-own businesses ³	Increase in the percentage of women who own or co-own businesses	Equitable percentage of women and men who own or co-own businesses	10

1 ___ Production equipment, computers, etc.

2 ___ In some of the indigenous or *Garifuna* communities land ownership is collective, in which case this indicator would have to be adjusted according to the legal conditions in each country and region.

3 ___ Micro, small, medium or large business.

RESOURCES

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
Percentage of women who own or co-own farm equipment and tools	Increase in the percentage of women who own or co-own farm equipment and tools	Equitable percentage of women and men who own or co-own farm equipment and tools	9
Percentage of women who own or co-own tractors and vehicles	Increase in the percentage of women who own or co-own tractors and vehicles	Equitable percentage of women and men who own or co-own tractors and vehicles	8
ACCESS			
Percentage of women who drive a vehicle	Increase in the percentage of women who drive a vehicle	Equitable percentage of women and men who drive a vehicle	7
Percentage of women who earn an income	Increase in the percentage of women who earn an income	Equitable percentage of women and men who earn an income	6
Percentage of women beneficiaries of natural resource concessions	Increase in the percentage of women beneficiaries of natural resource concessions	Equitable percentage of women and men beneficiaries of natural resource concessions	5
Percentage of legally established women's organizations	Increase in the percentage of legally established women's organizations	Increase in the percentage of legally established women's organizations	4
Percentage of women with access to means of communication ⁴	Increase in the percentage of women with access to means of communication	Equitable percentage of women and men with access to means of communication	3
CREDIT			
Percentage of women benefiting from credit programs	Increase in the percentage of women benefiting from credit programs	Equitable percentage of women and men benefiting from credit programs	2
Proportion of credit amount that is accessible to women	Increase in the proportion of credit amount that is accessible to women	Equitable proportion of the credit amount that is accessible to women and men	1

4 ___ Telephone, fax, electronic mail.

EDUCATION AND TRAINING

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
TRAINING			
Percentage of women trained in technical-productive fields ¹	Increase in the percentage of women trained in technical-productive fields	Increase in the percentage of women trained in technical-productive fields	13
Percentage of men trained in the fields of human resources formation ²	Increase in the percentage of men trained in the fields of human resources formation	Increase in the percentage of men trained in the fields of human resources formation	12
Percentage of women trained to hold positions of power or decision-making	Increase in the percentage of women trained to hold positions of power or decision-making	Increase in the percentage of women trained to hold positions of power or decision-making	11
Percentage of women trained in organizing or leadership	Increase in the percentage of women trained in organizing or leadership	Increase in the percentage of women trained in organizing or leadership	10
Percentage of women in the community who train other women ³	Increase in the percentage of women in the community who train other women	Increase in the percentage of women in the community who train other women	9
Percentage of women trained to manage their own projects	Increase in the percentage of women trained to manage their own projects	Increase in the percentage of women trained to manage their own projects	8
Percentage of women trained to direct projects	Increase in the percentage of women trained to direct projects	Increase in the percentage of women trained to direct projects	7
In general, conditions do not exist in the families allowing women to acquire training	In general, there is little condition in the families allowing women to acquire training	In general, conditions exist in the families that allow women to acquire training	6
Percentage of women with access to environmental education	Increase in the percentage of women with access to environmental education	Equitable percentage of women and men with access to environmental education	5

1 _____ Agriculture, technology, administration, economics, etc.

2 _____ i.e., training in gender and masculinity.

3 _____ Women from other communities, or other families and organizations.

EDUCATION AND TRAINING

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
FORMAL EDUCATION			
Percentage of women who are literate	Increase in the percentage of women who are literate	Equitable percentage of women and men who are literate	4
Percentage of women in non-traditional educational programs	Increase in the percentage of women in non-traditional educational programs	Increase in the percentage of women in non-traditional educational programs	3
Percentage of women who have completed their formal education	Increase in the percentage of women who have completed their formal education	Equitable percentage of women and men who have completed their formal education	2
Percentage of men in non-traditional educational programs	Increase in the percentage of men in non-traditional educational programs	Increase in the percentage of men in non-traditional educational programs	1

HEALTH

3	WEIGHTS	11	
Baseline Indicator	7	Final Indicator	
PHYSICAL			
Percentage of women with physical illnesses	Reduction in the percentage of women with physical illnesses	Reduction in the percentage of women with physical illnesses	11
Percentage of men with physical illnesses	Reduction in the percentage of men with physical illnesses	Reduction in the percentage of men with physical illnesses	10
Percentage of women suffering from malnutrition	Reduction in the percentage of women suffering from malnutrition	Reduction in the percentage of women suffering from malnutrition	9
REPRODUCTIVE			
Percentage of deaths from childbirth	Reduction in the percentage of deaths from childbirth	Reduction in the percentage of deaths from childbirth	8
Average number of pregnancies per woman	Reduction in the average number of pregnancies per woman	Reduction in the average number of pregnancies per woman	7
Average number of children born alive to each woman ¹	Reduction in the average number of children born alive to each woman	Reduction in the average number of children born alive to each woman	6
SEXUAL			
Percentage of women who use contraceptives	Increase in the percentage of women who use contraceptives	Increase in the percentage of women who use contraceptives	5
Percentage of men that use contraceptives	Increase in the percentage of men that use contraceptives	Increase in the percentage of men that use contraceptives	4
Percentage of young or adolescent women who become pregnant	Decrease in the percentage of young or adolescent women who become pregnant	Decrease in the percentage of young or adolescent women who become pregnant	3
MENTAL			
Percentage of women with mental illnesses ²	Decrease in the percentage of women with mental illnesses	Decrease in the percentage of women with mental illnesses	2
Percentage of men with mental illnesses	Decrease in the percentage of men with mental illnesses	Decrease in the percentage of men with mental illnesses	1

¹ ____ Women could also be asked how many times they have given birth for a comparison of the two indicators.
² ____ i.e., depression, stress, psychosomatic illnesses.

POWER RELATIONS

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
PARTICIPATION			
Percentage of women who participate in mixed organizations	Increase in the percentage of women who participate in mixed organizations	Equitable percentage of women and men who participate in mixed organizations	20
Number of women's organizations	Increase in the number of women's organizations	Increase in the number of women's organizations	19
Percentage of women participating in self-managed projects	Increase in the percentage of women participating in self-managed projects	Equitable percentage of women and men participating in self-managed projects	18
Percentage of women participating in environmental projects ¹	Increase in the percentage of women participating in environmental projects	Equitable percentage of women and men participating in environmental projects	17
Perception that women have no presence in public spaces	Perception that women have little presence in public spaces	Perception that women have a great deal of presence in public spaces	16
Percentage of women who participate in consultative/advocacy processes concerning public policies ²	Increase in the percentage of women who participate in consultative/advocacy processes concerning public policies	Equitable percentage of women and men who participate in consultative/advocacy processes concerning public policies	15
Percentage of women in the communities who participate in national political processes	Increase in the percentage of women in the communities who participate in national political processes	Equitable percentage of women in the communities who participate in national political processes	14
DECISION-MAKING			
In couples, women never participate in decision-making	In couples, women sometimes participate in decision-making	In couples, women always participate in decision-making	13
Percentage of women who hold positions of leadership in local organizations	Increase in the percentage of women who hold positions of leadership in local organizations	Equitable percentage of women who hold positions of leadership in local organizations	12

1 _____ Activities related to health or environmental education

2 _____ This indicator concerns local processes, such as lobbying and referendums, so the importance or weight it is assigned will vary according to the situation of each community.

POWER RELATIONS

3	WEIGHTS		
Baseline Indicator	7	11	
	Intermediate Indicator	Final Indicator	
Percentage of women holding posts in public Institutions at the local level	Increase in the percentage of women holding posts in public Institutions at the local level	Increase in the percentage of women holding posts in public Institutions at the local level	11
Percentage of people who recognize women's decision-making capacity	Increase in the percentage of people who recognize women's decision-making capacity	Increase in the percentage of people who recognize women's decision-making capacity	10
Perception that there are many obstacles preventing women from holding public office	Perception that there are few obstacles preventing women from holding public office	Perception that there are no obstacles preventing women from holding public office	9
In general, women never participate in decision-making about farm production	In general, women sometimes participate in decision-making about farm production	In general, women always participate in decision-making about farm production	8
In general, women never participate in decision-making about the handling of credit	In general, women sometimes participate in decision-making about the handling of credit	In general, women always participate in decision-making about the handling of credit	7
In general, women never participate in decision-making about the use of land	In general, women sometimes participate in decision-making about the use of land	In general, women always participate in decision-making about the use of land	6
In general, women never participate in decision-making about housing	In general, women sometimes participate in decision-making about housing	In general, women always participate in decision-making about housing	5

LEADERSHIP

Percentage of people who recognize the work of women leaders	Increase in the percentage of people who recognize the work of women leaders	Increase in the percentage of people who recognize the work of women leaders	4
Percentage of people who value the successes of women leaders	Increase in the percentage of people who value the successes of women leaders	Increase in the percentage of people who value the successes of women leaders	3
Percentage of people willing to support the work of women leaders	Increase in the percentage of people willing to support the work of women leaders	Increase in the percentage of people willing to support the work of women leaders	2
Percentage of women leaders who feel satisfied about what they do	Increase in the percentage of women leaders who feel satisfied about what they do	Equitable percentage of women and men leaders who feel satisfied about what they do	1

VIOLENCE

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
REPORTING			
Number of reports concerning cases of violence against women ¹	Reduction or increase ² in the number of reports concerning cases of violence against women	Reduction or increase in the number of reports concerning cases of violence against women	13
Percentage of claims concerning cases of violence against women that were resolved in the pertinent agencies ³	Increase in the percentage of claims concerning cases of violence against women that were resolved in the pertinent agencies	Increase in the percentage of claims concerning cases of violence against women that were resolved in the pertinent agencies	12
SUPPORT			
Percentage of women willing to support other women who are victims of violence ⁴	Increase in the percentage of women willing to support other women who are victims of violence	Increase in the percentage of women willing to support other women who are victims of violence	11
Percentage of men willing to support women who are victims of violence	Increase in the percentage of men willing to support women who are victims of violence	Increase in the percentage of men willing to support women who are victims of violence	10
INFORMATION			
People ⁵ have a low level of information about women's right to live without violence	People have a medium level of information about women's right	People have a high level of information about women's right to live without violence	9

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- 1 ____ All forms of sexual harassment, incest, abuse, rape, physical and psychological aggression, and violence in the home or in institutions. Sources with records of this type of reporting at the national and local level should be used.
 - 2 ____ This indicator would be positive when the increase in the number of reports occurs in communities that are only beginning to provide the necessary mechanisms, and where information is being provided or work is taking place in this area. In communities where mechanisms have been in place for awhile, and where there is a fair amount of information on violence against women and how to eliminate it, the positive indicator would be a decrease in the number of reports. It is thus important to make a reference here on how this indicator is being applied.
 - 3 ____ This is in relation to the total number of reports to the pertinent agencies, focusing on information concerning the communities where the organization/project being evaluated functions and has an impact.
 - 4 ____ A rapid survey can be carried out among women in the community in order to construct this type of indicator.
 - 5 ____ Whenever an indicator refers to people, the goal is to ascertain differentials between women and men—in this case, the different level of information that women and men have about the topic.

VIOLENCE

3	WEIGHTS 7	11	
Baseline Indicator	Intermediate Indicator	Final Indicator	
People have a low level of information about mechanisms for presenting claims concerning violence against women	People have a medium level of information about mechanisms for presenting claims concerning violence against women	People have a high level of information about mechanisms for presenting claims concerning violence against women	8
AGAINST BOYS AND GIRLS			
Percentage of battered girls	Decrease in the percentage of battered girls	Decrease in the percentage of battered girls	7
Percentage of battered boys	Percentage of battered boys	Percentage of battered boys	6
ALCOHOLISM AND DRUG ADDICTION			
Alcoholism in men and women ⁶	Decrease of alcoholism in men and women	Decrease of alcoholism in men and women	5
Drug addiction in men and women	Decrease of drug addiction in men and women	Decrease of drug addiction in men and women	4
DIVERSE FORMS			
In general, much verbal offense occurs in relations between men and women ⁷	In general, little verbal offense occurs in relations between men and women	In general, no verbal offense occurs in relations between men and women	3
Perception that men are frequently involved in "fights" with other men ⁸	Perception that men are rarely involved in "fights" with other men	Perception that men are almost never involved in "fights" with other men	2
In general, most men exercise some form of economic violence against women ⁹	In general, few men exercise some form of economic violence against women	In general, men do not exercise any form of economic violence against women	1

6 ____ An analysis comparing men and women must be made of existing information at the national and local levels.

7 ____ It is necessary to gather information (testimony or observation) on situations in which verbal insult between men and women takes place, especially from men to women, whether the incident took place in the street, in the home, or at work.

8 ____ This indicator is related to the presence or absence of violence between men.

9 ____ Examples of economic violence include not providing monetary support or alimony, and control over family money and goods.

SOCIAL RELATIONS

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
FAMILY			
Percentage of men who take responsibility in caring for/bringing up their children ¹	Increase in the percentage of men who take responsibility in caring for/bringing up their children	Equitable percentage of men and women who take responsibility in caring for/bringing up their children	28
Percentage of men who attend school meetings having to do with their sons and daughters	Increase in the percentage of men who attend school meetings having to do with their sons and daughters	Equitable percentage of fathers and mothers who attend school meetings having to do with their sons and daughters	27
Percentage of women who perform non-traditional domestic activities ²	Increase in the percentage of women who perform non-traditional domestic activities	Equitable percentage of men and women who perform non-traditional domestic activities	26
In general, family rules apply differently to girls and boys	Occasionally, family rules apply equally to girls and boys	In general, family rules apply equally to girls and boys	25
Percentage of boys who help out with household chores	Increase in the percentage of boys who help out with household chores	Equitable percentage of boys and girls who help out with household chores	24
Percentage of girls who play outdoors	Increase in the percentage of girls who play outdoors	Equitable percentage of girls and boys who play outdoors	23
Inequality in the distribution of food between men and women in the family	Decrease in the inequality of food distribution between men and women in the family	Equality in the distribution of food between men and women in the family	22
COUPLES			
In general, there is no mutual respect within couples ³	In general, there is little mutual respect within couples	In general, there is mutual respect within couples	21

1 ____ Examples include feeding, changing diapers, taking care of sick children, helping out with homework, picking them up at school, etc.

2 ____ Examples are changing light bulbs, repairing plumbing or equipment, and giving maintenance to tools.

3 ____ Mutual respect in couples is expressed through varying manifestations of understanding and good treatment. To construct this type of indicator a rapid survey can be carried out in the community or the focus group procedure can be applied.

SOCIAL RELATIONS

3	WEIGHTS		
Baseline Indicator	7	11	
	Intermediate Indicator	Final Indicator	
In general, women's opinions are not listened to	In general, women's opinions are listened to very much	In general, women's opinions are listened to	20
Women feel that they can never decide for themselves about marriage or union ⁴	Women feel that they can sometimes decide for themselves about marriage or union	Women feel that they can always decide for themselves about marriage or union	19
In general, there is no solidarity in couples' relations ⁵	In general, there is little solidarity in couples' relations	In general, there is solidarity in couples' relations	18
In general, men do not express affection ⁶ for their partner	In general, men express little affection for their partner	In general, men express affection for their partner	17
Percentage of men who are concerned about taking care of their partner	Increase in the percentage of men who are concerned about taking care of their partner	Equitable percentage of men and women who are concerned about taking care of their partner	16
Women's age when they marry or live with their partners	Increase in the age of women when they marry or live with their partners	Increase in the age of women when they marry or live with their partners	15
Men expect their partner to assume only the role of housewife	Men expect their partner to assume the role of housewife, and sometimes be involved in activities to provide for the family	Men expect both members of the couple to share equally in housework and in the role of provider	14
Women expect their partner to assume only the role of provider	Women expect their partner to assume the role of provider and sometimes be involved in the housework	Women expect both members of the couple to share equally in the role of provider and in the housework	13
Percentage of women who take the initiative in establishing relations with their partner	Increase in the percentage of women who take the initiative in establishing relations with their partner	Equitable percentage of women and men who take the initiative in establishing relations with their partner	12

4 ____ This refers to women's freedom to decide for themselves whether or not they want to be married/live with someone, with whom, and when.

5 ____ Manifestations of help and mutual help between the members of a couple.

6 ____ Expressions of affection and tenderness.

SOCIAL RELATIONS

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
Percentage of women who ask their partner's permission to engage in different activities	Decrease in the percentage of women who ask their partner's permission to engage in different activities	Decrease in the percentage of women who ask their partner's permission to engage in different activities	11
Percentage of women who feel they are the property of their men ⁷	Decrease in the percentage of women who feel they are the property of their men	Decrease in the percentage of women who feel they are the property of their men	10
In general, men do not respect their partner's individuality	In general, men have little respect for their partner's individuality	In general, men have a great deal of respect for their partner's individuality	9
In general, women do not respect their partner's individuality	In general, women have little respect for their partner's individuality	In general, women have a great deal of respect for their partner's individuality	8
COMMUNITY			
In the community, women's opinions and proposals are not listened to	In the community, women's opinions and proposals are not listened to very much	In the community, women's opinions and proposals are listened to	7
The decisions of women's groups are not respected in the community	The decisions of women's groups are not respected much in the community	The decisions of women's groups are respected in the community	6
Percentage of women that belong to one or more groups	Increase in the percentage of women that belong to one or more groups	Increase in the percentage of women that belong to one or more groups	5
Percentage of women who use dialogue/negotiation to solve their problems	Increase in the percentage of women who use dialogue/negotiation to solve their problems	Equitable percentage of women and men who use dialogue/negotiation to solve their problems	4
FRIENDSHIP			
Most men cannot establish relations of friendship with women without involving sexual aspects	Some men can establish relations of friendship with women without involving sexual aspects	Most men can establish relations of friendship with women without involving sexual aspects	3
In general, there is no solidarity among women	In general, there is little solidarity among women	In general, there is solidarity among women	2
Men never express their feelings toward other men	Men rarely express their feelings toward other men	Men always express their feelings toward other men	1

7 ____ This refers to husbands, partners, and companions.

PERSONAL GROWTH AND QUALITY OF LIFE

3	WEIGHTS 7	11	
Baseline Indicator	Intermediate Indicator	Final Indicator	
PARTICIPATION			
Percentage of women who participate in recreational activities	Increase in the percentage of women who participate in recreational activities	Equitable percentage of women and men who participate in recreational activities	31
Percentage of women who participate in sports activities	Increase in the percentage of women who participate in sports activities	Equitable percentage of women and men who participate in sports activities	30
Percentage of women who participate in artistic activities	Increase in the percentage of women who participate in artistic activities	Equitable percentage of women and men who participate in artistic activities	29
EXPRESSION			
In general women do not have the capacity for making proposals ¹	In general women have little capacity for making proposals	In general women have the capacity for making proposals	28
Percentage of women who feel they can express their opinions well	Increase in the percentage of women who feel they can express their opinions well	Increase in the percentage of women who feel they can express their opinions well	27
Percentage of women with control over goods or income that belong to them ²	Increase in the percentage of women with control over goods or income that belong to them	Equitable percentage of women and men with control over goods or income that belong to them	26
AUTONOMY			
Percentage of women who are willing to assume responsibilities ³	Increase in the percentage of women who are willing to assume responsibilities	Equitable percentage of women and men who are willing to assume responsibilities	25

-
- 1 ____ This relates to perceptions about women's capacity to make proposals, argue, debate, and defend their ideas. This type of indicator can be constructed on the basis of a rapid survey carried out in the community or the application of the focus group procedure.
- 2 ____ Both their own or family goods and income.
- 3 ____ Examples include handling the money of an organization or leading a community initiative.

PERSONAL GROWTH AND QUALITY OF LIFE

	WEIGHTS			
3	7	11		
Baseline Indicator	Intermediate Indicator	Final Indicator		
Percentage of women who are aware of their right to make decisions about their own bodies ⁴	Increase in the percentage of women who are aware of their right to make decisions about their own bodies	Increase in the percentage of women who are aware of their right to make decisions about their own bodies	24	
Percentage of women who think equality between men and women should take place in all spaces ⁵	Increase in the percentage of women who think equality between men and women should take place in all spaces	Increase in the percentage of women who think equality between men and women should take place in all spaces	23	
Percentage of women who recognize their value as persons ⁶	Increase in the percentage of women who recognize their value as persons	Equitable percentage of women and men who recognize their value as persons	22	
Percentage of men who place a positive value on the successes of women	Increase in the percentage of men who place a positive value on the successes of women	Increase in the percentage of men who place a positive value on the successes of women	21	
RECOGNITION-VALUATION				
Percentage of women who feel happy as women	Increase in the percentage of women who feel happy as women	Increase in the percentage of women who feel happy as women	20	
Percentage of women who give attention to their personal care	Increase in the percentage of women who give attention to their personal care	Increase in the percentage of women who give attention to their personal care	19	
Percentage of women who like themselves	Increase in the percentage of women who like themselves	Increase in the percentage of women who like themselves	18	
Percentage of men who are aware of women's rights	Increase in the percentage of men who are aware of women's rights	Increase in the percentage of men who are aware of women's rights	17	
Percentage of women who are aware of women's rights	Increase in the percentage of women who are aware of women's rights	Increase in the percentage of women who are aware of women's rights	16	

4 ____ This refers to women's right to make decisions about their sexuality and their bodies, such as how to do their hair and what to wear. This indicator can be constructed by conducting a rapid survey of women in the community to find out if they recognize that they have this right and whether they exercise it.

5 ____ This refers to family, groups, work, the community, and institutions.

6 ____ Whether they feel important, useful and capable, for example.

PERSONAL GROWTH AND QUALITY OF LIFE

3	WEIGHTS 7	11	
Baseline Indicator	Intermediate Indicator	Final Indicator	
Percentage of men willing to participate in training and awareness- building processes that include topics concerning masculinity or gender	Increase in the percentage of men willing to participate in training and awareness- building processes that include topics concerning masculinity or gender	Increase in the percentage of men willing to participate in training and awareness- building processes that include topics concerning masculinity or gender	15

PURPOSE IN LIFE

Percentage of women with aspirations of personal growth	Increase in the percentage of women with aspirations of personal growth	Equitable percentage of women and men with aspirations of personal growth	14
Percentage of women who believe there are alternatives to marriage	Increase in the percentage of women who believe there are alternatives to marriage	Increase in the percentage of women who believe there are alternatives to marriage	13
Percentage of young women who aspire to becoming professionals	Increase in the percentage of young women who aspire to becoming professionals	Equitable percentage of young women and men who aspire to becoming professionals	12

SEXUALITY

Most people believe that women who express an active sexuality lose their value as women	Some people believe that women who express an active sexuality have value as women	Most people believe that women who express an active sexuality have value as women	11
Percentage of women with an awareness of their sexual rights and responsibilities	Increase in the percentage of women with an awareness of their sexual rights and responsibilities	Increase in the percentage of women with an awareness of their sexual rights and responsibilities	10

REST

In general men do not respect women's rest.	In general men have little respect for women's rest	In general men respect women's rest	9
Percentage of women who have spaces for rest	Increase in the percentage of women who have spaces for rest	Equitable percentage of women and men who have spaces for rest	8

PERSONAL GROWTH AND QUALITY OF LIFE

3 Baseline Indicator	WEIGHTS 7 Intermediate Indicator	11 Final Indicator	
SATISFACTION AND SELF-REALIZATION			
Percentage of women who feel a sense of self-realization with their personal goals	Increase in the percentage of women who feel a sense of self-realization with their personal goals	Equitable percentage of women and men who feel a sense of self-realization with their personal goals	7
Percentage of women who generally feel at peace in their life ⁷	Increase in the percentage of women who generally feel at peace in their life	Increase in the percentage of women who generally feel at peace in their life	6
NEGATIVE FEELINGS			
Percentage of women who feel frustrated	Decrease in the percentage of women who feel frustrated	Decrease in the percentage of women who feel frustrated	5
Percentage of women who feel bored	Decrease in the percentage of women who feel bored	Decrease in the percentage of women who feel bored	4
STEREOTYPES			
Percentage of persons who perceive women as daring ⁸	Increase in the percentage of persons who perceive women as daring	Increase in the percentage of persons who perceive women as daring	3
Percentage of people who perceive men as affectionate ⁹	Percentage of people who perceive men as affectionate	Percentage of people who perceive men as affectionate	2
PATERNAL RESPONSIBILITIES			
Percentage of men who meet their paternal responsibilities ¹⁰	Increase in the percentage of men who meet their paternal responsibilities	Increase in the percentage of men who meet their paternal responsibilities	1

7 ___ i.e., living in peace.

8 ___ These have to do with the perception people, both men and women, generally have about women, and are related to whether they are perceived as intelligent, brave or capable.

9 ___ The perception men and women generally have of men, related to perceiving them as emotional or vulnerable.

10 ___ This particularly refers to situations in which men are obliged to recognize their sons and daughters and pay alimony, and not have sons and daughters scattered all over and abandoned.

MIXED ORGANIZATION/PROJECT¹

	WEIGHTS			
3	7	11		
Baseline Indicator	Intermediate Indicator	Final Indicator		
In general, men and women do not respect one another ²	In general, men and women have little respect for one another.	In general, men and women have much respect for one another	22	
In general, communication between men and women is poor	In general, communication between men and women is fair	In general, communication between men and women is good	21	
Percentage of women who participate in decision-making	Increase in the percentage of women who participate in decision-making	Equitable percentage of women and men who participate in decision-making	20	
Percentage of women who share the benefits ³	Increase in the percentage of women who share the benefits	Equitable percentage of women who share the benefits	19	
Percentage of women with paid work	Increase in the percentage of women with paid work	Equitable percentage of women and men with paid work	18	
Percentage of women who participate in training activities	Increase in the percentage of women who participate in training activities	Equitable percentage of women who participate in training activities	17	
There is no support for women who are known to be victims of violence	There is some support for women who are known to be victims of violence	There is much support for women who are known to be victims of violence	16	
Percentage of women on boards of directors	Increase in the percentage of women on boards of directors	Equitable percentage of women and men on boards of directors	15	
The opinions/proposals of women are never listened to in the same way men's are listened to	The opinions/proposals of women are sometimes listened to in the same way men's are listened to	The opinions/proposals of women are always listened to in the same way men's are listened to	14	
Percentage of men who participate in activities related to the theme of gender equity	Increase in the percentage of men who participate in activities related to the theme of gender equity	Equitable percentage of men and women who participate in activities related to the theme of gender equity	13	

1 ____ This dimension of gender equity indicators is somewhat different from others in that it attempts to measure advances in equity between the genders at the level of mixed organizations or projects. In this case, the goal is to apply indicators to everyone, both staff and immediate beneficiaries of each organization or project.

2 ____ To construct this type of indicator it is necessary to conduct a rapid survey to elicit people's opinions or perceptions.

3 ____ Benefits derived from productive projects or credit programs.

MIXED ORGANIZATION/PROJECT¹

	WEIGHTS		
3	7	11	
Baseline Indicator	Intermediate Indicator	Final Indicator	
Percentage of women in top positions or in management	Increase in the percentage of women in top positions or in management	Equitable percentage of women and men in top positions or in management	12
Percentage of men who participate in miscellaneous implementation activities ⁴	Increase in the percentage of men who participate in miscellaneous implementation activities	Equitable percentage of men and women who participate in miscellaneous implementation activities	11
Women never take on non-traditional responsibilities ⁵	Women sometimes take on non-traditional responsibilities	Women always take on non-traditional responsibilities	10
Most men hinder ⁶ participation by their wives/companions and daughters	Some men facilitate participation by their wives/companions and daughters	The majority of men facilitate participation by their wives/companions and daughters	9
Percentage of women who show interest in activities	Increase in the percentage of women who show interest in activities	Equitable percentage of women and men who show interest in activities	8
Percentage of women ⁷ who manage information about their organization or project	Increase in the percentage of women who manage information about their organization or project	Equitable percentage of women and men who manage information about their organization or project	7
In moments of conflict, men do not respect people's physical or psychological integrity ⁸	In moments of conflict, men have little respect for people's physical or psychological integrity	In moments of conflict, men respect people's physical and psychological integrity	6
Percentage of men who participate in the organization's social activities ⁹	Increase in the percentage of men who participate in the organization's social activities	Equitable percentage of men who participate in the organization's social activities	5

4 ___ Examples include selling food at fairs, distributing flyers, making tickets, decorating halls, and setting up facilities for a training session.

5 ___ Lobbying and resource administration.

6 ___ This indicator measures whether men hinder, facilitate or support the participation of wives/partners or daughters in the organizations, projects or specific activities, for example, "taking an interest in what they learn in the projects".

7 ___ This refers to men and women, whether staff members or beneficiaries of the mixed organizations or projects.

8 ___ Both men and women.

9 ___ Mother's Day, Father's Day, etc.

MIXED ORGANIZATION/PROJECT¹

	WEIGHTS			
3	7	11		
Baseline Indicator	Intermediate Indicator	Final Indicator		
Percentage of women who participate in preparing work plans	Increase in the percentage of women who participate in preparing work plans	Equitable percentage of women and men who participate in preparing work plans	4	
Percentage of women who feel a part of the agreements that are made	Increase in the percentage of women who feel a part of the agreements that are made	Increase in the percentage of women who feel a part of the agreements that are made	3	
Percentage of women who handle financial resources	Increase in the percentage of women who handle financial resources	Equitable percentage of women and men who handle financial resources	2	
Projects proposed by women are never supported	Projects proposed by women are sometimes supported	Projects proposed by women are always supported	1	

V

THE METHOD: "THE ROAD TO FOLLOW"

The indicators listed for each dimension of this proposal are items or master guidelines. They provide the foundation for gathering the information needed to construct gender equity indicators.

In this phase, the following steps are recommended:

1. Profile of the Context

Prepare a profile of the community, regional and national context in which the organization or project is located:

When planning projects, it is necessary to identify and describe, as accurately as possible, the populations and communities where an impact is to be produced. Such identification is essential for the application of this set of indicators, since their purpose is to evaluate the impact of initiatives working toward equity in relations between women and men in the communities where each organization or project is located. In preparing this profile, it is also important to **refer to context variables corresponding to each one of the dimensions making up the appropriate set of gender equity indicators for each organization or project.** To provide guidance on how to proceed in this step, some of the context variables identified by people participating in the construction of this proposal are grouped below:

Work

- Employment opportunities for women and men
- Real work options¹ for women and men
- Labor laws that respond to the reproductive work responsibilities² of women and men
- Social, trade, union or political organizations that work with a gender perspective
- Collective labor agreements
- Laws and codes that regulate working conditions with equality for women and men

1 ____ Both traditional and non-traditional work.

2 ____ Pregnancy, post-partum, mother-infant attention, childcare centers.

Resources

- Programs for granting and titling land registered in the name of women and men
- Rural credit programs for women and men
- Credit programs for women with alternative guarantees and collateral³
- Comprehensive credit programs: to cover the costs of training, management, productivity, and marketing
- Soft credit for women
- Production infrastructure in communities
- Participation by women and men in natural resource management⁴
- Environmental education programs⁵
- Programs to disseminate information on environmental laws
- Use of appropriate technology for soil conservation
- Laws to protect and promote conservation of natural resources and the environment
- Nongovernmental organizations working in the field of environment from a gender perspective
- Social organizations working in the field of environment from a gender perspective
- Housing situation at the national and community level
- Infrastructure for sports in communities
- Infrastructure for commercial activities in communities
- Basic services⁶
- Income level of men and women
- Access to information centers for men and women
- Clothing
- Food security
- Support programs for women's business activities

Education

- Educational opportunities for women and men in all types of educational centers⁷
- Numbers and percentages of boys and girls in school.
- Educational infrastructure⁸
- Literacy rates broken down by sex
- Opportunities for men and women to attend night school
- Opportunities for men and women to receive non-traditional training.
- Number of women in leadership positions in primary and secondary schools

3 ___ Stoves, "güipiles", pots, sewing machines.

4 ___ Including the level of deterioration.

5 ___ So that more women and men are educated and aware of the importance of maintaining a healthy environment.

6 ___ Electricity, water, and telephones.

7 ___ Including diversified schools.

8 ___ Primary and secondary schools, and training centers.

Health

- Quality of education
- Opportunities for men and women to pursue technical careers
- Education centers with gender awareness programs
- Non-sexist educational programs for boys, girls and young people
- Scholarship opportunities for women and men
- Programs for work in gender equity for boys and girls in primary and secondary schools
- Resources and activities to include a gender equity perspective in all levels of educational curriculum
- School activities to provide training for boys and girls in non-traditional work with a gender equity perspective
- Educational programs on sexual rights and responsibilities for women and men

- Physical health of men and women
- Psychological or mental health of men and women
- Quality of health services and attention⁹
- Nutrition/malnutrition indexes
- Alcoholism in the population
- Drug addiction in the population
- Infrastructure for health services and attention¹⁰
- Infant mortality and illness indexes
- Health/sickness indexes broken down by sex
- Fertility indexes
- Maternal mortality/illness indexes
- Public investment in specialized medical technology for women
- Comprehensive and preventive health programs for women of all ages
- Programs to prevent alcoholism and drug addiction in men and women
- Access to contraceptives for men and women
- First-aid programs in the communities

Power Relations

- Women in decision-making positions in public and private spheres at the national level
- Men and women creating new spaces to share power
- Capacity of women and their organizations for autonomous creation and decision-making processes¹¹
- Leadership of men and women at all levels¹²
- Work and local management experiences of women and men in the communities

9 ___ Efficiency and effectiveness of services, and appropriate technology.

10 ___ Quantity and quality of health centers or clinics.

11 ___ An example is the capacity of women's organizations to decide for themselves whether or not to participate in spaces or processes to which they have not been expressly invited.

12 ___ Quantity of leaders and the quality or style of their leadership.

Violence

- Levels of violence in the society
- Organizations working against violence¹³
- Community development programs led by local female promoters
- Use of the image of women in the media
- Creation of advocacy offices for the defense of women's rights
- Freedom of movement in the country
- Levels of repression or censure
- Presence and use of military force
- Information campaigns on legislation related to violence and the public and private agencies working in this area
- Level of awareness of the community's capacity to take action concerning violence against women¹⁴
- Rehabilitation programs for men who are aggressors

Social Relations

- Level of community organization
- Organization's initiatives for comprehensive community development
- Functioning of local development committees or associations

Personal growth and quality of life

- Citizen safety
- Access to justice for women and men
- Life expectancy of women and men
- Due application of laws, especially those that protect women's rights
- Crime and mendicancy indexes
- Level of internal and external migration broken down by sex
- Situation of children, girls and boys, living in the streets
- Access to social security for women and men

2. Entry Variables

Identifying the entry variables

Entry variables are the policies, decisions, and resources that organizations and projects **explicitly** allocate for achieving gender equity in the communities where they work.

As a result of the workshops on constructing gender equity indicators for rural development initiatives in Central America, it was recommended that the following be taken into consideration:

13 ___ The quality of their work should be taken into account.

14 ___ Awareness that this is a public and community issue.

Forms of management

- Horizontal or vertical models of participation
- Teamwork
- Participation by the target population in levels of project decision
- Forms of exercising democratic/authoritarian power or leadership
- Programs for promoting self-management.
- Informational and consultative activities involving the participation of men and women from the community¹⁵

Human resources

- Mechanisms for hiring people with training in how to develop gender-related work
- Level of remuneration for the specialist providing direct attention to gender-related work
- Ethical criteria for selecting personnel in order to avoid behaviors that conflict with the gender equity objectives
- Affirmative action policies for women, with respect for the
- Labor rights of men and women
- Due application of labor laws
- Respect for the dignity and integrity of men and women workers
- Bylaws and regulations concerning the work of women and men
- Environment of respect or lack of respect
- policies for gender equity in the distribution of functions
- Measures to keep young men and women from being exploited or taken advantage of¹⁶
- Inclusion¹⁷ and appreciation for the value of reproductive work
- Value placed on the contributions made by women, men, young people, boys and girls
- Support for women and men colleagues that are carrying out gender-related fieldwork

Budget

- Financial resources allocated to support or remunerate the work of women leaders
- Budget allocation¹⁸ in genuine accordance with gender equity objectives
- Budget provided for follow-up on gender-related activities

15 ___ This refers to the participatory management used in some community projects, such as the project on construction of compost latrines in El Salvador.

16 ___ This refers to the exploitation of young people's labor.

17 ___ in project planning, implementation and evaluation.

18 ___ The goal is to evaluate whether the budget has been executed equitably, signifying that 40% to 60% has been allocated to project activities that benefit men or women.

Access to resources

- Amount of resources invested¹⁹ in the communities in comparison with the amount in central offices or headquarters
- Information, broken down by sex, related to community projects and work
- Men's and women's access to means²⁰
- General policies of equity regarding access to resources
- Honesty in management of resources on the part of promoters and technicians

Gender policies

- General policy on gender equity
- Policies for gender equity in work
- Application of gender policies to all projects, not just some
- Work plans that give adequate attention to the different needs of women and men
- Levels of discrimination by sex, according to the content of training activities

Decision-making

- General policy against discrimination by sex in decision-making
- Interest of top management in gender-related matters
- System of election and direct vote in which women participate fully
- Decisions are oriented toward gender equity

Violence

- Policies to fight violence²¹
- Confidential spaces and climate to talk about violence experienced by participants in the past or present

Selecting appropriate indicators

Using the context and entry variables as a reference, each organization should select its own equity indicators for follow-up and progress evaluation on the basis of its particular situation. Organizations can] choose the most relevant or important indicators from the ones contained in each dimension of this proposal, according to its context and entry variables. Additional dimensions or indicators pertinent to each community can also be added. However, it is absolutely essential to select a set of indicators for each one of the dimensions proposed, so that the impact produced on power relations between the genders can be assessed in a comprehensive manner.

19 ___ equipment and human resources, for example.

20 ___ Telephone, fax, computers, etc.

21 ___ Includes regulations against sexual harassment.

Once the **appropriate set of indicators** has been selected, priorities should be assigned within each dimension according to their importance. It is perfectly possible that an organization or project may choose to apply the entire set of gender equity indicators proposed here, along with their respective weighting. When selecting the appropriate set of indicators, each project should take into consideration **specific variables** having to do with the context, groups, communities or populations on which the impact is to be produced. Likewise, it is very important to consider whether to include indicators that measure progress toward gender equity, but relating them to specific important ethnic, cultural or age-related variables. The set of indicators for *Garífuna* (Honduras) and indigenous (Guatemala) populations resulting from the workshop processes are shown below, as an example:

**Guatemala-
Indigenous
Populations**

- Girls and boys are allowed to wear their typical dress when they go to school.
- Women and men representing their indigenous groups (representation) in municipalities (local governments)
- Freedom for women and men regarding the use of appropriate clothing according to the type of work they are performing
- Lower level of «servitude» among women in family relations²²
- Higher percentage of indigenous women and men holding public posts in the community.
- The opinions of indigenous women and men are generally taken into consideration for decision-making
- Modifications in Mayan traditions having to do with women's "servitude"
- Remuneration for women who perform agricultural work as family labor

**Honduras-
Garífuna
Population**

- Adequate infrastructure for production in the local communities ²³
- Integration of international laws and agreements in national legislation, and their application in order to protect the rights of indigenous and *Garífuna* populations
- Equal access for women and men to means of communication and transportation²⁴
- More women aware of their right to land use²⁵
- Greater equity for women and men under the legal figure of "family assets"²⁶

22 ___ This is a specific situation concerning indigenous customs, in which daughters-in-law "serve" their mothers-in-law, daughters "serve" their mothers and wives "serve" other wives.
 23 ___ production of plantain, manioc, coconut
 24 ___ means of communication between communities or between communities and the center and related to the specific issue of the isolation characterizing *Garífuna* communities
 25 ___ This refers to regulations concerning collective ownership and individual use of land.
 26 ___ See previous note.

- Access for women and men to technical training centers in each community
- Exchanges among women from different ethnic groups

4. Instruments for Gathering Information

When constructing indicators, it is recommended that the organization or project **gather information on all dimensions²⁷ of the community** where it is located. The following techniques are recommended:

- **Analysis of information in existing databases:** There will some indicators for which information can be extracted from official statistics provided by institutions or government agencies, nongovernmental organizations or research centers. In this case secondary data can be analyzed to reveal the situation of women in each community.
- **Rapid surveys in the community:** Periodically, questionnaires can be given for the exclusive purpose of gathering the information needed to construct gender equity indicators and obtain relevant data for some of the indicators. The questionnaires must be given on a systematic basis at certain intervals (every year or two) and at the same time of the year. That way the necessary information will be available on time and maintain a certain consistency with respect to the moment of measurement. This provides a degree of control for possible strange variables related to periods of the year.
- **Focus Groups:** This technique can be used to construct some of the indicators, particularly the most qualitative ones, and centers on small groups made up of eight to ten people. Qualitative information is generated during group discussion on the topic chosen, for example, domestic violence against women. The women or men participating are encouraged to talk about their own experiences and respond to the comments made by the other participants. A dialogue is generated based on ideas and points of view not generally expressed in an individual interview. The same focus groups (by topic) can be maintained and consulted periodically during the time indicators are being applied (Aubel, J. 1993). Focus groups can be comprised of the participants in workshops on gender awareness or training held by the organization or project as part of its regular work programs of work.

*Creating
precision
instruments
for
gathering
information*

27 — Except for the dimension of indicators that apply to mixed organizations or projects, which requires a different procedure (see step 6).

5. Fieldwork

Carrying out the fieldwork

Once the final information-gathering instruments have been prepared, the next step is fieldwork. The overall results obtained should be categorized according to certain variables, such as **age, schooling completed, financial income, marital status, the number of people who live together, and the environment**. These variables must be kept in mind when deciding which population or sample will be given the questionnaires or when forming focus groups. It is recommended that the information for constructing indicators be gathered at **three different moments, from the same population, sample or focus groups, at an interval of one or two years**. This makes it possible to note progress or setbacks in gender equity over time.

6. Indicators for the Organization/Project

Constructing gender equity indicators in the organization or project

Techniques and procedures must also be designed for constructing gender equity indicators that will be applied to the organization or project in question. **This has to do with progress toward gender equity within each organization or project**. In this case, information is gathered from within the organization or project, involving leaders, personnel and immediate beneficiaries. It is very important to compare indicators constructed in the inner domain of the organization or project and those constructed in the community arena, with the entry variables.

7. Data Banks

Designing a data bank for information storage

A **data bank** should also be set up to hold the series of data collected from different applications made at different points in time. This information will be extremely useful for planning and evaluation of rural development initiatives.

8. Systematizing the Information

Processing the data

During this stage of the process the idea is to **establish the foundations for the construction of an integrated system of gender equity indicators**. It is recommended that information be systematized as follows:

- **Determine if the data corresponds to a baseline indicator = 3, an intermediate indicator = 7, or a final indicator = 11,** according to the indicator charts included in this proposal. Once the appropriate set of indicators has been chosen for each organization or project and the corresponding information has been gathered, the next step is to establish a more precise scale within the initial, intermediary or final level of the indicators. Such a scale will show small changes or advances resulting from the fieldwork that has been carried out.
- **Multiply** the weight corresponding to each indicator (3,7,11) by the weight assigned to each indicator, according to the scale of priorities established by each organization or project, from most important to least important. **For example,** if, after gathering the relevant information, we locate **the first indicator of the WORK dimension, related to non-traditional work = 18 (see page 44) at baseline = 3: between 0 to 20% of the people (adult women and men) who perform unpaid domestic work are adult men, then we multiply $18 \times 3 = 54$.**
- **Add** all the values corresponding to the indicators in each dimension. To continue using the same example, if in a second application **the percentage of adult men turns out to be that 20 to 40% of all adults (women and men who perform unpaid household work,** it can be considered that the organization or project's work has contributed to making a **qualitative leap** by obtaining a **sustained increase toward gender equity.** This indicator can consequently be placed at an **intermediate level = 7;** thus, we multiply $18 \times 7 = 126$. This factor is definitely going to have the effect of increasing the value corresponding to the work dimension and to the total sum, which in turn indicates progress in terms of equity in the relations between women and men.
- **Note** that some indicators refer only to the **population of adult women in the community.** Others refer only to the **population of adult men in a community.** **As an example, let's look at the first indicator in the RESOURCES dimension, concerning access to and use and control of technology = 17 (see page 47) If located at the baseline level = 3, from 0 to 20% of all adult women in the community have some knowledge of mechanics; and as intermediate level = 7: from 20 to 40%; and as final level = 11: between 40 and 60%. These percentages are calculated on the basis of total adult women in the community. In other words, if the percentage of adult women who know something**

about mechanics is between 0 and 20%, then it is placed at the initial level. If at a second moment of measurement this percentage has risen to 20 to 40%, it is then placed at the intermediate level. If at a third moment the percentage has increased to between 40 and 60%, then it is placed at the final level.

- **An equitable percentage of women and men (for certain final indicators) is one showing 40 to 60% of all adult persons (men and women) in the community.** When the final value of the indicator is an equitable percentage of women and men, the baseline, intermediate and final value is calculated on the basis of the total number of adult persons²⁸ (women and men) in the community. It should also be clarified that the percentages established here are a flexible range, not straitjackets.
- **Add the values corresponding to all the dimensions to obtain a global indicator or index on gender equity in the community** where the organization or project is located.

9. Reports

Writing reports

As we commented earlier, every one or two years it is **necessary to prepare a report assessing the status of gender equity**. The bulk of the report content should concern data from the most recent time information was gathered, but with constant references to the results from previous moments, since being able to study trends is one of the most important virtues of this process. In writing the reports, it is a good idea to group results separately according to dimension, but also to give an overall view of the status of gender equity. In addition, the use of written text, charts and graphics enhances report content and makes it easier to understand. The written text should be sufficiently broad and clear to enable any reader to interpret the results. It should also allow persons with decision-making capacity to make the right decisions with a vision toward the future.

As a type of simulation, below we describe a hypothetical construction of gender equity indicators, based on various examples of work carried out at the validation workshops for this module.

28 ___ This does not include cases in which it is explicitly stated that the indicator has to do with girls or boys; for example, indicators on violence against girls or boys.

Example

HYPOTHETICAL PROJECT: CONSTRUCTION OF COMPOST LATRINES

1. Prepare a profile of the community, regional and national context in which the project is located: describe the project

In this step, **DESCRIBE THE PROJECT**: clearly specify the justification, the objectives, the target population, project phases, duration, resources, expected outcomes and organization. It should also be specified how a gender perspective would be integrated in the project, and its current stage.

Our hypothetical project has the following characteristics:

- The project involves environmental sanitation that is appropriate for the surrounding conditions and corresponds to the needs of the target population
- Duration: 1994-1999
- Resources: \$500,000
- *Situation of the population: lack of drinking water; prevalence of water-related illnesses; poverty; economic incapacity to solve the problem of access to drinking water; most of the housing has zinc roofing, mestizo population; women take care of children and the sick*

Another suggestion is to make questions out of the context variables defined for each dimension (see Chapter V on The Method, 67-70) . These questions should be answered systematically and explicitly.

As an example, let's look at one of the context variables for the WORK dimension:

- Employment opportunities for women and men

We can ask the following:

What employment opportunities are there for the women and men in the country, in the region, and in the community where the project for compost latrines will be carried out?

In the community:

- Most of the women work in their homes without remuneration
- Most of the men work in the fields as self-employed farmers
- Some men perform additional farming work for other middle or large farm owners
- Some women do farming or make crafts, in addition to their unpaid housework
- One group of women grows and processes medicinal herbs

In the region:

- In addition to agricultural work, certain activities have been developed in the area of agribusiness, tourism, trade and services. These work opportunities are mainly accessible to men, although some women are starting to work in these sectors
- Women continue occupied with housework, for the most part, even though there is a growing number of women who are becoming incorporated in services, trade and certain agribusiness activities

In the country:

- Agriculture continues to be the main productive activity in the country, although non-traditional exports, industry and tourism are acquiring more importance
- Women represent approximately 30% of the EAP, and men 70%
- Working conditions for most women are of low quality
- Women's employment is tending to increase in the informal sector

Important considerations:

- Whenever possible, try to define the number of people working in each activity and the qualitative and quantitative characteristics of each type of work or activity.
- This information can be found in the official documents of organizations or projects, but should also be complemented with information from other sources, such as national statistics, databases or documents from public institutions, appraisals made by diverse governmental and non-governmental organizations, among others.
- The corresponding questions should be made for each of the context variables listed, as well as any other context variable related to the particular project to be implemented or to the population that will be impacted.
- This same procedure should be followed for the context variables in all of the dimensions (RESOURCES, EDUCATION, HEALTH, POWER RELATIONS, VIOLENCE, SOCIAL RELATIONS, INDIVIDUAL GROWTH AND QUALITY OF LIFE), until there is a complete profile of the context in which the project hopes to produce an impact on gender relations.

2. Identify the Entry Variables:

It is suggested that an assessment be made of how each project has integrated a gender equity perspective in the project, and specifically, how it has actually been incorporated in the different components, levels, and phases.

For example, certain entry variables will be taken from each of the groupings indicated (see Chapter V on The Method, pages 70-72):

Forms of Management:

- Women and men in the community are consulted on the need to improve hygiene conditions, on techniques for the construction and use of latrines, and on any difficulties that have been found in using this technology
- Most members of the board of directors are women, but the president is a man
- Women's proposals are incorporated to adapt the technology to the needs of the community
- Women's participation in the process of constructing and using technology

Human Resources:

- Training processes held separately for men and women
- Allocation of human resources specialized in gender
- Technicians participate in training processes and utilize methodology with gender equity perspective

Access to Resources:

- Appropriate and accessible technology for both men and women
- Accessible financial resources

- An effort should be made to spell out all policies, measures and resources that the project will devote to its work toward gender equity.

3. Select an appropriate set of indicators:

Selection of the appropriate set of indicators for the project should be based on the context and entry variables.

We will use the HEALTH dimension to illustrate how to proceed in the process of selecting an appropriate set of indicators for our hypothetical project.

The project's managers believe that the following indicators can significantly show how the project is contributing to gender equity in the HEALTH dimension:

- Equitable percentage of men and women taking care of the sick
- Decrease in the percentage of women with gastrointestinal illnesses
- Decrease in the percentage of men with gastrointestinal illnesses
- Decrease in the percentage of girls and boys with gastrointestinal illnesses
- Better levels of nutrition in women and children
- Improvement in the quality of water
- Decrease in the level of environmental contamination

In a collective and participatory form, the indicators selected are then ordered and weighted according to their importance and relevance with respect to context and entry variables.

Health Indicators Weights

- | | |
|--|---|
| - Decrease in the percentage of women with gastrointestinal illnesses | 7 |
| - Decrease in the percentage of men with gastrointestinal illnesses | 6 |
| - Decrease in the percentage of girls and boys with gastrointestinal illnesses | 5 |
| - Improvement in water quality | 4 |
| - Decrease in environmental contamination | 3 |
| - Equitable percentage of men and women taking care of the sick | 2 |
| - Better levels of nutrition in women and children | 1 |

The same procedure used for the HEALTH dimension should be applied to each and every dimension of the proposal: WORK, RESOURCES, EDUCATION, POWER RELATIONS, VIOLENCE, SOCIAL RELATIONS, INDIVIDUAL GROWTH and QUALITY OF LIFE. A project may want to add other dimensions considered important for assessing the impact of its work in power relations between the genders.

The following indicators are considered appropriate for assessing progress toward gender equity WITHIN THE PROJECT:

- Equitable percentage of women and men in decision-making
- Equitable percentage of women and men participating in training activities
- There is always support for women who are known to be victims of violence
- Equitable percentage of women and men participating in gender equity activities
- Equitable percentage of women and men in positions of leadership
- Equitable percentage of women and men managing information about the project
- Increase in the percentage of women participating in planning activities
- Increase in the percentage of women who feel a part of decision-making
- Equitable percentage of women and men handling financial resources
- Project technicians promote gender equity at work

In a collective and participatory way, the indicators selected are then ordered, weighted, and prioritized according to their importance and relevance with respect to context and entry variables.

Project Indicators	Weights
- Equitable percentage of women and men in decision-making	10
- Project technicians promote gender equity at work	9
- Increase in the percentage of women who feel a part of decision-making	8
- Equitable percentage of women and men managing financial resources	7
- There is always support for women who are known to be victims of violence	6
- Equitable percentage of women and men participating in training activities	5
- Equitable percentage of women and men in positions of leadership	4
- Equitable percentage of women who manage information about the project	3
- Increase in the percentage of women participating in planning activities	2
- Equitable percentage of women and men participating in gender equity activities	1

4. **The next step is to follow the methodology proposed here for gathering, recording and processing pertinent information, and then prepare the corresponding report. As recommended in the fifth step (see pages 75-76), the same procedure should be applied at three different moments at intervals of one or two years, as considered appropriate for each project.**

VI EPILOGUE: "THANK YOU LETTER FROM A CAMPESSINO"

*School of Anthropology and Sociology
23/07/98 July
University of Costa Rica*

Ana Cecilia Escalante:

Hi Ana how are you I hope you are feeling better now that you are with your family. Well, I'm here with my family and we're fine, thank the Lord.

I got home okay after the workshop. It was pretty useful for me, after we had that meeting I feel like it helped me in some way. I feel like I've changed a little in my way of thinking even though I don't know how to read. Now I realize many things, now I understand my wife and my daughters. I would like more training so I can feel more useful and not feel kind of dumb like so many campesinos do. I hope we will see each other again when they invite me to other training, or if not I hope you can come to my humble rancho to get a little country air.

Well, see you soon, everyone in my family sends regards and hope you write soon. If you write please send it to Casa de la Mujer, San Miguelito MUSAN, Departamento de Río San Juan.

Kisses and hugs from your friend who remembers you always,

Alfonso Rivas Urbina

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ANNEX 1: Cards



Objective: Identify life experiences or specific situations that have made it possible for participants to become aware of or initiate processes of change in gender relations.

Materials: Different-colored cards
Markers
Adhesive tape
Blackboard or wall

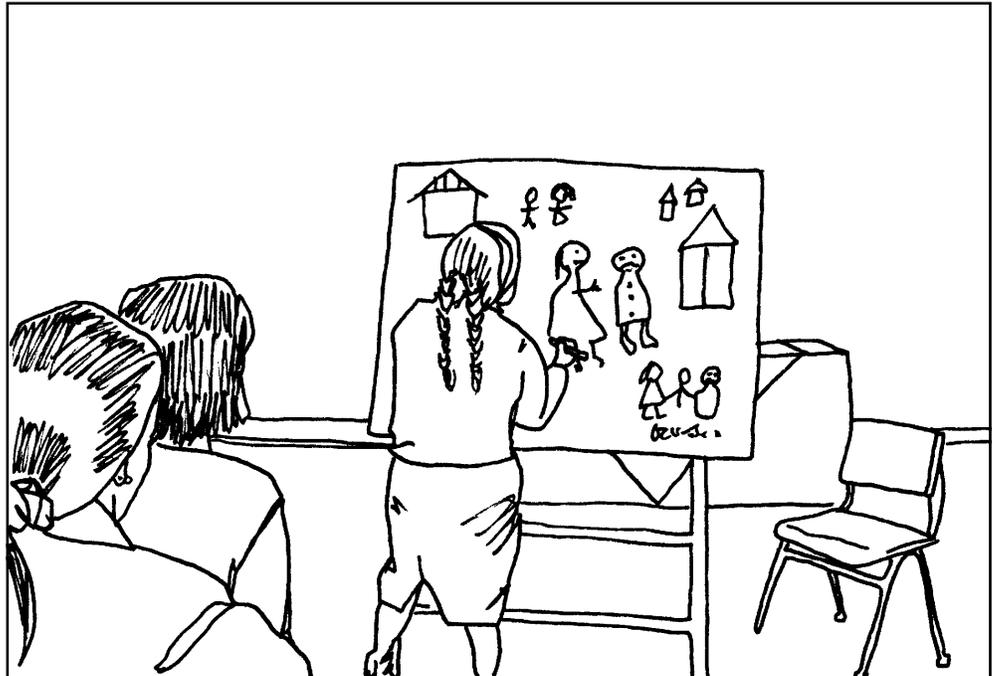
- Procedures:**
1. Give participants 15 minutes to write about key situations or moments that have allowed them to visualize themselves as different men or women. Each situation should be written on a different card.
 2. Once people have finished, ask them to share what they have written with the group. Each card should be taped to the wall. When cards show similar situations it is important that they be placed near one another.
 3. Once the cards are taped to the wall, ask the participants to group them according to similarities in content.¹

¹ ____ It might be useful to prepare some general categories ahead of time to make it easier to place the cards, for example, "non-traditional children's games" or "different parental models". These headings can be taped up before participants begin sharing what they have written with the group. If someone feels that a card does not fit in any one of these, make sure to open up new category headings.

4. After analyzing each one of the groupings, recommendations are then made on how some of these experiences or situations can be incorporated by organizations or projects in order to facilitate consciousness raising in communities and begin processes of change toward relations of equity between the genders.

5. To conclude, the group can reflect on the results of the exercise.

ANNEX 2: Dreams



Objective: Imagine possible changes in gender relations at the community, family and personal level.

Materials: Comfortable and quiet place
Large sheets of paper
Markers

Procedure:

1. Ask the men and women participating to find the most comfortable position they can.
2. Then ask them to close their eyes and listen to the story, which should be told in a slow, smooth and restful voice:¹

"We're going to enter the world of our imagination...Last night I was very, very sleepy. As soon as I got into bed, I fell fast asleep. In the midst of this deep, deep sleep I began to dream. At the beginning I couldn't figure out what I was seeing. It was strange and different. It was as if everything had been turned upside down in my community. Men and women were different, even the girls and boys... I couldn't believe what I was seeing... wow! Little by little I was seeing things I really liked. I don't know what happened, but it was like things I had always dreamed of changing. It seemed as if

¹ ____ Another alternative can be to show an inspiring documentary.

we men and women everywhere were being treated as equals. Men and women even felt equal. It was so strong that I could feel these changes, too. I couldn't believe it; I just couldn't believe it. Inside I was thinking differently, I felt different and I even saw things in a different way. But there it was, and I just sat there watching it with a smile on my face, just grinning from ear to ear. The people, the attitudes, the gestures, the things they were doing, what they were able to do, everything was different. Suddenly, bam! I woke up. I had a strange sensation that just a few minutes had gone by, but at the same time, that many years had passed. You can't imagine how surprised I was when I saw that I had been asleep for a little less than an entire day: 23 hours. I think I actually did travel in time, and that made me feel good. Could the dream be real?"

3. Tell the participants to open their eyes, and then ask them, "What do you think this person dreamed of?" Work with them in small groups.

4. Once group discussion has finished, draw the dreams on large sheets of paper to make a sort of collective mural, and have the groups share their drawings with one another.

5. Reflect on the possibilities and obstacles involved in making the dream real.

ANNEX 3: Cutouts



Objective:

Identify and analyze the use, access to and control of resources¹, along with possible indicators of change, according to the situation of gender relations in each community.

Materials:

Pictures cut out from magazines²
Adhesive tape.
Large sheets of paper.
Markers

Procedure:

1. Work in groups of five people. Give each group a series of cutouts from magazines showing different types of resources.
2. The group classifies each one of the cutouts in the following categories: a) a resource generally used and controlled by men; b) a resource generally used and controlled by women; or c) a resource generally used and controlled by both men and women. Each category should be written out as a heading on a large sheet of paper, where cutouts are placed according to the criteria of the group.

1 ____ This technique can also be used for the "Work" dimension.

2 ____ The cutouts should be pasted onto cardboard so that they won't tear and can be used on other occasions. In addition, there should be at least thirty cutouts showing resources or work of all type (natural resources, transportation, information, productive resources, tools, etc.).

3. Once the classification work has finished, results are shared with the other participants and a discussion is held in the full group concerning the possible manifestations or expressions that make it possible to visualize the situation described on the murals changing toward equity. The different indicators are written down on large sheets of paper.

ANNEX 4: Complete the Sentences



Objective:

Identify possible indicators of change in gender relations in couples, in the community and in the family.¹

Materials:

Copies of incomplete sentences
Pencils with erasers
Large sheets of paper
Markers

Procedure:

1. Each participant is given a copy of the incomplete sentences. Ask them to imagine a hypothetical situation: "If there were equal opportunity for women and men in my community..." They should complete the sentence based on this hypothetical situation. It is important to tell people that there are no right or wrong answers, and to write down the first thing they think of.
2. Once everyone has written down their individual responses, these are then written on large sheets of paper, one for each sentence.
3. Based on the groupings of answers, ask the men and women participating to think how the changes indicated could actually be manifested in families, couples and the community. The different indicators are then written down on large sheets of paper.

¹ ____ This technique can also be used for the dimensions of "individual growth" and "quality of life".

Group Work

Objective: Construct gender equity indicators

Topic: Individual growth and quality of life

INCOMPLETE SENTENCES

If there were equal opportunities for women and men in my community, then...

1. In my house:

2. In my family:

3. My health would be:

4. Relations with my women friends would be:

5. Relations with my men friends would be:

If there were equal opportunities for women and men in my organization or project, then...

1. I could:

2. I would participate in:

3. I would have:

4. I would feel:

5. My women colleagues would be:

6. My men colleagues would be:

Group Work

Objective: Construct gender equity indicators

Topic: Social relations

INCOMPLETE SENTENCES

If there were equal opportunities for women and men in my community, then...

1. Meetings between women (young people/indigenous people) in the project/organization would be:

2. Meetings between men (young people/indigenous people) in the project/organization would be:

3. Mixed meetings (men and women) in the project/organization would be:

4. Exchanges with other projects/organizations would be:

5. Participation of women (young/indigenous women) in the project/organization would be:

6. Participation of men (young/indigenous men) in the project/ organization would be:

7. Relations within the couple would be:

8. The contribution of women (young/indigenous women) in the project/organization would be:

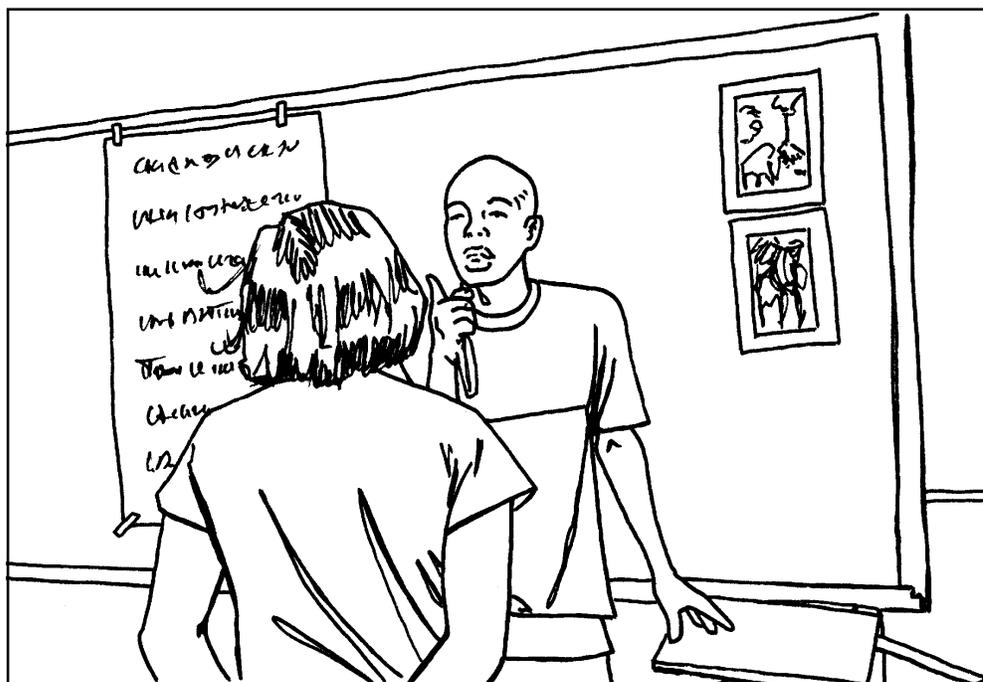
9. The contribution of men (young/indigenous men) in the project/ organization would be:

10. All of us would feel:

11. Between all of us we would achieve:

12. Our community:

ANNEX 5: Dramatizing Real Life



Objective:

Identify ways in which inequality of gender is expressed in power relations and decision-making¹, and construct possible indicators of change

Materials:

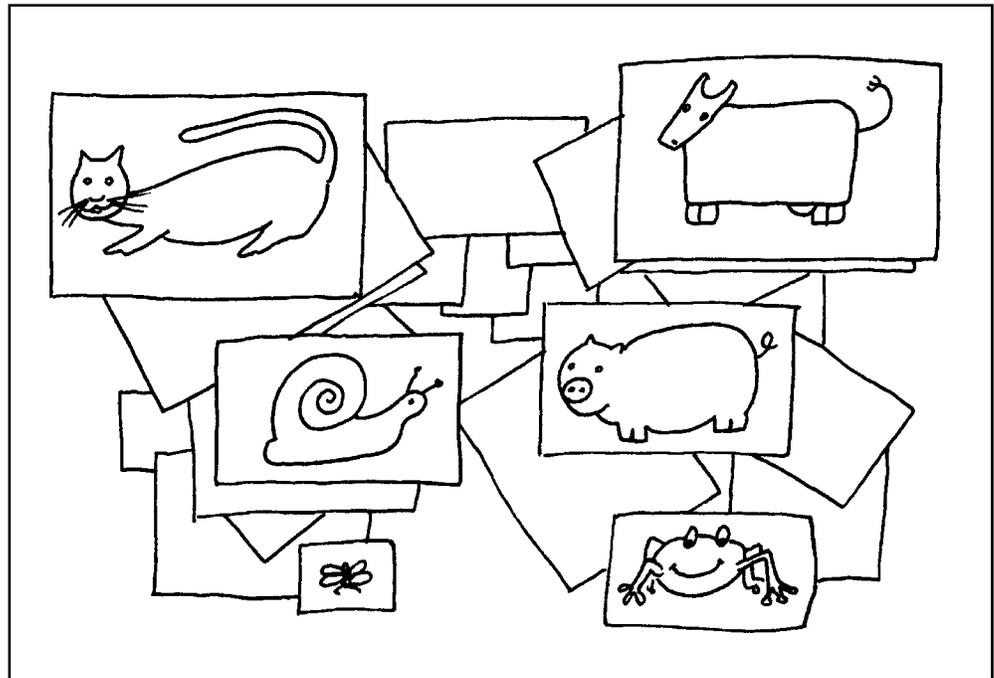
Large sheets of paper
Markers

Procedure:

1. Divide the group into smaller groups of five persons each, and ask participants to do a type of brainstorming of real-life examples of inequalities in power relations and decision-making. They should find at least one example for each of the following environments: the family, institutions, the community and the organization.
2. Once the brainstorming is finished, the group selects one of the examples and imagines how this case would be if there were gender equity.
3. The group then prepares a dramatization about the example selected, presenting both situations, reality and what things would be like if there were equity between men and women.
4. Each group presents its dramatization, and a collective discussion is initiated on how changes in what was portrayed and discussed could be manifested. The different indicators are written down on large sheets of paper.

¹_____ This technique can also be used for the "violence" dimension.

ANNEX 6: The Weights



Objective:

Prioritize the indicators considered most important in each dimension, according to the criteria of each participant.

Materials:

Drawings of animals (with different weights, such as cows, cats, frogs, snails or mosquitoes)
Adhesive tape. Large sheets of paper. Markers

Procedure:

1. Hang up the sheets of paper with indicators corresponding to each dimension, and give each participant a set of three animals with different weights. Participants are asked to think about which indicators are the most important for them in each dimension. The animal with the greatest weight, such as a cow or pig worth 3 points, is assigned to the most important indicator. The second most important is assigned a cat or frog, worth 2 points. The next indicator in terms of importance is assigned a snail or mosquito, worth 1 point. Each participant should place three animals next to the indicators corresponding to the weight assigned to the animal.
2. When participants have finished placing their animals, these are tallied to determine which indicator the group as a whole considers most important, which is second most important, etc. This does not mean that the indicators not obtaining weight are excluded. The idea is simply to establish the order of priorities, according to the social importance assigned to each.
3. This same procedure is carried out with all of the large sheets of paper with indicators for each dimension.

ANNEX 7: Field Trips



Objectives:

1. Make a rapid assessment of power relations (equality/inequality) between men and women in the projects
2. Obtain [input] insights for constructing indicators from people participating in the projects

Duration of the visit:

One day in each country

Quantity of visits:

Two simultaneous visits to different projects in each country

Quantity of interviews:

At least two interviews per project, three if possible

Interviewees:

Two participants of each project, one man and one woman. The third person can be either a man or a woman. The selection of interviewees is at the discretion of the interviewer/observer

Techniques:

Semi-structured interview and observation

Duration of the interview:

30-40 minutes

- 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.