



TOOLKIT

**for the monitoring and evaluation of
productive products with gender-based approach**

**Practical
ACTION**
Soluciones Prácticas

UNIVERSIDAD
CATÓLICA
BOLIVIANA
LA PAZ

IISEC

Instituto de
Investigaciones
Socio - Económicas



Aspen Network of
Development Entrepreneurs

Toolkit for the monitoring and evaluation of productive products with gender-based approach

Authors: Lic. Adriana Montenegro Oporto. Associate investigator, Instituto de Investigaciones Socio-Económicas de la Universidad Católica Boliviana San Pablo (IISEC-UCB), research fellow of the Hanns Seidel Foundation

Ph.D. Jean Paul Benavides. Investigator, Instituto de Investigaciones Socio-Económicas de la Universidad Católica Boliviana San Pablo (IISEC-UCB)

Mg. Mónica Cuba. Head of gender-based issues, investigation and knowledge management, Practical Action

Lic. Andrea Terceros. Gender-based approach independent consultant

La Paz: Practical Action/IISEC

No. of Pages: 64 pp

First edition: 2020

Revisión: Fernanda Wanderley. Director, Instituto de Investigaciones Socio-Económicas de la Universidad Católica Boliviana San Pablo (IISEC-UCB)

Shirley Pazos Bashualdo. Agriculture and marketplace manager, Practical Action

Julieta Vargas Mattos. Project manager, Practical Action

Translation English version: Geraldine O'Brien Sáenz

Style Editing: Mónica Cuba Iriarte

Design and Illustrations: Haru Estudio Creativo

Printing: Ideas Gráficas Print

@Practical Action

Representative: Víctor Hugo Yapu Flores

Address: Calle Presbítero Medina 2922 y Romecín Campos, Sopocachi. La Paz, Bolivia

Phone numbers: (591-2) 2119345, (591-2) 2910761

www.practicalaction.org

Instituto de Investigaciones Socio-Económicas (IISEC-UCB)

Director: Fernanda Wanderley

Address: Av. 14 de Septiembre Nro. 5369, Obrajes

Phone number: (591-2) 2782222 Ext. 2738

www.iiisec.ucb.edu.bo

This project was supported by the Aspen Network of Development Entrepreneurs (ANDE), a program of the Aspen Institute, with the aid of a grant from the International Development Research Centre, Ottawa, Canada. The views expressed herein do not necessarily represent those of ANDE nor IDRC or its Board of Governors.

The document was prepared through the partnership between Practical Action and the Instituto de Investigaciones Socio-Económicas, Universidad Católica Boliviana (IISEC-UCB), as a result of the project supported by ANDE and the support of the Hanns Seidel Foundation, that are not to be held responsible for any use which may be made of the information contained therein.

TOOLKIT

for the monitoring and evaluation of productive products with gender-based approach

**Practical
ACTION**
Soluciones Prácticas

UNIVERSIDAD
CATÓLICA
BOLIVIANA
LA PAZ



Instituto de
Investigaciones
Socio - Económicas



Aspen Network of
Development Entrepreneurs

CONTENTS

Foreword	7
Introduction	8
What are we doing? Having clear ideas	10
• Key concepts that should be taken into consideration	11
• What should we consider in order to start an evaluation?	15
• Recommendations for carrying out a good evaluation	18
Start up: Tools and analysis	21
• Methodological pluralism	22
• Tools	23
• Qualitative tools	23
– MEN-WOMEN Silhouettes	25
– Hour clock	29
– Annual activity calendar	33
– Community Map	37
– Activity profile	39
– Access and resource control matrix	42
– Focus group	47
– Semi-structured interview	50
• Quantitative tools	54
Final Words	60
Bibliography	61

FOREWORD

The toolkit here presented is the result of a collaborative construction process between the NGO Practical Action and the Instituto de Investigaciones Socio-Económicas of the Universidad Católica Boliviana (IISEC-UCB, Institute for Socio-Economic Research of the Universidad Católica Boliviana). The complementarity of visions and areas of action of both institutions is reflected in an innovative proposal that aims to respond to a frequent need that is in rising demand by non-governmental organizations: to measure the impact of gender-based actions promoted by development projects that in this case are productive projects.

The richness of this proposal lies in the compilation, adaptation and evaluation of tools known and applied by institutions and people that are active in the development sector, as well as specialists in gender approaches. These have been tested, validated and adapted by the scientific rigor of the research, but also complemented with innovative proposals.

Practical Action and the Instituto de Investigaciones Socio-Económicas of the Universidad Católica Boliviana (IISEC-UCB) recognize that gender inequalities and other social inequalities are fundamental causes of poverty reproduction. As expressed in the Sustainable Development Goals, gender equality and the empowerment of women and girls are human rights that are critical in the accomplishment of sustainable development. Therefore, these institutions understand the urgency to implement measures that address these inequalities and achieve changes that lead to more just and equitable societies.

In recent years, Practical Action's strategy, and therefore its actions through programs and projects, is oriented towards long-term transformations. Its focus is aimed at the most vulnerable and excluded groups, through projects to access resources such as water and technology, as well as improvements regarding market access. To achieve these goals, the projects contribute to the strengthening of spaces for participation that are sustainable and recognized within the communities.

For over forty years, the Instituto de Investigaciones Socio-Económicas of the Universidad Católica Boliviana (IISEC-UCB) has carried out exhaustive research activity, with the purpose of contributing to the understanding of social and economic problems facing our society. IISEC articulates the experience of the most outstanding academics in the country and the youth of our best young professionals. In this sense, it is a space of generational convergence for the analysis of our reality with an interdisciplinary research agenda in the long term, through a commitment to social justice and to overcoming inequalities and poverty. The construction of this toolkit has promoted the process of learning and understanding within both institutions. This rich and complex process of revision, application and construction has resulted in this first product, which becomes the starting point for creative and collaborative new processes of analysis, application and adaptation.

We hope for the appropriation of this material by all the interested actors committed to gender equality through its analysis, interpretation and application. The experiences will surely involve disassembling and reassembling the manual in a continuous dynamic adaptation to specific contexts and objectives. We also hope that these processes are as enriching for you as they were for us.

Shirley K. Pazos Bashualdo
**Agriculture and marketplace
manager
Practical Action**

Fernanda Wanderley
**Director
Institute of socio-economic
investigations
Universidad Católica Boliviana**



INTRODUCTION

The evidence, recognized today worldwide, that in most societies women have been historically placed in a lower place, both inside and outside of the home, and that this situation has not yet been overcome, points to the need to implement explicit actions to transform power relations that produce gender inequalities. During the last decades, NGOs, cooperation, donors, companies and other actors involved in development projects have realized the importance of understanding the distinctions between women and men regarding access to productive resources. For this reason, there is a growing tendency to incorporate the gender perspective in program and project development.

However, standardized indicators have not yet been consistently adopted by development and industry actors. Furthermore, due to the lack of disaggregated data and limited knowledge regarding potential ways in which resource use may vary by gender, women are often wrongly presumed to have similar levels of access and use as men.

The alliance between the NGO Practical Action and the Institute for Socio-Economic Research of the Universidad Católica Boliviana in the framework of the project “Measuring the impact: Tools to quantitatively and qualitatively measure the impact of the inclusion of the gender-based approach in productive development projects”. This project, financed by the Aspen Network of Development Entrepreneurs (ASPEN), aimed at creating a toolkit for measuring and evaluating the achievements attained by incorporating a gender approach in productive development projects. This toolkit was applied through beneficiaries of various projects implemented by Practical Action in different geographical areas of Bolivia, in relation to the introduction of productive technology and resilience to climate change. Participating populations belong to indigenous peoples of the highlands and lowlands; this implies a wide variability in environmental, socioeconomic and cultural conditions.



WHO IS THIS TOOLKIT FOR?

There are a large number of methodological guidelines and manuals for the evaluation of development projects, which are differentiated by length, depth or the focus they adopt, and which are aimed at researchers or development agents. This document is specifically intended for use by technical and field personnel; especially for those who are not familiar with the gender approach, or with evaluation or monitoring methodologies, and who require monitoring the results of their projects in a simple, but nonetheless complete and serious way.

HOW TO USE THIS TOOLKIT?

The development of this toolkit has been guided by a spirit of clarity and practicality, following the continuance that a project's evaluation activities should normally carry out. Thus, in the first part of the text we present a brief conceptual revision that will allow us to understand its contents. We do not make an extensive presentation of definitions, but a selection of what could be called “the ABCs of gender approach”. Subsequently, we include criteria to be taken into account when designing an evaluation strategy as well as a series of recommendations for activities preceding, during and following said evaluation. Finally we include a list of specific good practices for working with women. The second section presents the most frequently

used qualitative tools and the survey as a tool to collect production data in a quantitative way.

For each of these, a description, necessary materials and a field application guide are summarized. In addition, as a differentiating element, examples of field results obtained and their interpretations are presented. Our intention has been to make a brief outline analysis of the information, in the sense that, particularly regarding the qualitative tools, the implementation is normally less clear in relation to quantitative tools

DIMENSIONS MEASURED BY THE TOOLKIT

Amongst everything that can be measured in regard to gender issues (roles, assets, properties, access to technologies, etc.), this team has focused, in general, on four dimensions, considering that other topics can be added. Different tools are presented for each dimension, from a perspective of methodological pluralism.

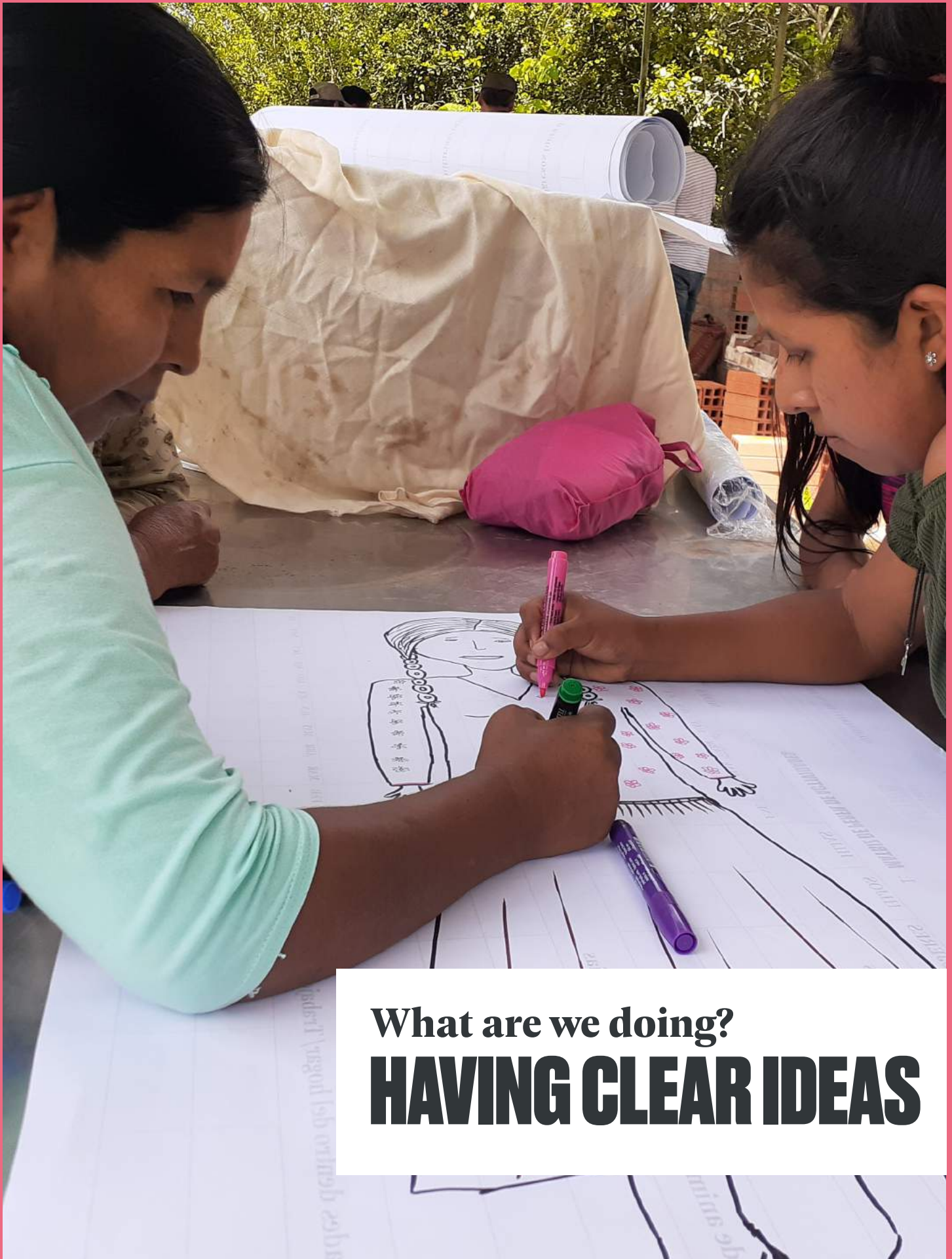


The first is that of living conditions, addressed through access and control of resources that men and women have.

A second dimension is that of gender roles, particularly regarding the division of productive and reproductive labor, and the use of time within the household, plots of land, farms or other productive spaces, in the selling of products and within productive and community organizations.

The third dimension, that of socio-political position, valued through the participation of women in productive and community organizations, self-assessment of the relevance of this participation and finally, the capacity for self-determination regarding one's own body.

Finally, we focus on a more particular aspect of the role of women in relation to access, appropriation and sustainability of technology, as a transforming element of their subordinate position within arenas such as family, organization and community.



What are we doing?
HAVING CLEAR IDEAS

Although this toolkit focuses on practical elements for project evaluations, it is necessary to establish some theoretical reference points to ensure a common understanding of what it means to carry out a gender perspective. In this first part, a selection of basic concepts was made. Based on this common language, the following two sections will establish, on the one hand, the steps preceding the design of an evaluation strategy and, on the other, a series of recommendations for the different stages of the process.

1. KEY CONCEPTS THAT SHOULD BE TAKEN INTO CONSIDERATION

- **Gender:** There is, today, a global recognition of the difference between sex and gender. Sex refers to biological characteristics, that is, the anatomical or physiological characteristics with which men and women are born. In contrast, gender has to do with socially and culturally constructed profiles for these both, in which they are assigned different attributes, roles and responsibilities, which vary according to place, culture and historical moment (Kishor, 2005). So, gender is an important category of analysis because the qualities that a given society and culture attribute to each sex have consequences on what is expected, allowed and valued by men and women. Therefore, it influences specific aspects such as the right to property, political power, and access to health, education and employment opportunities.

Categories of gender are always modifiable: for example, in 2019, Brazilian Marta Vieira da Silva became the top scorer of the soccer world cup (including the men's) by scoring 17 goals. The same year, and against the notion that the kitchen is a uniquely feminine space, Arnaud Donckele and Michel Troisgros (France) were in the top 100 best chefs in the world.

However, gender differences and inequalities are visible in everyday spaces and even more so in those vulnerable to situations of poverty, for example: There is a tendency to invest more in the education of male children. A World Bank study (Wodon et al, 2018) mentions that, in low-income countries, less than two-thirds of girls (65 percent) complete primary school and only 34.4 percent complete lower secondary. In different areas of action, especially in the Amazon, Practical Action has found communities where girls stop studying, firstly because they are more at

risk (harassment and violence), and also because they are believed to be ready to be mothers, to train and care for a family (Cuba, 2018). On the other hand, it is assumed that it must be men who provide, who do the heavy lifting and manage technology, while women are “more delicate” and do less productive work, they are the ones who manage the resources that men bring home, and are left in charge of housework, an unpaid job, made invisible.

- **Roles and stereotypes:** According to the UN, gender roles are “social and behavioral norms that, within a specific culture, are considered socially appropriate for individuals of a specific sex. These often determine differences in the responsibilities and tasks assigned to women, men, girls and boys inside and outside of the private sphere of the home” (2016: 193). For example, in our society it is women who do, if not all, the vast majority of household tasks (cleaning, care, cooking, etc.). Men are the ones who perform the most productive tasks, or drive the truck or taxi. Hence, men have the role of bringing money to the family.

Arising from the roles built on the male-female dichotomy, gender stereotypes emerge. These are generally rigid preconceptions or ideas regarding what women and men are and should be. Stereotypes affect human potentialities by stimulating or repressing a person's decisions based on their adaptation to the gender stereotype (Lamas, 2002). Gender stereotypes may determine, for example, that women think they are less able to learn about management or operation of technology, business plans, or that they underestimate the usefulness of continuing their studies or the need for their participation in spaces such as productive organizations, unions, community, etc.

- **Gender approach:** It is a conceptual tool that allows systematically perceiving, question and making visible gender inequalities that are naturalized by society. “From this perspective, it is considered that these conditions, positions and roles reach all social, economic and political life, public and private” (OXFAM, 2014: 3). This tool seeks to decrease the exclusion of development benefits for women and girls, and promotes their participation.

“This approach has helped to overcome the idea that the so-called ‘women's problem’ is exclusively their problem to show that relations between women and men are actually a constituent part of every social problem by involving

not only the subjects as isolated individuals but also the relationships between them and the (social) system of which they are part” (UNITAS, 2017: 1).

A project has a gender focus when:

- It makes women **visible** as part of the target population for actions.
- It **identifies** situations of inequality between men and women that operate at the expense of women.
- It **analyzes** what are the causes of this inequality, working also on relations between men and women.
- It **acts** accordingly, on the basis of justice and social equality.

Practical needs and strategic needs

- **Practical needs** are defined as immediate material scarcity and dissatisfaction with basic living conditions, such as food, water, health, employment, etc. Generally, these needs are common to both men and women, although they can be prioritized differently, and it is possible they be met without transforming traditional gender roles.

- **Strategic needs** are related to social status differentiated by gender, so they require questioning of the divisions of labor, roles, power, etc. and they vary according to context. They may include issues such as legal rights, access to land, domestic violence, labor market conditions, control of the body itself, political participation free of harassment and violence, training and exercise of leadership, etc. (Gender Action, 2009). In this sense, the recognition of strategic needs aims to the transformation of roles to achieve gender equality, making them more difficult to satisfy, due to the fact that they have to do with awareness and change in the behavior of both men as women (Alfaro et al, 1997).

They also require reflection on many more variables, such as working on the basis of inequalities and differences, considering working hours, care tasks and work overload (triple work) to avoid worsening conditions of violation of rights, such as family violence: These needs require the work with men and not only with women and the creation of work methodologies from this approach. All this will require a specific budget and trained personnel or a team that complements the skills and abilities.



Thus, for example:

A project may focus on strengthening a women’s textile organization to generate income and improve their situation, meeting the practical needs of the women. If the project also encourages training and organization for the maintenance and installation of technologies (photovoltaic panels, electric spinning machines), it strengthens knowledge in business plans, accounting, market strategies, and the organization itself (as a structure) in terms of its statutes and the capacity of its collaborative leaderships. The result is, in addition to generating income, the break with traditional gender roles that consider this activity to be distinctly masculine, and thus satisfies strategic gender needs.

- **Care is a social right:** The concept of care refers to routine management and maintenance of life and health through direct attention among humans. In concrete terms, care is a set of human interactions that include feeding, educating, curing, responding, and protecting. These interactions are at the heart of social life and all

human beings need care. However, due to life cycle or physical and psychological condition, some groups need more care than others, such as children, teen agers, people with disabilities or with disease, and dependent adults.

The concept of care articulates the rights of those who provide care and those who receive care, under principles of solidarity, justice, cooperation and equity, where the notion of solidarity rises as a central value for the exercise of human and social rights in equal opportunities.

Socio-labor realities, areas generally related to productive labor but also determined by social issues, are constituted by income-generating activities and by those linked to the reproduction of families. Both activities mean work by requiring a physical, emotional and psychological effort, as well as availability of time. That means that the concept of work is broad and covers income-generating activities as well as those that add value to households and communities. Although these second activities do not generate monetary income, they are equally important for the reproduction of individuals, families and society. Therefore, care activities carried out within households and communities have the same social and economic value as paid work. This approach has made possible to understand and explain the unequal opportunities faced by men and women to generate income while implementing the care activities that are necessary to achieve for the well-being of their own and their families.

The gathering of evidence on the inequitable organization of care work (both in families and societies) has reinforced the recognition in international norms of the right to care; this was a long process and driven mainly by the feminist movement in the world and in Latin America. Its incorporation into the 2030 Agenda for Sustainable Development was a key step in the framework of global agreements. Target 5 “Achieving gender equality and empowering women and girls” includes the obligation to “recognize and value unpaid care and domestic work.” Goal 5.4 establishes the responsibility of States “to provide public services, infrastructure and social protection policies, under the approach of co-responsibility of care.”

Gender stereotypes and roles often attribute care work to women, doubling or tripling the working day; for example, they are credited with preparing food, caring for sons or daughters, taking care of older adults, keeping

the house clean, etc., without considering that this work is invisible and unpaid, but that it contributes to economic development, because it is precisely this work that reproduces the social- productive dynamics, for example: if Juana would not do this care work in her family (feed , educate, cure, etc.), how productive could John be, without eating properly, if he were sick, without the opportunity for study - at any level? However, for this to happen, it is women who are forced to concede spaces of education, health, etc. This is why it is important to reduce the impact of stereotypes on gender roles and therefore reduce inequality gaps and promote equity.



- **Empowerment:** It is a process through which women increase their ability to make decisions over their own lives and their environment. This requires an evolution of self-awareness regarding their position in society and the mechanisms to improve that position (Schuler, 1997).

The following is an example of the empowerment process based on the Practical Action experience, based on a Bolivia - UN Women working model (Ximena Loza, personal communication, March 19, 2020).

Doris' case as an example of empowerment

Doris lives in a community in Alto Beni; she participates in a banana production organization. She accesses training in technologies and methodologies management that allows her to generate knowledge and best practices in production. Several organizations have provided training spaces in entrepreneurship, business plans, leadership, regulations of the productive sector and women's rights, under a gender-sensitive, but also transformative approach. She has continued to prepare and make consultations independently.

Together with her women colleagues, she is in charge of managing the technology (productive assets) such as the solar dryer, trays, banana slicer, washing machine and mill that were installed together with Practical Action for the transformation of banana flour. The men have been appointed to look for markets and the women, on their own initiative, began to bake cakes and sell them among their neighbors; this generates remuneration for the time invested in the organization.

The women are informed that they can sell to the municipality for the School Breakfast Program and they quickly meet the organization to file paperwork and requirements of the process (organic statutes, legal status, etc.) that are not always available or are of difficult access (time, assistance, budget) for all organizations, but this organization began to file as part of the organizational strengthening process. They name Doris and Federico to be in charge and she also accepts.

For the next annuity, they are selling cakes and other products as part of the school breakfast program in this municipality. This generates income for the organization, as supplier of raw material (banana flour), but also for Doris and other women who have decided to dedicate themselves to this as a source of income. By bringing resources home, they are gaining security, voice, participation and decision in their homes and can buy land and invest there, without consulting the husband for the decision, or they can simply invest in aspects they consider relevant such as education, food, or others, generating a kind of economic empowerment because the woman also assumes the role of the provider within her home. In face of Doris' workload, her husband begins to take on roles inside the home, taking turns in the kitchen and in cleaning the home; she takes care of academically supporting their children and other care activities related to them, without neglecting the productive work carried out on the plots of land.

Doris has been chosen for a position to represent her organization in the Agrarian Central of the municipality. Normally, she could accept and not participate, or be designated to work the common pot of food, or serve refreshments, or be the recording secretary, but she decides to actively participate representing the position of her organization, articulating the position of her community and representing the voice of women. The process has not been immediate, but Doris, like other women in her community, has been trained in leadership, at the same time she has reinforced her confidence in her ability to be a leader. It is part of a communal enterprise that allows her to have an income and gives her certain economic independence (another step) and the caregiving roles are assumed as shared responsibility, reducing or avoiding an increase in the workload. She also decides (if not, part of her self-determination is not real or sustainable) to participate as a leader and representative of her organization in communal and municipal spaces, free from harassment and violence, because she also knows her rights. Doris has become empowered.



- **Technology:** A Technology is often seen in very limited terms, restricted to the equipment used to manufacture a good and its operational characteristics. The fact that production implies not only the relationship between raw materials and final goods, but also the organization that allows the use of certain techniques is often overlooked. (Sen, 1987). In this document we will understand technology as “a combination of tools (equipment needed to produce goods or services, for example a solar dryer, a system of solar panels for pumping water), of techniques (knowledge, abilities and skills to use and repair those tools), of organization (processes by which techniques are organized, for example a water committee) and of products (the goods and services resulting from this process: transformation of cocoa, banana flour, etc.) used to satisfy needs that are constantly evolving (Practical Action, 2013).

- **Productive development:** It is a dynamic process of interaction between public and private agents, in which they increase their ability to capture the impulse that knowledge gives to production, making them enter a virtuous circle of growth (ECLAC, 2007).

2. WHAT SHOULD WE CONSIDER IN ORDER TO START AN EVALUATION?

Before presenting the tools that can be used to analyze gender and productive development issues, it is fundamental to define the type of evaluation that will be carried out, based on its objectives and the available resources (economic, human, technical, etc.). The differences between Monitoring and Evaluation (M&E) and Impact Evaluation are presented below, highlighting that this toolkit is better suited for M&E.

Subsequently, the very characteristics of the project need to be considered in relation to the degree of sensitivity of the gender approach.

2.1. Differences between Monitoring and Evaluation (M&E) and Impact Evaluation

- Monitoring and evaluation (M&E)

This is a series of activities undertaken by the implementing organizations of a project or program to keep track of its progress through key indicators. For example, if it is

intended to ensure that ninety percent of the beneficiary population has two hectares cropped, the entity may periodically collect data that allows monitoring the amount of cultivated land of each family.

M&E data is generally collected only from those who were part of the program and frequently does feed into evaluations. For example, you can collect monitoring data throughout a project to use in an evaluation at the end of the project to determine the total change. But this M&E data cannot be used to infer its impact in precise terms, since it is not known for sure if the changes in the indicators are due to a causal impact of the program or other factors, such as weather conditions, economic fluctuations, selection biases, changes in public policies, or others.

- Impact evaluation

Strictly speaking, impact evaluation is a formal quantitative study that uses statistical and econometric tools to infer the positive or negative causal impact of a program or project / intervention in relation to the well-being of its beneficiaries. By “impact” we mean the differences in the results that are experienced, in relation to those that would have been observed in the absence of the program. Of course, it is not possible to directly observe this hypothetical case, so the key challenge in impact assessment is to develop adequate approximate measures. To infer these measures, a suitable comparison/control group should be constructed for recipient households, among non-recipient households, using a large amount of data collected both before and after the project or program and using complex econometric techniques (for example, comparison methods and regression discontinuity design).

In general, the interventions of the NGOs measure the results obtained in their projects make cost / benefit as well as efficiency and effectiveness analyses. These are valid practices that, to be more precise, must be able to distinguish the intervention effects from other elements that may influence the analyzed result.

2.2. Project types according to their degree of gender sensitivity

After deciding upon the type of evaluation to be carried out, the first step should be to learn about the depth in

which the project seeks to understand or change gender relations. For this toolkit, the effort is concentrated on Monitoring and Evaluation. In this sense, three levels of inclusion of the gender approach can be recognized in a project (Manfre and Rubin, 2012):

-Gender-insensitive project

The implementation of the project ignores the differences between men and women, considering the family or the community as homogeneous units, diluting the differences between its members. It overlooks the existence of practical needs and specific strategic needs of women, thereby reinforcing, by default, unequal power relations. The roles and stereotypes of men and women are maintained.

-Gender-sensitive project

It identifies the different needs, interests and resources that women and men have. It implements actions and collects information disaggregated by sex; but it does not propose to explicitly intervene regarding resource inequalities, nor the underlying causes of these. It is oriented above all to the practical needs of people.

-Projects that are transformative of gender relations

It recognizes the gender differences from the very start; it analyzes these at their root causes, and devises an intervention plan to address them. It aims to transform the relationships that produce inequalities between women and men. The plans, priorities, and approaches are proactively (re) designed to meet people’s practical, but more so their strategic needs.

To approximate the level at which gender aspects have been included in the program or project, a simple list of verification questions is presented here, the more affirmative answers, the more gender-sensitive the project is: Please find this list in te Table 1.

Table 1. GENDER-FOCUS INCLUSION CHECKLIST

Question	Yes	No
1. Does the project design take into account the diversity of actors involved in the process? (men and women, age groups, indigenous communities, productive associations, etc.)		
2. Is gender analysis included in project planning? It includes ensuring that men and women are consulted, and that their different technological and knowledge needs are considered.		
3. Are the current roles and responsibilities assumed by men and women regarding the control, access, use and benefit of family and community resources recognized?		
4. Do the project objectives and activities explicitly refer to women and are their practical needs addressed?		
5. Are the strategic needs of women a priority theme of the project?		
6. Are the social, economic, and productive indicators of the project disaggregated by gender?		
7. Do the objectives explicitly aim to address gender inequality, gender roles and stereotypes?		
8. Are the personnel in charge of the implementation and evaluation of the project, at all levels, trained with a gender perspective?		
9. Are all gender related activities budgeted clearly and sufficiently?		
10. Are there mechanisms to ensure the participation in the project of marginalized groups, in terms of gender, age, ethnicity and access to resources?		
11. Are there facilities for participants to carry out activities that go beyond traditional gender roles and stereotypes?		
12. Are women supported with tools and training allowing them to effectively carry out new functions?		
13. Are situations that inhibit the participation of subordinate groups in meetings and trainings perceived and corrected? (Use of neutral spaces, adaptation of the schedules to the commercial and non-commercial activities of the people involved, provision of care services, etc.).		
14. Does the training and dissemination material use inclusive language? Do the images and illustrations represent women and men equally, or do they represent them in non-traditional activities?		
15. Do the project activities include differentiated monitoring and evaluation among all sectors of the community (women, men, youth, older adults, representatives of different ethnic groups, etc.)?		
16. Does the Monitoring and Evaluation system provide spaces for reflection and action on a regular basis?		
17. Are there mechanisms to introduce the proposed adjustments based on the results of the observation?		
18. Are specific human and financial resources allocated to address the root causes of gender inequality?		

Adapted from: Gutiérrez and Ramírez, 2013; and from Practical Action, 2019

3. RECOMMENDATIONS FOR CARRYING OUT A GOOD EVALUATION

3.1 Before the evaluation

- Set aside time to get to know the community beforehand. This is essential in order to have a clearer idea about the type of questions that may be asked and the type of tools that can work in the specific context. In addition, it allows you to have a more trusting relationship with the people involved before asking questions that may be new or uncomfortable to them. This helps to consider aspects, customs, and cultural uses as an important antecedent for the application of the instruments, for example, what are the particular stereotypes and roles of men and women? Is it an indigenous, migrant, population? What area are they from? What is their language?, etc.

- Include tools that allow disaggregating information by gender. If, for example, a survey only regards the head of the household, it will prove to be of little use in understanding the role of different family members and their internal power dynamics.

- In areas where there are low levels of literacy and schooling, creativity regarding the type of tools you use and particular care in adapting questions to a more clear language is necessary. In these contexts, qualitative tools and hypothetical questions may be more useful.

- Test the tools. Ideas that seem to work in theory may not work in a field environment, so major measurement errors can be avoided by testing the tools first, on a small scale. The tools must use clear and contextualized language; they might reduce the level of complexity of the questions or replace words that are not frequently used.

- Be flexible with the context. Many of the golden standards in evaluation are not possible to follow word for word in certain cases (in some societies it may be very difficult to organize interviews or extensive focus groups with women, due to the rigidity of their productive and domestic obligations or social norms reluctant to accept spaces exclusively for women). In these cases, you can search for other tools or make some modifications to the ones you already have.

- In no case can the training of supporting staff in the evaluation be overlooked. They must be attuned, without exception, to the project, the context, the objectives of the evaluation, the tools, their analysis and forms of interpretation, in addition to the essential gender awareness, traversal to all work.

- Budgeting measurement actions within the execution of the project; in this way, the possibility of having a person, or better a multidisciplinary or even a transdisciplinary team, for the implementation of the methodology should be considered.

- Considering the geographical space in the measurement, this can contribute to achieving more specific information according to whether the population is organized by community, organization, productive sector, or others.



¹ Multidisciplinary Team: From their different disciplines (trades, professions or specialties), the people involved; contribute to the solution of a “problem situation”.

² Transdisciplinary team: From the different approaches and knowledge, collaborative work is carried out between professionals, academics and the actors that contribute local knowledge.

3.2 During the evaluation

- All those involved must be informed of the terms in which the evaluation will be carried out, the evaluation goals, how long it will take, in addition to aspects of privacy and informed consent.
- Pay attention to people's reactions to the questions, to detect possible discomforts or the need to reformulate formulation that is being misinterpreted. In some cases, a particular sensitivity is required to recognize when information is being hidden or omitted.
- It is important not only to inquire about the benefits of the project or intervention, but also the consequences or negative impacts, which they may fail to mention to project technicians.
- In addition to the changes that have occurred as a consequence of the project, it is also important to assess how people feel about these changes and try to capture indirect effects that could be unexpected.
- Try not to make assumptions regarding the answers; instead, pay attention to the development of the tool to be able to follow up with additional questions (check the wording - in the case of interviews pay attention to "odd" answers).
- Keep a field diary in which observations concerning the entire procedure can be recorded, and which will enrich future interventions.

3.3. After the application of assessment tools

- Determine who will be part of the tool interpretation team is. Is it the field technician? Does he or she have the necessary experience and capacity? Is the work entrusted to an external consulting team? Is this budgeted?
- Code and reference all the instruments when they have been recently implemented (names, dates, site, number of participants, description of participants, etc.). On-site.
- Take necessary security measures in the handling of information. Names, phone numbers, and addresses must be removed from the databases.

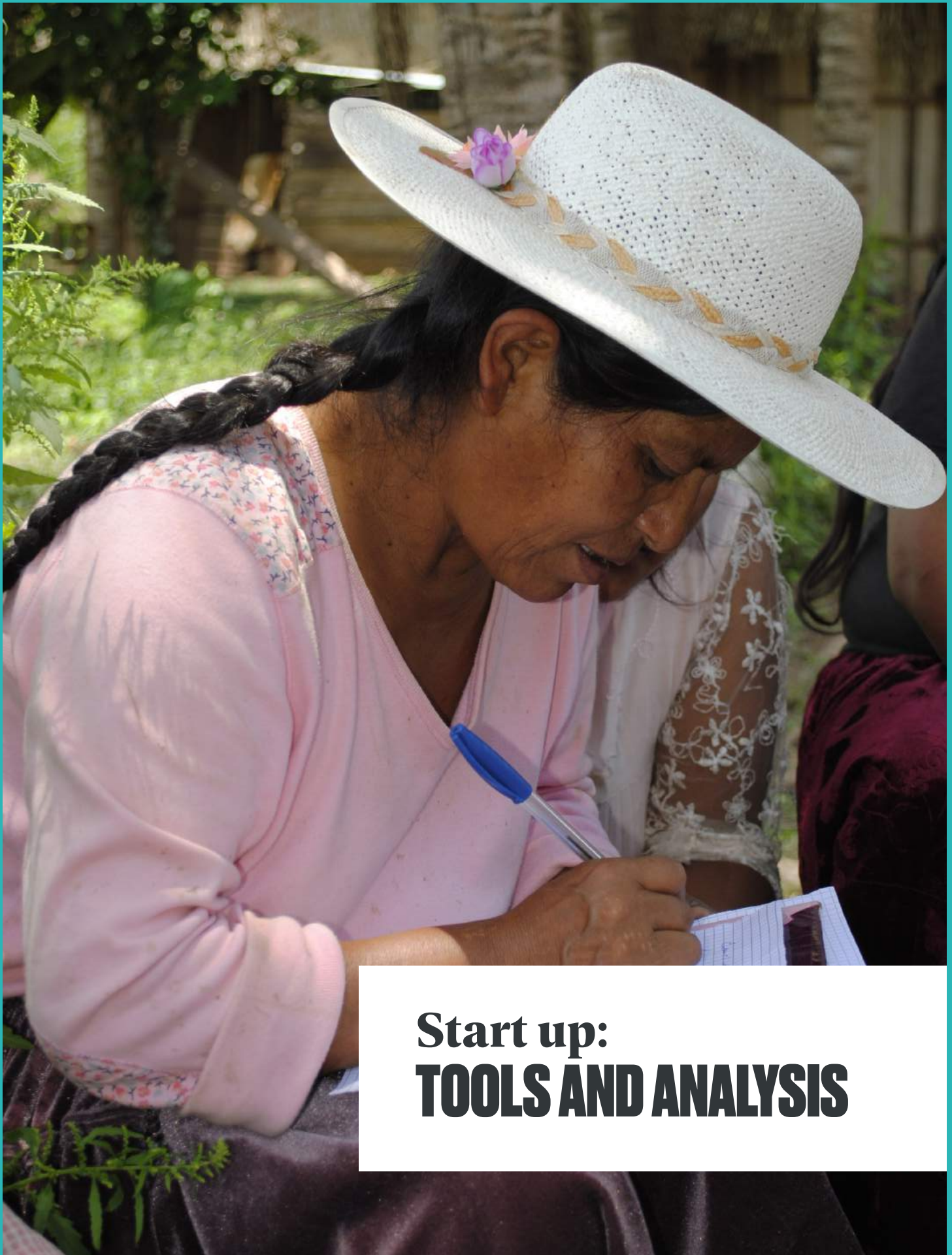
- Maintain several digital copies of the databases, as well as the audio recordings. Keep them duly protected, in order to minimize the risk of loss of information.
- Use the information from the field diary and exchange it with other people involved: This helps to identify strengths and weaknesses of the evaluation, as well as possible issues to be taken into account in future projects.
- Conduct an analysis meeting among team members, following the data collection events.

3.4. Good practices in working with women

- Take into account who is nearby when conducting an interview or survey. Women may respond differently if their husbands or other family or community members are present. If you find that a respondent feels apprehensive, you can ask her if she wants the survey or interview to be resumed later on.
- Consider their routines so you don't interrupt them. Failing to take this into account could lead to women being too distracted or hasty to fully participate. Good time management is important.
- Consider the convenience regarding the meeting's location. Being aware of how long it will take women to travel to the site, allows foreseeing certain logistics issues that could prevent women from attending. Transport provision may be considered.
- Providing some additional facility, such as a care service, according to the specific responsibilities of the women depending on the context, this may also facilitate their participation.
- Some specialized texts recommend applying the tools separating men and women, in order to promote female participation that is often reduced in mixed groups. In the women's group, it is also often recommended to have a woman as a facilitator and to ensure that, if possible, any other staff around are also female, to generate a climate of greater trust and to be culturally more appropriate in some societies. These guidelines, however, must be adopted by analyzing whether the nature of the topic to be dealt with and/or the cultural context require it.

- Another influencing factor is the ability of the intervention team to manage the gender approach.





**Start up:
TOOLS AND ANALYSIS**

1. METHODOLOGICAL PLURALISM

When designing an evaluation, one of the first decisions to be made is the kind of tools that will be used to collect information. Both qualitative and quantitative methods display advantages and limitations.

Qualitative methods capture information regarding perceptions, values, opinions and beliefs, as well as offering participants the opportunity to give their opinions freely and openly. In this way, they allow the deliberating of the topics, in addition to the emergence of new topics, nuances and dimensions that had not initially been raised.

They facilitate the understanding of the information found. Furthermore, qualitative tools are easily modifiable to circumstances during the application process itself. The main drawback is that the results often cannot be efficiently extrapolated or generalized.

For their part, quantitative methods provide standardized information that can be processed with statistical and econometric techniques that result in accurate, generalizable and comparable data. Additionally, the coefficients found allow the estimation of causation, an essential element in the event that an impact evaluation is desired.

METHODS	QUALITATIVE	QUANTITATIVE
ADVANTAGES	<p>In being sensitive to the subjective aspects of reality (perceptions, values, beliefs, etc.), they allow a deeper understanding of phenomena.</p> <p>They allow grasping the different meanings and interpretations of words according to the cultural context.</p> <p>They facilitate the discovery of new topics of analysis.</p> <p>They are flexible. They can be adapted at the time of their application to unforeseen contexts and circumstances.</p>	<p>Having enough samples, representative generalizations can be made for large populations.</p> <p>The data they offer can be processed with statistical and econometric techniques to make comparisons between coefficients, easily measure changes in the indicators, and infer causation.</p> <p>There are already existing data (national or local statistics, censuses, other databases) that can be used for analysis.</p>
LIMITATIONS	<p>Proper application requires more trained personnel.</p> <p>Their findings are difficult to verify or generalize.</p> <p>They require more time in their application and more previous logistical work.</p>	<p>They may lose sight of cultural differences and tend to overgeneralize.</p> <p>The information collected reflects the phenomena only superficially.</p> <p>It is difficult to process and interpret if the sample is too small.</p>

Source: Compiled by authors based on USAID (2016)

Although working with one or the other type of method is usually considered a dichotomous choice, there are several reasons why an integrated administration is recommended. A mixed-methods approach offers the opportunity to obtain information from various sources and reinforce each of the methods, allowing the information to be triangulated and interpreted in greater depth and richness. While qualitative research, for example, conducted before designing a survey, can ensure that questions and response options are appropriate to local circumstances, quantitative research may help determine the validity of certain findings in larger populations. With regard specifically to a gender-based approach, it is imperative that any analysis include methods to identify and quantify (quantitative) inequalities, and also to identify and describe the factors that contribute to (qualitative) disparities (Manfre and Rubin, 2012).

The association of qualitative and quantitative methods provides a more convincing analysis, while at the same time it facilitates the incorporation of different professionals (transdisciplinary or at least multidisciplinary) for the evaluation of projects.

2.TOOLS

2.1. Qualitative tools

The tools presented in this document were compiled and adjusted from various manuals and other toolkits. They have been built and tested through field work, with men and women beneficiaries of projects implemented by Practical Action in four locations in the country.

The application and interpretation guides presented below were based on these experiences; the success of the tools depended on the cultural particularities of the area, the human resources available, the type of project to be evaluated and the age composition of the participating population, among others. Therefore, those who use them from now on are invited to adjust them as much as necessary to customizing them to the specific context where they will be applied, and to the key objectives and indicators of the respective projects.

INSTRUMENTS IMPLEMENTED FOR EACH DIMENSION

	Life conditions	Roles and Stereotypes	Political Position	Technology
Silhouettes	The characteristics, tastes and aspirations described for each of the characters created give a good idea of the lifestyle and aspirations of the people who live in the evaluated community.	Differences in the anatomical representation, clothing, description of activities and hobbies of men and women, among many other details that may be analyzed, reveal the presence of gender stereotypes and the roles assumed in the society at issue.	In some cases, it reveals whether women and men hold a position within the organization or the community.	

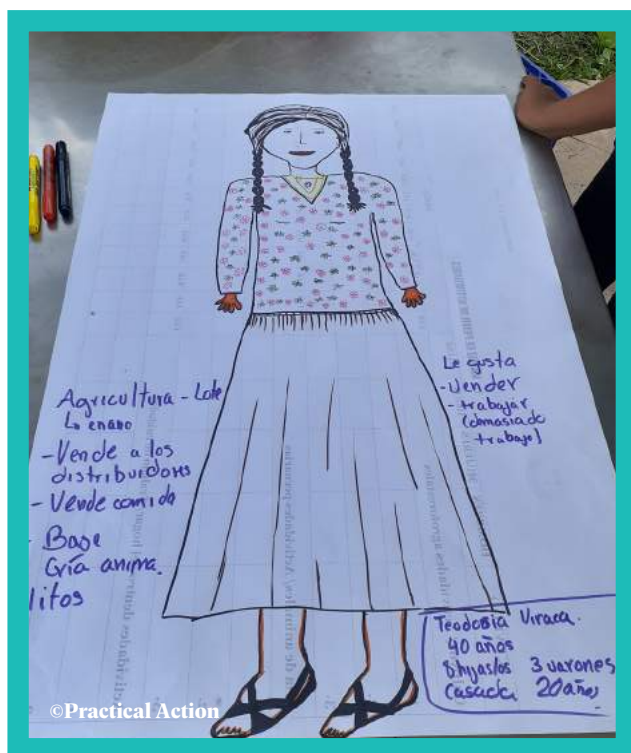
INSTRUMENTS IMPLEMENTED FOR EACH DIMENSION

	Life conditions	Roles and Stereotypes	Political Position	Technology
Clock		This tool allows to clearly perceive the differences between men and women regarding the use of time. Thus, we will distinguish how productive, domestic and care activities are distributed among those who make up the family. In addition, it measures an approximation of the workload, the double shift and if they equally have the possibility of enjoying free time and self-care.	It facilitates inquiries to measure whether people dedicate time during the day to activities in the public sphere (in their productive or community organizations) or to their academic or political training, among others.	It contributes to assess whether there has been a reduction in working time due to the incorporation of productive technology.
Annual calendar	The detail of activities carried out by men and women is displayed, which allows us to distinguish the workload and its fluctuations throughout the year.			Through this, the presence of technology in each component part of the production process can be researched, as well as changes in the workload due to the incorporation of new technologies.
Community Map	It can be used to analyze the existence of common spaces, the degree of access to services and their importance in the eyes of people.		Measuring the importance that men and women assign to different places in the community can indicate of the level of access, control and appropriation that they have over spaces and resources.	
Activity profile		As in the case of the clock, it makes it possible to analyze differences in the assignment of tasks between women and men.		It is possible to analyze whether or not the technology has promoted the redistribution of tasks between men and women, in addition to evaluating who has taken on new activities required by said technology.

INSTRUMENTS IMPLEMENTED FOR EACH DIMENSION

	Life conditions	Roles and Stereotypes	Political Position	Technology
Matrix of access and control of resources	The resources that people have and the possibilities available to decide on them, are (among other factors) determining their standard of living.		The rights that people have over resources are an important indicator of their position in society.	This indicates the level at which implemented technology has been appropriated by the beneficiary population and measure whether the rights of use and property have been assigned equitably or not.
Focus group	The focus group, the survey, and the interview are especially flexible tools. The design of the guiding questions can quite easily be adapted to assess any of the dimensions mentioned.			
Interview				
Survey				

MEN-WOMEN SILHOUETTES



The objective of this tool is to unveil gender stereotypes and roles in a general way and in a single overview. The intention is to also approximate the perception and valuation that men and women have on their own roles

and that of the opposite sex. It can be used both to establish a baseline and also to identify the changes produced.

Materials: Flipcharts, markers, adhesive tape, others

Application:

The facilitator divides the participants into two working groups: one of men and the other of women. Ideally, each group should be made up of a maximum of 10 people. If the amount exceeds this number, it may be divided into more working groups.

Each group is given two blank flipcharts and asked to draw the silhouette of a man on one and one of a woman on the other. As they draw, they are asked questions that are recorded on the very flipchart regarding the characteristics of the persona they are creating, for example, his name, age, marital status, occupation, the things he does in his day to day, etc. In short, they create a life story based on the assigned profile. Other questions can be included depending on the objectives of the project, such as: stereotypes at work, political participation, physical differences, tastes, appropriation of technologies, etc.

A maximum time of 15 minutes is allotted for each drawing, making sure that it is exactly the same for both

representations. Subsequently, each group must display what has been made. During the presentation, the facilitator must have the ability to identify what gender roles and stereotypes are existent in the discourse, in order to reflect on them at the end of the presentations

of both groups. It is also highly recommended that there be a person in charge of taking notes throughout the process, so that some of the outstanding comments that participants make may be recorded.

Example and interpretation guide

Location: Tupupí, La Paz

Date: 16-08-2019

Start time: 9:30

End time: 9:55

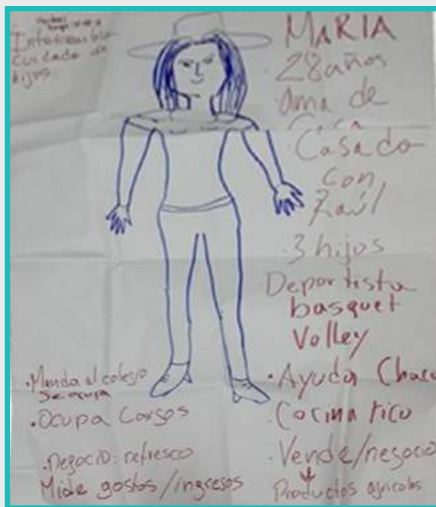
Facilitator: J. P. Benavides

Group: Men

Facilitator: A. Terceros

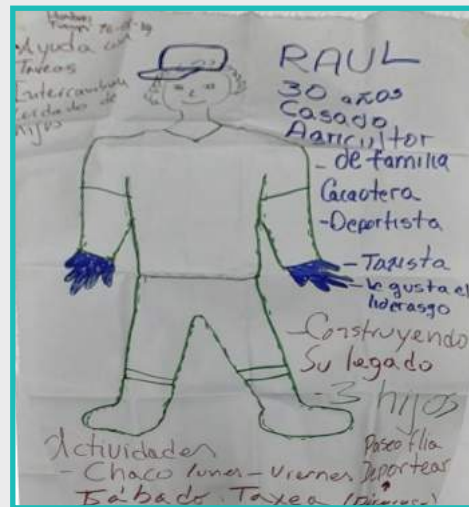
Group: Women

Number of participants: 12 (between 26 and 64 years of age)



María

28 years of age
 Married to Raúl
 3 sons
 Interchanges childcare
 Sends children to school
 Caregiving
 Housewife
 Cooks well
 Helps on the land plots
 Sells/business: beverages
 Farm products
 Measure expenses/income
 Sports: basketball / volleyball



Raúl

30 years of age
 Married
 3 sons
 Farmer
 From a family dedicated to cocoa production
 Athlete
 Cab driver
 He likes leadership
 Building his legacy
 Family outings
 Sports on Sundays
 Helps with homework
 Interchanges childcare
 On the land plots from Monday to Friday
 Saturdays drives a taxi

Outstanding commentaries in the group regarding the perception of roles and stereotypes about women.

Outstanding commentaries in the group regarding the perception of roles and stereotypes about men.

Source: Compiled by authors.

Comparative table

Participant	Raúl	María	Observations
Age	30 years of age	28 years of age	The woman is younger
	Married	Married to Raul	It is specified in her case who is her husband. They have 3 children. Phrases to highlight: Building his legacy. He has a family (used to represent men).
Occupation	Cocoa producer Cab driver	Housewife Sells agricultural products Sells beverages	She doesn't work on the land plots, she helps. He helps at home. He has two jobs, one during the week, and one on weekends (a provider role?) She manages the family's expenses.
Political participation	He likes to be a leader	Holds a position	Enjoyment/delegation?
Free time	Sports	Sports (basketball and volleyball)	
Activities at home	Child care	Childcares, except that more specific tasks regarding the care, are highlighted.	He "helps" at home. The language used denotes that domestic activities are not considered his responsibility, but rather as assistance to his wife.
	Cooks	Cooks well	
Drawing	Strong, stocky, big	Slim, the detail of her breasts stands out, despite the fact that she has a shirt.	
	Work clothing: Gloves, boots, cap	Work clothing: hat, gloves, boots (with heels)	Heeled shoes for work.

Analysis / interpretation of the information collected

The information collected shows that the gender division of labor is still relatively rigid in Tucupí. Housework and childcare are identified as more responsibilities of women than of men, mentioning, for example, that she “cooks richly” or that she takes care of her children and sends them to school.

There is also a sort of devaluation of the productive work of women, since they classify her as a “housewife”, despite the fact that she has a business for the sale of her production and soft drinks, and that she also deals with slash-and-burn agriculture. The work she does on the slash-and-burn is classified as “help”. However, some degree of internalization of principles referring to the equitable distribution of the tasks of upbringing is also crystallized, mentioning in both cases that “the care of the children is exchanged”.

In both cases, reference is made to activities in public life: both play sports and both hold positions in their community; however, only in the case of the male is leadership mentioned.

In an analysis of the image, the presence of stereotypes is obvious: The man is represented as a burly man, with a broad back, boots and work gloves; while the woman is represented thin, with accentuated curves, tight clothes and shoes with heels (showing the association of women with work, but with ideals of feminine beauty, even decontextualized).

On the other hand, in general terms it can be seen that economic conditions force men and women to diversify their productive activities (sale of soft beverages, taxi management), showing the insufficiency of agriculture to cover the needs of the population.

Source: Compiled by authors.



HOOR CLOCK



It is a tool that allows us to measure the way in which men and women use time, as well as the similarities and differences between the two. It is a tool that is applied in groups, ideally separately by sex and, depending on the number of people or the level of disaggregation of information that the project requires, it can also be separated by age groups, having a clock for weekdays and another for weekends, etc.

Materials: Flipchart with a drawn or printed clock, markers, tape.

Application:

The facilitator begins the session by talking about the activities and tasks that a person has to carry out during the day, many of which go unnoticed. This is why it is important to be able to visualize them all. The flipchart with the illustrated clock is placed before the group and the activity begins by inquiring the time they usually get up and from here on, the activities carried out through each hour, are written down in their corresponding box.

When the clock has been filled, the group reflects on the number of activities that the participants do (or don't do). Also, it is recommended that, in the case of reproductive or care activities, the facilitator ask the participants if anyone, in addition to themselves, performs these activities at home and how they are perceived by those who make up their families (if they are valued or seen as something important or not).



Example and interpretation guide

Location: Santiago de Machaca

Date: 14-12-2019

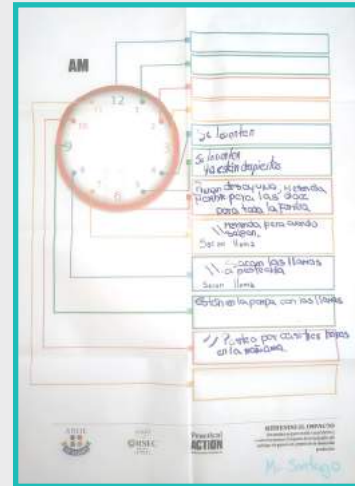
Start time: 10:15

End time: 10:35

Facilitator: A. Luna

Group: Women

Number of participants: 10 (between 47 and 73 years of age)



Time	Activity	Outstanding comments issued in the group
AM		
4:00	They get up	The time they save in caring for the children, thanks to the incorporation of the sheds, can now be used for other activities.
5:00	They prepare breakfast, lunch and a snack for the whole family	
7:00	They take out the llamas	
PM		
12:00	They have lunch with their husband or alone, the girls and boys have lunch at school	
13:00	They come back with the llamas	
15:00	They spin and weave, chew coca leaves	
17:00	Put the llamas in the shed	
18:00	They go back home	
19:00	They prepare dinner	
20:00	They dine with the family and help with homework	
21:00	Sleep	

Source: Compiled by authors

Example and interpretation guide

Location: Santiago de Machaca, La Paz

Date: 14-12-2019

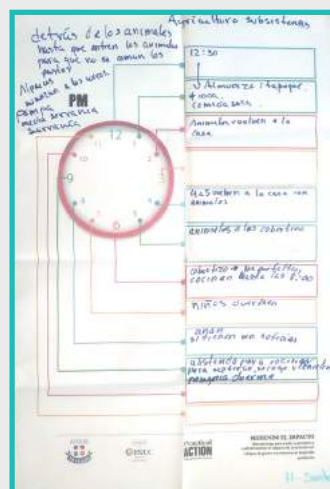
Start time: 9:40

End time: 9:53

Facilitator: M. Cuba

Group: Men

Number of participants: 12 (between 58 and 86 years of age)



Time	Activity	Outstanding comments issued in the group
AM		
4:30	They wake up and spend time in prayer according to their religion	
5:00	Prepare the stove (gas is used in an emergency)	
6:00	Breakfast and personal hygiene	
8:00	Go out to herd llamas, sometimes they work on agriculture	
PM		
12:30	Lunch (provisions or snack and coca leaves)	
14:00	Return to the house with the animals	
16:00	They put the animals in the shed	
18:00	Children fall asleep	
19:00	They have dinner and watch the news	
20:00	Some get things ready for the next day,	
21:00	most fall asleep	

Source: Compiled by authors

Comparison chart

MEN		WOMEN	
Total number of hours spent on productive work	9.5	Total number of hours spent on productive work	11
Total number of hours spent on domestic work	2	Total number of hours spent on domestic work	3.5
Total number of hours dedicated to free time and rest from daily activities (leisure) and personal care	5	Total number of hours dedicated to free time and rest from daily activities (leisure) and personal care	2.5
Hours of rest	7.5	Hours of rest	7

Analysis / interpretation of the information collected

It is observed that women express spending more hours working than men, both on productive tasks (11h versus 9.5h) and domestic tasks (3.5h - 2h). Women displayed a total of 14.5 hours a day of work, while the men would state doing 11.5 hours a day of work in total. This overload of unpaid work is carried out to the detriment of availability of time for education, paid work, leisure and personal care activities (on which they allot half the time as men) as well as time for resting.

Source: Compiled by authors



©Practical Action

ANNUAL ACTIVITY CALENDAR

This is a tool that provides information regarding the activities that men and women carry out during the months of the year (from January to December), distinguishing times of greater workload or repose.

Materials: Flipcharts with the months of the year inscribed, markers, tape or masking tape.

Application:

The facilitator divides participants in two groups: one for men and the other for women and begins the session mentioning that, throughout the year, there are very important tasks to carry out in the productive area, so it is necessary to know and make visible who is responsible for what in each area.

They begin by asking about the seasons that mark the productive activity of the community. For example, the season for maintenance of cocoa plantations, harvest, grain drying, sale, etc. The facilitator begins filling out the calendar in the month that the people in the group indicate as the beginning of the strong working season (in this case, productive season); then they continue with the following months. The calendar should not be filled with general information about the activities carried out in the community, but should only write down the activities that the people in the group carry out, they can also be oriented to a specific topic such as the use of technologies.

Once they are filled with strong work periods every month, they ask themselves about the tasks that involve those times and who performs them. At this moment the person who is facilitating must pay special attention, since it is possible that in the discourse of the participating people it is possible to identify not only who does what, but also which work is more valued and / or recognized than others. Also, it is useful to find out why and generate a small moment of debate at the end.



Example and interpretation guide

Location: Rurrenabaque, Beni

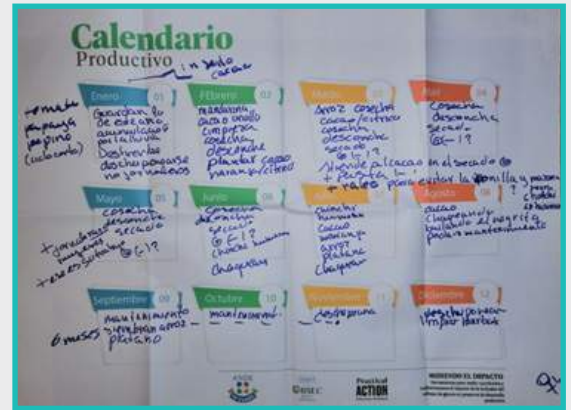
Date: 09-12-2019

Start time: 12:25

End time: 12:52

Facilitator: A. Montenegro Group: Women

Number of participants: 15 (28 to 60 years of age)



JANUARY	FEBRUARY	MARCH	APRIL
<p>Due to the rain, they keep this year's production collected, including as tomato, papaya, cucumber, etc.</p> <ul style="list-style-type: none"> - Weeding - Sucker control - They do not work with day laborers 	<p>Native cocoa</p> <ul style="list-style-type: none"> - Cleaning - Harvest - Shelling - Sowing cocoa <p>Orange, mandarin/citrus labor season</p>	<p>Harvest of:</p> <p>Rice</p> <p>Cocoa / citrus</p> <p>Shelling</p> <p>Cocoa drying</p> <p>Attending to cocoa</p> <p>Making cocoa paste</p> <p>Thinning to avoid black mazmorra, chinchi (pests) and moisture</p>	<p>Harvest</p> <p>Shelling</p> <p>Drying</p>
MAY	JUNE	JULY	AUGUST
<p>Cocoa:</p> <p>Harvest</p> <p>Shelling</p> <p>Drying</p> <p>Work as day laborers on other plots)</p>	<p>Cocoa</p> <p>Harvest</p> <p>Shelling</p> <p>Drying</p> <p>Slash-and-burn</p>	<p>Harvest of:</p> <p>Chinchi</p> <p>Cocoa</p> <p>Orange</p> <p>Rice</p> <p>Banana</p> <p>Slash-and-burn</p>	<p>Cocoa</p> <p>Pruning and Maintenance slash-and-burn</p> <p>Dancing folk dance.</p>
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p>Parcel maintenance</p> <p>They plant rice and banana</p>	<p>Maintenance</p>	<p>Sucker control of cocoa</p>	<p>Clean herbs</p> <p>Sucker control</p>

Example and interpretation guide

Location: Rurrenabaque, Beni

Date: 09-12-2019

Start time: 11:30

End time: 11:50

Facilitator: M. Cuba

Group: Men

Number of participants: 14 (25 to 56 years of age)



JANUARY	FEBRUARY	MARCH	APRIL
Weeding: -Rice -Cacao -Citrus -Banana	Weeding (First fifteen days) Harvest: - Native Cacao -Rice - Banana	Harvest: -Hybrid Cacao - Graft Cacao -Native Cacao -Rice -Corn -Orange -Grapefruit	Weeding, Harvest -Cacao - Rice -Other fruits
MAY	JUNE	JULY	AUGUST
Harvests: -Cacao -Banana -Plantain	Harvests: -Cacao -Banana -Plantain	Harvests: Pruning	Pruning Slash-and-burn Weeding Harvests (Citrus)
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Slash-and-burn Weeding Harvests (Citrus) Graft in Citrus	Burn Slash-and-burn Weeding Harvests (Citrus) Graft	Sowing: -Rice -Orange -Banana -Plantain	Transplantation -Cacao -Citrus Weeding

Source: Compiled by authors

COMPARATIVE TABLE

COMMON ACTIVITIES	ACTIVITIES MENTIONED ONLY BY WOMEN	ACTIVITIES MENTIONED ONLY BY MEN
<ul style="list-style-type: none"> ● Weeding ● Slash-and-burn ● Harvest ● Pruning ● Sowing 	<ul style="list-style-type: none"> ● They save the year's production for the rainy season ● Thinning to avoid black mazmorra and chinchi (pests) and moisture ● Sucker control ● Shelling ● Cocoa care ● Elaborating cocoa paste 	<ul style="list-style-type: none"> ● Transplanting and calluses ● Graft

Analysis / interpretation of the information collected

The first thing that stands out; when comparing the two calendars is that the description of productive activities is more detailed in the women's group. This is probably related to the fact that, while men tend to do "heavy" tasks, for which physical strength is required; women are the ones in charge of tasks that require manual dexterity or great detail; such is the case of shelling or thinning the cocoa. This displays an extension of the prejudices related to the supposedly innate differentiated abilities between men and women.

Another aspect that draws attention is the fact that only the men mentioned the topic of grafting on citrus, taking into account that one of the technology transfer operations that were carried out in the area was precisely training in grafting. This could reveal that those who reached the stage of appropriation of this technology and are implementing it, are the men, more than the women. Triangulating these results together with the results collected from the other tools, may clarify this more.

very clear in terms of times, important questions, depth that is expected, indicators that it intends to answer, etc. It is also advisable to always carry out a pilot test to ensure that the workshops conducted with both groups in the most similar way possible, to minimize the probability of introducing biases in the results. Finally, the participation of a person with technical knowledge is recommended for this step; this collaborator is an agronomist or comprehends the agricultural products of the area.

NOTA: Differences on the level of description detail could also be influenced by the way each group was facilitated. In the women's group, the person in charge may have taken more time to inquire or may have asked more specific questions. Therefore, it is important that, before using any tool, an application guide is prepared that is

COMMUNITY MAP

This tool is effective for inquiring into the use and appropriation of common spaces and resources in the community, differentiated by sex. It is especially convenient when the project is oriented to the use of delimited natural resources in a territory, for example: non-timber products in tropical forests of indigenous territories. In case of being applied in a group way, it is essential that those who are participating come from the same community and refer to this common space.

Materials: Flipchart, markers, tape. Satellite images can be used on condition that the community area is previously delimited.

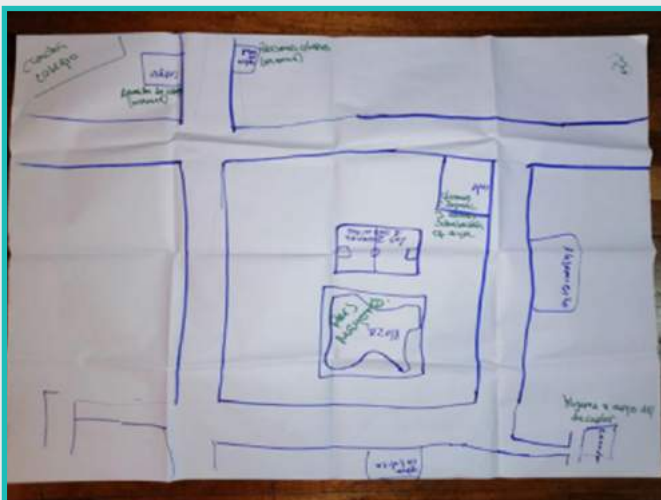
Application:

Implementing this tool through separate groups of women and men is recommended; If the work group is large (greater than 12 people) it is advisable to divide it into two work groups. The groups are asked to draw a map of the community in which they identify which are the common areas mostly occupied by men, for what and how often; the same exercise will be requested in the case of women. Both groups should present what they did and exemplify what they identified. The person in charge of the facilitation should pay attention to the discourses on spaces that are occupied in a different way by men and women, investigate, and generate a round of debate in this regard.

Example and interpretation guide

Location: Tupupí, La Paz
Date: 16-08-2019
Start time: 10:05 - End time: 10:30
Facilitator: Andrea Terceros
Facilitator: Jean Paul Benavides
Number of participants: 12 men (between 26 and 64 years of age); 18 women (between 23 and 55 years of age)

WOMEN'S GROUP



MEN'S GROUP



Analysis / interpretation of the information collected

In both cases, more than a mapping of spaces, a graphic map was made that indicates where each place is or what is in the community, without a comprehensive description of who primarily occupies those spaces. One outstanding difference is the fact that the women drew a smaller space in the town center (limited to the space around the plaza); while the men spread out the map, describing the streets, rivers, orientation of the map, and surrounding communities. In addition, they included the mountain, a space that they acknowledge as closed to women.

For their part, the women paid attention to the location of the cocoa dryer (the technology implemented), something that is not surprising, since they are the main ones in charge of the tasks related to said dryer, as was corroborated in later interviews.

One of the difficulties in the application of this tool was that the drawn map is a meeting point for families that are productively organize; it does not represent the space where the productive or daily activities of the participating people take place.

The use of this tool allows the spatial knowledge of the territory to be measured including the productive and reproductive activities assigned by gender roles, access to land or others, and its transit over time. The following images show an example of this, in the same area.

MAP MADE BY WOMEN



MAP MADE BY MEN



In this example, the women drew their community according to the activities and spaces committed to their work. The men's map is a more political map; it almost seems like a copy of the plans given to the community and the division of the productive land.

ACTIVITY PROFILE

The activity profile matrix is an instrument that allows measuring the division of labor according to sex or gender relations in the community and in families. This instrument is useful to make the triple role that women assume visible: productive, reproductive and within the community, which is generally invisible because measurements or observations place emphasis on productive activities. In this case, ideally, all areas of work should be taken into account, modifying the matrix to include all types of activities that are important to the evaluation location, project or objectives.

Materials: Flipchart paper exhibiting the matrix shown below, markers, tape.

Application:

The work is carried out in two groups: one for men and one for women. The flipchart (or flipcharts) with the matrix of activities, previously drawn or printed, is placed before the group and it is requested that, collectively, they collaborate with filling it out. Initially, the three (or

more) most important activities of each type are identified (agroforestry, livestock, agriculture, home, community, etc.), to later investigate who are the people in charge of carrying them out. The matrix is being filled according to the answers provided.

After its completion, the facilitator asks those who participate about what they think of when they see this matrix, if there is something that catches their attention and why. They will also inquire about the remuneration or social recognition value that is assigned to the tasks carried out by women, daughters and sons. With the list of important activities we will get an idea of the activities with greatest symbolic value for each group, and through specifications of who performs them, we approximate topics related to the sexual division of labor.

Location: Alto Cocochi, La Paz

Date: 10-12-2019

Start time: 11:15

End time: 11:35

Facilitator: M. Cuba

Group: Women

Number of participants: 8 (between 15 and 70 years of age)

ACTIVITY	MEN	WOMEN	SONS	DAUGHTERS
Crops/agroforestry activities				
1. Slash-and-burn	X	X	X	X
2. Maintenance	X	X	X	X
3. Weeding	X	X	X	X
Animal Breeding/ livestock activities				
1. Feeding		X	X	X
2. Bathing	X	X	X	X

ACTIVITY	MEN	WOMEN	SONS	DAUGHTERS
Household tasks / Caregiving labor				
1. Cleaning		X		X
2. Cooking		X		X
3. Helping the children with homework		X		
Income Generation outside of the productive unit				
1. Driving a taxi	X			
2. Selling		X		
Community / Organizational / Social activities				
1. Summits and congresses (Twice a year)	X	X		
2. Extended (3 times a year)	X	X		
3. Activities held by the organization (every 2 months)	X	X	X	X

Source: Compiled by authors, based on Activity Profile Matrix; Gutiérrez and Ramirez, 2013.



Location: Alto Cocochi, La Paz

Date: 10-12-2019

Start time: 11:05

End time: 11:30

Facilitator: E. Chávez

Group: Men

Number of participants: 10 (between 19 and 62 years of age)

ACTIVITY	MEN	WOMEN	SONS	DAUGHTERS
Crops/agroforestry activities				
1. Slash-and-burn	X	X	X	X
2. Maintenance	X	X	X	X
3. Weeding	X	X	X	X
Animal Breeding / livestock activities				
1. Pigs	X	X	X	X
2. Chickens	X	X	X	X
Household tasks / Caregiving labor				
1. Cooking	X	X	X	X
2. Caregiving	X	X	X	X
3. Cleaning and household maintenance	X	X	X	X
Community / Organizational/Social activities				
1. Summits and congresses (Twice a year)	X	X		
2. Extended (3 times a year)	X	X	X	X
3. Activities held by the organization (every 2 months)	X	X	X	

Source: Compiled by authors, based on Activity Profile Matrix; Gutiérrez and Ramírez, 2013.

Analysis / interpretation of the results obtained

Cocoa production, the main economic activity in the region, in addition to other agricultural activities (production of bananas, rice, cassava, etc.), is an activity shared by all members of the family. The differences appear in other types of activity, such as obtaining resources outside the agricultural production unit, where men contribute as taxi drivers and women contribute through trade.

On the other hand, both men and women recognize that, although there is certain participation of the men in domestic activities, it is the wives and eventually the daughters, the ones in charge of the housework and care of the children. This indicates the persistence of a double shift for women, who are in charge of resource-generating activities, but also almost all of the unpaid activities.

ACCESS AND RESOURCE CONTROL MATRIX

RECURSOS/BENEFICIOS	MUJERES			HOMBRES		
	ACCESO	ADMINISTRACIÓN	DECISIÓN/A alienación	ACCESO	ADMINISTRACIÓN	DECISIÓN/A alienación
Productivos						
1. Herramientas	✓	✓	✓	✓	✓	✓
2. Plátanos	✓	✓	✓	✓	✓	✓
3. Café	✓	✓	✓	✓	✓	✓
Reproductivos						
1. Casa	✓	✓	✓	✓	✓	✓
2. Utensilios	✓	✓	✓	✓	✓	✓
3. Agua gasol	✓	✓	✓	✓	✓	✓
Comunitarios/Sociales						
1. Secador	✓	✓	✓	✓	✓	✓
2. Casas de fermentar	✓	✓	✓	✓	✓	✓
3. Sede	✓	✓	✓	✓	✓	✓
4. Paralelos (2)	✓	✓	✓	✓	✓	✓
1. Madera	✓	✓	✓	✓	✓	✓

Handwritten notes:
 - Next to 'Café': 8000 unidades
 - Next to 'Casa': 84 100
 - Next to 'Secador': de donde del año
 - Next to 'Sede': conserje/a
 - Next to 'Madera': no aplica, no se ordena, se ordena, pero los piden los estudiantes

The analysis of resources access and control is essential from a gender perspective because assets and their benefits are a critical component for the well-being of individuals and households. Productive resources, for example, can generate products or services and in turn generate income from their consumption and sale. Other assets such as houses or buildings can provide services and generate income. Furthermore, it is important to remember that resources also encompass intangible



©Practical Action

elements such as social capital and education, which can become marketable connections and skills (GAAP, 2014).

It should also be mentioned that in a society such as the Bolivian society, many communities have communal access to natural resources, in which case the distinction between men and women must be made with a more disaggregated vision of property law; therefore it is necessary to establish gender differences also from communal or collective resources. Therefore, the importance of this tool lies in “the possibility of compensating and / or correcting these inequalities in the framework of the actions that we carry out through development projects” (Gutiérrez and Ramírez, 2013: 17).

Materials: Flipchart papers containing the matrix shown below (it is suggested that it be predesigned or printed to save time), markers, tape.

Application:

The work is organized in two groups: one for men and the other for women, placing the flipchart with the matrix before the group and asking that they collectively collaborate with filling it out. The facilitator may begin by asking which are the three, or more, most important assets of each type, to later inquire what is the control level that each group has over these assets. The terms “access”, “control” and “alienation” can be difficult for those filling out the Matrix to understand, so it is useful to ask specific questions. In this case we found that one of the resources mentioned was for example, a solar kitchen implemented by the project, the questions could be: Can you use the stove/ solar oven whenever you want or do you have to ask someone for permission? (use). If your neighbor would wish to use your stove/ solar oven, can you do so without authorization from your wife (or husband)? (administration). Could you decide to sell the stove/ solar oven on your own? Could their husbands? (alienation).



Example and interpretation guide

Location: Santiago de Machaca, La Paz
 Date: 14-12-2019
 Start time: 9:45 End time: 10:10
 Facilitator: A. Luna Group: Women
 Number of participants: 10 (between 47 and 73 years of age)

ACCESS AND RESOURCE CONTROL MATRIX

RESOURCES/ BENEFITS	WOMEN			MEN		
	ACCESS	MANAGEMENT	DECISION / ALIENACIÓN	ACCESS	MANAGEMENT	DECISION / ALIENACIÓN
Productive						
1. Camelid	X	X	X	X	X	X
2. Terrain	X	X	X	X	X	X
Reproductive						
1. Household	X	X	X	X	X	X
2. Crops	X	X	X	X	X	X
Community/ social						
1. Pasture	X	X	X	X	X	X
2. Water	X	X	X	X	X	X
3. Hospital -school	X	X	X	X	X	X
Forest						
1. Firewood	X	X	X	X	X	X
Political						
1. Community Center	X	X	X	X	X	X
2. Crafts Center	X	X		X		
Economics						
1. Money from livestock	X	X	X	X	X	X

Source: Compiled by authors, based on Access and Resource Control Matrix; Gutiérrez and Ramírez, 2013.

Location: Santiago de Machaca, La Paz
 Date: 14-12-2019
 Start time: 10:50 End time: 11:10
 Facilitator: A. Montenegro Group: Men
 Number of participants: 12 (between 58 and 86 years of age)

ACCESS AND RESOURCE CONTROL MATRIX

RESOURCES/ BENEFITS	WOMEN			MEN		
	ACCESS	MANAGEMENT	DECISION / ALIENACIÓN	ACCESS	MANAGEMENT	DECISION / ALIENACIÓN
Productive						
1. Zoo technics	X	X	X	X	X	X
2. Shed and pens	X	X	X	X	X	X
3. Well and water troughs	X	X	X	X	X	X
Reproductive						
1. Home	X	X		X		
2. Motorcycle/ car			X	X	X	X
Community/ social						
1. Sayaña	X	X		X	X	
2. Rotative (aynoqa)	X	X		X	X	
3. Fence	X	X		X	X	
Political						
1. Training - formation	X	X	X	X +	X	X
2. Markas/ayllus (territorial organi- zations)	X	X	X	X +	X	X
3. Agrarian Center	X	X	X	X +	X	X
Economic						
1. Counterpart projects	X	X	X	X	X	X

Analysis / interpretation of the results obtained

This case shows us relative equivalence between men and women regarding the management, control and possible benefit of important family assets, such as the right to sell the house or the lot. This is a decision shared by both members of the couple.

In the group of women there is a perception of greater equality in decisions; while they stated that the rights of use and control of all the mentioned resources are equal. For their part, men do find differences: Household-related goods are for women's use and management (while the men only participate in the last level, of decision-making). The opposite occurs in relation to motor goods, which are seen to be used and administered by men, with their wives appearing only at the decision-making level. They also recognized, in terms of political resources, that although both men and women have access, men have more access.

The differences appear when the matrices between men and women are compared. Being a camelid breeding project, it is visible that men have identified the key components of the project, genetic improvement, sheds and water troughs. On the other hand, when describing the control of productive resources, women mention land. Thus, the camelid project with the introduced management innovations seems to be more appropriate for men than for women that are more concerned with traditional resources, the land.

However, it is important to note, for a more complete interpretation of the differences between men and women, that in indigenous populations many decisions are made at the communal level. These decisions can reinforce dominant patterns, of situations in which women hardly speak, but they may also be a element of change in the family when groups of women make decisions.



FOCUS GROUP



This tool consists of bringing together a group of people (diverse or homogeneous, depending on the objectives of the analysis) to discuss a particular topic, using an open-ended guide to stimulate fluent participation. It is a collective tool, rather than an individual one, since it is focused on the plurality of attitudes, experiences and beliefs of the participating people and on their forms of interaction (Hamui and Varela, 2013).

Materials: Recorder, notebook, question guide for the focus group, informed consent of the participants, pens.

Application:

Once the type of evaluation, the objectives and the indicators have been defined, a question guide for the participants and the logistics for their realization must be developed (participant selection, scheduling of sessions, strategies regarding the invitation and promoting participation, among others). Initial agreements are then established, clarifying the purposes and scope of the meeting from the invitation forward. The guests must understand who they will speak with, what for, for how long and if there will be any type of remuneration or incentive for their participation. All this must be reaffirmed before the activity begins as such by means of informed consent. It is good practice in communities to sign agreements with local authorities or representatives of organizations.

It is advisable for the focus groups to have between 4 and 8 people each (if there were more people, it is likely some will go without speaking, the activity lasts too long or that adequate depth is not achieved in the responses). People

may be invited to an agreed location (often a neutral location such as a school, community or organization headquarters, or request that participants choose a location according to their convenience.

Culturally speaking, it may be better that focus groups be carried out with men and women separately, depending on the context. An audio and/or video recorder is needed to record the communicative exchange of the focus group, so that elements that had been overlooked at the time, can be later reviewed; therefore, efforts should be made to minimize noise and distracting elements. It is advisable that there is someone taking notes of some factors that may allow a more detailed description of the interventions (possibly gestures, movements, changes in tone of voice, etc.).

The person in charge of moderating the focus group is a central figure. They are in charge of conducting the dialogue, based on the previously elaborated guide, of allowing the participants to speak and stimulating their equitable participation. They should be able to make the guide more flexible, so that it is possible to investigate meaningful topics that may have not been taken into account, but they must also have the ability to go back to the main topic when the conversation begins to diverge. In addition, they must try to provide an environment of trust, using adequate and clear language, ensuring that people do not feel judged or out of place expressing their opinions and that, in general terms, the focus group is a positive experience for those who participate in it.



Example and Interpretation Guide

Location: Túcupí, La Paz
 Date: 16-08-2019
 Start time: 13:10 - End time: 14:05
 Facilitators: A. Terceros - M. Cuba
 Focus Group Topic: Socio-political position of women
 Number of participants: 4 people
 Selection criteria: Women that hold positions in the community or the productive organization

INDICATORS	GUIDE QUESTIONS	WORSE	SAME	BETTER	WHY?
Self-perception of their contributions and own capacities (use of technologies, market, leadership, organizational abilities).	In relation to men, do you consider that the contributions you make (financial, at home, in the community, etc.) are less, equal or more important?		X		There is consensus that regarding tasks they complement each other.
	Compared to the men, do you consider that your capacities (especially regarding the use of technologies, market, leadership),} are less, equal or better?			X	The man does the same.
	In relation to men, do you consider that you have less, equal or greater organizational capacity?	X			“Being a woman doesn’t mean I won’t be able to do it.” “The man just wants to do it.”
Perception of acknowledgment of reproductive work.	In relation to men, do you consider that the housework that you carry out is less, equally or more recognized by the community?			X	“If we don’t cook there is no food.” “How are they going to work?”
Perception of the acknowledgment of their abilities and knowledge.	In relation to men, do you consider that the knowledge and skills that you have of the use of technologies, the market, organizational management and leadership are less, equally or more recognized by the communities?	X			Mistakes made when facing the technologies provided by the project are highlighted.

INDICATORS	GUIDE QUESTIONS	WORSE	SAME	BETTER	WHY?
Perception of the acknowledgment of your family contribution.	In relation to men, do you consider that the contribution you make to the well-being of your families is less, equally or more recognized?	X			“There is no one to acknowledge” “We value it among ourselves”
Acknowledgment of their contributions to the community.	In relation to men, do you consider that the contribution you make to the community is less, equally or more recognized?	X			“Men have never valued the work of women”
Acknowledgment of their leadership by the community					
Acknowledgment to having a full say	In relation to men, do you think that the community recognizes less, equally or more of your opinions and decisions as leaders?		X		
Autonomy over their own body and reproduction.	In relation to men, do you think you have the same decision-making power as men on issues related to family planning, such as deciding which contraceptive methods to use and when; the number of children and the spacing between them, etc.?	X			Before there was no family planning. They decided If we don't “want to” we can't be together.
	Do you think that what the community says (uses and customs, traditions, etc.) influences less, equally or more in what decisions women make about their sexuality and reproduction?			X	“Women are weak”

INDICATORS	GUIDE QUESTIONS	WORSE	SAME	BETTER	WHY?
Economic autonomy.	In relation to men, do you think you have the same decision-making power as men over the economic income you receive?	X			Implicit
	If your economic income has increased, does this allow you to have less, equal or greater independence and autonomy than men to make decisions (in any field)?	X			Yes, now there is more income. There is more time, but that time has become more work for the women.

Source: Compiled by authors based on the matrix of the socio-political position of women, in Murguialday and Vázquez, 2005

SEMI-STRUCTURED INTERVIEW

An interview is an in-depth, face-to-face exchange with someone who can provide information that is relevant to a given study. As long as it is well used by the person in charge of carrying it out, this tool provides greater depth of analysis, since it allows to investigate the interviewee's life-world, by allowing them to express everything that they probably would not say in front of their community.

Materials: Audio or video recorder, notebook, interview guide, informed consent, pens.

Application:

Once the criteria for choosing key informants is previously defined, They are contacted in order to establish initial agreements regarding who they will talk to, why, for how long and if there will be any type of remuneration for their participation. The interview can be carried out once or more times, depending on the needs of the evaluation and the logistical possibilities.

The interview guide, being semi-structured, must ask open-ended questions related to the objectives of the protocol. The order in which the questions are addressed

is not important, but one should try to cover the topics mentioned. As with, or even in a greater degree than with a focus group, the training of the person in charge of conducting the interview is essential for it to function properly. Some recommendations are as follows:



©Practical Action

- Learn about the characteristics of the person to be interviewed: socioeconomic level, age, ethnic group, educational level, etc. Also be acquainted with the characteristics of the project, so that you don't waste valuable interview time asking questions that could have been previously inquired.
- Promote descriptions in which the individual experience reflects the social context, investigate one topic as much as necessary (without invading and respecting the cultural norms of what can be said).
- Give specificity to the situations referred to, give examples and adapt the language to the contextual particularities.
- Be flexible to any novelty that comes up in the process, and explore this novelty even if it implies some detachment from the interview guide.
- Detect the ambiguous or not well defined aspects that are shown, changes of the meanings in certain topics, and any discomfort that could appear during the conversation.
- Be polite and listen with attention and sensitivity.

Immediately after the meeting, a couple copies of the recording should be made, as a backup, and its literal and organized transcription is to be made. Only then the analysis process can begin. As with the other qualitative tools presented, the analysis of the data is not totally predetermined, but rather is outlined according to the evaluation criteria and the available human and technological resources.

Computer programs such as Atlas/ti, Etnograph and Decision Explorer, Nvivo, to name a few, can help to carry out a qualitative analysis of the interviews through a coding process, recording the frequency with which certain words are used and establishing links between categories. Based on the reading of the data and the defined categories, matrices, causal diagrams and tables, they may be developed.

Generally, this type of information processing requires trained personnel, time and resources on order to purchase the software, which is why it is usually replaced by a free interpretation of the material, which, however, should

be kept within a certain order of categorization, always using the objectives, expected results and indicators of the project, as references.



Example and interpretation guide

Location: Santiago de Machaca, La Paz
 Date: 14-12-2019
 Start time: 9:43 - End time: 10:11
 Interviewer: A. Montenegro
 Interviewee: Julia Q.
 Occupation: Camelid breeding – Leader of Las Bartolinas

DIMENSION (Analysis categories)	Interview transcript (Selected fragments)	Interpretation
<p>Life conditions</p>	<p>“Right now I see that at the level of my province, my people suffer, they have no source of employment. Camelid are bred, alpacas are also bred. Alpacas also give out their wool, they are sold, that alone. There are few farms here that sow, there are not enough. It is for sustenance, it is no longer for sale. But I also thank God too: there is good production at times and my sisters sell here in La Paz.”</p>	<p>While scarce agricultural production is almost entirely for self-consumption, camelid are the source of income, which are, however, still insufficient.</p>
<p>Gender roles</p>	<p>“I studied up to 5th grade. I have learned up to that point, then I didn’t anymore. That’s what it was like before, don’t you see? Women have to be in the house. What are you going to study for? You’re going to go with your husband.’ That was the point of view: You don’t have to study, boys do. ”</p> <p>[Regarding her husband taking care of her 13-year-old daughter when she travels to her meetings with Las Bartolinas] “Yes, he takes care of everything, yes. She goes with him to graze by day, in the afternoon they come in here. I also have a disabled person, my little brother, so he too has to be cared for. My husband alone just takes care of him when I leave. “</p> <p>“And other people are quick to say, then, to my husband ‘No, how are you going to send your wife there?’ But he ignores it then. ‘What does it matter that I go, that’s it. So be it if she gets involved with some other single man to, that’s it, ’he said (...) People are quick to talk, right? They even said to my mom ‘How are you going to send your daughter there? She goes and spends so much money. It is all going to be cause poverty. That’s what they said; they told her I shouldn’t go. So, my mom said to me: Why are you going to go there? Why are you going to spend money? You’re not going to do anything there.’ ‘But you, mom, you haven’t made me learn deep enough’ I would say. ‘You haven’t made me learn. So I’m going, I’m going to get training. ”</p>	<p>Mrs. Julia acknowledges that she has been deprived of the right to education due to her gender condition. Yet, in her perspective, this would be changing.</p> <p>On the other hand, in this particular case, the flexibility of gender roles in the distribution of tasks with her husband is notable, who stays to take care of her daughter and her brother-in-law with disabilities so that the interviewee can continue with her political career. This kind of variation, however, is not exempt from conflicts with the environment (family and community), from which all kinds of pressure are exerted as a penalty for occupying public space.</p>

DIMENSION (Analysis categories)	Interview transcript (Selected fragments)	Interpretation
Socio-political position	<p>“I would ask for more training because it is in the training that people understood, my sisters, my brothers understand. When they do not get trained, then they do not understand either, because sometimes institutions go, other people come to train, so they are welcome, they listen to them. We talk to each other about the community, sometimes we don't listen. They say ‘oh, only she is talking’ and so on. So, ‘that’s just what it is’ they say. So, they come from afar bringing other experiences and to that we say ‘Welcome brothers’ ”.</p> <p>“They go out to see other nations, they are going to see how Las Bartolinas are and they have always copied Bolivia in the way that Las Bartolinas has reunited, we have organized women and then they also want to be organized like us”.</p> <p>“It is also better for the sisters to know, because before we did not know anything. Now we are better. And the experiences, we also go to other departments, so us sisters meet. Some say ‘we don't know’ ‘we didn't know these things,’ they say ‘because we haven't had many seminars.’ So, we are going to see them, we are going to each department”.</p>	<p>Julia has a particular position in her community due to her incursion into politics. She considers her organization, Las Bartolinas, to be a watershed for the political organization of women. Their most important job would be to educate women from all departments. Despite this intention, she manifests experiencing a certain rejection by the community, the fact that she speaks may disturb other people.</p>
Technology	<p>“When there were the camelid before and there were other sheds from the past years, which there were, they had no roof, it did not have a good roof, it was just made of calamine the roof, it did not have a proper roof. That the calamine,, hail made it fall, it turned it over, the llamas escaped. But, now that it already has its roof, it already has the cover on the roof, it is good now”.</p> <p>“Look, this is alfalfa, well; this is what we want to increase. Just now this is coming, before there was none (...) Those pastures, those pastures that you see there, they ate that (...) Now they are getting used to this [alfalfa], how the bull or the cow grows (...) This is already beginning to grow, little by little it has set in. Other institutions have also brought it. Let's say in La Paz, near Viacha, near to Laja, that area produced this. Now they have brought it here. Most of all, the Norwegian institution has helped us to learn these things, a Norwegian came here, years”.</p>	<p>It is evident that the technology transfer projects (both current and previous) have been well received and used by the community. The introduction of new comestibles and the construction of sheds have been successful in increasing the size and weight of llamas, as well as in reducing their mortality.</p> <p>On the other hand, it is worth noting the development of autonomous technological strategies, such as the way in which Julia tore down the small fences to give her camelid more space, as an experiment that turned out to be positive for their production.</p>

DIMENSION (Analysis categories)	Interview transcript (Selected fragments)	Interpretation
	<p>“I leave a lot [for the cattle]. I have these reserves and the other reserves. With that I have already collected one. Now I’m free. Because before, my grandparents had one here, another one here, another one here, so, they had it eat a little bit and then the animal went elsewhere. They would go over to one side and it made me have to talk to people. That’s why I did this, since I have my position, I better give it all the lot, and see what it does. And it’s happier, it doesn’t make me go talk to people, it doesn’t go anywhere else. “</p>	

Source: Compiled by authors

2.2 Quantitative tools

Carrying out quantitative research addresses the need to translate abstract phenomena into concrete measures. Through the operationalization process, the concepts (for example, growth) become variables (such as height) and are later expressed in indicators, which are precise and normalized values by which the concept may be calculated (in the exemplified case, it could be the length in centimeters).

Operationalization almost inevitably involves some level of loss of meaning because it requires simplifying reality; therefore, it is necessary to look for indicators that uphold as much of the concept as possible and that represent at least one of its aspects reliably. To be useful, operational definitions must tell us precisely and explicitly what we must do to determine what quantitative value should be attributed to the variable (Manheim and Rich, 1988).

Below are some examples of the indicators constructed for the Practical Action projects evaluated, followed by some relevant results from the survey used.



Concept	Variable	Indicator	Question asked
Sexual division of labor	Individual contribution to productive and reproductive work, by age group and sex.	Number of daily hours dedicated to productive work. Number of daily hours dedicated to housework.	How many hours a day do you spend on.... - home care and its members? - productive activities within the family unit? - productive activities outside the home? - rest or an activity other than work? Other.....
Sociopolitical position	Participation in positions with decision-making power in economic and political organizations, by sex.	Percentage of men and women who are full members of productive and community organizations.	Do you hold a position in your organization that is ... - productive? - communal? - Others: - None
Access to technology	Mechanization of the production process.	Number of women and men who recently implemented mechanical action technologies for the processing and transportation of inputs and agricultural products.	Have you or your productive organization incorporated new technology in the last 12 months?

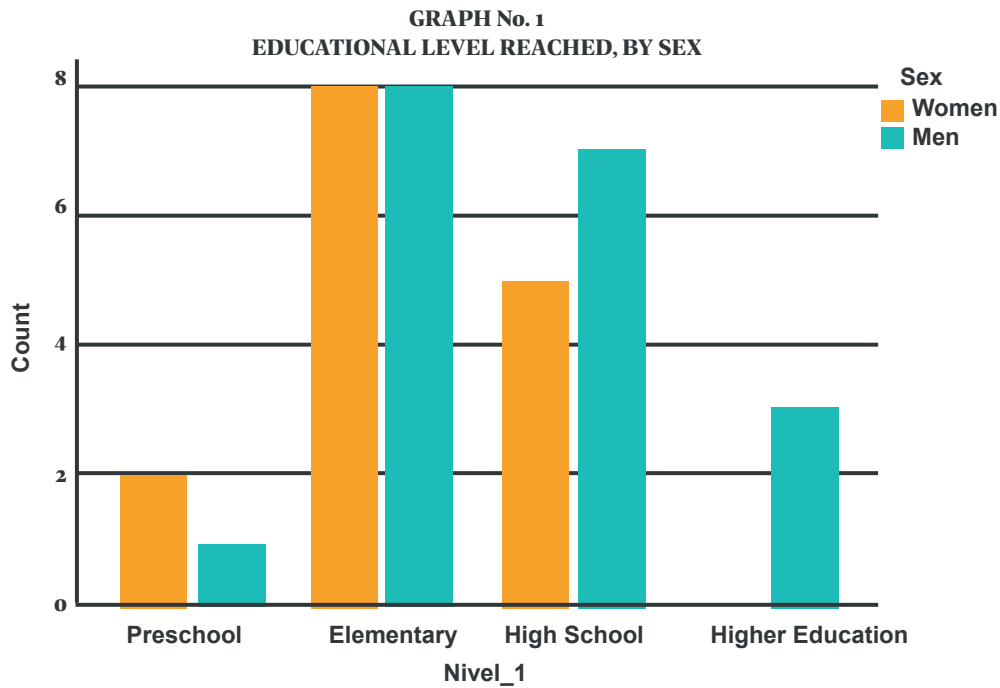
Source: Compiled by authors



© Practical Action

Interpretation example

• Gender differences in access to education:

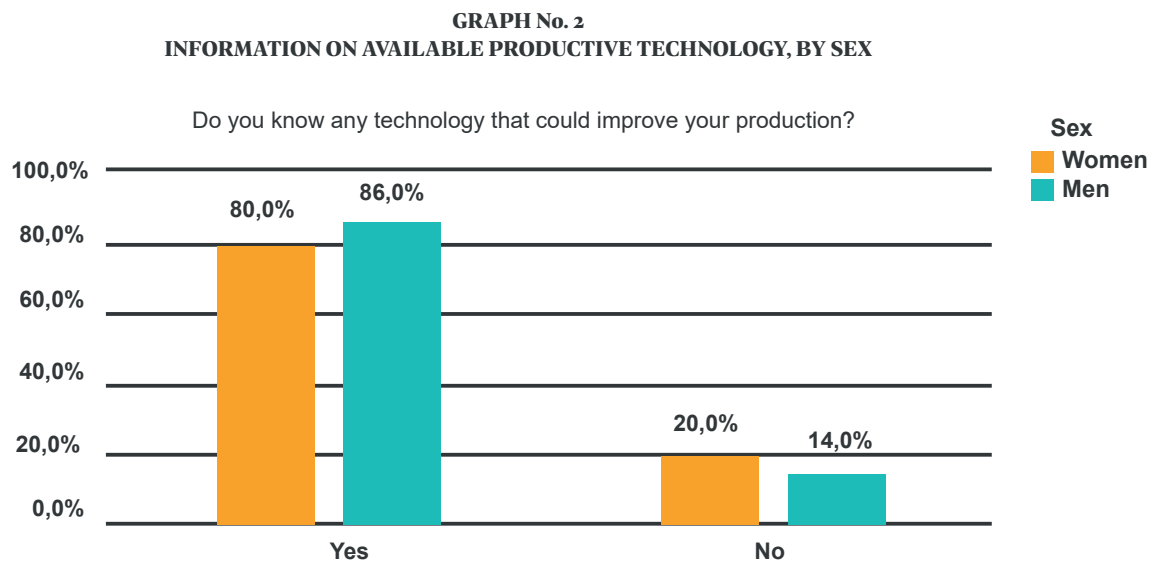


Source: Compiled by authors

The information collected shows that, in general, the level of education attained by the beneficiary population of the four localities is low. Most saw their formation interrupted in elementary school. On the other hand, it is easy to

recognize that higher levels of instruction were more frequently accessible to men than to women: the three interviewees that reached the level of higher education are men.

• Information regarding technological options:



It is observed that the percentage of men who are informed about technologies with which they could improve their production is slightly higher than that of women.

• **Improvements due to access to technology:**

TABLE No. 1
TYPE OF IMPROVEMENT EXPERIENCED BY THE INCLUSION OF TECHNOLOGY (FREQUENCIES AND PERCENTAGE)

Improvement	Frequency	Percentage
Reduction of time	5	29,4
Reduction of production cost	1	5,9
Increase of produced amount	3	17,6
Increase in quality	3	17,6
Has not seen improvements	4	23,5
Others	1	5,9
TOTAL	17	100

Source: Compiled by authors

23.5% of the people who answered this question state that they have not seen improvements in their production since the introduction of the technology. Among the 76.5% of those who declared that they had experienced

improvements, we see that the greatest benefit is regarding the reduction of production time (29%), followed by the increase in production and product quality (18% each).

• **Political participation**

TABLE No. 2
EXERCISE OF A POSITION AT THE TIME OF THE SURVEY, BY TYPE OF ORGANIZATION AND SEX (EXPRESSED IN FREQUENCY)

Type of Organization	Sex		Total
	Women	Men	
Productive organization	1	5	6
Community organization	4	7	11
Other organization	1	1	2
None	9	6	15
Total	15	19	34

Source: Compiled by authors

It can be seen that the majority of the women surveyed do not currently hold any organizational position, neither in their productive organization, nor in the community. In contrast, most men do hold positions. From the sample of surveys carried out, it is particularly worrying, in this case, the absence of women leading the productive organizations (only one of them was in charge of the solar cooker project), this could show that the management of

the technologies implemented by the projects continue to be in male hands, which does not allow the benefits of the technology to accomplish their role of empowering women. This result mobilizes the revision of project activities and methodologies in order to better redirect the application of the approach.





©Practical Action

FINAL WORDS

The success of any effort to reduce gender inequalities largely depends on the degree to which organizations adopt and implement a gender approach in their operations. The tools presented here, aimed at field staff of institutions involved in productive development, were accompanied by an indispensable list of good practices for evaluation using a gender approach.

Such recommendations arose, not only from the revision of relevant literature, but also, in a special way, from the experiences of our team in four tool validation workshops, held in the localities of Tucupí (August 16, 2019), Rurrenabaque (December 9, 2019), Alto Coccochi (December 10, 2019) and Santiago de Machaca (December 14, 2019). The successes and errors that were evidenced here, in addition to the observations and suggestions of the participating population and the technical personnel of Practical Action in each location, were enormously enriching. Because of this, it is important to express our gratitude to them. Everything learned in the

workshops was included as thoroughly as possible in the final document.

We would like to point out that these tools are intended to be a living document, rather than a static text, so we encourage those who have them in their hands to rethink, contextualize, and appropriate them so that they may be of real use given the specific characteristics of their projects and the people involved.

Finally, the experience of collaborative work between the academic sector and the development sector (more implemental and practical) shows us the importance of complementing the two in order to improve interventions of NGOs through a measurement of results carried out with more academic perspective and rigorousness.



©Practical Action

BIBLIOGRAPHY

Alfaro, M.; Aguilar, L.; Badilla, Ana (1999). *Develando el género. Elementos conceptuales básicos para entender la equidad*. World Conservation Union (IUCN)

CEPAL (2007). *Cinco piezas de política de desarrollo productivo. División de desarrollo productivo y empresarial*. Santiago de Chile.

Cuba, Mónica (28 de septiembre de 2018) *Safeguarding Workshop*. Practical Action. Beni, Bolivia.

Gender, agriculture and assets program (2014). *A Toolkit on Collecting Gender & Assets Data in Qualitative & Quantitative Program Evaluations*.

Gender Action (2009). *Herramientas de Género para Observadores Financieros Internacionales*.

Gutiérrez, I. y Ramírez, F. (2013). *Herramientas para el análisis de género en el ciclo de los proyectos: listas de verificación e instrumentos de análisis*. Boletín técnico No. 63, Centro Agronómico Tropical de Investigación y Enseñanza.

Hamui-Sutton, A. y Varela-Ruiz, M. (2013). *La técnica de grupos focales*. In: "Investigación en Educación Médica", Vol. 2, Núm. 5, pp. 55-60 (January- March 2013).

Kishor, S. y Johnson, K. (2005). *Women at the nexus of poverty and violence: How unique is their disadvantage?* In: Kishor (Ed). "A Focus on Gender: Collected Papers on Gender Using DHS Data". USAID.

Lamas, M. (2002). *La antropología feminista y la categoría género*. In: "Cuerpo, Diferencia Sexual y Género". Taurus, México DF.

Manfre, C. y Rubin, D. (2012). *Integrating Gender into Forestry Research: A Guide for CIFOR Scientists and Programme Administrators*. CIFOR, Bogor, Indonesia.

Manheim, J. y Rich, R. (1988). *Análisis político empírico. Métodos de investigación en ciencia política*. Alianza Editorial, Madrid.

Murguialday, C. y Vásquez, N. (2005). *Un paso más: Evaluación del impacto de género*. Cooperació, Barcelona.

Organización de las Naciones Unidas (2016). *Integrating a Gender Perspective into Statistics. Studies in Methods, Series F No. 111*.

OXFAM (2014). *Caja de Herramientas de Género. (Gender-based Toolkit) Módulo 2: Transversalización del enfoque de género – Manual para participantes*. Lima.

Practical Action (2019). *Gender Assessment Tool. Herramienta de monitoreo interno*.

Practical Action (2013). *Tecnología apropiada: Un vehículo para el desarrollo*. Data sheet.

Schuler, M. (1977). *Los derechos de las mujeres son derechos humanos: La agenda internacional del empoderamiento*. In: León (Comp) "Poder y empoderamiento de las mujeres". Fondo de Documentación Mujer y Género. Tercer Mundo Editores, Santafé de Bogotá.

Sen, A. (1987). *Gender and Cooperative Conflicts*. WIDER Working Paper 18. World Institute for Development Economics Research, Helsinki.

UNITAS (2017). *Programa de formación. Género y exigibilidad de los derechos de las mujeres*. Programa Equidad, La Paz

USAID (2016). *Gender and Information, Communication Technology (ICT): Survey toolkit. Mobile Solutions Technical Assistance and Research*.

Wodon, Quentin T.; Montenegro, Claudio E.; Nguyen, Hoa; Onagoruwa, Adenike Opeoluwa (2018). *Missed Opportunities: The High Cost of Not Educating Girls. The Cost of Not Educating Girls Series*. Washington. World Bank Group, Washington.





**Practical
ACTION**
Soluciones Prácticas

Practical Action en Bolivia

Address: Sopocachi, Calle Presbítero Medina
N° 2922 casi Calle Romecín Campos
Phone number: (+591-2) 2119345
www.practicalaction.org.bo

UNIVERSIDAD
CATÓLICA
BOLIVIANA
LA PAZ



Instituto de
Investigaciones
Socio - Económicas

IISEC La Paz

Address: Av. 14 de Septiembre Nro. 5369, Obrajes
Phone number: +591 2 2782222 Int. 2738
www.iiisec.ucb.edu.bo



Aspen Network of
Development Entrepreneurs

Aspen Network of Development Entrepreneurs

The Aspen Institute
2300 N St. NW, #700
Washington, DC 20037-1122