CLOSING THE GAP

HANDBOOK TO GUIDE RURAL ORGANIZATIONS TOWARDS GENDER EQUITY

GUATEMALA, 2007
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Foreword

Since the decade of the 80’s, the International Fund for Agricultural Development (IFAD) has been making important innovative efforts in order to incorporate the gender equity focus in the projects it finances in Latin America and the Caribbean. We know there have been many achievements, in part through gender mainstreaming and specific actions carried out by the projects, and in part by the commitment of the different actors in the rural development process, both of the beneficiaries men and women, and of those of us who have the role of accompanying local processes. However, even though noticeable progress has been made, we still do not have a methodology or the tools to objectively measure the degree of change in gender equity.

For this reason, when making the presentation of the ‘Closing the Gap’ Handbook, I assume the same shall have a great meaning for rural organizations, IFAD project beneficiaries, who through using this Handbook may identify affirmative actions that can contribute to diminishing the gender gap that exists in their organizations, and allows them to objectively measure the degree of progress made given new attitudes, specific actions, more mutually beneficial relationship between rural men and women.

I am sure that you will find in this Handbook a methodology with novel, practical and simple-to-apply tools that shall directly contribute to the identification of strategies that foster poverty reduction, giving poor men and women the chance to transform their lives and their means of subsistence and to close existing gender gaps in their organizations.

Raquel Peña-Montenegro
Director, Latin America and Caribbean Division
ACKNOWLEDGEMENTS

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In El Salvador we want to thank the “Proyecto de Desarrollo Rural en la Región Central” (PRODAP-II), its director Frank Escobar and staff: Norys Ramírez, Beatriz Mazariego, Emilio Aguilar, Clara Luz Estrada, Elsy Tejada, Marta Garza, Bendaly Barraza and Oscar Irigoyen. Special thanks to the boards of directors, male and female members of (i) the Cooperativa Santa Bárbara, in the Department of Cabañas; (ii) the Asociación de Desarrollo Comunal San Antonio Caminos (ADESCOCSAC) of the Municipality San Vicente, department of San Vicente; and (iii) the Asociación Cooperativa de Aprovisionamiento Agrícola y Tejedores Rochdale of the Municipality San Sebastián, department of San Vicente.

In Guatemala we wish to thank the director and personnel, particularly Claudia Alfaro, gender expert of the “Proyecto de Desarrollo Integral de El Quiché” (PRODERQUI). A special recognition goes to the boards of directors, male and female members of (i) Comité de Viudas y Huérfanos de Rio Blanco, municipality of Sacapulas; (ii) the Asociación de Agricultores para la Autogestión Comunitaria (ASODAC), municipality of Cunén; (iii) the Comité Pro-Mejoramiento de Terrero, municipality of Canillá; (iv) the Comité Pro-Desarrollo Comunal de Chichaj, municipality of Canillá; and (v) the Asociación para el Desarrollo de Zacualpa (ASODEZA), all of the Department of El Quiché, Guatemala.

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EXECUTIVE SUMMARY

1. THE METHODOLOGY

The general objective of this Handbook is to present a methodology easy to apply, which allows the measurement of the degree of gender equity attained by a rural organization, and helps to identify affirmative actions. It specifically allows the following:

1. To measure the present situation (baseline) of gender equity within a rural organization;
2. To facilitate the identification of affirmative actions which might be required to reduce the existing gap between men and women; and
3. To measure the progress made in gender equity and to identify the necessary adjustments to the gender strategy or the affirmative actions.

The methodology is based on a series of integrated tools to obtain data from the board of directors, as well as from the male and female members, regarding the level of gender equity attained by the rural organization, as well as the reasons for not achieving gender equity, and the possible actions which might assist to diminish the existing gender gap.

The methodology is useful for rural development programs and projects, as well as second-tier organizations, and grass roots organizations such as rural organizations of different types (committees, cooperatives, associations) or with different objectives (for example local development or agricultural development). The methodology and tools are applied to:

- The board of directors of the rural organization.
- Female members of the organization.
- Male members of the organization.

The methodology consists of two tools:

a) TOOL I

To gather data from the board of directors of the rural organization, containing general information (questions 1-12) of the organization (name, type, and services provided by the organization) and of its membership. It allows visualization of the criteria used by the board of directors regarding gender equity (questions 13-28), ranging from the distribution of positions in the board of directors by sex, membership, eligibility, power relationships, decision making, access to information and services provided by the organization.
b) TOOL II

II.A. Refers to a group of 24 questions to gather data from the female members of the rural organization, containing information regarding inter-group relationships, access to information, services and benefits, the responsibilities of the organization and their distribution, and workload, amongst others. These questions are to be analyzed from the women’s point of view.

II. B. Refers to a group of 24 questions to gather data from the female members of the rural organization, containing information regarding inter-group relationships, access to information, services and benefits, the responsibilities of the organization and their distribution, and workload, amongst others. These questions are to be analyzed from the men’s point of view.

2. THE EVALUATION PROCESS

To define the situation of the rural organizations as regards gender equity, each tool has its format which allows calculating the points obtained by men and by women in each set of questions. The results (points) will indicate if the implementation of affirmative actions that close the gap of gender inequity is required or not for each of the 24 topics mentioned in the questions.

Excepting the section of general data, which is not evaluated, all the tools have their respective evaluation format. In each specific case, a criteria is established for the corresponding grade. A sum of the total points assigned by women and a sum of the total points assigned by men is made. The total of points of each one and its comparison gives us an idea of the gender equity existing in the rural organization. The points assigned by men and women to each question are analyzed to identify affirmative actions, and using the criteria list, the actions to follow are defined. This grade is read horizontally. The difference in points as regards the male and female members indicates us if there is a need to identify and implement affirmative actions towards the male group, the female group, or both.

For Tool I a format is used to record the general data (12 questions) and the grades for the 16 gender equity-specific questions for the board of directors. The grading will tell us:

3: Action not required
2: Action required, but not a priority
1 or 0: Affirmative action towards a more equitable distribution is required

For Tool II there is a grading table with criteria already established to grade each of the 24 questions answered by men and female members, as seen hereinafter:
<table>
<thead>
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<th>Male Member Grading</th>
<th>Female Member Grading</th>
<th>Type and urgency of recommended action</th>
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<tr>
<td>2</td>
<td>3</td>
<td>There is not full equity, but action is not a priority.</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Everything is going well, action is not required.</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>Action is required to improve the situation both of male and of female members.</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>Affirmative actions are necessary to female members.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Affirmative actions are necessary for male members.</td>
</tr>
</tbody>
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3. **TOOL APPLICATION**

It is estimated that approximately three hours are required for the specific activity of asking the questions in tools I, II-a, and II-b in a rural organization. Time required before for the preparation of conditions (initial meeting) should be taken into consideration, as well as the time afterwards required to grade the answers and make the corresponding analysis.

The tool implementation is carried out in four phases, which go from inducing the parties that will use the tools, to the comparison of results attained and the proposal of affirmative actions which might reduce the existing gender gaps. These phases are:

**PHASE 1: PREPARING THE CONDITIONS.** This refers to the search of skills and training amongst male and female technicians who would facilitate tool implementation, and the early involvement of the local leadership of the rural organizations participating in the exercise.

**PHASE 2: APPLYING THE TOOLS.** This defines step by step the methodology to be used to carry out the equity measurement exercise with the rural organizations.

**PHASE 3: EVALUATING RESULTS AND DEFINING AFFIRMATIVE ACTIONS.** This section assists to the comprehension of the
evaluation criteria, as well as the definition of the required affirmative actions. It allows interpreting the existing gender equity differences, as well as the need for strengthening of the organizations in certain aspects.

PHASE 4: MEASURING PROGRESS. This refers to repeating the process every six months, if possible with the same male and female participants of the rural organization and measuring progress in the grades of the male and female members. Here one analyzes if the gap is closing and if the organization is advancing towards higher levels of equity, or whether a reorientation of the affirmative actions would be necessary.
INTRODUCTION

For RAQUEL PEÑA MONTENEGRO, Director of the Latin American and the Caribbean Division of IFAD, "Poverty means exclusion; exclusion of benefits, exclusion of participation in development processes, it means not to have access to essential services and rights. When analyzing rural poverty, it is evident that it affects men and women, but in a different degree and scope. The fight against poverty and social, ethnical and gender inequality must be the central axis of all efforts of rural development and of the management of natural resources". The goal is to arrive at a society where relationships are more equitable, where the freedom of one group is not acquired at the expense of others. This can only be achieved by ending the existing inequalities between men and women.

In the words of Mr. Klemens Van der Sand, Vice-president of IFAD (June, 2002) "both to close the gaps of gender inequality and the empowerment of women are important tasks for IFAD; in addition, it is an effective way of reducing poverty and malnutrition, gender equity is part of IFAD's values and system of principles; equity in the legal system, in civil and political rights, in access to opportunities, services and assets for production. For IFAD, gender equity is basic within the human rights".

Even though the gap between sexes is slowly closing, rural women in Latin America are still in a position of subordination towards men, with less opportunities of personal development, access to decision making processes of productive nature, little participation in producer's organizations, and with less access to competitive productive opportunities. On the other hand there are countries where rural men have disadvantages as compared to women, as is the case in the Caribbean, where rural men are in a clear disadvantage regarding access to education, or the case of Nicaragua where the underemployment affects more rural men than women.

Since the beginning of the 80s, the International Fund for Agricultural Development (IFAD) has had as a policy the incorporation of female beneficiaries in the projects it finances in Latin America and the Caribbean. This policy has permitted a group of poor rural women to benefit from different types of productive services, most of them tending to improve their participation and the benefits from agriculture and livestock production. In general these agricultural services were inaccessible to the female population due to the traditional gender differences that operate both in the field and in the different agricultural institutions existing in the Latin American countries.

However, the incorporation and active participation of female producers and their access to resources and benefits of the projects has not been easy, and definitely not a finished process yet. By the mid-90s of last century, most of the projects had difficulties because of the lack of clarity of gender strategies, the limited training and sensitivity of the technical staff regarding subjects such as the gender equity, women in development, participation, etc., and the great confusion that existed between a Gender in Development (GED) and that of Women in Development (WID). Additional to these limitations was the lack of practical tools that allowed technicians to mainstream gender equity in project implementation. Progress was made for example with the incorporation of women in productive activities in the traditional environment, often at the expense of an increase in their workload and frequently in less profitable activities with reduced competitiveness, and thus with a limited possibility of reducing their poverty level.
In February, 1997, IFAD’s Latin America and Caribbean Division decided to implement a “Programme for the Strengthening of Gender in the Implementation of Projects” (PROSGIP), in line with the IFAD strategy regarding the recognition of the role of the poor rural women’s activities in agricultural and small businesses activities. The objective of the Program was to support the projects in achieving equal participation of men and women in the agricultural and rural development actions implemented by these projects. At the same time, the Program was conceived with an eminently participative methodology, in such a way that it were the projects that identified their needs for technical support, on the basis of gaps in their conceptual and methodological knowledge; the gaps in knowledge were often filled by the experiences from other projects and an interesting and enriching exchange of experiences was established within the framework of PROSGIP.

From the achievements and new needs for technical support detected during the implementation of PROSGIP, PROGENDER was born in 2,000; a program destined to strengthen gender aspects, create new opportunities for participation and equal access for men and women of the target population in IFAD-financed projects and programs in the different Latin American and Caribbean countries. One of the specific objectives of PROGENDER was to design and produce a methodology that would help evaluate the results and impact of gender equity mainstreaming activities in the rural development projects financed by IFAD.

At the moment of developing the methodology presented in this Handbook, a variety of methodologies exist that support gender equity mainstreaming, both in activities at community level as well as in rural organizations; however, there are no tools to measure the progress and impacts made. The initiative to develop a practical tool originated from the need identified by male and female technicians working in rural development projects and in co-implementing agencies to have adequate and practical tools that allow them to measure the progress regarding gender equity in their daily work.

In this context and with the financial support of PROGENDER a group of consultants from CODERSA were hired to develop a simple and practical methodology that allows determining the degree of gender equity in rural grassroots organizations. The team was made up of Ingrid Schreuel, who was in charge of the methodological development and general coordination; Eugenia de Celada and Marjolein de Jonge, who carried out the validation in Guatemala and greatly contributed to the final drafting of the Handbook; and Timoteo Lopez, whose contribution to the review of both the methodology and the text of this Handbook were crucial.

This Handbook presents a methodology that allows the objective measuring of the degree of gender equity achieved by a rural organization (committees, cooperatives, producers’ associations, amongst others). The tools are used to obtain data, both from the board of directors and from the male and female members, regarding the level of gender equity attained by the rural organization, as well as the reasons why gender equity has not been achieved in certain aspects, and the possible affirmative actions that might help to reduce the existing gender gaps. It is a methodology to be used by the technical and operative personnel as well as directly by members of rural organizations. Once the methodology and tools had been drafted, these were subjected to a validation process, which was carried out with the support of IFAD projects in 11 rural organizations in three countries:
Dominican Republic, with the support of the IFAD Project for Small Producers of the South-East Region (PROPESUR).
El Salvador, with the support of the Rural Development Project in the Central Region (PRODAP-II).
Guatemala, with the Rural Development Project of El Quiché (PRODERQUI).

In accordance with the experience of the technicians who participated in the validation process, the tools are extremely useful and easy to apply, and fulfill their task in measuring the present situation (base line), in proposing affirmative actions towards gender equity, in measuring progress every six months (monitoring). Likewise, male and female members from the rural organizations considered it a useful tool in that it helps sensitization of gender equity. In their opinion, the tools make them reflect and analyze their own organization and propose short term actions to make changes towards gender equity.

The validation was helpful in adapting the 24 questions that are the basis of the tools in making them more user friendly; however when used they will always need to be adjusted to each specific socio-cultural context. The result of the process described is this Handbook that presents a methodology and tools that allows the measurement of the initial situation and the degree of progress achieved regarding gender equity in rural organizations, as well as the impact of the gender equity strategies implemented by the accompanying rural development projects.

The Handbook includes:

1. Guidelines for Tool Utilization;
2. The Methodology;
3. The Tools and Formats; and
4. Training the Teams of Facilitators who will Apply the Methodology “Closing the Gap”.

I. GUIDELINES FOR TOOL UTILIZATION

FIRST PHASE: PREPARING THE CONDITIONS

Step 1: Training of the male and female technicians who will facilitate the implementation of the methodology and application of the tools

During this first phase, the stage is set to carry out the evaluation of the current level of gender equity that exists within the organization. It is imperative that activities to prepare male and female technicians who will facilitate the measurement process be considered, and that a genuine interest in the process and its results be the basis for the participation of the men and women of the rural organization to be evaluated.

The training aspect of this phase is considered “key” and is therefore further detailed in Chapter IV.

Procedure

Once the stakeholders involved in the exercise of tool application have been selected, a workshop will be held so the male and female technicians and preferably also local leaders will get acquainted with the “why”, “how”, “where”, “with whom”, and “when”, the contents, usefulness, and possible results.

In addition, the evaluation formats, interpretation of each result and the criteria for possible affirmative actions are studied.

Time required: Several days (see chapter IV).

Pay Attention:

- The parties who will apply the tools must be sensitive and have a basic conceptual domain of the gender equity. If not, it will be necessary to train in these aspects first.
- It is advisable that the tools be managed at least by two facilitators so they can be used at the same time, but separately, by men and women. If a team would not be possible, the application of the tools should be programmed at different hours for each group (board of directors, female members, and male members) so they do not have to wait for the other group to finalize.
- The results of the tool application must be interpreted first by the male and female technicians within a few days after finalizing the complete exercise, for them to be prepared to facilitate the next meeting with members of the organization in which results are analyzed together and where in a simple and understandable language affirmative actions will be identified.
STEP 2: Call for Participation of the Rural Organization

Procedure

A meeting with the board of directors of the rural organization is held. Who will participate is defined after explaining the objective of the application of the tools:

- Members of the board of directors (preferably a 100%).
- How many male and female members: Depending on the total number of male and female members, a random sample between 10% and 25% of each group (male and female) is taken.

In order to establish which % applies, the following rule can be adhered to: If a group, organization, or committee has from 2 to 40 members, we should work with 25% of the total of males and 25% of the total of females in the application of the tool. If an organization has more than 40 members, we can work with 10% of males and 10% of females.

Example: In the case of an organization with 100 members, 90 males and 10 females, to the male membership 10% shall be applied and to the female membership 25% shall be applied. Meaning that the exercise will be carried out with 9 male members and 3 female members (25% of 10 equals 2.5, but the figure is always rounded up).

Finally the date, place, and time of the exercise should be agreed upon with the board of directors.

Time required: Since this is a short meeting, experience has shown that normally it does not take more than one half hour.

Pay Attention:

- The Call for Participation should be made with sufficient time in advance, so the rural organization can ensure a good and efficient planning process and participation of all invited stakeholders. The facilitators have to make sure they confirm the date when the same is getting close.
- The participation of all the members of the board of directors should be promoted.
- An adequate place for the meeting, where men and women can work separately, and where plenary meetings can be held should be suggested.
Step 3: Rural organization data gathering and review

Procedure

All the existing secondary data regarding the rural organization is gathered, to help forming an idea regarding its structure and functioning, vision, successes and limitations. This information is useful to the facilitators when reformulating the questions in tools II A and B, according to each specific case and context and for them to have sufficient knowledge to further pursue specific issues in a discussion and to understand certain aspects of the discussion and opinions voiced.

Time required: Not measured.

Pay Attention:

- This step is not essential if the facilitators have worked before closely with the rural organization; their understanding of internal relations and the socio economic context of the organization allows them a fuller profile thereof, and to reformulate the questions accordingly.
SECOND PHASE: TOOL APPLICATION

Step 1: Introductory Talk

Once the necessary conditions have been prepared, the facilitating team and local leaders proceed with the process of tool application, according to place, date, and time established before. In this phase it is important that both the facilitators and the leaders of the rural organization have a clear understanding of the process, its objectives and functioning.

Procedure

The Introductory Talk is a meeting which is carried out with all participants in the process, both members of the board of directors as well as the group of male and female members. The relationship of the Project/NGO that provides the facilitators with the rural organization is mentioned, as well as the purpose of the process, tools and questions, and the methodology (men and women separate, and why).

In addition, it is important to explain that the methodology is part of a change process which requires several phases and that therefore the participants are requested to commit themselves to participate for instance in the next meeting where the results of the exercise will be presented. A formalization of the commitment of a rural organization to participate in the whole process might be expressed also by means of a letter or an agreement recorded in the official Minutes of the organization, and could be shared a general assembly.

Time required: Experience has shown that a maximum of 20 minutes is sufficient, however local customs may introduce additional themes on the agenda and therefore more time might have to be foreseen.

Pay Attention:

- It should be explained that this is a reflective exercise, where there are no good or bad answers, indicating that all answers are valuable opinions contributing to attaining gender equity in order to strengthen the organization.
- It is recommended that the tools be applied by two facilitators, who work at the same time, but separately with men and women. If this is not possible, each group should be summoned at different times.
- The questions in the tools must be interpreted first by the facilitators and later put in local context or explained using a language understandable to the rural organizations.
STEP 2: Consultation with members of the board of directors

Procedure

If possible, all members of the board of directors of the rural organization should be present. Tool 1 is used (A: Organization general data). Up to this point only general information of the rural organization is gathered and these data are not evaluated (graded).

Next, men and women of the board of directors answer the questions in Section B, Data Regarding Membership of the Organization and C, Data Regarding Decision-Making, Communications and Services Provided. These data offer an idea regarding the equity level of the relations between the membership and access to the services of the organization, from the board members point of view. It tells us how the organizations values or not gender equity.

Use the form attached to the tool to do the grading of the answers (D. Table to evaluate answers to questions 13-28 of the board of directors). This information is analyzed for potential affirmative actions and comparison to the results form Tools II A and B.

When finishing using the tool it is important to ask the board of directors their opinion thereof, as well as the usefulness they think it may have.

Time required: Maximum 45 minutes.

Pay Attention:

- Try to make that all the members of the board of directors participate, so as to have a more complete and global perspective.
- The facilitators who applied the tool should interpret the data and transfer the same in a simple and precise manner.
- As with the other tools, also in the application of Tool I, the facilitators have to reformulate the questions and put them into context and an understandable language, clarifying their meaning whenever is required.
STEP 3: Consultation with Male and Female Members from the Organization

Procedure

Depending on the size of the membership of the organization, a certain number of male and female members is invited to participate (see phase I, step 2, page 15). In this part of the process, the facilitators work separately with men and women. Tool 2 (A and B) is used to interview male and female members.

This data gives a clear idea of the opinion that men and women have each regarding the equity attained in the organization. Use the form attached to the tool to write down the answers.

Time required: 1 hour.

Pay Attention:

- Depending on the total number of male and female members, a random sample between 10% and 25% of each group (male and female) is taken. For example: In the case of an organization with 100 members, 90 males and 10 females, to the male membership 10% shall be applied and to the female membership 25% shall be applied. Meaning that the exercise will be carried out with 9 male members and 3 female members (25% of 10 equals 2.5, but the figure is always rounded up).
- If there are people who do not speak the official language, but an indigenous language, the facilitator should be assisted by a translator, preferably someone not related to the rural organization in order to avoid distortion in the translation of the answers.
- There are always people who try to dominate a meeting and are always the same answering. It helps to say 'Raise your hand those who say 'A', raise your hands those who say 'B', and then ask why; this way the facilitator can invite others to voice their opinion.
- It could be very useful to have a notebook to write down comments and opinions regarding aspects that are not included in the list of questions but are valuable opinions, as well as to write down the names of the participants.
- It may be that there is no consensus in one specific answer. If this would happen, the criteria of 'majority' is used upon ending the group discussion. At the time of evaluating (grading) the answer, a remark is noted in the table.

OBSERVE! Avoid confrontation; these are opinions; all answers deserve respect and have the same value.
THIRD PHASE: EVALUATING THE RESULTS AND DEFINING AFFIRMATIVE ACTIONS

STEP 1: Tool Evaluation and Grading

The initial analysis of results obtained, is done separately by the facilitators once the application of tools I and II (A and B) has been realized.

Procedure
Once the participating men and women and board members have been interviewed and provided the answers to the questions in tools I and II, the answers are noted down in the form attached to the tool.

Once the answers are noted down (0 to 3), they are evaluated or graded, consulting a table of criteria to help determine whether an affirmative action is required or not. The results are noted down the “recommended action column”; 4 answers are possible: action not required, action required for both men and women, action required for male members, action required for female members.

With the data contained in the evaluation form, a first (vertical) reading is made of the total sum of the points assigned to women and the total sum of the points assigned to men. The vertical reading provides a general idea of the level of gender equity. For the second reading (horizontal), the grading given by women to each question is compared to that given by men, and the table of criteria for affirmative actions is applied. The horizontal reading provides an idea whether on this specific topic an affirmative action is required and if so for which group.

Time required: Experience shows that noting down the answers and grading takes approximately 1 hour/organization.

Pay Attention:
- It is important to grade the answers as soon as possible, in order to avoid mistakes and to be able to plan the next session (presentation and analysis of results) with the organization on a short-term.
- In some cases the answers to certain questions may be contradictory and should therefore be carefully analyzed in order to obtain authentic or valid results. When in doubt, the information should be validated in the next session with the organization.
- Do not forget to put a remark whenever no consensus was reached in one specific question.
STEP 2: Definition of affirmative actions

*Procedure*

Based on the results obtained in all the tools, potential affirmative actions oriented towards favoring gender equity in the organization should be defined by the facilitators as part of their preparation for the next session (disclosure of results) with the organization.

These actions are to favor and strengthen the disadvantaged group (either women, men or both).

This activity is implemented jointly by all the members of the Facilitating Team.

Time required: Depending on the experience of the facilitating team, this may take several hours. The facilitators have to compare the results from the board of directors with the results from the male and female membership as well as make a comparison between the answers of male and female members.

*Pay Attention:*

- The possible affirmative actions identified by the Facilitating Team are not shown during the disclosure of results, but are used by help the facilitators as guidelines when the members of an organization identify their own solutions, from their own perspective.
- Affirmative actions recommended must be creative, feasible and specific in order to facilitate their implementation (see examples in chapter IV). Also responsibility for their implementation should be defined.
- Each individual affirmative action could be seen as part of a more integral action plan developed and approved by the organization.
STEP 3: GETTING ACQUAINTED WITH THE RESULTS

Procedure

This is the second meeting (disclosure) with members of the rural organization, in which the results of the application of the Tools are validated, the identified inequities analyzed, the possible solutions identified, and commitment towards change is attained.

It shall be the decision of the board of directors whether the second meeting only involves those that participated, or whether an extraordinary General Assembly is called for.

At the end of the meeting a new date to measure progress should be agreed upon (preferably after six months).

Both the date and the agreed upon affirmative actions should be preferably be recorded in the official Minutes of the organization.

Time required: Approximately three hours.

Pay Attention:

➢ The call for attending the second meeting should receive the same attention as the call for the first meeting (see phase I, step 2, page 15), so as to ensure ample participation.
➢ During the reporting of the results, it is very important to show, question by question, the differences or similarities in the answers of male and female members, and to show the total grading of each group.
➢ Whereas the facilitators should have analyzed the results on beforehand and should have identified potential affirmative actions in order to be ‘prepared’, it is essential to invite male and female members of the organization to go through the list of answers, grading and application of the table of criteria for affirmative actions and let them express their opinion and analyze how to close existing gaps.
➢ This will not only lead to more feasible solutions, but also to an appropriation of these solutions, and thus a commitment to change.
FOURTH PHASE: MEASURING PROGRESS

After the recommended period has elapsed (usually a six-month period), a new activity is planned, to measure the achievements obtained through the implementation of the recommended affirmative actions and the degree by which the identified gender gaps were reduced.

Procedure
The board of directors of the rural organization should be invited to plan a new exercise equal to the one held 6 months ago.

It is necessary to make it clear that it is an exercise similar to the one carried out six months ago, and that the results shall be used to measure the progress made and to identify new challenges in order to reach gender equity within the organization.

Pay Attention:
- It will be very important to have a list of the participants in the first exercise, in order for them to participate again.
- The importance of the participation of all members of the board of directors should be emphasized.
II. THE METHODOLOGY

The general objective of this Handbook is to submit a methodology which is easy to apply, that allows to measure the degree of gender equity attained by a rural organization, and at the same time identifies the affirmative actions to close existing gender gaps.

Specifically it allows the following:

1. To measure the present situation (baseline) of gender equity within a rural organization.
2. To identify the affirmative actions which might be required to reduce the existing gap between men and women; and
3. To measure gender equity progress and to identify the necessary adjustments to a gender strategy or the affirmative actions.

The methodology is based on a series of tools which have been integrated to obtain data both from the board of directors as well as from male and female members, regarding the gender equity level attained by the rural organization, as well as the reasons why gender equity has not been attained in specific areas, and the possible actions which might help reduce the existing gender gap.

The methodology is useful for rural development projects, first and second-tier organizations, different types of rural organizations (committees, cooperatives, producers associations) and organizations with different objectives (local development or agricultural or livestock development, health, amongst others). Basically the different tools, part of the methodology, are to be applied to the:

- Board of directors of the rural organization.
- Female members of the organization.
- Male members of the organization.

1. TOOLS

The methodology consists of two tools:

A. Tool I

Tool I is used to gather data from the board of directors of the rural organization, containing general information (questions 1-12) of the organization (name, type, and services provided by the organization) and of its membership. It allows visualization of the criteria used by the board of directors regarding gender equity (questions 13-28), ranging from the distribution of positions in the board of directors by sex, membership, eligibility, power relationships, decision making, access to information and services provided by the organization.

B. Tool II
II.A. Refers to a group of 24 questions to gather data from the female members of the rural organization, containing information regarding inter-group relationships, access to information, services and benefits, the responsibilities of the organization and their distribution, and workload, amongst others. These questions are to be analyzed from the women’s point of view.

II. B. Refers to a group of 24 questions to gather data from the female members of the rural organization, containing information regarding inter-group relationships, access to information, services and benefits, the responsibilities of the organization and their distribution, and workload, amongst others. These questions are to be analyzed from the men’s point of view.

2. THE EVALUATION PROCESS

To define the situation of the rural organization regarding gender equity, each tool has its format to calculate for each set of questions the grades obtained by men and women. The results indicate whether the implementation of affirmative actions to close the gap of gender inequity is required or not.

Excepting the general data of the organization (Tool I: questions 1 -12), which is not evaluated or graded, the tools have their respective grading format. In each specific case, a criteria for the corresponding grading is established. The points assigned by women and the points assigned by men for the 24 questions are added up. The comparison of the total points (vertical reading) of each group gives us an idea of the level of gender equity existing in the rural organization. To identify if there is the need for affirmative actions, the grades assigned by women and by men to each question is analyzed (horizontal reading). Bearing in mind that this grading is read horizontally, the difference in the grading that corresponds to the male and female members indicates us whether affirmative actions are required for he female membership, the male membership, or both.

For tool I a form is used to record the general data (12 questions) and the grading of the 16 specific questions referred to gender equity as answered by the Board of Directors. The table with criteria for tool I is as follows:

| 3: | Action not required. |
| 2: | Action required, but not a priority. |
| 1 or 0: | Affirmative action towards a more equal distribution of tasks and benefits is required. |

The following is the table for tool II (table II) with established criteria to grade each one of the 24 questions answered by male and
female members:

<table>
<thead>
<tr>
<th>Male member grading</th>
<th>Female member grading</th>
<th>Type and urgency of affirmative action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>There is no total equity, but action is not a priority.</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Everything is going well, action is not required.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Action is necessary to improve the situation both for male and for female members of the organization.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Affirmative actions are necessary for female members.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>Affirmative actions are necessary for male members.</td>
</tr>
</tbody>
</table>

3. TOOL APPLICATION

It is estimated that approximately three hours are required for the specific activity of asking the questions in tools I, II-a, and II-b in a rural organization. Time required before for the preparation of conditions (initial meeting) should be taken into consideration, as well as the time afterwards required to grade the answers and make the corresponding analysis.

The tool implementation is carried out in four phases, which go from training the parties that will use the tools, to the comparison of results attained and the proposal of affirmative actions which might reduce the existing gender gaps. These phases are:

PHASE 1: PREPARING THE CONDITIONS. This refers to the search of skills and training amongst male and female technicians who would facilitate tool implementation, and the early involvement of the local leadership of the rural organizations participating in the exercise.
PHASE 2: APPLYING THE TOOLS. This defines step by step the methodology to be used to carry out the equity measurement exercise with the rural organizations.

PHASE 3: EVALUATING RESULTS AND DEFINING AFFIRMATIVE ACTIONS. This section assists to the comprehension of the evaluation criteria, as well as the definition of the required affirmative actions. It allows interpreting the existing gender equity differences, as well as the need for strengthening of the organizations in certain aspects.

PHASE 4: MEASURING PROGRESS. This refers to repeating the process every six months, if possible with the same male and female participants of the rural organization and measuring progress in the grades of the male and female members. Here one analyzes if the gap is closing and if the organization is advancing towards higher levels of equity, or whether a reorientation of the affirmative actions would be necessary.
## III. THE TOOLS AND FORMATS

### 1. TOOL I

**QUESTIONS FOR THE BOARD OF DIRECTORS**

**A. General data of the rural organization**

These questions are answered by members of the organization’s board of directors.

1. Name of the Organization:

2. Type of organization:

   - 2.1 Co-operative
   - 2.2 Private enterprise
   - 2.3 Civil Association
   - 2.4 Farmers’ enterprise
   - 2.5 Local informal Committee
   - 2.6 Development Association
   - 2.7 Producers’ Association
   - 2.8 Municipal organization
   - 2.9 Community organization
   - 2.10 Other (specify)

3. Address:

4. Telephone number:

5. Date of legalization as an organization:

6. Number of male/female members recorded upon legalization of the organization (give the number of Men and Women):
   - 6.1 Men
   - 6.2 Women

7. Number of male and female members at present (give the number of Men and Women):
   - 7.1 Men
   - 7.2 Women
8. Number of illiterate male/female members (give the number of Men and Women):

8.1 Men ☐
8.2 Women ☐

9. Number of male/female members who speak the Official language (English, Spanish, French, etc.):

9.1 Men ☐
9.2 Women ☐

10. Positions in the board of directors/council by sex: (M = Male, F = Female)

Chairman ☐
Vice-chairman ☐
Secretary ☐
Treasurer ☐
Alternate ☐
Alternate ☐
Alternate ☐

11. Existing commissions/committees (give the number of Men and Women):

<table>
<thead>
<tr>
<th>Commission</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Monitoring</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.2 Forestry</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.3 Agricultural</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.4 Credit</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.5 Marketing</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.6 Education</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.7 Health</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.8 Other</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.9 Other</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11.10 Other</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
12. Services provided by the organization (check with an ‘X’):

12.1 Credit □
12.2 Training □
12.5 Access to land □
12.4 Marketing □
12.6 Technical Assistance □
12.7 Infrastructure support □
12.8 Other services □ Specify:

B. Data regarding membership of the organization

13. Is the incorporation of both men and women to the organization sought?
3 = There is an opening for new male and female members, and gender equity is actively sought in the membership.
2 = There is an opening for new male and female members, but the promotion does not seek gender equity in membership.
1 = There is an opening for new male and female members, but only for male members or for female members.
0 = There is no opening for new male or female members.

14. How do women participate in the election of the board of directors/council?
3 = Women are always proposed for the election of the board of directors.
2 = Women are regularly proposed for the election of the board of directors.
1 = Women are sometimes proposed for the election of the board of directors.
0 = Women are never proposed for the election of the board of directors.

15. Are women elected to be a part of the board of directors/council?
3 = Women proposed to be a part of the board of directors are always elected.
2 = Women proposed to be a part of the board of directors are regularly elected.
1 = Women proposed to be a part of the board of directors are sometimes elected.
0 = Women proposed to be a part of the board of directors are never elected.
C. Data regarding decision making, communications, and provision of services

16. How are the organization’s decisions made?

3 = Decisions are always made taking into consideration the opinion and participation of male and female members.
2 = Decisions are regularly made taking into consideration the opinion and participation of male and female members.
1 = Decisions are sometimes made taking into consideration the opinion and participation of male and female members.
0 = Decisions are never made taking into consideration the opinion and participation of male and female members.

17. To what extent does the board of directors provide information to female members?

3 = The board of directors always gathers the female members to provide information.
2 = The board of directors regularly gathers the female members to provide information.
1 = The board of directors sometimes gathers the female members to provide information.
0 = The board of directors never gathers the female members to provide information.

18. To what extent does the board of directors provide information to male members?

3 = The board of directors always gathers the male members to provide information.
2 = The board of directors regularly gathers the male members to provide information.
1 = The board of directors sometimes gathers the male members to provide information.
0 = The board of directors never gathers the male members to provide information.

19. Are subjects of interest to the female members discussed during the organization’s meetings?

3 = Interesting subjects for the female members are always discussed at the meetings.
2 = Interesting subjects for the female members are regularly discussed at the meetings.
1 = Interesting subjects for the female members are sometimes discussed at the meetings.
0 = Interesting subjects for the female members are never discussed at the meetings.

20. Are subjects of interest to the male members discussed during the organization’s meetings?

3 = Interesting subjects for the male members are always discussed at the meetings.
2 = Interesting subjects for the male members are regularly discussed at the meetings.
1 = Interesting subjects for the male members are sometimes discussed at the meetings.
0 = Interesting subjects for the male members are never discussed at the meetings.
21. How are the date and time of the organization’s meetings planned?

3 = The meetings are always carried out at a date and time convenient for the female members.
2 = The meetings are regularly carried out at a date and time convenient for the female members.
1 = The meetings are sometimes carried out at a date and time convenient for the female members.
0 = The meetings are never carried out at a date and time convenient for the female members.

22. How are the date and time of the organization’s meetings planned?

3 = The meetings are always carried out at a date and time convenient for the male members.
2 = The meetings are regularly carried out at a date and time convenient for the male members.
1 = The meetings are sometimes carried out at a date and time convenient for the male members.
0 = The meetings are never carried out at a date and time convenient for the male members.

23. How are the organization tasks distributed among the male and female members?

3 = The organization tasks are always fairly distributed among men and women.
2 = The organization tasks are regularly fairly distributed among men and women.
1 = The organization tasks sometimes are fairly distributed among men and women.
0 = The organization tasks are never fairly distributed among men and women.

24. To what extent are the objectives of the organization disclosed to the female members?

3 = All the female members know and understand the objectives.
2 = Most of the female members know and understand the objectives.
1 = Some of the female members know and understand the objectives.
0 = None of the female members knows and understands the objectives.

25. To what extent are the objectives of the organization disclosed to the male members?

3 = All the male members know and understand the objectives.
2 = Most of the male members know and understand the objectives.
1 = Some of the male members know and understand the objectives.
0 = None of the male members knows and understands the objectives.
26. To what extent does the organization negotiate services and projects of interest to the female members?

3 = Services and projects negotiated by the organization are always of interest to the female members.
2 = Services and projects negotiated by the organization are regularly of interest to the female members.
1 = Services and projects negotiated by the organization are sometimes of interest to the female members.
0 = Services and projects negotiated by the organization are never of interest to the female members.

27. To what extent does the organization negotiate services and projects of interest to the male members?

3 = Services and projects negotiated by the organization are always of interest to the male members.
2 = Services and projects negotiated by the organization are regularly of interest to the male members.
1 = Services and projects negotiated by the organization are sometimes of interest to the male members.
0 = Services and projects negotiated by the organization are never of interest to the male members.

28. How equal is the access of male and female members to services provided by the organization?

3 = There is the same number of male and female members using the services.
2 = There is a higher number of either men or women using the services.
1 = There are only men or only women using the services.
0 = Neither male nor female members use the services.
D. TABLE TO GRADE ANSWERS TO QUESTIONS 13-28 OF THE BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer Board of Directors</th>
<th>Recommended Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Is the incorporation of both men and women to the organization sought?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. How do women participate in the election of the board of directors/council?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Are women elected to be a part of the board of directors/council?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. How are the organization’s decisions made?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. To what extent does the board of directors provide information to female members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. To what extent does the board of directors provide information to male members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Are subjects of interest to the female members discussed during the organization’s meetings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Are subjects of interest to the male members discussed during the organization’s meetings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. How are the date and time of the organization’s meetings planned? (female)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. How are the date and time of the organization’s meetings planned? (male)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. How are the organization tasks distributed among the male and female members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. To what extent are the objectives of the organization disclosed to the female members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. To what extent are the objectives of the organization disclosed to the male members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. To what extent does the organization negotiate services and projects interesting to the female members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. To what extent does the organization negotiate services and projects interesting to the male members?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. What is the access ratio of male/female members to services provided by the organization?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3: Action not required.
2: Action necessary, but not a priority.
1 or 0: Affirmative actions towards a more fair distribution are required.
2. **TOOL II-A**  
**QUESTIONS FOR FEMALE MEMBERS**

These questions must be posed to a group of female members of the organization.

1. **How are the organization’s decisions made?**

   3 = The decisions always take into consideration the opinion and participation of the female members.  
   2 = The decisions regularly take into consideration the opinion and participation of the female members.  
   1 = The decisions sometimes take into consideration the opinion and participation of the female members.  
   0 = The decisions never take into consideration the opinion and participation of the female members.

2. **Are the decisions taken truly implemented?**

   3 = Decisions taken are always implemented.  
   2 = Decisions taken are regularly implemented.  
   1 = Decisions taken are sometimes implemented.  
   0 = Decisions taken are never implemented.

3. **How is the information within the organization handled?**

   3 = All female members are well informed regarding plans, projects, training, activities.  
   2 = Most of the female members are well informed regarding plans, projects, training, activities.  
   1 = Some of the female members are well informed regarding plans, projects, training, activities.  
   0 = None of the female members is well informed regarding plans, projects, training, activities.

4. **How is the financial information of the organization handled?**

   3 = All the female members are informed and involved in the financial decisions.  
   2 = Most of the female members are informed and involved in the financial decisions.  
   1 = Some of the female members are informed and involved in the financial decisions.  
   0 = The female members are neither informed nor involved in the financial decisions.
5. How many women are there in the organization willing to assume a leadership position?

3 = Most of the female members are willing to assume leadership positions in the organization.
2 = One fourth to one half of the female members are willing to assume leadership positions in the organization.
1 = Just one or two female members are willing to assume leadership positions in the organization.
0 = None of the female members is willing to assume leadership positions in the organization.

6. How many women in the organization are prepared to assume a leadership position?

3 = Most of the female members are prepared and are able to assume leadership positions in the organization.
2 = One fourth to one half of the female members are prepared and are able to assume leadership positions in the organization.
1 = Just one or two female members are prepared and are able to assume leadership positions in the organization.
0 = None of the female members is ready nor is able to assume leadership positions in the organization.

7. Are subjects of interest to the female members discussed during the organization's meetings?

3 = Interesting subjects for the female members are always discussed at the meetings.
2 = Interesting subjects for the female members are regularly discussed at the meetings.
1 = Interesting subjects for the female members are sometimes discussed at the meetings.
0 = Interesting subjects for the female members are never discussed at the meetings.

8. How independently do female members participate in meetings/assemblies?

3 = All the female members feel free and are not afraid to express themselves, and have an active role in the discussion.
2 = Most of the female members feel free and are not afraid to express themselves, and have an active role in the discussion.
1 = Some of the female members feel free and are not afraid to express themselves, and have an active role in the discussion.
0 = None of the female members feel free and are not afraid to express themselves, and have an active role in the discussion.

9. In general, how many female members attend the meetings?

3 = Average attendance of female members is above 90%.
2 = Average attendance of female members is between 60 and 90%.
1 = Average attendance of female members is between 40 and 60%.
0 = Average attendance of female members is lower than 40%.

10. How are the date and time of the organization’s meetings planned?
3 = The meetings are always carried out at a date and time convenient for the female members.
2 = The meetings are regularly carried out at a date and time convenient for the female members.
1 = The meetings are sometimes carried out at a date and time convenient for the female members.
0 = The meetings are never carried out at a date and time convenient for the female members.

11. How do male members participate in the discussions?
3 = The discussion is always balanced and participatory, there are no male members who dominate the discussion.
2 = Certain male members sometimes dominate the discussion.
1 = Certain male members regularly dominate the discussion.
0 = Certain male members always dominate the discussion.

12. How do female members participate in the discussions?
3 = The discussion is always balanced and participatory, there are no female members who dominate the discussion.
2 = Certain female members sometimes dominate the discussion.
1 = Certain female members regularly dominate the discussion.
0 = Certain female members always dominate the discussion.

13. How is the relationship among female members?
3 = All female members keep cordial and mutual supportive relationships.
2 = Most of the female members keep cordial and mutual supportive relationships.
1 = Some of the female members keep cordial and mutual supportive relationships.
0 = Female members do not keep cordial nor mutual supportive relationships.

14. How are the organization’s tasks distributed among the male and female members?
3 = The organization tasks are always equally distributed among men and women.
2 = The organization tasks are regularly equally distributed among men and women.
1 = The organization tasks sometimes are equally distributed among men and women.
0 = The organization tasks are never equally distributed among men and women.
15. How is the active participation of the female members affected by their domestic work load (reproductive activities)?

3 = The domestic workload does not hinder the active participation of female members.
2 = The domestic workload sometimes hinders the active participation of female members.
1 = The domestic workload regularly hinders the active participation of female members.
0 = The domestic workload always hinders the active participation of female members.

16. How do men help female members with the care of children and household chores?

3 = All female members are helped by men.
2 = Most of the female members are helped by men.
1 = Some of the female members are helped by men.
0 = None of the female members is helped by men.

17. How do the productive activities affect the active participation of the female members?

3 = The productive activities do not hinder the active participation of female members.
2 = The productive activities sometimes hinder the active participation of female members.
1 = The productive activities regularly hinder the active participation of female members.
0 = The productive activities always hinder the active participation of female members.

18. To what extent does the lack of speaking an official language affect female participation in the organization?

3 = Language is no barrier for participation.
2 = Language is sometimes a barrier for participation.
1 = Language is regularly a barrier for participation.
0 = Language is always a barrier for participation.

19. To what extent do the female members understand the objectives of the organization?

3 = All female members understand the objectives.
2 = Most of the female members understand the objectives.
1 = Some female members understand the objectives.
0 = None of the female members understands the objectives.
20. How do the female members contribute with equipment and labor to the organization’s work?

3 = All female members contribute when necessary.
2 = Most of the female members contribute when necessary.
1 = Some female members contribute when necessary.
0 = The female members never contribute when necessary.

21. To what extent does the organization negotiate services and projects that are of interest to the female members?

3 = The services and projects negotiated by the organization always are interesting to the female members.
2 = The services and projects negotiated by the organization regularly are interesting to the female members.
1 = The services and projects negotiated by the organization sometimes are interesting to the female members.
0 = The services and projects negotiated by the organization never are interesting to the female members.

22. To what extent do the female members fulfill the requirement of contribution of a quota to the organization?

3 = The female members always are in accordance with the established requirements.
2 = The female members contributions regularly are in accordance with that required.
1 = The female members contributions sometimes are in accordance with that required.
0 = The female members contributions never are in accordance with that required.

23. Do female members who receive training share their new knowledge with others?

3 = The female members who receive training always share their new knowledge with other male and female members.
2 = The female members who receive training regularly share their new knowledge with other male and female members.
1 = The female members who receive training sometimes share their new knowledge with other male and female members.
0 = The female members who receive training never share their new knowledge with other male and female members.

24. Are the female members satisfied with the organization and benefits obtained?

3 = All female members are satisfied with the organization’s work and benefits obtained.
2 = Most of the female members are satisfied with the organization’s work and benefits obtained.
1 = Some female members are satisfied with the organization’s work and benefits obtained.
0 = None of the female members is satisfied with the organization’s work and benefits obtained.
3. **TOOL II–B**

**QUESTIONS FOR MALE MEMBERS**

These questions must be posed to a group of male members of the organization.

1. How are the organization’s decisions made?

   3 = The decisions always take into consideration the opinion and participation of the male members.
   2 = The decisions regularly take into consideration the opinion and participation of the male members.
   1 = The decisions sometimes take into consideration the opinion and participation of the male members.
   0 = The decisions never take consideration the opinion and participation of the male members.

2. Are the decisions taken truly implemented?

   3 = Decisions taken are always implemented.
   2 = Decisions taken are regularly implemented.
   1 = Decisions taken are sometimes implemented.
   0 = Decisions taken are never implemented.

3. How is the information within the organization handled?

   3 = All male members are well informed regarding plans, projects, training, activities.
   2 = Most of the male members are well informed regarding plans, projects, training, activities.
   1 = Some of the male members are well informed regarding plans, projects, training, activities.
   0 = None of the male members is well informed regarding plans, projects, training, activities.

4. How is the financial information of the organization handled?

   3 = All the male members are informed and involved in the financial decisions.
   2 = Most of the male members are informed and involved in the financial decisions.
   1 = Some of the male members are informed and involved in the financial decisions.
   0 = The male members are neither informed nor involved in the financial decisions.
5. How many men are there in the organization willing to assume a leadership position?

3 = Most of the male members are willing to assume leadership positions in the organization.
2 = One fourth to one half of the male members are willing to assume leadership positions in the organization.
1 = Just one or two male members are willing to assume leadership positions in the organization.
0 = None of the male members is willing to assume leadership positions in the organization.

6. How many men in the organization are prepared to assume a leadership position?

3 = Most of the male members are prepared and are able to assume leadership positions in the organization.
2 = One fourth to one half of the male members are prepared and are able to assume leadership positions in the organization.
1 = Just one or two male members are prepared and are able to assume leadership positions in the organization.
0 = None of the male members is ready nor is able to assume leadership positions in the organization.

7. Are subjects of interest to the male members discussed during the organization’s meetings?

3 = Interesting subjects for the male members are always discussed at the meetings.
2 = Interesting subjects for the male members are regularly discussed at the meetings.
1 = Interesting subjects for the male members are sometimes discussed at the meetings.
0 = Interesting subjects for the male members are never discussed at the meetings.

8. How independently do male members participate in meetings/assemblies?

3 = All the male members feel free and are not afraid to express themselves, and have an active role in the discussion.
2 = Most of the male members feel free and are not afraid to express themselves, and have an active role in the discussion.
1 = Some of the male members feel free and are not afraid to express themselves, and have an active role in the discussion.
0 = None of the male members feel free and are not afraid to express themselves, and have an active role in the discussion.

9. In general, how many male members attend the meetings?

3 = Average attendance of male members is above 90%.
2 = Average attendance of male members is between 60 and 90%.
1 = Average attendance of male members is between 40 and 60%.
0 = Average attendance of male members is lower than 40%.
10. How are the date and time of the organization’s meetings planned?

3 = The meetings are always carried out at a date and time convenient for the male members.
2 = The meetings are regularly carried out at a date and time convenient for the male members.
1 = The meetings are sometimes carried out at a date and time convenient for the male members.
0 = The meetings are never carried out at a date and time convenient for the male members.

11. How do male members participate in the discussions?

3 = The discussion is always balanced and participatory, there are no male members who dominates the discussion.
2 = Certain male members sometimes dominate the discussion.
1 = Certain male members regularly dominate the discussion.
0 = Certain male members always dominate the discussion.

12. How female members participate in the discussions?

3 = The discussion is always balanced and participatory, there are no female members who dominate the discussion.
2 = Certain female members sometimes dominate the discussion.
1 = Certain female members regularly dominate the discussion.
0 = Certain female members always dominate the discussion.

13. How is the relationship among male members?

3 = All male members keep cordial and mutual supportive relationships.
2 = Most of the male members keep cordial and mutual supportive relationships.
1 = Some of the male members keep cordial and mutual supportive relationships.
0 = Male members do not keep cordial and mutual supportive relationships.

14. How are the organization’s tasks distributed among the male and female members?

3 = The organization tasks are always equally distributed among men and women.
2 = The organization tasks are regularly equally distributed among men and women.
1 = The organization tasks sometimes are equally distributed among men and women.
0 = The organization tasks are never equally distributed among men and women.
15. How is the active participation of the male members affected by domestic workload (reproductive activities)?

3 = The domestic workload does not hinder the active participation of male members.
2 = The domestic workload sometimes hinders the active participation of male members.
1 = The domestic workload regularly hinders the active participation of male members.
0 = The domestic workload always hinders the active participation of male members.

16. How do men help female members in the care of children and household chores?

3 = All female members are helped by men.
2 = Most of the female members are helped by men.
1 = Some of the female members are helped by men.
0 = None of the female members is helped by men.

17. How do the productive activities affect the active participation of the male members?

3 = The productive activities do not hinder the active participation of male members.
2 = The productive activities sometimes hinder the active participation of male members.
1 = The productive activities regularly hinder the active participation of male members.
0 = The productive activities always hinder the active participation of male members.

18. To what extent does the lack of speaking an official language affect male member participation in the organization?

3 = Language is no barrier for participation.
2 = Language is sometimes a barrier for participation.
1 = Language is regularly a barrier for participation.
0 = Language is always a barrier for participation.

19. To what extent do the male members understand the objectives of the organization?

3 = All male members understand the objectives.
2 = Most of the male members understand the objectives.
1 = Some male members understand the objectives.
0 = None of the male members understands the objectives.
20. How do the male members contribute with equipment and labor to the organization’s work?

3 = All male members contribute when necessary.
2 = Most of the male members contribute when necessary.
1 = Some male members contribute when necessary.
0 = The male members never contribute when necessary.

21. To what extent does the organization negotiate services and projects which are of interest to the male members?

3 = The services and projects negotiated by the organization always are interesting to the male members.
2 = The services and projects negotiated by the organization regularly are interesting to the male members.
1 = The services and projects negotiated by the organization sometimes are interesting to the male members.
0 = The services and projects negotiated by the organization never are interesting to the male members.

22. To what extent do the male members fulfill the requirement of contribution of a quota to the organization?

3 = The male members always are in accordance with the established requirements.
2 = The male members contributions regularly are in accordance with that required.
1 = The male members contributions sometimes are in accordance with that required.
0 = The male members contributions never are in accordance with that required.

23. Do male members who receive training share their new knowledge with others?

3 = The male members who receive training always share their new knowledge with other male and female members.
2 = The male members who receive training regularly share their new knowledge with other male and female members.
1 = The male members who receive training sometimes share their new knowledge with other male and female members.
0 = The male members who receive training never share their new knowledge with other male and female members.

24. Are the male members satisfied with the organization and benefits obtained?

3 = All male members are satisfied with the organization’s work and benefits obtained.
2 = Most of the male members are satisfied with the organization’s work and benefits obtained.
1 = Some male members are satisfied with the organization’s work and benefits obtained.
0 = None of the male members is satisfied with the organization’s work and benefits obtained.
4. **TABLE TO GRADE THE ANSWERS OF MALE AND FEMALE MEMBERS**

The recommended action depends on the value of the answers of male and female members.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers Male Members</th>
<th>Answers Female Members</th>
<th>Recommended Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How are the organization’s decisions made?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Are the decisions taken truly implemented?</td>
<td></td>
<td></td>
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<tr>
<td>3. How is the information within the organization handled?</td>
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<tr>
<td>4. How is the financial information of the organization handled?</td>
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<tr>
<td>5. How many women/men are there in the organization willing to assume a leadership position?</td>
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<tr>
<td>6. How many women/men are there in the organization prepared to assume leadership positions?</td>
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<tr>
<td>7. Are subjects of interest to the female/male members discussed during the organization's meetings?</td>
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<td>8. How independently do female/male members participate in meetings/assemblies?</td>
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</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>15. How is the active participation of the male/female members affected by the domestic workload?</td>
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<tr>
<td>16. How do men help female members with the care of children and household chores?</td>
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<td>17. How do productive activities affect the active participation of the male/female members?</td>
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<td>18. To what extent does the lack of speaking an official language affect male/female participation?</td>
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<td>23. Do the male/female members who receive training share their new knowledge with others?</td>
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<tr>
<td>24. Are male/female members satisfied with the organization and benefits obtained?</td>
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</tbody>
</table>

**POINTS**
The following scale is used to identify the need for affirmative actions, and the group they should be oriented towards:

<table>
<thead>
<tr>
<th>Male member grading</th>
<th>Female member Grading</th>
<th>Type and urgency of recommended action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>There is no total equity, but the action is not a priority.</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Everything is going well, the action is not required.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Action is necessary to improve the situation both for male and for female members.</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>Affirmative actions are necessary for female members.</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>Affirmative actions are necessary for male members.</td>
</tr>
</tbody>
</table>
IV. TRAINING THE TEAMS OF FACILITATORS WHO WILL APPLY THE METHODOLOGY “CLOSING THE GAP”

During the last decade, rural organizations show important changes regarding the upgrading of their technical skills in the areas of agricultural production, transformation of raw materials, ever increasingly devoting to the production of food and other items to sell in the market; however, regarding aspects of social organization, their accomplishments still do not seem to answer adequately the most heart-felt needs of men and women. Therefore, and facing the reality existing to go forward towards equity in the associations, cooperatives, association groups, etc., it is perceived that they require the effective accompaniment of a external support, in order to close existing gender gaps.

The rural organization interested in reaching gender equity is recommended to apply the methodology “Closing the Gap” by organizing two teams: i) one external facilitating team and ii) one local facilitating team. The criteria for both teams are as follows i) one man and one woman, ii) should be able to read and write, and iii) both should have the capacity to interact with other people and speak in public (for example during Meetings).

The methodology “Closing the Gap”, allows to the boards of directors as well as members, in a participative manner, the separate analysis of the present situation and the desired situation, regarding gender equity. To this end, it is necessary that the team that will facilitate the application of the “Closing the Gap” methodology, increases its knowledge of the methodology and control of the tools. This way well trained and prepared facilitators may support the organization more efficiently in measuring objectively and accurately the degree of gender equity. In addition, the facilitating team will also be in a better position to support the identification of possible affirmative actions, required to reduce the existing gaps between men and women within the organization. Therefore, this chapter looks into (i) the importance of training the ‘facilitating teams’ in the methodological application of “Closing the Gap”, (ii) in what aspects training should be provided, and (iii) how to train.

Five elements can be distinguished which are a part of the application process of “Closing the Gap” and where the training of the facilitating team should be focused on. Basically these elements are:

1. Conceptual Introduction; its purpose is to analyze and reflect with the Facilitating Team on of the basic concepts regarding the gender equity theory and gender analysis.

2. Creation of basic conditions for successful meetings; aspects of attitude are described which allow the Facilitating Team to be prepared for a successful application of the methodology “Closing the Gap”.

---

1 Integrated due to their interest in knowing and applying the methodology.
3. The process of application of the tools with members of rural organizations; this part of the training includes the necessary guidelines for the facilitators in order to orient the call for participation and carry out the meetings which are part of the process of applying “Closing the Gap”.

4. Analysis of the results of the application of the tools and the identification of possible affirmative actions; the Facilitating Team is trained by means of a practical exercise in identifying existing gender gaps (analyzing the grades or scores) and the potential for implementing affirmative actions.

5. Validation and reflection of results; the Facilitators should be trained to prepare well for this final meeting where the male and female members define the affirmative actions and where they seek to change a discovered reality which hinders equal participation in their organization.

4.1 STRUCTURE OF THE TRAINING

The training of the Facilitating Team comprises two workshops, each accompanied by a field exercise. That is to say, the training seeks to combine classroom theory with a practical exercise in an actual situation, i.e. with a rural organization. A summary of the structure of the training process is shown in Table 1.

<table>
<thead>
<tr>
<th>Name</th>
<th>Term</th>
<th>Elements</th>
</tr>
</thead>
</table>
| First Workshop: Introduction to the Methodology | 3 days| Day 1:  
• Get to know the “why” and the “how” of the methodology “Closing the Gap”  
• What is gender equity, which are the inequalities in rural organizations that often are found, what are affirmative actions?  
Day 2  
• Exercises with the reformulation of questions in the tools and learning how to classify the answers.  
Day 3  
• How can we prepare ourselves to facilitate the application of the tools in an actual situation? (preparation of visual and didactical material)  
• What is the correct attitude of the facilitator? |
| Field accompaniment               | 1 day | Field exercise: Application of the Tools (I, IIA and B) in an actual situation.                                                           |
Second Workshop: Follow-up to the application of the methodology | 3 days | Making use of the results of the tool application during the previous field exercise, the facilitators are trained in:
Day 1:
- Feedback of the field exercise
- Recording and analysis of answers and filling-out the tables to grade answers
Day 2:
- Identification of affirmative actions
Day 3
- How to get organized and get ready to report back and validate the results?
- Which should be the content of the report to be delivered to the organization?

Field accompaniment | 1 day | Field exercise: Implementation of the validation of results and facilitation of reflection in an actual situation

Report | ½ day | The instructor (trainer) reviews the report prepared by the Facilitating Team of the process before delivering the same to the organization and should provide feedback to the Facilitating Team as a final element of the training process.

Basically, the training of the Facilitating Team comprises a theoretical-practical process which includes (i) control of concepts which is important for ensuring an efficient and opportune accompaniment of the organization in analysis and interpretation of the results, (ii) complete management of the tools, and (iii) the responsible validation of results and identification of affirmative actions by the members of the organization.

**WARNING**: Before the training, the participants must get acquainted and have read the Handbook “Closing the Gap”.

### 4.2 TRAINING IN THE METHODOLOGY

#### 4.2.1 First Workshop: Introduction to the Methodology

By the end of the First Workshop, the Facilitating Team will be clear on the following:

How to explain to the plenary meeting and the male and female members of an organization: i) What benefits the organization would obtain by obtaining gender equity, ii) what tools will be used, why male and female members are interviewed separately, and that there will be time to get to know the results of each group, iii) how the organization may benefit from an analysis of existing inequalities, and from the identification of possible affirmative actions.
Concepts such as: i) What is a gender gap? ii) What is gender analysis? iii) What are affirmative actions and what is their use?, iv) What changes are estimated to happen at short and medium term in the organization?

Other topics such as:
- The correct attitude of the facilitator and his/her role in the process.
- How to reformulate the questions by putting them in local context and an understandable language to the male and female members.
- How to prepare visual aids, didactical materials or group dynamics.

The First Workshop lasts 3 days to know and understand the following elements:

- To know the “why” and the “how” of the “Closing the Gap” methodology.

Here the Instructor presents mainly Chapter I “Guidelines for tool utilization” (pages 11 through 23) and Chapter II “The Methodology” (pages 24 through 27).

- What is gender equity?, what is its relevance for a rural organization?, which are the inequalities that are often found in rural organizations?, what are affirmative actions?

During this stage of the training it is important that the Instructor knows the level of conceptual knowledge of the group in order to start from there. If there is a great disparity in knowledge among the participants, which is very likely because potentially there will be participants of a technical level (external facilitators) and of a local level (members of a rural organization), it is important to facilitate an exchange of knowledge within the same group. That is to say, some of the participants who are being trained might temporarily become instructors.

- Which is the right attitude of a facilitator?

The Instructor may support him/herself with a summary of some basic rules, which are presented in Table 2.

<table>
<thead>
<tr>
<th>Table 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>To obtain the expected results, the Facilitating Team must take into consideration the following facilitation rules:</td>
</tr>
</tbody>
</table>
1. Arrive on time, at least 15 minutes before the agreed time;
2. To facilitate a process means to let the groups of male and female participants take the lead;
3. Be respectful of the opinions of men and women, do not impose whatever the Facilitating Team deems more adequate;
4. Do not impose any ideas, the role is to facilitate and guide;
5. Create an environment of trust which allows a greater opening and participation (group dynamics may be applied);
6. Learn the names of the participants; this facilitates the dialogue and increases the trust;
7. Foster the participation of all men and women in each group, this provides in a relatively short time more trustworthy results;
8. Be patient. Not all people analyze and react quickly in the same manner, but all people have important aspects to share.
9. Use concrete examples of the organization being analyzed; this increases the sense of belonging and appropriation of the people involved.
10. Use simple language, no technicalities. The reformulation of the questions and putting them in local context increases the results.
11. Use the local language in meetings
12. Write down the names of the men and women who participate and give them the acknowledgement they deserve (also in the report).
13. Show enthusiasm, commitment and capacity to work as a team.

When organizing meetings/gatherings with organizations’ members, take into consideration support for childcare (temporary nursery) in order to increase women’s (mothers) participation and full attention.

- **Exercises with reformulating questions and classification of answers**

Here the Instructor introduces mainly Chapter III. Tools (pages 28 to 47). This is maybe the most difficult aspect of the training in the methodology, i.e. to explain to the trainees that they cannot and should not read the questions literally as they are included in the tools presented in the Handbook, but that they have to reformulate and express them again, using examples from the context of the organization and in a language which is comprehensible for all male and female members.

In Table 3, the Instructor will find some examples to practice with the trainees about the interpretation and reformulation and restating of the questions in tools II-A and II-B. The Instructor should invite the trainees to do a practical exercise in two groups in the classroom to begin familiarizing with the questions and their reformulation. To this end it is recommended to carry out an exercise.
such as “Role Play”, whereby in one group some play the role of the “Facilitating Team” and others play the role of male or female organization members.

<table>
<thead>
<tr>
<th>Table 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples for the interpretation/reformulation of questions</td>
</tr>
</tbody>
</table>

- Question #9. How many people normally attend to the meetings?
  “Very well, you say 30, and in total how many male and female members does the organization have? Right, 100. Then we are talking of a third?” The Facilitator got his/her answer and a “0” is written down, less than 40%.

- Question #10. “Normally what day and at what time do you have your meetings?
  “Very well, at 3 in the afternoon on Saturdays. Is this a good day?, Is this a good time?, Why not?, For whom not? …”.

- Question #14: What tasks are there in the organization?, What is done by men, and what is done by women?
  Do you agree with this distribution? …

- Question #19: Which are the objectives of the organization? or Why are you organized?
  Since the facilitator has already talked to the Board of Directors he/she knows which are the objectives, then he/she can measure how many members have the same concept/interpretation.

- Question #21: What services and which benefits have you received being members of the organization?
  Is this OK?, Is that what you expected?, What is missing?, What other benefits would you expect?, Who are the people that are always benefited by whatever the organization does?, Who are not?

- **How can we prepare ourselves to facilitate the tool application in an actual situation?**

  During the application of the methodology “Closing the Gap”, often new concepts are introduced to male and female members; it is therefore important that the Facilitating Team be prepared to explain these concepts in comprehensible language and by using identifiable examples. To this end it is important to prepare visual aids (such as drawings) and the Instructor should give the trainees instructions and do an exercise in making these visual aids and didactical materials.

  By the end of the First training workshop, the Instructor accompanies the trainees in the field to facilitate the application of the tools in a real rural organization that as previously agreed to participate. The Facilitating Team should by now have control over the introductory talk, concepts, the interpretation of the questions suggested in the tools, and should therefore be in a position to carry out the tasks required.
4.2.2  Field accompaniment

Upon finishing with the First Workshop, the trainees carry out a field exercise. The Instructor responsible for the training process participates therein, only as an observer. The field exercise is the application of the tools in an actual situation, i.e. the carrying out of a plenary meeting, questions with the Board of Directors, and questions in separate groups with male and female members of the organization, previously requested to participate for this purpose.

For the purposes of the training, the group of trainees should carry out in one day the following:

a) Introduction Talk (page. 17; to be facilitated by all trainees together);
b) Consultation to members of the Board of Directors (page 18; to be facilitated by a group of trainees); and at the same time
  c) Consultation with male and female members separated (page. 19; to be facilitated by another group of the trainees; it is recommended that male facilitators work with male members, and female facilitators work with the female members).
d) Closing (to be facilitated by all trainees together; words of thanks, agreement for a date and time for the next meeting in which results will be shared and analyzed, at which meeting the local leaders might also invite other members of the organization).

Feedback of the field exercise by the trainees themselves and the Instructor is done during the Second Workshop; trainee’s strengths and weaknesses will be analyzed, and it is the role of the Instructor to give the guidelines during the Second Workshop to overcome these weaknesses.

4.2.3  Second Workshop: Follow-up on the application of the methodology

By the end of the Second Workshop, the Facilitator Team will be clear on the following:

Feel fully comfortable and able to facilitate the first phase of tool application.

How to explain in a plenary meeting to the organization’s members: i) the process carried out during the application of the tools (summary for those who did not participate therein), ii) what is a gender gap, and iii) what affirmative actions are and what they are used for.

Able to facilitate adequately the presentation, validation and analysis of results, and assist the members of the organization in the analysis and the proposals of affirmative actions required to reduce the existing gender gap.

Specifically the trainees will:
The Second Workshop lasts 3 days, and it includes the following elements:

- Be able to record the answers provided to the questions by the members of the organization and grade them correctly.
- Know based on the results of the grades or scores, how to identify possible affirmative actions.
- Know how to prepare the visual aids, didactical material and group dynamics for the meeting of result presentation and validation.
- Know how to prepare the final report for the organization.

The Second Workshop lasts 3 days, and it includes the following elements:

- **Feedback of the field exercise**

  The Second Workshop is carried out once the first field exercise is finished. In this stage of feedback, the Instructor explores some situations which occurred during the field work, basically during the application of the tools:

  - How did you feel applying the methodology and using the tools?
  - Which were the main achievements and which were the limitations during the exercise?
  - Which were the greatest challenges in your role as facilitator?
  - How do you think you can overcome these challenges?

- **Recording of answers and filling out the grading/scoring table**

  The trainees should record and grade the answers of the field exercise and identify the topics/questions where the methodology suggests it is necessary to formulate affirmative actions. The exercise of filling out the Tables (pages 34; and 45 to 47) can be done on sheets of paper or by using the specially designed “Vinyl”. This is understood as practice, for the trainees to become more acquainted to the procedures.

- **Identification of affirmative actions**

  The main or essential part of the Second Workshop focuses on the identification of affirmative actions. Based on the results obtained in all the tools, potential affirmative actions oriented towards favoring gender equity in the organization should be defined by the facilitators as part of their preparation for the next session (disclosure of results) with the organization.
Some examples are shown in Table 4. These must be creative, understandable and feasible, that is that they should effectively offer solutions to the existing gender gaps. When expressing the possible affirmative actions, the Facilitating Team must question itself:

- Is this action feasible?
- Is there interest on the part of the board of directors or the members of the organization to implement them?
- Does the organization have the conditions and resources required?

The possible affirmative actions identified by the participants during the training or by a Facilitating Team are not shown during the presentation of results, but are used by the Facilitating Team as guidelines when the members of an organization identify their own solutions, from their own perspective.

<table>
<thead>
<tr>
<th>Possible inequities and obstacles for equity</th>
<th>Possible Affirmative Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in decision-making</td>
<td>Workshop on how to strengthen internal democratic processes</td>
</tr>
<tr>
<td>Access to information on plans, projects, and activities of the organization</td>
<td>Meeting of Board of Directors with male and/or female members Identify mechanisms to improve reporting to everyone</td>
</tr>
<tr>
<td>Understanding the objectives of the organization</td>
<td>Meeting of Board of Directors with male and/or female members General Assembly to analyze again “who are we”?, “what do we want”? Exercise of strategic planning with members</td>
</tr>
<tr>
<td>Access to financial information</td>
<td>Meeting of Board of Directors with members of the Internal Control Entity General Assembly for updating members on the subject.</td>
</tr>
<tr>
<td>Distribution of task within the organization</td>
<td>General Assembly to resolve how to reach equity</td>
</tr>
<tr>
<td>Women prepared as leaders</td>
<td>Training course to promote female leadership</td>
</tr>
<tr>
<td>Men prepared as leaders</td>
<td>Training course to promote male leadership</td>
</tr>
<tr>
<td>Distribution of positions in the Board of Directors</td>
<td>Review of internal regulations and rules Workshop on gender equity sensitization</td>
</tr>
<tr>
<td>Interest of the organization in seeking equity in membership</td>
<td>Review of internal regulations and rules Differentiation of quota</td>
</tr>
<tr>
<td>Influence of the domestic workload on participation</td>
<td>Workshop on gender equity sensitization Investment (day care center, etc.)</td>
</tr>
<tr>
<td>Influence of illiteracy on participation</td>
<td>Strategic alliance with specialized entity</td>
</tr>
<tr>
<td>Influence of the date and schedules of meetings on participation</td>
<td>Agreement by Board of Directors to be more sensitive to constraints of certain members; Review of internal regulations</td>
</tr>
</tbody>
</table>
Answer of the organization to interest, demands, women and men | Review of the objectives in General Assembly
To identify (again) demands and interests as well as the plan of action for members' projects.

- **How to get organized and prepared for the presentation and validation of results?**

The Facilitating Team must get ready for the second meeting in which the results are presented, validated and analyzed and where the affirmative actions will be defined. It must have clear and comprehensible examples for men and women in the organization regarding what is a "gender gap", preferably using local examples to show what a "gap" implies in the lives of people or a community or an organization. In addition, the Facilitators must be able to show, in a dynamic manner, the importance of closing that gap, through the application of affirmative actions. The Facilitators may use graphic materials (such as drawings) to illustrate their examples.

For the Instructor it will be important to transfer to the trainees, that during the second meeting in which the results are presented, the Facilitating Team must maintain a position of support-observation-facilitation, WITHOUT influencing the decision making. To a point, the Facilitators may suggest actions considered important but which did not surface and, but they may not influence the final decisions made by the organization. The sustainability of the process may depend on how the Facilitator manages this aspect.

Another aspect for which it is important that the Instructor works closely with the trainees in the second workshop is that eventually, they may face situations where some of the leaders or members of the organization show a strong or negative position, derived from traditions of patriarchal control or the submissive condition of women in certain family or social contexts; in these cases it is convenient to extend the concern to all of the participants, to avoid falling in the confrontation of facilitators and negative actors.

Several other elements that the Instructor must make clear to the trainees at this point are shown in Table 5.

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Some recommendations that the Instructor may share with the trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Facilitating Team should:</strong></td>
<td><strong>Essential conditions</strong></td>
</tr>
<tr>
<td>o Prepare easy visible large sheets of paper to show the scores, possible contradictions between views of the Board of Directors (BD) and Members, the existing gaps and the possible affirmative actions. It is advisable to prepare 3 sheets: 1) for questions 1-12 BD; 2) for questions 13-28 BD; and 3) for questions 1-24 Members (for this last purpose also the pre designed Vinyl can be used).</td>
<td>o The Call for participation should be done well in advance. It should be made clear to the participants that the meeting will probably last 3 hours.</td>
</tr>
<tr>
<td>o Make an introduction during the plenary meeting, especially emphasizing that</td>
<td>o The Call for participation must be well organized by the Board of Directors and addressed especially to the key actors who participated in the initial tool application.</td>
</tr>
<tr>
<td></td>
<td>o Participation of people who are not members of the organization.</td>
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</tbody>
</table>
the purpose is to look for solutions, not culprits. That the results are the idea of each group, that no answer is better than the other. That it does not matter when the answer to a question is “1” or “0”, but that it is important to search for the cause and the solution. This is not scoring for the fun of it, but the score helps the organization to grow stronger.

- When using the pre-designed Vinyl, this should be officially handed over to the organization as their property and together in the plenary meeting it is filled out with scores and affirmative actions identified and agreed upon by the plenary, preferably as consensus.
- At the meeting presenting results more people may be invited also those that did not participate in the application of the tools. These participants should not be allowed to question the results as they did not participate, but are important in identifying solutions.
- The analysis is easier when the people are seated by groups, i.e. Board of Directors, male members, female members, guests.
- The use of name tags personalizes the discussion and helps create trust and interest among the participants.
- The Facilitating Team should make sure that the organization commits itself to do the monitoring of progress.

Finally, it is important that the Instructor practices the development of group dynamics with the trainees, so they have the ability to create a pleasant and trusting environment at the times of interaction with the organization members. To this end, he/she very well may share with the group two examples of dynamics which are shown in Table 6, or ask the trainees to share among them other group dynamics they know.

<table>
<thead>
<tr>
<th>Table 6</th>
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<tr>
<td>Two examples of dynamics</td>
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</tbody>
</table>

The goal: To create through games a pleasant, participatory, and trusted environment among the participants during the stage before the presentation of results of the members scores, and the identification of affirmative actions.

- **Balloons**, consists in distributing balloons among the participants. Following instructions of the Facilitating Team, they go to an open space, throw the balloons to the air, and the aim is to keep all the balloons in the air, not letting them fall. The game with balloons allows the organization to avoid confusion, because their opinions are not relevant and may create confusion.

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2 When seeing the scoring charts, some people may wish to engage in controversy in that they do not endorse the answers provided by the group women or men. What should be done is to allow the particular group to explain their answers, but not to change them. The Facilitator has the obligation to explain at the Plenary Meeting the right to see things differently, and that this is precisely the objective of the exercise.
inclusion and participation of men and women, without gender or age limitations, and sets the precedent for participation on equal footing.

Insights: A social organization is like the game of balloons, all of the members must pay attention for the organization to stay afloat; that in fact problems and difficulties may arise (like the balloons falling down), but that with the active and decided participation of all the members, the organization (balloons) will stay alive.

- **The Photo Story** consists in the organization of small groups which are handed the material of the photo-story, containing pictures with pre-designed illustrations. The facilitator asks the groups to give a certain order to the pictures. Once the pictures have been put in order, he/she asks to think up a story with ample details, names of the people in the story, what do they do, why, etc. Each group receives sheets of drafting paper, markers, and masking tape.

Insights: To provoke a discussion regarding role division, inequalities, the role of men and women in development processes and in a rural organization, etc. The groups make comments regarding the likenesses and differences between what is seen in the illustrations and their own lives.

- **What must be the contents of the report to be delivered to the organization?**

Here the Instructor, shares with the trainees the minimum content of the reports (he/she may provide the trainees with an example). The reports must have mainly (i) Presentation, (ii) General data of the rural organization (tool I), (iii) General description of how the organization views gender equity (Tool I), (iv) Presentation (written description) of the scores of male and female members (Tool II A and B), and the analysis of differences and likenesses, (v) Description of affirmative actions and the consensus reached by the male and female members of the organization, (vi) Attachment with the list of participants in the process, (vii) Attachment with the Scoring Table for the Board of Directors, and (viii) Attachment with the Scoring Table for Male and Female Members.

### 4.2.4 Field Accompaniments

The trainees, upon finishing the Second Workshop, immediately carry out the second field exercise. The Instructor only participates as an observer. The field exercise is the implementation of the meeting in which the results are presented, validated and analyzed and where the affirmative actions will be defined in a real situation (the same rural organization where the tools were applied).

Here the male and female trainees can practice what they have learned about the phase in the process and can see the visual aids and didactical materials and group dynamics they had previously prepared during the Second Workshop. By the end of the accompaniment, it is important to find a moment for the Instructor to provide feedback to the participants.

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4.2.5 Review of the Report

The final part of the training process is the report writing. During the Second Workshop the trainees have been introduced to its contents and now they will have to prepare such a report for the rural organization that participated in the Field Exercise. The Instructor reviews the report that the trainees prepare before delivering the same to the rural organization and provides feedback to the trainees, emphasizing those aspects that in his/her opinion, shall lead to a better understanding of the data by the rural organization.