Gender and Recycling: Tools for Project Design and Implementation

REGIONAL INITIATIVE FOR INCLUSIVE RECYCLING

October, 2013

Regional Initiative for Inclusive Recycling

IDB Water and Sanitation

FOMIN Multilateral Investment Fund Member of the IDB Group

AVINA

Coca-Cola Latin America

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Presentation

In Latin America and the Caribbean, an estimated four million people make a living through informal recycling in unsanitary and dangerous conditions. Most of these recyclers are marginalized socially and economically. For most, recycling is their only occupation, meaning that they continue to live in poverty because they receive only a small fraction of the value generated in the market. Yet informal recyclers are responsible for providing most of the recycled materials used by industry—in some countries, up to 90 percent. Empowering informal recyclers by improving their productivity and efficiency and by connecting them to formal recycling markets is a win for the poor, a win for the environment, and a win for businesses seeking more recycled materials for use in their value chains.

In some countries in the region, we are seeing success stories in economic and social inclusion of informal recyclers that demonstrate the value of collective and coordinated action among all the key stakeholders. The MIF's work in recycling focuses on improving the economic and social conditions of recyclers and their families in Latin America and the Caribbean by increasing their access to markets, and by helping national and local governments, businesses, civil society, and recycling cooperatives build inclusive and commercially viable recycling value chains.

A majority of informal recyclers are women. And among an already marginalized group, they are among the most marginalized. Through incorporating a gender lens in recycling work, we can identify sources of disparities between men and women in terms of access to, control over, and benefit from resources, opportunities, products and services, and we can address them in project design and execution. Recycling projects can have a powerful impact in promoting gender equality in a sector dominated by poor women and their children.

The new Toolkit developed by the *Regional Initiative for Inclusive Recycling* is intended to provide practical and concrete tools for integrating gender into projects specifically related to inclusive recycling. The resulting improvements in project design and implementation will empower women by expanding their access to formal markets, improving their working conditions, and increasing their participation and leadership in organizations representing recyclers. Women, men, and children will all share in the benefits.

From Nancy Lee
General Manager
of the Multilateral
Investment Fund

Acknowledgements

This guide has been developed in the framework of the **Regional Initiative for Inclusive Recycling (IRR)** , whose objective is to integrate informal recyclers from Latin America and the Caribbean into formal recycling markets. Its founding partners are the Multilateral Investment Fund (MIF) and the Water and Sanitation Division of the Inter-American Development Bank (IDB), the Avina Foundation and Coca Cola América Latina.

This document "***Gender and Recycling: Tools for Project Design and Implementation***" has been prepared for the IRR by the staff of WASTE (Liliana Abarca and Sophie van den Berg) and ACEPESA (Victoria Rudin). Many thanks go to everyone who contributed to the development of this publication, especially Maryline Penedo, Lauren Murphy, Jessica Olivan and Estrella Peinado-Vara from the Multilateral Investment Fund (MIF), German Sturzenegger of the Water and Sanitation Division and Lucia Fort from the Gender and Diversity Department of the Inter-American Development Bank for the substantive review of the publication. Special thanks go to Jane Olley, the Coordinator of the *Regional Initiative for Inclusive Recycling*.

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Prologue

The Gender Guide proposed for project development and implementation, financed by the Regional Initiative for Inclusive Recycling (IRR), is a tool that: supports the opening of spaces for the participation of women in the processes that affect their development; fosters attitudes whereby this participation is valued; and is geared towards actions that improve women's living conditions.

For eight decades, a considerable percentage of the world's poor people have recovered recyclable materials which they find in the waste generated by society through its diverse activities. Despite generating very positive impacts for the economy, the environment and the family, most people are ignorant of their contribution and the conditions in which these benefits are generated.

This ignorance affects the women working in this sector, within the scenarios and organizations in which they carry out their occupation, such that it is forgotten that they were often the ones that initiated activities in this field.

The Colombia case is a good example. Many women were displaced due to the phenomena of violence and had to abandon their land and territories to relocate to other parts of the country. Here, they sought the opportunities that the war had denied them in their own areas.

This is the case of my family. My grandmother convinced my mother to look for the family's livelihood, first in the dumpsites and later in the bins and bags put out on the street, and in this way, ensure the unity of the family and the protection of her children.

This activity became an opportunity, a real livelihood alternative for many thousands of families and a determining factor in the recovery of large volumes of raw materials for industry, which has led to the creation of new and better jobs for a countless number of people.

But since women's work, first, is ignored, second, despised by all and sundry, hegemonic schemes are imposed which lead to pressure that women are not present on the dumpsites and other areas related to this work and if they are present they undertake this work in inferior conditions.

Thirty years ago, in many countries, the informal recycling workers began to organize in associations and cooperatives and except for some laudable exceptions, the bulk of their members are men. As the years have passed and after a lot of effort and achievements in materials recovery, women recyclers have obtained relevant posts in the organizations that represent this occupation.

The Gender Guide proposed by the IRR seeks to improve the actions to strengthen the role of recyclers, their organizations and the support provided by different bodies, in favor not only of a greater and better qualified participation of women in their own development but also for the purposes of improving the living and working conditions of millions of members of the recycler movement.

This task is not easy because, many times, it is the women that empower positions of male hegemony, for this reason it is crucial to encourage changes that alter and banish this mentality.

This means that the role of men and women in the organizations and in the processes undertaken with the recycler movement should be valued and accepted by all involved stakeholders, but with greater emphasis and advances in the indicators of change in the processes that are being developed in the sector.

For many men and women, the Guide represents a support to understanding the positive participation of women recyclers, because it seeks to deliver the basic elements required for the implementation of projects with a gender focus, promoting the effective integration of men's and women's capacities in the development of the sector. This, anyway, implies the willingness of women to participate and assume leadership roles in whatever working structure that exists and the conviction of the men to honor and give up these spaces. In addition, concrete changes in this aspect should be required by cooperation agencies or support organizations.

Women should also contribute to the development of an ethical framework for these processes, behavior built upon values that contribute to the construction of principles of responsibility, effectiveness, opportunity, love of the job, team effort, positive approach, commitment and excellence, not just because better results are required but because the social and political environment demands it.

And if in the midst of the limitations, women recyclers have reported excellent results in organizations, processes and decisions that have changed the lives of thousands of comrades, with the appropriate support framework, the results will be even better. In many movements, equal participation occurs naturally, but needs to be improved. In others, it does not occur, but the conditions should be created so that it can be established.

Nohra Padilla Herrera
Recycler

Asociación Nacional de Recicladores
de Colombia-ANR

Abbreviations, Key Definitions and Basic Concepts

Abbreviations

ACEPESA	Asociación Centroamericana para la Economía, la Salud y el Ambiente (Central American Association for the Economy, Health and Environment)
ARB	Asociación Cooperativa de Recicladores de Bogotá (Bogota Recyclers' Cooperative Association)
ARELI	Asociación de Recicladores de Liberia (Recyclers Association of Liberia)
CIEDUR	Centro Interdisciplinario de Estudios sobre el Desarrollo, Uruguay (Centre for Interdisciplinary Studies on Development, Uruguay)
DESCO	Centro de Estudios y Promoción del Desarrollo (Centre for Studies and Development Promotion)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
IDB	Inter-American Development Bank
IDDI	Instituto Dominicano de Desarrollo Integral (Dominican Institute for Integral Development)
IDRC	International Development Research Centre
ILO	International Labor Organization
IRR	Regional Initiative for Inclusive Recycling
MIF	Multi-Lateral Investment Fund
NGO	Non-Governmental Organization
Red Lacre	Red Latinoamericana y del Caribe de Recicladores (Latin American and Caribbean Recyclers Network)
Red Nica	Red de Emprendedores Nicaragüenses del Reciclaje (Nicaraguan Recycling Entrepreneurs Network)
SWM	Solid Waste Management
WASTE	NGO, Advisers on Urban Environment and Development
WIEGO	Women in Informal Employment: Globalizing and Organizing

Key Definitions

Recycler
The term recycler is used to describe the informal worker who undertakes waste management activities participating in the recycling value chain. The terms waste picker, informal waste collector or segregator are also used. These terms are interchangeable with those terms used in different countries in the region to describe these workers such as cartonero, pepenador, ciruja, catador, churequero, buzo etc.

Inclusive Recycling
Inclusive recycling is a sustainable business that benefits low-income waste pickers, known in the region as recyclers, through their inclusion in recycling value chains. In simple terms, inclusive recycling is based on the inclusion of recyclers in recycling business processes as providers of waste management goods (recyclable materials) and/or services.

Basic Concepts

Empowerment
Empowerment is the process by which people strengthen their skills, confidence, vision and leadership as part of a social group, to promote positive changes in their living situation.

Gender
The term gender refers to the behavioural characteristics and roles that society has assigned to women and men within a historical, cultural and social economic context, beyond the biological differences, that have helped to shape responsibilities, opportunities and barriers faced by women and men.

Gender mainstreaming
Gender mainstreaming is the process through which gender equity is sought with the objective that the needs of both women and men are acknowledged and taken into account during project design, implementation, monitoring and evaluation.

Sex
Sex defines the biological difference between a woman and a man.

Gender Equality
Gender Equality requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards. Where gender inequality exists, it is generally women who are excluded or disadvantaged in relation to decision-making and access to economic and social resources. Therefore a critical aspect of promoting gender equality is the empowerment of women with a focus on identifying and redressing power imbalances and giving women more autonomy to manage their own lives. The objective is to reach a situation in which men and women have the same opportunities in life.

Gender Equity
Gender Equity is the process of being fair to men and women. Women and men should not only be given equal access to resources and opportunities but they should also be given the means of benefitting from this equality. Gender equity implies fairness in the way men and women are treated. The different life experiences and needs of men and women are taken into consideration and compensation is made for women's historical and social disadvantages. The lower status of women in society often constitutes a handicap and provisions should be made to redress this situation before they can take advantage of the opportunities provided. Gender equity serves to level the playing field and empower women. Therefore, we can say that equity is essential to achieve true equality. From this perspective, the different starting conditions of women and men should be considered and options developed so that both can develop equally with the same opportunities.

Introduction

The *Regional Initiative for Inclusive Recycling* (IRR) was launched in May 2011 with the objective of integrating recyclers from Latin America and the Caribbean into formal recycling markets. The founding partners of this programme are the Multilateral Investment Fund (MIF) and the Water and Sanitation Division of the Inter-American Development Bank (IDB); Fundación Avina and Coca-Cola América Latina.

The Initiative aims to create strategic alliances between different recycling sector stakeholders to: facilitate recycler access to formal markets; promote the development of regulatory frameworks favourable to inclusive recycling markets; and improve the socioeconomic situation of the recyclers. The initiative builds upon the lessons learned from projects undertaken in Argentina, Bolivia, Brazil, Colombia and Peru to develop and disseminate methodologies that help replicate successful inclusion models and to overcome the remaining obstacles to the integration of the informal sector in the different countries of the region.

Notable inequalities in the income generated by this occupation between men and women have been observed and have been attributed to differences in access to recyclable materials and the power relations between men and women. Progress has been noted in some countries in the region in respect to the formation and strengthening of recycler organizations but even within these organizations the traditional power relations between the sexes are maintained.

A new push is needed to have a long term impact on the sector and achieve the social and economic inclusion of informal recyclers. In order to bring about real change to a situation as complicated as the one they find themselves in, requires a joint effort of the key actors involved in the recycling market. This effort should include a gender focus that encourages the empowerment of women recyclers to gain access to the recycling market; to lead and participate fully in decision making in the organizations that represent them.

The *Regional Initiative for Inclusive Recycling* (IRR) decided to develop this gender mainstreaming guide with the aim of providing practical, agile and easy to use tools for integrating gender aspects into inclusive recycling projects and programmes.

When should this Guide be used?

This Guide is intended to be used in the preparation of projects that contribute to the formalization of recyclers and their integration into the recycling value chain. Through the application of the tools included in the Guide, it is possible to identify and take into account the needs of recyclers in each stage of the project cycle, in order to promote the creation and strengthening of spaces for the equal participation of women and men in decision-making and in the assignment of responsibilities associated with the project.

Who is this Guide for?

The Guide is meant for social organizations, technical and managerial personnel involved in the design, implementation, monitoring and evaluation of projects or programmes that include informal recyclers in inclusive recycling processes. These organizations include: non-governmental and/or community based organizations, recyclers associated in various types of socio-economic groups (pre-cooperative, cooperative, association, micro-business or similar), government and donor organizations.

How is this Guide structured?

The Guide is divided into three (3) chapters as described below:

- **Chapter 1** presents the methodology used to prepare the Guide specifically the literature review; the implementation of focus groups (in Costa Rica, Nicaragua, the Dominican Republic, Colombia and Bolivia); and interviews with: inclusive recycling experts; leaders from recyclers organizations; and managers from recycling companies in these countries. It concludes with a description of the process used to revise and validate the Guide.

- The literature study is presented in **Chapter 2.** This study was undertaken with the aim of identifying the key elements needed for successful inclusion of recyclers in inclusive recycling projects and programmes. In the preparation of the study, publications, generated in the last 10 years, related to solid waste and gender; solid waste and gender mainstreaming; and inclusive recycling and gender were reviewed. The literature review analyses solid waste management (SWM) and its relation with the informal recycling sector and briefly explains how national recycler movements have emerged on different continents.

- **Chapter 3** presents a series of steps to follow to mainstream gender in the framework of the project cycle. The main areas to be considered in a project or programme are identified and techniques, tools and practical models are suggested for data collection and analysis. Process check lists are provided and the challenges that may arise in the different steps are also presented. Details of these techniques, tools and practical models are provided in **Annex 2**.

How to use this Guide?

The Guide provides general information about recyclers and the challenges they face in inclusive recycling processes. It also suggests how to systematically include a gender perspective in the different stages of the project cycle. These steps inlcude: the assessment; project design; project implementation, monitoring and evaluation. A series of activities are proposed on how to incorporate gender into each project cycle step

Aspects and Elements to consider during different steps of the project cycle:

Dimension	Aspects	Elements
Women as workers (waste recyclers)	Financial	Access to credit Access to recyclable materials Income
	Institutional	Access to information Decision making powers Division of labour Hierarchy Leadership Training Working conditions Working hours
	Socio-cultural	Appreciation of the occupation Pride on being part of an organisation
	Legal	Formal agreements
Women as non-paid domestic workers	Socio-cultural	Responsible for domestic chores

and techniques, tools and practical models on how to do this are also included.

The main areas analysed in the different steps of the project cycle can divided into different aspects: financial; institutional; socio-cultural and legal from which a series of elements are derived that affect the inclusion of a gender perspective in inclusive recycling projects and programmes. The aspects and elements covered in this guide are listed below.

This Guide suggests actions for all the steps of the project cycle in relation to all the aspects and elements presented in the table above. For this reason, the Guide recommendeds that, when desigining an inclusive recycling project or programme, the proponent first: analyse the steps to take; identify the people responsible for each step; as well as revising the step checklists based upon the specific elements for gender mainstreaming that will be included in the project or programme.

This Guide is not exhaustive in the techniques, methods and tools it suggests but it is hoped that it will support the efforts of the social organizations who use it, to facilitate the access of recyclers to formal markets; promote the development of regulatory frameworks favourable to an inclusive recycling market; and as a result improve the socio-economic situation of the recyclers involved.

Chapter 1
Methodology used to prepare the Guide

The aim of gender mainstreaming in recycler inclusion processes is to ensure that the roles, responsibilities, needs and objectives of both men and women are taken into account during the initial problem assessment, design, implementation, monitoring and evaluation processes of projects and programmes. The overall goal is to integrate gender equity activities into the whole project cycle. Projects with a gender equity focus are not those aimed specifically at women, but rather those that take into account the specific and often different needs of men and women. This approach shifts the focus away from women as a target group and makes gender equality the final project goal.

Academic research articles, project and programme reports from local and international development organizations and some local government documents were analyzed to determine the main elements for gender mainstreaming that have been used and written about in the literature. The following key words were used in this process: solid waste and gender; solid waste and gender mainstreaming; inclusive recycling and gender. The scientific literature reviewed was published between 2003 and 2010. The PiCarta database was used, as well as the electronic library Scielo (www.scielo.org/php/index.php), which includes documentation mainly on Latin America and the Caribbean. Google Scholar was also consulted.

Studies carried out by DESCO[1] in Uruguay, Bolivia and Peru with funds from IDRC[2]; documents from ACEPESA's documentation centre; and the bibliography provided by WIEGO and other members of the WASTE network including GIZ, were also analysed.

A data base was developed (**Annex 1**) that includes details of: the year of publication; magazine title with volume and issue numbers; the editor (in the case of books); links for internet access, where applicable, including the date on which the document was consulted; the country, countries or region covered in the document; a summary or themes covered and key words.

As a result of this analysis it was concluded that few studies have taken into account gender mainstreaming in solid waste management projects and activities. The same conclusion was reached by Machado-Ribeiro (2011) in their study on gender and recyclers.

In view of this finding, focus groups were proposed as a means to collectively discuss and contrast opinions of male and female recyclers about their work in a relatively short space of time. These focus groups facilitated data collection, allowing the recyclers to share their perceptions, feelings, attitudes, opinions and thoughts about the challenges they face in their working lives, based upon their own experiences and practical knowledge.

The proposed objectives for the focus groups were:

1. To identify the practical[3] and strategic[4] needs for including gender aspects in the design, implementation, monitoring and evaluation of solid waste management projects and programmes that benefit the recycler population in the selected countries.

[1] Centro de Estudios de Promocion del Desarrollo (Perú)
[2] Internacional Development Research Centre (Canada)
[3] Practical gender needs:This concept recognizes that women have particular needs that are distinct from those of men given their subordinate position and the gender roles assigned to them in a specific context.
[4] Strategic gender needs: The strategic needs are derived from an analysis of the domination/subordinacion relationships between genders in a society and is expressed together with objectives related to a more equal organization of society. According to Moser it is very important that planners understand the distinction because frequently, these different needs are confused. Clarifying these terms helps in identifying most realistic parameters as to what can be accomplished through development planning, as well as the limitations of different policy interventions (ILO, 2013).

2. To obtain information on the results of applying a gender perspective in specific waste management and inclusive recycling projects in the selected countries.

Four countries from the Latin American and Caribbean region were chosen: Nicaragua, the Dominican Republic, Colombia and Bolivia[5]. A question guide was developed for use in these discussion containing a series of open questions based on the three main focus areas of the *Regional Initiative for Inclusive Recycling* (IRR): socio-economic conditions; public policy; and coordination with the private sector. This tool was tested on a group of participants in two pilot focus groups, one for men and one for women undertaken with the *Asociacion de Recicladores de Liberia* (ARELI) in Costa Rica in March 2013.

In each of the four countries at least one group was composed exclusively of women recyclers and another group composed exclusively of men recyclers. The people participating in the focus groups were members of associated groups (associations, pre-cooperatives, cooperatives) chosen together with representatives from Red Lacre. They had uniform characteristics in terms of sex, level of education and socio-economic condition, among other variables. The number of people per group ranged from 3 to 16 (**Table 1.1**).

An invitation was sent out, which explained the study objectives, the focus group methodology and the role of the participants. The selection of a venue was coordinated with the local organization in each country in order to guarantee privacy, ventilation, good light, comfort and quiet since the sessions were recorded (with previous authorization of the participants).

The focus groups lasted an average of two hours and the information obtained was transcribed, coded and grouped according to the elements presented in **Table 2.2**. A final report was written where a summary of group dynamics and the main conclusions were presented.

In addition, interviews were carried out with different actors linked to recycler associations in Dominican Republic, Colombia and Bolivia with the aim of gathering information about the results of solid waste management and specifically inclusive recycling projects where a gender perspective has been applied. Four representatives from recycling industries and 13 professionals from foundations and organizations working with the recyclers participated in these interviews. A list of key questions was prepared to guide the interviews and their subsequent analysis.

The information gathered from the literature study, the focus groups and the interviews with key informants, allowed for the identification of the main elements that are needed to incorporate a gender perspective into inclusive recycling projects and are presented in detail in **Chapter 3**.

The last step of the preparation of the Guide was the analysis and revision of the draft guide through a collaborative and continuous process with participation of the IRR project implementation team and a group of external reviewers made up of recyclers, representatives of implementing agencies of inclusive recycling projects; and international experts on inclusive recycling and gender.

Table 1.1 ***Recyclers participating in the focus groups divided by sex.***

Country	Women recyclers	Men recyclers
Costa Rica (pilot)	7	3
Nicaragua	3	10
Dominican Republic	10	16
Colombia[6]	15	9
Bolivia	10	4
TOTAL	**45**	**42**

[5] The countries were selected based on the following conditions of organization of the recyclers and geographic location: a country with high level of organizational development, another with medium level of organizational development,another with medium/high level of organizational development and one country with a low level of organizational development.
[6] Colombia had two women focal groups and two men focal groups

Chapter 2
Literature Study: Gender and Inclusive Recycling

Waste management and it's relation to the Informal Sector

Cities in low and middle income countries[7] often have a large informal sector that makes a living from recyclable solid waste recovery. The work of these recyclers is generally not recognized by local authorities.

However, in practice, in many countries, the recyclers, though informal, are an integral part of the solid waste management systems of the cities where they work. They collect waste from homes, streets, commercial and industrial establishments and final disposal sites. They contribute to the wider waste management system often providing this service free of charge to municipalities, central government or residents.

Studies have shown that this sector is responsible for a significant percentage of the recovered recyclable materials that are processed by the recycling industry (Ferraz et al., 2012). **Table 2.1** shows the results of a study carried out by Gunsilius et al. (2011a), in six cities worldwide. It provides a comparison of materials collected by the recyclers and by the formal sector[8].

Image 1. Recycler in Perez Zeledón City, Costa Rica. ©ACEPESA

The advantages of informal sector participation in waste management are economic, environmental and social. This group make a significant contribution to the creation of new jobs; to energy savings in the goods manufacture; to the extension of landfill life times and to the reduction of greenhouse gas emissions through the valorization of waste materials that become new raw materials for industry. Through their integration into formal waste management systems, recyclers improve their social position and are able to obtain social benefits corresponding to formal employment (Dias and Fernandez, 2012).

Table 2.1 Comparison of recyclable materials collected by the formal and informal sector (Gunsilius et al., 2011a)

City	Collection by the formal sector (Ton/year)	% of the total collected	Collection by informal recyclers (Ton/year)	% of the total collected
Cairo (Egypt)	433.200	31	979.400	69
Cluj (Romania)	8.900	38	14.600	62
Lima (Peru)	9.400	2	529.400	98
Lusaka (Zambia)	12.000	69	5.400	31
Pune (India)	0	0	117.900	100
Quezon City (Philippines)	15.600	10	141.800	90

[7] Economies are divided according to NDP per capita in 2008, which is calculated using the World Bank Atlas method. The groups are: low income, US$ 975 or less; lower-middle income, US$ 976 to US$ 3.855; high middle income, US$ 3.856 to US$ 11.905; and high income, US$ 11.906 or more. http://datos.bancomundial.org/quienes-somos/clasificacion-paises

[9] Formal sector. Consists of the local governments or private businesses that have a formal contract with them.

Currently, in many cases during the privatization of waste management services, where responsibility for the the operation of solid waste management services are transferred partially or totally to the private sector, the informal sector is not considered, a fact which can result in a decrease in material recovered; an example of this, is the privatization process of waste collection services in Egypt (GTZ, 2008). In addition, the context of the recycler's work changes as does the way in which they relate to the formal waste management sector.

But most importantly, the legal status of the waste may also change. Before privatization waste is often seen as common property, in other words recyclers have access to the waste and are free to reuse it or sell it. Once the municipality awards a contract, the waste becomes the property of the company hired to provide the waste collection, transfer and final disposal services (ILO 2004). One example of this is the privatization of the MSW service by the Municipal Corporation in Delhi, India (Samson, 2009). This has negative consequences for the recyclers since in many cases they no longer have access to the materials that provide them with a livelihood (Samson, 2009).

Recycling Sector Formalization

The national recycler movements in Latin America are the result of a process that began with specific struggles when wastepickers were excluded from disposal sites, denying them access to recyclable material and thus affecting their only source of income. Hence, the right to access to recyclable material was the initial driver for this struggle. Then the groups, organized in associations, cooperatives and other organizational structures, started to form national movements that oriented their actions towards changes in public policy (Samson, 2009).

In Asia the formalization process has been furthered by various studies undertaken in the 1990's and by social and environmental activists. Recycler mobilization has sougnt to ensure the inclusion of the informal sector in local government SWM consultation, planning, privatization and modernization processes. The main focus of their activites has been on labour rights and empowerment; the education of women and their children; the improvement of working conditions as well as awareness raising campaigns. Recently, recyclers have begun to establish their cooperatives along the lines suggested by the Latin American and global recycler movements. In the Philippines, the cooperatives organized themselves to strengthen their position in negotiations, with government authorities, aimed at consolidating their participation in the solid waste management system in Manila and other cities.

In Africa there are a large number of recyclers working informally in the collection of recyclable materials. In some countries they are organized into unions, associations, cooperatives and small businesses at municipal level. The best known groups are those in South Africa and Egypt but there are other groups in Ghana, Benin, Mozambique, Kenya, Madagascar, Mali and Senegal (WIEGO, 2012). Recently, a national recycler association was formed in South Africa.

In Egypt, the Zabaleen community in Cairo has a long tradition of collecting solid waste and materials for recycling. However, during the privatization of waste collection services (2002-2004) the Zabaleen were excluded from participating in the formal SWM system. Recently, however, it has been reported that there has been an important resurgence of the Zabaleen due to the failure of private operators to provide an effective waste collection service for the city (Ruiz, 2013).

Scheinberg (2013) reports that in Europe the majority of informal recyclers belong to the Roma ethnic group. Although, to date, national or regional movements have not been established, as a first step the Roma have

Image 2. Selection of different types of plastic waste in Serbia. ©WASTE, A.S cheinberg

Image 3. Informal door to door collection with an animal cart. ©WASTE, S. v.d. Berg

gained legal recognition for the work they carry out, an issue that had previously been an impediment to their organization.

Public perception of informal recyclers in Europe is not very positive and this is even more true in the case of the Roma. This complicates their situation and the possibilities of improving their conditions and position. For example, a union, that exists in Serbia, functions more as a social equity movement for the Roma than as a workers labour movement. There is a small, marginalized recyclers union in southern Serbia and one organization has been identified in Hungary and one in Italy.

In Latin America two mapping exercises have been carried out to identify existing recycling organizations in the region (WIEGO, en Samson 2009). Between 2007-2008, recyclers from the national movements of Brazil, Colombia, Chile and Uruguay undertook the first mapping exercise identifying legally constituted recycler organizations in Guatemala, Panama, Venezuela, Ecuador, Peru, Paraguay and Chile (WIEGO and Samson 2009).

In 2011, a mapping exercise was carried out in Central America and the Caribbean where legally constituted organizations were identified in Nicaragua, El Salvador, Honduras, Mexico, Guatemala, Panama, the Dominican Republic, Cuba, Puerto Rico and Costa Rica. It is important to highlight the indispensable support provided, at different moments and in different places, by religious organizations, NGOs, universities, some local councils and international cooperation organizations, in the establishment of these associated groups. The *Red Latinoamericana y del Caribe de Recicladores* (Red Lacre), a representative organización comprised of the labour movements that group recyclers in the different countries of the region, was created in 2005. It is currently made up of organizations from 15 countries. Red Lacre's mission is to improve recycler working conditions and to encourage dialogue among countries to share experiences, and design and execute actions (Red Lacre, 2013). At this moment, Red Lacre together with the National Movement of Recyclers in Brazil (MNCR) and WIEGO have initiatied a pilot project in Minas Gerais that is exploring gender themes to be included in a future programme for Brazil and Latin America (www.globalrec.org/life-and-voices/).

The organizational process of recyclers in Latin America and their specific geographical struggles have resulted in important advances in the legal recognition for this occupation. In some countries, such as Colombia and Brazil, recycler have obtained official recognition for this occupation as an employment category: in the Ministry of Environment of Colombia in 2001; and in the Ministry of Work and Employment of Brazil in 2002. In Peru, in 2009, the first law that regulates recycler activities was enacted (N° 29419). This law promotes the inclusion of micro and small businesses in the recycling chain (Ciudad Saludable 2012). In addition, in 2003, the *Associación de Recicladores de Bogota* (ARB), in Colombia, won a legal victory which allows recycler associations to participate in bids for municipal solid waste management contracts. As well as legal recognition, the recycler movements have been able to establish a space for the exchange of experiences in national and international recycler conferences.

In general, one can conclude from the documents consulted that gender concerns and gender mainstreaming are practically nonexistent or very incipient in the organizational processes of the grassroots recyclers (Dias et al., 2013) .

Gender mainstreaming as an inclusión strategy for solid waste recyclers

The following information considers women in their roles as paid workers as well as non-paid domestic workers. The *Regional Initiative for*

Inclusive Recycling (IRR) aims to contribute to the empowerment of women and hence this analysis focuses upon their needs. The information encountered in the literature was systematized around financial, institutional, environmental, technological, sociocultural and legal aspects for the dimension "*women as paid workers*". In the case of the dimension "*women as non-paid domestic workers*" only sociocultural aspects were considered.

Dimension "Women as Paid Workers"

Financial Aspects

The financial aspect considers themes related to or linked with finances. The factors affecting recyclers reported in the literature show that **income** from the sale of collected materials, varies depending on the region and place where the recycler works, on the type of work undertaken and on gender. For example, in Belgrade individual recyclers can earn $100 a month, while in Cambodia they can earn $30 a month. In some countries, for example Brazil, recyclers can earn up to four times the legal minimum wage (WIEGO, 2012).

Müller y Scheinberg (2002) wrote that women that were not affiliated to recycler organizations generally had **access to less valuable recycling materials** and that the areas where they worked produced less profitable materials. Also, women recyclers tended to work less time than their male counterparts due to their additional responsibilities as a non-paid domestic worker, all of which resulted in less income for a days work. Studies conclude that generally men receive more money than women even though at times women work harder and in more difficult conditions. These studies also affirm that since women receive less income they have less capacity to save (Scheinberg et al., 1999; WIEGO, 2012).

It is mainly men who hold remunerated positions in waste management departments in municipalities, recycling companies and the like (Abarca y van Schoot, 2010; Bacanovic, 2012). Women, on the other hand, tend to participate voluntarily in community clean up activities but as soon as these activities become institutionalized it is the men who are chosen to fill the paid positions, even when the intention of the intervention, coordinated by, for example, an NGO was to safeguard the women's position (Scheinberg et al., 1999).

In the work context of recyclers organized in associations, cooperatives etc., it is reported that associated recyclers get better prices for collected materials than they would if sold individually (de Brito, 2012). Better prices are also obtained when waste is segregated, cleaned and processed more professionally (Gunsilius et al., 2011b). However Dias and Fernandez (2012) wrote that in Brazil, in formalized solid waste management organizations, male recyclers earned more than women suggesting that women had less opportunity to improve their income as compared to men.

The rise and fall of prices is a constant battle for recyclers whether they are independent (those that sell their products to intermediaries in recycling centres) or part of a cooperative, association or small business. Studies conclude that money generated from the sale of recyclable materials does not provide a reliable source of income, since raw material prices change constantly at international level, meaning that there is little financial stability (de Brito, 2012).

In terms of **access to credit**, the literature indicates that support services are minimal for small and medium businesses (including recycling centres) that want to improve equipment or infrastructure. Müller and Scheinberg (2002) have suggested that the financial businesses should apply gender mainstreaming measures that will ensure both men and women have access to financial resources. In the case of Peru, Ruiz (2013) reports the establishment of a credit programme

Image 4. Recyclers in a community recycling center in the Domincan Republic. ©ACEPESA

organized through la Caja Nuestra Gente, that provides loans to men and women equaliy.

Institutional Aspect

The institutional aspect considers those elements relating to the organisation of recyclers. The **hierarchy** in recycler associations is determined, in most cases, by age and by the length of time someone has belonged to the association. Therefore, leaders are generally older with experience in material recovery and processing functions.

Machado-Ribeiro (2011) indicates that **working conditions** are not the same for all members of the organization. Leaders, for example, often have a special area for eating and resting while the younger and less experienced members eat and rest in the work area surrounded by waste materials.

In general, women are excluded from **decision making** processes and political participation. A series of factors influence this situation: patriarchal practices, traditions; knowledge; abilities; self-confidence; among others. Often, poor women have less exposure to the world than poor men. The results of some projects show that, even when specific efforts are made to include women in decision making, these women have not developed the skills to negotiate with other actors, especially with local authorities (Bacanovic, 2012; Dias, 2013). It is reported that men and women need **training** in order to develop to technical and managerial skills and **access to information** to provide them with the necessary tools to improve their decision making powers and political participation (Müller y Scheinberg, 2002; Dias, 2013).

It has been pointed out that some women have assumed **leadership** roles and authority when joining a cooperative even though they are illiterate. Some of them have participated in international conferences in different parts of the world which is perceived as an improvement to their quality of life (de Brito, 2012). However, barriers to the full participation of women in their organizations persist. Men have been found to have problems when women are the ones to exercise power often feeling intimidated (Alvez-Feitosa, 2005). As a result, many women are disrespected even when they occupy leadership positions (Dias and Fernandez, 2012).

Image 5. Recycler with the vehicle of her association in Santa Cruz, Bolivia. ©WASTE, L. Abarca

Female leadership is uncommon on rubbish dumps. There are cases of women leaders, but in these cases the leader in question has inherited her position from a male family member and will frequently resorts to the same violent methods employed by that family member to guarantee her leadership (Florisbela y de Pauli, 2006).

The **division of labour** is established from the moment a recycler joins the organization. The men do the work requiring physical strength, such as going out to collect materials; lifting heavy items and compacting materials; they also express a preference for undertaking commercial transactions such as negotiating prices and selling. Women, on the other hand, do the jobs that require skill and patience e.g. sorting and cleaning materials. Nevertheless, sometimes where there are no men working, women also undertake activities that that require physical strength (Alvez-Feitosa, 2005; Riofrío y Cabrera, 2012).

Florisbela and de Pauli (2006) observed, in a study undertaken in Mexico, that a hierarchy exists around waste picking in the rubbish dumps. Women frequently received the less valuable waste arriving at the site, while the better quality material was collected by the workers closest to the leader. The waste from poor neighbourhoods or from hospitals was frequently left to the women to collect.

Different attitudes can be identified between men and women when they are collecting waste in the streets. For men, working together is a means of collecting more material. Working with a partner is associated with making the occupation more profitable. For women, the

Image 6. Using special bikes to collect the waste materials, Costa Rica. ©ACEPESA

guiding principle is personal security, company and mutual care. Some women are scared to deviate from their usual route to explore other possibilities, while others find this challenge exciting or even liberating. Many look to family members or other women to accompany them in these activities so that they will feel safer venturing far from home to distant, strange and unknown places (Riofrío y Cabrera, 2012). During the focus groups it became clear the that the productive unit for recyclers is usually the family unit.

In the case of non associated recyclers, Florisbela and de Pauli (2006) observed that, in the division of labour, it is the men who do the simple tasks such as carrying packages of materials and collecting payment, while the women work hard searching for materials to sell.

In productive terms, the big difference between activities carried out in the individual/family context and the associated activities, such as the cooperatives of Sao Paulo, lies not so much in how street collection is performed, as in the working conditions provided while sorting the materials. The associations have a greater possibility of finding safe places with enough space for sorting, packing and storage (Riofrío y Cabrera, 2012).

Schedules for street collection are relatively inflexible, as they are determined by the schedule of the official solid waste collection service, although this can vary when containers are used. Riofrío y Cabrera (2012) reported that this does not apply to schedules for sorting, as the materials are in a private location; the sorting centre. In some countries, experience shows that the initial materials classification is done in public spaces in short periods of time (Acosta, 2013).

Environmental Aspect

The environmental aspect considers factors affecting health. Educational factors are also included in this aspect. With respect to health factors, the recyclers work is informal so they are not registered nor protected by State laws. This means they are excluded from social security services and other benefits that come with formal work contracts (Gunsilius et al., 2011a). They are exposed to all kinds of harmful materials when handling waste (Sophea, 2008). Whilst collecting materials from dumps they have to negotiate moving trucks, machinery, tractors, fires, sharp objects, infected materials, fights, sexual abuse, alcohol and drug abuse. (Florisbela y de Pauli, 2006).

Recyclers often use protective equipment to minimize the health risks from harmful materials. However, this practice is more often seen in associated work (Sophea, 2008). In both cases, associated and non-associated workers suffer from back pains due to the intensity of their work and the long hours dedicated to this activity (de Brito, 2012).

As for educational factors, the level of education of recyclers is often low. Many recyclers come from poor families and they have not had access to education since they have had to work alongside their families in the rubbish dumps from a young age (Florisbela y de Pauli, 2006). During the focus groups, one of the main limitations reported by recyclers who were mothers was the absence of child care facilities. The presence of these institutions would allow them to participate more effectively in education programmes designed to improve their skills.

Technological Aspect

Technological aspects affecting recyclers are associated with means of transport, procesing and packaging of recyclable materials.

Hand carts are used by both men and women, but when an additional means of transport is used whether it be a horse, pedals or an engine, then the norm is that men do the driving.

When mixed pairs go out to collect materials, a basic division of tasks can be seen: he drives the car, searches in the container and lifts heavy items; she looks after the load and occasionally knocks on the doors of families

Image 7. Pictures of activities of the informal sector in a rubbish dump in Peru. ©WASTE, J. IJgosse

willing to let them take their recyclables. There are few women who risk driving in the city, which is not due to lack of driving skills, but to hesitance in venturing into unknown territory (Riofrío y Cabrera, 2012).

Sociocultural Aspect

In the sociocultural aspect, recyclers suffer from the effects of economic exclusion. In many countries, recycler belong to an ethnic minority (Dias et al., 2013). Additionally, there is the persistent social stigma that comes from being associated with the object of their work: waste materials. Their **work is not valued** since their means of making a living comes from something that others throw away; consider useless; worthless and also since it brings them into contact with that which has been rejected: rubbish with all its odours and textures (Riofrío y Cabrera, 2012).

The work of non associated recyclers is not considered work, which brings with it the challenges of an insecure activity including persecution by the authorities and a lack of social mechanisms for their protection (Machado-Ribeiro, 2011). This results in abuse, corruption and their exploitation (Sophia, 2008).

In contrast, when recyclers are organized: they benefit from greater social protection measures; they have a sense of solidarity (Dias y Fernandez, 2012); they have emotional support from their colleagues; and they **feel proud** to be a member of a cooperative (Alvez-Feitosa, 2005). In associative work there is also a more emphatic affirmation of the importance of this occupation (Riofrío y Cabrera, 2012).

During the focus groups held in Colombia, these points were reiterated as participants mentioned that the use of uniforms had contributed to strengthen the group identity and advance their social acceptance.

Despite the disadvantages and dangers of the streets, many women like this type of work because they have the autonomy to determine how to structure their working day. This way of working also allows them to "*know what's happening*", "*see all the comings and goings*", "*get to know new places*", experiences that they don't have outside their working life. Hence, some women value street waste picking work as it allows them access to the world outside the home, in the public arena (Riofrío y Cabrera, 2012).

Legal Aspect

Legal matters affecting recyclers are mainly related to the **formal agreements** they need to be able to carry out their work. In some countries, e.g. Brazil, being organized has enabled recyclers to obtain formal agreements with local authorities and gain recognition as official recycling service providers in hundreds of municipalities. In some cases, cities have modified their constitutions to give cooperatives priority in the collection of recyclable materials. Cooperatives have placed their members at the forefront of the social struggle and have delivered on the promise of dignity and stability to those who used to work and sleep in the streets under the threat of police harassment (de Brito, 2012).

Image 8. Work permit for recycler in Santa Cruz, Bolivia. ©WASTE, S.v.d. Berg

Dimension of woman as non-paid domestic worker

The sociocultural aspect is the one that prinicipally affects women recyclers as unpaid domestic workers. In the majority of cases, it is women who are responsible for domestic chores and the administration of the home. In addition, women are also responsible for cleaning, washing and handling waste in the home. As is the case of Cambodia, this role is seen as an extension of their role in society (Sophea, 2008).

For the most part it is women and girls who undertake child care and domestic chores. In situations in which the women/mother recyclers can't do these chores, it falls to other women in the family – grandmothers, aunts, sisters-in-law to fill the care gap (Riofrío y Cabrera, 2012). When asked what they do on their days off women recyclers reel off a list of outstanding domestic chores, relatives who need to be cared for, spending time with their children and classifying previously collected waste (Riofrío y Cabrera, 2012).

Many women recyclers say they are limited to "*go further*" because their time is committed to a series of domestic chores such as taking children to and from school or preparing the food (Riofrio and Cabrera, 2012). Women recyclers therefore have less mobility than men, which also precludes them from migrating into other jobs (GIZ, 2001). Even when there are alternative employment opportunities available, women responsible for dependents in their families have little possibility to comply with the rigid schedules demanded by these formal jobs. (Riofrío y Cabrera, 2012). Working as recyclers offers them the flexibility they need to attend to both spheres of work (ILO, 2006).

Table 2.2 ***Elements to analyze in inclusive recycling projects***

Dimension	Aspects	Elements
Women as workers (women recyclers)	Financial	Access to credit Access to recyclable materials Income
	Institutional	Access to information Decision making power Division of labour Hierarchy Leadership Training Working conditions Working hours
	Sociocultural	Appreciation of the occupation Pride on being part of an organisation
	Legal	Formal agreements
Women as non-paid domestic workers	Sociocultural	Responsible for domestic chores

Summary of identified aspects and elements

Table 2.2 summarizes the aspects and elements found in literature that the Regional Initiative for Inclusive Recycling (IRR) is seeking to improve. These are: the achievement of equity in the incomes generated by the recycler occupation (**financial aspect**); improvement of power relations (**institutional aspect**); empowerment of women recyclers (**socio-cultural aspect**); and to facilitate recyclers access to the formal markets (**legal aspect**).

The aspects and elements mentioned in the table have been used throughout the guide for the collection of the information in the focus groups, the interviews, and the integration of a gender perspective in the project cycle.

Chapter 3
Integrating a Gender Perspective within the Project Cycle

General Considerations

One of the most common shortcomings of development projects and programmes is that gender concerns are incorporated at the last minute or are not considered at all. If gender concerns are considered from the outset of a project or programme, they can easily be incorporated into the assessment, project design, implementation, monitoring and evaluation stages. Projects and programmes that don't take into account the differing needs of men and women and their economic, social and cultural realities during all these stages, run the risk of being ineffective, inefficient and unsustainable. The project cycle framework described by Dulón (2009) and by Hovorka et al. (2009) for gender mainstreaming in projects and programmes of value chains and for agriculture respectively have been used as a basis in the preparation of the Guide.

The project cycle approach was chosen as the process is developed in distinct stages that follow and relate to one another. This allows for a comparative analysis of the existing reality to the changed reality according to the objectives and the cyclical nature of the process. This approach was used during the development of another guide for the agricultural sector. That guide was tested over a period of 9 months in different parts of the world and the evaluation of this process revealed positive results during each of the distinct project phases.

Image 9. Sorting recyclable materials, Colombia. ©ACEPESA

This chapter presents a series of steps to follow when planning projects or programmes and gender concerns should be considered in each step. A series of activities are suggested and presented in the sub sections called Checklists. These checklists have been developed based on the findings of the literature study, information gathered from focus groups and interviews with recycling businesses, gender specialists from NGOs and members of recyclers associations.

It is recognized that the gender dimension is particular to each context and to the project or programme objectives, which is why the strategic actions, tools and techniques proposed should serve to guide the reader and should be adapted to the different realities, the socio-cultural context and objectives of each project or programme.

Gender Mainstreaming in the Project Cycle

A five step process for gender mainstreaming in inclusive recycling projects and programmes is presented in **Figure 3.1.**

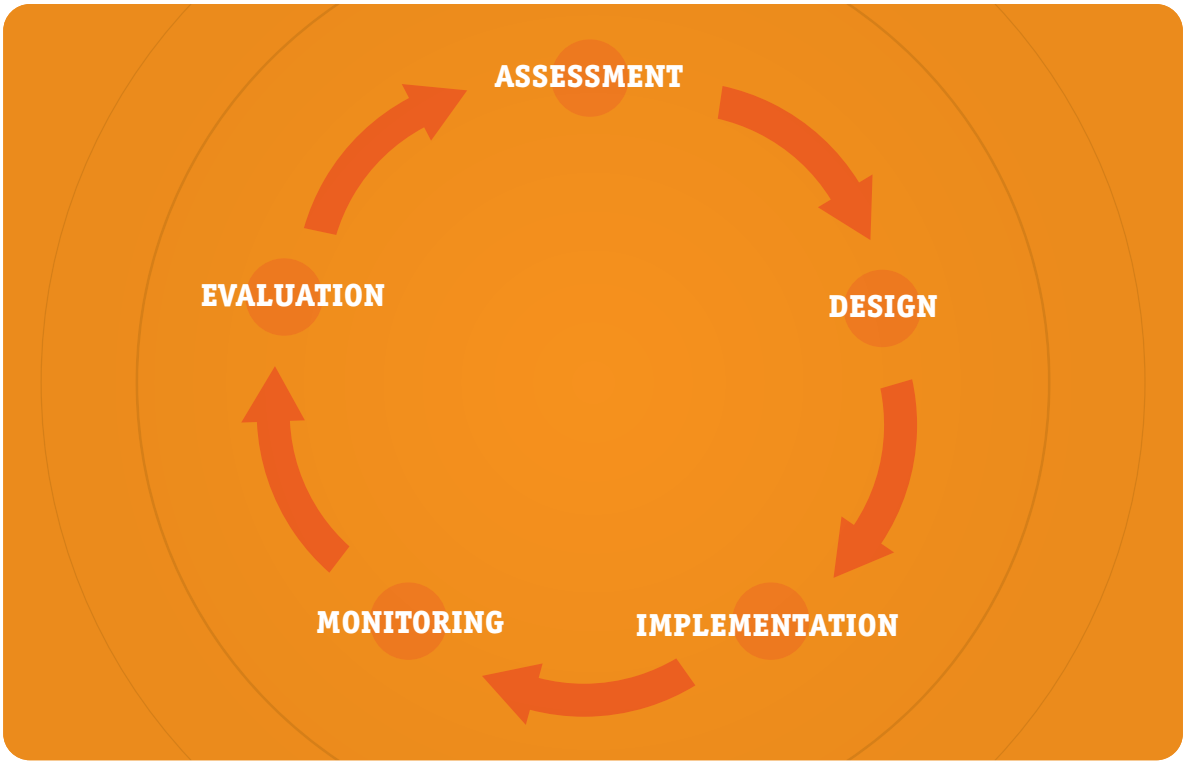
It is recommended that, in each of these steps, the following principles are taken into account:

1. Equal opportunities for all.

2. Recognition of the true value of the contribution of women to waste recovery for recycling.

3. Recognition that the needs of men and women are different and that their access to, and control of recyclable materials and their participation in decision making processes are restricted by cultural factors and institutional traditions.

Figure 3.1. Project Cycle Steps



4. Recognition that public policies and projects, as well as economic and technological tendencies, can have a different impact on men and women.

5. Recognition that affirmative action is necessary to guarantee that women/men receive equal benefit from public policies and projects.

6. Recognition that the progress of gender mainstreaming in projects requires adjustements, tact and diplomacy, especially in cultures where resistance to gender mainstreaming may exist.

The objectives, expected outcomes, required resources and the challenges faced in carrying out each of the project cycle steps are described below . The main areas covered, for the integration of a gender perspective in inclusive recycling projects, are based on the elements and aspects identified as affecting recyclers as presented in **Table 2.2**.

Suggestions are made, in this section, on information gathering methods, techniques and facilitating tools for developing each of the steps. The people who are responsible for each step are also identified and a checklist of strategic actions is proposed that allows for gender mainstreaming in accordance with project or programme objectives. This list includes various recommended actions; it is not an exhaustive list, but aims to provide a guide to those developing each of the steps. For this reason, the guide recommends that the list for each step be analysed first and adapted to the specific project or programme being developed.

Step 1. Assessment

Objective: Identify the economic, social, political and environmental circumstances of men and women recyclers who will benefit from the project or programme.

Expected Result: An assessment with a gender focus.

During this first step the aim is to learn about and better understand the situation and conditions that the recyclers find themselves in, in terms of their roles, responsibilities, access and control of resources, division of labour, etc. The main problems, needs, available resources and opportunities for these recyclers are also analysed. The differentiation of information by gender allows differences to be identified that are important when designing the project or programme.

This first analysis **IS INDISPENSABLE** as it objectively explains the reality of recyclers that the project will seek to transform. This

By way of example:

- Identifying **how many women and men participate in the collection of recyclable materials and the positions that they hold** lets us know **if occupational segregation exists** in this area of the activity.

- Using gender differentiation to determine **who has control of the material resources** (e.g. cardboard, metal, glass) lets us identify **who has access to certain materials and the reasons for this.**

- Establishing the factors that influence women taking leadership positions permits us to include specific activities aimed at strengthening their leadership capacities during the developing of the proposal.

- **Identifying how a training plan affects men and women** permits us to determine their needs for their successful participation in these programmes. This includes preparing the timetable, meeting childcare requirements during training, etc. Other needs can also be established such as self esteem, personal growth, or similar.

In these cases the information allows us to take the appropriate measures for greater efficiency and equity in the project implementation.

step helps define the scope of the project, the target group, the location and duration of the project. This first step also helps orientate the development of the following steps, which is why it should be carried out with great care and with the participation of both men and women.

Main Themes

The gender focus assessment begins with the gathering of available gender differentiated information (secondary sources), for example indicators for health, employment, education, poverty and housing, which are generally found in the Statistics and Census offices of each country.

The gathering of information related to the element presented in **Table 2.2** allows the project team to determine for example, if women and men receive the same income for the same work; the way in which the project or programme can help increase access and control of recyclable materials for women; it also identifies conflicts related to gender within the organization, etc.

It is important to highlight that whenever possible the assesment should be based on data and not only on general perceptions. In the case that data is not gender differentiated, the team can take a sample of the target population and collect primary data using certain techniques, tools and practical models which have been tried and tested in different contexts. Some of these are presented below and are outlined in greater detail in **Annex 2**.

Suggested techniques:
- Review of existing information
- Direct observation
- Semi structured interviews
- Questionnaires
- Multi-stakeholder Approach
- Focus groups
- Stakeholder analysis

Tools suggested:
- The Clock (Tool 1)
- Seasonal activity calendar (Tool 2)
- Market analysis (Tool 3)
- Investment game (Tool 4)
- Pocket game (Tool 5)
- Do money and work always go together? (Tool 6)
- Household Surveys (Tool 7)
- Identification of Domestic roles (Tool 8)
- Access to and control of resources (Tool 9)
- Identification of access to information (Tool 10)
- Identification of decision making processes (Tool 11)
- Analysis of cause and effect – Problem Tree (Tool 12)

Model suggested:
- Model 1: Review of operational working plans
- Model 2: Design of events
- Model 3: Considering a gender approach during the implementation of events
- Model 4: Evaluation of events
- Model 5: Preparing and reviewing publications
- Model 6: Review of reports

Organization of the assessment process			
	√	**Strategic gender actions**	
		Verify that at least one person in the group knows about and has experience in gender mainstreaming	
		Determine if the men and women recyclers need financial support to facilitate their participation in the consulting processess	
		Guarantee that men and women from the target population are informed about the asssessment being carried out	
		Make sure that the people using the assessment tools are trained and sensitized in their use, including the gender tools	
		Verify that the people gathering information have detailed knowledge of the tools to be used	
		Ensure that during the collection of information men and women from the target population are equally represented	
		Make sure that men and women are treated with respect when gathering information	
		Verify that the people systematizing the information are trained to use gender differentiated analysis	
		Verify that the systematization provides information and conclusions based on gender concepts; the situation and position of men and women; and the existing gaps in gender inequity	
		Guarantee that the dissemination of the assessment is planned in such a way that it is accessible to both men and women.	
		Guarantee that men and women are equally represented during the validation of gathered information	
		Make it known to the team that they must report any case of domestic violence or child sexual exploitation that they encounter. If necessary, the team should obtain help from professionals to support follow up actions.	
		Make it known that the team is obliged to denounce any type of human rights abuse, especially of women and children	
		Make it known that the team must look for profesional support to mediate in the resolution of internal team conflicts	
Content of the Assessment			
Worker: Financial		***General information*** Analyse the main problems or needs of men and women in the association/cooperative. The women and men are consulted about the "problem". The men and women actively participate to identify and analyse the situation. Men and women are questioned separately to analyse the benefits of the project or programme. Investigate with men and women what negative impacts the project or programme may have.	**Tool 3:** Market analysis; **Tool 4:** Investment game; **Tool 5:** Pocket game; **Tool 7:** Household Surveys; **Tool 12:** Problem Tree
		Income Assess if women and men receive the same income for the same job. Is income divided equally in the associations, cooperatives or businesses? Is income established with the participation of both men and women? Has the income of the longest serving members and the shortest serving members of the association been revised to assess equity of pay? In what ways can people obtain extra money, in case of an emergency?	**Tool 6:** Do money and work always go together? **Questionnaire or semi-structured interview**
		Access to recyclable materials Investigate if men and women have equal access to recyclable materials. Analyse the implications that access and control of the materials have for men and for women. Determine in what way the project or programme can improve access and control to recyclable materials for women. Determine what equipment men and women have access to for transporting materials.	**Tool 9:** Access and control of resources
		Access to information Analyse the limitations faced by men and women in managing computer tools, accessing information about market prices of materials, buyers, policies and laws that affect them, etc	**Tool 10:** Identification of access to information
		Access to credit Analyse the experiences of men and women when applying for a loan. Analyse their payment rates and financial education.	**Questionnaire or semi-structured interview**

Worker: Institutional		***Division of labour*** Identify the way in which work is organized in the association; pre-cooperative; cooperative. Define what work is done by men and which is done by women and their level of satisfaction. Analyse the division of labour. Revise the problems associated with the role or responsibilities of men and of women. Outline the implications of the division of labour in achieving the project or programme objectives. Investigate the differences that exist between men and women in relation to where they work (source, street, warehouse or collection centre). Identify the ways that routes are defined for men and for women. Investigate who designs the routes. Men and women to be consulted about the routes designed.	**Tool 7:** Household Surveys; **Questionnaire or semi-structured interview, Direct observation**
		Leadership Identify the leaders of the organizations participating in the project or programme. Investigate how they came to this position. **For women occupying a leadership position in a national movement or network:** ask them what are the opportunities and benefits they obtain by being a leader. Investigate how they overcome any difficulties they face.	**Questionnaire or semi-structured interview**
		Working conditions Determine what are the differences in working conditions for men and for women in relation to infrastructure, organization of space and materials, safety equipment, access to health care or pension, violence against women, etc.	**Direct observation, Questionnaire or semi-structured interview**
		Decision making powers Analyse how men and women participate when decisions are made in the organization; the way in which procedures are established; the perception that men and women have about when procedures need to be changed and the way decisions should be made.	**Tool 11:** Decision making processes
		Hierarchy Determine the hierarchical structure of the organization, how it was established and the problems associated with it. Identify the difficulties women face to participate on an equal footing with men in the meetings and other activities.	**Semi-structured interview**
		Schedules Define the average amount of time men and women spend at work. Determine working hours (from..... to....). Analyse the schedule possibilities keeping in mind the functions outside the association or cooperative.	**Tool 7:** Household Surveys; **Questionnaire or semi-structured interview**
		Training Analyse the benefits that men and women have obtained from training received. Ask about the willingness to participate in differentiated training activities and the motivations and limitations for their participation. Investigate how men and women perceive the long term impact of the training. Determine the training needs of men and women in defined areas.. Determine if the training opportunities and promotion are equal between men and women	**Questionnaire or semi-structured interview**
Worker: socio-cultural		***Work evaluation*** Analyse the perception of neighbours, police and the local authority of the work carried out by men and women recyclers. Define actions that could help change the way society perceives the recyclers. Analyse the perception of society (male dominated) towards women's leadership	**Tool 7:** Household Surveys **Questionnaire or semi-structured interview**
		Young versus old Determine what conflicts exist in the organization due to gender. Identify if age differences affect a person's income, access to materials, etc. and how these aspects affect women and men.	**Tool 7:** Household Surveys **Questionnaire or semi-structured interview**
		Pride in being part of an association Ask men and women separately what they like about their work and about being part of an association.	**Tool 7:** Household Surveys **Questionnaire or semi-structured interview**

Worker: legal		***Formal agreements*** Identify the benefits observed due to being formalized and determine if there is a tendency between women and men to be part of such a system. Determine if the organization has formal written contracts with the local authority and/or recycling companies. Analyse how women and men participate in the negotiations with the local authorities or government institutions and with businesses they sell to. Investigate if informal agreements exist for delivery of materials with the source or the companies that buy materials.	**Revision of existing information (contracts)**
Women as non-paid domestic worker: socio-cultural		***Person responsible for domestic chores*** Determine which activities are done by men and by women in the home. Analyse the time men and women have to spend on family and personal activities. Determine how many hours are dedicated to the separation of recyclable materials at home. Identify the times of year when men and women are busiest and the reasons why. Analyse who is responsible for looking after the family and how this affects their work. Analyse personal circumstances in relation to issues of domestic violence.	**Tool 1:** The clock; **Tool 2:** Seasonal Activity Calendar; **Tool 8:** Domestic roles

Challenges to undertaking the assessment
According to Dulón (2009) the most common challenges that arise during the assessment are:

- Including people in the team who are trained on gender issues.

- Differentiate information according to gender.

- Include family issues during the analysis to recognize how domestic chores are organized and the workload implied by these chores.

- Having a real understanding of the gender variables present in the cultural environment where the assessment is carried out.

Step 2. Project Design

Objective: Define the inclusive recycling project or programme goals and objectives and the strategies that will be used to achieve these, using information from the assessment step as a starting point.

Expected Result: Project o programme proposal with a gender focus.

During this step, gender issues in the area or context where the project will be developed are analysed. Participative processes are used to identify goals and evaluate the strategies needed to achieve the expected results. The activities needed to implement the strategies as well as the methods and tools to be used are also defined. Responsibilities are assigned, as are the tasks of the different people participating in the project. The coordination structure and monitoring mechanisms are also developed. A budget and timetable of activities are defined.

The basic contents of a proposal are:
1. Assessment (see Step 1)
2. Project or Programme Objectives
3. Baseline
4. Logical Framework Construction
5. Indicators or Goals for success
6. Methodologies, Strategies and Work Plan
7. Budget

Definition of objectives
The objectives of the project or programme come from the definition of the main problems identified in the assessment and constitute a foundation for a specific agenda that identifies what gender concerns need to be addressed to achieve greater gender equity and what strategies are needed to achieve these changes.

In the formulation of objectives it is possible to make specific references to gender issues or draft global objectives including aspects of gender:

Example of an objective formulated specifically to include the issue of gender:
Women participating in training activities on the themes of leadership and administration.

Example of an objective that includes a gender approach:
Recycler organizations led by women are able to access financial services and credit.

Baseline
The baseline is associated with the assessment and provides initial information for the variables to be considered within the proposal. This baseline provides specific information related to the roles men and women fulfill, the distribution of men and women in decision-making spaces and the demands that men and women have, amongst others.

The assessment could indicate that women feel marginalized during negotiations or commercial transactions over recovered materials and that they are interested in participating more actively in these processes.

For a project whose objective is to create a greater diversity of roles and responsibilities for men and women, the baseline provides more precise information. For example it would say:
- The men take care of commercial transactions such as negotiating prices and selling, they also do the work requiring physical strength such as lifting weights and flattening and preparing the voluminous materials such as cardboard.
- The women carry out the work that requires ability and patience, for example sorting materials.

Logical Framework, Indicators or Goals for Success
The creation of a Logical Framework is very useful and is often an obligatory requirement of the project design process. Its purpose is to provide structure to the planning process and to communicate essential information related to the project. It is necessary to include indicators divided into 3 different levels in the logical framework: at the level of products (activities), at the level of objectives (results) and at the level of impact (achieved effects at the end of project).

During this stage the indicators, which measure if the objectives have been met, are defined. A correctly designed indicator will provide information on quantities, quality, time and place and should be gender differentiated.

It is suggested that the indicators are defined taking the following into account:

- Information needed by those interested in the project or programme (e.g., donors, organizations executing the project or programme, beneficiaries).

- Information relevant to the established objectives and activities.

- Level of information necessary for the monitoring and evaluation process, taking financial and personnel resources into account.

Some examples of indicators are presented below:

Objective	Some gender differentiated indicators
To include women's participation in negotiation processes	**Product indicators (activity):** • Number of women and men participating in meetings with local authorities or recycling businesses to obtain formal agreements. • Number of negotiation issues raised by women and men during negotiation processes
	Effect indicators (result): • Number of issues particularly championed by women that have been successfully included in formal agreements.
To increase income for members of pre-cooperatives, cooperatives and associations.	**Product indicators (activity):** • Number of women and men trained in subjects related to access to information. • Numer of women and men members of the cooperative trained in internet use.
	Effect indicators (result): • Number of loans awarded to men and women heads of households through a micro-credit programme. • Average loan amount awarded to men and women heads of households through a micro-credit programme. • Income gaps between women and men. • Percentage of men and women receiving equal pay for equal work. • Percentage of men and women having access to the same materials.
	Impact indicators (achieved effects at the end of the project): • Changes in monthly average income according to gender
To improve working conditions for women members of pre-cooperatives, cooperatives and associations.	**Product indicators (activity):** • Number of men and women participating in a project management training programme. • Percentage of women and men that have safety equipment. • Number of men and women having access to transport for recyclable materiales. • Number of men and women with access to equipment for the processing of recyclable materials. • Number of women and men with work schedules adapted to their needs. • Number of collections routes designed by women and number of collection routes designed by men. • Number of women an men who have access to toilet facilities at work.
	Effect indicators (result): • Amount of collected materials in kg. • Amount of equipment for handling recyclables.
	Impact indicators (achieved effects at the end of the project): • Number of men and women who have improved their health situation.
To strengthen women and men's social standing at work	**Effect indicators (result):** • Number of men and women who view their work positively. • Number of women who report aggressions or sexual harassment at work. • Number of men and women who feel proud to be part of the pre-cooperative, cooperative or association.
	Impact indicators (achieved effects at the end of the project): • Percentage of women and men holding leadership positions.
To make visible the time recyclers dedicate to domestic chores	**Product indicators (activity):** • Number of men and women trained in the area of division of domestic chores.
	Effect indicators (result): • Amount of time women and men dedicate to relaxing or other social activities. • Average amount of hours per week dedicated to domestic chores according to gender.
	Impact indicators (achieved effects at the end of the project): • Income gap between men and women.

Intervention Methodologies, Strategies and Schedule
In this step, the activities and strategies that will be used to achieve the objectives, are identified. The strategies should be analysed carefully taking the following into account:

- That the strategy helps resolve the problem or problems identified.

- That the organizations implementing the project or programme have experience and capacity in gender mainstreaming.

- That the strategy proposed contributes to increased gender equity among the recyclers.

- That the solutions set out use local knowledge and the innovative capacity of men and women.

During proposal development , the interests of the different people/actors on the reality that they wish to change should be determined to define and select the strategies to be used. It is important to listen to the opinion of the recyclers, who will be direct beneficiaries (or who are threatened by) the project or programme, as well as listening to other people who could be affected. The Guide suggests using the "*Stakeholder Analysis*" technique presented in **Annex 2**.

Budget
Depending on the intervention strategies defined and in order to ensure a real budgetary commitment to gender mainstreaming, the project team can: a) earmark budget lines specifically for groups of women or groups of men or, b) include all costs within the general budget.

The advantage of having differentiated budgets is that it facilitates analysis, to find out, for example, how much is invested in women compared to men. The difficulty lies in how to establish this proportionately and in the administrative complications it generates.

An iterative process is recommended during project design, in which different elements of the proposal are analysed on repeated occasions. The proposal can also be evaluated with the help of a gender expert, in the event that there isn't one on the project or programme team.

The suggested technique for project design is the multi-stakeholder approach.

Persons responsible for project design
When designing a project, people from the organization preparing the proposal, as well as others who can provide knowledge about the project or programme to be implemented, are involved. To guarantee that gender concerns are properly covered, the Guide recommends that at least one of the team members has experience and knowledge on gender mainstreaming.

Sometimes the proposal is prepared by an external consulting team. If this is the case, the Guide suggests including in the Terms of Reference as one of the outcomes sought: "*that the proposal adopts a strategic approach to gender issues*". The Guide also recommendeds that when evaluating incoming proposals that the evaluation criteria inclue a percentage for teams who have included a person who has experience in and knowledge of gender mainstreaming.

Check list for project design
The following list can be used to confirm that strategic actions are included in the project design process that permit gender mainstreaming in accordance with the objectives of the project or programme.

Suggested technique:
Multi-stakeholder Approach
(See description in **Annex 2**)

Image 10. ▸
Multi-stakeholder approach in Costa Rica. ©ACEPESA

Organization of the project design	
√	**Strategic gender actions**
	Ensure that the project team has equal gender representation
	Guarantee that women are involved in decision making about the prioritization of themes to be considered in the project or programme
	Verify that men and women from the target population are consulted equally during the design of the project and that the gender of those consulted is noted
	Guarantee that special efforts have been made to ensure the participation of men and women during project design, taking into account: appropriate times for meetings; venues; use of appropriate language, audiovisual support, financial support, etc
	Verify that at least one person participating in the project design has training and experience in gender issues, especially in facilitating participatory processes and giving voice to those who don't have opportunities to give their opinion. They should also be responsible for training the rest of the team
	Guarantee economic resources to cover the expenses associated with hiring staff that is dedicated specifically to monitoring and evaluation
	Income. Include activities that guarantee gender equity
	Access to recyclable materials Guarantee that men and women have equal access to and control of recyclable materials and to processing machinery
	Access to information Encourage the inclusion of practices for greater equity in access to information. Guarantee that during the project or programme men and women have equal access to information relating to prices of recyclable materials
	Access to credit Include innovative financial products by making links between the financial sector with the recycling sector favouring credit for associated recyclers and credits tailored to the needs of women, who often have lower incomes and less collateral.
	Division of labour Analyse if the project or programme challenges the existing gender differentiation of labour, tasks, responsibilities and opportunities
	Leadership Include activities that promote leadership in women through workshops, participation in meetings and conferences, etc
	Working conditions Include activities that encourage equality in working conditions in terms of infrastructure, organization of space and materials, safety equipment, access to health insurance or pensions, situations of violence and roll out social acceptance.
	Decision making powers Challenge the existing procedures which exclude women and men in decision making processes
	Hierarchy Include a review of the hierarchical structure and promote activities for greater participation of women
	Schedules Guarantee that women's work schedules allow them time for their domestic chores as well their work responsibilities
	Training Analyse the perception of men and women about the long term impact of training. Propose specific ways to motivate and train men and women
	Work evaluation Guarantee the inclusion of activities that help change the way society perceives recyclers
	Young versus old Propose activities that promote equity in relations between men and women of different ages
	Pride in being part of an association Encourage activities that promote personal growth, comradeship, solidarity, among others
	Formal agreements Analyse examples of formal agreements which could be considered to achieve contracts with local authorities or recycling companies
	Person responsible for domestic chores Include activities that have a positive effect on the productive, domestic or community work of women and men. Include activities that increase men's involvement in their role as father, husband and partner. Consider awareness raising activities about domestic violence and the like

Case study: the use of bicycles

The importance of including a gender focus from the project design step of a project or programme is exemplified in this case of the manufacture or purchase of equipment for collecting recyclable materials. On one occasion, bicycles with baskets were purchased to help with material collection, thereby allowing the waste pickers to transport larger amounts of material and to get around faster.

However gender factors were not considered when buying the bicycles and they turned out to be too heavy for the women who ended up pulling or pushing them instead, as they had donde with hand carts. Some women preferred to go back to using the hand carts leaving the bicycles for the men.

Further analysis of the situation revealed that many of the women didn't even know how to ride a bike, which also put them at risk. Gender should have been considered when designing or buying equipment and training should have been included specifically for women on the use of bicycles.

Step 3. Implementation

Objective: The implementation of the actions proposed to achieve the proposed objectives in accordance with the strategies defined in the previous step, with the necessary budget

Expected Results: Actions implemented according to planning

During this step, the project team begins to implement the actions proposed to achieve the established objectives in accordance with the strategies defined in the previous step.

The following aspects should be taken into consideration when implementation the project:

- Organization and preparation of the implementation team and division of labour. This includes an analysis of the number of people required, their profession or job and the roles and responsibilities of each project team member.

- Definition of the focus of the gender intervention.

- Information for the target population about the start of the project.

- Preparation of detailed operational work plans (these usually cover a period of one year); timeline; identification of expected critical moments during implementation and expected results.

During the implementation of the project or programme, varied and diverse activities are undertaken but they all contribute to the achievement of the objectives outlined in each plan.

Normally the implementation step will include the organization of different types of events such as: training; information dissemination; organizational; negotiations or decision making. It will also take into account the provision of financial and non financial services; organizational strengthening; the publication of materials and the undertaking of studies.

People responsible for implementation
The people responsible for designing the implementation plan are the members of the implementation team, headed by a person who acts as coordinator. It is recommended that all the team members familiarize themselves with this guide before starting the project implementation step.

The Guide recommends that those responsible for approving the Work Plan use the Model for Reviewing Operational Work Plans (**Model 1**) which facilitates the review of the plans from a gender perspective, and allows the entities involved in this revision to make observations and recommendations on the subject.

Checklist for the Implementation Step
The following list can be used to confirm that strategic actions are included in the implementation process to guarantee gender mainstreaming, in accordance with the specific project objectives.

Organization of the implementation process	
√	**Strategic gender actions**
	Guarantee that there is someone on the project team whose main task is to incorporate a gender perspective into project implementation or that this task is included in one or more positions
	Include gender differentiated objectives and goals in the annual operational plans
	Guarantee that information for events aimed at the target population considers the participation of men and women. Provide financial support and support with respect to schedules for their participation, if needed
	When designing the annual budget, make sure there are sufficient resources to finance affirmative actions or work in differentiated groups.
	Undertake activities with financial sector participation in order to obtain support for recyclers through credit lines
	Include negotiating activities with the recycling industry and public authorities
	Include gender differentiated information in the design of the baseline. This information is also used in the monitoring of the project or programme
	Ensure that some of the recyclers are assigned roles and responsibilities within the project or programme
	Guarantee that the detailed description of responsibilities and what is expected of recyclers in terms of taking gender aspects into account
Organization, development and evaluation of events	
	Check that when undertaking an event the person responsible for the invitation offers specific facilities to encourage the participation of women
	Check that when undertaking an event the person responsible for the invitation takes into account that the selection of the correct time and placefor this event will facilitate the participation of the women and men invited. Analyse the possibility to make the participation of women and men mandatory
	Mention and explicitly encourage the participation of the target population group (adult men and women, young and adult women, at least two adults per family, etc.)
	Provide information about facilities or support provided for the event (transport, childcare, food etc.)
	Check that all the people who should be invited to the event have been explicitly invited
	Take into account the Design of Events Model (**Model 2**) that helps incorporate gender concerns when designing an event
	Use the Design of Events Model (**Model 2**) to analyse the coherency of the design and to incorporate a gender focus when carrying out an event
	The person who facilitates an event shall be observant and ask themselves whether the event is running as expected. This person must analyse the participation and degree of attention being paid in order to immediately take the necessary steps to improve the running of the event. The Guiderecommends using the Model for Considering the Gender Approach during the undertaking of Events to support this process (**Model 3**)
	A log should be kept of the persons who participate in an event, specifying their gender and providing other relevant and important information
	Assess whether the objectives proposed have been met, including objectives related to gender, attendance and participation. The Guide proposes using the Model for the Evaluation of Events (Model 4) when carrying out this evaluation. This model should be filled out by the facilitator(s) of the event

Design and Distribution of Publications	
	Attention should be paid to the use of inclusive language and graphics, as well as to the messages transmitted, by analysing whether these reinforce or question traditional gender roles assigned to men and women. The Model for Preparing and Reviewing Publications (Model 5) offers a list of questions to facilitate the preparation and revision of any material produced, taking these aspects into account.
	Consider the means by which the publications will be distributed to the target population to ensure they reach those they are intended for
	When evaluating the publication, analyse whether the publication meets the objectives it was designed to fulfill.
	When evaluating the publication, determine whether the messages were understood in the intended way or identify the reasons why they were understood differently
Organizational strengthening processes	
	Analyse the articles of association and regulations, as well as the composition of the governing bodies, identifying gender aspects in the organizational strengthening processes
	Include quotas for female and male participation in the governing bodies in the organizational strengthening processes
	Identify the challenges and limitations that women face when participating in the public arena and take measures to deal with those limitations in the organizational strengthening processes
	During the evaluation of the organizational strengthening processes, determine whether the participation gap between men and women has reduced
	During the evaluation of the organizational strengthening processes determine whether the regulations allow, encourage or require female participation
	During the evaluation of the organizational strengthening processes determine whether men and women both truly form an integral part of the organisation
	During the evaluation of the organizational strengthening processes determine whether the benefits enjoyed by participating in the organisation reach men and women equally

Case study: Child care

Childcare is a critical issue for the majority of women recyclers in Santa Cruz, Bolivia, as it is for many recyclers in other cities in the region. Not having access to a childcare centre or help from family members means that they have to take their children along with them when they go out to work in the streets. This situation also affects their level of participation in meetings or workshops and needs to be addressed with special measures, such as the provision of childcare (by others or as a service offered by the project) during meetings to guarantee the equal participation of all the recyclers.

Image 11.
Meeting of the focus group in Santa Cruz, Bolivia. Women combine work with motherhood. ©ACEPESA

Challenges when implementing a project or programme

- Attention is paid to the problems that arise: ranging from jokes to harassment that women may suffer when they participate in mixed events.
- Wrongly believing that one family member represents the interests of an entire family.

Step 4. Monitoring

Objective: Analyse, reflect and determine how the situation and status of women has improved, the extent to which gender gaps have reduced and how empowerment has been promoted or how processes of equal opportunities have been generated. In addition, analyze and reflect on the applied methodologies; the efficiency and the effectiveness of the implementation of actions; the indicators and level of achievement; the integration of the team; and the relationship with the target population.

Expected Results: Adjustments to the implementation of established plans
During this step, the implemention team's attitudes and knowledge of how to put the gender approach into practice will be identified.

This is also the moment to identify which aspects facilitate or hinder working with a gender approach.

People responsible for monitoring
Monitoring is a process that should be carried out jointly by various team members. The Project Coordinator or Director should and can carry out frequent monitoring of the activities undertaken by their team. Monitoring is an important function of the implementing agencies, the planning, monitoring and evaluation teams. If gender mainstreaming is a new challenge for the programme, the possibility of incorporating a gender expert to monitor the programme or to be part of the monitoring team should be considered. Nevertheless, full responsibility for this issue should not be delegated, a member of the institution or programme should always accompany the monitoring process.

Check list for the monitoring step
The following list can be used to confirm that the monitoring process includes strategic actions that permit gender mainstreaming in accordance with the project and programme objectives .

Organization of monitoring process	
√	**Strategic gender actions**
	It is recommended that trainers, managers of recycling centres, etc. have a role specified in the collection of information that has to do exclusively with activities and interactions with the beneficiaries
	Guarantee resources to cover the expenses associated with hiring staff that will be devoted specifically to monitoring
	Guarantee that reports, above all technical ones, are adequately reviewed and that they accuratelgy reflect project progress
	Guarantee that the personnel in charge of project implementation are interviewed during the monitoring process.
	Interview a sample of the target population, always including men and women, to determine advances made in programme implementation
	Verify the established indicators and analyse the performance levels separately with women and men
	Always try to retrieve quantitative and qualitative information differentiated by gender
	Include aspects on awareness levels of gender equity during the interviews

Challenges when monitoring a project or programme

- Reports are prepared and arrive in a timely fashion to the implemention team.

- Monitoring is related to other steps in the project implementation process, thereby providing feedback to the implementation process.

Step 5. Evaluation

Objective: Compare real gender mainstreaming achievements against proposed achievements and give recommendations on necessary adjustments to the Annual Operational Plan or a next phase.

Expected result: Recommended practices identified; dissemintation plan for results and lessons learned

Evaluations can either be internal or external, depending on who carries them out. According to the timeframe, they can be six monthly and/or annual, which allows for the evaluation of the process and compliance of products. Furthermore,there are evaluations at the halfway point or at the end of the project which allow to determine results with their effects and impacts.

People responsible for the evaluation
Evaluations are generally undertaken internally by people chosen from the organization implementing the project or programme. In order to undertake an evaluation that includes a gender approach, it is important that the team includes someone with relevant experience and knowledge. When the evaluation is undertaken by an external group, there is often a person assigned specifically to this area.

Check list for the evaluation step
The following list can be used to confirm that strategic actions are included in the evaluation process that permit gender mainstreaming in accordance with the objectives of the project or programme.

Final Summary

Mainstreaming gender in inclusive recycling projects or programmes is a challenge. The reasons for this seem to be related to the fact that gender is not simply a women's issue, but a matter of equality and a matter of rights. The basic concept involves equal access to various rights and equal opportunities for any person, male or female, without discrimination (Ville, 2013).

The Literature Study, the focus group discussions and the interviews with different actors working in this area in Latin America and the Caribbean have served to ratify the need to have a guide that supports the process of gender mainstreaming. The challenges is in how to raise staff, organizations and institutions awareness of gender issues, so that it becomes a natural part of the development of inclusive recycling projects or programmes, with clear objectives and indicators that allow for the real impact of gender mainstreaming on initiatives to be assessed.

It should be noted that, if the social organization that prepares and undertakes the project or programme lacks knowledge

Organization of the evaluation process	
√	**Strategic gender actions**
	Examine the context in which the proposal is developed to analyse how the situation and condition of women has improved; to what extent gender gaps have been reduced; to what extent empowerment processes have occurred; if processes ensuring equal opportunities have been generated, etc. Use the defined indicators to compare real achievements against proposes achievements, as well as results against objectives
	Review technical reports, databases and information systems
	Interview personnel in charge of the project or programme
	Interview the target population, always including men and women within the sample group, to record the vision they have about programme implementation. It's a good idea to interview men and women separately
	Collect and systematize successful practices of including gender in inclusive recycling, in the hope that they will give similar results in similar situations (Recommended practices). Capture best and/or replicable practices that promotes gender equity (including anecdotal sharing of women)
	Create a Dissemination Plan of results and lessons learned, which should be shared with the relevant actors
	Always try to retrieve quantitative and qualitative information differentiated by gender
	Process all information and issue a report that includes conclusions regarding the level of achievement of the objectives
	Make recommendations that must be taken into account during the next step of the programme
	Use the *Model for the Review of Reports* (Model 6) to verify if they include gender mainstreaming and gender

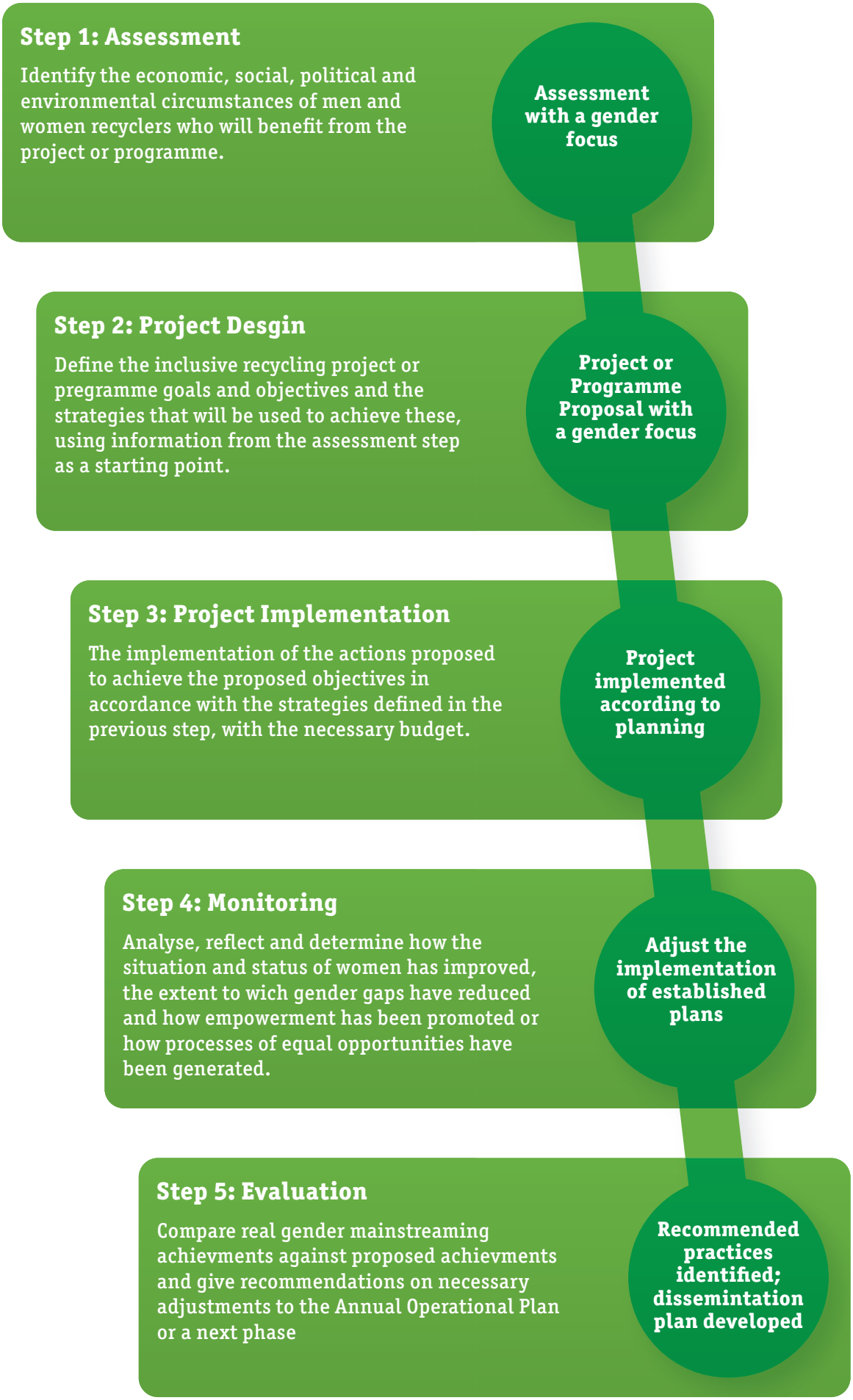
and skills on gender mainstreaming, the Guide recommends the participation of an expert in the subject. Hence, the first step, before beginning project or programme design, is to undertake an audit to evaluate the knowledge that staff possess on this subject.

The Guide identifies the need for someone with gender mainstreaming experience to support staff in the work to be undertaken in each stage of the project cycle. The aim is not that this person be the only one responsible for the integration of gender in the project or programme, but that through the participation of this expert the organization develops in-house capacity in gender mainstreaming for the design and implementation of future projects and programmes.

Enhanced staff capacity on gender questions in an organization will allow for the formation of working groups within the organization, through which institutional responsibility for gender mainstreaming can be achieved. Sensitivity to gender equity issues has to be taken into account when selecting the staff members who will be involved in project planning and management (Horvoka et al., 2012).

The methodology proposed in this Guide is summarized in **Figure 3.2** and centres on identifying and taking into account the concept of equal access to rights and opportunities for all people without discrimination in each stage of the project cycle. The application of the checklists presented in this Guide for the different steps of the project cycle, will help individuals and organizations to improve their knowledge of how to mainstream gender in inclusive recycling projects or programmes.

Figure 3.2. Summary of the objectives and products of gender mainstreaming in each step of the Project Cycle



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Annex 1
Data base

Aguilar Rivero, Margot

¿Por qué género y residuos? Para una política de incorporación y transversalización del enfoque de género en la Gestión Integral de Residuos, 2011, México/Mesoamerican Region, (Presentation)
Language: Spanish or Portuguese
Organization: Red GIRESOL (Gestión Integral de Residuos Sólidos)
Key words: *Different concepts of gender, mainstreaming, gender and solid waste, mainstreaming gender in solid waste management, equity, and sustainability*
Summary: There are human activities connected to each of the various stages of the life cycle of products. With gender analysis we can discover what type of specific relationships there are and, from there, work to change them or use them to better meet the goals and targets proposed in integrated waste management.
Link: *www.giresol.org/index.php?option=com_k2&view=item&id=2221:conceptos-b%C3%A1sicos-g%C3%A9nero-y-residuos&Itemid=142 (January 15 2013)*

Almitra, Patel

Waste Management Practices and Policy In India from a Gender Perspective, India, (Presentation)
Language: English
Organization: Supreme Court Committee for Solid Waste Management in Class 1 Cities
Key words: *Waste management, Gender perspective*
Summary: This presentation provides an overview of the solid waste management system in India from a gender perspective and makes recommendations for improvements.
Link: *www.gdrc.info/docs/waste/010.ppt (30 Jan 2013)*

Bacanovic, Visnja

Gender and Waste Management, Introduction of gender perspective into Local Waste Management Plans - A case study from Serbia 2009-2011, 2012, Serbia, (report)
Language: English
Editor: Marija Bogdanovic, M.A.
Organization: GIZ
Key words: *Indicators of gender, gender analysis, gender and local management plans*
Summary: While the theoretical concepts and practical implications of gender relations and sustainable development have been widely addressed this is not the case for gender relations and waste management. The publication provides an explanations on how to start the planning process, the description and analysis of the process itself, the methodology, i.e. measures taken, and the presentation of some results. This publication is useful for those who want to start similar processes in their communities and incorporate questions and answers about the positions of men and women and their participation in development.

Bidegain, Nicole

Hacia una gestión integrada de los residuos con inclusión social: Recomendaciones para la acción, 2011, Uruguay, (Research Report)
Language: Spanish or Portuguese
Organization: Centro Interdisciplinario de Estudios sobre el Desarrollo - CIEDUR
Key words: *Waste management, gender, politics, economics, formalization, ecopoints, green points, informal settlements, legislation*
Summary: This paper presents the main results of the study conducted in Montevideo under the research project "Gender issues in solid waste management in Latin American cities." On the one hand, it describes the situation of women and the gender relations between waste pickers. On the other hand, it analyzes regional initiatives directed towards the sector in order to provide elements for the design of public policies. These elements may contribute to the improvement of working conditions for waste pickers, the welfare of women and the overcoming of gender inequalities, as well as facilitating integrated waste management and environmental protection.
The key findings of the research highlight that the activity of informal recyclers is closely entwined with the problems of poverty and in certain forms of structural social exclusion, related not only to low-income, but also to factors such as residential segregation, lack of satisfaction of basic necessities in housing and sanitation, lack of education and access to care and the stigma of working with trash. Also, it identifies that there is a generational and sexual division of labour in wastepicker families that confines women to the home where they take care of household goods and of people. It concludes that this must be understood and challenged when implementing successful policies to formalize the sector.
Link: *www.ciedur.org.uy/publicacion.php?id_publicacion=235 (January 15, 2013)*

Bisht, Medha

Sanitation and Waste Management: A Perspective of Gender and Diplomacy, 2005, India, (Article)
Language: English
Organization: Institute of Social Studies Trust
Key words: *Perspective of gender, self-esteem, cooperative*
Summary: The life of women in urban areas of India is extremely insecure. Modifications to local governance, can empowere women to a great extent, however it is important that women participate in decision- making and voice their views about there environment and surroundings. Women need to organize and work in groups, so that they can be more focused and be heard. Women from the slums can form community-based groups, with the help of NGOs, to achieve their full potencial through participatory efforts.
Link: *www.gdrc.info/docs/waste/001.pdf (January 24, 2013*)

CIDA

Gender and the Waste Economy - Vietnamese and International Experiences, 2003, Vietnam, (Book)
Language: English
Editor: Maclaren, Virginia y Nguyen This Anh Thu Editors
Organization: CIDA
Key words: *Contributions of women to the economy, constraints, obstacles, political solutions, empowerment*
Summary: This book presents a collection of papers from a workshop held in Da Nang, Vietnam on February 21, 2002 on gender and the waste economy: Gender Linked Livelihoods from Modernizing the Waste Management and Recycling Sector: A framework for Analysis and Decision Making; Waste Management Practices and Policy in India; Women's Role in Waste Management in Vietnam; Women and Waste Economy Activities at the Ward Level; Hai Phong Women Involved in Waste Collection Occupations and Environmental Protection; The Role of Women in Domestic Waste Collection: A Case Study of Community - Based Female Workers in Ho Chi Minh City; Issues Related to the health of Women and Children Waste Pickers in Vietnam.
Link: *www.utoronto.ca/waste-econ/GenderBook.pdf (January 24, 2013)*

de Brito, Deia

Dios es mi despertador, Serie de WIEGO, Vida de los trabajadores, No 1, March 2012, 2012, Brazil, (Magazine)
Language: Spanish or Portuguese
Organization: Cooperativa ASMARE
Key words: *Recyclers, cooperatives, public service, ASMARE, social struggles, dignity*
Summary: This article describes the life of dona Maria Brás (r.i.p.), one of the founders of ASMARE, who was a tireless force in the struggle of the recyclers in Brazil to overcome persecution and gain respect and security as members of cooperative ventures. Recyclers have been around in Brazil for more than half a century, but it was not until 1990, with the formation of ASMARE, that they started to organize and fight to improve their conditions.
Link: *wiego.org/sites/wiego.org/files/publications/files/deBrito_Spanish_WorkersLives.pdf (30 Jan 2013)*

Dias, Sonia, Marlise Matos and Ana Carolina Ogando

Mujeres recicladores: construyendo una agenda de género en las organizaciones de recicladores, article in Medio ambiente y desarrollo. Miradas feministas desde ambos hemisferios, 2013 (Book)
Language: Spanish
Organization: Spanish Agency for Internatinal Development Cooperation (AECID)
Key words: *Waste pickers, gender analysis, equity*
Summary: Waste pickers face innumerable obstacles while working in waste management and are not always recognized for the economic and environmental benefits they bring to the city. In addition, waste pickers generally face the existence of hierarchical relationships at home, at work, and in their communities, and also in the inner sphere of their representative organizations. The adoption of a gender perspective in recycling activities is of great value and needs to address multiple dimensions of subordination to which recycling women are subjected.
Gender analysis should derive from at least three related dimensions: first, an analysis with a gender perspective is able to reveal relationships and hierarchical structures of gender, class and race. Second, such an analysis allows to understand how the dynamics of power and oppression operate in different areas and in different ways. And third, a gender analysis related to inclusive recycling shows the social and historical construction of gender roles, and gives fundament to significant processes of feminine empowerment. This will influence the capacity of perception of how gender inequalities are present, and what tools would be needed to strengthen the voices of waste pickers, at the individual level, economic or political.
Link: *http://www.alianzaporlasolidaridad.org/publicaciones/medio-ambiente-y-desarrollo-miradas-feministas-desde-ambos-hemisferios (5 Sept 2013)*

Dias, Sonia y Lucia Fernandez

Recicladores, una perspectiva de género, article in Potentes sinergias, igualdad de género, desarrollo económico y sostenibilidad ambiental, 2012 (Book)
Language: English
Organization: UNDP
Key Words: *Recyclers and Gender, Inclusive Recycling*
Summary: Despite a growing force of women recyclers in solid waste management, persistent obstacles to their full participation in the organizations that represent them requires gender analysis. A gender perspective to waste collection and recycling need to cover multiple dimensions of subordination that women are subject to at home, in the workplace and within their organizations. This focus should provide women recyclers with tools to improve their roles as political and economic actors, strengthening their skills.
Link: *http://wiego.org/publications/wastepickers-gendered-perspective (5 Sept, 2013)*

GTZ-ERM-GKW

Public Awareness & communication modules and materials: module 3: gender mainstreaming in ISWM, 2004, Mashreq & Maghreb Countries,(Presentation)
Language: English
Organization: GTZ-ERM-GKW
Key words: *Gender mainstreaming, gender analysis tools*
Summary: This presentation is used for the training of project staff to raise gender awareness. It deals with gender issues in integrated solid waste management, participatory tools for gender analysis and suggestions for mainstreaming gender in public awareness and communication.
Link: *www.gdrc.info/docs/waste/012.pdf*

Espino, Alma y Bidegain, Nicole

Informe de investigación FASE II: Dimensiones de Género en el manejo de los residuos domésticos, Montevideo, 2010, Uruguay, (Research Report)
Language: Spanish or Portuguese
Organization: Centro Interdisciplinario de Estudios sobre el Desarrollo - CIEDUR
Key words: *Household waste, sorting, recovery, family enterprises, cooperative enterprises, gender, discrimination, self-esteem*
Summary: The report presents the results of Phase II of the project "The gender dimension in solid waste management in urban and peri-urban areas of the cities of Latin America and the Caribbean", which aims to identify the needs, interests, problems and expectations of women in solid waste management. Specifically it aims to understand the personal and professional paths, the evaluations and perceptions about work and the future of women working in waste sorting as well as analyzing the particularity of gender relations between waste pickers (male and female) in terms of career path, working conditions, unpaid work and discrimination, among others.
Link: *www.ciedur.org.uy/publicacion.php?id_publicacion=240 (January 15, 2013)*

Farah Quijano, María Adelaida

Género, mujeres y cooperativismo: análisis en tres cooperativas de reciclaje en Colombia, uniRcoop • Volume 4, # 1, 2006 (page 196), 2006, Colombia, (Magazine)
Language: Spanish or Portuguese
Organization: Red universitaria de las Américas en estudios cooperativos y asociativismo
Key words: *Cooperative, gender perspective, equity, empowerment, family and everyday social relations, recyclers*
Summary: In the analyzed recycling cooperatives four elements that contribute to women's empowerment and gender equity can be highlighted: the "responsible welfare", ensuring basic needs, capacity building, and teamwork in organizations. Women make great efforts to reconcile family and domestic spaces with community and work spaces. Such efforts are individual, but are part of a collective action being supported by the organization. This action is extended to families, as husbands and children should participate in the process of mental and practical adjustment. These changes are very slow and cannot yet see great positive effects, however, they have been observed at a more personal level.
Link: *www.unircoop.org/unircoop/files/revue/Release/Unircoop.vol.%204.1.final.pdf#page=196 (January 15, 2013)*

Feitosa, Debora Alves

Cuidado y sustento: interfase de educación popular en la cotidianeidad de las mujeres recicladoras, PhD diss., Universidad Federal de Rio Grande do Sul, 2005, Brasil,(Graduating Thesis)
Language: Spanish or Portuguese
Key words: *Waste recovery systems, gender, division of work, relationships, power*
Summary: This thesis presents the activity of separation of materials in a warehouse. It mentions the relations between men and women in terms of division of labor, emotional relationships, the challenges in personal relationships. It also discusses the position of women as mothers, recycler and object in popular education.

Florisbela dos Santos, Anna Lúcia y De Pauli, Liliana

Estudio sobre la Cuestión de Género en la Gestión de Residuos Sólidos Urbanos, (Presentation / lecture)
Language: Spanish or Portuguese
Organization: Mexico State Government, Secretary of Environment and GTZ
Key words: *Integrated urban solid waste management, gender, mainstreaming, participation and interests of men and women, perception of gender issues in the government*
Summary: It presents the main results of the "Study on the gender issue in solid waste management in the State of Mexico." It is the product of a coordination between the Government of the State of Mexico, through the Ministry of Environment and the German Technical Cooperation Agency (GTZ / GmbH) and seeks to provide a better understanding of the need and desirability of adopting the gender perspective in public policies related to solid waste management generation. It also aims to provide the technical and conceptual foundations that support a urban solid waste environmental management, that adopts a gender perspective, as a means of generating structural changes in the subject.

Florisbela dos Santos, Anna Lúcia y De Pauli, Liliana

Sobre la cuestión de género en la gestión de residuos sólidos urbanos en el Estado de México 2006, Mexico,(Report of research)
Language: Spanish or Portuguese
Organization: Mexico State Government, Secretary of Environment and GTZ
Key words: *Gender, public policy, equity, indicators, stakeholders, municipal solid waste, recycling*
Summary: The study provides systematic information on the participation and contribution of women and men at different stages of the urban solid waste management, the degree of progress in mainstreaming gender in related Ministries and Local Governments. The assumption of the study was that in the field of MSWM, the gender relation is uneven in the domestic, private and in the stages of management (public sector). They suggest a number of recommendations to address the identified critical situations.
Link: *www.giresol.org/index.php?option=com_k2&view=item&id=2006:estudio-sobre-la-cuesti%C3%B3n-de-g%C3%A9nero-en-la-gesti%C3%B3n-de-residuos-s%C3%B3lidos-urbanos-en-el-estado-de-m%C3%A9xico&Itemid=142 (15 Jan 20013)*

Fredericks, Rosalind

Gender and the Politics of Trash in Dakar: Participation, Labor and the "undisciplined" women, 2008, Senegal,(Article)
Language: English
Organization: UCLA Center for the Study of Women, Los Angeles
Key words: *Gender roles, policies, solid waste management, Isla*m
Summary: This article explores how the politics of waste management in the capital of Senegal, are constituted in and through the spaces and gender and divisions of labor. In Senegal, as in many third world and Muslim countries, household waste is seen as the responsibility of women. This article analyzes the politics of garbage in Senegal in the neoliberal era, by examining gender geographies dynamics of garbage at home, in the neighborhood, and city level. It shows the current situation, a time of "crisis" in the official system of waste management, is also a moment in which spaces and gender roles are being renegotiated through public cleansing dialogues, responsibility and work. These negotiations reveal a vision of gender politics at home and in the street of a contemporary Dakar.
Link: *www.gdrc.info/docs/waste/011.pdf*

Gender Equality in Urban Environmental Management - A Casebook, 2008, Asia, (Book)
Language: English
Editor: Kusakabe, Kyoko y N. Veena
Organization: CIDA-AIT
Key words: *Gender and waste management, leadership and gender relations*
Summary: Section 4: Gender in Solid Waste Management: Women are seen mainly as producers of waste as well as household level managers of solid waste in the whole process. A gender perspective allows us to review SWM priorities; technologies and management differently in order to not only make SWM work better, but also to empower women in the process.
Link: *www.gdrc.org/gender/kyoko-1.pdf (January 24, 2013)*

Izaque Machado Riveiro

Soportando la peor parte: etnografía con catadores (as) de materiales reciclables, Master Thesis in Social Psychology, Federal University of Rio Grande do Sul, 2011, Brazil, (Graduation Thesis)
Language: Spanish or Portuguese
Key words: *Gender relations, work, body, recyclers and recycling of recyclable materials*
Summary: This study uses the ethnographic method, describes the everyday activities of waste pickers groups in the metropolitan region of Porto Alegre. It starts with the question of gender relations in the workplace: the street, recycling centers and workshops. Relationships are discussed in the National Movement of Recyclers and the differences found in research and peculiarities of a male researcher in a female market. It aims also to understand the way in which women use their bodies in different moments and hierarchies in the workplace and work environment where gender relations do not follow the logic of the division by sex in the workplace. Finally, it concludes that ways of working are related to the way the body is used in different contexts resulting in the casualization of female labor.

Lobo, Xinia y Kolb, Martina

Sector Informal y Gestión de Residuos Sólidos en Costa Rica. Aspectos de género, 2008, Costa Rica, (Research Report)
Language: Spanish or Portuguese
Organization: Programa CYMA/GTZ
Key words: *Solid waste management, microenterprises, female employment, waste recovery*
Summary: This report focuses on the identification of a group of women working in solid waste management (waste recovery and valorization) and supporting institutions, conducting an event of consultation and exchange between these stakeholders. The study, with gender approach, serves as a basis for deciding on activities to improve the integrated and sustainable solid waste management through microenterprises and collection centers.
Link: *ley8839.go.cr/blog/wp-content/uploads/2008/01/Report-Sector-Informal-y-Genero.pdf (15 Jan 2013)*

Marchena, Lauren

Instrumento de monitoreo y evaluación de cumplimiento. Políticas de género de ACEPESA, 2005, Costa Rica, (Instrument)
Language: Spanish or Portuguese
Organization: ACEPESA
Key words: *Gender policies, equitable remuneration, traditional roles of men and women, fundamental rights*
Summary: The purpose of the instrument is to ensure gender mainstreaming in the projects promoted by ACEPESA considering various indicators.

Oosten, Hans van y Rachel Savain

Gender and Civil Society - A policy framework for the project "Municipal Reconstruction in the Les Palmes region of Haiti", 2012, Haiti,(Report)
Language: English
Organization: VNG international
Key words: *Service public, gender, waste management, indicators*
Summary: This document describes the proposed policy for the inclusion of gender and Civil Society in the Municipal Reconstruction project for the components for which VNG is responsible (a.o. waste management)

Poswa, T.T.

The importance of gender in waste management planning: A challenge for solid waste managers, 2004, South Africa,(Article)
Language: English
Organization: Durban Institute of Technology
Key words: *Waste management, demography, gender, household*
Summary: This article discusses the results of research in which gender was analyzed from the perspective of waste management planning and service delivery. It was based on the social status in the communities, in particular at the household level. The conclusion is that waste management planners should always consider the demographic characteristics of the households as an integral component during waste management planning processes. Special attention should be given to the influence of gender in a collection systems and the design of the equipment.
Link: *www.kharahais.gov.za/files/waste/037.pdf (29 Jan 2013)*

Pozo, Ma. Esther et al

Dimensiones de género en el manejo de los residuos sólidos en áreas urbanas y peri urbanas. Investigación y acción en cuatro ciudades de América Latina y el Caribe. FASE 3: Relevamiento de experiencias y elaboración de propuestas, 2010, Bolivia,(Research Report)
Language: Spanish or Portuguese
Organization: Centro de Estudios y Promoción de Desarrollo- DESCO
Key words: *Recyclable materials value chain, collection, storage, separation, gender, equity, entrepreneurship, social policies*
Summary: This report presents the results of Phase 3 of the Project introducing the experiences and the elaboration of proposals focusing mainly on: a) Identification of gender activities b) Intervention activities for pro poor waste management activities. Recyclers were chosen that worked in family groups, individually and as part of an organization. Due to the lack of studies in waste management and in gender mainstreaming in particular, the gender analysis of collection and selection of solid waste requires the identification of gender elements in addition to the description of functional roles in these activities su as power relations and the context in which the activities occur.
Link: *www.desco.org.pe/apc-aa-files/d38fb34df77ec8a36839f7aad10def69/CHB_3.pdf (January 15, 2013)*

Riofrío, Gustavo y Cabrera, Teresa

Trabajadoras por la ciudad aporte de las mujeres a la gestión ambiental de los residuos sólidos en América Latina, 2012, Bolivia, Peru, Uruguay y Brazil,(Book)
Language: Spanish or Portuguese
Editor: Tarea Asociación Gráfica Educativa
Organization: Centro de Estudios y Promoción del Desarrollo- DESCO/Centro Internacional de Investigaciones para el Desarrollo - IDRC Canadá
Key words: *Waste, gender, public services, poverty, cooperatives, workers organization*
Summary: This publication is the result of an action-research and advocacy project. Gender is analyzed in waste management projects in urban and peri-urban cities in Latin America and the Caribbean. The contents are based on the reports of different working groups in the cities of: Cochabamba in Bolivia, Lima in Peru, Montevideo in Uruguay and Sao Paulo in Brazil. This book shows the reality of the management of recyclable goods in these cities by answering the question of the position of the women in the activities of collection and marketing of waste with commercial value. Finally, recommendations are presented in relation to policies for "formalization" implemented by municipal, labour and evironmental authorities that act to reduce inequality between men and women in the informal recyclable waste recovery sector.
Link: *https://idl-bnc.idrc.ca/dspace/bitstream/10625/50077/1/IDL-50077.pdf (22 Jan 2013)*

Ruiz, Silvio et al

Resultados de Mapeo de Recicladores Centroamérica y del Caribe, 2011, Mesoamérica y Caribe,(Book)
Language: Spanish or Portuguese
Editor: Mundo Nuevo Impresores
Organization: Red Latinoamericana y del Caribe de Recicladores - Red
Key words: *Gender, recycler, organization, collection systems, incentive, legislation, routes*
Summary: This document presents the results of the mapping of recyclers in Central America and the Caribbean undertaken by Red LACRE. The objective was to identify the recyclers' associations in selected countries, their situation according to certain variables, among others, distribution of activities segregated by men and women in the different countries.

Samson, Melanie

Mopping up the Labor Shortage: the privatization of waste management and gendered work reorganization, Work organization, labor & globalization, 2008, (Article)
Language: English
Key words: *Gender equity; waste, management; privatization*
Summary: This article explores the gendered nature of work reorganization in Johannesburg'sprivatised Pikitup waste management utility. It establishes that feminist analysis requires an exploration of the historical production of gendered and radicalized divisions of labor, the continuities and disjuncture that arise with privatization, the consequences for men and women workers in the workplace and the home and the effects of men's gendered privileges. Because Pikitup's profit-generating strategy mapped onto a pre-existing gender division of labor, the all-male collection workforce was shielded from labor shortages that resulted in dramatic forms of reorganization in the feminized street cleaning sector. Male street cleaning workers experienced the same objective transformations in work organization as their female counterparts. However, they were less compromised due to the power associated with their masculinity in both the workplace and the home and the notion of convergence of experience between male and female workers.
Link: *yorku.academia.edu/MSamson/Papers/1396598/Mopping_up_the_labour_shortage_the_privatisation_of_waste_management_and_gendered_work_reorganisation (January 24, 2013)*

Samson, Melanie

Dumping on Women, Gender and privatization of waste management, 2003, South Africa, (Book)
Language: English
Editor: Hurt, Karen y Melanie Samson
Organization: Municipal Services Project (MSP) and the South African Municipal Workers' Union (Samwu)
Key words: *Gender equity, waste management, privatization*
Summary: This book is based on research conducted in three South African municipalities: Thabazimbi in the Limpopo Province, Sol Plaatje in the Northern Cape and Johannesburg in Gauteng. The research was carried out to find out how privatization of waste management services affected men and women differently with the goal to find out if privatization makes it harder for municipalities to promote equity between women and men.
Link: *www.gdrc.info/docs/waste/005.pdf (January 24, 2013)*

Scheinberg, Anne, Maria Muller and Evgenia L. Tasheva

Gender and Waste: Integrating gender into community waste management: project management insights and tips from an e-mail conference, 9-13 May 1998, 1999, General,(Project document UWEP)
Language: English
Organization: WASTE, Gouda
Key words: *Themes discussed: 1. The gendered nature of waste in specific cultures. 2. Gender and responsibility for household and community cleanliness. 3. Gender and community-based waste enterprises. 4. Gender and waste management: policy and practice*
Summary: Based on an email conference with participants from various countries, this paper looks at the connection gender-waste, whether or not the two terms are truly related topics. It looks at questions such as: Might women and men have different perceptions of waste management in their communities? How are their roles and tasks in household and community related to waste activities? What opportunities do women and men have to be engaged in small waste enterprises? How have gender differences affected the sustainability and effectiveness of waste management? And what strategies and methods can be applied to enhance the contribution of both women and men?

Schoot, Chrisje van en Lilliana Abarca

No Capacity to Waste, 2010, General,(Training Manual)
Language: English
Organization: GWA Gender and Water Alliance and WASTE
Key words: *Gender, empowerment, waste, mainstreaming gender*
Summary: This document provides information in relation to waste management and gender. It discusses gender from the perspective of women's empowerment at the personal, household and community level.
Link: *www.waste.nl/sites/default/files/product/files/genderwastemodule_final100831.pdf (29 Jan 2013)*

Spies, Sandra et al

Gender Analysis for Waste Management, 2011, Germany, (Instrument)
Language: Spanish or Portuguese
Organization: GIZ
Key words: *Mainstreaming gender, waste management projects, cooperation, strategy, innovation*
Summary: This document aims to encourage the verification and monitoring progress in mainstreaming gender in waste management projects. The document provides some guiding questions in relation to success factors in mainstreaming gender in the planning cycle.

Spies, Sandra

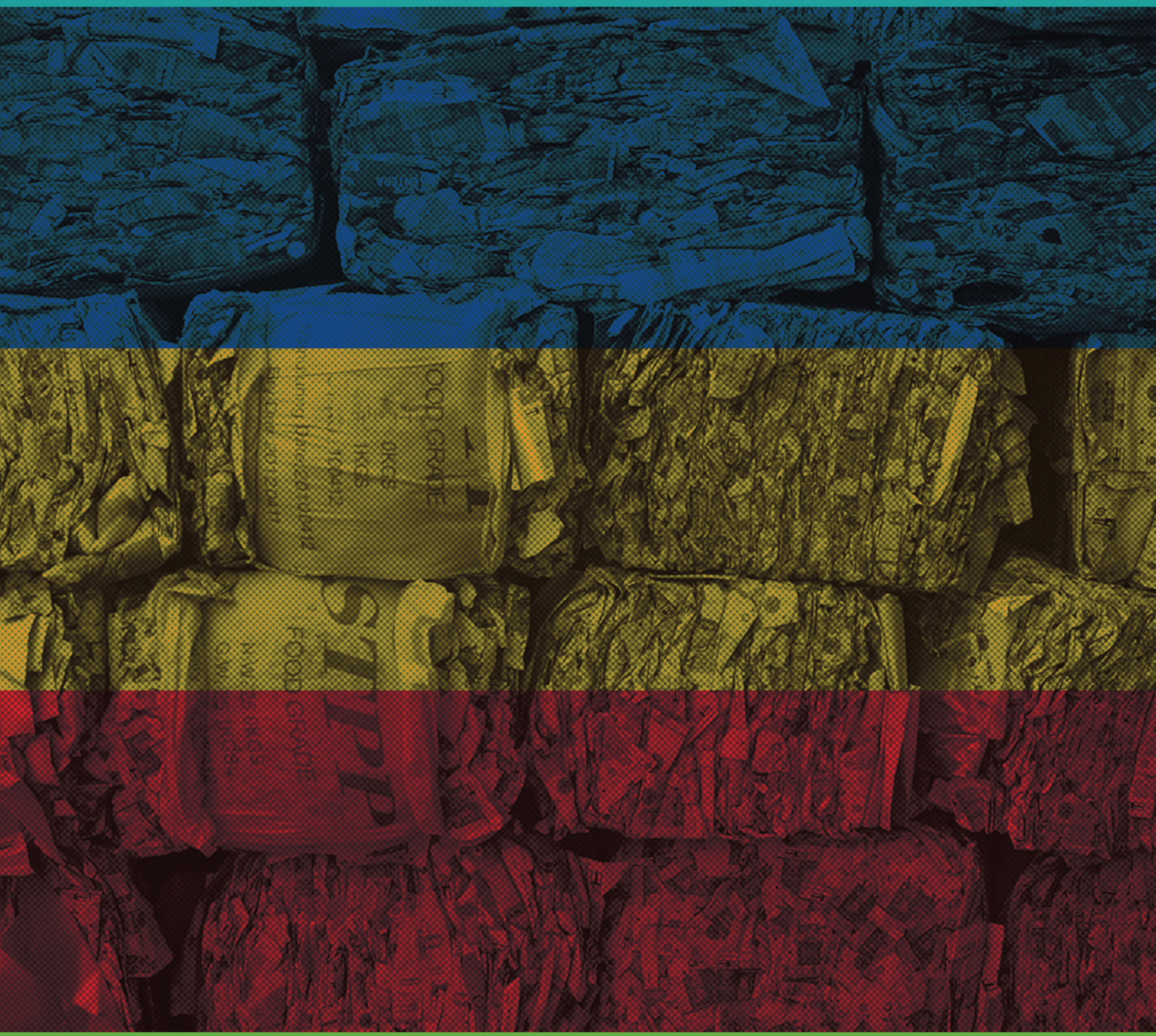
Gender and Solid Waste Management, 2011, General,(Information sheet)
Language: English
Organization: GIZ
Key words: *Perceptions, decision making power, informal sector, formal sector*
Summary: This report describes gender and waste management issues based on the experiences developed by GIZ.

SWAPP

A study on junkshops and itinerant waste buyers in General Mariano Alvarez, Cavite, Philippines, 2008, (Research Report)
Language: English
Organization: SWAPP
Key words: *Microenterprises, diagnosis, mainstreaming gender*
Summary: This investigation shows that an estimated 12.2 tons of recyclables are generated daily in General Mariano Alvarez, Cavite in the Philippines. Waste materials are first recovered by itinerant waste buyers made up of men, women and minors and are sold to junkshops within GMA and nearby municipalities. The objective of the study was to identify and prepare a directory of large junk shops, consolidators and processors in GMA that the local government units can use in the design of strategies and programmes to improve existing secondary material recovery in their communities and identify some gender aspects in the study.
Link: *www.swapp.org.ph/index.php/downloads-files/finish/34-article-files/137-a-study-on-junkshops-and-itinerant-waste-buyers/0 (31 Jan 2013)*

Vergara, Gabriela

Género y pobreza: una aproximación a las recuperadoras de residuos de San Francisco Córdoba, Argentina, Nómadas. Revista Crítica de Ciencias Sociales y Jurídicas. Universidad Complutense de Madrid, Vol 20 N°4, 2008, Argentina,(Journal)
Language: Spanish or Portuguese
Organization: Universidad Nacional de Córdoba
Key words: Poverty, gender, waste recovery
Summary: The investigation seeks to: a) Caracterize the life and work conditions of a group of recyclers (women and men) from Cordoba, Argentina; b) Identify perceptions with respect to why they initiatied the activity; and c) Show forms of social and gender divisions in this activity.
Link: *revistas.ucm.es/index.php/NOMA/article/view/NOMA0808440499A/26306 (14 Jan 2013)*



Annex 2
Techniques, Tools and Models

Main investigation techniques

- Review of existing information

The review of existing information refers to the gathering and review of relevant information, including reports, census data, studies and municipal statistics. This method is useful to obtain an initial snapshot of the situation of wastepickers and their socioeconomic and institutional context; as well as identifying gaps and possible contradictions in the available data. The literature reviewed should not be limited to institutional reports. Whenever possible it should be combined with local, regional, national and occasionally international documentation.

- **Direct observation**

Direct observation consists of gathering information about what is going on at the exact time the activity is carried out (e.g. the subject, events, processes, relations between people). In most cases a list of key elements or indicators relating to the theme being investigated is used (for example how women participate in debates, the activities carried out by men or women, decision making on resources etc.).

- **Semi-structured interviews**

Semi-structured interviews are informal discussions using structured conversations guided by a list of previously prepared topics. They can be useful for gathering general information or theme specific information; to analyse problems and opportunities; to discuss plans; or to identify perceptions (for example, in gender relations). A maximum of one hour is recommended per individual interview and no more than two hours for a group interview. The semi-structured interviews can be used in combination with other specific tools (e.g. mapping, ranking, making a calendar of events or timelines, etc.).

- **Questionnaires/Surveys**

Questionnaires (or surveys) are widely used in collecting quantitative data on diverse subjects, inclusive recycling for example. Their main use here is to collect baseline information and quantitative data about material collection levels; economic costs and benefits; certain characteristics of the waste pickers, etc. The use of questionnaires can be an expensive and slow process but may be necessary in the assessment step because, if done well, the information gathered is extremely trustworthy.

- **Multi-stakeholder approach**

The multi-stakeholder approach assumes that any developmental process undertaken will be biased if it doesn't include the realities, needs, aspirations and beliefs of the target population as central to that process. Including the waste pickers in this process generates an understanding based on general knowledge that explains their overall reality (systemic focus), so that a strategy for change (transition process) can be implemented or consolidated, in order to bring about a positive transformation for individuals and the organizations to which they belong.

- **Focus groups**

Focus groups are a qualitative technique for information gathering, which enables the manifestation, in the context of the focus group, of people's perceptions, feelings, attitudes, opinions and thoughts about a certain subject, based on their experiences and expertise. However, one should bear in mind that one of its limitations is that results cannot be generalized to the population to which the participants of the focus group belong.

Technique: Stakeholder analysis

As well as knowing which organizations, institutions, businesses and people are involved in inclusive recycling projects and programmes, it's also necessary to know:

- What are the interests of each stakeholder?
- What relationship exists between actors (common positions, cooperation relationships, conflicts of interest, competitive relationships, etc.)?
- The willingness of each actor to participate in the project or programme planning process and in which steps of the project cycle.

Knowing this means better judgement can be used when assessing which social actors could or should participate in the different steps of the project cycle.

Stakeholders can be divided into three basic categories:

- The **main or relevant stakeholders**: are those who are directly affected, in a positive or negative way, by the implementation of an inclusive recycling project or programme. For example: the recycling organizations, the personnel from the municipal solid waste management department.

- The **secondary stakeholders**: are those who have an intermediary or facilitating role and could have an important influence on the results of a project or activity. For example: the Ministry of Education with an environmental education programme.

- The **external stakeholders** are not directly involved in the process, but could however be affected by a project or specific action. In inclusive recycling this is an important group and there are many potential actors such as intermediaries whose business is buying materials directly from the waste pickers.

Methodology

Ask each person, identified as a representative of an interest group, to fill in a questionnaire which could include the following questions:

- What is your role and what activities do you carry out in the recycling process?

- What other organizations, institutions, businesses and people are involved in recycling and what is your relationship to each (cooperation, conflict, common positions)? (Describe please)

- Do you find the preparation of the project or programme Plan interesting, and why?

- How do you think your organization/ institution/business will benefit or be affected by this work?

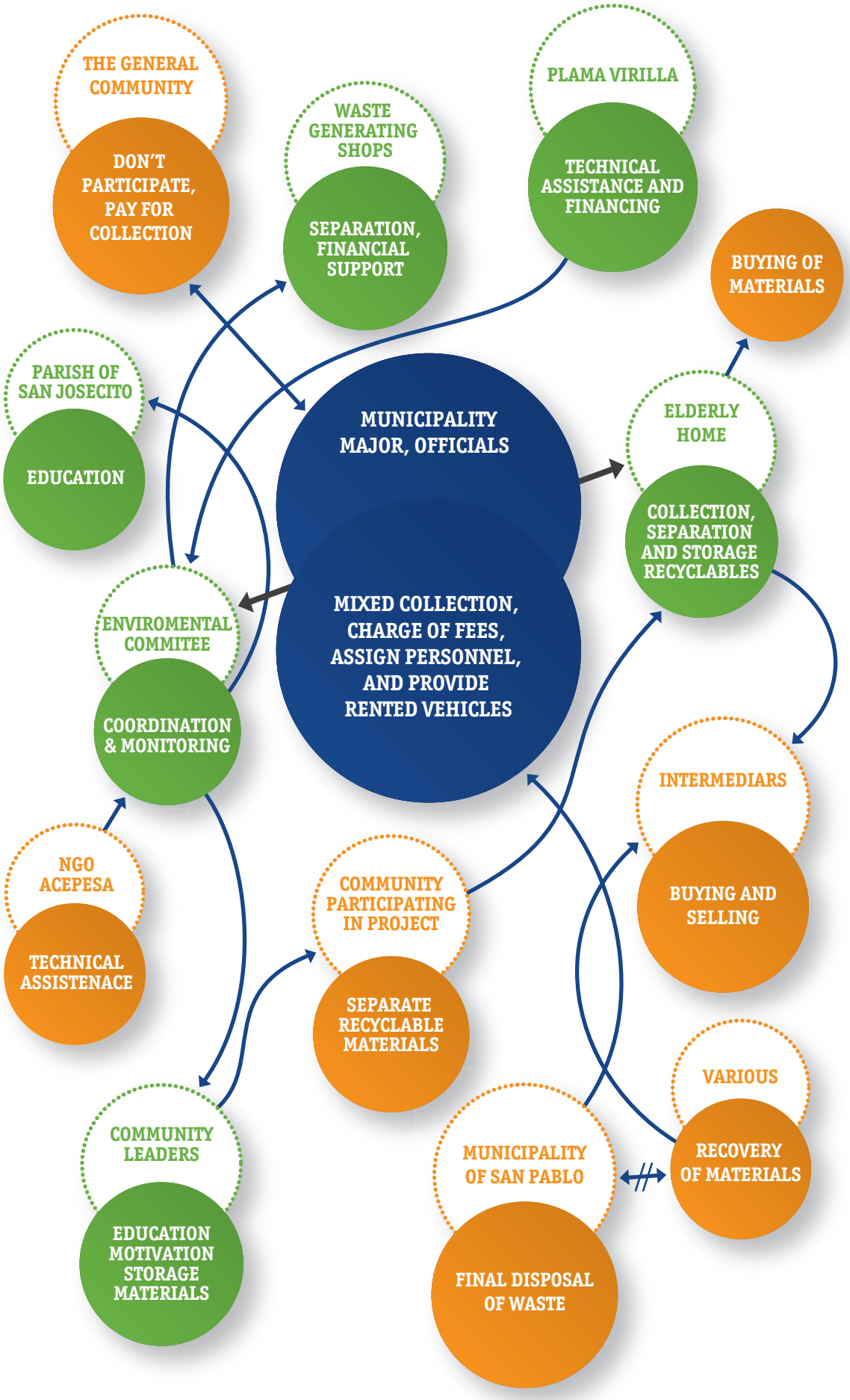
- How could you participate in the different stages of the project cycle: assessment, preparing the proposal, implementation, monitoring and evaluation?

- What other organizations (stakeholders) do you think should be involved in this process?

- What are your general expectations of this proposal?

With this information to hand the participants are asked to make a map of their relationship with the other stakeholders. An example of this mapping is shown in Image 5.1.

Image 5.1. Analysis of relationships between stakeholders involved in the collection of recyclable materials, Canton of San Isidro de Heredia, source: ACEPESA, 2001



Assessment Tools

N°	Tool	Objectives
1	The 24 hour clock	Show what daily activities are carried out by men and women, distinct from the roles established by the division of labor by gender, in socially and culturally assigned spaces.
2	The seasonal activity calendar	Produce a calendar of productive activities throughout the year showing responsibilities differentiated by gender.
3	Market analysis	Develop an assessement in which needs are identified and prioritized according to gender.
4	Investment game	Identify the spending priorities of men and women in the family and the community.
5	Pocket game	Collect information about the roles and attitudes of the family in relation to the use of money.
6	Do money and work always go together?	Collect information about work done by women, men and children.
7	Household Surveys	Find out what gender concerns are important to the waste pickers.
8	Identification of Domestic roles	Understand and visualize the domestic chores of families in the community and observe what chores are carried out by women and by men within the home. Understand how the domestic workload is divided.
9	Access to and control of resources	Identify how men and women access and control the resources and services available. Understand when men and women have access and when they have control of a resource and/or service.
10	Identification of the access to information	Determine level of access to information, according to gender. Understand the level of information that men and women have about a current issue or everyday and familiar topics. Identify what media men and women use to inform themselves.
11	Identification of decision making processes	Find out if men or women are making decisions on issues relevant to the organization. Understand how men and women participate in the organization, on what issues do they decide, who elects the authorities and if it is the case, why there aren't any women leaders. Find out who makes the decisions on financial issues. Determine who makes internal decisions and who makes external decisions.
12	Analysis of cause and effect – Problem Tree	Deepen the analysis of identified problems/limitations with the waste pickers and improve understanding of the problem by distinguishing between problems and causes so that objectives for improvement can be correctly defined.

Tool 1
The 24 hour clocks[9]

Objectives:
- Show what daily activities are carried out by men and women, distinct from the roles established by the division of labor by gender, in socially and culturally assigned spaces.
- Identify and visualize the activities that men and women carry out during a normal day.

Expected learning outcomes:
- Two clocks, one from the men's perspective and one from the women's perspective, that contain information about activities and the time spent on those activities during one day.
- A graphic depiction of the amount of time assigned to men and women in each role: domestic, productive and communal (for the "productive" it's important to consider the average amount of time spent on each type of activity (collection, transport, processing and marketing materials, etc.).
- Profile of daily activities in the productive-family unit of men and women including leisure activities and rest.
- Clear understanding on gender inequality patterns.

Group size:
The activity is developed separately with groups of women and men (groups of between 8 to 12 people).

Procedure:
Separate groups of men and women are asked to describe their main daily activities. Each group presents their Clock and they reflect on and discuss with the group the distribution of hourly responsibilities; the gender division of work in the home; and the type of chores men and women do.

To facilitate analysis, the identified activities are grouped into the previously mentioned roles i.e. domestic, productive, community and rest (which is also taken into account). The information in each Clock is analysed and a comparison is made between the male and female clocks at different stages of the project to identify how activities and hourly workloads change for each type of role as a result of the project.

1. Individual identification
Each person receives sheet of paper with a clock drawn on it, in the centre. The facilitator asks each person to write down, in chronological order, all the activities that they undertake during a day (including productive activities), and accurately noting the time each activity begins and ends.

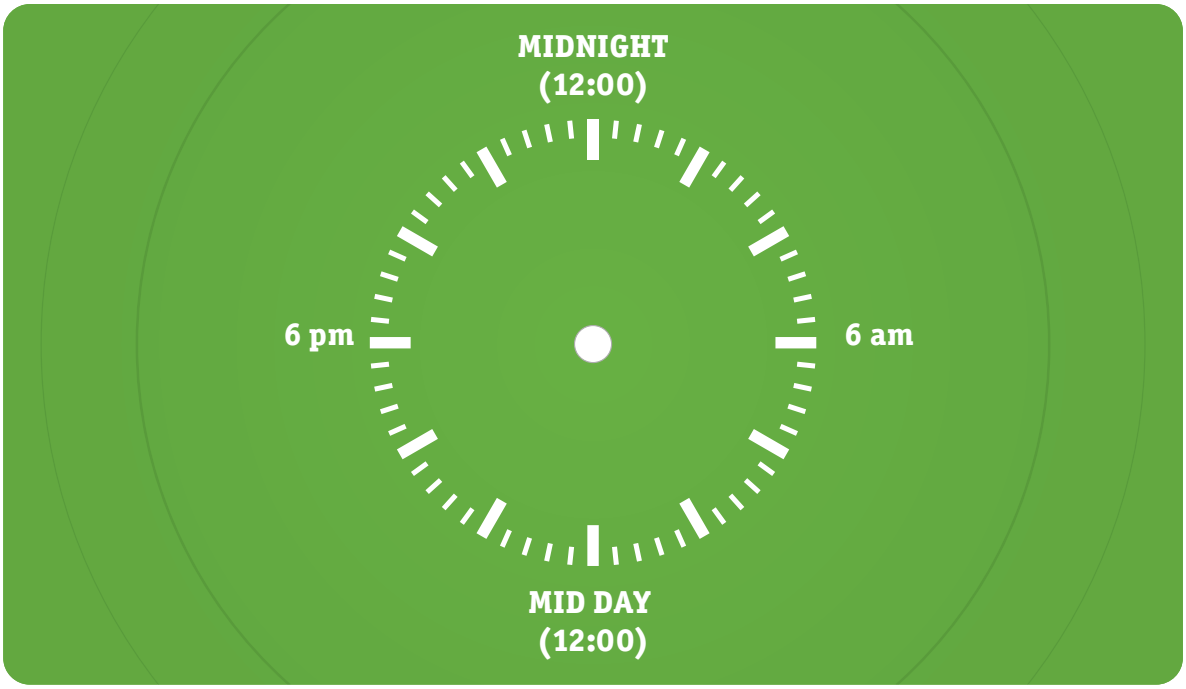
2. Group identification
When everyone has their individual clock, the participants form gender differentiated groups (groups of men and groups of women).
Each group is given a large sheet of paper with a drawing of a clock on it.
The facilitator asks each group to write down in sequence all the activities that its members carry out during a typical day. The participants should agree on the activities and times before writing them on the clock.

3. Collective reflection (women and men)
- Each group presents their Clock and an initial group discussion is held to reflect on the distribution of hourly workloads, the division of labour by gender within the family and the types of activities carried out by women and men.
- With this information the facilitator classifies the activities by role: domestic, productive, and communal, identifying how much time is spent on each one.
- Productive activities include: collection, transport, processing, storing and marketing materials.
- Domestic activities include tasks such as: preparing food, home maintenance, childcare, breastfeeding, helping with homework, caring for the sick and elderly, taking children to the health centre, etc.
- Community activities include: religious activities, working in networks, participation in organizations, community work, etc.

At the end, by way of a final summary the facilitator draws a circle for each group that visualizes the hourly workload of each female role and of each male role. A final discussion is encouraged to identify problems and challenges.

[9] Source: Guide of tools for the incorporation of gender in sustainable rural development

Diagram 5.2. Example of a clock drawing



Tool 2[10]
The seasonal activity calendar

Objectives:
- Produce a calendar of productive activities throughout the year showing responsibilities differentiated by gender.

Expected results:
- The calendar presents the productive activities according to gender.

Group size:
The activity is developed separately with groups of men and women.

Materials:
Blackboard and chalk, or flipchart and coloured markers.

Procedure:
- Organize a meeting with the organization or interested group. It is preferable to work with separate groups of men and women.
- Draw a linear time scale on the top of the blackboard or flipchart. Use a calendar familiar to the participants.
- For each parameter, outline the seasonal variations with lines or boxes. For each activity indicate if it is the responsibility of men, women or children. Do this for each month.
- Discuss the result in terms of which periods are more and which less favourable.
- Explain how the calendar is used. Leave a copy for the participants.
- A calendar created by one group can be consolidated and checked against the results of other groups.
- Reflect on the findings and on the gender inequalities highlighted in the calendar.

Tool 3[11]
Market analysis

Objectives:
- Develop an assessment in which needs are identified and prioritized according to gender.

Expected learning outcomes:
- Identifying priorities in a democratic way and analysing opinions of different actors
- Evaluation of needs according to gender

Group size:
The activity is developed with separate groups of men and women

Materials:
- Paper and coloured pencils
- Tape, envelopes or paper or plastic bags
- Tokens (beans, stones or other materials for voting)

[10] Source: Tool box, value chains with a gender focus
[11] Taken from: Aguilar, L., Ayales, I., Rodríguez, G., 1995. Género y figura no son hasta la sepultura: Guia para la construcción de equidad en iniciativas de desarrollo sostenible. UICN

Procedure:

- Participants are divided into separate gender groups. They are asked to write down the problems, needs, and challenges that they feel their community faces.
- Each group presents their problems, needs and challenges in a group discussion. Once all the groups have done their presentations the facilitator does a summary. All the drawings are stuck on the wall and an envelope or bag is stuck below each one.
- The group is then asked to vote for one of the drawings. Men and women are given different tokens to recognize voting tendencies e.g. beans for the men and stones for the women. Make sure that the voting process is secret so that nobody influences the decision of anybody else. The facilitator should make sure this process happens as quickly as possible and should be prepared to keep the attention and interest of those waiting to vote.
- Afterwards some of the participants are asked to count the votes and when they are finished the group reflects on the results, for example: Why did this problem have fewer or more votes than others? Is this example representative of the whole community? What are the most important problems and why? Etc.

Tool 4[12]

Investment game

Objectives:

- Identify the spending priorities of men and women in the family and the community

Expected learning outcomes:

- The priorities that men and women have when deciding what to spend money on

Group size:

The activity is carried out with separate groups of men and women

Materials:

Fake money or photocopies of bank notes from the country where the activity is held

Procedure:

1. Men and women are given the same amount of fake money as they would earn each month. The money used should be of low denomination.
2. The participants should prepare a list of the different ways people earn money and each participant selects from the list those categories that best represent them. The participants are asked to plan how to spend the money at their convenience.
3. The facilitator plays the role of salesperson who offers the goods and services that households need. The goods and services offered should be planned in advance depending upon the specific objective of the exercise.
4. The results of the exercise are presented in order and the participants should explain why they prioritized the products in that order.
5. Reflect on the findings.

Tool 5[13]

Pocket game

Objectives:

- Collect information about the roles and attitudes of the family in relation to the use of money

Expected learning outcomes:

- Awareness about where money goes and who decides how to spend it

Group size:

This activity is carried out with the whole group

Materials:

A drawing of a pocket on an apron and another of a pocket on some trousers

Procedure:

- Ask the group about income generated from product sales. For the purposes of the exercise the amount of money collected is less important than understanding which pocket it goes into.
- When this is done, ask the participants about household expenses. Identify the most important household expenses and try to figure out who decides where money is spent and whose pocket it comes out of.
- The idea is to have a list for each pocket where products and expenses from each one are linked.
- During the exercise, the facilitator takes notes from the accompanying discussions and

[12] Taken from: Aguilar, L., Ayales, I., Rodríguez, G., 1995. Género y figura no son hasta la sepultura: Guía para la construcción de equidad en iniciativas de desarrollo sostenible. UICN. Adapted by: Lilliana Abarca, 2009, WASTE, Gouda, Netherlands
[13] Taken and adapted from: Bojanic and others. Demandas campesinas. Manual para un análisis participativo. Royal Embassy of the Netherlands, 1994. In: Aguilar, L., Ayales, I., Rodríguez, G., 1995. Género y figura no son hasta la sepultura: Guia para la construcción de equidad en iniciativas de desarrollo sostenible. UICN

reports back to the group at the end.
- The group reflects on the findings and the related gender inequalities.

Tool 6[14]
Do money and work always go together?

Objectives:
- Collect information about work done by women and men

Expected learning outcomes:
- The main gender inequalities relating to work, income and other related issues

Group size:
The activity is carried out with separate groups of men and women

Materials:
- Different coloured cards for men, women and children in order to make the analysis easier
- Markers or coloured pencils
- Fake money or photocopies of bank notes from the country where the activity is undertaken

Procedure:
1. Ask each group to write down on cards all the activities they do each day from the moment they get up to when they go to sleep (one activity per card).
2. When they've finished, stick the cards on the wall and ask the participants to place the fake money near the activities which earn an income.
3. Then analyse the differences between men, women and children. There should be an in depth discussion to understand why most of the chores carried out by women are not paid.

Tool 7
Household Surveys

Objectives:
- Find out what gender concerns are important to the waste pickers

Expected results:
- An evaluation of the perceptions of men and women about problems and possible solutions

Group size:
The activity is carried out with a family group or individually

Materials:
- Printed surveys and pencils
- Notebook and pencil. Sometimes a voice recorder is recommended

Procedure:
- Selection of families to be interviewed, using socioeconomic and location differentiation criteria
- Selection of people who will be asked to do the survey
- Informal interviews and discussions on selected themes for 45 minutes to one hour
- If the husband dominates the discussion when interviewing a family group and it is not possible to hear the opinion of the women it is recommended interviewing the women separately later outside the home.

Tool 8[15]
Identification of Domestic roles

Objectives:
- Understand and visualize the domestic chores of families in the community and to observe what chores are carried out by women and by men within the home.
- Understand how the domestic workload is divided

Expected learning outcomes:
- Conclusions can be drawn about which domestic activities demand more participation of women, or of men, and which activities require more physical strength than others.

Group size:
The activity can be used with groups of men and groups of women. It can also be used with a mixed group.

Materials:
Paper and coloured pencils

Procedure:
- A list is made of the different activities that make up the family's household chores.
- For a general analysis we recommend filling

[14] Taken from: Aguilar, L., Ayales, I., Rodríguez, G., 1995. Género y figura no son hasta la sepultura: Guía para la construcción de equidad en iniciativas de desarrollo sostenible. UICN
[15] Source: Tool box, value chains with a gender focus

Table of Domestic Roles					
Who does it / Activities	Only the men	Men with help from women	Both equally	Women with help from men	Only the women
Gathering firewood					
Preparing food					
Feeding children					
Tidy up/clean the house					
Child care					
Help with children's homework					
Fetching water					
Washing clothes					
Making and repairing clothes					
Reparation of electric appliances					
Home service maintenance					
Self-construction					
Others, which?					

out the table with various groups. When responses are grouped each X represents the answer given by one group.

- The table attempts to categorize what men do and what women do in each of the activities.
- Reflect on the presented information and its relation with gender inequalities.

Tool 9[16]
Access to and control of resources

Objectives:

- Identify how men and women access and control the resources and services available.
- Understand when men and women have access and when they have control of a resource and/or service

Expected learning outcomes:

- Conclusions can be drawn about the differences in the access to and control of resources between women and men

Group size:
The activity can be used with groups of men and groups of women. It can also be used with a mixed group.

Materials:
Paper and coloured pencils

TABLE OF ACCESS TO AND CONTROL OF NATURAL RESOURCES AND PRODUCTS					
1) RECYCLABLE MATERIALS	2) COST/VALUE	3)ACCESS		4)CONTROL	
		Man	Woman	Man	Woman
Paper					
Cardboard					
Aluminium					
Bronze					
Iron					
Scrap					
Glass					
Plastic					
Organic waste (kitchen or garden waste)					
Textiles					
Others, what?					

[16] Source: Tool box, value chains with a gender focus

TABLE OF ACCESS TO AND CONTROL OF SERVICES				
1) SERVICES	2)ACCESS		3)CONTROL	
	Man	Woman	Man	Woman
Formal Education				
Informal Education				
Health				
Technical Assistance				
Loans				
Drinking water				
Basic Sanitation				
Communication Media				

Procedure:

- Identify the resource or services: Create a table and make a list of the different recyclable materials, of production and general services that the community has.
- Analyse access possibilities: Make a column with the title "access" and below this make one column for men and one for women.
- Analyse the level of control: Make a column with the title "control" and below this make one column for men and one for women.
- Discuss and reflect on the findings.

Tool 10
Identification of the access to information[17]

Objectives:

- Determine the level of access to information, according to gender.
- Understand the level of information that men and women have about a current issue or everyday and familiar topics.
- Identify what media men and women use to inform themselves.

Group size:

The activity can be used with groups of men

TABLE OF ACCESS TO INFORMATION							
1) TOPICS	2) ACCESS	3) WHAT MEDIA DO YOU USE TO INFORM YOURSELF					
Information About		School	Short courses	Radio	Communal assemblies	Mothers Cclub	Others (Describe)
Finances/credits							
Government policies							
Cost of life							
Job opportunities							
Education							
Health							
Recycling materials markets							
Prices of materials							
Organization issues							
Entrepreneurship							
Job security							
Conflict resolution							
Reproductive health							
Others							

[17] Source: Tool box, value chains with a gender focus

and groups of women. It can also be used with a mixed group.

Materials:
Paper and coloured pencils

Procedure:
- Topics: Identify the different information topics that exist in the community
- Access: Analyse if there is access to the identified information topics
- Media: Make a list of the different media available to the community and analyse which is used most. (Describe those of interest to the project or programme). Other media can also be included such as: television, newspapers, neighbours.

Tool 11
Identification of decision making processes[18]

Objectives:
- Find out if men or women are making decisions on issues relevant to the organization.
- Understand how men and women participate in the organization, on what issues do they decide, who elects the authorities, and why there aren't any women leaders.
- Find out who makes the decisions on financial issues.
- Determine who makes internal decisions and who makes external decisions.

Group size:
The activity can be used with groups of men and groups of women. It is recommended that the these groups are brought together for a joint analysis and reflection session.

Materials:
Paper and coloured pencils

Procedure:
Make a list of the different internal and external decisions that need to be taken within an organization.

Who makes the decisions: Between the "man" and "women" variables in the table there are various other options, see below. (Describe those of interest to the project or programme).

Tool 12
Analysis of cause and effect – Problem tree[19]

Objectives:
- To broaden the analysis of the problems and limitations identified by the waste pickers.
- To discuss in order to understand better the problems, distinguishing between cause and effect so the objectives that need to be improved are correctly identified.

Identification of decision making processes INTERNAL – EXTERNAL LEVEL OF THE ORGANIZATION					
INTERNAL DECISION MAKING	**Only the men**	**The men with help from the women**	**Both equally**	**The women with help from the men**	**Only the women**
Who administers the money					
Who decides what it is spent on					
Who decides about positions on the board of the organization					
How and what is sold					
Participation in courses and workshops					
Work outside the organization					
Design of collection routes					
Who decides about savings					
Who looks after the money					
Who is responsible for managing loans					
Others					

[18, 19] Source: Tool box, value chains with a gender focus

Expected learning outcomes:
- Problems that affect men and women and possible solutions are jointly prioritised.

Group size:
Size: 1 to 5 people in each group

Materials:
Cards, coloured pencils

Procedure:
If we only focus on the limitation and not it's cause it is like only viewing a symptom and not the cause of the problem. Example: Division of labour
a) Why? Leadership
b) How they are elected and the level of satisfaction with the procedure
The problems to be analysed are described. This exercise expands on the inventory of problems and helps identify the cause. Despite being relatively complicated, this exercise helps effectively identify the project or programme objectives so they focus on what really needs to be improved.

Step 1: Go back to the identified problems during the assessment step(in separate men and women groups) and write each one on a separate card.
Step 2: Identify causes. Give a simple example. Ask the group to identify a problem that they think is important. Stick that card in the centre of the board or paper.
Step 3: Review the other cards to check if other problems are the cause of the problem in the centre. Stick the "cause" cards underneath the central card in a line. Brainstorm with the group to see if they come up with other causes.
Step 4: Repeat the previous exercise to identify other problems that could be "consequences" of problems already stuck on the board.
Step 5: Review all the cards that have not be stuck up to check if they have any relation to the cards stuck up.
Step 6: The group should end up with various "problem trees". It is important to figure out which is the central problem that the majority of the other problems derive from.
Step 7: Men and women get together and repeat the exercise with the information they prepared in Steps 1 to 6.

Models

Model 1: Review of operational work plans[20]

Name of project/programme

.....

Main objective (s)

.....

Target population

.....

Define the main programme activities(it is better to define them according to the strategic roles of the institution)

.....

Analyse the gender focus of activities based on the following questions:
- Will it affect the distribution of roles?
- Will it affect decision making?
- Will it create men and women leaders?
- Do you anticipate equal participation of men and women in information processes?
- Do you anticipate equal participation of men and women in training processes?
- Do you anticipate equal participation of men and women in organizational processes?

For each component, objective or important activity, **gender differentiate participation in the project or programme:**

[20] Source: Gender in value chains - Manual for mainstreaming, 2009

SUMMARY OF EXPECTED PARTICIPATION OF MEN AND WOMEN					
Component/ Objective or Important activity	Describe	Men	Women	Families	Total
TOTALS					

Identify the **participation of men and women within the partner organizations** that you hope to work with:

SUMMARY OF PARTNER ORGANIZATIONS THAT YOU HOPE TO WORK WITH					
Organizations	Participation of men and women				
	Only men	More men	Men and women equally	More women	Only women
1					
2					
3					
4					
5					

Based on the information gathered from the previous points, comments, suggestions and recommendations can be made, or, the Plan could be approved just as it is.

If gender policies exist at an institutional level, we suggest carrying out a prior evaluation of the proposal (which means it will only be qualitative if there is no quantative information available) about whether it will be possible to execute it within the framework of the proposed policies. The following framework could be used.

CORRELATION OF THE PROPOSAL TO THE INSTITUTIONAL GENDER POLICIES					
The project:	Yes, a lot	Yes, moderately	Yes, but very little	No	No information available
(Example of policies): To make visible the productive role and economic support of men					
To make visible the productive role and economic support of women					
Strengthen the public role and leadership of men					
Strengthen the public role and leadership of women					

CORRELATION OF THE PROPOSAL TO THE INSTITUTIONAL GENDER POLICIES					
The project:	**Yes, a lot**	**Yes, moderately**	**Yes, but very little**	**No**	**No information available**
Create opportunities for men and women to have access to project benefits					
Qualify the productive economic participation of men in relation to their roles					
Qualify the productive economic participation of women in relation to their roles					
Provide gender differentiated information					
Promote gender processes in different instances					

RECOMMENDATIONS ON HOW TO IMPROVE ATTENTION TO GENDER CONCERNS	
Name of the person reviewing the POA	
Position	
Signature	
Date	

Model 2: Design of events[21]

Type of event:

Training		Name of event:
Information		
Organization		Place, date and time of the event:
Other (specify)		

Objective(s) of the event:

.....

Topic(s) covered by the event:

.....

THINGS TO CONSIDER:	Adult men	Adult women	Young men	Young women
Taking into account the objective and topic to be covered, it is important that the event is attended by:				
Number of participants expected				
The invitation sent out will encourage the participation of:				
Is there some additional activity that could guarantee the participation of:				

[21] Source: Gender in value chains - Manual for mainstreaming, 2009

THINGS TO CONSIDER:	Adult men	Adult women	Young men	Young women
Is there some complementary service that would guarantee the participation of:				
The time of the event will facilitate the participation of:				
The venue for the event will facilitate the participation of:				
The methodology will be easy to understand for:				

Name of person responsible for organizing the event:	Signature
Place and date:	

Model 3: Considering a gender approach during the realization of events[22]

Name of event:

.....

Place, date and time of event

.....

THINGS TO CONSIDER:	Adult men	Adult women	Young men	Young women
Number of participants expected:				
Number of assistants:				
The activity is maintaing the attention of:				
The activity is maintaing the participation of:				
Something can be done to improve the participation of:				

Name of person responsible for facilitating the event:	Signature
Place and date:	

Model 4: Evaluation of events[23]

Name of event:

.....

Place, date and time of event

.....

THINGS TO CONSIDER:	Adult men	Adult women	Young men	Young women
Number of participants expected:				
Number of people who participated in the whole event:				
The topics covered were of most interest to:				
Suggestions have been received from participants who are:				

[22, 23] Source: Gender in value chains - Manual for mainstreaming, 2009

THINGS TO CONSIDER:	Adult men	Adult women	Young men	Young women
Evaluation of the participants (very good, good, average, bad)				
Another event is necessary to cover the same topic with:				

Positive aspects of the event	Negative aspects

Suggestions for future events

Name of person who evaluated the event:	Signature
Place and date:	

Model 5: Preparing and reviewing publications[25]

Type of publication:

Promotional		Name of the publication:
Informative		
Educational		
Other (specify)		

Objective(s) of the publication:

.....

Topic(s) covered in the publication:

.....

Target audience of the material:

.....

Considering the target population: Are the language and images easy to understand?

.....

Is the language used inclusive? (Not only masculine or feminine)

.....

Are the images or photographs of men as well as women?

.....

Does the text make visible the participation and roles fulfilled by men and women?

.....

Suggestions on how to improve the publication

.....

[24] Source: Gender in value chains - Manual for mainstreaming, 2009

Model 6: Review of reports[25]

Name of Programme/ chain

.....

Central objective(s)

.....

Target population

.....

Analyse the gender focus of the activities carried out based on the following questions:

- Did it affect the distribution of roles? How?
- Did it affect decision making? How?
- Did it help men and women become leaders?
- Was there equal participation of men and women in information processes or events?
- Was there equal participation of men and women in training processes or events?
- Was there equal participation of men and women in organizational processes or events?

Identify the **participation of the target population, differentiated by gender**, in each component, objective or in important activities:

SUMMARY OF PARTICIPATION OF MEN AND WOMEN						
Component/ Objectives or important activity	**Detalle**	**Hombres**	**Mujeres**	**Familias**	**MyPEs**	**Total**
TOTALS						

Identify the **participation of men and women within the partner organizations** worked with:

SUMMARY OF PARTNER ORGANIZATIONS WORKED WITH					
Organizations	**Participation of men and women**				
	Only men	**More men**	**Men and women equally**	**More women**	**Only women**
1					
2					
3					
4					
5					

[25] Source: Gender in value chains - Manual for mainstreaming, 2009

If the report is missing information one can ask for complementary information based on the information gathered from the previous points. If there is sufficient information, include any relevant comments and approve the report.

If gender policies exist at an institutional level, we suggest carrying out a prior evaluation of the proposal (which means it will only be qualitative if there is no quantative information available) about whether it was possible to execute it within the framework of the proposed policies. The following framework could be used.

CORRELATION OF THE PROPOSAL TO INSTITUTIONAL GENDER POLICIES					
The project:	**Yes, a lot**	**Yes, moderately**	**Yes, but very little**	**No**	**No information available**
(Example of policies):					
Did it make visible the productive role and economic support of men					
Did it make visible the productive role and economic support of women					
Did it strengthen the public role and leadership of men					
Did it strengthen the public role and leadership of women					
Did it qualify the productive economic participation of men relating to their roles					
Did it qualify the productive economic participation of women in relation to their role					
Did the report provide gender differentiated information					
Were gender processes promoted in different instances					

RECOMMENDATIONS ON HOW TO IMPROVE ATTENTION TO GENDER CONCERNS	
Name of the person who reviewed the POA	
Position	
Signature	
Date	

Gender and Recycling: Tools for Project Design and Implementation

REGIONAL INITIATIVE FOR INCLUSIVE RECYCLING

Regional Initiative for Inclusive Recycling

IDB Water and Sanitation

FOMIN Multilateral Investment Fund Member of the IDB Group

AVINA

Coca-Cola Latin America