GEM

GENDEREVALUATION
METHODOLOGY
FOR INTERNET AND ICTS

A LEARNING TOOL FOR CHANGE AND EMPOWERMENT
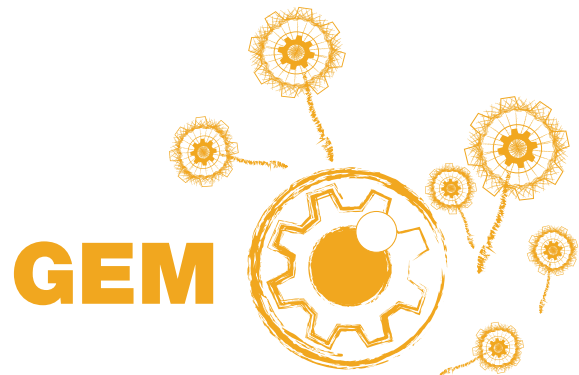
Gender Evaluation
for Telecentres

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Dafne Sabanes Plou

Association for Progressive Communications
APC Women's Networking Support Programme
2011

GEM

AEA	American Evaluation Association
AfrEA	African Evaluation Association
APC	Association for Progressive Communications
APC WNSP	APC Women's Networking Support Programme
CeC	Community eCenter
CICT	Commission on Information and Communications Technology (Philippines)
CLIC	Community Learning and Information Center
CMC	Community Multimedia Centre
CTC	Centro Tecnológico Comunitario
FETEMA	Federation des Télécentres du Mali (Federation of Community Telecentres)
FOSS	Free and Open Source Software
GEM	Gender Evaluation Methodology
ICT	Information and Communication Technology
ICTD	Information and Communication Technologies for Development
IDRC	International Development Research Centre (Canada)
NGO	Non-Governmental Organisation
PhilCeCNet	Philippine Community eCenter Network
UAO	Universidad Autónoma de Occidente (Colombia)

A number of organisations participated in the evaluation process upon which this guide is based. APC and APC WNSP wish to thank them all for as well as their hard and dedicated work to achieve the results presented in this guide.

COLNODO –
www.colnodo.org.co

Colnodo is a Colombian NGO that supports development organisations in having their own electronic communications systems. It was one of Colombia's first internet service providers, and since its establishment in 1994, it has grown to serve more than 500 social organisations in the country and the region. Colnodo is involved with telecentre networks, fostering capacity building and articulation, and works in partnership with Compartel, a government programme to provide universal ICT access in Colombia.

UNIVERSIDAD AUTÓNOMA DE OCCIDENTE (UAO) –
www.uao.edu.co

UAO is a private university created in 1975 in Cali, Colombia. The Research Unit for Communications for Development participated in this evaluation process, creating tools and methodologies. It also designated advanced students to take part in the workshops, documenting the process, and creating products (CDs, videos, audios, etc.) that could be used by participants during the evaluation and by other groups and networks afterwards. Their research contributed to reports and final deliverables.

UgaBYTES –
www.ugabytes.org

The UgaBYTES Initiative is a not-for profit telecentre support network, established in 2000 and headquartered in Kampala, Uganda. It facilitates telecentres to increase their capacity by sharing knowledge and by conducting e-discussions to encourage grassroots development. The organisation is also involved in building capacities of telecentre practitioners in management and technical work, and carries out lobbying and advocacy roles. UgaBYTES has become the most influential telecentre support network in the region using online and offline support services.

PHILIPPINE COMMUNITY ECENTER NETWORK (PhilCeCNet) –
www.philcecnet.ph

The Philippine Community eCenter Network is a multi-sectoral partner of the Philippine government's Commission on Information and Communications Technology (CICT) in the implementation of the Philippine CeC Programme. It was created in 2006 to harmonise the efforts of various CeC initiatives, to share knowledge and experiences, and to achieve a commonality of direction and operations for maximum effect.

AFRIKLINKS –
www.afriklinks.org[1]

Based in Bamako, Mali, Afriklinks aims to contribute to the development and strengthening of ICT capacities and skills in Mali. Funded by Canada's International Development Research Centre, Afriklinks brought together all the community Telecentres in Mali (about 60) in a Federation of Community Telecentres (known by its French acronym, FETEMA–Federation des télécentres du Mali). These 60 telecentres are the fruit of the work of many agencies and partners which implemented telecentre projects in the country. Afriklinks' participation in this evaluation aimed to get to know the effectiveness of community telecenters by measuring their impact on the development of their community in terms of poverty reduction, health, education and women's welfare.

The APC WNSP Team

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[1] At the time of publication, the domain was suspended. However, doing an internet search, information can be found on Afriklinks on telecentre.org, IICD's website and other sites.

Founded in 1990, the Association for Progressive Communications (APC) is a non-profit organisation that aims to improve people's lives through easy, affordable and equal access to information and communication technologies (ICTs) like the internet, email and mobile phones.

We help people gain access to the internet where there is none or it is unaffordable, we help grassroots groups use technology to develop their communities and to further their rights, and we work to make certain that government policies related to information and communication serve the best interests of the general population, especially people living in developing countries.

APC is both a network and an organisation. APC members are groups working in their own countries to advance the same mission as APC. Eighty percent of our members are from developing countries. APC's value comes from the local perspectives and contact with grassroots organisations that we gain from our members and the fact that we operate as a truly virtual, international organisation. What makes APC unusual is that we work on two separate, yet interrelated levels: with governments in shaping policy and hands-on with the technology and the people who use it.

www.apc.org
info@apc.org

The Association for Progressive Communications Women's Networking Support Programme (APC WNSP) is both a programme within APC and a network of women throughout the world committed to using technology for women's empowerment and equality. Founded in 1993, more than 175 women from 35 countries–librarians, programmers, journalists, trainers, designers, academics, researchers, and communicators–from around the world are part of our network.

The Gender Evaluation Methodology (GEM) was developed in APC within the APC's women's programme after we began investigating the impact of our work in 2000. We asked: What changes are empowering women? How are these changes being measured? What role do ICTs play in these changes? How do these changes shift gender relations between women and men?

At the time, there were no gender evaluation models or tools that looked specifically at the use of ICTs or technology. In 2001, we began developing GEM with ICT for development practitioners in 25 countries from Latin America, Asia, Africa and Central and Eastern Europe. The GEM manual was published in 2005. This new suite of publications for people who want to use GEM was published in 2011. Though GEM was initially developed for the internet and ICTs, experience demonstrates that GEM can also be used to improve gender relations by the development sector in general.

www.apcwomen.org
www.genderevaluation.net
info@apcwomen.org

Founded in 2005 by Canada's International Development Research Centre (IDRC), Microsoft, and the Swiss Agency for Development and Cooperation, Telecentre.org is a worldwide network of people and organisations committed to increasing the social and economic impact of tens of thousands of grassroots telecentres by making telecentres stronger. By investing in the networks and organisations that work with telecentres directly, Telecentre.org aims to empower people who want to use technology to promote community development however they choose and wherever they live.

Telecentre.org works with more than 200 networks and organisations in 70 countries to make telecentres stronger and more sustainable. When a gender perspective is included in their work, telecentres are able to create an environment for equal opportunities for women and men in ICT access and strategic use, encouraging women to learn and master ICT tools for their own personal growth and their communities' needs and interests.

Telecentres have become prominent in developing countries as one workable development approach in facilitating access to information and communication technologies (ICTs). However, telecentres can just as easily reinforce and perpetuate the gender-power dynamics of a society just as they can become safer alternative spaces, providing equal opportunities for women and girls to learn how to use ICTs and gain better access to ICTs. For example: in the Philippines, telecentres or community e-centres operated by the government are deemed to be safer by women and girls compared to the privately run cybercafes. In other developing countries, women and girls can sometimes comprise as little as five percent of telecentre users. This is why in 2007, when APC WNSP began to conduct an adaptation research project to make its *Gender Evaluation Methodology for Internet and ICTs* (GEM) more user-friendly for different sectors and communities, we included telecentres. Working with Telecentre.org, we adapted GEM for telecentres over the next two years to see how it can be useful for managers and staff of telecentres as well as telecentre users. This collaboration included five organisations in different countries who applied GEM to evaluate the work and operations of their telecentres from a gender perspective.

We are thankful for the support of all the researchers and practitioners in the telecentre field who collaborated in this project. A special word of thanks to both Sarah Earl and Frank Tulus from the International Development Research Centre (IDRC) of Canada, who were always ready to assist us and encourage us. We appreciate too the support of APC member organisations and their staff as well as members of Telecentre.org who contributed with so much enthusiasm. All of them saw in this project an opportunity to deepen and enrich their work for digital inclusion and gender equality.

Chat Garcia Ramilo
Manager
APC WNSP

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Although the potential of information and communication technologies (ICTs) to promote positive social change is increasingly recognised all over the world including in countries where infrastructure is still very poor, the understanding of gender equality concerns in ICT for development (ICTD) needs strengthening. While many ICTD practitioners and policy makers are committed to addressing gender issues and concerns which manifest within their projects and programmes, most do not know how to do so. Meanwhile, some ICTD practitioners and policy makers need to be convinced of the need to address gender and ICT issues, and others still believe that ICTs are gender neutral. It was within this context that the Association for Progressive Communications (APC) developed the *Gender Evaluation Methodology for Internet and ICTs* (GEM).

GEM was developed by APC within the Women's Networking Support Programme (APC WNSP) after APC WNSP itself began investigating the impact of its work in 2000. At that time, there was a strong and mutual need among members to build a collective understanding of the real impact of almost ten years of women's networking and advocacy on gender and ICT issues, and APC WNSP and its members had the following questions:
- What changes are empowering women?
- How are these changes being measured?
- What role do ICTs play in these changes?
- How do these changes shift gender relations between women and men?

At the time, there were no gender evaluation models nor gender tools for project/programme planning and evaluation that had a strong component in relation to the use of ICTs or technology in general, so there was a gap in the information and communication sector. In 2001, APC WNSP began developing GEM with ICTD practitioners in 25 countries from Latin America, Asia, Africa and Central and Eastern Europe. The GEM manual was published in 2005 and is the result of the collection, evaluation and deeper analyses of experiences from 32 projects by ICTD practitioners.

GEM provides a systematic method to evaluate whether ICTs are improving women's lives and gender-power relations. Since GEM's development, APC has organised over 30 GEM workshops with over 300 participants, and GEM has been presented at over 20 events held around the world.[2] Since GEM's development, ICTD practitioners have begun to realise that the introduction of ICTs

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[2] Visit www.genderevaluation.net for more information.

alone is insufficient to bring about positive social change. While there is no doubt that ICTs have the potential to support change including women's empowerment, this has to be consciously planned for by integrating a critical reflection process in the programming and evaluation for these changes to happen.

GEM is one way for ICTD practitioners and policy makers to make certain that a development intervention remains adaptive and responsive to dynamic situational contexts that are constantly influenced by political, economic, social and technological factors, as well as natural calamities. GEM users appreciate that there is no recipe for effective development, but only a system of mechanisms that will allow for periodic feedback, reflection and action. GEM raises the consciousness of its users by challenging them to look beyond static data collection models that force the community they are supposed to serve to fit into a prescriptive model. GEM users know that they should always be ready to go back to their intervention model and to redesign, implement and continuously monitor their undertakings to effect the change they want to bring about in their communities.

This guide can be both a standalone guide and a complementary guide to be used with other planning, monitoring and evaluation (PME) methodologies. Ideally, this guide will be used with the Association for Progressive Communications' *Gender Evaluation Methodology for the Internet and ICTs* (GEM) as a reference to the principles and frameworks adopted within GEM.

This guide is divided into four sections:
- Introduction
- Before you begin a gender evaluation
- Telecentres and gender issues
- Using the gender evaluation methodology in telecentres.

Section 1 presents basic information on the motivation and need for the development of this guide. It explains what is meant by "telecentre", what typical telecentre-type initiatives have in common, and why having a gender perspective in the design, implementation and evaluation of a telecentre initiative is important.

Section 2 describes six key considerations that potential or existing GEM practitioners have to examine if GEM is to be effective. The conduct of an evaluation with a gender perspective means that telecentres should be ready to take the necessary steps and commit the required resources to address gender inequality concerns and issues that will be made visible by the evaluation findings. Therefore, prior to conducting a gender evaluation, it is important to consider issues of:
- Organisational values
- Evaluators' values
- Stakeholdership
- Capacities of personnel
- Understanding of gender
- Budgetary implications.

Section 3 presents basic information on what a telecentre is, and what a typical telecentre may consist of. It also presents an exhaustive list of categories for domains of change and the corresponding gender and ICT issues that a telecentre could address, and how these domains of change in turn correspond with a core framework of GEM, the Longwe's Women's Empowerment Framework.

Section 4 walks you through the seven steps of GEM with illustrative examples and a reflective discussion of processes as shared by the project partners in adapting GEM for telecentres. It provides insights into the challenges faced by practitioners for each step of the methodology and into the thought processes of GEM practitioners. This section discusses workable solutions (if any) and whether they complemented GEM with the development and design of new or existing research tools. All of these lessons are based on the experiences of those who worked in this GEM adaptation.

When using this section, you can refer to the GEM steps that prove most difficult or read the whole section to understand the possible challenges facing those who undertake evaluations on the ground. The content should also assist in improving planning for the conduct of evaluations.

Annex 1 contains examples and descriptions of activities that can help in conducting seminars and analysis from a gender perspective. Annex 2 contains examples of surveys and questionnaires as well as tips for creating survey questions.

Together, this document can help evaluators to do the following:
- Organise gender sensitisation workshops
- Analyse relations in the community with a gender perspective
- Lead training activities taking into account gender sensitivity
- Plan inclusive ICT projects, where women and men work together in a non-discriminatory environment
- Evaluate the impact of an ICT initiative in social change and in women's empowerment.

The resources include guides, tables, questionnaires, surveys, as well as audio and video stories.

This guide is primarily meant to complement the GEM manual, and it includes a detailed discussion of the seven GEM steps which are organised into three phases of the methodology.[3] For reference, the seven steps of GEM are shown below.

The Gender Evaluation Methodology

Phase 1: Integrating gender analysis
   Step 1: Defining intended use and intended users
   Step 2: Identifying gender and ICT issues
   Step 3: Finalising evaluation questions
   Step 4: Setting gender and ICT indicators
   Note: This phase lays down the groundwork for planning and implementing a gender evaluation of an ICT-based initiative by arriving at an understanding of basic concepts of gender and ICTs. It sets the scope, purpose and limits of the evaluation.

Phase 2: Gathering information using gender and ICT indicators
   Step 5: Selecting data gathering methods/tools
   Step 6: Analysing data from a gender perspective
   Note: This phase focuses on various data-gathering methods and on analysing data from a gender perspective.

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[3] See page 68 of the GEM manual for a detailed discussion of these steps and phases. The GEM manual is available for free download here: http://www.genderevaluation.net/gemworks. As of February 2011, it is available in English, Spanish, French, Portuguese and Arabic.

Phase 3: Putting evaluation results to work
        Step 7: Incorporating learning into the work
        Note: This phase focuses on how the lessons learned from the evaluation
        process can influence change within your organisation, your community
        and the wider gender and ICT movement.

You will find more information on each step within the GEM manual.

SECTION 1:
INTRODUCTION
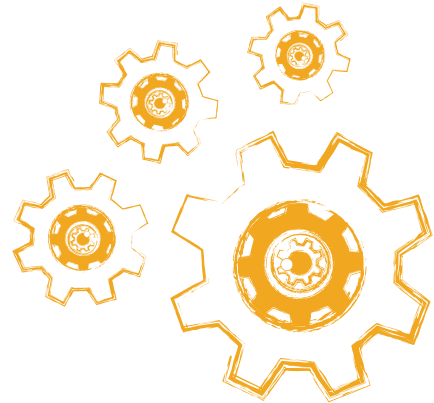
SECTION 1:
INTRODUCTION

1.1 Telecentres, ICTs and community development

In 2007, APC WNSP began to conduct adaptation research to make its Gender Evaluation Methodology for Internet and ICTs (GEM) more user-friendly for different sectors and communities. One of these sectors was telecentres, which play an important role in fostering the use of information and communications technologies (ICTs) for development.

A simple definition of a telecentre is a place for encounter, learning and communication where ICTs are used as means and tools to strengthen and coordinate initiatives aimed at the improvement of communities' lives and projects.[4]

Telecentre.org describes telecentres as:

...a public place where people can access computers, the Internet, and other technologies that help them gather information and communicate with others at the same time as they develop digital skills. Telecentres... sometimes go by different names–village knowledge centres, infocentres, community technology centres, community multimedia centres, information kiosks, or school-based telecentres. There's no one single model for creating a telecentre–they are as diverse as the communities they serve. Some are stand-alone, nonprofit institutions. Others have integrated community access to computers and the Internet into public facilities, such as schools, libraries, municipal buildings,

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[4] SJorge Mauricio Escobar, Olga Paz, Eduardo Figueroa *Guía para fortalecer la apropiación social en centros de acceso comunitario a tecnologías de información y comunicación* (Cali, Colombia: Universidad Autónoma de Occidente. 2007).

and social service agencies. Still others have encouraged and supported small-scale entrepreneurs to set up independent computer kiosks in rural areas.[5]

Although there are a number of definitions of what a telecentre is or should be, the common elements include ICT-based services that are provided to community members, even if the range of ICT-based services and community participation may differ. No matter how they are defined, telecentres are increasingly seen as a potential vehicle to deploy ICTs in such a way as to shift social power relationships and facilitate institutional transformation in favour of marginalised groups.

In this guide, the definitions refer to community telecentres in the developing world. These initiatives are usually:

- Located in venues open to the public offering access to a diverse range of communications and information resources
- Not run on a purely commercial basis
- Run by local ownership structures
- Managed by a community organisation within a local association network
- Linked to economic and social development goals.

Although it is extremely difficult to measure the number of existing telecentres, statistics show that Asia and Africa have the highest numbers with 37% and 33% respectively. Among countries, India 25% and South Africa 8% have the most telecentre projects. There are large concentrations of telecentres in the southern cities of Bangalore and Madras, India and in the Johannesburg and Pretoria areas in South Africa. Latin America, in turn, takes the third position with 13%.[6]

Depending on the region where they are located, telecentres can receive different names. Some examples of names include: Infocentros, Clubes de Informática, Resource Centres, Information Centres, Community Multimedia Centres (CMCs), Pallitathya

Telecentre initiatives by region
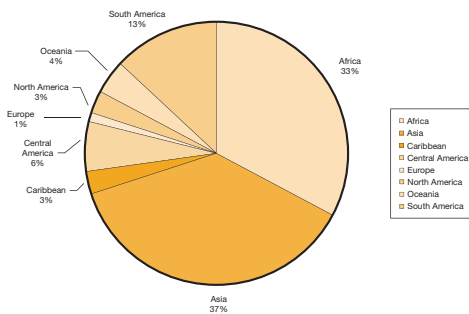
Source: Digitaldivide.org, (2007; page 1)

Kendra (Rural Information Centre), E-hut, Community Information Centre, Rural Knowledge Centre, Community E-Centre, Gonokendra (People's Centre), Telecentros Comunitarios, Community Learning and Information Center (CLIC), Telecentros Comunitarios de Informática, Centros Barriales de Informática, and Centros Tecnológicos Comunitarios (CTCs), among others.

In order to understand the "community telecentre" classification, it is important to first define ICTs. They are, in essence, tools that facilitate sharing of information and fostering communication. They include both new and traditional information and communication technologies. While there is often an emphasis on the new–computers, the internet, mobile phones, satellite, broadband and wireless technologies–ICTs used for development also include traditional media like telephones, radio receivers, televisions and print media.

Community telecentres can also effectively integrate other kinds of communication activities. Such integration depends on the community communication exchange and the methods people use to communicate in more traditional activities (for example: music, listening groups, oral transmission and theatre). Some telecentres combine

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[5] Definition by Telecentre.org. reproduced at: The Communication Initiative Network "The Drum Beat 416" (ICT for Development, 1 January 2011) http://www.comminit.com/en/node/265293/307.

[6] Alejandra Davidziuk "Towards Adapting GEM for Telecentres," background paper presented to the APC WNSP First Global Training Exchange, Kuala Lumpur, July 2007.

computer technologies with community radio to improve information resources and airtime.

Attending to a telecentre can have many trade-offs. For example: telecentre users usually participate more in community groups than non-users; spend significantly more money on other communications media; and are more likely to use the telephone, television, newspapers, and regular mail than non-users. This is something to keep in mind, because telecentre services are much more than just an internet connection. On the one hand, they offer a diverse set of technological tools, resources and services (such as computers, software, computer training, photocopiers, telephones, library services, radio, preparing a résumé, selling phone cards, fax services, and charging

communities. This proximity could attract and integrate more users from marginalised and vulnerable groups.

Rural areas have another challenge related to lack of broadband and economically reachable telecommunication infrastructure as the high cost of infrastructure and services pose major challenges to extending networks. The factors that further raise investment and operating costs in certain rural areas are: distance, humidity, low skills of client population, lack of technical facilities and staff to maintain equipment.[7]

Although this guide is not meant to circumvent all these barriers, it reflects a wide range of gender evaluation experiences and knowledge coming from organisations
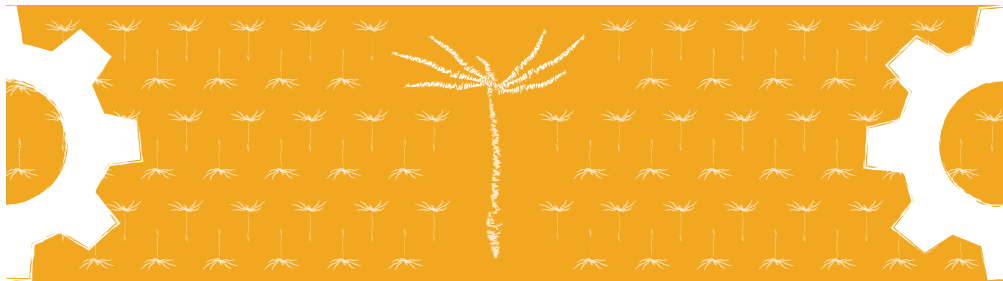
batteries in areas without an electricity grid). These are used to communicate, create, disseminate, store and manage information. On the other hand, the most important factor is that the telecentre services benefit the community and offer what people need. To that end, the main activities aim to create a friendly environment where people gather for socialising, learning, exchanging information and knowledge.

Just like any other social construct, telecentres can reinforce the existing socioeconomic inequalities within communities. According to different studies, telecentres are often used by the younger and more educated community members. This could change if telecentres are located close to the residential localities of socially and economically underprivileged

that work with community telecentres. It is designed to present and share these experiences with those who work in similar places or face similar challenges, and it is expected to serve as a resource for deeper thought and reflection on the project or an organisation's evaluation practices and "learning for change" culture.

When working with a gender perspective telecentres can become community centres where both women and men get equal opportunities to learn about ICTs and their use to articulate partnerships, pay attention to local problems and issues and work for social inclusion.
This guide should ideally be used with the Gender Evaluation Methodology for Internet

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7 Davidziuk, ibid.

and ICTs (GEM) which was created to include a gender perspective in ICT initiatives for social change. GEM helps to analyse the uses and practices that communities, groups and people make of telecentres and ICTs. The guide was developed to complement GEM by including gender analysis in and for telecentres, with the aim of improving them as places for community integration, citizenship, and ICT equitable access for women and men.

1.2 Why develop this guide?

The objectives of this guide are to:
- Increase the participation of women and men in community life and in the telecentre
- Create awareness about local problems and issues, including gender relations and the need to consider equal opportunities for women and men
- Foster actions and strategies using ICTs creatively for gender equity
- Evaluate how people use ICTs in the telecentres.

The guide also aims to help practitioners to:
- Get to know how women and men use telecentres and ICTs, especially if there are different uses according to each sex
- Verify if ICT use has promoted changes in the lives of women and men who attend telecentre activities
- Involve people in charge of the telecentres in the promotion of ICTs with a gender perspective
- Strengthen women in the community, guiding their leadership roles and decision-making so as to motivate their participation in social matters by using ICTs strategically
- Create opportunities for collective learning so that women and men use ICTs to improve their lives
- Evaluate results and the role of the telecentre in equitable social development for women and men in the community.
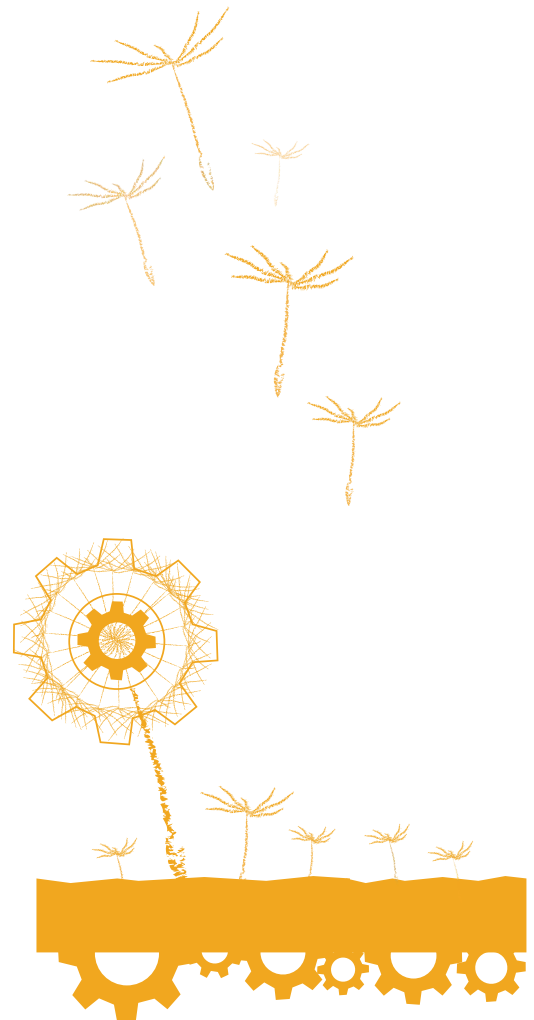
SECTION 2:
WHAT TO CONSIDER BEFORE CONDUCTING A GENDER EVALUATION?
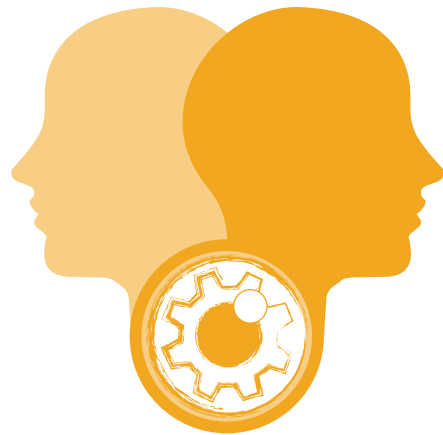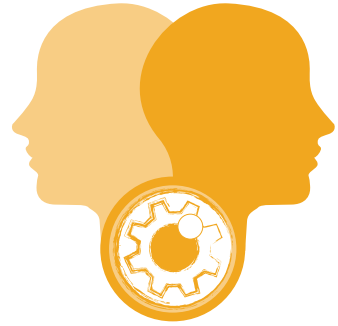
SECTION 2:
WHAT TO CONSIDER BEFORE CONDUCTING A GENDER EVALUATION?

The GEM manual stresses the importance of integrating gender in the composition of the evaluation team. This means that at least one member of the team should have experience and understanding of gender issues. However, the team should not be over-reliant on this one person to ensure that gender is integrated throughout the evaluation. It is also important for all team members to consider the following key questions:

- Is gender analysis included in the terms of reference of the evaluation team?
- Is the evaluation team gender-balanced?
- Is there a need for gender sensitivity training for the evaluation team members to help facilitate their awareness of gender issues that should be addressed in the evaluation process?

If there is no awareness of gender issues, then this should be addressed early in the evaluation process across all evaluation team members. If this is not done, then there may be disagreement on the importance of collecting and analysing sex disaggregated data, including the identification of sex-disaggregated indicators. This disagreement will in turn result in a higher likelihood that gender will not be sufficiently and effectively integrated throughout the evaluation.

In addition to considerations on the composition and capacities of the evaluation team members, this section addresses six key considerations that one should keep in mind before conducting a gender evaluation: [8]

- Organisational values
- Evaluators' values
- Stakeholdership
- Capacities of personnel
- Understanding gender
- Budgetary implications.

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[8] See page 77 of the GEM manual.

2.1 Organisational values

Understanding the role that a telecentre plays in the community is key to successful planning. What are the values most appreciated in this particular telecentre or telecentre network? When starting work in a community telecentre it is necessary to have a clear picture of what is important for the telecentre, its managers/facilitators and its users.

Some matters to consider are:
- Is the telecentre known by the community or only by a group of people?
- Is financial sustainability or profit a priority that leaves aside other users' or community's concerns?
- Does the telecentre play a role in animating community development?
- Is the telecentre linked to other community organisations and active in local activities?
- Is there convergence between the telecentre and media in the community, like the local radio station or the local newspapers or publications?

The answers to these questions will tell us a lot about:
- Participation in the telecentre
- Community involvement in the telecentre
- Telecentre involvement in the community
- Local communications
- Impact of ICT use in the community.

2.2 Evaluators' values

Evaluators' competence is essential in guaranteeing quality in evaluation and in assuring objectivity and confidence in their work. Some of the characteristics an evaluator should have are:
- Experience in evaluation processes and professional credibility
- Technical knowledge and good knowledge of the tool/tools that will be applied in the evaluation
- Good communication skills: the evaluator should be able to listen to people, work with them in the implementation of the evaluation and take into account people's needs and expectations

- Empathy with stakeholders: the evaluator should be open to learn from stakeholders and respect their pace
- Good skills as an observer, curiosity, quick to spot real quality and the project's economic and social rationale
- Commitment to appreciating what the project means to all stakeholders
- An ability to be constructive in observations and opinions, thinking not only of the project itself but also of its meaning for those in charge, participants and the community
- An ability to foster ethical values and criteria independence in evaluations.
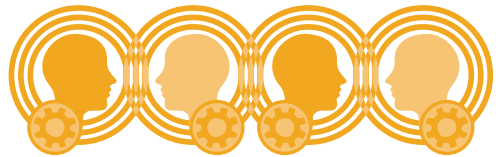
2.3 Stakeholdership

Who are the stakeholders in the telecentre? Is it seen only as a private enterprise? Or only a space for NGOs? Or a government-owned place where people are passive users and facilitators just do their job and have no specific interest in being innovative? Does the community have any specific say in the way the telecentre organises its work?

The telecentre may have different types of ownership, but it is important to consider how the community is involved in its work, and to what extent work is carried out with a gender perspective. It is important to ensure that the work with the community through the telecentre is gender-sensitive. Little can be done for social change and community development if the telecentre is not seen as a place for equal participation of both women and men, and for "learning for change" and development.

Many times stakeholders, both internal and external to the telecentre, need to be convinced about the need to evaluate their work from a gender perspective. Evaluators

should approach the issue from an equal rights or an equal opportunities perspective and should be ready to meet with stakeholders to discuss the best ways to implement this approach.

2.4 Capacities of personnel

How were telecentre managers/coordinators/ facilitators selected? Were they selected because of their administrative or technical skills only, or has their knowledge of the community, their leadership and their involvement in specific community issues also been taken into account? Are they open to a gender approach? Are they ready to be trained in gender issues and mainstreaming gender in their daily work, including training and content development?

Telecentre managers/coordinators/facilitators should be gender-sensitive if gender issues are to be introduced to the work done by telecentres. Working for equal opportunities for women and men in ICT access and strategic use requires that those in charge of the telecentre are well aware of gender barriers and problems and the way to overcome them. Otherwise, change in gender relations in connection to technologies and ICT use will prove impossible.

When planning a new project or making an evaluation plan, the first step is to build gender awareness among members of the local team. If there is no gender expert on the telecentre's staff, an outside trainer or team should be invited to discuss gender issues, opening the floor to sincere debate. In order to do away with deeply rooted prejudices and stereotypes, people need the help of skilled professionals with whom they can share their doubts, questions and opinions.

The community needs to be open to discussion on gender issues with respect for diverse opinions. Controversies can get heated so participants need to be guided to avoid stereotypes and prejudices. People also need to understand that the discussion of gender issues does not involve only women.

There is a need for men to participate as well, as both women and men are needed to build equitable societies.

Telecentre facilitators should themselves be trained to train others to become gender aware and to work for equal opportunities for women and men in ICT access and use, and for women's empowerment in the community. This capacity will allow them to implement activities where people can comprehend and understand these issues relating to their own daily experiences. It is important that telecentre managers/coordinators/facilitators do their job with social commitment and that they believe they are supporting people to achieve a better life.

Some of the tasks a telecentre facilitator should do when working for gender inclusion are:
- Get to know the community where the telecentre functions
- Tell users what the telecentre has to offer
- Talk to the people who participate in the telecentre about the potential of ICTs to enhance community work
- Teach people to use ICTs and access the internet to create activities for collective learning around issues related to the improvement of their community's life, like using ICTs to build a campaign to prevent cholera or any other disease present in the area
- Observe how women and men use the telecentre and ICTs, and especially note if their uses differ
- Consider if ICTs have provided opportunities for women and men and if their use has produced changes in their lives
- Involve telecentre administrators, facilitators and volunteers to promote ICT social appropriation and use with a gender perspective
- Plan what needs to be done in the telecentre and in the community to promote equal opportunities for women and men for ICT access and strategic use
- Work to strengthen women's role in the community, their leadership and involvement in decision-making by ICT strategic use

- Verify if things are going well and evaluate results, including the telecentre's influence in social development, gender awareness, and the existence of equal opportunities and equity for women and men in the community.

2.5 Understanding "gender"

Gender can be a difficult concept to grasp, so it is important to find ways to communicate this concept through the lived realities of the intended audience, whether it includes board members, target community members or other stakeholders. Most organisations that work with communities never begin with concepts and theories. Many begin to explore gender through existing needs, and the differences in needs between women and men, and then relating these to the roles and responsibilities women and men play in that community or locality.

In most societies, the terms "gender" and "sex" are interchangeable. This idea has become so common, particularly in western societies, that it is rarely questioned. Yet biological sex and gender are different; gender is not inherently connected to one's physical anatomy.

Gender is all around. It is actually taught to people, from the moment they are born. Gender expectations and messages bombard our societies constantly. Gendered interaction between parent and child begin as soon as the sex of the baby is known. In short, gender is a socially constructed concept and like other social constructs, gender is closely monitored by society. Accepted social gender roles and expectations are so entrenched in culture that most people cannot imagine any other way. As a result, individuals fitting neatly into these expectations rarely, if ever, question what gender really means. Most never have to, because the system has worked for them.

Over the past 25 years, the sociology of women has given way to the sociology of gender and understanding women in relation to men in terms of what they were, are or can be. Today, there is an understanding that there are "femininities" and "masculinities" which are more multiple than singular expressions of gender.

Lessons in the development sector have increasingly begun to relate gender in connection with other basis of differentiation in society based on religion, caste, class, sexual orientation, age or sex, all of which come into existence but are always subject to change. With that comes the conclusion that gender is a cross-cutting theme which cuts across all religious, ethnic, sex, age, class and caste barriers placed by society.

The term "power" is often used when describing gender differences. "Power" is a broad concept that describes the ability or freedom of individuals to make decisions and behave as they choose. It also can describe a person's access to resources and ability to control them. When the term "power" is associated with gender, it usually refers to inequities between men and women.[9]

Women's gender roles do give them some power. Usually, however, women's power is much more limited in scope than men's. Like a man's power, a woman's power is influenced by such factors as her culture, age, income, and education. Some studies have found that women's power increases as their status in the community improves.

9 Megan Drennan, et al. "New perspectives on men's participation" *Population Reports* 26, 3 (1998) http://info.k4health.org/pr/j46/j46chap4_1.shtml

2.6 Budgetary implications

The use of GEM has budgetary implications. The following are examples of some of the possible expenses that can easily be overlooked when planning for an evaluation:

- Field visits, which can include travel costs, time dedicated, phone calls, internet use, etc.
- Honorariums for gender experts and gender facilitators
- Per diems for volunteers
- Purchase of tools to use in workshops and field work, including MP3 recorders, LCD projectors, netbooks, digital cameras, etc.
- Organising gender awareness workshops and GEM workshops
- Creating tools for workshops
- Creating tools for evaluation, including surveys, questionnaires, guides for focus group discussions, etc.
- Time dedicated to team work, to research, to field work, to data gathering and analysis
- Special activities in the community to share information, resources and lessons
- Budgeting for the changes that the evaluation process creates (for example: budgeting for use of the evaluation findings).

Use the checklist contained within the two tables below to itemise the costs of an evaluation.

ARE THERE ANY EXPENSES INVOLVED IN THIS EVALUATION?

ITEM	YES	NO	HOW MUCH?
Operating expenses: Field visits Travel costs Phone calls Internet subscription and use			
Honorariums and per diems: Professional fees Per diems for volunteers			
Organisation of workshops: Materials Room rental/expenses Professional fees Transportation for participants Meal/refreshments/coffee breaks			
Purchase/rental of equipment: LCD projector Notebook/netbook MP3 recorder Digital camera			

HOW MUCH TIME WILL BE INVOLVED IN ACTIVITIES?

Activities	How many activities should be scheduled?	How much time will they take?
Team meetings Field visits Workshops Meetings with stakeholders Evaluation meeting		
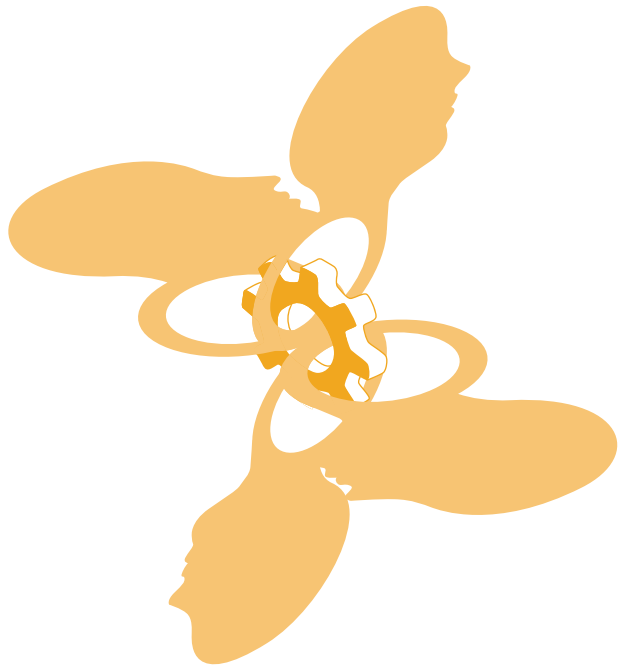
SECTION 3:
TELECENTRES AND GENDER ISSUES

SECTION 3 :
TELECENTRES AND GENDER ISSUES

3.1 How to talk about gender in telecentres[10]

When working with telecentres and the communities, talking about gender is relevant. This includes initiating and engaging the telecentres and the communities they serve in discussing gender and gender roles.

One key task is to help participants to begin thinking about what gender is and what constitutes gender roles, and to facilitate their understanding by inviting them to take part in different activities related to gender sensitisation and awareness of gender issues in their daily relations at home, in the telecentres and in society in general.[11]

It is important that women and men themselves are able to come up with their own definitions of gender, gender roles and gender relations and discuss them in a group setting. It is positive to hear participants

correcting each other, even discussing with each other, in order to arrive at a consensus and agreement on a definition that is clear and acceptable for all. Facilitators need to prepare themselves to coordinate these discussions and to take into account the definitions accepted in general by experts in women's studies, in order to channel conclusions. The following sections outline these concepts and issues in greater detail.

3.2 Gender and gender roles in telecentres

Gender is the social and cultural constructs that each society assigns to behaviour, characteristics and values attributed to men and women.[12]

These characteristics are reinforced by symbols, laws, regulations, institutions and perceptions.

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[10] For a detailed discussion see pages 25-47 of the GEM manual.
[11] Examples of nine different activities are provided in Annex 1.
[12] See page 25 of the GEM manual.

The basis for these constructs lies behind the idea that they are natural or intrinsic, and therefore, unalterable. On the contrary, a gender analysis reveals that gender constructs are shaped by ideology, history, religion, ethnicity, economics and cultural determinants. These are then translated into social, economic and political inequities where men's activities and their attributes are often perceived as essentially superior to women's.

> **Gender roles** refer to the set of attitudes and behaviours socially expected from men and women. Gender roles are socially constructed and are the product of different socialisation experiences that may vary according to the different cultures.[13]

The typical characteristics assigned to women and men are discriminatory and limit individual lives. Gender attributions often assume that there are fields of knowledge and activities traditionally considered more suitable for men than women, or vice versa. In many places, women are still taught to believe that there are no opportunities for them outside the household. These types of concepts have also permeated the field of science and technology. When it comes to telecentre activities, many times women must be helped in overcoming the idea that computers and the internet are only for their children, and that they should not pay attention to family criticism when they become ICT users too.

Analysing a situation from a gender perspective means exploring the nature of the gender differences and their political meanings. It is fundamental to consider power relations between men and women at a given situation to start working for change in these relations in search for equal opportunities at all levels, including sharing the benefits of participation in new activities and fields.

When analysing the power relations within a community, look at:[14]
- Roles and activities: How rigid are roles and the gender division of labour? Are women accepted in leadership roles?
- Resources and constraints: Who uses/owns/controls resources? Who is excluded?
- Benefits and incentives: Who benefits from economic activities? Who controls income?

Drawing attention to different and multiple gender roles and responsibilities will enable practitioners to understand that women's ICT needs are often different from those of men, and that meeting those needs may entail specific planning requirements.

One way to discern what women's needs may be is by using the "Key Issue Areas for Social Change" matrix based on Sara Longwe's Women's Empowerment Framework.[15] The following table identifies four key issue areas for social change where levels of severity of gender problems can vary depending on the context and situational analysis. The less there is of gender inequality within a country or context, the better the likelihood that these key issue areas for social change occupy lower levels of severity of gender problems for that particular country or context.[16] When applying GEM, one can detect new issue areas that need to be addressed when introducing a gender perspective in telecentres.

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[13] See page 40 of the GEM manual.

[14] For more examples, see box on "Defining Gender" on page 28 of the GEM manual.

[15] For more on Spectacles for Seeing Gender in Project Evaluation see pages 33–38 of the GEM manual.

[16] Levels of severity of gender problems are described here: Sara H. Longwe "Spectacles for Seeing Gender in Project Evaluation" (Understanding GEM, accessed 1 January 2011) http://www.apcwomen.org/gemkit/en/understanding_gem/longwe.htm

GEM's proposed key issue areas for social change for telecentres

Key issue areas for social change	Longwe's Women's Empowerment Framework	Gender and ICT issues
1. Access to resources and opportunities	• Welfare • Access	• Opening hours • Distance • Content • Language • Cost • Cultural barriers • Mobility • Safety • Age • Sectoral issues • Urban-rural issues

Specific gender and ICT issues in access to resources and opportunities: Women find that their opportunities to access ICTs and telecentres are influenced by the telecentre's location, opening hours and access cost. There are also cultural barriers that may prevent older women, even women over 30, from attending meetings or training workshops at the telecentres. Women still need to overcome the idea that computers and the internet are for their children and not pay attention to family criticism when they become ICT users. Experience tells us that once they become active telecentre users, they are soon able to prove to themselves and others that their personal development can be easily linked to their communities' interests and needs.

Nowadays, the internet holds content in the world's main languages in almost any subject. But there is still little content in local languages, especially indigenous languages. There are telecentres that work together with community radio stations or radio producers who feed their programmes with news and information that they download on their premises. This convergence can be a great way to share internet content in local languages by radio and webcasting.

Telecentre users also need to be encouraged to become content producers themselves.

In Latin America and the Caribbean, for example: people are known for their enthusiastic ICT use, but they are poor content producers. Encouraging local production in the telecentres can be a good opportunity for women and men to speak out about their real needs and interests. It can also help to create a space for their organisations and communities in the virtual world and participate in regional and national discussions on the matters and decisions that concern them.

Example 1: Overcoming location issues— The experience of telecentres in Uganda

The location of a telecentre is a very serious problem for female and male users of telecentres in the Victoria Lake district in Uganda. This is reflected in the low levels of participation by women in the local management committees, because they reside in neighbourhoods which are too far from the telecentres. When examining Uganda's telecentres, the GEM evaluation team also noted that there are still many districts where connectivity to mobile telephony is a problem alongside poor road networks. So evaluators considered that a solution should be found to reduce the distance people have to travel to the telecentres by extending the services close to people who reside in faraway districts.

To ensure gender equity in telecentres, policy makers and implementers along with telecentre management agreed on a common approach that pointed out that the telecentre management should be gender sensitised to enable them to address gender issues and differences in their communities. For the communities, it was agreed that community outreach programmes be carried out to create awareness about telecentres and gender issues. A consensus was reached that there should be a subsidiary contribution or subscriptions by the sub-county administration towards telecentres to promote women learning through access and use of the telecentres.[17]

There was also an agreement to foster the introduction of satellite telecentres to ensure the sub-counties are catered for as a whole. The GEM evaluation team also called for the equal participation of women in the local management committees in the daily functionalities of the telecentres and to provide relevant content for women and men, which would be coupled with training both women and men about how to use different ICT tools.

Example 2: Cultural barriers limit women's work in telecentres in Mali
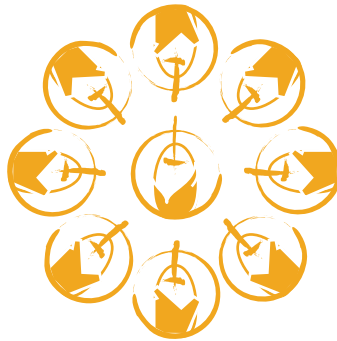
During the GEM evaluation in telecentres in Mali, evaluators noticed that when there were both male and female managers, it was the male manager that got more involved in the technical aspects, like taking care of computers' maintenance, uses of software and hardware, etc., while women dedicated themselves to financial management. The conclusion was that this was due to the fact that solving technical problems took place after closing hours, when female managers were expected to go back home to take care of the household and children. Women wanted to avoid negative judgments from their extended family and the community by coming late in the evening, while men could stay longer at telecentres doing their technical job. This situation allowed men to become more acquainted with computers, which made them more competent as telecentre managers.

In the framework of this study, GEM evaluators noticed that only female managers faced negative social biases with regards to their work. Married managers had troubles with their husbands and parents in law because they did not return home early. For these families, the woman's place is always at home. No male faced these kinds of prejudice. One of the women managers said that she had been on the point of losing

Key issue areas for social change	Longwe's Women's Empowerment Framework	Gender and ICT issues

2. Capabilities	• Access
	• Conscientisation
		• Literacy
		• Education
		• Skills training–
		  What level?
		• Employment–
		  What level?
		• Use (immediate needs)

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[17] In Uganda, a sub-county is a local administrative entity.

her job, because her husband did not agree with the fact that she spent all day on the computer because in his mind the internet only dealt with sexuality. So after a hard negotiation involving the parents, she was finally authorised by her husband and family to work part-time.

Specific gender and ICT issues in building capabilities:

The lack of computer literacy and the prejudice that ICT skills are too difficult to acquire is common among women who could become telecentre users. In many cases, in addition to lack of opportunities to learn ICTs in other social settings and lack of time to frequently practice any ICT skills, their low literacy rate also affects their interest and participation. Most women request specific training that takes into account that they need dedicated time and to start learning from the very beginning. Many would rather be trained by other women and most feel that trainers need to have special skills and dedication so that they can advance in their lessons at a smooth pace.

Does ICT access bring job opportunities? Most telecentre users, especially women, are involved in the informal labour market. They are not used to working with contracts and many find their jobs linked to the season's activities (harvest, holiday season, market season, etc.). They also know that they should get more skills to be able to apply for new types of jobs, even ICT jobs. Learning in the telecentres about internet searches, networking with other people and organisations, registering for online courses, getting to know how e-commerce works, etc., have been proven to create opportunities for income earning, production improvement and learning. Even teleworking has become a possibility for some telecentre users.

Example 3: Using ICTs to improve local rural production in Peru

Janet works as secretary and telecentre coordinator in a local farmers' committee in Peru. She learned to use a computer when she was at secondary school and now coordinates work in a small telecentre where children and young people are the main users. She did not have a need to access the internet until she started to work on the farm with her family. She is in charge of the orchard where she grows avocado trees. As this is a new initiative in her farm, she learns to look after the new plants by searching for information on the internet. She also looks for information about insecticides and crop prices for her father and helps her husband with crop and market information. In her job, electronic communication helps her to have records and fees updated, and she is able to inform farmers about any news on irrigation services and water supply that she gets via electronic networks.

Key issue areas for social change	Longwe's Women's Empowerment Framework	Gender and ICT issues
3. Voice	• Access • Conscientisation • Mobilisation	• Self-confidence • Awareness • Questioning • Participation (active) • Content creation • Use (strategic interests) • Producer • Security • Privacy • Women organising

Specific gender and ICT issues in having a voice to speak up about needs and rights:

If women are not encouraged to be active telecentre users, they will not be ready to take advantage of the many opportunities that are offered online, like taking short courses, creating content, participating in campaigns, articulating with other communities and organisations, or finding job opportunities and market opportunities for their products. Going beyond learning ICT basics will help women to use ICT more strategically and learn about how to protect their privacy and security when surfing, chatting or working online.

It is also important that women are encouraged to participate in telecentre activities that are linked to community activities. What is equally important is that they can rely on the support of the telecentre, as a community actor, when they organise their own activities. Their contribution as organisers or as team members when planning community activities will help facilitate gender inclusion and equal sharing of opinions and initiatives by women and men.

Women should be given the opportunity to become trainers themselves. Often, women prefer other women to guide them in their first steps in their use of ICT. If cultural customs allow it, having women train men could also help to break the mindset that only men are technically inclined or technically capable. This could help both the trainer and trainee become more confident and self-assured in the use of ICT.

Example 4: Gender and ICT workshops to raise gender awareness in Villapaz, Colombia
Thirty-seven women, most of them young mothers between 20 and 30 years old, participated in a gender and ICT awareness workshop in the Villapaz telecentre, in a rural area in Colombia. They were divided in small groups and each of them participated in a role-playing exercise outlining situations they face in daily life. They had the following reflections:

- It is important to discover that we are capable of doing things that we never imagined
- Education taught us respect and submission to a husband
- We need to protect our children, thinking not only of having a husband but a partner that values a woman and supports her
- Women do not have to quit studying and self-developing just to please their husbands. On the contrary, they must learn and train to achieve new skills, and think more about themselves in order to set a good example for their children
- It is important to talk with the children since they are very young, so their father's behaviour does not affect them when they grow up
- Make men understand that a woman can work in any area
- Make clear at home the rights and responsibilities of each one, husband and wife, for a better family life.

Specific gender and ICT issues in telecentres in power and decision making:

There are still few women in government or corporate structures deciding on telecommunication policies, digital agendas or ICT production. When women are encouraged and become active telecentre contributors and users, this can in turn encourage their participation in the discussion of local ICT policies. Lately, many women have become telecentre administrators, operators and facilitators. Though this has not always resulted in their participation in decision-making, efforts need to be made

Key issue areas for social change	Longwe's Women's Empowerment Framework	Gender and ICT issues
4. Power and Decision-making	• Mobilisation • Control	• Leadership roles • Advocacy roles • Decision-making • Ownership of resources • Equal access to and ability to avail opportunities • Privacy • Security • Political participation • Community organising

to overcome gender discrimination and inequality so that equal opportunities for women and men in decision-making become a reality in the telecentres.

Women should be encouraged to use telecentre facilities to set up online campaigns and work for their rights and their communities' interests. They could also network with other women's groups and social organisations to lobby their local representatives with their claims and proposals.

It is also good to discuss privacy issues in telecentres. Some telecentre users find that telecentres do not allow them enough privacy in their communications, though others feel telecentres are safe places, where they feel secure and free from harassment. Mainly women and young girls prefer to use telecentres, while boys know that there are activities, like playing games, that they would rather do at cybercafes. Girls and women prefer to go to the telecentres because most telecentres have a policy disallowing access to pornography, even for adults. Users are also taught how to maintain their privacy and safety over internet, where both women and men can discuss and learn about the best ways to use ICT tools without risks. In the courses they provide, they also discuss the issue of harassment prevention when users participate in social networks and chat forums.

Example 5: Are telecentres only for women?
In the Philippines, the Philippine Community eCentre Network (PhilCeCNet) conducted a study about who uses telecentres and why. The findings were surprising.[18]

"For senior women, ICT and the internet is a whole new world," says Angelo Juan Ramos, who coordinated the study. "They go to telecentres to chat with family abroad, share family photos and see their children and grandchildren on a webcam. Voice over IP is a real winner!"

Ramos notes that men generally use the internet for games and sometimes pornography, so they do not really feel the need to go to a telecentre, since games and pornography are not allowed in CeCs.

"They tend to see computers as a technical device that can be used for work, earning money and for entertainment. As a result, men spend more time in internet cafés than

18   Lisa Cyr "Why 'real men' don't use telecentres in the Philippines" APCNews 15 April 2010
http://www.apc.org/en/news/why-real-men-dont-use-telecentres-philippines

in female-dominated telecentres (if at all). In fact what was revealed to us during focus group discussions in the community of Bato was that men who do go to telecentres might be viewed as gay or 'not real men.'"

Most telecentres have a policy that does not allow access to pornography even for adults. They also provide courses on safe uses of the internet, where both women and men can discuss and learn about the best ways to use ICT tools without risks. They also become aware of harassment prevention when participating in social networks and chat forums

"I was surprised with the results that we got from the surveys we developed and administered using GEM in the pilot areas," says Ramos. "I was not aware that the main perception in the communities–that the CeC is a place mostly for women–or where the services cater more to women."

3.3 Working for women's empowerment in telecentres

There is a need to challenge existing gender roles that result in women's discrimination and subordination in society. This challenge aims for equity for women and for gender-sensitive planning of projects and policies to identify positive actions that will ensure fairness and equality.

These gender-transformative policies aim to change and transform existing inequalities, including in the ICT field. They can favour "reverse discrimination" for a set period of time (these are sometimes called temporary special measures) to achieve equity between women and men and overcome situations of inequality that are unacceptable and unjust. However, it is important to note that changes cannot occur by applying "top-down" policies only. Women's advancement involves a process of empowerment, by which women achieve increased control over public decision-making and the sharing and ownership of resources. This empowerment encourages women to change the practices

and rules that discriminate against them, and the means to achieve an equitable gender division of labour and allocation of resources.

3.4 The integral role of gender sensitivity workshops in telecentres

When using GEM to evaluate a telecentre, it is crucial to hold a session or several sessions on gender sensitivity, depending on the stakeholders and intended users of the evaluation findings. Such sessions, prior to planning evaluation, help the team members establish common ground in understanding gender issues.

Gender sensitivity workshops can be customised to suit the needs of an organisation which has clear evaluation objectives. A session can last half a day or a whole day. Maybe more sessions are needed, depending on the group or organisation. During this activity, participants can achieve an overview of the basic concepts of gender, gender equality and women's empowerment, and can analyse the interactions between gender, social transformation and ICT.

The workshop is a preparatory step that has proven very useful in conducting a gender evaluation of telecentres, because these initiatives are usually set up in grassroots communities where traditional values and beliefs on gender roles and relations are more deeply rooted. All the evaluation teams that conducted studies on telecentres using GEM found that setting in place gender sensitivity strategies promotes reflection and opens up opportunities for dialogue and change in gender relations. They help to minimise or avoid antagonistic confrontations and to address gender issues in the lives of the participants, their families, their organisations and the community, promoting change and transformation.

Gender sensitivity workshops should target coordinators/administrators/facilitators, those responsible for organising work in the telecentre and for implementing the

evaluation with a gender perspective. In this way, telecentre staff should be ready to respond to any problem due to gender discrimination, and to address gender issues to create an inclusive environment with equal opportunities for women and men in ICT access, learning and strategic use.

Telecentre users should also be able to participate in gender sensitivity workshops. Cultural barriers, rigid gender roles, stereotypes and prejudices embedded in daily behaviour and accepted norms often create an atmosphere in which it is difficult to carry out activities where women and men have the same opportunities and achieve equal goals. In the GEM experience, gender sensitivity workshops with facilitators and with users have opened the way to new relations, with respect for each gender, their capabilities and interests, and to transformation of women's and men's possibilities to achieve self-reliance and emancipation. In Annex 1 there are a series of gender sensitivity activities that have been used in different telecentres and have proven to be very useful in guiding discussion and bringing awareness of the gender issues at stake in groups, organisations and communities.

What can people learn from gender sensitivity activities? Facilitators can learn that results help them and their teams to spot the relevant gender issues in the telecentre and probably, in the community as well. They also find out about how these relevant gender issues intersect with the prevailing gender and ICT issues. To document the results of these activities in detail, it is important to feed the team discussions and brainstorming sessions that will lead to the participants defining the gender issues to be considered in the evaluation.
Participants can learn that even if they may not understand gender theory, they can spot the existence of gender discrimination and how gender roles and gender relations create barriers to women's and girls' full participation in community activities, including the telecentres. Once they are aware of this, they can look for solutions and promote change. In many cases, definitions coming from participants themselves will help to attract their participation in a process of social change and transformation.
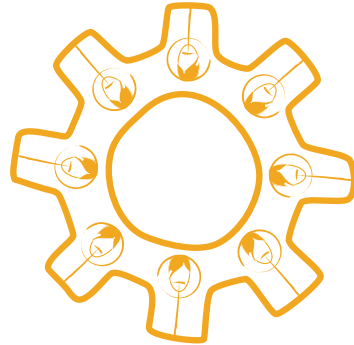
3.5 Learning from "stories of change" in telecentres

The following "stories of change" took place in telecentres during an evaluation process in which a gender perspective was implemented. Participants took part in training sessions where gender issues were discussed and applied to the evaluation of telecentres' uses and activities. They illustrate vividly how a telecentre activity that takes into account gender issues can impact people's lives and bring important changes in their behaviour and their perception of the challenges posed in life.

One of the many gender-sensitive methods that have been designed and used effectively for evaluating various types of projects and initiatives is storytelling. By gathering these "stories of change", the evaluator confirms the results of the evaluation process and monitors the effects that such a process had in the life of participants and/or the community.[19]

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[19]   More on storytelling as a method or tool is found on pages 109–114 of the GEM manual.

Peru: Implementing a gender perspective to encourage women's participation in telecentres

Susana is 39 years old.[20] She farms a patch of land in the Huaral Valley–a semi-arid desert region 100 km from the Peruvian capital Lima. On the advice of her brother-in-law and other farmers, she finances her farming operation through loans from wholesale dealers. These wholesalers provide farmers with seeds on credit, on the condition that they sell their crops back to the company at a fixed price. As a result, Susana is locked into planting cotton–another option is corn but this would require extra human resources that she cannot afford. When she needs information about pest control, fertilisers or harvesting, she turns to businesses that sell farming supplies or again asks her brother-in-law.

Susana's practices are typical of most smallholders in Peru, both male and female. Another cultivator, Noemí, explains that when more information is needed about pest control, for example: "my brother goes to the store where they sell seeds and asks the technicians there."

Telecentres underutilised
As in other coastal valleys in Peru, farmers in the Huaral Valley depend on irrigation to raise crops. CEPES began working in Huaral with the goal of providing local farmers with relevant agricultural information through the internet and other new technologies. Working in conjunction with the local board of irrigators since 2001, CEPES established a series of telecentres in different areas of the valley to facilitate the distribution of irrigation water and offer access to agricultural information.

While these telecentres face a whole range of daily challenges, perhaps the greatest challenge concerns their financial sustainability. In theory, people like Susana could pay for and greatly benefit from the different services offered in the telecentres, such as access to computers and the internet, and above all, training. But fewer locals are using the telecentres than expected, and so CEPES decided to carry out an evaluation to find out why. They adopted the APC *Gender Evaluation Methodology* (GEM) because it was a research approach that incorporates an aspect that was overlooked when the project was first designed: the needs of women.

Telecentres are "for kids"
One of the conclusions of the GEM evaluation was that women in Huaral are reluctant to use computers and the internet.

Susana goes to the telecentre at her local irrigation commission twice a year to pay her irrigation service fees. No one has ever told her that she can use the computers there, and in any event, she thinks it would be difficult for her, since she barely has a primary school education. She knows that there are computer training courses for farmers, but they are all offered at facilities 10 km away from where she lives and there are serious security issues

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[20] The name has been changed.

with the public transport system. And even if there were computer courses available in her area, she would send her children, because she herself is too busy working, she says. Susana has never used the internet.

The need to work specifically with older adults was another finding from the evaluation. Janet, the coordinator of the telecentre in Palpa, noted that many older people do not want to learn from "kids" (the telecentre trainers who are often in their twenties) and if they need a service offered through the telecentre, they generally turn to the coordinator for help. The older the telecentre users, the less they use the computers and the more they consult paper bulletin boards and other traditional means of providing information.

In the case of older women, they appeared genuinely afraid of trying out the new tools and seemed convinced that "they are not for them." GEM facilitator Dafne Sabanes Plou explained that in this particular context "the fear has to do with their limited education and their primary roles as housewives." Many women older than 40 have only completed primary school. However things are different with younger women in their twenties and thirties. Plou observed in Peru that younger women are likely to work in the fields together with their husbands. "Most of the younger women have gone to school and they might also become interested in the development of new crops or using new machinery in the fields, getting information by cell phone or from the internet."

The GEM evaluation also revealed that many potential users, both women and men, are not aware of the existence of the telecentres and the possibilities they offer in terms of agricultural information. Most believe that facilities like these are "decorative" or geared solely to children and adolescents.

"Computers are for secretaries"

This situation is exacerbated by the fact that telecentres are neither valued nor supported sufficiently by the local irrigation organisations. Management of the telecentres is seen as "secretarial work" and coordinators hired have been women. Unfortunately the evaluation found that in some cases neither the coordinators nor the organisations understand the usefulness of the internet and telecentres or recognise their potential. As a consequence, telecentre coordinators generally lack motivation and skills.

Some women have obtained concrete benefits by using the telecentres and the agricultural information that can be accessed through them. One example is Janet who has secretarial training and hopes that one day her local irrigation commission will have its own website. Thanks to the internet access provided by the telecentre, she has begun to raise avocados in her garden, and has passed on the knowledge she has gleaned to her husband. While she does not want to devote her life to this activity, it is a way of bringing in extra income that will one day help her to achieve her dream of opening up a bookstore. For her part Ysabel, after working as the coordinator of a telecentre, went on to work at a corn-marketing

company. She says that she has been able to apply her experience at the telecentre to her new job, particularly when it comes to dealing with farmers. The company she works for is now the third largest of its kind in Huaral.

Change ahead?
The results of the evaluation were shared with the board of irrigators and telecentre operators. The majority of landowners and members of the irrigation board are men and only women who are "heads of households" play an active role. Attitudes which undervalue women can be very entrenched in communities and change does not happen overnight. In Huaral, the application of GEM led the practically all-male board to reflect for the first time ever on the different needs of men and women. Now the board has been re-elected and CEPES is building a new relationship with them. "The evaluation results are out there and people from the communities know that change can happen," concluded the evaluation team.

Source:
APC News, http://www.apc.org/en/news/perus-farmers-lack-information-why-are-telecentres

Using ICTs for social change is one of the key lessons for participants in an evaluation process where gender sensitisation plays a key role. When people understand the meaning of equal opportunities and equality for women and men in their access and use of resources and knowledge, including ICTs, they don't want to be manipulated any more by misinformation nor prejudices. They want to have their own say and are willing to change their behaviours and ideas and work for non-discrimination.

The evaluation process has helped them to understand that they have the opportunity to play new roles, leaving aside gender biases.

They can start identifying changes in their daily doings, mobilising resources coming together to work for their common aims and realising what it means for women and men to have the same rights and duties.

In the telecentres, participants have learned that they can all master their computers and ICTs. They have also learned that they can overcome gender barriers. But success is based in appropriation, in the uses, practices and strategies to foster social change so that participants' voices and actions go beyond the telecentre's boundaries and reach the world outside.

SECTION 4:
USING THE GENDER EVALUATION METHODOLOGY IN TELECENTRES
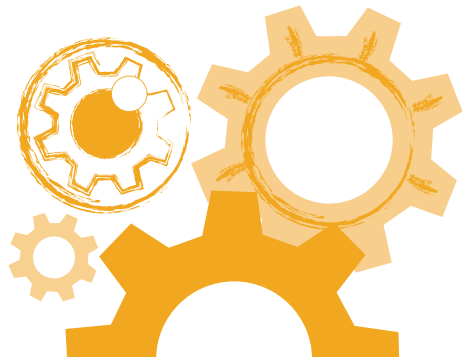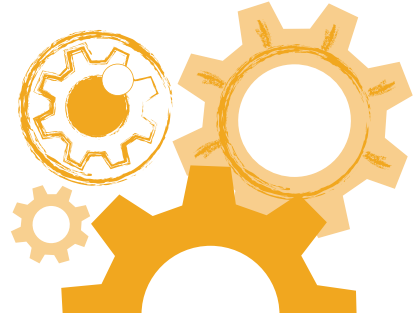
SECTION 4:
USING THE GENDER EVALUATION METHODOLOGY IN TELECENTRES

4.1 Phase 1: Integrating gender analysis in the evaluation[21]

The Gender Evaluation Methodology consists of three phases and seven steps. This section is a step-by-step guide to the GEM process, as it relates to telecentres.

4.1.1 Step 1: Defining intended use and intended users

When talking of intended use of evaluation results, one has to refer to how real people apply evaluation findings and experiences in the real world. When starting an evaluation plan, there is a need to have in mind who intends to use the evaluation and how these people, organisations, government bodies, etc., intend to use the results. The intended use helps to define the evaluation objectives. It is the touchstone against which we make all the decisions relating to designing and implementing the evaluation.

Though gender is a cross-cutting issue that affects all project stakeholders and all aspects of a project activity including evaluation, not all project stakeholders are intended users of an evaluation.

When determining the intended users of an evaluation, it is necessary to think of project stakeholders who are crucial when examining gender and ICT issues. These stakeholders can be internal to the project, like project executors, staff and management, or external to the project, like project beneficiaries.

Stakeholders can also be direct stakeholders, who are directly involved in the project's activities or indirect stakeholders, who have not been directly involved in the project's activities but in some way or other have benefited, or are affected by it. Participants in telecentre activities are key to the process of analysing gender and ICT issues in the real world.

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21   For more information see pages 68–106 of the GEM manual.

Worksheet to define intended users and intended use of the evaluation (fill in the gaps):

Name of the project	
Intended user	**Intended use**
Internal:	
Telecentre staff	
Telecentre board	
Telecentre initiative executors	
External:	
Community organisations	
Local government	
Service providers	
Funding agencies	
Other organisations considering use of telecentre	
Other telecentres or telecentre organisations	
General public	
Media (for example: community radio stations, local bulletins, newspapers, etc.)	
Development organisations	
Researchers or others working in ICT for development	

As always, one can add any other stakeholders, according to each project's objectives and needs.

The tables below show two examples where telecentre stakeholders were identified using GEM. They identify both internal and external stakeholders, and the goals for each set of stakeholders.

Name of project: GEM for telecentres in Uganda	
Intended user	**Intended use**
Internal:	
Telecentre management	• To address equitable access to information.
Telecentre staff	• To refocus on how ICT initiatives intend to address women and marginalised groups for leveraging ICT access and usage.
External:	
Users	• To build capacity among telecentre practitioners in management, technical aspects, lobbying, and advocacy roles with a gender perspective.
Other networks and organisations in the community	• To understand the application of GEM tools in improving equitable access to telecentres for women and men in the community.
Telecentre.org[22]	• To gain lessons and experiences from the use of GEM, to promote equal opportunities for women and men in ICT access and use, and women's empowerment by ICT use.
Local government	• To foster rural access to ICTs, for improvement of community lives through access to information, with equal opportunities for women and men.

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[22] For more information about Telecentre.org see the introductory section of this guide.

Name of project: GEM for telecentres in Uganda	
Intended user	**Intended use**
Internal:	
Telecentre managers	• To plan telecentre development including women's participation in this process • To evaluate the telecentre development and influence at the local level.
External:	
Women and men in the community	• To strengthen ICT skills (especially among the women), leadership skills and capabilities, and to find solutions to local problems.
Members of the National Telecentre Network in Colombia	• To plan telecentres' development including women's participation in this process • To evaluate the telecentres' development and influence at the local level.
Other networks' coordinators and facilitators	• To become multipliers of GEM for telecentres in their networks and organisations.
Other organisations considering telecentre use	• To contribute to telecentre development and influence in the community.

What is there to learn from these examples?

These examples clearly define how the results of this evaluation can be used and who will be involved in their use. It is important that those who run the initiative know whom they aim to benefit and how, so that they plan their activities properly and have in mind their communications plan from the beginning, thinking of their audiences.

When comparing both tables, the Colombian example shows that they thought more of influencing social organisations and the telecentre networks in their country than government units. The Ugandan example did include local government as one of the intended users of the evaluation. This is an interesting discussion point. Is there always a reason to include government units as intended users? Why should this inclusion benefit the project? Why not?

What other discussion points should you explore with these two examples? Plan your intended use and intended users table taking into account different options that respond realistically to what the project can achieve.

4.1.2 Step 2: Identifying gender and ICT issues[23]

The analysis of any project from a gender perspective includes a review of all factors, including:
- Individual
- Organisational
- Community
- Socio-economic
- Cultural
- Political aspects.

It is important to consider the role gender issues play in all of them. In ICT projects, we also need to add the technological component. Altogether, they make up a particular ICT project's environment.

Sometimes it is difficult to start discussing gender issues straight away with a group of people. This is why it is important to organise workshops, where different dynamics and games are used to spark reflection and discussion. GEM adaptors have used many of the activities in Annex 1 to help them spot gender issues and gender and ICT issues in their telecentres. Conclusions drawn from these activities are usually very helpful when setting up a map of the main gender issues that should be taken into account when evaluating work in a telecentre with a gender perspective.

During the research to adapt GEM for telecentres, facilitators / coordinators / administrators and users were able to identify a series of gender issues when carrying on activities in the telecentres. These results helped to produce the kind of tools needed to evaluate telecentres' work and to localise their evaluation and findings to work for social change and transformation of gender roles and gender relations when possible.

Let us consider some of these results:

Telecentre	Activity	Gender and ICT issues that were identified	Actions based on findings
Afriklinks, Mali	Gathering information about facilitators' work in the telecentres.	• Cultural barriers: Women must prioritise household activities to work and learning activities.	The information gathered helped to modify women's working hours and tasks so that women facilitators could avoid problems with their husbands and families, but the barriers were not challenged.

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[23] For more information see page 78 of the GEM manual.

Telecentre	Activity	Gender and ICT issues that were identified	Actions based on findings
Ugabytes, Uganda	Introductory activity on gender and ICT issues (see Annex 1)	• Cultural norms and values • Women's income is lower than men's, and so influences their use of telecentres' services • Women were less educated than men • Household work restricts women from using telecentres • Women have more communications skills than men • Women are successful in ICT jobs • Women's groups use more computers than men.	Tools for use in the evaluation were produced to find how these issues were affecting women users of telecentres. Findings helped to plan future work in the telecentres to achieve gender equity in ICT access and strategic use. Convergence with other media, in this case community radio stations, was planned so that women could access information, work on content useful to them and contribute to fostering communications with a gender perspective in the community.

Telecentre	Activity	Gender and ICT issues that were identified	Actions based on findings
PhilCeC, Philippines	Discussion of "Gender analysis"[24] and "ICTs for social change"[25] with facilitators in training workshop	• Access and control • Education, training and development of skills • Gender imbalance in industry and labour • Content and language • Power and decision-making • Privacy and security • Impact of pornography/ gaming.	The information gathered allowed for the improvement of tools for surveys, questionnaires and guides for focus groups discussions having these issues into account. Findings helped to make changes in how telecentres function and work to create an environment where both women and men, young and senior, feel welcomed and valued.
Huaral, Peru	Workshop with facilitators of nine telecentres from the Huaral telecentre network to introduce GEM and discuss evaluation plans	• The role of female facilitators in the telecentres who are also secretaries of the local Farmers' Committee • Issues identified in gender relations in the telecentre included: - Power and decision-making - Opening hours not suitable to women - Access and computer literacy - Content production with a gender perspective.	The information gathered allowed for the improvement of tools for surveys, questionnaires and interviews. Findings led to a detailed report that was presented to the farmers' body that owns the network with proposals for change in telecentres' administration and functioning to create equal opportunities for both women and men for ICT access and strategic use.

24 For more information see page 25 of the GEM manual.
25 For more information see page 55 of the GEM manual.

Telecentre	Activity	Gender and ICT issues that were identified	Actions based on findings
Villapaz and Santa Elena, Colombia	Gender sensitivity workshops (see Annex 1)	• Access and control • Lack of ICT training and capacity building with a gender perspective • Content production with a gender perspective • ICT appropriation to achieve gender equity in the community • Power and decision-making at a personal level and in the community.	The findings led to a series of gender and ICT workshops to discuss gender issues; to work to overcome cultural barriers, stereotypes and prejudices in the community; as well as to encourage women of all ages to access ICTs and use them strategically. The information gathered allowed for elaboration of tools for surveys, questionnaires, focus groups and interviews. The findings also led to awareness-raising on gender issues, women's rights and equal opportunities for both women and men in ICT access and use. This opened the way to more participation from women in the community and more respect for them at home, at the telecentres and in community decision-making.

4.1.3 Step 3: Finalising evaluation questions[26]

Evaluation questions are derived from the evaluation objectives and they establish the direction of an evaluation process. They should explicitly include the gender issues that need to be addressed in the initiative. Setting evaluation questions is a relevant exercise because it determines what aspect of the initiative will be included in the evaluation.

4.1.3.1 Generating your own evaluation questions

Facilitators or team leaders can organise a session with the evaluation team to brainstorm and develop their own evaluation questions. These questions must refer to the gender and ICT issues identified in Step 2.

Formulating good evaluation questions is important because:

- Evaluation questions determine what aspects of the project will be included or excluded from the evaluation
- Questions need answers, so the team should formulate questions that can be answered to guide the evaluation process
- Questions look at gender and social issues within the context of the project
- Formulating evaluation questions may raise sensitive issues among members of the evaluation team, so the team has to be aware of this and respect the different opinions and perspectives and work for consensus.

There is an activity that can help to formulate evaluation questions with a gender perspective (see Problem Tree Analysis, Annex 1). It guides participants to spot gender issues in the telecentre and the community and reflect about these findings. It can also be used in a workshop with the community, so that they can formulate their own evaluation questions.

Examples of gender and ICT issues and evaluation questions from telecentres

Telecentre	Gender and ICT issues	Evaluation Questions
Afriklinks	• Access	• What is the effect of a community telecentre on women who gained access to the services? • How did new services integrated by the telecentre improve women's access to ICTs?
Colnodo	• Strategic use • Skills building	• How are ICTs being used to increase women's empowerment and foster mobilisation? • What specific aspects should be considered to promote women's participation in training workshops?

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[26] For more information see page 25 of the GEM manual.

Examples of gender and ICT issues and evaluation questions from telecentres (cont'd)

Telecentre	Gender and ICT issues	Evaluation Questions
Ugabytes	• Strategic use • Content creation • Access • Education • Skills building • Social and cultural barriers	• What is the effect of a community telecentre on women who gained access to the services? • How did new services integrated by the telecentre improve women's access to ICTs?
Colnodo	• Strategic use • Access to information • Informed decision-making • Access • Social and cultural barriers • Literacy • Skills building	• To what extent do existing services at the telecentres fulfill the information and communication needs of women and men who use them? • To what extent do women and men use the telecentre?

What can you learn from these examples?

This exercise helps evaluators to define clearly their evaluation questions in relation to the gender and ICT issues they perceive in the telecentre and in the community. It is important that the questions relate directly to a gender and ICT issue. This will help to develop indicators later on.

Working with a matrix like the one shown above helps evaluators to have a clear picture of the gender and ICT issues they will have to tackle in their evaluation and the kind of questions that need to be answered in the evaluation. The matrix also helps to formulate questions that can be answered by evaluation results. These are not theoretical questions, but concrete questions. You may have also noticed that all the examples of evaluation questions that these telecentres came up with cannot be answered by a simple "YES" or "NO". This is one of the basic guiding principles of developing a good evaluation question.

It is interesting to note, for example: that the evaluation questions help to relate new services or content improvement to women's access to ICTs. For instance, in the Afriklinks telecentre network there were new services and the evaluators wished to find out if these services were helping to improve women's ICT access. In the telecentres related to Ugabytes, evaluators wished to find out if better content attracted more women to ICT access and strategic use. In PhilCeC, the evaluators wanted to know if changes needed to be made in the telecentre's services, so they asked if existing services were really fulfilling users'

needs. In the telecentres in Colombia, the questions had to do with results. Did ICTs increase women's empowerment? Did they encourage women's mobilisation to achieve their aims, as a group, or in the community?

Sometimes it is not easy to measure these types of results, but developing good indicators can help find good answers to these evaluation questions.

4.1.4 Step 4: Setting gender and ICT indicators[27]

GEM is an evaluation methodology focused on indicators. It uses indicators that provide a close look at the results of initiatives and actions, and that are relevant in monitoring and evaluating development work.[28] GEM argues that it is important to pay more attention to women's experiences in the ICTs field, and to devise indicators that can measure such experiences.

Indicators are a useful tool for measuring variables or conditions by which it is possible to explain or understand a particular situation and its progress in time. The main reasons for using indicators as measuring tools in evaluation and planning are:
- They provide useful information to improve decision-making processes
- They allow close monitoring of projects, so as to improve their efficiency, correct mistakes and make changes when needed

- They provide information to evaluate a project's contribution to development, improvement of people's and communities' life conditions and to enhance women's empowerment.

Indicators can be used as tools to support project planning, to monitor and follow-up on the project's implementation, and to evaluate results. Evaluation indicators verify the compliance of the project's objectives and its contribution to development and social change.

4.1.4.1 What are indicators?

Indicators are standards used to measure achievements of a project. They can be:
- Pointers
- Numbers
- Facts
- Opinions
- Perceptions.

All look into and measure specific conditions and situations. They provide a closer measure of results of initiatives and actions. They are useful tools to assess positions and directions with respect to values and goals. They can help to measure change and to determine the impact of projects and programmes.

The generally accepted criteria for good indicators are:
- Specific
- Measurable
- Achievable
- Realistic
- Timebound.

These criteria are known as **SMART**. Normally, indicators are defined or set by the objectives of a project.

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[27] For more information see page 25 of the GEM manual.
[28] Canadian International Development Agency Guide to Gender Sensitive Indicators, (Ottawa, Canada: CIDA, 1997) http://www.acdi-cida.gc.ca/inet/images.nsf/vLUImages/Policy/$file/WID-GUID-E.pdf

4.1.4.2 Quantitative and qualitative indicators

Quantitative indicators are defined as measures of quantity, such as the number of women who have a computer at home but do not use it, the number of women who have computer skills compared to the number of men, the number of women who know how to use internet tools, etc. Quantitative indicators deal with outputs, and are easier to define and look for.

Qualitative indicators are defined as people's judgments and perceptions on a subject. For example: the confidence gained after ICT training sessions, the type of issues women search for on the internet compared to men, or whether people find that activities at the telecentre are useful, and the impact of connectivity on a community. Qualitative indicators probe the attitudes and actions that shape situations and the contexts of people's decisions, actions and perceptions. They are valuable to the evaluation process because projects and initiatives are involved with studying changes in people's lives and in communities. These indicators seek to measure impact and evaluate the long-term effects and benefits of a project or an initiative.

Properly developed and interpreted, qualitative indicators play a significant role in identifying constraints to implementation and obstacles to success, which may not be readily apparent. They can also play an important role in promoting and understanding stakeholders' perspectives, particularly for women, thus fostering participation of women stakeholders.

4.1.4.3 Generating our own gender-sensitive indicators

Identifying gender indicators in ICT initiatives can be an effective way to ensure that women's specific needs are taken into account in the planning process. While a rich body of gender indicators has been developed and used in areas like health, education, human rights, and human development, this is not the case for ICT initiatives. Nevertheless, gender indicators that have been developed and used through the years in other fields can be applied in the ICT field as well.

The following questions can help to keep the focus in setting gender and ICT indicators. In what way does the project:
- Contribute to changing gender roles and relations?
- Facilitate women's empowerment?
- Encourage the strategic use of ICT?
- Enable gender transformative policies?
- Create economic opportunities for women?
- Promote communications rights?

Remember that data should also be disaggregated by sex. This will say a lot about gender and ICT issues in the telecentre, including activities of users in the telecentres, training sessions received, participation in decision-making bodies, participation in content creation, etc.

Let us consider the quantitative and qualitative indicators used by GEM evaluators in the telecentres they work with. Each evaluation team dedicated time specifically to create their own indicators, according to their own evaluation objectives.

Telecentre	Evaluation questions	Quantitative indicators	Qualitative indicators
Afriklinks, Mali	1. What is the impact of a community telecentre on women who gained access to the services?	• Number of women trained • Number of women with new jobs • Number of women with better salary jobs • Number of women leading activities	• Type and level of ICT skills acquired • Kind of job and position achieved by women • Kind of responsibilities and activities that women lead
Colnodo, Colombia	1. How are ICTs being used to increase women's empowerment and foster mobilisation?	• Number of people using the telecentre daily (disaggregated by sex, age, occupation) • Number of pieces of content produced by women • Number of pieces of content produced by the telecentre which are of interest to women • Number of activities led by women • Number of networks formed around telecentre activities • Number of opportunities women had access to by using ICTs	• Type of networks formed, their actions and priorities • Type of content produced by women • Type of content produced by the telecentre • Type of activities developed by women in the network (campaigns, online forums, political participation, etc.) • Type of women's participation in the telecentre and in the community • Type of opportunities: training, jobs, education, funding, equipment, etc.

Telecentre	Evaluation questions	Quantitative indicators	Qualitative indicators
Ugabytes, Uganda	1. How has locally produced content affected women's access to ICT?	• Number of women and men developing content • Number of women and men able to locate desired content	• Suitability of content to men and women • Type of content most accessed • Type of content developed by women and men • Type of activities engaged in by women and men after actually accessing and using content • Type of skills women and men have in writing, IT, photos, etc.
	2. How do age and literacy levels influence women's access to ICT?	• Number of literate men and women and illiterate men and women that are accessing ICTs according to age • Age category of women and men that mostly access the telecentres	• Type of ICTs used by literate men and women and illiterate men and women. • Mode of access used by literate and illiterate men and women to different ICTs • Availability of support structures to aid access to ICTs to illiterate men and women

Telecentre	Evaluation questions	Quantitative indicators	Qualitative indicators
PhilCeC, Philippines	1. To what extent do existing services at the telecentres fulfill the information and communication needs of women and men who use them?	• Percentage of women and men and their level of agreement in terms of the CeC fulfilling their needs • Percentage of women who would continue to support the CeC • Percentage of women who will actively participate in the planning, operation, enhancement etc. of the CeC • Percentage of women and men who access the CeC for online government services	• Suggestions of women on how the CeC can be improved
	2. To what extent do women and men use the telecentre? For what purposes do men and women use the CeC?	• Percentage of women and men who access the CeC for available web content • Percentage of women and men who access the CeC improve personal relationships through communication	• Type of needs users feel the CeC can respond to, by sex

What can you learn from these examples?

These examples illustrate that each organisation was able to develop their own evaluation questions, according to their needs and their evaluation interests. This matrix helps us visualise the way indicators relate to evaluation questions. It also shows how to create indicators, both quantitative and qualitative, in relation to the evaluation question.

This matrix is a useful tool because it helps to visualise the links between the evaluation questions and the quantitative and qualitative indicators, the way they relate to each other and the manner in which they describe the information that is needed. Evaluators participating in this adaptation process found that this matrix helped them to be specific about the type of information they required to achieve their evaluation results.

Another point to note is that some questions already have a gender perspective, as they specifically address the situation of women's access to ICTs or have the aim of comparing women's and men's use of ICTs. The data gathered will help evaluators to see if there are gender and ICT disparities or problems at the telecentre.

4.2 Phase 2: Gathering information using gender and ICT indicators[29]
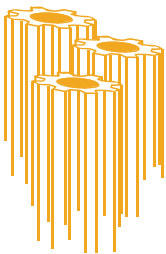
It is important to plan a detailed strategy for gathering information about gender and ICT issues in a project and to monitor gender and ICT indicators. This section aims to describe the process of collecting information and outlining effective methods in drawing out useful data and information for measuring the changes resulting from an ICT intervention.

4.2.1 Step 5: Selecting data gathering methods and tools

The objectives for information gathering are:
- To identify information gathering strategies adequate to the evaluation needs that take into account gender considerations using a variety of methodologies
- To categorise findings according to gender and ICT evaluation questions
- To gather and document stories/testimonies about gender issues within an evaluation
- To reflect critically on these findings and extract lessons
- To prepare the evaluation report to reflect this information.

4.2.1.1 Methods and tools to gather data to evaluate projects

The choice of a data gathering method should come after determining an evaluation's objectives and the evaluation questions. In order to obtain consistent and accurate information that can be verified, it is important to use a combination of several methods and not stick to one only. It is also important to collect both quantitative and qualitative data, so that results are complementary and one can achieve grounded information for a rigorous evaluation.

Some methods to consider are:

Records: Attendance records, logbooks, website statistics, activity records, etc.

Internal documentation: Project plans, annual plans, reports, minutes of meetings, photos and videos of meetings and activities. Evaluators are encouraged to consider

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[29] For more information see pages 107–127 of the GEM manual.

several matters to determine the veracity and usefulness of the documents and records they use as sources of information. These are:

- The history of the document: Why was it written, occasion, date, purpose, etc.
- Whether the document is complete, or if it has been edited
- The circumstances under which the document was produced
- The author of the document and her/his objectives when writing the document
- The voice or voices which are privileged within the document, if any
- If there are other documents that can help to verify the information or add to it.

Surveys / questionnaires: The use of these tools also needs careful planning. The content has to respond to the objectives of the evaluation.

Short surveys for users can be used weekly or once a month so as to measure use, increase in ICT skills, increase in content production and networking, and new opportunities. They can also be used to monitor how work is going on in the telecentre, the facilitators' performance, etc. People should be able to answer surveys in a few minutes.

Questionnaires should include more detailed questions or more in-depth questions. People should be able to give their opinion or ideas about activities and situations, together with their suggestions or recommendations if they think something should be changed or new activities are needed. Questionnaires should not take participants more than 20–30 minutes to complete. Questionnaires and surveys should be produced to gather data from telecentre users and non-users, from community members and from telecentre coordinators/managers/facilitators. Examples are provided in Annex 2.

Surveys and questionnaires include questions that are open-ended and closed-ended.

Open-ended questions are used mainly when you want respondents to answer with their own words and to be descriptive, give examples, tell stories or share their own opinions on a subject. They are also used when you are uncertain of the entire range of alternative responses.

Closed-ended questions are used mainly when there is need for specific information and to measure different situations and opinions that the telecentre initiative has direct influence over. The respondent has to choose between two or more alternatives, they can fill-in-the-blank, do rating scales, rank data, or consider multiple-choice answers. Closed-ended questions have to be clear, straightforward and should provide a number of alternatives to choose from.

When working on questions for survey or a questionnaire:

- Avoid leading or loaded questions
- Always ask for one piece of information, in order to avoid confusion
- Avoid wording that suggests an answer
- Use simple language that people can easily understand
- Avoid jargon, slang or abbreviations
- Avoid negative questions
- In closed-ended questions, provide a range of possible answers.

Surveys should have an adequate response rate so that findings help to make decisions or take action. It is best to review the response rate of women separately from the response rate of male respondents to better capture gender differentials in responses. People have time to fill in their surveys or questionnaires at the end of a workshop or at the end of their ICT session at the telecentre, and a good method is to use this opportunity so as to be able to gather a high number of responses that can be used to back up decisions.

Sometimes, using the survey or questionnaire and doing an interview to get the responses verbally can also be necessary as people may not always welcome completing a survey or questionnaire or their literacy levels may be low. This approach in administering a

survey or questionnaire can be useful when the respondents need someone to further clarify the questions. However, the person administering the survey or questionnaire in this manner would have to be very careful not to lead the respondent in giving answers that she or he thinks are wanted.

Individual interviews: interviews can be conducted face-to-face, online or by telephone. It is important to prepare a plan or guide for the interview with specific questions and to use the same format in all interviews so as to be able to compare answers and standardise data. Always remember to ask permission from the interviewee to use her/ his answers or to quote them when needed.

Individual interviews can provide rich and valuable data such as stories, opinions, and contextual information for the evaluation. Evaluators need to understand the context where the interview takes place and ensure that the data obtained is valid.[30]

Discussion or focus groups: it is useful to organise focus group discussions to evaluate a project. This method opens the floor to a guided discussion in a small group where people can share their opinions and ideas depending on who and how the groups are determined. In order to organise a focus group discussion take the following tips into account:

- Participants in focus groups need to know clearly the objectives of the meeting and what the facilitators and project holders will do with the results

- They also need to know the duration of the meeting and meetings should not take longer than 90 minutes
- The facilitators need to be skillful and need to know their job well so that they can run the meeting smoothly while achieving the objective of getting as much information as possible by encouraging participants to intervene in the discussion
- A set of questions should be prepared beforehand and the same questions should be used with the different focus groups, so that answers can be compared and conclusions become more obvious.
- Focus groups should not have more than 10–12 people per group to allow the involvement of all participants in the discussion
- Focus groups can be organised by sex, by age, by occupation, by social and economic background, by culture or race, or they can be mixed
- The composition of each focus group will depend mainly of the objectives of the evaluation plan
- Usually, focus group participants receive a small recognition from organisers for their time and effort, like an institutional souvenir, local products, a small allowance to cover travel costs and opportunity costs (such as not being able to work to earn an income while they attend the focus group)
- In most places refreshments are provided and can take the form of tea/coffee at the end of the meeting to acknowledge the participants' contribution to the evaluation.

Stories / accounts / testimonies:[31]
Storytelling is one of the gender-sensitive methods that has been used effectively to collect information about social processes and change. Stories are not meant to help collect data in order to generalise a trend or finding. They are meant to bring out specificities and a range of variables or influential factors that bring about a success or failure. Stories are especially useful when

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30 See "Example of an interview with users of computer centres" on page 70 and "Example of an interview with three telecentre facilitators" on page 71 in Annex 2 of this document.
31 See "Activity #9: Storytelling" in Annex 1 of this document.

there are extreme cases of success and failures and collecting these stories often help unearth critical lessons and insights. When using this method we should take into account:
- How the experience was chosen
- The storyteller's point of view
- The participation of other actors
- Barriers and problems
- Consent to use and disseminate findings.

When working with story-telling methodologies, the following aspects should be explored in the story:
- Context, the background of the initiative/ project
- Lessons learned
- Changes and transformations that were expected, perceived or achieved
- The role or influence of the project
- Gender and ICT analysis
- Access and control
- Power and decision-making
- Gender roles and gender relations
- Changes and transformations in these relations
- The vision for the future
- Women's empowerment.

4.2.1.2 Selecting methods for an evaluation with a gender perspective

Using GEM to evaluate a project means selecting methods that can help us to gather information with a gender perspective. Some tips include:
- Choose methods that are adequate and relevant
- Choose participatory methodologies
- Use different methodologies to prove, correct, and relate information from different sources
- Collect sex-disaggregated data
- Identify women participants as respondents
- Include questions on gender roles
- Pay attention to the context
- Keep a place for qualitative information.

A strategy for data gathering:
It is important to develop a strategy for data gathering. Before starting, the facilitator and the team have to be clear about:
- Their objectives and indicators
- The methods they will use
- Their information sources
- The time needed and the timing of the evaluation.

The chart below can help one visualise what to take into account when planning data-gathering:

Indicators	Information sources	Methods/Tools	Time/ Frequency
Take into account indicators defined in the evaluation plan	Where is the information coming from?	Define the methods and tools to be used	Establish timeline for evaluation
Distinguish types of indicators	Who should contribute information? How often and in how many different ways if more than one method of data gathering is employed?	Determine how the different methods and tools will help verify and triangulate the data collected	Establish the frequency for the application of the evaluation tools

Indicators	Information sources	Methods/Tools	Time/ Frequency
	Selection of respondents, participants in focus group discussions, people suitable for story-telling, etc.		Take into account the cost-effectiveness of the use of any tool

Example of selections of data collection and tools according to evaluation question and indicators

Deciding upon the appropriate data-gathering can be based on the indicators that were formulated in the previous phase. Based on these, one can define the type of data needed and the main sources of information.

Gender and ICT issue	Gender and ICT indicators	Data collection methods/tools
Involvement of women and men in content development	• Suitability of content to women and men • Number of women and men developing content • Number of women and men able to locate desired content • Type of content most accessed • Type of content developed by women and men • Type of activities engaged in by women and men after actually accessing and using content • Type of skills women and men have in writing, IT, photos etc.	• Registration records • Existing evaluation reports • Questionnaires to staff, management committees and project managers • Interviews to users • Observation

It is also important to list your data sources, so that you know beforehand how many people should be interviewed, how many hours or work days it will take you to complete all the interviews, how many people will do this field work, and how much will it cost you.

Sources of data for the evaluation study

Category of respondents	Number of people interviewed in Buwama telecentre	Number of people interviewed in Kawolo telecentre	Total
Telecentre manager and staff	7	2	9
Policy makers and implementers; local council one	8	12	20
Policy makers and implementers; local council two	1	3	4
Policy makers and implementers; local council three	4	3	7
Policy makers and implementers; management committee	3	8	11
Focus group discussions with women and girl users	12	12	24
Focus group discussions with men and boy users	19	11	30
Observation			
Review of existing telecentre records and documents	3 documents	1 document	4 documents

4.2.2 Analysing data from a gender perspective

When analysing data, look for information that is most frequently or more commonly provided. Look for similar answers, for information that coincides or supports other information, and identify tendencies and try to find if there is information that contradicts what is stated by some of the respondents in order to make sure that the information is reliable and to have a clear picture of the situation described.[32]

Organise the data properly. If data is organised, it can be revised, and verified

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[32] Charles Lusthaus et al. Enhancing Organisational Performance: a toolbox for self-assessment (Ottawa, Canada: IDRC 2001), 23
http://www.idrc.ca/openebooks/870-8/

easily through comparison to other sources. For instance, answers can be organised according to gender, age, occupation, position in the telecentre, leadership, main issues, secondary issues, etc.

When presenting the data, it is helpful to highlight the ideas, perspectives and opinions that are common to most of the participants. Also, taking into account answers that differ from those of the majority can lead to interesting insights. Be certain to quote comments that do not represent the perspective of only one person, and when selecting quotes, analyse extreme positions to consider their relevance to the process, and quote the kind of comments that several participants would support.

4.2.2.1 Preparing for data analysis from a gender perspective

As a first step it is important to review the evaluation plan, specifically the intended use of the data, the evaluation questions and the indicators. These three components of the evaluation plan will serve as guides in analysing data and preparing the final report.

In the analysis, look again at the evaluation questions and the gender and ICT indicators. Look for models and tendencies, spot contradictions, and organise factual findings. Look for changes in gender relations as a result of the initiative/project.

When interpreting the data go beyond it to add context, to determine meaning, and tease out substantive significance based on deduction or inference. When making judgments and finding values, determine the merits or value of the results, what is positive or negative, bad or good, desirable or undesirable. When looking for recommendations, consider the meaning of findings and its influence in future actions.

Examples of data analysis:
These are the results of a survey that took place among users of telecentres in Huaral, Peru. Let us consider the results of two of the questions made to these telecentre users:

Learning to use ICTs

How did you learn to use ICTs?	Men	Women
Attending ICT training sessions in the local council	3.1%	5.1%
In the telecentre, with the help of the coordinator	31.3%	25.6%
In a public cabin/cybercafe	28.1%	10.3%
At home	3.1%	5.1%
At school	31.3%	51.3%
At work	3.1%	0.0%

Internet use

What do you look for in the internet?	Men	Women
E-mail services	5.6%	9.7%
Messenger services	2.8%	9.7%
Chat services	5.6%	8.6%
Music or videos	8.5%	10.8%
Local news	9.9%	3.2%
National news	7.0%	2.2%
Information for economic activities	11.3%	4.3%
Information for school or studying	14.1%	31.2%
Job opportunities	14.1%	4.3%
Opportunities to study/courses/workshops	8.5%	15.1%
Commercial opportunities	9.9%	1.1%

When analysing these data, one should consider if there is a need to make more questions around the differences we find between men and women and see if there is a specific reason based on gender issues that explain these differences. Planning to make deeper inquiries in focus groups and interviews can help to complete the information and make a correct interpretation of the situation. It is also important to take into account the following aspects.

Socio-economic factors
The context where this survey took place has to be considered: a telecentre network in a rural area in Peru, where most families work on their own farms. Availability of internet access is mostly in the hands of the local telecentre and a few cybercafes.

Example #1
Most telecentre users, both men and women, have learned to use ICTs at school or in the telecentre itself.

Example #2
Except for women who look for information related to their studies, it seems that there

is not a strong interest that leads people to use telecentre services or, maybe there is nothing special in these services that attracts them to become more active users. This is something telecentre managers need to look at to plan their future services and actions.

Gender issues
Example #1
Why is it that there is such a difference between the number of men and women who got ICT training in cybercafes? Are there any social biases that prevent women from going to cybercafes? Do women feel that telecentres are "safer" places for them? Do telecentres have a policy to attract women to use their services?

Example #2
Why is it that so few women are interested in news and information? Is it because other media are the main source of information for them? Or because they are supposed to stay at home or work in the fields under the leadership of their male relatives and never have to make decisions on economic matters, so they do not need updated information on their trade?

Why are women so interested in studying? Is it because finishing secondary school or getting a degree would make them economically independent and would allow them to have a life away from family mandates? Would getting a degree make them more respected in the community?

Why is it that men are not interested in studying to the same extent as women? It is because teenage boys are expected to leave school and work in the fields to help with family income? Is it because men do not find another source of income outside from their farms? Is it because studying is for "sissies"?

Age issue:
It would be interesting to consider the age of users in a future data gathering project data gathering project, because this would explain why women are so interested in their studies. Is it because women users are mainly teenagers and young women? Maybe fewer older women are ICT users and that is the reason why so few women are interested in information about agriculture or the marketing of products. Older women should be interested in these matters, as they are the basis of their family economy.

What can you learn from these examples?
These examples show us that analysing data from a gender perspective can help one to consider how gender relations influence the outcomes of a project and the lives of the people involved in it. They also show that

many issues intersect to influence results, like age, access, socioeconomic factors, etc. Taking all these factors into consideration from a gender perspective allows project managers to make decisions in order to work for equal opportunities for both women and men and to overcome discrimination and barriers.

Decision makers need to understand that including a gender perspective when analysing ICT issues does not mean that other issues in the public agenda should be left aside. On the contrary, gender analysis should intersect in the analysis of all those other matters in order to look for real solutions. Also, it is important to consider how the manner in which women and men access technology is mediated by socio-cultural matters that can make their learning experiences differ. Training programmes should take this into account if they want to achieve positive results.

Analysing situations and matters from a gender perspective helps to broaden people's points of view and to realise that there are other ways of conceiving gender relations, with equity and inclusion. One has to understand that the reality we see depends on the lenses with which we look at them. Change will not be possible if facts are looked at with traditional lenses.

4.2.2.2 Achieve quality evaluations– Guidelines for evaluators

In order to achieve quality evaluations, evaluators should maintain high standards in their work and in the way they conduct the evaluation and relate with all stakeholders. Evaluators in different parts of the world have come together to discuss and come to terms with sets of guidelines and principles for evaluation work that are important to keep in mind when leading an evaluation or working in an evaluation team.

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[33] African Evaluation Association African Evaluation Guidelines 2000 (Nairobi, Kenya: AfrEA, 2001), 3
http://www.afrea.org/content/index.cfm?navID=5&itemID=204

Here are two sets of guidelines and principles that help evaluators to consider their conduct and the values that should guide their work in an evaluation process.

In 2000, the African Evaluation Association produced a set of guidelines to assist evaluators in planning evaluations, negotiating contracts and reviewing progress.[33] These guidelines are divided into four sections:

- *Utility:* The utility guidelines are intended to ensure that an evaluation will serve the information needs of intended users
- *Feasibility:* The feasibility guidelines are intended to ensure that the evaluation will be realistic, prudent, diplomatic and frugal
- *Propriety:* The propriety guidelines are intended to ensure that an evaluation will be conducted legally, ethically and with due regard for the welfare of those involved in the evaluation, as well as those affected by the results
- *Accuracy:* The accuracy guidelines are intended to ensure that the evaluation will reveal and convey technically adequate information about the features that determine features that determine how much the project being evaluated is merit worthy.

The American Evaluation Association has also created its set of guidelines.[34] These guidelines conform to a list of five principles:

- *Systematic inquiry:* Evaluators conduct systematic, data-based inquiries that adhere to the highest technical standards; explore strengths and shortcomings of evaluation questions and approaches; and, communicate approaches, methods and limitations accurately
- *Competence:* Evaluators provide competent performance to stakeholders. They possess appropriate skills and experience; they demonstrate cultural competence; their practice is within defined limits of competence and they continually improve their competencies

- *Integrity/Honesty:* Evaluators display honesty and integrity and they attempt to ensure them throughout the entire evaluation process
- *Respect for people:* Evaluators respect the security, dignity and self-worth of all stakeholders
- *Responsibilities for general and public welfare:* Evaluators take into account general and public interest. They include relevant stakeholders, balance client and stakeholder needs, examine assumptions and potential side effects, and present results in understandable form.

4.3 Phase 3: Putting evaluation results to work[35]

One of the principles of the GEM approach to evaluation is the importance of using what has been learned. The main intention of Phase 3 is to figure out how to act on the results of an evaluation. These results can serve different purposes:

- They can lead to more informed decisions on how best to design and develop the project
- They can be key to developing and implementing an effective plan to improve the project
- They can provide key results on performance, risks, and possible benefits that can be used for stakeholder interaction
- They can help to appreciate a project's performance and its incidence in the community when it comes to an end
- They can illuminate problems like gender discrimination or gender biases in the community that hold women back
- They can help to put an end to gender discrimination when it comes to access to education, health, basic rights, paid jobs, etc
- They can encourage a development initiative to be gender aware and inclusive so that the whole community benefits equally from the project.

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[34] American Evaluation Association AEA Guiding Principles Training Package (Fairhaven, United States: AEA, 2007), 3–4
http://www.eval.org/GPTraining/GP%20Training%20Final/gp.package.pdf
[35] For more information see pages 130–137 of the GEM manual.

4.3.1 Step 7: Incorporating learning into the work

The first step is to review the project's intended uses. It is also important to investigate if there were changes in the gender equity practices in the organisation.

To incorporate learning into work one must:
- Consider the evaluation as an ongoing and evolving process
- Be ready to make changes in the perspective and practice of evaluations
- Be ready to review the project or initiative's intended use
- Take into account the lessons learned on gender and ICT issues.

What if there are negative findings? Ethically, negative findings have to be fully reported. Most stakeholders are surely aware of the problems that exist in the project and will appreciate that they are brought to the surface and can be addressed openly. It is important to provide concrete suggestions for addressing these negative results. Drawing lessons from different experiences can help. It will be important to involve stakeholders in identifying obstacles and the way to overcome them.[36]

to recommendations that will strengthen gender equality practices in a project and the organisation as a whole.

When considering results and findings, one should:
- Take into account the gaps and omissions
- Consider the effectiveness of the methodologies that were used
- Consider whether the results were acceptable or unacceptable
- Consider whether more in-depth research should take place
- Consider whether there were unexpected results, and why
- Ask how you and your team feel about analysing data from a gender perspective: Do you think the project has gained by doing so? Why?
- Note whether the results illuminate other gender and ICT issues that need further study or research.

Feedback obtained during the evaluation process should be oriented to action and contribute to a decision-making process on the project's future regarding what changes should be made, what aspects or tasks should be enhanced or dropped, etc. Lessons learned during the evaluation should influence the formulation of new projects

4.3.1.1 How to use evaluation results and findings

Evaluators and stakeholders should be open to feedback, draw lessons from the experience, transform these lessons into knowledge and use them to promote change. Evaluation results should lead

to foster social change, especially when it comes to gender issues and gender relations.

GEM considers it a priority to identify specific and explicit gender issues in the evaluation. The results should influence the design and implementation of new projects, including a gender perspective in all steps.

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[36] Susan Lilley "How to deliver evaluation negative results constructively" (Chebucto Community Net, 1 January 2011)
http://www.chebucto.ns.ca/~lilleys/tips.html

They could influence decision-makers to establish gender policies in organisations, development projects, communities, public offices, project administration, etc. Results could also influence plans for ICT training and capacity-building with a gender perspective.

When implementing the recommendations that result from evaluations, the project holders should be able to prioritise those that need to be implemented in the short run and those that need more time to be carried out. Social change cannot be achieved immediately, but steps can be taken to encourage immediate changes. For example: one could encourage women to attend ICT courses by offering them for free or for a low fee so that their participation in the telecentre grows along with their access to opportunities and involvement in the community.

4.3.1.2 Gender equity practices in the organisation

When developing a gender plan, the women's empowerment framework can become a support guideline.[37] Any gender plan should integrate the following:
- Gender goals
- Gender objectives
- Strategies
- Methodologies and tools to integrate gender in projects
- Implementation of activities.

Having a gender plan integrated into the project could help an organisation institutionalise changes in their own gender policies if they have any, or create a gender policy if they do not. Many organisations now have their own gender policy.[38] They have been able to change their own gender practices, including those in the ICT field, by fostering change according to their internal needs and demands, but also setting models of organisational work in which gender

equity plays a key role. Another possible use of evaluation findings is to inform ICT policy advocacy work and lobby for women's rights in this field.

4.3.1.3 Planning a communications strategy to disseminate evaluation results

It is crucial to develop a fruitful communications strategy to inform stakeholders about evaluation results. This is the case because:
- It is important to share results and findings and tell others about the evaluation process and the influence results may have for institutional or public policies
- It is an ethical practice to ensure that those who contributed and those who could benefit from the evaluation have access to the findings
- Legitimacy for the project should be established
- There is an audience to engage in the ICT for development debate.

A good communications strategy helps to deliver results and link them to current concerns in the ICT field or to public policies for gender equity by providing concrete contributions to ICT development in the area, region or country where the telecentres work. There are key elements to consider in a communications strategy:
- The objectives should be clear: what is the context and who is the audience? Is there only one audience, or should there be differentiated communications products for different targeted audiences?
- What kind of message will be communicated? There are strategic considerations to keep in mind if the message is to stay consistent, interesting and durable
- What sort of tools and platforms will be used to communicate the message? Publications on paper? Online communications? Radio? A billboard?

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[37] See pages 33–38 of the GEM manual. Also see CARE's *Women's Empowerment SII Framework* http://pqdl.care.org/sii/Pages/Women%27s%20Empowerment%20SII%20Framework.aspx

[38] For example: here is a list on international donor agencies' gender policies: http://www.ifc.org/ifcext/sustainability.nsf/Content/WomeninBusiness_DonorPolicies

A combination of several media? The target audience and its context will answer these questions.

Is it possible to communicate social change? Storytelling is also a good way to communicate evaluation results that lead to change in people's and communities' lives. Real life stories or case studies show people responding to life's challenges. Stories that focus on people at the cutting edge or in places or situations where ICT access and use can open the way to crucial opportunities to address needs or solve problems can be used to tell others about an evaluation process where social change linked to gender relations was considered and discussed.

ACTIVITY GUIDES FOR GENDER SENSITIVITY/AWARENESS WORKSHOPS IN TELECENTRES

Activity 1: Introductory activity on gender and ICT issues

This is an activity to introduce discussion of gender and ICT issues in a team, group, organisation or community. It is simple and straightforward and offers participants the chance to express themselves freely and start discussion of issues and concerns that affect their daily lives. It also helps to map gender and ICT issues as perceived in the team, group, organisation or community.

Objectives:
- To get a sense of the extent of gender awareness in the team/group/organisation or community
- To get a first diagnosis of gender issues in the team/group/organisation or community.

Materials:
- Flipchart or blackboard
- Cards or sheets of paper, in different colours, if possible
- Colour markers
- Tape.

Timeline:
- Introduction: 5 minutes
- Individual work: 10 minutes
- Plenary discussion and conclusions: 30 minutes.

Methodology:
Participants are asked to answer two questions, using one card to answer each question.

First question: Are ICTs changing your life, the life of your community and your organisations? If so, how?

Second question: Do you find ICTs affect women and men differently? How?

The facilitator prepares a flipchart or blackboard to accommodate the cards, according to answers to each question.

Each participant reads the answer to the first question and hands in the card to the facilitator. Once all cards have been handed in, the facilitator clusters the answers according to their similarity. The same is done with the answers to the second question.

The group discusses the issues that arise. The facilitator leads participants to consensus, listing answers according to their importance for the group. The facilitator helps participants to become aware of the gender issues that exist in their telecentre and that have not been addressed yet.

Results:

The discussion can lead to solutions that could help the community or telecentre overcome gender gaps, discrimination, prejudices, etc. Participants are invited to think of next steps, to find answers to any concerns, and to work for social change and transformed gender relations in their telecentre and community.

Note: If the group is big (more than 15 people), it can be divided into pairs or into small groups of three or four people each.

Example of introductory activity:

(answers by participants in Buwama telecentre, Uganda, edited by facilitator to avoid repetition)

Are ICTs changing your life, the life of your community and your organisations? How? Give examples.

ICT:
- Make our communications easier
- Improve our research skills
- Help us to write reports and proposals
- Create new jobs
- Help in confidence building
- Make our presentations easier
- Build new links and relations
- Are used to access market prices
- Lead convergence between radio and internet
- Help to create networks and relationships
- Help to access information
- Help to increase our knowledge of technologies and computers

Do you find ICTs impact differently on women and men? How? Why?

Gender and ICTs:
- Cultural norms and values affect the way men and women access technology
- Men have more free time, so they can dedicate themselves to learn about computers, use the internet, other technologies, etc
- The level of education also affects women; men are more educated than women
- Women use more ICTs for leisure
- Income levels between men and women differ. Men are paid more, and women have difficulties to have money left to pay for connectivity and the use of computers
- Some women and women's groups use more computers than men
- Women take more ICT jobs than men
- Women have more communication skills than men
- Women need to dedicate time to learn and use computers, but it is not always possible due to women's role in the household
- Men need to see the positive results if women in the family learn to use ICTs
- Men need to understand women's needs and interests and be sensitive
- Lack of money stops both men and women from maximising their use of ICTs.

What can you learn from this activity?

There are two main conclusions that can be drawn from the answers. The first is that participants, most of whom were young people and telecentre users, had a positive view of ICTs and their influence in their lives and the lives of their organisations and community. The second is that participants were well aware of the main barriers that produced gender gaps in their community, including gender gaps in ICT use.

This activity shows the level of understanding of gender issues among participants and how these issues influence the way ICTs are accessed and used. It also shows the prevalent gender issues within a community. These results opened the way for evaluators and telecentre managers/coordinators/facilitators to plan activities using ICTs for gender equity, equal opportunities for women and men and women's empowerment in the community, including convergence with the local community radio station to address the issues in local language.

Activity 2: Photo gallery

This activity looks at women's and men's images in the media, especially in the press and in magazines (although images can also be taken from popular sites on the internet). The aim is for participants to discuss how the way they see themselves and others is shaped by the media–especially advertisements–and what they could do to overcome stereotypes and discrimination built by such imagery.

Objectives:

- To encourage people to look at the media with a critical eye. To think about how media imagery influences people. To discuss what the media shows and does not show, and why this is so. To think about other ways of representing women and men when we ourselves create our own print media or internet content. To discuss how the media portray women and men in relation to ICT.

Materials:

It depends on the number of participants, but usually it is necessary to put together at least five big wall charts with clippings from advertisements or articles from women's magazines, newspapers, men's magazines and general interest magazines. Photos and short snippets of text are important, especially those used in public relations. Each poster should have at least 12 to 15 clippings each. Sometimes the images are enough. On other occasions, it is interesting to add the text that accompanies the photo, be it the title of an article, a publicity slogan, etc. If possible, add images of women and men using ICT.

The posters have to be placed on the walls, in different parts of the meeting room, so that participants have space to circulate, stand in front of them, appreciate the images and messages, take notes, talk among themselves, etc.

Timeline:

- 5 minutes to explain the activity
- 20 minutes for group work
- 30 minutes for plenary and conclusions.

Methodology:

Participants are divided into groups of 3–6 people and invited to circulate in the room, standing in front of each wall chart and discussing its contents among themselves. One in the group should take notes, to report the group's opinions and conclusions in plenary. If the group is small, participants may be able to express themselves individually. If there were images of women and men using ICT, it is good to analyse these images in more detail.

When the groups go back to their seats, participants have to answer three questions:
- What catches your attention in these images?
- What kind of women's images were shown? And men's images?
- Do you feel represented by these images?

After considering the wall charts, each group discusses their ideas and agrees on conclusions that are presented in plenary. The facilitator works with participants to arrive at conclusions.

Example: Photo gallery activity at Santa Elena telecentre, Colombia

Questions:
- What catches your attention in these images?
- What kind of women's images were shown? And men's images?
- Do you feel represented by these images?

Participants were divided into four groups of 6–7 people each. Each group appointed one of its members to be a rapporteur. After considering the wall charts, each group discussed their ideas and agreed on conclusions that were presented in plenary.

Example: Photo gallery activity at Santa Elena telecentre, Colombia (cont'd)

Conclusions:

Publicity messages tell us that:
• People seem to be valued by the amount of expensive objects they possess
• Having many women makes men successful
• Physical beauty is a must for women
• Women are almost obliged to have a perfect face and body. There is a demand that they spend time and money in making themselves look beautiful
• To own the latest technology makes a person important
• Sex and vanity predominate
• Sexism wins
• People have to keep control over things or other people
• Men appear related to technology
• Common people do not feel represented by these images.

There is a need that women and men reflect and work together for:
• Progress both for women and men, overcoming consumerism and self-conceit
• A future where everyone has equal opportunities
• Making technology available for common people
• Changes in social relations, so that men and women work together for development.

What can you learn from this activity?

From this activity participants can learn to read the media critically, both text and images. But as images and audio are more powerful, their penetration in people's minds is stronger so it is important that participants learn to read the message behind them, especially images. By observation, participants should be guided to spot prejudices, stereotypes and discrimination, whether these are racial, by age or sex.

This activity encourages participants to see what kind of roles they are expected to play, what kind of looks they are expected to have, what things they are expected to buy, what goods seem to give people a higher social status if they purchase them, how women and men are portrayed, how women and men are shown in relation to technology, etc. Participants should use their critical perceptions to see what the real message is behind the images and discuss how these images influence their daily lives, behaviours, wishes and expectations. It will help them to discuss gender and power relations in society today.

Activity 3: What is gender? *(Part 1)*

This activity helps participants to spot gender issues in their daily lives. It helps them to start discussion on the different roles men and women are expected to play in society and what happens if these expectations are not fulfilled. It also helps to start seeking for change.

Objective:
• To clarify what is gender and spot stereotypes or prejudices in common thinking.

Materials:

Copies of the activity should be handed out to participants along with pencils or pens to fill in the blank spaces.

Timeline:
• 5 minutes for introduction
• 15 minutes for group discussion
• 30 minutes for plenary discussion and conclusions.

Methodology:
This activity is done in pairs. Each pair of participants will answer the questions quickly, with the first idea that comes to their minds, and fill in the blank spaces.

The facilitator will take the answers at random, so that everybody participates and the activity results light and fast.

At the end of the activity, participants are invited to discuss results in plenary. The facilitator may guide the discussion with the questions that follow at the end of the activity.

What is gender?

Questionnaire to hand to participants:

Part 1
1. The best thing about being a woman is…
2. A woman would never allow a man to…
3. Women would reject another woman if she…
4. Women would be praised by their parents if…
5. Girls don't…
6. Parents allow girls to…
7. Teachers expect girls to treat boys as…
8. Women feel ashamed when…
9. Parents expect their daughters to…
10. Women are allowed to…
11. They would make fun of a girl if she…
12. Men really want women to…
13. Women dream of…
14. Women don't like…

Part 2
1. The best thing about being a man is…
2. A man would never allow a woman to…
3. Men would reject another man if he…
4. Men would be praised by their parents if…
5. Boys don't…
6. Parents allow boys to…
7. Teachers expect boys to treat girls as…
8. Men feel ashamed when…
9. Parents expect their sons to…
10. Men are allowed to…
11. They would make fun of a boy if he…
12. Women really want men to…
13. Men dream of…
14. Men don't like…

Questions to animate plenary discussion:
• Do these answers say something about women's and men's behaviours being influenced by tradition or culture? How? Why?
• Do we see in these answers stereotypes or gender discrimination? Which answers?
• Do you think there is a way to overcome stereotypes and gender discrimination? What would you do to achieve this in your family, group or community?
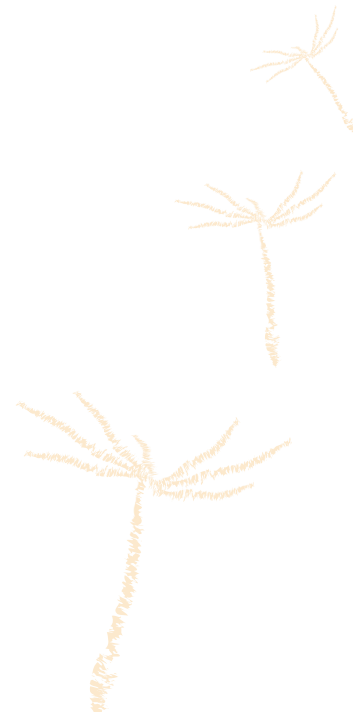
What is gender? (cont'd)

Conclusions:
Participants share their answers and discuss the issues that arise in plenary. The facilitator should guide participants to spot social and cultural barriers, as well as gender discrimination imposed by tradition. She/he should guide participants to think of ways of overcoming stereotypes and gender discrimination. The conversation should also lead to talking about gender roles and gender relations.

Activity 4: What is gender? *(Part 2)*

This activity helps participants to discuss their ideas about gender and share what they think, without being influenced by academic definitions.

Objective:
- That participants think for themselves about the meaning of gender and share this with others, without impositions.

Materials:
- Flipchart
- Markers
- Cards, in different colours, if possible
- Tape.

Timeline:
- 5 minutes for introduction
- 15 minutes for discussion
- 15 minutes for plenary and conclusions.

Methodology:
If the group is small, the discussion can take place in plenary and the facilitator takes note of main ideas in the flipchart. If the group is big, participants get a card where they can write their own ideas and then hand them to the facilitator. The facilitator clusters the answers according to similarities and to avoid repetition. After participants have shared their ideas about gender, the facilitator talks about academic definitions and shows similarities/differences with those that came up from participants.

What is gender? *(Part 2)*

In a plenary discussion, participants are asked to complete these sentences:

Gender is…

Gender is not…

Note: It is important to clarify what gender means, as people usually get confused. But it is also good that people think about their possible answers even if they feel they are mistaken.

The facilitator helps participants to come up with a definition of gender and then shares with them academic definitions of gender and compares them to what the group has thought. Then, they can go on discussing about gender roles and gender relations.

Note: Facilitators are invited to read "Basic gender concepts," in Gender Analysis, GEM manual, p. 25.

Activity 5: Role playing around gender roles and gender relations

Participants are invited to take part in a role-playing activity where they will represent women and men in different daily life situations in different settings. They will then discuss the outcomes, whether there were stereotypes or discrimination, and how they could overcome them and work for change in traditional gender roles and gender relations.

Objectives:
- To create awareness about how the expected gender roles and gender relations can create inequalities between women and men to access opportunities in life
- To find ways to overcome these inequalities.

Timeline:
- 10 minutes for introduction
- 20 minutes for group planning
- 20 minutes for presentations
- 10 minutes for plenary and conclusions.

Methodology:
Participants are invited to work in groups of four and represent a situation about how women and men relate to each other in daily life, in different settings: home, work, leisure time, community, and in relation to technology. The groups discuss and plan their role playing and then present it. Once all the groups have presented, a plenary discussion takes place to debate about gender roles and gender relations, inequalities, new men's and women's roles, working for change in gender relations, etc.

Facilitators could guide the discussion with these questions:
- Do people take traditional gender roles and gender relations for granted? Or do they look and work for change?
- Are there any changes in society that show that inequalities between women and men are diminishing? Which changes?
- What kind of decisions should be pushed at home, work, community, and society, so that equal opportunities for women and men can be real?
- And in relation to technology and ICTs?

Conclusions:
Participants discuss the contents of the role-playing activity and plan to work for change in their own communities to open the way for equal opportunities for both women and men, including ICT access and strategic use.

Role-playing: Gender roles and gender relations
(example of role-playing at workshop with Nodo TAU, Argentina)

Participants are divided into five groups of 5–6 people each. They were invited to present a daily life situation according to these descriptions:
- How men and women relate to each other at home
- How men and women relate to ICT in a telecentre
- How work is divided between men and women
- How women and men participate in social organisations
- How women and men behave at leisure time.

After the role-playing game, a discussion takes place. The facilitator could guide the discussion with these questions:
- Were there any difficulties in representing your role?
- Are there any solutions to the situation you represented, what should be done in order to overcome difficulties and work for change in gender roles and gender relations?
- What did you learn from this activity?

Role-playing: Gender roles and gender relations (cont'd)
(example of role-playing at workshop with Nodo TAU, Argentina)

Conclusions:
- There is usually a lack of real dialogue between women and men, many things are taken for granted and change is difficult to achieve
- Men love boasting, showing off
- Women play a double and triple role in their daily work
- Many women have low self-esteem
- Women's role at home is not considered valuable and she has to play multiple roles without any recognition
- Men do not usually listen to women, either at home or at work
- Men are more selfish and individualist
- Girls and boys learn from adults at home and imitate their behaviours
- Little importance is given to what women can learn
- There are discrimination and prejudices when it comes to training women
- Women have to stand for their rights, insist that they have to be respected. They must not keep silent
- At present, one can see important changes in traditional women's and men's roles. It is good to think about them and see how we react to these changes
- Men always have to do the hard work
- Many times men exert power over women and do not want to be questioned
- Men want to show they still keep control over their household, that they are "the man at home"
- People doubt if women are really well-qualified for a job or a task
- "A woman knows nothing about technology."

Participants decided to work for change in gender roles and gender relations in their group and start to contribute to changes at home, work and in the community.

What can you learn from activities 3, 4 and 5?
Participants are challenged to think of their daily life experiences regarding gender roles and gender relations and use their critical insight to represent situations where many behaviours considered common or "natural" are in truth blatant gender discrimination. From this activity we learn to use "gender lenses", so as to observe and listen to what is going on around us and see if equity and equal opportunities for women and men are respected and what kind of changes should be made in order to transform gender power relations or traditional roles.

Activity 6: Audio or video forums

This activity helps participants to listen to or watch situations where inequalities between women and men are shown and discussed and to analyse and see what they could do in order to find solutions and contribute to equal opportunities and equity.

Objective:
- To discuss about gender roles, gender relations and equal opportunities for women and men in society.

Materials:
Audio or short videos that present gender relations as they happen in daily life.

Timeline:
- 10 minutes for introduction
- 20 minutes to listen to audio or watch videos
- 20 minutes for plenary discussion and conclusions.

Methodology:
The methodology differs for audio and video activities.

Audio
Participants are invited to listen to an audio (interview, spot, short dialogue, etc.) that discusses gender issues. Then they discuss the situation they have listened to, pointing to stereotypes, discrimination, prejudices, and compare them to real life situations. In the discussion, they look for ways to overcome these situations.

Not more than four spots should be presented in a session. Facilitators could use the following questions to guide discussion:
- What goes on in the life of the characters?
- What would you do in such a situation?
- How would you end the conflict?
- Three possible solutions are presented. Which is the best one?

Note: It is important that facilitators are trained to guide these types of sessions. They must always be in control of the session, especially if controversial matters come up and generate discrepancies. Participants should accept rules of respect for other people's opinions. The facilitator should make clear that the group is not expected to come to conclusions, but that the aim of this activity is to encourage questions, opinions and awareness. A note taker is needed to write down comments and reactions.

Resources: Audios in English and Spanish can be found at Radio FIRE's site http://www.fire.or.cr/galeria_de_audios.htm

Video
Participants are invited to watch a video or movie that discusses gender issues. A selection of scenes can also be shown.

The facilitator can guide the discussion using the following questions:
- Are there any lessons in this video?
- What role do women play?
- What role do men play?
- Have you spotted any similarity to real life? Tell us about it.

Note: The same recommendations for the discussion of audio materials are valid here, too.

What can you learn from this activity?
Images and audio make it easier for participants to comment on what they have seen or heard. Images can show situations that perhaps group members or their relatives and friends are going through. By discussing what they see in the video, participants may find it easier to talk about the issues and at the same time preserve their privacy. For example: a group of women started to discuss how beauty stereotypes shown in the media influence intimate relations between women and men. They discussed this in relation to what they had seen in the video, but one could perceive they were going through similar situations in the relations with their partners.

Activity 7: GEM Snakes and Ladders game

This game should be played at the end of the gender awareness sessions, inviting participants to answer the questions and share their opinions and knowledge achieved during the previous workshops.

Objective:
- To reinforce concepts on gender issues that were discussed during previous workshops and share them in a pleasant manner.

Materials:
Game board and cards (available for download for free at the GEM website: http://www.apcwomen.org/gem/)

Timeline:
- 10 minutes for introduction and test
- 20 minutes to play
- 20 minutes for plenary discussion and conclusions.

Methodology:
This game should be played in groups of four people each. Each group gets a board, a set of cards with questions (20 in total), and dice. Players throw the dice to set who

GEM GAME

START

YOU LOSE ONE TURN

ANSWER

ASK THE PERSON ON YOUR RIGHT

SAY SOMETHING NICE AND ANSWER

ASK THE PERSON ON YOUR LEFT

YOU LOSE ONE TURN

GO BACK TWO SLOTS

YOU'RE SAFE!!

ANSWER

GO BACK 3 SLOTS

WINNER!!

GEM

starts the game and who follows. They have to follow the rules on the board. They place the cards in a pile, on the tail side and take one when their turn comes. The one who gets to the winner slot first, wins the game. The following questions are included in the set of cards:

- "Only women from low-income sectors are beaten by their husbands"–what do you think?
- Do you believe that women and men have the same opportunities and recognition at present?
- "Rights are only for men. Women belong to them, they are men's responsibilities and should obey them"–what do you think?
- Are only women discriminated against because of gender?
- Why do you think that a woman bears her partner's violence?
- What are stereotypes? Give examples
- We have learned about women playing three gender roles. Which are they?
- Do you think unmarried women cannot denounce a violent partner? Explain
- Explain in your own words what gender is
- Give examples of different types of gender violence
- What do you think of women's role in society?
- What kind of activities should take place to change sexism and its concepts in men and women? Do you really think this change is possible?
- Share with the group if you have seen or suffered gender discrimination and the type of solution you think may be possible?
- Is it true that men are violent only when they are drunk or doped? Why?
- Why did it take you such a long time to become acquainted with technology?
- Why is it that there are still few women studying or working in technology?
- Do women manage technology as well as men? Why?
- Who usually takes decisions in your family or community? Now that you have participated in all these workshops and discussions, do you see any changes?

- Have there been any changes in your life or in your way of thinking after participating in these workshops? Give examples, if possible.
- Do you see any changes in women's and men's roles nowadays? What do you think about these changes?
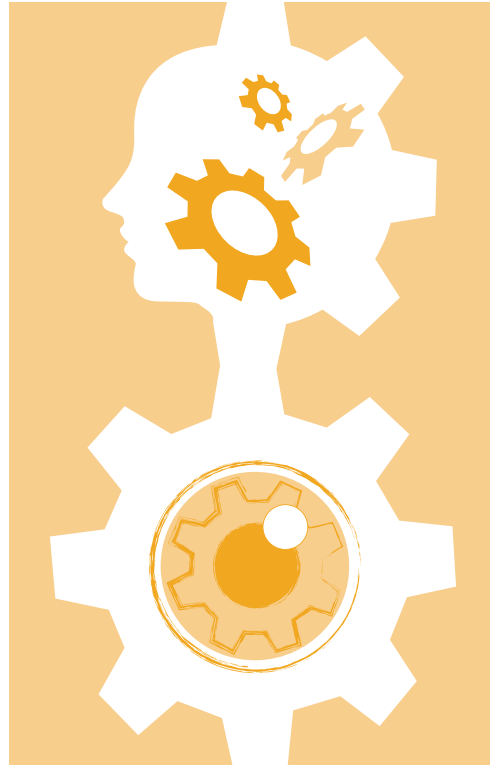
What can you learn from this activity?

- Results help telecentre coordinators/facilitators and their teams to spot the relevant gender issues in the telecentre and most probably in the community as well
- They also find out about how these relevant gender issues intersect with the prevailing ICT issues
- Though they might not understand gender theory, participants can spot the existence of gender discrimination and how gender roles and gender relations create barriers to women's and girls' full participation in community activities, including the telecentres

- Definitions coming from participants themselves will help to attract their participation in a process of social change and transformation
- Documenting the results of these activities in detail is important in order to be better able to build on the discussions and encourage brainstorming that will lead to defining the gender issues to be considered in the evaluation.

Activity 8: Problem Tree Analysis

This activity helps participants to identify gender inequalities in the telecentre and in the community and also failures in telecentre work. The small group discussions and the sharing of results in plenary motivate participants to look for solutions to change the situation.

Objective:
- To discuss gender and ICT issues and identify collectively the reasons behind gender and ICT inequalities in the community.

Materials:
- Paper with a tree drawn on it for each group
- Markers
- Masking tape.

Timeline:
- 10 minutes for introduction
- 20 minutes for group work
- 30 minutes for presentation in plenary, discussion and conclusions.

Methodology:
Trees are drawn on large pieces of paper and handed to each small group. These groups are made of men and women, maximum 5–7 people per group.

The groups receive a set of cards with the following text:
- Women in the community do not get ICT training
- The telecentre facilitator makes no effort to organise training sessions for women

- Women and men in the community know very little about the usefulness of ICTs
- It is important that the person in charge of the telecentre has been trained in gender and ICT issues
- The telecentre is not seen as important by the community
- During training sessions, women's participation is low and they very seldom ask questions
- The trainer uses no methodologies nor pedagogical skills to train women in ICT use, considering women's specific interests
- The telecentre coordinator has not received any training to improve her/his performance
- The telecentre coordinator worries too much about financial sustainability and because of this he/she dedicates little time to prepare the training sessions
- The telecentre has no local support, and nor has it engaged in partnerships to achieve its social and economic sustainability
- The telecentre coordinator has no social sensitivity nor makes any effort to plan actions so that the telecentre is seen as part of the community
- The telecentre coordinator does not receive a salary for her/his work and her/his income depends on what the telecentre makes with its services
- Mothers do not allow their children to go to the telecentre because they think it is a waste of time
- Senior women and men do not attend training sessions at the telecentre because they think it is of no use for them
- Young people are usually the ones who attend training sessions and those who have more ICT skills
- The telecentre coordinator works on her/his own, does voluntary work and does not look for partnerships to achieve social impact. She/he has a work plan that involves the community and gets people to consider the telecentre as a relevant organisation.

Each group places the cards where they think it is best:
- At the root, if participants think that the problems grow because of that reason
- On the trunk, if participants think the problems are caused by that reason
- On the branches, if participants think the problems are the effects of something else.

Each group is given time to discuss the issues and place the cards on the tree. If it happens that they are not sure where to place some cards, they can put them aside. Then, each group presents its tree in plenary, explaining why they placed the cards on it and why they left some aside (if any).

The facilitator works to arrive to conclusions, showing that there are situations that for some people are at the root of a problem, and for others they are a cause or an effect. She/he should explain that when facing a social problem, one has to identify the root of such a problem, so as to find a proper solution. If people get mixed up and they take root causes for effects, they will be looking for solutions at the wrong place and making mistaken decisions.

Example of Problem Tree Analysis activity at Santa Elena telecentre, Colombia

One of the groups presented this tree, where they identified the following problems:

The root:
- The telecentre coordinator works on her/his own, does voluntary work and does not look for partnerships to achieve social impact. She/he has a work plan that involves the community and gets people to consider the telecentre as a relevant organisation.

The trunk:
- Women and men in the community know very little about ICT usefulness
- The telecentre coordinator does not receive a salary for her/his work and her/his income depends on what the telecentre makes with its services
- Mothers do not allow their children to go to the telecentre because they think it is a waste of time
- Women in the community do not get ICT training
- The telecentre has no local support, and nor has it engaged in partnerships to achieve its social and economic sustainability.

The branches:
- It is important that the person in charge of the telecentre has been trained in gender and ICT issues.

The telecentre coordinator/facilitator/administrator and her/his team can gather all the groups' conclusions and work with them to formulate the gender and ICT issues and other issues they spot in the telecentre to formulate the evaluation questions.

What can you learn from this activity?

There are several lessons coming from this activity and we can divide them into direct and indirect lessons.

The direct lessons that result from this activity show that participants are able to think about the roots of problems in the community, including gender issues and to talk about the possible causes of problems and their effects. As they all draw the tree together and write their perceptions on its root, trunk or branches, they are able to obtain a clear picture of what they are thinking and what their aim should be to overcome barriers and discrimination and work together for inclusion.

The indirect lessons have to do with what people have learned about how to come to agreements and build consensus. In the experience of the Colombian telecentres this was a difficult process because there were participants who had never taken part in a debate of ideas and opinions and were not able to search for consensus. Telecentre coordinators/facilitators had to face tense situations and lead participants to create debate rules, including respect for other people's opinion, acceptance of diversity, and learn how to exchange ideas in good terms. Then, participants had to learn that it was not a matter of "winning" or "losing" an argument, but that it was positive to be able to work for consensus and be able to come to terms with other people's points of view.

This process helped all participants to reflect on the importance of understanding the kind of challenges that people have to face in daily life and the need to find solutions in consensus with family members, neighbours, other people in the community in order to build new relations, with respect for everybody's rights

Activity 9: Storytelling

Objective:
- Participants learn about the storytelling methodology and how to narrate the story to others.

Materials:
- None

Each group receives the following guidelines:

Each group will think of a story for its project.

To build the story, the following groups of questions must be addressed:
- What is the story about?
- Whose experience is narrated?
- Who will feature in the story?
- Who is affected by the story?
- Does it focus on a specific group of women, excluding others?
- Who tells the experience?
- Why is it important? And why is the story important to the narrator?
- Has the narrator been an observer or active participant in the experience?
- Which is the narrator's role and position in the organisation, community or project?
- Besides the narrator, who else is in the story?
- What is their intervention?
- Are there women in the story? Who are they?
- How do women participate in the story?
- Are there any obstacles to the narration of the story? Why?
- Will the story place other people in an uncomfortable situation?
- Will the story benefit or harm some persons more than others?
- Do women feel safe so as to tell their stories and experiences?
- Which steps can be taken to create a safe environment for narration?

Each group decides on the best tool to narrate the story.

Each group presents in plenary. There is a plenary discussion after presentations.

Timeline:
- 5 minutes for introduction
- 20 minutes to prepare the story and plan presentation
- 20 minutes to present and plenary discussion.

Methodology

Participants are divided in small groups and plan the story by looking for answers to the questions in the guide. Then, they decide the best way to tell the story to the other participants, in plenary. They can tell the story by interviewing the storyteller for a TV show or a radio programme, they can plan a role-playing game, etc.

What can you learn from this activity?

Participants learn how to approach storytelling, planning carefully how they will gather stories, learning how to interview people for an in-depth conversation, and then analysing the materials they were able to obtain to select those aspects of the story that are useful to evaluate the project.
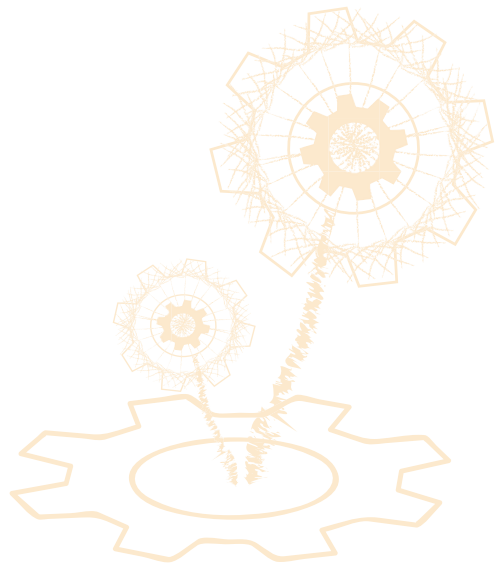
GUIDES FOR QUESTIONNAIRES, SURVEYS AND FOCUS GROUP DISCUSSIONS

Example of a questionnaire for users and non-users
(Example from telecentre evaluation in the Philippines, 2008, by the Philippine Community eCenter Network, which was administered face-to-face)

Part 1: General questions

A. Form #: _____

B. Date of survey: _____

C. Time of collection: _____

D. Data collection group: _____

E. Name of data collector: _____

DEMOGRAPHIC DATA

F. Name of respondent: _____

G. Sex: ☐ Male   ☐ Female

H. Civil status:
    ☐ Single   ☐ Married   ☐ Widower   ☐ Separated

I. Age range:
    ☐ 14 – 20   ☐ 21 – 27   ☐ 28 – 34   ☐ 35 – 41   ☐ 42 – 48   ☐ 49 – 55
    ☐ 56 – 62   ☐ 63 – 70

J. Name of barangay:[39] _____

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[39] In the Philippines, a barangay is the smallest administrative division, equivalent to a village or district.

K. Number of years living/working/studying in this town: _____ (write the number of years)

L. Number of people in household
☐ 1-3　　☐ 4-6　　☐ 7-9　　☐ 10 or more

M. Source/s of income of family (check all applicable)
☐ Farming/agriculture
☐ Business/retail/sari-sari store/market
☐ Government employee
☐ Private employee
☐ Transport (driver, operator, mechanic, etc.)
☐ Pensioner
☐ Labourer (construction, laundry, cook, household help, etc.)
☐ Overseas remittance (specify) _____
☐ Others : _____

N. Total monthly household/family income
☐ P 2,000 and below
☐ P 2,001 – 4,000
☐ P 4,001 – 6,000
☐ P 6,001 – 8,000
☐ P 8,001 – 10,000
☐ P 10,001 and above
☐ I do not know

O. How do you usually get your daily news? (choose all that apply)
☐ Newspapers
☐ TV
☐ Radio
☐ Cell phone
☐ From talking to neighbours and friends
☐ Internet
☐ Bulletin boards
☐ Others (please specify) _____

P. Educational attainment
☐ Some elementary
☐ Elementary graduate
☐ Some high school
☐ High school graduate
☐ Some college/vocational
☐ College graduate
☐ Post-graduate
☐ No formal education

Part 2: ICT & CeC related questions

1. Are you aware or know about the Community eCenter here in Binalonan?
☐ Y
☐ N

If the answer to #1 is
☐ Y (move to Question #4 and those following)
☐ N (move to Question #2 and 3)
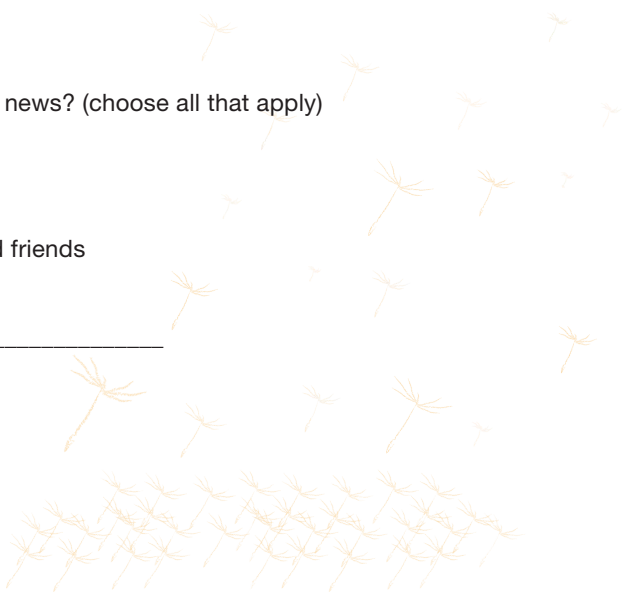
2. If the answer to #1 is NO, why is it that you do not use CeC services?
    - ☐ No time
    - ☐ I am using other internet services
    - ☐ The CeC is too far from my place
    - ☐ I have no use for the CeC's services
    - ☐ Cannot afford to pay
    - ☐ I don't know how to use computers
    - ☐ I have no one to go with me.
    - ☐ I'm not allowed to go there.
    - ☐ Other reasons: (please state) _____

3. If the answer to #1 is NO, what would make you go to the CeC?
    - ☐ If they make the services free
    - ☐ If they make the services more affordable
    - ☐ If they can really explain and convince me about the value of using the CeC
    - ☐ If they will have a CeC near to where I live
    - ☐ I do not know
    - ☐ Others (please state) _____

4. If the answer to # 1 is YES, what services in the CeC did you use? (choose all that apply)
    - ☐ News portal: (please state)
    - ☐ Research
    - ☐ School reports or projects
    - ☐ Web surfing
    - ☐ Job hunting
    - ☐ Chatting with friends and acquaintances
    - ☐ Downloading music and other files
    - ☐ CD burning
    - ☐ Fax (incoming)
    - ☐ Tracking remittances
    - ☐ Printing services
    - ☐ Typing/word processing/Word
    - ☐ Powerpoint
    - ☐ E-mail
    - ☐ Scanning
    - ☐ Designing of programmes, brochures, invitations
    - ☐ Computer training/tutorial
    - ☐ Xerox
    - ☐ Others (please specify) _____

5. How many times have you visited the CeC in the last six months?
    - ☐ Once
    - ☐ 2-5 times
    - ☐ Once a month
    - ☐ Once a week
    - ☐ Daily to several days a week

6. Which of the following chat programmes do you use? (choose all that apply)
    - ☐ Yahoo Messenger
    - ☐ Chikka
   - ☐ Google chat
    - ☐ Skype
    - ☐ Person.com
    - ☐ None _____

7. Which of the following social networking programmes do you use? *(choose all that apply)*
   - ☐ Friendster
   - ☐ Facebook
   - ☐ Multiply
   - ☐ Wayn
   - ☐ Tagged
   - ☐ None _____

8. Which free e-mail programmes do you use? *(choose all that apply)*
   - ☐ Yahoo Mail
   - ☐ Gmail *(Google)*
   - ☐ Hotmail
   - ☐ MSN
   - ☐ None _____

9. Have you benefited from e-government information and/or services in the CeC?
   - ☐ YES *(Proceed to #10)*
   - ☐ NO *(Proceed to #11)*

10. If the answer to #9 is YES, which e-government services did you use?
    (choose all that apply)
    - ☐ Application/renewal of business permit
    - ☐ Check list of passers and other information in PRC or Civil Service
    - ☐ Downloading forms from BIR and other government agencies
    - ☐ Check GSIS or SSS loan status
    - ☐ Order birth certificate from NSO
    - ☐ Renewal of passport
    - ☐ Others *(please specify)* _____

11. Have you ever tried buying or selling something online (e-commerce) using the CeC?
    - ☐ YES *(Proceed to #12)*
    - ☐ NO *(Proceed to #13)*

12. If the answer to #11 is YES, which of the following have you done? (choose all that apply)
    - ☐ Buy or sell items or products in sites such as eBay, Amazon, eBili or other websites
    - ☐ Booking an airline ticket *(e-ticket)*
    - ☐ Booking seafare *(for example: Superferry)*
    - ☐ Booking a hotel or travel package
    - ☐ Paying for web services *(for example: Flickr, iTunes)*
    - ☐ Others _____

13. What is the most important thing about using computers and the internet?
    (Present choices to respondent, only one answer required)
    - ☐ Having knowledge in using computers and internet is important to get a good job
    - ☐ It is a way for me to communicate with my family and friends
    - ☐ It is a way for me to meet new people
    - ☐ It provides a way for me to better access government services
    - ☐ It gives me the opportunity to bank, and to do business online
    - ☐ It gives me a voice, and a chance to participate in decision-making
    - ☐ It is a way for me to learn new things and gain knowledge
    - ☐ It gives me an opportunity to earn more money, or to help my business
    - ☐ Others _____

14. Have you ever influenced or convinced someone else to go to the CeC? If so, who? (please choose all that apply)

☐ Nobody   ☐ Co-worker
☐ Spouse   ☐ Child
☐ Boy/girlfriend   ☐ Parent
☐ Friend
☐ Classmate
☐ Relatives
☐ Others

15. What suggestions would you make in order to make the CeC services better and more responsive to your needs? (Write the responses down verbatim)
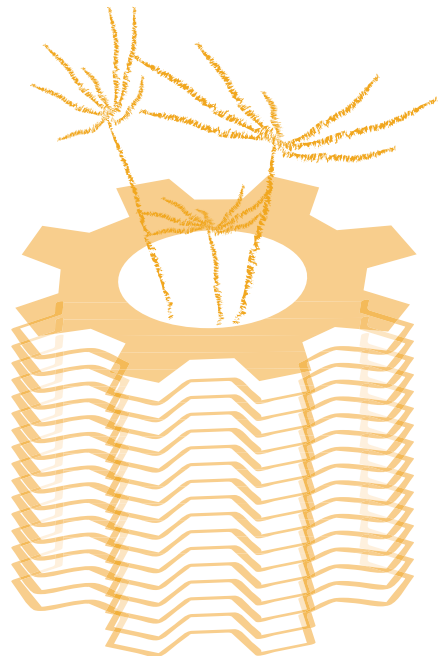
Example of a questionnaire for telecentre coordinators/managers/facilitators
(From telecentre evaluation in Colombia, 2008-2009, by Colnodo and the Universidad Autónoma de Occidente)

1. Full name _____

2. Age:
   ☐ Under 14 years old
   ☐ Between 14 and 26 (young persons)
   ☐ Between 27 and 35 (young adults)
   ☐ Between 36 and 45 (mid-age adults)
   ☐ Between 46 and 60 years old
   ☐ More than 60 years old (seniors)

3. Marital Status:
   ☐ Single
   ☐ Married
   ☐ Free Union

4. Number of Children: ____

5. Level of Education:
   ☐ Basic School
   ☐ High School Complete
   ☐ High School Incomplete
   ☐ Technical
   ☐ Technological
   ☐ University
   ☐ Post-graduate
   ☐ Other qualifications
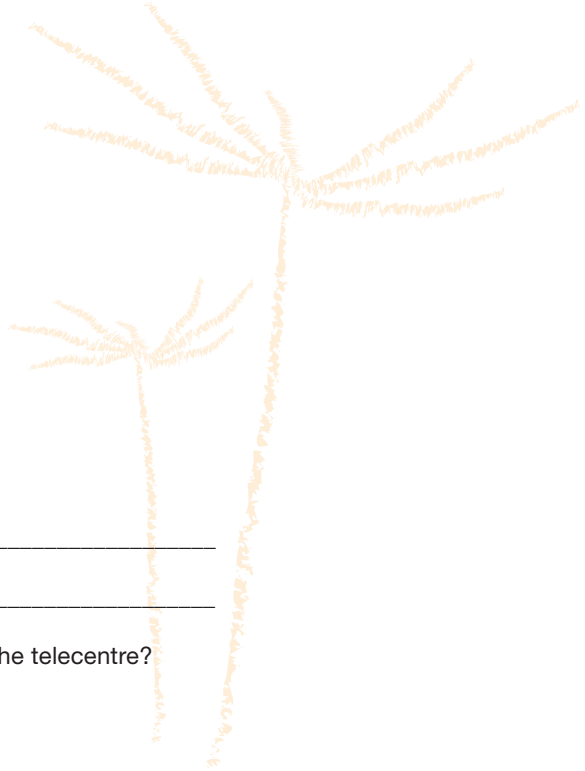
   Institution: _____

6. E-mail: _____

7. How long have you been working in the telecentre?
   ☐ Between 3 – 6 months
   ☐ Between 6 months – 1 yr
   ☐ Between 1 – 2 yrs
   ☐ Between 2 – 3 yrs
   ☐ More than 3 yrs

8. Which do you consider are the main five qualities or abilities that a telecentre manager must have? Why?

   _____

9. Why did you become a telecentre manager?

   _____

10. What were your expectations and motivations when you started working as telecentre manager? Were they met? How?

_____

11. Since you begun to work in the telecentre, what changes have taken place in your life?

_____

12. Who do you believe are the telecentre's main users?
    ☐ Boys and/or girls
    ☐ Young people (women or men), mixed
    ☐ Adult women
    ☐ Adult men
    ☐ Adult men and women
    ☐ Senior
    If a combination of the above, which ones? _____

13. Of all the above, with whom have you worked better? Why? With whom would you like to work more often?

_____

14. What are the main tasks or reasons that users have for visiting the telecentre?

_____

15. Does your family support you as you carry on your telecentre management job? In which ways do they, or do they not, support you?

_____

16. Do you know what having a gender perspective is? Before participating in the GEM workshops, had you ever heard about it? What did you know or had you heard?

_____

17. Which were your expectations when you started the GEM process? Were they met? How?

_____

Example of an interview with users of computer centres
(Questionnaire used in Huaral telecentre network, in Peru, 2008-2009, by CEPES)

1. General information
   - Age
   - Sex
   - Main occupation
   - Do you use irrigation?

2. Gender roles in agriculture (for those who have not said they are farmers):
   - Apart from the occupation you mentioned, do you carry out farming activities? *(please explain)*
   - Do you play any decision-making roles?
   - What kind of division of work and roles takes place in the production process?

3. Use/consumption of information (information needs related to occupations):
   - What decisions do you have to take in your occupation?
   - At what times?
   - What difficulties do you face in making these decisions?

4. Information-seeking behaviour for these needs (sources of information, media, etc.)
   - What information do you need to solve these problems?
   - And to make the decisions you have to make? (use what was said by the interviewee)
   - How do you get this information? Do you actually find it? Is it difficult for you to find it? Is it useful?
   - What kind of information do you need, but are unable to get?
   - What person(s) or organisation(s) do you think could give you that information?
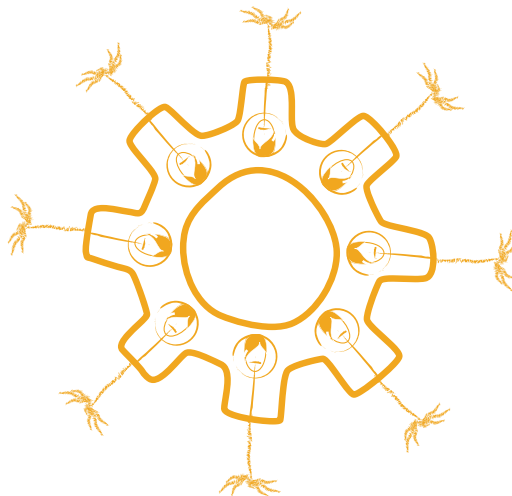
Example of an interview with three telecentre facilitators

(Interview with telecentre facilitators, Philippine Community eCenter Network, 2009, Philippines)

1. Did the GEM workshop meet your expectations? Why or why not?
   M.A: Yes it did, because I was able to learn a lot of things. I thought before that what I was doing to promote community telecentres was enough, only to find out that it wasn't! I still need to promote more, about the services we offer to different sectors in our community. I also came to know what the ICT needs and wants of males and females in our community are, and that we can be of help.
   E.A: Yes, because the tool to evaluate the functionality and gender sensitivity issues of the community telecentres were met. The data gathered using the GEM tool gave us more scientific and realistic results.
   L.H: I was satisfied with the outcome of the training. I can apply what I've learned in my daily activities and I can also disseminate the information to all my friends.

2. What suggestions would you make regarding the use of GEM for community telecentres in the Philippines?
   M.A: As a telecentre manager, I believe it is important for all the telecentres in the Philippines to adopt GEM since it can help us find out what the needs and wants of our male and female clients are. We'll know how to reach and how to be of greater help to them. In this way, we can serve them better.
   E.A: The data gathering tool should not be used only for Bato and Binalonan telecentres but it should be utilised also in places like highly urbanised areas and rural areas for an assurance of realistic answers which will eventually direct/lead the Administration of this telecentre programme for its development, maintenance, sustainability and functionality.
   L.H: I would like to suggest that this type of workshop must continue, and that there are more chances to conduct seminars and trainings, so that many people, especially in the rural areas will have the knowledge regarding information and communication technology. This kind of training enables people to connect and communicate with their loved ones abroad, to research for any projects in school and gain equal respect between men and women.

Examples of closed-ended and open-ended questions

(Examples from questionnaires by Colnodo and Universidad Autónoma de Occidente, 2009)

In this example of a closed-ended question, notice the wide number of activities telecentre users can choose from:
1. What services in the telecentre did you use? (choose all that apply)
   - ☐ Research
   - ☐ School reports or projects
   - ☐ Web surfing
   - ☐ Job hunting
   - ☐ Chatting with friends and acquaintances
   - ☐ Downloading music and other files
   - ☐ CD burning
   - ☐ Fax (incoming)
   - ☐ Tracking remittances
   - ☐ Printing services
   - ☐ Typing/word processing/Word
   - ☐ Powerpoint
   - ☐ E-mail
   - ☐ Scanning

This is another example of closed-ended question, where people are asked to choose an answer out of a pre-set list of responses:

2. Age:
   - Under 14 years old
   - Between 14 and 26 (young persons)
   - Between 27 and 35 (young adults)
   - Between 36 and 45 (mid-age adults)
   - Between 46 and 60 years old
   - More than 60 years old (seniors)

The following are examples of open-ended questions. Notice that questions can be broad, or quite precise:
   - What are the main five qualities or abilities that a Telecentre manager must have? Why?
   - Why did you become a telecentre manager?
   - What were your expectations and motivations when you started working as a telecentre manager? To what extent were they met and how?
   - Since you started working in the telecentre, what changes have taken place in your life?
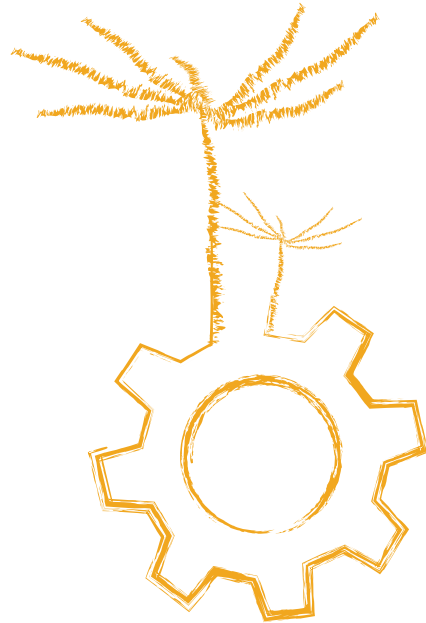
Example of questionnaire used in focus group discussions

(Example from Philippine Community eCenter Network and in Colnodo, 2008-2009)

1. What ideas, thoughts and feelings come to mind when you hear about the word "internet"?
2. How many of you are aware of and have been to the Community eCenter? Why and why not?
3. Based on what you saw or heard, what do you think goes on in the CeC?
4. What do you think are the positive aspects of using the internet? How about the negatives?
5. Can you share specific instances or experiences wherein you have used the internet in the CeCs? What happened to you as a result of your use of the CeC?
6. What services do you want the CeC to offer, which would be of value to your work? Your daily life? Your community?
7. What will make you go to and use the CeCs often?
8. What role do you think CeCs should play in your community, if any?
9. What suggestions can you give in order for the CeC to improve its services or to be more responsive to your needs, and that of your community?
10. Do you think that the CeC can play a role in empowering women in your community? What role/s would that be?

Examples of focus group questions with a gender perspective

1. Does ICT access and use depend on age, sex or beliefs?
2. What kind of gender issues do you identify in your community?
3. Do you think that telecentre activities can contribute to gender equity in the community? Why?
4. Do you think GEM workshops had an impact in your community? What kind of impact?

Example of storytelling

(Example from Philippine Community eCenter Network, Philippines, 2008-2009)

Reflection of a data collector:
Ms. Celina R. Adaron is one of the data collectors of the Bato, Leyte's telecentre, working on the project "Adaptation of Gender Evaluation Methodology–GEM". As a data collector, she participated in two training sessions: the gender sensitivity training session and the data collectors and local mentors training session.

She shares that through these training sessions she realised that men and women by nature were created equally, but because of the standards that were set and practices in the society there are inequalities and gender biases between the roles, duties and responsibilities, division of labour, rights of men and women, etc. She also gained new sets of information on how to formulate an effective data plan based on the different workshops and discussions.

Further, she shares the conviction that it is not easy to deal with individuals who possess different characteristics. It took a lot of patience on their part as interviewers just to acquire relevant information from the respondents. She learned that most of the people in Bato were not aware of the existence of the CeC. In fact, a majority of the respondents did not know how to use and operate computers.

ICT has some connections with gender issues. Studying the reasons why there was inequality of percentage between men and women with regards to computer access should be done in order to create solutions or remedies for the nation's progress. This defines even more the importance of the role of the CeC as it plays a very significant part in the development of the nation.

What can you learn from this example?
In this example you can see that participating in a GEM workshop has helped this data collector to become aware of gender issues in her community and in daily life. It is interesting to read a story that is told in simple words and talks about the difficulties of being a data collector and the main findings this person was able to register.

This story tells us that:
Data collectors have to receive training in order to do their job properly. They also have to be able to synthesise in a few words those results that they consider important for the evaluation. The experiences of the data collectors' are also an interesting information source that can add validity to the evaluation.

Tips for creating a good survey or questionnaire[40]

Write the questions:

Make a list of all the information needed for the evaluation, and write down the questions. Revise this list and select the key questions and the secondary questions (those that will give you additional information). Refine the list. Surveys and questionnaires should not be long. Respondents should be able to answer in 15-20 minutes at most.

Formulating questions:

Once the questions are listed, they have to be organised according to different categories or topics, so that respondents are able to follow a logic and structure when responding. You have to put them in order and number them. You can also arrange them in sections, to facilitate people's answers. For example: the survey or questionnaire can start asking personal data, then go to general matters and then to specific matters or issues.[41]

Questions should be formulated using different designs, like open-ended or closed-ended questions, multiple choice answers, fill-in-the-blank answers, scales, comments, etc.

Testing questionnaires

Questionnaires should always be tested with a small group of people. This will help to see if the questions are easily understood, if people have answers to these questions, if questions are too vague or too detailed or personal. The questionnaire has to be discussed with the group to see if there should be any changes. It can be revised and tested again, if there is need to do so.

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[40]   Lusthaus et al., 93–119
[41]   See the "Example of a questionnaire for users and non users" on the first page of Annex 2.

PIONEERS IN GENDER EVALUATION IN THE ICT FOR DEVELOPMENT SECTOR

We are committed and experienced gender evaluation practitioners who provide monitoring, evaluation and planning services for organisations to ensure that their efforts are impacting favourably on the lives of girls and women in their communities. We have a strong focus on building capacity in integrating gender and development in ICT-related or ICT-enabled initiatives in developing countries.

We are gender evaluation specialists within the Association for Progressive Communications (APC)–the world's oldest online network working for social change and gender equality. We created the Gender Evaluation Methodology for Internet and ICTs (GEM) which has been used by hundreds of development initiatives around the world since 2002.

We are a multicultural and multilingual team and have built our reputation on:
- Integrating gender into project planning
- Mentoring and capacity-building in gender evaluation
- Effective collaboration with government agencies
- Supporting organisational change and network building
- Evaluation of information and communication and technology projects particularly ICT for development.

We have extensive experience, expertise and established presence in developing countries in Africa, Eastern Europe, Latin America and in parts of Asia, particularly South Asia, Southeast Asia and East Asia.

The evaluation of gender dimensions is an important part of project design because achieving gender equality contributes to development effectiveness and social change. We help our clients understand the gender issues at stake in their projects and contexts so that they are able to develop plans that can respond to the different needs of women as well as men.

What we offer our clients:

- Facilitated self-evaluation and external evaluation
- Gender-sensitive project design and planning
- Quality assessments
- Gender Evaluation Methodology training
- Gender sensitisation training
- Digital storytelling training for evaluation.

For more information on our products and services and fees, please contact:
gemsolutions@apcwomen.org or visit www.genderevaluation.net/gemsolutions

The establishment of telecentres is a common approach to enabling access to information and communication technologies (ICTs) in rural communities.

Telecentres have also become collective spaces which can foster action to improve gender equality by providing access to information, by creating employment opportunities, by ensuring that women appropriate technology toward their own ends, and by creating a friendly environment where women can have their voices heard.

The *Gender Evaluation for Telecentres* guide reflects the collective lessons from telecentres in Colombia, Mali, Peru, the Philippines and Uganda, all of which used APC's *Gender Evaluation Methodology for Internet and ICTs* (GEM) to strengthen their gender perspective in project planning, monitoring and evaluation.

Use this guide to obtain ideas of what is possible within existing resource constraints, to identify workable solutions for common telecentre challenges and to promote a "learning for change" culture within your project or organisation.

This is a complementary guide to the GEM manual which was developed by APC within the APC's women's programme after we began investigating the impact of our work in 2000. We asked... What changes are empowering women? How are these changes being measured? What role do ICTs play in these changes? How do these changes shift gender relations between women and men?

20 APC

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