GEM FIELD TESTING PROCESS

IN LATIN AMERICA

Report, May 2002-December 2003

Introduction

The Gender Evaluation Methodology (GEM) had several uses in the field testing that took place in seven projects in five Latin American countries (Mexico, Colombia, Ecuador, Bolivia and Brazil) between May 2002 and December 2003. The field testing process included a series of training workshops in the use of the GEM tool and in the comprehension of the GEM framework.

The **seven projects** involved in the field testing were the following:

Modemmujer, feminist communications and information network, México City, México
Gender and ICTs in Telecentres, in Bosa and San Cristóbal (Bogotá, Colombia), in coordination with ATI (Asociación para el Trabajo Interdisciplinario) and Colnodo, APC member in Colombia.
Community Communications Project, in Colinas del Norte, in coordination with Chasquinet, in Quito, Ecuador.
Gender Training, in Federación de Barrios, in coordination with Intercom-Ecuanex, in Quito, Ecuador;
Communications with Equity, in Fundación ERPE, Riobamba, Ecuador, in coordination with Intercom-Ecuanex;
Evaluation of information bulletin, creation of new web page and strengthening of network, AMARC Women's Network in Latin America and the Caribbean, regional, Bolivia and Ecuador;
Gender and ICTs in women's education network, Rede Mulher de Educacao, Sao Paulo, Brazil.

The **uses of GEM** were the following:

Gender Sensitisation workshops: in Federación de Barrios, Colinas del Norte and Riobamba (Ecuador); in Bosa and San Cristóbal (Bogotá, Colombia), and Sao Paulo (Brazil).

Evaluation of products and work: in Chasquinet, Ecuador; Modemmujer (México) and AMARC Women's Network

Evaluation of tasks and communication process: Colinas del Norte, Quito, Ecuador;

Gender and ICTs hands on training workshops: Bosa and San Cristobal, training sessions with multipliers in local women's groups;

Planning: in Colinas del Norte, Quito, Ecuador; Fundación ERPE, Riobamba, Ecuador; ATI – Equity and Development three years project, Bogotá, Colombia; AMARC Women's Network (Regional).

The **workshops** that took place during this period were the following:

GEM Regional Training Workshop, five-day workshop in Cuernavaca, México, in May 2002, where 16 project representatives and members of the APC Regional Women's Networking Support Programme were trained in the use of the GEM tool, including framework and working sheets.

Federacion de Barrios, Quito, Ecuador: one day workshop on gender sensitisation and equity issues with local youth group involved in telecentre work, with the support of Intercom-Ecuanex, June 2002, 15 participants between 14 and 25 years old, 8 women and 7 men.

Training of facilitators: two-day workshop for facilitators from 5 organisations (AMARC Women's Network, Chasquinet, Colinas del Norte, Ecuanex, Fundación ERPE), May 2003, 14 participants, 11 women and three men.

Bosa, Bogotá: gender sensitisation workshop, with discussion of GEM framework, with the participation of 31 women, in May 2003;

San Cristóbal, Bogotá: gender sensitisation workshop with discussion of GEM framework, with the participation of 28 women and three men, in May 2003; second and third gender and ICTs workshop with the participation of 38 women, 2 men and 8 children ages 10-12 years old, in September and October 2003. Hands on training, December 2003.

Riobamba: Planning with equity for telecentres project: gender sensitisation workshop with members of Fundacion ERPE´s communications project, with 8 participants, five women and three men, August 2003.

Colinas del Norte: training in use of GEM, planning with a gender perspective, discussion of framework documents, with 9 participants, 5 women and 4 men, August 2003.

Riobamba: Web building with equity perspective: a two-day workshop in Fundación ERPE, with 14 participants, 9 men and 5 women, in November 2003.

Sao Paulo: a two-day training workshop for telecentre facilitators in the use of the GEM tool, in cooperation with RITS and Sao Paulo's government telecentres project, with 34 participants, 19 women and 15 men, in November 2003.

The GEM documents discussed during these workshops were mainly: "Learning for change"; "ICTs for Social Change" and "Gender Analysis", and the document in Spanish, "Conceptos básicos sobre género y TICs".

Total attendance in the workshops: 220 people, (166 women, 46 men and 8 children between 10 and 12 years old)

GEM Workshops	Facilitators	Women's and local groups	Communications teams	Local leaders	Number of participants
Training in GEM tool	Regional workshop in Cuernavaca Representatives from AMARC LAC Women's Programme, Fundacion ERPE, Chasquinet, Ecuanex, Colinas del Norte, telecentre facilitators in Sao Paulo, Brazil				**64**
Gender and ICTs sensitisation		Women's groups in Bosa, Bogota Community groups in San Cristobal, Bogota	Communications team in Colinas del Norte		**115**
Equity and non-discrimination issues		Youth group in Federacion de Barrios	Communications team in Fundación ERPE (two workshops)	Teachers at schools in Riobamba where telecentres will function, Fundación ERPE	**41**

Main findings

- Women have strong feelings involved in the use of a computer. There is a lot of curiosity, fear of technology and the unknown, uneasiness: fear of breaking things, making mistakes, being mocked, etc. Women also think that computers are something fascinating, a new world in which they still have no part. There is a need to learn and be guided in the use of computers in a friendly way. Women sense there is a lot of

discrimination of women in this field and that society seems to give little importance to women's needs in the field of computer technology

- Raising awareness on gender and ICT issues promotes women's self-reliance in relation to computers and ICT use. It also helps questioning present gender relations when approaching technology and the search for equity in ICT learning and use.
- "Learning for change" and "ICTs for Social Change" are two concept papers that have proved to be good tools for group discussion, encouraging role-playing for gender and ICT awareness building and for producing recommendations to promote change in individuals, groups and community in relation to gender, equity and non discrimination.
- GEM framework can be easily adapted to discuss equity and non discrimination issues, including the struggle for non discrimination communication policies on race, language, social, cultural, ethnic and gender matters. It can also be easily applied to evaluate different types of communication processes and work, not only those related to ICTs.
- The inclusion of popular communications exercises in the GEM methodology has been very valuable when using the tool with local groups.
- Use of GEM for planning projects encourages considering gender and equity issues as cross-cutting principles in the project.

Unexpected results

- During the evaluation meeting with Fundacion ERPE´s communications team in charge of the future telecentres project, which took place the day after the workshops, the communications team decided to use the next weekly forum session, which they hold regularly with ERPE´s radio station and communications staff, to discuss communications and equity issues as a first step in their project. It was an immediate result of the GEM workshop.
- Marcelo Galarza, from Chasquinet, who is the GEM facilitator working in Colinas del Norte, reported that the local communications team became gender inclusive as an immediate result of the workshop and in its first meeting decided to follow all the recommendations that had resulted from the workshop in relation to gender and communications issues, women's image in the media and women's participation, apart from other recommendations for their regular work.

See annex: Uses of GEM in LAC

Brief literature review:

In Latin America there are few studies about the use and impact of new information and communications technologies. Main general studies done till now show the following limitations:

- Most of them have been designed according to market needs or government perspectives. They do not take into account what is going on in civil society organisations, and there is almost no information on this actor, in spite of its importance in the political, economical and cultural building of society.
- These studies do not usually include an analysis of the communicational context in which ICTs are developing. They privilege a technical perspective that does not incorporate the political importance of communications and information to transform citizens' participation in development.
- Most of them have not integrated a gender perspective. These studies have not taken into account ICT impact on women and women's organisations' work. [1]

The following are the main studies with a gender perspective published so far:

- **Looking behind the Internet: Empowering Women for Public Policy Advocacy in Central America,** by Juliana Martínez and Katherine Reilly, INSTRAW, Fundación Acceso 2002 **www.acceso.or.cr**
- **Información pública para la incidencia política: investigación-acción con organizaciones de mujeres en Costa Rica y Nicaragua** (Public information for political incidence: research on women's organisations actions in Costa Rica and Nicaragua) by Juliana Martínez, CIID, 2002 **www.acceso.or.cr**
- **Reflecting on Women and ICTs,** Gloria Bonder, CEPAL-GTZ, 2002 **www.catunescomujer.org/rec_publicaciones**
- **From Access to Appropriation: Women and ICT policies in Latin America and the Caribbean,** Gloria Bonder, UNDAW, 2002 **http://www.un.org/womenwatch/daw/egm/ict2002/index.html**
- **Latin American Women take on the Internet,** Sally Burch, **www.alainet.org**
- **Women and ICT policies in Latin America and the Caribbean,** Dafne Sabanes Plou, 2001, **http://lac.derechos.apc.org/cdocs.shtml?x=1975**

Significant gender and ICT issues in the use of the GEM tool

Before getting into specific gender and ICT issues that come out when working with the GEM tool with facilitators and women's and mixed groups, I would like to point two aspects of the GEM tool that I have found very challenging.

1. Use of the GEM tool helps to open a space for sharing and working together. When working the tool in workshops, people understand from the very beginning that this tool is to be used by a group or team of people ready to work on equal terms and share responsibilities and results.
2. Framework documents "Learning for Change" and "ICTs for Social Change" put people on track quite easily. It is interesting to see how after working with them, participants get to analyse their own learning experiences and the way their views and perspectives have been

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[1] "Women's invisibility: the absence of women in ICT research studies in Latin America", by Uca Silva in **Breaking Women's Invisibility: Women's participation in the ICT field in Latin America and the Caribbean, a preliminary study,** Uca Silva, Dafne Sabanes Plou, Susana Rostagnol, 2003.

influenced by their context, culture, religion, society, etc. Encouragement to become aware of these issues and work for change is one of the main achievements. Overcoming prejudices and fear of technology is another one, even if people haven't touched a computer in the first session. Upholding self-reliance and self-esteem is another achievement, specially when working with grassroots groups.

Gender and ICT issues

1. **New issue:** When considering gender and ICT issues we can see that very seldom people have thought about this relation with a gender perspective. The issue is very new and this is why in some cases it is important to consider having **gender and ICT sensitisation workshops** before starting to discuss gender and ICT issues.

2. **Access:** In some Latin American countries, with the increasing number of community or commercial public cabins in urban areas that offer Internet access at affordable fees, access would seem to be not a major problem for city women. But women expect these cabins to be located in places where they can feel secure, with guards if possible, that they can easily access, are at hand of main shopping area, nearby schools and bus stops, in well-illuminated streets. Lack of access in these cases would be more related to how women see themselves involved in ICT use and the need they have to be trained with a gender perspective, taking into account their needs, their fears and interests. Many women, specially those who have kids, feel they need to know how to use ICTs in order to help their children progress in school and in their future labour life. Because of a cultural bias, their own interest seems to occupy a second place.

3. **ICT: a distant tool, though cherished:** many women find ICT as a distant tool, that they will never understand how to use. There is an attitude of shyness, fear of being thought stupid, gender bias about high technology, a sense of gender and social discrimination, that women express in many ways when they work on their understanding of ICTs. But there is also eagerness to learn, to get hold of the tool, to show others that one is capable of working with ICT and do it well. Specially to show their new skills to their children and husband, who would be proud of having a "wiz mother" at home.

3. **Learning about ICT use affirms women's self-reliance and self-esteem:** "Learning for change" is an important paper to work on self-reliance and self-esteem issues, specially with grassroots women. When women understand that they can still grow in knowledge and skills, that there are dormant capabilities inside them that should be awaken and that there is always time to learn from one's experience and change one's attitude towards life and accept new challenges, they feel empowered. Because of cultural mandates, women do repress a lot of their skills or just think these should be used only to serve others, do homework, raise children, look after the elderly, etc. Once they begin to understand that the skills they already have could turn into powerful tools to play other roles in their own homes and in their communities, their self-reliance and self-esteem grows. I had never thought of this concept

paper under this perspective, but women in the Bogota workshops and the young people in Colinas del Norte made me think of this relation.

4. **Problems with feminism**: In some communities it is even difficult to talk about having this sort of workshops, specially where indigenous people are the majority or in popular sectors. There, because of the dominant cultural pattern, it is men who decide what should take place in their communities. Both in Federación de Barrios and Fundación ERPE in Ecuador, the GEM team was told that the community (i.e. men leaders who take decisions) wouldn't allow workshops on "feminism", because they had had problems with women's groups coming to their place to "put women against men". Though it seemed that in both places they had had bad experiences with feminist radical groups, the GEM team wasn't clear about what had really happened nor how radical those groups really were. That is why the team decided to use **another starting point: "communication, equity and ICTs"**. In the case of the indigenous groups, another argument is that racial discrimination comes first and that overcoming racial discrimination and working in favour of cultural and racial diversity should be on top of their aims. In this case, the concept "equity" was used with a broad meaning, including racial, gender, age, cultural and social discrimination. This was interesting, because in the Fundación ERPE workshop with the teachers, they recognised that they should put on top of their concerns the "indigenous little girls who are the most neglected and discriminated against".

5. **Male facilitators and participants:** it is very challenging to train men, facilitators or participants, with the GEM tool. It made me think if we had ever thought of training men with the tool or if it was thought to be used only with women's groups. What I found is that men, specially men facilitators, felt at some point that some of the concept papers were sort of aggressive. Perhaps, we should think of including concepts about masculinity according to the new gender studies about that issue. I did that with examples. I used gender discrimination examples where men were the ones affected in order to balance the discourse and talked about role expectations that are too hard on men and affect their freedom to be themselves.

Summary of findings:

1. **The tool offers several entry points:** GEM is a flexible tool that encourages self evaluation and at the same time, opens the way to other uses. It is interesting how testers themselves decided the type of use they would give to the tool (see annex):
   - Gender sensitisation workshops
   - Training workshops on gender and ICT issues
   - Evaluation of products and work
   - Evaluation of processes
   - Gender and ICT hands on training
   - Planning communications projects

2. **Concept papers bring innovative perspectives:** Testers have found concept papers useful and helpful to frame their work. In one case

(Modemmujer) there were some difficulties in full comprehension of concept papers, but that was not the case when working with grassroots or community groups (Bosa, San Cristóbal, Colinas del Norte). Talking clearly about gender power relations, women's cultural prejudices towards technology and the need to work for social change is important to raise awareness on the kind of issues we want to tackle. Usually the feedback is positive and one can see that people have been thinking over these issues and that there has been some impact in the way they saw things before that. One male researcher told me "Now I understand why my sister says she hates computers. It is the way she was taught to approach them that makes her hate them". Another male government officer said: "I´m glad to hear you talking of social change. Sometimes we forget to relate the fact that working to change gender relations means working for social change".

3. **Tool on the web page:** It is good to have an easy to surf web page and that all the tool is there. Because of their lack of expertise in Internet use, many women find it difficult to surf and think they are wasting their time when looking for information on the web, because it takes them too long to find what the want. The GEM tool offers a very friendly space and this makes people feel at ease when first approaching the tool: they can look for the information if the have missed anything during the workshop. The fact that the tool is in three languages is also helpful. When preparing the workshop in Sao Paulo, it has been of great help to have all the documents and the tool already translated to Portuguese. On the other hand, the web has given us lots of visibility. The invitation to the workshop in Seville came because organisers had seen the tool and learned about our work by reading the web page.

4. **The evaluation process takes longer than expected:** Using the GEM tool to evaluate work can take longer than expected. It took almost 14 months to Modemmujer, who did a very exhaustive evaluation of its three products. This also helped them to evaluate their whole institutional work. Still they felt they hadn't obtained all the information they would have wanted about their organisation. But this didn't happen to AMARC Women's Network. It is true that they had only one product to evaluate, but they were able to do so in four months. Evaluating their bulletin also helped them to evaluate their communications work. Their evaluation survey did not get as many responses as Modemmujer's. A long evaluation process also requires more human and economic resources. This wasn't calculated in previous planning and brought some difficulties to testers.

5. **Inclusion of popular communications exercises:** This has helped a lot when working with grassroots groups or community organisations. They are good for ice-breaking, raising awareness on power relations and gender issues and understanding the need to work for equity. In Riobamba, Bosa, San Cristóbal and Colinas del Norte, these exercises were used with success. The use of role-playing was also relevant to interpret what participants had learned from presentations, documents and group discussion. These role-playings helped to build plans and recommendations for future work.

6. **Indicators:** Working out indicators has proved to be difficult, but not because of the tool but because it is already a complex matter. The template produced by GEM has been very helpful and should be included in the tool.

When we come to this section of the tool, we face two different types of requests. The first one comes from organisations and grassroots groups that need to learn how to build indicators because they have never done so before and the second one, from government officers, researchers, professionals and organisations working on gender issues who want to know about the indicators we have been able to build using GEM. There is a real need to know how GEM helps to build indicators when working gender and ICT issues.

7. **New tools:** The use of GEM for the work of telecentres in Latin America has inspired work in a manual adapting GEM for use in telecentres. This work has been done with the contribution of colleagues from Chasquinet and Ecuanex. The manual has three sections. The last one has not been finished yet. It can be found at www.chasquinet.org/gem.htm   Colleagues in RITS are planning translation to Portuguese.

BRIEF DESCRIPTION OF THE PROJECTS

I. Modemmujer

Modemmujer is a feminist communications network that promotes the use and appropriation of ICTs by the women's movement so that ICTs become a tool for the advancement of women's rights. It develops information from a gender perspective and it facilitates articulation in the women's movement in order to widen its incidence in the transformation of gender inequalities in society. Modemmujer has been working in this field for eight years. It is based in Mexico, but its information and communication services reach almost 2,000 subscribers, women and men, throughout Latin America.

Modemmujer was the first tester to start the testing process in the region and the first one to complete it, after 14 months of work. The evaluation team was coordinated by Beatriz Cavazos (director) and Norma Alegre (webmaster). Other members: Martha Navarrete, Rosalba Castellanos, Carlos Morales and María del Carmen Flores.

General evaluation goals:
1. To evaluate work so far and the tools used
2. To identify if Modemmujer's work responds to the present needs of the women's movement
3. To achieve new proposals and perspectives for future work

General gender goal:
Identify if Modemmujer's information services contribute to women's empowerment and if ICT use increases that empowerment.

Evaluation process

Modemmujer decided to evaluate its three products: Presentation Letter, Spot Informativo and Elecciones Bulletin (special information service on reproductive health and abortion). The timeline for that evaluation process was 6 months, but it took them 14 months to complete it.

The evaluation team started to work in June 2002, holding a weekly meeting to study and discuss GEM documents and the GEM tool. Exchange and consultation with the regional coordinator was fluent via e-mail and the Gem testers' regional list. By the end of July they had determined the general gender objectives, the specific gender objectives and the indicators. During August and September, they worked on the surveys and questionnaires they would send to subscribers and by October they had produced draft versions of both. Once they were refined, they were sent to subscribers by the end of October. Analysis of results started by February and the final report was presented in August 2003.

During that period they were visited by the regional coordinator in two opportunities. In the first visit, the evaluation team and the regional coordinator discussed the evaluation plan and determined evaluation goals, specific gender goals and evaluation procedures. In the second visit, the whole evaluation plan was revised, including surveys and questionnaires. The regional coordinator was invited to try the draft evaluation questionnaire on line in order to make adjustments and corrections with the team.

Findings

Modemmujer was able to build indicators to measure the following issues:
- contribution to their subscribers' empowerment,
- sensitisation of subscribers on gender issues
- empowerment of subscribers in strategic ICT use

Issue	Indicators	Replies
Contribution to subscriber's empowerment	1. Information encouraged active participation 2. Information encouraged articulation of actions for incidence in public policies 3. Information helped to strengthen women's network 4. Information has empowered subscribers	1.Out of 241 answers, 141 had participated in signature campaigns, 82 sent letters, 57 went to demonstrations. 2. Out of 241, 101 considered information as a tool to articulate actions. 3.Out of 241, 231 considered that Modemmujer helps to strengthen women's networks 4. Out of 241, 218 susbscribers considered they had been empowered by the information service
Sensitisation of subscribers on gender issues	📂🔊 Information encouraged actions to challenge	1. 36.1% says they were encouraged to take action on the issue

	discrimination against women 📄🖎 Information helped to widen subscribers knowledge on gender issues 📄🖎 Type of women's image built by MM information	2. 72% says they have widen their knowledge on gender issues 3. 93.3% consider that MM reflects a women's image as social actors, and decision makers
Empowerment of subscribers in strategic ICT use	1. Information and bulletin use widened ICT skills and knowledge 2. Type of new ICT skills achieved 3. Information sharing using ICT tools	1. 130 found more about web pages and ICT women's experiences; 108 more about surfing Internet 2. Surfing Internet: 108 Re-sending info: 109 e-mail: 87 gender policies&ICT: 64 participation in lists: 44 3. 109 share information, 88 do it once a week

Difficulties:

Some difficulties pointed out by the Modemmujer team during the testing process were:

- Complex framework documentation. It should be simplified.
- The GEM tool could also be less complex. There should be a guide on how to follow the methodology without loosing sight of institutional aims
- The evaluation process using GEM takes longer than expected and therefore more human and financial resources than calculated.
- A guide on analysis of data with a gender perspective should be included. MM believes the lack of it produces a big gap in the methodology and causes difficulties to testers and the testing process.

2. AMARC WOMEN'S NETWORK IN LATIN AMERICA AND THE CARIBBEAN

The AMARC Women's Network in Latin America and the Caribbean has about 280 members in the region that work in community radio stations throughout the continent. In 2002, the network decided to launch a new information bulletin on women's issues and with a gender perspective to reach all the radio stations in the region using electronic lists. The bulletin is "Ciberenredadas" and is produced at least once a week by the National Network of Women Journalists and Social Communicators in Bolivia, RED ADA . Many of Red ADA's members are also members of the AMARC Women's Network www.redada.org

After a year's work, the AMARC Women's Network decided to evaluate the bulletin using GEM. As Modemmujer was also evaluating their information and

communication services, a good cooperation between both organisations took place. The evaluation process took them four months, but they were not successful with the number of answers to the online survey. They were more successful with the in-depth questionnaires that were sent to key women journalists in the region.

The evaluation team was formed by Ximena Gudiño (AMARC Women's Network coordinator), Gabriela Ayzanoa (director, Radio Milenia, Peru), Elena Crespo (Red ADA, Bolivia) and Adriana Espin (consultant).

General Evaluation Goal:
To know if CIBERENREDADAS has contributed to change a negative and stereotyped women's image by distributing information using ICTs that report with a gender perspective and sensitise radio producers, communicators and the audience on women's issues.

Specific goals:
- To produce and distribute more information with a gender perspective using other ICT tools
- To identify ways to strengthen communication with a gender perspective in the region
- To identify obstacles to the consolidation of a correspondents' network in the region that can produce information with a gender perspective
- To coordinate efforts between Red ADA and AMARC to support educational and communications work with a gender perspective in community radio stations in the region.

Gender goals
- To know how the information service contributed to the production of information with a gender perspective in the radio stations that used it .
- To identify the way in which the information produced by Ciberenredadas strengthens women in the audience and promotes actions for the advancement of women
- To know about ICT access by Ciberenredadas users and the way in which the bulletin contributes to widen their ICT skills.

The evaluation team, formed by AMARC and Red ADA representatives, produced a general survey for radio producers and journalists and an in-depth questionnaire for key journalists that work with a gender perspective in the region.

Findings
Few people answered the survey and this makes the results only symbolic. The in-depth questionnaire received more answers and the results were that the bulletin is well received by other journalists. They agree with the type of information that is distributed, find it useful and empowering, but criticise that there is a need to have more correspondants, coordinate actions with other information services, widen the bulletin's outreach to social movements and not

only to women's organisations and the radio stations. Red ADA was encouraged to make changes in the format, design and contents of the bulletin.

Other uses of GEM by AMARC Women's Network

GEM framework was used to strengthen the network and to create a new web page. The web page was launched on November 25, 2003, and it includes news and information, analysis and documents mainly on women's and communications' issues www.redmujeres.amarc.org.pe It is a new ICT project that needs to be developed further, but it is very important for this women's network to have their own web page now. This part of the project was possible thanks to the support of UNIFEM – Región Andina.

3.TELECENTRES IN BOGOTA

GEM was used with women's groups in two different communities in Bogota: Bosa and San Cristóbal. There is a telecentre in Bosa, but there is none in San Cristobal. ATI, in charge of the GEM testing, in cooperation with Colnodo, is working to make this possible.

The telecentre in Bosa is located in a lower class neighbourhood where most people are plain workers or unemployed. It functions in Kerigma, a community cultural centre which is acknowledged as a community meeting space for different groups and organisations. Most of the women participating in women's groups or organisations in the neighbourhood are housewives that have their children and housekeeping as their main interest and activity. Representatives of two groups are taking part in the GEM project, from "Virtuous Mothers" and "Eco-Mujer".

In San Cristóbal the gender sensitisation workshop took place in the National Peasants Association in May and in a community centre in September and October. The hands on training sessions were in ATI, in Bogota, in two sessions that took place in December. Members of the women's group "Madres Comunitarias" (Community Mothers) took part in the second workshop and in the hands on training sessions.

In these projects, GEM was applied in two phases: for gender sensitisation and for training in ICT use and elaboration of contents. The second phase was possible thanks to the support of UNIFEM – Region Andina.

General gender goals
To formulate a strategy to work with a gender perspective in the telecentres

Specific Gender Goals
    1.To develop a gender perspective in the work of Kerigma and San Cristobal telecentres, in Bogota, using GEM
    2. To strengthen the interaction and communication between women leaders in the communities through strategic ICT use

3. To establish communication strategies for the telecentres, with a gender perspective

Gender and ICT Issues to be Addressed in the project
1. Women and women organisations training on gender and ICT issues
2. ICT training with a gender perspective
3. Women's participation in local policies and decision-making
4. Women's empowerment in the neighbourhoods by ICT use

Methodologies used in the project:
Workshops for gender sensitising
Workshops for ICT training with a gender perspective
Training of women multipliers on ICT issues
Brief survey on women and ICT issues

Project stakeholders:
Women in charge of telecentres
Telecentres users
Women and women's organisations in the local community

Activities:

First phase:
In May, a gender sensitisation workshop took place in Bosa, with the participation of 29 women and three local facilitators: Ingrid Torres, Lucy Niño and Marcya Hernandez.

In San Cristóbal, 28 women and three men attended the first workshop. Ingrid Torres and Lucy Niño facilitated this workshop. The second workshop was facilitated by Rosa María Diaz, member of ATI's Equity and Gender team, and Lucy Niño. This workshop was attended by 48 people (38 women, 2 men, 8 children). The hands on training was coordinated by Lucy Niño.

Findings:
- there is a curiosity for computers and for the web contents. People know very little about them, women have very little chances of having access to them. There are also lots of stories going around about the web contents and people are very curious about them.
- some people behave as if they were the owners of spaces and technology. They don't want to share what they know, they discriminate on others because of social differences. There is a need to give equal opportunities to women and men in their access and use of ICTs.
- there is a clear discrimination of women when it comes to technology issues. Even if women are perfect in what they do, society still believes that men are better in this area. There is a need to overcome this prejudice and give equal opportunities to women in the technological field.
- there is a need to teach technology with a gender perspective; there is a need to sensitise people about equal opportunities for women and men in their access to technology.

Conclusions:
- There are strong feelings involved in the use of a computer. There is a lot of curiosity, fear of technology and the unknown, uneasiness: fear of breaking things, making mistakes, being mocked, etc. Women also think that computers are something fascinating, a new world in which they still have no part.
- There is a need to learn and be guided in the use of computers in a friendly way
- There is a lot of discrimination of women in this field. Society seems to give little importance to women's needs in the field of computer technology
- Women feel that they are looked down by their own children because they don't know how to use a computer. They also feel bad because they can't help their children with their homework because they know nothing about computer studies. "We don't want to be called donkeys", one of them said.

Second phase:
A multipliers training workshop which focused its activities on two subjects:
- Communication, ICTs and gender issues: working on contents from a gender perspective
- Hands on training from a gender perspective

The hands on training workshop in Bosa will take place next year, due to some organisational problems in Kerigma.

Outputs:
1.Women multipliers trained in content development and ICT use from a gender perspective
2.Communication, ICT and gender issues become part of the discussion issues for the women's groups, encouraging actions in the community.
3.Women are encouraged to work together in a common communications project, with a wider perspective that includes gender and social issues.
4.Women learn to work together in dialogue, respecting pluralism, diversity, other people's points of view, etc. They learn to build democratic relations at the community level.
5.ICTs become accessible communications tools for women and become part of their daily lives.

4.GENDER SENSITISATION IN FEDERACION DE BARRIOS

GEM evaluation activities took place in Federación de Barrios, Quito, Ecuador, with the support of Intercom - Ecuanex. Due to several situations and matters that had nothing to do with GEM, Ecuanex and Federacion de Barrios ended their work agreement early this year. Because of this, the full GEM evaluation process could not take place in this project. Nevertheless, GEM was used as a framework for gender sensitisation and to start a discussion process on gender

issues with the neighbourhood authorities. This work took place in the period June-December 2002.

Coordination meetings: The GEM evaluation process was in charge of Diana Andrade (Intercom-Ecuanex) and Viviana Garcia (Federacion de Barrios). They both attended the GEM Regional Workshop. After the workshop and during the period June-December 2002, they met regularly to follow the process and evaluate what was being done.

Evaluation team meetings: This team was formed by Viviana Garcia and Marcelo Quelal, from Federacion de Barrrios, and Lucia Torres and Diana Andrade, from Intercom-Ecuanex. They had 15 meetings during this period to plan activities, discuss procedures, follow-up discussions with the community, etc.

Project goal:
To sensitise women and men for participation with equity in the local telecentre and in all community endeavours.

Specific gender goals:
- To insert an equity perspective in the telecentre development and functioning;
- To train and strengthen youth leadership as telecentre promoters, using ICTs with a gender perspective
- To insert gender equity as a main principle in the development of future telecentres in the area

Indicators:
- Active participation of women and men in the telecentre
- Distribution of gender roles and responsibilities in the telecentre
- Attitude changes in women and men
- Relationship between young people and community leaders
- Participation of promoters in project development
- Language used in project reformulation
- Number of training workshops on gender equity
- Equal participation of women and men promoters
- Telecentre administrative organisation proposal with a gender perspective

Methodologies:
- Training on gender and ICT issues
- Personal development
- Hands on ICT training with a gender perspective
- Surveys: to telecentre users and facilitators
- Interviews: to trainers, facilitators and promoters
- Meetings with community leadership

Workshop in June 2002:

A workshop with a community youth group took place to introduce GEM. The theme was "Brief Introduction to Gender Issues". The GEM evaluation team was in charge of the workshop. It was attended by 15 young people between 14 and 25 years old, 8 women and 7 men.

Findings:
- Human sexuality is an issue of great interest to young people
- Young people are very open to gender issues, with no prejudices. They point that main gender tensions happen in their relation with adults, at home.
- Young women and men worked together easily, with no integration barriers. This encouraged the group and made the discussion of gender issues easier.
- Young people recommended to have more workshops of this kind to invite other young people that are not allowed by their families to integrate in the community youth group and to open a space for parents, to discuss gender issues, specially with mothers.
- Six of the young people that participated in this workshop became telecentre promoters, 3 men and 3 women.

Meetings with the community coordinators: During this period, three meetings took place between the GEM evaluation team and the community coordinators:
1st meeting: Introduction of GEM. Discussion about how to implement GEM in the community telecentre.
2nd meeting: The evaluation team presents a draft evaluation plan for discussion
3rd meeting: Final presentation of evaluation plan: agreement on criteria and evaluation principles.

Outputs:
- Agreement on an Evaluation Plan with a gender perspective of ICT work in the community telecentre
- At the end of 2002, 13 out of 18 telecentre promoters were women
- Efforts were made to articulate the community ICT plans with the gender sensitisation process

Difficulties to overcome:
- Gender prejudices and stereotypes in the community
- Power relations in the community organisation
- Lack of sufficient economic resources that delayed the process

5.COMMUNITY COMMUNICATIONS PROJECT IN COLINAS DEL NORTE

Colinas del Norte is a well organised neighbourhood in the mountain side, in the outskirts of Quito, but part of the city's administrative map. Its inhabitants are very aware of the need to have strong citizens' organisations in order to struggle for their rights and needs and also to work in solidarity with each other to

achieve progress and a secure neighbourhood. They have created a Community Development Project part of which is the "Solidariato", a cooperative effort with about 1000 members, that are considered share-holders. One of its main initiatives has to do with production and marketing of goods in three local supermarkets at very low prices.

The Community Development Project has several programmes in areas such as health, education, security, environment, productive projects and public work (infrastructure, water system, transportation, etc). Colinas del Norte has been recognised by Quito authorities as a model community organisation, where the neighbourhood is interested in achieving a decent life standard by demanding attention to their real needs and by implementing social programmes on behalf of their members, specially children and youth.

Communications is one of the areas where the community has decided to work and in order to do so, a group of young people have been appointed responsible for this task. They run a small telecentre, they are also in charge of the local periodical and are planning to have a community radio station. A group of young boys, most of them teenagers, work as volunteers in the local public schools' computer labs, training pupils in computer skills. The computer labs have been installed thanks to the efforts of the community.

The local periodical "Juntos al futuro" (Together for our future) is published every two months, with 2000 copies. Its team is formed by several university students in the neighbourhood, some of them in the career of Social Communications or Journalism. As most of them work in the paper as volunteers, it is not easy to get organised. Girls' participation in this project is quite active, but not as much as desired or required mainly because of cultural prejudices (some parents won't allow their daughters to work outside the house, go to meetings in the evenings, meet with boys, etc). Some of the girls interested in participating in the communications project belong to the "Queens' Association", an association formed by the neighbourhoods' beauty queens in different local contests. These girls are expected to represent the neighbourhood in social events. Some of them have decided to help in social programmes and do volunteer work. "We don't want to be only pretty faces", said one of them as she started to get involved in the communications project.

Project coordination: The coordinator of this GEM project is Marcelo Galarza, from Chasquinet.

Project goal:
Gender sensitisation of members in charge of the Community Communications Project, evaluation of work done so far in the periodical "Juntos al futuro" and new planning for the communications project.

Specific gender goals:
- To have more women participants in the Communications Project
- To include more women in the periodical's staff
- To include a gender perspective in the treatment of information in the periodical

- To plan future communications activities with gender inclusiveness

Methodologies
- Training on gender issues
- Personal development
- Application of FODA methodology to evaluate periodical (FODA : Strengths, Opportunities, Weaknesses and Threats, a methodology very much used in Latin America to self-evaluate social projects)
- Planning sessions

Gender sensitisation workshop (first phase and second phase), evaluation of work in the local periodical and planning

A workshop with the communications team took place in August to sensitise the group on gender issues, evaluate their work so far and plan a new stage in their communications project. During the first part of the workshop the discussion centred on the GEM framework, with emphasis in "Learning for Change" and gender awareness exercises. An evaluation of work in the periodical was made, using the FODA methodology. Then a planning session took place, establishing short term, middle term and long term goals. The group participated with enthusiasm and was able to complete a new plan for their communications work, in which equity and working with a gender perspective came in first place.

In September, a second workshop took place, dedicated specifically to gender issues. This time, the whole discussion was centred on this topic. The group had to overcome several barriers, one of them being that the group did not recognise gender prejudices and stereotypes in the community. Awareness exercises took place in order to be able to detect this kind of problems. The group was able to reflect on personal attitudes and community attitudes that discriminate against women, especially young girls. At the end of the workshop, decisions were taken to establish gender equity as one of the main principles in their work. They decided to review their work under a gender perspective and build a new matrix to guide them when writing an article (language and content), taking or publishing photographs, choosing a title, selecting news and information, etc.

Two follow-up meetings have taken place since then and a new matrix was built to frame the periodical.

Findings:
- The group had to overcome the idea that everything was "all right" in the community and recognise discriminatory attitudes, both personal and in the community, that were reflected in the periodical.
- Gender awareness exercises had to be adapted in language and contents to reach a very basic comprehension of the issue by the group.
- More time had to be dedicated to discussion on gender issues and gender discrimination, machism, patriarchy, etc.
- Young men and women were able to discuss and participate on equal terms

- It is still difficult to involve young women in decision making. They have lots of good ideas and initiatives, but they are very shy when it comes to decision-making. They feel they are not yet ready for that. The coordinator works to encourage them to do so.

Outcomes and unexpected results:
- The youth group decided to have a name and do away with the "Queens' Association". The new name adopted by consensus is "Youth with a Future", linked to the name of the periodical "Together for our Future".
- Almost an equal number of young women and men are members now of the communications project
- They decided to study the "Manual de Género en el Periodismo" (*Manual on Gender in Journalism*) by Katrin Gothmann (FES, Ecuador, 2001), to help them to guide their work with a gender perspective.
- The manual "Validating GEM in telecentres" produced by Chasquinet, was of good use to be able to discuss gender issues with simple language and concepts.
- They have built a new matrix to guide their work in the periodical, including a gender perspective in contents, language, selection of information, etc.

Difficulties to overcome:
- There are Internet connectivity problems in the community and because of this, it is very difficult for young people to visualise Internet as a source of information, documentation and exchange of news and articles. Access to Internet is not a priority for them at present; they can't still understand nor see its potential.
- Young people need to be led to make their own decisions. The facilitator has to be careful to teach them to develop their own tools and avoid paternalism.

6.Fundación ERPE (Popular Radio Schools in Ecuador)

Fundación ERPE was created in the early 60's in Riobamba by a committed catholic bishop, Mons Leonidas Proaño, who adhered to the Liberation Theology current in Latin America and tried to live his option for the poor in his personal life and through the work of his dioceses, where indigenous people at that time were suffering severe discrimination. He believed in communications as essential for development and social change and the radio station he founded soon became a vehicle to support people's rights, combat illiteracy and work towards a society without discrimination, ready to integrate indigenous culture and values. ERPE radio station was one of the first ones in the country to offer news and information in Kichwa, spoken by the majority of the population in the Riobamba region, and to promote indigenous interests and needs in radio programming. Mons Proaño died in 1987 and ERPE went on working with the same communication values and principles learned from its founder.

Nowadays, Fundación ERPE has two radio stations, one AM and one FM, that broadcast in two languages, Spanish and Kitchwa. Their AM services reach almost the whole Andean region in the country. The Fundación also leads preventive health programmes, popular education programmes and an agriculture development project, with emphasis in organic production of cereals, fruit and vegetables, paying special attention to the rescue of ancient and traditional cereal production that had been left aside because of market influence in local food consumption. In this way, people have gone back to produce and consume local cereals with rich nutrients that help them to prevent sicknesses and build a healthier community. Radio programmes and campaigns have been key tools for this development.

Fundación ERPE is now planning to work with ICTs for education and development in the area, by installing telecentres in rural schools, community centres and other organisations run by the people. Most of their area of influence has access to electricity and they plan to use satellite services for connectivity. As a first step they plan to start with a network of 10 telecentres next year, but in the long run they would like to have a network of 50 telecentres in the Riobamba area. The server would be in Fundacion ERPE and the radio station would become an education tool. They also want to broadcast in the Internet, so as to reach all schools with their radio programmes.

Project coordination: The GEM Project coordination was in charge of Belgica Chela (Fundacion ERPE) and Diana Andrade (Intercom-Ecuanex)

Project goal:
To make a pre-diagnosis on equity issues in the Educational Telecentres Project and other communication tasks developed by Fundación ERPE.

Specific goals:
- To systematize ERPE's experiences
- To produce a follow-up proposal

Specific equity goal:
Mainstream an equity perspective in the Educational Telecentres Project and ERPE's communication programmes

Three phases in this project:
Fundación ERPE developed this project in three phases:
- A. Forums
- B. Encounters and workshops
- C. Surveys and interviews

A.Forums
Every fortnight, ERPE's communications team celebrates a forum to discuss issues that have to do with current affairs, social issues, ethics, communications, etc. The team decided to dedicate three of these forums to debate issues in which equity concepts play an important role. These issues were the following:
1. Equity in gender and race

2. Building citizenship
3. Sustainable development

B. Encounters and workshops

Two workshops and one encounter took place as part of this pre-diagnosis process:

- Teachers encounter, in August 2003, reflecting on the document "Pedagogy for Educational Telecentres" , and planning work with an equity perspective.
- Workshop with Fundacion ERPE's communications team, on equity and non discrimination issues, using GEM framework, August 2003
- Two-day workshop with Fundación ERPE's communications team "Building a web page with an equity perspective", using GEM, November 2003.

C. Surveys and interviews:

1. A survey on equity issues took place with ERPE's employees. Out of 51 people, 22 answered the survey.

Recommendations from this survey:
- employees want ERPE to have the spirit of a family
- everybody should be taken into account, without discriminations
- debate of issues and exchange of experiences should be promoted
- people should be able to change their attitudes and leave their own interests
- more internal democracy
- have more encounters to understand what equity means
- more workshops on role-playing and analysis of relationships
- there should be a concrete policy on equal opportunities
- there is a need to work on issues of self-respect and dignity

2. A survey on ICT use among ERPE's employees was answered by 16 people.

Recommendations from this survey:
-there is a need for constant training and update
-people are ready to learn about new systems and softwares (Linux)
-there is a need to optimize resources and get better results
-people need to get more information about advances in ICT development
-the institution should use its ICT knowledge with social aims

Findings

- ERPE has a long story of work for social justice, non discrimination and equity, but still has to overcome negative attitudes and discriminatory behaviours within the institution itself
- Employees seem ready and willing to start changes and to talk more about their daily relations in order to make these changes

- There is a willingness to define a policy on equity to guide institutional work.
- Equity should also be related to democracy, citizenship building, sustainable development and others.

Outcomes
- Design a follow-up project to this pre-diagnosis
- Consider alternative behaviours to overcome inequity
- Monitor equity issues in ERPE and in its future projects

7. REDE MULHER DE EDUCACAO

Rede Mulher de Educação is a non-governmental organization created in 1980 to promote and facilitate the inter-connection between women's groups all over Brazil and abroad. Since then, it has built a network of services for feminist popular education. It develops actions together with men and women and with mixed institutions that are committed to gender equality. Its main actions aim to strengthen the capacity to challenge gender injustice, sexism in the organizations and encouraging feminist contribution to society.

Rede Mulher's methodology is based in the promotion of self-esteem and critic and creative participation for active personal development and social transformation, with a democratic perspective. This methodology stresses the inter-relation between the day by day, the local and the global, as spaces for political struggle. Participation is the keyword in this methodology. Rede Mulher believes that the individual reflects the collective, as the global is reflected in the local situations.

This organization's main principles are:
- Women's rights are human rights
- Feminist popular education is a pedagogical process with a political character that aims to reciprocity between men and women, in both production and reproduction.
- Social change is linked to the recovery of the principles of a just relation between humanity and nature.

It's main objectives are:
- To exercise a critical view of reality based on daily work with urban and rural women, advice and research groups, non-governmental and social organizations.
- To implement a network to promote women's self-organization, strengthen self-esteem and the capacity to view reality critically, so that women's actions may lead to transformation.
- To develop educational projects seeking to facilitate the articulation of women and build new relationships between men and women in society.

Rede Mulher's main axle is 'Gender and Leadership' which is developed in 3 programs: Training, Edu-communication and Institutional Empowerment.
They consist of projects and educational activities, conducted by the home office, 8 focal points throughout the country with the work of 22 educators,

partnerships and associate educators. Emphasis is put in local education (courses, labs and seminars), long distance education (Cunhary Newsletter, website, www.redemulher.org.br , books, CDs, videos, data bank, inter-connection services) and articulation (with other networks and institutions on national and international levels).

Some of the issues that Rede Mulher works on are: training for rural and urban women; training for leadership; the use of radio and video with a feminist perspective; Edu-communication (inter-relation between education and communication - instrumental, critical perspective and intervention); reporting without discrimination; gender relations in the development of projects; gender, income creation and social economy; education without discrimination; education and food security; networking for the prevention and struggle against women's violence; gender pedagogy and ecological literacy; strategic planning for organizations.

Project coordination: The use of GEM in Rede Mulher was coordinated by Vera Vieira, the network's coordinator.

Project goal:
To learn about GEM and its contents in order to evaluate changes in women's leadership models

Specific goal:
To evaluate how ICTs and its use affect women leadership.

Final goal:
To take steps to reflect for an adequate interrelationship between communication and education as part of the Feminist Popular Education Methodology that is used in the training of leadership.

Twenty-three social educators from Brazilian urban and rural areas took part in the project. They were able to study and discuss online the GEM methodology, exchanging their ideas and analysis. They were able to discuss their appraisal of the GEM methodology in a face-to-face meeting at the end of 2003, in a session during Rede Mulher's annual meeting. Unluckily, Rede Mulher could not get funds for a full GEM workshop with the 23 educators. A proposal was presented to the Global Fund for Women in 2002, but there was never an answer to this project. In its annual meeting, Rede Mulher participants agreed to present a project to another funding agency in order to be able to develop GEM properly in their organization. They want to use the tool to evaluate their network and see how ICTs influence their work and women leadership.

Outcomes
As a result of their discussion and learning of the GEM tool, Rede Mulher decided to use GEM to evaluate three areas:

1. **Effects within the network**
   - Implementation of democratic participation as a result of the information generated and shared by the network, via Internet;

- ▪ Use of information for action

2. Effects outside the network

- ▪ ICT's contribution to disseminate women's struggles to a broader audience: more visibility of women's struggles; changes in format, language and contents, to overcome NGO language and reach popular and social movements

3. Effects on leadership

- ▪ Consequences of ICT use in different life dimensions: body/health, mind, soul, professional life, domestic life, emotional and spiritual life, in leisure time.

Rede Mulher considers that GEM is an important tool for:

- ▪ Sensitising network members about the transformations in professional and domestic life due to ICT use;
- ▪ Provoking a reflection on the need to dominate a complex issue, with strong implications in society's economic, social and cultural life.
- ▪ Revising the Feminist Popular Education Methodology, getting advantage from ICT use for the advancement of gender equity;
- ▪ Implementing the Edu-Communication Programme , with specific ICT issues;
- ▪ Promoting a debate within the Gender Forum for Digital Citizenship, in Brazil, towards the second phase of WSIS;
- ▪ Attracting young people to discuss gender and race issues;
- ▪ Creating awareness in academic circles about ICTs and popular education

RECOMMENDATIONS TO REFINE THE GEM TOOL

Some recommendations coming from Latin American testers are:

1. There is a need for a short guide to introduce the practical use of the tool, including the four elements and framework documents
2. There should be a guide for the analysis of data resulting from surveys and questionnaires
3. Language should be simplified and more practical exercises included, specially for building indicators.
4. Element 3 should be revised, including concept information about data gathering before describing methodologies

Other recommendations:

1. Popular communications exercises should be included in the tool
2. There should be a short section about other possible uses of GEM
3. Examples of indicators building and results should be added
4. It would be good to gather GEM facilitators experiences in the local projects

Something to remember:

We learned about the existence of WNSP and it is empowering to know that there is a group of women that supports other women's advancement in the ICT field and works on issues that are of interest for women. (Women in Gem workshop in Bosa, Bogotá)

We are very thankful and happy that we can count with WNSP support. At these difficult times we find that very seldom people are interested in helping projects in Colombia. Lots of people feel it' s useless. We are grateful that your programme is willing to be in solidarity with us. (Equity and Development team, ATI, Bogota)

This workshop has helped me to understand that one can apply a gender perspective to any government project. It has helped me to see that mainstreaming gender in all public policies has to do with social justice, too" (young sociologist and telecentre facilitator in GEM workshop in Sao Paulo)

Dafne Sabanes Plou
GEM Regional Coordinator – Latin America and the Caribbean
December 2003

GEM REGIONAL COORDINATOR'S SPECIAL ACTIVITIES

The GEM regional coordinator moderated the GEM-lac-testers list during the whole period. She monitored the whole evaluation process and use of the GEM tool in fluent exchange with testers in the region. She wrote reports and process analysis after her visits and workshops with testers.

Agenda	Activity-Visits	Workshops	Meetings
July 2002	Modemmujer, Mexico	Workshop with GEM team	
	Know-How Conference in Kampala, Uganda		Presentation of the GEM project in a panel
October 2002	Modemmujer Mexico AWID Conference in Guadalajara, Mexico	GEM workshop in AWID Conference	With GEM evaluation coordinators in Modemmujer
May 2003	Chasquinet, Intercom-Ecuanex, in Ecuador, and ATI-Colnodo, in Colombia	Workshop with GEM facilitators in Quito; workshop with women's groups in Bosa and San Cristobal. Bogota.	With UNIFEM Region Andina in Quito; with GEM evaluation teams in Chasquinet, AMARC Women's Programme and Intercom-Ecuanex
August 2003	Chasquinet, Colinas del Norte, Intercom-Ecuanex, Fundacion ERPE, in Ecuador, and ATI, in Bogota	Workshop with communications team in Colinas del Norte and with communications team in Fundacion ERPE,	With UNIFEM Region Andina in Quito; with evaluation teams in Chasquinet, Intercom-Ecuanex, Fundacion ERPE and AMARC's

		in Ecuador	Women's Programme, in Ecuador and with evaluation team in ATI
October 2003		GEM Workshop in Sevilla, Spain	
November 2003		GEM workshop in Sao Paulo	With Vera Vieira, from Rede Mulher
December 2003	Participation in panel on GEM Evaluation Process in the ICT4D space, World Summit of the Information Society		