

# Creating and Sustaining Superior ICT Project Performance Through Gender Sensitivity

This tool aims to assist Last Mile Initiative staff and partners, as well as other development professionals, to ensure gender sensitivity in ICT activities.<sup>1</sup> It has three parts:

- I. **Guidelines:** concise principles for incorporating gender sensitivity
- II. **Resources:** specific and detailed tools, models and examples, which help the user apply the guidelines.
- III. **References:** organizations, websites, and other sources of potential partners, grantees and expertise worldwide

These steps can also be used to promote equity for other underserved groups.

## WHY CARE ABOUT GENDER SENSITIVITY?

Gender sensitivity is essential to maximizing project impact in all development projects.<sup>2</sup> Without gender sensitivity, projects can bypass half the target population and exacerbate inequality.

Women as % of Internet users <sup>2</sup> :	Women as % of Telecenter users:	Women as % of People in Extreme Poverty:
Latin America: 38%	Uganda: 29%	70%
Asia: 22%	Mozambique: 35%	(Oxfam)
Middle East: 6%	Mali: 23%	
Africa: Unknown	Accra: 20%	

Faced with low response from women, Mozambique telecenters designed training sessions to attract more women users. The result: increased attendance, zero training drop-outs, women became regular users and trained others. ("Women in the Information Society," Huyer, et al)

## GENDER ALONG THE VALUE CHAIN

Development project activities can be represented as a value chain: each set of activities adds value to the project deliverables.<sup>3</sup> An effective gender strategy ensures that each set of project activities is gender sensitive, i.e., adds value equitably for both genders. Projects have three major generic sets of Primary Activities and three of Cross-cutting Activities (see Figure 1):

### **PRIMARY ACTIVITIES**

- Assessment: Policy, Situation and Needs Analysis
- Program/Project Design
- Project Implementation

### **CROSS-CUTTING ACTIVITIES**

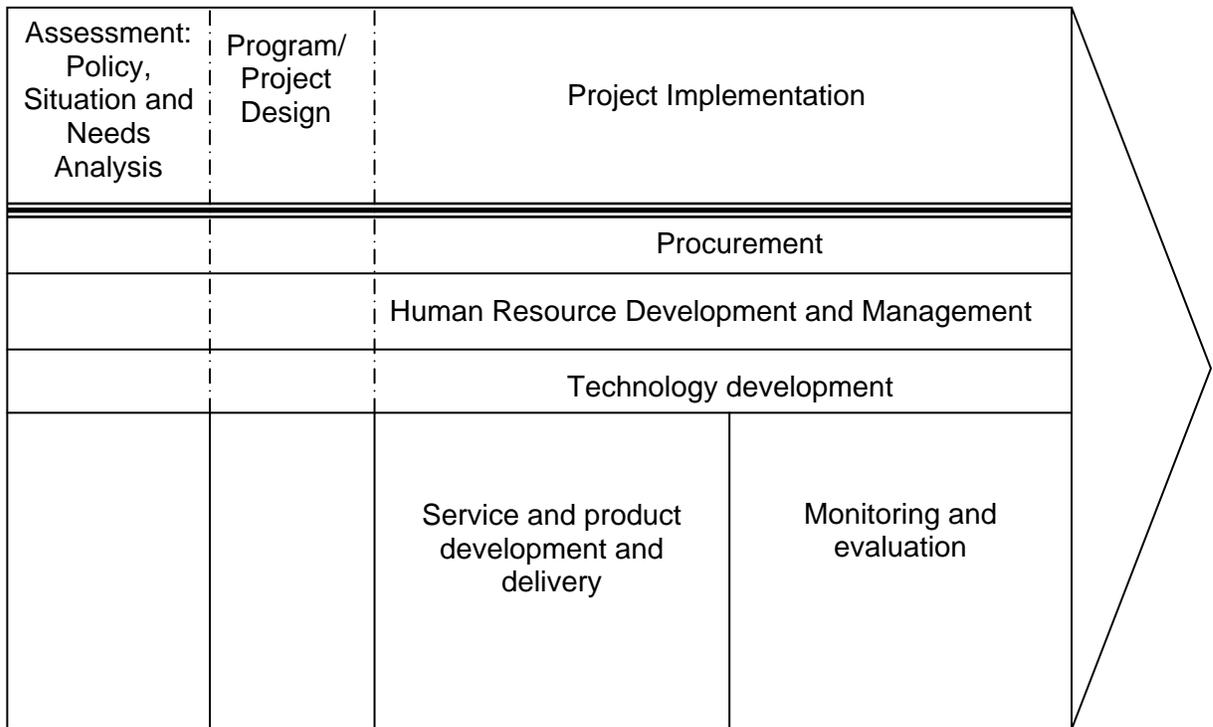
- Procurement
- Human Resource Development and Management
- Technology Development

<sup>1</sup> Gender sensitivity involves identifying and addressing gender differences and relations that affect achievement of project development objectives. *From Digital Divide to Digital Opportunities* provides these statistics.

<sup>2</sup> See *Gender and ICTs for Development: A global sourcebook*, by KIT and Oxfam; also, *Are ICTs gender-neutral? A gender analysis of six case studies of multi-donor ICT projects*” By Nancy J. Hafkin; and other sources in Reference Section III.

<sup>3</sup> This formulation draws from Michael Porter, *Competitive Advantage*, The Free Press, N.Y. 1985.

Figure 1. Development Project Primary Activities and Cross-cutting Activities



## **I. GUIDELINES FOR DEVELOPING AND IMPLEMENTING GENDER STRATEGIES**

This section provides concise guidelines, and links to Resources with more detailed tools.

### **ASSESSMENT: POLICY, SITUATION AND NEEDS ANALYSIS**

- Identify groups that have comparatively low control and use of ICT, e.g., poor, rural, low literacy groups. Are women or men over-represented? If so, identify actions needed to increase their control over and access to ICTs.
- Identify groups that have high levels of control over ICT, e.g., telecomm regulatory and policy-making bodies, owners of telecomm and other ICT companies. Are women or men under-represented? If so, identify actions needed to increase their representation among these powerful groups.
- Identify women's information needs and existing opportunities to address them
- Assess attitudes and behavior of both women and men, and the socio-cultural context, to determine the constraints they place disproportionately on women's or men's access to, control over, and use of ICTs. These cultural factors will determine the outcomes for women and men as much as project services provided directly to either women or men.
- Include gender expertise on Assessment teams.

*Resources: Part II, Tools 1-3, pages 5-6*

### **PROGRAM/PROJECT DESIGN**

#### **DEFINE ACTIVITY OBJECTIVES**

Include project objectives and outcomes that close gender-based gaps in access to, use of, and control over ICT resources.

*Resources: Part II, Tool 4, page 6*

#### **PROMOTE EQUAL ACCESS TO & CONTROL OF ICT RESOURCES**

ICT users must have access to “complementary inputs,” i.e., all of the resources and skills (e.g., financing, literacy) needed to control new ICT resources and/or use them effectively. Users who lack “complementary inputs” will not benefit, even if the technology itself is free.

- Determine the gender-based gaps related to both ICT resources and the “complementary inputs” needed to control and benefit from ICTs (e.g., mobility, literacy, discretionary income)
- Design actions to close those gaps (e.g., business management training; links to micro-finance institutions); ensure the project does not exacerbate gaps.
- On the Design Team, include experts in gender analysis, who understand the resource and skills gaps that affect women's and men's ability to benefit from, control and own ICTs introduced by the project. Note: involving women in project design does not preclude the need for gender experts!
- In all solicitations, include specific criteria related to gender expertise

*Resources: Part II, Tools 5-9, pages 6-8*

## **PROJECT IMPLEMENTATION**

### **PROCUREMENT**

Make procurement gender-balanced by taking proactive steps to procure from under-represented women- or men-owned businesses.

*Resources: Part II, Tool 10, page 8*

### **HUMAN RESOURCE DEVELOPMENT/MANAGEMENT**

Ensure gender-balanced and gender-aware staff

*Resources: Part II, Tool 11, page 8*

### **SERVICE & PRODUCT DEVELOPMENT AND DELIVERY**

- Identify all key factors (e.g., location, timing, content, language, cost, staffing) that affect access to, effective use of, and control over ICT services and products
- Eliminate gender-based gaps related to those factors

*Resources: Part II, Tools 12-15, pages 9-12*

### **M&E**

Measure the differential impact on women and men, and explicitly discuss lessons learned regarding those differences.

*Resources: Part II, Tool 16, p 12*

## PART II. RESOURCES

This section provides tools, checklists, key questions, further information and additional resources for each section of Part I.

### ASSESSMENT: POLICY, SITUATION AND NEEDS ANALYSIS

#### *TOOL 1: Assess ICT Policy/Regulations*

**Identify policies/regulations** that disproportionately constrain women, or men, from owning ICT-related businesses/resources, or accessing ICT services. Key areas:

- **Complex IT business licensing procedures** (disproportionately discourage women, who have less free time than do men)
- **Regulations that constrain businesses** disproportionately owned by women, e.g., mobile services resellers
- **Universal service** and universal access regulations (improve access for women, who are disproportionately poor and rural)
- **High taxes, fees and pricing** structures (disproportionately constrain women, who have less access to financing than do men)
- **Procurement processes** (where there are disproportionately low level of awards to women-owned businesses)
- **Policy and decision-making bodies** with disproportionately few women and low levels of gender awareness
- **Public information/awareness** of the gender implications of programs and policy alternatives

Uganda exempted computers from taxation; but not radios, which reach more women. A community radio station aimed at poor women had a tax bill greater than its entire budget. (<http://www.wougnet.org>)

#### *TOOL 2: Assess Financial and Cultural Constraints to Equitable Access to/Control over ICTs*

**Identify financial conditions and cultural perceptions/practices** that disproportionately constrain women, or men, from owning or accessing ICT resources. Key areas:

- **Determine who controls** existing ICT resources; men disproportionately control ICTs in most countries
- **Identify financial constrains** that disproportionately affect women or men, e.g., women usually have less discretionary income than do men
- **Identify gender-specific cultural constraints**, e.g., time constraints due to women's family responsibilities; prohibitions to women's traveling (locations, time of day); public locations comfortable for women; constraints related to mixed-gender attendance.
- **Consider gender-specific cultural needs**, e.g., cultural norms that discourage women's use of ICTs

#### *TOOL 3: Determine Both Women's and Men's Information Needs and Opportunities*

**Using standard needs assessment methods**, be sure to gather gender-disaggregated data and identify gender-specific needs.

- **Survey the ICT needs** of women as well as men in target groups, e.g., women farmers, traders, local government officials, etc.

Agricultural information systems in Africa have expanded, but failed to help African women farmers because the information they provide is too scattered, abstract, and unrelated to local conditions. (*The International Institute for Communication and Development*, cited in Huyer, et al)

- **Identify information channels** that reach women, e.g., far more women access community radio than the Internet
- **Identify information channels women typically under-use**, which could deliver concrete benefits, e.g., the Internet offers far wider business contacts than do mobile phones.
- **Determine scheduling** of information dissemination and ICT service center hours that will reach women as well as men
- **Identify intellectual property protection opportunities** for women's and men's traditional knowledge.

**Tip:** Women listen to radio and visit telecenters at different times than do men.

### **PROGRAM/PROJECT DESIGN**

*TOOL 4: Include Objectives and Outcomes that Close Gaps in Access to, Use of, and Control over ICT Resources Among Women and Men.*

- **Define objectives/outcomes that foster higher “levels of empowerment”<sup>4</sup>** among disadvantaged groups
  - ▲ *Welfare:* Level 0 of empowerment; uses ICT to provide benefits that improve conditions, e.g., health information provided via radio or Internet
  - ▲ *Access:* Level 1; provides access to ICT resources that enable the disadvantaged group to improve their own status, e.g., web-based business training that enables women entrepreneurs to strengthen their businesses
  - ▲ *Control:* Level 3; achieves gender equality in decision-making over allocation of ICT and other resources, and action to disseminate successful strategies, e.g., programs that enable women to own micro-telcos

**Tip:** Avoid objectives that exclude men from project benefits, even if the target population is exclusively female, e.g., midwives, food preparers, harvesters, home healthcare providers, etc. Otherwise, the men may sabotage project efforts.

*TOOL 5: Promote Equitable Control Over and Use of ICTs*

- **Work with both women and men** in the target population to design steps to promote gender equity in control over ICT resources
  - ▲ Develop effective methods for shifting power
- **Include approaches to reduce cost barriers** (women usually have less discretionary income than do men) (see Tool 13)
- **Include approaches to reduce culture-related barriers** to women's access (see Tool 13)
  - ▲ Location of services
  - ▲ Scheduling of broadcast programs, telecenter hours

**Tip:** Some methods to shift power:

- Provide empowerment training to women
- Engage support from community leaders
- Create win-win situations
- Convey benefits to the entire family or community
- Lend project authority to change agents

<sup>4</sup> These definitions draw from APC's GEM Framework, which suggests 5 levels of empowerment. See: [http://www.apcwomen.org/gem/understanding\\_gem/genderanalysis.htm#specialneeds](http://www.apcwomen.org/gem/understanding_gem/genderanalysis.htm#specialneeds)

- **Address complementary input gaps** between women and men
  - ▲ **Promote equitable access to complementary inputs**, i.e., the resources needed to own, control and/or benefit from the use of ICT resources (see Tools 12-13)
    - Address differential access among gender sub-groups, e.g., by locale (urban vs. rural), income, age, region, ethnicity, religion, etc.

**Tip:** Typical complementary inputs:

- Capital to own ICT-based businesses
- Discretionary income to pay ICT fees
- Literacy to read materials or attend training
- Mobility to go to telecenters
- Business management skills and capital to use e-commerce
- English language skills to read Web materials
- Time to visit telecenters, use ICTs

**Tip:** To close complementary input gaps:

- Allocate project resources specifically to ensure equitable access to key inputs
- Partner with other projects/organizations to provide access to key inputs, e.g., micro-credit institutions, literacy programs, SME development activities
- Engage community leaders who can help overcome constraints, e.g., can provide socially acceptable venues for women's/girls' ICT training.
- Design creative ways to overcome obstacles, e.g., mobile ICT access vans to bring ICTs to women who are not able to leave their homes

- **Design content** to meet the needs of both women and men
  - ▲ Ensure content development includes topics and languages useful to women (see Tool 15)
  - ▲ Foster content development by women (see Tool 15)
- **Build in feedback loops** and ensure they will affect project operations
  - ▲ Ensure that both women and men provide input regarding ICT accessibility and usefulness
  - ▲ Identify adverse affects on women or men
- **For ICT research and development activities**, include scholarships/grants for under-represented groups.

*TOOL 6: Design Training Programs to Serve Both Women and Men*

- **Design training content, structure, scheduling** to meet needs and interests of women as well as men (see Tool 14)
- **Use advertising channels** that reach women (see Tool 11, bullet on recruitment)
- **Promote a critical mass** of women role models, e.g., technology experts/owners, trainers
- **Address the need for complementary inputs**, e.g., job placement services, mentoring, life skills (hard and soft), services for SMEs (see Tool 14)

Mozambique telecenters attracted more women users by introducing all-women training sessions.  
(*Digital Divide to Digital Opportunities*)

*TOOL 7: Promote Gender-Balanced Procurement*

- **Build in proactive steps** to promote equitable procurement and partnerships (see Tool 10)

#### *TOOL 8: Include Gender Experts*

- **Involve gender experts in the design team**, with expertise on target populations
  - ▲ Address gender-based gaps specific to sub-groups, e.g., gaps for poor women farmer workers are different from those for medium-income urban women.
- **Design project staffing** to include gender expertise

#### *Tool 9: Design Gender Sensitive Monitoring and Evaluation*

- **Design M&E methods to capture differential impacts** on women and men (see Tool 16)

## **PROJECT IMPLEMENTATION**

### **PROCUREMENT**

#### *TOOL 10: Ensure Gender-Balanced Procurement*

- **Take proactive steps** to ensure equitable procurement and partnerships, e.g.:
  - ▲ Allocate a specific percentage of procurement to under-represented entrepreneurs/businesses
  - ▲ Allocate extra “points” to proposals and bids by under-represented entrepreneurs/businesses
  - ▲ Work with groups that can help disseminate procurement information to all entrepreneurs, e.g., women’s associations, advocacy groups or cooperatives, micro-credit programs for women
- **Link procurement with other programs** that address gender-based gaps, e.g., business development programs that provide start-up funding and business management support for women’s businesses
- **Encourage telecomm companies**, including micro-telcos and other large project partners/providers, to subcontract to under-represented companies

### **HUMAN RESOURCE DEVELOPMENT/MANAGEMENT**

#### *TOOL 11: Recruit gender-balanced and gender-aware staff and consultants*

- **Include gender experts** in project staffing
- **Recruit women for technical and managerial** positions
  - ▲ Advertise job openings in channels that reach women, e.g., flyers, radio, networks of women’s NGOs and women’s business associations, schools, university business administration or social science departments as well as IT and science departments.
- **Build project staff capacity**
  - ▲ Provide technical training
    - Offer training to professional women who lack IT skills
    - Provide training to help women support staff shift to management or technical positions
  - ▲ Train key staff in gender awareness and gender analysis
  - ▲ Support peer networking among women staff and students

**Tip:** Many countries now have IT training programs (e.g. with Cisco, Microsoft, HP) that have trained hundreds of women in IT hardware and software applications. Graduates of such programs can serve as potential resource people or staff.

## **SERVICE/PRODUCT DEVELOPMENT AND DELIVERY**

### *TOOL 12: Promote Technology Ownership and Control By Both Women and Men*

- **Promote equity of ownership** in telecenters and micro-telcos by women and men, e.g.:
  - ▲ Allocate a proportion to be owned by the under-represented group
  - ▲ Create fee structures with low “entry” points
    - Set low franchising and other project-related fees for under-represented groups
    - Promote low licensing fees (see Tool 1)
  - ▲ Arrange financing to promote ownership by under-represented groups

**Tip:** Arrange financing for under-represented groups, e.g.:

- Allocate project funds to offer promotional financing to under-represented groups
- Collaborate with financing institutions, e.g., microcredit institutions for women, local banks, to provide financing via promotional models, e.g., loan structures with low monthly payments, minimal collateral requirements
- Collaborate with other economic development activities that support SMEs
- Address cultural constraints, e.g., in some communities, women need their husbands’ consent to obtain a loan, barring their access to lending institutions

- **Address intangible gender-specific constraints** to ownership of ICTs
  - ▲ Build technical and management skills among ICT business owners from under-represented groups -- women, in most countries (see Tool 14)
  - ▲ Support women’s control over the revenue they generate (often, women entrepreneurs do not control their revenue)
    - Use effective methods for shifting power (see Tool 5)
- **For ICT research and development activities, include women as decision-makers on funding for ICT research, development, and testing**

### *TOOL 13: Ensure Technology Access By Both Women and Men*

- **Reduce cost barriers**, especially in rural areas (women often have less discretionary income and access to business financing than do men)
  - ▲ Consider the context, e.g., public access points can provide lower cost access than home-based lines, which benefits women in some countries. However, in other cultures, women’s only access is via home-based lines.

**Tip:** Use pricing structures that reduce cost barriers:

- Create sliding scales
- Establish discounts for target groups
- Designate specific times when prices are low for women, e.g., when services are otherwise little used
- Create “in-kind” payment programs, e.g., “work for ICT use”
- Design low cost services, e.g., shared pre-paid phone cards, reselling mobile calls
- Promote “teaming,” i.e., several women share a computer
- Create low-cost “micro portions,” e.g., very short periods of use for specific purposes

- **Select technologies** that permit lower pricing structures

**Tip:** Use technologies that can help lower prices, e.g.:

- VOIP
- Wireless local loop
- Free and open software (FOSS) where skills in FOSS are available (proprietary s/w can restrict cost reductions in the medium-term, despite short-term subsidies)
- Mobile phone, including Short Message Service (SMS)
- Low cost computers
- PDAs
- Laptops that require less electricity than desktops
- Renewable energy where grid electricity is not available
- Links between community radio and Internet to reach large groups at low cost
- Cache popular material to reduce access charges
- In rural areas: solar/battery/hand-crank power

- **Address culture-related barriers to access**

- ▲ Locate technology services in venues considered safe and appropriate for women
  - Good choices are areas women frequent regularly (e.g., markets, schools, community centers)

- Locations easily reached by public transport
- Take steps to include women who have limited mobility outside the home, e.g., tele-vans that bring ICT-related to the home

In Kenya, women reported that they could not use computers located in areas considered “men’s territory,” even in such seemingly “gender-neutral” locations as rural shopping centers, libraries and community centers. (*Digital Divide to Digital Opportunities*)

- ▲ Schedule broadcast programs, telecenter hours, etc. that are convenient for women/girls

- Women listen to radio at different times than men, and may not control what program the radio is tuned to
- Training/telecenter hours convenient for women differ from than those for men

- ▲ Raise awareness of the benefits that women’s use of ICT provides to community and family

- Gain support from community leaders
- Create win-win situations between those who currently control technology, and those with little or no control

- ▲ Consider providing child care

- **Ensure technology development** and testing involve women and men equitably

#### *TOOL 14: Ensure Training Programs Serve Both Women and Men*

- **Develop training content** to address needs and interests of women and men

- ▲ **Contradict gender-stereotyping** with training material (e.g. include images of women operating computers, doing wiring/cabling, etc.)

**Tip:** Many women have particular training needs and interests, e.g.:

- Practical, “hands-on” training programs
- Training provided in local languages
- Training designed for low literacy trainees

- **Actively promote equal participation** by women and men in all training programs

- ▲ **Ensure training for complex, high wage jobs** includes women equitably

- ▲ **Address differences** between men and women in technical skill levels with remediation or accommodation

- **Make training easily accessible** to women and girls.
  - ▲ Schedule in light of women's and girls' time constraints
  - ▲ Consider women's and girls' mobility constraints due to social norms, safety concerns, access to transport, difficulty traveling at night, etc.
    - Provide training to women and girls who have very limited mobility outside the home
    - Eliminate constraints faced by subgroups, e.g., elderly, physically disabled.
- **Consider single-sex training** for women
  - ▲ Women tend to perform better in scientific and technical fields when they are not in competition with men.<sup>5</sup>
- **Use advertising channels** that reach women (see Tool 11, bullet on recruitment)
  - ▲ Conduct public awareness campaigns to foster girls' and women' understanding of the benefits of ICT use
- **Employ female and male trainers**
  - ▲ Ensure there is no wage disparity among genders.
- **Conduct follow-up** training and support to address cultural constraints and promote skills retention
  - ▲ Ensure organizations utilize women's new skills upon their return
  - ▲ Support women's ongoing skills updates
  - ▲ Provide or assist trainees to access complementary inputs, e.g., job placement services, life skills development (hard and soft), SME development, micro-finance, etc.

In India, Datamation Foundation's IT training program successfully drew women from the Moslem community by partnering with local Imams, who lent legitimacy to the program and provided space in their madrasah.

Cisco's Networking Academy Program draws women by using tailored promotional materials and atypical channels that attract women

A project in Africa trained women and men as ICT trainers. **None** of the women were able to conduct training upon returning to the workplace, whereas the men trained others. (*Are ICTs Gender Neutral?* Hafkin)

*TOOL 15: Ensure Content Development Activities Involve and Serve Both Women and Men*

- **Offer content of interest to and developed** by women, as well as men
  - ▲ Provide locally relevant content
  - ▲ Ensure content has no gender-stereotyping
  - ▲ Preserve, incorporate, and consider patenting women's traditional knowledge
- **Address language barriers**
  - ▲ Develop content in local languages
  - ▲ Use multilingual tools, automatic translation software
  - ▲ Use visual interfaces for illiterate users to access and/or development content
- **Promote online services** where women have home access but face difficulty traveling outside the home, e.g., e-commerce, teleworking, e-government, online health and education information

In Mali, telecenters failed to attract women, although they had women on management committees, provided tailored training for women, and offered discounts. The barrier: lack of relevant content.

In Uganda, the International Women's Tribute Centre developed a CD-ROM on income generation, using video and audio in a local language for illiterate and semi-literate women.

<sup>5</sup> *Are ICTs gender-neutral? A gender analysis of six case studies of multi-donor ICT projects*  
Nancy J. Hafkin

- **Support online networking and advocacy** in support of women’s access to information and women’s rights

## **MONITORING AND EVALUATION**

*TOOL 16: Determine differential impacts on women and men*

- **Use gender-based indicators** and disaggregate data by gender
  - ▲ Also disaggregate by key sub-groups, e.g., urban vs. rural, poor vs. middle class and wealthy, age, region, ethnicity, religion, etc.
  - ▲ Use both quantitative and qualitative indicators
- **Measure impact** as well as level of use
- **Use gender-balanced teams** to design and implement the evaluation
- **Use gender-sensitive data collection** methods that reach both women and men.
  - ▲ Consider literacy levels and language of user surveys (women are disproportionately represented in groups with low literacy and without “international” language)
  - ▲ Include both women and men as data collectors
- **Disseminate lessons learned** that explicitly discuss differential impact by gender

**Tip:** “You get what you measure.” Gender-based indicators promote activities that address women’s needs.

### **Sample gender-based indicators:**

Existence of policies that promote affordable access by rural poor  
 Number of users disaggregated gender  
 Level of ICT skills of users, disaggregated by gender  
 Decision-makers regarding ICT design and access, disaggregated by gender  
 Content developers, disaggregated by gender  
 Ways people use ICTs and the information they obtain, disaggregated by gender  
 User ratings of the value of various types of content, disaggregated by gender  
 Extent of ICT use to network and collaborate, disaggregated by gender  
 Obstacles to ICT use, and how obstacles were surmounted, disaggregated by gender  
 New skills gained by users, disaggregated by gender  
 Changes in self-confidence, disaggregated by gender  
 ICT Trainers, disaggregated by gender  
 Trainees, disaggregated by gender  
 Trainee satisfaction, disaggregated by gender

Many of these indicators were drawn from GEM <<http://www.apcwomen.org/gem/>>

### **PART III. REFERENCES**

This section provides two types of references:

- Online materials and tools
- Organizations with ICT and gender capacity

#### ***Online Articles, Tools and Other Materials***

Bridges <[www.bridges.org](http://www.bridges.org)>: Provides case studies of successful ICT projects and “8 Habits of Highly Effective ICT-Enabled Development Initiatives,” with criteria on gender inclusion.

Sciadas, George. Ed. *From the Digital Divide to Digital Opportunities. Measuring Infostates for Development*

[www.orbicom.uqam.ca/projects/ddi2005/index\\_ict\\_opp.pdf](http://www.orbicom.uqam.ca/projects/ddi2005/index_ict_opp.pdf)

Gender Evaluation Methodology (GEM) <[www.apcwomen.org/gem/gem\\_tool/index.htm](http://www.apcwomen.org/gem/gem_tool/index.htm)> provides tools to help analyze gender issues, perspectives and lessons in ICT projects.

*Gender and ICTs for Development: A global sourcebook* KIT (Royal Tropical Institute), The Netherlands, Oxfam GB, February 2005

<http://publications.oxfam.org.uk/oxfam/display.asp?isb=0855985658>

GenderIT.org <[www.genderIT.org](http://www.genderIT.org)>: offers examples of national policy, gender-sensitive language, tools for lobbying in support of women’s equitable control over and benefits from ICT, materials on the impact of policy on gender equity.

Huyer, Sophia, et al. *Women in the Information Society*.

Hafkin, Nancy. *Are ICTs gender-neutral? A gender analysis of six case studies of multi-donor ICT projects*. 2002

[http://www.un-instraw.org/en/docs/gender\\_and\\_ict/Hafkin.pdf](http://www.un-instraw.org/en/docs/gender_and_ict/Hafkin.pdf)

United Nations International Research and Training Institute for the Advancement of Women (INSTRAW)

[www.un-instraw.org/en/index.php?option=com\\_wrapper&wrap=Training&Itemid=221](http://www.un-instraw.org/en/index.php?option=com_wrapper&wrap=Training&Itemid=221)

Contains gender & ICT tools.

World Bank ICT & Gender Toolkit

[web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/EXTICTTOOLKIT/0,,mnuPK:542826~pagePK:64168427~piPK:64168435~theSitePK:542820,00.html](http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/EXTICTTOOLKIT/0,,mnuPK:542826~pagePK:64168427~piPK:64168435~theSitePK:542820,00.html)

Offers checklists, evaluation tools, examples of good practices, and resources that can be used to incorporate gender into ICT activities.

*From the Digital Divide to Digital Opportunities: Measuring Infostates for Development.*  
George Sciadas, editor.  
[http://www.orbicom.uqam.ca/projects/ddi2005/index\\_ict\\_opp.pdf](http://www.orbicom.uqam.ca/projects/ddi2005/index_ict_opp.pdf)

## **Organizations**

This listing of organizations will be updated as organizations with ICT and Gender expertise provide information to be included.

### **GLOBAL**

AMARC: provides extensive Internet Training Modules for women  
[www.amarc.org/](http://www.amarc.org/)

APC: a collaboration of NGO network providers. APC WNSP, a global Internet-based network, offers training in the use of GEM (see above) and in carrying out gender-sensitive evaluations of ICT-related activities, and has a pool of skilled facilitators and consultants in Africa, Asia, Latin America and the European Union to offer GEM Service and Support.  
[www.apc.org](http://www.apc.org)

EDC: designs and implements innovative ICT-for-development projects worldwide; one focus of the work is on the use of ICT to expand women's access to education, economic opportunities, and decision-making processes  
[www.edc.org](http://www.edc.org)

GenderIT.org: Supports development of policies that promote gender equity, including women's equitable control over and benefits from ICT.  
[www.genderIT.org](http://www.genderIT.org)

International Women's Tribute Centre: provides communication, information, education, and organizing support services to women's organizations and community groups working to improve the lives of women, particularly low-income women.  
[www.irc.nl/page/7049](http://www.irc.nl/page/7049)

ISIS: a feminist NGO dedicated to women's information and communication needs  
[www.isiswomen.org/](http://www.isiswomen.org/)

Networked Intelligence for Development: works with communities in developing and transition economies to assist them to harness the opportunities of ICTs. A large proportion of their work is directly with women who earn their livelihoods from their own business ventures.  
[www.networkedintelligence.com/](http://www.networkedintelligence.com/)

Women's Environment and Development Organization (WEDO): an international organization that advocates for women's equality in global policy.  
[www.wedo.org](http://www.wedo.org)

## **AFRICA**

Abantu for Development: offers a practical workshop “Strengthening Electronic Communications Capacities for Women’s Organisations in Africa,” for managers, project officers and information officers of women’s NGOs. Course develops computer skills, self-confidence, and strategies for using ICT in advocacy and networking.  
[www.abantu.org](http://www.abantu.org)

The Gender and African Information Network (GAIN) ICT section: women librarians exchange information, e.g., via email list, disseminates and supports applications of information locally.  
<http://womensnet.org.za/links/gainbroch.htm>

NGO-NET Africa offers Internet facilities and “Internet and Development” training, including how to involve local communities and organizations use ICT.  
[www.ngo-net.org/](http://www.ngo-net.org/)

## **ASIA AND THE NEAR EAST**

Datamation Foundation: Foundation actively engaged in advocating, designing and implementing innovative ICT-enabled initiatives to help meet Millennium Development Goals (MDGs)  
[www.datamationfoundation.org/](http://www.datamationfoundation.org/)

Self-employed Women’s Association (SEWA): a trade organisation of poor, self-employed women workers that organizes women workers for full employment.  
[www.sewa.org](http://www.sewa.org)

Swaminathan Research Foundation: seeks to impart a pro-nature, pro-poor and pro-women orientation to a job-led economic growth strategy in rural areas through ICT.  
[www.mssrf.org/](http://www.mssrf.org/)

## **LATIN AMERICA/CARIBBEAN**

Caribbean Association of Feminist Research and Action (CAFRA): A regional network of researchers, activists and women’s organizations; facilitator of the regional women’s movement  
[www.cafra.org](http://www.cafra.org)

## **EUROPE AND EURASIA**

Women’s Information Technology Transfer (WITT): in Eastern Europe and the CIS, aims to increase ICT awareness and skills among women and women’s organizations, and to strengthen civil society and women’s organizations’ use ICTs to promote gender equality and democracy.  
[www.witt-project.net/](http://www.witt-project.net/)