GEM

GENDER EVALUATION METHODOLOGY FOR INTERNET AND ICTS

A LEARNING TOOL FOR CHANGE AND EMPOWERMENT

Facilitators Guide
for GEM Workshops

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Acknowledgements

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

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

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

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

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

At the time, there were no gender evaluation models or tools that looked specifically at the use of ICTs or technology. In 2001, we began developing GEM with ICT for development practitioners in 25 countries from Latin America, Asia, Africa and Central and Eastern Europe. The GEM manual was published in 2005. This new suite of publications for people who want to use GEM was published in 2010. Though GEM was initially developed for the internet and ICTs, experience demonstrates that GEM can also be used to improve gender relations by the development sector in general.

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Table of contents

SECTION 1:
THE PRACTICALITIES AND DESIGN BASIS OF THE GUIDE

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1.1 About GEM

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

Methodology (GEM) for Internet and ICTs. GEM is intended to provide a systematic method to evaluate whether ICTs are improving women's lives and gender-power relations. Since GEM's development, APC has organised over 30 GEM workshops with over 300 participants, and GEM has been presented in over 20 events, held around the world.

GEM was developed in APC within the APC's women's programme—known as the Women's Networking Support Programme (APC WNSP). Uniquely, the APC WNSP is not only a programme within APC but has its own network and worldwide membership. The APC WNSP itself began interrogating the impact of its work in 2000. There was a very strong and mutual need among members to build a collective understanding of the real impact of almost ten years of women's networking and advocacy on gender and ICT issues. APC WNSP and its members had the following questions:

- What changes are empowering women?
- How are these changes being measured?
- What role do ICTs play in these changes?
- How do these changes shift gender relations between women and men?

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

1.2 Practical aspects of the Facilitators Guide for GEM Workshops

1.2.1 Who is the Facilitators Guide for?

This guide is designed primarily for the use of GEM facilitators. The design premise upon which this guide is developed is that of "facilitator as learner" and mirrors the principles of learning that you are encouraged to use in your work.

Learning is a continuous process, and the assumption is that each individual will take what she or he needs from the guide, whether it is a "just in time" approach for the delivery of specific workshops or an in-depth study of facilitation techniques and learning principles. The content is designed to suit new and experienced facilitators alike.
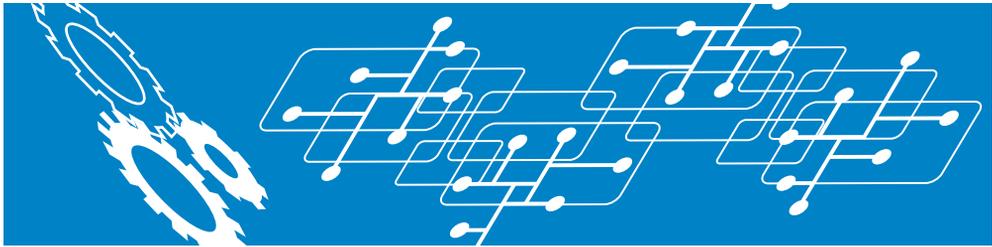
In 2007, APC WNSP started researching to adapt GEM, to make it more user-friendly for different sectors and communities. This guide reflects the collective learning of the GEM facilitators and the wide range of their evaluation facilitation experiences and knowledge. The guide is designed to present and share these lessons learnt so that you, your project and/or your organisation are able to apply GEM with ease. It is hoped that the guide will be used to obtain ideas and facilitation tips, and that it will also serve as a resource for deeper thought and reflection on your evaluation practice. The *Facilitators Guide for GEM Workshops* should be used with the GEM manual and any one of the thematic adaptation guides, if applicable. Though GEM was initially developed for the internet and ICTs, experience in this adaptation research demonstrates that GEM can also be used for other development sectors.

1.2.2 How is the guide structured and used?

The guide is a collection of examples taken from the experiences and learning insights of GEM facilitators who have facilitated workshops across different regions and various contexts. The guide first lays out the analytical framework of what the GEM processes are supposed to be. It then integrates examples and learning insights of GEM facilitators throughout each subsequent section. In preparing for workshops, you will benefit from the conceptual framework and practical design as well as facilitation tips that are provided in sections 2 and 3. These provide the basis for the design and delivery of GEM workshops. Section 4 brings it all together, summarising the practical aspects of workshop facilitation and looking at the relationships of the facilitation team (or co-facilitators). The guide concludes

with a variety of additional resources to support your ongoing development as a GEM facilitator.[1]

1.2.3 What are application points and critical reflection points?

Application points are samples, examples and worksheets that will allow you to directly apply or consider some of the strategies highlighted in section 2 (Facilitation principles and practice). The *critical reflection points* are places where you will be prompted to reflect on your practice and to highlight the conceptual framework that underpins GEM. It will be a tool that will enable you to improve your practice and, more importantly, make explicit the links between the conceptual framework of GEM, its methodology, and the process of facilitation.

1.3 Facilitators Guide for GEM Workshops concept design

The diagram in Figure 1 brings together the three main elements of the Facilitators Guide for GEM Workshops: the Gender Evaluation Methodology (GEM) and its seven steps; the facilitation principles and practice; and the conceptual framework. This diagram will be used as the road map for the Facilitators Guide.

- Link 1 is the practical aspect of the Facilitators Guide where GEM is applied (in part) through the process of workshop facilitation.
- Link 2 is where the conceptual framework that underpins the work of GEM is *consciously* brought to the foreground.

An important aspect of the links is that they are mutually reinforcing—the linked elements have a continual influence on each other. The intersection between Link 1 and Link 2 is the critical reflection point for the Facilitators Guide. The critical reflection point is a process that is much more web-like and complex in its application than what can be represented here in a two-dimensional (2-D) image. It is important to note that the critical reflection point in the diagram is a 2-D representation of a process that is much more complex because critical reflections can take place at any time and may involve processing a variety of incidents, reactions or outcomes that happen before, during or after a process and a specific period or point in time. The advantage of a 2-D representation is that it allows us to focus on this one aspect, knowing that ultimately in each person's mind it will become a part of the complex web we call "understanding".
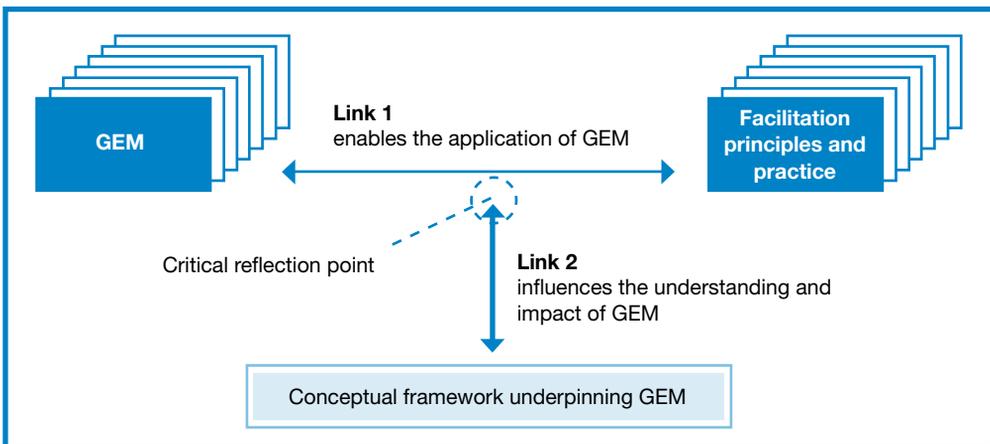
Figure 1: Facilitators Guide for GEM Workshops concept design

GEM

Link 1
enables the application of GEM

Facilitation principles and practice

Critical reflection point

Link 2
influences the understanding and impact of GEM

Conceptual framework underpinning GEM

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[1] These and other resources are available online or for download at: www.genderevaluation.net/gemworks

1.3.1 Why is the intersection between Link 1 and Link 2 critical?

The intersection between Link 1 and Link 2 highlights the importance of the GEM conceptual framework in the overall facilitation process. It is not enough to simply talk about facilitation "tips and tricks" in order to deliver the workshops. It is both the conceptual understanding of the GEM process and how it is interpreted by the facilitator that will influence how the workshops are facilitated. Additionally, the conceptual understanding from the participants will influence how they interact with the work. In both cases, it is important that you are aware of how individuals' beliefs and experiences influence the work that is being explored.

1.3.2 What is meant by GEM's conceptual framework?

GEM introduces three frameworks to audiences around the world, all of which make up GEM's conceptual framework. First is the evaluation framework principled on "learning for change", and hence, why GEM is a utilisation-focused evaluation methodology. The second framework is the gender analytical and women's empowerment framework, which draws on Sara Longwe's work on how to wear a "gender lens" for those who want to address gender inequality issues. The third framework is "ICTs and social change", which identifies the emerging gender issues surrounding the application, design and development and value-linked representation of ICTs. This is why GEM emphasises the importance of identifying and adopting gender-transformative strategies within the design and implementation of ICT initiatives. All three frameworks identify elements that are dynamic in nature and the severity or prominence of these elements are often contextualised and very dependent on how gender equality has evolved within a locality and community.

1.3.3 How is a conceptual framework developed?

A conceptual framework can be described as the drive, motivation, belief system or theories that underpin the development of tools such as GEM or the development of this guide. In the case of each facilitator and participant, it is her or his own understanding and interpretation of GEM. This is an evolving aspect that, when challenged through the facilitation and application of GEM (Link 1), provides an opportunity for deeper learning (critical reflection point).

1.3.4 How will the Facilitators Guide design help facilitators in their work?

By actively encouraging critical reflection—thinking about what happened and why it happened the way it did, in order to better understand situations—through the use of critical reflection points, it is hoped that you will bring to the foreground (or become more conscious of) your understanding of the conceptual framework that underpins GEM. By challenging your own beliefs and reflecting on your practice, you will be encouraged to further enhance your understanding and interpretation of the concepts that underpin your practice.
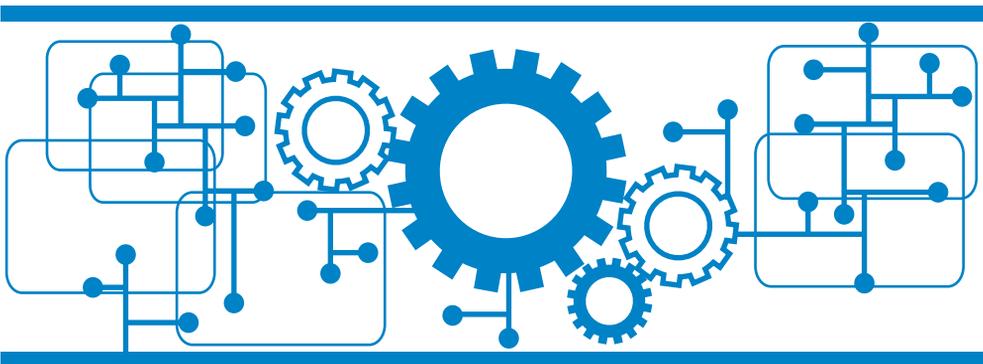
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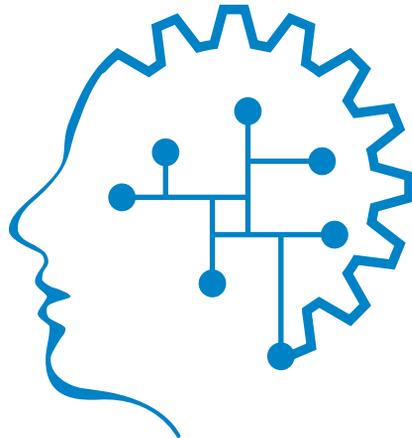
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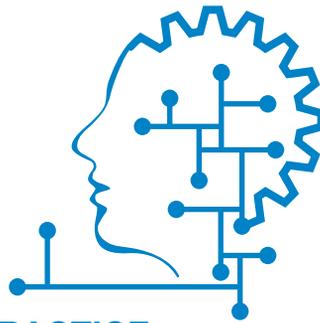
2.1 Facilitation principles and practice in GEM

2.1.1 What is facilitation?

Simply expressed, facilitation is guidance that enables and encourages learning in a non-threatening environment. In order for this guidance to be effective, consideration needs to be given to the learner, the learning objectives and the learning environment. So, a facilitator can be seen as someone who encourages and is completely supportive of the learner to do their best thinking. To help make sense of these factors and their relationship to one another, it is first worth considering and exploring some principles of adult learning.

Critical reflection point

What makes an effective facilitator? Why?

Application point

A GEM facilitator embodies the principles and practices advocated and encouraged by GEM. This includes:
- Being participatory and inclusive
- Being supportive and encouraging
- Allowing differences of views and opinion
- Encouraging open, healthy and friendly debate and discussion
- Providing a ready space for a wide range of perspectives, experiences and realities, as well as communication capacities.

In a workshop environment, a GEM facilitator needs to:
- Be a good listener who is very people- and learning-centred
- Ensure the full participation of each workshop participant
- Encourage mutual understanding among participants

- Create a culture of inclusivity from the start of a workshop
- Encourage and promote a sense of shared responsibility for the sharing and learning among participants.

In addition, a GEM facilitator designs and delivers a workshop while acting as:
- An evaluation facilitator
- A gender sensitisation facilitator
- A gender equality advocate
- A women's rights and women's empowerment advocate.

As an evaluation facilitator, you need to encourage the participants and be a strong advocate for the good practice of evaluation and of the actual utilisation of those evaluation findings. This means that if an organisation or individual has always done evaluation because it was demanded by others or it was externally conducted by others and not by themselves, you would have to help them look at evaluation differently, to look at evaluation as a critical and valuable opportunity to learn and to improve in the areas that they think are important for their work. You would need to encourage them to look at evaluation as an integral part of planning and implementation, and not just something that happens at the end of a particular period or at the end of a project. You would need to encourage them to look at evaluation as an integral part of both organisational and individual growth, and to set aside resources to ensure the proper conduct of evaluations and to consider implementation of the resulting follow-up actions.

As a gender sensitisation facilitator, you need to be able to get buy-in from your participants. They need to feel convinced of the importance of addressing gender and ICT issues and why it is essential to consider these issues in evaluation. You need to help them understand and identify for themselves what the gender and ICT issues are, why their evaluation should consider these issues, and why learning from the evaluation findings would be important to them.

As a gender equality advocate, you would face a number of challenging and/or difficult situations where participants may not agree that gender inequality exists, where participants are strongly influenced by culture or religion and do not agree that the blurring of roles and responsibilities across both men and women is progressive or good. You would have to acknowledge and recognise that for some communities and cultures, gender inequalities may not be so obvious as compared to others and that gender and ICT issues can often take different forms depending on cultural, social, economic and political contexts. Often, you would need to be both an advocate and a diplomat, communicating the message of gender equality while being sensitive to the many years of beliefs and the socialisation process that your participants have gone through. You need to be extra sensitive to what extent you can push their boundaries, and you need to begin thinking about how to persuade and push their boundaries without being confrontational, without threatening their familiarity and their comfort levels with themselves and their lives during the design of the workshop. Often, while being a gender equality advocate, you would be challenging participants' own power dynamics and gender inequality contexts, whether these dynamics are inherent within individuals, their organisations or their programmes and/or projects. This is something that you can take on much better if you manage to

As a gender equality **advocate**, you would face a number of **challenging** and/or **difficult** situations where participants may not agree that gender **inequality** exists
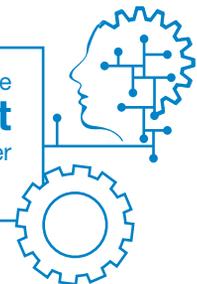
compile their profiles, and learn who they are, where they come from, their understanding of gender and gender inequality, and so on. This is explored much more in section 2.2 "Understanding adult learning principles" and in "Five stages of educational design" under section 2.4.

As a women's rights and women's empowerment advocate, you understand and promote your understanding of GEM's conceptual framework—of women's empowerment and women's rights within a gender equality framework—during GEM workshops. This is an important role for a GEM facilitator because this is the core of what GEM advocates: good gender-sensitive and utilisation-focused evaluation

claim their rights because of unequal gender relations and power dynamics. You help your participants recognise that women are in these disempowering situations not because of their own choice, but because they have been socialised to believe and accept that system of power and control over them.

There will be situations too when women, for whatever reason, say with conviction that they are not disempowered. As the outsider, your perspectives might be very different and you may clearly feel and see certain aspects of inequality and disempowerment. It is important to respect what women feel and say and not to judge or tell them that they are wrong in feeling that way or in saying

> You should avoid paternalistic approaches that tell women what to think, feel, do and say

practices that will contribute to addressing gender inequality issues, usually in contexts where women are disempowered. This role requires you to understand that GEM recognises a gender and ICT issue when women's inequality is the result of a system of power over, oppression of, domination of, and discrimination against women, and that this condition affects how women are able to access and deploy ICTs. This system of power is often informed by patriarchal beliefs and control. Within this system of power, women's oppression and subjugation can be brought about directly or indirectly, as well as intentionally or unintentionally. These are all the different dimensions—internally and externally—that your participants would have to consider when designing, implementing, monitoring and evaluating their ICT-type interventions. You should be able to help your participants understand the need to empower women who are in situations where they cannot access or

what they say. You should avoid paternalistic approaches that tell women what to think, feel, do and say.

A GEM facilitator is a facilitative leader, consciously aware of the gender-power dynamics within the workshop space and within projects and organisations. While you need to communicate that gender issues and concerns that manifest in projects must be addressed to achieve a real positive social change, your role as a facilitator requires you to balance this conviction by remaining fair, open and inclusive, all the time ensuring that processes within the workshop do not silence any participant who may challenge or question this view. Remember that you need to foster a process that will enable project teams, groups and organisations to work more effectively, to collaborate and achieve synergy in addressing gender and ICT issues and gender inequality in the long run.

2.1.2 Who is learning?

Learning is a two-way process, where the facilitator and the learner are both engaging in learning. To learn is to question, to analyse, to be curious and ultimately to develop new ideas, change or further substantiate beliefs, and understand complex concepts. In a successful learning environment, these changes occur for both the facilitator and the learner.

Critical reflection point

How would you define learning? Why?

Application point

As a GEM facilitator, you have to follow the principles promoted through GEM, and because you are encouraging learning and behavioural change, you need to follow the values and practices that fall under GEM's principle of "learning for change" (pages 19 to 21 of the GEM manual). You have to consciously include evaluation in all that you do throughout the GEM workshop. This is usually done through daily evaluations and re-caps, end-of-workshop evaluations, and daily debriefings with the facilitation team members, coordination team members (if any) and the rapporteur or workshop proceedings note-taker (if there is one). By allowing for different types of processes for feedback, you need to allow for both anonymity and ownership over the workshop, as well as for collective learning. This, in essence, means being open to:

- Changing yourself, your attitudes and the way you facilitate (self and social change, sensitivity to bias, critical reflection).
- Learning by doing (always be ready to initiate and take the lead; always be ready to initiate the change whether in content or facilitation approach; know how to complete the task you ask participants to do, or know the answer to the questions you are asking of participants; be transparent about what you know and what you do not know—recognising that participants have knowledge, insights and experiences that you can learn from).
- Ensuring participation of all participants (engage with them and encourage them to engage with you and your facilitation team).
- Being context sensitive (understand the environment, understand the participants and where they are coming from, their stand and exposure to gender and ICT issues).
- Using a variety of ways, both quantitative and qualitative, to gauge if participants are indeed engaging and learning and if the workshop is fulfilling participants' needs.

Learning is a **two-way process**, where the facilitator and the learner are **both engaging** in learning
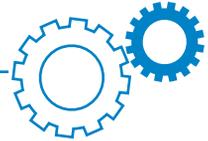
In certain cultures, it is still the norm to see the trainer or facilitator as the ultimate authority and a two-way process of learning is not possible. GEM facilitators who want to encourage a two-way learning process will have to think hard about these contexts and what activities might work in helping to shift the dynamics of a formal environment of one-way learning. Often, a simple activity of role-play (where groups or pairs are asked to defend certain perspectives) or creating an environment of debate may work. GEM facilitators have often used the spectrum activity to encourage debate, where you start with a question, often an extreme question, and participants are asked to what extent they agree with the statement—yes, no, somewhat. Participants are then asked for their viewpoints. After listening to some viewpoints, participants are asked if they now want to change their position/stand on the issue. This then helps create further debate.

2.2 Understanding adult learning principles

In her book *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*, Jane Vella describes twelve principles that form a basis for understanding and engaging with adults in a learning environment.[2] These principles are:
- Needs assessment
- Safety
- Sound relationships
- Sequence and reinforcement
- Praxis
- Respect for learners
- Ideas, feelings, actions
- Immediacy
- Clear roles
- Teamwork
- Engagement
- Accountability.

These twelve principles of adult learning are explained in more detail below. As you read these principles, think of relevant examples from your experiences as a facilitator or learner. How have these examples impacted (both positively and negatively) on learning?

2.2.1 Needs assessment
Having an understanding of the learners' needs helps to set the foundation for effective facilitation. Here, it is worth thinking about *who* the learners are, what they *bring* to the training, what they *expect* from the training and, most importantly, what they *need* from the training.

Critical reflection point

How can you find this out?

Application point

Before running a GEM workshop, it is important to develop training needs assessment (TNA) forms and to send these out to the participants. Then, it is crucial to analyse the responses. The types of questions asked can be identified after discussing with all stakeholders, those who are organising the workshop and those who are interested in participating (if this is possible). It is important that you consider both the objectives of those organising the workshop and the learning objectives and needs of the participants. These can sometimes be quite different from each other. Often, organisations will have their own agenda as to why they would want to run a GEM workshop—an agenda that will be influenced by their project or programme objectives. For example, some civil society organisations will have, in addition to the evaluation skills-building agenda, a gender equality advocacy agenda or a gender-sensitisation agenda. But this agenda may not necessarily have fully considered the needs, expectations and learning objectives of the participants who will attend the workshop.

> It is worth thinking about *who* the learners are, what they *bring* to the training, what they *expect* from the training and, most importantly, what they *need* from the training

It is always important to not only get the views of the organisers who will have their own perceptions of the participants' needs, but to also get the actual responses on needs from the participants themselves. If participants' learning objectives, needs and expectations do not match those of the workshop organisers or GEM's own agenda (increasing commitment to addressing gender and ICT issues), it would be best to try to discuss how these differences can be accommodated. If they cannot be accommodated or if there is no compromise on the part of the workshop organisers and if they are definitely not aligned to GEM's own advocacy agenda, it may be best not to run the GEM workshop at all. Remember, learning only happens when

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[2] Jane Vella *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults* San Francisco: Jossey-Bass, 1994

it is relevant and when content and delivery connect with the participants—emotionally and mentally—and meet their practical needs. Forcing GEM's philosophy, principles and values onto others works against gender advocacy.

Often, ICTD practitioners or policy makers organise GEM workshops with the APC WNSP and/or its members to help increase gender awareness and analysis, and to better understand the nature of gender and ICT issues and how they interact with broader social issues, and vice versa. One such example is the first GEM Global Training Exchange workshop conducted with GEM facilitators and potential GEM facilitators in July 2007. The TNA questions for these participants took the following form because of their higher levels of familiarity with and commitment to addressing gender and ICT issues.

Training needs assessment – GEM Global Training Exchange

1. Please provide a description of the community/communities you work with.

2. Please highlight three to four gender issues that exist within the community/communities you work with.

3. Are there gender issues within the community/communities you work with, specifically related to the use of or access to ICTs? If yes, what are these issues?

4. What do you hope to gain from participating in this workshop?

5. Describe the challenges or problems you face (if you're already a GEM facilitator) or would face (if you're a potential GEM facilitator for your region/country) in preparing and conducting a GEM workshop. What would stop you from being able to do this and what do you feel would stop the workshop participants from "buy-in"?

6. Describe the problems you think other organisations or projects would face in running their own GEM workshops, or in ensuring "trickle down" of GEM to the organisational or project team and/or to the community/communities they work with.

7. What are the challenges you face in working with organisations or projects in promoting the use of the GEM tool or in conducting trainings on the GEM tool?

Some NGOs and academic institutions as well as government agencies have partnered with APC WNSP in organising workshops to help their current and potential partners understand why it is important for them to engage themselves more in gender and ICT issues. These are groups that already have a strong gender perspective on other issues, may already be quite familiar with certain research and analytical tools, but do not see the relevance of gender to ICTs and may see ICTs only as information and communication tools.

For example, a GEM workshop was co-organised with an NGO called SPACE in Kerala, India, in April 2009, and after getting a better idea on the potential workshop participants, the TNA questions were finally drafted as shown below, with a very brief introduction on the workshop and its purpose and what the participants could expect.

Training needs assessment – GEM workshop

The Gender Evaluation Methodology (GEM) workshop is designed to introduce the methodology to participants in a very practical step-by-step approach. The workshop will be a mix of plenary presentations and discussions as well as individual and group work and activities. Participants are expected to work through each step of the methodology either on their own or with other participants in a group who may want to conduct evaluations on similar types of projects or programmes.

1. Please tick one of the following responses that is TRUE about you:
a. I have expertise or experiences in conducting research with a gender perspective
b. I have expertise or experiences in conducting evaluation(s) with a gender perspective
c. I have expertise or experiences in conducting both research and evaluation(s) with a gender perspective
d. None of the above.

2. If you have expertise or experiences in conducting research or evaluation or both with a gender perspective, please describe the challenges you have faced in:
a. Sharing and/or communicating the results/findings
b. Ensuring learning from the results/findings
c. Ensuring action in response to the results/findings.

3. What is your understanding of evaluation vis-à-vis research?

4. In your opinion, to what extent are there differences between gender issues and gender and ICT issues?

5. What motivates you to want to address gender inequality issues through research or evaluation? [Please elaborate on your reasons in as much detail as possible]

6. What are your expectations in attending this Gender Evaluation Methodology (GEM) workshop? [Please elaborate on your answers as much as possible]
a. What do you hope to learn in attending this workshop?
b. What do you hope to contribute during the workshop? Please tick as many of the following that apply:
  • How to develop research tools
  • How to conduct interviews
  • How to collect life stories
  • How to ask questions
  • How to develop an analytical framework
  • Which research tools are more gender-sensitive
  • Which research tools work best with women/male respondents
  • How to optimise research assistants' capacities in the field
  • How to identify or develop indicators
  • Other? Please state.

The TNA questions must always be sent to confirmed or potential workshop participants with an introduction about the workshop, why it is being organised, who is organising it and what it hopes to achieve. This short paragraph or "workshop brief" should be developed with the workshop organiser or host organisation. Often, if the workshop is targeted for a very specific profile of participants, the TNA questions will emphasise different components in order to address very specific gaps. For example, GEM facilitators worked closely with PAN Localization (PANL10n), a project which is implemented across ten countries in Asia, with the regional secretariat located in Pakistan, and which already had a planning and evaluation framework called OMg (Gendered Outcome Mapping).[3] To integrate gender in PANL10n's evaluation framework, the GEM thematic adaptation workshop for localisation initiatives was designed based on participants' responses to the following questions.

Workshop brief and a training needs assessment: GEM workshop for the PAN Localization Project

Localisation projects are often deemed gender neutral, having the prime focus of developing localised technology only. However, in practice a number of different aspects/kinds of localisation projects could make them extremely gendered. For example, in terms of technology development, the type of job roles that are offered to men as compared to women could distinctly vary. Also the choice of localised technology to be developed may widen or diminish the digital divide among genders. Similarly training end-users on the localised tools can have different effects for both genders depending on the training materials used, the content in terms of the language, terminology and examples, as well as the training approach and delivery. Thus, from a research perspective, it is interesting to observe how localisation efforts impact women's and men's use of ICTs and more specifically women's and men's lives. What are the gender issues in each context and how could the gender lens be effectively used for evaluation of localisation efforts?

To address these concerns, the PAN Localization project in collaboration with the GEM II project are organising a four-day workshop to help address these concerns in the context of localisation projects, in an effort to adapt the Gender Evaluation Methodology (GEM) for localisation. Specifically, the four-day workshop aims to:
• Encourage the use of the gender lens and provide a gender analysis framework and suitable tools/approaches to PAN Localization project partners to identify gender and ICT issues in the respective projects and integrate these considerations into their project evaluation plans.
• Provide opportunities for sharing insights, discussion and mentoring in order for PAN Localization project partners to be able to finalise country project evaluation plans based on the identified gender and ICT issues following the Gendered Outcome Mapping framework (OMg).
• Develop the GEM adaptation plan in collaboration with the PAN Localization project team, its partner countries and the GEM II project team.

The fundamental challenge in adapting GEM for localisation initiatives is that it is the first time that localisation initiatives are being encouraged to use a gender analytical framework for evaluation of their initiatives, and to share their evaluation experiences (both process and immediate outcomes) as part of the GEM II research. Both the PAN

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[3] See www.panl10n.net/english/about-pan.htm for more information.

Localization and the GEM II projects recognise that in order to do this well, localisation initiatives require some level of skills and capacity building, as well as mentoring support, in terms of gender analysis and interrogation due to the inherent complex nature of such initiatives. Results acquired from this adaptation would benefit both localisation projects and gender and ICT advocates. Through these evaluations, localisation projects would gain a deeper understanding of the different impacts of their work upon women and men while the gender advocates would gain a deeper appreciation of the interconnections of technology and gender, which would enhance their advocacy in the ICT arena.

In order to help us prepare for this workshop, please respond to the following questions:
a. What challenges do you face in developing your evaluation plans within the PANL10n Project?
b. In which of the following areas do you face the most difficulty?
   • Defining your own evaluation objectives and reasons why you want to evaluate your project
   • Developing your evaluation questions
   • Understanding and identifying what data should be collected and how it should be collected
   • Other areas? (Please specify as much as possible)
c. What are the challenges you face in identifying gender and ICT issues within your project?
d. What are the challenges you face in addressing gender and ICT issues within the evaluation plan for your project?

2.2.2 Safety

A safe learning environment is one where the learners feel comfortable with what they are learning and the learning tasks they engage in. It is about creating an atmosphere that is not threatening or in any way makes the learners feel unsafe. The main point to distinguish here is that "safe" should not be understood as "not challenging". Learning is about challenging ideas and beliefs, and the challenge for the facilitator is to make the learning both challenging and safe.

Jane Vella suggests the following steps to help make a learning environment safe:
• Help the learners trust in your competence and that of the workshop design by providing pre-reading materials or talking about your relevant experience and competence in the field.
• Discuss the learning objectives in terms of the needs assessment you had conducted earlier. How will the workshop outcomes meet the needs and expectations of the participants?
• Encourage learners to talk and feel safe to voice their opinions. Begin this by getting them to work in small groups (of about four) where they can discuss their expectations of the workshop or maybe they can talk about their ideas or beliefs about the subject area. This will help establish rapport or a comfortable connection between participants so that speaking up in front of the whole group will not feel daunting or scary.
• Create a sequence of activities that build on the level of challenge from simple to more difficult. That way, learners feel more comfortable and also it is a good way for the facilitator to gauge where participants are at with the relevant concepts.
• Create a learning environment that is free from judgement. This means encouraging participants to contribute and affirming these contributions.

Critical reflection point

What does safety mean to you? How can a learning environment become unsafe?

Application point

With GEM workshops, safety can be all of the above and more.

Safety in a GEM workshop often includes balancing how women and men are able to interact freely. For example, if physical proximity between women and men in that culture is taboo, workshop activities should not require such physical proximity. A simple act of holding hands would also need to be avoided.

Safety in a GEM workshop also means balancing women's participation and engagement versus that of the men. This can often include building up the self-confidence and self-esteem of female participants through certain well-designed and delivered workshop activities if the culture only encourages men to have public speaking roles. It follows then, that during GEM workshops, GEM facilitators have to ensure women are able to speak freely despite the presence of men and vice versa. Because GEM workshops are sometimes conducted across different languages, it also requires providing space for people to speak slowly and to take time to understand what is being said (issues of accent, vocabulary, grammar, etc.). It is also important to be accepting and patient with the challenges that face people who do not speak the predominant language being used.

Knowing the profile and background of your participants will also help you, as the GEM facilitator, to create that safer space in a workshop environment. When participants come from different backgrounds and have different perspectives, with some having more feminist and/or progressive viewpoints than others, a GEM facilitator must always

be conscious of any power play and power dynamics which can upset the participants' sense of safety. A GEM facilitator must always be conscious that they are only present as a facilitator for a short period of time at the workshop, while a participant has to return and to live within the same local context. Ensuring participants' safety can often have implications that extend beyond the duration of the workshop, so a GEM facilitator must be able to manage what happens during the workshop, what is said or shared, what is challenged, how it is said or shared, and how it is challenged.

2.2.3 Sound relationships

Respect and safety are the basis for building sound relationships with learners. This builds on the previous discussion about safety and includes open communication, listening and humility which together form the basis for building relationships that are inclusive and sound. Open communication from the perspective of the facilitator involves:
- Being clear about what you expect from the workshop and the participants
- Allowing discussion to take place that is inclusive and respectful
- Providing useful feedback
- Including participants in any decision-making processes that may affect their experiences during the workshops.

Critical reflection point

How would you define sound relationships between learners and between the learners and facilitator?

Application point

GEM workshops do not adopt the view that the facilitator is the teacher. All are teachers and all are learners. This is important. Facilitators learn as well, but to facilitate the learning of others effectively, you must be

Respect and **safety** are the basis for building **sound relationships** with learners

able to create an atmosphere of safety, where people can share their views irrespective of how unpopular their views may be. This is done by always encouraging questions, discussion and sharing of experiences and stories. Helping to remind participants that everyone comes from a different context and how context can have a significant influence over gender-power dynamics can also help.

Often, workshop participants will get a sense of "open communication" from the lead of the GEM facilitator. "Open communication" has elements of transparency, honesty, trust and the equal opportunity to speak and be heard. By being honest as to what you know as a GEM facilitator and what you do not know, you can help encourage open communication. You can also build trust by fulfilling your promise of providing information or other key materials. In certain cultures, anonymity can surprisingly create a safe environment for open communication. Often, people are worried about looking stupid or are sometimes concerned that what they say may offend others. You can make participants feel safe by taking on an intermediary role of communicating ideas and opinions that workshop participants may want to express in anonymity.

Anonymity can provide workshop participants with the perception of being on neutral ground because the GEM facilitator can take on an

intermediary role of communicating ideas on their behalf. Anonymity can be assured in different ways. For example, facilitators can ask for written feedback for processing by the facilitation team and organiser at the end of the day without asking the participants to identify themselves. Some level of anonymity is also granted when individuals work in groups and the collective output of the discussions is presented. Another example is to use role-play so participants assume a different character or role. Role-plays can traditionally be carried out with individuals but these can also be done by dividing participants into groups, where each group takes on or is assigned a character or role. The latter creates a safer environment and allows for collective dynamics. The former may still create some level of discomfort as not everyone is comfortable with role-plays.

2.2.4 Sequence and reinforcement

Common sense dictates that you move from easiest to hardest, though this may not always be the case when training. Plan your sequence of activities and incorporate the reinforcement of what is being explored. Sometimes this sequence may not go according to plan, so check and adjust as needed. The important point is to plan for the reinforcement and learning and then be aware of how things are going.

Critical reflection point

How do you know that your sequence of activities is appropriate?

Application point

In GEM workshops, a linear sequence of easiest to hardest is not often used. What is often used instead is a circular approach of "finding out, digging and filling." GEM as

a methodology has its own steps. It adopts an approach which helps GEM facilitators to see how participants understand gender and ICT issues and to build on that foundation of knowledge that they already possess. The approach is often not directly about "easiest to hardest" but about helping participants to leave their comfort zones on gender and ICT issues and to explore what they may find more difficult to accept or understand, and therefore to expand these comfort zones. To achieve this, a check and balance system is integrated within all GEM workshops. At the end of each workshop day, a debriefing session is held with all of the facilitation team members, the rapporteur (if there is one), and the workshop organiser. Reflections on how the day went and how well participants responded to the session activities are discussed and processed, and adjustments are made to session content and activities for the next day if necessary.

Quite often, participants get worked up about keeping to the allotted time as per the workshop agenda for each session or activity. However, managing the time and how much learning can happen within that time is the role and responsibility of the GEM facilitator. It is therefore important to communicate this at the start of any GEM workshop, i.e. that GEM facilitators prioritise learning, and so it is your role and responsibility to maximise learning by participants by optimising the use of workshop opportunities and time, and for participants to understand and trust that you take this role and responsibility, as a GEM facilitator, very seriously. This means that you must remain very alert, attentive and adaptable to meet the learning needs and learning styles of the participants. So while GEM workshops start with a clear purposive design based on the analysis of participants' responses to the training needs assessment, session times vary depending on discussions, issues of language and communication, etc. To remain inclusive and participatory and to ensure that safe space for learning, you will have to be conscious of when, how and where to provide for more time for some sessions and activities.

You must also be sensitive to levels of participants' attentiveness that may falter for many reasons (tiredness due to travel, jetlag, previous activities before the workshop, other work that they are doing during the workshop). Re-working the next day's agenda, reviewing session content and what activities should be carried out and how they should be carried out, are often a daily responsibility of GEM facilitators. It is important to remember that these adjustments are made to optimise the available time and opportunity to maximise participants' learning.
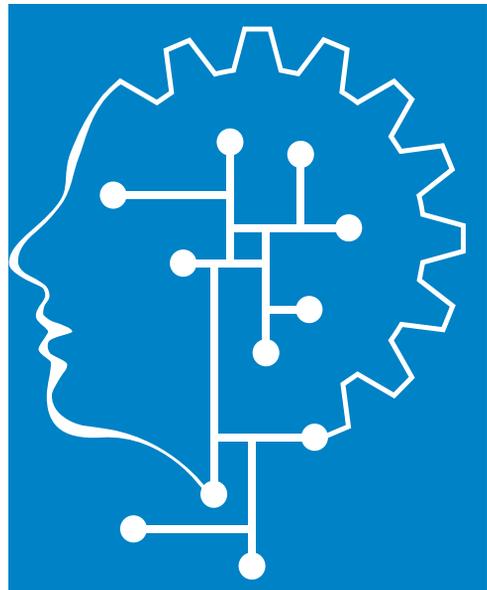
2.2.5 Praxis

Action and reflection is what *praxis* is all about. Adults learn best by doing and then reflecting, which in turn can lead to further action as the action-reflection cycle spirals into a lifetime of *praxis*. In a workshop, think about your activity design and the opportunities provided for participants to engage in *praxis*.

Critical reflection point

Why is praxis important for learning? Have you experienced this as a learner?

Application point

One good way to do this is to think of activities, including ice-breakers and energiser activities, as activities that can contribute to learning as well. These can often be designed to be short and fun, demanding an action or actions by participants and encouraging reflection at the same time. In a short workshop period of five days or less, it will be difficult to know to what extent reflection, brought about through the workshop sessions and activities, has influenced attitude, behaviour and practice. You may find that some participants are very honest about what they have realised during the workshop and how this has changed them already, but often this is not possible to gauge even

within a friendly competitive game structure. This way, neither the participants nor their projects or organisations are specifically identified with a "bad or harmful" practice. Sometimes, a simple handout with critical questions can work because as a GEM facilitator you need to gauge to what extent you can challenge without pushing the participants too far outside their comfort zone. GEM workshops have used a handout to encourage critical reflection on organisational practices and another handout which proposes an organisational framework to be able to see the levels of severity of gender problems within an organisation's culture and system. (See section 3.4.4 for a fuller discussion on the use of handouts, and do visit www.genderevaluation.net to download these handouts.)
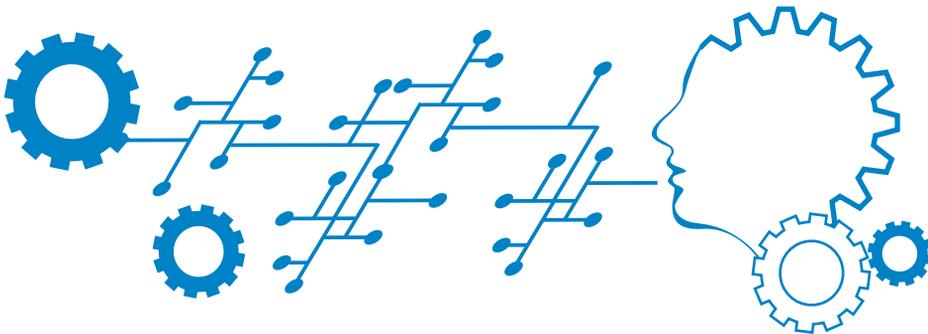
through workshop evaluations that guarantee anonymity. It is important for you to realise that every adult learns differently. Some process information more visually than others. Some process information better by listening. Some must take notes, but most need "to do" rather than just observe and listen. The best way is to encourage engagement through activities and then ask for reflections from participants, and then to build on these activities as the workshop progresses.

GEM workshops, by design, must question not only the culture and traditions that exacerbate gender inequality, but also the institutionalised system, processes, practices and learning culture of a project team or organisation. One way to encourage engagement and reflection that is not threatening is to get participants to think of these practices and/or traditions

2.2.6 Respect for learners

Respect for learners is about including adult learners in the facilitation process. This means providing opportunities for learners to choose what they need to learn, and to think about the relevance of what they are learning in terms of its application to their work and lives. Simply put, it is about having a dialogue with the learners where they are active participants in the learning and decision-making processes that accompany this.

Critical reflection point

What does it mean to treat adult learners as subjects rather than as objects in the learning process?

Application point

In GEM workshops, this process often begins with the "expectations check", where participants state what they expect to learn or gain from the workshop. Sometimes, needs can emerge through the responses to the TNA questions, depending on how the TNA questions were framed. Remember that participants' learning needs and expectations must be matched as far as possible to what the GEM workshop organisers want as outcomes and what GEM advocates surrounding gender and ICT issues and gender inequality issues in general. So, this almost always means having to include some form of a question on expectations as part of the set of TNA questions. Having an expectations check during the workshop, even after you have already asked participants to state their expectations through the TNA, allows participants to think of other expectations that may arise after an introduction to the workshop and the objectives. Sometimes, they need to hear what other participants are expecting before they begin to realise that they may share the same goals. Having a question on expectations as part of the TNA allows the GEM facilitator to be better able to design and plan the workshop because she/he has a better idea of the participants' profile (education, type of work, experiences, skills, etc.). In addition to providing a final opportunity to workshop participants to add to their learning expectations, conducting an expectations check during the workshop allows the GEM facilitator to confirm with participants that their expectations have been noted, and whether they have been understood correctly by the GEM facilitator.

Having respect for learners does not stop with the expectations check. GEM facilitators must continually check back with participants, ensuring that they are indeed learning what they felt that they would or should. There are two processes that help GEM facilitators show respect for learners. First, GEM facilitators should encourage participation, engagement, questions and responses, debate and dialogue, while always looking out for those who are less vocal or who are more shy. The second process is through the daily evaluations/reflections on the day, which can be processed into the next day's workshop agenda.

Respect for learners also requires that you ensure that no participant is left behind in the process of learning. Participants' pace of learning is affected by their familiarity with the language being used in a workshop. Many GEM workshops have been conducted in English where participants were not native English speakers and where the range of English speaking, listening, reading and writing capacity varied greatly. As a GEM facilitator, you must be sensitive to the levels of comprehension or difficulties in language among your participants and allow time and devise ways that equalise participants' understanding and articulation.

GEM emphasises participatory learning processes and often, participants work and learn in groups in GEM workshops. This creates opportunities for participants to learn from each other. At the same time, it is also important to create time and spaces for self-learning and self-reflection during a workshop where participants have some time to think for themselves before they are required to share with others.

2.2.7 Ideas, feelings, actions
Learning is not just about ideas—it also involves feelings and actions. Being aware of all three aspects in the design of a workshop is very important in achieving the desired outcomes. For example, facts and figures can be difficult to learn without the opportunity to apply them in a relevant context that also allows for the emotional connection that learners have with these actions.

Critical reflection point

What would engaging all three aspects of learning look like for you?

Application point

Gender can hit the core of someone's beliefs and practices, which is why GEM facilitators use the "Heart, Head and Hand" approach. In designing your workshops, you need to think about how you will be able to persuade participants that gender and ICT issues are their issues as well. There is a small danger here—participants often cite their realities as the realities of others, or interpret the realities of others based on their own experiences and perceptions. This is an outcome that needs to be avoided and it can be addressed by encouraging healthy discussion and the sharing of the experiences of other realities among the participants.

2.2.8 Immediacy

A key characteristic of adult learners is their need to see the immediate relevance of what they are learning. This can mean ensuring that there are opportunities for participants to apply what they are learning to their work or lives immediately.

Critical reflection point

How can you ensure immediacy in your workshops?
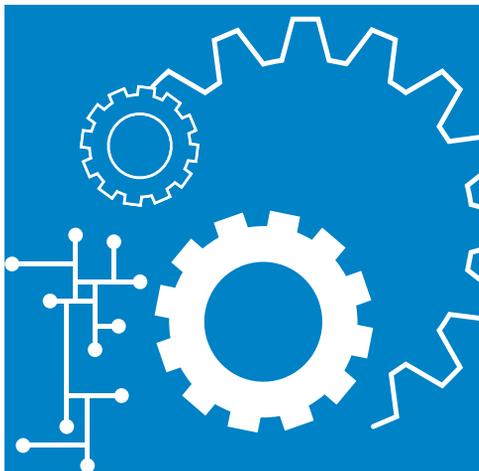
Application point

GEM workshops have often been designed around the current work projects of the participants, and the assumption (after conducting a TNA) is that everyone who participates in a GEM workshop does so because she/he wants to learn:

- How to conduct an evaluation with a gender perspective
- How to identify gender and ICT issues for the project concerned
- How to do gender analysis of data and information collected for evaluation.

Hence, from Day 1, GEM facilitators have to make sure that everyone in the workshop understands each other's projects (planned or currently being implemented). This is done by encouraging a gallery of projects, where participants get to talk about their projects based on a specified structure of presentation which is considered appropriate for a GEM workshop. Participants always enjoy this session as they get to know the work of others and these gallery presentations in themselves create opportunities to learn from their peers. Once all participants have some understanding of each other's projects, you can then help them to see how GEM can be applied and how GEM can help contribute to their "learning for change" and project objectives. This is integrated and continues to be part and parcel of the gallery presentations and peer mentoring.

The use of case studies, which participants can relate to, is also helpful. Often participants relate to case studies that have the same situational context or describe similar projects to those that the participants are already undertaking. Case studies need not always come directly from GEM practitioners.

Sometimes, it is useful to encourage participants to contribute their own case studies. These help the participants feel more vested in the process and add to the immediate relevance the workshop will have for their work.

2.2.9 Clear roles

Learners cannot be subjects in the learning dialogue if they do not see their role as such. An effort needs to be made to make certain that the learners feel safe enough to engage in a dialogue with the facilitator that is not based around the "trainer/facilitator knows all and may not be questioned" dynamic. This may take some effort to achieve as in many cultures "the trainer" is seen as "the expert" and is not to be questioned or challenged. For many cultures too, it is a sign of respect to not question or challenge someone who is considered more experienced or knowledgeable.

Critical reflection point

How can you create an environment where the learner and facilitator are able to engage in meaningful dialogue?

Application point

GEM workshops have a strong component of mentoring, not only from the facilitators but also from the participants' peers. When feedback mechanisms include the participants as a whole, participants can engage as peers and subjects of their own learning process. This helps shift participants' attention and appreciation to the knowledge and experiences of their peers, and discussion will naturally happen. Creating an environment of honesty as to what you do know as a GEM facilitator and what you do not know while at the same time encouraging other participants to share their own experiences in an effort to provide answers to questions posed by their

peers can help immensely in encouraging engagement and meaningful dialogue.

2.2.10 Teamwork

Teamwork is a very effective way to engage learners in a task. Teamwork can be very challenging for learners and facilitators if careful consideration is not given to the logistics of the set-up and also to the maintenance of the team. This means giving consideration to issues of gender, age, culture, language, experience, etc. Allowing teams to self-select is a great start in creating a safe environment, and as learners feel more comfortable it may then be appropriate to rotate the teams. Being aware of any team members having difficulties in engaging with the team is the responsibility of the facilitator, who may have to take some form of action to either change the team membership or discuss the situation with the individual or group.

Critical reflection point

What are the elements of effective teamwork? How can they be achieved?

Application point

Self-selection is often used in GEM workshops when participants decide which topic or type of project or area of work in ICTD is most applicable for them. Other times, self-selection may not be the best approach. In any case, a GEM facilitator needs to ensure that teamwork encourages peer mentoring and support. You need to see who among the participants has more experience and knowledge and can also play a role in supporting peer learning. Given that there are different gender-power and gender relational dynamics across cultures, it is sometimes good to mix people who speak different languages or who come from different cultures because they tend to be more patient and respectful when

engaging with each other, as long as there is an interpreter or a mix of participants who are bilingual and trilingual. So far this approach of mixing participants across cultures and languages has worked with participants who represent non-governmental organisations (NGOs). It has not yet been tried with community-based organisations (CBOs) or governmental agencies.

When self-selection is consciously not permitted, the GEM facilitator should always be aware to what extent the comfort levels of participants (whether in groups or in pairs) is being challenged and when this challenge becomes an obstacle for participants' learning. Sometimes, you may find that a pair or team is not working as well as it could. You can find reasons to mix up the pairs or groups in subsequent activities or build on existing pairs to become three- or four- person teams. The basic idea to the latter approach is to enlarge the group with participants from other groups and by doing so, to ensure the comfort levels of participants as learners since the group dynamics will change.

2.2.11 Engagement

Engagement is about ensuring that learners are active participants in the learning process. Engagement leads to praxis which in turn leads to application and effective learning.

Critical reflection point

How can you engage learners in your work?

Application point

GEM workshops are purposefully designed to maximise participants' engagement. You can fully engage participants if you know what their learning needs are. This is why the design of GEM workshops has to be

informed by participants' responses to a TNA. It is also one of the reasons why as a GEM facilitator you need to keep reviewing the workshop agenda in response to daily evaluative feedback from participants. Activities for each session are always designed with a clear purpose of engaging participants, whether they work on them as individuals or in groups. Ultimately, with each GEM workshop activity, participants will find themselves having to discuss, debate or have a dialogue and exchange views, maybe even argue at a civil level, but definitely share and exchange. This requires that you think about the objectives of the activities and whether the way in which the activities are designed will lead to intended outcomes.

A GEM facilitator must remember that all participants like to be remembered. Participants feel more valued when a GEM facilitator and their fellow participants remember their names, and knowing names is important if you want participants to feel part of the workshop and to become fully engaged. Getting to know participants, for example through the session on participants' introduction, can be a huge success and an incredibly effective catalyst in engaging participants in learning. It really depends on how the session is designed. There are certain workshops where the participants enjoyed stories that other participants had shared about their names so that others could remember them better.
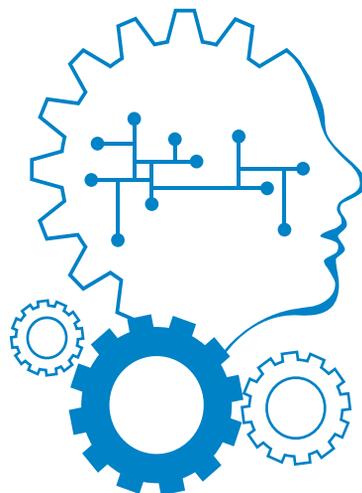
Knowing the profile of your participants can also help you to think about other roles participants can engage in. The idea is to provide further opportunities for engagement with the participant concerned and between that participant and her/his fellow participants, and not to delegate a GEM facilitator's work to a participant. Sometimes, GEM workshops have participants who have attended previous GEM workshops. This provides a valuable opportunity to get them involved in the total workshop process, from planning and designing to delivering a session or two, or more.

2.2.12 Accountability

Accountability brings together all the principles of adult learning so that the learning process is accountable to the learners, their expectations and the expectations created by the facilitator.

Critical reflection point

How can you ensure that accountability is maintained in your work and that of your learners?

Application point

GEM facilitators must practise all the principles and values of GEM in a workshop or session. This means conducting a "check and balance" of how participants are feeling about the workshop and their learning. The daily evaluations, which include an invitation for participants to share what they enjoyed most about the day's sessions and what they did not enjoy or what needed further improvement, have worked very well to help participants feel that GEM facilitators remain accountable to optimising the time that they have with them. Conducting the "expectations check" on the first day of the workshop also communicates to participants that you are serious about addressing these expectations

(including those from the TNA questions). Doing a second round of the expectations check to see what was covered and addressed during the workshop and getting confirmation from participants collectively also helps. The second round of the expectations check can be a session in itself or part of the final evaluation workshop form.

2.3 Challenges of integrating and managing gender-power relations and dynamics

Critical reflection point

How can you ensure that the value-based biases of participants do not obstruct participants' engagement and learning?

Application point

In GEM workshops, it is unavoidable that some participants will not agree with the conceptual framework of GEM and what GEM is advocating. You may also find participants who believe that gender inequality is only caused or perpetuated by men, which is not true.

Because gender inequality issues cut at the core of a person's value and belief system, it is important that GEM facilitators do not challenge participants' values and beliefs directly. One way to diffuse tense situations is to always encourage discussion and to ask other participants what they think. Another way is to use examples that are non-threatening. For example, in Nigeria, Fantsuam Foundation found it easier to persuade men to think about how they are treating their wives by asking them if they would treat their mothers the same way. It is important to also note that such a method may only work if it is men leading such a workshop with men, because in most cultures, men would not want to admit their mistakes or faults in

front of women. You may also find that in workshops, gender and power dynamics are very prominent because most participants may come from a similar culture. To diffuse the gender-power dynamics within a group, it is sometimes good to separate the men and the women, or, if you can, to have multicultural or multilingual groups of participants.

GEM facilitators may also be accused of "wanting to break up the family." It is best to be patient with accusations that are not founded, and get the larger group of participants involved in healthy debates. When such accusations are raised, you may want to ask this question: "Would a man prefer to have his wife agree with him out of fear?" In asking the question, you would have to be careful and avoid the use of the word "obey" as in some cultures and religions, "obedience to the husband" is unduly valued. Many interesting discussion points can emerge from such a debate. For example, why would a wife have to fear her husband if she feels equal to him? Is fear the same as respect?

2.4 Putting a workshop together: From design to delivery

An understanding of adult learning principles provides the framework from which to build any form of training. This framework will inform the way the training is structured and the kind of activities that will be used as well as the approach that will be taken by the trainer. A structure to build the workshop design is needed, and the five stages of educational design are used to achieve this. These stages are built around a series of basic questions: *Why? Who? What? How?* and *How will you know?* When unpacked, each question becomes a vital stage in the design of a training programme. Below is an explanation of these stages and a table that will allow you to align them to ensure continuity and a mechanism for checking if *what* you plan to deliver is achieved through the activities (*how?*) and whether the feedback process (*how will you know?*) provides opportunities for both participants and facilitators to ensure that the objectives are being met.

One way to diffuse tense situations is to always encourage discussion

This is why GEM facilitators must be adaptable in ensuring the learning process is effective and not be too rigid in the implementation of the originally planned workshop agenda. If value-based biases become obstacles to participants' engagement and learning, you must be able to address these first or at least minimise their effects on the dynamics and learning of the larger group. Wider and richer experiences in facilitation are often the only ways to gain the skills and knowledge to address value-based biases. There is no "one formula" and certainly what may have worked in a specific context with a specific group of participants cannot be guaranteed to work in another context and another group of participants.

2.4.1 Five stages of educational design
Educational design is the process used to create educational materials and activities. Breaking this process into stages makes this task simpler. Here, a five-stage process is used. Below is a brief explanation of each stage, followed by a map that shows how they fit together. The sequence reflects the need to understand why the training is taking place and who the participants are, before the structure and content can be designed. This way, the objective of designing training that is appropriate for each situation can be achieved.

1. *Why?* – Why is this training being conducted? The overall objectives for the training need to be identified here. For example:

- Why conduct this training, at this time, for this group of people?
- What are the objectives of the training and the expected outcomes?
- Whose needs is the training supposed to fulfil? The organiser or the participants?
- What need is the training addressing?

At this point you can create a "training profile" (see Box 1) to provide the background information needed to design the detailed training outcomes. These include:

- Place, mode, time, participants, numbers, other logistical information
- The participants' profile, in particular, participants should provide information on their motivation and interest to participate, in addition to other information (age, geographical location, background, profession or organisational affiliations, etc.).

Box 1

Training Profile

To help with the planning of the training, collect as much information as you can. Below are some prompts for this. Add any others that are relevant to your situation.

Rationale

- Who is responsible for this training?
- Why is this training being conducted?
- What are the overall objectives for this training?

Logistics

- Venue
- Mode (face-to-face, online, blended)
- Date/time
- Number of participants
- Other logistical information.

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2. *Who?* – Who are the participants? Create a "participant profile" (see Box 2)

- Where are they from? (culture, group)
- What is their age group?
- Why are they there? (perceived expectation)
- Previous experience, skill/knowledge level
- Are they mainly male or female?
- What roles do they play within their organisation(s)?

- What is their interest in addressing gender and ICT issues? Where is this motivation coming from?
- Other factors that could impact on the participant; the more you know about the group the better you can plan an effective training.

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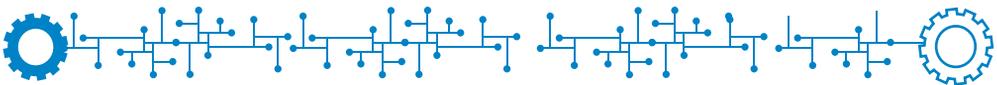
Box 2

Participant profile

To help with the planning of the training, collect as much information as you can about the participants. Below are some prompts for this. Add any others that are relevant to your situation.

Participants

No. of participants:

Female: Male:

Countries of origin:

Language proficiency. Are the participants proficient in the language that the training is to be conducted in?

Why are participants attending the training?

What previous experience do participants have that is relevant to the training?

What work are participants involved in?

List other relevant information about the participants that can have an impact on the training.

</div>

3. *What?* – What are the training outcomes and what content will be covered?

- This needs to be determined in light of the objectives stated earlier as to why the training is taking place (*why?*) while keeping in mind the context of the participants (*who?*). Learning needs of participants and the objectives as well as overall outcomes of the training will inform the design, sequencing and flow of the training sessions.

- A list of training outcomes for each session will then need to be developed. Outcomes are more detailed than objectives. An objective relates to the overall training and reasons for it, while an outcome relates to the specific content being covered during a training session. Usually an outcome can be measured or assessed.

4. *How?* – How will you achieve the set training outcomes?

- Outline the activities and training strategies you will use to address the desired training outcomes. (*What?*)
- What materials will you need to develop? What will you provide and in what format? (*How?*)
- How does this relate to the logistical aspects of the training? (*Why?*)
- Development of materials must also address the participants' profile. (*Who?*)

5. *How will you know?* – Evaluating the training and learning.

- It is important to be aware of the participants and what they are doing and how they are engaging with the training. Strategies need to be devised that provide feedback on whether activities have been effective and what the participants learned from the training.

2.4.2 The five stages of educational design table

Below is a table to help you align the five stages of educational design. This can be used in the early stages of your design, as well as a tool for discussing workshop design with a team or a co-facilitator.
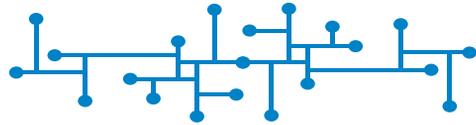
Critical reflection point

Take a recent workshop that you have delivered and fill out each column. Do they align (match up)? How could the design be enhanced to ensure that all five factors are addressed?

The example below shows a map of a GEM training scenario which breaks down a workshop according to the five stages. This design process is for broad planning to ensure that all the objectives and outcomes are addressed, as well as consideration being given to all the training conditions such as the participants and the training context. From this, detailed session plans or workshop agendas can be developed.

1. **Why?** – Why is this training being conducted? (Overall objectives)

- To encourage the use of the gender lens and provide a gender analysis framework and suitable tools/approaches to PAN Localization project partners to identify gender and ICT issues in the respective projects and integrate these considerations into their project evaluation plans.
- To provide opportunities for sharing insights, discussion and mentoring in order for PAN Localization project partners to be able to finalise country project evaluation plans based on the identified gender and ICT issues following the Gendered Outcome Mapping framework (OMg).
- To develop the GEM adaptation plan in collaboration with the PAN Localization project team, its partner countries and the GEM II project team.

2. **Who?** – Who are the participants?

Participants are the PAN Asia Network's project partners involved in the design, implementation, monitoring and evaluation of their localisation initiatives. All of the

participants would have at minimum training components to their initiatives or are in charge of the training component in partnership with others in their respective countries. Some may have been involved in both the content (training materials development) and training components, the two out of three (technical, content, training) research components of the PAN Localization project. They all have differing levels of gender perspective and analysis, and local contexts of gender inequalities tend to differ a great deal between the participants from South Asia and participants from South East Asia.

3. **What?** – What are the training outcomes and what content will be covered?

- Common understanding of how a gender evaluation can better incorporate efforts and solutions that address gender and ICT issues, in relation to "learning" and "change"
- Increased understanding of gender and ICT issues in general and what could be specific issues for localisation initiatives
- Increased understanding of gender analysis
- Ability to understand the root causes as to why gender and ICT issues arise, how their current strategies apply, and the level of severity of gender problems and women's empowerment issues they are addressing.

4. **How?** – How will you achieve the set outcomes?

- Plenary presentations and discussions
- Organisational team poster presentations and discussions
- Group work and discussion
- Individual work
- One-to-one mentoring.

5. **How will you know?** – Evaluating the training and learning.

- Daily feedback
- Evaluation form at end of training/workshop.

2.5 Session plans and activities

Section 2.4 explored ways to approach the design of a training situation which may include one or a number of sessions. The educational design table enables you to put together a training programme, but more detail is required for the actual delivery of each session. This is where a "session plan" or "workshop agenda" is required. The following is a discussion on how to develop and use session plans—the document that you will use during a workshop.

2.5.1 Aligning the *"what"* with the *"how"*

The basic structure of a session plan can be used for any type of workshop. The main difference will be in the activities that you use to meet the outcomes in each. It is important to ensure that there are clear and explicit links between *what* the session is about and *how* participants will interact with the topic. A session plan can help you develop these links and enable you to plan your training in a systematic manner. This plan is created from the previous five stages of education design, which looked at the training from a

"big picture" perspective. Here, you are able to develop a minute-by-minute session plan.

One way to use your session plan is to develop one for each session and have it with you while you train to remind you of what you plan to do, and to help keep track of time and provide you with a space for making notes about the session. You may wish to keep track of what worked, what did not, and also areas that you may need to follow up on for the next time. This can become a valuable record of your training to look back on when you revise what you covered or even from one week to the next. It is best that you keep all your session plans in one place or in a book. Finally, a session plan will provide you with confidence and reassurance.

If you are running a 30-minute session then use the table below to outline what you intend to do using 10-minute blocks. This applies for a four-hour or full-day workshop. If you are facilitating multiple-day workshops, then it is best to have a session plan for each half or full day. That way you break the training down into manageable pieces.

A session plan should include the following:
• What are the key points being explored in this session?
• How will participants explore these?
• What will you do to assist the participants to learn about them?

You can also include in your session plan:
• Solutions to problems
• Questions that you want to ask participants to help guide their thinking about the concepts and/or activities
• Main points you wish to address
• Follow-up on previous questions that participants had
• Examples that will help demonstrate complex concepts.

It is a good idea to try to structure your session according to the time you have available. The table below is an example of how you might want to do this. This can also become your running sheet for the session to help you keep track of what is happening. Following are examples of broad structures (you would need to add the details) of how you might structure a 30-minute session and a half-day session.

2.5.2 The session plan template

Session:	Date:	Venue:
Main outcome/s (What will participants know and be able to do at the end of this session?)		
Allocated time	**WHAT?** Content/Main points	**HOW?** Activity/Questions
(How long do you think each part/activity of the session take?)	(List the concepts and main points being explored in the session.)	(List activities, questions and strategies you will use during the session.)
Follow-up tasks/questions/observations (Keep notes about the session and any follow-up questions that may arise during the session.)		

Below is an example of a session plan for a 30-minute training session.

Session: Introduction to GEM	**Date:** 3 July 2009	**Venue:** Training room 1
Main outcome/s Participants will have a basic understanding of the framework underpinning GEM.		
Allocated time	**WHAT?** Content/Main points	**HOW?** Activity/Questions
5 mins	Introduction	Facilitator introduces self Participants introduce themselves to each other
5 mins	What do you think GEM is about?	Participants are asked to discuss in pairs what they think GEM is about
10 mins	GEM's framework	Facilitator discusses GEM's framework using a concept diagram
10 mins	Conclusion	Discuss: How can GEM be applied to your work?
Follow-up tasks/questions/observations		
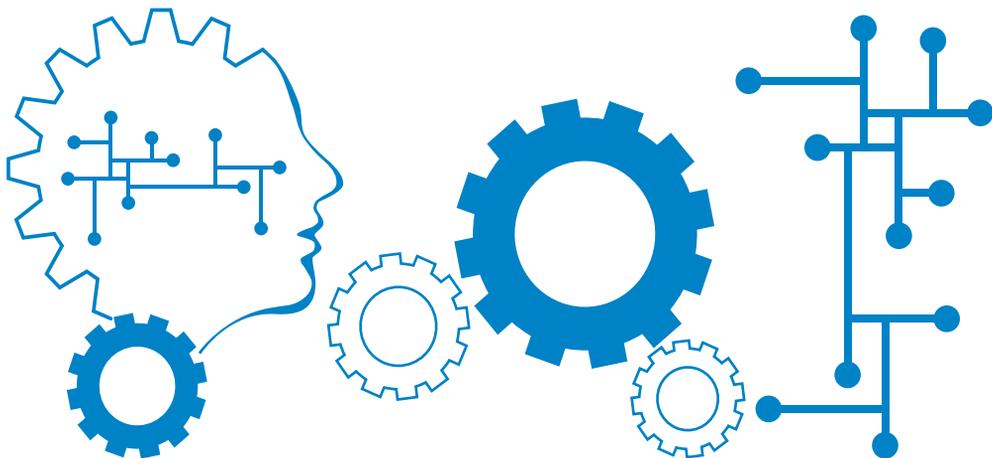
Below is an example of a session plan for a half-day training session.

Session: Introduction to GEM	**Date:** 8 July 2009	**Venue:** Training room 1

Main outcome/s
Participants will have a basic understanding of the framework underpinning GEM.
Participants will have explored how GEM can be used in their organisation.

Allocated time	**WHAT?** Content/Main points	**HOW?** Activity/Questions
15 mins	Introduction	Facilitator introduces self Participants introduce themselves to each other
40 mins	GEM's framework	Discuss in pairs: What do you think GEM is about? Facilitator discusses GEM's framework using a concept diagram How did that compare to participants' discussion?
30 mins	Participants' organisations	Participants are to briefly present what their organisation does and how they believe GEM can be used
20 min	BREAK	Coffee/tea break
30 mins	GEM – the methodology	Facilitator discusses the GEM tool and how it can be used
30 mins	Applying GEM	Discuss: How can GEM be applied to your work?
30 mins		Present results of discussion and discuss with whole group

Follow-up tasks/questions/observations

2.6 Feedback and reflection

The fifth stage of the educational design process is about feedback and reflection. *How will you know?* is a great way to sum up what feedback is all about.

Ask yourself, how do you know that the participants have gained what you expected from them? Or, that the design was appropriate to the group? Or, that the training met the needs of the stakeholders? Or, that the activities were appropriate?

From these few questions, it becomes clear that there are a number of types of feedback that are required for different reasons and audiences. This leads to further questions such as: When is it appropriate to collect feedback? What is the best way to do so? How will this information be used? Who should know about it?

One way to make sense of this is to treat it as an educational design issue and apply the stages discussed above:

• *Why* are you collecting feedback? What will you do with it? How will you use it?
• *Who* are you collecting it from and who is it for?
• *What* exactly do you want to find out?
• *How* to find this out in the best possible way?
• *How will you know* that your approach is effective?
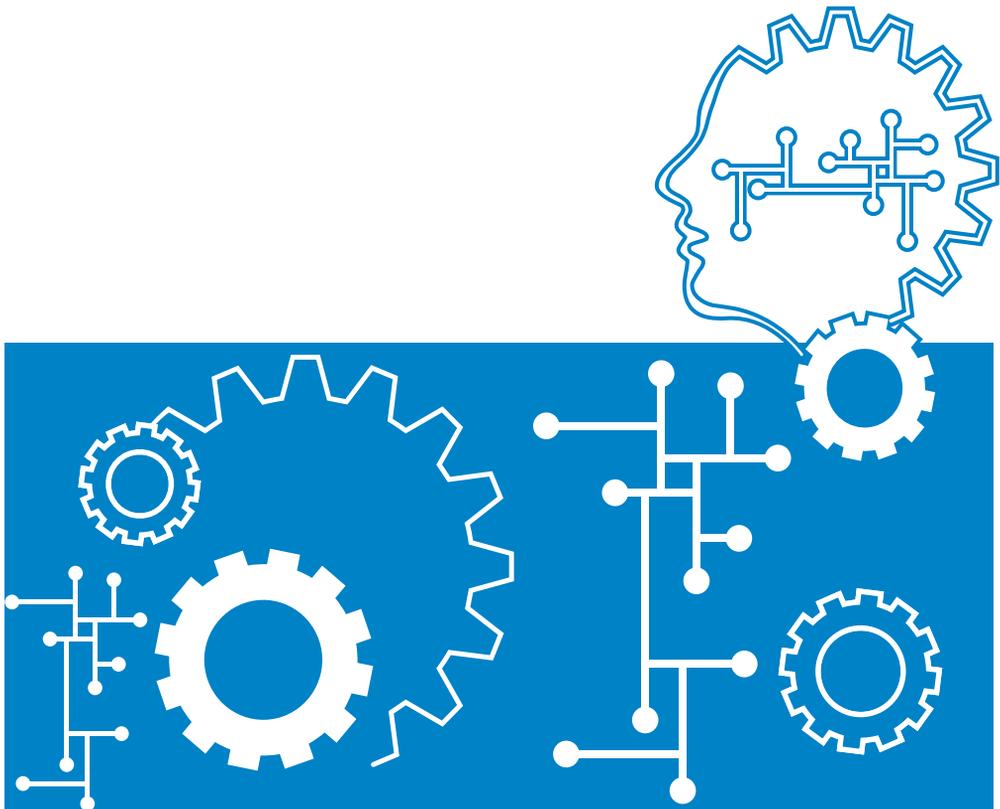
SECTION 3:
EFFECTIVE STRATEGIES FROM GEM WORKSHOPS
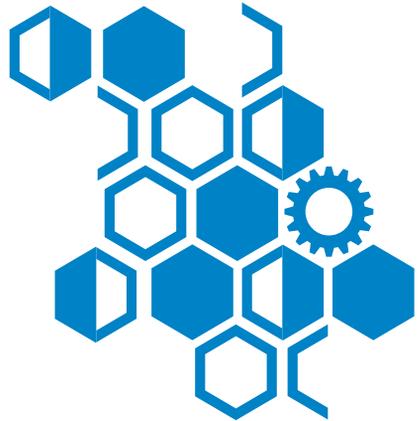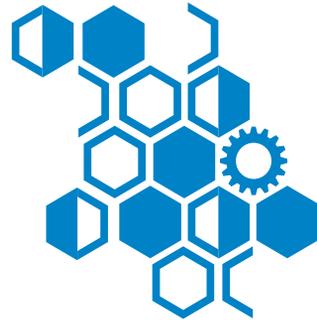
SECTION 3:
EFFECTIVE STRATEGIES FROM GEM WORKSHOPS

3.1 What has worked in GEM workshops?

This section provides you with an opportunity to look at actual materials, training strategies and approaches used by GEM facilitators in previous workshops. Look at these examples and keep in mind the information presented in sections 1 and 2 to create and further develop your own workshop design and delivery strategies.

3.2 Workshop design

A standard GEM workshop design centres around the seven steps of the GEM methodology. These steps, which are further organised into the three phases of the methodology, are as follows:[4]

Phase 1: Integrating Gender Analysis
- Step 1: Defining Intended Use and Intended Users
- Step 2: Identifying Gender and ICT Issues

- Step 3: Finalising Evaluation Questions
- Step 4: Setting Gender and ICT Indicators

Phase 2: Gathering Information Using Gender and ICT Indicators
- Step 5: Selecting Data Gathering Methods/Tools
- Step 6: Analysing Data from a Gender Perspective

Phase 3: Putting Evaluation Results to Work
- Step 7: Incorporating Learning into the Work

The steps of the methodology tend to determine the session flow and overall structure of the workshop. A GEM workshop can take anywhere between three days to a maximum of five days, depending on the level of experience and knowledge in the area of information and communication technology as well as the level of gender analytical skills of the participants. If all of these levels are high, you may find it possible to conduct a workshop within two and a half days.

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[4] A more detailed discussion of these steps and phases begins in the GEM manual on page 68.

Thanks to experiences from more than 30 GEM workshops for various audiences and communities in the last few years, APC WNSP has learned to adapt the GEM workshop design that responds to the specific objectives and context of each workshop. The best way to train people in the use of GEM is to develop a workshop agenda that is a mix of interactive activities, group discussions, plenary discussions and presentations.

During the second phase of the GEM project, APC WNSP developed a workshop design that took into consideration the following two additional areas, in addition to learning about the GEM methodology:

• Knowledge about how to conduct an organisational gender analysis so that participants can identify potential and existing internal obstacles to addressing gender and ICT issues within their projects or teams.

• Communicating the evaluation findings.

3.2.1 Example of a standard GEM workshop design

The following is an example of a standard five-day GEM workshop design used during this second phase of the GEM project, from March 2007 to February 2010. This design is taken from a workshop for telecentres and rural ICTD projects which took place in March 2008, but it is applicable generally, with minor adjustments, for any other GEM workshop.

GEM THEMATIC ADAPTATION WORKSHOP FOR RURAL ICTD PROJECTS AND TELECENTRES

Workshop Agenda

Day 1 (10th March 2008)

Schedule	Session and activities	Design insights and lessons learnt
8:30 – 9:00	Welcome: Brief Introduction to the Workshop and Week's Activities and Logistics	It is important to set the parameters of the workshop, what GEM facilitators aim to do and to achieve, and to provide a brief background as to why the workshop is being conducted. If a TNA has already been conducted, some of the information presented during this session would have already been shared with the participants earlier, prior to their attendance. However, it is good practice to revisit these parameters as participants often forget their TNA responses and may also have developed new expectations that may or may not fall outside of those parameters.
9:00 – 9:15	Participants Introduction	Never assume that participants know each other, even if they come from the same organisation or project. The idea behind this session is to, as far as possible, quickly establish rapport among participants (facilitator included). In order to do this, try to make this session interesting, prioritising how well people will remember

		each other. The usual introductions of name, country, organisation and project often do not work that well in building rapport as it is difficult to remember these facts during first introductions unless participants diligently take notes.
9:15 – 10:00	Exhibition Gallery: Poster Session of Projects for the GEM Adaptation	The exhibition gallery is a good way of getting to know the participants' organisations and/or projects. It encourages participants to move around and mix and to take the initiative to ask questions of their own. The exhibition gallery also helps to avoid long and boring report-back sessions. In such a session, results of group/pair discussions (outputs based on GEM activities) are placed on flipchart paper and posted on the wall. By allowing participants time to view each other's work and to ask each other questions, participants take the lead in determining what they gain from the discussions with their peers. Often, it is good to set the rules for the exchange so that the group knows what they should be sharing.
10:00 – 10:30	Coffee Break	
10:30 – 11:00	Expectations Check	It is good practice to include an expectations check in all workshops towards the beginning of the workshop on the first day. The expectations check helps to set the parameters of the workshop and helps participants to know what GEM facilitators are able to provide during the limited duration of the workshop, and which expectations cannot be met or how else can they be met outside of the workshop's duration.
11:00 – 11:30	Learning for Change	Imparting GEM's principles on evaluation is a core component of any GEM workshop. Remember, GEM as a utilisation-focused evaluation methodology is anchored on these principles. It is also easier for participants to relate to these broader principles before they begin to

		interrogate their gender-based values and perspectives.
11:30 – 12:00	Gendered ICTs Activity	This is a critical session if your participants are new to gender and ICT issues. It encourages participants to think about their own contexts and the communities they work with and how ICTs are gendered, so it helps them to learn from existing knowledge and experiences that they already own on a topic as specific as talking about gender and ICT.
12:00 – 13:30	Lunch	
13:30 – 14:00	Basic Gender Concepts	From what is observable in relation to gender and ICT issues (in the previous session), this session forces participants to process their understanding of basic gender concepts, again anchored within their own contexts and realities, but builds on the discussions that have taken place earlier. "Points of understanding" are emphasised rather than full agreement on a specific definition for each concept. These tend to encourage discussion of what is actually meant, especially when contexts, cultures and languages differ among participants.
14:00 – 14:30	GEM Walkthrough: Phases and Steps	A simple overview of GEM that explains the steps of the methodology and how each step, in practice, interacts with the others.
14:30 – 15:30	Types of Evaluation	When this workshop design was tested for the first time, GEM facilitators realised that including a session on "Types of Evaluation" on Day 1 was not necessarily knowledge that participants needed. It was in fact additional knowledge that should have only been added onto the workshop agenda, towards the final day, if the workshop had more time. This conclusion was supported by participants' feedback received through the workshop evaluation forms.
15:30 – 15:45	Coffee Break	

| 15:45 – 17:00 | **GEM Phase 1: Integrating Gender Analysis**

GEM Phase 1- Step 1: Defining Intended Use and Intended Users | In this standard GEM five-day workshop design, the first step of GEM is only introduced towards the end of Day 1 (and only if there is sufficient time). Enabling the broader conceptual understanding among participants and ensuring that there is a common appreciation of the basic principles and concepts sets the foundation for learning how to apply GEM.

Introduction of step 1 sets out how the participants will work through steps 2 to 7. Generally, participants learn how to apply GEM best when they are able to immediately apply GEM to specific projects/areas of work. The best way to demonstrate the different steps of the methodology is to group participants according to different types of projects and/or areas of work. There are only two rules here:
• Each participant must stay with the same group for the rest of the workshop
• Each participant must be in a group that she/he is very interested in. If none of the current groups are of interest or value to a participant, the participant should be encouraged to start her/his own group (perhaps with facilitators working with them).

In cases where time is limited, facilitators may want to first come up with a list of possible areas for participants to choose and work on, but this list is still developed based on the participants' profiles. |
| 17:00 – 17:30 | Highlights of the Day: Short Exercise in Plenary | This is a brief daily evaluation feedback exercise which helps facilitators refine the flow of subsequent sessions or their session delivery. |

If you take a closer look at Day 1's agenda, you will find that the sessions were structured to begin with "getting to know you—the participant" and "getting to know each other," and moved from there to participants gaining a common understanding of some basic principles on evaluation and gender concepts before introducing the first step of GEM.

Day 2 (11th March 2008)

Schedule	Session and activities	Design insights and lessons learnt
8:30 – 8:45	Re-cap of Day 1	A review of what happened the previous day. This is always helpful and should ideally be done by participants themselves. This reinforces their lessons from the previous day.
8:45 – 10:15	GEM Phase 1-Step 2: Identifying Gender and ICT Issues	This session builds on the earlier two sessions of Day 1, and enters into the more theoretical framework of identifying "severity of gender problems." Usually, the problem tree analysis tool is used during this session (described in this guide under section 3.4).
10:15 – 10:30	Coffee Break	
10:30- 12:00	GEM Phase 1-Step 3: Finalising Evaluation Questions	This is one of the most difficult sessions as participants find it difficult to integrate a gender perspective in their evaluation questions. It is important to be able to define good evaluation questions because these are the main building blocks for the next step. Participants tend to formulate close-ended questions, i.e. questions that can be answered by "Yes" or "No," and good evaluation questions must be open-ended questions.
12:00 – 13:30	Lunch	
13:30 – 14:30	Putting the First Three Steps Together	Often, those who apply GEM will find themselves reworking the first three steps as they move through the methodology. GEM practitioners do find themselves revisiting steps 3 and 2 again when they are at step 4 of the methodology as well. What is essential to emphasise throughout the workshop is that GEM in practice is not a linear process, and that practitioners must ideally revisit their evaluation plans when issues arise.
14:30 – 15:45	GEM Phase 1-Step 4: Gender and ICT Indicators	Most often this session stimulates debate among participants about the merits of quantitative versus qualitative indicators. GEM gives a lot of weight to qualitative

		indicators because they are more illustrative in unearthing gender inequality issues and concerns, contributing more naturally to the understanding of these issues. This does not mean that quantitative indicators are not important in conducting the evaluation and in measuring change. The GEM manual has a lot of tips on identifying gender-sensitive indicators and describes the differences between qualitative and quantitative indicators (see GEM manual, pages 88 to 106).
15:45 – 16:00	Coffee Break	
16:00 – 17:00	GEM Phase 1-Step 4: Gender and ICT Indicators (cont'd)	
17:00 – 17:30	Highlights of the Day	This is a brief daily evaluation feedback exercise which helps facilitators refine the flow of subsequent sessions or their session delivery.

Day 2's agenda gets into the details of the GEM steps, and is essentially designed around the work or thematic areas of the participants and, as far as possible, the projects that they would like to evaluate.

Day 3 (12th March 2008)

Schedule	Session and activities	Design insights and lessons learnt
8:30 – 10:15	**GEM Phase 2: Gathering Information Using Gender and ICT Indicators** GEM Phase 2-Step 5: Selecting Data Gathering Methods/Tools	For this session, it is always good to find out from the participants what they already know and use in relation to data gathering methods and tools, and then to encourage a discussion on which methods and tools may be more gender-sensitive in their application on the ground. Some questions may arise from participants who want to know the details of how to design certain tools or implement some of these data gathering methods. As a GEM facilitator, you are not expected to know all of these tools and methods, but to share what you know and then to refer participants to other expertise and resources. Be mindful of how much time you have in responding to these questions.

10:15 – 10:30	Coffee Break	
10:30 – 12:00	GEM Phase 2-Step 6: Analysing Data from a Gender Perspective	For this session, the challenge is to present relevant examples and data that show participants how exactly the gender analysis was done. Citing case studies and experiences of past GEM practitioners can be very useful. Participants may also start to share their own evaluation findings and how they had interpreted their evaluation data.
12:00 – 13:30	Lunch	
13:30 – 15:30	**GEM Phase 3: Putting Evaluation Results to Work** GEM Phase 3-Step 7: Incorporating Learning into the Work Group Work	This session re-emphasises the importance of using evaluation findings, which is the core element of GEM as a utilisation-focused evaluation methodology. GEM facilitators have to guide participants in going back to their intended use(s) of their evaluations and their past experiences of other evaluations. Again, citing case studies and experiences of past GEM practitioners can be very useful here. Often implementing step 7 does have some implications for organisational change in relation to internal policies and practices.
15:30 – 15:45	Coffee Break	
15:45 – 17:30	Discussion of Communications Plan in Plenary Going Back to "Learning for Change" (Day 1, 11:00 – 11:30)	This is an important session as most participants seldom think thoroughly enough about how they intend to communicate their evaluation findings, and how this communication will help lead to the findings being used.
17:30	Highlights of the Day	This is a brief daily evaluation feedback exercise which helps facilitators refine the flow of subsequent sessions or their session delivery.

Day 3 is a continuation of working on the specific steps of the methodology.

Day 4 (13th March 2008)		
Schedule	**Session and activities**	**Design insights and lessons learnt**
8:30 – 10:15	GEM Mentoring Session	This is an extremely useful session because it provides participants the opportunity to discuss in more depth their evaluation plans or the specific steps of the methodology that they may be struggling with, without fear of embarrassing themselves. The special attention paid by GEM facilitators to learning needs in this way has always fostered a better understanding of GEM among participants.
10:15 - 10:30	Coffee Break	
10:30 – 12:00	Revisit Expectations	Revisiting expectations tells participants that you have not forgotten that they came with a specific set of expectations of their own, and that as the GEM facilitator, you care if their expectations are met or remain unmet. If expectations remain unmet, it is a good time to discuss how else these can be met outside of the workshop duration. This is the space to provide additional information without disrupting the core workshop design and intended learning.
12:00	Free Time and Trip	All participants enjoy some time off to spend with each other, to further network, or to just become friends. Including a session for a break or free time away from the workshop environment gives participants an added opportunity to discuss what they have learnt. This break can also be slotted in the middle of the workshop or on the second-last day.

Mentoring can be invaluable to workshop participants and the experiences of the GEM facilitators throughout the second phase of this project have borne that out. Building mentoring days or sessions into a workshop design is encouraged because it gives GEM facilitators the opportunity to provide support to specific learning needs of the participants. Mentoring sessions generally work better when there is more than one GEM facilitator.

Day 5 (14th March 2008)		
Schedule	Session and activities	Design insights and lessons learnt
8:30 – 10:15	Next Steps: GEM for Telecentres and Rural ICTD Projects – Adaptation Research	This session was included because of the broader workshop purpose, to serve the research needs and objectives of the second phase of the GEM project.
10:15 – 10:30	Coffee Break	
10:30 – 12:00	Next Steps: Thematic Adaptation – Standardising Research Data Collection Methods	Follows the first session of the day, serving the needs of the researchers.
12:00 – 13:30	Lunch	
13:30 – 15:30	Organisational Gender Analysis	Meant to provide participants an opportunity to discuss similar organisational challenges and to better recognise how gender inequality issues can become a systemic problem.
15:30 – 15:45	Coffee Break	
15:45 – 16:30	Outstanding Issues, Concerns, Final Questions	
16:30 – 17:30	Workshop Evaluation	Workshop evaluations, if well designed, provide invaluable information for the improvement of future workshop designs and session delivery.
17:30	Workshop Attendance Certificates	Depending on their profession, some participants require certificates of attendance.

If you review Day 5's agenda, you will note that the sessions were structured in such a way to primarily serve the objectives and needs of this particular GEM workshop. Therefore the design of Day 5 can change depending on the specific objective of the workshop you are organising and the needs of the participants. However, sessions focusing on "Next Steps" and "Workshop Evaluation" are important in any workshop as this is an opportunity to talk about future activities and to gather feedback on the workshop design and delivery so that you can further improve yourself as a facilitator.

What worked well with this design approach?

The standard GEM workshop design uses a combined dual approach. This approach works on the basis of what is familiar (drawing from participants' own contexts, experiences and knowledge) to what is unfamiliar for participants and from broad or general knowledge (evaluation and basic gender concepts) and skills to specific knowledge and skills (the GEM steps). By using this combined dual approach, you build participants' knowledge by beginning with their general knowledge and knowledge that they have gained through experiences and their work, to more specific knowledge on GEM and its frameworks. This is the general guiding principle for a GEM workshop design.

How could this design approach be improved?

Knowing who your participants are and what they want and need to learn can definitely help you improve on the workshop design, and in structuring sessions. It is important to always remain mindful of what knowledge would be too broad or unnecessary for participants. Immediate relevance of each session to participants' learning needs is key. However, you will also not be able to design a good workshop if you are unfamiliar with the conceptual frameworks and principles that underlie GEM and are unable to identify effective strategies for bringing these concepts and principles across to participants. You need to know your subject material and you need to know your participants. A good workshop design is impossible to do without knowing the two and in knowing how (session delivery, activities) to achieve the desired outcomes.

3.2.2 How to adapt a standard GEM workshop design?

The following is an example of integrating policy advocacy into a GEM workshop design. To better understand the differences between this workshop design and a standard GEM workshop design, continue to refer to the standard GEM workshop design described in 3.2.1.

Day 1 (31st March 2008)		
Schedule	**Session and activities**	**Design insights and lessons learnt**
9:00 – 9:30	Welcome: Brief Introduction to the Workshop and Week's Activities and Logistics	Similar to a standard GEM workshop design.
9:30 – 10:00	Participants Introduction	Similar to a standard GEM workshop design.
10:00 – 10:15	Expectations Check	Similar to a standard GEM workshop design.
10:15 – 11:00	Advocacy Initiative Profile Part I:	The use of the gallery exhibition here emphasises the advocacy initiative rather than the participants' projects. Advocacy initiatives tend to be designed differently

	Poster Session of Advocacy Initiatives for the GEM Adaptation	from projects because they consider the long-term advocacy goals of the organisation or project as well as the immediate opportunities and accessible entry points for advocacy. In order to help structure participants' presentations, an adaptation of the theory of change activity was used (see 3.4.2). The theory of change activity normally assumes that the problem/issue is already correctly identified and so participants were asked to focus on the advocacy activity that they had to do. As it turned out, this was not the case. Therefore the problem tree analysis exercise (see 3.4.1), which is often used in the introduction of step 2 of GEM, should have been conducted before this theory of change activity or, at minimum, the two activities could have been better integrated. Specifically, the session introducing the problem tree analysis tool may have been better delivered before the full advocacy profile was developed, i.e. to address "WHAT is the problem?" rather than have participants work on the advocacy profile and then try and get them to go back to their analysis of the problem.
11:00 – 11:30	Coffee Break	
11:30 – 12:30	Advocacy Initiative Profile Part II: Initiative profile exercise	The adapted theory of change activity was divided into three separate parts for delivery because it demands quite an extensive amount of information from participants and each stage requires a lot of "thinking through" before participants can move on to the next stage. Dividing a long activity for delivery in stages allows more opportunity and time for participants to process their thoughts and the discussion points that arise with their peers.
12:30 – 13:00	Advocacy Initiative Profile Part III: Poster Session of Advocacy Initiatives for the GEM Adaptation	This is the final part of the adapted theory of change activity. You can see a full description of this activity in section 3.4.2.

13:00 – 14:30	Lunch	
14:30 – 15:00	Learning for Change	Similar to a standard GEM workshop design.
15:00 – 15:30	Gendered ICT Policy Terms/Statements/ Indicators Exercise	Instead of looking at icons or symbols of tools and applications, this session focuses on the usual terms or issues associated with policy.
15:30 – 16:00	Basic Gender Concepts	Similar to a standard GEM workshop design.
16:00 – 16:30	Coffee Break	
16:30 – 17:15	Basic Policy Concepts	Similar to the session on basic gender concepts, it is important to bring participants to a common understanding of the basic policy concepts, especially as this workshop is designed for those who are doing or want to do ICT policy advocacy.
17:15 – 17:30	Highlights of the Day: Short Exercise in Plenary	Similar to a standard GEM workshop design.

The adapted GEM workshop design does not differ in its use of the combined dual approach, i.e. beginning with what is familiar (drawing from participants' own contexts, experiences and knowledge) to what is unfamiliar for participants. It also moves from broad or general knowledge (in this case, first with advocacy, then evaluation and basic gender and policy concepts) and skills to specific knowledge and skills (the GEM steps).

Day 2 (1st April 2009)		
Schedule	**Session and activities**	**Design insights and lessons learnt**
9:00 – 9:15	Re-cap	Similar to a standard GEM workshop design.
9:15 – 9:45	Walk through of GEM	Similar to a standard GEM workshop design.
9:45 – 10:15	Approaches to evaluation for policy advocacy initiatives	Integration of an additional resource, as evaluation of policy advocacy initiatives has specific considerations and challenges, for example, how to measure change in such initiatives when change takes so long to effect.

10:15 – 10:45	**GEM Phase 1: Integrating Gender Analysis** GEM Phase 1-Step 1: Defining Intended Use and Intended Users, Stakeholder Analysis	Integration of the stakeholder analysis tool, because this workshop locates the development of the evaluation plan within the context and parameters of the advocacy initiative.
10:45 – 11:15	Coffee Break	
11:15 – 12:15	GEM Phase 1-Step 1: Defining Intended Use and Intended Users, Stakeholder Analysis	Similar to a standard GEM workshop design.
12:15 – 13.00	GEM Phase 1-Step 2: Identifying Gender and ICT issues	Similar to a standard GEM workshop design. In hindsight, should have been introduced earlier (see lessons learnt for Day 1). Used problem tree analysis tool (see 3.4.1).
13:00 – 14:30	Lunch	
14:30- 15:45	GEM Phase 1-Step 3: Finalising Evaluation Questions	Similar to a standard GEM workshop design.
15:45 – 16:15	Coffee Break	
16:15 – 17:30	GEM Phase 1-Step 4: Gender and ICT Indicators	Similar to a standard GEM workshop design. The session on indicators needed strengthening, and better linkage to the session on evaluation questions. Participants had problems breaking down their evaluation questions into workable domains for indicators. It shows that GEM workshops will need new content—not just examples of indicators but help in processing the evaluation questions further to break these down into indicators, so content can be focused more on process and analysis.
17:30 – 17:45	Highlights of the Day	Similar to a standard GEM workshop design.

A closer look at Day 2's agenda will show you that there is a continued conscious integration of the evaluation issues of policy advocacy initiatives with evaluation issues as a whole, and the use of policy advocacy tools such as the stakeholder analysis matrix with GEM's step 1.
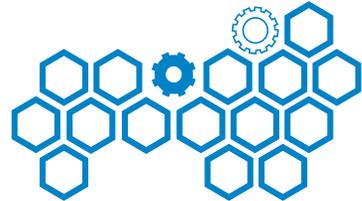
Day 3 (2nd April 2009)

Schedule	Session and activities	Design insights and lessons learnt
9:00 – 9:15	Re-cap	Similar to a standard GEM workshop design.
9:15 – 10:15	GEM Phase 1-Step 4: Gender and ICT Indicators (cont'd)	Similar to a standard GEM workshop design.
10:15 – 10:45	**GEM Phase 2: Gathering Information Using Gender and ICT Indicators** GEM Phase 2-Step 5: Selecting Data Gathering Methods/Tools	Similar to a standard GEM workshop design.
10:45 – 11:15	Coffee Break	
11:15 – 12:15	GEM Phase 2-Step 5: Selecting Data Gathering Methods/Tools (cont'd)	Similar to a standard GEM workshop design.
12:15 – 13:00	GEM Phase 2-Step 5: Selecting Data Gathering Methods: Data Gathering Strategy	Similar to a standard GEM workshop design.
13:00 – 14:30	Lunch	
14:30 – 16:00	GEM Phase 2-Step 6: Analysing Data from a Gender Perspective	Similar to a standard GEM workshop design.
16:00 – 16:30	Coffee Break	

16.30 – 17:15	**GEM Phase 3: Putting Evaluation Results to Work** GEM Phase 3-Step 7: Incorporating Learning into the Work	Similar to a standard GEM workshop design.
17:15 – 17:30	Highlights of the Day	Similar to a standard GEM workshop design.
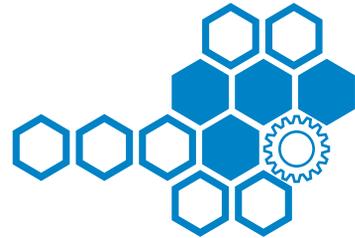
Day 4 (3rd April 2009)

Schedule	Session and activities	Design insights and lessons learnt
9:00 – 9:30	Identifying Mentoring Needs	Similar to a standard GEM workshop design.
9:30 – 10:30	GEM Mentoring Session	Similar to a standard GEM workshop design. The one-to-one mentoring took place before a presentation of evaluation plans and before a peer review discussion. In retrospect, this may have discouraged peer review discussions since participants may have thought that with one-to-one mentoring there was little need to ask questions. It is better not to run sessions or activities that would preempt peer review discussions until these are first tested and encouraged, so that cross-learning between participants is enhanced.
10:30 – 11:00	Coffee Break	
11:00 – 12:00	Revisit Expectations	Similar to a standard GEM workshop design.
12:00	Free Afternoon	Similar to a standard GEM workshop design.

Day 5 (4th April 2009)		
Schedule	**Session and activities**	**Design insights and lessons learnt**
9:00 – 10:45	GEM for National ICT Policy Advocacy Initiative – Adaptation Research	Similar to a standard GEM workshop design.
10:45 – 11:15	Coffee Break	
11:15 – 13:00	Thematic Adaptation – Standardising Research Data Collection Methods	Similar to a standard GEM workshop design.
13:00 – 13:30	Lunch	
13:30 – 15:30	Organisational Advocacy Capacity and Gender Analysis	Similar to a standard GEM workshop design.
15:30 – 15:45	Coffee Break	
15:45- 16:30	Outstanding Issues, Concerns, Final Questions	Similar to a standard GEM workshop design.
16:30-17:30	Workshop Evaluation	Similar to a standard GEM workshop design.
17:30	Attendance certificates	Similar to a standard GEM workshop design.

If you review Day 5's agenda, you will note that the sessions were structured in such a way to primarily serve the objectives and needs of this particular GEM workshop. Therefore the design of Day 5 can change depending on the specific objective of the workshop you are organising and the needs of the participants. However, sessions focusing on next steps and the workshop evaluation are important in any workshop as this is an opportunity to talk about future activities and to gather feedback on the workshop design and delivery so that you can further improve yourself as a facilitator.
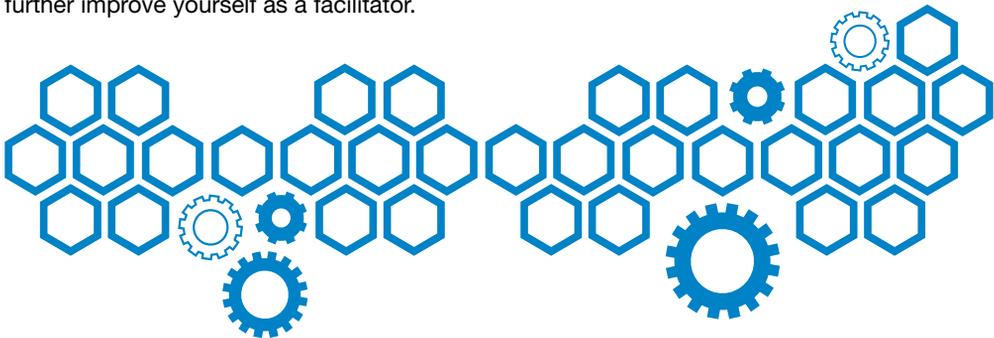
What worked well with this design approach?

It was the first GEM workshop that consciously integrated sessions that would meet the needs of participants interested in national ICT policy advocacy from a gender perspective. What worked well was that for each GEM step presentation, the GEM facilitators tried to identify examples that are related to policy advocacy, and used tools associated with policy advocacy.

How could this design approach be improved?

The GEM facilitation team conducted daily post-mortems and a major post-mortem session towards the end of the workshop. Because it was the first time that we had integrated policy advocacy-related sessions into a GEM workshop design, there was a need to strengthen coherence between sessions. Linkages between each session were not always obvious and this was largely dependent on how GEM facilitators could link their session with the previous session, especially if it was not a session delivered by themselves. An important insight to the workshop design and planning process was that facilitators should focus on process and not on content. Content is the responsibility of the lead GEM facilitator for that session and the facilitator can feel free to brainstorm with others when needed; for example, in knowing how to link sessions or for feedback on a proposed delivery/approach.
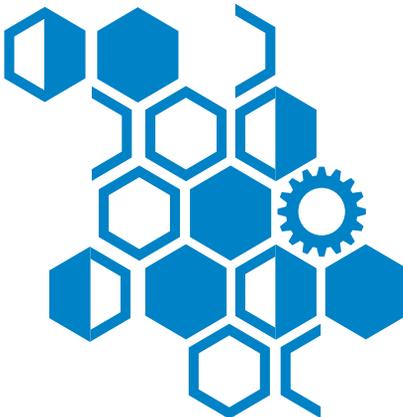
3.3 Integrating, adapting and creating activities for sessions

Choosing the type of activities that you will use in your workshops can only be done once you are clear about the objectives and outcomes (see sections 2.4 and 2.5) and have an understanding of who your participants are. Below are some activities that have been designed and used in previous workshops. They are categorised under the different areas of challenges that GEM facilitators face in communicating key principles and concepts.

As a GEM facilitator, you need to proactively tap other resources in designing and creating or adapting activities. There are many that we could look through. For example, the GEM facilitators with the support of IDRC benefitted with the receipt of the following training and facilitation resources:

- Sam Kaner et al. *Facilitators Guide to Participatory Decision-Making* San Francisco: John Wiley and Sons Inc., 2007
- Robert Chambers *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities* London: Sage Publications, 2002
- Hallie Preskill and Darlene Rus-Eft *Building Evaluation Capacity: 72 Activities for Teaching and Training* London: Sage Publications, 2005
- Rolf P. Lynton and Udai Pareek *Training for Organisational Transformation, Part 1: For Policy Makers and Change Managers* London: Sage Publications, 2000
- Rolf P. Lynton and Udai Pareek *Training for Organizational Transformation: Part 2: Trainers, Consultants and Principals* London: Sage Publications, 2000
- Anne Hope and Sally Timmel *Training for Transformation: A Handbook for Community Workers, Vol. 4* Burton on Dunsmore (United Kingdom): Practical Action, 2002

Sometimes, just observing how others facilitate, the kinds of activities they use, and how they respond to difficult questions and manage their workshop participants can be equally good learning ground for a GEM facilitator.

3.3.1 Explaining concepts more effectively

 Example 1: Learning for Change

The "Learning for Change" activity worked well during the GenARDIS kick-off workshop on 26-30 September 2008 on Goree Island, Senegal. It was shared with one of the GEM facilitators by the late Toni Kasim.

This is a simple activity that can help people think of evaluation as well as monitoring and planning. The activity takes time to allow participants to process everything that is happening, what their peers are saying to them or how they are behaving and what they themselves say and their own behaviour. While simple and easy to carry out, the activity is effective in making people pay attention to communication (to be able to listen to each other's ideas, to be open to these ideas no matter who was speaking), to monitoring what one hears in the environment, from authorities and from each other during planning, monitoring and evaluation.

You will require three small balls, slightly bigger than ping pong or table tennis balls. As the GEM facilitator, you get participants to arrange themselves in a circle. Then, toss three balls, one by one, to one person. The person who received the three balls one at a time, has to toss the three balls in the same way to another person who had not received the balls yet. Each person in the circle has to receive all three balls first before they can start passing them around. So in a finished round of tossing, everyone would have had to catch all three balls once and tossed them to someone else once.

No one catches all three balls twice. And everyone has to repeat this exercise in order, i.e. Frank gets balls and then tosses them to Erika one at a time, Erika tosses to Sylvie, Sylvie tosses to Wildor, Wildor tosses to Oumy, Oumy tosses to Sarah, etc. The first trial of tossing the balls is complete when the final person receives all three balls. In this activity, participants have to remember the order of who tossed the balls and who was next to receive them and who was the first to toss the balls and who was the last to receive them. The rule is that the tossing and receiving of all three balls has to always follow the same order. This requires all participants to monitor the passing of the balls and to get the order/sequence right. After a sufficient number of rounds of trials—three times is a good number to help make sure all participants remember the order—the final instruction from the GEM facilitator is, "Now, I want all of you to make sure the balls pass through each of your hands in the same order in the fastest possible time."

If you find that participants continue tossing the balls around, you need to encourage them to do it faster but repeating the same final instruction, and timing how long they take to complete the round. You will find that participants will toss the balls around faster, but often losing them, not catching them, or dropping them. If you see participants start to struggle, encourage them by advising, "You might want to think about this and plan your strategy first."

You will next see participants, instead of standing in a circle, arranging themselves in a line, in the same order as how the balls were passed from one to another, and so the balls can just be passed from one person to the next without having to toss them one by one or to catch them one by one. However, you will find that the time taken to do this is still not fast enough.

As the GEM facilitator, you can encourage the participants further by asking, "Do you think you can do this faster?" Participants

will brainstorm together and think up new ideas, such as rolling the balls from one person's hands to another while standing in order and in a line.

If participants are still taking too long, stress the instruction by saying, "Listen to the instruction, I want you to try to make sure the balls pass through everyone's hands in the same order, in the fastest time possible."

Activity solution: The only feasible way to do it in the fastest possible time is by using the law of gravity, i.e. when participants cup their hands into a makeshift pipe from top to bottom, e.g. Frank's cupped hands, followed by Erika's cupped hands, followed by Sylvie's cupped hands and so on, and then to drop the balls through in the same order. However, this may be a little bit difficult to do when you have a large number of participants. As the GEM facilitator, you will have to ascertain when the activity has gone on long enough and when you feel that participants have experienced a good process on which to reflect and learn. A good way to get the discussion started in plenary is to ask participants what they had observed of each other and the kinds of solutions that they were coming up with, and whether these solutions were inclusive of each other's different capacities and roles, or not.

What worked well with this activity?

It forced the participants to learn on the spot and to bring about the change to achieve a goal. The activity is useful because it helps mirror real-life situations on the ground, of ignoring people when they try and give their ideas, of rising frustrations and anger (e.g. when people drop the balls, do not seem fast enough), of wanting to exclude some people from the decision-making process because of the delays in implementation or because of presumptions about a person's ability. The activity should be followed by a discussion. What happened? Who spoke and dominated? Who just followed? Who gave up? Who wanted to leave out some participants? It is meant to help participants realise that they will face a lot of frustrations when implementing a project on the ground.

How could this activity be improved?

This activity requires some physical proximity, which may not be so easy to achieve in a culture where men and women do not freely mix. If the group of participants is too large and space allows for it, you could divide the group of participants into two competing groups to do this exercise. Most participants enjoy a fun competition. Do remember though that in some cultures, it is the men who will embrace a competitive activity more than women. This activity was used during the GenARDIS kick-off workshop in September 2008, but the final solution was not shared with participants. It is sometimes necessary to motivate participants to try out the same activity with the poor and rural communities they work with to help open their eyes at what solutions these poor and rural communities come up with. Hopefully, this will strengthen their respect for the thoughts and ideas of both women and men from a different class, ethnicity, educational background, culture and geographical area.

Possible alternative activity: The use of a spectrogram, using the statement, "Evaluation is political." For a description of the spectrogram activity, see section 3.3.2, example 2.

Example 2: Understanding Women's Empowerment

It is important that you, as the GEM facilitator, draw on the participants' own definition of "women's empowerment" (developed during the session on basic concepts) to look at the general definition of empowerment, and then men's empowerment, within a gender inequality framework. Often, the antagonists of women's empowerment see this process as a cost to men's and boys' empowerment, rather than a process that complements and strengthens the overall community's empowerment and relationships.

Examples that clearly show when the issue is not about boys' or men's empowerment must be identified and used. One example is Malaysia's case of boys not enrolling in science and technology courses in local universities. The Ministry of Women, Family and Community Development identified this issue as a need for boys' empowerment. However, it was not clear if the analysis had already included the trend that boys were being sent overseas to universities in other countries despite low school grades through the government's affirmative policies for education for Malays and through the cultural preference by the Malaysian Chinese and Indians to educating boys over girls. Even if boys prefer to work than study, this is not necessarily an issue of boys' empowerment within a gender inequality framework unless there is intentional or unintentional and direct or indirect oppression or subjugation of boys by women and/or girls.

What worked well with this activity?
Most participants relate to real-life examples of faulty gender analysis. However, there are times when cultural contexts differ so much that the real-life examples are rendered meaningless to most. So, it is useful to always anchor the examples to the points raised by the group that discussed "women's empowerment" as a concept.

How could this activity be improved?
Instead of citing examples from your own knowledge and experiences as a GEM facilitator, you may want to think about how to draw out examples and perspectives on the issue from among the participants. This can be done by using the spectrogram activity, to get participants to think about these issues and to foster an environment of discussion and debate. This would allow participants to at least hear the different perspectives and to then process their own thoughts on the matter further. A sample statement could be: "If we focus too much on women's and girl's empowerment, men and boys will become disempowered." For a description of the spectrogram activity, see section 3.3.2, example 2.

3.3.2 Working with the community

Example 1: How We Network

A simple game that illustrates networking and how communities tend to work together involves participants placing stickers with symbols on people's backs. The idea is to have five to six symbols, with five people with the same symbol, four people with the same symbol, three people with the same symbol, two people with the same symbol, and one person with a completely different symbol. The number of people with the same symbol can differ, but there must be one person who is left alone, with no matching symbol with anyone else. The idea is for participants to remain silent for this activity, and not to use their hands and feet to make any forms of indication. There should be no laughing, no "aha-ing" or any other form of verbal communication, and participants should put their hands together, clasped behind their backs, so they will remember not to use them. These rules must be communicated before the game starts and before the stickers are placed on the participants' backs where they cannot see them.

The objective is for participants to find those whose symbol is the same, and to group themselves together. You have to observe who helps out the most, who guides others, how people communicate if they cannot use their hands and talk, who does not bother to help out, who just stands there waiting for others to help out, who bosses people around, etc. When everyone is done grouping together, you go around and double-check if the participants succeeded. You conduct a collective review of the whole activity, asking how people felt, what happened, how the activity related to working with the community or with networking (depending on you, as the GEM facilitator, and your purpose of using this activity) and how the one person felt knowing that she or he was alone.

What worked well with this activity?

GEM facilitators tend to use this activity to draw out how the activity is similar to working with the community. It can also be used to draw out issues about networking and collaboration. It is a good and simple activity on participation, on communication, on listening, on how similarities can divide, and how people can be made to feel isolated. It is also a good activity that can help force people to communicate across languages and cultures, through the use of the head and eyes rather than physically moving and nudging each other around.

How could this activity be improved?

The activity so far has worked on all occasions and did not require further adaptation. GEM facilitators trying this activity out for the first time must still be conscious of the cultural context of their participants and whether they feel comfortable to even look each other in the eye or to physically nudge someone whom they are meeting for the first time or of the opposite sex.
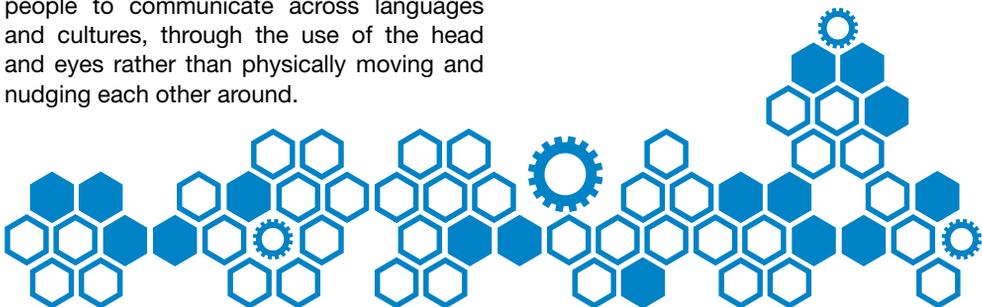
Example 2: Encouraging Debate and Sharing of Experiences: The Use of the Spectrogram

A group exercise which has proven quite effective at a range of events around the globe is the "spectrogram". In a spectrogram, coloured tape can be laid out across an open floor, or positions can be identified by markers along a wall or across the open floor. It is in essence an imaginary line. One end of the spectrogram is marked as "Strongly Agree" and the extreme opposite end is labelled as "Strongly Disagree". Markers are indicated at the 25% (Disagree), 50% (Somewhat Agree and Disagree), and 75% (Agree) points along the line.

Participants are then read a short, controversial or extreme statement. Those who agree with the statement are invited to move toward the "Strongly Agree" end of the spectrogram, positioning themselves closer to the end if their agreement is complete and towards the centre if their agreement is mixed. Those who disagree with the statement are invited to do the same in the opposite direction. The facilitator then interviews people along the line/spectrogram, asking them why they are standing where they are. Passion is encouraged in describing positioning, and listeners are encouraged to shift their position on the spectrogram as points are made which alter their thinking and perspective on the question. For a spectrogram to be effective, only short, controversial or extreme and absolutist statements must be used. For example:

- "It is never OK to use proprietary software."
- "Information should always be free."
- "Having external evaluators is the best way to have objective evaluations."
- "There is no such thing as a gender neutral project/initiative."
- "Quantitative data is more effective in affecting policy change."

Such statements are deliberately structured to encourage participants to interpret the statements in whatever way they see fit. The result is often a brisk emergence of community and conversation amongst the participants and a good "mapping" of the topics and opinions that people want to explore and discuss. Spectrograms can also result in a lot of spontaneous laughter, which is an excellent way to build up good energy for the day.

Tip: It is a good idea to have a mock spectrogram to demonstrate how it should work, using simple (but funny) statements like "Email is bad for your social life." You can ask your co-facilitators to represent the "No", "Yes", and in-between positions.

What worked well with this activity?

Spectrograms have been used to great effect in a number of GEM workshops. During the GEM Workshop for South and Southeast Asia, each session was opened by a spectrogram activity to engage and encourage the participants to debate and discuss gender and evaluation issues. The participants were encouraged to contribute questions and topics for discussion. Some of the topics that were discussed during the spectrogram sessions were: the importance (or non-importance) of evaluation consultants to achieve unbiased results; gender neutrality in ICTD; and qualitative versus quantitative evaluations.

The spectrogram activity also worked well during the one-day GenARDIS kick-off workshop in September 2008 using the following statements:

- "Women will only be able to learn how to use ICTs if men are involved in these projects as well."

• "If we want to address gender issues, it would be better to implement income-generating projects for women in rural and agricultural areas rather than ICT projects."

These statements were found to be most relevant to the GenARDIS shortlisted grantees since they were working with ICTs in rural and agricultural settings, and they were effective in encouraging debate and dialogue because these were sometimes common arguments used on the ground and in the design and implementation of projects.

How could this activity be improved?
The spectrogram has always been successful in GEM workshops. Its effectiveness hinges strongly on the suitability of the statements used for the concerned group of participants. The statement must relate to something that they know about, have had experience on, and have opinions and views about.

3.3.3 Is technology gender neutral?

Example 1: Gendered ICTs

Are ICT tools gender neutral or not? To discuss this, you can post pictures of tools that are used in communication and information (on cards or printed out on A4-sized paper) around the room. You then ask participants to choose three from among these that they think have the strongest or stronger gender implications, that is, tools that have different implications for women and men, or tools that are used differently by women and men. You should also ask participants to write down the names of tools that have gender implications in their contexts, but are not found among the posted pictures on cue cards.

The tools posted were:

• Y!	• Keyboards	• Microphone	• Video games
• Desktop	• Radio	• Microsoft Office	• Cassette tapes and recorders
• Digicam	• Mouse	• Landline phones	• External storage devices
• Television	• Firefox	• Google	
• Skype	• Laptops	• Explorer	

In one of the GEM thematic adaptation workshops, the participants added computer operating systems and mobile phones to the list.

What worked well with this activity?
The exercise unearthed a rich exchange of information and perspectives on which ICTs were more "gendered" than others. It allowed participants to debate when they did not agree with the views of others. By allowing participants to add pictures or icons or symbols of other ICTs, devices and tools that they feel are more "gendered" and which may not be part of the listed pictures, the exercise provides a good opportunity to find out which ICTs are more "gendered" in certain cultures and communities, and which are not. You will also find out indirectly which of these ICTs, tools and devices are more commonly used.

How could this activity be improved?
This activity has always worked successfully in GEM workshops, unearthing how certain ICTs are not gender neutral and how ICTs become "gendered" because of cultural notions and beliefs. It is best to always use symbols or pictures of ICTs that participants are already familiar with. If this is not possible, it is good to start the activity by asking if there are any symbols or pictures that participants have not seen before. This activity will, however, be unnecessary if all of your workshop participants are already equally convinced that gender and ICT issues do exist.

Example 2: ICTs and the Gender Clock

The "Gender Clock" activity has often been used with communities to help them realise how differently women and men spend their day in undertaking their gender-specific roles and responsibilities. Often, the realisation is that women work longer hours than men but that they are unpaid and the work at the household and community is not recognised as "real work". Here, we integrate the "Gender Clock" activity in exploring participants' use of ICTs.

Depending on the communities, sometimes it is easier to just talk about use of ICT tools that exist in a community and who uses these, how these are used, and how frequently. These discussions are best centred on one device or tool, like the radio, the mobile phone (who has access, who owns the phone) or the computer. Some GEM facilitators may choose to combine this discussion by recording time of usage against a picture of a clock for men and another picture of a clock for women in workshops where both men and women are participants. The difference in the final look of the clock helps to unearth gender issues.

What worked well with this activity?
This activity helps participants realise how much time they spend using ICTs and for what purposes, and whether there are any noticeable differences between how much time women are able to access ICTs vis-à-vis men. You can use the gender differentials in uses of ICTs as interesting discussion points.

How could this activity be improved?
Depending on how much time you have and how you have structured your GEM workshop, you may want participants to expand on the gender clock activity and see what other challenges they face in the way they spend their time and how they use ICTs and what would change if these challenges were addressed.

3.3.4 Using case studies in GEM workshops

The GEM facilitation team developed two case studies for use in relation to the application of GEM and a third case study in relation to project design with a gender perspective.

Case studies should be kept at a relatively short length, ideally two pages. A suggested maximum of ten pages (to allow for diagrams, tables, etc.) is possible if a GEM facilitator has allocated more time for processing these case studies during a workshop or before a workshop. The challenge that most people will face is in writing very concise case studies without losing what is important. Annex 3 contains general guidelines on how to write a good case study.

When developing case studies for use in training workshops, it is important that the GEM facilitator keeps the case study very focused. In drafting the questions related to the case study for participants, it is equally important to think of possible responses to these questions. One way to further improve on case study development is to document the discussions and questions participants ask when a case study is being used. The questions and discussions often point to what is lacking in the case study. They can also point to the strengths of the case study, or may bring forth additional insights through the observations of the participants. It is important to document responses to a case study and to keep these on record for future reference and use.

GEM facilitators have so far used three case studies in a GEM workshop. These are briefly described below:

Case study developed with Fantsuam Foundation (Nigeria) and tested out at the GenARDIS workshop in September 2008[5]

Fantsuam Foundation's case study of the application of GEM focuses more on gender evaluation (scope and focus and methods) and incorporating learning into the work. Other facilitators may find other ways of using the Fantsuam Foundation's case study and can always change the questions. Many African participants could identify with Fantsuam Foundation's case study because of the priority given to establishing wireless infrastructure in Kafanchan in Nigeria. A number felt that funding grants that do not allow for expenses in relation to the set-up costs of similar infrastructure work against the chances of success and longer-term sustainability of smaller projects.

Case study developed with Development Research Network (D.Net) (Bangladesh) and tested out at the GenARDIS workshop in September 2008[6]

The case study developed with D.Net was also concerned with the use of GEM. This case study is good because it clearly describes a very integrated intervention and a broader understanding of poverty. It shows the need for very good situational analysis before conducting a project, and the need for preparatory work and building linkages/developing partnerships with local stakeholders. D.Net's case study has many uses. It can be used for project formulation issues, to look more closely at the development of evaluation questions and the corresponding indicators. It is really up to the facilitators to test this out further in other workshop settings.

[5] See www.genderevaluation.net for detailed case study.

[6] See www.genderevaluation.net for detailed case study.

Case study developed with Kenya AIDS Intervention/Prevention Project Group (KAIPPG) (Kenya) and tested out at the GenARDIS workshop in September 2008[7]

KAIPPG's case study focuses more on stigma and discrimination towards people living with HIV and AIDS (PLWHA) as the main development problem, and speaks to cultural obstacles and facilitating factors and the need for men's involvement in a particular gender inequality and cultural context. Some people may jump at this point within the case study to validate their position that men should be involved in ICT projects before women can learn how to use ICTs. In KAIPPG's case study, the main social change agents shifted throughout the phases of the project, from the KAIPPG outreach social worker to the HIV-positive person. This would be a good case study to point out how the power to bring about social change was facilitated from outreach workers and shifted to the locals. KAIPPG's case study is also useful when thinking of the application of ICTs where infrastructure is poor and where there is poor electricity supply and the use of mobile phones is expensive. Other facilitators may find other ways of using the KAIPPG case study and can always change the questions. It might also be a good starting point to ask how KAIPPG, in the case study, managed to challenge the gender inequality situation within the local context and how certain traditional practices/roles of women and men changed.

What worked well with this activity?
These case studies provided participants with valuable opportunities to anchor their learning in real-life situations within which they can locate themselves or their own realities or the realities of their projects and work. Familiarity with the context, culture and problems covered in the case studies encouraged participants to think more about how each case study resonated with their own project's design and challenges, and what they could feasibly do to improve their project's design in order to be better able to overcome foreseen and similar challenges. The case studies also serve to show how others have conducted their gender analyses.

How could this activity be improved?
You may want to think about how to weave the case study throughout the design of a GEM workshop. So far, GEM facilitators have used the case studies only for specific sessions during a workshop. If the case study is found very relevant to your group of workshop participants based on their profile, weaving the case study into the design of a GEM workshop will help make the sessions more relevant to them.

3.4 Complementing GEM with other tools

3.4.1 Using the problem tree analysis tool
The problem tree analysis tool is usually used during the session on GEM's Phase 1–Step 2 on "Identifying Gender and ICT Issues". The tool helps people analyse and determine what exactly is the main problem within a particular situation.

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7 See www.genderevaluation.net for detailed case study.

How to use this tool

The general idea is to draw a diagram with a tree in mind. The trunk of the tree represents the main problem of a situation that a project wants to address. The roots of the tree represent the causes of the main problem and the leaves and branches of the tree represent the impacts of the main problem. This is similar to what participants would do if they were to do a situational analysis before designing their project and intervention. When using the tool, as far as possible, the problem that is identified must have a gender perspective. If it does not, participants will find that they cannot unearth the gender differentials in relation to impacts and causes and will assume that the problem equally affects both men and women, and in the exact same way.

The use of the problem tree analysis tool is meant to help participants review their situational analysis to figure out whether the design of their project intervention considered all the gender differentials in relation to causes of the problem and its impacts on women and men. The tool is sometimes depicted as just two parallel horizontal lines with the section in the middle being the main problem, and the upper section for description of impacts and the bottom section for description of the causes of the problem.

What worked well with the use of this tool?

Participants find that they are able to fine-tune their analysis of the problem and to further identify if their project and the strategies and activities designed therein are indeed addressing the root causes of the main problem or are trying to address more of the impacts. The tool helps participants understand the importance of using their project resources to address the root causes of the main problem, and when used in GEM workshops, it helps participants to think how they can work to address policy and legislative issues or social and cultural rules and norms.[8]

How could the use of this tool be improved?

With most participants, it is important to emphasise that they have to identify the gender aspect in the main problem. Without the gender dimension, it is highly likely that the final analysis of the impacts and causes of the main problem will not have a gender perspective at all. You can help by providing already worked-out examples where a similar problem is analysed without a gender perspective and in another handout, the same problem analysed with a gender perspective. To help participants process the two handouts quickly, a competitive activity could be held where they list on show cards what they feel are the differences between the two handout examples of analyses of the same problem but from different perspectives.
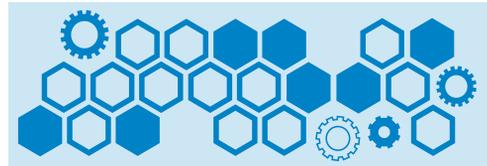
3.4.2 Adapting and using the theory of change approach

The theory of change approach was tested during the GEM Thematic Adaptation Workshop on Gender and ICT Policy Advocacy – Entry Points and Processes, 31 March to 4 April 2008. The GEM facilitators wanted to allow some time for participants to articulate their policy advocacy efforts. Key questions were:

- *What* is the problem/issue you are trying to address? (Why are you doing this particular policy advocacy? or What exactly is wrong with the policy?)
- *How* – What activities/steps will you undertake to address this issue?
- *Why* – What will be different if you are successful? (Desired changes/expectations/ milestones in your advocacy work)
- *Context* – What factors may accelerate or inhibit your progress?

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8 Working with the problem tree analysis tool, workshop participants will find that policy, legislation and social and cultural norms fall "below the earth," and are often the root causes of the problem they have identified.

How to use this tool

The activity introducing the tool was divided into three parts.

Part 1: Participants are given time and materials to make posters about their advocacy initiative that will highlight the problem/issue that they are trying to address and the activities/steps to address this issue. Normally, this takes 30 minutes, with the allocated time adjusted if you have a larger number of participants. Once the posters are up, a round of presentations are held with immediate peer review (15 minutes).

Part 2: Participants are asked to write an imagined newspaper headline about the results of their advocacy initiative according to their own timeframe (for example, it can be in six months, or five years). Then their task is to write a short article describing the key elements of the project's success (30 minutes). Participants are then invited to present their articles and a peer review is conducted of the expectations/outcomes and key factors of success (30 minutes).

Part 3: Participants go back to their posters to finalise their advocacy initiative profile based on the previous exercise. This will include the desired short-term, mid-term and long-term outcomes/milestones in their advocacy work and factors which may accelerate or inhibit their progress (30 minutes). Once the posters are up, everyone will go around and discuss the projects (15 minutes).

What worked well with the use of this tool?

The tool complements GEM when groups are interested in advocacy planning and in designing their evaluation plans around their advocacy work. The tool helps participants to see where the evaluation plan intersects with their advocacy plan and helps them to determine what exactly they would like to evaluate vis-à-vis their identification of intended uses and intended users.

How could the use of this tool be improved?

The tool assumes that participants' analyses of their problems were done with sufficient depth and with a gender perspective. It does not bring participants through a process of first identifying and then analysing the nature of the problem. It would be best to use this tool after using the problem tree analysis tool or a similar tool that would help participants first think about the problem in more detail. There is also a fear that, when using this tool, people will become confused in their understanding between the conduct of a gender evaluation and the conduct of an advocacy effort, and it is important for the GEM facilitator to draw out the difference in comments on the participants' "project" poster or gallery.

3.4.3 Stakeholder analysis matrix

This tool should be used during the session on GEM's Phase 1–Step 1, on "Defining Intended Use and Intended Users". It will inform participants' decisions on intended use and intended users.

How to use this tool

Ask each participant (or each organisation or project if there is more than one participant from the same organisation or project) to list all the stakeholders that she or he should consider for their policy advocacy effort or initiative and to try to place these identified stakeholders on the power-interest matrix. For example, some stakeholders may have a high level of influence or power but have a low interest in the issue. There will also be stakeholders who have a low level of influence or power but have a high interest in the issue, and of course, there may be some stakeholders who have a high level of influence or power and a high level of interest in the issue concerned. The power-interest matrix may then end up looking something like Figure 2.

High

Multilateral Institutions	Financial Institutions	Civil Society Orgs	Submarine Fibre Consortia
Regional Govt Institutions	National Govt Institutions	Media	Telcos Fixed Operators
Donor Orgs	National Regulatory Authorities	Regional Regulatory Orgs	Telcos Mobile Operators

Low ← **INTEREST** → **High**

POWER

Public	Consumer Groups	ISPs Africa
Name	Name	Name

Low

Figure 2: Power-interest matrix

A brief description of why a specific stakeholder is placed in a specific position on the power-interest matrix should be noted down. This activity can then be linked to other project profile activities which have an advocacy agenda.

What worked well with the use of this tool?

This tool helps to clearly plot to what extent those with a high level of influence or power are antagonistic to the advocacy issue concerned. If they are not that strongly opposed to the advocacy, this means they can be strategically persuaded to support the cause. The use of this tool also helps advocacy groups focus their limited resources and time and attention on those who are most critical to the success of the advocacy, including those who can provide the most influential support and those who can help counter the ones who are most antagonistic towards the issue. You can use an evaluation process and findings to include stakeholders who need further persuasion and this could help forge better understanding and collaborative relationships.

How could the use of this tool be improved?

The tool has generally worked well in advocacy-type activities.

3.4.4 Organisational gender analysis

GEM encourages internalisation of a gender perspective and internalisation of the evaluation findings. This translates into a required self-reflective process that is continuous for both the organisation and the individuals who comprise the project team. In order to help participants understand what aspects should be considered in going through this reflective exercise for the organisation, two handouts were developed for distribution towards the end of the GEM workshop which was conducted with localisation initiatives. The first handout is "A Critical Reflection Exercise on Organisational Practices",[9] and the second is "An Example of an Organisational Framework for Localisation Initiatives".[10][11]

self-initiated reflective process, individually and collectively.

What worked well with the use of this tool?

A number of participants who hold decision-making roles are better able to see gender and ICT issues within their own project teams or within their own organisations. The realisation can bring about interesting discussions of how to facilitate capacity building and higher-level decision-making roles and responsibilities for women within the project teams or organisations when cultural barriers can be significant obstacles, and with the added challenge of having limited resources.
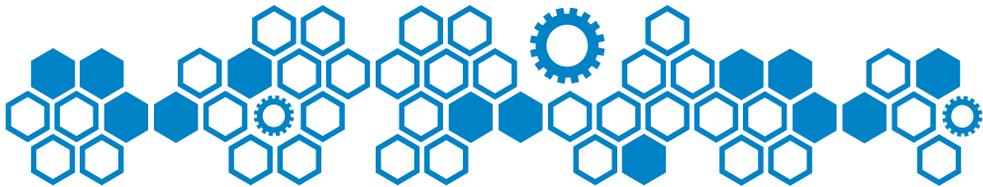
How to use this tool

The handouts are not meant to force discussion that may be uncomfortable for many, as a lot of the questions touch on unequal gender-power issues. As the GEM facilitator, you need to decide how far you would like to take these discussions if they are explored during a workshop. Your decision can be based on the profile of your participants, your knowledge of their decision-making roles in their organisation(s), as well as the potential tensions they may face discussing such issues if their managers or immediate supervisors are participating in the very same workshop. Otherwise, these handouts are solely meant to encourage a

How could the use of this tool be improved?

It would be very useful to create an opportunity to process the questions posed in these handouts in an open and honest discussion setting that provides anonymity to the individual participant if necessary. Such a discussion is more possible if all participants come from a certain decision-making level of the organisation or project team, and are not a mixed representation of any of the management levels of the organisation or project. One possible way of managing any possible tensions is to ask participants to discuss the handouts and then share if these issues are experienced similarly.

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[9] Developed based on: 1) Outcome Mapping's Design Worksheet 4 on page 74 in Sarah Earl, Fred Carden and Terry Smutylo. *Outcome Mapping: Building Learning and Reflection into Development Programs* (Ottawa: International Development Research Centre, 2001); and 2) the Gender Evaluation Methodology's "Learning for Change" on pages 19 to 22, in *Gender Evaluation Methodology for Internet and ICTs: A Learning Tool for Change and Empowerment* (South Africa: Association for Progressive Communications and Association for Progressive Communications Women's Networking Support Programme, 2005).

[10] Adapted from Verona Groverman and Jeannette D. Gurung "Part 2: Organisations and Gender" in *Gender and Organisational Change Training Manual* (Nepal: International Centre for Integrated Mountain Development, 2001), 45

[11] Both handouts can be found at: www.genderevaluation.net

3.4.5 Using a checklist to conduct gender analysis in ICT-type projects

Many GEM facilitators have faced situations where participants want to have a checklist in order to help them plan, design and implement an ICT project with a gender perspective. Often, people face difficulty in identifying gender and ICT issues, or understanding how underlying gender inequalities could negatively impact the effectiveness of an ICT project to bring about change in terms of achieving the same level of outcomes for men and women. GEM does not prescribe a formulaic approach to gender analysis. Instead, GEM encourages participants and users to develop their own gender analysis guided by asking themselves the following questions:

- Where are women in the context?
- What roles and responsibilities do women have?
- What resources do women own and/or control?
- If women do not own and/or control key resources, to what extent do women have access to these?
- Where does the power lie?
- Who holds the power?
- Who makes the decisions?

Unfortunately, for a number of ICTD practitioners, these questions are still too broad. So under the second phase of the GEM project, the Regional Secretariat of the PAN Localization Network (PANL10n) project decided to adapt a checklist from the World Bank.[12]

How to use this tool

All checklists are merely indicative of the underlying gender inequality issues that exist in ICT-type projects, and are meant to help show that there are clear gender issues in a sector that is seemingly gender neutral.

What worked well with the use of this tool?

GEM facilitators have yet to use a checklist in GEM workshops. If developed and introduced, it is probably best introduced towards the end of the problem tree analysis session for GEM's Phase 1 – Step 2: Identifying Gender and ICT Issues. If the checklist is very exhaustive and includes considerations that can be only be undertaken by a variety of stakeholders which may not be present among your participants, like government agencies or the private sector, it would be best to identify which sections of the checklist would be most relevant for the participants' discussion.
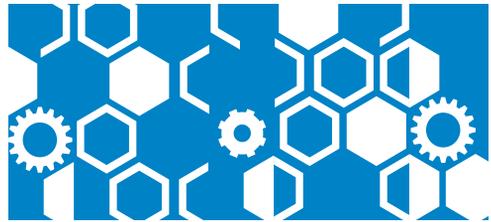
How could the use of this tool be improved?

One way to do this differently is not to present the checklist as a whole list, but rather with a few examples under the different subheadings, if these subheadings are found suitable for your particular group of workshop participants. This way, you as the GEM facilitator could ask participants to further brainstorm additional questions within these subheadings, and compare them to the questions contained in the original checklist. The main idea is to get participants to think of what questions to ask, to encourage them to try and subsequently exercise "wearing their gender lens."

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[12] For the detailed checklist, see: web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/EXTICTTOOLKIT/0, contentMDK:20271939~menuPK:562595~pagePK:64168445~piPK:64168309~theSitePK:542820,00.html

SECTION 4:
PUTTING IT ALL INTO PRACTICE—FINAL TIPS
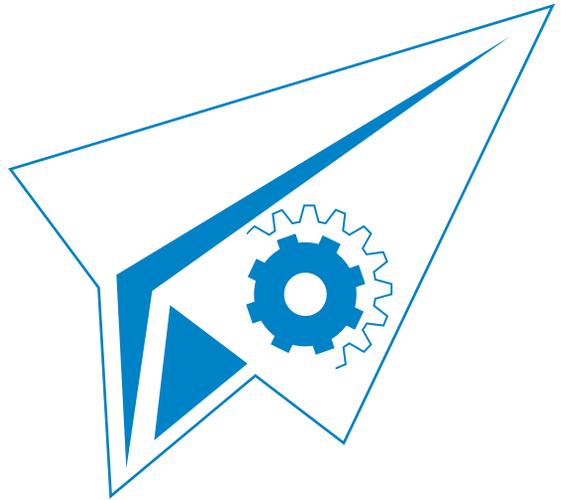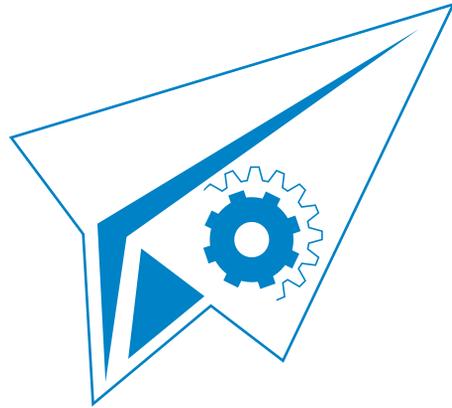
SECTION 4:
PUTTING IT ALL INTO PRACTICE—FINAL TIPS

4.1 Using the GEM manual with this guide

So far this guide has looked at facilitation from the perspective of understanding adult learning and applying this to the context of GEM. In doing this, strategies for designing, planning and delivering workshops have been explored. In reading through section 2, you have been encouraged to think about how the theories and strategies relate to your work as a GEM facilitator. Section 3 presented some examples from the GEM facilitators' own experiences and self-reflection. This final section is about putting it all together and into practice.

The GEM manual suggests the content direction for each workshop, with possible outcomes, activities and materials. As these are not sufficiently detailed nor customised to fit each situation, it is up to you, the facilitator, to create an integrated plan. To get the most out of this guide and the manual it is important that you incorporate the ideas into one plan. This plan is one that you can create by using the templates provided in section 2 and following the checklist (provided in section 4.2) as a guide to help you.

4.2 A checklist for design and delivery of workshops

Use this checklist as a way to help ensure that the planning and delivery of the workshops is as effective as you can make it. The checklist has the main steps that you need to address as well as room for you to allocate responsibilities (if you are co-facilitating) as well as room to record progress and any relevant comments.

Design **1**	Responsibility **2** Who (from the facilitation team) will do this part of the design or delivery?
Background information Logistics for training, where, why, who, context, etc.	
The group Who, how many, background details	
You the facilitator Previous experience, knowledge, etc.	
Co-facilitators As above	
Five stages of educational design Use template provided in section 2.4	
GEM manual What parts will be used, how familiar are you with them?	
DELIVERY	
Co-facilitators Set up meeting times with co-facilitator to design the session plans	
Session plans Create using template in section 2.5.2	
GEM manual specifics Use materials and workshop structure from the GEM manual to create session plans	
Appropriate activities Why you are using selected activities – are they going to achieve desired outcomes?	
Materials Collate all required materials	
Clear roles and responsibilities Ensure everyone on the team is clear about their role	
Feedback loops Create a feedback plan	

3 **Status** Has this section been completed, or the information gathered?	**Comments** What will you need to do or follow up with? 4
	Create a list of all the logistical information
	Create a profile of the group
	What do you know and what do you need to find out?
	What skills does the facilitation team have? Where are the gaps?
	Best completed by the facilitation team – if there is one
	See the GEM manual and identify relevant content and activities
	Meet and design the sessions as well as meet to debrief after each workshop
	Use one plan for each session. Best completed by the facilitation team – if there is one
	Use materials identified in the design phase, add this information to the detailed session plans
	Work through the details of each activity to be used during the workshops
	Identify and gather all required materials and equipment
	Allocate clear roles and responsibilities for the team
	Have a debrief plan at the end of each workshop for you and the facilitation team. Plan for collecting feedback from the participants and stakeholders

4.3 Working with others

When it works, co-facilitation can be a wonderful experience for all involved. It has the advantage of bringing more experience and expertise to the workshop, as well as sharing the workload for the facilitators. It can also make for a more enjoyable facilitation experience, as there is someone to debrief with and reflect on what happened and decide how to best proceed next. But, should things not work out this way, co-facilitation can become a very challenging experience and at worst a disaster for all involved. Based on experience, some common problems can arise.

These include:
- One facilitator dominates or takes up too much time.
- Facilitators use very different approaches to the training that confuse the participants.
- The materials used by each facilitator are very different.
- Facilitators have different expectations for the workshop.

How can you ensure that co-faciliation works well?
Here are a few steps to help make it a positive experience

1. Establish rapport with each other. This can be achieved by spending some time discussing each person's experiences with facilitation and GEM. What brings them to this work? What do they like and dislike about it? Share ideas about what makes a good facilitator and how each thinks learning occurs. Use the materials on adult learning in section 2.2 of this guide to help you with this discussion. In practice, this has meant conducting a planning meeting or a preparatory session before a workshop. This meeting or preparatory session can also be conducted online but it is not advisable to do so if you have never worked together before. Face-to-face interaction always helps to build up rapport a lot more quickly.

2. Use the five stages of educational design (section 2.4) as a framework for discussing the proposed workshop.

3. Use the checklist for design and delivery (section 4.2) to help you work through all the aspects of the planning for the workshop.

4. Allocate roles for each facilitator and create ONE session plan for each workshop. This is very important in ensuring that you have a consistent workshop plan that incorporates both facilitators with enough time to cover the required activities. Separate plans can lead to a disjointed workshop.

5. Allocate time limits for each facilitator and devise a way to keep track of time.

6. Discuss facilitation approaches in detail, such as how you will introduce the workshop, how you will arrange the furniture, what activities you will each lead and how you will build rapport with the group. In GEM workshops, there is usually a lead facilitator, the one who takes on the main responsibility of overseeing the design and delivery of the training, including coordination of facilitation team meetings, debriefings, etc. Decide ahead of time who the lead facilitator will be.

7. Create a feedback plan (see section 2.6) and organise time to debrief after each session. This is also an excellent opportunity for peer coaching where you can provide each other with feedback on facilitation. Comment on what you thought worked well and what you thought could be improved.

4.4 Continuous improvement

As stated at the beginning of this guide, facilitation is a skill that is continually evolving and developing. Each experience is different, and it is through this difference that you have the opportunity to learn about yourself, others and the complexity of the learning process. It is important to try to be as aware of this as you can so that your learning and development become conscious and tangible.

Reflecting on practice during and after training sessions, keeping session plans and notes, spending time debriefing with colleagues and keeping a facilitation journal are all ways to help you remain conscious of your learning. You will then find that you will seek new strategies to help you achieve the learning outcomes as well as look for ways to improve your own work. This can then be transferred to your work and in helping you help others learn.
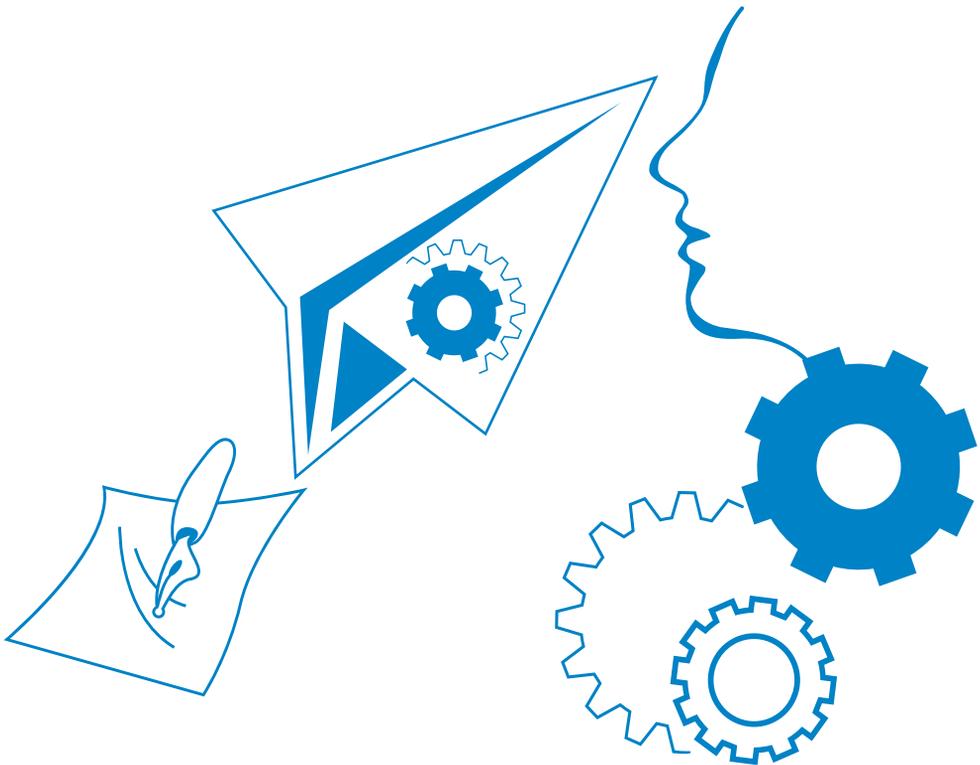
GEM FACILITATION FAQs

This section provides facilitators with the opportunity to ask questions about training and also to share ideas and responses to these questions. GEM facilitators can continue to improve their capacity and skills by being part of the GEM Practitioners Network,[13] an online social networking space that has been designed to strengthen the community and to continue to provide peer mentoring and support to all GEM practitioners from around the world.

Q. Only some (or the same) participants answer my questions. How do I encourage others to do so?

A. This is a common occurrence in any workshop, where one or a few confident participants will always respond to your questions. The positive reinforcement they receive then encourages them to continue. This is not a bad thing, but it can disadvantage other participants or discourage them from participating. It is also easy for the facilitator to ask the same participants to respond since they are interested. The challenge is to try to not always seek the response from the participant(s) you know will be right but from others to encourage participation. Achieving an environment where the majority of participants have a go at responding from time to time is an ongoing challenge and can be encouraged through the use of the following strategies:

- Always encourage participants to participate and when they do, praise them
- Saying "Good try…" or "Good response…" or "Not quite right, but well done for responding…" is helpful. Even if the response is not correct, do not ridicule the participant; instead, ask them to try again or give more information.
- Be patient and friendly.
- For the participant who keeps responding say, "It's great that you want to answer again, but let's see if someone else wants to try." You might also directly ask a different participant.
- An effective and highly recommended option is to use group work and "working in pairs" strategies so that the participants talk to and work things out with each other first and gain confidence to respond to the session.
- Finally, be constantly aware of the session dynamics and be prepared to encourage the quieter participants.

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[13] www.genderevaluation.net/mygem

Q. How can I encourage quiet participants to participate?

A. Similar to the problem above. You need to encourage all participants to participate. More specifically, it is worth trying to determine why certain participants are particularly quiet. This can be because certain participants are naturally shy, do not feel confident about the work, feel scared to speak up in front of the session, are not interested in the session, or have language difficulties. These are just some possible reasons and in many cases you may not find out what the reason actually is. Again, relevant strategies include group work and working in pairs strategies, as well as giving positive reinforcement to quieter participants when they do participate. It is easier for participants to discuss issues with their peers in small groups or in pairs, than it is to do so in front of the whole session.

Q. Participants do not ask many questions during the session, waiting until the session is over to approach me. How should I encourage participants to ask their questions during the training so that all may benefit from the resulting discussion or exchange?

A. Once again a problem that arises from lack of participation in activities during session, combined with issues similar to those for participants who do not participate in session. It is less threatening for a participant to ask you a question personally than it is to do so in front of the whole group. Some strategies to use in this situation include ensuring that you have many opportunities for group work and working in pairs so that participants have the opportunity to solve each other's problems and also feel more comfortable asking questions as part of a group rather than as an individual. You can also tell the participants that you will not have time to answer many questions after the session and encourage them to ask their questions during session time. Reiterate that **all** questions are welcome and there is no such thing as a bad question.

Q. When participants ask me a question, should I just give the answer?

A. It depends. If the question is one requiring a quick, simple answer, then yes. If the question is one where by giving the answer you do the thinking for the participant, then no. Your role is to facilitate learning and to do so you need to encourage participants to think and to solve problems on their own. It is often more useful to the participant if you respond to a question with questions that help the participant to think about their problem, or questions that help you determine where the participant is encountering difficulties. You may then try to give a hint or just ask a simple question that they can answer and in doing so solve their problem or develop a strategy to solve it themselves. Or, if the question demands an answer that is experience-based, you could ask the other participants to help answer. It comes down to your judgement and there are times when it may be necessary to just give the answer.

Q. Participants refuse to ask questions during your presentations, but present their questions as part of the daily feedback, asking for more examples during presentations. However, it is unclear when exactly more examples are needed. How do you find out?

A. A good way to respond to feedback collected after a session is to begin the next session with a question that addresses this, for example, asking the participants to clarify what is needed. Asking them to identify good uses of examples during the training is a good start.

Q. In some workshops, certain participants refuse to get involved in the activities being conducted. How do I handle this?

A. This often occurs if the person is more senior in experience than the others in the workshop, and it may be that because of this seniority they do not want to end up being embarrassed through any of the activities in front of others. There are many other reasons for this occurring, but no matter what, the facilitator needs to respect the participant and their choices. The main thing to do is try to make the participant feel safe and comfortable within the group. For example, this can be done by assigning them a specific non-threatening task, or getting them to work with people that you think they will feel comfortable with. In the end, if they choose not to participate then the best thing to do is to include them, but not force them to do anything they do not wish to do. Eventually they may change their mind.

Q. How do you manage a participant who insists that there are no gender inequality issues?

A. You can choose to agree and say that gender issues do change over time and over different cultures as cultures evolve. As communities become more aware that there are some roles and responsibilities typically assigned to women that men would like to do or be a part of, like childcare, and vice versa, cultures do change and gender inequality issues can also change in nature. The differences in social expectations placed on women and men may become less visible or obvious. You could also start by agreeing, ask what other participants think if such a situation were to occur in their country or community, and how they would then set out to find out if there are indeed still gender inequality issues. Encouraging a healthy debate that respects people's different contexts and always reminding participants to conduct their assessment/analysis based on that specific context is good practice and a core principle of GEM.

GLOSSARY

Alignment (in educational design)
Alignment is the basic relationship between the objectives of the training, the activities that enable the participants to engage with the training, and the feedback processes used to determine if the training has been successful. In other words, does what you intend to do match up with what you do in the training, and does the feedback support this?

Conceptual framework
A conceptual framework is the theory that underpins a particular process, such as GEM or the educational design approach taken.

Educational design
Educational design is the process or method used to design training and teaching.

Facilitative leader
A leader who is aware of group and organisational dynamics; a leader who creates organisation-wide involvement processes that enable members of the organisation to more fully utilise their potential and gifts in order to help the organisation articulate and achieve its vision and goals, while at the same time actualising its spoken values. Facilitative leaders often understand the inherent dynamics between facilitating and leading and frequently utilise facilitators in their organisations.[14]

GEM facilitators
People who design the flow of and deliver GEM workshops, choosing what content to cover, how sessions should be delivered and what activities to use. They often use a combination of methods to help participants understand how to apply the Gender Evaluation Methodology.

[14] Sam Kaner et al. *Facilitators' Guide to Participatory Decision-Making* (San Francisco: John Wiley and Sons Inc., 2007)

Learning activities
The activities that participants undertake during training sessions.

Learning environment
The environment in which participants engage, train or learn. This can be in a face-to-face or virtual setting. It includes the physical qualities where the workshop is being held.

Open communication
Open communication is a process as well as a conceptual framework. The process is about the mechanism that enables open communication to take place, and the conceptual framework that underpins this is the belief that communication between individuals needs to be open, transparent and respectful.

Praxis
Simply explained, it is action.

Rapport
The relationship that develops between individuals that is respectful, open and comfortable. To build rapport is to create an environment that is conducive to learning.

Session plan
The plan that outlines what happens when and how during a training session or workshop.

Workshop agenda
Like a session plan, workshop agenda is another term for what happens during a training session or workshop.

Workshop organisers
Workshop organisers are sometimes those who want the workshop organised and have very specific objectives for achievement, but may not be part of the GEM facilitation team. There are times when workshop organisers are set apart from the GEM facilitation team, and there are times when both the facilitation team and workshop organisers are one and the same team.

HOW TO WRITE A GOOD CASE STUDY ANALYSIS

A case study is an in-depth study of a particular organisation, instance, event or group. The study must evaluate everything regarding the successes and failures of your chosen objective. This means that when writing a case study analysis, you must first have a good understanding of the case at hand. You must have facts that include a number of reliable sources. A case study should not consist of single sources, and good case study essays evaluate information gathered from more than one source, validating the information through cross-referencing.

Before you begin writing, gather as much documentation as possible about the case concerned and read carefully, taking notes all the while. It may be necessary to read documents several times to fully grasp the issues facing the concerned ICTD practitioner. Additionally, it is essential to understand whether information you are presenting is private or confidential. While you develop a case study, you may have access to information that cannot be shared with the general public, such as proprietary information or even patient/client information (health sector). In the ICT for development sector, this may include highly controversial political-power issues between communities and project implementer, or communities and the state. It is advised that this type of information be changed or eliminated unless you have written consent to use the information. Ethical concerns while writing a good case study should maintain top priority throughout the process.

All information gathered for case studies must be from reliable sources, including peer-reviewed sources. However, case studies can also be evaluated from the organisation or group itself. This is generally how case studies are written by the GEM facilitation team, in consultation with the ICTD project implementer.

Basic case design
A basic case includes the following parts
• Scenario
• A statement of the issue
• Required assignment (paragraph, formal proposal, response to questions, etc.).

Structure

Many experts recommend writing the case as a narrative, almost like a short story, in order to engage the intended audience's interest.[15] However, there may be instances when a more objective presentation is desired, such as presenting clinical reports or official documents. In any case, it is important to find an appropriate format which engages the intended audience's interest, yet presents the content appropriately. Excessive jargon should be avoided unless it is needed for the case structure.

Length

Opinions vary on how much detail is necessary, but it is important that enough material be written so that all the important background and data are included, but short enough so that students are not overwhelmed. A good index or detailed outline can help in assignments where large amounts of case background materials cannot be presented.

Sequence of data and documents

In most cases, supporting data and documents are sequenced according to the narrative of the case. If possible, short passages or tabular data can be embedded within the narrative in the appropriate location. However, for some case types, documents can be organised out of sequence if the goal for the intended audience is to learn to organise and analyse a random collection of documents.

[15] See Clyde Freeman Herreid "Using Case Studies in Science – And Still 'Covering the Content'" in *Team-Based Learning: A Transformative Use of Small Groups in College Teaching* eds. Larry K. Michaelson et al. (Westport: Praeger Publishers, 1999); and G. Kardos and C.O. Smith "On Writing Engineering Cases" *Proceedings of ASEE National Conference on Engineering Case Studies, March 1979* www.civeng.carleton.ca/ECL/cwrtng.html

For GEM workshop purposes, GEM facilitators generally write up case studies using the following steps as broad guidelines.

The challenge. Introduce the problem. What condition was the ICTD practitioner/project implementor trying to change or improve? What is the gender analysis of this problem? How deep was the gender analysis? If possible, use the project implementor's own words in the form of a quotation.

The journey. What steps were taken to solve the problem? What were the key considerations? What were the key gender issues considered? What were the key elements in project design? What other collaborations were explored in order to ensure the adopted strategies worked?

The added-value of a gender perspective and/or the use of GEM. What did gender analysis do for the project implementor? What did GEM help bring about?

The implementation. How was the project implemented? Who were the change facilitators and change agents?

The solution and lessons learnt. Which solutions worked? Which solutions did not work and why? Do not skip this section. This is the place in the story where the reader begins to identify and empathise with and learn from the experiences of others.

The results. What were the results? What did the project or organisation do with the findings? How were these findings incorporated into the work of the project or organisation?
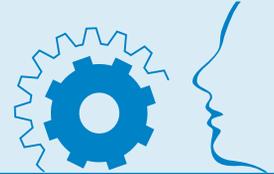
Final Tips

- Know the case well before you begin your case study analysis.
- Give yourself enough time to write the case study analysis. You do not want to rush through it.
- Be honest in your evaluations. Do not let personal issues and opinions cloud your judgement.
- Be analytical, not descriptive.
- When drafting the questions for processing, think through what would be your own responses.
- Proofread your work.

PIONEERS IN GENDER EVALUATION IN THE ICT FOR DEVELOPMENT SECTOR

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

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

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

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

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

What we offer our clients
Facilitated self-evaluation and external evaluation
Gender-sensitive project design and planning
Quality assessments
Gender Evaluation Methodology training
Gender sensitisation training
Digital Storytelling training for evaluation

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

The *Facilitators Guide for GEM Workshops* contains a collection of examples taken from the experiences and learning insights of GEM facilitators who have led workshops across different regions and various contexts. It was written on the premise of "facilitator as learner" and mirrors the principles of learning that you are encouraged to use in your work.

Learning is a continuous process and the assumption is that you will take away with you whatever you need from the guide – whether it is a just-in-time idea when preparing for a specific workshop or an in-depth study of facilitation techniques and learning principles. The guide is designed in such a way that allows you to flip through to a section or jump to specific examples that will address your particular query with ease. The content is designed to suit new and experienced GEM facilitators alike.

This facilitators guide is a complementary guide to the manual *Gender Evaluation Methodology for Internet and ICTs* (GEM) which was developed in APC within the APC's women's programme after we began investigating the impact of our work in 2000. We asked: What changes are empowering women? How are these changes being measured? What role do information and communications technologies (ICTs) play in these changes? How do these changes shift gender relations between women and men?

At that time, there were no gender evaluation models or tools that looked specifically at the use of technology. In 2001, we began developing GEM with ICT for development practitioners in 25 countries from Latin America, Asia, Africa and Central and Eastern Europe. The GEM manual was published in 2005. This new suite of publications to accompany the manual has been written on the basis of our years facilitating GEM workshops in tens of countries. Though GEM was initially developed for evaluating and planning projects using ICTs, experience demonstrates that GEM can also be used to improve gender relations by the development sector in general.