Mainstreaming Gender in PAN Localization Project 2007 – 2010

Working Paper 04

Results of PAN L10n project evaluation research presented in preliminary form for discussion and critical comments

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Acronyms

Acknowledgments

PAN Localization Project

Enabling local language computing is essential for access and generation of information, and also urgently required for development of Asian countries. PAN Localization project is regional initiative to develop local language computing capacity in Asia. It is partnership, sampling eight countries from South and South-East Asia, to research into the challenges and solutions for local language computing development. One of the basic principles of the project is to develop and enhance capacity of local institutions and resources to develop their own language solutions.

The PAN Localization Project has three broad objectives:

- To raise sustainable human resource capacity in the Asian region for R&D in local language computing
- To develop local language computing support for Asian languages
- To advance policy for local language content creation and access across Asia for development

Human resource development is being addressed through national and regional trainings and through a regional support network being established. The trainings are both short and long term to address the needs of relevant Asian community. In partner countries, resource and organizational development is also carried out by their involvement in development of local language computing solutions. This also caters to the second objective. The research being carried out by the partner countries is strategically located at different research entry points along the technology spectrum, with each country conducting research that is critical in terms of the applications that need to be delivered to the country's user market. Moreover, PAN Localizations project is playing an active role in raising awareness of the potential of local language computing for the development of Asian population. This will help focus the required attention and urgency to this important aspect of ICTs, and create the appropriate policy framework for its sustainable growth across Asia.

The scope of the PAN Localization project encompasses language computing in a broader sense, including linguistic standardization, computing applications, development platforms, content publishing and access, effective marketing and dissemination strategies and intellectual property right issues. As the Pan Localization project researches into problems and solutions for local language computing across Asia, it is designed to sample the cultural and linguistic diversity in the whole region. The project also builds an Asian network of researchers to share learning and knowledge and publishes research outputs, including a comprehensive review at the end of the project, documenting effective processes, results and recommendations.

Countries (and languages) directly involved in the project include Afghanistan (Pashto and Dari), Bangladesh (Bangla), Bhutan (Dzongkha), Cambodia (Khmer), Laos (Lao), Nepal (Nepali), Sir Lanka (Sinhala and Tamil) and Pakistan, which is the regional secretariat. The project started in January 2004 and will continue for three years, supporting a team of seventy five resources across these eight countries to research and develop local language computing solutions. Further details of the project, is partner organizations, activities and outputs are available from its website, www.PANL10n.net

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1 Introduction

Gender is a social construct that defines roles, behaviour, activities and attributes associated with being male and female (United Nations, 1995). These behavioral norms are learned through the process of socialization and are subject to modification with the passage of time. In most of the societies, roles and behavior assigned to men and women differ significantly. Patriarchal systems, e.g. lead men to control over resources, opportunities as well as decision-making (Coomaraswamy, 2005). Women remain undermine leading to gender differences and inequalities.

However, in recent years, efforts have been made to empower women and give equal status, opportunities and access to the resources as available to men by strongly emphasizing gender equality within each of the Millennium Development Goals (MDGs). As a consequence, development projects are strongly focusing to ensure gender equality within the program designs and execution.

Therefore to include women participation in any development project, following questions must be raised out. How could we increase the likelihood of women benefiting equally from development programs and projects? What lessons could we learn from development initiatives where some progress has been made towards equality between women and men? In other words, what strategies have worked in practice in the field? (Hunt, 2004) To address these concerns, gender mainstreaming approaches are adopted to ensure gender equality is maintained within the development projects.

2 Gender Mainstreaming in Development projects

According to the United Nations (1997) declaration, "Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."

Gender mainstreaming is the process of bringing a gender perspective into the mainstream activities at all levels, including in policies, programmes and projects. It appeared for the first time in international texts after the United Nations Third World Conference on Women (1985), in relation to the debate within the UN Commission on the Status of Women (CSW) on the role of women in development. It was seen as a means of promoting the role of women in the field of development and of integrating women's values into development work. After Nairobi, international development agencies and governments promoted mainstreaming as a new strategy for taking women's concerns into account. By bringing women's issues into their mainstream policies, programmes and projects, they hoped that earlier problems of marginalization would be overcome.

In addition, United Nations Fourth World Conference on Women held (1995) developed a framework of gender mainstreaming. The major points of that framework discussed below.

a. The initial identification of issues and problems across all area(s) of activity should be such that gender differences and disparities can be diagnosed.
b. Adequate accountability mechanisms for monitoring progress need to be established.
c. Assumptions that issues or problems are neutral from a gender-equality perspective should never be made.
d. Gender analysis should always be carried out.
e. Clear political will and allocation of adequate resources for mainstreaming, including additional financial and human resources if necessary, are important for translation of the concept into practice.
f. Gender mainstreaming requires that efforts be made to broaden women's equitable participation at all levels of decision-making.
g. Mainstreaming does not replace the need for targeted, women-specific policies and programmes, and positive legislation; nor does it do away with the need for gender units or focal points.

Whenever women or men are in a particularly disadvantageous position, this perspective addresses gender-specific activities and affirmative action for gender balance. Gender-specific interventions can target women exclusively, men and women together, or only men, to enable them to participate in and benefit equally from development efforts (ILO).

3 Gender Evaluation Tool

Gender equality and equity within projects require strategic planning for setting out gender responsive policy, objectives, action, time frame and resources (Murison, 2004). Swedish International Development Agency (SIDA) has identified gender mainstreaming strategies to largely contribute at three levels; in organization's policy framework, its program activities and the project outcomes focusing on its impact upon the community (Shalkwyk et al. 1996).

While specifically focusing on gender mainstreaming in ICTs related projects, USAID developed a gender integration approach that addresses three major phases of the project namely i) Project Assessment, detailing the policy situation and needs analysis, ii) Project Design, and iii) Project Implementation including HR development and management, technology development, monitoring and evaluation, and service, product development and delivery. Similarly, The World Bank has developed a checklist of key points to be considered for incorporating gender perspective in ICT related projects. This checklist is based on general principles of gender analysis that are common to all projects as well as specific issues pertaining to ICT project implementation. The first part of this checklist contains questions related to the inclusion of gender issues in the project cycle of ICT projects or projects with significant ICT components. The second part outlines indicative gender issues found in ICT projects and components and includes: national strategies for information infrastructure, strengthening of regulatory structures, and ICTs in education and training.

Using the said framework as the basis, a gender evaluation tool was developed through PAN Localization project for reviewing gender mainstreaming strategies specifically in local language computing projects (tool attached in Appendix A). This tool aims to quantitatively present the level of gender mainstreaming in each of the project phase as well as the overall project. Specific measures have been incorporated in the tool to evaluate project's gender response from three specific localization project related perspectives of; localized technology development; local language content development; and end-user training on localized software. This tool follows the structural design recommended in the World Bank's

Checklist for the Planning, Design and Implementation of an ICT Project Incorporating Gender Issues. It further includes the guidelines provided in *Gender Mainstreaming Practices in USAID's ICT related project.* Localization specific measures have been included through the research experiences of the project's regional secretariat staff in executing PAN Localization project.

The Gender Evaluation Tool for Localization Projects is still an introductory approach. It summarises key steps in applying a gender lens when designing, preparing, implementing and monitoring and evaluating localization initiatives. It further includes guidelines to develop gender responsive project management strategies. Its simplistic approach is a foundation step in developing a comprehensive gender based analytic approach to the development of localization initiatives in the future. The following sections describe guidelines to follow in order to mainstream gender within each of the project's phases.

1. Project Designing
2. Project Preparation
3. Project Implementation
4. Project Monitoring
5. Project Evaluation
6. Project Management

3.1 Project Designing

Project designing is the fundamental stage for gender mainstreaming as it determine the eventual access and participation of women in the project. While designing projects, emphasis on gender consideration must be reflected at three levels. Firstly, gender equality must be addressed within the overall project objectives or the terms of reference. This focus can be discretely noted through the project's Vision, Mission documents. If the projects follow the gendered outcome mapping approach, this focus can be evaluated through the analysis of the project's vision, mission, boundary partner and outcome challenge categorization. While framing the project objectives adequate participation of women in the goal setting team is recommended in order to have gender focused project objectives (Hunt, 2004).

Secondly, gender and ICT issues must be explored; specifically those relating to localized technology development, localized content development and training (ICT Tool Kit, World Bank), either qualitatively or quantitatively. These can be observed by meeting the key stakeholders or surveyed through situational analysis, needs assessment studies, baseline surveys, etc. Thirdly the project must design explicit strategies to include both men and women as the target beneficiaries of the project outcomes. In order to achieve this balance, project interventions must be designed to ensure equal participation of men and women (Hunt, 2004).

3.2 Project Preparation

Project preparation is defined as an intermediate phase between the project planning and design and its execution. At this stage, project teams must be appropriately educated on gender issues in order to institute gender awareness within the project teams (African Development Bank, 2009). In this regard, gender awareness at an organizational level is considered as a fundamental step for evaluating gender mainstreaming in project. This includes awareness of the project staff on gender issues through workshops and seminars. In addition, projects must have a gender expert in the team to provide guidance from a gender lens during the project phases.

3.3   Project Implementation

Practice and literature recommend that women participation in the project is largely detrimental on the congeniality of conditions and environment of the project. The following key steps are therefore recommended within the tool to ensure a conducive environment for women to implement ICT projects. "In the past, it has often been assumed that women benefit automatically from development efforts and that progress towards equality of opportunity and treatment between men and women takes place naturally"(ILO Evaluation Unit, 2000). Thus the tool recommends development of explicit project strategies focusing on improving women participation in the project. Where it is anticipated that gender issues may hamper women participation, the project activities must be tailored to ensure that gender concerns are appropriately addressed. Similarly, both men and women must be enabled to access and use the ICT resources developed through the project.   From a localization project's perspective, technology developed must be of relevance and use to both men as well as women. To facilitate this, adequate partnerships and collaborations are to be developed to enhance the project outreach and availability of the ICT resources in order to maximize their use by the women.

3.4   Project Monitoring

Monitoring is the systematic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project. In the past, project monitoring, emphasized upon the need to collect data on the completion of the project deliverables only. However, recently, development agencies have acknowledged project monitoring as a gender sensitive matter and emphasis is now being laid upon gender segregated data collection (Hunt, 2004) Thus, the gender mainstreaming tool recommends a adopting gender sensitive framework for project monitoring e.g. gendered outcome mapping framework for project planning monitoring and evaluation.   Once a gendered approach is used, performance indicators developed must also be gender dis-segregated. This form of data collection would ensure equal emphasis in reporting progress related to the performance outcomes of both genders.

3.5   Project Evaluation

Project evaluation following a gender perspective, draws comparisons of the project's strategic plans with its accomplishments and brings up the actual project impact on both gender. Thus in order to mainstream gendered practices within project evaluation, the tool recommends inclusion of the following three practices. Firstly, gender analysis or gendered situation analysis of the project must be included in the TORs of the evaluation (Neimanis, 2001). Secondly the project team involved in the project evaluation must be gender balanced (Murison, 2004). Finally, special focus must be paid on presenting and discussing gender based results in project reports (Hunt, 2004a). This would require sex disaggregated data collection to effectively reflect upon performance, constraints and challenges faced by both genders in the project (Hunt, 2004a).

3.6   Project Management

Gender mainstreaming in project management practices is also fundamental for gender responsive project execution. In this regard, the tool recommends formation of a gender balanced team for executing the project ensuring that equal opportunities are provided for both men and women to work in the project. It is further specified that gender balance is ensured throughout the team hierarchy. It would entail adequate representation of women at the leadership\management positions as well as at the team member levels. Similarly professional development opportunities must also be equally available to both men as well as women.

4 Evaluation of Gender Mainstreaming in PAN Localization project

Gender issues exist in nearly every project (Hafkin, 2002) that must be explicitly dealt from the early stages of project. The project monitoring and evaluation system must ensure that gender issues are identified at the outset and appropriate mitigations are strategized within the project phases such that project is implemented efficiently and achieves its stipulated objectives. PAN Localization project also aimed to provide equitable access and use of project resources to its project beneficiaries (including both men and women). The gender related project objectives are described in the next section.

4.1 Objectives of Evaluation

One of the general evaluation focuses of the PAN Localization project was to assess that how far has the project been able to ensure equitable participation of both men and women?

The specific evaluation objectives developed in this context were:

i. To assess the contribution of each country partner institute in mainstreaming gender perspective in the project
ii. To assess the gender mainstreaming efforts of country components specifically in technology localization, localized content development and end-user training on localized software
iii. To investigate the project phases where gender is least integrated

4.2 Methodology

Nine PAN Localization project partner organizations from six countries participated in the subject study. As each project partner organization had a specific project scope thus the study included adequate coverage of gender mainstreaming evaluation of organizations working in each of the three thematic areas of the PAN Localization project.

To evaluate the gender mainstreaming efforts, the PAN Localization project Gender Evaluation Tool described in Section 3 has been. This tool helped measure the level of gender mainstreaming in each of the project phase as well as the overall project. Specific measures have been incorporated in the tool to evaluate project's gender integration from the respective project's perspectives of localized technology development, content development or end-user training on localized software.

Data regarding the questions was collected through structured questionnaire (attached in Appendix B) filled by the CPI leader. In addition observations and experiences of the project regional secretariat staff and content analysis of the project reports were also used to report the country specific findings.
Questions asked through this tool were measured against Lickert scale (1(low) – 5(high)) and higher ranks were given to the higher gender mainstreaming while lower rank were given to low integration. Each phase of the project was measured independently from other phases for gender integration. Total ranking was calculated by adding the individual phase wise ranks. After collecting data, empirical analysis was conducted and findings have been synthesized and reported in section 5 below.

5 Measuring Gender Mainstreaming in PAN Localization Project

The following section presents findings on gender mainstreaming in the project's country components. Each country section is organized in the following way. Firstly an introduction of the country component project is presented. Subsequently, over-all gender mainstreaming rank for the project and its phases is discussed. Lastly, specific country case study is presented illustrating benefits of the project outcomes to the women.

5.1 Bangladesh

Projects in Bangladesh were executed by Development Research Network (D.Net) and Center for Research in Bangla Language processing at Brac University, Dhaka, Bangladesh.

Development Research Network (D.Net) focused to make local language information accessible to end-user community including women as well as print-disabled community by carrying out training of content developers and infomediaries to effectively access local language content from the Internet.

At the project inception, D.Net conducted a need assessment study to investigate the basic content requirements of rural community for improving their livelihood. Results indicated that major content requirements were those of health, education and agriculture. To make this content available, D.NET established 4 Pallitathya Kendras (telecentres) for delivering content to the rural community. To facilitate rural community in accessing relevant content, D. Net trained infomediaries including both men and women. These infomediaries were tasked to facilitate the rural end-user community coming in a telecenter to access the required content. To establish this relationship effectively, D.Net provided a series of training to capacity build the infomediaries on effective content searching techniques. They were also trained to route any specific content requirements to an online help-desk that they were unable to search themselves. Similarly, content developers were also trained to develop local language content using localized ICT that was requested by the end-user community and unavailable otherwise. Content developers had knowledge of specific content requirement at the rural level and they developed the requested livelihood content. Primarily the content developed through the project was on legal, agriculture and livestock issues. The content was collected from universities and published books by the government and private sectors. Content developers were also trained to use technology for content development like wiki, content management systems and blog.

5.1.1 Gender Mainstreaming in the Project

Evaluating the project on the basis of the gender tool the overall gender focus within the project has been noted as "High" and ranked at 4 on a scale of 1-5 as presented in the table below.

Project Phase	Ranking	
Project Design	4	High
Project Preparation	5	Very High
Project Implementation	4	High
Monitoring	5	Very High
Evaluation	2	Low
Project Management	4	High

Overall Gender Rating	4	High

Table 1Phase-Wise Assessment of Gender Mainstreaming in D.NET's Project

Table 6 illustrates that the gender tool overall assessed the project phases on higher levels of gender mainstreaming within the project. The following section presents the phase wise salient activities conducted in the project that contributed to this high gender mainstreaming. They are discussed in the sections below.

In the project's design phase, explicit focus on gender has been planned in the project objectives. Although the project vision and mission statements developed through the gendered outcome mapping framework lacked explicit gender focus, however gender focus is reflected in discrete identification of male and female boundary partners (Male Infomediary, Female Infomediary, Male Content End-Users, Female Content End-Users, Female Print-Disabled and Male Print-Disabled) and their associated outcome challenges.

In addition to the development of gender specific objectives, appropriate women representation has also been ensured in developing the project objectives and execution methodology. Further, gender and ICT issues pertaining to the project were identified during the initial phase of the project, through the needs assessment study on local content requirements of the target end-user community. Lastly the identified target population of project beneficiaries was gender balanced. Equal number of male and female boundary partners was identified through the outcome mapping framework. Thus over-all gender mainstreaming in project's design phase is "High."

Gender Mainstreaming during the Project Preparation phase has been assessed as "Very High (or 5 on a scale of 1-5). This is because D.Net, the organization delivering services in the project was highly gender aware. Firstly the project had appropriately liaison with the regional evaluation consultant on gender issues. The project team notably reports that this involvement *"Helped (them) to incorporate GEM in Outcome Mapping Methodology and provided support to revise M&E plan to collect response from end users differently for male and female."* In addition the project team including the team leads, team members and monitoring and evaluation officers were also provided gender awareness training to help them in executing the project with a gender focus.

During the Project Implementation phase, the project team had made significant effort to mainstream gender in the activities. Firstly, the project made explicit strategies to include more women participation in the project. Foremost step taken in this regard was lowering the qualification level of training participants (both content developers and infomediaries) in order to ensure that more women could participate in the training. The project team also carried out advocacy with the local organizations so that they nominate equal number of female participants for receiving the training. When questioned regarding the effectiveness of the strategies to improve women participation in the project, the project team lead attributed it to have helped only *"to some extent."* The project team introduced specific steps to address gender concerns in the project. For example the training of infomediaries and content developer included a specific session on gender issues. Although this session was not directly relevant in content searching, however, it helped introduce gender thinking in the teams. Pre and Post survey of the trainees regarding gender showed that before training majority of the trainees perceived that gender is only related to "*discussion about men and women's rights*" however after the sessions both men and women were more aware that gender also includes discussions about "*social relations of men and women and their rights*".

Although formal partnerships were not developed with key organizations to improve women participation in the project, however as reported advocacy campaigns were conducted for requesting more participation of women in the training teams.

The project provided equitable access to the projects ICT resources to both the male and female participants of the training. Trainees were provided hard printed training kits developed in Bangla, because as reported by the project team, "local language is understandable to all." Similarly, the content developed by the project was also equitably used by both male and female members. As reported by the project team, "*(Based on the content requirements and request of the end-users) it was difficult to get any livelihood content in local language. The content developer had to translate content from English language or had to write content by themselves.*" Owing to content need in the rural community, the project team reported that the end-users accessed the developed content "*to a great extent.*" It was further noted that women end-users mostly accessed "*educational*" type of content, while men had mostly accessed both "*agriculture and health*" related content. Lastly, gender has also been well captured in the project documentation. Based on the review of the project proposal document, project contract, interim project progress reports and final project document, it was analyzed that the country project reports had specific sections addressing gender.   Based on the data presented above, the project implementation phase has been reported to have high gender mainstreaming in its activities.

Project monitoring phase had "very high" gender mainstreaming in its project activities. This is because the project had followed gendered outcome mapping framework, a gender sensitive approach for project monitoring. The project team used this framework because "*OMG is an integrated methodology of Outcome Mapping and Gender Evaluation Methodology. By this methodology project member can assess their own activities and find out their project status along with can set new strategy to achieve project objectives. This methodology can also assess project activities through gender lens which helps the team member to incorporate gender issue properly in project implementation.*"   Using this framework, the project team had developed gender specific performance indicators by developing different progress markers for the separately identified male and female boundary partners. Based on the development of separate performance indicators for male and female boundary partners, sex-dis aggregated data was also collected for project monitoring.

Project Evaluation phase has been ranked at 2 on a scale of 1-5 in mainstreaming gender in the project activities. A fundamental reason for the low score is because gender analysis was not included in the TORs of the project evaluation documents. It was later in the project execution phases that gender focus was included in the project execution. Even though gender analysis was not made a part of the evaluation objectives, however, the project team had a focus not only to evaluate the final gender based project outcomes but also to learn about the capacity building of male and female beneficiaries separately. However, based on collection of gender desegregated performance indicators being collected in the monitoring phase, sex-disaggregated data was also collected and analyzed for evaluation. The project evaluation team although included adequate participation of women, however lacked any male participation in the evaluation study.

"High" gender mainstreaming has been attained within the project management practices of D.Net. Firstly, specific budget was kept for gender programming within the project activities. Using this allocation, an M&E trained resource could be assigned on the project to develop a sound gender based M&E plan and to design and execute its operational details.

In addition, the, project team composition has also been largely gender balanced with specifically including women at the management positions as well as the team member levels. Fatema Begum Labony, women has been leading the M&E of the project, while another women has been holding a key research position within the project's training execution team. In addition the project has been providing equal opportunities to both men as well as women to benefit from the professional development opportunities available through the regional conferences and training organized by the PAN Localization project's regional secretariat.

Based on the analysis above it can be concluded that D.Net's had significantly worked to mainstream gender in almost all of its project phases, beginning from the project conceptualization or designing till project evaluation. The story of change given below presents a case on the successful strategies of D.Net in empowering women to support other women in their community by providing relevant training on content dissemination and development.

A Story of Change

Mobile Infomediary helping the villager for asking livelihood queries to the Help Desk

For ensuring effective participation of women and efficient utilization of the project outcomes by the women, D.Net took innovative steps towards attaining these challenging goals. They conceived the idea of Infomediary. It was the model in which rural community especially women were trained to operate technology and use it as per the requirements of community members. Through this facility common women would easily get any information related to their local need regarding work and life. This model made a significant contribution in giving information to the women framers and poor women who could not access this information because of literacy, in availability of technology and no training about its use. By applying this model, it was observed that women awareness was significantly increased. Through the project they had increased knowledge about their rights. They were realizing their legal rights and understanding issues in violence against women. They were acquiring in depth knowledge on how they could make progress and improve their livelihood opportunities.

5.2 Bhutan

Bhutan country component of PAN Localization project was executed by the Promotion and Research Division, in the Department of Information and Technology (DIT), Govt. of Bhutan. The country component focused its research on development of local language software, training of various end-users on the localized technology developed and some local language content development.

The vision of the department is to create and enable environment for all the Bhutanese citizens to afford and use ICT and harness the benefits of the ICT to enhance their living standard. In cognizant with its vision, the Bhutan country component released the first localized, Dzongkha Linux which was released on 2nd June, 2006. It was a Debian based Linux operating system with localization of Gnome and OpenOffice.org suite.   In the second phase most of the work done on Dzongkha Linux has been enhancement of the localization of existing Open Source Softwares. The work has been done in terminology translation of Gnome Interface, OpenOffice.org, FireFox, ThunderBird, Debian Installer and CD burning applications, etc. This has been compiled and released as Dzongkha Linux 3.0.

 In Bhutan, training on installation and operation of Dzongkha Linux was conducted by the Department of Information Technology (DIT), Ministry of Information and Communications (MoIC) from 19 to 27 November, 2007. 16 participants of the training represented private IT institutes, education sector,

monk body, judiciary and other government organizations. The training program followed the train-the-trainer format. After receiving the training, the participants were expected to work as trainers of Dzongkha Linux in their respective organizations. DIT accepted the responsibility to develop and published the training material and further matures Dzongkha Linux. The department authorized three IT training institutes representing southern, eastern and central/western parts of the country to conduct training on Dzongkha Linux.

5.2.1 Gender mainstreaming in the Project

DIT's project activities were assessed as "high", ranked at 4 through the PAN Localization project Gender Evaluation tool. Phase wise results are shown in table 2 below.

Project Phase		Ranking
Project Design	4	High
Project Preparation	5	Very high
Project Implementation	4	High
Monitoring	5	Very high
Evaluation	4	High
Project Management	5	Very high
Overall Gender Rating	4	High

Table 2 Phase-Wise Assessment of Gender Mainstreaming in DIT's Project

In project designing, DIT was assessed as "high" in mainstreaming gender within the project activities. This was because they included gender equality objectives in the project vision and mission developed through the outcome mapping framework. Further, women participation was included in setting these objectives. Further, gender and ICT issues related to the end-user training were also identified during project designing. Among the salient issues identified were *High illiteracy level of women in the developing countries; Problems of availability and affordability of software and user support; fewer numbers of women in the formal sector (civil service, private agencies* etc. As reported, *"Women participation is very low when compared to (men) their counterparts. In every agency, no. of male employees exceeds female employees in Bhutan right now. So almost every time, there were always fewer female participants than men, although opportunities for participation were given equally to both of them. The major reason can be attributed to the presence of gender difference in enrolment of boys and girls: approximately 60% boys compared to 40% girls which is more apparent in remote communities. There, boys are more likely to be sent to schools to study than girls as they stay back to help their parents with the usual agricultural and domestic chores. Overall literacy rate for Bhutan at 59.5 % can also be a major contributing factor. There is also the problem that women are less interested in learning any technology than men."* Faced with the above challenges, the project team developed measures to ensure a gender balanced target population. As reported these measures included, *reduction in the price of training fee being charged and requested to get equal number of nominations of women and men for the training*. Gender and ICT issues pertaining to localized technology development were not identified. This was because as reported by the team "*While developing Dzongkha Linux software, the team wasn't aware of the presence of different needs of different people based on gender.*"

Gender mainstreaming in project preparation phase has been assessed as very high, ranked at 5 on a scale from 1-5. This was because the project team was holding discussions and consultations with the regional evaluation staff from the onset of the project. As reported this helped the team *"During the selection of trainees, women were given more opportunity to take part in the training. For e.g. while selecting trainees, if the no. of male applicants exceeded the no. of women applicants (which was always the case), we included all the female applicants*'. In addition two members of the project team had received gender based trainings before the project initiation.

Gender mainstreaming has been assessed as "high" during the project implementation phase. As reported by the project team "*The end-users that we have been training, in their field of work, again, there are fewer women working in that field. Only in the field of Education and Health, the ratio of women is more than the men. In all other areas the ratio of men working is more than the women are which can be attributed to the same factors as above. Men are more interested in learning and using new technology.*" Thus the project team employed specific strategies to address these gender concerns. As reported by employing these strategies, the women participation in the training was increased "*to some extent.*"

In addition the project team had developed relevant measures to ensure adequate access and use of the available ICT resources developed through the project. Project team had also established partnerships with other relevant organization e.g. DDC and Sherubtse college to enhance outreach and access of the project resources. Meetings with the key stakeholders in delivering training were held in order to ensure a gender balanced target population. Lastly, project reports also included adequate coverage of gender issues while reporting the project progress.

Project Monitoring phase has been assessed as "very high" in mainstreaming gender focus within the project. This was because the project team was using the gender sensitive monitoring framework, gendered outcome mapping to monitor the project. Sex dis-segregated data was being specifically collected and monitored to give special attention to the women performance. These efforts contributed to attain maximum level of gender integration.

For the project evaluation, DIT has been assessed as "high" in mainstreaming gender within its activities. This was because, gender sensitive framework was being followed for project monitoring thus, sex disaggregated information for was also available for analyzing the performance of both the genders separately. Further, women personal was also included in evaluation team for understanding gender issues.

According to the GE tool, the project management had "very high" gender mainstreaming in its activities.   This was because the project had adequately developed a gender balanced team structure, providing opportunities for leadership and management to women across the team hierarchy. Also professional development training opportunities have been equally imparted to both men as well as women in the project team. And lastly, dedicated budget allocation has been made for implementing gender programming within the project activities.

5.3 Cambodia

PAN Localization project in Cambodia aimed to empower women through PAN Localization project. To attain this challenging objective, gender mainstreaming approach was followed by the project team to provide equal opportunities to women for the effective utilization of technology. The project team adequately incorporated the gender perspective in each phase of the project. Their effort to mainstream

gender has been evaluated through the GE tool. The overall gender focus within the project has been observed as "High" by being ranked at 4 on a scale of 1-5. Phase-wise ranking of the project for gender mainstreaming is presented in the table below.

Project Phase		Ranking
Project Design	2	low
Project Preparation	5	very high
Project Implementation	4	high
Monitoring	5	very high
Evaluation	4	high
Project Management	3	satisfactory
Overall Gender Rating	4	high

Table 3 Showing Phase-Wise Gender Mainstreaming Results in PLC's Project

Table 3 depicts the overall contribution of PLC to mainstream gender in the project. Phase wise gender mainstreaming results are discussed to locate the grey areas where gender was not integrated properly. In addition, the result of each section has been discussed below in detail.

In designing the project, the project vision and mission statements developed through the gendered outcome mapping framework lacked explicit gender focus. The general project objectives only sparsely refer to inclusion of gender concerns in the project. The project team involved in setting these objectives comprised of an equal number of women. No specific strategies were developed to ensure gender balance target population prior to the project. However, it was aimed to provide equal chance of participation to both men and women.   Regarding identification of gender an ICT issues pertaining to technology development, the team had reported that "*the technology is gender neutral.*"   In these activities, majorly gender was not incorporated by the project team and eventually GET appraised this phase having "*low*" gender equality.

During the Project Preparation, PLC ensured that the project team was adequately gender aware. In this context, gendered outcome mapping training was attended by personal of PLC to understand gender perspective. In addition, gender expert was also included in the project to address ICT and gender related issues. These factors contributed in achieving optimum level (5) of gender mainstreaming on GET scale in its project preparation phase.

In the implementation phase of the project, PLC employed specific strategies in solving gender and ICT related issues.   For improving women participation in technology development, as reported, the project team took measures to "Promote and encourage female in software technology development." However as reported the major impediment in incorporating gender concerns in the project has been "*Lack of gender awareness in the team and overall in the region.*" PLC provided equal opportunity to both men and women in terms of availability of the project resources. Further, project team engaged the *ministry of interior and the govt. officials in the national assembly*, the key stake holders' of the technology, in addressing gender and ICT related issues. In addition gender has been adequately

presented in the project documentation. By doing these challenging tasks, implementation phase has been ranked as "high" on GMT scale.

Monitoring phase of the project had "Very High" gender mainstreaming in its activities. This was because projected adopted gendered outcome mapping framework, a gender sensitive approach for project monitoring. By adopting this framework, the project team had developed gender specific performance indicators by developing different progress markers for the separately identified male and female boundary partners.

While the project evaluation phase also had "high" gender mainstreaming. This was due to the fact that the evaluation team included gender based analysis in their TORs. However, the evaluation team was not gender balanced.   In reporting the findings of evaluation, gender analysis was specifically presented. Regarding the project management, the tool assessed PLC on satisfactory level. Major reasons for this ranking include the fact that although the women were in a leadership role in the project team however, professional development opportunities were provided more to the male staff than the female staff. Specific budget allocated was also made to facilitate gender related activities.

On the basis of above analysis, it can be concluded that PLC had made significant contribution in mainstreaming gender to the project activities in spite of the project designing. The reason of not integrating gender appropriately in this phase has already discussed.

5.4 Mongolia

InfoCon participated in PAN Localization project for the localization of software's and content development. Project activities were also assessed through gender evaluation tool. Results are shown below in table4.

Project Phase	Ranking	
Project Design	3	Satisfactory
Project Preparation	NA	Not Applicable
Project Implementation	3	Satisfactory
Monitoring	3	Satisfactory
Evaluation	4	High
Project Management	3	Satisfactory
Overall Gender Rating	3	Satisfactory

Table 4 Showing Phase-Wise Gender Mainstreaming Results in InfoCon's Project

Table 4 depicts the extent of InfoCon's project activities as gendered neutral. Data shows that gender integration in project design was measured as 3 on the scale. In Project Implementation, activities were evaluated as 3 on gender integration scale. As data shows that implementation phase was highly gender integrated. According to above shown data in table 4, gender integration tool evaluated monitoring phase as 3 on the scale. It reflects that monitoring phase of this project attained 41-60 percent gender balanced and eventually ranked gender integration at satisfactory level.

In evaluation phase, gender integration tool assessed evaluation proceedings as 4 on the scale as shown in table 4. Data shows that evaluation process was 61-80 percent gendered balanced and contains high

level gender integration in evaluation process. While project management was assessed as 3 on the scale by gender integration tool and consequently attained satisfactory level gender integration. Overall project was appraised as 3 on the scale. Thus the gender integration in this project was 41-60 percent and consequently it contains high level of gender integration in the project.

InfoCon did not able to accomplish optimum level of gender integration in any phase of the project. In project designing, project did not identify gender and ICT issues prior to project implementation. Gender equality objectives were also integrated at lower level in project objectives. Further, project made a satisfactory level effort to include measures for assuring gender equality in target population. While in monitoring, gender disaggregated data was not collected. Evaluation team was also not gender balanced. Due to these factors, project failed to achieve optimum level of gender integration in monitoring and evaluation phase. In management phase, project accomplished highest level of gender integration as compared to other phases but not succeeded to attain optimum level. Project employed least level of strategies for assuring gender equality in management and in decision making positions. As a result, project was not able to achieve gender equality in this phase at optimum level.

5.5 Nepal

E-Network Research and Development (ENRD) and Madan Puraskar Pustakalya were the key organizations constituting the PAN Localization project in Nepal. The aim of ENRD was to explore research issues in the effective utilization of the ICT for the rural population in order to make their life easier and more enjoyable. For the attainment of this prosperity, ENRD involved women, students, youth and other groups of rural areas in localized ICTs training. The training was executed by following the top to bottom approach. Firstly, telecenter operators and teachers were trained to use NepaLinux and other localized software so that they could successfully provide technical support and further training to the local community. In second step, every trained teacher/ telecenter operator developed his/her own curriculum and nominated a group of five participants. Each group had representation from target population of women, farmers, students, youth and teachers. Telecenter operator/teacher trained his/her group. They were the local leaders of this program. Ultimately, each local level leader trained his/her own community members for example student leader trained students. ENRD also conducted further trainings on basic computer skills, open office, Net Meeting, Instant messenger and web browser (Mozilla Firefox).

5.5.1 Gender Mainstreaming in the Project

ENRD specifically followed the gender mainstreaming approach to involve women in the project with the spirit of women empowerment through technology. Evaluating the project on the basis of the GET, the overall gender focus within the project has been observed as "High" by being ranked at 4 on a scale of 1-5. Phase-wise ranking of the project for gender mainstreaming is presented in the table below.

Project Phase	Ranking	
Project Design	3	Satisfactory
Project Preparation	5	Very High
Project Implementation	4	High
Monitoring	5	Very High
Evaluation	2	Low

Project Management	3	Satisfactory
Overall Gender Rating	4	High

Table 5 Showing Phase-Wise Gender Mainstreaming Results in ENRD's Project

Table 5 depicts that project conducted significant activities with paying attention of gender perspective and consequently project attained this high level of gender mainstreaming. These activities are presented in below sections.

In Project Designing phase, special attention has been paid in highlighting gender perspective. The project vision developed through gendered outcome mapping framework had explicit focus on gender. Further, project objectives were being developed by ensuring gender equality in the project. In developing these objectives, women were also equally participated. For making project more effective for women, gender and ICTs related issues were identified. As reported, "*Gender and cultural barriers that hamper women to engage themselves fully in the technological world.*" It was also noted that "*the women in target population were not much* literate". Based on these factors, the project selected Mother's group as one of the important boundary partner of the project for the localized ICT training program. As reported, the primary reason behind selecting this group was, "*As mother's group is one of the active community based group running and managed by local people, (thus) PAN Localization training project could (effectively) capitalize (upon) their local network*". These factors have jointly contributed in the assessment of gender mainstreaming that is satisfactory on the GMT scale.

Gender Mainstreaming during the Project Preparation phase has been assessed as "Very High (an optimum level on lickert scale). This is due to the gender awareness that organization had in delivering services for project. Firstly the project had significantly consulted the regional evaluation expert on gender issues. The project team remarkably reports that this involvement guided them to incorporate GEM in Outcome Mapping Methodology and provided support to improve M&E plan to collect response from end users differently for male and female*.* In addition the project team had also included a full time gender expert within the project team as well. Based on her recommendation, as reported the project team was able to identify "(i) Gender issues related (to the) training need of team member, (ii) Gender issues related to (project) activities that need to be incorporated in the core programs, (iii) Awareness programs related with gender need to be organized at the local level and (iv) Gender issues related (to) content need to disseminate among the trainees and villagers via telecenter."

Regarding gender awareness of the project staff the team leads, team members and monitoring and evaluation officers had attended gender awareness training for enhancing gender perspective of the project. While in the implementation phase of the project, the project team had made significant effort to mainstream gender in the activities. The project made evident strategies for incorporating more women participation in the project. These strategies were contributed in involving more women in the project as noticed by the project team. The project provided equitable access to the projects resources to both the male and female participants of the training. Trainees were provided hard printed training kits developed in Nepali, because as reported by the project team, "*It is easy to understand*" and "*It is easy to carry to their home for the study even (when) they are outside of computers.*" Project team specifically focused on different applications in giving training to the different boundary partners. Such as for students project team focus was on giving training in writer, presentation, and e-mail/internet skills and for Teacher focus was on the spread sheet and presentation, e-mail/internet. While for women team focused on writer and spread sheet. It was ensured that participants both men and

women could easily access and utilize the ICT resources equally. These factors have contributed in attaining 'High' level of gender mainstreaming in this phase.

Monitoring phase of the project had "Very High" gender mainstreaming in its activities. This is due to the adaptation of gendered outcome mapping framework, a gender sensitive approach for project monitoring. By adopting this framework, the project team had developed gender specific performance indicators by developing different progress markers for the separately identified male and female boundary partners. Based on the development of separate performance indicators for male and female boundary partners, sex-disaggregated data was also collected for project monitoring.

As compared to the monitoring, evaluation phase could not integrate gender properly as assessed "Low" on the scale. This was because evaluation team did not include gender analysis in its TORs. However gender perspective was adopted in the later stage of the project. Evaluation team also ensured gender equality in its project team.

Regarding project management practices followed by ENRD, gender mainstreaming has been noticed on the "satisfactory" level. Total 3 women out of 10 were part of team delivering end-user training. Within the team, Ms. Ambika Timila was heading the finance department. In addition, the project tried to provide equal opportunity to both men as well as women to benefit from the professional development opportunities available through the regional conferences and training organized by the PAN Localization project's regional secretariat.

Based on the analysis above it can be concluded that ENRD had significantly worked to mainstream gender in almost all of its project phases, beginning from the project conceptualization or designing till project evaluation. The story of change given below presents a case on the successful strategies of ENRD in empowering women to support other women in their community by providing relevant training on content dissemination and development.

A story of change

The emphasis of ENRD was to motivate and mobilize women for the participation in PAN project and effective ICTs utilization as women participation in developments was not very significant previously. In this context, they specifically developed methodologies for increasing women participation in the project. To do so, they decided to involve women social activist in the project who were working at micro level for the development of their community.

Mrs. Maya Gurung was one of them, who were working for the progress of her village by involving the villagers in this process. She had completed her primary school and was now engaged in small business. ENRD team involved her in the localization computing training program. After getting this training, she was actively involved in imparting computer education to her community. As she said, "*We hadn't listened anything about computer till today, but we are very happy to get a golden chance to learn about*

computer. We felt that learning isn't hindered by age. It is very difficult at the beginning but easy afterwards. Now we can use computer to send news and messages to our relatives and we can know world's news and massages and type many documents with the help of computer. We can use E-mail and Internet for knowing news of different countries it can be received within a minute." The way project integrated women like Gurung, it gave en extra mile to the women participation and project effective utilization at micro level. Now she is very actively involved in giving training to her village members for computer and internet use.

Similarly, the project involved school teachers in this training program; Sarmila was one of them who were trained by the project on basic computer and internet usage. She was working as a primary school teacher in her community and showed great enthusiasm for getting computer education. After that training, she was much motivated to teach others about this innovation and wished to empower her community with contemporary ICTs. She stated, " *Before the establishment of the telecenter in our village, computer was something that we did not know about at all. But then gradually, we discovered that it's not an extraordinary object and hence there was nothing to fear about at all.*"

6 Discussion

The following table presents a summarized gender mainstreaming view of the eight studies presented in Section 5 above.

	MN	KH-PLC	NP - ENRD	NP – MPP	LK	BD - D.NET	BT	PK
Design	3	2	4	2	0	4	4	4
Preparation	X	0	5	5	0	5	5	5
Implementation	3	4	4	4	2	4	3	4
Monitoring	3	5	5	5	X	5	5	5
Evaluation	3	3	1	4	2	2	4	4
Project Mang.	4	3	3	2	1	4	5	4
Overall	**3**	**3**	**4**	**3**	**1**	**4**	**4**	**4**

Table 6 Summary of the Assessment of Gender Mainstreaming in PAN Localization project country partner institutes

A fundamentally commonality analyzed in the assessment results shown above is the higher levels of gender mainstreaming in end-user training projects versus lower level of gender mainstreaming in the localized technology development projects. The end-user training teams included country teams in PK, BT, NP-ENRD and BD-D.Net which presented "high" gender mainstreaming across the projects while the remaining teams where focused more on localized technology development that could only attain "satisfactory" level gender mainstreaming in the activities. As already discussed, the major reason for this result is the attribution of technology as **gender neutral** by most of the project teams developing localized technology. And no stories of change are available to present how the local language application development has been an enriching experience for women involved in the project. More research thus needs to be concentrated in defining the literature on how gender dimensions could be explicitly considered in the software requirement gathering, design and quality assurance.

When gender was adequately addressed in projects, especially the end-user training projects, various positive impact of ICT on women can be seen, in terms of motivation, increased self esteem and self confidence. Women who learn to operate technology feel empowered and are motivated to champion similar efforts in their community promoting both a multiplier effect as well setting a positive precedent for others.

Gender is thus predominantly present in every project. Project may fail to analyze gender issues because projects are not examined from that aspect. This is because every project is impacted by its socio cultural contexts in which gender is central. Failure to consider gender differentiate impact may have negative impact on the project outcomes.

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Appendix A: PAN Localization Project Tool for Mainstreaming Gender in Localization Projects

		RATING			
		Sub question (X.Y.Z…)	Main Question (X.Y)	Phase-Wise (X)	Over all
1	**Project Design and Redesigning**				
1.1	Gender equality objectives have been developed				
1.2	Both men and women have participated in setting the gender equality objectives				
1.3	Gender and ICT issues have been identified				
1.3.1	Gender and ICT issues regarding end-user training have been identified				
1.3.2	Gender and ICT issues regarding localized technology development have been identified				
1.3.3	Gender and ICT issues regarding localized content development have been identified				
1.4	Target population of the project is gender-balanced				
1.4.1	Specific interventions are designed to include participation of both men and women				
1.4.2	Selected target population includes equal participation of both gender				
2	**Project Preparation**				
2.1	Institutions delivering services under the project are gender-aware				
2.1.1	Gender expert is included in the project team				
2.1.2	Project design team or the implementation staff has received a gender training				
2.1.2.1	Project design team or the implementation staff has received gender training before project initiation				

2.1.2.2	Project team has organized gender awareness seminars during the project				
2.1.2.3	Project design team has attended gender training organized by other organization				
3	**Project Implementation**				
3.1	Project strategies have helped raise women participation in the project				
3.2	Specific actions that target women have been taken when it is likely that women would be underrepresented in project activities				
3.2.1	Strategies have been employed to address gender and ICT regarding end-user training on localized software				
3.2.2	Actions have been taken to address gender and ICT issues regarding development of localized software				
3.3	Men and women have equitable access to project ICT resources				
3.3.1	Men and women have equitable access to the localized technology developed				
3.3.2	Men and women have equitable access to the developed ICT training material				
3.3.3	Men and women have equitable access to the onsite ICT training opportunities				
3.3.4	Men and women have equitable access to online local language content				
3.4	Partnerships are built to enhance outreach and improve access to resources by women				
3.5	Consultations regarding gender issues are held with key stakeholders				
3.5.1	Consultations on gender issues are held regarding the developed localized technology				
3.5.2	Consultations on gender issues are held regarding the end-user training on localized technology				
3.5.3	Consultations on gender issues are held regarding the localized content development				
3.6	Gender is presented in project reports				

3.6.1	Gender perspective is presented in the project contract\proposal document				
3.6.2	Gender perspective is presented in the project contract\proposal document, country progress reports\annual or final progress reports\ research publications				
4	**Project Monitoring**				
4.1	Project has focused on using gender sensitive framework for monitoring and evaluation of the project				
4.2	Separate performance indicators are developed for measuring women and men's progress in the project				
4.3	Project monitoring data is sex-disaggregated				
5	**Project Evaluation**				
5.1	Gender analysis is included in the TORs of the evaluation team?				
5.2	Project evaluation team is gender balanced				
5.3	Sex disaggregated data, including sex-disaggregated performance indicators are collected and analyzed				
6	**Project Management**				
6.1	Project management team is gender balanced				
6.1.1	Project team involved in execution of the end-user training on localized software is gender balanced				
6.1.2	Project team involved in development of localized technology is gender balanced				
6.1.3	Project team involved in development of localized content is gender balanced				
6.2	Both male and female staffs are employed at all levels within the team hierarchy?				
6.2.1	Both male and female staff are employed at all levels within the team executing end-user training of localized software				
6.2.2	Both male and female staff are employed at all levels within the team developing localized software				
6.3	Professional development opportunities are equally provided to both men and women				
6.4	Budget is allocated for gender implementation				

	project activities.				

Appendix B: Questionnaire – Gender Integration

GENERAL INFORMATION

Respondent's Name: _____   Gender: ☐ Male   ☐ Female
Designation of the respondent: _____
Country Partner Institute Name: _____

Note: Every response to this questionnaire is entirely confidential. Completed questionnaires will be seen only by the PAN Localization project's regional evaluation team. The data compiled using descriptive statistics (not individual responses) will be used, for reporting purpose only and to improve program design for future work

SECTION A: END-USER TRAINING

This section is related to those organizations who held\organized any end-users training. Please skip this section if your organization did not held\organize any end-users training.

1: Please give the following information about your team members in the project, specifically about those who were involved in end-user training (including the project design, implementation and evaluation):

Name	Gender 1. Male 2. Female	Qualification	Designation\Role in the project

2:   Was there a gender expert in the project?   1. Yes   2. No

2.1: If "yes", then please specify any one from the following options:
1.   Within the project team (hired full time)   3. Both 1&2
2.   External gender expert/consultant

2.1(a): Please provide the following information against the above selected option:

Within the project team (hired full time)	Qualification:_____
External gender expert/consultant	Organization : _____

3:   In which of the following phases of the project, did the team liaise with a gender expert for guidance in gender programming? (*Mark as many as apply*)
⬚ During the project design phase   ⬚ During the monitoring and evaluation phase
⬚ During the implementation phase   ⬚ During the reporting/ documentation process

4:   Please specify any salient actions recommended by the gender expert that had been incorporated in the project's design, planning, implementation, evaluation and reporting phases:

Recommendations\ Actions	Project phase

5: How many project team members received training on gender issues before this project?

6: Did your organization hold any gender awareness seminars/workshops for the project team, specifically for this project (within the project life cycle)?
1. Once   2. Twice   3. More than 2 times
4. Not Applicable

7: Did the project team members attend any gender awareness seminar\workshop organized by any other organizations/institution?
                      1. Yes   2. No

 7.1: If "yes", please provide the following information, otherwise skip this question

Designation of the trainees	Agenda\topic	Organized by

8: **Please provide the following information about the end-users of the project:**

end-user groups (e.g. farmers, students etc.)	Number of women	Number of men

9: Why did the project select the above mentioned end-user groups, elaborate in detail?

10: Please also describe the reasons for the particular number of women and men in each above mentioned end-user groups:

11: Did your project identify the gender and ICT issues regarding the training program?
                      1. Yes   2. No

11.1: If yes, how were these gender and ICT issues identified? (*Mark as many as apply*)
⬜ Based on team opinion being the part of that culture
⬜ Did a situational analysis before the implementation of the project

☐ Identified during the implementation of the project

   Identified through any other situation……………………………………………………...............

12: What were the specific gender and ICT issues in all the end-users communities? (*Mark as many as apply*)

☐ Lack of control over the financial resources

☐ Women's lack of participation in decision making

☐ Patriarchal social system

☐ Gender imbalanced staff\trainers

☐ In appropriate training schedule and timings

☐ Gender and cultural barriers that hamper women to engage themselves fully in the technological world

☐ High illiteracy level of women in the developing countries

☐ Women's limitations in mobility to reach the training and educational canters due to the lack of appropriate transport facilities for them

☐ Problems of availability and affordability of software and user support

☐ Women have insignificant power over decision making as they are confined by the traditions and constrained by the norms and behaviors in their community

Any other, please specify……………………………………………

13: What strategies your project employed to address above mentioned gender and ICT issues?

14: Please enlist the strategies which were changed during the life cycle of project, if any?

15: To what extent the employed strategies by the project raised the participation of women in the project?

1. To very little extent
2. To little extent
3. To some extent

4. To great extent
5. To very great extent

15.1: If "to very little extent" or "to little extent", elaborate what were the constraints?

16:   **Did any end-users quit from the training program?**

                1. Yes   2. No

16.1: **If "yes", please provide the following information:**

Gender wise drop out detail (write the total number)	Reason (why did they quit from the program?)
Women: ….	
Men: ….	

17: Was the training material provided to the trainees?

                1. Yes   2. No

17.1: If "yes", please provide the following information:

End-users (groups)	Type of training material: 1. Online 2. Printed 3. Both 1& 2 Any other---------	Why did the project select such type, please briefly elaborate: (e.g. provide online material to facilitate women because they do not have access to internet at home)	Language of the training material: 1. English 2. Local language 3. Both 1 & 2	Why did the project select such form of language, briefly elaborate? (e.g. provided in local language to facilitate farmers due to the lack of education)

18: Did the project make any changes in the training material to facilitate the end-users after the pilot study? 1. Yes 2. No

18.1: If "yes", please elaborate those changes in detail: (e.g. gender-related example were included after pilot study)

19: If you want to share any experience regarding the training material, please write here:

SECTION B: TECHNOLOGY DEVELOPMENT

This section is related to those organizations that developed some software. *Please skip this section if your organization did not develop any software application under the PAN Localization project.*

1: Please give the following information about your team members in the project, specifically about those who were involved in software development.

Name	Gender 1. Male 2. Female	Qualification	Designation\role in the project

2: Please enlist name of the software which were developed according to following thematic areas:

Thematic areas	Name of the software	Language of the software 1. English 2. Local language 3. Both 1 & 2.
General computer usage		
Content/Information Access		
Content/Information generation		
Communication		
Other, please specify…………………..		

3: Did the project consider the gender concerns/requirements in the choice of software? 1. Yes 2. No

4: Did the project take women and men's concerns before the development of software? 1. Yes 2. No

4.1: If "no", please briefly explain why?

If "yes" Please answer the following two sub-questions

**4.1(a): What concerns of women and men were identified by the project? (*Mark as many as apply)*
☐ Lack of applications like multilingual tools and data base
☐ Lack of interface for non-Latin alphabets
☐ Lack of graphic interfaces for women

☐ Lack of automatic translation software
☐ Unavailability of computers, internet and their convergence with other technologies (e.g. radio, television, and print) especially in rural areas
☐ Unavailability of affordable and easy to use technologies
Any other……………………………

☐ Unavailability of relevant local language content to use the technology
☐ Dominant language (English) used in technology that hinders most of the women from marking its use

4.1(b): How did your project identify the concerns\requirement of both women and men?
1. Through the general mainstream of the need of ICTs
2. Through the team opinions on the behalf of being the part of that culture
3. Through a field visit\situational analysis
4. Any other…………………………………………………

5: Did the project design software on the behalf of one of the following options?
1. According to gender neutral concept   2. According to the requirement of both women and men
3 According to opinion of team members   4. Any other………………………………………

6: What specific steps\actions were taken to incorporate gender concerns in the development of software?

7: Did the project organize some training\exercise to test the developed software usefulness?
          1. Yes   2. No
7.1 If "yes", please give the detail about the trainees and what were the positive and negative outcomes?

Gender	Positive outcomes	Negative outcomes
Women: …………		
Men: ………………		

8: Please briefly explain the challenges that the project faced to incorporate gender concerns in the development of software?

SECTION C: CONTENT

This section is related to those organizations that work on the generation of the content. *Please skip this section if your organization did not develop any software application under the PAN Localization project.*
1: Who generated the content?
       1.   End-users   2. Project Team   3. Both 1 & 2

1.1: If the "end-users", please provide the following information, otherwise move on to question number 1.2.

Gender	Men	Women
Number of men and women who took part in content generation	…………….	…………….

Nature of content\information (*Mark as many as apply*)	☐Agriculture ☐Community ☐Household ☐Health ☐Entertainment ☐Educational ☐Religion ☐Sports ☐News Others………….	☐Agriculture ☐Community ☐Household ☐Health ☐Entertainment ☐Educational ☐Religion ☐Sports ☐News Others………….
Selected language for content generation	1: English 2: Local language 3: Both 1 & 2	1: English 2: Local language 3: Both 1 & 2

1.2: If the project team (*generated the content*)

Name	Gender 1. Male 2. Female	Qualification	Designation\role in the project

2: Did the project identify different content requirements of both men and women before the content generation?

<div style="margin-left:2em">1. Yes   2. No</div>

2.1: If yes, how did the project identify the content requirements of man and women? (*Mark as many as apply*)

<div style="margin-left:2em">☐ Identified on the behalf of being the part of that culture
☐ Did a situational analysis before content generation
Identified through any other situation……………………………………………..
………………………………………………………………….…………………</div>

3: Please enlist relevant nature of the content requirement for both women and men (target group).

Gender	Women	Men
Nature of content\information (Mark as many as apply)	☐Agriculture ☐Community ☐Household ☐Health ☐Entertainment ☐Educational ☐Religion ☐Sports ☐News Others………….	☐Agriculture ☐Community ☐Household ☐Health ☐Entertainment ☐Educational ☐Religion ☐Sports ☐News Others………….
Preferred language for content access	1: English 2: Local language 3: Both 1 &	1: English 2: Local language 3: Both 1 & 2

4: What strategy the project adapted to make the content be available for the target groups?

Target Groups	Gender	Form of available content\information 1. Online 2. Printed 3. Both 1 & 2	Language 1: English 2:Local language 3: Both 1 & 2
	For Men		
	For Women		
	For Men		
	For Women		
	For Men		
	For Women		
	For Men		
	For Women		

5: What challenges did the project team face to generate the gender related content in local language?

6: Did the community access the content generated by the project team?

                1. Yes   2. No

    If "yes", please give the answer of following questions

6.1: Please briefly explain that how did the community access that content? (e.g., online content accessed at telecenter etc):

6.2: To what extent the produced content was accessed by both men and women?

Men	1. To very little extent	2. To little extent	3. To some extent	4.To great extent	5. To very great extent
Women:	1. To very little extent	2. To little extent	3. To some extent	4.To great extent	5. To very great extent

6.3: What type of content was usually accessed by the women? *(Mark as many as apply)*

        ⬚Agriculture   ⬚Educational
        ⬚Community   ⬚Religion
        ⬚Household   ⬚Sports
        ⬚Health   ⬚News
        ⬚Entertainment
        If any other (please write here) --

6.4: What type of content was usually accessed by men? *(Mark as many as apply)*

        ⬚Agriculture
        ⬚Household
        ⬚Health
        ⬚Entertainment
        ⬚Educational
        ⬚Religion
        ⬚Sports
        ⬚News

If any other (please write here) --

SECTION D: MONITORING AND EVALUATION

Please fill this section if your organization held monitoring and evaluation of the project.

1: Did the project follow any research framework or methodology (e.g. LFA, GEM, outcome mapping)

        1. Yes   2. No

1.1: If "yes", please provide the following information:

Name of the Research methodology that your project used (e.g. LFA, GEM, outcome mapping)	Purpose of using this methodology (e.g. for Planning, Monitoring , Evaluation)	Please share any specialty of this methodology

2: Had sex disaggregated data been collected by the project?

        1. Yes   2. No

2.1: If "yes", please answer the following two sub questions:

2.1(a): How did your project analyze the data?

1. Through focus on over all outcomes (e.g. 55% of end users are able to use computer)
2. Through focus explicitly on men and women outcomes (e.g. 25% of women and 30% of men are able to use computer)
3. Both 1 & 2   4. Any other…………………………………….

2.1(b) Please briefly explains the reason for choosing the above mentioned process to analyze the data?

Last question:
Please share any experience\issue regarding gender integration in the project which is not covered\captured by this questionnaire.

Thank you for taking the time to complete this questionnaire