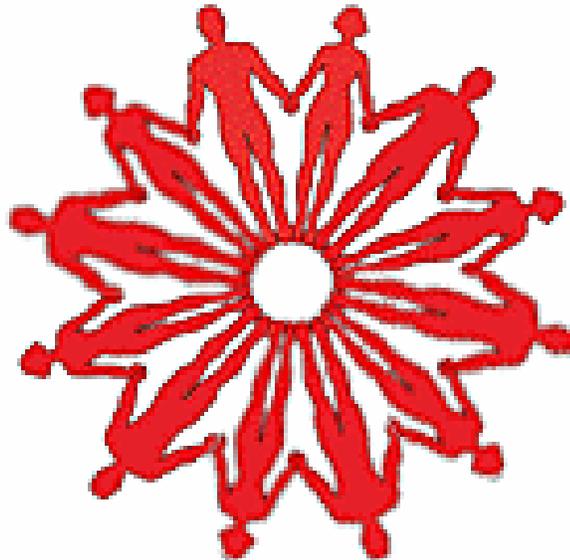


UNITED NATIONS DEVELOPMENT PROGRAMME

GENDER IN DEVELOPMENT PROGRAMME

LEARNING & INFORMATION PACK



**Information, Communication
& Knowledge-Sharing**

DRAFT

September, 2000

Explanatory Note

This Learning and Information Pack presents an overview of the roles that information, communications and knowledge-sharing can play in support of gender mainstreaming processes. It introduces emerging concepts and trends in the area of knowledge-sharing and knowledge management for development, as well as offering practical how-to resources on information and communications technologies (Email, databases, and so on). It is intended for use either in a training setting or for the interested reader.

This Pack covers the following topics:

- How effective information or knowledge management can support gender mainstreaming.
- Major concepts in information and knowledge management.
- Trends in knowledge-sharing and information for development.
- Basic definitions of information and communications technologies (ICTs) with specific examples (electronic discussion lists, databases, etc.).
- Organizational and individual commitments and actions needed to put information, communications and knowledge-sharing systems in place.
- Practical advice and suggestions for integrating ICTs into everyday work and making more effective use of these tools, including reaching constituencies without access to electronic communications.

It has been developed to reflect UNDP's information needs in particular, especially in the context of UNDP's Learning Consultation Briefing workshops (LCBs), but we hope that it will have wider utility. It has been designed to be readily adaptable to specific needs.

The first section consists of slides with a brief commentary on each. The slides set out key points for the reader. The accompanying commentary expands on these key points and provides links to resources that are included in the Resources section of this Information Pack. There are also references to further resources available through the Internet. Full size slides, which can be used for presentations, are in the back of the manual.

This Information Pack complements others in the series:

- [Gender Mainstreaming](#)
- [Developing Strategies for Gender Mainstreaming](#)
- [Gender Analysis](#)
- [Programme and Project Entry Points for Gender Mainstreaming](#)
- [Process and Advocacy Skills](#)

Note on [hyperlinks](#) (underlined text in blue)

The reader will note text underlined throughout the Pack. These indicate links to related information within this particular Pack as well as directly to Internet resources (the URL or address of the resource in question). For example, a link may bring the reader to the related title of the handout or background reading attached to the report, **or** (if the reader is connected to the Internet at the time of reading the document) may bring the reader directly to the Web site of the resource in question. If the cursor is pointed at the underlined text (without clicking the mouse), the cursor will become a small hand and the

specific link will pop up in a small box so the reader can tell whether it is an Internet address or link within the document. Once you have clicked on a hyperlink it will turn purple. The colours may vary if your computer has different default settings.

You can return to place where you hyperlinked from by clicking on the Back (↶) arrow on the hyperlink toolbar. Each item in the Table of Contents is hyperlinked to the appropriate slides and resources in the document.

Note on crediting handouts and reproducing materials from this Pack

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For more information, please contact:

UNDP Learning Resources Centre OHR/BOM
304 East 45th Street, 11th Floor
New York, NY 10017
Fax: (212) 906-5120
Email: learning@undp.org
Web site: <http://learning.undp.org>

Symbols used in this pack



Speakers Notes



Training Ideas



Handout available within the pack



Background Reading



Internet Resource



Recommended additional reading

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Information, Communication and Knowledge-Sharing

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Slide 1 Information Quotes

Information and Communication Technologies

The new source of power is not money in the hands of a few, but information in the hands of many.

John Naisbitt, Megatrends

Technology is not the sum of the artifacts, of the wheels and gears, of the rails and electronic transmitters. Technology is a system. It entails far more than its individual material components. Technology involves organization, procedures, symbols, new words, equations, and, most of all, a *mindset*.

Ursula Franklin, The Real World of Technology

“It is not enough to show people how to *live* better: there is a mandate for any group with enormous powers of communication to show people how to *be* better.”

Marya Mannes, A Word to the Wizards

Those parts of the system that you can hit with a hammer (not advised) are called hardware; those program instructions that you can only curse at are called software.

Anonymous

This slide introduces the topic of information and communication technologies with a few quotes.

**Icebreaker and Warm-up Activity**

Ask the participants to talk about which quotes they identify with or disagree with. This activity can be done in small groups with report-backs in plenary or can be done together in the large group.

Slide 2 As Change Agents Working To Mainstream Gender...

**As change agents working to mainstream gender,
we are called upon to...**

- **Contribute gender perspectives to decision-making processes, especially policy and programme planning, personnel issues and advocacy**
- **Promote and facilitate inter-agency dialogue on gender mainstreaming**
- **Persuade and convince others of the need for gender mainstreaming**
- **Analyze, collect and disseminate information on gender analysis and gender mainstreaming practice**
- **Network extensively with other gender focal points, women's organizations and our constituencies**
- **Intervene appropriately in policy advice and dialogue, ensuring that gender equality considerations are taken into account in discussion and decision-making**
- **Record and find mechanisms for learning from programmatic and organizational good practices.**



In the work of gender mainstreaming or in development more generally, the role of information and communications has often been neglected or assumed. The considerable skills and planning it takes to build and maintain information systems, networks and communication channels that directly support gender mainstreaming work are not always recognized or given adequate attention and often are underestimated. The tasks listed here were taken directly from the Terms of Reference of the UNDP Country Office Gender Focal Point Function



See Gender Mainstreaming Information Pack, [UNDP Gender Focal Point Function Terms of Reference](#) and [Country Office Division of Responsibilities For Gender Mainstreaming](#).

Slide 3 Working Situations

Often working in situations where we are...

- **working in isolation.**
- **experiencing poor information flows and communications between headquarters and the field.**
- **disconnected from agency and external partners, especially civil society organizations.**
- **faced with information that is ad hoc or personal, out-of-date and unused.**
- **focused internally.**
- **using communications channels that are hierarchical and one-way.**
- **having difficulty accessing relevant, timely and useable information resources.**
- **limited by time, training and resource constraints to develop and use information systems.**



The information and communications gaps identified in this slide are those which were noted in previous LCB workshops. Participants elaborated on these during discussions, noting the following:

Poor information flows and communications between headquarters and the field is a problem frequently mentioned at workshops. This is a critical gap that stems partly from lack of communication channels and time constraints, but can also be attributed to a lack of attention to importance of establishing regular communications (or lack of a “communications culture”).



[Resource 11](#) Information Flow with Partners



Activity

With the networking potential offered by simple Email lists and the ability of staff to access information via the UNDP web sites and intranet, participants could come up with solutions or at least steps to filling this gap that need not be very formal. The notion of “communities of practice” and virtual communities could be introduced as one model (see Resource 2, [Basic Concepts and Definitions](#)). A discussion about how to incorporate information sharing into everyday work (without making a lot more work for staff) could also be explored.

The use of Email lists for everything from meetings, to writing joint publications, to news services and informal exchanges is well covered in the handout, “From Workplace to Workspace” at http://www.idrc.ca/books/848/index_e.html

These are starting points on which participants can discuss and build. What works for some will likely not work for all.

Slide 4 What is Required for Effective Gender Mainstreaming

Effective gender mainstreaming requires...

- **good information**
- **strategic networking**
- **continuous learning**
- **using information and communications tools and technologies to our best advantage.**

The points above are elaborated on in slides 8-10.

Slide 5 Good Information

**Effective Gender Mainstreaming Requires
Good Information**

- **Timely access to new research, writing and thinking about gender and gender mainstreaming**
- **Producing useable and useful resources for varied audiences and constituencies**
- **Managing organizational information effectively**
- **Capturing data and expertise in events and meetings - using innovative methods and systems**



The growing recognition of, and renewed attention to, information and communications along with the development of new ICTs are opening up new possibilities for collaboration and sustained networking. While still far from universal, computers and the Internet are allowing many more voices and perspectives to be heard and made visible. Unlike traditional publishing or media such as radio or TV, the Internet requires relatively low costs of entry and almost anyone can publish or participate once the basic access constraints are overcome.

In order to make their resources easily accessible, many agencies are organizing useful information into online databases. This allows users to search by various criteria and access the information in downloadable formats. Examples of this are the UNDP Good Practices Database (<http://www.undp.org/gender/practices/completed.html>) and the collaboratively developed UN and Commonwealth Systems database on Gender Training Materials (<http://www.col.org/genderresources/>).



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Slide 6 Strategic Networking

Effective Gender Mainstreaming Requires Strategic Networking

- **Regular and substantive exchange with colleagues, practitioners and like-minded organizations**
- **Knowing who and where the knowledge sources are in a changing environment**
- **Reaching out to and engaging in dialogue with known and unknown constituencies**
- **Promoting a more inclusive process of participation by stakeholders and encouraging collaboration**
- **Raising the visibility of the organization's activities and outputs**



Documents can be made easily available across distances of space and time. For example the Internet made possible the involvement and informed participation of many more thousands of women through the Beijing process than would have been possible with more conventional communications tools. The nature of the technologies, then, makes communications more horizontal and allows people separated by time and geography to take part in ongoing discussions and debates, to share experiences and strategies. There are distinct improvements to be had both in terms of content/outputs and in participation.

The use of Email, listservs, discussion groups, bulletin boards, and Internet web sites all provide rapid and updated access to resources.

Slide 7 Continuous Learning

Effective Gender Mainstreaming Requires Continuous Learning

- **Broadening the debate around gender and gender mainstreaming**
- **Promoting richer content of debate by facilitating a wide range of resources and much improved flow of information, experiences and perspectives on existing policies and programmes**
- **Systematically capturing, learning from and sharing (our own and others) good practices in gender mainstreaming**



Gender Mainstreaming knowledge and experiences can be shared through informal networking, awareness raising groups, meetings, and trainings such as the LCB workshops.

Ongoing learning is also supported by discussion groups, listservs and Internet sites. For those who cannot easy access the Internet, CD ROMs with the web site content are often available. Many agencies in the UN system and other international organizations publish CD ROMs of their research and tools. Examples of this are:

- Women's Indicators and Statistics Database (WISTAT), a United Nations systems project (updated regularly)
- Project and Technical Publications of the United Nations Population Fund (UNFPA)
- Women Feed the World Food, resources on the role of women and gender-related issues in food security from the Food and Agriculture Organization of the United Nations (FAO)
- The Human Development Report published by the United Nations Development Programme (published yearly)

For further resources see:



[Resource 3](#) Selected Online Resources

[Resource 5](#) UNDP Gender in Development Resources

[Resource 8](#) Where To Start



Also see the [Gender Mainstreaming Information Pack](#)

Slide 8 **Committing to learning and knowledge-sharing**

Committing to learning and knowledge-sharing

- **What are some current trends in knowledge-sharing and information for development?**
- **What might it take to systematically incorporate a communications strategy and technology planning into organizational life?**
- **How can information and communications tools and technologies contribute to improving everyday tasks?**
- **How could existing information systems be better utilized?**
- **Where can we turn for help in using Internet-based tools more effectively?**

These questions are a guide to the slides that follow and will be addressed as the presentation progresses.



Activity: This is an opportunity for participants to add their views, and explore the strengths and weakness of their own situations. The participants could be divided into small groups by region, sector or area of interest and explore one or more of the questions in their small groups. Report-backs to the plenary could be flip-charted by the facilitator or recorder and analysed by the group for similarities, differences, questions and possible future recommendations.

Slide 9 Trends in Knowledge Networking and Information for Development

Trends in Knowledge Networking and Information for Development

- **Information and communication technologies (ICTs) are driving a renewed emphasis on information and communications**
- **New ICTs are providing tools for doing things in new ways from governance to education to administration.**
- **There is a growing debate about how the architecture of national and global information infrastructures might, or might not, contribute to human and sustainable development goals.**
- **The knowledge sharing potential of new ICTs are enabling and, in some cases, forcing international and local institutions to become more global in character.**
- **The scope and size of electronic resources on development (discussion lists and Web sites in particular) is growing at a tremendous rate. The question remains as to whether a plurality of voices will continue to grow at the same pace.**
- **ICTs provide unique opportunities as well as considerable challenges, particularly to goals of gender equality and shared prosperity.**
- **Gender advocates are bringing a critical voice to the debates on the role of ICTs for development.**



Knowledge has become a new buzzword in development and the debates around information, communications and knowledge are growing. This has been largely driven by the emergence of new information and communications technologies and their various successes and shortcomings. There is also growing concern over the growing gaps in access, both to the tools and in the content, as well as issues around privacy, gendered impacts, increasing concentration of control and ownership over information environments, among others.

Resource 3 The Selected Online Resources lists a number of good web resources from organizations exploring Information Technology issues.



Activity: Participants might explore how technology-focused pressures might be affecting their work and the projects with which they have been involved.

Slide 10 Basic and Emerging Concepts

Defining some basic and emerging concepts on information, communications and knowledge

- **Communications**
- **Knowledge and Information**
- **Knowledge-Sharing or Knowledge Management?**
- **Knowledge-Based Networking**
- **Communities of Practice**
- **Virtual Communities**



The following slides of definitions draw on a number of sources but cannot really be considered definitive. Many organizations are defining their own approaches to communication and particularly to knowledge.



The World Bank web site http://www.worldbank.org/ks/html/pubs_pres_what.html are specific examples of how a variety of organizations are defining what they understand by knowledge. This is part of a much larger debate about knowledge and information - who “has” it, whose knowledge counts, whose knowledge is valued, who controls it, etc.



[Resource 2](#) The handout on Basic Concepts and Definitions includes the concepts listed in this slide.



Activities:

1. An activity that can be done **before** going over the next six slides of definitions:

Divide the participants into small groups and give them each group one of the six concepts listed on the slide. Ask them to discuss their understanding of the phrase and come up with one or more definitions. Definitions can be written on flipchart paper.

After an appropriate amount of time, depending on the numbers of participants, the small groups are reconvened into a plenary session for report-backs. The presenter can then go through the [Definitions](#) in Resource 2 and tie in any key points that were made during the report-backs.
2. An activity that can be done **after** having gone over the next six slides of definitions:

Divide participants into small groups and have them discuss the experience, practice, implications and impacts in their work place of the above listed concepts.

After an appropriate amount of time, the small groups are reconvened into a plenary session for report-backs and general discussion that can be used as a lead-in to reviewing the concept definitions in Resource 2.

Slide 11 Basic Definitions and Examples of ICTs

**INFORMATION & COMMUNICATIONS
TOOLS & TECHNOLOGIES
– SOME BASIC DEFINITIONS AND EXAMPLES -**

- **Information and communications technologies (ICTs)**
- **Information Systems (IS)**
- **Electronic discussion lists (aka Listserv)**
- **Fax Networks or faxnets**
- **Information repackaging**
- **Databases (computerized)**
- **World Wide Web**
- **CD-ROM (Compact Disk-Read Only Memory)**

The words and terms listed on this slide are commonly used in Information, Communications and Knowledge Sharing discussions.



[Resource 2](#) Basic Concepts and Definitions includes definitions for the above listed words and phrases.

[Resource 17](#) Using Email Lists to Work Together, International Development Research Council

**Activity**

Many of the terms listed in Basic Concepts and Definitions have related web sites which can be found by doing a keyword search with an Internet search engine such as Excite (<http://home.excite.com/>) or Yahoo (<http://www.yahoo.com/>).

1. If a computer with an Internet connection is available, participants could search for the sites and read further.
2. Participants or small groups of participants could be given a term each to search and later report-back to the large group on their findings.

Slide 12 4 Basic Functions Of Information & Communication In Organizations

**Four Basic Functions Of
Information & Communication In Organizations**

- 1. Promote and disseminate the organization's activities and outputs, reaching and catching the attention of target audiences, raising visibility, and looking for impact.**
- 2. Help locate and bring external knowledge resources into the organization.**
- 3. Strengthen the collaboration and networking efforts of the organization's staff with people in other organizations.**
- 4. Improve internal communication and information exchange.**

Adapted from OneWorld Europe Think Tank: Investing in Knowledge

Depending on the organization, these functions may differ somewhat or be given varying levels of emphasis.



Activity

Participants work in small groups to explore the extent to which these functions are being currently carried out. Which are most important?

OneWorld Europe Think Tank: Investing in Knowledge. <http://www.oneworld.net/t1hinktank/id/>

Slide 13 Organizational and Individual Commitments and Actions

What organizational and individual commitments and actions are needed to put information, communications and knowledge-sharing systems in place?

- **Reorient organizational perspectives and policies**
- **Use and adapt existing knowledge systems or create new ones**
- **Develop new skills and competencies**
- **Commit to mindful use of ICTs**
- **Tap external knowledge and information resources**
- **Use GIDP/UNDP information resources and services**
- **Create an action plan for information, communications and knowledge-sharing**

Introduces slides 11-16.

Slide 14 Reorienting organizational perspectives and policies

Reorient organizational perspectives and policies by making an organizational and individual commitment to¹:

- **Share knowledge assets**
 - **Move from the traditional role of programme delivery agent into a more organic entity that consolidates and brokers knowledge assets.**
- **Develop knowledge-sharing strategies**
 - **Develop a knowledge-sharing strategy to identify organizational knowledge assets, key constituencies and their information needs, and the role of the Web and other ICTs as vehicles for change.**
- **Facilitate organizational reflection and learning**
 - **Incorporate and build vision and strategy components that facilitate organizations as centers of reflection and learning – enabling networks to form and thrive and providing partners with information for better decision-making.**
- **Embrace collaboration**
 - **Embrace collaborative environments that enable development sector specialists and practitioners to share knowledge and interact at more equal levels/channels of influence.**



Creating environments where information, communications and knowledge can contribute to programming and organizational effectiveness requires changing organizational perspectives and developing new capacities.

The LCB process itself is an example of GIDP's commitment to creating a knowledge-sharing and learning environment.



Activity

Presented as an example, the LCB process could provide a starting point for a discussion about the kinds of information and knowledge-sharing systems that exist and are most needed.

¹ Adapted from an Email from Ravi Palepu, posted to Youth: Building Knowledge Societies ybks.globalknowledge.org, 10 April, 2000. Email sent to list from P. Mpedzisi krugamotion@yahoo.com

Slide 15 Use and adapt existing knowledge systems or create new ones

Use and adapt existing knowledge systems or create new ones

- **Build Web-based information and electronic publishing efforts and put in place the human and technical resources to support their development.**
- **Create databases that allow organizations to capture and retrieve information on best practices, consultants or training**
- **Make use of the Accountability Tracking System (AcT) to consolidate recommendations and incorporate learning.**
- **Identify target groups and compile specialized mailing lists such as gender focal points, UNV Gender Specialists, regional gender advisors, etc.**
- **Foster transparency in cooperation with civil society organizations by sharing information, ownership and decision-making in programming**
- **Institute regular knowledge and information sharing activities, whether through Email, informal meetings, weekly briefings, etc.**



The suggested actions focus primarily on taking advantage of what exists and developing the skills to use them effectively. The existence of resources does not make them automatically used.



Resource 3 on [Selected Online Resources](#) provide links to a number of easy-to-use and practical materials to further develop skills such as searching the Web, using databases, building a Web site and repackaging information for wider distribution. Participants might be walked through one or two that they identify as particularly important or share their own tips with others.

1. If computers are available, letting participants get online and view these materials and test out new skills would be an advantage.
2. This slide could also be used to stimulate a discussion on the human resources needed to become knowledge-based and learning organizations; resources that are now recognized as the most important factor in any information and communication activities.

Slide 16 Develop new skills and competencies

Develop new skills and competencies

- **Use Email more effectively and integrate it into your daily or office routine and Networking Strategies**
- **Participate in Electronic Discussion Groups such as the UNDP Gender Focal Point list**
- **Use Internet Web search for research**
- **Understand when to start up an Electronic Discussion List or Virtual Think Tank and how to set up and facilitate it**
- **Record, share and use Good Practices**
- **Learn the basics of Database Design and management**
- **Learn how to effectively use word-processing and spreadsheet software**
- **Learn how to make electronic slide presentations**
- **Learn how to build a basic web site and make it as accessible as possible**
- **Creatively use multiple technologies and tools to promote inclusive, participatory and interactive knowledge and information sharing**



Functional skills in the areas listed above allow people to build individual capacity and increase confidence levels. People skilled in these areas may also be in a position to increase the overall technical capacity of the office. Helping others learn new skills can be a powerful way to build alliances and influence processes.

The Internet

Email and Internet skills will increase the individual's ability to network effectively, to work collaboratively by being able to send and receive documents, and to conduct research using the full range of options available on the Internet.

Databases, including Good Practices

Having fundamental knowledge of databases will not only assist people in organizing their own information but also help them to understand how information is organized in online databases and CD-ROMs. Data collection techniques will also be positively impacted by understanding the possibilities and limitations of database design.

Word-Processing And Spreadsheet Software

A working knowledge of word-processing software is a prerequisite for anyone whose work involves correspondence and other forms of documentation. The time has past when it is feasible for someone to manage their letter writing and documentation needs through dictation or stenography. Most people only use a small percentage of the functionality of their word-processing software. As the software has advanced, word-processing applications are able to do page layout for desktop publishing, make tables and include graphics. Investing time in increasing your capacity to use the full power of the software will pay-off in being able to respond effectively and innovatively to documentation demands.

Spreadsheets are invaluable for anything that involves math calculations. Inserting formulas throughout the worksheets will allow you to create ‘what if’ scenarios in budgets and planning tools. Spreadsheets are a vastly underused tool. When used properly they can simplify complex project analyses and provide quick multi-level answers by changing a few numbers in a formula. Additionally spreadsheets can be used to make sophisticated tables and charts for demonstrating statistics.

Common software used in UNDP is Microsoft Word and Excel.

Electronic Slide Presentations

Software such as Microsoft PowerPoint allows you to create professional looking slide presentations for meetings, workshops and briefings. The presentations can also be used on the Internet or sent to colleagues via Email attachment. This is a powerful means of presenting ideas in short effective points. You can include graphics and even use animation and sound clips. This is a tool well worth the effort to learn and it is not difficult to pick up if you are already familiar with Microsoft Word. It is a readily adaptable tool for use in a kiosk format or for large audiences.

Web Site Construction

While web site design and construction skills are not as regularly required as word-processing or spreadsheet skills, it is becoming an increasingly common for organizations to invest in the development of web sites for many different units and departments. The UN system itself has an enormous amount of web sites. Much of this work is contracted out to either outside consultants or to another section in the system. Having a working knowledge of web design allows you to work closely with the web developer, if not construct the site yourself. In either case you will more control of the quality of what goes on your web site if you are conversant on the technology.

Creatively use multiple technologies and tools

The thoughtful use of the different technologies and tools can create opportunities for sharing knowledge and information in timely and innovative ways. These tools offer many news ways to participating in highly interactive, collaborative initiatives.

Slide 17 Mindful use of ICTs implies...

Mindful use of ICTs implies:

- **Recognizing that not everyone has access to Email and that the cost differentials of Email or Internet service between countries and regions can be considerable**
- **Using multiple and complementary information and communication tools in tandem**
- **Producing electronic information and conducting discussions in multiple languages**
- **Designing web sites that are accessible in terms of graphics content, providing text-only alternatives and use new programming languages that will make them more usable worldwide**
- **Repackaging and redistributing information from electronic formats into newsletters, faxed to colleagues, to and from radio, etc.**



Questions regarding the accessibility and appropriateness of Internet-based communications systems are inevitable and necessary in any discussion of information and communications. The debate is an important one as increasingly it is recognized that the “potential” of ICTs is neither automatic nor guaranteed. Likewise, those people working in countries with limited information infrastructure have likely faced the practical and daily constraints to using electronic communications.



The resources includes a paper by Gillian Marcelle that deals with these concerns. (This document is also available at <http://www.undp.org/gender/resources/mono9.pdf> . If you do not have Adobe Acrobat Reader see Resource 4 for [Instructions on Downloading](#)). OneWorld also has a paper on Information, Knowledge and Development which addresses these questions: <http://www.oneworld.org/panos/knowlpap.htm> While addressing many of the structural and political issues around ICTs, gender and development are not within the scope of this work. Ensuring that information and communication strategies integrate these concerns into their design from the onset can make a difference – not only because not everyone has access but also because various ICTs, new and conventional, each have their respective strengths.



[Resource 6](#) Marcelle, Gillian M. Transforming ICTs for Gender Equality. April, 2000

Slide 18 Tap external knowledge and information resources

Tap external knowledge and information resources ...on gender mainstreaming practice

- UN specialized agencies' gender programmes
- Regional and global GAD/WID Networks
- Electronic discussion lists
- Online Working Group on National Mechanisms for Gender Equality
- Web-based information services and products
- Resource listings and directories

...on information, communication and knowledge-sharing tools and technologies for development

- Internet-based tutorials and training materials
- Virtual Think Tanks, E-Journals and Discussion Lists on knowledge-sharing and ICTs for development



Both internal and external networks play an important role in UNDP's work and mandate. They serve as a forum for participants to:

- share information, news, resources
- discuss good practices and lessons learned
- ask and answer each others question and provide a reference
- keep up to date on internal and external events depending on the network
- identify experts, consultants and other resources



[Resource 3](#)

The Selected Online Resources list provides a sampling of the wealth of information resources that are available as well as the various discussion lists and Web sites that can be tapped. A number of these, such as WomenWatch and the OneWorld sites are "gateway" sites that provide easy access to the resources of many organizations.



Activity: Using the headings and flipcharts, participants can take an opportunity to name the networks, organizations, web sites and other resources they find particularly useful. This pooled "resource list" can then be shared throughout the organization (participants should have ideas on how to accomplish this).

Slide 19 Use GIDP/UNDP Information Resources and Services**Use GIDP/UNDP Information Resources and Services**

- **“Gender at UNDP” Information Kit**
- **GIDP Monograph Series**
- **Good Practices in Gender Mainstreaming and Gender Mainstreaming Training Resources**
- **Learning, Consultation, Briefing (LCB) Manual Series**
- **LCB Workshop Management Systems Manual & Tools**
- **Gender Mainstreaming Training Materials Database**
- **“Genderbeat” – GIDP electronic newsletter**
- **Internal gender networks**
- **Gender Advisory Committee**
- **Gender Focal Point network**
- **Men and gender equality list**
- **UNV Gender Specialist list**
- **West Africa Gender Focal Point list**
- **SURF-Hub Gender equality information**



Internal information and communications channels are as critical to gender mainstreaming work as external sources are, as has been clearly pointed out by field staff and others. A portfolio of specific gender products and services has been developed to provide information about gender mainstreaming issues and practices within UNDP and with its partners. Many of these remain underutilized because of lack of awareness or time to learn how to make best use of them. The resources listed above described in more detail in Resource 6, [UNDP Gender in Development Resources](#).

**Activity**

Participants might be asked to note their experiences with the resources and comment on their usefulness and usability and possible improvements. Opportunities for participants to add their knowledge to these resources “on-site” might also be a way to build ownership and encourage greater utilization of them. This may also be an opportunity to revisit the discussion about gender mainstreaming information and communication needs and the extent to which these resources might address them – or could be adapted at regional or country levels.

Slide 20 Create an action plan for information, communications and knowledge-sharing

Create an action plan for information, communications and knowledge-sharing²

- **What is working well?**
- **Where are the key gaps in information-sharing systems?**
- **What skills and capacities need to be strengthened...**
 - ...at the organizational level?**
 - ...at the individual level?**
- **What actions can I take now?**
 - **Decide with whom to share**
 - **Decide what to share**
 - **Decide how to share**
 - **Decide on appropriate information tools and technologies**



Creating an action plan for information, communications and knowledge-sharing means assessing the situation and setting priorities. Depending on the specific needs and activities of organizations, the priorities given to various tools and information systems will necessarily vary. Once organizations and individuals have put in place the commitment to knowledge-sharing, the questions of what kinds of activities will be pursued for what purposes can be asked and answered. Together with the sketch of available internal and external resources and the skill development that is required to make use of those resources, the questions of priorities in moving ahead are the next step.

What can be used as is? What is missing? What ICK action plans might be developed. What new systems need to be put in place? Where can existing resources be strengthened? For background reading and more specific examples of deciding how to share, with whom to share, etc. see the article on Key Dimensions on Knowledge Management Programs at http://www.worldbank.org/ks/html/pubs_pres_what_key.html .



² Adapted from Dimensions of Knowledge Management Programs, World Bank. http://www.worldbank.org/ks/html/pubs_pres_what_key.html

Slide 21 Lessons Learned in the LCB Workshops

Managing Information-Sharing and Learning

... Some Lessons Learned ...

Effective management of information in the LCB workshops required:

- **Designing systems with input from the “users”**
- **Using systems to streamline routine on-site tasks such as photocopying, filing & transcribing**
- **Using standard formats and templates that can be adapted as required**
- **Using databases pre, during and after the workshop**
- **Using systems to record recommendations and track progress**
- **Using creative methods to communicate the systems being used and to encourage participation in their use**
- **Management level support for adequate staff and resources**



Slide 21 outlines the lessons from the case study in [Resource 1](#). The case documents the experience of the pilot team developing the LCB workshops. The case is intended for use as an introduction or “real-life” example to start discussion and ground the presentation.

As background, when the LCB workshops began, the pilot team developing them quickly encountered problems of workshop management – too many documents in too many different places, having to photocopy materials over and over again, or having to retype documents or materials when adaptations, like a change to the agenda, were needed. The team developed a variety of electronic and paper-based knowledge management and information systems that not only improved the efficiency of work, but contributed to the success of the workshops. These are included in the LCB Workshop Systems Manual, and are also referred to later in this Pack. See the list of resources at the end of these Speakers Notes.

Designing systems with input from the “users”

In an event such as the LCB where there is a commitment to team-based work, flexibility and participation, it is imperative that the information and knowledge management systems are designed or customized in collaboration with the people who will use them. The pilot cycle offered an opportunity to evolve systems slowly from the workable paper-based methods on through electronic versions, including databases. In order to keep the systems accessible for different skill levels and circumstances, any functions managed through the database are also available in word-processing or spreadsheet versions.

Using systems to streamline routine on-site tasks such as photocopying, filing & transcribing

By using systems to handle many of these high-demand tasks, the secretariat staff are freed up to provide maximum assistance to the facilitation team. Replicating these systems in different workshop settings allows the team to relax in the knowledge that they are familiar with the set-up and that it is workable and efficient. New teams do not have to reinvent the wheel but can instead familiarize themselves to the systems and adapt them as required.

Using standard formats and templates that can be adapted as required

Standard formats for documents provide continuity for the workshop participants as well as assisting presenters in the process of developing workshop materials. Materials are often developed “on the fly” when the agenda is revised on-site. Having established formats ensures that the new materials meet agreed-upon criteria found to be effective with adult learners.

Using databases pre, during and after the workshop

Using the databases to record information on participants, resources, venue, agendas, needs assessments, etc. provides long term references as well as allowing the facilitation team to easily generate lists, ID badges, certificates, and other useful documents. Please see [Resource 15 on The Event Management Database](#).

Using systems to record recommendations and track progress

The AcT accountability tracking system is a paper and electronic based system designed to capture workshop generated recommendations, record them systematically by category, and track their progress through a regular reporting schedule. Please see [Resource 13 on the AcT Accountability Tracking System](#).

Using creative methods to communicate the systems being used and to encourage participation in their use

The use of posters, graphics and briefings are used to demonstrate the systems and provide instruction in their usage. It is clear that even very effective systems will go unused unless there is an opportunity for people to be briefed and provided with the time to get up to speed on them.

Management level support for adequate staff and resources

Managing workshops with the demands and complexity of an LCB requires full support from management on many levels, including the provision of adequate staff and resources for successful implementation.

Information, Communication & Knowledge Management Systems can make a difference but they must be contextually appropriate, designed in consultation and adaptable to a variety of circumstances.



[Resource 1](#) Case of the LCB Information Management Systems
[Resource 14](#) The LCB Management Systems & Event Management Database

Resource 1 Case: Putting Information Systems to Work, the LCB experience

A key to success in creating participatory and responsive environments, whether in the office or in a workshop, can often be managing and communicating information effectively. In the case of the LCB workshops, managing information well contributed considerably to putting the learning, consultation and briefing into the LCB process.

As workshop facilitators, we were committed to respond rapidly to the changing needs of the participants in the LCBs. Agendas changed daily, new materials needed to be found, and participants brought materials of their own to share in addition to the large volume of information originally to be shared during the course of the sessions. At first, both participants and workshop facilitators found themselves to be overwhelmed by large amounts of unorganized documents. The secretarial staff found themselves repeating routine tasks many times over.

To address the situation, we had to first identify what we needed to make the administration and information-sharing aspects of the workshop manageable. We came up with a list that included easy access to all workshop resources, managing photocopying in a way that made it quicker and required less repetition and a method for quickly adapting session plans, overheads, handouts and other workshop materials. Secretarial staff needed to be freed up from routine tasks as much as possible to that they could provide maximum support to the fluid workshop process.

The pilot team then developed workshop management systems, essentially information systems, to respond to these needs. They included:

- A system for organizing all paper documents. A wall poster showed this visually and briefing notes were developed for logistical and secretarial staff.
- An Event Management database recording all workshop participants and linked to standard forms for registration, expected time of arrival, name labels, name plates, certificates and reception invitations. Participant lists by different grouping criteria, certificates, name tags – all can be printed automatically, streamlining the work of secretarial staff.
- The Event Management database also recorded all materials and background reading used during the programme. It could be searched by substantive topic, by workshop theme, by workshop where materials were used and other criteria. Some of these resources were hot-linked to web sites.

Managing Information-Sharing and Learning

... Some Lessons Learned ...

In order to effectively manage information in the LCB workshops it required:

- Designing systems with input from the “users”
- Using systems to streamline routine on-site tasks such as photocopying, filing & transcribing
- Using standard formats and templates that can be adapted as required
- Using databases pre, during and after the workshop
- Using systems to record recommendations and track progress
- Using creative methods to communicate the systems being used and to encourage participation in their use
- Management level support for adequate staff and resources

Information, Communication & Knowledge Management Systems can make a difference, but they must be contextually appropriate, designed in consultation and adaptable to a variety of circumstances.

- Standard protocols and templates for all workshop documentation. This made it much easier to adapt materials when necessary.
- A standard electronic file structure to facilitate access to all files, including by people new to the process. The system we devised was also included in a briefing note for secretarial staff, which included visual material as well as text.
- A database to record workshop recommendations as well as to track and report on outcomes.

These systems are improving the LCB process and have been leveraged to develop knowledge-sharing and information systems that bring benefits to the organization as a whole – beyond the workshops themselves. They are shared in the Gender in Development LCB Management Systems Manual.

Resource 2 Basic Concepts and Definitions

CD-ROM (Compact Disk-Read Only Memory)	<p>CDs are high-capacity disks that can hold 600+ megabytes of data (the equivalent of a set of encyclopedias). They have the advantage of being easy to distribute and can be used to share Web site information, graphics, training materials, video and other data with those who might not have access to the Internet. Even for those with Internet access, information on a CD-ROM can be browsed easily and much faster than viewing the information on-line.</p> <p>Example: Women's Electronic Network Training Workshop Training Kit CD-ROM</p>
Communications	<p>Communications can be understood as "a social system of shared symbols and meanings [which] binds people together into a group, a community, or a culture" (Riano 1994:280). Women's control over communications processes and media can be an important means to empowerment and gender equality.</p>
Community of Practice	<p>A community of practice is a group of people informally bound together by shared expertise and passion for a joint enterprise. Members share knowledge in free-flowing, creative ways that foster new approaches to problems. Communities of practice can drive strategy, generate new programmes, solve problems, promote the spread of best practices and develop people's skills. Communities of practice can rely on a variety of methods and means to share information, build knowledge and communicate. They can be real and/or virtual.</p>
Databases (computerized)	<p>Put simply, a database is a collection of data organized into fields or categories which comprise records. A database can be a flat file or relational. It can be online (accessible via Internet or Web site) or stand-alone (on a computer not connected to the Internet)</p> <p>Example: Gender Best Practices: Sample project –Vietnam Gender Contact System</p>
Electronic discussion lists	<p>Using a common electronic address, participants (called subscribers) can communicate regularly with one another via electronic mail. Messages sent to the list address are sent to everyone who is subscribed. These discussions can be short-term or ongoing, small or large, open to all or closed. They can be moderated, where messages are screened by a facilitator, or free-flowing.</p> <p>Example: End-Violence working group, Global</p>
Fax Networks or faxnets	<p>Network of organizations and individuals connected via fax. Information is usually broadcast (sent simultaneously to multiple fax numbers) to members. A one-way communication medium, fax networks are best for sharing news or alerts and for fast communications among groups who do not use electronic mail.</p> <p>Example: IWTC WomenNet, Global</p>
Information and communications technologies (ICTs)	<p>ICTs are electronic and non-electronic technologies, infrastructure, systems and services used to publish, store, retrieve and transmit information, to communicate ideas and generate knowledge. They are</p>

the means through which ideas are propagated and received. They refer to traditional ICTs such as radio, television, dance, drama, folklore, print and fax, as well as new ICTs such as the Internet, the World Wide Web, electronic mail, teleconferencing and distance learning tools such as CD-ROMs (Marcelle 1999).

Information repackaging	<p>The translation of information from one type of communication media to another. E.g. Internet to radio, from print to Email, from print to oral communications. Can also refer to the process of adapting the format, language or content to fit diverse audiences.</p> <p>Example: Women’sNet Radio South Africa, WomenWatch working group report</p>
Information Systems (IS)	<p>Information Systems are made up of the databases, application programmes, manual and technical procedures that together, archive, sort and present information of all kinds. Sometimes used loosely to refer to systems (computer or non-computer) developed to manage or organise information. (see http://www.techweb.com/encyclopedia)</p> <p>Example: UN IMIS</p>
Knowledge and Information	<p>Availability of information in itself does not automatically imply knowledge, but is the essential ingredient to the creation of knowledge. Information can become knowledge when ... helps people participate in decision-making and allows them to make informed choices. Creation of knowledge is a step-by-step process and requires adaptation and assimilation of available information. Knowledge is acquired not just by its creation but also by its transfer and exchange.(Nath, 2000)</p>
Knowledge-Based Networking	<p>Knowledge-based networking rests on the strong belief that communities have knowledge and expertise which needs to be synergized with the existing information, in the context of decision-making and initiating judicious action. It gives a voice to the people, transforming them from mere information recipients to information providers and decision-makers. (Nath, 2000)</p> <p>“Knowledge-based networking” is also term that has come into general use fairly recently. There exists much “information-sharing” in the form of resources, but these are not always linked to practical experience. It is not information that can be readily transformed into action or that can be understood across disciplines or experience. This may also be true of the so-called knowledge-sharing taking place. Combined with new information tools that can bridge some of the traditional divides of discipline – between practitioner, researcher and the public for example – knowledge-based networking is believed to be an important tool for initiating “interaction and dialogue, new alliances, inter-personal networks, and cross-sectoral links between organizations so that ‘useful knowledge’ is shared and channeled to develop ‘best management practices’ and provide practical decision support. It is a mechanism which can enable the articulation and sharing of local knowledge with potential for further enrichment of this information as it passes through the network users.” (Nath, 2000).</p> <p>Article by Vikas Nath (http://members.tripod.com/nvikas/), Programme Officer, SDNP, India: http://sdnp.delhi.nic.in/resources/internetinto/articles/exchanges-ict.html</p>

(If you have trouble with this URL, try entering <http://sdnp.delhi.nic.in/resources/> and then select the rest of the path from the folders as you would in Windows Explorer.

Knowledge-Sharing or Knowledge Management

“The term knowledge management is used loosely to refer to a broad collection of organizational practices and approaches related to generating, capturing, disseminating know-how and other content relevant to the organization’s business. . [It is] ...increasingly seen ...as signaling the development of a more organic and holistic way of understanding and exploiting the role of knowledge in the processes of managing and doing work, and an authentic guide for individuals and organizations in coping with the increasingly complex and shifting environment of the modern economy.

Some would argue that “knowledge management” is a contradiction in terms, being a hangover from an industrial era when control modes of thinking were dominant. Many practitioners increasingly see “knowledge sharing” as a better description of what they are about than “knowledge management”. Others would prefer to emphasize “learning”, since the real challenge in implementing knowledge management is less in the “sending” and more in the “receiving”, particularly the processes of sense making, understanding, and being able to act upon the information available.”

World Bank: http://www.worldbank.org/ks/html/pubs_pres_what.html

Virtual Community

A fixed or ever-changing group of people who use electronic means – Email or Email discussion groups primarily – to exchange ideas and resources or plan strategies and actions around common interests or objectives.

World Wide Web

An electronic communication interface that allows text, graphics and audio to be organized and shared electronically with anyone having Internet services. Refers to the vast collection of information resources available electronically over the Internet. Example: WomenWatch

Resource 3 Selected Online Resources

On Gender

UN and Multilateral Agencies		
Food and Agriculture Organization (FAO)	Women and Food Security Issues	http://www.fao.org/Gender/gender.htm
International Fund for Agricultural Development	Household, food security and gender. Link to gender training materials. (English and Spanish)	http://www.ifad.org http://www.ifad.org/gendown.htm (Gender Training Materials)
International Labour Organization (ILO)	Work on labour and employment. (English, Spanish, French)	http://www.ilo.org
OECD-DAC Gender Web site	Member policies and resources	http://www.oecd.org/dac/gender
UN Educational, Scientific and Cultural Organization (UNESCO)	UNESCO's work on women and children	http://www.unesco.org/gender
UN Statistics Division Gender Statistics	"Statistics and Indicators on the World's Women"	http://www.un.org/depts/unsd/gender
United Nations Development Fund for Women (UNIFEM)	Overview of UNIFEM work, projects and links to regional offices. (English, Spanish, French)	http://www.undp.org/unifem
United Nations Development Programme (UNDP)	Gender in Development Web site on UNDP work on gender issues.	http://www.undp.org/gender
United Nations Division on the Advancement of Women (DAW)	News and information on the work of DAW, the Commission on the Status of Women, Beijing+5 and CEDAW.	http://www.un.org/womenwatch/daw
United Nations Fund for Population Activities	Focus on Beijing +5 and ICPD advocacy.	http://www.unfpa.org/tpd/gender/index.htm
United Nations High Commissioner for Refugees (UNHCR)	UNHCRs work on refugees and gender issues. (English)	http://www.unhcr.ch/issues/women/women.htm
Women Watch	UN Interagency web site on the UN system. (English)	http://www.un.org/womenwatch/
World Bank	Resources on gender issues in development, gender analysis, and strategies.	http://www.worldbank.org/gender
World Food Programme	Women and Gender in the World Food Programme. Food Aid and gender and gender glossary.	http://www.wfp.org/genderweb/
Commonwealth Secretariat	Commonwealth Secretariat Gender & Development	http://www.thecommonwealth.org/gender/index1.htm

Reference Web Sites		
BRIDGE	An information and analysis service that aims to assist development professionals to integrate gender concerns into their work.	http://www.ids.susx.ac.uk
Electronic Development and Environment Information System (ELDIS)	An on-line directory to information resources on development and environment. The gender guide allows searching the database for organizations, online documents and publications on gender.	http://www.eldis.org
Feminist.com	Provides extensive links to Web sites and electronic resources relating to gender and feminist issues.	http://www.feminist.com/globe.htm
Gender Training Materials Database	A demonstration web-based collection of gender mainstreaming capacity support material from the United Nations and Commonwealth systems – 90s-00	http://www.col.org/genderresources/
Global GAD/WID Networks		
Association for Women in Development (AWID)	Membership organization linking practitioner, policy makers and researchers working for gender equality and development. Produces AWID electronic Resource Net, an edited list of information as well as Trialogue journal. (English)	http://www.awid.org
International Women's Tribune Centre	Information and communications clearinghouse on women. Produces newsletters and manuals. See GlobalNet. (English)	http://www.womenink.org/iwtc.html
The Commonwealth of Learning Document Archive: Women in Development	Works to widen access to education and establish inter-agency and inter-institutional cooperative development of resources and programs.	http://www.col.org/wid.htm
Womenaction2000	Global information, communication and media network that enables NGOs to actively engage in the Beijing+5 review process with the long term goal of women's empowerment, with a special focus on women and media. (English, Spanish, French)	http://www.womenaction.org
Electronic Discussion Groups And Newsletters		
AWID Resource Net	Edited list of information on conferences, career development	To join, send a blank Email with the word "subscribe" (without quotation marks) in

	opportunities, web site debuts and new book publications and more! Subscribers can use the list to post questions. (English)	the subject heading to awid.resource@reply.net
BRIDGE bulletin, development and gender in brief	Aims to raise gender awareness among policy makers and practitioners. (English)	For a copy Emailed to you or a paper copy, send your details to bridge@ids.ac.uk
Gender-Related Electronic Forums	frequently-updated, alphabetical listing of publicly-accessible electronic forums (or e-mail lists) related to women or to gender issues. There are 16 topical listings including an international list. (English)	http://www-unix.umbc.edu/~korenman/wmst/forums.html
IWTC Women's GlobalNet	Weekly electronic and fax bulletin covering activities and Initiatives of women worldwide (English)	To join, contact IWTC http://www.womenink.org/iwtc.html or by fax: (1-212) 661-2704. You can subscribe to this list at any time by sending a blank message to iwtc-womensglobalnet-subscribe@igc.topica.com
Men and Gender Equality list	Commentaries on mainstreaming gender equality; electronic discussion forum; bibliography and links to related organizations. (English)	Email James Lang james.lang@undp.org or go to the Mender & Gender web site: http://www.undp.org/gender/programmes/men/men_ge.html
UNDP Genderbeat	Bi-monthly electronic newsletter carrying regular updates about UNDP and UN-system gender goings-on, people, events and resources	To subscribe, Email request to gidp@undp.org/gender
Regional Gender And Development Resources (Sampling)		
AFRICA		
African Gender Institute: University of Capetown	Furthers gender equity in Africa by transforming inequitable institutions and social practices and furthering gender equity goals in Africa.	http://www.uct.ac.za/org/agi/
FAMAFRIQUE	The Famafrigue web site is a space for resources and information for women's organizations in Africa which are actively involved in sustainable development, gender equality and peace (French and English)	www.famafrique.org
Flamme/Flame	On-Line Web site was developed by 12 committed women's NGOs to use the Beijing+5 evaluation process to use and influence ICT field , input into the Beijing assessment process within Africa and link to global processes. (French and English)	http://flamme.org/documents/apcresearch.htm

La toile d'elles toiledelles@enda.sn	bulletin electronique bihebdomadaire des femmes d'Afrique francophone, publie par ENDA-SYNFEV (French)	http://www.enda.sn/synfev/synfev.htm
LATIN AMERICA/CARIBBEAN		
Centro de Documentación sobre la Mujer/ CENDOC-Mujer (Center for Documentation Regarding Women)	documentation center that contains information on bibliographic material regarding women's issues in Latin America. Based in Peru. (Spanish).	http://ekeko.rcp.net.pe/CENDOC-MUJER/preindex.htm
Centro de Estudios de la Mujer (Center for Women's Studies)	Dedicated to the study of gender focusing on the areas of work and employment, citizenship, political participation and public politics. Based in Chile. (Spanish)	http://www.cem.cl/
Centro Femenista de Información y Acción/ CEFEMINA (Feminist Center for Information and Action)	Focuses on human development, through the improvement in the quality of life and equal opportunities for women. CEFEMINA offers programs and publications. Based in Costa Rica. (Spanish)	http://www.cefemina.or.cr/
Women in Development Network/ WIDNET/ Latin America and Caribbean	Focuses on women's issues in Latin American countries.	http://www.focusintl.com/r4a.htm
CEE and the CIS		
B.a.B.e. Be active Be emancipated Budi aktivna, budi emancipirana , Croatia	Human rights center for women in Croatia. (English and Croatian)	http://www.zamir.net/~moyra
Baltic and North West Russian Database for Women's Studies and Gender Research (EMILJA)	Database on gender in Baltic and NW Russia.	http://www.esst.uio.no/NIKKdb/baltic/emiljal.html
Central and Eastern European (CEE) Network for Gender Issues	Addresses "the gender aspect of democracy building and the status of women in countries in transition."	http://www.europeanforum.bot-consult.se/gender_issues/
GLASNET CONFERENCE: glas.sisters	glas.sisters is a Russian-language discussion of gender issues in the former Soviet Union. (Russian)	MAILING LIST: to subscribe, Email Irina Doskitch at neww@glasnet.ru .
Network of East-West Women, Russia	Links women across national and regional boundaries to share resources, knowledge and skills. NEWW's mission is to empower women and girls throughout Central and Eastern Europe, the NIS and the Russian Federation and the West by dialogue, networking, campaigns, and educational exchanges. (Russian)	http://www.glasnet.ru/neww/neww_r.htm

ASIA/PACIFIC		
Asian Pacific Resource and Research Centre for Women (ARROW)	Seeks to “enable women to better define and control their lives” by examining women’s reproductive health in Malaysia.	http://www.asiaconnect.com.my/arrow
Asian Women’s Resource Exchange (AWORC)	The Asian Women’s Resource Exchange or AWORC is an Internet-based women’s information service and network in Asia.	http://www.jca.ax.apc.org/aworc
Regional Links		
Michigan State University Women in Development program	WID Internet Resource Guide by region (English) Note: The regional sites that follow are only a sampling. An excellent directory of electronic resources by region can be found at the following site	http://www.isp.msu.edu/WID/
Network of East-West Women	NEWW links women across national and regional boundaries to share resources, knowledge and skills.	http://www.neww.org/services.htm

Resources on Information, Communication and Knowledge Sharing

Dictionaries		
Computing Dictionary	On-line Computing Dictionary	http://www.instantweb.com/foldoc/foldoc.cgi?Free+On-line+Dictionary
Information Technology and Gender		
Transforming Information and Communications Technologies for Gender Equality	UNDP Gender in Development Monograph #9 (downloadable Adobe Acrobat file)	http://www.undp.org/gender/resources/mono9.pdf
International Telecommunication Union – Gender	Gender Issues in Telecommunications	http://www.itu.int/ITU-D-Gender/
African Information Society Gender Working Group (AIS-GWG)	AISI is an Action Framework to build Africa’s information and communication infrastructure.	http://www.oneworld.org/whrnet/issues/icts/aisgwg_abt.html
Supporting Women’s Use of Information and Communication Technologies for Sustainable Development	Prepared by Sophia Huyer. Submitted to the Gender and Sustainable Development Unit, IDRC, February, 1997.	http://www.idrc.ca/acacia/outputs/womenicts.html
Use of Information and Communication Technologies in IDRC Projects: Lessons Learned	IDRC Study/Acacia Initiative, Michael Graham, Evaluation Unit, Corporate Services Branch, IDRC, April, 1997	http://www.idrc.ca/acacia/outputs/op-eval1.htm
Report of on-line discussion on Women and Media. Section J,	WomenAction, 2000	http://www.womenaction.org/global/wmrep.html

Beijing Platform for Action		
Communications Tool to Advocate for and Promote Gender Equality and Sharing of Knowledge and Information	Commonwealth Secretariat	http://www.thecommonwealth.org/gender/index1.htm
Information Technology – General		
Technology Planning: It's More Than Computers	Anderson, Larry S., National Center for Technology Planning, P. O. Box 5425 • Mississippi State, MS 39762	http://www.nctp.com/articles/tpmore.pdf
Developing an Internet strategy for your non-profit. Steps and strategies for an organizational Internet strategy	Grunwald, Terry and Peter Tavernise., Oct. 1998.	http://www.ncexchange.org/toolbox/planning/
Technology Information for nonprofits	Techsoup An online resource providing practical information on ICTs and technology planning.	http://www.techsoup.org
Online toolkit with practical information on organizing and advocacy tools, building online community, and more.	Benton Foundation Toolkit	http://www.benton.org/Practice/Toolkit/
Seven Steps to Building Electronic Communities	Philippa Gamse and Terry Grunwald	http://www.cyberspeaker.com/sevensteps.html
Debate and Development: Information, Knowledge and Development	Panos. A series of Panos perspective papers, October, 1998 (A response to the World Development Report, 1998)	http://www.oneworld.org/panos/knownpap.htm
Development and the Information Age: Four Global Scenarios for the Future of Information and Communication Technology	Howkins, J. and R. Valantin. IDRC, 1997. (online books)	http://www.idrc.ca/books/835/
Email		
Effective Email: Ten Helpful Hints	OneNorthwest. Sending.	http://www.onenw.org/toolkit/email.html
UNDP Guidelines for More Productive Email	Akura, Fikrit UNDP Help Desk, UNDP. September, 1999.	http://intra.undp.org/bfas/helpdesk (intranet access only)
From Workplace to Workspace: Using Email Lists to Work Together	James, Maureen and Liz Rykert. IDRC, 1998 in English, Spanish, French	http://www.idrc.ca/books/848/index_e.html
Netiquette – Guide For Etiquette In Email	PBS Beginners Guide to the Internet	http://www.pbs.org/uti/guide/netiquette.html

Knowledge Management		
Key Dimensions of Knowledge Management Programs	World Bank. What is knowledge management: A background document in the World Development Report, 1998	http://www.worldbank.org/ks/html/pubs_pres_what_key.html
Strengthening information and knowledge management capacities through international cooperation	ECDPM. March, 2000.	http://www.oneworld.net/ecdpm/en/events/20003/index.htm
Knowledge Networking for Sustainable Development	Nath, Vikas, Sustainable Development Networking Programme (India), April 2000.	http://sdnp.delhi.nic.in/resources/internetinto/articles/exchanges-ict.html
Knowledge Management for Development Organizations	Bellanet, Benton Foundation, CIDA, February 2000. Resources, agenda and background for training workshop.	http://www.bellanet.org/km
On Common Software and Application Development		
On-line lessons in the most common popular software such as Excel, Word, PowerPoint, Access, Corel, etc.	Land Grant Training Alliance	http://www.lgta.org/
Extensive resource on software.	Tech Republic. Can search site by software name, PowerPoint, Word, Excel etc.	http://www.techrepublic.com
News on software developments	InformIT	http://www.informit.com/
Books online	ITKnowledge.com – Read books on-line – mostly for developers. Has a small section on Productivity Applications	http://www.itknowledge.com/
About Visual Basic Programming Language	InformIT	http://www.informit.com/matter/exp0000001/
Various software lessons, including PowerPoint	Edtech Educational Technology Resources	http://edtech.sandi.net/emmie/index.html
Using the Internet		
Downloadable Training on the Internet	ITrain - Web site construction (HTML), using Eudora for Email, searching the Internet, List facilitation, Internet explorer, Netscape, WinZip, Internet overview and more. Links to other materials. Materials in English, Spanish and Chinese.	http://unganisha.idrc.ca/itrain/
Internet Searching Tools	By R. Scott Granneman - Alan November and Educational Renaissance Planners, 1998	http://www.anovember.com/articles/searching.html
Internet Reference Tools	University of Washington	http://www.washington.edu/tools/web.html

Web building and Internet Publishing		
Creating an Internet Publishing Strategy	Communications Development, Inc., Benton Foundation Online Toolkit, 1995.	http://www.benton.org/Practice/Toolkit/cdi.pub2.html
XML for Developing Countries	Milimo Majele Munyati for One World Think Tank	http://www.oneworld.net/thinktank/iktools/index.html
Web site design and technical information & tips	Lynda Weinman site. – Information on everything from colour choices to graphics.	http://www.lynda.com/
Accessible Web Design	University of Washington	http://www.washington.edu/doi/Brochures/Technology/universal.design.html
Tutorials on XDL (web construction software), CDS-ISIS (documentation software, Linux	OneWorld Europe - Investing in Knowledge Toolkit	http://www.oneworld.net/thinktank/iktools/
Women's Electronic Networking Training (WENT).	Asian Women's Resource Exchange (AWORC) Produced CD-ROM with training sessions	http://www.jca.ax.apc.org/aworc
Briefing sheets with practical advice on databases, Web sites, Buying and maintaining computers, how the Internet can assist non-profit organizations and more	Coyote Communications	http://www.coyotecom.com/tips.html
Critiquing Web Sites	From ITrain Web Site Creation Training Course	http://unganisha.idrc.ca/itrain
Articles on a variety of web design and construction issues	Web Review – Cross training for Web Teams	http://webreview.com/pub/List_Topics
How to Create a Simple Digital Story	by Derrick Story, Sept. 24, 1999	http://webreview.com/pub/1999/09/24/feature/index3.html
Database Design		
Database Principles	Coyote Communications	http://www.coyotecom.com/database/dbprinc.html
The Basics of Database	Coyote Communications	http://www.coyotecom.com/database/basics.html

Miscellaneous Useful Resources

Download Adobe Acrobat Reader	Adobe® Acrobat® Reader™ is free, and freely distributable, software that lets you view and print Adobe Portable Document Format (PDF) files.	http://www.adobe.com/products/acrobat/readstep2.html
Human Development Report	United Nations report on human development, yearly publication	http://www.undp.org/hdro/
One Look Dictionary	Onelook.com – Access to 600 Dictionaries at once	http://www.onelook.com/
Copyright Information	International Protection of Copyright and Neighboring	http://www.wipo.org/eng/general/copyrgh/intr

	Rights	o.htm
Encyclopedia Britannica	Online access to Encyclopedia Britannica	http://www.britannica.com/brit/0,8532,152,00.html
BBC Languages Online	Introduction to speaking French or Spanish	http://www.bbc.co.uk/education/languages/
Lonely Planet Travel Guide	Guide to a variety of travel information, including traveler's comments on current issues	http://www.lonelyplanet.com/dest/
PopMap - An Information and Decision Support System for Population Activities	United Nations Population Fund (UNFPA) and Statistics Division of the United Nations - Mapping software for various kinds of statistics	http://www.un.org/Depts/unsd/softproj/software/popmap.htm

Having trouble connecting?

Web site addresses tend to change without notice. If you have difficulty locating a site on this list, try going back to the base web site address and work forward. For example, for the site <http://www.wfp.org/genderweb/> first try connecting using <http://www.wfp.org> and then search or look for resources related to gender.

Finding Books

Many excellent third-party books have been written for all different levels of computer users. The choice for novice users ranges from very visual presentations to “learn x in 24 hours” types. For more advanced users the reference kind of books is likely a better choice. You can go to the Amazon online bookstore to check out other people’s ratings and reviews on different software books. Search by topic and you will be given a list of choices to look at in more detail.

<http://www.amazon.com/exec/obidos/subst/home/home.html/>

Using Help

An often underused resource is the Help function common to most computer software. Looking in the Index of Help in any of the Microsoft Office programs can be a quick and effective way to find what you are looking for.

A useful system when you are learning a new program is to keep a three-ring binder close at hand and print and file Help topics in the binder when you find something you may need again. You may want to put dividers in the binder for different software programs. In this way you can make a custom manual for yourself and others in the office on topics of relevance.

Resource 4 Instructions for Downloading Adobe Acrobat Reader

Adobe Acrobat Reader is a free, downloadable software that allows you to read and print documents that are published in **portable document format (PDF)**. In PDF format the documents graphics, color and fonts are preserved, and will look just the way the writers intended.

Taking the time to download Adobe Acrobat Reader will allow you to access many documents that are in this format on the Internet. Once you have downloaded this reader, you will be able to view all pdf files at any web site.

To Download:

1. Open your Internet browser and go to <http://www.adobe.com/products/acrobat/readstep.html> or do an Internet search in your language for Adobe Acrobat Reader and go to the appropriate site.
2. You will see a screen like the one below on the left. If you scroll down a bit on your screen you will see the different downloading options near the bottom. Click on the “Get Acrobat Reader Free!” option as shown below in the circle.

The screenshot shows the Adobe Acrobat Reader download page. At the top, there is a navigation bar with links for PRODUCTS, ABOUT ADOBE, REGISTRATION, SUPPORT, SEARCH/SITEMAP, PERSONAL ADOBE, and FEEDBACK. Below this is a secondary navigation bar with links for ADOBE STORE, SHOPPING CART, WEB, PRINT, MOTION, and ePAPER. The main content area starts with a 'Welcome!' message and a list of features. A table compares the features of Acrobat Reader, Acrobat Business Tools, and Acrobat 4.0. At the bottom, there are three buttons: 'Get Acrobat Reader free!', 'Get Acrobat Business Tools special offer! \$49.00', and 'Get Acrobat 4.0 the works! \$249.00'. A red circle highlights the 'Get Acrobat Reader free!' button, and an arrow points to it from the left.

	Acrobat Reader	Acrobat Business Tools*	Get the works! Acrobat 4.0
View and print PDF files	✓	✓	✓
Fill in and submit Adobe PDF forms	✓	✓	✓
Download and read eBooks	✓	✓	✓
Mark up documents electronically		✓	✓
Create "snapshots" of Web pages		✓	✓
Digitally sign documents		✓	✓
Create PDF files			✓
Scan paper into PDF files			✓
Create PDF forms			✓

*Acrobat Business Tools available only in the U.S. and Canada. How to [buy Adobe Acrobat 4.0 outside U.S. and Canada.](#)

3. When you click on the “Get Acrobat Reader Free!” section you will be taken to a screen similar to the one shown on the following page. Fill in each of the first two sections with the appropriate information for your requirements.

4. Notice at the bottom of Step 2 that there are two tick boxes that have already got ticks in them. Un-tick them if you do not want to have promotional Emails sent to you.
5. Note that the file you are going to download is over 5 megabytes in size. It will take quite a long time to download if you are using a slow modem.

(Please note: Downloading may be a consideration if you have an expensive Internet hook-up. Another option is to order the Adobe Acrobat Reader CD-ROM for \$15 US from <http://www.adobe.com/products/acrobat/cdrom40.html>.)

- [Text-only download page](#)
- [Product details](#)
- [How to distribute Acrobat Reader](#)
- [System requirements](#)
- [Troubleshooting](#)

Other Options

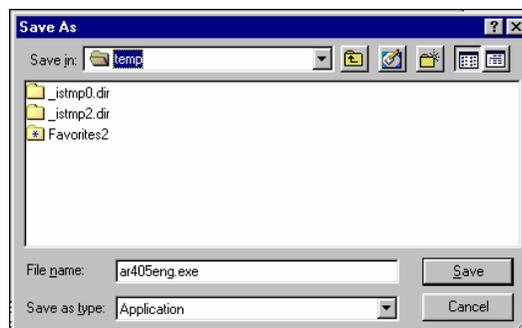
- [What is Web Buy?](#)
- [Asian Font Packs for Acrobat Reader 4.0](#)
- [Acrobat Reader 4.0 ME \(Middle Eastern\)](#)
- [Acrobat Reader and Acrobat Reader + Search 4.0 CD-ROM](#)
- [Acrobat Viewer \(.java\)](#)

[Adobe® Acrobat® Reader™](#) is free, and freely distributable, software that lets you view and print Adobe [Portable Document Format](#) (PDF) files. With Acrobat Reader, you also can fill in and submit PDF forms online, as well as download encrypted content from the Web and unlock it with [Web Buy](#).

Note: You will receive the most recent version of Acrobat Reader that is available for your language and platform.

Step 1	Step 2	Step 3
Select an Acrobat Reader version. Language: <input type="text" value="English"/> Platform: <input type="text" value="Win 98"/> Location nearest you: <input type="text" value="USA"/> <input type="checkbox"/> Include option for searching PDF files (longer download) Macintosh: .bin or .hqx?	Please provide your name and e-mail address. Name: <input type="text" value="Jane Lee"/> E-mail address: <input type="text" value="jane.lee@freedo"/> <input type="checkbox"/> Notify me about Adobe software and offers <input type="checkbox"/> Allow others to send me special offers Full privacy policy	<div style="text-align: center; margin-bottom: 10px;"> ▶ DOWNLOAD </div> The version of Acrobat Reader you are downloading: 4.05c The download file size is: 5.6 MB

6. When you have completed the information, click on the red Download button.
7. You will be asked if you want to “Run the program from its current location?” or if you want to “Save this program to disk?”. Choose to save it to disk. That way you will have it if you need it again, and if someone else in your office wants it and you can give them the file and they won’t need to download it.
8. The next screen will be the Save As box. Navigate from there to your C:\temp directory or any other directory where you would like to save the file. In the figure below the file “ar405eng.exe” will go into the Temp directory.



9. After the file has finished downloading, go in the subdirectory where you have placed the file (e.g. C:\Temp) and double-click on the **ar405eng.exe** file. This will start the executable file unpacking and getting ready to load onto your computer.
10. Accept the default installation by clicking on “Next” twice. Click on “Finish” to finish the installation and let it restart your computer.
11. Once your computer restarts you will be able to open any files ending in “pdf” by double clicking on them.

Resource 5 UNDP Gender in Development Resources

Gender at UNDP Information Kit: This folder provides a good overview about UNDP's Gender Policy, Programmes and Resources. For access information contact GIDP via Email at gidp@undp.org. Also see http://www.undp.org/gender/capacity/gm_info_module.html

GIDP Monograph Series. Volumes dealing with a range of gender and development issues have been commissioned by GIDP from leading researchers and practitioners. The monographs are available from the GIDP web site: <http://www.undp.org/gender/resources/monograph.html> or for paper copies contact: GIDP via Email at gidp@undp.org

Good Practice in Gender Mainstreaming: This initiative is gathering case-studies about innovative, effective ways of mainstreaming gender in practice at the country-level, and how they affect sustainable human development. GIDP has been coordinating UNDP efforts to gather information about UNDP Good Practices, both to highlight UNDP accomplishments and to contribute to the ongoing interagency initiative on UN System Good Practices.

Workshops, meetings and conferences provide an opportunity to collect preliminary information about projects that are possible good practices and to begin a collection of your own within your unit, division, country office or organization. The success stories identified help in the widespread dissemination of examples that demonstrate the goals of UNDP and its mission. The process of information collection and dissemination is also expected to help strengthen networks and facilitate dialogues and sharing of programming and mainstreaming ideas between the participants in these projects, policy makers, practitioners, and donors on gender and Sustainable Human Development themes. (See Learning and Information Pack [Gender Mainstreaming](#)). It is linked to the initiative of the Interagency Committee for Women and Gender Equality to collect good practices.

Resource 7 includes information about the [Good Practices Database](#) and the required format as well as a sample from a project in Viet Nam.

Gender in Development Good Practices: <http://www.undp.org/gender/practices/>

Database of Gender Mainstreaming Training Materials.: In the spring of 2000 a new an online database was developed to collect and organize existing gender mainstreaming tools, methodologies, case studies and resources. This collaborative project with UNDP, UNIFEM, UNICEF and the Commonwealth of Learning (COL) is in prototype stage, and as of June 2000 is located at: <http://www.col.org/genderresources/>. If the URL does not get you to the database, please contact GIDP (via Email at gidp@undp.org) to find out the updated address.

UNDP Gender Beat: This periodic Email bulletin provides regular updates about UNDP and UN-system gender goings-on, people, events, and resources. (To subscribe, Email: gidp@undp.org)

Web Sites

Information about UNDP gender mainstreaming programmes, policy, resources and people can be obtained through a central web-site (<http://www.undp.org/gender>), which is linked to regional and

country office sites. UNDP participates through financial and technical support in the interagency gender web-site project “**WomenWatch**” (<http://www.un.org/womenwatch>)

Email Discussion Lists

Several lists have been set up linking UNDP gender focal points and Gender Specialists in country offices with counterparts in other regions, headquarters and other organisations. A [men’s group for gender equality listserv](#) has also been created and set up to promote the dialogue between men internal and external to the UN on issues of gender equality. UNDP participates actively in the development and operation of external discussion groups, including those coordinated by [WomenWatch](#) as part of the Beijing+5 preparatory process. Please see Resource 3, [Selected Online Resources](#) for a listing of some discussion groups.

Publicity

Information on UNDP/GIDP’s policy, programmes, resources and people can be found in the Information kits. The monograph series provides information on various substantive areas including poverty analysis, exercises in Gender Mainstreaming, Post Conflict and Gender and ICTs.

Resource 6 Transforming Gender Relations in the ICT Arena: Progress and Challenges

Excerpt from: Marcelle, Gillian M. Transforming ICTs for Gender Equality. (unpublished report) April 2000.

There has been substantial progress in using ICTs for furthering women's empowerment, while other interventions to transform the ICT sector have lagged behind. Women's organisations and other developmental bodies have developed projects and programmes which use ICTs as *tools* for achieving practical and strategic objectives for women's advancement.

However, the entire area of ICTs and development still requires strengthening. This work would develop *ideas, research* and *analysis* on the links between ICTs, women's empowerment and sustainable human development. Empirical and conceptual studies that have been carried out by gender and development thinkers and practitioners have focused on:

- Identifying processes that restrict women's full participation in the ICT sector, including such gender-specific barriers as socialisation, labour market segmentation, and unequal access to education and training, etc.
- Impact of diffusion of ICTs on women's employment and changing conditions of work in ICT intensive processes
- Democratisation of ICT policy processes that would facilitate integration of gender equality and development concerns
- Strengthening the capacity of women's organisations to effectively participate in transformation of the ICT sector.

Interventions are also needed to change *practice* in the ICT industry, especially with regard to the redistribution of power, the alteration of existing gender relations and the lack of alignment of the goals of the sector with human development objectives. They need to be substantially strengthened, by the ICT industry itself, and by NGOs and international development organizations.

Recommendations

The key actors in the ICT policy-making and implementation process are national governments, multilateral agencies including bodies in the United Nations system, donor agencies, civil society organizations and the private sector.

National governments

Integrating gender considerations into national ICT policy and implementation will not be achieved without strong, effective leadership from the state. Governments should play a leadership role in articulating a clear vision and strategy for ICT development that takes account of local contexts and legitimate demands for gender justice. Relevant organizations in the public sector, such as line ministries or regulatory bodies, should develop the vision, design the strategy and implement the tasks, working in partnership with other key agents. It is very important that the state plays a proactive role in ensuring that development of the ICT sector and application of ICTs proceeds in the national interest. Improving the social and economic environment for girls and women so that they can harness these technologies is an important and pressing social and economic challenge. The process is not automatic. The state's role in setting the direction for production and use of ICTs is therefore crucial.

Women's organizations and gender and development specialists must be represented in these consultative processes. The problem of identifying women and men with the required skills and experience to represent the interests of girls and women in these fora, and to assist with development of the necessary policy instruments, is not intractable. More creative approaches for identifying these resources need to be employed; there are women who are experienced with ICTs in universities and the private sector and there are female gender and development experts who can be given the opportunity to learn about ICT policy issues. This is a human resource development challenge that must be squarely faced. For example, South Africa and Uganda are making great strides in ensuring that gender considerations are incorporated in a number of social development programmes. Their experiences should be brought to bear on the issue of inculcating gender in ICT policy in Africa.

Multilateral development agencies and donors

Multilateral bodies, including the UN system and specialised agencies, should assist national governments by providing a variety of supporting resources. These should include – but not be limited to – technical expertise for design of policy tools, financial support and other assistance with institutional capability building. The UN system has good experience and tools for gender mainstreaming that should be applied to the ICT sector. The efforts by specialised agencies such as the ITU to incorporate gender concerns in its policies, practices and work programme should be strengthened and supported.

Private sector organizations

Suppliers of ICT equipment and services have an important role to play in integrating the use of ICTs with development goals. The private sector is an important and powerful interest group whose demands exert considerable influence on the direction of ICT policy. Unfortunately, private companies have tended to emphasise profitability over all other social corporate objectives. Since the private sector lobby is very powerful and often has more experience with ICTs than central government agencies, the short-term commercial goals carry considerable weight in the overall definition of ICT policy objectives.

The major challenge for private sector organizations in developing countries is to reorient their strategies to long-term market development, rather than short-term profitability. Private sector companies should therefore lend their support and resources to efforts to develop and expand networks through telecentres and other community-owned facilities. Firms operating in poor countries should also invest more in R&D that is geared to producing tools and applications which meet the needs of potential local consumers. Women as a group of potential consumers of ICTs have specific requirements, to which private sector organizations should make efforts to be more responsive. The companies that succeed at doing this will both achieve their commercial objectives and contribute to human development.

To play an active role in integrating gender concerns with ICT development, private sector organizations can also adopt pro-active employment policies that encourage and facilitate the participation of women in a wide spectrum of ICT-related fields. Private sector organizations in the ICT sector include large companies, such as telecommunications carriers, suppliers of ICT equipment and services, Internet service providers, computer hardware and software companies, and IT service companies. There are job opportunities for women in all of these settings at various levels of responsibility. Given the serious shortage of female technologists, private sector organizations should also demonstrate their commitment to achieving the goals of gender equity in

the ICT sector by providing and supporting training programmes specifically designed for girls and women.

Civil society organizations

Civil society organizations, and particularly women's organizations, have been among those at the forefront in advocating for the integration of ICTs with sustainable development goals and programmes. The electronic communication programmes for women have emphasised that ICTs can be of tremendous service in human rights campaigns, in environmental management, and in improving information exchange between Africa and the rest of the world. Many of these programmes face inadequate funding and are not well articulated with public policy institutions.

When there are opportunities, civil society organizations should participate fully in ICT policy-making consultative processes. Women's ICT programmes have tended to focus on service delivery rather than policy making and advocacy; this is changing slowly and these trends should be encouraged and supported. Multilateral agencies, national governments and the private sector can support these attempts by including civil society organizations in capability building exercises. For example, if the ITU or other UN agencies start programmes to improve the capacity of national governments to take gender into account in ICT policy making, civil society organizations should be given the opportunity to participate in these training programmes. Since the lines of communication between multilateral agencies and civil society organizations concerned with ICTs are not always open, achieving this goal will require special attention and effort.

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1. ITU Task Force on Gender Issues <http://www.itu.int/itu-d/gender>
 2. *Gender, Science and Technology Gateway (GST Gateway)* <http://gstgateway.wigsat.org>
 3. *African Information Society Gender Working Group (AISGWG)* <http://www.impactafrica.org>
 4. *UNU-INTECH Gender and Technology Programme* <http://www.intech.unu.edu/program/proj9899/442.htm>

Resource 7 Good Practices in Gender Mainstreaming Database

GIDP has been coordinating UNDP efforts to gather information about UNDP Good Practices both to highlight UNDP accomplishments and to contribute to the ongoing interagency initiative on UN System Good Practices. Workshops, meetings and conferences provides an opportunity to collect preliminary information about projects that are possible good practices and to begin a collection of your own within your unit, division, country office or organization. The success stories identified help in the widespread dissemination of examples that demonstrate the goals of UNDP and its mission. The process of information collection and dissemination is also expected to help strengthen networks and facilitate dialogues and sharing of programming and mainstreaming ideas between the participants in these projects, policy makers, practitioners, and donors on gender and Sustainable Human Development themes. (See Learning and Information Pack on Gender Mainstreaming).

Case-Study Format

To be included in the UNDP Gender Good Practice inventory, the case-study should be presented in the following format (no more than 2-3 pages).

Project Title: Title of activity

Project Number: UNDP project number, if applicable

Project Duration: Beginning and end dates; number of months/years

Executing Agency/Agencies: For example UNOPs

Implementing Agency/Agencies: For example UNDP, USAID, etc.

Partners/Beneficiaries: Specify groups generally and/or names; be as comprehensive as possible

Project Cost (Amount, Source of Funds): Acknowledge all donors; indicate specific amount of UNDP contribution

Background/Overview: One or two paragraphs delineating the background socio-economic context. Please include relevant statistics and qualitative indicators as much as possible. What gaps can be identified to which the UNDP project addressed itself? In responding to the needs outlined, therefore, what did the project aim to accomplish? What specific kinds of support did UNDP undertake to provide to the project?

Strategy/What was planned: One paragraph delineating the broad strategy. Include information about process and partnerships wherever applicable.

Activities: Bulleted lists of project activities and outputs: what was undertaken?

Impact: Critical section, identifying specific results seen, relating them to the listed activities and objectives outlined earlier, and overall changes in the situation of women or the enabling environment for gender mainstreaming.

Lessons Learned/Success Factors: What makes this activity a success? Or, what factors -- social, political, historical -- can be identified that should be kept in mind when designing similar interventions?

Replication/Related initiatives: What other initiatives are under way in the country that relate to this theme/objective? Any spin-offs or partnerships with other agencies/donors that should be mentioned here? (If a UNDP project, please specify title and project number.)

For more information, contact: Should include basic contact information of person responsible for the project.

Name and title of contact person

Mailing Address

Telephone/Fax

Email

See the UNDP Gender Good Practices Database at:

<http://www.undp.org/gender/practices/completed.html>

Example from Viet Nam - Gender Contact Person System

Project Title: Gender Contact Person System

Project Number: N/A

Project Duration: 1999 – 1999

Executing Agencies: UNDP Viet Nam Country Office.

Implementing Agencies: N/A

Partners: UNICEF

Beneficiaries: N/A.

Category: Institutional Mechanisms and Capacity Building

Project Cost:

Amount: N/A.

UNDP Contribution: N/A.

Donors: N/A.

Overview

Gender mainstreaming is enshrined in the Platform for Action from Beijing as the approach that UN agencies must take to ensure that gender is integrated into their work. UNDP and other UN agency offices are working on gender mainstreaming strategies and employing specialists to work on mainstreaming gender.

Ultimately, to effectively mainstream gender, it must become a part of the terms of reference (TOR) of all staff, not simply for those of a gender specialist or focal point. If gender issues and concerns are properly mainstreamed, gender specialists and focal points become unnecessary. However, we are not at this stage yet. A bridge is required between the focal point/specialist and the implementation of gender issues by all staff. This intermediate step is what the UNDP Country Office (CO) in Viet Nam has been developing and piloting in the form of a Gender Contact Person system.

Strategy

The Gender Contact Person (GCP) system is designed to develop a supportive networking and advisory web of personnel in a CO to support the integration of a gender mainstreaming strategy into the work of all officers. The involvement of national male officers -a key target group - is prioritised for these Gender Contact Person roles.

The TOR for a GCP stresses that his/her responsibility is not to do the job for others, but rather to facilitate the implementation of gender within their unit. The GCP becomes the first point of reference on gender issues raised in the office, and liaises directly with the Gender Specialist and Focal Point for assistance and networking on gender issues within the office. Finally, the GCP is to regularly monitor gender mainstreaming within the unit.

The units that have a Gender Contact person in the Viet Nam CO are: the Resident Coordinator's Office; Resident Representative's Office; Economics Unit; Social Development Unit; Governance Unit; Environment Unit; Programme Support Unit; United Nations Volunteers; Fellowships; Learning Focal Point; Public Information; Personnel; Reference; and the Ho Chi Minh City Office.

Activities

- Preparation work: A consultant presented a strategic gender session with the Gender Contact People at the outset of the pilot. A separate session was run for Unit Heads and Senior Management to ensure that management were clear on the expectations and responsibilities of the GCPs they supervise.
- GCPs were provided with core gender documents such as their TORs, as well as those of other other personnel dealing with gender issues (Deputy Res Reps, GID Specialist and staff Gender Focal Point); the UNDP Viet Nam Gender Mainstreaming Strategy to the year 2000; Guidelines/Checklist for mainstreaming gender equality considerations into all UNDP Country Office Activities; Gender Briefing Kit; National Plan of Action for the Advancement of Vietnamese Women to the Year 2000; and the UNDP/UNFPA Sexual Harassment Policy.
- Half-Day unit gender session: Each unit receives a half-day gender session on the substantive issues in their specialised area. The first six-month period of the trial involved the preparation and running of these half-day sessions. Their content and format were discussed with the GCP for the unit. This ensured that each staff member received a gender session focussing on substantive issues in their unit together with their colleagues. Each training session included unit staff identifying gender issues and challenges in their work and make recommendations for the integration of gender into their individual, unit or office wide work.
- Regular GCP Meetings: GCPs are meeting on a regular basis to review the pilot and share experiences. The most recent meeting discussed the recommendations from the unit specific gender sessions. These recommendations have been circulated and discussed with management.

Impact

The impact of the Gender Contact Person system has yet to be evaluated as it is currently just being piloted. There has been very positive feedback from the GCPs themselves who see it as a useful process.

Lessons Learned

Full-time specialist: It needs to be noted that the Viet Nam CO is staffed with a UNV/UNDP/UNIFEM Gender Specialist who was able to work on the implementation of this strategy. It is essential that a specialist with adequate time and experience is utilised in the implementation of such a GCP system.

Email system useful: Having a group Email list for the GCPs has been very effective, as it has allowed people to send information quickly to the network of GCPs. This mechanism is still not utilised as fully as it could.

Greater acceptance needed: There is still some resistance from some of the national and international staff on integrating gender issues into their work and workplace. In some cases, this resistance has come from the GCPs themselves. UNDP needs to enforce Gender Policy more strongly with accountability mechanisms to ensure that gender is seen as a professional issue, rather than a personal and optional issue.

Related Initiatives

UNICEF Viet Nam has adopted a similar framework for its office and some of the unit specific training sessions were held jointly between UNDP and UNICEF in common areas such as public information and personnel.

A similar system could be established in other UNDP and UNICEF Country Offices, and in other UN agencies. A regional sharing of experiences between Country Offices would also be extremely valuable.

For more information, contact:

Suzette Mitchell, UNDP, Gender Specialist, UNV/UNDP/UNIFEM

25-29 Phan Boi Chau, Hanoi, Viet Nam

Fax: 84 4 825 9267 Telephone: 84 4 825 7495 ext 156

Email: mitchell@undp.org.vn

Resource 8 Where You Can Start

By Alice Mastrangelo Gittler

Organizing Information

Move from ad hoc to systematic electronic filing of documents - for example electronic filing systems which allow for easy access to documents and daily work items. For an example of this see the Document Referencing and Data Collection briefings in the Onsite Forms and Systems section of GIDP LCB Management Systems Manual.

Finding Information

Finding information that is timely and useable is a challenge faced by many staff, particularly in the field. The time required to locate and sift through information is daunting when time is short. Despite an often high volume of information received on a daily basis, that information is often ad hoc, an afterthought, one way, inaccessible, not useful, and, more often than not, not used.

A starting list of how this might be improved:

- Move knowledge from “inside your head” to more widely accessible networks (SURF HUB – see Resource 10 on the [SURF System](#)). This involves consolidating electronic networks and communication access channels. Feeding information into systems, seeing one’s role as an information provider as well as consumer. This might require more time up front, but should pay off later.
- Link up with existing networks – ensuring that relevant information reaches them and make use of them to multiply and redistribute information. (for example the Men’s Group on Gender Equality http://www.undp.org/gender/programmes/men/men_ge.html or IWTC GlobalNet iwtc@iwtc.org). Creating specialized mailing lists such as gender focal points, UNV Gender Specialists, or regional gender advisers so that dissemination efforts can be targeted and specific.
- Identify knowledge sources. Many of these are already known and need to be put in a system so they can be shared without having to go to an individual and ask each time the information is required. Many of the resources, particularly the electronic ones, listed in the handouts and further reading sections lead to other resources. Web users should be sure to check “Links” sections on Web sites. Please see Resource 3, a list of [Selected Online Resources](#)

Five principles for effective and inclusive communications

1. Use cross-platform and multimedia approaches

Does the communication medium or system require users/participants to have a certain software or hardware configuration? Can those without access to the Web or Email still take part?

2. Foster participation, interactivity and ownership through “multi-way” communications and active facilitation of information flows.

What control do participants have over the content and direction of information and communication systems? Is communication one-way or can anyone contribute to the discussion/dissemination? Do mechanisms exist to ensure that people are encouraged to contribute to as well as to take from sources/discussions?

3. Be selective – stick to what’s relevant

Is the discussion or information directly relevant to the work and interests of the participating organizations or individuals?

4. Keep the information user in mind

Is the information being shared practical and in a form that it can be easily digested and used? Is it available in multiple languages?

5. Respect time and financial resource constraints

Are communications short and to the point? Send pointers to information so the recipient can get the full information if sufficiently interested. Ask before sending large documents.

Resource 9 Guidelines for More Productive Email

Extract from: UNDP Help Desk on Guidelines for More Productive Email, Fikret Akcura, September 1999

Electronic mail has "flattened" the organization in terms of communications, bridging the physical distances in our global network as well as the hierarchical distances within the organizational structure. Email has made it extremely simple to send and copy messages to practically anyone in the organization. In the recent survey we were happy to note that over 80% of the Country Offices considered Email a very satisfactory medium of communication within UNDP.

For most of us, the daily work routine has turned into management of our workload through Email – getting feedback on actions and issuing guidance for further action via electronic messages. Hence, it is important that this prime channel of communication which guides us throughout our workday and that ties us across vast distances remains a productive tool.

It is in that regard that I would like to provide the following brief guidance that should enable us to use Email to the best effect in our organization. The full Policy Guideline on Internet and Email Access is on our Intranet and a copy is enclosed as an Annex for your ease of reference.

Guiding Principle

In general, existing principles of protocol in sending of official correspondence remain unchanged and equally apply to paper-based correspondence and to Email.

General Business Rules

Proper business procedures should be maintained in order to keep the volume of Email to peers, Country Offices, Division/Section Chiefs, Bureau Directors and the Administrator manageable. As a general rule:

- ◆ Under the Administrator's declared open-door policy, the staff at large are encouraged to send Email to the Administrator and the Associate Administrator but this should be used with much care and, in general, only those senior managers who report directly to them are expected to engage in Email correspondence with them;
- ◆ Email should be sent to Bureau Directors, other senior managers and Resident Representatives, when message is for their personal attention; all other correspondence should be sent to the respective Division or Section Chiefs at Headquarters and to the Deputy Representatives in Country Office or to the respective Country Office Registry Email boxes for appropriate forwarding;
- ◆ Among peers, Email exchanges should be unrestricted as long as it is of a consultative nature. Otherwise, correspondence to senior management should be routed through the sender's supervisor and/or addressee, as appropriate.

Copies of Email messages should be limited to those who need to be informed about its contents and the same procedures as for the original message should be followed.

Broadcast messages should be approved by the head of the organizational unit and preferably be sent early in the morning or late afternoon to avoid peak Email traffic on the network.

All enclosures should be prepared using UNDP standard commercial software to ensure compatibility at all locations for viewing, retrieval and distribution. The preferred enclosure format is HTML – the resulting file is about 25% of the size of a Word file and the recipient can read it using Netscape (without requiring Word or Excel). Moreover, HTML files do not carry the viruses that are so common with Word files. You can use the "save as" option of Word or

Excel to save a file as HTML. If you want to send files in their original form as Word or Excel files, then you should compress them into “zip” file format to improve transmission speed.

Financial authorization should not yet be given via Email. It should be done via facsimile or letter pending the implementation of digital signatures and certificates for Email – this is being worked on.

Email Management - Specific management instructions should be issued by management in each unit and Country Office to clarify:

- Who clears what type of correspondence;
- Who should send which correspondence directly to whom;
- Which correspondence should be directed to Registry mailboxes for dissemination within the unit/Country Office and which one to individual mailboxes (desk-to-desk transmissions).

Resource 10 The SURF System



United Nations Development Programme
Sustainable Human Development

**ARAB STATES SURF**

surf-as@surf2.undp.org

www.surf-as.org

Tel: (961-1) 981 301/311ext. 1744; Fax: 981 521

c/o UNDP – Beirut, Lebanon

Coordinator: Mr. Moez Doraid

CARIBBEAN SURF

michelle.gyles.mcdonnough@undp.org.tt

http://surf.undp.org.tt/

Tel: (1-868) 623 7057 ext. 238; Fax: 623 5940

c/o UNDP - Port of Spain, Trinidad

Coordinator: Ms. Michelle Gyles-McDonnough

EUROPE/CIS SURF

rbec.surf@undp.org

www.rbec-surf.sk

Tel: (421-7) 5933 7151; Fax: 5933 7154

c/o UNDP – Bratislava, Slovakia

Coordinator: Mr. Jerzy Skuratowicz

NORTH EAST ASIA SURF

cmyers@undp.org

www.unchina.org/surf/

Tel: (86-10) 6532 3731 ext. 224; Fax: 6532 2567

c/o UNDP – Beijing, China

Coordinator: Mr. Charles Myers

SOUTH ASIA SURF

surf-sa@un.org.pk

www.surfsouthasia.org

Tel: (92-51) 277 627; Fax: 277 627

c/o UNDP – Islamabad, Pakistan

Coordinator: Mr. Kristinn Sv. Helgason

SOUTH EAST ASIA SURF

seasurf@undp.org

http://surf.undp.or.th

Tel: (66-2) 288 2144; Fax: 288 3032

c/o UNDP – Bangkok, Thailand

Coordinator: Mr. Luong Nguyen

PACIFIC SURF

surf-fj@undp.org

www.undp.org.fj/surf

Tel: (679) 312 500 ext. 218; Fax: 302 994

c/o UNDP – Suva, Fiji

Coordinator: Mr. Garry Wiseman

EASTERN AFRICA SURF

surf.helpdesk.et@undp.org

Tel: (251-1) 504 448; Fax: 514 599/515 147

c/o UNDP - Addis Ababa, Ethiopia

Coordinator: Mr. Soule Funna

SOUTHERN AFRICA SURF

surf.sadcplus@undp.org

Tel: (263-4) 792681/6 ext 224; Fax: 728 695

c/o UNDP - Harare, Zimbabwe

Coordinator: Mr. Joseph Mugore

GLOBAL HUB

surf-help@undp.org

www.undp.org/surf

Tel: (212) 906 6337; Fax: (212) 906 5023

UNDP - New York, USA

Coordinator: Mr. Steve Glovinsky

THE SURF SYSTEM

The Sub-Regional Resource Facility (SURF) system was introduced in 1997 as part of UNDP's decentralization of substantive support to sub-regional and regional levels in the context of the 2001 Change Process. The SURF system also serves as an instrument to enhance UNDP's capacity for organizational learning, systematically strengthening capacity, credibility and professionalism of staff in country offices and at headquarters.

The SURF system focuses on networks of UNDP staff to build communities of practice, assist in responding to queries, share information and apply regional and global perspectives. The system taps into UNDP's contacts with UN Agencies, the World Bank, professional networks, and academia to obtain information and offer advice.

The Mission

To provide timely, flexible and demand-driven services to all UNDP Country Offices in order to strengthen UNDP's position as a trusted and leading partner to programme countries in overcoming their development challenges.

The Services

The SURF system currently consists of nine Sub-regional offices (see list on the left). A Global Hub, in the Bureau for Development Policy at headquarters, provides overall SURF System coordination, services country offices where SURFs have yet to be established and facilitates global professional networks. So far six global networks have been established: poverty and social development, environment, information technology for development, microfinance, governance, and National Human Development Reports. In addition, regional networks are being established by individual SURFs.

The SURF System provides the following four services:

1. **networking** and information-sharing between staff and development partners,
2. expert **referrals** and access to technical and programme-related information, especially within (sub)regions and developing countries,
3. **technical support** for programme identification, design, formulation and review,
4. identification/documentation/dissemination of **best practices** in UNDP focus areas.

In addition to UNDP's thematic areas of focus, the SURF offices may also provide specific services, depending on regional and sub-regional priorities. Further information is provided at individual SURF web sites, or the SURF system web site (www.undp.org/surf).

May 2000

Resource 11 Information Flow with Partners

Related to the lack of information flow between HQ and the field is a disconnection between UNDP and its external partners, especially civil society organizations (CSOs). This has been partly explained by the lack of a transparent relationship and the unequal relationships that have sometimes characterised such partnerships. Transparency has been identified as a key part of successful cooperation with CSOs. Both UNDP and CSOs need to embed this principle in their efforts to collaborate with each other.

Donor transparency is important for a number of reasons.

- For CSOs to make the best contribution within their capabilities, they need to learn as much as possible about the context in which they participate
- Denying access to information establishes conditions in which different actors can become suspicious of each other's motives
- Shared ownership is more likely when different actors believe they have equal status
- CSOs are aware of the axiom that information is power. Denied access to information that others possess, CSOs may see themselves as subordinate partners and feel they are being exploited
- Transparency is an essential part of good governance.

Transparency is covered in the Resource 13, Transparency and Information Sharing extract from the UNDP Sourcebook on Building Partnerships with Civil Society Organisations (CSOs). Volume 1: Overview of Current and Emerging Issues. May 2000, pp 20-21.

Resource 12 Transparency and Information Sharing

Extract from The UNDP Sourcebook on Building Partnerships with Civil Society Organisations (CSOs). Volume 1: Overview of Current and Emerging Issues. March 2000, pp 20-21

3.3. Transparency and Information Sharing

A transparent relationship is a key part of successful cooperation with CSOs. Both UNDP and CSOs need to embed this principle in their efforts to collaborate with each other.

Donor transparency is important for a number of reasons.

- For CSOs to make the best contribution within their capabilities, they need to learn as much as possible about the context in which they anticipate
- Denying access to information establishes conditions in which different actors can become suspicious of each other's motives
- Shared ownership is more likely when different actors believe they have equal status
- CSOs are aware of the axiom that information is power. Denied access to information that others possess, CSOs may see themselves as subordinate partners and feel they are being exploited
- Transparency is an essential part of good governance.

Many CSOs view past efforts by UNDP and other donors as a one way flow of information with little, if any opportunity for effective interaction in the policy and project development process. Nor are they encouraged by the tendency of Country Offices to assign CSO liaison responsibilities to inexperienced officers - a practice that they feel accords a low priority to their work. Consequently it is not surprising that often CSOs have viewed their functions as implementing the decisions of others. As a result they demonstrate little ownership of the programme/project, other than contractual requirements under which they operate.

Recent "Guidelines on Information Disclosure, however, provide a framework for sharing of information. The central principle of these Guidelines is that "...information concerning UNDP's operational activities will be made available to the public in the absence of a compelling reason for confidentiality". In addition to documentation and information about UNDP and its operations, Country Offices should make available the main elements of the programming cycle. Formulation of Advisory Notes, Country Cooperation Frameworks and Project Documents should involve participation of representatives of civil society in addition to traditional partners.

3.4. Promoting dialogue, trust, and mutual solidarity

For many years Country Offices have not only encouraged government representatives to participate with CSOs in meetings, workshops, and seminars devoted to major development issues, but have created Government-Donor-CSO task forces and instituted Donor-CSO meetings attended by all other UN agency representatives in a given country, as well as bilateral donors.

Such occasions have not only encouraged Government-CSO partnership, but have enhanced levels of transparency and accountability among all concerned parties. Strategically, in the new evolving governance mandate, UNDP will be known as a credible, visible partner to civil society, one that brokers its neutral stance, trusted relationship with government, and human development focus to:

- Build alliances and mechanisms between state, civil society and market actors for good governance and poverty eradication at all levels (local, national, regional and global)
- Create the political space for civil society to express its views and influence policy dialogue and decision making at all levels (local, national, and global)
- Develop the capacity of institutions of civil society to articulate the demands and defend the rights of people living in poverty at all levels (local, national, regional, and global;)
- Support the societal watchdog functions of CSOs defending the commitments of UN Conferences and Human Rights
- Mobilize a broad based constituency (at local and global levels) to advocate for human development, human rights, and good governance)

Even in countries where government is sympathetic to cooperation with CSOs, there is a clear need to build trust among all actors, because trust and confidence develop from the experience of successful cooperation. It is important to identify as early as possible those achievable tasks upon which future shared efforts can be built. Examples of what UNDP has done and can do more of are;

- *Increasing legitimacy of development activities through greater popular engagement in policy formulation:* CSO participation broadens the engagement of the stakeholders in the development process. Broader consensus gives general policies and specific activities legitimacy they could not otherwise enjoy. It also expands the civic base and helps create networks and coalitions on single and cross-cutting issues. Upstreaming popular input brings significant rewards in downstream acceptance and enthusiasm for both the development process and specific projects;
- *Improving programme effectiveness through better access to local information and experience:* Popular policy input is most useful when it is informed and focused. CSOs capable of policy analysis and advocacy are excellent vehicles for articulating public concerns. Such CSOs are an alternative or complementary resource and channel to official and other existing sources for essential information that shapes development priorities;
- *Promoting transparency and accountability:* Collaboration at all levels among CSOs, government and donors promotes the transparency and accountability which are cornerstones of good governance. An open process of communication, consultation, coordination, and cooperation builds trust both in and between CSOs, government and donors. It also helps maintain credibility for all concerned among key constituencies locally and globally;
- *Creating a quality civic environment for CSO activity by facilitating CSO/government contacts:* Legitimacy, efficiency, and accountability are intertwined factors that together bolster each other and contribute to a quality civic environment for cooperation and effective CSO/official partnerships. A conducive legal and political atmosphere enables a wider range of CSOs to operate openly and better represent the interests of their members. It also helps regularize CSO/Government relations on a stable and equitable framework based on the rule of law.
- Documenting emerging best (or instructive) practices on civil society empowerment, and society-state relations across a range of governance for human development issues: It is valuable to create an active network, or community of practice among civil society actors, UNDP staff, leading thinkers, and development practitioners on emerging trends revealed by the case studies and their implications for start of the art practice.



Resource 13 AcT Accountability Tracking System

Extracts from: Beltgens, P. and Murison, S. *AcT Accountability Tracking System Handbook & AcT Development Reports*. UNDP, 1999.

Introduction

In its work in building gender mainstreaming capacity at UNDP, the Gender in Development Unit (GIDP) has identified the need for a mechanism to capture the recommendations and commitments emerging from workshops and meetings. A major lesson learned thus far is that greater attention must be paid to defining the knowledge and skills that comprise cumulative organisational learning, so that capacities to do it well can be strengthened systematically. The definition of specific and actionable recommendations from a workshop is a necessary but not sufficient condition for organisational learning. It is also necessary for the lessons learned to be carried forward to future learning events and/or be integrated into organisational procedures. To facilitate this process, GIDP has developed the Accountability Tracking System (AcT).

The AcT System is a database application custom-designed as a tracking and follow-up tool. Recommendations are entered into the database and action taken in respect to each can be planned with time frames and responsible parties indicated. Decisions taken regarding further action can be entered and tracked and periodic reports on outcomes and results can be generated. The AcT System has been constructed to be relevant to a variety of change processes, including broad areas of substantive change, such as gender mainstreaming. While based on the capacity building experience of GIDP, the system is a general tracking and follow-up tool that can be used in a wide range of contexts as a means of ensuring accountability and facilitating progress.

Development of System

The capture of recommendations information evolved through the Learning, Consultation, Briefing (LCB) workshop cycles from an informal practice of noting recommendations, to deliberate methodologies for their capture. It was noted early in the Capacity Building pilot that the LCBs provided a rich source of information on resources, ideas, good practices, and issues of concern. They also provided a wealth of recommendations from all levels of the organisation.

Formal 'Input Forms' were developed for capturing this information on site and as a means of identifying the sources for follow-up. Rapporteurs were used in the workshops to take notes with a specific listening for special areas of interest and recommendations. A special topics flipchart system was also implemented to collect information, again including recommendations as one of the topics to capture.

With assistance from the facilitators, the participants use the last day of the LCB to consolidate the various recommendations, suggestions and ideas into actionable recommendations which can be moved forward.

Throughout 1998 and in early 1999, recommendations were tracked through a paper-based matrix system which listed the responsible parties and action deadlines. The matrix provided input for planning, meetings and strategizing priorities. It provided a means of keeping track of recommendations and commitments without losing those that were inactive.

Meetings and consultations were held in New York with GIDP staff, RBx, information officers from other units and the SURF. It was clearly stated at these consultations that the tracking and follow-up of recommendations and commitments, 'tracking the progress of processes' was not something that was being duplicated elsewhere in the organisation and people were interested in being involved in the development and testing of this tool for their own requirements.

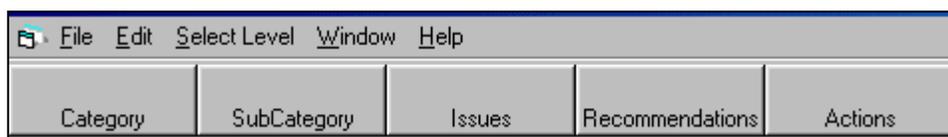
Feedback from consultations also indicated that the original name, Tracking & Follow-up System (TFUS), did not clearly represent the use of the system as a tool for tracking recommendations, commitments and actions. The words *tracking and follow-up* are used routinely for ‘question-and-answers’ – clear requests with factual responses - on such areas as fiscal allocations, contacts, country data, etc. Based on this input, the TFUS was renamed AcT, to reflect its use as an accountability tracking tool; a way of measuring progress in defined areas.

Based on feedback for accessibility and transferability and the requirements for testing in a broader context within and beyond GIDP, it was agreed that the system should undergo some revisions, including making it accessible as a standalone application which would not require a platform with a Microsoft Access installation.

In 1999, the system was developed as a prototype standalone software with the use of Visual Basic programming. The AcT system is currently in Beta phase and there has been limited testing outside of GIDP.

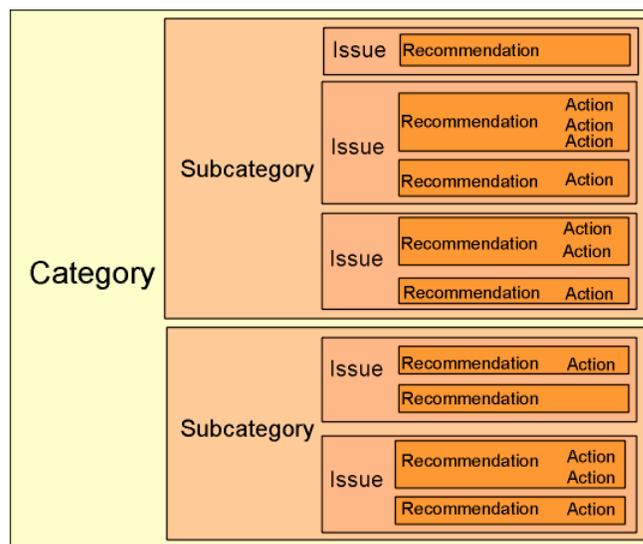
Overview of Data Organisation

In order to record and track recommendations and actions, it was necessary to design a data structure which would lend itself to the linear design of a database. Through testing of various paper-based matrices and forms for recording recommendations, actions and commitments, a design of five component levels was developed. The levels are Category, Subcategory, Issue, Recommendation and Action, as shown below. These levels move progressively from the broad Category scope right through to clearly articulated tasks in the Action level.



Each level may have many related items in the next level. That is to say: one category may have multiple subcategories, and those subcategories may have multiple issues, and those issues may have multiple recommendations. Finally, each recommendation may have many actions that are required to accomplish whatever change was originally required. Please see the following diagram which illustrates this “one-to-many relationship” between the levels.

In the diagram to the right you can see that the category has two subcategories. One subcategory has three issues and the other has two. Each issue can have any number of recommendations. Each recommendation can also have any number of actions. There are also some recommendations shown here that have no actions planned as yet.



Let’s look at an example from the UNDP Gender in Development system. The following example shows three of the areas which have been identified for tracking progress: Gender Mainstreaming, Information & Communication and Personnel Management.

The three areas are grouped into the first level in the system, the **Categories** level.

Each *Category* then has **Subcategories** which further define the topics.

Category

Gender Mainstreaming

Information & Communication

Personnel Management

Category

Subcategories

- 1. Gender Mainstreaming
 - 1.1 Accountability
 -
 - 1.2 Isolation & Disconnect
 -
 - 1.3 Networking & Learning
 - 2. Information & Communication
 - 2.1 Resources
 - 3.
 - 2.2 Staff Capacity
 - 4. Personnel Management
 - 3.1 Hiring
 - 5.
 - 3.2 Performance Reviews
 - 6.
 - 3.3 Contracts
 - 7.
 - 3.4 Terminations

Each *Subcategory* is further defined into *Issues* which further define each topic. We will use the Gender Mainstreaming category to follow through the subsequent levels

Category	Subcategory	Issue
1. Gender Mainstreaming	1.1 Accountability	1.1.1 Indicators
		1.1.2 Personnel Policies
		1.1.3 Programming

	1.2 Isolation & Disconnect	1.2.1 Working Staff & Management Relationships
		1.2.2 Approaches to Thematic Areas
		1.2.3 Contact with Constituencies
	1.3 Networking & Learning	1.3.1 Sharing Experience
		1.3.2 Developing a Shared Vision

Notice that the first three levels, category, subcategory and issue, define the topic of concern. The next two levels are solution oriented. They identify the recommendations and specific actions which have been suggested to further progress on each issue. *Recommendations* are recorded for the *Issues* as shown in the fourth column in the following table. Upon review and consultation, specific actions are planned to actualize the recommendations.

The following table shows all five of the levels. In addition to the information you see here, there are details recorded at each level, especially in the recommendations and actions levels where it is critical to identify action leads, deadlines, and review dates.

Category	Subcategory	Issue	Recommendation	Action
1. Gender Mainstreaming	1.1 Accountability	1.1.1 Indicators	1.1.1.1 Convene a meeting to review & consolidate all existing monitoring mechanisms for gender mainstreaming, including those currently under development	1.1.1.1.1 Contact partner agencies & schedule organizing meeting.
				1.1.1.1.2 Draft overview document on monitoring gender mainstreaming both quantitatively & qualitatively.
			1.1.1.2 Accelerate work on tracking gender mainstreaming resource allocations	1.1.1.2.1 Meet with relevant divisions to share work done thus far on developing financial tracking systems for gender mainstreaming & consult on harmonizing the systems
		1.1.2 Personnel Policy	1.1.2.1 Include performance on gender mainstreaming in staff performance appraisal system	1.1.2.1.1 Finalize proposal on criteria and how to include. 1.1.2.1.2 Schedule a meeting with the Administrator and Office of Human Resources
			1.1.2.2 Ensure that the gender dimension is included in all consultant Terms of Reference.	1.1.2.2.1 Tailor gender mainstreaming guidelines to relevant thematic areas.

			1.1.2.3 Adopt and implement a vigorous policy of prevention of sexual harassment	1.1.2.3.1 Send draft policy to Administrator for approval and action.
		1.1.3 Programming	1.1.3.1 Gender equality issues must be specified in programming frameworks and reported upon.	
			1.1.3.2 Programme proposals must be reviewed by bureau chiefs for inclusion of gender issues.	
			1.1.3.3 Ensure that gender mainstreaming strategies are harmonized across different programme areas.	

The diagram below shows the Recommendations screen. The Category, SubCategory and Issue are shown above the recommendation.

The component levels can also include source data and a journal for entering on-going information. This is deemed especially useful in the recommendation and action components. These levels can be accessed through the Details button on the bottom left of the screen. Also note the Outcome button on the bottom right of the screen. This is described in the next section.

Linked Results Screens – Outputs, Outcomes, Impacts

The Issues, Recommendations and Actions levels all have links to screens for entering *results* type data. Let's imagine that we have the following set of information in our levels:

Category	Information Systems
Subcategory	Networking
Issue	Establish rapid communication systems for Gender Focal Points
Recommendation	Work with Information Systems Focal Points to establish listservs for Gender Focal Points in each Region
Action	Set up listserv system with RBAP (action screen includes action lead, partners and due date)

Now let's look at the linked results sections:

- The Actions section connects to the **Outputs** screen. In this section you list the tangible products or results of a given action. For example: a listserv is set up for RBAP Gender Focal Points. Dates and details can be included on this screen in journal form.
- The Recommendations section connects to the **Outcomes** screen (as shown on the previous diagram). This screen will contain data on things that have occurred as a result of following through on the particular recommendation. For example: electronic network is being well utilized and has increased communication between the GFPs.
- The Issues section connects to the **Impacts** screen. This section looks at the longer term effects of implementing the recommendation and perhaps related recommendations on the Issue as well. It is to be filled in after enough time has passed to be able to give perspective of the implications. Possible examples would be: A decrease in isolation between Gender Focal Points, enhanced collaboration on projects, etc.

In Summary

The AcT Accountability Tracking system can assist in the recording of recommendations, tracking activities to respond to these recommendations and reporting periodically on results.

The system:

- Records & categorizes issues, recommendations, actions and long and short term results
- Tracks decisions and actions on each recommendation
- Records delegation of tasks
- Records revisions to planned actions
- Records follow-up dates and deadlines
- Sends Email reminders, via Outlook, to personal calendars
- Provides reports for specific time intervals
- Enhances institutional memory

Examples of reports which can be generated: All actions taken since previous meeting; all recommendations from specified region that have reached closure; all recommendations in a category that are outstanding; all tasks that are outstanding, and to whom they are delegated.

The system can be used as a monitoring tool as well as a method to bring newcomers up-to-date on the status of issues to which they are assigned. Many factors have been at work within UNDP and GIDP, including changes in staffing, management and the uncertainty arising from the transition of administrators. The environment has not always been conducive to pilot programme continuity due to staffing pressures, budget cuts and unforeseeable changes.

These types of changes however are a fact of life in large organizations, and solid systems are a cornerstone to maintaining institutional memory and in allowing people to take over commitments where others have left off. Systems devised through the LCB process, such as the AcT, are not only useful for events, but also for institutional and staff accountability and for tracking progress on strategically planned initiatives.

Resource 14 The LCB Management Systems & Event Management Database

Extract from: Murison, S. & Beltgens, P. *LCB Management Systems Manual Overview*, UNDP, 1999.

A managed LCB event requires a systematic approach to logistics as well as facilitation. The incorporation of participants' input, and the consequent revision of the agenda and its associated materials, calls for the organisation of documents in formats which are readily adaptable and available for use as required. Most importantly, the commitment to be responsive to all participants' needs requires an extensive, cross-referenced database of documentary resources. A further organisational challenge is the fact that the facilitation team and presenters may not have had an opportunity to meet prior to the event. They may not even know each other. As well as learning to work together as a team, they must adapt their materials into a cohesive whole that fits the planned agenda. This means the secretariat and other members of the facilitation team must be prepared to assist in rapid preparation and reformatting of presentation materials.

Another system requirement is that data captured on flipcharts from the plenary and small group sessions is rapidly transcribed and brought back to the proceedings for review and refinement. This is essential for summarizing, and for cumulative learning, a principle of the LCB methodology. This means that the output from each session builds on what came before and leads to what comes after. This is particularly important in the strategizing sessions and to assist participants in linking their learning back to their workplaces.

Given the rich resource of expertise, the LCB events are additionally used as research opportunities on everything from good practices to recommendations on organisational constraints to updates on internal processes such as strategic results management. The secretariat and the systems support rapid capture of workshop "ephemera" that can later be adapted and absorbed into the core materials or otherwise used for continuing capacity development.

All these conditions mean that the documentation and information management demands are high in an LCB. Language considerations and unfamiliar terminology, as well as basic learning challenges, call for strong systems, a well-briefed secretariat and coordinated facilitation team support.

In order to meet these needs, electronic tools and various systems have been developed to make standard tasks such as creating name tags, on-site registration and making participant lists straightforward and efficient, through the use of a customized database and template documents. Information about the event, participant registration and resources are entered into the system, and are then available in various combinations for assorted reports and producing items such as the name tags, workshop certificates or evaluation forms.

Document Reference and Management Systems provide accessible set-up plans and guidelines which streamline the work involved in organizing and copying large amounts of materials for distribution. The Event Management Database has been designed to help manage many of the systems. The table on the following page shows the major functions of the database:

Major Functions of The Event Management Database

- Record of Event Information
 - objectives, main themes, logistics, attendees
- Record of Participant Information
 - Basic info, organisational info, position, sector, past experience and/or training
- Process Needs Assessments
 - Pre and on-site processing of results into formats useable by the facilitators for planning
- Create Agendas
- Create Evaluation forms
- Create ID Badges
- Create Participant Registration Check-lists
- Create Participant lists by various groupings. e.g. position, organisation, sector, event function
- Inventory of Resources used in all and specific events
- Record of information on how resources were used and indicate their usefulness along with other information
- Create Daily Summaries
- Create Event Participation Certificates
- Create Charts and Reports

While the database is called an ‘event management database’ it reaches much further than conventional event managing tools and provides analytical data-processing functions. For example, the database processes needs assessment data, makes charts on the organisational representation by type (i.e. multilateral donor, bilateral, etc.) and by names of the organisation, by sector, by participant position (i.e. management levels, staff, etc.). These graphic displays of data can assist the group to evaluate its composition and the represented experience and influence.

Resource 15 Event Management Systems Manual

Extract from: *Paula Beltgens, LCB Management Systems Manual, UNDP, 1999.*

The following is an outline of each section of the LCB Management Systems Manual.

About The Manual

The overview provides an introduction to the Learning, Consultation, Briefing (LCB) type of workshop, as well an introduction to the facilitation team functions and systems used to present and manage an LCB. Also included in this section is a glossary of terms, a guide to what is in the manual (this document), the LCB Management Cycle Time Line and the Required Readings and Operational Files. The Time Line is an excellent tool for guiding the preparation, delivery and follow-up process.

Briefings

The Briefings outline each function's objectives, the main tasks involved and the required manual sections outlining the systems and instructions. If an individual is covering more than one function, they should read the briefings for each role they are undertaking. The LCB Coordinator should be familiar with each role's responsibilities.

Event Management Database

The Event Management Database section includes the instructions for using the database. The database file is located in this directory on the CD-ROM. The database contains tables, forms and reports for many aspects of the preparation, delivery and follow-up of the event such as travel arrangements, participant lists & profiles, needs assessments, resources lists and generation of name tags and certificates. The database is referred to throughout this manual. In order to use the database, you must have a computer which has MS Access 97 loaded on it.

Preparations

The Preparation section contains all the files that are used in the preparation phase of an LCB event, including a customizable needs assessment and registration forms. Some aspects of the preparation are coordinated with assistance of the Event Management Database. Word or Excel files are provided as alternatives if you do not have the option of using the Event Management Database. These files are discussed in more detail and have instructional notes at the beginning of the subsections in the Preparations section.

On-Site Tools and Systems

This section contains files used for document collection and organisation, certificates, name tags, etc. Many of these tasks are possible to do with the Event Management Database or in tandem with the database. Alternatives are provided in Word and Excel templates if you are unable to use the database. Where required, the subsections include notes and instructions for the various systems used.

Tracking and Follow-up

During the workshop, data is collected on areas of special interest (see Facilitation Team Briefing), recorded through a wall or flipchart system and processed nightly for review by the participants. In this way, information such as recommendations and commitments coming from the group are captured throughout the workshop and processed for action planning.

The AcT Accountability Tracking system has been developed to track the issues, recommendations and commitments that arise during events and meetings. The recommendations are systematically recorded and tracked for action and progress. The system, a Visual Basic

programmed database, can generate a series of reports based on the category of issue, the responsible parties, review dates, etc. The Follow-up section contains the AcT Handbook which provides an overview of the system and instructions for its use. The installation files for the AcT are on the CD-ROM.

Graphics and Posters

The graphics and posters section on the CD-ROM is divided up into subdirectories by theme. Examples of most of the graphics and posters are included in the manual. Depending on the type of graphic, the files are either in Corel Draw 7 or Word 97 file formats. Many of the graphic elements used in the posters are also included as GIF files and can easily be inserted into documents.

Appendices

The Appendices contain:

- A Bibliography of Resources used at LCBs
- Draft of Gender Mainstreaming Terms
- List of Acronyms
- An LCB Report
- Copies of WinZip and PKZIP/UNZIP which can be used for moving files that are too large for transfer onto disk.
- Covers, tab insertions and table of contents files for this manual

Electronic Files on CD-ROM

Electronic files of the entire manual, including forms such as agendas, certificates, nametags, etc., are provided for adaptation. The electronic files are stored on a CD-ROM at the back of the manual. The electronic files are in Office 97 programs - MS Word, Excel and Access, and wherever possible, are provided in both the A4 and 8^{1/2} x 11 size pages.

While most of the templates include instructions and some files have imbedded 'hints', it is assumed that the user has a good working knowledge of MS Word and Excel. It is also assumed that database users are already familiar with MS Access.

Resource 16 Virtual Communities...

Resource 17 Using Email Lists To Work Together

Chapter from: James, M. and L. Rykert. *From Workplace to Workspace: Using Email Lists to Work Together*. International Development Research Council, 1998.

Part I: Getting Set Up

Overview

What Mailing Lists Are and How They Work

Email is the simplest and most readily available form of online communication. Because email concepts correspond closely to regular postal mail, even people who have never used the Internet before can learn email fundamentals and quickly become comfortable. From there, it's not too daunting to be part of a group working together using a mailing list.

Mailing lists allow any number of people with email addresses to communicate amongst one another on issues of common interest. A mailing list is an automatic message-sending program that stores a list of the email addresses of all the people interested in a particular discussion. Participants "subscribe" to the list. If they decide they no longer want to receive messages from **the** list, they can "unsubscribe". Each discussion has its own email address (e.g., devel-1@american.edu). Each time a message is posted to the list address, everyone subscribed to the mailing list receives it.

How People Are Using Them

Groups can do just about everything they do face-to-face using a mailing list, and often more. Here are just a few examples:

- ◆ a number of independent community economic development officers in South America and Eastern Africa are linked to each other to share strategies and develop policy documents together
- ◆ a rainforest sustainability program officer from a donor agency keeps in touch with local officers and researchers at several rainforest field stations
- ◆ in advance of a continental meeting on development and gender, concerned individuals and experts from around the world discuss key issues and collaborate on proposals to be presented at the face-to-face conference
- ◆ a board of directors carries on between-meeting discussions and develops the next meeting agenda
- ◆ a fundraising working group for an international environmental research organization shares leads, tactics and develops funding proposals together.

Why Choose a Mailing List?

There are many different types of online group collaboration tools: basic email, WWW-based conferencing systems, newsgroups, Internet Relay Chat (IRC), video and audio-conferencing, and Intranets, for example. Your group may want to explore some of these other methods if they are readily available to all of you. Regardless of the tool you choose, you'll need to facilitate your group's use of it. This guide focuses on mailing lists because they are an inexpensive, universal collaboration tool that anyone with an email account anywhere in the world can use.

What You Need to Get Started

Successful mailing lists share these elements:

- ◆ a common purpose among participants
- ◆ a group that is committed to using email regularly for working together
- ◆ a facilitator to pull everything together and keep it moving
- ◆ a plan for how the list should work

You'll also need to find an Internet Service Provider that offers a mailing list service -- most do!

There are different types of mailing list software, the most commonly used being: Majordomo, ListProc and Listserv. Which you have access to depends on your Internet service provider. (An Internet Service Provider is the computer network you connect to where your email account resides.) From a user/subscriber perspective, these different programs all perform similar subscription and message management functions, but each has unique commands and tools for doing so.

Part I: Getting Set Up (continued)

Planning Your List

Collaboration and information exchange doesn't automatically happen when a mailing list is set up. Mailing lists require preparation and planning to make them useful, and a group committed to working together online. Before launching it, you should put together a plan for your list, based on the answers to these questions:

- ? Who will use the list?
- ? What will it be used for?
- ? How ready is your group?

Who Will Use the List?

You can control who has access to your mailing list. It can be open to anyone interested in a particular topic, or closed to a specific group of people. Another possibility is to limit active participation to a particular group of people, but make the discussion available on a read-only basis to anyone on the Internet. How you set your list up depends on what you plan to use it for.

Here are some questions for you to consider:

- ◆ What is the purpose of the list: is it for general information-sharing (in which case the group may be more open) or to collaborate on a particular project or campaign (which may narrow the field of participants)?
- ◆ Are there others beyond the immediate group members who will benefit from seeing the work of your group as you do it?
- ◆ How important are privacy considerations to the work being done?
- ◆ Is yours a tightly-knit group working closely on a particular project that prefers a workers-only roll-up-your-sleeves space so you can feel free to say what you want? Or can it be open to others less directly involved in the project -- advisors, board members, volunteers, funders, and others?

Here are some examples:

- ◆ A mailing list that links people in different countries working on projects related to indigenous crop preservation is used primarily for sharing information, resources, experiences and news among practitioners. Active participation on the list is open only to practitioners, however the discussion is copied to a public read-only site on the Internet for anyone interested to monitor.
- ◆ The discussion on a private mailing list that links organizations working to end female genital mutilation, due to the controversial subject matter, is available only to those people who are approved to participate.
- ◆ A short-term list set up to develop and implement a working group's presentation at a face-to-face conference is open only to those making the presentation, and the list is discontinued once the presentation has been made.

List access privileges can be expanded, contracted or changed as the need arises. If you choose to set up a closed list, you'll need to establish a decision-making process for admitting or removing participants. Be sure everyone knows who has access to the list when it is launched, and inform your group before any changes take place. People are more comfortable posting messages when they know who is receiving them.

What Will You Use Your List For?

Before you start to use your list, it's essential to have a plan of action for how it will be used. Think about the individuals you plan to bring together electronically, and assess the ways you work together now. Ideally, your mailing list should enhance your face-to-face and voice-to-voice communication.

Here are some questions to work through with your group to help build your mailing list strategy. Your group's answers to these questions will become more clear as you work through the rest of this guide. We've also provided sample list plans below.

Current Communication Patterns

- ◆ How often does this group communicate at face-to-face meetings, or by phone, fax and postal mail?

- ◆ For what purpose(s) is this group currently communicating?
- ◆ Who currently initiates communication among the whole group?
- ◆ Who else should be included on the mailing list now that travel expense and time zones are no longer barriers?

Group Characteristics

- ◆ Are decisions made within this group? How? Can this be done online?
- ◆ What is the work pace of the group?
- ◆ Is every member of the group committed to working online and able to do so?
- ◆ How often will each person check email?

Information Sharing

- ◆ Who assembles information for the group? Is this a task the group could share responsibility for?
- ◆ What types of information resources does this group generate? How will these be made available to list members?

Online Work Planning

- ◆ What are some specific outcomes to be working towards on the list?
- ◆ What are some focused online activities that would be useful to the group? e.g., regular updates from each community or program area; joint preparation of reports or funding proposals; sharing research findings; planning and holding meetings, etc.

Inter-Networking

- ◆ Does part or all of this group relate to other initiatives? Are these other networks communicating online? How can links be made with other relevant online work?

To give you a better idea of what a group ends up with after dealing with these questions, here are two sample list plans -- one for a group that is already working together offline, and one for a group that has similar interests but hasn't actually coalesced into a working group.

Group 1:

Already Working Together Offline

The executive committee of a pan-american women's health organization consists of 7 members, based in 2 continents and 7 countries. Currently, this group gets together face-to-face 3 times per year for 2-3 days, arranged where possible in conjunction with other events that most or all of the members are attending. Meeting agendas and regional reports are faxed to members a week in advance of the face-to-face meetings. Conference calls for program updates and any other current issues take place once per month on the 3rd Tuesday in the evening. Between-call urgent issues

are dealt with by the Chair in consultation with at least one other executive committee member, and reported on at the monthly conference call. To save money and to increase convenience, the group has decided to use a mailing list for their regular communication. Here's the draft plan:

For the first year, the secretary of the executive committee will be the facilitator of the mailing list. The group has decided to meet only once per year face-to-face, and to plan and hold the rest of their meetings and conference calls on the mailing list. Each member is responsible for a different aspect of the organization's programming, and will post a monthly update. Regional reports will be posted by the members themselves. Each member is expected to check in at least once per week. There are 2 in the group who aren't yet fully online, but who have committed to getting connected and trained within 3 months. During that time, the secretary will continue to keep in touch with them by phone and fax, and be their liaison to the mailing list, as well as provide support getting them hooked up.

Due to the sensitive nature of some of their discussions, the executive committee has decided not to make their mailing list open to the larger 25-member board of directors (many of whom are not online yet), but will regularly circulate updates and meeting minutes to those with email addresses.

The executive committee has an already established consensus-based decision-making mechanism. Where consensus cannot be reached, a 2/3 majority vote carries the decision. When an issue is put to a vote, the group has established that silence means acceptance.

The group has committed to a "learn together by doing" approach and the facilitator will engage the group in discussions of any problems regarding list use as they arise. The committee will review the effectiveness of the list at an online meeting 6 months after the list is launched, and will decide then whether modifications need to be made.

Group 2:

Not Already Working Together Offline

A program officer at a funding agency is aware that there are several funded projects related to medicinal plants research going on in different parts of the world that would benefit from closer collaboration. Many of the researchers often see each other at conferences and meetings and communicate with each other sporadically, but don't actually have a group working relationship. The program officer, who has taken on the facilitation role, contacts the individuals to see if they are interested in collaborating online -- where they will have the opportunity to build on each other's work, share resources and contacts, as well as lessons learned, and perhaps develop joint initiatives. In this case, the group needs to spend more time working out the reasons for coming together in the first place, and then defining mechanisms for using the list to accomplish these tasks. For example, if the researchers prioritize sharing information, then each could take responsibility for reporting on a particular issue area, in addition to posting their own work.

The role of the facilitator in this situation is more complex: not only are you establishing a mailing list, but your group will also be coming to terms with working together as a new group. You will likely not be able to answer as many of the planning questions as a group that already has established working relationships. You may need to put in more effort at the beginning as many participants may see the mailing list as "more work" on top of their regular work, until the group begins to get tangible results from the collaboration. You should expect the use of the list to change and evolve as the group members get to know one another and begin collaborating.

Working through these planning questions will help you develop a strategy for your group's mailing list. It will also help you build an online workspace that enhances the strengths and means of your group's current communication methods. You can shape the mailing list, your primary communications tool, to fit the work the group needs to do together. Bear in mind that your plan and what actually happens on the list may be different, but going through the process of answering the questions will prepare you well for working together online.

How Ready is Your Group?

You need to make sure that people will be able to use your list once it is set up. Some in your group may be brand new users, others may be accustomed to high-tech tools. Still others may not have used email before. During the planning phase, check with each person to gauge how ready and willing they are to participate. Here are the key things to find out:

Equipment

Each participant must have regular access to an email account that connects to the Internet. Your group may be spread out across the country or around the world, and it's likely that each person will have a unique way of connecting. You may need to help some people find out how to connect to your list from where they're based.

Keep in mind that not everyone will be using the same equipment or software. Some may be using IBM-compatibles, and some may be using Macintoshes, for example, and they may all be running different operating systems. Not everyone will be using the latest technology -- some may be using text-only communications software. If people contact you for help, the problems they describe may be completely different from your experience. Watch for those who share common ways of connecting. People using similar systems are in a good position to support each other. This helps to distribute responsibility for support and build group cohesion and sustainability.

Access

Your group will likely encounter varying levels of access to the Internet within their own countries. For example, not all computer networks in Africa offer direct Internet access. Some make a connection to a nearby network that does have direct access. Also, phone connections in many places are unreliable, so there may be delays of several days or sometimes weeks before a person can post messages. It's good to know who is in this situation, as you will need to leave a longer amount of time for them to respond to issues where their input is needed. Sometimes you may need to use alternative communication means as a backup, such as phone or fax, to enable the participation of those with unreliable connections.

There may be some in your group that don't have email accounts. You can do some research to point them to local access providers, and help get them set up. Of those who already have email accounts, find out how regularly they use them and if they are comfortable doing so. Those who aren't will need extra support at the beginning, and you should build this into your planning.

Enthusiasm

In every group of people making the move to online collaboration, there are always some people who are really excited about the opportunity, some who are willing to suspend their disbelief and give it a try, and others who energetically resist. Some may never want to know more than the basics of getting connected to the list. As a facilitator it's your job to offer extra encouragement and be available to those who need it.

Experience

People working together online is a relatively new development. Many will have used the Internet primarily for sending and receiving email, and for browsing WWW sites, but never have tried to use it for working collaboratively. Keep in mind that you are breaking new ground as your group

begins to coalesce on the mailing list. Each participant will have unique skills, experiences and habits to bring to your list. The more you learn about each other in the beginning, the easier it will be to get everyone working together.

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SOME THOUGHTS ON INFORMATION & COMMUNICATION TECHNOLOGIES

“The new source of power is not money in the hands of a few, but information in the hands of many.”

John Naisbitt, Megatrends

“Technology is not the sum of the artifacts, of the wheels and gears, of the rails and electronic transmitters. Technology is a system. It entails far more than its individual material components. Technology involves organization, procedures, symbols, new words, equations, and, most of all, *a mindset*.”

Ursula Franklin, The Real World of Technology

“It is not enough to show people how to *live* better: there is a mandate for any group with enormous powers of communication to show people how to *be* better.”

Marya Mannes, A Word to the

Wizards

“Those parts of the system that you can hit with a hammer (not advised) are called hardware; those program instructions that you can only curse at are called software.”

Anonymous

AS CHANGE AGENTS WORKING TO MAINSTREAM GENDER, WE ARE CALLED UPON TO...

- **Contribute gender perspectives to decision-making processes, especially policy and programme planning, personnel issues and advocacy**
- **Promote and facilitate inter-agency dialogue on gender mainstreaming**
- **Persuade and convince others of the need for gender mainstreaming**
- **Analyze, collect and disseminate information on gender analysis and gender mainstreaming practice**
- **Network extensively with other gender focal points, women's organizations and our constituencies**
- **Intervene appropriately in policy advice and dialogue, ensuring that gender equality considerations are taken into account in discussion and decision-making**
- **Record and find mechanisms for learning from programmatic and organizational good practices.**

OFTEN WORKING IN SITUATIONS WHERE WE ARE...

- **working in isolation**
- **experiencing poor information flows and communications between headquarters and the field**
- **disconnected from agency and external partners, especially civil society organizations**
- **faced with information that is ad hoc or personal, out-of-date and unused**
- **focused internally**
- **using communications channels that are hierarchical and one-way**
- **having difficulty accessing relevant, timely and useable information resources**
- **limited by time, training and resource constraints to develop and use information systems**

EFFECTIVE GENDER MAINSTREAMING REQUIRES...

- **good information**
- **strategic networking**
- **continuous learning**
- **using information and communications tools and technologies to our best advantage**

EFFECTIVE GENDER MAINSTREAMING REQUIRES GOOD INFORMATION

- **Timely access to new research, writing and thinking about gender and gender mainstreaming**
- **Producing useable and useful resources for varied audiences and constituencies**
- **Managing organizational information effectively**
- **Capturing data and expertise in events and meetings
- using innovative methods and systems**

EFFECTIVE GENDER MAINSTREAMING REQUIRES STRATEGIC NETWORKING

- **Regular and substantive exchange with colleagues, practitioners and like-minded organizations**
- **Knowing who and where the knowledge sources are in a changing environment**
- **Reaching out to and engaging in dialogue with known and unknown constituencies**
- **Promoting a more inclusive process of participation by stakeholders and encouraging collaboration**
- **Raising the visibility of the organization's activities and outputs**

EFFECTIVE GENDER MAINSTREAMING REQUIRES CONTINUOUS LEARNING

- **Broadening the debate around gender and gender mainstreaming**
- **Promoting richer content of debate by facilitating a wide range of resources and much improved flow of information, experiences and perspectives on existing policies and programmes**
- **Systematically capturing, learning from and sharing (our own and others) good practices in gender mainstreaming**

COMMITTING TO LEARNING AND KNOWLEDGE-SHARING

- **What are some current trends in knowledge-sharing and information for development?**
- **What might it take to systematically incorporate a communications strategy and technology planning into organizational life?**
- **How can information and communications tools and technologies contribute to improving everyday tasks?**
- **How could existing information systems be better utilized?**
- **Where can we turn for help in using Internet-based tools more effectively?**

TRENDS IN KNOWLEDGE NETWORKING AND INFORMATION FOR DEVELOPMENT

- **Information and communication technologies (ICTs) are driving a renewed emphasis on information and communications**
- **New ICTs are providing tools for doing things in new ways from governance to education to administration.**
- **There is a growing debate about how the architecture of national and global information infrastructures might, or might not, contribute to human and sustainable development goals.**
- **The knowledge sharing potential of new ICTs are enabling and, in some cases, forcing international and local institutions to become more global in character.**
- **The scope and size of electronic resources on development (discussion lists and Web sites in particular) is growing at a tremendous rate. The question remains as to whether a plurality of voices will continue to grow at the same pace.**
- **ICTs provide unique opportunities as well as considerable challenges, particularly to goals of gender equality and shared prosperity.**
- **Gender advocates are bringing a critical voice to the debates on the role of ICTs for development.**

DEFINING SOME BASIC AND EMERGING CONCEPTS ON INFORMATION, COMMUNICATIONS AND KNOWLEDGE

- **Communications**
- **Knowledge and Information**
- **Knowledge-Sharing or Knowledge Management?**
- **Knowledge-Based Networking**
- **Communities of Practice**
- **Virtual Communities**

INFORMATION & COMMUNICATIONS TOOLS & TECHNOLOGIES – SOME BASIC DEFINITIONS AND EXAMPLES -

- **Information and communications technologies (ICTs)**
- **Information Systems (IS)**
- **Electronic discussion lists (aka Listserv)**
- **Fax Networks or faxnets**
- **Information repackaging**
- **Databases (computerized)**
- **World Wide Web**
- **CD-ROM (Compact Disk-Read Only Memory)**

FOUR BASIC FUNCTIONS OF INFORMATION & COMMUNICATION IN ORGANIZATIONS

- 1. Promote and disseminate the organization's activities and outputs, reaching and catching the attention of target audiences, raising visibility, and looking for impact.**
- 2. Help locate and bring external knowledge resources into the organization.**
- 3. Strengthen the collaboration and networking efforts of the organization's staff with people in other organizations.**
- 4. Improve internal communication and information exchange.**

Adapted from OneWorld Europe Think Tank: Investing in Knowledge

WHAT ORGANIZATIONAL AND INDIVIDUAL COMMITMENTS AND ACTIONS ARE NEEDED TO PUT INFORMATION, COMMUNICATIONS AND KNOWLEDGE-SHARING SYSTEMS IN PLACE?

- **Reorient organizational perspectives and policies**
- **Use and adapt existing knowledge systems or create new ones**
- **Develop new skills and competencies**
- **Commit to mindful use of ICTs**
- **Tap external knowledge and information resources**
- **Use GIDP/UNDP information resources and services**
- **Create an action plan for information, communications and knowledge-sharing**

REORIENT ORGANIZATIONAL PERSPECTIVES AND POLICIES BY MAKING AN ORGANIZATIONAL AND INDIVIDUAL COMMITMENT TO:

- **Share knowledge assets**
 - **Move from the traditional role of programme delivery agent into a more organic entity that consolidates and brokers knowledge assets.**
- **Develop knowledge-sharing strategies**
 - **Develop a knowledge-sharing strategy to identify organizational knowledge assets, key constituencies and their information needs, and the role of the Web and other ICTs as vehicles for change.**
- **Facilitate organizational reflection and learning**
 - **Incorporate and build vision and strategy components that facilitate organizations as centers of reflection and learning – enabling networks to form and thrive and providing partners with information for better decision-making.**
- **Embrace collaboration**
 - **Embrace collaborative environments that enable development sector specialists and practitioners to share knowledge and interact at more equal levels/channels of influence.**

USE AND ADAPT EXISTING KNOWLEDGE SYSTEMS OR CREATE NEW ONES

- **Build Web-based information and electronic publishing efforts and put in place the human and technical resources to support their development.**
- **Create databases that allow organizations to capture and retrieve information on best practices, consultants or training**
- **Make use of the Accountability Tracking System (AcT) to consolidate recommendations and incorporate learning.**
- **Identify target groups and compile specialized mailing lists such as gender focal points, UNV Gender Specialists, regional gender advisors, etc.**
- **Foster transparency in cooperation with civil society organizations by sharing information, ownership and decision-making in programming**
- **Institute regular knowledge and information sharing activities, whether through Email, informal meetings, weekly briefings, etc.**

DEVELOP NEW SKILLS AND COMPETENCIES

- **Use Email more effectively and integrate it into your daily or office routine and Networking Strategies**
- **Participate in Electronic Discussion Groups such as the UNDP Gender Focal Point list**
- **Use Internet Web search for research**
- **Understand when to start up an Electronic Discussion List or Virtual Think Tank and how to set up and facilitate it**
- **Understand about Information Repackaging and distribution strategies**
- **Record, share and use Good Practices**
- **Learn the basics of Database Design and management**
- **Learn how to effectively use word-processing and spreadsheet software**
- **Learn how to make electronic slide presentations**
- **Learn how to build a basic web site and make it as accessible as possible**
- **Creatively use multiple technologies and tools to promote inclusive, participatory and interactive knowledge and information sharing**

MINDFUL USE OF ICTs IMPLIES:

- **Recognizing that not everyone has access to Email and that the cost differentials of Email or Internet service between countries and regions can be considerable**
- **Using multiple and complementary information and communication tools in tandem**
- **Producing electronic information and conducting discussions in multiple languages**
- **Designing web sites that are accessible in terms of graphics content, providing text-only alternatives and use new programming languages that will make them more usable worldwide**
- **Repackaging and redistributing information from electronic formats into newsletters, faxed to colleagues, to and from radio, etc.**

TAP EXTERNAL KNOWLEDGE AND INFORMATION RESOURCES ON GENDER MAINSTREAMING PRACTICE

- **UN specialized agencies' gender programmes**
- **Regional and global GAD/WID Networks**
- **Electronic discussion lists**
- **Online Working Group on National Mechanisms for Gender Equality**
- **Web-based information services and products**
- **Resource listings and directories**

...on information, communication and knowledge-sharing tools and technologies for development

- **Internet-based tutorials and training materials**
- **Virtual Think Tanks, E-Journals and Discussion Lists on knowledge-sharing and ICTs for development**

USE GIDP/UNDP INFORMATION RESOURCES AND SERVICES

- **“Gender at UNDP” Information Kit**
- **GIDP Monograph Series**
- **Good Practices in Gender Mainstreaming and Gender Mainstreaming Training Resources**
- **Learning, Consultation, Briefing (LCB) Manual Series**
- **LCB Workshop Management Systems Manual & Tools**
- **Gender Mainstreaming Training Materials Database**
- **“Genderbeat” – GIDP electronic newsletter**
- **Internal gender networks**
- **Gender Advisory Committee**
- **Gender Focal Point network**
- **Men and gender equality list**
- **UNV Gender Specialist list**
- **West Africa Gender Focal Point list**
- **SURF-Hub Gender equality information**

CREATE AN ACTION PLAN FOR INFORMATION, COMMUNICATIONS AND KNOWLEDGE-SHARING

- **What is working well?**
- **Where are the key gaps in information-sharing systems?**
- **What skills and capacities need to be strengthened...**
 - ...at the organizational level?**
 - ...at the individual level?**
- **What actions can I take now?**
 - **Decide with whom to share**
 - **Decide what to share**
 - **Decide how to share**
 - **Decide on appropriate information tools and technologies**

MANAGING INFORMATION-SHARING AND LEARNING

... SOME LESSONS LEARNED ...

Effective management of information in the LCB workshops required:

- **Designing systems with input from the “users”**
- **Using systems to streamline routine on-site tasks such as photocopying, filing & transcribing**
- **Using standard formats and templates that can be adapted as required**
- **Using databases pre, during and after the workshop**
- **Using systems to record recommendations and track progress**
- **Using creative methods to communicate the systems being used and to encourage participation in their use**
- **Management level support for adequate staff and resource**