

# Case Study



## Women ICT Frontier Initiative (WIFI) in the Philippines



### 1. Philippine situation on women empowerment in relation to ICT and entrepreneurship

#### Policy environment

Since 1975 the Philippines has manifested its concern on women empowerment and gender equality. A national organization was then established, previously called the National Commission on the Role of Filipino Women (NCRFW) and now named as the Philippine Commission on Women (PCW). In 1987, gender equality principle was enshrined in the 1987 Philippine Constitution and shortly after the restoration of democratic governance in the country Republic Act 7192 or the “Women in Nation Building Act” passed, which promoted the *integration of women as full and equal partners of men in development and nation building*.<sup>1</sup>

The Philippine Commission on Women (PCW) is primarily the policymaking and coordinating body on women and gender equality concerns. Its main strategy is gender mainstreaming in all government agencies. The gender mainstreaming strategy promotes the concerns of women and men and their experiences as an integral dimension of the design, implementation, monitoring and evaluation of policies, programs, and projects in all social, political, civil, and economic spheres so that women and men benefit equally. The Gender Focal Point System has been instituted that it identifies a person from the government agency as the focal in all government instrumentalities tasked to catalyze and accelerate gender mainstreaming. Furthermore, the Gender and Development Budget Policy of 1992 allocates at least 5% of the budget to national and local agencies for gender and development programs.<sup>2</sup>

The Philippine government has a strong legal and policy framework to protect and promote women's rights, as well as women's engagement in micro, small and medium enterprises (MSMEs). See Annex 1 for a list of laws promoting women empowerment, protection, and support for entrepreneurship.

While the Philippines has several legislations that promote gender equality, when it comes to the development and protection of, there are still laws that require a comprehensive and thorough review to ensure harmonization for gender equality (See Annex 1). Furthermore, the greatest challenge is for these laws to be implemented, observed, monitored and evaluated to measure their relevance, effectiveness, and impact among the citizens.

<sup>1</sup> <http://nrco.dole.gov.ph/index.php/programs-and-services/women-reintegrated-and-economically-active-at-home-program-women-reach>

<sup>2</sup> PCW, NEDA, (2011) cited in Gender Analysis ESCAP 2016; these mechanisms are institutionalized in the Magna Carta of Women.

In the current information and communications technology (ICT) landscape in the Philippines, there is a striking digital divide between the educated middle class in the cities and the rural-based populations. While people in the city have easier access to internet, mobile phones, computers and other forms or medium of ICT, there is still a very low computer and internet proliferation and usage in the rural countryside. Contributing to this digital divide are the (1) lower level of education in the rural areas that makes ICT intimidating to use; (2) the unavailability of ICT infrastructure and services that makes it inaccessible to these individuals; and (3) affordability of ICT tools and services such as laptops, mobile phones and internet.<sup>3</sup>

There is also an observed gender disparity when it comes to access to ICT for productive use. Traditional Filipino families, especially in the rural areas, remain very patriarchal. It is regarded that ICT, and other Science, Technology, Engineering, and Math (STEM) fields in general, as a form of productive endeavor, are more appropriate fields for male members of the family. As a result, ICT is likely to become more accessible through education to Filipino males. This gender digital divide is deeply rooted from the historical economic, socio-cultural, and political inequities between Filipino men and women. Filipino male population dominates the IT field in the country, so gender stereotyping and discrimination in education and the workplace end up making the knowledge needed to better utilize ICT more accessible and seemingly more appropriate to men only. These circumstances make ICT promotion among Filipino women a gender gap equalizing tool, as stipulated in SDG5 on achieving gender equality and empowering all women and girls.<sup>4</sup>

## **Women empowerment initiatives in entrepreneurship and ICT**

### **Public and private sector Initiatives in ICT and Entrepreneurship for women empowerment**

The business sector is a driving force in the Philippine economy. Partnership between government and civil society groups has been strategic in promoting business development and growth. Aside from the enabling laws for women entrepreneurs, policies such as national development plans, programs and projects outline several economic goals and objectives promoting socio-economic progress of the country through the industry and business sectors and human resource development.

In the formal education setting, there are about 1,935 colleges and universities in the Philippines<sup>5</sup>; fifty-five percent (55%) in the tertiary level comprises the female student population<sup>6</sup>; and about 30% are enrolled in business courses in higher education institutions<sup>7</sup>. However only a few are able to get quality entrepreneurship education aside from the fact that only a few can reach or graduate from higher education.<sup>8</sup> To narrow this gap, public and private sectors offer business training and development to interested citizens. The following are some of the major projects initiated or implemented by the public and private sectors.

### **Public Sector**

- **The GREAT Women Project Phases 1 & 2:** Philippine Commission on Women (PCW) in partnership with the Department of Trade and Industry (DTI), the Department of Science and Technology, and other national and local government units started a governance and capacity building program to promote an enabling environment for women economic empowerment called the Gender-Responsive Economic Actions for the Transformation of Women (GREAT Women) in 2006. It focuses on micro, small, and

---

<sup>3</sup> Gender and ICT in the Philippines: A Proposed Policy Framework. Philippines Legislators' Committee on Population and Development Foundation, Inc. & WomensHub: Philippines, 2003

<sup>4</sup> Gender and ICT in the Philippines: A Proposed Policy Framework. Philippines Legislators' Committee on Population and Development Foundation, Inc. & WomensHub: Philippines cited in the TNA report 2019

<sup>5</sup> Commission on Higher Education (CHED) Accomplishment Report 2010-2016

<sup>6</sup> Philippine Statistics Authority, <https://unstats.un.org/sdgs/files/meetings/sdg-inter-workshop-jan-2019/Session%2011.b.3.Philippines.Education%20Equality%20AssessmentFINAL4.pdf>

<sup>7</sup> In Region 2 for example 30% of enrolment was in the Business education category from the study of Rosario Danga cited in the Philippine Statistics Authority website (<https://psa.gov.ph/sites/default/files/Session%204-7%20Enrollment%20and%20Graduate%20Trends%20in%20the%20Higher%20Education%20in%20Region%202.pdf>)

<sup>8</sup> CHED Accomplishment Report 2010-2016

medium enterprises (MSMEs) owned by women entrepreneurs. It targets to have 12,000 enrollees/participants by the end of the project in 2020.<sup>9</sup> The project, however, still needs to strengthen ICT integration in business development and operations of the women's enterprises.

- **The Technology for Education (Tech4Ed) and the Rural Impact Sourcing Technical Training (RISTT)** are countryside projects of the Department of Information and Communications Technology (DICT). For 10 years now the Tech4ED Project have provided access points for individuals and communities to information, communication, technology, government services, non-formal education, skills training, telehealth, job markets, and business portals. The Rural Impact Sourcing Technical Training promotes ICT-enabled jobs in the countryside as well as develops the online freelancing industry and home-based outsourcing. The project's beneficiaries undergo a month-long comprehensive lecture and practical exercises focusing on relevant topics on personal and professional marketing, web development, photography, content writing, search engine optimization (SEO), business blogging and cyber and data privacy laws.<sup>10</sup>
- **Online and Offline Programs in the TESDA Women's Center:** The Technical Education Skills Development Authority or TESDA, the agency mandated to provide training and competency standards for skills required in the market, offers free online and offline training. One of its educational institutes, the TESDA Women's Center (TWC), trains and educates women for employable and marketable skills that build their capacities for wage and self-employment. The TWC offers ICT literacy and entrepreneurship as basic course subjects.<sup>11</sup>
- **Women REACH Returning Overseas Filipino Workers.** The Department of Labor and Employment (DOLE) has a program called Women REACH (Women Reintegrated and Economically Active at Home) Program which is being offered to returning women overseas Filipino workers (OFWs) to cope with and start their reintegration in the country. The program is in partnership with Coca Cola Philippines to explore possible economic opportunities for women. The program offers an integrated model that includes entrepreneurship training, access to start up assistance, access to microfinance and access to a pool of business coaches.<sup>12</sup>

#### Private sector initiatives and partnerships

- **Bayan Academy** is a social development institution which teaches entrepreneurship and management education in the Philippines.
- The **ECHOSi Foundation** is a non-profit organization that focuses on helping develop and support a supply- value chain for small producers to have access in a marketplace so that consumers can have a choice to purchase artisan or eco-friendly products to support a sustainable lifestyle.
- **Socio-Economic Development Program Multi-Purpose Cooperative (SEDP MPC)** is a Bicol-based cooperative which specializes in business development, product enhancement and entrepreneurial management training of its members.
- **National Confederation of Cooperatives (NATCCO)** is a federation of cooperatives with about 863 members nationwide. It acknowledges the importance of the role of cooperatives in MSME development in providing productive loans and other financial assistance to their MSME-members to sustain and expand their businesses.
- **Go Negosyo** is an advocacy program of the Philippine Center for Entrepreneurship (PCE), a non-profit organization that advocates a change in mindset and attitude in entrepreneurship. It has recently partnered with the Department of Agriculture for the Project, Go Negosyo Mentor ME on

---

<sup>9</sup> PCW website [www.pcw.gov.ph](http://www.pcw.gov.ph)

<sup>10</sup> DICT website [www.dict.gov.ph](http://www.dict.gov.ph)

<sup>11</sup> TESDA Women's Center website

<sup>12</sup> <http://nrco.dole.gov.ph/index.php/programs-and-services/women-reintegrated-and-economically-active-at-home-program-women-reach>

Wheels, which provides a mentoring platform for farmers by mentors from successful agri-businesses.

- Other Initiatives for Women Entrepreneurship: aside from politicians' initiatives to bring business among their constituents, there are many other initiatives in the Philippines that help women to become entrepreneurs. For example, the Philippine Business for Social Progress (PBSP), an organization created by large corporations in the country to be at the forefront in community development where socio-economic development is given an emphasis. The Coca Cola Bottlers in their value chain saw several outlets, where their products are being sold, such as the *sari-sari stores* (community micro convenient stores where their products are sold) and *carinderias* (homes selling cooked food in the community). The company came up with the STAR Program, an inclusive social and business impact project for women entrepreneurs that offered access to training and mentoring through the STAR Center for Excellence facility at the TESDA Women's Center for training facilitators to be deployed in several parts of the country. As of 2016 there were more than 340 accredited facilitators and more than 52,000 trained women entrepreneurs in more than 47 locations nationwide.<sup>13</sup>

### **Initiatives for women entrepreneurs in ICT**

Women entrepreneurs in ICT and social enterprises are also slowly gaining grounds. Connected Women was established by a Filipino woman who believed in the power of ICT to help women entrepreneurs. Her start-up was a job matching platform for women entrepreneurs and freelancers, helping busy professionals get connected with Filipino virtual assistants.<sup>14</sup> Another women focused non-profit organization on ICT business mentoring is the "Women who Code". Its mission is to inspire women to excel in technology careers.

These projects have definitely provided significant changes in the lives of women who become their own agents. However, these projects and organizations have only covered a limited number of beneficiaries. There is a need to ensure the participation of more local governments and communities in these endeavours. Furthermore, the use of ICTs has not been reached or maximized yet as to its potential for business for many women entrepreneurs.

Moreover, in the eyes of women in the civil society and people's organizations, the country's political and human rights conditions, and the global climate risk factors that impact on women's health, safety, and livelihood have also accounted for the challenges that affect the women empowerment initiatives in relation to development and flourishing of women entrepreneurs in the country. (See Consultative Meetings with Women's Groups)

## **2. Women ICT Frontier Initiatives (WIFI) in the Philippines**

The Philippine government through the Department of Information and Communications Technology (DICT) and its forerunners was one of the early member countries that participated in the WIFI and partnered with the Asian and Pacific Center for Information and Communications Technology for Development (APCICT). Since 2007 the Philippines was represented in the consultations, regional dialogues, and in the training of trainers of its flagship programs, namely the Academy for Government Leaders, the Primer for the Youth as Tomorrow's Leaders, and recently the Women ICT Frontier Initiatives programs of the APCICT. The Philippine WIFI Program is the focus in the succeeding discussions.

---

<sup>13</sup> <http://www.coca-cola.com.ph/en/sustainability/women/coca-cola-philippines/>

<sup>14</sup> <https://www.forbes.com/sites/andrealoubier/2017/08/23/how-one-woman-is-bringing-opportunity-to-more-women-in-southeast-asia/#79dc44e32c42>

## **The launch and the implementation of WIFI program in the Philippines**

### **The WIFI launch**

#### **Organizers of the WIFI ASEAN/Philippine Launch**

The partnership of APCICT with the DICT facilitated the WIFI launch in the Philippines. Aside from the DICT, the Philippine Commission on Women (PCW), and the Department of Trade and Industry (DTI) were the national organizations that were responsible for bringing in the APCICT WIFI program in the country.

- DICT became a government executive line agency in 2016 by virtue of Republic Act 10844. Its mandate covers the following: policy and planning on ICT related matters in governance; improved public access; resource sharing and capacity building; consumer protection and industry development; cyber security policy and program coordination; and county-side development. It also recently had a change in leadership which somehow stalled some of the projects in the pipeline because of audit and streamlining activities within the agency. While the government has several women in the junior and senior executive positions, leadership is mostly male dominated. The Gender and Development (GAD) focal point is implemented in the DICT.
- PCW is quite progressive in the Philippines and espouses several gender and development initiatives in the country such as the GREAT Women project mentioned earlier. It is quite influential in the advocacy in women empowerment and has been active in the ASEAN women entrepreneur sector.
- The ASEAN Women Entrepreneurs' Network or the AWEN is a working group in the ASEAN, composed of women associations of entrepreneurs working to promote women's economic empowerment in the region. The Philippines at that time was the chair of AWEN (2016-2018) which had a network of almost a hundred organizations in the 10 ASEAN member states.<sup>15</sup>
- The Department of Trade and Industry is the country's executive line agency that promotes business in the country.

#### **The ASEAN/Philippine Launch**

The ASEAN WIFI was launched in the Philippines in August 2017. The event was organized with the ASEAN Association of Women (AWEN). The launch was timely since at that year the Philippines was the Chair of the ASEAN and the ASEAN's goal of economic progress or One ASEAN was also launched.

The WIFI launch was participated by more than 40 delegates coming from the 10 ASEAN Member States: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. They were mostly policy makers who were into women empowerment, members of the civil society organizations who were into training and development, and women entrepreneurs who participated in the launch and the Training of Trainers (TOT). The TOT had two tracks: the policymaker and the entrepreneur track.

For the policymaker track, the introduction of the gender mainstreaming strategy in the policy development and implementation was emphasized. In the entrepreneurship track, it highlighted the elements of entrepreneurship and the use of ICT in business development and growth.

One of the highlights of the TOT was the dialogue between the policy makers and the women entrepreneurs.<sup>16</sup> The common issues include: lack of government's support for women in business capital build up as well as business technology; the weak internet connections to access relevant business information; as well as lack of applications and programs that women can use for their business operations.

---

<sup>15</sup> PCW website

<sup>16</sup> Macapagal (2017) ASEAN WIFI Launch TOT Observation notes submitted to APCICT

The launch was successful in the sense that the objectives of the WIFI were met, for the Philippine participants in particular. The representation, participation, and dialogue between and among groups enhanced the results of the TOT. The WIFI program as well as its goals and objectives were introduced to the different stakeholders. It also gained enthusiasm from participants, be they policymakers, entrepreneurs or trainers to promote entrepreneurship and use of ICTs. However, given the time limitation, the actual coverage of the training contents was minimal and might result in an incomplete learning experience for some participants. Thus, there is a need to follow up the local partners to address the incomplete learning experience as well as the initial gains from the training.

## **The WIFI implementation in the Philippines**

### **Resource mobilization**

A month after the launch, the DICT's Gender and Development (GAD) Team and the Policy and Planning Department together with the PCW's GREAT Women Project personnel called for a meeting with those participants from the Philippines who attended the ASEAN WIFI Launch to discuss the roll out of the program in the Philippines. Those who attended were mostly officials from the DICT, the PCW, the Commission on Disability Affairs (CDA), the University of the Philippines' Center for Women's Studies and active participants coming from non-government organizations (civil society) who participated in either the policymaker or the women entrepreneur track. In the discussion it was a unanimous decision that the WIFI Philippine team shall localize the WIFI materials.

Dubbed as PH-WIFI (Philippines' WIFI Program), the program was organized and planned as an inter-agency activity having government and non-government organizations participating in the planning activity for the PH-WIFI roll out in the Philippines.

For the localization activities, two teams were created as a PH-WIFI technical working group or the PH –WIFI Team to ensure the localization of the materials of the PH-WIFI imitating the two tracks of the WIFI, namely the policymaker team and the entrepreneur track team including the core module framework.

The PH WIFI program was able to mobilize resources from within the DICT through its GAD focal point system. It was also able to influence the participation of other agencies as well as civil society groups. To be able to organize, mobilize and implement the PH-WIFI, it will need special order approval from the DICT executives. (See Annex 2 on the Contents of the Special Order for the Creation of the PH WIFI Technical Working Group). The Technical Working Group is led by the DICT and composed of other individuals and groups from other government agencies (i.e. PCW, DOST, Commission on Higher Education, University of the Philippines Women's Center, and Commission on Disability Affairs), and civil society groups (i.e. Connected Women, ideacorp, Molave Foundation and others). Funds were initially provided by the Gender and Development (GAD) focal system of the DICT.

### **Review of materials and localization**

One of the activities that was actively supported by the DICT GAD Team was the localization of the WIFI manuals and materials. The DICT GAD Team is composed of GAD focal points from the different departments of the DICT. The GAD team helps plan and monitor the utilization of the GAD harmonized budget.

While doing so, the DICT conducted several orientation programs and policy reviews within the organization in the last quarter of 2017 till the first quarter of 2018 within the DICT to familiarize the personnel with the WIFI program being adapted by the agency. This is to get support from the leaders, the senior executives and the personnel of the different countryside development programs, such as the Tech4Ed and the RISTT projects of the DICT.

### **Conduct of workshops for WIFI material review and the procurement of local consultants for the localized PH-WIFI training materials and logical framework of the PH-WIFI program**

Workshops were conducted in December 2017 for the review of the materials, the women entrepreneur's modules in particular, as well as preparation for planning and the programming of the PH-WIFI attended by the entrepreneurs track team who were mostly from the GAD focal points and the DICT HR department which served as the secretariat for the workshops. One of the major outputs of the first workshop was the drafting of the logical framework for the PH-WIFI program. The workshop also came up with the review of the core modules and the entrepreneurship materials, looking into the logical flow of the localized materials and identification of other sources of training materials.

For the policy track team, series of meetings were conducted by the policy planning office where a review of the WIFI materials was done, local cases were identified, and the compilation of the laws and policies that were related to women empowerment, ICTs, and entrepreneurship was also done. Since most of the members of the policy maker track team were the mid and senior level executives, there was limitation on their participation. It was decided that they would procure the services of local consultants who would rewrite the localized WIFI materials. Three local consultants were hired to put together the localized version of the core modules, the policymaker module, and the women entrepreneurs' module.

In March 2018, an integration workshop attended by the technical working group was conducted to consolidate the plans of the PH-WIFI program. The integration workshop reviewed the logical framework of the PH-WIFI (see Annex), consolidated the reviews of the materials, and the plans for enhancement of the materials and the roll out activities and the monitoring and evaluation framework.

### **Pre-Test of the WIFI localized materials**

The pre-test of the PH-WIFI localized materials was done in Carmona, Cavite.<sup>17</sup> The municipality was formerly an agricultural community that was turned into an industrial hub in 1988. The DICT GAD team and the DICT regional Luzon cluster coordinated with the local government unit (LGU) of Carmona to help organize the pre-test activity. A preliminary meeting was conducted with the LGU Carmona to discuss the requirements of the pre-test which included the conduct of a training needs assessment (TNA).

A TNA tool was designed and used for the needs assessment activity. The TNA was conducted with a program that included an orientation about the PH WIFI and the rationale for undertaking the TNA activity which was a mix of self-administered questionnaire and a focus group discussion. The questionnaire asked about the extent of knowledge, skills, and practices on women empowerment and gender, entrepreneurship, and ICT. The result of the TNA report (see Annex) concludes that:

- I. While there is high appreciation and application of Gender Sensitivity, Gender Mainstreaming and Gender and Development knowledge and skills at the Municipal LGU level, there is a need to develop mechanisms on how to transfer these knowledge and skills at the barangay, people's organization and the academe communities.
- II. There is a need to build the knowledge, capability and confidence of program implementers and policy makers in the areas of Women Economic Empowerment (WEE), and the use of ICT for WEE, in order to reach the level where they can apply these knowledge and skills in the creation of their Policies, Activities, Programs and Projects (PAPPs).
- III. It is also important to conduct a standard Gender Sensitivity Training (GST), Gender Analysis, Gender Mainstreaming and Gender Responsive and Participatory Budgeting refresher course for all LGU

---

<sup>17</sup> The municipality of Carmona in the province of Cavite (Luzon Island) was chosen because the local government is one of the high performers in the Tech4Ed and RISTT Projects and the DICT GAD initiatives in terms of community participation in ICT training activities and strong support from the local government. It also has micro enterprises owned and run by women and active participation of persons with disabilities. The case of Carmona will be used as a benchmark for the PH-WIFI.

stakeholders who are going to be involved in the DICT WIFI-PH training and workshop. Particularly important to undergo this refresher course are the LGU IT staff, Business and Entrepreneurship Program staff, Barangay leaders, academic leaders, and officers of People's Organizations (women, persons with disabilities and the youth).

Based on the TNA, the WIFI training program for the local government and entrepreneurs of Carmona Cavite was designed. See Annex on the detailed 3-day training curriculum and design of program of activities used in the PH-WIFI pre-test. The first day schedule was the delivery of Core modules – Women's Empowerment, SDGs, and ICT attended by all the participants for both tracks - the policymakers and the entrepreneurs. On the second and third day, the participants were divided to attend their corresponding module for the two days. The two modules were conducted simultaneously.

In the conduct of the pre-testing activity, the contents and methodology were rendered and tested to the groups of policy makers (15 mostly male) and the entrepreneurs (20 mostly female). The participants were made to comment and answer the pre-test and post-test questions about the content of the training materials and the methodology used for every module.

The WIFI session that introduced a dialogue between policymakers and entrepreneurs was used and found beneficial. In preparation for the dialogue, the entrepreneurs' group had an hour workshop to discuss about the challenges the women entrepreneurs commonly experienced and the support they wished to ask from the local government. In the workshop, questions about the usefulness of the training were also included.

Workshop Questions (translated into the local language)

- Identify at least one (or two) very significant barrier(s) that women entrepreneurs encounter.
- What policies or government support will help address the significant barrier(s)?
- What did you like best in the training?
- What is most helpful? What is least helpful?
- What are the learnings or ICT tools you will apply right after this training?
- What information or training do you need more in terms of ICT tools

The women entrepreneurs who raised issues about their concerns on business capital, product improvement and competencies were given assurance by the policymakers in terms of policy proposals and service programs for women micro-entrepreneurs in the local government.

The dialogue and feedback from the participants were used to revise the WIFI localized material. The latter will be used in the planned Master Trainers Training Program and the roll out schedules of the PH-WIFI. In terms of delivery, the common feedback was about the time frame of each module which was found limiting for the concept review and for hands on activities.

**Follow-up activities undertaken and the implementation**

The pre-test was the basis for the revision and further enhancement of the localized materials. Review and planning were undertaken thereafter. The modules and the future roll out plans for the PH-WIFI are still being considered as work is in progress due to challenges experienced by the DICT that have prevented them from further rolling out the PH-WIFI activities and training.

In first quarter of 2019, a review of the GAD and PH-WIFI activities of the PH-WIFI technical working group was conducted. The activities and milestones, outputs, gaps and operational challenges, and suggested action plans

to address challenges were identified, listed, and discussed. The table below provides a summary of the discussions.

Activity/Milestones	Status/Progress/Outputs	Operational Gaps and Challenges	Action Taken/Recommendations
<b>Women Entrepreneurs Module Review &amp; workshop in Dec 2017 &amp; Jan 2018</b>	<ul style="list-style-type: none"> <li>• Objectives were met except for the creation of the audio-visual production (AVP) Storyboard</li> <li>• Initial draft of Log frame was produced and disseminated to the GAD and Technical working group</li> <li>• Identification of team members and resource persons</li> </ul>	<ul style="list-style-type: none"> <li>• Storyboard for the audio-visual production</li> <li>• Compilation of local case studies</li> <li>• Identification of requirements if sessions require case studies</li> </ul>	Substitution of audio-visual productions from Tech4Ed and RISTT; procurement of services for local consultants
<b>Creation of PH-WIFI organizational structure (2018)</b>	<ul style="list-style-type: none"> <li>• Draft S.O. for PH-WIFI TWG</li> <li>• Champions identified</li> <li>• GAD team support for financial resources</li> <li>• Involvement of decision makers</li> </ul>	<ul style="list-style-type: none"> <li>• Activation of groups and resource persons</li> <li>• Working team evolved/need guide to sustain working team</li> <li>• Need for an overall coordinator</li> </ul>	Review of PH-WIFI Special Order and membership of TWG for PH-WIFI
<b>PH-WIFI organizational and integration workshops and meetings (2018)</b>	<ul style="list-style-type: none"> <li>• PH-WIFI Log frame was reviewed and enhanced</li> <li>• Compendium of national policies/laws related to women empowerment, entrepreneurship and ICTs were compiled</li> <li>• Training design matrix, module outline and delivery plan for Core, Policy makers and Women Entrepreneurs modules were drafted</li> <li>• Planning for program implementation and roll out was consolidated – a first win because of the presence of decision makers</li> </ul>	<ul style="list-style-type: none"> <li>• M&amp;E Framework and Tools</li> <li>• Requirements for continuity and follow-up activities</li> <li>• Establish permanence of PH-WIFI working team</li> </ul>	Procurement of services of local consultants

Activity/Milestones	Status/Progress/Outputs	Gaps and Challenges	Group Comments
<b>PH-WIFI Pre-Test Implementation (2018)</b>	<ul style="list-style-type: none"> <li>• Services of resource persons for core, entrepreneurs and policy makers' modules procured;</li> <li>• PH-WIFI initial modules drafted</li> <li>• TNA and Pre-test areas and participants coordinated and organized</li> <li>• TNA reported</li> <li>• Training Needs Assessment and pre-test conducted in Carmona Cavite LGU</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of Entrepreneurs module coordinator</li> <li>• Guidelines for review and approval of modules</li> <li>• M&amp;E tools (pre-test and post-test tools)</li> </ul>	Revisions are still work in progress Administrative concerns for the PH-WIFI Consultants and DICT Facilitator's Handbook
<b>PH-WIFI Roll-Out (2019)</b>	<ul style="list-style-type: none"> <li>• Roll-out time frame drafted</li> <li>• Master Trainers Training Program design drafted</li> <li>• M&amp;E framework drafted</li> <li>• Module revisions are still work in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Absence of the revised material review guidelines and approval team</li> <li>• M&amp;E Team for creation</li> <li>• M&amp;E Tools for completion</li> <li>• Mechanisms for sustainability</li> </ul>	Identification of coordinators for the roll out and the procurement of services to augment human resource requirements

### Strengths of the PH-WIFI

The presence and active participation of the GAD Focal persons, the high-level personnel of the Policy and Planning section and the countryside programs of the Tech4Ed, and the RISTT as champions of the PH-WIFI are the strengths of the PH-WIFI implementation in the Philippines. The PH-WIFI also benefits from the gender responsive planning and budgeting of the GAD focal system as well as the results of past programs and current organizational structure. For example in the identification of pre-test area, the criteria for selection was able to match with the performing local government partners as in the case of Carmona Cavite which was recommended by the Tech4Ed because of the past experiences of cooperation of the DICT regional personnel with the local government.

### Innovations

The WIFI concept and framework are akin to the country's women economic and ICT empowerment initiatives as shown by programs and projects of government agencies like that of the PCW, the DTI and the DICT. The latter with its country development programs such as the Tech4Ed and RISTT can provide innovative approaches for WEE advocacy by integrating and consolidating the PH-WIFI delivery channels.

The introduction of new tools and processes such as the PH-WIFI training needs assessment tool, the idea of a master trainers training program, the inter-agency collaboration, and the monitoring and evaluation framework can also be considered innovations for the WIFI.

Plans for developing a program baseline are also in the pipeline to facilitate measurement of outputs, outcomes, and impact of the program.

### **Weaknesses and challenges encountered in the WIFI implementation**

Most of the challenges encountered in the implementation are related to human resource availability and policy implementation.

#### **Organizational sustainability**

Only a few of the Technical Working Groups (TWG) were able to function because most of the members had full workload in their mandated job functions. The active ones were mostly in the GAD team. Most of the planned tasks for the roll out were pending and work in progress. There is a need to integrate PH-WIFI in the program of work into the GAD, Tech4Ed and RISTT programs for ownership and establishment of functional relationships between and among projects. There is also a need to clarify the organizational structure and relationships with other agencies and members from the CSOs, as well as a need to procure services for technical assistance in support of the PH WIFI program.

#### **Change in leadership in the DICT**

The senior executives of the DICT have changed; attrition due to retirement or transfer of personnel has affected the continuity of the program. The newly appointed department (ministry) leaders who are still in the learning curve are in audit mode to identify areas that need prioritization for implementation. Most projects are on hold. This has also affected the procurement process and approval of documents necessary for the implementation of PH-WIFI. There is a need to create a bridging or flexible mechanism for programs such as the PH-WIFI to continue.

#### **Beneficiaries of the PH-WIFI program**

The stakeholders (i.e. individuals and organizations) within and external to the DICT aside from the policymakers and women entrepreneurs are also considered the beneficiaries of the program. The processes undertaken in the planning and implementation of the pre-test as well as the orientation and series of meetings conducted can help build capacity of the DICT personnel. Through the PH-WIFI orientation activities, for instance, the GAD team members were able to disseminate the intentions, the purpose and objectives of the PH-WIFI and elicit buy-in from stakeholders.

#### **Outcomes of the PH-WIFI implementation**

While it is early yet to measure the outcomes and impact of the PH-WIFI process and pre-test implementation, currently anecdotal evidences are being gathered in Carmona Cavite to find out if there are significant changes that are brought forth during and after the pre-test running of the localized WIFI materials and training.

#### **Lessons learned**

The sustainability of the program does not depend only on the strength, and commitment of the organization. The mandate of the organization must be considered. While there is a strong GAD focal system in place, it is not enough for the program to become sustainable. For the PH-WIFI to be sustainable, certain conditions have to be in place. The change in leadership, political climate, and bureaucratic processes is a risk factor and challenge that needs to be considered for the program to continue. There is a need to identify and create a flexible mechanism, which is required to continue the program and build on the gains that it has already started.

Linking the program with other programs within and external to the organization can provide alternatives that can make the program sustainable. The choice of partners needs to be considered at the horizontal and vertical levels, among national and local government agencies and civil society groups. At present, the Tech4Ed and the RISTT are relevant and appropriate partners for the PH-WIFI since the project goals and activities are similar. However, the project may end soon before PH-WIFI roll out fully takes off. In terms of external stakeholders, the

PCW, CDA, UP Women's Center are good choices of partners for the PH-WIFI program since representatives attended the ASEAN WIFI launch and the initial meetings and workshops conducted. There is a need, however, to expand linkages with other organizations that can take on the PH-WIFI advocacy and training.

Creation of policies and ensuring mechanisms for the implementation of these policies are also important for the program to continue. Even if there are policies but no corresponding resources are made available, the program is at risk for it to endure.

## **Future plans of the PH-WIFI**

### **Strategies for program sustainability and factors for success**

**Creation of a flexible mechanism for implementation:** Since the DICT is limited by its mandate as well as the challenges of change in leadership, external resources may be able to help continue the program. It will need a bridging mechanism to perform the transition from its current state. It may need support from external assistance. Also, the PH-WIFI is an advocacy that requires continuous propagation of ideas using best practices for organizations to adapt and emulate. Documentation of the practices whether good or not will be able to help the organization reflect and find solutions to its current state. The monitoring and evaluation must be strengthened as part of the practice.

**Partnership with other organizations:** Continuous stakeholders mapping (and analysis), and what and where they are good at can be a useful exercise to find ways of matching and filling in the inadequacies of the organization. Find the convergence of competencies that can best help the need of the program beneficiaries and continue to advocate the PH-WIFI mission.

**Linking the gains with the policy standards:** The processes that have helped build the steps in developing the PH-WIFI program with other programs may create standards and practices that can be benchmarked for iteration and reiteration activities of the program.

**Champions at the higher level:** The members of the Technical Working Group, especially those at the GAD focal system highly involved in the PH-WIFI, must be able to convince the new leadership of the DICT to continue the PH-WIFI program, highlighting the benefits and gains of interagency collaboration, capacity building of the organizers, as well as the beneficiaries of the program.

### **Planned programs, immediate and long-term**

**Master Trainer Training Program (MTTP):** The MTTP is more intensive than the WIFI practice of Training of Trainers (TOT). This will involve the production of specialists in the policy, entrepreneurs, women empowerment, and ICT learning domains. The first batch of 20 will mostly come from the Tech4Ed and RISTT programs and other inter-agency members from related organizations and civil society groups. In selecting the trainees of the MTTP, the PH-WIFI team agreed to follow the criteria as follows:

#### General:

- At least 2 years of experience as Trainer
- Have attended at least any two of the following training:  
Gender Sensitivity Training, Gender Analysis, Gender Mainstreaming, GRPB
- Computer literate: at least user of productivity tools
- Proficient in writing and speaking skills

#### Specific to the Entrepreneurs' Module:

- Experience in preparing a Business Plan (e.g., using Canvass tool)

**Linking with other programs within the DICT:** The PH-WIFI and its MTTP will be linked or merged with the existing programs of the DICT, such as the Tech4Ed and the RISTT, to ensure its improvement and sustainability, for example, merging and enhancement of modules and tools for the entrepreneurs. Helping staff master the women empowerment and GAD concepts integrated into the ICT programs and creating or adapting ICT tools that will help entrepreneurs make their business easier. This plan must be documented and presented well to enhance and harness the potentials of the existing programs. The latter will be able to allocate funds for the enhanced programs.

**Linking with other organizations:** As mentioned earlier, the PH-WIFI has several learning domains which DICT cannot solely own and deliver. Strengthening of the interagency mechanisms will need to be defined and further enhanced.

Operationally, the DICT, GAD, PH-WIFI and TWG plan to do the following:

- i. **Procurement of Services:** To facilitate the program roll out preparation and actual implementation, the DICT will procure services of local consultants through institutions that will be able to deliver the programs more efficiently and effectively.
- ii. Curriculum Development of the Master Trainer Training Program.
- iii. Development of M&E tools for the PH-WIFI and those that can be useful to existing programs.
- iv. Implementation of the Baseline research that will be used for the M&E implementation.

### **Possible areas of collaboration with APCICT**

The APCICT will be able to lend its helping hand to the PH-WIFI to bridge the current hold status of the program. It can support the roll out preparation and implementation by providing external resources such as procurement of Consultant(s) services which can:

- i. Develop the curriculum of the Master Trainer Training Program;
- ii. Develop and strengthen the M&E framework and tools for the PH-WIFI;
- iii. Develop more advanced and updated ICT entrepreneurship training modules; and
- iv. Support the development of localized learning platform and audio-visual learning materials

## **Annex**

Annex 1 – 1A: Laws Promoting Women Empowerment, Protection, and Entrepreneurship

1B: Laws and Practices Inhibiting Economic Empowerment of Women

Annex 2 – Contents of the Special Order for the Creation of the PH-WIFI Technical Working Group

Annex 3 – Results of the Training Needs Assessment in Carmona Cavite

Annex 4 – PH-WIFI Training Curriculum

Annex 5 – Draft Logical Framework of the PH-WIFI Program

Annex 6 – Glossary, Abbreviations and Acronyms

Annex 7 – List of Reference Materials

Annex 8 – Photos of the PH-WIFI Pre-test in Carmona Cavite

## **Annex 1A: Laws Promoting Women Empowerment, Protection, and Entrepreneurship**

- Women in Nation Building (1992)
- Magna Carta of Women (2009) guarantees the rights of women, including farmers and rural workers, informal workers and the urban poor, indigenous women, and those with disabilities, as well as older women and girls. These guarantees rights that include those involving food security and livelihood, affordable and secure housing, employment, the recognition and preservation of cultural identity, and to women's inclusion in discussions pertaining to development and peace issues.
- Migrant Workers and Overseas Filipino Act, 1995;
- Anti-Sexual Harassment Act, 1995;
- Anti-Rape Law, 1997;
- Anti-trafficking in Persons Act, 2003; and Expanded Anti-Trafficking in Persons Act 2010
- Anti-Violence Against Women and Children Act, 2004.
- Republic Act 7882 of 1994 or the Act providing assistance to women engaging in micro and cottage business enterprises, and for other purposes and its implementing rules and regulations provides for access to loans for women with existing micro and cottage businesses, subject to the proviso that only women with good track records are eligible to obtain such loans. The law also provides for access to training as well as loans for business learners to enable them to purchase equipment and tools.
- The Magna Carta for Micro, Small and Medium Enterprises (MSMEs) or Republic Act 9501 promotes entrepreneurship and development of MSMEs. It supports women's entrepreneurship via the MSME Development Plan of 2011-2016.
- The Go Negosyo Act or Republic Act 10644 strengthens MSMEs to create more job opportunities in the country.
- Magna Carta for Countryside and Barangay Business Enterprises or Republic Act 6810 promotes ease of doing business in the countryside and municipalities for small and micro-enterprises.
- Recently a law was passed (RA 11210) that increased paid maternity leave from 60 to 105 days and an additional 15 days for single mothers. Nevertheless, only married fathers are entitled to paternity leave of seven days with full pay payable by the employer. The latter as well as the Solo Parents' Welfare Act (RA 8972) of 2000 sets out a comprehensive program of social development and welfare services for sole parents and their children, including flexible work arrangements and parental leave, livelihood development services, educational and housing benefits.

## **ANNEX 1B: Laws and Practices Inhibiting Economic Empowerment of Women**

- Provisions in the Family Code or Executive Order 209 such as Articles 96 and 124 that requires male guardianship as well as the husband's authority over joint property and administration as well as guardianship over a child. Also identified as a barrier is the failure to regulate the economic consequences of dissolution of marriage since the country does not have a divorce law but only legal separation on specified grounds. Although a bill is currently being discussed in Congress, amendments should provide for women's full autonomy in decision making.
- Gaps in the legal protection for women in the Code of Muslim Personal Laws and indigenous and Muslim customary laws; these should harmonize with the Magna Carta of Women law.
- Women's unmet needs for contraceptives is a key barrier to their economic empowerment. Although the Responsible Parenthood and Reproductive Health Law (RA 10354) has come into effect, its guarantee of universal access to all methods of family planning, fertility management, sexuality education, and maternal care is yet to be realised due to the prevalence of cultural and traditional values.

## **ANNEX 2: Contents of the Special Order for Creating PH-WIFI Technical Working Group**

**SPECIAL ORDER NO. \_\_\_\_\_**

Series of 2018

**SUBJECT : CREATION OF A TECHNICAL WORKING GROUP (TWG) FOR THE PHILIPPINE WOMEN ICT FRONTIER INITIATIVES (WIFI)**

In the interest of our continuing partnership and collaborative efforts with the United Nations - Asian and Pacific Centre for Information and Communication Technology for Development (UN-APCICT), United Nations Economic and Social Commission for Asia and the Pacific to promote women empowerment on ICT in the Philippines, and in view of our international commitment in implementing programs and projects relative thereto, a Technical Working Group is hereby created.

### **Organizing Committee**

**Chairperson :** ASEC. JOHN HENRY D. NAGA

**Vice-Chairperson :** DIR. MARIA TERESA MAGNO-GARCIA

#### **Functions:**

- Provide overall direction and coordination among various committees in all undertakings/activities of the TWG; and
- Submit overall progress report for the information of the Secretary of the Department of Information and Communications Technology

### **Policy Track Committee**

**Lead :** Dir. Maria Teresa Magno-Garcia

**Members :** Dir. Maria Teresa M. Camba  
Dir. Cheryl C. Ortega  
Dir. Eva May C. dela Rosa  
Atty. Generson Paul Mercado  
Ms. Ma. Lourdes P. Aquilizan  
Ms. Madonna Estrelles-Nuqui  
Ms. Mina Lyn C. Peralta (ideaCorp)  
Ms. Allen Espino (PCW)  
Ms. Honey Castro (PCW)  
Ms. Gina Romero (Connected Women)  
Ms. Liza Garcia (Foundation for Media Alternatives)  
Ms. Jaimie Mateo (CHED)  
Ms. Ma. Fe Singson (DOST)

#### **Functions:**

- Provide an enhanced WIFI Policy Training of Trainers (TOT) module, and a Participant's Manual that can be a model training course to be implemented nationwide;
- Review of related modules and existing training materials for policymakers;

- Undertake policy development/ formulation with gender-related knowledge for the creation of an enabling environment for ICT-empowered women entrepreneurs;
- Conduct of stakeholders' analysis and mapping as a support /baseline for gender responsive policy making;
- Conduct writeshop and stakeholder consultations;
- Increase stakeholder buy-in, strengthen engagement and ownership of WIFI national and local focal partners;
- Engage the LGUs and local sectoral groups in trainings and other related activities; and
- Perform other related tasks as maybe necessary.

#### **Entrepreneurs Track Committee**

<b>Lead</b>	:	Ms. Emmy Lou V. Delfin
<b>Members</b>	:	Ms. Elizabeth G. Armamento Ms. Angelita L. Nicolas Ms. Cecile S. Diaz Ms. Cecilia C. Salvador Ms. Victoria Valencia Ms. Teresa Paragas Ms. Reina Olivar (PCW) Ms. Pamela Suzara (PCW) Ms. Therese Marie Rico (MCPI) Ms. Mina Lyn Peralta (ideaCorp) Ms. Gina Rose Chan (Center for Women's Studies) Mr. Dandy Victa (NCDA) Mr. Genesis Reonico (Online Jobs University)

#### **Functions:**

- Provide an enhanced WIFI Entrepreneurship Training of Trainers (TOT) module, and a Participant's Manual that can be a model training course to be implemented nationwide;
- Introduce the AP-WIFI program and importance of ICT capacity development for women entrepreneurs to key stakeholders including government officials, training institutions, civil society groups, women entrepreneur associations;
- Increase stakeholder buy-in, strengthen engagement and ownership of WIFI national and local focal partners;
- Conduct capacity building programs and activities and expand the pool of national resource persons who can deliver the WIFI modules to women entrepreneurs and policymakers;
- Develop monitoring and evaluation indicators and tools for the WIFI Training Program implementation;
- Develop training content for cascading to community level to potential/current women entrepreneurs; and
- Perform other related tasks as maybe necessary.

#### **Administrative and Technical Support Group**

<b>Lead</b>	:	Ms. Elizabeth G. Armamento
<b>Co – Lead</b>	:	Ms. Melanie O. Agapito

**Members** : Ms. Nancy O. Vianzon  
Ms. Cecilia C. Salvador  
Mr. Ariel Gonzales  
Mr. Stephen Trinidad  
Ceasar G. Armamento  
Merkko Christler T. Pimentel  
Ms. Roselle Dalupang  
Ms. Rachel Rodriguez (LLE)  
Ms. Suzette Sumalinog  
Technical Staffs for Video Streaming (SIMS)

**Functions**

- Draft and develop Memoranda, work and financial plan, purchase requests and other related documents for any activities of the policy and entrepreneur's track;
- Provide assistance during the conduct of activities such as administrative and ancillary responsibilities;
- Manage the technical documentation of activities and consolidation of inputs/recommendations and comments for evaluation and consideration;
- Provide technical assistance and live video streaming; and
- Perform other related functions as maybe necessary.

All operating units of the Department of Information and Communications Technology are requested to extend their full support and cooperation to the Technical Working Group to ensure the successful undertakings and engagements to promote women economic empowerment particularly on the ICT.

All other orders, memoranda and issuances herewith shall be deemed revoked and/or modified accordingly.

This Special Order shall take effect immediately.

**USEC. ELISEO M. RIO, JR.**, Officer-In-Charge

## **ANNEX 3: Results of the Training Needs Assessment in Carmona Cavite**

### **I: Summary of Respondents' Profile**

1. Total number of respondents from LGU Carmona, N=21. Of this number, 2 respondents opted to forgo answering this section.
2. There are more female, 11, than male, 8, respondents.
3. Majority are affiliated or working with the LGU, 13, followed by respondents working with the NGA, 3, and others, 3, include people's organizations (NGO) and academe.
4. More than half, 11, of the respondents are working in their respective organizations for more than 10 years. While 6 are quite new with less than 4 years of service.

Among the positions held by the respondents are: LGU Sanggunian Members (elected), IT officer, PDA officer, MPDC, PESO manager, Barangay Captain (elected), executive assistant, admin assistant, road staff, academe faculty member, and president, treasurer, business manager of people's organization.

### **II. Attendance to Gender Sensitivity Training:**

1. More than half, 11, of the respondents are able to participate in a GST, conducted mainly by the LGU and NGO/CSO. Majority of those who have receive GST are from LGU Municipal office.
2. Respondents did not specify the name of the organization who sponsored or conducted the GST.
3. Respondents who are not able to participate in any GST, 8, are mostly male and are respondents from the barangay, people's organization, academe and IT organizational affiliation.

### **III. Understanding of GAD Concepts**

1. The ratings used for this section are as follows: 4 – I understand the concept and able to relate to my work; 3 – I understand the concept but find it difficult to relate to my work; 2 – I have poor understanding of the concept and often find confusion with other related concepts; 1 – I have no understanding of the concepts; and 0 – Did not Answer.
2. Averaging the answers across the 16 questions on GAD concepts, we can conclude that about 38% of the respondents are on level 3. Followed by 29% on level 4.
3. About 33% are levels 1 and 2, including those who did not give answer to this section.

### **IV. ICT Empowerment**

1. More than half, 13, are able to attend ICT training, mainly from the Tech4Ed center and the Community E-Centers managed by the LGU.
2. Likewise, more than half, 15, are aware of ICT facilities present in the municipality. Most of these facilities are privately owned, ranging from employment ICT facilities to internet cafés.
3. For the respondents who were not able to attend ICT training, they mentioned that they know how to use ICT equipment but they did not undergo formal training.
4. There are many ICT manufacturing facilities in the Municipality of Carmona, which gives employment opportunities to its constituents.

### **V. Gender Mainstreaming (Program, Activities, Plans and Projects)**

1. The respondents are generally aware that gender is being mainstreamed in their PAPPs and services of the LGU.
2. The respondents are also aware that there are policies in place towards mainstreaming gender in the PAPPs and services of the LGU.
3. More than half are aware that there are PAPPs targeting women and women entrepreneurs.
4. Less than half are aware of the promotion of any ICT initiatives targeting women and women entrepreneurs.

#### VI-A. Women Economic Empowerment and ICT

1. More than half of the respondents are not aware and did not conduct ICT training for women and women entrepreneurs.
2. More than half preferred not to provide an answer when asked if they are willing to organize ICT training for women and women entrepreneurs.
3. Less than half expressed willingness to organize ICT training for women and women entrepreneurs.
4. In conjunction with the result of the FGD, majority of the respondents are not aware of ICT training or programs for women and women entrepreneurs both in the local and national levels.
5. The main support given to women entrepreneurs (or entrepreneurs in general) are the assistance on the business registration and licensing through the GoNegosyo Business Center.

#### IV-B. Women Economic Empowerment and ICT

1. The ratings used for this section are as follows: 1 – not important; 2 – least important; 3 – somewhat important; 4 – Important; 5 – Most/Highly important.
2. Based on the rankings provided by the respondents, they see the provision of training and capability building on GS, GM, GAD and Gender sensitive policy making are important and/or most/highly important in order to help create enabling environment for women and women entrepreneurs.
3. While the provision of case studies on women empowerment and use of ICT on WEE is ranked important and/or somewhat important to the LGU's ability or confidence to build enabling environment for women and women entrepreneurs.

## Annex 4: PH-WIFI training curriculum and design summary

### PH-WIFI training curriculum

Modules	Learning Objective	Methodologies	Timeline	Outputs
C1: Women's Empowerment, SDGs and ICT	<ol style="list-style-type: none"> <li>1. Relate key concepts on women's empowerment and the reason why women's empowerment matter</li> <li>2. Recognize the SDGs, SDG 5</li> </ol>	Video presentation, group discussion, lecture discussion, workshop, case study presentation	4 hours	Workshop output
C2. Enabling Role of ICT for Women Entrepreneurs	<ol style="list-style-type: none"> <li>1. Describe how entrepreneurship can lead to women empowerment</li> <li>2. Discuss the barriers and enabling environment for women entrepreneurs and some point on how to break the barriers for women entrepreneurs</li> <li>3. Relate the role of ICT in supporting women's empowerment</li> </ol>	Video presentation, group discussion, lecture discussion, workshop, case study presentation	4 hours	Workshop output
W1 and W2: Planning a Business Using ICT	<ol style="list-style-type: none"> <li>4. Assess aspiring women's skills and knowledge in finance and introduce the participants to the concepts of financial independence and freedom</li> <li>5. Identify the process of finding and identifying entrepreneurial opportunities</li> <li>6. Help participants learn that all business has a starting point and end point</li> <li>7. Understand the value add creation process for the entrepreneur, the company and the customers, and explain</li> </ol>	Lecture, filling up assessment form, computer hands on workshop, video-clip presentation	16 hours	Workshop output, Business plan

	<p>how business is creating profit and how it helps customers achieve satisfaction</p> <p>8. Understand and develop basic marketing plan with the use of office productivity tools, Google apps and the internet</p> <p>9. Understand the importance of developing financial goals including skills and acumen in the inflow and outflow of money</p> <p>10. Appreciate and understand the importance of having a great team to make things happen and to make the idea a successful one</p>			
P: An Enabling Environment for Women Entrepreneurs	<p>1. Enhance the knowledge of policy makers in the existing ICT and WEE policies in the Philippines.</p> <p>2. Build the capability of policy makers in the creation of gender sensitive policies for WEE and ICT promotion.</p>	<p>Interactive discussion</p> <p>Case reviews</p> <p>Group dynamics on team work</p> <p>Brainstorming workshops</p>	<p>16 hours (8 hours lecture, 8 hours GD and workshop)</p>	<p>With pre-test and post-test for immediate measurement of knowledge intake.</p> <p>A draft policy on WEE and ICT promotion</p>

### Training design for the core modules

C1: Women's Empowerment, SDGs and ICT C2. Enabling Role of ICT for Women Entrepreneurs		Time	Format	Outputs
<b>Day 1</b>	AM Session			
	Seminar preliminaries: Opening ceremony Introduction of participants Expectation check	8:00	Brief speech Self introduction Group work	Message from guest speaker Level off of expectation
	<ol style="list-style-type: none"> <li>1. Why women's empowerment</li> <li>2. SDGs and women empowerment</li> <li>3. Barriers and enablers of women's empowerment</li> <li>4. ICT and women's empowerment</li> </ol>	8:30	Lecture, film showing, discussion, workshop, case studies	Workshop output
	PM Session			
	<ol style="list-style-type: none"> <li>1. women's empowerment and entrepreneurship</li> <li>2. How can entrepreneurship contribute to development and women's empowerment</li> <li>3. Barriers and enablers for women's entrepreneur</li> <li>4. ICT for women's entrepreneurship</li> </ol>	1;00	Lecture, film showing, discussion, workshop, case studies	Workshop output

### Training design for the entrepreneur module

W1: Planning a Business Using ICT W2: Managing a Business Using ICT		Time	Format	Outputs
<b>Day 2-3</b>				
	<ol style="list-style-type: none"> <li>1. Financial literacy</li> <li>2. Opportunities evaluation</li> <li>3. The business life cycle</li> <li>4. Business model development</li> <li>5. Marketing plan development</li> <li>6. Financial plan development</li> <li>7. Establishing a great team</li> </ol>	(subject revision)	Lecture, workshop using ICT applications, video-clip presentation	Workshop output, Business plan
<b>Day 3</b>				
	PM Session	1:00	Plenary	LGU PH-WIFI
	<ol style="list-style-type: none"> <li>1. Post-test</li> <li>2. Back to plenary (Presentation of Entrepreneur and Policy Track Outputs)</li> <li>3. closing ceremony</li> </ol>	1:30 4:00		Action plan

## Training design for the policymakers module

P: An Enabling Environment for Women Entrepreneurs		Time	Format	Outputs
<b>Day 2</b>	AM Session			
	1. Conduct of Pre-test on WEE & ICT Policies	8:00 8:30	Lecture Lecture	
	2. Review of GS, GAD, GM, SDG, and WEE Concepts (from C modules)	9:00	Lecture	
	3. Input: Women and ICT: The Interfaces	10:00	Lecture	
	4. Input: The Gender Digital Divide in the Philippines	11:00		
5. Input: Existing Philippine Laws on Gender and ICT Development				
	Lunch break	12:00		
	PM Session			
	1. Group Dynamics: My Symbol, We are the Builders	1:00	Workshop	A WEE and ICT ideal community diorama
	2. Input: Towards a Gender Sensitive Policy Making Process for women	2:30	Lecture	
	3. Input: Framing a Gender Sensitive Policy and Implementation Plan for ICTs in Women Entrepreneurship	3:30	Lecture	
	4. Case Presentation: Digiworkz Cooperative and Maria Caasi	4:30	Case	
<b>Day 3</b>	AM Session			
	1. Recap of Day 2	8:00	Interactive Discussion Workshop	Inventory of existing policies and ordinances Draft WEE and ICT policy/ordinance for SB to pass
	2. Review of LGU Policy/Ordinance making process. Review of existing policies, ordinances on WEE, entrepreneurship, and IC. OR presentation of sample policies, ordinances of LGUs on WEE, entrepreneurship, and ICT.	8:30		
	3. Break-out groups: workshop on gender sensitive policy creation for WEE, entrepreneurship, and ICT	9:30		
4. Presentation of draft policy output and critiquing				
	Lunch break	12:00		
	PM Session			
	1. Post-test	1:00	Plenary	LGU PH-WIFI Action plan
	2. Back to plenary (Presentation of Entrepreneur and Policy makers Track Outputs)	1:30		
	3. closing ceremony	4:00		

## ANNEX 5: PH-WIFI Logical Framework

DRAFT WIFI WORKING DOCUMENT – 3-Year WIFI PROGRAM LOG FRAME

Project Summary	Verifiable Indicators	Means of Verification	Risks and Assumptions
<b>GOAL</b> - 5-year program - Vision – achievable beyond the project life – change in state			
<ul style="list-style-type: none"> <li>• <i>ICT-empowered women entrepreneurs contributing to their socio-economic growth towards the economic development of the country</i></li> <li>• Intermediate outcome (3 years) – change in behaviors/practices</li> <li>• Immediate outcome (post-activity) – change in skills/awareness/access</li> <li>• Outputs (borne out of activities, should help achieve immediate outcome)</li> </ul>	<ul style="list-style-type: none"> <li>• Number of women and their families elevated to middle income group after five years</li> <li>• Percentage contribution to the GRDP (for validation)</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Statistical reports – local and national (PSA, LGU, Regional)</li> <li>• Program evaluation report</li> </ul>	
<b>PURPOSE/PROGRAM OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>• Enhanced capacity of DICT to lead inclusive and responsive ICT-related programs</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalized Agency GAD focal point system</li> <li>• Increased number of high-level gender champions that are applying HGDD in program design and implementation</li> <li>• Improved use of PIMME of gender-responsive programs, activities and projects engaging communities</li> <li>• Adoption of the Gender Mainstreaming Policy</li> <li>• Draft joint memorandum circular between DICT and DILG re: WIFI</li> </ul>		<ul style="list-style-type: none"> <li>• Timely approval</li> <li>• Timely release of funds</li> <li>• Changes in priorities</li> <li>• Policy change</li> <li>• Change in management and administration</li> <li>• Loss of champions</li> </ul>

Project Summary	Verifiable Indicators	Means of Verification	Risks and Assumptions
<ul style="list-style-type: none"> <li>Interagency collaboration re: WIFI implementation (including CSOs)</li> <li>Strengthen LGU capacity to lead inclusive and responsive ICT-related programs</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings and coming up with action items</li> <li>MOU with CHED to adopt GAD primer/WIFI modules</li> <li>Number of NGAs, CSOs collaborated</li> <li>Institutionalized Agency GAD focal point system</li> <li>Increased number of high-level gender champions that are applying HGDG in program design and implementation</li> <li>Improved use of PIMME of gender-responsive programs, activities and projects engaging communities</li> <li>Adoption of the Gender Mainstreaming Policy</li> </ul>		
<ul style="list-style-type: none"> <li>Improve entrepreneurial and management skills of women, in all their intersectionalities, through ICT-related programs provided by DICT</li> </ul>	<ul style="list-style-type: none"> <li>Number of entrepreneurs with increased profit</li> <li>Number of entrepreneurs with increased efficiency and productivity in operations</li> <li>Number of entrepreneurs with wider market reach</li> </ul>	<ul style="list-style-type: none"> <li>Income tax returns</li> <li>SEC/DTI documentation</li> <li>Incorporation papers</li> <li>Evaluation report</li> <li>Statistical reports</li> <li>Personal Information Sheet</li> </ul>	
<b>OUTPUT</b>			
<b>Organizational</b>			
<ul style="list-style-type: none"> <li>Implemented GAD capacity-building plan for senior officials and middle managers</li> </ul>	<ul style="list-style-type: none"> <li>Number of high and middle managers trained in GAD capacity-building</li> <li>Number of gender-responsive PAPs produced and implemented</li> <li>Gender-responsive policies developed and implemented</li> </ul>		
<ul style="list-style-type: none"> <li>Improved planning and implementation of gender-responsive ICT-related PAPs</li> <li>Increased implemented gender-responsive PAPs</li> <li>Implement an M&amp;E System</li> </ul>	<ul style="list-style-type: none"> <li>PAPs with at least 50% score in HGDG</li> <li>At least satisfactory rating by clients</li> <li>HGDG shall be used in designing ICT-related projects</li> </ul>	<ul style="list-style-type: none"> <li>CESO incentives</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation of women, stakeholders, and partners</li> <li>Connectivity (internet)</li> <li>Availability of facilities</li> </ul>

Project Summary	Verifiable Indicators	Means of Verification	Risks and Assumptions
	<ul style="list-style-type: none"> <li>Project Implementation Management Monitoring Evaluation (PIMME) shall be used in monitoring ICT-related projects</li> </ul>		
<ul style="list-style-type: none"> <li>Institutionalize the conduct of Gender Audit in PAPs</li> </ul>	<ul style="list-style-type: none"> <li>Commence sex and gender disaggregated data collection</li> <li>Availability of measurement and analysis tools for gender</li> <li>Frequency of gender audits conducted annually</li> <li>Collation of gender-related knowledge-based management</li> </ul>		
<ul style="list-style-type: none"> <li>Increased GAD budget allocation</li> <li>Improved GAD budget utilization</li> </ul>	<ul style="list-style-type: none"> <li>% increase in GAD budget and GAD utilization</li> </ul>		
<ul style="list-style-type: none"> <li>Increased partnership with government and private sectors engaged in ICT and GAD programs</li> <li>Increased LGU-implemented gender-responsive ICT-related PAPs</li> </ul>	<ul style="list-style-type: none"> <li>Number of MOU and MOA signed</li> <li>Number of resources shared by partners</li> <li>Number of women entrepreneurs trained through LGU-initiated ICT-supported PAPs</li> </ul>		
<p><b>Women entrepreneurs</b></p>			
<ul style="list-style-type: none"> <li>Women entrepreneurs trained in applying ICT in business</li> </ul>	<ul style="list-style-type: none"> <li>Number of women entrepreneurs trained using ICT in business</li> <li>Increased access to Internet by women entrepreneurs</li> <li>Increased investment by women entrepreneurs in ICT (hardware/software) for business</li> <li>Shortened time in specific business processes</li> <li>Minimal loss in sales and inventory</li> <li>Increased product visibility</li> <li>Increased sales</li> <li>Wider market presence</li> </ul>	<ul style="list-style-type: none"> <li>Log books</li> <li>Business records</li> <li>Social media pages and websites</li> <li>Online advertisements</li> <li>Evaluation report</li> <li>Interview reports, documentation</li> <li>Business reports</li> <li>Qualitative and quantitative evaluation</li> <li>Number of hits and visits</li> <li>Increased in online purchase order forms, invoices</li> </ul>	

Project Summary	Verifiable Indicators	Means of Verification	Risks and Assumptions
<ul style="list-style-type: none"> <li>Increased awareness of women entrepreneurs on responsible use of ICTs</li> </ul>	<ul style="list-style-type: none"> <li>Number of women entrepreneurs using of anti-virus and malwares program</li> <li>Number of women entrepreneurs applying digital security</li> <li>Number of women entrepreneurs applying data privacy, copyright infringements, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Financial Statements</li> <li>DICT Annual Investment Plan</li> <li>Survey reports</li> <li>Individual Performance Commitment Review (semestral)</li> <li>MOUs, MOAs</li> <li>Press releases</li> <li>Training evaluation forms</li> <li>Interview reports</li> <li>Evaluation reports</li> <li>Progress reports</li> </ul>	
<ul style="list-style-type: none"> <li>Establish a WIFI M&amp;E system</li> </ul>	<ul style="list-style-type: none"> <li>Develop an M&amp;E tool for women entrepreneurs and policymakers</li> </ul>		
<b>ACTIVITY</b>			
<ul style="list-style-type: none"> <li>Conduct TNA and profiling women entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>Identify training needs of potential WIFI trainees</li> </ul>	<ul style="list-style-type: none"> <li>TNA report</li> </ul>	
<ul style="list-style-type: none"> <li>Conduct of training of trainers (TOT) for WIFI Entrepreneurs' and Policymakers' track</li> </ul>	<ul style="list-style-type: none"> <li>Number of trainers trained on WIFI Entrepreneurs'</li> <li>Number of trainers trained on WIFI Policymakers' track</li> </ul>	<ul style="list-style-type: none"> <li>Training reports</li> <li>Documentation</li> </ul>	
<ul style="list-style-type: none"> <li>Conduct of digital literacy training programs at DICT facilities (Pre-requisite)</li> </ul>	<ul style="list-style-type: none"> <li>Number of women entrepreneurs trained on digital literacy</li> </ul>	<ul style="list-style-type: none"> <li>Training reports</li> <li>Evaluation reports</li> <li>Training documentation</li> <li>Minutes of the meetings</li> <li>Attendance sheets</li> <li>Photo documentation</li> <li>Monitoring reports</li> <li>Newsletters</li> <li>News releases</li> <li>Social media releases</li> <li>Partner reports</li> </ul>	
<ul style="list-style-type: none"> <li>Conduct advocacy and promotional activities for WIFI</li> </ul>	<ul style="list-style-type: none"> <li>Number of local governments that took up WIFI</li> <li>Number of events conducted/participated</li> </ul>		
<ul style="list-style-type: none"> <li>Conduct of WIFI training of women entrepreneurs in the community</li> </ul>	<ul style="list-style-type: none"> <li>Number of women entrepreneurs trained in WIFI</li> </ul>		
<ul style="list-style-type: none"> <li>Development of localized e-learning materials for entrepreneurial capacity building</li> </ul>	<ul style="list-style-type: none"> <li>Number of digital modules developed</li> <li>Digital Modules uploaded on the Tech4Ed platform, among others</li> </ul>		
<ul style="list-style-type: none"> <li>Master Trainer Training Program</li> </ul>	<ul style="list-style-type: none"> <li>Digital modules accessed</li> </ul>		

Project Summary	Verifiable Indicators	Means of Verification	Risks and Assumptions
<ul style="list-style-type: none"> <li>Partnership-building among agencies and LGUs for training and resource mobilization</li> </ul>	<ul style="list-style-type: none"> <li>Number of partner meetings, forum with government (national and local) and non-government organizations</li> <li>Number of partners implementing and using WIFI</li> </ul>	<ul style="list-style-type: none"> <li>Training manuals</li> <li>Monthly reports, bi-annual beneficiary visits, yearly M&amp;E report</li> <li>Implementation plan,</li> <li>Project financial reports</li> </ul> <b>Documentation and Reports</b> Photo documentation	
<ul style="list-style-type: none"> <li>Offer supplementary training activities in support to WIFI</li> </ul>	<ul style="list-style-type: none"> <li>Number of supplementary trainings implemented</li> <li>Number of supplementary materials produced</li> </ul>		
<ul style="list-style-type: none"> <li>Develop an M&amp;E tool</li> <li>Conduct of regular monitoring and evaluation activities</li> </ul>	<ul style="list-style-type: none"> <li>Submission of monthly reports, twice yearly beneficiary visits, annual M&amp;E report</li> </ul>		
<ul style="list-style-type: none"> <li>Enhancement of WIFI program implementation</li> </ul>	<ul style="list-style-type: none"> <li>Number of expanded WIFI program implementation plan</li> </ul>		
<ul style="list-style-type: none"> <li>Design and conduct of GAD capacity building for senior officials and middle managers</li> </ul>	<ul style="list-style-type: none"> <li>Number of meetings and training on GAD</li> <li>Number of senior officials and middle managers that have undergone GST</li> <li>Number of senior officials and middle managers that have undertaken TNA</li> </ul>		
<ul style="list-style-type: none"> <li>Revisit TOT options for Policymakers' track</li> </ul>			

## **ANNEX 6: Glosary, Abbreviations and Acronyms**

APCICT - Asian and Pacific Center for Information and Communications Technology for Development

ASEAN – Association of Southeast Asian Nations

AVP – Audio Visual Production

AWEN – ASEAN Women Entrepreneurs’ Network

CDA – Commission on Disability Affairs

CHED – Commission on Higher Education

DICT – Department of Information and Communications Technology

DOLE – Department of Labor and Employment

DOST – Department of Science and Technology

DTI – Department of Trade and Industry

GAD – Gender and Development

GREAT Women - Gender-Responsive Economic Actions for the Transformation of Women

GRPB – Gender Responsive Planning and Budgeting

ICT – Information and Communications Technology

LGU – Local Government Unit

MSME – Micro, Small, and Medium Enterprises

MTTP – Master Trainer Training Program

NATCCO – National Confederation of Cooperatives

NCRFW - National Commission on the Role of Filipino Women

OFW – Overseas Filipino Workers

PBSP – Philippine Business for Social Progress

PCE – Philippine Center for Entrepreneurship (PCE)

PCW – Philippine Commission on Women

PH-WIFI – Philippine Women ICT Frontier Initiatives

PSA – Philippine Statistical Authority

RISTT - Rural Impact Sourcing Technical Training

SEDP MPC – Socio-economic Development Program Multi-Purpose Cooperative

SEO – Search Engine Optimization

S.O. – Special Order

STEM - Science, Technology, Engineering, and Math

Tech4Ed – Technology for Education

TESDA - Technical Education Skills Development Authority

TOT – Training of Trainors

TNA – Training Needs Assessment

TWC – TESDA Women’s Center

TWG – Technical Working Group

WIFI – Women ICT Frontier Initiatives

Women REACH – Women Reintegrated and Economically Active at Home

## ANNEX 7: Reference Materials

Commission on Higher Education (2017). *Accomplishment Report 2010-2016*, Philippines.

Coca Cola Philippines (2019). *Coca-Cola Philippines Inspires Companies on Inclusive Business*.  
<http://www.coca-cola.com.ph/en/sustainability/women/coca-cola-philippines/>

Rosario Danga (2016). *Enrolment and Graduate Trends in the Higher Education in Region 2*. Published in the Philippine Statistics Authority website (<https://psa.gov.ph/sites/default/files/Session%204-7%20Enrollment%20and%20Graduate%20Trends%20in%20the%20Higher%20Education%20in%20Region%202.pdf>)

Department of Labor and Employment. *Women Reintegrated and Economically Active at Home Program (Women REACH)*. <http://nrco.dole.gov.ph/index.php/programs-and-services/women-reintegrated-and-economically-active-at-home-program-women-reach>

Faheem Hussain (2017). *An Enabling Role of ICT for Women Entrepreneurs; Women Empowerment, SDGs, and ICT*. UN-APCICT WIFI Core Modules (C1 & C2)

Andrea Loubier (2017). *How One Woman Is Bringing Opportunity to More Women in Southeast Asia*.  
[www.forbes.com/sites/andrealoubier/2017/08/23/how-one-woman-is-bringing-opportunity-to-more-women-in-southeast-asia/#4e2e25642c42](http://www.forbes.com/sites/andrealoubier/2017/08/23/how-one-woman-is-bringing-opportunity-to-more-women-in-southeast-asia/#4e2e25642c42)

Maria Juanita R. Macapagal (2017). *Planning a Business Using ICT and Managing a Business Using ICT*. UN-APCICT Women Entrepreneur Modules (W1&W2).

Maria Juanita R. Macapagal (2017). *State of the Art Gender Analysis and ICT – Philippines*. UN-ESCAP

Macapagal (2017) ASEAN WIFI Launch TOT Observation notes submitted to APCICT

Usha Reddi (2017). *An Enabling Environment for Women Entrepreneurs*. UN-APCICT Policy Module.

Patrician Ann San Buenaventura (2019). *Education Equality in the Philippines*. Philippine Statistics Authority,  
<https://unstats.un.org/sdgs/files/meetings/sdg-inter-workshop-jan-2019/Session%2011.b.3%20Philippines%20Education%20Equality%20AssessmentFINAL4.pdf>

Philippines Legislators' Committee on Population and Development Foundation, Inc. & WomensHub: Philippines (2003). *Gender and ICT in the Philippines: A Proposed Policy Framework*. PH-WIFI Training Needs Assessment Report (2019) Department of Information and Communications Technology

Philippine Commission on Women & the National Economic Development Authority (2016). *Gender Analysis, Gender Focal Point System; Magna Carta of Women*.

### URL

Department of Information and Communications Technology website: [www.dict.gov.ph](http://www.dict.gov.ph)

Department of Labor and Employment website: [www.dole.gov.ph](http://www.dole.gov.ph)

Department of Science and Technology website: [www.dost.gov.ph](http://www.dost.gov.ph)

Philippine Commission on Women website: [www.pcw.gov.ph](http://www.pcw.gov.ph)

TESDA Women's Center website: [www.tesda.gov.ph](http://www.tesda.gov.ph)

Carmona Cavite cache website:

<https://webcache.googleusercontent.com/search?q=cache:dIK2KqIXFQcJ:https://cavite.gov.ph/home/cities-and-municipalities/municipality-of-carmona/+&cd=11&hl=en&ct=clnk&gl=ph>

**ANNEX 8: Photos of PH-WIFI Consolidation Workshop, March 2018**



Dir. Maria Teresa Garcia gave a brief welcome remark to all the participants of the Policy and Entrepreneurship Tracks Integration Workshop.



Ms. Mayette Macapagal facilitated the Policy and Entrepreneurship Tracks Integration Workshop.



The participants of the Policy Track during the breakout session



The participants of the Entrepreneurship Track during the breakout session



Atty. Paul Generson Mercado gave the closing remark and thanked everyone for attending the Policy and Entrepreneurship Tracks Integration Workshop.



The participants of the Policy and Entrepreneurship Tracks Integration Workshop held at the Linden Suites, Ortigas, Pasig City last March 12 -13, 2018

**Photos of Pre-test in Carmona Cavite:**

[https://drive.google.com/folderview?id=1wL7\\_aa2OHUq1MNViCH5yIuQ52bF5dTh](https://drive.google.com/folderview?id=1wL7_aa2OHUq1MNViCH5yIuQ52bF5dTh)

**Disclaimers:**

The case study on the Women ICT Frontier Initiative (WIFI) flagship program in the Philippines was prepared by Ms. Maria Juanita Macapagal, ICTD Research and Management Consultant, Ideacorp, Philippines. It is presented as a complementary resource material of the WIFI. The views expressed herein are those of the author, and do not necessarily reflect the views of the United Nations. The case study has been issued without formal editing, and the designations employed and material presented do not imply the expression of any opinion whatsoever on the part of the Secretariat of the United Nations concerning the status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries. The opinions, figures and estimates set forth in this publication are responsibility of the author. Any errors are the responsibility of the author. Mention of firm names and commercial products does not imply the endorsement of the United Nations. The United Nations bears no responsibility for the availability or functioning of URLs. Correspondence concerning this report should be addressed to the email: [apcict@un.org](mailto:apcict@un.org)