Gender equity:
Inclusion of women and girls through ICT4D

ICT for Development (ICT4D) in
democracy, education and health
12 – 13 September 2012
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Presentation Outline

- Introduction to Gender
- Addressing Gender Concerns
- Gender Equity: Inclusion of Women and Girls
- Gender Mainstreaming in ICT
- 12 C's Pro-Poor ICTs Framework
- Status for ICT and Gender in Africa
- Gender-sensitive approach to ICT4D
- Concluding Remarks
Introduction to Gender

Key Concepts to Understand

Gender

Women’s Needs

Gender Issues

Sex

Gender Concerns
Introduction to Gender  …/2

- Sex is the biological difference between men and women
- Gender is used to describe those characteristics of men and women which are socially determined, in contrast to those which are biologically determined

People are born female or male but … learn to be girls and boys … who grow into women and men
Men and women are taught their appropriate behaviour, attitudes, roles and activities, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles and responsibilities.

Gender roles vary greatly from one culture to another, and from one social, political, and economic group to another within the same culture. Sex is a fact of human biology and is the same throughout the world.
MY WIFE DOES NOT WORK
Gender issues arise from differential treatment due to social expectations about men and women
- Gender discrimination in families and at the workplace

Gender does not mean women! Gender is often associated with women’s empowerment
- In many societies, women do not have the same opportunities and personal freedom as men do.

Gender gaps are the differences in the scores between men and women
- on attitudes, interests, behaviours, knowledge and perspectives on particular issues such as policy preferences and voting preferences
Addressing Gender Concerns

**Women’s Needs**
- Needs that arise from biological or sex differences
- Maternity wards, antenatal care facilities, etc.
- Need for professional and economic advancement (as men do too)

**Gender Concerns**
- Needs that arise due to division of labour between men and women
- Might arise from women’s more domestic location and their concern with childcare, food preparation/production and taking care of the elderly (women’s reproductive roles)
- Can cut across all sectors and social settings
**Addressing Gender Concerns**

- School drop out rate is higher for females than males at all levels of education.
- Number of females that offer science based courses at tertiary level is still lower than that of males.
- Higher illiterate levels are recorded among women than men across all age groups and areas in Africa.

**Academic Advancement**

- Male students stand a greater chance of being recruited for more lucrative jobs, particularly in the ICT sector (e.g. Computer programmers, Engineers, System analysts, etc.).
- Females end up in the less prestigious and hence less paying jobs.
- To access and apply ICT, for example, one needs to have some basic literacy levels. Women are therefore left behind in many development issues.

**Implications**
### Meeting Women’s Needs

- Provision of services such as labour/time-saving home appliances, internet access, and health care.
- Involving women in decision making
- Availing women training in new areas such as ICT

### Addressing Gender Concerns

- Legal rights to eliminate sexual discrimination
- Protection from sexual harassment
- Increased decision making and increased opportunities for professional advancement
Gender Equity: Inclusion of women and girls

- Inclusion of women and girls through ICT viewed through lens of gender equity in science and technology (GEST)

- GEST envisions a transformed science and technology
  - S&T connected to lives of the poor, especially women
  - S&T deployed in the service of human rights, gender equity, and social and economic development goals

- GEST should transform lives of women through connecting women to S&T thereby enabling:
  - Improvement of women’s education in S&T
  - Fair treatment of women and men so that all people develop their innovation capacities and contribute to their society
  - A society which values women and men equally, their creativity, aspirations and freedom to make choices
Gender Equity                   .../2

- Many societies are organized in gendered ways
  - Difficult to organize and plan for simple and mechanical equality in inputs and quantities of resources

- Gender Equity: Regardless of differences in gender divisions of labour, resources, opportunities, treatment and potential, etc.
  - Rewards accruing to men and women for similar work, skills and knowledge
    - Should be of the same quality
    - Should reflect the inputs contributed
Gender Equity

• Case for gender equity in ICT

  ◦ **Social and economic justice**: The gender gap in social and economic development is growing – and hence the need for social and economic justice and poverty alleviation

  ◦ **Women’s rights**: The right to benefit from and contribute to ICT development (as users, developers, suppliers and policy makers)

  ◦ **Empowerment**: Women have different needs, interests, and perspectives on ICT

  ◦ **Sustainability**: Securing women’s knowledge is essential for survival and for sustainability

  ◦ **Participation**: Women’s voices must be heard in ICT decision-making

  ◦ **Connectivity**: Without ICT empowerment, women risk losing out in processes of globalisation
Gender Equity

- Women account for a minority of the world’s researchers in science (UNESCO Institute for Statistics, July 2011)

- Average percentage of women in science research in Africa is 34.5%

**Female researchers as a percentage of total researchers**
(2009 or latest available by 2007)
Gender Mainstreaming in ICT

Gender mainstreaming in ICT brings a gender perspective into the activities of ICT-based organisations/institutions.

Gender mainstreaming in ICT means:
- Recognising that ICT involves diverse processes that are open to the influence of gender.
- Being aware that ICT organisations have a key role to play in creating gender equitable societies.
- Developing mechanisms to ensure that ICT is responsive to women as well as men’s needs, perspectives and concerns.
- Mainstreaming a gender perspective in all ICT organisations’ processes and activities:
  - Policy making, R&D priority setting, budget allocation, HR management, community needs analysis, evaluation and identification of benchmark indicators, etc.
Gender Mainstreaming

- Gender mainstreaming is a process
  - Makes concerns/issues of women and men an integral part of the designing, implementing, monitoring and evaluating of an organisation’s initiatives, policies and programs
  - Calls for understanding the implications of an institution’s initiatives, policies/programs for men and women
    - Provision of equal opportunities & benefits
    - Addressing risks based on socially constructed roles

If gender mainstreaming is not done...
- Risk of widening inequalities between men and women
- Risk of hindering full equitable development
Gender mainstreaming

**Government**
- Create *gender-sensitive* enabling environment through ICT policies to spur infrastructure, access, reach and availability
- Avail public funding such as universal access grants or subsidies
- Potential as heavy user of ICT services and applications

**Private sector**
- Provide investment and innovation in ICT infrastructure and services accessible by men and by women

**Civil society**
- Key providers of *gender-sensitive* accessible and relevant ICT applications that spur citizen utilisation and hence demand for ICTs
- Such demand key since ICT infrastructure and service development primarily private-sector led
Gender mainstreaming

- User centre of focus – even in multi-stakeholder approach

- Engage frameworks such as Gender Evaluation Methodology (GEM) that assess extent disadvantaged communities such as women and girls, persons with disability, the poor, etc., benefit from ICTs

Source: UN-APCICT/ESCAP
12 C's Pro-Poor ICTs Framework

- Promoting ICT development and access by governments and the private sector is only the initial phase to delivering on the promise of ICTs

- ICT potential for social-economic gains is hinged on:
  - Users able to access relevant content
  - Users able to derive economic opportunities such as through the use of Mobile Money
12 C's ICTs Framework .../2

Mobile phone use, % age 15+ (2011)
### 12 C's ICTs Framework

| Connectivity | - Infrastructure & technology (hw/sw) accessible & affordable | - Extent to which the planned infrastructure and technology ensure the people living in poverty can use and afford them. |
| Content       | - Relevant - Accessible - Beneficiaries involved | - Extent to which the content is relevant to the needs of the targeted population. - Can women and men access and use it to meet their needs? - Is it available in the local language & accessible to non-literate and ICT-illiterate people? - Do beneficiaries participate in the development of the content? |
| Community     | - Who benefits? - Beneficiaries participate | - Who should be the target group? - How do the different stakeholders participate in the programme? - Are beneficiaries taking part in the design and implementation of the programme? - How will the intervention affect the different groups (women, men, old, young, illiterate, etc.) of the community? |
| Commerce      | - Supports livelihoods | - Does the planned intervention sustain the livelihoods of the beneficiaries? - To what extent does it support the economic activities of the beneficiaries? |
### 12 C's ICTs Framework

| Capacity       | - Beneficiaries’ capacity  
<table>
<thead>
<tr>
<th></th>
<th>- Organizations’ capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Do beneficiaries have, or can they acquire, the capacity to participate in the programme?</td>
</tr>
<tr>
<td></td>
<td>- Do the organizations involved have the (financial and organizational) capacity to develop and implement the programme?</td>
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| Culture        | - Supportive culture  
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<tr>
<th></th>
<th>- Learning promoted</th>
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<tr>
<td></td>
<td>- Is there a forward-looking and supportive culture for using ICTs for poverty reduction?</td>
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</table>

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<thead>
<tr>
<th>Cooperation</th>
<th>- Stakeholders cooperation favourable</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- To what extent is the cooperation among the different stakeholders favourable to ICTs for poverty alleviation?</td>
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<table>
<thead>
<tr>
<th>Capital</th>
<th>- Financial sustainability</th>
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<tbody>
<tr>
<td></td>
<td>- Are there sufficient financial resources?</td>
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## 12 C's ICTs Framework

<table>
<thead>
<tr>
<th>Context</th>
<th>Adapted to context</th>
<th>Is the policy or programme adapted to the local context?</th>
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<tbody>
<tr>
<td></td>
<td>Influences context</td>
<td>Is the intervention able to influence changes for a more favourable context for using ICTs for poverty alleviation?</td>
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<tr>
<td>Continuity</td>
<td>Monitoring and evaluation</td>
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<td></td>
<td>Flexible, promotes learning</td>
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<td></td>
<td>Potential for increased impact</td>
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<td></td>
<td>Socially sustainable</td>
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<td></td>
<td>Does the policy or programme incorporate a monitoring and evaluation component?</td>
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<tr>
<td></td>
<td>Does it promote learning and allow flexibility for adaptation?</td>
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<tr>
<td></td>
<td>Could the ICT programme be scaled up?</td>
<td></td>
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<tr>
<td></td>
<td>To what extent is it socially sustainable?</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td>Beneficiaries’ ownership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stakeholders accountable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do beneficiaries have ownership of the policy or programme?</td>
<td></td>
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<tr>
<td></td>
<td>Do beneficiaries have a say in the design, implementation and evaluation of the policy or programme?</td>
<td></td>
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<tr>
<td></td>
<td>Are the different stakeholders accountable?</td>
<td></td>
</tr>
<tr>
<td>Coherence</td>
<td>Pro-poor</td>
<td>To what extent is the ICT policy or programme consistent with other pro-poor policies and interventions?</td>
</tr>
</tbody>
</table>
Status for ICT and Gender in Africa

- Research ICT Africa (RIA) 2007 data revealed that in eleven of 16 African countries in their survey:
  - No difference between men and women in likelihood to own a mobile phone – for men and women with similar income, education and employment status
  - In South Africa and Mozambique, women were more likely to own a mobile phone and only in Senegal and Tanzania were women less likely to own a phone
Status for ICT and Gender

- Men spend more on communications than women but women’s expenditure on communications was a greater share of the women’s income.
- Even at same level/class, women had less knowledge and usage of the internet and fewer women have an email address.
- Radio which is the primary source of information among low income and rural populations is listened to by more men than women.
Status for ICT and Gender
Gender-sensitive approach to ICT4D

- ICT4D should be aware of existing divides (education, financial, skill, etc.) and should not lead to widening of the gender divide.

- Technology has evolved rapidly to widespread mobile phones, smart phones, Web2.0, crowdsourcing, mobile devices ...
  - Concerns and special needs, particularly, for rural and low-income women have not changed as much.

- GSMA mWomen findings from 2,500 women provide a good guide forward
  - 2,500 women from Egypt and Uganda in Africa, Papua New Guinea in the Pacific, and India in Asia.
Gender-sensitive approach

• *ICT services and applications need to be accessible and relevant to the women’s daily lives*

  ◦ SMS services should have a clear value for money proposition
    • Only 37% of the women had used SMS compared to 77% that had made a phone call.

  ◦ Mobile health (and other) applications will need to be well integrated with the women’s daily lives in order to attract uptake.
    • Of 84% women who were in need of better healthcare information, less than half of these were interested to receive this information via their mobile phones.

  ◦ There is an opportunity to build on the potential of ICTs to be used for even micro and small-scale ICT or ICT-supported enterprises.
    • About three-quarters of participants were interested in establishing income generating activities to help support their families.
Gender-sensitive approach

- Lack of or limited ICT literacy skills hampers utilization of ICT services and applications
  - About a quarter of women interviewed were not interested in owning phones
    - they did not know how to use phones.
  - Although about a quarter of the women knew about mobile internet. Only 2% of the women had ever used mobile internet
    - this places a constraint on the potential utilizations of mobile internet based services.
Gender-sensitive approach

• **Need to integrate gender issues in ICT services and programs so as to promote equitable access for men and women in the community**
  
  ◦ Involvement of men and key community leaders is key
    • about 75% of the women did not want a mobile phone because this would not be permitted by their spouses
  
  ◦ As has also been highlighted by studies on ICTs and Violence against Women (VAW), over 80% of the married women reported that their husbands were very suspicious of them
    • because they owned mobile phones
  
  ◦ Women groups were trusted within their respective communities and acknowledged as a vital source of information
    • Women groups could be considered when searching for early adopters of technology
Gender-sensitive approach

- **Important to consider a range of media and ensure that messages are appropriately tailored for the target community**

  - Over half the research participants had used TV for entertainment and information
    - TV remains an important ICT tool with audio-visual capabilities
Gender-sensitive approach

- Access to reliable and affordable energy sources remains a key driver for ICT sector growth, particularly in rural areas.
  - 38% of the women interviewed did not have easy access to energy sources.
Concluding Remarks

- There is need to address fundamental issues related to ICT and Gender in terms of:
  - Infrastructure
    - ICT hardware & software and Energy
  - Relevance
  - Affordability

- There is need for policy advocacy to ensure gender equitable access to ICTs
Concluding Remarks .../2

- **Capitalise on mobile services to increase access, outreach of ICT services to address inclusion**
  - Promote low cost, low energy mobile devices
  - Promote use of local wireless networks as ‘last mile’ solution and as means of reducing internet access costs
  - Capacity building in repackaging of relevant and accessible information for dissemination and interaction via platforms such as podcasts, video tutorials, SMS, etc
  - Capacity building in basic gender analysis and in the development of relevant applications for ICT and Gender
  - Policy advocacy for favourable (and affirmative) environment for setup of affordable and accessible rural/underserved connectivity
References


- Association for Progressive Communications (APC). Gender Evaluation Methodology, http://www.genderevaluation.net/

- GSMA mWomen Programme (2012). “Striving and Surviving: Exploring the Lives of Women at the Base of the Pyramid”


