Gender Analysis in ICT4D Research: a matter of fairness, quality and representation

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura

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He/she who dislikes complexity, will hardly feel comfortable in the third millennium.

Rosi Braidotti
Nomadic Subjects:
Embodiment and Sexual Difference in Contemporary Feminism

THREE WORDS THAT COME TO MY MIND WHEN I THINK IN GENDER

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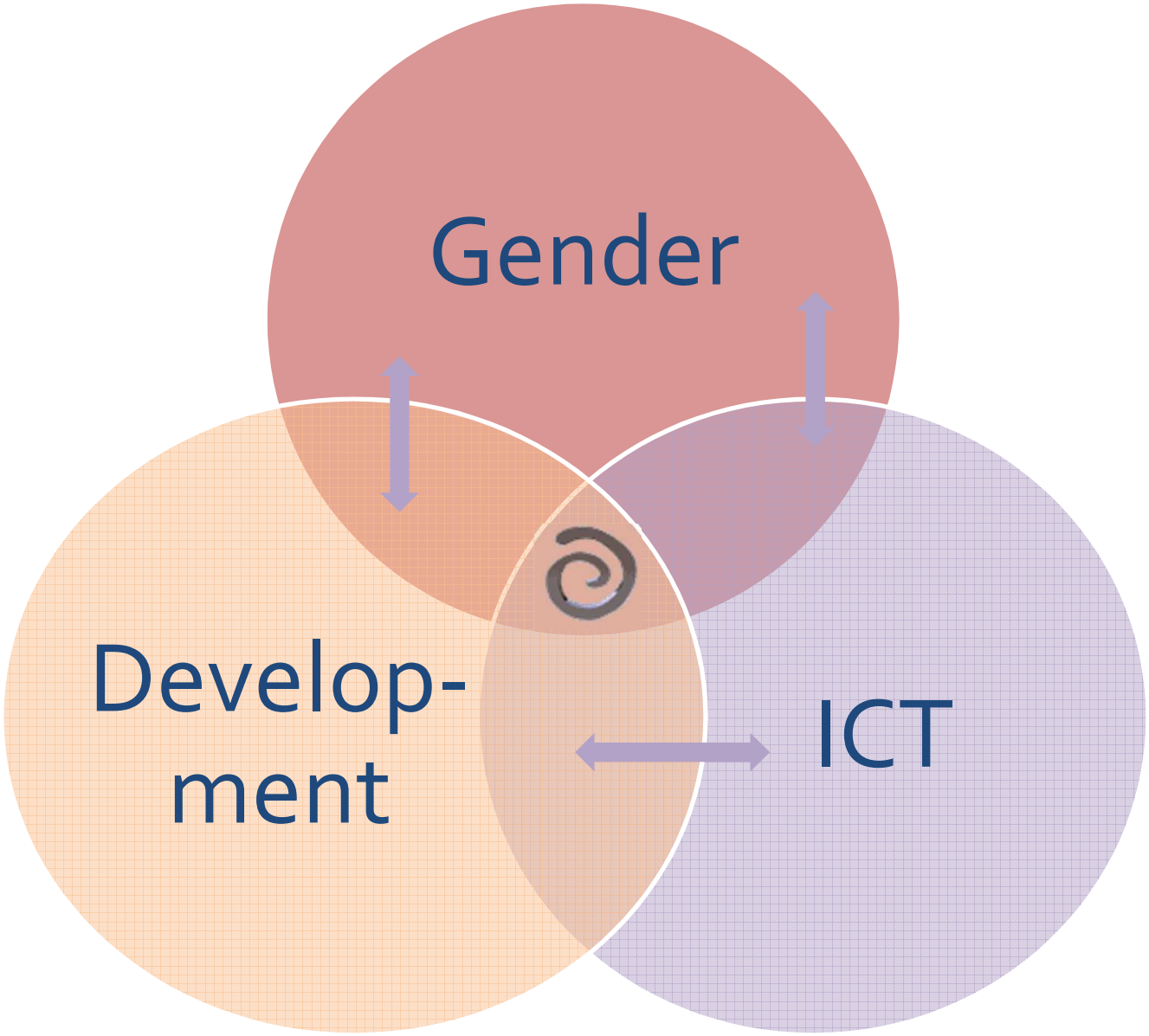
ICT4D RESEARCH: IS GENDER ANALYSIS NECESSARY…WHY?

YES	NO
-	-


Gender
Develop-
ment
ICT

True or false?

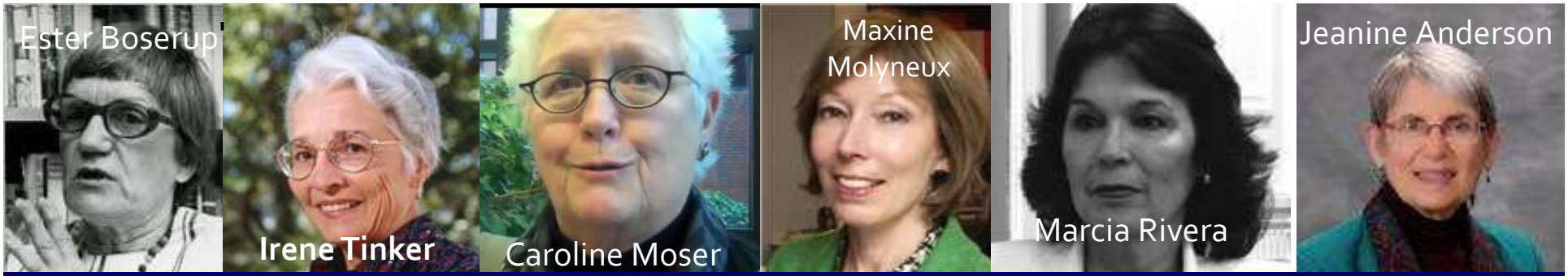
What is Gender?

	T	F
➔ Women		✓
➔ An homogeneous social group		✓
➔ A minority		✓
➔ An unpowered group		✓
➔ Natural differences between men and women		✓

Sufficient or insufficient?

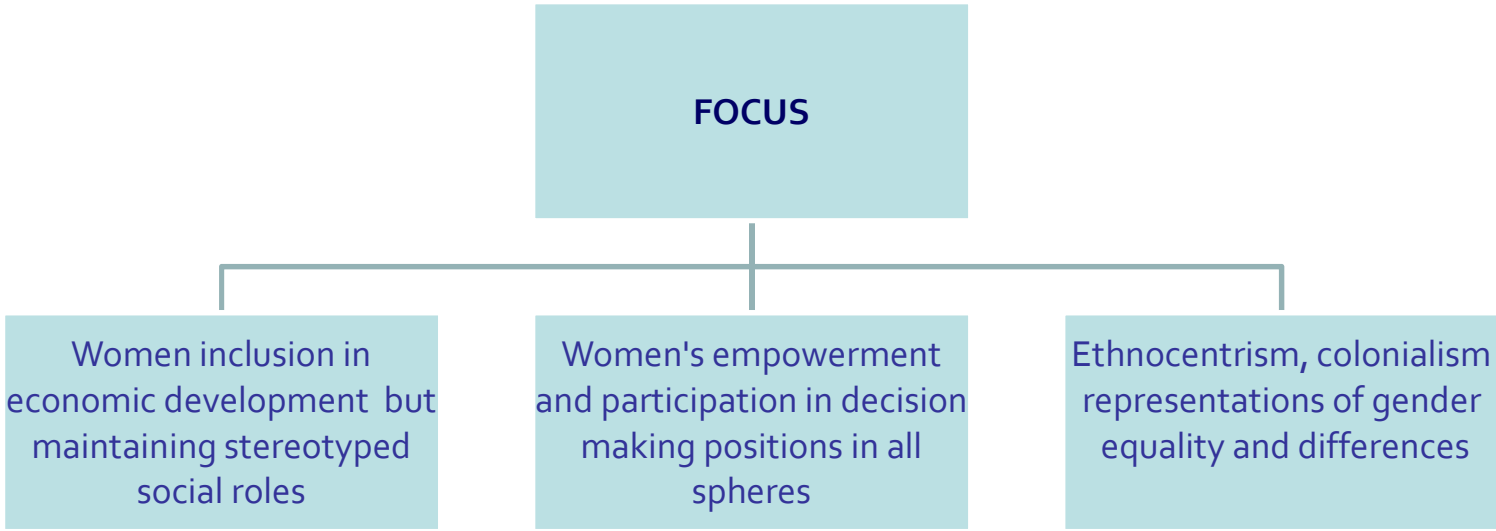
Gender is integrated in a research project when it incorporates....

	S	I
➔ **Equal number** of men and women in target groups or samples		
➔ It is focus on women		
➔ Uses sex **disaggregated data**		
➔ The research team includes **one/few "gender experts"**		
➔ Women are a **component "added" to the main topic**		
➔ Is included as **variable**		



Perspectives in dispute: Some commonalities

- The " foundational"literature concerned **women and development** (was predominantly descriptive, was equivocal in its identification and analysis of women's subordination ... tended to isolate women as a separate and often homogeneous group"
- Gender used as a "**political correct word"** for describing women's social condition, experiences and for addressing women basic needs.



Development: which rationale for development?

Socio-Economic grow

Modernization, struggle against poverty

Human Development

"Human development went far beyond income and growth to cover the full flourishing of all human capabilities. It emphasized the importance of putting people – their needs, their aspirations, their choices – at the centre of the development "human development can be expressed as a process of enlarging people's choices." (UNDP)

It stresses the need of enhanced capabilities and agency of women, especially the ability to claim rights (or "entitlements") from the state as well as other actors like family member Women are seen to have the greatest stake in advancing human development.

Sustainable Development

Is maintaining a delicate balance between the human need to improve lifestyles and feeling of well-being on one hand, and preserving natural resources and ecosystems, on which we and future generations depend.

Post Development

Critique of the neo-liberal policies of the past three decades, and a reinvention of democracy and development that recognizes plurinationality, interculturality, direct democracy, endogenous development centered on the "buen vivir" of the people, de-construction of colonial discourses and policies.

Women in Development (Mid 1970)

1) Rooted in modernization, urbanization, and liberal feminist notions. Goal: combating poverty. Targets individuals as resources for social change

2) Economic development + equal opportunities for women, basically through education and satisfaction of basic needs (water, housing, improvement of work in rural environments)

3) Acceptance of gender division of labor, no recognition of discrimination and subordination.

Women and Development

1) Rooted in dependency theory and neo-marxist feminist perspectives

2) Analyze socioeconomic factors that determine women inequality.

3) Gender used by donors and government as a “politically correct” word for naming women as an homogeneous group;focus in poor women/women in need, “third world women”

Gender and Development

Holistic approach “focuses on the socially constructed bases of differences between men and women and emphasis the need to challenge exiting roles and relations. (Reeves and Baden, 2000)

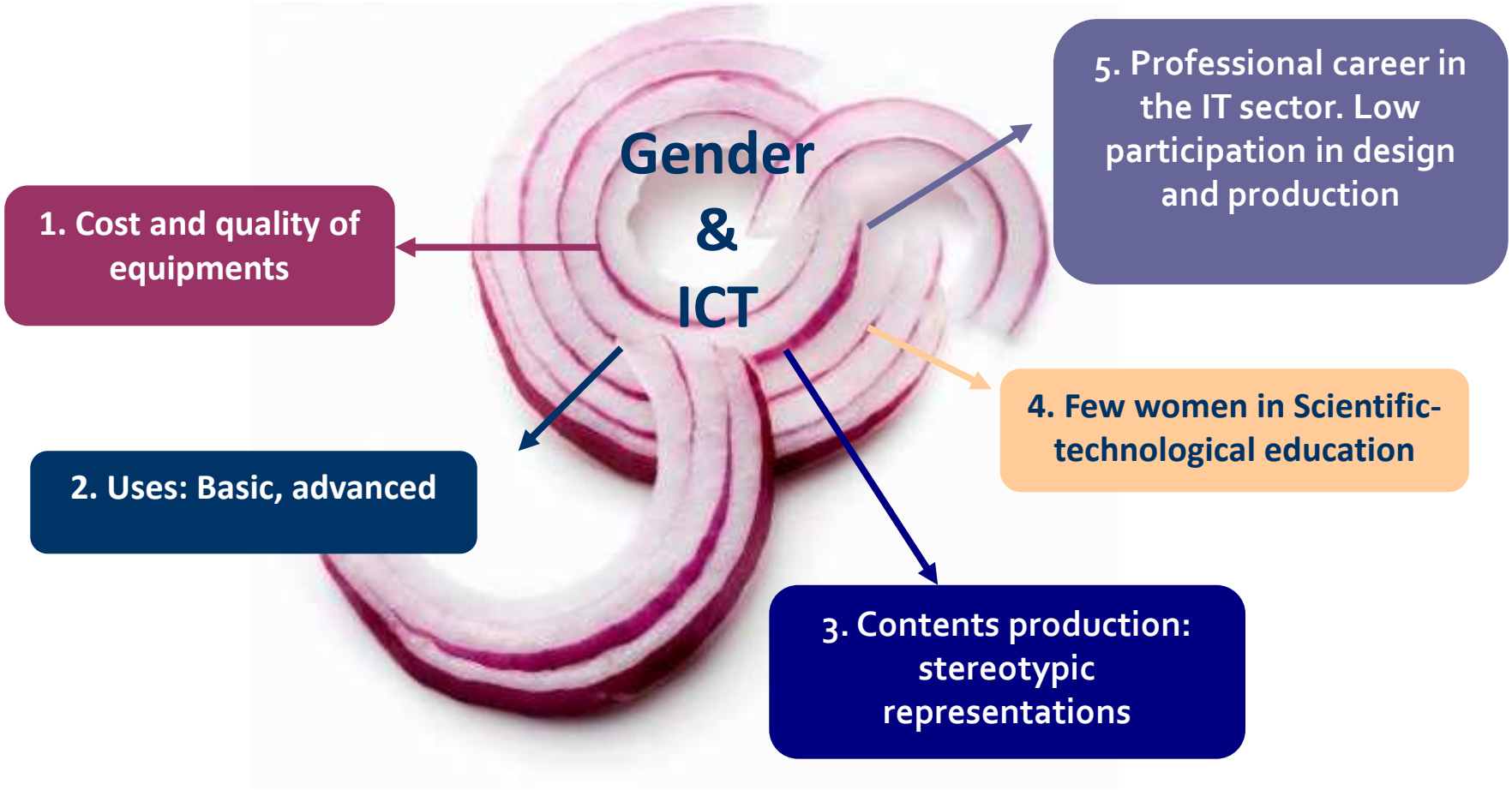
Main topics

- Strategic interests
- Women empowerment
- Redistribution or co-responsibility of caring work.
- Emergence of reflections on: men and masculinities
- Gender mainstreaming

Women, environment and development (WED) – (*Ecofeminism*)

Emphasizes recognition of the cultural heritage of 'southern communities'. The discourse of development have to incorporate contextual considerations, gender relations, political ecology, etc.

Gender digital gaps



Gender digital gaps

Women are increasingly accessing and using ICT (Latin America Venezuela, 45% Brazil, 47%).

Factors:

-Increased use of IT by young women

-Communication boom

- Proliferation of ICT in all aspects of life . .

-Use of mobile phones "The mobile network society" Castells, M

Other inequalities : low number of women in the creation of technology, contents, applications, and in policy decision-making positions in IT industries and policy making.

But also other burdens caused by technology "remote mothering"

NEW GENERATION OF WOMEN CONSUMERS?
OR FULL CITIZENS AND CONTRIBUTORS

CO-CONSTRUCTION OF GENDER & ICT

(*Judith Wajman*)

Questions raised

➔ How do ICT sharpen gender codes in users and in society at large? Do they offer new gender representations with which to identify and interplay? Do they increase awareness of gender inequalities?

➔ Women's inclusion in the ICT market: a revival of the 60's creation of a passive consumer culture?

➔ Do they stimulate the reconstruction and creation of gender fair communities and collective identities?

➔ How to make technology education more attractive to different types of girls and boys?

➔ Why the image of technology in the consumer sphere --and/or the types of uses that girls and women are making of them– are not translated into perceptions/experiences of learning about/working with IT?

➔ How to change existing syllabuses in technology education to include a gender perspective?

➔ How to stimulate in both genders innovation attitudes and skills ?

➔ What are the implications of the use of ICT in subjectivity, body image, sexuality, and social bonds for different groups of women and men ?

➔ How do corporate structures and masculine cultures prevalent in ICT industries affect women and some groups of men?

Other issues of concern: **feminist pedagogy in e-learning programs, cyberculture in youth, meanings of gender equality in the context of ICT, "situated knowledge"** (Donna Haraway´s 1991)) and **"situated equality".**(Marja Vehviläinen 2002),

What do we mean by gender analysis?

Gender analysis , which is often also called gender perspective, is a conceptual framework that when used to analyze the condition and position of men and women in different spheres of their life , aloud us to identify similarities, differences and inequalities between both genders and within each gender group and identify factors or conditions that explain these findings.

This information aloud us to design and implement projects and policies that assure both genders the full exercise of their political, economic and cultural rights and have access to social opportunities and resources.

Why do we need gender analysis in research projects?

Strategically planned and executed research that takes into account gender relations will result in more thorough, participatory and relevant results.

More specifically, women are essential contributors to development processes and 'development' itself impacts, and is impacted by, women and men in different ways.

Gender-sensitive research that takes this into account can in turn lead to more effective and sustainable development policies and programmes.

" Secretary General Kofi Annan states: the empowerment of women that results from attention to gender in all stages of the development process is the "most effective development tool."

Why Gender analysis in ICT4D research?

"Gender Analysis seeks to understand the different experience of men and women and identify the elements that explain these differences. A gender approach implies, therefore, evaluating both male and female patterns, for example, to make comparisons and determine weather women's access to ICT, their use and appropriation, is equal or different than those of men. The evaluations that are centred solely on women's experiences can not evaluate the existing gender gaps or identify the way of reducing obstacles to the impact that ICT have on women's equality".

IDRC
http://web.idrc.ca/es/ev-23233-201-1-DO_TOPIC.html#10

HOW TO INTEGRATE GENDER ANALYSIS IN ICTD RESEARCH

"Computer technology (like any technology) is shaped by the values, assumptions, goals and prejudices of the those involved in it design, engineering and financing. It use and influence in society is shaped by the roles, values, assumptions and goals of those who own it and those who can access it.

" VIA NEGATIVA" CONCERNED EFFORTS TO AVOID GENDER BLINDNESS (AWARENESS)

"VIA POSITIVA" CONCERNED EFFORTS TO INCLUDE GENDER GOALS (KNOWLEDGE AND COMMITMENT)

Integrating Gender Awareness in ICT4D Research,

Ineke Buskens and Natasha Primo (2010)

Gendering your research in five phases

Technologies introduced into environments characterized by inequality tend to reinforce and even exacerbate it." (Derbyshire 2003,

Phase One: Choosing research topics and research objectives

a. Who are the stakeholders? / For whom will the research be useful?
b. Research question formulation: What do you want to know?
c. Designing gender indicators. Indicators are useful tools that measure the progress of a specific project or programme. Gender-sensitive indicators, therefore, are measurements which track changes in gender relations and women, men, girls' and boys' lives.

Phase Two: Choosing your methods

Phase Three: Analyzing the data Gender analysis, the systematic

gathering and examination of information on gender differences and social relations in order to identify, understand and redress inequities based on gender, should be conducted at all stages of the research project, but is especially important when analyzing your research data.

Phase Four: Communicating your results

Because gender research prioritizes the use of research for social change, the clear and articulate communication of research findings is a critical part of the research process.

Phase Five: Reflexivity and Lessons Learned

http://www.iiav.nl/epublications/2007/gender_research_a_how_to_guide.pdf

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Themes that have prevailed in debates and research on the intersections between gender and ICTD

- **Digital "gender" gap and how to sort it**
- The **importance/value of ICT to foster and speed up access to education, health, economic growth, participation** and other "development benefits" for women and girls of marginalized sectors.
- Women's **participation in technological careers and in professional life**
- Women in **decision making position in ICT sector**.
- ICT positive and negative impacts on **women's working and living conditions**
- Women in **technology education, motivation and pedagogical challenges**
- ICT and **women's social and political participation** (networking, organization, advocacy)
- **Gendered narratives of ICT**: present and future impacts in social, economic, cultural and political development
- **Gendered scripts in design, applications and contents**
- Lack or simplistic use of **gender analysis and gender theoretical perspectives** in: Research, Training/education, Policies, Innovation

PENDING ISSUES IN RESEARCH AND PRACTICES

Gender differences in :

- Assessment and satisfaction with different tools and online information
- Demands for new contents and tools
- Participation in technological innovation
- Consumer patterns, health, production of knowledge, organization of work and family life, extension of social networks, new forms of friendship and love bonds, family and intergenerational relations, and political participation
- Processes and results of technology education and training
- Obstacles and coping strategies in technology education and professional development: “leaky pipeline,” “chilly culture”
- Barriers preventing young women and men from accessing ICT careers; students profiles
- Gender sensitivity in ICT’ research funding mechanisms
- Women and men in high-skilled, high-ranking, and better paying positions in the ICT sector
- Privacy, security, and surveillance impact on both genders
- Main narratives in Gender and ICTs
- Gender assumptions and representations in the process of technology development: product design, manufacturing, marketing, and use
- Masculine representations and codes in ICT contents and uses
- Assessment of e-networks, programs, virtual environments, policy
- Interweaving of gender, age, class, economic status, ethnicity, disability, sexual orientation, marital status, geographical location in ICT access, uses, and participation
- The political subtext of women ICT training frameworks.