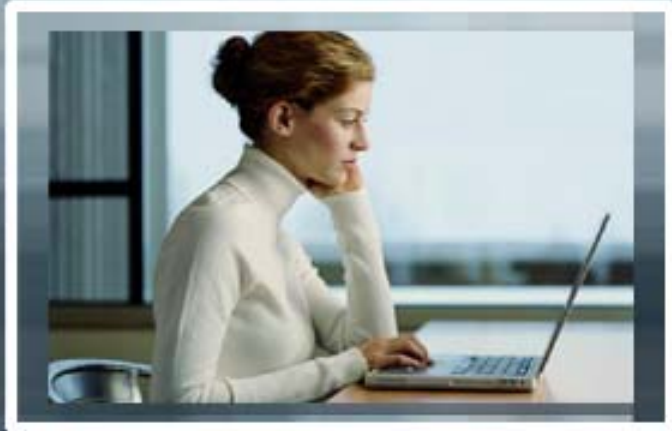


Women & ICT: Profile Based Scenarios

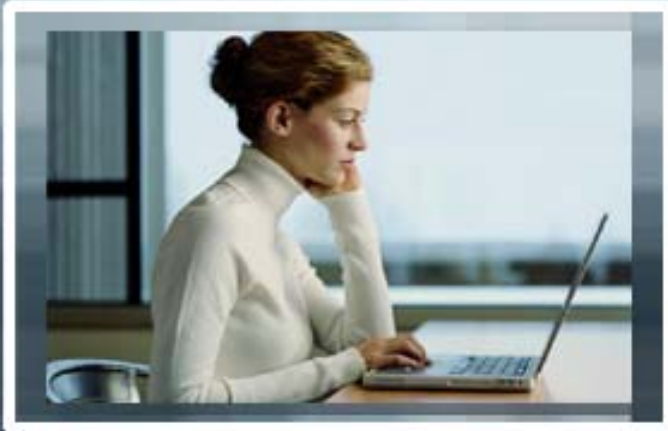


Dr. Mona Kaddah



Academic Computing Services
The American University in Cairo

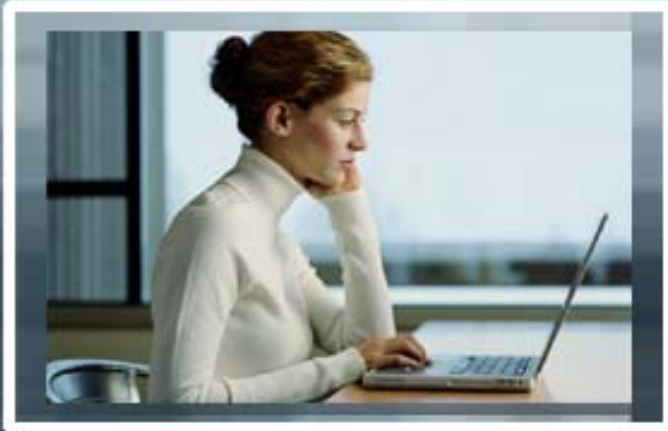
Outline



- **Scope**
- **ICT in Perspective**
- **Women in Developing Countries**
 - Statistical excerpts
 - Profiles of Women vis-à-vis ICT
- **Factors Hindering Women access to ICT**
- **ICT's, and Women in Urban Areas**
- **ICT's, Women and Rural Development**
- **Promoting gender equity through partners of development**
- **Case Studies**
- **Recommendations**
- **Related Links**



Scope

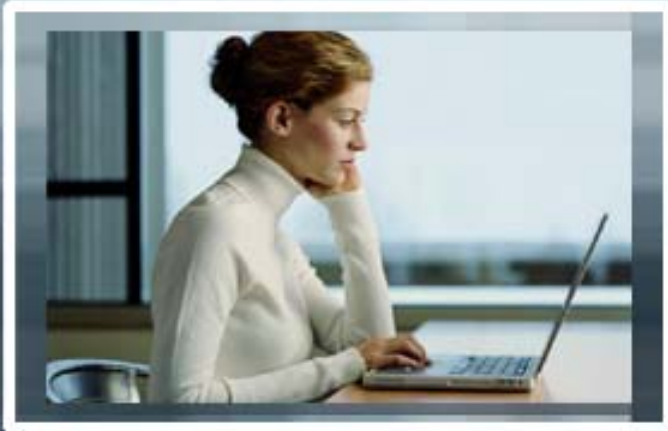


- Women and ICT's in developing countries and specifically in Egypt



- Limited to Females 15+

ICT in Perspective

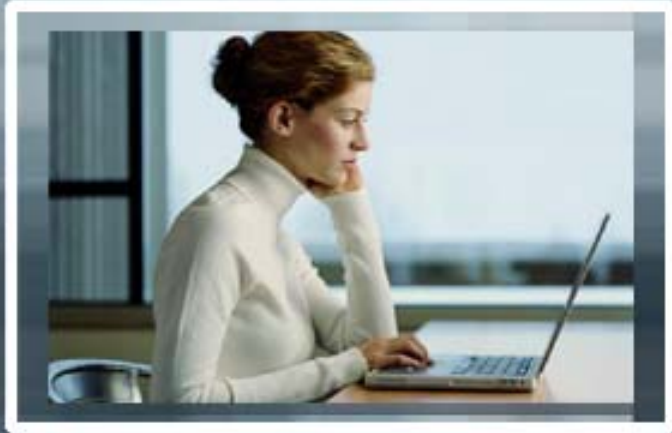


- ICT facilitates the delivery of highly customized technical assistance in a variety of different sectors, including:



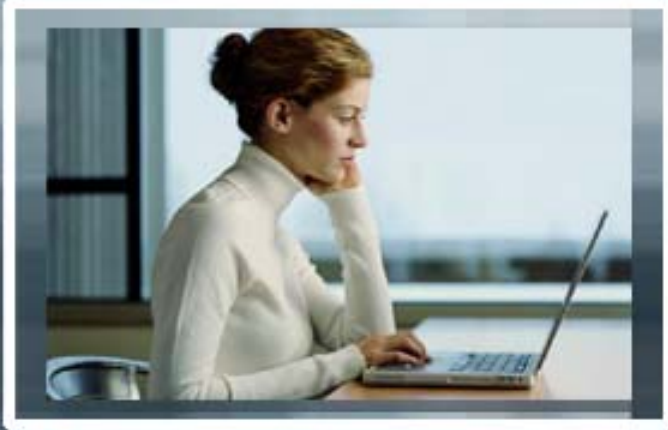
- Distance learning
- Environmental Administration
- Establishment of new livelihoods
- Building up of participatory approaches

ICT in Perspective



- ICTs play a major role in
 - Facilitation of access to global information sources
 - Promoting networking across political and cultural divides
 - Empowering of women, youth and socially disadvantaged groups
 - Spreading of knowledge about 'best practices' and experience
- ICTs are critical to realizing a global information society and a global knowledge base.

Women in Developing Countries



- Statistical Excerpts

- *Dakar World Education Forum (2000)*

- Basic education continues to be out of reach of 855 million adults
 - 125 million children will not see the inside of a classroom

- *UNESCO Published Report (2002)*

- Target set for ensuring that all children get to a classroom before 2015 will not be met
 - Most denied access will be in developing countries
 - Women & girl children will continue to remain the most vulnerable



Women in Developing Countries



- **Statistical Excerpts (cont...)**
 - *At the end of 2000*

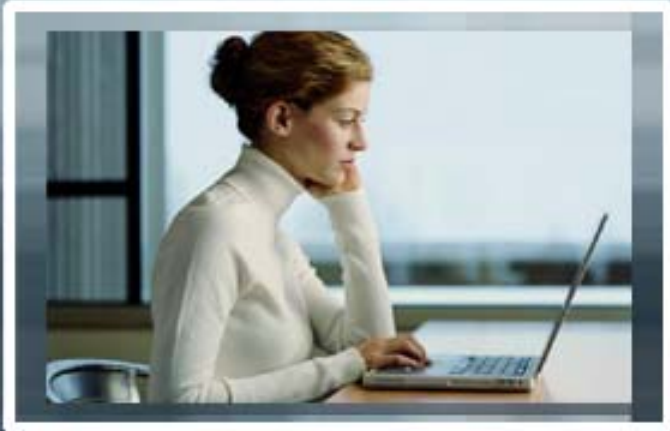
- 44% of adult women in developing countries could not read or write
- 60% of the world's illiterates were women
- In a review of 47 countries, women aged 25 years and older and who went to school received less than two years of schooling while men had twice as much
- Generally, women received about half the schooling than men



Women in Egypt

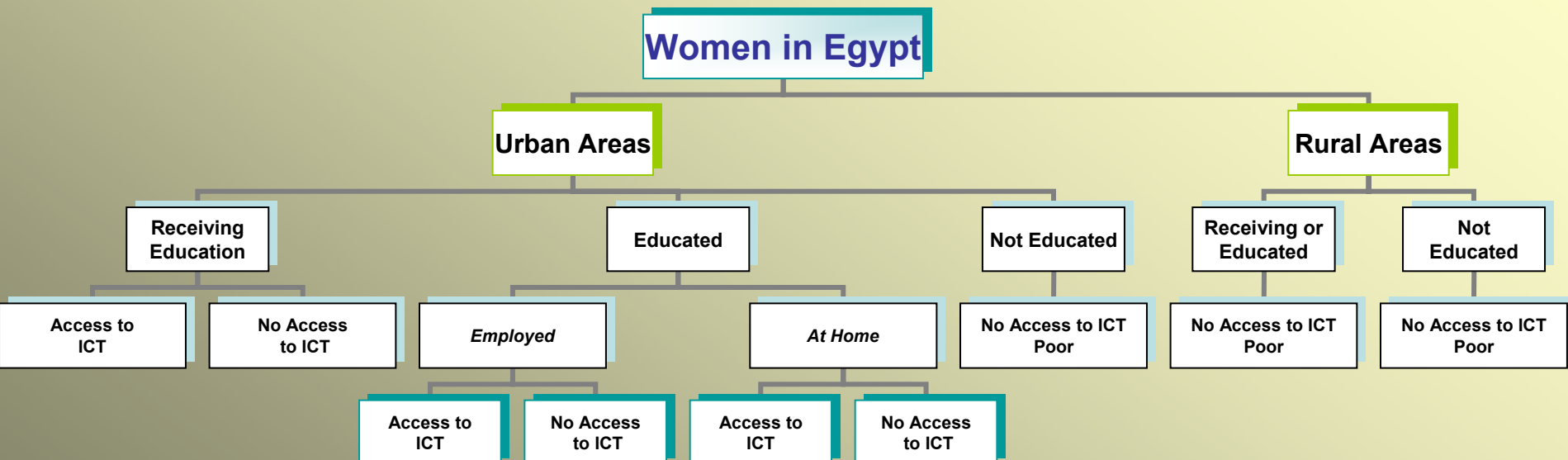
Egypt Human Development Report 2003

UNDP & Institute of National Planning

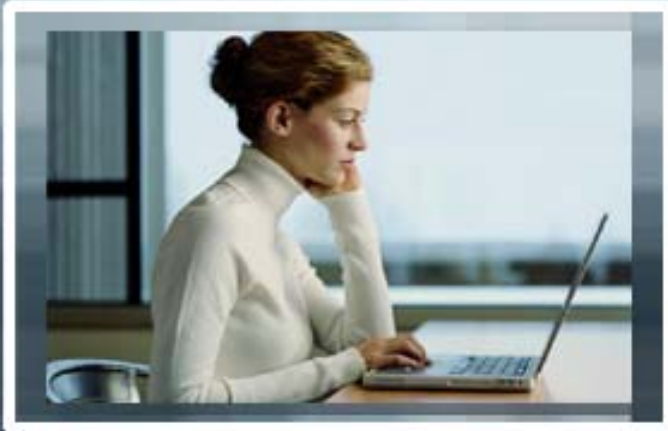


	Females 15+ with secondary or higher education	Women in labor force (as % of total) 2001	Labor force 15+ 2001 (as % of males)
Total Population	23.5	15.4	18.5
Urban	35.6	20.1	25.2
Rural	13.5	11.3	12.7

Profiles of Women vis-à-vis ICT



Factors Hindering Women Access to ICT

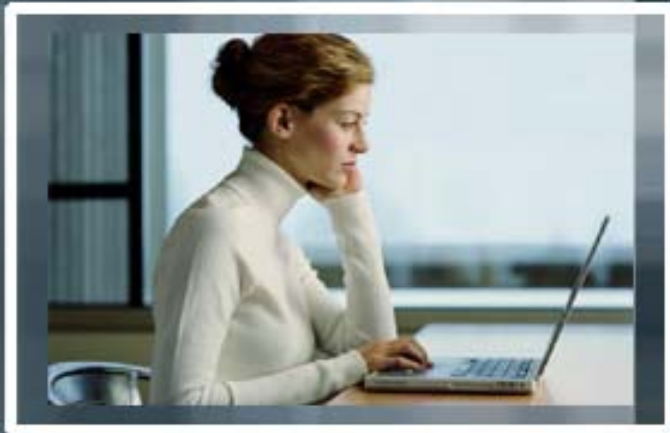


- Literacy & technical education
- Access to resources is restricted due to prejudiced & inequitable family norms
- Family maintenance activities
- Contribution to family income
- Unfriendly access to schooling
- Cultural & religious sensitivities
- Lack of Women's organizations & groups due to cultural constraint
- Lack of collaboration with non-governmental & private-sector entities



ICT's, and Women in Urban Areas

- Enhancement of the educational process through the adoption of new technologies which support a full range of teaching & learning styles, allowing women to make intelligent & efficient usage of resources and time.



- Leveraging the Entrepreneurial capabilities of women by empowering them to set up their own small business or progress in their careers.

- An example of such projects is the 'ICT for Women' as part of the Global Campus Distance Learning.

ICT's, Women & Rural Development

- Two Thirds of the world's poor live in rural areas & are often characterized as information-poor.
- Information dissemination is a fundamental element of any rural development programme.



- Information based approaches to rural development can provide benefits in relation to agricultural practices, crop prices, weather conditions, and animal husbandry, in addition to the improvement of education and health resources, promotion of gender awareness, governance and inter-community networking.

ICT, Women & Rural Development

- Examples of the application of ICT's in rural areas are the UNDP backed Technology Access Community Centers (TACCs) of which there are three in rural areas of Egypt.
- Another example from India is the provision of rural health care to women through a mobile system connected through ICTs to medical Specialists in large urban hospitals



Promoting Gender Equity through Partners of Development



- Involvement of strategic stakeholders from the public & private sectors, including Government bodies, Corporate firms, Financial institutions & NGO's



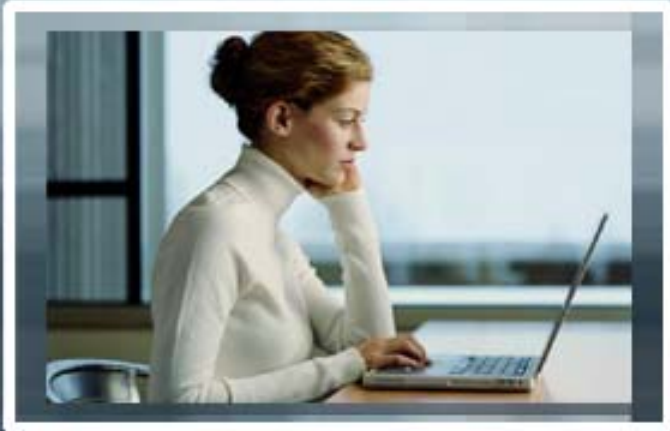
- Raising of Venture Capital Fund for social development projects

Promoting Gender Equity through Partners of Development



- Enhancing the role of governments in the education of girls & women, IT gender policy, Telecommunication infrastructure enabling jobs for women
- Empowering women through NGO's by Training, Capacity Building, Technical Assistance, Advocacy, Project Development & Networking
- Mobilize the resources of the private sector in the field of ICT & share in funding training programs for the uses of ICT for women entrepreneurship

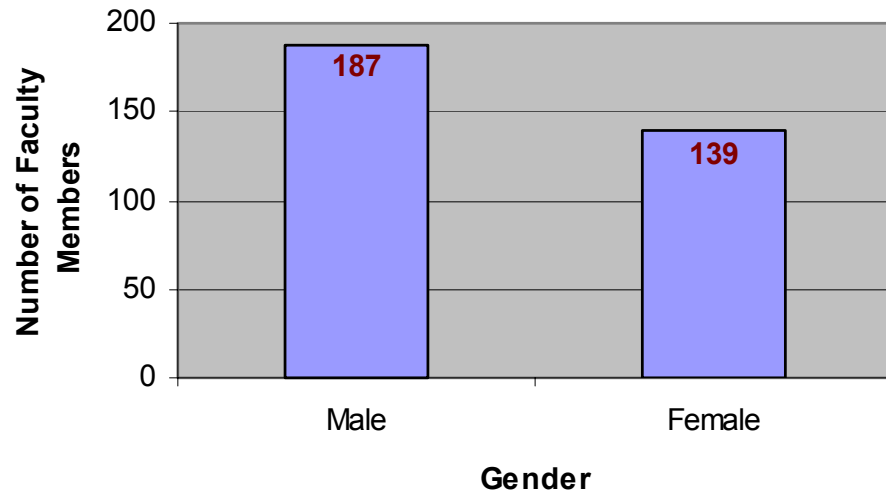
Case Study (1)



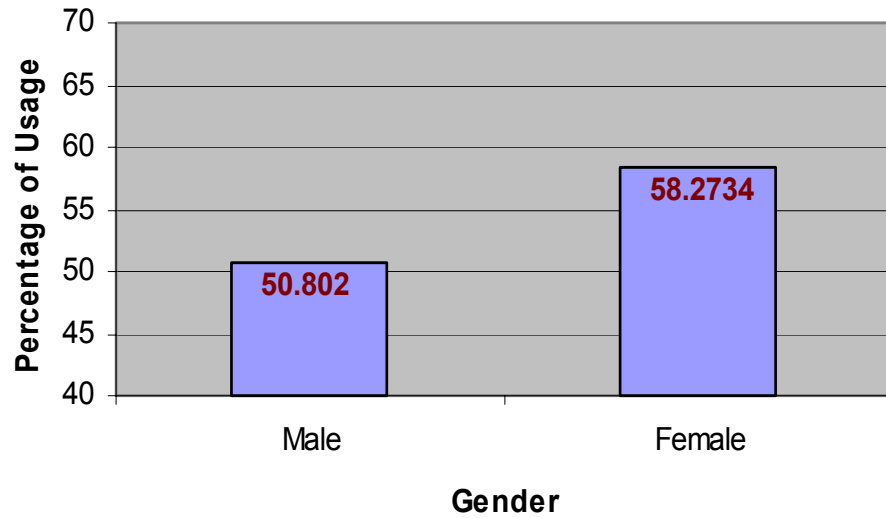
WebCT @ AUC



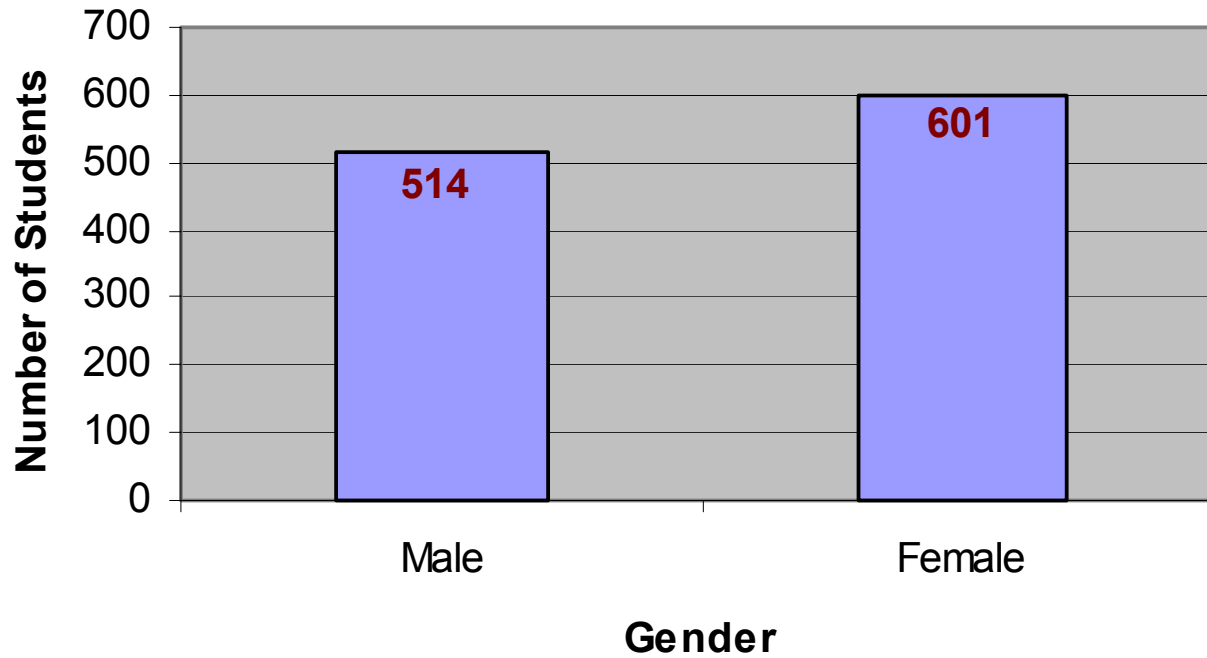
AUC Full-Time Faculty Members



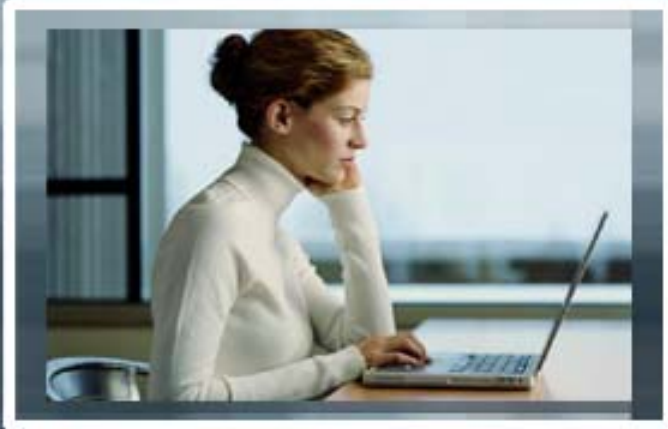
WebCT Percentage of Usage



WebCT Students - Frequency Distribution



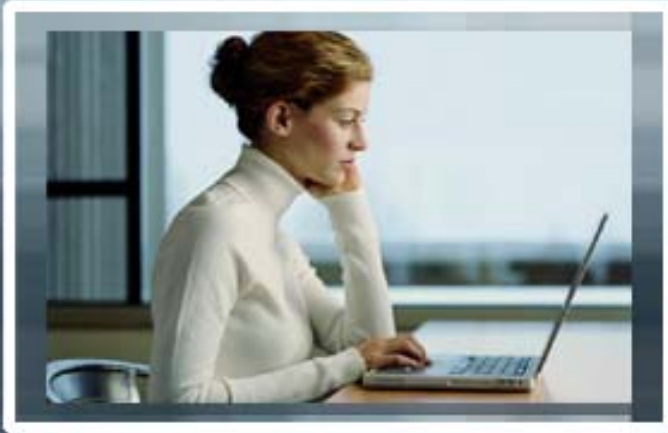
Case Study (2)



WebCT @ Auckland, New Zealand



WebCT @ Auckland, New Zealand

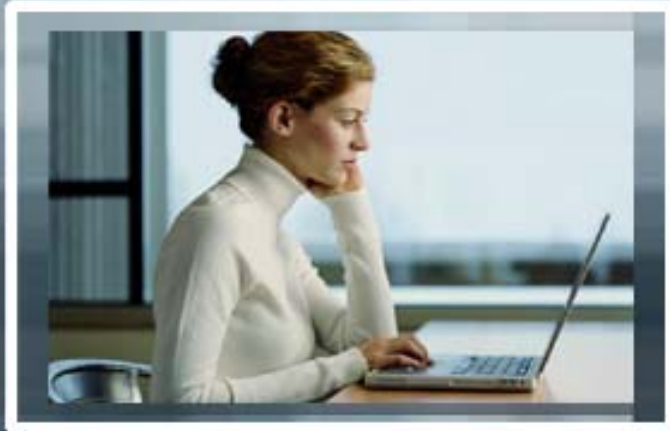


- The Internet & Web Development course is more popular with women than men.
- The women are more likely to choose to work remotely than men.



- The women access many more course website pages and many more discussion forum posts than men.
- The Women attempt more self-assessment quizzes than the men.

Selected Recommendations



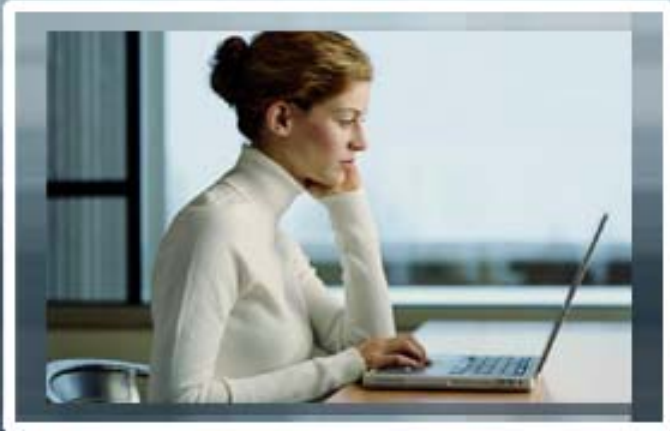
- The creation of Information centers & training outlets particularly in poor districts at the outskirts of the urban areas & in rural areas where poor and marginalized people reside with a specific emphasis on women.



- Eradication of illiteracy in both urban and rural areas addressing obstacles hindering the education of women.

- Provide Information portals in Arabic that address the specific needs of women in urban and rural areas, and enable access to these portals.

Related Links



1. Learning, Technology and Gender: Need, opportunity and obligation.
http://www.col.org/speeches/FAO_Asia_02.htm
2. Application of ICT in Mainstreaming of Gender in the Global Market and Women Entrepreneurship Promotion.
<http://www.ituarabic.org/womenandICT/>
3. Young, S. and McSporran, M., Confident Men- Successful Women: Gender Differences in Online Learning.
4. Balakrishnan, R., Harnessing ICTs for Advancement of Rural Women: FAO Perspectives & Strategic Actions.
5. Egypt's Message to the Global Information Society
http://www.mcit.gov.eg/Egy_vis_mess.asp
6. Projects – The Global Knowledge Support Program (GKSP)
http://www.globalcampus.com.eg/projects/projects1_4.htm