

# Lifting the gender veil on ICT indicators in Africa

Mariama Deen-Swarray, Alison Gillwald and Ashleigh Morrell

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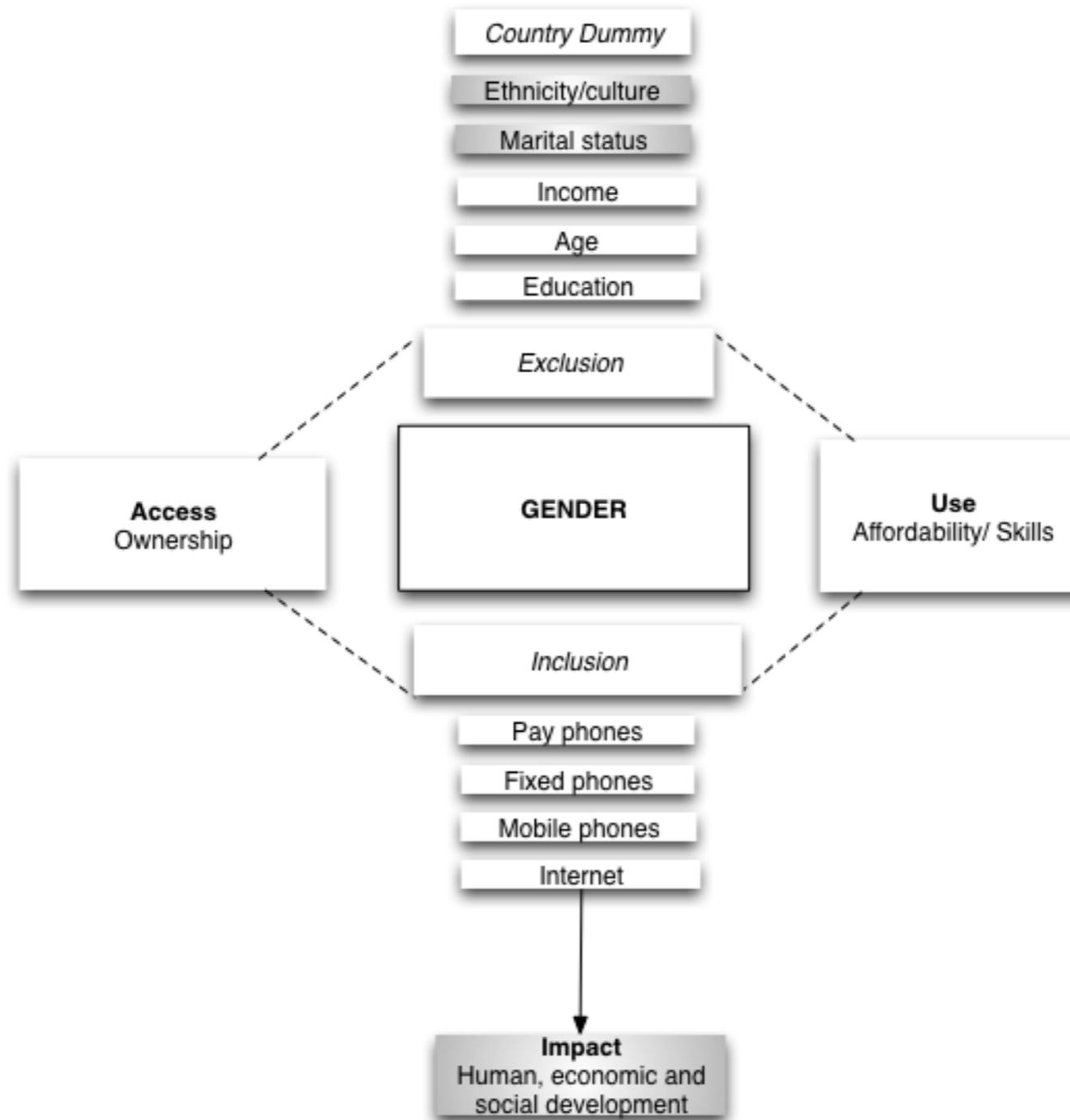
*Mysore, India*

*September 2013*

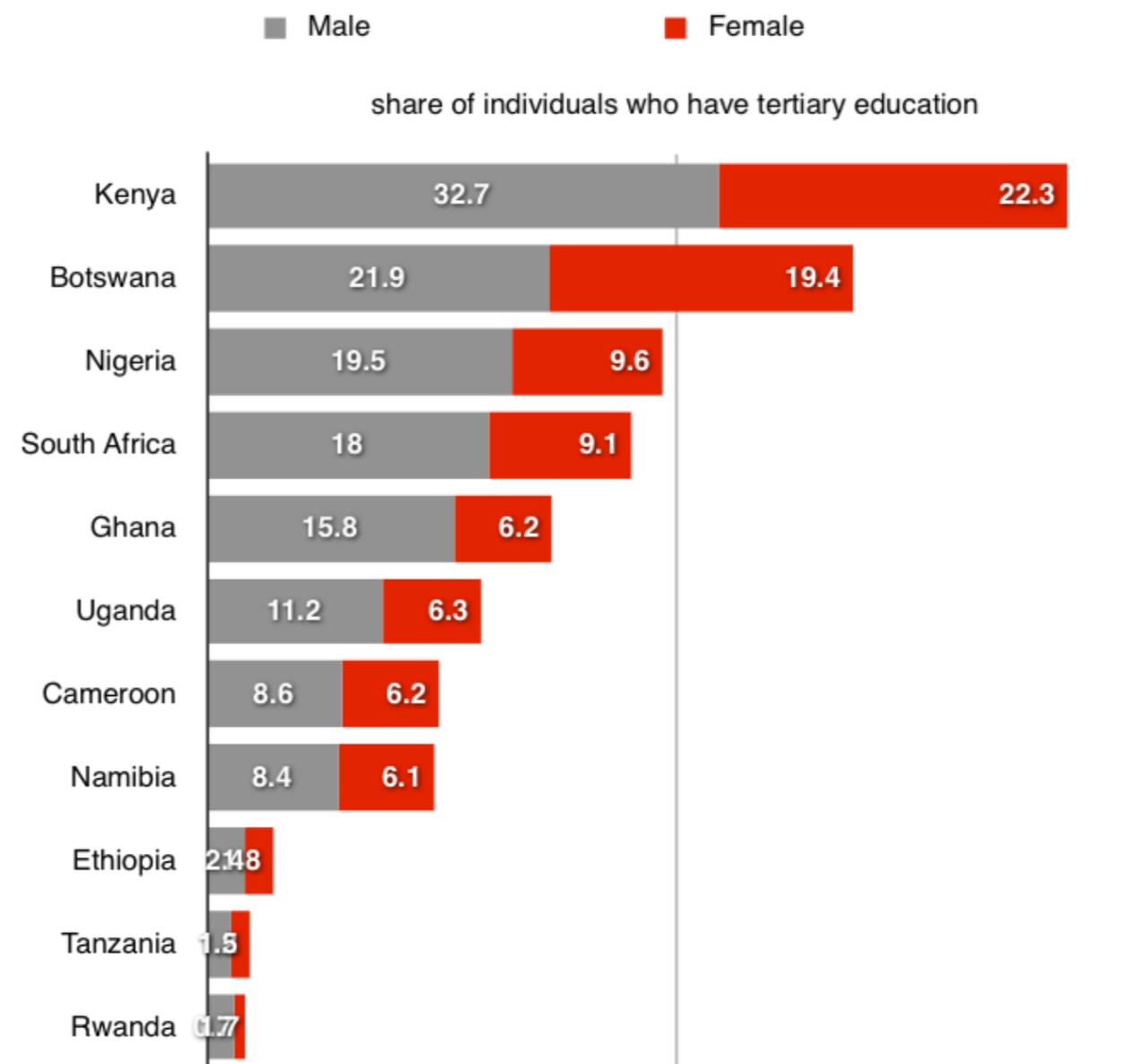
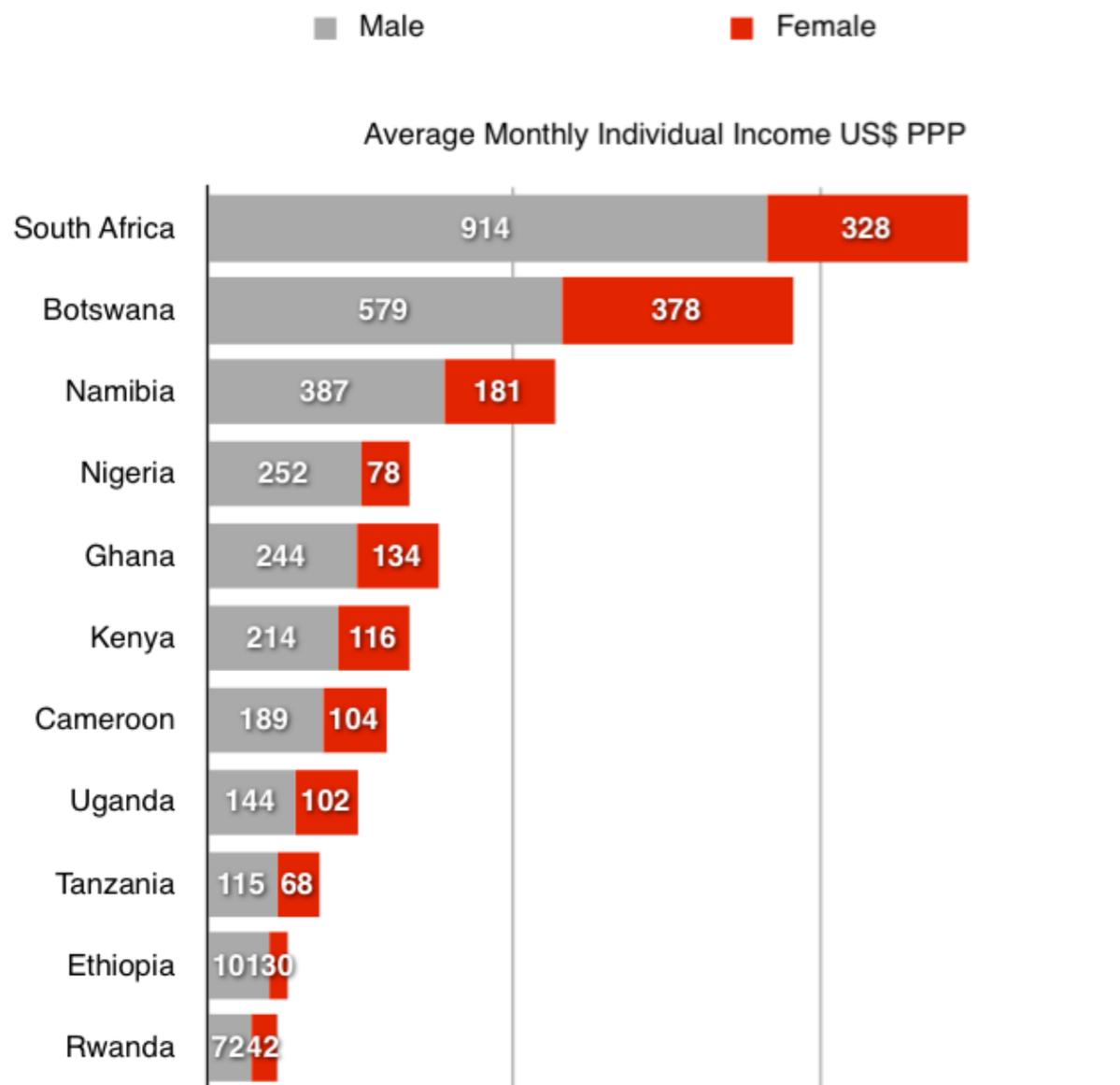
# Introduction

- This study builds on RIA's 2010 Gender and ICT study
- Explores the masking effect of income and education on gender
- Analyses whether there are gender differences in ICT access and use
- Investigates the factors contributing to the gender gap using econometric models
- Focuses on 11 countries in Africa based on the 2011/12 Household & Individual Survey conducted by Research ICT Africa

# Conceptual framework



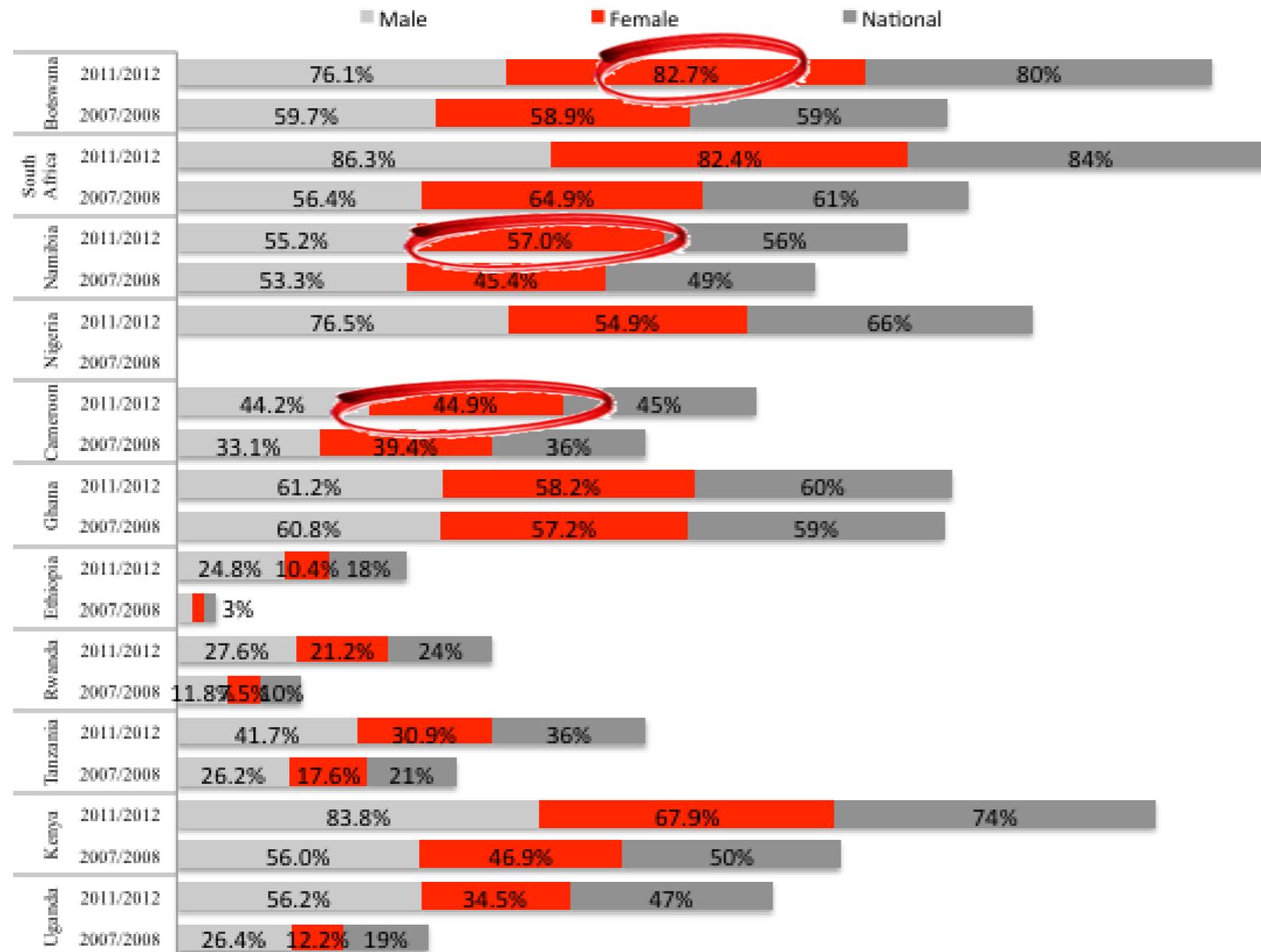
# Gender Gap in Income and Education



- ❖ On average, **women** earn comparatively **less** than men (RIA 2011/2012 survey).
- ❖ In general **women** are **less** involved than their **male** counterparts in **income generating activities**. **Fewer women** than men have **tertiary as their highest level** of education and this difference is **wider** in **Ghana, Kenya, Nigeria, South Africa and Uganda**.
- ❖ In the **secondary** and **primary** school categories, the majority of the countries also have **more men** than women completing these levels of education.

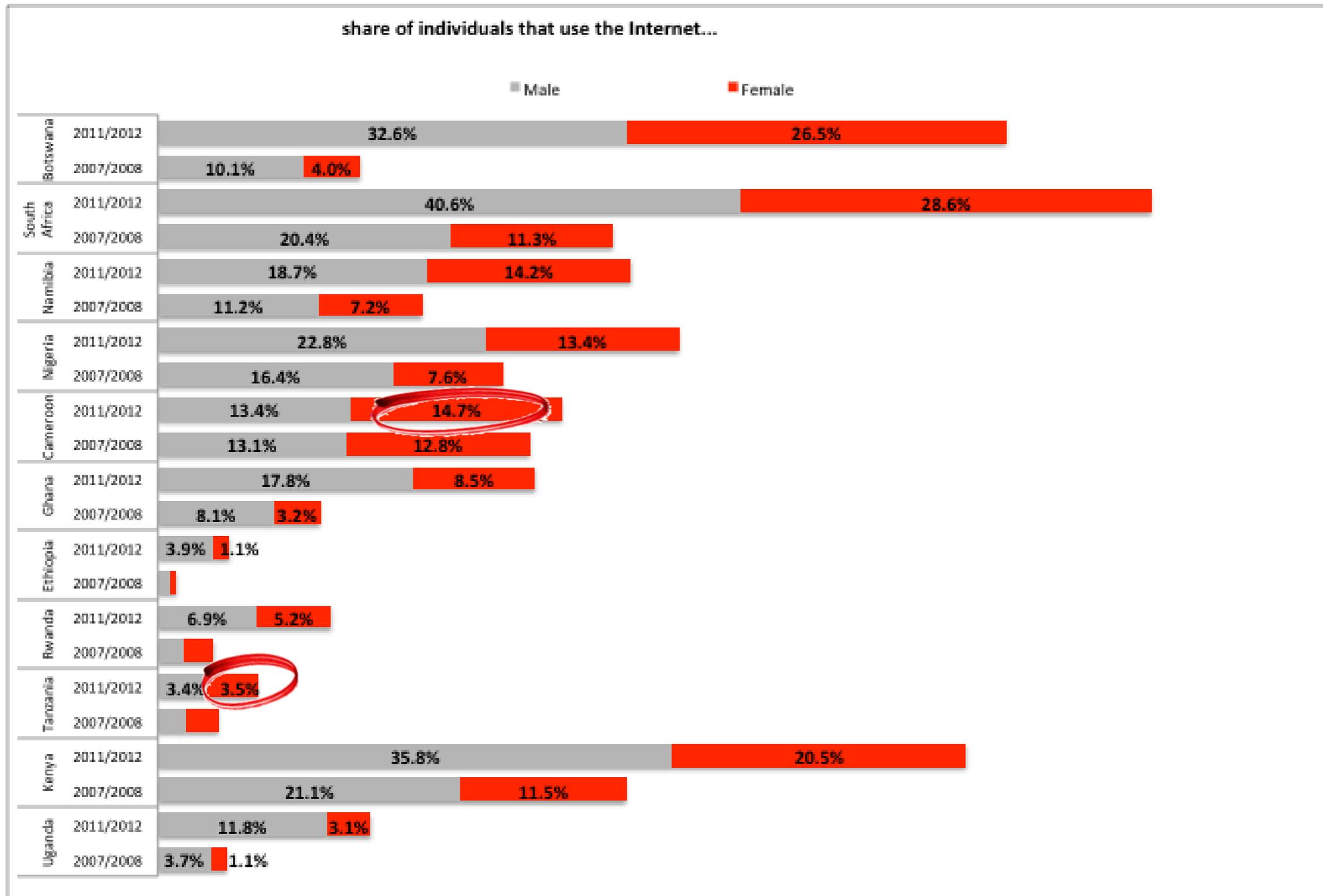
# Mobile Phone Adoption

share of individuals that own a mobile phone...(16+ for 2007/2008)



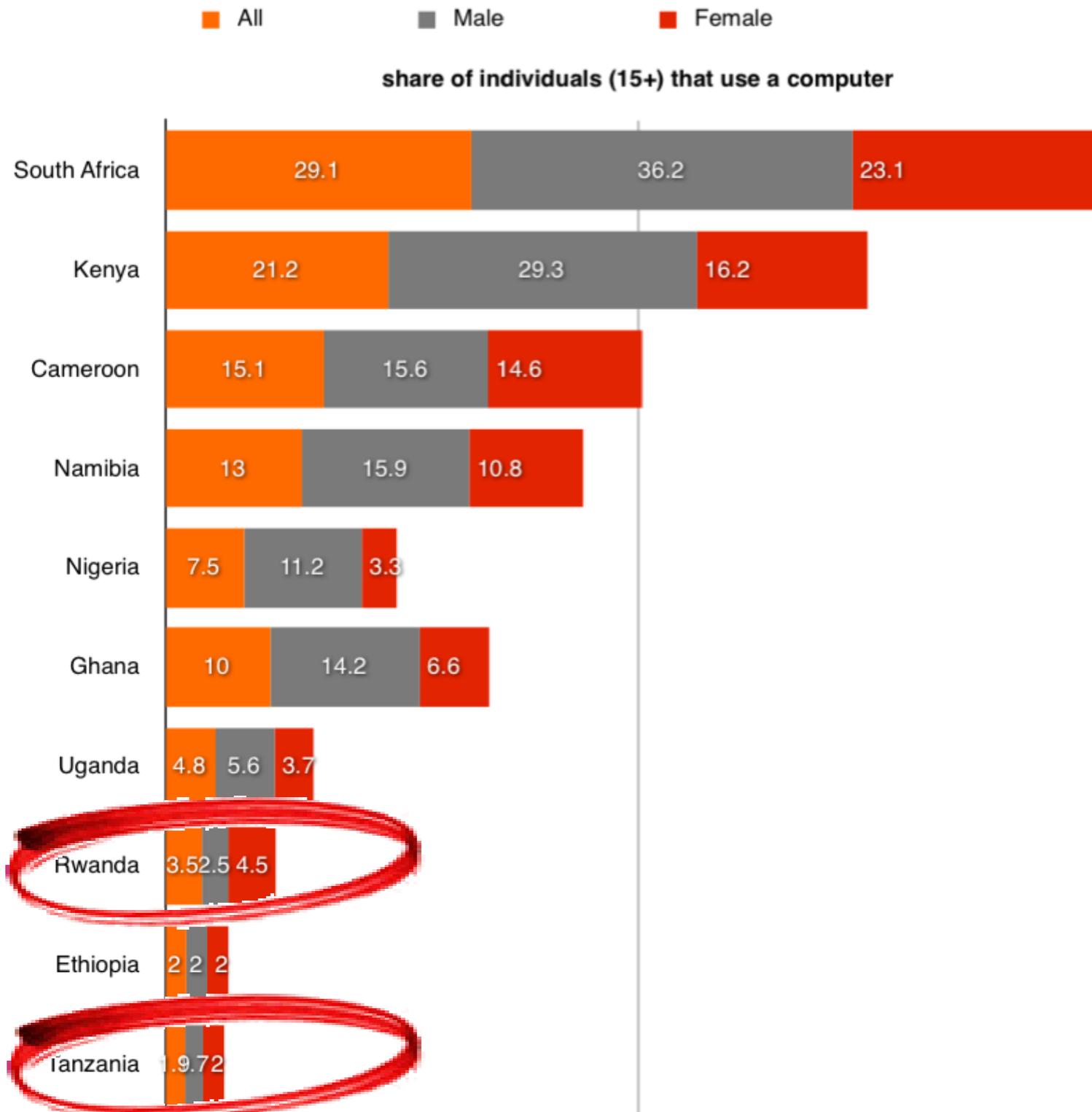
- There has been an **increase** in mobile adoption from 2008 to 2012. Adoption in Ghana remained almost fixed.
- Adoption is much **higher** among **women** in **Botswana**, **Namibia** and **Cameroon** (2012)

# Internet Access



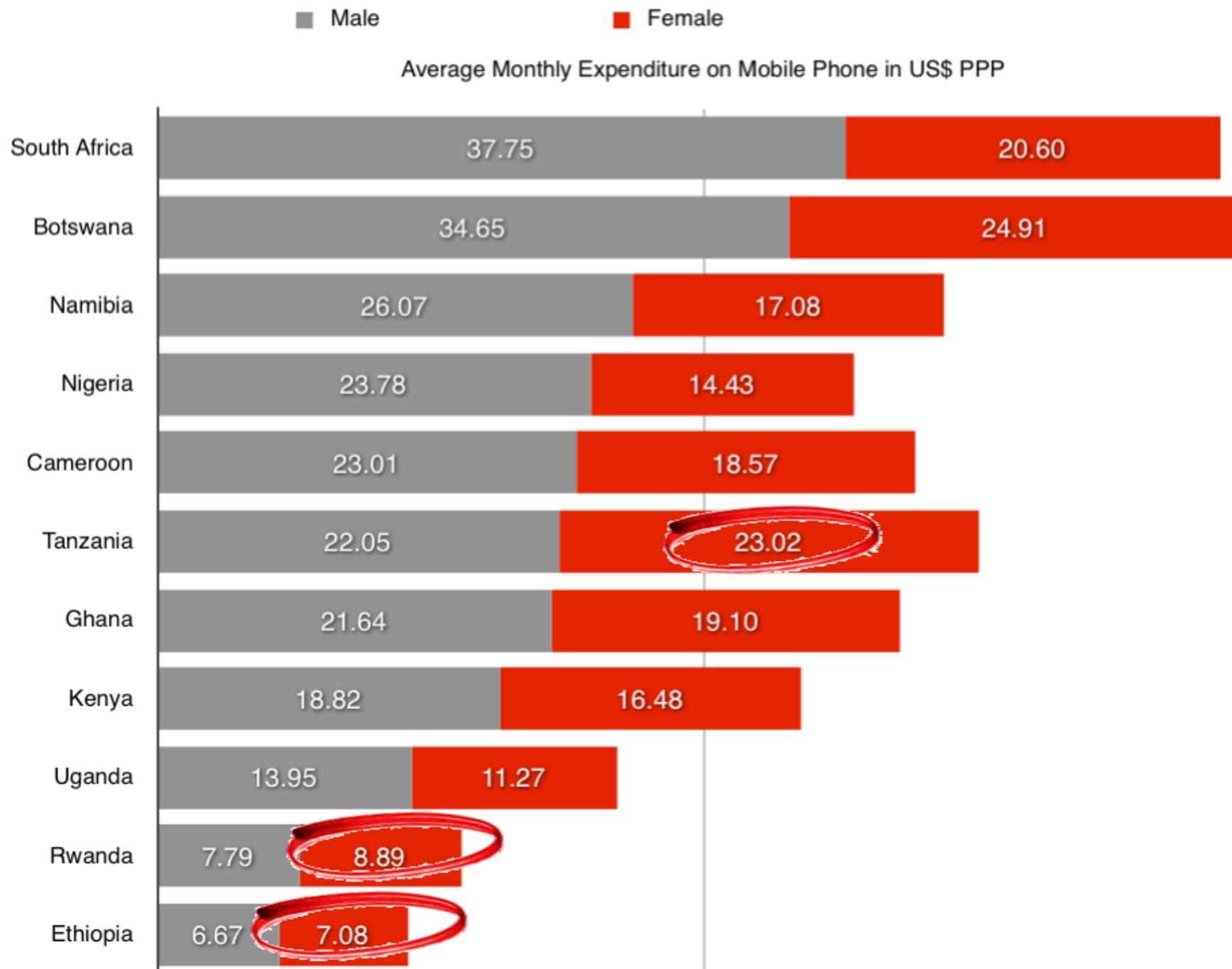
- Internet use in all countries in general and by **gender increased** between 2007/8 and 2011/12;
- There are **more men using the internet than women** in all countries, except in **Cameroon and Tanzania** but with very little difference.

# Computer



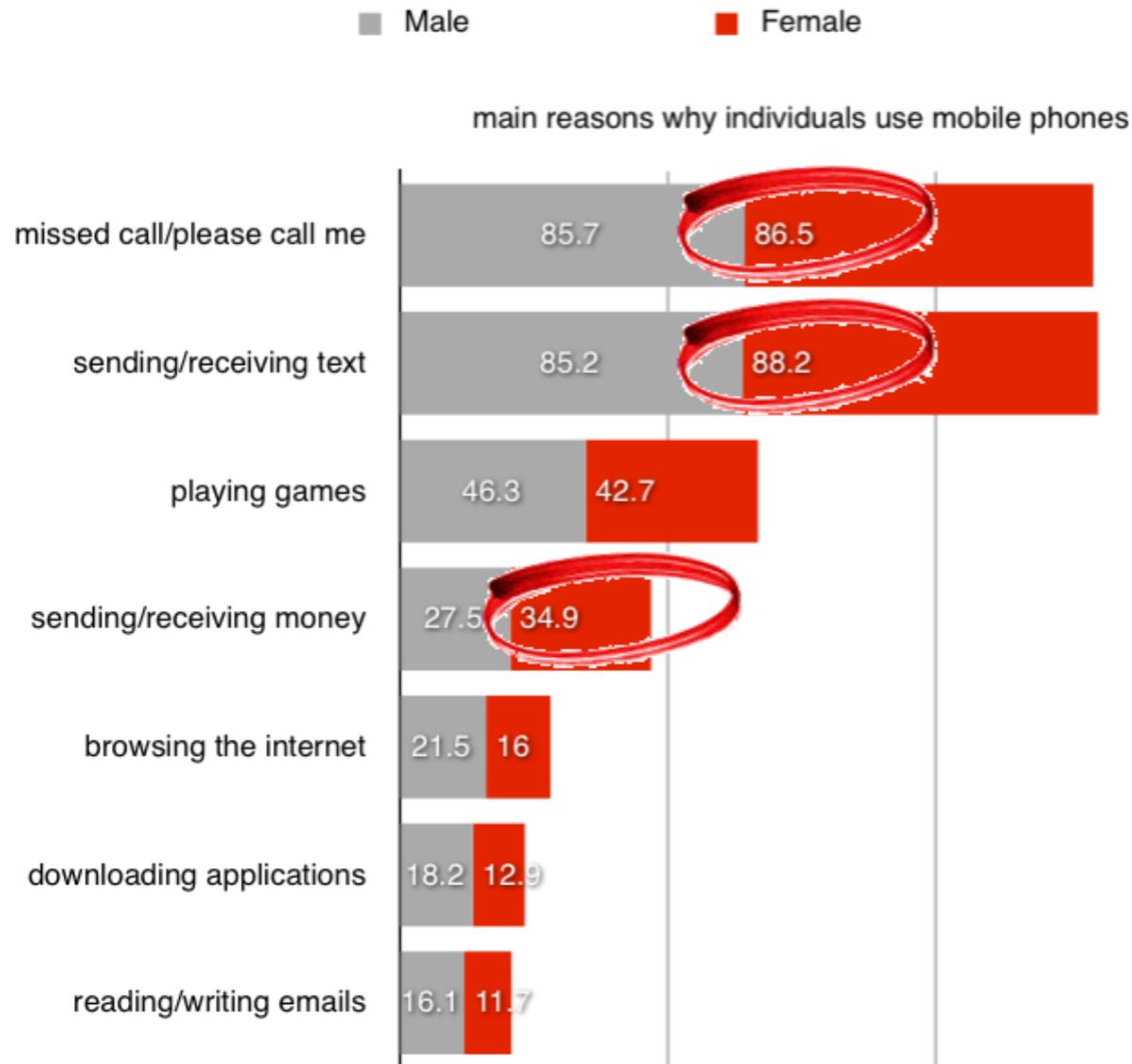
- ❑ **Computer** use is still relatively **low** across African countries. The RIA 2011/12 results show that computer use among individuals is above 10% in only 4 of the countries surveyed.
- ❑ Only in South Africa is computer use close to 30% and in Kenya it is slightly above 20%.
- ❑ There are more **men** than women **making use of computers** in all countries with the exception of Ethiopia (at par), Tanzania and Rwanda (slightly more women); the gender gap much wider in Kenya and South Africa.

# Affordability & Use

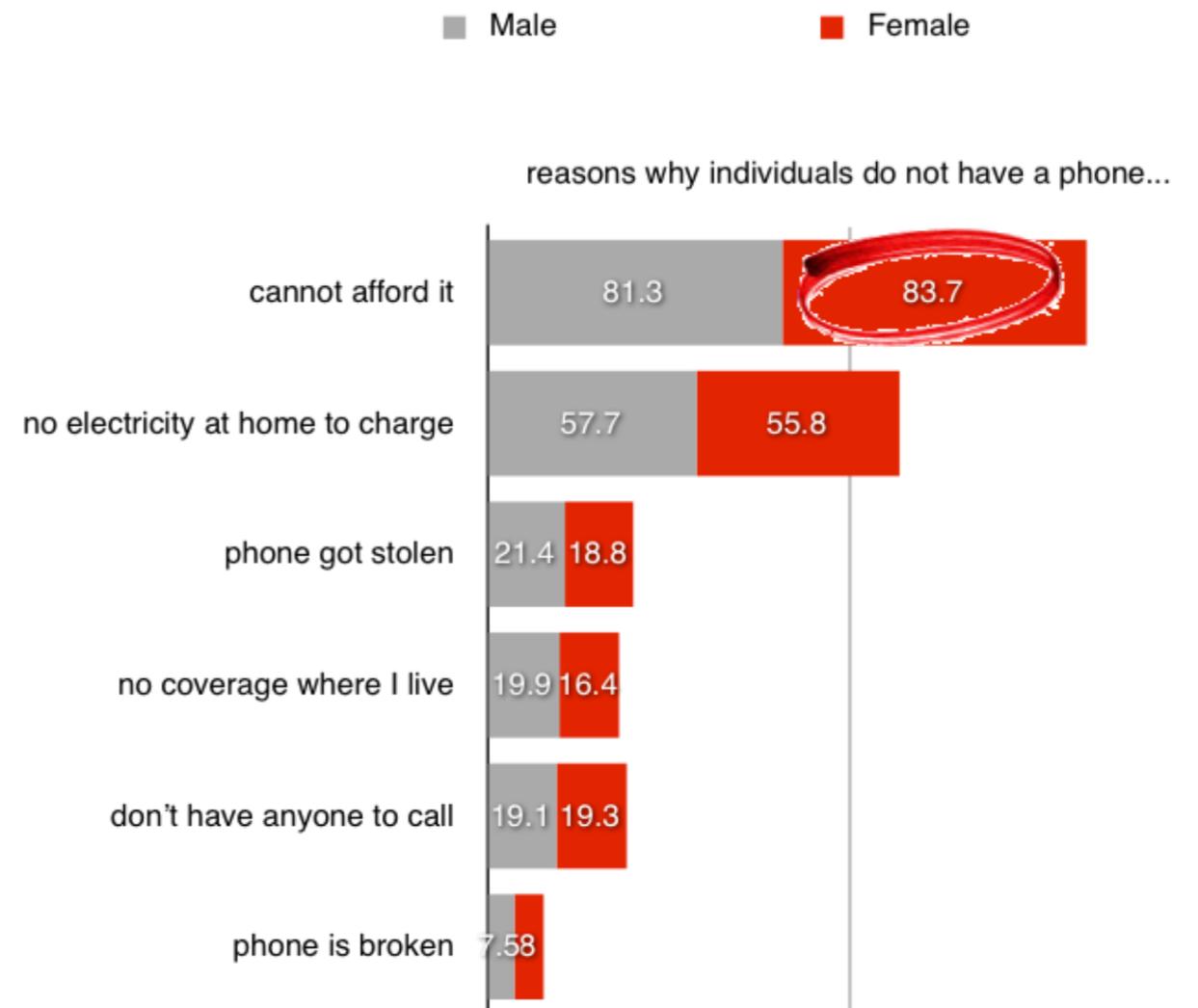


- **Women** in most of the countries surveyed spend **less** on mobile phone use.
- **Tanzania, Rwanda** and **Ethiopia** are an exception, where we have women spend more than men on mobile phone use.

# Mobile phone use and access across 11 African countries

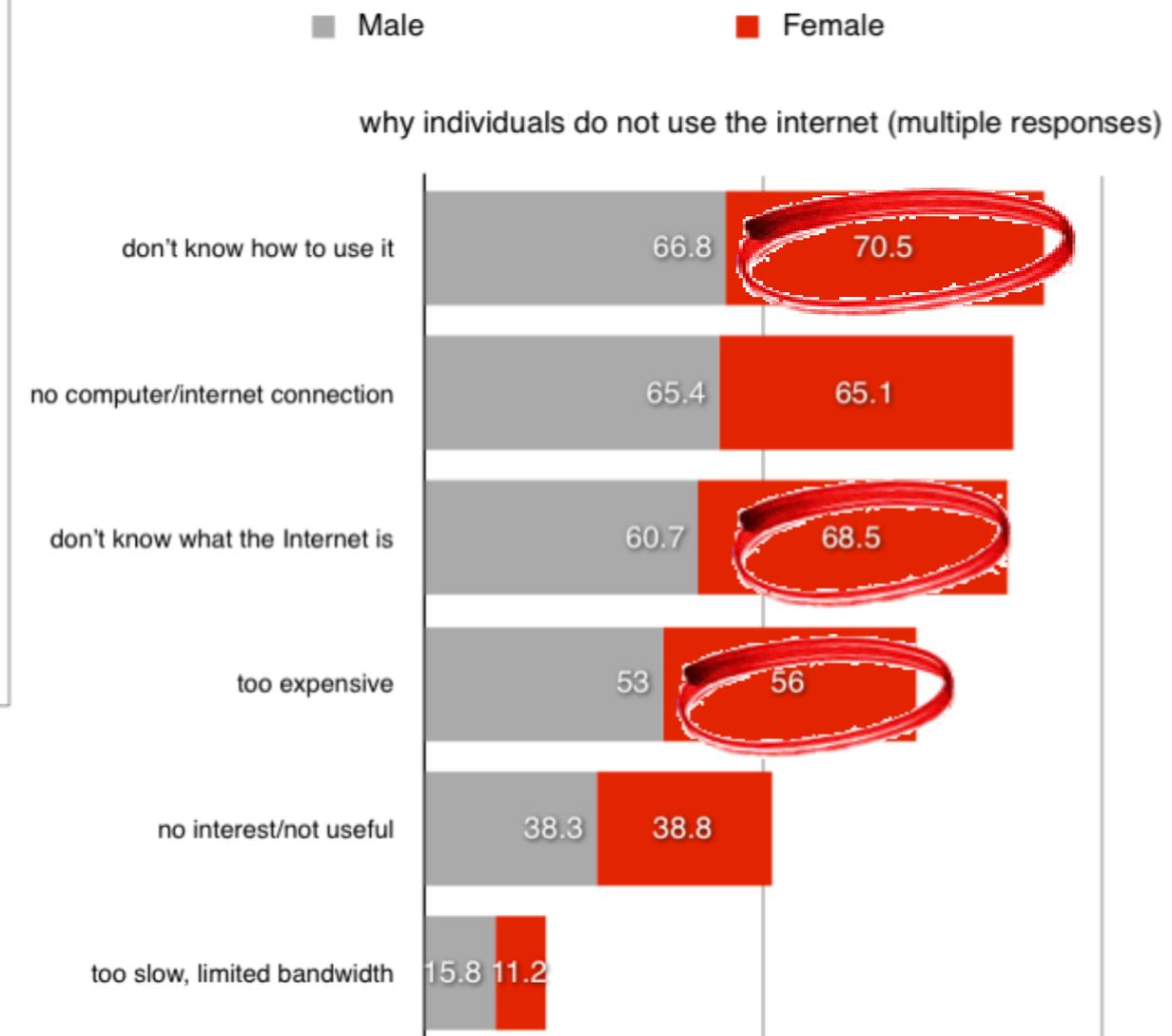
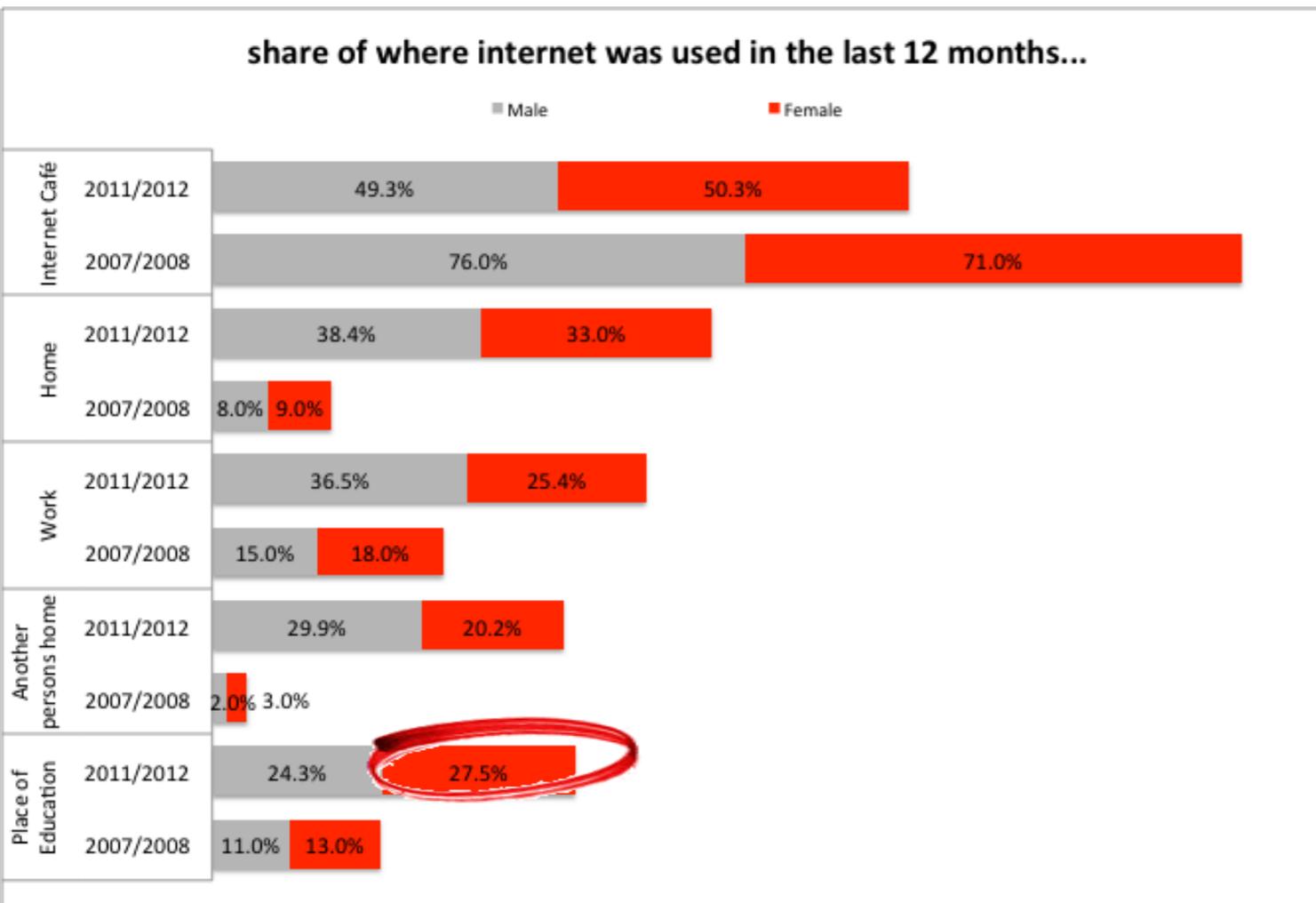


- More advanced and sophisticated activities such as **downloading applications, browsing the internet, playing games, reading/writing emails** are common among men.
- The more basic mobile phone services such as **missed calls/please call me, text messaging** and **sending/receiving money** are more used by women.



- The issue of **affordability** slightly more prevalent among women.

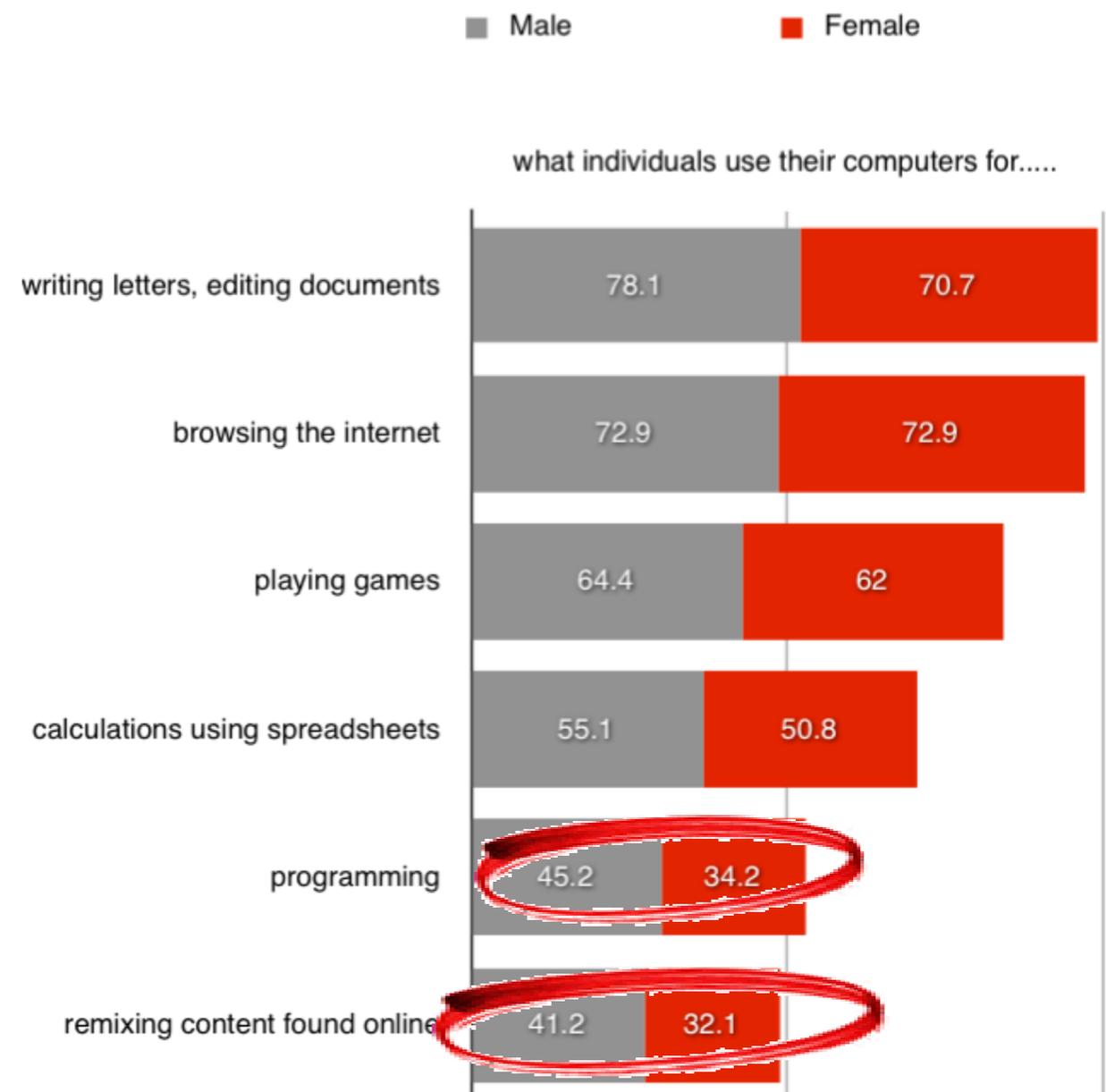
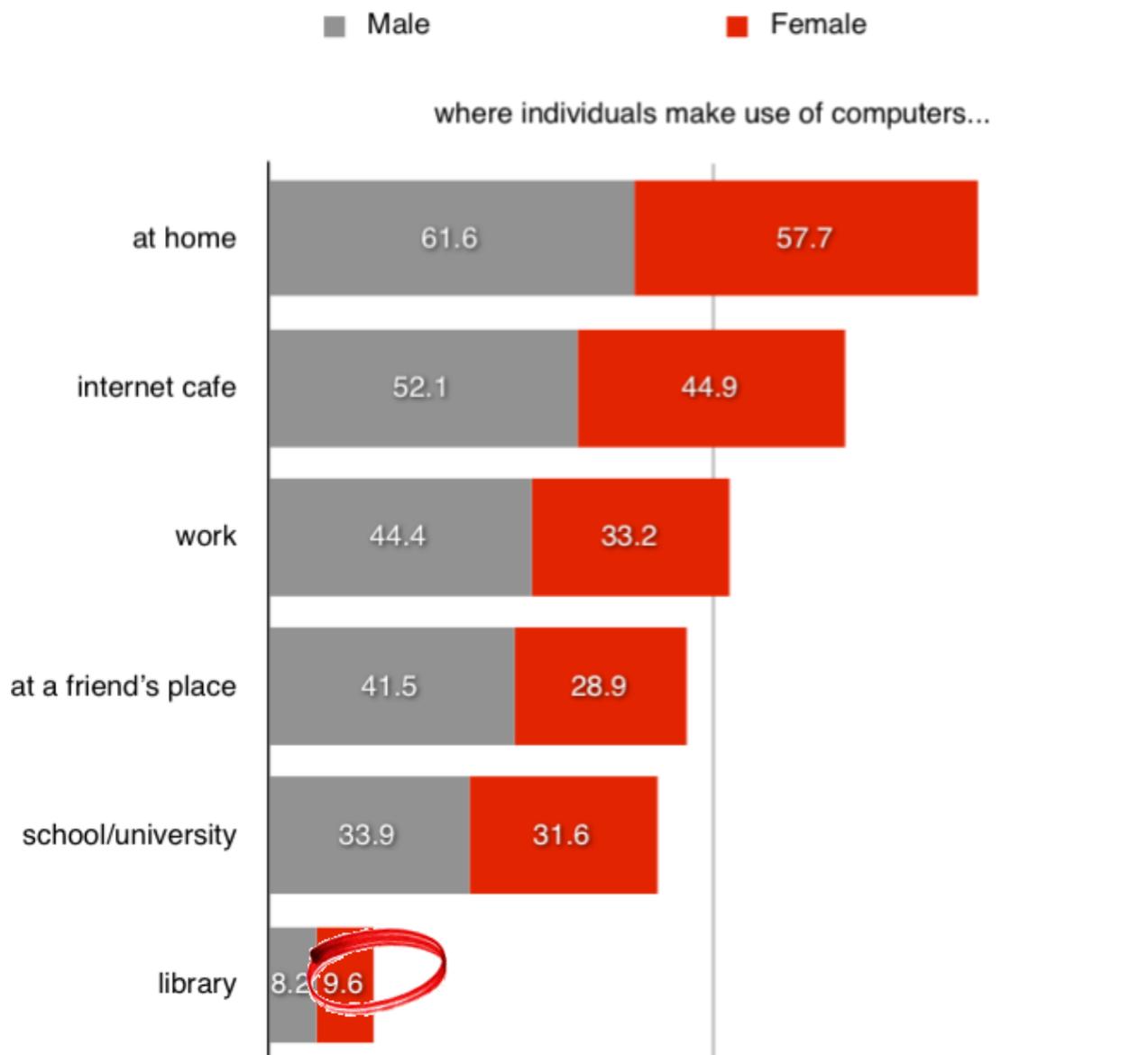
# Internet use and access across 11 African Countries



- ❑ Women's access to internet through **internet cafes** dropped whilst increasing through all other places.
- ❑ The share of **women** accessing the internet through an **educational institution** is comparatively **higher** than men.

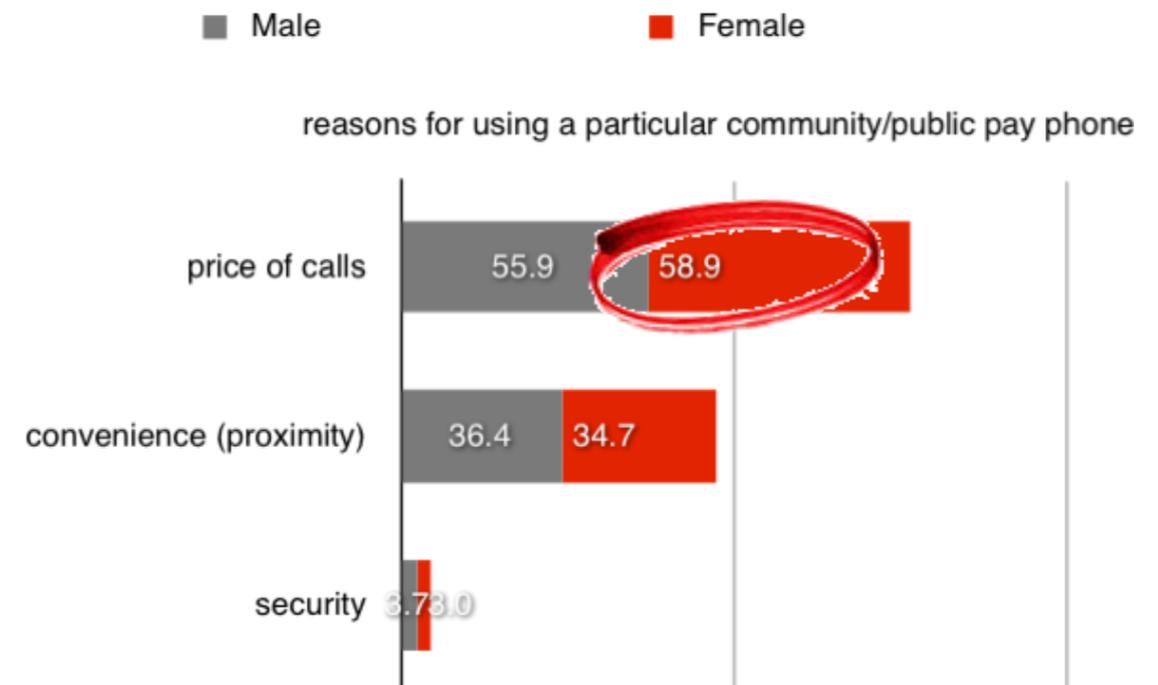
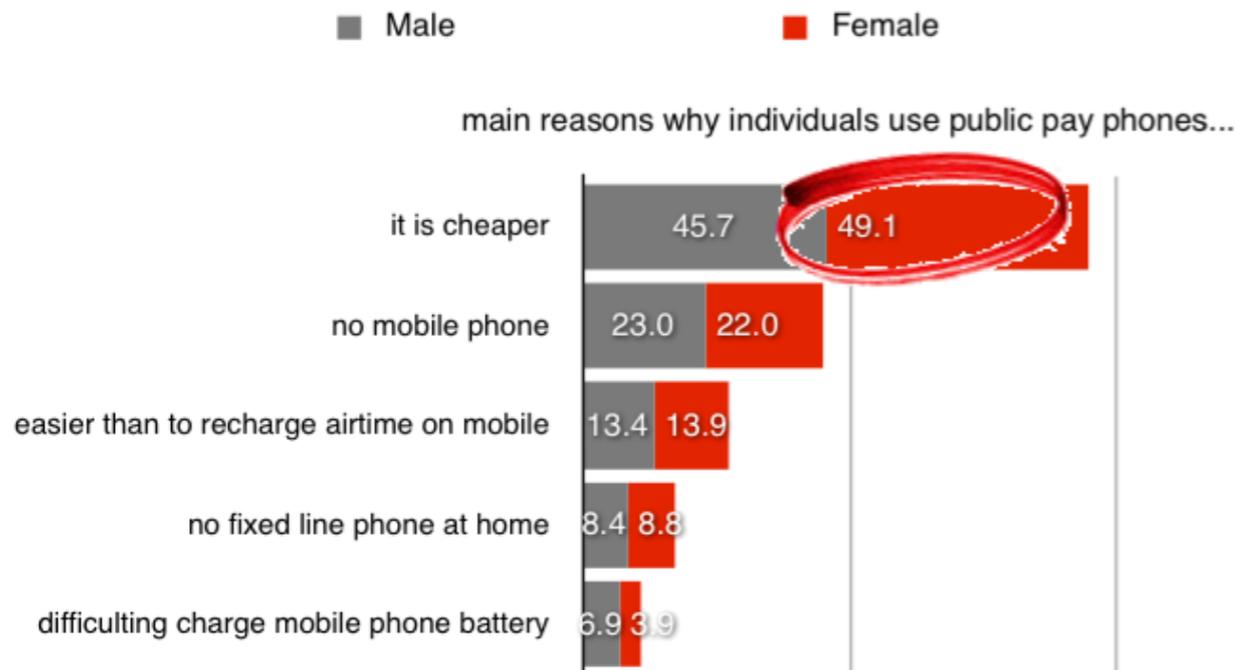
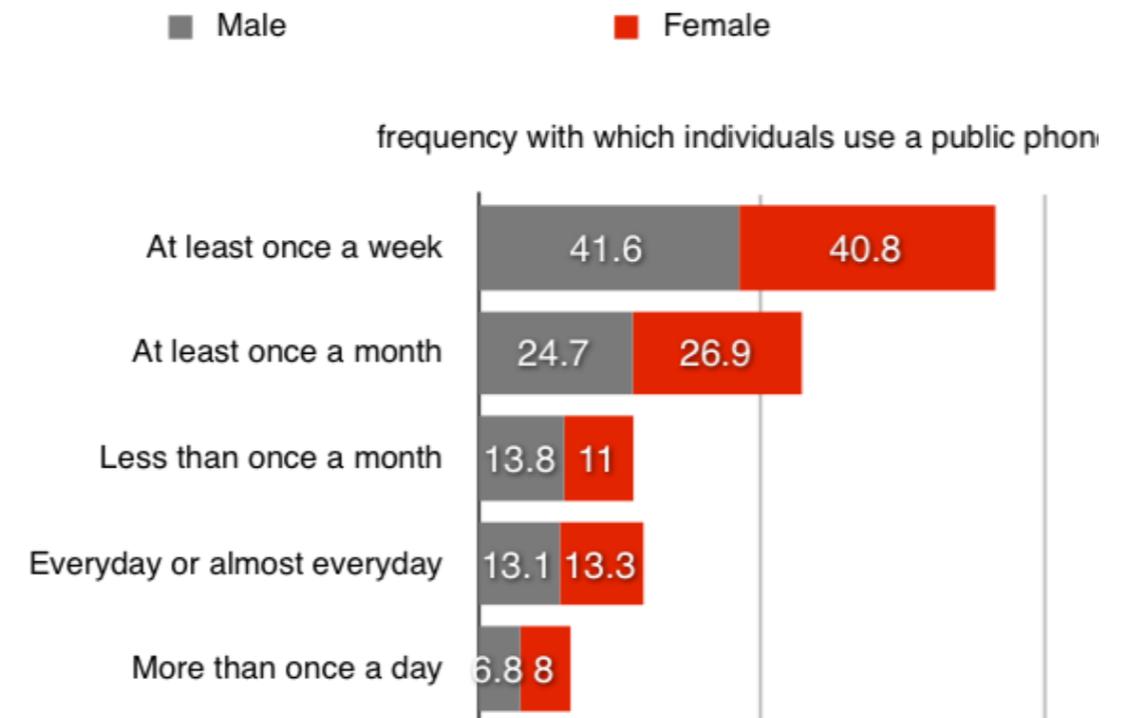
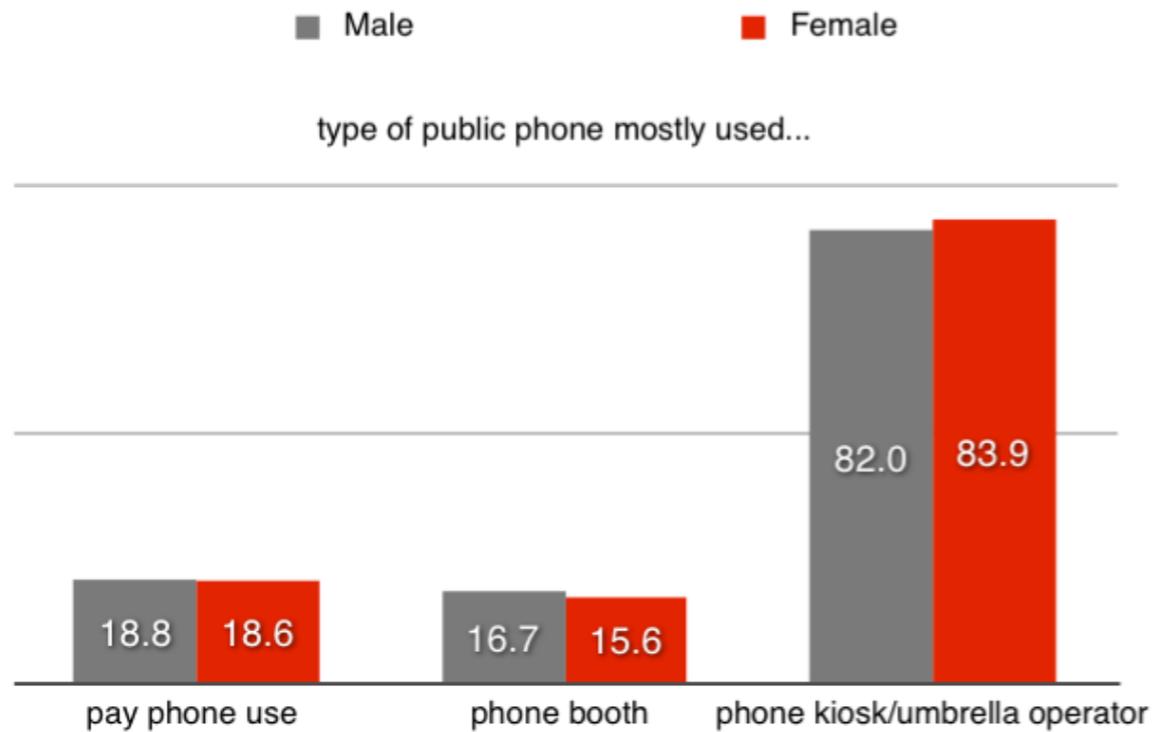
- ❑ A larger share of **women** claim that they are **not aware of what the internet is, do not have the know-how or technical skills** and find it **too expensive**.

# Location and main use of computers (multiple responses)



- A higher proportion of men use computers to carry out **word processing, work on spreadsheets, programming, remixing and playing games**
- The gender gap is even wider in more technical activities such as **programming and remixing contents found online.**
- Slightly more **women** use computers from a **library.**

# Access to and use of Public Pay Phones



- The issue of affordability is shown as the main reason why public pay phones/community phones are still being used. More **women** than men claim that they use public pay phones because it is **cheaper**.

# Empirical Findings

## Income & Education

- Being **female** has a **negative** causal relationship to **income** in all countries except South Africa.
- Being a **woman** has a **negative** impact on **education**, though only significant in **Ghana** and **Tanzania**.
- In Namibia, South Africa and Botswana being a woman shows a **positive** correlation to **education**.

# Empirical Findings

## ICT Adoption

- Being a **woman** is **negatively** correlated to **mobile phone ownership** but shows no causal relationship **except** in **Ethiopia and Rwanda**.
- In **South Africa and Botswana**, being a **woman** has a **positive and significant** relationship to mobile adoption.
- **Income and education** variables are found to have a **positive and significant** relationship to **mobile adoption** across all countries.
- Being a **woman** had a negative effect on Internet use. In **Ethiopia, Ghana and Nigeria** this indicated a causal relationship (significant).
- **Income and education** show a **positive causal effect on internet use**. These variables have the same impact across all countries, though income shows no causal effect on internet use in Ghana and Ethiopia.
- Being a **woman** had a **negative causal effect on computer use** but only in **South Africa, Nigeria and Kenya**.
- **Income and years of formal education** showed a **positive causal effect** on the use of **computers** across all countries except **Ghana**.

# Conclusions & Recommendations

- ❖ This sex-disaggregated overview indicates that **women and men are not equally** able to **access and use ICTs**.
- ❖ **Women** generally have less access to ICTs and use them **sub-optimally** and this increases as the technologies and services become more sophisticated and expensive.
- ❖ The study confirms in the adoption models that **education and income** have a **positive impact on ownership and use of ICTs**.
- ❖ The **gender disparities** found in **income and education**, indicate they are key contributors if **inclusion** is to be achieved.
- ❖ The positive and causal relationship between **education and income** further points to the importance and need for ensuring equity in education.
- ❖ **Internet access** seems to be wide spread in **learning institutions**, but women have less access to higher education where Internet provisioning is more available.
- ❖ Women use **public phones** mainly because of **affordability** issues.
- ❖ The points of **policy intervention** therefore need to focus on far more fundamental intergenerational issues of **education and income equity** than localised ICT aggregated access points.

# Thank You