

The Gender Digital Divide. A Strategic Mapping Long Version

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Alissa Frenkel, Advisor Gender Digital Divide,
Digi-Cluster, GloBe



Bundesministerium für
wirtschaftliche Zusammenarbeit
und Entwicklung

giz Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

digital.
global

Agenda

01 - Introduction to the Gender Digital Divide

- Overview and dimensions of the Gender Digital Divide
- Potentials
- Risks
- Barriers

02 - A strategic mapping of existing programs & offers of German Development Cooperation

- How to use the mapping
- Mapping
- Solutions & approaches to the gender digital divide

03 - Description of programs of German Development Cooperation

Detailed overview of barriers & solutions

Appendix

How to use this presentation and mapping

01

Of the estimated 3.7 billion unconnected, the majority are women and girls

143 million fewer women than men own a mobile phone in LLMICs
#Access
Women are 7% less likely than men to own a mobile phone and 15% less likely to own a smartphone than men. At the end of 2020, 83% of women in LLMICs owned a mobile phone, yet 374 million women were still unconnected.

234 million fewer women than men used mobile Internet in LLMICs
#Use
Women are 15% less likely than men to use mobile internet. The gap reduced from 27% in 2017, with the most significant reduction in South Asia from 50% in 2019 to 36% in 2020. In LLMICs, 58% of women now use mobile internet.

30.4% The gender gap in internet connectivity in LLMICs currently stands at 30.4%
#Access
It only dropped slightly over a decade, i.e. from 30.9% in 2011 to 30.4% in 2020.

303 million more women than men have never used the Internet globally
#Use
In 2019, only 48% of the women globally used the internet compared to 55% of men.

02

Multiple barriers curtail women's ability to benefit from opportunities offered by the digital transformation

Access	Digital Skills	Employment	Leadership & Entrepreneurship
Availability of infrastructure	Lack of education	Lack of (perceived) ability	Lack of education
Affordability	Lack of relevant content	Lack of relevant content	Lack of relevant content
Social norms & attitudes	Social norms & attitudes	Social norms & institutional contexts	Social norms & attitudes
Public safety	Online safety & security	Safety & security	Online safety & security
Regulatory environment			
Data Gaps			

Barriers limiting women's ability and digital skills to use ICTs #DigitalSkills

- Lack of education**
 - Inequitable access to (general) education enrollment and lower levels of literacy
 - Less practice with digital content, lower digital literacy and e-skills
- Lack of relevant content**
 - Lack of relevant content (beyond 'pink content'), especially in local languages, resulting in a lack of interest and perceived relevance of ICT
 - Lack of female role models and confidence with ICT
- Social norms & attitudes**
 - Devices under control of (male) gatekeepers
 - Internet perceived as a risk, immoral, or as "corrupting" for women
 - Gatekeepers often have low levels of literacy and little knowledge about online safety
- Online safety & security**
 - Concerns about online safety (i.e. harassment, cyberbullying, online (sexual) abuse)
 - Fear of lack of online data security and privacy
 - Lack of information on staying safe online and how to protect oneself and one's data

The first part is a **presentation of the Gender Digital Divide**, summarizing the **latest data and information** on its scope, the dimensions, risks, solutions and barriers. It can be used as **single point of truth** regarding the topic and used independently of the mapping.

An **overview of the multiple barriers for women in digitalization** is structured along the four dimensions of the gender digital divide. An **overview of each barrier** is given, followed by **recommended solutions for each barrier**, structured in the same way along the four dimensions, clarified through the corresponding hashtag.

03

Mapping: Projects of German development cooperation

Access	Digital Skills	Employment	Leadership & Entrepreneurship
Availability of infrastructure	Lack of education & perceived ability	Lack of (perceived) ability	Lack of education
Affordability	Lack of relevant content	Lack of relevant content	Lack of relevant content
Social norms & attitudes	Social norms & attitudes	Social norms & institutional contexts	Social norms & attitudes
Public safety	Online safety & security	Safety & security	Online safety & security
Regulatory environment			
Data Gaps			

Overview: Tackling #Access

Barrier	Challenge	Solution	Project	Project example
Availability of infrastructure	Availability of only poor network quality and coverage, especially in rural areas	Create availability of network coverage, electricity required to power devices, connectivity, and public access facilities	KFW	KfW promotes mobile communications projects providing loans for the construction of cell towers
Affordability	Lack of availability of basic, handset and smartphones	Provide handsets to underserved communities and/or internet affordability (see below)	atingi	atingi in a box is a Raspberry Pi-based solution that offers connectivity solution for learning in areas with no or low bandwidth
Social norms	High costs of data, less disposable income	Improve affordability, e.g. through subsidies or reduced taxes and duties, or by reducing the cost of connectivity via Universal Access & Service Funds	KFW	KfW invests in the Women's World Banking Capital Partners Fund II to improve women's access to financial services
Public safety	Gatekeepers restricting women's access to devices and (mobile) internet	Work towards gatekeepers' positive attitudes to increase their support (e.g. through digital literacy and online safety training)	atingi	The participants in the DUFUNA-FEM Code Camp are granted a monthly scholarship in order to cover internet access costs
Public safety	Unsafe public spaces, including markets and internet cafés, face of theft and gender-based violence	Provide safe and accessible public access facilities & ensure community access systems and further models of service provision tailored to the lifestyles and needs of women and girls		

The **mapping** provides an **overview of program offers** of German development cooperation, structured along the **4 dimensions** of the gender digital divide and the corresponding **barriers** that the projects aim to address. The mapping is followed by **overviews of challenges and solutions**, supplemented with a short description of corresponding projects.

How to use this presentation: Pick & choose

Of the estimated 3.7 billion unconnected, the majority are women and girls

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Women are 7% less likely than men to own a mobile phone and 15% less likely to own a smartphone than men. At the end of 2020, 83% of women in LLMICs owned a mobile phone, yet 374 million women were still unconnected.

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303 million more women than men have never used the Internet globally
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In 2019, only 48% of the women globally used the Internet compared to 55% of men.

The presentation of the Gender Digital Divide, summarizing the latest data and information on its scope, the dimensions, risks, solutions and barriers is conceptualized as single point of truth regarding the topic that can be adapted according to your needs.

Multiple barriers curtail women's ability to benefit from the opportunities offered by the digital transformation

Access	Digital Skills	Empowerment	Leadership &
Availability of infrastructure	Lack of education	Lack of (Barriers limiting women's ability and digital skills to use ICTs #DigitalSkills <ul style="list-style-type: none">Lack of education<ul style="list-style-type: none">Inequitable access to (general) education enrollment and lower levels of literacyLess practice with digital content, lower digital literacy and e-skillsLack of relevant content<ul style="list-style-type: none">Lack of relevant content (beyond 'pink content'), especially in local languages, resulting in a lack of interest and perceived relevance of ICTLack of female role models and confidence with ICTSocial norms & attitudes<ul style="list-style-type: none">Devices under control of (male) gatekeepersInternet perceived as a risk, immoral, or as "corrupting" for womenGatekeepers often have low levels of literacy and little knowledge about online safetyOnline safety & security<ul style="list-style-type: none">Concerns about online safety, i.e. harassment, cyberbullying, online (sexual) abuseFear of lack of online data security and privacyLack of information on staying safe online and how to protect oneself and one's data
Affordability	Lack of relevant content	Lack of	
Social norms & attitudes	Social norms & attitudes	Social no	
Public safety	Online safety & security	Safe	
Regulatory environment			
Data Gaps			

Simply select the slides and depth of information needed for the purpose of your presentation. For example, statistics can be picked from the selections or information on the barriers and recommended solutions can be shortened.

Sources are indicated in the notes section under the respective slide.

01

**Introduction to the
Gender Digital Divide**

The proliferation of digital technology and digital services has made being online and having digital skills a prerequisite for full economic, political, and social participation today.

However, the power and transformational potential of Internet access and use is **not equally distributed.**

2.9 billion people – one third of humanity – remain **offline**.

Digital divides take many forms:



Global North-
South divide



Urban-rural
divide



Gender
divide



Income
divide



Generation
divide



Education
divide



Fibre
connection vs.
3G divide



I work to create an internet that is free and open to all.

“

The web was created for two reasons: to be a **force for good** and to be **accessed by everyone**, regardless of their gender. Women need connectivity to educate themselves, to claim and ensure their rights and for their everyday lives.

Nnenna Nwakanma, Chief Web Advocate at the Web Foundation

ICT acts as a vital **gateway** for women to access information that can improve their livelihoods, their families, and communities



Bridge the Education Gap

- Access education “any time, any place”
- Reach women in remote areas
- Allow greater control over learning and knowledge development
- Facilitate conciliation with work and unpaid care work



Promote Employment & Entrepreneurship

- Access to markets, services, information, income, and career advancement
- Increase access to financing
- Become more self-reliant
- Overcome hurdles of the physical world (e.g. distances)



Steer the Future of Technology

Equipping women with digital skills can empower women to become digital creators, adding value to the digital space by making it more accommodating for all genders, build gender-specific digital solutions, and prevent biases



Empower Women’s Civic and Political Agency

- Access to information on rights
- Increasing women’s independence, confidence, and decision-making power
- Facilitate the ability to speak up and participate politically on (gender-based) issues



Improve Health Outcomes

Access to critical health services and information on healthcare (especially maternal health), positively affecting family members’ health

The **gender digital divide** describes the existing gap between genders in access, use and adoption of digital technologies

The majority of the 2.9 billion unconnected are women and girls

264

Fewer women accessing mobile Internet than men

Mio.

60% of women use the mobile Internet across LMICs

16%

Women are 16% less likely than men to use mobile Internet in LMICs

18%

Women are 18% less likely than men to own a smartphone and 7% less likely to own a mobile phone

Several factor increase the gender gap in mobile Internet use



Location

The gap is wider in rural areas



Literacy

The gender gap widens significantly for those who are illiterate



Age

The gender gap use is greatest among those older than 55



Employment

The gap is widest among the unemployed



Disability

The gap for persons with disabilities is significant



Geography: The gender digital divide differs across regions. The gender gap has remained widest in Sub-Saharan Africa, has narrowed significantly in South Asia, and is almost non-existent in Latin America & Caribbean

Measuring the Gender Digital Divide

Assessing Mobile Ownership & Usage

In LLMICs, 87% percent of Internet connections are through mobile. Mobile phones are also the primary means of Internet access for women. Most countries with a large gender gap in mobile phone ownership also have a large gender gap among Internet users.

Mobile access and use is also different:

- Gender gap in **meaningful connectivity**, i.e. the depth of different online experiences between simply being connected and having internet access of sufficient quality to enable someone to work, live, and participate in the online world

Beyond access and use, the gender digital divide includes gaps in digital skills, employment and leadership in ICT



While there is **gender parity for basic and intermediate skills**, gender imbalances still exist for **advanced skills such as programming** – this risks exacerbating gender inequality as technology progresses, including in biased technology design.

35%

Women only constitute **35%** of STEM majors in higher education

2.7x

Men are **2.7 times** more likely than women to work in the digital sector

23%

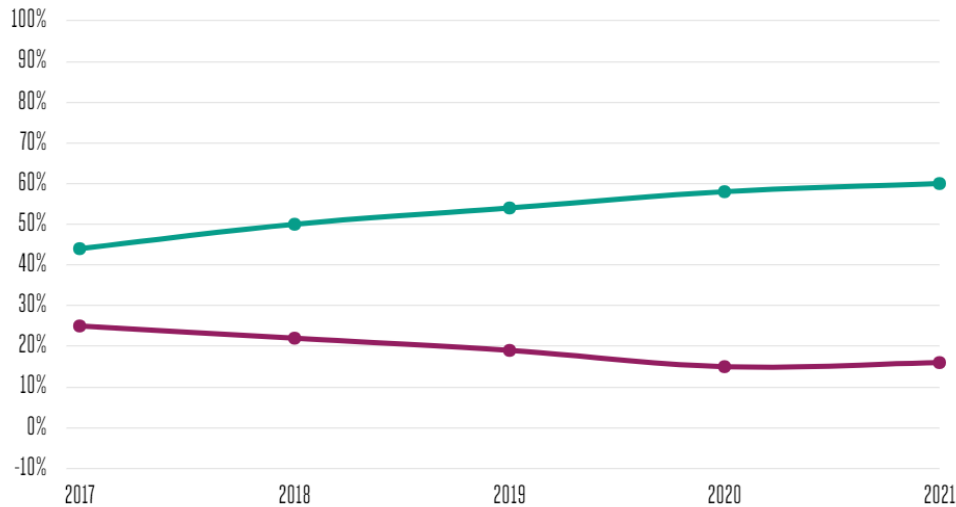
Employment gap: Women hold only **23%** of occupations such as coding and R&D in leading technology companies

23%

Women-owned start-ups receive **23%** less funding

After years of progress towards women's equal digital inclusion, we are now seeing a slowdown & a partial reversal

Women's uptake of mobile Internet in LMICs continues to increase but the adoption rate has slowed

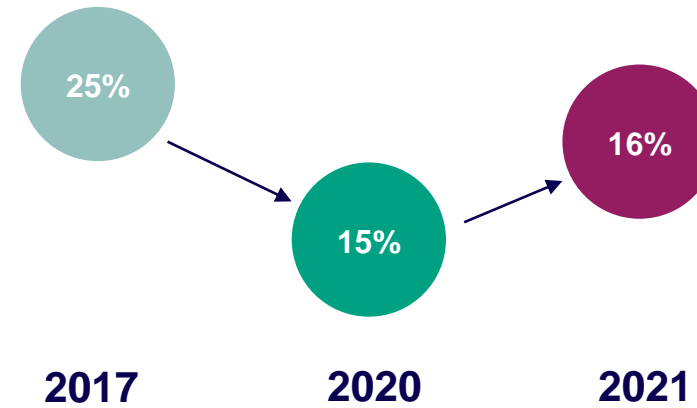


Key ● Proportion of women who use mobile internet ● Gender gap in mobile internet

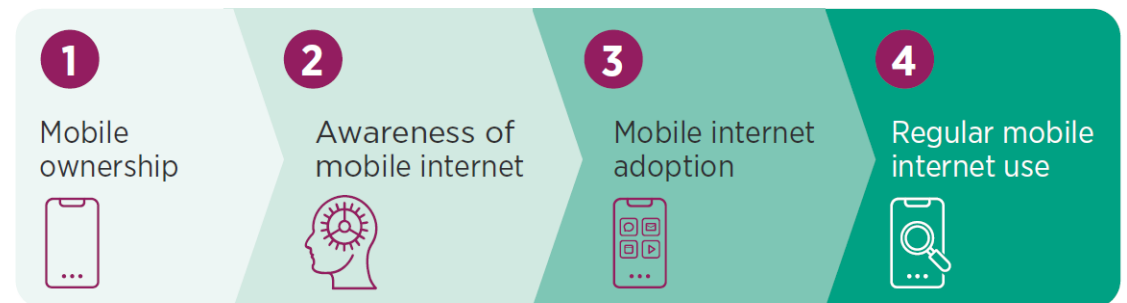


Covid-19 pandemic, gap with faster adoption by men, ongoing technological progress

The mobile internet gender gap across LMICs has been reducing but progress has stalled

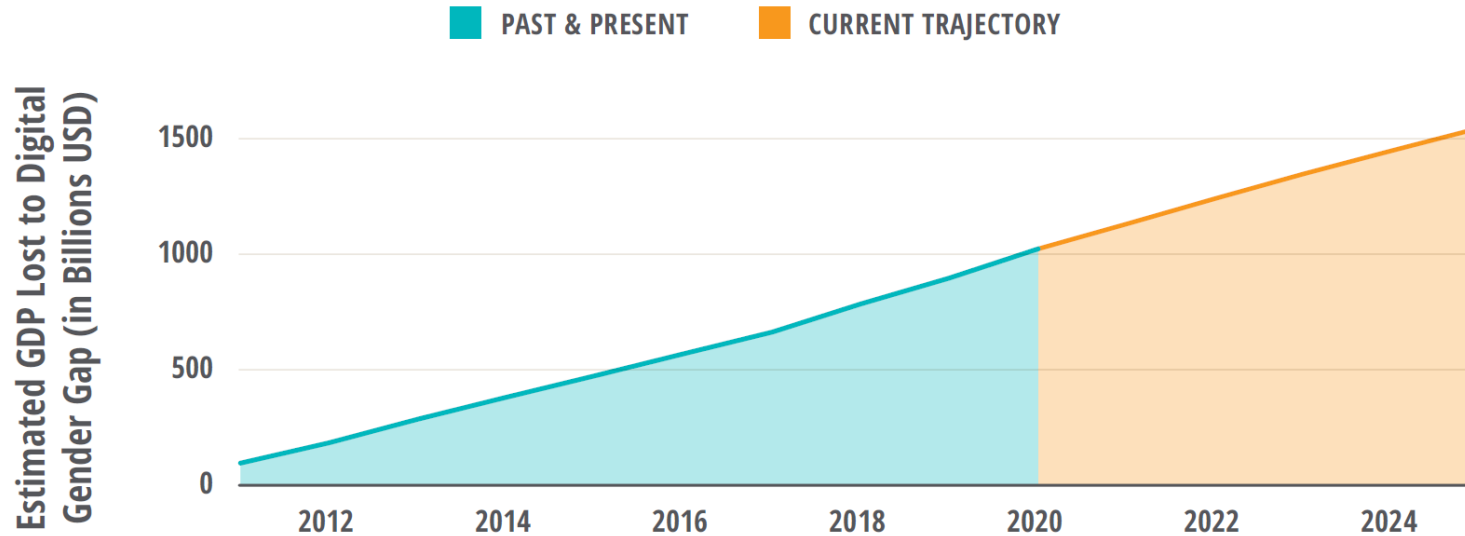


The gender gap widens along each stage of the user journey



The cost of women's exclusion from the digital world represent missed opportunities for economies

Figure 1: Cumulative costs of exclusion in lost GDP, 2011-2025



Source: A4AI 2021

Between 2011 and 2020, LLMICs missed out on

\$1 trillion USD in GDP

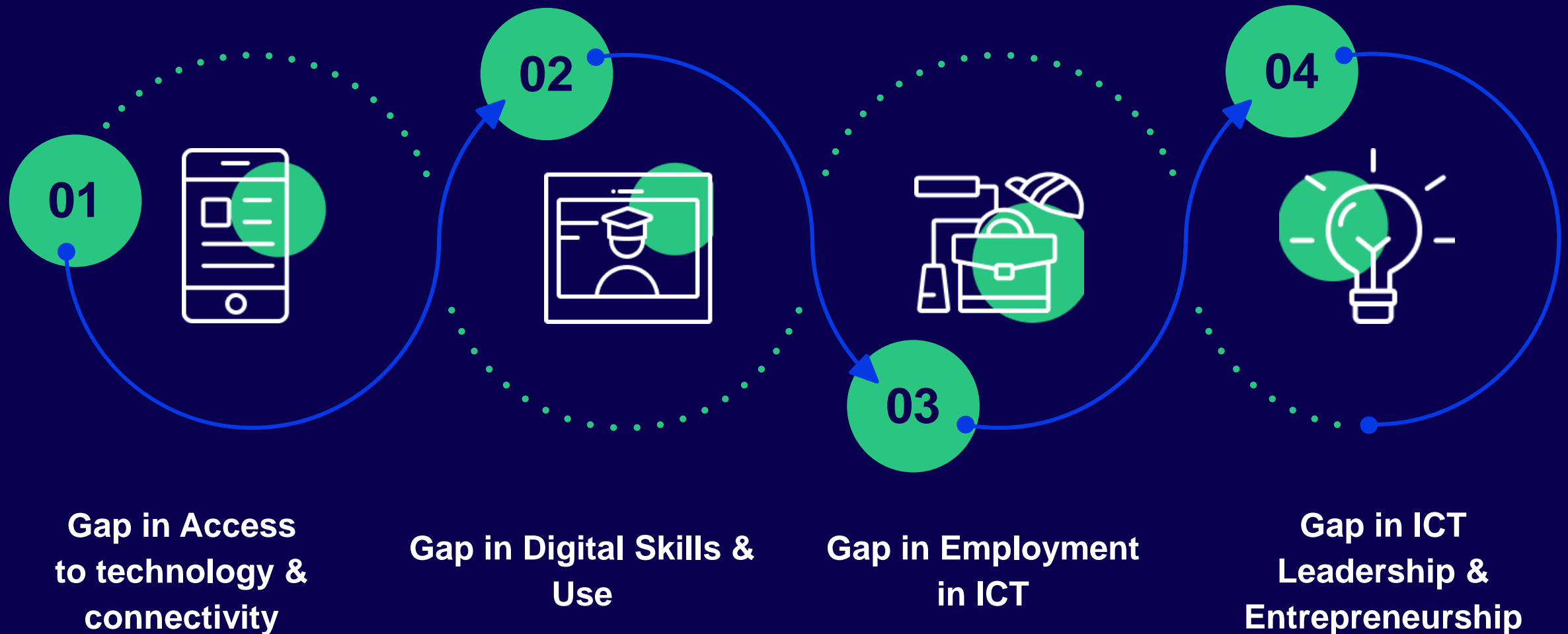
If no action is taken until 2025, the total loss of GDP between 2011 and 2025 among LLMICs will surpass

\$1.5 trillion USD in GDP

Closing the gender digital divide in LLMICs would deliver an estimated

\$524 billion USD increase

The 4 dimensions of the gender digital divide



As gender gaps in access and use narrow, gaps in advanced digital skills and in ICT employment widen

What barriers contribute to the gender digital divide?



“
The real reason we can't get the [last] several hundreds of millions of women online – it comes down to fact **there are people in their community who don't want them online.** Gender inequity existed long before technology did and you can't leapfrog culture.”

Revi Sterling, Gender and Technology Specialist

I advance digital inclusion and work on the underlying causes of the gender digital divide

Barriers limiting women's participation in digital transformation

Availability of infrastructure

Limited availability of devices & SIM, poor network quality and coverage

Affordability & access to capital

High costs of data, less financial independence and disposable income, credit gap for female entrepreneurs

Lack of education

Lower levels of literacy and general education, less practice with digital content, digital literacy & e-skills, lack of confidence in own ability & skills

Lack of relevant content

Lack of relevant content and female role models results in lack of interest and perceived relevance of ICT/STEM

Social norms, attitudes & institutional context

Attitudes of male gatekeepers, gender-stereotyping of STEM, lack of female role models, biased recruiting practices

(Online) safety & security

Unsafe physical spaces, sexual harassment, concerns about online safety and lack of online data security & privacy

Regulatory environment

Gender-blind policies, lack of gender-sensitive targets, lack of policies to protect (female) users from digital harm

Data Gaps

On ICT data, meaningful use, digital skills, locally relevant data, risks of gender-based online violence



I invented
the Web

“

The web is not working for women and girls. The world has made important progress on gender equality (...). But I am seriously concerned that **online harms** facing women and girls – especially those of colour, from LGBTQ+ communities and other marginalised groups – threaten that progress.

Sir Tim Berners-Lee, Inventor of the World Wide Web

The digital transformation can be a **double-edged sword**, as it comes with the risk of increasing inequality



Technology-facilitated gender-based violence

- Includes physical violence, sexual harassment, or theft
- 52% of women globally have experienced some form of digital harm, including online harassment, abuse, and threats, cyberbullying
- Fear of online violence may lead to self-censorship

Tool for repression & patriarchy

- Male gatekeepers restricting women's use of the Internet, reinforcing gender-based restrictions or male dominance
- Negative effect on women's wellbeing

Vulnerability to cyberattacks and data breaches

In addition to gender-specific cyber risks, due to the lack of access to (often non-existing) reporting mechanisms and due to oppressing patriarchal structures, women are more vulnerable to cyber risks and privacy breaches.

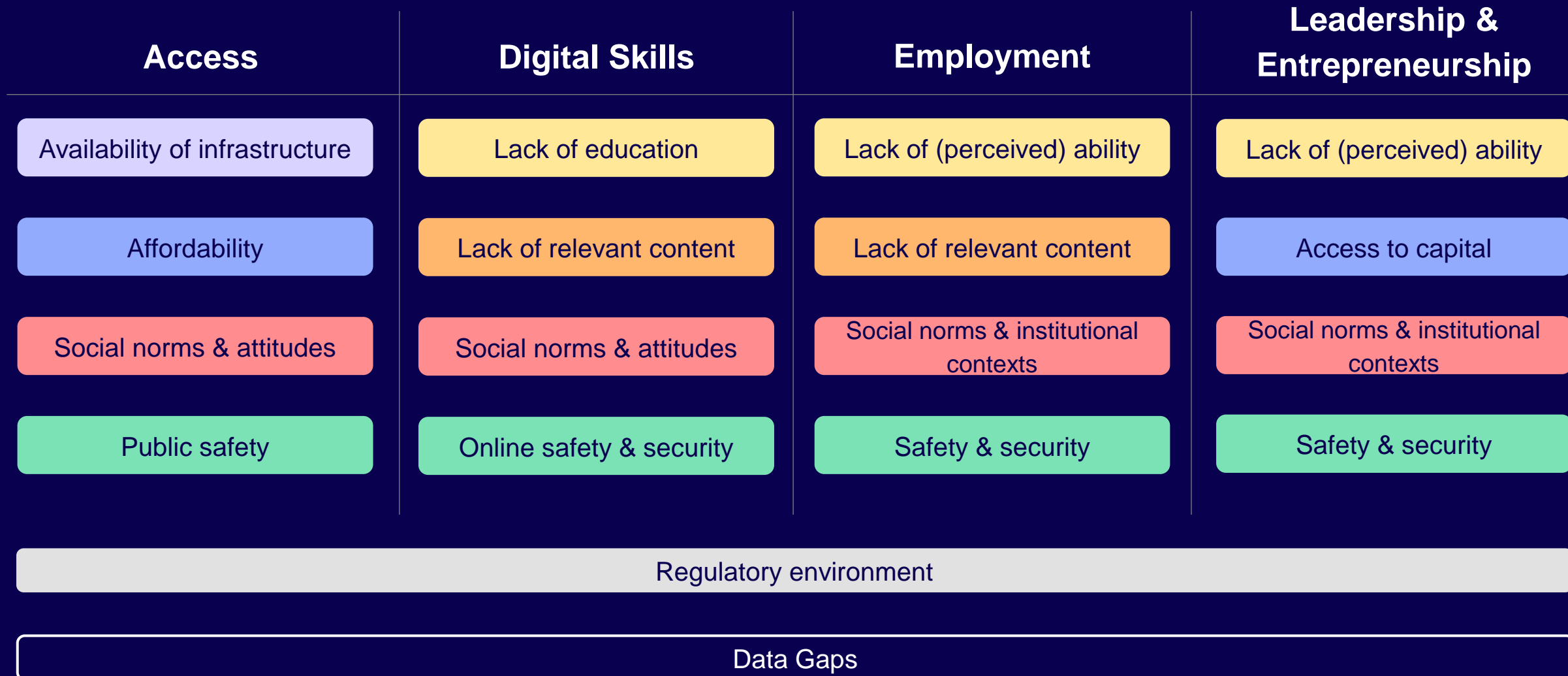
Socio-economic opportunity divides

Negative effect on future career prospects and employability, as women risk missing out on the (future) economic and social growth through digitalization

Biased technology design

The lack of diversity in the tech industry translates into biased technology design, e.g. harmful algorithms fed with biased datasets

Multiple barriers curtail women's ability to benefit from the opportunities offered by the digital transformation

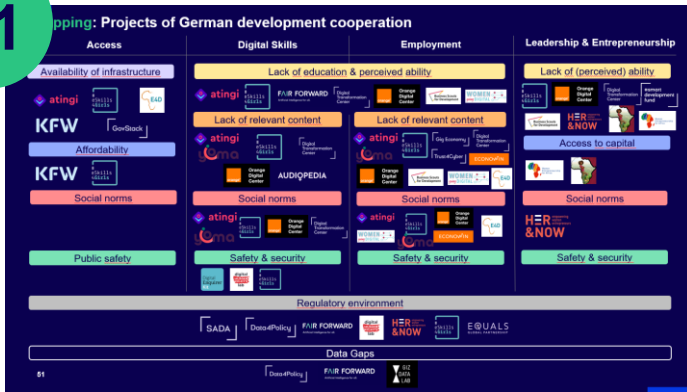


02

A **strategic mapping** of existing programs & offers of German Development Cooperation
(GIZ & KfW)

How to use the mapping

01



02

Overview: Tackling #Access

Challenge	Solution	Project	Project example
Availability of only poor network quality and coverage, especially in rural areas	Ensure availability of network coverage, electricity required to power devices, connectivity, and public access facilities	KFW, atingi, FAIR FORWARD	KFW promotes female entrepreneurs through business development support, and management trainings
Lack of availability of basic, handset, and smartphones	Provide handsets to underserved communities and/or increase affordability (see below)	FAIR FORWARD, KFW	The Rural Women Entrepreneurs project mobilizes, develops the capacity, and empowers women to bring digitally-supported health services into their communities.
High costs of data, less disposable income	Improve affordability, e.g., through subsidies or reduced taxes and duties, or by reducing the cost of connectivity via Universal Access & Service Funds subsidies	KFW	The DTCs, e.g., in Niger and Rwanda, offer support and training programs for women entrepreneurs in business skills, building their self-confidence, and decision-making abilities.
Colleagues restricting women's access to devices and (mobile) internet	Work towards colleagues' positive attitudes to increase their support, e.g., through digital literacy and online safety training	FAIR FORWARD, KFW	The ODC Madagascar supports female entrepreneurs
Limited public spaces, including roads and internet cafés, fears of theft and gender-based violence	Provide safe and accessible public access facilities & ensure community access options and further needs of service provision attend to the lifestyles and needs of women and girls	FAIR FORWARD, KFW	The Women Entrepreneurship for Africa (WEAA) program enhances business capacities of African women entrepreneurs through entrepreneurship training

Overview: Tackling #CTLeadership (1/2)

Barrier	Challenge	Solution	Project	Project example
Lack of confidence in perceived technical and managerial ability and skills	Invest in female entrepreneurship capacity-building, both technically and management	FAIR FORWARD, KFW	The #Skills4Girls projects in Cameroon, Mozambique, and Ghana empowers female entrepreneurs through business development support, and management trainings	
Lack of perceived ability	Invest in female entrepreneurship capacity-building, both technically and management	FAIR FORWARD, KFW	The Rural Women Entrepreneurs project mobilizes, develops the capacity, and empowers women to bring digitally-supported health services into their communities.	
Lack of perceived ability	Invest in female entrepreneurship capacity-building, both technically and management	FAIR FORWARD, KFW	The DTCs, e.g., in Niger and Rwanda, offer support and training programs for women entrepreneurs in business skills, building their self-confidence, and decision-making abilities.	
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Lack of perceived ability	Invest in female entrepreneurship capacity-building, both technically and management	FAIR FORWARD, KFW	The Gender Makes Sense Program of the ATVET4W project promotes small-scale women farmers and micro- and small-scale entrepreneurs through capacity development and (digital) business training	
Lack of perceived ability	Invest in female entrepreneurship capacity-building, both technically and management	FAIR FORWARD, KFW	The Young Namibian Women Digital Program offers trainings on entrepreneurship.	
Lack of perceived ability	Invest in female entrepreneurship capacity-building, both technically and management	FAIR FORWARD, KFW	The Her & Now project offers (virtual) incubation and acceleration programs for more women-led enterprises in small cities, including online and offline trainings on leadership skills and train-the-trainers formats	

The **mapping** provides an **overview of programs and offers** of German development cooperation, structured along the **4 dimensions** of the gender digital divide and the corresponding **barriers** that the projects aim to address.

For each dimension of the gender digital divide, an **overview of challenges and solutions**, based on the previous slides on barriers and solutions, is provided, supplemented with a **short description of corresponding projects**, in line with the mapping.

03 Description of programs of German Development Cooperation

Programs & Offers of German Development Cooperation
#DigitalSkills #CTEmployment #CTLeadership

atingi

The digital learning platform atingi offers young people the learning materials and orientation offers needed to tap their full potential, acquire new skills, and significantly improve their chances on the local job market. atingi works on:

- ensuring a **gender-responsive and inclusive course design** as quality standard for all courses
- offering a portfolio of courses aimed at women and girls
- successfully **reaching women and girls** with relevant learning offers

Concrete activities to reach female users so far include the #WomenRulingTech social media campaign and a learning nugget on "Women in Tech", telling inspiring stories of women in ICT.

#Skills4Girls

The #Skills4Girls initiative addresses the gender digital divide by boosting relevant education and employment opportunities for women and girls in low income and developing countries. It is implemented 1) bilaterally at the project level, 2) multilaterally through work in the multi-actor partnership EQUALS, and 3) through collaborations with the private sector and non-governmental organizations. Until this day Germany has reached and trained over 60.000 women and girls through #Skills4Girls.

The 3 key action areas include:

- fostering **digital skills** for women
- promoting **employability, employment and entrepreneurship**
- promoting **female role models** and raising awareness

Projects: Brazil, Ghana, Cameroon, Morocco, Mozambique, Nigeria, Rwanda, Zambia, South Africa

03

To dive deeper into individual projects, you can refer to the **project descriptions**, structured along the 4 dimensions of the gender digital divide and marked with the color of the corresponding barrier the project aims to address.

The notes section of each slides includes the contact information of project leads.

What solutions exist to close the gender digital divide?



I lead change
around
gender,
digital, and
development

“

**Universal access is not a
fantasy, but it is also not our
guaranteed future. Serious
policy and regulatory **action**
is required.**

Sonia Jorge, Executive Director of the Alliance for Affordable
Internet

Until we address the barriers to women's participation online, the Internet will continue to **work against progress** on gender equality

Initiatives to close the gender digital divide need to **address systemic inequalities** with an **intersectional lens** to avoid replicating systemic exclusions

By putting **women's needs at the center** of meaningful connectivity, and designing programs with their information needs, aspirations, and barriers in mind, we can close the gender gap and develop a **sustainable user base and female technical workforce.**

Addressing the Gender Digital Divide

It is crucial to ensure a **'do no harm'** approach as reasons for and solutions to gender digital inequality remain contextual and nuanced:

- Understand the **context** by
 - (i) conducting preliminary research with potential beneficiaries
 - (ii) understanding realities including power structures, community dynamics, social, cultural, and gender norms and roles
 - (iii) understanding the root cause of women's (lack of) technology use
- Understand the **risks** associated with an intervention
- Include women in program and product development to ensure **women-centric** courses & technology
- Seek and develop **community support**

Mapping: Projects of German development cooperation

Access

Availability of infrastructure



Affordability



Social norms

Public safety

Digital Skills

Lack of education & perceived ability



Lack of relevant content



Social norms



Safety & security



Employment

Lack of education & perceived ability



Lack of relevant content



Social norms



Safety & security



Leadership & Entrepreneurship

Lack of (perceived) ability



Access to capital



Social norms



Safety & security








Regulatory environment









Data Gaps







Overview: Tackling #Access

Barrier	Challenge	Solution	Project	Project example
Availability of infrastructure	Availability of only poor network quality and coverage, especially in rural areas	Ensure availability of network coverage, electricity required to power devices, connectivity, and public access facilities	 KfW promotes mobile communications projects in Africa, e.g. by providing loans for the construction of cell.	
			 atingi is a Raspberry Pi-based solution that offers connectivity solution for learning in areas with no or low bandwidth.	
			 GovStack expands secure access to digital services and thus supports more inclusive and citizen-centric societies.	
			 The E4D project in Uganda uses a full USSD channel to allow participants with traditional cell phones to participate.	
Affordability	Lack of availability of basic handset and smartphones	Provide handsets to underserved communities and/or improve affordability (see below)	 In the project SpeakUpGirls in Zambia each woman is provided with a smartphone, a power bank, and monthly mobile data bundles , which they can refinance at 50% through submitting journalistic stories.	
	High costs of data, less disposable income	Improve affordability, e.g. through subsidies or reduced taxes and duties, or by reducing the cost of connectivity via Universal Access & Service Funds subsidies	 KfW invests in the Women's World Banking Capital Partners Fund II to improve women's access to financial services .  The participants in the DUFUNA-FEM Code Camp in are granted a monthly scholarship in order to cover internet access costs .	
Social norms	Gatekeepers restricting women's access to devices and (mobile) Internet	Work towards gatekeepers' positive attitudes to increase their support, e.g. through digital literacy and online safety trainings		
Public safety	Unsafe public spaces, including roads and Internet cafés, fears of theft and gender-based violence	Provide safe and accessible public access facilities & ensure community access options and further models of service provision attuned to the lifestyles and needs of women and girls		





Overview: Tackling #DigitalSkills (1/3)

Barrier	Challenge	Solution	Project	Project example
Lack of education	Less practice with digital content, lower digital literacy and e-skills	Raise awareness about digital skills education and training opportunities for women, make it accessible through gender-responsive format and content, and investing in non-formal education providers, e.g. bootcamps, coding clubs, and makerspaces		The digital learning platform atingi works on ensuring a gender-responsive and inclusive course design as quality standard for all courses, offering a portfolio of courses aimed at women and girls (#WomenRulingTech), and successfully reaching out to women.
				The #eSkills4Girls initiative addresses the gender digital divide by boosting relevant education and employment opportunities for women and girls in low income and developing countries among others by fostering digital skills for women , e.g. in South Africa, Rwanda, Nigeria, Ghana, Morocco, and Mozambique.
				FAIR Forward currently plans a locally-anchored and gender-responsive capacity development measure to empower Global South women in IT with the skills on the use and development of AI .
				The Orange Digital Centers offering different free formats for women to acquire digital skills , including programming, digital marketing, and further trainings.
				The Digital Transformation Centers offer ICT trainings for women , e.g. in Kosovo, Rwanda, Ghana, and Niger.
				The collaboration between GIZ Iraq and Re:Coded strengthens the digital and life skills of young women from Qaraqosh and Erbil.








Overview: Tackling #DigitalSkills (2/3)

Barrier	Challenge	Solution	Project	Project example
Lack of relevant content	Lack of relevant content (beyond 'pink content'), especially in local languages, resulting in a lack of interest and perceived relevance of ICT	Provide audiovisual content that reduces the need for literacy	AUDIOPEDIA	Audiopedia makes basic education free and accessible to non-readers with audio recordings . The content currently focuses on health information including on Covid-19, mental health, gender-based violence, and women's health.
		Provide relevant content and services, including content that focuses on women's needs and priorities (e.g. information on reproductive and maternal health)	 	The digital offers provided by atingi, the DTCs, ODCs, and #eSkills4Girls, as (partly) specifically aimed at women, aim to offer gender-responsive content and take into account gender-specific needs and restrictions.
Social norms	Lack of female role models and confidence with ICT	Combat stereotypes, biases, and discriminatory norms by spotlighting female and gender-sensitive male role models in ICT/STEM	 	The digital skills initiatives offered by #eSkills4Girls, atingi, DTCs and ODCs promote positive female role models and raise awareness on women in tech .
	Gatekeepers restricting women's access to devices and (mobile) Internet	Work towards gatekeepers' positive attitudes and increase their support, e.g. through digital literacy and online safety trainings, highlight the benefits of ICTs for women		

Overview: Tackling #DigitalSkills (3/3)

Barrier	Challenge	Solution	Project	Project example
Online safety & security	Lack of information on staying safe online and how to protect oneself and one's data	Include risk and mitigation strategies in digital literacy training, teaching women how to safely use mobile devices and the Internet, including practical tips on how to protect against potential threats, educate women about their digital rights		The Digital Enquirer Kit will include a module on gender-based online violence aimed at equipping affected persons with the means and knowledge to counter hate speech and protect themselves against harassment online .
				The Digital Human Rights Lab offers strategic digital literacy capacity skills building training for the most at-risk women to reduce unlawful abuse or misuse of digital platforms and strengthen civic knowledge on women's rights through digital technology
				The #eSkills4Girls project SpeakUpGirls in Zambia helps the women and girls understand the importance of their own rights as citizens and strengthen their role in an active online citizenship, including training in data privacy and cyber security .
	Concerns about online safety, i.e. harassment, cyberbullying, online (sexual) abuse; fear of lack of online data security and privacy	<p>Set up reporting systems to systematically prosecute online violence against women</p> <p>Train platform moderators who promote gender awareness</p> <p>Design tools to better prevent, detect, respond, and monitor online GBV</p>		The Trust4Cyber project aims to promote a safer cyber environment.

Overview: Tackling #ICTEmployment (1/3)

Barrier	Challenge	Solution	Project	Project example
Lack of perceived ability	Lack of confidence in own ability and skills (self-efficacy)	<ul style="list-style-type: none"> Offer ICT training opportunities for women that match with labor market needs Design gender-sensitive services compatible with the local living and working conditions of women, incorporating time and socio-cultural constraints 		See projects listed under #DigitalSkills for gender-sensitive and gender-responsive approaches in terms of ability (education).
				Women Going Digital helps women enter the IT sector by offering e-learning content on atingi on 16 topics related to the digital transformation including exchanges with the private sector .
				The Young Namibian Women Digital Program aims to bring young females into STEM among others through trainings on selected ICT topics.
				The E4D program in Tanzania aims to enhance the employability of women by designing activities that accommodate the needs of women.
Lack of relevant content	Lack of perceived relevance of ICT, lack of information about STEM studies resulting in less participation and persistence in STEM in higher education	<ul style="list-style-type: none"> Raise awareness of economic opportunities and benefits stemming from the ICT sector, make evident paths from digital skills trainings to income opportunities Increase awareness on potential and relevance of (careers in) ICT Invest in women in STEM as students & teachers, e.g. via scholarships, quotas, fellowships, access to mentoring, career counseling, and internship opportunities 		Atingi and Yoma provide young people with learning materials and orientation offers to improve their chances on the local job market , including through a campaign to bring more women into tech (#WomenRulingTech).
				The Trust4Cyber project currently plans a training and mentoring program to empower young female professionals in cybersecurity.
				The Gig Economy project & Yoma increase women's employability through upskilling and are planning to offer an information format on different income opportunities for female (gig) workers to facilitate better and relevant learning-to-earning pathways.

Overview: Tackling #ICTEmployment (2/3)


Barrier	Challenge	Solution	Project	Project example
Lack of relevant content	Lack of perceived relevance of ICT, lack of information about STEM studies resulting in less participation and persistence in STEM in higher education	<ul style="list-style-type: none"> • Raise awareness of economic opportunities and benefits stemming from the ICT sector, make evident paths from digital skills trainings to income opportunities • Increase awareness on potential and relevance of (careers in) ICT • Invest in women in STEM as students & teachers, e.g. via scholarships, quotas, fellowships, access to mentoring, career counseling, and internship opportunities 		To facilitate the transition to employment, the program Promoting Female Talent in Tunisia includes practical training programs, networking and job search assistance to create a female-dominated talent pool in STEM .
				The Orange Digital Center in Madagascar promotes women in tech through awareness raising, networking and mentoring between high school girls/students in their first year in STEM and women working in the digital sector.
				#eSkills4Girls promotes the employability of women in tech, e.g. through labor market relevant digital competencies (South Africa), job placement for best graduates (Rwanda), and professional orientation formats (Morocco).
				The Young Namibian Women Digital Program aims to bring young females into STEM through training and raising awareness about potential career paths in STEM .
				Women Going Digital matches women with IT employers .
				EconoWin orients female pupils and university students towards ICT and STEM jobs and managerial positions in cooperation with more than 100 private sector companies in the MENA region.
				The E4D program in Tanzania aims to enhance the employability of young people, including women, to match labor market needs.

Overview: Tackling #ICTEmployment (3/3)

Barrier	Challenge	Solution	Project	Project example
Social norms	Gender stereotyping of STEM, lack of female role models	Combat gender-based stereotypes, biases, and discriminatory norms at individual, institutional and societal level, e.g. via (media) awareness/sensitization on women in ICT/STEM, spotlight female and gender-sensitive male role models		<p>Atingi, Women Going Digital, the ODCs, as well as #eSkill4Girls address gender stereotyping in ICT/STEM. Activities include:</p> <ul style="list-style-type: none"> awareness campaigns (atingi, #eSkills4Girls Ghana, ODC Madagascar, E4D Tanzania) female mentor's network with role models and/or female executives (Women Going Digital, EconoWin, #eSkills4Girls South Africa, Nigeria, and Morocco)
	Family and care demands and work-life balance issues	Foster work/life balance, implement diversity policies and programs		<p>The project Digital Skills 4 Jobs and Income in South Africa works on improving companies' recruitment policies in the implementation of gender-sensitive approaches.</p> <p>EconoWin supports Gender Diversity Management (GDM) by companies in the MENA. The aim is to professionalize the management of gender diversity to win, keep and promote female talent and as such, reduce biased recruiting practices in male-dominated sectors.</p>
Safety & security	Unwelcoming workplace: Biased recruiting practices, male-dominated sectors revealing hostile learning and work environments for women, sexual harassment	<p>Develop social, technical and regulatory measures to eliminate safety and security threats for women in the workplace</p> <p>Design tools to better prevent, detect, respond, and monitor gender-based (online) violence at the workplace</p>		<p>The Gig Economy project empowers workers, including women, by raising awareness about their rights in the gig economy. The goal of the flagship is to enable workers to recognize unfair and discriminatory practices and to strengthen their bargaining power. Moreover, platforms are supported to improve the work situation of workers.</p>







Overview: Tackling #ICTLeadership (1/2)

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Barrier	Challenge	Solution	Project	Project example
Lack of perceived ability	Lack of confidence in perceived technical and managerial ability and skills	Invest in female entrepreneurship capacity-building, both technically and management		The #eSkills4Girls projects in Cameroon, Mozambique, and Ghana empowers female entrepreneurs through business, entrepreneurship, and management trainings .
				The Rural Women Entrepreneurs project mobilizes, develops the capacity, and empowers women to bring digitally-supported health services into their communities.
				The DTCs, e.g. in Niger and Rwanda, offer support and training programs for women entrepreneurs in business skills, building their self-confidence, and decision-making abilities .
				The ODC Madagascar supports female entrepreneurs .
				The Women Entrepreneurship for Africa (WE4A) program enhances business capacities of African women entrepreneurs through entrepreneurship training .
				The Gender Makes Sense Program of the ATVET4W project promotes small-scale women farmers and micro- and small-scale entrepreneurs through capacity development and (digital) business training .
				The Young Namibian Women Digital Program offers trainings on entrepreneurship .
				The Her & Now project offers (virtual) incubation and acceleration programs for micro women-led enterprises in small cities, including online and offline trainings on leadership skills and train-the-trainers formats.

Overview: Tackling #ICTLeadership (2/2)




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Barrier	Challenge	Solution	Project	Project example
Lack of perceived ability	Lack of confidence in perceived technical and managerial ability and skills	Offer mentorship for female entrepreneurs		The #eSkills4Girls project in Ghana offers a mentorship program for female entrepreneurs.
				The Her & Now project offers a mentorship format for female entrepreneurs.
				The Female Shift program will offer a mutual mentoring for African and German female entrepreneurs, with the aim to allow both sides to learn from each other.
Access to capital	Less access to business trainings, business capital, and venture capital	Remove gender-based barriers to acquiring business capital, e.g. by promoting female venture capitalists		The WE4A program improves women entrepreneurs' access to formal financial institutions and seed capital with support services and second-stage financing.
				The Gender Makes Sense Program of the ATVET4W project promotes access to capital for agripreneurs.
Social norms	Lack of female role models, gender stereotyping	<ul style="list-style-type: none"> • Increase (media) awareness/sensitization • Spotlight female and gender-sensitive male role models in entrepreneurship 		The project Her & Now published a film and media campaign with role models to change mindsets on women entrepreneurship in Indian society.
	Family and care demands and work-life balance issues	Collaborate with other entrepreneurs, e.g. consult and involve women and men, share good practices and lessons for greater inclusion of female entrepreneurs		
Safety & security	Male-dominated sectors revealing hostile work environments for women, including sexual harassment	Develop social, technical and regulatory measures to eliminate safety and security threats for women in the workplace & design tools to better prevent, detect, respond, and monitor gender-based (online) violence at the workplace		




Overview: Leveraging the regulatory environment (1/2)

Barrier	Challenge	Solution	Project	Project example
Regulatory environment	Gender-blind and often generic public policies, lack of gender-responsive approaches to the development and implementation of policies, lack of gender budgeting	Position gender issues on the political agenda and raise awareness with decision-makers to influence policy strategies	  	SADA provides various learning programs and formats to policymakers and regulators to promote inclusive and gender-sensitive regulations , including on the gender digital divide and (gender) data bias.
		Assess strategies, policies, plans and budgets for gender equality considerations (e.g. basic and higher education policies should emphasize ICT and digital skills for all)		The #eSkills4Girls initiative conducted #eSkills4Policymaker workshops to sensitize political stakeholders on shaping gender-sensitive digital, broadband and education policy
	Enhance cooperation between stakeholders: Develop and share tools, guidelines and case studies to support national and international efforts to address the gender digital divide; Support and encourage multi-stakeholder cooperation and sharing of expertise		SADA aims to reach 70,000 African users in regulatory and policy contexts, including civil servants, representatives of business and civil society.	
				 
	Consult and involve women as well as relevant local communities and experts			
	Lack of targets and strategies regarding broadband adoption	Include clear policy targets to create accountability in the policy process		
Establish gender equality targets for available and accessible Internet and broadband access and use				

Overview: Leveraging the regulatory environment (2/2)

Barrier	Challenge	Solution	Project	Project example
Regulatory environment	Lack of formalized policies and regulations to protect (female) users from digital harm, Insufficient responses from law enforcement authorities and social media companies in face of gender-based online violence	Implement policies that guarantee the rights of women and address GB(O)V, ensure that legal frameworks on online safeguarding, security and data privacy offer protection to all genders		The Digital Human Rights Lab advocates for the improvement of the protection of women's online privacy and security through cyber policies and laws
	Lack of policy support to safe work places and female entrepreneurship	Develop regulatory measures to eliminate safety and security threats in public, educational, workplace, and online settings		The Digital Human Rights Lab pursues an advocacy campaign to engage policymakers on the need to structure protective systems for women and children online
		Support anti-discriminatory guidelines and laws, legislate diversity obligations in corporations Policy support for female entrepreneurship and work-life balance		Her & Now aims at improving the framework conditions for women entrepreneurs in India including through advice on gender-sensitive policy development to government institutions.
	Lack of confidence in legal systems	Consult and involve women as well as relevant local communities and experts		

Overview: Addressing gender data gaps

Barrier	Challenge	Solution	Project	Project example
Data Gaps	<p>Gaps in</p> <ul style="list-style-type: none"> global data, standardized measurement metrics and methods, and indicators about meaningful use that look beyond access, including sex-disaggregated data on digital skills locally relevant data (as opposed to aggregated data at a global level) to better understand underlying local factors and circumstances 	<p>Support states in capacity development in the collection, tracking, monitoring and evaluation of gender-disaggregated data related to Internet access and use at national level</p> <p>Encourage states to include indicators to measure Internet access and use from a gender perspective into their existing data collection requirements</p>		<p>Data4Policy aims to improve the conditions for responsible use of non-traditional data for evidence-informed policymaking with digital ecosystem partners. The project includes two use cases centered around gender & data.</p>
		<p>Support original research and the collection, tracking, analysis and sharing of sex-disaggregated data</p> <p>Ensure that gender data is transparent and available to be used by national policies</p> <p>Invest in research and analysis to assess the impact of ICT for gender equality and women's empowerment</p>		<p>FAIR Forward facilitates the provision of open, non-discriminatory and inclusive training data, models and open-source AI applications. This is done in the fields of open language data and earth observation data to empower marginalized groups.</p>
	<p>Gaps in data on risks, particularly technology-facilitated GBV, and evidence of successful mitigation strategies</p>	<p>Support original research and the collection, tracking, analysis and sharing of sex-disaggregated data</p>		<p>In 2021, the GIZ Data Lab run a pilot in Mexico City to identify public spaces that are safer for women in face of gender-based violence.</p>
	<p>Gaps in data on usage by girls under the age of 18</p>	<p>Support original research and the collection, tracking, analysis and sharing of sex-disaggregated data</p>		



Thank you.

Contact information

Alissa Frenkel

Advisor Gender Digital Divide, Digitalization-Cluster, GloBe, GIZ

alissa.frenkel@giz.de

03

Description of programs of German Development Cooperation

Programs & Offers of German Development Cooperation

#Access

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KfW

The German development finance institution KfW DEG has been promoting **mobile communications projects** in Africa since 1999. DEG provides loans for the construction of cell towers to facilitate mobile communications, which in turn allows people, especially women and rural populations, to access information, education, health and financial services through mobile internet.



Atingi in a box is a solution that offers connectivity solution for learning in areas with **no or low bandwidth**. The box contains an **offline version of atingi** with a few sample courses. Technically, this box contains a **Raspberry Pi** (mini-computer) which has various interfaces. The box can be connected to the internet – e.g. to synchronize a forum – but it also works **offline in the areas with low bandwidths or where the internet has not yet penetrated**.



The #eSkills4Girls project **SpeakUpGirls – Giving women and girls a voice through digital media** in Zambia aims at promoting the sociopolitical participation of women and young girls in Zambia through digital skills and citizen journalism training. Each woman should individually apply her skills and is therefore **provided with a smartphone, a power bank, and monthly mobile data bundles**. A reimbursement for the submission of stories enables them to refinance the cost of the devices (at 50% of the actual price).

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The **Employment and Skills for Development in Africa (E4D)** project develops and implements public-private cooperation to improve the employment and economic situation of job seekers, employees and companies, with a focus on women, youth, and green jobs. In Uganda, university and vocational school graduates can be matched with suitable internship positions in companies through the digital platform ReadytoConnect . **As Internet coverage remains low, especially in rural Uganda, the use of digital communication channels poses a constant risk of excluding potential users (see Digital Divides).** By using a full **USSD channel**, ReadytoConnect allows participants with traditional cell phones to participate in the digital platform.



The **GovStack** project digitizes public administration in partner countries and promotes digital public goods and infrastructure. GovStack specifies and develops open and interoperable ICT building blocks, such as components for digital identities (identification and authentication) or electronic payment services (payment). In doing so, it **expands secure access to digital services and thus supports more inclusive and citizen-centric societies.** The goal is to reach 40% women among all users.

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KfW

KfW invests €8.5 Mio. in the **Women's World Banking Capital Partners Fund II**, a global equity fund of the Women's World Banking Microfinance Network. The fund invests in minority stakes in (micro) financial institutions or financial service providers that have two objectives:

- 1) Improving women's access to financial services (financial inclusion)
- 2) Promoting equality within financial institutions

The goal is to **provide women from low-income backgrounds with the knowledge and thus access to increasingly digitized financial products.**



The #eSkills4Girls project **SpeakUpGirls – Giving women and girls a voice through digital media** in Zambia aims at promoting the sociopolitical participation of women and young girls through digital skills and citizen journalism training. Each woman should individually apply her skills and is therefore provided with a smartphone, a power bank, and monthly mobile data bundles. A reimbursement for the submission of stories enables them to **refinance the cost of the devices** (at 50% of the actual price).



The #eSkills4Girls project **DUFUNA-FEM Code Camp** in Nigeria aims to support young women to get their programming career started by offering a self-study three-month software engineering training. Participants are granted **a monthly scholarship in order to cover internet access costs** and are assigned a mentor.

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As part of the Employment and Skills for Development in Africa (E4D) project, the **Women Entrepreneurship for Africa (WE4A)** program aims to **reach women and support women entrepreneurship**. It enables women-led businesses to integrate in local, regional and international value chains among others by improving their **access to formal financial institutions** and seed capital with support services and second-stage financing.



The **Agricultural Technical Vocational Education and Training for Women (ATVET4W)** project includes the **Gender Makes Business Sense** program, which takes a **gender-transformative approach to the promotion of entrepreneurship** by addressing sociocultural barriers that hinder women's access to knowledge and training opportunities. The program includes **market information and access to capital for agripreneurs**.

Projects: Benin, Burkina Faso, Ghana, Kenya, Malawi, Togo

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The digital learning platform **atingi** offers young people the learning materials and orientation offers needed to tap their full potential, acquire new skills, and significantly improve their chances on the local job market. Atingi works on

- ensuring a **gender-responsive and inclusive course design** as quality standard for all courses
- offering a **portfolio of courses** aimed at women and girls
- successfully **reaching women** and girls with relevant learning offers

Concrete activities to reach female users so far include the **#WomenRulingTech** social media campaign and a learning nugget on “**Women in Tech**”, telling inspiring stories of women in ICT.



The **#eSkills4Girls** initiative addresses the gender digital divide by boosting relevant education and employment opportunities for women and girls in low income and developing countries. It is implemented 1) bilaterally at the project level, 2) multilaterally through work in the multi-actor partnership EQUALS, and 3) through collaborations with the private sector and non-governmental organizations. Until this day Germany has reached and trained over 60.000 women and girls through #eSkills4Girls.

The 3 key action areas include:

- fostering **digital skills** for women
- promoting **employability, employment and entrepreneurship**
- promoting **female role models** and raising awareness

Projects: Brazil, Ghana, Cameroon, Morocco, Mozambique, Nigeria, Rwanda, Zambia, South Africa

Deep Dive: #eSkills4Girls bilateral projects

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South Africa | Digital Skills 4 Jobs and Income

The project promotes labor market relevant digital competencies to increase the employability of young South Africans (14-35 years), with a special focus on women and girls. The project includes 1) **digital skills training programs** at TVET colleges, 2) a **female mentor's network** with female executives and role models, 3) access to demand-oriented **skills development** in selective non-formal training measures, and 4) **improving companies' recruitment policies** in the implementation of gender-sensitive approaches.

Rwanda | WeCode: Empowering Rwandan Women through job creation

The WeCode women-only programming academy offers young women **employment prospects in the IT sector**. The program is composed of a 11-week-long bootcamp (coding skills, work readiness skills), then 15-week-long advanced trainings for select participants (mobile- or full-stack developer, QA, data analyst), job placement for best graduates.

Cameroon | Empowerment of female entrepreneurs through digital skills

The project aims at **female micro-entrepreneurs in the forestry sector**. The project provides women with 1) digitally-based trainings on business knowledge, 2) training in micro-enterprise management, 3) peer-to-peer coaching, and 4) the development of a smartphone application to monitor entrepreneurs' activities and stocks and provide them with important market information.

Nigeria | DUFUNA-FEM Code Camp

The project aims to support young women to get their programming career started by offering a self-study **three-month software engineering training**. Participants are granted a monthly scholarship in order to cover internet access costs and are assigned a mentor.

Social norms

Lack of relevant content

Lack of education

Deep Dive: #eSkills4Girls bilateral projects

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Ghana | PSED: Program for Sustainable Economic Development

The program aims to promote Ghanaian women's access to digital professions via 1) formal, competency-based **ICT-related training courses**; 2) capacity development of TVET training providers; 3) implementation of non-formal ICT training to enhance IT literacy; 4) implementation of **awareness and image campaigns**; 5) **entrepreneurship** trainings, start-up incubation, mentoring programs and/or ideas competitions.

Morocco | Supporting the implementation of the national vocational training strategy

The project aims to improve the employability of young women in TVET training through **digital skills and computer literacy trainings** in ICT and soft skills, **deconstructing gender-based stereotypes** in IT, and implementing innovative **professional orientation formats** with the private sector to encourage secondary school girls to choose a career in IT.

Mozambique | Pro-Educação: Basic and Vocational Education and Training

The project aims to improve the job perspectives of girls and women through access and use of ICT via 1) competency-based **basic ICT training courses**, 2) **capacity development of formal and non-formal TVET institutions and their trainers**, 3) courses on basic **employability skills and entrepreneurship trainings** using ICT, and 4) the integration of ICT programs and tools into already existing TVET courses according to labor market demand.

Social norms

Lack of relevant content

Lack of education

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Social norms



Yoma is a digital marketplace that offers online- and offline opportunities for skills development, community engagement and employment for youth. Since Yoma focuses on reaching especially marginalised youth, i.e. young women and girls, gender equity is at the core of the project implementation. Yoma

- pursues a **gender-sensitive communication and outreach policy**
- promotes **specific job-related learning opportunities for women**, like the Women in Tech program
- and seeks to achieve the designated goal of having at least **40 percent women** benefit from its offerings

Prospectively, in collaboration with the Gig Economy flagship project, Yoma aims at creating a **learning to earning pathway for young women** a) willing to and b) working in the gig economy by leveraging its ecosystem of pertinent supply and demand partners.

Lack of relevant content

Lack of education



The **Gig Economy** flagship project aims to empower workers in the gig economy with a special focus on marginalized groups. Learning opportunities and digital tools are piloted and made available. These aim at

- **workers' empowerment** by raising awareness about their rights in the gig economy
- **increasing their employability by upskilling**, and thus contributing to a potential improvement in their medium and long-term job opportunities

This component especially focuses on groups who are traditionally disadvantaged in the labor market and on **promoting gender equality**. Prospectively, capacity development measures are to be offered to women in the gig economy to **reskill and upskill** in both hard and soft skills.

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Digital Transformation Centers

The **Digital Transformation Centers (DTC)** are physical and virtual hubs supporting the sustainable strengthening of digital ecosystems in partner countries, connecting stakeholders from public, private, academia, and civil society organizations. A special focus lies on promoting women and girls:

- **ICT trainings for women** (e.g. DTCs Kosovo, Rwanda, Ghana, Niger)
- practical training programs to facilitate **the transition from training to employment**
 - **Promoting Female Talent by the DTC Tunisia** that includes practical training programs, networking and job search assistance to create a female-dominated talent pool in the field of STEM and management for Tunisian IT companies
- support and training programs for **women entrepreneurs**
 - **Empow'HER at the DTC Niger** with a focus on 1) the necessary skills to develop sustainable businesses, 2) building their self-confidence, and 3) decision-making abilities
 - **INNOVATE4Women Hackathon (2019) at the DTC Rwanda** with the goal to bridge the gender digital divide in Rwanda by availing digital solutions relevant to women, including 1) a stakeholders' workshop to identify women's needs and challenges, 2) a national call for proposals for corresponding digital solutions, 3) a bootcamp, coaching, and mentoring programs for shortlisted innovators, 4) an award ceremony by multiple ministries, and 5) a 6-months incubator program for the 3 winning projects
- *Planned:* A range of **capacity development measures for women** including trainings on basic digital literacy, to advanced skills, to trend technologies, to female entrepreneurship, and mentoring

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Social norms

Lack of relevant content

Lack of education



**Orange
Digital
Center**

The **Orange Digital Centers** (ODC), a cooperation between the mobile operator group Orange, GIZ and local universities, are digital hubs in Africa and the Middle East, offering young people free training in digital skills. Their objective is to enable everyone to gain vital **digital skills**, help young job seekers find worthwhile **careers**, and promote **entrepreneurship**. Offers include:

- **Digital education for women:**
 - 5-day bootcamp on programming (Mali)
 - Knowledge on digital (social media) marketing (Burkina Faso, Cameroon, Ivory Coast)
 - Web-mobile training (Senegal)
- 'Hello Women' (ODC Madagascar): 3 components to promote **women in tech**:
 - 1) visibility to women working in the technology sector (success story promotion)
 - 2) awareness of girls in high schools in Science and Technology
 - 3) networking and mentoring between high school girls/students in their first year and women working in the digital sector
- Support to **female (social) entrepreneurs** (e.g. Madagascar)

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FAIR FORWARD

Artificial Intelligence for all.

FAIR Forward strives for a more open, inclusive and sustainable approach to AI on an international level. The project currently plans a locally-anchored and gender-sensitive capacity development measure in the format of an e-learning, advanced on-site and soft skills training to **empower Global South women in IT with the skills on the use and development of AI.**

Trust4Cyber

Trust4Cyber specifically addresses weaknesses within the cyber operation system by building the capacity of state, civil society and private-sector actors in partner countries in the implementation of human-centered cybersecurity. The project currently plans a **capacity development measure for young female professionals working in cybersecurity.** Through a training and subsequent mentoring program, women get the opportunity to deepen their knowledge in cybersecurity, take part as creators and diversifying human capital in the field, and reach managerial positions in the mid- and long-term.

re:coded

The **Strengthening women's participation in the reconstruction and peace process in Iraq** program works on adapting and developing new **digital approaches** that work towards a better participation of women in the reconstruction and peace process. Together with **Re:Coded**, an implementation partner, the project **strengthens the digital and life skills, including leadership skills and the ability to take action, of young women from Qaraqosh and Erbil.** The project, together with ICT Project 2021, hosted a two-day virtual hackathon in Mosul with the goal of finding an **innovative digital solution to prevent and end violence against women and girls** that is low-maintenance, suitable for use in Iraq, and ensures usability for marginalized women.

Lack of relevant content

Lack of education

Programs & Offers of German Development Cooperation

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Social norms



Through **Women Going Digital**, GIZ in collaboration with the German Chambers of Commerce (AHK) **supports women and helps them enter the IT sector**, providing a pool of skilled female talent to tech companies. The program offers

- **e-learning content** on atingi on 16 topics related to the digital transformation including AI, Blockchain, Big Data, Digital Marketing, Java, and SAP software, supplemented by podcasts
- **exchanges and mentoring** with external expert advisors from the private sector
- **matchmaking** between participants and employers

Projects: Brazil, Mozambique, Argentina, Peru

Planned: French- and English-speaking Africa

Lack of relevant content



Lack of education



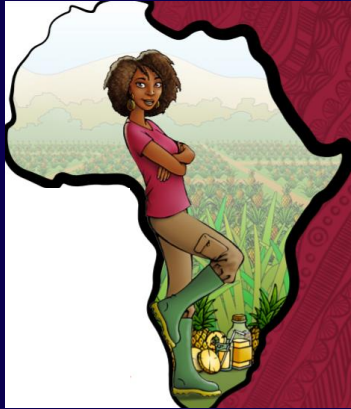
The **Young Namibian Women Digital Program** is based on a cooperation between GIZ and the University of Namibia and aims to bring more young females (18-30 years old) into STEM via:

- raising awareness and sensitization about potential **career paths for women in STEM**
- offering **trainings** on selected ICT topics, e.g. Microsoft, web development, programming
- offering trainings on **entrepreneurship**

Programs & Offers of German Development Cooperation

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The **Agricultural Technical Vocational Education and Training for Women (ATVET4W)** project takes a gender-transformative approach to employment-oriented skills development through gender-sensitive, job-oriented education and training in agriculture and food security for small-scale women farmers and micro- and small-scale entrepreneurs. The program includes the **Gender Makes Business Sense** program, which takes a **gender-transformative approach to the promotion of entrepreneurship** by addressing sociocultural barriers that hinder women's access to knowledge and training opportunities. The program includes **capacity development, market information and access to capital, and (digital) business training for agripreneurs.**

Projects: Benin, Burkina Faso, Ghana, Kenya, Malawi, Togo



As part of the Employment and Skills for Development in Africa (E4D) project, the **Women Entrepreneurship for Africa (WE4A)** program aims to **reach women and support women entrepreneurship.** It enables women-led businesses to integrate in local, regional and international value chains by:

- enhancing business capacities of African women entrepreneurs, e.g. through **entrepreneurship training**
- contributing to **closing existing gender gaps in the labor markets**

Programs & Offers of German Development Cooperation

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AUDIOPEDIA

Audiopedia is an open-source audio learning platform providing marginalized populations in the Global South with essential knowledge that saves lives and expands opportunities. The project aims to close the **gender knowledge gap by making basic education free and accessible** to non-readers with audio recordings. The content currently focuses on **health information** including on Covid-19, mental health, leprosy, gender-based violence and women's health (e.g. in Nigeria).

#smart
development
fund

The **Rural Women Entrepreneurs** project supports and **empowers women to bring critical health and other digitally-supported services into their communities**. The project mobilizes and develops the capacity of 58 women's business centers across Bangladesh to respond to the short- and long-term effects of the COVID-19 pandemic with the help of digital technologies (e.g. teleconsultations, mother-child health screenings). **Gaps in healthcare access** from which women and further vulnerable groups are most affected are closed and economic recovery is supported.



The publication **Women in Tech: Inspiration, no fairytales** by the Sector Program Digital Transformation shows, illustrates and tells the **individual success stories of 30 women in tech** from different countries. The book shows how women around the world have successfully broken down existing barriers and social constraints in the tech scene. By **highlighting inspiring female role models**, it aims to encourage young women and girls in particular to take a path in the tech industry

Programs & Offers of German Development Cooperation

#ICTEmployment #ICTLeadership

digital.
global

ECONOWIN

The project **EconoWin** orients over 600 female pupils and university students towards ICT and STEM jobs and managerial positions in cooperation with more than 100 private sector companies in the MENA region. Programs include *Girls' Days*, *Female Mentoring*, *Promoting Female Talent* (see DTC Tunisia), and internships in Egypt, Tunisia, Jordan and Morocco through the project *ProGirls*.

Moreover, **EconoWin** promotes employment of young women in the private sector through the introduction of **Gender Diversity Management** (GDM) by companies in Egypt, Jordan, Morocco and Tunisia. The aim is to professionalize the management of gender diversity to win, keep and promote female talent and as such, reduce biased recruiting practices in male-dominated sectors.



The **Employment and Skills for Development in Africa (E4D)** program develops and implements public-private cooperation to improve the employment and economic situation of job seekers, employees and companies, with a focus on women, youth, and green jobs. The project in Tanzania aims to enhance the skills and employability of young people to match labor market needs. In line with the E4D gender mainstreaming policy, at least 35% of the beneficiaries will be women, to be achieved through:

- campaigns on gender role awareness to reduce gender stereotype
- use of successful women role models to encourage more women to join the technical fields
- design of activities and conditions that accommodate the needs of women

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digital.
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Social norms



The program for female entrepreneurship **Female Shift** – Fostering Women Entrepreneurship and Mentoring in German and Africa is currently being built and offers a **mutual mentoring for African and German female entrepreneurs**, with the aim to allow both sides to learn from each other. The aims:

- increase the **visibility of female founders and entrepreneurs** from Africa and Germany
- create synergies and community
- support innovative approaches

Lack of relevant content



The project **Her & Now – Economic Empowerment of Women Entrepreneur and Start-ups by Women** aims at **improving the framework conditions for women entrepreneurs** in India via:

- (virtual) **incubation and acceleration programs for micro women-led enterprises** in small cities, including online and offline trainings on leadership skills, train-the-trainers, mentorship formats, etc.
- a **film and media campaign with role models** to change mindsets on women entrepreneurship in society

Programs & Offers of German Development Cooperation

#DigitalSkills

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Digital
Enquirer
Kit

The **Digital Enquirer Kit** allows people to gain digital security skills and learn about strategies for identifying and countering misinformation and protect their online content in face of information floods and misinformation. The upcoming **module on gender-based online violence (GBOV)** aims to equip affected persons with the means and knowledge to **counter hate speech and protect themselves against harassment online** by:

- providing knowledge on gender and how unequal gender relations manifest online
- illustrating the spectrum of harm of different forms of GBOV
- supporting affected groups with tips on digital security, mental health strategies, and coping mechanisms for online protection and content creation
- providing first orientation in the field of legal advice



digital
HUMAN
RIGHTS
lab

The **Digital Human Rights Lab** (Uganda) is a virtual and physical space at the intersection of human rights and digital transformation, in which human rights defenders come together to support each other's initiatives in strengthening and promoting Human Rights in a digitalized world. Programs include:

- strategic digital literacy capacity skills building training for the most at-risk women to **reduce unlawful abuse or misuse of digital platforms**
- strengthening civic knowledge on **women's rights** through digital technology

Programs & Offers of German Development Cooperation

#DigitalSkills #ICTEmployment

digital.
global



The #eSkills4Girls project **SpeakUpGirls – Giving women and girls a voice through digital media** in Zambia aims at promoting the sociopolitical participation of women and young girls in Zambia. The application of a human-rights based approach helps the women and girls understand the importance of their own rights as citizens and **strengthen their role in an active online citizenship**. The program includes:

- five days of training in **digital skills, data privacy, and cyber security**
- five days of training on citizen journalism and mobile story telling
- support and guidance by mentors from community radio stations in producing and airing short audio stories and reports, which are also shared to Facebook and Twitter, and Transparency International Zambia's website



The **Gig Economy** project empowers workers by raising awareness about their rights in the gig economy. The goal of the flagship is to enable workers to recognize unfair and discriminatory practices and to strengthen their bargaining power. This component especially focuses on groups who are traditionally disadvantaged in the labor market and on promoting gender equality. Moreover, platforms are supported to improve the work situation of workers.

Programs & Offers of German Development Cooperation

#DigitalSkills #ICTEmployment #ICTLeadership

digital.
global

SADA

Data4Policy

FAIR FORWARD

Artificial Intelligence for all.

SADA – Smart Africa Digital Academy provides various learning programs and formats to **polymakers** and regulators to promote **inclusive, gender-sensitive, and climate-smart ICT regulations** to shape the digital transformation in Africa. Course offers include:

- **Gender Divide in Connectivity and Mobile Ownership** (in collaboration with GSMA)
- AI for polymakers with a module on **(gender) data bias** (in collaboration with FAIR Forward)
- Planned: Course on **evidence-informed policymaking, including on gender data (gaps)** (in collaboration with Data4Policy)

The **Digital Human Rights Lab** (Uganda) is a virtual and physical space at the intersection of human rights and digital transformation, in which human rights defenders come together to support each other's initiatives in strengthening and promoting Human Rights in a digitalized world. Programs include:

- improving the **protection of women's online privacy and security** by continuously advocating for improvement in implementing cyber policies and laws that regulate the protection of women rights online
- advocacy campaign to engage polymakers on the need to **structure protective systems for women and children online**



Programs & Offers of German Development Cooperation

#DigitalSkills #ICTEmployment #ICTLeadership

digital.
global



eSkills
4Girls

In collaboration with the World Wide Web foundation, UNESCO and the Alliance for Affordable Internet (A4AI), the **#eSkills4Girls** initiative conducted **#eSkills4Policymaker workshops** with political stakeholders at national, regional, and global level to sensitize them on shaping gender-sensitive digital policy. In these workshops, representatives of governments exchange views on their digital, broadband and education strategies. Together, they discuss how gender differences can be better taken into account in the strategies - for example, in access to and use of the Internet or in digital skills. In the workshops, political strategies are linked to the Sustainable Development Goals (SDGs). Policy makers are supported in living up to their commitment to achieve the SDGs.



HER empowering
women
entrepreneurs
&NOW

The project **Her & Now – Economic Empowerment of Women Entrepreneur and Start-ups by Women** aims at improving the framework conditions for women entrepreneurs in India including through advice on gender-sensitive policy development to government institutions.



eSkills
4Girls



EQUALS
GLOBAL PARTNERSHIP

#eSkills4Girls is part of the **EQUALS multistakeholder partnership**, founded by ITU, UN Women, UNU, ITC, and GSMA, to promote gender equality in the digital age. More than 90 key players from the private sector, politics and civil society have already been brought together under the umbrella of the EQUALS initiative. They are working on various dimensions of the gender-specific digital divide in the three thematic strands of access, digital skills, and leadership.

Programs & Offers of German Development Cooperation

#DigitalSkills #ICTEmployment #ICTLeadership

digital.
global



The **Data4Policy – Data for evidence-informed policymaking** project aims to improve the conditions for **responsible use of non-traditional data for evidence-informed policymaking** with digital ecosystem partners to promote sustainable development and human rights. The project includes use cases centered around **gender data**:

- **Women in Care (Mexico)**: Provision of data to local decision-makers on care services and employment opportunities to support women in unpaid care work through public policy



The **GIZ Data Lab** brings together practitioners and creatives to promote the **effective, fair, and responsible use of digital data for sustainable development**. In 2021, the Data Lab run a pilot in Mexico City to identify public spaces that are safer for women in face of gender-based violence.

FAIR FORWARD

Artificial Intelligence for all.

FAIR Forward strives for a more open, inclusive and sustainable approach to AI on an international level. The project **facilitates the provision of open, non-discriminatory and inclusive training data, models and open-source AI applications**. This is done in the fields of open language data and earth observation data to **empower marginalized groups**, e.g. through voice-based access to services and information, and access to climate-smart agricultural advice.

Barriers (detailed)

Barriers limiting women's **access** to devices and Internet

#Access

Availability of infrastructure

- Poor network quality and coverage (also see urban vs. rural)
- Availability of basic handsets and less sophisticated devices
- Limited choices of SIM

Affordability

- High costs of data
- Less financial independence
- Lower levels of income, less disposable income available
- Higher price-sensitivity

Social norms & attitudes

- Devices under control of (male) gatekeepers (e.g. fathers, husbands, brothers, elders)
- Internet perceived as a risk to the traditional social order or as “corrupting” for women
- Gatekeepers often have low levels of literacy and little knowledge about online safety

Public safety

- Theft of mobile devices
- Fear of domestic violence caused by jealousy about women's activities online
- Unsafe physical spaces (e.g. Internet cafés, roads)

Barriers limiting women's **ability and digital skills** to use ICTs **#DigitalSkills**

Lack of education

- Inequitable access to (general) education enrollment and lower levels of literacy
- Less practice with digital content, lower digital literacy and e-skills

Lack of relevant content

- Lack of relevant content (beyond 'pink content'), especially in local languages, resulting in a lack of interest and perceived relevance of ICT
- Lack of female role models and confidence with ICT

Social norms & attitudes

- Devices under control of (male) gatekeepers
- Internet perceived as a risk, immoral, or as "corrupting" for women
- Gatekeepers often have low levels of literacy and little knowledge about online safety

Online safety & security

- Concerns about online safety, i.e. harassment, cyberbullying, online (sexual) abuse
- Fear of lack of online data security and privacy
- Lack of information on staying safe online and how to protect oneself and one's data

Barriers limiting women's **employment** in ICT and the digital economy **#ICTEmployment**

Lack of (perceived) ability

- Lower levels of (general) education enrollment
- Lack of confidence in own ability and skills (self-efficacy)

Lack of relevant content

- Lack of perceived relevance of ICT, lack of information about STEM studies
- Less participation and persistence in STEM in higher education
- Lack of female role models

Social norms & institutional context

- Gender stereotyping of STEM, lack of female role models
- Biased recruiting practices
- Family and care demands and work-life balance issues
- Lack of gender-sensitive curriculum and learning environments

Safety & security

- Male-dominated sectors revealing hostile learning and work environments for women
- Sexual harassment

Barriers limiting women's leadership & entrepreneurship in ICT and the digital economy #ICTLeadership

Lack of (perceived) ability

- Lack of confidence in perceived technical and managerial ability and skills

Access to capital

- Credit gap: Less access to business trainings, business capital, and venture capital
- Women-owned start-ups receive 23% less funding and are 30% less likely to have a positive exit

Social norms & institutional context

- Lack of female role models, gender stereotyping
- Family and care demands and work-life balance issues
- Limited policy support for (female) entrepreneurship

Safety & security

- Male-dominated sectors revealing hostile work environments for women
- Sexual harassment

An overarching challenge to the gender digital divide (1): Regulatory environment

Evidence suggests that few governments have taken sufficient action at the policy level to address the gender digital divide – and as such to close the digital divide – hampering progress toward digital equality.

Barriers limiting women's participation in the digital world include:

- Gender-blind and often generic public policies, lack of gender-responsive approaches to the development and implementation of policies, lack of gender budgeting
- Lack of targets and strategies regarding broadband adoption
- Lack of formalized policies and regulations to protect (female) users from digital harm
- Insufficient responses from law enforcement authorities and social media companies in face of gender-based online violence
- Lack of policy support to safe work places and female entrepreneurship
- Lack of confidence in legal systems

An overarching challenge to the gender digital divide (2): Data Gaps

The evidence base relating to the gender digital divide, and access and use of the Internet, has grown significantly in the past few years, but there are still a few **key data gaps**.

These data gaps include:

- global data, standardized measurement metrics and methods, and indicators about **meaningful use** that look beyond access
- sex-disaggregated data on **digital skills**
- **locally relevant data** (as opposed to aggregated data at a global level) to better understand underlying local factors and circumstances
- data on **risks**, particularly technology-facilitated GBV, and **evidence of successful mitigation strategies**
- data on usage by girls under the age of 18



The lack of gender-disaggregated data in LLMICs hinders policymakers' ability to set targets and allocate the resources and investments required to close the gender digital divide. Simultaneously, countries and organizations have expressed **low commitment** to dedicate additional resources to collect gender-disaggregated data

Solutions (detailed)

Recommendations to address barriers to #Access

Availability of infrastructure

- Expand infrastructure to unserved/underserved communities
- Ensure availability of network coverage, electricity required to power devices, connectivity, and public access facilities
- Explore models of service provision that are attuned to the lifestyles and concerns of women

Affordability

- Reduce the cost of connectivity, e.g. by subsidizing broadband connectivity in underserved areas through Universal Access & Service Funds and include community access options targeting women and girls
- Improve affordability, e.g. by providing subsidies to low-income households, and by reducing taxes and duties on devices and taxes on social networking that stimulate demand for local content and thus lowers the income barrier for women and men to come online

Social norms & attitudes

- Work towards gatekeepers' positive attitudes and increase their support, e.g. through digital literacy and online safety trainings, highlight the benefits of ICTs for women

Public safety

- Dismantle physical barriers: Provide safe and accessible public access facilities to serve women and girls

Recommendations to address barriers to #DigitalSkills (1)

Lack of education

- Invest in women's general education and basic digital literacy capacity building
- Raise awareness about digital skills education and training opportunities for women
- Make training more accessible for women and marginalized groups:
 - Use or adapt existing materials to make content and format gender-responsive
 - Design services compatible with the local living and working conditions of women, incorporating time and socio-cultural constraints
 - Invest in non-formal education providers, e.g. bootcamps, coding clubs, makerspaces

Lack of relevant content

- Provide audiovisual content that reduces the need for literacy
- Provide content in local languages
- Provide relevant content and services, including content that focuses on women's needs and priorities (e.g. information on reproductive and maternal health)
- Strengthen girls' freedom to choose what they want to focus on in their use of technology to strengthen their confidence in ICT

Recommendations to address barriers to #DigitalSkills (2)

Social norms & attitudes

- Work towards gatekeepers' positive attitudes and increase their support, e.g. through digital literacy and online safety trainings, highlight the benefits of ICTs for women
- Combat stereotypes, biases, and discriminatory norms by spotlighting female and gender-sensitive male role models in ICT/STEM

Online safety & security

- Include risk and mitigation strategies in digital literacy training, teaching women how to safely use mobile devices and the Internet, including practical tips on how to protect against potential threats, educate women about their digital rights
- Conduct outreach and trainings to gatekeepers about women's online safety
- Set up reporting systems to systematically prosecute online violence against women
- Train platform moderators who promote gender awareness
- Design tools to better prevent, detect, respond, and monitor online GBV

Recommendations to address barriers to #ICTEmployment

Lack of (perceived) ability

- Offer ICT training opportunities for women that match with labor market needs, design gender-sensitive services compatible with the local living and working conditions of women, incorporating time and socio-cultural constraints

Lack of relevant content

- Raise awareness of economic opportunities and benefits stemming from the ICT sector, make evident paths from digital skills trainings to income opportunities
- Increase awareness on potential and relevance of (careers in) ICT
- Invest in women in STEM as students & teachers, e.g. via scholarships, quotas, fellowships, access to mentoring, career counseling, and internship opportunities

Social norms & institutional contexts

- Combat gender-based stereotypes, biases, and discriminatory norms at individual, institutional and societal level:
 - Increase (media) awareness/sensitization on women in ICT/STEM
 - Spotlight female and gender-sensitive male role models
 - Foster work/life balance
 - Implement diversity policies and programs

Safety & security

- Develop social, technical and regulatory measures to eliminate safety and security threats for women in workplace settings
- Design tools to better prevent, detect, respond, and monitor gender-based (online) violence at the workplace

Recommendations to address barriers to #ICTLeadership

Lack of (perceived) ability	<ul style="list-style-type: none">• Invest in female entrepreneurship capacity-building, both technically and management• Offer mentorship for female entrepreneurs
Access to capital	<ul style="list-style-type: none">• Remove gender-based barriers to acquiring business capital, e.g. by promoting female venture capitalists
Social norms & institutional contexts	<ul style="list-style-type: none">• Increase (media) awareness/sensitization and spotlight female and gender-sensitive male role models in entrepreneurship• Collaborate with other entrepreneurs, e.g. consult and involve women and men, share good practices and lessons for greater inclusion of female entrepreneurs
Safety & security	<ul style="list-style-type: none">• Develop social, technical and regulatory measures to eliminate safety and security threats for women in workplace settings• Design tools to better prevent, detect, respond, and monitor gender-based (online) violence at the workplace

Recommendations to improve the regulatory environment

#Access #DigitalSkills #ICTEmployment #ICTLeadership

Regulatory environment

- Include gender perspectives into policies and budgets:
 - Position gender issues on the political agenda and raise awareness with decision-makers to influence policy strategies
 - Establish gender equality targets for available and accessible Internet and broadband access and use
 - Assess strategies, policies, plans and budgets for gender equality considerations (e.g. basic and higher education policies should emphasize ICT and digital skills for all)
 - Implement policies that guarantee the rights of women and address GB(O)V, ensure that legal frameworks on online safeguarding, security and data privacy offer protection to all genders
 - Include clear policy targets to create accountability in the policy process
 - Consult and involve women as well as relevant local communities and experts
- Develop regulatory measures to eliminate safety and security threats in public, educational, workplace, and online settings
- Divert resources to institutions that are more gender-diverse
- Support anti-discriminatory guidelines and laws, legislate diversity obligations in corporations
 - Policy support for female entrepreneurship and work-life balance
- Enhance cooperation between stakeholders:
 - Develop and share tools, guidelines and case studies to support national and international efforts to address the gender digital divide
 - Support and encourage multi-stakeholder cooperation and sharing of expertise

Recommendations to address the gender gaps

#Access #DigitalSkills #ICTEmployment #ICTLeadership

Data Gaps

- Support states in capacity development in the collection, tracking, monitoring and evaluation of gender-disaggregated data related to Internet access and use at national level
- Encourage states to include indicators to measure Internet access and use from a gender perspective into their existing data collection requirements
- Invest in research and analysis to assess the impact of ICT for gender equality and women's empowerment
- Increase the evidence base and availability of data:
 - Support original research and the collection, tracking, analysis and sharing of sex-disaggregated data
 - Ensure that gender data is transparent and available to be used by national policies

Appendix

Key Definitions

The **digital divide** typically refers to a binary division of people in technological access and use, e.g. the connected and the unconnected, different user experiences (e.g., the feature phone-smartphone digital divide) or different groups of people (e.g., the urban-rural digital divide).

Digital literacy refers to the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital devices and networked technologies for participation in economic and social life. Digital literacy is highly contextual.

Digital skills are a combination of technical knowledge, attitudes, working methods and cross-cutting competencies. Digital skills include 1) basic skills to access ICTs, 2) intermediate skills to use ICTs as effective digital citizens, and 3) high-level skills to create ICTs and participate in the ICT industry.

Meaningful connectivity is a more comprehensive measure along minimum thresholds across 4 dimensions of internet access: 1) regular internet use (minimum: daily use), 2) an appropriate device (min: access to a smartphone), 3) enough data (min: unlimited broadband connection at home or place of work or study), and 4) a fast connection (min: 4G mobile connectivity).

International commitments around the gender digital divide (1/3)



Leave No One Behind

is the central promise of the 2030 Agenda. It represents the commitment of all UN Member States to eradicate poverty in all its forms, end discrimination and exclusion, and reduce the inequalities and vulnerabilities that leave people behind and undermine the potential of individuals and of humanity as a whole

SDG 4.4

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

SDG 5.b

Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

International commitments around the gender digital divide (2/3)



Action Coalition for Technology & Innovation for Gender Equality

- By 2026, women and girls in all their diversity have equal opportunities to safely and meaningfully access, use, lead, and design technology and innovation with freedom of expression, joy, and boundless potential.
- By 2026, reduce by half the gender digital divide across generations by accelerating meaningful access to digital technologies and universal digital literacy.
- By 2026, increase investments towards feminist technology and innovation by 50% to support women's leadership as innovators and better respond to women and girls' most pressing needs.
- By 2026, double the proportion of women working in technology and innovation by setting up new networks and benchmarks to transform innovation ecosystems.
- By 2026, a majority of countries and tech companies demonstrate accountability by implementing policies and solutions against online and tech facilitated GBV and discrimination.

International commitments around the gender digital divide (3/3)

**BROADBAND
COMMISSION**
FOR SUSTAINABLE
DEVELOPMENT



UN Broadband Commission Gender Equality Targets

- By 2025, countries should reach various levels of internet penetration based on development classification, each with gender equality.
- By 2025, all other targets — including affordability, skills, and use — shall be met with gender equality between men and women.

And many more:



**UN
WOMEN**



FINANCING FOR
DEVELOPMENT
PLM 007 000 - 0000 0000 - 000000

- WSIS Outcomes from Geneva and Tunis, the WSIS+10 Review
- Beijing Declaration and Platform for Action, the Beijing+20 Review
- The Connect 2020 Agenda
- ITU Resolution 70
- Addis Ababa Action Agenda
- Agreed Conclusions of the Commissions on the Status of Women

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