

GUIDANCE NOTE

# GENDER ANALYSIS IN TECHNICAL AREAS: Digital Inclusion



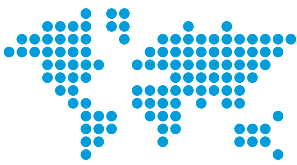
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GUIDANCE NOTE

**GENDER ANALYSIS IN**  
**TECHNICAL AREAS:**  
**DIGITAL INCLUSION**



**UN SYSTEM COORDINATION DIVISION**

**UN WOMEN**

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# ACRONYMS AND ABBREVIATIONS

AI	Artificial Intelligence
CEDAW	Committee on the Elimination of Discrimination Against Women
DRR	Disaster Risk Reduction
DRT	Disaster Risk Transfer
ECOSOC	Economic and Social Council
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GDI	Gender Development Index
GRB	Gender-Responsive Budgeting
GSMA	Global System for Mobile Communications
GSNI	Gender Social Norms Index
ICT	Information and Communication Technology
ILO	International Labour Organization
ITU	International Telecommunication Union
IVR	Interactive Voice Response
M&E	Monitoring and Evaluation
MVNO	Mobile Virtual Network Operator
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
SDGs	Sustainable Development Goals
SOGIESC	Sexual orientation, gender identity, gender expression and sex characteristics
STEM	Science, Technology, Engineering and Mathematics
ToA	Theory of Action
ToC	Theory of Change
UIS	UNESCO Institute of Statistics
UN	United Nations
UNCDF	United Nations Capital Development Fund
UNDP	United Nations Development Programme
UN-SWAP	United Nations System-Wide Action Plan on Gender Equality and Women's Empowerment

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# 1. INTRODUCTION

## 1.1 About this guidance note

This publication on Gender Analysis in Digital Inclusion is part of a **series of guidance notes on gender analysis in technical areas** that seeks to contribute to more effective gender mainstreaming in and beyond the UN system. The series aims to do so by filling the gaps identified in the 2019 Secretary-General's report on Mainstreaming a gender perspective into all policies and programmes in the United Nations system<sup>1</sup>, the IANWGE Beijing+25 Report<sup>2</sup>, and reporting on the System-Wide Action Plan on Gender Equality and Women's Empowerment (UN-SWAP) accountability framework, by providing knowledge and capacity for developing gender analyses in a variety of thematic areas aligned with the diverse mandates of UN entities.

The focus in this guide is the thematic area of **digital inclusion**, an area in which gender analysis has been less widely implemented than in some other sectors. Research reveals that despite unprecedented advances in digital technologies, **women across the world continue to face unique barriers that prevent them from fully benefiting from digital inclusion**.<sup>3</sup> This is cause for major issues of concern since digital platforms, mobile phones and digital financial services are widely used and provide unique opportunities for women's economic empowerment and political participation. Digital technologies have the potential to contribute to achieving gender equality provided everyone has safe and equal access to use and benefit from them. *This guidance note therefore aims to provide simple and practical tips, steps and checklists to successfully undertake a gender analysis in digital inclusion initiatives. It also aims to provide a better understanding of the gendered nature of access to and use of digital technologies and digital inclusion efforts in the contexts where we work and offers examples of good practices and lessons learned in the sector for our benefit.*

### BOX 1

#### Where is gender analysis critical?<sup>4</sup>

As the [UN Women Gender Mainstreaming Handbook](#) explains, a gender analysis constitutes the preliminary and foundational step for the promotion of gender goals, and is needed to address unequal power relations and systemic gender inequality, including in all situations where:

- Gender equality issues are not adequately addressed in regular analyses.
  - Analyses reveal constraints and/or challenges on gender equality issues that require further investigation.
  - Policy is as yet not developed, and where knowledge on gender equality issues is as yet unavailable.
  - Targeted activities have not incorporated gender perspectives in their design, implementation, and monitoring.
- **Section 1** gives a broad introduction to gender analysis and to the series on gender analysis in technical areas.
  - **Section 2** of the guidance note provides a 'Quick Guide to Gender Issues in Digital Inclusion', which gives a snapshot of general gender issues within the sector.
  - **Section 3** is on planning for gender analysis in digital inclusion, outlining the factors that need to be considered.
  - **Section 4** discusses data collection, describing types of data to consider and potential data sources, and provides a table of existing data sources on gender and digital inclusion.

- **Section 5** explains data analysis, with guiding questions for gender analysis in digital inclusion.
- **Section 6** covers how to use the results of gender analysis in digital inclusion policy, project and programme development.
- **Section 7** presents a case study of gender analysis in digital disaster risk reduction and risk transfer solutions.
- A series of **Annexes** provide an overview of the steps and tools in a sector-specific gender analysis, a glossary of gender terminology, a sample template for gender analysis terms of reference, a sample gender analysis report structure, a list of key resources and a bibliography.

## 1.2 Rationale for gender analysis

Gender analysis was identified as the **fundamental starting point for gender mainstreaming** in the 1995 [Beijing Platform for Action](#) and the [1997 agreed conclusions](#) of the UN Economic and Social Council. As such, gender analysis addresses the contexts of systemic gender inequality and constitutes the first and foundational requirement of all efforts to mainstream gender equality perspectives into all work of the UN system. Gender analysis is, therefore, now commonly embedded in programmatic work in socio-economic sectors often traditionally associated with women, such as education and health. Since the adoption of Security Council Resolution 1325<sup>5</sup>, gender analysis has also been increasingly embedded in UN peace and security efforts in line with the women, peace and security agenda. Yet, significant gaps remain in the incorporation of gender perspectives in emergent and less traditional thematic areas, such as digital inclusion, among others.

The 2019 Secretary-General's report, drawing on UN-SWAP reporting, inter alia noted gaps in infrastructure, energy, and new technologies, **sectors in which gender equality is not traditionally considered, but which have significant potential for reducing gender inequality**.<sup>6</sup> The UN-SWAP framework has also demonstrated that the methodology used to develop policies and design interventions for gender equality programmes needs to be solidly based on evidence and data, which can be provided by conducting a gender analysis.

**The application of gender analysis in mainstreaming for gender equality is governed by some key principles. These include the following:**<sup>7</sup>

- Gender analysis should be carried out in initial phases to ensure relevant issues are identified and interventions are planned in a gender-responsive manner;
- Gender neutrality should never be assumed in any policy or practice interventions;
- Gender analysis should be used systematically throughout all phases of interventions in order to establish baselines which can be monitored during subsequent phases to track results and impact; and,
- Gender analysis findings must be effectively incorporated in the implementation of policy and practices, as the analysis clearly reveals challenges and vulnerabilities whilst also identifying potential opportunities for change.

## 1.3 What is gender analysis?

A gender analysis (see Box 2) is commonly used to inform project or programme design, but it can also be integrated into other processes such as a situation analysis, common country analysis, sector analysis, or risk assessment. A stand-alone sector-specific gender analysis can be especially useful in sectors not traditionally given a gender lens, such as digital technology.<sup>8</sup>

### BOX 2

#### Gender analysis definition

Gender analysis is a methodology that describes existing gender relations in a particular environment, by collecting and analysing sex- and gender-disaggregated data and other qualitative and quantitative information. It organizes and interprets, in a systematic way, information about gender relations to make clear the importance of understanding gender differences, inequalities and power dynamics, in order to achieve peace and development objectives.

A gender analysis should, at its core, seek to answer the following questions:<sup>9</sup>

- **What are the key gender issues in the sector?**  
Namely, how are women, men, boys, girls and persons of diverse genders differently affected in the particular sector due to differences in their respective roles, needs, priorities, and status? This includes investigating the policy and legal frameworks, the gendered division of labour, access to and control over resources, and decision-making powers.
- **How will the intended project or programme affect people differently?** By identifying the likely differential impacts on women, men, boys, girls and persons of diverse genders, the constraints and opportunities for developing gender-sensitive interventions can be highlighted, and gender inequalities can be avoided, contributing to achieving gender equality outcomes.

Whilst we may use the simplified language ‘women and girls’ and ‘men and boys’ in this guide on gender analysis in digital inclusion, we do not seek to define people by a singular identity. We wish to refer to people

in all their diversity and with diverse sexual orientations, gender identities, gender expressions and sex characteristics (SOGIESC). When undertaking any gender analysis, we recommend that practitioners take into account how gender or other social and sexual identity/ies may impact digital inclusion in the given context so that their specific challenges, and opportunities, can be recognised.

## 1.4 Gender analysis in technical areas

As part of a capacity-building initiative aimed at enhancing the skills of sector specialists and gender focal points, this guidance note on Gender Analysis in Digital Inclusion is one in a series that aims to help individuals and teams to plan, implement and utilize the results from gender analysis for the benefit of their work and their stakeholders, including end-users.<sup>10</sup>

Other guidance notes in the Gender analysis in technical areas series include:

- Climate and Disaster Risk Finance and Insurance
- Energy Infrastructure

# 2. QUICK GUIDE TO GENDER ISSUES IN DIGITAL INCLUSION

## 2.1 Background to gender and digital inclusion

Digital inclusion is about ensuring that the benefits of the Internet and digital technologies (electronic equipment – such as mobile phones, smartphones, tablets and computers - and digital applications/platforms that are used to communicate, analyse, find, create and disseminate information and resources) are available to everyone. A key aspect of digital inclusion involves redressing the **gender inequalities in resources and capabilities to access and effectively utilise information and communication technology (ICTs)**.<sup>11</sup> Women across the world face unique barriers to fully benefiting from digital technology use, an issue of concern since digital platforms, mobile phones, social media, online learning platforms and digital financial services, amongst others, provide unique opportunities for women’s empowerment and political participation, and can contribute to greater gender equality including by “giving women the possibility to earn additional income, increase their employment opportunities, and access knowledge and general information.”<sup>12</sup> Whilst recent reports show that 58% of women in low- and middle-income countries now use mobile internet, there remain 234 million fewer women than men accessing it.<sup>13</sup> Women mobile users reported feeling less able than men to learn new activities through digital technologies such as mobiles than men, with the most common barriers to women’s mobile internet use being literacy and skills, affordability, and safety and security.<sup>14</sup> In certain situations, restrictive social and cultural norms and structural inequalities present both in online and offline contexts have been recognised as contributing

to discrimination and violence against women and girls.<sup>15</sup> In addition, location, literacy levels, age, (dis)ability and employment status have all been recognised as critical factors in technology accessibility and use. These issues have become even more critical in the context of the COVID-19 pandemic, where the Internet has provided access to critical health information, access to justice, helplines for victims of gender-based violence, connection with loved ones and a means to sustain livelihoods for many people.<sup>16</sup> As such, digital technologies can and should be harnessed “for accelerating progress towards gender equality.”<sup>17</sup>

## 2.2 International and national policy agendas

**Digital inclusion is an important international political and policy priority.** The targets expressed by three of the Sustainable Development Goals (SDGs) directly address issues surrounding digital inclusion and the gender digital divide (see Box 4), while expanding the use of and equal access to ICTs also supports many other SDGs, including those related to education, health, jobs and economic growth, innovation and infrastructure, and sustainable cities and communities.<sup>20</sup> The launch of the Action Coalition on Technology and Innovation for Gender Equality in 2021 builds upon these relevant SDG targets, and provides suggested policy actions to ensure gender equality in digital inclusion.<sup>21</sup> The UN High Level Panel on Digital Cooperation has noted the need to adopt policies that support digital inclusion and digital equality for women, and to strengthen research and promote action on barriers that women face to digital inclusion and digital equality. The Panel

also stresses the need to apply a gender lens to all interventions on digital cooperation and technologies.<sup>22</sup>

At the national policy level, very few low- and middle-income countries have developed and implemented gender-responsive national ICT or broadband policies, nor are women represented in senior positions in ICT-related government agencies. A gender-responsive ICT or broadband policy is one that addresses equally

the connectivity challenges and needs of all groups in society, takes into consideration the unique challenges faced by women in accessing and using the Internet, and includes concrete targets and measurable funding (see Box 4).<sup>25</sup>

### BOX 3

#### Digital Inclusion definition<sup>18</sup>

Digital inclusion is defined as “equitable, meaningful, and safe access to use, lead, and design of digital technologies, services, and associated opportunities for everyone, everywhere”. Digital inclusion is enabled by human rights-based, intersectional, and whole-of-society policies and multi-stakeholder approaches and actions, that take into account the various barriers individuals face when accessing and experiencing digital technologies. Human rights are to be promoted, protected, respected, and enjoyed online as they are offline, and the specific needs of individuals need to be taken into consideration in the digital world so as not to leave anyone behind.

Digital inclusion should aim to dismantle existing structural social inequalities and enhance well-being for all. We must aim for inclusion that is equitable, so that everyone online has the same opportunities and that marginalized communities are not left behind. For everyone who wants to be connected, we should guarantee the availability and accessibility of the Internet, digital devices, services, platforms, and relevant content; affordable access to them and to critical digital and other skills, education, and tools; and equitable participation in safe, discrimination-free online spaces, with the opportunity to create content and consider and involve different groups in the design, development, testing, and assessments of digital devices, services, platforms, and policies.”

### BOX 4

#### Gender and digital inclusion SDG targets<sup>19</sup>

**Target 1.4:** Ensure that all men and women, in particular the poor and the vulnerable, have equal rights to appropriate new technology.

**Target 5.b:** Enhance the use of enabling technology, in particular ICTs, to promote the empowerment of women.

**Target 9.c:** Significantly increase access to information and communication technology and strive to provide universal and affordable access to the Internet in least developed countries.

#### BOX 5

#### National ICT policy in Costa Rica<sup>23</sup>

Costa Rica has developed a Gender, Science and Technology Policy, which was approved in 2018 and its first Action Plan was for the period 2019 – 2021. The policy seeks to eliminate the barriers to women’s participation in the technology sector by addressing gender stereotypes and employment gaps and providing incentives to educational institutions and companies to achieve gender equality in science and technology.

#### BOX 6

#### Using targets to reduce the digital gender divide<sup>27</sup>

The Connected Women Commitment initiative encourages mobile operators to set defined targets to reduce the gender gap in their mobile Internet or mobile money customer base. Activities include increasing the number of women agents, improving mobile data credit top-up process to be safer and more appealing to women, improving digital literacy among women, and developing and marketing usage cases designed to appeal to women. To date, mobile operators have reached over 12 million new women with mobile money or mobile Internet services.

### 2.3 Gender inequalities in digital inclusion

In the Roadmap for Digital Cooperation, the UN Secretary-General emphasised that “digital technology does not exist in a vacuum – it has enormous potential for positive change, but can also reinforce and magnify existing fault lines and worsen economic and other inequalities”.<sup>28</sup> The examples below, whilst not exhaustive, reveal some of the common access and usage barriers to gender equality in digital inclusion.

**The digital gender divide in access to devices and the Internet is significant.** At the end of 2020, 83 per cent of women in low- and middle-income countries owned a mobile phone, yet 374 million women were still unconnected.<sup>29</sup> Women generally have less access than men to the internet: as of 2021, 234 million fewer women than men used mobile Internet.<sup>30</sup> The situation varies from country to country: ITU data from 2017-2019 shows that in almost one third of the 69 economies for which data is available, women’s mobile phone ownership was close to parity with that of men, while in 12 of the 69 economies, the proportion of women owning a mobile phone was larger than the proportion of men.<sup>30</sup> But in the world’s least developed countries, men are 52 per cent more likely to use the Internet than women—a gap that increased by 55 per cent between 2013 and 2019.<sup>31</sup> Women mobile phone owners use a smaller range of functions than counterparts who are men, with women more likely to use basic mobile services such as SMS messages and voice calls

rather than more complex, Internet-based functions, although research has also found that when women own a smartphone rather than a simple handset, the range of mobile Internet services they access is almost equal to that of smartphone owners who are men.<sup>33</sup> Women are also less likely to participate as producers of online content such as blogs, videos, commentary on social issues or ads selling products or advertising services.<sup>34</sup> Box 6 presents one initiative that seeks to redress this gender divide.

#### BOX 7

#### Addressing gaps in internet access<sup>35</sup>

Lebanese Alternative Learning is tackling Internet availability through its “Tabshoura in a Box,” a platform that functions independently of Internet access and electricity for schools who may not have reliable internet connectivity. It consists of an offline box with a built-in server and can work with a power bank. The project constructed a hotspot where students can access the digital learning resources even in rural areas, independent of mainstream internet connection. Three schools and three learning centers are using the platform.

**In terms of ‘meaningful connectivity’, the gender gaps are even higher.** Meaningful connectivity is a more comprehensive measure of the quality of Internet access, focusing on regular Internet use, an appropriate device, enough data, and a fast connection. On this measure, the gender gap widens. In Colombia, for example, where Internet access between men and women has reached near parity, there is a 17 per cent gender gap in meaningful connectivity.<sup>36</sup>

While women and men are online in equal numbers, men are more likely to have a better-quality connection, better devices, faster speeds, more data and perhaps because of this, use the Internet more regularly. These factors facilitating internet use are crucial in a world where daily life is increasingly dependent on information technologies in areas such as health information, online learning and remote work.<sup>37</sup>

**Poor service quality and availability impacts women more than men.** The ability of women to access and use digital technologies is directly and indirectly affected by market-related factors such as investment dynamics and regulations, especially in rural areas where investing in and installing infrastructure such as broadband technology and cell phone towers is less economically profitable.<sup>39</sup> This can disproportionately affect more women in developing countries as they are more often located in rural areas, whereas working-age men tend to be mainly in urban areas.<sup>39</sup> In one study, 22

#### BOX 8

#### Improving the affordability of mobile phones<sup>38</sup>

An Indian company seeking to reduce the gender gap is launching the world’s cheapest phone with support for voice input in 22 Indian languages. Voice commands can be used to respond to queries, send messages, and place calls, surmounting illiteracy barriers. The phone will be offered for free against a refundable deposit, which will be returned when the phone is returned after three years. The aim is to provide mobile access to 99 per cent of India’s population, with women benefiting the most.

#### BOX 9

#### Digital technology in support of anti-GBV programmes<sup>47</sup>

With the support of the UN Trust Fund to End Violence Against Women, Physicians for Human Rights has developed the MediCapt app which connects police, doctors and legal professionals in documenting evidence of sexual violence. It can also be used as an early warning or rapid response tool, since the data can highlight patterns of violence.

per cent of women living in rural areas cited unreliable service, and 19 per cent said there was no service available at all (see also Box 7).<sup>41</sup>

**Affordability is one of the most critical barriers to Internet access and use for men and women alike.** For women, handset and internet affordability (see Box 8) is compounded by the structural inequalities present in income levels. Globally, women still earn less than men, with a 50 per cent income gap overall and a 40 per cent wage gap among men and women in similar positions.<sup>42</sup> In addition, challenges to accessing credit, land or financial products make it more difficult for women—and women-headed households in particular—to afford Internet access.<sup>43</sup> Qualitative research in Kenya revealed that the economic impact of COVID-19 has pushed mobile Internet use even further out of reach.<sup>44</sup> The greater use of free public wi-fi by women suggests price sensitivity; in Rwanda and South Africa, where public wi-fi is part of national access strategies, more women than men use this service.<sup>45</sup> Public access is a regional issue, since free online wi-fi is more available in more developed regions. Access to mobile phones and Internet connectivity were also identified as challenges to accessing care and support during the COVID-19 pandemic, creating increased risk factors to gender-based violence as it limited opportunities for victims of domestic violence to reach out for help while in lock-down with the abuser.<sup>46</sup>

**Many women and men have limited awareness of the benefits of the Internet and ICTs, or have few incentives to go online due to a scarcity of relevant content.**



The gender gap in awareness continues to narrow, however this does not necessarily translate into usage. For example, in Bangladesh 75 per cent of men and 66 per cent of women are aware of mobile Internet, but only 33 per cent of men and 19 per cent of women are using it.<sup>48</sup> While financial reasons play a role, the lack of relevant mobile Internet content continues to be a barrier for both women and men potential users,<sup>49</sup> including, for example, a lack of digital content in local languages.

**Safety and security are often barriers to Internet use and mobile phone adoption** for women in developing and emerging economies.<sup>51</sup> Women and girls can be exposed to risks of online gender-based violence (GBV), which includes, but is not limited to, cyberstalking, online harassment and sexual exploitation or even sexual trafficking, as well as gross breaches of privacy, such as doxing or “revenge pornography”.<sup>52</sup> These abuses often cause women to limit their participation in online platforms. Specific groups of women are particularly at risk, such as young women, ethnic minorities, lesbian, bisexual, queer and transgender women, and those with disabilities, as well as women human rights defenders, politicians and journalists.<sup>53</sup> Data from the European Union estimates that one in ten women have experienced a form of cyber harassment since the age of 15,<sup>54</sup> highlighting the need to develop measures to prevent online GBV. Digital technologies can themselves be used to support anti-GBV programmes

#### BOX 10

#### Digital literacy for refugees<sup>50</sup>

Women in crisis situations and displacement settings more often have lower digital literacy than men, and often lack access to digital technology and meaningful connectivity. In the Za’atari and Azraq refugee camps in Jordan, UN Women’s four Oases centres are increasing training opportunities for women and girls, focusing on improving digital literacy. As well as providing livelihood opportunities, the programmes also offer integrated information on education, civic engagement, childcare and protection from and prevention of GBV.

#### BOX 11

#### Increased financial inclusion through mobile banking<sup>57</sup>

In one study, 64 per cent of working women in 11 low- and middle-income countries had greater access to business and employment opportunities because of mobile phone technologies. A survey of Kenyan women found that almost all of the respondents had a mobile banking account, with 95 per cent saying that they sent money to their relatives. Of the 37 per cent of women who owned a business, 96 per cent said that mobile banking helped them scale their ventures, resulting in an estimated 194,000 households saving money more effectively and moving out of extreme poverty.

(see Box 9). Artificial Intelligence (AI) systems also cause disproportionate harm to women and girls, who experience economic harm caused by algorithms that push listings for better-paid jobs towards men, while the use of gendered “voices” and “responses” can perpetuate harmful gender stereotypes.<sup>54</sup> Digital security, data protection and privacy are also key concerns around safety and Internet use, and women generally hold higher levels of fear around online privacy and security.<sup>56</sup>

**Literacy and digital skills comprise a substantial barrier to digital inclusion**, and this is compounded by structural gender inequalities.<sup>58</sup> Approximately 83 per cent of women worldwide are literate, compared to 90 per cent of men,<sup>59</sup> and difficulties with reading and writing have been reported as a major barrier to Internet use by more women respondents than men.<sup>60</sup> Illiterate women often use online platform services, such as Skype and YouTube, that are familiar to them or easy to access and use.<sup>61</sup> The digital gender divide is also fuelled by digital illiteracy, particularly in urban areas where in one study 45 per cent of women said they didn’t use the Internet because they don’t know how to, compared with 36 per cent of men.<sup>62</sup> Digital illiteracy is often a result of multiple factors including education, employment status and income level. In one survey, more than half of the women with no formal



education said they were not familiar or comfortable with Internet technology (see also Box 10).<sup>63</sup> Gender gaps are present in basic, intermediate and advanced digital skills, as well as in women's participation in science, technology, engineering and mathematics (STEM) education which will proceed to impact gender parity in talent pipeline development for the future.<sup>64</sup>

**A range of socio-cultural factors result in gender-based digital exclusion, highlighting the need for solutions that take societal gendered inequalities into account.** For example, cultural attitudes and beliefs restrict women's rights to public spaces, preventing them from accessing public Internet facilities such as Internet cafes and other ICT access hubs, which are often men-dominated spaces and may be located far from women's homes or in unsafe areas.<sup>65</sup> With increasing connectivity in urban areas, many boys have access to computers in cafes, yet girls are often prevented from entering, either explicitly or implicitly through stigma.<sup>66</sup> Furthermore, family approval has been identified as another critical barrier preventing women from adopting mobile Internet technology. In many Indian villages, for instance, unmarried girls have been banned from using mobile phones, with elders citing various reasons, including personal safety and the argument that mobile phones will distract them from their studies.<sup>67</sup> Research shows that in many countries globally, persons with disabilities, and women with disabilities in particular, face exacerbated challenges in accessing digital technology and its benefits. Stigma, compounded by lack of understanding, can result in the segregation of persons living with disabilities reducing their access to equal opportunities; but for over 1 billion people living with a disability in our world, digital inclusion could break down the many barriers that exist to their full participation in society.<sup>68</sup> Migrant women are another group of women that may face specific challenges to digital inclusion, including where cultural and linguistic barriers in their place of destination may prevent their ability to access and use digital technology.<sup>69</sup>

**The burden of women's unpaid – and paid - care work also limits the time women have to use and benefit from mobile phones and the Internet.** Women spend 3.2 times more time than men on household work such as childcare, cooking, cleaning and farming, all essential for households and economies to function: women

#### BOX 12

#### ICT and coding camps for girls<sup>66</sup>

The African Girls Can Code Initiative (AGCCI) empowers girls by helping them to master ICT, teaching them digital literacy and coding while also building confidence, leadership and development skills. The AGCCI programme achieves this by offering coding camps across Africa for girls; mainstreaming ICT, coding and gender into national curricula; and creating national media campaigns that highlight women role models.

spend four hours and 25 minutes per day on these duties, compared to one hour and 23 minutes for men.<sup>70,71</sup> In one survey, this barrier was found to be a bigger factor for women in urban areas, where 26 per cent said household chores prevented them from spending time on the internet compared to women in rural areas, where the figure was 18 per cent.<sup>72</sup> Furthermore, a recent study of employers of migrant domestic workers within the ASEAN region asked employers if they let domestic workers have access to their mobile phones out of work hours. In all countries included in the study less than 50 per cent of employers said they did let domestic workers use their phones.<sup>73</sup>

**Additional gender norms relating to financial inclusion, where women often have less control over household spending and financial decision-making, affect Internet access and mobile phone purchases.** Boys report having greater financial resources to spend at Internet cafes, while girls are expected to contribute more time and money to the family.<sup>74</sup> Research in Kenya found that women's mobile ownership, particularly of smartphones, was negatively impacted by the COVID-19 pandemic, with smartphones prioritised for men to help them seek new work opportunities, pass the time, stay socially connected and watch sports. Men were permitted to spend any money they earned on themselves while women were expected to use their earnings for household expenses.<sup>75</sup>

**Digital financial inclusion in mobile banking is also an area where women are disadvantaged when compared with men.** Women are often less likely to own a formal

financial account, and when they do have one, they also have less access to mobile banking that would allow them to use smartphones or tablets for financial transactions, online payments and remittance transfers. Data from the World Bank Global Financial Inclusion (Global Findex) database suggests that women use mobile banking to a lesser extent than men to make financial transactions<sup>77</sup> even though mobile banking can facilitate women's financial inclusion through lower barriers to access, use and management of financial products and services (see Box 11). Women are even less likely to use "mobile money": this is an electronic wallet service which allows financial transactions to be sent from SIM card to SIM card, without the need for a formal bank account.<sup>78</sup>

**Women are also underrepresented in ICT jobs and top management, and in academic careers relating to technology.** OECD data from G20 economies for which data are available suggests that men are four times more likely than women to be ICT specialists.<sup>79</sup> The study also found that women-owned start-ups receive 23 per cent less funding and are 30 per cent less likely to have a positive exit compared to men-owned businesses, and women are underrepresented in the software world. This trend is reflected in OECD educational settings, where, as of 2015, only 25 per cent of graduates in ICTs were women, even though more women than men completed tertiary education. When women graduate in these fields and enter the labour market, they display on average lower numeracy skills than men graduates.<sup>80</sup> Research shows that the gender wage gap is higher in digital industries than in others, and that the gap could increase as the digital sector continues to transform and grow if women are not equipped with the same level in numeracy, management and communication skills as men.<sup>81</sup> Even in secondary education, girls in formal education appear to be less confident in ICTs, maths or science.<sup>82</sup> Failing to address such inequalities in education and women's representation in the digital sector could lead to a perpetuation and increase in gender-biases, discrimination and stereotypes. Box 12 presents an example of an initiative to combat some of these issues.

## 2.4 Summary of gender issues in digital inclusion

- Digital inclusion is an **important international political and policy priority**.
- Very few low- and middle-income countries have **gender-responsive national ICT or broadband policies**, or women represented in senior positions in ICT-related government agencies.
- The digital gender divide in **access to devices and the Internet** is significant, and in terms of 'meaningful connectivity', the gender gap is even higher.
- Family approval, the burden of women's unpaid care work and restrictions on women's use of public space prevent women from **accessing the Internet**.
- Many women and men have **limited awareness of the benefits** of the Internet and ICTs or have few incentives to go online due to a scarcity of relevant content.
- **Affordability** is one of the most critical barriers to Internet access and use.
- **Service quality and availability** is another key barrier for women.
- **Safety and security** inhibit Internet use and mobile phone adoption among women and girls.
- **Literacy and digital skills** also comprise a substantial barrier to digital inclusion.
- Women's **digital financial inclusion** is limited in the area of mobile banking.
- Women are **underrepresented in ICT jobs** and top management.

# 3. PLANNING FOR GENDER ANALYSIS

A number of factors need to be considered when planning to conduct a gender analysis, including the purpose of the analysis, the timing, who should be involved, how the analysis should be conducted, as well as how the results will ultimately be used.

## 3.1 What is the purpose of the gender analysis, and what will it cover?

From the outset, it is important to **clarify the purpose of the analysis** and how the results will be utilized. This will vary according to whether the gender analysis is being used to inform a project or programme design, whether it is being incorporated into a sector or country analysis, or for another purpose. A stand-alone gender analysis could involve hiring a consultant and use significant resources over a number of months, but in other cases the scope and level of detail could be much more modest (see for example the Rapid Gender Analysis tool in Table 1 below).

The parameters of the gender analysis should be **as specific as possible**. This focus will maximise time use and financial inputs and should make it easier to develop clear and targeted recommendations for results.

## 3.2 When should the gender analysis be conducted?

When a gender analysis is conducted to inform project or programme design, it should be **conducted during the design phase**, i.e. before the finalization of the project/programme document.

## 3.3 Who should be involved in the gender analysis?

The gender analysis should be performed by a person or team of persons with **gender expertise** in the area of focus, and who are familiar with mixed methods research and practice self-reflexivity to understand how their involvement in analyzing gendered dynamics interacts with the analysis itself. If gender expertise is lacking in the project team, it may be necessary to hire an external consultant with gender analysis skills as well as an understanding of the ICT/telecommunications sector (sample terms of reference are included in Annex 3). Alternatively, it may be possible to consult internal sources such as UN Women staff, gender advisors, or gender focal points for guidance on engaging support for financing for gender analysis and mainstreaming for gender equality, building on existing knowledge and data sources, and for further sector- and context-specific information to support the project team.

**Stakeholder mapping** must be undertaken to identify who to involve and consult in the gender analysis process. Stakeholders may include representatives from end-users, including representatives of the diverse population considering gender diversity, and persons living with disabilities, in addition to representatives from:

- The ministry of women or gender equality;
- National telecommunications regulators and agencies (including their gender focal point/s);
- Women's and feminist civil society organizations, including for example, organizations who work with gender and sexual minorities, sex workers, women with disabilities, and women of ethnic and racial minorities;

- Academic institutions;
- Networks of women working in the ICT sector; and
- Supply side stakeholders such as financial and telecommunication service providers (such as banks and mobile network operators).

### 3.4 How will the gender analysis be undertaken?

Sufficient **financing** for the gender analysis needs to be explicitly incorporated into the project or programme budget from the outset. Financial resources may be needed, for example, to fund external gender expertise, primary data collection, and stakeholder involvement (see above). Gender-responsive budgeting (GRB) is increasingly used to ensure that sufficient financial resources are allocated to fund gender analyses across all sectors. GRB facilitates the tracking of funding sources and allocations towards gender analyses and can ensure that sufficient internal, and/or external resources are accounted for and available for the related organizational or programmatic activities necessary for data collection, analysis, implementation, and monitoring, evaluation and reporting.

Developing a **methodology** requires a plan to identify data sources and methods of data collection, such as desk research, focus group discussions, surveys and interviews; stakeholder mapping; the data analysis framework; and a plan for presenting and utilizing the gender analysis findings, all of which are discussed in further detail in subsequent sections of this guidance. Box 13 provides an illustrative workplan of potential steps.

While many different frameworks for gender analysis exist,<sup>83</sup> the process does not require the use of complex tools and can rely on a framework of guiding questions developed specifically for digital inclusion such as those suggested in Section 5.<sup>85</sup> Table 1 below provides a list of additional useful tools for gender analysis processes.

#### BOX 13

#### Illustrative workplan to develop a gender analysis<sup>83</sup>

*Timelines will vary depending on the nature of the project.*

##### 1. Preliminary project document and literature review:

Prepare a desk review of existing qualitative and quantitative data, identifying data gaps.

##### 2. Stakeholder mapping:

Identify categories of stakeholders to engage in the project and collect contact information for individuals.

##### 3. Development of data collection tools:

Prepare focus group discussion (FGD) guides, interview guides, surveys, as needed.

##### 4. Primary data collection:

Collect field data using trained gender specialists, and involving FGDs, interviews, surveys or other methods as necessary.

##### 5. Data analysis and reporting:

Synthesize qualitative and quantitative field data with the literature review findings into a gender analysis report highlighting gender issues, challenges, opportunities and recommendations.

##### 6. Integration of gender analysis into project design:

Ensure that project planning documents incorporate the findings of the analysis, and include actions, indicators, an M&E plan, and a budget.

TABLE 1

## Further tools for gender analysis

<p><b>Gender Digital Divide Gender Analysis Technical Resource</b> (USAID): A collection of tools to support gender analysis including illustrative questions and indicators, and key data and documents.</p>
<p><b>Digital Gender Gap Audit Scorecard Toolkit</b> (World Wide Web Foundation, with support from UN Women): A tool for monitoring country progress towards closing the digital gender gap, including indicators and secondary data sources.</p>
<p><b>Gender Evaluation Methodology for Internet and ICTs</b> (Association for Progressive Communications): A methodology that integrates gender analysis into evaluations of initiatives that use Internet and information communication technologies for social change.</p>
<p><b>Gender in Emergencies Guidance Note: Preparing a Rapid Gender Analysis</b> (CARE International): A methodology for conducting a rapid gender analysis for use in situations where time and resources are limited.</p>
<p><b>Guide to Gender Analysis and Gender Mainstreaming the Project Cycle</b> (UNIDO): Gender mainstreaming guidance that includes a section on conducting a gender analysis within the project cycle.</p>
<p><b>How to conduct a Gender Analysis</b> (UNDP): A tool for gender analysis throughout the results-based management cycle.</p>
<p><b>Access, Usage and Agency Country Assessment Toolkit for Women's and Girls' Financial Inclusion</b> (UNCDF): Part of the Participation of Women in the Economy Realized (PoWER) initiative, which provides a gender-lens market systems analysis.</p>
<p><b>Inclusive Digital Economies and Gender Equality Playbook</b> (UNCDF): Includes research and diagnostic tools for primary and secondary research on gender and digital and financial inclusion.</p>
<p><b>Framework for Gender Political-Conflict Analysis and Practical Guidance for Gender-Sensitive Conflict Analysis</b> (UN DPPA): Guidance on mainstreaming gender in conflict and political analysis.</p>
<p><b>Digital Technologies and Mediation Toolkit</b> (UN DPPA): A toolkit (and associated report) that assesses the implications of digital technologies on the mediation of armed conflicts, with a section on inclusivity and opportunities and risks for women and other stakeholders.</p>

### 3.5 Quick checklist for gender analysis planning in digital inclusion

- **Clarify** the purpose of the gender analysis and how the results will be used.
- **Ensure** that the parameters are as specific as possible.
- **Conduct** the gender analysis early on during the design phase of programme development.
- **Identify** and engage appropriate gender expertise.
- **Undertake** stakeholder mapping.
- **Secure** sufficient financing, and include gender analysis in budgetary planning from the outset.
- **Develop** a methodology for the gender analysis.

# 4. DATA COLLECTION

## 4.1 General principles for gender analysis data collection

The following general principles are important to consider when planning for and implementing data collection for a gender analysis.<sup>84</sup>

Where possible, ensure that data is **gender-sensitive** (see Box 14), and is **disaggregated by gender** (or where this is not possible, as a minimum by sex), as well as

### BOX 14

#### What is gender-sensitive data?

- **Sex-disaggregated data** uses separate measures for men and women on a specific indicator. *For example, it would show the percentage of both the male and female adult population with access to a smartphone.*
- **Gender-disaggregated data**, by contrast, uses separate measures for women, men and persons of diverse genders based on the respondents own perceived gender identity. *An example would be the percentage of people that define themselves as woman, man, transgender, or non-binary, amongst others, that have experienced online sexual harassment.*
- **Gender-blind data**, does not make explicit the differences between women and men. *It would show, for example, the percentage of all adults with access to affordable and quality Internet connections.*
- **Gender-specific data** is specific to women or men, or a gender equality-related issue. *An example of this might be the percentage of women and girls experiencing online gender-based violence.*

by other intersecting forms of discrimination and marginalization that can exacerbate gender inequalities, such as age, (dis)ability, region, race and ethnicity, forced displacement, income level and education (see Box 18 on intersectionality in Section 5).

### BOX 15

#### Macro-level data: the Digital Gender Gap Audit Scorecard<sup>85</sup>

The World Wide Web Foundation, with support from UN Women, developed a Digital Gender Gap Audit Scorecard (see Table 1) that monitors government commitments and implementation of gender-equitable ICT access and digital equality online. The scorecard consists of 14 indicators with associated data sources and scoring criteria, across five themes: Internet Access and Women's Empowerment, Affordability, Digital Skills and Education, Relevant Content, and Online Safety and Services for Women.

Selected indicators include:

- Existence in national ICT strategies or broadband plans of time-bound targets to overcome gender and poverty divides in Internet use, and budget provisions.
- Existence of specific policies to promote free or low-cost public Internet access.
- Percentage of women in technology and engineering research and development fields.
- Extent to which law enforcement agencies and the courts are taking action in cases where ICT tools are used to commit acts of gender-based violence.
- Existence and robustness of national data protection laws.



It is important to ensure that the perspectives of **women, men, and persons of all genders are heard** when gathering qualitative insights around both access and usage generally, and on social norms in particular. This will include, for example, consulting women in women-only groups and considering the time and location of a meeting with regards to women's mobility and care responsibilities in order to maximize women's attendance and their contributions.

Among the data collected, care should be taken to combine information from **both a macro and a micro-perspective**. Micro-level data involves information from the household or community level. Macro-level data could include national-level statistics, gender-responsive legislation, or national policy platforms around gender and digital inclusion issues (see Box 15).

It is also important to **include both qualitative as well as quantitative data** to provide a more complete picture (see Box 16). Qualitative data can provide an in-depth understanding of social relations and power dynamics and the complex gender and social roles and behaviours of men and women, as well as systems and cultures relevant to digital inclusion. Existing qualitative data can be found in published case studies, surveys and research papers. Gaps can be filled through primary research; qualitative data collection methodologies often utilize a combination of key informant interviews and focus group discussions as key tools and should include women and men from different socio-economic groups. These can be important for understanding the different perceptions and experiences of men and women regarding issues such as openness to the adoption of new technologies, as well as the differences in how they prioritize their time. It is essential to hold separate focus group discussions with women and men, and to gender-match the facilitator and participants.

## 4.2 Sources of data on gender and digital inclusion

The next step in conducting a gender analysis is to **identify and collect the necessary data** and information, prior to noting what additional information is required.

A wide range of data sources should be consulted at national and international levels. Initially, existing analyses, data sources and research findings should be drawn upon as a basis for evidence-based data. These could include reports and studies from:

- Government institutions (such as reports by the national women's machinery, national gender policy or national statistics offices, national agencies responsible for ICT and broadband provision, and reports to the CEDAW committee). Sex-disaggregated data here could include social, economic and census data on mortality, economic participation, mobile phone ownership and usage, time use surveys, and business registry data.

### BOX 16

#### Combining quantitative and qualitative data<sup>86</sup>

The World Wide Web Foundation conducts periodic gender analyses on the state of digital gender inequality and the barriers that women face in accessing the Internet. In their 2020 study, combining a quantitative and qualitative methodological approach allowed them to triangulate and “dive deeper” into the findings and comparative trends of women's Internet access and use, despite the difficulties of analyzing data that is not homogenous within or across countries.

Through a quantitative survey of nearly 10,000 respondents, demographics were captured, including gender and socio-economic indicators influencing Internet access and digital equality. The qualitative methods, including focus group discussions and key informant interviews, provided a more context-based understanding of the opportunities and challenges women face in accessing and using the Internet in the selected countries. The qualitative data included analyses of individuals' understanding of digital rights; safety and security; privacy and data protection; levels of required digital skills; affordability; and the availability and creation of relevant content.

- International documentation such as statistics, longitudinal data sets, composite gender indices, sector gender analyses or country gender profiles conducted by United Nations entities, the World Bank, the Asian Development Bank, the African Development Bank, etc.
- Bilateral development partners and other donors including international non-governmental organizations (NGOs), utilizing their evaluations and programme reports and analyses.
- Studies and reports by academic research institutions.

**TABLE 2**  
**Potential sources of existing data**

Gender (general)
<p><b>Human Development Data Center</b> at the United Nations Development Programme (UNDP): 150 global indicators and composite indices for over 190 countries, as well as gender indices such as the Gender Social Norms Index (GSNI) and Gender Development Index (GDI).</p>
<p><b>World’s Women Trends and Statistics</b>: A UN data portal providing assessments of progress towards gender equality in six critical areas: population and families; health; education; economic empowerment and asset ownership; power and decision-making; and violence against women and the girl child.</p>
<p><b>Gender Data Portal</b> at the World Bank: A comprehensive source for the latest sex-disaggregated data and gender statistics covering demographics, education, health, economic opportunities, public life and decision-making, and agency.</p>
<p><b>OECD Gender Data Portal</b>: Selected indicators on gender inequalities in education, employment, entrepreneurship, health, development and governance, showing how far we (as a world) are from achieving gender equality and where actions are most needed. The data cover Organization for Economic Cooperation and Development (OECD) member countries, as well as partner economies including Brazil, China, India, Indonesia and South Africa.</p>
<p><b>National CEDAW Reports</b>: A database of annual reports by Member States to the CEDAW Committee on their progress in implementing the Convention. These reports provide useful overviews on the general status of women in specific countries, as seen by the government.</p>
<p><b>Equilo</b>: An online gender analysis platform that offers a range of free open-source gender equality and social inclusion analysis tools as well as advanced analytics products accessed via a paid subscription. Includes qualitative and quantitative data by country and sector.</p>
Gender and digital inclusion
<p><b>GSMA Mobile Gender Gap Report</b>: Findings from these annual reports are based on over 9,000 face-to-face surveys across eight low- and middle-income countries. The reports explore the key barriers to women’s equal access to mobile Internet as well as the rise of women’s smartphone ownership. Core data is available on request.</p>
<p><b>GSMA Intelligence</b>: An extensive database of mobile operator statistics, forecasts and industry reports covering every operator group, network and mobile virtual network operator (MVNO) in every country worldwide, updated daily.</p>
<p><b>ITU Digital Development Dashboard</b> and <b>ITU Statistics</b>: Data on ICT indicators related to individuals accessing and using ICTs, which can be disaggregated by gender, age, education, labour force status and occupation. The International Telecommunication Union (ITU) monitors and tracks three gender-related indicators that are included in the SDGs: (1) “proportion of individuals who own a mobile telephone, by sex”, (2) “proportion of individuals using the internet, by sex”, and (3) “proportion of individuals with ICT skills, by sex”.</p>



<p><b>EQUALS Gender Digital Inclusion Map:</b> An interactive visualisation tool that can be consulted to discover initiatives that are working towards bridging the gender digital divide around the world. Includes a database of over 400 initiatives, classified by the projects' aim.</p>
<p><b>Global Findex Database:</b> A World Bank database, updated every three years, with sex-disaggregated data on how adults save, borrow, make payments, and manage risk. Includes indicators on Internet and mobile phone use as well as financial technology.</p>
<p><b>UNESCO Institute of Statistics (UIS):</b> Produces annual globally-comparable data on education, emphasising the importance of gender equality in education generally and STEM education in particular. Most UIS data on enrolments and graduates are broken down by gender as well as field of study, and include some specific STEM or ICT-related majors.</p>
<p><b>Gender in other relevant sectors</b></p>
<p><b>FAOSTAT</b> data portal from the Food and Agriculture Organization (FAO): Provides free access to food and agriculture data for over 245 countries and territories. Includes sex-disaggregated data from household surveys in ten main dimensions: production, consumption, income, capital, inputs, access to markets, labour, technology adoption, infrastructure, and social.</p>
<p><b>Data for Financial Markets:</b> Sex-disaggregated data sets around financial markets through national surveys, and financial diaries data used by low-income households showing how they manage their financial lives.</p>
<p><b>ILOSTAT (ILO):</b> Contains a wide range of indicators disaggregated by sex, as well as breakdowns relevant to gender issues and indicators on gender gaps. Topics include unpaid work, population and labour force, employment and unemployment, wages, working time, labour income and inequality, the informal economy, competitiveness and industrial relations.</p>
<p><b>Migration Data Portal (IOM):</b> Provides sex-disaggregated migration statistics across diverse themes (with a section focusing on gender in migration data).</p>
<p><b>Women, Business and the Law:</b> Women, Business and the Law 2021 is the seventh in a series of annual studies measuring the laws and regulations that affect women's economic opportunity in 190 economies, produced by the World Bank Group.</p>
<p><b>Finscope Consumer:</b> Database from the Finmark Trust comprising a probability survey with an end-use focus (individual or household) of financial services and products. Includes sex-disaggregated financial inclusion data.</p>
<p><b>WomanStats:</b> Global, free, public database with data that covers women's physical, economic, legal, community, and family security, as well as issues related to maternity, voice, societal investment, and women's security in the state.</p>

During the data collection process, a table could be developed to map the topics and information covered by the available data, and to **identify data gaps**. A plan can then be made to collect additional information where needed. This collection could be undertaken by tracking down further existing data, or by generating new data through surveys, key informant interviews, or focus group discussions with key actors (see Box 16 on the use of different data collection methods).

### BOX 17

## Three-part data collection methodology in an EU-funded study on gender and digital technologies in Africa<sup>87</sup>

**1. Selection of relevant and available “Gender and Digital Indicators”** from international organizations. The four indicators selected were:

- 2020 World Economic Forum Gender Scores
- Mobile Subscription Access per 100 inhabitants
- Percentage of individuals using the Internet
- GSMA Connectivity Score.

**2. In-depth analysis through stakeholder interviews**

with donors, government representatives, mobile network operators, women entrepreneurs, technology innovation hubs and existing private sector technology service providers. Interview questions included:

- What are current trends in digital technologies? Who is using them and how?
- Is there much gender-focused or -targeted content (women/men)? Which is there more of

and why? Does it relate to who is generating the content or who is demanding it?

- How are digital technologies contributing to or changing/improving people’s lives? What are the main challenges with digital technologies? (e.g. cost, regulatory, skills etc.)
- Do men and women have equal access to digital technologies? Why is it harder for women to access digital technologies (assuming that this is the case)?
- Are there supportive policies in place to promote gender equality? If so, do these specifically relate to digital technologies?

**3. Project document mapping** of European Commission initiatives. Using a deductive approach to qualitative data analysis, the relationship between the “digital” and “gender” components were categorised as “direct,” “indirect” or “not related.”

## 4.3 Quick checklist for data collection in digital inclusion

- **Identify** existing sources of data.
- **Ensure** that the data collected is gender-sensitive.
- **Make sure** that both women’s and men’s perspectives are heard.
- **Combine** macro- and micro-level information.
- **Include** both qualitative and quantitative data.
- **Consult** a wide range of data sources.
- **Note** where data gaps exist and make a plan for collecting or generating missing data.

# 5. DATA ANALYSIS

The next step in conducting a gender analysis is to analyse the available data, identifying gender differences and the underlying causes of gender inequalities.

## 5.1 Cross-cutting principles in data analysis

A good sectoral gender analysis must include an **intersectional approach** by demonstrating important links between identifying as women, men or gender diverse, as well as other variables, such as being men from a particular social group, or being an older woman from a particular ethnic group (see Box 18 on intersectionality).

The following questions from the World Bank Social Inclusion Assessment tool are useful for integrating an intersectional approach into a gender analysis:<sup>90</sup>

- What is the breakdown of different identity groups among those excluded from the benefits (of a project)? Which groups are in the bottom percentiles (migrants, indigenous peoples etc.)?
- Which groups are overrepresented among those excluded from benefits? Are there historical reasons for such overrepresentation? Is the overrepresentation of some groups correlated with the way they participate in different social, economic and political domains?

### BOX 18

#### Why is intersectionality a key element in gender analysis?<sup>88</sup>

Intersectionality is an analytical tool for understanding and responding to the ways in which sex and -gender identity intersects with and is constituted by other social factors such as age, race/ethnicity, (dis)ability, sexual orientation, and forced displacement, among other dimensions. For example, the gender gap in mobile phone ownership varies not only between countries, but between population groups. Intersectional variables include<sup>89</sup>:

- **Location:** The gender gap in mobile ownership is widest in rural areas. For example, in Mozambique, there is a 16 per cent gender gap in mobile ownership in urban areas while in rural areas it is more than double, at 33 per cent.
- **Literacy:** Variations by literacy level are significant. In Pakistan, the gender gap in mobile

ownership is 46 per cent for those who are illiterate, compared to just 18 per cent among those who are literate.

- **Age:** The mobile ownership gender gap varies by age cohort but is highest for those over the age of 55 in most surveyed countries. In Bangladesh, the gender gap in mobile ownership is 17 per cent among 18 to 24-year-olds, but it is more than double that for those over 55 years, at 46 per cent.
- **Disability:** Previous research shows that the gender gap in mobile ownership tends to be higher among persons with disabilities than those without. In Uganda, for instance, the gender gap in mobile ownership is 11 per cent among persons without disabilities and 42 per cent among persons with disabilities.

- What else is known about these excluded groups? Have their aspirations, fears and apprehensions been taken into account?

The gender analysis should also identify context-specific socio-cultural/economic norms, attitudes and practices, as these influence differential access to power, resources and opportunities.

The data analysis must also consider **change at both formal and informal levels**. Analysis focused at the informal level can identify socio-cultural norms, attitudes, and practices among individuals, households and communities which underlie inequality, discrimination and exclusion. Analysis focused on the formal context can capture issues such as policy, legislative changes,

resource allocation, service delivery and the impacts of these actions on the lives of women and men at both household and community levels.

## 5.2 Questions for gender analysis in digital inclusion

The following table provides a list of **potential guiding questions** for gender analysis, structured around four key areas: legislation, policies and rights; roles and responsibilities; access to and control over resources and services; and decision-making power. These will differ according to the nature of the proposed project or programme, and also to reflect the particular strategic interests and priority areas of each implementing agency or organization.

**TABLE 3**  
**Guiding questions for gender analysis in digital inclusion**

Legislation, policies and rights	
What are the legislative and policy frameworks in this sector? How do they impact women's and girls' rights?	<ul style="list-style-type: none"> <li>• Do customary law, formal legislation and social, economic and political institutions inhibit or support women and girls, and people of all gender and age groups, in realising their rights, accessing resources, making decisions and living without fear of violence?</li> <li>• What national policies and/or international agreements exist on women's and gender-diverse person's rights? Is there a gender equality policy or national plan, and to what extent is it implemented?</li> <li>• Do policies exist to promote women and gender-diverse persons' access to and use of technology, including different digital products and services? To what extent are these implemented?</li> <li>• Do ICT and broadband strategies and policies include a commitment to closing gender gaps and addressing women and gender-diverse persons' barriers to access and use of technology? To what extent are these implemented?</li> <li>• Do laws, policies, and recourse mechanisms exist to protect women and gender-diverse persons from negative consequences of digital technology (e.g., national laws on digital/cyber security and protection against online harassment)? To what extent are these implemented?</li> <li>• Does gender-sensitive privacy and data protection legislation address women and gender-diverse persons' specific concerns? Are cyber-security strategies gender-sensitive?</li> </ul>

## Roles and responsibilities

What are the different roles and responsibilities of women and men?

- What is the division of labour among women, men and gender diverse-persons within the household?
- What is the level of economic participation in the formal and informal economies by women, men and gender-diverse persons?
- What proportion of women, men and gender-diverse persons are in the workforce and in leadership positions in ICT-related authorities and in ministries responsible for Internet and telecommunications?
- What is the proportion of women and gender-diverse persons in total employment and at different levels in the ICT sector and STEM fields?
- What proportion of graduates in ICT-related fields are women or gender-diverse?
- Are there particular roles that are deemed appropriate or inappropriate for men, women or gender-diverse persons or tasks that they are expected to perform?
- Who takes responsibility for the care of children and the elderly? What are the mobility and time constraints that result from this?
- To what extent have unpaid care responsibilities changed for men and women as a result of the COVID-19 pandemic?

## Access and control

Who has access to and control over resources and services?

- How many women, girls and gender-diverse persons own a mobile phone, compared to men and boys? A smartphone? How many use a computer?
- How many women, girls and gender-diverse persons use the Internet compared to men and boys? And the mobile Internet? How often do they access the Internet? What do they use it for – which apps, websites or social media platforms?
- Are there national level sex- and/or gender-disaggregated data on literacy and digital skills?
- Do security or cultural concerns inhibit women and gender-diverse persons from entering certain spaces (e.g. are there spaces where women are not permitted without a man as a companion)? Are there other constraints to women's mobility in specific spaces?
- What are the risks and barriers to entering public or private spaces and accessing services?
- Who belongs to organizations or informal networks that help them to access resources?
- How do social norms restrict or enable women's and gender-diverse persons access to technology? Do they hinder women and girls from going to public cyber cafes or to urban areas with better network availability?

	<ul style="list-style-type: none"> <li>• How do gender gaps in education and literacy impact the ability of women and girls to use mobile technology? Do women and gender-diverse persons have access to digital literacy training?</li> <li>• What are women's, girls' and gender-diverse persons' safety concerns related to the use of digital technology and how are they different from men's concerns (concerns may include gender-based harassment, cyber-bullying, defamation, doxing, stalking, sexual intimidation, surveillance and illegal data retention)?</li> </ul>
<b>Decision-making power</b>	
Who has decision-making power?	<ul style="list-style-type: none"> <li>• Who participates in the decision-making in the household, the public sector and the private sector, in informal and formal power structures?</li> <li>• To what extent are women and gender-diverse persons able to contribute to the development and implementation of national ICT and broadband policies?</li> <li>• Who are the power brokers in a community? Are there any transitional moments when women have more (or less) influence, especially related to technology?</li> <li>• What are women and gender-diverse person's capacities to exercise bodily autonomy in the household, community, or state?</li> <li>• What are the rates of domestic and other forms of gender-based violence at the national and sub-national levels? Is there data on online GBV?</li> <li>• What barriers do women and gender-diverse persons face in meeting their needs and interests?</li> <li>• What kinds of decisions do women and gender-diverse persons in the household participate in or decide on their own (household management, schooling for children, family decision-making, family planning, etc.)?</li> <li>• Are women and gender-diverse persons engaged as decision-makers and leaders in the design, development, production and governance of digital technologies?</li> <li>• To what extent are women and gender-diverse persons community leaders engaged in the design of technology for women and girls?</li> </ul>

## 5.3 Developing programmatic recommendations

The gender analysis must be used as a basis for developing a suite of accompanying recommendations. A useful gender analysis should assist in understanding the best approaches to addressing gender inequalities and identify strategies to mobilize women’s rights and empowerment. It therefore needs to provide recommendations that highlight challenges and vulnerabilities, as well as identify opportunities and the potential for change (see the example in Box 19).

Table 4 provides some examples of potential programme interventions that follow from issues identified in the gender analysis (see Section 6).

### BOX 19

#### Recommendations from a gender analysis in Cameroon<sup>91</sup>

Examples of recommendations from a Cameroon country case study on gender and digital technologies include:

- **Build the capacity of government** around gender-responsive policies that uphold inclusiveness and women’s online rights, and protect citizens from bulk surveillance, Internet shutdowns and censorship.
- **Engage with communities, especially men and boys**, to shift negative perceptions of women’s and girls’ access to education and training in digital technologies.
- **Provide funding or similar incentives** via financing mechanisms such as innovation funds, public/private development partnerships or direct support to tech hubs and women and young innovators.

TABLE 4

#### Examples of potential gender issues and associated programme interventions

Gender issue identified	Associated programme intervention
Women are reluctant to go online because of concerns around safety and online abuse	<ul style="list-style-type: none"> <li>• Review existing legal and policy frameworks to ensure they recognise digital harassment and make it easy and safe for any person to report online abuse.</li> <li>• Develop advocacy campaigns and awareness training for women and gender-diverse persons to recognise digital harassment and know how to report it to the relevant legal bodies.</li> <li>• Build institutional capacity and mechanisms to monitor, investigate and prosecute reports of online abuse.<sup>92</sup></li> </ul>
Women and men have different interests and needs in terms of digital content, with women perceiving a lack of relevant content on the Internet	<ul style="list-style-type: none"> <li>• Develop digital solutions with content that is simple, clear, culturally relevant and representative of diversity in language and culture by co-developing content with the end-user.<sup>93</sup></li> <li>• Identify mobile-based e-services in “niche” sectors that can benefit women, e.g. e-health, financial digital services etc.<sup>94</sup></li> </ul>

<p>Women are underrepresented in the STEM field at all levels</p>	<p>Promote education of women and girls in science and technology fields through:</p> <ul style="list-style-type: none"> <li>• Scholarships, internships and training programmes.</li> <li>• Gender quotas for admission into education programmes.</li> <li>• Awards and prizes enhancing the visibility of women in STEM and in high-technology sectors.<sup>95</sup></li> <li>• ICT mentorship programmes within and outside formal education.<sup>96</sup></li> </ul>
<p>National digital strategies are gender-blind</p>	<p>Support the design and implementation of national digital strategies that aim to close gender gaps through:</p> <ul style="list-style-type: none"> <li>• Extending networks and digital access to rural areas (e.g. through satellite).</li> <li>• Promoting access to, affordability and use of connected digital devices (e.g. smart phones, tablets, laptops).</li> <li>• Boosting availability and promotion of e-banking and mobile money, especially to women and other disadvantaged groups; and increasing online safety.<sup>97</sup></li> <li>• Ensuring that these strategies have measurable, enforceable targets that are linked to the policymakers' key performance indicators.</li> </ul>
<p>Affordability constraints hinder women from accessing and using digital technologies</p>	<ul style="list-style-type: none"> <li>• Support financial institutions and local savings groups to provide risk capital for handset loans for women at lower interest rates.</li> <li>• Subsidise handsets for marginalised populations in partnership with the private sector.</li> <li>• Enable innovative data pricing strategies to help providers reach more women.<sup>98</sup></li> <li>• Offer pay-as-you-go financing options that allow women affordable asset financing to rent-to-own smart phones.<sup>99</sup></li> </ul>
<p>Women have higher levels of illiteracy than men</p>	<ul style="list-style-type: none"> <li>• Develop mobile apps (in local language and/or that are re-packaged for different needs) and software platforms that accommodate illiterate and low-literacy populations, with innovations such as clear user menus with fewer steps, simplified content, simple terminology and a short sign-up process.</li> <li>• Use icons/symbols/pictures/videos and comic-style stories in addition to (or instead of) text, including Interactive Voice Response (IVR), or text-to-speech.<sup>100</sup></li> </ul>
<p>Cultural norms and beliefs prevent women from mixing in public with men</p>	<ul style="list-style-type: none"> <li>• Design digital literacy skills trainings that are delivered to women and men separately, and in spaces, and at times, that both women and men can access, e.g. partner with schools and community centres to offer safe spaces for training.<sup>101</sup></li> <li>• Develop gender-sensitive “digital safe spaces” or ICT hubs for accessing digital technologies and services. Support women-only spaces and mixed spaces through a community-based approach.<sup>102</sup></li> </ul>



## 5.4 Quick checklist for data analysis

- **Ensure** an intersectional gender analysis across all elements of the data, examining cross-cutting issues such as ethnicity/race, age, sexual orientation, (dis)ability, geography, etc.
- **Consider** change at both the formal as well as informal levels.
- **Ask** guiding questions:
  - What are the **legislative and policy frameworks** in this sector? How do these impact the rights of women, girls and gender-diverse persons?
  - What are the **different roles and responsibilities** of women and men? What does the gendered division of labour look like?
  - Who has **access to and control over resources and services**?
  - Who has **decision-making power**?
- **Develop** recommendations that identify opportunities for positive change around women's rights and gender equality.

# 6. USING THE FINDINGS OF GENDER ANALYSIS

Gender analysis is always a means to an end; it is only effective when its findings and insights are fully utilized throughout all phases of peace and development policy and practice.<sup>103</sup> Collecting the data, carrying out the analysis, and compiling the recommendations are only the beginning steps of the process, and it is critical that the results of the gender analysis be fully incorporated into planning, implementation and monitoring of policies or interventions in order for it to have a significant impact on development processes, outcomes and results.

## 6.1 The gender analysis report

The findings of the gender analysis should be used to develop a gender analysis report (different agencies and organizations use differing terms for both the initial report as well as implementation plans, including “gender assessment,” “gender action plan,” “plan” and “gender and inclusive development action plan”). The information and data collected are synthesized into a narrative that highlights the trends, insights, gaps and problems that will be addressed in the design of project or programme interventions to challenge existing gender inequalities. A suggested structure for a gender analysis report is provided in Annex 4, and includes the following areas:<sup>104</sup>

- *Methodology* and process of the gender analysis, including data sources, data collection methods, stakeholder mapping and the framework of guiding questions for analysis.
- *Broad overview* of gender equality issues in digital inclusion, ICT or other relevant sector and geographic areas.
- *Detailed analysis* of gender in the four realms of enquiry covered by the guiding questions (see Section 5), namely legislative and policy frameworks; roles and responsibilities; access

to and control over resources and services; and decision-making power.

- *Recommendations* for entry points for addressing gender equality in the implementation of the project or programme.

**Communicating the results** of the gender analysis is another crucial step. This can include directly informing stakeholders and others of the results by sharing the gender analysis report or holding a round table meeting. It could also involve presenting the findings through alternative means of communication such as newsletters, social media and websites.<sup>105</sup> A summary could also be made available in local languages.

## 6.2 Gender mainstreaming into the programme cycle

The results of the gender analysis form the basis for **mainstreaming gender equality into all steps of the project or programme cycle and results framework**, including in the following areas:<sup>106</sup>

- *Situation Analysis*: Gender analysis directly informs the background or context analysis, highlighting relevant gender inequalities and potential benefits or adverse impacts from the project or programme activities in the digital technology sector.
- *Theory of Change (ToC) and Theory of Action (ToA)*: The gender analysis provides the data, evidence base and knowledge through which to develop a ToC by identifying gaps and needs, and the causal linkages to gender equality issues. It also provides the information through which to identify the optimal solutions to be included as interventions in a ToA.

- *Risk Assessment Framework*: The findings from the gender analysis can also be incorporated into gender-differential risks and needs insights to inform programme development.
- *Results Framework*: This must reflect the gender analysis results and show consistency between the issues identified in the gender analysis and the proposed programme interventions (see Table 4 in the previous section for examples, as well as Box 20).<sup>107</sup>
- *Budget*: Gender equality priorities must be reflected in the budget. The budget should include sufficient financial resources for all planned gender-related activities including gender expertise, collecting sex-disaggregated data, providing gender-specific substantial activities and allocating a percentage of funding to women.
- *Monitoring and Evaluation (M&E)*: The gender analysis can be used to establish a baseline against which progress and change can be measured, and which is used to inform decision-making. This gender analysis baseline data should be reflected in the M&E framework,<sup>109</sup> and include gender-sensitive indicators and targets (see Box 21).

#### BOX 20

### Using gender analysis to inform project planning<sup>108</sup>

The SDG Fund Joint Programme on Social Protection in Chile includes a project called “Nodo Platform: Improving social protection and inclusion of the elderly through ICT” that seeks to strengthen the elderly’s social connections through community support and involvement and digital-based networks. A **gender analysis** was incorporated into the initial context analysis around social protection and the elderly in Chile, and included the collection of sex-disaggregated data and analysis of differences and inequalities among women and men, both in the direct and indirect target groups (older people and caregivers, respectively). Gender issues were identified around social barriers that directly impact older women, such as GBV and unpaid work and care work, among others.

Issues identified through the gender analysis, such as GBV and the feminization of caregivers, were used to mainstream gender into the **outputs, outcomes, and specific project objectives**. 20 per cent of the project **budget** has been allocated specifically to work on gender equality, and the project coordination team includes **expertise** in the form of a gender and human rights specialist. In addition, all **communication** activities employ gender-inclusive language and use images as well as text, and include content addressing gender inequalities such as unequal labour conditions, discrimination, violence against older women, unequal caregiving responsibilities and unpaid domestic work.

#### BOX 21

### Gender-sensitive M&E indicators for digital inclusion<sup>110</sup>

USAID's set of Gender Digital Divide Illustrative Indicators are for measuring and tracking sex-disaggregated data in initiatives that have a digital component or are related to the gender digital divide. It is designed as a tool that allows the user to develop a customizable set of gender digital divide-related qualitative and quantitative indicators based on those already in use. Examples include:

- Percentage of individuals (by sex) who own or have access to a smartphone.
- Percentage of individuals (by sex) who use a mobile phone for services other than voice calls.
- Barriers to women and girls accessing or owning mobile phones (e.g. social norms, men's dominance, confidence, low levels of literacy, cost).
- Percentage of individuals (by sex) who use the Internet from an unlimited broadband connection at home or a place of work or study.
- Barriers to women and girls accessing and using the Internet.
- Number of people (by sex) reached by an intervention using technology and/or digital platforms.
- Percentage of individuals (by sex) who report or demonstrate improved digital literacy skills following completion of training.
- Percentage of women who have leadership roles in the community (regarding access to ICT).

## 6.3 Quick checklist for using the findings of gender analysis

- **Develop** a gender analysis report based on the findings of the analysis.
- **Communicate** the results via a variety of channels.
- **Use** the results of the gender analysis to form the basis for mainstreaming gender equality into the project or programme results framework, including:
  - Situation Analysis
  - Theory of Change and Theory of Action
  - Risk Assessment Framework
  - Results Framework
  - Budget
  - M&E, including indicators and targets

# 7. CASE STUDY: GENDER ANALYSIS FOR DIGITAL DRR AND RISK TRANSFER SOLUTIONS

**Background:**<sup>100</sup> In partnership with the United Nations Capital Development Fund (UNCDF) and with financial support from Innovation Norway, UN Women is implementing a Humanitarian Innovation Programme, which tackles the challenge of leveraging the potential of mobile technologies and other digital technologies to enhance the resilience to disasters of rural women in Haiti, Liberia, Malawi, Mali and Senegal by improving their access to both disaster risk reduction (DRR) and disaster risk transfer (DRT) and other financing mechanisms. This aims to ensure that the most vulnerable populations are included in the ongoing digital revolution, to avoid deepening the gender digital divide and prevent advancements in women's empowerment and gender equality from stalling.

An initial stage of this programme involved gender analysis research with the following three objectives:

- Identify women smallholder farmers' needs and the barriers to digital DRR tools and microinsurance products.
- Map the ecosystem and existing solutions for women smallholder farmers related to digital DRR tools and microinsurance products.
- Provide analysis and recommendations to support the implementation of digital DRR solutions and microinsurance for smallholder women.

**Data collection:** The first phase of data collection involved a **document review** organized around the following themes: economic profile of the country and women in agriculture; disaster risks faced by women

smallholder farmers; and access to digital tools for DRR and risk transfer. Recent **national statistics** and **reports** from the World Bank on the economy of each country were consulted. Other existing data sources included the World Bank report on Women, Business and the Law 2021, the UNDP's Human Development Report, the Gender Index Gap report, the international disaster database, weather data series, FinScope reports, and GSMA reports. This data was analysed to extract preliminary findings and to identify gaps to be addressed in field research as well as trends to be validated.

The second phase was **primary data collection** in the five programme countries. The field data collection included **focus group discussions** (FGDs) with farmers' organizations, individual interviews with farmers, and comprehensive interviews with stakeholders from the DRR, DRT and digital finance ecosystems. The research team developed interview guides for primary data collection, which were used to train the data collection team in areas such as how to conduct focus group discussions and interviews, gender and cultural approaches in research, and COVID-19 protocols. The FGDs and interviews with women smallholder farmers were **conducted in local languages**.

A **market dialogue** was also conducted through a series of webinars.

**Data analysis:** Some of the issues specifically around digital inclusion highlighted in the data analysis included:

- Barriers to women accessing mobile money transfers such as affordability and women's lack of disposable income, lack of access to energy in rural areas, poor network coverage.
- Women's differential usage of mobile phones.
- High levels of digital illiteracy especially in rural areas impacting women farmers' confidence in using digital technology.
- The impact of age: younger women smallholder farmers were more willing to accept and try new technologies than older women.
- The policy and regulatory framework at the national level and its impact on affordability and coverage.

**Findings and implementation:** The data analysis from the country studies was used to produce a series of **recommendations** around digital solutions including:

- To work around digital illiteracy, start with simple technology that can be easily implemented and understood by local communities, such as early warning systems which can be built using mobile phone SMS technology (Liberia).
- Use existing women's social networks to introduce new products and services at regular meetings, with women leaders as influencers (Mali).
- Where women have access to smartphones, disaster risk transfer products can provide mobile loans, with farmers using their phones

for disbursing loans and making payments, thus reducing the costs of transactions (Haiti).

Digital solutions proposed in the market dialogue process included:

- Set up WhatsApp groups to exchange critical information, including early warning of potential risks/disasters, that can be further disseminated by group members to other women farmers in the village without access to smartphones (Haiti).
- Offer banking and insurance solutions through mobile applications that can quickly reach a great number of women, to strengthen their economic capacities while allowing their transactions to remain confidential (Haiti).
- Deliver risk reduction training to women smallholder farmers using digital media such as YouTube videos or WhatsApp communications (Senegal and Mali).

The findings and recommendations of the country studies were disseminated via an intermediate report, while the market dialogues resulted in a Market Dialogue Report.<sup>112</sup> Both sets of findings are intended to be incorporated into a **Final Report**. Some of the market dialogue solutions that were found to be unique and scalable will be further examined to assess their suitability for **piloting** digital DRR solutions or digital disaster risk transfer products in one or more of the project countries and in the areas of current operations of UN Women.

## Annex 1. Overview: Steps and Tools for a Sector-Specific Gender Analysis

Steps	Tools
<p><b>Planning for Gender Analysis</b></p> <ol style="list-style-type: none"> <li><i>Purpose of the gender analysis</i> <ul style="list-style-type: none"> <li>• <b>Clarify</b> the purpose of the gender analysis and how the results will be used</li> <li>• <b>Ensure</b> the parameters are as specific as possible</li> </ul> </li> <li><i>When to conduct the gender analysis</i> <ul style="list-style-type: none"> <li>• <b>Conduct</b> the analysis during the design phase of programme development</li> </ul> </li> <li><i>Who should be involved in the gender analysis?</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> and engage appropriate gender expertise</li> <li>• <b>Undertake</b> stakeholder mapping</li> </ul> </li> <li><i>How will the gender analysis happen?</i> <ul style="list-style-type: none"> <li>• <b>Secure</b> sufficient financing</li> <li>• <b>Develop</b> a methodology for the gender analysis</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Illustrative workplan</li> <li>• Gender analysis methodology and process guides/ tools</li> <li>• Sample terms of reference</li> </ul>
<p><b>Data Collection</b></p> <ol style="list-style-type: none"> <li><i>General principles for gender analysis data collection</i> <ul style="list-style-type: none"> <li>• <b>Ensure</b> that the data collected is gender-sensitive</li> <li>• <b>Make sure</b> that women's as well as men's and diverse voices are heard</li> <li>• <b>Combine</b> macro-, meso- and micro-level information</li> <li>• <b>Include</b> both qualitative and quantitative data</li> </ul> </li> <li><i>Sources of data</i> <ul style="list-style-type: none"> <li>• <b>Identify</b> existing sources of data</li> <li>• <b>Note</b> where data gaps exist, and plan for collecting missing data</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Potential sources of existing data</li> </ul>
<p><b>Data Analysis</b></p> <ol style="list-style-type: none"> <li><i>Cross-cutting principles in data analysis</i> <ul style="list-style-type: none"> <li>• <b>Ensure</b> analysis of intersectionality cuts across all elements of data</li> <li>• <b>Consider</b> change at the formal as well as informal levels</li> </ul> </li> <li><i>Questions for gender analysis</i> <ul style="list-style-type: none"> <li>• <b>Ask guiding questions:</b> <ul style="list-style-type: none"> <li>• What are the <b>legislative and policy frameworks</b> in this sector?</li> <li>• What are the <b>roles and responsibilities</b> of women and men?</li> <li>• Who has <b>access to and control over resources and services?</b></li> <li>• Who has <b>decision-making power?</b></li> </ul> </li> </ul> </li> <li><i>Develop programmatic recommendations</i> <ul style="list-style-type: none"> <li>• <b>Develop</b> recommendations that identify opportunities for positive change around gender equality.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Guiding questions for gender analysis</li> <li>• Examples of gender issues and potential programme interventions</li> </ul>
<p><b>Using the Findings of Gender Analysis</b></p> <ol style="list-style-type: none"> <li><i>The gender analysis report</i> <ul style="list-style-type: none"> <li>• <b>Develop</b> a gender analysis report based on the analysis findings</li> <li>• <b>Communicate</b> the results via a variety of channels</li> </ul> </li> <li><i>Gender mainstreaming into the programme cycle</i> <ul style="list-style-type: none"> <li>• <b>Use</b> the results to mainstream gender into the programme results framework: situation analysis; theory of change and theory of action; risk assessment framework; results framework; budget; and M&amp;E</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Sample structure for a gender analysis report</li> </ul>

## Annex 2. Gender and Digital Inclusion Glossary<sup>13</sup>

**Access:** The ability of women and men to use and benefit from a resource and take advantage of an opportunity. Ability to use resources does not necessarily imply the ability to define or decide the use of that same resource and vice versa.

**Control:** The ability of women and men to make decisions about the use of a resource, and derive benefits from resources and opportunities.

**Digital gender divide:** The gender differences in resources and capabilities to access and effectively utilise ICTs within and between countries, regions, sectors and socio-economic groups.

**Digital literacy:** The ability to define, access, manage, evaluate, communicate and create in a safe and appropriate way through digital technologies and platforms.

**Digital technology:** The electronic equipment – such as mobile phones, smartphones, tablets and computers - and the digital applications/platforms that are used to communicate, analyse, find, create and disseminate information and resources.

**Equal opportunity:** The absence of gender-based discrimination; the right to be treated without discrimination, including on the grounds of gender, sex, race, or age.

**Gender:** The socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to women and men on a differential basis. Gender is relational and refers not simply to women or men but to the relationship between them. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation and age. Genders may include, but are not limited to, identifying as woman, man, gender neutral, transgender, or non-binary.

**Gender analysis:** Gender analysis is a critical examination of how differences in gender roles, activities, needs, opportunities, and rights/entitlements affect men, women, girls and boys and persons of diverse genders in certain situation or contexts. It is a methodology

that describes existing gender relations in a particular environment, through collecting and analysing sex-disaggregated data and other qualitative and quantitative information. It organizes and interprets, in a systematic way, information about gender relations to understand gender differences in order to achieve peace and development objectives.

**Gender-based violence:** Violence targeted at individuals or groups on the basis of their gender. Examples include: sex-selective abortion; differential access to food and services; sexual exploitation and abuse, conflict related sexual violence, trafficking, child marriage, female genital mutilation/cutting, sexual harassment, dowry/ bride price abuse, honour killing, domestic or intimate partner violence, deprivation of inheritance or property, and elder abuse.

**Gender-disaggregated data:** Data that is collected, analysed and presented separately based on the participant/ respondent's gender (woman, man or gender-diverse based on socially constructed and individually perceived identity).

**Gender equality:** Gender equality refers to the equal rights, responsibilities and opportunities of women, men, girls and boys. Equality does not imply sameness but that the rights of women and men will not depend on the gender they were born with. Gender equality implies that the interests, needs and priorities of all genders are taken into consideration, recognizing the diversity of different groups. Gender equality is not a women's issue but should concern and fully engage all genders while recognizing that neither all men nor all women are a homogenous group.

**Gender equity:** Fairness in the distribution of responsibilities and benefits between women and men. To ensure fairness, temporary positive measures must often be put in place to compensate for the historical and social disadvantages that prevent women and men from operating on a level playing field. Equity is a justice-based means—equality is the human rights-based result.

**Gender identity:** A person's understanding of themselves as being a woman, man or gender-diverse person. This may or may not correspond with their birth sex.

**Gender mainstreaming:** The process of assessing the implications for women and men of any planned action,



including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

**Gender roles:** A set of prescriptions for action and behaviour assigned to men and women by society according to cultural norms and traditions.

**Intersectionality:** An analytical tool for understanding and responding to the ways gender identity intersects with and is constituted by other social factors such as socio-economic status, age, (dis)ability, race/ethnicity and sexual orientation.

**Multiple-track strategy for gender mainstreaming** (also known as dual mandate, or twin-track): Incorporating both gender-targeted interventions to support gender equality and women's empowerment in specific social groups, specific organizations and/or processes as well as gender-integrated efforts to ensure that gender equality is integrated across the substantive work of all sectors. Also known as using vertical as well as horizontal programming.

**Practical gender needs and strategic gender interests:** Practical gender needs are identified by women as a response to an immediate perceived necessity, and usually relate to inadequacies in living conditions such as water provision, health care or employment. Strategic gender interests tend to challenge gender divisions of power and control and traditionally defined norms and roles.

**Productive work:** Work done by both men and women for pay in cash or kind. It includes both market production with an exchange-value, and subsistence/home production with actual use-value, and also potential exchange-value. For women in agricultural production, this includes work as independent farmers, farm wives and wage workers.

**Reproductive work:** Childbearing/rearing responsibilities and domestic tasks done largely by women, required to guarantee the maintenance and reproduction of the labour force. It includes not only biological reproduction but also the care and maintenance of the work force (partner and working children) and the future work force (infants and children attending school).

**Sex:** The physical and biological characteristics that distinguish humans as female/male or intersex.

**Sex-disaggregated data:** Data that is collected, analysed and presented separately based on the participant/respondent's sex (female, male or intersex).

**Women's empowerment:** The process of developing women's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms.

## Annex 3. Sample Terms of Reference to Conduct a Gender Analysis in Digital Inclusion

### 1. Background to the assignment<sup>14</sup>

A clear description of why a gender analysis is required should be elaborated and should include reference to previous studies (national reports on gender issues, sector-relevant supporting data, monitoring reports, evaluations, etc.) that identified gender inequalities in the sector, or other inputs that generated gender-related questions to be answered. It is important that the background information indicates clearly the kind of inputs required for the subsequent design (or redesign) of the deliverables, or what inputs from the gender analysis report are requested in terms of policy and procedural guidelines.

### 2. The assignment

*Objectives:* State clearly what exactly will be studied under the gender analysis, including target groups, scope, etc., as well as specific research questions to be answered.

*Methodology:* Broadly specify the research methods to be used, including both participatory methods and qualitative data as well as quantitative sex-disaggregated data. Specify whether the person or team conducting the analysis will be working with other, national or international, gender experts or with ICT sector specialists.

*Deliverables:* Note the desired length of the Gender Analysis Report, as well as any other deliverables as required (e.g. inception report, first and final drafts, etc.). Specify that in addition to presenting the gender issues identified in the analysis, the report must also provide recommendations for programming.

### 3. Competencies, education and experience

*Education:* The gender expert should have:

- A postgraduate university degree in social sciences or another relevant discipline such as ICT, preferably with a specialization in gender.
- Academic or professional training/experience in the field of gender and development.
- Academic or professional training in social research methods.

*Technical and functional experience:* The gender expert should have:

- A minimum of five years' practical experience in the field of gender equality and gender mainstreaming.
- Formal training in gender analysis and demonstrated expertise in mainstreaming gender in projects and programmes.
- Thorough understanding of the gender context in country.
- Familiarity with gender analysis tools and methodologies.
- Strong communication skills and ability to work in a team and to liaise with various stakeholders at different levels.

*Languages:* Fluency in written and spoken [local language/English] is required. (NB: If only English is listed as required, suggest to include that 'Local language [where relevant] would be an asset'.)

## Annex 4. Sample Structure for a Gender Analysis Report

### 1. Introduction<sup>15</sup>

Brief description of the aims and objectives of the gender analysis, and a brief overview of the project or programme to which it contributes.

### 2. Methodology

Explanation of the methods and process used to conduct the gender analysis, including data sources, data collection methods, stakeholder mapping and the framework of guiding questions for analysis.

### 3. Gender equality in the digital inclusion / ICT sector

Broad overview of gender equality issues in the digital inclusion sector and relevant geographic areas to contextualise the analysis.

### 4. Gender analysis narrative

Detailed analysis of gender in the four realms of enquiry covered by the guiding questions. The information and data collected should be synthesized to highlight the gender-differentiated trends, insights, gaps and problems in each area:

- Legislative and policy frameworks
- Roles and responsibilities
- Access to and control over resources and services
- Decision-making power

### 5. Recommendations

Overview of potential project or programme entry points for creating gender-differentiated impacts, followed by specific recommendations on how the proposed project or programme interventions will challenge existing gender inequalities. These can follow the general structure of the programme document (if relevant), so that the recommendations are straightforward to integrate. This includes:

- Identifying potential activities, outputs and results, based on the gender issues identified in the analysis.
- Suggesting gender-sensitive indicators and sex-disaggregated baseline data.
- Providing budget estimates for gender-related activities.
- Providing recommendations to mainstream gender equality into the M&E methodology.

### Annexes

The annexes contain additional details, and could include a list of stakeholders consulted, data sources consulted, times, locations and participants in focus group discussions, draft results framework, etc.

## Annex 5. Key Resources

### Gender mainstreaming

United Nations (2013) [Mainstreaming a Gender Perspective into all Policies and Programmes in the United Nations System: Report of the Secretary-General \(E/2013/71\)](#)

UN Women (2022) [Handbook on Mainstreaming for Gender Equality Results.](#)

UN Women (2020) [Gender mainstreaming: A global strategy for achieving gender equality and the empowerment of women and girls.](#)

UN Women (2014) [Gender Mainstreaming in Development Programming: Guidance Note.](#)

### Gender analysis

CARE (2017) [Rapid Gender Analysis Toolkit.](#)

CARE (2021) [Gender Marker.](#)

C. March, I. A. Smyth, M. Mukhopadhyay (2005) [A Guide to Gender-Analysis Frameworks.](#)

Sida (2015) [Gender Analysis – Principles and Elements.](#)

UNDP (2016) [How to Conduct a Gender Analysis: A Guidance Note for UNDP Staff.](#)

UNDP (2001) Learning and Information Pack: Gender Analysis.

UNIDO (2021) [Guide to Gender Analysis and Gender Mainstreaming the Project Cycle.](#)

UNDPPA (2020) [Practical Guidance for Gender-Sensitive Conflict Analysis.](#)

### Gender in digital inclusion

Mariscal, J., G. Mayne, U. Aneja and A. Sorgner (2019) [Bridging the Gender Digital Gap.](#)

OECD (2018) [Bridging the Digital Gender Divide: Include, Upskill, Innovate.](#)

Ruhani, G. and R. Lock (2019) [Digital4Women: how to enable women empowerment in Africa through mainstreaming digital technologies and services in EU development programmes.](#)

UN University and EQUALS Global Partnership (2019) [Taking stock: Data and evidence on gender equality in digital access, skills and leadership.](#)

UN Women (2019) [Leveraging Digital Finance for Gender Equality and Women's Empowerment.](#)

UN Women (2020) [Gender and the Digital Divide in Situations of Displacement: The Experiences of Syrian Refugee Women in Al-Azraq and Al-Za'atari camps.](#)

USAID (no date) [Gender Digital Divide Gender Analysis Technical Resource.](#)

Vienna Discussion Forum; UNODC, UNIDO and the Permanent Missions of Finland, Norway and Sweden (2021) [Summary of Recommendations.](#)

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- Green Climate Fund (2017) [Mainstreaming Gender in Green Climate Fund Projects: A Practical Manual to Support the Integration of Gender Equality in Climate Change Interventions and Climate Finance](#). Incheon: Green Climate Fund.
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- 107 When developing interventions, elements in addition to the gender analysis findings need to be considered, such as the agency's comparative advantage, analysis of activities by other actors, involving the target populations in the definition and design of solutions, and ensuring that interventions with private sector entities are profitable.
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- 113 Glossary definitions have been adapted, for the purposes of this guidance note, from the UN Women Training Centre Glossary, and the UN Women Gender Mainstreaming Handbook and ECOSOC definitions, where applicable.
- 114 This material is adapted from UNDP (2016).
- 115 This material is adapted from UNIDO (2021) and Green Climate Fund (2017).



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