

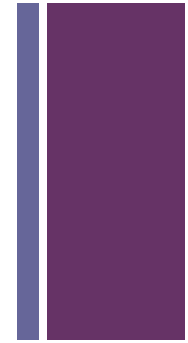
**Cinderella or
cyberella: Are
there
(really)gender
differences in
computer use and
training in africa
?**

Thierry Karsenti

Mohamed Maiga

Université de Montréal
Université de Bamako

+ **Outline of presentation**



- **Introduction**

- **Context**

- **Method**

- **Results**

- **Conclusion**

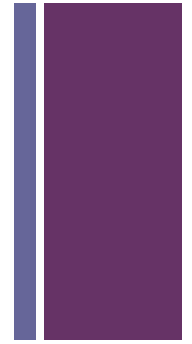


+

Introduction

+

The question



is no longer

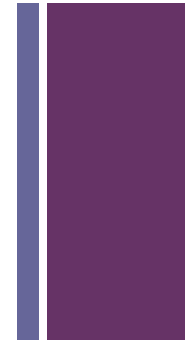
whether or not

to use ICTs.



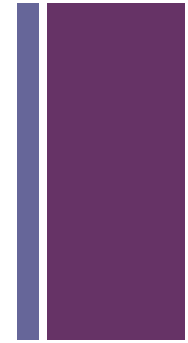
+ **Context**

+ Gender differences



- **Observed gender differences in the use of Information Communication Technology (ICT) constitute a form of digital divide.**

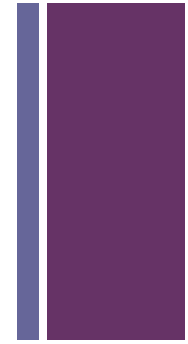
+ Gender differences



- **This digital divide is more prominent in the developing world and Africa provides a very obvious illustration of this.**

+

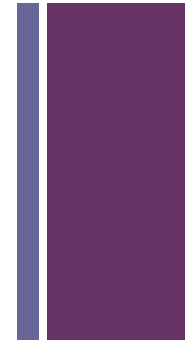
Gender and ICT



- **From the literature review, research on ICTs and gender centres on three themes:**

+

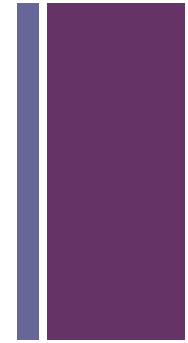
Gender and ICT



- **women's access to ICTs;**
- **women's ICTs usage and expertise;**
- **ICTs access and use equity between men and women.**



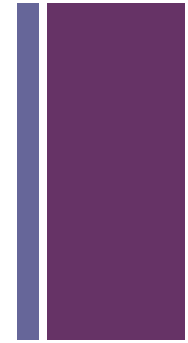
Gender and ICT



- It appears that the virtual space is still dominated by men, and that some spaces initially occupied by women were later taken over by men.**

+

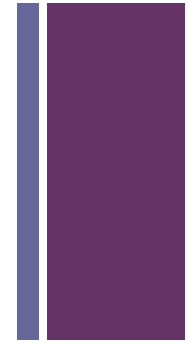
Gender and ICT



- **Women's limited access to ICTs would certainly result in negative educational and economic actions.**



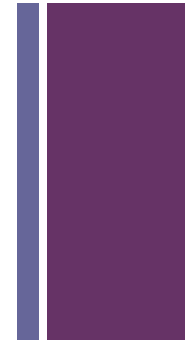
Gender and ICT



- **Overall, we note that ICTs projects have been carried out in the Southern countries without adapting technical solutions and management approaches to the characteristics, needs and contexts of the countries.**



Gender and ICT

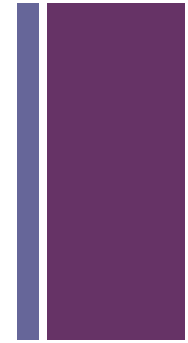


- **It would be important to develop tools to better collect and analyze quantitative and qualitative data on the tendencies of men and women to access and use ICTs and to identify the needs and aspirations of men and women in this area.**



+METHOD

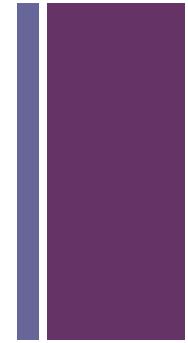
+ PanAf



- **The PanAf network's mission is to contribute to the development of African countries and people by increasing knowledge on the pedagogical integration of information and communication technologies (ICTs) in African schools and education systems.**

+

PanAf



- **IDRC' mission: to support research leading to recommendations for concrete improvements in the quality of teaching and learning.**

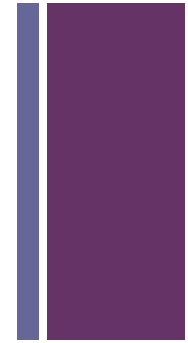
+ **Research question**

- **How, for whom and under what circumstances can the pedagogical integration of ICTs substantially improve the quality of teaching and learning at all levels and scales of African education systems?**



+

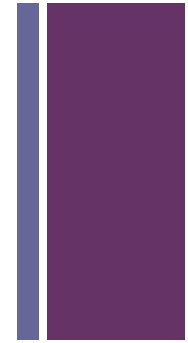
PanAf



- **PanAf Phase 2 will also include, for all objectives and research questions, comparative analyses along the theme of gender.**

+

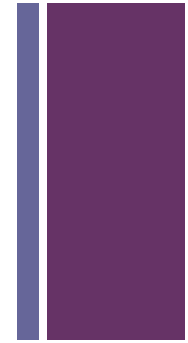
PanAf



- **IDRC' mission: to support research leading to recommendations for concrete improvements in the quality of teaching and learning.**

+

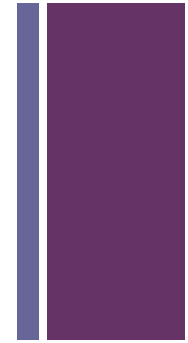
PanAf



- **The PanAf Observatory is a unique source of data for an examination of social factors in the application of information technology to education in Africa.**

+

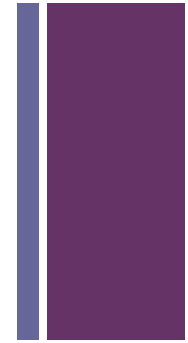
PanAf



- **Disaggregated data is vital to unmask internal gender inequalities while aggregated data allows for vital national and regional comparisons.**

+

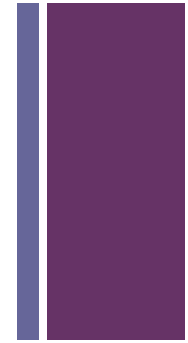
PanAf



- **Since this research project aims to contribute to social and equitable change, the project incorporated a consideration of gender at many levels—from project management to data collection and analysis and results distribution.**

+

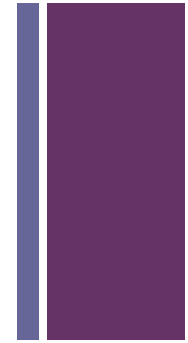
PanAf



- **Gender analysis essentially means separating gender as a category and examining a given phenomenon to see if the results are different for men or for women, boys and girls.**

+

Participants



- **260 000 students**
- **9000 teachers**
- **300 school principals and managers**



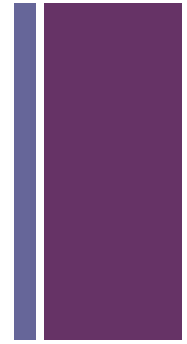
+ RESULTS

+

Are there

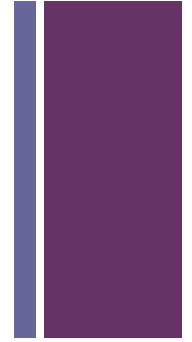
gender

differences ?



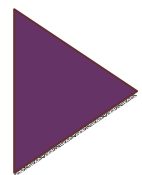
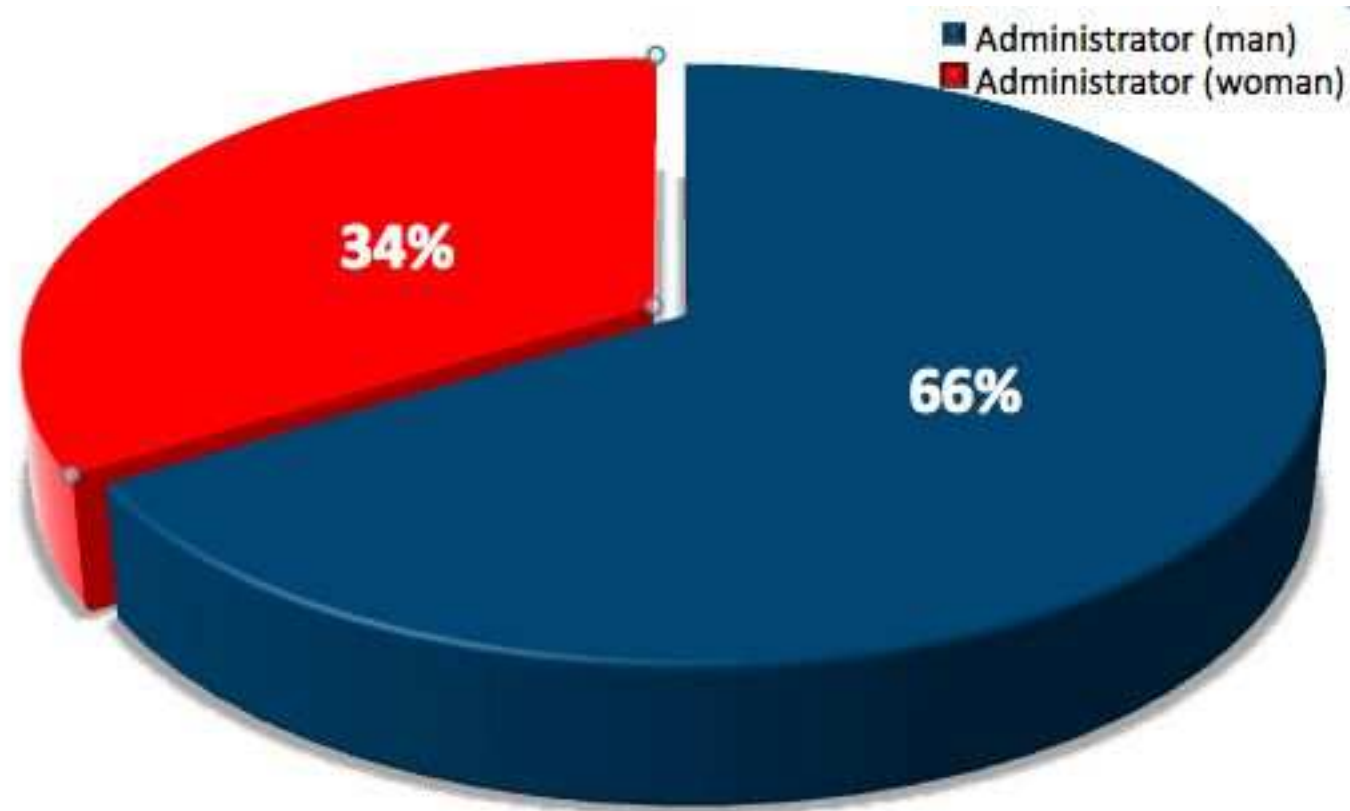
+

**Are there
empirically
verified gender
differences ?**



+

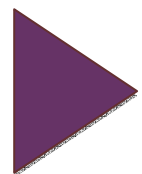
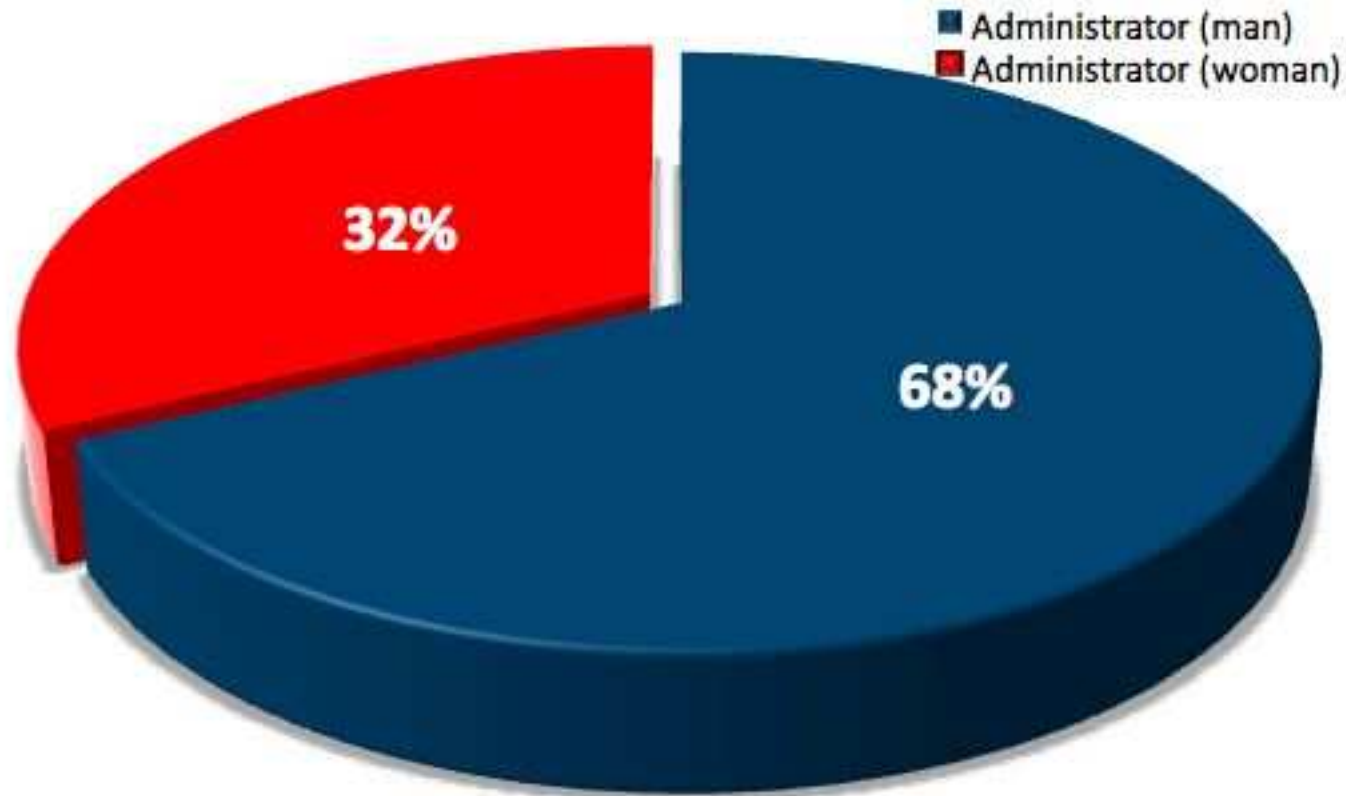
Administrators



Access to computer

+

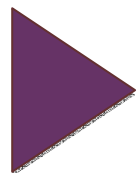
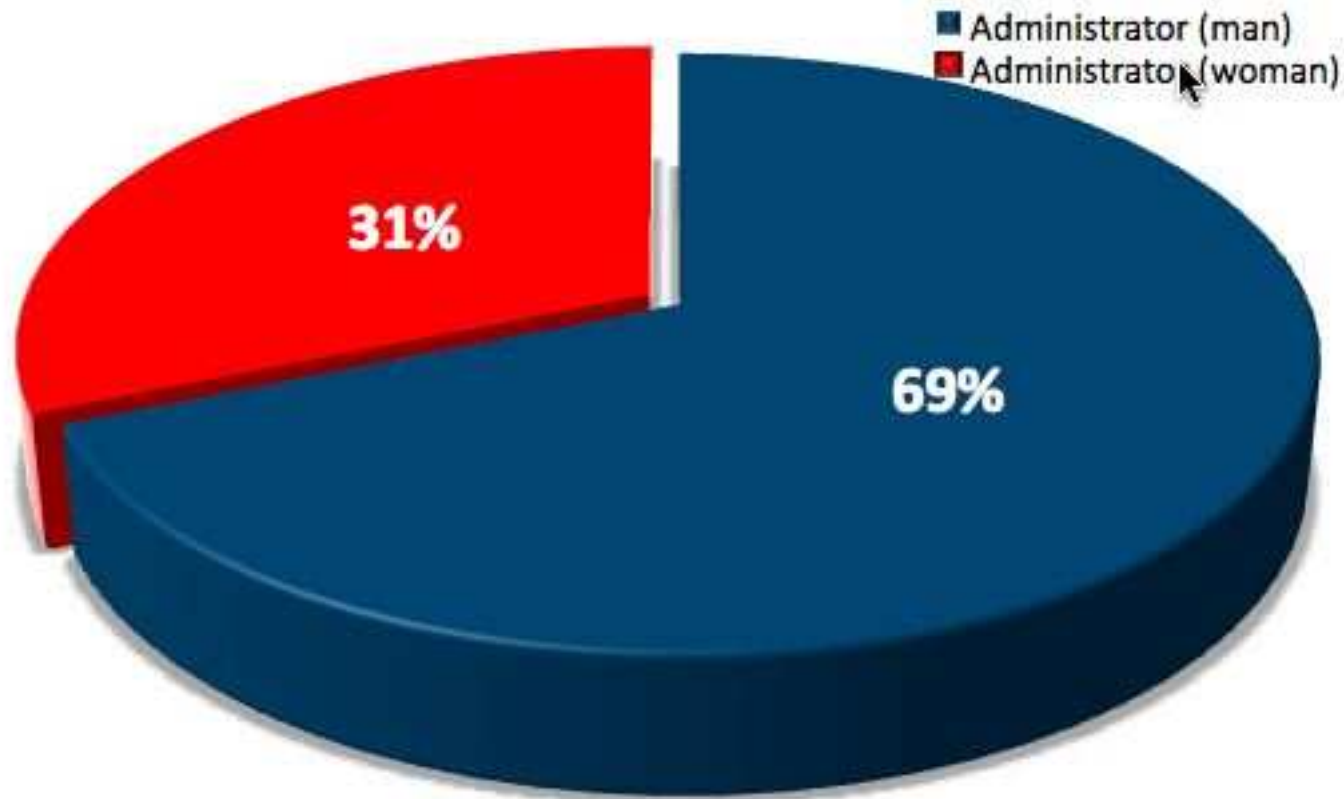
Administrators



Access to Internet

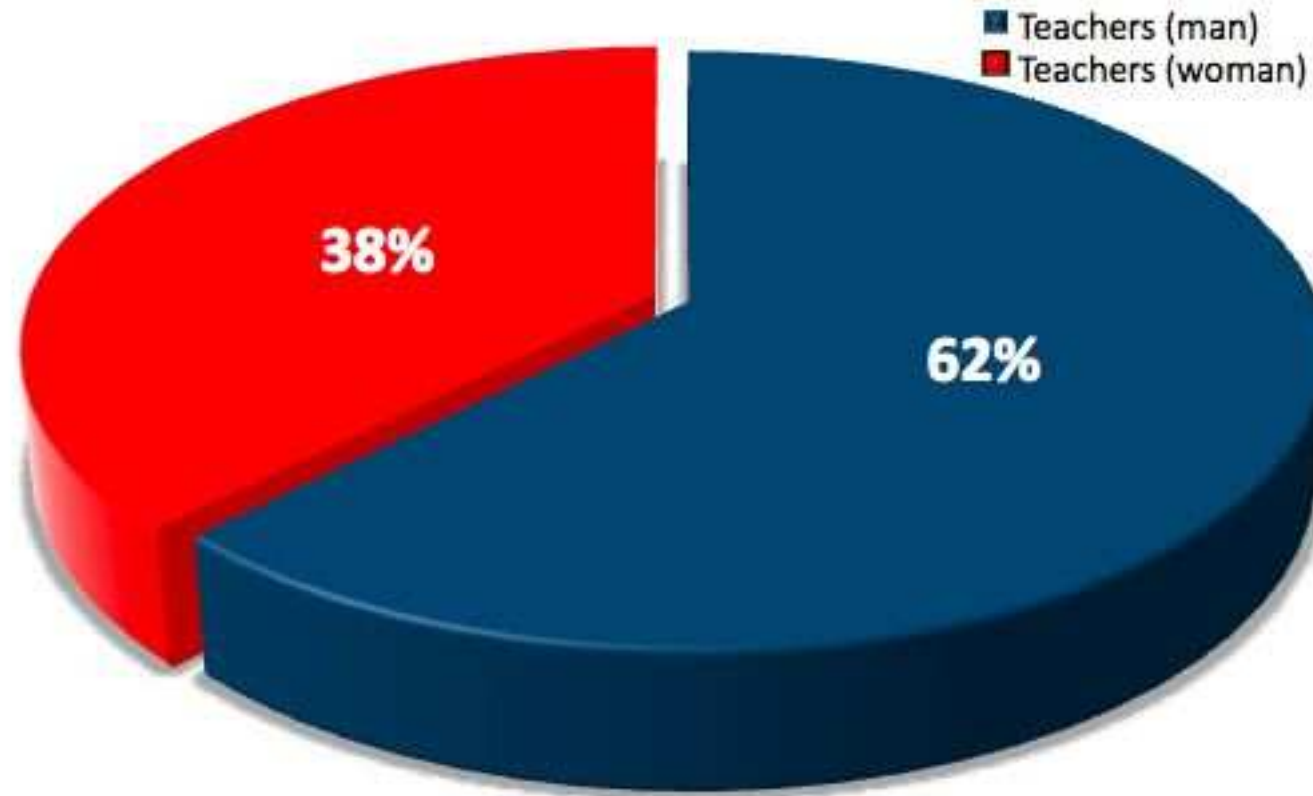
+

Administrators



Training

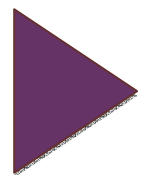
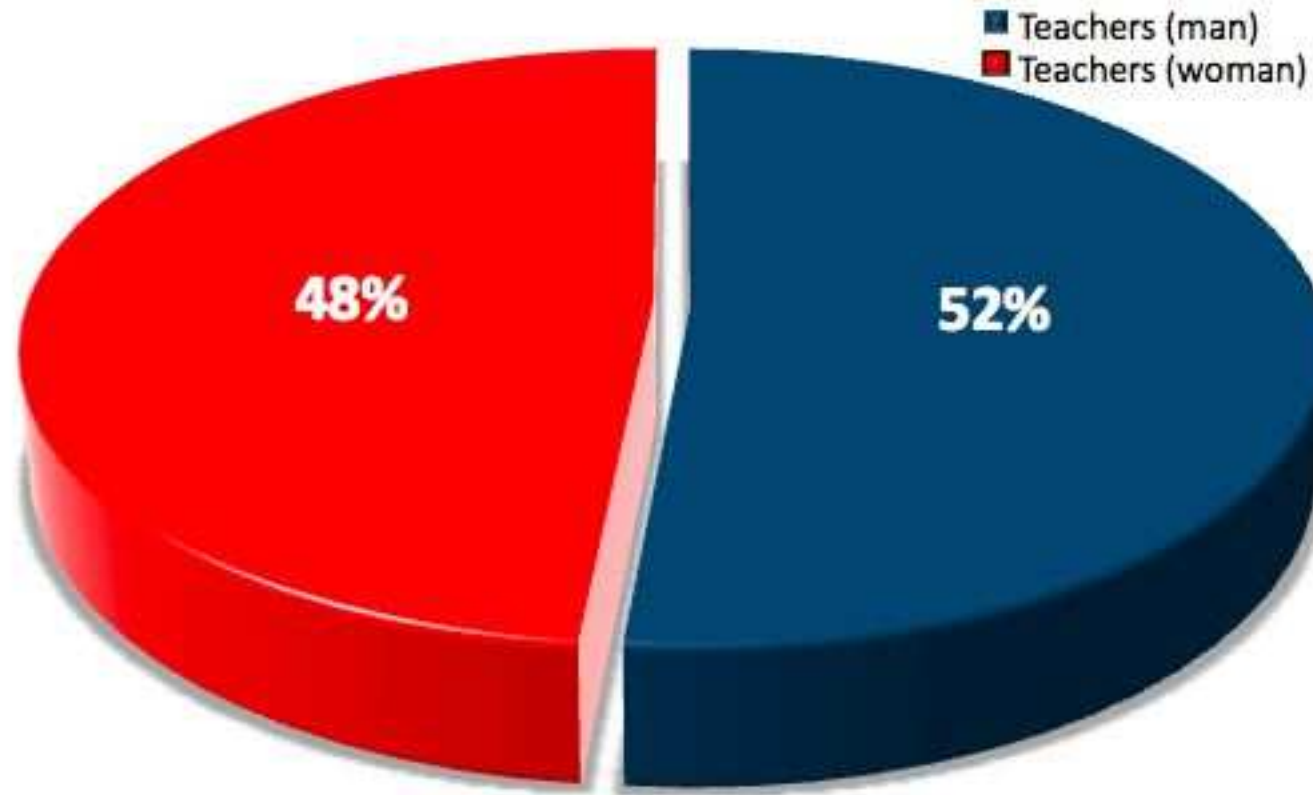
+ Teachers



► Access to computer

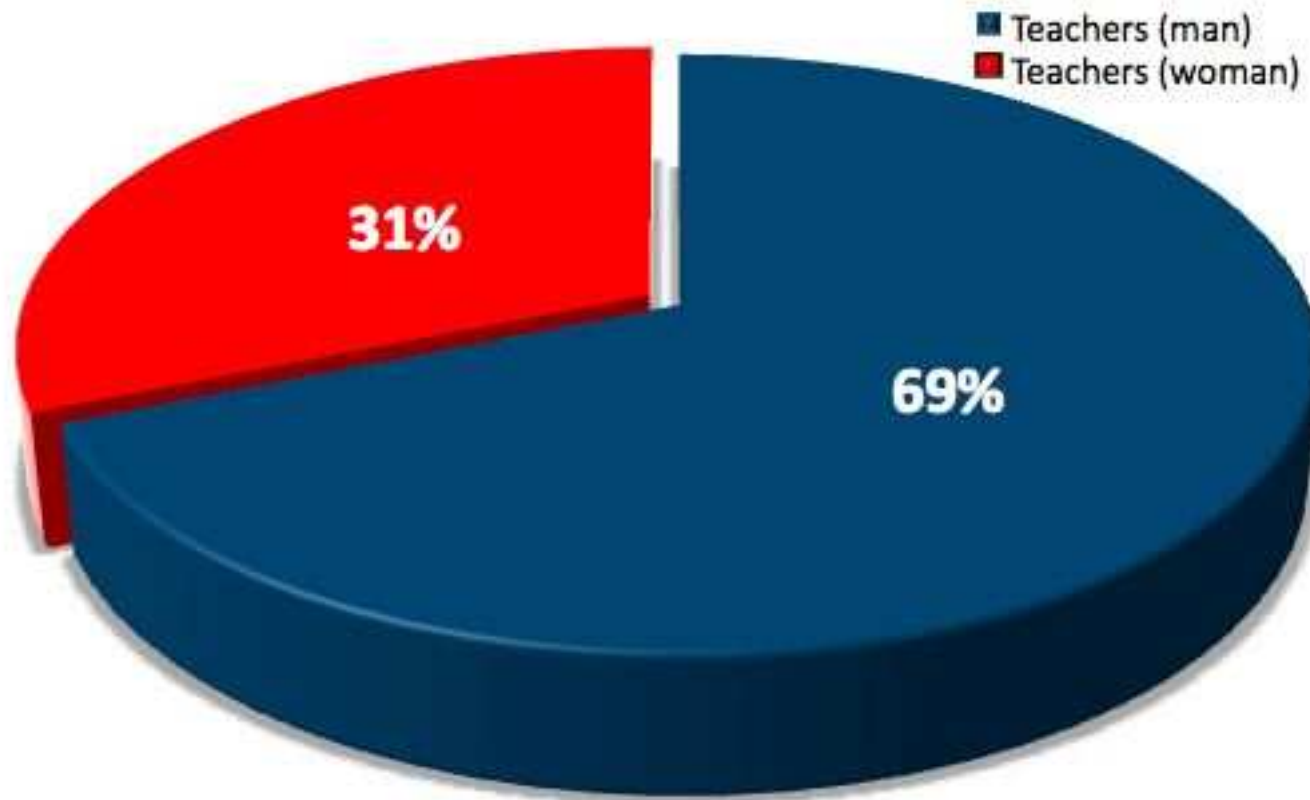
+

Teachers



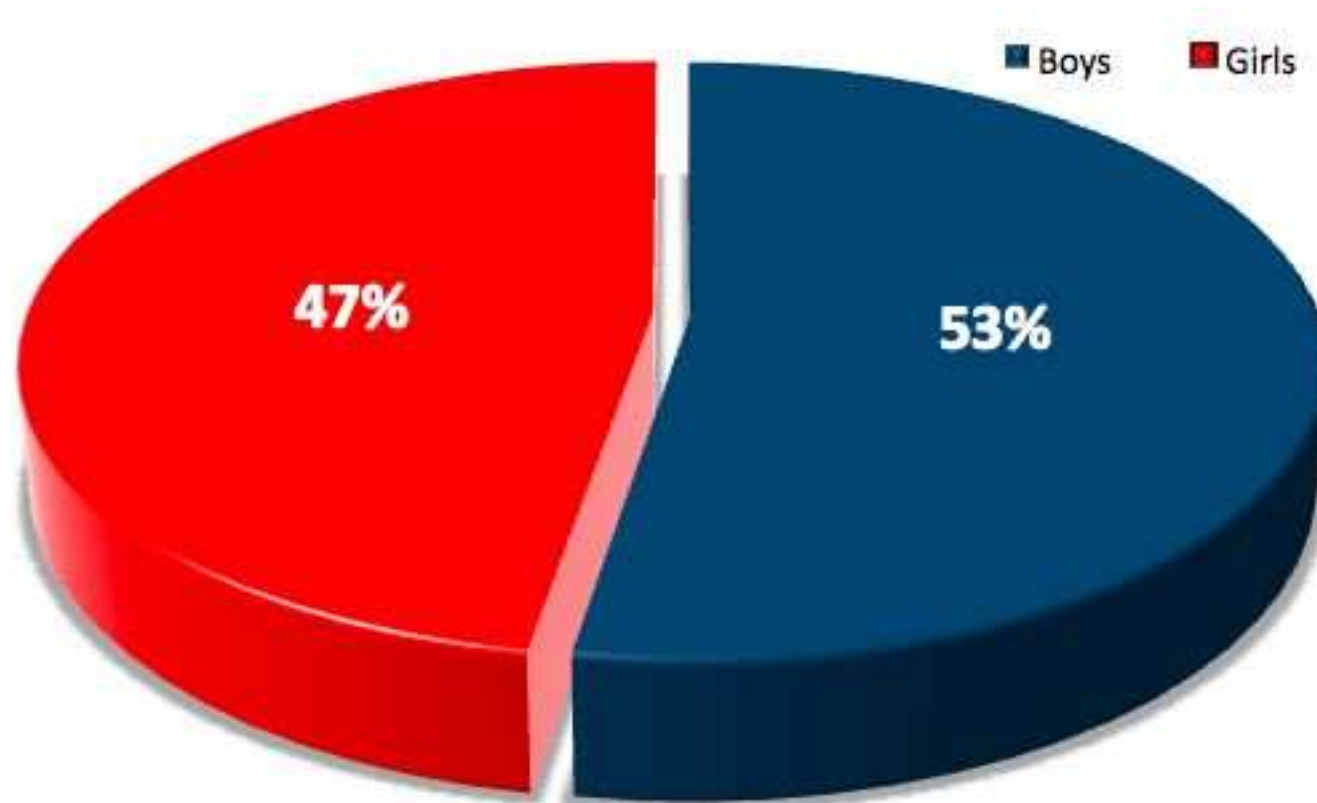
Access to Internet

+ Teachers



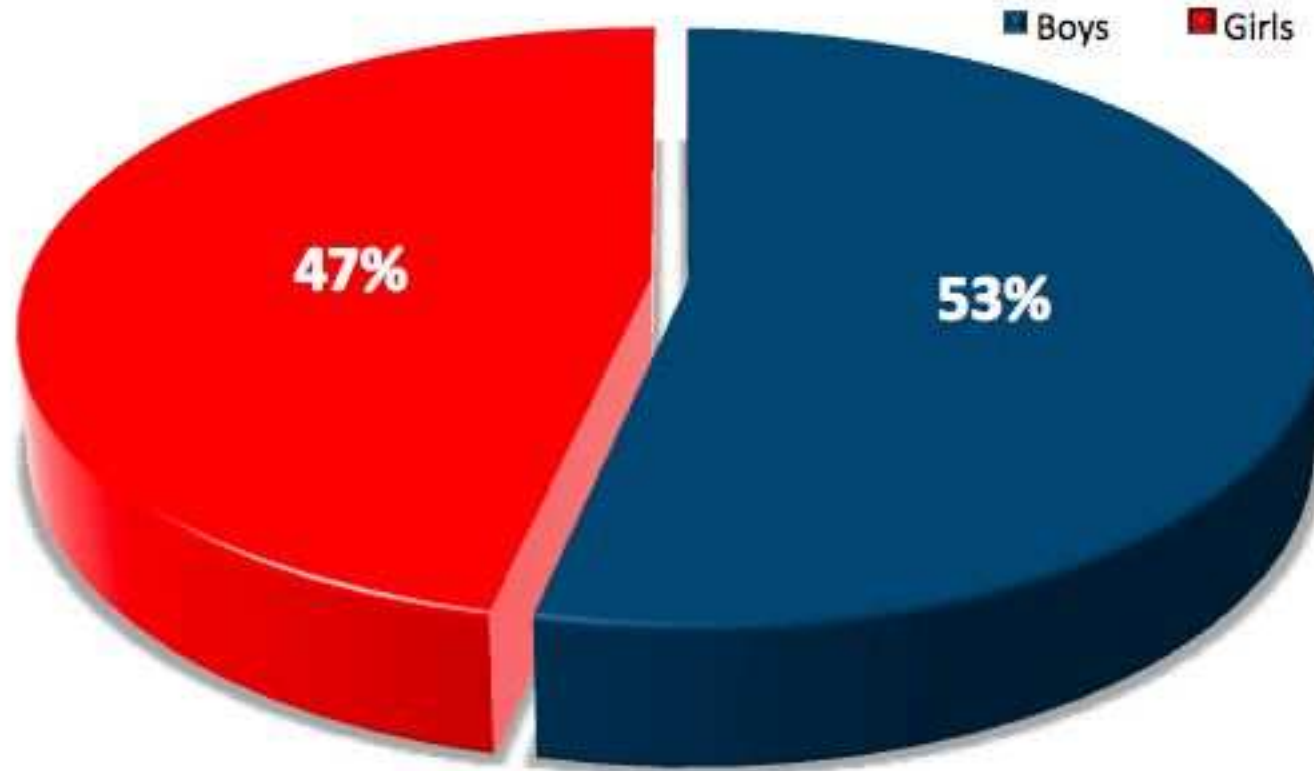
▶ Training

+ Students



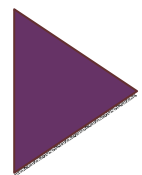
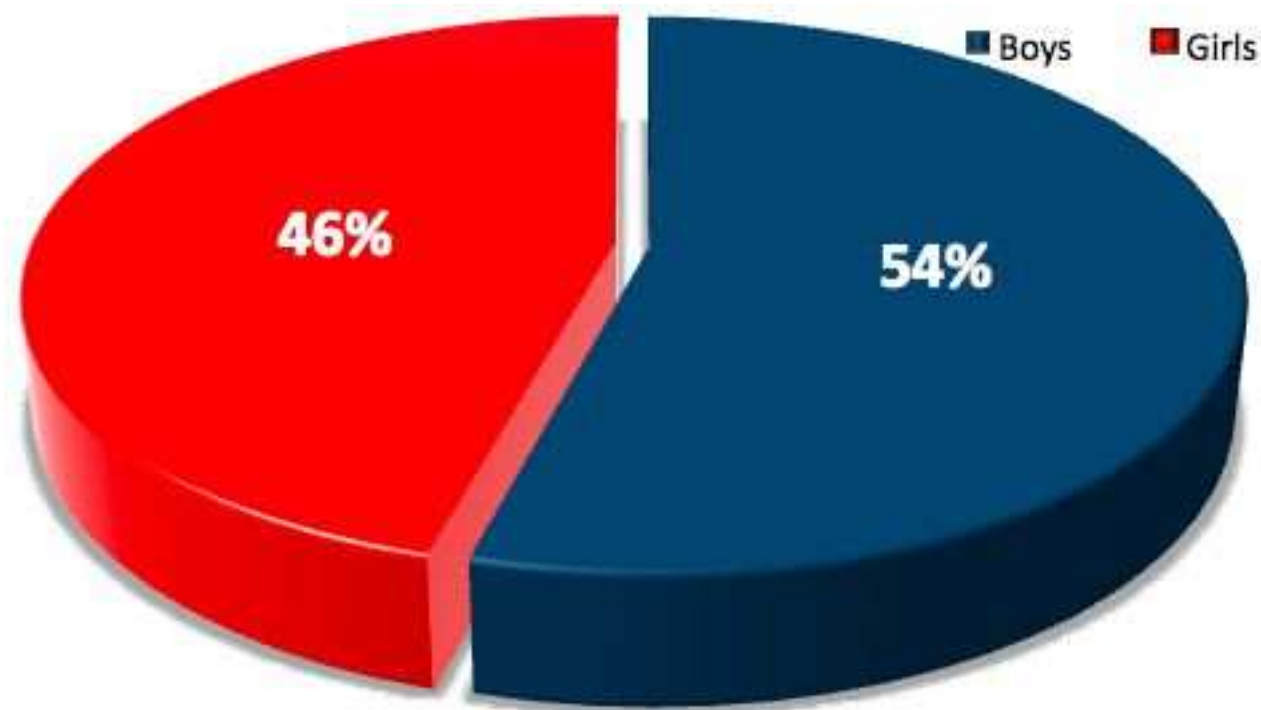
► Access to computer

+ Students



► Access to Internet

+ Students



Mixed schools: greater difference



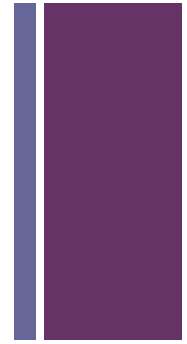
+ Conclusion

+

Are there

gender

differences ?



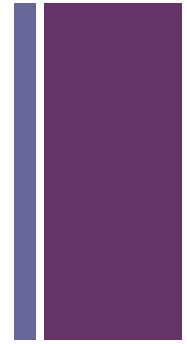
+

**Are there
empirically
verified gender
differences ?**



+

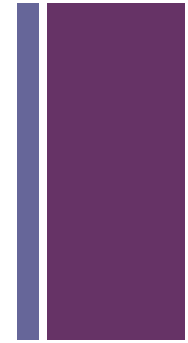
Yes.



**In almost all
indicators.**

+

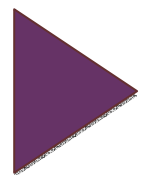
Gender differences



■ Administrators

■ Teachers

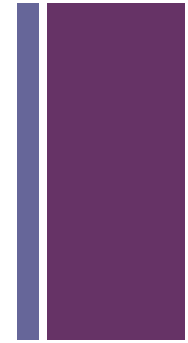
■ Students



Among people

+

Gender differences

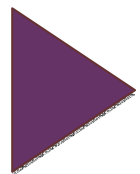
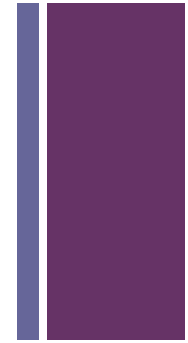


- Computer access
- Internet access
- Training (access)

▶ **Access, training, etc.**

+

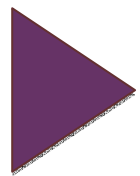
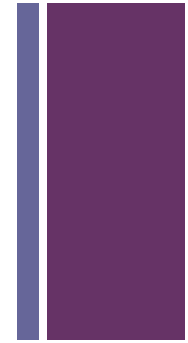
Administrators



Skills

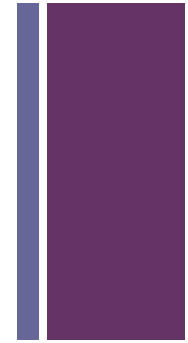
+

Administrators



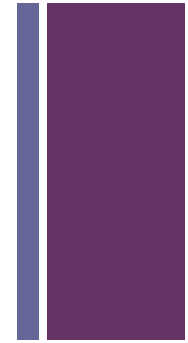
Use

+
Teachers



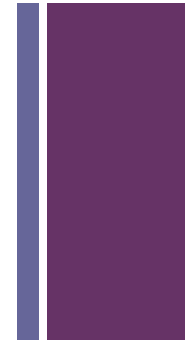
▶ **Skills**

+
Teachers



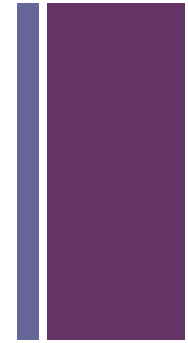
▶ **Use**

+
Students



▶ **Skills**

+
Students



▶ **Use**



+ Thank you.