APPENDIX A: COUNTRY PROFILES

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INTRODUCTION

The digital gender divide manifests in different ways. Across different countries, varying local institutional constraints and endowments including culture, legal framework, and resources help shape the ways women and girls are disadvantaged in their access and use of digital technologies or their meaningful participation in the digital economy. In a way, no two gender digital divides look alike.

While the main report looks at the digital gender divide at the global scale, this appendix views the issues at the country level. What does gender digital inequality look like in different countries?

Three countries from three different geographical regions (Africa, the Americas, and Asia Pacific) were selected to illustrate how gender digital divides play out in various contexts. Aside from geographical diversity, one of the main considerations in selecting a country to profile was to select a country where EQUALS coalition members had indicated plans to work on the ground. In this regard, Argentina, Indonesia, and Rwanda were chosen for the case studies. These countries provide an interesting study of contrast regarding the state of gender digital inequality in different parts of the world.

Argentina is one of the few countries where public-private sector commitment to narrow the gender gap has resulted in tangible outcomes. The data bear this out: the case study of Argentina illustrates a situation where the digital gender divide is narrowing or even approaching parity on some indicators. As the head of the G20 in 2018, Argentina has prioritised gender digital equality (https://responsiblefinanceforum.org/wp-content/uploads/2018/01/GPFI-Argentina-Priorities-Paper-2018.pdf)

Indonesia is one of the largest countries in Asia and the Pacific in terms of population and economy. It is also one of the most dynamic markets for ICTs, with mobile phone diffusion reaching 174 per 100 inhabitants. However, gender digital inequality remains substantial owing to many problems including its geographical size and the gender divide in access to education. This gender divide goes beyond ICT access, skills, and leadership issues. The issue cuts across the Indonesian society despite a strong top-down political commitment to address the problem such as by establishing a full ministry in charge of women's empowerment.

Among the three countries profiled in this report, Rwanda ranks the highest in the Gender Gap Report of the World Economic Forum ranking 4th out of 144 countries. However, indicators relevant to ICT access and skills still show substantial gap in women's access vis-à-vis men. Women lag substantially behind men in educational attainment which would affect women's participation in the country's nascent ICT sector.

By examining local data and resources where available, these country profiles provide a broad overview of gender digital inequality across a broad spectrum of cases: where substantial progress has been made in addressing gender digital divides (Argentina); where the issue persists despite a dynamic ICT market (Indonesia); and where the problem remains substantial despite having high gender equality in other areas (Rwanda). To be sure, these examples are but some of the many forms that the problem of gender digital inequality can take. However, as the data tables below show, there is insufficient official sex-disaggregated data to fully demonstrate the state of gender digital inequality in all three countries.

ARGENTINA

CONTEXT

From as early as 1985, with Argentina's accession to CEDAW, the country has made continuous efforts towards achieving gender equality. Numerous policies and programs have since been implemented, including gender quotas in labour unions and the creation of the National Women's Council. With regard to women in ICTs, there exist various academic institutions and civil society organisations that conduct research and encourage women's participation in the field. These include the Argentine Network of Gender, Science and Technology, and the Center of Studies on Science, Development and Higher Education. These government policies and public-private collaboration have had positive results. In the 2017 Gender Gap Report of the World Economic Forum, Argentina ranked 34th out of 144 countries in gender parity. It has performed well on some measures of gender parity: ranking 1st in the area of women's health and survival, 21st in political empowerment, and 44th in educational attainment. However, the country ranked 111th in women's economic participation.

ACCESS

Argentina is one of the few countries in the world where the digital gender divide in basic access is relatively marginal. According to the latest available data from ITU, there are more women (80%) than men (79%) using a mobile. While more men than women use the computer and internet, the difference is only 2%.

Even in aspects of meaningful use, women's access to and use of complex ICT services are comparable to men's. In 2017, Argentina was one of only four countries in the world where there were more women than men owning a bank account (including mobile money accounts), according to data from the Global Findex survey. Based on the same dataset, overall, more women than men have reportedly made or received digital payments in the past year.

SKILLS

Unfortunately, the ITU database of gender-disaggregated data on digital skills has no data for Argentina. However, a report by Accenture notes that women's digital fluency- or the extent to which they embrace and use digital technologies to become more knowledgeable, connected, and effective- is higher than that of men.

According to OECD, the share of 25-34 year-olds who had completed their upper secondary education reached 38% for both men and women in 2014. However, more women than men were expected to graduate from upper secondary education in their lifetime at 69% compared with 49% for men. Tertiary education remained limited with only 21% (2014) of 24-64 year-olds having attained a tertiary education – which was less than the OECD average of 37% but still higher than other Latin American countries like Brazil (15%) and Mexico (17%). In 2013, most first-time graduates were women at the bachelor's (62%), masters' (58%), and doctoral (56%) level. However, there is a high gender imbalance in fields such as education and humanities where majority of graduates are women. In the field of STEM, Argentina has more gender equality than OECD countries on average, but this is against the backdrop of an overall low share of STEM graduates (14%, which is well below the OECD average of 23%).

LEADERSHIP

On the political front, women's participation and representation has increased steadily over the years with a female president being elected and reelected between 2007 and 2015. Argentina became a pioneer in women's political participation by instituting a quota system in 1991 which required 30% of all candidates for elections to be women. In 2018, 40% of seats in Argentina's national parliament were held by women, ranking 17th globally. However, more work needs to be done to ensure that women are more fully engaged in running the public sector.

In decision-making positions, specifically in the public sector at national science and technology institutions and in higher education, women's representation is lower than men. In 2013, women made up 36% of the Science, Technology, and Productive Innovation Commission of the lower house of parliament. In the same year, the proportion of women in the Ministry of Science, Technology and Innovation (MINCYT) for all categories of staff was at 52%. But women only accounted for one third of staff working in the management and coordination of MINCYT. In the National Scientific and Technical Research Council in 2013, there were only 2 females out of 8 board members. In higher education decision-making positions, there were only 8 female rectors among Argentina's 53 national universities in 2014. Similarly, in the same year, there were 47 male vice-rectors and only 9 were female.

Women's participation in the economy is low relative to men with the labour force participation rate for women at only 56% for women compared to 82% for men in 2017. Nonetheless, there are sectors where the proportion of women workers is relatively high. For example, in high-skills occupations, 49% of workers are women. However overall, women are less represented in management positions with only 31% female managers in total management positions (2013), 36% categorised as chief executive, senior officials, and legislators (2014), and 39% in senior and middle management positions (2015).

CONCLUSION

Overall, Argentina has done well in narrowing the digital gender divide in access and skills but not in leadership. The digital gender divide in basic access, and even some aspects of meaningful use where data are available, is getting narrower or even approaching parity. For STEM training, the problem is more related to the overall low level of people studying STEM subjects and pursuing higher education rather than a gender divide issue. While Argentina was the first country in the world to introduce a quota law ensuring 30% of candidates standing for election are women, women continue to face obstacles to meaningful participation in the nation's political life, with little representation in decision making processes in the public sector. Similarly, in the private sector, there are far fewer women represented in senior management roles compared to men.

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- World Bank Women, Business and the Law 2018

INDONESIA *CONTEXT*

Discussions on gender issues have been a part of the development discourse in Indonesia for more than two decades now and a number of government policies have been instituted to support greater participation of women in the economic, social, and political life of the country. Indonesia ratified CEDAW more than three decades ago and the constitution recognises equality before the law. Indonesia is also one of a select few countries with a ministry dedicated to women's empowerment. However, this top down embrace of gender policies has not resulted in gender parity. In the 2017 Global Gender Gap Report, Indonesia ranked 84th out of 144 countries. The gender divide cuts across many spheres of Indonesian society and is observable in access to and participation in the digital economy. Factors that explain the gender digital divide include low level of digital media literacy of women compared to men, lack of education, lack of opportunities, less income and subsequently less free time for women, as well as the predominantly male dominated social structure of the country.

ACCESS

Basic access to ICTs is a challenge in Indonesia owing to the physical scale, geography, and archipelagic nature of the country. The problem is compounded by the country's large population which stood at 250 million in 2016. Mobile phones are the main means of accessing digital content in the country. In 2017, mobile subscribers per 100 inhabitants stood at 174. Despite this, there is a gender gap in mobile phone ownership. Only 52% of women owned a mobile phone compared to 64% for men in 2016. There were also fewer women accessing the internet and using a computer.

One aspect of meaningful use where data are available is in use of digital financial services. Based on data from the World Bank Findex (2017), Indonesia is one of only four countries in the world where there are more women than men owning a bank account (including mobile money account). There are also more women than men who have made or received digital payments in the past.

SKILLS

Access to education and low digital literacy have been cited as key barriers that exacerbate the gender digital divide in Indonesia. Unfortunately, ITU does not have gender-disaggregated data on basic ICT skills for the country. Nonetheless, this problem of low digital literacy and skills is being addressed by the government through formal educational channels. The national education curriculum includes specific objectives for a subject on basic computing skills at the primary and secondary levels to improve. Women lag behind men across primary, secondary, and tertiary educational attainment. In fields related to STEM and ICT, the number of female tertiary graduates in these areas also falls behind male graduates. Of the total graduates in tertiary STEM programme in 2014, only 38% were women. In the field of ICT and engineering/manufacturing and construction, the percentage share of women graduates stood at 36% in 2014. The reverse is true in health and welfare programs where there are more women graduates than men.

In Indonesia, there is political commitment to promote the integration of ICT in education. The national policy and national plan include strategies to integrate ICTs in education at the primary and secondary levels. Outside traditional educational routes, non-government and for-profit organisations have been active in urban areas in promoting alternative pathways to ICT skills upgrading through coding boot camps, she-hacks (or hackathons exclusive to women) among others.

LEADERSHIP

The gender gap in political and economic leadership positions remain substantial. From 2009 to 2014, women made up 18% of the total members of parliament while female members of the cabinet made up 12%. In 2018, Indonesia ranked 101st out of 193 countries in terms of female representation in parliament, with 20% of seats in national parliament held by women. In the public sector, women also tend

to hold positions that are seen as "soft" such as those relating to women's issues.

Women are similarly underrepresented in economic leadership positions. In 2015, women accounted for only 22% of total management positions. In senior and middle management positions and amongst chief executives, senior officials, and legislators, the proportion of women is even lower at 21% and 15% respectively. According to the ILO in 2017, women made up 46% of workers classified under high-skill occupations. Specific to ICT and related industries, women's participation remains low. In 2016, female employment in ICT occupations was at just 5%. Among electrical and electronic trades workers, women made up 12% of the total workforce. The situation is slightly better in the telecommunications industry where women made up 38% of the workforce.

CONCLUSION

The state of the gender digital divide across access, skills, and leadership in Indonesia remains an ongoing concern. Incomplete data on meaningful access prevent us from drawing a holistic picture of the state of the gender digital divide beyond basic access. Top-down embrace of policies related to women empowerment has not resulted to the desired outcome of greater gender parity. Structural issues including digital literacy, access to education and economic opportunities are some of the underlying issues that are seen as contributing to the gender digital divide.

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RWANDA *CONTEXT*

Rwanda has made efforts in recent years to attain gender equality through implementation of numerous policies and commitments at different levels of society. At the international level, Rwanda is committed to the Convention on the Elimination of All Forms of Discrimination against Women and has adopted the Beijing Platform for Action. On a national level, the Ministry of Gender and Family Promotion was established in 2003 to promote gender equality throughout the development process of the country. In 2010, the National Gender Policy was initiated which requires each government ministry to have a gender sector policy and strategic plan. At both the national and community level, the National Women's Council (an organ under the Ministry of Gender and Family Promotion) facilitates forums and development activities for women's empowerment. In addition, there are Faith Based Organisations at the community and family level that create dialogues for healthy gender relations. These efforts have resulted in positive outcomes leading to Rwanda ranking 4th out of 144 countries in the 2017 Global Gender Gap Report. Despite these efforts, there are still significant gender digital divides in Rwanda.

ACCESS

While the ITU does not have gender disaggregated data on access and use of ICTs in Rwanda, we can glean the state of gender digital divides in the country using data from the Integrated Household and Living Condition Survey (EICV) 4 administered by the National Institute of Statistics of Rwanda in 2015. In general, women lag behind men in basic access. In 2015, female-headed households had lower access to ICT assets such as mobile phones (51% versus 68% for male-headed households) and computers (2% versus 3%). The percentage of households whose members had access to the internet was also lower for female-headed household (8% as compared to 10% for male-headed households).

The EICV 4 data also notes that the percentage of the population aged 15 years and above that is computer literate is lower for females (7%) as compared to males (10%). In terms of meaningful access, 33% of females made or received digital payments in the past year which is much lower than male respondents (45%). Barriers to basic and meaningful ICT access include cultural norms that assign women traditional gender roles, such as responsibility for household chores and child care activities. This results in women not having enough free time to access or use ICTs. Men also have the traditional role of being the sole financial providers for the family, which contributes to women's lack of finances for ICT access. The unequal distribution of ICT facilities in rural areas discourages women accessing these facilities due to the long walking distances. Women have relatively lower English language skills, creating an additional barrier since English is the main language used on computers. Additionally, negative perception of ICTs, such as associating them with pornography, put off women from using ICTs.

Rwanda has proposed national ICT initiatives to improve access to ICTs, such as Multipurpose Community Centres which promote public access to computing facilities. In addition, initiatives have been set up to improve staff recruitment and advancement at village knowledge centers in rural areas.

SKILLS

Despite ranking 4th overall in the 2017 global gender gap, Rwanda ranked 113th in educational attainment, based on the same ranking. This is primarily influenced by the substantial gender gap in tertiary enrolment and overall literacy rates (65% female versus 72% male).

Based on EICV 4 data, in 2015 there was almost gender parity in basic education and more women enrolled in primary (50%) and secondary levels (53%) in Rwanda. However, there were fewer women enrolled at the tertiary level where 43% of total enrolment was female. This gender gap was especially evident in science and technology-based disciplines. There were more men than women enrolled in science programs (32% women), and engineering/manufacturing and construction programs (19%). The reverse was true for other programs such as social sciences, business, and law where 54% of enrolled students in 2015 were female, and in services-related programs, where female share of enrolled students stood at 58%.

LEADERSHIP

In terms of leadership, women are well represented in the public sector but not in the economic sphere. Rwanda currently leads the world with the highest number of women elected to parliament. As of June 2018, the lower house consisted of 61% women and the upper house 38% women. However, the proportion of women in government ministerial positions was lower than men at 40% in 2016. There were also more women governors in Rwanda as of 2016 (60% women governors) but only 17% of mayors were women.

Women are under-represented in economic leadership positions. The economy of Rwanda is primarily agriculture-based, and this is where majority (79%) of female workers over the age of 16 are found. In 2014, only 14% of total management positions were held by women. About 40% of positions in high skills occupations were held by women. Based on the 2016 National Gender Statistics Report of Rwanda, only 0.1% of female workers work in the information and

communication sector and 0.2% work in professional, scientific and technical activities (compared to 0.3 and 0.6% respectively for men). The report also shows that in 2014 there were only 28 female managers of information and communication establishments, compared to 375 male managers. The number of female managers of professional, scientific and technical establishments was less than half that of males (308 compared to 654).

CONCLUSION

The problem of basic access in Rwanda is true for both men and women but is more acute for women. In general, Rwanda has fared well in narrowing gender gaps in educational attainment especially at the primary and secondary levels. However, challenges remain at the tertiary level where there are less women enrolled in tertiary programs and especially in STEM related programs. Women are visible and well represented in the political sphere but not in economic activities. The low participation of women in ICT-related economic activities is related to the general composition of the economy – the main national industries are agriculture, forestry, and fishing. To ensure appropriate policymaking and interventions, more official statistics and rigorous research are needed on the state of female access to ICTs and participation in the digital economy.

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DATA TABLE

ACCESS

Table A.1
Mobile and internet access, by country

INDICATOR	DATA SOURCE	Argentina	Indonesia	Rwanda
Basic Access (ITU indicators, 2017)				
Fixed-telephone subscriptions per 100 inhabitants	ITU	21.5	4.2	0.1
Mobile-cellular subscriptions per 100 inhabitants	ITU	139.8	173.8	72.2
Using a mobile phone (%), Female (Male) 2016	ITU	80 (79)	N/A	N/A
Owning a mobile phone (%), Female (Male) 2016	ITU	N/A	52 (64)	N/A
Fixed-broadband subscriptions per 100 inhabitants	ITU	15.2	1.2	0
Mobile-broadband subscriptions per 100 inhabitants	ITU	78	95.6	35
Households with a computer (%)	ITU	66	19.1	4.5
Households with Internet access at home (%)	ITU	71.8	47.2	9.3
Individuals using the Internet (%), Female (Male) 2016	ITU	70 (72)	24 (28)	20
Individuals using the computer (%), Female (Male) 2016	ITU	46 (48)	16 (48)	N/A
Meaningful Access 2017				
Used the internet to pay bills or to buy something online in the past year (% age 15+; male/female %)	World bank	19 (21/16)	11 (9/13)	5 (6/3)
Used a mobile phone or the internet to access an account (% age 15+; male/female)	World bank	10 (14/8)	8 (7/8)	29 (34/24)
Made or received digital payments in the past year (% age 15+)	World bank	40 (38/42)	35 (34/35)	39 (45/33)
Violence against Women				
Is there domestic violence (covering physical, sexual, emotional and economic) legislation?	World bank	YES	YES	YES
Do protection orders for domestic violence exist?		YES	YES	NO
Is there legislation that specifically addresses sexual harassment?	World bank	YES	NO	YES
Is there sexual harassment legislation in public places?		YES	NO	NO
Are there civil remedies for sexual harassment inemployment?		NO	NO	NO
Subjected to a current/former intimate partner (%)	UN Women	N/A	N/A	20.4

SKILLS

Table A.2
Skills and education, by country

INDICATOR	DATA SOURCE	Argentina	Indonesia	Rwanda
Net Enrolment, secondary (% Female, 2016)	World Bank	91%	78%	30%
Net Enrolment, secondary (% Male, 2016)	World Bank	86%	76%	25%
Net Attendance Rate: Upper Secondary (% Females, 2015)	DHS	NA	NA	16.3%
Net Attendance Rate: Upper Secondary (% Males, 2015)	DHS	NA	NA	12.5%
School life expectancy at secondary Females (years, 2015)	UIS	6.65	5.27	2.35
School life expectancy at secondary Males (years, 2015)	UIS	6.28	5.23	2.18
Percentage of Female students in secondary education enrolled in vocational programs (%, 2016)	World Bank	NA	16%	14%
Percentage of Male students in secondary education enrolled in vocational programs (%, 2016)	World Bank	NA	20.8%	18.8%
Gross Enrolment, Tertiary (% Female, 2016)	UIS	107%	29%	7%
Gross Enrolment, Tertiary (% Male, 2016)	UIS	65%	26%	9%
Tertiary graduates by level of education (number, 2016,2016, 2015)	UIS	235.555	1.145.276	19.969
Percentage of graduates in Tertiary level STEM programme who are Female (% 2014)	UIS	NA	37.5%	NA
Tertiary graduates in ICT (% Female, 2014)	UIS	NA	6.7%	NA
Tertiary graduates in ICT (% Male, 2014)	UIS	NA	13.1%	NA
Percentage of tertiary graduates in ICT who are Female (2014)	UIS	NA	36%	NA
Tertiary graduates in Natural Sciences, Mathematics and Statistics (% Female, 2014)	UIS	NA	1.7%	NA
Tertiary graduates in Natural Sciences, Mathematics and Statistics (% Male, 2014)	UIS	NA	1.4%	NA
Percentage of tertiary graduates in Natural Sciences, Mathematics and Statistics programme who are Female (%, 2014)	UIS	49.5%	57.1%	NA
Tertiary graduates in Engineering, Manufacturing and Construction (% Female, 2014)	UIS	NA	6.4%	NA
Tertiary graduates in Engineering, Manufacturing and Construction (% Male, 2014)	UIS	NA	12.5%	NA
Percentage of tertiary graduates in Engineering, Manufacturing and Construction who are Female (%, 2014)	UIS	35.4%	35.8%	23.2%
15-24 year olds enrolled in vocational secondary education (% Female, 2015)	UIS	NA	8.34%	NA
15-24 year olds enrolled in vocational secondary education (% Male, 2015)	UIS	NA	10.65%	NA
PISA Science Performance mean score (Girls: Boys)	OECD	NA	405:401	NA
PISA Mathematics Performance mean score (Girls: Boys)	OECD	NA	387:385	NA
PISA Reading Performance mean score (Girls: Boys)	OECD	NA	409:386	NA
% of total researcher female	OECD	52.6%	NA	NA

LEADERSHIP

Table A.3
Women in employment, entrepreneurship, and policymaking, by country

INDICATOR	DATA SOURCE	Argentina	Indonesia	Rwanda
Proportion of females in high-skill occupations, 2017	ILO	48.9%	45.7%	40%
Proportion of females, Telecommunications industry, 2016	ILO	N/A	37.8%	N/A
Proportion of female ICT Professionals	ILO	21.4% (2014)	5.3% (2016)	N/A
Proportion of female Electrical and Electronic Trades Workers, 2016	ILO	N/A	12.2%	N/A
Proportion of female STEM Faculty				
Proportion of female business school faculty				
Proportion of female Engineering & Technology Researchers, 2015	UNESCO Institute for Statistics	N/A	N/A	N/A
Proportion of female Software Developers				
Proportion of females leaving ICT industry due to discrimination				
Proportion of female managers, Total management	ILO	30.6% (2014)	22.4% (2015)	14.1% (2014)
Proportion of female managers – Senior & middle management	ILO	38.6% (2016)	21.5% (2015)	N/A
Proportion of female managers – chief executives, senior officials & legislators	ILO	35.7% (2014)	15.4% (2016)	N/A
Proportion of female managers – Telecom, other ICT companies				
Proportion of female members and heads – Academies of Science				
Proportion of females, ICT company boards				
Gender pay gap: managers, professionals, technicians & associate professionals	ILO	N/A	N/A	N/A
Mean hours of work (female/male): - Managers - Professionals - Technicians/ associate professionals	ILOSTAT	73/89 (2014) 54/70 (2014) 74/84 (2014)	40/42 (2017) 33/37 (2017) 41/44 (2017)	47/57 (2014) 42/40 (2014) 42/38 (2014)
Proportion of time spent on unpaid domestic and care work (female/male)	ILO	23.7%/8.2% (2013)	N/A	N/A
Nondiscrimination clause mentions gender	WB Women, Business & the Law (WB WBL) 2018	No	Yes	Yes
Maternity leave, paid breastfeeding options at work (infant's first 6 months)	WB WBL 2018; World Policy Research Center	Paid leave – 90 days, 100% of wages; Paid breastfeeding breaks	Paid leave – 90 days, 100% of wages; Paid breastfeeding breaks	Paid leave – 84 days, 100% of wages; Paid breastfeeding breaks
Law prohibits gender discrimination in employment	WB WBL 2018	Yes	Yes	Yes
Equal pay for equal work policy	WB WBL 2018	Yes	No	No
Policy prohibiting sexual harassment in employment	WB WBL, 2018	Yes	No	Yes
Experience workplace discrimination/harassment				
Entrepreneurship				
Firms with female participation in ownership	World Bank	38%	22%	42,70%
Access to business training	OECD	N/A	N/A	N/A
Bank/mobile account ownership, 2017 (female/male)	WB Global Findex 2017	50.8%/ 46.5%	51.4%/ 46%	45%/ 55.7%
Saved at financial institution, 2017 (female/male)	WB Global Findex 2017	4.9%/ 9.8%	22.3%/ 20.7%	15.6%/ 22.7%
Borrowed from financial institution (female/male), 2017	WB Global Findex 2017	7.6%/ 7%	16.8%/ 17.6%	6.4%/ 9%
Access to venture capital	WB Global Findex 2017			
Policymaking				
Proportion of seats held by women in national parliaments	Inter Parliamentary Union	40%	20%	61%
Heads of ICT ministries/regulatory agencies (female/male)	UNU-CS desk research	1-ene.	0/2	0/2