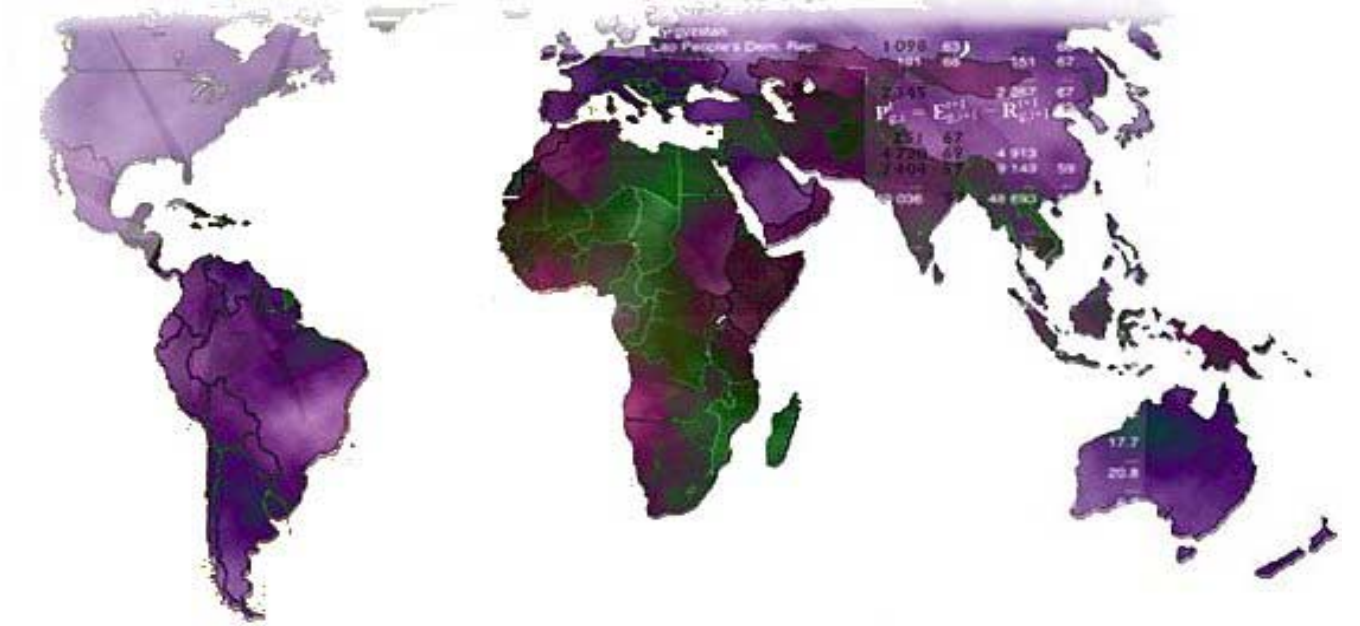
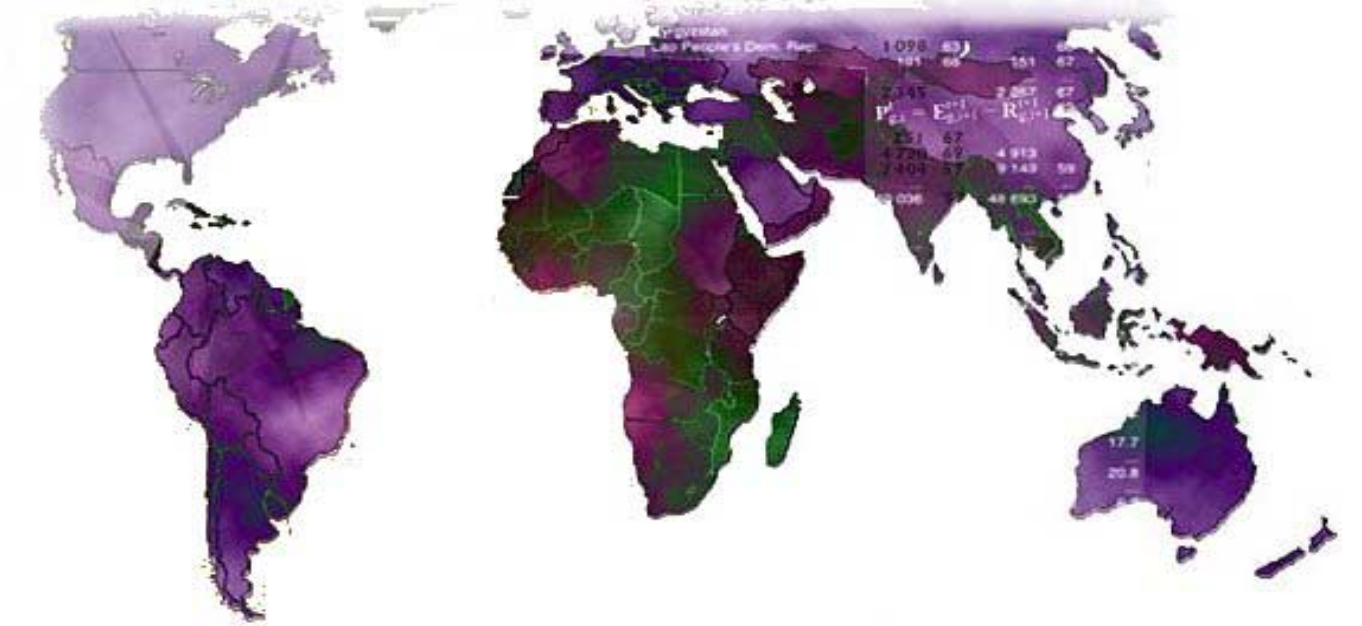


The UNESCO Institute for Statistics (UIS)

A Presentation at the
ITU/KADO Digital Bridges Symposium
from 10 to 11 September 2004 in
Busan, Korea



Why Measure Digital Divide?

S. Venkatraman

UNESCO Institute for Statistics

Montreal, Canada

The Digital Divide

- 'Digital Divide' refers to disparities in the access and usage of ICTs between developed and developing countries
- Also between the richer and poorer populations within the same country
- And, between different regions of the same country

The Digital Divide - Contd..2

- These disparities are most evident for women, minority groups and other socially and economically disadvantaged and marginalized groups
- The term also refers to the gap between individuals, households, business and geographical areas, different social and economic levels that cut across the various cultural and political dimensions

Measuring Digital Divide

- Statistics needed to capture the wider context of technology use, social constraints that act as barriers to more equitable use.

Measuring Digital Divide - Contd..2

- There is a need to take stock of current global data on ICTs and identify ‘gaps’ in them - data systems that are weak, incomplete or limited in their ability to inform policy-makers
- Also data that is currently not being collected but might be valuable
- Assessment of progress of the WSIS Action Plan will be possible only by concrete measurement of where we stand currently and with commitment to continue to measure progress

Measuring the Digital Divide - Contd..3

- For doing this, there is an immediate need to put in place reliable data systems
- and well-defined series of both baseline and repeated data sets and indicators
- capable of giving a quantitative picture of change

Measuring Digital Divide - Contd..4

- A particular need exists for more data on social aspects and impacts of ICTs and the Information Society
- To meet this need, UIS is undergoing a fundamental review of its own statistical programme of work in the area of communication

Need for Indicators to Monitor Progress

- In the context of monitoring progress towards international declarations and goals, statistical reporting systems need to result in indicators that reflect the needs of those who are likely to be excluded from the mainstream of such progress

Examples - from Education

- Following are some selected quantitative data and indicators in the area of ICT in Education such as infrastructure, as well as access and use of ICT

ICTs in Schools

- Access to ICTs in schools and their use in education are viewed as extremely important for raising ICT awareness and developing and diffusing the ICT skill base.
- ICT access in schools and universities can also be analysed from the angle of universal access to information which may play a role in the overall performance of the student

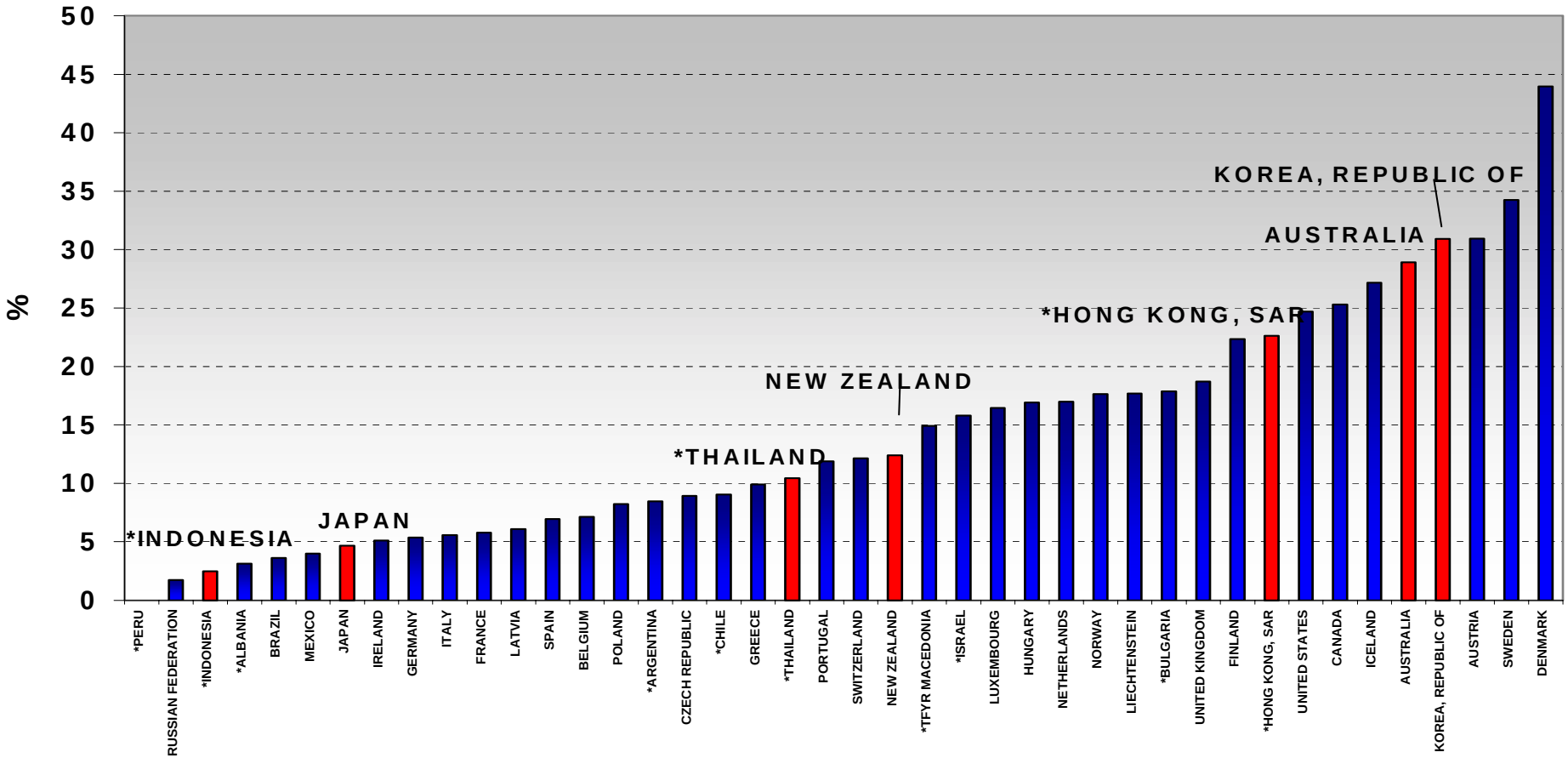
Programme for International Student Assessment (PISA)

OECD (Organization for Economic and Cooperative Development)

- PISA is a collaborative process. The target population is all 15 year olds. It aims to assess how far students approaching the end of compulsory schooling have acquired some of the knowledge and skills that are essential for full participation in society.
- 32 countries in 2000 and 11 (*non-OECD)* countries in 2002

PERCENTAGE OF 15 YEAR OLD STUDENTS THAT USE THE INTERNET SEVERAL TIMES A WEEK AT SCHOOL

- Source: PISA 2000 & 2002

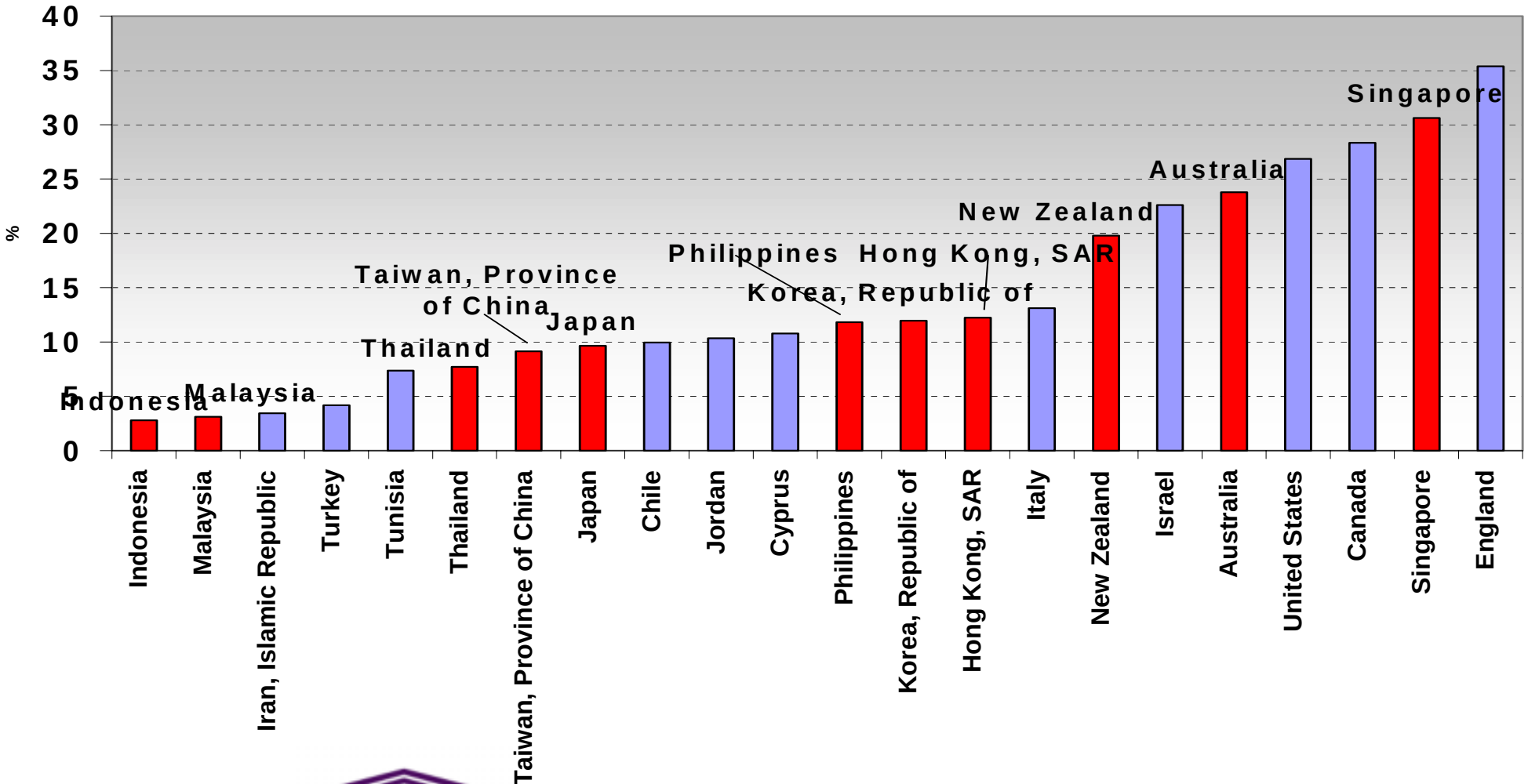


* Data for 2002

TIMSS and TIMSS-R

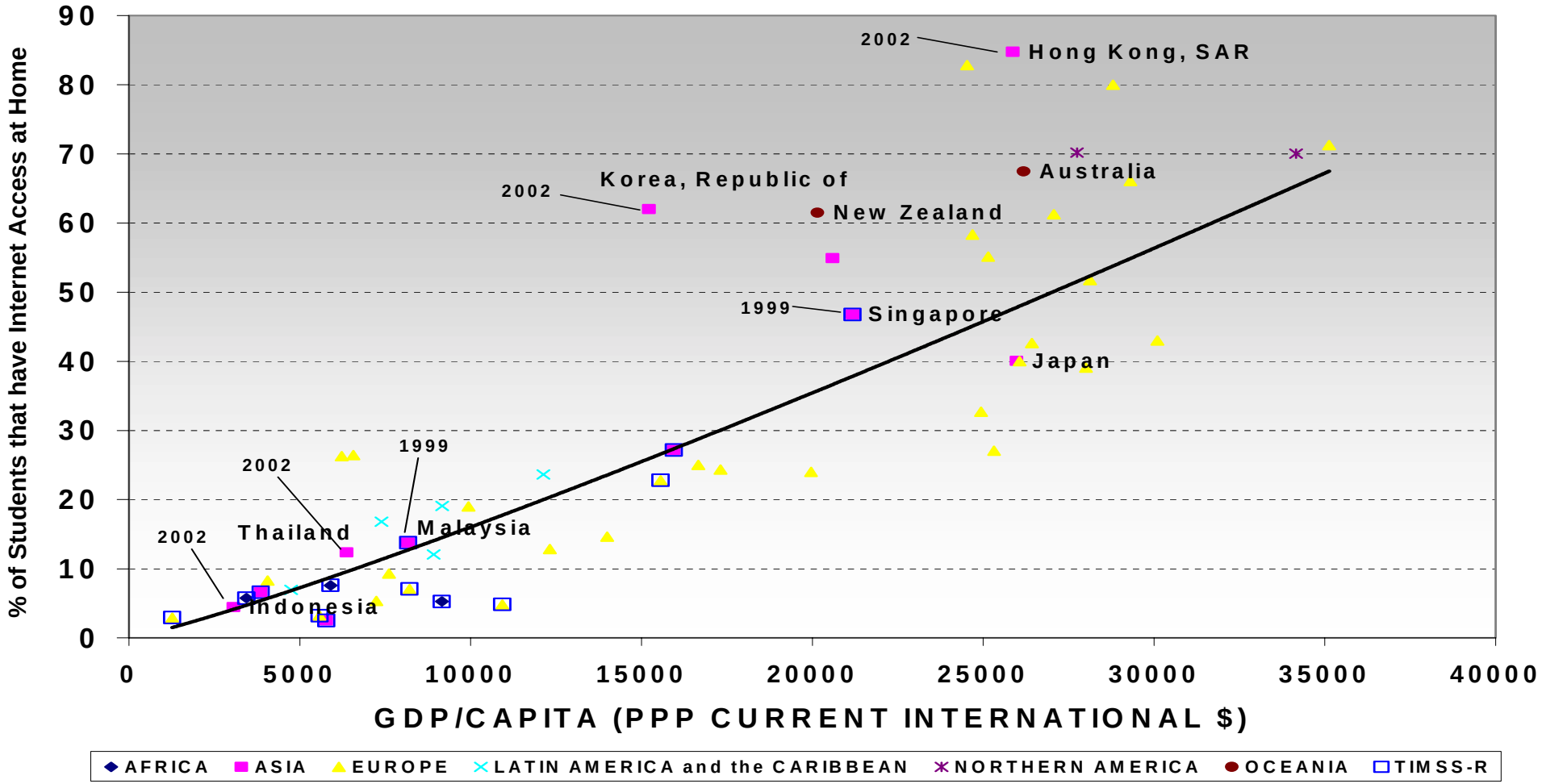
- Third International Mathematics and Science Study-1995 (TIMSS 2003)
- students in Grades 3, 4, 7, and 8 in 50 countries
- Trends in Mathematics and Science Achievement Around the World (TIMSS-R 1999) (IEA). 13 and 14 year old students. 38 countries

Percentage of Teachers that Use Computers Once in a While in Science Lessons (Source: TIMSS-R 1999)



Percentage of Students (13-15 years) that Have Access to the Internet at Home by GDP/CAPITA

(Source: PISA 2000 & 2002, TIMSS-R 1999 & WORLD BANK)



Problems of Measurement

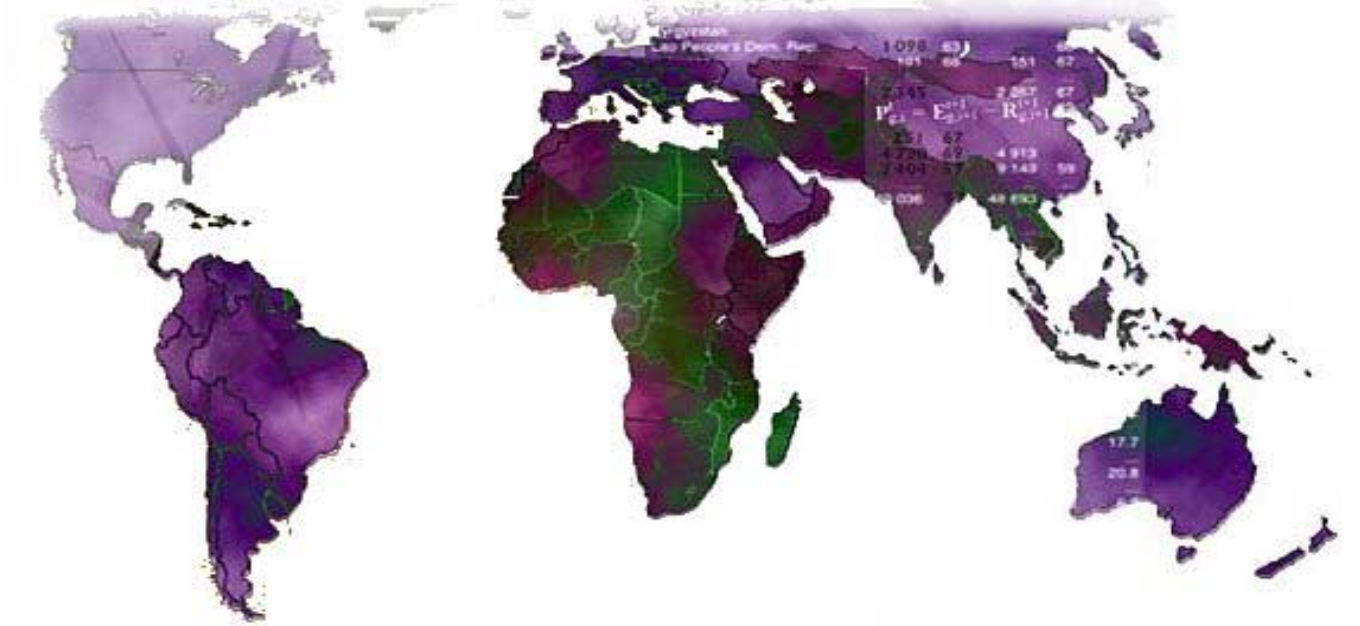
- While some are easy to measure most of access and usage related issues are difficult to measure

Problems of Measurement - Contd..2

- Problems of ensuring cross-national comparability of data - to be sensitive to the different circumstances of countries
- Metadata Systems to be transparent
- International Classification Systems - for cross-nationally harmonized data
- Statistical Capacity Building
- Missing Data

ICT & Gender

- There is a general lack of reliable gender-disaggregated statistics
- Gender issues need to be considered early in the process of introduction of ICTs in developing countries
- Data needed on causes of gender disparities in access, participation rates in S&T education and employment



THANK

YOU !