Beyond surveys "made in EU"? Evaluation, Participation, Action Research

ict4d centre

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Symposium: Researching Children's Rights Globally

LSE, 12- 14th February 2015

ict4d
Royal Holloway, University of London

ROYAL HOLLOWAY UNIVERSITY OF LONDON

- Multi-disciplinary ICT4D research centre
- 10 academics, 13 PhDs
- MSc Practising Sustainable Development & MSc ICT4D
- Committed to top-quality research in partnership with, and in the interests of, marginalised people everywhere

www.ict4dc.org

United Nations Educational, Scientific and Cultural Organization

UNESCO Chair in ICT for Development

ICT4D at RHUL

ict4d

2013, 2014: Voted Top Ten Think Tank globally in Science and Tech (U of Penn survey of experts)

Stakeholders

- users
- non-users
- int. organisations
- business
- state
- civil society

Sub- fields

- access
- e/m-participation
- e-literacy
- e/m-learning
- e/m-health
- e-government
- e-business
- …

Themes

- digital divides
- value-sensitive design
- gender
- youth/children
- social innovation
- sustainable IT
- traceability & Internet of Things
- Big Data
- privacy
- ….

Reminder: 6 methodological limitations of survey research on children and ICTs "made in global North"

- Reported behaviour is not the same as behaviour
- Invites children to externalise the online
- Some groups excluded/hard to reach (e.g. street children; those in remote regions)
- Questions can come with normative assumptions which are context-dependent:
  - about the nature and construction of childhood/adulthood
  - about gender roles (esp. role/aspirations for girls; heteronormativity)
  - about the "nuclear, two-parent family ideal"
  - about how information and technology is consumed (e.g. individually/collectively)
  - about ownership and access
- "life reality" as expressed through text (non-visual), then put into numbers –

  => increasingly de-contextualised
- Insufficient openness to the future and to the unforeseen

  (children! + technology! + different contexts!)

Quantitative + Qualitative/ Qualitative + Quantitative

…. OK, so we need qualitative research (observation, visual data, interviews, focus groups etc) as well, but how can you "standardise" qualitative research across contexts?

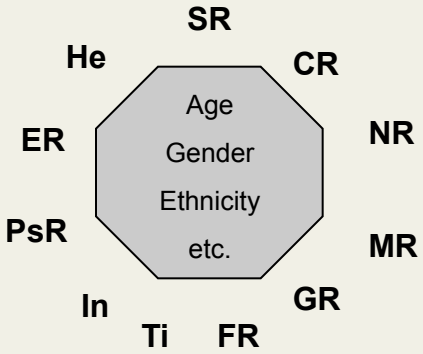
….Maybe frameworks (as mapping tools) can travel?

The Choice Framework

STRUCTURE

- institutions and organisations
- discourses
- policies and programmes
- formal and informal laws including:
  - Norms on usage of space
  - Norms on usage of time
- technologies and innovations including: access to ICTs
  - availability of ICTs
  - affordability of ICTs
  - skills needed for ICTs

AGENCY



DEGREES OF EMPOWERMENT

- existence of choice
- sense of choice
- use of choice
- achievement of choice

DEVELOPMENT OUTCOMES

Primary: Choice

Secondary, as chosen by individual, e.g.:

- easier communication
- increased knowledge
- better/more social relationships
- healthy environment
- increased income
- increased mobility
- more voice
- more autonomy
- etc.

Key:
ER = Educational Resources *SR = Social Resources*
PsR = Psychological Resources *NR = Natural Resources*
In = Information *MR = Material Resources*
FR = Financial Resources *GR = Geographical Resources*
CR = Cultural Resources *He = Health*
Ti = Time

(Kleine 2007, 2011, 2013 based on Alsop & Heinsohn 2005, DFID 1999)

The Choice Framework

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discourses

DEGREES OF

Access:
Availability
Affordability
Skills needed
Norms on the use of space
Norms on the use of time

choice

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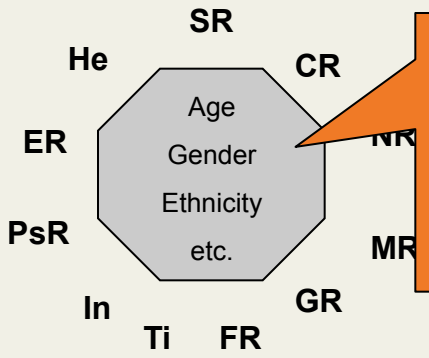

Psychological resources, cultural resources, social resources, natural resources, health, information, geographical resources, time…

PsR = Psychological Resources NR = Natural Resources
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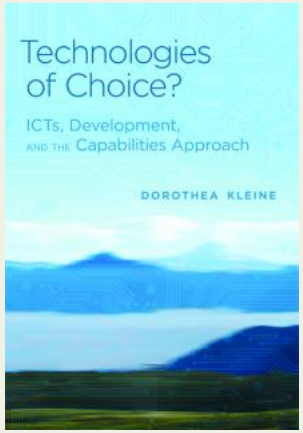
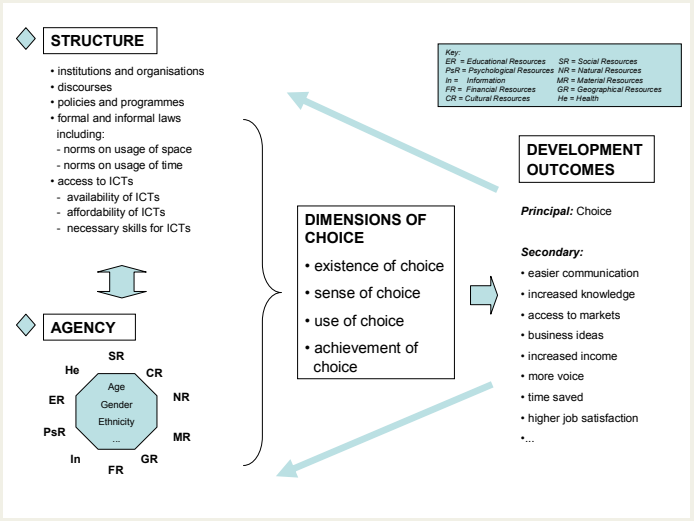
ACHIEVED FUNCTIONINGS

(Kleine 2007, 2011, based on Alsop & Heinsohn 2005, DFID 1999)

From Chile to South Africa…..travelling frameworks



Chile – Qualitative Research



Scientific and Industrial Research Council of South Africa

Qual & Quant & Participatory Action Research

Beyond qual + quant: Why participatory research?

- Children have a right to participate in imagining the future – *their* future
- Rather than having children/young people as an "object" of research, they can become co-researchers, co-constructors of meaning/ agents in their own personal development
- Participatory photography, participatory mapping, participatory video….

- Participatory Action Research: children/youth can be co-designers of technology
- Participation = better sense of need & higher sense of ownership = higher chance of project sustainability

ICT and development

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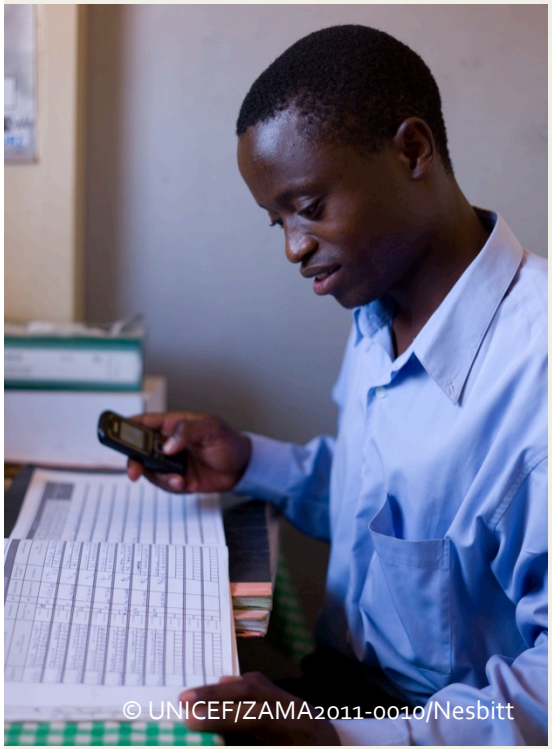
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Children, ICT and development

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unicef
Office of Research

Dorothea Kleine, David Hollow and Sammia Poveda (2014):
Children, ICT and Development – Capturing the Potential, Meeting the Challenges. Florence: UNICEF

Available at:
http://www.unicef-irc.org

#ICT4kids @ict4dc

35 Interviews partners from:

Examples of ICTs for child-related development

- cash transfers & social protection (Vincent & Devereux 2010; Muwanguzi & Musambira 2011; Asian 2011)
- birth registration (Samson & Cherrier 2009; Wassago 2012)
- pre- and post-natal information to mothers (Noordam 2012 ; Mosoke 2009; Lambo 2011)
- Content for health care workers to operate more effectively in their roles (Cuttrell and Ramahandran 2010)
- E-learning and m-learning (Mitra 2003, Selinger 2009, Isaacs and Hollow 2012
- awareness campaigns on sanitation and hygiene (WASH) issues (Butterworth 2009); female genital mutilation (FGM) (Thioune 2013)
- reporting violence against children (Pinheiro 2006); Frontline SMS and Ushahidi
- Youth participation in politics, e.g via surveys - U-Report by UNICEF Uganda (Dralega 2010; Shanker 2012)

Demand-driven, user-centred, participatory approaches

- Don't start with the technology, start with the challenge
- Understand existing contexts, systems, stakeholders
- Work with local people, where possible with local designers, where appropriate with children/youth themselves
- Design for equity
- Build in Monitoring, Evaluation, Learning (MEL)

Shack Dwellers International

Luca Mascaro

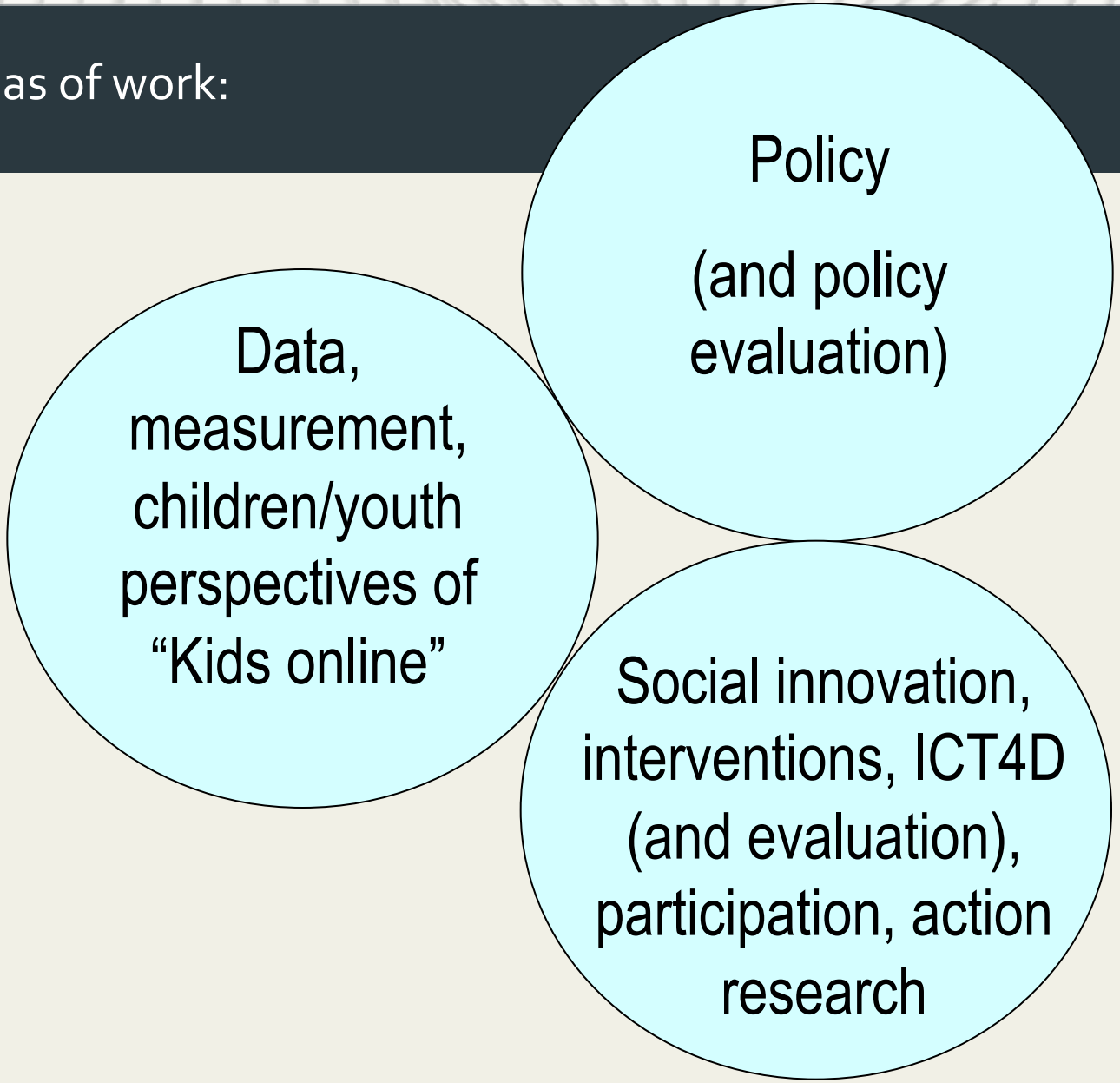
hackNY.org

simpindigena

Overall research needs

- More Global South data (both quant & qual) needed on children's internet access and use
- Comparative work: more and less privileged groups of children within a country or community
- Scoping the risk of working with marginalised groups [Data needed here!]
- Participatory action research
- Researchers as partners in ongoing M&E and Learning
- Policy research

Areas of work:



Thank you.

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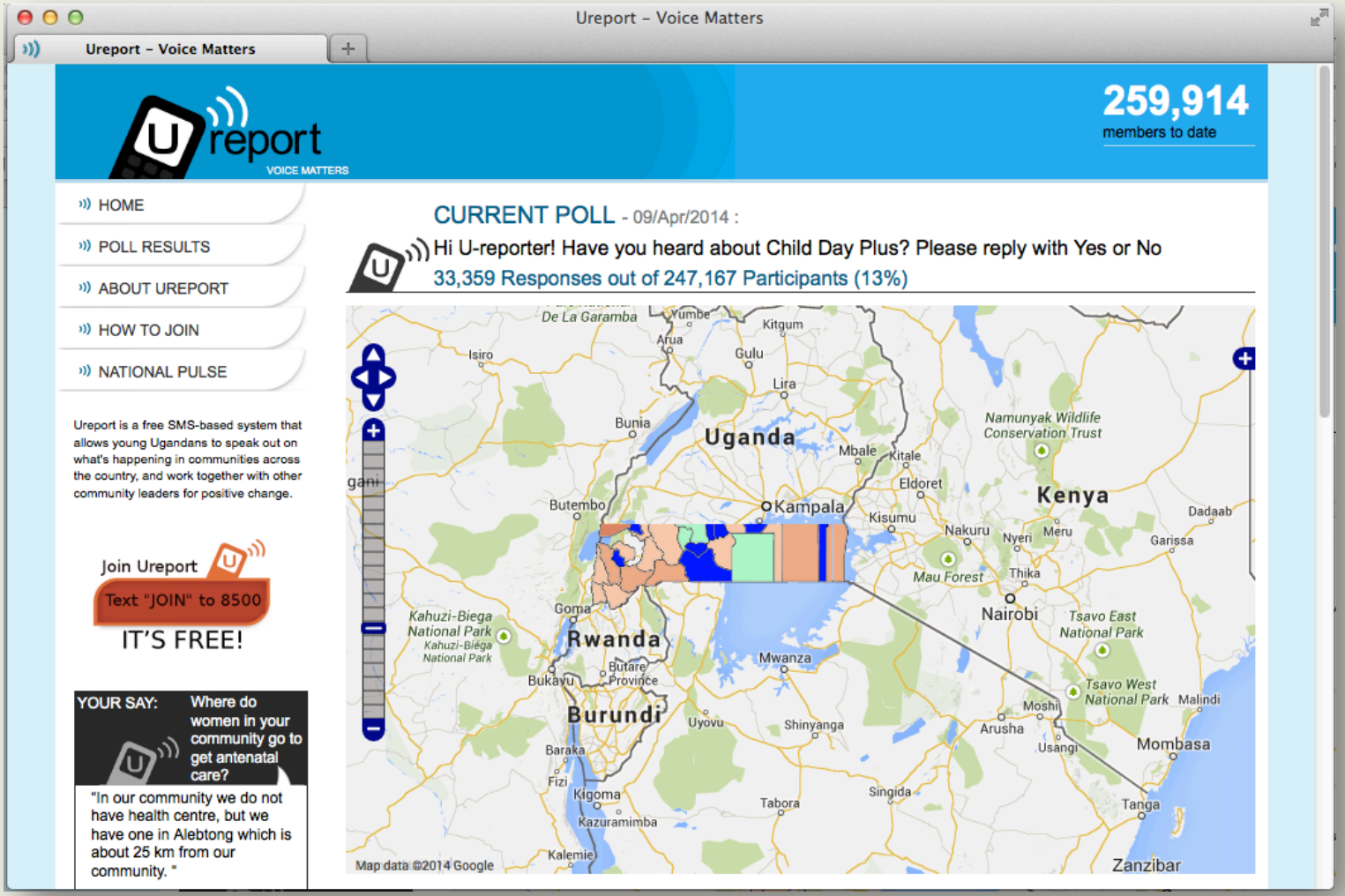
U-Report


Ureport – Voice Matters
Ureport – Voice Matters
report
VOICE MATTERS
259,914
members to date
HOME
POLL RESULTS
ABOUT UREPORT
HOW TO JOIN
NATIONAL PULSE
Ureport is a free SMS-based system that allows young Ugandans to speak out on what's happening in communities across the country, and work together with other community leaders for positive change.
Join Ureport
Text "JOIN" to 8500
IT'S FREE!
YOUR SAY:
Where do women in your community go to get antenatal care?
"In our community we do not have health centre, but we have one in Alebtong which is about 25 km from our community. "
CURRENT POLL - 09/Apr/2014 :
Hi U-reporter! Have you heard about Child Day Plus? Please reply with Yes or No
33,359 Responses out of 247,167 Participants (13%)
Uganda
Kenya
Rwanda
Burundi
Kampala
Nairobi
Mombasa
Zanzibar
Tanga
Arusha
Moshi
Malindi
Kisumu
Nakuru
Eldoret
Mbale
Kitale
Lira
Gulu
Kitgum
Yumbe
Arua
Isiro
De La Garamba
Bunia
Butembo
Goma
Bukavu
Mwanza
Uyovu
Shinyanga
Tabora
Singida
Kigoma
Kazuramimba
Baraka
Fizi
Kalemie
Namunyak Wildlife Conservation Trust
Mau Forest
Thika
Nyeri
Meru
Garissa
Dadaab
Tsavo East National Park
Tsavo West National Park
Usangi
Kahuzi-Biega National Park
Map data ©2014 Google

Gender and access

'"*Children, particularly the girls we worked with [...] are so busy [...] many of them are not in school because they are tending to the farm, tending to other children, they are taking care of the household, their time is so valuable and limited.*

You are designing services, we tend to think about the luxury market, the person who has all the money in the world is the most demanding consumer, but I would argue young girls in these environments are probably the most demanding end user you can probably design for in the world."

(Practitioner, designer of ICT4D technology)

Examples of ICT4D projects

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