

# PRME Gender Equality Working Group

## Global Repository

### “Information Technology”

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#### I. CASE STUDIES

- **“Achieving Gender Equality Through Response to Climate Change: Case Studies from Local Action to Global Policy,”** Nov 2012 - Practical strategies for empowering women in a range of different environmental projects. Technology/science with a focus on the environment. [http://gender-climate.org/Content/Docs/Publications/FINAL\\_addressing\\_inequalities\\_ggca.pdf](http://gender-climate.org/Content/Docs/Publications/FINAL_addressing_inequalities_ggca.pdf)
- **“Advancing gender equality - promising practices: Case Studies from the Millennium Development Goals Achievement Fund,”** UN 2013 - *Practical strategies to empower women in decision making around the world.* [http://www.unwomen.org/mdgf/downloads/MDG-F\\_Case-Studies.pdf](http://www.unwomen.org/mdgf/downloads/MDG-F_Case-Studies.pdf)

#### II. COURSES & SYLLABI

- **MIT Course:** Investigating relevance of gender, race, class and sexuality to understand technology and the development of new technology.  
List of readings <http://www.mit.edu/~shaslang/WGS/Gender%20Technology%20Syllabus4.doc>
- **University of Massachusetts Course & Readings**  
<http://www.umass.edu/wost/syllabi/fall2012/392b-subramaniam.pdf>
- **Simon Fraser University Course**  
Explores the impact of gender on technologies – the impact of technology on society, and vice versa.  
[https://www.academia.edu/1733852/Course\\_Syllabus\\_Women\\_and\\_New\\_Information\\_Technologies](https://www.academia.edu/1733852/Course_Syllabus_Women_and_New_Information_Technologies)
- **Syllabi – Distributed Open Collaborative Course 2013: Dialogues on Feminism and Technology**  
<http://femtechnet.newschool.edu/docc-2013-syllabi/>

#### III. TEXTS & BOOKS

- **“Gender and the IT workforce: Issues of theory and practice”**  
<http://www.learningace.com/doc/2559399/333b5d748f6edda26aa44a10cbbaba9e/gender-and-the-information-technology-workforce>
- **“Unlocking the Clubhouse,”** by Margolis and Fisher (2003). This book is written by a computer scientist and a social scientist, and it discusses strategies for improving the status of

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IT, in particular, educating teachers of ICT with strategies for more inclusive pedagogies. These educational reforms have had a dramatic difference at Carnegie Mellon, and at high schools around the country. <http://mitpress.mit.edu/books/unlocking-clubhouse>

#### IV. BEST PRACTICES

- **ACM Inroads special issue 2013** Access Issue [here](#). Relevant articles include:
  - ⇒ **“Strategies for Increasing the Participation in Computing of Students with Disabilities,”** by Sheryl Burgstahler, Richard e. Ladner, and Scott Bellman, p42.
  - ⇒ **“Beyond Access: Broadening Participation in High School Computer Science,”** by Jane Margolis, Jean J. Ryoo, Cueponcaxochitl D. M. Sandoval, Clifford Lee, Joanna Goode, and Gail Chapman, p72.
  - ⇒ **“Engaging Pacific Youth through a Facebook Game,”** by Julie Fisher, p79.
  - ⇒ **“Georgia Computes! An Alliance to Broaden Participation across the State of Georgia,”** by Mark Guzdial, and Barbara Ericson, p86.
  - ⇒ **“Increasing Women’s Participation in Computing at Harvey Mudd College,”** by Christine Alvarado, Zachary Dodds, and Ran Libeskind-Hadas, p55.

#### V. SEARCH ENGINES

#### VI. PROFESSIONAL ACADEMIC ASSOCIATIONS & SUBDIVISIONS

#### VII. OTHER RESOURCES AT COLLEGES AND UNIVERSITIES OR OTHER ORGANIZATIONS

#### VIII. DATA SOURCES

#### IX. RELATED RESEARCH

- **“Early determinants of women in the IT workforce: a model of girls’ career choices”**  
This paper reviews and assimilates literature from education, psychology, sociology, computer science, IT, and business, in a model that identifies factors that can potentially influence a girl’s choice towards or against IT careers. The factors are categorized into social factors (family, peers, and media), structural factors (computer use, teacher/counselor influence, same sex versus coeducational schools), and individual differences. The impact of culture on these various factors is also explored. Findings – The model indicates that parents, particularly fathers, are the

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key influencers of girls’ choice of IT careers. Teachers and counselors provide little or no career direction. Hypotheses propose that early access to computers may reduce intimidation with technology, and that same-sex education may serve to reduce career bias against IT. <http://dx.doi.org/10.1108/09593840510615860>

- **Addressing ICT curriculum recommendations from surveys of academics, workplace graduates and employers**, Australia. This document discusses recent (2013) results from an Australian study. Points to the need for a more gender-inclusive curriculum. <http://www.olt.gov.au/project-addressing-ict-curriculum-recommendations-uow-2009>
- **“Now I know what ICT can do for me!”** by Clayton, Beekhuyzen, and Nielsen (2012). This research paper discusses an intervention – Technology Takes You Anywhere – and middle-school girls’ perceptions and attitudes towards ICT careers. <http://www.unprme.org/resource-docs/ClaytonBeekhuyzenNielsen2012NowIknowwhatICTcandoforme.pdf>
- **ICT workforce study**, Australia (July 2013). Of particular interest is the section on ICT skills pipeline and the status of ICT careers which discuss the role of the schooling system, and developing positive, assertive, and inclusive promotional vehicles for ICT careers. It discusses the need to rebrand the ICT industry in Australia. On p147 there are recommendations of how to improve lack of participation in the ICT industry by government and industry, and many of these involve schools. <http://www.unprme.org/resource-docs/ICTSTUDYFINAL28JUNE2013.pdf>
- **Are IT Interventions For Girls A Special Case?** (2013). This paper discusses how to motivate school girls in the classroom when discussing ICT topics. It finds that presentations that are interesting, fun, and funny, are the most relevant. Older girls prefer interesting, younger girls prefer fun. <http://www.unprme.org/resource-docs/SIGCSE2013AreInterventionsforgirlsaspecialcase.pdf>

## X. OTHER RESOURCES

## XI. CORPORATE OUTREACH

## XII. PEER NETWORKING SITES