

# Beyond surveys “made in EU”?

## Evaluation, Participation, Action Research

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*Symposium: Researching Children's Rights Globally*

LSE, 12- 14<sup>th</sup> February 2015



ROYAL  
HOLLOWAY  
**UNIVERSITY**  
OF LONDON

# ict4d

Royal Holloway, University of London

## ict4d

Information and Communication  
Technologies for Development

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Home / Academic Staff

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Senior Lecturer in Human Geography  
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Professor David Grimshaw  
Practical Action  
Visiting Professor  
David Grimshaw's Website



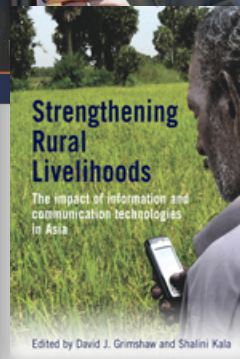
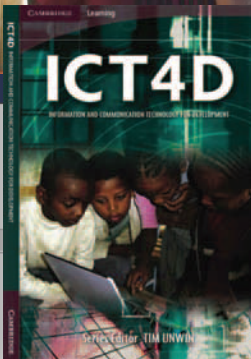
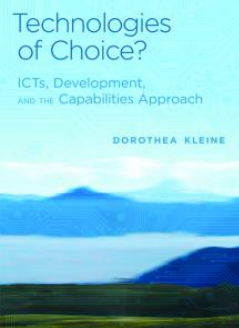
Dr. Kostas Stathis  
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Dr. Hari Harindranath  
Senior Lecturer in Management  
Academic Profile @ RHUL



Dr. Yingqin Zhang  
Academic Profile @ RHUL  
Lecturer in Information Systems,  
Yingqin Zhang's Website



- 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](http://www.ict4dc.org)





United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Chair in  
ICT for Development

# ICT4D at RHUL

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## Sub- fields

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

## Stakeholders

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

## Themes

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



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

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

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- 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



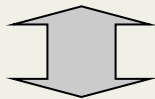
**.... OK, so we need qualitative research (observation, visual data, interviews, focus groups etc) as well, but how can you “standardise” qualitative research across contexts?**

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

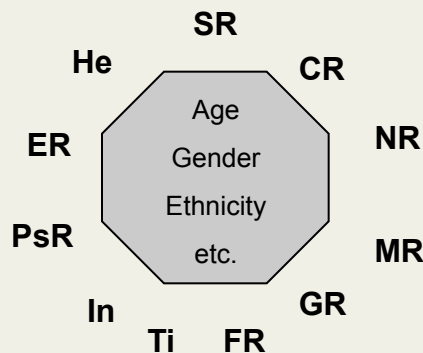
# The Choice Framework

## 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

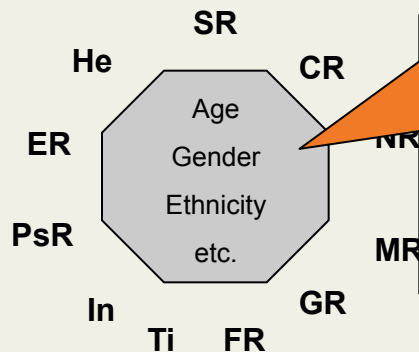
### Access:

Availability  
Affordability  
Skills needed

Norms on the use of space  
Norms on the use of time

choice

## AGENCY



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

PsR = Psychological Resources    NR = Natural Resources  
In = Information    MR = Material Resources  
FR = Financial Resources    GR = Geographical Resources  
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## DEVELOPMENT OUTCOMES

**Primary:** Choice

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

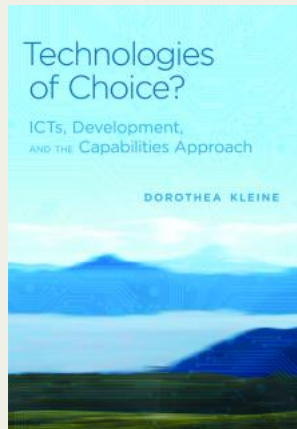
- easier communication
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- more voice
- more autonomy etc.

ACHIEVED FUNCTIONINGS

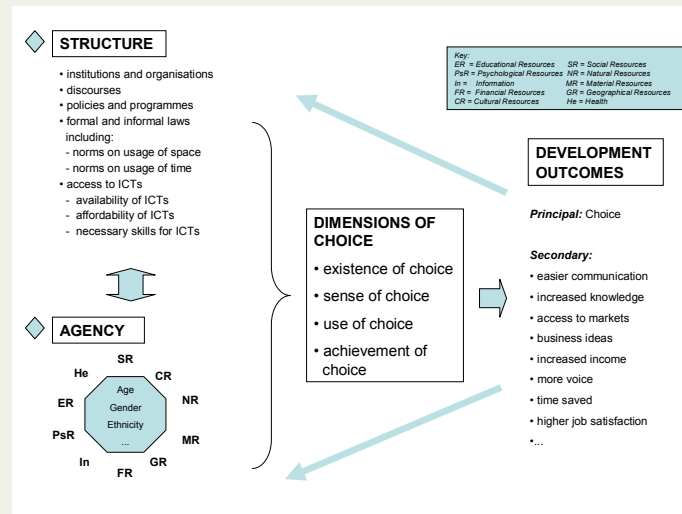
(Kleine 2007, 2011, based on Alsop & Heinsohn 2005, DFID 1999)

# From Chile to South Africa.....travelling frameworks

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Chile –  
Qualitative  
Research



Scientific and  
Industrial  
Research Council  
of South Africa

Qual & Quant &  
Participatory  
Action Research



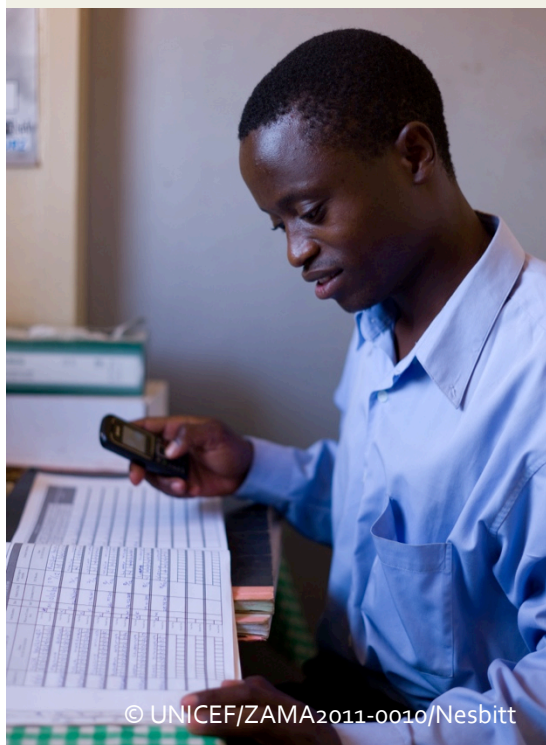
## Beyond qual + quant: Why participatory research?

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- 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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# Children, ICT and development

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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:

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## Examples of ICTs for child-related development

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- 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

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- 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)



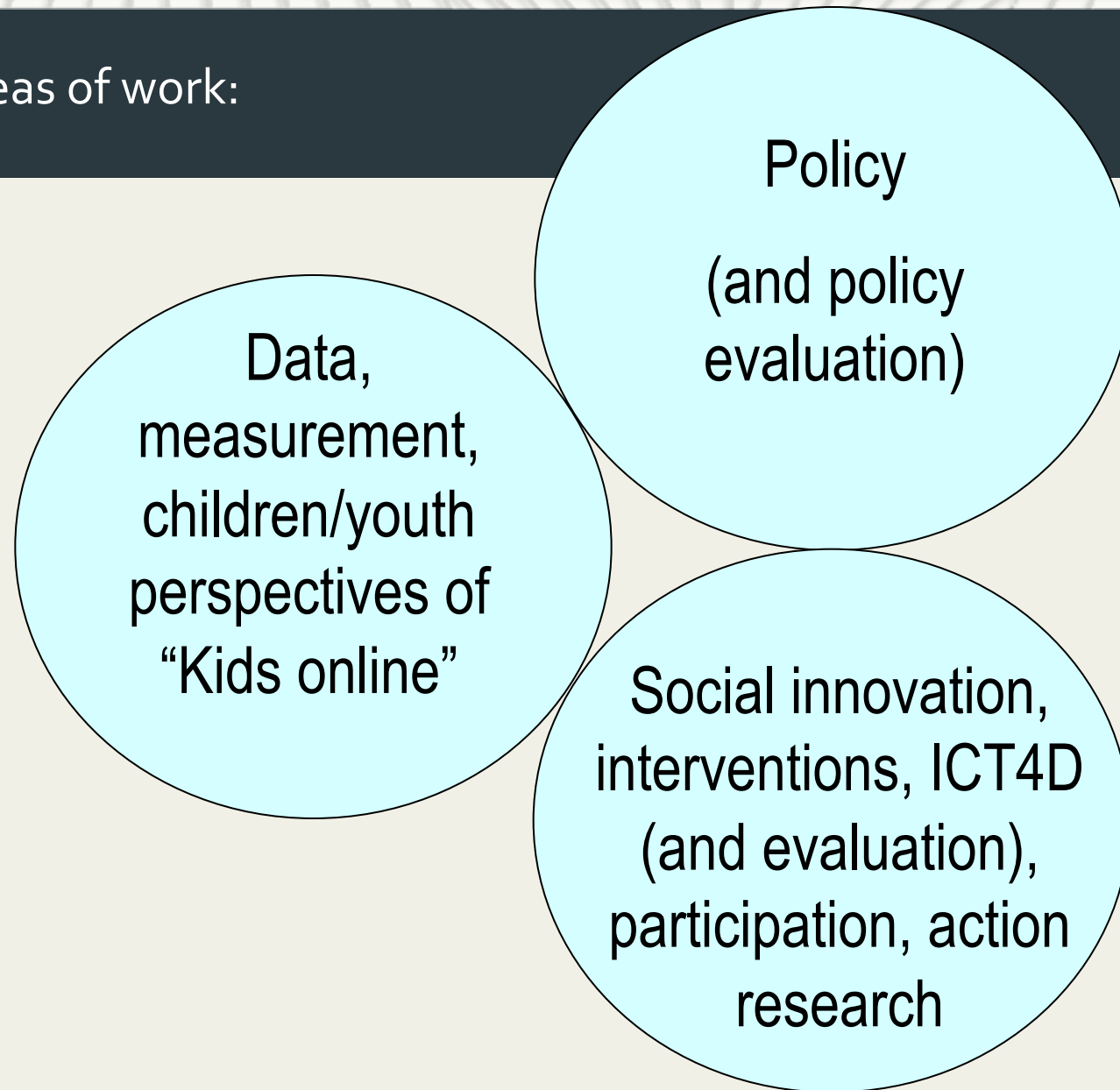
## Overall research needs

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- 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:

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Thank you.

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# U-Report

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The screenshot shows the Ureport - Voice Matters website. The top navigation bar is blue with the Ureport logo (a smartphone with a 'U' and signal waves) and the text 'report VOICE MATTERS'. On the right, it displays '259,914 members to date'. A left sidebar contains a menu with links: HOME, POLL RESULTS, ABOUT UREPORT, HOW TO JOIN, and NATIONAL PULSE. Below the menu, a paragraph describes Ureport as a free SMS-based system for Ugandans. A 'Join Ureport' button with a red 'U' icon and the text 'Text "JOIN" to 8500 IT'S FREE!' is present. A 'YOUR SAY:' section features a question about antenatal care and a user response. The main content area shows a 'CURRENT POLL - 09/Apr/2014' about 'Child Day Plus' with 33,359 responses. Below the poll is a map of East Africa (Uganda, Kenya, Rwanda, Burundi) with a color-coded bar chart overlay. The map data is attributed to Google, 2014.

Ureport - 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%)

Map data ©2014 Google

*"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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