

DIVERSITY, INCLUSION AND DIGITAL RIGHTS

GUIDE FOR RESEARCH AND ADVOCACY
PROCESSES AND TEAM COMPOSITION

INTERNETLAB
pesquisa em direito e tecnologia

ABOUT US

InternetLab is a Brazilian independent research center that promotes the debate and knowledge production in the fields of human rights and Internet policies. We are a nonprofit civil society association, and we develop interdisciplinary projects aimed at fomenting the public debate and public policies formulation. Some of our fields of practice are policies for the access to culture and knowledge and gender and race inequalities on the internet.

internetlab.org.br

AUTHORS

Blenda Santos - Researcher

Fernanda K. Martins Sousa - Head of Inequalities and Identities

Mariana G. Valente - Director

COLLABORATION

Ana Beatriz Felício - Agência Mural

Daniela Araújo - MariaLab

Graciela Natanhson - Professor UFBA

Kathryn Doyle - Global Partners Digital

Lucas Bulgarelli - Instituto Matizes

Mariana Penteado - Casa 1

Marisa Villi - Rede Conhecimento Social

Natália Neris - Researcher

Paulo Rená da Silva Santarém - Instituto Beta

Silvana Bahia - Olabi

Heloísa Massaro - InternetLab

GRAPHIC DESIGN

Gabriela Rocha

COMMUNICATIONS COORDINATOR

Karina Oliveira

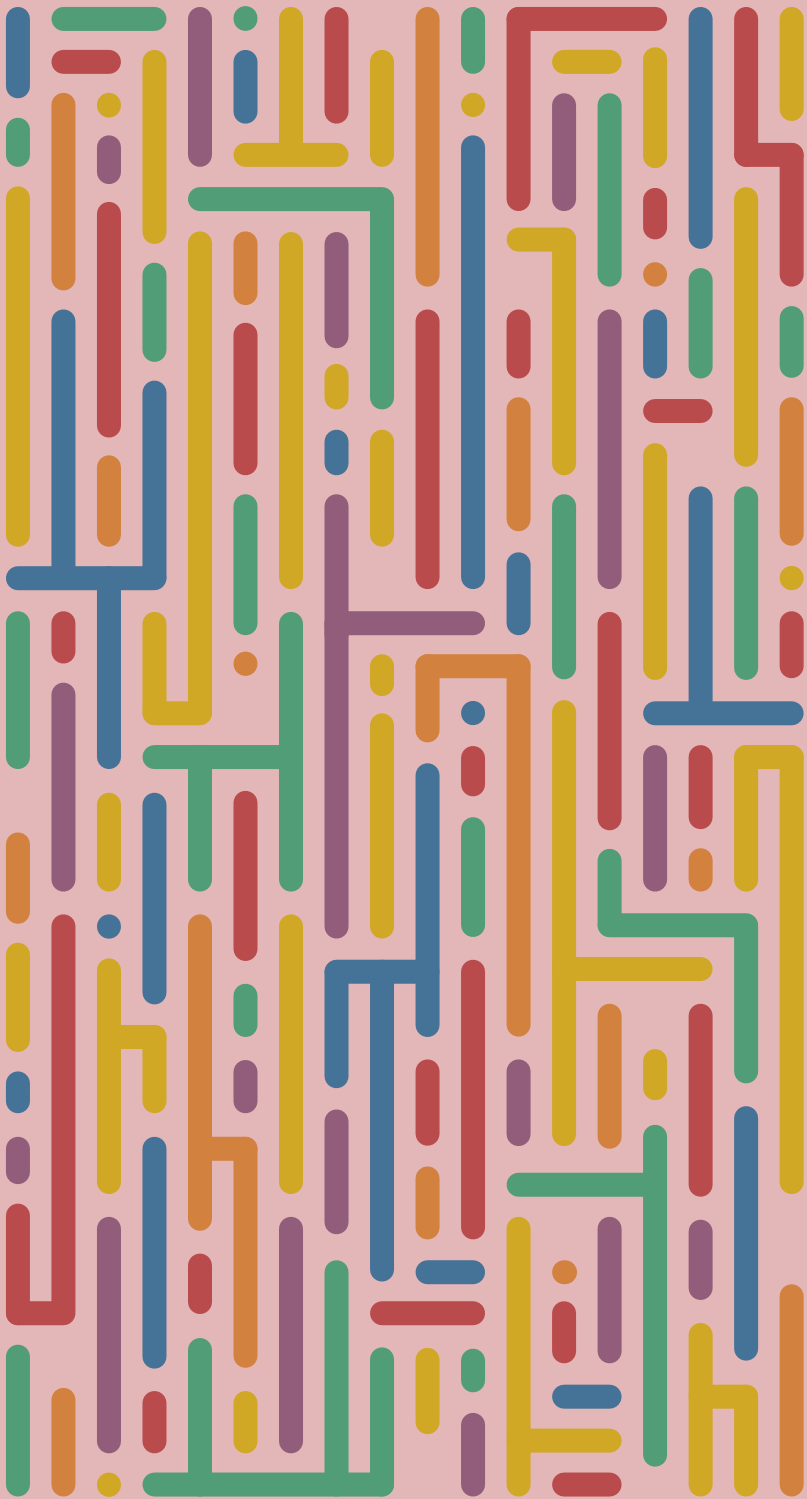
HOW TO QUOTE

SANTOS, Blenda; SOUSA, Fernanda K. Martins; VALENTE, Mariana G. Diversity, inclusion and digital rights: guide for research and advocacy processes and team composition. InternetLab, São Paulo, 2021.



THIS REPORT IS LICENSED UNDER
CREATIVE COMMONS CC BY-SA 4.0
INTERNATIONAL.

This license allows others to remix, adapt, and create derivatives of the original work, including for commercial purposes, as long as they credit the authors correctly, and use the same license. See text of the license at: https://creativecommons.org/licenses/by-sa/4.0/deed.pt_BR



CONTENTS

INTRODUCTION 4

CONTEXT 5

BACKGROUND ASSUMPTIONS 6

GUIDE 7

COMPOSITION AND ORGANIZATION POLICIES 8

PROJECT FORMULATION AND RESEARCH AND ADVOCACY GOALS 13

FORMULATION OF RESEARCH AND ADVOCACY STRATEGIES 14

PROJECT STAKEHOLDERS 15

PROJECT TEAM 17

DATA SECURITY 19

CONCLUSION 21

FURTHER RESOURCES 22

INTRODUCTION

Diversity, inclusion, equity, difference, equality... Regardless of the term you have heard in the last years, **the need to identify how differences can hierarchize distinct social groups has certainly crossed your path.** In a world marked by inequalities that determine who and what kind of knowledge deserve to be considered, who and what kind of individual should be heard, speaking about rights, in any range, leads to wondering about how to build spaces in which we may create ways to mitigate and to combat these inequalities.

The characteristics that determine which individuals will be marginalized from society are always relational and situational, which means that, for someone to be considered inferior, there must be someone considered superior. Race, gender, sexuality, generation, social class, nationality, region of origin, religion and disability are a few of **the markers that, when articulated, may inform how those individuals are placed in the world and which challenges they face to consolidate their professional and personal paths.**

If society is thus constituted, the debate about technology and digital rights is also inscribed in this scenario. For years specialists have warned us about the lack of diversity in the tech industry and its implications to the strengthening of inequalities in design, formulation and operation of technologies, resulting in threats to the exercise of fundamental rights.¹

According to mthree's report of 2021 about diversity in the technology sector², **68% of the leaderships believe that there is a lack of diversity in their companies, and they have been investing in financial and human resources in order to make them more diverse and inclusive.** Out of over 2000 interviewed professionals, however, 68% affirmed having felt uncomfortable

at work due to their gender, ethnicity, socioeconomic origin or neurodevelopmental disorders. Half of them revealed having left or having showed interest in leaving the tech industry in account of its organizational culture.

The data indicate the necessity of building a more effective engagement to the development of policies and professional environments: if the whole society is structured from social markers that distinguish and, when articulated, hierarchize individuals, solely opening positions directed to professionals that belong to historically marginalized groups is insufficient: besides their entrance in the market, it is important to think about how to offer tools for these professionals to remain and thrive in the sector.

Considering these information, how have we, as organizations of the digital rights field – that have continuously denounced and discussed the violation of rights in conception, purchase and use of technologies – been contributing to a more diverse and inclusive field? What are our weaknesses when we attempt to build scenarios that may strengthen social equality?

Having that in mind, we developed this guide that aims at **assisting critical thinking about how digital rights entities have recognized and implemented diversity and inclusion practices in research activities, in advocacy and in team composition.**

¹ See NOBLE, Safiya Umoja (2018). Algorithms of oppression: how search engines reinforce racism. New York: New York University Press. 246 pp.

² MTHREE (2021). Diversity in Tech 2021 US Report. New York: mthree. 30 pp. Available at: <https://www.mthree.com/diversity-in-tech-2021-us-report/>.

CONTEXT

This guide is a product of a workshop about gender and inclusion in digital rights programs that Global Partners Digital invited InternetLab to facilitate for their partner organizations. Based in Argentina, Indonesia, Malaysia, Nigeria and Kenya, these organizations are part, along with InternetLab, of a project coordinated by Global Partners Digital and by Global Network Initiative, that aims to raise the level of protection and respect to human rights in tech companies, following UN Guiding Principles on Business and Human Rights³. Also known as UNGPs, the guiding principles are international standards approved by UN Human Rights Council in 2011 which goals **are to prevent, mitigate and remedy adverse human rights impacts related to companies' practices in any field of business.**

In 2019, after identifying that such adverse impacts are disproportionately experienced by women and girls, UN published a guide instructing on how to integrate gender dimensions to UNGPs⁴. The guide comprises the intersectionality of the gender social marker and other forms of discrimination, such as ethnicity, sexual orientation, religion and nationality. Based on the workshop, however, **we realized that the perception about diversity and inclusion is significantly different to each digital rights organization, both in respect to cultural, geographical, social and economical perspectives, and to each organization limitations of size and resources.**

Identifying these nuances has warned us to the importance such a guide may have in promoting the dialogue and assisting a larger number of digital rights researchers and organizations that are beginning to give this matter a thought. To this end, the guide was submitted for discussion with professionals of different organizations with which we have cooperated throughout the years. As a result, we received many relevant contributions that were incorporated to the guide. These professionals and their organizations, to which we are immensely grateful, are identified as collaborators on the Acknowledgments section.

³ https://www.gov.br/mdh/pt-br/assuntos/noticias/2019/outubro/Cartilha_versoimpresso.pdf

⁴ UNDP (2019). Gender dimensions of the Guiding Principles on Business and Human Rights. 72 pp. Available at: https://www.ohchr.org/documents/publications/guidingprinciplesbusinesshr_en.pdf

BACKGROUND ASSUMPTIONS

For producing this guide, we assumed that persons from different social become and understand themselves as individuals in specific ways, both collectively and individually. They therefore have their experiences crossed by different hues when observing different social phenomena. Considering such differences enriches the processes of research and advocacy, as well as of team composition. At the same time, it demands certain precautions and approaches that do not objectify nor tokenize⁵ individuals, but that contribute to building a welcoming and respectful environment.

That being said, it is important to highlight that the GPs understand as individuals and communities that are socially marginalized, in disadvantage or vulnerable the ones belonging to the following groups: women, indigenous peoples, groups of different nationalities, ethnicities, religions and languages, as well as children and adolescents, persons with disabilities and migrant workers and their families. **We understand that this definition may be broader or narrower, depending on the context, since marginalization, disadvantage or vulnerability may comprehend different subjects or groups, as well as different meanings in different contexts. It is advisable, therefore, to adapt this guide's language to your reality.**

When thinking about diversity and inclusion, it is also important to consider and understand different points of view. In many contexts, groups are also marginalized for their political views, party affiliations, etc. **So, we must consider ideologies, values and different intellectual origins, as long as we observe the limit between freedom of speech and opinion and hate speech⁶.**

This guide is based on our experience and on the experience of other organizations, as well as on our own policies and projects formulations and adjustments. We thank the organizations and professionals that collaborated to the production of this material and we hope that it may bring a valuable contribution to the present and the future we want: a diverse, egalitarian and inclusive one.

Finally, it is important to notice that this is a tool that reflects urgent and current concerns about the theme in digital rights programs. We are aware that this debate will be constantly perfected and developed; therefore the information presented here might, - and certainly will - become outdated, requiring future changes according to time and context. As the organization proposing this guide, it is worth affirming that this publication is not a statement of us "having made it": we are aware this is a path we are also treading, and it is still a long path to tread. Enjoy the reading!

⁵ The term 'tokenism' derives from the word "token" and refers to a symbolic inclusion of individuals and communities that are considered socially marginalized, in situations of disadvantage or vulnerability. Example: Hiring a professional or a small group of professionals from a specific identity or origin solely in order to appear inclusive, without effectively promoting structural changes in the policies for hiring, permanence and development of these and other professionals.

⁶ See the joint submission of InternetLab and IT for Change, 2021, to UN Special Rapporteur on the promotion and protection of freedom of speech and opinion and gender justice: <https://itforchange.net/sites/default/files/1738/ITforChangeInternetLab-SubmissionToGAReportGenderJustice-June2021.pdf>

GUIDE

THIS GUIDE IS STRUCTURED IN THE FOLLOWING THEMATIC BLOCKS:

1. COMPOSITION AND ORGANIZATION POLICIES

2. PROJECT FORMULATION AND RESEARCH AND ADVOCACY GOALS

3. FORMULATION OF RESEARCH AND ADVOCACY STRATEGIES

4. PROJECT STAKEHOLDERS

5. PROJECT TEAM

6. DATA SECURITY

Each block presents statements related to diversity and inclusion regarding the concerned theme. **Read attentively and check from 1 to 5 in which moment you believe your company currently is (level 1 being basic, level 3, medium, and level 5, advanced). Reflect upon the extent in which each sentence is being considered in your research and advocacy activities and in your team composition. You will also find a space to add information you may find important about each of the statements that follow.**

For the process to become truly inclusive, representing perceptions and expectations of other member of your organization, we recommend that this activity is done by the whole team, in discussion groups or individually.

The reception and analysis of all the answers in the guide will provide a better understanding of the organization's needs, besides aiding the identification of paths to establish short, medium and long time goals.

1. COMPOSITION AND ORGANIZATION POLICIES

A. THERE ARE POLICIES FOR GENDER DIVERSITY AND INCLUSION IN MY ORGANIZATION.

EXAMPLE:

In my company, there are policies that ensure an egalitarian composition of people regarding gender. Besides, do these policies have objective and reachable inclusion and gender diversity goals?



NOTES _____

B. THERE ARE POLICIES FOR RACE/ETHNICITY DIVERSITY AND INCLUSION IN MY ORGANIZATION.

EXAMPLE:

In my entity, there are policies that ensure an egalitarian composition of people related to race/ethnicity. Besides, do these policies have objective and reachable inclusion and race/ethnicity goals?



NOTES _____

C. THERE ARE POLICIES FOR LGBTQIA+ DIVERSITY AND INCLUSION IN MY ORGANIZATION.⁷

EXAMPLE:

In my entity, there are policies that ensure an egalitarian composition of people, including LGBTQIA+ people. Besides, do these policies have objective and reachable inclusion goals for LGBTQIA+ people?



NOTES _____

⁷ It is important to bear in mind that there are multiple social markers of difference. Although we used gender, race and sexuality as a reference, you may unfold the question to other markers, depending on your context.

D. THERE ARE POLICIES FOR DIVERSITY AND INCLUSION FOR PERSONS WITH DISABILITIES (PWD) AND NEURODEVELOPMENTAL DISORDERS IN MY ORGANIZATION.⁸

EXAMPLE:

In my entity, are there policies that ensure an egalitarian composition of people related to persons with disabilities (PWD) and neurodevelopmental disorders? Besides, do these policies have objective and reachable goals for diversity and inclusion?



NOTES _____

⁸ As mentioned in our assumptions, it is important to consider the context in which the organization stands, since that may determine which diversity and inclusion policies are the most appropriate and representative.

E. I ENSURE THAT THE RECRUITMENT PROCESS IS INCLUSIVE AND CONSIDERS DIGITAL AND SOCIAL INEQUALITIES.⁹

EXAMPLE:

Does the recruitment process consider different platforms to reach diverse social groups? Do the people in charge of welcoming and interviewing candidates understand the concept of preferred name? In case of in-person interviews, is the site accessible for persons with disabilities (PWD) and neurodevelopmental disorders? In case of remote interviews, are the differences in internet access considered so that people with accessibility problems are not hindered?



NOTES _____

⁹Digital inequalities involve - but are not limited to - connectivity and access to technological devices. They may also comprehend competences and technical abilities (for example, having knowledge about digital security and the use of tools and digital platforms), as well as a social environment that is adequate to exerting one's citizenship in a fair, democratic and safe way (for example, feeling discouraged to use social medias because of violence and rights violations). See CGI.br e NIC.br (2021). Para além da conectividade: Internet para todas as pessoas. Panorama Setorial da Internet. Ano XIII, N. 2. Available at: https://cetic.br/media/docs/publicacoes/6/20210805093039/psi_ano13_n2_internet_para_todas_as_pessoas.pdf.

F. THERE ARE POLICIES TO RETAIN A WORKFORCE WHO BELONG TO SOCIALLY MARGINALIZED GROUPS IN MY ORGANIZATION.

EXAMPLE:

Beyond hiring professionals from different groups and origins, there is an organizational culture aimed at inclusion and diversity which supports their permanence and professional development (for example, financial support for language courses). Besides, I am concerned about the employee turnover rate of these professionals.



NOTES _____

G. THERE ARE INCLUSION AND DIVERSITY POLICIES FOR ALL POSITIONS IN MY ORGANIZATION.

EXAMPLE:

The concern of having a diverse team is extended to all positions. I am attentive to the process of diversity narrowing towards higher hierarchies. Besides, opportunities for listening to the whole team are created before decision-making.



NOTES _____

H. THERE ARE GUIDELINES TO ADDRESS HARASSMENT, RACISM, LGBTQIA+ PHOBIA AND OTHER FORMS OF VIOLENCE IN MY ORGANIZATION.

EXAMPLE:

Do we know what a violation of rights is, how it is constituted and how to identify it? Has this understanding been discussed, shared and internalized by every professional in the organization? Is there a code of conduct, protocol or policy to guide these issues? Is this agreement transmitted during the recruitment of new members? A way to identify or to implement this organizational culture is by asking the team about the organization's activities and dynamics, and about researches and surveys on the theme. Remember it is always possible to launch an internal communication process about forms of violence.



NOTES _____

I. THERE IS AN INDEPENDENT AREA TO RECEIVE AND MEDIATE VIOLENCE REPORTS IN MY ORGANIZATION.

EXAMPLE:

It is important to know what to do in case of discrimination between members of your entity and external people (partners, funders, etc.). In these cases, it is necessary to have a set of previously discussed and established measures, as well as, if possible, to count on an independent area to receive and address reports and to decide on each case individually.



NOTES _____

J. THERE ARE DIVERSITY POLICIES WORKGROUP AND AFFINITY GROUPS IN MY ORGANIZATION.

EXAMPLE:

Besides the reporting mechanism, the organization should allow their teams to think, discuss and design relevant policies and demands according to their identities. In the case of small organizations, an alternative to propositional and affinity groups may be the use of informal channels of direct communication to leaderships. In these cases, it is extremely important that the leaderships are able to listen to and receive the demands.



NOTES _____

2. PROJECT FORMULATION AND RESEARCH AND ADVOCACY GOALS

A. I UNDERSTAND THAT INTERNET, TECHNOLOGY AND DIGITAL RIGHTS HAVE DISTINCT MEANINGS FOR DIFFERENT SOCIAL GROUPS (CONCERNING ETHNICITY, RACE, RELIGION, GENDER IDENTITY, SEXUAL ORIENTATION, GENERATION, INCOME, ETC.) DEPENDING ON GEOGRAPHICAL, SOCIAL, ECONOMICAL AND POLITICAL CONTEXTS.

EXAMPLE:

I recognize that the project's activities may demand language adaptations or consideration of social particularities related to different contexts.



NOTES _____

B. MY GOALS INTEGRATE ONE OR MANY SOCIAL GROUPS FROM AN INTERSECTIONAL PERSPECTIVE.

EXAMPLE:

I guarantee that the projects contribute for the National Action Plan¹⁰ to integrate inequalities of one or many socially marginalized groups from an intersectional perspective, i.e., I offer space to think different identities in an articulate way, but I also consider each identity's specificities.



NOTES _____

¹⁰ A National Action Plan is a public policy strategy tool implemented by States and collaboratively developed by governments, individuals and businesses. The guidelines about NAPs on Business and Human Rights may be found at: https://www.ohchr.org/Documents/Issues/Business/UNWG_NAPGuidance.pdf. The States have also adopted plans against racism, the climate crises, among others.

C. I WONDER ABOUT WHICH QUESTIONS OR PERSPECTIVES WERE LEFT OUT OF MY PROJECT.

EXAMPLE:

Although it is not always possible to integrate different social groups in our goals, it is important to be aware of possible perspectives that were left out. That may indicate, for example, the need for assistance from consultants or organizations in themes that were not previously covered.



NOTES _____

3. FORMULATION OF RESEARCH AND ADVOCACY STRATEGIES

A. MY RESEARCH AND ADVOCACY STRATEGY CONSIDERS INTERSECTIONAL PERSPECTIVES.

EXAMPLE:

Am I considering the articulation of different social markers of difference? Can I compare impacts of the phenomena to black and white women? Can I compare implications to women and men? Can I compare impacts to different social profiles of men (white, black, indigenous, PWD, cis, trans, gay, bisexual, etc.)?



NOTES _____

B. MY PROJECT'S RESULTS AND PUBLICATIONS (AUDIO-VISUAL MATERIAL, REPORTS, ETC.) ARE ACCESSIBLE TO DIFFERENT SOCIAL GROUPS, "INCLUDING PERSONS WITH DISABILITIES (LEARNING DISABILITIES INCLUDED).

EXAMPLE:

Are reports written, formatted and accessible to persons with reading and comprehension disorders such as dyslexia? Do I use a kind of language that facilitates reading and writing in Braille? Am I sure the wording is not offensive or derogatory to a given social group? Do the videos have subtitles? It is important to notice that accessibility, as much as diversity and inclusion, involves heterogeneous social groups, with different needs and demands, which should be considered in their particularities.



NOTES _____

4. PROJECT STAKEHOLDERS

A. I ESTABLISH DIALOGUES WITH DIFFERENT SOCIAL SECTORS TO AVOID INEQUALITIES IN MY PROJECT AND TO EXPAND ITS SCOPE.

EXAMPLE:

Besides the government, do I reach civil society organizations, private companies (small, medium and large-size), legislative and judicial power representatives, academia, media, social movements and other stakeholders as persons and communities concerned?



NOTES _____

B. I CONSIDER DIVERSITY OF REPRESENTATIVENESS IN MY PROJECT'S INTERVIEWS, WORKSHOPS OR EVENTS.

EXAMPLE:

When organizing an event, do I observe the guest's different social profiles (women, LGBTQIA+, black, PDWS? Do I consider diversity and representation of other social groups when organizing an interview group?



NOTES _____

C. I ENGAGE IN OVERCOMING STEREOTYPES WHEN CONSIDERING DIVERSITY IN PEOPLE'S REPRESENTATIVITY.

EXAMPLE:

Do I invite people from a group understood as a social minority to speak about subjects other than race? Do I ask women to speak only about gender? Do I invite LGBTQIA+ to speak only about sexual orientation or gender identity? Are these invitations made exclusively on commemorative dates (for example International Day Against Homophobia, Biphobia and Transphobia)? Do I make an effort to invite women to speak about topics in which they are traditionally underrepresented, as technology? Besides, do I consider different ideological and intellectual points of view?



NOTES _____

D. I MAKE SURE MY INTERVIEWEES, GUESTS, PARTICIPANTS AND TARGET-AUDIENCE ARE RESPECTED, HEARD, UNDERSTOOD AND NOT SILENCED OR INTERRUPTED.

EXAMPLE:

When conducting an interview about gender violence, do I allow myself to listen and to ponder during the conversation? Do I worry about my questions possibly triggering the interviewee? Do I make the interviewee feel comfortable - and not judged, interrupted or misinterpreted - during the interview?



NOTES _____

5. PROJECT TEAM

A. THE PROJECT TEAM IS COMPOSED OF DIFFERENT SOCIAL GROUPS AND FIELDS OF KNOWLEDGE.

EXAMPLE:

If not, how can I overcome the gaps identified in my team? A diversified team composition can make a difference in advocacy and research results because of the different perspectives people can bring. Diversity may refer not only to members belonging to different social groups, but also to a multidisciplinary composition.

It is important to notice that the presence of people belonging to different social groups does not immediately mean that different perspectives will be properly integrated – it must be observed among other factors. It is important, for example, to think about training, so that the whole team is able to think about questions involving themes related to diversity.



NOTES _____

B. MY PROJECT'S DECISION-MAKING SPACES ARE DIVERSE, OPEN AND SAFE FOR AN INCLUSIVE HEARING OF EVERY PROFESSIONAL INVOLVED.

EXAMPLE:

It is not enough, though, to have the presence of different groups in the institution or the project. It is necessary to hear them and to consider the different perspectives based on their experiences when thinking about the organization's actions. Example: Do we create spaces that are open and diverse enough to hear the whole team's opinions and contributions? How does the communication with third-party professionals work?



NOTES _____

C. MY TEAM HAS EXPERIENCE IN DIFFERENT ASPECTS OF REPRESENTATIVITY, INCLUSION AND DIVERSITY.

EXAMPLE:

If not, do I seek external specialist's opinions about the topics I am working on? Example: If one of the project's activities involves discussions about protection, respect and remediation of violations resulting from facial recognition technologies, do I understand the nuances of these violations to different social groups and what advocacy and research may mean to them? If not, do I reach for people who have this knowledge? **Remember that, if you lead a small institution with no resources to hire a specialist, you may always ask for the assistance of other institutions or become a specialist.**



NOTES _____

6. DATA SECURITY

A. I GUARANTEE INFORMATION SAFETY FOR MY TEAM AND FOR MY ORGANIZATION'S PARTNERS.

EXAMPLE:

Is my organization composed of individuals or groups of individuals in social vulnerability situations, and/or that are more susceptible to the violation of rights? If so, do I engage in guaranteeing their digital safety/security? Do I make sure personal information from individuals or groups of individuals from my organization are safely stored? Am I equally careful with information from organizations, agencies and professionals that work in partnership with my organization?



NOTES _____

B. I MAKE SURE THAT SENSITIVE DATA COLLECTED BY MY PROJECT WILL NOT CAUSE ANY HARM TO INDIVIDUALS OR GROUPS OF INDIVIDUALS, IN CASE THEY ARE RELEASED.

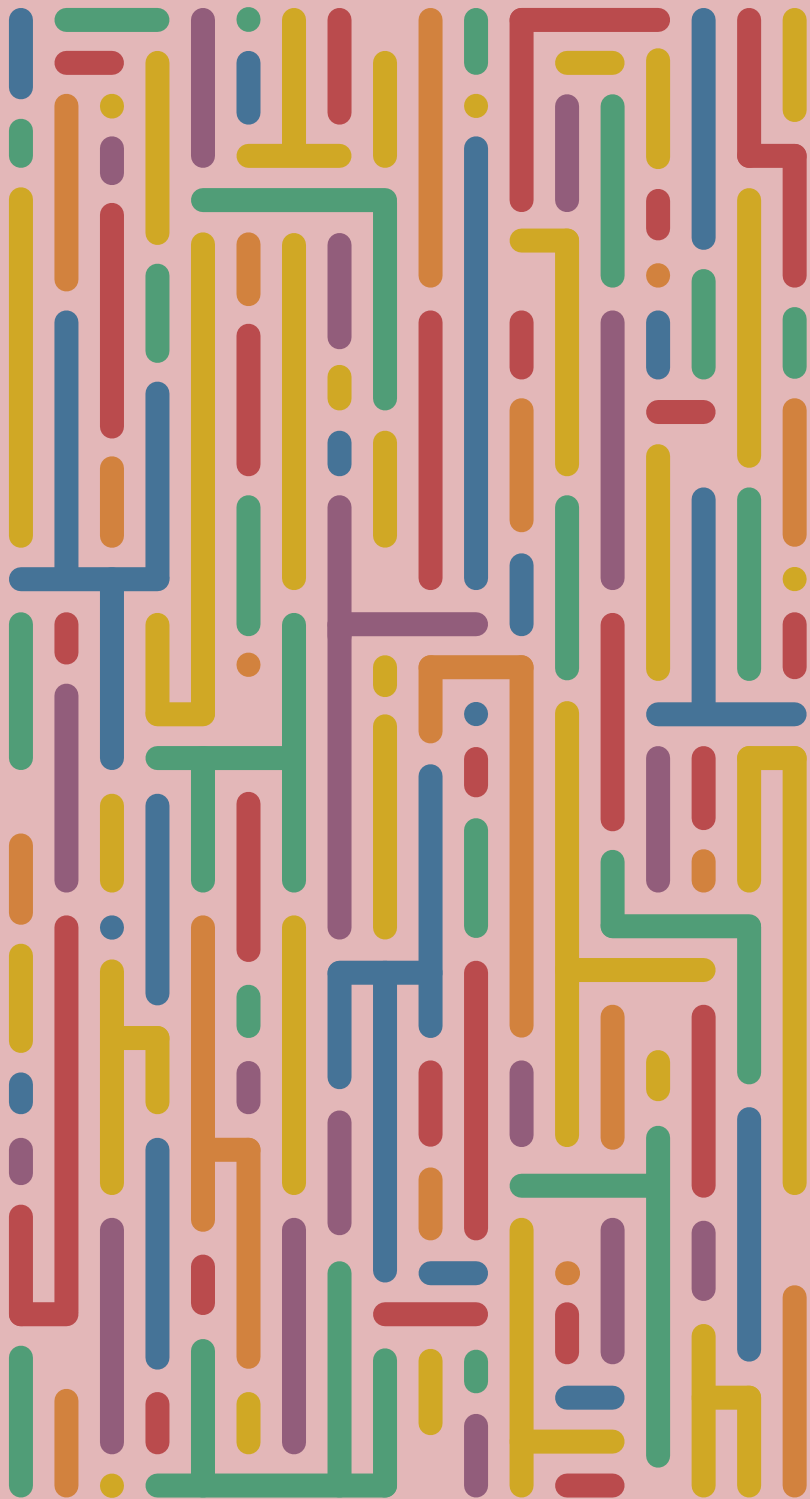
EXAMPLE:

In some cases, data collection may render individuals or groups if individuals even more vulnerable. We must, therefore, consider if and when we should collect data (or any sensitive personal information) in our research and advocacy. Example: Do I understand which data are sensitive? Are there other data not classified as sensitive by the legislation that could lead people to experience violence? When preparing reports about rights violations, am I concerned about data anonymity?¹¹



NOTES _____

¹¹ Harms may be understood in a broad and subjective way, as well as sensitive personal data collection may be part of a project in different ways: through interviews, surveys, researches, data collection, etc. In this sense, before prohibiting sensitive personal data collection, it is necessary to ponder about which data to collect and about their collection being really necessary to the project's success. One should also analyze if the aggregation of non-sensitive information may somehow enable the access to sensitive data.

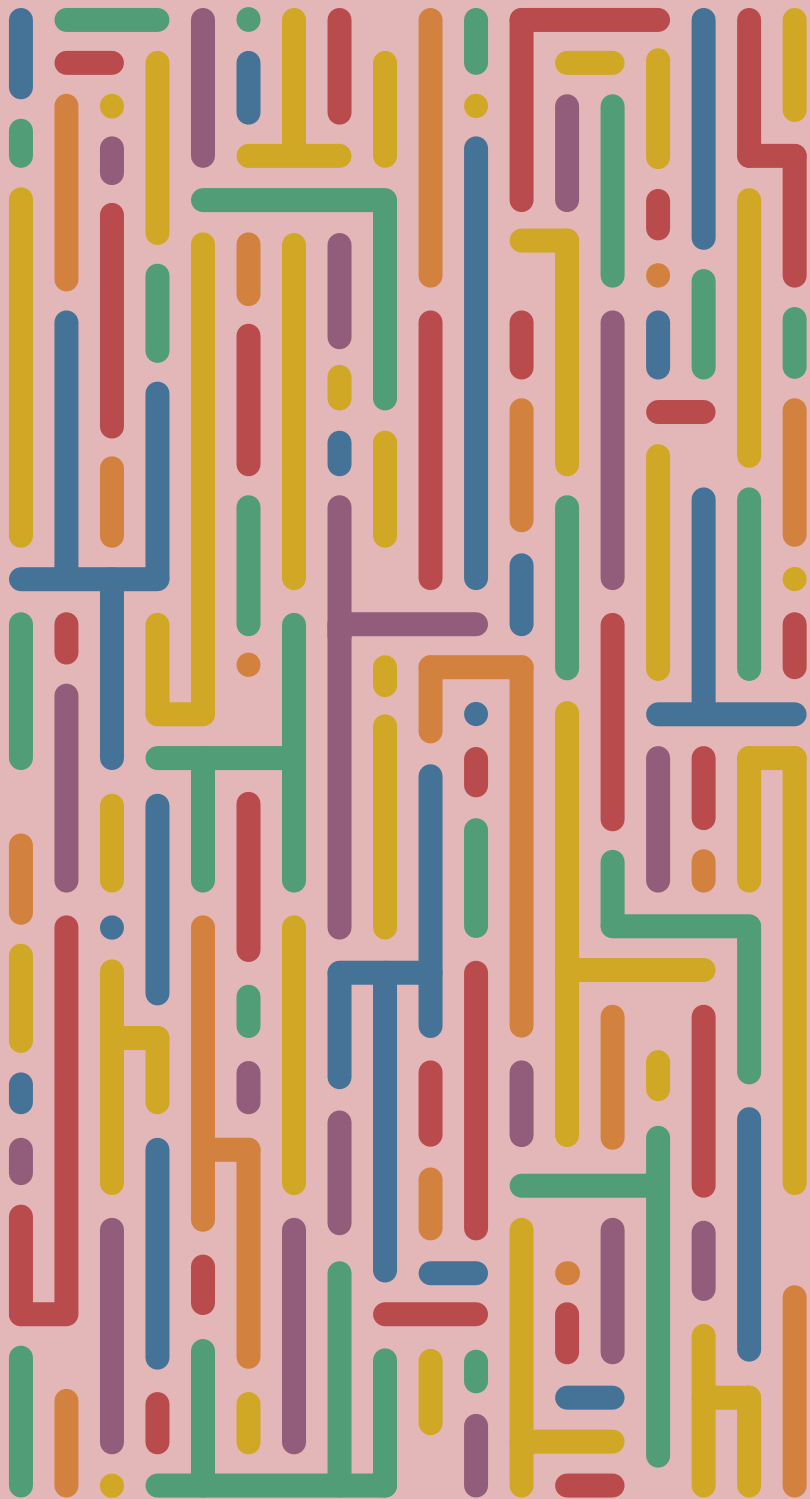


CONCLUSION

The process of becoming a more inclusive and diverse institution does not happen all at once. As individuals raised and educated in a society structured by discriminations and prejudices directed towards certain groups, we need to open not only our institution for change, but also ourselves. Besides that, the process of identity recognition of historically marginalized groups has been continuously strengthened and consolidated, which means it is necessary to constantly update our knowledge about particular social experiences of different individuals.

We must bear in mind, therefore, that we are facing a continuous process, strongly linked to the changing of cultural meanings, i.e., the success of this enterprise will depend on the involvement of each and every team member: presidents, directors, researchers, lawyers, communicators, administrative staff, interns, security workers, etc. Be always attentive to the way you will take the process further!

Unfortunately, there is not a single way to become an inclusive and diverse institution. You should be willing to adapt, to actively and purposely listen to internal and external collaborators, besides being ready for self-criticism. From the necessities observed by you and your team, set goals and deadlines to reach them. Note that the sustainability of diversity and inclusion actions depends on their articulation with the reality in which they are based. It is better to go on with a gradual and organic process, than with a fast - but superficial - one.



FURTHER RESOURCES

As a support for our guide, we selected publications developed by InternetLab and by other organizations that have worked on human rights promotion and protection in the field of digital rights. These materials refer to one or more recommendations about diversity and inclusion, and are available in **Portuguese, English, Spanish** and **Bahasa Indonesia**.

PORTUGUESE

MonitorA: relatório sobre violência política online em páginas e perfis de candidatas(os) nas eleições municipais de 2020: Observatory of political and electoral violence against candidates on social medias, created by InternetLab and AzMina Magazine, with the goal of understanding online political violence. Also available in [English](#).

Proteção social, gênero e privacidade: o caso do Programa Bolsa Família: Article from InternetLab which analyzes the largest income transfer program in Brazil, whose beneficiaries are majorly women (almost 90%). Also available in [English](#).

Mais do que palavras: procurando consensos para caracterizar o discurso de ódio: Research from ADC about judicial and social aspects of hate speech in Argentina, Brazil, Costa Rica and Panama. Also available in [English](#) and [Spanish](#).

ENGLISH

Gender guidance for the Guiding Principles on Business and Human Rights: Created by United Nations Development Programme and by the Businesses and Human Rights Workgroup, the guide integrates gender perspective to the Guiding Principles on Businesses and Human Rights.

Addressing the Gender Dimensions of Business and Human Rights: Report from the Danish Institute of Human Rights (DIHR) about digital transition, national action plans and feminist approaches.

Country case-study: sexual and reproductive rights in Indonesia: Case-study from ELSAM about data mining technologies and women's access to reproductive rights in Indonesia.

Persons with disabilities and access to information and communication services: Research from ADC about persons with disabilities and accessibility to digital environments and communication services.

The lack of women in the IT industry: the cyber security case. Another aspect regarding access to ITCs: Research from ADC about women in the Information and Communication Technologies industry.

Women's Empowerment Principles Gender Gap Analysis Tool (WEPTs Tool): Developed by UN Global Compact in partnership with UN Women and BID Invest, this tool aims at assisting business enterprises to assess performance in terms of gender equity in the workplace, the market and the community.

The 5-Point Action Plan: Designed by Paradigm for Parity to assist businesses in reaching gender parity in businesses environments.

Bridging the Digital Gender Divide - Include, Upskill, Innovate: Developed by the Organization for Economic Cooperation and Development (OECD), the report explores a series of factors that maintain the digital gender divide and aims at supporting women's egalitarian participation in digital economy.

Ways to Bridge the Gender Digital Divide from a Human Rights Perspective: Developed by Human Rights, Big Data and Technology Project from the University of Essex, the article analyzes the challenges and opportunities brought by the use of big data and associated technologies from the perspective of women's human rights.

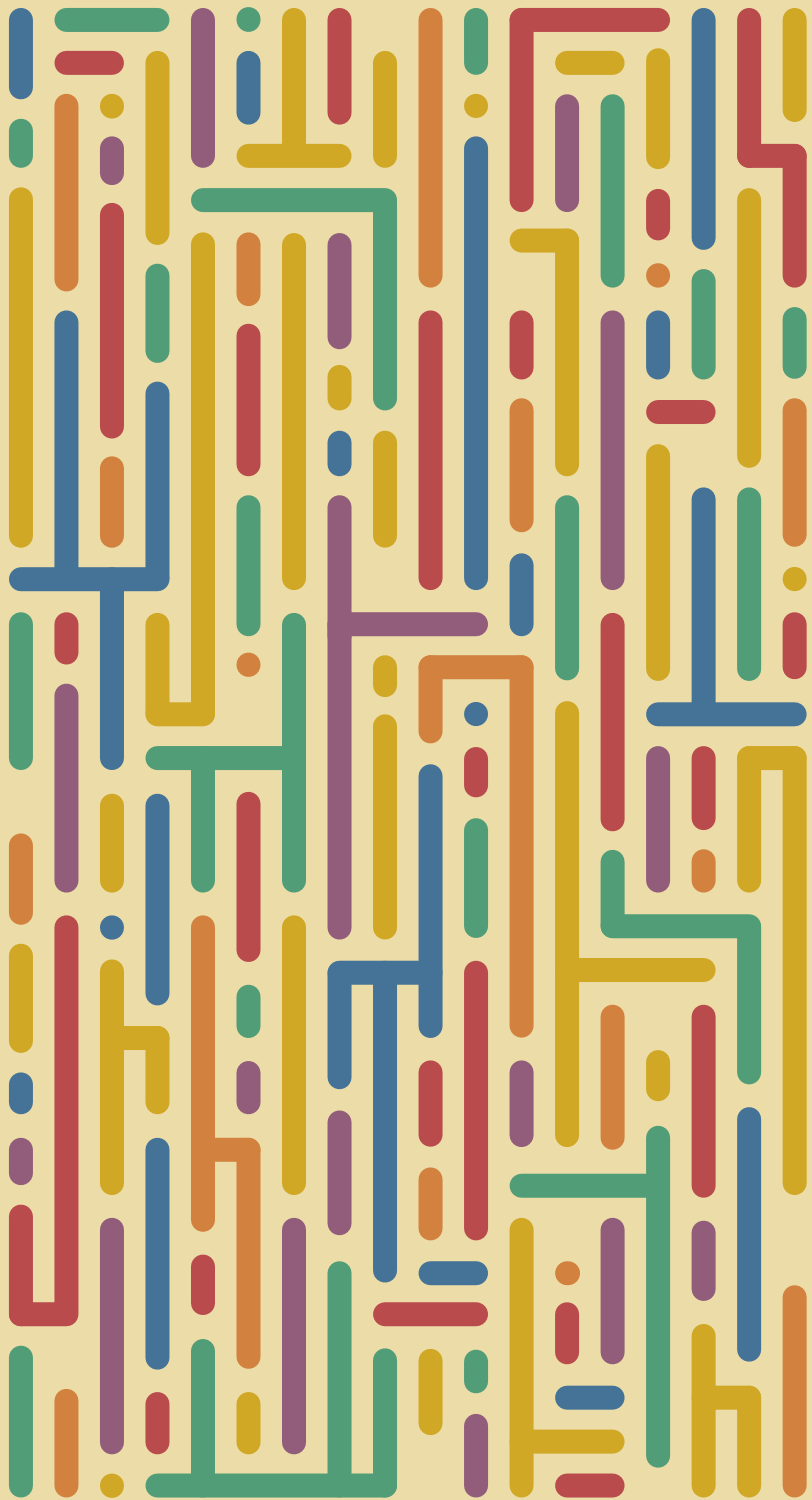
SPANISH

¿Cómo implementar la debida diligencia en derechos humanos en el desarrollo de tecnología?: Guide developed by ADC about technological development and right to privacy. A special mention is made to the gender perspective in human rights due diligence processes and to the need of observing groups in situation of vulnerability to the assessment of impacts on human rights.

BAHASA INDONESIA

Menghargai Keragaman Seksual Dan Gender Dalam Perusahaan: Sebuah Panduan Praktis (Para fazer o download, clique na seção "Lampiran Berkas"): (To download, click on the "Lampiran Berkas" session): ELSAM guide that aims at encouraging business enterprises to include and respect sexual orientation and gender identity in business processes and operations.

Perspektif Gender Dan Hak Anak Dalam Bisnis Dan Hak Asasi Manusia: (To download, click on the "Lampiran Berkas" session): ELSAM research about how to protect women's and children's rights in Indonesia according to the Guiding Principles on Businesses and Human Rights.



INTERNETLAB
pesquisa em direito e tecnologia