

**Report on Gender Training provided under the Centres of Excellence  
project, ESMT, Dakar, Senegal  
WORKING GROUP 5**

**RECOMMENDATIONS**

**A.** Working Group 5 totally supported the concepts and recommendations made by the Gender Specialist who was attached to the Centre of Excellence in Dakar, Senegal. In particular, the Working Group wished to highlight and recommend that the following be considered for other Centres of Excellence:

**1) Harnessing the impetus generated in connection with gender issues**

- Establish a Gender Policy Steering Committee in Centres of Excellence, which includes representatives from organizations active in gender issues and staff of the school.
- Develop cooperation arrangements between Centres of Excellence and NGOs active in gender issues.
- Supplement and fine-tune the training institute's activities to analyse gender issues and define an action plan to promote gender equality within the institute, with a view to a future publication of the policy that is defined and the action plan to be established.
- Request authorization from the Board of Directors, with a view to the approval of each Centre of Excellence's gender policy.
- Conduct a study on the status of technical training and professional practice in information and communication technologies at the regional level, including a detailed analysis of the situation in the area of national education and telecommunication policies).
- Establish criteria to assess sensitivity to gender issues.
- Establish indices to be incorporated into gender training courses organized by the school.

**2) Gender training efforts are required at two levels**

- At the internal level
  - repeat the gender workshop for the remaining staff;
  - organize a system of accompanying activities for gender training, to include participants from NGOs. This approach will enhance continuing education and provide a more comprehensive view of the real social situation in the countries involved.

- At the external level, within the framework of the centre of excellence:
  - Implement gender training for human resources development officers and other management staff of telecommunication operators and private companies. A study should first be conducted on the status of technical training and professional practice in information and communication technologies at the regional level, to generate statistics to depict reality in terms of the commercial and promotion interests of businesses.
  - The following courses should directly incorporate gender training components:
    - Commercial courses: Telecommunication network and services management.
    - Management courses: Human resources development;
    - Certificate courses in continuing education.
  - Gender training provided by a school of telecommunications should be recognized just as any other training course, and care should be taken to use assessment systems consistent with the method that has been adopted.

### **3) The Centre of Excellence's training should be gender sensitive**

- All subjects, even the most technical ones, involve a gender approach, if only through the attitude of the instructors and students in the classroom.
- Students should be encouraged to participate in the development of an internal gender policy:
  - establish cooperation arrangements with NGOs working on gender issues, making students available for practical activities in exchange for NGO assistance;
  - assign students to work on topics requiring gender-related applications - for example, students could be assigned to work on websites for their home countries, incorporating both technical and gender components;
  - establish a special award for theses that contribute to both gender issues and technology (contact UNFPA, UNIFEM, USAID, etc.).

### **4) Increase the number of women staff at the Centres of Excellence (both instructors and students)**

- Establish a positive discrimination or supplementary assistance programme:
  - reduce training costs for women (stipends, etc.);
  - establish quotas for the Centre of Excellence's competitive entry examinations;

- give priority to women at equal levels of skill (for recruitment of students as well as staff);
- adopt a more flexible approach, allowing women more time, if they require, to pursue their careers. While women have many more social pressures and responsibilities in the home than men, they are expected to produce results within the same time-frame as their male counterparts. Different concepts of time should therefore be applied to men and to women.
- Review the criteria for approving students' applications and the proportion of women present in school recruitment boards.
- Initiate negotiations with public institutions, the Government, and cooperation agencies to arrange stipends and specialized funds for women in new information and communication technologies.

**5) The Centre of Excellence's new gender policy should be broadly disseminated**

Suggested methods: travelling exhibits, open houses at schools and universities, videoconference on women and information and communication technologies, with the participation of several countries from the developing world (Latin America, the Caribbean, and Africa).

The cooperation agencies to be surveyed could be asked about the possibility of providing stipends or financing to enable women to pursue technical studies, as well as the possibility of creating awards in connection with a policy to promote gender analysis in technical training. These issues should also be discussed and applications filed with UNFPA, USAID, UNESCO, the Canadian cooperation authorities, etc.

## **B. Regarding ESMT**

1. 1. that the BDT focal point for the ESMT Centre of Excellence follow-up on the recommendations made by the Gender Specialist;
2. 2. that members of the Task Force on Gender Issues from Senegal should also monitor the progress on the implementation of the recommendations made by the Gender Specialist to the ESMT;
3. 3. that the BDT Focal Point on Gender Issues prepare and circulate a questionnaire to those persons trained by the Gender Specialist. This questionnaire should be disseminated towards the end of the year;
4. 4. that those who were trained by the Gender Specialist include a gender perspective in their own training

## **C. Existing modules on gender perspective produced by the Gender Specialist:**

1. 1. that the modules be disseminated to other working groups:
2. 2. that information concerning these modules be disseminated for use by interested parties

## **D. that the pilot project as completed at ESMT, be expanded to other Centres of Excellence, in particular, the African Advanced Level Telecommuni-cations Institute (AFRALTI).**

- E. that articles continue to be published in the ITU's Human Resource Development Quarterly. Each Working Group of the Task Force would be responsible for an article for a given issue of this magazine.
- F. Project proposals were presented and discussed on Eritrea and the Dalit Women in India. Both will be considered.

## RECOMMENDATIONS OF A GENERAL NATURE:

1. that the Task Force on Gender Issues noticed with shock the decision taken by Council to revert to “Chairman”, thus loosing all gains achieved in terms of gender sensitive language;
2. that ITU continues to encourage organizations to nominate women as members of their delegations to meetings, conferences, seminars, etc.;
3. *3. that the gender component be an integral part of any project document;*
4. 4. that the Task Force requests the Reform Group on the ITU to take up the question on the ITU’s recruitment and promotion policy;
5. 5. that an audit on the progress made by the ITU on gender mainstreaming be conducted.
6. 6. that a mailserv be created to include all members of the different Working Groups of this year’s Task Force for the follow-up of its recommendations.