

**10<sup>th</sup> World Telecommunication/ICT  
Indicators Meeting (WTIM-12)**  
Bangkok, Thailand, 25-27 September 2012



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**TITLE:** Measuring ICTs: with a pink tape

## Measuring ICTs: with a Pink Tape

10<sup>th</sup> World Telecommunication  
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### 3 snapshots (b4 lunch)

- Employment
- Education
- Why this matters



## The OECD defines ICT-skilled employment as:

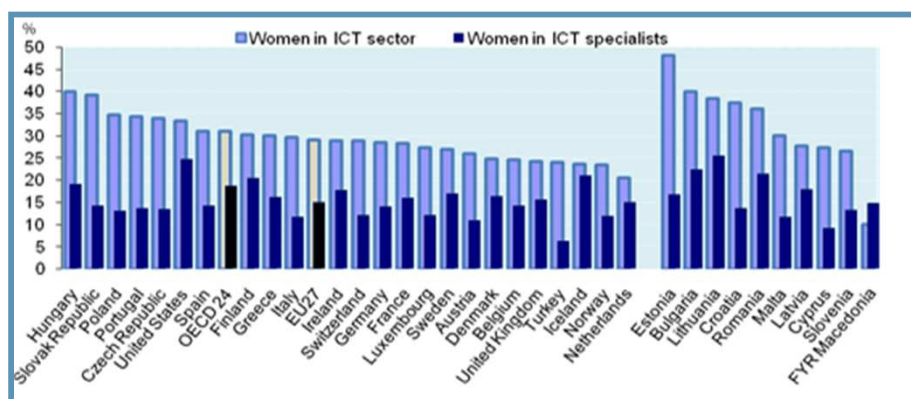
1. based on **ICT-specialist occupations** and
2. based on **ICT-using occupations**.

One is a narrow measure, comprising specialists whose jobs focus is on ICTs, such as software engineers.

The other is a broader measure of ICT-skilled employment, and concerns employees who use ICTs regularly as part of their jobs, but whose jobs do not focus on ICTs, e.g. media, as teachers in classrooms, as medical staff, or in the financial sector.

*OECD (2007) Directorate for Science, Technology and Industry,  
Committee for Information, Computer and Communications  
Policy. Working Party on the Information Economy – ICTs and  
Gender*

## Share of women in the ICT sector and in ICT specialist occupations in selected countries, 2010





## Strategy and Business article

“In the midst of a great unemployment crisis, there is also a yawning talent gap. Recruiters seek applicants with scientific knowledge, communication skills and technological acumen that many high school and college graduates lack”.

*(Strategy & Business Autumn 2012)*



## According to eSkills Monitor...

Europe anticipates filling as many as 700 000 IT jobs by 2015 in the ICT & telecom field; among them such critical areas as security of communications, devices and information, as well as voice, data, video management, the management of both new network devices, and methods of communications.

<http://www.eskills-monitor.eu/>



## Employment opportunities rise

“ICT employment opportunities for women in the post 2008 global economic and finance crash era include high-speed internet, cloud computing, green ICT goods and services and their “smart” applications as these are presently heavily promoted by governments as a strategic response to the economic crisis.”



## ILO categorizes ICT Tech professionals as follows:

**251 Software and applications developers and analysts;** 2511 Systems analysts; 2512 Software developers; 2513 Web and multimedia developers; 2514 Applications programmers; 2519 Software and applications developers and analysts not elsewhere classified;

**252 Database and network professionals;** 2521 Database designers and administrators; 2522 Systems administrators; 2523 Computer network professionals; 2529 Database and network professionals not elsewhere classified;

<http://www.ilo.org/public/english/bureau/stat/isco/docs/ict.pdf>



## Space for ITU collaboration

- Here is an opportunity for the ITU and the Partnership to collaborate with ILO and OECD to promote the production of gender specific data



## ILO's framing of gender equality in the context of 'decent work'

'embraces equality of opportunity and treatment, equality of remuneration and access to safe and healthy working environments, equality in association and collective bargaining, equality in obtaining meaningful career development, maternity protection, and a balance between work and home life that is fair to both men and women' (ILO 2007).

## 3 snapshots

- Education and professional development



Girls engagement in the labour market could be enhanced through:

- Building their marketable skills
- Facilitating their entry into labour force
- Alleviating gender constraints and expectations once in the labour force

### How do we measure>>>>>>

- ✓ Improving relevance of educational curricula
- ✓ Quality of after school tutoring and mentoring programs
- ✓ Targeted financial and STEM educational programs
- ✓ Funded internships, apprenticeships and training opportunities to promote girls' transition into the sector



## Examples of proposed education indicators

- ED7 Proportion of learners (by gender) enrolled at the post-secondary non-tertiary and tertiary level in ICT-related fields
- ED46 Proportion of learners (by gender) who graduated last academic year in ICT-related fields at the post-secondary non-tertiary and tertiary level
- ED53 Number of female graduates per 1000 male graduates in ICT-related fields



## ICT in education indicators

“The proposed ICT in education indicators have been based on data that can be generated within existing official administrative sources. A few methodological and operational caveats have been identified for improvement over time. This guide presents an expanded set of indicators for monitoring ICT in education beyond the core list developed by the *UNESCO Institute for Statistics*”





## Girls in ICT Portal



<http://girlsiniict.org>  
a one stop shopping centre



## Potential for other collaboration...

- Evidence and Data for Gender Equality (EDGE) launched in Busan. Led by UN Women and the UN Statistical Division aims to improve and harmonize gender data.
- Between March 2012 and February 2015, will focus on the 'three Es': women's education, employment and entrepreneurship. This will see a database developed to compile guidelines for the collection of gender indicators. Pilot data will then be collected in 10 participating countries.



**We measure  
what we value**

*...our tools of  
measurement  
are deeply in  
favour of further  
rewarding what  
we already  
do...could this  
pose a problem?*



## The “Gender Metric”

- Educating a girl one year beyond the national average boosts her earning power between 10 and 20%
- The World Economic Forum’s 2011 Gender Gap Index shows that a nation’s prosperity correlates with the level of parity between women and men
- In the Asia-Pacific region, countries are losing between \$42B and \$46 B by restricting women’s access to the workforce
- Worldwide, companies perform better and produce better ideas when their highest ranks have gender diversity

*A chasm can only be crossed  
in a single leap*



# QUANTUM LEAP

*...We need a cognitive shift in thinking  
- how can we reconfigure the way we  
think to get all women involved...*

## Ways forward (stay nimble & collaborate)



- Keep reviewing ICT occupations classification as the sector is dynamic with new needs and professions emerging as new technologies and markets develop
- Consider measurements for education that go beyond entry level and high school, that include returnees to school, mentoring programs, internships and training at work



Not everything that counts can be  
measured, and not everything  
that can be measured counts.

Women count - thank you !