RAFIK DAMMAK:

Thanks, everyone, for joining the call today. And also, thanks for the comments and the discussion, the mailing list for the topic. So for today our agenda is quite simple, but I think we'll have a lot to discuss.

Our focus is still to work on the draft report and try to resolve some issues that were raised in the mailing list, and try to work out an acceptable text for everyone, and to find consensus around that. But we can start with reviewing the action items.

There's an action item about sending a revised version of the questionnaire. Sorry that was not done, but Matthew proposed a small amendment and that was included in the document. So, we can make the consensus call around a questionnaire in the mailing list and [target] to have that for discussion and approval for the next plenary in March, which means in the Copenhagen meeting.

Okay, so we can move then – also, I think there were other action items in the wiki space. One of them is the document to be sent by [Chris], and I think that was shared by Donna this week, so please review it. Oh, and see that Bernie – I see his hand. Yes, Bernard,] please go ahead.

BERNARD TURCOTTE:

Thank you, Rafik. Just a note. If you want to get the questionnaire on the [inaudible] or Copenhagen, it would need to be approved by this group by the 3rd of March. Thank you.

Note: The following is the output resulting from transcribing an audio file into a word/text document. Although the transcription is largely accurate, in some cases may be incomplete or inaccurate due to inaudible passages and grammatical corrections. It is posted as an aid to the original audio file, but should not be treated as an authoritative record.

RAFIK DAMMAK:
Yes, thanks. It should be one week before the plenary meeting, which is on the 10th [inaudible] to respond to Renata the Friday, 10th of March. So, we have to do it within the coming days. Yes, Bernie, I see that you're still raising your hand. That's an old or a new hand? Okay, thanks.

Okay, so one other action item was that document to be sent by [Chris], and that was shared in the mailing list. We are putting this on hold for now, and we will get back to that later on regarding the two documents and try to see how we can give input and include the contents in our report.

Okay, moving to the review of the trust report. I would like [inaudible] to start maybe with kind of the issues – not necessarily issues, but probably a point that we need to clarify. It has raised a lot of question, comments, and so, I think, maybe even kind of created some confusion with regard to the intent of that paragraph and what we are trying to say there.

So, I would like first to share in the Adobe Connect the text amended lately by Julie as kind of a proposal. And so maybe first to – this is just my understanding of what we try to achieve in that paragraph. When we talk about the diversity of skills, it's really about – first thing is to highlight and to stress that's not putting diversity versus skills.

Not what we are aiming for, but it's about diversity of skills which means that we are trying probably to look for more different [inaudible] experiences and other kinds of skillsets; so not just having kind of the same. And so, trying maybe to go more further and try to be this kind of

different working – maybe working [inaudible] one, but also knowledge about from the region and so on.

It's not about setting some hard quota or about putting diversity over skills and so on. I think it's important to make that point because I think, at some level, maybe discussion got heated a little bit. So for now, what we're trying to do, maybe what we should aim for is to kind of review the text, the latest version we have, and to see how maybe we can work on that to make it maybe more clear, to explain the intent, and also what we want exactly to achieve.

So, just here first to start maybe to look for our comments, and we see that Sébastien is already in the queue. Yes, Sébastien. Please go ahead.

SÉBASTIEN BACHOLLET: Thank you. Thank you, Rafik. It seems that we are writing something about number of the Work Stream 2 [inaudible] something and I would like to express the reverse. And as I wrote in the signature in my e-mail, skills, you can always get them. You can learn. But diversity, if you are white old man, you can't become a young black lady. But both of them can learn and can improve their skill. That's why I think, really, that diversity is a must. Skill can be acquired. Thank you.

RAFIK DAMMAK: Okay. Thanks, Sébastien. Okay, so we're just going to give maybe more chance for people to read the latest proposal text and to see if it's acceptable or they want to propose some comment. And I see that Fiona in the queue. Yes, Fiona. Please, go ahead.

FIONA ASONGA:	Thanks, Rafik. I think when it comes to skills, what we need to think about so that there can be diversity of skills – diversity of skills can be looked at from very different angles. One is having different skillsets in terms of training, knowledge, and expertise being involved.

The other is being able to have a balance of those who are very skilled in an area as well as those who are not so skilled in that particular subject area. So, there can also be knowledge transfer and building – trying to bridge the gap.

Because if we decide – I've read through the discussion and the discussion seems to lean towards you don't have the skill or the experience. But at the end of the day, the person without that skill and that experience brings diversity into the whole discussion because they see things from a very different point of view, because they are able to – they're out of the box, basically.

And therefore, their lack of skills, in its own way, has an impact on the discussion and how a decision for example is arrived at because they would not – ideally, the person [is not because] they don't know you're ready to ask questions. You sort of throw yourself [inaudible] here. This I do not know, but I need to ask questions so that I can know it better next time I have this skill.

If we look at it that way, then when we talk about diversity, it's really about ensuring that there is a balance. There is a balance of those who are very skilled. And even those that we think or we perceive as not being so skilled can also be part – they can be included in the discussion.

And I think if we look at it that way, then we'll make a lot more headway in terms of the skill diversity as opposed to being rigid and saying, "Okay, which is skill? The skill must just be there." Sometimes, the skill is not there but the individual is willing to learn. Where does that fit in in the whole skill/diversity discussion?

Maybe that's – maybe I'm throwing a spanner into the work, but I think that should help us to just think out of the box and look at skills not as the main requirement, but skill diversity being able to create a balance between those who have the skill and those who don't have it. Thank you.

RAFIK DAMMAK: Thanks, Fiona. I think when we talk about skillset, it's like many job descriptions. It's not just in ICANN. It's kind of a wish list of what the person should know and so on. But at the end of the day, you have kind of to maybe pick some of them. You cannot expect that someone has all the skills at a high level. You kind of accept that he shows a different, maybe, experience or brings a different background that creates some diversity.

Because like in different structures, I think we have – when we try to appoint or elect people, we don't necessarily need to appoint people having the same profile. We need a kind of diversity of profiles of experiences of backgrounds to avoid the groupthink issues and to have that diversity of point of view, not just the diversity by gender, by region and so on – but also that diversity of backgrounds, of experience, of also different skills. So, having a different profile.

And I think that may be what we have to highlight. And with the regard, maybe a person with that kind of different profile, different background, we can then also work, as I see that proposal on the capacity to build maybe other skills and so as to – if there is what we can perceive a gap, that doesn't mean that the person is not qualified.

There is a possibility maybe to provide the kind of capacity so he can fill that gap. And I think that's also what happens even in the corporate world. You have a person reaching the executive level, there is still a work that they do to fill some gaps, maybe in the area that he didn't or she didn't focus.

So, not to keep talking more, I see that Renata is in the queue. Renata, please go ahead.

RENATA AQUINO RIBEIRO: Thank you, Rafik. I hope you all can listen to me okay. I will just note that I strongly disagree with the idea that there is opposition here between diversity and skill because this paragraph impacts directly hiring practices and leadership selection.

If we don't have the suggestion of redoubling efforts until diversity is achieved, you may as well have the current traditional majority hiring practice in leadership selection based on the stereotypical, western male heterosexual dominated tech industry.

So yes, there is a need also to emphasize capacity building and training, but also redouble the efforts until diversity is achieved. It is not acceptable to have leadership without a percentage of gender diversity,

of regional diversity and to have hiring practices in ICANN which also holds this back. Thanks.

RAFIK DAMMAK: Okay. Thanks, Renata. I see that you are still raising your hand. Do you want to make a further comment, or that's an old hand? Thanks.

Yes, Julie, please go ahead.

JULIE HAMMER: Thank you, Rafik. Can you hear me?

RAFIK DAMMAK: Yes, we can hear you, Julie.

JULIE HAMMER: Thank you. I just wanted to make a clarifying point. A couple of people have spoken about our graph as if it were, if you like, a standalone statement to that diversity. But I just wanted to remind everyone that this is simply trying to explain one of the half dozen elements of diversity that we've listed, and it stands alongside other factors or elements such as geographic, gender, age, and all those other things that we've listed.

So, we shouldn't be thinking of this little discussion about skills as an aspect of diversity as being in isolation. It is actually beside all those other aspects, and they are proposed to be taken into account just in a similar way to this one. So, it's not a standalone, all-encompassing

description, if you like. Just wanted to remind people about that. Thank you.

RAFIK DAMMAK: Yes, thanks, Julie. Indeed, that paragraph is one among others describing all the aspects of the diversity, and that's why it's about diversity of skills. And I think maybe we tend to put too much on that that creates all this kind of confusion.

So, I guess the text you are proposing is trying to clarify it's about diversity of skills, which is in addition to what we talked before with regard to diversity: geographical diversity, language, gender, age, physical ability and so on – and also [inaudible].

So, I guess if maybe there's some confusion or people are kind of concerned, just maybe we can try to remind them to check that against the previous paragraphs and see if there is any gap that we need to fill or [inaudible].

Yes, Sébastien. Please go ahead.

SÉBASTIEN BACHOLLET: Thank you, Rafik. I know that we want to try to find an agreement, but I do prefer a diverse group with some people with no skill than a full group of people with less diversity and more skill, once again, because everybody can learn and nobody can be more diverse. It's why I have trouble in this paragraph and that's why I would like to raise this issue again. Thank you.

RAFIK DAMMAK: Okay. Thanks, Sébastien. Yes, the intent is to find consensus here, a text acceptable for most of the members of the group. And this is kind of really my understanding; it's really about the diversity of skills. Okay, so I can understand that you see…

We can add more text about the capacity of [kind of] training to build more skills for those maybe they are lacking in some areas but maybe they still have, they still need some skill in other areas. And that's what makes the kind of diversity [inaudible].

I'm also coming from a developing country and I'm kind of concerned [that just] we will appoint someone because – the idea is we have people with the skills [inaudible]. So, we need to kind of be clear there that we are trying to, kind of, to be diverse; but because we do things that there is people with enough skills from all this developing region that they can participate in the leadership position.

Yes, Sébastien?

SÉBASTIEN BACHOLLET: Rafik, just to be clear again – or to be clear – it's not just the question of diversity – developing country versus other countries. The situations – when a group makes a choice of the people, they decide about their skill and they don't take into account the diversity of point of view.

I don't want to be harsh here, but you can ask Julie who chairs one of those groups on what decisions they take, and it's why I'm very concerned about diversity in the [inaudible] and also diversity of point

of view. Because at the end, if everybody in ICANN [feels] the same, it will be troublesome. Thank you.

RAFIK DAMMAK: Thanks, Sébastien. I think one of, maybe, the issues here is it's kind of maybe an abstract at the end and people may have kind of different interpretations about this when we talk about skills. But again, I want really to stress – to emphasize, to highlight – it's about diversity of skills.

Let's take an example. Maybe it's controversial. It's about the Board. And for those maybe familiar, if you read what the NomCom put as skillset, it's included Board member should have experience in other Board, with finance, and so on.

However, if we talk about diversity of skills and to bring, really, to [all the] situation of a groupthink, that you have – 9kind of everyone has the same profile, even regardless where they are coming from – which region, which gender, and all that. Just because of the skillset, we end up with the same profile and the same way of thinking.

Why not, for example in the Board, you get someone having experience like in civil society – not necessarily on the Board or an executive position, but have long experience in terms of working on a project, working with community and so on, that they can – he or she can – bring that different experience or point of view?

So, that's what maybe we need to think about. It's really about profiles because sometimes even if you bring someone from the region, from developing country, that's a problem maybe because he has the kind of

profile that, matching, may be kind of the classic and traditional skillset that we are asking in many kinds of leadership positions within ICANN.

We end up to have people thinking in the same way. So, we cannot get kind of diversity of point of view. So, [in these kinds of things], even if we are trying to respond to the other elements of diversity, like region and so on, because we are trying to see maybe – how to say; I'm not sure if it's kind of – not typical profiles, for example, that can bring a lot of added value to those leadership positions.

So, that's why I'm – maybe I'm trying to – that's what I am seeing. So, maybe trying to explain and kind of, maybe, emphasize. And I'm not sure if it's clear or not, but okay. I'm talking maybe a little bit too much, but looking to hear from others.

Yes, Renata. Rlease goa head.

RENATA AQUINO RIBEIRO: Hi, Rafik. That's an interesting example, not just because it's recent in everyone's mind but because it's a high-level example. I think we really have to go thinking here about high-level hiring practices and leadership selection. This is very common.

A high-level leader should be, or a Board member, should be someone who has this magical skillset which can only be acquired in international companies and centennial university. And yes, you're not going to get that if you are looking for diversity in a leadership group. So, there must be importance given to diversity so as to try and reach a criteria of

gender diversity and regional diversity. And there must be, as well, an importance given to capacity building.

And the third thing, a commitment to the effort of diversity. So, it doesn't really matter whether you don't have someone with a centennial university on their resume or with three or four dot-coms. It matters if they do reach the diversity criteria and are willing to learn.

RAFIK DAMMAK: Okay. Thanks, Renata.

I see that Mathieu is kind of seeking some, maybe, clarity. Yes, asking about what kinds of skills – technical, legal, [administration] and so on. I think that's one of the points maybe I want to highlight. In different positions within ICANN, the leadership position, they list a lot of kinds of expected skills.

But I think, I like, kind of – [there's an] expression saying that [inaudible], but the sheep with five legs doesn't exist. You cannot find someone responding to all those skills. And so, we are trying there to – there is an expectation that you have maybe some focus, more experience in some area or some skills that you can bring as added value.

So that's, I think, what we are trying to put here – to insist that we should accept people that they have a part of that wish list that, how to say, it's in many skillsets so, maybe, to bring some flexibility in that area.

And that can really help for the other elements of diversity we are talking about, like regional, gender, age, and so on because, for

example, in many leadership positions, age can be a barrier because they say, "Maybe you are not…you don't have enough experience." That's one kind of the argument. Once that person – maybe even he may lack, or he or she doesn't have enough experience on those skills, but he can bring a lot of added value if he is – or she is – appointed.

Okay. Renata, is it an old or a new hand?

RENATA AQUINO RIBEIRO: Sorry, old hand.

RAFIK DAMMAK: Yes. Julie, please go ahead.

JULIE HAMMER: Thank you, Rafik. Again, just a clarifying point. At this point in the report, what I believe we're trying to do is simply define or describe what we actually mean by this ["List Elements of Diversity"], particularly with reference to the text that I've proposed under Skills. It's not trying to say, "This is what the situation is," or "This is what the situation should be," or make any recommendation as such.

It's simply saying, "This is what we mean when we are trying to define diversity in skills or skills as an element of diversity." And it's for later in the report to discuss that issue in the context of different areas of ICANN and potentially make recommendations.

For example, it might be that in different stakeholder groups, "diversity in skills" actually means something slightly different. It might mean something different in SSAC, to ALAC, to the Board. And so, in each area in which we're looking within ICANN, we need to think about all of those elements of diversity.

But, I guess my main point is, this particular text is not trying to do anything except explain what we mean by the concept. So, it might be that people are trying to read a little bit more into it than was intended. Thanks, Rafik.

RAFIK DAMMAK: Thanks, Julie. Maybe just trying to understand what you try to explain, that [maybe] we are not trying to fix or to resolve the issue at that level, but we can develop or elaborate different proposals as recommendation sections. So, we are trying just here to clarify what we mean by the "diversity of skills." I'm trying to simplify by just trying to be sure that I understood what you are trying to explain here.

Thanks. It makes things more clear, maybe, for everyone. It's also important, the sections regarding the elements of diversity – we're trying to see what are the dimensions or the aspects of diversity. That's what we can use maybe later. Not just maybe; we have to use that later when we are working on our recommendation and elaborate what we think it can be a solution or how we can fix that.

Yes, Sébastien. Please go ahead.

SÉBASTIEN BACHOLLET: Thank you. Maybe one point that could be further elaborated – skill is one of the seven diversity aspects we are considering. I don't think it's good in one of them to say that it's to compare with the other. Maybe we need to have a chapeau or a conclusion that all those diversity elements – these seven ones, including skill – must be taken into account and try to describe how we can take them into account.

My suggestion is to just define what we consider as an element of diversity related to skill and to take out what is the relationship between skill and other diversity aspects. I hope it's clear. Thank you.

RAFIK DAMMAK: Thanks, Sébastien. Maybe if you can write about the last part that you elaborated, if you need any help, [you can] take note of that.

Yes, Renata. Please go ahead.

RENATA AQUINO RIBEIRO: [inaudible] how do we for Sébastien to clarify what he meant. And, also I just put the last phrase of the paragraph – so, "values many skillsets and facilitates inclusion and broad participation." I read that as [it] does not value someone who does not have the skill set required, even if they do meet the diversity criteria.

RAFIK DAMMAK: Sorry, Renata. I had hard time to hear the last part you said.

RENATA AQUINO RIBEIRO: I was just saying that the last phrase of the paragraph says, "Achieving diversity in skills should not be seen as a choice between skills and diversity which excludes participation, but rather one which values many skillsets and facilitates inclusion and broad participation."

It's okay to have, for example, a Board which is all from one region, one gender, one ethnicity if they have the various skillsets and are willing to promote diversity themselves, but they're not diverse themselves.

RAFIK DAMMAK: Thanks, Renata. And I think Julie wants to respond to that.

Yes, Julie. Please go ahead.

JULIE HAMMER: Thanks, Renata. I think that is, again, looking at this in isolation. This is merely intended to define what we mean by "diversity" and "skills." And then, it certainly isn't trying to say what you're interpreting it to mean. It just needs to be considered in conjunction with all those other elements of diversity. So, reading it in isolation might give you that impression, but if it's read, I think, in context in amongst all of the list of other elements, I would hope that it wouldn't suggest that meaning.

It's really intended to be the opposite – saying that different skillsets are valued and this creates inclusivity. And other elements of diversity also need to come into play.

So, I certainly wouldn't be wanting this text to be interpreted in the way that you are saying and I would hope if it's read in context, that it

wouldn't be interpreted that way. But yeah, it's certainly not the intended meaning.

RAFIK DAMMAK: Thanks, Julie, for clarification.

I guess one of the issue here is that we are trying to put that much – [if I can] say here – too much meaning in that paragraph. And so, it may do the opposite effect that it's intended here. So, building, I think, on what Sébastien proposed before, maybe we can add that after all those elements just maybe another paragraph just to describe that we have all those elements of diversity and we have to take in account that they should be all taken into account.

We can elaborate on that and to kind of maybe summarize [all in mind] that we are trying to cover all those elements of diversity in the different areas and we want to include diversity.

So to avoid that, we put too much weight in that paragraph that it doesn't become clear. Maybe it confuses people, but just maybe adding another paragraph at the end to summarize and highlight to use all the elements of diversity we are thinking about. And maybe with the questionnaire we can get other elements that we are missing. So, this kind of proposal then to what Sebastien suggested, if I'm not mistaken. So, we can make that way to clarify a kind of way to move forward.

Any comment on this?

Okay. What I try to maybe suggest here, so we can go with the text proposed by Julie for now and we add that maybe to replace the

existing one in the document because there is some difference [inaudible] maybe just I think I will put maybe [inaudible].

[inaudible] if you are not speaking, please mute.

We can put the existing, the current one [inaudible] proposed by Julie just maybe to highlight the difference and to replace [inaudible]. And maybe adding at the end of that section a new paragraph just to highlight all those elements we need to take in account and so on. This is kind of, maybe, proposal for now; also to suggest that in the mailing list so we can get the buy-in from those who [were] not attending the call today.

Please, any comment, question, or suggestion – really, really, helpful – in the way that we can clear out this issue.

If I can put, maybe, Sébastien on the spot.

Sébastien?

SÉBASTIEN BACHOLLET: Yes, Rafik.

RAFIK DAMMAK: Yes. My understanding that you proposed that we have the beginning of the section something called a chapeau. To be honest, I was not familiar with that term for that context, so maybe if you have some suggestion, some wording, that we can put to [the text] that would be really helpful.

SÉBASTIEN BACHOLLET: I will try to do my best. Thank you.

RAFIK DAMMAK: Thanks, Sébastien.

Okay. So, this is the kind of, now, the approach we will follow for now and we should follow up [on] the mailing list to get support or further comment on this.

I am kind of optimistic that we'll reach a consensus and we will clarify this. And we will check the notes after the call – the capture, the other suggestions – and try to do our best to include that in the Google doc.

Any comments, questions? Okay. It seems that I can take silence as consent for now. And we have 15 minutes left in the call, so maybe trying to see if there are other elements that we want to discuss.

So, if I can bring this, there was some discussion about adding kind of maybe provision about anti-discrimination. What kind of…I'm not sure in which context it should be added, but just here maybe taking your reaction here we should really…I'm not sure if [already] the ICANN in the Bylaws or [inaudible] is already provision regard anti-discrimination, but just maybe to see what you think about this. [Let's see] there's some, maybe, reaction in the mailing list.

Okay. No reaction.

Lousewies, please go ahead.

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LOUSEWIES VAN DER LAAN: Can you hear me?

RAFIK DAMMAK: Yes. Clear and loud.

LOUSEWIES VAN DER LAAN: Good. I assume you're referring to the discussion that we were having about whether, and which grounds for anti-discrimination, we should include.

RAFIK DAMMAK: Yes. I was talking about the proposal by Malcolm, if I'm not mistaken. And I saw, I think, some comments from Avri and so on. So, just maybe trying to see here in which context maybe we can add this and what the others think about it.

LOUSEWIES VAN DER LAAN: The things that I was thinking about was that if you start making a list of grounds of nondiscrimination – like sex, gender, race, religion, sexual orientation, etc. – then the list would have to be very comprehensive. And so the question is, do we want to start working on a long list to make sure we don't miss any grounds? Or do we just say "no discrimination allowed on the basis of anything" and in that way cover everything but perhaps still have a place where you can explain, give examples of the kind of things. But that way, there's less of a risk of missing something at a certain point. That's the first question I think we need to discuss.

And then the second thing is that, I agree, discrimination is forbidden in most countries and I think there'll be general consensus that people should not be discriminated. So, I think that we should lay that down as an absolute minimum saying, "Of course, there will be no discrimination." And what I was thinking is maybe we should go a little step further because this document is all about intentions and which way we want to go and how to promote diversity.

Not discriminating is one step, but the next one is to be welcoming, to be inclusive, to make sure that the working atmosphere and the culture is such that even if you're not formally or legally being discriminated, you would feel – you could still not feel welcome, so it's important I think to go beyond the basic minimum of nondiscrimination and move more towards what are the things we can do to improve the diversity by being inclusive, being welcoming, and having a culture which cultivates diversity in that regard.

Those, I think, are the two kinds of things that we can be discussing at this point. I am not familiar with the exact places in the ICANN biosphere which exclude discrimination, but I'm sure there are many of them. We could reference them or just make sure they're in the [inaudible] somewhere just to remind everybody that this is nothing new. This is something that already exists and that we're just building on that and taking that minimum standard but saying we want to be more ambitious.

RAFIK DAMMAK:	Thanks, Lousewies. That's why I think, in the beginning, that I was wondering if we have…I think we have already this provision in maybe different places, and I guess we need to do maybe some research here. I'm not sure if we can ask the staff for help here, as to find where all the nondiscrimination related texts are already in the ICANN space and then we need to refer it.
	And also, maybe, as you said, I guess adding about the inclusion. I think it's even more positive here [inaudible] that we are inclusive and welcoming and so on. So, we can [inaudible] on that and find the reference, not necessarily adding more new text from our side, but just maybe to kind of iterate what exists already.
	Lousewies, I'm not sure – is this new or old hand. Do you want to add something?
	Okay, thanks. Fiona, please go ahead.
FIONA ASONGA:	It has just occurred to me as I was listening to the discussion and reading the chat, I think there's an impression or a perception that we are looking at diversity mechanisms for leadership. Leadership is just one of the aspects. I think from the beginning, the onset, we are looking at diversity mechanisms for ICANN as a whole, which means also mechanisms that will work within the community. And that means in the ACs and SOs.
	[When] we were having the discussion, even the discussion on skills and experience and all that, it just occurred to me that we're looking at it

from one angle. We need to be able to look at it from a broader perspective where we are looking at any element of diversity which is age, region, language, skills, any of the seven aspects that we identified. We should be able to look at them from the ICANN leadership perspective, from the ICANN community, community participation, community engagement, the different ACs and SOs. And then also within staff.

So, [inaudible] we are able to then have a slightly different perception on what we mean by "skills" and "experience" and the inclusion of that, and really have a more inclusive approach related to gender or any of the other elements. So, I thought that I should mention that. Thank you, Rafik.

RAFIK DAMMAK: Thanks, Fiona.

We have like seven minutes left in the call. I see that Avri copied and pasted some text. This is kind of – not sure if this covers what we want, but if we want more we can refer to it into our document and highlight it and also highlight the inclusion and so on.

Fiona, do you want to comment?

FIONA ASONGA: Sorry. Adobe is giving me a bit of a challenge. I'm unable to lower my hand.

RAFIK DAMMAK:	Okay. No problem.
	Trying maybe to – this is kind of my understanding here [inaudible] can look, can investigate more about existing text already started and trying to refer to it in the document.
	Any other idea maybe just to develop about the nondiscrimination here and other suggestions [around]?
	Okay. I'm not sure again if – Fiona, is it an old or new hand because I see that you raised your hand again.
	Yes, Renata. Please go ahead.
RENATA AQUINO RIBEIRO:	Two things – I am confused. So, we agreed with the point on the discriminatory practice. Did we agree on detailing them a bit more or doing something like a white list?
	And second point is about the Office of Diversity discussion. I'm just asking for information if this was discussed. Apologies. I tried to follow the last call but couldn't, so I'm a bit lost as to how this proposal is going. I would like to know any information. Thank you.
RAFIK DAMMAK:	Thanks, Renata. About Diversity Office, you can find the proposal now in the document. So, it was added but we didn't discuss further on it. And maybe if you are on CCWG list, too – I think Sebastien sent a document to the whole working group talking about this discussion about having

several offices and kind of maybe more thinking in general in how to handle that.

But at our level, we didn't elaborate more. So, we have the proposal in the document, and so it's open for comments and suggestions. So, I advise people maybe to add their comments to review the proposal text there and also to discuss in the mailing list.

I really, if we want to elaborate more on developing, you have to kind of go further, more deeply, in the discussion.

Okay. So, we have two minutes left, I think – just maybe kind of to wrap up the call.

Okay, I think we're not trying to develop [to kind of list] because probably it won't be [enough] exhaustive and so on, but that's my understanding. To repeat again, it's really to find existing reference in ICANN, to check that, and probably to refer it in our document. Maybe we can elaborate around it to highlight about inclusion so on. And as co-rapporteur, we will go check the notes and the transcription to capture the suggestions. And we'll try in the coming days to update the text.

I see several comments. If it was not resolved, doesn't mean that it was ignored. Will be covered soon. So, we are doing our best to go and to update the text hopefully by next week call so we can cover other of our issues or topics.

Okay. I think we reached the top of the hour. Fiona, do you want to add something or to make comment here?

FIONA ASONGA: No. [inaudible] to continue the e-mail discussion [inaudible] different aspects of the report. And I am compiling all the different suggestions of the recommendations and will be able to add them in the end of the document. Thank you.

RAFIK DAMMAK: Thanks, Fiona. Yes. We will try to collect all this and put in the text and continue discussion in both the document and in the mailing list.

Okay. I think we really should [inaudible] the hour. I want to thank again everyone for joining today call and for the discussion, and see you soon. The call is adjourned for today. Bye-bye.

[END OF TRANSCRIPTION]