OUTCOME DOCUMENT

Template for Submission of Executive Summaries for

Action Line Facilitation Meetings

Action Line C4

1) **Title of your session**
   Mainstreaming e-skilling: The ICT Runway

2) **Name of Organization/s organizing the session.**
   ITU

3) **Main outcomes highlighting the following:**

   I.   **Debated Issues**

The session was conducted in the form of a panel discussion, and attracted about 35 participants. The moderator of the session set the tone of the session by providing some opening remarks: **Mainstreaming e-Skilling** - there are 2.3 billion mobile broadband subscriptions in the world today, and these numbers are continuing to grow as evidenced by the number of mobile cellular subscriptions which has reached 7 billion, and the number of internet users reaching almost 3 billion.

However, ICTs have no value if knowledge and skills are not in place, yet the percentage we still worry about is the e-skills one, meaning the number of people with the knowledge and skills to use ICTs to benefit their lives. Therefore what policy frameworks and programmes do we put in place as nations and governments to make sure that people have the necessary ICT skills to participate in this digital economy? Further, **How do we ensure that these programmes are mainstreamed to be coordinated and all inclusive**? **What is the role of the private sector in all this and how can it support efforts by governments?**

Yet another challenge we face is that we are chasing a moving target, and the e-skilling solutions we provide now may not be adequate to the ICT challenges of tomorrow – Big Data, Internet of Things, and a Networked Society. What lies out there now, as well as ahead of us? **What do we need to factor into our e-skilling programmes today?**

The panel consisted of representatives from government (The Philippines and the United Arab Emirates), the private sector (Intel), and academia (University of Oxford) who discussed issues on mainstreaming e-skilling through policy formulation, strategies and program implementation at national, region or global level by governments, private sector or partnerships, as well as emerging issues like big data and their impacts on e-skilling.

In his discussion, Professor Mark Graham from the University of Oxford, shared insights on his research revolving around big data. He encouraged the audience to begin thinking around the issues of big data from two angles, to think about the places we live in and the way in which we want the place to work. He also highlighted that a lot of content is generated in languages that are not used in regions where the data is as well as the discovery that in some regions content about these regions is generated by people who do not originate from the region. This is limiting in accessing ICT related data/information, and can mean the data about these places which is used for policy making lacks some level of accuracy. He emphasized that ICT skills alone are not sufficient, there is need for an evidence-based research to assess their value Vis a vis other competing priorities Issue such as relevant content in local language are as important for adoption of ICTs

Mr Majid Al Madhloum, from the UAE regulatory authority, shared experiences gained through establishing the Centre of Digital Innovation (CODI) in the UAE and implementation of the centers strategic objective. The center is a facility dedicated to innovation and research into smart government service delivery and provision training, quality assurance and consulting services to not only reinforce critical knowledge society skills but to also engage public and private entities. Since its establishment in 2013, the center has trained 1572 Government employees, 318 students and job seekers through 120 training sessions. One of the lessons learnt shared is that interdepartmental collaboration across the UAE is key to achieving a more effective transformation towards a smart Government.

Mr Dennis Villorente from the government of the Philippines, shared a case study based on implementation of the National ICT Competency Standards (NICS) Framework for the Philippines. He indicated that the NICS is aimed at providing a common framework of expectations by defining knowledge, skills and attitudes that an individual must possess to be efficient, effective and productive, categorizing these into 3 competency levels.   The framework is cross cutting , and as such, a number of programs have been deployed aligned to this framework which includes e-skill upgrade for targeted ICT professionals in the government sector, targeted organizations, and targeted special sector among

others. One of the experiences noted by the Philippines is that multi-stakeholder collaboration and public private partnerships have to be strengthened to effectively implement the NICS.

Mr Turhan, shared on the role of the private sector in e-skills development. He began his presentation by sharing the economic value chain for an innovative economy emphasizing how usage of ICT in education is key to e-skilling, whose benefits include promotion of citizenship and social equity. He emphasized that ICT skills alone are not sufficient, and it is why countries are fighting to ensure that education to support the use of ICT's are included in all levels of society. He shared some of the programs being implemented by INTEL which include Intel Teach Program, Intel Digital Literacy Program which has been deployed in 20 countries currently, and Intel Global Girls and Women Initiative, with an intention to reach 5million girls. Drawing from this global experience, a recommendation to develop public private partnerships was made, as well as emphasis of the need for political support for e-skilling initiatives supported by coordination between different ministries.

Quotes

Please provide two important quotes from the session and the names & organization of the person you are quoting.

" ICT's are necessary ingredients, but not sufficient on their own, we need to ask ourselves what the return on investment for our interventions are and whether they answer the actual needs of citizens" Professor Mark Graham, University of Oxford

"Successful programs require a collaborative, multi stakeholder approach"

"Capacity building and training opens your eyes to your weak points , areas of development and boosts your self-confidence and makes you closer to winning" His Highness Sheikh Mohamed Bin Rashid Al Maktoum , UAE Vice President, Prime minister and Ruler of Dubai.

II. Main Outcomes of the Session highlighting

Main conclusions reached during the discussion

- Although access has improved over the years, not all people are able to benefit from it.
- E-skilling is an essential requirement to empower people to benefit from ICT's.
- The new divide that has emerged is a digital skills divide.
- It is important to embark on programmes and initiatives that ensure that e-skilling is as all inclusive as possible.
- e-Skilling programmes need to be taken at national level, supported by robust policy frameworks that guarantee the coverage of all facets of economic and social life, and driven by a multi-stakeholder approach at implementation.
- New issues are emerging and growing rapidly to be modes of knowledge exchange and repositories of information. These new issues need to be investigated further and harnessed for capacity building purposes.
- e-skilling interventions should be harmonized to enhance national co-operation and ensure that all sectors are covered

The vision for implementation of WSIS Action lines beyond 2015.

To continue providing a platform for dialogue, exchange of ideas and knowledge through facilitation of the action line C4 sessions.

III. Main linkages with the Sustainable Development Goals
WSIS Action line C4 links with the following Sustainable Development Goals;

SDG 1, Focus of the action line C4 includes development of domestic policies to ensure that ICTs are fully integrated in education and training at all levels, including in curriculum development, teacher training, institutional administration and management, in support of the concept of lifelong learning. Creation of policy frameworks requires stakeholder engagement, analysis and interpretation of data for targeted policy interventions which can be achieved through skills development programmes.

SDG 2, With the emergence of e-agriculture and the growing need for the knowledge in the use of ICT's, capacity building interventions focused at development and promotion of programmes to eradicate illiteracy using ICTs at national, regional and international levels, will contribute to knowledge growth and inclusion.

SDG 3, To support research and strengthen capacity of developing countries for early warning, risk reduction and management of national global health risks, activities include design of specific training programmes in the use of ICTs in order to meet the educational needs of information professionals, such as archivists, librarians, museum professionals, scientists, teachers, journalists, postal workers and other relevant professional groups which focuses not only on new methods and techniques for the development and provision of information and communication services, but also on relevant management skills to ensure the best use of technologies.

SDG 4, Action line C4 focuses on development and promotion of programmes to eradicate illiteracy using ICTs at national, regional and international levels, with the aim of increasing the number of people with relevant ICT skills and to facilitate employment and entrepreneurship in the ICT sector.

SDG 5, Work on removing the gender barriers to ICT education and training and promoting equal training opportunities in ICT-related fields for women and girls, is part of the action line, with early intervention programmes in science and technology targeting young girls with the aim of increasing the number of women in ICT careers as well as promotion the exchange of best practices on the integration of gender perspectives in ICT education.

SDG 6, Development of distance learning, training and other forms of education and training as part of capacity building programmes, is part of the capacity building initiatives that supports countries interventions giving special attention to developing countries and especially LDCs in different levels of human resources development.

SDG 12, Raising awareness on sustainable consumption and production in today's era requires the use of technology. The action line therefore impacts on this SDG by enhancing technological capacity of countries through training and development initiatives that target ICT's and related areas, as well as building a more inclusive information society.

SDG 13, Action line C4 promotes creation by governments, in cooperation with other stakeholders, of programmes for capacity building with an emphasis on building a critical mass of qualified and skilled ICT professionals and experts.

SDG 14, Empowering communities in ICT use and promoting the production of useful and socially meaningful content is a capacity building intervention that can increase scientific knowledge and promote innovation and research.

SDG 16, The C4 action line focuses on promotion of international and regional cooperation in the field of capacity building, including country programmes developed by the United Nations and its Specialized Agencies.

SDG 17, Capacity building initiatives contributes to the SDG through the design and implementation of regional and international cooperation activities to enhance the capacity, notably, of leaders and operational staff in developing countries and LDCs, to apply ICTs effectively in the whole range of educational activities. Also through the launch of pilot projects to design new forms of ICT-based networking, linking education, training and research institutions between and among developed and developing countries and countries with economies in transition.

IV.   Emerging Trends related to WSIS Action Lines identified during the meeting
- Every aspect of human life today is becoming digitalized, therefore lack of digital skills leads to digital exclusion and prevents people to benefit fully from the Information Society
- ITU's mission to connect the World is not complete until all the people that are connected have the skills required to leverage the ICT tools for their benefit.
- E-skilling solutions we provide now may not be adequate tomorrow due to the changing nature of technological developments
- Mainstreaming e-skilling is no longer just the responsibility of Governments, but requires joint efforts from government, private and public sectors.
- The number of digital training programmes should increase and be accessible to everyone

V.   Suggestions for Thematic Aspects that might be included in the WSIS Forum 2016