



ITUAcademy

TRAINING CENTRES

ATC Global Annual Meeting

10-12 June 2025

Santo Domingo, Dominican Republic

- Final Report -



Contents

About the meeting.....	3
Day 1 (Tuesday, June 10)	4
Opening session and welcome remarks (joint session)	4
Overview of the DTC and ATC programmes (joint session)	6
ATC/DTC introductions and networking (joint session)	6
Expectations and meeting objectives	7
ATC programme updates and KPI overview	7
Reporting on training courses	9
Training evaluation for ATC programme courses	10
Day 2 (Wednesday, June 11).....	10
Training evaluation for ATC programme courses (continued).....	10
ATC best practice exchange	11
ATC lessons learned	12
Face-to-face training: best practices (joint session)	14
Collaboration within the ATC network.....	16
Day 3 (Thursday, June 12).....	17
ITU Academy updates	17
ATC programme – future compass	18
Future of digital skills training (joint session)	20
Closing	22
Meeting evaluation.....	25
Annex 1: Participants	28
ATC delegates.....	28
ITU staff	29
Annex 2: Event agenda	30

About the meeting

The ITU Academy Training Centres (ATCs) third annual meeting took place in Santo Domingo, Dominican Republic, on 10-12 June 2025. It was held in conjunction with the Global Digital Transformation Centres (DTC) Workshop and was organised by the International Telecommunication Union (ITU) and Cisco.

The event was hosted by the Centros Tecnológicos Comunitarios (CTC), in collaboration with the Instituto Dominicano de las Telecomunicaciones (INDOTEL). It brought together 75 participants comprising of 17 representatives from the 14 ATC institutions participating in the programme, 17 representatives from 11 DTCs, two (2) representatives from DTC partner organisations, 48 local participants from the Government of the Dominican Republic (opening session only), as well as ITU staff (the full list of participants is available under Annex 1 of this report). The event took place at the Crowne Plaza Hotel in Santo Domingo and was envisioned as a working meeting with the sessions planned to ensure an increased level of interaction between the participants. Several sessions were organized jointly with the DTC delegates and leveraged the best practices in both programmes (a detailed agenda can be found under Annex 2).

The meeting aimed to inform on the ATC programme implementation to date, build on lessons learned regarding training course organization and management, provide updates on ITU Academy revised guidelines and upcoming features, updates, discuss the training evaluation framework and learner feedback, as well as consolidate links between participating institutions to encourage networking and collaboration projects.

The presentations, as well as the official photos are [available on the event's website](#).

Day 1 (Tuesday, June 10)

Opening session and welcome remarks (joint session)

Welcome remarks were delivered by Mr Ysidoro Torres, Director-General, Centros Tecnológicos Comunitarios (CTC). He began by expressing his appreciation to all international participants for attending the ITU Global DTC Workshop and ATC Annual meeting and thanked the representatives of the Government of the Dominican Republic who joined the opening session. He extended special thanks to INDOTEL, ITU and Cisco for their continued support and collaboration. Mr Torres underscored the importance of the meeting as a space not only for technical dialogue but also for cultural exchange. He emphasized the shared and powerful goal of bridging the digital skills divide by investing in capacity development, particularly in underserved communities. He acknowledged the leadership of ITU and Cisco in convening the workshop, which builds on the momentum from the 2024 workshop. Since then, CTC has deepened its focus on vulnerable communities through initiatives supported by ITU, Cisco, and HP. He reaffirmed CTC's dedication to expanding digital skills, enhancing institutional capacity, and implementing educational, technological, and social programs aimed at generating a positive and long-term impact. He highlighted CTC's efforts to diversifying its training portfolio to respond to both current and future demands; and mentioned key initiatives which have the potential to transform lives. These include the 14-24 programme, led by the Cabinet of Social Policy, which empowers out-of-school youth, and digital skills training for individuals deprived of liberty organised with support from ITU. Concluding his remarks, Mr Torres described the workshop as more than a technical meeting—it is a platform to celebrate the tangible impact of collective vision, political commitment, and community engagement. He called for renewed alliances and collaboration and expressed hope that the event would allow CTC to share the operating model of its centres such as “La Nueva Barquita,” while fostering exchange and mutual learning among DTCs.

Mr Torres' welcome remarks were followed by remarks from Mr Alfie Hamid, Head of Global Strategic Partnerships, Cisco, who emphasised that the mission of the Digital Transformation Centres (DTC) Initiative is more critical than ever, five years since its inception. With the rapid evolution of artificial intelligence (AI)—now progressing beyond language models to systems capable of planning, reasoning, and taking action—he noted that industries and societies are undergoing profound transformation. Cisco is no exception and remains deeply committed, through its Networking Academy platform, to nurturing a workforce that is not only equipped to adapt but

also empowered to lead in the digital era: “The future must be human-centered”. Mr Hamid stressed the importance of both technical and soft skills in addressing increasingly complex challenges, positioning the Digital Transformation Centres Initiative, the DTCs, the ATCs and their instructors as catalysts for closing the digital skills gap and shaping the leaders of the future. In this context, Cisco’s continues to invest in the DTC Initiative and its partnerships, with a clear belief that building a skilled, future-ready workforce is essential. Mr Hamid concluded by recognising the growing “AI divide” alongside the well-known digital divide. He expressed confidence that, by working together, Cisco and the DTC network can power a more inclusive digital future for all.

Dr Guido Godez Mazara, Chairman of the Board, Dominican Institute of Telecommunications (INDOTEL), welcomed participants to the meeting and expressed his sincere appreciation for their presence. He extended special thanks to the ITU for its valuable support in shaping and organizing the event. He reaffirmed INDOTEL’s mission to contribute to bridging the digital divide across the Dominican Republic and emphasized the critical role of the CTCs in achieving this goal. In his view, CTC represents the most effective mechanism to ensuring the implementation of public policy and reaching underserved and marginalized communities. He ended his intervention by underscoring the importance of continued collaboration to ensure inclusive digital development and sustainable impact at the national and global levels.

The opening session ended with a video message from Dr Cosmas Luckyson Zavazava, Director, Telecommunication Development Bureau, ITU, who welcomed DTC and ATC participants, expressing appreciation for their continued commitment to advancing digital skills. He extended his gratitude to CTC and INDOTEL as hosts of the workshop, as well as to key partners, notably Cisco and the ST Foundation, for their support and collaboration. Dr Zavazava acknowledged that digital transformation and digital skills development must go hand in hand, noting a dual challenge: first, the need to invest in digital literacy to ensure no one is left behind, and second, the importance of continuous upskilling and reskilling to keep pace with evolving technologies. Dr Zavazava announced a major milestone achieved by the DTC Initiative, which trained over 500,000 beneficiaries in digital skills, 53 per cent of whom are women—and congratulated all stakeholders for their dedication and contributions in reaching this achievement. He reaffirmed ITU’s commitment to equipping citizens with the foundational skills necessary to fully participate in the digital world, through the Initiative. He highlighted the contribution of the ITU Academy Training Centres (ATCs) in delivering specialized training and praised the dedication of instructors for

creating impactful, learner-centered programmes. He also recalled the valuable exchange between ATCs and DTCs during the 2024 ITU Digital Skills Forum. He expressed optimism that the workshop would build on these successes and further strengthen the collective impact of the ATC and DTC networks.

Overview of the DTC and ATC programmes (joint session)

The session consisted of a presentation delivered by Ms Susan Teltscher (ITU) which aimed to set the scene and provide an overview of the ITU Academy Training Centres (ATC) programme and the Digital Transformation Centres (DTC) Initiative. In her presentation, Ms Teltscher recalled the objective of each of the two ITU-D Capacity Development flagship programmes, which both aim to achieve a digitally competent society and improve livelihoods by boosting knowledge and skills on digital technologies. Ms Teltscher highlighted content, similarities and differences between the two programmes. The respective results and impact achieved to date for DTCs and ATCs was shared. The presentation highlighted a major milestone for the DTC Initiative – over 528,000 (55% female) course participants have been reached by the DTCs since the start of the Initiative.

The presentation also touched upon the methodology and session design of the two meeting programmes. While the Global DTC Workshop and ATC Annual meeting are mostly running in parallel, joint ATC-DTC sessions were included to bridge the two communities and create a platform for exchange.

Following this presentation, participants were invited to share their perspectives and ask questions. A number of questions were raised, including: how can there be continuity in learning between learners in the two programmes; are there opportunities to become at DTC and what support is available for countries which are not covered by the DTC Initiative?

To these questions Ms Teltscher reiterated that this meeting is an opportunity to explore synergies together between the DTCs and the ATCs. Through these conversations both DTCs and ATCs can share their vision for consideration. She also indicated that the opportunity to become a DTC is open, subject to meeting the eligibility criteria, and that ITU is open to receive submission of interest.

ATC/DTC introductions and networking (joint session)

This segment consisted of an energiser and warm-up exercise through which all participants (from both ATC and DTC programmes) were able to get acquainted (or re-acquainted) with each other and

share insights on their organisation, including the most fulfilling aspects from their work and role as an ATC or DTC.

Mr Emil-Eugen Iuga (ITU) facilitated the activity which was conducted in the form of an interactive exercise. Working in groups, participants were asked to share responses to key questions to help them to get to know each other better or get reacquainted. The plenary room was full of dynamic small group discussions. Before closing the session, Mr Iuga invited all participants to view the individual DTC and ATC posters that were put up outside of the training room. The posters would remain in this location throughout the entire duration of the workshop and participants were encouraged to continue to return to the posters during coffee and lunch breaks to learn more about the work of the other centres.

[Expectations and meeting objectives](#)

Following the joint session with the representatives of the DTCs, the rest of the first day focused on ATC-specific topics and key aspects of the programme. The afternoon sessions were kicked off by an overview of the expectations linked to the annual meeting which the delegates had expressed in the weeks prior to the event via an online survey. The results, presented during this segment, indicated a strong preference for discussions and collaborations within the network, with the delegates indicating the following top desired outcomes of the meeting: the need to exchange best practices towards overcoming existing challenges, as well as identifying concrete partnership projects and obtaining clarity on the upcoming priorities of the programme. Consequently, the participants were informed that objectives and activities of the meeting had been adapted to meet these specific needs, with the overall goal of the meeting being to ensure a strong and high-quality ITU capacity development programme that meets the expectations and needs of the ITU membership.

[ATC programme updates and KPI overview](#)

In this session, Ms Susan Teltscher took the floor to provide key updates about the ATC programme across its first two years and a half. Her presentation focused on first framing the timeline of the programme to date and highlighting its four Key Performance Indicators (KPI) categories which focus on: 1. deployment of ATC training courses, 2. beneficiary reach and diversity, 3. training evaluation and 4. training content and setup. She provided updates on the evolution of the programme highlighting several implementation achievements along the framework of the KPI

indicators, given the first three-year phase of the ATC programme ending in 2026 and the upcoming process of renewing the Cooperation Agreements with the participating institutions.

The facts and figures discussed captured an increase in the number of training courses with 155 courses delivered since the launch of the programme in January 2023, with a steady increase across the three years, which resulted in over 3,000 certified participants (an overall certification rate of 41%). The online delivery methodology remains the main approach for the ATC courses with an increase in face-to-face training courses over the past year due to the support of received through the ITU-European Union (EU) “Capacity Development for Digital Transformation” project.

In terms of beneficiary reach and diversity, she informed the participants that within the programme’s outreach participants from 190 countries have benefitted from the ATC training courses, 86% of these being developing countries. Gender representation is at 23% while in terms of regional representation, most participants come from Africa and the Americas, followed by Asia & Pacific and Arab regions.

For the training evaluation results to date Ms Teltscher emphasized the positive feedback received from the learners across the training courses in aspects related to training setup, delivery and value. With 97% of the participants rating the quality of the ATC training courses as “excellent” and good”, and over half of the course graduates indicating the learning objectives as “fully met”, combined with constantly high learner ratings (above 3.45 on a 4-point scale) for questions pertaining to training relevance and development of their knowledge and skills, the presentation illustrated how value of the ATC training courses is evident.

The presentation was wrapped with noting the importance of the ATC programme and courses in the wider context of the ITU Academy catalogue offer. With over 60% of the platform’s courses delivered by the ATCs at the time of the meeting (noting that several non-ATC courses were under development for 2025 delivery still) the programme is decidedly fulfilling its objective of being a major component of ITU’s capacity development strategy. The end of the session informed the participants about the need for the new Cooperation Agreements to be signed in order for activities to continue (process to be initiated in September-October 2025 to allow sufficient time and avoid downtime in the activities). The delegates were also informed about the fact that all ATCs will undergo a performance assessment based on the established KPIs – details and results to be shared in bilateral meetings.

The questions raised by the delegates following the update looked for clarification in terms of how to choose new developments/courses. ITU clarified that in terms of training needs the questions and ensuing discussions focused on how to best determine the skills gaps in the context of the planning for next year. ITU highlighted that ATCs are well-positioned to advise in terms of the market requirements and is open to the ATCs suggestions, while informing the delegates that it is planning a renewed Training Needs Assessment (TNA) exercise which should also help inform ATCs. The conclusion pointed to information triangulation in terms of determining training needs going forward, namely: ATC expertise, TNA results, and learner inputs (provided via the end-of-training course feedback form). Additional clarifications requested by the ATC delegates focused on the trends linked to the age categories of the users as well as on requesting that an analysis be performed on paid compared to free courses within the programme.

Reporting on training courses

The second part of the session was led by Ms Celia Pellet (ITU) and focused on a demo of the reporting dashboard for ITU Academy (and ATC) training courses and the monitoring of the main KPIs for the platform, users, catalogue as well as trends analysis and user evaluation feedback. The delegates were provided with a live walkthrough of the main focus areas in the dashboard, insisting on the key areas of reporting such as – course registrations, certification, learner feedback (both end training and post training evaluation information), main trends in terms of course topics, and learner demographics.

Ms Pellet also clarified the data sources used for the dashboard, coming from the learning platform. She then detailed how the data is used for advanced analysis to inform discussions about factors that determine high course completions and registrations, which elements of training lead to more satisfaction, and what the gaps in supply/demand are. The session sparked vivid interest from the participants, with the delegates' questions addressing the way in which the ATCs can leverage the data in order to get a clear overview of their courses' performance and learner behaviour as well as profiles of targeted audiences. The session's question and answer part also discussed next steps which would be aimed at exploring the creation of a customized dashboard for each ATC (pending investigation with ITU's IT department in terms of external access to the system), as well as organizing personalized walkthrough sessions for the ATCs to focus on individual queries and course performance indicators. Additional items raised by the delegates explored the deployment of a survey to the learners who did not finish a course in order to better understand the underlying

reasons for drop-out. ITU will investigate the technical setup for making this possible. Participants also requested clarifications regarding the use of the ITU/ATC logo for training activities and ITU clarified that this will be done on a case-by-case basis as it is usually a matter related to the legal use of the logo.

Training evaluation for ATC programme courses

The afternoon concluded with a session on the impact evaluation results for the ATC programme, led by Mr Emil-Eugen Iuga. It provided an overview of the current evaluation framework for all ITU Academy training courses, based on the Kirkpatrick model, and the parameters at each of the levels: from end-training evaluation – Level 1 (reaction), to in-training assessment – Level 2 (knowledge), and to post-training evaluation – Level 3 (targets behaviour change). Ms Guiomar Levi-Setti took the floor to conduct a review of the main questions and indicators comprised across the levels through a sampling exercise which required the delegates to identify the level for each of the selected questions displayed.

Mr Iuga then provided an update of the results to date for the end-training evaluation of the ATC courses and presented the main themes regarding points of strength for ATC courses and suggestions based on learner feedback. Among the highlighted areas of strength were aspects related to quality of instructors and of the content, practical in-training exercises, and the combination of instructor-led and self-study elements. Learner suggestions pertained to timing (high density of the courses), increasing engagement in instructor-led sessions, as well as the availability of recordings for live sessions. The latter sparked room for discussion among the delegates in terms of how to best address and weight/re-purpose the content of live sessions (notably focusing these on practical applications and exercises rather than presentations) vs the asynchronous components of the training, which would be focused on self-study, reading, and supplementary materials. The session concluded with announcing that the results of the post-training evaluation and emerging trends from learner feedback of the Level 3 evaluation would be presented at the start of the following day.

Day 2 (Wednesday, June 11)

Training evaluation for ATC programme courses (continued)

Continuing from the previous session, ITU shared the common trends emerging from the post-training evaluations and provided an overview of the Level 3 process. Mr Iuga informed the ATC

delegates that following the 2nd ATC annual meeting held in September 2024, where the Level 3 framework was announced, a pilot has been conducted in Q4 2024-Q1 2025 for selected training courses, and following that, a full-scale implementation has been rolled out for all instructor-led courses on ITU Academy (including ATC trainings). The current results are based on 131 responses (13% response rate to the non-mandatory feedback form) and 16 interviews. They indicate a constant application of the knowledge and skills obtained and a clear differentiation between pre-training and post-training (self-assessed) on-the-job competency. In terms of enabling factors that support real-life application of the subject matter, learners indicated mentorship opportunities, network collaborations, as well as a need for training focusing on next level of difficulty (advanced). They further flagged the need for core skills to help implement change in their work environments (change management, persuasion, project management, advocacy skills for leadership support and buy-in). The session wrapped with a common reflection in terms of what would further enable course impact and the commitment to return to the conversation once more results are received, preferably building learner feedback after one full year after the deployment of the L3 questionnaire.

[ATC best practice exchange](#)

This session was facilitated by Ms Guiomar Levi-Setti (ITU) and focused on the success factors for meeting the programme's KPIs following the previous day's analysis on the impact evaluation results and capitalize on the exchange of best practices among the participating institutions. The programme was conducted via several rounds of interactions providing an opportunity for the delegates to discuss firstly, tools or strategies which helped ensure a high number of registered participants (which pertains directly to KPI #1 "Deployment of ATC training courses") and, secondly, on practices that helped ensure a high overall satisfaction rate from the learners (which pertains to KPI #3 "Training evaluation"). The ensuing discussions and debriefs highlighted several aspects, for joint action, that could optimize the ATC approaches, such as:

- In addition to the topic of the course and highlighting the title for promotion purposes, emphasizing on the name of the instructor(s) can prove beneficial for eliciting a high level of interest.
- Allowing for late registrations for a short time after the initial starting date of the course as it can boost registration numbers – the recommendation would be in this case to organize a catchup session for the participants who joined subsequently.

- Promoting the courses through WhatsApp groups of various audiences as well as through the various partner networks, leveraging email databases.
- To mitigate for the cases in which face-to-face trainings would run the risk of a high rate of no shows owing to the rejections of visas, explore possible collaboration between ATCs for hosting training in countries that have less visa issues.
- To ensure a high satisfaction of participants (for face-to-face training) the following approaches were mentioned during the debrief:
 - Organizing site visits, networking with experts, social activities, making use of group work during the sessions.
 - Avoid overwhelming the programme, explore solutions to bring in a blended methodology; organize online sessions the week before the on-site delivery.
- As many of the learners already have a good command of the subject matter (advanced level), depending on the case, focus the live sessions on practice and less on theory.
- Bringing in industry experts as tutors would amplify the learning experience significantly as they would be able to provide real world experiences and case studies.
- Leverage the use of AI for generating materials (e.g. presentations) or exploring libraries of activities (e.g. icebreakers, energizers)

The session was closed by Ms Levi-Setti who encouraged the participants to continue the exchanges and announced that, following the break, the delegates will have another opportunity to continue mapping out best practices for the ATC programme.

ATC lessons learned

This part of the meeting kept the focus on the programme's KPIs and aimed to capture lessons learned for *online, instructor-led training courses*, with regards to the following course performance dimensions: 1. retention of learners (reducing drop-out rates), 2. reach (ensuring geographical and gender diversity), and 3. learner assessment of course delivery (positive evaluation of instructor and facilitation). Participants were asked to capture their lessons learned as well as to identify emerging themes, and outstanding ideas for their future use. Ms Celia Pellet led this session by indicating that the delegates need to capture something they wished they knew at the beginning of the programme, something they would do differently for next courses and one recommendation for the other delegates for each of the dimensions above (1 through 3).

Following the completion of the activity, the emerging lessons learned for each of the three categories, as captured by the delegates, were:

1. **Retention** (reducing drop-out rates): use of reminders correlated with extension of deadlines (flexibility); allocation of time at the end of the training for completion of final mandatory assessments; more information re training needs so as to ensure highest conversion of applicants to paying participants; inquiring at application stage about the available time participants can commit to the course and its activities / also to gauge expectations; adjusting the weights of the assessment activities to place an increased emphasis on synchronous sessions; send a letter of sponsorship to all accepted participants (indicating the cost of the course and that it being offered for free is actually a supported initiative from the ATC); promoting/positioning the ITU-endorsed certificate as a career-advancing asset.
2. **Reach** (ensuring geographical and gender diversity): explore partnerships to provide training in different time zones or visa-accessible locations; focus on regions (e.g. on specific time zones); employ a specific call to action for certain cohorts (e.g. “empowering women”); consider offering discounts (e.g. to equalize gender representation when there is a group of applicants from the same company); create discussion groups which are time zone-based; use of digital marketing tools which allow geographical segmentation (for targeting); set indicators re balancing diversity vs qualification of applicants.
3. **Learner evaluation** (positive assessment of instructor and facilitation): deploy reminders (by instructor, course coordinator) about learners providing end-course feedback (evaluation); include training evaluation in weighting of course requirements; reconsider mandatory nature of the feedback; popular: create space for in-class/in-session participant provision of feedback by filling out the mandatory evaluation.

The ensuing discussions brought forward several additional points of considerations across the three dimensions. Delegates discussed how a more intense the course (less days) results in the completion rate being higher while, conversely, the longer the course the higher the drop-out/non-completion rate. In the case of longer training courses (e.g. four weeks), the weekly assignment should be completed during the same week given that the week after introduces a new topic and new assignment – missing the first one would likely result in losing pace and not being able to catch up. The discussion also sought to clarify that ensuring participant diversity is important in the selection process, however, it would not come at the expense of the relevancy and quality of the

[other, qualified] applicants. In the case of participants who do not have a good English proficiency, ATC can rely on partner instructors for delivery in other languages. The mandatory nature of the evaluation was also brought up as there were concerns regarding the potential that they be biased under this condition – ITU clarified that the evaluation would remain mandatory for the certification as the intention is to inform an iterative design process of the training, obtain reliable feedback regarding the quality of the courses (evaluation is anonymized), and aim at demonstrating impact of the programme. The session closed with an announcement that, during the following session, delegates from both ATCs and DTCs would come together to explore best practices in face-to-face training across both programmes.

Face-to-face training: best practices (joint session)

This session was co-facilitated by Ms Celia Pellet and Ms Sara Bennouna (ITU). It brought together ATC and DTC participants to touch upon lessons learned from organizing, designing and delivering *face-to-face training* and documenting/delivering success stories under the ATC and DTC programmes. Participants worked together to identify commonalities and well as differences faced in the organization of in-person training courses. The groupwork focused on putting together the elements for building the success factors (“ideal ingredients”) in key areas which create an ecosystem for effective face-to-face training. This session was co-facilitated by Ms Celia Pellet, and Ms Sara Bennouna. Using the common ATC-DTC posters as a starting point, the session began with an energiser during which several statements were presented based on ATCs and DTCs’ answers to the question “Challenges faced in face-to-face training” and shared with participants for their reactions and comments.

Using the common ATC-DTC posters as a starting point, the session began with an energiser during which several statements were presented based on ATCs and DTCs’ answers to the question “Challenges faced in face-to-face training” and shared with participants for their reactions and comments. The session then moved to a group activity during which participants engaged in a visualisation exercise and captured the factors which build the ideal setup for effective F2F training. The delegates needed to agree on three key success factors for each of the following areas: trainer, learners, equipment, other, by reflecting on their past face-to-face training activities, considering both successful and challenging experiences. Following the working session, during the debrief, the following aspects were captured by the groups with regards to each of the dimensions analysed:

1. **Trainer competence and approach:** the trainer plays a critical role in the success of face-to-face training. Participants highlighted that effective trainers must be practitioners with real-world experience, rather than solely academic instructors. A strong grasp of the content, combined with an understanding of the audience's background, is essential for relevant and impactful delivery. Trainers must possess strong delivery and facilitation skills, promote mutual respect, and use interactive techniques to engage participants actively. It was noted that community-based trainers are particularly effective, as they are familiar with local contexts and can better relate to learners' realities. Additionally, trainers with multi-disciplinary backgrounds tend to connect more effectively across different learner profiles.
2. **Learner engagement and readiness:** the quality of the learning experience also depends significantly on the preparedness and motivation of the learners. Participants emphasized the importance of encouraging learner participation, providing constructive challenges, and conducting initial assessments to understand learner levels and tailor training accordingly. Motivation was identified as a key driver—particularly in free training programs such as those offered under DTCL, where some learners may not feel fully committed. Trainers are encouraged to establish clear expectations and find ways to inspire ownership and enthusiasm among trainees.
3. **Training delivery and environment:** a conducive training environment was highlighted as a fundamental enabler. Best practices include ensuring the availability of reliable equipment, maintaining a quiet and well-ventilated space, and keeping an ideal trainer-to-trainee ratio for better individual attention. Participants also recommended incorporating hands-on learning, site visits, and bonding activities that foster peer-to-peer learning and networking. Additionally, the presence of training support officers was found to enhance both trainer performance and learner experience by providing logistical and technical assistance during sessions.
4. **Other factors:** several cross-cutting issues emerged as important enablers of successful training. Effective communication and coordination—both among implementing partners and with participants—ensures clarity on expectations, logistics, and outcomes. Providing stipends or transportation support helps to reduce participation barriers and improve attendance. Similarly, small incentives such as souvenirs or branded materials were found to boost learner morale and promote programme visibility.

The plenary debrief which wrapped up this session highlighted the practicality of the exercise as both informative, to illustrate the similarities and the differences between the two programmes, as well as extremely useful given the inherently common attributes governing face-to-face training in general. Delegates highlighted the productive discussions and ability to build on the lessons and practices shared within their groups towards optimizing approaches for face-to-face training delivery.

Collaboration within the ATC network

This session showcased the details of a concrete collaboration between two of the ATCs (NRD Cyber Security and AFRALTI) towards the delivery of a joint face-to-face, 4.5 day-long training course scheduled for September 2025 ([“Strengthening cybersecurity through effective CSIRT and SOC models”](#)). The two delegates from the collaborating institutions delivered a brief presentation (“From the Baltics to the Equator”) detailing the background of the collaboration as well as some key elements when considering similar projects. The presentation emphasized the need to identify a common interest in the training between the participating institutions, and the need for clear division of roles and responsibilities with regards to application process, delivery, organizational [logistical and setup] matters.

The recommendations to the group were centered on pinpointing a joint reason for the collaboration, being proactive, sharing of the costs as well as staying open to new perspectives from the partner(s). Among the other success factors for this particular collaboration, the nature of the participating institutions was also highlighted – being a private sector entity with a business model not based on training for profit (NRD will provide tutors, expertise, content) and having as a counterpart an intergovernmental organization, only partially funded by government (AFRALTI will be in charge of the coordination, organization, provide facilities), allowed for increased flexibility in terms of processes required, approvals, and establishing agreements.

The discussions which followed the presentation illustrated the openness of the ATCs to explore collaborations within the network. ITU clarified that the position of the organization is to encourage these as they would only be beneficial for the development of the ATC network’s dynamics, contribute to the enrichment of the programme and ultimately result in varied content and increased course quality for the benefit of learners and increasing the impact of the programme. As a follow-up point, the delegates expressed their intention to continue the discussion towards mapping areas

of collaboration, while on ITU's side the team would endeavour to create a virtual marketplace space to facilitate these exchanges, as needed (building on the previous year's [online exercise](#)).

Day 3 (Thursday, June 12)

ITU Academy updates

Ms Celia Pellet and Ms Guiomar Levi-Setti led this session which provided updates on latest developments of the ITU Academy platform (design, coordinator-focused features, interface changes) as well as the roadmap of upcoming developments for 2025. They introduced the process through which new developments take place on the platform, highlighting the collaborative nature of the process, with feedback being collected from users, ITU staff as well as partner course coordinators. They highlighted the development roadmap for 2025-2026 would focus on facilitating and streamlining the participants journey within the ITU Academy and the way this is managed. Participants were asked to identify jointly the main steps ITU Academy users take, as this analysis would allow to best inform targeted developments and prioritise the most relevant areas.

The presenters pointed out that the focus of upcoming features will be on facilitating users' awareness of the platform and its content (ads, new social media cards, targeted emails), engagement (harmonization of course pages), feedback (addition of a pre-training survey), user retention (targeted emails based on behaviours) as well as simplification of user creation accounts, automation of post-training feedback (Level 3) and the addition of learning paths to encourage users to take several related courses.

In continuation, the delegates were presented with the upcoming developments aimed at coordinators, following a similar mapping exercise of the most common actions performed in the system by this group. These would focus on several actions aimed at simplification and automation (end of training report, questionnaires), as well as upgrades to support with participants' selection process along with a higher prominence for the course instructors (adding a profile page, also the bio, increasing visibility overall). Additionally, the ITU Academy guidelines, including the quality assurance checklist, would be revamped in a centralized, wiki format. Along with a Moodle redesign and a few new workflows, the development will be facilitating a smoother, more efficient process for managing the ITU Academy training.

The session also focused on the communication with the users, clarifying roles and responsibilities between the ITU Academy team and the ATC course coordinators as well as announcing several

automation actions in terms of the platform's messages (from application management to reminders and information regarding certificate availability). Throughout the session, delegates had the possibility of actively participating by asking questions, raising issues and providing feedback to the new developments as well to the current (and envisioned) workflows. They were also able to exchange their experiences, both in terms of challenges and best practices in managing courses on ITU Academy and communicate their preferences on the topics for the current collection of guidelines and upcoming guidance materials.

ATC programme – future compass

During this part of the session, delegates, together with the ITU team participated in an activity intended to capture the foreseeable path for the ATC programme over the next 3 years, mapping needs, risks, enablers as well as necessary actions to successfully complete the vision. Mr Emil-Eugen Iuga and Ms Celia Pellet co-facilitated this session which started with a quick overview of the planned activities for the rest of 2025 (39 courses planned for the ATC network), and the need to plan towards 2026 (list of courses) and beyond, for the next stage of the ATC programme, following the conclusion of its first three-year cycle. To frame the upcoming conversation, the facilitators highlighted the goals of this core ITU capacity development initiative, namely to develop the institutional and individual capacity of the ITU Membership and of the wider telecommunications and ICT sector and those who work within it; to build on ITU's strengths, capabilities and established partnerships in ways that will add value to ITU, its members and participating ATCs; and, finally, to support ITU's broader mandates and priorities.

The activity which followed was centred on groupwork and capitalized on the delegates' experience with the ATC programme as well as expertise in terms of the training market needs and digital skills trends. They were asked to focus on mapping the trajectory of the programme as they see it, establishing a 'future compass' for the ATCs, while focusing on three main areas as highlighted below, along with the summary of the contributions from the ATC representatives. These were:

1. Where do you see the ATC programme going, past its first 3 years phase?

The contributions saw an increase in the number of collaborations between ATCs for both online and face-to-face training courses, in terms of design, development and delivery (leveraging also the resources of the ITU Academy), aiming also for different language offers. Increased reach was also a common theme among the groups, with diversifying the target audience (to include also, legislators, more participants from developing countries – to

increase the number of participants in paying courses). Additionally, the groups mentioned an optimization both in terms of materials and tools used (e.g. leverage the use of AI, further develop the ITU Academy platform).

2. Identify a set of 3 risks/obstacles which would impede the programme from achieving this vision/trajectory

During this part of the exercise, the groups emphasized the importance of being mindful of challenges related to limited resources from the ATCs (in terms of admin support, logistics), Relatedly, daily operational hurdles such as internal bureaucracy or processes along with allocating resources for mitigating time zone delivery were also mentioned during the discussions and debrief. The groups also emphasized concerns related to maintaining the unique selling point of the programme in the context of a busy market, competing goals and the potential for redundancy due to the upscaling of AI. The issue of competition was also mentioned in the context of the need to find balance between paid and free courses, competing with other free training offered, and the uncertainty about sponsorship [funded courses] going forward. A main aspect mentioned in connection with these last points was the requirement to better align to regional needs as well as to membership needs along with a mention from one of the groups for a need towards more autonomy in terms of content decisions. Advanced planning coupled with timely marketing was also captured during the group discussions.

3. Enablers: what would you need as ATC programme participants to contribute towards achieving this goal?

The delegates highlighted the need for ATC programme partners both at strategic level and in terms of ensuring future sources of funding, e.g. participant sponsorship. Optimizing courses was a main emerging topic in the work of the groups, who mentioned the need for adaptive course design, resulting from agile implementation of feedback to reshape training, as well as integrating AI for training (delivery). On the same topic, ATC representatives also captured the need to adapt course topics to increase the number of paying training participants, based on constant analysis of trends observed in the ITU Academy reporting. ITU's involvement was mentioned in the context of providing stronger national engagement, as well as ensuring more ATC support for the costly logistical administrative overheads of [face-to-face] training course organization, along with more streamlined and timely communication related to coordination and setup.

A debrief from each group was conducted alongside with a summary of the same exercise done by the facilitators team who captured the ITU perspective in the three areas. It highlighted the continued emphasis on online delivery and scaling up, while placing an added incentive to paid courses (e.g. by offering next-tier, advanced training). The risks dimension looked at challenges related to funding in the current context, adapting to learning technology evolutions, and potentially not having suitable frameworks for collaborations to match needs to potential partners. The needs aspects brought into discussion converged with the ATCs on the need for joint fundraising as well as the potential to better tap into the common network (ATCs and ITU's partners, users, tutors).

The session concluded with framing the discussion in the context of the wider topic of the future of digital skills, announcing that the following session would be focusing on mapping these (and implicitly the future needs of learners), conducted jointly with the representatives of the DTCs.

Future of digital skills training (joint session)

This working session explored the market for emerging digital skills needs. The discussions focused on core training needs at basic, intermediate and advanced levels.

Mr Alfie Hamid (CISCO) opened this session by inviting participants to think about what the future of digital skills training will be 3-5 years from now. He acknowledged that all participants are currently working to address the digital skills gaps. With this experience and knowledge, DTC and ATC participants were invited to reflect first individually on the following questions and to list up to three items:

- **Question 1:** Thinking about your current beneficiaries and market (international, regional, national, local), what do you think the major differences will be between your training catalogue now and the one in a **5-years' time**? How do you expect the profiles (and needs) of your target audience to evolve?
- **Question 2:** How will your organization adapt and continue to deliver its trainings?

Once participants completed the self-reflection, they were then invited to find participants they met on Day 1 during the "Mix and Match" introduction and networking session to share their ideas and perspectives in small groups. The debrief of the small group discussions was facilitated by Ms Susan Teltscher and Mr Alfie Hamid.

Key trends shared by groups are listed below:

Question 1:**Shift toward flexible, inclusive, and digital-first learning**

- Training will increasingly be modular, online, and accessible, allowing learners to engage with content at their own pace and according to their needs.
- There is a strong emphasis on inclusivity, particularly ensuring that persons with disabilities can access and benefit from digital training.
- Interaction through digital devices will become more prevalent, and online simulations will be used to enhance practical learning.

Evolving content focus: from basic digital skills to advanced technologies

- The curriculum will move beyond current digital skills gaps to include advanced topics such as AI, machine learning, quantum computing, 10G, and virtual reality.
- There will be a growing need for cybersecurity, media literacy, and critical thinking to address new digital risks and misinformation.
- Ethical use of AI and understanding how to manage and control it will be a major focus.

Integration of soft skills and structured learning pathways

- Training will increasingly incorporate soft skills to help individuals use technology more effectively and responsibly.
- There will be a push to link DTCs, ATCs, and academia, creating clear progression pathways from foundational to advanced skills.
- New roles such as digital entrepreneurs will emerge, requiring a blend of technical and entrepreneurial training.

Question 2:**Emphasis on quality, adaptability, and student-centric approaches**

- Training will become more learner-focused, with an emphasis on engaging, up-to-date content and high-quality trainers.
- Organizations will need to continuously upskill instructors to keep pace with evolving technologies, policies, and learner expectations.
- Respect for regulations and cultural context will remain essential in training delivery.

Adoption of blended and adaptive learning models

- A shift toward blended learning is expected, combining the benefits of online and in-person formats, as fully online or face-to-face-only models are seen as insufficient.
- Adaptive learning platforms and virtual reality tools (e.g., virtual labs) will be integrated to personalize learning experiences and simulate real-world environments.

Strengthened collaboration and resource sharing

- Organizations will increasingly collaborate with governments, the private sector, and existing partners to co-develop and share training content.
- There will be a growing need for sustainable funding to support innovation, content development, and infrastructure upgrades.
- Training will be designed with intercultural sensitivity and contextual relevance, ensuring inclusivity and effectiveness across diverse audiences.

In closing the session, Mr Hamid thanked participants for their thoughtful contributions. He noted that this work is ongoing. He encouraged participants to think about the future in all that they do. From the discussions, he noted that there is a growing need for bite-sized, continuous learning that builds foundational literacy and digital literacy together, ensuring learners are equipped for lifelong adaptation. Critical thinking—especially in identifying misinformation—must be a core element across all training levels to foster informed, resilient digital citizens.

Closing

During the closing session, Ms Susan Teltscher thanked the ITU and Cisco teams, as well as CTC for their continued support. She acknowledged the strong community spirit which was further reinforced through the workshop and encouraged DTCs to continue fostering the sense of togetherness in the midst of their achievements, progress and challenges. Ms. Teltscher reflected on the successful conclusion of the three-day joint workshop, which brought together two complementary communities: the Digital Transformation Centres and the ITU Academy Training Centres. She noted that while the joint format was a new approach, it proved highly effective in fostering collaboration, peer learning, and meaningful dialogue. Through interactive group work and breakout sessions, participants were able to share experiences and identify commonalities across both programmes. These included shared priorities such as the importance of face-to-face training, community engagement, needs assessments, practical delivery methods, and adequate training

facilities. The discussions also highlighted the critical role of training evaluation and quality assurance, with strong recognition of ITU's contribution in providing guidance and standards.

Looking ahead, Ms. Teltscher emphasized the potential for greater integration between the DTC and ATC programmes. She highlighted the opportunity to develop structured learning pathways that support progression from foundational to advanced digital skills, and to involve DTC instructors in ATC training to strengthen capacity across the ecosystem. She concluded by thanking participants for their active engagement, noting that their insights have been instrumental in shaping the future direction of both programmes. The workshop successfully met its objectives of reinforcing collaboration, promoting mutual learning, and laying the foundation for scaling impact on the ground.

In her closing remarks, Ms. Teltscher expressed her satisfaction with the workshop's outcomes, noting that its core objectives—strengthening the DTC and ATC communities, fostering collaboration, and shaping proposals for scaling—were fully achieved. She thanked the partners who joined in Santo Domingo, with special appreciation for Cisco and the ST Foundation. She recalled a major milestone announced for the DTC Initiative at the opening of the workshop - 528,000 (55% female) participants trained. She reaffirmed ITU's commitment to deepening this collaboration and announced that an official communiqué would be shared with all ITU Member States. She also encouraged participants to promote the initiative by sharing their experiences on social media, especially LinkedIn.

Ms. Teltscher extended heartfelt thanks to the hosts—CTC and INDOTEL—for their exceptional organization and hospitality. She expressed gratitude to both organizations for making the event a memorable experience. She concluded by wishing everyone safe travels and expressed her enthusiasm for continuing the collaboration.

Mr Alfie Hamid took the floor to express his satisfaction at the success of the event and noted the many productive interactions among the members of the two capacity development networks. He framed his intervention in the context of the continuously evolving technology landscape in today's globalized world (with the emergence of AI in particular) and the requirement from all participating actors across developed and developing countries to adapt to the new trends.

He expressed his gratitude to the hosts of the meeting (CTC and INDOTEL) and encouraged the members of the DTCs and ATCs to continue their collaborations.

Mr Ysidro Torres Beltré (CTC), in his closing remarks, highlighted that in the context of today's globalized world the most valuable resource and most precious goal are the people, and that the priority is to give back to the community; to establish the connections they require to reach their full potential. He emphasized CTC's commitment to keep bringing technology to the places and communities that most need it. He highlighted the conviction that the knowledge resources gathered across the three days of the event will be used towards applying development initiatives in the Dominican Republic to those groups that are in most need of it. He detailed that one of the main groups in focus is that of vulnerable communities (correctional facility women and men, young people) whom, through capacity development initiatives and collaborations, such as the one with ITU, CTC is able to assist and equip them with the tools to contribute to the society and assist in their reintegration.

He thanked ITU as well as the partners from Cisco for the collaborations and expressed his hope that these continue in the years to come.

Meeting evaluation

At the end of the event, participants were asked to share their feedback on the meeting by responding to an online survey which consisted of ten questions. The survey was answered by all attendees and responses were overwhelmingly positive both in terms of the value of the content and the organization of the meeting. A summary of the main topics and the feedback provided by the ATC delegates follows below.

Content and conduct of the meeting: the overall evaluation of the meeting was overwhelmingly positive, with nearly 90% of the participants rating it as “Excellent” and an additional 6% as “Good” (Figure 1). The time allotted for discussions receive 87% rating of “Excellent” and “Good” with an additional 13% indicating a preference for expanding this segment for future meetings.

Figure 1: Overall assessment of the meeting

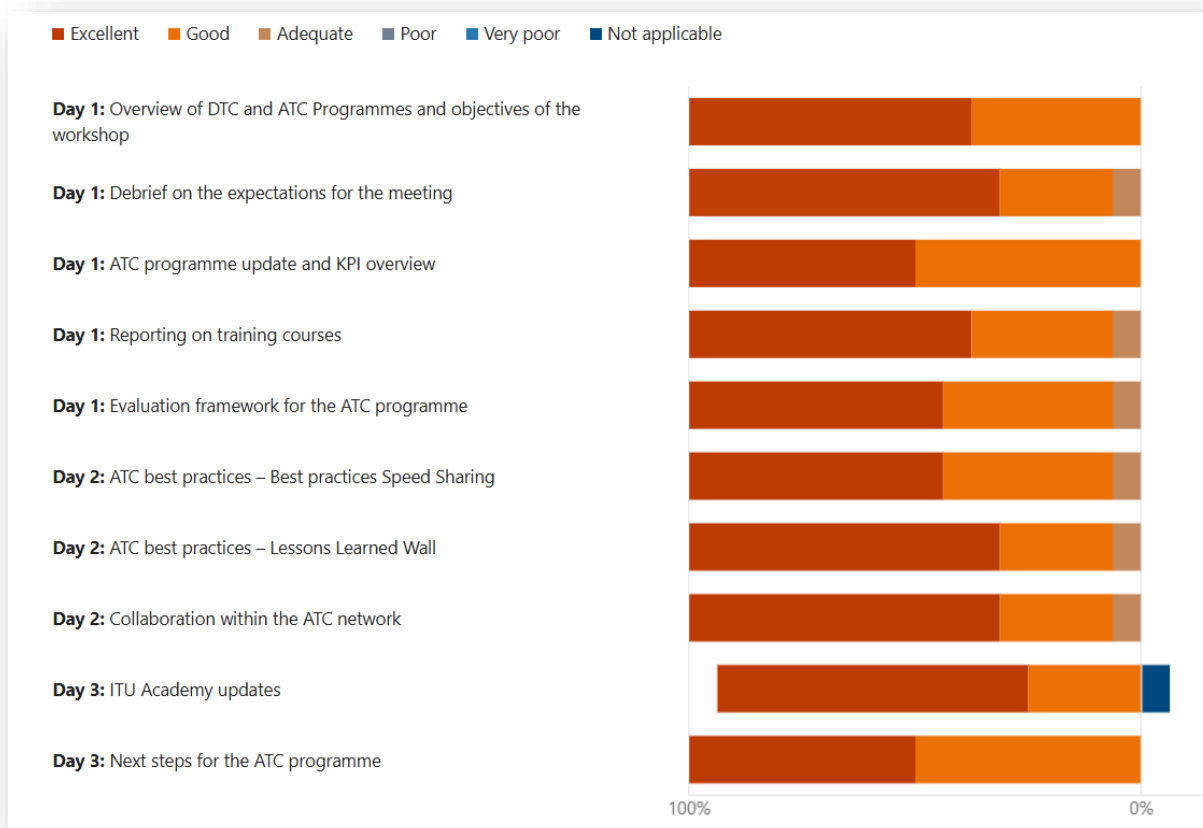


Most useful: respondents indicated predominantly the active nature of the event, with the sharing of experiences and best practices being ranked highest. Additionally, the group work, brainstorming, and networking were appreciated as means of adding value to the meeting. Understanding ITU’s process vis-s-vis the ATC programme, correlated with the reporting on KPIs and the evaluation framework were also highlighted in the participants’ responses.

Ideas for improvement: the feedback form offered ATC delegates the possibility to make suggestions on elements of the event that could be different for the next meeting. The main trend focused on allowing more time for the event overall (with a less packed agenda for the last day and more use of the posters) while, in terms of topics, delegates asked for additional time for sessions focusing on strategizing and planning.

Agenda items: participants were also asked to rate both the quality and usefulness of the interactive sessions, for each agenda item separately (Figure 2). The highest ranked were the ATC best practices, collaborations within the ATC network, reporting on training courses – all scoring “Excellent” in proportion of nearly 70%, and “Good” for 20-25% of the answers.

Figure 2: Quality and usefulness of the sessions



Joint sessions: participants were asked what stood out most in the joint ATC-DTC common sessions, with the majority of the delegates highlighting the usefulness of these. Finding synergies between the two programmes, networking and exchanging practices for face-to-face training were among the most highly ranked in the responses. The overall informative nature of the sessions was also greatly appreciated, allowing the participants to get a better understanding of ITU’s main capacity development programmes.

Event organization: for the setup of the event, the delegates appreciated the timeliness of the distribution of information, agenda, materials, the quality of the venue. The overall evaluation of the event among the ATC representatives was overwhelmingly positive, with 94% rating it as “Excellent”.

Highlighted inputs: the participants were asked to describe the event in one word – the notable trend focused on “partnership” with additional labels of “relationships” and “family” emphasising the success of the collaboration theme of the ATC meeting. Figure 3 below contains a snapshot of the most frequently mentioned words and includes the responses of both ATC and DTC delegates.

Figure 3: The meeting experience in one word according to the participants



Annex 1: Participants

ATC delegates

ATC name	Country	Delegate(s)	Title
African Advanced Level Telecommunications Institute (AFRALTI)	Kenya	Mr. Jonathan Mwakijele	Head of Training Department
China Academy of Information and Communications Technology (CAICT)	China	Ms. Li Fu	Senior Engineer
Computer Emergency Response Team of Mauritius (CERT-MU)	Mauritius	Mr. Manish Lobin	Information Security Specialist
Digital Bridge Institute (DBI)	Nigeria	Mr. Paulinus Okey Ugwoke	Group Head (Research, Innovation, and Consultancy)
Egyptian African Telecom Regulatory Training Center (EG-ATRC)	Egypt	Ms. Mona Ismail	Manager
Instituto Nacional de Investigación y Capacitación de Telecomunicaciones (INICTEL-UNI)	Perú	Ms. Iris Pretel	IT Training Specialist
Instituto Nacional de Telecomunicações (INATEL)	Brazil	Mr. Daniel Andrade Nunes	Professor and Technical Consultant
Link Centre/University of the Witwatersrand	South Africa	Ms. Ntsibane Ntlatlapa	Associate Professor
National Institute of Telecommunications (NIT)	Poland	Mr. Sylwester Laskowski	Chief Training Specialist
National Communications Academy, India (NCA-T)	India	Mr. Amit Kumar Chauhan	Director (Tx&NGS)
		Mr. Ashok Kumar Rawat	Deputy Director General (ICT), NCA-T
NRD Cyber Security	Lithuania	Ms. Rūta Jašinskienė	Information analysis expert
Tallinn University of Technology (TALTECH)	Estonia	Ms. Anastasiia Dudko	Study Programme Coordinator
		Ms. Arianna Jater	Project Coordinator
The University of the West Indies	Jamaica, Barbados	Mr. Louis-Ray Harris	Senior Lecturer, Dept of Physics
		Ms. Cathyann Radix	Lecturer, Faculty of Engineering

ATC name	Country	Delegate(s)	Title
United Nations University-Maastricht Economic and Social Research Institute on Innovation and Technology (UNU-MERIT)	The Netherlands	Ms. Mindel van de Laar	Head, Capacity Development Office

ITU staff

Name	Title
Ms. Eun-Ju KIM	Chief, Projects Partnerships and Digital Skills Department (PPS)
Ms. Susan TELTSCHER	Head, Capacity and Digital Skills Development Division (CSD)
Ms. Robyn FYSH	Senior Project Manager , CSD
Mr. Emil-Eugen IUGA	Capacity and Skills Development Officer
Mr. Alex Kojo BOAHOMA	Capacity and Digital Skills Officer, CSD
Ms Sara BENNOUNA	Junior Digital Skills Officer, CSD
Ms Celia PELLET	Associate Capacity Development Officer, CSD
Ms. Guiomar LEVI-SETTI	Junior E-learning Officer, CSD
Ms. Lucy SPENCER	Communications & Promotion Officer, Communication and Promotion Service (COM)

Annex 2: Event agenda

ITU Academy Training Centres (ATC) Global Annual Meeting

10-12 June 2025, Crowne Plaza Hotel, Santo Domingo, Dominican Republic

Objectives:

- Inform on ATC programme implementation to date (facts and figures)
- Build on lessons learned regarding training course organization and management
- Exchange best practices for training course quality, based on learner evaluation feedback
- Update on ITU Academy (revised) guidelines and upcoming features
- Network and consolidate links between participating institutions

Time	Day 1: Tuesday, 10 June 2025
08:45 – 9:30	Arrival and registration of participants <i>Participants arrive to the venue and pick-up their badges at the registration desk (look for halls: Americas and Oceania, hotel ground floor).</i>
09:30 – 10:30	Opening session Photo session
10:30 – 11:00	Coffee break
11:00 – 11:30	<p>Overview of DTC and ATC programmes and objectives of the meetings</p> <p>This session will provide an overview of the Digital Transformation Centres (DTC) Initiative and the ITU Academy Training Centres (ATC) programme, which are ITU's two flagship capacity development programmes, it will recall the objectives of each initiative, highlighting their core content, similarities and differences, as well as their respective results and impact achieved to date. The session will also introduce the methodology of the two meetings (Global DTC Workshop and ATC annual meeting), explaining the rationale behind the structure and design of the sessions.</p> <p>Presentation (15 minutes)</p> <ul style="list-style-type: none"> • Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU <p>Q&A (15 minutes)</p> <p>Moderator: Ms Robyn Fysh, Senior Project Manager, ITU</p>
11:30 – 12:30	<p>ATC/DTC introductions and networking</p> <p>This segment will consist of an energiser and warm-up exercise through which all participants (from both ATC and DTC programmes) can get acquainted or reacquainted with each other and share insights on their organisation, including the most fulfilling aspects from their work and role as an ATC or DTC.</p> <p>Moderator: Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU</p> <p><i>At the end of the activity, participants will be invited to explore the ATC-DTC poster gallery, during the lunch break and throughout the duration of the meeting,</i></p>

12:30 – 14:00	Lunch break
14:00 – 15:30	<p>Updates on the ATC programme (30 minutes) After a quick debrief of the workshop pre-meeting poll, the first part of this session will provide an overview of the implementation of the ATC programme over the past year. It will include key highlights of the activities conducted under the programme (presented by ITU), as well as relevant updates.</p> <p>Presentation/Moderated by (15 minutes)</p> <ul style="list-style-type: none"> Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU <p>Q&A (15 minutes)</p> <p>Reporting on training courses (15 minutes) The second part of the session will focus on a demo / walkthrough of the reporting dashboard for ITU Academy (and ATC) training courses and the monitoring of the main KPIs for the platform, users, catalogue as well as trends analysis and user evaluation feedback.</p> <ul style="list-style-type: none"> Ms Celia Pellet, Associate Capacity Development Officer, ITU (moderator) <p>Q&A (15 minutes)</p> <p>Training evaluation framework for ATC programme courses (30 minutes) This part of the session will focus on an overview of the training evaluation framework currently in place for ITU Academy (and ATC) training courses. Following a plenary-based participatory approach, it will provide a refresher of the process, end-training feedback (Level 1 in the Kirkpatrick model) as well as detail the recently launched post-training survey for impact evaluation (Level 3 in the Kirkpatrick model).</p> <ul style="list-style-type: none"> Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU (presenter / moderator)
15:30 – 16:00	Coffee break
16:00 – 17:00	<p>Impact evaluation results for ATC programme courses (30 minutes) Continuing from the previous session, ITU will share the common trends emerging from the Level 3 results to date and focus on demonstrating on-the-job training application of ITU Academy courses. The session will also revisit the L1 main themes regarding points of strength for ATC courses and suggestions based on learner feedback. The session will also propose a space for personal reflection, as well as allow for groupwork exchanges between the delegates to analyse and interpret the resulting tendencies from the application of the evaluation framework.</p> <ul style="list-style-type: none"> Ms Guiomar Levi-Setti, Junior E-learning Officer, ITU (presenter) Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU (moderator) <p>Q&A (15 minutes)</p> <p>Closing</p>
19:00	Welcome cocktail at the Hotel swimming pool

Time	Day 2: Wednesday, 11 June 2025
09:00 – 10:30	<p>ATC best practices</p> <p>The session will focus on several of the success factors for meeting the programme’s KPIs following the previous day’s analysis on the impact evaluation results and capitalize on the exchange of best practices among the participating institutions. There will be two formats via which this will be conducted across two morning sessions before and after the coffee break, noting that the focus of these exercises will be on <i>online, instructor-led training courses</i>. The morning session will zoom in on best practices for (i) ensuring a high overall satisfaction rate from the learners (vis-à-vis content quality, relevance) and (ii) securing high registration numbers.</p> <p>Groupwork activity, followed by plenary debrief</p> <p>Moderator: Ms Guiomar Levi-Setti, Junior E-learning Officer, ITU</p>
10:30 – 11:00	Coffee break
11:00-12:30	<p>ATC best practices and lessons learned (60 minutes)</p> <p>Keeping the focus on the programme’s KPIs, the session will aim to capture lessons learned for the parameters related to: retention of learners (reducing drop-out rates), reach (ensuring geographical and gender diversity), and learner assessment of course delivery (positive evaluation of instructor and facilitation). Participants will be asked to contribute to a common takeaway template, working in groups to exchange lessons learned as well as evaluate the contributions of the other groups in order to identify emerging themes, and/or capture outstanding ideas for use.</p> <p>Groupwork activity, followed by plenary debrief (20 minutes)</p> <p>Moderators:</p> <ul style="list-style-type: none"> • Ms Celia Pellet, Associate Capacity Development Officer, ITU • Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU <p>Closing</p> <p><i>This session will be followed by a common activity focusing on best face-to-face training practices, together with the DTC delegates. ATC participants are encouraged to consult the posters on display in the common areas, during the lunch break.</i></p>
12:30 – 14:00	Lunch break
14:00-15:30	<p>Face-to-face training: best practices (joint ATC-DTC session) (90 minutes)</p> <p>This session will bring together ATC and DTC participants to touch upon lessons learned from organizing, designing and delivering face-to-face training and documenting/delivering success stories under the ATC and DTC programmes. Participants will work together to identify commonalities and well as differences faced in the organization of in-person training courses, analysing the challenges shared by the participating institutions via the posters. The groupwork will focus on putting together the elements for building the success factors in key areas which create an ecosystem for effective face-to-face training.</p> <p>Groupwork activity, followed by plenary debrief</p>

	Moderators: <ul style="list-style-type: none"> Ms Sara Bennouna, Junior Digital Skills Officer, ITU Ms Celia Pellet, Associate Capacity Development Officer, ITU
15:30 – 16:00	Coffee break
16:00 – 17:00	Collaboration within the ATC network (30 minutes) This session will showcase the details of a concrete collaboration between two of the ATCs towards the delivery of a joint training course (“Strengthening cybersecurity through effective CSIRT and SOC models”). It will focus on the inception of the idea, discussion process, establishing roles and responsibilities, recommendations and takeaways to date. Presentation (15 minutes): <ul style="list-style-type: none"> Ms Rūta Jašinskienė, NRD CS, Lithuania Mr Jonathan Mwakijele and Ms Anita Natwati, AFRALTI, Kenya Q&A, discussion (15 minutes) Mapping potential future common projects (ATC marketplace) (20 minutes) Drawing on the previous year’s ‘marketplace’ (2024 mid-year online meeting), ATCs will network during the event and explore potential collaborations. Plenary discussion Moderator: Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU Closing
18:30	Dinner: “Dominican evening”

Time	Day 3: Thursday, 12 June 2025
09:00 – 10:30	ITU Academy updates During this session, delegates will receive updates on latest developments of the ITU Academy platform (design, coordinator-focused features, interface changes) as well as the roadmap of upcoming developments for 2025. They will also have the opportunity to provide feedback and inputs in terms of functionalities and overall use of the platform through a plenary dialogue with the ITU Academy team. Presentation/Moderated by <ul style="list-style-type: none"> Ms Celia Pellet, Associate Capacity Development Officer, ITU Ms Guiomar Levi-Setti, Junior E-learning Officer, ITU Q&A, discussion
10:30 – 11:00	Coffee break
11:00 – 12:30	Next steps for the ATC network (90 minutes) Planning

	<p>During the first part of the session delegates will be provided with an overview of the upcoming 2025 courses as well as the details for kickstarting the planning process for 2026.</p> <p>Presentation/Moderated by (10 minutes)</p> <ul style="list-style-type: none"> Ms Celia Pellet, Associate Capacity Development Officer Ms Guiomar Levi-Setti, Junior E-learning Officer <p>Q&A (10 minutes)</p> <p>ATC programme – future compass During this part of the session, delegates, together with the ITU team will participate in an activity intended to capture the foreseeable path for the ATC programme over the next 3 years, mapping needs, risks, enablers as well as necessary actions to successfully complete the vision.</p> <p>Group activity, followed by plenary debrief (60 minutes)</p> <p>Moderator: Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU</p> <p>Closing</p>
12:30 – 14:00	Lunch break
14:00- 15:30	<p>Future of digital skills training (joint ATC-DTC session) This working session will explore the market for emerging digital skills needs. The discussions will focus on core needs at basic, intermediate and advanced levels. The delegates will reflect on the evolution of training needs in the coming years and capture the impact of these changes on the training catalogue of their institution. Further, they will discuss strategies for adapting to the new market requirements and identify required actions to continue delivering high quality training.</p> <p>Groupwork activity, followed by plenary debrief</p> <p>Moderators:</p> <ul style="list-style-type: none"> Mr Alfie Hamid, Head, Global Strategic Partnerships, Cisco Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU
15:30 – 16:00	Coffee break
16:00 – 17:00	<p>Feedback and open-mic takeaways</p> <p>ATC and DTC participants will be invited to share their feedback on the meetings by responding to an evaluation form, as well as by sharing, in the plenary, their perceptions on the main outcomes, takeaways and way forward.</p> <p>Summary and closing</p> <ul style="list-style-type: none"> Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU Mr Alfie Hamid, Head, Global Strategic Partnerships, Cisco Representative from CTC, Dominican Republic