



1 DECISION MAKING

Step 1 - Depending on the opportunity and the program select courses on the CISCO or HP platforms that meet the target's needs.

Step 2 – Identify the necessary resources (teams, trainers, room, target audience, stakeholders, providers, sponsors...).

Step 4 – Managing Director reviews the TOR and amends it based on the availability of resources

Step 3 – Draft the conceptual note and the TOR for the activity along with a proposed budget. Submitted to the Managing Director for approval



Formation des formateurs dans la localité d'Azaguié

2 PLANNING

Step 1 – The DTC team informs the Ministry of the activity (sharing the TOR, scope of training, objectives, etc).

Step 2 - Based on the stakeholder mapping exercise, the DTC team engages in resource mobilization by reaching out to stakeholders (for potential contribution and support)

Step 4 – Organize a kick-off for the activity with selected stakeholders

Step 3 - Prepared a sponsorship package for stakeholders who expressed interest and committed to supporting the activity



3 IMPLEMENTATION

Step 1 – Revise and adjust the implementation plan and schedule

Step 2: Appoint the project execution team and hire service providers

Step 3 – Deliver the activity (usually by phases or cohorts)

Step 4 – Activity coverage (media, communication, reports)



Avec les autorités de la ville de Daloa lors des ToT dans leur localité

4 M&E PROCESSES

Step 1 – Evaluation forms (overall training experience) are distributed to participants and completed

Step 2 – Set-up informal communication channels for effective follow-up with cohorts/groups (WhatsApp, messaging Apps)

Step 4 – Organise a debrief workshop and produce an activity report

Step 3 – Organise periodic (online) meetings with participants to discuss takeaways from their learning experience, and perspectives.

Step 5 – Communication and reporting to stakeholders



1 PROCESSUS DECISIONNEL

Etape 1 – En fonction de l'opportunité et du programme, nous choisissons les cours sur les plateformes CISCO ou HP qui répondent au besoin de la cible.

Etape 2 – Nous identifions les ressources nécessaires (fles équipes, les formateurs, salle, cible, parties prenantes, les prestataires, les sponsors...)

Etape 4 – A la discretion du DG et selon la disponibilité des ressources exprimées dans les TDR, les amendements sont apportés

Etape 3 – puis écrivons la note conceptuelle et les TDR de l'activité avec une proposition de budget que nous soumettons à notre Directeur Général qui approuve le projet.



Formation des formateurs dans la localité d'Azaguié

2 PLANIFICATION

Etape 1 – Nous informons le Cabinet du Ministère par courrier avec les TDR de l'organisation d'une activité.

Etape 2 – Sur la base du mapping des parties prenantes réalisée pour l'activité, nous sollicitons les parties prenantes pour prendre une part ou tout le budget.

Etape 4 – Nous organisons un kick-off de l'activité avec les parties prenantes sélectionnées

Etape 3 – Une fois, nous avons dressé un dossier de sponsoring pour une partie prenante qui a bien réagi après les tractations.

3 MISE EN OEUVRE

Etape 1 – En fonction du budget et des ressources autorisées, nous adaptons le planning d'exécution

Etape 2 – Nous engageons les équipes projet et les prestataires identifiés pour le projet.

Etape 3 – Nous exécutons l'activité (généralement par lot).

Etape 4 – Nous documentons l'activité (fiche d'émargement) et réalisons des photos de l'activité.



Avec les autorités de la ville de Daloa lors des ToT dans leur localité

4 SUIVI & EVALUATION

Etape 1 – Des fiches d'évaluation de la formation et des commodités d'organisation sont remplies par les participants

Etape 2 – Nous organisons toujours les cohortes en groupe Whatsapp pour le suivi

Etape 4 – Nous organisons un atelier bilan et produisons un rapport d'activité que nous archivons et diffusons sur nos plateformes

Etape 3 – En fonction de la nature de l'activité, nous avons des rencontres périodiques (en ligne) pour discuter des résumés de leur évaluation et des perspectives

Etape 5 – Nous émettons des courriers de remerciement aux parties prenantes.

EMSP





1 DECISION MAKING

Step 1 – Needs assessment

- Identify training needs and get approval (at HR and executive levels)
- Resource allocation (human resources, financial resources)

Step 2 – Identify key competencies

- Decision and Implementation: Required Skills → Department Validation → Management Approval → Training Planning
- Persons Involved: Managers, Subject Matter Experts, HR Team, Consultants
- Responsibilities: Skills Analysis → Expert Validation → Management Approval → HR Planning

Step 4 – Identify relevant course content

- Decision and Implementation: Course Search → Relevance Evaluation → Approval → Implementation Planning
- Persons Involved: Training Team, Technical Department, HR, Subject Matter Experts, Consultants
- Responsibilities: Course Search → Relevance Evaluation → Approval → Implementation Planning

Step 3 – Resource assessment

- Decision and Implementation: Resource Analysis → Assessment of Financing Needs → Financial Management Approval → Resource Allocation
- Persons Involved: CFO, Technical Director, HR Director, ICT Unit, Project Unit, Pedagogical Engineering and Training Unit
- Responsibilities: Resource Analysis → Evaluation of Financial Needs → Approval of Resource Allocation → Training Resource Allocation

Step 5 – Final selection:

- Decision and Implementation: Final Review → Management Validation → Final Approval → Implementation Commencement
- Persons Involved: General Management, Training Team, Department Managers
- Responsibilities: Course Review → Management Validation → Final Approval → Implementation Coordination



2 PLANNING

Step 1 – Analyse training needs

- Stakeholders: General Management, Training Management Team, Departmental Managers
- Management Buy-In: Presentation of the results of the training needs assessment, highlighting the benefits for the company and alignment with strategic objectives.
- Fund Mobilization: Budget allocated by the General Management to address the identified training needs..

Step 2 – Draft a training plan

- Stakeholders: Training Management Team, Subject Matter Experts, External Training Providers.
- Management Buy-In: Presentation of the detailed training plan, highlighting the effectiveness and relevance of the proposed programs.
- Fund Mobilization: Specific budget allocation for each training program, approved by the General Management.

Step 4 – Evaluate and adjust

- Stakeholders: Training Management Team, Training Participants, General Management.
- Management Buy-In: Presentation of the training evaluation results, highlighting successes and areas for improvement.
- Fund Mobilization: Reallocation of resources based on evaluation results, investing more in successful programs and adjusting those needing improvement.

Step 3 – Prepare for training implementation

- Stakeholders: Training Management Team, Trainers, Training Participants.
- Management Buy-In: Ongoing supervision and support from the General Management
- Fund Mobilization: Efficient use of allocated budget to ensure quality and scope of training programs.

Step 5 – Plan for impact measurement

- Stakeholders: Training Management Team, Training Participants, General Management.
- Management Buy-In: Acknowledge the importance of measuring the impact of training on organizational objectives and overall digital transformation.
- Actions: Analyse post-training data to assess changes in behavior, performance, and productivity of beneficiaries.



3 IMPLEMENTATION

Step 1 – Mobilise participants and promote

- Disseminate announcements and internal communications about upcoming training programs.
- Organise info sessions to raise awareness among employees about the benefits of training.
- Utilise online platforms to share information about training programs and enable registration..

Step 2 – Hire trainers

- Recruit qualified and experienced trainers, whether internal or external.
- Pre-training of trainers on the content and objectives of the training programs.
- Establish a collaborative and supportive environment for trainers to foster their ongoing engagement.

Step 3 – Secure training venues (infrastructure, equipment, devices)

- Inspect and prepare training rooms to ensure they meet technical specifications and requirements
- Provide regular maintenance of audiovisual equipment and training tools.
- Collaborate with security services to ensure that training facilities are secure

Step 4 – Ensure participants' engagement throughout the training

- Create an inclusive and interactive environment during training sessions to encourage active participation.
- Utilize a variety of pedagogical and andragogical methods to maintain participants' interest and engagement.
- Implement follow-up and feedback mechanisms throughout the training to identify and address potential issues and maintain participants' motivation.

4 M&E PROCESS



Step 1 – Conduct post-training follow-up

- Sending post-training surveys
- Organise follow-up meetings
- Monitor KPIs on a regular basis

Step 2 – Collect feedback on course quality

- Use evaluation questionnaires
- Analyze collected feedback
- Incorporate feedback into the design of future training

Step 4 – Assess the impact of training activities

- Analyse of data after the training
- Compare findings with expected results and against established KPIs

Step 3 – Conduct pre-training data analysis

- Collect initial data to establish a baseline
- Identify specific objectives to achieve

Step 5 – Review, adjust, improve

- Identify areas for improvement
- Adapt future training based on evaluation results



1 PROCESSUS DECISIONNEL

Etape 1 – Évaluation des besoins

Décision et mise en œuvre : Besoins identifiés → Décision RH → Approbation direction → Lancement évaluation
Personnes impliquées : RH, Cadres, Gestionnaires, Équipe évaluation, Consultants
Responsabilités : Direction RH → Analyse données → Approbation direction → Allocation ressources
Nombre de personnes : Varie selon taille → Petite équipe collective → Équipe plus large pour complexité

Etape 2 – Identification des compétences clés :

Décision et mise en œuvre : Compétences requises → Validation départements → Approbation direction → Planification formation
Personnes impliquées : Gestionnaires, Experts métier, Équipe RH, Consultants
Responsabilités : Analyse compétences → Validation experts → Approbation direction → Planification RH
Nombre de personnes : Impliquées selon besoins → Principalement gestionnaires → Experts métier pour validation → Équipe RH pour planification

Etape 4 – Recherche de cours pertinents :

Décision et mise en œuvre : Recherche cours → Évaluation pertinence → Approbation → Planification implémentation
Personnes impliquées : Équipe formation, DT, RH, Experts métier, Consultants
Responsabilités : Recherche cours → Évaluation pertinence → Approbation → Planification implémentation
Nombre de personnes : Variable selon taille → Principalement équipe formation → Experts métier pour évaluation → Éventuellement consultants

Etape 3 – Évaluation des ressources

Décision et mise en œuvre : Analyse ressources → Évaluation besoins financement → Validation direction financière → Allocation ressources
Personnes impliquées : DAF, Directeur Technique, DRH, cellule ICT, Cellule projet, Cellule Ingénierie Pédagogique et formation
Responsabilités : Analyse ressources → Évaluation besoins financiers → Validation allocation ressources → Allocation ressources formation
Nombre de personnes : Impliquées selon besoins → Principalement direction financière et RH → Équipe projet pour allocation

Etape 5 – Sélection finale :

Décision et mise en œuvre : Examen final → Validation direction → Approbation finale → Début mise en œuvre
Personnes impliquées : Direction générale, Équipe formation, Responsables départements
Responsabilités : Examen cours → Validation direction → Approbation finale → Coordination mise en œuvre
Nombre de personnes : Principalement direction générale et équipe formation



2 PLANIFICATION

Etape 1 – Analyse des besoins en formation :

Parties prenantes : Direction générale, équipe de gestion de la formation, responsables des départements.
Adhésion de la direction : Présentation des résultats de l'évaluation des besoins en formation, mettant en évidence les avantages pour l'entreprise et l'alignement sur les objectifs stratégiques.
Mobilisation des fonds : Budget alloué par la direction générale pour répondre aux besoins en formation identifiés.

Etape 2 – Élaboration du plan de formation :

Parties prenantes : Équipe de gestion de la formation, experts métier, fournisseurs de formation externes.
Adhésion de la direction : Présentation du plan de formation détaillé, démontrant l'efficacité et la pertinence des programmes proposés.
Mobilisation des fonds : Allocation budgétaire spécifique pour chaque programme de formation, approuvée par la direction générale.

Etape 4 – Évaluation et ajustement :

Parties prenantes : Équipe de gestion de la formation, participants à la formation, direction générale.
Adhésion de la direction : Présentation des résultats de l'évaluation de la formation, mettant en évidence les réussites et les domaines d'amélioration.
Mobilisation des fonds : Réaffectation des ressources en fonction des résultats de l'évaluation, en investissant davantage dans les programmes réussis et en ajustant ceux qui nécessitent des améliorations

Etape 3 – Mise en œuvre des programmes de formation

Parties prenantes : Équipe de gestion de la formation, formateurs, participants à la formation.
Adhésion de la direction : Supervision et soutien continus de la direction générale tout au long de la mise en œuvre, assurant que les ressources nécessaires sont disponibles.
Mobilisation des fonds : Utilisation efficace du budget alloué pour garantir la qualité et la portée des programmes de formation.

Etape 5 – Mesure de l'impact

Parties prenantes : Équipe de gestion de la formation, participants à la formation, direction générale.
Adhésion de la direction : Reconnaissance de l'importance de mesurer l'impact des formations sur les objectifs organisationnels et la transformation digitale globale.
Actions : Analyse des données post-formation pour évaluer les changements de comportement, de performance et de productivité des bénéficiaires.

3 MISE EN OEUVRE

Etape 1 – Mobilisation des participants et promotion :

- Diffusion d'annonces et de communications internes sur les programmes de formation à venir.
- Organisation de séances d'information et de présentations pour sensibiliser les employés aux avantages de la formation.
- Utilisation de plateformes en ligne internes pour partager des informations sur les programmes de formation et permettre l'inscription.

Etape 2 – Recrutement des formateurs :

- Recrutement de formateurs qualifiés et expérimentés, internes ou externes.
- Formation préalable des formateurs sur le contenu et les objectifs des programmes de formation.
- Création d'un environnement de collaboration et de soutien pour les formateurs afin de favoriser leur engagement continu.

Etape 3 – Sécurisation des installations et de l'équipement de formation

- Inspection et préparation des salles de formation pour garantir qu'elles répondent aux besoins des programmes.
- Vérification et maintenance régulières de l'équipement audiovisuel et des outils de formation.
- Collaboration avec les services de sécurité pour assurer la sécurité des installations de formation.

Etape 4 – Maintien de l'engagement des participants tout au long de la formation :

- Création d'un environnement inclusif et interactif pendant les sessions de formation pour encourager la participation active.
- Utilisation de méthodes pédagogiques et andragogiques variées pour maintenir l'intérêt et l'engagement des participants.
- Mise en place de mécanismes de suivi et de rétroaction tout au long de la formation pour identifier et résoudre les problèmes éventuels et maintenir la motivation des participants.

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4 SUIVI & EVALUATION



Etape 1 – Suivi post-formation des participants

- Envoi de sondages post-formation
- Organisation de réunions de suivi
- Suivi régulier des indicateurs de performance

Etape 2 – Collecte de commentaires sur la qualité du cours

- Utilisation de questionnaires d'évaluation
- Analyse des commentaires recueillis
- Incorporation des commentaires dans la conception des formations futures

Etape 4 – Évaluation de l'impact des activités de formation

- Analyse des données après la formation
- Comparaison des résultats attendus avec les résultats réels
- Utilisation d'indicateurs de performance spécifiques

Etape 3 – Analyse préliminaire des données avant la formation

- Collecte de données initiales pour établir une ligne de base
- Identification des objectifs spécifiques à atteindre

Etape 5 – Réajustement et amélioration continue

- Identification des domaines d'amélioration
- Adaptation des formations futures en fonction des résultats de l'évaluation
- Répétition du cycle pour assurer une amélioration continue

DTC Insider: Dominican Republic



Digital Transformation Centres

1 DTC DECISION MAKING

Step 1 – Identify training needs: needs assessments, surveys, interviews.

1. Dominican Government
2. Social Policy Cabinet
3. General Director CTC.
4. Local leaders

Step 2 – Set training objectives

1. Dominican Government,
2. Social Policy Cabinet
3. General Director CTC.

Step 3 - Select the courses, according to the results of the initial evaluation

1. CTC Sub-Director
2. Technological Training Director
3. Planning Department

Step 4 – Select and develop the training program

1. Technological Training Director
2. Operations Department
3. Managers
4. Trainers

Step 5 - Implement the training program

1. Technological Training Director
2. Operations Department
3. Managers
4. Trainers



2 PLANNING

Step 1 - Define the implementation objectives:

1. Dominican Government,
2. Social Policy Cabinet
3. General Director of CTC

Step 2- Develop a detailed action plan:

1. CTC Sub-Directorate
2. Directorate of Technological Training
3. Planning Department

Step 4 - Implement the action plan:

1. Directorate of Technological Training
2. Operations Department
3. Managers
4. Facilitators

Step 3- Socialization of the plan to interested parties:

1. CTC Sub-Directorate
2. Directorate of Technological Training
3. Planning Department
4. Operations Department

Step 5 - Evaluate the success of the implementation:

1. Directorate of Technological Training
2. Operations Department

3 IMPLEMENTATION

Step 1 – Defining the scope of implementation and target audience

1. Directorate of Technological Training
2. Operations Department

Step 2 – Action execution schedule and goal distribution

1. Directorate of Technological Training
2. Planning Department
3. Operations Department

Step 3- Prepare the environment for deployment:

1. Directorate of Technological Training
2. Technology Department
3. Human Resources Department
4. Managers
5. Facilitators

Step 5 - Implementation Evaluation:

1. Directorate of Technological Training
2. Planning Department
3. Operations Department

Step 4 – Execution of the implementation plan:

1. Directorate of Technological Training
2. Technology Department
3. Human Resources Department
4. Managers
5. Facilitators

4 M&E PROCESSES

Step 1 – Process quality evaluation routes

1. Follow-up meetings
2. Process validation.
3. Monitoring

Step 2 - Satisfaction surveys: Implementation of satisfaction surveys to evaluate the participants' perception of the training received.

Step 4 – Improvement plan. Propose corrective actions to identified gaps or areas of improvement

Step 5 – Implementation of the improvement plan: Based on the results of monitoring and evaluation, identify areas in which the training program can be improved.

Step 3 - Mentoring: Implement a mentoring program so that participants have access to guidance and support from experts on the training topic.





1 DTC DECISION MAKING

Step 1 – Assessment of beneficiaries Backgrounds to determine digital skills needs by program staff and consultant.

Step 2 – Continuous internal review by program staff of content provided by DTC Partners

Step 4 – Training of trainers and training of beneficiaries on selected content

Step 3 – Internal discussions to confirm content to be used by program staff.

Step 5 – Review of Post training feedback from beneficiaries by program staff



2 PLANNING

Step 1 – Develop a workplan and seek approval from management and External partners

Step 2 – Seek budgetary allocation through the annual budgeting process.

Step 4 – Based on Budget allocation and external inflow, determine number of beneficiaries to be trained

Step 3 – Engaging external partners for additional resources for training

Step 5 – Identify resources needed for training (Stationeries, utility bills, snacks, TnT Supports for participants, etc.)



3 IMPLEMENTATION

Step 1 – Identify centers , determine logistics needs and Train trainers

Step 2 – communicate targets and beneficiary selection criteria to respective training centers

Step 5 – Conduct Training, take attendance , monitor the training and pay transportation subsidies and trainers

Step 3 – Engage stakeholders and enlist their support for community outreach and beneficiary identification.

Step 4 – Procure and supply training materials (Stationery ,internet data and snacks) and logistics

GIFEC



4 M&E PROCESSES

Step 1 – Develop Feedback forms to be filled after the training by beneficiaries

Step 2 – Collate feedbacks and analyze responses

Step 4 – Document Lessons learned and share with key project actors (trainers and project officers)

Step 3 – Have after activity review meeting to consider feedbacks from participants and facilitators

Step 5 – Incorporate lessons learned into next activity





1 DTC DECISION MAKING

Step 1 – Conduct Training Needs Assessment (TNA)

- Identify DTC's goals
- Analyze prospective participants' needs
- Review existing courses, assess their effectiveness, identify gaps, and determine areas for improvement.

Who: DTC Team, stakeholders

Step 2 – Course selection

- Research potential courses considering factors such as learning objectives, methods, budget, and vendor reputation.
- Exploring cooperation with potential stakeholders

Who: DTC team, stakeholders

Step 4 – Final Selection

Make the final decision on which courses to implement based on proposal approval.

Who: DTC team

Step 3 – Proposal review

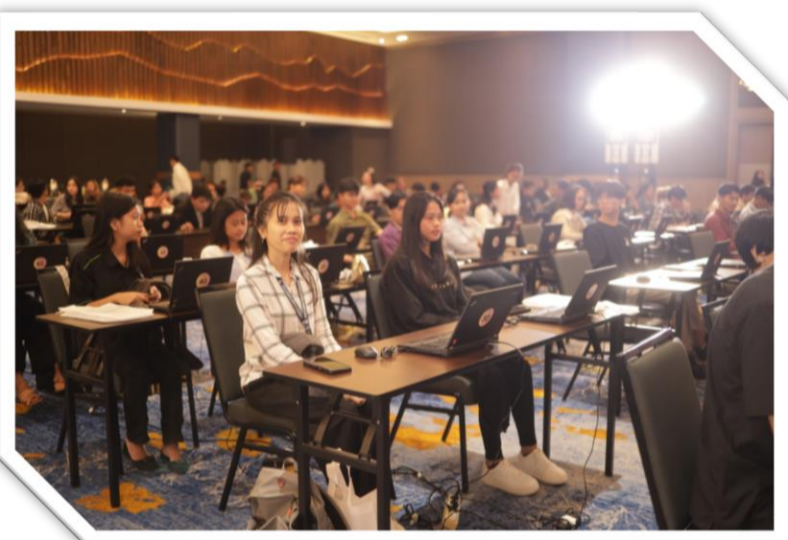
- Proposal development: The DTC team prepares a proposal outlining the identified needs, shortlisted courses, and justification for selection.
- Review and approval: The proposal is presented to decision-makers for review and approval. This might involve presentations or discussions.

Who: DTC team

Step 5 – Resource Allocation

Allocate budget, personnel, and technology resources required for course development and delivery

Who: DTC team



2 PLANNING

Step 1 – Developing a detailed training plan

- Collaborate with stakeholder to develop training plan details
- Detail course content, delivery method, target audience and logistics
- Ensure alignment to ensure establish goal and objective

Who: DTC team, training coordinator

Step 2 – Presenting Training Plan to Management

- Present the training plan to Management, emphasize the importance and relevance to organizational goals and impact in 3T area community.
- Address concern and seek feedback to secure buy-in and support

Who: DTC team, training coordinator

Step 4 – Support Funding and Allocation

- Collaborate with finance department
- Create a detailed budget covering expenses
- Obtain approval budget allocation from relevant authorities

Who: DTC finance team, Project Manager

Step 3 – Engaging Stakeholders and Community Leaders

- Arrange meeting/workshop with community leader/local authorities
- Emphasize training benefit for community

Who: Community Leaders in 3T area, Local authorities, DTC team

Step 5 – Establishing Partnership and Sponsorship

- Seek partnership and sponsorship
- Create proposal outlining training objective, target audience and benefit for sponsors
- Negotiate agreement to secure additional funding

Who: Potential sponsors, Corporate partners, DTC team



3 IMPLEMENTATION

Step 1 – Participant Mobilization and Outreach

- Collaborate with local community leaders, NGOs, and grassroots organization in 3T areas.
- Utilize various channels to react to potential participants (social media, event, radio broadcast, etc)
- Highlight benefit of the courses to encourage participants

Step 2 – Engagement of Trainers

- Recruit experience trainer (ToT)
- Coordinate with stakeholder and local training institutions
- Provide trainers with detailed course materials and guidelines to ensure effective delivery

Step 3 – Training Facilities and Equipment

- Identify suitable venues within 3T areas
- Collaborate with local authorities, school, or community centers to provide training spaces
- Ensure venues are equipped with necessary facilities (classroom, whiteboard, internet WIFI, etc)

Step 5 – Continue Support and Communication

- Establish regular communication channel with participants throughout the training period
- Create online forum/chat groups
- Offer post-training and follow-up sessions (SIMONAS for Alumni)

Step 4 – Ensuring participants' engagement throughout training

- Implement interactive training to maintain participant engagement
- Incorporate group discussion, hands-on and practical exercises
- Assign mentors/facilitators
- Regularly assess participant's progress

4 M&E PROCESSES

Step 1 – Follow Up with Participant

Send out post training survey to gather feedback

Step 2 – Collect Feedback on Course Quality

Analyze feedback and identify common themes and areas for improvement

Step 4 – Assessing Impact on Beneficiaries

- Conduct post-training assessment to measure the immediate and short
- Monitor and track participant progress and achievement

Step 3 – Incorporating Feedback into future training

- Review feedback from participants and stakeholders
- Use feedback to refine and enhance course for future session

Step 5 – Reporting and documentation

- Compile M&E findings and reports
- Share M&E results with relevant stakeholders and the wider community
- Utilize M&E data for future training interventions





1 DTC DECISION MAKING

Step 1 – Target

Target population identification for Academia Raqmya

Step 2 – Needs

Needs assesment for every target population

Step 4 – Design thinking

Matching the needs with every learner persona

Step 3 – Learners' journey

Learning path design by target group

Step 5 – Content

Learning content creation for on line and in person trainings



Digital Jobs Orientation camp

2 PLANNING

Step 1 – Sourcing

Sourcing partnerships for the identification of learner groups

Step 2 – Scheduling

Learning calendars and events

Step 4 – Promotion

Promotion of training for every target group

Step 3 – Logistics

Technology, material, Human ressources

Step 5 – Invitation

In person invitation
Or online registration
Or self-enrollment



3 IMPLEMENTATION

Step 1 – ToT

Training of trainers if needed (by content/ by targer group)



Step 2 – Registration

Registration through Academia Raqmya of for a face to face workshop

Step 3 – Learning

Online courses or face to face training

Step 5 – certification

Completion and certification

Step 4 – Learning paths

Learning path completion if needed
Digital passport

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4 M&E PROCESSES

Step 1 – Sourcing

Evaluation of the sourcing process with partners

Step 2 – Digital

Courses rating & comment on the platform and social media

Step 4 – Satisfsaction

Post training evaluation forms

Step 3 – Impact

Survey , focus groups or one to one evaluations

Step 5 – Follow-up

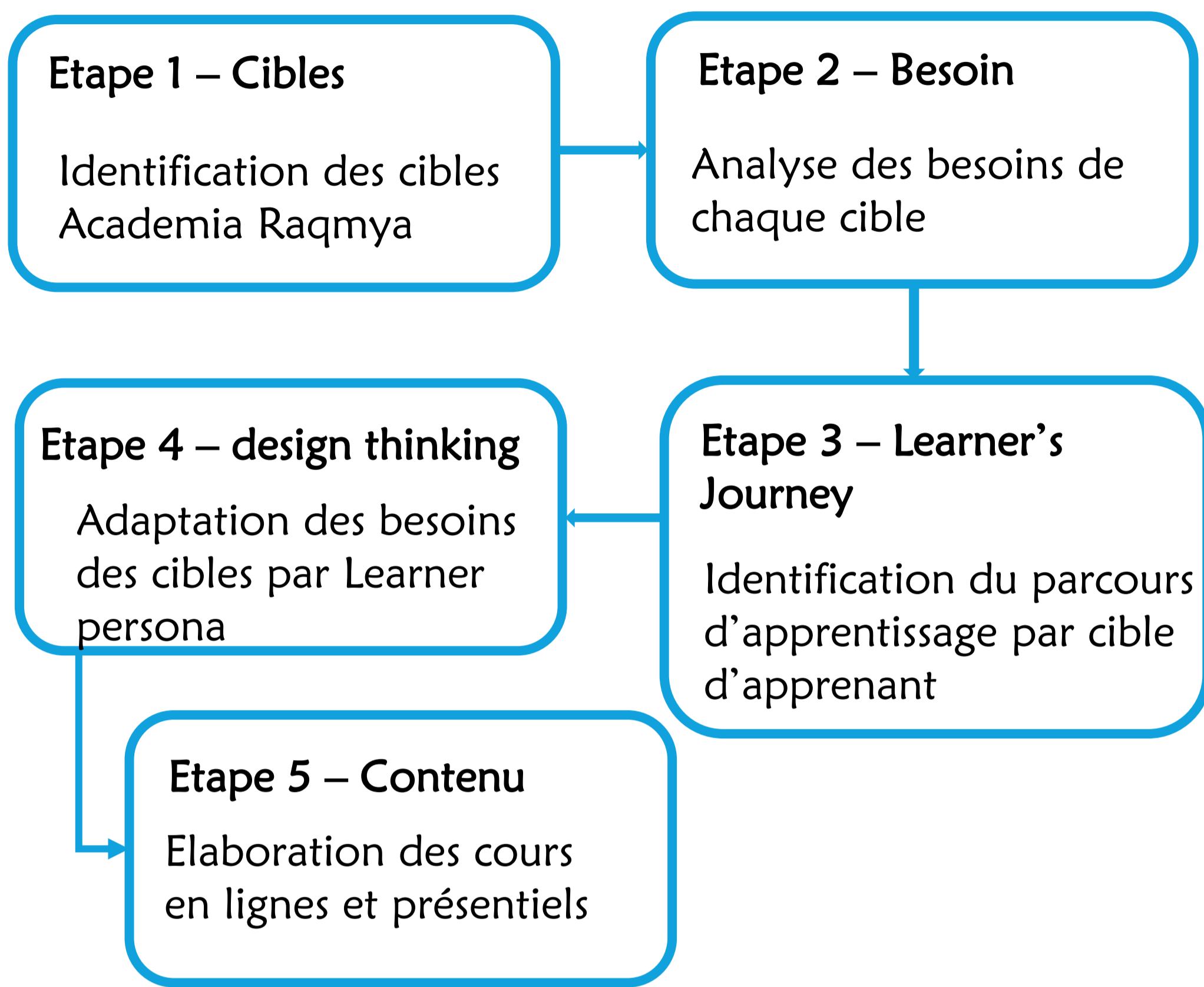
Return on experience follow up on areas of improvement and corrective actions



Moutatawi3 national program

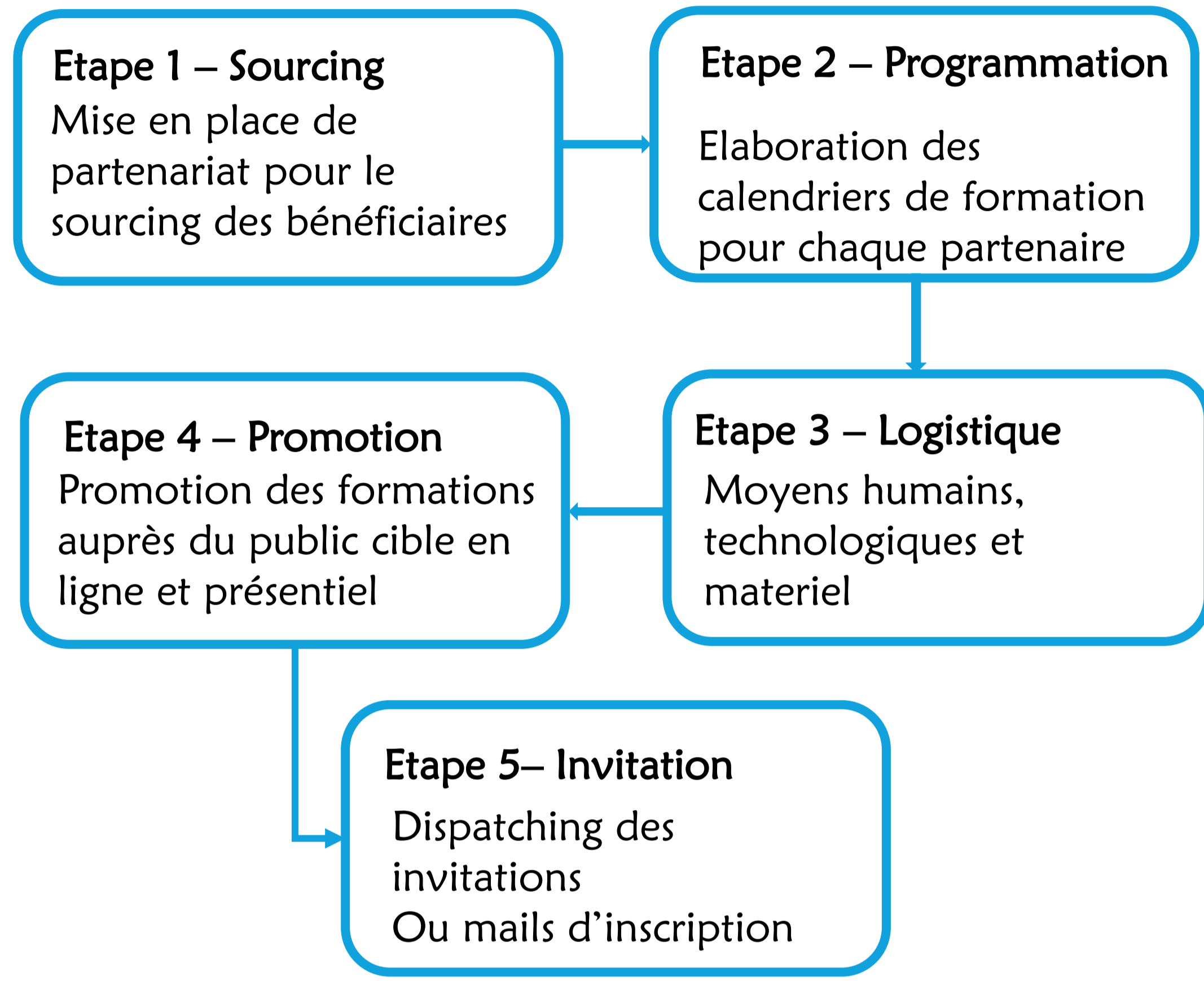


1 PROCESSUS DECISIONNEL

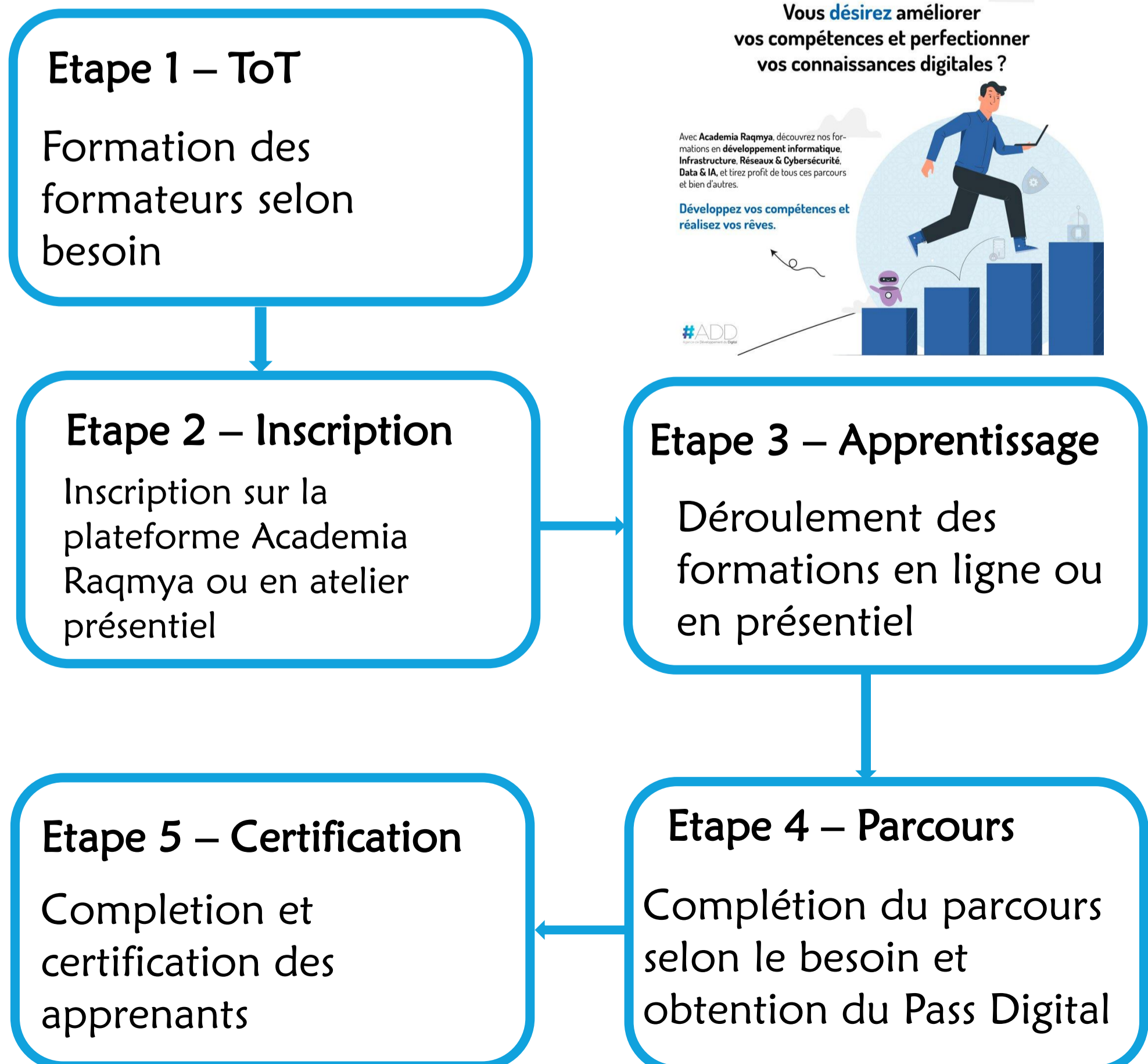


Digital Jobs
Orientation camp

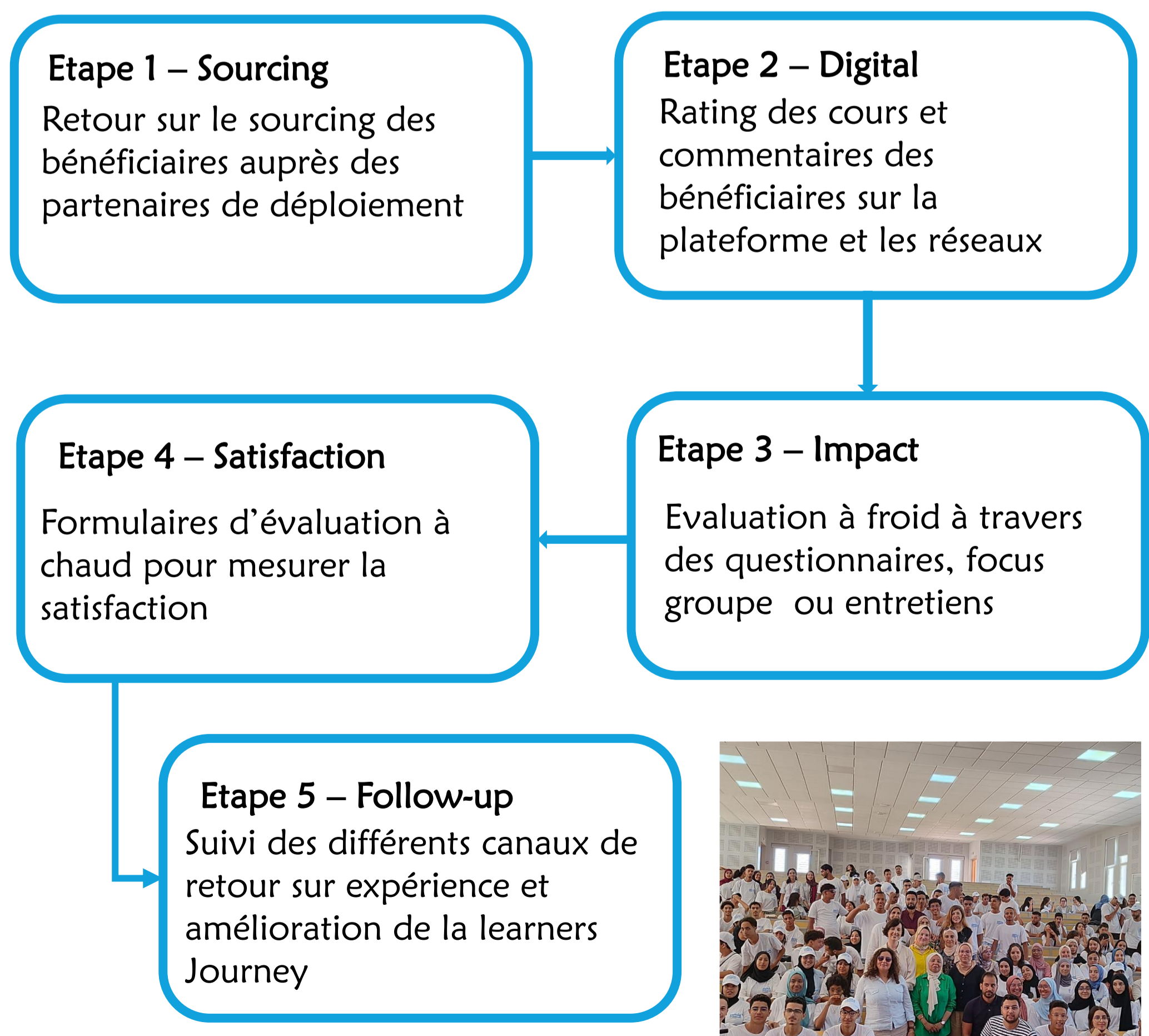
2 PLANIFICATION



3 MISE EN OEUVRE



4 SUIVI & EVALUATION



Moutatawi3 national
program



1 DTC DECISION MAKING

Step 1 – Identify the in-demand partner offered courses based on previous registration data, & by market research for non-partner trainings. (Training Coordinator)

Step 2 – Develop course offering proposals based on identified needs & demands. (Manager)

Step 4 – Finalize and initiate approved courses. (Senior Manager)

Step 3 – Review and approval of course proposals by course review committee (Senior Officials of DTC-Pakistan).



STEM for Kids Training

2 PLANNING

Step 1 – Plan and organize course delivery method (online, in-person, blended). For non-partner trainings design the content.

Step 2 – Training Resource Planning & Budgeting.

Step 4 – Planning marketing strategies to reach target audience.

Step 3 – Planning for Audio-Video Content Development as required.

Step 5 – Planning for venue (selection from VU's nation wide learning centers) and facilities based on audience size & course format (online, in-person).



VU

3 IMPLEMENTATION

Step 1 – Implementation of marketing campaigns (Webpages, social media, email marketing, brochures/flyers etc.)

Step 2 – Selection of DTC's in-house trainers (stationed in different cities) or engaging external trainers based on subject matter expertise.

Step 5 – Keeping participants engaged through continuous communication via email, weekly Q&A, and live sessions.

Step 3 – Registration of participants into courses.

Step 4 – Training delivery using recorded & online lectures (recording of online lectures also shared with participants).

4 M&E PROCESSES

Step 1 – Post training Surveys & Feedbacks to assess course content, delivery & trainer effectiveness.

Step 2 – Data Analysis & Reporting.

Step 4 – Conduct surveys to assess impact of courses on career advancements or organizational improvements.

Step 3 – Feedback integration & course refinement.



E-Commerce Workshop for Females



1 DTC DECISION MAKING

Step 1 – Identify the decision

- TLMU, CDS, ICTS, CS, NICTA, DICT
- Team of 6 @ PNGUoT
- Mapped out programs for the year

Step 2 – Gather information

- Distribution of tasks and personnel.
- Evaluate options

Step 4 – Identify solutions and selection

- Resource
- Personnel
- Finance

Step 3 – Implement solutions

- Schedule sub tasks
- Personnel – leaders and team
- Records – progress and reporting

Step 5 – Review and evaluate outcomes

- Schedule sub tasks
- Personnel – leaders and team
- Records – progress and reporting



Organized the Girls in ICT Program with the Signing of Scholarships from NICTA

2 PLANNING

Step 1 – Stakeholder meeting

- TLMU, CDS, ICTS, CS, NICTA, DICT
- DTC meeting with appropriate stakeholder
- Set out training outcomes

Step 2 – Selection of training materials

- Research available materials on topics
- Evaluate available options
- Identify available resource

Step 4 – Preparation

- Selection of trainers
- Updating of materials
- Establishing baseline data for monitoring and evaluation

Step 3 – Scheduling

- Selection of trainers
- Updating of materials
- Establishing baseline data for monitoring and evaluation

Step 5 – Promotion

- Advertisement Preparation
- Social media & website

3 IMPLEMENTATION

Step 1 – Call for participants

- Difficult when organization contacts is malfunctioning.
- There is support.

Step 2 – Identify participants

- Difficult when baseline data on needs and demography is missing.

Step 3 – Identify needs of participants

- Without a clear career pathway, needs are unclear

Step 5 – Deliver training

- Training content is available.
- Trainers are few and restricted at time due to full time work commitments.

Step 4 – Evaluate training outcomes

- Easy to evaluate with electronic means promptly
- Long term monitoring needs implementation

4 M&E PROCESSES

Step 1 – Inputs

- Resource
- Personnel
- Finance
- Participants feedback

Step 2 – Activities

- Establish Milestones for Target Group
- Works best for full on structured program

Step 4 – Outputs

- Training outcomes measured through formative assessment
- Evaluate mid-terms vs long-term goals against training outcomes

Step 3 – Outcomes

- Use User Feedback to Evaluate Outcomes
- Analyze user feedback against outcomes

Step 5 – Impact

- Post-training evaluation on expectation.
- Self-reflection evaluation by attendees



Chairman for NICTA Board (center) with sponsored NICTA female students from PNGUoT during the International Girls in ICT Day Forum, on 25th April 2024.

PAPUA NEW GUINEA
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TECHNOLOGY

PNGUoT



1 DTC DECISION MAKING

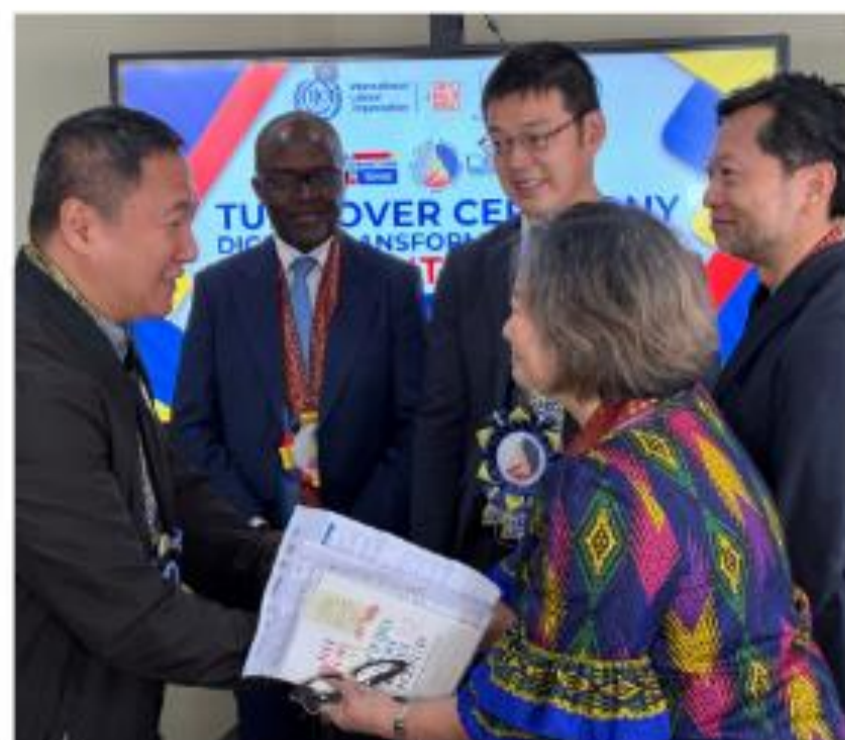


Fig 1. DICT Usec Jeff Dy with ITU BDT Director Zavazava, and other partners

Gap Analysis

Identifying baseline digital skills needs

Targeting

Prioritizing target audiences and sectors

Course and Tools Identification

Selecting relevant courses and tools for target groups

Instructor Development

Identifying suitable instructors and resource persons for specific skills

Concept Note/Proposal Drafting

Creating a proposal for approval from management

2 PLANNING



Fig 2. DICT Executives and staff, ITU BDT Director, and ILO Representatives, together with partners and MSME representatives

Stakeholder Identification

identifying partners, stakeholders, and enabling institutions involved in addressing the skill gap

Training Needs Analysis

engaging with experts to assess skills gap and analyze training needs

Program Design

drafting the program of instruction incorporating platform tools

Budget and Document Preparation

allocating budget and other necessary documents and routing them for approval

Implementation Plan Preparation

outlining the steps for implementing the training program

Implementing Unit Coordination

collaborating with regional offices for implementation

3 IMPLEMENTATION

Communications and Logistics

preparing communications, logistics, and advocacy materials

Pre-event Activities

monitoring progress of communications and advocacy campaigns, logistical preparations, and other preparatory activities

Pre-Activity Assessment

pre-testing and assessing audience skills

Activity Conduct

conducting the training activity

Post-Activity Assessment

evaluating results through post-test and documenting activity outcomes



Fig 3. Training of trainers using the CISCO NetAcad Courses



DICT

4 M&E PROCESSES

Activity Evaluation

assessing the activity plans, materials, tools, and conduct of training activity using survey forms and stakeholder interviews

Skills Evaluation

comparing skills against baseline targets

Impact Monitoring

evaluating the overall impact and telling the impact story of training by conducting monitoring activities like tracer studies and attendee profiling for upskilling and industry hiring

Publication and Dissemination

sharing findings through publications such as white papers, position papers, and other materials and conduct of FGDs and forum for stakeholders



Fig 4. Center manager shares their best practices and impact stories.



1 DTC DECISION MAKING

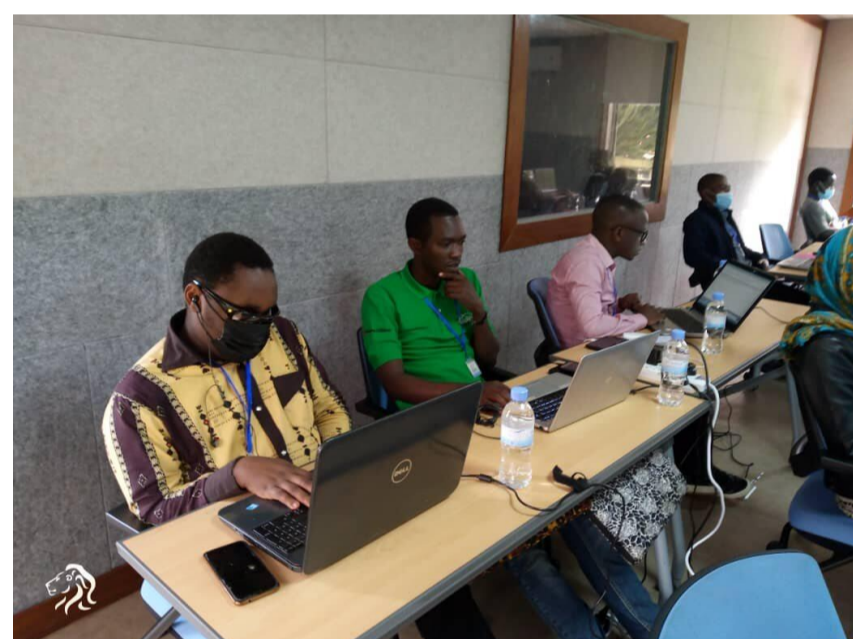
Step 1: Identify the target group (Done by the 3 team members)

Step 2: Conduct a needs assessment. (Done by the Digital skills team at RISA)

Step 4: Submit recommended courses for review and approval.

Step 3: Evaluate assessment results in comparison with set skills targets.

Step 5: Provide approval for courses to be trained



2 PLANNING

Step 1: Identify all stakeholders

Step 2: Identify sources of funding

Step 4: Identify training logistics (venue, devices, transport, facilitators etc)

Step 3: Ensure alignment with the training partner

Step 5: Formulate and submit a training proposal with all necessary details



RISA

3 IMPLEMENTATION

Step 1: Book for logistical items (Venue, trainer, transport etc)

Step 2: Invite trainees

Step 3: Conduct training sessions

Step 5: Prepare and submit training report

Step 4: Make all training related payments

4 M&E PROCESSES

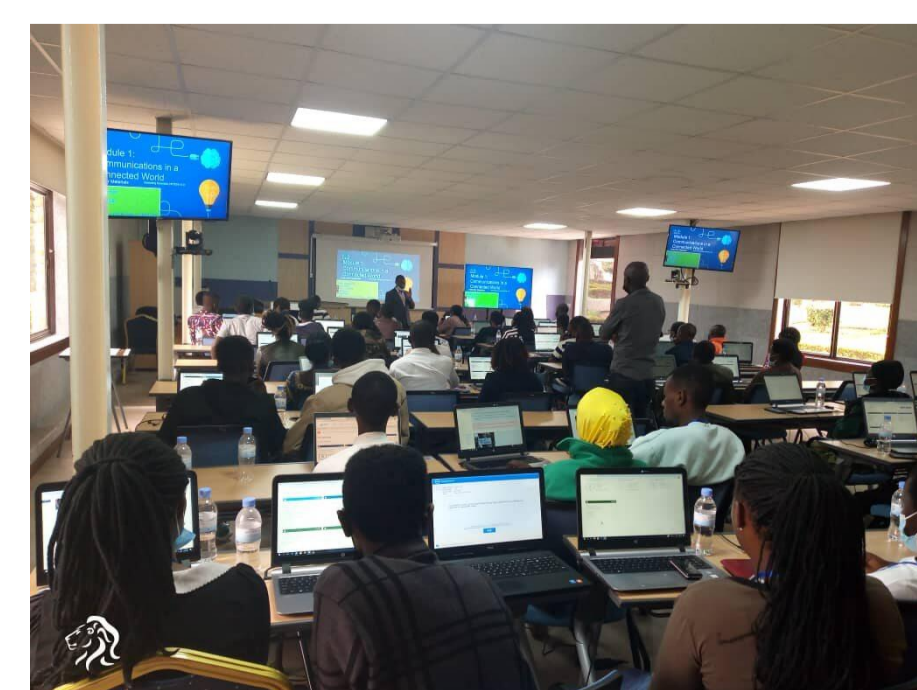
Step 1: Conduct an end of training feedback survey

Step 2: Record lessons learned and incorporate them in the next training delivery.

Step 4: Re-assess knowledge application, impact and success stories.

Step 3: Collect periodic feedback on how many people the participants trained after their ToT.

Step 5: Make informed decisions on which courses to focus based on evaluation results.





1 DTC DECISION MAKING

Step 1 - Sending the list of all training courses to ONG Concept

Step 2 – Meeting between NGO CONCEPT members to discuss about the courses

Step 4 – Local partners plan their courses proposal

Step 3 - Meeting with representatives of local partners

Step 5 – NGO COCNEPT receives courses planning from the local partner for validation



2 PLANNING

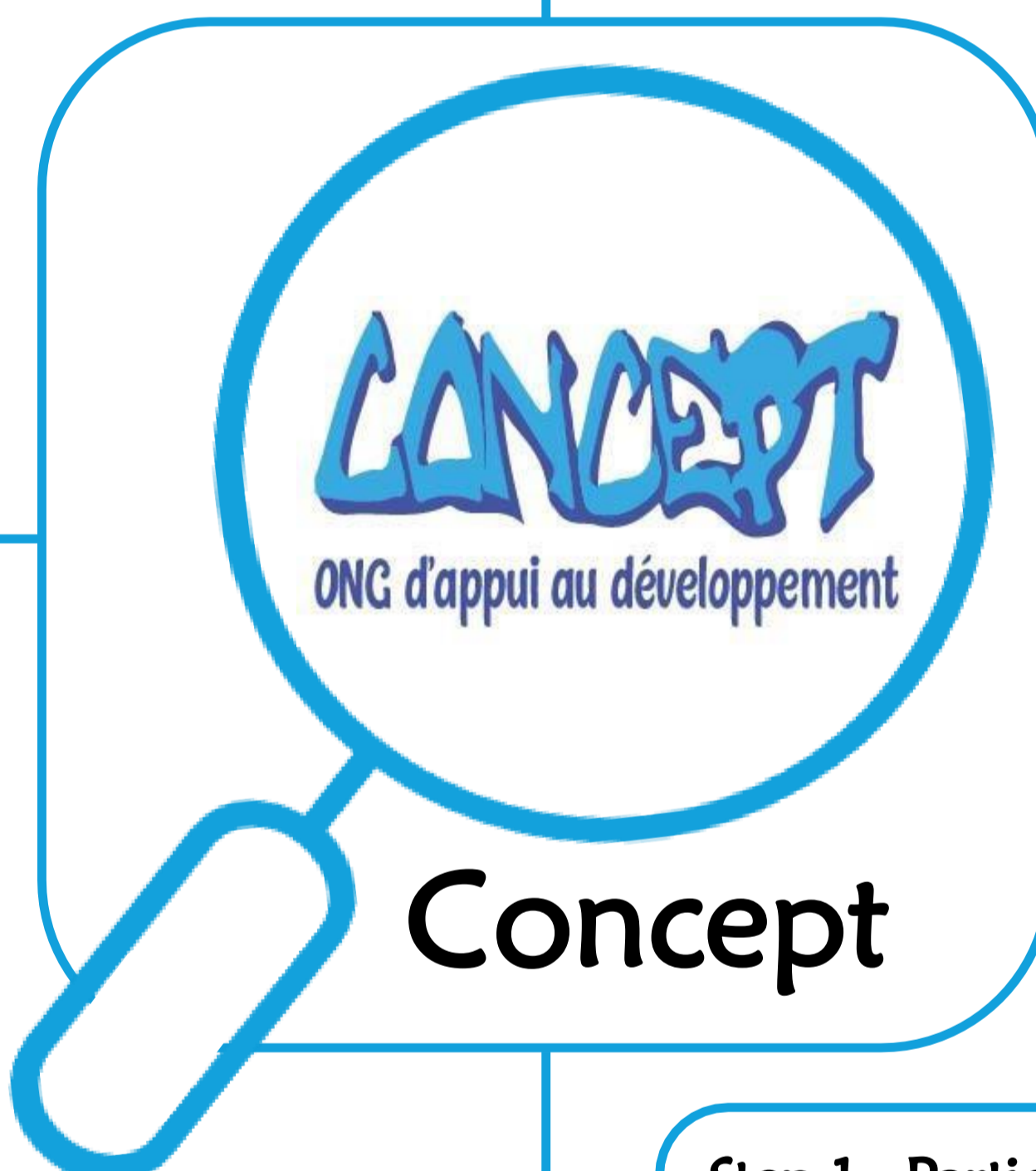
Step 1 – NGO CONCEPT and Local partners meet to discuss

Step2- Evaluation of costs, objectives and training

Step 4 – Sharing information with stakeholders

Step3- Search for funding by drafting the necessary documents and requesting technical support from STFoundation.

Step 5 – Visits to centers for discussions with local partners



Concept

3 IMPLEMENTATION

Step 1 – Planning Training of the trainers

Step 2 – Share the timeline with stakeholders

Step 3 – Outreach activities: community radio stations, meetings and social networks

Step 5 – Selection of trainees

Step 4 – child protection policy and parental authorization discussions with local partners

4 M&E PROCESSES

Step 1 - Participant registration on the STFoundation online platform

Step 2 – Final online Exam and survey on the STFoundation reporting platform

Step 4 – The communication manager visits centers for testimonies and meet the trainees

Step 3 - Report analysis based on STFoundation online reporting

Step 5 – Final reports of the activities





1 PROCESSUS DECISIONNEL

Etape 1 – Envoie de la liste de l'ensemble des formations à ONG Concept

Etape 2 – Concertation entre le président de ONG Concept et son équipe

Etape 4 – Les partenaires locaux font des propositions des besoins en formation

Etape 3 – Réunion avec les Représentants des partenaires Locaux

Etape 5 – Transmission des données à ONG CONCEPT pour décision finale.



2 PLANIFICATION

Etape 1 – Discussion au sein de l'ONG CONCEPT et les partenaires locaux

Etape 2 – Evaluation des couts et objectifs et des formations

Etape 4 – Partage de l'information avec les parties prenantes

Etape 3 – Recherche de financement en rédigeant les documents nécessaires et demande support technique de la part de la STFoundation

Etape 5 – Déplacement dans les centres pour discuter avec les partenaires locaux

CONCEPT
ONG d'appui au développement

Concept

3 MISE EN OEUVRE

Etape 1 – Organisation et renforcement de capacités des formateurs (Formation des formateurs)

Etape 2 – Partage de l'information avec les partenaires locaux

Etape 3 – Sensibilisation à travers les radios communautaires, réunions et réseaux sociaux

Etape 5 – Réception de la liste des apprenants et vérification, remboursement des frais de transport pour motiver

Etape 4 – Discussion sur l'application de la police de protection des mineurs et autorisation parentale au besoin

4 SUIVI & EVALUATION

Etape 1 – Inscription des participants sur la plateforme de la STFoundation en ligne

Etape 2 – Réponse après un test final en ligne à une enquête de satisfaction

Etape 4 – La chargée de communication se déplace dans les centres pour récolter des témoignages

Etape 3 – Analyse des rapports basés sur le reporting en ligne de la STFoundation

Etape 5 – Transcription des témoignages et écriture des rapports





1 DTC DECISION MAKING

Step 1 – Organize a meeting with the trainers, the school authorities where the Labs are located and community stake holders for the selection of the courses to be implemented, based on the specific digital skills need decide on the courses to be implemented.

Step 2 – The decision reach in the meeting is then cascaded to the community using various communication channels, such the Churches, Mosques, community paly grounds and using town criers and where available community radio stations.

Step 4 – BDD-SL will then organize the final decision-making meeting of Trainers, Administrators and Community stakeholders for the adoption of findings before the commencement of implementation. The outcome of this meeting will the agree on the beginning and end of each course implementation phases.

Step 3 – Interested participants are then sermon to a meeting to further ascertain their purpose of wanting to partake in the digital skills training. By so doing, we assess their needs by performing a pre-test exercise on basic computer skills and based on their performance, selection of participants are made.

Step 5 – All of the following will be involved

- The DTC focal person / Assistant (2)
- The Account Officer (2)
- The Programme Officer (2)
- The training Managers (2)
- Stakeholders (2)
- The Monitoring officers (2)



2 PLANNING

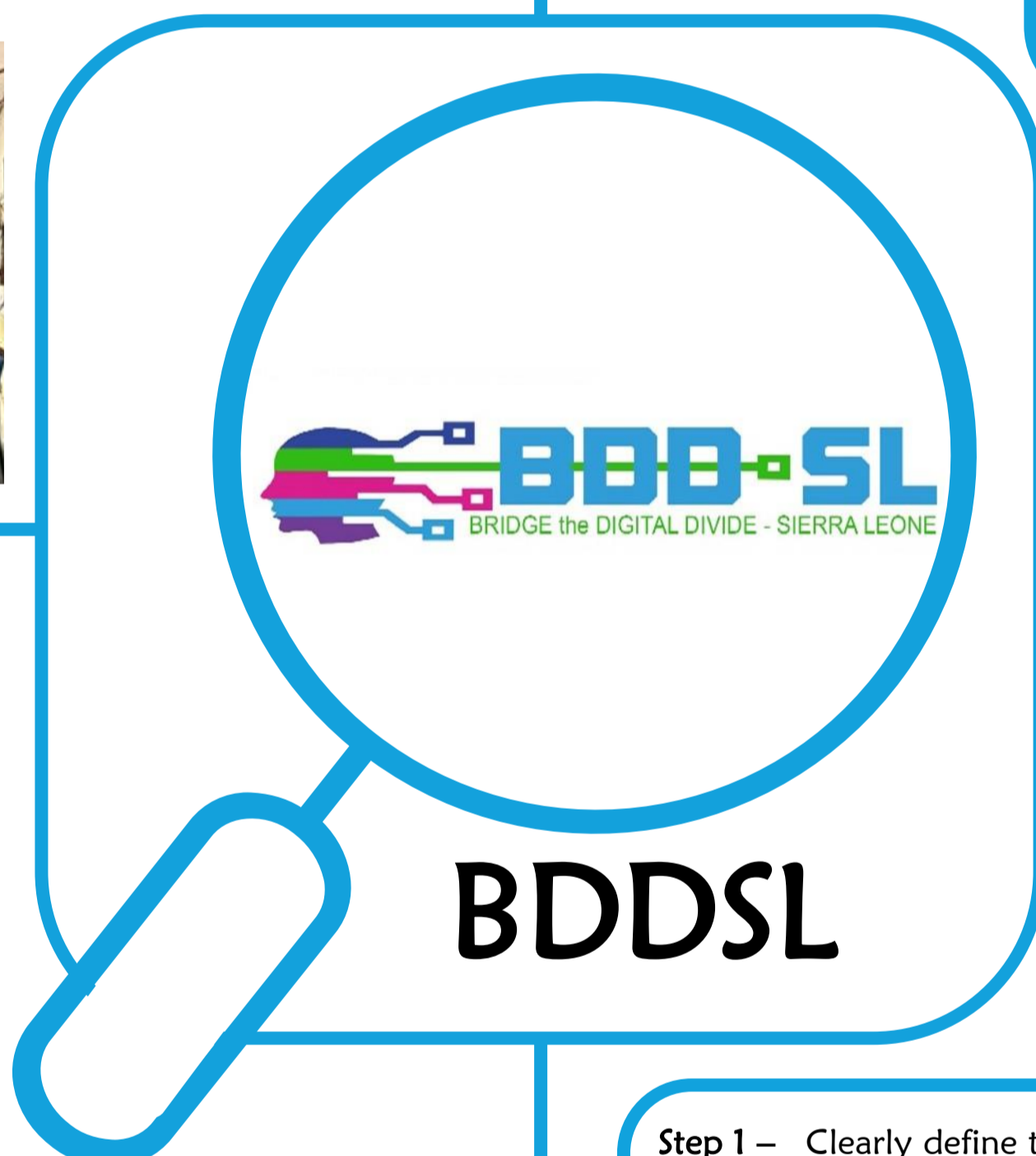
Step 1 – Define the project scope, by clearly outlining the project objectives, deliverables, constraints, assumptions, and success criteria. Identify the stakeholders involved and their expectations.

Step 2 – Create a project plan: Develop a detailed project plan outlining tasks, timelines, resources, dependencies, and milestones.

Step 4 – Establish a communication plan: Define how project progress, updates, and issues will be communicated to stakeholders. Establish regular communication channels and reporting mechanisms to keep all stakeholders informed.

Step 3 – Identify and allocate resources: Determine the human, financial, material, and technological resources needed for the project. Allocate resources effectively to ensure that all project requirements are met.

Step 5 – Review and finalize the project plan: Conduct a thorough review of the project plan to ensure that it is comprehensive, realistic, and aligned with project objectives. Obtain stakeholder buy-in. Address concerns or issues.



3 IMPLEMENTATION

Step 1 – Carry out the project scheduled tasks as stated in the project plan and stay with the plans.

Begin with engagement of the trainers by conducting “train the trainers session” and manage resources effectively to ensure tasks are completed on time and within budget.

Step 2 – Ensure that all the training materials and facilities are readily available and up-to-date for the task ahead. The following personnel should ensure this is done

- DTC focal Person/Assistant
- The Programme Officer
- The Training Managers
- The Monitoring & Evaluation Team
- Sometimes the Stakeholders’ representative

Step 3 – Mobilize participants through stakeholder involvement, Churches, Mosques to alert them of the starting date for the implementation.

The trainer to make the day 1 a familiarization day or an interactive session for the participants for better acquaintance and motivate the participants to get prepared for the course.

Step 5 - Communicate regularly with donors, stakeholders and colleagues doing the same work to provide updates and address issues.

Step 4 – Once the implementation has started, the trainer must show a sense of responsibility to always be punctual, kind, helpful and respectful to the learner. Her/she should be time bond. He/she must allow student participation and monitor progress against the plan and make adjustments as needed

4 M&E PROCESSES

Step 1 – Clearly define the objectives of the follow-up process. What do you want to achieve by following up with participants? This could include assessing knowledge retention, skills application, behavior change, or overall satisfaction with the training

Step 2 – Develop a structured feedback collection process to gather input from participants regarding their experience with the training. Utilize methods such as surveys, interviews, focus groups, or observation to collect feedback on the training content, delivery, relevance, and impact on their work

Step 4 – Address any issues or challenges raised by participants during the follow-up process. Develop action plans to resolve identified issues, provide additional support resources, or training interventions to help participants overcome barriers to applying their new knowledge and skills.

Step 3 – Evaluate the impact of the training on participants’ knowledge, skills, attitudes, and behaviors. Compare pre-training and post-training data to measure any changes or improvements resulting from the training exercise. Analyse feedback and identify strengths, areas of improvement.

Step 5 - Communicate the findings and insights from the follow-up process with relevant stakeholders, including trainers, training organizers, and participants. Share key takeaways, successes, areas for improvement, and recommendations for future training initiatives. Take action based on the feedback received to continuously improve the quality of training programs and ensure that participant needs are met.





1 DTC DECISION MAKING

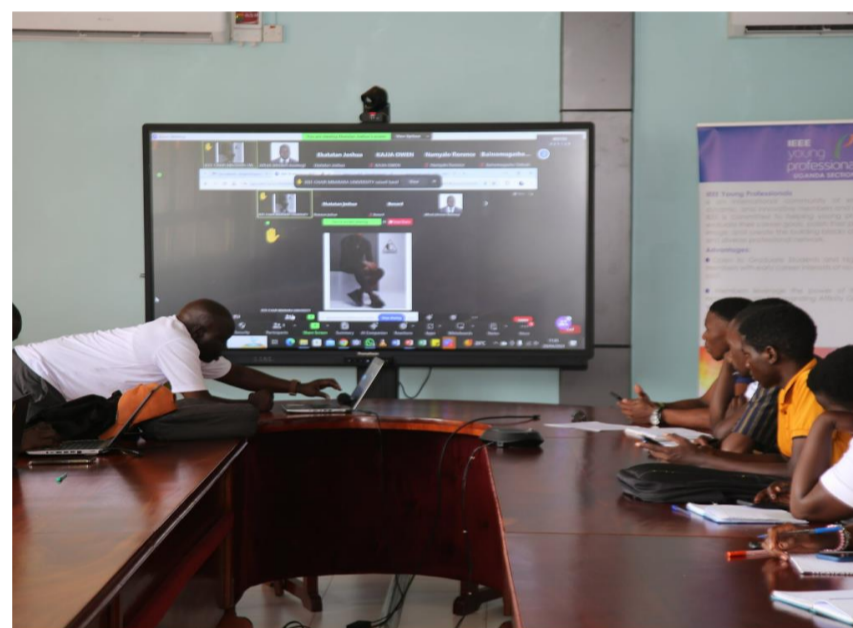
Step 1 – Needs assessment through surveys, focus groups and feedback mechanisms

Step 2 – Course proposals approved by the academic board

Step 4 – Review and evaluation of course is done by number of stakeholders and approved by Academic Board

Step 3 – Resource Allocation – approved by UICT-Governing Council

Step 5 – Implementation Planning, Monitoring and Evaluation and continuous Improvement is conducted by BDC Unit, and Management



2 PLANNING

Step 1 – Needs Assessment and Training Identification is done by the Institute Departments & industry

Step 2 – Training Program Development is done by BDC Unit and Academic registrar in consultation with UICT-DTC management and stakeholders

Step 4 – Budget Planning and Fund Mobilization – is through the UICT planning unit.

Step 3 – Approval Process and Implementation Planning and Stakeholder Engagement and Communication is through UICT-DTC management and academic board

Step 5 – Monitoring and Evaluation on participants' skills development is done by training coordinators, DTC management, participants.



UICT

3 IMPLEMENTATION

Step 1 – Mobilization of participants and promotion involve a developed a comprehensive outreach strategy

Step 2 – Engagement of trainers involves selection process, Provide teaching approaches like use of AR/VR,

Step 5 –Ensuring Participant Engagement throughout the training through online forums, mobile apps, and virtual classrooms

Step 3 – Securing Training Facilities and Equipment Ensure that training venues are accessible, well-equipped,

Step 4 –Design interactive, participatory training sessions, and Inquiry based learning

4 M&E PROCESSES

Step 1 – Follow-up with participants after training by sending out post-training surveys or evaluation forms to participants

Step 2 – Collection of feedback on course quality and incorporation into future training to analyze feedback collected

Step 4 –Assessment and measurement of impact on beneficiaries' lives to monitor progress and success stories over time through periodic follow-ups

Step 3 –Regularly evaluate and update course materials, exercises, and assessment methods

Step 5 – Engage with employers, industry partners, etc., to gather feedback trained individuals





1 DTC DECISION MAKING

Step 1
Convene a meeting with DTC Focal Point Persons and Stakeholders such as Ministry of Youth, Sport and Arts, Ministry of Education and Ministry of Technology & Science.

Step 2
Identify the target groups to assess the digital literacy levels. Select course that is appropriate based on the digital literacy levels.

Step 4
Creation of the courses on the CISCO platform and publication of the enrollment links.

Step 3
Collection of the details of the selected participants after the assessment in collaboration with the 3 stakeholders.

Step 5
Sharing the link to the course participants to enable them enroll and begin training.

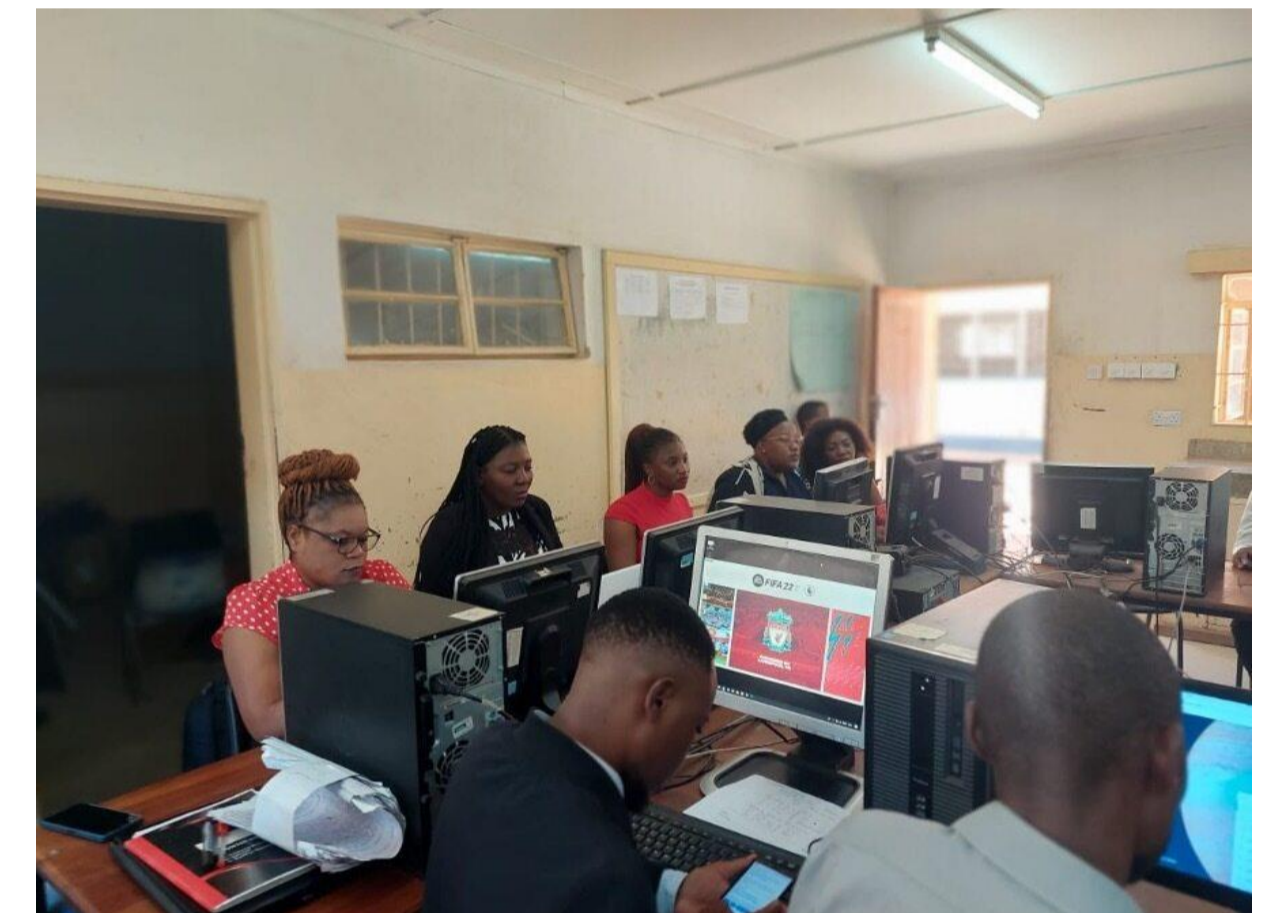
2 PLANNING

Step 1
Convene a meeting with DTC Focal Point Persons and Stakeholders such as Ministry of Youth, Sport and Arts, Ministry of Education and Ministry of Technology & Science

Step 2
Select the courses to be offered and the duration.

Step 4
Seek support from Government and key stakeholders to implement training.

Step 3
Publicize the courses offered.



3 IMPLEMENTATION

Step 1
Sending emails through the key stakeholders to invite applications for the courses, MoTS, MoE, MYSA, NIPA, ZCAS, ZUCT.

Step 2
Registration of the participants.

Step 3
Identification of the trainers and communication of the course programs and duration.

Step 5
Discussions, Hands on exercises, group work, assignments.

Step 4
Engagement with key stakeholders to secure training facilities. We already have working relationships with Training Institutions that have training facilities and equipment.

4 M&E PROCESSES

Step 1
Creating a network of participants through WhatsApp, emails, mobile phone numbers.

Step 2
Training evaluation (Obtaining feedback from the trainees and the trainers).

Step 4
Interviewing the beneficiaries after the training.

Step 3
Schedule follow up meetings with selected participants.

