



Global DTC Workshop

21 – 24 APRIL 2026

GENEVA, SWITZERLAND

FINAL REPORT



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INTRODUCTION

The Global DTC Workshop 2026 took place from 21 to 24 April 2026 in Geneva, Switzerland. It was organised by the International Telecommunication Union (ITU) and was held in conjunction with the ITU Academy Training Centres (ATCs) Annual Meeting. This event marks the second time that DTCs and ATCs have come together. The event aimed to encourage collaborations within the DTC-ATC network, share best practices to ensure a continued quality of training offer, and support the work of these capacity development programmes.

The workshop brought together the DTC Initiative community and provided a platform for ITU, Cisco, the DTCs and DTCL partners to discuss the implementation of the Initiative as well as the operations of each DTC through engaging interactive sessions and hands-on exercises.

The two meetings brought together 44 participants comprising of 17 representatives from 14 DTCs, 16 representatives from 13 ATCs, five (5) representatives from DTCL partner organisations, as well as four (4) ITU staff. The list of participants is attached to this report as Annex 2.

This report focuses on the global DTC workshop, which includes reporting on the joint sessions held with representatives from the ATCs. A separate report focusing on the ATC Annual Meeting is available [here](#).

Further information, including the agenda, the presentation slides and photos is available at: <https://academy.itu.int/itu-d/projects-activities/events/workshops/global-dtc-workshop-2026>

TUESDAY, 21 APRIL 2026

Opening session (joint session with ATCs)

Welcome remarks were delivered by Dr Cosmas Luckyson Zavazava, Director, Telecommunication Development Bureau, ITU. He began by expressing his appreciation to the Centros Tecnológicos Comunitarios, the DTC in the Dominican Republic, for graciously hosting the Global DTC Workshop and ATC Annual meeting in Santo Domingo in 2025. He welcomed all representatives of the ATCs and DTCs, and partners, Cisco, ST Foundation, HP and the Digital Skills Factory to Geneva. Dr Zavazava recalled the adoption of the Baku Declaration and Action Plan at the ITU World Telecommunication Development Conference (WTDC 2025) last November, emphasizing the critical need to continue investing in capacity building and digital skills development. In this context, he highlighted the importance of the DTC Initiative for making a significant impact and transforming the lives of their target beneficiaries across the globe.

Dr Zavazava further noted that there are still 2.2 billion people remaining offline as of 2025 and today's digital divides are defined by disparities in speed, affordability, reliability, and particularly skills. He reaffirmed DTC Initiative's commitment to close the digital divide and celebrated this ITU and Cisco-led programme reached the major milestone of 714,000 course participants (52% female) have been trained since the launch of the Initiative in 2019. He expressed his special thanks to all the DTCs for their dedication and tremendous efforts deployed on the ground to raise awareness on digital literacy. He also celebrated the expansion of the DTC network and welcomed the Ministry of Public Administration and Artificial Intelligence (MPAAI) as the DTC in Trinidad and Tobago, the Digital Bridge

Institute (DBI) as the DTC in Nigeria, as well as the Malaysian Communications and Multimedia Commission (MCMC) as the DTC in Malaysia.

Concluding his remarks, Dr Zavazava described the meetings as an opportunity to review progress under the DTC Initiative and ATC programme while strengthening collaboration across the global ICT capacity development community. He highlighted the positive outcomes of previous joint sessions from last year's meeting and noted that this year's agenda was designed to further encourage exchange between ATCs and DTCs participants. He encouraged delegates to actively engage, share best practices, and learn from one another.

Dr Zavazava's welcome remarks were followed by remarks from Dr Garif Yalak, Executive Board Member, Cisco Switzerland, who noted that partnership between ITU and Cisco has spanned the last two decades, with a shared focus on reaching underserved populations. Under this partnership, the Digital Transformation Centres Initiative was launched in 2019. He referred to the five-year review report released in October 2025 which documents the Initiative's progress and impact achieved since its inception. Dr Garif noted that the Initiative is more critical than ever in the context of evolving digital divide, which is shifting from a connectivity gap to an artificial intelligence (AI) gap. Cisco is working through its Networking Academy platform, to ensure AI becomes a force for good. Dr Yalak encouraged participants to focus on access and value creation, to ensure that the knowledge exchanged in Geneva translates into impact in their countries. He closed by expressing thanks to ITU for the enduring partnership.

[ATC and DTC introductions and networking](#)

The first joint session was facilitated by Mr Emil Iuga, Capacity and Skills Development Officer, ITU and Ms Robyn Fysh, Senior Digital Skills Officer, ITU to foster engagement and collaboration among participants. Attendees worked in pairs to exchange postcards, introduce themselves and their institutions, and shared insights on success factors in digital skills and capacity development. The activity encouraged participants to connect with new colleagues and exchange practical advice, creating a dynamic environment for peer learning and relationship-building across the ATC and DTC communities.

During the exchange debrief, participants shared the advice or "piece of wisdom" they received from other participants during interactions with other participants. Strong partnerships and government support were highlighted as critical to ensuring the long-term impact and sustainability of training initiatives. Capacity building was consistently identified as a central priority, with participants noting that successful programmes go beyond one-off training sessions to create continuous learning pathways and maintain engagement over time. Several contributions also highlighted the importance of inclusivity, particularly in reaching marginalized communities through innovative delivery models, such as leveraging existing public infrastructure like post offices.

[Updates on the DTC and ATC programmes and objectives of the workshop \(joint session with ATCs\)](#)

This session provided an update on the ITU Academy Training Centres (ATC) programme and Digital Transformation Centres (DTC) Initiative, situating both programmes within the ITU Telecommunication Development Bureau (BDT)'s broader mandate to strengthen global capacity development and advance digital skills for inclusive digital transformation. The session featured a presentation by Ms Susan Teltscher, Head, Capacity and Digital Skills Development, ITU, followed by an interactive Q&A segment with participants.

The presentation highlighted the complementary nature of the two programmes. The ATCs focus on advanced and policy-oriented capacity development, targeting policymakers and professionals across technical, regulatory, and strategic domains, while DTCs concentrate on digital literacy, rolling out basic and intermediate digital skills training interventions to reach citizens and communities, particularly in underserved and remote areas. Despite their different target audiences, both programmes pursue a shared objective: strengthening national and global digital skills ecosystems across multiple levels.

Participants were updated on the maturity and scale of both initiatives. The ATC programme, launched in 2023 as the evolution of ITU's long-standing Centres of Excellence initiative, operates through an international network of ATC institutions delivering training via the ITU Academy. The programme provides broad thematic coverage across infrastructure, regulation, cybersecurity, and digital policy. In 2025, the ATCs supported the delivery of 169 courses. The programme has reached approximately 4,000 professionals since its inception, with around 90% of participants coming from developing countries. Female participation stands at approximately 30%, with ongoing efforts to improve gender balance in advanced technical and policy training. Participation from all ITU Member States underscores the global reach of the programme, which continues to benefit from institutional backing, including WTDC Resolution 73.

Updates on the DTC Initiative emphasized its community-centred and partnership-driven model. Launched in 2019, the programme operates through 16 Digital Transformation Centres across regions, working through partnerships with national institutions and private sector partners, the DTCs have trained over 700,000 participants, with 52% female participation. The programme has continued to expand its partnerships and delivery models, supported by the publication of a five-year review report and the launch of a new five-year strategy. Progress was highlighted in terms of scale, gender balance, strategic partnerships, impact reporting, and the introduction of more robust monitoring and evaluation approaches. The development of a new multi-year strategy was presented as important steps toward scaling impact and improving effectiveness.

Looking ahead, priorities include expanding institutional networks, improving operational efficiency and quality assurance, strengthening impact measurement, increasing visibility and leveraging partnerships to scale reach and sustainability of the two programmes. The presentation reflected on the added value of convening the ATC and DTC communities together, a format introduced the previous year. Ms Teltscher 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. Participants welcomed the joint meeting as an opportunity to exchange experiences, share best practices, and reinforce a sense of shared purpose across programmes.

During the Q&A segment of this session, participants inquired about how ITU Academy delivery models and approaches could be better aligned, while recognizing the need for flexibility across diverse country contexts. Resource constraints, including funding and trainer availability, were identified as common challenges, prompting interest in stronger collaboration and knowledge-sharing between ATCs and DTCs, particularly with regard to instructor pools and expertise. Demand-driven planning emerged as another key theme. DTCs were recognized for their insight into local community needs, particularly for basic digital skills, while ATCs provide a global overview of demand for more advanced topics. Better use of data from both programmes to inform course development and strategic planning was seen as a significant opportunity. Finally, participants emphasized the importance of visibility, outreach, and coordinated communication, noting that stronger joint

promotional efforts and closer engagement with partners are essential to ensure that training opportunities effectively reach intended audiences.

Overall, the session reaffirmed the strategic importance of both the ATC and DTC programmes, highlighted progress achieved, and underscored the value of greater collaboration, and community building in advancing ITU's capacity development objectives.

Mapping expectations together (joint session with ATCs)

The session was facilitated by Mr Gustavo Fonseca-Ribeiro, Junior E-learning Officer and Ms Sara Bennouna, Junior Digital Skills Officer, ITU. It aimed to capture and align participants' expectations for the 2026 Global DTC Workshop and ATC Annual Meeting, using inputs from a pre-meeting survey which ATCs and DTC completed a few months prior to the meeting. The approach ensured that discussions were shaped by the needs, priorities, and practical realities of the two communities. The pre-meeting survey revealed a strong preference for a practical, solution-oriented meeting, with participants consistently emphasizing the value of peer exchange and applied learning. Across both programmes, there was a clear expectation that the meeting would go beyond information sharing to generate insights that could be directly applied in participants' own institutional contexts.

Participants expressed a strong interest in sharing best practices grounded in real implementation experience, as well as using the meeting as a space to collectively address shared operational challenges. While priorities varied slightly across programmes, they were complementary in nature. DTC participants placed particular emphasis on partnership engagement, including how partnerships are structured, managed, and leveraged for sustainability, while ATC participants were more focused on programme performance, course evaluation, and the use of results to inform future delivery. There was also broad interest across both groups in new and evolving training modalities, including hybrid formats and innovative learning approaches.

The session continued with an interactive exercise where ATC and DTC participants were asked to reflect on any changes or new methods applied in their training delivery over the past year. They highlighted ongoing adaptation in training content, design, and delivery. Many centres reported expanding course offerings to cover emerging topics, particularly artificial intelligence, alongside more frequent updating of existing curricula. Increased use of AI tools in course development, stronger alignment with identified learner needs, and closer consultation with partners were presented as important shifts. In terms of delivery and learning experience, participants described a move towards more interactive and participatory approaches, including group work, discussion-based formats, applied assessments, and gamification techniques. The integration of multimedia elements and selective use of in-person training were also noted, reflecting efforts to enhance engagement and accessibility. These changes were seen as part of a broader transition away from lecture-based models toward more experiential and practice-oriented learning.

The facilitators also asked participants to share their expectations for the 2026 meetings, placing particular emphasis on specific outcomes and takeaways. Peer learning emerged as a cross-cutting priority. Participants emphasized the value of creating a structured space for exchange, discussion, and practical application, both within training activities and during the meeting itself. Collaboration and partnerships were also highlighted. In addition, participants expressed interest in gaining a better understanding of how training is implemented in different contexts, building professional relationships that extend beyond the meeting, and developing a clearer picture of how the work of ATCs and DTCs intersect and can support one another, including to enhance the global visibility of the two programmes. Several key thematic priorities were raised, notably resource mobilisation, long-

term sustainability of the centres, train-the-trainer approaches for scaling impact, and the need to build and develop more robust and consistent impact measurement frameworks. Additional reflections touched on cross-cutting considerations such as child protection policies, the structuring of AI-related training at different levels, the integration of AI into existing training offers, particularly within DTCs, and growing interest in self-paced learning formats.

The session underscored a shared desire for a practical, collaborative, and forward-looking exchange, with outcomes that strengthen collaboration across programmes and translate into concrete improvements in training design, delivery, and impact.

WEDNESDAY, 22 APRIL 2026

DTCI partners roundtable discussions

The session consisted of small and focused discussions where ITU, Cisco, and other DTCI partners namely ST Foundation, HP, and the Digital Skills Factory (DSF), shared updates on their course offering and interacted with the DTCs regarding collaboration under the DTC Initiative.

DTC participants were divided into two stations, the first of which was facilitated by Ms Robyn Fysh and Mr Alfie Hamid, Head of Global Strategic Partnerships, Cisco. Ms Robyn Fysh provided updates on the DTC Initiative, including key figures and trends, as well as highlights from activities implemented by the DTCs since the 2025 workshop. Ms Fysh also shared examples of recent DTC activities, which included project funded activities and the Campaign calendar of 2026. She concluded with an introduction of the draft Strategy, which aims to guide the work of the Initiative for the period of 2026–2030. Ms Fysh's presentation was followed by an intervention from Mr Alfie Hamid, who presented updates on the Cisco Networking Academy (NetAcad) portfolio. He noted that certain courses such as the IT Essentials (version 7.0) would reach their end-of-life in Q3 2026 and would be replaced by an updated version. DTC participants were also informed that new courses focusing on artificial intelligence are now available on the NetAcad platform and were encouraged to support their respective communities by disseminating AI literacy and skills. The question-and-answer segment covered a range of practical challenges and ideas. On access to additional courses, participants noted the importance of prioritising the basic needs of learners before offering intermediate-level courses. Examples were shared on organizing courses across different platforms and adapting content to different groups. Some centres highlighted the essential role of local partnerships and youth volunteering programmes to expand outreach at the community-level.

Participants touched upon the challenge of learners overestimating their digital skills levels, which poses challenges to training delivery without a pre-training needs assessment. It was suggested that a common assessment tool across partner platforms could help better place learners, including versions available in different UN languages. High unemployment was another key concern, and many DTCs called for more market-oriented training. Suggestions included adding job search skills and using project-based learning to better connect training with employment opportunities. Testimonies shared during the session showed the strong impact of training, including individuals finding jobs or continuing their education.

Several operational issues were also raised. These included difficulties in creating Networking Academy accounts, manual data collection processes, and limited access to data and Internet access. Cisco acknowledged the feedback raised and indicated that improvements are underway, with some expected by the end of the year. Participants also expressed interest in more advanced and AI-related

courses, while stressing the importance of keeping training inclusive. The session ended with an update on the DTCI Strategy draft document which was shared with the DTCs for review and feedback.

The second station brought together the other DTCI partners (ST Foundation, HP, and DSF) who consecutively delivered their presentations. The interventions were then followed by a discussion and exchange with the DTCs.

Ms Giovanna Bottani, Director of Operations, ST Foundation, gave an overview of the organization's scalable and replicable training model. The model is based on ready-to-deploy course portfolios, a train-the-trainer (ToT) cascade approach and real-time impact measurement and reporting systems. She emphasised its ability to support DTCs in scaling digital literacy programmes from pilot phases to national-level implementation, while maintaining quality. Ms Bottani also shared updates on ST Foundation's course portfolio, including an advanced version of the "Introduction to computer basics for the visually impaired (ICBVI)" course, as well as a new foundational AI course, designed for non-technical learners. In response to questions from the DTCs, ST Foundation confirmed that courses can be modularised and tailored to local needs, and that training pathways can be adapted based on beneficiary profiles and national priorities.

Mr Markus Schwertel, Director, Government Affairs and Public Policy, HP, presented the digital learning ecosystem of the HP-LIFE programme, with a strong focus on flexibility, accessibility, and learner-centred delivery. He explained that courses can be adapted to different local contexts and delivered in various formats, including offline access. He clarified that offline access challenges are primarily related to content hosting rather than device availability, highlighting the importance of appropriate infrastructure solutions. HP also introduced a new AI training programme designed for learners without technical backgrounds which provides a clear learning pathway from basic concepts to practical and social aspects of AI. The discussion addressed current operational challenges, which include limited access to learner completion data due to data protection and legal constraints, and the need for DTCs to establish internal monitoring systems to track participants.

Ms Annemijn Perrin, Chief Executive Officer, DSF, introduced DSF as a mission-driven digital skills provider operating at scale, with programmes in more than 16 countries and reaching over 200,000 learners. She presented the core aspects of the DSF approach and highlighted its data-driven approach to impact measurement, using baseline and follow-up assessments to track improvements in digital competencies. Through its course offerings, DSF places great emphasis on pedagogy in the classroom and critical thinking, as well as digital financial literacy and entrepreneurship. Discussions with DTCs focused on how DSF tools could be integrated within DTC operations. It was clarified that collaboration with DSF under the Initiative is interest-based, and that DTCs can express interest in piloting the content through available licenses. The train-the-trainer model was also discussed, with confirmation that these sessions can be delivered online.

Overall, DTCs highlighted the need for a needs-based, country-driven approach, emphasizing direct engagement with countries to ensure relevance and uptake. Connectivity challenges emerged as a critical concern, driving strong interest in offline-first solutions for content access, delivery, and platform use. DTCs sought greater clarity on course modularity, alongside clearer breakdowns of course content and implementation steps that remain simple and practical. Questions were raised on how to work effectively with local partners, as well as how train-the-trainer models can be integrated by the DTCs to enable scaling and sharing of best practices. There was also a clear demand for improved data management systems and metrics, including tracking course completion.

DTC consultation sessions with ITU and Cisco

These consultation sessions consisted of one-to-one conversations with ITU and/or Cisco staff, during which DTC representatives presented their training plans, reports, concept notes and training proposals (as applicable), and unpacked challenges related to planning and implementation. This session was also an opportunity for DTC representatives to discuss the results of the DTC performance assessment.

In advance of these consultations, DTCs were encouraged to prepare specific items or issues they would like to raise with the DTCT team, including questions pertaining to the latest updates (operating guidelines, performance assessment of DTCs, etc.).

DTC Knowledge corner (in parallel with the consultations)

In the DTC Knowledge corner, 12 DTCs presented their work in a structured manner, including quarterly updates, their strength or most valuable asset, tips to successfully bring DTCT training content to underserved communities in their countries. This session also allowed space and time for exchange along with questions from other DTCs. This segment provided space for DTCs to deep dive into each other's work in an interactive way. DTCs expressed the need to share each other's slide further among the community.

The individual presentations from DTCs are available on the [event webpage](#).

Common themes in training evaluation results (joint ATC-DTC knowledge exchange session)

This common session saw ATC and DTC participants work in small groups to unpack common trends related to end-of-training evaluation results leading to best practices. Moderated by ITU staff Mr Alex-Kojo Boahoma, Capacity and Digital Skills Development Officer and Ms Praachi Kumar, Associate Capacity Development Officer, it fostered peer learning across both networks to discuss areas of successful training related to course design, delivery and set-up.

The participants worked in groups to review a set of learner statements extracted from end training evaluations, capturing specific trends linked to design and delivery of courses and discuss how they apply to their respective programmes while discussing how the positive training evaluation trends can be replicated to maintain the current level of quality, and what can be improved. Each group was then invited to debrief in plenary, the following salient points were raised by the delegates:

- The tension between meeting KPIs and providing genuine support to learners, raised the following key points:
 - There is pressure to meet numbers, nonetheless, this can come at the expense of meaningful support — KPIs may need to evolve to better capture the quality of support provided, not just outputs
 - In terms of employability, balance is needed — not every outcome can or should be measured through a single lens
 - True training support means looking beyond KPIs to understand and address the actual needs of participants
- Areas for improvement:
 - **Logistics:** poor logistics directly impact training quality. Examples raised included difficulty getting participants to the venue on time, ensuring meals were served as scheduled, and managing movement between a hotel and a campus affected by traffic.



- **Assessment design:** mini-assessments should be concise, and participants should be required to present their results — this helps prevent misuse of AI tools. A dedicated assessment tool should be used for every training. Additionally, operating without assessment means "going blind" — it is essential, especially given how quickly technology evolves. Courses should be iteratively improved based on feedback from previous cohorts.
- **Recognition and certification:** international certification enables global mobility, but recognition of micro-credentials by governments remains an area needing improvement. Course content should also be better aligned with participants' actual needs, though conducting needs assessments is acknowledged to be challenging.
- Proposal for a shared platform across DTCs and ATCs to exchange information, tools, and resources was seen as highly practical and impactful to foster stronger partnerships
- **Language accessibility** was flagged as a significant area for improvement, particularly the need for more content in French to serve African countries
- **Needs analysis:** the importance of accurate information to map and reflect the user needs was repeatedly highlighted throughout the debrief. The DTC delegate from Morocco exemplified how outreach to multiple institutes has helped understand learner needs; a key motivator for students is employability
- **Continuous learning pathways** — from beginner to advanced levels along with the development of competency-based frameworks for structured learning progression

The session concluded with the moderators providing a summary of the main identified trends and highlighting the commitment needed from ITU as well as ATCs and DTCs to start implementing concrete actions to meet the goals emerging during the mapping of the improvement areas.

Gamification: Innovative practices in training (joint ATC-DTC session)

This knowledge exchange and discussion focused on incorporating gamification dynamics in ITU Academy training. It further offered the space to brainstorm on possible applications in other ATC and DTC training courses during the rest of the year. The session was built around the experience of the ATC in Peru and presented by Ms Iris Magally Pretel Trejo, Training Specialist at the Instituto Nacional de Investigación y Capacitación de Telecomunicaciones - Universidad Nacional de Ingeniería (INICTEL-UNI).

The presentation outlined the training approach applied which was specifically designed for adult learners, primarily professionals and recent graduates with prior technical or academic experience. As such, Ms Pretel noted that the methodology differs from traditional academic instruction and instead aligns with principles of adult learning, emphasizing experience-based and practice-oriented engagement rather than theoretical coursework. A central pedagogical shift accompanying this approach was the repositioning of the instructor's role. The presenter highlighted that rather than acting as the primary source of knowledge, instructors function as facilitators, enabling participants to draw on their own professional experience. This dynamic thus allowed participants with varying levels of expertise to contribute collaboratively, which is particularly effective in gamified environments.

When detailing the context and motivation for using gamification, Ms Pretel outlined its particular suitability for blended or face-to-face training formats. For INICTEL-UNI, the 2025 challenge for the institution was twofold: to incorporate gamification in order to reduce cognitive load and better structure course content, and to improve the overall distribution and reach of trainings. An essential

preliminary step regardless of the methodology was to identify which parts of a course lend themselves to gamification as, generally, not all content is equally suited. She shared two experiences, one pertaining to an escape room approach and a second one linked to the development of a board game to support and facilitate the learning experience.

The former provided a more immersive and dynamic experience, conducted in a controlled, distraction-free environment. Participants worked in groups to solve fictional connectivity problems set in a hypothetical national context. The activity was structured in three sequential phases, each requiring participants to solve a problem in order to progress. Throughout the exercise, participants worked collaboratively, distributing tasks and making strategic decisions under time constraints. The evaluation focused not only on achieving correct answers within the allotted time, but also on the effectiveness of group coordination and the overall approach to problem-solving. Ms Pretel concluded with reflections on the practical aspects of implementation. The escape room required significant preparation, including the design of phases, materials, and controlled environments, but relied on relatively simple and inexpensive resources such as paper-based tools. The experience highlighted both the potential and the challenges of integrating gamification into professional training, particularly in terms of time investment, instructional design, and balancing complexity with learning outcomes.

The board game element in the gamification approach was designed to align participants' baseline knowledge at the start of a course, given that learners come from very diverse professional backgrounds. Establishing this common ground can take time but it is essential before moving into more advanced content. Ms Pretel clarified that it was used as part of a blended course (one week online, one week face-to-face) and implied participants taking on different roles — government officials, promoters, and operators — each facing distinct challenges relevant to their role. Players acted within a simulated situation and needed to assess the impact of their decisions on the population, with the end goal being to maximise satisfaction across stakeholders. The ATC delegate also noted that, from a practical point of view, which impacted production, similarly to the escape room, the materials required to build the game were simple and inexpensive. INICTEL-UNI is expanding its approach in gamification by developing a subsequent board game around fiber optics, using a map featuring three distinct geographical environments — coast, mountains, and forest — each with different connectivity constraints, adding a layer of contextual realism to the challenges.

The conclusions of the session brought forward several lessons learned to facilitate the implementation of gamification in training. Notably, game development is time-consuming and requires commitment, but is not technically complex, with the full process — from content analysis to gamified design — taking approximately 3 months. A key criterion is that preliminary work is essential, this involved the careful analysis of the course content to identify what can and should be gamified. The delegates' exchanges also outlined that board games are not designed to cover all course content — they serve a specific, targeted purpose within the broader learning journey. As a final point discussed, in terms of the evaluation of the game itself, the main recommendation was to not add a separate one for it as, given the volume of assessment already embedded in the course, this would create unnecessary burden for participants but rather capture the learners' feedback on it as part of the end training course evaluation.

The Q&A session which followed sought to provide additional clarifications on the essential mechanics and content components of the gamified approach. Participants inquired about the use of digital devices within the training, with Ms Pretel clarifying that the gamified components themselves are entirely analogue and do not involve technological equipment, however, noting that these activities represent only a portion of the overall course as the broader training includes both online and in-

person components, as well as hands-on sessions with technical equipment. She specified that the purpose of the gamification is specifically to prepare participants for these later stages by ensuring a shared understanding of foundational concepts.

Further questions addressed the resources required for development and implementation with the presenter noting that the core team responsible for designing the gamified activities was small, initially consisting of two to three individuals. Development timelines ranged from approximately three to five months, depending on the complexity of the course. The process involved close collaboration with subject-matter experts, as well as iterative testing in which team members assumed different roles, including those of participants, facilitators, and stakeholders.

In response to questions regarding evaluation, it was explained that the impact of gamification is not measured separately but is integrated into the overall course evaluation framework. Feedback from participants indicated high levels of satisfaction and engagement, particularly given the novelty of applying gamification in a highly technical training context.

When asked how specific gamification methods are selected, two primary factors were identified. First, the level of technical complexity of the subject matter, as gamification can help reduce cognitive load in highly technical areas. Second, the specific needs and profiles of participants, ensuring that the chosen approach aligns with learning objectives and adds value to the training experience. The discussion concluded with a question on scalability. The response acknowledged the challenge, noting that while gamification can be highly effective in small, controlled settings, scaling it to larger audiences remains complex and context dependent. The team recognized this as an ongoing area for exploration and development.

THURSDAY, 23 APRIL 2026

“Ask me anything”: Solution-seeking activity (joint ATC-DTC session)

This session, which was led by Ms Teltscher, ITU and Mr Alfie Hamid, Cisco, enabled a collaborative space for ATCs and DTCs to reflect on common challenges faced in the implementation of their training activities. Through peer exchanges and small group discussions, participants identified shared bottlenecks, explored feasible and context-appropriate solutions, and examined how these approaches can be applied in practice. Discussions focused on three interconnected themes: course promotion and outreach, learner engagement and completion, and innovative approaches to delivery, including the use of AI.

During the plenary debrief, a number of key areas of convergence were identified. Across groups, a key challenge identified was the gap between high initial interest and low course completion. While demand for training is strong, particularly for free and online offerings. Participants observed that reduced accountability often leads to drop-off before assessments or full completion. Effective responses highlighted the importance of proactive learner engagement, including targeted outreach, reminders, progress tracking, and sustained interaction between trainers and learners. Course design was also seen as critical, with modular structures, phased learning pathways, certification, and practical application helping to maintain motivation and relevance.

Moreover, successful outreach and retention strategies must be context-specific. Highly localized, human-centered approaches which leverage trusted intermediaries, community networks, digital ambassadors, and alternative communication channels, were often found to be more effective than digital campaigns alone. Persistent operational constraints, including limited staff capacity and

financial barriers, underscoring the need for stronger institutional partnerships and clearer communication on available support, was also highlighted.

Finally, while technology was discussed as an enabler, there was a shared understanding that it is not a standalone solution. Tools can support delivery, personalization, and assessment, but the real transformation depends on building human capability, trust, and systems around them. Across all groups, the emphasis returned to a simple but critical point: successful digital learning is as much about people, relationships, and context as it is about platforms and infrastructure.

DTCI impact assessment methodology: Lessons learned

The session was facilitated by Mr Alex-Kojo Boahoma. It focused on consolidating lessons learned from the pilot application of the DTC Initiative (DTCI) impact assessment methodology. Before participants were divided into small groups, Mr Boahoma shared a brief update on the framework's evolution. The introduction clarified the distinction between end-of-training feedback and longer term impact assessment, emphasizing that the latter is essential for demonstrating sustained outcomes and informing future programme design. Participants were reminded that the methodology had been piloted by three DTCs - namely the DTCs in Rwanda (RISA), Senegal (Concept), and Sierra Leone (BDD-SL), and refined based on early implementation experiences, with a strong emphasis on methodological rigor, replicability, and capacity development across centres.

Group discussions highlighted that effective planning and coordination are central to successful implementation. Centres that defined clear roadmaps, allocated sufficient time across assessment phases, and appointed focal points reported more coherent execution. However, limited time emerged as a recurring constraint, particularly in balancing course delivery with assessment activities and stakeholder engagement. Across pilots, the need to strengthen awareness-raising and engagement at the local level was emphasized, both to improve cooperation and to reinforce the value of impact assessment among partners and participants.

Enumerator selection and preparation were identified as critical determinants of data quality. The use of local enumerators was widely viewed as a strength, improving access and trust while helping to contextualize data collection. At the same time, insufficient and uneven training led to challenges related to consistency, interpretation, and bias, especially in decentralized and multilingual settings. Participants agreed that stronger quality standards, clearer guidance, and more comprehensive enumerator training covering both technical and interpersonal skills are required to ensure comparability across centres.

Data collection and follow-up assessments presented the most significant operational challenges. While the multi-phase approach (baseline, end-of-training, and post-training follow-up) was seen as essential for measuring impact, re-engaging participants several months after training proved difficult and resource-intensive. Limited access to devices, connectivity, and digital tools affected both data collection and analysis, underscoring the need for investment in appropriate tools and analytical capacity. Data privacy, consent, and participant motivation also emerged as important considerations, with non-financial incentives such as access to further learning opportunities identified as potential levers to improve response rates.

In the plenary debrief, participants agreed that the framework can be integrated into most existing DTC operating contexts, although capacities and experience in assessment vary significantly across centres. While the methodology is designed to be low cost, tradeoffs exist, particularly in relation to data quality and timing. The quality and strict timing of baseline data were identified as critical to

overall success, alongside the need for control mechanisms to ensure compliance. Despite these challenges, there was strong consensus on the value of continuing to refine and scale the framework, using pilot lessons to strengthen standardisation, adaptability, and evidence-based decision-making across the DTC Initiative.

Mapping DTCl learning pathways

The session was facilitated by Ms Robyn Fysh and Mr Alfie Hamid. It aimed to support DTCs in developing structured digital skills learning pathways by moving beyond isolated course selection toward a more coherent, skills-based and beneficiary-driven approach. Through collaborative group work, participants designed draft learning pathways aligned with learner needs, progression logic, and potential employment or livelihood outcomes.

The session commenced with a brief introductory intervention by ITU and Cisco. It was highlighted that the objective of the exercise was to collectively begin defining structured digital skills learning pathways for the DTC network. Participants were then divided into four groups, with each assigned a pre-defined pathway: digital literacy (level 1 & 2), digital entrepreneurship & e-commerce (level 1 & 2), digital productivity and digital employability skills (level 1 & 2) and specialised skills e.g. cybersecurity, data analysis, programming (level 1 & 2). Each group was tasked with developing a structured pathway using the provided template. This included defining the pathway objectives, identifying target beneficiaries, outlining prerequisites, mapping core skills from foundational to intermediate levels, and describing progression logic, expected outcomes, and potential job roles.

Participants actively engaged in the group work, with each group developing its assigned pathway. Given the time constraints, most groups were able to make substantial progress, particularly on the Level 1 (foundational) components of the four designated pathways for this exercise. Following the initial design phase, a peer review process was conducted. Groups rotated across workstations to review the pathways developed by their peers, providing feedback, posing questions, and suggesting improvements. This process enabled cross-learning and ensured that multiple perspectives were incorporated into each pathway. After the peer review, groups returned to their original workstations to reflect on the feedback received and refine their pathways accordingly.

During the plenary session, participants shared initial reflections on the exercise. They noted that the exercise was useful and practical, providing an opportunity to better understand how learning pathways could be structured within the DTC context. Several participants highlighted the value of peer exchange, noting that they learned from the experiences and approaches of other DTCs and countries. The session also prompted questions regarding accreditation of pathways. It was clarified that the pathways are not intended to be accredited as standalone programmes, but rather to provide structured guidance, with certification continuing to be delivered through existing content partners.

ITU confirmed that this session represents an initial step in the development of DTCl learning pathways. As part of the agreed next steps, ITU will collect and consolidate the draft pathways developed during the session. The collaborative work on the development of learning pathways will continue beyond the workshop. DTCs will be invited to continue contributing to the development of these pathways remotely, potentially through a shared co-working or collaboration platform. To ensure the quality and completeness of the outputs, a virtual validation session will be organised to review, refine, and finalise the proposed DTCl learning pathways.

FRIDAY, 24 APRIL 2026

[Looking ahead: Advancing the ATC and DTC programmes](#)

This session consisted of a reflection exercise through which ATC and DTC participants looked back at the various sessions and drew key takeaways, best practices and how these can be applied in the context of their respective institutions. Participants were asked to provide their input on four areas related to the next steps following the conclusion of the event (see below).

The first area mapped the institutional priorities of the ATCs and DTCs in the room. Participants' reflections pointed to a shift from expanding training provision to building more responsive and future-ready systems. While increasing access remained a priority, the delegates pointed out that there is a strong emphasis on ensuring training is relevant, practical, and aligned with labour market needs. ATCs and DTCs are seeking to improve completion rates and outcomes by designing more demand-driven and adaptive programs that can evolve alongside industry requirements. This reflected a broader move toward more agile approaches. At the same time, sustainability and collaboration were seen as critical enablers of long-term impact. Participants highlighted the need for financially and operationally viable models, supported by stronger partnerships and coordinated efforts across institutions. The integration of digital transformation, particularly artificial intelligence, also emerged as a key priority, both as a focus area for training and as a tool to enhance delivery. Overall, the perspectives signaled a transition toward building resilient, collaborative, and forward-looking training ecosystems capable of adapting to ongoing change.

The second area captured the key takeaways or best practices that participants would be leaving with and start applying within their institutions. Participants identified a wide range of practical ideas and approaches from the meeting that they intend to apply within their institutions, with a strong emphasis on collaboration, innovation in learning delivery, and learner engagement. Many reflections highlighted the value of building stronger partnerships across institutions, including through joint promotion of courses, outreach initiatives, structured exchange programmes, and closer collaboration between training centres and stakeholders. Participants also emphasized the importance of contextualizing training to local realities and strengthening support systems for learners through mentoring, internships, and more targeted engagement strategies.

Another prominent takeaway was the importance of adopting more interactive and technology-driven learning methods. Participants expressed interest in integrating gamification techniques, scenario-based learning, and participatory group activities into their courses to improve learner motivation, engagement, and knowledge retention. The use of AI and digital tools also emerged as an area of growing interest, both in relation to training delivery and broader institutional processes. In addition, several reflections pointed to the need for stronger monitoring and evaluation practices. Overall, delegates indicated that they left the meeting with a strong focus on applying more collaborative, learner-centred, and innovative practices within their own institutions.

The third open question for the delegates mapped their needs in terms of the support needed from ITU to implement the respective changes. ATC and DTC representatives identified a strong need for sustained technical, financial, and institutional support in order to translate ideas from the meeting into concrete action within their institutions. Financial support emerged as a recurring theme, particularly to expand specialized training, support instructor travel, improve training infrastructure, and enable participation in funded projects and regional initiatives. Many delegates also emphasized the importance of stronger partnerships and collaboration opportunities, including peer learning,

exchange of instructors, and closer engagement between training centres, institutions, and ITU. There was a clear recognition that long-term collaboration and shared resources are essential for scaling impact and ensuring sustainability.

In addition to funding, participants highlighted the need for more targeted technical assistance and practical guidance from ITU. This included support in areas such as curriculum development, training methodologies, gamification, AI integration, monitoring and evaluation, and the development of learning pathways. Several participants expressed interest in structured guidance, toolkits, and best practice sharing to help institutions implement new approaches more effectively. The importance of strengthening institutional capacities through mentorship, specialized training opportunities, and access to expertise and networks was also stressed. Overall, the reflections underscored that participants see ITU not only as a convening partner, but also as a key source of strategic support, technical knowledge, and coordination to help institutions adapt and grow in a rapidly evolving training environment.

Lastly, the concluding question addressed to the ATC and DTC participants targeted their requirements in terms of what they wanted to see in their respective programme/initiative over the next 5 years. Participants expressed a strong desire to see the programme evolve into a more strategic, collaborative, and impact-driven platform over the next five years. Many reflections emphasized the importance of deeper and more structured collaboration among institutions, including expanded partnership opportunities, joint projects, stronger regional engagement, and more active exchange between training centres. Delegates also called for the programme to play a greater role in helping institutions align training offers with market needs and emerging global trends, while strengthening the visibility and practical impact of training initiatives. Several contributions highlighted the importance of positioning training not only as a learning activity, but as a pathway to employment opportunities, innovation, and broader digital transformation within institutions and communities.

There was also significant interest in expanding the programme's technical and operational support. Participants called for more specialized and locally relevant content, particularly in areas such as AI, cybersecurity, digital transformation, and innovative learning methodologies, including gamification. Others emphasized the need for stronger digital platforms, improved knowledge-sharing mechanisms, clearer coordination across ATCs and DTCs, and more sustained financial support to ensure long-term programme sustainability. Overall, the contributions envisioned a programme that is more connected, responsive, and future-oriented—one that not only delivers training, but actively supports institutional growth, regional collaboration, and the development of resilient digital ecosystems over time.

[Closing session \(joint session with ATCs\)](#)

The closing of the Global DTC Workshop and ATC Annual Meeting started with a feedback session facilitated by Mr Alex-Kojo Boahoma. ATC and DTC participants emphasized the strong learning outcomes of the workshop, noting that sessions were highly valuable and relevant. This prompted questions on how to translate learnings into action at the national and institutional levels, particularly in sustaining engagement between the ATC and DTC communities.

Participants expressed their appreciation for the format and delivery of the meetings, which served as an effective platform for peer learning, and exchange. They commended the organizing team for

designing interactive sessions and a high-quality programme focusing on innovation and sustainability. Several participants sought clarifications on the linkages between the ATC and DTC programmes, calling for continued engagement opportunities to strengthen the relationships between ATCs and DTCs and explore potential areas for collaboration.

During the feedback session, representatives of the ATCs and DTCs also raised practical challenges and forward-looking needs, including:

- The need for sustainable capacity support, particularly in cases where institutions lose trained instructors.
- A call for a shared or common platform to ensure continuity and enable resource-sharing between and across the two networks.
- The importance of strengthening synergies and coordination, given overlapping thematic areas between ATCs and DTCs.
- The need to create clearer incentives to encourage active collaboration between the two communities.

In her closing remarks, Ms Susan Teltscher, reflected on both the meeting outcomes and the broader evolution of the ATC and DTC programmes. Ms Teltscher further observed that 2026 marked the second occasion on which the ATC and DTC communities gathered, highlighting the significant progress achieved in terms of fostering stronger community engagement and collaboration. She reaffirmed her commitment to sustaining and strengthening these connections in future activities. The interactive approach adopted in the preparation and delivery of the meeting was also acknowledged as a positive aspect of the event, with high levels of participation and engagement observed throughout the sessions.

Ms Teltscher also expressed optimism regarding the future trajectory of the ATC and DTC programmes and their continued contribution to digital skills development. The evolution of the ATC programme was presented as a mature centre of excellence model, with strengthened management across the 14 centres and clear improvements in training quality, alongside a positive outlook for its continued development. With regards to the DTC Initiative, special recognition was given to two colleagues who played crucial roles in the launch and development of the programme, Mr Mike Nxele and Ms Halima Letamo. Ms Teltscher recalled that Mr Nxele's role was essential to designing and launching the DTC Initiative, while Ms Letamo actively contributed to the development and growth of the programme following its pilot phase. She further noted that Ms Halima Letamo's conviction that sustainable progress begins with strengthening people's capacities has remained a guiding principle underpinning the work of the Initiative.

In his final intervention, Mr Alfie Hamid, Cisco noted that the 2026 Global DTC Workshop and ATC Annual Meeting demonstrated the depth of collective commitment and the value of contributions across the ATC and DTC communities. He conveyed a strong sense of shared purpose, where participants are committed to move forward together, with a spirit of openness and exchange serving as a basis for addressing challenges pertaining to digital skills development. Mr Hamid described the partnership with ITU as one of mutual benefit, built on shared objectives and complementary roles. Appreciation was expressed for the leadership of Ms Teltscher for guiding and sustaining the cohesion of the communities.

On behalf of the Director of the ITU Telecommunication Development Bureau (BDT), Dr Archana Gulati, Deputy to the Director, BDT, commended participants for their active engagement throughout the four-day workshop, noting that their contributions enabled the achievement of shared objectives

related to knowledge exchange, capacity strengthening, and collaboration. She stated that the Global DTC Workshop and ATC Annual Meeting are a unique platform for experience-sharing, bringing together ATC and DTC representatives as key implementing partners whose perspectives ground the programmes in real impact on communities. Dr Gulati expressed appreciation to the ITU partners for their continued support and alignment with ITU's vision. BDT's ongoing commitment to advancing the ATC programme and DTC Initiative was reaffirmed, in line with its mandate under the Baku Action Plan, alongside a call for sustained collective engagement to accelerate digital skills development, bridge digital divides, and translate shared commitments into tangible outcomes.

Annex 1: Programme agenda

Time	Tuesday, 21 April 2026 <i>(ITU Montbrillant Building, Innovation Hub)</i>
12:00 – 14:00	Arrival and registration of participants <i>Participants arrive to the venue and pick-up their badges at the registration desk (ITU Montbrillant Building: 2, rue de Varembé, 1202, Geneva)</i>
14:00 – 14:45	Opening <ul style="list-style-type: none"> • Welcome remarks by Dr Cosmas Luckyson Zavazava, Director, Telecommunication Development Bureau, ITU • Remarks by Dr Garif Yalak, Executive Board Member, Cisco Switzerland Moderator: Ms Susan Teltscher, Head, Capacity and Skills Development Division, ITU Group photo
14:45 – 15:30	ATC-DTC introductions and networking This interactive segment will consist of an energiser and warm-up exercise that will give ATC and DTC participants the opportunity to get to know each other or simply get reacquainted. In pairs, participants will meet each other to exchange postcards and share information and insights about their work and institutions. Their mission will be to collect as many postcards by the end of the allocated time (30 minutes) . Plenary debrief (10 minutes) Moderators: <ul style="list-style-type: none"> • Ms Robyn Fysh, Senior Digital Skills Officer, ITU • Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU
15:30 – 15:50	Coffee break
16:00 - 16:35	Updates on the DTC and ATC programmes and objectives of the workshop This session will provide an overview of the progress and key milestones achieved by each of the Digital Transformation Centres (DTC) Initiative and the ITU Academy Training Centres (ATC) programme, since the 2025 Global DTC Workshop and ATC Annual Meeting. It will also introduce the methodology of the two meetings, explaining the rationale behind the structure and design of the sessions. Mentimeter (5 minutes)

	<p>Presentation (15 minutes)</p> <ul style="list-style-type: none"> Ms Susan Teltscher, Head, Capacity and Skills Development Division, ITU <p>Q&A (10 minutes)</p>
16:35 - 17:00	<p>Mapping expectations together</p> <p>The session will start with a quick debrief of the pre-meeting poll and will continue with an exercise to unpack participants' expectations of the meeting and build a common sense of accountability. Participants will be invited to reflect on progress made since the 2025 ATC-DTC meeting and share the key factors that they consider essential to ensuring a successful workshop.</p> <p>Moderators:</p> <ul style="list-style-type: none"> Mr Gustavo Fonseca-Ribeiro, Junior e-Learning Officer, ITU Ms Sara Bennouna, Junior Digital Skills Officer, ITU
17:30 – 18:30	Welcome cocktail: Satellite Restaurant, ITU Tower 15th floor
Time	Wednesday, 22 April 2026 <i>(ITU Montbrillant Building, Innovation Hub)</i>
09:00 – 11:00	<p>DTCI partners roundtable discussions</p> <p>In small groups, ITU and DTIC partners will come together. During the roundtable discussions, DTIC partners will share key updates since the last Global workshop, as well as new content available under the DTC Initiative. In advance of the session, DTCs have been asked to submit their questions for DTIC partners via an online form. These questions will be shared with the partners in advance, and will allow all participants to engage in a lively conversation.</p> <p>Station 1: ITU and Cisco</p> <ul style="list-style-type: none"> Ms Robyn Fysh, Senior Digital Skills Officer, ITU Mr Alfie Hamid, Head of Global Strategic Partnerships, Cisco Networking Academy <p>Station 2: ST Foundation, HP, Digital Skills Factory (DSF)</p> <ul style="list-style-type: none"> Ms Giovanna Bottani, Director of Operations, ST Foundation Mr Markus Schwertel, Director, Government Affairs & Public Policy, HP Ms Annemijn Perrin, Chief Executive Officer, Digital Skills Factory (DSF)
11:00 - 13:00	<p>DTC consultation sessions with ITU and Cisco</p> <p>DTC participants will engage in one-to-one conversations with ITU and/or Cisco representatives, during which DTC participants will present their training plans, concept notes, reports, and unpack challenges related to planning and implementation.</p>

	<p>DTC knowledge corner (in parallel with the consultation sessions)</p> <p>Responding to requests from DTC workshop feedback, this segment will give the DTCs the opportunity to deep dive into each other's work in an interactive way. DTCs (those not engaged in the consultations) will take turns introducing the work of their centres to other participants through short, focused interventions. Beyond each presentation, the session will allow space and time for DTCs to exchange with and ask questions of their peers.</p>
13:00 – 14:00	Lunch break (ITU cafeteria)
14:00 - 15:30	<p>Common themes in training evaluation results conducive to best practices (joint ATC-DTC knowledge exchange session)</p> <p>Working in small groups, ATC and DTC participants will unpack common trends related to end-of-training evaluation results leading to best practices. This session will foster peer learning across the ATC and DTC networks to discuss areas of successful training related to: course design, delivery and set-up.</p> <p>Moderators:</p> <ul style="list-style-type: none"> • Mr Alex-Kojo Boahoma, Capacity and Digital Skills Development Officer, ITU • Ms Praachi Kumar, Associate Capacity Development Officer, ITU
15:30 – 15:50	Coffee break
15:50 – 17:00	<p>Gamification: innovative practices in training (joint ATC-DTC session)</p> <p>This session will focus on the best practices and approaches to gamification that the ATC in Peru - the Instituto Nacional de Investigación y Capacitación de Telecomunicaciones - Universidad Nacional de Ingeniería (INICTEL-UNI) has designed and integrated into its in-person workshops.</p> <p>Presentation (25 minutes)</p> <ul style="list-style-type: none"> • Ms Iris Magally Pretel Trejo, Training Specialist, INICTEL- UNI <p>Open floor: Q&A and discussion (30 minutes)</p> <p>Moderator: Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU</p>
Time	Thursday, 23 April 2026 <i>(Giga Connectivity Center)</i>
08:30 - 09:00	<p>Arrival and registration of participants</p> <p><i>Participants arrive to the venue and pick-up their badges (Campus Biotech, chemin des Mines 9, 1202, Geneva (Office B2.03))</i></p>



<p>09:00 – 10:00</p>	<p>"Ask me anything": Solution-seeking activity (joint ATC-DTC session)</p> <p>This session will enable a collaborative space for the ATCs and DTCs to reflect on common challenges faced in the implementation of their activities. Through peer exchanges and guided discussions, participants will identify common bottlenecks, explore feasible and context-appropriate solutions, and examine how these solutions can be applied in practice.</p> <p>Moderators:</p> <ul style="list-style-type: none"> • Ms Susan Teltscher, Head, Capacity and Skills Development Division, ITU • Mr Alfie Hamid, Head of Global Strategic Partnerships, Cisco Networking Academy
<p>10:00 – 11:00</p>	<p>DTC programme: Overcoming existing challenges</p> <p>Building on the ATC-DTC joint session with the same focus ("Ask me anything"), in small groups, DTCs will be encouraged to share lessons learned from their own experiences, support problem solving issues for other DTCs, highlighting what has worked, what has not and why, to strengthen collective learning across centres.</p> <p>Preparatory work: Before the workshop, DTC participants will be asked to prepare 2-3 challenges that they would like to discuss and solve together with other DTCs.</p> <p>Moderator: Ms Sara Bennouna, Junior Digital Skills Officer, ITU</p>
<p>11:00 – 11:20</p>	<p>Coffee break</p>
<p>11:20 – 13:00</p>	<p>DTCI Impact assessment methodology: Lessons learned</p> <p>This session aims to draw practical lessons from the three DTCs that have piloted the DTCI impact assessment methodology and to identify improvements to the methodology and tools to support wider adoption across the DTC network. By the end of the session, participants should collectively identify:</p> <ul style="list-style-type: none"> • Key lessons learned from the pilot implementation • Best practices for conducting the impact assessment • Recommendations to improve the methodology and tools • Practical insights for DTCs planning to implement the methodology <p>Brief update from ITU on the piloting of the impact assessment methodology (10 minutes)</p> <ul style="list-style-type: none"> • Presentation by Mr Alex-Kojo Boahoma, Capacity and Digital Skills Development Officer, ITU

	<p>Small group discussion facilitated by the DTCs in Rwanda, Senegal and Sierra Leone (45 minutes)</p> <ul style="list-style-type: none"> • Mr Innocent Asimwe Mudenge, Chief Operations and Strategy Officer, Rwanda Information Society Authority (RISA) • Mr Sada Kane, Computer Engineer and Trainer, Concept • Mr Mohamed Mustapha Dumbuya, Director, Bridge the Digital Divide Sierra Leone (BDD-SL) <p>Plenary debrief (25 minutes)</p> <p>Moderator: Mr Alex-Kojo Boahoma, Capacity and Digital Skills Development Officer, ITU</p>
13:00 – 14:00	Lunch break (Giga Connectivity Center Cafeteria)
14:00 - 15:30	<p>Mapping DTCL learning pathways</p> <p>This session will result in the DTC-led development of coherent digital skills learning pathways. Participants will examine practical approaches to structuring learning pathways that respond to the needs of beneficiaries and strengthen alignment with labour market and national development priorities. In small groups, DTCs will develop learning pathways for specific learner groups which will be validated. The result of this session will be draft learning pathways with DTCL content which will be a readily available resource for all DTCs.</p> <p>Moderator: Ms Robyn Fysh, Senior Digital Skills Officer, ITU</p>
15:30 – 18:00	Social activity (the activity will take place in the Geneva city centre)
Time	Friday, 24 April 2026 <i>(ITU Montbrillant Building, Innovation Hub)</i>
09:00 - 10:30	<p>Looking ahead: Advancing the ATC and DTC programmes</p> <p>This session will consist of a reflection exercise through which ATC and DTC participants will look back at the various sessions and draw key takeaways, best practices and how these can be applied in the context of their respective institutions.</p> <p>Moderators:</p> <ul style="list-style-type: none"> • Ms Robyn Fysh, Senior Digital Skills Officer, ITU • Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU
10:30 – 10:50	Coffee break
10:50 - 12:00	Feedback and open mic' (15 minutes)



ATC and DTC participants will be invited to share their feedback on the meetings by responding to a short evaluation form as well as by sharing, in the plenary, their final thoughts, reflections and key takeaways.

Moderator: Mr Alex-Kojo Boahoma, Capacity and Digital Skills Development Officer, ITU

Summary and closing (40 minutes)

- Meeting summary by Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU
- Remarks by Mr Alfie Hamid, Head of Global Strategic Partnerships, Cisco Networking Academy
- Closing remarks by Ms Archana Gulati, Deputy to the Director, Telecommunication Development Bureau (BDT), ITU

Annex 2: List of participants

DTC participants

Country	DTC name	Representative	Designation
Cote d'Ivoire	Ecole Multinationale Supérieure des Postes (EMSP)	Mr Lucas Yao	Senior Project Manager
Dominican Republic	Centros Tecnológicos Comunitarios (CTC)	Mr Nelson Manuel Nunez	Head of Technological Training
Ghana	Ghana Investment Fund for Electronic Communications (GIFEC)	Mr Kafui Yao Doh	Senior Manager and Head of Partnerships
Ghana	Ghana Investment Fund for Electronic Communications (GIFEC)	Mr Andrews Amanor Akiti	Senior Manager, Programmes
Indonesia	Agency for Human Resources Development, Ministry of Communications and Digital	Mr Bonifasius Pudjianto	Head
Indonesia	ICT and Training Development Center (BPPTIK)	Mr Hamdani Pratama	Head
Malaysia	Malaysian Communications and Multimedia Commission (MCMC)	Mr Hilmy Mustafa	Deputy Director, NADI Division
Morocco	Agency for Digital Development (ADD)	Ms Salma Karim	Head of Human Capital & Innovation Department
Nigeria	Digital Bridge Institute (DBI)	Mr. Paulinus Okey Ugwoke	Coordinator and Group Head, Research, Innovation, and Consultancy Department
Pakistan	Virtual University of Pakistan (VU)	Mr Ehsen Puri	Director, ICT
Rwanda	Rwanda Information Society Authority (RISA)	Mr Innocent Asimwe Mudenge	Chief Operations and Strategy Officer
Senegal	Concept	Mr Sada Kane	Computer Engineer and trainer
Sierra Leone	Bridge the Digital Divide Sierra Leone (BDDSL)	Mr Mohamed Dumbuya	Executive Director

Trinidad and Tobago	Ministry of Public Administration and Artificial Intelligence (MPAAI)	Dr Andrea Kanneh	Manager, Performance and Engagement, Digital Performance and Engagement Unit
Uganda	Uganda Institute of Information and Communications Technology (UICT)	Mr Francis Bwire	Administrative Officer
Zambia	SMART Zambia Institute (SZI)	Ms Chunga Manzi	Digital Skills and Capabilities Officer
Zambia	SMART Zambia Institute (SZI)	Mr Brian Nawa	Principal Digital Skills and Capabilities Officer

DTCI partners

Partner organization	Representative	Designation
Cisco	Mr Alfie Hamid	Senior Manager, Global Partnerships
ST Foundation	Ms Giovanna Bottani	Director of Operations
HP	Mr Markus Shwertel	Director, Government Affairs & Public Policy
Digital Skills Factory	Ms Annemijn Perrin	Chief Executive Officer
Digital Skills Factory	Mr Timothy Timbity	Director of Partnerships

ITU staff

Name	Functional title
Ms Susan Teltscher	Head, Capacity and Digital Skills Development Division
Ms Robyn Fysh	Senior Digital Skills Officer
Mr Alex Boahoma	Capacity and Digital Skills Officer
Ms Sara Bennouna	Junior Digital Skills Officer
Ms Liying Zhang	Digital Skills intern

Annex 3: Workshop 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 DTC delegates follows below.

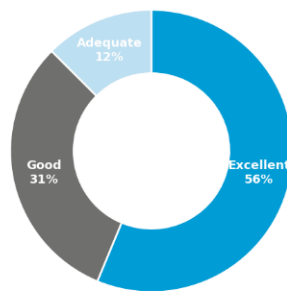
Quantitative feedback

1. Content and conduct of the workshop

How would you evaluate the Global DTC Workshop overall?

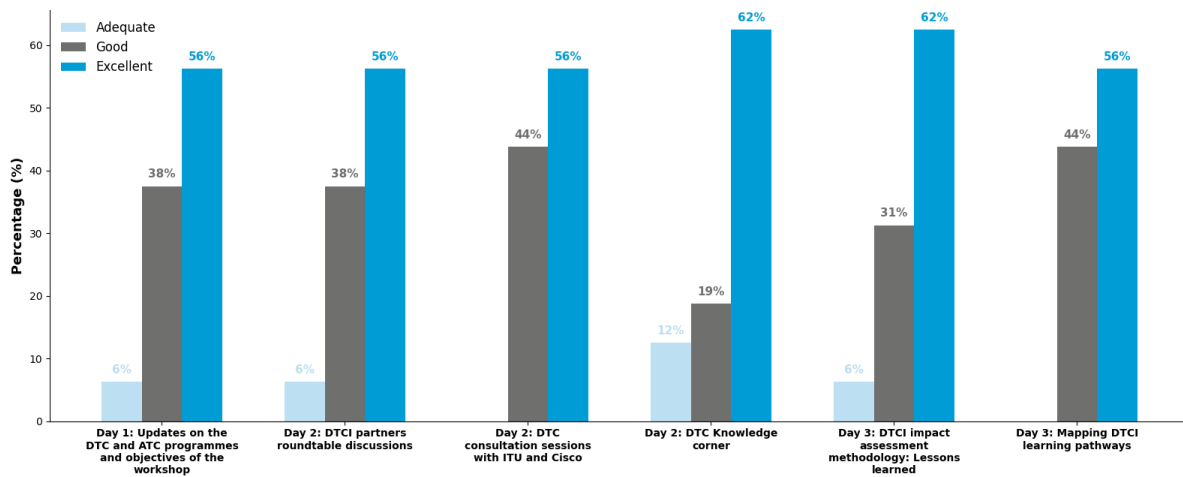


Time for discussion and participation

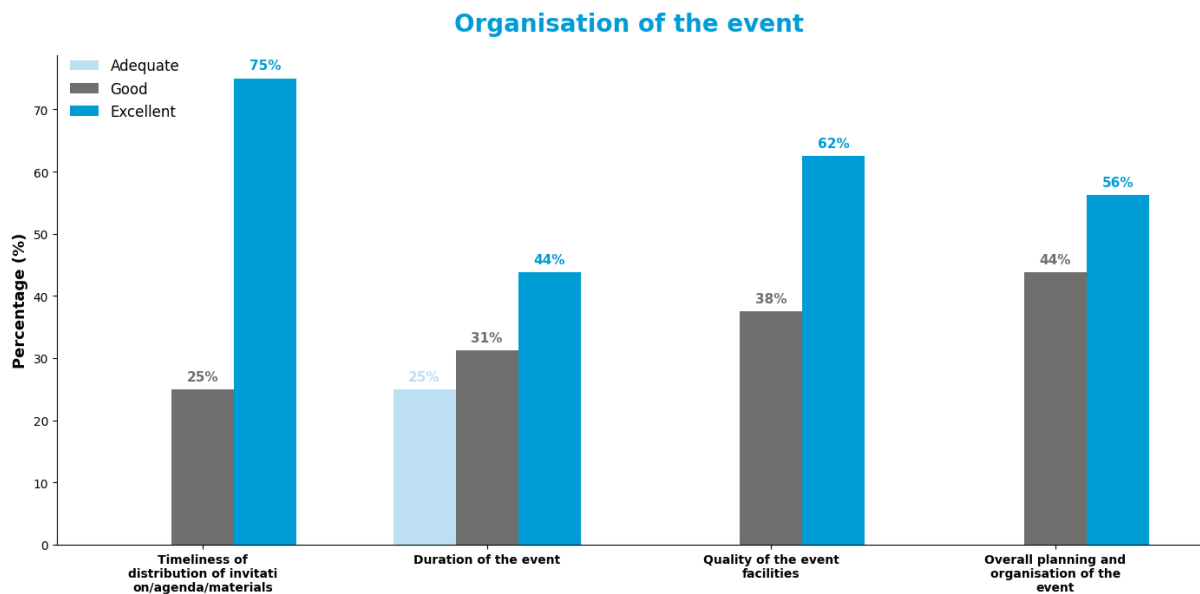


2. Quality and usefulness of agenda items

Quality and usefulness of agenda items



3. Organisation of the event



Qualitative feedback

Relevance of the meeting

Participants most frequently identified the Mapping DTCI Learning Pathways sessions as the most useful component of the meeting, highlighting their practical value and relevance for strengthening implementation approaches. Other highly valued elements included the DTCI Impact Assessment, Knowledge Corner, and DTCI partners roundtable discussions, which provided opportunities for knowledge sharing, peer learning, and collaboration. Respondents also appreciated the interactive nature of the meeting, particularly the joint ATC–DTC sessions, which encouraged exchange of experiences.

Ideas for improvement

Participants generally praised the workshop and recommended allocating more time for discussions, group work, and knowledge-sharing activities, particularly the Mapping DTCI Learning Pathways sessions. Respondents also requested more practical content, including case studies, technical presentations, and discussions on the use of AI for DTC activities. Several participants emphasized the value of collaboration between DTCs and ATCs and suggested more networking opportunities, virtual follow-up meetings, and improved room arrangements to support group discussions and interaction.

Event organization

Participants generally expressed positive feedback regarding the organization of the meetings, with many describing the event as well organized and engaging. Key suggestions for improvement included allocating more time for collaboration and discussions, extending the meeting duration, and allowing longer preparation time for administrative and travel

arrangements. Some respondents also recommended separate English/French sessions to better support participation and communication among different groups.

The workshop in one word

