



DICT
DEPARTMENT OF INFORMATION AND
COMMUNICATIONS TECHNOLOGY



**Digital
Transformation
Centres**



Global DTC Workshop: Accelerating Digital Skills Development

9 – 11 MAY 2023

CEBU CITY, PHILIPPINES

FINAL REPORT



INTRODUCTION

The Global DTC Workshop 2023 took place in Cebu City, Philippines from 9 to 11 May 2023. It was organised by ITU and Cisco, in partnership with the Department of Information and Communication Technology (DICT) of the Philippines.

The workshop discussed the implementation of the initiative and explored new ideas to support the work of the Digital Transformation Centres (DTCs). Issues discussed covered both the strategic and operational aspects relating to the implementation of the DTCI and the role of the DTCs in achieving the objectives of the initiatives. The topics ranged from overview of DTC work, skills development strategies, sustainability models through to measuring and reporting impact.

The workshop brought together 35 participants comprising of 16 representatives from 12 DTCs, five (5) partners of the Initiative from the public and private sector, nine (9) local participants from the Government of the Philippines as well as five (5) ITU Staff.

The list of participants is attached to this report as Annex 1.

Further information, including the agenda, the presentation slides and photos are available at:

<https://academy.itu.int/itu-d/projects-activities/digital-transformation-centres-initiative/workshops/global-dtc-workshop>



TUESDAY, 9 MAY 2023

Opening ceremony

Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU, started her welcome remarks by thanking the Department of Information and Communication Technology (DICT) of the Republic of the Philippines for hosting and welcoming all participants. In her remarks, she emphasized the significance of digital skills and the need to prioritise the development of these skills to bridge the digital divide. Due to the fast pace of the digital revolution, it has become more critical to increase the training delivered to reach more citizens who need the skills and knowledge that can improve their livelihoods. She also highlighted the importance of partnerships and stakeholders, while considering the risks and dangers associated with the digital world which need to be taken into consideration when designing digital literacy and skills programmes. She highlighted the importance of capacity and skills development for the ITU membership, as outlined in the outcome documents of the ITU World Telecommunication Development Conference 2022 and the ITU Plenipotentiary Conference 2022. Finally, she recalled that one of the main objectives of the workshop was to further develop the DTC community and invited all participants to actively engage and share their experiences.

Mr Alfie Hamid, Senior Manager, Global Partnerships, Cisco, highlighted the significance of the Cisco Networking Academy program to support partners, including DTCs, in addressing the skills gap and empowering individuals with the skills needed for the future. He shared the success of Cisco NetAcad program, which is a global initiative that has reached 17 million people, providing training with a purpose, which is to equip individuals with skills for employment. He also highlighted the need to take a conscious approach in addressing the digital gender divide. Cisco is dedicated to creating a more inclusive future and is leveraging its global reach and influence to make a meaningful impact.

In her opening remarks, Ms Maria Teresa Camba, Assistant Secretary, DICT, Philippines, expressed gratitude to ITU, Cisco, and DTC representatives from across the regions. She welcomed all participants to the third annual workshop and expressed DICT's commitment to fulfilling its obligation in developing the digital skills of underserved communities in the Philippines. She was grateful that the work of DICT was recognised at WSIS, specifically the Tech4Ed centres. She shared that the Tech4Ed centres are now transforming to Digital Transformation Centres. Ms Camba highlighted the importance of collaboration from partners to build better DTCs. She encouraged mutual learning to build better digital transformation centres and ended her speech by showing a short video from the Zamboanga peninsula in the southern part of the Philippines, where the first DTCs were launched. The video provided an overview of the DTCs (equipment, capacity) currently operating in five cities and showcased some the work undertaken to bridge the digital skills gap in the Philippines. Zamboanga City's digital hub was also recognized as WSIS champion in 2020 and the city will soon be home to a DTC for women and persons with disabilities.

Agenda item 1: Introduction and setting the scene

In this session, ITU provided first a global overview of the DTC initiative. The main objectives of the Initiative and the importance of increasing digital skills among citizens for bridging the digital divide and supporting countries in their path to digital transformation were highlighted. The session also looked at progress made on the action areas agreed upon in previous DTC meetings and highlighted the objectives of the workshop.

The persistent digital divide particularly in developing countries was demonstrated with 36 per cent of individuals in Least Developed Countries (LDCs) using the Internet compared to 66 per cent globally, highlighting the gap between access to the Internet and usage of the Internet. These Internet usage gaps, which are highest in LDCs and low-income countries, are attributed to several factors including high cost

of Internet, but the main barrier today is the lack of skills and knowledge to use the internet. These Internet usage gaps, which are highest in LDCs and low-income countries, are attributed to several factors including the high cost of the Internet, but the main barrier today is the lack of skills and knowledge to use the internet. Furthermore, less than 50 per cent of the population in low-income countries own a mobile phone, and only 6 per cent of households in rural areas in Africa have Internet access. This current situation highlights the continuing high relevance of the DTC initiative and the need to deliver basic digital literacy and skills training to underserved communities.

In terms of updates since the previous workshop, community building activities continued, with a number of virtual meetings for the DTCs held to share experiences and learn from each other. Overall, the initiative reached approximately 190,000 course participants since the start of the programme. Discussions with partners have progressed as will be discussed later in the workshop. With the support of ITU and its partners, DTCs implemented a range of training courses for citizens and trainers, and further such activities, as well as stakeholder engagement workshops, are planned for the current year. Finally, ITU outlined the main objectives of the workshop, namely, to continue building the DTC community, share experiences, identify needs and gaps, co-create solutions to strengthen the work, and identify areas of support needed by the DTCs from the DTIC partners.

The presentation by Cisco highlighted the role of Artificial Intelligence (AI) and its implications for jobs, especially open AI. Certain jobs are exposed and vulnerable due to the introduction of AI. This is going to be even more challenging for marginalized individuals, especially the young, women and people with disabilities. This provides a challenge for DTCs in relation to how they stay relevant.

In response to these emerging challenges, the Cisco NetAcad is providing tools, by focusing courseware on skills for jobs. Through the NetAcad, a full training curriculum is already available and DTCs only need to adopt these courses and start training their citizens. There are flexible choices for learners on the NetAcad.

Cisco together with ITU are working towards partner mobilization by organizing a workshop with telecommunication companies at the end of May 2023. An initial executive roundtable meeting was held with some Telcos at Mobile World Congress in Barcelona in February 2023, where the attending Telcos expressed interest in supporting the DTCs. The meeting that is being planned in May will be a follow-up to the Barcelona meeting.

Agenda item 2: Building the DTC community

This session was conducted in the form of a speed-chat where the participants had an opportunity to introduce themselves to each other in a one-on-one conversation. The participants also shared outstanding achievements they had in 2022-2023. This session served as an icebreaker, but also as an opportunity to initiate exchange of information across the DTCs.

Agenda item 3: Sustainability models

In this session, participants discussed different requirements needed to ensure sustainability of the DTC operations, ranging from stakeholder support, partner outreach and resource mobilization to sustainable infrastructure for training delivery and models for impact assessment. The session was conducted in the form of simultaneous group discussions where some DTCs shared their operating models relating to donor mobilisation, engagement with the private sector, stakeholder engagement and mobilising stakeholder buy-in. The following discussions emerged under each of the group discussions.

Topic 1: Mobilising donors (RISA, Rwanda)

A Government Digital Development Strategy provides a conducive environment for engagement with donors. The strategy includes other sectors providing the donor with the possibility to impact more than one sector. RISA collaborated with donors to fund the digital ambassadors programme with which the DTC build capacity in eth country to rollout digital skills training to Citizens. Donor support was an important part of ensuring continuity of the training.

A demand for citizen training in ICTs should also be in place. This can be facilitated by automating government services, increasing demand for upskilling young people, changing curriculum and reskilling, and including marginalised populations.

In the case of Rwanda, all government services would be put online, which means that citizens need to be trained. Digital skills training target for youth is 100 per cent and 60 per cent for other citizens. In the country, the government had been relying on its own resources to implement ICT activities until 2017, when discussions started with the World Bank, KOICA, GIZ, ITU and UNICEF. These resulted in funding support for the achievement of targets within the Digital Development Strategy. Once funding was secured from one donor, other donors came onboard to support the achievement of the Strategy.

RISA's experience highlighted that face-to-face training is needed to effectively reach beneficiaries. Programmes such as the Digital Ambassadors programme, funded by external resources, can help recruit youth to be trained through ToT activities and who then become responsible for training 100 citizens per month. These Digital Ambassadors are equipped with mobile phones, computers, data, and travel support to deliver digital skills training to communities. Cooperatives were approached to facilitate local buy-in.

Topic 2: Engagement with the private sector (UICT, Uganda)

UICT collaborated with the private sector to train citizens which enabled them to reach areas where they did not have physical facilities. This model, together with the availability of the trucks, assists the DTCs to reach their long-term goals and become sustainable. Discussions focused on how to effectively engage the private sector, in particular telecommunication companies, taking into example the case of UICT Uganda. The DTC has been successful in engaging Huawei to become an academy under Huawei's digital skills development programme.

UICT's experience showed that government support is essential as the DTC's application to become an academy was endorsed by the Ugandan Ministry of ICT and National Guidance. UICT liaised with Huawei to obtain a mobile lab/digi truck which will be used for training rural populations and hard to reach communities. The Ministry of Women and Gender has also been providing support to women and young people. The role of Huawei academy is to provide training to policy and high-level beneficiaries, whereas the DTC Initiative is used to target underserved communities. Later in 2023, a needs assessment exercise will be conducted with the support of ITU and China.

When engaging with the private sector, DTCs may be faced with the challenge of limited visibility as their collaboration with telcos might have restrictions on advertising and promoting their organisation. For instance, UICT is not allowed to display its logo or products on the Digi truck, which opened the conversation on the importance of safeguarding branding and identity when partnering with the private sector.

Discussions also focused on outreach approaches and criteria used to select trainers and beneficiaries of the programme, and covered organizational aspects such as training modality, duration, and content.

Topic 3: Co-designing of strategies towards stakeholder buy-in (GIFEC, Ghana)

GIFEC designed a strategy for stakeholder engagement which was done through collaboration with the relevant stakeholders. This process assists with buy-in from the stakeholders who were part of the strategy development exercise and ensures all parties are onboard with what is expected of them. The availability of the strategy assists GIFEC with smooth implementation of their training plans.

Using GIFEC's case, discussions addressed the requirements and modalities to design stakeholder buy-in strategies. In this process, stakeholders need to be mobilized at both national and local level. National stakeholders work on policy related issues while local-level stakeholders are responsible for providing direct support for citizens training. At the local level, stakeholders may range from trade associations, training facilitators and, school management to households and local government authority.

Challenges confronting meaningful stakeholder engagement include the resistance from local communities and local actors, the need to receive permission from local leaders which is not always possible nor guaranteed. Based on GIFEC's experience, there is also a trade-off, for most participants, between participating in training sessions and attending to their economic activities/obligations, which hinders full participation over the training period.

GIFEC responded to these challenges by initiating a conversation to highlight the benefits of using online resources to reduce costs, in today's digital economy and society. The DTC also provides fellowships and a transportation subsidy as an incentive to sustain beneficiaries' interest in the training and ensure retention of course participants. In addition, separate sessions are organised for each category of beneficiaries to address their specific needs.

Topic 4: Planning and implementing stakeholder engagement activities (SZI, Zambia)

This discussion covered the steps and actions needed to plan stakeholder engagement activities, focusing on SZI's experience of planning stakeholder engagement workshops. The specific objectives as well as expected outcomes need to be outlined and matched with existing resources (financial, human). SZI also defined a timeline and proceeded with logistical aspects necessary for the smooth running of the workshop. Afterwards, the DTC identified the most relevant participants among current or potential stakeholders, by defining a "stakeholder profile" and conducting additional research.

Discussions emphasised the need to outreach to stakeholders and provide them with an overview of the DTC Initiative and SZI training programmes, prior to securing their buy-in. Stakeholders currently collaborating with SZI have been providing in kind support, training, and publicity. Collaboration included the delivery of training for Girls in ICT with Airtel. One key theme during the discussion was how SZI was able to collaborate with Airtel. It took time and much discussion which eventually in the collaboration. One key challenge was trying to convince the stakeholders to engage in SZI activities and what they would be able to benefit from being part of the exercise.

Welcome message from BDT Director

Mr Cosmas Luckyson Zavazava, Director, Telecommunication Development Bureau, ITU, connected remotely to greet and welcome the participants. In his message, He expressed thanks to the founding partner Cisco and to the Government of the Republic of the Philippines for co-organizing the workshop. His remarks addressed the importance of accelerating digital skills development and connecting the unconnected from underserved communities, as the DTCL is entering the fourth year since its launch in September 2019. In a world that is fast-tracking its digital transformation, bridging the digital skills gap

through capacity development is even more crucial to prevent marginalised groups from being further left behind. Mr Zavazava reiterated the relevance and meaningfulness of the DTCl and thanked the DTCl for their continued commitment to connecting and empowering communities. DTCl were invited to use the workshop as a platform to discuss ways and ideas to make the work of the Initiative more impactful; as well as to continue the conversation on how ITU and Cisco can extend their support to the Centres. Mr Zavazava highlighted the need for continuous collaboration and multi-stakeholder partnerships in a post-pandemic world and expressed appreciation to Cisco for their support to the DTCl and their engagement in mobilising partners, including Telecommunication companies. Mr Zavazava announced that ITU and ST Microelectronics Foundation have recently signed an agreement to collaborate within the framework of the DTCl and provide additional digital skills content for the DTCl. He hoped that by keeping the door open for partnership dialogue and discussions, the Initiative could expand its reach and deepen its impact on the ground. He concluded his message by wishing the DTCl community a successful workshop.

Agenda item 4: DTCl work on the ground – Overcoming challenges

The session proceeded with presentations delivered by DTCl representatives (ADD Morocco, PNGUoT, VU Pakistan), in which they shared some of the challenges faced and how they have managed to successfully overcome them. Speakers highlighted initiatives and ideas that allowed them to successfully overcome obstacles, and acknowledged pending issues that are yet to be resolved.

The presenter from ADD Morocco highlighted recurring challenges such as logistics, funding, and quality assurance for produced contents. These challenges were overcome by identifying local partners who have the required experience to carry out content customization exercises and deliver high-quality courses. Investing in hybrid training and blended learning methodologies also proved to be a solution for ADD, as the Centre is currently organizing “caravans” to overcome logistical challenges while meeting the needs of the populations. ADD is also promoting the local dialect via social media and creating new pathways on digital jobs to focus on the needs of young generations.

In relation to PNG, the challenges relate to the extension of network infrastructure for training delivery. The focus of this challenge being on four key pillars which are essential to extending training beyond the university campus and reaching communities, namely: People (leaders and trainers), funds, programmes (relevant training content) and audience (end beneficiaries). The other major challenge is that there are currently no e-government services or processes in place. Although the government has initiated a national e-identification programme, only 20 per cent of the population has registered to date. Such challenges affected the training delivery plans of DTCl PNG. As a result, PNGUoT identified relevant stakeholders who will play a key role in supporting training roll out and delivery. In addition, DTCl PNG intends to reach out to youth from community centers to provide them with the necessary skills. This will be undertaken thanks to partnerships with PNG ICT Cluster, LiteHaus, PNG Computer Society, PNG ICT Meri (Women in ICT) and EU-STREIT programme.

In relation to delivery of training for Persons with Disabilities, Virtual University of Pakistan has been committed to providing training to this target group and to addressing related challenges, which range from limited resources to accessibility issues (access to facilities, content, etc). In relation to delivery of training for Persons with Disabilities, Virtual University of Pakistan has been committed to providing training to this target group and to addressing related challenges, which range from limited resources to accessibility issues (access to facilities, content, etc). The lack of awareness on training opportunities from Persons with Disabilities themselves, and the varying capabilities and levels of learning amongst beneficiaries can also be problematic. Stigma and discrimination resulting from social and traditional barriers also need to be overcome to foster an enabling learning environment. DTCl Pakistan was prompted to adopt a more inclusive approach to its digital literacy training curriculum and accommodate

the needs of Persons with Disabilities by investing in assistive technologies, awareness raising campaigns and promotion, as well as partnership building. The university will continue to offer customized training programmes by engaging in more flexible learning options and applying the Universal Design for Learning (UDL) approach. It will also explore co-creation by seeking feedback from the target audience through an accessibility assessment exercise.

The presentation from Ghana focused on the training needs assessment conducted in Ghana. It highlighted the objective of the assessment which was to draw recommendations on how to adapt existing training courses and tailor them for local beneficiaries as well as to propose new or additional topics for course development. It highlighted the objective of the assessment, which was to draw recommendations on how to adapt existing training courses and tailor them for local beneficiaries as well as to propose new or additional topics for course development. The exercise included a demand-side study to assess the digital skills needs of beneficiary citizens based on their socio-economic priorities, but also a supply-side analysis on existing training content and materials. The assessment was carried out by a consultancy firm and covered five (5) target groups: marginalized communities, out-of-school youth, students, women entrepreneurs, and schoolteachers. The consultants mapped the needs of these beneficiaries and categorized them into the use of digital tools, digital marketing, basic computer skills and technical IT skills. In total, eight course topics were prioritized: Introduction to Microsoft Office, ICT tools, digital entrepreneurship, e-commerce, entrepreneurship, web development, database administration and management as well as programming. The study revealed additional findings, some of which were not expected by GIFEC. For instance, training beneficiaries expressed preference for hard copy multimedia and training materials while for in-person instructor-led training sessions. With regards to language, target groups opted for training settings where materials would be available in English while course contents would be delivered in local languages.

WEDNESDAY, 10 MAY 2023

Agenda item 5: Cisco NetAcad presentation

This session provided an overview of the Cisco NetAcad and Skills for All courses covering requirements for DTCs to register in the NetAcad and Skills for All platforms, course options and new offerings under the Skills for All track.

A live demonstration to showcase the main features of the Skills for All platform was also given with a demonstration of how to access content, navigate the platform as a learner and how to create a class as an instructor.

Clarifications were made that to register for basic and intermediate Cisco courses, there is no need to be affiliated to the Academy Support Centres.

Agenda item 6: Building the DTC community – Poster session

In this session, DTCs were asked to review posters of other DTCs which were pre-prepared prior to the meeting. The DTCs had to post questions, observations, and comments on each other's posters. When they had completed reviewing each other's posters, they were asked to go back to their posters and respond to the inputs they received on their poster. A summary of the posts is shared below.

Questions and comments on DTCs' operating models included the following:

- **Pre-training:** Some DTCs are conducting training needs analysis/assessment on a regular basis to identify specific digital skills gaps that need to be addressed through training. The posters

showcased significant efforts towards mobilising communities, mainstreaming gender, and ensuring inclusiveness among training beneficiaries. Indeed, most DTCs are investing in awareness raising and social media campaigns to create interest among target groups, while other DTCs invest in nation-wide recruiting campaigns ahead of their training programmes (Digital Ambassadors).

- **Beneficiaries:** The overall approach to DTC training activities is people centric as the Centres focus on concepts and processes to empower specific target groups (e.g. youth, women, persons with disabilities). These concepts include the Digital Ambassadors (EMSP Cote d'Ivoire, RISA Rwanda), Digital Change Agents (UICT Uganda), as well as tailored training pathways towards employability. DTCs also explore various ways to maintain engagement level among course participants and ensure training completion such as regular follow ups or incentive mechanisms etc.
- **Post-training:** DTCs are aware of the importance of effective monitoring and evaluation for impact measurement. In addition to collecting and analysing data on course participants, efforts focus on post-training follow-up and tracking of participants. Some DTCs are also investing in communicating the impact of their work and achievements through social media campaigns, documenting stories from beneficiaries and collecting learners' testimonials.
- **Sustainability:** The posters highlighted that ensuring sustainability and scalability of training activities is a priority for the DTCs. Most Centres have been engaging with potential partners and donors (International Organizations, private sector), and government support and endorsement have been instrumental in these processes.
- **Innovation and emerging technologies in training:** A few DTCs have already been mainstreaming innovative solutions in their training delivery either by relying on low-tech solutions or traditional media (training through radio stations) or by leveraging emerging technologies (AI, VR, automation tools). Some DTCs have also introduced a gamified approach to make training deliveries more engaging and interactive.

Photos providing more details on the posters are available in Annex 2.

Agenda item 7: Dialogue with DTCL partners

This session served as an opportunity for current partners of the DTCL to provide updates and share progress on their ongoing partnerships with the DTCs. New partners also introduced new opportunities for partnering with the DTCs for training delivery as well as content development and customisation.

An update on the ILO Service Tracker tool was given by ITU. The tracker's main purpose was to act as a monitoring tool that would allow DTCs to follow up on their trainees' post course completion. The application allows training administrators to send simple surveys using an intermediary service provider which functions like a virtual SIM card. Although the service tracker application is free of charge, DTCs will need to set-up an account on the Twilio website and bear the cost of SMS sending. DTCs will need to explore SMS pricing for their respective countries before creating an account. To this date, ITU has not yet engaged with the service provider but will continue to work closely with ILO to avail this monitoring solution should the DTCs wish to use it.

The representative from ST Foundation, which has recently signed an agreement with ITU to partner under the DTC Initiative, provided an overview of their programme. Similar to ITU, the ST Foundation programme has a mandate of bridging the digital skills gaps through capacity building and training development. The organisation has a flagship programme named “Digital Unify Program” which aligns with the DTCI and the DTCs’ operational models. ST Foundation’s course portfolio ranges from basic to intermediate and advanced levels, for different target audiences (kids, adults, visually impaired persons). The course on “Introduction to Computer Basics for Visually Impaired” (ICBVI) was launched in Senegal and is being rolled out by ST Foundation’s partner on the ground (Concept NGO).

The ICBVI course was introduced to the DTCs in the session highlighting the new skills and opportunities brought by assistive technologies to the education landscape. These technologies have now advanced and assistive solutions can even be utilized at low cost (or free of charge). The need for guidelines to guarantee an inclusive availability, access, and usability of these applications for persons with visual impairment was emphasized. In this context, ICBVI was designed as a first-step course to bring the digital world closer to this target group. One of the challenges was to conceptualise the course in different types of scenarios of training delivery: online, offline, or when Internet access is not available.

Digital Skills Foundation (DSF), a partner to the DTCI whose mandate is to foster an inclusive future through digital literacy introduced their training portfolio, which is internationally accredited and aligned with ITU and UNESCO standards. Within the DTCI, DSF avails two learning pathways for the DTCs at no cost: Digital Skills Passport Essentials (basic level) and the Digital Skills Passport Professionals (intermediate level). As of May 2023, five (5) DTCs, namely SENAREC, VU Pakistan DICT, RISA, and UICT have been using DSP licenses, with over 300 users registered on the platform. DTCs were encouraged to request licenses and contribute to imparting digital skills and knowledge within their communities.

The representative from UNDP Istanbul International Center for Private Sector in Development (IICPSD) introduced the HP-LIFE e-learning programme. As part of its partnership with HP Foundation to promote entrepreneurial skills development activities and enhance existing programmes and projects, IICPSD runs a Global Support Programme. This programme includes train-the-trainer programmes and programmatic capacity development as well as subject matter training courses. It is in this context that IICPSD is collaborating with ITU under the DTCI to equip the DTCs with relevant entrepreneurial skills and tools. In March 2023, an orientation session on the HP-LIFE programme was organised for English and French-speaking DTCs and will be followed by a 3-day train-the trainer (online).

DTCs welcomed the new partnership with ST Foundation. Representatives from DTC Ghana (GIFEC), DTC Indonesia (BPPTIK) and DTC Philippines (DICT) expressed interest in the ICBVI course.

Participants were reminded by ITU of the mandate of the DTCs and ITU’s commitment to reaching underserved communities and the most marginalised populations. The tremendous potential of DTC focal points who have been entrusted with a significant mission and who benefit from institutional support, government endorsement and resources to carry it out was highlighted. The DTCs were reminded that even though their countries may have different priorities in terms of target groups and beneficiaries, they share a similar end goal.

Agenda item 8: Engaging on DTC operational plans

This session consisted of one-to-one conversations between the DTCs and ITU/Cisco staff, during which DTC training plans and reports were discussed, and priorities from DTCs identified in terms of support they need from ITU and its partners. The session unpacked challenges related to the planning and implementation of DTC activities and shed lights on context-specific information for each centre.

The consultations also uncovered fundamental differences between the DTCs in terms of activities and priorities (target groups, focus of training and content), and overall ecosystem (national context and priorities, stakeholders, current or potential donors, other partners). Together with each DTC representatives, ITU and Cisco analysed current needs and gaps ranging from facilities and infrastructure to training content and delivery and provided responses to some questions and request for support.

The following activities were identified as common priorities among the DTCs where future support from ITU and its partners will be needed:

- Train-the-trainer programme;
- Citizens' training: Financial support is needed to cover instructors' training fees, and the cost of transport, accommodation and catering for citizens and participants;
- Provision of equipment for the training centres (laptops, modems) and ensuring security;
- Promotion and awareness-raising on the work of the DTCs, such as outreach activities to the local communities to raise interest and recruit training participants;
- Localization of training courses;
- Training needs assessment; and
- Additional course content

THURSDAY, 11 MAY 2023

Agenda item 9: Measuring and communicating the impact of training interventions

The session re-visited the impact indicators discussed during the DTC on-boarding workshop in 2020, which include employment opportunities, job creation, ICT use, progress along learning pathways. DTCs discussed their impact stories with each other and pitched sample stories for publication by the ITU. The DTCs were provided with tips to make their story compelling, emotionally engaging, and able to attract interest from external parties. The purpose of this activity was to showcase the work of the different institutions and how their training programs have impacted the lives of individuals and communities.

The outcome indicator measurement methods and tools currently used by DTC Ghana, was presented, with an explanation that multiple measures have to be used when measuring impact to track the well-being of different populations. In this respect, GIFEC proposes to assess the various aspects of well-being related to digital skills (and services provided under the project) by a mix of qualitative and quantitative methods. Through this approach, using pre- and post-assessment surveys, GIFEC will sample some of the people trained, collect baseline data on them, and follow up with the same people eight to 12 months after the training. These activities will be complemented through small group discussions which allow to assess and measure changes.

Tools and processes put in place by DTC-Philippines to measure and communicate the impact of training interventions were also shared. The Philippines has established a development framework of the Government of the Philippines as well as DICT's performance management framework. A previous impact assessment had highlighted the need to come up with sustainable implementation models based on multi-

stakeholder partnerships. DICT relies on impact stories, testimonials, and short visuals from the beneficiaries which constitute concrete evidence on how the DTC's capacity development activities have impacted their lives. DICT aims to empower citizens through ICT while increasing employability.

Agenda item 10: Discussion on the way forward

In the final session, DTCs were invited to make proposals on additional support to be provided by ITU and Cisco to the DTCs. The following views were shared:

1) In the coming year, what is a priority area of support (other than funding) that you would like to see from ITU and Cisco?

- Support from ITU should include equipment such as computers, printers, tablets, projectors to successfully implement training programmes and DTC operations.
- Customisation of LMS to include statistical data for DTC reports (Cisco).

2) What would you like to see more/less of?

- More punctual sharing and communication between DTCs and of their work. Specifically, there should be sharing on a regular basis (updates, resources, content, training opportunities, etc).
- Expansion of training offerings under the DTCL.
- Impact measurement methods and guidance on M&E frameworks.
- More courses and content.
- Cross-fertilisation approach where the master trainers of one DTC can visit other centers to learn, experience and exchange.
- Help to encourage governments to increase their support to the DTCL implementation.

3) What can we do over the next six (6) months to strengthen the network?

- More partnerships and collaboration for resource mobilization.
- Frequent and regular communication: If ITU notices something good happening in one DTC, to create a short success story sharing session with other DTCs to learn and benefit.
- Set-up a dedicated e-workspace where all DTCs can contribute and share ideas, best practices, challenges.

Workshop evaluation

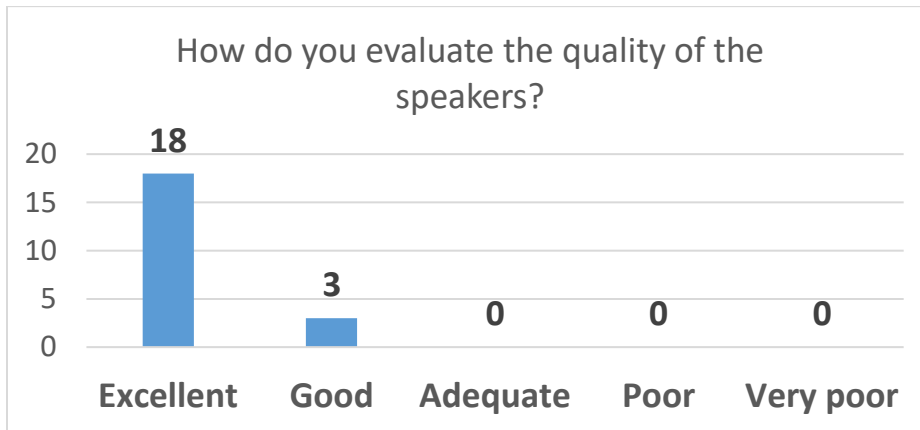
At the end of the session, participants were asked to share their perceptions on the workshop by responding to an online feedback survey. DTCs overwhelmingly shared positive feedback on the workshop and particularly expressed appreciation for the interactive sessions which provided significant space for DTCs to interact with one another, and to learn from other DTCs (Figure 1)

Figure 1: Overall assessment of the workshop



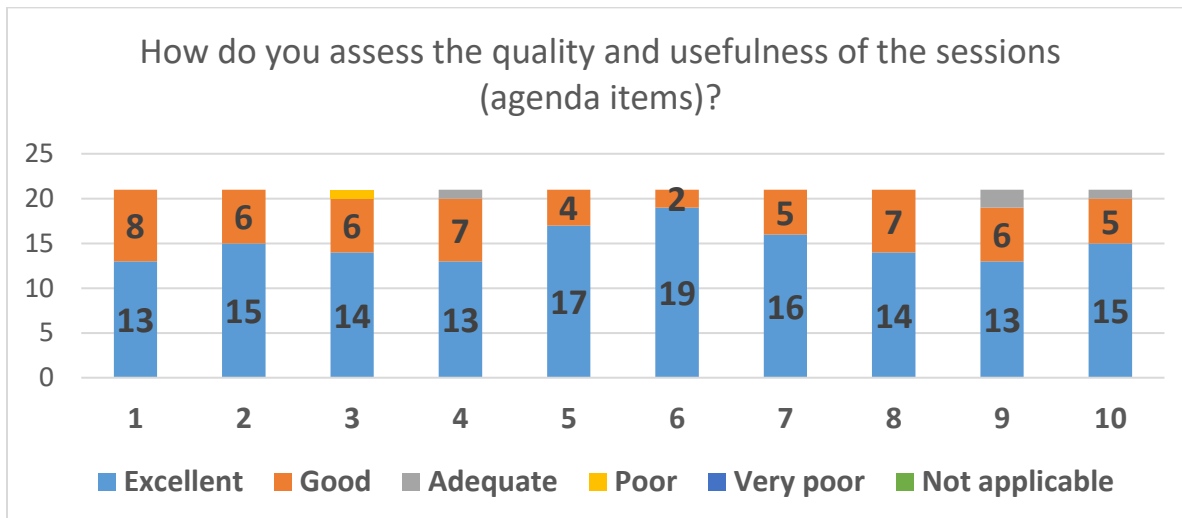
The quality of speakers and panelists was also commended by respondents while time management and allocation (session flow, workshop duration) were identified as an area for improvement (Figure 3).

Figure 3: Speakers



With regard to programme agenda, results highlighted that the poster session (Agenda item 6) received the strongest feedback in terms of relevance. The partner presentations (Agenda item 7) and the consultation sessions (Agenda item 8) were also voted by DTCs among the most useful sessions (Figure 4).

Figure 4: Assessment per session



ITU and Cisco took note of the following recommendations suggested by the DTCs to improve the effectiveness and efficiency of future meetings:

- Allocate more time for sharing and discussion;
- Timely finalization and sharing of the programme agenda;
- Invite experts from Academia to deliver presentations on specific topics relevant to DTCs (project management, M&E, communications, etc); and
- Explore the utilisation of automation tools during the workshop.

Detailed results of the survey can be found in Annex 3.

The session closed with participants asked to share in one word their experience of the workshop, using a Mentimeter poll. For the word bubble, please refer to Annex 4.



Closing session

Ms Teltscher started the last session noting that the last few days had been extremely insightful and will only improve the Initiative as we go forward. She noted that these kinds of exchanges were insightful for partners and members of the DTCl network. For ITU and Cisco, this kind of engagement helps to appreciate the work on the ground, the challenges, as well as the opportunities for scaling.

Overall, she indicated that the objectives set for the workshop had been achieved, and that a lot of proposals had been made for the way forward which will help to direct ITU's interventions and support. She indicated that, from the discussions, the essential issues that the network must concentrate on over the next 12 months pertains to building the DTC community, partnership development, sustainability, impact measurement, and support for DTC-specific activities. She presented the meeting summary as follows:

The DTC community

The workshop participants have noted the importance of continuing to build the DTC community and meeting on a regular basis, virtually or physically, with a proposal to hold at least one virtual and one in-person meeting every year. ITU and Cisco will continue their communication with the DTCs on operational and technical issues as well as to provide any support that might be required. Onboarding sessions will also be organized for DTC focal points who might be appointed to lead their respective DTC in the future.

Partnerships

The participants noted that partnership discussions from previous meetings have turned into concrete actions and are looking forward to more concrete collaboration with new partners. DTCs were invited to continue engaging with partners of the Initiative to diversify their training course offerings. These partners include Digital Skills Foundation, Microsoft, HP, and ST Foundation. With ST Foundation as a newly joined partner, the DTCs will be provided with opportunities to access and roll-out new training courses. Some of ST Foundation's local centres may become part of the DTC community in the future.

With regards to the role of the private sector, ITU and Cisco will continue their joint efforts in building partnerships with telecommunication companies under the DTCl. A workshop will be organized in Geneva (30 May – 1 June), and this platform will provide the opportunity for ITU and Cisco to convey the DTCs' proposals and concrete needs to the telecommunication companies. Participants were encouraged to share information on telcos who are already engaged in capacity and digital skills development work in their respective countries.

Direct support to DTC activities

ITU and Cisco note the following activities which DTCs would like to undertake, and for which they have requested direct support from ITU and Cisco:

- Train-the-trainers programme;
- Citizens' training: Financial support is needed to cover instructors' training fees, and the cost of transport, accommodation and catering for citizens and participants;
- Provision of equipment for the training centres (laptops, modems) and ensuring security;
- Promotion and awareness-raising on the work of the DTCs, such as outreach activities to the local communities to raise interest and recruit training participants;

- Localization of training courses;
- Training needs assessment; and
- Additional course content.

Sustainability models

To ensure the sustainability and scalability of the activities conducted under the Initiative, DTCs agreed that support from telecommunication companies at the national level is a necessity. A major challenge highlighted was how to reach communities who are not online and raise awareness on the relevance and usefulness of digital skills in their daily lives. This will require a medium to long-term approach to invest in outreach campaigns and overcome existing cultural barriers.

The need to focus on key value proposition when engaging with partners and stakeholders as well as the importance of political will and government support to make the DTCL part of national strategies was noted.

Finally, local stakeholder buy-in was key to ensuring sustainability of the programmes. This includes engaging local instructors for training delivery and localizing the course content to make it relevant to the end users. **Impact stories and impact measurement**

DTCs will continue to share their stories to promote their work, and to make use of ITU's diverse platforms and communication channels in order to gain more visibility and bring the DTCL closer to larger audiences. Impact measurement is a recurrent topic in discussions with potential donors and the DTCs should continue exploring approaches to get more evidence on the impact of the training they deliver on beneficiaries and local communities.

Finally, although priorities of the DTCs may differ in terms of focus and target groups, there is common interest in extending their training to Persons with Disabilities or have already started providing them with training. The participants appreciated the new partnership with ST Foundation as it will create opportunities to make training offerings under the DTCL more accessible and inclusive.

Ms Teltscher ended her remarks by thanking the participants, the partners and the ITU and Cisco teams for their excellent contributions to this workshop. In particular, she thanked the host, DICT, for their incredible effort and dedication to make the event a success.

In his closing remarks, Mr Hamid, highlighted the importance of focusing on the demographics the DTCs are expected to focus on, noting that the focus must be on segments of the community who are otherwise neglected and not considered in most programmes, projects and initiatives focusing on digital capacity development. The focus of the DTCs must be to help those who have been forgotten. Importantly, among them is the focus on gender, persons with disabilities, and the elderly.

Ms Maria Teresa M. Garcia, Director IV, ICT Literacy and Competency Development Bureau, DICT, thanked all attendees for their participation and engagement. She noted that in addition to sharing knowledge, the workshop provided an opportunity to share cultures. She thanked participants again and wished everyone a safe journey back to their respective countries.

Annex 1: List of participants

DTC focal points

Region	Name	Functional title	Affiliation	Country
Africa	Mr Lucas Yao	Project Manager	Ecole Multinationale Supérieure des Postes	Côte d'Ivoire
	Mr Prince Ermès Cubaka Bigabwa	Expert in ICT applied to Governance	Secretariat National pour le Renforcement des Capacités	DRC
	Ms Abena Acheampomaa Nyamesem	Senior Manager, Sustainability and Partnerships	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
	Mr Innocent Asiimwe Mudenge	Division Manager	Rwanda Information Society Authority (RISA)	Rwanda
	Mr Frederick Kitogoo	Principal	Uganda Institute of Information & Communications Technology	Uganda
	Mr Francis Bwire	Administrative Officer	Uganda Institute of Information & Communications Technology	Uganda
	Ms Patricia Littiya	Assistant Director, Change Management	SMART Zambia Institute	Zambia
	Mr Brian Nawa	Principal Change Management Officer	SMART Zambia Institute (SZI)	Zambia
Americas	Mr Nelson Manuel Nunez Gil	Head of the Technological Training Department	Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
Arab States	Ms Salma Karim (remote participation)	Head of Human Capital and Innovation	Agency for Digital Development (ADD)	Morocco
Asia-Pacific	Mr Ehsen Puri	Director ICT	Virtual University of Pakistan	Pakistan
	Mr Javaid Younas	General Manager, IT, Directorate of ICT	Virtual University of Pakistan	Pakistan
	Mr Muhammad Jawwad Zaheer	Assistant Professor	Virtual University of Pakistan	Pakistan
	Mr Herman Kunsei	Research and Lead	Papua New Guinea University of Technology (PNGUoT)	Papua New Guinea
	Mr Hamdani Pratama	Head of Programme and Reporting Section	Balai Pelatihan dan Pengembangan Teknologi Informasi dan Komunikasi (BPPTIK)	Indonesia
	Ms Mina Lyn Peralta	Director, ICT Literacy and Competency Bureau	Department of Information and Communication Technology (DICT)	Philippines
	Ms Maria Teresa Garcia	Director IV, ICT Literacy and Competency Bureau	Department of Information and Communication Technology (DICT)	Philippines

Local participants

	Name	Functional title	Affiliation	Country
1	Ms Maria Teresa Camba	Assistant Secretary	Department of Information and Communication Technology (DICT)	Philippines
2	Mr Frederick Amores	Regional Director, Cebu	Department of Information and Communication Technology (DICT)	Philippines
3	Ms Cheryl Ortega	Regional Director	Department of Information and Communication Technology (DICT)	Philippines
4	Ms Sittie Rahma Alawi	Regional Director	Department of Information and Communication Technology (DICT)	Philippines
5	Mr Reynaldo Sy	Regional Director	Department of Information and Communication Technology (DICT)	Philippines
6	Mr Antonio Padre	Regional Director	Department of Information and Communication Technology (DICT)	Philippines
7	Ms Grace Molina	Regional Director	Department of Information and Communication Technology (DICT)	Philippines
8	Ms Georgiennie Daplin	Regional Director	Department of Information and Communication Technology (DICT)	Philippines
9	Ms Morena Carlos	Regional Director	Department of Information and Communication Technology (DICT)	Philippines

DTCI partners

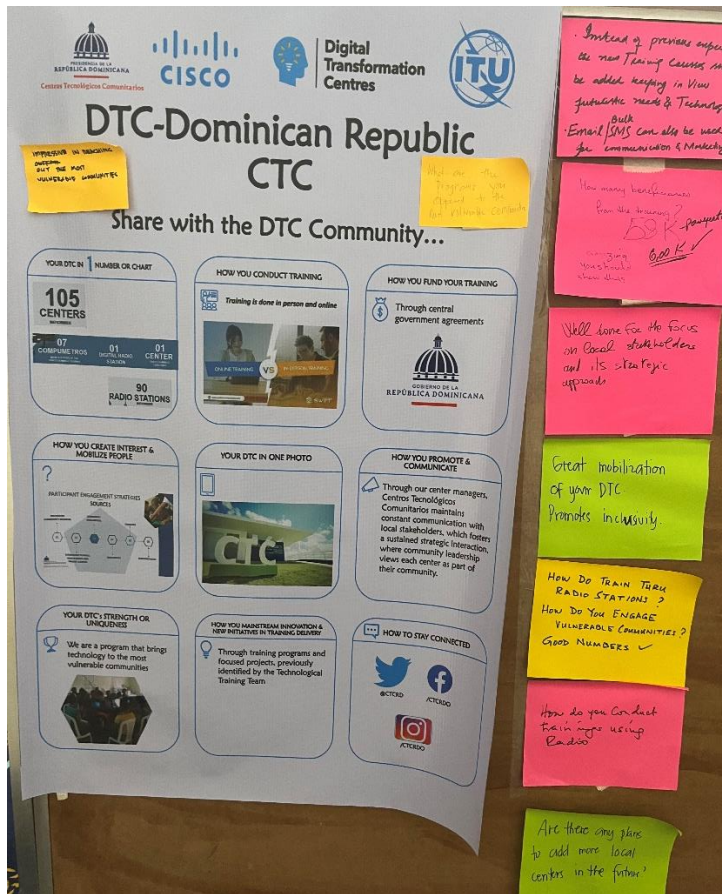
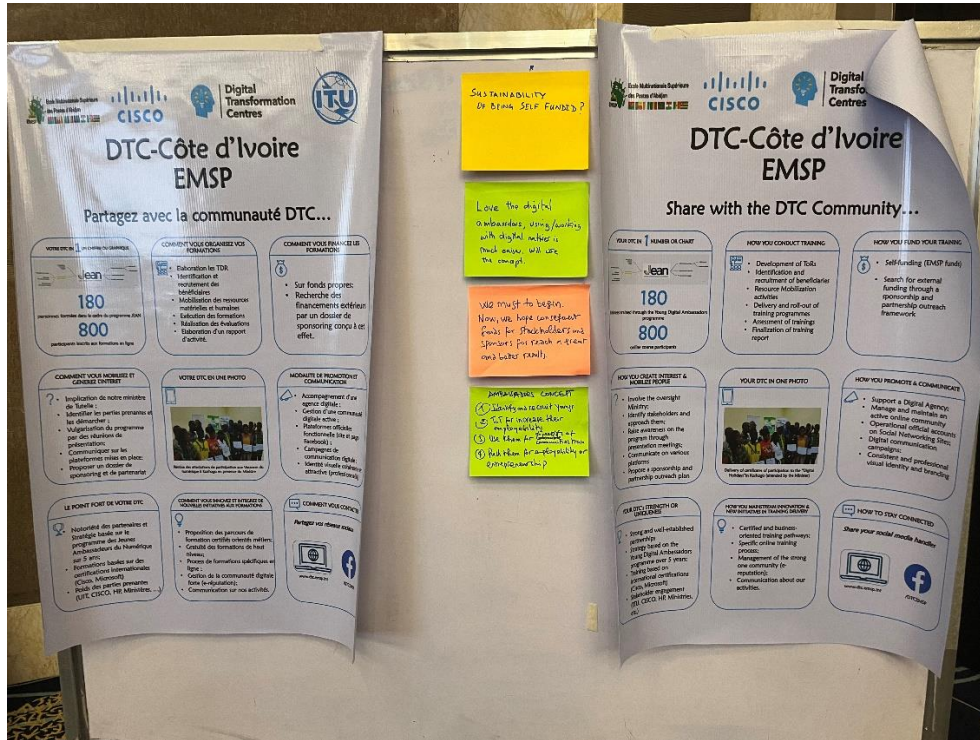
Name	Functional title	Affiliation	Country
Mr Alfie Hamid	Senior Manager, Global Partnerships	Cisco	South Africa
Ms Marcella O'Shea	Corporate Affairs, Regional Manager APJC	Cisco	USA
Mr Macky Macaspac	Program Manager, Cisco Networking Academy	Cisco	Philippines
Ms Giovanna Bottani	Director of Operations	ST Foundation	Switzerland
Mr Tim Olsen	Professor (Invited expert)	Gonzaga University	United States of America
Prof. Cristian Bernareggi (remote participation)	Professor	University of Milan	Italy
Ms Annemijn Perrin (remote participation)	Chief Executive Officer	Digital Skills Foundation	France
Ms Sibel Saylan (remote participation)	Partnership Analyst	UNDP Istanbul International Center for Private Sector in Development (IICPSD)	Türkiye

ITU staff

Name	Functional title	Affiliation	Country
Ms Susan Teltscher	Head, Capacity and Digital Skills Development Division	ITU	Switzerland
Ms Halima Letamo	Senior, Capacity and Digital Skills Development Officer	ITU	Switzerland

Ms Robyn Fysh	Senior Project Manager	ITU	Switzerland
Mr Alex Boahoma	National Project Officer	ITU	Ghana
Mr Sean Doral	Programme Officer	ITU	Thailand
Ms Sara Bennouna (remote participation)	Junior Digital Skills Officer	ITU	Switzerland

Annex 2: Poster session (Agenda item 6)



DTC-RDC SENAREC

Partagez avec la communauté DTC...

VOUS DTC IN 1 NUMBER OR CHART

1 Centre de renforcement des capacités à l'urbain national

10 Centres de Excellence en formation continue entrepreneuriales

26 Ambassadeurs nommés par le SENAREC

COMMENT VOUS MOBILISEZ ET COMMUNIQUEZ VOTRE DTC

Jusqu'à un certain point, il n'y a pas de quelconque politique définie pour générer l'intérêt.

LE POINT FORT DE VOTRE DTC

Nous sommes une institution publique, nous sommes dans les 26 provinces de la République de Côte d'Ivoire.

COMMENT VOUS MOBILISEZ ET COMMUNIQUEZ VOTRE DTC

Nous sommes en place dans les 26 provinces de la République de Côte d'Ivoire.

COMMENT VOUS MOBILISEZ ET COMMUNIQUEZ VOTRE DTC

Nous sommes en place dans les 26 provinces de la République de Côte d'Ivoire.

DTC-DRC SENAREC

Share with the DTC Community...

YOUR DTC IN 1 NUMBER OR CHART

1 Hub for Capacity Development nationwide

10 Hub Regional Center of Excellence across the country to deliver training

26 Ambassadors representing SENAREC

HOW YOU CONDUCT TRAINING

Our Trainings are organized either face-to-face, in hybrid mode or virtually through our 10 centers of excellence.

HOW YOU FUND YOUR TRAINING

Training activities are funded by the Public Treasury (Government) as well as by the DTC's Technical and Financial Partners.

HOW YOU PROMOTE & COMMUNICATE

All our training activities are advertised through our official SENAREC accounts (including social and professional networking sites), as well as on the most popular national radio and television channels.

HOW TO STAY CONNECTED

Share your social media handle

Good Numbers Outreach thru Social Media? (our internet?) Nice concept of Embassies

Qualitative organization with data & feedback

Regular updates are part of what we're trying to do. We intend before the end of 2023 to set up embassies in the project Local Development Plan of the 445 Territories of the

What are the challenges you face in establishing national policies?

We are a Government institution, we can't charge for our training!

Validation is a strong and challenging. I hope you can already set forth the plan on mobilizing centers or entrepreneurs for long-term project success.

DTC-Ghana GIFEC

Share with the DTC Community...

YOUR DTC IN 1 NUMBER OR CHART

Number of Course Participants: 46,260

Females: 72%

Training Centers: 150

HOW YOU CONDUCT TRAINING

Over 95% of training sessions are held in-person at GIFEC's community ICT centers.

HOW YOU FUND YOUR TRAINING

Training is funded through:

- Accruals from the Ghana Investment Fund for Electronic Communications
- Support from external/development partners such as ITU, NORAD, UNESCO and GIZ
- Joint-funded programmes with other government agencies. E.g. Girls In ICT

HOW YOU PROMOTE & COMMUNICATE

Flies: Social Media; Referrals; Leadership of Industry associations

HOW TO STAY CONNECTED

www.gifec.gov.gh @GIFECGhana

DTC-DRC SENAREC

Share with the DTC Community...

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HOW TO STAY CONNECTED

Share your social media handle

Well done! Thanks!

How did you attract more females for training? Much appreciation for a high percentage of females. Good job!

We work through industry and member-based organizations to recruit females for training.

GOOD NUMBERS ✓

How Does ACCRUAL FUNDING WORK? R&D FOR CURRICULUM?

A percentage of income of mobile network operators is set aside and transferred for this purpose.

Impressive Numbers!

What does the training cover? - Get Connected - Entrepreneurship - Intro - Cybersecurity - IoT

Impressive female participation. Congratulations!

WELL DONE 😊 GIFEC

bpptik **CISCO** **Digital Transformation Centres** **ITU**

DTC-Indonesia BPPTIK

Share with the DTC Community...

WOW!

will drive your reach!

YOUR DTC IN 1 NUMBER OR CHART

HOW YOU CONDUCT TRAINING

HOW YOU FUND YOUR TRAINING

HOW YOU CREATE INTEREST & MOBILIZE PEOPLE

YOUR DTC IN ONE PHOTO

HOW YOU PROMOTE & COMMUNICATE

YOUR DTC'S STRENGTH OR UNIQUENESS

HOW YOU MAINTAIN INNOVATION & NEW INITIATIVES IN TRAINING DELIVERY

HOW TO STAY CONNECTED

GOOD NUMBERS
DEVELOP OWN CONTENT?
DEVELOPED OWN LMS?

We develop own Content using National International or Vendor based standard (Cisco, Google, AWS, etc)

We develop LMS (blearning.kominfo.go.id) for registered trainees

Strong organization
Institutional support
political will

Beevo
Well done !!

Non-Tax Revenue

• Funds from stakeholders who have cooperation with us to deliver training for them.
• We use half of these funds to initiate other training for other target C in the case for communities.

• The training needs may come from stakeholders or our national agenda.
• Or based on need analysis from our observation survey in social media.

National standard on ICTs are based on profession and jointly decided by Ministry of ICT, Ministry of Labor, Industrial Bodies and National Profession Standard Body.

*Impressive
Practicing Member
Will drive!*

#ADD **Academia Raqmya** **CISCO** **Digital Transformation Centres** **ITU**

DTC-Morocco ADD

Share with the DTC Community...

YOUR DTC IN 1 NUMBER OR CHART

HOW YOU CONDUCT TRAINING

HOW YOU FUND YOUR TRAINING

HOW YOU CREATE INTEREST & MOBILIZE PEOPLE

YOUR DTC IN ONE PHOTO

HOW YOU PROMOTE & COMMUNICATE

YOUR DTC'S STRENGTH OR UNIQUENESS

HOW YOU MAINTAIN INNOVATION & NEW INITIATIVES IN TRAINING DELIVERY

HOW TO STAY CONNECTED

WORTH EMULATING

Wow NUMBERS ✓

Great work

Impressive!

What are the incentives for completing the online training?

MOROCCO
• Rate unrolled/ completion.
• Funding Capacity.

11,722 learners enrolled
1,744 Completion certificate
+1200 Hours of training
+177 online courses
+10 Soft & Skill skills Learning paths
+30 Local sourcing partners
+8 International Tech partners

Academia Raqmya, is a national inclusive e-learning platform that offers a rich training catalog in the field of Digital and soft skills, for the benefit of the General Public, Public Administrations, SMEs and Startups in Morocco.





Training is funded by the Digital Development Agency (ADD-Morocco)

great job on the 11722 articles

• Webinars
• In person sessions
• Press/media
• Social media (will be launched soon)



The online training catalog is regularly updated
Latest tech trends training content
Digital Passport for the completion of the Digital Literacy learning path

Share your social media handles

DTC-Pakistan Virtual University

Share with the DTC Community...

<p>YOUR DTC IN 1 NUMBER OR CHART</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">5,000</p> <p style="text-align: center;">trainees trained under the DTC Initiative</p>	<p>HOW YOU CONDUCT TRAINING</p> <ul style="list-style-type: none"> Online Training Sessions In Person Sessions Sharing of Recorded Content with Trainees 	<p>HOW YOU FUND YOUR TRAINING</p> <ul style="list-style-type: none"> Virtual University of Pakistan Manages its Own Funds for Trainings
<p>HOW YOU CREATE INTEREST & MOBILIZE PEOPLE</p> <ul style="list-style-type: none"> Through VUI Website and Social Media Platforms for General Public Via Email among VU's own Students and Staff Through VU's own Nationwide Campuses 	<p>YOUR DTC IN ONE PHOTO</p> 	<p>HOW YOU PROMOTE & COMMUNICATE</p> <ul style="list-style-type: none"> VUI Website and Social Media Pages e.g. Facebook, LinkedIn, Twitter, Instagram for General Public Emails and VU's LMS for its own students and staff Calls
<p>YOUR DTC'S STRENGTH OR UNIQUENESS</p> <ul style="list-style-type: none"> Nationwide Reach via VU's Campuses In-House Content Development Virtual Presence and outreach to remote as well as underprivileged areas Flexi-scheduling of trainings as per need of various target audience 	<p>HOW YOU MAINSTREAM INNOVATION & NEW INITIATIVES IN TRAINING DELIVERY</p> <ul style="list-style-type: none"> Through our Own Online Platform like VU's own Learning Management System Synchronous Zoom Sessions By approaching multiple background and age-group students By organizing practical sessions 	<p>HOW TO STAY CONNECTED</p> <p>Share your social media handles</p> 

How do people in remote places virtually participate?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

RESPONSE





- 1 THROUGH 200+ CAMPUSES
- 2 ACROSS THE COUNTRY
- 3 ALLOCATION IN BUDGET. EASY TO SUSTAIN ONLINE TRAINING. ENGAGING PARTNERS.
- 4 THATS A CHALLENGE. FOLLOW UP THROUGH SYNCHRONOUS SESSIONS & CALLS.
- 5 THROUGH TESTIMONIALS
- 6 30-35% COMPLETION.
- 7 BASIC IT, CISCO, DIGISKILLS.PK HP.

Is there other way to allocate budget in order to sustain the project?

How do you keep participants of online training to finish until the last day?



THE SUCCESS STORY OF FACILITATING OPPORTUNITIES FROM DIGITAL SKILLS EDUCATION SHOULD ALSO BE INCLUDED

What does the training cover?

DTC-Papua New Guinea PNGUoT

Share with the DTC Community...

<p>YOUR DTC IN 1 NUMBER OR CHART</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">3</p> <p style="text-align: center;">upcoming training of trainees</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">20</p> <p style="text-align: center;">events planned</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">600</p> <p style="text-align: center;">target beneficiaries</p>	<p>HOW YOU CONDUCT TRAINING</p> <ul style="list-style-type: none"> Instructor Led <ul style="list-style-type: none"> Face-to-Face Virtual Guided Self Paced Workplace Workshops 	<p>HOW YOU FUND YOUR TRAINING</p> <ul style="list-style-type: none"> PNG University of Technology Budget Allocation <p>Possible Partners</p> <ul style="list-style-type: none"> PNG Universal Access Scheme fund with NICTA PNG DICT ISIF Asia Grants
<p>HOW YOU CREATE INTEREST & MOBILIZE PEOPLE</p> <ul style="list-style-type: none"> Promote Topics on Offer Use relevant titles with interest to potential audience Use current events as background to encourage participants to decide on attending 	<p>YOUR DTC IN ONE PHOTO</p>  <p>IT Essentials for Youths</p>	<p>HOW YOU PROMOTE & COMMUNICATE</p> <ul style="list-style-type: none"> DODL or FODE Centers PNGUoT Satellite campus DICT Website NICTA Website PNG ICT Cluster PNG Computer Society
<p>YOUR DTC'S STRENGTH OR UNIQUENESS</p> <ul style="list-style-type: none"> Availability of experts in digital technology across three academic departments Availability of digital technology hardware for hands on training Involvement of the experts is seasonal due to teaching load and research 	<p>HOW YOU MAINSTREAM INNOVATION & NEW INITIATIVES IN TRAINING DELIVERY</p> <ul style="list-style-type: none"> Problem Based Learning - for all Blended learning - for the digital literate Tailored course to workplace needs Use a variety of trainings styles for a concept 	<p>HOW TO STAY CONNECTED</p> <p>Share your social media handles</p> 

What type of events are planned? till 20





Mostly basic, virtual and - Get Basic of Planning

Period for many events planned? - June - Nov, 2023

Any follow through programs for the planned 600 trainees?

Yes, most are basic, thus immediate lead


Problem Based Learning? WORKPLACE WORKSHOP? No. Will consider there mode

DTC-Philippines DICT

Share with the DTC Community...

YOUR DTC IN A NUMBER OR CHART



HOW YOU CONDUCT TRAINING

A structured approach is followed to ensure effective delivery of the training program.

The following are conducted during the training cycle:

- Training Needs Analysis

How do you conduct your training needs analysis?


HOW YOU FIND YOUR TRAINING

The trainings are funded through the Philippines Government through the General Appropriations Act (GAA).


Business fund trainings & often leads to YES (local partner)

HOW YOU CREATE INTEREST & MOBILIZE PEOPLE


In order to engage partners and increase awareness of the services provided by the DTC, we are using this approach:



YOUR DTC IN ONE PHOTO



HOW YOU PROMOTE & COMMUNICATE




Share your social media handles

HOW YOU MAINSTREAM INNOVATION & NEW INITIATIVES IN TRAINING DELIVERY

- Utilization of Virtual Platforms or Virtual Reality
- Hybrid Learning for the students
- Customization, Microlearning, and personalized learning paths

HOW TO STAY CONNECTED

Share your social media handles



PROBATIONARY MODEL TRAINING APPROACH

- Partnership
- Partnership
- Partnership
- Partnership
- Partnership

Indicate local partners for local plus links to the ground

FEASIBILITY TO EXTEND

- Partnership
- Partnership
- Partnership
- Partnership
- Partnership

How long are trainings?

How many have been trained?

WONDERFUL HOSTS!

Can you explain more on the approach to create interest & mobilize people?

How did you monitor and evaluate the training unless if they are still active/graduated?

What factors are you looking for YES - NOT? LOCAL PARTNERS

Outcomes

- How many have you trained?
- Outcomes need to be clear, measurable so you have impact


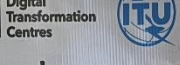

2022 NUMBER/TRAINING

- 328
- 17,870 male/female
- 81 Training for DICT
- 3,645 female
- 3,123 male

CONTENT MANAGERS

TRAINING INCLUDE PROGRESS/COMMENTS

NATIONAL DIGITAL SKILLS CENTER/EXAMINATION

DTC-Rwanda RISA

Share with the DTC Community...

YOUR DTC IN A NUMBER OR CHART

1400/60

Number of Digital Ambassadors and their experience across-wide that mainstream all Digital Skills Initiatives.

HOW YOU CONDUCT TRAINING

Digital Trainees have a self-paced approach to how they study the course material. Then once a week the trainer opens trainee online to provide more content and answer questions on the chapters they studied in the week and answer questions.

Bi-person: In DAP ToTs and through YES Centers were set aside among youth graduates in rural areas and invite them to the center for training.

HOW YOU FIND YOUR TRAINING

Some In-person ToT trainings are funded by ITU.


- We also leverage funding from other development partners and provide DTC course to the beneficiaries.
- The Government of Rwanda fund specific cohorts too.

HOW YOU CREATE INTEREST & MOBILIZE

We mobilize youth through the local leadership at district level specifically IT officers and youth councils.

- Testimonials from peers who attended the course.
- We utilize the presence of Digital Ambassadors in the different localities to spread the word.

YOUR DTC IN ONE PHOTO



HOW YOU PROMOTE & COMMUNICATE


- Twitter
- WhatsApp
- Email
- Radio (Partner with Noy)

HOW YOU MAINSTREAM INNOVATION & NEW INITIATIVES IN TRAINING DELIVERY

We're creating a partnership with an innovation hub project also under RISA that have 7 hubs country-wide in necessary sites to provide courses within the hubs established by their innovative capabilities.

HOW TO STAY CONNECTED

Share your social media handles



Great that you're empowered youths in mobilizing your DTC!

Procedure to request funds for trainings from ITU?

- Feedback is more effective for marketing/communication
- The funding was allocated to the Rwanda ISC in 2020, based on the funds that were available then.
- Thank you for the previous share appreciation

How do you recruit Digital Ambassadors?

- All made social for application
- Clear goals, skills
- They do online and oral interview
- We conduct training for training
- Equip them with social media
- The digital skills in the training

National wide How to identify trainings (leverage funds) Employability of ambassadors?

- All to train ambassadors can online and identify online
- Use use an digital ambassadors use data for revenue and innovation
- Trainees are equipped to be able to use medium for long term in various services providers

DIGITAL AMB. NEW NUMBERS FUNDING BY ITU (HOW?)




How do you COMPOSITE DIGITAL AMBASSADORS?

- \$100 transport allowance monthly
- Expenses include:
 - Levy
 - Insurance plan
 - Service
 - Autism

I really liked the idea of having testimonials who can cascade the news further.

The digital ambassadors are able to train on courses on the local platform

The digital ambassadors are trained in-person and online

DTC-Uganda UIC

Share with the DTC Community...

YOUR DTC IN 1 NUMBER OR CHART

1,028

608

HOW YOU CONDUCT TRAINING

- e-Learning
- Instructor-Led Training
- Interactive Training
- On-the-Job Training


HOW YOU FIND YOUR TRAINING

- Funding from the Institute budget
- Partnership funding e.g. Huawei, Oracle, AISA Bank, ITU - China Project, National ICT Innovation Hub
- Sponsorship from Private Institution of their members e.g. private television Hubs, Hotel studio Africa

HOW YOU CREATE INTEREST & MOBILIZE PEOPLE

- Via an established Network of Digital Change Agents in 16 districts
- Engagements with secondary schools, private innovation hubs, Universities, Smart Girls Project
- Participation in National Education Exhibitions and job fairs
- Multi-orientation display for the implementation of the digital transformation readiness of Uganda
- Partnerships with various Ministries
- Engagements with Digital Skills Thrust Offering (DSTO)

YOUR DTC IN ONE PHOTO



HOW YOU PROMOTE & COMMUNICATE

- Website: UIC has a website that contains information about the Institution
- Social media
- Advertisements - Print media
- Partnerships
- Digital - book
- This helps to create awareness about the DTC and its programs, and attract more students to enroll in its training programs.

YOUR DTC STRENGTH OR UNUSUALNESS


- Specialization in ICT education and training and related research
- Continual client research
- Industry partnerships that provide access to relevant projects and opportunities for internships and employment
- Strong focus on entrepreneurship and innovation
- Accredited education readiness center for students from all parts of the country to receive quality ICT

HOW YOU MAINSTREAM INNOVATION & NEW IMPULSES IN TRAINING DELIVERY

- Virtual Reality (VR) and Augmented Reality (AR) in Training Delivery
- Mobile Learning - 4G/3G/2G Project
- Microlearning - contextualizing trainings in local languages
- Content-based learning
- Adaptive Learning (using technology to tailor the training)
- Collaborative Learning (network and knowledge sharing among students)

HOW TO STAY CONNECTED

Share your social media handles



GREAT WORK ANY PLANS OF UTILIZING OTHER COURSES? We are already utilizing Intermediate Courses also

WHAT ARE THE TOOLS FOR THE DIGITAL CHANGE AGENTS? Provided Access to training opportunities Facilitated during training sessions

What has been the experience of using virtual reality in the training delivery? Great innovation with VR How? What's inside the digital nuclei? Full Computer Lab with 20 laptops




Explain more on training delivery (using VR & AR) Do you provide devices to trainees? We received a grant to set up VR lab from EON Realty - The content immersive lessons that are engaging and interactive. We also have a separate lab for mobile.

No, we depend on accessible education as one of your uniqueness? I don't know

VR/AR USE? GAMIFICATION? WON INNOVATION? Yes

DIPO is local Partner who helps in Mobilizing Students from the Local Communities for training

Simulation - use of Simulation Network Content uses Simulation

DTC-Zambia SZI

Share with the DTC Community...

YOUR DTC IN 1 NUMBER OR CHART

5

local centers across the country

HOW YOU CONDUCT TRAINING

- Online Training
- Classroom based Training using University and College training facilities

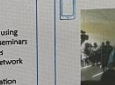
HOW YOU FIND YOUR TRAINING

- Cooperating Partners such as ITU, GIZ fund some of the training programmes
- Government sponsors some of the training programmes
- Cost sharing with other Government Institutions

HOW YOU CREATE INTEREST & MOBILIZE PEOPLE

- Create awareness and publicity using platforms such as workshops and seminars and during training programmes
- The Government Wide Area Network (GWAN) is used to disseminate information and collect information
- SZI uses its ICT staff attached to Government Institutions to create interest and mobilize people

YOUR DTC IN ONE PHOTO



HOW YOU PROMOTE & COMMUNICATE

- Promotion and Communication is done via print media through publication of articles on DTC implementation
- Feedback
- SZI Website

YOUR DTC STRENGTH OR UNUSUALNESS

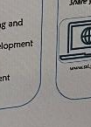
- The DTC falls under the Office of the President and has therefore substantial impact and advantage over other Government Institutions
- The Institution that runs the DTC is mandated by law to manage and promote electronic government (e-G) processes in the country which gives greater advantage for the implementation of digital transformation initiatives

HOW YOU MAINSTREAM INNOVATION & NEW IMPULSES IN TRAINING DELIVERY

- Continuous training and retraining
- Research and development
- Consultancy
- Benchmarking
- System Development

HOW TO STAY CONNECTED

Share your social media handles



More than 2000 Trainees were trained last year This year we intend to train more than 7500

How Does Cost SHARING WORK? We do not have a fixed fee per office placement in the country

Cost sharing work under a budget for DTC facilities, mobile and you can use with other partners or a 50/50 split

Can we have 2000 trainees per year?

How does it work?

Can we have 2000 trainees per year?

Annex 3: Workshop evaluation

The data analysis below is based on the answers to an online questionnaire administered to workshop participants. 21 participants responded.

Content and conduct of the workshop

Figure 1: Overall assessment of the workshop

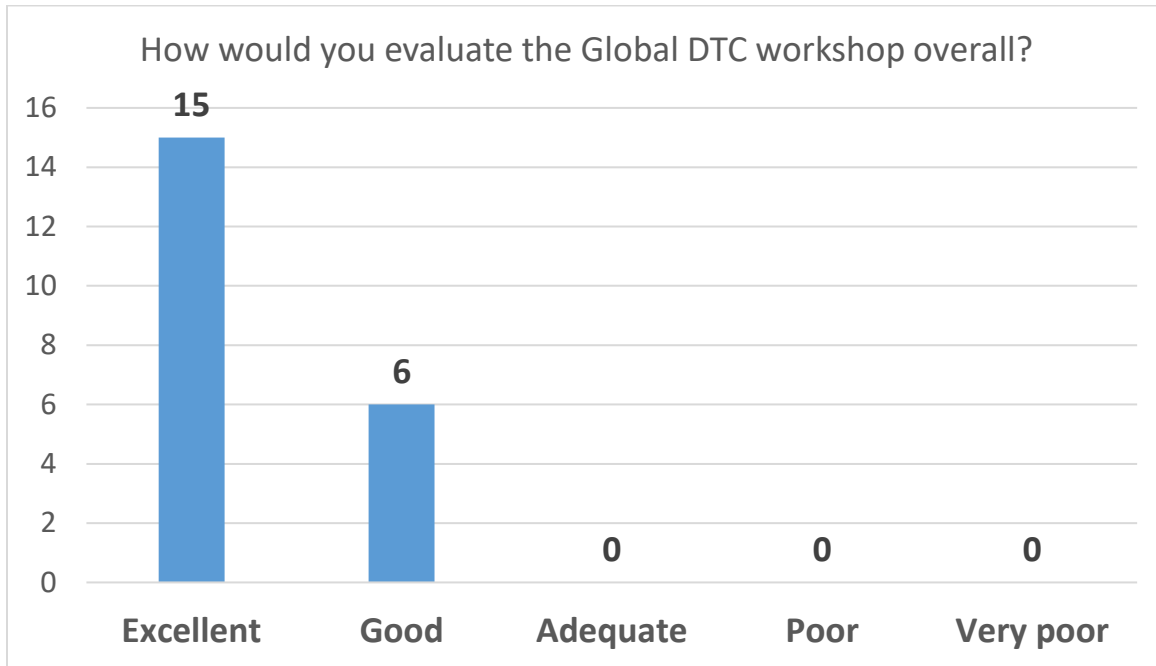


Figure 2: Time for discussion and participation

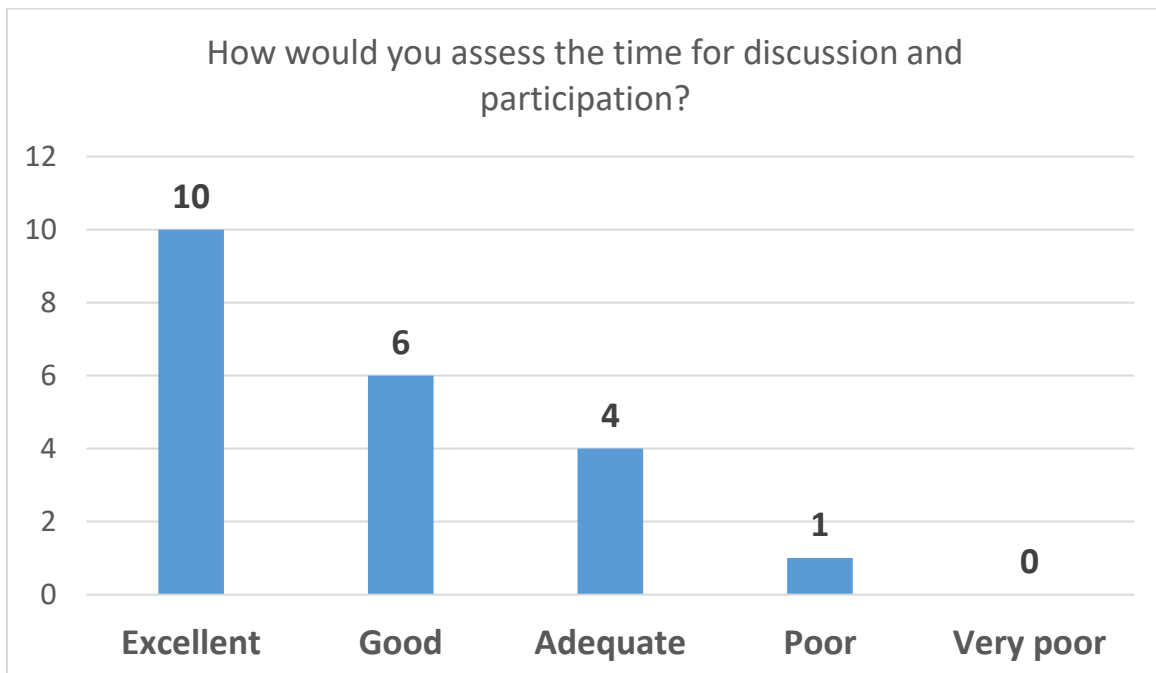


Figure 3: Speakers

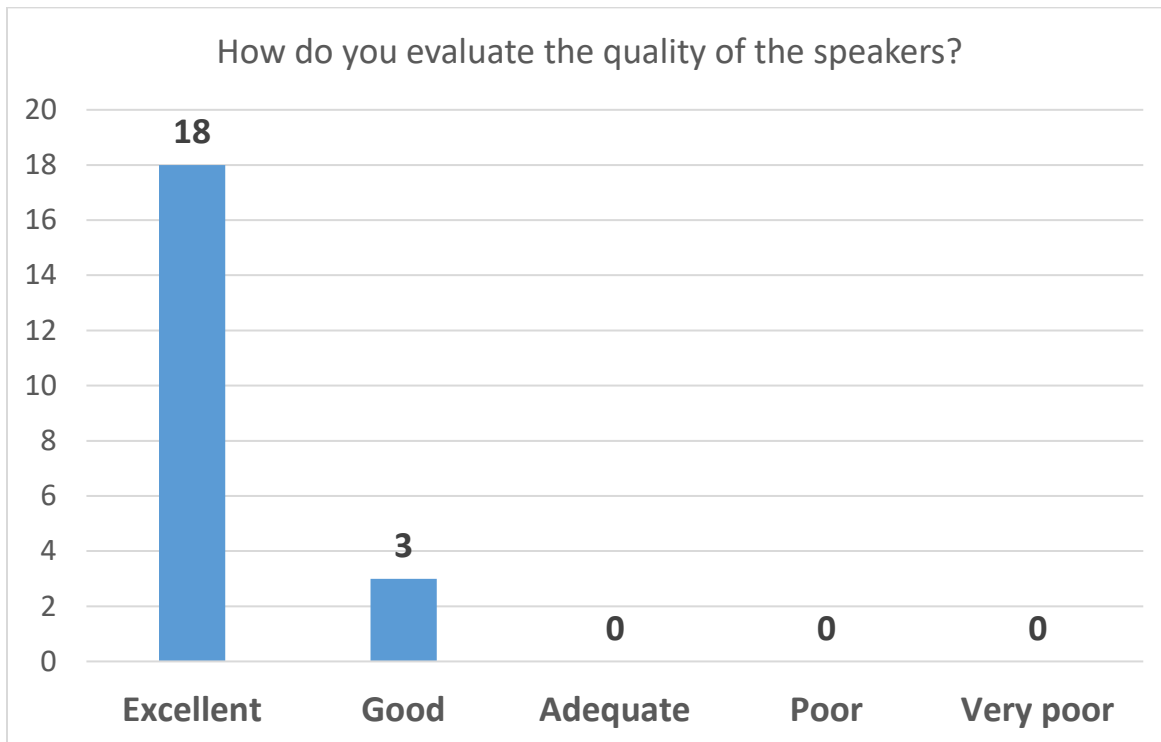
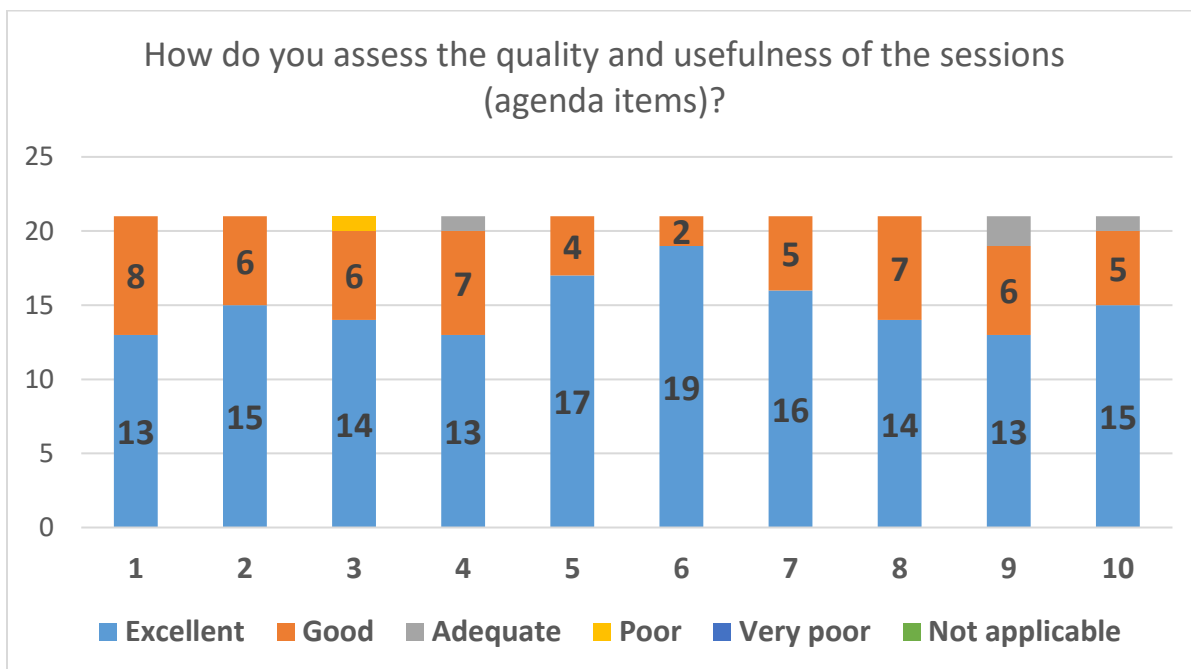


Figure 4: Assessment per session



Organization of the workshop

Figure 5: Timeliness of distribution of invitation/agenda/materials

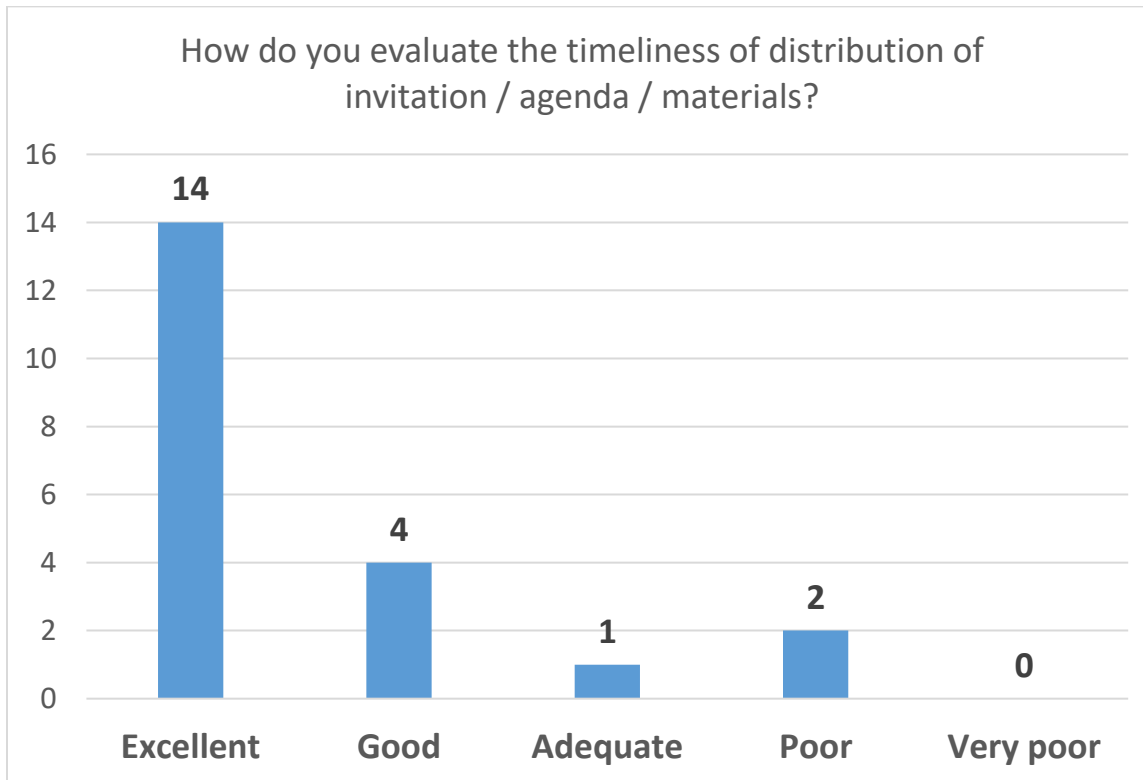


Figure 6: Duration of workshop

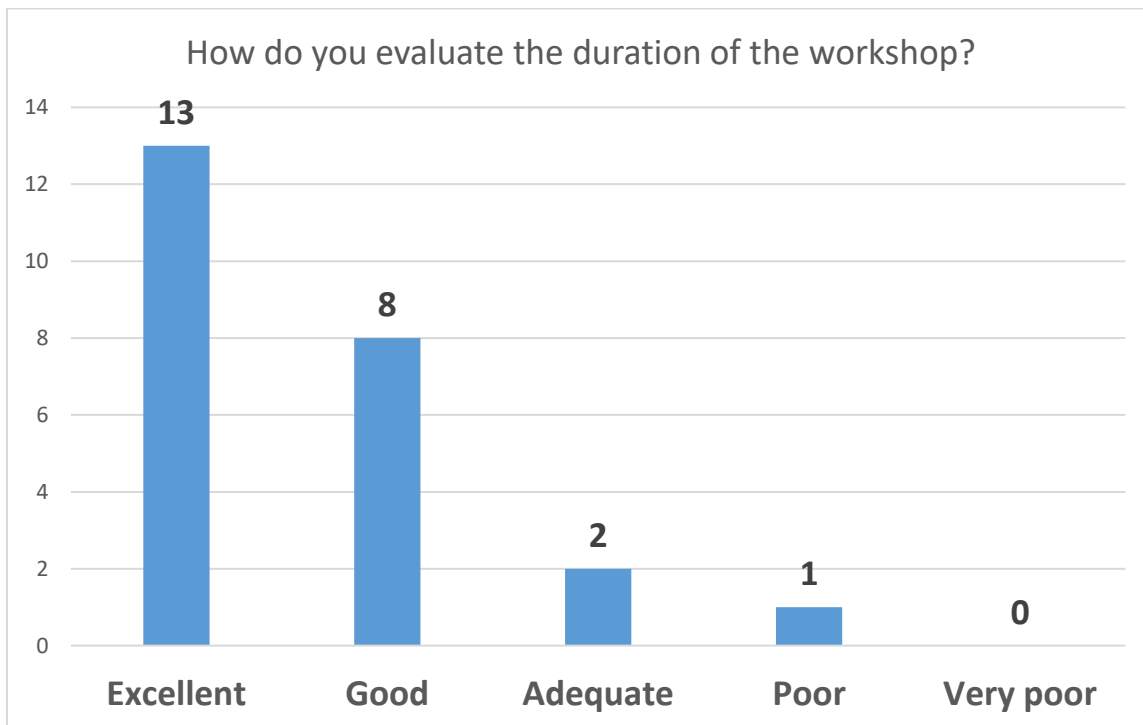


Figure 7: Quality of workshop facilities

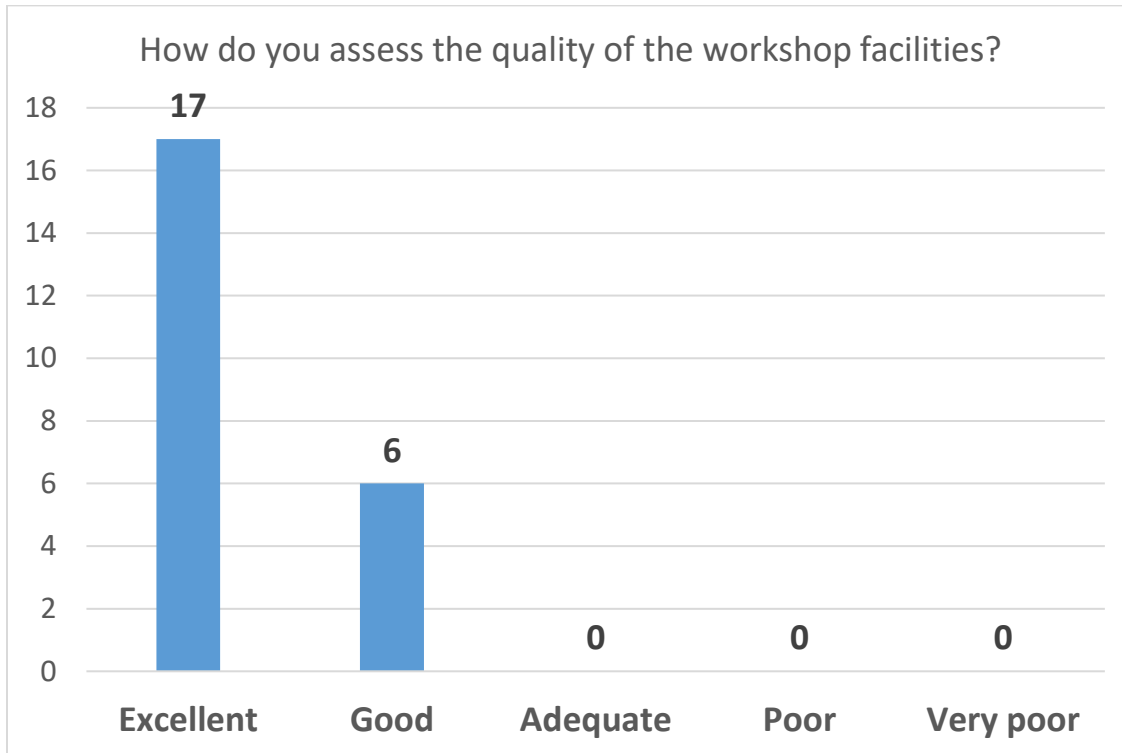


Figure 8: Overall planning and organization of the workshop

