



## Digital Transformation Centres Initiative Onboarding Workshop

11 to 13 February 2020

Geneva, Switzerland

FINAL REPORT



## INTRODUCTION

The Onboarding Workshop of the Digital Transformation Centres (DTCs) Initiative took place in Geneva, Switzerland, from 11 to 13 February 2020. It was organized by the International Telecommunication Union (ITU) in partnership with Cisco.

The workshop brought together 19 participants representing 9 selected DTCs in Africa, Americas and Asia-Pacific for the phase 1 of the Initiative. The representatives from Papua New Guinea were unable to participate due to national travel restrictions imposed in relation to the COVID-19 outbreak. In addition, 17 participants from the public and private sectors, international organizations, non-governmental organizations and academia joined the workshop. The list of participants is attached to this report as Annex 1.

The purpose of the workshop was to bring together the DTCs selected for phase 1, to discuss the activities to be undertaken during this phase and to gain a common understanding of how best to achieve the objectives of the Initiative. The outcomes of the workshop were expected to provide strategic guidance to the DTCs and its partners with regards to the implementation of the phase 1 of the Initiative.

Further information, including agenda, the presentation slides and photos are available at <https://academy.itu.int/main-activities/digital-transformation-centres-initiative/onboarding-workshop>

**TUESDAY, 11 FEBRUARY 2020**

### **Opening ceremony**

The Onboarding Workshop was officially opened by Ms Doreen Bogdan-Martin, Director, Telecommunication Development Bureau, ITU and Mr Piotr Pluta, Director, Corporate Affairs, Europe, Middle East, Africa and Russia, Cisco. Also participating in the opening ceremony was Mr Mike Nxele, Senior Human Capacity Building Officer, ITU, presenting the workshop overview and expected outcomes.

Ms Doreen Bogdan-Martin emphasized the transformative impact digital technologies can have on people's lives. Digital devices and platforms have become conduits for employment opportunities, for education, for healthcare, for social and financial inclusion, for community building. For this reason, helping people to develop digital skills is an increasingly vital part of unleashing the power and potential of those new technologies. For those at the bottom of the social pyramid, having digital skills can define whether or not they participate in the digital economy.

Mr Piotr Pluta stressed the importance of leveraging on the public-private partnerships in order to achieve large-scale impact. These partnerships are essential for social and economic development and the promotion of the digital economy, and Cisco is strongly committed to this Initiative.

Mr Mike Nxele made an introduction to the Digital Transformation Centres (DTCs) Initiative, its objectives, implications for the work of the DTCs, and the main activities under the phase 1. He also gave an overview of the objectives of the workshop and expected outcomes.

### **Agenda item 1: Essential skills for inclusive participation in the digital economy**

This session set the scene for the workshop and featured presentations by ITU and Cisco. The speakers emphasized the essential skills for citizens to benefit from the digital economy and accelerate progress towards the Sustainable Development Goals (SDGs).

Ms Susan Teltscher highlighted that digital technologies are a key SDG enabler, particularly thanks to their impact on quality education globally and particularly in the developing world (SDG 4), good jobs and economic growth through youth employment and entrepreneurship (SDG 8), reduced inequalities both within and between countries ensuring that all people have equal opportunity to manage their own development (SDG 10), and finally partnership for the goals (SDG 17). The development of skills in the use of Information and Communications Technology (ICT) has great potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies.

According to ITU data, global connectivity has been growing for the past decade with 76% of the global population and 56% of the population in the least developed countries respectively owning a mobile phone in 2019. However, while 90% of the world population lives in an area covered by broadband access, only 54% of them are using the Internet, with a gap that becomes larger in LDCs. According to sources such as ITU and GSMA, the lack of digital skills emerges as leading barrier to Internet adoption in many LDCs.

While almost 60% of the population globally lacks standard digital skills, according to the World Economic Forum Future of Jobs Report 2018, seven out of the top ten emerging jobs in 2022 will require digital skills. In order to be able to fill the gap, several actions will be required and providing digital skills training at basic and intermediate levels is one of them. The DTC Initiative is one concrete project to address this skills gap in low-income countries.

Mr Alfie Hamid illustrated how the first, second, third and fourth industrial revolutions have changed the skills required in the workplace, from physical labour and basic engineering skills required in the first industrial revolution to learning agility, adaptability, empathy and trans-disciplinary skills required in the fourth industrial revolution. Also the education systems have changed ever since the first industrial revolution with a current system that is much more globalized thanks to the online technologies, where Massive Open Online Courses (MOOCs), services such as Coursera and EdX are partnering with large universities to develop new micro-credentials, and educators face an environment of immediate and free access to information.

According to McKinsey Global Institute (2018), automation and artificial intelligence (AI) are likely to affect requisite human skills in the next decade. Workers with physical and basic cognitive skills are likely to be impacted the most, while demand will increase for higher cognitive, social and emotional and technological skills. By focusing on basic and intermediate digital skills, the DTC Initiative is aligned with the future skills requirement of the workforce.

## **Agenda item 2: Practices of digital skills training**

This session gave the opportunity to the nine DTCs present at the workshop to introduce their institutions and share the practices in digital skills training in their respective countries. The presentation prepared by the DTC in Papua New Guinea was delivered by ITU. Their presentations covered the digital skills training programs run by the DTCs, their mode of delivery, their strategies for reaching out to communities, challenges experienced and expectations from the DTC Initiative.

The presentations started with the **Ecole Multinationale Supérieure des Postes (EMSP)** based in Abidjan, Côte d'Ivoire, an institution with a main mandate in delivering initial training in postal and financial services, as well as continuing education in digital transformation, mobile applications and digital marketing.

**Ghana Investment Fund for Electronic Communication (GIFEC)** is an agency of the Ministry of Communications of Ghana, and is based in Accra, Ghana. Through their six training programmes targeting youth, women, teachers and artisans, GIFEC is delivering training covering basic and intermediate digital skills, reaching out to the different communities mainly through community centres, zonal offices and partnerships with local institutions.

**Rwanda Information Society Authority (RISA)**, is based in Kigali, Rwanda. Its main mandate is to implement national ICT policies and programmes, strategies that expand the access and affordability of ICTs, and accelerate digital skills development as well as community development. RISA is currently running a digital skills train the trainers programme named Digital Ambassador Program (DAP), with the main target of training 60% of the population (5 million citizens) with basic digital skills by 2024, thanks to the training and deployment of 2'140 Digital Ambassadors (DA) in the different communities in the country.

**Smart Zambia Institute**, located in Lusaka, Zambia, is a division under the office of the President mandated to coordinate and implement e-government for the citizens, businesses and within government for improved service delivery. Its current goal is to improve and update the ICT infrastructure in the country as well as to train public service employees and citizens in the use of the new technologies.

The **Instituto Federal de Brasilia (IFB)**, based in Brazil, with more than 18'000 students and a total of 10 campuses, is delivering secondary and higher education, with strong professional and vocational focus. The level of digital skills training covered is both basic and intermediate including computer science, mobile device programming and Internet systems development.

The **Community Technical Centres (CTC)** in Santo Domingo, Dominican Republic, is a public education institution delivering technical training at basic, intermediate and advanced levels. Most of the courses

are delivered with instructors through the four community centres operating in socio-economically deprived areas, as well as through the seven service and training centres operating at metro stations. CTC is also delivering content through community radios and community libraries.

The **National Technical College of Asunción**, Paraguay, is a public technical college established by the Ministry of Education and Science, with the purpose of teaching professional skills such as construction, mechanics and computer science. The college is closely working with enterprises to make sure the skills delivered are relevant to the current needs in the workplace and job market.

The DTC in the Philippines is the **Department of Information and Communications Technology (DITC)**, the primary entity of the executive branch of the government planning, developing, and promoting the national ICT development agenda. Currently DITC is operating digital skills programmes reaching out to both public and private sectors, as well as to remote communities such as in the rural areas. Most of the courses are given face-to-face in the training centres and few through online platforms.

The **ICT Training and Development Centre**, located in Jawa Barat, Indonesia, is operating under the Ministry of Communication and Informatics of Indonesia. The digital skills training provided are mostly at the basic level, with some courses at intermediate and advanced level. The majority of the courses are delivered face-to-face and a few through the online learning platform called B-Learning.

The **Papua New Guinea University of Technology** (PNGUoT, or UNITECH) is the only technological university in the country. The digital skills training covers basic-level topics delivered face-to-face in the university premises in Lae City, as well as through the network of satellite campuses based in the remote areas of the country.

During the question and answer session, some participants mentioned the importance of having access to Internet for some communities, the affordability of devices as well as software in the training centres in conducting effective trainings. Options of public-private partnerships between governments, private sector and development institutions were proposed for further analysis.

### **Agenda item 3: Stakeholder roles and responsibilities**

The session was dedicated to the analysis and discussion of the DTC operating model, partnership categories and groups, roles and responsibilities of the different partner groups, roles and responsibilities of ITU and DTCs and finally the governance structure. A presentation was delivered containing these key areas.

Delegates raised questions regarding the formal agreement between the ITU and the different DTCs, timing, and responsibilities. They were informed that a cooperation agreement would be ready within a week after the workshop. Delegates requested to be taken through the outline of the cooperation agreement during the workshop. This was done during the last session of the workshop.

During the session, delegates raised concern about the challenge of mobilizing partners at the national level and creating value for each of the potential stakeholder, as well as about obtaining additional support from the respective Governments. ITU informed the delegates about the partnership opportunity document that will be shared with the DTCs once it is finalized. It contains the value proposition for each of the potential partners. The workshop will also dedicate a whole session, under agenda item 8, on partnership mapping and profiling that would assist the DTCs identify their key stakeholders and package a value proposition according to the partner's interest and influence. The role of the DTCs in delivering training at the national and community levels was specified. The role of ITU in mobilizing additional partners as well as additional support from national Government and the global community was also highlighted. Furthermore, the role of Cisco and other partners in bringing in certified and accredited content, expertise and its global platform to the DTCs was explained.

**WEDNESDAY, 12 FEBRUARY 2020**

**Agenda item 4: Proposed strategies to scale and reach underserved communities**

During the session, a number of external panellists were brought in to share their knowledge and experiences with the different strategies and pathways to scale digital skills trainings based on the different situations and circumstances in different countries and how these strategies could be applied in the activities conducted by the DTCs.

The first panellist, Ms Violette Uwamutara, Rwanda Country Director at Digital Opportunity Trust, presenting remotely, introduced the audience to the Digital Ambassadors Program, currently operating in Rwanda. The program is positioning young people as community leaders, where they lead skills programmes in their own communities. They gain critical digital facilitation and leadership skills while also identifying the challenges and opportunities around these skills. These Digital Ambassadors are then deployed into their communities, with the full pack of digital skills training materials to deliver training, with specific targets that each one of them has to attain. The goal of the programme is to increase digital literacy and skills across the country, both in quality and quantity, with courses at basic, intermediate and professional levels. The programme success and sustainability depend on multiple partners and an expansion of the ecosystem of partners to provide funding and to support implementation.

The second panellist, Ms Annemijn Perrin, CEO and Founder at Digital Skills Foundation, highlighted the importance of skills development allowing citizens to be job-ready and add value to the productivity in countries in a cost effective, scalable and sustainable manner. Governments are facing multiple challenges, particularly related to the scalability, cost and localization of the digital skills training. The presented programme includes digital literacy courses internationally certified and endorsed, delivered online as well as offline. The panellist shared experiences of how a scalable programme has been conducted in one country in Africa, involving the training of master trainers, principals and teachers, who would in a second phase train others to reach critical mass. Another option for scaling is creating a digital knowledge portal at community level, which offers learning space per person adaptable to any environment and makes personalized learning possible.

The third panellist, Ms Danica Radovanović, Digital Inclusion Advisor at Basic Internet Foundation, stressed the importance of including certain digital skills training courses in the DTCs activities, working topics such as technical, content creation and communication, collaboration, critical thinking, problem-solving, online privacy and security. Ways to deliver digital skills training in a scalable manner could be operated through free online services and platforms that can be installed in low-income communities. Such platforms could be open source, installed with instructions and able to reach out to millions of citizens.

The fourth panellist, Mr Paolo Dal Santo, Business Development Manager at HP, introduced the online digital skills training offer proposed by HP, through the HP Life programme. The programme is tailored to prepare citizens to the new digital skills requirements for the current job market, with a specific interest towards entrepreneurship and business skills, such as business communication, business plan preparation, design thinking and fund-raising courses for projects. Thanks to the collaboration between ITU and HP on this Initiative, the mentioned courses will be made available to the DTCs and ways to deliver them will be further explored.

Finally, the fifth panellist, Mr Josef Noll, Secretary General at Basic Internet Foundation highlighted the need to adopt a holistic view of digital societies, and the need for interventions that empower people to have a sense of self-actualization. Scaling should be seen within that context, and DTCs are well positioned to achieve that. What is needed is free access to information (digital public goods), open availability of the education, creation of applications for the mass markets, and digital inclusion. The focus should be put on applications and value creations in the respective countries.

During the discussion, delegates expressed concern with regards to strategies and sustainability of the Initiative. The train the trainer programme is designed to be sustainable, thanks to the strong partnerships with local institutions. In some countries, for example, young people are at the core of the train-the-trainer project, highly motivated and motivating older citizens, and this could be a good vehicle of learning. The ownership of the content was also highlighted as important in this process, as the country should own the content and be able to make it available to the members of the society.

Another concern was related to the cost of the hardware and software from certain providers (e.g., HP). It was highlighted that in certain cases, hardware and software from certain providers can be made available at no cost thanks to partnerships at national level with different organizations that can cover that cost such as donor agencies and development banks.

The session ended with a group work, where participants were divided into four groups and worked on specific questions related to scalability and sustainability. Two groups looked at the options for scale, while two others looked at the issues of sustainability:

Feedback from the scaling group sessions highlighted the following points:

1. DTCs must undertake a gap analysis between the national demand for digital skills and the capacity of the DTC to deliver on that demand. A scaling strategy will depend on the plan to close that gap, keeping in mind that each country has different characteristics.
2. Assessment of needs should be conducted through community surveys.
3. Train the trainer program is a critical element of scaling, and it should be done through a platform that is easy to use, tailored for this purpose. Details such as how the platform should be (online/offline) should be further discussed.
4. There is a need to also train community leaders, as well teachers, on how to use online tools.
5. Training priorities should be aligned with the national digital priorities of the country.
6. It is essential to consider the different target groups for digital skills training, such as teachers and civil servants while developing the strategies to scale and DTC training plans.
7. Outsourcing of training activities to training providers such as NGOs can be a strategy to scale.
8. Obtaining further resources such as funding from donor community could help to better deliver the activities of the DTCs.

Feedback from the sustainability group sessions highlighted the following points:

1. There is a need to bring on board stakeholders that could be involved in the work of the DTCs.
2. A stakeholder mapping should be done in order to identify the stakeholders as well as the benefits they will bring (Supra nationals, e.g., ITU, global IT and telecom companies, donors, international development banks such as the World Bank, Governments, regional governments, universities, village/community, entrepreneurs/innovators).
3. It is important to identify and attract key partners, focusing on the role of each of them, their interest in the work of the DTC and their influence at national level.
4. It is important to have national ownership of the DTC Initiative, and for this to occur there is a necessity for the Government to support the Initiative, and make sure the ownership is transferred at community level.
5. Demonstrated evidence of impact and impact stories such as local employment generation and livelihoods improvement, should be highlighted.
6. There is a need to create mobile apps for citizen empowerment, such as e-government solutions.

7. Digital skills training should demonstrate value creation in the communities arising from developing digital skills.
8. Female entrepreneurship should be supported.
9. Create opportunities for self-paced learning.
10. Encourage creation of digital knowledge banks and platforms at local level with off-line free access.
11. Collaboration with Digital Public Goods providers.

#### **Agenda item 6: Introduction to train-the trainer programme and courses overview**

The session was dedicated to the introduction of the operational plan of the DTC train-the-trainer programme, covering topics such as access to training content and technical details supporting students. The overview of courses to be made available by Cisco and HP was also covered.

Cisco introduced the portfolio to be made available to the DTC through the Initiative. The courses are divided into basic level, such as digital skills training (e.g., Get Connected), basic cyber security (e.g., Introduction to Cybersecurity), basic level internet of things (e.g., Introduction to IoT) and basic on Linux operating system (e.g., NDG Linux Unhatched), and intermediate level courses, such as introduction to networking (e.g., Networking Essentials), operating systems portfolio (e.g., IT Essentials, NDG Linux Essentials), security portfolio (e.g., Cybersecurity Essentials, IoT Security), programming courses (e.g., Programming Essentials in Python, Programming Essentials in C, Programming Essentials in C++), Internet of Things (e.g., Connected Things, Big Data, Analytics and Hackathon Playbook). While most of the courses are either self-paced or instructor-led, some are only instructor-led.

The train-the-trainer programme is also a solution to be made available by Cisco in order to ensure scalability and quality assurance. Cisco has developed and tested training materials to be used by citizens while becoming trainers. In order to become a trainer, the applicant must go through the technical materials and pass an exam supervised by Cisco. The trainer status must be renewed every three years.

The representative from Cisco also announced that an offline content platform has been developed and are currently available to DTCs deploy through a moodle server and local area network. The benefits of this solutions include access to training materials without an Internet connection, scalability though on-premise deployment, cost reduction and data sovereignty.

ITU gave an overview of the ITU Academy platform, including the description of the platform, the general and specialized courses offered on all aspects of the digital skills development spectrum, including topics such as innovation and entrepreneurship, digital inclusion, Internet of Things, cybersecurity and others, for training available through face-to-face or online delivery.

HP introduced the courses available through the HP Life platform to be made available to DTCs through the partnership between ITU and HP. The content is interactive, and module based, designed around core business competencies such as finance, marketing, operations and communication.

During the open discussion, some participants raised concerns with regards to the certifications granted at the end of courses. It was specified that for the basic courses, the providers of technical materials are not charging trainers and a certificate of achievement is granted by ITU and the training partner (Cisco or HP). For the professional courses (advanced level), the Cisco NetAcad certificate is free, while the Pearson VUE certificate has a cost to it, to be discussed with DTCs if interested. However, the professional courses are not covered under the DTC Initiative, and therefore any concessions to DTCs would be discussed separately with Cisco.

Delegates highlighted the importance of having the content adapted to the national and local context, therefore translations in different languages will most likely be required. It was explained that this phase



of the Initiative does not cover that. However, this could be a scope that can be explored with and covered by partners who express interest to work with certain countries or communities.

#### **Agenda item 5: Performance criteria – Performance and target measurement indicators**

This session was dedicated to the discussion of the key result areas, performance measurements and performance indicators that are essential to determine the performance of a particular DTC and measure the success of the Initiative as well as its impact. The session facilitator shared the relevant documentation and presented the different categories of criteria.

It was highlighted by the participants that each of the countries where the DTCs are based is different and has different needs, and the DTCs have different capacities. For this reason, it was difficult to prescribe some quantitative performance measures or key performance indicators. What was important was to agree on a framework for measuring performance, and a framework for indicators. Thereafter, using that framework, each DTC would then indicate its own performance targets to be agreed with ITU, based on its capacity, resources, and priorities.

The delegates also highlighted that the content needs to be adapted to each DTC, since what it commonly described as basic level in one country could be a different level in the other, therefore the KPIs should be measured according to the national context.

There was consensus on the need to ensure that training accommodated rural, poor and underserved areas, and also took into account gender. However, there was a debate on the definition of “rural”, which differs across countries. It was agreed to use the term “Communities” instead of “rural”, and each country would use what best suits their priorities.

Delegates broke into groups to brainstorm on the performance measurements and indicators. The session ended with group report back and discussion on their proposed performance and target measurement indicators, as well as proposals submitted by ITU regarding activities such as reporting on the different actions taken by the DTCs as well as timing of the reporting, and timing of the submission of the DTCs operational plan.

The outcomes of the discussions were the following:

1. Delegates agreed to measure performance based on the number of participants trained.
2. Of all participants at least 60% enrolments must be from local communities.
3. Of all participants at least 30% must be female.
4. Each DTC shall develop and submit its own training plan taking into account the different target groups that need training, in line with the priorities in that country
5. The numbers to be trained (enrolments) will be based on the targets set by DTCs based on their capacity, priorities and ambitions.
6. A training plan template shall be prepared by ITU and shared with the DTCs. The training plan shall be part of the DTC implementation plan for phase 1.
7. DTCs’ proposed training plans shall be up to December 2020. Before end of December DTCs will submit proposals for the training plan for the remainder of the phase 1 for 2021.
8. ITU will develop a DTC implementation plan for the entire phase 1. This plan will include not just the training plan, but all activities that a DTC will implement as part of the Initiative rollout. The draft plan will be discussed, and adjustments will be made based on the feedback from delegates on Day 3.

The training plan template which was developed and agreed to by the delegates is attached to this report as Annex 2.

## **THURSDAY, 13 FEBRUARY 2020**

### **Agenda item 7: Launch and awareness campaigns using design thinking technique**

This session introduced the design thinking approach for problem solving, in order to equip participants with the tools to design their own DTC strategy and plans as well as tools to bring those plans into implementation.

The participants were divided in groups to discuss real-life conditions in their own countries and the potential major challenges and obstacles in launching and running the DTC Initiative. The most frequent factor highlighted by the participants was the lack of resources in the institutions to run the programme effectively. Additional financial resources would be needed to upgrade the infrastructure and increase the connectivity, create new local content, give financial incentives to trainers operating within the train-the-trainer programme or at least compensate them for expenses such as transportation etc. In order to meet the financial needs, the participants also mentioned that a solution would be to expand the partnership model at national and local level and partner with strategic stakeholders such as electricity and water companies willing to support the cost of utilities, telecom operators willing to support the cost of the connectivity etc. It was acknowledged that a mapping exercise should be done in order to identify the main beneficiaries, level of training required etc.

Several delegates raised concern regarding translation of training content in national or local languages. The potential participants that the DTCs will reach out to are largely based in rural communities, and the translation of training materials is a need in order to conduct effective training.

### **Agenda item 8: Planning of national stakeholder engagement**

The session was dedicated to a partner mapping exercise where each of the DTCs mapped its potential partners in function of the importance of each partner to the functioning of the training activities.

In the group sessions, DTCs were asked to do specific partner mapping exercises that helped them to

1. Identify the target groups for the DTC.
2. Identify all the potential partners for the DTCs.
3. Undertake a stakeholder mapping.
4. Distribute stakeholders based on their influence and interest.

Each of the DTCs reported back on the partner distribution based on the importance of having specific partners involved in the DTC activities as well as on their influence. It was highlighted that DTCs should spend 80% of their time engaging the partners with high interest in the programme and high influence, and less time on the partners with low interest and low influence.

### **Agenda item 9: Presentation of the draft implementation plan**

This session was dedicated to the presentation, discussion and agreement on the draft implementation plan of the Initiative. The major agreements concern the specifics of the training plan, training materials to be made available and branding and communication.

During the session the following issues were discussed and agreed to:

1. DTC representatives will prepare a training plan that covers the training activities for the first half of phase 1, from March 2020 to December 2020. It was agreed that this arrangement will be beneficial in order to analyse the progress of implementation, find best practices and improve the implementation for the second half of the phase 1.
2. ITU, Cisco and HP will provide DTCs with an exhaustive list of available courses, for DTCs to be able to make the best choice in terms of topics to be covered.

The Implementation Plan for the DTC for Phase 1 was developed with the following milestones:

1. ITU to submit the draft Cooperation Agreement (CA) for comments from DTCs by end of February 2020.
2. DTCs to submit feedback on CA and supply relevant information within two weeks.
3. Training plan to be submitted by DTC as soon as possible and no later than end of May 2020. However, training activities can start anytime.
4. Operating guidelines to be submitted to DTCs by ITU by end of March 2020.
5. National stakeholder engagement workshop to be held by end of May 2020.
6. End of Phase 1 to be extended by 2 months to end of September 2021.
7. Regional workshops to be held between July and September 2021.

The implementation plan as discussed and agreed is attached to this report as Annex 3.

At the end of the workshop, delegates completed an evaluation of the workshop. The results of the evaluation are attached to this report as Annex 4.

### **Closing ceremony / conclusions**

Final remarks on the three days of workshop were delivered by Ms Susan Teltscher, Head, Capacity and Digital Skills Development, ITU and by Mr Alfie Hamid, Corporate Affairs Regional Manager for Africa, Cisco. In her remarks, Ms Teltscher thanked all the DTCs for their active participation in the workshop, and for helping to co-create the working modalities for the initiative. She emphasized the commitment of ITU to support the DTCs through resource mobilization and partnership building so that phase 1 of the Initiative ends successfully. Mr Hamid highlighted that the workshop is only the first step of the Initiative and that Cisco is committed to contribute and make the programme successful.

## Annex 1: List of participants

Name	Title	Institution	Country
<b>DTCs</b>			
Ms Abena Acheampomaa Nyamesem	Senior Manager, Sustainability and Partnership	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
Ms Deborah Korkor Bah-Lano	Manager, Programmes	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
Mr David Ofori	Head of Operations	Accra Digital Centre	Ghana
Mr Kwame Baah-Acheamfuor	Deputy Director	National Communications Authority (NCA)	Ghana
Mr Innocent Asiimwe Mudenge	Division Manager, Digital Cluster Coordination and Community Development	Rwanda Information Society Authority (RISA)	Rwanda
Mr Mulomba Hameja	Assistant Director, Change Management	Smart Zambia Institute	Zambia
Mr Michel Touré	General Director	Ecole Multinationale Supérieure des Postes	Côte d'Ivoire
Mr Fabiano Cavalcante Fernandes	Professor	Instituto Federal de Brasília (IFB)	Brazil
Mr Jonny Beltran Hernandez	Technology Manager	Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
Mr Claudio Rafael Árias	Technical Training Officer, Department of Curriculum Development	Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
Ms Marta Guadalupe Mojoli Apthorpe	Computer Engineer	Colegio Técnico Nacional de Asunción (CTN)	Paraguay
Mr Hamdani Pratama	Head of Programme and Reporting Section	Balai Pelatihan dan Pengembangan Teknologi Informasi dan Komunikasi (BPPTIK)	Indonesia
Mr Nusirwan Nusirwan	Head of BPPTIK	Balai Pelatihan dan Pengembangan Teknologi Informasi dan Komunikasi (BPPTIK)	Indonesia
Mr Emmanuel Rey Caintic	Assistant Secretary for Digital Philippines	Department of Information and Communication Technology (DICT)	Philippines
Ms Katherine Navarra	Executive Assistant	Department of Information and Communication Technology (DICT)	Philippines
Mr Rior Santos	Director III	Department of Information and Communication Technology (DICT)	Philippines
Mr Jayroma Bayotas	Attaché	Permanent Mission of the Philippines in Geneva	Philippines
<b>Partners</b>			
Mr Alfie Hamid	Regional Manager, Corporate Affairs, Africa	Cisco	South Africa

Mr Serge Nanfack Fomekong	Technical Program Manager, Africa	Cisco	South Africa
Mr Piotr Pluta	Director Corporate Affairs, Europe, Middle East, Africa & Russia	Cisco	Switzerland
Mr Paolo Dal Santo	Education Business Development Manager, Europe, Middle East and Africa	HP	Switzerland
Ms Violette Uwamutara (Remotely)	Rwanda Country Director and Senior Advisor for Africa Operations	Digital Opportunity Trust (DOT)	Rwanda
Ms Annemijn Perrin	CEO and Founder	Digital Skills Foundation (DSF)	France
Ms Danica Radovanovic	Consultant and Digital Inclusion Advisor	Basic Internet Foundation	Norway
Mr Josef Noll	Secretary General	Basic Internet Foundation	Norway
Mr Erling Hess Johnsen	Programme Adviser Education and Private Sector Development	Ministry of International Development	Norway
Ms Hilde Opoku	Senior Advisor	Norwegian University of Science and Technology (NTNU)	Norway
<b>ITU</b>			
Ms Doreen Bogdan-Martin	Director, BDT	ITU	Switzerland
Ms Eun-Ju Kim	Chief, Digital Knowledge Hub Department	ITU	Switzerland
Ms Susan Teltscher	Head, Capacity and Digital Skills Development Division (CSD), BDT	ITU	Switzerland
Mr Mike Nxele	Senior, Capacity and Digital Skills Development Officer (CSD), BDT	ITU	Switzerland
Ms Halima Letamo	Training and Development Officer, CSD, BDT	ITU	Switzerland
Ms Elena Stankovska-Castilla	Capacity and Digital Skills Development Officer (CSD), BDT	ITU	Switzerland
Mr Marian Pletosu	Digital Skills Officer (CSD), BDT	ITU	Switzerland

## Annex 2: Template of training implementation plan for March-December 2020

### Basic level training

Name of course	Target group	Total number of people to be trained	Minimum percentage of female participants enrolled (no less than 30%)	Minimum percentage of participants enrolled from communities (no less than 60%)
E.g., Get Connected	Teachers	e.g., 30,000	e.g., 40%	e.g., 70%
	Civil Servants			
	Community			
	XXX			
	XXX			
E.g., Mobile use	Teachers			
	Civil Servants			
	Community			
	Teachers			
	Civil Servants			
	Community			
	Teachers			
	Civil Servants			
	Community			
	Teachers			
	Civil Servants			
	Community			

### Intermediate level training

Name of course	Target group	Total number of people to be trained	Percentage minimum of female participants to be trained (no less than 30%)	Percentage minimum of community enrollments (no less than 60%)
E.g., Desktop publishing	Teachers	e.g., 10,000	e.g., 45%	e.g., 65%
	Civil Servants			
	School leavers			
	XXX			
	XXX			
E.g., Web design	Teachers			
	Civil Servants			
	School leavers			
	Teachers			
	Civil Servants			
	School leavers			
	Teachers			
	Civil Servants			
	School leavers			
	Teachers			
	Civil Servants			
	School leavers			

### Annex 3: Draft implementation plan for phase 1

Action	Proposed timeframe	Action by
Submission of Cooperation Agreement (CA) to DTCs for comments	By end of February 2020	ITU
DTCs to submit comments and required information on the CA	By first week of March 2020	DTCs
Submission of the DTCs operating guidelines	By end of March 2020	ITU
Submit final draft of the implementation plan 2020	By end of May 2020	DTC
Submit final draft of the training plan 2020	By end of May 2020	DTC
Launch of training activities under DTC Initiative	Immediately up to end of May 2020	DTC
Run train-the-trainers online programme on access and use of training materials	Immediately, and continuous	Cisco, ITU
Hold national stakeholder engagement workshop	Immediately to end of May 2020	DTCs
Deliver training	Immediately to September 2021	DTCs
Submit 1 <sup>st</sup> activity report	End of August 2020	DTCs
Virtual regional DTC meetings	End of August 2020	ITU/Cisco/DTCs
1 <sup>st</sup> monitoring and review	1-30 September 2020	ITU/Cisco
Submit 2 <sup>nd</sup> activity report	End of February 2021	DTCs
2 <sup>nd</sup> monitoring and review	1-30 March 2021	ITU/Cisco
Submit 3 <sup>rd</sup> activity report	End of May 2021	DTCs
3 <sup>rd</sup> monitoring and review	1-30 June 2021	ITU/Cisco
Regional workshops (Physical)	July 2021 – September 2021	ITU/Partners/DT Cs



## Annex 4: Workshop evaluation

Please evaluate the following:	Excellent	Good	Adequate	Poor	Very poor	Not applicable	TOTAL
<b>A. Content and conduct of the workshop</b>							
1) Quality of Speakers/Panellists	5	9	1				15
2) Time for discussion and participation	6	4	5				15
3) Usefulness of each agenda item:							
Agenda item 1: Essential skills for inclusive participation in the digital economy	5	6	4				15
Agenda item 2: Practices of digital skills training	5	9	1				15
Agenda item 3: Stakeholder roles and responsibilities	4	8	2	1			15
Agenda item 4: Proposed strategies to scale and reach underserved communities	5	5	5				15
Agenda item 5: Performance criteria – Performance and target measurement indicators	3	4	7				14
Agenda item 6: Introduction to train-the-trainer programme and courses overview	5	5	5				15
Agenda item 7: Launch and awareness campaigns using design thinking technique	6	4	5				15
Agenda item 8: Planning for national stakeholder engagement	3	4	8				15
Agenda item 9: Presentation of the draft implementation plans by DTCs	5	3	4				12
4) Clarity of summary and conclusions	4	5	4				13
5) Overall assessment of the workshop	4	6	3				13

6) What was the most useful part of the workshop?  
 Interactivity and discussions between participants were very appreciated and presentation of the draft proposal was judged as useful.

The item of the agenda the most appreciated was the item 5.

7) What was the least useful part of the workshop?

Participants would like to have additional partners offering services beyond training content only. Also, more clarity on the connection between strategies to scale and the work of the DTC would be needed.

8) Comments or suggestions to improve the content and conduct of the workshop:

The participants valued the content of the workshop which they considered interesting and defined it as a good initiative to be repeated, and added for some that it would be interesting to have a workshop with the presence of all the actors in order to better evaluate the projects, in addition to establishing regular communication between them.

	Excellent	Good	Adequate	Poor	Very poor	Not applicable	TOTAL
<b>B. Organization of the workshop</b>							
9) Timeliness of distribution of invitation/agenda/materials	8	5	2				15
10) Duration of workshop	4	8	3				15
11) Quality of workshop facilities	6	6	3				15
12) Overall planning and organization of the workshop	9	4	2				15
13) Comments or suggestions to improve the organization of the workshop:							

Most of the participants thanked the team that initiated the workshop and congratulated them for their work. Among the few comments added was the suggestion to have a more equal distribution of speakers by region (no speakers from Asia for example).