

Digital Transformation Centres Initiative Phase 2 Kick-off Workshop

16 to 18 March 2022

Geneva, Switzerland

FINAL REPORT



INTRODUCTION

The Phase 2 Kick-off Workshop of the Digital Transformation Centres (DTCs) Initiative took place in Geneva, Switzerland, from 16 to 18 March 2022. It was organized by the International Telecommunication Union (ITU) in partnership with Cisco.

The workshop brought together 42 participants, 25 representing the selected DTCs in Africa, Americas, Arab States and Asia-Pacific for the Phase 2 of the Initiative (The representatives from Democratic Republic of the Congo were unable to participate in-person, following the workshop virtually), 5 participants from the public and private sectors and international organizations, and 12 participants from ITU. In addition, 8 participants from DTCs, partners and ITU joined the workshop remotely. The list of participants is attached to this report as Annex 1.

The purpose of the workshop was to bring together representatives of the DTCs which are part of Phase 2 of the Initiative to gain a common understanding of how best to achieve the objectives of the Initiative and to discuss the activities that they will be expected to undertake to achieve the objectives. The topics covered ranged from stakeholder engagement, partnership mobilization, and training delivery strategies, to the more practical issues related to the development of training plans and evaluation of training implementation.

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/phase-2-kick-workshop>

WEDNESDAY, 16 MARCH 2022

Opening ceremony

The opening ceremony was moderated by Ms Susan Teltscher, Head of Capacity and Digital Skills Development Division, ITU and was officially opened by Ms Sulyna Abdullah, Chief of the Digital Knowledge Hub at ITU on behalf of the Director of the ITU Telecommunication Development Bureau, Ms Doreen Bogdan-Martin. Ms Abdullah welcomed the representatives of the Digital Transformation Centres (DTCs) and partners present, namely Cisco, WFP and Digital Skills Foundation, and invited them to actively participate in the Workshop. Ms Abdullah highlighted that Phase 2 of the Initiative is built on the successes and lessons learned from Phase 1 which lasted for 18 months from January 2020 until August 2021.

Ms Abdullah highlighted that the ITU World Telecommunication Development Conference (WTDC) takes place later this year in June in Kigali, Rwanda, and this conference sets the agenda for the development sector harnessing the power of connectivity to ensure that no one is left behind. As the economy is moving to digital, the lack of digital skills is one of the greatest barriers to participate in our increasingly digital world.

Mr Alfie Hamid, Senior Manager for Global Partnerships at Cisco noted value of digital skills as investing in knowledge and skills is key for not leaving anyone behind. IT skills are spreading fast and especially in the non-ICT sector as they are needed in all the domains, reason why we need to build partnerships with organizations such as WFP and others in order to be able to bring the digital skills to marginalized communities and rural areas.

Lastly, Mr Mike Nxele, Senior Capacity Building Officer, shared a presentation on the history of the DTC Initiative, its objective, implications for the work of the DTCs as well as the main objectives of Phase 2. He also gave an overview of the objectives of the workshop and expected outcomes.

Agenda item 1: Developing digital skills for inclusive participation in the digital economy.

During this session, Ms Teltscher highlighted the importance of developing digital skills for digital inclusion and to ensure that all citizens can fully participate in the digital economy and society. This session paid attention of the risks of exclusion associated with lack of digital skills, especially for the most marginalized communities.

Ms Teltscher provided a presentation to set the scene for the work over the three days of workshop and for the DTC Initiative beyond the workshop. She emphasized that the Covid-19 pandemic has had a significant impact on digital development as 90 per cent of schools were closed at some moment during the pandemic and those who were provided with remote learning solutions were at a huge advantage. This impact was equally noted in the work environment.

It was important to note that teaching, learning and remote working requires reliable, high-quality connectivity and access to devices. The Covid-19 pandemic has revealed persistent digital divides as 38 per cent of the global population is still offline which translates into 2.9 billion people worldwide. It was highlighted by Ms Teltscher that in developing countries, 65 per cent of the population lacks the skills to use the Internet and between 85-90 per cent of households in least developed countries (LDCs) have no

access to Internet nor devices. The digital divide was particularly prevalent in rural areas, with only 15 per cent of the rural population in Africa using the Internet. Ms Teltscher highlighted that infrastructure-related projects must be accompanied by digital skills training. Although the initiatives related to digital skills training surged over the past few years, the key challenge lies with reaching the population at the so-called bottom of the pyramid who are currently excluded from the Internet. Different approaches are needed to reach the most marginalized which is much harder to achieve but also with higher impact. This is where the DTCs play an important role.

Mr Alfie Hamid emphasized that as industry demands shift, education must shift as well. It is key to look at the evolution of the industry and how the demand for skills shifted with each industrial revolution. In the fourth and current industrial revolution, 4.0, digital is driving this revolution and we need to include digital skills in every intervention we make and in each job sector. Lastly, Mr Hamid mentioned that research shows that demand will increase for higher cognitive, social, emotional, and technological skills (study by Oxford Martin School), therefore it is important to advance and adapt to the new developments in order to stay relevant.

Agenda item 2: Overview of the DTC Initiative and lessons learnt from Phase 1

This session was moderated by Mr Marian Pletosu, Digital Skills Officer, ITU and was dedicated to presentations on experiences and lessons learnt from Phase 1 of the Initiative.

To start the session, Mr Mike Nxele, Senior Capacity and Skills Development Officer, ITU, provided an overview of the Initiative, highlighting the partnership arrangement, key achievements, and lessons learned from Phase 1. In addition, he also mentioned the prominent/critical role of the partners, including governments, private sector partners including training providers, value/funding partners. The combination of efforts resulted in the successes achieved under Phase 1. He intimated that the DTCs can continue to leverage on the partnerships to extend the impact of the Initiative under Phase 2, as this is a key element for success.

Mr Nxele, on one hand, noted that the essential responsibility of the DTCs is the delivery of digital skills training, noting that digital skills encapsulate the essence of the Initiative. Other highlighted responsibilities of the DTCs include mobilising partners at national and sub-national levels, implementing and monitoring trainings, marketing and promoting the Initiative, and preparing and submitting reports on implementation progress. On the other hand, Mr Nxele highlighted that the role of the ITU include monitoring and evaluation of the overall Initiative, promoting the Initiative globally, making available the ITU Academy for online trainings, mobilising governmental support, engaging partners on behalf of the Initiative and the DTCs, and making available its training materials and related resources. In relation to content development, he mentioned that ITU, under the auspices of the DTC Initiative, is undertaking a content gap analysis; he therefore urged DTCs to prompt ITU if there are specific skill areas of interest to them which they would want the gap analysis to address.

Under the achievements of the Initiative in Phase 1, Mr Nxele highlighted the training of a total of 106,388 citizens, 65 per cent of whom were females. Of important note, every region in the Initiative had more female training beneficiaries than male. Regarding the satisfaction of DTCs from the implementation of Phase 1, Mr Nxele noted that in the survey administered at the end of Phase 1, the overwhelming majority, approximately 72 per cent, said they were either satisfied (50 per cent) or very satisfied (22 per cent) with implementation activities in Phase 1. Among others, the DTCs highly valued the quality of the

training content that was made available to them, and the brand positioning their affiliation to the DTC Initiative gave them.

Among the major challenges during Phase 1, as highlighted by Mr Nxele, were the Covid-19 pandemic, as every country was affected and the training delivery was strongly impacted, the connectivity challenges in some of the countries and especially in rural and marginalized areas, the affordability of the Internet connection as well as of the devices. The inadequate resources available were noted as a challenge in multiple countries where the DTCs are located.

Lastly, as lessons learnt from Phase 1, Mr Nxele observed that DTCs tended to do well where there was government support as well as where there was a clear commitment from DTC leadership to implement the Initiative. In addition, he intimated that the practice of maintaining DTC focal points further enabled the DTCs to achieve their objectives as it ensured continued and promoted communication. On the flip side, he observed that there was a need for a common understanding to develop training plans and performance measurement as well as to standardise measurement as in some cases DTCs count and report their contributions differently.

In his presentation on experience as DTC in Phase 1, Mr Tindi Nuru, Director, Teaching and Learning at Papua New Guinea University of Technology, highlighted that multiple trainings took place during Phase 1 and most of the times they were at digital literacy level, thanks to the support of Cisco's team in the region to deliver Cisco's Get Connected, and thanks to the support of several other partners such as the Melbourne Institute of Technology (MIT), and the United Nations Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT). In addition, Mr Nuru highlighted that digital awareness workshops were conducted for farmers and schoolteachers during the peak of the Covid-19 pandemic, and groups of youths in the country benefitted from digital literacy training during vacation periods.

Mr Nuru stressed that the DTC activities have been successful in the country thanks to the partnerships build around the Initiative, including with the central government, provincial administrations, the National ICT Authority (NICTA), ITU Regional Office for Asia and the Pacific, Cisco Australia, and the European Union's Support to Rural Entrepreneurship and Trade in Papua New Guinea (EU-STREIT PNG) Programme. Among the major challenges in the country, Mr Nuru highlighted the restricted access to technology, gender disparity and the budgetary constraints. The key lessons learnt mentioned is to ensure that the right support from authorities is in place, and make sure that this effort is aligned with national and regional goals and with multi-sectoral efforts.

Mr Innocent Asimwe, Division Manager at Rwanda Information Society Authority (RISA), introduced the DTC in Rwanda mentioning that RISA's mandate includes coordinating and regulating ICTs in the public sector of Rwanda. In that regard, one of the mandates is to champion Rwanda's digital transformation, noting that the country has a low digital literacy rate of 20 per cent. The Government of Rwanda is therefore seeking to increase the digital literacy rate to 60 per cent by implementing complementary programs and projects to improve the digital ecosystem. The current national focus is on persons at the bottom of the pyramid, and that is where the country seeks to achieve 60 per cent digital literacy rate by 2024.

Mr Asimwe stressed that under Phase 1, RISA made significant achievements, reaching 30 districts across the country. In addition, it was mentioned that 1 Youth Empowerment for Global Employment (YEGO)

Centre and 2 service access centres were supported through the Initiative. Thanks to these programmes, the DTC has noticed significant interest in digital literacy courses. Lastly, the DTC conducted Training of Trainers for 60 participants from across the country, including persons with disabilities.

The partnerships were highlighted as critical to the achievement of activities under Phase 1 and these partnerships laid the foundation to scale-up under phase 2. It was noted that the funding received from ITU will speed-up the implementation of RISA's activities under Phase 2 of the Initiative. Finally, Mr Asiimwe stressed that in order to reach more people from communities, there is a strong need to translate the training content into local languages.

At the end of the session, the participants were separated into 4 breakout groups discussing the following questions: what worked well in Phase 1 of the Initiative? What did not work well? What lessons did you learn?

Among the activities that worked well in Phase 1, participants reporting back mentioned the value of the partnerships, and the quality of the partners involved in the Initiative. In addition to the global partners, the local partnerships were valued, for example partnerships with associations / membership-based groups supporting to reach additional beneficiaries, partnerships with academic institutions particularly for obtaining access to infrastructure and resources, and the financial partnerships as in the case of the support from the Government of Norway in Ghana were highly appreciated. In addition to partnerships, activities such as training of trainers and Digital Ambassadors Programmes supported to build capacity of DTC to deliver training activities and reach additional beneficiaries, with a specific attention to gender balance giving the inclusive nature of the Initiative. Lastly, participants mentioned some additional enablers to training implementation, such as the opportunity to exchange and learn from the other DTCs, the ability to monitor the training participation and progress in real time on the Cisco Academy platform, and finally the clear KPIs and targets helped DTCs to stay focused on the goals.

Among the activities that did not work well in Phase 1, participants mentioned that the Covid-19 pandemic imposed constraints on all the DTCs, and most of the training was slowed down or delayed especially in 2020. In addition, the inadequate financial resources, logistics, the poor infrastructure as well as lack of personal devices in marginalized communities limited the abilities of DTCs to provide full extent of planned activities. As most of the trainees in poor communities have low or no literacy skills at all, having the training content in English imposed an additional language barrier. Lastly, it was mentioned that recruiting and maintaining qualified trainers in rural and small communities can be challenging as well.

As key lessons learnt, participants reported that the strong commitment of management from DTCs is a pre-requisite for success, as the management can allocate resources to DTC activities and they can also engage with different partners for the implementation. In addition to the management, securing the support of the governments is also instrumental to achieve success, as it is important to align the goals of the Initiative with the national strategies. Finally, working directly with local communities and implementing training through face-to-face methods produces better results compared to the online training, as most of the participants are not digitally literate.

Concerning the question on what DTCs would improve moving forward, participants mentioned that it is important to prioritize resource mobilization activities, and these, together with a sustainability framework, should be included in the design of the Initiative. In addition, partner mobilization is also important especially with local academic institutions and training providers to leverage on the existing resources and expertise. Participants stressed the importance of tracing impact and promotion of the DTCs through success stories as these could attract attention and bring additional partners to the

Initiative. Lastly, it was highlighted as important to have a platform / network where the DTCs can share knowledge, expertise, ideas and lessons for the other DTCs to learn from.

Agenda item 3: Digital Skills NetAcad Portfolio and Virtual Train-the-Trainer.

This session was moderated by Ms Robyn Fysh, Senior Project Manager, ITU and it was focused on the Cisco NetAcad portfolio of courses available to all DTCs, how to access the courses, where to find the teaching resources, how to create classes and make them available to community members and students.

Mr Alfie Hamid, Senior Manager, Global Partnerships, Cisco gave an overview of the NetAcad platform, emphasising the skills the students can acquire after going through the training sessions. He also provided information on the pathways for progressing and he mentioned that trainees who complete the training obtain certificates and verifiable digital badges that can be publicly shared via social media (e.g., LinkedIn) and they have access to the employment platform through Talent Bridge.

While explaining the benefits of Cisco NetAcad, Mr Hamid indicated that the DTCs can create a NetAcad account with unlimited number of co-hosts and the DTCs themselves have the possibility to enrol trainers and students. Subsequently, he took the participants through the online application process to register all the DTCs as training providers. Mr Hamid stressed DTC should use the prefix “ITU-DTC” before their institution’s in the application, as this will enable ease of monitoring and reporting. Lastly Mr Hamid advised the participants to contact their respective regional Cisco representative in case they experience any challenge with the registration process.

As the session was about to end, participants enquired if Cisco was taking into consideration translating the training content into local languages and Mr Hamid explained that since there are so many local languages, it would be difficult to do the translation of the courses. Therefore, the instructors and trainers will be trained to use the local languages while delivering the training. That notwithstanding, the end-of-training final assessment will continue to be in English.

Agenda item 4: Partnership engagement

During this agenda item, Mr Tensai Asfaw, Senior Advisor, Resource Mobilization and Stakeholder Engagement, ITU gave a presentation on the importance of partnerships for DTCs, partnership mapping, value proposition and outreach strategies.

During his presentation, Mr Asfaw highlighted that partnerships are important to help institutions maximize benefit from stakeholders, promote collaboration to reduce duplication of work and enhance capabilities of partners to achieve their mutually agreed objectives.

In order to reach the established objectives, it was mentioned that a good resource mobilization strategy needs to have a compelling story or vision, a well-structured plan, provides a diversified pool of experts and involves influential leaders. Institutions should invest time to engage partners in order to find relevant partners who have a similar vision and the capability to fill the gaps that the partner is expected to fill, be it by providing expertise or resources.

Mr Asfaw stressed that in order to identify the right partner an institution should facilitate engagements with the partners leadership teams, plan for targeted follow-up meetings, assign a relationship manager and maintain continuous engagement, as well as offering targeted opportunities to the potential partners based on their areas of interest.

It was mentioned that showcasing current successes of the DTCs can encourage potential partners to begin conversations with the DTCs and eventually collaborate. Therefore, DTC can benefit from promoting their achievements, targeting potential partners for these promotions.

Lastly, Mr Asfaw mentioned that institutions could benefit from developing a parenting plan or map and develop a clear value proposition which could be used to guide discussions on potential collaborations with partners. The ITU could also consider developing a few standard guidelines to include or reflect in the institutions value proposition.

Following the presentation, multiple questions were raised by the audience, namely on the best practices of building relations with partners and donors, how to engage with the different partners and the content to be used while approaching partners. In response to the questions, Mr Asfaw highlighted that when a DTC decides to approach a partner, it's crucial for the DTC to research on the partner's goals, objectives and KPIs for success. By knowing the needs of the partner, it becomes easier to map the multitude of ways of collaboration, and to build-up those activities according to the needs. Collaboration can be built-up on a number of activities such as co-creation of projects, co-organization of events and in-kind contributions. As the partnership unfolds, financial requests can be made according to the nature of the partner. Subsequently, Mr Asfaw stressed that it's better to have multi-layer partnerships as these can become stronger and more valuable in time. As the research on the partner is developed, it was advised that DTCs prepare multiple offers for a partner and multiple value propositions compared to one targeted area of interest and while approaching a partner, Mr Asfaw mentioned that it would be better to start with a bilateral relation with the partner before bringing multiple partners into group discussions, as this can increase the quality of the collaboration. Reaching out to partners through existing partners was also highlighted as beneficial to make a first contact. Lastly, it was mentioned that the content for presentations and flyers can be reused while approaching different partners, however, part of it will have to be tailored according to the partner's needs and objectives.

THURSDAY, 17 MARCH 2022

Agenda item 5: DTC Partnership - A Case Study

During this session it was showcased a case study of the partnership between the DTC in Zambia, the Smart Zambia Institute, and Airtel Zambia, a private mobile network operator in the country, partnering and jointly delivering ICT training to girls in marginalized communities across Zambia. The session sought to highlight the benefits of partnerships and provided tips on how DTCs can engage and find partners at the local level.

In his presentation, Mr Mulomba Hameja, Assistant Director, Smart Zambia Institute (SZI) highlighted that the goal of the partnership was to implement digital skills training for girls across the country, to equip them with the right skills for the digital labour market, to mentor them and inspire other girls to undertake digital and scientific studies. Mr Hameja mentioned that the programme was successfully piloted in 3 districts in Zambia (Southern province, Lusaka Province and Copperbelt Province) and that the training was provided by persons who were trained as trainers by Cisco within the SMART Zambia Institute. It was important to note that in addition to the two mentioned partners, key stakeholders engaged in the project included the Ministry of Education, and the National Institute of Public Administration (NIPA). This collaboration demonstrated the benefits of public-private partnerships in the implementation of training.

It was emphasized during the presentation that through this partnership, 151 girls were trained from underprivileged communities and the programme included a mentorship opportunity for the girls by the Airtel senior management and job shadowing.

After a brief documentary video on the training of girls was showcased, Ms Yuyo Nachali – Kambikambi, Communications Specialist, Airtel Zambia made a short presentation on why Airtel Zambia partnered with Smart Zambia Institute in this project and she indicated that the project reflected their core value of inclusiveness and aligned with their ambition to provide digital skills. She intimated that the private sector was interested in collaborations that positively boost their corporate brands. In addition, the fact that the organisation was quasi-government was helpful as it enabled Airtel to extend its operating licence in Zambia.

At the end of the session, the participants were separated into 4 breakout groups discussing the following questions: identify partner groups / sectors you would approach to be partners of your DTC and the types of services or support you would be expecting from them; and how do you go about approaching each partner group and what works best?

With regards to the identification of the partners to be approached, the participants highlighted as most important the central and local governments for institutional support, business chambers for mobilisation of resources as well as opportunities for experiential/practical learning, training institutes and academia for training facilities, technical support and expertise, international development partners for funding, content providers, other private sector companies (e.g., MNOs; Tech Companies), media for marketing and promotion and finally financial institutions to potentially collaborate with their CSR activities.

On the question of how to approach the partners, the participants highlighted the importance of involving the national / local authorities in the discussions, as it was mentioned that when the ministries are involved, it is an important demonstration for the DTC that the proposal has political and national leadership support. It is equally important for DTCs to clarify the goals and expectations before approaching a partner, and make sure that this is aligned with the partner's strategies and co-create and co-design content with the academia and research institutions. Lastly, it was highlighted as important to develop partner engagement guidelines and develop concept notes and proposals before approaching a partner.

Agenda item 6: National and local stakeholder engagement - strategies and approaches.

This session highlighted how collaboration with various stakeholders at the national and sub-national levels is crucial for delivering digital skills training and raising the visibility of the DTC activities. The session was moderated by Ms Robyn Fysh, Senior Project Manager, ITU with interventions by Ms Abena Nyamesem, Senior Manager, Sustainability and Partnerships, GIFEC Ghana, Mr Juan Abel Guzman, Responsible for Inter-Institutional Cooperation, CTC Dominican Republic (connected remotely), and Mr Alvin M. Navarro, Assistant Secretary for Digital Capability and Transformation, DICT Philippines.

In her intervention, Ms Nyamesem introduced GIFEC as a Universal Access Fund mandated by the government and people of Ghana to facilitate connectivity to rural and underserved communities in Ghana. She mentioned that GIFEC was founded under the Act of Parliament Act 775 and works with primary and secondary stakeholders. Primary stakeholders comprise training recipients (students, women entrepreneurs, marginalised groups, youth, teachers, school leavers, persons with disability). Secondary stakeholders comprise the enabling institutions including the Ministry of Education, local government authorities, organised groups and associations, community/opinion leaders, Ghana Health Service,

Ministry of Health, National Communications Authority, Educational/Training Institutions, MNOs, Traditional Authorities, Ghana Revenue Authority, and the Ghana Telecom Chamber. She highlighted that effective stakeholder engagement reduces negative impacts due to increased sense of ownership, enhanced responsiveness, improved efficiency and sustainability and scale impact.

From GIFEC's experience, the engagement of local community leaders improves partnerships at the local level and the engagement of local communities eases the beneficiary identification and selection process, improves the community acceptance and ownership of the initiative. Finally, this practice reduces the occurrence of conflicts in the implementation context.

Ms Nyamesem lastly highlighted some challenges GIFEC encounters in their efforts to build and sustain partnerships. Prominent among these is the challenge of dealing with different/multiple decision makers and partners, who may sometimes have different requirements and needs. In addition, there are competing priorities going after the same resources from the private and public sectors.

Mr Guzman mentioned that Community Technology Centres (CTC) is an initiative in the Dominican Republic with the mandate to address inequality, including through digital skills, through a nationwide network where people connect with each other. The advantage of the CTC is the structure with which it works, as it is a network of 105 community centres distributed nationwide, with 90 radio stations. This allows them to maintain constant presence in the community.

The DTC in the Dominican Republic uses multiple approaches to engage stakeholders, including the use of influential community members, using schools through which the trainings are provided, using community associations (sports, neighbourhood boards, churches etc) and universities. Mr Guzman asserts that each partner is different. Thus, the DTCs must tailor their engagement strategies to meet their needs.

Mr Navarro in his intervention mentioned that DICT Philippines is the ICT planning, policy and implementing arm of the Philippines Government. It provides competitive and competent ICT skills training programme for the country. The centres seek to drive the digital transformation agenda of the country and they have reached 5 million beneficiaries since 2016.

In terms of stakeholder engagement, Mr Navarro mentioned that DICT ensures the full participation of its stakeholders in its activities, in particularly when conducting training needs assessments. Some activities are co-implemented with partners based on their resources and expertise. The DTC also collaborates with traditional and online media to disseminate awareness on their programmes. Mr Navarro mentioned that the national government is a significant stakeholder in the training delivery and as the country has a decentralised regional development approach, this decentralised system is used to reach stakeholders and beneficiaries. Lastly, Mr Navarro mentioned that it is crucial for the DTC to conduct periodic meetings with its stakeholders.

Agenda item 7: A dialogue with DTCL partners

During this session, DTCs and the partners had an opportunity to present and discuss potential collaborations, and it was structured as an open dialogue. Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU, moderated the session. Panellists included Ms Varya Meruzhanyan, Strategic Partnership Officer, World Food Program (WFP), Ms Annemijn Perrin, Chief Executive Officer, Digital Skills Foundation (DSF), Mr Gordian Frey, Coordinator of GIZ Digital Transformation Centres, GIZ, Ms Karine Sonigo, Skills Digitalization Specialist, International Labor Organization (ILO) (connecting

remotely); Mr Calvin Nangue, Project Manager, Skills Development and Capacity Building, Smart Africa Secretariat (connecting remotely).

As the main goal of the session was to identify potential areas of synergies and build collaboration, each panellist was asked to introduce their organisation indicating how they could contribute to the DTC Initiative.

In her intervention, Ms Varya Meruzhanyan, Strategic Partnership Officer, World Food Program (WFP) mentioned that WFP is one of the largest United Nations agencies focused on humanitarian work, changing lives, and working with vulnerable communities to achieve zero hunger. A key part of that approach is strategic partnerships. It was highlighted that before the Covid-19 pandemic a lot of communities/global population was food insecure, and there was the need to address the root causes of the food insecurity. It was found that a key part of the food insecurity is the low capacity of the worst affected to participate in the digital economy. The focus of WFP therefore is on how to work with the vulnerable to make them ready for the new digital economy, and this is still a new area for WFP.

With regards to the partnership with ITU, Ms Meruzhanyan mentioned that WFP has deep access to remote communities and poor households, and it is the expectation that these farmers and households will be e-commerce ready. It is in that respect that projects and initiatives like the DTC is relevant. Thus, a letter of intent was signed in 2021 between ITU and WFP in 2021, initially focussing on Ghana and Côte d'Ivoire. But as the network of the DTCs have increased, WFP is considering expanding the partnership to include additional countries.

Ms Meruzhanyan mentioned that another partnership currently being developed is with MasterCard Foundation to increase the footprint of farmers and increase their access to markets in Ghana, Rwanda and Uganda, among countries where a DTC is present. Ghana is the most advanced in terms of the application in this project.

Lastly, Ms Meruzhanyan mentioned a few points where WFP and ITU could further collaborate, namely, building linkages between the DTCs and the work of WFP in all countries of intervention. In this respect, the DTCs could reach out to the country offices of WFP and present the Initiative to them, and subsequently seek partnership opportunities in, for example, supporting digital skills building for small scale farmers who are underserved and vulnerable, and training of youth in Africa and Asia to utilise WFP experience and serve as the bridge between youth and micro work providers.

In her intervention, Ms Perrin highlighted that Digital Skills Foundation (DSF) is a social enterprise and it supports all groups of persons allowing them to gain digital skills which can be used in several contexts. The foundation also focuses on teacher development, moving away from classroom learning to blended learning. She emphasized that the foundation is happy to partner with ITU because of the focus on the last mile, which is something DSF is interested in: providing skills for marginalised groups.

Ms Perrin mentioned that the foundation works in several countries and with partners such as GIZ who focuses on TVETS in Rwanda. They also work with MTN who provides the connectivity for teachers to have access to data for their work. Having the MNOs onboard reduces the data cost that should be borne by the MNOs.

Lastly, she mentioned that the approach of DSF is to work with both public and private sector partners, and in this context, ITU has agreed to cooperate with the DSF earlier this year.

Mr Frey highlighted that GIZ is focusing the work on digital transformation in various countries, few of them being part of the DTC Initiative. The GIZ Digital Transformation Centres programme seeks to strengthen local ecosystems in a holistic approach and 16 centres are now available across the globe which are all part of a global initiative. Mr Frey specified that the centres are virtual and follow a modular approach that can be adapted to local context. The initiative was founded last year and has already trained more 20,000 young people, in training areas that are based on the priorities of the country governments.

In terms of synergies, Mr Frey mentioned that the network that has been built can be used for exchange and learning between the two DTC concepts. The best way to collaborate would be to connect the DTCs with the GIZ focal points in the countries where available and together seek ways of collaborating and leveraging on each other's' capacities. The current common countries for development of training activities are Côte d'Ivoire, Ethiopia, Ghana, Indonesia, Morocco and Rwanda. However, as the GIZ digital skills initiatives are expanding, conversations with the other DTCs can already take place.

In her intervention, Ms Sonigo highlighted that the International Labor Organization (ILO) is a tripartite UN organisation and supports governments to identify major trends related to work and technology, climate change, population, among others, and the digital skills for communities are also part of this exercise. She mentioned that one of the main activities is the provision of guidance on decent work. Finally, she highlighted that ILO works with national governments directly to set up national employment policies, including the digital skills component as well as core skills needed for employment.

Mr Nangue emphasized how ITU and Smart Africa Secretariat can currently find common ground in many areas of work, including for the DTC Initiative, where collaborations have already started earlier this year. He stressed that among the Smart Africa's four pillars, one of them is the capacity building component where the Secretariat is very active with the Smart Africa Digital Academy (SADA) delivering training to citizens and policymakers across the continent. Mr Nangue highlighted that as the two organization are very related, it is natural for them to collaborate and leverage on their experience in many areas of interest, as the common countries of interest are multiple. Lastly, Mr Nangue mentioned that common digital skills activities can already start in several African countries, namely Côte d'Ivoire, Democratic Republic of the Congo, and Rwanda where the Secretariat has already advanced conversations with stakeholders in the countries.

Following the presentations, a number of questions were raised by participants, namely on how can partnerships with global institutions can work at the national level, and the WFP operations in Côte d'Ivoire was specifically mentioned, what is the DTCs experience with training farmers, and finally panellists were asked to share their thoughts on how the collaboration with the DTCs can be implemented moving forward.

In her intervention, Ms Meruzhanyan highlighted that WFP is operating through a decentralized structure, therefore the WFP country office has the capacity to analyse and decide on work priorities in a specific country. In the case of the partnership with the DTC in Côte d'Ivoire, it was emphasised that part of the work on the project planning was developed, however, as the country leadership changed, the project was currently put on hold, but it can restart at any moment.

Following the moderator's question on how many DTC train farmers and how can they be reached with digital skills training, the representatives of the DTCs in Papua New Guinea, Rwanda and Uganda, mentioned that reaching farmers in communities is one of their top priorities and this work is currently ongoing. For example, in Papua New Guinea, the DTC is engaging with partners such as the European Union and the United Nations Food and Agriculture Organization training farmers on how to use digital

devices to market and sell the produce online. In Rwanda it was mentioned that most of the beneficiaries of the digital skills training are farmers, as this occupation is the most common in rural communities and lastly in Uganda, it was mentioned that the DTC is partnering with the federation of the small and medium enterprises and with the government to support farmers to benefit from basic digital skills for agriculture.

Lastly, as panellists were asked to share some thoughts on concrete steps for collaboration, Mr Frey mentioned that as a next step concrete discussions for collaboration between ITU and GIZ can start at the global level, in parallel with conversations at the national level between the DTCs and the GIZ country teams to find synergies and areas of collaboration. Ms Perrin, in her remarks, mentioned that a key element to improve the collaboration with DTCs, where it has already started, is the concrete feedback from final users, as in order to adapt and improve the training offer and delivery this feedback is crucial. Lastly, in their final remarks, Ms Sonigo and Mr Nangue highlighted that as a next step, separate conversation with each DTC are needed to assess the possibility of collaboration involving the organization's structures at national level.

Agenda item 8: Measuring the impact of training interventions

This session was dedicated to one of the key elements of the training delivery, which is the impact of the training activities and how to measure it. The session was moderated by Mr Alfie Hamid, who opened the session mentioning that measuring outcomes and impact is very different from measuring the training statistics. The outcomes refer to how the interventions implemented by the DTCs have changed the lives of individuals participating in projects and this requires a deeper and more significant work to be done following the training implementation.

During the session, interventions were made by Mr Juan Abel Guzman, Responsible for Inter-Institutional Cooperation, CTC Dominican Republic (connecting remotely), Ms Karine Sonigo, Skills Digitalization Specialist, International Labor Organization (ILO) (connecting remotely), and Lucy Spencer, Communications Officer at ITU.

Mr Guzman in his intervention shared some of the key techniques used by CTC to measure the impact in the communities where the digital skills training is delivered. He mentioned that this exercise is quite complex as multiple aspects have to be measured in people's lives after the training was delivered, including the capacity of trainees to embrace technology to improve their lives, their levels of productivity at work thanks to the new skills acquired, their level of entrepreneurship, which is very important in the job creation process, and new ways of interaction by the members of a certain community in the digital space. In order to capture these details, the CTC personnel administers surveys to training participants at different time intervals. However, Mr Guzman mentioned that CTC goes beyond measuring the impact, and produces direct impact themselves as the community members often get employed in the CTC community centres as trainers once the skills are acquired.

Ms Karine Sonigo mentioned that since 2020 ILO has implemented a modality to measure the impact of training services on employability of beneficiaries through a tool analysing certain information provided by the trainees. The tool is called "Service Tracker" which enables institutions to check the impact of their training activities and analyse what measures work in order to increase the quality of the outcomes. Through this tool, on a regular basis, it is possible to send specific surveys, similar to tracer studies, to training participants online through SMS and WhatsApp, for example. There are five mandatory questions

that are used to measure training progress, satisfaction with services, to check if the newly acquired skills are used and if they are at the right level and lastly to measure transition to employment or improved livelihoods.

The ambition is to use this tool more broadly for transparency as well to be able to better measure impact of training activities. Currently there is the functionality for external organizations to be able to use the Service Tracker and this could be used by DTCs to aggregate and compare data. In addition, it was mentioned by Ms Sonigo that ILO has established a Community of Practice, which is a compliment to tracer studies and surveys, and it helps to better understand new needs in this field.

Ms Spencer introduced the impact story tool in order to promote the activities of the DTCs and obtain additional focus on the work achieved by the intuitions. She highlighted that the impact story should contain a problem and the solution to it, and the DTCs are providing that solution. Specifically, the description of the solution is related to the way DTCs have supported citizens from underserved communities with learning opportunities while delivering digital skills training and the impact this has brought on communities. Ms Spencer shared that as a first step, DTCs need to identify the beneficiaries and the solutions provided to them in the communities and she shared as an example the story of one trainee in particular from the DTC in Papua New Guinea, and how the training that he undertook changed his life by opening new avenues for job opportunities.

Lastly, Ms Spencer shared some quick tips on taking photos for impact stories, as for example taking photos of the subject from closer can have a higher impact on the story, and she mentioned that any camera nowadays is good enough to take quality pictures, there is no specific need to have an expensive one.

Following the presentations, the DTCs engaged in group work discussing a number of questions related to measuring impact of the DTC Initiative, specifically they were asked to propose new indicators, modalities of measurement and frequency. The outputs of the conversations are listed in table 1 below.

Table 1: List the possible outcome indicators that should be used to measure the DTCI

Proposed outcome indicators are the following	How to measure?	How frequently should the indicators be measured?
Percentage of learners who transitioned to employment or improved livelihoods following the training	Follow-up with participants	6 months after training or yearly
Percentage of learners returning for further studies/training	Re-enrolment rates	Yearly
Completion rate or certification rate	Assessment results/completion results	After each training

Percentage of participants who found that the learning met their needs	Satisfaction survey	After each training
Online presence	Platform metrics	Quarterly
Percentage of learners who completed the training	Completion rate	After each training

Subsequently, participants discussed the advantages and disadvantages of using the survey methodology and it was stated that one of the limitations of surveys is that participants are self-reporting and the understanding of the questions can be different from one trainee to another. In addition, it was mentioned that DTCs should be careful with one-size fits all solutions as they don't bring results all the time, and that information and data from multiple sources would be ideal when measuring impact.

FRIDAY, 18 MARCH 2022

Agenda item 9: Developing DTC implementation frameworks, plans and timelines.

During this session the key deliverables under the DTC Initiative were discussed, including how to prepare an implementation plan and how to report back on the DTC activities. The session was moderated by Mr Mike Nxele, Senior Capacity and Skills Development Officer, ITU and speakers included Mr Marian Pletosu, Digital Skills Officer, ITU, and Mr Tobias Franklin, HP Life representative (connecting remotely).

In his presentation, Mr Pletosu gave an overview of the DTC implementation framework, covering issues such as DTC implementation/training plans, key performance indicators (KPIs), and timelines for reporting. He highlighted that in addition to the training plans, covering the number of citizens to be trained, as well as the training topics, training level (basic or intermediate), percentage of people from communities, percentage of women and the timeline for implementation, DTCs are encouraged to also share an implementation plan covering all the activities that play an enabling role in the training, including details on potential stakeholder engagement activities, communication activities as well as marketing and promotional activities.

With regards to reporting back on training activities conducted, Mr Pletosu mentioned that DTCs are required to submit a quarterly training report containing the number of people trained, topics, training level, timelines and percentages of citizens from communities and women. It was emphasized that a template for the training plan and one for the training report were shared with DTCs. ITU is in charge of reaching out to DTC focal points every quarter requesting the detailed information for that specific quarter. In order to improve the templates, Mr Pletosu proposed to share the templates with all the focal points in a cloud-based platform, in order to obtain feedback and integrate the requested modifications.

In terms of challenges experienced during Phase 1, Mr Pletosu highlighted that in some cases there were differences regarding the understanding of the terminology used in the Initiative, for example on what a training activity represents, and others. In order to solve the challenge of the terminology and to make sure that all the requirements are clarified, Mr Pletosu proposed to provide DTCs with an instruction note on how to prepare the training plan and the reporting, so that all the DTCs have the same understanding. In addition to these remarks, Mr Nxele highlighted that one of the main challenges experienced during

Phase 1 was in some cases the lack of responsiveness on reporting back on training activities, and this should be one of the main elements to improve in Phase 2. It was stressed that a clear communication on what the DTCs implemented during a certain quarter and year is crucial for ITU to be able to promote the Initiative and the DTCs at the global level through social media posts and blog articles and in conversations with new potential partners.

Following the presentation, several remarks were made by the participants, namely on how the report back should contain qualitative indicators for the trainings (e.g., on satisfaction rate) in addition to the quantitative ones so that DTCs are able to capture the quality and impact of the work achieved, and on the need to develop a monitoring and evaluation framework. Finally, it was suggested that the templates for reporting should be standardized.

Following the discussions on key deliverables, Mr Franklin gave an overview on HP LIFE mentioning that this is an online learning platform providing training content at basic and intermediate level mostly for entrepreneurs as a complement to technical IT training. The focus of the content is mainly on soft skills and business oriented, namely on how to start a business, how to develop a business plan, how to effectively communicate in a business environment, how to raise funding for projects, just to mention few. He highlighted that the content of the 32 courses is completely free and available in 8 languages. In addition, it was mentioned that the content can be accessed online and offline and that participants receive a certificate of completion at the end of each course, once the requirements are fulfilled. Lastly, Mr Franklin emphasized that training of trainers tools are available and the HP Foundation works to support individuals and entrepreneurs worldwide in achieving these skills.

Several questions were raised following the presentation, mainly on functionalities of the HP LIFE platform, how to register and track performance of the trainees. In addition, questions were raised with regards to possibilities of having HP supplying IT devices at preferential rate to DTCs, to be followed-up on separately.

Agenda item 10: Using co-design thinking for challenge solving.

This last agenda item was dedicated to a co-design exercise led by Ms Katarzyna Jakimowicz, Project Manager, I-CoDi, ITU, with the goal of bringing the stakeholders together as a team and help them to focus on results, build on each other's ideas, fast track implementation and provide a safe space for experimenting, innovating, and learning.

In her remarks, Ms Jakimowicz mentioned that the co-design process begins with a challenge definition and mapping the team and stakeholders. This is followed by co-design workshops where ideation and prototyping are produced, followed by final recommendations and action planning. In addition, she mentioned that design thinking is an important part of the co-creation plan and the process includes empathize, define, ideate, prototype, test, then release or integrate. Lastly, she emphasized that this encourages stakeholders to leave their comfort zones, accept failure, build on others' ideas and listening to each other.

In putting the I-CoDi (ITU's International Centre of Digital Innovation) methodology into practice, DTC representatives were separated into four groups discussing and generating ideas on issues relating to partnerships within the DTC space, and discussing how to invert common practices in their work, integrate their current offer with new offers, how to segment their offers and add new elements to their programmes.



During the report back exercise, DTC representatives noted value in customizing courses to target groups, partnering with other stakeholders to provide support to start-ups, promoting the sharing of resources among partners and stakeholders, exploring unconventional modes of learning such as peer-learning, and inviting private sector to participate in course delivery. In addition, participants discussed the role of the partners and final users of the services offered by DTCs, their needs and how the DTCs could address these needs. Among the suggestions discussed, it was mentioned that DTCs should consider adding business incubation in the program and modules on apprenticeship, ensure that courses cover a diverse target group and adopt the flipped classroom methods. Lastly, in relation to attracting additional partners to join the activities of the Initiative in the countries, participants mentioned that DTCs should explore the possibility of using free advertisement opportunities on TV and radio, involve local celebrities for promotion, train more women and people with disabilities, ensure that the trainees are supported to build start-ups.

Discussion on the way forward and closing

Ms Teltcher 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 then presented the following summary points on the way forward, which had been prepared jointly with the founding partner Cisco.

1. **The DTC network** and building the DTC community (quoting one participant “we are a network, but we are not networked”).
 - ITU and Cisco: to organize a physical meeting of the DTCs at least once a year. In between, organize at least 1 virtual meeting.
 - DTCs: Morocco to create a WhatsApp group for the DTCs, within one week of the workshop. All DTCs who want to be part of it to provide their mobile numbers to ITU.
2. **Partnership engagement**, at the global and country level, and national stakeholders, and how to bring them into the DTC work.
 - ITU: to continue the ongoing collaboration with key partners and further strengthen it. Work on developing the collaboration with those with whom ITU has started the conversation. Embark on further resource mobilization activities this year to reach out to new partners and donors.
 - DTC: each DTC to set the target that during this year it will conclude one local partnership (for example with a telco operator or with another local partner). DTCs are encouraged to reach out to ITU if they need support.
3. **Training plans and reporting.**
 - DTCs: Quarterly reports – commit to send them to ITU on a timely basis. Training plans – those who have not yet submitted them to ITU, to do so by 31 March (deadline). Those who would like to review their plans, to send the revised plans to ITU by the end of March.
4. **Measuring impact and identifying quality indicators.**

In addition to the quantitative KPIs, it is important to measure quality and impact. This topic will be further explored in the future.

- ITU and Cisco will discuss internally and may add that as a topic for a virtual get together later this year.

Impact stories:

- DTCs: each DTC to share at least one impact story during this year.
- ITU: will publish them on the ITU website and promote them through ITU's media channels.

5. **Sustainability framework.** How can we ensure that the DTCs are included in the national digital strategies so that they become the main channel for delivering digital skills to underserved communities? This would support the DTC work and ensure continuity and long-term stability. What are other elements that contribute to the sustainability of the DTCs?

- ITU and Cisco: will reflect on this and come up with ideas to be discussed at our next DTC meeting.

The proposed action points on the way forward were agreed by the workshop participants.

Mr Hamid noted that as the DTCl moves into Phase 2, new methods were adopted. He called on all DTCs to maximize learnings to reach more people and not to go back to the methods of only having face-to-face meetings. Mr Hamid mentioned that he is extremely excited to be part of the Initiative and this workshop was like a family coming together. In closing Mr Hamid shared an African proverb, "if you want to walk fast, go alone, if you want to walk further go together".

Ms Abdullah closed the meeting by reflecting that it was wonderful that DTCs and partners can come together and share their experiences. She mentioned that there is nothing really like sitting around the table and talking to one another. One point Ms Abdullah highlighted was that access to industry recognized content and the technical support by Cisco to deliver it was key to the success of the Phase 1 and ITU and its partners will continue to work on this together.

Lastly Ms Abdullah recognized that it is easy to forge a partnership but difficult to sustain it. No one is alone and ITU will do its best to support the DTCs. Ms Abdullah noted that following this workshop, DTCs are now equipped with all the necessary tools to begin the DTC Phase 2 with renewed energy, determination, and commitment to achieve exceptional results.

Once again Ms Abdullah thanked all DTCs for the digital skills programmes they are running in different countries. She looked forward to hearing more about the DTC work moving forward and urged DTCs to keep those impact stories coming to ITU.

Annex 1: List of participants

Name	Title	Institution	Country
DTCs			
Mr Lucas Yao	DTC Project Manager	Ecole Multinationale Supérieure des Postes d'Abidjan	Côte d'Ivoire
Mr Georges Ndata-Baye Kazege (Virtual)	Technical Director	Secretariat National pour le Renforcement des Capacités (SENAREC)	Congo, DR
Mr Jean-Serge Bikoro Bwalande (Virtual)	Nations Coordinator	Secretariat National pour le Renforcement des Capacités (SENAREC)	Congo, DR
Mr Patrick Katuta Mwambwa (Virtual)	Advisor	Ministry of Planning	Congo, DR
Ms Tsedeniya Namrud	Head, Digital Capacity Building and Public Engagement Unit	Ministry of Technology and Innovation	Ethiopia
Ms Eva Andoh-Poku	Deputy Administrator/CEO	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
Mr Alhaji Yahaya Zakaria Osman	Director, Operations	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
Ms Abena Acheampomaa Nyamesem	Senior Manager, Sustainability and Partnerships	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
Ms Deborah Korkor Bah-Lano	Manager, Programmes	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
Mr Kwame Baah-Acheamfuor	ITU Focal Person	Ministry of Communications	Ghana
Mr Innocent Asimwe Mudenge	Division Manager	Rwanda Information Society Authority (RISA)	Rwanda
Mr Richard Muragijimana	Digital Literacy Officer	Rwanda Information Society Authority (RISA)	Rwanda
Dr Fredrick Kitoogo	Principal	Uganda Institute of Information & Communications Technology	Uganda
Mr Francis Bwire	Administrative Officer	Uganda Institute of Information & Communications Technology	Uganda
Mr Mulomba Hameja	Senior Change Management Officer	SMART Zambia Institute	Zambia
Mr Brian Nawa	Senior Change Management Officer	SMART Zambia Institute	Zambia
Mr Nelson Manuel Nunez Gil	Head of the Technological Training Department	Centros Tecnológicos Comunitarios	Dominican Republic
Mr Elvin Remigio Marte (Virtual)	Subdirector	Centros Tecnológicos Comunitarios	Dominican Republic
Mr Juan Abel Guzman (Virtual)	Responsible for Inter-Institutional Cooperation	Centros Tecnológicos Comunitarios	Dominican Republic

Ms Salma Karim	Head of Human Capital and Innovation	Agency for Digital Development	Morocco
Mr Hamdani Pratama	Head of Programme and Reporting Section	Balai Pelatihan dan Pengembangan Teknologi Informasi dan Komunikasi (BPPTIK)	Indonesia
Mr Andry Rivan Sumara	Researcher, Lecturer	Balai Pelatihan dan Pengembangan Teknologi Informasi dan Komunikasi (BPPTIK)	Indonesia
Mr Ehsen Puri	Director ICT	Virtual University	Pakistan
Mr Muhammad Javaid Younas	Professor	Virtual University	Pakistan
Mr Syed Ali Raza	Network Administrator	Virtual University	Pakistan
Mr Tindi Nuru Seje	Director, Teaching and Learning	PNG University of Technology	Papua New Guinea
Mr Alvin Navarro	Assistant Secretary for Digital Capability and Transformation	Department of Information and Communication Technology (DITC)	Philippines
Ms Maria Lourdes P. Aquilizan	Director, ICT Literacy and Competency Development Bureau	Department of Information and Communication Technology (DITC)	Philippines
Mr Frederick DC Amores	Director, DICT Region VII	Department of Information and Communication Technology (DITC)	Philippines
Ms Mary Rose Castro-Catiis	Planning Officer III, Tech4ED/DTC Project Lead	Department of Information and Communication Technology (DITC)	Philippines
Partners			
Mr Alfie Hamid	Senior Manager Global Partnerships	Cisco	South Africa
Ms Annemijn Perrin	Chief Executive Officer and Founder	Digital Skills Foundation	France
Ms Varya Meruzhanyan	Strategic Partnerships Officer	World Food Programme (WFP)	Italy
Ms Karine Sonigo (Virtual)	Skills Digitalization Specialist	International Labor Organization (ILO)	Switzerland
Mr Gordian Frey	GIZ Digital Transformation Centers Coordinator	German Agency for International Cooperation (GIZ)	Germany
Ms Yuyo Nachali-Kambikambi	Communications Specialist	Airtel Zambia	Zambia
Mr Calvin Nangue (Virtual)	Project Manager, Skills Development and Capacity Building	Smart Africa Secretariat	Rwanda
ITU			
Ms Sulyna Nur Abdullah	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 Robyn Fysh	Senior Project Manager	ITU	Switzerland
Mr Alex Boahoma	Project Officer	ITU	Ghana
Ms Halima Letamo	Training and Development Officer, CSD, BDT	ITU	Switzerland
Mr Marian Pletosu	Digital Skills Officer, CSD, BDT	ITU	Switzerland
Ms Guiomar Levi-Setti	Capacity and Digital Skills Development Officer, CSD, BDT	ITU	Switzerland
Ms Sylvie Raposo	Capacity Development Administrative Coordinator	ITU	Switzerland
Mr Tensai Asfaw	Senior Advisor Resource Mobilization and Stakeholder Engagement	ITU	Switzerland
Ms Katarzyna Jakimowicz	Project Manager	ITU	Switzerland
Ms Lucy Spencer	Communications Officer	ITU	Switzerland
Mr Sean Sharidz Doral (Virtual)	Programme Officer	ITU	Thailand
Mr Rodrigo Robles (Virtual)	Programme Officer	ITU	Brazil
Mr Emmanuel Niyikora (Virtual)	Programme Officer	ITU	Senegal
Mr Ahmed Elraghy (Virtual)	Senior Advisor	ITU	Egypt



Annex 2: 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: Speakers

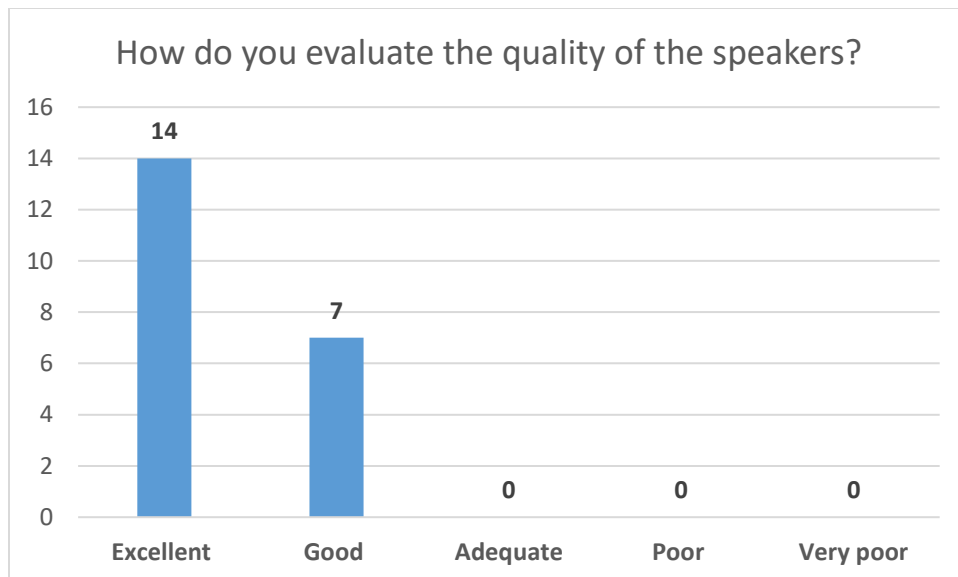


Figure 1: Time for discussion and participation

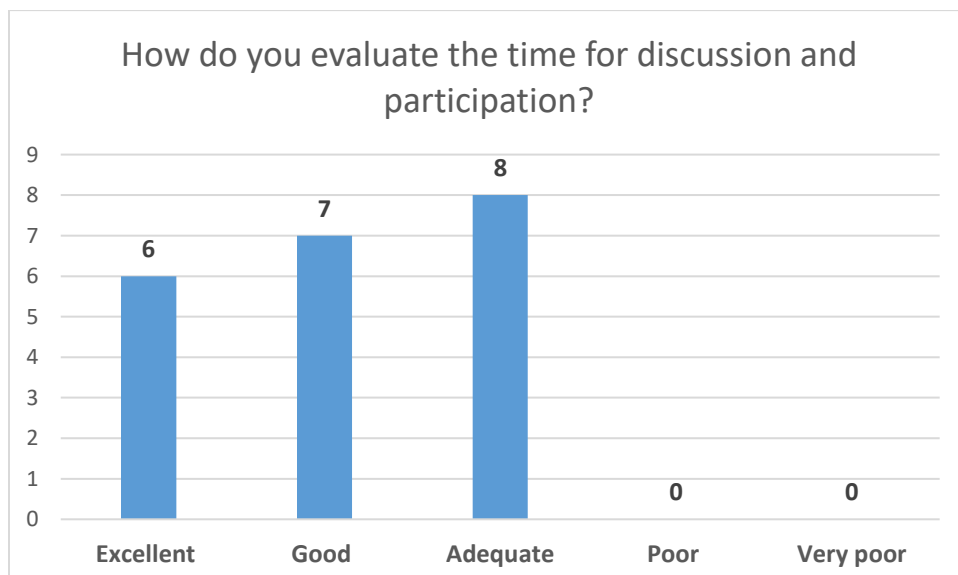




Figure 3: Clarity of summaries and conclusions

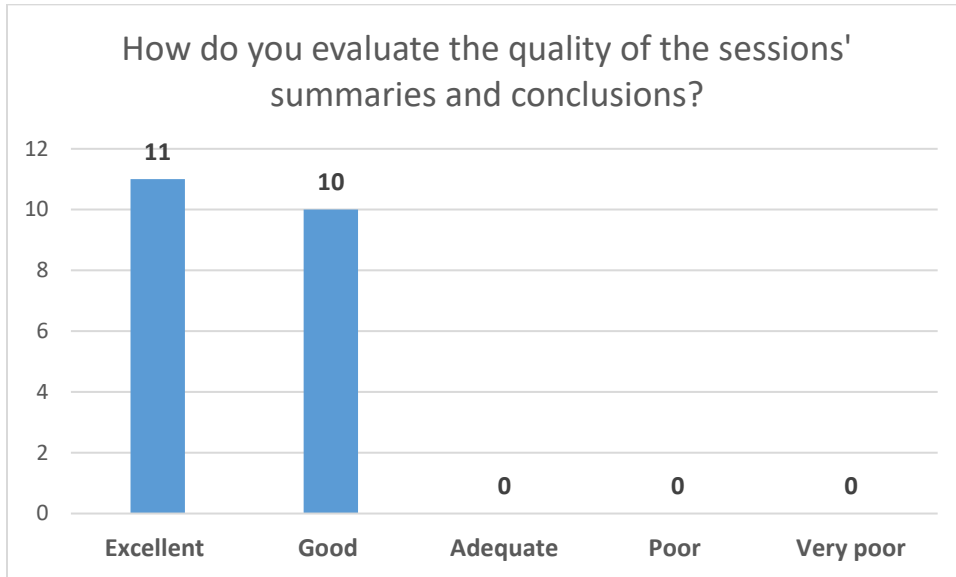


Figure 4: Overall assessment of the workshop

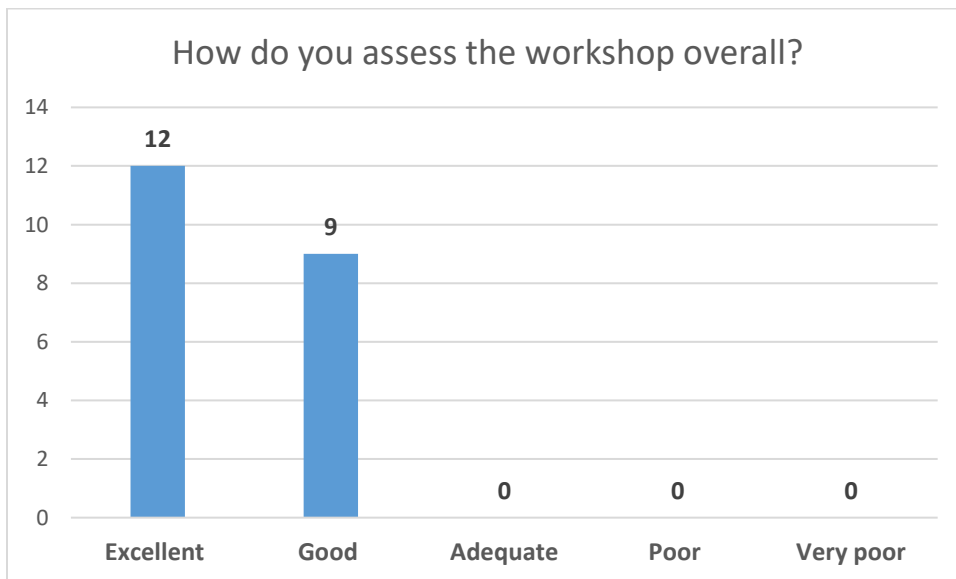
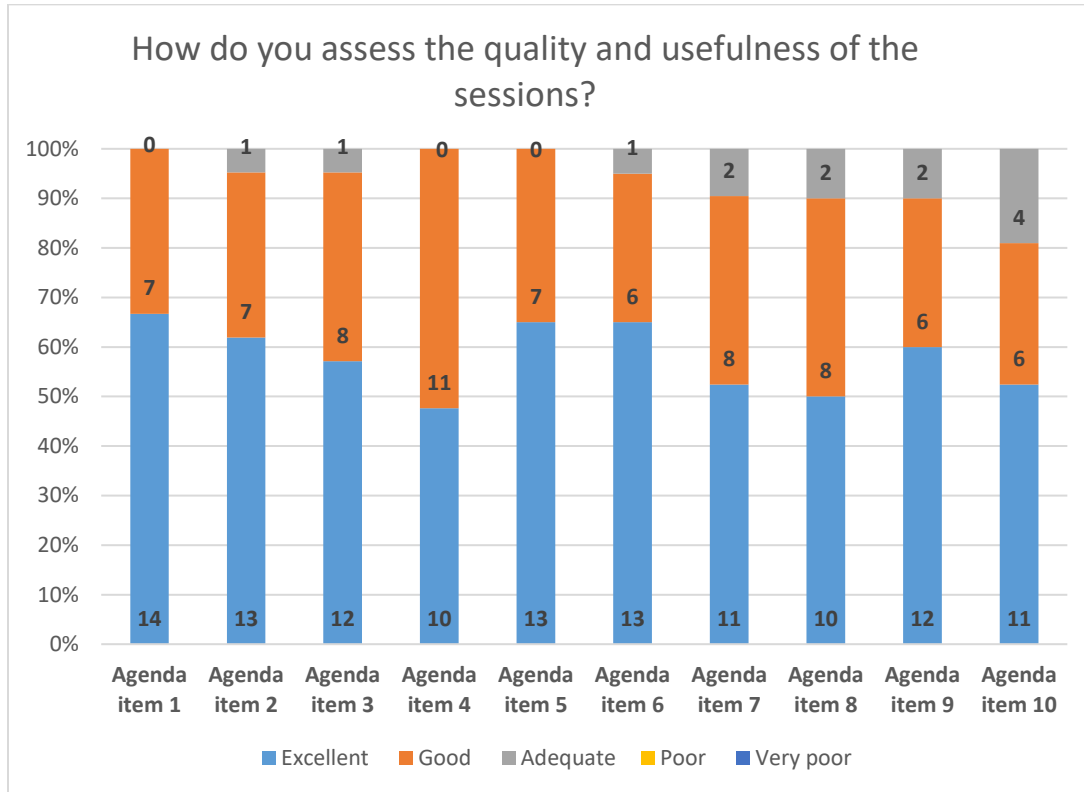




Figure 5: Assessment per session



Organization of the workshop

Figure 6: Timeliness of distribution of invitation/agenda/materials

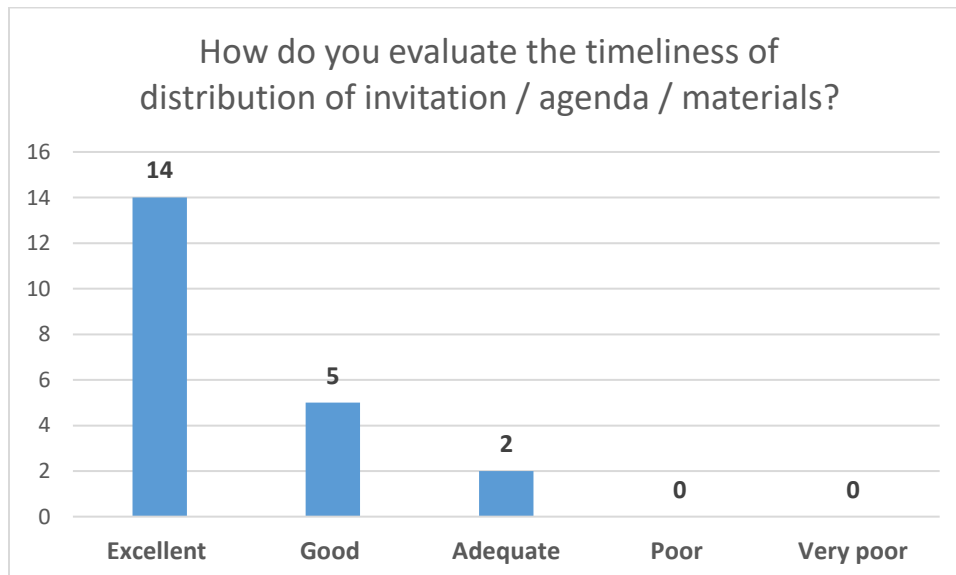




Figure 7: Duration of workshop

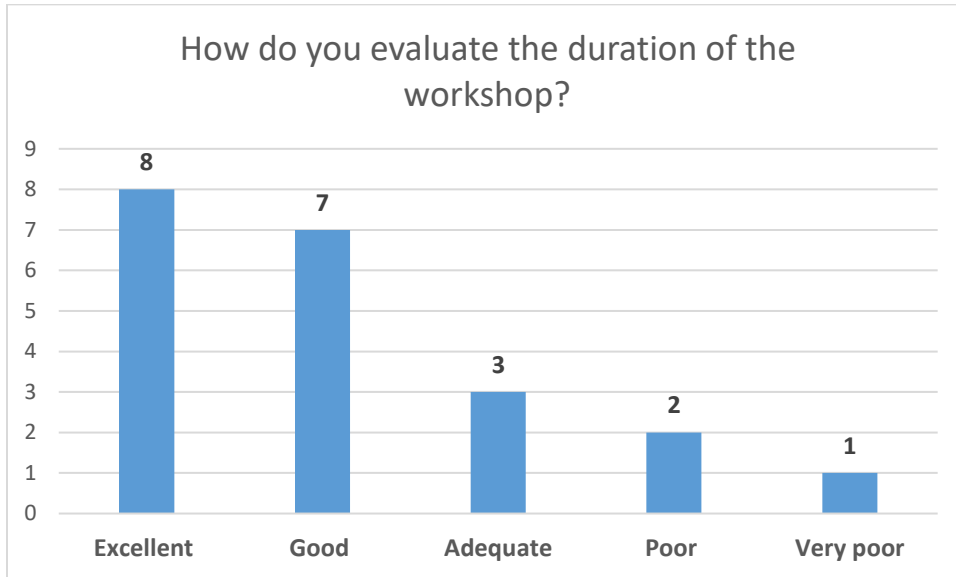


Figure 8: Quality of workshop facilities

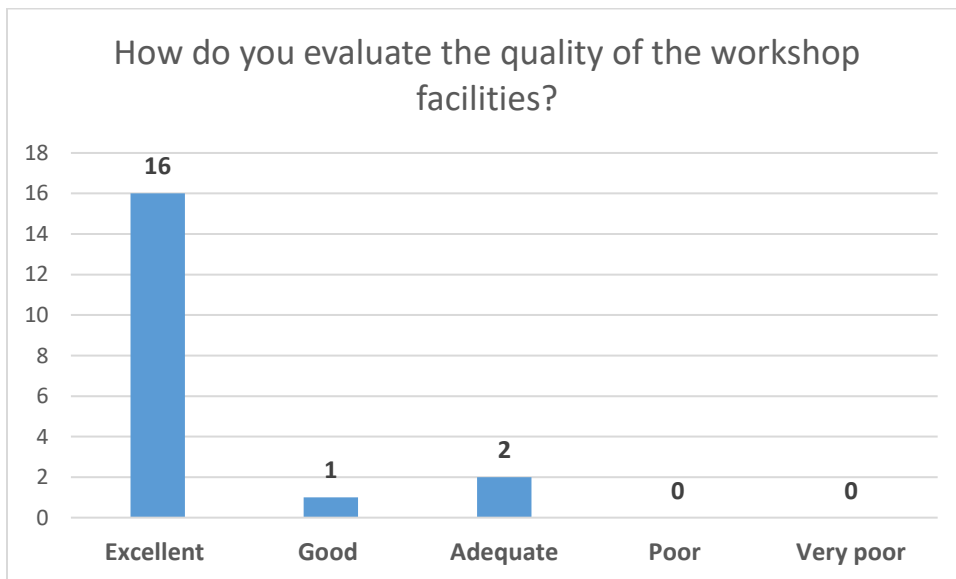




Figure 9: Overall planning and organization of the workshop

