



**Digital
Transformation
Centres**

Global DTC Workshop

10 – 12 JUNE 2025

SANTO DOMINGO, DOMINICAN REPUBLIC
FINAL REPORT



INTRODUCTION

The Global DTC Workshop 2025 took place from 10 to 12 June in Santo Domingo, the Dominican Republic. It was organised by the International Telecommunication Union (ITU) and Cisco and hosted by the Centros Tecnológicos Comunitarios (CTC), the DTC in the Dominican Republic, in collaboration with the Instituto Dominicano de las Telecomunicaciones (INDOTEL). In 2025, the Global DTC workshop was held in conjunction with the annual meeting of the ITU Academy Training Centres (ATCs) with the objective of encouraging collaborations within the DTC-ATC network, share best practices to ensure a continued quality of training offer, and support the work of these capacity development programmes.

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

The two meetings brought together 75 participants comprising of 17 representatives from 11 DTCs, 17 representatives of ATCs, two (2) representatives from DTCL partner organisations, 48 local participants from the Government of the Dominican Republic (opening session only) as well as four (4) ITU staff. In addition, the session on “DTCL Impact assessment” on Day 3 was attended remotely by six (6) representatives from four (4) DTCs.

The list of participants is attached to this report as Annex 2.

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

Further information, including the agenda, the presentation slides and photos is available at: <https://academy.itu.int/itu-d/projects-activities/events/workshops/global-dtc-workshop-2025>

TUESDAY, 10 JUNE 2025

Opening session (joint session with ATCs)

Welcome remarks were delivered by **Mr Ysidoro Torres**, Director-General, Centros Tecnológicos Comunitarios (CTC). He began by expressing his appreciation to all international participants for attending the ITU Global DTC Workshop and ATC Annual meeting and thanked the representatives of the Government of the Dominican Republic who joined the opening session. He extended special thanks to INDOTEL, ITU and Cisco for their continued support and collaboration. Mr Torres underscored the importance of the Global DTC Workshop as a space not only for technical dialogue but also for cultural exchange. He emphasized the shared and powerful goal of bridging the digital skills divide by investing in capacity development, particularly in underserved communities. He acknowledged the leadership of ITU and Cisco in convening the workshop, which builds on the momentum from the 2024 workshop. Since then, CTC has deepened its focus on vulnerable communities through initiatives supported by ITU, Cisco, and HP. He reaffirmed CTC's dedication to expanding digital skills, enhancing institutional capacity, and implementing educational, technological, and social programs aimed at generating a positive and long-term impact. He highlighted CTC's efforts to diversifying its training portfolio to respond to both current and future demands; and mentioned key initiatives which have the potential to transform lives. These include the 14-24 programme, led by the Cabinet of Social Policy, which empowers out-of-school youth, and digital skills training for individuals deprived of liberty organised with support from ITU. Concluding his remarks, Mr Torres described the workshop as more than a technical meeting—it is a platform to celebrate the tangible impact of collective vision, political commitment, and community engagement. He called for renewed alliances and collaboration and expressed hope that the event would allow CTC to share the operating model of its centres such as “La Nueva Barquita,” while fostering exchange and mutual learning among DTCs.

Mr Torres' welcome remarks were followed by remarks from Mr Alfie Hamid, Head of Global Strategic Partnerships, Cisco, who emphasised that the mission of the Digital Transformation Centres (DTC) Initiative is more critical than ever, five years since its inception. With the rapid evolution of artificial intelligence (AI)—now progressing beyond language models to systems capable of planning, reasoning, and taking action—he noted that industries and societies are undergoing profound transformation. Cisco is no exception and remains deeply committed, through its Networking Academy platform, to nurturing a workforce that is not only equipped to adapt but also empowered to lead in the digital era: “The future must be human-centered”. Mr Hamid stressed the importance of both technical and soft skills in addressing increasingly complex challenges, positioning the Digital Transformation Centres Initiative, the DTCs, the ATCs and their instructors as catalysts for closing the digital skills gap and shaping the leaders of the future. In this context, Cisco's continues to invest in the DTC Initiative and its partnerships, with a clear belief that building a skilled, future-ready workforce is essential. Mr Hamid concluded by recognising the growing “AI divide” alongside the well-known digital divide. He expressed confidence that, by working together, Cisco and the DTC network can power a more inclusive digital future for all.

Dr Guido Godez Mazara, Chairman of the Board, Dominican Institute of Telecommunications (INDOTEL), welcomed participants to the meeting and expressed his sincere appreciation for their presence. He extended special thanks to the ITU for its valuable support in shaping and organizing the event. He reaffirmed INDOTEL's mission to contribute to bridging the digital divide across the Dominican Republic and emphasized the critical role of the CTCs in achieving this goal. In his view, CTC represents the most effective mechanism to ensuring the implementation of public policy and reaching underserved and marginalized communities. He ended his intervention by underscoring the importance of continued collaboration to ensure inclusive digital development and sustainable impact at the national and global levels.

The opening session ended with a video message from Dr Cosmas Luckyson Zavazava, Director, Telecommunication Development Bureau, ITU, who welcomed DTC and ATC participants, expressing appreciation for their continued commitment to advancing digital skills. He extended his gratitude to CTC and INDOTEL as hosts of the workshop, as well as to key partners, notably Cisco and the ST Foundation, for their support and collaboration. Dr Zavazava acknowledged that digital transformation and digital skills development must go hand in hand, noting a dual challenge: first, the need to invest in digital literacy to ensure no one is left behind, and second, the importance of continuous upskilling and reskilling to keep pace with evolving technologies. Dr Zavazava announced a major milestone achieved by the DTC Initiative, which trained over 500,000 beneficiaries in digital skills, 53 per cent of whom are women—and congratulated all stakeholders for their dedication and contributions in reaching this achievement. He reaffirmed ITU's commitment to equipping citizens with the foundational skills necessary to fully participate in the digital world, through the Initiative. He highlighted the contribution of the ITU Academy Training Centres (ATCs) in delivering specialized training and praised the dedication of instructors for creating impactful, learner-centered programmes. He also recalled the valuable exchange between ATCs and DTCs during the 2024 ITU Digital Skills Forum. He expressed optimism that the workshop would build on these successes and further strengthen the collective impact of the ATC and DTC networks.

Overview of DTC and ATC programmes and objectives of the workshop (joint session with ATCs)

The session consisted of a presentation delivered by Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU, which aimed to set the scene and provide an overview of the ITU Academy Training Centres (ATC) programme and the Digital Transformation Centres (DTC) Initiative. In her presentation, Ms Teltscher recalled the objective of each of the two ITU-D Capacity Development flagship programmes, which both aim to achieve a digitally competent society and improve livelihoods by boosting knowledge and skills on digital technologies. Ms Teltscher highlighted content, similarities and differences between the two programmes. The respective results and impact achieved to date for DTCs and ATCs was shared. The presentation highlighted a major milestone for the DTC Initiative – over 528,000 (55% female) course participants have been reached by the DTCs since the start of the Initiative.

The presentation also touched upon the methodology and session design of the two meeting programmes. While the Global DTC Workshop and ATC Annual meeting are mostly running in parallel, joint ATC-DTC sessions were included to bridge the two communities and create a platform for exchange.

Following this presentation, participants were invited to share their perspectives and ask questions. A number of questions were raised, including: how can there be continuity in learning between learners in the two programmes; are there opportunities to become a DTC and what support is available for countries which are not covered by the DTC Initiative?

To these questions Ms Teltscher reiterated that this meeting is an opportunity to explore synergies together between the DTCs and the ATCs. Through these conversations both DTCs and ATCs can share their vision for consideration. She also indicated that the opportunity to become a DTC is open, subject to meeting the eligibility criteria, and that ITU is open to receive submission of interest.

Finding common grounds in digital skills development: ATC-DTC “mix and match”: Introduction and networking (joint session with ATCs)

This segment consisted of an energiser and warm-up exercise through which all participants (from both ATC and DTC programmes) were able to get acquainted (or re-acquainted) with each other and share insights on their organisation, including the most fulfilling aspects from their work and role as an ATC or DTC.

Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, facilitated the activity which was conducted in the form of an interactive exercise. Prior to the session, participants received a chocolate and were asked not to eat it until instructed. Participants were asked to find 2 or 3 other participants who have the same type of chocolate as them and form a small group. In this group, participants were asked to share responses to key questions to help participants to get to know each other better, and for participants who already knew each other, to get reacquainted. The plenary room was full of dynamic small group discussions.

Before closing the session, Mr IUGA invited all participants to view the individual DTC and ATC posters that were put up outside of the training room. The posters would remain in this location throughout the entire duration of the workshop and participants were encouraged to continue to return to the posters during coffee and lunch breaks to learn more about the work of the other centres.

Updates on the DTC Initiative (ITU and partners presentation)

The session was facilitated by Mr Alex-Kojo Boahoma, Capacity and Digital Skills Officer, ITU. Mr Boahoma began by presenting a debrief of the pre-meeting poll that DTC participants were invited to complete a few months prior to the workshop.

The poll aimed to gather insights and suggestions from the DTCs to include their perspectives in the design of the meeting programme, and to ensure that both the session content and format meet their overall expectations.

The survey included a question on the ideal outcome of the meeting, with several proposed options. 40% of respondents looked forward to exchanging best practices and brainstorming with other DTCs on how to overcome existing challenges. 25% of respondents indicated that they expect to learn more about DTCs’ operating models, and be informed about the progress to date, updates on the DTC Initiative and how they can contribute, as a DTC, to advancing the Initiative.

This segment concluded with a brief overview of the objectives of the Global DTC Workshop, which is an operational meeting and focuses on the implementation of the Initiative and the work of DTCs on the ground (operating models, challenges, etc). The agenda was designed in a co-creative manner (with input and feedback from DTCs) that allows sufficient space and time to foster the exchange of experiences between participants.

Ms Robyn Fysh, Senior Project Manager, ITU, began her intervention by presenting the latest data on the number of course participants trained by DTCs in basic and intermediate digital skills in 2024 alone, which surpassed with 168,000 participants (52 per cent female) and represents an increase of 30 per cent compared to 2023, with a notable improvement in the female participation ratio (an increase of 4 per cent). She also shared highlights from 2024, which include the Global DTC Workshop in Bali, Indonesia, the fifth DTC virtual meeting, as well as the participation of several DTCs and DTCL partners in the ITU Digital Skills Forum held in Manama, Bahrain. Key highlights included the completion of the first phase of the ITU-Norway “Boosting Digital Skills through Digital Transformation Centres” Project and the release of the DTC-Ghana documentary. The partnership continues into the second phase, supporting citizen training, train-the-trainer programmes, and outreach, with expanded course offerings such as Cisco’s new digital literacy modules and the ST Foundation’s ICBVI course in Pakistan

and Uganda. Additional initiatives included ITU and HP's joint training sessions and the launch of ITU's new course on digital finance for small businesses, now available in English, French, and Spanish. In light of the half-million milestone achieved by the DTC Initiative, Ms Fysh congratulated all the DTCs for their continued commitment to delivering and scaling digital skills training programmes in their communities, and for reaching more than 528,000 beneficiaries (55 per cent female) since the launch of the Initiative. Lastly, she informed participants that a 5-year review report of the Initiative was developed by ITU and will be published soon.

Mr Alfie Hamid, Head of Strategic Partnerships, Cisco, delivered a presentation in which he provided technical updates on the Cisco Networking Academy (NetAcad) platform, with particular emphasis on the newly available digital literacy courses. In addition to the "Digital awareness" and the "Using Computer and Mobile Devices" courses launched in 2024, a course on "Digital safety and security awareness" and another one on "Creating digital content, communicating and collaborating online" were added to Cisco's learning portfolio. Each course has an approximate duration of six hours and can serve as a stand-alone course, which means that learners are able to customise their learning experience based on their individual needs and learning goals. As part of Cisco's efforts to make sure that the courses can be accessed by all DTC learners regardless of language, Mr Hamid confirmed that the "Discovering entrepreneurship" and "Digital awareness" courses are now available in English, Spanish and French, the course on "Using Computer and Mobile Devices" can be accessed in English and French, while the English and French versions of the "AI Fundamentals with IBM" course are now available on the NetAcad platform.

Cisco's new courses aim to boost public understanding and responsible use of AI, addressing both its potential and the concerns it raises. Mr. Hamid emphasized that AI literacy is key to unlocking the digital future and announced a new Cisco-NetAcad report, *Educating Tomorrow's ICT Workforce*, which explores how generative AI is reshaping entry-level ICT roles. Notably, the report found that only 10% of university lecturers surveyed felt confident teaching AI-related topics. The presentation concluded with an update on the DTCL x Cisco Campaign calendars: The first Campaign on World Telecommunication and Information Society Day (and ITU's 160th anniversary) concluded on 31 May 2025 with more than 4,580 course enrolments across the DTCs and an overall engagement rate of 86 per cent. The next Campaign will be held from 1 to 31 July to celebrate World Youth Skills Day.

Mr Hamid's intervention was followed by a presentation from Ms Giovanna Bottani, Director of Operations, ST Foundation, who provided highlights on the work and contributions of ST Foundation as a partner of the DTC Initiative. In 2024, the ICBVI programme was launched in two new DTC countries through the collaboration of ST Foundation, ITU and Norway. The Virtual University (VU) of Pakistan and the Uganda Institute of Information and Communications Technology (UICT) organised their first train-the-trainer course. As part of the next steps, both DTCs have begun to plan for the scaling of the programme and its delivery to visually impaired citizens. The ICBVI programme has also been extended in Senegal through additional train-the-trainer sessions aimed at reinforcing the skills and capabilities of the instructors; as well as citizens training activities that have reached 200 visually impaired learners across four localities. ST Foundation and ITU also supported the DTC in Sierra Leone to conduct awareness-raising Campaigns on digital literacy, and a train-the-trainer programme on the Cisco and HP-LIFE courses which led to the training and certification of 211 trainers (35 per cent women).

The presentation introduced two new courses in development: the "Advanced ICBVI" and the "Smartphone course for visually impaired." The advanced ICBVI course builds on the original, offering visually impaired learners tools for greater autonomy and productivity in professional settings. The smartphone course focuses on accessibility, communication, AI applications, and digital safety, aiming to help learners use smartphones confidently and independently. At the end of her presentation, Ms Bottani invited the DTCs to explore further synergies and collaboration opportunities to roll-out ST Foundation's other basic courses which are designed for the general public, such as the "Introduction to Computer Basics", "Tablet for Seniors", "Smartphones for Seniors", and "Coding for Beginners".

Following the presentations, DTCs inquired about the possibility of accessing the DTCL courses through web applications as the availability of devices such as computers or laptops cannot always be guaranteed in all communities. Whereas most beneficiaries own a smartphone and could benefit from the content offered through the Initiative. Both Cisco and ST Foundation informed participants of their decision not to proceed with developing mobile apps due to security and content protection (IP) considerations. The new Cisco digital literacy courses were commended by participants, while several DTCs talked about digital inclusion and expressed interest in delivering ST Foundation's ICBVI course, with some having undertaken preliminary steps (stakeholder outreach, legal framework, etc). DTCs who have rolled out the programme shared a few takeaways and lessons learned, highlighting that the implementation of such specialised course requires very specific requirements in terms of logistics, as well as significant funding. DTCs asked technical questions pertaining to the Cisco platform, such as the possibility to include a digital signature before printing the certificates generated by the NetAcad platform. They also requested to receive administrative access to the HP-LIFE platform to be able to monitor their DTC's overall course enrolment and completion data.

DTC poster session

The poster session was facilitated by Ms Sara Bennouna, Junior Digital Skills Officer, ITU. Ahead of the workshop, individual posters were prepared by DTC participants to provide an overview of their operating models, in particular with regards to their strengths, areas of priorities, innovation practices, face-to-face training challenges, and their upcoming events and/or activities. Each DTC representative was asked to review the poster of another DTC and to post questions, observations and comments on the poster, reflecting on the uniqueness of the operating model and the opportunities/challenges foreseen.

The poster showcase gallery remained open and accessible throughout the workshop to serve as a platform to share insights and exchange lessons learned.

Before closing the session, participants were asked to provide 2-3 challenges that they face as a DTC and submit them in a dedicated *Mentimeter*. The responses collected in the Mentimeter would serve as the DTCL implementation challenges to be discussed during the following session.

Overcoming DTCL implementation challenges on the ground

As part of the workshop agenda, participants engaged in a hands-on group activity aimed at reflecting on and addressing some of the most pressing challenges encountered in the implementation of DTC activities. Ms Fysh opened the session to share the challenges which were identified at the end of the previous session using *Mentimeter*. While a number of challenges related to connectivity and infrastructure were identified by participants, these challenges would not be part of the discussion during this session, as they often rely on additional funding and external factors to address effectively. The challenges to be discussed would be ones that most, if not all, of the participants would have the capacity to effect positive change in overcoming the obstacle.

The session was designed to promote peer learning and collective problem-solving among DTC representatives. Participants were divided into three groups, each assigned one of the most common challenges faced across DTCs. The group discussion was guided by three key questions:

1. What is the nature and cause of the challenge assigned?
2. What solutions or strategies has your DTC attempted to implement to address this challenge?
3. If no solution has been implemented yet, what practical strategies could be adopted moving forward?

Below is a synthesis of the discussions and insights shared by the groups. Highlights of the small group discussion were shared in plenary at the end of the session.

Challenge 1: Lack of qualified trainers: This challenge was widely acknowledged as a foundational barrier to delivering high-quality digital skills training. Participants emphasized that a "qualified trainer" should possess a blend of both technical expertise (in ICT content and platforms) and non-technical competencies (such as pedagogy, facilitation, and interpersonal communication). However, many DTCs struggle to consistently identify or retain such individuals, especially in rural or underserved areas.

To address the persistent challenge of securing qualified trainers, participants proposed a multi-pronged strategy focused on both recruitment and long-term sustainability. One approach is to partner with higher education institutions to recruit recent graduates or interns with ICT expertise, creating internship pathways that can lead to full-time facilitation roles. Additionally, community-based strategies were emphasized, such as identifying and training enthusiastic youth from local communities to serve as digital ambassadors. Leveraging existing government programs that already engage trained facilitators or community workers was also recommended as a cost-effective and scalable solution.

To improve quality assurance, it was proposed that clear criteria be developed to define and certify what constitutes a qualified trainer, especially in areas related to soft skills and pedagogy.

Challenge 2: Performance tracking and learner retention: Many DTCs reported significant challenges in supporting learners to complete training, especially in self-paced online courses. Completion rates were often as low as 20–35%, with longer-duration courses experiencing higher dropout rates.

Participants reflected on strategies to improve learner retention and performance tracking. Key recommendations included adopting blended learning approaches with early-stage in-person support, maintaining regular engagement with trainees through synchronous sessions, and using gamified challenges to motivate progress. Recognizing learners through graduation ceremonies and certificates was found to increase perceived training value, while practical incentives such as transport subsidies and refreshments helped reduce barriers to participation. Participants also emphasized the importance of clear government and donor support to sustain trainer and learner engagement, especially in resource-constrained settings.

Challenge 3: Engagement of marginalized individuals: Engaging marginalized groups such as women, persons with disabilities (PWDs), and older adults remains a priority across DTCs. However, several challenges persist, including limited access to devices or connectivity, restrictive cultural norms, and inadequate institutional capacity to provide tailored support. A key observation from the workshop was that applying a uniform training approach often fails to meet the distinct needs of these groups. For example, women may face mobility or caregiving constraints, persons with disabilities may require assistive technologies, and older learners may need more time or personalized support. These constraints, if not addressed, hinder participation and limit the broader objective of inclusion in digital transformation efforts.

To improve engagement, participants proposed several context-specific and proactive strategies. These included conducting pre-training needs assessments to understand digital literacy levels, equipment gaps, and specific constraints faced by target groups. Training content should also be designed or adapted to reflect inclusive pedagogical principles and ensure accessibility. Collaborating with local organizations—such as community-based groups, cooperatives, and civil society actors—was emphasized as an effective way to reach and mobilize marginalized populations. Additionally, involving role models from within these communities, such as women and PWD leaders, can enhance trust and motivation. Finally, reducing practical barriers—such as providing on-site childcare for

nursing mothers or conducting entry-level assessments to tailor the learning journey—was highlighted as essential to achieving genuine inclusion.

[Celebrating DTCs' successes: DTCL x Cisco x ITU160 Campaign on "World Telecommunication and Information Society Day"](#)

Day 1 concluded with a brief segment which was organised to recognise the efforts of DTCs and celebrate their engagement in the latest Campaign organised by ITU and Cisco to commemorate World Telecommunication and Information Society Day and ITU's 160th anniversary. As part of the Campaign, DTCs were tasked to promote and disseminate the two Cisco courses on "Introduction to cybersecurity" and "Introduction to IoT and digital transformation" within their networks and learning communities. To celebrate the results achieved under the Campaign, ITU and Cisco announced the performance of DTCs in various categories, namely the number of registered learners, the average course completion rate, and the number of active learners. DTC-Pakistan, DTC-Indonesia and DTC-Morocco were the top performers in each category, respectively.

WEDNESDAY, 11 JUNE 2025

[DTC site visit – CTC "La Nueva Barquita" and presentation on the CTC operating model](#)

This site visit was organised and led by the Centros Tecnológicos Comunitarios (CTC) team. It included a tour of the facilities of the "Nueva Barquita" centre and showcased how DTC training activities are typically conducted by CTC. The visit was followed by a presentation on the CTC operating model, which is aligned with the Dominican Republic's 2030 National Digital Strategy ("Agenda Digital 2030").

The presentation was delivered by Mr Nelson Nunez, Head of the Technological Training Department at CTC and the focal point for the DTC. He began his intervention by providing a quick overview of CTC, which is a government institution under the Coordination Cabinet for Social Policy that aims to bridge the digital divide by improving the access, use and appropriation of technology across the country. The DTC in the Dominican Republic mainly operates through a network of 108 community centres and 90 radio stations; and ensures that its training facilities are designed and configured in a way that allows for practical and experiential learning experiences (the CTC "Makerspace").

Mr Nunez then proceeded to present the key elements of the CTC operating model, as well as the main factors behind its success as a DTC. Before launching activities, CTC conducts a community-level needs assessment to tailor training to local educational and socio-economic contexts. Based on the results of the assessment, CTC plans content in ICT, digital entrepreneurship, developing practical, contextualized programmes in collaboration with government and private sector partners. These activities, part of CTC's "National Digital Literacy" and "Technological Employment" programmes, include instructor training to ensure effective, project-based delivery.

The presentation also shed light on CTC's outreach and mobilisation strategies for participants, who are recruited among diverse groups and through various channels such as: Community leaders, public and private educational centers, community groups, churches and universities. The strategy behind CTC's operating model has led to significant results and impact on the ground, with over 27,782 beneficiaries, of whom 60 per cent are women, reached between January and April 2025. CTC ensures continuous monitoring and evaluation by regularly collecting learner feedback and assessing trainer performance. This data is analyzed to identify trends such as digital tool usage and employment outcomes, leading to targeted improvements in course content and delivery. Actions taken include curriculum redesign, upgrading technology, strengthening partnerships, and developing new programmes. Mr Nunez concluded his presentation by sharing key highlights from CTC's recent capacity development activities, such as trainings and seminars conducted as part of Girls in ICT, digital

skills training sessions organised for female and male inmates (with the support of ITU and DTCI partners), and the “Opportunity 14/24” programme for young people. Despite the successes achieved to date, Mr Nunez recognised existing challenges and barriers that prevent the effective and inclusive roll-out of CTC’s digital literacy interventions, such as the high costs of connectivity and operations and the limited human resources in underserved and/or vulnerable areas.

Following the presentation, DTC participants raised questions pertaining to the funding and sustainability of the operations of the 108 CTC centres. These centres are fully funded by the government of the Dominican Republic, which covers the remuneration of staff, the infrastructure and equipment costs, and the operating costs. Participants sought clarifications on the profiles of the beneficiaries trained by CTC under the “general public” category. CTC indicated that this beneficiary group include the general citizenry, particularly women, young people from disadvantaged backgrounds, as well as people living in unserved or underserved neighbourhoods. Several DTCs expressed interest in the roll-out of specialised trainings for inmates. In the interest of time, ITU offered to organize a virtual learning session following the workshop for DTCs to learn from the CTC’s experience in providing training to incarcerated women and men.

DTC models of operation – “DTCs in action: Behind the scenes, beyond the screens”

This session was facilitated by Ms Sara Bennouna, Junior Digital Skills Officer, ITU. It was hosted at the CTC “La Nueva Barquita” and focused on showcasing the day-to-day operations of DTCs through short videos titled “*A Day of Training*.” These videos—prepared by DTCs in advance—captured key aspects of how they organise their trainings, including logistical planning, stakeholder involvement, target beneficiaries, and training delivery methods. The goal was to give participants a behind-the-scenes glimpse into the realities of how other DTCs implement digital skills training on the ground.

Participants were divided into three groups, with each group assigned to view four DTC videos on laptops pre-set at the venue. After each viewing, groups engaged in short discussions with the respective DTC focal points, guided by questions that prompted them to reflect on best practices, innovations, and transferable ideas.

Guiding questions for the discussion:

- What have you learned about the DTC operations based on these videos? Please share at least one thing you appreciate about the work of the DTC.
- What stood out the most to you in terms of how the DTCs organize their training activities?
- Moving forward, which practice would you take to apply to your own DTC training activities?

Key Insights from DTCs

- A key learning for the DTCs included the importance of **strategic partnerships and shared responsibility**. The DTCs emphasized leveraging local stakeholders—such as schools, local governments, churches, and development partners—to support training delivery, reduce logistical burdens, and enhance outreach. The role of local governments in providing logistical support, including use of existing government-owned training centres for training, was highlighted as a key success factor.
- One key learning highlighted during the session was the value of **targeted training for specific community groups** such as persons with disability, teachers, youth etc. This approach ensures that content is relevant, accessible, and tailored to the real-life needs and capacities of different learners. It also increases participation and retention by connecting training outcomes to the aspirations of each group. DTCs that implemented this strategy reported stronger engagement and clearer pathways for impact.

- Another commonality was ***a strong preference for physical, in-person training sessions***, emphasizing their effectiveness in learner engagement and retention. It allows trainers to provide immediate support, build stronger relationships with learners, and adapt teaching methods to individual needs. This approach also fosters a sense of community and accountability among participants, enhancing overall training outcomes. The discussions touched upon effective resource allocation and management, as DTCs shared with each other the mechanisms that have been put in place to ensure that their local training centres are permanently staffed, with personnel trained on a regular basis, and that the facilities and equipment are regularly maintained.
- Relatedly, some DTCs noted ***blended training models that combine online and face-to-face sessions*** as an effective approach to reach young people and participants who may already have digital devices for learning. This model allows flexibility while maintaining the benefits of in-person interaction and support. It also helps accommodate different learner needs and can lead to improved completion rates.
- The ***value of certification was highlighted***, with several DTCs issuing credentials from Cisco and HP; they serve as motivation for participants to complete the courses.

At the end of the session, participants were informed that all videos will be made available for viewing on the last day of the workshop, in parallel with the consultation sessions and bilateral discussions.

Face-to-face training best practices (joint session with ATCs)

This session was co-facilitated by Ms Celia Pellet, Associate Capacity Development Officer, ITU, and Ms Sara Bennouna. It brought together ATC and DTC participants to touch upon lessons learned from organizing, designing and delivering face-to-face training and documenting/delivering success stories under the ATC and DTC programmes. The objective was to find the “ideal ingredients” for face-to-face training, drawing on best practices valid and applicable to both ATC and DTC programmes, with the goal to build an ecosystem for effective face-to-face training and capture its key success factors.

Using the common ATC-DTC posters as a starting point, the session began with an energiser during which several statements were presented based on ATCs and DTCs’ answers to the question “Challenges faced in face-to-face training” and shared with participants for their reactions and comments. The session then moved to a group activity during which participants engaged in a visualisation exercise and captured the factors which build the ideal setup for effective F2F training. The delegates needed to agree on three key success factors for each of the following areas: trainer, learners, equipment, other, etc., by reflecting on their past face-to-face training activities, considering both successful and challenging experiences. Following the working session, during the debrief, the following aspects were captured by the groups with regards to each of the dimensions analysed:

1. Trainer competence and approach: the trainer plays a critical role in the success of face-to-face training. Participants highlighted that effective trainers must be practitioners with real-world experience, rather than solely academic instructors. A strong grasp of the content, combined with an understanding of the audience's background, is essential for relevant and impactful delivery. Trainers must possess strong delivery and facilitation skills, promote mutual respect, and use interactive techniques to engage participants actively. It was noted that community-based trainers are particularly effective, as they are familiar with local contexts and can better relate to learners' realities. Additionally, trainers with multi-disciplinary backgrounds tend to connect more effectively across different learner profiles.

2. Learner engagement and readiness: the quality of the learning experience also depends significantly on the preparedness and motivation of the learners. Participants emphasized the importance of encouraging learner participation, providing constructive challenges, and conducting

initial assessments to understand learner levels and tailor training accordingly. Motivation was identified as a key driver—particularly in free training programs such as those offered under DTCL, where some learners may not feel fully committed. Trainers are encouraged to establish clear expectations and find ways to inspire ownership and enthusiasm among trainees.

3. Training delivery and environment: a conducive training environment was highlighted as a fundamental enabler. Best practices include ensuring the availability of reliable equipment, maintaining a quiet and well-ventilated space, and keeping an ideal trainer-to-trainee ratio for better individual attention. Participants also recommended incorporating hands-on learning, site visits, and bonding activities that foster peer-to-peer learning and networking. Additionally, the presence of training support officers was found to enhance both trainer performance and learner experience by providing logistical and technical assistance during sessions.

4. Other factors: several cross-cutting issues emerged as important enablers of successful training. Effective communication and coordination—both among implementing partners and with participants—ensures clarity on expectations, logistics, and outcomes. Providing stipends or transportation support helps to reduce participation barriers and improve attendance. Similarly, small incentives such as souvenirs or branded materials were found to boost learner morale and promote programme visibility.

The plenary debrief, which wrapped up this session, highlighted the practicality of the exercise as both informative, to illustrate the similarities and also the differences between the two programmes, as well as extremely useful given the inherently common attributes governing face-to-face training in general. Delegates highlighted the productive discussions and ability to build on the lessons and practices shared within their groups towards optimizing approaches for face-to-face training delivery.

DTCL operating guidelines updates

During this session, Ms Robyn Fysh provided updates on the latest DTCL operating guidelines, with a particular focus on the revised key performance indicators. Her presentation also included an overview of the performance assessment of the DTCs and the Initiative.

Together with the renewal of the Cooperation Agreements between ITU and the DTCs at the end of 2024 and in early 2025, the Operating Guidelines were revised by ITU and Cisco, with several amendments that include updated annual performance targets and key performance indicators (KPIs). New KPIs were added, such as the number of trainers, instructors and/or teachers trained (at least 10 per year), the percentage of female trainers, instructors, and/or teachers trained (at least 30 per cent). The baseline target for the number of course participants trained at basic and intermediate levels was raised from 300 to 500 participants.

Ms Fysh informed the DTCs that in this context, and in compliance with the Cooperation Agreement, ITU developed a comprehensive tool to assess the performance of DTCs and the overall Initiative. The tool was developed based on the KPIs of the operating guidelines of the previous cycle (2022-2024) and aims to identify the strengths and areas of improvement of each centre. The assessment framework helps the Initiative make informed, tailored decisions for each DTC and periodically evaluates overall performance and collaboration with DTCL partners. It supports timely corrective actions to ensure objectives are met. The latest assessment, covering 2022–2024, was conducted at the end of 2024 ahead of the Cooperation Agreement renewal. Regarding the methodology, it relied on a mixed quantitative and qualitative approach, which looked into five key parameters, namely: (1) Beneficiary reach and diversity, (2) Deployment of DTCL training courses, (3) Participation in DTCL events, (4) Planning and reporting, and (5) Communication and visibility. Each area has been assigned a specific weight.

During her presentation, Ms Fysh shared the overall results and key findings of the assessment: All DTCs combined scored 89% on average in “Participation in DTCL events”, indicating a strong level of engagement, and 81% in “Beneficiary reach and diversity” which confirms the DTCs’ commitment to engaging more participants from underserved communities, including women, in accordance with the Initiative’s mandate. In terms of training courses delivered and planning and reporting, they scored 75% and 62% in each area respectively, suggesting that although DTCs are able to implement their activities, more efforts should be dedicated to ensuring consistency between the planning and delivery of the courses. “Communication and visibility” is the area that requires the most improvement (46%), and ITU will continue to work collaboratively with the DTCs to amplify the visibility of their work and impact achieved beyond the DTC community. Ms Fysh indicated that moving forward, individual results and key highlights of the assessment will be shared with the DTCs, for reference. As part of its ongoing support to the DTC network, ITU is planning to develop tools and methodologies to support the DTCs in planning, executing, documenting and communicating on their activities. ITU is planning to conduct such performance assessments to inform and share updates on the Initiative periodically. Ms Fysh ended her intervention by encouraging the DTCs to discuss their individual results and raise any specific questions they may have during the consultations with ITU and Cisco.

Ms Susan Teltscher began the question-and-answer segment by recalling the shared roles and responsibilities of ITU, Cisco and the DTCs, as well as the importance of managing the programme in the most effective way to accompany the DTCs and continue to report on the overall achievements of the Initiative.

During the discussions, DTCs expressed interest in receiving the detailed results pertaining to their individual performance as a Centre; and raised various questions on the scope of the assessment, its frequency, as well as the specific KPIs that were considered for the scoring. Participants agreed on the importance for each DTC focal point to have a full understanding of the KPIs in order to collect and consolidate all necessary data requested for any given reporting period. The critical role of ITU in providing tailored guidance to DTCs in their “areas of improvement” was also discussed.

The session concluded with an exercise during which DTC participants were asked to reflect upon their work and the five parameters and key indicators of the assessment tools. They were invited to share their thoughts, using post its and flipcharts, on what they can do as a DTC to improve in each of the five areas, and what ITU can do to support them in this process.

Results are summarised in the table below:

Assessment parameter	ITU	DTCs
Beneficiary reach and diversity	<ul style="list-style-type: none"> • Develop tools for beneficiary needs assessment • Allocate more funds for outreach activities • Increase the bouquet of courses/partners • Increase learners’ motivation and engagement through incentives 	<ul style="list-style-type: none"> • Mapping plan: Establish a map of targets and plan activities in the long term • Organise training activities for various target groups simultaneously • Conduct stakeholder meetings to engage local authorities • Leverage existing channels and tools available locally, such as radio stations, conduct active community awareness raising by organising campaigns in

		<p>rural and peri-urban communities</p> <ul style="list-style-type: none"> • Conduct surveys among beneficiaries
Training courses delivered	<ul style="list-style-type: none"> • Provide standards and guidelines for monitoring and evaluation • Continue mobilising more resources to support the Initiative, including for M&E • Provide better visibility of the trainees' progress and areas of improvement (i.e., develop an interface through which DTCs can monitor their learners' progress) 	<ul style="list-style-type: none"> • Introduce courses that are relevant to the needs of beneficiaries • Form cohorts of beneficiaries with similar profiles and characteristics in terms of digital skills level, overall interests and expectations from the training.
Participation in DTCL events	<ul style="list-style-type: none"> • Announce any ITU, Cisco, or DTCL partner-led train-the-trainer or information session ahead of time to allow sufficient planning (consider an annual calendar) • Enable and facilitate more cooperation between DTCs • Provide support (for face-to-face events) to at least two participants to ensure continuity 	<ul style="list-style-type: none"> • Participation in DTCL events should become mandatory for all DTCs to ensure that they can benefit from the knowledge shared and best practices. • Incorporate DTCL events into their institution's annual calendar
Planning and reporting	<ul style="list-style-type: none"> • The planning and reporting template should incorporate the five assessment parameters • Develop a performance assessment dashboard to track DTCs' annual progress • Organise annual individual sessions to present the performance and progress of each DTCs in the five evaluation areas • Explore the possibility of a match-making pre-assessment between trainees and courses to increase completion rates. 	<ul style="list-style-type: none"> • Ensure that each course planned is delivered in an effective and timely manner. • Live reporting: Set-up an online platform to collect relevant data (based on the KPIs) for each activity, and generate an overview dashboard • Localise all performance assessment criteria to track the progress of local DTC training centres to promote a more efficient reporting process • Standardise, as much as possible, the planning and reporting process.

Communication and visibility	<ul style="list-style-type: none"> • Conduct short training sessions (or tutorials) for DTCs on how to enhance the Initiative's visibility through communication and promotion • Produce videos that promote the Initiative, which can be used by DTCs in their own social media channels • Design promotional templates (graphics, visuals) to ensure that the DTCl branding can be incorporated in the DTCs' promotional activities • Communicate on the various projects and activities running on a monthly basis. 	<ul style="list-style-type: none"> • Start exchanging best practices in order to improve training delivery • Share activities and ideas between DTCs • Communicate on their activities in a relevant, effective and timely way.
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THURSDAY, 12 JUNE 2025

DTCl impact assessment

Mr Alex-Kojo Boahoma, Capacity and Digital Skills Officer, ITU, introduced the session which consisted of a presentation of the DTC Initiative's impact assessment methodology, which was developed and piloted with the DTC in Uganda. The session began with an interactive poll through which participants were asked to share the main challenges they experience as a DTC in terms of conducting comprehensive follow-up assessment on their training beneficiaries. Common challenges faced by DTCs ranged from limited resources (budget, staff, etc.) to the lack of responsiveness of trainees, as well as the difficulty to track their progress and monitor any significant change or impact on their daily lives, following the activity.

Mr Boahoma then proceeded to present the design and pilot of the DTCl impact assessment methodology, starting with the context in which the framework was developed. Five years into the Initiative, there is limited information on the impact of DTC training activities, and DTCs have expressed interest in receiving support from ITU to conduct follow-up impact assessments. To respond to this demand, ITU developed a methodology to conduct low-cost and scalable assessment. Mr Boahoma acknowledged the existing barriers that currently render impact assessment within the Initiative, and in general, difficult, such as the focus on outputs rather than outcomes, the costs of undertaking the assessment and the absence of standardised methodology, tools and indicators for DTCs.

The proposed DTCl impact assessment tool relies on the following principles: Concise set of indicators, utilization of free and easy-to-manage survey tools, simple final report, and adherence to data protection laws. The assessment should be conducted six to twelve months after the completion of a training activity. It can easily be incorporated into existing processes and is therefore scalable and replicable across all DTCs. With regards to data collection, three options were suggested by ITU:

1. Enumerator-led surveys (trained enumerators conducting surveys via telephone interviews or face-to-face)
2. Self-administered surveys (via an online tool)
3. Hybrid method combining both options

Although enumerator-led surveys can be resource-intensive, they guarantee high reliability and data quality thanks to the enumerators' guidance, together with a better response rate. This method is the one recommended by ITU considering that some respondents may have difficulty understanding the questions or navigating an online survey platform independently. To minimize costs, DTCs were encouraged to use their trainers as enumerators.

The key indicators selected for the impact assessment framework in its pilot phase are listed below:

- Unemployment rate of respondents;
- Proportion of respondents who transitioned from unemployment to employment or achieved better job opportunities post-training;
- Proportion of respondents who, after completing the training, acquired additional digital skills through further training, education or certifications;
- Proportion of individuals using the Internet by sex and age group; and
- Proportion of respondents reporting greater confidence in their ability to use digital tools and digital technologies effectively.

In his presentation, Mr Boahoma outlined the shared responsibility implied by the impact assessment exercise. While ITU is responsible for developing standardised survey tools, methodology and templates, offering training support to DTCs upon requests and providing review and feedback on the draft reports to improve objectivity, the implementation should be led by DTCs. DTCs are responsible for the entire data collection and analysis (organising and conducting surveys) as per the standardised methodologies and in compliance with data protection laws. DTCs are also expected to utilise local staff, trainers and enumerators and to share outcomes and takeaways with ITU and other DTCs.

As part of the next steps, ITU will continue to work closely with DTC-Uganda to complete the first pilot by the end of June and will support at least one additional DTC to implement the assessment by the end of the year. The tools and methodology will be refined based on the lessons learned from all the pilots, and the final versions will be shared by ITU with the DTCs once completed.

Mr Francis Bwire, Administrative Officer, Uganda Institute of Information and Communications Technology (UICT), delivered a presentation on UICT's experience in piloting the new impact assessment tool, highlighting the process, main outcomes and key lessons learned from this initial implementation. The impact assessment was conducted on a representative sample of 1,128 beneficiaries and comprising adult learners, unemployed youth and job seekers, entrepreneurs and self-employed individuals as well as persons with disabilities, who benefitted from DTC-Uganda's training programmes over the past year. In terms of the survey design, UICT adapted the standard questionnaire developed by ITU, which mostly consists of multiple-choice questions on the respondents' profiles, socio-economic impact of the training and the level of digital competencies. The survey was supplemented with focus group discussions to provide deeper insights. The data was collected by UICT through the hybrid approach. Initially, the questionnaire was disseminated by e-mail to eligible respondents and was followed by phone calls and text messages to follow up with the recipients. UICT enumerators assisted participants who encountered challenges to complete the survey. Mr Bwire underscored the importance of complying with confidentiality and data quality (accuracy, neutrality, etc) protocols.

In the case of UICT, the entire exercise took approximately 12 weeks, and a few preliminary outcomes of the assessment were shared: Over 93 per cent of respondents expressed confidence using digital tools, while 67 per cent reported that the training was essential in securing a job or improving their

efficiency at work. With regards to digital skills competencies, 92 per cent of respondents are now vigilant about protecting their devices and online accounts compared to 32 per cent before the training. Similarly, 90 per cent of them have begun to take measures to protect their privacy online, compared to 30 per cent before the training. Another significant impact is the notable increase of people pursuing online courses (57 per cent, compared to 33 per cent prior to the training activities). Through this pilot, UICT drew several best practices that will be replicated in future assessment, such as the use of multiple outreach channels and the imperative of training enumerators and assisting beneficiaries in the survey completion process. In this process, UICT was able to leverage its network of alumni to help reach participants.

Moving forward, the DTC will be focusing on their identified areas for improvement by ensuring that beneficiaries' contact records are complete and up to date, and minimising or resolving any technical glitches encountered by participants. The main challenge faced by UICT was linked to the limited reach among vulnerable groups and the difficulty to contact persons with disabilities or unemployed participants due to system exclusion or lack of connectivity.

Following the presentations on the impact assessment framework, participants discussed challenges, opportunities, and practical approaches to effective impact assessment under the DTC Initiative. A recurring theme was the need to shift focus from outputs (e.g., number of trainees) to outcomes (e.g., changes in skills, employment, or behavior). Participants highlighted several implementation challenges:

- **Timing and methodology:** Determining the right time to conduct assessments remains a key issue, especially in isolating the direct impact of training from external influences. It was suggested that pre-assessment and early notification to beneficiaries could help improve follow-up participation.
- **Survey design:** Concerns were raised about the length of the current pilot questionnaire (34 questions), which can take up to 15 minutes to complete and may deter responses.
- **Low engagement post-training:** Some participants noted that beneficiaries often move on with their lives, making follow-up difficult. Suggestions included setting expectations early and building in mandatory evaluations before issuing certificates.
- **Good practices and tools:**
 - Explore the use of short mandatory feedback forms (5–6 questions) as part of the certification process.
 - The importance of building an alumni network was noted as a way to support longer-term tracking and engagement.
 - Some DTCs capitalise on continued engagement of participants by gathering beneficiaries on a regular basis at the local training centres to collect post-training feedback and provide additional technical support, which aids in tracking longer-term impact.

The discussion underscored the importance of strategic planning, clear communication with participants, and adapting tools to local contexts to improve data quality and long-term impact evaluation. Several DTCs, including DTC Morocco and DTC Senegal, expressed interest in piloting the impact assessment tool.

Consultation sessions with ITU and Cisco

These consultation sessions consisted of one-to-one conversations with ITU and/or Cisco staff, during which DTC representatives presented their training plans, reports, concept notes and training proposals (as applicable), and unpacked challenges related to planning and implementation. This

session was also an opportunity for DTC representatives to discuss the results of the DTC performance assessment.

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

Some key highlights from the consultations

- **Planning and reporting:**
 - One theme was the completeness of reports submitted by the DTCs. It is emerging that not all relevant trainings are necessarily reported by some of the DTCs.
 - Out of scope reporting remains an issue. There is the need to be clear on the approved courses.
 - For course selection, request for some type of pre-selection tool to enable DTCs to determine the skills and training needs before the training is conducted.
- **DTCl course offering:**
 - The ITU course on “Introduction to digital finance for small businesses” is currently being planned by several DTCs, who will first conduct training sessions for their instructors and trainers to ensure that the course can be properly cascaded in the relevant communities.
 - Request to improve DTCs access and management of the HP LIFE platform.
- **DTC activities, priorities and challenges:**
 - Train-the-trainer activities are being prioritised by several DTCs who are currently investing in nurturing and developing a solid network of instructors and facilitators – to be operational nationwide.
 - Operational and logistical challenges on the ground (especially in remote areas) represent a significant challenge in certain DTC countries, which slows down the pace of implementation of activities.
 - Community mobilisation and stakeholder engagement at the local level continue to be a priority for DTCs.
- **Support from ITU, Cisco and DTCl partners**
 - Request for financial support to enable the DTCs scale-up and reach more citizens.
 - Request for a set of standardised documents and/or templates that can guide the DTCs in the design, planning, execution, monitoring and evaluation, and communication of their activities.
 - Some DTCs confirmed their interest and immediate readiness to implement the impact assessment framework in the next few months, following their citizens training activities.

Bilateral discussions with DTCl partners

In parallel with the consultation sessions, bilateral discussions were organized. The parallel sessions consisted of a viewing area for DTC participants to view the videos created by fellow DTCs for the session “DTCs in action: Behind the scenes, beyond the screens”, DTC-led small group discussions, along with small group discussion with Ms Giovanna Bottani (ST Foundation).

Future of digital skills training (joint session with ATCs)

This working session explored the market for emerging digital skills needs. The discussions focused on core training needs at basic, intermediate and advanced levels.

Mr Alfie Hamid opened this session by inviting participants to think about what the future of digital skills training will be 3-5 years from now. He acknowledged that all participants are currently working to address the digital skills gaps. With this experience and knowledge, DTC and ATC participants were invited to reflect first individually on the following questions and to list up to three items:

1. **Question 1:** Thinking about your current beneficiaries and market (international, regional, national, local), what do you think the major differences will be between your training catalogue **now** and the one in a **5-years' time**? How do you expect the profiles (and needs) of your target audience to evolve?
2. **Question 2:** How will your organization adapt and continue to deliver its trainings?

Once participants completed the self-reflection, they were then invited to find participants they met on Day 1 during the "Mix and Match" introduction and networking session to share their ideas and perspectives in small groups.

The debrief of the small group discussions was facilitated by Ms Susan Teltscher and Mr Alfie Hamid.

Key trends shared by groups are listed below:

Question 1:

1. Shift toward flexible, inclusive, and digital-first learning

- Training will increasingly be modular, online, and accessible, allowing learners to engage with content at their own pace and according to their needs.
- There is a strong emphasis on inclusivity, particularly ensuring that persons with disabilities can access and benefit from digital training.
- Interaction through digital devices will become more prevalent, and online simulations will be used to enhance practical learning.

2. Evolving content focus: from basic digital skills to advanced technologies

- The curriculum will move beyond current digital skills gaps to include advanced topics such as AI, machine learning, quantum computing, 10G, and virtual reality.
- There will be a growing need for cybersecurity, media literacy, and critical thinking to address new digital risks and misinformation.
- Ethical use of AI and understanding how to manage and control it will be a major focus.

3. Integration of soft skills and structured learning pathways

- Training will increasingly incorporate soft skills to help individuals use technology more effectively and responsibly.
- There will be a push to link DTCs, ATCs, and academia, creating clear progression pathways from foundational to advanced skills.
- New roles such as digital entrepreneurs will emerge, requiring a blend of technical and entrepreneurial training.

Question 2:

1. Emphasis on quality, adaptability, and student-centric approaches

- Training will become more learner-focused, with an emphasis on engaging, up-to-date content and high-quality trainers.
- Organizations will need to continuously upskill instructors to keep pace with evolving technologies, policies, and learner expectations.
- Respect for regulations and cultural context will remain essential in training delivery.

2. Adoption of blended and adaptive learning models

- A shift toward blended learning is expected, combining the benefits of online and in-person formats, as fully online or face-to-face-only models are seen as insufficient.
- Adaptive learning platforms and virtual reality tools (e.g., virtual labs) will be integrated to personalize learning experiences and simulate real-world environments.

3. Strengthened collaboration and resource sharing

- Organizations will increasingly collaborate with governments, the private sector, and existing partners to co-develop and share training content.
- There will be a growing need for sustainable funding to support innovation, content development, and infrastructure upgrades.
- Training will be designed with intercultural sensitivity and contextual relevance, ensuring inclusivity and effectiveness across diverse audiences.

In closing the session, Mr Hamid thanked participants for their thoughtful contributions. He noted that this work is ongoing. He encouraged participants to think about the future in all that they do. From the discussions, he noted that there is a growing need for bite-sized, continuous learning that builds foundational literacy and digital literacy together, ensuring learners are equipped for lifelong adaptation. Critical thinking—especially in identifying misinformation—must be a core element across all training levels to foster informed, resilient digital citizens.

Closing session (joint session with ATCs)

During the closing session, Ms Susan Teltscher thanked the ITU and Cisco teams, as well as CTC for their continued support. She acknowledged the strong community spirit which was further reinforced through the workshop and encouraged DTCs to continue fostering the sense of togetherness in the midst of their achievements, progress and challenges. Ms. Teltscher reflected on the successful conclusion of the three-day joint workshop, which brought together two complementary communities: the Digital Transformation Centres and the ITU Academy Training Centres. She noted that while the joint format was a new approach, it proved highly effective in fostering collaboration, peer learning, and meaningful dialogue. Through interactive group work and breakout sessions, participants were able to share experiences and identify commonalities across both programmes. These included shared priorities such as the importance of face-to-face training, community engagement, needs assessments, practical delivery methods, and adequate training facilities. The discussions also highlighted the critical role of training evaluation and quality assurance, with strong recognition of ITU's contribution in providing guidance and standards.

Looking ahead, Ms. Teltscher emphasized the potential for greater integration between the DTC and ATC programmes. She highlighted the opportunity to develop structured learning pathways that support progression from foundational to advanced digital skills, and to involve DTC instructors in ATC training to strengthen capacity across the ecosystem. She concluded by thanking participants for their active engagement, noting that their insights have been instrumental in shaping the future direction of both programmes. The workshop successfully met its objectives of reinforcing collaboration, promoting mutual learning, and laying the foundation for scaling impact on the ground.

In her closing remarks, Ms. Teltscher expressed her satisfaction with the workshop's outcomes, noting that its core objectives—strengthening the DTC and ATC communities, fostering collaboration, and shaping proposals for scaling—were fully achieved. She thanked the partners who joined in Santo Domingo, with special appreciation for Cisco and the ST Foundation. She recalled a major milestone announced for the DTC Initiative at the opening of the workshop - 528,000 (55% female) participants trained. She reaffirmed ITU's commitment to deepening this collaboration and announced that an official communiqué would be shared with all ITU Member States. She also encouraged participants to promote the initiative by sharing their experiences on social media, especially LinkedIn.

Ms. Teltscher extended heartfelt thanks to the hosts—CTC and INDOTEL—for their exceptional organization and hospitality. She expressed gratitude to both organizations for making the event a memorable experience. She concluded by wishing everyone safe travels and expressed her enthusiasm for continuing the collaboration.

Mr Alfie Hamid took the floor to express his satisfaction at the success of the event and noted the many productive interactions among the members of the two capacity development networks. He framed his intervention in the context of the continuously evolving technology landscape in today's globalized world (with the emergence of AI in particular) and the requirement from all participating actors across developed and developing countries to adapt to the new trends.

He expressed his gratitude to the hosts of the meeting (CTC and INDOTEL) and encouraged the members of the DTCs and ATCs to continue their collaborations.

Mr Ysidro Torres Beltré, in his closing remarks, highlighted that in the context of today's globalized world the most valuable resource and most precious goal are the people, and that the priority is to give back to the community; to establish the connections they require to reach their full potential. He emphasized CTC's commitment to keep bringing technology to the places and communities that most need it. He highlighted the conviction that the knowledge resources gathered across the three days of the event will be used towards applying development initiatives in the Dominican Republic to those groups that are in most need of it. He detailed that one of the main groups in focus is that of vulnerable communities (correctional facility women and men, young people) whom, through capacity development initiatives and collaborations, such as the one with ITU, CTC is able to assist and equip them with the tools to contribute to the society and assist in their reintegration.

He thanked ITU as well as the partners from Cisco for the collaborations and expressed his hope that these continue in the years to come.

Annex 1: Programme agenda

Time	Day 1: Tuesday, 10 June 2025
08:45 – 09:30	Arrival and registration of participants Participants arrive to the venue and pick-up their badges at the registration desk (look for halls: Americas and Oceania, hotel ground floor).
09:30 – 10:30	Opening session Photo session
10:30 – 11:00	Coffee break
11:00 – 11:30	Overview of DTC and ATC programmes and objectives of the meetings This session will provide an overview of the Digital Transformation Centres (DTC) Initiative and the ITU Academy Training Centres (ATC) programme, which are ITU's two flagship capacity development programmes, it will recall the objectives of each initiative, highlighting their core content, similarities and differences, as well as their respective results and impact achieved to date. The session will also introduce the methodology of the two meetings (Global DTC Workshop and ATC annual meeting), explaining the rationale behind the structure and design of the sessions. Presentation (15 minutes) <ul style="list-style-type: none"> Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU Q&A (15 minutes) Moderator: Ms Robyn Fysh, Senior Project Manager, ITU
11:30 - 12:30	DTC/ATC introductions and networking This segment will consist of an energiser and warm-up exercise through which all participants (from both ATC and DTC programmes) can get acquainted or reacquainted with each other and share insights on their organisation, including the most fulfilling aspects from their work and role as an ATC or DTC. Moderator: Mr Emil-Eugen IUGA, Capacity and Skills Development Officer, ITU <i>At the end of the activity, participants will be invited to explore the ATC-DTC poster gallery, during the lunch break and throughout the duration of the meeting,</i>

12:30 – 14:00	Lunch break
14:00 - 15:30	<p><u>Updates on the DTC Initiative (60 minutes)</u></p> <p>After a quick debrief of the workshop pre-meeting poll, the first part of this session will provide an overview of the implementation of the DTC Initiative over the past year. It will include key highlights of the activities conducted under the Initiative (presented by ITU), as well as updates from DTCl partners.</p> <p>Presentations (45 minutes)</p> <ul style="list-style-type: none"> • Ms Robyn Fysh, Senior Project Manager, ITU • Mr Alfie Hamid, Head, Global Strategic Partnerships, Cisco • Ms Giovanna Bottani, Director of Operations, ST Foundation <p>Q&A (15 minutes)</p> <p>Moderator: Mr Alex-Kojo Boahoma, Capacity and Skills Development Officer, ITU</p> <p><u>DTC poster session (30 minutes)</u></p> <p>The second part of the session will provide the opportunity for DTCs to share and review each other's key activities and updates, through an interactive poster session. Each DTC representative will be tasked to review the poster of another DTC and pose questions, share observations and/or provide feedback. The poster showcase gallery will remain open and accessible throughout the workshop and will serve as a platform to share insights and exchange lessons learned.</p> <p>Moderator: Ms Sara Bennouna, Junior Digital Skills Officer, ITU</p> <p><i>At the end of the activity, a Mentimeter poll will be conducted to introduce the following session.</i></p>
15:30 – 16:00	Coffee break
16:00 – 17:00	<p>Overcoming DTCl implementation challenges on the ground</p> <p>This session will consist of a hands-on group activity through which DTC participants will unpack some of the challenges faced on the ground, share best practices and explore solutions together. Participants will be divided into four groups, with each group assigned to one of the top 4 challenges encountered by DTCs in the implementation of their activities.</p> <p>Group discussion (30 minutes)</p> <ul style="list-style-type: none"> • Guiding questions <ul style="list-style-type: none"> ○ Discuss the challenge that was assigned to your group. ○ What has your DTC put in place to solve these challenges or mitigate the risks? ○ If you have not yet tried to implement a solution, brainstorm with your group on potential strategies to address the identified issues.

	<p>Reporting back in the plenary (20 minutes)</p> <p>Moderator: Ms Robyn Fysh, Senior Project Manager, ITU</p>
19:00	Welcome cocktail at the Hotel swimming pool
Time	Day 2: Wednesday, 11 June 2025
08:00 – 09:00 (TBD)	<p>08:00: DTC participants will gather at the designated meeting point (hotel lobby) to board the bus/van. Commuting to the CTC training centre “La Nueva Barquita” is expected to take between 45 minutes and one hour. All morning sessions will take place at the CTC training centre.</p>
09:00 – 10:30	<p>Site visit to the local CTC training centre “La Nueva Barquita” and presentation by CTC on their operating model</p> <p>This site visit will be organised and led by the CTC team. It will include a tour of the facilities of the centre and will showcase how DTC training activities are typically conducted by the DTC in the Dominican Republic. The visit will be followed by a presentation on CTC’s operating model.</p> <p>Presentation</p> <ul style="list-style-type: none"> • (TBC) Centros Tecnologicos Comunitarios (CTC)
10:30 – 11:00	Coffee break
11:00-12:30	<p>DTC models of operation: “DTCs in action: Behind the scenes, beyond the screens”</p> <p>Prior to this session, each DTC was asked to produce a short video showcasing a typical day of training, and how DTC training activities are usually organised and conducted in their centres. The session will serve as a platform for DTCs to present and share their operating models through a video format.</p> <p>In small groups, DTCs will review each other’s videos and operating models, and will engage in discussions focusing on all practical aspects related to training delivery (organisation, logistics, mobilisation of participants, role of instructors, etc).</p> <p>Group activity (60 minutes): Viewing of videos and small group discussions</p> <ul style="list-style-type: none"> • Guiding questions <ul style="list-style-type: none"> ○ What have you learned about the DTCs’ operations based on these videos? Please share at least one thing you appreciate about the work of the DTC. ○ What stood out the most to you in terms of how the DTCs organize their training activities? ○ Moving forward, which practice would you take to apply to your own DTC training activities?

	<p>Reporting back in the plenary (20 minutes)</p> <p>Moderator: Ms Sara Bennouna, Junior Digital Skills Officer, ITU</p> <p><i>After this session, DTC participants will return to the workshop venue (Crown Plaza Hotel) for lunch.</i></p>
12:30 – 14:00	Lunch break
14:00-15:30	<p>Face-to-face training: best practices (joint ATC-DTC session)</p> <p>This session will bring together ATC and DTC participants to touch upon lessons learned from organizing, designing and delivering face-to-face training and documenting/delivering success stories under the ATC and DTC programmes. Participants will work together to identify commonalities and well as differences faced in the organization of in-person training courses, analysing the challenges shared by the participating institutions via the posters. The groupwork will focus on putting together the elements for building the success factors in key areas, which create an ecosystem for effective face-to-face training.</p> <p>Groupwork activity, followed by plenary debrief</p> <p>Moderators:</p> <ul style="list-style-type: none"> • Ms Sara Bennouna, Junior Digital Skills Officer, ITU • Ms Celia Pellet, Associate Capacity Development Officer, ITU
15:30 – 16:00	Coffee break
16:00 - 17:00	<p>DTCI operating guidelines updates</p> <p>During the first part of the session, updates on the latest DTCI operating guidelines will be shared with the DTCs, with a particular focus on the revised key performance indicators and implications. The session will also include a discussion on performance assessment of the DTC Initiative and the DTCs.</p> <p>Presentation (15 minutes)</p> <ul style="list-style-type: none"> • Ms Robyn Fysh, Senior Project Manager, ITU <p>Q&A and group activity (30 minutes)</p> <p>Moderator: Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU</p>
18:30	<p>Dinner: “Dominican evening”.</p> <p><i>Transportation by bus will be arranged by the Host from the hotel to the Colonial Zone, and then from the Colonial Zone to the restaurant.</i></p>
Time	Day 3: Thursday, 12 June 2025

09:00 – 10:30	<p><u>DTCI impact assessment: overview and group activity</u></p> <p>This session will introduce DTCs to the ITU impact assessment methodology developed and piloted with one DTC. It will follow the following process: Problem/situational analysis – design – case study – feedback/discussions. Representatives from the DTC in Uganda will share their experience in conducting the pilot.</p> <p>Problem analysis: Mentimeter activity (10 minutes)</p> <p>Presentations (25 minutes)</p> <ul style="list-style-type: none"> • Design and methodology: Mr Alex-Kojo Boahoma, Capacity and Skills Development Officer, ITU • Case study from DTC Uganda: Mr Francis Bwire, Administrative Officer, Uganda Institute of Information & Communications Technology (UICT) [remote presentation] <p>Feedback and discussion (10 minutes)</p> <p>Moderator: Ms Robyn Fysh, Senior Project Manager, ITU</p> <p><u>Consultations with ITU and Cisco</u></p> <p>These consultations will consist of one-to-one conversations with ITU and/or Cisco staff, during which DTC representatives will present their training plans, reports, concept notes/training proposals, and unpack challenges related to planning and implementation. In advance of these consultations, DTCs are encouraged to prepare specific items or issues they would like to raise with the DTIC team, including questions pertaining to the latest updates (operating guidelines, performance assessment of DTCs, etc).</p> <p>In parallel with the consultation sessions, there will be space and time for participants to engage in bilateral discussions with DTIC partners or other DTCs.</p>
10:30 – 11:00	Coffee break
11:00 - 12:30	Consultation sessions with ITU and Cisco (continued)
12:30 – 14:00	Lunch break
14:00-15:30	<p>Future of digital skills training (joint ATC-DTC session)</p> <p>This working session will explore the market for emerging digital skills needs. The discussions will focus on core needs at basic, intermediate and advanced levels. The delegates will reflect on the evolution of training needs in the coming years and</p>

	<p>capture the impact of these changes on the training catalogue of their institution. Further, they will discuss strategies for adapting to the new market requirements and identify required actions to continue delivering high quality training.</p> <p>Groupwork activity, followed by plenary debrief</p> <p>Moderators:</p> <ul style="list-style-type: none"> • Mr Alfie Hamid, Head, Global Strategic Partnerships, Cisco • Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU
15:30 – 16:00	Coffee break
16:00 – 17:00	<p>Feedback and open-mic takeaways</p> <p>ATC and DTC participants will be invited to share their feedback on the meetings by responding to an evaluation form, as well as by sharing, in the plenary, their perceptions on the main outcomes, takeaways and way forward.</p> <p>Summary and closing</p> <ul style="list-style-type: none"> • Ms Susan Teltscher, Head, Capacity and Digital Skills Development Division, ITU • Mr Alfie Hamid, Head, Global Strategic Partnerships, Cisco • Representative from CTC, Dominican Republic

Annex 2: List of participants

DTC participants (in-person)

Region	Name	Functional title	Affiliation	Country
Africa	Mr Lucas Yao	Project Manager	Ecole Multinationale Supérieure des Postes	Côte d'Ivoire
	Ms Abena Acheampomaa Nyamesem	Senior Manager, Sustainability and Partnerships	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
	Ms Deborah Bah-Lano	Manager, Capacity Building and Digital Skills Development - Programs Unit	Ghana Investment Fund for Electronic Communications (GIFEC)	Ghana
	Mr Innocent Asimwe Mudenge	Division Manager	Rwanda Information Society Authority (RISA)	Rwanda
	Mr Sada Kane	Computer Engineer and trainer	Concept	Senegal
	Mr Mohamed Mustapha Dumbuya	Director	Bridge the Digital Divide Sierra Leone (BDDSL)	Sierra Leone
	Mr Frederick Kitogoo	Principal	Uganda Institute of Information & Communications Technology	Uganda
	Mr Brian Nawa	Principal Change Management Officer	SMART Zambia Institute (SZI)	Zambia
Americas	Mr Nelson Manuel Nunez Gil	Head of the Technological Training Department	Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
	Mr Willy Jorge		Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
	Mr Juan Gabriel Del Rosario Ozuna		Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
	Ms Amanda Barnabel		Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
	Mr Silvio Perez		Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
	Mr Ivan de Paula		Centros Tecnológicos Comunitarios (CTC)	Dominican Republic
Asia-Pacific	Mr Hamdani Pratama	Head of Programme and Reporting Section	Balai Pelatihan dan Pengembangan Teknologi Informasi dan Komunikasi (BPPTIK)	Indonesia
	Mr Ehsen Puri	Director ICT	Virtual University of Pakistan (VU)	Pakistan
	Mr Herman Kunsei	Research and Lead	Papua New Guinea University of Technology (PNGUoT)	Papua New Guinea

DTC participants (remotely, session on impact assessment, Day 3)

Region	Name	Functional title	Affiliation	Country
Africa	Mr Prince Ermès Cubaka Bigabwa	Expert in ICT applied to Governance	Secrétariat National pour le Renforcement des Capacités	DRC

	Mr Francis Bwire	Administrative Officer	Uganda Institute of Information & Communications Technology	Uganda
Arab States	Ms Salma Karim	Head of Human Capital and Innovation	Agency for Digital Development (ADD)	Morocco
Asia-Pacific	Mr Muhammad Jawwad Zaheer	Assistant Professor	Virtual University of Pakistan (VU)	Pakistan
	Mr Syed Ali Raza	Manager, Professional Development Center	Virtual University of Pakistan (VU)	Pakistan
	Mr Javaid Younas	General Manager, IT, Directorate of ICT	Virtual University of Pakistan (VU)	Pakistan

DTCI partners

Name	Functional title	Affiliation	Country
Mr Alfie Hamid	Senior Manager, Global Partnerships	Cisco	United Kingdom
Ms Giovanna Bottani	Director of Operations	ST Foundation	Italy

ITU staff

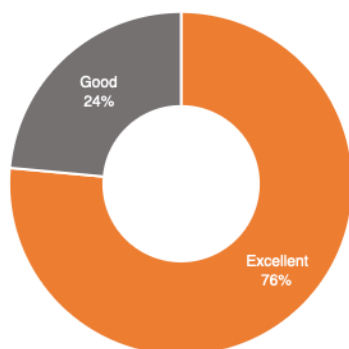
Name	Functional title	Affiliation	Country
Ms Susan Teltscher	Head, Capacity and Digital Skills Development Division	ITU	Switzerland
Ms Robyn Fysh	Senior Project Manager	ITU	Switzerland
Mr Alex Boahoma	Capacity and Digital Skills Officer	ITU	Switzerland
Ms Sara Bennouna	Junior Digital Skills Officer	ITU	Switzerland

Annex 3: Workshop evaluation

Quantitative feedback

1. Content and conduct of the workshop

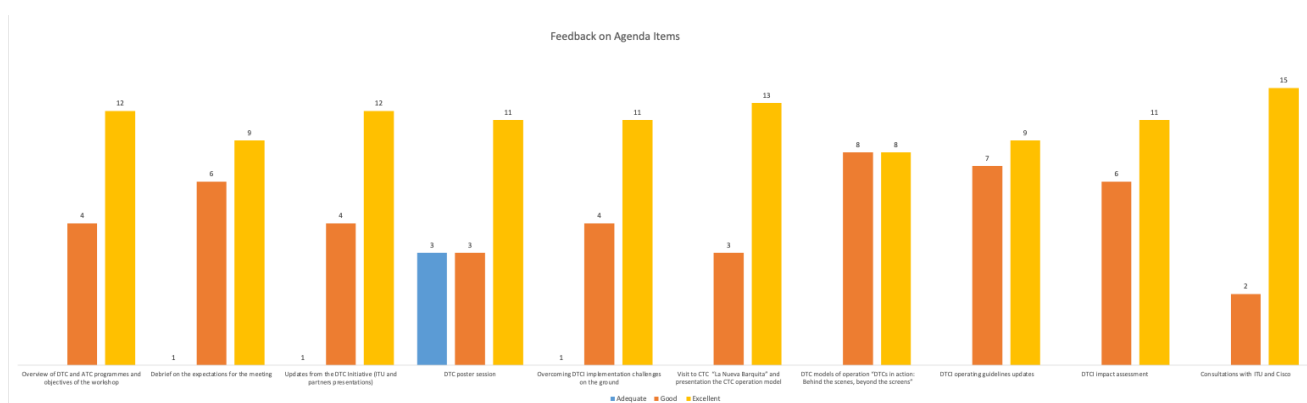
How would you evaluate the Global DTC Workshop overall?



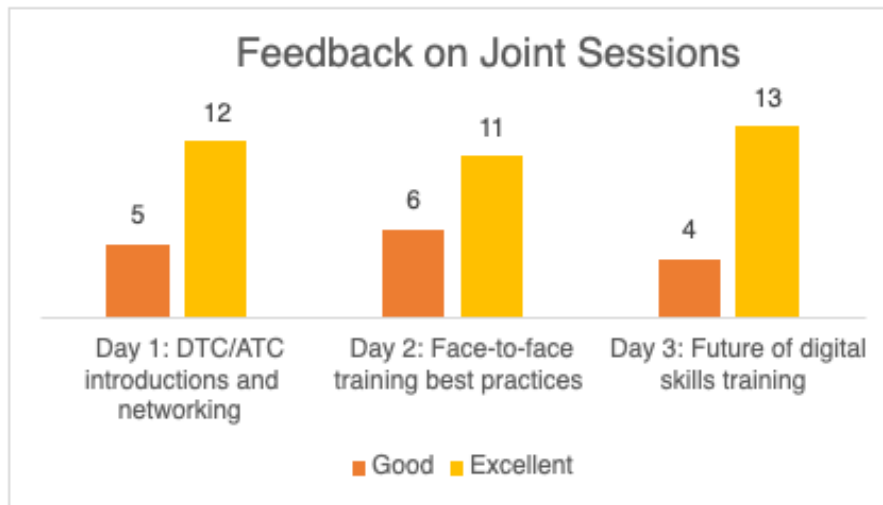
Experience with the time for discussion and participation



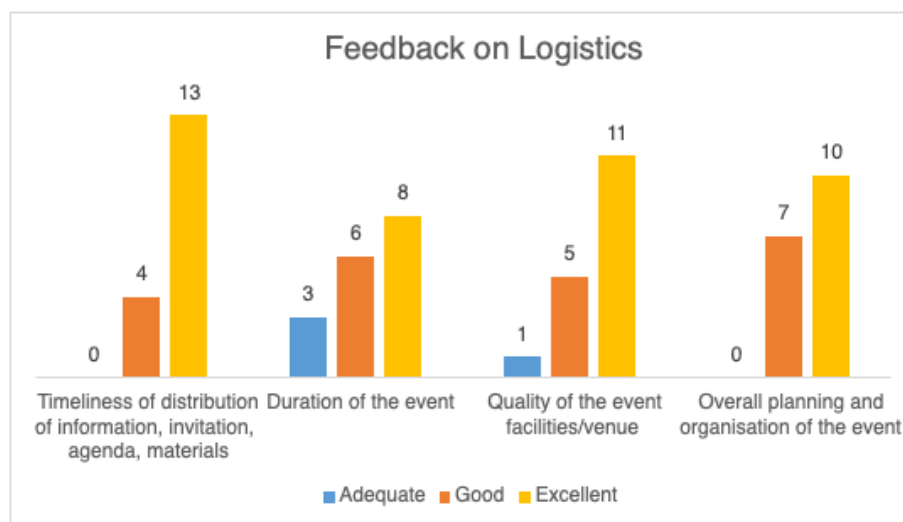
2. Quality and usefulness of agenda items



3. Joint sessions: ATC/DTC



4. Organisation of the event



Qualitative feedback (no ranking order)

1. What was the most useful part of the meeting?
 - Discussions between ATCs and DTCs;
 - Interactions and visit to the CTC;
 - Networking and the interaction with DTCs;
 - Group work and reflections;
 - Overcoming the DTC implementation challenges;
 - The sessions on best practices face-to-face training, and the future of digital skills;
 - Presentation on impact assessment and performance criteria;
 - The consultation sessions;

- Enhancing knowledge by building on the experiences of others; and
 - Connecting with ATCs and exploring potential collaboration areas.
2. What was the least useful part of the meeting?
 - The poster session could be explored more.
 3. Comments and suggestions on how to improve the content and format of the event:
 - Include presentations on global trends and ICT training needs to support the work of DTCs;
 - Request for more practical activities oriented to the DTCs;
 - Short presentations from DTCs to share their best practices;
 - Create more time for interaction around posters with owners providing more context";
 - Allocate more time for the consultations with ITU and Cisco;
 - Very educative and impactful. Most especially the combination of DTCs and ATCs joint sessions;
 - Include more field visits to understand how the programme is being implemented at the local levels; and
 - Plan visits to Digital innovation places/programs in the Host country.
 4. What stood out to you the most during the ATC-DTC joint sessions?
 - Possible synergies and collaborations;
 - Fresh ideas that can be applied in the context of DTCs;
 - The last exercise where the two programmes were brought to find converging elements in terms of future digital skills needs;
 - The group work and discussions between ATCs and DTCs;
 - The exchange of different points of views and perspectives on how training can be delivered by ATCs and DTCs;
 - Similarities in the training delivery methodology, despite the different target groups: It is an emphasis that we need more interaction and exchanges;
 - The exchange of ideas and knowledge on the future of the training
 - The methodologies used by ATCs to motivate their learners and generate tangible impact; and
 - The fact that what we do is similar with just some differences in the beneficiaries.
 5. Comments or suggestions to improve the organisation of the event:
 - Increase the number of days and have a more flexible schedule.
 - Move the DTC annual event 2 years in Europe and 1 year to other continents to facilitate visa and travel duration;
 - Outcomes based.
 - A more accessible location;
 - Help participants to acquire visa for their travel; and

- Thank you for planning arrivals that provide for a day of rest before starting the workshop especially after the long flights.

6. The workshop in one word:

