



7. The group was taken through recent

automation. They emphasized the need to make digital inclusion a human right, calling on the need for a pilot study to determine



groups for whom lack of skills is the main barrier to digital inclusion. In this regard, there is a need to establish programmes that complement the Centres of Excellence programme (which focuses primarily on training professionals in the ICT industry) and which focus on the development of basic and intermediate digital skills. Training-of-trainers should be a core element of such a programme.

20. Capacity building should be customized to respond to specific needs and priorities of different target groups. In this respect, strong stakeholder engagement and feedback of technology users beyond policy makers and regulators is important to analyze capacity building needs and priorities.
21. There is a need to carry out digital skills assessments at the national level which will inform the capacity building needs in countries and regions. This includes establishing a set of measurements for assessing digital skills levels, and for setting targets of what needs to be achieved through capacity building and training. ITU was urged to support countries in this regard.
22. There is a need to define the assumptions and expectations of any capacity building activity and to set measurable goals and objectives. A suggestion was made for countries to consider establishing a "Maturity Index" for capacity building that will measure the progress made as a result of capacity development.
23. There is an increase in the demand for digitally skilled workers in all regions and most countries are not able to develop the required skills at the pace dictated by the digital transformation. These include skills related to artificial intelligence, big data analytic, machine learning, IoT, 5G, cloud computing, cybersecurity and others. Basic digital literacy skills are now required by almost any job in public and private sectors.
24. The target audience for capacity building activities needs to be broad and include professionals (e.g. middle and senior-level managers), young people and students, researchers, SMEs, underserved communities and other users of ICT. In particular, there is an increasing growth of "digital natives" who are spearheading innovative ICT advances. It was highlighted that planning of capacity building requires new approach to stakeholders segmentation and targeting new audiences.
25. Training should take a more interdisciplinary approach, where one course combines the technical, business and regulatory aspects. It was also highlighted that different approaches to learning should be adopted to suit the different categories of learners. For example, the young generation is now inclined to "learning by doing", and even Universities are also adopting this approach. Methods of learning and delivering training are also changing. In particular, e-learning is becoming more popular in all regions as it provides working professionals with an opportunity to work and learn at the same time. There is a need to explore new tools and methods and integrate all these new approaches into the learning methodologies.
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identification of potential skill gaps and, as result, more accurate strategic advice to the BDT Director.

8. There is a need to propose new ways of stocktaking to enhance GCBI's advisory capacity using an evidence-based approach. To facilitate and harmonize the process of stocktaking across regions, a new tool (online or offline) could be created for standardized information gathering with indicated areas of interests, categories of capacity building initiatives and deadlines.
9. Partnerships between industry, government and academia need to be reinforced in the area of training and capacity building to ensure the alignment of training activities to industry