

**Note from the Chairman of CBS – 2018:**

Based on the discussions and presentations made during the Symposium, I wish to present this short summary report highlighting the main outcomes, conclusions and recommendations of the Symposium. The draft of the final report will be available on the ITU website by 7th July 2018. I kindly ask you to visit it and send your comments by 30 July 2018 to the ITU Secretariat, for incorporation into the final report

**DRAFT**

**CHAIRMAN’S OUTCOMES, CONCLUSIONS AND RECOMMENDATIONS**

We, the participants, have met here at Renaissance Santo Domingo Jaragua Hotel & Casino, Santo Domingo, from 18-20 June 2018 as delegates to the ITU Global Capacity Building Symposium 2018, under the theme: “Developing Skills for the Digital Economy and Society”.

We had very fruitful discussions on a wide range of topics including:

- The new digital ecosystem and its transformative impact on lives and livelihoods.
- New technologies and core skills for the digital economy and society.
- Integrating ICTs into cross sectoral policies to accelerate the achievement of the Sustainable Development Goals.
- New and innovative ways of teaching and learning required to adapt to the new digital environment.
- The role of Academia and other training institutions in developing relevant skills for the digital era.

- Fostering innovation and entrepreneurship in the digital era
- Developing skills for an inclusive digital society
- Challenges facing least developed countries, developing countries, and small island states and building capacity to address those challenges.
- Leveraging partnerships for capacity building in the digital era.

The following are the highlights of the outcomes and recommendations drawn from the Symposium:

1. The Symposium noted that the digital revolution is transforming all aspects of our lives. Key technology drivers are the Internet of Things (IoT,) Artificial Intelligence, and big data analytics. The Internet has been at the centre of the evolution and growth in the global economy.
2. Delegates noted that there is currently a shortage of digital skills required to participate effectively, and to remain competitive, in the digital economy.
3. The digital transformation will have a major impact on the quality and quantity of jobs, with some tasks being automated, while others being changed or newly created. This will require the capacity of the workforce to adjust to the new environment and to move across sectors and locations. Socio-emotional and analytical skills as well as lifelong and lifewide learning will gain in importance in the future digital economy.
4. AI systems need to be designed in a responsible manner including ethical, societal and cultural values. Skills development needs to take into account that AI systems are developed by people who determine what the systems and machines can do, and embed their values into them.
5. Delegates acknowledged that ICTs are a key enabler for the attainment of the Sustainable Development Goals. For this reason ICTs need to be integrated into national policies and in the implementation of development projects and activities.
6. The digital skills gap is widening and needs to be addressed urgently to ensure full participation of all countries in the emerging digital economy and to avoid widening of the digital divide. In particular, delegates noted the need to integrate ICTs into the education policies

to ensure that the education system delivers graduates that are digital citizens.

7. Delegates urged countries to formulate national digital agendas, and to make the development of the digital economy a strategic imperative. All cross-sectoral policies need to be aligned towards achieving that strategic goal.
8. In developing national digital policies, delegates emphasised the importance of capacity building and skills development as an integral component of the digital agenda. This will ensure that in this digital age the digital divide is not replaced by the knowledge divide.
9. Delegates highlighted the need for universities and institutions of higher learning to adapt and respond to the learning needs of the 4th Industrial revolution. This adaptation requires strategic planning and informed forecasting within the administration of universities, reforming and redesigning the university curriculum and introducing new models of learning to accommodate the needs of the learner as well as the needs and expectations of the digital economy.
10. Delegates noted that a distinctive feature of the new economy is the need for a strong bridge between universities and the business sector. Universities were therefore called upon to understand the needs of the business sector and react to them in an appropriate manner.
11. The traditional model of teacher-centred learning is being challenged as it is not cost effective and is based on a one-size-fits-all model. This approach is no longer in line with the needs of the digital economy where learning is centred on problem solving, and anchored on student-centred learning.
12. Delegates acknowledged that building digital skills in a digital economy requires the involvement of different players in a multistakeholder approach. Key stakeholders are governments, private sector, academia, international development agencies, civil society organizations and local communities.
13. ITU plays an important role in facilitating and coordinating partnerships for capacity building to enhance digital skills, drawing from the rich resources and expertise of its membership. ITU was urged to continue playing this role and bring together key stakeholders and establish synergies in capacity building initiatives in order to achieve the greatest impact.

14. ITU should continue to facilitate knowledge creation and exchange for skill development in the digital economy. Working with academic institutions is critical in this respect. Publications such as “Capacity Building in a Changing ICT Environment” are valuable inputs to enhance knowledge and an excellent example of collaboration with academia.
15. Delegates noted with appreciation the capacity development work being undertaken by ITU under the umbrella of ITU Academy, and urged ITU to continue supporting countries in training, especially the least developed countries and targeting the community at large.
16. The symposium acknowledged that Small island developing states (SIDS), landlocked developing countries (LLDCs) and the least developed countries (LDCs) face unique challenges in digital development, due to situations such as their size, lack of resources and lack of access to digital submarine cables.
17. Delegates noted that Internet uptake in LDCs is closely linked to educational attainment, thus highlighting the importance of school enrolment and investing in national education.
18. Delegates noted that SIDS, LLDCs and LDCs need special approaches and support in building their digital skills to guarantee their participation in the global digital economy.
19. Capacity building was identified as critical to support these countries in establishing harmonized regulatory policy, legal and regulatory regimes to address digital challenges such as e-waste, and the preparation of national roadmaps through broad consultation.
20. Delegates examined some of the core skills that are required in the digital economy. These are skills arising from the use of digital technologies in a connected world. Discussions highlighted the importance of skills in the area of Artificial Intelligence, IoT, and Data Science. Delegates noted the huge digital security workforce and skills gap and emphasized the need to build knowledge to deal with challenges related to cybersecurity and Internet governance.
21. The Symposium highlighted the importance of developing skills in these digital technologies in all countries to ensure their optimal use as well as minimize the disruptive and potentially negative impact of the technologies.
22. Academic institutions play a key role in building such skills and are encouraged to further expand and adjust their curricula and academic

programmes in this regard taking into consideration the demands of the market.

23. The Symposium noted that a digital society requires citizens who have the skills to use digital tools to access products and services. This requires a comprehensive approach to digital inclusion, encompassing all the facets of availability, adoption and application.
24. Digital inclusion programmes and initiatives need to be implemented targeting poor, marginalized and underserved communities, and persons with disabilities taking into account their specific needs and priorities.
25. The Symposium noted that digital literacy and other digital skills development programmes are key elements of digital inclusion.
26. Delegates noted the importance of innovation and entrepreneurship as key drivers of growth and productivity in the digital economy. As digital technologies keep evolving, new challenges and opportunities emerge, and these generate a market for entrepreneurship to thrive, especially among the techno- savvy youth population.
27. Delegates urged Governments to create enabling environments for youth to develop their innovation and entrepreneurial skills, through establishing innovation hubs and start-up incubators to enable them to reach their full creative potential.
28. Finally delegates expressed profound appreciation for the hospitality provided by the host, INDOTEL, which made this event a resounding success.
29. Delegates also congratulated the ITU on the organization of the event and urged ITU to continue strengthening capacities for the digital economy, working together with Governments, industry, academia and other stakeholders.