Accelerating action through digital transformation: strengthening digital skills and capacities for human wellbeing

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Digital skills development will accelerate achievement of SDGs

Capacity building, education and skills development
Covid-19 brought to the surface the huge connectivity challenge

• 90% of schools closed (UNESCO) – remote learning?
• 94% of global workforce affected by workplace closures due to Covid-19 (ILO) – remote working?
• Teaching, learning, working from home requires reliable and affordable Internet connection, and digital skills
• But: 44% of the world population is still offline - even where connectivity is available (ITU)
Gap between Internet availability and usage:

Over 90% of the world population lives in an area that has broadband service coverage whereas only 54% are using the Internet

Source: ITU
Gap between Internet availability and usage: Gap is largest in LDCs – WHY?

Mobile population coverage and Internet usage (2019*)

- % of population
- any mobile network
- at least 3G
- at least LTE
- Individuals using the Internet (%)

World: 96.6, 93.0, 81.6, 53.6
Developed: 98.8, 97.9, 92.9, 86.6
Developing: 96.2, 92.0, 79.3, 47.0
LDCs: 88.7, 78.7, 40.0, 19.1
Barriers to Internet usage
65% of answers related to education and skills

Lack of digital skills is key barrier to Internet adoption in developing countries
Digital skills gaps exist at all levels

Source: ITU Digital Skills Toolkit 2018
There is an urgent need to address the digital skills gap

- Digital inclusion requires digital skills training
- The digital economy requires a workforce fit for purpose
  - Basic digital skills education in schools is a must
  - Reskilling and upskilling (workforce)
  - Lifelong learning – involve actors outside the formal education system
- Digital skills strategies and policies need to be based on comprehensive needs assessment and training of policy makers
ITU Digital Skills Assessment Guidebook

• Launched in May 2020
• Helps governments assess skills supply and demand and determine existing and future skills gaps
• Practical tool to guide policy makers in their digital skills strategies and education policies
• Focus is on national level skills assessment
Target audience

- Policy makers
- Private sector
- Academia
- Non-governmental organizations

ICT policy makers working in close collaboration with other stakeholders
What does the Guidebook cover?

Chapter 1: Review of existing skills assessment frameworks and approaches
Chapter 2: Assessment of current national skills levels (supply)
Chapter 3: Assessment of skills needs and gaps (demands)
Chapter 4: Forecasting future skills requirements
Appendix: List of knowledge resources on skills assessment
Summary and conclusion

• The Guidebook is designed to provide as much flexibility as possible for each country to choose an approach that fits its resource constraints and unique goals.

• Each country has different digital skills needs and requirements based on its level of technological development and its economic sectors.

• Assessment methods will depend on a country’s resources and stakeholder engagement.

• Policy-makers should engage with partners in the private sector, non-governmental organizations and academia to craft the assessment approach that matches the country’s needs and goals.

ITU can provide further advice to countries interesting in using the Guidebook for implementing national digital skills assessments
ITU’s work on digital skills
THANK YOU

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