



6-10 July 2026
Geneva, Switzerland

Session Outcome Document

(2 pages max)

WSIS Action Line 4:

Rethinking capacity building and digital learning for today and tomorrow's world

**International Telecommunication Union (ITU), United Nations Educational, Scientific,
and Cultural Organization (UNESCO)**

Friday, 10 July 2026, 10:00 – 10:45 (UTC + 02:00)

Room K, Palexpo

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Key Issues discussed

- Learning must be purposeful to be useful. The session highlighted that capacity building programmes should help learners gain trusted credentials and translate skills into impact for their families, communities, institutions, and their countries' national development.
- A recurring concern was the existing gaps between policy/research findings and the practical implementation in classrooms and institutions. The session noted that while technologies, labour markets and needs evolve rapidly, capacity building systems often move at a much slower pace.
- These perpetual shifts in the digital landscape pose an evidence dilemma for policymakers as by the time proper policy responses are designed to address identified gaps, the ICT environment has likely already shifted.
- As emerging technologies (including AI, Quantum, etc) are reshaping both the content and pace of learning, they have the potential to democratize ICT capacity development, including for creative production and educational content. Access to these technologies depends, however, on the infrastructure, skills, peer networks, and enabling ecosystems at national and local levels.
- Intermediary institutions, such as the schools of government network from UNESCO's SPARK Alliance, were presented as essential actors that can collect evidence, advise governments, convene stakeholders, and translate discussions and resolutions into concrete capacity building interventions.
- Human-centered capabilities and soft skills such as curiosity, critical thinking, empathy, adaptability are equally as important as technical skills in today and tomorrow's rapidly changing ICT landscape.

Key Outcomes of the session

- Digital skills development and capacity building are not only a training challenge, but a question of ecosystems. Effective programmes require learner support for relevant learning pathways that include credible credentials. In addition, partnerships and agile adaptable systems help to build a strong foundation for capacity building ecosystems.
- Concrete examples were shared from governments, the private sector, public administration, and creative-industry perspectives, including digital skills pathways supported by ITU's Digital Transformation Centres (DTC) Initiative and HP courses, UNESCO's SPARK Alliance schools of government networks, and AI-enabled media production.
- Micro-credentials were highlighted as useful training checkpoints when they are embedded within broader learning pathways rather than treated as isolated objectives.
- Consensus emerged on the need for faster feedback loops between evidence, policy, and practice, especially for AI-related capacity building in the public sector and education systems.
- Multistakeholder partnerships are crucial but insufficient unless they are anchored in a theory of change and a realistic understanding of whether institutions can absorb, use and apply the knowledge gained and skills acquired.

Key Recommendations and Forward-Looking Actions

- Move beyond delivering stand-alone courses towards developing people, communities and entire digital ecosystems through learner-centred pathways that meet different groups where they are, including digital consumers, ICT professionals, business or creative users, and more.
- Develop agile and continuously updated capacity building programmes, including micro-credentials and modular learning pathways that can adapt to technological change.
- Strengthen public-private-academic partnerships and expand collaboration with international organizations to scale access to quality digital skills and AI training.
- Invest in enabling ecosystems, including digital infrastructure, community learning spaces, and clear pathways from learning to employment and entrepreneurship.
- Establish institutions and mechanisms that can continuously collect evidence, assess emerging challenges, and translate findings into capacity building policies.
- Promote a culture of lifelong learning by prioritising and fostering curiosity, adaptability, and the ability to unlearn outdated practices, while prioritising human-centered skills such as critical thinking, collaboration and ethical decision-making.