

Analyzing the Effectiveness of Digital Skills Webinar Trainings

Insights from a Regional Training Impact Study on 1,000 Participants



Prepared by:

Tech & Media Convergency (TMC)

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This report; “Analyzing the Effectiveness of Digital Skills Webinar Trainings” was a vital component of the deliverables for Meta’s Social Impact Programming for Sub Saharan Africa, executed in collaboration with Tech & Media Convergence (TMC) in Tanzania. The analysis presented herein is tailored for actors contemplating the adoption of a similar approach to enhance and optimize their programs for improved effectiveness

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Abbreviations

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AM	Ante Meridiem
GDP	Gross Domestic Product
ICT	Information Communication Technology
IT	Information Technology
MEL	Monitoring Evaluation and Learning
NGO	Non-governmental Organizations
SDG	Sustainable Development Goals
SSA	Sub Saharan Africa
TCRA	Tanzania Communications Regulatory Authority
TMC	Tech & Media Convergency (TMC)
UNDP	United Nations Development Programme



Sustainable Development Goals (SDGs)

Aligning SDGs with the Initiative





A note from the Chief Executive Officer

At Tech & Media Convergency, we firmly believe in taking a holistic approach to technological change. Recognizing that technological advancements require intentional self-steps and initiatives, we emphasize the importance of individuals embracing these changes in their everyday lives. Similarly, we assert that entities can no longer afford to remain old-fashioned and must actively embrace technology. However, we understand that the journey towards comprehensive technological adaptation is still in progress.

In pursuit of our mission, we engaged in discussions with Meta (formerly Facebook) to collaboratively implement a program aimed at amplifying the technological adaptation process. Thanks to Meta, in the fourth quarter of 2021, we successfully conducted a pilot program with them, paving the way for a fully-fledged initiative in 2022 through early 2023. This partnership was executed under our Digital NGO Program.

The Digital NGO Program has positioned TMC as a leading organization in advocating and fostering discussions on Technological Adaptations for NGOs. While this accomplishment merits its own discussion, this report primarily centers on our focus on individual efforts for capacity building. Having trained over 1,000 individuals, we deemed it essential to document the valuable learnings from this experience.

The report is born out of the emphasis on webinar as a primary training medium and commitment to share insights on what has proven effective, what has not, the optimal

approaches, and the best strategies for anticipating successful outcomes. This report delves into aspects of our training initiative, providing a comprehensive overview of our journey.

We acknowledge that there have been numerous and abundant capacity building programs. What is unique about our program, is that it was the first of the kind in a majority of aspects from target group, target number, modality and intent to share the learnings and the process. We are cultivating a culture of sharing, to minimize repeating mistakes that could be avoided to other actors.

We also strongly believe in the power of partnerships and excellence in results. To achieve the latter, this program involved collaborations with four seasoned experts who significantly contributed to the intended outcomes. I express my heartfelt thanks and gratitude to Meta, the Trainers, and the TMC team led by the IT and Capacity Building Lead for their exceptional dedication and work.

We hope for continued support and more collaborations for sustainable impact as we navigate the ever-evolving landscape of digital transformation for a Digital Tanzania.

Asha D. Abinallah
Chief Executive Officer

December, 2023



Preamble

About the Digital NGO Program

The Digital NGO Program[1] is one of Tech & Media Convergency's core program. The inaugural initiative was marked by the release of a study and report titled "*An Overview of the Digital Ecosystem, Emerging, and Applied Technologies on NGOs in Tanzania*." This significant milestone was officially unveiled by Hon. Dr. Faustine Ndugulile, the Minister of Communication and Information Technology (then) on July 2nd, 2021." The program was later fueled by Meta's Social Impact Programming for SSA which was implemented in collaboration with TMC as a pilot[2] on Q4 of 2021. This pilot, lasted for 6 weeks, in which trainings were conducted focused on a Boost with Facebook webinar series designed to connect individuals and organizations with content that relates to changing digital marketing dynamics to suit any nonprofit organization looking to create an impact in the digital space through Facebook, WhatsApp and Instagram. This pilot program was so successful it resulted in a fully fledged Digital NGO.

The Goal

The overall goal of the Digital NGO program is to advocate for conversations and action for absolute Digitization, adjoining digitally enabled technologies and Digital Transformation for the NGO community in Tanzania through a holistic approach so as to speed up the digital transformation journey.

The Objectives

- Showcase the value of digital platforms for social impact and as a force for good
- Support nonprofits in their quest for capacity building and digital upskilling
- To explore challenges and opportunities which come with digital adaptation for NGOs as well as provide the best way forward in addressing these challenges.
- To influence mindset of leaders in organizations and foster conversations and action on absolute digitization for NGOs.

Sub Programs of the Digital NGO Program

- The Technological Acceleration, Incubation program
- Capacity Building for Social Impact to 1,000 individuals
- Creating strong collaborations with Policy Makers and the Civil Society Community in Tanzania
- Producing two resources that will work as guideline to the non-for-profits organizations and individuals aiming for social impact

[1] The Digital NGO Program in detail, read [here](#)
The link of the launched report is available there
[2] Pilot program implemented by TMC in collaboration with Meta, read [here](#)



PART ONE

ABOUT THE PROGRAM

The Reach, Impact, and Transformative
Results of the Comprehensive
Digital Training Program



INTRODUCTION

Bridging the Digital Skills Gap for Socio-Economic Advancements

Digital literacy serves as a transformative force in today's interconnected world, offering users the key to unlocking a multitude of opportunities. It equips individuals with the capability to navigate the online space securely, sidestepping basic misinformation and gaining a distinct advantage in accessing opportunities. Tanzania has 35 million users, as reported by the Tanzania Communications Regulatory Authority (TCRA) as of September 2023[3]. As evidenced by the impressive growth of internet users in developing nations like Tanzania, the prospect for expansion in the Digital Economy becomes promising. However, this growth is accompanied by challenges. For instance, Tanzania was ranked 13th out of 26 African countries surveyed, with a score of 3.3 out of 10 for digital skills, indicating a low level of awareness and skills among the population[4].

The leapfrogging in technology, while indicative of progress, reveals a disparity – the pace of technological advancement outstrips the growth of capacity to effectively utilize the internet space. Bridging this gap becomes imperative to ensure that the digital empowerment envisioned translates into tangible socio-economic advancements for individuals and the nation as a whole. The digital illiteracy gaps serves as a poignant reminder of the imperative to address the digital divide and foster widespread digital literacy initiatives. As Tech & Media Convergency (TMC) continues its mission to advocate for Digital Transformation and Adaptation, these statistics reinforce the importance of our efforts in bridging this skills gap and empowering individuals to thrive in an increasingly digital world. Studies such as that done by the World Bank, shows lack of access to digital technologies and the internet is a significant barrier to digital literacy for Tanzanian youth[5].

This understanding consistently drives TMC to strategically identify and collaborate with partners who share a common vision of a world where opportunities from the internet space is safely accessible, whether to an individual or an organization. Through such conversations in line with this commitment, in 2022, we successfully conducted a pilot initiative under their "Policy Program Engagement Program," which not only proved successful but also strengthened our internal initiative known as the "Digital NGO Program." This comprehensive program was built upon four key pillars namely; Digital NGO Incubation for Technological Advancement, Social Impact Capacity Building Initiative, Collaborative Advocacy with Policy Makers and Civil Society and Framework Establishment for Non-Profit Technological Adaptation.

This report zeroes in on the pivotal aspect of Capacity Building for Social Impact, which engaged 1,000 individuals. It outlines the program's implementations, showcasing its impact, challenges, key learnings, and the envisioned way forward. It should be noted, this has been the first program in Tanzania with intent to capacitate 1,000 individuals in a span of 6 months online.

[3] Tanzania Communications Regulatory Authority (TCRA), Communication Statistics for Q4 (2023) - https://www.tcra.go.tz/uploads/text-editor/files/Communication%20Statistics%20for%20Q4%202023_1689602781.pdf

[4] GSMA, Tanzania's digitalisation journey: How to foster digital adoption? (Part 1) - <https://www.gsma.com/mobilefordevelopment/blog/tanzanias-digitalisation-journey-how-to-foster-digital-adoption>

[5] Empowering Tanzania's Youth through Digital Literacy and Internet Access, <https://isp.page/news/empowering-tanzanias-youth-through-digital-literacy-and-internet-access/#gsc.tab=0>



THE GOAL

Of the Report

The goal of the report is to provide a comprehensive overview of the Digital Skills Webinar Training program's implementation, impact, challenges, and learnings. It aims to offer valuable insights into the effectiveness of the training in enhancing the digital skills of 1,000 individuals. Ultimately, the goal is to contribute to a better understanding of what works and what can be improved upon in future digital skills training initiatives.

The Objective of Upskilling the 1,000 individuals

The objective of the Capacity Building Program was to enhance the digital skills of 1,000 individuals, fostering more effective use of digital platforms by addressing the challenges and opportunities of digitization through up-skilling support on digital tools and platforms.



The Programs Lead for Digital NGO - Anuari O. Said, TMC's IT & Capacity Building Lead, actively engaged with representatives from 37 NGOs during a session of the Incubation Program - November 2022 at Data Lab Tanzania. The Program is a subsection together with the Capacity Building Program



The Report Objectives Showcasing the Map on the Webinars

- Assess the effectiveness of the Digital Skills Webinar Training program in enhancing the digital skills of individuals, with a focus on its impact on their practical application of knowledge in everyday contexts.
- Identify and document successful strategies, approaches, and best practices employed during the webinar training sessions, aiming to discern what works well and contributes to effective digital skill development.
- As one of the deliverables of the program, Investigate and analyze challenges faced during the implementation of the program, exploring any obstacles or barriers that hindered the optimal outcome of the training, and provide insights into areas that may require improvement for future initiatives.
- Based on the findings from the evaluation, identify and formulate actionable recommendations aimed at enhancing the overall effectiveness and sustainability of similar digital skills training initiatives in the future.

The Implementation Strategy involved careful documentation, continuous monitoring, and a dynamic learning and evaluation process throughout the program. This approach provided a comprehensive overview of every aspect of the webinar trainings, illustrating the interconnectedness of each element and its contribution to the overall success and effectiveness of the program.

Through quantitative data collection, we employed a structured survey questionnaire meticulously designed to capture participants' demographic information, assess their pre-training digital skills levels, and measure their progress through post-training assessments. Collaborating closely with the Meta team, we ensured the surveys were tailored to align with the program's objectives. Extending our evaluative scope, surveys were also administered to trainers and program implementers.

The wealth of documented information, including survey responses, was leveraged to identify crucial insights, distinct patterns, and understand varied perspectives. This holistic approach to data collection and analysis aimed to provide a clear understanding of the program's impact, strengths, and areas for improvement, facilitating informed decision-making and contributing to the ongoing enhancement of similar initiatives in the future.

Report Methodology Building from the Learnings



PART TWO: APPROACH & PROGRAM

All essential elements necessary to establish
the foundation for conducting the Digital
Skills Webinar Training series



THE APPROACH

Of the Digital Skills Webinar Trainings

Why Use a Webinar Approach for the Digital Skills Trainings?

The prevalent digital skills gap is particularly pronounced among individuals with access to the internet, a gap heightened by the prevalent use of social media platforms, especially among the youth. Recognizing the magnitude of this gap, our initiative aimed to cast a wide net, reaching out to a substantial number of participants.

This initiative was a valuable opportunity for TMC to not only disseminate knowledge but also to implement and apply the insights gained. An additional crucial aspect of these training sessions was the focus on Digital Skills for social impact. It was not merely about imparting technical know-how; rather, the emphasis was on how these digital skills could be harnessed to make a meaningful social impact to the participant's everyday life. Accordingly, participants were not only capacitated with content but were also guided on how to actively and effectively participate in virtual training sessions.

This dual approach ensured that the acquired digital skills were not just theoretical knowledge but were also practical tools for driving positive change in the community. Managing the kind of content to be imparted and training mechanisms was a crucial focus for us. To enable social impact through digital platforms, we meticulously crafted a list of essential training modules. Key aspects were identified and seamlessly integrated into a curriculum that served as a comprehensive guide for the training sessions.

Thematic Focus	Methodology
1. Basics of eCommerce through Meta Platforms <ul style="list-style-type: none">How to grow your business onlineBuilding your brand and positioning your business onlineHow to connect with your audience and build an effective online campaign	Approved Curriculum Instructor-led on live Online Training Tools Feedback
2. Basics in Digital Security and Privacy for social media <ul style="list-style-type: none">Introduction to digital security.Data privacy and protectionThe basics of being Digitally Resilient	Instructor-led on live Practical Collaborative Feedback
3. Mastering your Social Media Accounts <ul style="list-style-type: none">Instagram, Facebook, WhatsApp & MessengerAds management & measure performance.Advance features.	Instructor-led on live Practical Feedback



PROJECT PLANNING

a road-map for ease of execution

Strategic planning from the program's inception to its conclusion played a pivotal role. Amidst numerous considerations, five critical aspects were particularly key. Each of these elements played an integral role in steering the program towards effectiveness, ensuring a holistic and adaptive approach throughout its duration.

★ Firstly, the Trainers

Identifying trainers based on attributes of excellence was a primary focus. This ensured that the selected trainers possessed the necessary skills and qualities to deliver impactful sessions.

★ Secondly, the Methodology

Reaching a consensus on the training methodology was a key step. This involved determining the most effective approaches to convey content and engage participants, aligning with the program's objectives.

★ Thirdly, the Calendar

Establishing a calendar was crucial. Selecting training dates allowed trainers to plan effectively within the targeted six-month period, promoting organized and timely execution.

★ Fourthly, the Surveys

Incorporating pre and post-training survey questions was integral. This approach provided valuable insights into participants' expectations before the training and their acquired knowledge afterward, enabling continuous improvement.

★ Lastly, Monitoring, Learning & Evaluation

Implementing a robust system for monitoring, learning, and evaluation on a weekly basis ensured ongoing refinement and adaptability. This iterative process allowed for real-time adjustments, enhancing the program's overall effectiveness and impact.



Ms. Gloria Nassary, TMC's Communications and Information Lead, actively engaged with representatives from 37 NGOs during a session of the Incubation Program, November 2022 at Data Lab Tanzania. The Program is a subsection together with the Capacity Building Program



Program Trainers Banking on Certified Experts

Certification of trainers was not merely a choice but a mandatory requirement. Our trainers went through a certification processes in Digital Skills and Digital Marketing, attaining certifications from reputable programs offered by Google and Meta. The validation and approval of these certifications played a pivotal role in the quality and authenticity of our training sessions. In the current landscape saturated with self-proclaimed Digital Skills and Digital Marketing trainers, the influx of content online has made it imperative to distinguish between expertise and self-taught proficiency. While individuals may enhance their skills independently, the challenge arises when translating that knowledge effectively to varied audiences. The crux of the matter lies not only in knowing the subject matter but also in imparting that knowledge in a manner that is impactful and effective for learners.

Hence, our emphasis on certified trainers goes beyond mere knowledge possession. We prioritize experienced experts who have acquired their tech-know-how through validated training of trainers programs. This ensures that our trainers not only comprehend the subject matter but also possess the pedagogical skills to deliver impactful and effective training sessions.

Learnings: The end results from the monitoring process, indicated satisfaction of participants and a general score of 9 out of 10. We observed that the certified trainers, results in more impactful and tailored training sessions, fostering a deeper understanding and application of digital skills and marketing concepts among participants. Ultimately, the outcome is a more empowered and skilled participant base ready to navigate the digital landscape with confidence and competence.

The Training Methodological Approaches

The Trainers

- It was mandatory to have two key trainers, so that when one dropped off for any unseen circumstances the other would take it from there and proceed.
- Drop off reasons include but are not limited to electricity cutoffs, poor-network, malfunctioning of the main training tool (latptop). Out of all 100% of the delivered sessions, dropouts had only occurred at 5%

This is methodological approach is strictly specific to training. It was the identified mechanism to ensure a thorough organization and execution. While these aspects might seem apparent, their effective application is critical to the success of a session and prevents potential failures.

Learnings: The approach of having two key trainers to mitigate potential disruptions due to unforeseen circumstances ensures continuity in training delivery. The low dropout rate of 5% indicates the effectiveness of this contingency approach.



The Content

- We had an approved curriculum that we co-planned in collaboration with the Meta team of what was to be trained as shown in the thematic focus of the training.
- The content was theoretical and technical. If the first part of the session was theoretical, the second part of the session would be technical.

Learnings: The time is very effective for participants across sectors. They could plan in advance in regards to participation. Conducting webinar sessions on a bi-weekly basis, with one week dedicated to preparation and Monitoring, Evaluation, and Learning (MEL) provided and effective well-organized schedule.

The Time/Day

- The Webinar Trainings were conducted after every one week. One week for preparation and MEL and the other week for training.
- Each group of participants received a 2-day training, and a maximum of four hours per day.
- The time of the training was 8:30am - 10:30, then a 10 minute break, then 10:40am to 12:30am. It Normally extended to 13:00hrs in most cases.

Learnings: The time is very effective for participants across sectors. They could plan in advance in regards to participation. Conducting webinar sessions on a bi-weekly basis, with one week dedicated to preparation and Monitoring, Evaluation, and Learning (MEL) provided and effective well-organized schedule.

The Coordination

- The coordinator (the Communications & Information Lead) played a significant role in mobilising and coordinating the participants. The participants were encouraged to get in online 20 minutes before the training.

Learnings: Planning for a training goes beyond having everything in place. Coordinating participants is very key. In this emails were used as the main channels. However, emails prove to be less effective as a communication channel for the majority of users. Despite this limitation, it served as the primary means for disseminating crucial information regarding all aspects of the training. This involved sending acceptance emails as an initial step, followed by issuing reminders a day before the training. In cases where recipients had not responded to the reminders, direct calls were attempted to ensure comprehensive communication and participant engagement.



The Calendaring

Planning the Sessions in Advance

MONTH	TARGET		DAY	TIMING		DAY	TIMING
JULY	Batch (1)	12 th	A05 (2hrs each) K07 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am	13 th	K07 (2hrs each) A05 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am
	Batch (2)	19 th	G06 (2hrs each) A05 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am	20 th	G06 (2hrs each) A05 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am
	Incubator ii Program	21 st	K07 Afternoon Session L09 Morning Session	8:30am – 12:00am 2:00pm – 5:00pm	22 nd	K07 Afternoon Session L09 Morning Session	8:30am – 12:00am 2:00pm – 5:00pm
	Batch (3)	26 th	K07 (2hrs each) A05 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am	27 th	K07 (2hrs each) A05 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am
AUGUST	Incubator ii Program	2 nd	L09 Morning Session K07 Afternoon Session	8:30am – 12:00am 2:00pm – 5:00pm	3 rd	L09 Morning Session K07 Afternoon Session	8:30am – 12:00am 2:00pm – 5:00pm
	Batch (4)	9 th	G06 (2hrs each) A05 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am	10 th	G06 (2hrs each) A05 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am
	Incubator ii Program	18 th	K07 Morning Session K07 Afternoon Session	8:30am – 12:00am 2:00pm – 5:00pm	19 th	G06 Morning Session G06 Afternoon Session	8:30am – 12:00am 2:00pm – 5:00pm
	Batch (5)	24 th	G06 (2hrs each) A05 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am	25 th	A05 (2hrs each) G06 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am
	Incubator ii Program	30 th	L09 Morning Session K07 Afternoon Session	8:30am – 12:00am 2:00pm – 5:00pm	31 st	L09 Morning Session K07 Afternoon Session	8:30am – 12:00am 2:00pm – 5:00pm
SEPTEMBER	Batch (6)	6 th	K07 (2hrs each) C10 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am	7 th	K07 (2hrs each) C10 (2hrs each)	8:30am – 10:30am 10:40am – 12:30am
	Incubator ii Program	8 th	L10 Morning Session	8:30am – 12:00am	9 th	L10 Morning Session	8:30am – 12:00am

A snap-shot of the version three (and final) of the Capacity Building Calendar. This calendar specifically focused on Capacity Building, there was a broader calendar that integrated all programs, including the Technology Incubation program.

The calendar was methodically crafted with a strong adherence to data protection principles, allowing for its unrestricted distribution among individuals directly or indirectly involved in the program. It incorporated unique codes representing expert trainers, while facilitators were equipped with detailed schedules covering the entire six-month period.

Creating the calendar was a strategic process that involved considering the dedicated organizational time and personnel for the program. Thematic topics were identified to balance theoretical and technical aspects, aligning them with the relevant and associated trainers in the initial version of the calendar. Subsequent improvements were made based on the availability of facilitators, ensuring alignment with their other professional commitments. This adaptive approach resulted in modifications to the original six-month calendar to better accommodate the schedules of the facilitators.

Learnings: Proactively sharing the calendar, along with supplementary information packages like terms of references and curriculums, one month before training implementation proved valuable to the planning process. This advance distribution allowed trainers to include the calendar in their schedules, fostering a sense of professional commitment. Providing facilitators with the opportunity to align their schedules and share feedback, which was subsequently integrated, added significant value to the overall success of the program. This practice underlines the importance of early communication and collaboration in ensuring the active engagement and alignment of key stakeholders for a program's success.



The pre/post Surveys

Having a common Ground with the trainees

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The pre and post surveys in a digital skills webinar training were pivotal for assessing and enhancing the effectiveness of the program. The pre-survey established a baseline of participants' knowledge and expectations, informing trainers about the audience's starting point and enabling tailored content creation. Participant preferences and challenges identified in the pre-survey enhance engagement by allowing trainers to address specific needs during the webinar.

It should be noted that the content for training in the thematic topics only had to be implemented on the 2 out of three sections. What determined the kind of content was the batch. In most cases, the youth whether at learning institutions or not, and the graduates were normally paired in a single batch. While we had professionals from a variety of sectors in one group with those who were very well established as businesses with social media pages or aspiring to have them. The post-survey evaluated the training's impact, assessing participants' confidence in applying newly acquired skills and providing insights into overall satisfaction.

Both surveys played a crucial role in continuous improvement, helping trainers refine future sessions based on participant feedback. They also served as quantitative tools for measuring knowledge gain and act as valuable sources of data for understanding the relevance of content to real-world applications. All the 10 pre-questionnaires were multiple choice in nature and only two were open-ended questions, for ease of filling and to make sure that it was not time consuming. The same applied to the post-questionnaires.

Learnings: Training questionnaires (both virtual or offline) are really important to make sure that they can be filled in not more than 5 minutes, does not have many open ended questions (unless significantly necessary). While it is easy to fill in the pre-surveys because the participants' incentive is being part of the training, it is normally hard to entice participants to fill in the post surveys. The effective approach we applied was for the coordinator to have the last 10 minutes of day two to share the link and request all participants to fill in in the final time. In addition, it was shared that the training certificate would only be available to those who had also done the post survey. This was very effective.



Training MEL

Monitoring, Learnings & Evaluation

The learnings from these key metrics underscore the interconnected nature of engagement, satisfaction, practical application, and long-term impact in a digital skills webinar training program. These insights guide continuous improvement efforts and help shape future training initiatives for enhanced effectiveness.

Key Indicator

Key Metrics

Participant Engagement

- Attendance rates, participation in interactive elements, and engagement with supplementary materials.
- Importance: Indicates the level of interest and involvement among participants during the training sessions.

Knowledge Gain

- Metrics: Pre and post-survey results, quiz scores, and assessments.
- Importance: Measures the increase in participants' knowledge and skills over the course of the training.

Application of Skills

- Post-training assessments, practical exercises, and case studies.
- Importance: Evaluates participants' ability to apply acquired skills in real-world scenarios.

Completion Rates

- Percentage of participants who complete the entire training program.
- Importance: Indicates the program's appeal and effectiveness in retaining participants throughout the entire duration.

Technology Adoption

- Adoption rates of new tools or technologies introduced during the training.
- Importance: Measures the success of integrating new technologies into participants' skill sets.

Diversity and Inclusion

- Demographic data, representation from diverse groups, and inclusivity in participation.
- Importance: Ensures the training program is accessible and beneficial to a broad and diverse audience.

Technology Infrastructure

- Technical issues reported, platform performance, and connectivity challenges.
- Importance: Assesses the reliability and effectiveness of the technology infrastructure supporting the training.

Feedback and Satisfaction

- Post-training surveys, participant testimonials, and feedback sessions.
- Importance: Gauges participant satisfaction, identifies areas for improvement, and provides insights into the overall training experience.



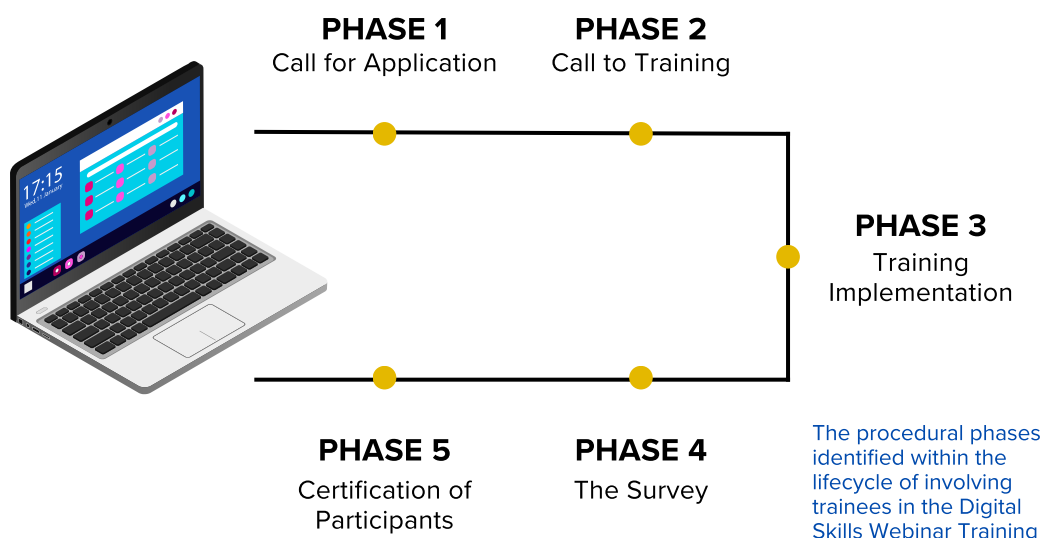
THE STEPS

Engaging the Trainees for the Digital Skills Webinar Series

Call for Application

A call for application was shared on all TMC's digital platforms (Facebook, Instagram, LinkedIn and Twitter), the response was very good and the ripple effect of the ads through other accounts was very encouraging. This is why while the program had intended for the Tanzanians, the call was able to cross borders and bring on board participants from Burundi (Bujumbura), Uganda (Kampala), Kenya (Mombasa, Kisumu and Nairobi) and Malawi (Lilongwe). There was a total number of 1,919 applicants in a span of six months with a total of 790 who had turned up for training. The program achieved 79% of the target 1,000 participants that was planned to be capacitated by the target period.

Learnings: Originally, we had planned for the first call of applications to be open for participants to apply a month before. Then we realized the further the training the bigger the dropouts. After the first call we changed approach, the calls were done every other week. That is to say the participants for a training for next week would apply 7 days before. That approach assured having participants who were aware if it would work or not. To have been able to have achieved the target, we were also supposed to consider the afternoon sessions, among the feedback from the dropout participants, it was that an afternoon session was friendlier to their schedules that involved their roles and responsibilities that they could not cancel (such as work and learning institutions).





Call for Training

In ensuring the efficacy of the webinar, meticulous consideration was given to participant numbers, even in the virtual setting. The objective was to cultivate an environment where active engagement and contribution could occur seamlessly, particularly in sessions emphasizing practical aspects like Digital Security. The targeted demographic for each batch on days 1 and 2 was individuals aged 35 to 45, a carefully selected group to optimize interaction. Additionally, training sessions were strategically scheduled on Tuesdays and Wednesdays of the week for optimal participation.

Learnings: Spontaneously, numerous participants expressed interest, yet attendance varied due to conflicting commitments or a lack of checking incoming emails, especially for those who rarely use it in their daily lives. The anticipated participant range was set at 60 to 70, factoring in expected dropouts thus reaching the target number of 35 to 45 participants. Initially, dropout rates fluctuated from a minimum of 10% to a maximum of 25%. However, as the program progressed, a diminishing trend in dropout rates was observed.



The Training

The training was once off, anyone who had participated before would not be qualified to participate again. For most content was customized according to group and identified gaps. The participants were required to fully participate, this was made clear during the call to application. That each participant was required to participate only if they were ready to commit for the two days. The recommended time for online training session is 1 and half hour minimum and four hours maximum for effective results. The training varied from 8:30am to 12:30am with only a 10-to-15-minute break. Also, Meta's recommended time for sessions a run for 90 - 120 minutes per session to as to ensure maximum attention, and to ensure the concepts, skills, knowledge learned is well understood.

Learnings: The first and second batch were told to participate and join at 8:30am and in most cases the majority joined at 9:00am to 9:30am. We changed and had to invite for the trainings to start at 8:00am for the sessions to start at 8:30am. The later approach was more successful in having a bigger number of participants joining at the required time.



The Survey

One of the questions in the pre-survey was “*Would earning a certificate add value to you?*”. The responses were a whopping 100% 'yes'. This was used as an incentive for the post surveys. Each participant was required to fill in the post survey, as a final requirement to getting a certificate. All surveys were anonymous, the mechanism used was the last 10 minutes of the sessions was used by the participants before they left the session of the final day.

Learnings: while the survey was nudgingly mandatory, we still got feedback beyond the surveys. The program received feedback through emails and posts on social media of grateful and satisfied trainees. The feedback was highly positive. Of the recommendations that was highly mentioned from the surveys is for the program to have data allowances for participants in the future.



A sample of the certificate disseminated to participants upon the successful completion of the two-day program commitment

Certification

This was the final activity directed towards the participants. The approved design was available and these certificates would be made on the first day of the training by TMC's graphic designer from the list of participants who attended the first day. Only those who were proven to have participated on the second day as well were provided with certificates.

Learnings: The optimal choice for certificates was digital rather than physical, distributed efficiently via email. To ensure accurate recipient information, involved presenting the participant list on the second day. This practice allowed participants to verify their names before the email dispatch, mitigating the risk of inaccuracies of names.



PART THREE: THE PROGRAMS IMPACT

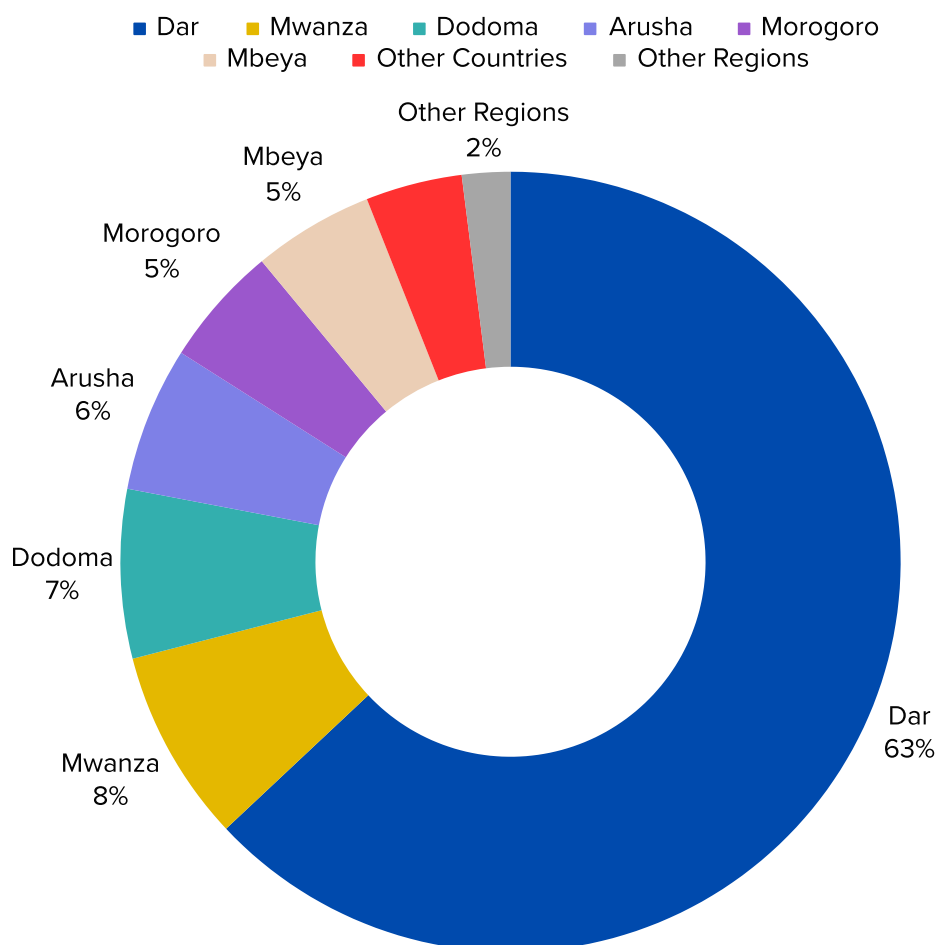
The Reach, Impact, and Transformative
Results of the Comprehensive
Digital Training Program



THE REACH

Of the Digital Skills Webinar Trainings

Participant's region/countries



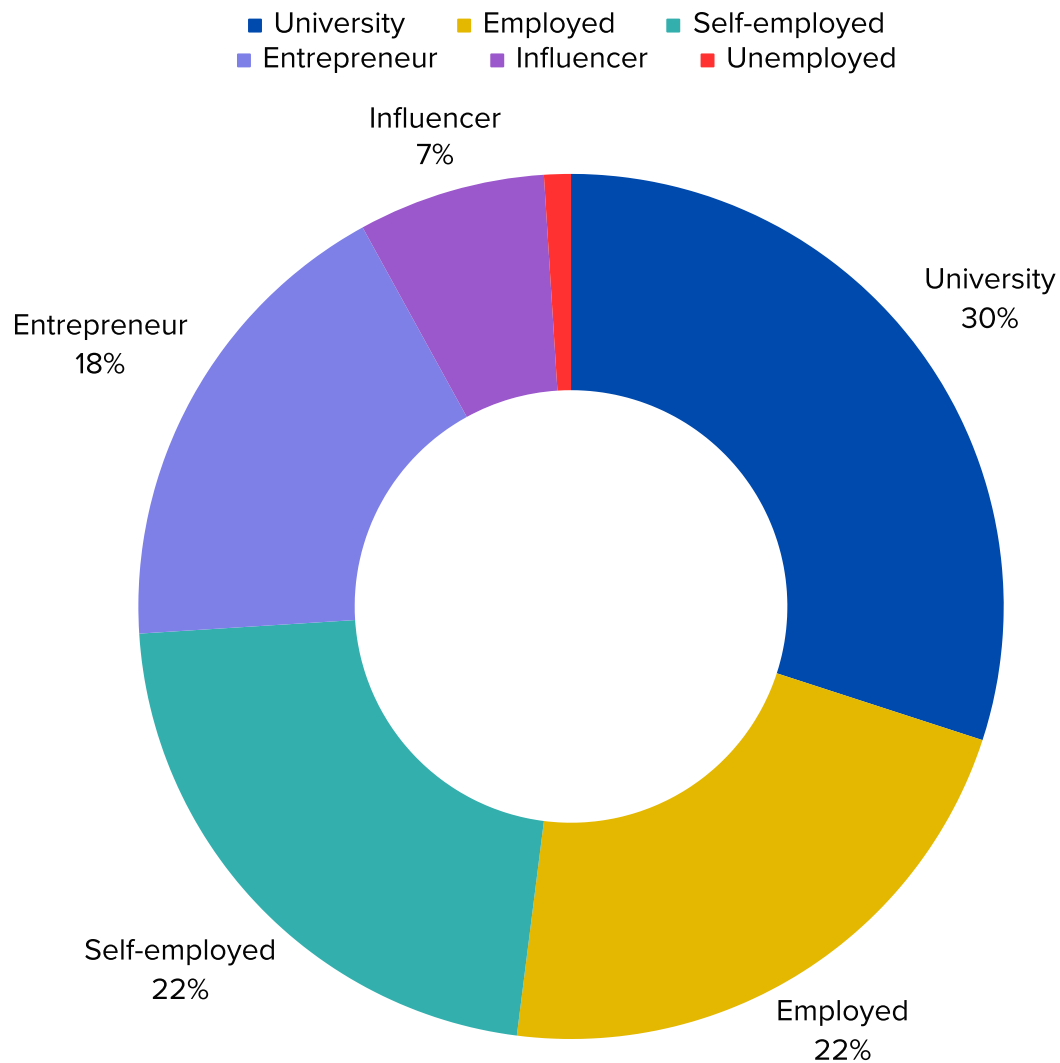
The 4% (in red) representation from other countries includes participants from Burundi, Uganda, Kenya, and Malawi, reflecting the program's cross-border impact across five nations, predominantly Tanzania. Within Tanzania, 2% of participants hailed from various regions—Singida, Njombe, Manyara, Tabora, and Katavi—comprising a total of 2% of the overall trainees.

Drawing insights from Statista Research[6] data on Tanzania's Economy and Politics in 2020, the top five regions were Dar es Salaam on number one, then Mwanza, Mbeya, Shinyanga, Morogoro, and Arusha were identified as top contributors to the Gross Domestic Product (GDP). Notably, Shinyanga, ranking fourth in GDP data, was surprisingly absent from the program's participation, unlike Morogoro at number five and Arusha at number six. Nevertheless, this observation underscores the influential role GDP plays in shaping opportunities for citizens, particularly in terms of internet access and online opportunities.

[6] Statista Research Department - Economy & Politics, GDP at current prices in Tanzania 2020, by region - <https://www.statista.com/statistics/1149379/gdp-at-current-prices-in-tanzania-by-region/>



Participant's status

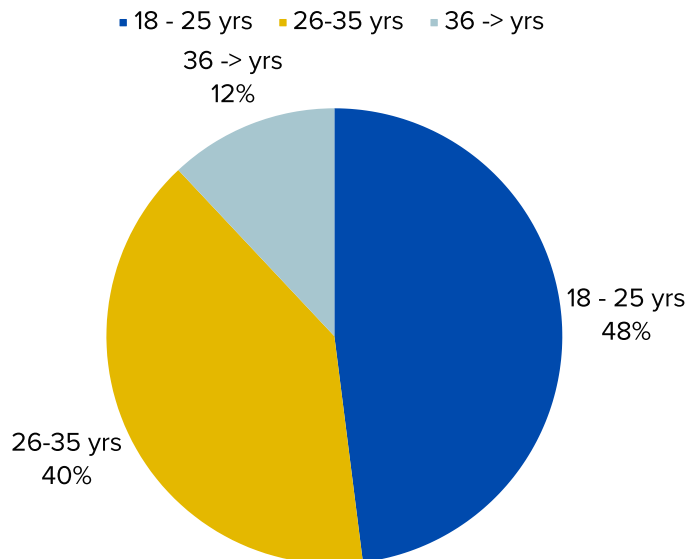


The 1% (in red) indicates the unemployed. This might be subjected to the fact that such opportunities online (such as call to the digital skills webinar) is not really in the circles of those unemployed even if they might have internet access. The significant representation from universities indicates an active engagement of students or individuals pursuing higher education. This group might seek to augment their academic knowledge with practical digital skills for future endeavors.

Nevertheless, The diverse participant status reflects a broad spectrum of motivations and objectives. It indicates a collective recognition of the significance of digital skills across various sectors, from academia and employment to entrepreneurship and digital influence. This diversity enriches the learning environment, fostering a collaborative space where participants can draw from their varied experiences and perspectives.



The Age of the Participants

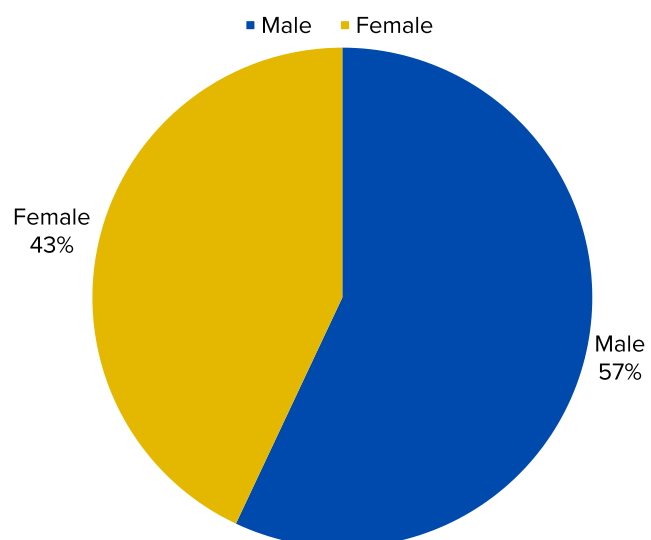


The concentration of participants in the 18 to 25 age group suggested a strong appeal of the Digital Skills training to younger individuals, indicating that the training content and delivery methods resonate effectively with this demographic.

The significant presence of participants in the 26 to 35 age range highlights the relevance of the training for early to mid-career professionals. Understanding the specific needs and challenges of this group can inform the customization of training modules to address career-centric digital skill requirements.

The gender of the Participants

It is uncommon to witness a significant presence of women in programs like the Digital Skills initiative, where female participation often falls below 30%. The noteworthy 43% representation in this program signals a substantial interest from female participants, which is quite uncommon. This could be attributed to the fact that while the overall number of female users on digital platforms might

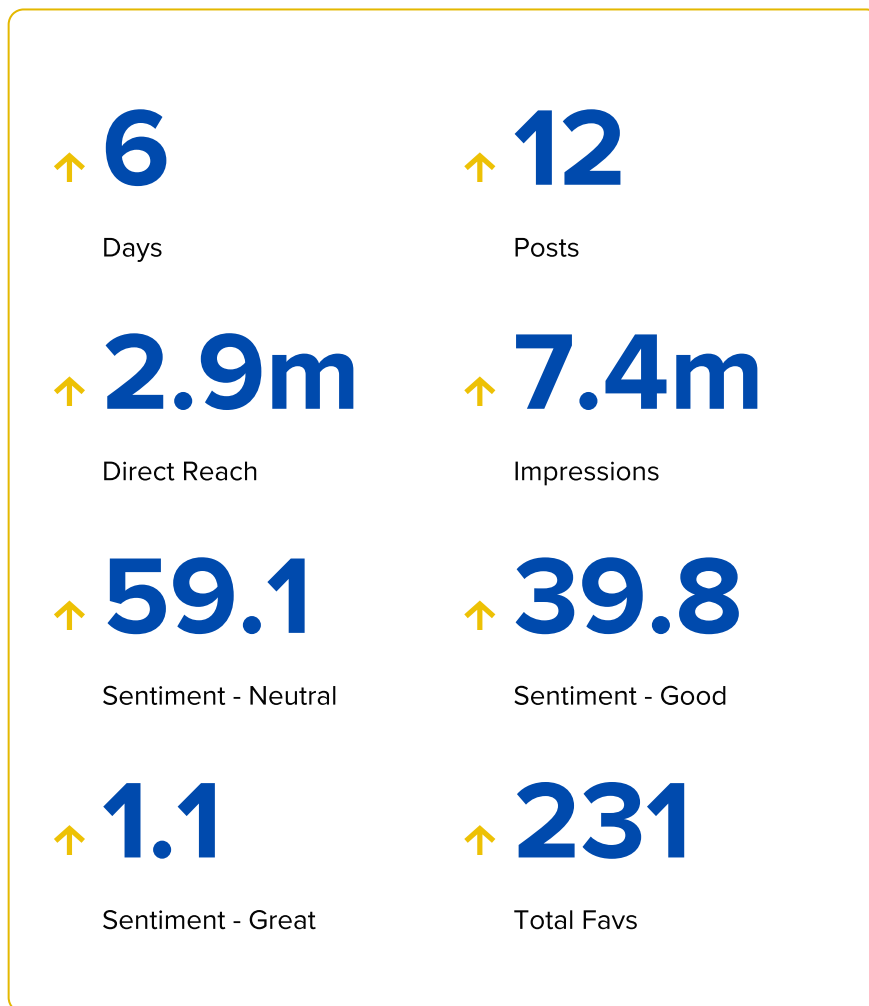


be lower than male users, studies indicate that women tend to use these platforms more productively than their male counterparts. When it comes to using digital platforms for education and training, the data is clear that women tend to make much better use of the existing opportunities than men[7]. The appeal of the training program's content likely resonated with many productive female users of the platforms, contributing to the higher representation. Nevertheless, the higher representation of males, accounting for 57% of participants, suggests a predominant interest or engagement among men in the digital skills training program.

[7] Digital gender divide or technologically empowered women in developing countries?, see - <https://martinhilbert.net/DigitalGenderDivide.pdf>



Engagement Analytics



The posts were originally shared on four of TMC's platform. Facebook, Instagram, LinkedIn and Twitter (now X).

Relying solely on digital platforms for the call for applications served as an effective strategy, attracting participants with existing internet access. This approach ensured that selected individuals possessed the fundamental knowledge and resources required to actively engage in virtual training sessions. Our call for applications and program updates gained extensive online visibility, resonating beyond borders into neighboring countries like Kenya, Malawi, Burundi, and Uganda.

The organic sharing of our content by partners and individuals further amplified our reach, extending the program's influence across diverse social media platforms. The overall program reach was quantified using the #DigitalNGO as the primary hashtag, demonstrating monthly impressions ranging from as low as 5 million to as high as 40 million. These statistics, extracted from a sample analytics dataset spanning six days in November 2022, were recorded on November 16th.

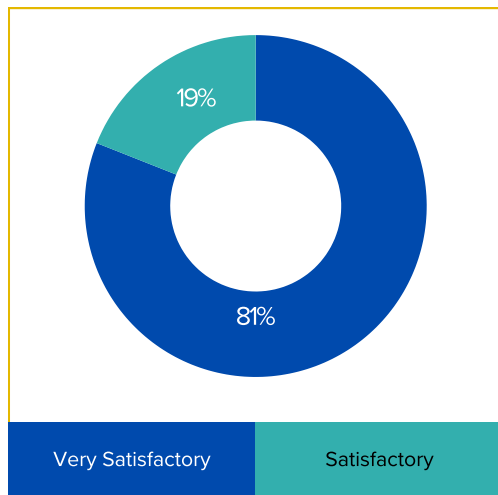
In social media reach analytics, sentiment categories like neutral, good, and great provide insights into audience reactions. Neutral suggests a balanced response, good implies a generally positive reception, and great indicates an overwhelmingly positive impact. These categories help assess the emotional resonance and effectiveness of content in social media engagement.



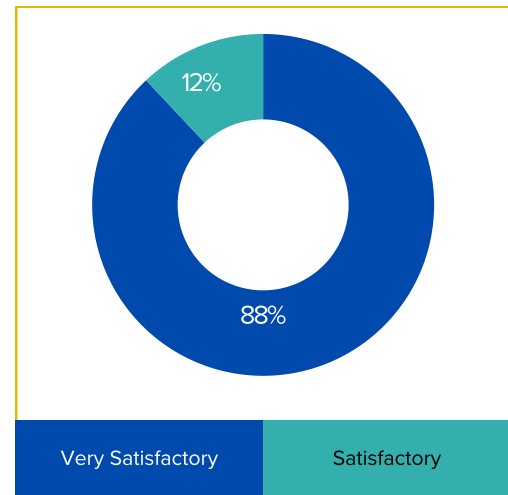
THE FEEDBACK

Of participants from the Digital Skills Webinar

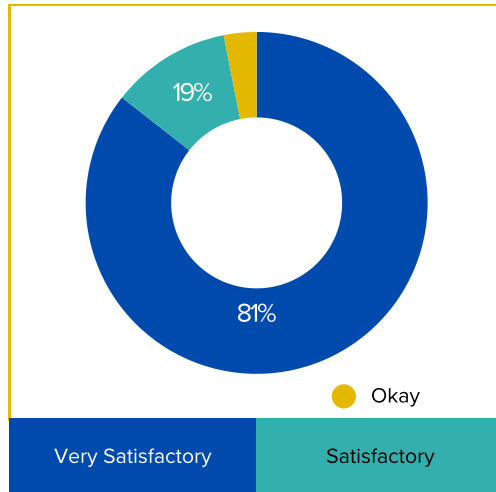
Participant's responses in visuals



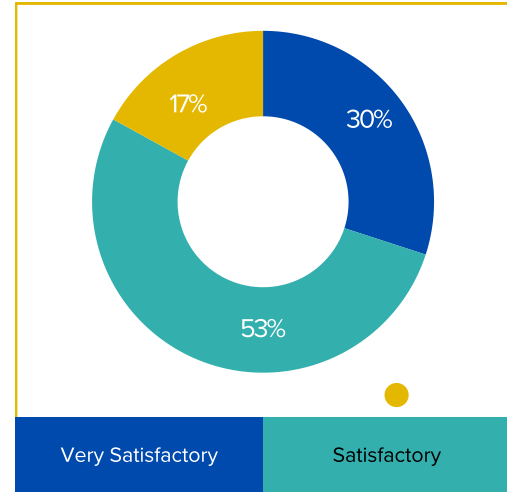
How would you rate the quality of the instructors?



How would you rate the quality of the overall training?



Rate the quality of the multimedia (audio & video) used during the presentation.



How was the speed of the training contents delivery?

The evaluation results reflect a positive reception of the training, with the majority of participants expressing satisfaction. Notably, 81% rated the quality of instructors as very satisfactory, underscoring the effectiveness of the training facilitators. Similarly, 88% appraised the overall training quality as very satisfactory, indicating a high level of content satisfaction. Regarding multimedia usage, 81% found the audiovisual elements to be of high quality. In terms of content delivery speed, a majority, 53%, considered it to be at an acceptable pace, while 30% found it to be on the slower side.



General Observation of the Participant's feedback

The participants' feedback on the Digital Skills Program was overwhelmingly positive, emphasizing the importance of the content and the desire for continuous learning. Taking in all the comments and feedback it all could be summed up in the following:-

- Participants appreciated the content of the training and emphasized the need to promote it widely for broader knowledge dissemination.
- Requests were made for more frequent physical training sessions with the same instructors.
- Expressions of gratitude for the quality of the training, with hopes for additional courses and sessions.
- Positive comments about the relevance of the training to digital aspects, security, and branding.
- Desire for more training sessions focused on youth.
- A suggestion to reduce training hours for working days to accommodate more participants. Alternatively, a proposal for weekend sessions to increase availability.
- A participant suggested maintaining a calm and quiet environment for instructors during presentations to enhance effectiveness.
- Several participants expressed a desire for physical training, believing it would be more effective.



Testimony: This is one of the first emails of the many to have been received by a satisfied Trainee. It was sent July 15, 2022.



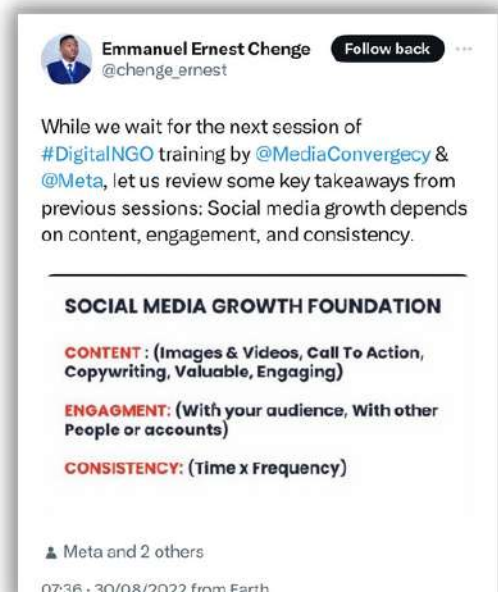
A notable theme in the feedback was the desire for physical and frequent training sessions. Participants expressed a preference for in-person interactions, with one individual stating, "I would also like to attend a physical training session as I believe it will be more effective, and I will learn more." This sentiment emphasizes the value participants place on face-to-face learning experiences, suggesting an opportunity to incorporate blended or physical training formats in future programs.

The feedback also sheds light on the perceived relevance of digital skills. A participant remarked, "Everything today is digital, and most people in the organization have very little knowledge on security as well as branding." It shows how crucial role digital skills play in contemporary professional settings and the need for targeted training in areas such as security and branding.

Expressions of gratitude and eagerness for future sessions were prevalent throughout the feedback. This positive sentiment reflects the impact of the program and participants' enthusiasm for ongoing learning opportunities. The user feedback not only affirms the success of the Digital Skills program but also provides valuable insights for improvement. The participants' feedback showed a recognition of digital relevance, and constructive suggestions regarding timing collectively contribute to a comprehensive understanding of their perspectives, laying a foundation for refining and expanding future training initiatives.

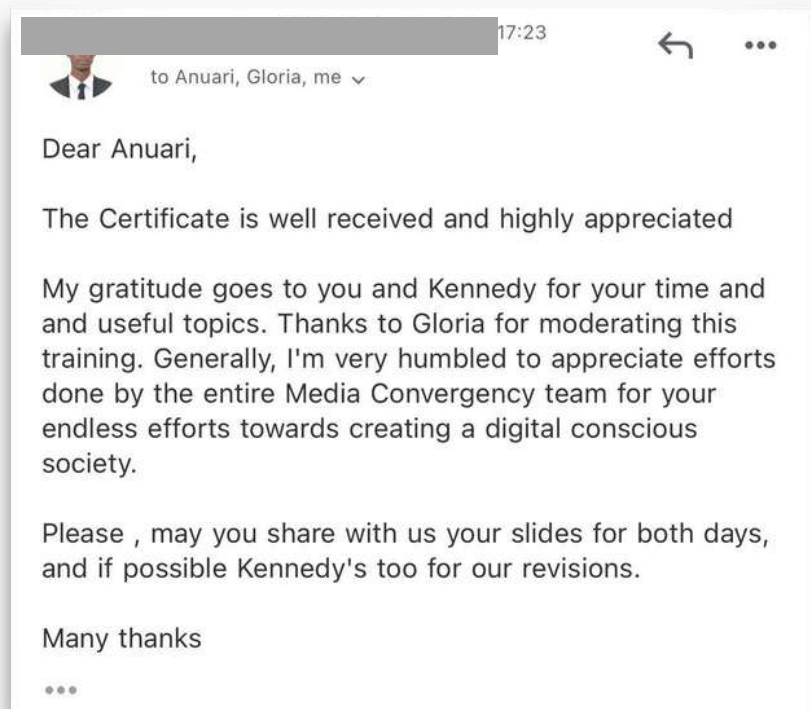


Testimonials from random participants, part of the Digital Skills Training Program





Testimony: An enthusiastic trainee sharing feedback on the Digital Skills Training



The limitations

Addressing these limitations could involve implementing long-term impact assessments, exploring alternative training formats to mitigate internet accessibility challenges, and adopting a more inclusive language approach to cater to diverse participant backgrounds and linguistic abilities.

Lack of Long-Term Impact Assessment:

The first limitation revolves around the absence of a post-training survey conducted after a more extended period, such as six to eight months. While initial surveys were well-planned, a follow-up survey would have provided valuable insights into the long-term impact of the acquired digital skills on the trainees. This limitation highlights the importance of assessing the sustainability and application of learned skills over an extended period especially on social economic impact in digital economies.

Challenges with Internet Accessibility:

The second limitation addresses the reliance on internet access for the training. Internet data has been a cause for concern, particularly in 2022/2023 in Tanzania. A significant number of citizens expressed their dissatisfaction on social media regarding the high cost of the internet. The frequent fluctuations in prices and data packages, along with expensive tariffs, pose a hindrance to accessing opportunities, especially for individuals with no source of income.

Language Barriers for International Participants:

The third limitation involves language barriers faced by international participants. The use of "Kiswangilish," a combination of Swahili and English, might have presented challenges for those without a basic understanding of Swahili. While this approach aimed to enhance communication and understanding, it inadvertently excluded participants who were not proficient in the language. Nevertheless, Swahili is a widely spoken language in the region, all the participants from other regions who joined were able to complete the full two-days training indicating that they did get some context while having missed some as well.



PART FOUR: THE PROGRAMS TASK FORCE

Fueling expertise for maximum Social Impact.
All featured Personnel were involved in the
Digital NGO Program as a whole



THE TASKFORCE

Fueling expertise for maximum Social Impact

The complete team involved in the Digital NGO program, was a collaborative effort featuring both internal contributors (notably the TMC's team), and external experts referred in our values as the "talent pull". The talent pull aspect represents the strategic inclusion of external professionals with specialized skills to augment and enrich the program's capabilities. This holistic approach leveraged the diverse strengths of both internal and external team members for the successful execution of the program.

For the Capacity Building program the attributes for selection were:-

Professional Training Experience: The trainer was required to have a minimum of two years of experience working as a Trainer. This experience is crucial for understanding the dynamics of training programs, adapting to participant needs, and refining instructional methods over time.

Certification in Training: It was mandatory for the trainer to have attended a Certified Program, preferably a Training of Trainers program. This certification ensures that the trainer has a solid foundation in instructional design, adult learning principles, and effective training methodologies. Additionally, the requirement of being certified by Meta adds a specific and recognized standard to the trainer's qualifications.

Expertise in Digital Tools and Platforms: The trainer was required to have a deep understanding and proficiency in a wide range of digital tools and platforms relevant to the program's objectives. This includes expertise in using and teaching tools for communication, collaboration, project management, and other digital skills essential in today's professional landscape.

Pedagogical Skills and Training Experience: Strong pedagogical skills were essential for effective knowledge transfer. Each actor has different ways of preference in training methods. It is important for a trainer to be adept at designing and delivering training content in a way that caters to diverse learning styles especially to an audience that was so varied. This requirement is crucial for ensuring a well-structured and engaging learning experience.

Dedicated and well-organized: The trainer must exhibit strong organizational skills and a steadfast commitment to scheduled dates and timelines. This quality ensures the trainer's adherence to the program's established schedule, promoting a seamless and punctual execution of the training sessions.



Abinallah is a two times award winning Women in Tech. She is an Expert working at the Intersection of Information, Innovation, Technology, Internet Governance and Digital Practice for more than fifteen years in the ICT Field, with a Masters from the University of Leeds, United Kingdom. Her strong suits are Research, Digital Practices, Technological Renovation, Business Development and Growth, Strategy and Execution. She is also an Internationally Digital Skills Certified Trainer. She is also a strong on, dedicated and a passionate advocate for Digital Inclusion, Safe Online Spaces as well as enhancing Women and youth participation online.



Asha D. Abinallah

Founder, Tech & Media Convergency (TMC)

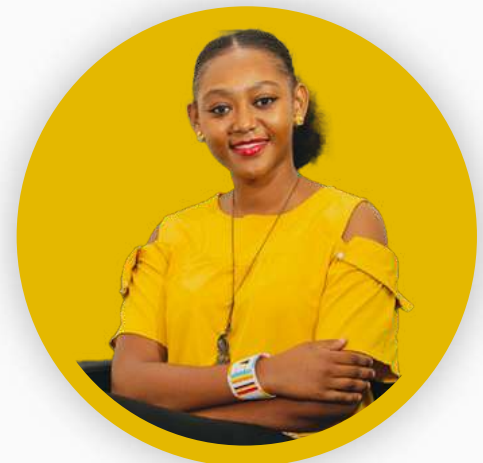
Said is the Information Technology and Capacity Building Lead at Media Convergency, a degree holder in Computer Application. He is a Certified Digital Marketing Associate by CISCO, Meta, and Google. He is also a Tech and Data Champion with broad knowledge in Information and Communication Technology which he uses to help execute better usage of Technology in the ecosystem.



Anwar O. Said

IT and Capacity Building Lead, TMC

Nassary is an avid Communication Specialist who has garnered experience executing and delivering results for local and International organisations such as UNDP, Africa Philanthropy Network, Sahara Ventures, Restless Development Uganda, and MasterCard Foundation. She is a champion for SDGs where she has been involved in organising and actively participating in Youth targeted Empowerment Programs for Sustainable Development.



Gloria Nassary

Communication & Information Lead, TMC



Mlaseko is an Award Winning Expert (Consumer Choice Award in Digital Company Category) and a holder of Business Management Degree with more than 8 years of experience in Digital Marketing certified by Meta, Google, Twitter and YouTube. His strategic focus areas are Digital Marketing, Business Solutions and Capacity Building for Social Impact. He is very passionate and on a dedicated cruise for capacity building for the youth to which he has already achieved by empowering over 4,500 Youth (directly and indirectly) since 2017.



Gillsant Mlaseko

Founder, Swahili Digital



Dr Kibelloh is a Tech Enthusiast who is passionate about Digital Inclusion through Education. Dr. Mboni's brings expertise in Digital Marketing, Digital transformation, E-learning and Data Science. She also lectures at Kampala International University in Tanzania in computer science and IT. With experience accumulated across the Public and Private Sectors,



Dr. Mboni Kibelloh

Founder, Darasa Tech



Mmari is a certified Digital Marketer by Google, Meta, IAB Europe, HubSpot and LinkedIn. His company is an award winning organization providing full-service Communications, Public Relations, and Digital Solutions. Kennedy is an integral part to the largest awards scheme in Tanzania "Tanzania Digital Awards" which recognizes excellence in Digital to address Accountability, Creativity and Innovation.



Kennedy Mmari

Co-Founder, Serengeti Bytes





Tunda has experience in working with communities and the Civil Society, experience accumulated at her time and role at Code for Africa's Community Coordinator of Wanadata and HacksHackers in Tanzania and Uganda. She applies Innovative solutions and approaches focusing on Digital Technologies for more than 6 years. She is passionate and a champion for Sustainable Development Goals, gender issues and Technology through Media.

**Zahara Tunda**

Data and Information Analyst



Grayson is a Software Engineer passionate about software development, Innovation and user experience design. He is the Co-founder of an Award Winning Software company known as iPF Software, a full-fledged software development house focused on developing digital solutions - comprised with a team of software engineers, innovators and designers.

**Grayson Julius**

Co-Founder IPF Software



Urio has two decades of experience, working as a Journalist and Content Specialist. Lillian started work in Traditional media houses working as a Producer, Director and Writer for TV, radio and print. As technology changed and the media industry with it, Lillian ventured into New Media, Animation, and also provides consultancies on leveraging on Digital Platforms for Social Impact. She also provides capacity building to Journalists and Media Houses.

**Lillian Urio**

Communication and Media Expert





Cosan works as a Content Quality Control (CQC) and oversees the Impact Technology Initiative at TMC. He is a visionary with marketing and business development experience. He demonstrates rapid learning abilities, innovation, and creativity by harnessing a combination of commercial insights and digital practices. He is also a Certified Digital Trainer with extensive experience in Digital Marketing and Digital Innovations at Meta and Google.

Brighton W. Cosan

Content Quality Control (CQC) &
Impact Tech Lead, TMC



Khalfan, as an intern, held a crucial position in coordinating partners and speakers for the National CSO Week conference in 2022 (also part of the program), and overseeing the online advocacy for the sub forums. Her outstanding organizational skills and meticulous attention to detail played a pivotal role in ensuring the success of the event. With an accredited bachelor's degree in Arts in Mass Communication,

Shamsa Khalfan

Program Support Intern, TMC



Muniss was the expert behind all the visualization effects for Digital Visibility for the whole program. He is a passionate visualization digital creator with years of experience in creation and exceptional talent to produce on-brand and eye-catching campaigns that align with the overall aesthetic goal of the message. Has been accredited in Graphic designing and Adobe CC Master class: Photoshop, Illustrator, Premiere pro & after effects.12:10

Godfrey Munisi

Digital Visibility Lead, TMC





PART FIVE: WAY FORWARD

Reflections, Recommendations and way
forward for similar Digital Skills
Training Programs



WAY FORWARD

TMC's reflective thoughts of the program

■

Navigating the landscape of training initiatives presents inherent challenges, as many programs focus on capacity building repeatedly without always manifesting tangible on-the-ground impact. Recognizing this, our approach has been anchored in the understanding that the efficacy of a program lies not only in the delivery of knowledge but in its real-world application. This foundational insight has informed our meticulous planning and execution, aiming not just for training sessions but for a transformative learning experience that visibly resonates in practical scenarios.

To fortify this foundation, our strategy involves incorporating robust monitoring and evaluation frameworks. By systematically tracking the application of acquired skills in participants' professional contexts, we can precisely measure the tangible impact of the program. Additionally, fostering a supportive community or network where participants can share their experiences and challenges post-training enhances the collective learning process and ensures a sustained, visible impact over time.

Enhanced Vision of Sector-centric Digital Skills Training

Our aspiration is to cultivate a broader community of practitioners poised to employ the same impactful approach, extending the reach of our initiatives to a more extensive demographic within Tanzania. A notable prospect lies in tailoring sector-specific capacity-building endeavors, where professionals like Educators, Health Practitioners, or WASH Experts can harness digital skills for substantial social impact across diverse audiences.

Leveraging on free International Digital Platforms

Our strategy involves harnessing the resources of established international entities that offer free digital skills platforms. By collaborating with these global actors, our aim is to promote these platforms within the local context. In certain instances, we also plan to contextualize the content, ensuring its relevance and applicability to a more local audience. This dual approach not only maximizes the utilization of readily available resources but also enhances the effectiveness of digital skills promotion by tailoring content to the specific needs and preferences of our local community.

Nevertheless, a limitation we've identified is that only a few of individuals can independently navigate and complete an online course without guidance. Many participants in our capacity-building webinar faced challenges due to a lack of technological proficiency. Based on our experiences, we've observed that a significant portion of Swahili speakers, who form the majority of our audience, tend to be more at ease with content presented in their native language. The concept of an entire session conducted in a foreign language can be off-putting for many, emphasizing the importance of linguistic familiarity to enhance engagement and learning experiences.



Call for Diversified Partnerships and Strategic Collaboration

While we value our partnership with Meta, recent internal program changes have affected our initial three-year plan, compressing it to eighteen months. As we engage in ongoing discussions about the best way forward, we call for additional partnerships to strengthen our resilience and broaden the program's scope. Diversifying partnerships will provide stability, ensuring the sustainability and longevity of our initiatives. Building on our existing infrastructure, future programs can benefit from enhanced leverage and expertise. We advocate for strategic collaboration with both local and international entities. This collaborative approach will not only bring diverse perspectives but also contribute to refining and optimizing our programmatic models.

To address the impact of shortened program durations, TMC is also exploring innovative funding models that go beyond traditional timelines. We are intentionally intending to establishing partnerships with philanthropic organizations, exploring grant opportunities, and creating a sustainable funding mechanism to support continuous and uninterrupted program delivery.

Conclusion

The report captures the multi-layered nature of our program, offering a transparent narrative that probes into both successes and challenges, fostering a culture of continuous improvement. The consolidation of program-related information into this comprehensive report has emerged as an essential reflective exercise for the TMC team. The distinctions between our initial projections during the planning phase and the dynamic outcomes witnessed post-execution have yielded profound insights. Amidst these revelations, a noteworthy aspect is the assertion that our team dedicated its utmost efforts, resulting in an unexpected wealth of knowledge and experiential learning.

Given our enthusiasm for collaborations, we earnestly hope to welcome more partners who share in our vision, fostering a collective commitment to advancing impactful initiatives. By fostering strategic alliances, we aspire to amplify the reach and efficacy of our initiatives, recognizing the diverse strengths that collaboration brings to the forefront.

In the spirit of knowledge dissemination, we envision this report as a valuable resource for stakeholders, providing actionable insights and best practices gleaned from our experiences. It serves not only as a reflective analysis but also as a forward-looking document, guiding similar future initiatives with informed decision-making and strategic planning. We look forward to a future marked by dynamic collaborations, continuous growth, and a collective pursuit of meaningful impact in line with our shared aspirations.

CONTACT US

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<https://linktr.ee/digitalngo>

