THE UNIVERSITY OF DODOMA

College of Informatics and Virtual Education

Towards Creating the Next Generation of IG Leadership: A Report of the 1 day ICANN Workshop held at UDOM College of Informatics and Virtual Learning on the 17ᵗʰ May 2015.

1. Pre-event

On the 16thMay, 2015, ICANN Stakeholder Engagement Manager for Africa Mr. Bob Ochieng, and ICANN Fellow Mr. Bonface Witaba arrived in Dodoma ahead of the workshop. They were taken on a one hour sight visit tour of University of Dodoma (UDOM) by Mr. Matogoro Jabhera, Coordinator of Microsoft Innovation Center, Tanzania and event organizer. The two guests agreed that indeed UDOM was the place to be considering its state of the art innovation centres in the various faculties. These aspects were viewed as a potential stepping stone for building capacity and future relations in efforts to scale the ICANN IG programmes on the campus.

2. Actual Workshop

The workshop was officially opened by the Acting Director of ICT Mr. Sawange.
The agenda of the day was revealed (see annex I). The overarching aim was to introduce participants to ICANN/IG matters. The workshop managed to attract over 70 participants, amongst them UDOM staff as well as staff from other neighboring universities.
The media (The Citizen: http://www.thecitizen.co.tz) was in attendance to cover the event. The media coverage is given in Annex IV.

The workshop was intentionally made interactive to allow for interventions and make the sessions lively. This helped to break down the "complex" IG concepts into simpler and understandable modules. The students were able to learn the meaning of IG, the Evolution of IG, IG issues, IG patterns and approaches, the role of ICANN, IG Multi-stakeholderism, and last but not least the IANA transition process.

To motivate the participants, give away prizes were handed out to those who were able to answer IG quizzes posed by the workshop speakers/facilitators.
There were requests by the students and staff that the university organises another IG/ICANN workshop (this time a 3-5 days workshop) to allow them broaden their understanding on ICANN and the IG eco-system. The participants carried out a post workshop evaluation to gauge whether the workshop met their expectations and the

details on participants feedback is given in Annex II. After the workshop, participants were issued with certificates of participation which were jointly signed by Mr. Bob Ochieng and Mr. Matogoro Jabhera.

In the workshop closing remarks, students and university staff were urged to join IG constituencies, apply for NextGen fellowship, IETF fellowship, as well as the senior ICANN fellowship programme.

3. Recommendations

The university management recommends that ICANN supports them in:

1. Organizing another 4 days workshop in July 2015 (This will be a joint inter-universities programme that will aim to reach 300 participants)
2. That UDOM becomes an ICANN hub during ICANN meetings in the quest to help foster the concept of IG to the students and staff at large
3. That ICANN collaborates with the University to implement the ICANN Learn initiative
4. That ICANN considers drafting students and university staff for the ICANN Next Gen and fellowship respectively so as to open up doors to motivate the students and staff to engage in the IG debates and policy making process.

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WORKSHOP
ON
INTERNET GOVERNANCE

Workshop Theme: Role of Academia in the Internet Ecosystem
Session Agenda

S/N	EVENT	TIME	MODERATOR	PANELISTS
1	Registration	0830-0900	Organizing Team	
2	Opening Remarks	0900-0920	Mr. Matogoro	Mr. Sawenge, Director of ICT – UDOM
3	Group Photo	0920-0930		
4	■ Internet Governance ■ Developments in the IG Landscape ■ The Internet Governance Players ■ IG Approaches and patterns	0930-1045	Mr. Matogoro	Mr. Bonface Witaba
	Tea Break: 1045-1115			
5	■ What is ICANN ■ How ICANN Work ■ Role of ICANN	1115-1230	Mr. Matogoro	Mr. Bob Ochieng
6	■ Joint Panel / Q&A	12 30-1300		Mr. Bob Ochieng Mr. Bonface Witaba UDOM Faculty
	Lunch Break: 1300-1400			
7	■ Multistakeholderism in Action - IANA Stewardship Transition	14.00 – 15.00	Mr. Matogoro	Bob Ochieng
8	■ Joint Q&A Panel	15.00 – 15.30		Mr. Bob Ochieng Mr. Bonface Witaba UDOM Faculty
9	■ Closing Remarks and Issuing of Certificates	1530-1600		Mr. Bob Ochieng Mr. Bonface Witaba Mr. Matogoro Jabhera

ANNEX II: Comments and Feedback During Workshop Evaluation

The following questionnaire was provided aimed in receiving feedback to improve our workshop for the next events.

Participants were asked to rate the following;

1. Quality of teaching material
2. Quality of presentation
3. Quality of working environment
4. Quality of presenters
5. Meals and tea breaks and Length of the Course
6. Level of skills before and after the workshop
7. Participants recommended topics for next workshops
8. Feedback on whether IG workshop open up new career opportunities

The following feedbacks were provided by participants.

1. 25 Participants (53.2%) responded that the quality of teaching materials was excellence and 15 participants (31.9%) rated the quality of teaching material to good. Generally, 85.1% of the participants said that the quality of teaching material was excellence and good as detailed in table 1.

Table 1: Feedback on Quality of Teaching Material

		Frequency	Percent
Valid	Excellence	25	53.2
	very good	15	31.9
	good	6	12.8
	Total	46	97.9
Missing	System	1	2.1
Total		47	100.0

2. The workshop organizers were interested to receive feedback from participants on the quality of the presentations used during the Internet Governance workshop. 66% (31 participants) rated the quality of the presentation to be excellence and only 10.6% (5 participants) said the quality of the presentation was good as detailed in table 2.

Table 2: Feedback on the Quality of Presentation

|		Frequency	Percent
Valid	Excellence	31	66.0
	very good	10	21.3
	good	5	10.6
	Total	46	97.9
Missing	System	1	2.1
Total		47	100.0

3. A questionnaire was distributed to participants to receive their feedback on the quality of working environment whereby, 40.4% (19 participants) rated the

working environment to excellence, the majority of participants (42.6%) responded that the working environment was good and one participants (2.1%) rated the working environment to be poor. It was good to receive this feedback and the workshop organizers will work on it to improve the environment for the upcoming events. Although this may have different interpretation, one may be it is due to the fact that there was no drinking water provided in the room due to budget limitations. This will be improved in the next workshops.

Table 3: Feedback on the Quality of Working Environment

		Frequency	Percent
Valid	Excellence	19	40.4
	very good	20	42.6
	good	7	14.9
	poor	1	2.1
	Total	47	100.0

4. 61.7% responded that the quality of presenters was excellence, 36.17% said was very good and only 2.13% responded that the quality of presenters was good as detailed in figure 1. This is a general indication that 97.87% of participants responded that presenters was both excellence and very good on the topics they delivered. It is also an indication that the teaching and learning methodologies used to deliver the training was also excellent.
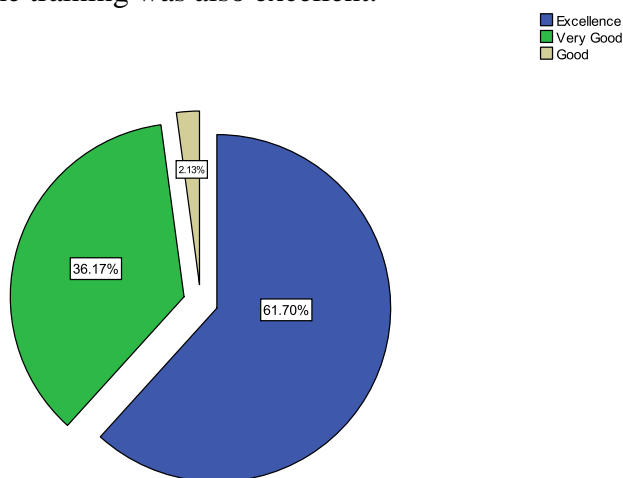
Figure 1: Feedback on the Quality of Presenters

5. Table 4 and 5 shows the participants response on meals and tea breaks and the length of the course whereby, 40.4% said the meals and tea breaks was excellence, 36.2% responded that meals and tea break was very good and 23.4% said the meals and tea break was good.

Table 4: Feedback on Meals and Tea Breaks

		Frequency	Percent
Valid	Excellence	19	40.4
	very good	17	36.2
	good	11	23.4
	Total	47	100.0

Workshop organizers were also interested to receive feedback on the length of the course and only 7 participants (14.9%) said the length of the course was excellence and majority of participants (46.8%) responded that the length of the course was good as detailed in table 5. Length of the course was also recommended by most of the participants to be improved in the next events and most of participants are   proposing at least three to five days to give time for participants to explore more   the concepts and topics delivered.

Table 5: Feedback on the Length of the Course

		Frequency	Percent
Valid	Excellence	7	14.9
	very good	13	27.7
	good	22	46.8
	poor	4	8.5
	fair	1	2.1
	Total	47	100.0

6. An assessment was conducted to see if there is a significance differences in skills of participants before and after the workshop. The workshop organizers has conducted a paired t-test to see this significance. The output from paired t-test is given in table 6, 7 and 8 below.

The steps below were used to see whether there is a significance differences before and after the workshop.
- In table 8, labelled Paired Samples Test check the final column, labelled Sig. (2-tailed). If this value is less than .05 (e.g. .04, .01, .001), then there is a significant difference before and after the training.
- In our case, it is 0.001, this shows that the actual probability value is less than 0.05 then we can conclude that there was a significance difference.
- Having established that there is a significant difference, to find out which set of scores is higher (before or after). To do this, check table 6 in the first printout box, labelled Paired Samples Statistics. The mean rate before the workshop is 1.98 and that after the workshop is 3.40. The rates used were assigned the following numbers when entering to the data analysis software. 5=Excellence, 4=Very Good, 3=Good, 2=Fair and 1=Poor.
- This is an indication that, on average the skills of participants on Internet Governance and ICANN activities ranged between poor and fair before the workshop and ranged between very good and good after the workshop.

7. Participants were also asked to suggest other topics to be covered in the next workshop and the following are their choices arranged from high priority to least priority.
    i.   DNS and DNS Security
    ii.   IPv6
    iii.   Network Monitoring
    iv.   Professional Courses such as CISCO and CISA
    v.   Internet Resource Management and ccTLD/gTLD

8. Participants were asked to respond if this workshop will open up new career opportunities. 97.83% responded that IG workshop will open up new career opportunities as shown in figure 2.
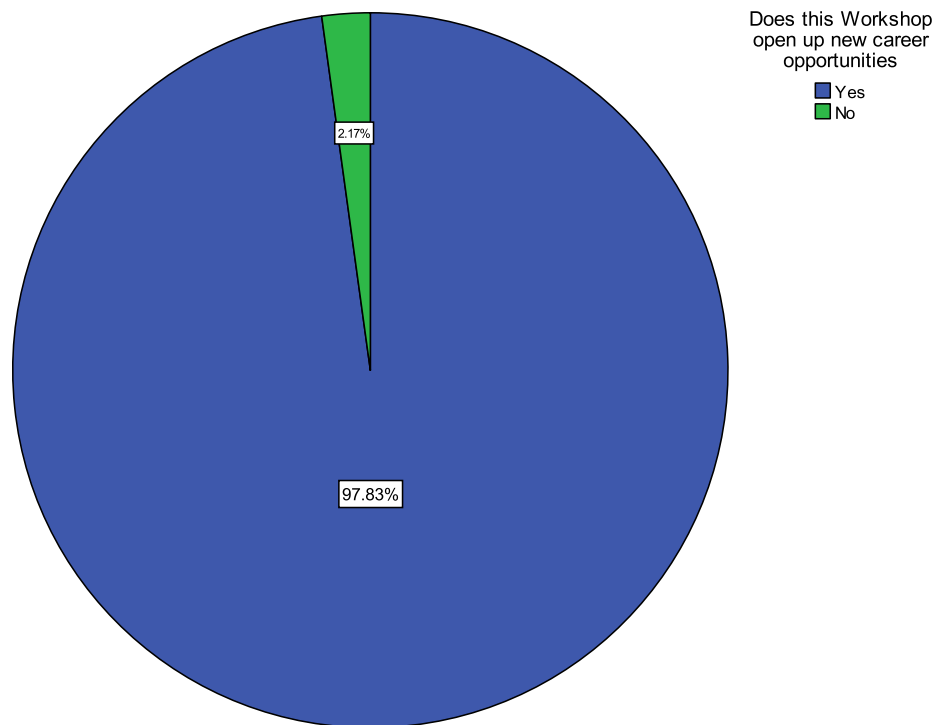
Figure 2: Feedback on if IG Workshop will open up New Career Opportunities

Table 6: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Individual Skills Before Workshop	1.9787	47	.70678	.10309
	Individual Skills After Workshop	3.4043	47	.82514	.12036

Table 7: Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Individual Skills Before Workshop & Individual Skills After Workshop	47	.574	.001

Table 8: Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Individual Skills Before Workshop - Individual Skills After Workshop	1.42553	.71459	.10423	1.21572	1.63534	13.676	46	.001

ANNEX III: Workshop Photos

ICANN Fellow Mr. Bonface explains to participants the difference between IPv4 and IPV6

Participants pose for a group photo at UDOM's Microsoft Innovation Centre

UDOM "first ladies" of IG pose for a photo with the facilitators

University staff and students pose with facilitators (4th from left if ICANN engagement stakeholder manager Mr. Bob Ochieng, to his left is the workshop organiser Mr. Matogoro, and ICANN fellow Bonface Witaba

ANNEX IV: MEDIA COVERAGE

University of Dodoma students follow a lecture during the Workshop on Internet Governance conducted in the municiplity yesterday by officials from the US-based Internet Cooperation for Assigned Names and Number. PHOTO | VALENTINE OFORO

Use the Internet to make money, youth urged

By Valentine Oforo
The Citizen Correspondent

Dodoma. Tanzanian Youth have been challenged to make maximum use of the Internet for income generation by offering quality Kiswahili content currently in short supply.

Tanzania is listed among countries with the least awarness on how to tap into the opportunities brought by the Internet, despite the fact that the commonly used Kiswahili can be their driving power.

It has also been noted that most of Tanzania's important information was not available online in Kiswahili due to poor knowledge over the application of the crucial technology.

Speaking during a special workshop on Internet Governance (IG) conducted at the University of Dodoma (Udom)

Assigned Names and Number (Icann) ICT teacher, Mr Boniface Waitaba, said it was crucial now for the youth to understand how to tap into Internet opportunities.

"The majority of internet users are the youths who unfortunately, never have a clue on diverse benefits that the Internet has to offer. It is very disconcerting that most end up at using Facebook, Twitter and Instagram only just to chat and no further," he said.

He said if well understood, the uses of Internet can play a major role at providing self-employment among youth as long as fast tracking different social development, which includes boosting the business sector.

Mr Waitaba, however, expressed deep concern over the vast numbers of youth with

pictures, and other negative content on social sites.

"The bad thing is, when you post a nude pictures of yours, you will never have ability to delete, neither remove it again, it will remain there forever," he said.

The coordinator for the Microsoft Innovation Centre at the Udom's College of Informatics and Virtual Education, Mr Matogoro Jabhera underscored the need for the country to invest more on the uses of internet in order to spur development.

He said, being held for the maiden time at the varsity, the workshop has played important role at changing mind sets among participants, saying they will use the knowledge to change other fellow youths, and the whole community in the near future.

consumers of Internet services, the workshop has imparted the participants with useful skills on how best to put positive Kiswahili content into diverse international sites, which again is an opportunity for them to generate income," he elaborated.

He, however, challenged the government to include Internet lessons in primary and secondary schools training curriculum in order to encourage positive uses of the crucial technology from a grassroots levels.

Mr Kassim Selemani called on the government to see possibility of conducting similar training to all youths around the country.

Current national statistics show that out of over 45 million people in the country, only 9.6 million people have access

This Report was Prepared by;
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