Project Title: Kākoʻo I Ka Lāhui: Supporting a Nation Through Connectivity (Use and Adoption)

a. Executive Summary

In the pursuit of Digital Equity, the Department of Hawaiian Home Lands' (DHHL) commitment extends beyond infrastructure. As our total allotment under TBCP NOFO 2 is $72,715,237.15, we have developed a series of use and adoption projects estimated to cost $5,793,090.00. While deployment of our infrastructure application funds will pave the way to complete a digital "Freeway," our focus will also be to provide the necessary "Cars" for our Beneficiaries to access this high-speed internet. DHHL understands that in order to close the digital divide, we must go beyond supplying equipment. Our goal is to 1) provide classes to achieve a baseline of digital literacy skills, 2) equip our Beneficiaries with new equipment and 3) provide workforce development opportunities in the telecommunication sector. This application seeks to secure funds for the deployment of digital literacy training programs to all current beneficiaries residing on Hawaiian Home Lands. Through this multifaceted approach, we aim to bridge the digital divide and empower our community by fostering digital literacy and creating opportunities for meaningful participation in the modern digital age.

b. Status as Eligible Entity

Section 905(a)(8) of the Consolidated Appropriations Act specifies the Department of Hawaiian Home Lands on behalf of the Native Hawaiian Community including Native Hawaiian Education Programs as the eligible entity and also appropriates set-aside funding directly to DHHL. The Department of Hawaiian Home Lands is governed by the Hawaiian Homes Commission Act of 1920, enacted by the U.S. Congress to protect and improve the lives of Native Hawaiians. The Act created a Hawaiian Homes Commission to administer certain public lands, called Hawaiian home lands, for homesteads. Native Hawaiians are defined as individuals having at least 50 percent Hawaiian blood.

The Act was incorporated as a provision in the State Constitution in 1959 when Hawaiʻi was granted statehood. Responsibility for the Commission and the Hawaiian home lands was transferred to the State at that time. Except for provisions that increase benefits to lessees or relate to administration of the Act, the law can be amended only with the consent of Congress. As a condition of statehood in 1959, the federal government delegated administration of the Act to the newly created State of Hawaii. The State then delegated the administration of the Act to the Department of Hawaiian Home Lands, a State agency within the executive branch. As an agency of the State of Hawaiʻi, the Department does not enjoy the quasi-sovereign rights and protections of federally recognized Indian tribes. The Department is partially funded by the State Legislature, which also exercises oversight over the Department.

The primary responsibilities of the Department of Hawaiian Home Lands are to serve its beneficiaries and to manage its extensive land trust. The land trust consists of over 200,000 acres on the islands of Hawaiʻi, Maui, Molokaʻi, Lānaʻi, Oʻahu, and Kauaʻi with over 50 homesteads and nearly 10,000 leases for residential, agricultural and pastoral uses.

The Department of Hawaiian Home Lands' oversight of the land trust serves three classes of beneficiaries: 1) those Native Hawaiians of 50% blood quantum or greater who have already

received a lease from the Commission and currently resides on Hawaiian home lands, numbering approximately 10,000 households; 2) those Native Hawaiians of 50% blood quantum or greater who have not yet received a lease, are on the Department's waiting list, and live both on and off Hawaiian Home Lands, numbering approximately 28,000 individuals; and 3) those Native Hawaiians of 50% blood quantum or greater who have not applied for a homestead with the Department.

The Department also has a fourth, expanded, definition of its beneficiary class for the specific purposes of Title VIII of NAHASDA (25 U.S.C. 4221) and the Consolidated Appropriations Act of 2021, Division N, Title IX, Section 905(c) which authorizes this Tribal Broadband Connectivity Program. The aforementioned definition allows any Native Hawaiian able to trace their genealogy back to pre-1778, without regard for current blood quantum, to be eligible for assistance under both Acts. The proposed project will target all four beneficiary classes.

Furthermore, DHHL has demonstrated organizational capabilities to successfully manage federal funding of similar size and scope. Annually working with an operational budget of $85 million dollars, of which the majority stems from federal and state funding, we again are confident in our ability to manage this project. Additionally, as indicated in our attached resumes as well as within our table of funded and unfunded participants we are confident in our relevant experience needed to complete this project within the proposed timeline. Where we may fall short of capacity, we have recognized this and will contract with subject matter experts to ensure our projects are successful.

c. Description of Native Hawaiian Community Problems/Challenges

Hawaiian home lands beneficiaries experience many impediments to quality, reliable, robust, high-speed, broadband internet and the benefits that come from access to these connections. The statewide COVID shutdown and mandatory stay at home executive orders issued by Hawaii's governor during the pandemic highlighted the lack of digital equity experienced by many Native Hawaiians. With children increasingly required to engage in online learning, more and more parents teleworking, and health providers increasingly using telemedicine, even those with basic residential internet access come up against the reality of inadequate bandwidth when several users access a home network at one time.

The measure by which a digital equity initiative succeeds or fails will be the real-world impact it has on its unserved communities. Unfortunately, over half of all lessees residing on home lands are at, or below, 80% Area Median Income (AMI). Among those, 35.3 percent were between the ages of 45 and 64, and 64.7 percent were age 65 or older. Additionally, the average household size among lessee households is 4.2 persons, with the majority of Lessee households consisting of 3 to 7 members (69.8%).

Further, there are glaring disparities between Native Hawaiian access to broadband services compared to the general population of Hawaii. 8.7% of Native Hawaiian households lack an internet subscription, compared to 4.6% for the entire state of Hawaii. 8.2% of Native Hawaiians lack a computer in their household, compared to 4.6% for the entire state of Hawaii. Finally, the

lack of internet access is more pronounced in low-income households, with 19.2% of those earning less than $75,000 annually lacking an internet subscription.

In summary and through ongoing discussions with members of our community we see that digital literacy; access to technological equipment such as laptops; and training related to future broadband job opportunities are all issues/barriers that our adoption and use application intends to resolve.

d. Description of Project Objectives and Activities to Be Funded

Digital Literacy Trainings

In the 19th century, Hawaiian communities achieved an impressive literacy rate of 91%, embodying a commitment to education mirrored in Kamehameha III's proclamation, "ʻO Koʻu Aupuni, he Aupuni Palapala Koʻu [My Kingdom shall be a Kingdom of Literacy]." Today, there exists a crucial need to align our current digital literacy rate with the historic traditional literacy achievements of our ancestors. Unfortunately, a significant technological literacy disparity persists between affluent and resource-constrained communities in Hawaii. With an unprecedented amount of federal funding available, State and County Broadband Offices, including DHHL, have a unique opportunity to address these disparities, in part, by offering digital literacy training. Our proposed digital literacy program seeks to bridge this divide by covering essential topics that will promote general broadband adoption in addition to increasing access to telehealth services; remote education opportunities; and workforce and economic opportunities. Building digital literacy skills amongst our population also ensures that we are developing community skills that live on after our period of performance is over and that individuals that have been trained will pass their knowledge onto others.

Program objectives are as follows and additional details for each of these can be found in S*ection E: Major Project Activities/Timelines for Implementation*:

1. Develop Basic Computer Skills
2. Teach Internet Basics and Internet Safety
3. Teach Email Use

In our pursuit of an enriching learning experience, we are committed to procuring the necessary training services and skilled staff to deliver exceptional instruction. The instructional team must be experienced, patient and able to provide expert guidance, infusing the educational journey with real-world insights while retaining the essence of Hawaiian culture. Hands-on training sessions will empower participants to actively apply theoretical concepts, solidifying their understanding and refining practical skills. Computer-based practice, particularly relevant for technical domains, will be emphasized to facilitate a seamless transition from theory to application. Through the incorporation of interactive group activities, collaboration and teamwork will be fostered, allowing participants to glean insights from one another. Engaging discussions will stimulate critical thinking, ensuring active participation and contributing to a dynamic and inclusive learning environment. With a focus on procuring top-tier training services

and qualified staff, our multifaceted instructional strategy is designed to significantly enhance the overall effectiveness and impact of our educational programs.

Computers for Beneficiaries

In today's interconnected world, possessing a computer is increasingly recognized as an essential tool for every Hawaiian Homes Beneficiary. The digital landscape offers a gateway to a myriad of benefits and opportunities, with a computer serving as the key to accessing vital resources and information. From educational pursuits to employment opportunities, having a computer empowers beneficiaries to engage in online learning, access job portals, and explore diverse skill development platforms. Additionally, in the context of the Department of Hawaiian Home Lands' programs and services, a computer is the conduit through which beneficiaries can conveniently access and apply for housing assistance, employment initiatives, and community development programs, ensuring they remain actively involved and well-informed about opportunities that directly impact their lives.

The Department intends to allocate TBCP 2 funds to acquire computers suitable for both home and business applications. These computers will, at a minimum, possess the capability to effectively run the Microsoft Suite, including Teams video chat or comparable software, facilitating users' engagement in telework opportunities. While it is acknowledged that this platform may not be the most powerful option available, it is deemed more than sufficient to meet the demands of the average family and professional user.

This procurement aligns with the Department's goal to provide functional and versatile computing resources to individuals, supporting their teleworking needs and fostering a conducive environment for both personal and professional activities.

Workforce Development

Hawaii grapples with a critical shortfall in workforce development, particularly within the telecommunications sector, a cornerstone for economic advancement and the expansion of broadband infrastructure. Despite this scarcity, the telecommunications industry emerges as a beacon of opportunity for career growth in Hawaii's evolving economy, offering high-wage, high-skilled prospects for under-served communities in our region.

Telecommunications careers present enticing wage opportunities and promising long-term trajectories. With the advent of 5G technology and the expansion of fiber optic networks, the demand for proficient professionals in this field has surged. According to the Bureau of Labor Statistics, telecommunications equipment installers and repairers enjoyed a median annual wage of $57,020, accompanied by avenues for progression and specialization.

The telecommunications landscape stands on the precipice of unprecedented growth, as both wired and wireless technologies pave the way for a surge in employment opportunities across diverse specializations. As per estimations from the FCC, the demand for telecommunication technicians is palpable, with over 20,000 job openings reported between 2022 and 2023. Looking

ahead, the FCC projects an astounding 100,000 new job openings in the telecommunications sector from 2024 to 2026, indicating an exceptional boom in employment prospects.

In acknowledgment of this immense potential, the Department of Hawaiian Home Lands (DHHL) is steadfast in ensuring that our beneficiaries are not only cognizant of these burgeoning opportunities but also equipped to competitively engage in this rising industry. Leveraging funds from TBCP 2, DHHL endeavors to establish a dedicated learning fund, facilitating beneficiaries' access to in-person classes. Recognizing the diversity of our beneficiary base, we are committed to inclusivity and accessibility, ensuring that all individuals have the opportunity to participate in these educational initiatives.

These courses will impart industry-standard knowledge and certifications, positioning our beneficiaries at the forefront of the telecommunications industry. Our aim is to equip them with expertise, hands-on experience, and certifications in critical areas such as Information Technology, Telecommunications, Micro and Macro Cell Technology, Wireless and Wired Network Design and Management, and Fiber optics, among many others. By embracing this comprehensive educational approach, we aspire to empower our beneficiaries not only to partake in, but excel in the evolving telecommunications landscape, ensuring their active engagement in this transformative industry.

e. Major Project Activities/Timelines for Implementation

Digital Literacy Training

Our courses will adhere to the established curricula outlined by Northstar Digital Literacy, an organization that has defined the fundamental skills necessary for performing tasks on computers and navigating online platforms. National Skills Coalition data indicates that approximately 30% of the population generally lacks the ability to pass a basic digital literacy test. With the current population of nearly 42,202 Hawaiians residing on DHHL lands, this would suggest that at least 12,660 current residents may struggle with basic digital literacy skills. Recognizing this as an unsatisfactory metric, we are dedicated to addressing and rectifying this issue permanently by cultivating a population of beneficiaries that achieves 100% digital literacy. The next section outlines the general breakdown of the curricula we intend to implement, drawing inspiration from the comprehensive training courses provided by Northstar Digital Literacy. It’s important to note that these digital literacy training courses will be open to all Hawaiian Home Lands Beneficiaries regardless of whether they elect to receive a laptop or not.

<u>Essential Computer Skills Taught in Each Class</u>

1. *Basic Computer Skills*

Participants will learn to differentiate between various devices such as tablets, desktops, and laptops. They will be able to recognize and name specific computer hardware components including the system unit, monitor, printer, keyboard, mouse or touchpad, ports, and touchscreen. Additionally, they will gain practical skills in logging on to and shutting down a computer system. Familiarity with keyboard keys like Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, and Number Lock will be demonstrated. Participants will identify

different types of mice and understand the functions represented by various mouse pointer shapes. Proficiency in mouse clicks including right-click, left-click, and double click will be developed. Participants will also learn to drag and drop items and utilize common controls for screen interaction such as selecting checkboxes, using drop-down menus, and scrolling. They will access and manage audio output features like volume, mute, speakers, and headphones. Familiarity with desktop icons, trashing and retrieving items, and customizing computer settings for accessibility will be emphasized. Participants will recognize the importance of software upgrades and understand storage mechanisms including flash drives, hard drives, and cloud-based storage. They will also be able to determine internet connectivity status and locate camera and microphone on laptops and tablets. Lastly, participants will master the process of turning a computer and monitor or laptop on and off.

2. *Internet Basics*

Participants will learn about the various methods of connecting to the internet. They will demonstrate familiarity with different web browsers and identify commonly used ones. Understanding website structure, including landing pages and internal pages, will be emphasized. Participants will recognize different top-level domains such as .edu, .com, and .org. They will also gain knowledge on using browser tools and settings to safeguard privacy, including private browsing windows and clearing search history. Recognizing safe practices for sharing personal information online, such as identifying phishing attempts and unsecured websites, will be covered. Participants will identify ways to protect their devices from malware and virus attacks. They will demonstrate their legitimacy to websites using CAPTCHA or other verification methods and fill out online forms. Familiarity with the address bar's functionality and common browser tools and icons like favorites, downloads, refresh, and back buttons will be developed. Participants will perform internet searches using clear parameters and demonstrate the ability to scroll both vertically and horizontally on webpages. They will identify and interact with common website elements such as play buttons and hyperlinks and understand how to work with tabs and windows. Enabling specific pop-up windows and using shortcut keys or menu options to enhance the browsing experience, such as zooming or finding text, will also be covered.

3. *Using Email*

Participants will define email and identify common email clients. They will distinguish between a URL and an email address. Registering for a new email account, they will learn to choose a professional username and create a strong password. Participants will then log into their email accounts, create and send emails with proper recipient addresses, subjects, and messages. They will also open and reply to received emails, understanding the reasons for and methods of replying, replying all, and forwarding emails. Adding attachments to emails and opening and downloading attachments will be demonstrated. Participants will manage their email accounts by deleting and retrieving messages, identifying spam, and unsubscribing from unwanted mailing lists. Basic email etiquette will be covered, including using salutations and closings, avoiding all caps, utilizing the subject line effectively, knowing when to forward messages, and understanding who to cc or bcc. They will also learn to exercise caution when dealing with unfamiliar emails, attachments, links, or requests for personal information. Finally, participants

will be instructed on the importance of signing out of email accounts, particularly when using shared computers.

Computers for Beneficiaries

The Department intends to provide a total of 12,660 computers, ensuring equitable access for each potential digital literacy student enrolled in our courses. The provision of one computer per individual is a strategic approach designed to facilitate an inclusive and conducive learning environment during our digital literacy programs. By equipping each participant with a dedicated computer, we aim to enhance their hands-on experience and proficiency in utilizing digital technologies. This procurement endeavor aligns with our commitment to fostering equal opportunities and empowering our beneficiaries with the essential tools for successful participation in digital literacy courses. Moreover, this initiative is in accordance with our steadfast commitment to guarantee unbiased access to digital technology for all beneficiaries, effectively bridging the digital divide that may exist among them.

In tandem with the rollout of our digital literacy courses, we will distribute 12,660 laptops over the total grant period to our targeted population of 12,660 Beneficiaries. It should be noted that although our targeted population will be 12,660 Beneficiaries, we understand that this program or the computers can't reach those who don't want to participate. In light of this, we will only order approximately 1,000 laptops at a time and deploy them as individuals attend the courses.

Workforce Development

The Department is actively pursuing partnerships with well-established training agencies capable of delivering comprehensive training opportunities through an in-person format. Our objective is to create pathways for a select number of beneficiaries, providing them with the means to embark on fulfilling careers within the field. As illustrated in the table below, 510 jobs are projected to be created in the broadband arena in Hawaii by the end of 2024 and 4,800 by the end of 2030.

The Department has initiated communication with multiple training agencies to gain insights into opportunities available for our beneficiaries. These 4-12 week, in-person courses that would occur on the Hawaiian Islands and DHHL would contract with a training agency. These in-person courses are designed to provide hands-on learning opportunities. It is our intention to use TBCP funds to pay for these opportunities for 153 Hawaiian Home Lands Beneficiaries to attend such in-person training sessions. Please note that our quote does say 156 attendees per year, this is a typo and should say 153.

These sessions will provide beneficiaries with immersive learning opportunities, fostering practical skills development and facilitating real-time engagement with industry professionals. The in-person format aims to create a conducive environment for networking, mentorship, and collaborative learning, enhancing the overall training experience for participants. Students will be given the opportunity to choose one of nine available training paths.

The Department's in-person job training courses will set up the Beneficiaries for the following technology based employment fields:

1) Fiber Optic Technician
2) Radio Frequency Technician TTT-1
3) Telecommunications Tower Antenna & Foreman
4) Telecommunication Technician
5) Central Office Installer
6) Underground Utility Installer Technician
7) Overhead Utility Installer Technician
8) Telecommunications Network Specialist
9) Sub Utility Technician

The Department is committed to maximizing opportunities for our beneficiaries to acquire industry-relevant skills and certifications, ultimately positioning them for success in the ever-evolving telecommunications sector. The tailored training initiatives underscore our dedication to fostering a diverse, skilled, and empowered workforce within the community.

While we are contracting for the build-out in the infrastructure arm of our TBCP application, we will be actively promoting this workforce development program and connecting potential employers with trainees. Trainees live on Hawaiian Homelands, so they may live near the infrastructure we are building in rural areas.

Workforce Shortage Data Grid:

Under workforce development, all job definitions are based on the national standards of ONET. Within the telecommunications industry, there are (6) ONET job codes representing the growth of the industry. The information below will demonstrate the growth of jobs per job code; however, it does not take into account the number of current workers leaving the industry or aging out of employment. Data grid from MyLearningAlliance, DHHL's training advisors for this aspect of the project.

Hawaii Employment Trends

O-Net	RAPIDS ID	Occupation	RTI	OJT	Yearly	By 2030
49.2021.00	2064CB	Fiber Optic Technician	154	2000	10	100
49.2021.00	2038CB	Radio Frequency Technician, TTT-1	174	2000	10	100
49.2021.01	2045HY	Telecommunications Tower Antenna & Foreman	185	2000	10	100

49.2022.00	0618HY	Telecommunication Technician	160	2000	110	970
49.2022.01	3071CB	Central Office Installer	176	2000	110	970
49.9052.00	3009CB	Underground Utility Installer Technician	154	2000	70	650
49.9052.00	3008CB	Overhead Utility Installer Technician	154	2000	70	650
15.1241.00	1038CB	Telecommunciations Network Specialist	288.15	4000	20	400
47.4011.00	2041 CB	Sub Utitity Technican	145	2000	100	860
				Total:	**510**	**4800**

f. Outcomes and Performance Measures

Digital Literacy Training

Outcomes:

Digital Literacy Advancement: The primary outcome is the advancement of digital literacy skills among beneficiaries, specifically targeting the 30% who fall below the baseline digital literacy level using targeted ads and marketing. over the course of 3.5 years.

Certificates of Achievement: Successful completion of the Northstar Digital Literacy assessments in Basic Computer Skills, Internet Basics, and Using Email will result in participants receiving certificates, symbolizing their enhanced digital literacy proficiency.

Baseline Achievement: The program's overarching goal is to elevate approximately 30% of the beneficiary population on home lands (approximately 12,660 individuals) to a baseline level of digital literacy, reducing the digital divide within this community. We will strive to hit 100% of our target but need to maintain the pragmatic view that the Department can't reach someone who doesn't want to participate. When considering this, a more realistic goal will be 80% of the targeted 12,660 equaling 10,128 Beneficiaries. However, we will deploy the resources needed to reach 100% of the target population.

Individual Empowerment: The initiative seeks to empower individuals by providing them with the skills and knowledge necessary to navigate digital environments independently and effectively.

Performance Measures:

Assessment Completion Rates: Monitor the percentage of beneficiaries who successfully complete the Northstar Digital Literacy assessments for Basic Computer Skills, Internet Basics, and Using Email.

Certificate Distribution: Track the distribution of certificates to participants who have successfully completed the assessments, ensuring timely recognition of their achievements.

Participant Satisfaction: Gather feedback from participants regarding their satisfaction with the program, including the relevance of the assessments and the overall impact on their digital literacy skills.

Progress towards 30% Goal: Regularly assess the number of beneficiaries who have reached the baseline digital literacy level, using the tally of certificates earned as a quantifiable metric to gauge progress.

Transparency and Accountability: Ensure transparency in tracking the success of the digital literacy program by maintaining a systematic approach in assessing impact and reporting progress. Regularly communicate results to stakeholders for accountability and continuous improvement.

Computers for Beneficiaries

Outcomes:

Enhanced Digital Literacy Skills: Participants will acquire improved digital literacy skills, demonstrated through their ability to effectively use and navigate computer technologies.

Increased Access to Technology: The distribution of 12,660 computers ensures widespread access to essential digital tools, fostering an inclusive learning environment and reducing disparities in technology access among beneficiaries. We are committed to achieving our target of distributing computers to 100% of our beneficiaries, but we must also acknowledge the reality that we cannot compel participation from those who are unwilling. Taking this into account, a more practical aim would be to reach 80% of our target, which equates to 10,128 beneficiaries out of the intended 12,660. Nevertheless, we will allocate the necessary resources and efforts to endeavor to reach the entire target population of 12,660 individuals.

Empowered Learning Environment: The provision of dedicated computers to each participant aims to create a conducive and empowered learning environment, facilitating hands-on experiences that enhance proficiency in utilizing digital technologies.

Equitable Opportunities: This procurement initiative aligns with the commitment to providing equal opportunities, ensuring that each potential digital literacy student has access to the necessary tools for successful participation in the courses.

Digital Divide Mitigation: The initiative contributes to bridging the digital divide by guaranteeing unbiased access to digital technology, thereby fostering an environment where all beneficiaries have equal opportunities to enhance their digital literacy skills.

Performance Measures:

Computer Distribution Rate: Track the timely distribution of 12,660 computers to ensure that each digital literacy student receives a dedicated device.

Participation Rate: Monitor the enrollment and participation of beneficiaries in digital literacy courses to gauge the effectiveness of the initiative in reaching the target audience. Additionally, we will track computers that are distributed at specific events to Native Hawiian Beneficiaries who lack such device.

Digital Literacy Skill Assessment: Conduct assessments (pre & post class) to measure the improvement in digital literacy skills among participants, using standardized criteria to evaluate proficiency levels.

Class Utilization: Evaluate the efficiency of laptop distribution by assessing the average number of laptops utilized per class, ensuring that the equipment reaches its intended beneficiaries.

Impact on Digital Divide: Implement surveys or interviews to gather feedback on the perceived impact of the initiative in reducing disparities in digital access among beneficiaries and fostering a more equitable learning environment.

Workforce Development

Outcomes:

Enhanced Workforce Readiness: 153 beneficiaries will experience improved readiness for the workforce, equipped with industry-relevant skills and certifications upon completion of the training programs.

Increased Career Opportunities: The training initiatives will create pathways for beneficiaries to access fulfilling career opportunities within the telecommunications sector, contributing to the growth of a skilled and diverse workforce.

Accessibility: The Department is committed to providing these classes at no cost to our Beneficiary population. Additionally, we are exploring avenues to directly link these training classes with relevant employment prospects, maximizing the impact of our initiatives on beneficiaries' career pathways.

Practical Skills Development: The hands-on learning opportunities provided through in-person training sessions will contribute to the development of practical skills, preparing beneficiaries for real-world challenges within the telecommunications industry.

Industry-Relevant Certifications: Successful completion of the training programs will result in beneficiaries obtaining industry-recognized certifications, enhancing their marketability and competitiveness in the telecommunications sector.

Performance Measures:

Training Enrollment Rates: Monitor the percentage of beneficiaries who enroll in in-person training programs.

Completion Rates: Track the number and percentage of participants who successfully complete their chosen training, indicating the effectiveness of the programs in meeting participant needs.

Certification Attainment: Measure the number of beneficiaries who obtain industry-recognized certifications, demonstrating the success of the training programs in preparing individuals for careers in the telecommunications sector.

Participant Satisfaction: Gather feedback from participants regarding their satisfaction with the training initiatives, including the perceived value of the in-person formats, relevance of content, and overall training experience.

Employment Placement Rates: Assess the percentage of beneficiaries who secure employment in the telecommunications sector after completing the training programs, indicating the success of the workforce development initiative in facilitating career opportunities.