

- Update, formulate and implement policies, regulations that help foster business ecosystems improvements and crowd-in international private funding for digital infrastructure.

Activities relating to Output 3.3: Enhanced digital skills and capacities, in particular women and youth.

- Map existing skills and capacity building interventions and initiatives in the pipeline (such as the EU Digital Competency Framework anticipated to be introduced by SmartBots).
- Conduct a detailed skills assessment of the relevant ecosystems covering – digital, innovation, entrepreneurship, business, civil society organisations including women’s organisations, academia and policy (government) ecosystems – as a basis for developing a training needs analysis framework.
- Establish re-skill and upskill programmes in digital targeting key sectors – education, industry, government, and civil society actors in a co-creation manner and aiming to promote resource efficiency and circular economy business models.
- Improve the capacities of intermediary business support organisations to mainstream digital skills in professions, aiming to improve their members’ resource efficiency and circularity.
- Establish re-skill and upskill programmes with an emphasis on women and youth in digital targeting key sectors – education, industry, government, and civil society actors in a co-creation manner.
- Work with ecosystem actors to improve understanding of the status of digital (and complimentary) skills to support digital transformation and its links with sustainability . And more efficient and cost effective training and capacity building mechanisms to support Botswana’s digital transformation.
- Support of educational and vocational training institutions in integrating and effectively deploying learning of digital technologies for sustainability.
- Clarity on areas for collaboration among skills and capacity development providers, leading to better coordination while considering prior recognition of learning and quality standard setting .
- Enhance the adoption of online offers and potentials for improved returns on investments.
- Update and accelerate existing initiatives on skills and mainstream STEM alongside innovation and entrepreneurship (i.e STEM-IE) encouraging women and youth participation.
- Support the integration of digital literacy and basic digital competences in general TVET training, as key transversal skills for participation in the digitally transformed economy

3.3 Mainstreaming

Environmental Protection & Climate Change

The intervention promotes an IT-based economy that can serve to the promotion of circular economy business models, promoting resource efficiency and green jobs. It will be important that any review of current, or the development of new, take into account the positive and negative impacts that digitalisation can have on the environment. During implementation, the action will ensure that the principles of sustainability and circularity will be integrated in the digital transformation model and processes.

Gender equality and empowerment of women and girls

The gender digital divide is a matter of concern in Botswana. Women are, for example, 34% less likely to have a smartphone with an internet connection than men⁵. The connection's high cost, as well as more limited ICT skills, is hampering women in the country to benefit equally from the potential that digital technologies can generate. Women tend to have less access to this job market and decision-making spaces for policy formulation.

As per the OECD Gender DAC codes identified in section 1.1, this action is labelled as G1.

One of the key expected results is the improved access and connectivity to an open, affordable and secure broadband infrastructure especially for youth, women, vulnerable groups, and rural communities. Thus, the

⁵ <https://paradigmhq.org/wp-content/uploads/2021/05/Ir-Botswana-Digital-Rights-Inclusion-2020-Report.pdf>