



International Conference of Information Commissioners



Training Working Group

Final Report of the Digital Training Tools

August 2024

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I. Introduction

In accordance with the Johannesburg Charter, the International Conference of Information Commissioners (ICIC) is a permanent network that connects information commissioners - under the values of respect, integrity, collaboration, inclusion, transparency and accountability - to foster the protection and promotion of access to public information as a fundamental pillar of social, economic and democratic governance.

In that sense, as part of the strategic priorities of ICIC and seeking to take advantage of the talent, potential, cooperation, capacities and performance of the membership, in 2022, ICIC Secretariat launched the call to collect expressions of interest from members who voluntarily wish to participate in one of the four ICIC working groups: transparency by design, gender and vulnerable groups; jurisprudence; and training.

The Training Group aims to develop strategies that strengthen the capacities of the membership in terms of access to information; disseminate the actions and best practices carried out in this area, in other countries; and generate alliances with potential cooperation partners that support training initiatives.

After the closing of the call, the Training Group was formed by the following authorities:

- Information and Data Protection Commissioner of Albania
- Philippines Freedom of Information Office
- Comptroller General of the Union of Brazil
- Information Commissioner's Office, the United Kingdom
- Institute for Transparency, Access to Public Information and Personal Data Protection of the State of Mexico and Municipalities, INFOEM
- National Institute for Transparency, Access to Information and Personal Data Protection, Mexico, acting as the coordinating authority

On March 21, 2024, a working meeting of the Training Group was held, in order to present the work plan and activities for this year, which include, among others: work meetings; identification of training needs, types and topics among the membership; promotion of training actions taking into account both good practices and needs expressed by the membership; dissemination of training actions developed by strategic partners or other sponsors; and collection of information on digital tools.

During the XV ICIC, held from June 3 to 5 in Tirana, Albania, the report of the main results of the *Digital Training Tools Survey* was presented.

This methodological instrument consisted of a **17-question** questionnaire and involved **29 authorities (33% of the membership) from the Americas, Africa, Asia, Europe and Oceania**. This questionnaire reflects the resources and the availability of technological

tools capable of providing training courses to learn about practices at a global level.

To account for the above, this report is made up of 4 sections, starting with this introduction. Subsequently, the objectives and design of the *Digital Training Tools Survey* are presented. Third, a disaggregated analysis of the results of the 17 questions is included. Finally, some closing comments on the identified experiences are presented.

Therefore, the purpose of this report is to encourage dialogue and debate on the diversity of training tools within the ICIC; as well as to exchange practices and develop capacities in analogue institutions.

Coordination of the ICIC Training Working Group

August 2024

II. Objectives and Design for the Digital Training Tools Survey

On April 12, 2024, the INAI of Mexico, in its capacity as coordinator of the ICIC Training Working Group, launched the *Digital Training Tools Survey* with the following objectives:

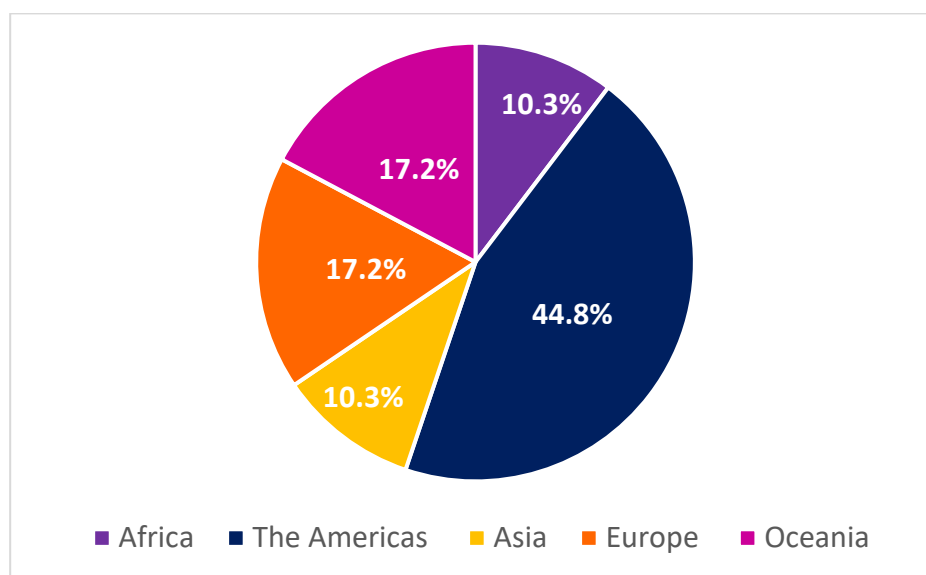
- promoting the exchange of digital training tools or instruments that could be shared or replicated among ICIC members;
- collecting and disseminating digital tools on access to information that can be incorporated into training programs;
- identifying advances and areas of opportunity to adopt digital training tools in different modalities;
- generating collaboration mechanisms with strategic partners to promote training actions in various areas related to the study and analysis of access to information.

For this purpose, a 17-question open-ended questionnaire was constructed for the entire ICIC membership. Likewise, this qualitative exercise was divided into two sections: **a) general characteristics** (questions 1-11); and **b) technical characteristics** (questions 1-6). Below are the most relevant results of the form.

III. Analysis and Presentation of Results

For this exercise, as of the date of this report (August 2024), a total of 29 responses were received¹, representing 33% of the ICIC membership. Of that total, a majority participation of American authorities stands out, accounting for 13 responses. Secondly, European membership accounts for 5 answers. 5 institutions submitted their responses from Oceania. 3 authorities from each the African and Asian regions participated (see figure 1).

Figure 1: Recorded Responses to the Digital Training Tools Survey, Disaggregated by Region



Source: Prepared by the coordination of the training working group.

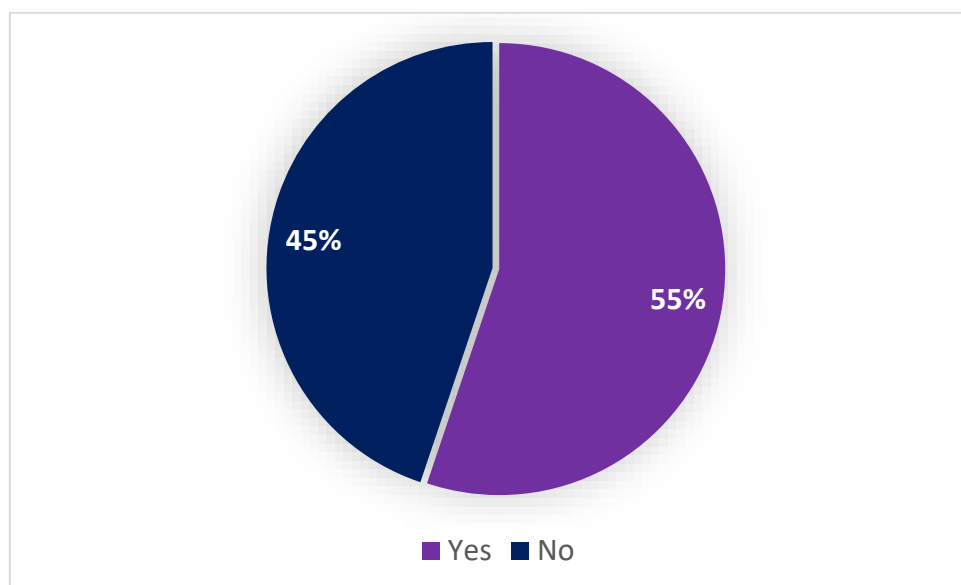
¹A detailed list of the authorities that participated in this exercise is found in Annex 1.

General characteristics

Question 1: Does your institution have Digital Training Tools?

Of the 29 authorities that participated in the survey, 13 (45%) do not have digital training platforms. In contrast, 16 (55%) have a platform. Within the questions answered, and given the qualitative nature of the questionnaire, it is possible to foresee those institutions like the Office of the Information Commissioner of Canada and the Office of the Information and Privacy Commissioner of Ontario, have some in-person training platforms or that do not belong to the institution in question.

Figure 2: Institutions with Digital Training Tools



Source: Prepared by the coordination of the training working group.

Question 2: When were digital training tools established?

Regarding this question, it is significant that, of the 16 authorities with a tool, the majority of digital training platforms, 11 (63%), were launched after 2020, and only 5 (37%) were created in the 2010s. Digital training tools are newly implemented, demonstrating the spirit of innovation of ICIC members, but it is also a sign that there is still much to be learned about the creation of better tools to train officials on access to information.

Figure 3: Years of establishment of digital tools

Authority	Year of establishment
Office of the Australian Information Commissioner	2018/2019
Information Commissioner of Queensland, Australia	2011
Comptroller General of the Union of Brazil	2020
Council for Transparency of Chile	2011
Office of the Ombudsman of Ecuador	2015
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	2024
INFOEM, Mexico	2022
INFOCDMX, Mexico	2020

Authority	Year of establishment
INAI, Mexico	2012
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	2022
Ombudsman, NZ	2023
Philippines Freedom of Information Office	2021
Access to Public Information National Authority, Peru	2020
Right of Access to Information Commission, Sierra Leone	2024
Access to Public Information Unit, Uruguay	2023

Source: Prepared by the coordination of the training working group.

Question 3: What percentage of the total budget goes to Digital Training Tools?

Of the total authorities that responded affirmatively, six do not have disaggregated information on the cost of their platforms. From those with an approximate cost, eight reported that it is less than 5 percent of their total annual budget. One of the most important cases to point out was that of the Israel Freedom of Information Unit, which invested 20% of the annual budget in developing a training tool, although according

to reports this represents a one-time cost. For its part, with a newly created platform, Sierra Leone allocates 15% of its budget for this purpose.

Figure 4: Costs of digital training platforms

Authority	Amount budgeted
Office of the Australian Information Commissioner	Less than 1%
Information Commissioner of Queensland, Australia	Less than 1%
Comptroller General of the Union of Brazil	N/A
Council for Transparency of Chile	2%
Office of the Ombudsman of Ecuador	Less than 1%
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	20%
INFOEM, Mexico	N/A
INFOCDMX, Mexico	N/A
INAI, Mexico	Less than 1%
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	N/A
Ombudsman, NZ	0.55%

Authority	Amount budgeted
Philippines Freedom of Information Office	Less than 1%
Access to Public Information National Authority, Peru	N/A
Right of Access to Information Commission, Sierra Leone	15%
Access to Public Information Unit, Uruguay	5%

Source: Prepared by the coordination of the training working group.

Question 4: What is the number of users currently supported by the digital training tool?

The results of the form indicate that 56% of the authorities (9) have less than 10,000 users; 13% (2) are in the range of 10,000 and 100,000 users; and, finally, only one authority, the INAI of Mexico, has more than 100,000 users.

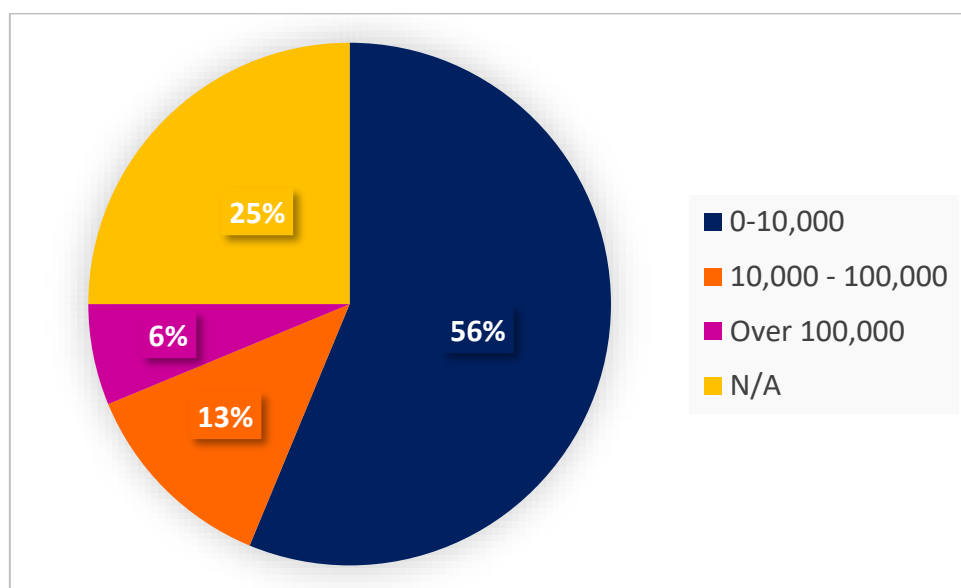
Figure 5: Number of users currently participating in digital platforms

Authority	Active users
Office of the Australian Information Commissioner	719
Information Commissioner of Queensland, Australia	2,000
Comptroller General of the Union of Brazil	40,000
Council for Transparency of Chile	2,600
Office of the Ombudsman of Ecuador	7,000-10,000
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	N/A
INFOEM, Mexico	3,310
INFOCDMX, Mexico	65,558
INAI, Mexico	113,656
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	N/A
Ombudsman, NZ	5,253
Philippines Freedom of Information Office	N/A
Access to Public Information National Authority, Peru	100
Right of Access to Information Commission, Sierra Leone	N/A

Authority	Active users
Access to Public Information Unit, Uruguay	500

Source: Prepared by the coordination of the training working group.

Figure 6: Percentage of Authorities per User



Source: Prepared by the coordination of the training working group.

Question 5: How many users has the digital platform had in the last three years?

As for the number of users in the last 3 years, it should be noted that in most cases the reported users have increased. This is indicative that platforms can attract more users. An important point to reflect on is that at least nine authorities do not have data on the number of people who

have been trained; however, at this point the authorities of Uruguay and Sierra Leone stand out given the recent creation of their platforms. This point remains as a pending subject since user count can reflect if the courses are attractive for the population.

Figure 7: Users of digital platforms in the last three years

Authority	2021	2022	2023
Office of the Australian Information Commissioner	3,324	4,079	4,282
Information Commissioner of Queensland, Australia	8,098	8,008	6,983
Comptroller General of the Union of Brazil	N/A	N/A	8,889
Council for Transparency of Chile	13,945	3,597	9,843
Office of the Ombudsman of Ecuador	8,907	9,167	6,581
National Authority for Data Protection and Freedom of Information, Hungary	N/A	N/A	N/A
Freedom of Information Unit, Israel	N/A	N/A	N/A
INFOEM, Mexico	N/A	89	1,394

Authority	2021	2022	2023
INFOCDMX, Mexico	N/A	N/A	N/A
INAI, Mexico	N/A	270,731	113,656
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	N/A	N/A	N/A
Ombudsman, NZ	N/A	N/A	N/A
Philippines Freedom of Information Office	N/A	N/A	N/A
Access to Public Information National Authority, Peru	N/A	291	123
Right of Access to Information Commission, Sierra Leone	N/A	N/A	N/A
Access to Public Information Unit, Uruguay	N/A	N/A	N/A

Source: Prepared by the coordination of the training working group.

Question 6: How many virtual classrooms does the digital training tool currently have?

Of the 16 authorities that responded that they have digital training tools, 10 have not generated information or do not have more than one virtual room; three have at least one room; and, finally, only three authorities have more than one virtual classroom. This is important because it allows us to know the areas of opportunity in which resources can be focused to expand the spectrum of action according to the experience of the other authorities with more than one virtual classroom.

INAI of Mexico and the CGU of Brazil are the authorities with the highest number of virtual classrooms with seven and five respectively. That is, the accumulated learning of these authorities can support the development of new capacities for ICIC members interested in the matter.

Figure 8: Virtual training classrooms available on the platforms

Authority	Number of classrooms
Office of the Australian Information Commissioner	N/A
Information Commissioner of Queensland, Australia	N/A
Comptroller General of the Union of Brazil	5
Council for Transparency of Chile	3

Authority	Number of classrooms
Office of the Ombudsman of Ecuador	1
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	N/A
INFOEM, Mexico	1
INFOCDMX, Mexico	1
INAI, Mexico	7
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	N/A
Ombudsman, NZ	N/A
Philippines Freedom of Information Office	N/A
Access to Public Information National Authority, Peru	N/A
Right of Access to Information Commission, Sierra Leone	N/A
Access to Public Information Unit, Uruguay	N/A

Source: Prepared by the coordination of the training working group.

Question 7: How many courses or subjects does the digital tool currently have?

Regarding the courses available on the platform, it is observed that most authorities have more than one course available. The institution with the most of these inputs is the Israel Freedom of Information Unit with 50 available topics. Secondly, Chile's CPLT has 25 training courses available. This question can be particularly insightful because new topics can emerge to share with other authorities, either from a comparative perspective or by adapting them to the particularities of each country.

From this point, some special cases emerge, that of the Israel Freedom of Information Unit, which has 50 courses, also the CPLT of Chile with 25, and the INAI of Mexico with 18. These authorities can share their experiences with the membership and develop more and better training tools.

Figure 9: Number of courses on the platform

Authority	Courses
Office of the Australian Information Commissioner	9
Information Commissioner of Queensland, Australia	5
Comptroller General of the Union of Brazil	5
Council for Transparency of Chile	25

Authority	Courses
Office of the Ombudsman of Ecuador	9
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	50
INFOEM, Mexico	17
INFOCDMX, Mexico	11
INAI, Mexico	18
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	2
Ombudsman, NZ	9
Philippines Freedom of Information Office	N/A
Access to Public Information National Authority, Peru	2
Right of Access to Information Commission, Sierra Leone	0
Access to Public Information Unit, Uruguay	2

Source: Prepared by the coordination of the training working group.

Question 8: What have been the most impressive results of the digital training tool?

Most of the responses sent to the coordination speak of positive results on the implementation of the digital tool. Training has been carried out for legally bound subjects to adapt new legislation, such as the case of the CGU of Brazil. But this has also been seen as a way in the modernization of the public sector as in the territory of Victoria, Canada. In Peru, the involvement of officials at three levels of government is seen as a great result. For the Access to Public Information Unit, Uruguay and the Information Commissioner of Queensland, Australia, these tools are a way to make learning more flexible.

One of the most important results is the level of satisfaction of the training, as in the case of the Chilean CPLT, where about 94% of the people who have taken the courses give their opinion. For Mexico's INFOEM, one of the most important results is the strengthening of Mexican society on issues of public interest related to transparency and access to information. For both the INAI of Mexico and the INFOCDMX, an important result is to meet the expectations of training legally bound subjects.

For the Philippines Freedom of Information Program, one of the relevant products is to receive public policy feedback. Likewise, thanks to the use of digital platforms, the New Zealand Ombudsman was able to receive

information about user needs. Sierra Leone's Commissioner recounted raising awareness of the right to know as an achievement.

Question 9. What are the challenges identified in the short, medium and long terms?

For the Victoria Information Body of Australia, the CGU of Brazil and the CPLT of Chile, one of the challenges to come is securing financing for the platform to continue operating. In Mexico, for INFOEM, INFOCDMX and INAI, as well as for Chile's CPLT, the greatest challenges are to have an adequate tool to respond to existing needs, but they also pointed out the importance of being able to expand the offering of courses and improve the user experience.

The challenge of implementing improvements in digital training systems is an issue shared by the authorities of North Macedonia, INAI of Mexico, and Ecuador. In Israel, theirs being a newly created tool, it is estimated that the greatest challenge is to be able to attract and train information officers.

The Hungarian Authority considers attracting users' attention as a challenge. Uruguay, Queensland, Australia and the Commissioner of Sierra Leone highlight the challenge of having the necessary human and material resources to maintain the platforms. In Peru, updating the content of the courses according to the latest modifications of the

transparency and access to information regulations and the ability to attract more users is regarded as a challenge.

Question 10: What have been the benefits obtained from digital training?

The Office of the Victorian Information Commissioner has carried out surveys to guide engagement activities with civil society actors, which, they consider, represents a step towards better linkage between the public sector and key actors. For its part, the CGU of Brazil has obtained benefits as training initiatives were increased and better legislative implementation schemes were supported. At Chile's CPLT, they recognize that the greatest achievement is having trained more than 100,000 people since 2011. The Ombudsman's Office of Ecuador recognizes that the greatest advantage is the ability to have a permanently available platform (24/7).

The perceived benefits for INFOEM and INFOCDMX from Mexico are to provide citizens with transparency and access to information tools, but also the substantial increase in the training that can be granted. The North Macedonia Agency and the New Zealand Ombudsman coincide in recognizing the ability to take the course at any time and to learn anywhere as a benefit.

In the Philippines, the digital training tool has fostered links with other actors by allowing the creation of incentives for participation in online courses. The Peruvian Authority appreciates the strengthening of the capacities of public officials and servants at the national level with respect to the fulfilment of transparency and access to public information obligations and the permanent dissemination of the right of access to information. Uruguay highlighted the number of people who have been trained thanks to the platform.

In Sierra Leone, the introduction of the digital mechanism to access information is seen as a benefit and as an accelerator of the cycle of access to information.

Question 11: Are any reports with user feedback available?

As for user feedback to the platform, only six (54%) institutions interact with six. In the case of the Israel Information Unit, their platform being newly created, there is no such function. In terms of the working group, it can be understood as an area of opportunity because those institutions that do not have this platform can benefit from learning from their counterparts to standardize feedback practices.

Two-way communication allows platform developers and administrators to identify which content and teaching methods are most effective and

which need tweaking. User feedback can reveal which modules are clearer, which are confusing, or where additional information is required. Involving users in the process of improving platforms generates a sense of belonging and commitment.

When users feel that their opinions are valued and that they can influence the development of the platform, their satisfaction and participation increase. In this way, the feedback provides fresh ideas and innovative perspectives that the platform's developers may not have considered. With this, users in the field of access to information can identify emerging trends and future needs, allowing platforms to stay ahead of the curve and be continuously updated.

This is a subject that must be evaluated to identify areas for improvement in all digital member training tools.

In this regard, of the 16 authorities, six (38%) do not have user feedback mechanisms; and eight (50%) do have these instruments.

Figure 10: Platforms with user feedback

Authority	Platforms with feedback
Office of the Australian Information Commissioner	No
Information Commissioner of Queensland, Australia	Yes
Comptroller General of the Union of Brazil	Yes
Council for Transparency of Chile	No
Office of the Ombudsman of Ecuador	No
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	N/A
INFOEM, Mexico	Yes
INFOCDMX, Mexico	Yes
INAI, Mexico	Yes
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	No
Ombudsman, NZ	Yes
Philippines Freedom of Information Office	Yes
Access to Public Information National Authority, Peru	Yes
Right of Access to Information Commission, Sierra Leone	No
Access to Public Information Unit, Uruguay	No

Source: Prepared by the coordination of the training working group.

Technical characteristics

Knowledge of the technical characteristics of digital training tools is crucial to ensure that these platforms effectively fulfil their educational purpose and adapt to the needs of their users, but it can also help other institutions assess the relevance of implementing a digital training tool.

The technical characteristics of ICIC members can also facilitate ongoing evaluation and feedback. Thus, tools for monitoring user progress, collecting usage data and generating analytical reports allow platform administrators to evaluate the effectiveness of courses and make improvements based on concrete data. This helps personalize the learning experience and identify areas that need reinforcement.

At this point, it is essential to learn from digital training tools and thereby integrate them with other systems and platforms used by ICIC members, such as learning management systems (LMS), communication tools and human resource management software. This technical compatibility can ensure a smooth user experience and can also facilitate centralized management of training for Conference members.

Question 1: Which content management system does the digital training tool use?

The content management system used by a digital training tool is crucial to know the effectiveness, flexibility and sustainability of training programs.

In this sense, nine (56%) institutions use Moodle-style platforms to carry out the training courses. This tool is the most common of those used globally, so technical resources in the field could be shared through the authorities that use it as a core. In this regard, two cases stand out because that they have their own design, the Israeli and the Peruvian authorities. Given this, the challenges and opportunities experienced in implementing their tool would be worth discussing.

Figure 11: Platform content management system

Authority	Content Management System
Office of the Australian Information Commissioner	Learning Management System (LMS)/ Moodle
Information Commissioner of Queensland, Australia	Learnforce
Comptroller General of the Union of Brazil	N/A
Council for Transparency of Chile	Moodle/ Zoom/ Teams
Office of the Ombudsman of Ecuador	N/A

Authority	Content Management System
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	Own platform (campus.il)
INFOEM, Mexico	Moodle
INFOCDMX, Mexico	Moodle
INAI, Mexico	Learning Management System/ Moodle
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	Worldpress
Ombudsman, NZ	Learning Management System/ Moodle
Philippines Freedom of Information Office	N/A
Access to Public Information National Authority, Peru	Own platform
Right of Access to Information Commission, Sierra Leone	Joomla
Access to Public Information Unit, Uruguay	N/A

Source: Prepared by the coordination of the training working group.

Question 2: Approximately what is the cost of launching a digital tool?

This question is particularly illuminating for the membership and for the working group, since five ICIC members report zero cost for launching their digital training platform. For the cases of INFOEM and INFOCDMX from Mexico, developing a platform had no cost because they used their installed resources and, in addition, they worked on freely licensed software. The authorities of Peru and Uruguay do not report any cost because they share platforms with other agencies.

The Philippines presents a particular case. They managed to obtain three public and private sources of financing, which made it easier for them to expand their margins of manoeuvre and expand the scope of their platform. Similarly, the case of North Macedonia Agency is relevant because it managed to obtain its financing from an external agency.

The case of Israel is relevant because the Agency was able to develop a platform from scratch with a cost of 90,000 USD. Likewise, we also have the experience of the INAI of Mexico, which has a very important development in terms of courses and user capacity, with a cost of 300,000 USD. The Office of the Commissioner of Queensland, Australia was able to develop its platform with 20,000 USD, while the Commissioner of Sierra Leone only required 5,000 USD in its implementation.

Figure 12: Launch costs of the digital platform

Authority	Launch cost
Office of the Australian Information Commissioner	0.00 USD
Information Commissioner of Queensland, Australia	20,000 USD
Comptroller General of the Union of Brazil	N/A
Council for Transparency of Chile	N/A
Office of the Ombudsman of Ecuador	6,000 USD
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	90,000 USD
INFOEM, Mexico	0.00 USD
INFOCDMX, Mexico	0.00 USD
INAI, Mexico	350,000 USD
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	N/A
Ombudsman, NZ	N/A
Philippines Freedom of Information Office	82,060 USD
Access to Public Information National Authority, Peru	0 USD
Right of Access to Information Commission, Sierra Leone	5,000 USD
Access to Public Information Unit, Uruguay	0 USD

Source: Prepared by the coordination of the training working group.

Question 3: Approximately what is the annual cost of maintaining a digital training tool?

Knowing the cost of maintaining a digital platform is crucial for the effective planning and management of resources within the organization, therefore, to share better experiences, it is essential that other members can learn about the costs and financial planning.

In this sense, the Office of the Commissioner of Victoria and Queensland in Australia and the Office of the Ombudsman of Ecuador and the Ombudsman of New Zealand, have an operating cost of less than \$10,000. While the Council for Transparency of Chile and the INAI of Mexico it is greater than 50 thousand dollars. In this regard, it is important to note that three institutions do not pay maintenance for their training platforms since they occupy freely licensed software. As in the case of INFOEM, INFOCDMX, and the Israel Unit. For their part, the authorities of Peru and Uruguay share platforms with other institutions, so their cost cannot be known.

Figure 13: Maintenance costs of the digital platform

Authority	Maintenance costs
Office of the Australian Information Commissioner	9,000.00 USD
Information Commissioner of Queensland, Australia	8,000 USD

Authority	Maintenance costs
Comptroller General of the Union of Brazil	N/A
Council for Transparency of Chile	60,000.00 USD
Office of the Ombudsman of Ecuador	6,000 USD
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	0.00 USD
INFOEM, Mexico	0.00 USD
INFOCDMX, Mexico	0.00 USD
INAI, Mexico	300,000 USD
Agency for the protection of the right of free access to public information, North Macedonia	N/A
Ombudsman, NZ	8,600.00 USD
Philippines Freedom of Information Office	N/A
Access to Public Information National Authority, Peru	N/A
Right of Access to Information Commission, Sierra Leone	1,000 USD
Access to Public Information Unit, Uruguay	N/A

Source: Prepared by the coordination of the training working group.

Question 4: Approximately how long does it take to implement and finalize a digital training tool?

Knowing the time, it takes to implement a digital training tool is crucial because it affects the planning, operational efficiency and overall success of the project. In this regard, implementation time is a key factor in the planning and management of any project. Evaluating the estimated duration allows ICIC members who want to develop a platform to develop detailed schedules and thereby allocate resources efficiently.

In this regard, the case of Israel stands out because it was able to design a platform from scratch and host it in its own storage system in two years. North Macedonia had the capacity to develop and implement its training platform in 22 months. Furthermore, of the CPLT of Chile, the Office of the Information Commissioner of Victoria and Queensland, Australia, the Comptroller General of the Union of Brazil, the INAI and INFOEM of Mexico and the Commissioner of Sierra Leone, had the capacity to install a training platform in less than a year.

This experience can be useful for authorities looking to develop their own platform, as the response time is not so long, and quality products effective for training can be created.

Figure 14: Digital Training Platform Deployment Time

Authority	Implementation time
Office of the Australian Information Commissioner	2 – 3 months
Information Commissioner of Queensland, Australia	6 months
Comptroller General of the Union of Brazil	N/A
Council for Transparency of Chile	1 year
Office of the Ombudsman of Ecuador	3 - 8 months
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	2 years
INFOEM, Mexico	6 months
INFOCDMX, Mexico	1 year and half
INAI, Mexico	3 to 6 months
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	19 – 22 months
Ombudsman, NZ	2 years
Philippines Freedom of Information Office	N/A
Access to Public Information National Authority, Peru	N/A
Right of Access to Information Commission, Sierra Leone	3 months
Access to Public Information Unit, Uruguay	N/A

Source: Prepared by the coordination of the training working group.

Question 5: Is the digital tool updated in the latest version of the content management system?

Maintaining an up-to-date platform is crucial because it impacts performance, functionality, and long-term sustainability as platform updates often include improvements in performance and efficiency. This can translate to faster load times, better management of system resources, a smoother user experience, and better performance.

In this regard, four of the authorities described not having updated platforms. In contrast, four authorities have their platforms in the latest available version. This presents areas of improvement for ICIC membership in terms of assessing the current performance of these instruments and knowing their status.

Figure 15: Upgrades to the digital training tool

Authority	Latest Update
Office of the Australian Information Commissioner	Yes
Information Commissioner of Queensland, Australia	N/A
Comptroller General of the Union of Brazil	N/A
Council for Transparency of Chile	Yes

Authority	Latest Update
Office of the Ombudsman of Ecuador	N/A
National Authority for Data Protection and Freedom of Information, Hungary	N/A
Freedom of Information Unit, Israel	Yes
INFOEM, Mexico	Yes
INFOCDMX, Mexico	No
INAI, Mexico	No
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	No
Ombudsman, NZ	Yes
Philippines Freedom of Information Office	N/A
Access to Public Information National Authority, Peru	N/A
Right of Access to Information Commission, Sierra Leone	Yes
Access to Public Information Unit, Uruguay	N/A

Source: Prepared by the coordination of the training working group.

Question 6: Does the training platform have a testing or pre-production environment?

Knowing if there is a testing or pre-production environment is important because it allows errors to be identified and corrected before the digital tool is implemented. This helps ensure that end users don't experience glitches or technical issues that can disrupt their learning and negatively impact their experience.

This accumulated experience can help share learning with other institutions and thereby better implement digital training tools. Most authorities 11 (68%) have a testing environment that in time could facilitate the development of a possible tool in other ICIC member institutions.

Figure 16: Testing or pre-production environment

Authority	Testing Environment
Office of the Australian Information Commissioner	Yes
Information Commissioner of Queensland, Australia	N/A
Comptroller General of the Union of Brazil	Yes
Council for Transparency of Chile	Yes
Office of the Ombudsman of Ecuador	No

Authority	Testing Environment
National Authority for Data Protection and Freedom of Information, Hungary	Yes
Freedom of Information Unit, Israel	Yes
INFOEM, Mexico	Yes
INFOCDMX, Mexico	Yes
INAI, Mexico	Yes
Agency for Protection of the Right of Free Access to Public Information, North Macedonia	No
Ombudsman, NZ	Yes
Philippines Freedom of Information Office	Yes
Access to Public Information National Authority, Peru	N/A
Right of Access to Information Commission, Sierra Leone	Yes
Access to Public Information Unit, Uruguay	N/A

Source: Prepared by the coordination of the training working group.

IV. Final remarks

It is of the utmost importance to have a survey on the digital training platforms available to each authority within the framework of the ICIC. First, it allows a comprehensive evaluation of the tools currently in use, identifying strengths, weaknesses and areas of opportunity. This diagnosis is essential to promote the exchange of best practices and encourage the adoption of more efficient and effective technologies between the different authorities.

Secondly, this exercise facilitates the identification of common needs and specific challenges that authorities face and may face in the implementation and use of digital training platforms. This knowledge is crucial to design support and collaboration strategies, allowing the solutions developed to be more relevant and effective. In addition, by sharing experiences and resources, the authorities can optimize the launch of this type of tools.

Finally, a detailed survey on digital training platforms strengthens international cooperation and the development of joint policies in the field of transparency and access to information. By better understanding the tools and methods that different countries and regions employ, higher and more uniform standards can be established, ensuring that both officials and citizens have access to high-quality training. In turn,

this reinforces the global commitment to transparency, accountability and inclusion, fundamental principles that the ICIC strives to promote.

This exercise not only improves knowledge, but also drives the shared mission of empowering people through access to information in an increasingly digitized world.

V. Annex 1: List of authorities that responded the Digital Training Tools Survey

Africa		
Country	Authority	Institutional logo
Sierra Leone	Right to Information Commission	
South Africa	Information Regulator	
Tunisia	Instance of Access to Information	

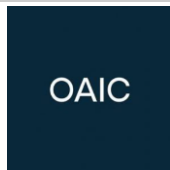
America		
Country	Authority	Institutional logo
Brazil	Secretariat of Access to Information of the Comptroller General of the Union	
Canada	Office of the Information Commissioner	
Canada	Ontario Commissioner of Information and Privacy	
Canada	Office of the Information and Privacy Commissioner, Newfoundland and Labrador	

America		
Country	Authority	Institutional logo
Chile	Council for Transparency	
Ecuador	Ombudsman's Office	
United States of America	Government Information Services Office	
Mexico	Institute for Transparency, Access to Public Information and Personal Data Protection of the State of Mexico and Municipalities, INFOEM	
Mexico	Institute for Transparency, Access to Public Information, Personal Data Protection and Accountability of Mexico City	
Mexico	National Institute for Transparency, Access to Information and Personal Data Protection	
Peru	National Authority of Transparency and Access to Information	
Peru	Court of Transparency and Access to Public Information of Peru	
Uruguay	Access to Public Information Unit	

Asia		
Country	Authority	Institutional logo
Philippines	Freedom of Information Project Management Office	
Israel	Freedom of Information Unit	
Maldives	Office of the Information Commissioner	

Europa		
Country	Authority	Institutional logo
Azerbaijan	Commissioner for Human Rights (Ombudsman)	
Hungary	National Authority for Data Protection and Freedom of Information	
North Macedonia	Agency for Protection of the Right of Free Access to Public Information	
Slovenia	Information Commissioner	

Europa		
United Kingdom	Office of the Information Commissioner	

Oceanía		
Country	Authority	Institutional logo
Australia	Office of the Information Commissioner	
Australia	Information and Privacy Commission New South Wales	
Australia	Office of the Queensland Information Commissioner	
Australia	Office of the Victorian Information Commissioner	
New Zealand	Ombudsman	