



ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC

Committee on Information and Communications Technology

First session
19-21 November 2008
Bangkok

**STRATEGY OF REGIONAL INSTITUTIONS ON INFORMATION AND
COMMUNICATIONS TECHNOLOGY**

(Item 6 of the provisional agenda)

**ASIAN AND PACIFIC TRAINING CENTRE FOR INFORMATION AND
COMMUNICATION TECHNOLOGY FOR DEVELOPMENT**

Note by the secretariat

SUMMARY

The Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT) has continued to work towards its objective of building the human and institutional capacity of ESCAP members and associate members to use information and communications technology (ICT) for their socio-economic development.

In the present document, the secretariat: (a) summarizes the Centre's strategies and activities; (b) describes the status of capacity-building initiatives in the region that focus on ICT for development and target policymakers and government officials; and (c) highlights the Centre's own capacity-building strategies and initiatives in the region, which include the flagship initiative entitled "Academy of ICT Essentials for Government Leaders", which aims at equipping policymakers and key stakeholders with the essential knowledge and skills they need to fully leverage opportunities presented by ICT to achieve national development goals.

The e-Collaborative Hub (also known as the e-Co Hub), designed and developed by APCICT as a place for online convergence of like-minded individuals and organizations working to strengthen capacities in the use of ICT for development in the Asia-Pacific region, is explored in detail. The e-Co Hub aims at enhancing the learning and training experience by providing easy access to relevant resources, and by making available an interactive space for sharing knowledge and experiences on ICT for development.

The last topic introduced for the consideration of the Committee is the Centre's strategic road map. The plan outlines the Centre's strategy for successfully fulfilling its role as a regional centre of excellence in ICT training for development that serves the needs of both regional institutions and national partners in member States.

The Committee may wish to provide the secretariat with guidance for the future development of the APCICT programme.

CONTENTS

	<i>Page</i>
Introduction	1
A. Institutional arrangement	1
B. Strategy: building the human and institutional capacity for ICT.....	1
C. Work programme.....	2
D. Governing council	3
I. ALIGNMENT OF THE PROGRAMME OF WORK TO REGIONAL NEEDS FOR BUILDING HUMAN CAPACITY IN ICT.....	3
A. Regional landscape for capacity-building in information and communications technology	3
B. ESCAP mandate on human capacity-building in information and communications technology	4
C. Training: the heart of the Asian and Pacific Training Centre for Information and Communication Technology for Development capacity-building strategy	5
D. Research: cutting-edge data on ICT capacity-building.....	8
E. Advisory services: customized for a diverse Asia-Pacific region	10
II. THE WAY FORWARD	11
A. Establishing global cooperation networks	11
B. The Asian and Pacific Training Centre for Information and Communication Technology for Development road map	12
III. ISSUES FOR CONSIDERATION	13

List of figures

1. Goal, objective and functions of the Asian and Pacific Training Centre for Information and Communication Technology for Development.....	1
2. Partnership strategy of the Asian and Pacific Training Centre for Information and Communication Technology for Development.....	11
3. Phases of development of the Asian and Pacific Training Centre for Information and Communication Technology for Development.....	12

Introduction

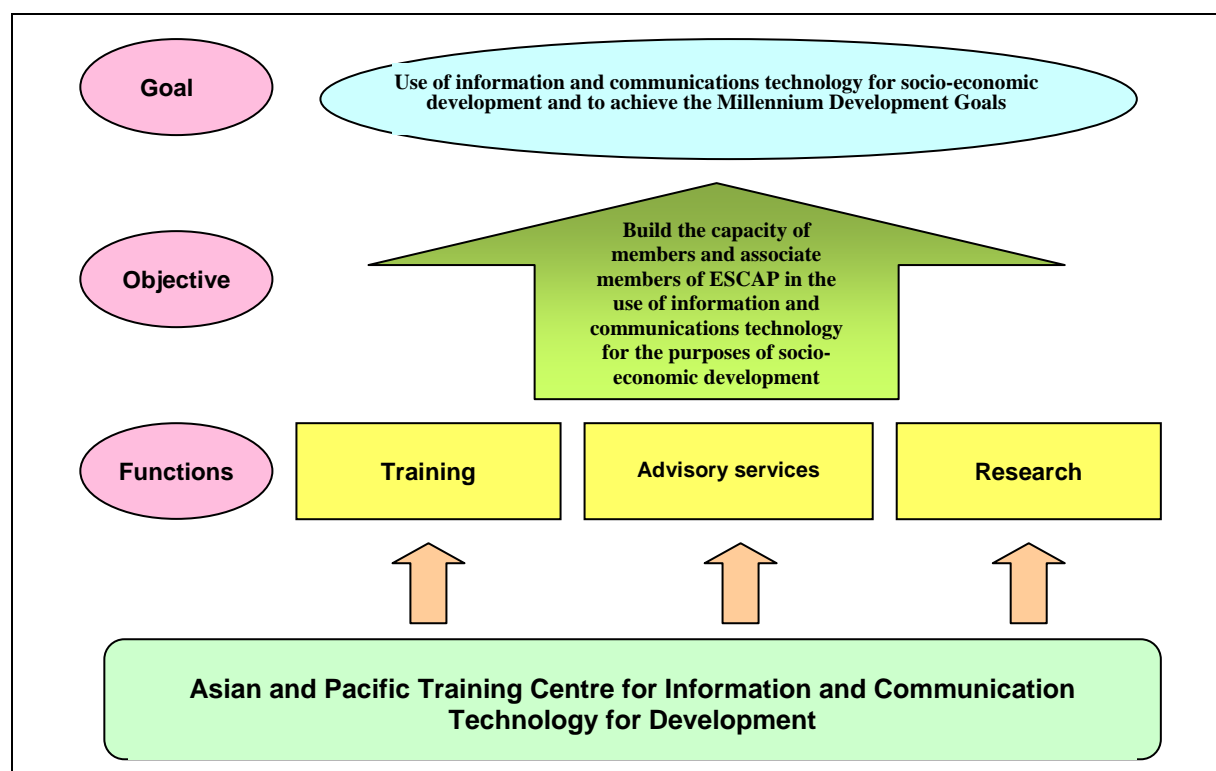
A. Institutional arrangement

1. The Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT) is a subsidiary body of ESCAP, which entails the same membership as the Commission. The statute of the Centre was adopted by the Commission in its resolution 61/6 of 18 May 2005 on the establishment of the Centre.
2. The Centre is located in Incheon, Republic of Korea; the Government of the Republic of Korea is providing financial and institutional support of \$10 million for the first five years.¹

B. Strategy: building the human and institutional capacity for ICT

3. In resolution 61/6, the Commission, among other things, expressed concern about the digital divide in the region and its implications for development and the persistence of poverty. The Commission decided that the objective of APCICT would be to strengthen the efforts of ESCAP members and associate members in their application of information and communications technology (ICT)² for the purposes of socio-economic development, by building the human and institutional capacity for ICT.

Figure 1. Goal, objective and functions of the Asian and Pacific Training Centre for Information and Communication Technology for Development



¹ See *Official Records of the Economic and Social Council, 2005, Supplement No. 19 (E/2005/39)*, para. 71.

² The term "information and communications technology", as used in the present document, should be understood to include space-based technology, as appropriate.

C. Work programme

4. The modalities used by APCICT to achieve its goal include:

(a) Training: providing ICT trainings for policymakers and ICT professionals, as well as exchanges of trainers and experts on ICT applications;

(b) Research: undertaking analytical studies related to human resources development in ICT, including identifying training needs and sharing best practices in development programmes and training methods;

(c) Advisory services: providing ESCAP members and associate members with advisory services on ICT-related human resources development.

5. *Training.* The Centre aims at creating ICT-ready environments through capacity-building trainings and workshops designed to enhance knowledge and skills in ICT among policymakers, project managers, trainers and national training institutions responsible for ICT training of government officers. APCICT provides training on appropriate technology based on need and the latest ICT development trends. Training modules are continuously updated with inputs from the analytical research programme. With a view to building institutional capacity and broadening the diffusion of training, emphasis is placed on training-of-trainer programmes that can be combined with other modules that develop trainers in specific areas.

6. *Research.* The Centre develops various research and analytical studies in order to share national experiences related to programmes for developing ICT human resource capacity, and relevant information on new developments taking place within the ICT industry. The Centre's analytical studies seek to assist member States in the development of relevant national strategies and programmes to build human resource capacity in ICT. The research programme is structured towards the objectives described below:

(a) Conduct research and surveys in the area of ICT development in human resources in member States of the Asia-Pacific region;

(b) Produce periodic reports on ICT training needs, trends and reflect their findings in ICT training programmes;

(c) Facilitate the exchange and sharing of experience and information through cooperation with other international organizations, online discussion forums and networks; and

(d) Promote joint research projects and set up a research collaboration network for the development and sharing of training contents and resources.

7. *Advisory services.* To strengthen cooperation among member States for the development of human resources in ICT, the Centre provides customized training consulting, information on course designs and support on content development based on each country's unique environment. The key

activities of the advisory service include supporting the establishment of strategic plans for the development of ICT human resources in member States.

D. Governing council

8. In accordance with its statute, APCICT has a Governing Council consisting of a representative nominated by the Government of the Republic of Korea, and eight representatives of members and associate members of ESCAP elected by the Commission. The Council is elected for a period of three years but is eligible for re-election. The elected members of the Governing Council for the period of 2006-2009 are: Bangladesh, Fiji, India, Indonesia, Iran (Islamic Republic of), Kazakhstan, Mongolia and Thailand. The Council meets once a year to, among other things, review the administration and financial status of the Centre and the implementation of its programme of work.

I. ALIGNMENT OF THE PROGRAMME OF WORK TO REGIONAL NEEDS FOR BUILDING HUMAN CAPACITY IN ICT

A. Regional landscape for capacity-building in information and communications technology

9. While globalization and the increasing use of ICTs are bringing countries closer together and creating new opportunities for socio-economic development, countries that lack skills in ICT human resources are falling behind. In an increasingly information-based society and economy, these countries will face difficult challenges if they continue to lag behind in their ability to access information and knowledge and interact in a digital and networked economy.

10. The idea of ensuring that ICT is available to all was included in both the United Nations Millennium Declaration³ and the outcomes of the World Summit on the Information Society.⁴ ICT can be used to enhance efforts to reduce poverty (Goal 1), increase educational opportunities at all levels (Goal 2), empower women (Goal 3) and other traditionally disadvantaged groups, and promote global partnerships towards sustainable socio-economic development (Goal 8).

11. In an increasingly digital and interconnected global environment, policymakers and many other government officials are challenged to create an enabling environment and policies for promoting ICT for development (also known as ICT4D) as conceptualized by the World Summit on the Information Society. Policymakers set priorities, procure and allocate funds, facilitate alliance partnerships and enact policies that promote the ICT industry and ICT for development. Government officials who can use these technologies are able to create and maintain ICT-based systems that enhance government efficiency, promote access by diverse users, and deliver important services to the population. Furthermore, it is critical that initiatives and policies be structured and implemented strategically within a broader perspective on how ICT can best address the Millennium Development Goals while being pegged to specific national development needs and strategies.

³ General Assembly resolution 55/2 of 8 September 2000.

⁴ The Declaration of Principles and the Geneva Plan of Action (A/C.2/59/3, annex) and the Tunis Commitment and Tunis Agenda of the World Summit on the Information Society (see A/60/687).

12. Various other stakeholders in research institutions, policy think tanks and the private sector also play a critical role in researching and developing new low-cost technologies and exploring innovative ways in which technology can help address some of the existing development challenges in their countries.

13. In developing countries, social entrepreneurs who invest funds in finding innovative new solutions to bridge the digital divide have continued to inspire rural communities with the idea that non-mainstream and affordable low-cost solutions may yet ensure their active participation in the new ICT world. Furthermore, civil society organizations in most developing countries are playing an important role in building the capacity of communities, particularly those in rural areas, to best utilize ICT for sustainable human development. As such, civil society organizations are a critical link in ensuring that ICTs truly reach the population outside urban metropolitan areas and thus contribute to bridging the digital divide.

14. Without the appropriate ICT human capacities among government officers, civil society and the private sector, the promise of a better future through the use of ICT is unlikely to be realized.

B. ESCAP mandate on human capacity-building in information and communications technology

15. In its resolution 61/6, the Commission encouraged the United Nations and other international organizations and agencies, as well as non-governmental organizations in the field concerned, to provide support to the Centre and cooperate in the implementation of its work programme. The objective of the Centre, according to its statute, is “to build the capacity of members and associate members of ESCAP through training programmes in the use of information and communications technology for the purposes of socio-economic development”.⁵

16. The importance of this agenda was reinforced by the participants of the APCICT Regional Forum on ICT Capacity-Building held in Incheon, Republic of Korea on 5 and 6 March 2007. At the Forum, attended by over 200 delegates from 48 countries in the region and by ICT experts from around the world, it was emphasized that the role of APCICT is to provide training that will help reduce the digital divide and promote socio-economic development in developing nations.⁶

17. APCICT aims to narrow those gaps in ICT human resources, remove barriers to ICT adoption, and promote the application of ICT through its capacity-building programmes centred on training, research and advisory services.

⁵ See ESCAP resolution 61/6 of 18 May 2005, annex.

⁶ Asian and Pacific Training Centre for Information and Communication Technology for Development, “Conclusion and Recommendations of the Regional Forum on ICT Capacity-Building: Where are we, where are we going and what will it take to fill the gap?”.

C. Training: the heart of the Asian and Pacific Training Centre for Information and Communication Technology for Development capacity-building strategy

18. APCICT undertook a comprehensive review of programmes in the Asia-Pacific region that provided capacity-building training in ICT for development. The results revealed that there are some sporadic, stand-alone training courses on ICT available to policymakers and government officials that focus mainly on e-business applications and e-government initiatives. A closer examination of these efforts revealed several shortcomings, including those described below:

(a) Most current workshops and training programmes are limited to e-government topics and ignore many other ICT-enabled applications that policymakers need to understand;

(b) They are not comprehensive and typically focus on single topics;

(c) They are designed with the assumption that policymakers and government officials have a prior understanding of the basic concepts of ICT and its terminology;

(d) They are designed for participants who have a basic understanding of important project management skills, such as how to plan, analyse, manage and evaluate ICT applications.

19. These inadequacies evolved because such training programmes are not based on a sound pedagogical framework that takes into account the need for cumulative, comprehensive knowledge about ICT and its linkage to development. Such misconceptions and faulty assumptions may cause government officials to make decisions based on outdated information about the capabilities, costs and benefits of ICTs.

Academy of ICT Essentials for Government Leaders: a flagship initiative

20. In 2007, APCICT conducted six training workshops, a regional forum and a distance learning programme in various thematic areas, including: e-governance, e-business, gender empowerment and ICT capacity-building. In total, over 850 participants from 49 countries, including over 200 female participants, were trained by APCICT. The participants represented government policymakers, academia, civil society organizations and the private sector.

21. In 2008, APCICT shifted its focus from thematic trainings to the development of its flagship capacity-building initiative, the Academy of ICT Essentials for Government Leaders. The Academy aims at equipping policymakers and key stakeholders with the essential knowledge and skills they need in order to fully leverage opportunities presented by ICTs in the context of achieving national development goals. The Academy was officially launched on 16 June 2008 on the occasion of the second anniversary of APCICT and during the Centre's Global Forum on Building Inclusive Internet Economy: Developing Countries Perspectives, a multi-stakeholder session which was held in Seoul alongside the Organisation for Economic Co-operation and Development Ministerial Meeting on the Future of the Internet Economy.

22. The objectives of the Academy training programme are as follows:

(a) To provide policymakers and government leaders with a comprehensive ICT programme while ensuring that the content will be mostly non-technical;

(b) To develop the content in a modular format to maximize flexibility and meet the needs of context-specific learning situations;

(c) To develop the content for delivery over a variety of multimedia platforms to maximize learning and minimize job disruption for the participants;

(d) To disseminate the content widely by ensuring that the course materials are developed as open courseware, whereby trainers in developing countries can take part in the training and then have access to the courseware to guide others through the training;

(e) To promote South-South cooperation by encouraging the use of the developed open courseware for ICT training of policymakers and government officials in other developing regions, including Africa and Latin America.

23. The Academy consists of a core ICT for development curriculum with eight stand-alone modules, ranging from basic to more advanced topics, that can be delivered face-to-face or as online self-study courses. The titles of the modules are:

(a) The Linkage between ICT Applications and Development

(b) ICT for Development Policy, Process and Governance

(c) E-Government Applications

(d) ICT Trends for Government Leaders

(e) Internet Governance

(f) Network and Information Security and Privacy

(g) ICT Project Management in Theory and Practice

(h) Developing Diverse Funding Structures or Options for Funding ICT4D

24. The Academy begins with the basics of ICT for development and builds up to more advanced topics in a coherent pedagogical manner. This ensures that the pertinent training topics are covered in the proper depth and order. Additional modules may be introduced after the release of the initial eight titles.

25. APCICT experts, in collaboration with leading academics and regional experts in the ICT field, drafted module names, course descriptions and a list of specific topics to be covered in each module of the ICT essentials programme.

26. APCICT had conducted a needs assessment survey with policymakers and government officials in the developing countries of the Asia-Pacific region to solicit feedback and suggestions on

the proposed Academy; it received responses from 21 countries. The findings of the survey indicated that government officials in developing countries need a comprehensive training programme on the essential basics and selected advanced topics of ICT for development.

27. To obtain feedback for the draft manuscripts of the Academy training modules, APCICT held three subregional workshops (South Asia, Central and West Asia, and South-East Asia) with national training institutions and policymakers in April and May 2008. Each workshop was designed to maximize feedback from participants on the usefulness and relevance of the content of each module and also on the appropriate training methodology. The workshops were designed and delivered over periods of four to six days, with two to three modules presented at each one.

28. APCICT also held its first Training-of-Trainers for national training institutes. The training was held in the Republic of Korea from 16 to 28 June 2008 with over 30 participants from the region. Participants took part in the modules themselves, and attended sessions on instructional design in order to become familiar with the appropriate teaching methodology for the academy modules, as well as sessions on modes of how the training content can be customized to best suit their local environments.

29. Supporting the Academy is an online distance learning platform (the APCICT Virtual Academy) where all course materials will be posted for free download and re-use, and for customization and localization if necessary. The Virtual Academy was developed on the basis of lessons learned from the joint collaboration with the Asian Development Bank Institute in offering distance learning in 2007.

30. The Virtual Academy is designed to ensure that ICT for development training materials can be accessed from anywhere at any time, and by anyone. It is primarily designed to ensure the availability of online training materials for off-site training. The online classroom environment minimizes disruption to the users' work environment and enables them to study the material at their own pace. A certificate of participation is accorded upon the successful completion of each course.

31. To ensure wider dissemination, the APCICT course materials will be released as open courseware so that the material can be freely downloaded, re-used and translated for the training of policymakers and government officials across Asia and potentially in other regions. The Virtual Academy will begin by offering the eight original modules, and will later add relevant training materials in multiple languages in collaboration with other development and training partners.

32. For those with limited or no Internet access, a CD-ROM version of the Virtual Academy will be produced. The Virtual Academy is scheduled to be launched in late 2008.

33. National training institutions have expressed significant interest in rolling out the Academy modules as part of their training curriculum for Government officers and in translating the modules. Written expressions of interest have also been received from the Economic Commission for Africa.

34. Various national and regional training institutions that are already providing short-term training for senior- and middle-level government officials are currently in discussions with APCICT to deliver and customize the modules. APCICT has announced its commitment to provide these training institutions with the content of the modules and all accompanying materials, including reading lists and case studies. Subject to funding availability, APCICT also seeks to provide an orientation to the Academy and hands-on training for trainers.

D. Research: cutting-edge data on ICT capacity-building

35. Many countries in the Asia-Pacific region face a widening digital divide. At the same time, initiatives to strengthen the capacities of policymakers and citizens in using ICT for social and economic development are limited and ad hoc. One limiting factor is the lack of an effective and coordinated mechanism to share and acquire capacity-building resources, such as training materials, guidelines, handbooks, case studies and audio-visual learning kits. In the Asia-Pacific region, there is no dedicated network and platform for policymakers, educators and project managers to share experiences and knowledge, or to collaborate in developing and delivering quality training to promote innovative synergies towards the advancement of ICT for development.

36. In addition, while there are numerous success stories of various uses of ICT for development, many developing countries are hampered by the lack of relevant and timely information on good practices and lessons learned. Sharing of such knowledge can provide invaluable insights that can help key stakeholders in developing countries make timely and appropriate decisions in the choice and adoption of relevant ICT tools. It could also reduce the likelihood of costly mistakes.

37. The existing case studies and best practices are available only in a format that is either based on desk research or developed to highlight the projects' success factors without adequate emphasis on the challenges and lessons learned that could be applied to new and existing projects.

38. Policymakers, opinion leaders, researchers and civil society organizations in developing countries in the region need to be provided with a clear understanding of the best practices that are being followed across the region. At the same time, there needs to be an emphasis on in-depth and substantive advice on how best to use and customize the lessons learned from these best practices to develop stronger and better ICT for development projects.

39. In view of the need for timely and appropriate information on best practices and lessons learned in the field of ICT for development, APCICT has rolled out several initiatives to create and share the vast body of knowledge, practical experiences and insights gained from past projects.

40. In 2007, the Centre released two reports and two publications to provide up-to-date assessments on the state of the development of ICT human capacity:

(a) “ICT human resource development in Asia and the Pacific: current status, emerging trends, policies and strategies”, provides important documentation and forecasts of ICT human resources needs in the region.

(b) “Development of a multi-factor set of country-level ICT human resource capacity indicators”, a report by the director of APCICT suggests a set of indicators aimed at measuring the capacity of ICT human resources.

(c) Two e-primers were also developed with the United Nations Development Programme: *Small and Medium Enterprises and ICT* and *ICT for Disaster Management*.

1. E-Collaborative Hub: knowledge development and sharing

41. In 2008, the e-Collaborative Hub (also known as the e-Co Hub) was designed and developed by APCICT as a place for online convergence of like-minded individuals and organizations working to strengthen capacities in the use of ICT for development in the Asia-Pacific region. The initiative provides online collaboration workspaces where learners and trainers can share and discuss topics on ICT for development, and even work together on a joint project. Users will also be able to access the online resource centre, which makes available publications, videos, research papers, case studies, and other resources by United Nations agencies, international organizations and academic institutions.

42. The idea is to enhance the learning and training experience by providing easy access to relevant resources, and by making available an interactive space for sharing knowledge and experiences on ICT for development. The e-Collaborative Hub does not attempt to duplicate the work of other ICT for development portals; rather, it aims to give policymakers, educators and project managers a community of practice for finding and discussing the increasing amount of information being published. It is integrated with the Virtual Academy—the online platform for the Centre’s flagship capacity-building initiative—to foster an enhanced and continuous learning environment.

43. The e-Collaborative Hub was launched on 16 June 2008, at the OECD Ministerial Meeting on the Future of the Internet Economy, held in Seoul. By early August 2008, more than 300 resources had become available, and about 150 people from 43 countries had registered. Of those who registered, 91 per cent are from ESCAP members and associate members. Those working in government organizations constitute 34 per cent and those in academic and research organizations 20 per cent. In addition, the APCICT website, which includes the e-Collaborative Hub, has received 3,400 visitors (excluding APCICT staff) from 146 countries (as of 3 August 2008). Visitors from 51 of the Commission’s 62 members and associate members have browsed the website, and 34 per cent of these visitors accessed the e-Collaborative Hub.

2. Publications: making knowledge available to all

44. In cooperation with the Korea Information Society Development Institute, APCICT has developed the journal *ICT World Today* to share best practices and information on regional ICT trends and development and South-South collaborations. The first issue, released in June 2008, focused on

the digital divide. The circulation of 3,000 printed copies is targeted at policymakers, civil society organizations and national training institutes in developing countries, particularly in least developed countries, landlocked developing countries, small island developing States, and countries with economies in transition. Online versions are also available for free download.

45. By making the project experiences and findings from across the region more accessible, the APCICT Case Study Series on ICT4D will be a useful reference for policymakers and various stakeholders who are planning or supporting ICT for development projects. New projects can benefit from the case studies, by avoiding common pitfalls and using strategies that have been demonstrated as successful. The case studies can also generate opportunities for networking, collaboration and implementation of new solutions among various stakeholders.

3. Measuring ICT for development

46. As a contribution to international efforts to harmonize ICT indicators and produce comparable ICT statistics in line with the global work undertaken by the partnership on Measuring Information and Communications Technology for Development,⁷ APCICT collaborated with the United Nations Conference on Trade and Development and the Statistical Institute for Asia and the Pacific in organizing the first Asia-Pacific training course on the production of statistics on the information economy, held in Incheon, Republic of Korea in February 2008. Appropriate indicators and benchmarking which use an agreed methodology are fundamental to analytical research. Through this training, the participants were provided with a methodological framework for carrying out ICT statistical work throughout the different phases of data collection, processing and dissemination in their national surveys for measuring the information economy. It provided specific variables and indicators to be compiled, including a core list of indicators for assessing the ICT sector as well as ICT in business, the classifications to be used, and the design of statistical operations for investigating the use of ICT in enterprises and the ICT sector.

E. Advisory services: customized for a diverse Asia-Pacific region

47. To strengthen cooperation among member States for the development of ICT human resources, the Centre will be providing customized training consulting and curriculum development based on each country's unique environment. In preparation for this, the Centre conducted a needs assessment survey involving 21 countries.

48. APCICT has initiated discussions and held face-to-face consultations with more than ten national and regional institutions to develop long-term strategies and programmes by utilizing, localizing and customizing the content of the Academy for local needs.

49. The Centre has also rolled out the following initiatives and will actively seek to provide the appropriate and relevant advisory services based on needs.

⁷ See TD/400. For more information, see www.itu.int/ITU-D/ict/partnership/.

50. *Digital Partnership Network.* The Centre launched the Digital Partnership Network in October 2007, forming a pool of experts, including trainers, academics and researchers in the field of ICT capacity-building and ICT for development, that APCICT can draw from to provide advisory services for member countries. The network currently has about 150 members from 43 countries.

51. In 2007, APCICT initiated a call for proposals to members of the network, requesting that they partner with the Centre in developing training programmes at the national level.

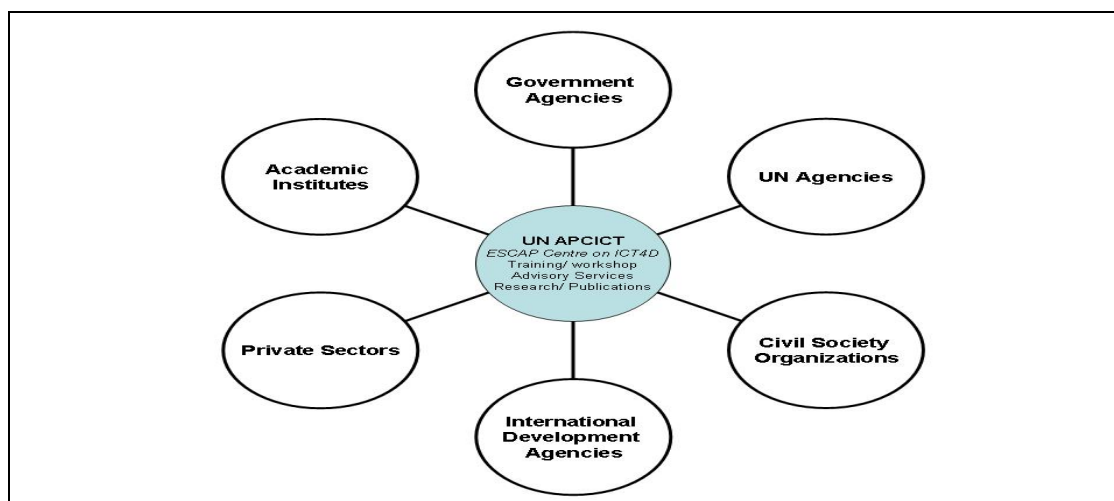
52. *Future ICT Leaders Programme.* While APCICT focuses on building the capacities of policymakers, government leaders and trainers, investing in the region's future leaders is also a priority. The Centre cooperated with the Association of Southeast Asian Nations (ASEAN) University Network, the Ministry of Foreign Affairs and Trade of the Republic of Korea and Daejeon University in creating the Future ICT Leaders Programme, in support of the International College Student Exchange Programme between ASEAN and the Republic of Korea in 2008. As part of this new initiative, on 1 April 2008 20 promising undergraduate students from seven ASEAN member countries received scholarships to study ICT for socio-economic development at Daejeon University in the Republic of Korea. APCICT is providing advisory services for the curriculum design of this programme.

II. THE WAY FORWARD

A. Establishing global cooperation networks

53. APCICT is well aware that one organization alone cannot effectively contribute to socio-economic development and achieve the Millennium Development Goals. To do that, the Centre seeks to continue to actively build strategic national, regional and global partnerships for initiatives on human capacity-building in ICT. These partnerships will be pursued with various stakeholders, such as (Government agencies, civil society organizations, the private sector, United Nations agencies, international development partners and academic institutions) as illustrated in figure 2.

Figure 2. Partnership strategy of the Asian and Pacific Training Centre for Information and Communication Technology for Development

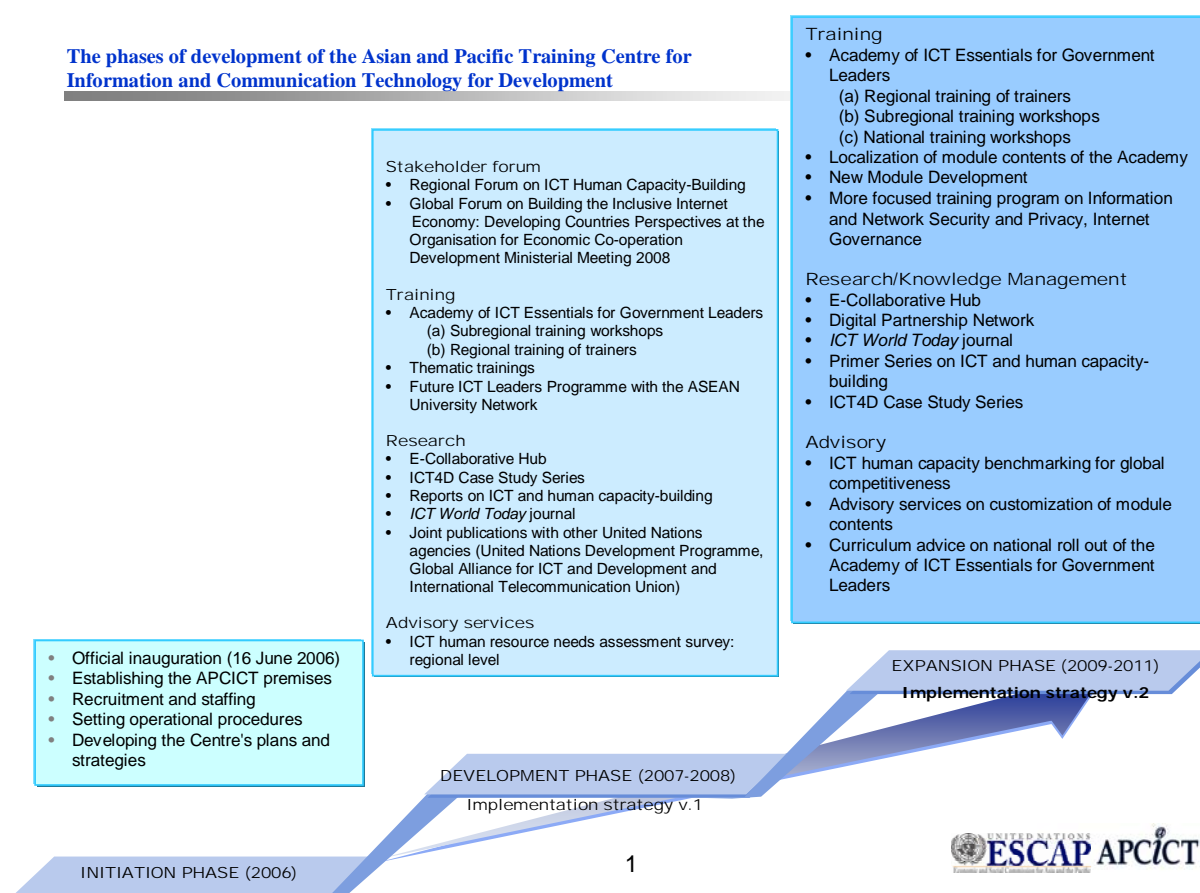


B. The Asian and Pacific Training Centre for Information and Communication Technology for Development road map

54. It is envisioned that, through an inclusive and strategic approach to designing programmes, APCICT will ensure coherence, reduce duplication of activities, provide value-added services and build strategic synergistic partnerships with other regional and international organizations. The implementation of the Centre's programmes, in collaboration with and in support of other regional and national institutions, has enabled APCICT to establish itself as a credible partner. The Centre has also created a niche of value added support for regional and national institutions in developing their respective ICT for development programmes.

55. As all APCICT activities are based on realistic and practical needs, trends and the capacities of its member States, the Centre is poised to be able to respond positively and substantively in providing value added services for all stakeholders at the national level. The road map (2006-2011),⁸ including anticipated phases of development of the APCICT programme activities, is shown in figure 3.

Figure 3. Phases of development of the Asian and Pacific Training Centre for Information and Communication Technology for Development



⁸ The current funding committed to the Centre runs until June 2011.

56. It is anticipated that the Centre's activities, ongoing preparatory work and strategies will positively catalyse the development of human capacity-building in ICT in the region, and that APCICT will successfully fulfill its role as a training centre for ICT for development that serves the needs of both regional institutions and national partners in member States.

III. ISSUES FOR CONSIDERATION

57. The Committee may wish to take note of the various issues raised in the present document. In view of the new orientation and focus of the secretariat mandated by the Commission in its resolution 64/1 of 30 April 2008, in particular the establishment of the new Committee on ICT and recognition of the importance of disaster risk reduction, the Committee may wish to provide guidance on exploring additional areas of focus of the Centre in the next biennium, that the Centre may play a central role to meet the emerging needs of member States in the area of ICT human resource development. In particular, the secretariat wishes to propose that:

(a) APCICT include disaster risk reduction as a module of the Academy of ICT Essentials for Government Officials and conduct training for Government leaders and target stakeholders;

(b) APCICT strengthen the research and analysis component to assist member States with policy options and recommendations.

.