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Regional capacity-building on information and communications technology for development**Report of the Asian and Pacific Training Centre for Information and Communication Technology for Development on its activities during the period 2012-2014****Note by the secretariat*****Summary*

The mission of the Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT) is to build the human and institutional capacities of member and associate member States of ESCAP to use information and communications technologies (ICTs) for their socio-economic development. In pursuance of this mandate, the Centre's work is focused on three interrelated pillars: training; research and knowledge-sharing; and advisory services. Together, these pillars form an integrated approach to ICT human capacity-building. The Centre's research is focused on undertaking analytical studies related to human resources development in ICT, including identifying training needs and sharing best practices on human resources development programmes and training methods. (All subsequent references in the document to analytical research are intended to reflect this mandate.)

To ensure sustainable impact within its resources, APCICT has adopted a programmatic approach with two flagship programmes. The Academy of ICT Essentials for Government Leaders programme is aimed at providing government officials and policymakers with skills and knowledge to leverage ICT for development (ICTD). The Turning Today's Youth into Tomorrow's Leaders programme is focused on equipping future leaders and the workforce in Asia and the Pacific with knowledge needed to understand the linkages between ICT and sustainable development.

The generation/sharing of knowledge supports and reinforces capacity development. The Centre's research topics in the area of human resources development and knowledge products in turn guide the Centre's advisory services afforded to member countries, and contribute to updating and creating new capacity-building content. The Centre's online platforms facilitate knowledge-sharing and collaboration with geographically dispersed stakeholders, and make ICTD capacity-building tools and distance learning widely available.

* E/ESCAP/CICT(4)/L.1.

** The late submission of the present document is due to the need to incorporate information based on deliberations held during Phase II of the seventieth session of the Commission, which was held in Bangkok from 4 to 8 August 2014.

The present report contains highlights of the achievements of APCICT in implementing its programme of work since the third session of the Committee on Information and Communications Technology in November 2012.

The Academy is composed of 11 modules in 14 languages. It has been launched in 29 countries and is increasingly used in civil service human resources development frameworks and national ICTD capacity development programmes. The Primer Series has been rolled out in 14 countries and is available in five languages. Overall, APCICT has reached more than 49,000 people through face-to-face and online activities. These achievements and the sustainability of the Centre's programmes have been made possible through strategic partnerships and practising participatory and inclusive approaches, engaging partners in the full project cycle.

During the reporting period, APCICT launched the Knowledge Sharing Series and ICT Trends Brief, tools for monitoring and evaluation of ICTD capacity development programmes and other new knowledge products, all of which examine issues related to human resources development. Ongoing regional dialogue, including annual meetings for flagship partners, provides the Centre with feedback and guidance from its partners and member States.

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I. Introduction

A. Background

1. The World Summit on the Information Society (WSIS) in 2003 and 2005 galvanized international efforts to leverage information and communications technologies (ICTs) to achieve internationally agreed development goals, including the Millennium Development Goals. In recognition that ICT is not about technology only, it is stated in the Geneva Declaration of Principles that, "Each person should have the opportunity to acquire the necessary skills

and knowledge in order to understand, participate actively in, and benefit fully from, the Information Society and the knowledge economy”.¹ The Tunis Commitment endorsed at the Summit reaffirmed and emphasized the need to build human capacities in information and communications technologies for development (ICTD), especially in developing countries.

2. In response to the Summit’s call, the Commission adopted resolution 61/6, which called for the establishment of the Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT); the Centre was subsequently established in Incheon, Republic of Korea, on 16 June 2006, as a regional institution of the Commission with a mandate to build the human and institutional capacities of members and associate members of ESCAP to use ICT for their socioeconomic development. Guided by this mission, the Centre develops programmes and services under three interrelated pillars, namely training, research and knowledge-sharing, and advisory services. The Centre’s research is focused on undertaking analytical studies related to human resources development in ICT, including identifying training needs and sharing best practices on human resources development programmes and training methods.

3. APCICT was established for an initial term of five years (2006-2011). In its resolution 66/14, the Commission, while taking note of an evaluation of the Centre² that commended its successful performance and recommended the continuation of its operations, decided that the Centre should continue to operate beyond its initial five-year term.

B. Institutional linkages

4. APCICT programmes and activities contribute to subprogramme 5 on “Information and communications technology and disaster risk reduction” within the ESCAP strategic frameworks for 2012-2013³ and 2014-2015,⁴ in particular regarding improved institutional capacity of ESCAP member States to use information and communications technology for socioeconomic development.

5. APCICT has a Governing Council composed of representatives of eight members and associate members of ESCAP and a representative nominated by the host country, the Republic of Korea. The Council is elected for three years. At its sixty-eighth session, the Commission elected representatives of Bangladesh, Cambodia, India, Indonesia, Pakistan, the Philippines, Sri Lanka and Thailand to serve as members of the Council for the period 2012-2015.⁵

¹ See A/C.2/59/3, annex.

² E/ESCAP/66/18.

³ A/65/6/Rev.1, Programme 15.

⁴ A/67/6/Rev.1, Programme 16.

⁵ See *Official Records of the Economic and Social Council, 2012, Supplement No. 19* (E/2012/39-E/ESCAP/68/24), para. 153.

II. Alignment of the programme of work with regional needs for capacity-building on information and communications technology for development

6. In Asia and the Pacific, as in other regions of the world, growth in Internet connectivity is a sign of economic growth, with the Internet also providing a valuable source for innovation.⁶ Yet, despite the opportunities that arise from ICT, Asia and the Pacific remains the most digitally divided region in the world, with countries ranking from number 1 to 135 on the ICT Development Index.⁷

7. In the outcome document of the 2012 United Nations Conference on Sustainable Development,⁸ the contribution of ICT is recognized in promoting knowledge exchange, technical cooperation and capacity-building for sustainable development. Yet, improving infrastructure along with new and less costly technologies is insufficient to realize the full socioeconomic potential of ICT. Institutional and human capacities are also crucial so that Governments in the region can formulate ICT policies and strategies that create the enabling environment conducive to ICTD, and also develop effective ICT-based programmes and public services. In addition, human ICTD capacity is needed not only to further the positive results of ICT, but also to mitigate the potential negative side of ICT.⁹

8. At the WSIS+10 High-Level Event, which was held in Geneva in June 2014, Governments and ICTD stakeholders again reaffirmed the importance of “fostering ICT capacity building and ensuring that professional expertise keeps pace with advancing technology by building mechanisms for ICT skills development, to support economic development, help generate jobs and allow more people to benefit from the information society”.¹⁰

9. The Asia-Pacific region is also home to more than half of the world’s youth population, who represent the workforce of tomorrow. Currently, the Asia-Pacific region (excluding China and Japan) has a large and growing shortage of skilled networking professionals. This shortage is predicted to exceed 480,000 full-time equivalent professionals by 2016.¹¹ High-quality, widely available ICTD education is needed to build the ICT capacities of youth to create a critical mass of future leaders with a keen understanding of the potential of ICT for sustainable development, as well as an empowered workforce.

⁶ The World Bank has estimated that a 10 per cent increase in Internet connectivity yields an increase in economic growth of up to 1.3 per cent. See *Information and Communications for Development 2009: Extending Reach and Increasing Impact* (Washington, D.C., World Bank, 2009). Available from <http://go.worldbank.org/NATLOH7HV0>.

⁷ International Telecommunication Union. *Measuring the Information Society 2013* (Geneva, ITU, 2013). Available from www.itu.int/en/ITU-D/Statistics/Documents/publications/mis2013/MIS2013_without_Annex_4.pdf.

⁸ General Assembly resolution 66/288, annex.

⁹ See, for example, <https://ict4dblog.wordpress.com/2014/06/09/restructuring-ict4d-and-wsis-beyond-2015>.

¹⁰ *WSIS+10 Statement on the Implementation of WSIS Outcomes and the WSIS+10 Vision for WSIS Beyond 2015*, June 2014. Both are available from www.itu.int/wsis/implementation/2014/forum/inc/doc/outcome/362828V2E.pdf.

¹¹ International Data Corporation, “The evolution of the networking skills gap in Asia/Pacific”, White Paper, June 2013. Available from www.cisco.com/web/AP/docs/cisco_netacad_ap_idc_skills_gap.pdf.

10. The dynamic, changing nature of the ICT sector further complicates ICTD. The ICT ecosystem is in a constant state of flux with new technologies, tools and applications quickly replacing old ones. This rapid rate of change requires continual review and updating of capacity-building programmes. Advances in ICT also require substantial efforts to identify and raise awareness about new trends and opportunities to compliment ICTD capacity-building activities.

III. Results and outcomes achieved since the last session of the Committee on Information and Communications Technology

11. Since the third session of the Committee, held in November 2012, APCICT has continued to provide the region with demand-driven ICTD capacity-building programmes and services along its three interrelated work pillars, namely training, research and knowledge-sharing, and advisory services.

A. Training

12. APCICT takes a programmatic approach to building the institutional and human capacities of ESCAP member States. Under its training pillar, it has two flagship programmes: the Academy of ICT Essentials for Government Leaders (Academy) and Turning Today's Youth into Tomorrow's Leaders. Over the reporting period, the reach, institutionalization and impact of these programmes increased significantly.

1. Academy of ICT Essentials for Government Leaders

13. The Academy is the Centre's first flagship programme. Launched in June 2008, it is aimed at enhancing awareness and building the skills of government officials and policymakers on utilizing ICT for socioeconomic development. It consists of an 11-module training curriculum that has been developed through a participatory and inclusive approach, engaging stakeholders from Governments, civil service training institutions, civil society organizations, academia and other members of the ICTD community.

14. The Academy programme has been adopted by an increasing number of ESCAP member States, demonstrating the programme's relevance and contribution to national development strategies and programmes. It has been launched in 29 countries and areas¹² in cooperation with national and subregional partners, including civil service training institutions, ministries of ICT, international and development organizations, civil society organizations and academia.

15. To date, 220 Academy training workshops have been organized by APCICT and its partners in Asia and the Pacific. Further expanding the reach and beneficiaries of the Academy is (a) an online distance-learning version called APCICT Virtual Academy and (b) the DVD-ROM version which is distributed to geographical areas with limited Internet connectivity. Thus far, more than 27,700 participants from 149 countries representing government officers, policymakers, trainers and other officials have benefited, through face-to-face training or online, from the Academy programme.

¹² Afghanistan, Bangladesh, Bhutan, Cambodia, China, Cook Islands, India, Indonesia, Kiribati, Kyrgyzstan, Lao People's Democratic Republic, Maldives, Micronesia, Mongolia, Myanmar, Nauru, Nepal, Niue, Palau, Philippines, Samoa, Solomon Islands, Sri Lanka, Tajikistan, Timor-Leste, Tonga, Tuvalu, Uzbekistan and Viet Nam.

(a) Developing demand-driven capacity-building content on ICT for development

16. *New module on social media for development:* In recognizing the emergence of social media as a pervasive communications platform with potential uses in development and in response to demand from the Centre's national partners for capacity-building in this area, APCICT developed module 11 on social media for development. Aligned with the Centre's participatory and inclusive approach in developing its curriculum, the module underwent extensive development and review by APCICT partners, regional experts and other stakeholders. The module was officially launched in June 2014.

17. *Enhancement of module on ICT, climate change and green growth:* In response to valuable feedback received from partners and experts on strengthening module 10 on ICT, climate change and green growth, the Centre, in collaboration with the Asian Disaster Preparedness Center, updated the module to better suit the target group of policymakers and government officials by simplifying its technical content and providing additional case studies.

18. *Academy localization:* Given the diversity of the Asia-Pacific region, the Centre continued to collaborate with national partners to customize and localize the Academy modules. Such partner-driven localizations serve to facilitate the rapid uptake of the Academy programme and enhance its relevance to country-specific circumstances. Localization involves not only the translation of the modules' text but also incorporation of new, locally relevant case studies. Through these partner-led activities, Academy modules are now available in 14 languages.¹³ Over the reporting period, new localizations of specific modules were completed in Azeri, Chinese, Indonesian and Turkmen. Additional new module localizations in Khmer and Vietnamese are ongoing, and plans for others are being prepared.

19. *Compilation of local case studies:* APCICT continued encouraging its national partners to compile local case studies, integrate them into localized modules and utilize them in national Academy capacity development activities. The Centre initiated a collection of case studies on ICT, climate change and green growth that are now included as supplementary material for module 10.

(b) Building national capacities on ICT for development

20. As part of its strategy to ensure that capacity development is sustainable, APCICT employs a training-of-trainers approach that expands the pool of regional and national resource persons who can deliver Academy training and become champions for its further uptake and roll-out at the national level. A summary of regional and national capacity-building workshops organized by APCICT and its partners during the reporting period is presented below:

(a) Regional workshops:

(i) APCICT organized a training-of-trainers workshop on social media for development in May 2013. Participants from 19 countries gained insight into how government and development stakeholders

¹³ In addition to English, the other languages are Armenian, Azeri, Burmese, Chinese, Indonesian, Khmer, Mongolian, Pashto, Russian, Spanish, Tajik, Turkmen and Vietnamese.

can leverage social media as a tool for promoting socioeconomic development in such areas as governance, public health and disaster risk management. Participants highlighted the need for further capacity development on social media for development and for knowledge-sharing on practical applications of such media, including case studies. They also provided feedback to improve the draft module 11.

(ii) APCICT organized a regional workshop for government officials from nine Asia-Pacific countries and six African countries in April 2014. Based on Academy modules 3 and 6, the workshop developed capacity on how ICT can be applied in government transactions and operations and how information security and privacy issues should be addressed. Many of the participants were senior officials responsible for developing or implementing e-government strategies.

(iii) In June/July 2014, APCICT organized a regional workshop on social media for development with participants from 31 countries. Academy module 11 was officially launched, and participants from a range of professions shared and learned about how social media is being applied in various development sectors. Participants underscored the need for national capacity-building workshops on government use of social media, developing national social media policies, engaging traditional media, and promoting and educating people on its positive, responsible and ethical use.

(b) National workshops: APCICT and its Academy partners conducted a number of national-level launches, workshops and other events for policymakers, government officials, civil service trainers and other stakeholders. Over the reporting period, these events took place in Bangladesh, China, Kyrgyzstan, Myanmar, Nepal, Sri Lanka and Tajikistan. The events further strengthened national institutional capacities to deliver ICTD capacity-building using the Academy modules and provided feedback on expanding and new areas of ICTD capacity development needs.

(c) Institutionalization in national civil service training frameworks

21. With 11 Academy modules and a growing pool of resource persons at the national and regional levels, APCICT continues to support its partners as they adopt and institutionalize ICTD capacity-building programmes. Many partners have invested a significant amount of their own resources into implementing the programme, demonstrating strong uptake. This includes those efforts continuing from previous reporting periods, as well as new initiatives.

22. The Academy programme has attained buy-in from national stakeholders and made an important contribution towards strengthening ICTD capacities in the region. Evidence of strong local ownership and institutionalization can be found in the activity of the Centre's partners to implement Academy workshops independently. During the reporting period, partners led their own Academy workshops in Bhutan, Indonesia, Mongolia, the Philippines, Tonga, Uzbekistan and Viet Nam, among others countries.

23. Aided by the strong support and buy-in from Governments, the Academy continues to be institutionalized and integrated into national civil service human resources development frameworks. This helps ensure the sustainability of not only the Centre's flagship programme, but also more importantly, of national ICTD capacity-building efforts. Some examples of this from the reporting period are as follows:

(a) Bangladesh: The Academy will be used to support the country's ICTD human and institutional capacity-building in line with implementation of Vision 2021, or "Digital Bangladesh". The Bangladesh Computer Council is rolling out capacity-building on various Academy modules to all 64 districts in Bangladesh;

(b) Myanmar: Beginning in 2014, the Union Civil Service Board started using the Academy as a regular component of its annual government executive officials management course organized for senior and high-level officials;

(c) Nepal: Beginning in 2013, the Ministry of General Administration identified Academy modules for the design and deliver of ICT capacity-building for government leaders;

(d) Sri Lanka: The Information and Communication Technology Agency of Sri Lanka and the Sri Lanka Institute of Development Administration began to utilize the Academy in the country's civil service induction programme. This programme has 6,000 participants annually.

(d) Academy programme reaching beyond Asia and the Pacific

24. Given the importance accorded to ICT for development globally, there is a strong demand for ICTD capacity-building from beyond Asia and the Pacific. Owing to the Academy programme's relevance, flexibility and applicability in a wide range of contexts, demand for Academy-based capacity development from other regions continues to grow. The following examples demonstrate how the South-South cooperation activities of various partners are scaling up the Centre's work for a global audience.

25. APCICT works with both regional development organizations and the host country Government to meet the global demand for ICTD capacity development. The United Nations regional commissions and regional development banks have brought the Academy programme to Africa, Western Asia, and Latin America and the Caribbean through collaboration with APCICT. In March 2013, APCICT supported an Economic Commission for Africa seminar on ICT and disaster risk management for government officials and policymakers. In September 2013, APCICT supported a workshop organized by an office of the Economic Commission for Latin America and the Caribbean to build the capacities of government officials on using ICT in disaster risk management. APCICT also facilitated linkages between the Caribbean and Pacific subregions for knowledge-sharing on ICT for disaster risk management.

26. Over the reporting period, APCICT provided advisory services to the Ministry of Science, ICT and Future Planning of the Republic of Korea and the Inter-American Development Bank on programme development and benchmarking for a new regional ICTD capacity-building centre. Inaugurated in June 2014, the "Centre for Advanced Studies in Broadband Development" in Nicaragua will replicate APCICT programmes and utilize localized versions of the Academy modules in Latin America and the Caribbean.

27. APCICT also supports the ICTD capacity development efforts of the Republic of Korea. During the reporting period, the Centre has focused mainly on capacity-building in e-government applications for civil servants from various regions. Working with institutions, including the Korean International Cooperation Agency, Sungkyunkwan University and Gyeonggi Human Resources Development Center, APCICT organized capacity-building workshops for government officials and experts from Algeria and Nigeria in August 2013, for senior government officials from Iraq led by that

country's Minister of Science and Technology in December 2013, for government officials and experts from Nigeria in May 2014, and for government officers from 14 countries in September 2014.

28. There have also been many other requests for the Centre's programmes and specific ICTD capacity development services from around the globe.

2. Turning Today's Youth into Tomorrow's Leaders

29. In recognizing the need to equip society's future leaders — students and youth — with the requisite knowledge and skills on using ICT for development, APCICT developed its second flagship programme, entitled "Turning Today's Youth into Tomorrow's Leaders". Under this programme, the Centre contributes to ICTD capacity-building for youth through strengthening ICTD education in institutions of higher learning and through internships.

(a) Strengthening ICTD curriculum for youth

30. The Centre initiated the "Primer Series on ICTD for Youth" as a learning resource to help educators fill the gap in ICTD coverage in universities and academic institutions. The Primer Series provides students from both technical and non-technical backgrounds with ICTD knowledge, and it is designed to ensure flexibility in meeting the specific needs of national contexts and learners.

31. While not as mature as the Academy, the Primer Series has been rolled out in 14 countries.¹⁴ More than 130 universities in the region have been reached and strengthened through 38 training-of-trainers workshops, with increasing demand both for more in-depth capacity-building on specific issues and for workshops reaching a wider number of universities. With strong support from universities and academic institutions utilizing the Primer Series, 16,000 students and workshop participants have been reached.

(i) Development of Primer Series issues

32. In line with the Centre's demand-driven, participatory and inclusive approach, during the current reporting period the following were developed under the Primer Series, all of which provide universities with comprehensive learning resources that cover a broad spectrum of ICTD concepts, practices and applications:

(a) Primer 2 "Project Management and ICTD" provides fundamental concepts and tools of project planning and management. It enables examination of the use of ICT in managing projects and consideration of tools and techniques in managing ICT for development projects;

(b) Primer 3 "ICT for Disaster Risk Management" is used to introduce the basic concepts of ICT and their role and application in disaster risk management;

(c) Primer 4 "ICT, Climate Change and Green Growth" covers the role of ICT in responding to climate change and promoting green growth, with case studies on ICT applications in these areas;

(d) Primer 5 "Social Media for Development" is forthcoming.

¹⁴ Azerbaijan, Cambodia, China, India, Indonesia, Kazakhstan, Kyrgyzstan, Maldives, Mongolia, Nepal, Philippines, Sri Lanka, Tajikistan and Uzbekistan.

(ii) Primer Series localization

33. Partners have invested significant resources to localize the content of Primer Series issues, reaffirming the value they see in this ICTD curriculum resource. The localized versions have been instrumental in facilitating wider uptake and promoting institutionalization in institutions of higher education. For instance, Peking University is translating Primer issue 2 into Chinese by engaging university students in a coordinated manner. The localized Indonesian-language version is now being utilized by the University of Indonesia in courses reaching 300 students each term. To date, partner-driven customization and localization has made Primer Series issues available in five languages.¹⁵

(iii) Engaged learning: linking ICTD education to community development

34. To further enhance students' ICTD learning, APCICT has identified engaged learning as a means to reinforce and build on classroom-based activities. Through engaged learning, the aim is to link ICTD concepts to practice and to raise students' awareness of community development and service-oriented career paths. To support this initiative, APCICT has begun developing a guidebook on ICTD-engaged learning in collaboration with Cornell University. In June 2014, APCICT, the Asian Institute for Development Communication, Universiti Selangor (Malaysia) and Cornell University co-organized the "International Conference on Engaged Learning and ICTD in the University Curriculum", which was held in Malaysia. APCICT and its partners promoted ICTD education, including the Primer Series. Participants from 20 countries discussed the value of engaged learning, suggesting practical tools and methodologies to manage engaged learning approaches, and presented case study examples. A draft guidebook was also introduced at the conference, where participants provided valuable comments and feedback to improve the guidebook's content and explored strategies for incorporating the guidebook's approaches into university culture and curriculum.

(b) Encouraging adoption of the Primer Series in institutions of higher learning

35. During the reporting period, APCICT and its partners organized a series of regional, subregional and national workshops and seminars that helped to promote and expand the adoption of the Primer Series among universities and academic institutions in Asia and the Pacific. Activities during the reporting period are presented below.

(a) Regional workshops: APCICT organized a regional training-of-trainers workshop on project management and ICTD (Primer Series 2) and monitoring and evaluation in April 2014. Participants from 11 countries acquired skills and techniques for the purposes of planning, implementing and evaluating ICTD projects. They will also impart this learning to students in their respective universities and institutions. The concept of engaged learning was introduced and participants provided feedback to improve the guidebook;

(b) Subregional workshops: In June 2013, APCICT organized a workshop for members of the Association of Southeast Asian Nations (ASEAN) around Primer Series 1 and 2. The workshop provided participants

¹⁵ English, Indonesian, Mongolian, Russian and Tajik.

with an understanding of the linkages between ICT and the achievement of human development goals, and introduced ICTD project management. Participants also provided comments before the Centre finalized the previously mentioned Primer Series issue 2;

(c) National workshops: APCICT and its partners conducted awareness-raising seminars and workshops using various Primer Series issues in Nepal, Myanmar, the Philippines, Tajikistan and Uzbekistan. These events introduced and laid the foundation for issues of the Primer Series to be adopted and implemented in the ICTD curriculum.

(c) Institutionalization of the Primer Series in institutions of higher learning

36. The Primer Series continues to gain support from universities and academic institutions that recognize the value of enhancing ICTD capacities of students and youth. A growing number of partners are adopting and institutionalizing the Primer Series, and APCICT continues to support these partners and their activities. Below are some examples from the reporting period.

(a) Cambodia: Build Bright University has included Primer Series subjects in its curriculum for undergraduate students, and the Royal University of Phnom Penh utilizes the Primer Series for its master of information technology engineering programme;

(b) China: Peking University is developing a system to support e-learning with the Primer issues. The system contains a platform with database, and it has three forms of online and mobile clients;

(c) India: The Primer Series and case studies are used as reading materials by the University of Hyderabad;

(d) Indonesia: The University of Indonesia uses the Primer Series for one of its courses and has included ICTD as one substream in its information system programme, reaching several thousand students annually;

(e) Kazakhstan: The Kazakh-British Technical University includes elements of the Primer Series in the mandatory course on “field projects for information systems”;

(f) Kyrgyzstan: The Kyrgyz State University of Construction, Transportation and Architecture and the Kyrgyz Technical University are using Primer materials in computer science and IT courses;

(g) Mongolia: The National University of Mongolia has localized and is using the Primer Series for undergraduate IT/information science courses;

(h) Philippines: Tarlac State University has integrated Primer Series topics in two graduate classes and requires students to submit case studies following the APCICT case study format.

(d) Work exposure and internship opportunities for youth

37. The Centre’s programme for youth also includes internships and work exposure opportunities for university students. These opportunities provide students with practical experience in the field of ICTD capacity-building, while the students contribute to the Centre’s research and organization of ICTD capacity-building workshops.

B. Digital platform for e-learning

38. The APCICT Virtual Academy is the online, distance-learning version of the Centre's flagship capacity-building programmes. It offers video lectures and synchronized presentations of all Academy modules, Primer Series and Knowledge Sharing Series. It is part of the strategy to diversify delivery channels and expand geographical reach, not only in Asia and the Pacific, but beyond. In addition to English content, the Academy presents localized versions of the first three modules in the Indonesian and Russian languages. During the reporting period the Indonesian version of Academy module 9 was added.

39. During the reporting period, there were 1,800 new enrolments, with the total exceeding 9,400. Registered users are from 149 countries, with 39 per cent of them from government agencies, 29 per cent from academia, 13 per cent from NGOs, 13 per cent from the private sector and 6 per cent from development agencies.

C. Monitoring and evaluation

40. In recognizing the importance of systematically monitoring and evaluating ICTD capacity-building programmes, APCICT and its partners have made significant efforts to improve monitoring and evaluation (M and E) tools and processes.

41. Since the last reporting period, APCICT has refined and published the *Academy Programme Partners' Monitoring and Evaluation Toolkit*. The experiences of Academy partners in using and customizing the so-called toolkit have been captured in case studies (see section D below). In building on the toolkit experience, APCICT developed the *Monitoring and Evaluation Guidebook for the Primer Series*, which is aimed at providing partners with practical guidance on capturing the progress and impact of Primer implementation. Development of the guidebook was aligned with the Centre's rigorous and participatory approach to content development, incorporating comments and feedback from partners utilizing the Primer Series, as well as M and E experts and ICTD educators.

42. These tools enable APCICT to obtain feedback on ways its flagships can be improved and better meet the needs of member States. The Centre also monitors the reach, institutionalization and impact of its programmes through direct feedback, partner surveys, online data and other means. Monitoring is critical in the light of the high level of local ownership and institutionalization of the Centre's capacity-building programmes. Many such activities now occur without the Centre's direct participation. Online surveys and web-based data provide important feedback on these partner-led ICTD capacity-building activities. This information provides conservative estimates of the reach and institutionalization of the Centre's programmes, as well as insight towards the identification of existing gaps and future needs in ICTD capacity-building.

D. Research and knowledge-sharing

43. As part of its integrated approach to building ICTD human and institutional capacities, APCICT undertakes analytical research, produces publications and promotes knowledge-sharing among ICTD stakeholders that help to support and reinforce its flagship capacity-building programmes. Descriptions of key knowledge resources produced by APCICT over the

reporting period and the Centre's digital knowledge-sharing platforms are provided below.

44. *Case Study Series*: This series provides analysis and compilation of good practices and case studies on different aspects of ICTD from across Asia and the Pacific for use by government officials, training institutions, researchers, community groups and others. Two case studies, "ICT human capacity-building for development" and "ICT for disaster risk reduction" were published in earlier periods. Two new case studies were published during this reporting period. The "M and E case studies" publication presents the experiences of the Centre's national partners in Indonesia, the Philippines and Tajikistan using the monitoring and evaluation toolkit. In sharing the lessons learned in such activities and providing insights on strategies to effectively carry out monitoring and evaluation, these cases help improve the delivery and implementation of Academy products in the region. In recognizing the opportunity that improved connectivity provides to scale up online delivery of ICTD education, APCICT examined the open and distance-learning practices of selected countries in the region. Case Study Series 4 on "open and distance learning in Asia and the Pacific" provides insights into key challenges in the application of ICT for education, as well as potential synergies with the APCICT Virtual Academy.

45. *Knowledge Sharing Series*: The Knowledge Sharing Series (KSS) is aimed at providing policymakers and government officials with step-by-step guidelines for the roll-out and management of effective ICTD initiatives, especially in developing country settings. KSS 1 on "institution building" and KSS 2 on "cybersecurity" were published in the previous period. During the current reporting period, APCICT developed and published two new KSS publications in response to the demands of its partners. KSS 3 is focused on "government chief information officer" programme development in developing countries. The publication addresses the main issues related to skill development and capacity-building of such officers, and it contains a description of global good practices which may be replicated in a developing country setting. KSS 4 contains a discussion of the concept and practice of "enterprise architecture" and provides government leaders and employees in IT environments and public services with easy and adequate knowledge on the benefits of integrating enterprise architecture in government work.

46. *Briefing Note Series*: This series provides at-a-glance information on key issues on the ICTD agenda for high-level policymakers and senior government officials. Briefing notes 1 through 9 were published in previous periods. During this reporting period, APCICT updated the Briefing Note on ICT, climate change and green growth, based on the newly revised Academy module 10. The Briefing Note on social media for development is being finalized.

47. *Trend analysis on ICT capacity-building*: This activity will undertake a trend analysis which will assess the status of ICTD capacity-building in the Asia-Pacific region and make forecasts/projections. This research is also expected to serve as a useful reference for member States towards formulating their ICT human resource policies. This research can help member States develop a better understanding and outlook on ICTD, identify priorities, anticipate future training needs, design ICTD capacity-building programmes that meet the needs and constantly improve training programmes in order to maintain their relevance.

48. *ICT indicators and competency standards for ICTD capacity-building*: In responding to partners' demand to learn how statistics, indicators

and competency models can be used to support and strengthen their national ICTD capacity-building efforts, APCICT conducted a stocktaking and analytical review of available ICTD indicators and statistical information at the global and regional levels. The research includes various competency models for ICTD capacity-building that have been developed at the national and regional levels.

49. *The e-Collaborative Hub, or e-Co Hub*: This is a repository of knowledge resources, including ICTD publications, reports, journal articles, working papers, practical guidelines, training manuals, case studies, web portals and blog sites that are useful to the ICTD community. The e-Co Hub contains more than 900 resources with more than 222,000 unique page views since its launch in 2008. During the reporting period, more than 300 new resources were added and there were 53,000 unique page views.

50. The Centre's knowledge products, Academy modules and Primer Series issues have been downloaded more than 41,000 times during the reporting period.

51. *Partners resource centres*: The Academy Partners Resource Centre serves as a specialized knowledge centre for Academy partners. Partners can download and upload resources pertaining to Academy programmes and events, thereby enabling the sharing of experiences among partners and providing valuable resources on adapting and localizing the Academy. These include roll-out toolkits, case studies, country pages, multimedia materials, promotional tools and blogs. To provide a customized platform that adequately meets the needs of all its partners, APCICT developed the Primer Partners Resource Centre during the reporting period. Partner-provided materials have been compiled and uploaded in this new platform.

52. *Digital partner posters*: As a new initiative to enhance knowledge-sharing among partners and workshop participants, APCICT designed posters using information supplied by both Academy and Primer partner organizations about their activities, programme implementation, lessons learned and future plans. In total there are 121 posters from 46 partners in 28 countries. In addition to being digitally available to anyone with an Internet connection, the posters have also been displayed in print format at regional partners meetings and several regional ICTD capacity development events. The posters have received very positive feedback from participants, who find these a helpful resource enabling them to learn from other partners and gain insight on how to implement or expand programmes in their own countries.

E. Advisory services

53. As part of its integrated approach to ICTD capacity-building, APCICT conducts demand-driven technical assistance to Governments and capacity-building partners on adopting, customizing and institutionalizing the Centre's programmes in national civil service capacity-building frameworks. Other advisory services include resource mobilization and monitoring and evaluation of the ICTD capacity-building programmes.

54. APCICT also provides technical advice on integrating the Primer Series into the curriculum of universities. It continues to conduct awareness seminars and engages university representatives on ways in which the Primer Series could be integrated into ongoing teaching programmes.

F. Strategic partnerships

55. Leveraging long-term and strategic partnerships with various stakeholders plays a critical role in ICTD capacity-building programmes. Each partner brings different strengths and assets to the programme, with the collective efforts expanding the programme's reach and sustainability beyond what could be accomplished alone.

56. APCICT engages partners throughout the full project cycle, from conceptualization to post-implementation. This partnership approach for programme design and implementation results in strong national ownership. There is a high level of participation in all stages, resulting in high awareness and uptake of programmes in the field, partner-driven localization and successful institutionalization of programmes in national capacity development frameworks. Through the "we D.I.D. it in partnership" approach (where "D.I.D." stands for "developed, implemented and delivered"), APCICT reinforces the reach and impact of the collective efforts towards ICTD capacity-building and bridging the digital divide.

57. To date, the Centre maintains partnerships with 107 organizations, including those in the United Nations system, national Governments and agencies, academic and research institutions, regional organizations and networks, civil society organizations, the private sector, and the host country government and agencies.

58. APCICT organizes partners' meetings annually to promote knowledge-sharing, foster multilateral cooperation, assess and strengthen the Centre's programmes and obtain feedback on emerging ICTD capacity-building needs. These meetings provide a platform to discuss the progress of the Centre's ICTD capacity-building initiatives and to develop strategies for further national implementation and institutionalization. Through the meetings, the Centre's partners are able to get a clearer idea of how to take forward roll-out and implementation of the Academy programme and Primer Series at the institutional, national and subregional levels. The meetings provide a platform for peer learning around the adoption and implementation of ICTD capacity-building programmes and identification of partnership opportunities. Partners also gain information in advance about new and upcoming knowledge products, while providing input on their highest priority needs in terms of ICTD human and institutional capacity development. APCICT continuously seeks to identify and increase strategic partnerships in support of ICTD capacity development.

59. Over the reporting period, four partners' meetings were organized, including two for the Academy partners and two for Primer partners. Highlights of these meetings include: the identification of new Primer Series topics; feedback to improve newly developed knowledge products or those due for revisions; opportunity to customize monitoring and evaluation implementation; and the importance of knowledge-sharing and strong partner networks.

G. Advocacy and outreach

60. Advocacy and outreach enhance the visibility and highlight the importance of human and institutional ICTD capacity development, including the programmes of APCICT and its partners. These activities also showcase the Centre's work, gather feedback for continuous improvement of programmes and services and share events and information relevant to the work of the Centre.

1. APCICT website

61. The Centre's website continues to provide comprehensive and up-to-date information on ICTD capacity development programmes and activities of the Centre and its partners. During the reporting period, there were 245,000 page views. Over its lifespan from June 2008 to August 2014, the website has attracted more than 895,000 page views.

2. Advocating for ICTD capacity-building in regional and international conferences

62. Over the reporting period, the Centre participated in various regional and international conferences to advocate the importance of ICTD capacity-building in national development efforts.

63. In October 2013, APCICT facilitated a panel session on capacity-building in cyberspace and cybersecurity during the Seoul Conference on Cyberspace 2013. Hosted by the Government of the Republic of Korea, the conference was attended by 1,600 delegates from 87 countries, 18 international and regional organizations, and other sectors. This was the first time that ICTD capacity-building was included as a distinct panel in the conference. APCICT chaired a high-level interactive discussion and presented a summary of recommendations during the plenary session attended by 40 officials at the minister/vice-minister level.

64. APCICT made a number of presentations engaging youth at the high school and university level, and delivered speeches and keynote presentations and facilitated panel sessions in several notable events, including the following:

(a) Presentation on the topic of women and ICT during the Girls in ICT Day 2013 held in May 2013 in the Republic of Korea;

(b) Presentation on the importance of ICTD capacity-building during the International Exhibition and Scientific Conference in Turkmenistan in June 2013;

(c) Presentation on APCICT capacity-building programmes during the Youth Forum for the Seoul Conference on Cyberspace 2013 in September 2013 in the Republic of Korea;

(d) Presentation on the Centre's approach to e-government development during the International Conference on Theory and Practice of Electronic Governance 2013 in October 2013 in the Republic of Korea;

(e) Presentation on the Centre's ICTD programme for youth at the 2013 National Model United Nations in November 2013 in the Republic of Korea;

(f) Presentation on the Centre's ICTD programme and on "International development cooperation and post-2015 development agendas" at the Incheon Global Leader Camp in July 2014 in the Republic of Korea.

3. Engaging new and traditional media

65. The Centre's communications and outreach strategy utilizes a variety of communication channels and tools to raise awareness on ICTD, to promote the Centre's and its partners' human and institutional capacity-building activities and to engage different stakeholders. The strategy leverages both traditional media and social media. Social media is particularly relevant in international development as a means to network, share knowledge, generate feedback and interact with stakeholders. Thus far, 436 news features on

APCICT have been issued in both print and electronic media, with 119 occurring during the reporting period.

66. In recognizing the potential of social networking sites, APCICT registered accounts with popular social networking platforms to promote its work and engage with a wider network of stakeholders, including youth. The Centre's initial activities have yielded positive results as evidenced by its growing networks on these platforms.

H. Other matters (Governing Council)

67. Governing Council sessions are held annually to review the administrative and financial status of the Centre, the implementation of its work programme, and development of its work plan for the coming year. The seventh and eighth sessions of the Council were held on 21 November 2012 in Bangkok, and on 12 December 2013 in Incheon, Republic of Korea, respectively. At these sessions, the Council expressed appreciation for the work of APCICT in building the ICTD human and institutional capacities of member States. The Council recognized the effectiveness of an integrated approach in the APCICT pillars of work and the wide range of programmes and services that the Centre had developed to address the capacity-building needs in the region. They also support the Centre's plan to continue expanding the geographical coverage and reach of its programmes in Asia and the Pacific; encourage wider utilization of the Centre's Academy and Primer capacity-building content among national partners; strengthen capacity of national partners in institutionalizing ICTD capacity-building programmes; and provide more vibrant knowledge-sharing and networking to sustain ICTD capacity-building. The reports of those Governing Council sessions were endorsed by the Commission at its sixty-ninth¹⁶ and seventieth¹⁷ sessions, respectively.

IV. The way forward

68. APCICT will continue ensuring that its programmes and services are aligned with the current and emerging ICTD capacity-building needs at the regional, subregional and national levels. It will contribute to the Commission's vision of achieving inclusive and sustainable socioeconomic development in Asia and the Pacific.

69. The Centre will maintain its successful programmatic approach and will strengthen and expand the Academy and Primer programmes. All three pillars of the Centre's work — training, research and knowledge-sharing, and advisory services — will continue to be closely integrated in support of these flagship programmes.

70. With the international community embarking on the formulation of sustainable development goals, which would integrate the economic, social and environmental pillars of development, the new development framework is putting ever greater emphasis on the role of ICT and capacity-building as a major means to achieve sustainable development. APCICT, in cooperation with its national partners in the region, will undertake a review of and update its current flagship programmes and knowledge-sharing activities to integrate the various dimensions of sustainability and support the new and emerging sustainable development priorities.

¹⁶ See E/ESCAP/69/10.

¹⁷ See E/ESCAP/70/15.

71. Using what it calls a “T-strategy” approach, the Centre will increase the impact of its programmes by reaching more people and extending coverage on specific ICTD issues. APCICT will broaden the reach of its ICTD capacity-building to more beneficiaries. This will entail bringing its programmes to an even larger base of countries in the Asia-Pacific region and expanding from national policymakers and youth in higher education to other groups, such as local government officials, the private sector and vulnerable populations. At the same time, the Centre will deepen the utilization by current partners and stakeholders of its ICTD capacity-building programmes. This will entail introducing additional modules that are relevant to the partners’ context and providing models that support programme institutionalization.

72. The Centre will place utmost importance on developing and maintaining strategic partnerships. It already has a network of government agencies and partners with mandates in ICT human capacity-building, which works closely with the Centre in developing and delivering programmes. By facilitating dialogue and practicing participatory and inclusive approaches throughout the full project cycle, the Centre will ensure that its ICTD capacity-building programmes respond effectively to the needs of member States.

73. The Centre will also continue to work closely with its partners in customizing and localizing capacity-building content to better meet the needs of target groups. Adopting content to local contexts, including the use of high-quality local case studies, contributes to better understanding among the target audience and enhances the sustainability and institutionalization of the capacity-building.

74. APCICT recognizes that diversifying delivery channels will be critical to reaching a larger audience. APCICT has successfully extended its delivery from face-to-face workshops to online formats through the APCICT Virtual Academy. With recent advances in connectivity and technology, including social media and interactive content, numerous opportunities abound for the Centre to further extend the reach and impact of its capacity-building programmes.

75. In recognizing the importance of knowledge generation and knowledge-sharing to complement and supplement ICTD capacity development efforts, APCICT will refine its research strategy. The Centre will continue to provide knowledge resources on issues related to human resources development, such as the Briefing Notes, Case Study Series and Knowledge Sharing Series. APCICT will also continue to provide opportunities for knowledge-sharing and peer learning, both face-to-face and online through portals such as the e-Collaborative Hub.

V. Issues for consideration

76. The Committee may wish to provide APCICT with guidance and support on carrying out its mission to strengthen ICTD capacities in the region. The Committee may also wish to provide advice on the following:

- (a) National ICT for development capacity:
 - (i) Support for the adoption and expansion of the Academy and Primer Series at the national level;
 - (ii) Increasing demand regarding the need for ICTD competency standards and certification at the national and subregional levels.

- (b) Knowledge generation and management:
 - (i) ICTD capacity development case study and good practice compilation and sharing at the national level;
 - (ii) Linking APCICT knowledge products to sustainable development goals beyond 2015.
 - (c) Partnerships:
 - (i) Identifying right and committed partners at the regional, subregional and national levels to broaden the base that will support the expansion and utilization of the Academy and Primer programmes;
 - (ii) Strengthening advocacy for ICTD capacity-building and promoting the visibility of APCICT programmes.
 - (d) Operations and finance:
 - (i) Effectively responding to increasing demand for APCICT programmes given the limited financial and human resources of the Centre;
 - (ii) Expanding the Centre's resource base to ensure its financial and operational sustainability.
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