

**Economic and Social Commission for Asia and the Pacific**  
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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 2010 to 2012****Note by the secretariat***Summary*

The role and 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 the 62 members and associate members of the Commission to use information and communications technologies (ICT) for their socioeconomic development. Since the Centre was established in 2006, its work, in pursuance of this mandate, has focused on four interrelated pillars: training; research and knowledge-sharing, advisory services; and promoting multilateral cooperation. Together, these pillars form an integrated approach to ICT human capacity-building so that each pillar reinforces the reach and impact of the others. The present report highlights the achievements of the Centre in implementing its programme of work since the second session of the Committee on Information and Communications Technology, which was held in November 2010.

The “Academy of ICT Essentials for Government Leaders” (Academy) is the Centre’s flagship programme under the training pillar. During the reporting period, the programme was significantly upscaled and to date has been introduced in 26 countries of the region based on the principle of local ownership. APCICT and its partners have organized training of trainers and other capacity-building workshops at the regional, subregional and national levels, utilizing the programme’s modular training content. In view of the diversity of the Asia-Pacific region, APCICT has also prioritized partner-driven localization of the content, which is available in nine languages. It has also developed two new training modules related to the application of ICT in order to address disaster risk management and climate change and updated the content of the existing eight in order to reflect the latest developments in ICT. The updated modules were relaunched as “Academy 2.0”. National partners have contributed substantial financial and in-kind resources in the implementation of the programme. This is encouraging as it is an indication that they see value in the programme and believe that it is relevant in addressing their local needs. The utilization of the e-learning version of the programme, referred to as the APCICT Virtual Academy, expanded rapidly as well during the reporting period, with notable instances of large-scale adoption and uptake of this resource by partners in, for example, India and Indonesia.

APCICT broadened the beneficiary group of its efforts through the “Turning Today’s Youth into Tomorrow’s Leaders” programme, which seeks to make the next generation of leaders more aware of the potential of ICT in accelerating socioeconomic development. Under the programme, the Centre developed a primer series on ICT for Development (ICTD) for youth, to be used as a learning resource for enhancing coverage in this area in university curricula. A regional training of trainers course was conducted to build a pool of local resource persons for sustaining the programme at the national level. Issue 1 of the primer series was introduced in six countries/subregions within a few months of its launch and is in the process of being integrated into curricula in a number of universities.

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\* E/ESCAP/CICT(3)/L.1.

Overall, under the training pillar, APCICT and its partners organized 82 workshops and training sessions during the reporting period. These workshops and training sessions along with the online course enrolments for the APCICT Virtual Academy had 4,972 participants.

As part of its research and knowledge sharing pillar, APCICT launched the first and second issues of its Knowledge Sharing Series with the support of the Government of the Republic of Korea. The first issue focuses on ICTD institution building and the topic of the second issue is cybersecurity. During the reporting period, the Centre also launched Communities of Practice (CoP), a collaborative online platform that enables participants to share knowledge and best practices related to topics pertaining to ICTD. In recognition of the importance of systematic monitoring and evaluation of its ICTD capacity-building programmes, APCICT is developing a monitoring and evaluation toolkit as part of its advisory services pillar. The toolkit, which is undergoing field testing, aims at empowering the Centre's partners to better capture the progress and impact of the Academy. In its role as a regional hub for ICTD capacity-building and knowledge-sharing on issues related to ICTD, APCICT provided a platform for multilateral cooperation and promoted effective policy dialogue through its quinquennial Asia-Pacific Regional Forum on ICT Human Capacity Development, which was held in Incheon and Cheonan, Republic of Korea, from 24 to 28 October 2011. Among the approximately 250 participants at the Forum were senior decision makers from 38 countries and 8 regional/international organizations. The Forum enhanced the visibility of APCICT and the work of ESCAP in the Republic of Korea as well as in the Asia-Pacific region; it also supported the Centre's resource mobilization efforts.

As the way forward, APCICT will intensify its efforts to address the increasing demand for its programmes and services from ESCAP member States. It will also aim to further enhance its training content and expand the beneficiary group of its programmes.

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## I. Introduction

### A. Background

1. The Declaration of Principles and Plan of Action of the World Summit on the Information Society states the following: “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.”<sup>1</sup> In the Tunis Commitment, adopted on 18 November 2005, the representatives of the peoples of the world recognized that, with regard to building ICT infrastructure, adequate emphasis must be placed on developing human capacity.<sup>2</sup> The Plan of Action further calls for international and regional cooperation in the field of capacity-building, with an emphasis on creating a critical mass of qualified and skilled information and communications technology (ICT) professionals and experts.

2. In response to the Summit’s call for action, the Commission adopted resolution 61/6 of 18 May 2005, and the Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT) was established on 16 June 2006 in Incheon, Republic of Korea, as a regional institution of the Commission with a mandate to build the human and institutional capacities of the 62 members and associate members of the Commission to use information and communications technologies (ICT) for their socioeconomic development. In pursuance of this mandate, the Centre’s work is focused on four interrelated pillars: training, research and knowledge-sharing, advisory services, and promoting multilateral cooperation. Together, these pillars form an integrated approach to ICT for development (ICTD) human capacity-building.

3. APCICT was established for an initial term of five years (2006-2011). In its resolution 66/14 of 19 May 2010, the Commission, while taking note of a report of an evaluation of the Centre<sup>3</sup> that commended the successful performance of the Centre 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 is guided by subprogramme 5, Information and communications technology and disaster risk reduction, within the ESCAP strategic frameworks for 2010-2011<sup>4</sup> and 2012-2013,<sup>5</sup> in particular Expected accomplishment (d) regarding improved institutional capacity.

5. APCICT has a Governing Council comprised 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 Bangladesh, Cambodia,

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<sup>1</sup> See A/C.2/59/3, annex.

<sup>2</sup> See A/60/687.

<sup>3</sup> E/ESCAP/66/18.

<sup>4</sup> See *Official Records of the General Assembly, Sixty-third Session, Supplement No. 6* (A/63/6/Rev.1), Programme 15.

<sup>5</sup> *Ibid.*, *Sixty-fifth Session, Supplement No. 6* (A/65/6Rev.1), Programme 15.

India, Indonesia, Pakistan, the Philippines, Sri Lanka and Thailand to serve as members of the Council for the period 2012-2015.<sup>6</sup>

## II. Alignment of the programme of work with regional needs for building human capacity in information and communications technology for development

6. Numerous studies have indicated that ICT is a key driver in economic growth and social development. In a survey conducted across low- and middle-income countries, for instance, 4 in 10 women had increased their incomes and professional opportunities as a result of owning a mobile phone.<sup>7</sup> In addition, estimates have shown that, by 2020, ICT applications can help reduce global carbon emissions by 15 per cent.<sup>8</sup>

7. Despite the positive and well-recognized impact of ICT, making its benefits broadly available throughout the entire Asia-Pacific region remains a major challenge. The International Telecommunication Union has pointed out that penetration rates of ICT in terms of Internet, mobile, broadband and telephony in the Asia-Pacific region are lower than those of the rest of the world. Moreover, the digital divide in the region is among the widest in the world. This is evidenced by the fact that in the ICT Development Index, the ranking of the countries of the region vary widely, from 1<sup>st</sup> to 143<sup>rd</sup> place.<sup>9</sup>

8. For developing countries in the Asia-Pacific region to bridge the digital divide and achieve development goals through the effective use of ICT tools, the deployment of technology is necessary but not sufficient. ICT human capacity-building for development is essential for countries to fully benefit from the tools and opportunities provided by ICT, and is a key element for creating innovative solutions to development challenges, such as reducing poverty, eliminating gender inequality and tackling climate change.

9. It is well recognized that the Asia-Pacific region suffers from a dearth of ICT-skilled workers as the increase in the number of professionals in this field has not kept pace with the soaring demand for them. IBM, an American multinational technology and consulting corporation, is forecasting that, between 2010 and 2020, China, Japan and India together with the United States of America and Europe will face a shortfall of 32 million well-educated, technically specialized professionals.<sup>10</sup> Another study argues that, unless the training capacity of colleges, universities and private institutions is increased by at least

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<sup>6</sup> See *Official Records of the Economic and Social Council, 2012, Supplement No. 19 (E/2012/39-E/ESCAP/68/24)*, para. 153.

<sup>7</sup> Cherie Blair Foundation for Women, GSMA and Vital Wave Consulting, *Women & Mobile: A Global Opportunity - A study on the mobile phone gender gap in low and middle-income countries* (GSMA, London, 2010). Available from [www.cherieblairfoundation.org/our-work/mobile-technology-programme/women-and-mobile-a-global-opportunity](http://www.cherieblairfoundation.org/our-work/mobile-technology-programme/women-and-mobile-a-global-opportunity).

<sup>8</sup> Association for Progressive Communications and Humanist Institute for Cooperation with Developing Countries, *Global Information Society Watch 2010: Focus on ICTs and environmental sustainability* (APC and Hivo, 2010). Available from [www.giswatch.org](http://www.giswatch.org).

<sup>9</sup> International Telecommunication Union, *Measuring the Information Society 2011*, (Geneva, 2011). Available from [www.itu.int/ITU-D/ict/publications/idi/index.html](http://www.itu.int/ITU-D/ict/publications/idi/index.html).

<sup>10</sup> Edward E. Gordon, *The 2010 Meltdown: Solving the Impending Jobs Crisis*, (Greenwood Publishing Group, 2005).

100 per cent, there will be an annual shortfall of about 5 million ICT workers in the Asia-Pacific region.<sup>11</sup>

10. Imbalance in the supply and demand of ICT professionals is only one piece of the puzzle in the challenges of ICT human capacity-building. Multiple groups of skills and groups of ICT human resources are needed to build an information society consisting of, among others, ICT specialists, ICT users, ICT enabling managers, ICT-equipped educators, ICT thought leaders (such as researchers, consultants and professors), ICT policymakers and ICT infrastructure builders.

11. ICT capacity-building for government officials is of especially high significance given their important function in formulating national policies. As noted in the Plan of Action of the World Summit on the Information Society, “Governments have a leading role in developing and implementing comprehensive, forward-looking and sustainable national e-strategies”.<sup>12</sup> Under its training pillar, APCICT has thus been making concerted efforts to address the ICTD capacity-building needs of current policymakers as well as youth who represent the leadership of tomorrow. Moreover, as indicated in the section on promoting multilateral cooperation (para 44) of the present document, APCICT organized the Second Asia-Pacific Regional Forum on ICT Human Capacity Development, which was held in October 2011, to assess the emerging capacity-building requirements of member States and incorporate them into the Centre’s workplan.

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

12. Since the second session of the Committee, which was held in November 2010, APCICT has made significant progress in implementing and expanding its ICTD capacity-building programmes across the four pillars of its work. This process has been guided by the increasing demand for the services of the Centre in the region as well as by developments in the ICT sector.

#### **A. Training**

13. APCICT has adopted a long-term demand-driven programme approach for designing its training pillar as opposed to one that is piecemeal. In the approach being used, member States and partners are strategically engaged in the process at the inception stage. APCICT has also stressed national ownership in order to optimize the programme’s impact and sustainability. In addition, the Centre’s programme execution strategy has been based on the principles of promoting partner-driven localization and customization of the content, building a pool of local resource persons to enable institutionalization of the programmes into national capacity development frameworks and providing multiple channels for delivery of the training.

<sup>11</sup> Ravi Raina, “ICT human resource development in Asia and the Pacific: current status, emerging trends, policies and strategies”, prepared for the Regional Forum on ICT Capacity Building: Where are we, where are we going and what will it take to fill the gap? Incheon, Republic of Korea, 5-6 March 2007, Asian and Pacific Training Centre for Information and Communication Technology for Development. Available from [www.unapcict.org/ecohub/resources/ict-human-resource-development-in-asia-and-the](http://www.unapcict.org/ecohub/resources/ict-human-resource-development-in-asia-and-the).

<sup>12</sup> See A/C.2/59/3, annex, sect. B, para. 3 a).

14. The Centre's flagship programme under the training pillar is the Academy of ICT Essentials for Government Leaders. It aims to build capacities of policymakers and government officials in the use of ICT to achieve national development goals. The programme has a comprehensive, modular ICTD training curriculum, and a wide network of partners that are working with APCICT to roll it out at the national level. Similar to other APCICT programmes, the Academy was conceptualized, developed and implemented through a participatory and inclusive approach.

15. The Academy Programme was launched on 16 June 2008 alongside the Ministerial Meeting of the Organisation for Economic Co-operation and Development (OECD) in Seoul. Since then, it has been rolled out in 26 countries in the Asia-Pacific region, namely Afghanistan, Bangladesh, Bhutan, Cambodia, the Cook Islands, the Federated States of Micronesia, India, Indonesia, Kiribati, Kyrgyzstan, the Lao People's Democratic Republic, Maldives, Mongolia, Myanmar, Niue, Nauru, Palau, the Philippines, Samoa, Solomon Islands, Tajikistan, Timor-Leste, Tonga, Tuvalu, Uzbekistan and Viet Nam.

16. Development of new modules: The initial eight Academy training modules, launched in 2008, ranged in coverage from basic to more advanced topics in ICTD. During the reporting period, based on strong demand from member States, APCICT developed Academy training modules entitled "ICT and Disaster Risk Management" (module 9) and "ICT and Climate Change" (module 10). These modules address two critical themes on the global development agenda in which there is a need to build the capacity of policymakers. As in the past, the Centre developed these two modules on the basis of needs assessments determined through consultations with more than 30 national experts from 12 countries. In addition, more than 30 experts in the field of ICTD from 21 countries participated in the reviews of the draft modules. APCICT is in the process of further enhancing the content of module 10 to maximize its relevance to the target group.

17. Content localization: As Asia and the Pacific is a diverse region, the Academy training content must be localized to suit local needs, and to more effectively reach the target groups at the national and subregional levels. APCICT has thus been according priority to partner-driven translation of the content into different languages as well as adjusting the content to suit national-level conditions. The Academy modules are currently available in nine languages. They were originally developed in English. Bahasa Indonesia and Russian versions were introduced in the Centre's previous reporting period. More recently, the Centre's partners translated modules into Khmer, Mongolian, Myanmar (modules 1-3), Pashto, Tajik, and Vietnamese. Translations of modules into the Azeri, Mandarin Chinese and Bangla languages are at an advanced stage of planning.

18. The partners have invested significant resources to localize the content of the modules, reaffirming the value they see in the programme. The localized versions have been instrumental in ensuring wider field uptake of the modules, and promoting the institutionalization of the programme into national capacity-building frameworks. For instance, the Russian version is being utilized in many Central Asian countries while the Bahasa Indonesia version has been utilized for training government chief information officers in Indonesia and government officials in Timor-Leste. In Myanmar, 500 copies of the translated version of modules 1 to 3 have been distributed to officials and policymakers in different ministries.

19. Apart from translation, APCICT has encouraged its national partners to customize the modules to meet the needs of specific audiences and collect local

case studies for use in delivering the Academy training. This better enables participants to relate to the content and appreciate its application in their own situations. In this context, a set of 12 ICTD case studies in Russian-speaking countries were gathered to complement the Russian versions of the Academy modules.

20. Updating the existing modules: The rapid dissemination of the Academy programme has been made possible by the relevance and quality of the training content. Given that ICT is a fast-changing and dynamic field, Academy partners as well as participants in Academy workshops have requested that the modules be updated periodically. In response, APCICT updated the content of Academy modules 1-8 by engaging the original authors of the modules. In order to ensure that the needs of member States were adequately reflected during the revision, APCICT conducted an online survey in 2011 through the circulation of a questionnaire to 47 officials and experts from Academy partner organizations. Peer reviews were also conducted to ensure quality. As a result, the “Academy 2.0” version was launched in January 2012.

21. During the reporting period, APCICT and its partners organized a number of Academy workshops and training sessions at the regional, subregional and national levels. A key strategy of the Centre is to conduct training of trainers in order to build a pool of local resource persons who can deliver Academy training at the subregional and national levels and sustain its subsequent uptake and institutionalization. These workshops are recounted below:

(a) Regional workshops: APCICT organized a regional training of trainers workshop on modules 9 and 10 in February 2011 in order to address the use of ICTs in disaster risk management and tackling climate change. Many of the participants of the workshop are engaged in delivering training on the modules, have served as champions of the programme and are promoting wider adoption of the modules in their countries;

(b) Subregional workshops: In collaboration with partners, APCICT organized a subregional expert group workshop on Academy modules 9 and 10 for the Commonwealth of Independent States and Russian-speaking countries in September 2011. The workshop served as a platform to review the draft Russian versions of both modules after being localized by the National Information Technology Centre, the Centre’s Academy partner in Kyrgyzstan. Subsequently, a subregional training of trainers was held in Kazakhstan in June 2012 in collaboration with the ESCAP Subregional Office for North and Central Asia to further strengthen local institutional capacities in delivering training of modules 9 and 10;

(c) National workshops: APCICT and its Academy partners conducted a number of national-level Academy workshops and training sessions for policymakers, government officials and other relevant stakeholders since the last session of the Committee on ICT. These workshops were held in Bangladesh, Bhutan, the Cook Islands, Indonesia, Kyrgyzstan, Maldives, Mongolia, Myanmar, Palau, the Philippines, Samoa, Solomon Islands, Tajikistan, Timor-Leste, Tuvalu, Uzbekistan and Viet Nam. In addition, the Centre and/or its partners conducted national-level training of trainers in India and Tajikistan. The workshops and training of trainers covered a range of modules of the Academy curriculum.

22. The Academy programme has attained buy-in from national stakeholders and made an important contribution towards strengthening ICTD capacities in the region. Below is an overview of the impact of the programme:

(a) In many countries, the Academy instantly received buy-in from senior officials and is now well-integrated in national capacity-building frameworks, allowing regular Academy training to take place on a self-sustaining basis. Some examples are as follows:

(i) Philippines: The Career Executive Service Board has adopted the Academy modules as required training for the career development of civil servants;

(ii) Indonesia: The Academy is now a baseline curriculum for the development of the government chief information officers training framework and a Master's programme;

(iii) Mongolia: The programme has been integrated by the Academy of Governance into the regular training courses for government officials;

(b) National partners have taken strong local ownership of the programme and organized numerous Academy workshops on their own initiative;

(c) A wide network of resource persons has been trained. These persons have been engaged to help facilitate the institutionalization of the programme. Moreover, APCICT has actively promoted South-South cooperation through the exchange of Academy resource persons. For instance, Russian-speaking Academy alumni from Kyrgyzstan and Mongolia served as resource persons for an Academy workshop in Tajikistan, while a resource person from India helped launch the Academy in Maldives;

(d) Partners of the Academy have invested a significant amount of their own resources into implementing the programme, demonstrating strong field uptake;

(e) The programme has received support from international organizations and other development agencies. The European Union, United Nations Development Programme and World Bank have provided funding for Academy implementation to partners in the Pacific subregion, Kyrgyzstan and Mongolia, respectively. In addition, the Hanns Siedel Foundation has supported further Academy training in Kyrgyzstan, while the Open Society Institute, a non-governmental organization, has mobilized resources for curriculum localization in Tajikistan;

(f) The Academy has positively influenced national and organizational policies. Some examples of this are as follows:

(i) Timor-Leste: Following an Academy workshop, the Government initiated steps to end the monopoly of a single telecommunications company in order to introduce competition and lower costs for consumers;

(ii) India: After Academy training on ICTs and climate change, the apex civil service training institution recognized the importance of energy savings, revised its organizational policy and conducted an energy audit;

(g) The Academy has catalysed community action. In Maldives, following training on the application of ICTs for addressing disaster risk management and climate change, Academy alumni have formed an association



called the “Clean and Safe Maldives Initiative”. The initiative promotes the objectives of the training, which is to keep the country’s environment clean and to protect the country from disasters;

(h) Given the relevance of the Academy in varied development contexts, the Economic Commission for Africa (ECA) and the Economic and Social Commission for Western Asia (ESCWA) have adopted or plan to adopt the Academy in their regions. The African version of the Academy as well as its e-learning format have already been launched, and ESCWA has secured funding for the introduction of the Academy programme through the eighth tranche of the United Nations Development Account. Also of note, recently, the Ministry of Information and Communication Technology of Mauritius expressed an interest to utilize the Academy modules.

23. Feedback from member States and Academy programme participants has highlighted the need to expand the beneficiary group of the Centre’s efforts, and help build the ICTD capacities of students and youth in addition to policymakers. As the youth of today go on to occupy leadership positions in society in the coming years and assume the roles of policymakers and key decision makers in academia, the private sector and civil society, their ability to recognize and leverage the link between ICT and developmental goals will prove crucial. From this perspective, it is essential to develop a critical mass of future leaders and decision makers that have a keen understanding of the potential of ICT for socioeconomic development and the essential skills to tap the opportunities presented by ICT. This is especially relevant as the Asia-Pacific region is home to more than half of the world’s youth population. Towards this objective, APCICT had launched the Turning Today’s Youth into Tomorrow’s Leaders programme, which is focused on equipping students with the requisite knowledge of the application of ICT for promoting socioeconomic development.

24. As a component of the Turning Today’s Youth into Tomorrow’s Leaders programme, APCICT has been offering internships and work exposure opportunities, including advice and mentoring, to university students to give them hands-on exposure to the domain of ICTD and sensitize them to the potential of technology for accelerating socioeconomic development. This initiative was carried forward in 2011 and 2012, and, in total, about 50 students have participated in internships and other work exposure opportunities at APCICT in such capacities as contributing to the enhancement of e-learning platforms and development of modules 9 and 10, conducting desk research, and helping to organize the Centre’s regional workshops. Some of the participants were exchange students from member countries of the Association of Southeast Asian Nations (ASEAN) selected to work at APCICT as part of a wider partnership between the Centre, the Ministry of Foreign Affairs and Trade of the Republic of Korea and Daejeon University.

25. In continuation of the Turning Today’s Youth into Tomorrow’s Leaders programme, APCICT launched a project entitled “Strengthening ICT for Development Education in Institutions of Higher Learning” in August 2010 to complement the United Nations Decade of Education for Sustainable Development (2005-2014).<sup>13</sup> The project is aimed at enhancing the coverage of ICTD education in undergraduate and graduate programmes at universities in the Asia-Pacific region and at undertaking advocacy before government and university decision makers. Under the project, the Centre developed a customized ICTD curriculum for universities entitled “Primer Series on ICTD for Youth”. It launched the first issue of the series, entitled “Primer 1: An

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<sup>13</sup> See General Assembly resolution 57/254 of 20 December 2002.

Introduction to ICT for Development”<sup>14</sup> in Baku, in February 2010. The issue was developed following a systematic needs assessment, and incorporated comments from 84 reviewers obtained over four review cycles. Two field testing workshops, one in Myanmar and the other in the Philippines, and a regional training of trainers workshop were also conducted in 2011 to finalize the content.

26. The Primer Series Initiative has already generated positive results throughout the region as listed below:

(a) A total of 16 member States have expressed an interest to roll out the primer series;

(b) The Pacific subregion and five countries, namely Azerbaijan, Indonesia, Kazakhstan, Maldives and Sri Lanka have launched the primer series;

(c) Policymakers in 33 countries have been made more aware of the importance of ICTD education;

(d) Institutional capacities and the local resource person pool to deliver ICTD education has been strengthened in 71 universities;

(e) Demonstrating local ownership, partner-driven localization of the primer series into Bahasa Indonesia, Russian and Tajik is under way. Versions in more languages, such as Azeri, Kazakh, Mongolian, Sinhalese and Tamil, are in the pipeline;

(f) The primer series content has been made available in an e-learning format to enhance reach;

(g) The primer series has been successfully institutionalized in a number of countries. Some examples are given below:

(i) Azerbaijan: Qafqaz University has utilized the primer series in seminars organized for students from 12 universities;

(ii) Sri Lanka: the Ministry of Higher Education plans to adopt the primer series in 15 universities, starting in September 2012;

(iii) Tajikistan: following localization into Tajik, an open lecture series based on the primer series will be held in 15 universities.

27. In the near future, APCICT is planning to develop new issues of the primer series, which will cover, for example, ICT for disaster risk management or green growth, and engage in outreach to policymakers and university administrators to expand the use of this resource. The Centre will also focus on working more with open universities as a way to boost the dissemination of the e-learning version of the primer series.

28. Apart from developing programmes, such as the Academy and Turning Today’s Youth into Tomorrow’s Leaders, APCICT organizes demand-driven workshops and briefing sessions on various themes related to ICTD for government officers, students and other beneficiary groups from across the region. The thematic topics covered recently at these events have included e-governance and ICTD capacity-building for youth. The Centre has collaborated

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<sup>14</sup> See [www.unapcict.org/ecohub/primer-1-an-introduction-to-ict-for-development](http://www.unapcict.org/ecohub/primer-1-an-introduction-to-ict-for-development).

with various partners, such as government agencies from the Republic of Korea and other countries, training institutions and universities, in organizing these workshops and sessions.

29. Under its training pillar, APCICT and its partners organized 82 workshops and training sessions related to the Centre's ICTD capacity-building programmes during the reporting period. Including the e-learning course enrollments referred to in the next section, the Centre's training efforts had 4,972 participants.

## **B. Digital platform for e-learning**

30. The APCICT Virtual Academy<sup>15</sup> serves as the Centre's e-learning platform. It offers all the Academy modules in the form of online video lectures and synchronized Powerpoint presentations. Given the limitations of conducting face-to-face workshops, it aims to enhance the reach of the Academy programme so that anyone with access to the Internet can enjoy the "virtual" Academy training experience "anytime, anywhere". The APCICT Virtual Academy enables users to customize the pace of learning as per their convenience, and also minimizes disruption to the workplace by eliminating the need to attend a face-to-face training workshop.

31. The uptake of the APCICT Virtual Academy platform increased significantly during the reporting period, with the localized Bahasa Indonesia and Russian versions launched in the previous reporting period continuing to be utilized by more learners. An upgraded DVD-ROM version of the Virtual Academy is available. This version is especially relevant for countries with special needs, including small island developing States that often have limited or no access to the Internet.

32. Based on the course enrolments to the APCICT Virtual Academy and the location where the corresponding DVD-ROMs have been distributed, the platform has been utilized by users in 144 countries and territories. To further expand its reach and impact, especially to students and youth, APCICT is in partnership discussions with distance-learning programmes of open universities, such as the Indira Gandhi National Open University (India), the University of the Philippines Open University and the University of the South Pacific. Also of note, the online distance-learning version of the first issue of the primer series was launched on the APCICT Virtual Academy in February 2012.

33. Some examples of successful uptake of the APCICT Virtual Academy are enumerated below:

(a) Indonesia: APCICT Virtual Academy modules are being regularly utilized by the University of Indonesia;

(b) India: The Department of Information Technology has prescribed the online modules as a mandatory training course for about 400 staff members, who have been recruited from the private sector to join e-government teams at the state/provincial level;

(c) ASEAN Cyber University: The APCICT Virtual Academy is being adopted for e-learning in ASEAN member countries through the Centre's partnership with Seoul Cyber University.

<sup>15</sup> See <http://e-learning.unapcict.org>.

### C. Digital platform for knowledge-sharing

34. Knowledge-sharing plays a critical role in effectively building human and institutional capacities for ICTD as it fosters networks and partnerships, enables peer learning, and allows users to avoid duplication of effort and resources. APCICT has hence been actively leveraging online platforms to promote knowledge-sharing related to ICTD.

35. E-Collaborative Hub: APCICT operates a knowledge-sharing platform called “e-Collaborative Hub” or “e-Co Hub”,<sup>16</sup> which offers a large repository of resources on ICTD, including, among other things, case studies, analytical papers, research publications, weblinks and Powerpoint presentations, from a diverse range of sources. The usage of e-Co Hub continued to expand during the reporting period. The platform has recorded more than 60,000 unique users, and has 580 resources available. Moreover, with the support of the Information and Communications Technology and Disaster Risk Reduction Division of ESCAP, four case studies on the role of ICT for disaster risk reduction were uploaded on it to complement the Centre’s regional training of trainers on module 9 and module 10.

36. Academy Partners Resource Centre: In January 2011, APCICT launched the Academy Partners Resource Centre (APRC) to serve as a specialized knowledge centre for its partners. The membership of APRC consists of 57 institutions from 25 countries/sub-regions in Asia and the Pacific. The members utilize the resources on the platform to adapt and localize the Academy programme in their own organizations, countries or subregions, engage in networking and share and exchange experiences, by-products and resources generated through their programme roll-out efforts in order to foster mutual learning. APRC members also have access to the Centre’s knowledge products that are still under development and not yet available to the general ICTD community. In addition to access to working research papers, APRC also provides access to resources, such as the Academy roll-out toolkits for partners, which contain a comprehensive guide for adopting the Academy programme, and videos and Powerpoint presentations used in Academy training workshops in various countries.

37. Communities of Practice: APCICT has initiated a collaborative online platform called Communities of Practice (CoP),<sup>17</sup> which enables learners and experts to share knowledge and best practices related to topics on ICTD. Launched in August 2012, the CoP supports the Centre’s Knowledge Sharing Series, which is designed to share step-by-step guidelines about ICTD capacity development (more details are provided in the research section). It is located on the APCICT Virtual Academy and includes forums on cybersecurity and ICTD institution building that are facilitated by domain experts. Participants can create a new discussion topic to ask questions on policymaking or upload files for knowledge-sharing purposes. It also allows participants with relevant knowledge and experience to reply to inquiries/requests and upload relevant materials.

### D. Research

38. Research and analytical work is fundamental to the Centre’s efforts to provide technical support to government organizations and training institutions, and ensure the relevance of its programmes. Apart from the Academy modules, APCICT has produced or contributed to 116 knowledge products since 2007,

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<sup>16</sup> [www.unapcict.org/ecohub](http://www.unapcict.org/ecohub).

<sup>17</sup> <http://e-learning.unapcict.org/cop>.

including, among other things, publications, handbooks, technical papers, information kits and journal issues.

39. Briefing Note and Case Study Series: The APCICT ICTD Briefing Note Series,<sup>18</sup> launched in the previous reporting period, provides at-a-glance information on key issues on the ICTD agenda for policymakers. Briefing Note 9, ICT for Disaster Risk Management, drawn from Academy module 9, is the latest addition to this series. The series has been translated into Russian, and Briefing Notes 1, 2 and 3 are now available in the Myanmar and Uzbek languages, after being translated by APCICT partners. The Centre's ICTD Case Study Series<sup>19</sup> provides an analysis and compilation of best practices and case studies on different aspects of ICTD from across the Asia-Pacific region for the use of government officials, training institutions, non-governmental officials, researchers and local community groups. To date, about 1,000 sets of the briefing notes and 1,000 copies of the case study series issues have been sent to recipients in 29 countries to such organizations as government ministries, training institutions, national libraries, universities, diplomatic missions and Academy partners.

40. Knowledge Sharing Series: To further strengthen the sharing of knowledge and in response to the growing demands for practical guidelines and know-how on ICTD policymaking from member States and Academy workshop participants, APCICT developed a collaborative project proposal with the Ministry of Strategy and Finance of the Government of the Republic of Korea to produce a publication entitled the "Knowledge Sharing Series". Targeting policymakers and government officials, the series aims to provide step-by-step guidelines for the roll out and management of effective ICTD initiatives, especially in a developing country setting. In order to ensure that the series aligns with the actual needs of policymakers and ICTD stakeholders, APCICT conducted an intensive online needs assessment survey of policymakers, government officials, Academy partners and other relevant stakeholders in the region from which it received 97 responses from 32 countries. Two issues of the series, one focusing on cybersecurity and the other on ICTD institution building, were developed and then launched on 16 June 2012, the sixth anniversary of the establishment of APCICT. Online, distance-learning versions of both issues have also been launched. As an example of the Centre's integrated approach across its various programmes, the online CoP will complement the publication of the two issues and help promote the exchange of ideas and information among relevant stakeholders.

41. Everyday ICT Terms for Policymakers and Government Officials and Directory of ICT for Development Training Institutions in the Asia-Pacific:<sup>20</sup> Given the rapid pace at which technology is evolving, new ICT terms are continually coming into use. In this context, APCICT developed a compilation of more than 400 common ICT-related terms relevant for policymakers entitled "Everyday ICT Terms for Policymakers and Government Officers". This publication was launched online through the APCICT website in June 2011. The Centre has also launched a directory of ICTD training institutions in the Asia-Pacific region which is a compilation of information on about 70 institutions that

<sup>18</sup> <http://unapcict.org/ecohub/ictd-briefing-note-series-2011>.

<sup>19</sup> [http://unapcict.org/news/newsletter/un-apcict-announce/apcict-publishes-ictd-case-study-series/?searchterm=APCICT Case Study Series](http://unapcict.org/news/newsletter/un-apcict-announce/apcict-publishes-ictd-case-study-series/?searchterm=APCICT%20Case%20Study%20Series).

<sup>20</sup> <http://unapcict.org/ecohub/directory-of-ict-for-development-ictd-training-institutions-in-the-asia-pacific-and-everyday-ict-terms-for-policymakers-and-government-officers/?searchterm=Glossary>.

provide ICTD capacity-building programmes for networking or collaboration. The directory is available on the APCICT website.

### **E. Advisory services**

42. Technical inputs and consultation for the Academy: As part of its integrated programmatic approach, APCICT has provided technical inputs and consultation to member States and Academy partners in the area of ICTD capacity-building. This has included assistance for customization of the Academy content, translation/localization of the modules, institutionalization of the Academy programme into national capacity-building frameworks, and advice on new avenues for resource mobilization. The Centre's advisory services have also been engaged in broad-based consultations with many stakeholders in member States to raise awareness of the importance of ICTD capacity-building and provide inputs for developing roadmaps for rolling out, and in some cases expanding, the Academy programme at the national and subregional levels.

43. Monitoring and evaluation framework and toolkit for the Academy: Since its launch, the Academy programme has expanded rapidly with strong support from a wide network of national and subregional partners. In the backdrop of this expansion, APCICT developed a structured monitoring and evaluation framework, which sets methodologies for determining the progress and impact of the Academy. As the next step, APCICT has drafted a monitoring and evaluation toolkit based on feedback obtained at the third meeting of Academy partners, held in October 2011, and through an online survey circulated to more than 50 Academy partner representatives. The draft toolkit is undergoing field testing and is expected to be finalized and launched in the near future. Once completed, it will serve as a valuable resource for APCICT and its partners, which can be further linked to the development of e-competency standards.

### **F. Promoting multilateral cooperation**

44. Regional forum: APCICT is uniquely placed as a hub of ICT human and institutional capacity-building in the Asia-Pacific region. Leveraging this position as a platform for knowledge-sharing, the Centre organized the second quinquennial Asia-Pacific Regional Forum on ICT Human Capacity Development: Where are we, where are we going and what will it take to fill the gap? The Forum was held in Incheon and Cheonan, Republic of Korea, from 24 to 28 October 2011.

45. The Forum marked the completion of the first five years of the operations of APCICT. It reviewed the status and latest trends in ICTD capacity-building in the region, and set the stage for effective policy dialogue among the 250 participants, which included senior decision makers from 38 countries and eight regional/international organizations. The Forum contributed towards building consensus and creating awareness with regard to key areas of ICTD, such as cybersecurity and ICTD capacity-building for youth, and also mobilized stakeholders to chart a collaborative action plan for the way forward. Overall, the event received wide coverage in both the print as well as the electronic media, with close to 20 articles written about it. It significantly enhanced the visibility of the work of APCICT and ESCAP within the Republic of Korea as well as throughout the Asia-Pacific region and provided support for the resource mobilization efforts of APCICT, which is fully funded through extrabudgetary contributions.

46. Academy partners meetings: APCICT promoted multilateral cooperation through the Academy partners meetings, held in 2010 and 2011. The meetings were attended by representatives of existing and potential partners. They

provided a platform for Academy partners to collectively assess progress in the implementation of the programme, and give feedback on emerging needs, and enabled partners and representatives of member States to share their experiences on ICTD, engage in peer learning and exchange best practices. The need for gathering local case studies for the Academy programme, as well as for strengthening monitoring and evaluation of the programme, was particularly underscored at the meetings.

## **G. Outreach and partnerships**

47. APCICT continued to promote its capacity-building work through various outreach channels. Since its inception, the APCICT website has had 165,477 unique visitors from 219 countries and territories. Moreover, the Centre has issued press releases to encourage media coverage of its activities and workshops conducted in collaboration with partners. It has been featured 184 times in the media globally. In addition, representatives of APCICT have delivered speeches and presentations at prominent conferences and forums, such as the Pacific Regional ICT Ministers Meeting in Noumea, New Caledonia (April 2011), the ASEAN Connectivity Symposium in Bali, Indonesia (November 2011), and the 22nd International Youth Forum on Technological Advancement and Future Society in Seoul (August 2011).

48. During the reporting period, the number of APCICT partners increased to 89 including host government agencies (14), other government agencies in the region (26), United Nations and international organizations (19), universities and research institutes (19), private organizations (9) and civil society organizations (2). The Centre's partnership strategy is based on the "We DID it in Partnership" approach, in which "DID" stands for "develop, implement and deliver" the programmes in partnership. This approach involves establishing strategic collaboration with the partners and stakeholders, and ensuring their sustained involvement at all stages of the programmes in order to achieve a "multiplier effect". The three key elements of the approach are (a) leveraging partnership with the Government and agencies of the host country, (b) leveraging partnership at all stages of programme development and implementation, from conceptualization until the post-implementation stage, and (c) leveraging and promoting partnerships among partners themselves, including providing platforms for effective knowledge-sharing and connecting them with the necessary funding and learning opportunities.

49. Thus far, APCICT has signed 18 partnership arrangements for the implementation of the Academy programme with entities in the Central Asian subregion and the Pacific subregion as well as in Afghanistan, Bhutan, Cambodia, India, Indonesia, Kyrgyzstan, Mongolia, Myanmar, the Philippines, Tajikistan, Timor-Leste, Uzbekistan and Viet Nam. Of these partnerships, six partnership arrangements were signed in 2011 and 2012, namely with the Royal Institute of Management (Bhutan), National Computer Center (Philippines), Open Society Institute Assistance Foundation (Tajikistan), Lal Bahadur Shastri National Academy of Administration (India), University of the South Pacific (Pacific subregion), and the Central Asian Research and Education Network (Central Asian subregion).

50. The APCICT partnership approach has encouraged many partners to make presentations proactively in order to promote or utilize the Centre's ICTD capacity-building programmes, thus underscoring the value they see in the programmes. For instance, the Annenberg School for Communication of the University of Pennsylvania has decided to utilize the Academy modules in ICT policy training programmes in Georgia, Kyrgyzstan and Moldova.

## H. Other matters (Governing Council)

51. Governing Council sessions are held annually to review the administrative and financial status of the Centre, the work accomplished during the previous reporting period and the work plan for the coming year. The fifth and sixth sessions of the Council were held in December 2010 in Indonesia, and in October 2011 in the Republic of Korea, respectively. During the sessions, the Council members expressed appreciation for the ICTD capacity-building work of the Centre and recommended that further efforts be made to enhance its visibility at the national level. They supported the Centre's business strategy for 2011-2016 and acknowledged the Centre's ongoing emphasis on building strategic partnerships with various stakeholders.<sup>21</sup>

## IV. The way forward

52. In the coming period, APCICT will continue to align its programmes and activities with regional and national needs associated with ICTD human and institutional capacity-building. It will focus on contributing to the Commission's vision of achieving inclusive and sustainable economic and social development in the region.

53. APCICT will intensify efforts to meet the increasing demand for its ICTD capacity-building services from member States. It will aim at reaching more policymakers, including those at the local or provincial levels, through the Academy programme and its e-learning version, introduce the programme in new countries, strengthen the pool of local resource persons, and further enhance as well as localize the training content.

54. Given the proliferation of social media and the potential of its application for achieving development goals, APCICT is planning to develop new training content on social media for socioeconomic development.

55. The Turning Today's Youth into Tomorrow's Leaders programme will be intensively promoted through strategic partnerships with policymakers and academic networks so that the primer series can serve as a resource for enhanced coverage of ICTD in tertiary education institutions in the region. APCICT will also explore potential topics for developing new issues of the primer series keeping in view the ICTD capacity-building needs of youth.

56. Particular emphasis will be placed on engaging researchers and academia in developing countries in the Centre's research efforts. This would not only serve to augment its research capabilities, but it would also sensitize the academic community in these countries to ICTD and build their capacities to serve as national-level policy think tanks on ICTD human resource development issues.

57. Another focus area for APCICT will be to expand the beneficiary group of the Centre's capacity-building programmes to include new segments, such as media organizations and civil society.

58. APCICT will carry forward the initiative to strengthen capacities of partners for the monitoring and evaluation of its ICTD capacity-building programmes. The monitoring and evaluation toolkit for the Academy will be finalized and support will be provided to partners to customize and adopt it at the

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<sup>21</sup> For the report of the Governing Council on its fifth session, see E/ESCAP/67/10, annex III. For the report on the sixth session, see E/ESCAP/68/12.



national level. A similar toolkit has been proposed to be developed for the primer series to capture the impact of the series in enhancing ICTD awareness of university teaching faculty and students, and obtain feedback for improvement.

59. To facilitate knowledge-sharing on ICTD, the Centre will further encourage its partners to collect and disseminate case studies and best practices. These can be utilized in the customization of the Academy modules and the primer series, and for complementing the delivery of training by local resource persons at the national and subregional levels. Concurrently, targeted efforts will be made to achieve strong uptake of the Centre's new CoP platform so that its can serve as an effective medium for knowledge-sharing.

60. As an underlying principle, APCICT will continue to prioritize close integration between its training, research and knowledge-sharing advisory services and multilateral cooperation pillars in order to reinforce the reach and impact of each pillar.

61. APCICT aims to address a number of challenges in planning and executing its activities in the coming period. One challenge is limited human resources and staff to meet the increasing demand for the Centre's programmes and services. Another is the engagement of national and subregional partners in executing strategies to further enhance the visibility of the Centre and the impact of its work in the region. Resource mobilization on an ongoing basis and diversification of the sources of funding of the Centre also represent a significant challenge.

## **V. Issues for consideration**

62. APCICT requests the guidance and support of the Committee in carrying out its mission to strengthen ICTD capacities in the region. In addition, the Committee may wish to provide advice on the following subjects:

(a) Strategies for enhancing financial as well as institutional policy support for ICTD capacity-building efforts in ESCAP member States;

(b) Mobilizing support from national partners for outreach initiatives aimed at increasing the visibility of the Centre's programmes that would help build a broader partnership base and obtain additional resources to assist with in-country implementation;

(c) Visualizing innovative approaches for strengthening South-South cooperation in ICTD capacity-building, particularly in the area of cross-border sharing of expertise and learning;

(d) Advocating to prioritize ICT human resource development at key global development forums.

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