

## Concept Note

<b>Title</b>	<b>ICT Application and Content Development</b>
<b>Organisation(s):</b>	<ul style="list-style-type: none"> <li>• Carnegie Mellon University</li> <li>• Secretariat of the Pacific Community (SPC)</li> <li>• International Telecommunication Union (ITU)</li> </ul>
<b>Theme:</b>	<b>Theme 4b: ICT Applications</b>
<b>Speaking Duration:</b>	<b>15 minutes</b>
<b>Background and Justification:</b>	<p><i>Universal access to ICT</i> initiatives too frequently only deal with technology and regulation policy, and not how ICT will provide better health care, better education, better government or meet similar societal needs. True universal access requires that school teachers, doctors, government workers and the like have the capacity to use ICT to do their jobs more effectively and to create information content that is locally relevant.</p> <p>This is because all technical systems live within social systems. Investments in ICT fail if they do not (1) include the right applications and information content to solve a clear individual, organizational, or community need and (2) plan for the human capacity building necessary to weave ICT into the fabric of organizations and communities.</p> <p>Ideally, organization and community leaders would understand ICT well, know how to plan for it, and have local talent to manage it. Unfortunately, this is not the case in many Pacific Island states. Rather, government and community leaders need opportunities to build their understanding and vision of how ICT can help their communities, and they need resources to help them and their subordinates implement and manage the ICT projects, and develop local content.</p> <p>On-the-job, project-based learning is the most effective way to help leaders identify problems that ICT can help them solve, and then plan for and implement a solution. Yet using trainers or consultants in this way is too cost prohibitive.</p> <p>The PACRICS project has brought ICT access to remote island communities. In order to realize more fully the societal benefit of this investment, we propose to deploy applications and build human capacity in the communities served by PACRICS installations. We propose to do this by using talented student consultants from Carnegie Mellon University and other top-tier universities to provide patient, longer-term, on-the-job, project-based learning for community and organization leaders in PACRICS communities. These students will help infuse technical knowledge into the communities, but more importantly, will work with community leaders to find ways the technology can solve important community problems such as in education, health care, government or providing other community services.</p> <p>Unlike professional trainers and consultants, the student consultants have the luxury of time. They will live in the PACRICS communities for a period of 10 weeks between late May and early August, giving plenty of time to help the communities implement applications to make use of their ICT access to achieve sustainable solutions, and help</p>

	<p>them develop information content that is locally relevant.</p> <p>This project is based on Carnegie Mellon's 11 years of experience in training students to provide capacity-building consulting assistance to schools, government agencies, and NGOS in the United States, and 5 years experience doing the same with government ministries and schools in the Cook Islands, Palau, the Federated States of Micronesia, and the Marshall Islands.</p>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1) Provide 3 pairs of student ICT consultants to work in PACRICS communities for a period of 10 weeks from late May to early August 2009.</li> <li>2) Do a participatory needs analysis with identified community leaders in health, education, or government services to identify promising applications of ICT technology to address community needs.</li> <li>3) Implement sustainable initiatives to improve health, education, or government services using the ICT provided by PACRICS in 3 locations.</li> <li>4) Document observable outcomes at each location, and provide recommendations for sustaining those outcomes.</li> <li>5) Assess the learning outcomes achieved by the community leaders in their vision of how the ICT technology can serve their community.</li> </ol>
<b>Scope:</b>	<p>Before deployment of the student consultants, Carnegie Mellon, the SPC, and the ITU will identify good partnering organizations and individuals in PACRICS communities to work with.</p> <p>The student consultants will be trained in and will use a capacity-building approach to consulting. This process will execute the following scope of work:</p> <ol style="list-style-type: none"> <li>1) Perform a participatory needs analysis with the local partner to identify applications that would benefit the community, and local experts who can provide locally relevant content.</li> <li>2) Document a context analysis, partnership scope of work, and work plan.</li> <li>3) Implement the work plan collaboratively, using applications and building human capacity to achieve sustainable results.</li> <li>4) Provide a final report documenting outcomes and making recommendations to improve sustainability.</li> </ol>
<b>Expected Outcome:</b>	<p>Three PACRICS communities have implemented and can independently sustain new applications and generate new content using ICT to improve health care, education, or government services.</p> <p>Leaders in the three communities have a new vision of additional ways in which their access to ICT can improve their communities.</p>
<b>Potential Partners:</b>	<ul style="list-style-type: none"> <li>• Carnegie Mellon University</li> <li>• SPC</li> <li>• ITU</li> <li>• Administrations in Pacific Island Countries</li> </ul>
<b>Project Timescale:</b>	<p>February 2009 – confirm partnership agreements, select student consultants, identify candidate PACRICS communities to partner with</p> <p>March 2009 – confirm funding, confirm student consultants participation, identify</p>

	<p>PACRICS community leaders and organizational partners, perform student consultant orientation and training</p> <p>April 2009 – Student consultants do background research on issues in Pacific Island states, access to ICT, and the PACRICS project. Partners provide additional information on local culture for student preparation.</p> <p>Late May 2009 – Student consultants meet as a group with SPC, ITU, and PACRICS for localized training. They then travel in pairs to the 3 PACRICS communities.</p> <p>June, July 2009 – Execution of Scope of Work, as defined above.</p>
<b>Budget (optional):</b>	