Capacity Building and ICTs

* A Donor Agency Perspective…

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*ICTs for Development*

C.I.D.A
Capacity Building and ICTs

- Some definitions
- CIDA’s Perspective on Capacity Building
- Lessons learned
- Some CIDA Examples
- Issues to explore
CIDA’s interpretation of Capacity Building

- **Long term process** of facilitating knowledge acquisition to individuals about a particular sector, so that they can get empowered and acquire appropriate skills, to successfully perform their required functions, towards improving the quality of their life.

- Forms a large part of CIDA’s Technical Assistance programs.

- Human capacity building leading to Institution building/strengthening.
Defining ICTs

The Information and Communication Technologies Sector Encompasses All Converging Technologies: Traditional Telecommunications, Telephony, Fax, TV, Radio, Audio/video Cassettes, CD ROMs, Multimedia Internet, Geographic Information Systems.

All These Technologies Have One Thing in Common: They Carry Information From One Location to Another.
Cross-cutting Nature

- Capacity building – necessary activity in every sector of intervention
- ICTs – used as an enabling tool to provide access to information and knowledge – so important for the development of any sector
Two interrelated elements of Capacity Building and ICTs

1. Capacity Building through ICTs:
   - ICTs (Appropriate technologies aimed at audience comprehension level) used as education tools for the development of all sectors e.g. education, health, agriculture, gender equity, tourism etc.
   - Locally or at a distance
   - Emphasis on training the trainer
Two interrelated elements of Capacity Building and ICTs (cont’d)

2. *Capacity Building in the ICT sector:*

- Through capacity building, to acquire the necessary skills to manipulate the respective technology and master its practical applications e.g a farmers’ coop knowing how to obtain market prices for their crops before transporting them to market, through telephony, fax or Internet etc.
Underlying these two elements are a number of issues:

- Presence of an education policy framework for pedagogical reform
- Availability of appropriate financing
- Availability of an educational structure which produces “trained” trainers who can reach out to those with the greatest need
- Availability of the content material of training through ICTs
Lessons learned…

- Not enough to provide program support – need to have serious government commitment to provide strong policy development, and appropriate financing
- Use appropriate technology to suit audience comprehension level
- Minimize admin. costs and maximize what reaches the client
Lessons learned… (cont’d)

- Encourage development of local content, according to linguistic and cultural contexts, by involving the community
- Establish strategic partnerships for collaboration with other stakeholders
Co-ordination with stakeholders

Through program-based approaches and SWAPs, there is a greater need to:

- Benefit from experience of other stakeholders
- Focus on sector applications
- Utilize local experience (LEPs, posts etc.)

Ex: In Education sector, CIDA is following this approach for the WB’s Fast Track Initiative (FTI)
Some CIDA examples

- Teacher Training in the hinterlands of Guyana

In collaboration with Guyanese Min. of Education, CIDA is helping to operate a Basic Education Teacher Training project for teachers in the remote areas of Guyana made up of Amerindian communities. Use of audio and videocassettes is common.
Some CIDA Examples (cont’d)

- *Radio helps basic education in Afghanistan*

CIDA supports a BBC World Service initiative called **R.E.A.C.H** “Radio Education for Afghan Children”.

REACH has programming for both children and youths, and provides basic education about a wide range of issues e.g. landmines, agriculture, safe motherhood, etc.
Some CIDA Examples  (cont’d)

- **E-Education in Jordan**

  In collaboration with the Jordan Ministry of Education, CIDA started a project in 2001 of introducing ICTs in the school curriculum (primary and secondary), as well as a program of connecting all the schools to the Internet.
Issues to explore…

- What has the impact of capacity building through ICTs on developing countries been to date?
- Will it be possible to break the access barrier of capacity building through ICTs, for women and people in rural areas?
- How can we share the lessons learned effectively among developing countries?
- How can donors, together with their southern partners, “make the case” of capacity building through ICTs?
Issues to explore… (cont)

- How do teachers, administrators and policy makers feel about their experiences with technology?
- Is there a balance between teaching about technology as a subject, and as a tool for learning?
- Has the technology integration proved financially, technically and administratively sustainable over time?
Issues to explore… (cont’d)

Due to the cross-sectoral nature of ICTs, should we not strengthen ICT Ministries in their capacity to explore ICT applications, and foster/promote their use - in every sector - as an enabling tool for socio-economic development?