

Capacity Building and ICTs

A Donor Agency Perspective...



WSIS PrepCom II – Geneva
Roundtable 5 – Feb 19, 2003

Tony Zeitoun – Senior Advisor

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.*

A decorative header at the top of the slide features a collage of images. On the left, there's a green and yellow abstract shape. In the center, a yellow and orange abstract shape. On the right, a blue and white abstract shape. Below these, a yellow and orange abstract shape. The background of the header is a light blue and white abstract pattern.

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?