Key Factors for the Successful ICT Cooperation Projects in Asia

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Contents

• What we have done.
• Where we are now.
• Where we should go.
• What should be done?
Policy Documents on Global Level

• “Okinawa IT Charter” adopted at G8 Okinawa Summit (July 2000) called for global efforts to bridge the digital divide.

• “Millennium Development Goals” initiated by the Millennium Summit of the UN in 2000 identified in “Target 18” as follows:

  “In cooperation with the private sector, make available the benefits of new technologies, especially information and communications”.
The World Summit on the Information Society (WSIS) was organized by the UN

Results of the WSIS (2003 and 2005)

• WSIS 2003: Declaration of Principle
• WSIS 2003: Plan of Action
• WSIS 2005: Tunis Commitment
• WSIS 2005: Tunis Agenda

UN General Assembly in 2015 will examine the results of global challenge.
Our challenge: Benefits of ICT for All
WSIS 2003: Declaration of Principles

“Common Vision for an inclusive information society”
• Building an people centered information society
• Information Infrastructure: an essential foundation
• Capacity building: continuous life-long learning
• Building confidence and security in the use of ICTs
• ICT applications: benefits in all aspects of life
• Cultural and linguistic diversity and identity, local contents
• International and regional cooperation
WSIS 2003: Plan of Action
To be achieved by 2015

• To connect villages with ICTs and establish Community Access Points
• To connect universities, schools, research centres, public libraries, cultural centres, health centres and hospitals
• To connect all local governments and establish websites
• To adapt all schools curricula to meet the challenges of IS
• To ensure all people in the world have access to TV/radio
• To encourage the development of content in all languages
• To ensure more then half of the world’s inhabitants have access to ICTs within their reach by 2015
Regional ICT Strategies in Asia and the Pacific

- e-APEC Strategy (APEC: October 2001)
- Bangkok Agenda (APT: July 2004)
- e-ASEAN Framework Agreement (ASEAN: November 2000)
- Pacific Plan: Digital Strategy (PIF: 2005)
National IT Strategies in Asia

- India: IT Action Plan – IT for All by 2008
- Indonesia: ICT Policy Framework, 5 Year Plan
- Japan: New IT Reform Strategy
- Korea: IT839
- Malaysia: National IT Agenda
- Philippines: PGMA’s 10 Points Agenda
- Singapore: Infocomm 21 Master Plan
- Thailand: IT2010
## Comparison of each National IT Strategy

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Example 1: National IT Strategy in Thailand

- 1996: “IT2000: Thailand IT Policy into the 21 Century”
- 2002: “IT2010: Thailand into Knowledge based Society”

Five Strategic Flagships

- E-Society: Bridging the Digital Divide
- E-Education: HRD, lifelong learning & virtual education
- E-Industry: Promotion of IT related industry
- E-Commerce: Focusing on e-service
- E-Government: Public service, employment and infra.

First National ICT Master Plan (2002-2006)
Example 2: National ICT Policy in Indonesia

- Applications
- International and Regional ICT Agreements
- E-Government
- ICT Industry Promotion
- E-Commerce
- Human Capacity Building
- Infrastructure
Example 3: National IT Policy in Malaysia

• Early 1990s, “Vision 2020: Malaysia as value-based knowledge society” was established.
• In order to realize Vision 2020, the Multimedia Super Corridor (MSC) was initiated.
  ➢ Phase 1 (1996-2003): Creation of the MSC
  ➢ Phase 2 (2004-2010): Link the MSC to other cyber cities in Malaysia and world wide
  ➢ Phase 3 (2011-2020): Transform Malaysia into a knowledge society
Common Target is “How to Bridge the Digital Divide” and to realize “Benefits of ICT for all”

Various types of international cooperation projects have been undertaken by governments, international organizations, private sectors and NGOs.
Lessons learned from experiences 1

- We have many success stories.
- At the same time, we have many miscarried experiences.
- We should learn not only from success stories but also from miscarried experiences.
- Because:
  
  “Every failure is a stepping stone to success”

Let’s consider this subject focusing on

“Human Capacity Building”
ICT related Human Capacity Building

- Basic education
- Higher education
- Vocational education/training
- General public (community people) education

(Without e-Citizen, there will be no success of e-Government project.)
Case Study 1: Basic Education
SchoolNet Program

For basic education, every country is promoting SchoolNet project: these are some examples:

• Thailand: SchoolNet Thailand
• Malaysia: Smart School Pilot – SchoolNet Project
• Indonesia: OSOL (one school one computer laboratory) Program

Lessons learned 2: Step by step approach
SchoolNet Thailand

• Evolution Stage (1995-1997)
  ➢ 50 participating school nationwide
  ➢ Suffered from disparity in access charge between urban and local schools and lack of local content in Thai language

• Development Stage (1997-2000)
  ➢ Large scale nationwide IP net called “SchoolNet@1509” was established
  ➢ Development of Thai language content on the Internet was initiated

• Expansion Stage (2001-2002)
  ➢ Expansion of SchoolNet to 5,000 school nationwide

• Production Stage (2003 onwards)
  ➢ Expansion of all schools in Thailand (approximately 34,000)
Malaysia and Indonesian Program

Malaysia
• 1996: Ministry of Education (MOE) developed Smart School Concept.
• After finalized Smart School Pilot Project, MOE is expanding Internet connection to
10,000 schools nationwide
• SchoolNet in Malaysia is a dedicated educational backbone network for schools
nationwide including Sabah and Sarawak.

Indonesia
• 2003: Based on Ministry Decree No.17/KEP/M.KOMINFO/4/2003, Indonesia has
started OSOL Program.
• OSOL Program is still at the initial stage of pilot project.

Lessons learned 3; Status of SchoolNet development stage is
different from country to country based on
its economic and social conditions.
Case Study 2: Higher Education

USPNet

- University of the South Pacific (USP) is a unique university established jointly by 12 Pacific Islands countries. (Now, total no. of students over 22,000)
- USP has long history of distance education over 30 years. Now, 60% of students study by distance.
- USPNet is an distance education network using satellite communication jointly established by the assistance of JICA, NZAID and AusAID.
- USPNet is now upgrading its application integrating with e-Learning technology called DFL.
  (DFL: Distance and Flexible Learning)
Other examples of Higher Education

• SOI Asia Project (Led by Keio University in Japan with collaborations over 20 universities in Asia) (SOI: School on the Internet) www.soi.wide.ad.jp/

• PEACESAT: Distance education network in Pacific Islands areas led by the University of Hawaii. www.peacesat.hawaii.edu

• UNU: The Global Virtual University (GVU) The GVU is an online network of universities whose mission is to provide education for sustainable development led by the United Nations University (UNU) www.gvu.unu.edu
Case Study 3: Vocational Education
AEN (Asia e-Learning Network)

- AEN was established in 2002 by the proposal of the Government (METI) of Japan at ASEAN + 3 Economic Ministers Meeting in 2001.

- Missions of AEN are:
  - Share information on the latest e-Learning trends and technologies
  - Promote interoperability and resource sharing of e-Learning systems and contents
  - Promote the spread of knowledge on the effective use of e-Learning
Activities of AEN

• Organized 4 Working Group (WG) to accomplish the goals and finalized in 2006.
• WG1: Conformance and Standards
• WG2: Technique for Multilingual Correspondence Contents Development
• WG3: Corporate Education and Higher Education IDer (instructional design)
• WG4: E-Learning content quality assurance
Lessons Learned 4: Continuous Efforts
Key word for Sustainable Development

Examples regarding e-Learning

- E-Learning application is entering a new stage of effective and efficient implementation of higher education using web2.0 and SNS.
- UNU and UNESCO jointly organized conference on e-Learning called: “Pathways towards a Shared Future: Changing roles of higher education in a globalized world”.

Case Study 4: General Public Education
Development of Tele-center in Rural Area

Why Tele-center?

• Without communication infrastructure, we cannot transform the Digital Divide into Digital Opportunity in rural and remote areas of developing countries.

• The most cost effective solution in rural area is to share necessary facilities at tele-centers.
Development of Tele-center

- Since 1990’s, ITU has been developing the Multi-purpose Community Tele-center (MCT).
- UNDP, UNESCO, World Bank and other international organizations and aid organizations in developed countries have been promoting the development of rural ICT development programs.
- Development of rural tele-center is common target of National ICT Strategies of developing countries.
- We have many success stories and also miscarried projects.
- Development of sustainable tele-center is one of the most difficult ICT projects in developing countries.
Roles of the Rural Tele-center

- To create a knowledge center in rural community,
- To educate people and to enrich living standards,
- To realize grass roots access to global information through the Internet,
- To promote the sale of local products through the Internet and e-Commerce,
- To provide government information such as natural disaster warning to local communities, and
- To attract visitors from all over the world by demonstrating local culture and beautiful scenery.
Various Approaches for Tele-centres (1)

Tele-centres at Post Offices (Malaysia)

Roles of stakeholders

- **Government** – provides policy and strategy to steer the program
- **Post Office** – provides key infrastructure
- **Community** – Program driver and to ensure the sustainability (volunteers from local community)
  - Establishment of steering committee
  - Development of local content and portal site
  - Implementation of IT training course (e-Learning)
Various Approaches for Tele-centres (2)
Community e-Center: CeCs (the Philippines)

• First CeCs has established on 20 October, 2004.
• NCC (National Computer Center) aims to establish 100 CeCs all over the country.
• Role of CeCs: (Multi-purpose)
  ➢ Source of information for agriculture, education, health and livelihood
  ➢ e-Learning Center and e-Library
  ➢ Public Calling Office (PCO)
  ➢ Internet Cafe
Various Approaches for Tele-centres (3)
Internet Tambon Initiative (Thailand)

Integration of National Economic Development Plan with National IT Strategy (IT2010)

• “One Tambon One Product Initiative”: Facilitation of local products and industries as a business incubation policy for SMEs
• “Internet Tambon Initiative” for the promotion of e-Commerce in rural area
• Established 8000 Internet Tambon all over the country: next target will be a village tele-center

(tambon is group of villages: sub-district)
Various Approaches for Tele-centres (4)
Solomon Island People First Net

• PFnet is an NGO-Government partnership initially established by the support of the UNDP with multi-donors funding.
• Tested model for sustainable, community-owned rural access using HF radio system
• Web site portal with rich content
• Facilitated networking for:
  ➢ Distance learning
  ➢ Agriculture and fisheries development
  ➢ Indigenous business development
  ➢ Rural vocational training

(source: UNDP report)
Lessons learned 5: From “one size fits all” To “full of variety”

• Each country’s approach is based on the reality of its economic development stage, specific features of society, culture, and geographic conditions.
• Sharing information and collaborative learning are essential for the success of telecenter program.
• Taking into consideration of best practices and experiences of other countries, each country and community should create its own model with innovative idea.
Lessons learned 6:
There are still problems to be challenged

- How to realize sustainable rural tele-centers?

- How to implement cost-effective global internet access lines from rural areas of Pacific Islands countries?

- How to raise awareness of community leaders and educate/train local community people to be able to utilize ICT technology and how to update their ability to catch up rapid progress of ICT? (lifelong learning)

- How to realize strategic alliance/partnership between government, business, academia/school and NGO?
Sustainability of rural tele-center

• Financial sustainability
  ➢ How to draw necessary income from tele-center operation for sustainable operation and maintenance?
  ➢ There are many solutions but still unstable.

• Operational sustainability
  ➢ How to facilitate community people on the effective and efficient use of tele-center?
  ➢ Continuous capacity building of tele-center managers through collaborative learning and information sharing

• Technical sustainability
  ➢ Still important problem to be challenged.
Lessons learned 7: How to realize sustainable ICT project?

- Lessons learned from Solomon Islands experiences
  - To have mid-term and long-term development goals
    1st phase: People First Net (PFNet) program: establishment of 18 e-mail stations (now 27 stations)
    2nd phase: Distance Learning Center Project (DLCP)
    Establishment of 9 distance learning centers realizing broadband access using VSAT satellite terminals. (EU funded)
  - Continuous development of human capacity building in partnership with USP Center and UPNG Open College
  - To train excellent leaders groups for management, operation and technical support through the development of distance e-learning programs
Background:
The PFnet HF Radio Email Network
Distance Learning Centres Project (DLCP)

Education Sector Investment and Reform Programme

Ministry of Education and Human Resource Development

www.schoolnet.net.sb

Solomon Islands Distance Learning Centres Project

From presentations by Peter Pitia, Project Officer, DLCP at PacINET 2007
Lessons learned 8:
Every Failure is a Stepping Stone to Success

Examples of miscarried projects

• The Jhai Remote Village IT System in Lao PDR
  (Lack of careful management)

• Initial stage of Tele-center at Post Office Project in Malaysia
  (Now, it became a success story)
  (Insufficient HRD and community involvement)

• Initial Stage of PF Net in Solomon Islands
  (Now, this project is regarded as best practice)
  (Insufficient coordination with local community)
Lessons learned 9:
From Top-Down Process (hub and spoke)
To Collaborative Learning (mesh network)

• Experts of international aid organizations should become facilitators in project planning and implementation process.
• Roles of experts are to provide discussion points, lessons learned from success stories and miscarried projects and to organize effective discussions among stakeholders.
• His advises should remain one of solutions.
Conclusion: Our Challenge

“New initiative of international cooperation should be encouraged”

Benefits of ICT for all!

Thank you for your attention.