TaiwanICDF ICT Development Programs

International Cooperation and Development Fund
About the TaiwanICDF .................................................. 2

Background ............................................................... 4

Principles and Guidelines for TaiwanICDF ICT
Development Programs .............................................. 5

Technical Assistance .................................................. 6
  • IT Schools Projects ............................................. 6
  • TaiwanICDF-World Links Program, 2000-2005 ........... 8
  • IT Training Projects ......................................... 13
  • Technical and Vocational Education Projects .......... 15

HR Capacity Building ................................................. 20
  • Regional Workshops on Policy Evaluation and Bridging the
    Digital Divide .................................................. 21
  • International Workshop on ICT Policy Evaluation and Erasing the
    Digital Divide: Feature Stories of Taiwan ............. 23
  • Workshops on Technology Industry Policy and Management .... 25

Conclusion ............................................................. 27
Taiwan’s economic development was greatly facilitated in its early stages by development assistance from other countries and political democratization was also enhanced with overseas support. Therefore, Taiwan has a continuing responsibility to return this generosity to international society by assisting other countries in their own economic and social development.

In 1961, under “Operation Vanguard,” special agricultural technical missions helped improve fruit and vegetable production in many newly independent African countries. In 1962, these missions were expanded to become the “ROC-Africa Technical Cooperation Committee,” which merged with the Committee of International Technical Cooperation (CITC) in 1972.

Simultaneously, Taiwan was developing one of Asia’s most dynamic economies. In the hope of sharing Taiwan’s prosperity and economic experience with the rest of the world, the International Economic Cooperation Development Fund (IECDF) was established in October 1989 under the supervision of the Ministry of Economic Affairs. Soon thereafter, the IECDF was given the responsibility for providing various types of economic and social assistance to friendly and allied developing nations. As the variety of cooperative development projects expanded yet further, and the number of overseas technical missions increased, Taiwan’s government consolidated the CITC and the IECDF into an independent organization in 1996 and 1997: the International Cooperation and Development Fund (TaiwanICDF).

The TaiwanICDF’s core work programs include investment and lending operations, technical cooperation, international human resource development, and humanitarian assistance. The Fund has put together a wide array of international
cooperation programs designed to help allied and friendly nations develop their economic and social sectors, reduce poverty, strengthen international human resources development, expand agricultural productivity, and rebuild after natural disasters. Since its establishment, the TaiwanICDF has also established and strengthened cooperative relationships with numerous international organizations, regional agencies and NGOs.
The World Summit on the Information Society in 2003 declared to build a people-centered, inclusive, and development oriented information society. Attaining these goals will allow individuals and communities in emerging countries to promote sustainable development and improve their quality of life. Information and communications technology (ICT) has indeed changed the nature of international relations by offering unique advantages and opportunities for socio-economic development.

The development of Taiwan’s ICT industry has been praised around the world. Taiwan ranks the fourth in the production value of information hardware, while the island’s semiconductor industry is the third largest producer in the world. Taiwan’s high-tech sector is based on a center/satellite system that is universally recognized. To embrace global e-trends and solve the challenges facing Taiwan’s IT industry, the “e-Taiwan project” was approved in 2002 by Taiwan’s government. Bridging the international digital divide and promoting Taiwan’s international exposure are two main concepts behind this project.

With limited resources, the International Cooperation and Development Fund (TaiwanICDF) has been engaged in operations related to the development of ICT in our allied and friendly countries since 2000. These activities have focused on infrastructure development, ICT development strategy policy making and HR capacity building. It is hoped that these components will help to bridge the digital divide in partner countries.
Principles and guidelines to help countries bridge the digital divide and generate economic growth include:

1. Implementing projects to bridge the digital divide
2. Assisting allied and friendly countries in appraising, planning, and executing various investment and lending and human resource development projects related to ICT
3. Facilitating sound and transparent regulatory frameworks in friendly and allied countries
4. Encouraging the private sector in Taiwan to become involved in ICT programs
Technical Assistance
IT School Projects

Background

Globalization has created a “borderless society,” which relies heavily on state-of-the-art IT infrastructure. To boost their levels of competitiveness, Taiwan’s diplomatic allies are eager to replicate Taiwan’s technology-related successes. To assist partner countries in improving their technological capacities, the TaiwanICDF utilizes Taiwan’s digital advantages while implementing various technical cooperation projects in friendly countries. Realizing that nations face different IT challenges, the TaiwanICDF evaluates numerous methodologies and developed IT School Projects in Chile, Peru and Paraguay.

Goals and Objectives

During the course of this project telecenters were established, workshops were conducted, and sales and maintenance services strengthened. The TaiwanICDF hopes to spark information industries in host countries and reduce digital inequalities within these nations.

Project Components

In 2004, the TaiwanICDF sent evaluation teams to Chile, Peru, and Paraguay to set up telecenters and conduct computer training workshops and seminars for policymakers.

1. Telecenters

The TaiwanICDF established a 20-computer telecenter in Chile (Liceo C-3 Granaderos de Putre), Peru (Edelmira del Pando), and Paraguay (Cordillera, Guaira, Paraguari, Prsidente Hayes). In each center, the TaiwanICDF also provided a server, hub/switch, ADSL router, wireless router, printer, scanner, digital camera, DLP projector, and other required software. These centers play a significant role as a training and business center for local people.
2. Training Workshops

In the telecenter, the TaiwanICDF taught seed-trainers in four-day computer workshop. During the workshop, three experts from Taiwan provided instruction on hardware and software usage. For sustainability purposes, seed trainers are responsible for teaching basic computer applications to locals (MS Office, email, internet, web-page design, and basic hardware maintenance etc).

3. IT Policymakers’ Seminar

The seminar was designed to focus primarily on broadband construction, e-government, e-industry, e-infrastructure, e-society, key industries, and successful examples of information applications in the corporate and public sectors. As mentioned above, important officials and industry leaders from Chile, Peru, and Paraguay were asked to exchange their own unique experiences and policies on IT development.

Program Accomplishments

Six telecenters were established, and a total of 119 computers in Chile, Peru, and Paraguay were set up. Over 85 people in three countries became seed trainers. Approximately 150 participants attended the IT Policymakers’ Seminar in each country.

Conclusion

The IT School Project in Chile, Paraguay, and Peru is just one example of Taiwan’s efforts in helping to improve IT infrastructure at the grassroots level. The school project is especially beneficial to people in rural areas. In the future, Taiwan would also like to introduce e-commerce initiatives so these people can take advantage of business opportunities.
**Background**

The five-year partnership between the TaiwanICDF and World Links has been a unique relationship which has offered both organizations the opportunity to work on several fronts to enable developing country schools to benefit from the enormous educational opportunities of the information age. The TaiwanICDF co-finances World Links in three concrete ways. The partnership also offers the possibilities of linking students and teachers from the Taiwan with World Links schools across the globe for collaborative experiences. The targeted countries were Burkina Faso and Senegal in Africa and Costa Rica, El Salvador, the Dominican Republic, and Paraguay in Latin America.

**Goals and Objectives**

1. Ensure reliable appropriate and sustainable school level access to ICT including computers CD-ROMS, email, and the internet.

2. Provide secondary and primary level teachers and students with the proper skills needed for planning and execution of telecollaborative projects with local and foreign counterparts.

3. Stimulate and promote the use of computers as well as the Internet and Intranet in the classroom.
Project Components

1. **Teacher Professional Development**: provides training for trainers, teachers, students and community members in the effective use and usage of ICT in the school settings to improve teaching and learning. More specifically the training focuses on the use of computers for collaborative student work as well as for teacher collaboration.

2. **School Based Telecenters**: focuses on providing advice to ministries of education and participating World Links schools regarding the design, planning, and managing of self-sustaining, school-based telecenters in developing countries. The school labs are used by the community after school hours and the schools generate revenue to pay for their Internet costs and fixing computers.

Project Impact

The table below summarizes the number of schools and teachers directly impacted by the World Links program:

<table>
<thead>
<tr>
<th>Countries</th>
<th>Schools</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkina Faso</td>
<td>12</td>
<td>41</td>
<td>600</td>
<td></td>
<td></td>
<td></td>
<td>641</td>
</tr>
<tr>
<td>Senegal</td>
<td>51</td>
<td>300</td>
<td>536</td>
<td>500</td>
<td></td>
<td></td>
<td>1,336</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>46</td>
<td>30</td>
<td>120</td>
<td>70</td>
<td>16</td>
<td></td>
<td>236</td>
</tr>
<tr>
<td>El Salvador</td>
<td>37</td>
<td></td>
<td>30</td>
<td>103</td>
<td></td>
<td></td>
<td>133</td>
</tr>
<tr>
<td>Paraguay</td>
<td>80</td>
<td>258</td>
<td>545</td>
<td>1,000</td>
<td></td>
<td></td>
<td>1,803</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td>45</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>247</strong></td>
<td><strong>558</strong></td>
<td><strong>1,152</strong></td>
<td><strong>2,250</strong></td>
<td><strong>173</strong></td>
<td><strong>61</strong></td>
<td><strong>4,194</strong></td>
</tr>
</tbody>
</table>
External Evaluation

Countries that were co-funded by the TaiwanICDF were subject to two major external evaluations: a Gender Study and the third Series of the World Links External Evaluation.

The Gender Study: The study was commissioned by World Links in 2001 with the objective to determine if and how girls and boys are being impacted differently by the program. The research was conducted by Dr. Coumba Mar Gadio, an independent consultant and focused on male and female students in four African countries: Senegal, Mauritania, Uganda and Ghana. The objectives of the study were: (i) to explore the factors contributing to increased gender equity in accessing computers provided by World Links; (ii) to clarify the factors that explain girls’ improved communication and reasoning skills; to investigate the factors related to girls’ improved technological skills and attitudes; (iii) to provide a better understanding of the increased participation of girls in the program; and (iv) to make recommendations for the promotion of gender equity in computer access for policy makers and development agencies working in the field of gender and education.

The SRI Study: From July 2002 to June 2003, World Links commissioned SRI International to undertake an external evaluation of its program activities in 7 countries, among which were the TaiwanICDF-supported countries of Burkina Faso, Senegal and Paraguay. The evaluation aimed to learn
about how participation in World Links enhances teachers’ instructional strategies and students’ academic performance and skill development. Learning more about the impact of the World Links training component on teachers was particularly important, given that a number of countries, including Senegal and Paraguay, were entering the final year of their funded participation in World Links. SRI International’s evaluation conducted a survey of teachers in countries who have participated directly or indirectly in World Links training. Additionally, student performance assessments were administered in four of the schools targeted for the teacher survey in each country. To examine the impact of World Links on teacher pedagogy, the evaluation also examined the relationship between how teachers teach and what students are able to do using technology.

Overall, the implementation of the World Links program in the five target countries has been successful with significant number of teachers receiving training and students acquiring new computer skills. As was shown by the SRI evaluation, teachers stated that the program has had a positive impact on student knowledge, cross-cultural awareness of students, communication and information reasoning skills, student participation in collaborative programs as well as student employability. The program’s impact in these student outcome areas seems to have been perceived by the teachers as equally distributed among girls and boys, except for the technology related impact that was
perceived greater on boys than girls, as well as for the impact on cultural awareness and communication/reasoning skills that were perceived greater on girls than boys. According to the study, in Senegal, because of the availability of the World Links program, 50 percent of World Links teachers interviewed were able to overcome the lack of textbooks by designing their own teaching materials and handbooks on specific subjects such as physics, biology and sciences using the World Links computers and the connectivity provided to access relevant resources. Some teachers in Senegal also praised the opportunities given by the program for enabling them to publish a biology textbook that will be used throughout Senegal for teaching.

The TaiwanICDF has the opportunity to play a key role in educational technology initiatives in the developing world by capitalizing on the successes of its grant-based funded partnerships. The World Links program provides the TaiwanICDF with a unique model to respond to country demand for ICT in education services—at the grassroots level—in countries that are only beginning to see the benefits of technology in the classroom. In this sense, the TaiwanICDF and World Links will continue to lay the groundwork in this area with friendly countries to Taiwan and provide important lessons for future expansion of ICT applications in education.
Background

Based on the successful IT school models in Chile, Peru and Paraguay, the TaiwanICDF would like to replicate these models in other friendly countries to assist host countries in improving their technological capacities. In 2005, the TaiwanICDF plans to conduct IT training Projects in Belize, Guatemala, El Salvador and Panama.

Goals and Objectives

1. Establish telecenters for training local students and people with basic or advanced computer skills.
2. Set up a MIS application system to improve governmental performance.
3. Organize seminars and workshops to boost IT capabilities and bridge the digital divide.

Project Components

1. In Belize (2005-2007), the TaiwanICDF plans to set up a telecenter with 20 PCs, digital equipment, and Management Information Systems (MIS). The center would be established in the George Price Centre, and officials from Belize’s central government are the targeted clients.
2. In Guatemala (2005-2007), the TaiwanICDF will assist in establishing an ICT institute to promote the digital industry in Guatemala and invite qualified people to participate in ICT
related workshops in Taiwan. Moreover, the TaiwanICDF would like to set up equipped telecenters in Guatemala in order to bridge the digital divide.

3. In El Salvador (2005-2006), the TaiwanICDF will cooperate with Salvador Technology University (UTEC) for the implementation of advanced training courses. The target clients of this project will be faculty members and graduate students from the UTEC. Furthermore, the TaiwanICDF would like to set up two telecenters with 40 PCs and other digital equipments in rural areas. The UTEC will then be responsible for training local people.

4. In Panama (2005-2006), the TaiwanICDF will help the Institute of National Agriculture (INA) to set up an agricultural information management system. The INA, based in Santiago Panama, would be responsible for training representatives and farmers from other provinces to use the system.

**Conclusion**

Given human resource development is a key component within these ICT collaboration projects, the TaiwanICDF will not only set up the telecenters, but also management information systems (MIS), and other relevant training programs. Based on the different needs of partner countries, the TaiwanICDF develops various ways to integrate cooperation with government, academic, and agricultural institutions.
Background

Three factors play an important role in economic growth: labor, capital, and technology. Even with new technologies and increased capital inflows in partner nations, human resource capabilities still need to be enhanced. Having a skilled workforce in developing countries is a fundamental requirement for attracting foreign direct investment and for creating local employment opportunities. Many international development organizations spend large amounts of money on strengthening primary education systems in host countries. Taking advantage of Taiwan’s unique developmental experiences, the TaiwanICDF focuses primarily on technical and vocational education.

In today’s globalized, interconnected world there is huge “digital divide” between countries that utilize information communications and technology effectively and others do not. Therefore, specific ICT components are studied and included within technical education and vocational projects.

Goals and Objectives

The goals of TaiwanICDF’s technical and vocational educational projects are to strengthen local human resource development capabilities and empower the labor force to deal with a variety of technological issues. Among them, the ICT-related components encourage young people to integrate themselves into local labor forces. On long-term basis, these projects benefit numerous industries and help to bridge the digital divide.
Methodology and Implementation Design

In principle, all TaiwanICDF projects are based on a project cycle. For each project stage, TaiwanICDF experts and specialists are dispatched to host countries for feasibility studies, appraisals, negotiations, and project implementation and supervision activities. Economic, financial, social, and educational factors are taken into consideration and project risks are examined and analyzed continuously.

For accountability and adequate local participation, the proposed projects will be under the general direction of a local technical and vocational education authority. A steering committee composed of high-level officials from various agencies, such as relevant government representatives, leaders in industrial areas and educational circles will be organized to oversee diligent, efficient and timely project implementation. A task force shall be organized to provide administrative services and to be responsible for preparing, monitoring and evaluating the implementation plan. Meanwhile, operating groups will be created under the task force, each in charge of a selected professional area. Additionally, to support the steering committee for inspection purposes, a consultancy team shall be incorporated into the operational structure to tackle comprehensive and complex issues in an independent manner.
ICT Components

The ICT component is designed on a county-by-country basis and includes: network design and management, communications system design and implementation, computer programming, hardware maintenance, and applications development. In general, each component does the following:

1. Establishs a computer lab for every targeted technical and vocational school.
2. Develops computer concepts and application curricula (e.g. office productivity and e-mail) at basic and advanced levels.
3. Creates ICT-based management systems.
4. Promotes distance-learning programs in rural and underdeveloped communities.

Specific ICT-related technical training is supported by the project and is delivered by vocational streams (either through secondary level vocation training programs or in polytechnics colleges).

A summary of the TaiwanICDF’s technical and vocational education projects and ICT-related components are listed below:
<table>
<thead>
<tr>
<th>Country</th>
<th>Board Approval Date</th>
<th>ICT Component</th>
</tr>
</thead>
</table>
| Senegal | 2003/4/3            | 1. Upgrading facilities and renovating workshops  
|         |                     | 2. Training teachers  
|         |                     | 3. Compiling textbooks  
|         |                     | 4. Establishing computer laboratories |
| Panama  | 2004/6/14           | 1. Laboratory renovation and equipment renewal  
|         |                     | 2. Training teachers  
|         |                     | 3. Promotion of computer literacy |
| Malawi  | 2005/3/28           | 1. Upgrading laboratory equipment and facilities  
|         |                     | 2. Training teachers  
|         |                     | 3. Curriculum revision and development and textbook compilation |

**Expected Outcomes**

At the macro level, the expected impacts of the ICT component social development expectations are as follows:

1. It will support the creation of new teaching methodologies that make it easier for teachers to enhance their professional areas and capacities.

2. It will provide modern curriculum for students so they have access to quality materials through e-learning or independent and distance learning channels. These initiatives will support conditions that promote equal
access to computer-related technologies with enhanced education services based on ICT.

3. It will develop teacher and education management capacities that: (a) use new teaching and learning materials; (b) incorporate new technologies into professional practice; and (c) produce learning materials.

On a micro level, especially for teachers and students in partner schools, the expected benefits are as follows:

1. The students will benefit from: (i) improved access to a wider range of ICT related component and new curricula; (ii) improved motivation and work habits in schools that will lead to real employment after graduation; and (iii) the acquisition of new technical skills through computer-based simulation projects.

2. The teachers will benefit by learning new, more appropriate pedagogical methodologies that allow them to teach students by collecting and using educational materials more efficiently.

3. The use of computer-based courseware and distance delivery methods will benefit students in rural areas, particularly students from needy families.
Background

After 50 years of strong economic growth, Taiwan has entered the next phase of national development with its dynamic knowledge-based economy. The reasons behind Taiwan’s economic success are numerous, but Taiwan’s well-educated workforce is definitely one of the most important contributing factors. The TaiwanICDF acknowledges the importance of HR capacity building, and the Fund offers a variety of workshops, seminars, and international scholarships. To promote ICT development, Workshops on Technology Industry Policy and Management have been organized annually since 2002. Regional conferences were also held in Western and Southern Africa and Central America in 2004. In addition, based on specific needs in allied countries, 43 volunteer computer teachers have been dispatched to 14 countries around the world.
Goals and Objectives

1. Taiwan’s IT experiences were shared with Latin American and African audiences in a two-day international conference on digital opportunities held in Guatemala and Swaziland. Participants were invited to share information on broadband construction, e-government, e-industry, e-infrastructure, e-society, key industries, as well as information application projects in the public and private sectors. During these workshops, Taiwan also provided its technological experiences in information applications over the past two decades.

2. The workshops facilitated information exchanges and future plans were designed for countries including the adoption of broadband networks, e-government, e-industry, e-infrastructure, and e-society capabilities.

3. Consultation services were also provided to the private sector in Guatemala and Swaziland. After the workshops, two-day consultations were carried out in Guatemala and Swaziland. During this time, Taiwan’s IT experts provided diagnostic services for the private sector, thus strengthening communication with local businesses.

Participants

In Latin America, the participants included government officials and industrial leaders. Two people from Paraguay, Panama, Costa Rica, Nicaragua, Honduras, El
Salvador, Belize, and the Dominican Republic attended the workshop. Approximately 60 people from Guatemala also attended the event. Moreover, five representatives from the Central American Bank for Economic Integration (CABEI) and the Organization of American States (OAS) showed up.

In Swaziland, 26 people from Malawi and Swaziland attended the workshop including government officials and industrial and commercial leaders. Representatives from the United Nations Development Programme (UNDP) and other international organizations also attended.

Conclusion

Taiwan’s developmental experiences in IT applications were used to assist the public and private sectors within participating countries. The workshop promoted the use of information applications in governmental sectors and in private sector e-commerce and information management concepts in the minds of the attendees. The quality of broadband services, e-government, e-industry and e-society in these countries were discussed so Taiwan’s technical cooperation activities could be updated and expanded.
Goal and Objectives

The goal of the workshop is to share Taiwan’s unique experiences in ICT development with policymakers from partner countries and with other international participants. The workshop will include discussions on the role of the industrial, governmental, and academic sectors in Taiwan’s technological development. The following topics will be covered: (i) ICT Development Models in Taiwan (ii) ICT Challenges (iii) The Role of NGOs in Bridging the Digital Divide

Participants

Forty participants attended this workshop. They are ICT-related policy makers, educational leaders, and non-government organization (NGO) representatives from Senegal, The Gambia, Sao Tome & Principe, Chad, and Nigeria.

Outcomes and Recommendations

During the five-day workshop, lecturers from Taiwan discussed topics on ICT development including the importance of infrastructure, strong government policies, human resources in IT, and public awareness on technology issues.

Through these presentations, participants learned about the technology challenges facing these countries and the different impediments faced by urban and rural communities. The TaiwanICDF also shared its experiences on ICT-related technical assistance projects in The Gambia and Senegal.
Taiwan has achieved remarkable economic success, having transformed itself in a few short decades to the technology-driven economic powerhouse that it is today. Strong relationships among the industrial, governmental, and academic sectors have played a critical link in enabling Taiwan’s computer industry to thrive. By sharing these experiences with partner countries at the conference, participants could explore how a variety of sectors play a pivotal role in helping to bridge the digital divide.
Goals and Objectives

Taiwan has achieved remarkable economic success, having transformed itself in a few short decades to the technology-driven economic powerhouse that it is today. In recent times, the island has concentrated on developing its high-tech industries, and is now a world leader in technology. Based on these digital experiences, a Workshop on Technology Industry Policy and Management has been designed and implemented annually since 2002. This workshop aims at sharing the government’s policy formulation experience in technology, as well as the private sector’s familiarity with industrial development. The workshop hopes to strengthen cooperative relationships with partner countries and help them to improve their technology development capacities. Topics such as digital development in Taiwan, advanced work force development, and the comparative advantages of R & D will be shared with all participants.

Participants

Participants are IT policy makers and technical experts from 20 countries around the world. The number and regional breakdown of the participants are:

<table>
<thead>
<tr>
<th>Region</th>
<th>Latin America</th>
<th>Africa</th>
<th>Asia</th>
<th>Europe</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of participants</td>
<td>29</td>
<td>13</td>
<td>29</td>
<td>11</td>
<td>82</td>
</tr>
</tbody>
</table>

Outcomes

These workshops have a tremendous impact in terms of implementation and evaluation. Participants realized that Taiwan’s know-how in technology development
could be replicated in their home countries if they follow similar developmental guidelines such as:

- Improving the educational system and developing a labor force committed to entrepreneurship.
- Strengthening social and physical infrastructure.
- Creating an enabling environment for private sector participation. For example, “Science Park” development in Taiwan encouraged overseas Taiwanese citizens to return and set up new business etc.
- Encouraging people to invest in their own small enterprises through the incubation model. This work has been done with the support of professors, researchers and students from Taiwan’s leading universities.
- Developing the high-technology industry through research and development.

From the TaiwanICDF’s viewpoint as the organizer, this workshop has successfully transferred Taiwan’s technology experiences to all workshop participants and has promoted on-going communication between the participants and lecturers.
The formulation of strong ICT policies is important for creating an enabling environment in partner countries that promotes technological innovation, adoption, and adaptation. Such strategies have been instrumental in Taiwan’s own digital development. Many allied and friendly countries have identified ICT development as a national priority, and attempts to bridge the digital divide require the combined energy, resources, and cooperation of numerous international organizations and NGOs. As a contributing member of the global community, Taiwan is committed to helping cooperating countries develop and implement national ICT strategies and programs that spark comprehensive socio-economic development.

Following the conclusion of a regional workshop in Swaziland last year, the TaiwanICDF has been busy in 2005 developing an e-Malawi project and an ICT vocational training project in Swaziland. The e-Malawi project focuses on improving e-government, e-school, and HR training capabilities. The vocational training project in Swaziland is improving computer equipment, upgrading the National Handicraft Center into a telecenter, and further elevating national ICT educational standards.

In the future, the TaiwanICDF would like to expand its collaboration with international development organizations such as the ADB, the AfDB, the CABI, the EBRD, the IDB, and the OAS, and include ICT as a priority area for future cooperation.
Cooperation with International Organizations

Development Bank of Southern Africa (DBSA)

World Trade Organization (WTO)

Asian Vegetable Research and Development Center (AVRDC)

Asian Development Bank (ADB)

Central American Bank for Economic Integration (CABEI)

Inter-American Development Bank (IDB)

European Investment Bank (EIB)

International Finance Corporation (IFC)

African Development Bank (AfDB)

Organization of American States (OAS) and Young Americas Business Trust (YABT)

European Bank for Reconstruction and Development (EBRD)

World Links