Establishing the telecentre.org – Philippine Community eCenter Academy Project

Contract No. 105102-001

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FOREWORD

To be entered by the responsible Program Officer

Tan Say Yin
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PREFACE

The telecentre.org - Philippine Community eCenter Academy (tPCA) was organized during the conduct of the Partners' Meeting and Letter of Intent (LOI) Signing held on November 26, 2007 at the Manila Peninsula Hotel, Makati City, Philippines.

Following tPCA's organization as a consortium of ICT for Development (ICT4D) and telecentre-related capability-building and content development institutions for local telecentre development, the Commission on Information and Communications Technology (CICT), through the National Computer Center - Field Operations Office (NCC-FOO), sought to implement this research contract with the International Development and Research Centre (IDRC) and telecentre.org titled **"Establishing the telecentre.org - Philippine Community eCenter Academy Project."**

The overall objective of the research project is to establish the telecentre.org – Philippine Community eCenter Academy (tPCA) which will serve as a national center of excellence to accomplish the following specific objectives or component activities: 1) organization of the tPCA, 2) development of competency standards, 3) development and pilot implementation of CeC training course, and 4) social marketing and advocacy.

Given this set objectives, CICT and NCC-FOO accomplished much with able assistance from its partners in tPCA implementation, and the financial grant secured under this project.

CICT, NCC-FOO and tPCA member agencies continues to celebrate each and every milestone, stride after stride, the groundbreak of its achievements particularly the crafting and adoption of its own charter, the development of the National Competency Standards for CeC Knowledge Workers (NCS-CeC) which had resultant impact on the eventual creation of a special course curriculum for these workers, and an initial course design for the four Foundation Courses for CeC Managers, and finally, the pilot run of the series of Foundation Courses that earned the participation of 102 CeC Manager graduates to these specialized courses.

Truly, it can be said that the project has gained unprecedented advances in the area of professionalizing the local telecentre arena. And there's more to come.

With our sincerest thanks to IDRC and telecentre.org, we are, indeed, grateful and we celebrate the many "firsts" you helped us realize for the Philippine CeC Program.

MARIA TERESA M. CAMBA
Director, National Computer Center - Field Operations Office
and Head, Philippine CeC Program

EXECUTIVE SUMMARY

The establishment of the tPCA as a formal organization with a Charter mandating its purposeful existence was the first milestone accomplishment of the project.

During the first eight months of implementation, we witnessed the conduct of literature reviews, focus group discussions (FGDs) and consultation workshops, online reviews and validations leading to the successful formulation of the National Competency Standards for CeC Knowledge Workers (NCS-CeC). The NCS-CeC was finally approved and adopted by the tPCA Executive Board last December 11, 2008.

It would be noted that the conduct of the tPCA Curriculum Development Workshop was held last December 12, 2008 after the NCS-CEC was finally adopted, to sufficiently anchor the tPCA curriculum to the guideposts on the varying job role descriptions indicated in the NCS-CEC.

February 10, 2009 saw the tPCA Curriculum presented and approved during the conduct of the tPCA BOT Meeting. Consequently, the Accreditation and Certification Standards for the roll-out of tPCA member-programs and the granting of degree certificates to graduates, had already been approved in the last tPCA Board of Trustees (BOT) Meeting held last March 18, 2009.

A Memorandum of Understanding between NCC and the Development Academy of the Philippine (DAP) has been approved, with the latter being the provider to craft the four (4) pilot course designs which shall include face-to-face classroom type dry-run of the courses.

From June to August 2009, the conduct of the initial run of Foundation Courses for CeC Managers have been facilitated with a total of 102 CeC Manager graduates in attendance.

These courses were specifically geared towards the professionalization of CeC Managers and that completion of each and every course would consequently qualify a CeC Manager to become eligible for a certification in CeC Management under tPCA.

Further, another unplanned activity was facilitated with the several batch conducts of the crash course on Essentials of Community eCenter Management Training for CeC Knowledge Workers held from March to April 2010. The training was undertaken in order that newly designated CeC Managers in recently established CeCs under the Philippine Community eCenter Program are given the timely orientation on the requirements needed to effectively manage the operations at the local CeC.

So far, a total of two (2) conducts of the training have been facilitated under this project, and which was attended by 85 participants. Eight training batches are scheduled to be conducted until June 2010 to sustain the effort under the Philippine CeC Program fund.

Another notable activity conducted under the project is the development of the tPCA Business Plan, with its first draft expected sometime May 2010.
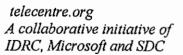
CHAPTER - 1   INTRODUCTION

This report seeks to present the detailed accomplishments and achievements derived from the implementation of the **"Establishing the telecentre.org - Philippine Community eCenter Academy Project."**

Furthermore, this paper hopes to account the strategies and the methodologies employed to achieve the deliverables under the project.

Along this line, the report also gathered the notable practices from project implementation which can be replicated by other national telecentre academies.

CHAPTER - 2   RESEARCH METHODOLOGY

Nature of Project

The **"Establishing the telecentre.org - Philippine Community eCenter Academy Project"** is a project with the following component activities:

1. Organization of the telecentre.org - Philippine CeC Academy and Development of its Charter
2. Competency Standards Formulation
3. Development and Pilot Implementation of CeC Training Course
4. Social Marketing and Advocacy

Methods

The conduct of focus group discussions (FGDs) and community consultations were arranged to address the fulfillment of the first two component activities.

A planning workshop with member agencies under the telecentre.org-Philippine Community eCenter Academy (tPCA) was organized to delve on the priorities and the personality of the Academy.

The workshop for the drafting of the tPCA Charter was held in June 2008 and was participated in by 27 participants coming from member agencies and institutions of tPCA.

A total of five regional FGDs were conducted for the development of the National Competency Standards for CeC Knowledge Workers (NCS-CeC) whereas only three regional FGDs were originally proposed for the project. It would be important to note that the two additional batches were conducted at no additional cost or extension of timeline for the implementer.

Two high-level workshops were also conducted instead of one targetted workshop to finalize the NCS-CeC. In addition, several rounds of online reviews and validations were also held before the NCS-CeC document was finally approved and adopted on August 6, 2008.

Relatedly, the tPCA convened twenty-two fundamental associates from different stakeholder groups for a one-day **Business Planning Workshop**, held at the Fab Restaurant at the Holiday Inn Galleria Manila, Ortigas Center, Pasig City last April 22, 2010.

The workshop revisited the vision and mission of the academy and discussed its goals, strategies and the expected key result areas. Relevant issues faced by the academy were also given emphasis, including how each stakeholder group can address the said concerns.

Notably, the first draft of the academy's business plan is expected to be circulated sometime in May 2010.

A contract for consultancy services was forged between the National Computer Center and the Development Academy of the Philippines with the latter being the provider to craft the four (4) pilot course designs which includes face-to-face classroom type dry-run of the courses.

From June to August 2009, the series of Foundation Courses for CeC Managers was conducted which aimed to 1) provide the groundwork for a deeper understanding of the CeC and the CeC Manager's strategic role on development, 2) allow participants to get an overview of CeC management functions, and delve into the ecology of existing CeCs and the rudiments in handling CeC products and services with emphasis on operations management, financial management, content management, project management for sustainability, and monitoring and evaluation, and; 3) engage the participants to focus on research process, methodologies and process appropriate for CeC Managers leading to a development of a proposal suited for telecenters.

The four Foundation Courses were as follows: 1) Development Perspective for CeC Managers, 2) CeC Management Level 1, 3) CeC Management Level 2, and 4) Practical Research for CeC Managers.

Said courses were participated in by 102 CeC Manager graduates who are PhilCeCNet members in order that their participation can be carried on to the network.

These courses, all geared towards the professionalization of CeC Managers, enables a course graduate in good standing to complete the other courses in the training series and entitle him/her to a Certificate of Course Completion for each course he/she has successfully passed and earn for him/her creditable units to a degree in Masters in CeC Management under tPCA.

Moreover, it would be important to note that a Certificate of Participation were given out to those participants who were not able to successfully compete in the course activities. This circumstance shall not, however, bar participants to pursue attendance to other courses, but the same Certificate would be given out to them.

For the fourth component activity, a review of related literature was initially made to assess the possible content requirements for the upgrade and enhancement of the Philippine Community eCenter Portal. Online research was done on helpdesk sample sites and software.

An orientation was also conducted for CeC managers relative the use of the portal's Content Management System during the conduct of the Workshop on the Development of the National Competency Standards for CeC Knowledge Workers which was held last August 19-22, 2008 in Puerto Galera.

The move was initiated to enhance the participation of these CeC motivators in knowledge-sharing. Consequently, the orientation also provided an opportunity to gather comments and feedback from actual users regarding the usability of the site. The comments and feedback gathered served as additional inputs for the improvement of the site. They were incorporated in the enhancement specifications for the portal while some minor fixes and enhancements were already carried out.

Consequently, a contract was forged with Cerveo Computer Systems for the enhancement of the Philippine Community eCenter Portal bearing on the incorporation of a feature on online application for tPCA accreditation registration of training institutions as well as a helpdesk feature.

The contract also covers improvement on existing functionalities of the Portal Content Management System (CMS) and streamline existing features of the website. Likewise, a new Portal feature where CeCs can register for a profile account which shall enable profile updates and posting of local products, photos, blogs, and local events.

CHAPTER - 3   STUDY & SURVEY FINDINGS

I. Organization of the telecentre.org – Philippine Community eCenter Academy

Output 1: Development of the tPCA Charter

Through the formulation of its charter, the telecentre.org - Philippine Community eCenter Academy (tPCA) became a formal, organized institution forming a consortium of capability-building institutions involved in the delivery of ICT4D and CeC-related programs. The collaboration takes on the concept of corporate, cooperative endeavors with the intent to consolidate and build upon the strength of each and every telecentre effort as well as various CeC-related activities in the country.

Likewise, it can be said that, with the document's formulation, tPCA gained a formal standing in the local and international telecentre academe community as a pioneering milestone in the history of telecentre academies.

It would be noted that member agencies and institutions of the tPCA ratified the document last August 6, 2008, during a special meeting of the academy's founding partners at the CICT-NCC Building in UP Diliman, Quezon City.

For more details, the tPCA Charter is attached as **Annex A.**

Output 2: Formulation of tPCA Accreditation and Certification Standards

The telecentre.org-Philippine Community eCenter Academy (tPCA), together with the Development Academy of the Philippines (DAP), has finalized and approved the policies and procedures for the accreditation of CeC courses and certification of individual proficiency for CeC knowledge workers, and is now awaiting implementation.

Under the tPCA Accreditation Standards and Certification Protocol, the tPCA, as the academic-arm of the Philippine CeC Network (PhilCeCNet), is tasked to accredit courses offered by certified members of the Academy for the purpose of aligning said courses with the tPCA curriculum and the National Competency Standards for CeC Knowledge Workers.

Accreditation, as defined by the 2008 tPCA Charter, is the assignment of credit to courses offered by accredited members of the Academy. This will serve not only to address the needs of CeC knowledge workers but also to recognize CeC management as a new profession.

Aside from accreditation, the Academy will also conduct proficiency examinations for individuals who wish to be certified as CeC managers. The examination is open to all applicants who may or may not have undergone accredited courses.

A detailed report on the Accreditation and Certification Standards as well as its attendant procedures is attached as **Annex B and Annex C.**

Output 3: Formulation of the tPCA Business Plan

Facilitated by tPCA consultant Dr. Elizabeth Y. Manugue of the Development Academy of the Philippines (DAP), the planning workshop for tPCA's sustainability plan began with a revisit of the academy's vision and mission and discussed the attendant goals, prevailing strategies and the expected key result areas

As a result, a five-year summary of goals and strategies for four key result areas were identified as: 1. Organization Development; 2. Capability Building and Research; 3. Accreditation and Certification; and 4. Extension, Partnership and Advocacy.

First draft of the said document shall be reviewed by end of May 2010.

II. Development of National Competency Standards for CeC Knowledge Workers

Although originally the scope of work for the project only included Competency Standards for CeC Managers, the undertaking was expanded midway to cover all CeC knowledge workers to include technical staff and CeC finance and administrative staff. The expansion was borne of agreements done during the tPCA Charter Development Workshop held last June 4-6, 2008 at The Legend Villas, Mandaluyong City.

After having gone through substantial development, the final NCS-CeC defined competencies for 3 CeC knowledge worker roles, namely, CeC manager, CeC technical staff and CeC finance and admin staff.

It also succeeded in identifying six major competency clusters, as well as performance indicators, underpinning knowledge and soft skills for each of these clusters. Clusters identified include planning, leading, administration, networking, technical, change management and customer orientation.

A competency map that shows how these clusters cascade across CeC job roles was also drawn up. Future updates of the NCS-CeC will attempt to include certification related information as well. For detailed information on the six clusters, the final and approved NCS-CeC accompanies this report as **Annex D.**

Printed copies of the NCS-CeC was also circulated to CeC stakeholders locally and abroad.

The professional layout and publication of the Competency Standards document is not included in the budget allocation for the project but has been incorporated from savings generated from other related tPCA projects.

To date, NCS-CEC document has been showcased as a model document, with other international organizations seeking to make this a reference material for textual customization and translation to different languages.

III. Development and Pilot Implementation of CeC Training Course

Output 1: Mapping and Inventory of Existing Course Modules from Consortium Partners

The mapping and inventory of training courses was done to initially identify existing courses which could be repackaged for training rollout as well as to identify other possible courses which can be offered by the tPCA.

Overall, there were thirty-nine identified existing capability-building programs being offered by the respondents. **Annex E** details the summary of the clustered programs which indicates a detailed description of each program and classified accordingly in relevance to major skills and competencies in: 1) organization, management and governance of CeCs, 2) IT technical skills, 3) non-IT technical skills, 4) soft skills, and 5) content development and management.

The implementer has also pre-determined, with the above identified skill sets, that the tPCA training curriculum shall center on *planning, management, technical and administration*, as well as *social skills*.

Output 2: Crafting of the tPCA Course Curriculum on CeC Management

A curriculum development workshop was held last December 12, 2008 at the Commission on Information and Communications Techonology (CICT) building in Diliman, Quezon City to come up with a curriculum for the tPCA's first official public course offering.

In cognizance of the critical role of CeC managers in CeC sustainability, a post-graduate diploma course on CeC development and management was mulled in the said workshop. The course was envisioned to not only provide the CeC manager the necessary training and expertise in the context of ICT4D to support his role as mentor, change maker, catalyst for convergence, and social entrepreneur, among others, but will likewise support the professionalization of his position as CeC manager.

Annex F presents the reference framework used to come up with the tPCA certificate modules, the summary of tPCA courses, and the hierarchical framework for the degree completion on CeC Management.

Output 3: Conduct of the Pilot Run of Foundation Courses for CeC Managers

The pilot run of tPCA Foundation Courses for CeC Managers are part and parcel of a curriculum developed by the tPCA, which will lead to a Certificate or Diploma for CeC Management, incorporating competencies for CeC Managers as defined in the National Competency Standards for CeC Knowledge Workers.

In 2009, the conduct of these courses were facilitated: Development Perspective for CeC Managers (June 15-19), CeC Management Level I (July 6-10), CeC Management Level II (August 3-8), and culminated with the conduct of the Practical Research Course for CeC Managers (August 24-28).

A total of 102 CeC Manager graduates participated in the said pilot run of the Foundation Course series.

IV. Social Marketing and Advocacy

Output 1: Enhancement of the Philippine CeC Portal

With the use of the Ning platform as the forum board for the CeC Portal, the PhilCeCNet Online Community (http://philcecnet.ning.com) now uses the following major features : Groups, Forums and Member Profiles. The Event RSVP functionality is also being utilized now for major CeC-related events such as the upcoming 5th Knowledge Exchange Conference for CeCs.

It would be noted that the PhilCeCNet Online Community at Ning has grown to 123 members in barely a month since its announcement to the public last March 10, 2009. This number includes high-level ICT officials, CeC managers and knowledge workers, as well as program leaders of the various CeC initiatives in the country, among others.

The PhilCeCNet Online Community also functions as a helpdesk, with members already posting questions and other members offering answers.

Output 2: Other Advocacy Efforts

An regular online newsletter entitled the PhilCeC Newsline was also prepared to engage the interest, support, and participation of stakeholders about recent activities as well as forthcoming events which are scheduled for implementation.

The printing of 5,000 copies of the tPCA brochure was also facilitated under the project, and which were given out in important ICT events in the Philippines and abroad.

The project leader also had the chance to present the milestone accomplishments of the telecentre.org – Philippine CeC Academy in the various national and international fora conducted.

A special meeting was also facilitated for the study visit of Mr. Laurentiu Bunescu of Telecentre Europe Network to the Philippines (March 9-13, 2009) where he had the opportunity to meet with the tPCA Chairman, Exec. Dir. Lorenzo Emanuel L. Guillermo of TESDA, and discuss the operations of the Academy.

CHAPTER - 4   ANALYSIS AND MODEL DEVELOPMENT

This chapter summarizes the notable outcomes derived with project implementation.

:: The tPCA Charter

With the charter in place, the tPCA ground about on carrying out its mission of guaranteeing "the availability of highly competent knowledge workers for CeCs through collaboration of institutions unified by a shared purpose to optimize resources and ensure knowledge sharing in order to deliver continuous and relevant capability-building programs, research, certification and advocacy thereby enhancing productivity and sustainability of CeCs in the country".

With a clear mandate, the tPCA led in the professionalization of knowledge workers for CeCs primarily by developing and making available capability building programs and post-baccalaureate degree courses for CeC knowledge workers in coordination and in collaboration with its accredited members, and the eventual implementation of an accreditation system and standards for courses to be offered by its members, as well as in certifying to the proficiency of individual CeC knowledge workers on specific competencies required for specific jobs.

::The National Competency Standards for CeC Knowledge Workers

With the release and adoption of the National Competency Standards for CeC Knowledge Workers (NCS-CeC), a comprehensive document was crafted that defines the fundamental set of knowledge and skills that CeC managers and support staff should be able to demonstrate to assist and empower urban and rural communities to utilize information and communication technologies (ICT) for their access to basic social services and economic activities.

The development of the NCS-CeC is part and parcel of tPCA's intention to build the capacities of CeC knowledge workers. Adoption of this standard would ensure the development of a range of business, administrative and community support skills as well as integration of technology effectively in computing and communication skills among remote and/or disadvantaged groups by the CeC knowledge workers.

Relatedly, the document also served as the basis for the development of course offerings under tPCA, the capability-building arm of the Philippine Community eCenter Network (PhilCeCNet), the accreditation of training partners in the organization, as well as the certification of CeC knowledge workers, among others.

Just like any planning document, the NCS-CeC is still a work in progress. While the current version defines the knowledge and skills that CeC knowledge workers should possess, future versions of the same will incorporate assessment methodologies, contexts and details to support tPCA's long-term certification and accreditation procedures.

:: The tPCA Course Curriculum

A post-graduate diploma course on CeC Management was conceived with the development of the tPCA course curriculum, with the critical role of CeC managers in CeC sustainability given worthy cognizance.

The course envisions to not only provide the CeC Manager the necessary training and expertise to support his many roles in CeC operations and management, but likewise answers the demand to provide a critical mass of competent CeC Knowledge Workers and to recognize CeC management as a new profession.

:: Pilot Conduct of tPCA's Four Foundation Courses for CeC Managers: Lessons Learned

The following are the observations and actions taken or recommendations gathered relative the pilot conduct of the Foundation Courses for CeC Managers:

- All the four courses are foundation courses and do not have pre-requisite courses. However, it is suggested that a student take Development Perspectives for CeC Managers and Practical Research for CeC Managers before taking CeC Management I and CeC Management II.

- During the pilot run, it was observed that the time allotted for the courses do not allow for sufficient coverage of the content and that the students have a difficult time submitting take-home assignments because of their busy schedules. The instructor's guides and presentation materials have been adjusted accordingly; session were simplified; topics were kept to the essentials, take home assignments were limited and which can be completed within the program were given priority.

- A high degree of commitment is necessary to complete all four courses; it is best to impress this to the students and sending organization during the initial invitation to prospective students.

- Students should not exceed 25 - for face-to-face conducts - to maximize classroom interaction and to rationalize resources (i.e. computers for exercises).

- Having students from different types of eCenters (i.e. eSkwela, FITS, eLGU, K-Agrinet, NGO, etc.) adds another dimension to the course as students learn from the different experience of other eCenter types. It is recommended that each class be a mix of students from different eCenter types.

- On the management of the project, one cause of delay was in the identification and contracting of resource persons or faculty. The tPCA must build up its roster of faculty and resource persons to ensure the continuous delivery of the courses.

- The approved grading system shall be the basis for the issuance of appropriate course certificates to students who participated in the pilot conduct.

:: Translation of Foundation Course Modules to Distance Learning Education Package

With the conduct of the pilot run of 4 Foundation Courses for CeC Managers, the need for translation of these courses to the distance learning mode of instruction was expressed by participants to enable a cost-effective means to deliver learning and knowledge to CeC knowledge workers.

As such, NCC-FOO managed to contract the expert services of the University of the Philippines Open University (UPOU), as tPCA partner and in recognition of the Commission on Higher Education's accreditation of it being a Center of Excellence in Open and Distance Learning in the Philippines, for the translation of the four Foundation Course modules to an e-learning package.

The fund to support this endeavor was sourced from the savings generated under the project.

:: Conduct of the Essentials on CeC Management Training for CeC Knowledge Workers

Two batch conduct of the crash course on the Essentials of Community eCenter Management Training for CeC Knowledge Workers was also facilitated to enable newly designated CeC Managers and personnel of recently identified CeC host partners in the local governments to be sufficiently oriented on the roles bearing on their position at the local CeC.

The fund allotted for this unplanned activity was also taken from the project's savings, which enabled the participation of 40 local government units (LGUs) at 2 pax per LGU to the 2 batch conduct of the course.

:: Hiring of tPCA Consultant

The hiring of a tPCA consultant in the interim was also pursued under the project to specifically look into the business planning and structural mechanisms of the organization.

Likewise, payment of honoraria fees for the consultant was taken from the project's savings.

:: tPCA Scholar Graduates: Celebrating Learning through Knowledge Sharing

It would be important to note that scholar graduates of the pilot run of the Foundation Courses for CeC Managers were able to participate in the conduct of the 5th Knowledge Exchange Conference on Community eCenters (KEC5) to celebrate their learnings derived from the courses.

CeC managers Floriano "Benjie" Bernales of Farmers Information and Technology Services (FITS) Center-Ubay, Bohol (UAP-FITS) and Ma. Christina "Tina" Narag of eSkwela - Quezon City, shared the success stories of their respective CeCs during the session entitled "Showcasing Success Stories of Philippine CeC Models". Their stories, including the personal testimonials of their CeC users, were well applauded by the KEC5 audience.

Meanwhile, Dr. Jovita "Joebeat" Agliam of FITS-Nueva Ecija and Marylene "Lyn" Castillan of San Fabian, Pangasinan eLGU CeC shared their experiences and learnings gleaned as tPCA scholars from the concluded pilot run of the tPCA Foundation Courses for CeC managers. Both agreed that the training transformed them not only into effective CeC managers but also into better individuals.

The experiences of CeC managers like Benjie, Tina, Joebeat and Lyn were an inspiration to all participants present to move forward in skill and knowledge. It also inspired everyone to provide the necessary enhancements their CeC needs to provide better services.

On another note, a documented best practice in the conduct of the Foundation Courses would be the journaling activity where participants were made to answer discussion questions and give insights into the important learnings they had during the course at the PhilCeCNet Online Community at Ning.com.

Through the Ning community, a platform has been achieved for the exchange of ideas and learnings by CeC implementers and stakeholders from which both can spin off these concepts and experiences into many replicated realities.

:: tPCA Scholars Elect Class Officers

The first batch of scholars who participated in the four pilot courses of the telecentre.org-Philippine CeC Academy (tPCA) elected their class officers during the conduct of the last course entitled Practical Research for CeC Managers.

The organization of tPCA scholars seeks to gather Philippine CeC managers and establish network with other partners to improve CeC services and sustainability. It also hopes to promote the sharing of best practices and exchange of ideas to make the CeC a knowledge center and foster camaraderie among CeC managers nationwide.

The oath taking was officiated by DAP Fellow, Dr. Beth Manugue, during the socials of the Practical Research for CeC Managers training held in August 2009.

Annex G details the Class Officers of the pilot run of tPCA Foundation Courses for CeC Managers.
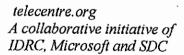
The following table summarizes the targets met and the unplanned activities which were accomplished under the project:

Component	Project Targets	Project Deliverables Met	Untargeted Accomplishment
Organization of telecentre.org - Philippine CeC Academy and Development of its Charter	• Ratified guidelines for operations • Ratified accreditation standards • Academy sustainability plan	• Ratified guidelines for operations (telecentre.org - PhilCeC Academy Charter) • Ratified accreditation standards for tPCA member programs • Draft of tPCA Business Plan	• Ratified certification standards for CeC knowledge workers • Hiring of tPCA Consultant
Competency Standards Formulation	• Competency standards with Performance indicators • Inventory of capability building programs/courses	• Competency standards with Performance indicators • Inventory of capability building programs/courses	
Development and Pilot Implementation of Training Course for CeC Managers	• Course design/curriculum completed • 1 conduct of CeC course • 30 CeC managers/mentors trained	• tPA Course Curriculum for CeC Management developed • Completed course design for the Four Courses under tPCA Foundation Courses for CeC Managers	• Translation of Foundation Course Modules to Distance Learning Education Package • 2 Batch Conduct of the Essentials on CeC Management Training for CeC Knowledge Workers

Component	Project Targets	Project Deliverables Met	Untargeted Accomplishment
Development and Pilot Implementation of Training Course for CeC Managers **(continued)**	• Course turned-over to telecentre.org for sharing with academies	• Conduct of course on Development Perspective for CeC Managers as part of the Pilot Run of the series of Foundation Courses for CeC Managers (with 49 CeC Managers in attendance)	• 3 course conducts with total participation of 75 CeC Manager graduates. The courses conducted were as follows: CeC Management Level 1, CeC Management Level 2, and Practical Research for CeC Managers
Social Marketing, Advocacy and Monitoring	• Project collaterals, such as brochures, prepared and disseminated • Enhanced/upgraded PhilCeC Portal • Monitoring and impact assessment report prepared	• Printing and circulation of tPCA brochure (5,000 copies) • Enhanced PhilCeC Portal through the Ning.com platform	• Publication of PhilCeC Newsline online newsletter • Special meeting for the study visit of Telecentre Europe Network Leader, Mr. Laurentiu Bunescu

CHAPTER - 5   CONCLUSION

In consonance with IDRC's directions of supporting regional research networks for the use of ICTs in achieving development goals (IDRC-PAN-Asia Prospectus 2006-2010), the project puts primary emphasis on strengthening national capacity for the use of information and communications technology for rural development through the avenue of the telecentre.org-Philippine Community eCenter Academy (tPCA).

Working on the above premise, the project covered the establishment and operation of the telecentre.org - Philippine CeC Academy. Through the academy, the project envisioned to develop the necessary skills and capacities of Philippine CeC managers in promoting the CeC as a tool for social and economic upliftment at the community level.

True enough, tPCA came around as an important channel to deliver many meaningful starts and unprecendented change for the local telecentre scene. First would be the development of its Charter from which most, if not all, of tPCA activities took off.

Another milestone accomplishment is the formulation of the National Competency Standards for CeC Knowledge Workers which had consequent impact on the eventual development of the tPCA Course Curriculum , the pilot run of the Foundation Courses for CeC Managers, the approval of the Accreditation Standards for tPCA member programs and Certification Standards for CeC Knowledge Workers.
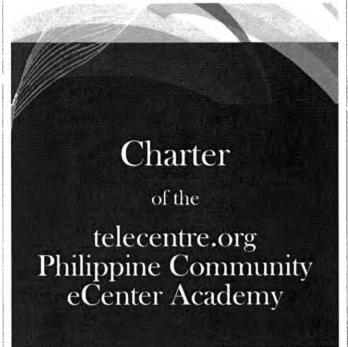
A fresh start was also had with the translation of the four modules comprising the Foundation Courses for CeC Managers which is currently being translated into a worthwhile e-learning package for the projected regular run of online courses under tPCA within the year.

It is expected that a pilot run of the online modules for the Foundation Courses for CeC Managers shall follow the approved sequential run practiced in the face-to-face mode of course delivery.

These are the many notable starts gained with the project, and with this we see new horizons made available to the Filipino at the local CeC.

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Preamble

We, the members of the consortium of the tPCA, guided by genuine concern for development and the strong belief that Community eCenters are potent tools to bring about access to knowledge within and beyond the milieu of the Filipino community, optimisation of opportunities that will allow a louder voice for the greater number of our people and active participation and collaboration in development initiatives that will bring about prosperity and a better quality of life to all Filipinos, and recognizing the crucial role that CeC knowledge workers play in the performance and sustainability of CeCs, do promulgate and commit ourselves to the provisions of this charter.

Definition of Terms

Section 1

a) **Accreditation** refers to the assignment of credit to courses that shall be offered by accredited members of the Academy.a)

b) **Certification** is the awarding of certificate of proficiency to an individual who has undergone the accredited course and has qualified in the certification procedure of the Academy.

c) **Community eCenter (CeC)** is a self sustaining shared facility providing affordable access to ICT-enabled services and relevant content. It serves as a conduit for efficient delivery of government and other services and a potent tool for empowerment and participation of unserved and underserved communities in development.

d) **General Assembly** consists of representatives of the members of the tPCA consortium; it is the meeting of all members convened by the BOT Chair annually or twice a year when needed.

e) **Knowledge workers** are the staff of the CeCs whose work necessitates specific degrees of expertise that contribute towards the CeC becoming a genuine tool for community development.

f) **telecentre.org** refers to the community of people and organizations committed to increasing the social and economic impact of telecentres around the world. It works to create the resources needed for telecentre success like locally relevant content and services; support and learning opportunities and network that help telecentre activists to
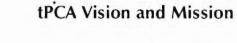
Name and Domicile

Section 2

The Academy will be known as the **telecentre.org-Philippine Community eCenter Academy (tPCA)** whose office is located at the PhilCeCNet, CICT Building, C.P. Garcia Avenue, University of the Philippines, Diliman, Quezon City.

Nature and Purposes of the tPCA

3.1. Nature. tPCA is a consortium of members of the Philippine CeC Network (PhilCeCNet) who offer capability-building programs for CeC knowledge workers. The tPCA is the capability-building arm of the PhilCeCNet, the accreditation body for member-programs and the certifying body on proficiency of Community eCenter knowledge workers in the Philippines and in the region.

3.2. Purpose. The purpose of the tPCA is to lead in the professionalization of knowledge workers for CeCs. It will carry this out by:

- Leading in the development and conduct of capability building programs and post-baccalaureate degree courses for Community eCenter knowledge workers in coordination and in collaboration with its accredited members;

- Developing and implementing an accreditation system and standards for courses to be offered by its members;

- Certifying to the proficiency of individual CeC knowledge workers on specific competencies required for specific jobs;

- Designing and implementing research, advocacy and networking programs related to its mandate in the local and global levels; and

- Generating and mobilizing resources for sustainability.

tPCA Vision and Mission

4.1 tPCA Vision

> "Highly competent knowledge workers for every Community eCenter"

tPCA Vision and Mission

4.2 tPCA Mission

"To guarantee the availability of highly competent knowledge workers for CeCs through collaboration of institutions unified by a shared purpose to optimize resources and ensure knowledge sharing in order to deliver continuous and relevant capability-building programs, research, certification and advocacy thereby enhancing productivity and sustainability of CeCs in the country and in the region"

Section 5

tPCA Functions

The Academy will have the following functions:

5.1. Academic Affairs to take charge of curriculum development, education, training, accreditation, certification and evaluation;

5.2. Research to conduct studies relevant to Academy and CeC activities, performance and concerns; to prepare proposals for fund sourcing and concept papers for partnerships and joint ventures; and, to produce and disseminate publications of the Academy;

5.3. Extension to ensure the delivery of the Academy's corporate social responsibility;

5.4. Advocacy and Networking to educate Academy stakeholder groups on Academy mandate and concerns; to initiate the promulgation of legislation and policies that will enable the Academy to pursue its purposes; and to initiate and participate in local and global partnerships and joint ventures including knowledge sharing; and

5.5. Administration to support operations of the Academy.

Governance

6.1. **Governing Body**. The Academy shall be governed by a Board of Trustees (BOT).

6.2. **Functions of the Board of Trustees**. The functions of the BOT are:

- To promulgate the policies and advocate legislation to enable the Academy to pursue its purposes;
- To appoint the officers of the Academy upon recommendation of a Search Committee;
- To deliberate and act on the plans and budget of the Academy;
- To receive and review reports submitted by the Academy President on the performance and concerns of the Academy;
- To act on applications for membership, withdrawal, expulsion, accreditation of programs and recommendations on Academy concerns;
- To represent the Academy in meetings and/or forums where Academy-related matters are discussed;
- To ratify partnerships entered into by the Academy President and/or the Chair; and
- To lead in the generation of resources for the programs and activities of the Academy.

6.3. **BOT Membership**. The BOT shall be composed of nine (9) members, to wit:

6.3a. four (4) ex-officio members, namely, the Chair of the Commission on ICT; the Chairperson of PhilCeCNet Executive Council; the Chairperson of the Capability-Building Committee of PhilCeCNet Executive Council; and the President of the tPCA.

6.3b. one (1) co-opted member to represent CeC knowledge workers.

6.3c. four (4) representatives of consortium members who shall be elected in a General Assembly. Only one representative of a member organization may be elected to the BOT in the same term.

6.4. **Election of BOT Officers**. The BOT members shall elect from among themselves the BOT Chair and officers.

6.5. **BOT Officers**. The officers of the Board of Trustees are: the Chair, Vice-Chair, Treasurer and the Committee Chairs of Academic Affairs, Research, Extension and Advocacy and Networking. A legal counsel appointed by the Board will serve as Board Secretary.

6.6. **Term of Office of BOT Members**. The members of the BOT shall serve a term of two (2) years but may be elected for another term.

6.7. **Vacancy**. Should a member be unable to complete his/her term, the position shall be filled up based on recommendations of a Search Committee constituted for this purpose. The new BOT member shall serve the rest of the term.

6.8. **Regular and Special Meetings**. The BOT shall meet regularly every quarter. Special meetings may be called by the BOT Chair through the BOT Secretary whenever needed.

Officers of the Academy

Section 7

7.1 **The President**. The President shall be appointed by the BOT based on stipulated qualifications and upon the recommendation of a Search Committee constituted for this purpose. He/she shall be responsible to the BOT.

7.2 **Functions of the President**. The President's functions are:

- To provide leadership in the pursuit of the Vision, Mission and Purpose of the Academy;
- To participate in the meetings of the BOT and implement its policies and decisions;
- To represent the Academy in all functions and concerns related to the Academy's mission;
- To direct the institutionalization of systems and procedures necessary to support the operations of the Academy;
- To generate resources for the Academy;
- To ensure periodic consultations with all the members of the consortium;

- To forge partnerships and networks with relevant local and global institutions with the approval of the BOT; and
- To render regular report to the BOT on Academy performance and concerns.

7.3 **The Vice-Presidents**. Each of the Academy functions shall constitute a unit to be headed by a Vice-President. The Vice President for Academic Affairs shall be the 1st Vice President who shall take the place of the tPCA President in the event of vacancy in the office for reasons sanctioned by the BOT.

7.4 **Functions of Vice-Presidents.** The functions of the Vice-Presidents are:

- To provide leadership in the performance of the functions of their respective units;
- To plan, implement and cause the evaluation of approved programs of their respective units;
- To recommend and implement the approved staffing pattern for their respective units;
- To conduct consultations with Academy members on concerns and challenges to be responded to by the Academy;
- To ensure knowledge sharing internal to the Academy and among Academy members; and
- To participate in the deliberations of the Executive Committee.

7.5 **The Executive Committee**. The President and the Vice-Presidents shall constitute the Executive Committee of the Academy. The functions of the Executive Committee are:

- To approve the certification of qualifiers with the President as signatory to the certification
- To endorse the approval of accreditation of programs and applicant members to the BOT; and
- To address operational concerns of the Academy.

7.6 **Term of Office of Academy Officers.** All officers of the Academy will serve a term of three (3) years renewable for one term.

7.7. **Removal from Office.** Members of the BOT and Officers of the Academy may be removed for due cause following due process.

Section 8

Qualifications of Academy Officers

8.1. President

- good track record of scholarship, leadership and integrity;
- should have been involved in the capability-building efforts and/or the CeC movement for at least two years prior to his/her appointment to the office; and
- holder of at least a master's degree from a reputable institution.

8.2. Vice-Presidents

- holder of at least a master's degree from a reputable institution;
- good track record of scholarship, integrity and other specialized competency that will prove him/her qualified to do the functions of the office; and
- should have been involved in capability-building efforts and/or the CeC movement for at least two years prior to his/her appointment to the office.

8.3. Constitution of a Search Committee. A Search Committee is to be constituted by the Chair for the purpose of formulating recommendations to the BOT on appointments of Academy officers.

Membership

9.1. Qualifications

Any duly created organization and institution that conducts capability-building programs to address competency needs of CeC workers and has committed itself to the advancement of CeCs is a qualified applicant for membership to the tPCA consortium.

Specifically, the organization or institution:

9.1a. should have been implementing an ICT or CeC-related program for the past two (2) years prior to application.

9.1b. must be a member of the Philippine Community eCenter Network.

9.1c. must have built a good reputation in capability building as attested by at least two (2) charter members of the consortium.

9.1d. must have the resources to deliver its programs in its area of competence.

9.2 Application Procedure

Organizations or institutions may signify interest in joining the consortium through the submission of Letter of Interest (LOI) addressed to the tPCA President. The LOI should include:

1. By-laws and/or charter;
2. SEC registration and/or other documents attesting to the juridical personality of the applicant organization/institution;
3. Programs undertaken for the past two (2) years and list of participants and/or beneficiaries;
4. Table of organization, names and positions of officers and staff;
5. Financial statement for the past two (2) years; and
6. Endorsement of at least two (2) charter members of the Academy.

The merit of the application is subject to the review and endorsement of the Executive Committee and action of the Board of Trustees.

9.3. Types of Membership

9.3a. Regular Members are charter members and those that have been members in good standing for at least two (2) years.

9.3b. Associate Members are members who have been in good standing for less than two (2) years.

9.3c. Honorary Members are individuals or institutions that provide resources for training and other activities of the Academy.

9.4. Rights and Duties of Members

9.4a. Regular and associate members have the right:

- to vote on all issues on the Academy presented in the General Assembly; and
- to call on other consortium members for assistance in conduct of activities related to the business of the Academy.

9.4b. The duties of members are:

- To participate actively in the regular meetings/activities as announced or assigned by the Academy including the provision of staff, facilities and other resources, whenever feasible, to support the functions of the Academy;
- To pay annual membership dues;
- To abide by the charter, policies of and agreements made with the Academy; and
- To ensure that membership to and participation in Academy activities translate to improved capacities for the organization and the CeC knowledge workers.

9.5. Member Benefits and Privileges

All members of the consortium have access to a network of institutions unified by a common purpose—the betterment of CeCs in the Philippines and in the Southeast Asian region.

9.5a. As such, they shall benefit from:

- an expanded customer base;
- mutual and collective promotion of course offerings; and
- knowledge sharing on innovative practices among the consortium members and other global telecentre academies.

9.5b. Specifically, all members are privileged to access the following support systems towards pursuit of organizational mandates:

- All members of the Academy may avail of the facilities, services and resources of other consortium members for a minimal fee in the conduct of tPCA accredited courses.
- Members shall be given priority to avail of any competency development program (e.g. scholarships) that the Academy may be able to access.
- All research outputs of the Academy shall be open to all the consortium members wherever feasible.

9.6. **General Assembly.** The Chair of the BOT shall convene a General Assembly yearly or whenever necessary but not exceeding twice in a year.

Accreditation of Courses and Certification

Section 10

10.1. **Accreditation.** The Academy shall accredit a member institution according to its area of competency. Accreditation shall be based on a System of Accreditation duly ratified by the members in a General Assembly.

10.2. **Certification.** The Academy shall certify on the proficiency of individual applicants who have undergone accredited courses. This shall be based on a System of Certification duly ratified by the members in a General Assembly.

Withdrawal, Suspension, Expulsion and Reinstatement

Section 11

11.1. **Withdrawal.** A member of the Academy can withdraw membership any time. The intent should be formally addressed to the BOT for corresponding action.

11.2. **Suspension.** A member may be suspended for not more than six (6) months for violation/s of 8.4b and for other reasons that may be brought to the attention of the President or the Chair.

11.3. **Expulsion.** Habitual failure to abide by the policies and agreements and to deliver expectations as a member of the Academy shall warrant expulsion from the consortium.

11.4. **Re-instatement.** A member may be re-instated once the requirements recommended by the committee constituted for the purpose and approved by the BOT have been satisfied.

11.5. **Suspension/Expulsion/Re-instatement Procedure.** A committee shall be constituted by the BOT to deliberate on cases that will be brought before it. Its recommendations shall be endorsed to the BOT which has final decision on the matter.

Resources of the tPCA

Section 12

12.1. **Access to Resources of Members.** Facilities and resources committed by the members of the consortium will be made available to the Academy and/or members whenever feasible based on agreed guidelines.

12.2. **Fund Sources.** A seed fund shall be raised and annual membership contributions shall be collected, the amount of which shall be decided by the Executive Council.

The Academy shall likewise seek funding from local and global sources for scholarships, researches, publications and other activities that are necessary in the pursuit of its mission, extension services and its sustainability.

Dissolution and Disposition of Assets

Section 13

13.1. **Reason for Dissolution.** Dissolution of the Academy shall be with the agreement of all members based on proof of termination of need for the Academy's products and services.

13.2. **Disposition of Assets.** Upon dissolution, all assets of the Academy become the property of PhilCeCNet.

In the event of the dissolution of PhilCeCNet, all donations, grants and assets may be donated to CeCs following pre-determined guidelines.

Amendments

Section 14

14.1. **Amendments** to this charter shall be deliberated on by a committee constituted for this purpose by the BOT Chair and ratified by the members in a General Assembly.

Effectivity

Section 15

This charter shall take effect upon ratification of the founding members of the consortium and shall be enforced until amended or upon dissolution of the Academy.)

Ratified on August 6, 2008 during the meeting of founding members
at the Commission on Information and Communications Technology
in Quezon City

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