



**Project Number:**

**Project Title:** Promoting Capacity Building on Policies and Regulations to Promote School Connectivity Including Those in Rural, Urban, and Isolated Areas with a Particular Focus on Disadvantaged and Vulnerable Groups

**Estimated Start Date:** July 2012

**Estimated End Date:** July 2014

**Cooperating Partners:** ASETA, CITEL, COMTELCA, REGULATEL

**Implementing Agency:** International Telecommunication Union (ITU)

**Beneficiary Countries:** Latin American countries of the Americas Region

**ITU Project Manager:** Regional Office for the Americas, Brazil

SUMMARY OF CONTRIBUTIONS	
<b>A) Project Budget</b>	
Description	USD
Personnel Costs	
SSA Consulting	90,000
Missions (SSA and ITU)	35,000
External Services	45,000
Miscellaneous and Other Costs	30,000
<b>Total:</b>	<b>200,000</b>
<b>B) Cost Sharing: USD 20,000</b>	
<b>C) Contributions from Beneficiary Countries:</b>	
<b><u>In-kind:</u></b> all those specified in this PRODOC	
<b><u>In-cash:</u></b> as to ensure the recruitment of experts in case no external funds are identified and availability of logistic facilities	

**Brief Description:**

The project aims at promoting online and face-to-face capacity building activities based on the **ITU Toolkit of Best Practices and Policy Advice** of the “Connect a School, Connect a Community initiative” for policy-makers, advisors, specialists, technicians and others from governments bodies of Latin American countries. Training activities based on the Toolkit and other existing training materials envisage enabling the interchange of experiences among participants, discussion on best practices, and applicability of the Toolkit in specific areas, challenges (social, cultural and infrastructure matters) and benefits. It aims also at promoting the understanding among participants on the need for coordinated policies, regulations and practices to promote school connectivity to achieve the WSIS targets of connecting schools to ICT while promoting the objectives of Americas Regional Initiative 5.

For the	Signature	Date	Name/Title
ITU:	_____	___/___/___	
Partner(s):	_____	___/___/___	
	_____	___/___/___	

## 1. BACKGROUND AND CONTEXT

There is a common understanding among the members of the international community that Information and Communication Technologies (ICTs) provide unprecedented opportunities to accelerate development. Communities that lack access and know-how of the use of ICTs are being further marginalized. Providing individual connectivity to rural and underserved areas as well as to disadvantaged groups normally requires special attention either for the public or private sector when defining priorities.

Since education is considered by the international community as a priority for governments, it is relevant to draw special attention to the power of ICTs in the educational segment and to stimulate discussions on how ICTs can be of positive influence to the users at schools, including those located in rural and deprived urban areas. In addition, persons with disabilities are often excluded from education and mainstream employment limiting their access to income-generating activities, creating a vicious cycle of un-educated, illiterate adults with disabilities unable to be financially secure and enjoy independent living.

The United Nation's Millennium Development Goals (MDGs), among other objectives, aim at achieving universal primary education in terms of completion of a basic educational level by all children and in this regard, ICTs play an important role for the achievement of this goal. ICT access also reduces the digital divide. In Latin America, it is notable that most countries are concerned in assuring widespread ICTs access to citizens as an opportunity to improve governance, government public services, health care, education and the environment. It is for this reason they seek to provide access to ICTs in rural and underserved areas in order to integrate relatively isolated communities into national information networks.

In line with the ITU "Connect a School, Connect a Community" initiative and the development of a related toolkit - **ITU Toolkit of Best Practices and Policy Advice**<sup>1</sup> - the ITU Regional Office for the Americas and the Caribbean presents this Project Document in order to assist Latin American countries in capacity building activities to share best practices on school connectivity. This initiative was designed to promote broadband Internet connectivity for schools around the world so that schools can serve as community ICT centres for rural, marginal urban and isolated areas with a particular focus on disadvantaged and vulnerable groups such as women and girls, indigenous people, persons with disabilities and youth and children.

In this regard, ITU identified in the mentioned Toolkit an opportunity of promoting online and face-to-face training activities to policy-makers and technicians from government bodies for stimulating the promotion of ICTs at schools, including those from rural/remote areas, to serve not only school children but also to members of the local community including youth, women, indigenous people and persons with disabilities.

Under the scope of the ITU Regional Initiative 5, the main objective of which is to provide, on a sustainable basis, training programmes on ICTs addressing the particular needs of persons with disabilities and people living in rural and deprived urban areas, is that the Americas Region will target its efforts to implement activities in the framework of the "Connect a School, Connect a Community" initiative.

## 2. PROJECT DESCRIPTION

The project aims at promoting online and face-to-face capacity building activities based on the **ITU Toolkit of Best Practices and Policy Advice** of the "Connect a School, Connect a Community initiative" for policy-makers, advisors, specialists, technicians and others from governments bodies of Latin American countries. Training activities based on the Toolkit and other existing training materials envisage enabling the interchange of experiences among participants, discussion on best practices, and

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<sup>1</sup> <http://www.connectaschool.org>

applicability of the Toolkit in specific areas, challenges (social, cultural and infrastructure matters) and benefits. It aims also at promoting the understanding among participants on the need for coordinated policies, regulations and practices to promote school connectivity to achieve the WSIS targets of connecting schools to ICT while promoting the objectives of the Americas Regional Initiative 5.

### 3. EXPECTED OUTPUT

The following outputs are envisaged:

- 3.1 Adapt the content of the five (5) modules of the “**ITU Toolkit of Best Practices and Policy Advice**” as training materials in order to allow experts/tutors to deliver online and face-to-face courses.
- 3.2 Implement online and face-to-face capacity building activities for policy-makers and technicians from government bodies of the Latin American countries based on the five (5) modules of the “**ITU Toolkit of Best Practices and Policy Advice**” and the Training Materials of the “Connect School, Connect a Community” initiative.

The training programmes will be implemented with the support of the ITU Centre of Excellence for the Americas Region and the ITU Academy Portal.

### 4. INDICATORS

The following indicators will be used to measure the success of the Project:

- At least two (2) online courses.
- At least two (2) face-to-face courses.
- Number of trainings from government bodies
- At least 80% of participants with positive evaluation of the courses.

### 5. MAIN ACTIVITIES

Based on the five (5) modules of the “**ITU Toolkit of Best Practices and Policy Advice**” and the Training Materials of the “Connect School, Connect a Community” initiative, the following activities will be implemented:

5.1 Development of training material by adapting the content of the five (5) modules of the “**ITU Toolkit of Best Practices and Policy Advice**” in order to allow experts/tutors to deliver online and face-to-face courses.

5.2 Implementation of online/face-to-face capacity building activities based on the five (5) modules of the “**ITU Toolkit of Best Practices and Policy Advice**” and Training Material, as follows:

**Online and face-to-face training activities based on Modules 1 and 2:**

**Target audience:** decision-makers, high level representatives from governmental entities dealing with telecommunication/ICT matters, education and any other strategic sector.

<p><b>Module 1: Policies and Regulations to promote school connectivity:</b> This module can serve as a tool for considering the ways in which access to broadband can benefit groups with special needs. Many of the benefits identified are only achievable through school broadband connectivity, the focus of this module. The module also mainly examines primary and secondary school connectivity since this is the emphasis of most ICT infrastructure for education initiatives. Section 1 elaborates the benefits of broadband connectivity. Section 2 identifies international and regional goals and targets in respect to school connectivity. The role of planning for achieving school connectivity, including key elements for</p>
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consideration in implementing and funding Internet access in schools is described in Section 3. Section 4 examines the potential of leveraging the investment in school connectivity to serve a wider audience outside school hours. The module primarily concentrates on ways to achieve connectivity itself. Section 5 focuses on topics such as broadband curriculum, training and online content along with a number of cross cutting issues including child online protection and one to one computer initiatives required for the next step. The one to one computer model is discussed in detail in Module 2. Section 6 provides several case studies on different countries experiences on providing Internet access to schools.

**Module 2: Disseminating Low cost computing devices in Schools:** This toolkit module examines the low-cost computing devices (LCCD) arena, analyzes costs, identifies implementation issues, and reviews different countries' experiences with LCCD programs. More specifically, Section 2 defines LCCDs and provides examples of devices that are currently being tested and deployed in school projects around the world. Section 3 identifies the various cost elements involved in LCCD deployments. In addition to the LCCD itself, there are other items that must be considered in implementing an LCCD project, including electricity, networking, software, training, transport, and distribution and maintenance. Section 4 examines implementation details, such as coordinating LCCD programs and deciding which schools and students should receive LCCDs. Section 5 provides several case studies about LCCD deployments in different countries around the world. There is also a checklist for planning and implementation of an LCCD project.

**Online and face-to-face training activity based on Modules 3, 4 and 5:**

**Target audience:** Advisors, specialists and technicians from governmental entities dealing with telecommunication/ICT matters, education and any other strategic sector. Representatives from majors, civil society organizations and social programmes of digital inclusion.

**Module 3: Providing ICTs to Indigenous People:** The objective of this module is to provide the main factors that should be considered in implementing a community connectivity program to connect schools in Indigenous communities. The approach that this module incorporates is oriented towards creating an enabling environment for ICT development in Indigenous communities. The module is divided into five chapters. Chapter 1 is an introductory chapter that explains the reason why a module on Indigenous communities is needed, and explains in detail the general structure of it. Chapter 2 shows Indigenous peoples' situations, their needs and aspirations regarding information and communications technologies (ICTs), and how those needs and aspirations have been incorporated into various international agreements and recommendations. Chapter 3 presents the main aspects of a public policy designed to create an enabling environment for the development of ICTs in Indigenous communities. Chapter 4 offers basic organizational guidance that any indigenous community should take into account when designing and implementing a community ICT plan. Finally, Chapter 5 invites readers to reflect on the content of the module, and to contribute with experiences and thoughts on the subject. **Additional training material: Planning an ICT access centre in remote and indigenous communities. Training for remote and rural users on ICTs for economic activities, education and government services from the Connect a School, Connect a Community repository of Training Materials.**

**Module 4: Using ICTs to promote education and job training for persons with disabilities:** In Section 1, this module primarily concentrates on how accessible ICTs can facilitate connected schools that provide equal access to education for children with disabilities. Section 2 examines the situations many persons with disabilities face in developing countries when trying to receive an education or job-skills training. Section 3 examines the types of accessible ICTs, assistive technologies (AIs) and accessible formats and media that enable an equitable educational experience. It also examines issues of cost and

the development of local and national technology eco-systems capable of supporting and sustaining the development of, and training in, accessible ICTs. Best practices in the development and implementation of ICT accessible schools are provided in Section 4. The potential of these schools to be leveraged as accessible MCTs that provide job-skills training and employment opportunities is dealt with in Section 5. Section 6 provides a checklist of key steps for policy-makers in ministries of education, communication, local government and local schools boards to achieve accessible, connected schools. Section 7 outlines the significant body of international legislation and policy on the rights of children with disabilities to an inclusive education in mainstream schools, and the important role of accessible ICTs in achieving these rights. Meanwhile, Section 8 provides case studies and best practice examples of accessible ICTs in action, and Section 9 provides a range of resources for teachers and policy-makers.

**Module 5: Community ICT Centres for the Social and Economic empowerment of Women:** The first two sections of this module set the context and need for community ICT centers to better target women users. They make the case for proactive policies and provide a step-by-step guide to ensuring that community ICT centers are designed with women in mind. Sections 3 and 4 provide thematic notes and case examples of women's learning and information needs, from basic literacy to more sophisticated applications -- and how ICTs tools are being adopted by this user group. The final two sections offer some guidelines to policy-makers and regulators from the local level to international policy frameworks. Additional sub-sections (sections 2, 4 and 5) suggest further reference and resource materials that can be downloaded from this toolkit for further information. The annexes are divided into two parts, one outlines gender-sensitive data on ICT use and the second half is comprised of a select list of nine examples of software uses and community ICT centers across the globe. **Additional training material: Women-owned enterprises: ICT Access and Applications: Training tools on the use of ICTs for the promotion of livelihood of rural women.**

## 6. INPUTS

### 6.2 International Telecommunication Union (ITU)

ITU will be the implementing agency. ITU will undertake to manage the staff resources that will be funded and hired through this project. Information on the access and use of ICTs related issues, access to existing ITU materials, including training courses and relevant publications will be provided. ITU will exercise all reasonable skill, care and diligence to ensure the success of the project. ITU will also indicate a Project Coordinator to monitor its implementation and will identify and recruit the specialists to implement the training programmes.

### 6.3 Partners:

It is necessary to identify partners interested in provide funding support for the implementation of the Project. The Project foresees the recruitment of experts to delivery the training activities and other related expenses at an estimated in the Project Budget.

### 6.4 Beneficiaries:

The regional organizations and respective countries are expected to provide support for the organization of the training activities, through staff resources and local facilities. The beneficiary countries are also expected to provide information/data necessary to carry out the work, secured premises to host the training activities and workshops, logistics arrangements and support and any other assistance to the project that may be required by the project staff.

## **7. RISK ASSESSMENT**

**7.1** Regional organizations, multiple national government institutions and local partners committed with the Project will work in close coordination.

**7.2** The collaboration of the relevant Government partners to the development of the project is essential to reduce any implementation risk at this level.

**7.3** The primary risk is that activities may suffer delays due to unforeseen events and/or circumstances. In this sense, the Project Coordinator will ensure the preparation of each activities in due time.

## **8. PROJECT MANAGEMENT**

**8.1** The roles and responsibilities of the different stakeholders are to be clearly defined. ITU is the Executing Agency. After the identification of the primary funding agency and in order to facilitate the implementation of this project, ITU will nominate a Project Coordinator.

**8.2** The Project Coordinator will be responsible for the monitor and implementation of the Project under the supervision of the Regional Director of the ITU Regional Office for the Americas and The Caribbean, in close coordination with the Area Offices, as well as with the corresponding Departments at ITU Headquarters.

**8.3** The Project Coordinator will work in close coordination with the corresponding Services at Headquarters for the management and follow-up of all administrative and financial aspects involved in the Project and will regularly provide the corresponding Progress Reports.

**8.4** The Project Coordinator will provide to the funding partners the Financial Situation of the Project to be updated by the corresponding service at ITU Headquarters.

## **9. MONITORING AND EVALUATION**

**9.1** The progress of the project will be monitored through periodic Reports to be prepared by the Project Coordinator.

**9.2** A final evaluation report will be prepared at the end of the Project.

**9.3** Special reports may be required and they will be provided in accordance to the situation.

**9.4** Field visits will be arranged to those training face-to-face activities for a direct evaluation.

**9.5** Coordination meetings of evaluation may be arranged as per decided by the Parties involved.

**9.6** A Project Closure Report will be prepared by the Project Coordinator in close coordination with the Parties.



## 11. BUDGET

The estimated budget for the project is the following:

Description	Budget in USD
INTERNATIONAL PERSONNEL	
STAFF COST	90.000
MISSION EXPENSES	35.000
EXTERNAL SERVICES	45.000
OTHER CHARGES	16.047
Sub-Total Project	186.047
<i>AOS (7.5% on total expenditure)</i>	13.953
<b>TOTAL BUDGET</b>	<b>200.000</b>