



International Telecommunication Union
Telecommunication Development Bureau



وزارة الاتصالات وتقنية المعلومات
Ministry of Communications and Information Technology

Project Budget Number: 9RAB09018
Project Title: International Telecommunication Union - Connect A School, Connect A Community Toolkit
Project Short Title: Phase 2 Platform and Modules development
Start Date: October 2009
Estimated End Date: December 2011
Government Coop. Agency:
Implementing Agency: International Telecommunication Union
Project Site: ITU Arab Offices and ITU Headquarters, Geneva, SIS Division
Beneficiary Country: All, Arab Countries
ITU Project Manager: Susan Schorr

SUMMARY OF CONTRIBUTIONS	
A) Project Budget	
Description	US\$
Personal	71,864
Equipment	12,000
AOS 10%	8,386
Total:	92,250
B) Cost Sharing	
Saudi Arabia -US\$ 92'250 (CHF100000)	

Brief Description: *This project aims at promoting broadband school connectivity so that schools can be used as community ICT centres that ensure ICT access and use by all people, including those in rural areas, marginal urban areas 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, by identifying best practices on school connectivity related to technology options for connecting schools, running school-based ICT centres and equipping schools with assistive technology for persons with disabilities through the development of an Online Toolkit Platform, Modules and training for ICT and education policy makers and regulators.*

On Behalf of	Signature	Date	Name/Title
For the ITU:		22/10/2009	Sami Al Basheer Al Morshid/ Director of BDT
For the Ministry of Communications & IT Kingdom of Saudi Arabia		22/10/2009	Fareed Y. Khashoggi Deputy Minister for Intl. Org. Affairs/ Minister of Communications & IT

1. Background & Context

Background

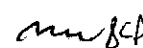
There has been sufficient evidence that Information and Communication Technologies (ICTs) provide unprecedented opportunities to accelerate development. Communities that lack access to and know-how of the use of ICTs are being further marginalized. Providing individual connectivity to rural and underserved areas as well as to disadvantaged and vulnerable groups, including women and girls, youth and children, persons with disabilities and indigenous people, is often too expensive either for the public or private sector. Smart policies promoting community access targeting these groups is required. Existing school buildings can be used as community ICT centers.

The International Telecommunication Union (ITU) has launched the Connect a School, Connect a Community Initiative. The initiative is being launched initially in the Americas region, through ITU regional funds. The present project would enable ITU to extend the initiative on a global basis as follows:

- Phase 1 of the project will identify best practices that can be used by policy makers and regulators in the Americas region to connect schools to broadband Internet networks and services through the development of an online toolkit in English and Spanish.
- Phase 2 of the project will expand the Toolkit to add additional modules and include best practices from all regions of the world
- Phase 3 of the project will raise global political awareness among education and communication policy makers and regulators in the development of policies and strategies to connect schools as community ICT centers, based on the best practices identified in the Toolkit and through global promotion of the Toolkit, subject to available ITU funds. Additional funding from external resources would enable ITU to ensure greater participation from developing and least developed countries and greater promotion of the Toolkit.
- Phase 4 of the project will assist ITU Member States in developing national school ICT connectivity plans, based on the best practices identified in the Toolkit, and contingent upon ITU and external funding.
- Phase 5 of the project, contingent upon additional funding, will translate content into Arabic and French and provide training in the Arab States and African region.

Promoting school connectivity to enable schools to serve as community broadband ICT centres for disadvantaged and vulnerable groups involves a series of critical issues which must be addressed holistically. These include understanding and implementing: policy and regulation; cost analysis; technologies for broadband network access, installation of network equipment; access to end-user devices such as laptops; teacher training; basic ICT training and ICT-enabled career training for disadvantaged and vulnerable members of local communities; providing a safe online and physical environment for children, youth and women; providing assistive technologies and an accessible environment for persons with disabilities; developing and accessing content for education; understanding resources such as digital libraries; etc.

While some countries, United Nations organizations, non-governmental organizations, and private sector players have developed best practices related to one or more of these inter-related issues, for example, teacher training and cost studies for connecting schools, there is no comprehensive, "one stop shop" bringing together all best practices systematically and addressing all of the inter-related layers of the school connectivity ecosystem holistically. Moreover, some earlier school connectivity initiatives were designed to promote dial-up or low-speed Internet access rather than broadband Internet access, while many countries have yet to develop any school connectivity programmes at all. For all of these reasons, it is timely to develop a comprehensive online Toolkit identifying best practices related to all layers of the school connectivity ecosystem that will serve to inform education and ICT government leaders as well as development agencies, NGOs and the private sector seeking to connect schools as community centres.



Present context

A number of countries around the world have already developed promising experiences in school connectivity, including Canada, Egypt, Morocco, the Russian Federation and the United States; other countries have experience in wide-scale dissemination of low-cost laptops, including Peru, Portugal and Uruguay. Lessons learned from these experiences and others can inform policy makers and regulators around the world on best practices for promoting wide-scale, broadband connectivity, services, applications and end-user devices in primary, secondary and tertiary schools.

School connectivity will enable ITU Member States to promote digital inclusiveness and ICT connectivity for all groups, including disadvantaged and vulnerable groups such as indigenous people, people living in rural and underserved communities, persons with disabilities, youth and children and women and girls in accordance with the goals established in Resolutions 11, 38, 46, 55 and 56 of the 2006 ITU World Telecommunication Development Conference¹ and the targets set by world leaders participating in the World Summit on the Information Society, which call for connecting all schools by 2015.

The global economic crisis has heightened the need to allocate resources in the most efficient and sustainable manner possible. Schools can be open during off hours to provide women's career training and education. Schools in indigenous areas will foster access for indigenous persons and can provide job training, promote cultural issues, etc. Schools can be equipped for persons with disabilities. Schools would also provide access to people living in underserved areas, whether rural or urban. Youth and children are the main target of school connectivity.

Content for the Connect a School, Connect a Community Toolkit modules in Phase 1 will examine the following issues: Should countries use central planning to identify schools that will receive subsidies for broadband connectivity or should private sector mechanisms such as minimum subsidy auctions or encouraging school districts to apply for available funds be used to distribute resources to connect schools to broadband? How can policy makers leverage investments in rural and isolated schools to expand broadband networks throughout rural and isolated communities? How can connected schools best serve as community centres to ensure that disadvantaged and vulnerable populations become active players in the Information Society? What lessons have been learned from the wide-scale dissemination of low cost laptops in the Americas? Should end-user devices be disseminated based on central planning or competitive bidding or school applications? What "hidden" costs, such as equipment maintenance, teacher and student training, software licenses, etc., must be factored into low-cost Internet user device programmes?

Content for the Connect a School, Connect a Community Toolkit developed in Phase 2 will address the following issues: An explanation on the range of technological options that exist for promoting cost-effective school connectivity for those without ICT technical experience, including education experts, NGOs and others; A how-to guide to set up wireless local area networks as well as training and trouble shooting for school administrators to enable them to address connectivity problems, protect against spam, viruses, malware, etc.; Best practices for running school-based ICT centers, including teacher training in the use of ICTs and ICT-based curriculum and resources and whether schools should charge members of the community for Internet use to fund the purchase of materials and supplies for schools; What kinds of assistive technologies exist to enable persons with disabilities to access the Internet? Which schools should provide such assistive technologies: all or only selected schools?

Relationship to other past and current BDT programs/activities

The Connect a School, Connect a Community initiative will build on existing BDT programmes, activities and initiatives such as the Broadband Wireless initiative and the Connect a Village initiative and relevant regional initiatives. It will foster gender mainstreaming in BDT's work plan, increase BDT's impact in promoting ICT use, knowledge and access among the five special initiatives populations, women and girls, youth and children, indigenous people, persons with disabilities and people living in underserved areas, in

¹ Resolution 55 (Doha, 2006) Gender; Resolution 38 (Rev. Doha, 2006), Youth and Children; Resolution 46 (Doha, 2006), Indigenous People; Resolution 11 (Rev. Doha, 2006), Persons living in rural and underserved areas; Resolution 56 (Doha 2006), Persons with Disabilities.

accordance with WTDC-06 Resolutions 11, 38, 46, 55 and 56, and facilitate implementation of the World Summit on the Information Society school connectivity targets.

Project Strategy

This project will promote broadband Internet connectivity for schools so that schools can serve as community ICT centers for rural, marginal urban and isolated areas with a particular focus on disadvantaged and vulnerable groups including women and girls, indigenous people, persons with disabilities and youth and children.

It will promote understanding and awareness among communications ministers and national regulatory authorities as well as education ministers on the need for coordinated policies, regulations and practices to promote school connectivity in order to achieve the WSIS targets of connecting all primary, secondary and tertiary schools to ICT while at the same time promoting the objective of ensuring digital inclusiveness for the special initiatives populations.

It will contribute to the overall strategy of implementing the Connect a School, Connect a Community Initiative launched by the ITU by adding three additional modules to those modules being developed for the Toolkit in the Americas region.

The scope of Phase 2 of the project will include the following:

- Online Toolkit Platform development and maintenance;
- Module on Technology options for connecting schools for NGOs/others implementing school connectivity projects that may not be familiar with ICT technology; a how-to guide to set up a Wi-Fi LAN; training and trouble shooting for schools to fix technical problems and protect against spam, viruses, malware, etc.;
- Module on best practices for running school-based ICT centers, addressing issues such as whether schools charge for Internet use by community members to help fund purchases of materials and supplies for the school, training teachers to use ICTs, providing incentives to encourage school administrators to leave schools open to serve as community centers, etc;
- Module on best practices on equipping schools with assistive technologies for persons with disabilities, exploring the range of assistive technologies by kind of disability and developing policies for which schools should be equipped and how to use assistive technologies to ensure that persons with disabilities can be employed in the future;
- Research and editing to add examples from regions of the world other than the Americas to expand the content to be developed for the regions.

2. Objectives

The objective of the project is to promote broadband Internet connectivity for schools so that schools can serve as community ICT centers for rural, marginal urban and isolated areas with a particular focus on disadvantaged and vulnerable groups including women and girls, indigenous people, persons with disabilities and youth and children.

3. Phase 2 Outputs

- Online Toolkit platform developed, upgraded, and maintained;
- Module developed on technology options for connecting schools;
- Module developed on best practices for running school-based ICT centers;
- Module developed on best practices on equipping schools with assistive technologies for persons with disabilities;
- Further development of modules created in Phase 1 for the Americas region, to add best practices from all regions of the world.

Phase 2 Indicators

- Platform developed;
- Publication of Modules;
- Number of website visits to Toolkit (to be measured in 2010);
- Good feedback from communities / government on the use of the Toolkit.



4. Phase 2 Activities

The following key project activities will be carried out:

- Identification of platform developer and maintenance provider;
- Preparation of detailed outlines of content for each module;
- Selection of experts to develop content for 3 modules;
- Review and comments on content prepared by experts;
- Revision of content by experts;
- Posting of approved content on Toolkit platform;
- Publication of content on Toolkit platform for the public;
- Promotion and visibility of Toolkit.

5. Inputs

Government of Saudi Arabia

A Voluntary Contribution of US\$ 92,250 (CHF 100,000) from the Government of Saudi Arabia to the ITU.

During the project implementation: the interests generated by the above-mentioned voluntary contribution can also be used by the ITU to enhance the purpose of the project.

After the implementation of the project, ITU will return to the Government of Saudi Arabia any portion of the voluntary contribution (including interest) not used for project purposes, unless agreed otherwise in writing.

The Contribution shall be administered by the ITU in accordance with the applicable ITU Rules, Regulations and procedures. Accordingly, personnel shall be engaged and administered, equipment, supplies and services purchased, and contracts entered into, in accordance with the provisions of such Rules, Regulations and procedures.

ITU:

The ITU will provide human resources to supervise and monitor the implementation of Phase II of the project.

6. Risks

Development and translation of modules content could be delayed. If funding is provided in October 2009, all content should be available for publication in English in the third quarter of 2011.

Sustainability

ITU will have to allocate budget through the Operational Plan to support the platform in the future or find other funding for platform maintenance and development in the future. Content will have to be updated and expanded on an on-going basis. Because of the importance of the topic and the expected high level of content to be developed, it is expected that other partners will join the project to add other modules, as well as participate in efforts to raise political awareness and assist ITU Members in developing national school connectivity plans and/or the use of schools as community centers for the special initiatives target populations. Funding for Phase 3-5 of the project is currently being sought.

7. Management

The project will be implemented and managed by the ITU Project Manager in close coordination with ITU regional offices.

8. Monitoring and Evaluation

The progress of the project will be monitored through periodic reports prepared by the Project Manager, which will be submitted, for information, to the Government of Saudi Arabia. This report will provide a summary of the project progress, the challenges as well as any necessary amendments that may be required for the project implementation. The financial status and expenditures for the project will also be up-dated accordingly, and an evaluation report will be prepared at the end of the project to assess the success of the

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project in terms of meeting its stated objectives and developmental impact based on expected outcomes and pre-identified key performance indicators.

Upon the conclusion of all project components, the Project Manager shall be responsible for the preparation of the project closure report with the final evaluation to be accompanied by financial situation for the project's donor.

9. Project budgets

The project budget shown in Annex A

10. Project work plan

The Work Plan shown in Annex B

Annex A: Budget

				US \$	US\$	US \$	US \$
				TOTAL BUDGET	BUDGET YR 1	BUDGET YR2	BUDGET YR 3
10	BUDGET LINE						
11	PERSONNEL COSTS						
	<i>International Personnel</i>						
	11.01 Expert			71'864	50'000	21'864	
	11.90 Int. Personnel Non-Distributed						
	Total International Personnel	11.99		71'864	50'000	21'864	
	TOTAL PERSONNEL COSTS	19		71'864	50'000	21'864	
30	TRAINING						
40	EQUIPMENT						
	45.01			12'000	12'000		
	45.90 Equipment Non-Distributed						
	TOTAL EQUIPMENT	49		12'000	12'000		
50	TRANSLATION COSTS						
	SUB-TOTAL PROJECT			83'864	62'000	21'864	
90	OTHER ADMIN & SUPPORT COSTS						
	ITU AOS 10%)	98		8'386			
	TOTAL BUDGET	99		92'250			

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Annex B: Work plan

	2009				2010												2011								
	08	09	10	11	12	01	02	03	04	05	06	07	08	09	10	11	12	01	02	03	04	05	06	07	08
Activities																									
Identification of platform provider																									
Preparation of detailed outlines for each module content																									
Selection & hiring of experts to develop content for 3 modules																									
Review of content prepared by experts																									
Revision of content by experts																									
Posting of approved content on Toolkit platform																									
Promotion and visibility of Toolkit																									

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