Project Budget Number:	
Project Title:	Support Suriname in the Development of a National School Connectivity Plan and Model Connected Schools
Start Date:	December 2011
Estimated End Date:	December 2012
Government Coop. Agency:	Telecommunication Authority Suriname (TAS)
Implementing Agency:	International Telecommunication Union (ITU)
Beneficiary Country:	Suriname
ITU Project Manager:	Mr Cleveland Thomas, ITU Area Office Barbados

SUMMARY OF ITU CONTRIBUTION (IN CHF)

Project Budget

Description	**ITU (cash RI Funds)**
International Expert	33'000
Mission	10'000
Equipment	50'000
Other charges	7'000
Total:	100'000

ITU cash (AMS RI Funds - Action 12774): CHF100'000

ITU in kind: CHF30'000

TAS (in kind) please see 7.2 below

Brief Description:

The ITU has launched a public-private partnership initiative to promote broadband school connectivity to serve both students and the communities in which they live. The ITU has developed an on-line toolkit to promote broadband school connectivity to ensure that youth and children have access to and use ICTs.

By identifying best practices in school connectivity initiatives related to polices, regulation, applications, services and practical experiences, this project aims to support Suriname in the development of a National School Connectivity Plan as well as the implementation of pilot project to connect at least two schools in Suriname, with computers.

For the	**Signature**	**Date**	**Name/Title**
ITU:		09/12/2011	Brahima Sanou, Director of BDT
TAS:		20/12/2011	Gwen Amelo, Acting Director General

1. Background and Context

1.1 Background

There has been sufficient evidence that Information and Communication Technologies (ICTs) provide unprecedented opportunities to accelerate development. Populations including children and youth that lack access and know-how of the use of ICTs are being further marginalized. Providing individual connectivity to children in rural and underserved areas [as well as to disadvantaged and vulnerable groups] is often too expensive either for the public or private sector.

Promoting school connectivity to ensure ICT access by children is one solution. Promoting school connectivity, however, 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 and basic ICT training; providing a safe online and physical environment for children; 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 players 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 and many countries have yet to develop any school connectivity programmes at all. For all of these reasons, the ITU has identified and compiled best practices on policy, regulation, technologies, equipment, services and practical experiences that it is sharing with interested countries through the Connect a School, Connect a Community Initiative. The ITU has also been involved with its partners in implementing various e-learning activities. The online Toolkit of best practices and policy advice and related capacity-building activities can be found at (www.connectaschool.org)

Moreover, it is important to implement such best practices in a national context to validate and analyze these best practices through tailor made pilot projects to develop national school connectivity plans and develop model connected schools. A National School Connectivity Plan will define policy and regulatory measures to promote school connectivity, set timetables for connecting schools, identify technologies and funding options. Through the implementation of a model connected school, the project raises awareness to political leaders and policy makers showcasing the benefits of digital inclusiveness of children.

Connecting all primary, secondary and post-secondary schools to ICTs by 2015 was one of the targets set by world leaders at the World Summit on the Information Society (WSIS). Connected schools can serve not only the youth and children who attend them but also the broader communities in which they are located through the development of school-based community ICT centers.

Suriname has a very long way to go before these goals can be achieved. According to data received from the Ministry of Education of Suriname, less than 3.5 % of the primary schools have a broadband connection and a computer room.

The Ministry of Education plans to hire an expert to draft a strategic plan for the application of ICT's in school. This document is expected to also elaborate on school connectivity and the output, if completed on time, could be used as input by an international expert to draft a national school connectivity plan in conformity with the online Toolkit.

1.2 Present Context

A number of countries in the Americas region are poised to spend large sums of money, in some cases amounting to hundreds of millions of dollars, to promote school connectivity and ICT for education.

Other countries in the region are struggling to attract funding to upgrade existing low-speed Internet access or to deploy for the first time, on a large scale, broadband connectivity, services, applications and end-user devices in primary, secondary and tertiary schools.

The global economic crisis has heightened the need to allocate resources in the most efficient and sustainable manner possible. What lessons can be learned from countries that have already implemented school connectivity initiatives? 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 lap tops 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? How can education experts tap into the wealth of ICT-enabled education materials and resources such as digital libraries and adult education and training materials available on the Internet?

Youth and children are main target of school connectivity. In this regard provision should also be made for young persons who did not have suitable academic opportunities to re-start their academic career using ICTs.

2. Relationship to Other Past and Current BDT Programs/Activities

This project is expected to increase BDT's impact for the special initiatives populations and it is a direct response to the implementation of the goals of the World Summit on the Information Society which call for, *inter alia*, connecting all schools by 2015. The methodology being employed for schools connectivity has the potential learning benefits for the communities in which these schools are located since access would be made available to the communities.

3. Project Objectives

This project's main objective is to assist the government of Suriname in developing a proposal for a National School Connectivity Plan, taking into consideration ICT best practices identified in the Connect a School, Connect a Community online Toolkit (www.connectaschool.org).

This project also foresees to promote broadband internet connectivity for at least two schools in Suriname to ensure that children attending the school have access to ICTs for their education, become ICT literate and learn responsible online behaviour.

4. Outputs

This project is based on two complementary approaches:

- Assist the Ministry of Education in the development of a national school connectivity plan.

  This will complement the other activities taking place through the Ministry of Education and other development partners. It will also promote the understanding and awareness among policy makers and regulators on the need for coordinated policies, regulations and practices in this field in order to achieve the WSIS targets of connecting all primary, secondary and tertiary schools to ICT while considering the specificities of the country and its advancements in this field.

- Development of at least two model connected schools, equipped with computers for school children, in addition to related ICT equipment such as printers, white boards, local area networks and training teachers on the use of computers and incorporating ICTs into the educational curriculum and teaching responsible online behavior. These two primary education pilot schools are already identified. They are located in different remote or rural areas.

5. Project Activities

The following key activities will be implemented by the Parties to this Project Document to achieve its objectives:

Activity	Parties
Selection of international expert to develop national school connectivity plan (policy regulation, legal) for Suriname	ITU
Identification of national focal point(s) within National Regulatory Authority, Ministries involved and national coordinator to implement the pilots to connect at least 2 schools	TAS
Provision of necessary inputs to the expert	TAS
Identification, selection and evaluation of each school site (including identification of the type of connectivity to be implemented, equipment to be purchased, etc.)	TAS
Identification of partners (local & foreign)	TAS, ITU
Review by ITU and Suriname of draft national school connectivity plan developed by the expert	TAS, ITU
Presentation of national school connectivity plan by expert to Suriname officials	TAS, ITU
Final revision of national school connectivity plan based on feedback received in the presentation	ITU
Site preparation	TAS
Identification of equipment suppliers, procurement and delivery of the equipment	TAS, ITU
Exemption of custom duties, taxes and other fees	TAS
Installation, testing and commissioning of equipment in the identified schools	TAS
Transfer of equipment ownership	TAS, ITU
Development of training materials	TAS
Delivery of training courses to school teachers	TAS
Official launch of the connected schools	TAS
Evaluation of the Project and final report	ITU, TAS

Initials

6. Indicators

- National School Connectivity Plan developed for Suriname in conjunction with the Ministry of Education, TAS, ITU and other development partners.
- At least two schools in Suriname connected to broadband services.
- At least one classroom per school equipped with computers and educational ICT equipment and materials.
- Training to teachers delivered.

7. Inputs

7.1 From ITU:

- **In cash**: CHF 100'000 Regional Initiatives Seed Funds (Americas). These funds are to be used within the ITU regular budget framework and under the financial rules, regulations and principles applying to the regular budget.

- **In kind:**

- Appointment of ITU Project manager.
- Identification and recruitment of international expert.
- Procurement and delivery of Equipment (to be defined according to selected school(s) and available in kind contributions from the beneficiary country).
- Management, monitoring and evaluation.

7.2 From TAS:

- **In kind:** estimated in CHF 30'000.

- Appointment of national project team to participate and coordinate locally all the project on site phases with ITU (this includes coordinating the relevant contributions from the Ministry of Education, Telesur, Digicel, Uniqa and any other local partner).
- Identification of school(s) to be connected and provision of local logistics/infrastructure.
- provision of broadband connectivity to connected school for a minimum of 2 years.
- Identification of local personnel and local instructors, including appointment of teachers to participate in the training.
- Outreach to additional potential partners.
- Creation of awareness and organize information sharing campaigns.

8. Risks and Sustainability

In-country activities may suffer delays due to unforeseen local events and/or circumstances. This risk will be reduced by closely involving the national focal point(s) and the ITU Project manager based in the ITU Area Office (Barbados) in the development and implementation of this Project.

Lack of required expertise and commitment at the local level may also delay this Project. This risk will be reduced by ensuring provision of appropriate on-site training of the relevant local staff.

Initials

Sustainability of this Project is a key issue in this project. Therefore to foster community responsibility for long term sustainability, TAS commits to ensure that Internet connectivity is provided for a minimum of 2 years to the targeted schools.

9. Project Management

The project will be implemented and managed by the ITU Project Manager based at the ITU Area Office (Barbados) in close coordination with TAS and the assigned national focal point(s). The Project's working language and all reports and deliverables produced therein will be English.

9.1 Roles and Responsibilities

- **ITU:**

The ITU will be responsible for the overall management of the project in close collaboration with TAS. ITU will provide its expertise and international experience to enable realization of the Project's objectives. In particular, ITU will be responsible for those activities identified under Sections 5 and 7 above.

- **TAS:**

TAS will be responsible for project's on site coordination with relevant national counterparts (Ministries, Telecommunication providers, schools) as well as activities indicated under Sections 5 and 7 above. National involvement will be an important aspect of the project and will play a key role for the overall success and effectiveness of the project.

9.2 Monitoring and Evaluation

The Project will be monitored through periodic reports prepared by the ITU Project Manager. A Project Evaluation report will be prepared at the end of the project to assess its success in terms of meeting the stated objectives and developmental impact based on expected outcomes and pre-identified key performance indicators. A project closure report will be prepared by the project manager in close collaboration with TAS. Post-implementation feedback from the connected school will provide useful lessons in planning and replicating similar projects in future.

9.3 Legal Clauses

The Project will be administered by ITU in accordance with applicable ITU Rules, Regulations and Procedures. Accordingly, any personnel will be engaged and administered, equipment, suppliers and services purchased, and contracts entered into, in accordance with the provisions of such Rules, Regulations and Procedures.

All financial accounts and statements shall be expressed in Swiss francs.

In cash contributions to the Project will be subject to the internal and external auditing procedures laid down in the Financial Rules, Regulations and Procedures of the ITU. The use regarding any remaining unspent balance on the ITU's portion contribution will be decided by the ITU.

Nothing in this project document may be interpreted or construed as a waiver, a modification or a renunciation of the privileges, immunities and facilities which ITU enjoys by virtue of the international agreements and national laws applicable to it.

The Parties to this Project confirm that they shall exercise good faith efforts to resolve any dispute between them arising from or in connection with this Project through mutual negotiation and agreement.

Initials

10. Budget

All costs are expressed in Swiss francs.

SPC	DESCRIPTION	ITU	ITU	TAS	TOTAL
		CHF In cash	CHF In kind	CHF In kind	CHF
3000	PERSONNEL	33'000	30'000	10'000	
	Sub-total:	33'000	30'000	10'000	73'000
3100	MISSION	10'000			
	Sub-total:	10'000	--		10'000
3400	EQUIPMENT	50'000			
	Sub-total:	50'000	--		50'000
3500	COMMUNICATION SERVICES Broadband Internet for 2 schools (2yrs)	--		15'000	
	Insurance costs	--	--	15'000	15'000
3720	OTHER CHARGES	7'000		5'000	
	Sub-total:	7'000	--	5'000	12'000
	SUB-TOTAL for PROJECT	100'000	30'000		
3730	AOS (7.5%)	--	--		
	BUDGET TOTAL	100'000	30'000	30'000	160'000

Initials

11. Work Plan

ACTIVITIES	2011	2012											
	12	01	02	03	04	05	06	07	08	09	10	11	12
Selection of international expert to develop national school connectivity plan (policy regulation, legal) for Suriname		■											
Identification of national focal point(s)	■	■											
Provision of necessary inputs to the expert	■	■											
Identification, selection and evaluation of each school site	■	■											
Identification of partners (local & foreign)	■	■											
Review by ITU and Suriname of draft national school connectivity plan				■	■								
Presentation of national school connectivity plan by expert					■	■							
Final revision of national school connectivity plan based on feedback received in the presentation							■	■					
Site preparation			■	■									
Identification of equipment suppliers, procurement and delivery of the equipment				■	■	■	■						
Exemption of custom duties, taxes and other fees								■					
Installation, testing and commissioning of equipment in the identified schools								■	■				
Development of training materials				■	■	■	■	■	■				
Delivery of training courses to school teachers										■	■		
Official launch of the connected schools											■	■	
Monitoring usability of the connected classroom												■	■
Transfer of equipment ownership													■
Project evaluation and final report													■

Initials