ICT and Learning: ITU Initiatives

4 October 2011
Bangkok, Thailand

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Agenda

Connect a School, Connect a Community
ITU Structure & Functions

- Founded in 1865
- Leading UN Special Agency for ICTs
- HQs in Switzerland

Three sectors (ITU-T, ITU-D, and ITU-R)
- 4 Regional Offices & 7 Area Offices
- 192 Member States; and 700 Sector Members

ITU-T
Efficient, right-time production of international telecommunication standards

ITU-D

ITU-R

ITU TELECOM

“ITU – Among World’s Top Ten most Enduring Institutions”, says Booz Allen
ITU in Asia-Pacific

- **Regional Office** for Asia and the Pacific: Bangkok, Thailand
- **Area Office** for South East Asia: Jakarta, Indonesia
- The offices serve for 38 Member States and over 70 Sector Members

<table>
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<tr>
<th>LDCs (14)</th>
<th>Low-Income States (9)</th>
<th>The Rest (10)</th>
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ITU Asia-Pacific Regional Initiatives & Projects (2011-2014)

Overview & Objectives

**ASP RI 1**
Unique ICT Needs LDCs, SIDSs and Landlocked Developing Countries

To provide special assistance to LDCs, SIDS and landlocked developing countries in order to meet their priority ICT requirements.

**ASP RI 2**
Emergency Telecommunications

To provide assistance to Member States at all phases of disaster management, i.e. disaster preparedness including early warning, disaster response/relief and rehabilitation of telecommunication networks.

**ASP RI 3**
Digital Broadcasting

To assist ITU Member States in making a smooth transition from analogue to digital broadcasting.

**ASP RI 4**
Broadband Access and Uptake in Urban and Rural Areas

To assist Member States in the development of broadband access in urban and rural areas.

**ASP RI 5**
Telecommunications/ICT Policy and Regulation in the Asia-Pacific Region

To assist Member States in developing of appropriate policy and regulatory frameworks, enhancing skills, increasing information sharing and strengthening regulatory cooperation.
**ICT Development Index Ranking (2008 - 2010)**

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Source: ITU (2011)
Connect a School,

Connect a community
What is the Connect a School, Connect a Community initiative?

Why Connect Schools?

Best practices in using ICTs for persons with disabilities

Best practices in using ICTs for women’s empowerment

Best practices in providing ICTs for indigenous persons
Connect a School, Connect a Community: ICT for All

To promote access to and use of ICTs by all people, including marginalized and vulnerable groups:

- women and girls
- indigenous peoples
- persons with disabilities
- youth and children and
- communities in underserved areas
Why Connect Schools?

- Leverage existing infrastructure and community resources
- Use connected schools as a platform to teach ICT skills to children and youth
- Schools can incorporate ICTs into the regular curriculum
- Help our members meet the WSIS and MDG targets
Why Connect Communities?

- Connected schools can be used as community ICT centres to meet the ICT needs of the local community in which they are located
  - Meet their accessibility needs, including for persons with disabilities
  - Provide basic ICT and language literacy training to women and indigenous peoples
  - Provide ICT-based life skills as well as vocational and educational training
The Concept

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). Connect a School, Connect a Community is a public-private partnership launched by ITU to promote broadband Internet connectivity for schools in developing countries around the world. Why focus on schools? Because connected schools can serve as community ICT centres for disadvantaged and vulnerable groups, including women and girls.

For more information, visit the Connect a School, Connect a Community website at www.connectaschool.org.
Toolkit of Best Practices and Policy Advice

Module 1: Policies and Regulation to Promote School Connectivity
- Download PDF version
- Download HTML version
- Executive summary
- Table of contents

Module 2: Disseminating Low-Cost Computing Devices in Schools
- Download PDF version
- Download HTML version
- Executive summary
- Table of contents

Module 3: Providing ICTs to Indigenous Peoples
- Download PDF version
- Download HTML version
- Table of contents

Module 4: Assistive Technologies for Persons with Disabilities
- Download PDF version
- Download HTML version
- Table of contents

Module 5: Community ICT Centres for the Social and Economic Empowerment of Women
- Download PDF version
- Download HTML version
- Table of contents
National Connect a School Projects - Nicaragua

- Development of Model Schools
- National School Connectivity Plan
2011 Connect a School Projects

- National School Connectivity Plans and Model Connected Schools in Mauritania, Niger and Tanzania
- Model connected schools in Comoros, Lesotho, Sierra Leone and Sri Lanka
Connecting schools in Sri Lanka

“CONNECT A SCHOOL, CONNECT A COMMUNITY”
Connecting Rural Schools in Southern Sri Lanka

“CONNECT ALL PRIMARY, SECONDARY, AND TERTIARY SCHOOLS TO ICTs by 2015”
(WG5, 2003)

“Connect a School, Connect a Community” is a public-private partnership launched by ITU to promote broadband school connectivity to serve as community ICT centers for people in rural, marginal urban and isolated areas.

- **Changing Schools**: Over 80% of the students saw computers for the first time in their life through the ITU initiative. IT class has been created in most schools, and curious students are eager to learn how to use computers.

- **Enhancing awareness**: The ITU project has increased awareness of the importance of ICTs in schools. After the project, the Ministry of Education in Sri Lanka announced to quadruple its investment in connecting schools.

- **Fostering Future Partnerships**: Based on successful implementation of 4P collaboration model that was demonstrated by this pilot project, ITU and TRC jointly call for partners/donor agencies who would could contribute to replicate the success on larger scale in other provinces of Sri Lanka.
Persons with Disabilities
OUTLINE of Persons with Disabilities Module

Section 1 – Introduction
Section 2 – Current situation, challenges and opportunities
Section 3 – Assistive Technologies (ATs)
Section 4 – Developing and Implementing accessible ICT Connected schools
Section 5 – Accessible Multipurpose Community Telecentres in Schools
Section 6 – Checklist for policy makers
Section 7 – International texts on Person with Disabilities
Section 8 – Case studies
Section 9 – Resources for teachers and policy makers
What can you do to promote accessible ICTs

- Ensure accessible ICTs and assistive technologies are available in the market (mobile phones, websites, etc) and promote their awareness among disabled users – a lot is already built in
  - regulate availability and awareness
  - industry codes
- Ensure captioning, video description
- Use universal service funds for projects to provide job training for persons with disabilities or education to children
- Procure only accessible ICTs
- Raise awareness about the CRPD and the capabilities of persons with disabilities
- Ensure access in times of emergencies

For all actions, include persons with disabilities in your work!
Key policy areas for accessible ICTs in schools

• Buy-in from teachers and students
• Infrastructure – connectivity, accessible ICTs
• Support for practice – teachers and students – pedagogical practice
• Needs assessment
• Training - during initial training and on the job
• Co-operation/research – sustainable eco-system
• Evaluation
Some solutions to promote accessible ICTs in schools

- Develop National School Connectivity Plans to promote necessary Internet access and that include provision of accessible ICTs
- Regulators and policy makers ensure that accessible ICTs are available in the market and that customs duties and taxes remain low
- Educators **Procure only Accessible ICTs** – create demand for accessible ICTs
- Equip schools according to need of students and develop an AT ecosystem
- **Fund Assistive Technologies through Universal Service Funds**
- Teacher and Student Training
- Conduct stakeholder consultations
- Conduct monitoring and evaluation
- Development of affordable screen readers in local languages
- **Use the Connect a School, Connect a Community toolkit to raise awareness and build capacity**
Using schools for skills and job training for Adults with Disabilities

- Accessible ICTs hold the potential to enable persons with disabilities to receive job skills that would otherwise be inaccessible to them.

- Sufficient and appropriate training enables persons with disabilities to reach their own personal potential.

- Toolkit Case studies on job skills training, certification and employment opportunities.
Women
Why reach women and girls?

- Too many have no access to
  - Education and literacy skills
  - Health and financial services
  - Land rights
  - Agricultural information
  - Decision-making
  - ICTs
What is Sustainability in Reaching Poor Women?

- The fundamental issue in reaching poor women is not one of profitability of models, but the creation of a set of technology-mediated services and products that enable women to engage in emerging opportunities.

- Distinguish between economic sustainability, social sustainability and institutional sustainability.
Guidelines for Gender-inclusive design

- Participatory community involvement
- Partnership development and building community linkages
- Gender-disaggregated data and record keeping
- Community responsiveness of the centre must identify and cater to girls and women’s activities, interests and information needs
- Develop content and training materials with and for women; Content drives traffic
- Make the community centre physically accessible to women and girls
- Gender-sensitive governance structures
- Funding: subsidies, donations/grants, tax incentives, pay-for-use fee
Guidelines for Regulators- Sector liberalization

- Is sector liberalization promoted, with the view of bringing in investment and bringing down end-user prices to make telecommunications and ICT more accessible to men and women?

- Is the national regulator directing private sector players to deliver on social and gender policy objectives such as universal access?

- In return for granting licenses, is the regulator compelling service providers to provide service to underserved areas where women predominate?
Guidelines for Regulators - Universal service obligations

- If regulators call for establishment of telecentres in underserved areas as part of license-holder universal service obligations, have the different needs of men and women in the concerned communities been considered?
- Does proposed service delivery to underserved areas reflect geographical gender distribution in the population?
- Is any priority for service, subsidies or special pricing given to disadvantaged and/or rural women such as single mothers, widows, or disabled women?
Guidelines for Regulators - Licensing

- Has consideration been given to reducing fees for telecommunications, Internet Service Provider (ISP), and mobile service licenses to promote improved affordability by women and the poor?
- Has consideration been given to allocating special licenses for rural operators or community ICT centre operators, especially those run by and for women?
- Do license awards contain conditions that promote gender analysis and mainstreaming for the particular company?
Indigenous Peoples

- Indigenous peoples and ICTS
  - Contribute to conservation of their cultural heritage
  - Address development needs
  - Ethnic expression and education

- Keys to success:
  - the promotion of indigenous content and the participation of indigenous peoples in the design, implementation and evaluation of policies and projects that directly affect them, including by creating permanent consultation and participation bodies
Next Steps for Connect a School, Connect a Community

- Capacity building through regional events on using connected schools as community ICT centres for disadvantaged and vulnerable groups
- Implementation of country projects
- New modules for the Toolkit – troubleshooting computers and networks
- Additional training materials for the Repository
Bridging the ICT skills gap of ITU Membership
Human Capacity Building: Four layers of delivery platforms

- **Global**: ITU Academy
  - e.g. ASP CoE, ACMA ITP
- **Regional**: e.g. Training for Pacific, ITU-EC
- **Sub-Regional**: e.g. ITCI, Country based trainings
- **National**
ITU ASP CoE core competence

- Highly specialized in nature with focus on solution providing
- Support from ITU resources, expertise and network
- Brand Value of ITU, Nodes and Partners
- External funding and partners

ITU ASP CoE competitive advantage

- Delivery of highly specialized courses at low or no cost
- Members trust in ITU
ITU Centres of Excellence

Global

Asia Pacific

Spectrum Management (Ministry of ICT, Iran)

Technology Awareness
Pusan National University
Rep. of Korea

Business Management
Ministry of ICT, Thailand

Policy & Regulation
Pakistan Telecommunication Authority

Broadcasting
Asia Pacific Institute for Broadcasting Development

ICT APPLICATIONS
MIC / Viettel, Vietnam

CYBERSECURITY
IMPACT

Rural ICT Development
Universiti Utara Malaysia
Focus Audience: Experts from Government and Industry to advance skills

Quality: Core focus area

Partnership: Key engagement and funding lever
ITU ASP COE MC
CHINA, INDIA, IRAN, JAPAN, PAKISTAN, THAILAND, VIETNAM, ITU

NODES

PARTNERS
ITU ASP CoE and Partnerships

- NTC
- APNIC
- IMPACT
- AIBD
- PITA
- MICT
- MIIT
- China
- PITA
- APWINC
- UUM
- Busan City
- PNU
- MCMC
- DBCDE
- ToT
- UNU IIST
- UNICEF
- Viettel
- PNU
- AIBD
- MICT
- Thai
- MICT
- Iran
- MICT
- Thai
- MICT
- Thailand
- ToT
- Telecentre.org
- Huawei
- India
- USP
- SPC
- NAv6
- India
ONLINE TRAININGS
## Online Trainings

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E-learning Challenges & potential solutions

**Challenges**

- Access to Internet connection
- Flexibility of time to study
- Time zone issues
- Continuous evaluation
  - Balance between learning and sharing

**Possible Solutions**

- Manageable file sizes, 90% of course does not require long login hours
- Course duration: 4 - 6 weeks (4-8 Hr/week)
  - Only 10% requires login at fixed time
- Access at a time convenient
- Course spread over 4 - 6 weeks,
  - Quizzes (2), Discussion Forum,
  - Chat, Assignment
LDCs, SIDS and LICs participation: Workshops Vs Online trainings.

Online provides a better representation from LDCs and LICs than workshops.
Continuing challenges in online learning

- Time zone issues for online discussions
- Continued commitment over a longer terms
- Simultaneous group discussions
International Telecommunication Union

Committed to connecting the world

For more information, please contact
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