REPUBLIEK SURINAME

MINISTERIE VAN ONDERWIJS
& VOLKSONTWIKKELING

National Policy and Strategy
on **ICT in Education**

Communication Plan

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Table of contents

Abbreviations

ADEKUS	Anton de Kom University Suriname
BEIP	Basic Education Improvement Program
EBGS	Morovian Church Education Unit (Evangelische Broeder Gemeente Suriname)
ECOIS	Expertise Center Education ICT Suriname
EDUCONS	Education and Communication Network Suriname
ICT	Information and Communication Technology
IDB	Inter-American Development Bank
IICD	International Institute for Communication and Development
IOL	Institute for Training of Teachers
ITT	Institute for Advanced Teacher Training
MOECD	Ministry of Education and Community Development
MONR	Ministry of Natural Resources
PC	Personal Computer
PD	Professional Development
PI	Teacher Training College (Pedagogisch Instituut)
PROGRESS	Programme Effective Schools Suriname
RKBO	Roman Catholic Education Unit (Rooms-Katholiek Bijzonder Onderwijs)
SEAMEO	Southeast Asian Ministers of Education Organization
TAS	Telecommunication Authority Suriname
TCT	Ministry of Transport, Communication and Tourism
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VOJ	Secondary Education Juniors (Voortgezet Onderwijs voor Junioren)
VVOB	Flemish Association for Development Cooperation and Technical Assistance

1. Introduction

This report presents the communication strategy for a successful adaptation of the National Policy and Strategy on ICT in Education by educational stakeholders in Suriname. It is a deliverable in an overall assignment to support the development of the National Policy and Strategy on ICT in Education.

The broader term "ICT in Education" includes school administration tasks. MOECD has already developed a school administration tool and a management information system for the school system (called "EMISS", the Educational Management Information System Suriname). Therefore, this area will not be the focus in the current report. The focus of this report is rather on the use of ICT in teaching and learning. We use the term "e-Education" for this. [1]

The National Policy and Strategy on ICT in Education will only be successfully adopted by policymakers, and implemented by practitioners/stakeholders/educators if all are fully aware of the added value of ICT for education, and actively champion its use.

A sense of ownership is one of the basic requirements for this to happen- if stakeholders are actively involved in the process, and their vision has found its way into the final policy, they will "own" the policy document- and chances of them actively promoting, lobbying and advocating for the policy and its implementation increase significantly.

The participatory methodology used in preparing the national policy document guarantees that the voices of stakeholders are at the basis of the National policy.

In all stakeholder meetings, workshops, and interviews in the course of developing the national policy, communication was mentioned by all involved as one of the preconditions for a successful adoption and implementation of the policy. Communication was seen as a broad process, with multiple target groups, and stakeholders- from policymakers in various ministries, to international organizations, private sector, and the general public- but also within the education sector itself: school leaders, teachers, clusters etc. The media was also seen as a strategic partner in efforts to increase awareness and gain more acceptance of ICT in education.

This communication strategy aims at gaining support for the adoption and implementation of the National Policy on ICT and Education, while at the same time reinforcing ownership of the stakeholders.

2. Phases

For planning purposes the communication strategy of the National ICT in Education policy is divided in two separate trajectories:

Phase I: The timeframe up to the National Symposium on ICT in Education
Phase II: The timeframe after the symposium- when the Draft National Policy document has been handed over to the Ministry of Education and Community Development. (The implementation of Phase II is no part of the current assignment for formulating the National Policy, but for a successful outcome it is imperative that the communication strategy be continued after the conclusion of this assignment.

3. Goal and Strategy

The overall Goal of the Communication strategy is to gain support for the adoption and implementation process of the National Policy on ICT in Education.

The key strategy is sensitization and engagement of all key stakeholders on the added value of ICT as a tool to improve quality of, and access to, education.

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[1] Report of current status of ICT in Education 4.0 (IICD)

4. Timeframe and implementers

Phase I effectively starts after the validation of the stakeholders report (end of November 2013), and ends with presentation of the final National policy plan on ICT in Education (13th February 2014).

Phase II starts immediately after the consultants' finish their assignment- and is therefore the responsibility of the BEIP office in cooperation with the Ministry of Education. The communication strategy recognizes that the efforts to gain support for the national policy should not stop after the policy has been formulated.

5. Main target groups

To gain support for the adoption and implementation process of the National Policy on ICT in Education we will involve a broader group to communicate to than the stakeholders involved in the design and the development of the National ICT in Education policy as described in the stakeholder report.

	Target group	Strategic considerations
1	**High Level Policymakers**	HL Policymakers- Ministers, and Parliamentarians, are the political decision makers- tailor made communication is of the utmost importance so as to move the policy forward.
2	**Public Sector Policymakers**	Permanent Secretaries and relevant department heads of the ministries of Education, TCT, Regional Development, are the first gateway to accessing the political and administrative decision making.
3	**Teachers and teacher training institutes**	During the implementation phase ICT in Education policy has positive effect on their professional development and the efficiency and effectiveness of their teaching practice
4	**Parents**	Parents have an immediate interest in the quality of education of their children.
5	**Communities**	Communities in general, and Community Leaders in particular (including Traditional Leaders) especially outside of Paramaribo, include parents, teachers, students, but also community organizations- all important stakeholders.
6	**General Public**	The more the general public sees ICT in Education as a "normal" and desirable phenomenon, the more interest it will garner- and the more attractive the adoption and implementation of the policy becomes, politically
7	**Service providers and other NGO's**	Education service providers and other NGO's working in related fields are stakeholders and possible cooperation partners in the implementation phase.
8	**International partners in Suriname**	The international community in Suriname is already involved in ICT in Education programs- be that directly or through related programs (IDB, UNICEF, VVOB, and Embassy of the Netherlands). They have proven to be open to partnerships, and are possible sources for co-funding in the future.
9	**Private Sector**	The private sector has an immediate interest in the quality of education of their future workforce and could be involved in the development of solutions during the implementation of the National ICT in education policy. Other interest consists in opportunities for public private partnerships.
10	**School youth**	The primary beneficiaries of the ICT in Education policy- and the ultimate owners.

6. Products

A variety of communication products will be used for the different phases- each product is aimed at one or more target groups. Below is a short description of the products per Phase.

		PHASE I	PHASE II (*all activities to be implemented by BEIP II from own budget*)
1	Brochure (in Dutch)	A brochure with highlights of the policy based on the various outcome documents of the assignment; stakeholder meetings, good practices will be produced and distributed to all schools, and relevant stakeholders. Hard copies will be ready with symposium. *IICD and partners will produce the brochures as part of their assignment- BEIP II will be responsible for dissemination*.	
2	Kid's newsletter (in Dutch)		A newsletter/brochure (4 pages) specifically aimed at schoolchildren with examples of what is meant by ICT and education, learning websites, and general tips on how to use ICT for their own learning (even if ICT is not used in their school yet). The newsletter will be distributed digitally to all schools of the school survey with email address, and be printed in the newspaper. Hard copies will be made available to schools participating in schools survey without email address
3	Free Media	Use of free media opportunities- interviews for radio, TV, newspaper- to garner attention for the Symposium. A list of media opportunities (informative programs, news programs, etc) will be used as guideline. A roster of stakeholders (parents, teachers, community leaders, high level policy makers, private sector spokespeople) will be presented to the media for interviews, so they effectively become spokespersons for the policy. A communication	The use of free media will be continued in Phase II.

		brief will be produced to supply these spokespersons with up to date information and talking points. *IICD and partners will produce the communication brief and assist in making an inventory of free media opportunities, while BEIP II will be responsible for contacting and coordinating media.*	
4	Newspaper articles		Articles and op-ed pieces, on various subjects regarding ICT in Education (closely linked to the policy document and to the pilots that will be implemented) will be presented to the newspapers. The newsletter(s) serves as the main resource for the articles Newspaper articles.
5	Radio programs	.	In the interior, and the districts, radio is the most important information channel and radio programs on the local radio stations have a wide audience. One radio program will be produced for broadcast in the coastal areas/districts, and one (in Surinamese) for the interior. The radio program is aimed at the general population in the villages (parents, traditional leaders, community groups). CD's with the programs will be distributed to all stations. (The radio program can become a monthly program).
6	TV program	1 TV program of 10-15 minutes, build around the vision of ICT in Education as set forth by the Minister of MOECD, and the draft policy document. The program is a general awareness program, highlighting the ways ICT can contribute to elevate the quality of, and access to education. *IICD and partners will produce the TV program as part of their assignment- the broadcasting is the responsibility of BEIP II.*	

7	School TV and radio programs		School TV and School radio were mentioned in stakeholders meetings as influential and widely watched and listened to. They will produce a TV and a radio program, using the kid's newsletter as input.
8	Demonstrations for Teachers and Teacher Training Institutes (In Dutch)	Tailor made presentation for teachers focusing on the benefits for their professional development. In conjunction with the final symposium in which the policy will be presented, the demonstrations will involve teachers in Brokopondo, Nickerie en Marowijne, as well as Paramaribo; and the Pedagogical Institutes. *IICD and partners will develop the presentation. Distribution to schools participating in school survey and other relevant stakeholders (PI's)*	Continued demonstrations for teachers.
9	Presentation and Demonstrations for specific groups	.	A general presentation, including a short demonstration, will be the basis for tailor made presentations for specific target groups such as: 1. Parliament 2. Council of Ministers 3. Private Sector Organizations and industry leaders' associations (VSB, KKF, ASFA, Rotary, Lions) For each presentation at least one speaker from a relevant target group will be invited (teachers, parents, private sector) advocating from their own perspective and experience.
10	Web access		Minov-beip.org, the existing website of the BEIP II has proven to be quite up to date- the website will increase traffic when promoted more through social media, such as a dedicated Facebook page for the project.
11	SMS / social media campaign		Promoted through the TV and radio programmes and

		linked to Facebook page is an ongoing competition for school youth per grade of primary schools- in which a series of questions and or tasks are given, this could be done with SMS campaign in combination with Facebook/twitter). Individuals who have the most questions/tasks answered/fulfilled at the end of the competition win a grand prize. This could also extend to a competition between schools.

7. Product matrix

An overview of which products are aimed at which target groups

		1 HL policy	2 PS Policy	3 Teachers	3 Parents	4 Communities	5 Private sector	6 Service delivery	7 Other NGO	8 International community	9 General public	10 School youth
1	Brochure	▨	▨	▨	▨	▨	▨	▨	▨	▨		
2	Kid's newsletter			▨	▨	▨					▨	▨
3	Free Media										▨	
4	Newspaper articles										▨	
5	Radio programs					▨						
6	TV program	▨	▨									
7	School TV and radio programs											▨
8	Presentation for Teachers			▨								
9	Presentation and Demonstrations for specific groups	▨	▨				▨		▨	▨		
10	Web access	▨	▨	▨	▨	▨	▨	▨	▨	▨		
11	Sms social media campaign										▨	▨

8. Indicative Budget

		subtotal product
1 Brochure	**pm**	**0**
2 Kid's newsletter		**12075**
production (writing, editing, lay out)	4000	
printing	5000	
dissemination	1500	
coordination/management fee	1575	
3 Free Media	**pm**	**0**
4 5 Newspaper articles		**2875**
production (writing and editing) per article	500	
coordination/management fee	75	
5 Radio program		**4600**
production	2000	
dissemination and broadcasting	2000	
coordination/management fee	600	
6 TV program		**7475**
production	pm	
broadcasting (10 tv stations)	5000	
advertising for the program	1500	
coordination/management fee	975	
7 School TV and radio programs		**5750**
production radio & TV program	5000	
broadcasting (MOECD regular program)	pm	
coordination/management fee	750	
9 Presentation for Teachers		**0**
	pm	
10 5 X Presentation and Demonstrations for specific groups		**8625**
per presentation		
production (set up, rent space, production cost,rent equipment, facilitation)	1500	
coordination/management fee	225	
11 Web access		**2400**
fee (1 person, 4 hrs p/week, 8 months)	2400	
12 Sms social media campaign		**23000**
production and advertising costs	20000	
coordination/management fee	3000	
TOTAL INDICATIVE BUDGET (in US Dollars)		**66800**
(PM= BUDGET IICD)		