BRITISH COUNCIL
Embedding ICT in Education: Case study of a holistic approach

AFRICAN MINISTERS FORUM

TUNISIA

09-11 DECEMBER 2013

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BRITISH COUNCIL

WHAT WE DO
We are recognised as the world's leading cultural relations organisation

Our passion and work lies in English, Basic Education Reform, Internationalising Higher Education , Society and Arts
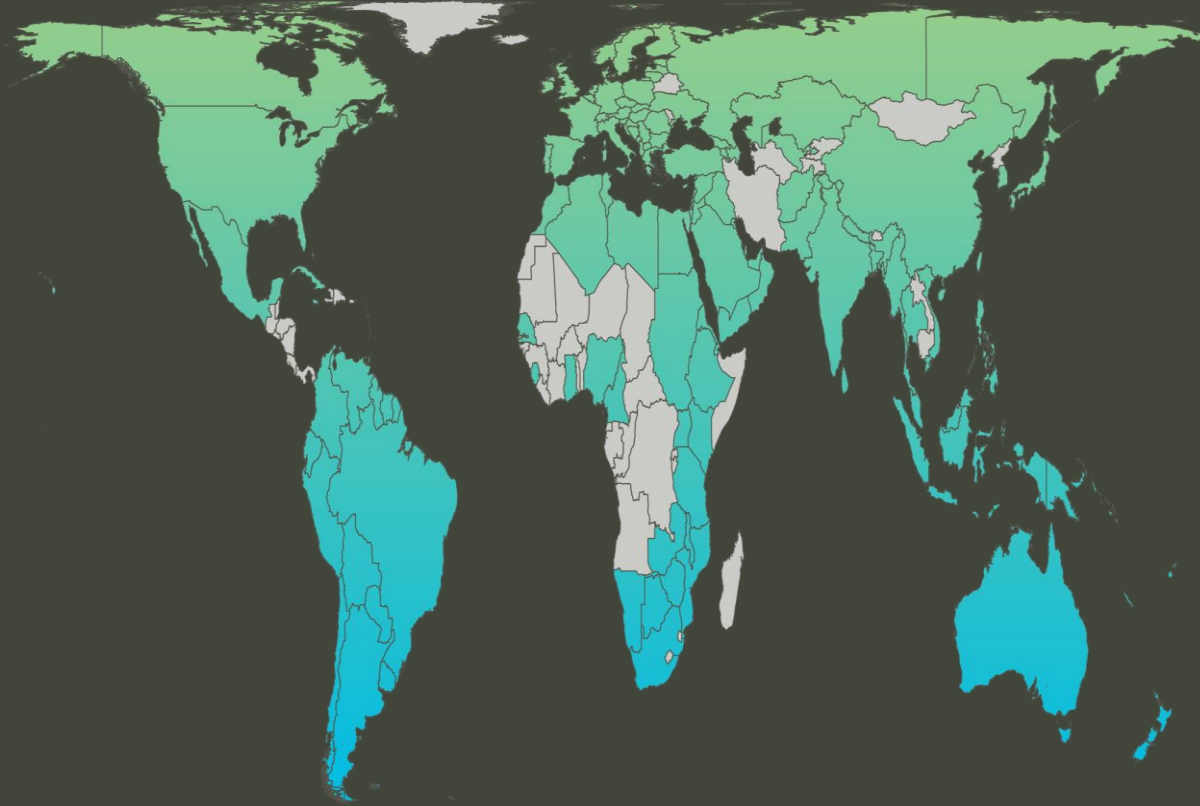

580m
PEOPLE REACHED
2011 – 2012

![British Council logo] BRITISH COUNCIL

OUR GLOBAL NETWORK

Established in 1934, the British Council has 191 offices in 110 countries and territories

In Sub-Saharan Africa, we are present in 23 countries, with offices in 17 countries

COUNTRIES WHERE THE BRITISH COUNCIL HAS AN OFFICE

www.britishcouncil.org

HOW WE DO IT

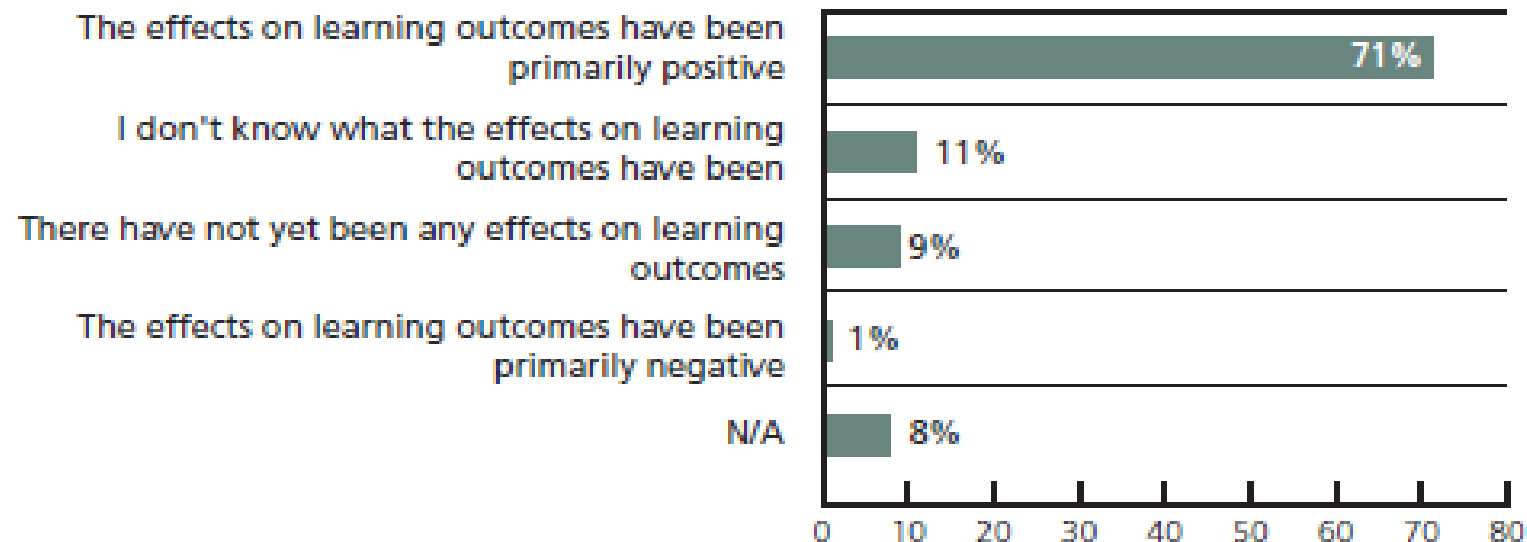**Forging personal relationships has always been at the heart of what we do**

We promote reforms, aiming to improve quality and enable access to high quality education

Education programmes like Connecting Classrooms are designed to help young people learn about global issues, giving them skills to work in a global economy
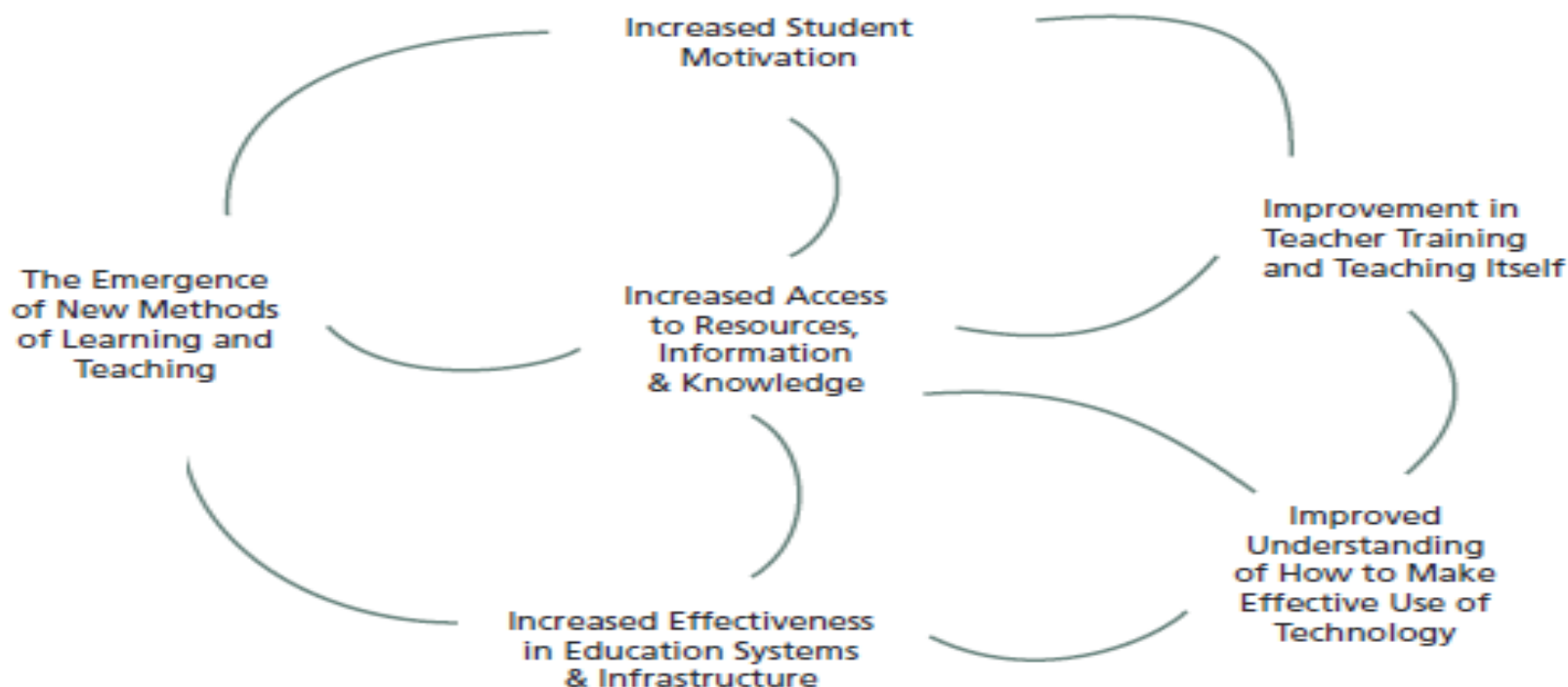
WHAT IMPACT DOES TECHNOLOGY HAVE ON LEARNING OUTCOMES?

What effect does technology have on learning outcomes?

- The effects on learning outcomes have been primarily positive — 71%
- I don't know what the effects on learning outcomes have been — 11%
- There have not yet been any effects on learning outcomes — 9%
- The effects on learning outcomes have been primarily negative — 1%
- N/A — 8%

The e-Learning Africa Report 2013

WHY DIGITAL TECHNOLOGY INTEGRATION ENABLES POSITIVE LEARNING OUTCOMES

Why Digital Technology Integration Enables Positive Learning Outcomes

Increased Student Motivation

Improvement in Teacher Training and Teaching Itself

The Emergence of New Methods of Learning and Teaching

Increased Access to Resources, Information & Knowledge

Improved Understanding of How to Make Effective Use of Technology

Increased Effectiveness in Education Systems & Infrastructure

The e-Learning Africa Report 2013

Holistic approach:

Based on the huge potential of ICT to meet educational goals and targets across Africa, British Council programmes like Connecting Classrooms aim to promote ICT use in schools through innovative teaching, allowing educators and schools to connect across the world to improve teaching and learning here at home.

The programme embeds digital in education in its quest to improve the quality of education in16 Sub-Saharan Africa countries

We have partnered with Microsoft under the Badiliko Project in 6 of these countries

Objective: Improving digital access and quality education to underserved communities in Sub-Saharan Africa while empowering educators through world class professional development and scaling through policy makers engagement to equip learners across Africa with the 21st Century skills they need to live and work in a global economy.

BRITISH COUNCIL

Badiliko
INSPIRING THE NEXT GENERATION

Microsoft

ICT IN LEARNING

ACCESS

Embedding digital skills and approaches into schools across Africa occurs through the provision of access to technology and core infrastructure by establishing Digital Hubs stationed in 170 schools in our network

95 of these Digital Hubs are in partnership with Microsoft under the Badiliko Project Each Digital Hub consists of 20 workstations linked to two servers on a thin-client model powered by Microsoft Windows Multipoint Server.

The hubs serves the host schools and a cluster of surrounding schools (6-10 schools)

Community members can access the resources in the evenings and weekends.

The hardware uses low energy technology and sustainability within each Digital Hub is a key priority as schools hosting a Digital Hub need to ensure local ownership

ICT IN LEARNING

DIGITAL AMBASSADORS

A network of Digital Ambassadors have been selected and trained across Africa

They are drawn from practitioners and other education professionals experienced in creative uses of ICT for teaching and international engagement. The Digital Ambassadors ensure practical and effective ICT professional development for educators

The digital ambassadors are the core human resource link to deliver the necessary training to frontline school teachers

They are responsible for sustaining technical viability of the Digital Hubs, as well as outreach to participating schools and communities

ICT IN LEARNING

CONTINUOUS PROFESSIONAL DEVELOPMENT

The project aims at improving ICT use in innovative teaching practice through:

Specific ICT professional development and on-going support for educators

Teachers and learners participate in international joint curriculum projects and engagement through the Digital Hubs

Students and educators have developed their ICT and English skills, increasing their ability to engage in a global environment

ICT IN LEARNING

CONTINUOUS PROFESSIONAL DEVELOPMENT

School Leadership

Our school leadership work supports the development of pedagogical leadership - responsibility and accountability for the quality of teaching and learning

Provides frameworks for managing and leading change and integrating ICT as vital part of school visioning and planning for cross curricular integration
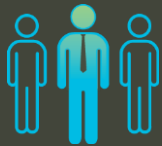
ICT IN LEARNING
POLICY ENGAGEMENT

**Engagement of key policy makers
in order to ensure the programme outputs
and outcomes are supportive and aligned
to their national policy**

**To ensure a deeper understanding of how
ICT might raise education quality and
standards**

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Microsoft®

WHO WE WORKED WITH IN 2012/13

POLICY-MAKERS, LEADERS AND MINISTERS

150 +
MASTERS TRAINERS

100+
DIGITAL AMBASSADORS

170
DIGITAL HUBS

16000+
TEACHERS AND SCHOOL LEADERS

+
COMMUNITIES

CONNECTED 127 HUBS IN 9 COUNTRIES WITH AIRTEL - ACCESS SCHOOLS ONLINE & PIL NETWORK

LEARNERS RECEIVE TRAINING IN OUR DIGITAL HUBS

www.britishcouncil.org

Lessons Learnt

Engagement of all stakeholders in developing a shared vision about the role of ICT in education with a focus on continuous professional development in order to realize the vision.

Enhance the Badiliko teacher development approach with respect to incremental approaches for building teacher capacity for ICT use across the curriculum.

Making a lasting impact on target group stakeholders as a result of implementing an intervention is not an easy task neither is it inherently impossible. The M&E report has not investigated Badiliko's impact on students' academic achievement. However, there's significant evidence of the programme's impact on students' attitudes, dispositions, skills and behaviour in relation to ICT use.

Impact of the applied learning has varied depending on the focus of the Digital Hub training and support efforts and how these have been received by the stakeholder, school leader and teacher target groups.

There is need for review and allocation of adequate resources for effective school leader and teacher group professional development (e.g. ICT facility, time, including for participation in conferences, mentors and tutors etc.

Thank You

www.britishcouncil.org

www.badiliko.org

http://schoolsonline.britishcouncil.org