Leadership in Policy Development and Strategy for effective ICT Integration in Learning and Teaching

Presented by: Jerome Morrissey (GESCI)
Global eSchools and Communities Initiative (GESCI)

- An international non-profit organization established by the United Nations Taskforce on Information Communication Technology (ICT) and based in Nairobi
- Collaborate with ministries to improve education and training delivery to help accelerate socio-economic development through the use/integration of technology.
- Advice and support to MOESTs on ICT policy / implementation strategies
- ICT integration in TVET - strategic advice and support.
- Teacher professional development - design and delivery initiatives towards mainstreaming models
- Technology tools, equipment configurations and infrastructural design for ICT incorporation in schools
- Research, Monitoring and Evaluation of projects and programmes
Leadership and Top-Level Policy-making

Effective leadership for policy-making for national social and economic development in Africa requires knowledge of:

- Futures thinking
- Strategic role of Science, Technology and Innovation
- Telecom and Internet infrastructure
- eGovernment applications
- Central role of education in the knowledge age
- policy coherence
African Leadership in ICT and Knowledge Society Planning & Development

New Leadership for policymaking for social and economic development
ALICT is a ....

- Professional **blended learning** course

- Designed to enhance leadership and enable a commanding understanding of the **key elements** in the advancement of leadership for Knowledge Societies

- Based on an examination of **three key pillars** of knowledge societies—**ICT**, **Science, Technology & Innovation**, and **Education**—*and* their inter-connectedness
Who are the participants?

Existing, Future and Emerging leaders from:

- Public Sector Organizations & Government Agencies
- Public Research Organizations
- Public policy and planning Institutes
Expected impact

21st Century skills for Leadership and policy-making for Knowledge Society development

Appreciation for the importance of innovation, science, technology and creativity in strategy development

Membership to a continent-wide Professional Network of ALICT alumni

Working knowledge of Futures Thinking

Strengthened career-advancement opportunities in the civil and public services
African Leadership in ICT and Knowledge Society Development (ALICT)
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Leadership and Strategy Development for ICT Integration

- consult strategic education partners – curriculum development institutes, teacher training colleges, teacher/education services councils, school heads associations
- Consult with the ICT industry and telecoms and internet providers
- Realistically cost the plan and see it as a phased implementation process
Leadership and Strategic Implementation for ICT Integration in Learning & Teaching

- Implementation strategy developed with collaboration from all relevant ministries and education partners
- Industry consulted as a key stakeholder relating to hardware configurations/solutions and content resources
- Building a consensus among all stakeholders
- Incorporation of successful national good practice models if capable of scaling up
- Research on good practice internationally and take note of lessons learned
Leadership and Strategic Implementation for ICT Integration in Learning & Teaching

- Realistic provision for teacher ICT skills development, pedagogical use of ICT in their daily work and digital content creation skills
- Identifying ICT as key to enhancing the professionalism of teachers
- Realistic phasing over 3-4 years and adequate funding to reach implementation milestones
Leadership at school level to ensure School-Wide ICT Integration

- Recognise the Principal (Head) as the leader of school reform and school-wide ICT integration and ensure school readiness.
- Ministry and education agency supports to school heads and providing procedural guidance on ICT planning for schools.
- School-level leadership for ICT integration includes collaborative planning for:
  - Developing and sustaining an eLearning culture in school
  - Motivating teacher engagement with ICT and understandings of its use and benefits
  - Facilitating ongoing suitable ICT professional development for teachers
  - Add to the sense of teacher professionalism
  - Planning for ICT equipment acquisition and its deployment over time
Leadership at school level to ensure School-Wide ICT Integration

- Support the development of subject teacher association and per group supports for ICT collaboration, content sharing and pedagogical supports
- Facilitate active ICT support groups for principals
- Facilitate local school networking and showcase good practice
Lessons learned from outside Africa

- Critical to focus on supporting leadership at multiple levels for successful ICT implementation at school level
- Central role of a dedicated national institute/agency for technology in education to support schools
- Curriculum development with ICT “at the table” from the beginning
- Establish ICT excellence in teacher training colleges
- Enable on-going teacher training, ICT competency skills and support networks. Tie in to teacher sense of professionalism
- Access to internet, consistency of ICT usage
- be involved with Industry projects and programmes.
Policy vision and mission fragmentation at different levels of education system resulting from...

- discontent between **policy vision and classroom realities**
- syllabus with **scant reference to ICT** in teaching and learning materials
- technology **skills taught in isolation** from pedagogy & content
- a new generation of teachers with **little experience and no models** for using ICT specifically in teaching & learning
ICT enables better teaching and richer learning

- To help reform initial teacher education in core skills, in ICT competencies and in pedagogical incorporation
- Help to improve teaching abilities through peer-to-peer group sharing and content co-creation
- Raise the social status of teachers in the community
- Establish subject associations networks for professional development

Ref. *Bring back the Teacher to the African school – Pai Obonya (2012)*
ICT enables:

- increased learning opportunities to remote areas, marginalised groups (out of school kids and girls)
- facilitates inclusiveness and raises quality provision across the system
- Better teaching and enhances teacher status
- Raise quality of initial teacher education with ICT integration/school-based training.
- Richer learning experiences in school
- Enables informal/community based learning
- Inter- generational opportunities for learning and community development
ICT and Education Priorities in Africa

- Meeting MDG
- Ensuring quantity and quality of provision
- Education the yet unreached – out-of-school pupils and girls
- An additional $26 Billion needed annually to provide basic education in poorer countries
- $38 Billion to fund USE
- 5 to 8 million teachers needed by 2015

Unprecedented opportunities now exist to utilise new technologies, including mobile, to help address some of these needs