

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

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# 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 Union**  
a United and Strong Africa



MINISTRY FOR FOREIGN  
AFFAIRS OF FINLAND

# African Leadership in ICT and Knowledge Society Planning & Development

*New Leadership for policymaking for social and  
economic development*

9 - 10 - 11 / 12 / 2013

Hotel Ramada Plaza, Gammarth, Tunis

## 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:

- Government Ministries - Education, Science & Technology, ICT & Communications, Finance, Local Government and Planning
- 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

- a government -level activity – several ministries involved including Ministries of Education, Science, Technology and Vocational Training, Information and Communications, Finance/Treasury, Planning/Local government, Energy
- 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**