"Education is the first step toward peaceful societies, by Emmanuel Jal"

Impact of good policies and strategies on ICT4E Adaptation

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ICT4E Introduction

- It has been said that ICT brought the 3rd revolution of knowledge sharing after invention of writing and movable form of writing like books.

- There is no doubt that ICT has transformed how knowledge is shared and stored.

- ICT4E draws on the possibilities of technology to transfer educational resources using various formats and devices.

Why policies are important for ICT4E

- *"To take full advantage of the different technologies and to direct their maximum use for the benefit of all students, there is need for a clear framework which sets the scene and provides the enabling environment for technologies to be integrated, deployed and used to their fullest potential." Patti Swart, GeSCi*

Key question

- *Are African governments providing centrally coordinated ICT4E implementation plans that align national goals to educational reform and the use of effective technology?*
- *Such a plan should :*
  - *address curriculum issues*
  - *provide capacity development for teachers across the nation*
  - *supports administration and the management of systems*
  - *Support infrastructure development that provides affordable connectivity for education*
  - *Support local content development especially when it comes to procurement of education content, including its contextualization*
  - *explore the prospect of developing a local business support sector that can sustain ICT4E environment, whilst nurturing innovation and creativity in this sector.*
  - *Address job creation through assembly of devices locally*

Key question

- Are there policies that explicitly recognize qualifications of ICT4E based learning institutions and encourages organizations to deliver ICT based lessons?
  - Supporting learners, changing the learning culture by increasing availability of informal and on-demand learning.
  - Government policies and initiatives aimed at stimulating sustainable take-up.
  - Accreditation, security, localization issues and demands.

Impact

- UNESCO rightly points out that introducing ICTs into the teaching and learning process is an innovation that requires radical change in the way in which schools operate.

- Impact, success or failure depends on the will to implement the policies and quality of educational policies.

Kenya scenario

- Kenya has done well in terms of putting in place relevant policies and strategies:
  - National Information & Communications Technology (ICT) Policy (2006)
  - National ICT Strategy for Education and Training (2006)
  - Education Sector Support Program 2005-2010 (2005)
- But how well has these been followed through?
- Does the current large scale ICT4E project in school (DigiSchool Project) draw from these plans?

Lessons learnt for Kenya scenario

- Kenyan scenario offers a good example of what can happen if policies are in place.
- Kenya developed good policies between 2005, 2006 which ought to have been updated and implemented and would have served as a good model for implementation since it:
  - Was consultative and inclusive process bringing together key stakeholders to carefully consider the opportunities, challenges and implications of the intended policy
  - Had ownership by key stakeholders since they had participated in the formulation
  - Was country specific in nature with realistic and achievable targets.

Conclusion

- Measurable impact of ICT4E interventions is only possible if clear policies and strategies exist.

- Policies set priorities with regard to needs, goals, levels, resources, timelines

- Policies provide a basis for better informed and accountable decision making

- Policies marry the overall National Education Policy to coherent framework for ICT interventions in education.