Ministerial Dialogue:
Based on the Pre-Survey

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Pre-Survey

* Data Collection Period: 6 August – 5 September
* Respondents: 16 countries (out of 22)
* Respondents: National ICT experts (mostly among delegates)
1. Two most pressing issues in your Country
   1.1 Examples and challenges that your Country face regarding the pressing issues
   1.2 Policy responses, if any
   1.3 Types of support needed

2. Potential themes of AMFIE 2013
Most Pressing Issues

Identified as one of two “most pressing issues” (n=16)

- Robust ICT Policy: 8
- Partnership for Infrastructure: 9
- Teacher Development: 7
- School Reform: 3
- Others: 4
Types of Support Required

Support required to resolve pressing issues (n=16)

- Human Resources and Teacher Training: 11
- PPP and Infrastructure: 4
- Financial Support: 8
- Research and Technical Assistance: 7
- Information Sharing and Collaboration: 5
Challenges in ICT Policy

* Need for research-based policy guidance on ‘what works’
* Tight fiscal constraints hinder ICT Master Plan priorities
* Monitoring and evaluation on impacts of the ICT policy
Supports Needed on ICT Policy Development

- Research and Technical Assistance: Building and standardization of data collection procedures
- Assessing the impact of technology use on learning
- Information sharing: successful practices in other governments to assess relevance and appropriateness to our local context
- Supply data to World Bank Policy database and UIS indicators Support work of UNESCO UIS SABER ICT (OpenEMIS)
  - Find ways to integrate the data-gathering, put data in proper context (not as absolute)
- Situational analysis for each country (as planning or independently)
- Designing and assessing the minimum enabling conditions for ICT in schools
- Policy for larger countries (with large student populations) for cost effective options in using ICT in education
- Policy recs for remote areas, where connectivity is still an issue
- ICT should lead to learning outcomes, requires evaluation indicators
- Mechanisms for exchange between schools and principals
Supports Needed on ICT Policy Development
Challenges in Partnership & Infrastructure

- Finding stable funding resources to develop the sustainable ICT use in schools
- Infrastructure gaps between urban/rural areas
Supports Needed on PPP and Infrastructure

- Suggestions for strategic direction on infrastructure to cover rural, urban, and mobile generations—including rural/tribal differentiations
- Assistance to build partnerships with the private sector, both for-profit and non-profit entities, Funding connections to other ministries and national telecom
- Stable sources of funding or revenue, Long term financial support
- Utilization of Universal Service Funds (Pakistan as case study)
- Policy recs for remote areas, where connectivity is still an issue
  - Ways to use local caching servers (offline architecture)
- Distillation of generic education architecture for other countries to map to (utilization of rapid deployment kits)
- Spread knowledge on practices of: Bilateral agreements, Legislation (tax incentives) to facilitate resource allocation/deployment from private sector; earmark education budget for infrastructure, utilize cost sharing from textbooks; requests to manufacturers for cost-breaks
- Vision is shared at highest levels
- Facilitation of dialogue between technical people and educators/ministry
Supports Needed on PPP and Infrastructure
Challenges in Teacher Development

- Clear policy guidance on teacher competency
- Teachers capacity building for pedagogical use of ICT
- Government-provided educational information system that can help teachers lessen the administrative burden
Supports Needed on Teacher Training

- Comprehensive teacher education programme that prepares teachers in reality for now and the future
- Teacher professional development and education in collaboration with higher education providers
- Standards for pre-service and university training programs
- Utilization of industry programs for training teachers and inclusion of levels/programs in policies
- Methods and models for providing teacher training outside of classroom (e-learning), addressing learning, not tech adoption and ensuring that training is spread through mentors/catalyst teachers
- Provide incentive mechanisms for teacher development and use of ICT
- High quality teacher trainers—spread core components of teacher training programs worldwide through open resources available online
  * Ensure content specific to educational models adaptable to local conditions is present in training (utilize colleagues/peers)
Supports Needed on Teacher Training
Challenges in School Reform

* Difficulty scaling up innovative practices from single schools to system-wide use
Supports Needed on School Reform

* Ways of spreading/scaling/adapting innovation throughout the system
  * Scaling specific innovations and/or scaling the processes that lead to innovation (providing resources and frameworks for innovation generation, testing, and sharing)
  * Ex. School nurture program (India), recognition of innovative schools, modeling collaborative processes among schools
* Providing ICT-integrated paradigms for reform
* Ways to improve levels of lowest-performing or low-equipped schools
* Sharing practices on targeting reforms/interventions for specific contexts of schools
* Consideration of school leadership—reforms require leaders
* Ensuring seeds of reform are sown in teacher training institutions
* Bilateral sharing of best (and worst) methods and mechanisms
Supports Needed on School Reform
Potential Themes for AMFIE 2013

- How to assess new types of learning
- ICT for holistic development of a child
- ICT policies for rural areas/mobile learning
- E-wellness
THANK YOU

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  http://www.unescobkk.org/ict