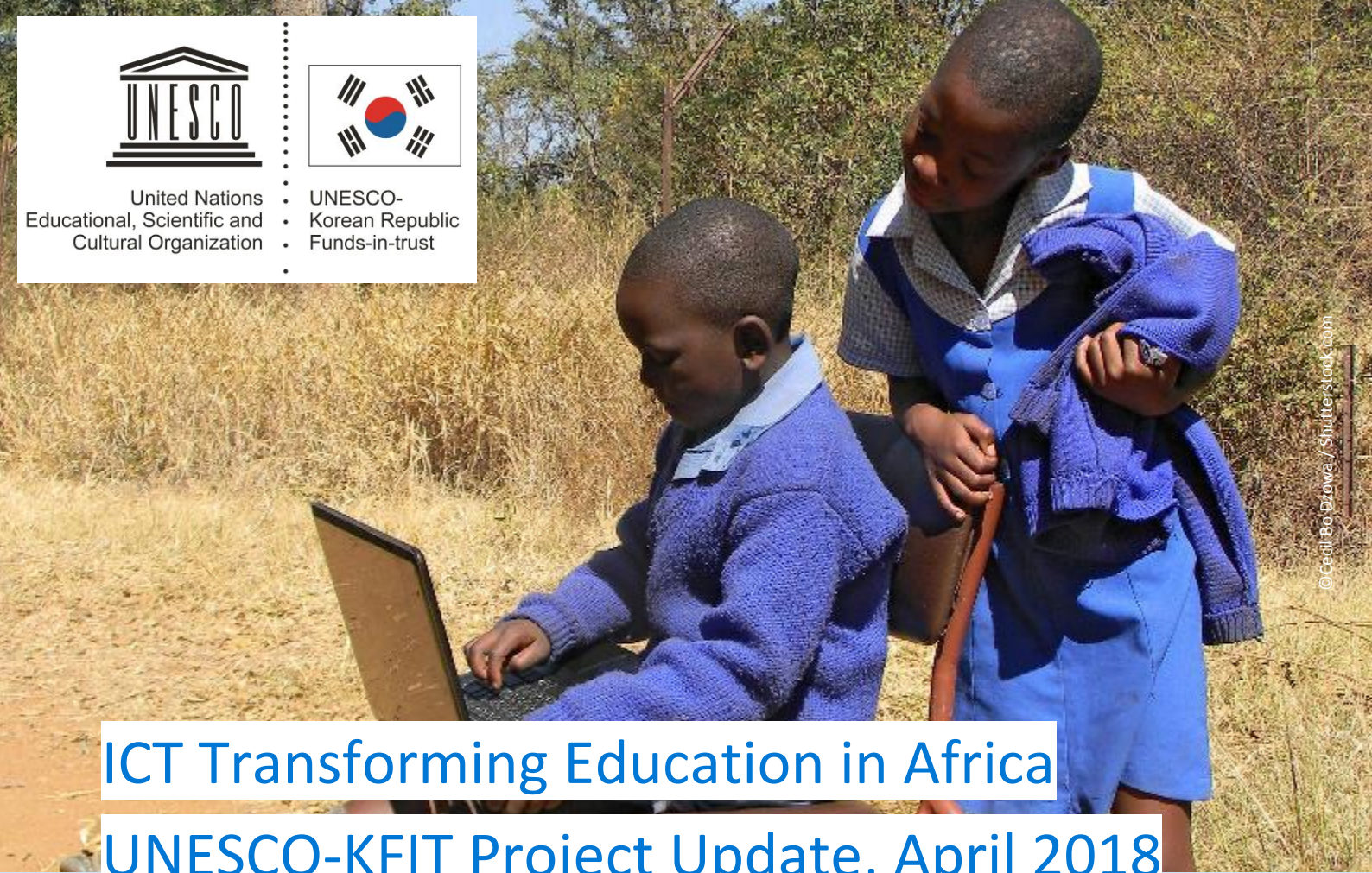




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ICT Transforming Education in Africa

UNESCO-KFIT Project Update, April 2018

Welcome to the April 2018 update of the UNESCO-KFIT project ICT Transforming Education in Africa!

This periodic update aims to share experiences and best practices in the implementation of the project, with a view of increasing learning and cooperation among the three beneficiary countries: Mozambique, Rwanda and Zimbabwe.

The KFIT project has reached more than half of its implementation period and is scheduled to end in June 2019. We are excited to share with you some of the major achievements to date, as well as the upcoming activities. We hope you enjoy reading this update and we look forward to continue working with you!

UNESCO-KFIT Team

About the project

ICT Transforming Education in Africa is a 4-year project launched in 2015 to foster human and social development in Mozambique, Rwanda and Zimbabwe, through the use of information and communication technology (ICT). Beneficiaries are teachers and students, primary and secondary public schools, higher education institutions, policy-makers, educational administrators and leaders. It is part of the UNESCO-Korea Funds-in-Trust cooperation and has a budget of USD6 million.

Stay in touch

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Rwanda updates

Consultative workshop on the development of a National Framework for Massive Open Online Courses and Open Educational Resources

26-27 February 2018

UNESCO and the Ministry of Education organized a consultative workshop on the development of a National Framework for Massive Open Online Courses (MOOCs) and Open Educational Resources (OER).

Eleven participants from the Ministry of Education (MINEDUC), the Rwanda Education Board (REB), University of Rwanda and relevant parties joined this workshop to identify a strategy for the use of MOOCs and OER locally, the implications of such an approach, and the resources required.

UNESCO collected opinions from these parties, and will draft the framework in close collaboration with them, based on these findings.

Capacity building workshop on Knowledge Societies Policy

5-6 March 2018

UNESCO, in collaboration with the Ministry of Information Technology and Communications (MiTEC) and the Ministry of Education (MINEDUC), organized a two-day capacity-building workshop on Knowledge Societies Policy, following a first workshop that took place in May 2017.

Seventeen officials from MINEDUC, MiTEC, Ministry of Youth, the Rwanda Education Board (REB), Rwanda Information Society Authority (RISA), Rwanda Management Institute, the University of Rwanda, College of Education, Rwanda Development Board, National Council of Persons with Disabilities (NCPD) and some representatives from civil society joined the workshop. Participants were introduced to the concept of Knowledge Societies and discussed the need of generating, implementing, and updating Policies for Knowledge Societies (PKS). In addition, participants discussed the role of governments and educators in supporting the development of a Knowledge Society (KS). Most importantly, they analysed the e-readiness indicators in order to understand the state of the art concerning KS in the world, Africa and Rwanda in particular. Finally, participants discussed the steps of contextualizing the knowledge society policies in their respective institutions.

Validation of an implementation strategy of the Digital Talent Policy for Persons with Disabilities

7 March 2018

The National Council of Persons with Disabilities (NCPD) in collaboration with UNESCO and the Ministry of Information Technology and Communications (MiTEC), organized a validation workshop of a UNESCO-supported implementation strategy of the Digital Talent Policy (DTP) for the Persons with Disabilities in Rwanda.



Figure 1: Plenary presentation during validation workshop. (Source: UNESCO)

Fifty-six officials from Districts, Ministry of Finance and Economic Planning, the Rwanda Education Board, different associations of Persons with Disabilities and representatives from civil society attended the workshop. The event aimed at validating an implementation strategy of the DTP and collect feedback from stakeholders. Participants discussed the strategy starting from prerequisite actions, implementation actions and monitoring, and information dissemination actions in the course of DTP implementation. NCPD expressed a wish that UNESCO supports it in capacity building of its staff and Districts

Mainstreaming officers in inclusive ICTs, as well as in the translation of the strategy to Kinyarwanda to facilitate ease understanding by all beneficiaries.

Mozambique updates

Development of course on pedagogical integration of ICT

26-29 March 2018

UNESCO organised a four-day workshop at the Institute for Distance and Open Education (IEDA) on the Mozambique “ICT in Pedagogy” teachers’ professional development course, with the aim of equipping IEDA staff with the technical skills to manage the Moodle platform for the management and delivery of distance learning.



Figure 2: Group picture of workshop participants (Source: UNESCO)

The blended learning teacher professional development course was designed from Open Educational Resources (OER) and is aligned with the UNESCO ICT Competency Framework for Teachers (ICT-CFT). It uses a blended Learning methodology and incorporates both face-to-face and online sessions. The study units and course materials are being contextualized to the local content and an offline version will be provided as a back up to the online activities.

The workshop included an introduction to the Moodle platform that hosts the

Mozambique “ICT and Pedagogy” Course. Participants practiced editing and inserting text, documents, videos and images. The participants identified new open content and contextualised it. They also linked videos to the online courseware. Original videos were scripted and filmed to provide messages from the Ministry of Education and IEDA. These video segments also supported the contextualisation of the course. Course participant (teacher) orientation materials were reviewed and there was some discussion on facilitation.

At the end of the workshop, participants discussed the following next steps to develop a roadmap for the piloting of the Mozambique “ICT and Pedagogy” course. Two IEDA staff members have been designed as platform managers. A course pilot will take place in July/August 2018, targeting the Ministry of Educations Task Team (10) and 24 IEDA staff who will be responsible for the implementation of the delivery of the “ICT in Pedagogy” teachers’ professional development course. The IEDA planning department will also conduct a monitoring and evaluation of the first pilot.

Development of videos for “ICT in Pedagogy” teachers’ professional development course

April 2018

In the framework of the efforts to develop a blended-learning “ICT in Pedagogy” teachers’ professional development course, IEDA is developing eleven new video inserts to supplement the course materials and further provide a Mozambique perspective to the study units.

The eleven videos were shot at three teacher training institutes (TTIs) in Namaacha, Matola and Manhiça and have been edited and incorporated on to IEDA platform.



Figure 3: TTI and IEDA staff preparing for the video shooting. (Source: UNESCO)

Official hand-over of basic ICT equipment to three Teacher Training Colleges

February-March 2018

In the course of February and March 2018, UNESCO equipped three teacher training institutes (TTIs) in Mozambique with basic ICT equipment to facilitate their efforts to integrate ICT in their existing course and embrace blended learning approaches. These beneficiary colleges are Chongoene in Gaza province, Manga in Sofala province and Monapo in Nampula province.

As the Mozambique Institute for Open and Distance Education (IEDA) is transitioning from paper-based delivery of its open and distance learning (ODL) courses to a blended learning approach, it is important that all teacher training institutes in the country are adequately equipped to adopt and promote the dissemination of blended learning contents. The three TTIs that have been equipped are part of the network of 37 institutes connected to IEDA. Such institutes play a pivotal role for IEDA's transition from paper-based delivery of open and distance learning courses to a blended learning approach, together with the 311 Student Learning Support Centers across the country.

The equipment will allow teachers in the TTIs to:

- Project high quality videos/pictures/books pages for their lessons;
- Test the pedagogical use of ICT to improve learning quality, and to find, create, and share digital resources (including multimedia materials, lesson plans and lessons videos);
- Collect, develop and continuously update high quality and highly relevant digital learning materials, including videos of high-quality lessons to improve the quality of teaching and learning, and make digital learning material accessible anytime anywhere for students by connected devices;
- Professionally develop through school-based study of blended training programmes.

After the official hand over of basic ICT equipment to the TTIs, MINEDH reiterated the need for lecturers to be trained in order to integrate ICT as a deductive method of teaching; to develop an ITC teacher's guidebook to guide the process of daily lesson planning; and to develop and adapt teacher training materials using open educational resources.

Zimbabwe updates

Provision of equipment to 20 pilot e-schools

March-April 2018

The handing-over ceremony of equipment to test the e-school model in Zimbabwe took place on 23 March 2018 in Bulawayo. High-level representatives from the Ministry of Primary and Secondary Education (MOPSE), the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD), the Ministry of ICT and Cyber Security (MICTCS), the Embassy of Republic of Korea in Zimbabwe, UNESCO, and the Zimbabwe

National Commission for UNESCO, attended the event. Teachers from the beneficiary schools, the community, education partners, the media and students of King George VI Memorial School in Bulawayo also graced the occasion.



Figure 4: Ministry officials and Korean Ambassador observing children work with their newly delivered equipment (Source: UNESCO)

The conceptualized e-school model is based on four pillars: infrastructure (availability of ICT tools), electronic resources (emphasis on Open Education Resources), capacity building (developing capacities of teachers), and sustainability (monitoring, evaluation accountability and learning for successful implementation of educational technology projects).

The Minister of Primary and Secondary Education, Professor Paul Mavima, noted that the equipment fits seamlessly with the government's ambitious e-schools programme where all learning institutions in the country

will have 100 percent access to computers, internet connectivity and electricity in the next five years.

The Ambassador of the Republic of Korea to Zimbabwe, His Excellency Cho Jaichel, said Korea was committed to assisting Zimbabwe to come up with its own ICT education policy and added that the KFIT project will go a long way in creating a better educational environment in the schools.

Addressing the same gathering, UNESCO Regional Office for Southern Africa, Director and Representative, Professor Hubert Gijzen said there is need to develop "a strategy to reach the hard to reach, such as schools in remote areas, especially those that are off-grid, and schools that cater for learners living with disabilities."

Following the handing-over of the equipment, the project will continue providing support to teachers in the e-school pilots, by implementing the monitoring and evaluation mechanisms and developing the repository of teaching and learning resources.

Second consultative meeting for the development of the ICT in Higher Education policy

5-7 March 2018

As a follow up to the first meeting in November 2017, a second consultative workshop was held in Harare, Zimbabwe to discuss the development of the ICT in Higher Education policy for Zimbabwe. The objectives of the three-day event were:

1. To agree on a shared vision for ICT in Higher Education Policy in Zimbabwe;
2. To discuss and agree on an appropriate model for policy on higher education in Zimbabwe;
3. To raise awareness of the skills needed and available resources to ensure a successful policy;
4. To share examples of good policy practice from around the world.

Representatives from the Ministry of Higher and Education, Science and Technology Development (MHTESTD), the Ministry of Primary and Secondary Education (MOPSE), the Ministry of ICT and Cyber Security (MICTCS), UNESCO Mission to Zimbabwe as well as representatives from the 50 higher education institutions (HEIs) in Zimbabwe attended the workshop.

Following the meeting, the first draft of the ICT in Higher Education policy will be produced by mid-May 2018 and a policy drafting team workshop is scheduled immediately after.



Figure 5: Group discussions during second consultative meeting on Zimbabwe's ICT in Higher Education policy (Source: UNESCO)

Upcoming activities

Rwanda

Monitoring and evaluation for the result of the re-run of ICT Essentials for Teachers training	May 2018
Visit of Broadband Commissioner – Baroness Beeban Kidron (UK) to KFIT Rwanda	8 May 2018
ICT for Education Working Group meeting to present KFIT Rwanda results and sustainability issue	23 May 2018
Presenting UNESCO's Guidelines for the Inclusion of Persons living with disabilities on ODeL to UR	May 2018
Media event and handover of the ICT Essentials for Teachers course to KOICA	May 2018
Study for ICT skills and sector need for MiTEC	May – September 2018
1 st face-to-face Multimedia training for UR by KNOU	7-20 July 2018

Mozambique

Development of an ICT guide book for integrating ICT into teaching and learning for e-school pilots	May 2018
Situation analysis to determine priority areas for national ICT in education policy and master plan	May 2018
Adapting /developing of training materials teachers (schemes of work, lesson plans, etc.) for pilot e-schools	May-June 2018
Teacher training on the pedagogical use of ICT	June 2018
Pilot course at teacher training institutes	June 2018
Official handover ceremony of e-school equipment to the Ministry of Education and Human Development	June 2018
ICT in Education policy workshop	27-29 June 2018

Zimbabwe

Development of a repository of teaching and learning resources for the pilot e-schools based on new curriculum May – August 2018

Situational analysis of pedagogical use of ICT in Zimbabwe Teachers Colleges May – June 2018

Policy drafting team workshop End of May 2018

Training of teachers colleges representatives on digitization of instructional material End of June 2018

Training of college lecturers on pedagogical use of ICT Mid-June 2018