



UNESCO-KFIT Project on ICT Transforming Education in Africa

Background

The UNESCO-Korea Funds-in-Trust (KFIT) Joint Initiative on ICT Transforming Education in Africa was launched in May 2015 on the occasion of the 2015 World Education Forum, which took place in Incheon, Republic of Korea.

The initiative is aligned with the Education 2030 Agenda, the Sustainable Development Goals, and in particular Goal 4 on Education, the Global Education First Initiative (GEFI), as well as the Qingdao Declaration on ICT and Education.

The project strategic building blocks include (a) individual capacities including enhancement of the capacity of teachers, policy-makers, and school managers; (b) institutional capacities with specific focuses on local key universities, teacher training institutions and schools, etc.; (c) technological capacities of the education sector in leveraging emerging technologies and media to transform the provision and management of education for all; and (d) administrative capacities of national agencies in owning the project and coordinating multi-stakeholder participation.

Expected results and outcomes

In response to the diversity of local education contexts and the outcomes from need assessments, country-level priorities and project activities are different in each target country. In accordance to the overall purpose of the project, the initiative is expected to achieve the following results:

- ER1: Support the development and scaling-up of effective ICT-enhanced school curriculums for primary (and/or secondary) students through combined solution of ICT including mobile technologies;
- ER2: Strengthen capacities of teachers to make effective pedagogical use of ICT to facilitate students' deeper learning, including through the creation of ICT-embedded environment and improvement of school leadership in supporting innovative use of ICT;
- ER3: Strengthen higher education institutions in developing and applying ODL (Open and Distance Learning) programmes to broaden access to and improve the quality of higher education;
- ER4: Facilitate policy development including the use of the IFAP National Information Society Policy Template and catalyze the scaling up of best practices towards leveraging ICT for equitable and quality education systems and relevant lifelong learning opportunities.

At the end of the three-year time span, the project will lead to the following outcomes:

- Up-scaled innovative school curriculum and teaching and learning practices by operating ICT-enhanced pilot schools in the target Member States.
- Improved teaching and learning practices of teachers in the target Member States, possibly based on newly developed national ICT competency standards for teachers.
- A sustainable and scalable future school model for Africa to ensure effective use of ICT in education. Effective models and best practices of the 3 countries in leveraging ICT to achieve Education 2030 documented and disseminated.
- Institutional capacity of Open and Distance Learning for HE institutes in the target Member States developed.
- A collaborative network of key selected education institutions in each Member State developed with relevant Korean national institutions, including KNOU, KERIS.
- National sector-wide ICT in education policies in the target Member States reviewed or developed and master plans developed to scale up key ICT in education initiatives.
- National capacities in the target Member States improved to use the IFAP National Information Society Policy Template.

Strategy

The implementation strategies adopted to achieve the objectives of the project are multiple, and include:

- **Aligning the project with Education 2030 and national education development priorities** to secure convergence and maximize synergies with other key stakeholders in the education systems.
- **Ensuring country ownership**, by establishing country project teams led by the concerned education ministries and formed with key implementing agencies; engaging the country project team in the development of country project documents; decentralizing funds and responsibility for day-to-day implementation to the concerned UNESCO Field Offices.
- **A combined approach** with both bottom-up pilot-testing and top-down policy development to ensure shared decisions between central and local levels and to scale up the project achievements.
- **Building institutional capacities** of national agencies, local key universities and other institutions in coordinating the project implementation and sustaining the project activities.
- **Strengthening cross-country experience sharing** and increasing the visibility and the impact of the project through international events.

UNESCO supports the countries in exercising effective leadership over the implementation of the project. UNESCO also assists in the monitoring and evaluation of the project, as well as in coordinating related programmes within the countries.