Development Cooperation and ICT in the Education Sector

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http://allserv.ugent.be/~mvalcke/CV/CVMVA.htm

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Key Questions

• What are the big challenges for ICT and education in the context of development countries?
• What are lessons learned from the past, factors of success and failure?
• Which possible solutions for these challenges?
• Some first ideas for future actions for Educaid.be
Some critical incidents
Critical incident 1

Critical incident 2

Vietnam: Sustainable infrastructure – Teaching skills – Teacher conceptions
Critical incident 3

Ecuador: School policies versus governemental policies - Teacher Education – Incentives at macrolevel $
Critical incident 4

Uganda/South Africa: Teacher Education - Community centres – Local languages
Quality at Micro-level: indicators and benchmarking needed
Quality at Meso-level

CONTEXT
- Society, community

Characteristics of groups of students
- Core expertise

Characteristics of groups of students
- Groups, cohorts,
- Support: training centres, teams, ...

Instructional TEAM

SYSTEM of instruction
- Organisation:
  - Infrastructure, ...
  - Resource centre, ...
  - Library, PC-class,
  - Radio, TV broadcast corporation, ...

Support Provision

Learning APPROACH

Objectives
- Media
- Assessment
- Learning content
- Instructional strategies
Quality at Macro-level

CONTEXT
Legislation, diploma, certificates

Characteristics:
- pool of experts qualifications
- national priorities (women, specific jobs, …)

Support: training centres, teams, …

Professional organisation

Represen-tatives

Characteristics:
- national priorities (women, specific jobs, …)

Support
Info centres, guidance centres

National SYSTEM of instruction

Organisation:
- Regional centres
- Other schools
- Structure school year

Learning APPROACH

Objectives:
national qualifications

Media: centre

Assessment:
standards, centre

Learning content:
standards, models

System of strategies

Lesgislation, diploma, certificates
Levels in dealing with education:

micro

• Learner
  – Health - Safety
  – Inclusive – Readiness
  – Family - community

• Teaching
  – Curriculum (relevance)
  – Teaching competencies
  – Initial – inservice training: models
  – $ € income/wage
Levels in dealing with education: meso

- Enabling environment
  - School policies
  - Infrastructure
  - Resources
  - Leadership
Levels in dealing with education: macro

• Education sector policy
  – Curriculum
  – Policies linked to local level
  – Research
  – Quality control
Figure 1.1: A framework for understanding education quality

**Enabling inputs**
- Teaching and learning
  - Learning time
  - Teaching methods
  - Assessment, feedback, incentives
  - Class size
  - Teaching and learning materials
  - Physical infrastructure and facilities
  - Human resources: teachers, principals, inspectors, supervisors, administrators
  - School governance

**Learner characteristics**
- Aptitude
- Perseverance
- School readiness
- Prior knowledge
- Barriers to learning

**Outcomes**
- Literacy, numeracy and life skills
- Creative and emotional skills
- Values
- Social benefits

**Context**
- Economic and labour market conditions in the community
- Socio-cultural and religious factors
- Aid strategies
- Educational knowledge and support infrastructure
- Public resources available for education
- Competitiveness of the teaching profession on the labour market
- National governance and management strategies
- Philosophical standpoint of teacher and learner
- Peer effects
- Parental support
- Time available for schooling and homework
- National standards
- Public expectations
- Labour market demands
- Globalization

Education for All Global Monitoring Report 2005 - The Quality Imperative
http://portal.unesco.org/education
Challenges for ICT and education in the context of development countries?

• Where to start?
  – Microlevel?
  – Mesolevel?
  – Macrolevel?

• Integrating the local potential, resources and external resources
  – Longer local context analysis – multi-disciplinary

• – Prioritize
Lessons learned from the past, factors of success and failure?

• Don’t focus on access to ICT
  \( ICT \text{ equation } 1 = 3 \)

• Involve macro-, meso-, and microlevel stakeholders

• Adopt a long term perspective and make this clear from the start
Which possible solutions for these challenges?

- Link EDUCAID to initiatives at Belgian level
  - VVOB, VLIR, BTC, ...

- Link universities, teacher training institutions, support units, local schools, community centres

- Focus on low tech solutions (mobile phones)