



COMMONWEALTH *of* LEARNING

Commonwealth Certificate For Teacher ICT Integration (CCTI) Partners Meeting – Africa

C15 – 270

May 26 – 27 2015

SchoolNet South Africa
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Contents

Acknowledgements	3
Executive Summary	3
Background	3
Welcome	5
Introductions.....	5
ICT in Education in Commonwealth Africa	5
The Alignment of the CCTI to the UNESCO CFT	6
Question and Answer Session.....	8
The CCTI Adoption Strategy	8
Country presentations	9
Mauritius.....	9
Uganda	9
Kenya.....	9
Botswana	9
Lesotho -	10
Nigeria	10
Rwanda –	11
Zambia –	11
Namibia –	11
Conclusion of the workshop	11
Lessons learned – Outcomes achieved	Error! Bookmark not defined.
Recommendations	Error! Bookmark not defined.
Appendix 1 – Programme	Error! Bookmark not defined.
Appendix 2 – Delegates contact details	Error! Bookmark not defined.
Appendix 3 Attendance registers	Error! Bookmark not defined.

Acknowledgements

SchoolNet South Africa would like to thank the Commonwealth of Learning for the opportunity to hold this meeting and particularly Dr. Sanjaya Mishra for attending and sharing the facilitation of the meeting. We would also like to acknowledge the input of Ms. Patricia Schlicht of COL and Ms. Kumari Kuni of SchoolNet who were responsible for facilitating the logistics and attendance of all delegates.

Executive Summary

The CCTI has been developed to improve teaching and learning in the classroom using a range of information and communication technologies (ICT) appropriately. An integral component is a focus on school managers' involvement in the ICT implementation process in the school. While being designed as a distance education course, the CCTI is aligned with the UNESCO ICT Competency Framework for Teachers. The CCTI is an open educational resource (OER) that COL is making available to teacher training institutions throughout the Commonwealth and beyond.

While COL has been supporting institutions and countries to adopt the CCTI, it is has continuously updated and revised the materials in partnership with SchoolNet South Africa. COL now intends to scale up adoption of the CCTI through a new model for more institutions and countries though local partnership with educational institutions and Ministries of Education.

The specific objectives of the Partners' Meeting was therefore to assist ministries and institutions in Africa to understand the nature of the CCTI and to decide whether to adopt or adapt it. The report outlines the components of the two day workshop and summarizes how these objectives were achieved.

Background

The Commonwealth of Learning engaged SchoolNet South Africa to host and organize a two-day orientation programme for prospective partners from Africa taking part in the Commonwealth Certificate of Teachers' Integration (CCTI) Partners' Meeting in South Africa, from May 26-27, 2015.

Delegates from the following countries attended the Partners' Meeting: Nigeria, Rwanda, Botswana, Uganda, Lesotho, Zambia, Kenya, Mauritius and Namibia. Lesotho had had some experience of training teachers in the previous version of the CCTI and Uganda has been training teachers since October 2014 using the newly revised version. None of the remaining countries had any previous exposure.

Report

Attendance

SchoolNet South Africa designed a two-day programme for the workshop for the prospective

partners. See Appendix 1. COL communicated with delegates and made their international transport arrangements.

SchoolNet took responsibility for the logistics, booking the conference venue, all transportation within the country, catering and hotel accommodation arrangements for delegates. SchoolNet disbursed modest per diems to delegates, as well as recruiting the main speakers and compiling the workshop content.

It is reassuring to report that all delegates arrived safely and in good time. Although the delegates were supposed to include representatives from ministries as well as teacher education institutions, not all countries managed to provide both.

Delegates were excited by the high-speed broadband internet connectivity available in the conference venue and the hotel. Quite a few expressed the view that their own countries seemed to be taking a long time to reach this level of connectivity.

Delegates who attended are listed as requested in Appendix 2 and included the following:

Country	First name	Last Name	Title	Organisation/Institution
Botswana	Dr. Raphael	Dingalo	Deputy Permanent Secretary	Ministry of Education and Skills Development Tertiary/Higher Education
Botswana	Ms. Martha Makgobe	Sereetsi	Deputy Principal (Academic Affairs)	Molepolole College of Education
Kenya	Mr. Charles	Obiero	Senior Assistant Director	Ministry of Education, Science and Technology
Lesotho	Mr. Phaeloo	Ntsonyane		Lesotho College of Education
Rwanda	Ms. Ernestine	Umutesi		University College of Education
Mauritius	Mrs. Anita	Bassoo	Administrator, E-Education Section	Ministry of Education and Human Resources, Tertiary Education and Scientific Research
Mauritius	Mr Kaviraj	Goodoory	Senior Lecturer	Centre for Open and Distance Learning
Namibia	Ms. Rochester Mamubi	Mushabati	Resource Centre Manager	National Institute for Educational Development (NIED)
Nigeria	Dr. Dele	Yaya	Ag. Director	Field Operations and Students Services National Teachers' Institute
Uganda	Ms. Harriet	Kagezi	Education Officer, Technical Instructor Education	Ministry of Education and Sports
Uganda	Dr. Lubaale	Grace	Head of Department Teacher Education	Kyambogo University
Zambia	Ms. Gladys	Sakala Phiri	Senior Producer	Education Broadcasting Services (EBS)
Zambia	Mr. Chulu	Lewis	Principal	Charles Lwanga College of Education
Botswana	Ms. Violet Mmamosetsana	Maposa	Chief Executive Officer ICT and Media Services	Ministry of Education

Botswana	Ms. Bawisi	Nchabe	Deputy Principal Academic Affairs	Tlokweng College of Education
Botswana	Mr. Baliki Masome	Rebaone	Principal Education Officer Educational ICT and Media	Mochudi Educational Media Centre
Botswana	Mr. Norman	Sebonego	Chairperson HRDC	Thematic Working Group on ICT

Welcome

The Partners' Meeting commenced with a welcome address by Dr Sanjaya Mishra from COL who thanked delegates for attending despite their busy schedules. He explained the objectives of the workshop and requested delegates to contemplate the content of their own presentations for the following day. He informed them that they would be expected to confer and then present on whether their country would be able to adopt or adapt the CCTI. The welcome presentation is available online here <https://goo.gl/4z7s4n>

Introductions

Delegates were then requested to introduce themselves and provide a brief background. It appeared that most delegates were well prepared for this task and proceeded to present detailed accounts of ICT in education in their countries. It was explained that they would be provided with the opportunity to present these details the following day.

ICT in Education in Commonwealth Africa

Shafika Isaacs delivered the most impressive keynote that completely resonated with all delegates. This was because Shafika had been involved in each of the countries represented with her work for a range of organisations including COL and had been responsible for establishing SchoolNets in 16 African countries. Delegates immediately identified with Shafika and the issues she raised around ICTs in Education in Africa. Delegates were surprised that Shafika has recently worked for the South African Department of Education and that she could therefore empathise with ministry officials from other countries who either struggle to motivate ministry colleagues around issues of ICT in education or who find themselves surrounded by techno-centric thinking. This slide summarises this dichotomy:

Parallel Conversations		
Improve Learner Test Scores	ICT as Access to Devices	21 st Century Learning
Curriculum coverage	Focus on meeting policy targets	New forms of Learning and Teaching
Training of teachers and subject advisors on curriculum	Grow teacher ICT skills	Learning Technologies as Ecosystems
Growing teacher content knowledge	Teacher Training on ICT integration	Innovation
Grow teacher pedagogical skills	Aggregating Digital Content	
Issues of teacher supply	Developing Portals	
No or little reference to ICT		

Delegates identified with this concept of being in a parallel universe and talking at cross purposes with ministry colleagues, many of whom are preoccupied with devices, access and numbers rather than what is being taught or, more importantly, how it is being taught. Shafika explained that she was finding it very difficult within the national department to turn attentions towards 21st Century learning, to catalysing the imagination of learners, to extend their talent and creativity and their imaginations and overall to extending student potential.



Shafika used Roger's Diffusion of Innovation theory to explain the relationship between the innovators, the early adopters and the laggards and concluded that sadly it is the laggards who are currently making policy. The term 'learning technologies' seemed to Shafika a far more appropriate terminology for current discourse, rather than "ICTs". She outlined a new app created for the South African education community by the national

department and funded by UNICEF, called [ukuFunda](#) which is a virtual school and intended to provide vast quantities of content to bring South African education into the 21st century.

Shafika called on all country representatives to go home and motivate to update their ICT in education policies because even those that exist are far out of date, including the e-Education policy in South Africa which was over 12 years old. Shafika's presentation is available here <https://goo.gl/MLBO4L>

The Alignment of the CCTI to the UNESCO CFT

Gerald Roos started his presentation with a hard hitting video called, 'This will revolutionise Education' which clearly demonstrated that improving learning has nothing to do with the technology and is, in fact, wholly concerned with improving teaching. Gerald went on to analyse the UNESCO Competence Framework for Teachers in terms of the 3 differing approaches to teaching. He explained that these were not necessarily levels. He explained that the compilation of this framework had involved a wide range of stakeholders, mostly corporate rather than educational and was currently under review. He then showed an analysis of the CCTI courses and how they achieved each of the competences in each of the courses:

any specific technology skills. Delegates were invited to browse around the remaining courses of the CCTI in their own time.

Gerald's presentation is available here <https://goo.gl/f1sMtC>

Question and Answer Session

Day 1 concluded with some discussion around the salient points of the day. The nature of the CCTI was discussed further. It was made clear to delegates that the aim of the CCTI is for 21st Century teachers to believe that ICTS are not the drivers of change but rather it is the teachers themselves who are going to drive the change.

Lewis Chulu from Zambia remarked that they had underestimated the role of their teachers. They had provided technology and had been surprised that teachers did not use it. Access had been the easy part – appropriate use in the classroom was the difficult part and the very part that the CCTI was now here to assist with. Dele Yaya from Nigeria concurred with Lewis and stated that concerns about access were more prevalent in Nigeria than those about the pedagogy. Shafika urged delegates to return to their countries and persist with advocacy around the appropriate use of technology. She described how she had exposed senior government officials to Twitter and was gradually introducing them to a greater imagination around the possibilities that arise through the appropriate use of learning technologies.

Before the close of Day 1, delegates requested details of the expectations from them for the following day's presentations and Sanjaya kindly obliged.

The CCTI Adoption Strategy

The second day of the workshop commenced with a presentation from Sanjaya on the finer points of the adaption/adoption strategy. He provided a short history of the successes so far with the CCTI in the Caribbean with a 73% pass rate. However he noted that the total number of teachers who have



qualified through the programme has not been huge and this was something he was hoping to rectify. The steps were then outlined for countries to follow when contextualising the CCTI and when preparing to adopt or adapt the content and the model. Sanjaya clearly explained the varying roles of the stakeholders in each country, the teacher education institution, the ministry, COL and SchoolNet. It was made transparent that while countries could proceed unilaterally,

it would be preferable if countries were to draw up a memorandum of agreement with COL around the model of adoption they have chosen. Sanjaya distinguished between the options of support that countries could have from both COL and SchoolNet. Options for selecting courses as well as varying the length of courses were also offered. Countries would be able to request technical help from COL and hosting and management services from SchoolNet. Sanjaya emphasised that the crucial key to success was the quality of tutors and this might be something on which countries would need to

seek help from SchoolNet. It would be possible to conduct training of tutors either face to face or online. Countries should ensure that they fully understand the instructional design and this might be something that they might wish to study further with the help of SchoolNet. A very important issue was feedback; COL would appreciate receiving follow up reports on not only whether the CCTI had been conducted smoothly but also whether there had been significant impact on teaching and learning. A question from the delegates was around accreditation and the level at which the CCTI 'certificate' is pitched considering that each country has a different qualifications framework. The response was that the CCTI was considered to be a specialisation qualification at a post graduate diploma level but pre-Masters level.

This presentation is available online here <https://goo.gl/bVvEZ0>

Delegates were then given time to finalise their individual presentations on their plans for the CCTI in their countries.

Country presentations

The presentations from countries are available from the links provided below.

Mauritius - Presentation available here: <https://goo.gl/aPrSZG>

Kaviraj Goodoory presented the adoption plan for Mauritius and shared the presentation via Google docs. Kaviraj described the impressive infrastructure of Mauritius and the country plans for fibre optics and for online education. They liked the structure and noted the strengths of the CCTI which they intended to host on their departmental Moodle platform. They hoped this would be able to commence as early as March 2016.

Uganda - presentation viewable here: <https://goo.gl/npTyXK>

Harriet Kagezi presented the strategy for Uganda. The presentation gave a comprehensive outline of the current status and plans for ICT in Education in Uganda. Unfortunately professional development in the past had been confined to training in ICT skills which common wisdom now tells us does not translate into the classroom. Harriet outlined many challenges not least of which was that their national policies were already outdated before they had been approved.

Kenya – no digital presentation. Word version of strategy is available here: <https://goo.gl/AJIPC>

Charles Obiera spoke on behalf of Kenya without a digital presentation. He outlined a national ICT strategy (NB not ICT in Education strategy) that had been developed as a long term strategy in 2013. The intention had been to supply all learners with laptops as well supplying all teacher training colleges. However Charles noted that all of the planning had been theoretical and nothing had been implemented. Universities were encouraging students to start university with a subsidised laptop. ICT integration is a component that is being encouraged by the government but there is no actual policy on ICT Integration in Education let alone in teaching and learning. Charles felt that the CCTI could be a key factor in assisting in preparation for ICT Integration in education. He vowed to prepare a brief for a government submission in June and a proposal to the university that would supply the tutors. Accreditation would be done by the Commission for Universities Education. Charles listed a great number of challenges around connectivity and infrastructure.

Botswana - presentation viewable here: <https://goo.gl/11GebA>

Raphael Dingalo, the Deputy Permanent Secretary for Botswana Ministry of Education presented their strategy. It was a carefully and logically constructed presentation and projected roll out that considered all previous findings and experiences of ICT roll outs in Botswana. The Ministry had conducted an audit and created a vision up to 2016. They would be revising this vision next year. As far as digital educational management and information services were concerned Botswana has been well organised with students being able to view exam results online. The technical support services for government were also good but no technical support exists for schools. Most schools have electricity and everyone accepts that the use of ICT is a given in education. The University of Botswana will be expected to adapt the CCTI to Botswana's needs and UB will also dictate the timelines. In July the ministry would be convening a meeting for all higher education teacher training institutions and the ministry will identify teachers for them to conduct a pilot. They would start with secondary schools which have bandwidth but expect student teachers to cover some of the costs themselves.



Lesotho - presentation viewable here: <https://goo.gl/ZV38PJ>

Phaello Ntsonyane presented on behalf of Lesotho. He outlined their national policy and explained that due to the mountainous terrain the focus had been on mobile 3G networks. Despite the connectivity at the Lesotho College of Education having been very poor 40 of the Lesotho College lecturers had studied the previous version of the CCTI and had benefitted considerably. Current bandwidth at LCE is 10MB per second. Phaello emphasised that the College definitely wants to further pursue the implementation of the new CCTI. However he pointed out that their technical staff had not been involved in the planning and they did not seem to understand the urgency when supporting online learning. Phaello would be submitting a proposal to Senate in July 2015. He would also ensure that an MOU be signed between COL and LCE as early as August and in the meantime they will discuss how the course should be accredited and host the materials on their own server. He would expect to need SchoolNet to train their tutors as early as November 2015.

Nigeria - presentation viewable here <https://goo.gl/NUIMAz>



Dr Dele Yaya, Director of Field Operations and Students Services at the National Teachers' Institute, in Kaduna made the presentation. He described the rich ICT policy context in Nigeria and outlined the status of ICT in Education. He presented an overview of a country prepared to implement the integration of ICT cross the curriculum through teaching and learning due to their experiences across a range of initiatives and programmes that had already been rolled out in Nigeria. He would be preparing a blue print for the implementation of the CCTI, which he described in a detailed step by step process and would be relying on COL and SchoolNet for assistance.

Rwanda – presentation viewable here <https://goo.gl/FcoL8Y>

Ernestine Umutesi from the University College of Education presented on behalf of Rwanda and outlined in detail four phases of national ICT policies. An alarming statistic she noted was that in 2013 only 16 % of Rwanda had coverage of electricity. However, even schools in rural areas do have laptops and many schools in Rwanda have reasonable connectivity and hardware. She referred to the infamous yellow notes that teachers rely on for lesson planning instead of technology. Ernestine would be making a proposal to her Vice Chancellor and was confident that the university would adopt the CCTI and even use it as part of pre-service.

Zambia – presentation available here <https://goo.gl/pk3smp>

Gladys Sakala-Phiri, a Senior Producer Responsible for TV, Radio and Integration of Technology in Teaching and Learning, made the presentation on behalf of Zambia. Gladys outlined the history of progress in the use of technology in education in Zambia. She included the impact of the HIV pandemic on school attendance and explained how these factors had contributed to the development of distance learning programmes using the radio especially where there were no teachers. Subsequently television programmes made by the best Maths and Science teachers were broadcast across the country and distributed as videos to all schools at a nominal cost. Some of their text books and prescribed literature has been made into audio and available as mobile downloads. Gladys stated that the Charles Lwanga Collage of Education would take the lead in spearheading the roll-out of CCTI course and that the Ministry will further roll out the programme to 14 ministry Teachers' Collages of Education. The presentation has a great more details around both the proposed roll out as well as the challenges.

Namibia – presentation is viewable here <https://goo.gl/x9dKYw>

Ms Rochester Mushabathi made the presentation and provided a great deal of background to the history of ICT in Education in Namibia which at one stage was preoccupied with training on ICT skills only, just as reported by Uganda. Namibia aims to adapt the CCTI ICT Integration distance learning modules, assessment and the same course duration as a free CPD program for teachers, like the ELPP, ICT, Novice and mentor teachers programs. The time frames that Rochester proposed were conservative but practical considering the bureaucracies and curriculum committees that would have to be negotiated. During the remainder of 2015, stakeholders would be briefed and NIED (Namibian Institute for Teacher Education) would gain approval to host the CCTI. In 2016 NIED would apply for accreditation through the National Qualifications Authority (NQA) so that in 2017 Namibia could have its first intake of CCTI Students.

Conclusion of the workshop

Delegates could feel a sense of achievement and excitement at the prospect of implementing a



rigorous academic programme that would effectively advance the integration of ICTS in their countries. Reverend. Grace Lubaale of Uganda gave a vote of thanks to SchoolNet and to the Commonwealth of Learning. He summarised the workshop proceedings as being fruitful and gained the respect of all delegates by concluding with a tribute to each of the countries present by recalling the familiar epithets for which they are known, such as Namibia, 'The Icon of Africa'; Uganda, 'The pearl of Africa' and Mauritius, 'The future of Africa'.