ICT in the Caribbean: implications for the Pacific?

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Photo Credit: Pacific Islands Forum Secretariat — in Kiribati
The uses of technology
ICT can play a role

- Mobile telephones
- Community radios
- TV
- Internet
But it's not just about ICT

- Connectivity:
- Content,
- Culture
- Costs
the belief that there is a technological silver bullet that can “solve” illiteracy, ill health or economic failure reflects scant understanding of real poverty.

(HDR UNDP, 2011:iii)
ICTs... have the potential to increase equality or to reduce them, depending on the social, political and economic contexts within which they are introduced

(Unwin 2009:7)
Learning in ICT4D

ICTs enable change; they add value to development process; By themselves they do not create development process.

ICT strategies are only effective, sustainable, and worth the effort if they are integrally linked to broader, more comprehensive development, education and poverty reduction strategies.
Plan

- COL’s work in the Caribbean: capacity building; policy development; policy Implementation
- Benefits of ICT use
- Implications for the Pacific
**UNESCO ICT Competency Framework**

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COL Resources

- Commonwealth Certificate for Teacher ICT Integration (CCTI)
- ICT-CFT Toolkit
- ICT Teacher Professional Development Strategy Model - Guyana Case Course Materials
- Commonwealth Computer Navigator’s Certificate (CCNC)
Commonwealth Certificate for Teacher ICT Integration (CCTI)

- Working to implement in five countries, mainly in the Caribbean region:
  - Grenada
  - Antigua & Barbuda
  - Trinidad & Tobago
  - Saint Vincent and the Grenadines

- One African country:
  - Lesotho
CFT implementation model

- Local buy-in
- Align curriculum to competencies
- Identify relevant OER
- Train the trainers
Implementing the CCTI

- Continued engagement with the MoE in each country
- Localisation of content
- Build capacity
“The Cyril Potter College of Education found that by taking existing OER from a variety of sources and adapting them to Guyanese needs they had greatly reduced both the cost and the time required to offer good materials to the teachers”.
Aligning the curriculum

- Cyril Potter College of Teacher Education
- University of Guyana
Guyana: success factors

- Catalysing appropriate partnerships
- Focus on localisation
- Advocacy and
- Monitoring and evaluation strategies critical
Benefits of CFT/CCTI

- Trained teachers in ICT integration
- Promoted use of OER
- Resulted in curriculum review
- Encouraged collaboration
Caribbean Policy Development

- Focus has been on integrating OER and ICT in Education policies
- Support provided to five countries
  - Draft policies developed in Grenada, Antigua & Barbuda, St. Vincent & the Grenadines, St. Kitts & Nevis
  - New policy approved by cabinet in Antigua & Barbuda
- In Belize, support is being provided to develop a national ICT in Education strategy
Caribbean Policy Implementation

- **ICT integration**
  - ICT in Education Master plan developed for Antigua & Barbuda
  - Individual school ICT integration plans developed
Caribbean Policy Implementation

- **Open Textbooks**
  - Working with OECS members to develop a prototype for open textbooks
  - Prototype using CXC Secondary Mathematics curriculum is being piloted in Antigua & Barbuda ([http://caribbeanoer.org](http://caribbeanoer.org))
  - Training is being provided to teachers and administrators
OER Textbook prototype

- A platform (Canvas LMS+ Drupal CMS)
- Senior Secondary Maths curriculum
- Identified learning outcomes
- Self-assessment of students included
- Upload on CMS
- Access through LMS
Benefits

- Curricular reform
- Trained teachers
- Harnessing the potential of ICT
- Innovative pedagogic practices
Implications for the Pacific

- Adopt the models eg CCTI; Open Textbooks
- Integrate OER into ICT in Education policies
- Take a holistic approach to technology adoption--align policy and capacity building before making IT decisions
- Invest in technologies that are available, affordable and accessible
Towards sustainability

- emphasis on people, rather than on technologies
- knowledge as a social product emerging as an interface of machine, individual, society
- learning as a process of knowledge creation
THANK YOU

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