Can Technology lead to System-Wide Change? The case of Guyana

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WSIS Meeting, UNESCO, 26 February 2013
The partnership:

Microsoft

Commonwealth of Learning

United Nations Educational, Scientific and Cultural Organization

Government of Guyana Ministry of Education

Cyril Potter College of Education

UNIVERSITY of GUYANA
Does technology lead to system-wide change?
The Example of Guyana

• Functional literacy rate is approximately 50%
• Retention of qualified teachers is a problem
• Less than 50% of teachers are fully trained (2007)
• 27% of the population are Internet users
## UNESCO ICT Competency Framework

<table>
<thead>
<tr>
<th></th>
<th>Technology Literacy</th>
<th>Knowledge Deepening</th>
<th>Knowledge Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding ICT in Education</strong></td>
<td>Policy awareness</td>
<td>Policy understanding</td>
<td>Policy innovation</td>
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<tr>
<td><strong>Curriculum and Assessment</strong></td>
<td>Basic knowledge</td>
<td>Knowledge application</td>
<td>Knowledge society skills</td>
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<tr>
<td><strong>Pedagogy</strong></td>
<td>Integrate technology</td>
<td>Complex problem solving</td>
<td>Self management</td>
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<tr>
<td><strong>ICT</strong></td>
<td>Basic tools</td>
<td>Complex tools</td>
<td>Pervasive tools</td>
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<td><strong>Organisation and Administration</strong></td>
<td>Standard classroom</td>
<td>Collaborative groups</td>
<td>Learning organizations</td>
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<tr>
<td><strong>Teacher Professional Learning</strong></td>
<td>Digital literacy</td>
<td>Manage and guide</td>
<td>Teacher as model learner</td>
</tr>
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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)
ICT-CFT Toolkit

- Toolkit brings together resources that COL has used in implementing the UNESCO-CFT in Guyana.

- Available online and on CD: http://ccti.colfinder.org/toolkit/ict-toolkit/
Commonwealth Certificate for Teacher ICT Integration (CCTI)
CFT implementation model

- Local buy-in
- Align curriculum to competencies
- Identify relevant OER
- Train the trainers
Commonwealth Certificate for Teacher ICT Integration (CCTI)

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

- One African country:
  - Lesotho
Implementing the CCTI

- Continued engagement with the MoE in each country
- Localisation of content
- New modules developed for each country
- 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
What did CFT/CCTI do?

Trained teachers in ICT
Promoted use of OER
Resulted in curriculum review
Encouraged collaboration
System-wide change

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