

**COLLOQUIUM:
Taking the Qingdao Declaration
forward – Seizing digital
opportunities in East Africa to
lead education transformation**



Leadership Development and Policy Coherence for Sustainable ICT Integration and Education Transformation

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NEW REQUIREMENTS FOR LEADERSHIP

Context: Enormous Change, Enormous Opportunities and Challenges



We are in the Knowledge Age, but our leadership, managerial and governance systems have remained stuck in the Industrial Age (Drucker, 1998; Manville and Ober, 2003; Uhl-Bien et al, 2007).

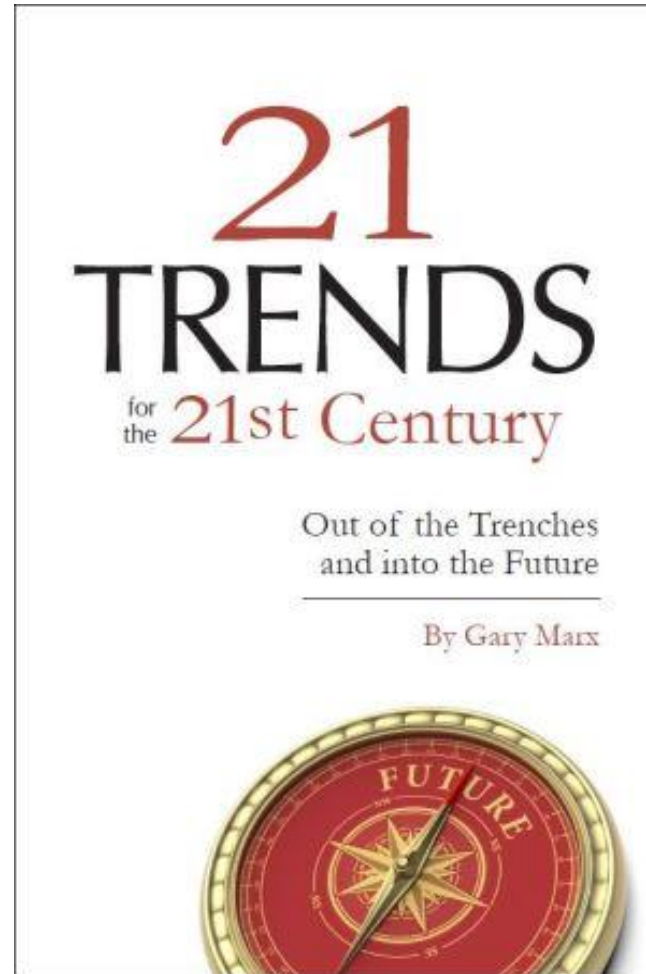
Trends impacting on leadership globally

❖ **The demographic trend:**

changes in a populations' age, geographical location, educational attainment, income status, mass unemployment among youth

❖ **The expertise trend:**

expertise can be found anywhere – internally/externally, in networks of relationships that through the advancement of technology could be much wider and more inclusive



❖ **The attention trend:**

in a world bombarded with information, knowledge, new ideas, innovations, new media and ways of communicating, traditional models of leadership will no longer be relevant

❖ **The democratic trend:**

distributed leadership - different relationships between leaders and followers .

(Gobillot, 2009)

Policy coherence

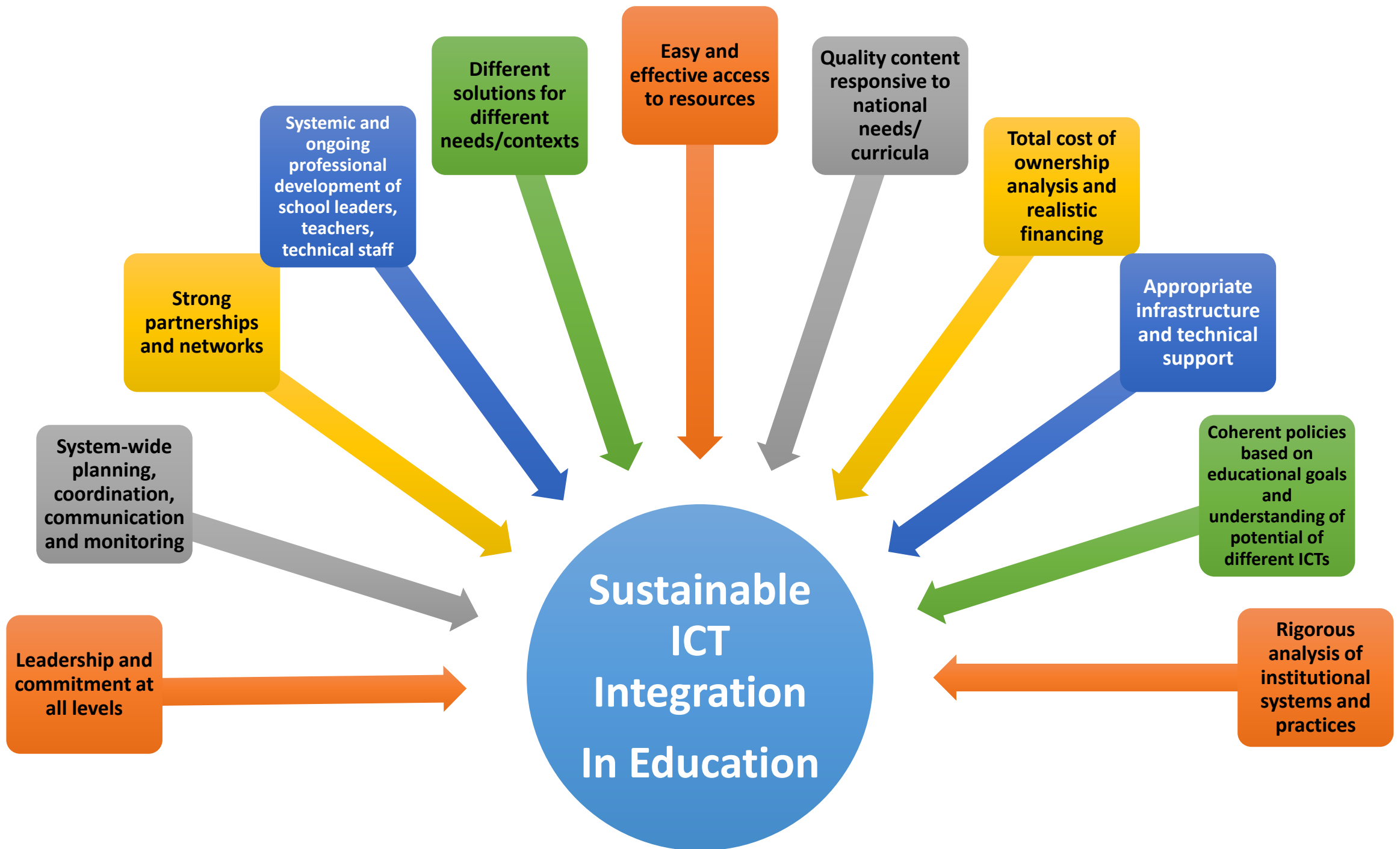


Many great policies and strategies, but results in achieving policy outcomes mixed: **design; processes; implementation – implementation – implementation...** sometimes a combination

Requirements: longer term perspectives for policy priorities and **forward looking analytical tools** to guide decisions. Cross-sectoral collaboration; investment in STI; accountability; transparency; participation; inclusion; joined-up thinking and joint responsibility

A pipedream? But if not achieved: **inadequate solutions** (creating new problems); **wastage; frustration; holding back growth and development**

OECD: “The systematic promotion of mutually reinforcing policy actions across government departments and agencies creating synergies towards achieving the agreed objectives”.



**Sustainable
ICT
Integration
In Education**

**Leadership and
commitment at
all levels**

**System-wide
planning,
coordination,
communication
and monitoring**

**Strong
partnerships
and networks**

**Systemic and
ongoing
professional
development of
school leaders,
teachers,
technical staff**

**Different
solutions for
different
needs/contexts**

**Easy and
effective access
to resources**

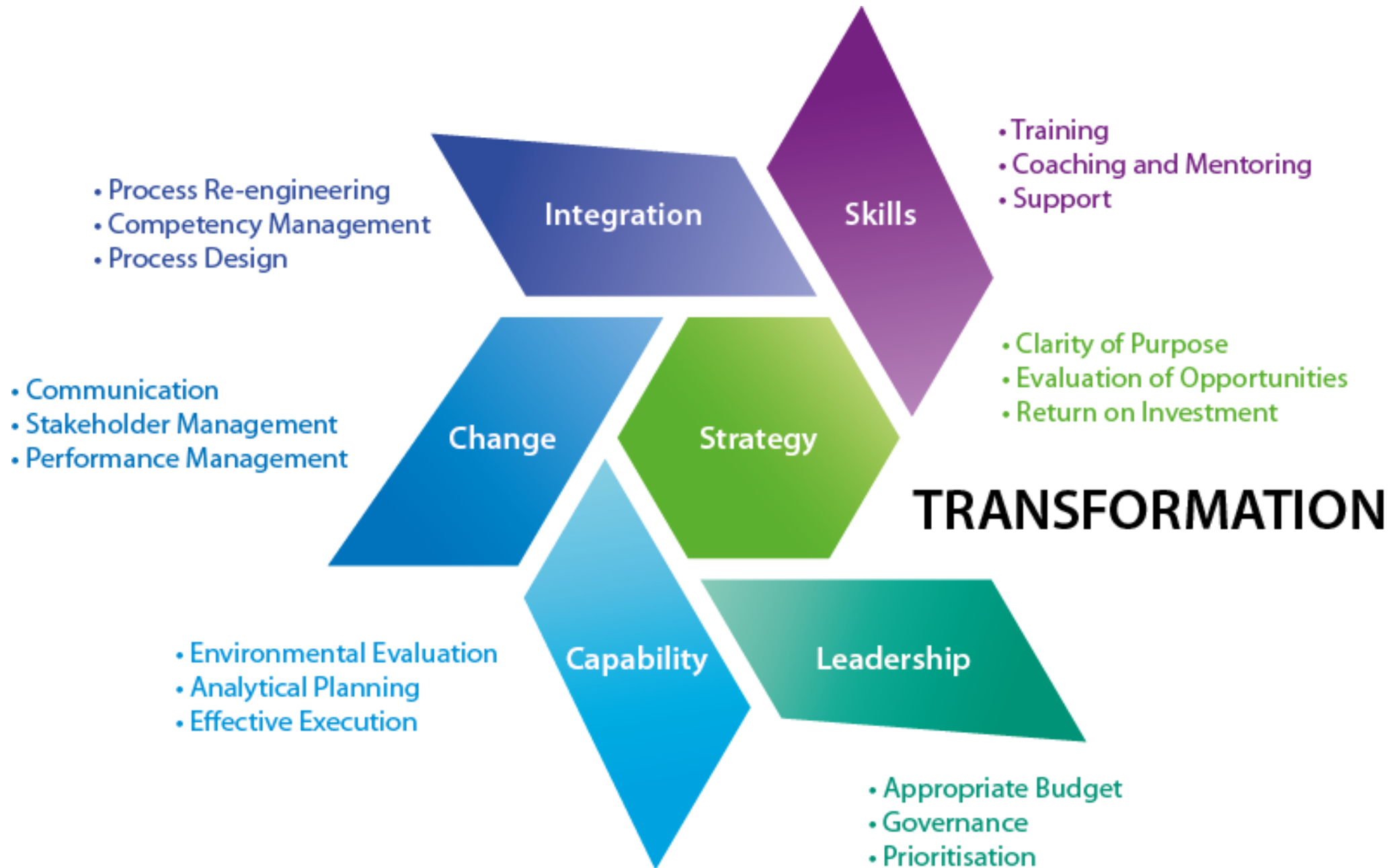
**Quality content
responsive to
national
needs/
curricula**

**Total cost of
ownership
analysis and
realistic
financing**

**Appropriate
infrastructure
and technical
support**

**Coherent policies
based on
educational goals
and
understanding of
potential of
different ICTs**

**Rigorous
analysis of
institutional
systems and
practices**

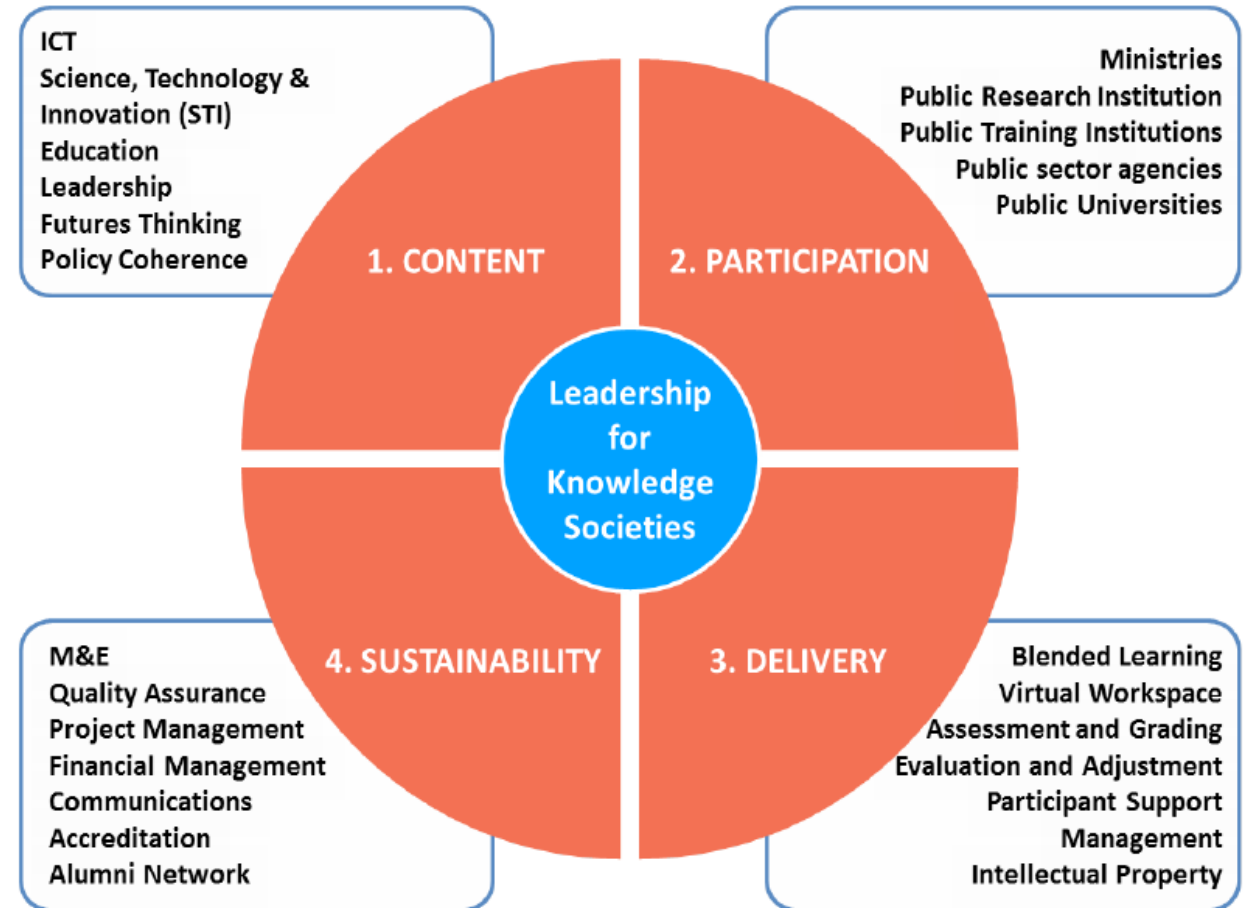


African Leadership in ICT

The future of African Leadership is here.....



ALICT Model




African Digital Schools Initiative (ADSI)


Government of Kenya

gesci
Founded by UN ICT Task Force

Technology • Innovation • Education



The MasterCard Foundation



African Digital Schools Initiative (ADSI) Kenya

Backdrop

- Kenya is working towards becoming a Knowledge-based economy and society by implementing its Vision 2030 for social, cultural, political and economic development.
- Kenya's youth present a potentially pivotal group for innovation, dynamism and creativity.

What is required now at Secondary Education level?

The Government of Kenya recognizes the potential for the use of ICT to improve access to, quality and relevance in its education provision. Now the critical need is to focus on building student competencies in:

- Science, Technology, English and Mathematics (STEM)
- Skills to innovate, create and work in teams
- Skills for higher order thinking, analysis and synthesis
- Developing an entrepreneurial mentality to exploit the business and self-employment opportunities that the digital world already presents

A new concept – the Digital School of Distinction