Partnerships in ICT for Education Activities in Africa

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Imfundo: Partnership for IT in Education

Outline

- Meanings of partnership
- Issues in implementing ICT for education activities in developing countries
- Requirements for good partnership practice
- Examples from Imfundo's work
- Conclusions

Meanings of partnership

- Everyone 'talks' partnership, but few really practise it
- Often seen merely as 'public-private partnerships'
  - governments getting something more cheaply and with less risk
- Donors often define 'partnerships' as being agreements with recipient (i.e. partner) governments
- Need for everyone involved to understand the kind of partnerships being advocated

Development education partnerships

- 2003 major study funded by 13 donors and four partner countries on partnerships in basic education
  - "truly effective partnerships for basic education have not been achieved in many countries"
  - Continuity, capacity, participation and relevance are key factors in contributing to more developed partnerships in basic education
    - context of budgetary support mechanisms
  - But focus is exclusively on "partner countries" and concentrates on shift from projects to programmes
  - Almost completely ignores private sector, civil society and academic institutions

Education-ICT partnerships in developing countries

- ◆ Fundamental poor country E-ICT needs
  - Resources
  - Human capacity
  - Knowledge and experience
- ◆ Misunderstandings of educational-ICT
  - To date, mostly education for ICT
  - Need for real understanding of ICT *for* education
    - The enormous potential of multimedia and virtual learning environments
  - Importance of being demand driven not supply led
- ◆ Comprehensive partnerships essential for success

Requirements of good practice

◆ Partnerships should be
  - Mutually beneficial
  - Mutually responsive
  - Based on shared understanding
  - Based on clear guidelines
  - Task focused
  - Time bound
  - Flexible

The essence of partnership

- ◆ Achieving what individuals cannot do alone
- ◆ Maximising potential of each party
- ◆ Creating mutually reinforcing benefits for all those involved
- ◆ Time must be invested in managing the partnership
- ◆ A partnership is a relationship
- ◆ Need to understand the interests of different kinds of partner
  - ■ Focusing on ICT *for* education in Africa

Private sector interests

- ◆ In receiving
  - Visible support for development
  - Delivery on CSR objectives
  - Increased market understanding
  - Access to government officials
  - Potential future market share
  - Networking
  - Increased political stability

- ◆ In offering
  - Ability to deliver on the ground
  - Technical knowledge and expertise
  - Seconded staff
  - Hardware, software and infrastructure
  - Understanding of sustainability imperatives
  - Research and development

Civil society interests

- In receiving
  - Delivery on strategic objectives
  - Enhanced identity
  - Access to Governments
  - Enhanced knowledge through access to research
  - Staff development opportunities
  - Networking benefits

- In offering
  - Expertise in delivery of ICT for education activities
  - Involvement with local communities
  - Project management skills
  - Shared project delivery
  - Practical experience on the ground in developing countries

Donor government interests

- ◆ In receiving
  - Practical delivery of activities
  - Achievement of strategic objectives
  - Approval rating from electorates
  - Enhanced programme delivery
  - Sustainability of activities after departure

- ◆ In offering
  - Financial support
    - Although increasingly through budgetary support
  - Relationships with recipient governments
  - Knowledge of global development agendas
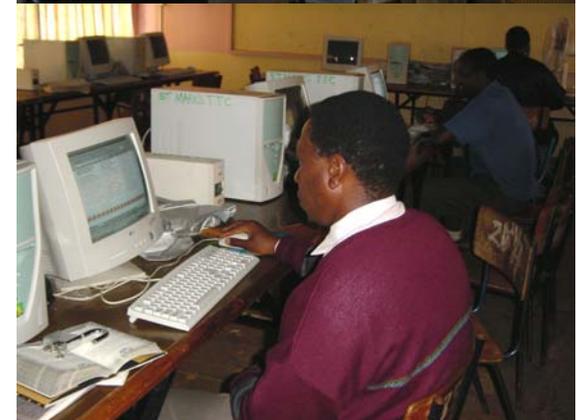 - Networking potential

DFID Department for International Development

Recipient interests

- ◆ In receiving
  - ■ Enhanced educational experiences
  - ■ Efficient delivery of educational activities
  - ■ Enhanced human capacity
  - ■ Training in ICT for education

- ◆ In offering
  - ■ Commitment to sustainability
  - ■ Practical delivery of activities
  - ■ Local language capacity
  - ■ Understanding of local circumstances

The example of Imfundo

- ◆ Prime Ministerial initiative within DFID specifically to create partnerships to deliver ICT for education activities

- ◆ Five year programme 2001-2006

- ◆ 40 partners now supporting activities in eight African countries

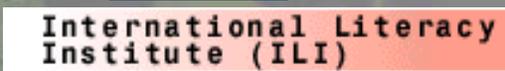- ◆ Immense challenges, but also real achievements

Imfundo's partners

Atticmedia

MUSLIM HANDS

BBC

ait

OASIS net2work

ACU

RED WING Satellite Solutions

Computer Aid International

fahamu

africanlakes

CISCO SYSTEMS

TAYLOR & FRANCIS

Mediae
Media for education and development

WORLD LINKS

SchoolNetAfrica

Sun microsystems

oneworld.net

IICD

Christian Aid

CWA NEW MEDIA
the meeting of hands and minds - ka pupū ake, ka taea

department for education and skills

BRITISH COUNCIL

Distance Education International

UNESCO

Foreign & Commonwealth Office

db digitalbrain PLC

Marconi

LearnTec, Baden-Baden

IEC

ENSCW

Atos KPMG Consulting

UNISYS
We have a head for e-business.

Digital Links international

C·O·L

VSO
Sharing skills
Changing lives

hp invent

International Literacy Institute (ILI)

The Institute of Education
UNIVERSITY OF LONDON

The Open University

BESA

NetDay Association

Health

BELLANET

CTO

With thanks

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Examples of partnership in practice

- ◆ Content
  - ■ CD ROM on malaria prevention and treatment
    - ● Government of Tanzania; Atticmedia; Teacher Training Agency; Mediae; Automatic TV
  - ■ Webwise for Africa
    - ● BBC and local partners in Ghana, Kenya and Ethiopia
- ◆ Research publications
  - ■ Satellite primer (with ATiT)
- ◆ Workshops
  - ■ Special Educational Needs
    - ● Supported by VSO, Government of Ghana
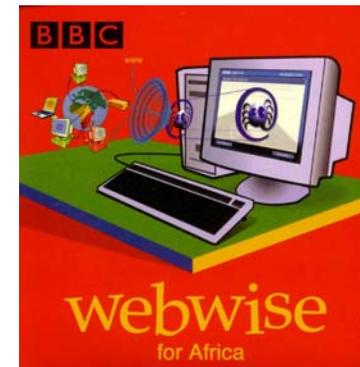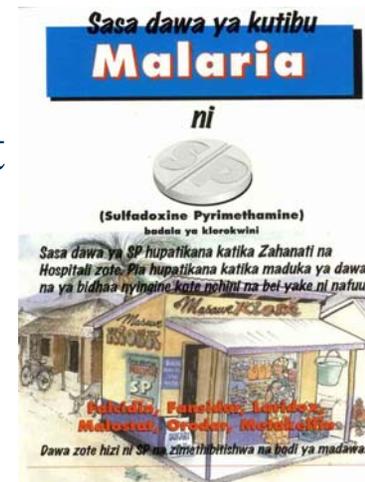
Examples of partnership in practice

◆ Ghana
  - ■ Support for Ghana Education Service
    - ● ICT strategy for teacher training, focusing on untrained teachers
    - ● Special Educational Needs strategy and implementation

◆ South Africa
  - ■ Involving partners in Khanyisa ESP
    - ● Delivering EMIS outputs
    - ● Supporting Open Source software development

◆ Ethiopia
  - ■ Working with FSCE in support of street children

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Lesson learning: partnerships

- ◆ Immense potential
  - ■ Expertise, experience, resources…
- ◆ Must reflect shared interests
  - ■ Clear benefits framework
- ◆ Combining the international with the local
  - ■ To help build capacity and sustainability
- ◆ People and corporations
  - ■ Importance of trust
  - ■ Ensuring partnerships last beyond the involvement of individuals
- ◆ Very time consuming
  - ■ Easier simply to pay!
  - ■ But this is less rewarding and less sustainable

Imfundo: partnerships that are helping to change African education

www.imfundo.org