

Do you know that...?

- In *Benin*, the cost of a generic PC is equivalent to a teacher's salary for eight months?
- 60,000 students now have access to computers in *Cameroon*, a six-fold increase in five years?
- Over 20,000 teachers and almost 900,000 students benefit from an interactive radio instruction program in *Guinea*, one of more than a dozen African countries to use educational radio programs to support teaching and learning?
- *Morocco* is currently in the process of connecting 8,600 schools to the Internet?
- A comic book in *Namibia* has helped to popularize the use of ICTs among teachers?
- *Tanzania* recently released its new policy on ICT and education?
- An NGO in *Zimbabwe* uses a mobile bus ('Big Blue') to help bring computers and connectivity to schools in rural communities?

infoDev's landmark research publication seeks to gather together in a single resource the most relevant and useful information on ICT in education activities in Africa.

The report consists of two volumes. The first one titled "Survey of ICT and Education in Africa: Summary Report" provides an overview and analysis of trends and activities across the continent. The second volume "Survey of ICT in Education in Africa: 53 Country Reports" documents the use of technology in the education sector in every country in Africa.

Taken together, these two publications seek to gather in a single resource the most relevant and useful information on ICT in education activities in Africa.

Report Highlights

The report highlights that the process of adoption and diffusion of ICT in education in Africa is in transition. While implementation varies widely throughout the continent, and with a country like South Africa, with its extant infrastructure and more mature economy a clear outlier in terms of being able to implement its ICT in education agenda:

"All but a handful of countries surveyed already have a national ICT policy in place or under development. (...) A new phase of ICT for education in Africa is occurring within national, and emerging regional, policy frameworks that are providing the basis for partnerships and donor participation."

Over three hundred notable ICT in education initiatives on the continent are included in the survey.

Key Questions

These reports aim to answer key questions for policy makers, international development agencies, and other stakeholders involved in education programs strategic planning, and technical advice in Africa:

- How are ICTs currently being used in the education sector in Africa, and what are the strategies and policies related to this use?
- What are the common challenges and constraints faced by African countries in this area?
- What is actually happening on the ground, and to what extent are donors involved?



"There appears to be the beginnings of a marked shift from a decade of experimentation in the form of donor-supported, NGO-led, small-scale, pilot projects towards a new phase of systemic integration informed by national government policies and multi-stakeholder-led implementation processes. (...) This shift from projects to policies, and the more systematic development that that implies, would not be possible without the growing commitment to ICT in education on the part of government leaders across the continent."

SURVEY OF ICT & EDUCATION IN AFRICA: FROM ALGERIA TO ZIMBABWE

SUMMARY REPORT TABLE OF CONTENTS

- ICT Policies for Education in Africa
- ICT Activities and Initiatives in Higher Education in Africa
- ICT Activities and Initiatives in Primary and Secondary Schools
- ICT Activities and Initiatives in Non-formal Education in Africa
- Gender Equity and ICT in Education in Africa
- Factors Enabling and Constraining ICT Use in Education in Africa
- Regional ICT/Education Initiatives

53 COUNTRY REPORTS TABLE OF CONTENTS

- Overview of ICT Use in the Country
- Country Profile
- The Education System
- ICT Policies
- Infrastructure
- Current ICT Initiatives and Projects
- Implementing ICT in Education

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ICT and Education in Africa: Some notable "macro trends"

- *Public-private partnerships* are important mechanisms enabling the implementation of ICT in national education systems in Africa. These PPPs take many forms: from complex partnerships between companies (typically involved in IT), government ministries, development agencies, schools, and civil society organizations to more straightforward bilateral partnerships between IT companies and national ministries of education.
- The need for *digital content development* relevant to local curricula is becoming more urgent as ICT use becomes more widespread.
- Interest in *open source software and operating systems* is growing rapidly in Africa, but this growth is constrained by a lack of sufficient human resource capacity to support such systems and applications.
- A number of prominent *regional initiatives* have emerged (with varying degrees of success) explicitly focused on ICT use in education, including NEPAD e-Schools, SchoolNet Africa, and the African Virtual University, complemented by increasing African participation in global ICT in education programmes.
- *National Research and Education Networks* (NRENs) are slowly emerging, especially in North, East, and Southern Africa, to enable collaboration between universities.
- *Internet connectivity* remains a major challenge, both within countries, and between Africa and the rest of the world, and several major initiatives are emerging to help address this issue.
- *Wireless networks* are developing rapidly throughout the continent, and are of increasing relevance to the education sector.

Going forward

ICT use in education is at a particularly dynamic stage in Africa; new developments and announcements are happening on a daily basis somewhere on the continent. These reports are intended to be illustrative, not exhaustive, and should be seen as best-effort "snapshots" that were current at the time they were taken; it is expected that certain facts and figures presented may become dated very quickly.

infoDev and its partners hope that these publications are a *first step* in a larger, on-going, systematic, coordinated initiative to track developments in technology use in the education sector to help inform a wide variety of stakeholders interested in the topic as they seek solutions to larger, more fundamental educational and development challenges in the years ahead.

It is anticipated that the country reports will serve as the building block for an on-line database that will be updated collaboratively over time, based on additional research and feedback received through the *infoDev* website. Readers are encouraged to suggest updates and modifications to individual reports.