

How to budget for ICTs in Education - building on a holistic approach to ICTs through Education Policies

**UNESCO Regional Office for
Eastern Africa**

Jaco du Toit –
j.dutoit@unesco.org

Which questions do we ask for budgeting purposes?

- How many computers are needed in a school? Who needs them?
- Where should they be located? How to distribute them equitably?
- How should the network architecture be structured?



Accessible and inclusive ICTs

- Variety of devices, connectivity options that change constantly
- Scalable models that work within the context of a country/institution
- Accessible ICTs are still unknown and not integrated as standard practice



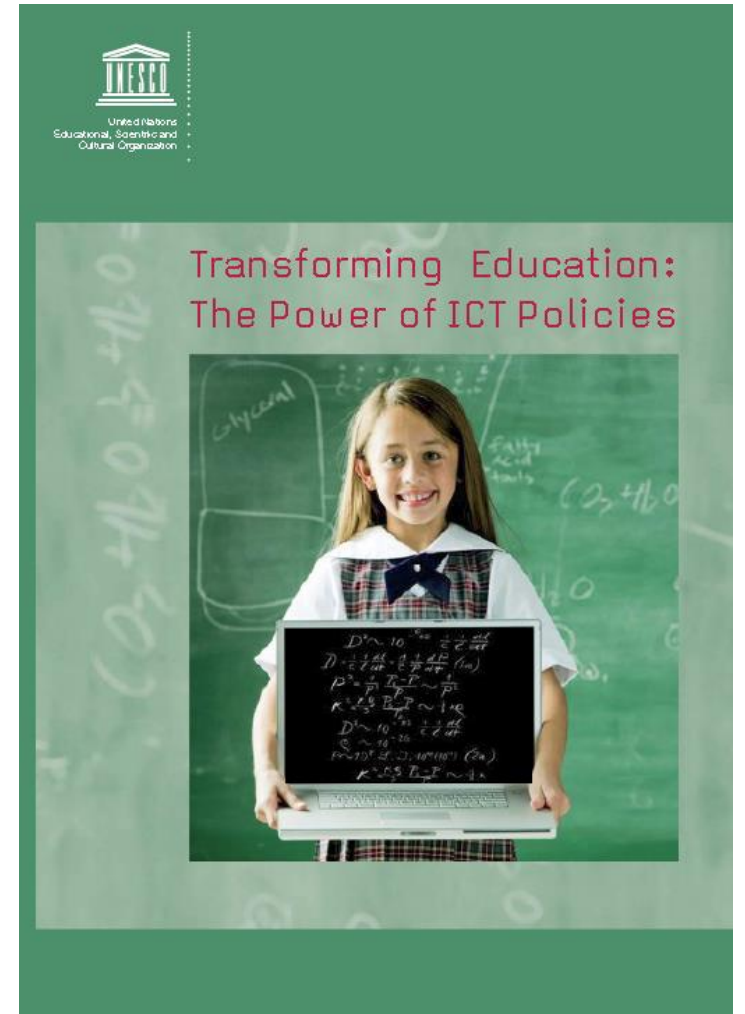
The starting point.....

- What is the nation's vision of economic and social progress? How can education support that progress?
- What transformational role can ICTs play in education? And how can ICTs accelerate the achievement of national Sustainable Development Goals?

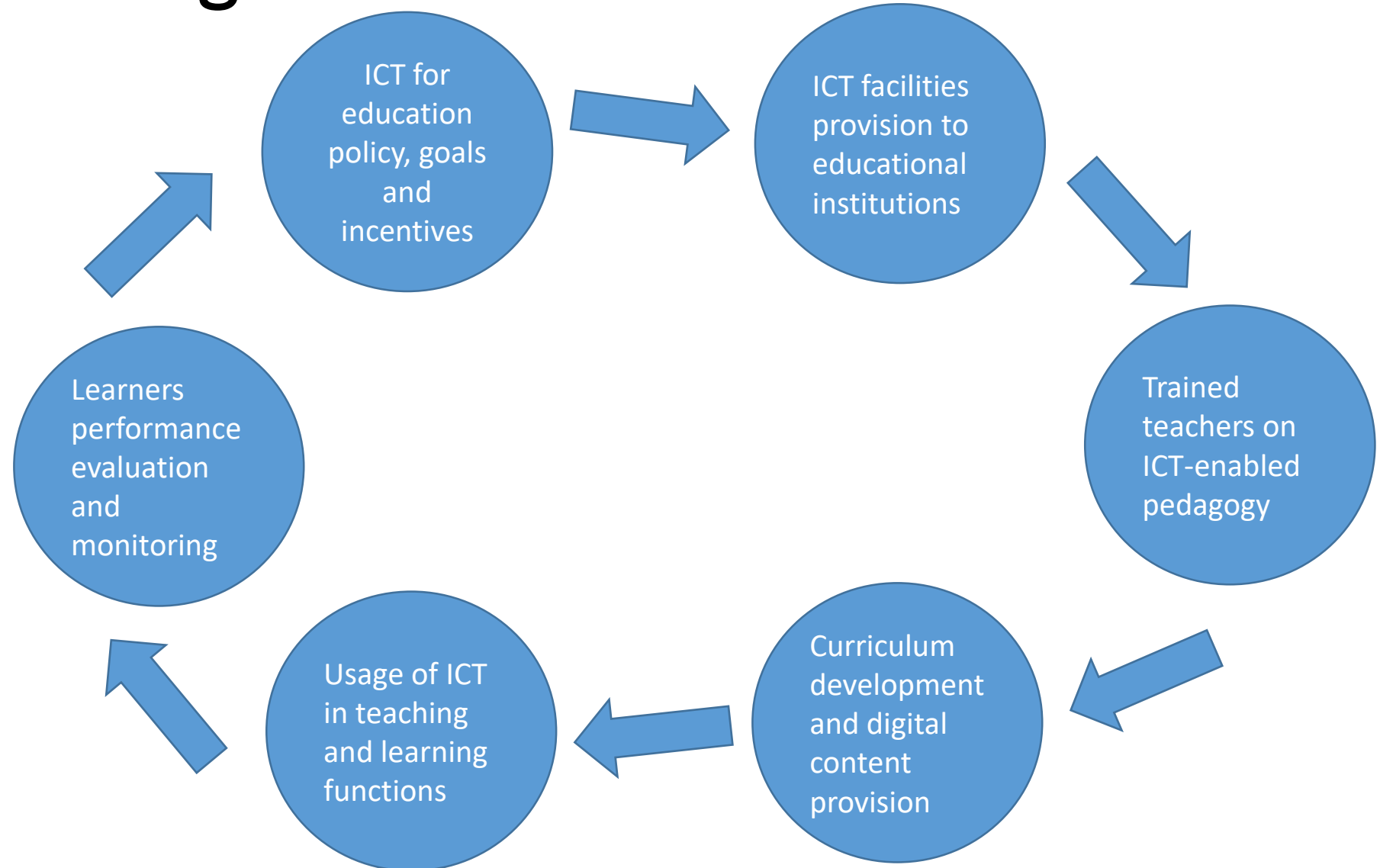


The importance of an ICT policy for Education

- Objectives;
- the availability of technologies;
- applications and content;
- teacher capacities;
- combination of competencies; motivation and the characteristics of teachers' working environment.



Operational and conceptual framework for the integration of ICTs in education



Recognizing the contribution of

- Content development process,
- Teacher training,
- Technical support,
- Monitoring.
- Maintenance & up-grading of hardware and software



Recognizing your assets

- Existing digital content available under Creative Commons Licenses;
- Teachers and their ability to innovate;
- The community.





How to budget for ICT in Education - building on a holistic ICT in Education Policy

**UNESCO Regional Office for
Eastern Africa**

Jaco du Toit –
j.dutoit@unesco.org