Case Study

jp.ik reaches about one thousand educational agents in Africa with a meaningful approach to EdTech integration

Boosting an educational (r)evolution through an innovative EdTech approach.

EXECUTIVE SUMMARY

For the last eight years jp.ik has been gathering knowledge and expertise regarding an effective and efficient integration of high level pedagogical and technological solutions in the field of education.
In Africa the main purpose of jp.ik training projects has been the improvement of learning and development of conditions through pedagogical innovation.
In order to achieve this purpose jp.ik has been working together with local agents all around the world - from Europe to Latin America, from Asia to Middle East and North Africa to sub-Saharan Africa - to develop high-end educational projects which offer a mix of innovative and integrative pedagogical solutions based on cutting-edge technologies.

CONTEXT

The main purpose of jp.ik training projects in Africa has been the improvement of learning aside the development of economic and social conditions through pedagogical innovation based on the use of high-end technologies.

Therefore jp.ik' s vision towards education relies on a meaningful integration of Educational Technologies (EdTech) in learning environments which should be strongly linked with local educational stakeholders. This means that the training must be designed and implemented as a comprehensive approach to EdTech integration, considering not only the technological dimension, but also all the elements that are part of the ik-Model – technologies, content, processes, relations and signification.

Technology is changing the way we perceive our surrondings; is changing the way we relate to each other; is changing how we engage with causes and values; is changing how we access and gather information; is changing how we learn.

Therefore it is clear that Technology plays an important role in Education, mainly in terms of providing access to quality information and, consequently, to quality Education.

With 68 training courses held in Angola, Benin, Gabon, Ivory Coast, Kenya, Morocco and South Africa, jp.ik has reached out 1350 educational agents in order to:

- Improve their lifelong learning skills.
- Use EdTech to leverage students academic performance.

All the training courses have been focused on methodologies that consider the local curricula and the Sustainable Development Goals as the core of the assignments that have Educational Technologies as exploration and production resources.

"This training is essential to launch and sustain the project, because there are many tools I've never used before." Angolan Teacher

"Learning is easy. There is a very strong connection between technology and pedagogy."Angolan Educational Agent from the ME

"This training allowed us to integrate technology with other tools that we already have inside our classrooms." Angolan Educational Agent from the INIDE

It was an excellent opportunity to practice everything with a lot of support from our trainers. I feel we are really well-prepared to start the work now!" Gabonese Teacher

"It was really interactive and the trainers were always there for us. Work with the students' computers during training is essential to the success of any ICT integration project in schools." Ivorian ICT Coordinator

"It was well-structured. Trainers were highly competent. Training had a strong practical dimension." Ivorian Pedagogical Coordinator

"Am sure the jp training is what made us competent to perform well during the teachers training." Kenyan Master Trainer from Moi University

AN OVERVIEW OF jp.ik EDUCATIONAL PROJECTS IN AFRICA

In Angola 11 training courses were held involving 138 educational agents, with both teachers and elements from the Ministry of Education in charge of supervising the entire training and implementation process.
For these educational projects the **main goals** were to:
· Enable professional development of Angola's faculty through the implementation of technological resources and the contingent need of revising the pedagogical practices.

· Increase literacy in the country, using the new technologies to access meaningful information.

In Benin 1 training course was promoted for 6 ICT technicians and coordinators.
The **main goal** of this educational project was to:
· Build local capacity to autonomously recognize and use the Classroom Management Software basic operations.

In Gabon 3 trainings courses were implemented with 62 teachers and ICT managers.
The **main goal** of these educational project was to:
· Build local capacity to setup, maintain and use the Classroom Management Software basic operations.

In Ivory Coast 1 training course was implemented with 11 pedagogic coordinators.
For this educational project the **main goals** were to:
· Enhance the pedagogical practices through the implementation of cutting edge technological resources.
· Develop teachers' community practices.

In Kenya 49 training courses were held for 494 educational agents including Master Trainers (MOI University teachers, training coordinators, ICT technicians and coordinators) and Primary teachers.
The **main goal** of these educational projects was to:
· Leverage learning conditions and access, making always the links between global perspectives and local reality through DigiSchool Project.

"We are now able to create empowering opportunities for our children, even though they stay here for many months." Moroccan Educator at the Maison de l'enfant

"The bar must be lifted especially now that the Education landscape – and subsequently some of the teachers' roles – have changed"
South African School Director

In Morocco 1 training course was conducted for a group of 4 educators.
The **main goal** of this educational project was to:
· Promote opportunities for learning-based interactions amongst hospitalized children.

In South Africa 2 training courses were held for 15 teachers and ICT technicians.
The **main goal** of these educational projects was to:
· Enhance the quality of education provision and social and economic opportunities for youth through skills development programes and training.
· Drive the professionalism, teaching skills and computer literacy.

IMPACT OF EDUCATIONAL AGENTS TRAINING FOR A MEANINGFUL EdTech INTEGRATION IN AFRICA

HOW jp.ik PROGRAMMES BOOST EDUCATION IN AFRICA

A meaningful agregation of EdTech in learning environments is strongly related with training the local educational stakeholders. This training has to be designed and implemented as a comprehensive approach to EdTech integration, considering not only the technological dimension, but also all the elements that are part of the ik-Model – Technologies, Content, Processes, Relations and Signification. All the ik-Learning Courses are well-founded on these premises.
In sub-Saharan African countries the great demand for tertiary education makes distance education increasingly relevant.This strengthens African experience regarding distance education and technology to make educational opportunities grow.
By considering cultural, social and ethnographic diferences and demands, ik-Learning training is having impact on:

SUSTAINABLE DEVELOPMENT GOALS

Academic performance

Learning through peers

Controlling and preventing absenteeism

Controlling and preventing retention rates

Teachers professional development

Media and digital literacy

Lifelong learning

Bringing parents to schools

MEDIA AND DIGITAL LITERACY

MORE AUTONOMY/AGENCY IN DECISION MAKING

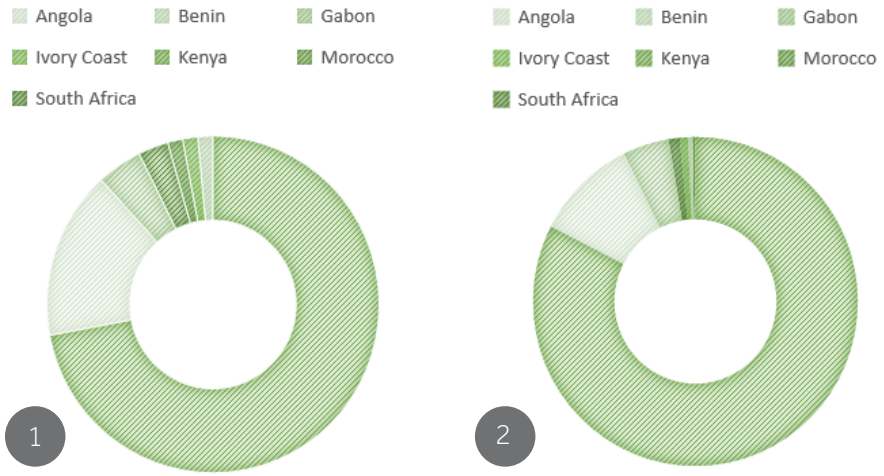
INSUMMARY

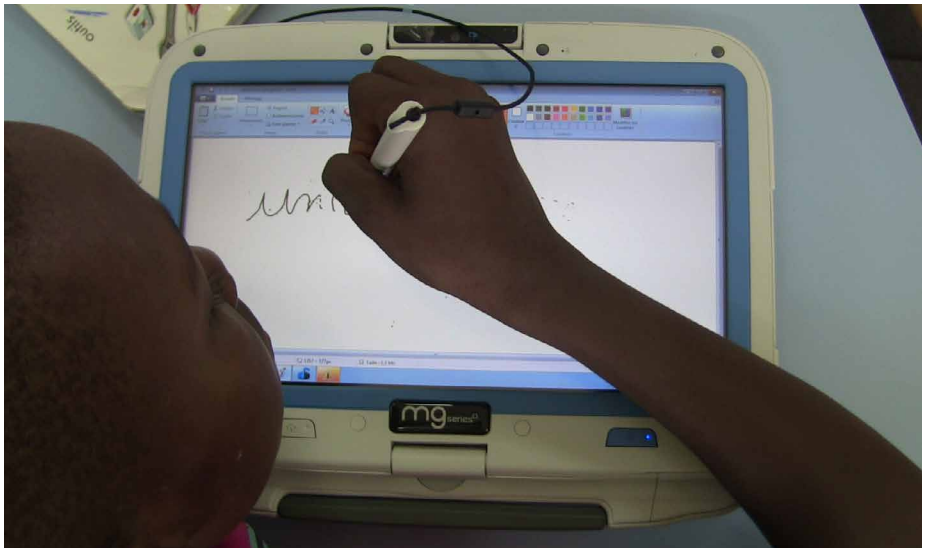
INSPIRING AND PROVIDING NEW OPPORTUNITIES IN THE FIELD OF EDUCATION

In this scenario of boosting education through an innovative approach intertwining pedagogy and technology, jp.ik invests on inspiring and providing new opportunities for present and future generations having Education as the route for a society's economic and social growth and development.
Up to now Jp.ik action in Africa covered 7 countries; reached out to 1350 educational agents; and promoted 68 training courses.

1.
TOTAL OF EDUCATIONAL AGENTS WHO PARTICIPATED IN THE TRAINING COURSES IN AFRICA

2.
TOTAL OF TRAINING COURSES CONDUCTED IN AFRICA





jp.ik inspiring knowledge

jp.ik is number one in the world in implementing innovative large scale Educational projects. Our ambition is to transform Education through Technology and transform the World through Education.
The integrated approach developed by jp.ik – "Inspiring Knowledge Ecosystem" – covers three key pillars of a technology-based education project: Technology, Engineering and Pedagogy. With the educational ecosystem, jp.ik delivers more than technology, assuring the knowledge transfer as a key success factor for the long-term sustainable development of communities. www.jpik.com | marketing@jpik.com.