

Communication and Advocacy Strategy for Teacher ICT Professional Development in Guyana

Introduction

An ICT Professional Development Strategy has been established for Teachers in Guyana. There is strong government commitment to rollout of ICT in education combined with growing allocations of financial resources – both through government budgets and funded projects – to finance this rollout. The rationale for such investments is already well established, both globally and in Guyanese policy proclamations. However, international experience highlights that, without accompanying investment in professional development of the users of this infrastructure, the funds used to procure ICT can lead to significant wastage and high levels of systemic disappointment caused by apparent lack of positive impact of ICT on education outputs. Consequently, there is a need to provide a structured framework, and accompanying professional development offerings, to systematize professional development in use of ICT for teaching and learning in Guyana.

Thus, the Ministry of Education is investing in establishing an ICT Professional Development Strategy for Teachers in Guyana. This Strategy shares the broader vision of the Guyana Ministry of Education's ICT Operational Plan that:

ICT and other assistive technologies for educational delivery will be supporting a quality and accessible teaching and learning environment at all levels of the education system in Guyana. Further, most graduates of the Secondary level will have attained core competencies in ICT Literacy.

The long-term objectives of the ICT Professional Development Strategy for Teachers in Guyana are to ensure that all Ministry of Education officials, teacher development management and staff, school principals, and teachers are competent to harness ICT effectively to support high quality teaching and learning in Guyanese schools, with:

- Most able to integrate the use of basic ICT tools into the standard school curriculum, pedagogy, and classroom structures, knowing how, where, and when (as well as when not) to use technology for classroom activities and presentations, for management tasks, and to acquire additional subject matter and pedagogical knowledge in support of their own professional development; and
- A critical mass able to use more sophisticated methodologies and technologies with changes in the curriculum that emphasize depth of understanding and application of school knowledge to real world problems and pedagogy in which the teacher serves as a guide and manager of the learning environment and students are engaged in extended, collaborative project-based learning activities that can go beyond the classroom and may involve local or global collaborations.¹

The ICT Professional Development Strategy for Teachers in Guyana provides a comprehensive framework and learning pathway for Ministry of Education officials, school principals, administrators, and teachers to become competent to harness ICT effectively to support high quality teaching and learning. This learning pathway uses the UNESCO ICT CFT as its guiding framework. It

¹ These statements are adapted from: UNESCO. 2008a. *ICT Competency Standards for Teachers: Policy Framework*.

will seek to develop core competences for the key intended audiences for a suite of professional development initiatives.

This document presents a Communication and Advocacy Strategy for Teacher ICT Professional Development in Guyana and contributes to help achieve the overall objectives as articulated in the ICT Professional Development Strategy for Teachers.

The Communication and Advocacy Strategy for Teacher ICT Professional Development in Guyana is presented in the following sequence. First, it defines who should benefit from the various advocacy and communication activities and provides an analysis of the stakeholders involved. Second, it defines who the target audiences for the Communication and Advocacy Strategy will be, in order to determine who needs to be engaged as part of the advocacy programme. Third, it explores potential communication activities that can be implemented to drive the Strategy. Having established a broad strategy, it concludes with a broad work plan to advance the activities.

Beneficiaries of the Guyana Communication and Advocacy Strategy

It is clearly established from the ICT Professional Development Strategy for Teachers in Guyana that the ultimate beneficiaries of the Guyana Communication and Advocacy Strategy will be the Ministry of Education officials, school principals, administrators, ICT maintenance and support personnel and teachers.

School Principals

The growing consensus is that, for instructional technologies to be implemented successfully, leadership and administrative support are critical. This means that it is important that school principals – who make policy and financial decisions – are trained in educational technology and have the resources they require to make informed decisions.² To ensure effective use of ICT at school, it is imperative that leadership in schools is supported in the role of ICT leadership for the school. The principal need not be the ICT champion, but he/she does need to be aware of debates surrounding use of ICT in education and of the important role that leaders play in ensuring successful use. Leaders need to be aware of the consequences of working with and maintaining ICT facilities, as well as the financial implications thereof. It is imperative that, after initial training, leaders become part of a broader community of practice, attending ICT conferences, receiving quarterly circulars, e-mail newsletters, participating in online discussion forums, and sharing expertise and experiences.

Teachers

Teachers are at the heart of delivery of the curriculum. Teacher professional development in use of ICT is best introduced in a context of broader educational reform, which embraces a shift away from teacher-centred, lecture-based instruction toward student-centred, interactive, constructivist learning. Teacher professional development is essential if ICT in schools is to be used effectively. Thus, ongoing teacher training and professional development offerings are vital for successful use of ICT in education. Teachers play a pivotal role in the adaptation and integration of ICT in education as they are a key element in curriculum implementation and innovation. Studies show that insufficient understanding of the scope of an ICT resource leads to inappropriate or superficial uses in the

² SchoolNet Africa. 2004. Towards a Strategy on Developing African Teacher Capabilities in the Use of ICT. Draft report.

curriculum.³ However, designing and implementing successful teacher professional development programmes in the application of technology is neither easy nor inexpensive.⁴

Ministry of Education Personnel (National and Regional)

The leadership role of Ministry of Education personnel at the national and regional levels in changing their own practice and supporting schools in their uptake of ICT is pivotal to the success of Guyanese plans to roll out ICT in education.

ICT Coordinators

The term 'ICT coordinator' refers to the individual staff member who is responsible for driving the use of ICT at a school. One of the ICT coordinator's roles will be to act as the school point of contact on all ICT-related matters. Another is to promote creative use of computers in the development of educationally meaningful projects. There are also administrative requirements, where the ICT coordinator needs to work closely with school leaders.

As such, the ICT Coordinator has specific professional development requirements. These may overlap with the needs of school principals and with the professional development requirements of teaching staff, but there is a sufficiently common core of requirements that warrant defining ICT coordinators as a unique group.

ICT Maintenance and Support Personnel

ICT administrators need to work closely with school management to ensure that the best possible use is made of ICT resources and facilities. Their technical roles would include tasks such as issuing all users with their own log-in codes and private areas in which to store their data, setting up e-mail services and preventing bandwidth abuse where necessary. In particular, they will need to ensure that learners' safety is protected. This will involve protecting personal data, blocking dangerous/harmful sites and policing, monitoring, and logging internet usage.

Stakeholder Analysis

Below is a grid outlining the various stakeholders, together with a brief analysis of the roles that each should be expected to play in supporting implementation of the Guyana Advocacy and Communication Strategy for ICT in Education.

These are additional to the various school personnel, who are the primary beneficiaries of this Strategy and whose specific needs have already been outlined above.

³ Cox, M and Abbott; C (ed). (2004). A review of the research literature relating to ICT and attainment. Retrieved November 9, 2006 from Becta ICT Research website: http://www.becta.org.uk/page_documents/research/ict_attainment04.pdf

⁴ Carlson, S. and Gadio, C.T. (2002). Teacher Professional Development in the Use of ICT. Retrieved November 9, 2006 from SchoolNet website: http://www.schoolnet africa.net/fileadmin/resources/Teacher_Professional_Development_In_the_use_of_Technology.pdf

Table 1 Stakeholders

Key Stakeholders	Relationship to / role on the project	Degree of Influence
Ministry of Education	<ul style="list-style-type: none"> Has expressed strong support for and is leading current process to launch the ICT Professional Development Strategy for Teachers in Guyana in partnership with the Commonwealth Secretariat. Key funder of education activities of all kinds. Without Ministry commitment, the ICT Professional Development Strategy for Teachers in Guyana will not be possible and hence, neither will any supporting Communication and Advocacy activities. 	High
CPCE and UG	<ul style="list-style-type: none"> Key providers of Pre-service teacher education in Guyana. Will take responsibility for delivering requirements of Guyana ICT Professional Development Framework for Teachers within their teacher education programmes. Role models for teachers in ICT Integration. 	High
NCERD	<ul style="list-style-type: none"> Key provider of CPD for teachers and other key personnel in Guyana. Will take responsibility for delivering requirements of Guyana ICT Professional Development Framework for Teachers within their teacher education programmes Staff within NCERD act as role models for teachers in ICT Integration. 	High
World Bank	<ul style="list-style-type: none"> Primary funder of teacher education project in Guyana. Has a strong interest in use of ICT in education, and is a strong advocate for the ICT Professional Development Strategy for Teachers in Guyana. 	High
Commonwealth Secretariat	<ul style="list-style-type: none"> Leading current process to launch the ICT Professional Development Strategy for Teachers in Guyana in partnership with the Guyana MoE. Key player in replication of Guyana ICT in Education Initiative in other countries. 	Medium
Commonwealth of Learning	<ul style="list-style-type: none"> Key inter-governmental organization, with strong interest in, and history of, supporting education in Guyana. Key player in replication of Guyana ICT in Education Initiative in other countries. 	Medium
Microsoft	<ul style="list-style-type: none"> Key technology company, with strong interest in, and history of, supporting education in Guyana. 	Medium
Caribbean Knowledge and Learning Network	<ul style="list-style-type: none"> Could support policy development around use of ICT at institutional level and national level Offers workshops and training programmes in the use of ICT in teaching and learning, as well as course design and teaching online using the Moodle. 	Low
Students/Learners (School level)	<ul style="list-style-type: none"> Key in understanding the importance of ICT and benefits in improving their education. 	Low
Parents	<ul style="list-style-type: none"> Key in understanding the importance of ICT in education and benefits for their children. 	Low

Key Target Audiences

This section seeks to define those groups that will form the primary target audience of the Communication and Advocacy Strategy activities. These groups will incorporate the beneficiaries defined in the previous section, but should not be confused with them.

The key potential target audiences identified are as follows:

Table 2 Key Target Audiences

Group	Members
Policy Makers	<ul style="list-style-type: none"> Ministry of Education Officials (Regional and National)
Teacher Education Providers	<ul style="list-style-type: none"> Institutional senior management and Deans of Colleges, Schools, and/or Faculties of Education at: <ul style="list-style-type: none"> Cyril Potter College of Education (CPCE) University of Guyana (UG) National Centre for Educational Resource Development (NCERD)
School Management	<ul style="list-style-type: none"> Principals ICT Coordinators ICT Maintenance and Support Personnel
Students (at Teaching Institutions)	<ul style="list-style-type: none"> Prospective Pre-Service Teacher Students Enrolled Pre-Service Teacher Students
Teachers	<ul style="list-style-type: none"> In-service Teachers
School Community	<ul style="list-style-type: none"> Parents Students

The Key Advocacy Positions and Messages

Key to the success of any communication strategy is to keep it tightly focused and ensure that the messages it seeks to communicate are few and as simple as possible.

As communication is so central to advocacy, it is necessary to remove some of the complexity and focus on a few, key messages. Consequently, the grid presented below does not aim to be comprehensive in presenting all of the possible messages that could be communicated to various target audiences. Instead, it seeks to distil from the analysis presented in the previous section those messages that are most essential to advancing this communication and advocacy strategy.

Table 3 Key Messages By Target Audience

Audience	Key Messages
Policy Makers (MoE Personnel)	Ministry of Education personnel at the national and regional levels encourage the centralisation of education statistics from individual schools to the Ministry and play a key role in supporting schools in their own uptake of ICT by establishing and implementing policies to provide basic infrastructure, technology access, connectivity access, digital content, teacher training, and on-going monitoring and evaluation.
Teacher Education Providers	Teacher Education Providers play a critical role in growth and

Audience	Key Messages
	promotion of ICT in Education, helping to produce high quality graduates and in-service teachers who are ICT literate and are able to integrate ICT into the curriculum effectively.
School Management (Principals, ICT Coordinators, ICT maintenance and Support)	ICT Professional Development will assist school leaders to plan effective use of technology in their schools, perform time-consuming administrative and management tasks, and equip them with the necessary communications and informational material to the benefit of their school.
Teachers	On-going teacher training and professional development in the use of ICT will help teachers improve technology skills that impact positively when performing class administrative tasks, lesson preparation and practice, student support as well as allowing networking with like-minded teachers.
Students (Pre-Service teacher Students)	<p>The benefits to students of using ICTs as a component of scholarship over and above traditional methods include:</p> <ul style="list-style-type: none"> • Provision of a set of powerful tools that can be used to encourage higher order thinking skills. • Provision of speedy channels of communication to link peers, teachers and external experts. • Provision of current, accurate information and data often not available in traditional libraries. • 'Soft' skills are transferable and are often required extensively in the workplace.
School Learners	Benefits of ICT to learners include increased productivity, professional presentation of work and an enriched learning environment. In addition to this, wider positive benefits of ICT on learning and learners include motivation and skills, concentration, cognitive processing, independent learning, critical thinking and teamwork.
Parents	Parents equipped with the necessary ICT skills and knowledge are better prepared to teach their children how to be safe online so they can have fun, enjoy creative aspects and benefit from learning opportunities as well.

Potential Advocacy and Communication Activities

Having analysed key audiences and the key messages that need to be communicated to them, it is possible to review different activities that could form part of the Guyana Communications and Advocacy Strategy. In order to determine where Guyana should focus its effort and investment, it is first worth analysing all potential advocacy and communication activities, in order to understand what function they might fulfil within the context of the Guyana Communications and Advocacy Strategy.

Table 4 Potential Advocacy and Communication Activities

Potential Activities	Description	Use of Potential Activities outside Guyana
<i>Push Strategies</i>		

Potential Activities	Description	Use of Potential Activities outside Guyana
1. <i>Face-to-Face Interactions</i>		
1.1. Showcasing roadshows	These road shows should generally be organized by institutions as part of their overall marketing strategy and will highlight the importance of the integration of ICT in Education. It may be that national Ministries of Education might also participate in such activities.	<i>Strategic meetings, discussion and engagement with Ministries of Education and key Teacher Education Providers in neighbouring countries to communicate success of Guyana ICT in Education Initiative and discuss scenarios for replication.</i>
1.2. Change management Workshops	Workshops presented to School Management (Principals, ICT Coordinators) on the use of ICTs in schools for both teaching and learning. Workshops have the benefit of providing good opportunities for interaction, as they will generally run over one or more days. Travel and time costs associated with workshops are generally high, and also require careful planning, preparation, and facilitation to be effective.	
1.3. Face-to-face Forums	Create face-to-face forums for dialogue amongst key groups of stakeholders across Guyana.	
2. <i>Mass Media/Advertising</i>		
2.1. Advocacy on dedicated TV channel	Involves communication of key messages and the use of ICT in the classroom.	
2.2. Distribution of resources/ advocacy materials to schools	Distribution of informational brochures to schools across Guyana.	<i>Package materials for redistribution. Creation of a CD-interface housing Guyana Pre-Service and In-Service materials. Inclusion of supporting files and editable versions of documents so as to allow for ease of editing/repurposing by other institutions.</i>
2.3. Press Releases and Education Columns in Newspapers	Circulation of press releases can be an effective way of sending messages out very broadly. To work successfully, they will require a meaningful 'hook', that is something of sufficient interest to justify the newspaper printing the press release. A risk of press releases is that there is no control over how journalists interpret or report what they receive, so messages may be distorted.	
2.4. Mass Media	Mass media/advertising campaigns	

Potential Activities	Description	Use of Potential Activities outside Guyana
/ Advertising Campaign (Radio, Television, Newspapers, Magazines, etc)	would be run at a national level to raise awareness about ICT generally or by institutions in an effort to recruit new students or promote their activities. Such campaigns are generally costly to run.	
3. Targeted Communication		
3.1. Flyers/ Brochures / Pamphlets	While production of all of these items may form part of a mass media strategy, they are listed as 'Targeted Communication' as the intention is generally for items to be placed into micro-level environments for more direct, 'personal' communication with the audience (as opposed to mass media strategies, which seek to have very broad coverage through a single intervention). Once produced, targeted communication artefacts can be distributed through a variety of mechanisms at regional, national, and institutional levels, both in hard copy and electronically.	<ul style="list-style-type: none"> • <i>Brochures</i> outlining the Guyana Materials Development process and distributed to Ministries of Education and relevant key personnel at Teacher Education Institutions in neighbouring countries. • <i>Case study</i> on the development, deployment and impact of the Guyana / UNESCO ICT CFT curriculum course.
3.2. Posters		
3.3. Booklets		
3.4. Prospectuses / Course Catalogues		
4. Online Strategies		
4.1. Websites	Useful primarily as vehicles to carry artefacts produced either for mass media consumption or for targeted communication. Can also be used to house web 2.0 facilities, such as blogs, online forums and discussion lists.	<i>Advocacy through websites.</i> COL and Comsec to collaborate in the creation of a portal/repository for materials on implementation of the UNESCO ICT CFT.
4.2. Blogs / Online Forums / Electronic Discussion Lists	Online forums are generally electronic discussions that take place via a website, while discussion lists take place via email. Blogs are personal journals in which there is generally a commenting facility to allow readers to write responses to the blog post as well as with each other around the topic of the blog post. These activities create opportunities for interaction with targeted audiences, and have the benefit of being distributed and asynchronous. Can be a very cost-effective way of communicating with large numbers of people, but are limited by the requirement that	

Potential Activities	Description	Use of Potential Activities outside Guyana
	participants have Internet access.	
4.3. Electronic Newsletters / RSS Feeds ⁵ / Social Networks	These are additional online mechanisms for 'pushing' information to interested audiences. Generally, it is accepted protocol that people should 'subscribe' to such services before receiving them, so their reach is limited to people who express some initial interest in the topic that the electronic newsletter, RSS Feed, or Social Network device (such as a Fan Page in Facebook) will cover.	
Pull Strategies		
5. Capturing of Statistical Data	<ul style="list-style-type: none"> Require schools to supply statistical data and reporting in electronic format or loaded via a Ministry portal. Ensure that all reports are printed using a reporting program (not hand written) or that schools start implementing an electronic school administration system etc. <p>These strategies place pressure on school personnel to invest in training in order to meet requirements.</p>	

Priority Advocacy and Communication Activities

Drawing from the full range of potential Communication and Advocacy activities mapped out in the previous section, the following are proposed as short- to medium-term priorities for Guyana in the areas of advocacy and communication covering a period of 12-24 months. Although there may be some overlap with existing activities, these are anticipated as dedicated Communication and Advocacy activities.

Activities in Guyana

Advocacy Materials and Communication Activities

It is proposed that the following key advocacy materials be developed during the first phase of implementation of the Advocacy and Communications Strategy:

- 1) *Brochures*, outlining the Professional Development Framework options available to teachers in Guyana, and distributed to schools.

⁵ Real Simple Syndication (RSS) is a protocol that allows users to subscribe to online content by creating lists of preferred sources of information in a 'reader' or 'aggregator' that automatically retrieves content updates, saving users time and effort. RSS feeds can be very helpful in managing information and undertaking ongoing research.

- 2) *Showcase Materials*. This is envisaged as a series of brochures – released both as printed A4 booklets (4 – 8 pages) and downloadable PDF files – that showcase key aspects of successful practice of ICT integration in Education. These booklets could be complemented by an audio file released via an accompanying website in the form of a podcast⁶ (with the audio files presenting interviews with key people responsible for the successful practice). These showcases are anticipated as resources that highlight success stories of different kinds, intended to communicate a common central message that success is possible in ICT integration in schools and that there are successful models that can be replicated across the continent.
- 3) *Press Releases*. Press releases would not be released against a regular schedule, but rather as circumstances demand. Key to success of this strategy will be establishment of a database of journalists in newspaper, magazine, television, radio, and web-based media channels who might be interested in developing stories based on press releases. These would include journalists at national, regional, and global levels.
- 4) *TV Media*. Advocacy on dedicated TV channel. This includes communication of key messages and highlighting the use and importance of ICT in the classroom.
- 5) *Advocacy through websites*. Sharing of informational resources through websites. Useful for mass media consumption or for targeted communication. Below is a list of specific activities to be conducted through a website interface:
 - a) Presenting and disseminating advocacy materials (brochures, press releases etc), which could be customised and presented in slightly different formats and variations so as to appeal to a selection of target audiences.
 - b) Guiding users to access specific information and advocacy materials from a variety of access points from within the website interface itself (homepage, project pages ,contact us pages)
 - c) Eliciting feedback from users as to specific information they might require from the contact pages.
 - d) Integration of online forums and discussion lists to enhance communication amongst users and target audiences.
 - e) Integrating a variety of supporting social networking tools to help disseminate informational materials. For example, FaceBook Fan Pages, Twitter, videos uploaded to YouTube and photos uploaded to Flickr.

Presentations and Workshops

In addition to production and circulation of advocacy materials, the Guyana Communication and Advocacy Strategy for the Teacher ICT Professional Development Strategy needs to include an ongoing focus on face-to-face interaction with the intended target audiences to discuss key issues and advocate core advocacy messages.

- 6) *Showcasing roadshows* (visits to regional centres) - These road shows should generally be organized by institutions as part of their overall marketing strategy and will highlight the importance of the integration of ICT in Education. It may be that national Ministries of Education might also participate in such activities.
- 7) *Change management Workshops*- Workshops presented to School Management (Principals, ICT Coordinators) on the use of ICTs in schools for both teaching and learning. Workshops have the

⁶ A podcast is defined as 'An audio programme in a compressed digital format, delivered via an RSS feed over the Internet to a subscriber and designed for playback on computers or portable digital audio players'. Definition accessed from <http://en.wiktionary.org/wiki/podcast> on 30th September, 2009.

benefit of providing good opportunities for interaction, as they will generally run over one or more days. Travel and time costs associated with workshops are generally high, and also require careful planning, preparation, and facilitation to be effective.

Advocacy Capacity-Building

Finally, it is essential that there be strategic engagement with key Teacher Education Providers (Cyril Potter College of Education, University of Guyana and National Centre for Educational Resource Development) to develop capacity in communicating new knowledge and innovations regarding Teacher Professional development offerings effectively.

Activities outside Guyana

COMSEC and COL will be responsible for replicating and communicating the success of the Guyana Professional Development Strategy to other countries in the Caribbean. Activities may include:

Advocacy Materials and Communication Activities

- 1) *Brochures*, outlining the Guyana Materials Development process and distributed to Ministries of Education and relevant key personnel at Teacher Education Institutions in neighbouring countries.
- 2) *Case study* on the development, deployment and impact of the Guyana / UNESCO ICT CFT curriculum course. This is envisaged as an easy to read, illustrated PDF brochure that describes the project and the steps required to replicate or adapt the Guyana model for teacher training in other regions. It will look into the development process, deployment issues and the impact on the institution and the various stakeholders.
- 3) *Package materials for redistribution*. Creation of a CD-interface housing Guyana Pre-Service and In-Service materials. Inclusion of supporting files and editable versions of documents so as to allow for ease of editing/repurposing by other institutions.
- 4) *Advocacy through websites*. COL and Comsec to collaborate in the creation of a portal/repository for materials on implementation of the UNESCO ICT CFT. While this will start with related educational materials, it should soon expand to include generic versions of documents produced by individual governments. In this way, the portal will function as a kind of online toolkit to support implementation of the UNESCO ICT CFT, which expands as more countries come on board. Ideally, as this grows, it can help to drive advocacy, attract new countries to join, and enable decision-makers to engage with case study material to determine whether or not they wish to proceed with implementation of the CFT.

Strategic Meetings, Discussion and Engagement

- 5) *Strategic meetings, discussion and engagement with Ministries of Education and key Teacher Education Providers* in neighbouring countries to communicate success of Guyana ICT in Education Initiative and discuss scenarios for replication.
- 6) *Establish a connection with one or more high-level champions within government*. Although initial contact and interest may come from outside the Ministry of Education (for example, from a Ministry of Telecommunications/Information Technology or Finance), a process of engagement should not commence until there is at least one high-level champion (preferably level of Minister or Permanent Secretary) committed to the process.

- 7) *Conduct a scoping investigation to assess current status of activities and create a roadmap for implementation.* Having established high-level political commitment to implementation, the next step is to analyse the existing environment and, through this, to determine what additional steps are needed to implement the UNESCO ICT CFT and in what form this should take place.
- 8) *Based on the scoping investigation, develop a roadmap for the country in question, defining next steps in implementation.* This roadmap would provide a detailed plan outlining how best to proceed with implementation of the UNESCO ICT CFT, taking into account the current context and existing processes/activities within the country.

Drawing from the above, the following outputs have been defined for the Guyana Communication and Advocacy Strategy for the period from 1st January, 2012 to 31st December, 2013:

Outputs	Indicators
<p>1. Guyana advocacy materials and communication activities proactively and effectively communicate the key messages of the Communication and Advocacy Strategy to its defined target audiences.</p>	<ul style="list-style-type: none"> • Brochures outlining Professional Development Framework options available to teachers in Guyana, produced and available for download by April, 2012. • Brochures outlining the Guyana Materials Development process and distributed to Ministries of Education and relevant key personnel at Teacher Education Institutions in neighbouring countries, by March, 2012. • Case study on the development, deployment and impact of the Guyana / UNESCO ICT CFT curriculum course created and available for download by March, 2012 • Creation of an offline CD-interface housing Guyana Pre-Service and In-Service materials packaged and ready for redistribution by January, 2012. • Showcase Materials showcasing key aspects of successful practice of ICT integration in Education, launched by June, 2012 and regularly released thereafter with at least 2 Showcases per year. • At least three Guyana press releases circulated annually as circumstances demand to a growing network of journalists, researchers, bloggers, and other relevant individuals (reaching at least 100 people by December, 2013). • At least two advocacy messages placed on television media annually. This includes communication of key messages and highlighting the use and importance of ICT in the classroom. • Creation of a repository for materials on implementation of the UNESCO ICT CFT by January, 2012 • All Guyana advocacy products released: <ul style="list-style-type: none"> ○ Limited print run of up to 1,000 copies; ○ Placed as downloadable resource on ComSec/COL repository, together with RSS feed and online subscription facility to receive content, with at least 1,000 subscribers by December, 2012; ○ URL publicized on Guyana Facebook fan page,

Outputs	Indicators
	including at least 500 fans by December, 2012.
2. Presentations and Workshops address key issues and advocate core advocacy messages with intended target audience through face-to-face interaction.	<ul style="list-style-type: none"> • One showcase road show to be held at each of the 10 Regional Centres across Guyana annually. • Two change management workshops presented to School Management (Principals, ICT Coordinators) to be held at each of the 10 Regional Centres across Guyana annually.
3. Relationships with a key series of stakeholders built and sustained	<ul style="list-style-type: none"> • One-on-one meetings held biennially with: <ul style="list-style-type: none"> a. Ministry of Education b. Deans of Faculties of Education at CPCE, UG and NCERD • Above meetings lead to rolling joint plans of action between Guyana and key stakeholders to advance common advocacy positions. • Establishment of a connection with one or more high-level champions within government in neighbouring countries by January, 2012. • Completion of a scoping investigation to assess current status of activities and create a roadmap for implementation in interested neighbouring country by June, 2012