

ngNOG -November 2007
Bayero University Kano

Challenges and Opportunities for ICT Policy Development .

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SP to PD

- Yesterday Jos learnt so many lessons as Jos told you her story.
- Today Jos has precious little to tell and simply wants to think it out again, with you.
- We are at our third try to put policy in place and we shall share the results of several years of thinking it over.

ICT Policy development-what are the issues?

- To know where good and bad ICT policies exist and learn about experiences with their implementation.
- Do we need a small number of policies to address only priority issues?
- Do we need skills enhancement to develop policies?
- How do we ensure the techies adhere to policy and then make others do the same?

So many policies; how do we put them together?

- Campus networking and management of networks. (capital and operating network costs, growth and renewal, redundancy and standards)
- Training and retraining (including career enhancement)
- Acquisition (life cycle and replacement, standards and technical architecture)
- User. (acceptable use, adult material, harassment, commercial activities, accounts structure and who has access)
- Security policy; (back up, disaster recovery, digital communications as official records, archiving and access, copyright)

Even more policies

- Computer labs;
- Women in ICT;
- Technology for teaching and learning;
- Bandwidth management;
- Library ICT and automation;
- Internal revenue generation;
- Enforcement policy (how we enforce monitoring and compliance with all policies-forum role).

Imperatives for setting up policies

- Commitment of decision makers.
- Leadership of the initiative by non ICT functionaries with Techies providing background information and documentation.
- Sensitisation of the community to understand that policy is introduced to ensure better services for them and not to satisfy techies-Buy in.

First Policy Effort at Jos

- Policy defined structure of ICT units in university.
- 3 directorates UCC, MIS and UJNet introduced to allow for growth in different directions, innovation, experimentation, competition and diversity.
- 3 related committees reporting to an ICT Board ensured increased participation in decision making.
- Council involved directly with ICT development for the first time through an ICT Board.
- A university ICT coordinator essentially to coordinate the work of all three committees, monitor and implement board decisions.
- Faculty and unit coordinators in principle but in an experimental way in practice.
- Team that drew up the policy document which was subsequently approved by council was led by lawyer (not a techie) from a law faculty which is an ICT champion within the university.
- ICT functionaries were then ignorant of the many policies that are needed in the HE Sector.
- Ad hoc policy development continued.

Second Policy Effort

- First Tranche JCP intervention specified a review of existing policy; development of a new more encompassing one.
- Team was led by a librarian.
- Recommendations were rejected as a review was not done but a new unacceptable policy was proposed.

Third Policy Effort Outline

- More aware of need for policy and more enlightened about them than in the last decade.
- Tranche 2 JCP intervention set up a road map for a review of existing policy document keeping the management structure – main goal was to develop policies.
- Put in place two ICT interventions DDT and DI.
- DDT chaired by a Lawyer and DI by a Professor of Education
- Guidelines include implementing faculty and unit coordinators as provided for in first policy.

Third Policy Effort Goals-DDT

- To sensitise faculties and units and empower them to drive ICT and consequently take over faculty ICT responsibilities;
- To advertise for faculty coordinator positions and then put faculty ICT committees in place.
- To train faculty coordinators about management of ICT facilities, proposal writing and production of good project reports.
- To provide a quality service and persuade the community to pay for ICT services and make them sustainable.
- All this is spelt out in our ICT strategic plan.

DI-A Related Initiative

- The DI seeks to challenge trained ICT coordinators to develop faculty proposals for support from JCPC.
- All faculties to compete for funding which will include support for further training of faculty ICT functionaries through ICT fellowships.
- Projects to include local content development to move UJ to the next level.
- 3 ICT project consultants with good Nigerian experience will support the initiative.
- Who are they?

A Slant to Third Policy Venture

- With a change of administration, a new VC desired a merger of UCC, UJNet and MIS into one ICT Directorate.
- Top position was advertised but the university did not get a suitable candidate.
- ICT functionaries supported the VC's move, with proposals to implement it in a scientific way.

The Configured Direction

- An ICT consultant on site for 8 months in a visiting position to work with all stake holders and develop a new management structure consistent with the directives of the CEO.
- He will work with the two other consultants one of which is looking at an ICT directorate structure at his own Italian based institution.
- The consultant has already proposed the setting up of five committees which have been approved by the VC. They are to review ICT infrastructure and systems; use of ICT for teaching and learning; user policy; data and information security and faculty of technology with ICT focus. These committees will work with DDT and DI to achieve their goals
- Centralisation and Decentralisation –Tech Therapy

Collaboration

- *Jos welcomes partners as we work toward implementation of these tasks.*
- *Ideas for collaboration and sharing of information will be most welcome.*
- *Jos expects the Forum to play a leading supporting role.*

Forum Follow Up

- Group activities by HEIs to set up policies.
 - y HEIs without a specific policy work together, developing similar or common instruments to derive policies.
 - Documenting the experiences for future use by forum members.

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