Learning for Development
Bridging the Technology Gap: Mobile Phones for Education and Learning

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Commonwealth of Learning
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Ministerial Roundtable 3
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Mauritius
OPPORTUNITIES

Notes: The map shows countries that are offering 2G/3G services commercially. *Estimate
Source: ITU World Telecommunication/ICT Indicators database
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MLearning

“The exploitation of ubiquitous handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the reach of teaching and learning.”

(http://web.archive.org/web/20100830073550/http://www.molenet.org.uk/)
Access to Education Technology in US

digital divide is not just an old concept but a current reality

(Davidson and Goldberg, 2009:22)

poverty-related differences in the use of educational technologies in schools

(US Department of Education 2009)
9 Worst practices in ICT use in formal education

- Dump hardware in schools, hope for magic to happen
- Design for OECD learning environments, implement elsewhere
- Think about educational content only after you have rolled out your hardware
- Assume you can just import content from somewhere else
- Don't monitor, don't evaluate
- Make a big bet on an unproven technology (especially one based on a closed/proprietary standard) or single vendor, don't plan for how to avoid 'lock-in
- Don't think about (or acknowledge) total cost of ownership/operation issues or calculations
- Assume away equity issues
- Don't train your teachers

Michael Trucan in EduTech
A World Bank Blog on ICT use in Education
Computers and Schools

Azim Premji Foundation…….the world’s largest non-profit organization dedicated to working with computers in education, made a startling - and courageous - confession. They had worked for over half a decade with tens of thousands of schools, providing computers, training teachers, designing whole software libraries in 18 languages, and integrating material with state curricula.

Their Finding

- “[W]hen we took stock at a fundamental level, we realized that [our whole effort in computer-aided learning] was at best a qualified failure… there was practically no impact in a sustained, systemic manner on learning.”

Kentaro Toyama

https://edutechdebate.org/ict-in-schools/there-are-no-technology-shortcuts-to-good-education/
the belief that there is a technological silver bullet that can "solve" illiteracy, ill health or economic failure reflects scant understanding of real poverty.

(HDR UNDP, 2011:iii)
ICTs...have the potential to increase equality or to reduce them, depending on the social, political and economic contexts within which they are introduced

(Unwin 2009:7)
ICT4D

Telecentres and rural computers hyped in 2000s did not deliver the expected results... Why?
Learning in ICT4D

ICTs enable change; they add value to development process; By themselves they do not create development process.

ICT strategies are only effective, sustainable, and worth the effort if they are integrally linked to broader, more comprehensive development, education and poverty reduction strategies.
Mobile Phones

Talking tool

Information Tool

Entertainment Tool

Learning Tool
Mobile Phones Relevant to Formal Education but more so to Non-Formal Education
Non-Formal Education

Millions of semi-literate & illiterate farmers, agricultural labourers and rural population in Commonwealth countries unreached in HRD

The present agricultural and health extension systems and other HRD programs with didactic mode of education yet to reach a fraction of the population
Non-Formal Education & Last Mile Challenges

ICT & ODL can help to reach large number of unreached population-can add value to the process of achieving MDG & EFA Goals

provided !!!!!!!
Social Shaping of Technology

The participating communities are facilitated to domesticate the technology.
Domestication of Technology

- **appropriation** refers to being able to access and own resources;
- **objectification** reflects the use of resources within the household economy;
- **incorporation** is the manner in which the objects and resources are integrated and have an impact on the power relations within the household;
- **conversion** is the relationship between the household and the broader society.

COL’s Lifelong Learning for Farmers (L3F) Experiences

- Deliberate strategies to domesticate the technology
- Technology placed in the context of social capital, financial capital (credit linkages) and enterprise management.
- Mobile Phone based Learning reaching 50,000 people mostly women every day
Horizontal Learning
The use of ICTs such as mobile phones for learning influenced development outcomes because the learning experience was tailored to women’s cognitive social capital and reinforced by links with commercial banks.

ICT for Agriculture Source Book, World Bank, 2011
Mobile Telephones in Non-Formal Education & Development: What COL Learnt for MDGs & EFA Goals

- Technology should not be perceived in isolation
- Should be placed in the context of social capital which will enable the domestication of technology by the communities
- Should be placed along the social and economic value chain of livelihood
7Cs for ICT in Education & Development

- Connectivity
- Content (Static and Dynamic),
  - Context
  - Cash
  - Culture
- Community
- Communication.
Innovation is ......

Enabling the existing technologies relevant to social and development context