



COMMONWEALTH of LEARNING

learning for development

Digital Divide or Digital Dividend?

POSTCARDS FROM THE SOUTH

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Commonwealth of Learning



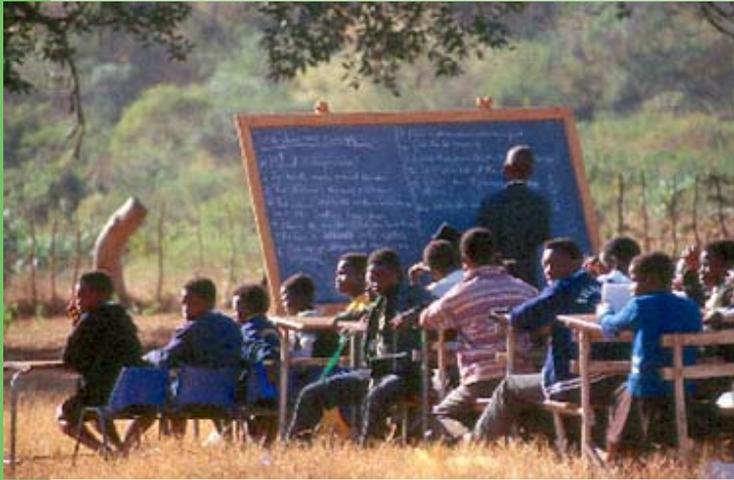


This Presentation

- The Digital Divide
- ICTs in Education policy
- Open Education Resources
- The 'new learner': new teacher?
- Towards a 'dividend' for all?



The Digital Divide



outdoor class (Africa)



house (Malawi)

divides



computer class (Europe)

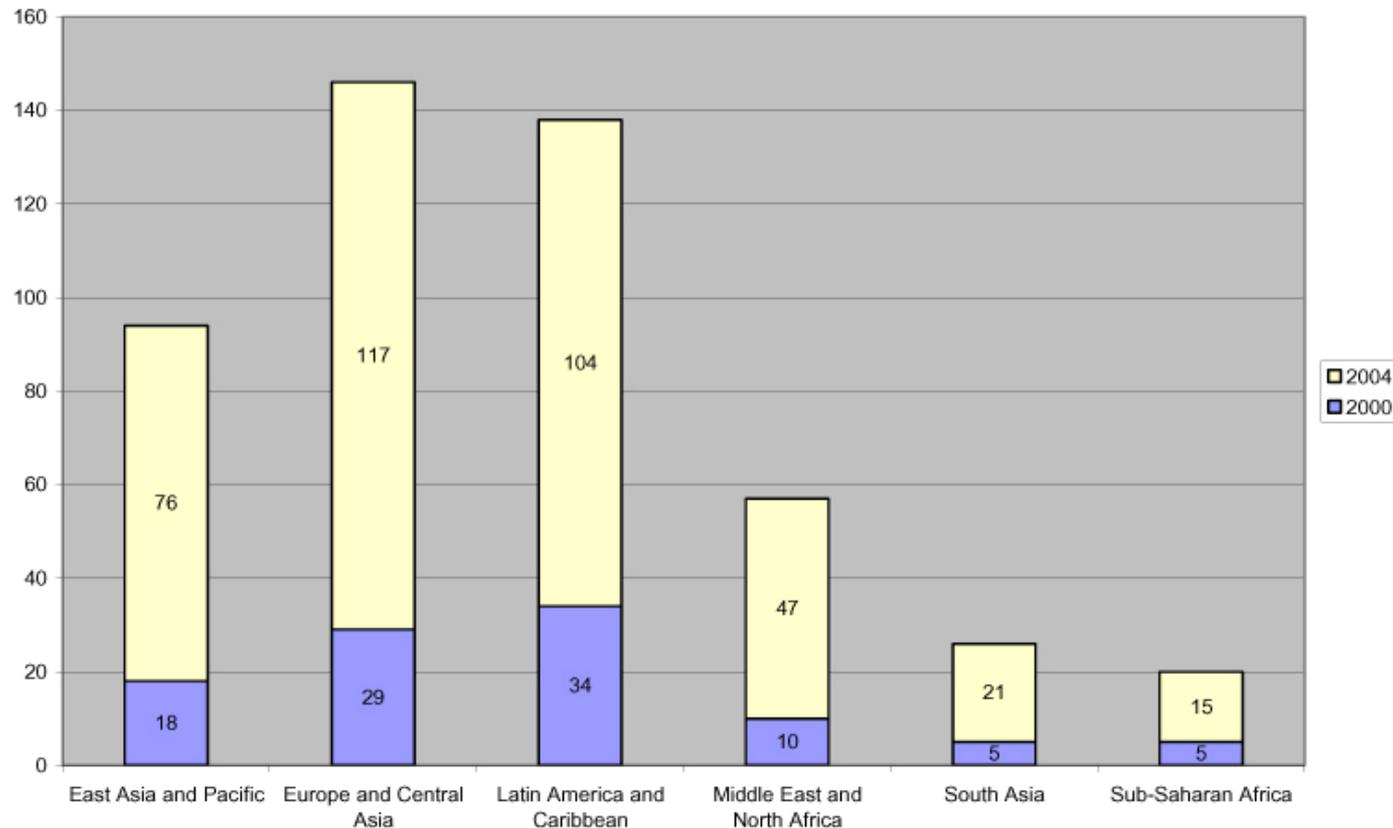


MIT Medialab (USA)



Access to Internet

Internet Users Per 1,000 People, 2000 and 2004



Source: Adapted from 2006: Information and Communications for Development, Global Trends and Policies (World Bank, Washington, DC, 2006), p.6



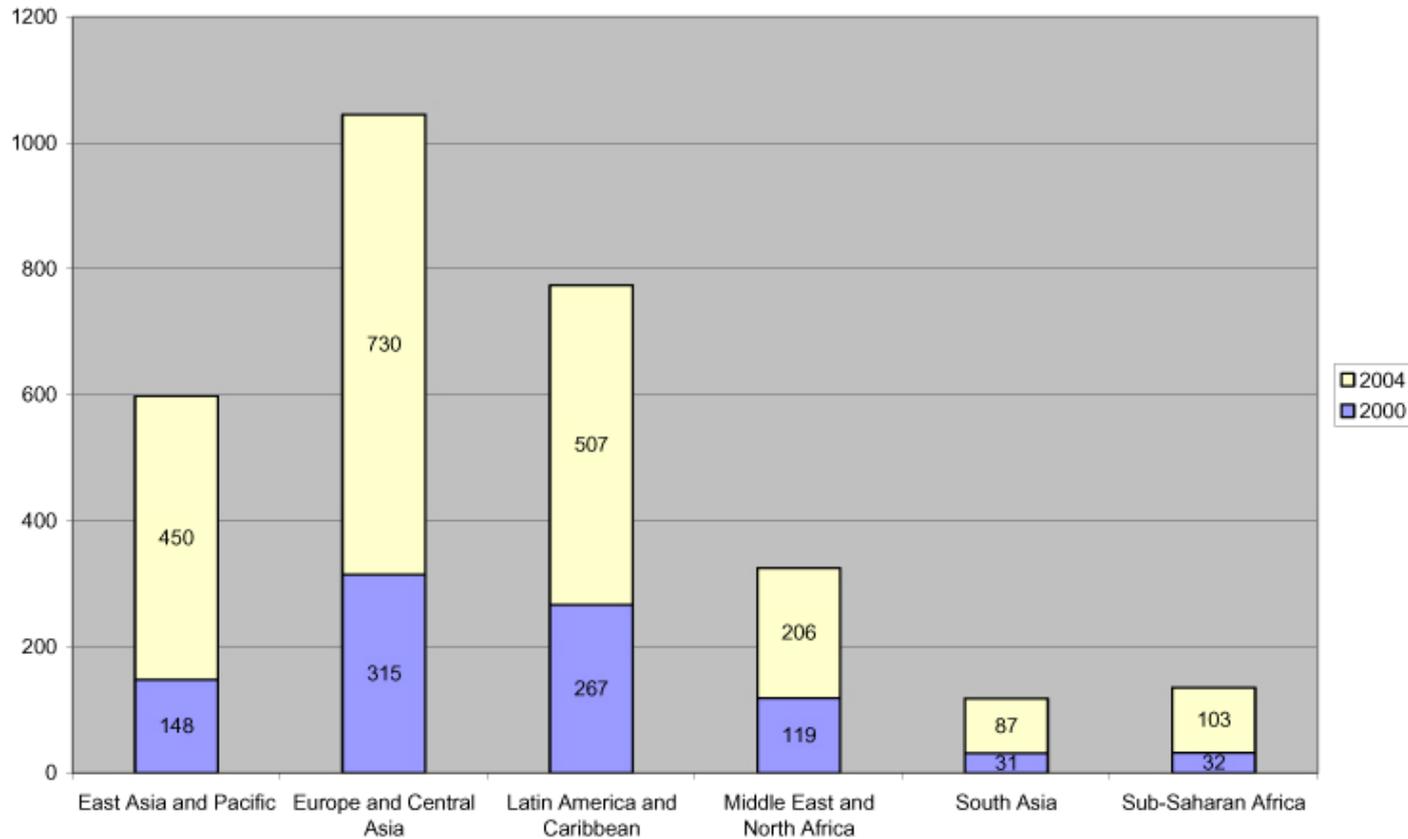
Internet Use

Country	Population	2007 Users	%
UK	60,363,602	37,600,000	62.3
China	1,317,431,495	137,000,000	10.4
India	1,129,667,528	40,000,000	3.6
Jamaica	2,710,063	1,067,000	39.4
Samoa	184,633	6,000	3.2
Malawi	11,553,163	52,500	0.5



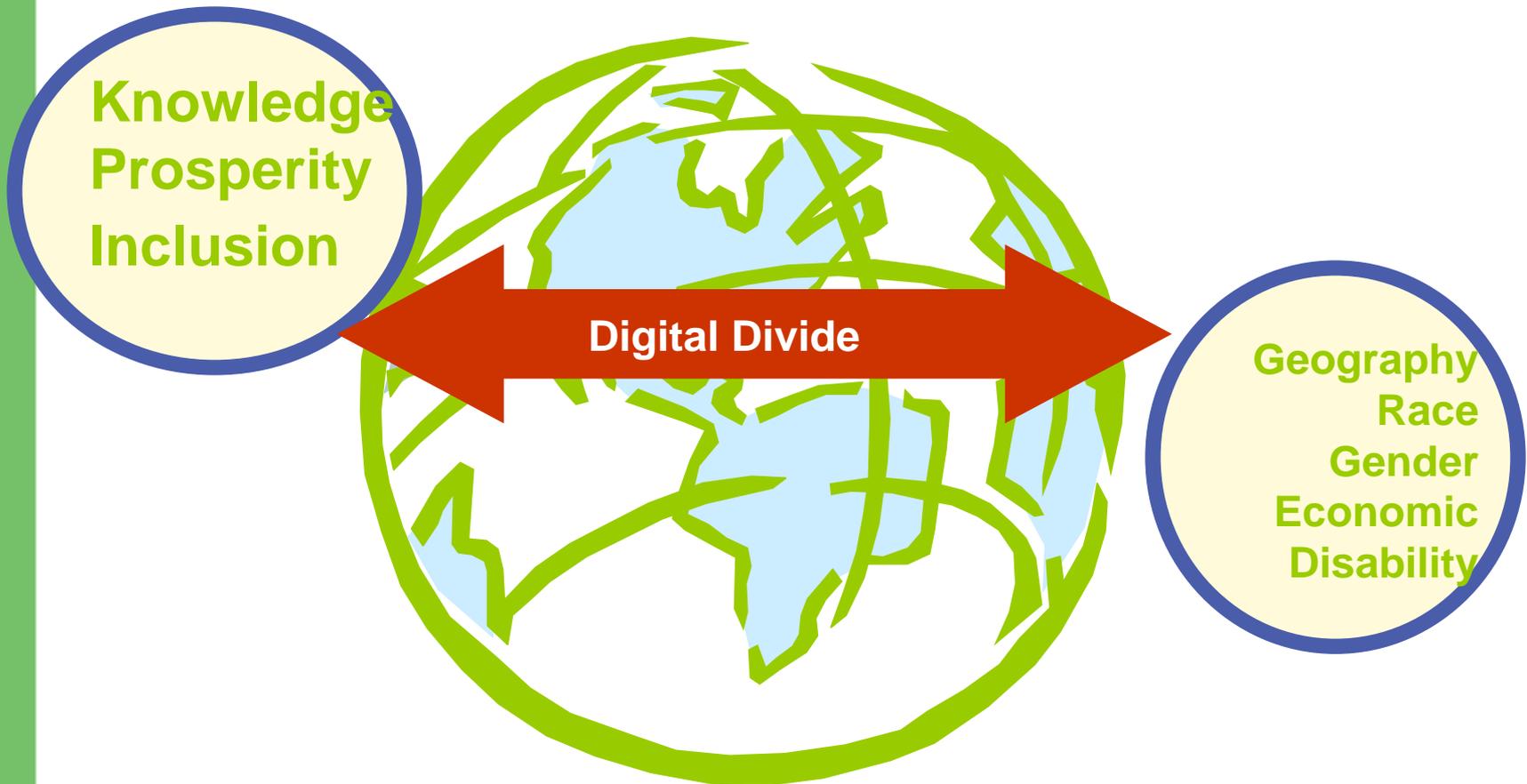
Access to phones

Fixed and Mobile Subscribers Per 1,000 People, 2000 and 2004



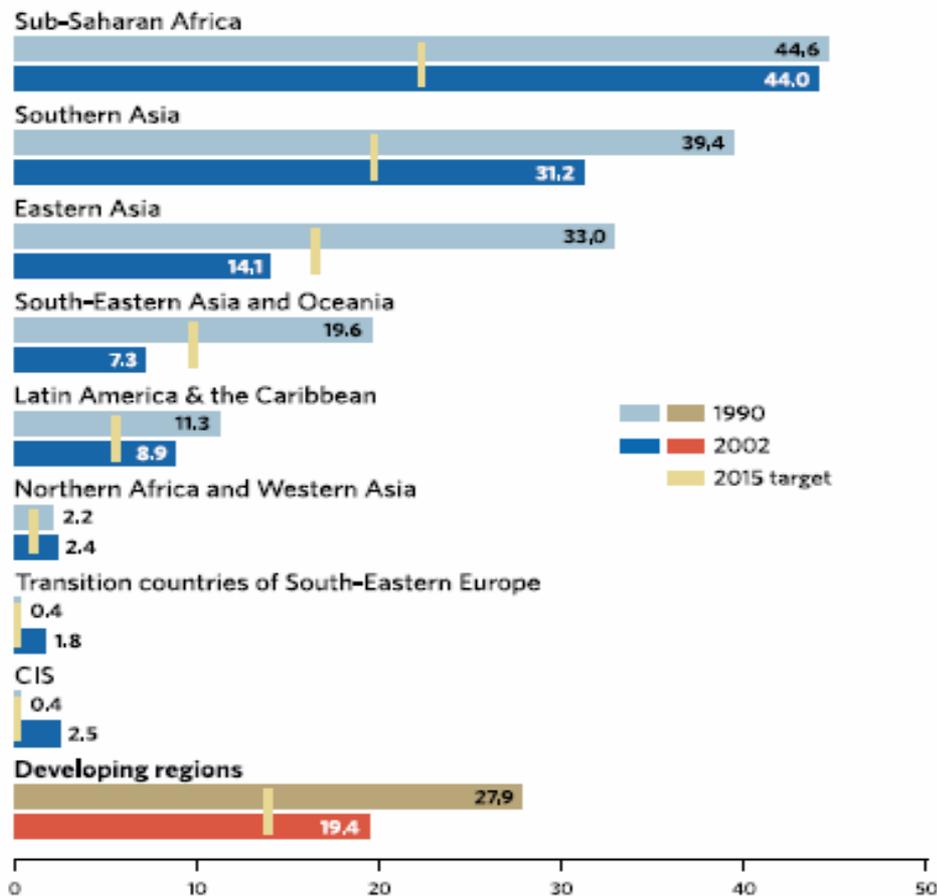


Divides





Digital divide=development divide



Asia leads the decline in global poverty

Proportion of people living on less than \$1 a day, 1990 and 2002 (Percentage)

Source:
The Millennium Development Goals
Report 2006



ICTs in Education Policy



The need for policy

Without policy, the ICT landscape is the modern equivalent of the Wild West and gunslingers abound fighting each other for power.

N. George



Survey of ICT for Education in Africa: Infodev & COL

Table 1: Development of National ICT policies 2000-2007

Status of National ICT Policy Development by Country	2000*	2005*	2007**
Policy in place	13	28	36
Policy under development	10	15	12
No development underway	30	10	5
Total	53	53	53

* Source: UN Economic Commission for Africa (UNECA), <http://www.uneca.org/aisi/nici/>

**Source: ICT in Education in Africa Survey Reports



The study indicates that

- *ICT policies are a catalyst for ICT policy development in education.*
- *Most ICT/education policies are comprehensive*
- *Policies show differential implementation progress*
- *Public-private partnerships seen as critical*
- *All policies stress enhancing access to ICT tools and connectivity*



Lessons

1. National ICT policies; ICT in Education policies and Institutional policies required
2. Realistic and sustainable implementation plans



Open Education Resources (OERs)



“If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas”.

GB Shaw



Principles: Open Source

- From elitism to mass ownership
- No centre, no hierarchy
- Inherent capability to self-organise
- Amateurs too can be producers of content
- Collaboration for the common good



*this courseware is mine to this courseware is
for (open) mining*

1. MIT: Open Courseware
sharing knowledge
2. UKOU: Open Content Initiative
sharing learning
3. VUSSC: Collaborative content
sharing learning and teaching



Commonwealth of Learning helps

governments and institutions to

- expand the scope, scale and quality of learning
- promote policies, build models, develop materials, enhance ODL/ICT capacity and
- work in support of development goals.



“For my generation the great innovation was the course team. For the next I suspect that it will be Open Educational Resources.”

Sir John Daniel, 2007

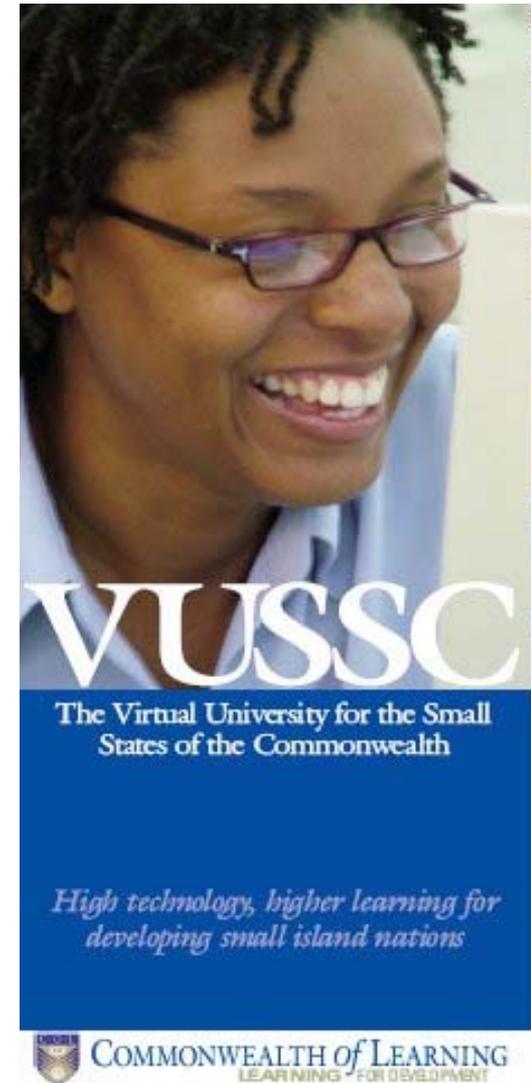


VUSSC

Virtual University for Small States of the Commonwealth

OER Network

- 28 Commonwealth countries
- Collaborating online using WikiEducator
- Building capacity through regional boot camps (Mauritius, Singapore and Trinidad and Tobago, Samoa)





- Navigation
- Main Page
- Current events
- Recent changes
- Random page
- Help
- Practice editing
- Donations

- Community
- Community portal
- Web chat
- Mailing list

Search

Go Search

- Index
- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link
- Print as PDF

- article
- discussion
- edit
- history

Please join the [WikiEducator mailing list](#) to coordinate the development of WikiEducator content, structure, and technology.

Virtual University for Small States of the Commonwealth

(Redirected from [Vussc](#))



VUSSC Node

small nations - big project

Working together on free content

An initiative of the Virtual University for Small States of the Commonwealth

- VUSSC Free content
- Discussion forum
- Other Community Networks
- Mauritius Bootcamp
- Singapore Bootcamp
- Climate Change
- Trinidad & Tobago Boot Camp

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 - 2 News Releases
 - 3 VUSSC coordination nodes
 - 4 VUSSC OER Planning and Development
 - 5 VUSCC Bootcamps

About VUSSC

[edit]

The Commonwealth Education Ministers conceived the idea of the [Virtual University for Small States of the Commonwealth](#) (VUSSC) at their meeting in Halifax, Canada, in 2000. The [Commonwealth of Learning](#) extended a formal [invitation](#) to the Education Ministers of the small states to participate in this initiative aimed at expanding access to education enabled by appropriate ICTs. VUSSC member countries met in Singapore on two occasions signing a [Letter of Intent](#) as well as the [Singapore Statement](#).

The VUSSC is a network committed to the collaborative development of free content resources for education.

News Releases

[edit]

- Online community creates learning content for small states -August 06

VUSSC coordination nodes

[edit]



Lessons

- 'Ownership' critical
- Interface b/w the decision-makers and doers
- 'participation with gentle expert guidance'

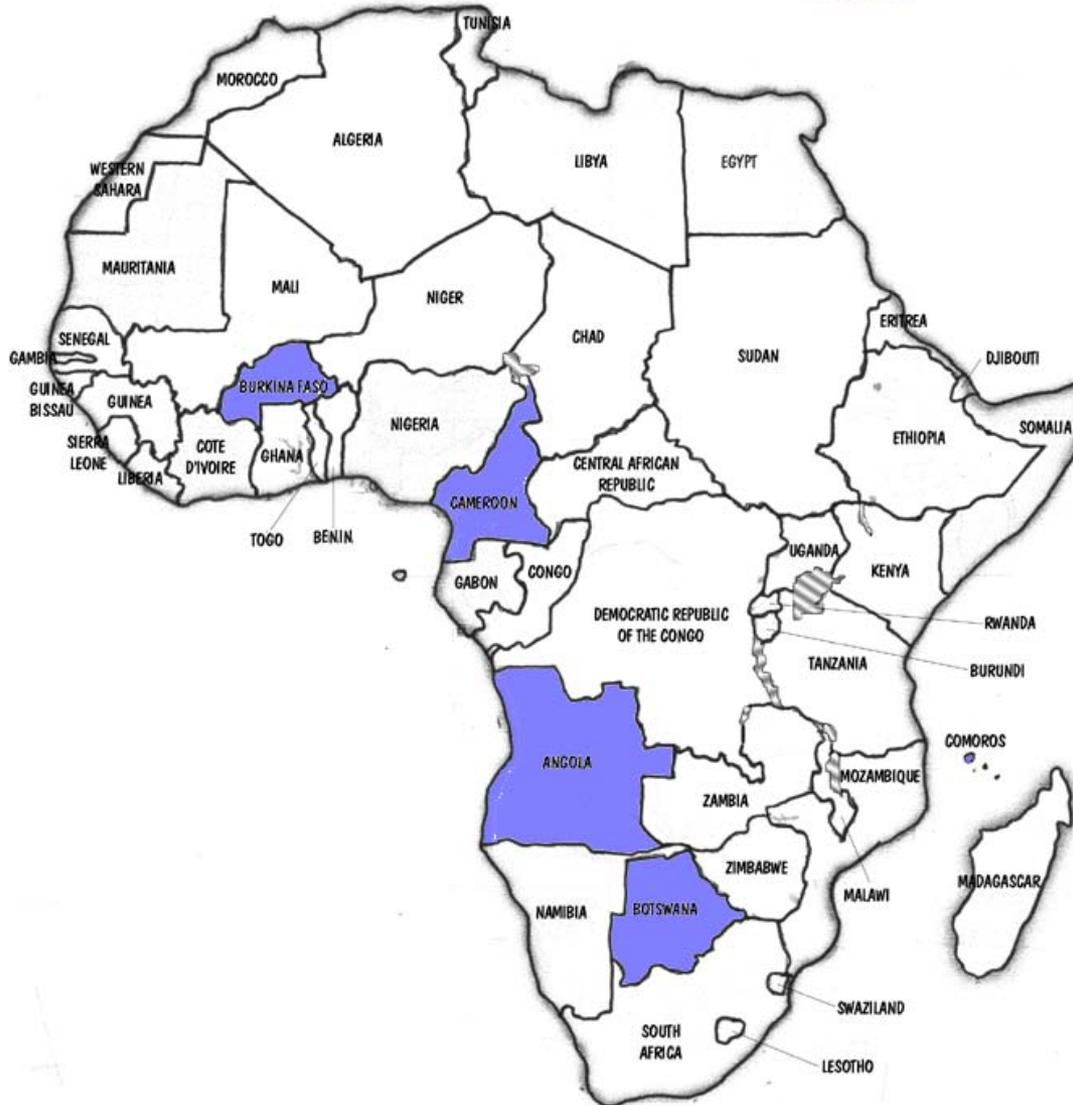


Critical success factors

- Commitment
- Capacity
- Connectivity: physical and social
- Content



Content

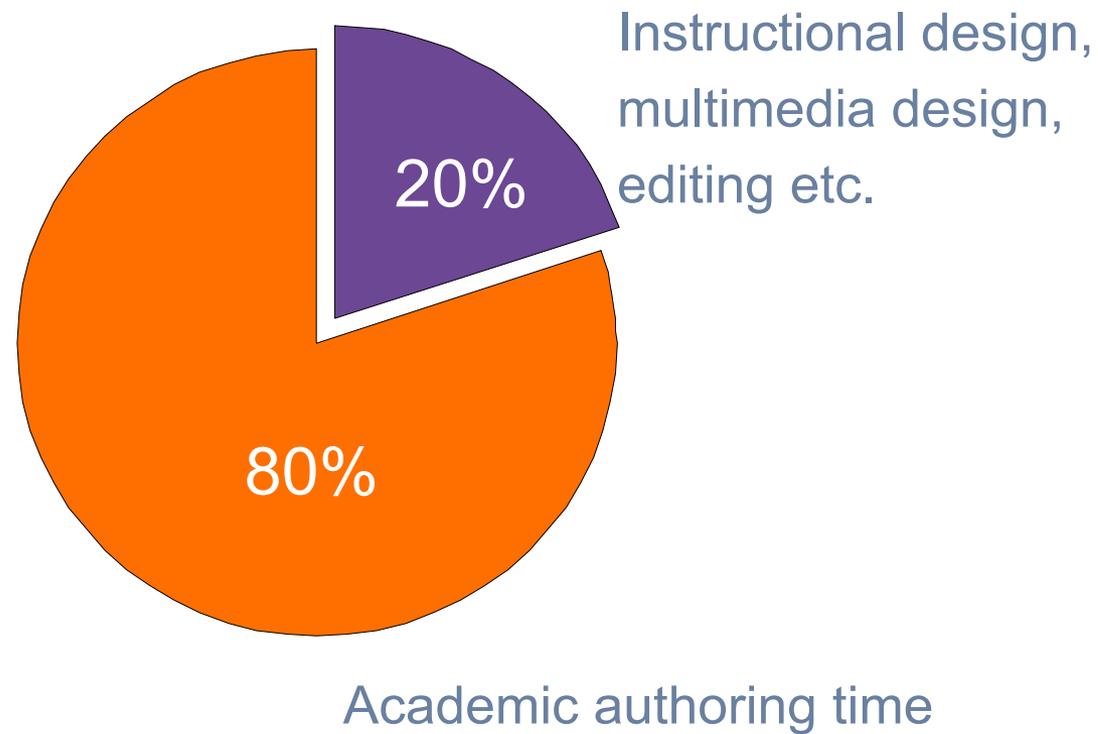


April 2007



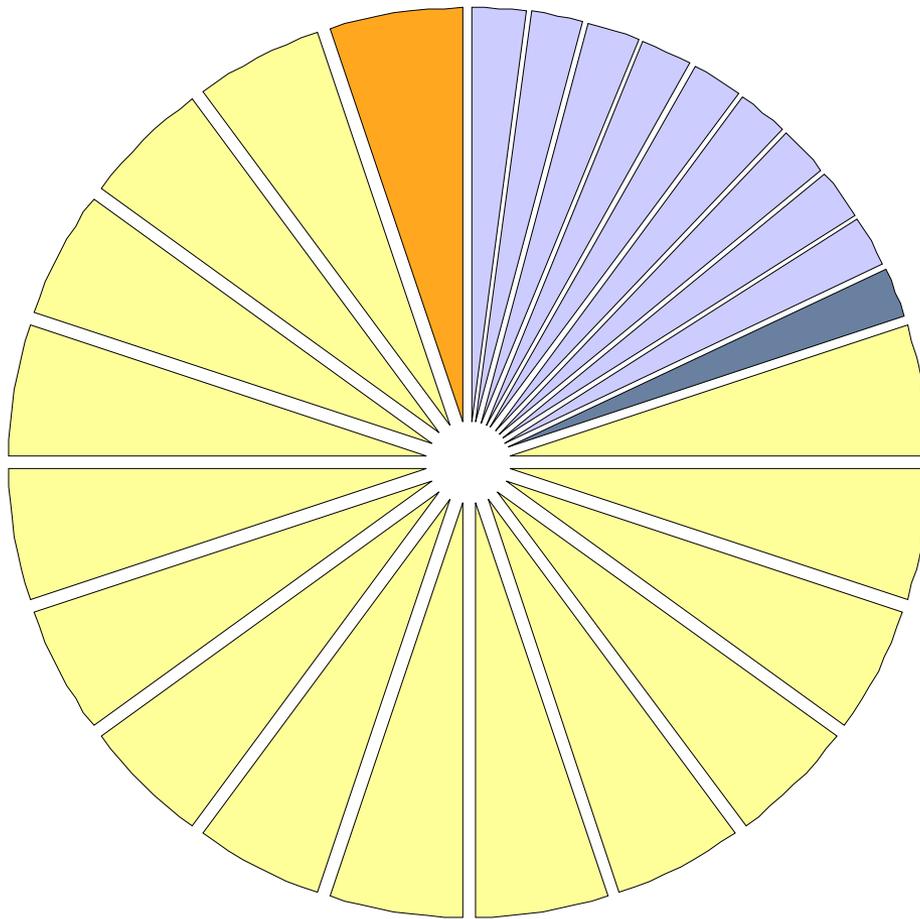
Development costs of DE resources

Cost categories





Development costs of OERs



Authoring and design costs shared among participating institutions

Mackintosh

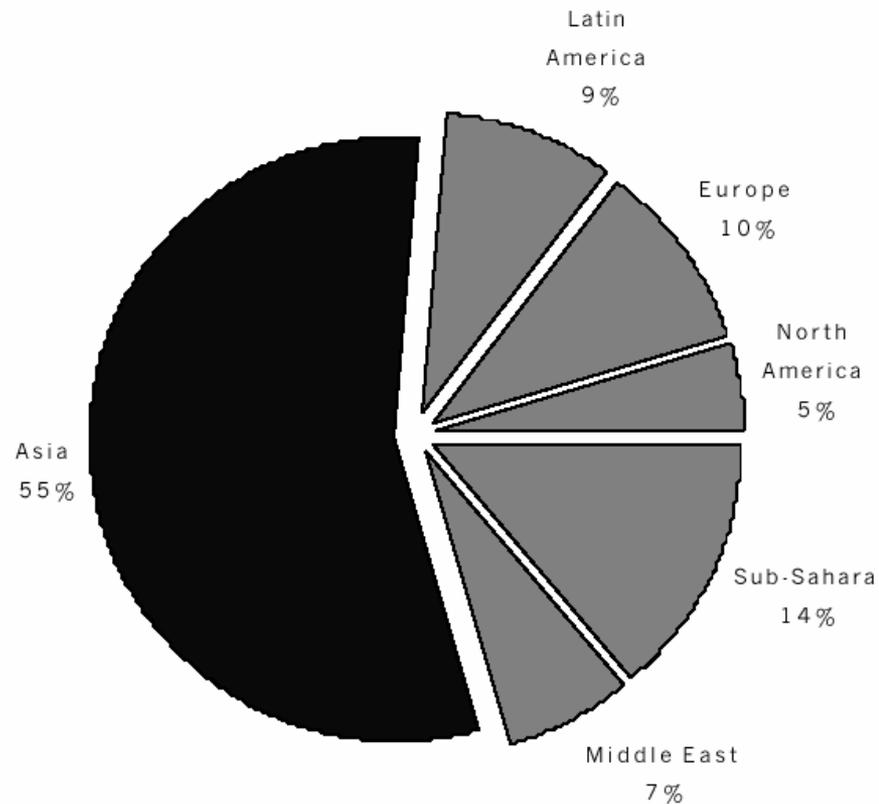


The New Learner:
a New Teacher?



Demographic Context

Figure 1. Distribution of World Population, 2025



SOURCE: McCarthy, Kevin F. (1999). *World Population Shifts: Boom or Doom?* A Rand Corporation Report, p. 16.



Generation Next

- Half the world's population (6.5 billion) is under 20
- 2 billion teenagers in developing world
- 'new learner':
 - digital 'natives'



The 'New' Learner

- seeks immediate gratification rather than delayed responses;
- prefers fun rather than suffering;
- wants education that is relevant to real life
- would rather have social relations and interactivity than isolation.

Wood and Zurcher



Towards 'connectivism'?





One computer per teacher (Pakistan)

- USD 300, Intel
- Loans from Banks
- Less than USD 10 per month



The 'New' Teacher?

- digital 'migrants'
- collaboration in the time of competition
- find ways to cater to individual learning habits as never before.



The 'New' Teacher

- encourages multiple perspectives
- promotes creative and innovative thinking
- helps learner to filter the relevant from the mass of available information

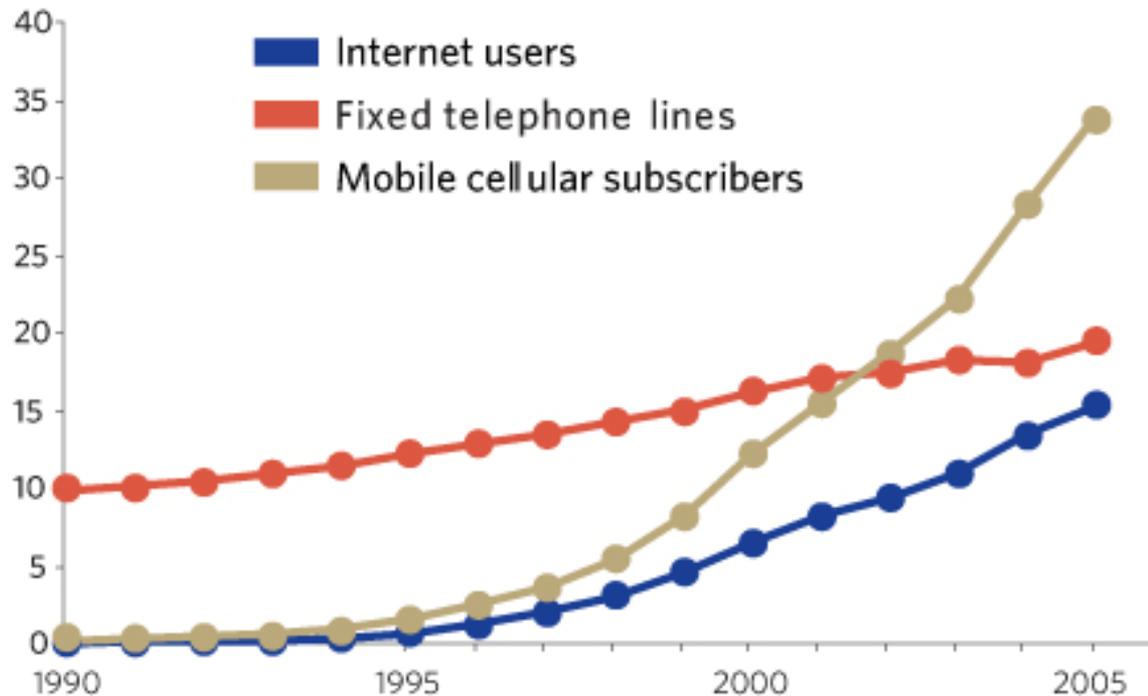


Implications for institutions

- Policies on ICT use
- Research on the 'new' learner
- Equipping the learner to be an agent of change
- Pedagogic transformations



Emerging trends



Access to ICTs grows fastest in the mobile sector.

Number of telephone subscriptions and internet connections per 100 population, 1990-2005 (Percentage)

Source:
The Millennium Development Goals
Report 2007



DE Unit, Univ of Pretoria

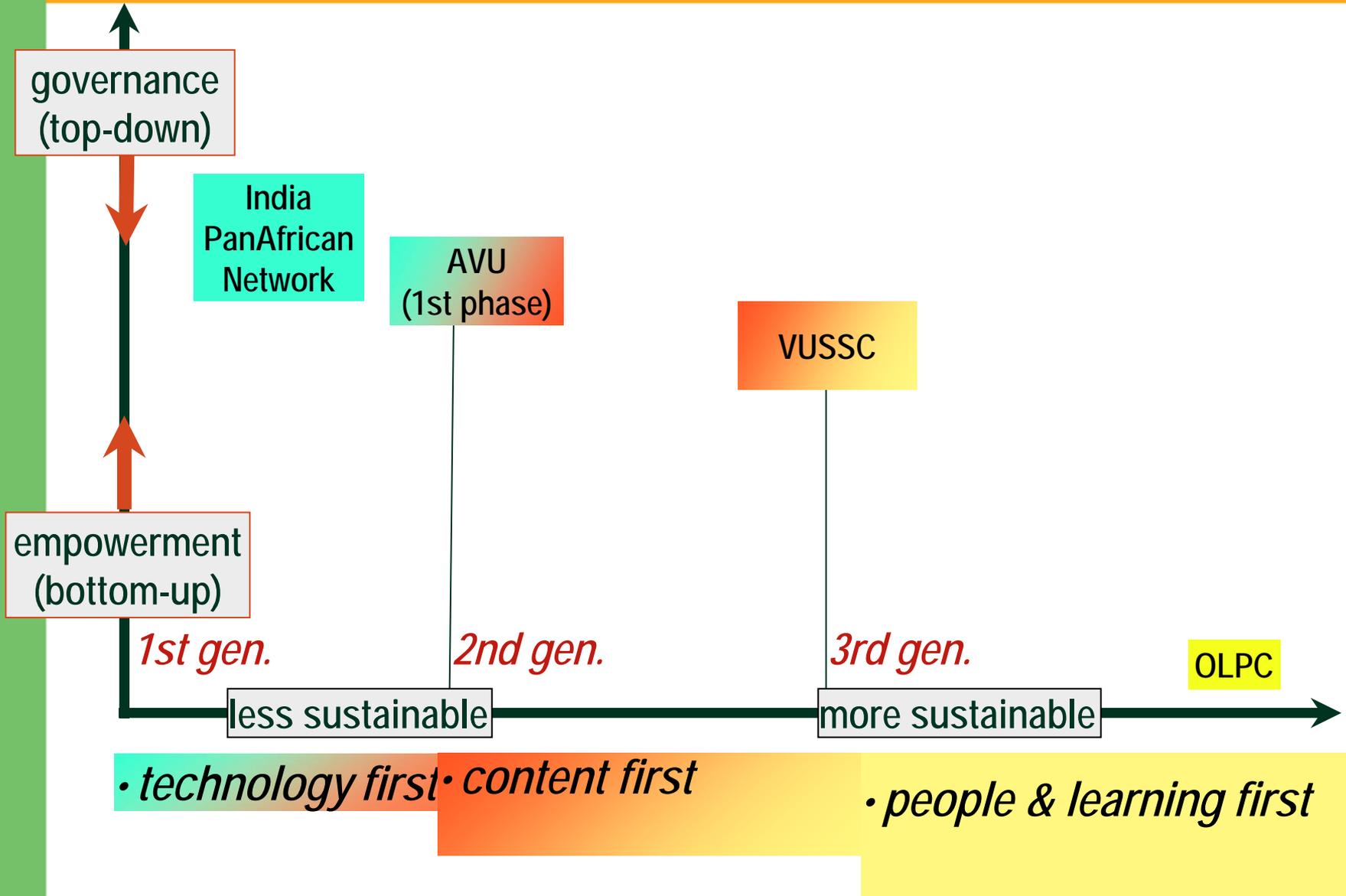
- 14,000 teachers
- 1% internet; 99% phones
- Administrative
- Academic
- By 2010, 2.5 billion users of mobile phones



Towards a dividend for all?



Trends in the last 10 years





From 'divide' to 'dividend'

- *emphasis on people, rather than on technologies*
- *knowledge as a social product emerging as an interface of machine, individual, society*
- *learning as a process of knowledge creation*



In other worlds

'Bridging'

- Generations of technology?
- Generations of people?
- Generations of pedagogic practice?

Or do we need a new vocabulary and new strategies?



We have the technology

- Do we have the politics and the political will to convert the 'divide' into a 'dividend'?



Three Questions

- How can the 'north' and the 'south' collaborate to complement each other's strengths to promote quality education for all?
- What strategies can we devise to ensure that OERs are effectively used?
- How can we convert, in concrete terms, the digital divide into a digital dividend?

Thank You



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www.col.org