



A letter from Colombo

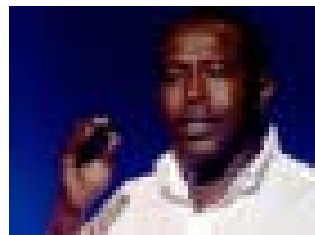
In December GeSCI's CEO; Jyrki Pulkkinen wrote his [blog from Colombo](#) where he was attending e-Asia 2009. In it he notes the determination of participants to overcome recent economic difficulties and to take part in meaningful discourse and action on ICT4E in the coming years.

Jyrki strongly expressed his disappointment with the [World Bank's ICT4D 2009 Report](#) which fails, deliberately or otherwise, to make the critical connection between ICT4D, Education and Socio economic development.

Rwanda contextualizes e-content

GeSCI facilitated the partnership between the Azim Premji Foundation (APF) and the Ministry of Education (MINEDUC), Rwanda, enabling APF to share interactive multimedia content modules for the Ministry. In turn, MINEDUC has nominated its implementing agency "National Curriculum Development Centre" (NCDC) to contextualize the e-content modules. The MINEDUC / NCDC have identified "S V Technologies Pvt Ltd" to support the e-content contextualization. As a pilot project 6 modules have been identified and contextualized for Rwanda with the financial support from Microsoft Corporation. The contextualization has focused on graphics, games, story and voice over while retaining the pedagogical and content attributes.

Be Inspired: Stories from Africa



Joseph Lekuton's parable for Kenya



Patrick Awuah on educating leaders

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Quarterly Update on
ICT4E for
Development

GeSCI

Building a Knowledge Society for All



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How can I encourage multi-stakeholder narrative and reflection on the use of ICT in TPD Programmes in Rwanda?

Mary Hooker publishes [research in the Educational Journal of Living Theories](#). The research examines the complexity of the ICT-TPD landscape in the Africa Region. Ms Hooker describes two action research cycles, attempting to encourage reflection on ICT in professional development in Rwanda. In each cycle the potential of an Activity Theory lens is explored in order to probe the issues and examine the perspectives of the stakeholder community of teachers, teacher educators, curriculum developers and researchers affiliated to national ICT in TPD programmes and initiatives.

Absence of southern voice in GeSCI ICT4E Meta-review Research Findings

The second, and concluding part of [GeSCI's ICT4E Meta-review](#) was published in November. 'Two immediate gaps in the findings were noted: the first an apparent disconnect between ICT in Education and mainstream research; the second a general absence of the southern voice in the ICT-Education literature'.

The research was limited to studies conducted between 2006 and 2008, and included articles from traditional peer-reviewed literature and "grey literature," such as policy reports, conference papers, and popular media releases. On December 1st GeSCI held a [web-ex conference](#) to present the Phase 2 meta-research report and initiate discussion on findings inclusive of ideas for development /collaboration on GeSCI's ICT -Education research agenda.

Major trends identified by the report included a focus in the literature on **ICT & Leadership** and the metaphors of traditional educational

administration; **ICT & Educational Transformation & Relevance** and the potential of technology to support older progressive educational trends as well as newer ones; **ICT & Equity** and agendas for quality access. Those from the research community participating in the debate felt that the findings were an accurate reflection of what is happening in the developing world and the gap that exists in terms of contribution to the knowledge base from development contexts.

A number of threads are being followed up in GeSCI's research forum including:

1. The use of ICT for north/south cross-cultural exchange
2. The use of meta-research findings as a platform to strengthen capability in southern research
3. Making quality research from developing countries better known and more effectively used
4. Building/strengthening global research partnerships to respond to development needs and priorities in ICT-Education

REPORTS 2009

[Digital Literacy, Digital Participation and School](#)

[Subjects](#)

A review of the policies, literature and evidence - Future lab

[The Greening of ICT](#)

Sustainable ICT in Further and Higher Education – JISC

[The Global Information Technology Report](#)

Mobility in a Networked World - WEF

[The Arab Knowledge Report 2009](#)

Towards Productive Intercommunication for Knowledge - UNDP and the Mohammed bin Rashid Al Maktoum Foundation

[Survey of ICT in Education in the Caribbean](#) (Volume 1)

Regional Trends and Analysis InfoDev

[World Bank ICT4D 2009 Report](#)

Extending Reach and Increasing Impact

[Guide to Measuring ICT in](#)

[Education](#) – UNESCO Institute for Statistics

[The use and misuse of computers in education](#)

Evidence from a randomized experiment in Colombia WB



Assessing ICT4E Evaluations

Info Dev highlights GeSCI led ICT4E assessment debate

[Do we really need to assess ICT4E initiatives?](#) And if so, how? This is the question Wayan Vota posed in [November's Edu tech Debate](#).

Vota himself acknowledged that the response surprised him as there was 'overwhelming validation' of the purposeful and instructive role evaluations play for decision makers and educational stakeholders under pressure 'to accept technology in the classroom as inevitable'

As the debate gained momentum it became clear that the issue was not with ICT4E evaluations, as much as with *what* is being evaluated and the validity and availability of tools to undertake meaningful ICT4E evaluations.

Negroponte's assertion at the [Reinventing the Classroom IADB event](#) that the only issue

on the table is the affordability of laptops and that evaluation has become a non-issue because children 'take to these laptops - or computers in this case - like fish to water' only served to fuel the debate.

The 'fish to water' argument lies at the heart of a more 'unsettling' (in Le Baron's words) argument against ICT4E evaluations. Le Baron and Von Son both pointed to the failure of empirical research to influence educational reform regardless of scale or cost of investment. Is this due to a desire at every level of society from parent to politician to see results – to count what can be counted? If so, this may explain why ICT4E evaluations are currently employed to measure what works in a system that is by and large *not working*, as opposed to identifying weaknesses in that same system.

Mary Hooker conceded that ICT evaluations are flawed but argued that developing countries cannot afford to blindly invest in ICT4E. They require evaluations to inform decisions regarding cost, sustainability, optimising usage and making teaching and learning meaningful for students, and relevant for the development of the country. Such tools are available, if imperfect, and can be used to examine the qualitative potentially 'distructive' force of technology such as saturation models to shake the "grammar of schooling" in transformative ways.

Wayan closes the debate by asking if assessment should focus on the system's adoption of ICT to meet its goals, as Hooker proposes, thus leaving the school system to experiment with the fast changing technology.



ICT Teacher Professional Development Framework for Tanzania

The launch of the Primary and Secondary Education Development Plans has resulted in a significant increase in the number of primary and secondary schools in Tanzania in the last five years, which has placed a strain on the Teacher Training Colleges.

In 2005, the Ministry of Education and Vocational Training (MoEVT) with support from the Swedish International Development Agency (Sida)

initiated the computerization of the Teacher Training Colleges (TTCs). The programme was successfully completed in 2008 but there remains a huge shortage of trained teachers in Tanzania.

In a further effort to address this challenge the MoEVT conducted a workshop on TPD in collaboration with Sida and GeSCI in October 2009 as a first step towards the development of an ICT TPD Framework.

The framework is expected to take advantage of the existing ICT infrastructure in the TTCs and have it optimized to contribute towards addressing the challenges facing teacher education in Tanzania.

Forty five participants attended the workshop from a cross – section o f the ICT TPD community in Tanzania. Discussion of the framework is ongoing in GeSCI's Learning 21 Tanzania forum. Please see [Tanzania ICT TPD Framework](#).

Top 10 Edutech Posts 2009 by Mike Trucano

10. [From the Learning and Technology World Forum](#)
9. [Online safety for students in developing countries](#)
8. [Finding \(useful\) research on ICT use in Education in Developing Countries](#)
7. [Why we need more \(not fewer\) ICT4D pilot projects in education](#)
6. [How to measure technology use in education](#)



5. [Surveying the use of mobile phones in education worldwide](#)
4. [What have we learned from OLPC pilots to-date?](#)
3. [Computers in secondary schools: Whither India?](#)
2. [What do we know about using mobile phones in education? \(Part 2\)](#)
1. [What do we know about using mobile phones in education?](#)

EYE ON IT

How do we know what we know?

Mike Trucano presents an [update](#) on the development of international indicators for ICT in Education at the 13th UNESCO-APEID International Conference in Hangzhou, China, on 15-17 November 2009.

GREEN ICT

The role of ICTs for climate change. Lead role or supporting act?

The OECD held an [international video discussion](#) in COP15.

Three ideas summarise the meeting:

Green ICTs are important in all countries because they enable the design of climate change policies and measures.

We tend to overestimate the short-term impacts of a technology and underestimate its long-term impacts. Measurement of impacts and knowledge dissemination are therefore key aspects of "Green ICT" analysis.

CO2 emissions savings and cost savings resulted from the side-event itself: Rahul Tongia in Bangalore pointed out that he avoided flying to Copenhagen, which would have caused a carbon footprint larger than that of an average Indian's annual carbon footprint.