

The future of learning and technology in deprived contexts



THE FUTURE OF LEARNING AND TECHNOLOGY IN DEPRIVED CONTEXTS



A report for Save the Children,
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https://resourcecentre.savethechildren.net/sites/default/files/documents/the_future_of_learning_and_technology.pdf

<http://unwin.wordpress.com>

Remit: The future (c. 2025) of ICT use in primary level learning in low-income and crisis affected location, addressing the implications of the rapid evolution of ICTs for learning in *contexts of deprivation*.



Building on:

- Future of basic education
- Future of ICT use

Both in contexts of deprivation



Contexts...



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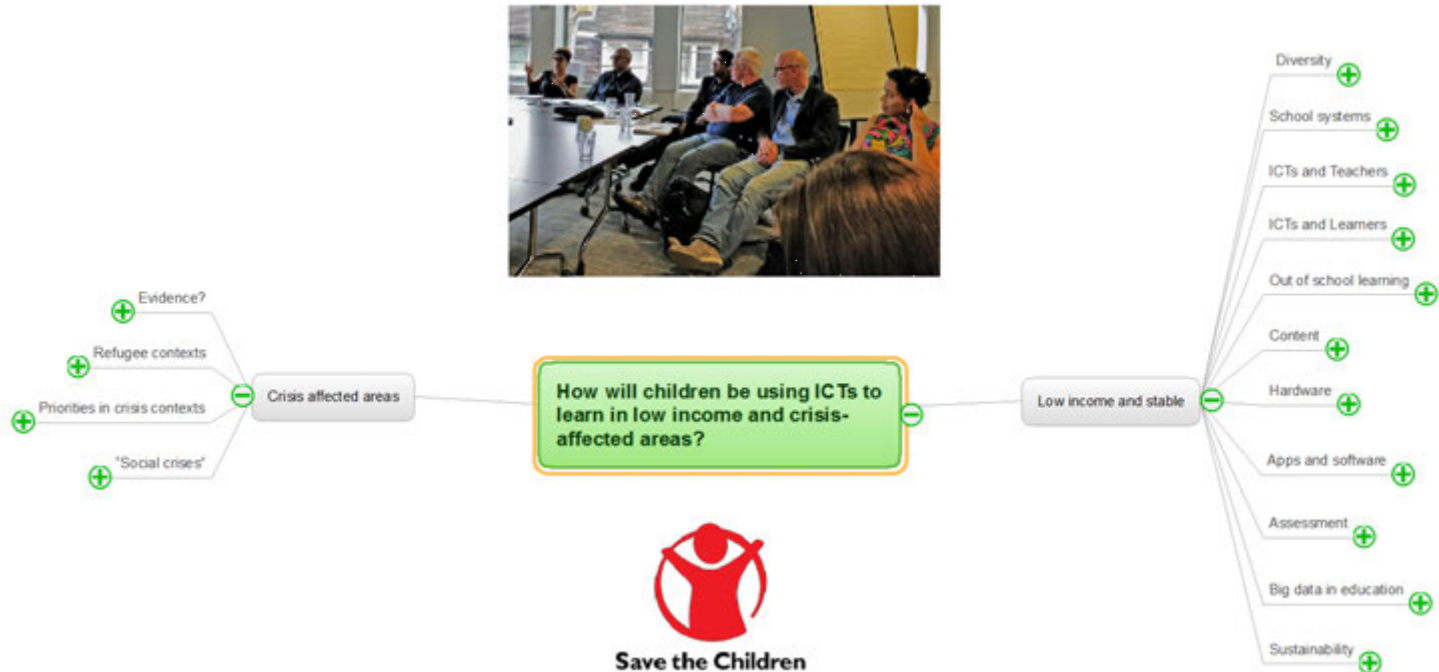
Marginalised and deprived places and people

Approach: four main methods

- Recent literature reviews
 - Largely based on previous work for DFID by Jigsaw Consult
- Workshop of practitioners and academics
 - 29 people from nine countries
- Interviews
 - With 32 experienced people and 9 Save the Children staff
- Consultations with Save the Children staff
 - Two 90 minute meetings with 22 staff from 12 countries



Mind-mapping exercises



Validation with staff, encouraging their buy-in



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	1 (lowest)	2	3	4	5 (highest)	Total responses
Low-income areas						
Significant diversity	0	7.69%	7.69%	76.92%	7.69%	13
Increasingly successful use of ICTs to facilitate learning	0	9.09%	36.36%	54.55%	0	11
Teachers using technology more effectively	0	0	46.15%	46.15%	7.69%	13
Learners more readily accessing relevant content	0	8.33%	25%	58.33%	8.33%	12
Increased automation of administration and assessment	0	9.01%	18.18%	54.55%	18.18%	11
Crisis affected areas						
Increasing crises	0	0	9.09%	36.36%	54.55%	11
Mobile devices enabling mobile people to learn	0	0	16.67%	58.33%	25%	12
“Learning in a box” flexible solutions	0	0	40%	60%	0	10
Digital hubs for learning in refugee camps	0	0	54.55%	18.18%	27.27%	11

Future of ICT for learning

- Further **divergence** in use of ICTs in classrooms, both between different countries, and also within them
- Changes in school systems will encourage **greater use of technology** throughout education
- The **role of teachers** will evolve in new and different ways in technologically mediated school systems
- Different **combinations of digital content and devices**
- ICTs will play an increasingly important role in **assessment**; data used for individualised learning
- The role of **parents and communities** in helping children gain learning experiences will increase.

In low-income and peripheral areas

- Increase in **range of innovative** ICTs available; will therefore be more difficult to identify what works best where
- More people will be **sharing devices** to gain access to information through the Internet
- **Digital multi-purpose hubs** will still be used to provide access to connectivity and learning in the most marginal areas
- **Caching online content** for use offline will be an important way for people to access information in peripheral areas
- Increase in the **amount of non-formal and informal learning** among people of all ages, especially in low-income and peripheral contexts.

Crisis affected areas

- Short-term acute crises
 - **Mobile** communication and information gathering important for those forced to move as a result of crises
 - Digital online and offline solutions will increasingly be available for **trauma and psycho-social** counselling
 - Greater relevant **content** in local languages will be available for use in crises contexts
 - Emergency digital “**schools-in-a-box**” will be made available to most victims of short-term crises;
- Long-term protracted crises
 - **Digital learning hubs** will be prominent in refugee camps during protracted crises
 - **Hybrid cultures of learning** will be supported that combine the cultures of hosts with those of refugees.

Risks

- **Child online safety**
 - Child abuse, safety and harassment
 - Internet addiction
 - Schools prohibiting mobiles, but children still use them
- **Programme risk**
 - Costs not properly evaluated and budgeted for
 - Most are unsustainable at present
 - Great care needed in identifying what really works for the most marginalised
- **Insufficient monitoring and evaluation**
 - We must keep learning about what works in different contexts



Deprived children and communities should not be laboratories for experimentation by academics, companies and civil society organisations in their search for ever greater profits or acclaim



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Recent Save... Systematic Review on refugees

- Broadly similar conclusion
 - But based on Systematic Review approach
- “EdTech” alone will not solve things
- Must be locally relevant
- Role of adults, teachers, facilitators is key for “scaffolding”
- Teachers crucial
- Infrastructure is a major barrier



Calls for Action

- Need for much **greater inter-agency collaboration**: work together!
 - There is far too much wastage and duplication
 - UN currently exploring high level policies around so-called frontier technologies
- Always focus on the **learning needs** for refugees and the most marginalised
- Put in place infrastructure for **rapid-response** solutions

Conclusions

- **Immense diversity and inequalities will remain**
 - Educational delivery
 - Access and use of ICTs
- Must begin with **fundamental rethinking of vision for education**, especially for the most deprived
 - And only then consider the technologies
- **Exciting technological innovations**, but ICT for education must not be technology led

Follow-up links:

- Save the Children report <http://bit.ly/2DnosTC>
- UNESCO Chair in ICT4D <https://www.ict4d.org.uk>
- Tim (personal) <https://unwin.wordpress.com>
- Twitter @UNESCOICT4D and @timunwin
- ICT4D Group on Facebook <http://bit.ly/2Gjq83H>