OLPC in Peru

The Real Meaning of Education Quality Improvement

Why ICT projects for the poorest and most remote? ...and how?

Oscar Becerra, M.Ed.
Chief Educational Technology Officer
PUBLIC EDUCATION IN PERÚ

- 70,000 + Schools
  - Thousands multigrade and single teacher

- Very low level in key areas: Reading, Math
  - Not only students
  - Poor teacher training - motivation

- 300,000 public school teachers
  - Frustrated
  - Underpaid (100% raise did not work)
  - Politically oriented union

- The Problems...
  - Lots of how’s but very few why’s
  - Why go to a place like that, better help at home/farm
  - 4 hours walk is not unusual (with no breakfast)
SCHOOL ACCESS CONDITIONS

- f.a.s.l.*: 23,609 multigrade schools (65% of all elementary schools)
- m.a.s.l.:

  - 1,374 schools (5.82%) (4 hrs mean travel time mtt)
  - 4,930 schools (20.88%) (2.5 hrs mtt)
  - 4,187 schools (17.73%) (3 hrs mtt)
  - 6,389 schools (27.06%) (2.5 hrs mtt)
  - 2,651 schools (11.23%) (2 hrs mtt)
  - 4,078 schools (17.27%) (6 hrs mtt)

* METERS/FEET ABOVE SEA LEVEL

Source: MINISTRY OF EDUCATION
Survey of schools as of 2008 School Census

* PERÚ
Ministerio de Educación
APEC
Asia-Pacific Economic Cooperation
How do they live?

- No hope or expectations
- No books or any other technology
- Meaningless education

We need to redefine quality improvement...
PROGRAM'S GOALS:

- Educational equity
- Educational quality

PRIORITY GROUPS

- Rural areas, single teacher schools
- Multigrade schools
The first steps might seem too little

• If they...
  – Get in touch with technology
  – Read something and understand
  – Are willing to go to school
  – Their parents don’t think it is a waste of time
  – Feel better about themselves
  – Spend better time with their teachers

The quality of their education will have improved
PROGRAM ACHIEVEMENTS

- 300,000 students, 10,000 teachers and 6,000 schools so far

- 600,000 computers, 100,000 trained teachers
- 20,000 schools & almost 3M children by year end
First Results

Interest - Satisfaction

High degree of interest in school matters. They feel satisfaction for what they do and perceive themselves doing something important.

Children care about what they do and feel happy of doing it. They feel it is worth the effort of learning something new.

Effort - Importance
First Results

Perceived competence

- Before OLPC: 36%
- During OLPC: 23%

Creativity, responsibility and commitment increase.

Pressure - Stress

- Before OLPC: 8%
- During OLPC: 35%

They have more to learn and realize that they don't know enough.
Their ideas and opinions are important, they are free to decide what to do and show more initiative and creativity.

They feel closer to their teachers, show more confidence and interpersonal relations improve.
Educational Environments

Traditional vs XXI Century

- Teacher teaches what he/she knows
- Standardized curriculum offerings
- Artificial learning
- Upper limit established
- Same offer, different output: mediocrity
- Receiving skills acquired
- Supervision

- Students learn what they need
- Personalized curriculum
- Natural way of learning
- Teacher diagnoses needs, sets goals
- Different offering, same output: excellence
- Doing skills acquired
- Support
...it seems we are on the right way
...thank you very much