

Challenges of information and communication technologies (ICT) in rural

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Abstract: This paper is aimed at the analysis of ICT diffusion in rural communities of Lithuania, exploring the main social patterns of diffusion and characteristics of rural Internet users. The study is based on focus group discussions and questionnaire-based survey of Lithuanian rural residents. There are Fundamental challenges about the role of information and communication technologies (ICT) in education. This has led to serious skills shortages in many countries. In turn this has put increasing pressure on policy makers, universities and other training institutions to come up with approaches to inspire young students to choose ICT for their studies. There is also a strong argument for retraining many people who already have pre-service and in-survive education, whether in the workforce or not, to overcome to looming ICT skills crises. This paper reports on the examination of these points. It will also explore appropriate ways to combat this problem through analysis and identification of real prospects for ICT education.

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Introduction

It is against this background that the need arose to find out how far we have progressed in the application of ICT in education and what impacts these significant economic investments have had. It is also time to start a value-oriented discussion of how strongly the future of the Iran society—and with it, of education and training— will be linked to the vision of an information society brimming over with technology (Mohseni, 2003).

Technologies (ICT) during the past two decades have had many points of contact with education and training. The development of technology is placing new demands on expertise, and it is also leading to the increased use of information technology (IT) in instruction and learning. As early as in the 1970s discussions of the future of school systems started to pay attention to the opportunities provided by ICT. Now with the approach of the new millennium, IT is playing an increasingly central role in almost all future planning of schools and instruction. (World Bank, 1999).

With the help of state and local funding, information technology has been purchased for schools ever since the 1980s. The state has also found many ways to support teacher training in the use of IT, and it has also allocated funds for the production of IT programs. Instruction in the use of IT has also played an important role in teacher training organized by local school authorities (Becker, 2000).

Although valuable courses may around the world be learned best practices, there is no formula to determine the best level of ICT integration in education system. The main challenges for policymakers, planners, managers, coaches and other

stakeholders that should consider include, is a comprehensive educational policy and planning, infrastructure, language and capacity building and financial affairs. (Collis, 2002).

To achieve promotion and reform in education through ICT, should be considered explicit and clear objectives, guidelines, mobilize the required resources and political requirements for understanding the primary goal in all levels. Some essential elements in planning for ICT are listed below:

1-1-A correct analysis of the current state of education system. ICT impacts should be considered institutionalized as current methods, respectively, and especially "those ICT to drive forward and the barriers should be recognized, as well as those related to education and training programs, infrastructure, capacity building, language and content and finance.(Collis, 2004).

1-2-Educational objectives at different levels of education, as well as various aspects of ICT applications that can best meet these goals in the state be used. Policymakers must understand the potential of ICT in various different goals when the concepts are used.

As well as may alert best practices around the world, about the priority educational needs, financial and Human resources and capacity bottlenecks the country and how these experiences can be adapted to the specific needs of the country (Hakkarainen, 2000).

1-3- Identifying stakeholders and coordinating actions among different interest groups.

1-4- Conducting chosen model based on ICT, should be tested on a small scale, best design models or those who proved they can be used in other areas. Such guidance is essential for identifying, correcting, feasibility, etc.

1-5- Preparation of available financial resources and identify strategies to generate financial resources for strengthening the application of ICT in the long run. (Harris, 1999).

Before any program of based on ICT to run, an Educational technology infrastructure is placed above infrastructure of information and telecommunications. Policy makers and planners should carefully take into account the following:

2-1- At first, is there suitable rooms and buildings for placing technology? Building schools in countries that they are too old, is required to ensure an extensive repair of electrical wiring system, building, cooling and heating, ventilation and safety. (Swaminathan, 2002).

2-2- are there electricity and phone? Developing countries, vast areas still lack adequate power and several miles away their nearest phone station. In some African countries are using wireless technology, although expensive approach, but other developing countries with poor telecommunications can try this solution.

2-3- Policy makers must be examined also attending a variety of ICT in the country in general and the educational system (all levels) in particular. For example, "a primary need in education of based on ICT (using a computer and via online) access to computer and Internet services at the community level, especially schools and host families (Virgo, 2008).

Challenges of Capacity building:

Various attempts should be occur throughout the educational system integration for success of ICT.

3-1- professional development of teachers should be have five-axis: (Dadgaran, 2002)

- Skills in specific applications
- merging in existing curriculum
- curriculum changes regarding the application of IT (including changes in instructional design)
- Changes in the teacher's role
- to support educational theories

Ideally these should be served in pre-service training of teachers and be upgraded in in-service. In some countries, like Singapore, Malaysia and England, is

required to recognize the application of ICT training courses. ICT will change speedily technologies and in this regard even the most elite teachers need to promote ICT skills and are welcome the latest developments and best practices.

Although the first focus is skills with specific applications but other four focus is importance. Research on ICT application in different fields as education and uniform over the years show disability as a barrier to teachers successfully plan, understand why they should use ICT and how to properly get the best teaching aid. (Falk and Wolfmayr, 2008).

Unfortunately, most teacher professional development in ICT has been the emphasis on teaching tools and their application in education. If learning process being Student centered, anxiety of teachers from being struck by the technology or the loss of authority in the classroom, can be prevented and as a deep understanding and feeling a severe change in their role than do not have to be raised.

Whether ICT will replace teachers? Answer is "no". In fact, with promoting ICT in the classroom, teacher's role in learning process is even more important. What can and should change is the role of teacher. Likewise the role of students "developed since the ICT can be opened classroom doors to the outside world, the community could be a new role in class. (Mohseni, 2003).

Since education is transferred in model centered-teacher to centered-student model, the unique authority of teachers was low and are known more than as facilitators, observers and trainers (of the absolute ruler to guide the way).

Primary task of the teacher is teaching students how to ask questions and to discuss the issue, make hypotheses, and then if necessary to reach Information about finding the issues raised in relation to the assessment. (FAO, 2000).

Because of improved ICT training a new experience, even for teachers, teachers learn educational process and new things are discovered among the students.

Plus this is not unusual to see students in a class based on ICT undertake formal and informal roles of teacher to younger friends and students and sometimes even for teachers. (Saadan, 2001).

Teachers and students from different schools, experts, parents, community and business leaders, politicians and other stakeholders are involved in the educational process areas as resource persons, critic, observer and encouraging.

They also are essential and general customers for student published work on the Web or other media. Not many teachers reluctant to use ICT are especially "computer and internet usage. Hannafin and Savenye were found several reasons for this reluctance:

- Poor design of software,
- pessimism towards Computer effects of increasing efficiency in teaching,
- lack of managerial support,
- the time and efforts to increase technology and learn how to use for training
- Fear of losing authority in the classroom, as class is centered student.

These are points that should be served in pre-service training and professional development programs in in-service training of teachers. In in-service training about professional development of ICT teachers, should in the long run, be flexible and possible. (Cecchini and talat, 2002).

For many teachers lack the necessary conditions, and with less rights in developing countries, adaptation of ICT effectively subject to granting the necessary opportunities for learning things that they need to learn according to their own experience. Motivation of teachers and supporting teachers to pursue professional development plan is necessary. That can be promoted as with ICT initiatives for teachers who are classroom teachers or ensure adequate access to technology is after training.

Current challenges within the language and content:

English is the dominant language on the Internet. One estimate shows that 80% of online content is English. Also a large share of educational software produced in the world market is in English. A serious obstacle to maximize the use of World Wide Web in developing countries and regions outside the major cities is that English is not prevalent. (Mohseni, 2003).

Even in countries where English is a secondary language (such as Singapore, India, Philippines and Malaysia) is essential that materials the needs of national courses and meet the local content of the curriculum, rather "to create local language be.

Must ensure that the web is a multicultural environment with people of different cultures, namely have a role and a voice in education online communities. Therefore, is essential according to the specific needs of remote and rural segments of cultural and linguistic minorities in general.

Challenges related to financing the cost of ICT:

One of the biggest challenges in application of ICT in education, balancing educational objectives with economic realities. ICT in educational programs requires massive investment in developing countries that should decide on what models about the current usage of ICT and be cautious and remain vigilant about keeping the economic balance. (Annan, 1997)

Finally, this issue is raised whether application of ICT value added costs to balance or not, the other for any effective ICT-based teaching strategies intended for educational purposes or not, and if there is and scale requirements that can be implemented regardless of existing human and financial resources than that, what does it support? (Dadgaran, 2002). Whyte offers potential sources of financial and ICT applications in following:

1. grant aid
2. the public subsidies
3. private sector funds
4. Support Equipment and volunteers
5. community support (i.e. to putting the house without receiving rent)
6. Members membership fees
7. revenue derived from the central and main tasks:
 - a. Connections (telephone, fax, internet and web page)
 - b. direct access to computer users
 - c. administrative services (photocopiers, audio-visual aids and scan)
8. Subsidiary activities income
 - a. Different services (word processing, preparing financial statements, the preparation, printing and adoption services)
 - b. Educational Services (non face to face training and educational courses)
 - c. social services (conference rooms, social events, local information)
 - d. Works distance and consultation
 - e. specific activities (telemedicine)
 - f. Sale

CONCLUSION

Many of the ICT training programs based on the charitable agencies aid have been unable to have high durability. Because the government has failed in its financial assistance in this situation none of the local communities to provide resources do not needed to continue these programs. Two strategies in here "to support government and local communities to move" are important. Since the 21st century, is century of education support about youth in Asia, to find sustainable ways to bridge the digital age in Asian countries is a real priority. And work through partnership that local leaders and guides are experts it can be lasting forever.

Several recommendations that emerged from the discussions emphasized on the need to think of ICT in education beyond computer aided learning and

investigate the potential other technologies like community radio and other medium. These mediums could not only be cost effective but also has a greater outreach potential. It was also pointed out that low cost software solutions for e-learning that have scopes for innovation, should be incorporated in large scale projects. With an indication to open source solutions, the sessions recommended that such solutions should become a part of the overall policy for implementating technology supported education interventions.

Sustainability and scalability of project are also issues that needed serious considerations. While moving beyond the pilot and experimental phase, projects especially those that needs a considerable financial contribution should have a viable sustainability model for up scaling. It was also recommended that implementers needs to be cautious when selecting areas for implementing ICT in education projects.

Projects should also not lose priority of the education objectives. In some cases ensuring school accountability system and teachers attendance may be more important that investing time and resources in ICT integration in schools. One fact that emerged in the sessions was that ICTs effectively computers, initiated in government department and schools were being used as decision support in education. Essentially, clear criteria, norms and standards needs to be developed for the information that was being used for decision-making.

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