

Equalizing Utilization of Information among Rural Schools in Kenya through Satellite Technology

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Abstract

Information and Communication Technology (ICT) is a principal driver of economic development and social change worldwide. Information Communication and Technologies empower people with the ability to communicate instantaneously, facilitate the development process by increasing efficiency, effectiveness and equity- it has helped increase literacy rates all over the world. ICT plays vital roles in the provision of information to school population and thus, it has become an important aspect of the learning process. It has impacted on every sphere of school library activity thus presenting an opportunity to provide value-added information services, access to a wide variety of digital based information resources, empowerment of teachers and learners, making significant contributions to learning and achievement. The increase in ICT in primary schools is crucial because teachers and learners are no longer inhibited by outdated resources. ICT connectivity allows school populations to acquire the skills required for the information society, improves administrative processes and supports teacher training. With the rapid development of networked resources and access tools available over the Internet, information becomes easily accessible both in rural, marginalised rural areas, and in metropolis. However, access to ICT applications and services and systematic knowledge-sharing in marginalized and rural areas is either non-existent or very limited. This paper examines the role of *iMlango* project (A strategic partnership with the UK Department for International Development (DFID) and corporate partners Avanti, sQuid and Whizz Education) in equalizing opportunities for children in rural and marginalised areas of Kenya to interact with technology and access E-resources. The paper discusses implementation of the project, empowerment of the school population with digital literacy, the kind of challenges the project is faces and how it is overcoming the challenges for successful implementation. The paper argues that *iMlango* Project has come at the right time especially now that E-resources are increasingly important to all aspects of education; from teaching and learning, through to the collection of learner's data. Children in rural and marginalized areas of Kenya will gain access to new e-learning opportunities.

Keywords: Education, E-resources, *iMlango*, Information and Communication Technology, Marginalized communities, School children

Full text:

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