Impact

Through the power of technology, EDC supports learning that is:

- **Accessible.** In Mali, EDC has provided teachers with sample lesson plans, answered questions, and received feedback, all via SMS text messaging. In Somalia, the Democratic Republic of the Congo, and Southern Sudan, EDC delivers learning amid instability—including to internally displaced groups—via radio and MP3 technology.

- **Mobile.** In Tanzania, EDC supported mobile learning in nomadic communities by supplying on-demand instructional and teacher training materials and solar equipment.

- **Scalable.** In India, EDC reaches over 40 million students in 300,000 schools each day through Interactive Radio Instruction; programs in Mali and Malawi are nationwide. In Indonesia, EDC’s online training course and online coaching enable the frequent, timely, cost-effective support needed for teacher improvement.

- **Effective.** Data consistently show strong learning gains among students and improved practice among teachers supported by EDC programs.

My Story: Ahmed

At 22, Ahmed Mohamed Abdullah had a mobile phone, but had never held a job. The phone helped him change that. Abdullah received a text message alerting him that a local government internship was available. “I went straight to the nearest Internet café and applied,” he says. Now, instead of talking politics with his friends in local coffee shops, Abdullah works for the mayor.

Abdullah got the message through the Souktel InfoMatch system, a text message service that links young people with jobs and a component of Education Development Center’s Somali Youth Livelihood Program, or Shaqodoon.

Youth ages 17 to 30 use mobile phones to post their profiles and receive job listings from local employers. Youth gain employment and training opportunities, alternatives to negative activities such as piracy and political extremism. Employers gain reliable workers. Shaqodoon expects to reach 8,000 young people over three years; to date, 39 percent of Shaqodoon youth are female. Many of them receive life-changing text messages just as Abdullah did. “Every morning I look forward to dressing up and going to work,” he says. “Shaqodoon has given me a morale boost [and] skills to find a job.”
In many ways, the hardware is the easy part. It is important to focus on the hardest parts of ICT-based education: developing effective content and creating a social context around the learning experience.

—Simon Richmond, Senior Technology Specialist