Introduct on

in Washington organised for UNESCO by the Consortium for School Networks, drew together emerging US practitioners, agencies, funders and stakeholders. The -   ¨   ō   ,
in September 2012, entitled *h   ˙7   ō   ˙*
˙   @   , illustrated the growing emphasis and direction of corporate and agency priorities. UNESCO was meanwhile releasing its *ł   ˙*
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- Self-directed learning was shown to be effect ve with advanced students and learners but is not suitable for weaker students.

- Pract t oners recommended designing for the lowest common denominator mobile technology in order to reach the greatest number of users. SMS, however, is not conducive to more complex hard and sof skills.

- Use of mobile devices during program implementat on to collect informat on on user behaviours and skills acquisit on can help program managers

The third UNESCO *U   Ö   ‡*   took place in Paris in February 2014. It included a symposium devoted to exploring the relat onships between policy makers, programme managers, of cials and researchers in the mobile learning space. The result ng publicat on drew at ent on to some complex and unlid   ,   m   c , not a   ,
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This period also saw the emergence of research communit es devoted to ICT for development, ICT4D, and mobiles for development, m4d,

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trajectories and object ves independent of

Looking backwards, mobile learning is a

1   Available at: www.gsmworld.com/documents/mLearning_Report_Final_Dec2010.pdf

2   www.meducationalliance.org

3   www.itcilo.org/en/community/news/mobile-learning/image/image_view_fullscreen

4   www.wise-qatar.org/content/31-mobile-learning-hard-reach

5   www.unesco.org/new/en/unesco/themes/icts/m4ed/

6   All available at: www.unesco.org/new/en/unesco/themes/icts/m4ed/

7   Heeks, R. (2008). ICT4D 2.0: The Next Phase of Applying ICT for International Development. #   , 41(6), pp. 26-33.

8   Sen, A.K. (1999).)   ·   ˙7   . Oxford: Oxford University Press, p. 3.

9   Sen, A.K. (1999).)   7   . Oxford: Oxford University Press, p. 293.

10   Kleine, D. (2011). The capability approach and the 'medium of choice': steps tov   *   s–   A   B