

# Announcement

## News on ICT in Education

### Highlight

#### **A journey of hope ... A new way of learning through ICT in Education**

This new DVD, released by UNESCO Bangkok, is a short but useful visual tool to demonstrate that integrating ICT into education systems can increase the quality of education and improve the effectiveness and efficiency of the delivery of planned educational outcomes.

### News & Events

#### **New edition of UNESCO Atlas of the World's Languages in Danger**

This interactive digital tool provides updated data about approximately 2,500 endangered languages around the world and can be continually supplemented, corrected and updated, thanks to contributions from its users.

#### **Putting technology in the service of global development**

The fifth annual United Nations 'Web4Dev' conference, hosted by UNICEF for the first time, wrapped up with a roadmap for future collaboration to put technology in the service of global development.

#### **UN works with the Philippines to close the digital divide**

Government officials received ICT for development training in Tagaytay City

#### **International conference on knowledge networking concluded in India**

The Conference provided a platform for sharing knowledge, expertise and professional solutions on the emerging domains of networking, intellectual collaboration and information practices.

#### **Workshop on North/South research partnerships for ICT in Education**

The Global e-Schools and Communities Initiative (GeSCI) is hosting a workshop entitled "North/South Research partnerships for ICT in Education" on 21st April 2009 in the Irish Aid Centre, Dublin, Ireland.

### Programmes & Projects

#### **Satellite education – Providing quality education under extreme conditions**

In the middle of an armed conflict, Sat-Ed Systems is delivering educational video on demand and other broadband services to 9 local schools in the south of Thailand.

### Resources

#### **ICT-based distance education in South Asia**

This report provides an update about innovative uses of information and communication technology (ICT) for distance education and training in South Asia.

#### **ICT and changing mindsets in education**

The potential for creative use of ICT to question habits, change mindsets, and deepen practice in Africa is critically examined in this eBook.

### **Using technology to improve the graduation rate**

This eBook provides insights and solutions for increasing high school completion and solving the urban dropout crisis in effective and cost-effective ways.

### **The Plagiarism Checker**

The plagiarism detector will find plagiarized text in homework and other essays/reports.

### **Scratch - a programming language with learning and education in mind**

Scratch is a programming language that makes it easy to create your own interactive stories, animations, games, music, and art -- and share your creations on the web.

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## **Highlight**

### **A journey of hope ... A new way of learning through ICT in Education**

“Whatever we want to become and whatever we are going to do in the future, everything depends on education,” says Somarupa Sahoo, a student at the Bharatiya Vidya Bhavan’s Public School in Hyderabad, India.

A fellow student Nehal Nayani wants to be a football player, but is also open to a career in art design, architecture and astronomy after learning about these subjects while conducting online research for his school projects.

Their schoolmate Sarin Ann Mathew emphatically declares, “ICT is my base. I want to be a software engineer.”

About 3,000 km away, Chia Yik Meng from the Sekolah Menengah Kebangsaan Seksyen 5 Wangsa Maju in Kuala Lumpur, Malaysia, reflects the same kind of aspiration, “I want to be an engineer when I grow up. The new e-learning has opened up my eyes to new possibilities for the future as there are many areas in engineering that involve computers and ICT.”

Young and bright, these students are full of hope for their future, fuelled by information sourced through the use of information and communication technologies (ICT) about a world beyond their classrooms. As students of the 21st Century, they are the beneficiaries of the innovative use of ICT in education. Their voices echo their ambitions clearly in a video, A Journey of Hope: A New Way of Learning through ICT in Education, co-produced by UNESCO Bangkok and Intel Semiconductor Ltd.

The video is part of the UNESCO Bangkok’s Innovative Practices in ICT in Education Project, sponsored by the Japanese Funds-in-Trust. It features interviews with principals, teachers and students from the Bharatiya Vidya Bhavan’s Public School and Sekolah Menengah Kebangsaan Seksyen 5 Wangsa Maju. The two schools were selected because their teachers were awarded Certificates of Commendation under the UNESCO ICT in Education Innovation Awards in 2007/2008 for using ICT innovatively in teaching their students. The teachers attributed their success to the training they received from the Intel®

Teach Program, a research-based programme instructing K-12 teachers to integrate ICT tools and resources into their lessons. Working with local governments, the Intel® Teach Program has trained more than 5 million teachers in over 40 countries.

Targeted at government officials, educators, school principals, teachers, parents and the general public, A Journey of Hope is a short but useful visual tool to demonstrate that integrating ICT into education systems can increase the quality of education and improve the effectiveness and efficiency of the delivery of planned educational outcomes. It highlights the impact of using ICT in the classrooms, showing how teachers and students became more engaged in the teaching and learning processes with the help of ICT. It also underlines how a strong and positive support from the heads of schools can encourage the teachers to be more innovative in planning and delivering their lesson plans.

Parental approval is an important indicator to measure the impact of the schools' efforts in optimising the use of ICT in education, and Muhammad Zaim from Sekolah Menengah Kebangsaan Seksyen 5 Wangsa Maju has every reason to be proud of himself. "My parents are happy and pleased with my achievements as I have not only excelled in my studies, but I have also developed better social and communication skills. My parents believe that these skills are important for my future."

To receive a copy of the video, contact [ictinfo@unescoibkk.org](mailto:ictinfo@unescoibkk.org).

**View the video:**

- [A Journey of Hope](#)

**Related links:**

- [ICT in Education Innovative Practices project](#)
- [Student Peer Teaching Strategy: Hands on, heads on and hearts on learning](#)
- [Reducing the digital divide through innovative after-school programmes](#)
- [Celebrating Innovative ICT in Education Practices: From Idea to Impact](#)

**Previous issues of the e-newsletter:**

- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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### **New edition of UNESCO Atlas of the World's Languages in Danger**

UNESCO launched the electronic version of the new edition of its Atlas of the World's Languages in Danger on 19 February. This interactive digital tool provides updated data about approximately 2,500 endangered languages around the world and can be continually supplemented, corrected and updated, thanks to contributions from its users. The Atlas, presented on the eve of International Mother Language Day (21 February), enables searches according to several criteria, and ranks the 2,500 endangered languages that are listed according to five different levels of vitality: unsafe, definitely endangered, severely endangered, critically endangered and extinct.

Some of the data are especially worrying: out of the approximately 6,000 existing languages in the world, more than 200 have become extinct during the last three generations, 538 are critically endangered, 502 severely endangered, 632 definitely endangered and 607 unsafe.

For example, the Atlas states that 199 languages have fewer than ten speakers and 178 others have 10 to 50. Among the languages that have recently become extinct, it mentions Manx (Isle of Man), which died out in 1974 when Ned Maddrell fell forever silent; Aasax (Tanzania), which disappeared in 1976; Ubykh (Turkey), in 1992 with the demise of Tevfik Esenç; and Eyak (Alaska, United States of America), in 2008 with the death of Marie Smith Jones.

As UNESCO Director-General Koïchiro Matsuura stressed, “The death of a language leads to the disappearance of many forms of intangible cultural heritage, especially the invaluable heritage of traditions and oral expressions of the community that spoke it – from poems and legends to proverbs and jokes. The loss of languages is also detrimental to humanity’s grasp of biodiversity, as they transmit much knowledge about the nature and the universe.”

The work carried out by the more than 30 linguists who worked together on the Atlas shows that the phenomenon of disappearing languages appears in every region and in very variable economic conditions. In Sub-Saharan Africa, where approximately 2,000 languages are spoken (nearly one third of the world total), it is very probable that at least 10 percent of them will disappear in the next hundred years. The Atlas furthermore establishes that India, the United States, Brazil, Indonesia and Mexico, countries which have great linguistic diversity, are also those which have the greatest number of endangered languages. In Australia, 108 languages are in various degrees of danger. In metropolitan France, 26 languages are endangered: 13 severely endangered, 8 definitely endangered and 5 unsafe.

However, the situation presented in the Atlas is not universally alarming. Thus, Papua New Guinea, the country which has the greatest linguistic diversity on the planet (more than 800 languages are believed to be spoken there), also has relatively few endangered languages (88). Certain languages that are shown as extinct in the Atlas are being actively revitalized, like Cornish (Cornwall) and Sîshëë (New Caledonia), and it is possible that they will become living languages again.

Furthermore, thanks to favourable linguistic policies, there has been an increase in the number of speakers of several indigenous languages. It is the case for Central Aymara and Quechua in Peru, Maori in New Zealand, Guarani in Paraguay, and several languages in Canada, the United States and Mexico.

The Atlas also shows that due to economic factors, different linguistic policies and sociological phenomena, a given language may have varying degrees of vitality in different countries.

For Christopher Moseley, an Australian linguist and editor-in-chief of the Atlas, “It would be naïve and oversimplifying to say that the big ex-colonial languages, English, or French, or Spanish, are the killers, and all smaller languages are the victims. It is not like that; there is a subtle interplay of forces, and this Atlas will help ordinary people to understand those forces better.”

The creation of this interactive Atlas, made possible with financial assistance from Norway, is part of the UNESCO programme for safeguarding endangered languages. Acting as a clearing house, the Organization facilitates access to available data and maps, and serves as a forum for debate that is open to communities, specialists and national authorities.

**Further information:**

- [New edition of UNESCO Atlas of the World's Languages in Danger](#)

**Related links:**

- [UNESCO Atlas of the World's Languages in Danger](#)
- [UNESCO Map of the World's Languages in Danger \(PDF, 20 Mb\)](#)
- [UNESCO Programme for Safeguarding Endangered Languages](#)
- [Securing a place for a language in cyberspace](#)
- [Content in local languages is as essential as connectivity](#)
- [Khmer language ICT textbook released](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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## **Putting technology in the service of global development**

The fifth annual United Nations ‘Web4Dev’ conference, hosted by UNICEF for the first time, wrapped up with a roadmap for future collaboration to put technology in the service of global development.

Many interested people around the world did not get to physically participate in Web4Dev, but that wasn’t a problem; the three-day conference was webcast, blogged and Twittered.

Participants heard from experts in a variety of fields and took part in breakout groups to more intimately discuss the ideas that the presentations brought forward. They were also able to forge new ties that will help expand the use of technology for humanitarian action.

Implementing solutions using new technology is harder than it sounds. Many Web4Dev speakers – including technology experts, academics, UN agency officials and innovators from the development and private sectors – cautioned against rushing into developing countries without first asking some tough questions. “When you’re talking about solutions, think about how that solution can be integrated into people’s lives,” said Kazi Islam, CEO of Grameen Solutions, the Bangladesh-based software development company.

“Everybody wants to improve their livelihood; they want to have better education for their kids. So regardless of how the people are different from community to community and culture to culture, their needs and issues are very common,” he added.

As the conference went on, it became increasingly clear that identifying those needs and issues is a complex task. “You can have technologies that are not developed” in poorer nations, said Kajiso Chikane, Central Manager for the Council for Scientific and Industrial Research (CSIR) in South Africa. “People just impose them on the developing world and then they do not work.”

The point was echoed by Dr. Tony Salvador, Director of Research and Definition for the Emerging Markets Platform Group at Intel. “The idea for any new innovation, especially for development, is to ensure that whatever you’re bringing, whatever you’re trying to do with your local partners, doesn’t threaten too much so that it’s squashed down,” he said.

UNICEF acted not only as host of the Web4Dev meeting but also as a leader on innovative thinking and partnerships. “One of the things that UNICEF brings to this whole endeavour is, ‘Hey, this is the notion of what’s going on on the ground, in the field,’” said Dr. Salvador. One challenge, he suggested, is for partners in the private sector to learn from that field-based perspective. ‘The Digital Doorway’, developed by CSIR in South Africa, was cited as an example of a successful innovative partnership.

“The Digital Doorway is a very robust computer kiosk,” said Ms. Chikane. “It was developed so that it could be put in rural areas outside community halls, outside school areas, and the communities can just use it. It’s also for children to teach themselves how to use the computer without being taught by anyone. “You can throw stones at it,” she continued, pounding forcefully on the screen of the Digital Doorway kiosk. “It will not break.” The kiosk prototype caught the attention of

UNICEF staff last year, and it has now been developed into a portable version called the 'Bee' mobile communication system for deployment in humanitarian emergencies.

While several standing partnerships were highlighted at Web4Dev, new partnerships were also unveiled. For example, Mr. Islam of Grameen Solutions announced on the second day of the conference “that we’re going to partner with UNICEF to increase innovation opportunity through education with mobile phones.” Through knowledge-sharing workshops, panels, breakout groups and new partnerships, the conference concluded with a call for collaboration as the key to the future. Not everyone was in complete agreement about methods and means, but the optimism was palpable and the opportunity for development is huge.

**Further information:**

- [UN Web4Dev conference wraps up with a roadmap for future collaboration](#)

**Related links:**

- [UN launches e-Learning initiative in over 160 developing countries](#)
- [UNESCO International Conference and Exhibition on Knowledge Parks](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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**UN works with the Philippines to close the digital divide**

The Philippines, renowned as the “SMS capital of the world,” received a boost this week in its use of information and communication technology (ICT) to promote development, as forty chief information officers from the country’s central government agencies took a special UN training programme.

The United Nations Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT) – part of the Economic and Social Commission for Asia and the Pacific, the UN’s regional arm – has teamed up with the Career Executive Service Board (CESB) and the Development Academy of the Philippines to hold an inaugural national training of trainers workshop, in Tagaytay City, from 17-19 February. The training is part of APCICT’s Academy of

ICT Essentials for Government Leaders Programme, a specially designed course which provides a comprehensive ICT for development curriculum.

While telecommunications infrastructure is one of the success stories in the Philippines, much more needs to be done in terms of ICT access, opportunity and utilization, according to Hyeun-Suk Rhee, APCICT's director. "Bringing technologies to the people goes beyond the provision of infrastructure and hardware. The greatest need is for initiatives that encourage learning in different local contexts and facilitate exchanges of experiences and knowledge," Rhee said.

An official ceremony to sign an agreement between APCICT and CESB to roll-out the Academy throughout the Philippines will be held during the workshop's opening session.

In preparation for the workshop in the Philippines, a pilot national Academy workshop was held during October 2008 with 30 senior government officials from the Philippines to solicit feedback on the course content and delivery methodology. Subsequently, authors of the Academy training modules and local resource people from CESB have customized the Academy modules and added local case studies to meet training needs and increase the relevancy of the course.

Similar initiatives are already underway in Afghanistan, India, Indonesia, Kyrgyzstan, Mongolia and the Pacific island countries. APCICT has been working closely with over a dozen regional and national training institutions across Asia and the Pacific to customize, translate and deliver the Academy that take national needs and priorities into account.

**Further information:**

- [UN works with the Philippines to close the digital divide](#)

**Related links:**

- [UNACICT Academy](#)
- [UN works with Mongolia to close the digital-divide](#)
- [UN Launches e-Collaborative Hub for ICT for Development and Capacity Building](#)
- [UN ESCAP's ICT training centre launches three new initiatives to bridge the digital divide](#)
- [UN launches new training course to help Asian developing countries use ICT](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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### **International conference on knowledge networking concluded in India**

The Society for the Advancement of Library and Information Science (SALIS), in collaboration with UNESCO and B.S. Abdur Rahman Crescent Engineering College, organized the International Conference on Knowledge Networking in ICT Era. It took place from 22 to 24 January 2009 in Chennai, India.

The primary objective of the Conference was to provide a platform for sharing knowledge, expertise and professional solutions on the emerging domains of networking, intellectual collaboration and information practices.

In his inaugural address, Padmashi Prof. M Anandakrishnan, Chairman of the Indian Institute of Technology Kanpur, highlighted the importance of knowledge networking in knowledge-based establishments in a country which is now considered worldwide as an emerging economy. In his speech, he appraised the National Knowledge Network initiative of Government of India. This initiative aims to interconnect all knowledge institutions in India through an electronic digital broadband network with adequate capabilities (high speed broadband connectivity), in order to encourage sharing of resources and collaborative research.

Within the framework of the Conference, a tutorial on e-Learning: Creating Online Virtual Courses using Moodle took place, where participants received hands-on practical training on Moodle open source software.

A special session on Information, Media and Digital Literacy, supported by UNESCO, was held on 23 January. It aimed at raising awareness on the information, media and digital literacy, which is essential for building inclusive knowledge societies. Speakers at this session highlighted major indicators, different international standards, including UNESCO standards, best practices and communities of practice existing in this field. Panellists suggested integrating information, media and digital literacy in the curricula of schools, undergraduate and postgraduate studies. They also felt that information literacy is essential for lifelong learning and should be, therefore, integrated in the vocational and professional training, as well as in teachers' training courses. The presentations made at this session are compiled in the PDF document below.

Over 100 papers were presented during the eight technical sessions of the Conference. They covered the following subjects: digital library systems, e-learning, electronic security systems, information and communication technologies (ICT) for information services, intellectual property rights, knowledge management, modern management techniques, social networks and web technologies. Over 250 delegates participated in the Conference, including researchers and knowledge workers from

academic and research organizations, civil society, service industries and public libraries.

**Further information:**

- [UNESCO-supported international conference on knowledge networking concluded in India](#)

**Related links:**

- [UNESCO Office in New Delhi](#)
- [Conference website](#)
- [SALIS](#)
- [UNESCO-SALIS e-Learning Portal for Awareness Raising on Information Literacy](#)
- [UNESCO-SALIS e-Learning Portal on information literacy for South Asia launched](#)
- [UNESCO-SALIS e-Learning Portal for Awareness Raising on Information Literacy](#)
- [UNESCO-SALIS workshop to build capacity of educators for the disabled](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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**Workshop on North/South research partnerships for ICT in Education**

The Global e-Schools and Communities Initiative (GeSCI) is hosting a workshop entitled North/South Research partnerships for ICT in Education on 21st April 2009 in the Irish Aid Centre, Dublin, Ireland.

The aim of the workshop is to promote a research dialogue between north/south institutions on the emerging opportunities for potential partnership research projects in ICT for Education.

GeSCI invites ICT-in-education representatives from research partnerships, networks, associations, universities, NGOs and donors to attend the workshop.

If you are interested please see the [agenda](#) and fill out our [registration form](#).

**Contact:** [tina.fitzpatrick@gesci.org](mailto:tina.fitzpatrick@gesci.org)

**Further information:**

- [Workshop on North/South research partnerships for ICT in Education](#)

**Related links:**

- [GeSCI](#)

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**Programmes & Projects**

**Satellite education – Providing quality education under extreme conditions**

In the middle of an armed conflict, Sat-Ed Systems is delivering educational video on demand and other broadband services to nine local schools in the south of Thailand.

The area is the Deep South of Thailand where separatists are fighting the Thai army. The insurgents are fighting a guerrilla war against the government infrastructure and one of their favourite targets has been schools and teachers. School buildings have been the targets of bombings and teachers have been targeted for assassination from drive-by motorcycle shootings. Against this backdrop, Sat-Ed Systems decided to trial the concept of providing teachers with video clips to illustrate lessons. These brave teachers continue to go back to the school day after day even though they are at great risk...

The first step was to source content for the schools. Sat-Ed aggregated culturally sensitive educational content for the schools from its content partners. Sat-Ed's goal is to first look for existing content and then, if necessary, create content if none exists. Through their partners, Sat-Ed was able to obtain content that

enhanced the educators' ability to teach while ensuring that it fitted into the curriculum and was sensitive to the Islamic religion which is predominant in this area.

Building upon the research of the Jasper Project from Vanderbilt University, Sat-Ed focused on delivering content that would not replace teachers, but instead would enhance their effectiveness by delivering short video clips highlighting visually what a teacher is trying to impart. Using these video clips in tandem with the curriculum, the student is more likely to learn and retain knowledge. The Jasper Project proved that students that are taught by educators in conjunction with video enhancements learned more quickly, retained that knowledge and felt better about the subject matter. This is not a replacement of the educator but simply a tool. It might be clips of a frog being dissected for a biology class or a chemical reaction for a chemistry class or news clips of events in history. It has also been used to great effect in language courses as well using native speakers in the clips.

Sat-Ed has decided to use a digital system to deliver the content. As the system is based upon IPTV protocols, teachers with no computer or ICT experience can instantly access the material using a common TV remote control and TV in the classrooms.

The real challenge was delivering the content cost effectively in a zone of armed conflict. Using DVDs or VCDs is an obvious way to deliver the material. However, in the area Sat-Ed is working, anyone on a motorcycle can be a target. Caching of content within the school by satellite is actually cheaper than making and delivering DVDs direct to schools. The second problem with using DVDs and VCD is that within the school they can often be lost, damaged or misplaced.

Content is delivered and updated by satellite. Using Sat-Ed's Head-End uplink in Bangkok, the content was delivered via satellite to the nine schools. There it was received by digital libraries and cached. The Sat-Ed Digital Library is a proprietary satellite receiver, video on demand server, a web cache, a Digital Rights Manager, a reference library and a bandwidth "multiplier." The digital library is able to play out different video streams to 8-12 separate classrooms at a time as well as manage 50 PCs. Each digital library can be updated as often as necessary and old content can be removed and new content can be added. This is done remotely through the satellite and is effective and efficient.

The third step was training the staff to use the digital libraries. Sat-Ed hosted a weekend training session for the nine schools and brainstormed with the headmasters and their staff on how to best use the technology for their needs. They were also trained extensively on the use of and troubleshooting of the digital libraries. These digital libraries are built to military specifications to be rugged and durable and need little or no maintenance.

The final step was to implement the system and continue its use. At the end of six months a consortium of three Thai universities did a comprehensive study to determine the effectiveness of the system and found that seven of the nine schools were using it extensively and found it a great help and that the students showed dramatic improvement. The other two schools had been slow to implement and had not used it often or effectively.

One year into the project, the Thai government is in discussions to expand the project and some of the schools have even begun producing their own content to

share with others. The project will expand to include more schools and a deeper penetration of existing classrooms.

On a final note a small story. As the headmistress of one of the schools called Sat-ED a few weeks after training, a passing motorcyclist fired repeatedly at the headmistress. She escaped injury but the person standing next to her was seriously injured. The headmistress reiterated her commitment to the project and vowed not to let the violence stop her children from a good education. Sat-Ed provides the technology but the real heroes are the teachers and staff of these schools working under extreme conditions.

**Further information:**

- [Sat-ED](#)

**Related links:**

- [Jasper Project](#)
- [UNESCO and Iraqi Ministry of Education launch educational TV channel](#)
- [Research Channel offers new ways to watch, share cutting-edge research](#)
- [Teachers TV - Thousands of education programmes on TV and online](#)
- [Schools in the Philippines get access to educational television](#)
- [Indian state aims to use satellite technology to improve education quality](#)
- [Satellite technology transforming engineering education in India](#)
- [ICT Revolutionizing Open and Distance Education](#)
- [Shanghai TV University and Egyptian Ministry to receive the 2008 UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of ICTs in Education](#)

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## **Resources**

### **ICT-based distance education in South Asia**

This report, prepared by Sally D. Berman, provides an update about innovative uses of information and communication technology (ICT) for distance education and training in South Asia. Particular focus is given to ICT initiatives in India, Sri Lanka, and Bhutan, at university level, and in non-formal interventions. Lessons learned from these countries are of value to any developing nation that wishes to address the improvement of educational and living standards of its people. The report stresses current uses of ICT serving the distance education needs of rural populations, and concludes that in all three countries the traditional media, including radio and TV, must play an important continuing role to ensure that education is accessible to the widest possible range of students.

#### **Further information:**

- [ICT-based distance education in South Asia](#)

#### **Related links:**

- [Technology-enhanced learning in developing nations: A review](#)
- [Theory and Practice of Online Learning - Second edition released](#)
- [Using distance education and ICT to improve access, equity and the quality in rural teachers' professional development in western China](#)
- [Training secondary teachers in rural Bangladesh using mobile technology](#)
- [Distance Education via radio and TV programme is seen as a key vehicle to improve literacy and provide access to information](#)

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- [UNESCO "ICT in Education" Announcement e-newsletter](#)

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### **ICT and changing mindsets in education**

The debate is no longer whether to use information and communication technologies (ICT) in education in Africa but how to do so, and how to ensure equitable access for teachers and learners, whether in urban or rural settings. "ICT and Changing Mindsets in Education" is a book about how Africans adopt and adapt ICT. It is also about how ICT shapes African schools and classrooms. Why do we use ICT, or not? Do girls and boys use them in the same way? How are teachers and students in primary and secondary schools in Africa using ICT in teaching and learning? How does the process transform relations among learners, educators and knowledge construction?

This collection by 19 researchers from Africa, Europe, and North America, explores these questions from a pedagogical perspective and specific socio-cultural contexts. Many of the contributors draw on learning theory and survey data from 36 schools, 66,000 students and 3,000 teachers. The book is rich in empirical detail on the perceived importance and appropriation of ICT in the development of education in Africa. It critically examines the potential for creative use of ICT to question habits, change mindsets, and deepen practice. The contributions are in both English and French.

#### **Further information:**

- [ICT and changing mindsets in education](#)

#### **Related links:**

- [ICTs in TVET in AFRICA: call for participation](#)
- [Educational children's media in Ethiopia gets a boost](#)
- [New community programs for Africa and Asia](#)
- [infoDev releases report on state of ICT use in education in African countries](#)

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### **Using technology to improve the graduation rate**

In an increasingly and globally competitive world, education is the key to advancement. People without high school diplomas are not likely to do well. This eBook provides insights and solutions for increasing high school completion and solving the urban dropout crisis in effective and cost-effective ways. To read the eBook you are required to register free of charge.

#### **Further information:**

- [Using technology to improve the graduation rate](#)

#### **Related links:**

- [What Works in Youth Employment: The Impact of New Information Technologies](#)
- [ICT skill development in the Asia-Pacific region](#)
- [Providing training in computer skills to rural youth in Sri Lanka](#)
- [From veil to camera: Empowering women through skills training](#)

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### **The Plagiarism Checker**

This plagiarism detector will find plagiarized text in homework and other essays/reports. The service is free and does not require registration. All teachers, students, parents or anyone are welcome to use it. Simply cut & paste your student's paper or homework assignment into the box on the homepage of the Plagiarism Checker, and click the "check" button. The service acknowledges that no student's papers will be stored for any purpose.

#### **Further information:**

- [Plagiarism Checker](#)

**Related links:**

- [Plagiarism - Wikipedia, the free encyclopedia](#)
- [Plagiarism Learning Center](#)

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**Scratch - a programming language with learning and education in mind**

Scratch is a programming language developed by researchers of the MIT Media Lab that makes it easy to create your own interactive stories, animations, games, music, and art -- and share your creations on the web.

Scratch is designed to help young people (age eight and up) develop 21st century learning skills. As they create and share Scratch projects, they learn important mathematical and computational ideas, while also learning to think creatively, reason systematically, and work collaboratively.

Scratch can be used in many different settings: schools, museums, community centres, and homes. It is intended especially for 8- to 16-year-olds, but younger children can work on Scratch projects with their parents or older siblings, and college students use Scratch in some introductory computer science classes.

The popularity of Scratch in education is attributable to the ease with which programs can be made; the statements and data structures are simple and are at least partially written in common English; and the program's structure can be designed as a jigsaw puzzle with detachable blocks of code that can be moved around and fitted together.

The website shows rapid growth of the Scratch community; from March 2007 to June 2008, over 119,000 accounts have registered, with over 148,000 projects uploaded (Wikipedia). The rapidly growing international community has translated Scratch into several languages, with more in progress.

**Further information:**

- [Scratch](#)

**Related links:**

- [Wikipedia: Scratch programming language](#)
- [The future of online learning: Ten years on](#)
- [Who re-uses learning objects?](#)
- [Tikatok: Kids create and publish books](#)

**Previous issues of the e-newsletter:**

- [UNESCO "ICT in Education" Announcement e-newsletter](#)

**What do you think about this topic?**

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