News & Events

Nepal en route for introducing ICT in Education
Nepal has recently started an initiative for introducing ICT in Education with UNESCO’s support. The plan that aims at harnessing the power of ICT for teaching and learning will be closely linked to ongoing major education initiatives in the country such as the School Sector Reform Plan, the Education for All campaign and teachers education projects.

Bangladesh develops master plan for ICT in Education
After a series of planning meetings and workshops, the government of Bangladesh aims to finalize its ICT in Education master plan by this year.

Microsoft Partners in Learning announces 2010 Worldwide Innovative Teacher Awards
These awards are the global culmination of local and regional events held around the world throughout the year, where teachers present ideas on how technology can further educational transformation to help improve the way students learn.

UNESCO publishes report on ICT for persons with disabilities
The report, summarizing the recommendations of a group of experts on how UNESCO could assist its Member States in facilitating social inclusion of persons with disabilities through ICT, is now available in English both in printed and online versions.

Timor Leste plugs into the right connections
Thanks to a UNESCO project, the only state university in Timor Leste is now connected to a regional ICT network.

Strengthening multilingualism in cyberspace
During the 5th Internet Governance Forum (IGF) last month in Vilnius, Lithuania, UNESCO and the Internet Corporation for Assigned Names and Numbers (ICANN) agreed to work together to further strengthen multilingualism in cyberspace.

Programmes & Projects

From Illiteracy to mCommunity, Jokko Initiative Empowers Women with mLearning
Since 1991, Tostan has brought its holistic, 30-month Community Empowerment Program based on human rights to thousands of communities in West Africa. As part of this program, they teach basic literacy and numeracy to community participants, particularly women and girls, but not without problems.

Resources

Global compendium of ICT in Education networks
The Compendium of ICT in Education networks, published by European Schoolnet, provides stakeholders with a reference, and encourages international exchanges and knowledge sharing between organisations with similar missions.

The impact of a mobile phone literacy program on educational outcomes
This paper reports the results from a randomized evaluation of a mobile phone education program (Project ABC) in Niger, in which adult students learned how to use mobile phones as part of a literacy and numeracy class.

**How new technologies can help with ‘invisible disabilities’**

The European project ICTBell aims to investigate the field of dyslexia and language learning, with the final purpose to create a specially designed Business English Language Learning ICT-based course and a virtual learning environment (VLE) where dyslexic learners can thrive through the integrated e-learning content, virtual learning environment and online tutorage.

**Spotlight on memory of the world heritage: An audiovisual window on the world**

UNESCO’s Memory of the World Register includes France’s Lumière films that were the first to capture the lives and customs of people in countries in Europe and elsewhere, the world’s very first feature length narrative film made in Australia in 1906, newsreels from 1960 to 1990 that view world events through Cuban eyes, and footage tracing the final years of apartheid and the birth of democracy in South Africa.

**PeerWise**

PeerWise supports students in the creation, sharing, evaluation and discussion of assessment questions.

**News & Events**

**Nepal en route for introducing ICT in Education**

Nepal has recently started an initiative for introducing information and communication technology (ICT) in education with UNESCO’s support. The plan that aims at harnessing the power of ICT for teaching and learning will be closely linked to ongoing major education initiatives in the country such as the School Sector Reform Plan, the Education For All campaign and teachers education projects.

The kick start for the project was given during a four day seminar that the Ministry of Education (MoE) and UNESCO organized for key policy makers, planners and administrators from 22 to 25 June 2010 in Kathmandu.

The seminar that was attended by nearly 60 participants from the MoE and its institutions, other ministries, universities, the National Planning Commission, the Higher Level Commission for Information Technology and Nepal National Commission for UNESCO, raised awareness of policymakers and educational planners on ICT in Education and provided technical assistance and expertise to the MoE to systematically develop ICT in Education policies, strategies, programmes and projects; and formulated the first outline of the plan.
Minister of Education Sarbendra Nath Shukla underscored the need of knowledge society for the overall development of Nepal and assured to contribute to the development of such society. “Nepal has made the development of the ICT in Education Master Plan a priority in 2010” said Shankar Prasad Pandey, Secretary General of the National Commission for UNESCO and Secretary of the MoE and expressed his commitment to prepare the plan.

State Minister of Education Govinda Prasad Chuddhari also highlighted the importance of using ICT in Education “An enabling environment, adequate infrastructure multistakeholder partnerships involving the private sector are crucial elements of the plan,” said Axel Plathe, Head of the UNESCO Office in Kathmandu and UNESCO Representative to Nepal.

UNESCO will continue to provide its technical support for the development of the ICT in Education Master Plan for Nepal.

Contact: Tap Raj Pant, tr.pant@unesco.org

Further information:

- Nepal en route for introducing ICT in Education

Related links:

- UNESCO Office in Kathmandu
- Bangladesh develops master plan for ICT in Education
- Vietnam to develop Next Generation of Teachers
- Nepal develops Master Plan for ICT in Education
- Bangladesh begins initiative to develop its National ICT in Education Master Plan
- India launches a new scheme on ICT in Education, minister says
- Achievements in integrating ICT into education in the Republic of Korea

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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Bangladesh develops master plan for ICT in Education

The government of Bangladesh plans to finalize its Information and Communication Technology (ICT) in Education master plan by 2010.

As a follow-up to workshop and meetings initiated by UNESCO last year, the first meeting of the national planning committee for ICT in Education master plan, chaired by Mr. Nurul Islam Nahid, Hon’ble Minister, Ministry of Education, was held on 1 April 2010. The meeting adopted the schedule for drafting and finalizing the ICT in Education master plan for Bangladesh by November 2010.

In the meeting, UNESCO proposed to provide technical support to the Ministry in preparing the master plan and the Ministry gladly accepted the proposal. UNESCO Dhaka has taken support from UNESCO Bangkok and also hired an expert to assist the government in preparing the master plan.

Four working committees, namely Early Childhood Care and Education (ECCE), Non Formal Education and Primary education; Secondary, Technical & Vocational, and Madrasha Education; Higher Education; and Education governance and management, were formed in the first meeting of the national planning committee.

As per the decisions of the meeting, the first workshop for the working committees was held at National Academy for Education Management (NAEM) on 20 May 2010 where the participants produced a zero draft of ICT in Education master plan. A series of meetings of the working committees and public consultation are in progress.

Further information:

- Ministry of Education - Government of the People’s Republic of Bangladesh

Related links:

- Nepal en route for introducing ICT in Education
- Vietnam to develop Next Generation of Teachers
- Nepal develops Master Plan for ICT in Education
- Bangladesh begins initiative to develop its National ICT in Education Master Plan
- India launches a new scheme on ICT in Education, minister says
- Achievements in integrating ICT into education in the Republic of Korea
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Microsoft Partners in Learning announces 2010 Worldwide Innovative Teacher Awards

Microsoft Partners in Learning announced the winners of the 2010 Worldwide Innovative Teacher Awards at the sixth annual Worldwide Innovative Education Forum, held on 29 October in Cape Town, South Africa. These awards are the global culmination of local and regional events held around the world throughout the year, where teachers present ideas on how technology can further educational transformation to help improve the way students learn.

"The Innovative Teacher Awards exemplify the creativity and dedication of the world’s most forward-thinking educators," said Anthony Salcito, vice president of Worldwide Public Sector Education for Microsoft Corp. "I am inspired by the energy and unique approaches of the winning teachers. They demonstrate the infinite possibilities that technology can create to improve learning opportunities and meet the needs of today’s generation of students. Microsoft remains committed to supporting the education community to advance both teaching and learning around the world. I’d like to extend warm congratulations to our winners and to everyone who participated in the regional events that led up to today’s celebration."

The 2010 Worldwide Innovation Education Forum award ceremony was attended by 500 educators, school leaders, government officials and others from more than 60 countries. The celebration capped off a week of education seminars, visits to local Cape Town schools and the announcement of the start of a student-powered, environmental initiative called Shout formed by Microsoft, the Smithsonian Institution and TakingIT Global.

Participating teachers were judged by an international panel of education experts on a number of criteria. Through virtual classroom tours and interviews on site by judges, these teachers demonstrated a profound dedication to helping their students learn by leveraging effective and engaging technology resources for teaching critical 21st century skills, such as collaboration, critical thinking and social responsibility.

The Best Practice winners in the four main evaluation categories are Samuel Avornyo of Ghana, Innovation in Community; Martin Ryum and Mette Hauch of Denmark, Innovation in Collaboration; Pat Yongpradit of the U.S., Innovation in Content; and Tareq Mahjoub,
Innovation in Community

- **Best Practice: Samuel Avornyo (Ghana), "Rural Food Processing Industries":** Students were exposed to some of the food processing techniques used by local industries and then identified and shared ways these industries could maximize profit through quality packaging, developing marketing strategies for their products and keeping proper records using information and communication technology (ICT).

- **First Runner-Up: Barry Corrigan (Northern Ireland): "Making Homework Count — Engaging Parents":** Designed to break the cycle of child and parent frustration over homework when assistance is not available, pupils were provided with additional tools to support their learning. Students could e-mail with teachers, access materials through an online source and contribute to discussion forums — all enabling learners to exchange ideas as well as develop the art of debate.

- **Second Runner-Up: Simone Timms (Australia): "It Takes a Community to Raise a Child":** This project created opportunities for busy families to engage in their children’s education through the sharing of knowledge. The teacher looked beyond obvious materials and resources to create a multitude of opportunities for students to develop assessment strategies in keeping with their learning styles.

Innovation in Collaboration

- **Best Practice: Martin Ryum and Mette Hauch (Denmark), "Teachers Leave Them Kids Alone":** Expert groups of students engaged in peer-to-peer teaching and learning through producing, editing and analyzing a five-minute film in only one week. The film recognizes that some children are IT experts and can educate their peers and teachers.

- **First Runner-Up: Jan Webb (U.K.), "Working in a Classroom Without Walls":** Students engaged with peers in Singapore on a healthy living project and had a virtual field trip with peers in Brunei to learn about the rainforest. The project presented an opportunity to work with a class from another country, share results from science experiments, present information and understand diversity in the world.

- **Second Runner-Up (tie): Ian Fogarty (Canada), "Xenotransplant Debate":** Students learned complex thought through a semi-fictitious, bioethical issue debate. After researching a variety of stakeholder perspectives, deciding on a position and creating a political party with an associated media campaign, students engaged in a town hall debate and bill proposal.

- **Second Runner-up (tie): Anna Karlsson (Sweden), "ICT Enriched Learning":** Students worked to design, construct and program a robot using technology and mathematics in a laboratory environment and were encouraged to bring an entrepreneurial and creative approach and attitude to their work.

Innovation in Content
• **Best Practice: Pat Yongpradit (U.S.), "Game Programming with the Zune to Promote High School Women in Technology"**: This project encouraged female students to engage in game programming. Using XNA Game Studio as software and the Zune as hardware provided students a comprehensive experience in game design and deployment that mirrors industry experiences.

• **First Runner-Up: Adriana Silva de Oliveira (Brazil), "School on the Cloud"**: Aimed at breaking down barriers between teachers and students, this programme made use of the internet in order to facilitate learning and make it more enjoyable for students of the "digital age." Learning materials were made available online via the school blog so that students as well as parents could assess them after school hours and track learning tasks and projects through the year.

• **Second Runner-Up: Peter de Lisle (South Africa), "Biodiversity"**: This project involved using thinking and research tools to find out about biomes and involved the creation of a collaborative spreadsheet tool to evaluate the best biome to live in. Learners then used creativity tools to create a biome as a context for a computer game and to design a suitably adapted creature to live in it. Finally, they narrated an adventure in their biome.

**Educators Choice**

• **Best Practice: Tareq Mahjoub, Tareq Mahmoud, Shahzlan Al Saffar, Omar Ashour, Futooh Khareetah and Majdi Daoud (Arabic region), "Accepting Each other"**: Created by a group of teachers, the project aims to answer the question: "We are all human beings. How can we accept each other despite our differences?" The project includes dramas, creating brochures and a press article, producing a documentary and a music concert, establishing a blog, and creating presentations. Through this, students gain understanding of "tolerance, communication, dialogue, peaceful coexistence and acceptance of others."

• **First Runner-Up: Preesheila Bheem singh Ujoodha (Mauritius), "Wellness and Fitness for Life"**: Students conducted research on causes and cures of the epidemic proportion of noncommunicable diseases (NCD) such as diabetes and hypertension. They shared this information with peers in the community and through tools such as Glogster, auto collages, posters, video clips, brochures and blogs that they created.

• **Second Runner-Up: Ricardo Espino Gonzalez (Mexico), "Electronic Logbook"**: Educator best practices and teaching methods are captured digitally and made available to others as a means of collaboration and to ensure that the years of experience of retired teachers are not lost to the academic world in the future.

"We are continually inspired by our students and love finding new ways to teach them the skills that will make them successful, positive contributors to the world and more open towards diversity and accepting of differences," said this year's Educator's Choice award winners, Tareq Mahjoub, Tareq Mahmoud, Shahzlan Al Saffar, Omar Ashour, Futooh Khareetah and Majdi Daoud of the Arabic region. "We’ve gained so much from this week, engaging with our peers and education leaders from all over the world. We are looking forward to next year’s event."
Since 2003, the Partners in Learning award competition has been recognizing individuals with the Worldwide Innovative Education Awards for excellence in teaching. Teachers participate in country-level and regional events. Winners move up to the Worldwide competition.

The judging community includes education experts from all over the world. At the event, 47 judges representing more than 35 countries spend nearly 20 hours talking to the teachers and learning about their projects; then in a private room, they discuss, debate and share with one another until the winners are finally selected.

Next year’s Innovative Teacher Awards results will be announced at the 2011 Worldwide Innovation Education Forum, which will take place in Washington, D.C. Country and regional competitions will take place beginning in November 2010. Interested teachers should contact their local Microsoft office for more information or look online at http://www.microsoft.com/education/pil/partnersInLearning.aspx.

Further information:

- Microsoft Partners in Learning announces 2010 Worldwide Innovative Teacher Awards

Related links:

- Partners in Learning
- Education the winner as NICTA and ACS award Australian ICT student prize
- ICTs in Education Prize: call for nominations
- The Rector of the Moscow Institute of Open Education and Jordan’s Ministry of Information and Communications Technology are the winners of the 2009 UNESCO King Hamad Bin Isa Al-Khalifa Prize

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

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UNESCO publishes report on ICT for persons with disabilities

The report, summarizing the recommendations of a group of experts on how UNESCO could assist its Member States in facilitating social inclusion of persons with disabilities through information and communication technologies (ICT), is now available in English both in printed and online versions.

This document provides an overview of the background and rationale for the expert meeting, organized by UNESCO in cooperation with the Global Initiative for Inclusive Information and Communication Technologies (G3ict) on 22 and 23 February 2010 at UNESCO Headquarters in Paris. The meeting was attended by representatives of the disabled community, IT&T industry, research and educational institutions, non-governmental organizations working in the subject area, and United Nations family organizations.

The experts presented the following recommendations to UNESCO for consideration:

Making UNESCO ICT-accessible
The group of experts recommended that UNESCO should ensure overall accessibility of persons with disabilities. To achieve this goal the Organization should improve its online presence and the accessibility of its website. It should also create accessible physical environment, develop appropriate procurement and recruitment policies, and ensure training and retaining of the employees.

Mainstreaming ICT in inclusive education
UNESCO is encouraged to foster effective use of ICT that are accessible, adaptive and affordable for person with disabilities. Specific guidelines and tools are needed to teach persons with disabilities and to ensure that corresponding ICT competencies are embedded in initial teacher training.

Mobilizing resources and international cooperation
The experts stressed the importance of identifying arguments for shifts in policy practices and determining funding opportunities where UNESCO could get involved. It is important to cooperate with organizations of persons with disabilities in order to get the best possible input and to have credible action lines and projects for funding.

Creating an information and knowledge access ecosystem
This recommendation focuses on “touch points”, such as WorldWide Web, broadcasting, publishing, languages, etc., in the system in which people and humans interact with information and services. It also includes e-governance, which could be used to promote e-voting and e-democracy initiatives for citizen participation in an accessible way, as well increase participation in cultural activities.

Further information:
UNESCO publishes report on ICT for persons with disabilities

Related links:

- The electronic version of the report is available [here](#)
- Report on the Consultative meeting on ICTs and disabilities
- e-Accessibility Policy Toolkit for persons with disabilities
- Consultative meeting on ICTs and disabilities
- Improving child literacy in Africa: Experiments with an automated reading tutor
- Interactive session on ICT and persons with disabilities

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- UNESCO "ICT in Education" Announcement e-newsletter

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Timor Leste plugs into the right connections

Thanks to a UNESCO project, the only state university in Timor Leste is now connected to a regional ICT network. After a year of preparation, system installation, and training, with the support of UNESCO and the School on Internet (SOI) Asia, the National University of Timor Leste (UNTL) was linked up to the Regional Information and Communication Technology Network and the National Research and Education Network in July this year.

Timor Leste, the youngest and one of the least developed countries in the Asia-Pacific region, urgently needs to improve the capacity of its local human resources. The project team responded to this need by coordinating ICT networks in Asia to share knowledge and expertise with UNTL in developing and disseminating e-learning materials and tools, and in using existing educational and teaching materials for human resource development.

UNTL, which was known as UNTIM (Universitas Timor-Timur) between 1986 and 1998, is the only state university in Timor Leste. Located in the centre of the capital city of Dili, the university opened in November 2000, shortly after the country gained independence. It currently has a total of 15,000 registered students.
The survey undertaken by UNESCO and SOI Asia showed that UNTL possesses great human resources potential but lacks adequate facilities to build on this ability. The aim of the project is to improve the capacity building of UNTL students and lecturers by taking advantage of the opportunity to use the SOI Asia distance learning platform to share knowledge with all Asian universities and education institutions.

UNTL can now share knowledge with other Asian universities and education institutions by taking advantage of the distance learning platform of the SOI Asia Project and CONNECT-Asia (Collaboration for NetworkeNabled Education, Culture, Technology and science) partners.

SOI Asia Project utilizes satellite-based internet and digital technology for the development of higher education in Asian countries. The project has 27 universities and research institute partners in 13 countries across Asia and has deployed satellite earth stations at each partner site to share the distribution of live, as well as archived lectures.

Professor Keiko Okawa of Keio University, SOI Asia representative, said she was pleased to welcome UNTL as a new partner. The project is expected to provide more learning opportunities for UNTL students, faculty members, as well as the community close to the university. In addition, she said that it will not only provide a collaboration channel with other SOI Asia partners, but also start global collaborations with interested parties.

UNESCO is now planning to conduct a series of e-learning courses to accommodate the needs of staff and students at the Faculty of Engineering, UNTL. The project has been funded by UNESCO and the Government of Japan through the Japanese Funds-in-Trust.

Contact: m.nakata@unesco.org

Further information:

- Timor Leste plugs into the right connections

Related links:

- Connect Asia
- Network to connect 4000 education institutes in Asia
- India launches phase-II of African e-network project
- ICTs provide a platform for innovative education in India and South Asia

Previous issues of the e-newsletter:
Strengthening multilingualism in cyberspace

During the 5th Internet Governance Forum (IGF) last month in Vilnius, Lithuania, UNESCO and the Internet Corporation for Assigned Names and Numbers (ICANN) agreed to work together to further strengthen multilingualism in cyberspace and facilitate the successful implementation of internationalized country code top-level domains (IDN ccTLDs).

At IGF 2010, UNESCO and ICANN signed a Letter of Intent, which sets forward a common interest regarding the internationalization of the Internet Domain Name System (DNS). The Letter of Intent aims at the implementation of the Cooperation Agreement signed in December 2009. Both Organizations agreed to collaborate in the development and internationalization of the Internet DNS and to undertake a variety of activities.

The major objective of this joint effort is for UNESCO to provide assistance to its Member States by creating a reference table of country names and abbreviations for countries whose official languages are based on Cyrillic script. Other languages and scripts are expected to follow.

At the UNESCO Open Forum organized in the framework of IGF 2010, Rod Beckstrom, President and Chief Executive Officer of ICANN, said, “ICANN welcomes UNESCO’s plan to provide linguistic support to those who want to participate in the fast track process but need linguistic help in preparing their request.”

Janis Karklins, UNESCO’s Assistant Director-General for Communication and Information, confirmed that “UNESCO, with its mandate, is well placed to invite, encourage and assist its Member States by participating in the development of an IDN ccTLD country names / abbreviations reference table. Both Organizations recognize the importance of the Internet for building inclusive knowledge societies, and strengthening and promoting cultural diversity and multilingualism in cyberspace.”

The exact scope of the project is yet to be defined, but the concrete joint activity will already facilitate the introduction of internationalized domain names at the top level, helping UNESCO Member States to prepare their IDN ccTLD applications.

The Letter of Intent is available below in English in PDF format.
Further information:

- Strengthening multilingualism in cyberspace

Related links:

- UNESCO-ICANN Letter of Intent.pdf
- ICANN
- IGF 2010
- UNESCO releases new publication on linguistic diversity in the Internet
- Expert meeting on Cyber Network for Learning Languages
- Securing a place for a language in cyberspace

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- UNESCO "ICT in Education" Announcement e-newsletter

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Programmes & Projects
From Illiteracy to mCommunity, Jokko Initiative Empowers Women with mLearning
Since 1991, Tostan has brought its holistic, 30-month Community Empowerment Program based on human rights to thousands of communities in West Africa. As part of this program, they teach basic literacy and numeracy to community participants, particularly women and girls, but not without problems.

“For years we have been looking for ways to address the challenge of making literacy relevant, finding ways for participants to practice their new skills, all the while engaging women and girls in the process and reinforcing existing social ties.” Molly Melching, Executive Director of Tostan

That is until they started using mobile phones. It turns out that people are willing, excited, and economically motivated to use mobile phones to improve their numeracy and literacy
skills – improving their ability to communicate via phones and create communities of support.

**Jokko Initiative**
Tostan has come up with an intriguing way to teach basic literacy and numeracy, by tying it to the use of mobile phones, through their Jokko Initiative in Senegal.

First, they came up with an amazingly simple methodology to introduce people to menu systems using a mango tree metaphor which gracefully transitions from the concrete (planning a climbing route on a real tree to get to a specific mango) to the semi-concrete (the same, on a diagram of a tree), to the abstract (the tree diagram becomes the menu diagram, the mango a specific function).

Anyone who thinks that is too basic has never shown their grandparents a new shiny piece of technology, or had their entire worldview of user interface challenged by someone physically pointing a mouse at a screen.

Next, they teach the cost-efficiency of SMS texting relative to placing a call, which has immediate impact on the girls’ lives. They can use their newly acquired ability to read and write in their national language, Wolof, from the Community Empowerment Program, to compose and read text messages without assistance. The women are also able to show mastery of mobile phones, which allows husbands to trust wives with phones, even obtaining their own phones.

Then, participants apply the skills they’ve gained to specific themes (such as health, agriculture, and the environment) relevant to their everyday lives. For example, to send text messages about vaccinations and awareness-raising campaigns, to make appointments at health clinics, and to ask for advice on matters concerning health and hygiene.

**mLearning Results**
Tostan, UNICEF, and the Center of Evaluation for Global Action (CEGA) at the University of California, Berkeley, recently completed an evaluation of Jokko that shows great promise for using text messaging as a means for improving literacy and community development.

According to the initial findings of the evaluation conducted by CEGA in these villages:

Women and girls, who had the lowest rates of literacy and numeracy before the Jokko Initiative began, greatly improved over the course of the project.

The percentage of women and girls who scored in the highest category for literacy and numeracy increased from 12% for women and 8% for girls at the baseline, to 29% and 33% at the follow-up. Moreover, the number of participants who were able to write a text message jumped from 8% to 62%.
Yet not everything is rosy in women’s lives just because they participated in the Jokko Initiative. There are still two major external challenges that Tostan has identified in the adoption and usage of mobile phones to improve literacy:

1. The lack of electricity in the vast majority of the communities reached by the Jokko Initiative, which renders the charging of mobile phones extremely difficult and/or costly
2. The disproportionate lack of access of women and girls to mobile phones – meaning that these groups have diminished opportunities to communicate with their peers and to practice the skills they’ve learned using mobile phones in the Jokko module.

**Transforming mLearning into a mCommunity**

Tostan is expanding on the Jokko Initiative work with a mobile phone powered community. In April 2009, Tostan collaborated with UNICEF to launch the RapidSMS-based “Community Forum” in 15 villages in the department of Vélingara where the Jokko module was being taught.

The Community Forum is a practical, SMS-based application that allows a community member to disseminate information to a virtual network of his or her peers by sending a single text message to Tostan’s server.

In the Community Forum villages, participants in the Jokko module also received training in RapidSMS technology. The goal was to provide community members with tools to bolster their local development initiatives—especially those that involve mobilizing people around common causes to effect positive social change.

**Follow-up interviews** one year later showed Community Forum members use SMS text messages to disseminate information and to organize meetings and events on an array of themes including vaccination campaigns, bed net distribution for malaria prevention, village clean-ups and school enrollment for children.

Overall, Jokko’s success is pretty amazing – women who were previously disenfranchised and illiterate, now manage their own text-based mCommunity.

*Author: Wayan Vota, Source: Educational Technology Debate*

**Further information:**

- [From Illiteracy to mCommunity, Jokko Initiative Empowers Women with mLearning](#)

**Related links:**

- [Educational Technology Debate](#)
• New technology supporting informal learning
• Mobiles and internet improve the livelihoods of the poorest
• Africa: Mobile phones revolutionizing education
• Mobile learning: Transforming the delivery of education and training
• UNESCO to help community media with mobile content production

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Resources

Global compendium of ICT in Education networks
In both developed and developing nations, stakeholders have started to exploit the opportunities and benefits offered by learning technologies, whether rich or poor, male or female. Indeed, learning technologies, online cooperation and peer learning have become essential complements to conventional teaching practices. The Compendium of ICT in Education networks, published by European Schoolnet, provides stakeholders with a reference, and encourages international exchanges and knowledge sharing between organisations with similar missions. It identifies the networks active in ICT in Education on the five continents, and highlights their specific field of skills and priorities at the beginning of the 2010 decade.

An increased international and cross-cultural dialogue would both help those who lag behind and enrich the debate on pedagogy in more developed countries. By giving an overview of the actors and the current situation at the regional level, the Compendium of ICT education networks helps determining existing common policies, different methodologies and identify potential interactions and synergies. It is made for the local, regional and international stakeholders as well as the policy makers and any organisation willing to increase cooperation at regional or global level.

This publication is one of the outcomes of the first International Symposium of education networks in the field of ICT in Education held on last year in Rome, Italy. This international conference has been jointly organised by European Schoolnet, the network of 31 Ministries of Education in Europe, ANSAS, the Italian agency for innovation in education, the
Consortium for School Networking (CoSN), USA and Education Services Australia limited, the Australian national agency for ICT in education.

The event aimed at encouraging high-level networking within the global ICT in Education community, improving information-sharing and cooperation between international education networks, reflecting on the nature of 21st Century Learning and analysing the role of international education networks vis-à-vis decision makers in the field. More than 130 high-level decision-makers from 30 countries, Ministries of Education and education agencies, members of international networks, researchers and experts from universities and foundations, as well as representatives of major companies in the field of educational technologies, attended the International Symposium.

The event also resulted in the Declaration for ICT in education, which identifies key approaches to lead to an efficient international cooperation.

Further information:

- Global compendium of ICT in Education networks

Related links:

- The Declaration is part of the International Symposium Report: Download file
- ‘Compendium of ICT in Education networks: Download file
- A call to arms: e-Skills book launch
- International forum attracts ministers from around the world to debate future of global education and skills

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The impact of a mobile phone literacy program on educational outcomes
This paper prepared by Jenny C. Aker, Christopher Ksoll and Travis J. Lybbert, reports the results from a randomized evaluation of a mobile phone education program (Project ABC) in Niger, in which adult students learned how to use mobile phones as part of a literacy and numeracy class.

Overall, students demonstrated substantial improvements in literacy and numeracy test scores, suggesting that the adult literacy curriculum is effective in increasing learning. Students in ABC (mobile phone literacy) villages showed substantial additional gains in numeracy exam scores, but we cannot rule out that there are no effects on literacy in the full sample. There is evidence of heterogeneity in program effects across regions, suggesting the impact is stronger in a relatively more densely populated region. Furthermore, both literacy and numeracy effects are stronger and statistically significant for younger populations.

There is also evidence of persistent impacts: six months after the end of the first year of classes, students in ABC villages retained what they had learned better than the non-ABC students. These effects do not appear to be driven by differences in teacher quality or in teacher and student attendance. These results suggest that simple and relatively cheap information and communication technology can serve as an effective and sustainable learning tool for rural populations.

Read the paper:

- The impact of a mobile phone literacy program on educational outcomes

Related links:

- New technology supporting informal learning
- Mobiles and internet improve the livelihoods of the poorest
- Africa: Mobile phones revolutionizing education
- Mobile learning: Transforming the delivery of education and training
- UNESCO to help community media with mobile content production

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How new technologies can help with ‘invisible disabilities’

The European project ICTBell aims to investigate the field of dyslexia and language learning, with the final purpose to create a specially designed Business English Language Learning ICT-based course and a virtual learning environment (VLE) where dyslexic learners can thrive through the integrated e-learning content, virtual learning environment and online tutorage.

The general objectives of the project are to support improvements in quality and innovation in language learning for adult dyslexics while supporting participants in language learning.

In recent years the idea that Internet would contribute to a new era of participatory democracy has become dominant, but there is a real risk that what has been proclaimed as a tool of democracy can turn into a factor leading to social marginalization for those who are not able to master the processes of reading/writing proficiently. To avoid this risk, it is necessary that the educational and social institutions consider the problems and difficulties that people with disabilities have to face when they use modern technology, and provide them with specific tools like training, and software.

Only in this way can technology be considered, if not the solution, at least a part of the process to minimize the impact of dyslexia on individuals, to promote social inclusion assisting with the difficulties, the anxieties and the problems that the dyslexic have to face in everyday situations.

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Read about the project:
- How new technologies can help with ‘invisible disabilities’

Related links:
- Interactive Radio Instruction (IRI) improves Indian student learning
- New classroom learning technologies
- Study on the impact of ICT and new media on language learning
- Planning of online platform for language learning takes shape
Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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Spotlight on memory of the world heritage: An audiovisual window on the world

UNESCO’s Memory of the World Register includes France’s Lumière films that were the first to capture the lives and customs of people in countries in Europe and elsewhere, the world’s very first feature length narrative film made in Australia in 1906, newsreels from 1960 to 1990 that view world events through Cuban eyes, and footage tracing the final years of apartheid and the birth of democracy in South Africa.

In our world of satellite television, mobile phones and the Internet, even people in the remotest villages can have instant access to events and information from around the globe. But just over a century ago this was not the case and people were more isolated from outside events. Audiovisual records have transformed society and are now rightly regarded as custodians of the world’s documentary heritage.

Lumière Films

Films made by two of the world’s first cinematographers, the French brothers, Auguste and Louis Lumière, are just one of the collections included on the Memory of the World Register. Between 1896 and 1900, the Lumière cameramen shot 1,423 films in France, Europe, Africa and even in Asia and North America. This footage is often the very first taken in these countries and includes film of leading personalities such as the British Queen Victoria.

In December 1895 the Lumière brothers projected 10 of their films to a paying audience in Paris, which film historians credit as being the first use of cinema as a mass medium. Not long after, in 1906 in Australia, Charles Tait wrote and directed what is regarded as the world’s first feature length narrative film.

The Story of the Kelly Gang

The Story of the Kelly Gang, directed by Charles Tait in 1906, is the first full-length narrative feature film produced anywhere in the world. It traces the life of the legendary bushranger, Ned Kelly and his gang, whose exploits gained them notoriety in the second part of the 19th century.

Just as Fritz Lang’s Metropolis (1927) is testimony to German silent film art, The Story of the Kelly Gang symbolises not only the birth of the Australian film industry but also the
emergence of a national identity.

Although considered lost in the 1940s, the discovery of fragments enabled the National Film and Sound Archive to recreate a 17-minute film. The original poster and publicity booklet of the film are also part of the collection.

**Original Negative of the Noticiero ICAIC Lationamericano**

The Cuban Institute on Cinematographic Arts and Industry (ICAIC) was the first cultural institution created a few months after the Cuban Revolution, in March of 1959. Between 1960 and 1990, ICAIC weekly produced the Latin American Newsreels documenting events both in Cuba and elsewhere in the world, including historic moments like the Missile Crisis of 1962 and the Prague Spring of 1968.

These newsreels are of far more than local significance. They portray not only the unfolding situation in Cuba following the revolution but also how world events were viewed through Cuban eyes.

Electricity blackouts in the 1990s, economic woes and dealing with a tropical climate have not made the preservation of the collection a simple matter and urgent measures are still required to guarantee its safety and the transfer onto a digital format.

**Liberation Struggle Living Archive Collection**

The Doxa Collection of South Africa comprises footage of events during the final years of apartheid, the release of Nelson Mandela from prison and the country’s move to democracy. The collection of 674 tapes, spans the period from the early 1980s to the historic elections of 1994 and the inauguration of Mandela as the country’s first democratically elected president.

Also documented is the country’s Truth and Reconciliation Commission which set a world standard through its attempt to deal with wrongdoings in the apartheid era. Because of the censorship of the local media at the time, many South Africans did not see the footage produced for foreign companies and were largely unaware of what was happening in their country. The lessons that can be learned from its transformation from a pariah State to democracy without widespread bloodshed are of universal significance.

Through the creation of the Liberation Struggle Archive Project, Doxa Productions, which filmed the original footage, together with its partners, hopes to transfer all the film onto a digital format to make it more accessible to both students and the public.

**Further information:**

- **Spotlight on memory of the world heritage: An audiovisual window on the world**
Related links:

- Memory of the World
- Rescuing stories of indigenous peoples through audiovisual media
- UNESCO, U.S. Library of Congress and partners launch World Digital Library
- The Use of Film to Support Classroom Literacy Learning
- Uses of radio and TV in education

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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PeerWise
PeerWise supports students in the creation, sharing, evaluation and discussion of assessment questions.

Students use PeerWise to create and to explain their understanding of course related assessment questions, and to answer and discuss questions created by their peers. It can be used in a wide range of subjects, including Anthropology, Biology, Chemistry, Computer Science, Physics, Population Health, Pharmacology, Medicine, and many more.

PeerWise is free and very easy to use. Students are presented with a simple, intuitive interface and instructors can easily view student content and monitor participation.

Further information:

- PeerWise

Related links:

- Technology companies lead collaboration to improve global education assessments
- Online student assessment of their learning gains
- Standards for the 21st-century Learner by AASL
- Creating interactive quizzes in MyStudiyo

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