Interview
“The ‘E’ in e-learning really can stand for exciting!”
Alastair Clark is Senior Programme Director at the National Institute of Adult Continuing Education (NIACE) in the United Kingdom, winner of the 2010 UNESCO King Hamad bin Isa Al Khalifa Prize for the Use of ICTs in Education.

News & Events
Projects in Ireland and the Philippines receive honourable mentions in ICT in Education prize.
eSkwela 1.0, an electronic school in the Philippines and ALISON, a free online training institution in Ireland were given Honorable Mentions in the UNESCO King Hamad bin Isa Al Khalifa Prize.

Wenhui Award for Educational Innovation calling for nominations
The Wenhui Award for Educational Innovation 2011 is calling for nominations to recognize the contributions of educators and institutions in the Asia and Pacific region which have optimized the potential of education and the human innovative spirit to address and resolve pressing issues and problems facing our world today.

Launch of climate change education web portal
UNESCO is launching a web portal dedicated to climate change education. Designed to support education professionals, ministries of education, the development community and other partners, the resource was developed within the framework of the UN Decade of Education for Sustainable Development (DESD, 2005-2014).

Intel assists educators in the south to become more ICT friendly
The Intel Teach Directors Leadership Technology Forum was recently launched for officials of the Ministry of Education in the Southern Province of Sri Lanka. The forum was held in Unawatuna, Galle and it is hoped that by instructing educators and getting them enthused about the use of ICT in education, students too will become eager and comfortable about doing so.

Thailand’s race to ICT literacy
A decade since Asia’s 10th most populous country launched its first ICT Master Plan, the Ministry of Education has successfully improved the computer-student ratio to 1:20 on average.

Google and museums around the world unveil Art Project
On 1 February 2011, Google unveiled the Art Project, a unique collaboration with some of the world’s most acclaimed art museums to enable people to discover and view more than a thousand artworks online in extraordinary detail.

Programmes & Projects
Computing at school: Educate... engage... encourage... A spotlight on CAS
CAS is an acronym for Computing at School, a self-professed grass roots organization and a UK based working group. CAS is active at many levels, having developed a body of
knowledge for school-level computing; in spinning up “hubs” that bring teachers together in local groups; and in developing new material that teachers can use in the classroom.

Resources

**Partnership for measuring ICT for development. Core ICT indicators, 2010**

This publication presents a revision of the core list of ICT indicators developed by ITU. The chapter *Core indicators on ICT in Education* describes eight new indicators on ICT in Education plus a reference indicator on the proportion of schools with electricity.

**UNESCO online courses for educational planning and management**

UNESCO's International Institute for Educational Planning (IIEP) is offering a range of distance courses on topics related to educational planning and management.

**Making the most of your interactive whiteboard**

This brochure contains main guidelines under seven key themes for implementing and embedding the use of interactive whiteboards in education.

**Learning, innovation and ICT: Lessons learned by the ICT cluster education & training programme**

This report presents the outcomes of the ICT cluster that the European Commission has set up under the education and training programme as part of the Lisbon objectives set for 2010.

**Stop disasters**

“Stop disasters” is an exciting disaster simulation game developed by the UN International Strategy for Disaster Reduction (UNISDR).

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**Interview**

“The ‘E’ in e-learning really can stand for exciting!”

*Alastair Clark is Senior Programme Director at the National Institute of Adult Continuing Education (NIACE) in the United Kingdom, winner of the 2010 UNESCO King Hamad bin Isa Al Khalifa Prize for the Use of ICTs in Education.*

NIACE is the leading non-government organization promoting adult learning in England and Wales and exists to encourage more adults to engage in better-quality learning of all kinds. It works for and celebrates the achievements of all adult learners. EduInfo spoke to him at the prizegiving ceremony.

**What is the vision behind NIACE?**

Our vision is of empowering citizens and learners. Nowadays we need digital skills in all aspects of our lives and all through our lives. Educators need to take a positive stand in ensuring that citizens can have the skills and understanding to make the technology work to meet their needs and to deliver individual and collective dreams.
“Working for more and different adult learners” is your slogan. What do you mean by “different” learners?
By different we mean marginalized learners: migrants, prisoners, the homeless, the “people with learning difficulty”, the unemployed, those on low incomes, people with the lowest level of initial education and of course older people. Women in certain groups have even more disadvantages.

How has technology changed the way NIACE approaches adult education?
It has allowed us to re-think teaching – making it more learner-centred, more active, more creative and more inspirational. Our 3,000 E-Guides have been trained as tutors to work with adults supported by national and regional networks, and our 194 projects provide internet access and training to older people in sheltered housing. It is inspiring to see how teachers have devised imaginative ways of using technologies to liven up their teaching. ‘E’ really can stand for exciting!

Are such learners greatly affected by the digital divide?
Yes. Digital technology has become an essential element of our lives. The digital divide represents a threat to both social cohesion and economic development. People on the wrong side of the divide tend to be the most marginalized groups. The picture is not identical across all countries, but we at NIACE believe that we all have a common interest in seeking to share practices in widening digital inclusion.

What does winning this award mean to NIACE?
Our work goes on, and through this award we hope to build new and stronger alliances with others who share our vision. One of its great features is that it gives all of those who enter a chance to learn from each other. I would very much like to sit around a table with current and former winners for an intensive exchange of innovations and good practice.

Of course, we could not have won this award without our funders and many partners.

NIACE was selected from 50 entrants worldwide on the recommendation of an international jury, appointed by the Director-General of UNESCO, Irina Bokova.

The jury was impressed with NIACE’s work in taking digital learning opportunities to marginalised groups of learners. In particular the 3,000 E-Guides who have been trained as tutors to work with adults supported by national and regional networks and the 194 projects providing internet access and training to older people in sheltered housing. NIACE is considered by the jury to provide an exemplary model to other countries looking to help adults achieve digital literacy.

Further information:


- **UK and Venezuelan ICT experts awarded UNESCO King Hamad bin Isa Al Khalifa Prize**

Related links:

- National Institute of Adult Continuing Education (NIACE)
- NIACE video (5 minutes)
- 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
- Chinese and Egyptian laureates receives UNESCO prize for the use of ICT in 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
- Celebrating Innovative ICT in Education Practices: From Idea to Impact

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

**News & Events**

**Projects in Ireland and the Philippines receive honourable mentions in ICT in Education prize**

eSkwela 1.0, an electronic school in the Philippines and ALISON, a free online training institution in Ireland, were given Honorable Mentions in the UNESCO King Hamad bin Isa Al Khalifa Prize.

The eSkwela 1.0 is a flagship project of the Philippines’ Commission on Information and Communications Technologies and the Department of Education’s-Bureau of Alternative Learning System. This provides ICT-enhanced educational opportunities for the country’s
out-of-school youth and adults. Through a national network of 40 community-based e-learning centres, it offers a diverse set of e-learning content that has been localized to meet the needs of individual communities, including 248 life-skills modules.

ALISON provides free online multimedia courses for certification, the most popular being basic IT skills training. Almost 200 interactive multimedia courses for certification have been developed, providing a new world of online learning opportunities to improve employment flexibility and skills worldwide. Some 500,000 people have been trained since 2007 using an innovative SEE, HEAR, and DO pedagogical approach. The system enables learners either to study individually or to be part of the over 300,000 people who study as part of groups managed by trainers/tutors in schools, colleges, workplaces and community groups.

Further information:

- [UK and Venezuelan ICT experts awarded UNESCO King Hamad bin Isa Al Khalifa Prize](#)

Related links:

- [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](#)
- [Chinese and Egyptian laureates receives UNESCO prize for the use of ICT in 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](#)
- [Celebrating Innovative ICT in Education Practices: From Idea to Impact](#)

Previous issues of the e-newsletter:

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

What do you think about this topic?

- [Visit our on-line forum and share your views](#)
**Wenhui Award for Educational Innovation calling for nominations**

The Wenhui Award for Educational Innovation 2011 is calling for nominations to recognize the contributions of educators and institutions in the Asia and Pacific region which have optimized the potential of education and the human innovative spirit to address and resolve pressing issues and problems facing our world today.

Application is by nominations only from governments, educational institutions, international organizations, non-governmental organizations and individuals in UNESCO Member States in the Asia and Pacific region.

This year’s theme, Education for Learning to Live Together, is aimed at enhancing a culture of acceptance of differences, respect for diversity and promotion of peace and harmony through innovative education practices.

Two individuals or institutions will be selected by a jury of distinguished educators. The winners will be announced in September 2011 and will each receive a Certificate of Excellence and prize money of US$ 20,000 at the China Hangzhou International Conference on Educational Innovations.

All nominations shall be submitted to the Award Secretariat at UNESCO Bangkok through the National Commissions for UNESCO, UNESCO Offices, APEID Associated Centres and other organizations associated with UNESCO, using an official Award Application Form available online at the Award website. The closing date for nominations is 15 July 2011.

The Wenhui Award for Educational Innovation 2011 is sponsored by the National Commission of the People’s Republic of China for UNESCO and coordinated by the UNESCO Asia-Pacific Programme of Educational Innovation for Development (APEID).

More details about the Award, including the list of UNESCO offices and associated institutions, evaluation criteria, application process and conditions of entry, are available at the Award website: [www.unescobkk.org/education/apeid/wenhuiaward2011](http://www.unescobkk.org/education/apeid/wenhuiaward2011).

For further information, contact the Award Secretariat, Tel: (66-2) 391-0577; Fax: (66-2) 391-0866; Email: [apeid-award@unesco.org](mailto:apeid-award@unesco.org)

**Launch of climate change education web portal**

UNESCO is launching a web portal dedicated to climate change education (CCE). Designed to support education professionals, ministries of education, the development community and other partners, the resource was developed within the framework of the UN Decade of Education for Sustainable Development (DESD, 2005-2014).
According to UN Secretary-General Ban Ki-Moon, climate change is the defining issue of our time, and concerns everyone, everywhere. Successfully meeting the social, economic and environmental challenges posed by climate change will require heightened awareness at all levels of society (informed citizens, a knowledgeable workforce and enlightened government officials). Such awareness depends on effective CCE, one of the keys both to reducing climate change and coping with current inevitable temperature changes.

The CCE Clearinghouse aims to promote and facilitate climate change education by providing practitioners with resources to design and implement climate change courses, and stay abreast of trends and challenges in the field.

The website provides a regularly updated collection of pedagogical materials – courses, lesson plans, activities and audiovisual resources – that cover both the science behind global warming and strategies for adapting to and reducing the impact of climate change. Visitors to the clearinghouse will also find links to numerous CCE-related research documents, case studies and academic journals.

Additionally, the site features a calendar of upcoming CCE events, a list of complementary CCE resource hubs, information about CCE-related funding opportunities and a comprehensive directory of agencies and organizations dedicated to expanding and improving climate change education.

This resource is available in English, French and Spanish.

Further information:

- Climate Change Education Portal

Related links:

- UNESCO and Global Climate Change
- Address by Irina Bokova, Director-General of UNESCO, at the UN University: Responding to climate change starts with education; Tokyo, 26 November 2010
- The UNESCO Climate Change Initiative: Climate Change Education for Sustainable Development
- Sustainable development and education in the digital age
- Information technologies vital to tackling climate change – UN Secretary General
Intel assists educators in the south to become more ICT friendly

According to Intel, the key to solving global challenges lies amongst the young people of the world. As a result, the company has initiated a global programme to effectively integrate technology and education to ensure that the youth is sufficiently skilled to face the challenges of today’s world.

The Intel Teach Directors Leadership Technology Forum was recently launched for officials of the Ministry of Education in the Southern Province of Sri Lanka. The forum was held in Unawatuna, Galle and it is hoped that by instructing educators and getting them enthused about the use of ICT in education, students too will become eager and comfortable with using ICT for their learning.

The forum, which was attended by zonal directors of education and other officials in the Southern Province of Sri Lanka, was an introduction to the Intel Teach In-service Teacher Training programme.

The programme offers teachers professional development to support skills that have become commonplace in the 21st century. The Intel Teach Programme has proven to be one of the most successful programmes of its kind around the world, especially because it promotes a student-centred approach. In this programme, teachers are trained to encourage students to use technology effectively to enhance their learning, creativity and communication.

So far, over 17,000 teachers from the Western, Uva, Central, Sabaragamuwa, Northern and Eastern Provinces in Sri Lanka have been successfully trained under this programme.

Prior to introducing the Intel Teach programme, the forum discussed the present status of ICT in the Southern Province of the country while laying out the vision for the future role of ICT, especially in the field of education in the province.

By sharing this insight, the forum is expected to provide educators with direction and guidance as well as possible options to develop lesson plans that best address the needs of the students of the province.
Speaking at the event Indika de Zoysa, Country Business Manager, Intel EM Limited, Sri Lanka Liaison Office said: “It is important for ICT to be tightly integrated with education in an appropriate manner. By launching DLTF in the Southern Province, Intel hopes that teachers and educators in the region will be able to identify the opportunities as well as the available tools and resources to use ICT in learning and help them utilise them effectively. It is part of Intel’s commitment to providing the youth with digital literacy which is crucial for them to succeed in the present world.”

The Ministry of Education has also identified the need to foster ICT in education and has implemented many initiatives to achieve this goal.

Anura Dissanayake, Additional Director Ministry of Education and Project Director EKSP, prior to the event said: “We are pleased that organisations such as Intel are investing in the youth of our country by training educators on how best to integrate technology with learning.”

The Chief Guest Provincial Director of Education Kithsiri Liyanagamage thanked Intel for introducing a world class teacher training programme to the Southern Province. The Additional Director of Education and EKSP Project Manager B. Jayatissa mentioned that the Intel Teach was the best teacher training programme they had received up to now as per the feedback from other provinces.

An independent evaluation of the Intel Teach Programme has revealed that 91% of teachers who are participating in the programme reported their students were ‘motivated and involved in the lesson’.

In addition, 81% of participating teachers reported that ‘student projects showed more in-depth understanding’ than comparable work. These findings suggest that initiatives such as the Intel Teach Programme have the potential to be effective tools in preparing young people to be competent in a technologically advanced world.

Further information:

- Intel assists educators in the south to become more ICT friendly

Related links:

- UNESCO-INTEL launch ICT in Education Policy Toolkit for India
- UNESCO, INTEL connect ICT in Education policymakers
- Learning from national ICT/education agencies
Thailand’s race to ICT literacy
A decade since Asia’s 10th most populous country launched its first ICT Master Plan, the Ministry of Education has successfully improved the computer-student ratio to 1:20 on average.

“The past five years have been focused on setting up the basic IT infrastructure in schools,” Keartisak Sensai (pictured), Senior Advisor (ICT for Education), MOE, said to FutureGov Asia Pacific magazine. “Some of our schools are already running one-to-one computing programmes.”

These are hopeful statistics for those hoping to meet the goals stated in the nation’s current ICT Master Plan.

Wilailuck Chulewatanakul, Director of Economic and Social Statistical Bureau, National Statistical Office, Ministry of Information and Communication Technology (MICT), told FutureGov Asia Pacific magazine: “One of the targets of our current ICT Master Plan is to achieve a 50 per cent ICT literacy rate across the entire population of 66 million.”

Next on the agenda is to provide professional development for teachers where they will learn to align the use of technology with pedagogy.

Sensai said: “It is not so much about basic ICT literacy because 80 to 90 per cent of teachers already own personal computers. We are more concerned with how ICT is used to improve teaching in the classroom.”
The Thai MOE is also nursing a keen interest in tablets like Apple’s iPads, believing that these devices can aid learning. “The growing popularity of tablets like the iPad is an area of interest for us. These devices would be great for learning because they are intuitive and easy to use.”

And if iPad prices were to fall in the next five years, “we could roll out tablets with pre-saved electronic books,” said Sensai.

Currently, the country has an internet penetration of approximately 20 per cent, with 30 per cent of households surveyed having at least one computer, and mobile penetration doubling over the last five years to 57 per cent.

**Author: Xinghui Guo, FutureGov**

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**Further information:**

- [Thailand’s race to ICT literacy](#) - FutureGov magazine

**Related links:**

- [The report on the status of ICT integration in education in Southeast Asia](#)
- [Science education for children using the TV magazine](#)
- [Creating the next generation of educators](#)
- [A “smarter” Thailand through ICT - Target to boost ICT literacy and computer use](#)

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

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

What do you think about this topic?
Google and museums around the world unveil Art Project

On 1 February 2011, Google unveiled the Art Project, a unique collaboration with some of the world’s most acclaimed art museums to enable people to discover and view more than a thousand artworks online in extraordinary detail.

Over the last 18 months Google has worked with 17 art museums including, Altes Nationalgalerie, The Freer Gallery of Art Smithsonian, National Gallery (London), The Frick Collection, Gemäldegalerie, The Metropolitan Museum of Art, MoMA, Museo Reina Sofia, Museo Thyseen - Bornemisza, Museum Kampa, Palace of Versailles, Rijksmuseum, The State Hermitage Museum, State Tretyakov Gallery, Tate, Uffizi and Van Gogh Museum. The results of this partnership, which can be explored at www.googleartproject.com involved taking a selection of super high resolution images of famous artworks, as well as collating more than a thousand other images into one place. It also included building 360 degree tours of individual galleries using Street View ‘indoor’ technology.

With this unique project, anyone anywhere in the world will be able to learn about the history and artists behind a huge number of works, at the click of a mouse.

Each of the museums has worked in extensive collaboration with Google, providing expertise and guidance on every step of the project, from choosing which collections to feature; to advising on the best angle to capture photos; to what kind of information should accompany the artwork.

Works of art included in the project range from Botticelli’s ‘Birth of Venus’ to Chris Ofili’s ‘No Woman, No Cry’, Cezanne’s post impressionist works to Byzantine iconography. From the ceilings of Versailles to ancient Egyptian temples, a collection of Whistlers to Rembrandts all over the globe. In total, 486 artists from around the world have been included.

_Nelson Mattos, VP Engineering, Google said:_

‘The last 20 years have transformed and democratised the world of art - with better access to museums in many countries and a proliferation of public artworks. We’re delighted to have been able to collaborate with leading art museums around the world to create this state of the art technology. We hope it will inspire ever more people, wherever they live, to access and explore art - in new and amazing levels of detail.”

**Key features:**

- Explore museums with Street View technology: using this feature, people can move around the gallery virtually on www.googleartproject.com, selecting works of art that interest them and clicking to discover more or diving into the high resolution...
images, where available. The info panel allows people to read more about an artwork, find more works by that artist and watch related YouTube videos.

- A specially designed Street View 'trolley' took 360 degree images of the interior of selected galleries which were then stitched together, enabling smooth navigation of over 385 rooms within the museums. The gallery interiors can also be explored directly from within Street View in Google Maps.

- Super high resolution feature artworks: each of the 17 museums selected one artwork to be photographed in extraordinary detail using super high resolution or 'gigapixel' photo capturing technology. Each such image contains around 7 billion pixels, enabling the viewer to study details of the brushwork and patina beyond that possible with the naked eye. Hard to see details suddenly become clear such as the tiny Latin couplet which appears in Hans Holbein the Younger's 'The Merchant Georg Gisze'. Or the people hidden behind the tree in Ivanov's 'The Apparition of Christ to the People'.

In addition, museums provided images for a selection totalling more than 1000 works of art. The resolution of these images, combined with a custom built zoom viewer, allows art-lovers to discover minute aspects of paintings they may never have seen up close before, such as the miniaturized people in the river of El Greco's 'View of Toledo', or individual dots in Seurat's 'Grandcamp, Evening.'

**Create your own collection:**
The 'Create an Artwork Collection' feature allows users to save specific views of any of 1000+ artworks and build their own personalised collection. Comments can be added to each painting and the whole collection can then be shared with friends and family. It's an ideal tool for students or groups to work on collaborative projects or collections.

**Further information:**

- [Google Art Project](#)

**Related links:**

- [Spotlight on memory of the world heritage: An audiovisual window on the world](#)
- [Tate movie](#)
- [Learning beyond the classroom](#)
- [Engaging students with engaging tools](#)
- [The 21st Century Classroom – Alfie Kohn](#)
Programmes & Projects
Computing At School: Educate... Engage... Encourage... A Spotlight on CAS!
CAS is an acronym for Computing at School, a self-professed grass roots organization and a UK based working group. CAS is active at many levels, having developed a body of knowledge for school-level computing; in spinning up “hubs” that bring teachers together in local groups; and in developing new material that teachers can use in the classroom.

CAS seeks to work at many levels. They directly support ICT and computing teachers, by providing them with teaching material, training, local hubs, and the opportunity to meet with like-minded colleagues. They act as a subject association for computing teachers. They work at an institutional level and they advocate for computing at a national policy level. The CAS was borne out of like-minded and dedicated individuals from the UK. Although they focus their work in the UK, they also work and teach abroad.

The CAS is specifically oriented to computing. It is important to understand that Information and Communication Technology, or ICT and computing are separate fields. To better understand the work of CAS, they must first be differentiated. ICT is about the use of computers and their applications. Computing is about their design and implementation.

To use the analogy of a car:
ICT is the equivalent of teaching how to drive a car, and how to navigate it. Once basic skills have been learned (how to use the clutch), the emphasis is on appropriate choice of destination, how to drive safely, how to develop a good route to the destination, how to choose which car is the right vehicle. Everyone should be able to drive, and similarly every student should possess basic ICT skills, and some knowledge of how to use them.

Computing is the equivalent of teaching automotive engineering: how the clutch works, how to design new cars, and how to maintain existing ones. Computing is more than just
programming, which in the car analogy would be the equivalent of metalwork. CAS believes that not everyone needs to know how to design or maintain a car. Similarly, only a subset of (able) students will want to study computing, just as only a subset want to study work in the automotive or related industry.

From CAS reports, the number of students applying to computing courses at university level has halved in the last 10 years, despite increasing take-up of university education, and strong employer demand. Ironically, many at universities directly attribute this fall in numbers to the increased spread of computing at school. They also found that the number of girls applying for such courses has reduced even more dramatically over the past 15 years. For the team at CAS, supporting, equipping, and training teachers are also part of the challenge as new technologies are always in demand. However, today, the world needs people to work in the Computing industry and there is an unmet demand. A recent study by the UK Council of Professors and Heads of Computing illustrates the problem: it predicts that demand for IT professionals will increase by up to 15% in the next eight years, while the number of students aiming for jobs in the industry has fallen by 50% since 2001.

Despite the challenges, CAS has come a long way in its short existence, just founded in 2010. They feel that there is a thirst among innovative teachers for putting excitement back into a curriculum increasingly seen as boring by young ‘digital natives’. Up and down the country CAS hubs are meeting to discuss and swap ideas. The buzz of teachers getting together around a common purpose is infectious. The word is out — getting pupils to think creates sparks that can light a fire. CAS aims to build on previous successes— more local hubs, more student day schools and more teachers at their annual conference, which they assert is now firmly established as a ‘must attend’ event. CAS seeks to develop a ‘body of knowledge’ articulating what computing is about. They want a web presence where teachers can share resources and a network of enthusiasts so teachers can find support from university departments and industry specialists. Let us see what the year brings for this new and ambitious working group.

Further information:

- [Computing at School](#)

Related links:

- [Capacity-building for ICT integration in education](#)
- [What is reasonable to expect from information and communication technologies in education?](#)
- [ICT-Competency Framework for teachers workshop](#)
- [Fostering the use of ICT in pedagogical practices in science education](#)
• Educating the educators: Capacity-building essential for successful ICT in Education

Previous issues of the e-newsletter:
• UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?
• Visit our on-line forum and share your views

Resources
Partnership for measuring ICT for development. Core ICT indicators, 2010
This publication presents a revision of the core list of ICT indicators. The main purpose of the core list is to help countries produce high quality and internationally comparable data on ICT. To assist in achieving this goal, the indicators have associated statistical standards and guidance.

For our purposes, we consider the chapter Partnership on Measuring ICT for Development: Core Indicators on ICT in Education. This chapter describes a new set of indicators on ICT in education. There are eight ICT in Education indicators plus a reference indicator on the proportion of schools with electricity. The key principles for selection of the indicators include policy relevance, feasibility of reliable data collection, minimization of data collection burden and international comparability.

Most of the indicators are collected as administrative data through an annual country-level school census. The censuses may be conducted by the statistical units of ministries of education or, alternatively, national statistical offices. The indicators are all presented as proportions as follows:
1) The proportions of schools with ICT (ED1–ED3 and ED5),
2) The proportion of students (learners) with access to ICT (ED4, ED6) and enrolled in ICT fields of study (ED7), and
3) The proportion of teachers who are ICT-qualified (ED8).
Most of the indicators are split by the level of education (primary, lower secondary and upper secondary education). Other splits are possible. Evidence suggests that ICT can have a positive impact on the expansion of learning opportunities.

In summary, today we know that ICTs are catalysts for improving the teaching/learning process by reforming conventional delivery systems, enhancing quality of learning achievements, facilitating state-of-art skills formation, sustaining lifelong learning, and improving institutional management. It is important to understand that ICTs are supporting tools to conventional teaching and not substitutes for it. ICTs include older technologies that are still affordable and widely available in the majority of countries.

Read the publication:

- Partnership for measuring ICT for development. Core ICT indicators, 2010

Related links:

- UIS has released the Guide to Measuring Information and Communication Technologies (ICT) in Education
- Assessing the effects of ICT in Education: Indicators, criteria and benchmarks for international comparisons
- Korea hosts an international expert meeting on ICT in Education Indicators
- Delivering coherent ICT policies in developing countries
- Meeting in Montevideo discussed ICT statistics in education

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and discuss this topic
UNESCO online courses for educational planning and management

UNESCO’s International Institute for Educational Planning (IIEP) is offering a range of distance courses on topics related to educational planning and management.

IIEP’s Virtual Campus courses are intended for decision-makers from educational ministries, universities and other public bodies responsible for education, hoping to broaden their knowledge and enhance their skills in educational planning and management.

Led by experts in educational planning, the courses last two months and are taught via the virtual learning environment tool Moodle. The courses are taught in French or English and are financed by UNESCO/ IIEP. For further information and details on how to enrol, see the UNESCO IIEP webpage.

Further information:

- [UNESCO online courses for educational planning and management](#)

Related links:

- [Education Policy and Reform Unit, UNESCO Bangkok](#)
- [Capacity-building for ICT integration in education](#)

Previous issues of the e-newsletter:

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

What do you think about this topic?

- [Visit our on-line forum and discuss this topic](#)
Making the most of your interactive whiteboard

The EuSCRIBE Project (European Schools and Classroom Research of Interactive White Boards in Education) was commissioned by thirteen Ministries of Education in the European Schoolnet Interactive Whiteboard working group to develop guidelines for the use of interactive whiteboards in education.

The project began with a survey of interactive whiteboard users from across Europe. This enabled the project team to establish some key themes which required further research. The team then undertook link research visits with four countries including Ireland, Italy, Portugal and the UK. The visits involved lesson observations, interviews with teachers, ICT co-ordinators and school leaders to consider the use of interactive whiteboard (IWB) technology. The project director also met with several commercial suppliers to consider the emerging themes.

The report details commonly used interactive whiteboard tools, techniques and applications which should form part of the technical induction for all IWB users. The observation proforma included in the report allows practitioners to consider areas for development and key skills that they may need to address. The full report is available for download from the European Schoolnet website.

This brochure contains the main guidelines under seven key themes for implementing and embedding the use of IWB technology:

1. Leadership and Organisation helps school leaders consider how IWB technology can be implemented.
2. Purchase, Installation and Maintenance identifies some of the key questions, before, during and after purchase of the IWB.
3. Access helps leaders and practitioners consider where the IWB should be situated in each classroom.
4. Classroom Management helps practitioners to consider how to integrate the IWB along with other classroom resources.
5. Training and Continuing Professional Development helps you realize that everyone needs different training to use the IWB and provides ideas to plan for training and continuing professional development for different needs.
6. Learning and Teaching helps you to think about the types of activities for which you use the IWB.
7. Resources helps you to consider the types of resources you might need and the ongoing processes you should ensure to make it much easier to share lesson materials.

Each of these is considered in turn, allowing the user to access the evidence from the research and understand how to move forward with use of the technology. The guidelines are not just for new IWB users, but provide an opportunity for everyone to consider how to ensure effective use and application of this technology.
Learning, innovation and ICT: Lessons learned by the ICT cluster education & training programme
This report presents the outcomes of the ICT cluster that the European Commission has set up under the education and training programme as part of the Lisbon objectives set for 2010.

Since 2005 the ICT Cluster, which the European Commission has set up under “Education and Training 2010 work program” as part of the Lisbon Strategies, has been trying to guide
and inform the member states of the EU in terms of their ICT programs. The Lisbon Strategy, introduced in 2000, contained a plan to strengthen the EU in order to become the most competitive, most educated and strongest economic zone in the world until 2010.

The ICT Cluster is creating a platform for the member states to learn from each other and to exchange their best practices, so that they are able to self-reflect and rethink their current strategies. In 2009 the follow up project “Updated Strategic Framework for European Cooperation in Education and Training”, was launched. It focused even more on the use of ICT, especially on “Digital Competences” as an essential life & career skill and “ICT for Creativity and Innovation”.

The 2010 “Lesson learned by the ICT cluster” report presents the outcomes of the program, based on the timeframe from 2006 – 2010, in regard of the objectives set in the Lisbon Strategy. According to the report?, most of the EU member states launched their first ICT programs, including setting up an infrastructure, installing the equipment and teacher training. In those countries, “ICT in learning“ was already used in a more extensive way.

Independent experts wrote the report based on discussions between ICT cluster members and school visits. The identified main outcomes of this period can be summarized as:

- The exchange and compendium of good practices
- The contributions to the changing discourse around e-Learning
- The changing role of ICT as enhancer of innovative learning
- Key recommendations on the implementation and integration of ICT in education and training

It is impossible to foresee what skills will be needed in the future. With the utmost probability our world will become more digitalized, and linked through networks. Foresight is not about predicting what skills will be needed in the future, but rather to spot opportunities and threats early enough so that they can be envisioned before they occur.

Read the full report:

- [Learning, innovation and ICT: Lessons learned by the ICT cluster education & training programme](pdf) (pdf)

Related links:

- [European Schoolnet](pdf)
Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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Stop disasters

“Natural hazards (…) do not need to become natural disasters.” This quote gives a good overview about the idea behind http://www.stopdisastersgame.org.

Every year natural hazards occur all around the world: Tsunamis in Asia, hurricanes in the Caribbean and floods in central Europe. No matter where you live, natural hazards can happen. Ask yourself one question: “Do I know what to do in case of an Earthquake/Tsunami/Hurricane/Snow Storm?” Well, we may have to admit that the answer is most likely No.

The purpose of the ISDR (“International Strategy for Disaster Reduction”) is to inform how to reduce the risk and the impact of a natural hazard, so that it won’t become a natural disaster. This is achieved through a Global Platform, which takes place every two years, year-round campaigns and other initiatives. The ISDR also tries to involve children and young adults, by using boardgames (“Riskland”) and their online game (“Stop Disaster”), which you can find under http://www.stopdisastersgame.org.

The game starts in Central Europe, the Caribbean, Australia, Easter Mediterranean or South East Asia. You are, as the town planner, in charge of protecting a small village. Unlike the reality you are aware of when the hazard will take place and what kind of a hazard it will be. The challenge is to build dams against floods, trees against hurricanes or wave-breakers
against tsunamis. Always keep an eye on the time and the amount of money left in your pocket.

It is also possible to “upgrade” already existing facilities: Installing a radio alert system, direction signs or a one-week-crash-course are only a few options. As soon as time or money runs out, the hazard begins. Getting a good or bad score depends on how many people died/got injured and how much damage the disaster did.

Playing this game gives you a slight idea what needs to be done to lower the impact of a natural hazard. Educators with access to the Internet can play the game together with their students, while trying to explain the impact of each measure they take. Those children might have better chances to save their lives during a real natural hazard. They are also our future decision makers, architects, doctors, and politicians. If they know what to do to reduce the impact of disasters, they will create a safer world.

Play the game:

- Stop Disasters

Related links:

- 5 ways ICT can support the Millennium Development Goals
- UNESCO launches first computer game for young people on HIV and AIDS
- Rebuilding resources – Region devastated by earthquake raises educational standards
- National seminar on Role of ICT in Disaster Risk Reduction and Disaster Preparedness & Management
- Fishing communities learn to use ICT for poverty reduction

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