Highlight

**ICTs in Education Prize: call for nominations**
Digital Literacy: Preparing Adult Learners for Lifelong Learning and Flexible Employment is the theme of the 2010 UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of ICTs in Education. Funded by the Kingdom of Bahrain, the US$50,000 prize is divided equally between two winners. The deadline for submissions is 30 September 2010.

**News & Events**

**Vietnam to develop Next Generation of Teachers**
Hanoi National University of Education (HNUE) along with ten other universities and three teacher training colleges in Vietnam participated in the UNESCO Bangkok Curriculum Development Workshop. Thirty-six participants, mostly senior faculty members, received intensive training for five days, where they reviewed and updated ICT-related courses in their existing teacher education curricula.

**Nepal develops Master Plan for ICT in Education**
The general perception is that developing an ICT in Education Master Plan is comparable to climbing Mt. Everest, in that it is a massive and daunting undertaking. However, this was bound to change for Nepali Ministry of Education officials after they attended a “National Seminar on Developing ICT in Education Master Plan”.

**Case studies on the use of ICT in universities in Asia and the Pacific**
A regional seminar, co-organized by UNESCO and the Office of the Higher Education Commission in Thailand, presented the research findings of case studies on the use of ICT in universities in Asia and the Pacific.

**Philippine Commission on Higher Education consult stakeholders on curriculum revision for Next Generation of Teachers**
To begin the process of revising the curriculum to prepare the Next Generation of Teachers, the Philippine Commission on Higher Education (CHED) organized a “Consultative Meeting on the Information Communication Technology (ICT) Related Courses in the Current Teacher Education Curriculum” last 1 July 2010. This took place at CHED’s Auditorium in Diliman, Quezon City, Philippines.

**Senior UN, private sector officials define vision for globally connected society**
Meeting at a United Nations forum, leaders from the private sector, civil society and the creative world have underscored the critical role played by broadband networks in spurring global development.

**Symbiosis International Conference on Open & Distance Learning**
The First Symbiosis International Conference on Open and Distance Learning will be held from the 21st to the 23rd of February, 2011 at Pune, India.

**Programmes & Projects**

**IT@school Project: Successfully educating Kerala with ICT**
IT@School Project is the technology arm of the General Education Department of Government of Kerala, which was setup in the year 2000 for empowering the state...
school populace by imparting Information Communication Technology (ICT) enabled education from the grass root level.

Resources

Improving child literacy in Africa: Experiments with an automated reading tutor
This paper describes Project Kané, a research endeavor aimed at exploring the role that technology can play in improving child literacy in developing communities.

The future of learning institutions in a digital age
In this report, Cathy Davidson and David Theo Goldberg focus on the potential for shared and interactive learning made possible by the Internet.

LibriVox: What volunteers can accomplish
LibriVox volunteers record chapters of books in the public domain and release the audio files back onto the net. Their goal is to make all public domain books available as free audio books.

How to use blogs or digital cameras in teaching?
The Next Generation Learning site looks at some of the most common technologies used in schools today, and also how some other tools and technologies could be used in teaching. These include e.g. digital cameras, blogs, interactive whiteboards, GPS and Podcasts.

Never stop learning. Come Explore
Explore provides an online portal that archives non-profit work, including more than 250 original films and 30,000 photographs from around the world, to educate, entertain, and inspire people to “never stop learning.” A variety of educational resource in multimedia format encourages lifelong learning.

Highlight

ICTs in Education Prize: call for nominations
Digital Literacy: Preparing Adult Learners for Lifelong Learning and Flexible Employment is the theme of the 2010 UNESCO King Hamad Bin Isa Al-Khalifa Prize for the Use of ICTs in Education. Funded by the Kingdom of Bahrain, the US$50,000 prize is divided equally between two winners. The deadline for submissions is 30 September 2010.

Every year, this prize rewards projects and activities that demonstrate best practice as well as creative use of ICTs to enhance learning, teaching and overall educational performance.
Submissions must reach UNESCO via the governments of Member States, in consultation with their UNESCO National Commissions, or by international non-governmental organizations which maintain formal relations with the Organization.

Winners will be celebrated at an award ceremony on 12 January 2011 at UNESCO Headquarters in Paris.

**Further information:**

- [ICTs in Education Prize: call for nominations](#)

**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](#)

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**News & Events**

**Vietnam to develop Next Generation of Teachers**

Hanoi National University of Education (HNU) along with ten other universities and three teacher training colleges in Vietnam participated in the UNESCO Bangkok Curriculum Development Workshop. Thirty-six participants, mostly senior faculty members, received intensive training for five days, where they reviewed and updated ICT-related courses in their existing teacher education curricula.

The workshop proved successful and highly relevant. Attendants agreed that it was useful and met most of their expectations. Several participants said they learned the “principles, models and steps to build an ICT-integrated curriculum” and the “relationship of technical skills, content and pedagogy in the curriculum development
process”. For others, they have found the “roads to integrate ICT into the curriculum” or “how to develop the next generation curriculum”.

The Curriculum Development Workshop was held last 14-18 June 2010 at the HNUE Campus in Hanoi, Vietnam. Collaboration between UNESCO Bangkok and Hanoi offices, and HNUE officials made this workshop possible. Also, VVOB Vietnam, an international NGO working in the areas of ICT and teacher education, sponsored the participation of additional participants including translators while Intel Vietnam and the Ministry of Education and Training gave interesting presentations to update the participants on existing initiatives in ICT in teacher training.

The workshop is merely the first step to develop the next generation of teachers in Vietnam. The institutions present in the workshops still need to make a decision on whether to revise their curriculum. More training is also required for faculty to better deliver the ICT-related courses. UNESCO, VVOB and Intel will continue to assist these institutions in achieving this objective.

The Next Generation of Teachers (Next Gen) project, supported by the Japanese-Funds-In-Trust (JFIT), builds the institutional capacity of teacher education institutions (TEIs) in the Asia-Pacific region. Participating TEIs benefit from three key activities of the Next Gen project. These are i) Deans’ Forum; ii) ICT-Pedagogy Integration Workshops; and iii) Curriculum Development Workshops. For more information and updates, visit http://www.unescobkk.org/education/ict/teachertraining/next_gen or e-mail Benjamin Vergel de Dios, b.vergeldedios@unesco.org

Further information:

- [Next Generation of Teachers Project](http://www.unescobkk.org/education/ict/teachertraining/next_gen)

**Related links:**

- [Nepal develops Master Plan for ICT in Education](http://www.unescobkk.org/education/ict/teachertraining/next_gen)
- [Philippine Commission on Higher Education consult stakeholders on curriculum revision for Next Generation of Teachers](http://www.unescobkk.org/education/ict/teachertraining/next_gen)
- [Creating the next generation of educators](http://www.unescobkk.org/education/ict/teachertraining/next_gen)
- [UNESCO Bangkok kicks-off new ICT in Education project funded by Korean government](http://www.unescobkk.org/education/ict/teachertraining/next_gen)
- [ICT in Education Teacher Training Modules for Developing Countries](http://www.unescobkk.org/education/ict/teachertraining/next_gen)
- [UNESCO Bangkok and Intel sign agreement to deliver Next Generation of Teachers Project in Asia-Pacific](http://www.unescobkk.org/education/ict/teachertraining/next_gen)
- [Next Gen empowers teacher education institutions](http://www.unescobkk.org/education/ict/teachertraining/next_gen)
- [Fourth Deans Forum – The Next Generation of Teachers Project](http://www.unescobkk.org/education/ict/teachertraining/next_gen)
Nepal develops Master Plan for ICT in Education

*I have climbed my mountain, but I must still live my life.* – Tenzing Norgay

The general perception is that developing an ICT in Education Master Plan is comparable to climbing Mt. Everest, in that it is a massive and daunting undertaking. However, this was bound to change for Nepali MOE officials after they attended a “National Seminar on Developing ICT in Education Master Plan”.

The Seminar has two basic objectives. The first objective is to “raise awareness on the importance of developing a National ICT in Education Master Plan”. As the ultimate owner and user of the plan document, the government needs to appreciate the purpose and importance of this activity. Interestingly, high ranking government officials in Nepal were receptive to the seminar. Their presence during the key moments of the seminar sent a powerful message to all participants that this is high in Ministry of Education’s agenda.

The second objective is to “guide the participants to consider the different elements needed in the ICT in Education Master Plan and put those in the national context”. The participants considered relevant national issues and priorities to ensure consistency with existing government plans. They formulated the country’s short to long-term vision for ICT in Education. They identified priorities which the government can implement in the next five years including policies and strategies needed to realize them. They also discussed implementation and coordination mechanisms including budget requirements and fund raising strategies. The 39 participants, divided into three groups, were given the rare opportunity to present their ICT in Education Master Plan ideas to ministry officials on the last day of the seminar. Most ideas put forward by the participants were well-received by their high-profile audience. Awareness raising and capacity building elements were noted as important foundation for future
developments. The ministry official in charge of planning vowed to consolidate the outputs of the three groups. A technical committee will be formed to produce the first draft within six months.

By the end of the four-day seminar, there was excitement and optimism to produce the ICT in Education Master Plan. However, everyone was reminded that “developing” the master plan is just the first step. “Implementing” is just as important to reach the envisioned destination.

The National Seminar on Developing ICT in Education Master Plan was held at The Shanker Hotel in Kathmandu, Nepal last 22-25 June 2010. This event was a joint collaboration between UNESCO Bangkok and Kathmandu offices. For more information and updates, e-mail Benjamin Vergel de Dios, b.vergeldedios@unesco.org

**Further information:**

- [UNESCO Bangkok ICT in Education Programme](#)

**Related links:**

- [Bangladesh begins initiative to develop its National ICT in Education Master Plan](#)
- [ICT National policies & case studies](#)
- [Developing a national information and communications technology strategy for education in Pakistan](#)
- [India launches a new scheme on ICT in Education, minister says](#)
- [Nepalese delegation visit the ICT team at UNESCO Bangkok](#)
- [Singapore schools go high-tech](#)
- [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?**

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Case studies on the use of ICT in universities in Asia and the Pacific

If universities are to be the centers of learning to produce future leaders and innovators, then it is fair to expect universities to be a forerunner in using cutting edge technologies and tools to educate and train their students.

To find out more about how higher education institutions in the Asia and Pacific region have used information and communication technologies (ICT), the UNESCO Regional Bureau for Education in Bangkok, Thailand, has commissioned case studies from selected countries to focus on three aspects:

- **Innovative Use of ICT for Open and Distance Learning**
  - Chen Xin, Shanghai TV University, People’s Republic of China (PDF, 7.5MB)
  - Swati Mujumdar, Symbiosis Centre for Distance Learning, India
  - Tae Rim Lee, Korea National Open University, Republic of Korea (PDF, 3MB)

- **Innovative Use of ICT for Blended Learning**
  - Thapanee Thammetar, Thailand Cyber University, Thailand
  - Bruce Burnett, Queensland University of Technology, Australia (PDF, 420KB)
  - Daniel Tan, K.V. Ling and Kenneth Tan, Nanyang Technological University, Singapore (PDF, 2.7MB)

- **Innovative Use of ICT for Administration and Management Services**
  - Anindya Chaudhuri, Indian Institute of Management Calcutta, India (PDF, 160KB)
  - Allan Yue, Bob Fox and Jae Park, University of Hong Kong, SAR Hong Kong, China (PDF, 1.3MB)

A regional seminar was held on 30 June-2 July 2010 in Bangkok for the authors to share their findings with policy makers, university administrators, academicians and researchers. The seminar, co-organized by UNESCO and the Office of the Higher Education Commission in Thailand, provided a forum for about 70 participants who discussed the implications of the studies for policy, planning and management of higher education in their respective countries.

The presentations from the seminar are available on our website. Please see the link below. The case studies will be published and disseminated by the end of 2010.

For further information, please contact ict.bgk[at]unesco.org.
Further information:

- Regional Seminar on the Impact of the Economic Crisis on Higher Education and the Use of ICT in Universities, Bangkok, 30 June - 2 July 2010

Related links:

- ICT for Accessible, Effective and Efficient Higher Education Project
- Keeping pace with a changing world
- The impact of the economic crisis on ICT and ICT-related employment
- Twenty eight European companies make a commitment to bring more women into technology industries
- ICT gender gap: stereotyped thinking continues to impact females’ choice for tech careers
- The employability of university IT graduates

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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**Philippine Commission on Higher Education consult stakeholders on curriculum revision for Next Generation of Teachers**

To begin the process of revising the curriculum to prepare the Next Generation of Teachers, the Philippine Commission on Higher Education (CHED) organized a “Consultative Meeting on the Information Communication Technology (ICT) Related Courses in the Current Teacher Education Curriculum” last 1 July 2010. This took place at CHED’s Auditorium in Diliman, Quezon City, Philippines.

The consultative meeting gathered 75 participants representing experts in the fields of education and ICT. Deans and administrators of public and private universities and colleges throughout the Philippines also attended. It was a rare opportunity to share experiences and issues about how the current ICT-related courses in the teacher education curriculum are being implemented.

Teacher education institutions (TEIs) apparently have varied capacities. A few good institutions were able to comply with the nationally mandated courses and in some cases were offering more courses on top of the minimum requirements to make their
students competitive. However, there were also indications that there are still institutions struggling to implement the nationally mandated courses due to lack of infrastructure and untrained faculty.

However, there are also shining examples in the country. During the last five years, many TEIs decided to strengthen their institutions through intensive faculty development and equipment upgrading. One path, exemplified by De La Salle University, is to hire experts to ensure ICT integration in all faculties. The other path, exemplified by Mindanao State University-Iligan Institute of Technology, is to join the Intel Teach program.

The last curriculum update was undertaken in 2004. According to CHED, this is the right time to review and make up-to-date the courses in order to make teacher education in the Philippines on par with other countries. UNESCO Bangkok and Intel, which has an on-going partnership to assist teacher education institutions in integrating ICT, will provide technical and financial support to CHED to this end.

UNESCO’s Next Generation of Teachers (Next Gen) project, supported by the Japanese-Funds-In-Trust (JFIT), builds the institutional capacity of teacher education institutions (TEIs) in the Asia-Pacific region. Participating TEIs benefit from three key activities of the Next Gen project. These are i) Deans’ Forum; ii) ICT-Pedagogy Integration Workshops; and iii) Curriculum Development Workshops. For more information and updates, visit http://www.unescobkk.org/education/ict/teachertraining/next_gen or e-mail Benjamin Vergel de Dios, b.vergeldedios@unesco.org

Further information:

- Next Generation of Teachers Project

Related links:

- Vietnam to develop Next Generation of Teachers
- Nepal develops Master Plan for ICT in Education
- Creating the next generation of educators
- UNESCO Bangkok kicks-off new ICT in Education project funded by Korean government

- ICT in Education Teacher Training Modules for Developing Countries
- UNESCO Bangkok and Intel sign agreement to deliver Next Generation of Teachers Project in Asia-Pacific
- Next Gen empowers teacher education institutions
- Fourth Deans Forum – The Next Generation of Teachers Project
Senior UN, private sector officials define vision for globally connected society
Meeting at a United Nations forum, leaders from the private sector, civil society and the creative world have underscored the critical role played by broadband networks in spurring global development.

In a private gathering yesterday in Geneva, the Broadband Commission for Digital Development conferred on how to deploy the networks worldwide to accelerate progress towards the Millennium Development Goals (MDGs), the eight anti-poverty targets with a 2015 deadline.

Chairied by Rwandan President Paul Kagame and Carlos Slim Helú, Mexican businessman and one the world’s wealthiest people, the body will deliver its conclusions to Secretary-General Ban Ki-moon on 19 September at an official side event of the high-level gathering on the MDGs in New York.

Serving as the joint vice chairs of the 30-member Commission are Hamadoun Touré, Secretary-General of the International Telecommunications Union (ITU), and Irina Bokova, Director-General of the UN Educational, Scientific and Cultural Organization (UNESCO).

“The global deployment of broadband networks will be as powerful a transformational force for the 21st century as the progressive installation of electricity networks was in the first decades of the 20th century,” Mr. Touré said.

“Just as connection to the power grid is now seen as a basic element of social and economic empowerment, so ubiquitous connectivity to broadband networks will be vital to the ongoing development of every nation worldwide,” he added.

For her part, Ms. Bokova said that the latest information and communication technologies (ICTs) have created new opportunities to create, preserve, disseminate and use information.
“We aim to go further, towards the construction of inclusive knowledge societies in which people can transform information into knowledge and understanding that empowers them to improve their livelihoods and contribute to their social and economic development,” she said in a message to yesterday’s meeting.

Other members of the Commission include Richard Branson, Founder and Chairman of the Virgin Group; Jeffrey Sachs, Director of the Earth Institute and Special Advisor to the UN Secretary-General; and Muhammad Yunus, Nobel Peace Prize laureate and Managing Director of Grameen Bank.

**Further information:**

- [Senior UN, private sector officials define vision for globally connected society](#)

**Related links:**

- [UN rolls out action plan to expand global broadband access](#)
- [UN urges improved access to information technology in hospitals, schools](#)
- [IFAP Annual World Report 2009 available online](#)
- [High-speed internet gap between rich and poor widening, UN official warns](#)
- [Background paper for identifying the best practice of ICT implementations in Asia and the Pacific](#)

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- [Visit our on-line forum and share your views](#)

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**Symbiosis International Conference on Open & Distance Learning**

The First Symbiosis International Conference on Open and Distance Learning will be held from the 21st to the 23rd of February, 2011 at Pune, India.

The Conference, organized by Symbiosis Centre for Distance Learning (SCDL), is aimed at opening a forum to bring educationists and researchers especially from the developing countries come together, understand and share information.

Under the main theme of “open and distance learning as a key growth driver for socio-economic development”, the Conference will focus on five domains of Open and
Distance Learning; ICT, Quality, Sustainable Development, Student Support Services, and Governance.

The Conference secured several keynote speakers and workshops organizers, including professors and experts from relevant institutions in various countries, such as Malaysia, Indonesia, India, Thailand, USA, and France.

The Conference is calling for papers, which deadline for abstract is due on September 30, 2010. The first three best papers will be awarded suitable prizes.

For more information about the Conference, please refer to the following link: http://www.scdl.net/sic/sicindex.asp

Programmes & Projects

IT@school Project: Successfully educating Kerala with ICT

IT@School Project is the technology arm of the General Education Department of Government of Kerala, which was setup in the year 2000 for empowering the state school populace by imparting Information Communication Technology (ICT) enabled education from the grass root level.

Since its inception, the Project has achieved several milestones in implementing ICT enabled education in over 8,000 schools in the state, including enhancing the intellectual productivity of teachers and the curriculum comprehension of students. The backbone of the project is its strong network of 200 Master Trainers and 5,600 School IT Co-ordinators (SITCs) in the state, who are handpicked school teachers who are selected, based on their interest in learning and teaching ICT enabled education.

Teacher Training

The IT@Schools program is fully integrated into the existing educational processes. It relies on the elaborate teacher training structures within the public education system in Kerala to train the school teachers on using ICTs, both in terms of IT learning and ICT Enabled learning learning. There are a set of master trainers who first acquire sufficient expertise in using computers.

Since these trainers are themselves teacher educators, who have also taught in schools, they are much more likely to bring up the best possibilities of using computers for learning different subjects. Through elaborative Capacity Building processes, the Project aims to empower the existing teachers in schools to use the various facets of Information and Communication Technology as an educational tool.

As on date, as many as 1.1 Lakh teachers have been given trainings as part of the Project’s initiatives. The initial years of the Project was focused more towards imparting various IT based training programmes based on IT and now the scope has elaborated to enable them to handle their subjects using ICT as a tool.
**Content Development**

In Content Development, The free OS, IT@School GNU/Linux is bundled with several educational softwares like Dr. Geo, Rasmol, K-Tech lab, Geogebra, Chemtool, Kalcium etc. All these packages are being extensively customised by the teachers themselves for facilitating complete ICT enabled education in the state. The Project has also prepared interactive multimedia CDs, Handbooks & Training modules for ICT, as well as Text books for IT in standard 5 to 10.

- All the content developed by the Project is strictly as per the National Curriculum Framework (NCF).
- The ‘Schoolwiki’ project was launched with the goal of facilitating collaborative data collection and sharing, that too in local language.
- **Intel Skool** has been localized with Malayalam content. School IT Fests, IT Awards to schools etc are other programmes for motivating the schools.

**ICT Infrastructure**

Through infrastructure upgradation, IT@School Project intended to put in place a system for the proper supply of computers and accessories to schools and to uplift the school as a self sustaining unit with regard to ICT enabled education. So far 90,000 computers are available in the schools of Kerala and IT@School Project started upgrading the infrastructure by using the ICT in School scheme of Govt of India.

The Project has provided Broadband internet connectivity to all Schools and detailed usage norms were also issued to all schools to ensure safe and secure browsing. Laptops and Multimedia Projectors were supplied to all schools for shifting the mere IT lab based trainings to the class rooms. ‘Hardware Clinics’ were conducted in all schools to repair or upgrade damaged computers at schools. 12,000 class rooms were electrified in this year to fuel Class room based ICT enabled education.

IT@School is the nodal agency for e-Governance activities in General Education Department and implemented several e-Gov programmes like Electrification of all Class rooms to fuel ICT Enabled Education, Single Window System for plus-one admission, noon meal computerisation, Text Book Distribution computerisation, Transfer and Posting Computerisation etc. IT@School project runs an exclusive educational channel called ‘ViCTERS’ (Virtual Classroom Technology on Edusat for Rural Schools).

**Results**

Today, as a result of the various initiative of IT@School project, every student studying in the government schools in the state enjoys the most of the educational facilities, irrespective of his/her background. It is a fact that the Government schools in the state has the state of art ICT equipments been used, which are unavailable in most aided or unaided schools. Moreover the teachers in Government schools are well trained to use these equipments to its maximum effectiveness.

*The integrated model followed in Kerala state’s IT@Schools program, where the accent is on developing systemic in-house capabilities anchored around the role of school teachers, has shown considerable success.*
This has been in terms of much higher level of teacher engagement, integration of computer learning with regular learning processes, greater per-learner availability of computers, significant cost efficiencies and development of teacher networks and collaborative content creation processes, which support teacher professional development.

All of these together have lead to the overall strengthening of the education system and better learning outcomes.

Gurumurthy Kasinathan in IT for Change Policy Brief (PDF)

The basic concept of choosing the teachers themselves as the trainers was to build their confidence levels and to empower them for handling their subjects using ICT as a tool. The project works entirely on Free and Open Source Software (FOSS) and it is considered to be the single largest simultaneous deployment of FOSS based ICT education in the world. The advantage of using FOSS is more of ideological and philosophical like sharing of knowledge rather than mere cost reduction.

Author: K Anvar Sadath, Edutechdebate

Further information:

- IT@School Project

Related links:

- EduTechDebate
- ICT for Education in South Asia: Computer labs for kids are not enough
- Teacher trainers from South Asia discussed media and information literacy
- India announces budget for ICT education

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Resources

Improving child literacy in Africa: Experiments with an automated reading tutor
This paper, written by G. Ayorkor Korsah et.al., describes Project Kan é, a research endeavor aimed at exploring the role that technology can play in improving child literacy in developing communities.

An initial pilot study and a subsequent four-month-long controlled field study in Ghana investigated the viability and effectiveness of an automated reading tutor in helping urban children enhance their reading skills in English.

In addition to quantitative data suggesting that automated tutoring can be useful for some children in this setting, these studies and an additional preliminary pilot study in Zambia yielded useful qualitative observations regarding the feasibility of applying technology solutions to the challenge of enhancing child literacy in developing communities.

This paper presents the findings, observations, and lessons learned from the field studies.

**Read the study:**

- [Improving child literacy in Africa: Experiments with an automated reading tutor](#)

**Related links:**

- [People with visual impairment reading the world/the importance of ICT for visually impaired](#)
- [Driving female literacy through connectivity in Pakistan](#)
- [The Literacy Project](#)
- [Freereading](#)
- [Technology and innovation can help expand education for all](#)
- [Mobile phones make literacy real](#)

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

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

- [Visit our on-line forum and discuss this topic](#)

**The future of learning institutions in a digital age**
In this report, Cathy Davidson and David Theo Goldberg focus on the potential for shared and interactive learning made possible by the Internet.

They argue that the single most important characteristic of the Internet is its capacity for world-wide community and the limitless exchange of ideas.

The Internet brings about a way of learning that is not new or revolutionary but is now the norm for today's graduating high school and college classes.

It is for this reason that Davidson and Goldberg call on us to examine potential new models of digital learning and rethink our virtually enabled and enhanced learning institutions.

This report is available in a free digital edition on the MIT Press website.

Read the publication:

- The Future of Learning Institutions in a Digital Age

Related links:

- The 21st Century Classroom – Alfie Kohn
- New classroom learning technologies
- 10 Global Trends in ICT and Education
- How will ICT change the future of education?
- Revolutionizing higher education

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

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LibriVox: What volunteers can accomplish
In August 2005, Hugh McGuire set up a blog, and posed this question: “Can the net harness a bunch of volunteers to help bring books in the public domain to life through podcasting?” The response to this was sufficiently positive that the first LibriVox recording was made available within the month.

LibriVox is an online digital library of free public domain audiobooks. As of May 2010, the catalogue boasted almost 3 500 audiobooks that are available for free download.
LibriVox is volunteer-run; audiobooks are recorded by any one who so desires (and also has a computer and recording software). Only books that have been released to the Public Domain are recorded, which is how the project manages to make these books available free of charge. The LibriVox catalogue contains many different genres of recordings, ranging from popular classic fiction to documents as serious as the 9/11 Commission report, to the even less expected voice recording of the first 500 digits of pi. Most of the books are recorded in English, but recordings exist in 31 other languages, including Chinese, Latvian, and even Esperanto. Since recordings are made on a purely voluntary basis, there have been complaints about the quality of some recordings. Depending on the popularity of the books, multiple recordings of the same work can be found.

There are two main ways in which the audio files can be listened to. There is a thrice-weekly podcast, which can be subscribed to at http://librivox.org/podcast.xml. Alternatively, visiting the main website gives you access to the catalogue, where you can browse and download the books that you are interested in listening to. The book will either start playing in your browser, or you can save the file to your computer and use it with your media player of choice.

There are numerous ways to take advantage of this brilliant project. Since all the audio files are available for download, it is possible to compile a collection of similarly themed books (for example, fairytales), burn them on to a CD, and distribute them. This would be helpful for areas that have insufficient funding to buy books for children to read; rather than needing to constantly purchase books, teachers can just use LibriVox as a library to find teaching material. Furthermore, it could also be useful in providing good literature for the illiterate, and even in helping them learn to read by associating text to sound. With the help of volunteers worldwide, LibriVox is a project that can help bring us one step closer to Education for All.

Further information:

- LibriVox

Related links:

- International children’s digital library project
- Google Books
- Learning beyond the classroom
- Smarthistory - a multimedia web-book about art and art history

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?
How to use blogs or digital cameras in teaching?
Over the past 20 years, how technology is used in schools has changed remarkably. Today, many schools aim to provide access to technology across the whole schools and use it across all subjects.

The Next Generation Learning site looks at some of the most common technologies used in schools today, and also how some other tools and technologies could be used in teaching. These include e.g. digital cameras, blogs, interactive whiteboards, GPS and Podcasts.

See the Next Generation Learning website for introduction to and videos of these technologies used in schools.

Further information:

- [Next Generation Learning](#)

Related links:

- [ESkills European Schoolnet](#)
- [What happens when *all* children and teachers have their own laptops](#)
- [Learning beyond the classroom](#)
- [#movemeon: Using Twitter to make a difference](#)
- [Creating surveys and polls using Urtak](#)
- [Merlot – Putting educational innovations into practice](#)
- [The 21st Century Classroom – Alfie Köhn](#)

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Never stop learning. Come Explore
Explore is a multimedia organization that documents individuals who have dedicated their lives to improving the human condition. They provide an online portal that archives non-profit work, including more than 250 original films and 30,000 photographs from around the world, to educate, entertain, and inspire people to “never stop learning.” A variety of educational resource in multimedia format encourages lifelong learning.

Indeed, Explore features a wide range of topics—from animal rights, health and human services, and poverty to the environment, education, and spirituality. Delivered in short, digestible bites, explore films appeal to viewers of all ages, from children learning about other cultures for the first time to adults looking for a fresh perspective on the world around them.

Among the Education section in Explore portal, you can find lesson plans along with multimedia resource written for use in the K-12 classroom and are connected to grade level national standards. Background information about the non-profit organizations is provided along with questions for guided discussion about the films. The questions are intended for students to connect to the people and issues profiled by exploring and developing their own viewpoints and opinions. Also, in the Minds section, you can find a collection of interviews with the non-profit leaders who contributed Explore’s rich library.

Through Explore web portal, people share thoughts, engage in dialogue, view and email multimedia contents, and embed their favorites on blogs and social networking sites.

**Further information:**

- Explore

**Related links:**

- Multimedia training videos
- Enhanced learning with interactive courses for TV
- Young people in Bangladesh show their world through photos
- Interactive multimedia tools for youth to help combat HIV and AIDS
- Smarthistory - a multimedia web-book about art and art history
- neoK12 – educational videos and lessons for K-12 school kids

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

- UNESCO "ICT in Education" Announcement e-newsletter

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