Highlight: ICT for Entrepreneurship
Creative destruction: Entrepreneurship
There is no doubt that some people are naturally talented and possess the traits to become successful entrepreneurs. Nonetheless, most people need assistance to build their capacity and knowledge. To teach and nurture entrepreneurship requires a rethinking of our education systems, pedagogies, curriculum and other education services and activities.

Galaxy Bazaar – A social entrepreneurship venture
Project Galaxy Bazaar is a social entrepreneurship project carried out by the students of Grade 11-12 of The Galaxy Education System every year before Diwali (Also known as ‘Festival of Lights’ celebrated widely in India). Something that was started as a simple classroom project has turned out to be an event all the students and community members look forward to excitedly over a period of time.

News & Events
Evaluation meeting on the Facilitating Effective ICT-Pedagogy Integration Project
This evaluation meeting was convened from 18-19 March 2013 in Bangkok, Thailand to take stock of the overall project implementation, challenges and achievements; collect feedback and evidences; evaluate the impact of the activities to teachers and teacher educators; analyse data towards formulating constructive feedback; validate lessons learnt and good practices and synthesize the project’s overall contribution to ICT-supported student-centred learning in Asia-Pacific region.

Implementing the Paris OER Declaration: Launch of Project
The inception meeting of the "Implementing the Paris OER Declaration" project took place on 26 and 27 March, 2013 at UNESCO Headquarters in Paris, and brought together representatives of four partner countries, OER experts, and UNESCO Specialists to discuss the modalities of the project and agree on the schedule of activities. The four partner countries are: Bahrain, Indonesia, Kenya, and Oman.

Getting more women connected to ICTs ‘critical’ to post-2015 development agenda: UN Broadband Commission
Commissioners attending the seventh meeting of the UN Broadband Commission for Digital Development, held 16-17 March in Mexico City, endorsed the report entitled “Technology, Broadband and Education: Advancing the Education for All Agenda” and set an ambitious new target to spur women’s access to information and communication technologies (ICTs).

New, open source database helps track country progress in education
UNESCO launched a new version of OpenEMIS, a generic and open source Education Management information System (EMIS) software package issued without conditions or restrictions for use by countries.

Global Education & Skills Forum: The potential of partnerships for education
In times of austerity, public sector reform and budget cuts, multi-stakeholder partnerships are considered an important strategy to complement public education financing.

**UNESCO Associated Schools launch their first online collaborative platform**

With the use of ICT and social networking tools increasing, the International Coordination of the UNESCO Associated Schools (ASPnet) wished to maximize the use of such technology to enhance interaction and knowledge sharing on key issues across the Network. Thus, UNESCO has launched its first ASPnet in Action online collaborative platform dedicated to learning and exchanging about biodiversity.

**5th Global Forum on Innovation and Enterpreneurship: Creating Sustainable Businesses in the Knowledge Economy**

infoDev’s biennial conference on Innovation and Entrepreneurship will be held from May 28-30th in East London, South Africa.

**Programmes & Projects**

**Connecting social entrepreneurship in ICT with educational purposes: The Cambodian case of Digital Divide Data**

Many organizations and projects have started to put social entrepreneurship into practice, but only a limited number of examples can be found in the educational sector. One organization that has called major attention since its establishment in 2001, is Digital Divide Data (DDD). Based in Cambodia, the founders of DDD created a business solution that provides disadvantaged youth education and job opportunities by engaging in and via ICT.

**Resources**

**The role of social entrepreneurs in deploying ICTs for youth and community development in South Africa**

This study presents the case study of an innovative programme designed to use ICT to meet the educational needs of disadvantaged young people in different communities in South Africa.

**A monitoring and evaluation scheme for an ICT-supported education programme in schools**

This paper presents a monitoring and evaluation (M&E) scheme for a specific ICT4E programme that supports teaching and learning using mobile computer supported collaborative learning (MCSCL).

**The World in 2013: ICT Facts and Figures**

The brochure features end 2013 estimates for ITU’s key telecommunication/ICT indicators and highlights the latest global ICT facts and trends including figures on Internet use, gender, fixed and mobile broadband subscriptions and prices, home ICT access, and more.

**New technology and the prevention of violence and conflict**
This joint research initiative has explored how innovative forms of communication, information gathering, information sharing, and information analysis over the internet (e.g., social media, information mapping, and GIS mapping), via mobile phone applications, and text messaging can be utilized in the service of conflict prevention.

**What ICT can do in a nutshell**  
Planet Nutshell offers a wide range of short animated videos called nutshells that explain products, services or concepts and are designed to educate consumers and citizens to make better, more informed decisions.

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**Highlight: ICT for Entrepreneurship**

**Creative destruction: Entrepreneurship**

About 200 million people – of whom 75 million are under 25 years old – are unemployed. In fact, 600 million jobs are needed over the next 15 years to keep current employment rates (World Bank, 2012, World Development Report). Furthermore, policy makers in OECD countries are asked to take note of the increase in the number of 15-29 year olds who are neither employed or in education or training in 2010 (OECD, 2012, *Education at a Glance*). If left unattended, these young people will represent a lost generation of valuable human resources.

Traditionally, young people expect to find jobs in either the public or private sector after they finish their schooling. Faced with on-going economic and financial challenges, reliance on business-as-usual practices is no longer acceptable. Consequently, many governments looking for alternative, innovative approaches are encouraging their youth to become entrepreneurs to create job opportunities for themselves and their peers.

Joseph Schumpeter who popularized the concept of creative destruction said that entrepreneurs are change agents, not just creators of business enterprises. Indeed, being an entrepreneur means more than just knowing how to start up a small shop or business. The 21st century needs a variety of personalities, imaginations, talents and skills to deal with 21st century challenges. Creativity and intellectual innovations are necessary building blocks to sustain tomorrow’s society by transforming knowledge into both tangible and intangible outcomes and successes. The New World demands professionals who are creative, innovative, flexible, adaptable, and who can turn their failures into opportunities.

In modern society, the spirit of entrepreneurship is distinctly evident in the technology sector. Look at Steve Jobs, Bill Gates, Mark Zuckerberg, Tim Berners-Lee, Jeff Bezos, Tomislav Uzelac, Larry Page, Sergey Brin … the list goes on. They are clearly the change agents envisioned by
Schumpeter, having made a huge impact on the way we live, learn, play and communicate through their innovations and products. In Asia and the Pacific, Jack Ma’s Alibaba phenomenon has spurred China’s e-commerce market. According to the Economist, two of Alibaba’s portals made USD170 billion in sales in 2012, more than eBay and Amazon combined.

The Generation Y cohort grew up in a technology-rich environment, but the Generation Z citizens are even more technology savvy and sophisticated. They are eager to experiment with and adopt new technologies and career paths. Dykes et al cited results from surveys indicating an increasing interest of young Americans aged 18-34 to start their own business. A scan of four million Facebook profiles of youth aged 18-29 highlighted a desire to launch their own start-ups or to work with start-ups, rather than established companies (Dykes, G. et al, From Learner Voice to Emerging Leaders. Promethean Thinking Deeper Research Paper No. 6).

In fact, a quick internet search reveals many young entrepreneurs from all over the world involved in a variety of enterprises, including ICT. For example, in 2009, 15-year old Alex Fraiser in US used his web-design know-how to start Blogussion.com, a blog about blogging. Farrhad Acidwalla is a young teen entrepreneur from India who launched Rockstah Media, a cutting-edge company for web development, marketing, advertisement and branding. Syed Balkhi, a WordPress wizard and social media prodigy originally from Pakistan, started a successful web-service company called Uzzz Productions together with his college friends in US. In BusinessWeek.com’s poll asking readers to nominate 25 young entrepreneurs in the Asia and Pacific region, many of the candidates are engaged in technology-based start-ups.

There is no doubt that some people are naturally talented and possess the traits to become successful entrepreneurs. Nonetheless, most people need assistance to build their capacity and knowledge. Entrepreneurship can be nurtured through education. To teach and nurture entrepreneurship requires a rethinking of our education systems, pedagogies, curriculum and other education services and activities.

UNESCO Bangkok convened the 15th UNESCO-APEID International Conference on Creativity and Entrepreneurship in Jakarta, Indonesia, in December 2011. Following great interest in the close linkages between creativity and entrepreneurship in education and the workplace, UNESCO Bangkok organized a series of meeting on entrepreneurship education to continue the discussions and explore opportunities to promote entrepreneurship education in Asia and the Pacific.

One outcome of the meetings is the agreement to establish the Entrepreneurship Education Network (EE-Net) with UNESCO Bangkok serving as the Secretariat of the network. The terms
of reference for the network are being drafted and will be shared with those interested in joining the network. Potential activities may include research on entrepreneurship education, dissemination of innovative entrepreneurial projects and practices, and setting up a database of successful entrepreneurs who can serve as ambassadors and mentors for future entrepreneurs. The EE-Net is expected to be officially launched at the next Entrepreneurship Education Meeting to be held on 10-12 December 2013 in Kuala Lumpur, Malaysia.

Efforts will be made to include young people in the dialogues and activities. Attention will also be directed to social entrepreneurship since the purpose of education is not solely to provide a skilled workforce. The fundamentally humanist mission of education must not be forgotten. The Khan Academy is a good example of how one entrepreneur has used technology to transform the reach, nature and quality of education by providing free education for anyone, anywhere.

For more information, please contact apeid.bgk@unesco.org.

Further information:

- 15th UNESCO-APEID International Conference: Inspiring Education: Creativity and Entrepreneurship

Related links:

- Technology for development: Why training trumps technology
- Graduate employability in Asia
- Inspiring Education: Creativity and Entrepreneurship
- USAID, Cisco & World Learning to promote entrepreneurship and ICT 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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Galaxy Bazaar – A social entrepreneurship venture  
By Ms. Bijal Damani, Educator, Galaxy Education System, India

Is it justified to teach students of Business only from textbook?? I wondered as I was appointed to teach Business to Grade 11-12 students at The Galaxy Education System, India. Is it enough for students to know the theories of marketing and management? Should scoring well in national exams be the only goal for these students? Or should I prepare them for real life business by giving them an experience? The more I pondered over the matter, the more convinced I was in the need of skill development along with the content delivery for these students. I wanted to build up a project which will instill the business acumen in my students and at the same time will make them aware of the concepts of Business Ethics and Corporate Social Responsibility. I wanted them to be successful 21st century learners – who are going beyond textbooks and more focused towards preparing for life. And Project Galaxy Bazaar was born.

Project Galaxy Bazaar is a social entrepreneurship project carried out by the students of Grade 11-12 of The Galaxy Education System every year before Diwali (Also known as ‘Festival of Lights’ celebrated widely in India). Something that was started as a simple classroom project has turned out to be an event all the students and community members look forward to excitedly over a period of time.

Objective: Project Galaxy Bazaar has been conceived keeping in mind many fold objectives.

- Students : To get hands on real life business experience for better understanding of the classroom theories.
- Consumers : To get all the festive related goods under one roof at a reasonable price.
- Sponsors : To get a chance to reach out to a younger audience
- Wholesalers/Manufacturers: To get a platform for launching their products without any cost.
- Community : The profits generated are donated to provide an equal education opportunity to under privileged children from Below Poverty Households.

Organizational structure: Project Galaxy Bazaar has a democratic structure wherein students are given freedom to analyse the situations and take decisions. Nearly 120 students formulate an organizational hierarchy and assume variety of roles in execution of this project. Galaxy Bazaar functions under variety of departments - Venue Management Department, Finance Department, Marketing Department, Sponsorship Department and Document Department. Students formulate their own teams and each team has the members representing variety of departments. To avoid conflicts, students formulate Win Win Agreements at team as well as department levels.
ICT is an integral part of organizing this event. Google Forms are used for registering teams and Edmodo’s Opinion Poll is used to decide on the most popular name for that year’s Galaxy Bazaar – for example Galaxy Bazaar Carnival, Galaxy Bazaar Euphoria, Galaxy Bazaar Unleashed etc. Students collaborate through Edmodo group for general management – not only that each department sets up their closed group on Edmodo or Facebook for effective communication and functioning. ICT is mainly used for communication and collaboration.

**Financing:** Even though Galaxy Bazaar is a school event, no financial or other help is taken from school. Students contribute the capital of INR 500 to initiate the process. The venue decision is taken and the hall is rented out at the market price.

**Marketing and sponsorship:**
The event is marketed to create buzz in the school and community. Each Galaxy Bazaar has its own theme song which is played on Radio Channels for publicity. Interesting posters and banners are timed appropriately to build the excitement about the event in the city. Even social media is extensively used by creating event pages on FB, promoting event website by introducing contests or games prior to the event, texting the invitation to student community etc.

Sponsors get a chance to display their products or advertise their company through sponsoring entry passes or circulars.

**Bazaar Zones:** Galaxy Bazaar has three zones: Gamezone, Foodzone and the Bazaar. Variety of local delicacies will be available in the Foodzone and innumerable interesting games will be available in Gamezone for the visitos entertainment.

For Bazaar, each team takes up a unique category of goods – researches the market and gets the best quality goods from wholesaler or the manufacturer at a reasonable price on credit basis. Students who have never been to a shopping place other than department stores or malls get to see the real distribution channel, the profit margins involved at each stage etc. Since each team takes up a unique category of goods, customers get the best quality of wide variety of products.

**Accounting:** The duration of the event is 3 days. Students keep track of their selling, stock left, replenishment of stock, matching cash on hand with the bill books etc. After the three days of bazaar gets over, students sit down to prepare their final accounts. The toughest phase of the bazaar! Students tear their hair apart matching their accounts. But in the process lots of accounting principles are delivered without them being aware of it. Senior alumni students play the role of auditors and all the team accounts are audited and approved.

**Profits:** Once the accounting of each team is over, the overall accounting of the event starts to arrive at the net profits or net loss. There is lots of excitement in the student community to get to know whether this year’s Galaxy Bazaar has broken the previous records or not. And
amazingly enough, every year, we are growing steadily. When we started, in the first year, we reported the net profits of INR 8000/-. And the year 2012 reported a net profits of INR 680000/-. 

**Social responsibility:** The net profits earned are used to provide equal educational opportunity to the students belonging to below poverty line households.

I believe, this event teaches students so many aspects of business which I do not think I could have been able to cover in the classroom lectures. Students enjoy and learn a lot from this experience because it is real goods, real customers, real risks and real business. Not only that, it makes them the 21st century learners – someone who can think critically as well as creatively, who can collaborate and be a team member, who can use the ICT and knows how to reach out to people, who is sensitive towards his responsibilities towards the community. Qualities which will prepare them for college as well as job market of future.

Email: bijaldamani@gmail.com

**Further information:**

- Websites for Galaxy Bazaar

**Related links:**

- Technology for development: Why training trumps technology
- Graduate employability in Asia
- Inspiring Education: Creativity and Entrepreneurship
- USAID, Cisco & World Learning to promote entrepreneurship and ICT 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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Evaluation meeting on the Facilitating Effective ICT-Pedagogy Integration Project

From 2010-2012, UNESCO Bangkok implemented the “Facilitating Effective ICT-Pedagogy Integration Project” to create an enabling environment for facilitating students’ direct and effective use of ICT. A host of activities on capacity building, policy advocacy, supporting national efforts and knowledge sharing were carried out in the last three years with support from the Korean Funds in Trust (KFIT), Ministry of Education, Science and Technology, Government of the Republic of Korea.

The Project involved stakeholders who share the common goal of advocating and facilitating the pedagogical use of ICT to enhance student-centered learning. It looked into piloting and demonstrating an institutional strategy for facilitating students’ use of ICTs by designing and facilitating student-centred ICT-supported activities, building capacity of teachers on ICT-pedagogy integration, and advocating the development of a whole-school support strategy on integrating ICT in Education.

The Project officially closed in March 2013. Prior to this, an Evaluation Meeting was convened from 18-19 March 2013 in Bangkok, Thailand to take stock of the overall project implementation, challenges and achievements; collect feedback and evidences; evaluate the impact of the activities to teachers and teacher educators; analyze data towards formulating constructive feedback; validate lessons learnt and good practices and synthesize the project’s overall contribution to ICT-supported student-centred learning in Asia-Pacific region.

Represented in the meeting were teacher education institutions and champion teachers from Bangladesh, China, Malaysia, Pakistan, Philippines, Thailand, UNESCO field offices (Uzbekistan via teleconference) and national institutions involved in the project. The meeting served as a platform to share multidimensional reflections on the project’s lessons learnt, challenges, activity-based interventions, findings from monitoring and evaluation activities by TEIs and sustainability plans. Teachers trained under the project were also given the opportunity to share their actual experiences in designing and implementing project-based learning (PBL) activities and exploiting telecollaboration or the use of technology-supported collaboration tools and applications to extend the classroom using PBL approaches. A reflection report from Vietnam was also shared during the meeting.

UNESCO Bangkok Director Gwang-Jo Kim in his opening message emphasized UNESCO’s efforts to engage education stakeholders in shaping education agenda beyond 2015, particularly since the process calls for quality and efficacy of education system in the context of learning
outcomes. ICT, according to him, has the potential to deliver the new set of measurable skills demanded in the world of work once it is ingrained in the pedagogy. This is consistent to what the UNESCO project tried to model in the past three years of implementation. Mr. Kim underscored that the Project’s evaluation would be important to assess the Project’s scalability and sustainability. Once the outcomes proved beneficial, he said, the Project should be able to convince partners to support similar student-centred initiatives in the region on a wider scale.

The meeting was led by the four-member Evaluation Committee from Australia, Malaysia, UK and the Philippines. The meeting evaluated the activities within the project framework and interventions made based on reports from the TEIs, teachers and the Project Team. The evaluators validated the lessons learnt particularly from each of the PBL project and related activities. At the end of the meeting, the Evaluation Committee shared the set of findings and recommendations in the areas of policy, PBL concept, content, partnership and school-level indicators that are intended to serve as guideposts for designing future student-centred activities and for scaling up some of the components of the KFIT Project.

Noted as best practices of the Project are the activities carefully designed and regularly monitored; timely modifications in both content and delivery of those activities addressed some challenges met in the course of implementation. The “pedagogy first” approach where pedagogy was placed ahead of ICT in all training was another remarkable best practice highlighted. Partnerships with TEIs to address training customization according to teacher requirements and the establishment of local partnerships between TEIs and teachers also received high commendations from the Evaluation Committee.

Moreover, strong points of the Project’s capacity building component include (1) focus on PBL that employs powerful form of learning, (2) ICT use with PBL that makes it pervasive and (3) PBL link with tele-collaboration for modeling synergy between TEIs and a network of teachers and cementing their relationship.

In conclusion, the Evaluation Committee found the Project highly successful in terms of meeting its objectives, evidenced by the high satisfaction ratings generated from activities with focus on relevance, usefulness, level of interest drawn among teachers, and degree of new insights gained. The meeting also served as UNESCO’s platform for conveying the Project Team’s appreciation to all project stakeholders and partners for the cooperation extended.

A consolidated report drawn from the capacity building workshops, international meetings and fund mobilization for national project implementations was prepared by the ICT in Education Programme of UNESCO Bangkok and is available here.
Further information:

- Facilitating Effective ICT-Pedagogy Integration Project

Related links:

- Harnessing ICT to enhance Education for Sustainable Development
- Teachers share innovative practices at UNESCO seminar
- Creating a new culture of teaching and learning
- ICT-Supported Project-based Learning: the Myths and Truths
- UNESCO Bangkok is kicking off the KFIT International School Project (KISP)
- Successful series of project based learning (PBL) and telecollaboration workshops continued in Bangladesh
- Project-Based Learning and Telecollaboration enhances teachers’ confidence in Bangladesh
- UNESCO Bangkok supports Thailand’s second decade of education reform using project-based learning and ICT
- Capacity Building Workshop on Project-Based Learning and Telecollaboration, Chonburi (Thailand)
- UNESCO launched project-based learning and telecollaboration in Chinese schools

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

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Implementing the Paris OER Declaration : launch of project
The Inception Meeting of the “Implementing the Paris OER Declaration” project took place on 26 and 27 March, 2013 at UNESCO Headquarters in Paris, and brought together representatives
of four partner countries, OER experts, and UNESCO Specialists to discuss the modalities of the project and agree on the schedule of activities. The four partner countries are: Bahrain, Indonesia, Kenya, and Oman.

After the adoption of the Paris OER Declaration in 2012, adopted at the 2012 World OER Congress, organized by the Communication and Information Sector, UNESCO proposed with all relevant stakeholders to design and implement a series of global activities based on all the 10 points of the Declaration. This project, with the financial support of the Hewlett Foundation, aims to assist Member States in:

- Developing national-level OER Policies, and
- Implementing the UNESCO ICT Competency Framework for Teachers (ICT CFT) by harnessing Open Educational Resources (OER).

The purpose of the Inception Meeting was to review the project objectives, share ideas and practices about OER policies and discuss the best ways to implement the project in each country.

The meeting was opened by Mr Janis Karklins, Assistant-Director General for Communication and Information, UNESCO. During the 2-day meeting, participants discussed how project activities could support national policy goals. The value of supporting the inclusion of national OER policies in education system was underscored. Throughout the discussions, the benefit of making high quality educational resources available to use, modify and share to a larger number of people for education was highlighted.

Ms Zakiya Al Maani, from the Directorate General for Curricula Development in Oman declared: “A meeting like this one is very useful because we exchange experiences and have professional points of view.”

Meshaal Albardooli, Director a.i of the UNESCO Regional Centre for Information and Communication Technology (RCICT), Bahrain said: “We would like to become a model for other Arab States in the development of OER policies”.

During the first day, the representatives of the four countries presented their educational landscape and the particularities in terms of ICT in Education and Open Educational Resources. They then worked together with UNESCO specialists to prepare the implementation plan to develop national OER policies, by defining the needs, the relevant national key-actors to dialogue with, and on which component and level of education to focus on. Indonesia for example decided to focus on teachers training, using OER.

“It is an excellent opportunity for us to share what we are doing, and in the same time to learn from others”, concluded Pak Nizam and Pak Ari Santoso, from the Indonesian Ministry of Education and Culture
The Meeting also featured contributions from OER experts and potential partner organizations such as:

- Creative Commons
- Intel
- Commonwealth of Learning
- Organisation internationale de la Francophonie (OIF)
- UNESCO Category 2 Regional Center for ICT, Bahrain

Key partners in the project will be the associated UNESCO Field Offices and the Meeting featured strategic inputs from:

- UNESCO Bangkok
- UNESCO Jakarta
- UNESCO Nairobi
- UNESCO Kingston
- UNESCO Institute for Information Technologies in Education (IITE), Moscow

This very meaningful meeting ended up with clear workplans and outlines for each country. The next step of this initiative is the organization of national workshops in June 2013.

Further information:

- Implementing the Paris OER Declaration: launch of project

Related links:

- Making sense of MOOCs
- A world map of Open Educational Resources initiatives: Can the global OER community design and build it together?
- UNESCO World OER Congress releases 2012 Paris OER Declaration
- Policy Forum for Asia and the Pacific: Policy and Practices in Open Educational Resources
- The future of (open) education with Sir John Daniel
- Brazil hosts Latin America Open Educational Resources Regional Forum
- Open educational practices recognized through OPAL Awards
- OER reef and rainforest wiki in Marovo language
- Launch of the UNESCO Open Educational Resources Platform
- COL-UNESCO Basic Guide to OER
- UNESCO joins iTunes U
- Towards OER university: Free learning for all students worldwide
UN Broadband Commission endorses Report on ICT and education and sets new gender target: getting more women connected to ICTs ‘critical’ to post-2015 development agenda

Commissioners attending the seventh meeting of the UN Broadband Commission for Digital Development, held 16-17 March 2013 in Mexico City, endorsed the Report entitled “Technology, Broadband and Education: Advancing the Education for All Agenda” and set an ambitious new target to spur women’s access to information and communication technologies (ICTs).

Coordinated by UNESCO, the Report emphasizes the importance of broadband as a means of accelerating progress towards the Millennium Development Goal of Universal Primary Education and the Education for All goals. Less than three years away from the target date for achieving these goals, 61 million children of primary-school age, and a further 71 million of lower secondary-school age, are not in school. In addition, close to 793 million adults – 64% of them women – lack literacy skills, with the lowest rates in sub-Saharan Africa and South and West Asia.

“Education is a human right that strengthens the dignity and capacities of women and men -- it is also a motor for the sustainable development of societies as a whole” emphasized UNESCO Director-General Irina Bokova, in presenting the Report to the Commission. “We must make the most of every accelerator towards 2015, and we know broadband technology is one key accelerator, leading a revolution in how we communicate, live and learn”.

At the meeting the Director-General also welcomed the adoption by the Commission of a new advocacy target “to ensure gender equality in broadband access by 2020”. According to data
presented at the meeting, the difference in use of Internet between men and women is about 25%. This reaches 45% in Sub-Saharan Africa.

“Broadband can empower women by connecting them to a wide range of resources -- to learn, to improve health, to engage in income-generating activities and to create content,” the Director General emphasized. “We often speak of the digital divide -- this masks also a gender divide.” Gender equality is one of two cross-cutting priorities of UNESCO and the adopted advocacy target will serve a reference on Organization’s work.

The meeting of over 30 Commission members and their representatives endorsed the target proposed by the Gender Working Group, requested that members of that group implement a project ‘dashboard’ to track gender and technology initiatives worldwide, and mandated the group to deliver its first set of outcomes to the next meeting of the Commission in September in New York.

Photos of the full meeting of the Commission can be viewed and downloaded from Flickr at: http://bit.ly/K5rJs5

The full version of “Technology, Broadband and Education: Advancing the Education for All Agenda” can be downloaded at: http://www.broadbandcommission.org/work/working-groups/education/BD_bbcomm-education_2013.pdf

For more information on the Broadband Commission, visit: www.broadbandcommission.org
Follow the Broadband Commission on Facebook: www.facebook.com/broadbandcommission

Further information:

- UN Broadband Commission endorses Report on ICT and education and sets new gender target: getting more women connected to ICTs ‘critical’ to post-2015 development agenda

Related links:

- Broadband “the missing link” in global access to education
- At UN-backed gathering, Asia-Pacific leaders urged to give region’s women more access to technology jobs
- Digital divide closing, but still significant, says United Nations telecoms agency
- UNESCO Director-General promotes the power of broadband for education and content sharing
- Rio+20 recognizes essential role of ICT and broadband networks as catalyst for sustainable development
Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

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New, open source database helps track country progress in education

UNESCO launched a new version of OpenEMIS, a generic and open source Education Management information System (EMIS) software package issued without conditions or restrictions for use by countries.

Able to run offline on desktop computers or on the web and on mobile devices, OpenEMIS facilitates the collection, processing, analysis and supports the dissemination of data on education systems. It is a tool conceived to be easily and quickly adapted to the needs of information producers and users at national and sub-national levels.

It manages a broad range of information: data on student enrolment, teachers, non-teaching staff, classes, textbooks, infrastructure, finances and learning outcomes.

In order to meet country requirements, OpenEMIS can handle both individual and aggregated (census) datasets for pupils, teachers and non-teaching staff.

OpenEMIS also provides seamless integration with DevInfo, the database system endorsed by the United Nations for tracking country progress towards the Millennium Development Goals and other national priorities.

The OpenEMIS initiative is led by UNESCO and is backed by a strong technical support team equipped to assist countries with all aspects of country implementation. The OpenEMIS initiative encourages country-level capacity development and aims to help countries upgrade their local skills for managing the tool. UNESCO has a partnership with Community Systems Foundation to assist in technology transfer and EMIS deployment strategies, capacity development, and technical support.

For more information about OpenEMIS, visit www.openemis.org or contact UNESCO’s OpenEMIS focal points: Pierre Chapelet (p.chapelet(at)unesco.org) and Nyi Nyi Thaung (nn.thaung(at)unesco.org).
Further information:

- New, open source database helps track country progress in education

Related links:

- Open EMIS testing a new policy tool in Mongolia
- Free administrative software for schools around the world
- First large-scale survey of ICT in Europe’s schools under way
- EMIS development in a new era
- Partnership for measuring ICT for development. Core ICT indicators, 2010
- The report on the status of ICT integration in education in Southeast Asia
- Learning from national ICT/education agencies
- Assessing the effects of ICT in Education: Indicators, criteria and benchmarks for international comparisons
- UIS has released the Guide to Measuring Information and Communication Technologies (ICT) in Education
- New ICT development index compares 154 countries
- Technology companies lead collaboration to improve global education assessments
- Indicators for policy makers
- Handbook on Monitoring and Evaluation of ICT in Education Projects

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Global Education & Skills Forum: The potential of partnerships for education
In times of austerity, public sector reform and budget cuts, multi-stakeholder partnerships are considered an important strategy to complement public education financing.
Private schools, private management of public schools and the production and distribution of textbooks are just some areas where public-private-partnerships are already active.

The Global Education & Skills Forum (Dubai, United Arab Emirates, 15-17 March) focused on how to develop an enabling environment for effective partnerships by allowing international leaders to explore how governments and the private sector could join efforts to prioritize education, in line with the UN Secretary-General’s Global Education First Initiative.

Opened via satellite by former United States President Bill Clinton, this two-day event was organized by UNESCO organized together with the Government of the United Arab Emirates, Varkey GEMS Foundation and the Commonwealth Business Council. Speakers and panellists included heads of government, ministers, chairs and chief executives of businesses, researchers, multi-lateral agencies and NGOs.

“UNESCO’s position is clear; education is a human right and a public good. The state plays an essential role as defender of this principle, setting standards and norms that guarantee quality and equality of opportunity. However in delivering education, the State should not be alone: it does so together with families, communities, civil society organization, the private sector and others. We need to do a better job of harnessing all of these stakeholders to improve the delivery and financing of education”, said Qian Tang, Assistant Director-General for Education, UNESCO, at the inaugural session.

Among other topics, the plenary sessions addressed private education, educational content, technology and education delivery, and female advancement in education. The conference also featured regional insights on education and skills, along with discussions on fostering global citizenship, curriculum reform, entrepreneurship education and industry needs.

The session on education reform explored the success factors of partnerships including discussion of the need for a regulatory framework to ensure access, quality, relevance, effectiveness and, especially, equity. One concern was the need for proper monitoring and evaluation so that partnerships did not increase inequalities.

As Mr Tang reminded participants, UNESCO has already entered into a number of innovative partnerships in education with entities such as Procter & Gamble, the Packard Foundation and the Varkey GEMS Foundation.

Further information:

- The potential of partnerships for education

Related links:
What makes successful ICT in education partnerships?
UNESCO chief stresses need for innovation to ensure quality, equitable education
Innovative financing for education in Africa

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- UNESCO "ICT in Education" Announcement e-newsletter

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UNESCO Associated Schools launch their first online collaborative platform
With the use of ICT and social networking tools increasing, the International Coordination of the UNESCO Associated Schools (ASPnet) wished to maximize the use of such technology to enhance interaction and knowledge sharing on key issues across the Network. Thus, UNESCO has launched its first ASPnet in Action online collaborative platform dedicated to learning and exchanging about biodiversity.

The purpose of this platform, developed with the support of the Japanese Funds-in-Trust, is to facilitate a global exchange of experiences, materials and information on school-based initiatives and to raise awareness among ASPnet members to take concrete actions to actively engage in local and global initiatives to support and promote biodiversity. It is also an opportunity for ASPnet Schools to share activities, projects, resources and multimedia as well as to connect and discuss topics related to biodiversity such as on climate change, culture, health, water, agriculture, food.

ASPnet Schools around the globe are encouraged to take part in this online collaborative platform to enhance networking and communication between students and teachers and to work together to actively engage in local and global initiatives to support and promote biodiversity.

Further information:

- UNESCO Associated Schools launch their first online collaborative platform
Related links:

- UNESCO Associated Schools - have your video cameras ready!

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- UNESCO "ICT in Education" Announcement e-newsletter

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5th Global Forum on Innovation and Entrepreneurship: Creating Sustainable Businesses in the Knowledge Economy

infoDev’s biennial conference on Innovation and Entrepreneurship will be held from May 28-30th in East London, South Africa.

South Africa’s Department of Science and Technology will host the 5th Global Forum on Innovation and Entrepreneurship, a biennial infoDev flagship event that convenes a global grassroots innovation and entrepreneurship community to discuss issues of interest, explore new business models, ideas and methodologies, as well as to network with one another, with a special focus on the needs of African innovators.

The 5th Global Forum will feature the following activities:

- Join interactive sessions on mobile innovation, agribusiness, clean technologies, and women’s entrepreneurship.
- Participate in a business incubation training just before the Global Forum, an entrepreneurs’ fair exhibiting SMEs and startups, as well as site visits exploring South Africa’s innovation landscape.
- Celebrate inspiring entrepreneurs from developing countries at infoDev’s Dragons’ Den pitching competition and meet financiers, business incubator managers, industry leaders, policymakers, members of the media, and donor representatives.

Previous Global Forums were held in Finland, India and Brazil and convened over 1,000 professionals from more than 70 countries.
For more information about the Global Forum, key programme highlights, registration, and logistics, please visit: [www.globalforum2013.co.za](http://www.globalforum2013.co.za)

Programmes & Projects

Connecting social entrepreneurship in ICT with educational purposes: The Cambodian case of Digital Divide Data

Social Business as well as Social Entrepreneurship have become an increasingly attractive field of work for many initiatives and organizations engaging in development projects during the past years. Its approach of pursuing social aims by applying commercial strategies has been found to be very promising and effective, but most of all very sustainable. If successfully applied, working as a Social Business can make a not-for-profit business self-sufficient and independent from external donations and assistance, allowing for revenues to be re-invested back into the company.

Many organizations and projects have started to put this model into practice, but only a limited number of examples can be found in the educational sector. One organization, though, that has called major attention since its establishment in 2001, is Digital Divide Data (DDD). Based in Cambodia, the founders of DDD created a business solution that provides disadvantaged youth education and job opportunities by engaging in and via ICT.

Aiming for ICT education and youth employment...

After being selected young high school graduates from rural areas join the DDD programme for 3-8 months and undergo thorough ICT training in order to develop basic ICT competencies as well as English skills. After completing the programme trainees need to meet the DDD standards to be offered an employment with DDD. They are required to have basic computer skills, proficiency in English, be able to type quickly and accurately, and have basic workplace skills (DDD Annual Report, 2012). Successful trainees are invited to work as data management operators in the DDD work/study programme where they can gain “on-the-job” work experience and further develop their skills. As part of the programme they are supported to work half-day and pursue university degrees at the same time. They earn incomes that enable them to support themselves and help their families. After a three month probation period, they are eligible to receive a scholarship package to support their higher education that includes a scholarship grant, contribution from their own earnings, and in some cases, a loan. Typically, they take about 3-4 years to earn their degrees, and in the meantime receive further training and workshops in management, career management or English (DDD Impact, 2013).
In order to sustainably run such not-for-profit education and employment programmes, DDD works for-profit as a digital outsourcing service provider offering world-wide data entry and conversion, digital publishing and digital library services. Among its clients are academic institutions, publishers, NPOs and NGOs as well as archives and libraries, which altogether make it possible for DDD to function as a financially sustainable business: For its Asian branches it registered a business revenue of 3,136,545 USD and a business income of 3,097,256 USD, resulting in a profit of 39,289 USD in the Fiscal Year 2012 (before depreciation). Overall, DDD anticipates its business to become entirely self-sustaining by 2013 (DDD Annual Report, 2012).

A model to follow? Impact and international recognition

Since its establishment in 2001, DDD has established further offices in Lao PDR and Kenya where it has shown to be equally effective and financially sustainable. So far it has trained over 2000 youth and employed about 1,745 of them by 2012. In total, more than 540 of them graduated from university, 115 of these in 2012 only. More than 500 went on to higher paying positions and earn more than four times the average regional wage, which raises their standard of living and enables them to better support their families. This effectiveness, but especially its underlying business approach has been recognized by a range of awards, among which figure the eAsia Award for Best Employment Creation Initiative in Asia (2011), the Vision 2030 Award for Best Business Process Outsourcing Firm in Kenya (2012) and the Global Sourcing Council’s 3S Award for Socially Responsible and Sustainable Sourcing (2012).

Overall Digital Divide Data has set an example of how the Social Business approach and ICT can be combined and applied to sustainably provide education and employment opportunities for disadvantaged youth in developing countries. As the Global Journal stated, after ranking DDD as #28 among the Top 100 Best NGOs (2013), it could possibly “provide a glimpse into the future” (DDD News, 2012).

References:

Further information:

Further information:

- Digital Divide Data (DDD)

Related links:

- Technology for development: Why training trumps technology
- Graduate employability in Asia
- Inspiring Education: Creativity and Entrepreneurship
- USAID, Cisco & World Learning to promote entrepreneurship and ICT Education

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Resources

The role of social entrepreneurs in deploying ICTs for youth and community development in South Africa

This paper presents the case study of an innovative programme designed to use ICT to meet the educational needs of disadvantaged young people in different communities in South Africa.

This research highlights the methods and experiences of Ikamva Lisezandleni Zethu, a youth organization that harnesses the potential of ICT for educational, youth and community development. The case illustrates the best practices of social entrepreneurship with less financial and technological resources within the context an African society. The major challenges facing the young organization are highlighted and its successes are also identified.

The activities of the IkamvaYouth organization reveal that, South Africa and other countries in sub-Saharan Africa (SSA) need effective multilateral initiatives to meet their educational aspiration as well as the Millennium Development Goals (MDGs). If properly and innovatively applied by the public and civil society groups, ICTs have the potential to improve the quality and access to secondary education in South Africa in particular and Africa in general.

Further information:

- The role of social entrepreneurs in deploying ICTs for youth and community development in South Africa

Related links:

- Technology for development: Why training trumps technology
- Graduate employability in Asia
- Inspiring Education: Creativity and Entrepreneurship
- USAID, Cisco & World Learning to promote entrepreneurship and ICT Education

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A monitoring and evaluation scheme for an ICT-supported education programme in schools

More than 20 years after ICTs were introduced in schools, solid evidence of their impact on student attainment is still lacking. Reasons for this include the mismatch between the methods used to measure the effects and the type of learning promoted, the absence of information regarding the specific types of ICT used, and the scarce attention paid to the monitoring and evaluation of ICT for Education (ICT4E) programmes.

A monitoring and evaluation scheme would provide qualitative and quantitative data to refine, adjust and improve an ICT4E project, to learn from the experience gained, and to determine whether the programme has served its client communities and how it might be replicated.

In this paper, Patricio Rodríguez, Department of Computer Science, College of Engineering, Pontificia Universidad Católica de Chile, Santiago, Chile et.al. present a monitoring and evaluation (M&E) scheme for a specific ICT4E programme that supports teaching and learning using mobile computer supported collaborative learning (MCSCL).

Using the information provided by the scheme, they analyse the programme’s impact on student attainment in terms of teacher adoption of innovation. It was found that there were statistically significant positive differences in students whose teachers showed higher adoption levels when compared both to lower adoption cases and other defined control groups.

They conclude that an M&E scheme supports the intervention process by providing real-time information for decision making through the application of assessment instruments according to a monitoring plan. This enables intervention activities to be adjusted so as to ensure an adequate level of adoption.

Further information:

- [A monitoring and evaluation scheme for an ICT-supported education program in schools](#)

Related links:
• Analysis of recent 1:1 learning initiatives in primary and secondary schools in Europe
• First principles: Designing effective education programs using Information and Communication Technology (ICT) compendium
• APCICT convenes ICTD experts to strengthen programme monitoring and evaluation
• First large-scale survey of ICT in Europe’s schools under way

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• UNESCO "ICT in Education" Announcement e-newsletter

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The World in 2013: ICT Facts and Figures
The World in 2013: ICT Facts and Figures brochure features end 2013 estimates for ITU’s key telecommunication/ICT indicators. The publication highlights the latest global ICT facts and trends and includes figures on Internet use, gender, fixed and mobile broadband subscriptions and prices, home ICT access, and more.

Further information:

• The World in 2013: ICT Facts and Figures

Related links:

• Statisticians gather in Seoul to discuss ICT4E indicators
• New UNESCO eAtlas series makes it easy to visualize data on key issues
• Measuring ICT application in education: feedback and lessons from the SABER East Asia pilot
• UNESCO Amman Office hosts the launch of the ICT in Education Indicators for Arab States Project
New technology and the prevention of violence and conflict

New information and communication technologies (ICT) can connect citizens with one another and urgent responders, helping prevent violence and conflict, according to a new study by the UN Development Programme (UNDP) and others. But “spoilers” can also use new technologies to incite violence and conflict, and local and international actors must analyse risks and develop mitigating strategies, the report, New Technology and the Prevention of Conflict and Violence, says.

More than 6 billion mobile phone subscriptions worldwide—with one-third of the world’s population online—has led to the generation of unprecedented amounts of data. In 2012 alone, humans generated more data than over the course of their entire history, the report says. ICTs and the data they generate can aid international actors, governments, and civil society in preventing and halting violence and conflict, through cellphones, social media, crowdsourcing, crisis mapping, blogging, and big data analytics, it said.

The report cites studies from Africa, Asia, and Latin America that examine criminal violence, election-related violence, and armed conflict—concluding that context plays a key role in determining the outcome of using ICTs. It notes that:

- International organizations and governments should examine all the tools at their disposal for preventing conflict, recognizing ICTs constitute one of many tools.
- Socioeconomic, cultural, and demographic factors influence whether technology can have a positive impact, which technology is appropriate, and how technologies could or should be combined.
- ICTs can be used to incite violence, promote conflict, and perpetrate crimes as well as prevent them. Consider possible knock-on effects, analyze risks, and develop mitigation strategies.
International organizations and governments should integrate local input throughout. Using new technological tools to prevent violence at the local level works best when integrated into existing civil society initiatives.

“Given the frequent paralysis at national and international levels when it comes to preventing conflict, the empowerment of individuals to participate in conflict-prevention initiatives in their own communities and societies may be one of the most significant innovations created by advances in technology,” the report says. “This is particularly true when it comes to bridging the persistent gulf between warning and response.” (Source: UNDP)

Further information:

- New Technology and the Prevention of Conflict and Violence (pdf)
- New technologies can help tackle violence, study says

Related links:

- Bytes after bullets: infoDev begins study of ICT in post-conflict reconstruction
- 5 ways ICT can support the Millennium Development Goals
- A ‘big sister’ helps students cope with bullying in Malaysia
- Fostering culture of non-violence through ICT

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What ICT can do in a nutshell
ICT in education does not always need to be extensively complex in order to be useful, as shows the online video platform Planet Nutshell. Here, the producers and animators offer a wide
range of short animated videos that explain products, services or concepts, believing that educated consumers and citizens make better, more informed decisions.

The videos though are not conceptualized as mere tutorials but follow a storytelling technique that the producers consider making it easier for people to learn in an entertaining way. While the production itself is for a cost, the outcome videos are freely accessible from the Planet Nutshell website.

The targeted audience varies depending on the products and concepts to be explained. While some are specifically made for business people (e.g. the ANCC Nursing Skills Competency Validation Nutshell), students (e.g. FASFA in a Nutshell) or consumers in general (e.g. the Google Wallet Explained in a Nutshell), others are aiming to teach young kids and high school students about topics like global warming or the Internet. The videos are labelled with grade levels so that students in high school don’t watch videos designed for much younger students.

One good example is the NetSafe series of 17 Nutshell videos that were produced for the Utah Education Network: Through this series of animated clips students are taught about the Internet and Internet safety issues.

Further information:

- Planet Nutshell

Related links:

- Xplore Health – new teaching modules available
- Learning is fun: Play to learn with game-based learning
- Interactivate - exploration in science and mathematics
- WatchKnow - finding and categorizing free educational videos

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