Highlight: Role of policy in integrating ICTs
ICT in education policy, infrastructure, and ODA status in selected ASEAN countries
This new study examines the status of ICT in Education in eight Southeast Asian countries, namely Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, and Vietnam. The study focuses on these countries’ ICT in Education policies and programmes, infrastructure, official development assistance (ODA) status, and readiness for new and advanced learning technologies (such as learning with robots).

Policies on ICT in Education in Nepal
After a series of planning and consultation with different stakeholders on the possibilities and challenges for the implementation of ICT in Education, the Government of Nepal endorsed the final version of ICT in Education Master Plan 2013-2017 in March 2013. This article examines the steps being undertaken in this process.

News & Events
Fostering favourable policy environments for mainstreaming sustainable innovations: Asia-Pacific Ministerial Forum on ICT in Education (AMFIE) 2013
Schools throughout the region are harnessing ICT in novel ways to drive sustainable education. However, too often these innovations become stuck at the local level and their potential to benefit more learners is lost. Finding ways to capitalize on untapped resources is the focus of this year’s Asia-Pacific Ministerial Forum on ICT in Education (AMFIE) being held in Shenzhen, China, on 26-28 November 2013.

Global symposium on ICT in Education for high-level policymakers in the Republic of Korea
Since 2007, the Korean Ministry of Education (MOE) and the Korea Education Research & Information Service (KERIS) have hosted a global symposium on ICT and education in Seoul every year to address pertinent debates and issues faced by senior policymakers and practitioners. This year marked the 7th symposium, held on 22-24 October 2013, under the theme of The Changing Role of Teachers: Policies and Practices.

UNESCO Mobile Learning Week
Mobile Learning Week (MLW) is the flagship UNESCO conference on mobile technologies and education. Held annually, the upcoming MLW (17-21 February 2014) assembles a diverse group of stakeholders to share how affordable and widespread mobile technologies can advance Education for All goals.

The 2013 Next Generation of Teachers Symposium: Trends, Tools and Training on ICT for Education
It is impossible to expect our students to learn 21st century skills if our teachers remain trapped in their 20th century orientation. The annual Next Generation of Teachers Symposium provides educators the opportunity to upgrade their ICT and pedagogical skills. About 200 teachers,
principals, ICT coordinators, deans and faculty members attended this event in Bacolod City, Philippines on 23-25 October 2013.

Programmes & Projects

Norwegian Centre for ICT in Education
The purpose of the Norwegian Centre for ICT in Education is to contribute to the realization and the development of ICT policy. It also works with public and private institutions and participates in international cooperation. The main goal is to improve the quality of education and to improve learning outcomes and learning for children, pupils and students through the use of ICT in education.

Resources

ICT-enabled innovation for learning in Europe and Asia: Exploring conditions for sustainability, scalability and impact at system level
This report presents three cases of ICT-enabled innovation for learning from Europe and four cases from Asia, covering aspects such as the context, scale and nature of innovation; the intended learning outcomes; the role of technology; and implementation strategies.

Transforming education: The power of ICT policies
The result of a programme of studies, consultation and exchange on policies, the publication “Transforming Education: The Power of ICT Policies“ aims at providing useful information on contemporary challenges for and approaches to public policies in the field of ICT in education.

SABER-ICT & education policies database
In 2011, the World Bank kicked off a new initiative to build a global database of policy documents related to ICT use in education, to aid policymakers assess and benchmark their own policies against those of comparative countries around the world. As part of this process, SABER-ICT attempts to assess the state of ICT-related policy formulation in the education sector according to a number of key policy domains, themes and characteristics.

Women in African history: An e-learning tool
This new educational website launched by UNESCO consists of multimedia content including comic strips, interactive pedagogical units, audio modules, and quizzes which highlight the role of women in African history.

Highlight: Role of policy in integrating ICTs
ICT in education policy, infrastructure, and ODA status in selected ASEAN countries

Information and communications technology (ICT) plays a critical role in enabling inclusive and sustainable human development by providing people not only with access to information and services but also with opportunities to participate and contribute to the knowledge economy.

In support of these efforts, UNESCO Asia Pacific Regional Bureau for Education (UNESCO Bangkok) encourages member states in the region to capitalize on ICT’s transformative potentials in education by strategically and effectively using ICT to improve governance, access to resources, capacity building, and quality of learning. UNESCO Bangkok has been at the forefront of ICT in Education programmes and activities in the region, providing member states with technical assistance in the areas of policy guidance, information exchange, research, and teacher training.

It is in this context that UNESCO Bangkok presents the study on “ICT in Education Policy, Infrastructure, and ODA Status in Selected ASEAN Countries”, funded by the Korea Institute of Science and Technology (KIST).

The study, completed in June 2013, examines the status of ICT in Education in eight Southeast Asian countries, namely Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Singapore, Thailand, and Vietnam. The study focuses on these countries’ ICT in Education policies and programmes, infrastructure, official development assistance (ODA) status, and readiness for new and advanced learning technologies (such as learning with robots).

Findings show variances in the priority areas and development levels of ICT in Education among the countries, mainly due to their unique national contexts. The study showcases a combination of (a) well-established models that are oriented towards ICT-pedagogy integration and (b) entry-level endeavours that prioritize access to education via ICT infrastructure and connectivity – with disparities very much evident in the areas of ICT-related human capacity building, school programmes, and support. In addition, data indicate that majority of the ODA allocated for education has been used to support access to quality primary education and the advancement of tertiary education. Only a few ODA donors, notably ADB, World Bank, and JICA, have directly targeted ICT in Education projects in the ASEAN region in recent years.

This study provides UNESCO Bangkok with useful information to guide potential areas of engagement and collaboration with the countries reviewed. It likewise offers useful insights on these countries’ ICT in Education plans, strategies, lessons, challenges, good practices, and success factors that other member states can use as valuable references in developing or enhancing their respective ICT in Education plans and programmes. Further, this study may serve as a guide in the development of strategies for the effective allocation of ODA to new ICT in education initiatives.
Policies on ICT in Education in Nepal

It is widely accepted that integration of Information and Communication Technology (ICT) can transform the development of any sector. Therefore, integrating ICT in Education in Nepal is a priority agenda of the Ministry of Education (MOE). The MOE considers the use of ICT to be essential in order to achieve its education goals. The Government of Nepal (GON) has tried to address this issue by formulating general policies, but an explicit Master Plan on ICT in Education is seen to be more effective and necessary.

Although, some policies like the IT Policy (2010), School Sector Reform Programme (2009-2015) and the Three-Year Plan (2011-2013) laid the foundation for the implementation of ICT in Education, the education system in Nepal needed a consolidated policy for ICT in Education. To bridge this gap the MOE/GON started exploring the possibilities of designing ICT in
Education Master Plan. After a series of planning and consultation with different stakeholders on the possibilities and challenges for the implementation of ICT in Education, the GON, on March 2013, endorsed the final version of ICT in Education Master Plan 2013-2017. The plan aims to ensure an extensive use of ICT in the education sector and to increase access to and quality of education for all. The plan further envisions to narrow the digital divide through the development of ICT infrastructures, human resources, digital contents and system enhancement in education.

The Master Plan: Process and Structure

With technical support from UNESCO Bangkok and UNESCO Kathmandu, a four-day ICT in Education Master Plan preparation workshop was conducted in Kathmandu in 2010. The workshop provided an opportunity to the participants to familiarize themselves with the process and steps of preparing a Master Plan. The workshop participants further analysed the context including existing policies, practices, issues and challenges regarding ICT in Education in Nepal. Several follow-up discussions and consultations were held after the workshop, and a Master Plan preparation team was formed by the MOE. A regional consultative meeting for the preparation of ICT in Education Master Plan was held in Kaski, Pokhara on December 4, 2011. The objective of this consultation and interactive meeting was to collect feedback from different stakeholders on the ICT in Education Master Plan. The participants were graduate school teachers, college lecturers, and representatives from the Regional Education Directorate, District Education Office and other academicians and professionals. Questionnaires were prepared to collect their comments. Based on the input provided, a team of MOE/DOE staff revised and finalized the plan in October 2012.

Reflecting current education policies and strategies, this Master Plan has identified goals, objectives, major strategies and activities for the development and use of ICT in education in Nepal for the next five years and will provide directions for longer term planning. The main focus of this plan is to effectively integrate ICT in teaching and learning processes across all education sub-sectors so that access to education will be expanded, quality of education will be enhanced and equity will be promoted.

Major Components of ICT in Education Master Plan

This Master Plan includes four major components: ICT infrastructure including internet connectivity, human resources, content development and system enhancement, in line with the four pillars of ICT in Education. The Master Plan covers five sub-sectors of education, namely, School Education, Higher Education, Teacher Education and Training, and Continuing Education and Life-long Learning, and additionally Governance and Management in Education. Similarly, the plan mentions the overall institutional arrangement to implement this plan and identifies the monitoring and evaluation process of the plan. For each of these components, this plan identifies objectives, strategies, programs and activities, key results and targets and estimated cost.
Further information:

- UNESCO Office in Kathmandu

Related links:

- UNESCO supports ICT in education master plan
- Transforming Education: The Power of ICT Policies
- Myanmar announces second ICT masterplan

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

News & Events

Fostering favourable policy environments for mainstreaming sustainable innovations: Asia-Pacific Ministerial Forum on ICT in Education (AMFIE) 2013

Schools throughout the region are harnessing ICT in novel ways to drive sustainable education. However too often these innovations become stuck at the local level and their potential to benefit more learners is lost.

Finding ways to capitalize on untapped resources is the focus of this year’s Asia-Pacific Ministerial Forum on ICT in Education (AMFIE) being held in Shenzhen, China, on 26-28 November 2013.

More than 20 ministerial-level policy-makers will join researchers and those on the front lines of education in the region at the forum. This unique mix of participants will make AMFIE the ideal setting for the “bottom-up” discussions needed to mainstream ICT innovations.
Chinese Vice-Minister for Education Du Zhanyuan will deliver an address on the opening day of the forum, which will also include welcome remarks from UNESCO Assistant Director-General for Education Dr Qian Tang and Intel Vice-President John Davies.

AMFIE is a well-established platform for policy-level knowledge exchange and dialogue, organised annually by UNESCO Bangkok and Intel with various partners and sponsors since 2010.

The theme of the 2013 forum picks up a key point raised during last year’s AMFIE where participants noted both the number of small-scale ICT innovations that deserve scaling up at the national stage, as well as top-down proposals for innovation that flounder upon implementation.

Participants at this year’s forum will focus on ways to develop a healthy balance between the two, whereby small-scale innovations can flourish and policy directives can succeed, with open dialogue benefiting both sides.

The forum also invites stakeholders throughout Asia-Pacific to share their success stories in ICT innovation. In addition to the presentation of case studies, this year’s AMFIE will feature a Gallery Walk, where seven examples of projects that have been successful in scaling up ICT innovation over the long term will be on display.

These successes and the results of discussions at the forum are expected to form a substantial knowledge base to ensure that even the smallest successful ICT innovation has the potential to enrich the lives of learners throughout the region.

Further information:

- Asia Pacific Ministerial Forum on ICT in Education 2013

Related links:

- Outcome Document: Asia Pacific Ministerial Forum on ICT in Education (AMFIE) 2012
- Perspectives from a Participant: AMFIE 2012
- Policy makers share their experiences on ICT in Education during Ministerial Forum in Bangkok
- AMFIE 2012 - Summary of the Forum
- High-level policy forum on ICT and Education for All: Achievements and the way forward
- Statisticians gather in Seoul to discuss ICT4E indicators
Global symposium on ICT in Education for high-level policymakers in the Republic of Korea

Since 2007 the Korean Ministry of Education (MOE) and the Korea Education Research & Information Service (KERIS) have hosted a global symposium on ICT and education in Seoul, Republic of Korea, annually to address pertinent debates and issues faced by senior policymakers and practitioners. The brainchild of MOE and KERIS, the symposium represents a strong multi-year partnership among the Republic of Korea, the World Bank, and UNESCO Bangkok to explore the use of ICT in Education and to reduce the digital divide globally.

The rapid changes in the 21st century knowledge-based society are largely perpetuated by Information and Communications Technology (ICT). As such, many countries are investing enormous amounts of resources and efforts into ICT in Education to increase the effectiveness of their education systems. In this regard, the symposium was originally borne and organized to help policymakers from developing countries in Asia, Africa, Latin America, and Eastern Europe who found themselves in the early stages of planning or implementing projects that integrate ICT into educational initiatives to address the issues and debates surrounding traditional and formal education systems and to raise awareness and understanding of the essential elements for the effective application of ICT in Education. The symposium mainly reviews and explores ICT use in education policy, relevant strategies, and best practices with a focus on one particular theme, which changes annually. Notwithstanding the varying size and scope of each event which differ to fit the demands and needs of the countries, participants at the global symposium typically comprise 60 to 80 international policymakers and ICT in Education specialists invited from as many as 20 different countries. Statistical and qualitative evaluations have shown that since 2007,
This symposium has successfully served as a venue for high-level policy discussions and establishment of ICT in Education partnerships and networks.

This year marked the 7th Global Symposium on ICT in Education, held on 22-24 October 2013 at the Conrad Hotel, Republic of Korea under the theme of The Changing Role of Teachers: Policies and Practices. As in years gone by, the symposium was co-hosted by the Korean Ministry of Education and the World Bank, and organized by KERIS in partnership with UNESCO Bangkok and Intel Asia Pacific. The 2013 symposium was attended by more than 70 participants from over 20 countries including Cambodia, Ghana, India, Italy, Japan, Malaysia, Mongolia, Pakistan, Thailand, Turkey, Uzbekistan, Vietnam among others and ICT in Education specialists from international organizations including UNESCO, World Bank, IADB and ADEA.

Every single participant was afforded valuable opportunities to discuss effective and systematic ways of supporting teachers to adapt to their changing roles in an age driven by ICT by sharing each country’s historical and more recent experiences of teacher polices and teacher professional development programs as well as research outcomes regarding teachers’ ICT competencies. In addition, numerous examples and perspectives were shared through a series of presentations, country-specific case studies, a hands-on activity of teacher professional development program, and study visits, based on the rich experience of the Republic of Korea in introducing various e-learning initiatives over the past decade. Through this symposium, all the international policymakers were able to get a clearer and more concise view of the implications that education development has for their countries. They also attained policy recommendations on how to develop and implement ICT in Education policy with special consideration to their own country’s context. For additional information regarding this year’s symposium, kindly visit the website at http://go.worldbank.org/ZK0JDA1RV0.

Next year, the symposium has tentatively been scheduled to be held around the end of October and the beginning of November in the Republic of Korea with a brand new theme. All invited policymakers from next year’s participating countries (TBD) will be sponsored by the government of the Republic of Korea for their participation. Government policymakers interested in participating in the symposium may contact Ms. Nara Han (nara@keris.or.kr) for more information.

* KERIS is a government agency that was established in 1999 under the Korea Education and Research Information Service Law and operates under the guidance of the Korean Ministry of Education (MOE). KERIS is the lead agency that develops, proposes, and advises on current and
future government policies and initiatives regarding ICT use in education in the Republic of Korea. (http://www.keris.or.kr)

Further information:

- Global Symposium on ICT and Education 2013

Related links:

- AMFIE 2012 - Summary of the Forum
- High-level policy forum on ICT and Education for All: Achievements and the way forward
- Statisticians gather in Seoul to discuss ICT4E indicators
- How can we use ICT to promote Lifelong Learning?: Central Asia Symposium on ICT in Education
- UNESCO Mobile Learning Week produces tangible results
- Learning from national ICT/education agencies

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

UNESCO Mobile Learning Week

Mobile Learning Week (MLW) is the flagship UNESCO conference on mobile technologies and education. Held annually, this event assembles a diverse group of stakeholders to share how affordable and widespread mobile technologies can advance Education for All goals.

The theme of MLW 2014 is teachers

Teachers are the pillars of education systems and their involvement is crucial to the viability of ICT in education efforts. This is particularly true as mobile technology jumps from the margins
of education to the mainstream, from informal settings to formal ones and from small independently-funded projects to large government-supported initiatives. Without the support of teachers in their myriad iterations—including those who work with children, youth or adults—technology generally remains peripheral to teaching and learning.

MLW 2014 will explore how mobile technologies can help teachers work more effectively in different contexts. Also, in light of the urgency of the global teacher crisis, UNESCO wants to better understand how mobile technology can help prepare new teachers and provide professional development to working teachers.

**MLW 2014 will consist of four separate events, anchored by a two-day symposium:**

- **Pre-symposium workshops** – 17 February 2014
  The pre-symposium workshops will be dedicated to hands-on trainings and interactive demonstrations of mobile learning content, technology and interventions. Open event.

- **Symposium on mobile learning** – 18-19 February 2014
  The symposium will feature keynote speakers and numerous breakout presentations. Speakers will share lessons learned from past experiences and research and articulate ambitions for the future. The keynote speeches and breakout presentations will be organized around three distinct themes: mobile pedagogy; professional development; and policy. Also at the symposium, companies and organizations will exhibit new mobile learning technology and content. Open event.

- **Senior education policy makers’ forum** – 20 February 2014
  The senior policy forum will bring together high-level decision makers from Ministries of Education to discuss how mobile learning can advance shared educational goals, particularly as they relate to teachers and teacher training. Invitation only.

- **Research track** – 21 February 2014
  The research track will allow scholars to share findings from their investigations of mobile learning implementations. Research will pay particular attention to policies focused on teachers. Open event.

UNESCO looks forward to welcoming you at Mobile Learning Week 2014.

**Further information:**

- [Mobile Learning Week 2014](#)

**Related links:**

- [Mobile learning: “We cannot continue to live in the pre-digital era”](#)
- [Learning with mobile technologies](#)
The 2013 Next Generation of Teachers Symposium: Trends, Tools and Training on ICT for Education

“A nation’s education system is only as good as its teachers.”

It is impossible to expect our students to learn 21st century skills if our teachers remain trapped in a 20th century orientation. The 2013 Next Generation of Teachers (Next Gen) Symposium provided Philippine educators with the opportunity to learn about the latest trends on ICT tools and pedagogy, and acquire training on effective ICT integration in teaching and learning. About 200 educators and administrators participated in the symposium held at the University of St. La Salle and L’Fisher Hotel in Bacolod City, Philippines on October 23 to 25, 2013. Organizing partners were Knowledge Community, a non-profit organization, and two leading teacher education institutions, the University of Saint La Salle and the Mindanao State University – Iligan Institute of Technology (MSU-IIT). Major supporters of the symposium were Intel Corporation, UNESCO Bangkok and the Australian Agency for International Development (AusAID).

The main objective of the Next Gen Symposium is to enable the next generation of post-primary teachers in the Asia-Pacific region to harness the benefits of information and communication technologies (ICT) to enhance teaching and learning. Considering the on-going transition of the Philippines to K-12 education, the symposium this year adopted the theme: Trends, Tools and Training on ICT for Education to help Philippine educators during the transition and implementation phase of the new K-12 curriculum.

The symposium featured a number of international speakers led by Prof. Abdul Karim Alias from Universiti Sains Malaysia who spoke about the “New Culture for Learning”. Dr. Ken Vine from the University of New England in New South Wales, Australia and a Senior AusAid education adviser in the Philippines presented the results of his research in Western Australia entitled “ICT in the Classroom — What Teachers Know and What They Do”. Two speakers
from Intel Corporation, a long time advocate of effective ICT integration in education, presented best practices in different countries. Dr. Sabine Huber, Intel ® Education Project Planning Strategist spoke on “Creating a Sustainable Education Vision for Success” while Mr. Ramon Morales, Director for Education Specialists Team, shared his extensive knowledge culled from international work assignments on “Best Practices and Impact of ICT on Education”.

Other international speakers included Prof. Hanafi Atan of Universiti Sains Malaysia who presented “The Use of ICT in Teaching and Learning among Malaysian Higher Education Institutions” and Ms. Susan Atkins, Learning Strategies Adviser to the Department of Education (DepED), who presented the department’s banner program to improve the learning resource management distribution and access to quality teaching and learning resources among Philippine basic education schools.

Assistant Secretary Reynaldo Laguda of the DepED provided the participants with a comprehensive presentation of the strategies and projects being implemented by DepED on ICT integration in the Philippine education system. Dr. Fe Hidalgo, President of the Foundation for Upgrading the Standard of Education, expounded on the impact of the past and present ICT for education programs in the Philippines. Ms. Belle Tiongco, Vice President of Pru Life U.K., presented the impact of integrating ICT on teaching financial literacy to Filipino children in primary grade levels. Pru Life U.K. is an avid supporter of the Next Gen project and other Philippine education initiatives especially in the field of financial literacy and disaster preparedness.

Other than plenary presentations from international and local speakers, Philippine educators also shared their own experiences and findings through teaching demonstrations, paper and poster presentations. The participants selected the best presentations which were awarded with token cash prizes and certificates of recognition. Top presenters were Ms. Sylvia Garde, Foundation for IT Education and Development for her paper presentation on Impact of Intel® Elements Online Courses; Ms. Charity Mulig of MSU-IIT for her teaching demonstration integrating ICT in teaching science and math; and Ms. Genevieve Kulong of Zamboanga City High School for her poster presentation on “Integrating ICT in Peace Education”.

Further information:

- [Next Gen Symposium 2013](#)

Related links:
ICT in Education and how a Philippine non-profit does it via the OLPC programme
UNESCO supports the Next Generation of Teachers: The 3rd Philippine Conference on ICT in Education
Low-tech high creativity in the classroom
The Best R & R
Developing digital textbooks – A publisher’s experience in the Philippines
ICT breakthrough in Caraga Regional Science High School, Philippines

Previous issues of the e-newsletter:

- UNESCO "ICT in Education” Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

Programmes & Projects

Norwegian Centre for ICT in Education

In this era of globalization, it may be difficult to deny the existence and importance of information and communications technology or ICT. It has become prevalent among almost all adults, teenagers, and children alike, as it evolves around our everyday lives. Undeniably, ICT has also made its way into the education field, and many students, teachers/educators in institutions all around the world are taking advantage of the technology to improve the quality of education in various aspects such as teaching and learning pedagogy, curriculum, and professional development.

Governments are investing in ICT and forming policies to encourage and support the use of ICT in education, and the Norwegian Centre for ICT in Education is an example of such attempts. Under the supervision of the Ministry of Education, the Norwegian Centre for ICT in Education was established to contribute to the realization and the development of ICT policy. It shall further cooperate with relevant public and private institutions and participate in international cooperation. The centre’s main goals are to improve the quality of education and to improve learning outcomes and learning for children, pupils and students through use of ICT in education.

The Norwegian Centre for ICT in Education has developed a range of services and products including online services, survey and monitoring services, and testing methods and tools in the classroom. For educators, the centre provides online guides, reports, and factsheets on a variety of topics such as the use of blogs and wikis in education, collaboration between schools and homes, and criteria for purchasing digital learning resources.
Schools can also benefit from online services provided by the centre through different tools; for example,

- Utdanning.no, the official Norwegian national education and career portal
- A virtual mathematics school
- Dubestemmer.no, the guidelines on safety use of digital media
- Minstemme.no, the websites to enhance democracy knowledge for younger generation
- eTwinning, the community that connects schools across Europe for a collaboration of school projects which will enable both students and teachers to have an experience beyond their own country’s context
- IKTplan.no, the web-based tool to develop digital skills for students

In addition, the Norwegian Centre for ICT in Education offers a number of products for surveys and monitoring purposes including,

- Monitor, a Norwegian longitudinal study that evaluates digital skills of students in different grade level
- Skolementor.no (School Mentor), a self-assessment tool to support school managers in digital competence
- Larermentor.no (Teacher Mentor), a self-assessment tool for teachers, developed in conjunction with the School Mentor
- National assessment tests of digital skills, the first international, comparative study that measures differences in digital skills and use of digital tools among 8th grade students

The centre also provides testing methods and tools in the classroom which support the development of ICT-integrated learning environment.

- iTEC, the project, coordinated by European Schoolnet and partially financed by the EU, to develop the new and appropriate ways of using technology in Norwegian schools
- Room for Learning, an example of design in a learning context with extensive use of ICT which was established to develop best practices of ICT teaching and communication solutions
- Practice Blog, the platform that teachers and students can share experiences and examples of the pedagogical use of ICT, as well as challenges and barriers to such use

Recognizing that “ICT contributes to increased quality, enhanced learning and better learning strategies for pupils, apprentices, students and children in kindergarten”, the work of the centre has made considerable impact for the promotion of ICT in Norwegian education.

Further information:
• Norwegian Centre for ICT in Education

Related links:

• Analysis of recent 1:1 learning initiatives in primary and secondary schools in Europe
• ICT and initial teacher education: National policies
• Innovative Teaching and Learning (ITL) research: A global look at pedagogies for 21st century skills
• ICT in schools survey – many children not getting what they need; teachers need more training and support
• How can we use ICT to promote Lifelong Learning?: Central Asia Symposium on ICT in Education
• UNESCO stresses teachers’ role in maximizing use of ICT in education

Previous issues of the e-newsletter:

• UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

• Visit our on-line forum and share your views

Resources

ICT-enabled innovation for learning in Europe and Asia: Exploring conditions for sustainability, scalability and impact at system level

This report edited by Panagiotis Kampylis, Nancy Law and Yves Punie, presents three cases of ICT-enabled innovation for learning from Europe (eTwinning, 1:1 Learning in Europe and Hellerup School in Denmark) and four cases from Asia (e-Learning Pilot Scheme in Hong Kong SAR, Knowledge Construction with Technology (CoREF) in Japan, Third Masterplan for ICT in Education (mp3) in Singapore and Digital Textbook project in South Korea), covering aspects such as the context, scale and nature of innovation; the intended learning outcomes; the role of technology; and implementation strategies.

Based on desk research, case reports, consultation with education stakeholders from Europe and Asia, and in-depth expert interviews, the necessary conditions for sustainability, scalability and impact at system level are analysed.
Thus, the report brings evidence to the debate about the mainstreaming of ICT-enabled innovation for learning in Europe and beyond, contributing to the Europe 2020 Strategy to modernize Education and Training across Europe.

Read the full paper:

- [ICT-enabled innovation for learning in Europe and Asia: Exploring conditions for sustainability, scalability and impact at system level](#)

Related links:

- [Analysis of recent 1:1 learning initiatives in primary and secondary schools in Europe](#)
- [ICT and initial teacher education: National policies](#)
- [Innovative Teaching and Learning (ITL) research: A global look at pedagogies for 21st century skills](#)
- [ICT in schools survey – many children not getting what they need; teachers need more training and support](#)
- [How can we use ICT to promote Lifelong Learning?: Central Asia Symposium on ICT in Education](#)
- [UNESCO stresses teachers’ role in maximizing use of ICT in education](#)

Previous issues of the e-newsletter:

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

What do you think about this topic?

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

**Transforming education: The power of ICT policies**

The result of a programme of studies, consultation and exchange on policies, the publication “Transforming Education: The Power of ICT Policies“ aims at providing useful information on contemporary challenges for and approaches to public policies in the field of Information and Communication Technologies (ICT) in Education.

Indeed, ICT in schools are seen by education policy-makers as an opportunity. Yet, once policy-makers consider making significant investments in ICT, a host of questions emerge, from how
many computers are needed in a school to how teachers can use them. While such questions represent important implementation issues, they should not frame ICT policy. ICT can have a greater impact when the policies and programmes designed to implement them are crafted in the broader context of social and economic goals and aligned to a vision of economic development and social progress - in other words, when ICT policies and programmes support educational transformation.

This book reviews policies, programmes, and experiences in a range of regional and developmental settings – Jordan, Namibia, Rwanda, Singapore, and Uruguay.

Each brings a unique historical, cultural, political, social, and economic context to bear on policy and its formulation. These case studies provide models and lessons that can help other countries in formulating their own policies regarding ICT in education. In addition, drawing on the analyses of the findings across case studies, the book considers their implications for educational policy, change, and transformation.

Download the publication:

- Transforming education: The power of ICT policies

Related links:

- ICT and initial teacher education: National policies
- Innovative Teaching and Learning (ITL) research: A global look at pedagogies for 21st century skills
- ICT in schools survey – many children not getting what they need; teachers need more training and support
- How can we use ICT to promote Lifelong Learning?: Central Asia Symposium on ICT in Education
- UNESCO stresses teachers’ role in maximizing use of ICT in education

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views

SABER-ICT & education policies database
In 2011, the World Bank kicked off a new initiative to build a global database of policy documents related to ICT use in education, to aid policymakers assess and benchmark their own policies against those of comparative countries around the world.

As part of this process, SABER-ICT is attempting to assess the state of ICT-related policy formulation in the education sector according to a number of key policy domains, themes and characteristics, including: Vision and planning; ICT infrastructure; Teachers; Skills and competencies; Learning resources; EMIS; Monitoring and evaluation, assessment, research and innovation; Monitoring ICT use and evaluating its impact; ICT use in assessment; Equity, inclusion and safety and Cross-cutting themes.

The first set of results from this work will be ready in 2013. A comprehensive draft document is already available for download. (Source: World Bank)

Download the preliminary draft:

- [SABER-ICT ICT & education policies](#)

Related links:

- [ICT and initial teacher education: National policies](#)
- [Innovative Teaching and Learning (ITL) research: A global look at pedagogies for 21st century skills](#)
- [ICT in schools survey – many children not getting what they need; teachers need more training and support](#)
- [How can we use ICT to promote Lifelong Learning?: Central Asia Symposium on ICT in Education](#)
- [UNESCO stresses teachers’ role in maximizing use of ICT in education](#)

Previous issues of the e-newsletter:

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

What do you think about this topic?

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

Women in African history: An e-learning tool
“Women in African History: An E-Learning Tool,” is an UNESCO educational website consisting of multimedia content including comic strips, interactive pedagogical units, audio modules, and quizzes which highlight the role of women in African history.

The first phase of the project (2012/2013) is dedicated to the development of the website and the production of the first eight modules, with particular emphasis being given to historical women figures from Sub-Saharan Africa and the Diaspora.

To promote gender perspectives through the development of media and local content, five comic strip artists from Africa and the African diaspora, participated in the development of multimedia content. The outcome represents a fruitful collaboration between intellectuals, artists, technologists, and pedagogues that positions UNESCO as a platform for innovation, international cooperation and exchange.

Further information:

- Women in African history: An e-learning tool

Related links:

- Google and museums around the world unveil Art Project
- Young people in Bangladesh show their world through photos

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

- Visit our on-line forum and share your views