Dear readers,

In line with the International Women’s Day on the 8th of March, this month’s e-newsletter will focus on women and mobile learning. As mobile technologies have become more accessible and affordable, mobile learning has called an increasing attention among international development communities as a tool to ensure equality and quality of education for women. It is timely that with the International Women’s Day we look back at the progress achieved so far, and look forward to ways in which we can promote women’s empowerment through mobile learning. Although much progress is evident, we are still a long way from achieving gender equality worldwide. It is thus even more imperative to emphasize the urgent need to educate women in order to ensure their invaluable input and participation in the post-2015 world for peaceful and sustainable societies. This issue intends to provide deeper information on the status of women, educational progress, success and challenges, as well as interesting projects that help educate and empower women.

We hope that you enjoy reading this edition!
Please let us know if you have any comments or suggestions.

**Highlights:**

**Mobile Learning for Women (by UNESCO Bangkok, ICT in Education)**

*This article provides the basic information on the women’s status around the world, what the UN and other organizations have done in order to achieve gender equality as well as improved women’s education with the help of mobile technology.*

"Countries with more gender equality have better economic growth. Companies with more women leaders perform better. Peace agreements that include women are more durable. Parliaments with more women enact more legislation on key social issues such as health, education, anti-discrimination and child support. The evidence is clear: equality for women means progress for all." (International Women’s Day, 8 March 2014, United Nations Secretary-General Ban Ki-moon)

The UN has been adamant in promoting gender equality: in 1995 the [Beijing Declaration and Platform for Action](https://www.un.org/womenwatch/daw/beijing/) called on countries to ensure equal access to education for girls, eradicate female illiteracy and expand the availability of vocational training for women. UNESCO’s [Dakar Framework for Action](https://www.unesco.org/new/en/education/themes/education-topics/dakar-framework/) in 2000 singled out girls’ education, codified as one of six [Education for All (EFA) Goals](https://www.unesco.org/new/en/education/themes/education-topics/education-for-all/). The goal on gender established two specific targets: 1) to eliminate gender disparities in primary and secondary education by 2005, and 2) to achieve gender equality in education by 2015.
The collective efforts from the international community, governments and private sector have since helped expand the opportunities for women and girls to participate in education. The countries that had achieved the gender parity at the primary levels have increased from 57% in 1999 to 63% in 2011 (GMR 2013/4). But despite the progress, 35 million girls of primary school age and 37 million girls of lower secondary school age are still out of school. The effect of these disparities contributes to disproportional literacy rates, where globally, two out of every three illiterate adults are women (UNESCO-UIS, 2014). Consequently, the question of literacy has become synonymous with providing learning opportunities for women and girls.

Facing the reality where the girls and women cannot properly attend schools due to economic, cultural and post-conflict challenges, mobile technologies have shed a new light on innovative ways to reach the un-reached girls and women. Mobile technologies have indeed been increasingly utilized throughout the world for an array of purposes, in both developing and developed contexts. According to the International Telecommunication Union’s estimations, out of the seven billion people on Earth, over six billion have access to a functional mobile phone, bringing information to possibly some of the most remote parts of the world. Consequently, a lot of locally based and international organizations feature this almost ubiquitous technology for education, frequently targeting women and girls.

As the leading agency in education, UNESCO has launched various mobile learning projects toward eradicating female illiteracy and empowering women as early as in 2011 with the Mobile Phone Literacy project supported by the US government. Over the past years, UNESCO’s mobile learning projects have since provided comprehensive support to governments and other stakeholders, including policy guidelines, illustrations of national cases, teacher training for mobile learning and key issues to consider when implementing mobile learning projects. Timely, this year’s Mobile Learning Week was co-organized with the UN Women to celebrate the various promising cases as well as explore the future of mobile technologies to empower women and girls. At the ground level, UNESCO has been supporting a new project in Myanmar to empower girls in rural regions by providing broadband technologies to schools and teacher training, starting in 2015.

It is evidenced in a number of celebrated mobile projects that mobile technologies do contribute to empowering the marginalized women. They include Ustad Mobile Literacy mLearning Project (Afghanistan), Bunyad Mobile-Based Post-Literacy Programme (Pakistan), Using Mobile Phones to Accelerate Literacy Education and Empower Afghan Women (Afghanistan), Pink Phone Revolution Project (Cambodia), Jokko Initiative (Senegal), Project ABC (Niger), and many more. Such projects take advantage of this inexpensive, economical, and widely available gadget. Often, the learning applications can run offline, making it easier to access the content in an Internet lacking location. The apps can be used in local languages, which proves to be much more effective in terms of learning outcomes. Some of these projects can also be used in addition to formal learning, but independently as well, in both rural and urban contexts. These frequently address the critical issue of illiteracy, encouraging leadership, and improving living conditions in a sustainable way, with one main goal of empowering women. The Pink Phone Revolution Project simultaneously uniquely addresses one of the challenges for mobile education for women, where men tend to own or take away the phones. By providing pink colored phones it aims to ensure that if a man does confiscate the phone, everyone can know that it is the woman’s phone that has been taken away.

Year 2015 will be a remarkable year. It celebrates the 20th anniversary after the Beijing Declaration as well as sets up a new agenda for education in Incheon, South Korea, in May 2015 for the next 15 years.
The ICT in Education programme of UNESCO will continue supporting the Member States in leveraging new technologies to empower the marginalized and reach the unreached, including women and girls.

Contact info: Auken Tungatarova, a.tungatarova@unesco.org; Jonghwi Park, j.park@unesco.org

References:


Mobile Technology for Girls’ Education and STEM (by Mark West, ICT in Education, UNESCO Paris)

Written by the Associate Project Officer at the UNESCO headquarters in Paris, Mark West is the author of Reading in the Mobile Era and the co-author of the UNESCO Policy Guidelines for Mobile Learning. He has been involved in a number of field projects that use mobile technology in concert with other tools and approaches to improve learning outcomes.
UNESCO in partnership with UN Women recently hosted a major international event called Mobile Learning Week to explore how ubiquitous and increasingly affordable mobile technologies can be leveraged to empower women and girls in education and beyond.

Several conference sessions focused on gender divides in science, technology, engineering and mathematics (STEM). The divide is growing in many countries and is seen in developed and developing countries.

The question below was posed to Mark West who researches ICT in education as an associate project officer at UNESCO’s headquarters in Paris.

**QUESTION:** What can be done to enhance the reach of mobile technology for girls’ education, especially STEM education?

**RESPONSE:** A first step is improving access. Simply put, too few women own and use mobile technology. Worldwide women are 16% less likely to access ICT than men; in low and middle income countries 300 million more men than women have a mobile phone; and in developing countries there are only 3 women online for every 4 men. It is estimated that over 90% of jobs in the future will require ICT skills. So comfort and proficiency with technology is not just a STEM concern, it’s directly tied to employability.

The gender divide in technology is not just a developing country problem. Data indicates that even in rich countries young boys are far more likely to be given technology and encouraged to use it. Tablet computers and smartphones are not just ‘toys for boys.’ And positioning these technologies are male/centric contributes to the deep inequities we see in technology fields. Gigaom recently published a graphical analysis of the gender imbalance at leading technology companies and the figures are startling: over 80 percent of technology jobs at Google, Apple, LinkedIn, Yahoo, Facebook and Twitter are held by men.

While better access is a vital first step, it’s not the only one. We must also keep a close eye on content. Dangerous gender stereotypes are perpetuated from an early age. Toys targeted to boys tend to encourage technical skills and logic, while toys aimed at girls often do not. A recent Barbie book called “I Can Be a Computer Engineer” contains a page in which Barbie says to herself: “I’m only creating the design ideas. I’ll need Steven’s and Brian’s help to turn it into a real [computer] game.” Needless to say, this book, despite its title, is not exactly showing young girls that they can indeed become computer engineers. Barbie herself should be capable of technically implementing a ‘design idea.’ Data collected from OECD countries shows that if the highest achieving boys and girls were equally confident about their ability in STEM subjects, the gender gap we see in performance would not only narrow but in many instances invert.

UNESCO is working directly to counteract gender stereotypes around technology and help more women and girls gain access to powerful mobile devices such as smartphones. Just a few months ago UNESCO, in partnership with Ericsson and other cooperating organizations, announced a project to leverage mobile data connectivity to improve the literacy and life skills of girls in of Myanmar. This work will ensure that newly available network coverage will be of immediate benefit to girls and women, thereby normalizing female technology use from an early stage.
The Symposium held as part of Mobile Learning Week featured numerous breakout presentations where project managers from around the world explained how they use mobile technology to help women and girls. The event program is perhaps the most up-to-date snapshot of how people around the world are utilizing technology for gender empowerment. To borrow just two examples: Uri Ben-Ari explained how his organization is training women teachers in Israel to productively integrate technology in classrooms, and Njideka Harry detailed how her organization helps Nigerian women gain access to banking and financial services via mobile devices. Cumulatively these projects point to a promising future in which personally owned mobile technology can help women surmount the ‘digital divide.’

In terms of STEM education, mobile technology, by virtue of being intensely personal can move learning outside of classrooms to more diverse settings. This can fuel a girl’s nascent interest in disciplines like science. As an illustration, existing mobile applications allow botany students to learn about particular plants while inspecting them in their natural habitats. Technology can help give literal meaning to the maxim ‘the world is a classroom.’

The UNESCO Policy Guidelines on Mobile Learning highlighted a project call EcoMobile which allows students to use mobile devices to explore areas surrounding specific ponds in North America. When they arrive at certain locations, the EcoMobile application asks students questions and encourages them to collect data for further investigation. The interactive software, made possible by the integration of GPS technology in mobile devices, dramatically changes the relationship between students and the environment they are studying and fosters high-level thinking, hands-on research and collaboration.

Within the ICT industry, organizations like Strongher, an independent network made up primarily of female employees at the French technology firm Alcatel-Lucent, have helped improve job retention for women. And Intel recently announced that it plans to spend three hundred million dollars over the next five years to improve the gender diversity of its employee base. This is important work and it carries a potential to accelerate gender equality. It also has a profit motive. A great deal of research indicates that more gender and racial diverse organizations perform better.

To bridge persistently wide gender gaps in technology ownership and use, we should do three things:

1) Encourage and normalize technology ownership and use by women and girls.

2) Rally against innocuous sounding-slogans like ‘gadgets for guys’ and un-gender technology.

3) Recalibrate our expectations for girls and ensure women have role models and mentors in technology fields.

These actions will ensure women have similar access to powerful technologies and the confidence to leverage them to improve their lives.

Contact info: Mark West, m.west@unesco.org
A Review of Education and ICT Indicators in Central Asia (by UNESCO Bangkok)

This article provides an overview of Central Asia’s demographics, education challenges and improvements, as well as key ICT indicators.

The region of Central Asia includes five independent republics – Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan – all of which used to be part of the Union of Soviet Socialist Republics (USSR) that was dissolved in 1991 (UNESCO, 2008). With similar historical backgrounds, the people of the Central Asian republics have much in common in terms of culture and languages. The region has been constantly making significant progress in areas such as primary school enrolment and gender parity levels since the Education for All (EFA) goals were adopted in 2000 as governments recognised the critical role of education in socio-economic development, social cohesion and national prosperity. Although there have been constant debates on the accuracy of the data, the Central Asian countries have shown their achievement in overall youth and adult literacy rates of more than 99%. Furthermore, all five countries have reported to have achieved a gender parity index (GPI) of 1. The GPI is an indicator that is commonly used to assess gender differences through the computation of the ratio of female-to-male values and gender parity is reached when GPI is between 0.97 and 1.03 (UNESCO, 2014a, 2014b; UNESCO-UIS, 2013).

However, the region’s progress has inevitably been hindered in recent years due in part to the economic downturn and conflicts. The total public expenditure on education accounted for 15% of total government expenditure of the region in 2007 but this figure decreased sharply to 11.8% in 2011, falling below the global average of 14.4% (UNESCO, 2014a).

Expanding access to pre-primary education has been and is still an ongoing challenge for the region, especially with more than 50% of the region’s population residing in rural areas. The pre-primary gross enrolment ratio (GER) of Central Asia remains the lowest in Asia-Pacific, with 58.29% enrolment in Kazakhstan, 24.71% in Kyrgyzstan, 8.80% in Tajikistan, 47.06% in Turkmenistan and 24.83% in Uzbekistan. Furthermore, children living in poverty-stricken areas are in need of early childhood care and education more so than others, and yet are least likely to enrol in and/or attend such programmes. For example, in Tajikistan, there is an apparent disparity in attendance rates in early learning programmes, with 1.3% of children from the poorest households to almost 30% from the wealthiest quintile. However, efforts to expand pre-primary education should not be discounted by the low GERs and participation, as there has been a significant increase in pre-primary GER over the decade in countries like Kazakhstan – from 30.92% (2004) to 58.29% (2013) – and Kyrgyzstan – 10.99% (2003) to 24.71% (2012) (UNESCO, 2011, 2014a, 2014b).

In terms of achieving universal primary education (UPE), progress has been uneven across Central Asia. Of the four countries that have available data, only Kazakhstan has reached UPE with a primary adjusted net enrolment ratio (ANER) of 99.10%, but the rest are doing relatively well with ANERs above 90%. Despite the declining numbers of out-of-school children in the region, there are still about 220,000 children who are not receiving the basic education they need. Notably in Tajikistan, the number of out-of-school children had been steadily declining from 18,001 in 2005 to 7,099 in 2012 but increased by more than three times to 26,792 in 2014. Besides enrolment into primary education, facilitating completion is another key element towards achieving UPE. Considering children from poorer families or rural areas face higher risks of dropping out, a more concerted effort is needed to address the needs
and concerns of the remaining out-of-school groups so as to successfully reach the marginalized (UNESCO, 2014a, 2014b).

With the region’s attainment of relatively high ANERs, the next crucial step would be to assess the quality of education to ensure high levels of learning achievement. Progress in education quality depends on having sufficient teachers and ensuring that they receive effective training and support. Progress in reducing the pupil-teacher ratio (PTR) has been modest which could possibly be the consequence of decreasing government expenditure on education. However, of four countries with available data, the PTRs remain below the global average of 24. In the case of Uzbekistan, a significant decline in PTR over the decade – 21.3 in 2002 and 15.6 in 2011 – has been reported.

Central Asia Education Indicators

<table>
<thead>
<tr>
<th>Gross enrolment ratio (%)</th>
<th>Kazakhstan</th>
<th>Kyrgyzstan</th>
<th>Tajikistan</th>
<th>Turkmenistan</th>
<th>Uzbekistan</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Gross enrolment ratio/Gender Parity Index (GPI)</th>
<th>Kazakhstan</th>
<th>Kyrgyzstan</th>
<th>Tajikistan</th>
<th>Turkmenistan</th>
<th>Uzbekistan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-primary</td>
<td>1.00 [2013]</td>
<td>1.02 [2012]</td>
<td>0.83 [2011]</td>
<td>0.97 [2014]</td>
<td>1.00 [2011]</td>
</tr>
<tr>
<td>Primary</td>
<td>1.01 [2013]</td>
<td>0.98 [2012]</td>
<td>0.99 [2014]</td>
<td>0.98 [2014]</td>
<td>0.97 [2011]</td>
</tr>
<tr>
<td>Secondary</td>
<td>0.97 [2012]</td>
<td>1.00 [2011]</td>
<td>0.90 [2012]</td>
<td>0.96 [2014]</td>
<td>0.98 [2011]</td>
</tr>
<tr>
<td>Tertiary</td>
<td>-</td>
<td>1.54 [2012]</td>
<td>0.52 [2012]</td>
<td>0.64 [2014]</td>
<td>0.65 [2011]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjusted net enrolment rate (%)</th>
<th>Kazakhstan</th>
<th>Kyrgyzstan</th>
<th>Tajikistan</th>
<th>Turkmenistan</th>
<th>Uzbekistan</th>
</tr>
</thead>
</table>
In terms of ICT development, there is great disparity within Central Asia with Kazakhstan at the top of the ranks[1]. While the ICT development index of Kazakhstan is above the global average of 4.77 out of 10, Kyrgyzstan and Uzbekistan remain below. This is however not unexpected as all five countries except Kazakhstan and Turkmenistan are classified as low-income countries. There is also a great variation in connectivity, with universal internet connectivity in Kazakhstan to around 60% in Uzbekistan, 7% in Tajikistan and only 3% in Kyrgyzstan. Compared to Kazakhstan, both Kyrgyzstan and Uzbekistan reported very low ICT household penetration with less than 10% of households having access to the internet. Gaps in internet connectivity in the region could be attributed to several factors such as difficult mountainous terrains and reluctance of Internet service providers (ISPs) to unprofitably operate in rural areas with low population density. (ADB, 2012; ITU, 2014; UNESCO-UIS, 2014).

### ICT Development Index (IDI), 2012 and 2013

<table>
<thead>
<tr>
<th>Economy</th>
<th>Global Rank 2013</th>
<th>IDI 2013</th>
<th>Global Rank 2012</th>
<th>IDI 2012</th>
<th>Global Rank Change 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakhstan</td>
<td>53</td>
<td>6.08</td>
<td>53</td>
<td>5.80</td>
<td>0</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>108</td>
<td>3.78</td>
<td>107</td>
<td>3.69</td>
<td>-1</td>
</tr>
<tr>
<td>Tajikistan</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Turkmenistan</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

ICT Access Indicators

<table>
<thead>
<tr>
<th>Economy</th>
<th>Fixed-telephone subscriptions per 100 inhabitants</th>
<th>Mobile-cellular subscriptions per 100 inhabitants</th>
<th>Percentage of households with computer</th>
<th>Percentage of households with Internet access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kazakhstan</td>
<td>26.8</td>
<td>26.7</td>
<td>185.8</td>
<td>180.5</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>8.9</td>
<td>8.3</td>
<td>124.2</td>
<td>121.4</td>
</tr>
<tr>
<td>Tajikistan</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Turkmenistan</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>6.9</td>
<td>6.9</td>
<td>71.0</td>
<td>74.3</td>
</tr>
</tbody>
</table>


The region of Central Asia is making headway, albeit at a relatively slow rate, towards achieving the EFA goals. It is also evident that several factors such as the persistence and consequences of conflicts and a huge rural population have hindered the region’s progress. Therefore, a more concerted effort is required to address these challenges. There has also been a focus on expanding access to education over the decade but with that in the works, it is now crucial for the region to work on improving the quality of education. In this aspect, teachers play a vital role, and hence the need for not only more teachers but also sufficient training and support for them is timely (UNESCO, 2014a).

Contact info: Jollyn Peiling Cheong, jp.cheong@unesco.org

References:


Programmes and Projects:

This issue introduces the readers to various projects by IGOs, NGOs and private sector where mobile technologies are used to empower girls and women. For the full information on each project, please visit the corresponding websites.

- **Mobile Phone Literacy – Empowering Women and Girls**
  As illiteracy has become synonymous with women, the Mobile Phone Literacy project was established in order to address this persistent challenge. It hopes to utilize mobile phones in order to maintain and develop literacy skills, provide access to information, and reach the marginalized girls and women.

- **The English and Information Technology for Adolescents (EITA) project**
  This article provides an overview of the project focused on English and IT skills development for rural adolescent girls in Bangladesh, its purpose, success, and challenges.

- **Business Women: A Mobile Value-Added Service for Women Entrepreneurs**
  This article provides information on the “Business Women” mobile application that has provided business training to over 100,000 women in Nigeria, Tanzania, and Indonesia. The application was a part of a larger project focused on mobile services for women entrepreneurs.

- **Wawared**
  This project aims to improve maternal health through Electronic Health Record by using an SMS system as an information resource to expectant mothers during their pregnancy.

- **Kutch Mahila Vikas Sangathan**
  This Indian NGO has several projects specifically focused on empowering women. For example,
their **Empowering Panchayati Women-Sushasini** project supports women elected representatives to develop their rightful place as the leaders of their communities and marginalized groups, as well as promote transparency and accountability in the village. This NGO also utilizes mobile technology in rural areas in order to increase women’s IT literacy skills.

**News and Events:**

- **Nomination call for UNESCO-Hamdan Prize 2015-2016**
  The fourth edition of the UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers has opened the call for nominations. The prize is awarded every two years and it recognizes initiatives that contribute to improving educational practices around the world, with priority given to developing countries and to marginalized and disadvantaged communities. Deadline for nomination: October 31, 2015. To submit a nomination, please download the **guide** and the **application** and **nomination forms**. For more information, please [click here](#).

- **Gender Summit 6 Asia Pacific 2015 (27-28 August, 2015. Seoul South Korea)**
  This event’s theme is “Better Science & Technology for Creative Economy: Enhancing the Societal Impact through Gendered Innovations in Research, Development and Business”, introducing the research evidence that pertains to the benefits of addressing gender issues in science and technology.

- **eLearning Africa: 10th International Conference on ICT for Development, Education & Training**
  This networking event for ICT-enhanced education and training in Africa is one of the largest conferences in the field, useful for those who wish to develop partnerships, as well as be updated and informed on eLearning themes.

**Resources:**

- **The GSMA mWomen Deployment Tracker**
  This is an interactive mapping of existing mobile products and other resources that promote women’s access and use of mobile technologies in developing countries.

- **Oh My Body**
  A mobile application that provides youth with information about Sexual and Reproductive Health and Rights.

- **A Networked Community for Women’s Leadership in Education Technology**
  A community that consists of business experts, educators, technologists and others with the aim of supporting women’s leadership skills and opportunities in education technology.

- **mEducation Alliance**
  The Alliance committed to improving access to mobile technologies for education, especially in developing country contexts. Their website provides updates on events and resources related to m-learning.
**iLearn**
This online platform provides an opportunity for women entrepreneurs to share their success stories, as well as their motivation, knowledge and skills.

**The Social Entrepreneurs Toolkit**
The Social Entrepreneurs Toolkit is designed for the point when an entrepreneur feels the pressure shifts, the team starts to grow, momentum takes hold and process becomes an eventuality that feels like it threatens purpose, and ultimately the entrepreneur begins the transition from start up to scale up, and they have to balance management and leadership and working 'on' the business with the ongoing need to be 'in' the business.


The developer of this toolkit, Mr. Sam Conniff, Chairman of Livity [www.livity.co.uk](http://www.livity.co.uk), is happy to share the toolkit with all social entrepreneurs with no financial implications. He hopes to refine it based on feedback from users, with the eventuality of developing it into an app, book or other shareable format to benefit a wider audience. For further information, contact Mr. Conniff directly at [sam@livity.co.uk](mailto:sam@livity.co.uk).

**Gender Inequality Index**
This GII exposes the human development costs of gender inequality, and provides country information on gender disparities.

**UNESCO Clearinghouse on Global Citizenship Education hosted by APCEIU**
The brand new Clearinghouse is a useful platform that is constantly updated with the resources from all parts of the world to raise awareness and facilitate information sharing on Global Citizenship Education.

**New Publications:**

**Fostering Digital Citizenship Through Safe and Responsible Use of ICT: A Review of Current Status in Asia and the Pacific as of December 2014**
This brand new publication by UNESCO Bangkok is part of the “Fostering Digital Citizenship through Safe and Responsible Use of ICT” project in partnership with Intel. It explores the various interventions that address issues concerning cybersafety, rights, and wellness.

**Mobile Technologies and Empowerment: Enhancing Human Development Through Participation and Innovation**
This publication explores current trends in mobile technologies, its impact in developing countries, the relationship with democratic governance and human development, while identifying important challenges and opportunities in using mobile technologies for development.

**mHealth for Development: the Opportunity of Mobile Technology for Healthcare in the Developing World**
This publication focuses on the provision of health services via mobile technologies in remote, and resource-poor environments.

**Connectivity: How Mobile Phones, Computers and the Internet Can Catalyse Women’s Entrepreneurship, India: A Case Study.**
This research focused on India to have a closer look at how ICTs are changing economic opportunities for poor women. With useful insights, the publication also provides recommendations for the private sector, government and nongovernment groups to encourage and support women in business through the use of ICT.

1 The Resilience of Women in Higher Education in Afghanistan
Due to the many challenges women face in accessing higher education in Afghanistan, this publication identifies these barriers, while underlining the many strengths and opportunities that can help young girls and women acquire a quality higher education degree.

2 Empowering Adolescent Girls and Young Women through Education
This Joint Programme seeks to connect education, health, gender equality and empowerment and enable fruitful environments for girls and women to ensure they are healthy and can make informed decisions about their health, education and employability to successfully participate in society.

3 New Vision for Education: Unlocking the Potential of Technology
This report provides an analysis of various research studies in order to better understand and define what we mean by "21st century skills". In a comparative manner, this study also shows that many countries are lagging behind in many of the 16 identified skills, and provides opportunities for technologies that are employed in contextualized ways. Additionally, it provides resources and tools in order to support instruction.

Next Issue: The April issue will focus on the theme of New Learning Technologies. If our readers are interested in contributing to this edition, please do not hesitate to contact us.

Contact/Feedback: ict.bgk@unesco.org

ICT in Education website: http://www.unesco.org/education/ict

View previous newsletters: http://www.unescobkk.org/education/ict/enewsletter