

Announcement

News on ICT in Education

Highlight

UNESCO Bangkok launches the ICT in Education Teacher Training Series

How can UNESCO help to provide teacher trainers, teachers and other educators with access to high-quality digital resources? UNESCO Bangkok recently produced four CD-ROMs, the first volume in a series of quality resources for the ICT in Education Teacher Training Project in the Asia-Pacific Region.

News & Events

The Director-General convened an information meeting on WSIS follow-up and implementation

On 1 September 2009, Mr Koïchiro Matsuura, the Director-General of UNESCO held an information meeting for permanent delegations on the follow-up to, and implementation of the World Summit on the Information Society (WSIS).

Technology and innovation can help expand education for all

Making use of the latest information and communication technology (ICT) and innovation can help countries expand educational opportunities for all in a way that also advances development, a senior United Nations official said.

Radio network supports International Literacy Day

A popular Malaysian broadcaster has developed radio spots to defend every child's right to read and write.

Call for Papers: Global Learn Asia Pacific-Global Conference on Learning and Technology

Organizers have issued an invitation to attend a conference which will be held from May 17-20, 2010 in Penang, Malaysia. Interested parties should submit proposals for papers, panels, roundtables, tutorials, workshops etc., ahead of the 23 November 2009 deadline.

International Workshop on Greenstone Digital Library Software to be organized in Kerala

The international workshop, will be held at the IIMK campus in Kozhikode, Kerala, India between 23- 28 November 2009, will focus on a training programme on the open source software "Greenstone" for digital libraries.

Programmes and Projects

People with visual impairment reading the world/the importance of ICT for the visually impaired

UNESCO Jakarta, together with the AirPutih Foundation, have initiated a project to transform an existing open source software called Orca into Bahasa Indonesia to enable visually impaired persons to use computers through screen readers.

Resources

UNESCO's response to HIV and AIDS in Asia and the Pacific (Library Collection)

This library collection of UNESCO materials related to HIV and AIDS in the Asia-Pacific region aims to provide easy access for users to relevant and up-to-date UNESCO resources.

e-Accessibility Policy Toolkit for persons with disabilities

A joint ITU/G3ict toolkit for policy makers implementing the Convention on the Rights of Persons with Disabilities.

E -based practices in online learning

The report prepared for the US Department of Education provides a meta-analysis and review of online learning studies.

A guide to software as a service in education

The eBook details the benefits of SaaS - also known as applications that are “in the cloud”, web-based, online, or on-demand - and explains the details of why schools should consider SaaS to increase their technology return on investment, decrease the total cost of technology ownership and improve operational efficiency.

Sprout - learn to create lasting change

Sprout is an e-course for young people who want to develop their social or environmental project ideas and learn to create lasting change that takes root in their communities.

Highlight

UNESCO Bangkok launches the ICT in Education Teacher Training Series

How can UNESCO help to provide teacher trainers, teachers and other educators with access to high-quality digital resources?

UNESCO Bangkok recently produced four CD-ROMs, the first volume in a series of quality resources for the ICT in Education Teacher Training Project in the Asia-Pacific Region. One objective of this project is to develop a set of materials that will be useful to Teacher Education Institutions (TEIs) in training teachers to integrate ICT in their pedagogy. However, anybody involved in education can make good use of the resources presented on the CDs.

The CD-ROMs are the following:

- **Free Software for Educators**
This CD-ROM contains free (open source) software which may help educators to produce their own ICT based learning objects, learning materials and classroom resources. About 30 applications are included, categorized into Office & Design, Internet, Educational Tools, Audio and Video, Graphics & Animation and Utilities.

- **Multimedia Resources**
A collection of clip art, PowerPoint backgrounds, icons, pictures, music, flash applets for teachers to produce their own materials or lesson plans.
- **Web-tools for Educators (updated version of the 2007 Japanese Funds-in-Trust funded edition)**
This CD-ROM offers about 50 web-based applications which are potentially useful for all types of education activities. Every application has its own tutorial explaining the educational potential and the technical installation.
- **Directory of ICT resources for Teaching and Learning of Science, Mathematics and Language (reproduction of the 2008 Japanese Funds-in-Trust funded edition)**
The Directory contains a set of ICT-based resources for teaching and learning of science, mathematics and language for secondary-level students, including simulations, video clips, interactive learning objects for quizzes, animation, and other kinds of multimedia learning activities.

The resources are especially valuable for educators who don't have fast Internet connections (or no Internet connection at all), and those who have limited funds and lack the time to search for good, free teaching resources.

Production has been sponsored by UNESCO G-77 and China South-South Cooperation Fund in Education.

You can obtain copies of the CDs (maximum of five CD-ROMs) by sending a request to: ictinfo@unesco.org.

News & Events

Director-General convenes information meeting on WSIS follow-up and implementation

On 1 September 2009, the Director-General of UNESCO Koïchiro Matsuura held an information meeting for permanent delegations on the follow-up to, and implementation of the World Summit on the Information Society (WSIS). This event was the latest in a series of meetings convened to provide Member States with a comprehensive briefing on the status of UNESCO's involvement in the WSIS process.

In his opening address, Mr Matsuura stated that, regardless of the rapid spread of information and communication technologies in the past decade, the growth has been unevenly spread throughout the world and deep knowledge divides persist. Mr Matsuura reminded delegates that the half way point towards the achievement of the indicative targets of the Geneva Action Plan was approaching and he said that since the beginning of the WSIS process, when ICTs were identified as highly efficient tools for development, UNESCO has strongly advocated the need for a multidimensional approach focused on human development rather than technology as an end in itself.

“This unique approach has put the human being at the core of creating inclusive, development-oriented knowledge societies based on four key principles of freedom of expression; universal access to information and knowledge; respect for cultural and linguistic diversity; and quality education for all,” he said.

“UNESCO’s engagement and the acceptance of its vision of knowledge societies led to it being designated one of the overall coordinators for implementing the WSIS Plan of Action together with ITU and UNDP.”

Mr Matsuura said UNESCO also facilitates the implementation of six WSIS Action Lines in its areas of competence; and largely contributes to the implementation of the WSIS Plan of Action through its regular programme and budget.

He outlined UNESCO’s action in this context, illustrating how UNESCO operationalizes the concept of knowledge societies with examples of concrete activities, such as Community Multimedia Centres, the Memory of the World Programme, the ICT Competency Framework for Teachers, the Encyclopedia of Life Support Systems, UNESCO’s provision of expertise in the internationalization of Internet domain names and the Media Development Indicators that aim to produce a set of evidence-based recommendations to strengthen the development of free, independent and pluralistic media in each country.

The director-general also emphasized the important contribution of the International Programme for the Development of Communication (IPDC) and the Information for All Programme (IFAP) to the implementation of the WSIS Action Lines. Mr Matsuura said that the WSIS goals, along with other internationally agreed development goals, cannot be achieved by UNESCO alone. This is why UNESCO had established a number of partnerships with private sector, civil society and other UN agencies.

“Bridging the knowledge divide requires vision, political will, institutional and individual capacities, and resources. We will continue our engagement with the summit to maintain the momentum among stakeholders, to create new partnerships and to build on numerous WSIS-related activities. UNESCO will continue to facilitate WSIS implementation at the regional and country levels, including through advocating the integration of WSIS related issues in UN wide common country planning exercises. And we will continue to address the major new trends in building knowledge societies that have emerged since the two summit events in Geneva and Tunis,” he said.

Further information:

- [The Director-General convenes information meeting on WSIS follow-up and implementation](#)

Related links:

- [UNESCO and WSIS: Towards Knowledge Societies](#)
- [Website of the Director-General of UNESCO](#)
- [UNESCO and WSIS](#)
- [Information for All Programme \(IFAP\)](#)
- [International Programme for the Development of Communication \(IPDC\)](#)

Previous issues of the e-newsletter:

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

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Technology and innovation can help expand education for all

Making use of the latest information and communication technology (ICT) and innovation can help countries expand educational opportunities for all in a way that also advances development, said a senior United Nations official at a conference in the Mexican city of Monterrey.

“Technology and innovation are keys to accelerating progress towards the MDGs, particularly in countries that are falling behind,” said Sha Zukang, Under-Secretary-General for Economic and Social Affairs, at the Global Forum on ICT and innovation for Education. Mr Zukang was referring to the eight anti-poverty targets that have a 2015 deadline.

Mr Zukang said the latest update on the MDGs revealed progress has been mixed.

With some six years remaining before the 2015 deadline, enrolment in primary education has risen from 83 per cent in 2000 to 88 per cent in 2007, and child mortality is steadily decreasing.

He said the current global downturn risks reversing some of the positive trends, noting that an estimated 55 to 90 million more people will fall below the poverty line.

“Education is the foundation of a modern and thriving economy,” Mr Zukang said. “It empowers poor and marginalized communities and enables them to contribute to economic and social development.”

“ICT and innovation can open up new opportunities for both expanding the reach and improving the quality of education in developing regions by providing practical and enabling solutions to current problems.”

He said the advent of universally accessible information, the rapid development of next generation networks and multi-lingual software, low-cost hardware, new mobile platforms and other innovations “all present a real opportunity to developing countries to employ ICT to lift the quality of education and make it universally accessible”.

The key to putting ICT to use in schools and colleges – where the main obstacles are the high cost of connectivity and computers and the lack of qualified teachers – is affordable connectivity, low-cost computing devices and applications that can be used for education and other services, he said, adding that training of instructors should go hand in hand with advances in access and connectivity.

Further information:

- [Technology and innovation can help expand education for all](#)

Related links:

- [ICT changing the face of higher education](#)
- [Technology alone will not bridge knowledge divides](#)
- [Educational technology debate: Exploring ICT and learning in developing countries](#)
- [A “smarter” Thailand through ICT - Target to boost ICT literacy and computer use](#)
- [UN launches remote training on information communication technology for development](#)

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

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Radio Network supports International Literacy Day

Malaysia's sought-after multi-language radio stations Hot.FM, Fly.FM and One.FM have united for a common cause – to defend every child's right to learn to read and write.

Managed by Media Prima Radio Network, the Malay, English and Chinese language stations have produced their own public service announcements in support of the "Education for All Children" target, in conjunction with International Literacy Day on 8 September.

"Literacy is important for a person's self esteem and most of all for coping with the challenges of day to day life," said the network's Managing Director Mr Seelan Paul.

"Considered a fundamental human right, it is the ability to read and write that is necessary for communication and it is the greatest gift that we can give our younger generation."

In an unwavering commitment to children in Malaysia and across the world, the three stations have produced radio spots to educate the public on the value of literacy for a better future.

The radio announcements have been played on Hot.FM, Fly.FM and One.FM for a week from 1-8 September to complement efforts by UNICEF to spotlight the importance of literacy as a foundation for fulfilling every child's right to an education.

"Fly.FM, Hot.FM and One.FM applaud UNICEF's efforts to help vulnerable children learn to read and write. In our own way, we hope that by supporting this noble cause, we can create awareness so Malaysians can appreciate the value of literacy not just for their children, but for all children living in our country," said Mr Paul.

"The Convention on the Rights of the Child upholds every child's right to receive free primary education in a safe, healthy and protective environment, regardless of gender, background or mental and physical abilities," said UNICEF Representative to Malaysia and Special Representative to Brunei Mr Youssouf Oomar. "We protect this right as it enhances lives and safeguards children and their collective futures."

Across the world, UNICEF works to translate this vision into reality by introducing programmes with governments, UN agencies and communities regardless of times of peace, war or disasters. Efforts include the United Nations' Girls' Education Initiative (UNGEI), Back-on-Track and Back-to-School campaigns for countries recovering from crisis and the Child Friendly Schools programme.

In Malaysia, UNICEF works with the ministry of education to improve literacy amongst children from vulnerable communities including the *Orang Asli* ethnic minority groups in Sabah and Sarawak.

“International Literacy Day is a timely reminder that we should not take literacy and education for granted. It is also an occasion to applaud the work of educators and volunteers for their patience and persistence in their effort to make a significant difference in people’s lives,” said Mr Paul.

Further information:

- [Radio Network supports International Literacy Day](#)

Related links:

- [UNICEF Malaysia](#)
- [A “smarter” Thailand through ICT - Target to boost ICT literacy and computer use](#)
- [Italy grants further funding to Afghan educational radio and television](#)
- [Malaysian teens reveal their lives and concerns through one-minute videos](#)

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

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Call for Papers: Global Learn Asia-Pacific Global Conference on Learning and Technology

The Global Learn Asia-Pacific Global Conference on Learning and Technology, May 17-20, 2010, in Penang, Malaysia is an international conference, organized by the Association for the Advancement of Computing in Education (AACE).

The annual conference serves to further advancement and innovation in learning and technology. As the educational world becomes increasingly global, new ways to explore

and share knowledge are needed. Global Learn is a means to connect and engage creative educators, researchers, consultants, training managers, policy makers, curriculum developers, entrepreneurs, and others in the topics and fields in which they are passionate. Global Learn offers an opportunity to meet and discuss their ideas, findings and the next steps.

Global Learn, the leading international conference in the field, spans all disciplines and levels of education and is expected to attract many leaders in the field from around the world.

The scope of the conference includes, but is not limited to, the following major topics as they relate to Learning and Technology:

- Advanced Technologies for Learning and Teaching;
- Assessment and Research;
- Educational Reform, Policy and Innovation;
- Evaluation and Quality Improvement Advances;
- Global Networks, Partnerships, and Exchanges;
- Innovative Approaches to Learning and Learning Environments
- Open Education;
- Technologies for Socially Responsive Learning;
- Virtual and Distance Education.

The organizers have issued an invitation to attend Global Learn and submit proposals for papers, panels, roundtables, tutorials, workshops, posters/demonstrations, corporate showcases/demos, and SIG discussions. The Conference Review Policy requires that each proposal will be peer-reviewed for inclusion in the conference programme proceedings book and also CD-ROM material.

Further information:

- [Call for Participation](#)

Related links:

- [13th UNESCO-APEID International Conference on Education and World Bank-KERIS High Level Seminar on ICT in Education](#)

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

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International Workshop on Greenstone Digital Library Software to be organized in Kerala

The Indian Institute of Management Kozhikode (IIMK), in technical collaboration with Greenstone Support for South Asia, the All India Council for Technical Education (AICTE) and the UNESCO New Delhi office, is organizing an International Workshop on Greenstone Digital Library Software.

The workshop will be held at the IIMK Campus in Kozhikode, Kerala, India between 23-28 November 2009.

The objective of the workshop is to propose a six-day high-end training programme on digital libraries on the open source software Greenstone. Conducted as a Faculty Development Programme where participants are expected to develop professional capacity in their respective countries, the workshop will aim to assist participants in creating state-of-the-art digital libraries using Greenstone open source software, which includes software installation, configuration, customization, digitization and other related workflow operations, content development and management, designing and creating standard metadata sets to describe digital objects and encoding in standard mark-up formats. A special session will concern localization of Greenstone user's interface in South Asian languages.

The workshop will be held at IIMK, which is equipped with world-class lecture rooms and computing laboratories with high speed Internet links. Each participant will be provided with a PC, supplemented with LCD projected demos. The pedagogy will be a mix of lectures, discussions, case studies and hands-on exercises. Each participant will receive a CD-ROM comprising of the latest version of Greenstone software, other related software packages and faculty presentations. Extensive hands-on labs will be a feature of the programme.

Registration is open for interested professionals from India and other countries on a first-come-first-served basis. Nomination forms, along with the course fee, should reach the FDP office at IIMK by 12 November 2009.

Further information:

- [Workshop Announcement](#)

Related links:

- [Greenstone Support for South Asia](#)
- [Centre for the Development of Digital Libraries \(CDDL\), IIMK, India](#)
- [International Workshop on Greenstone Digital Library Software inaugurated in Kerala](#)
- [International Workshop on Greenstone Digital Library Software](#)
- [Greenstone finalist of Stockholm Challenge Award](#)
- [An Asian Training Workshop on Greenstone Digital Library Software](#)

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

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Programmes and Projects

People with visual impairment reading the world/the importance of ICT for visually impaired

According to a WHO survey in 2004, 15 million people in South-East Asia are blind, with 3.3 million people in Indonesia alone being visually impaired. For these people access to Information and Communication Technology is often not possible due to the lack of appropriate and accessible reading programmes for the visually impaired.

The UNESCO office in Jakarta, together with the AirPutih Foundation, have initiated a project to transform existing open source software called Orca into the Indonesian language, Bahasa Indonesia. This initiative will enable visually impaired persons to use computers through screen readers. The programme converts text-to-voice using screen reader technology.

To explain Orca to those who need to use the technology, interactive workshops were conducted for around 100 students in three special schools with limited access to technology in remote areas in Indonesia in May 2009.

As the Orca Ubuntu free software only runs on the Linux operating system, whereas most of the pupils with visual impairment are accustomed to Microsoft, the workshops

had to focus first on explaining the new system before advancing to an explanation of the text-to-voice programme.

Orca gives persons with visual impairment the chance to write and read. For example, the existing electronic books, provided by the Mitra Netra Foundation covers subjects as diverse as primary education, general and vocational knowledge, to Indonesian cuisine and health.

Through the use of the technology, sight impaired people with an internet connection can be part of the virtually connected global community and have wider access to information that is needed for daily life.

Together with the Braille system, a script made up of dots, Orca can open up the world of writing to persons with visual deficiencies. One has to understand that literacy is more than the ability to read and write, it is the ability to understand, interpret and to communicate.

The idea behind creating Open Source software in the Bahasa language was the immense scope it could have in enabling visually challenged people to use ICT.

For further information, email Anwar Alsaïd at the UNESCO Jakarta Office at: a.alsaid@unesco.org

Further information:

- [UNESCO Jakarta](#)

Related links:

- [e-Accessibility Policy Toolkit for persons with disabilities](#)
- [World Wide Web Consortium's Web Accessibility Initiative](#)
- [The impact of technology on children with physical disabilities: An evaluative case study](#)
- [ICT and disabilities in China: Seeing in the cyberworld](#)
- [Survey to assess access to information and communication technologies for persons with disabilities](#)
- [Bangladesh Workshop Trains Participants in the Production of Digital Talking Books](#)

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

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Resources

UNESCO's response to HIV and AIDS in Asia and the Pacific (Library Collection)

This library collection of UNESCO materials related to HIV and AIDS in the Asia-Pacific region aims to provide easy access for users to relevant and up-to-date UNESCO resources. It contains over 70 recent publications in multiple languages. All publications are produced by UNESCO offices in the region. Major topics in the collection include HIV and AIDS education, adolescent reproductive health and school health.

To order a copy email: [aids\[at\]unesco-bkk.org](mailto:aids[at]unesco-bkk.org)

For more HIV related resources, visit the UNESCO HIV and AIDS Education Clearinghouse.

Further information:

- [UNESCO HIV and AIDS Education Clearinghouse](#)

Related links:

- [Interactive multimedia tools for youth to help combat HIV and AIDS](#)
- [Wealth of resources on sexual health online](#)
- [HIV and AIDS online data hub launched](#)
- [e-Forum on Teachers and HIV & AIDS: Reviewing achievements, identifying challenges](#)

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e-Accessibility Policy Toolkit for persons with disabilities

Digital accessibility is a key mandate of the Convention on the Rights of Persons with Disabilities. Whereas the convention mandates desired outcomes, it does not prescribe specific digital accessibility solutions or references.

The Toolkit is designed to:

- Support State Parties to the Convention in identifying the requirements of Article 9 of the convention and analyzing local gaps in digital accessibility programmes and policies;
- Provide a framework for the development of policies and strategies for mainstreaming digital accessibility at the national, regional and international levels;
- Serve as a global electronic repository of policies, international standards, good practices and technical references on digital accessibility;
- Facilitate the design of effective policy frameworks responding to the needs of e-inclusiveness principles covering communication, information and services.
- Promote accessible and assistive ICT applications by fostering public-private cooperation in order to expand ICT usage by persons with disabilities;
- Provide specific guidance to adequately address key issues of particular relevance to developing country environments.

The toolkit was announced jointly by G3ict and ITU on April 21, 2008 (see communiqué on Goals and Objectives here).

Further information:

- [e-Accessibility Policy Toolkit for persons with disabilities](#)

Related links:

- [World Wide Web Consortium's Web Accessibility Initiative](#)
- [The impact of technology on children with physical disabilities: An evaluative case study](#)
- [ICT and disabilities in China: Seeing in the cyberworld](#)

- [Survey to assess access to information and communication technologies for persons with disabilities](#)
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Evidence-based practices in online learning

A systematic search of research literature from 1996 to July 2008 identified more than a thousand empirical studies of online learning. Analysts screened these studies to find those that: (a) contrasted an online to a face-to-face condition; (b) measured student learning outcomes; (c) used a rigorous research design; and (d) provided adequate information to calculate an effect size. As a result of this screening, 51 independent effects were identified that could be subjected to meta-analysis.

Key findings include:

Students who took all or part of their class online performed better on average than those taking the same course through traditional face-to-face instruction. Learning outcomes for students who engaged in online learning exceeded those of students receiving face-to-face instruction, with an average effect size of +0.24 favoring online conditions. The mean difference between online and face-to-face conditions across the 51 contrasts is statistically significant at the $p < .01$ level.

Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction. The mean effect size in studies comparing blended with face-to-face instruction was +0.35, $p < .001$.

This effect size is larger than that for studies comparing purely online and purely face-to-face conditions, which had an average effect size of +0.14, $p < .05$.

Few rigorous research studies of the effectiveness of online learning for K–12 students have been published. The systematic search of the research literature found just five experimental or controlled quasi-experimental studies comparing the learning effects of online versus face-to-face instruction for K-12 students. As such, caution is

required in generalizing to the K-12 population because the results are for the most part based on studies in other settings (e.g., medical training, higher education).

Read the full report:

- [Evidence-based practices in online learning](#)

Related links:

- [UNESCO Bangkok releases ICT in Education Capacity Building Modules CD-ROM](#)
- [UNEP promotes online science in the developing world](#)
- [Hong Kong primary school bolsters interactive learning](#)
- [The Global Information Technology Report 2008-2009](#)
- [Handbook of Emerging Technologies for Learning](#)

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

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A guide to software as a service in education

School districts are experiencing increased demands on their networks, infrastructure, and personnel at a time of budget constraints. IT directors must manage this growing phenomenon without enough staff to meet the challenges.

New technologies promise transformation of operational systems and educational processes, and many districts have discovered that software as a service (SaaS) – also known as applications that are “in the cloud”, web-based, online, or on-demand-is a way to save time and money and improve services. The eBook will detail the benefits of SaaS and explain the details of why schools should consider SaaS to increase their technology return on investment, decrease the total cost of technology ownership, and

improve operational efficiency.

It is possible to access the book free of charge after registration.

Read the eBook :

- [A guide to software as a service in education](#)

Related links:

- [The open education disc project: An open source software package for Windows](#)
- [MathWorld - an online mathematics reference work](#)
- [Free and Open Source Software for Development](#)
- [Reducing the digital divide through innovative after-school programmes](#)
- [Creating digital libraries with UNESCO open source software](#)

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Sprout - learn to create lasting change

Sprout is an electronic learning course designed, developed, and taught by the Toronto-based charitable organization TakingITGlobal. It targets youth aged 16-30 who have a social or environmental project idea that could be implemented in their communities.

The Sprout e-course provides an innovative, technology-driven approach to engaging young people and to building their capacity to develop, implement, and evaluate successful projects.

The e-course has been designed using a variety of instructional methods to streamline peer-to-peer learning using TakingITGlobal's virtual education platform, TIGed.

The e-course stresses the importance of digital literacy, leadership, project management and collaborative learning. Although the Sprout e-course requires a nominal fee for registration, membership to TakingITGlobal's social network is free for everyone.

Course Objectives:

Sprouting Ideas

The basic tenet of Sprout is to provide youth education through making ideas for community change a reality. The e-course aims to do this by "planting" project ideas, and "growing strong roots" to enhance and encourage positive community changes.

Growing Projects

The second step of the e-course has been designed to guide learners through the process of developing a project, by creating an eportfolio. This is done by using a project life-cycle, and information and communication technologies (ICTs).

Cultivating Leadership

The third and final step in the Sprout e-course aims to develop potential social and environmental leaders from within its participants. The goal is to develop skills required to make positive community change a possibility.

Other course objectives include:

1. Providing a rich, interactive learning experiences designed to reinforce the values of global citizenship among participants, while improving upon critical thinking and leadership skills.
2. To improve students' global citizenship, critical thinking, and leadership skills.
3. To bring the world to students and to prepare students for the world.
4. To promote peer-to-peer collaboration.

The Sprout e-course will help to strengthen skills in four core areas. After having taken the e-course, the aim will be to enable participants:

- To apply critical thinking and project management skills to plan strategically, conduct research, manage projects, solve problems and make informed decisions using digital media tools;
- To engage communities in creating positive social and environmental change;
- To use leadership skills;
- To apply creative thinking skills and gather knowledge relevant to the participants' project;
- To use online environments to communicate and work collaboratively at a distance, to support individual learning and contribute to the learning of others;
- To execute a project and create a lasting impact.

Source: Sprout/Wikipedia

Further information:

- [Sprout](#)

Related links:

- [Sprout on Wikipedia](#)
- [UNEP promotes online science in the developing world](#)
- [How ICT can support Education for Sustainable Development: Current uses and trends](#)
- [UNESCO supports new e-learning module on information for development](#)
- [Presentation: ICT and sustainable development](#)

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