Announcement
News on ICT in Education

Expert meeting on Cyber Network for Learning Languages
UNESCO and the Chinese National Commission for UNESCO organized an expert meeting to study the feasibility of establishing a Cyber Network for Learning Languages.

Italy grants further funding to Afghan educational radio and television
Italy continues to give its support to UNESCO for the reconstruction of the Afghan educational radio and television service ERTV.

Bangladesh receives USD$81 million from the World Bank to build up higher education
The project will, among other activities, establish the Bangladesh Research and Education Network, a high performance ICT network, which will enable academics, scientists and researchers to connect and communicate with their peers within the country and globally.

UN teams up with Indonesia to develop ICT training in the country: First four workshops in the national language to take place in Bali and Jakarta
APCICT has been collaborating with the University of Indonesia and the Indonesian Ministry of Communication and Information Technology (MCIT) to find ways to boost training for ICT professionals.

The Global Information Technology Report 2008-2009
The report underlines that good education fundamentals and high levels of technological readiness and innovation are essential engines of growth needed to overcome the current economic crisis.

CTEV 2009 Conference "ICT for Tomorrow's Learning"
ICT in Education Victoria, Australia, has announced its 30th annual state conference: "ICT for Tomorrow's Learning" to be held on 30 May 2009 in Melbourne.

Programmes and Projects
The "Wireless School Connectivity Project"
The "Wireless School Connectivity Project" is an initiative that has connected a secondary school in a poor township of Harare to the internet using wireless technologies.

Resources
Technology-based vocational skills training for marginalized girls and young women
This booklet is a practical manual to help integrate formal and non-formal education to equip out-of-school girls from disadvantaged families with practical occupation-oriented, technology-based vocational skills training.

Handbook of emerging technologies for learning
This handbook has been designed as a resource for educators planning to incorporate technologies in their teaching and learning activities.

Video games: Why kids play and what they learn
The paper provides an overview of the relationship children and youth have with video games, giving special attention to concepts of "fun" and "learning".

Travel back to Ancient Rome with Google Earth
A while ago, Google launched Ancient Rome in 3D on Google Earth, making it easy and fun to explore the historic city as it stood centuries ago.

Animoto for Education
Animoto produces TV and film-quality music videos using personal photos in just minutes.

Expert meeting on Cyber Network for Learning Languages
UNESCO and the Chinese National Commission for UNESCO organized an expert meeting to study the feasibility of establishing a Cyber Network for Learning Languages. The meeting was held in Beijing, China, 26-27 March 2009.

The Cyber Network for Learning Languages proposal was made by China to UNESCO's Executive Board in September 2008. The project aims to harness the power of information and communication technology (ICT) to advance the learning of languages and establish an online network for learning languages. It also aims to give wider and more affordable access to language learning resources worldwide.

Twenty global experts attended the meeting. They included experts in computer assisted language learning, educators and teachers, computer and information technology specialists, as well as managers of existing online platforms for language learning.

The meeting was split into three sessions:
- Session 1 - "Current landscape of cyber platforms and networks for language learning";
- Session 2 - "Parameters for the Cyber Network for Learning Languages";
- Session 3 - "Options and feasibility of a Cyber Network".

The promotion of languages and multilingualism lies at the very core of UNESCO's mission and objectives. Since 1999, UNESCO has been advocating "multilingual education" i.e., the learning and use of at least three languages in education, the mother tongue, a regional or national language and an international language.

The United Nations General Assembly proclaimed 2008 the International Year of Languages emphasizing once again UNESCO's central role in promoting languages. Facilitating the development of open language learning resources and open source tools for e-learning is important to facilitate universal access to multilingual education.

Further information:

- [Expert meeting on Cyber Network for Learning Languages](#)

Related links:

- [UNESCO Open Training Platform](#)

- [New edition of UNESCO Atlas of the World's Languages in Danger](#)

- [Securing a place for a language in cyberspace](#)

- [Sri Lanka calls 2009 the year of English and ICT](#)

- [Content in local languages is as essential as connectivity](#)

Previous issues of the e-newsletter:

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

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Italy grants further funding to Afghan educational radio and television
Italy continues to give its support to UNESCO for the reconstruction of the Afghan educational radio and television service ERTV. For the last five years the Italian government has been funding the reconstruction project implemented by UNESCO and the Afghan Ministry of Education. This project aims to reinforce the educational broadcasting infrastructure in Afghanistan to ensure that education reaches remote parts of the country and groups that do not have access to schools.

UNESCO has undertaken the capacity building of the Afghan teachers and broadcasters. Training was conducted both in-house and overseas (India, Malaysia and Pakistan) in order to increase the staff's capacity.

Throughout the project, UNESCO has brought technical expertise and advice to the ERTV as well as to the Afghan Ministry of Education. For example, UNESCO programme officers helped to set up an information technology system. At the end of 2008, the attitude of staff, their capabilities and hence the quality of programmes noticeably improved. ERTV in many ways gained confidence and new initiatives were launched, for example live TV broadcasts of educational programmes to areas surrounding Kabul. The programme formats were changed as well as the content of established ERTV radio and TV programmes. During the running of the project, 104 radio programmes were produced: 52 in Dari and 52 in Pashto, and 12 TV programmes were conceived: six in Dari and six in Pashto.

The project led to the creation of a fully operational educational radio and TV production house with broadcasting capabilities. The newly renovated ERTV

started broadcasting 24-hour radio programmes and three-hour TV programmes, on a daily basis, in April 2008.

There are still several issues to be addressed such as geographic reach, professionalised administration and technical capacity. This is why UNESCO suggested continuing the capacity development of ERTV, taking into account the positive results already achieved. The aims are to build on the achievements already made and to produce teacher training modules on peace education and psychosocial support in literacy.

The new project will be funded bilaterally by Italy and Afghanistan. It will run over a three-year period, starting in mid 2009. UNESCO continues to support the strategic planning processes to ensure the long term sustainability of ERTV. When funding phases out in 2011, the Afghan Ministry of Education will take on an important portion of the operating costs.

At the moment, ERTV still relies heavily on external support and direction, but it is taking its first steps alone, initiating new programming and live broadcasting, and also working more closely with other media. ERTV is assuming a more important role as an education service provider to be counted on.

Further information:

- [Italy grants further funding to Afghan educational radio and television](#)

Related links:

- [UNESCO helps develop distance education in Afghanistan](#)

- [UNESCO helps develop educational broadcasting in Afghanistan](#)

- [Educational Service of Afghanistan Gets Own Radio and TV Frequencies](#)

- [Educational Radio and TV Centre Re-Opened in Kabul](#)

- [Training Package for Afghan Educational Radio Television Staff](#)

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

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Bangladesh receives USD$81 million from the World Bank to build up higher education

The Government of Bangladesh signed a credit agreement worth USD$81 million with the International Development Association (IDA), the World Bank's concessionary arm to help improve the quality and relevance of teaching and research in the country's higher education institutions.

The Higher Education Quality Enhancement Project will support both innovation and accountability within public and private universities and enhance the technical and institutional capacity of the higher education sector. The project's main component is to establish an enabling environment to stimulate teaching, improve learning, boost research in universities and introduce an efficient instrument for the allocation of public funds to universities.

The project also aims to integrate Bangladesh's universities in the globalized world of knowledge. In this regard, the project will establish a Bangladesh Research and Education Network (BdREN)) and a high performance Information and Communications Technologies (ICT) network. These networks will enable academics, scientists and researchers to connect and communicate with their peers within the country and globally.

Further information:

- [Project Signing: Bangladesh Receives US $81 Million to build up Higher Education in Bangladesh](#)

Related links:

- [The World Bank](#)

- [Bangladesh begins initiative to develop its National ICT in Education Master Plan](#)

- [UN appeals for funds to bridge 'digital divide' in the Asia-Pacific region](#)

- [Extending computer training to all in Bangladesh](#)

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

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UN teams up with Indonesia to develop ICT training in the country: First four workshops in the national language to take place in Bali and Jakarta

The United Nations Asian and Pacific Training Centre for Information and Communication Technology for Development (APCICT) has been collaborating with the University of Indonesia and the Indonesian Ministry of Communication and Information Technology (MCIT) to find ways to boost training for ICT professionals. The first national workshop will be held in Bali, 30 March- 2 April, for heads of ICT agencies of local governments.

The United Nations will start next week a series of training workshops for Indonesian government officials aimed at equipping them with the knowledge and skills to fully utilize information and communication technology (ICT) for national development.

According to the government, Indonesia will need over 300,000 personnel for the ICT industry by 2010. However, the ICT and Computer Higher Education Association of Indonesia said the country currently produces only about 20,000 ICT graduates every year.
APCICT has been collaborating with the University of Indonesia and the Indonesian Ministry of Communication and Information Technology (MCIT) to find ways to boost training for ICT professionals.

An Indonesian national language version of the Academy of ICT Essentials for Government Leaders (Academy) – APCICT's core curriculum – will be used for the workshop. The Academy consists of eight core modules that begin with ICT basics and build up to more advanced ICT for development topics. The workshop will focus on two of the eight Academy modules - on the linkages between ICT and the Millennium Development Goals; and ICT for development policy, process and governance. Three other workshops, focusing on the remaining six modules of the Academy, will take place in April and May, in Jakarta. Additional workshops are being planned.

The first workshop will also be attended by high-level government officials from Timor-Leste. During the session, discussions will be held on developing a tripartite partnership between the University of Indonesia, Timor-Leste's Directorate National for Information and Communication Technology and APCICT, in order to roll out the Academy in Timor-Leste.

Since 2008, APCICT has been rolling out national Academies by working closely with a number of national training institutions and providing support in customizing, translating and delivering Academies that take national needs and priorities into account. This approach has not only enabled APCICT to build the capacities of national training institutions and policymakers, but it has also expanded the reach and impact of the Academy.

To date, partnerships have been established, or are in the process of being established, with Afghanistan, Armenia, Azerbaijan, Bangladesh, Bhutan, Cambodia, India, Kyrgyzstan, Lao People's Democratic Republic, Mongolia, Myanmar, Nepal, Pakistan, the Philippines, Sri Lanka, Uzbekistan, Viet Nam and Pacific Island countries.

Further information:

- [UN teams up with Indonesia to develop urgently needed ICT training in the country: First four workshops in national language to take place in Bali and Jakarta](#)

Related links:

- [UN-APCICT Academy of ICT Essentials for Government Leaders](#)

- [UN works with Mongolia to close the digital-divide](#)

- [UN works with the Philippines to close the digital divide](#)

- [Access to technology for people with disabilities focus of UN Asia-Pacific forum](#)

- [UN helps strengthen Mongolia and Pacific Island nations' information and communication technology capabilities](#)

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

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The Global Information Technology Report 2008-2009
Denmark and Sweden once again lead the rankings of The Global Information Technology Report 2008-2009, released for the eighth consecutive year by the World Economic Forum.

The United States rises one position from last year to third, confirming the country's pre-eminence in networked readiness in the current economic crisis. Singapore (4), Switzerland (5), and the other Nordic countries: Finland (6), Iceland (7) and Norway (8), together with the Netherlands (9) and Canada (10) complete the top 10.

The Technology Report underlines that good education fundamentals and high levels of technological readiness and innovation are essential engines of growth needed to overcome the current economic crisis. Under the theme "Mobility in a Networked World", this year's Report places a particular focus on the relationship and interrelations between mobility and ICT.

With record coverage of 134 economies worldwide, the Report remains the world's most comprehensive and authoritative international assessment of the impact of ICT on the development process and the competitiveness of nations.

Read the full report:

- The Global Information Technology Report 2008-2009

Related links:

- World Economic Forum

- New ICT development index compares 154 countries

- Technology-enhanced learning in developing nations: A review

- Singapore and Republic of Korea among the top ten in the Global Information Technology Report 2007-2008

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

What do you think about this topic?

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CTEV 2009 Conference – "ICT for Tomorrow's Learning"
ICT in Education Victoria, Australia, has announced its 30th annual state conference: "ICT for Tomorrow's Learning", to be held on 30 May, 2009 in Melbourne. The conference will focus on weaving ICT into every facet of education, connecting students and teachers in their learning through a broad range of resources and skills.

ICT assists the majority in their daily lives and it has an increasingly important role in education, but what will ICT do for us in the future?

The conference will focus on ICT in future learning for all, the teacher who is just beginning to integrate ICT into their classroom and the teacher who is looking for future implementations of ICT in their own learning and the learning of their students.

Further information:

- [ICTEV 2009 Conference - *ICT for Tomorrow's Learning*](#)

Related links:

- [ICT in Education Victoria](#)

Previous issues of the e-newsletter:

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

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Programmes and Projects

The Wireless School Connectivity Project

The Wireless School Connectivity Project is an initiative that has connected a secondary school in a poor township of Harare, to the Internet using wireless technologies. The concept was developed as a result of participation in a wireless workshop in which the fundamentals of building wireless links was demonstrated as an alternative low-cost approach to connecting schools to the Internet. The wireless technology itself is a bundle of solutions that use the licence-exempt Industrial Scientific and Medical (SM) 2.4 GHz frequency band for connecting both the "first mile" to the Internet Service Provider (ISP) and distributing the internet using WiFi in the classroom.

The development of the project required collaborative effort from various stakeholders whose input was crucial in making the school connectivity project work.

The project team established relationships with four main stakeholders through whom they were able to deliver an Internet connection to the school: the Internet service provider; the backbone service provider; the regulator; and the school ICT training organisation.

The project team gained valuable experience from the programme and these have been documented for take away lessons:

Lesson 1: Define the technology need correctly – just as any development action should be in response to an identified need, the same is applicable to ICT in school networking;

Lesson 2: Firm partnerships assist in effective implementation – Technology-focused projects are not without their challenges, particularly when using certain technologies that may require skills that project staff or partners have not used, or obtained before;

Lesson 3: Timing can enhance implementation success – It was fortuitous that the other partners (PowerTel and Zarnet) were also considering similar interventions and the initiation of this project allowed them to channel their resources into this work. In other words, the project came just at the right moment because the partners were also in the process of planning for similar school connectivity interventions;

Lesson 4: Building capacity to use the technology is key – A new technology innovation will only be useful if it is used. Whilst this may seem an obvious statement, it is important always to remember that technologies are an enabler of education rather than solutions in themselves. It is better education we seek, and not better technology. The most important component in the value chain of delivering this education is a teacher who is ICT savvy and able to integrate the technology into the curriculum. Equally, the learner's appreciation of technology in their process of learning should be emphasised.

Conclusion

It is without doubt that the foundations of this project lie in the wireless skills training workshop in Pretoria in 2005. The latter was facilitated by the Association for Progressive Communications. The plan for the future is to track the progression of wireless technology developments and to bring it to bear in the context of the school networking initiative in Zimbabwe. The project hopes to develop a "mesh network" using wireless technology, so that all schools in the Highfield's Township have low cost Internet in their computer labs.

Source: IConnect

Further information:

- [The wireless school connectivity project... a concrete outcome](#)

Related links:

- [Association for Progressive Communications (APC)](#)

- [The wireless school connectivity project](#)

- [Ashwini: providing connectivity in rural areas to facilitate e-learning](#)

- [Nepalese teacher wins leadership award for connecting his village to the Internet](#)

- [Byrraju foundation: introducing ICT to support rural education](#)

- [Study shows classroom laptops can improve reading and writing skills](#)

- Guide to wireless installation

Previous issues of the e-newsletter:

- UNESCO "ICT in Education" Announcement e-newsletter

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Resources
Technology-based vocational skills training for marginalized girls and young women

Girls and young women in poor societies are often deprived of various learning and income-earning opportunities that could improve their social status and living conditions. Vocational skills training is considered to be an effective way to help empower such marginalized populations. Yet, existing technical and vocational education institutions often do not cater to the needs of those girls and women with limited basic educational qualifications. Various non-formal educational training programmes targeting women exist, but they can fail to consider the specific needs of the target population and the potential decent income earning opportunities available. Such programmes, thus, result in having a limited or even negative impact on the trainees' lives that only reinforces female biases associated with their secondary position in families and society.

In 2002, UNESCO launched its regional "Technology-based Training for Marginalized Girls" project to challenge gender-biased perceptions of technical and vocational training.

The project also aimed to develop integrated training approaches using formal and non-formal education in order to promote national poverty alleviation efforts.

The programme also demonstrated strategies towards achieving the third EFA Goal: "Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes."

Pilot projects were implemented in Cambodia, Indonesia and Nepal, which subsequently generated lessons for better programme and policy formulation.

This publication is an outcome of the pilot experiences in Indonesia under the programme titled: "Scientific, Technical and Vocational Education for Out-of-School Girls: Schools and Learning Centres as Community Catalysts for Poverty Reduction and Empowerment of Girls (STVE)" implemented by UNESCO Jakarta. The guideline was initially prepared by UNESCO to serve as a manual for Indonesia to replicate the successful model developed in pilot projects under the strong support of the country's Minister of Education, H.E. Professor. Bambang Sudibyo.

The Indonesian experience was successful in demonstrating how formal and non-formal education can be integrated to equip out-of-school girls (15-20 years of age) from poor marginalized families with practical, occupation-oriented, technology-based vocational skills training. The strength of this manual is that it is based on "hands-on" concrete experiences that involve a wide range of stakeholders. The central and local government, NGOs, vocational schools, partners and local companies all contributed effort, time and resources to achieve the common goal of empowering poor, out-of-school girls so that they can secure better employment to improve their lives.

In response to the growing interest in pro-poor technical education and skills training, UNESCO's offices in Paris, Bangkok and Jakarta jointly decided to publish the English version of the guideline to share with other countries. Although the context differs from one country to another, we believe that this guideline will be of interest and use to those working in the fields of gender and development, technical and vocational education, community learning and poverty reduction in other countries. We very much hope that this publication will inspire them to set up similar initiatives, or to re-visit existing ones.

Read the publication:

- [Technology-based vocational skills training for marginalized girls and young women](#)

Related links:

- [From veil to camera: Empowering women through skills training](#)

- [Vocational School Aims to Bridge the Digital Divide](#)

- [The employability of university IT graduates](#)

- [Using technology to improve the graduation rate](#)

- [The eSkwela Project](#)

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

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Handbook of Emerging Technologies for Learning
The *Handbook of Emerging Technologies for Learning* (HETL) by George Siemens and Peter Tittenberger from the University of Manitoba has been designed as a resource tool for educators planning to incorporate technologies into their teaching and learning activities.

HETL has been developed for a workshop delivered to Athabasca University faculty and reflects several years work at the Learning Technologies Centre at the University of Manitoba.

Distance and online universities such as Athabasca, are well positioned to play a bridging role between tradition and emergence in transforming higher education.

Universities that recognize the value of online learning and are able to "get the model right" will be well positioned to respond creatively to developing change pressures.

To extend the dialogue on the concepts expressed in the book and to ensure that the information is current, a wiki has been set up to solicit feedback, contributions, reactions and present updates:
http://ltc.umanitoba.ca/etl

The workbook also supports and leads into the Certificate in Emerging Technologies for Learning
(http://ltc.umanitoba.ca/blogs/cetl/) offered by the University of Manitoba's Learning Technologies Centre and Extended Education.

Read the publication:

- Handbook of Emerging Technologies for Learning

Related links:

- 2009 Horizon Report profiles six key emerging technologies for higher education

- How will we use new technologies in five years' time?

- The future of online learning: Ten years on

- Technology in Schools: Education, ICT and the Knowledge society

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Video games: Why kids play and what they learn
This paper published by Jill M. Olthouse provides an overview of the relationship children and youth have with video games, giving special attention to concepts of "fun" and "learning". Video games are introduced as a new media, and rationale is given for studying the relationship kids have with them. Motivation and learning are discussed in relation to video games, and the question is asked: "Can an experience (like playing video games) be both fun and educative?"

Imagine a ten year old girl who comes home from school each day and devotes two-to-three-hours to her favourite activity. If this activity is playing music, we might say the child has a passion. But if the child is playing video games, would we be more likely to call it an obsession? Is it only our perception that changes, or is there a fundamental problem with how children relate to video games? Video games are a relatively new media and, similar to television, they have attracted both negative and positive attention from scholars. While some scholars see video games as harbingers of educational utopia, saying "the young people of today understand instinctively that their games are their very best teachers" (Prensky, 2003, p. 3), others worry that we are *Amusing Ourselves to Death,* (Postman, 1985).

These conflicting views of video games may be due to the ways children relate to the games. This paper explores the relationship children and youth have towards video games. In this exploration, video games are first introduced as a new media, and a rationale is given for studying the relationship kids have with them. Second, the appeal of video games is discussed, including what it means to play and the motivational power of video games. A discussion of if, and what children learn from video games follows. Finally, the relationship between fun and learning is explored.

Read the full paper :

- [Video games: Why kids play and what they learn](#)

Related links:

- [The potential of e-games as a teaching-learning tool](#)

- [Travians – A new browser simulation game](#)

- [Understanding the world hunger problem](#)

- [Phun: a simulated physics playground](#)

- [Mobile phone games teach about HIV/AIDS](#)

- [SimSchool – simulated classrooms for trainee-teachers](#)

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Travel back to Ancient Rome with Google Earth
A while ago, Google launched Ancient Rome in 3D on Google Earth, making it easy and fun to explore the historic city as it stood in ancient times.

Through Google Earth, users can:
- View a virtual representation of the city in 320 AD at the height of its development as the capital of the Roman Empire;
- Fly around the city using Google Earth's unique navigation;
- Explore more than 6,700 historic buildings;
- Zoom in to discover the detailed interiors of eleven ancient structures, including the Colosseum;
- Learn about Ancient Rome through information bubbles written by expert historians.

Ancient Rome in 3D is one of the most extensive collections of three-dimensional buildings to be found on Google Earth. Within the Ancient Rome 3D layer, users can visit the Roman Forum, stand in the centre of the Colosseum, trace the footsteps of the gladiators in the Ludus Magnus, stand on the Rostra, swoop over the Basilica Julia, fly under The Arch of Constantine, or even examine the detail on the facade of the Basilica of Maxentius.

The project was developed by Google in collaboration with Past Perfect Productions and the University of California, Los Angeles and IATH at the University of Virginia.

To view the Ancient Rome 3D, go to the "Layers" panel in Google Earth, select "Gallery" and then "Ancient Rome 3D".

Source: Google Earth

Further information:

- Google Earth - Ancient Rome 3D

Related links:

- [Google Earth Education Community](#)

- [Visit the Virtual Forbidden City](#)

- [Serious virtual worlds](#)

- [Google for Educators](#)

- [E-tools for teaching and learning geography](#)

- [The future of online learning: Ten years on](#)

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Animoto for Education
Animoto produces TV and film-quality music videos using personal photos in just minutes.

To use, simply upload images and choose a song as the soundtrack to the video. Animoto will then analyze every nuance of the song, producing a totally unique video each time. No two videos are ever the same. Videos can then be e-mailed, downloaded, exported to "YouTube", burned to DVD, or placed on a personal website, blog, or "MySpace".

Animoto for Education gives teachers and students unlimited access to its standard and premium services for free.

Further information:

- [Animoto](#)

Related links:

- [Animoto for Education](#)

- [Malaysian teens reveal their lives and concerns through one-minute videos](#)

- [VoiceThread – Interactive multimedia albums for collaborative work in the classroom](#)

- [Theatre and ICT used to teach about community radio in Bangladesh](#)

- [Tikatok: Kids create and publish books](#)

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