

# Announcement

News on ICT in Education: 25 November 2008

## Highlight

### **From veil to camera: Empowering women through skills training**

In many countries, women face more barriers than men to acquire the necessary skills to use new technologies and to start innovative economic activities. For the 60 per cent of women employed in agriculture in South Asia, access to quality education, skills training and entrepreneurship development tools not only represents a way out of poverty, but also provides them with opportunities of empowerment in the world of technology.

## News and Events

### **Shanghai TV University and Egyptian Ministry to receive the 2008 UNESCO King Hamad Bin Isa Al Khalifa Prize for the use of ICTs in Education**

The Director-General of UNESCO, Koichiro Matsuura, has named the laureates of the 2008 UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of ICT in Education.

### **UNESCO Forum on enhancing capacity in ICT took place in Tashkent**

A Forum on Global Alliances in New Digital Technologies for Enhancing Capacity was jointly organized by UNESCO Secretariat and the Uzbek National Commission for UNESCO in Tashkent, Uzbekistan, from 23 to 24 October 2008.

### **Training-the-Trainers Workshop in Information Literacy for South and Central Asia inaugurated in India**

The tenth UNESCO Training-the-Trainers (TTT) Workshop in Information Literacy was inaugurated, on 5 November 2008, at Punjabi University in Patiala, India.

### **ITU launches initiative to protect children online**

The Child Online Protection (COP) initiative brings together partners from all sectors of the international community with the aim of creating a safe and secure online experience for children everywhere.

### **Learning Technologies Conference to be held in London**

Learning Technologies, a showcase of organisational learning and the technology used to support learning at work, will be held on January 28-29th 2009 in London.

## Programmes & Projects

### **Student Peer Teaching Strategy: Hands on, heads on and hearts on learning**

Student Peer Teaching Strategy, a winner of the UNESCO ICT in Education Innovative Practices Awards, is an innovative teaching strategy incorporating ICT into education. Peer Teaching is student centred and practices elements of ATLAS (Active Teaching and Learning Approaches in Science).

## Resources

### **A web portal for education and financial planners**

This web portal was launched by the Education Policy Reform (EPR) unit at UNESCO Bangkok to provide professionals with a website to share information and expertise on practices of implementing sector policies in national contexts relating

to ongoing reform of public sector management, at central and decentralized levels, and in international contexts, relating to the implementation of Education for All, Fast Track Initiatives, and the Millennium Development Goals.

### **Using Student Response Systems to increase motivation, learning, and knowledge retention**

This study measured the effect of Student Response System technology - one of many tools available to help instructors create a rich and productive learning environment.

### **Infoyouth Network**

The Infoyouth Network was set up to provide an overview of youth policies and programmes throughout the world. Designed as a network of networks, it is an effective tool to access, select and disseminate relevant information online at international, national and local levels.

### **How to use picture management software in teaching and learning**

Picture management software enables you to manage and share on-line folders of photos. Using this software you can store, organize and catalogue images and set up on-line photo galleries and photo blogs.

### **Comics in education**

Strip Creator is a website that allows users to make their own comics online using characters and backgrounds recycled from existing web comics.

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### **From veil to camera: Empowering women through skills training**

As a child, Shantabai dreamt of becoming a professional photographer. However, given that her family was poor and illiterate, she thought this would remain a distant dream. Born in a large family of marginal farmers, Shantabai only had an elementary education in her village school before she was married off at the age of 13. Besides working on her husband's family's small piece of land, she had to care for her children and her husband's elderly parents.

But one day the dream came true although Shantabai had to go a long way from being a *pardah*, a poor farmer's wife who is expected to cover her face behind a veil, to becoming a successful photographer. What is more, through the process, Shantabai has become an inspiration for many women in Palda and the neighbouring villages.

As Shantabai faced the daily challenge of feeding many mouths on the meagre farm income, she started to look for other ways to improve the family income. She enrolled in several training courses with *Srujan*, a partner organization of the ILO's (International Labour Organization) Workers Activities programme (ACTRAV). These training courses not only provided her with new skills but also motivated her to seek new opportunities to enhance her income.

One such training course Shantabai participated in was photography skills and she decided to make it her profession. However, a woman photographer was unheard of in a conservative village community, where a woman is expected to cover her face behind a veil.

Though her husband was supportive from the start, there was opposition from the family elders. But they eventually relented seeing her resolve and enthusiasm. Taking a small loan of Rs.5,000 (about US\$ 125) she managed to purchase a second-hand camera to embark on her journey as a professional photographer. She started on a small scale, making pictures of friends and neighbours. Initially people ridiculed her choice of profession but she ignored the jibes and focused on honing her newly acquired skills with single minded determination to become a successful photographer.

Gradually, as she built up a reputation, her clientele grew. Often now she is hired to take photographs at weddings, family functions and festivities in the village. The fact that she is a woman also gives her specific advantages with other women, who would not unveil their faces in front of male photographers.

Shantabai enjoys her work, which gives her an additional average income of Rs. 2,000/ (US\$ 50) per month. And she plans to set up a small studio of her own and train other women in photography. She is also active at *Panchayat* (the local government) level in gathering information on various welfare and development programmes of the government and helping rural women access the benefits of these programmes. She also works on creating awareness among women about minimum wages and motivates women workers to fight for their rights.

Shantabai is very articulate in expressing her views on women's empowerment: "Women should be bold and gather as much knowledge and information as they can and excel in their respective fields. This will help them to be independent and confident to lead a decent life and contribute to the development of society", she said.

Like her, most other participants of the ILO/ACTRAV training courses are gainfully employed or self-employed, using their skills to enhance their income. So far, the programme has trained nearly 2,040 people, many of them from groups in vulnerable situations, who had not been reached before.

One of the key objectives of the programme is to empower women in all phases of life through skills training thus building self-confidence and developing leadership. Financed by the government of Norway, the ILO/ACTRAV Norway Workers' Education Programme offers 32 skills and vocational training courses, in collaboration with partner organizations in rural districts in south and central India. The courses offered include desktop publishing, photography, vehicle maintenance, beautician work, toy making, etc. The duration of the courses ranges from five days to six months.

The story of Shantabai reflects a double divide in access to quality education, training, and technology between the formal and the informal economy, but also between women and men.

"In recent years, the Indian economy has witnessed a phenomenal growth but this growth has not translated into additional jobs in the organized sector. Skills training are crucial to enable people to earn a decent livelihood. Recognizing this, the Government of India is working closely with the ILO for the development of both an employment and skills development policy for the country," said Leyla Tegmo-Reddy, Director of the ILO Sub-regional Office for South Asia in New Delhi.

What's more, the ILO project in India helps overcome gender barriers and gives women the opportunity to take advantage of emerging economic opportunities.

It shows that broadening skills and promoting entrepreneurship, especially for women, promotes gender equality in the world of technology. In many countries, the fact that women have a greater likelihood of missing out on quality education and training adds a gender dimension to the divide between technological "have" and "have-nots".

"Learning how to live with technology and adapting to its imperatives, is one of the most pressing global challenges today. We must empower women to overcome cultural barriers which may prevent them from gaining access to the required skills, technologies, resources and markets. Education and skills training are not only central pillars of the ILO's Decent Work Agenda, but represent a new way of narrowing the technology-gender gap", said Jane Hodges, Director of the ILO Bureau for Gender Equality.

**Further information:**

- [From Veil to Camera: Empowering women through skills training](#)

**Related links:**

- [Enhancing community multimedia centres in India](#)
- [Database of telecentres in Asia and the Pacific launched](#)
- [Appropriate and accessible ICT tools for women's education and empowerment](#)
- [ICT offers new opportunities for girls](#)
- [Afghan women receive training in using computers and the Internet](#)
- [Women's ICT learning centres in rural India: who are they benefiting?](#)
- [Documentary Films on Women and ICT in South Asia](#)

**Previous issues of the e-newsletter:**

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

**What do you think about this topic?**

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## **Shanghai TV University and Egyptian Ministry to receive the 2008 UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of ICTs in Education**

The Director-General of UNESCO, Koïchiro Matsuura, has named the laureates of the 2008 UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of Information and Communication Technologies in Education. They were selected on the recommendation of an international jury whose meeting this year was held in Bahrain for the first time.

China's Shanghai TV University has been rewarded for its project "Turning the Digital Divide into Digital Opportunity: The Project for Building the Digital Lifelong Learning System in Shanghai". The project reaches 230 community learning centres in the Shanghai area and addresses the needs for digital literacy of students, lifelong learners, working adults, senior residents and members of the general public from diversified backgrounds.

The project is exemplary both because of its quality and scale. Through satellite and network systems, high-quality digital educational resources are made available to remote and underdeveloped regions in China including: training teachers in rural areas and providing information technology services and teaching resources to rural schools. It also provides lifelong learning support to four million Shanghai residents and to an equal number of migrant workers. There are plans to use the programme to assist African and Asian countries to develop lifelong learning systems.

Dr. Hoda Baraka, of the Ministry of Communications and Information Technology of Egypt, was also chosen to receive the Prize for her leadership in the implementation of several national ICT projects in education. These include the ICT-In-Education Programme: Toward Ubiquitous Reachability to All Learners, an initiative consisting of an array of exemplary programmes designed to provide digital opportunities to Egypt's citizens; and the Egyptian Education Initiative, which covers 2,000 schools, 17 public universities and 1,000 information technology clubs. The initiative has provided training to over 64,000 teachers and trains a further 45,000 teachers and administrators in digital literacy. The national projects aim to promote the use of ICTs to enhance the quality of education, to fight illiteracy, and to provide quality and equitable education to remote areas, while addressing the needs of gender education.

The Director-General of UNESCO will present the Prize - a diploma and US\$25,000 - to each of the two laureates in a ceremony at the organization's headquarters on 14 January 2009. The laureates were chosen from among 67 projects from 47\* Member States or observers. The Prize was created in 2005 and is placed under the patronage of HM King Hamad Bin Isa Al Khalifa of the Kingdom of Bahrain.

Honourable Mentions will also be given to the Schools Online Curriculum Services (SOCS) of Western Australia's Department of Education and Training and to the "One Laptop Per Child" Programme of the Ministry of Education of Peru.

The Schools Online Curriculum Services (SOCS) has developed an Online Teaching Learning System that enables teachers to link learning activities to the required

outcomes described in the Western Australia Curriculum Framework. It enables them to monitor, assess, and provide feedback on student activities and to develop online communities of practice. The programme also provides facilities for teachers to take existing materials, customize and share them with colleagues or save them into a central repository for retrieval or reuse.

The “One Laptop Per Child” (OLPC) is a nationwide programme established to provide teachers and students in rural elementary schools with XO laptop computers. Over 3,000 schools were equipped with more than 25,000 computers and 115,000 teachers have been trained to meet the needs of 2,705,000 students. In its next phase, the project will reach 200,000 more students and 9,000 teachers. The initiative creates a digital teaching environment which increases learning hours, integrates families into education, develops lifelong education, enables the development of creative and critical thinking skills, problem solving and decision-making.

**Further information:**

- [Shanghai TV University and Egyptian Ministry to receive 2008 UNESCO King Hamad Bin Isa Al Khalifa Prize for the Use of ICTs in Education](#)

**Related links:**

- [Celebrating Innovative ICT in Education Practices: From Idea to Impact](#)
- [ICTs in Education Prize: call for nominations](#)
- [In Search of Innovative Practices - UNESCO ICT in Education Innovation Awards, 2007-2008](#)
- [Outstanding ICT initiatives of the year shortlist announced](#)
- [Open-Educational-Resources organizations win UNESCO prize for the use of ICT in education](#)

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

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**UNESCO Forum on enhancing capacity in ICT in Tashkent**

A Forum on Global Alliances in New Digital Technologies for Enhancing Capacity was jointly organized by UNESCO Secretariat and the Uzbek National Commission for UNESCO in Tashkent, Uzbekistan, from 23-24 October 2008. It offered an international platform to exchange experiences in preparing national information managers in advanced digital technologies.

Over 80 information managers and ICT experts from Azerbaijan, Kyrgyzstan, Republic of Korea, Tajikistan, Tanzania, Turkey, Turkmenistan, Ukraine and Uzbekistan participated in the forum. They delivered interesting presentations on how to apply ICT to national needs and demonstrated new digital technologies such as Wireless Broadband Technology and Digital Multimedia Broadcasting Technology. A particular focus was made on concrete ways of launching related joint projects.

The participants reached a common agreement to expand the Association of Computer Centres for Exploiting Sustainable Synergy (ACCESS-net) into Azerbaijan, Kazakhstan, Kyrgyzstan, Republic of Korea, Tajikistan, Turkey, Turkmenistan, Ukraine, Uzbekistan, and Tanzania and beyond.

The event was particularly successful thanks to a series of working groups which produced result-oriented outcomes, including the proposal to convene an ACCESS-net assembly meeting in July 2009 in Ankara under major funding of Hacettepe University of Turkey. Furthermore, the forum detailed arrangements for reinforcing ACCESS-net sustainability and formulated several technical project proposals to be launched soon on bilateral and multilateral basis.

Dr Yong Sok O, President of ACCESS-net and Director of International Programme of the Korea Advanced Institute of Science and Technology (KAIST), expressed his satisfaction with the meeting and declared that “it has spurred a new momentum to revive sustainability of the ACCESS-net members and encouraged them to join their resources more effectively for enhancing capacity in ICTC.

The Working Group on Cooperation on ICT Capacity Building reached a preliminary agreement on modalities of cooperation among partner institutions, for example:

- Five to 10 professionals from the National University of Uzbekistan will follow on a two-month study programme in e-learning and e-environment in KAIST; and
- A training centre for software developers will be established at the National University of Uzbekistan which will offer premises and staff while KAIST (or other Korean ICT institutions) will provide advanced workstations, software packages and high level instructors.

The Working Group on Advanced Geographic Information Systems (GIS) agreed that a UNESCO partner institution specialised in advanced GIS from the Republic of Korea will visit the UNESCO Office in Tashkent by mid-November to review the current level of GIS on Bukhara cultural heritage and to provide possible support to this project.

**Further information:**

- [UNESCO Forum on enhancing capacity in ICT took place in Tashkent](#)

**Related links:**

- [Korea Advanced Institute of Science and Technology \(KAIST\)](#)
- [New partnership between UNESCO's ACCESS-net centre and Korea Agency for Digital Opportunity established](#)
- [UNESCO's ACCESS-net fosters training of ICT trainers as part of Korea IT Learning Programme](#)
- [Teaching multimedia in the offline world](#)
- [UN helps strengthen Mongolia and Pacific Island nations' information and communication technology capabilities](#)
- [UN Launches e-Collaborative Hub for ICT for Development and Capacity Building](#)
- [E-skills and information literacy central to development](#)

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

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**Training-the-Trainers Workshop in Information Literacy for South and Central Asia inaugurated in India**

The tenth UNESCO Training-the-Trainers (TTT) Workshop in Information Literacy was inaugurated, on 5 November 2008, at Punjabi University in Patiala, India. The workshop, which is one in the series of eleven IFAP-funded TTT workshops, was organized by the Department of Library and Information Science of Punjabi University and held from 5-7 November.

The workshop aimed to provide a platform for creating a pool of trainers in information literacy to impart information and media literacy skills to graduate and post-graduate students and researchers in their respective institutions across the sub-regions. About 50 participants and 10 resource persons from South and Central Asia attended the event, which is the successor of two information literacy sub-regional workshops held in South Asia:



- The International Workshop on Information Skills for Learning, organized by the National Institute of Library and Information Sciences (NILIS) in Colombo from 1- 5 November 2004, and;
- Empowering Eight International Workshop in South and South East Asia to Promote Information Literacy, organized by Punjabi University from 3-7 October 2005.

The Workshop was inaugurated by Dr Amrik Singh, an educationist and former Vice-Chancellor of Punjabi University. In his address, he stressed the importance of information literacy training at the school level and of the need to promote wider use of knowledge and information through informal channels.

Sidhu Damdami, the editor of the daily Punjabi Tribune, said in his presentation on a media perspective of information literacy, that the world wide web has taken the shape of a "wild wild web". He emphasized the need to promote information literacy to save innocent minds from further damage. He also expressed the view that information literacy campaigns should be directed towards providing knowledge to adults.

Participants from Bangladesh, India, Maldives, Pakistan, Sri Lanka and Turkmenistan stressed the importance of information literacy curricula for library and media schools in South and Central Asia. As a result of this discussion, a working group has been created in order to develop a model of such curriculum, in consultations with teachers, professional associations and other stakeholders in the respective regions.

**Further information:**

- [Training-the-Trainers Workshop in Information Literacy for South and Central Asia inaugurated in India](#)

**Related links:**

- [Empowering Eight International Workshop in South and South East Asia to Promote Information Literacy](#)
- [The Patiala Workshop website](#)
- [Training-the-Trainers in Information Literacy \(series of workshops\)](#)
- [UNESCO and Iraqi Ministry of Education launch educational TV channel](#)
- [Training-the-Trainers in Information Literacy: UNESCO continues its series of workshops](#)
- [UN helps strengthen Mongolia and Pacific Island nations' information and communication technology capabilities](#)
- [UNESCO Bangkok releases new publication on ICT literacy in the Asia-Pacific region](#)

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

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### **ITU launches initiative to protect children online**

The International Telecommunication Union (ITU) has launched a new initiative to safeguard children, the most vulnerable users of the Internet. Addressing ITU's high-level meeting on cybersecurity by video message, UN Secretary-General Ban Ki-moon said: "We have to protect against cyberthreats, especially when they target children. I welcome the ITU's 'Child Online Protection' initiative and urge all States to support it."

The Child Online Protection (COP) initiative brings together partners from all sectors of the international community with the aim of creating a safe and secure online experience for children globally. While the virtual world offers unlimited opportunities in many respects, it is also the hunting ground for cybercriminals and paedophiles. Recognizing that a concerted global effort is needed to ensure that the cyber world becomes a safe place for young people to work, learn and play, ITU is working with other UN agencies, including UNICEF, UNICRI and UNIDIR.

The need for COP is clear. A decade ago, there were just 182 million people using the Internet globally — and almost all of them lived in the developed world. By the end of 2008, however, there will be over 1.5 billion Internet users worldwide, and more than 400 million of them will have broadband access — vastly increasing the dangers online, especially for children. With over 600 million users in Asia, 130 million in Latin America and the Caribbean, and 50 million in Africa, the Internet is a growing common resource. "ITU is the lead UN agency on ICT for Development," said Mr Sami Al-Basheer, Director of the ITU Telecommunication Development Bureau (BDT). "In working towards an all-inclusive information society we must ensure that children everywhere can enjoy the benefits of ICTs while being protected from the risks posed by inappropriate use."

Cyber security has for several years been an important part of the ITU Development Bureau's worldwide operations. In 2003, a Youth Programme was launched to promote tertiary education and job experience in ICT-related fields. In 2006, ITU's Doha Action Plan established a Special Initiative on "Children and Youth" from developing countries and those in transition to improve their access, use and knowledge of ICTs to bridge the Digital Divide and help integrate them into the Information Society.

According to recent surveys, over 60 per cent of children and teenagers talk in chat rooms on a daily basis. Three in four children online are willing to share personal

information about themselves and their family in exchange for goods and services. And one in five children will be targeted by a predator or paedophile each year.

While there are many established projects and programmes in developed countries to protect children online, there are very few in the developing world. COP's key objectives are to:

- identify key risks and vulnerabilities to children in cyberspace;
- create awareness of the issues;
- develop/promote practical tools to minimize risk;
- share knowledge and experience;
- facilitate international partnerships;

As a platform for global cooperation, ITU aims to coordinate efforts behind protecting children online and make them more effective and accessible. ITU plans to hold the first World Congress on Child Online Protection in Geneva in 2009.

Coordinating the many aspects involved in online security and getting agreement on how to tackle the issues will be complex as technologies evolve rapidly and different cultural viewpoints have to be considered.

Dr Hamadoun Touré, ITU Secretary-General, said: "We all have a special responsibility to ensure the safety and security of our young people in the offline world just as we do in the online one in this new digital age. Children are indeed our future."

**Further information:**

- [ITU launches initiative to protect children online - Children are the most vulnerable users of the Internet](#)

**Related links:**

- [Child Online Protection](#)
- [Keeping students safe online](#)

**Previous issues of the e-newsletter:**

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

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## **Learning Technologies Conference to be held in London**

Learning Technologies, a showcase of organisational learning and the technology used to support learning at work, will be held on January 28-29 2009 at Olympia 2, London.

Mark Penton, Learning Technologies 2009 event organiser, said: “We are absolutely delighted with the support the event has received in our tenth anniversary year, and despite the current turbulence, the 2009 event is shaping up to be the strongest yet.”

As the field of workplace learning and development grows, so does the Learning Technologies conference and in January 2009 more than 40 speakers, 120 exhibitors, 50 free seminars, 3,000 visitors and over 350 delegates are expected to gather to share experiences on organisational learning and the ever-changing technology used to support learning in the workplace.

The theme for the 2009 conference is “Next generation learning at work” and the conference programme will focus on learning technology, learning in practice and learning strategy, but most importantly how technology-supported learning is crucial to business performance and success.

There will be a variety of sessions to choose from, including keynote addresses, interactive sessions, case studies and theory presentations and delegates will be given the essential knowledge and practical strategies to drive their businesses forward in today’s world of massive technological and business change.

Full details of the Learning Technologies 2009 exhibition and conference can be found at [www.learningtechnologies.co.uk](http://www.learningtechnologies.co.uk)

### **Further information:**

- [Learning technologies Conference 2009](#)

### **Related links:**

- [Distance Learning and the Internet Conference](#)

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#### **Student Peer Teaching Strategy: Hands on, heads on and hearts on learning**

Following the tenet that to teach is to learn twice, the Student Peer Teaching Strategy (SPTS) initiated in a secondary school, SMK Seksyen 5, Wangsa Maju, in Malaysia, enabled teams of students to prepare electronic instructional materials using ICT tools and resources, and then used the materials for teaching their peers, junior classes and educators under the mentorship of their teachers. The lessons included pictures of students themselves carrying out experiments and activities, Java applets, edited clips of scientific movies, songs and examination questions and answer slides, and the media to explain the concepts being taught. In taking on the role of a teacher, the students learned many soft skills, for example how to highlight academic concepts with relevant ICT media, to work as a team, to communicate effectively and to question and answer appropriately.

The project was aimed at O-level Science students (aged 16 years old) and teachers in Asia-Pacific countries. For details access: <http://ceupromed.ucol.mx/sptss>

Aimed at maximizing holistic learning through edutainment before, during and after lessons, the e-lessons and training accessible through the school's websites, videos and books were instrumental in contributing to learning opportunities anytime and anywhere. The student-centred approach raised the percentage of students who achieved more than five 'A's in their O-level examinations.

This project was awarded with a Certificate of Commendation for the Teacher and Teacher Educator Category in the UNESCO ICT in Education Innovation Awards, 2007-2008.

#### **Further information:**

- [Student Peer Teaching Strategy](#)

#### **Related links:**

- [Innovative ICT in Education Practices Project](#)
- [Peer Coaching Program](#)
- [Peer Coaching: An Innovation in Teaching](#)
- [Next generation of teachers from the Asia-Pacific successfully trained in integrating ICT into teaching](#)
- [Educators share experiences at China workshop on integrating ICT into teaching](#)

- [Tech Angels: using ICT to challenge the way we learn](#)
- [Government programme to enhance student and teacher performance](#)

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

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**A web portal for education and financial planners**

A portal on education policy and financial planning was launched by the Education Policy Reform (EPR) unit at UNESCO Bangkok to provide professionals working in ministries of education, finance, and planning, as well as interested researchers and scholars, with a site to share information and expertise on practices of implementing sector policies in national contexts relating to ongoing reform of public sector management, at central and decentralized levels, and in international contexts, relating to the implementation of Education for All, Fast Track Initiatives, and the Millennium Development Goals.

The portal focuses on modern approaches to education policy analysis and planning, medium-term expenditure frameworks (MTEF) and the financing of education expenditure to achieve national and localized human resource development objectives.

A special feature of the portal is a comprehensive E-resource Centre of Materials covering essential aspects related to education plan implementation, including methodologies for education planning at national and sub-national levels, simulation and projection models, modernization of public sector management, budgeting processes and a medium-term expenditure framework (MTEF) for both the public and education sector.

With support from the Japanese Funds-in-Trust, the web-based project has been developed continuously over a year and can be accessed on the UNESCO Bangkok website.

**Further information:**

- [Portal on Education Planning and Financing](#)

**Related links:**

- [Education Policy and Reform \(EPR\) Unit](#)
- [ICT National policies & case studies](#)
- [ICT in Education Planning Toolkit](#)
- [The Reinventing Education Change Toolkit](#)
- [UNESCO and partners set up ICT competency standards for teachers](#)
- [Developing a national information and communications technology strategy for education in Pakistan](#)

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**Infoyouth Network**

The Infoyouth Network was initiated in 1991 by UNESCO in order to meet two main challenges - on the one hand, the necessity to counteract the splintering of various and scattered information sources and networks on youth, and on the other, the urgent need to implement appropriate and coherent youth policies from local to global levels.

The international information and data exchange Infoyouth Network has the following objectives:

- through the use of new communication and information technologies, to spread worldwide data, experiences and analysis on which national and international youth policies are based;
- to improve awareness and understanding of the problems and expectations of young people in different types of societies;
- to back innovative projects aimed at stimulating the active participation of young people in the political, economic and cultural life of society;
- to facilitate the design of national and international policies and programmes for young people;
- to set up computer training activities for underprivileged young people in order to improve their access to information;

- to organise consultation meetings and support publications in order to promote exchanges among field workers, institutional partners, youth NGOs, grassroots associations and researchers.

Since 1992, the French Institute of Youth and Community Education (INJEP) has been entrusted with the responsibility to implement the different activities. Its main role is to structure and animate the Infoyouth Network as well as to verify the coherence and the reliability of the provided information.

**Further information:**

- [Infoyouth Network \(Go\)](#)
- [French National Institute for Youth and Community Education \(INJEP\) \(Go\)](#)

**Related links:**

- [Youth and ICT](#)
- [Computer clubhouses for kids](#)

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**How to use picture management software in teaching and learning**

Picture management software (also called photo sharing software) enables users to manage and share on-line folders of photos. Using the software users can store, organize and catalogue images and set up on-line photo galleries and photoblogs.

Examples of photo sharing software include: Coppermine and Gallery2. This type of software provides a range of features. For example, it enables users to provide multiple views of photos (thumbnails and slideshows) and give users the ability to classify photos into albums as well as add annotations (such as captions or “tags”) and comments.

In addition to using software to create on-line galleries, photos can be shared through existing photo sharing websites. Examples of photo sharing websites



include: Flickr, Photobucket and Picasa.

Picture management (photo sharing) software can be considered content management systems for photos. This software can be used in administrative settings and in the classroom.

Administrators can use picture management software to store and catalogue school photos and to share photos of class and school events with students, staff and parents. Teachers can use picture management software to organize and share photos that can be used in the classroom to generate discussion and inspire writing or for media literacy projects. Images can enhance lessons about art, history, and current events because it enables students to associate the information with something they can see. A photo of a moment in history gives students a visual cue and brings history to life. Art images help students to understand artistic styles and concepts. Picture management software can be used by teachers to store and manage pictures of places, people and events related to the subjects being studied. Students can use the software to comment on or tag photos of particular places, people and events to show their understanding of the subject matter. Students can also use picture management software to compile and manage pictures for use in creating storybooks, presentations, websites, posters, magazines and CD covers.

*Scenario: Managing and cataloguing pictures*

Mr. Pham is a history teacher and has a large number of images that he uses in teaching. During his lessons he displays related photos from his collection. Since he has many photos, it can be time consuming to find the photos he needs. He installs picture management software to help him store and organize his photos. Using the software, he tags each photo and inserts comments explaining what the photo depicts. This helps him to quickly and easily find relevant pictures for each class.

*Scenario: Using photos to learn about current events*

Ms. Lugo wants her students to learn more about local news and current events. Recognizing that students will get more involved in the subject matter if they learn about it first-hand, she assigns students to a local event and gives them a digital camera to take photos of the event. The students are required to turn the photos into an essay on the event. Ms. Lugo installs picture management software and sets up a photo-sharing site. She shows the students how to use the site and how to upload, store and organize their photos. Using the photos, the students create photo essays. Using the software, the students are also able to display their photo essays on-line.

**Tips**

- Guidelines should be given to students before they are permitted to use picture management software. This is necessary in order to avoid students posting offensive photos or photos they do not have permission to share.
  
- Teach students to use photo-editing software before they upload their images. This will increase the quality of their photos and their online albums.
  
- Students should be encouraged to create personal creative projects if possible. This will create more interest and they will learn to use the software much more quickly.

**Further information:**

- [Web Tools for Educators CD-ROM](#)

**Related links:**

- [Photo sharing in education](#)
- [Photo sharing websites](#)
- [Photo sharing](#)
- [Visual resources for educators](#)
- [What can we do with Flickr?](#)
- [Photo sharing](#)
- [Photo sharing tips](#)
- [Photo sharing websites](#)

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**Using Student Response Systems to increase motivation, learning, and knowledge retention**

Student response system (SRS) technology is one of many tools available to help instructors create a rich and productive learning environment.

David J. Radosevich, Roger Salomon, Deirdre M. Radosevich, and Patricia Kahn described a study designed to measure the effect of an SRS on student interest and retention.

Two sections of an undergraduate management class participated in this study. Section one served as a control group by participating in a typical class without SRS; section two used SRS throughout the semester to facilitate active learning. Results indicated that although the classes were comparable at the onset of the

semester, those students who used the SRS as an integral part of the classroom reported greater interest in the class and higher expectations of success, performed better in a mid-term exam, and more importantly, performed better in a knowledge-retention test administered at the end of the semester.

Radosevich, Salomon, Radosevich, and Kahn argued that SRS technology can have beneficial outcomes for student performance and knowledge retention.

In order to view this article, you must first log in or sign up for an account.

**Further information:**

- [Using Student Response Systems to Increase Motivation, Learning, and Knowledge Retention](#)

**Related links:**

- [What is a Student Response System?](#)
- [Singapore schools go high-tech](#)
- [Does using ICT have a positive impact on education?](#)
- [Tips for making ICT an integral part of the educational process](#)

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**Comics in education**

Strip Creator is a website that allows users to make their own one, two, or three-panel comics using characters and backgrounds recycled from existing web comics (and an ever-increasing amount of user-created artwork).

It consists of a comics-assembly template, a database of saved comics, and a forum. Each user is given his/her own page with access to all of their comics, and a profile page which allows other users to rate and comment on them. The front

page of the site lists the most recent comics that have been created and links to a page featuring the top-rated comics.

Comics have potential in instruction as they are “motivating, visual, permanent, intermediary, and popular” and “can be harnessed in practically any subject and at practically any grade level” (Gene Yang).

The following ideas for using websites like Strip Creator have been posted in The Teacher Toolbox” blog:

- Use the websites provided to produce a short comic strip about something you are passionate about;
- Use the website to create a comic strip that will make an adult laugh;
- In a group of four people convert a fable into a comic strip. Hints - You will need to sub-task a lot and be very clear on the design decisions you all make.

**Further information:**

- [Stripcreator](#)

**Related links:**

- [Comixpedia](#)
- [New strip creator tool](#)
- [Comics in Education \(Gene Yang\)](#)

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