

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

**Bureau of the Intergovernmental Council
for the Information for All Programme
(Twentieth Meeting)**

4 April 2012
09:00 a.m.- 12:30 p.m – 2:30 - 5:30 p.m.- Room XVI

Project Proposals

This item presents project proposals requesting financial support that have been received by the IFAP Secretariat. Several UNESCO Field Offices, notably UNESCO Apia, UNESCO Kingston and UNESCO Windhoek have contributed to this process. Project proposals were first submitted to the IFAP Bureau for consideration at its 19th session, however as the Bureau was at the end of its biennial term it was decided to transfer this responsibility to the incoming Bureau.

IFAP Project submission format

PROJECT INFORMATION	
Project Status: (For completion by the Bureau)	
Region/Country:	Caribbean/Grenada
Project Summary (Maximum 150 words):	<p>Objective: By the end of the project, ICTs will be integrated into the teaching, learning and administration process at selected secondary and primary schools in Grenada, Carriacou and Petite Martinique.</p> <p>Aim: The project seeks to establish a continuous professional development process for teachers and managers to integrate the use of ICT in the teaching, learning, and administration from early childhood to tertiary institutions.</p> <p>Outputs:</p> <ol style="list-style-type: none"> 1. ICTs in education policies and master plan produced and approved 2. Four pilot schools (two secondary and two primary) in 4 Parishes including Carriacou and Petite Martinique, and T. A. Marryshow Community College (TAMCC), (the main tertiary education institution) in all 3 campuses will be using ICT in teaching, learning and administration as an established policy; 3. 50% of the teachers in these schools and college campuses will incorporate ICT in the curriculum, and learning and teaching; 4. ICT systems will be incorporated and used for at least 50% of administrative processes with improvements in quality and efficiency achieved;
Background and Historical Context (Maximum 300 words):	<p>The Government of Grenada has a policy to integrate ICT in all its schools, and has provided ICT infrastructure including hardware and software to many schools, but much still needs to be done to ensure that this is being effectively used by teachers in primary, secondary and tertiary institutions. Among the eight (8) strategic imperatives for the Education Sector in Grenada – 2005-2015, is: “The centrality of Information and Communications Technology (ICT).”</p> <p>At this juncture in the development of the capacity of teachers and administrators to implement this strategic objective, the Ministry of Education (MOE) and TAMCC propose a new thrust to ensure that this objective becomes a reality by 2015.</p> <p>The UNESCO Competency Standards for Teachers Policy Framework 2008, has been studied by the MOE and TAMCC’s Department of Education. There is a renewed commitment to infuse the use of ICT into the curriculum at all levels of the Education System. This will be guided by the extensive research already done by UNESCO, Commonwealth of Learning (COL), Caribbean Community (CARICOM) and others and will be approached with the recognition that this change will take time, strategic planning, policy revision, training, persistence, and commitment on the part of all involved in the process.</p> <p>This project fits into an overall Strategic framework of components and activities of the MOE, which include the following:-</p>

	<p><i>Development of an ICT in Education Policy and Strategic Plan:</i> The MOE has initiated discussions with COL and UNESCO in support of this activity and they will both provide technical assistance in its development.</p> <p><i>Assessing the present status and use of ICT in pre-primary, primary, secondary, and tertiary institutions in Grenada:</i> The Ministry of Education will carry out the assessment of use of ICT at all levels of the education system with the support of the TAMCC.</p> <p><i>Infusing the use of ICT into the professional development of teachers and administration of schools and post school institutions and programmes:</i> UNESCO has been requested to support this component. The Ministry is consulting with COL to implement the Commonwealth Certificate for Teacher ICT Integration (CCTI). This will involve an initial face to face workshop for potential mentors, educational managers and administrators, as well as teachers, and a process of accreditation.</p>
Activities	<ol style="list-style-type: none"> 1. Intensive 1 –week workshop to finalize ICTs in education policies and master plan with participation of policy makers, administrators and teachers (supported by UNESCO’s Education Sector and COL) 2. Two workshops for teachers and administrators (25 participants each drawn from four pilot schools (two secondary and two primary) in 4 Parishes including Carriacou and Petite Martinique, and TAMCC 3. ICTs equipment upgrade in pilot schools and Teacher Education Department, TAMCC
Project Duration (Months)	June 2012-October 2013 (18 months period)
Contractor (Name & Contact Details):	Grenada National Commission for UNESCO, Ministry of Education, Botanical Gardens, Tanteen, 1473, Saint George’s, Grenada, , WI, Tel: +1.473.440-2737 Contact: Mr Terrence Moore, Secretary-General (terrymo@hotmail.com)
Implementation Status : (For completion by the Bureau)	

BUDGETARY INFORMATION	
Contract:	\$10,000
Equipment:	\$ 15,000
TOTAL	\$ 25000

IFAP Project submission format

PROJECT INFORMATION	
Project Status: (For completion by the Bureau)	
Region/Country:	Global with direct impact at regional and national level
Project Summary (Maximum 150 words):	<p>UNESCO promotes the concept of knowledge societies which are inclusive, pluralistic, equitable, and participatory. It is expected that citizens in such societies can access, utilize, create and share information and knowledge to achieve their full potential in promoting their sustainable development. The accelerating speed of technological solutions and growing flow of information create complex situations where everyone requires to obtain specific set of information-related critical competencies in order to succeed in the 21st century Knowledge Societies. In this regard, <i>Information Literacy, Media Literacy, Digital literacy and ICT literacy include a wide range of the competencies that are needed to succeed and effectively function in Knowledge Societies.</i> In order to carry out own assessments of national Media and Information Literacy (MIL) competencies needed for building Knowledge Societies, UNESCO has initiated the development of <i>a set of MIL indicators as a standard tool so that its Member States can measure MIL and know the extent to which their citizens are able to participate in knowledge societies.</i> Based on the national assessment results, the countries will be able to make strategic decisions in achieving their national plans and international commitments.</p> <p>The project aims to provide a complete package that is composed of tools and resources needed for the assessment of MIL competencies at national level. It includes MIL indicators, technical manuals, appropriate testing and results administration software (Computer Based Assessment (CBA) system - online and offline) and training materials for the national capacity building workshops. Through series of capacity building workshops, UNESCO will build national capacities by using the MIL assessment package (methodology and application) for one's individual assessment at national level.</p> <p>The proposed MIL Indicators Project has four goals to:</p> <ol style="list-style-type: none"> 1. Develop an inclusive list of potential indicators of MIL; 2. Provide MIL assessment package as a standard tool and resource to Member States for the national adaptation and implementation process; 3. Create Cognitive Diagnostic System for computer based assessment (a web-based and CD-based computer assisted testing system) for testing and administration of the results; 4. Pilot and build national competencies in five countries by using the MIL assessment package. 5. Exploit and disseminate the package at national, regional and global level.
Background and Historical Context (Maximum 300 words):	<p>During the last few decades, the radical technological, political and economic transformations provided not only a faster access to information and knowledge, but also created new dependencies, complex situations, structures and practices among people, organizations and nations. Basically, everyone now requires to obtain a critical set of competencies that would enable them to seek, critically evaluate and effectively use information for creation and sharing of knowledge. All those information and communication related competencies are integrated into Media and Information Literacy Framework. Literacy is not any longer seen as a single or limited in time acquisition of skills and competencies in a specific area; it becomes an ongoing and lifelong learning process. Therefore, it is essential to ensure that everyone should have opportunities to acquire and develop necessary skills, attitudes and competencies in multiple areas to manage information effectively and ethically, and using available technological solutions.</p> <p>Today, everyone become a creator and consumer of information, where critical thinking and specific skills to manage information as well as utilize available tools are essential for</p>

	<p>the social and economic development. Therefore, it is important to raise the awareness among various stakeholders and build national competencies as to how and why MIL is linked to the ability to achieve long-term development goals.</p> <p>The project is directly linked to the <i>IFAP priority - Information Literacy</i> and Media Literacy, with the corollary areas of Digital Literacy and ICT Literacy, as well as Lifelong Learning, E-Learning and Distance Education. It is also linked to UNESCO Major Programme V objectives and expected results.</p>
Activities	<p>The project will be implemented by UNESCO's Communication and Information Sector (Headquarters and Field colleagues) in cooperation with UNESCO Institute of Statistics and other partners working in the field of MIL, teacher education.</p> <p>The project consists of three phases and following activities:</p> <ol style="list-style-type: none"> 1. Development of MIL indicators (global level) <ul style="list-style-type: none"> • MIL Item writing (2500-5000), content validity and data collection • Development of technical guidelines, administrative manuals for data collection and technical specifications to be used at national level • Development and testing of software (Cognitive Diagnostic System), data base for item storage, selection of algorithms, administration, scoring and reporting 2. Application of MIL indicators at national level (5 pilot countries – national level) <ul style="list-style-type: none"> • Needs assessment, identification, selection of the national partners for sampling, preparation of CD-CAT system, analysis of national facilities and capacities • Testing of MIL and capacity building workshops at national level. 3. Endorsement and exploitation of outcomes (global level) <ul style="list-style-type: none"> • Evaluation, analyses of the pilot phase results and lesson learnt • Preparation of the MIL report • Deployment plan in other regions and countries • Endorsement at IFAP and promotion through international events (WSIS, IGF)
Project Duration	2012-2013
Contractor (Name & Contact Details):	UNESCO, Communication and Information Sector Ms Irmgarda Kasinskaite-Buddeberg (CI/KSD/UAP), Mr Alton Grizzle (CI/FEM/MAS)
Implementation Status : (For completion by the Bureau)	

BUDGETARY INFORMATION		
Stage 1	1. Development of MIL indicators (global level)	
	Item writing, data collection, content validation	\$40,000
	Software development for Computer Based Assessment (CBA)	\$70,000
	Technical manuals	\$20,000
Stage 2	Translation (items, software, training materials)	\$50,000
	2. Application of MIL indicators at national level (five pilot countries)	
	Needs assessment, item national adaptation	\$10,000
Stage 3	Testing of MIL indicators in 5 countries (\$15,000 per country)	\$75,000
	Preparation of country specific documents and CBA system	\$10,000
	3. Endorsement and exploitation of MIL indicators (global level)	
	Endorsement at IFAP, promotion (e.g. WSIS, IGF)	12,000
TOTAL		287,000

IFAP Project submission

Soil - our future: Developing an understanding of soil preservation concepts within rural African communities through the use of Interactive3d learning objects (i3dlo's)

PROJECT INFORMATION	
Project Status: (For completion by the Bureau)	
Region/Country:	South Africa, Zimbabwe
Project Summary (Maximum 150 words):	<p>This project will use ICT's and visual information to improve soil management; creating a replicable implementation model that can be used elsewhere, using the same content.</p> <p>The development of <i>Interactive3d learning objects</i> will help farmers <i>see</i> how to manage their soil sustainably. World Links Zimbabwe will use these in training at four centres. The content will also be made available via the internet for others to use.</p> <p>This proposal is inspired by the outcomes of previous work, also working with smallholding farmers in Zimbabwe (2006-2009) which had several successful outcomes: a function of the potential for visual 3D communication; the abilities of World-Links; and the energies of the farmers we worked with.</p> <ul style="list-style-type: none"> • World Links Zimbabwe: have established 50 community centres and work with community, teachers and students in ICT applications • The Naledi3d Factory: based at the Innovation Hub(Pretoria), have a strong social agenda and an eleven year track record in the 3D/ development field. <p>The two were joint recipients of a World Summit Award in 2009.</p>
Background and Historical Context (Maximum 300 words):	<p>In Africa, soil degradation affects 17% of the total land surface, much classified as <i>strongly damaged</i> or <i>extreme</i>.</p> <p>This project will harness the power of ICT's to deliver relevant information to farmers; and is important for five compelling reasons:</p> <ol style="list-style-type: none"> 1. Soil degradation is a major global issue, inappropriate farming practices are a major contributor. <i>Overexploitation, overgrazing, inappropriate clearing techniques and unsuitable land use lead to severe nutrient decline, water and wind erosion, compaction and salinisation</i> (ISRIC). <p>These trends can be reversed when ICT's are used to introduce farmers to sustainable land management practices.</p> <ol style="list-style-type: none"> 2. This situation is amplified in Zimbabwe due to past political and economic problems and extreme food shortages. We know from our previous work with Zimbabwean small-holding farmers that there is a strong motivation to produce, but the lack of good information hinders progress.

Herein lays the opportunity - whereby appropriate information is used to address a major economic and social issue.

3. World Links Zimbabwe and the Naledi3d Factory have clearly demonstrated that visually interactive 3D content serves as a powerful agent of change.
4. Feedback from farmers, after working with *i3dlo's* included many requests for more visual content, covering a wide range of topics, including soil conservation.
5. Many ICT projects in Africa tend to focus on hardware solutions, paying less attention to the need for appropriate, *local* content.

This project will contribute to local content needs in a way that is also compatible with local value systems.

Through VISUAL, VR-based *i3dlo's*, the ability to transfer information is taken to a new level, in a way that literacy and language barriers to learning are also overcome. The visually *interactive* nature is *content as well as context-rich* and provides "just-in-time", experiential learning.



Healthy soil, healthy crops



Soil degradation - Rusike



All together now. Bee-keeping workshop, Rio

Activities


This project builds on previous work with World Links and small-holding farmers; where it emerged that soil conservation warrants a deeper and more comprehensive treatment.

The project has six distinct activities:

1. **Content development (Naledi3d Factory):** A range of *i3dlo's* that focus on soil conservation and how good practices will improve land husbandry.
The *i3dlo's* will address: (1) causative factors; (2) soil degradation processes; and (3) preventative measures and reclamation.
2. **Localisation (World Links):** The visual 3D material, developed in English, will be translated by World Links into Shona and if required, Ndebele.
3. **Implementation (World Links):** The outcomes will be used in focused workshop activities in four rural (World Links) Telecentres; focussing on provinces that have a wide variety of on-going agricultural activity at a scale



From theory to practice - Rusike

	<p>for this project to have a notable impact.</p> <p>The workshops will also use the local principles of <i>Padare</i>¹ and <i>Ubuntu</i>, whereby the 3D material is used to trigger group dialogue. Through such discussion, local and indigenous practices emerge - and accommodated as part of the solution. <i>In this way, we are able to MODERNISE local farming practice - WITHOUT blindly adopting WESTERN practices.</i></p>  <p style="text-align: right;">Understanding pests</p> <p>4. Evaluation: A formal evaluation of change effected is crucial and this will be undertaken though before and after surveys of farmers understanding of the importance of soil conservation and practice.</p> <p>5. Dissemination: Results to be disseminated to the broader development community through articles, press releases etc.</p> <p>6. Final project report: will be submitted describing the main activities on the project, its evaluation impacts; and will include a detailed financial statement on how the funds were disbursed.</p>
Project Duration (Months)	A 20 month project, where months 17 to 20 will focus on evaluation and reporting.
Contractor (Name & Contact Details):	The Naledi3d Factory PO Box 30, Innovation Hub, Brummeria, Pretoria, South Africa. 0087 Dave Lockwood dlockwood@naledi3d.com +27 12 844 1010/ +27 82 894 3178
Implementation Status : (For completion by the Bureau)	

BUDGETARY INFORMATION	
Contract:	US\$ 215 000
Equipment:	US\$ 25 000 (ICT's for the four community centres)
TOTAL	US\$ 240 000

¹ **Padare** - consensus through open dialogue and mutual respect. Dare is the traditional Shona term that denotes a special meeting place.

12/01/2012

Project outline: Safeguarding Documentary Heritage in Samoa

Project status (For completion by the Bureau):	
Region/country:	Asia-Pacific / Samoa
Project summary:	<p>His Highness Tuiatua Tupua Tamasese Efi, the Samoan Head of State, holds important documents transmitted through his family, which are of high historic value and invaluable testimony to the history of Samoa and its independence. Despite its significance, little work has been done in terms of its safeguarding, because they have been considered as private property. This project aims at assisting the Head of State and its Office in safeguarding his archives through in-depth survey, classification/organization, digitization, and presentation. The actual work will be contracted to the Samoan Ministry of Education, Sports and Culture (MESCC) which is in charge of matters relating to state archives, and will be carried out under the supervision of international experts in the area of archive and documentary heritage safeguarding.</p> <p>The result of the survey will be fed into the on-going research and publication project on the History of Samoa. Related activities (conference on the Head of State archive, etc.) will be held in cooperation with partners such as the National University of Samoa, NZ High Commissioner, Radio NZ, etc., within the framework of the 50th anniversary of independence in 2012</p>
Background and Historical Context:	<p>Samoa was one of the first island groups settled by the people later called Polynesians. The descendants of Austronesian language-speakers who originated in East Asia arrived in Samoa more than 3,000 years ago. Contacts with Europeans began in the 18th century. Early French explorer, Louis-Antoine Bougainville, named Samoa the Navigator Islands after witnessing the navigational prowess of Samoans in ocean canoes. The first formalized colonial governments were determined by agreement among competing imperial powers Germany, Great Britain and the United States at the 1889 Berlin Conference. The United States annexed the Eastern islands (American Samoa) and Germany the Western Island that came to be called Western Samoa). Germany governed Samoa from the turn of the century until New Zealand troops, deployed at Britain's request, occupied Western Samoa without opposition on 29 August 1914 until the end of the military administration in 1919. At the end of World War I until independence of 1962, New Zealand governed Western Samoa first under mandate from the League of Nations, and after 1945, as a United Nations trusteeship. The Mau Movement emerged in opposition to New Zealand administration culminating in 'Black Saturday' in 1929. A peaceful Mau demonstration in Apia resulted in one of the country's highest chiefs, Tupua Tamasese, being killed by police gunfire. <u>(Uncle of the current Head</u></p>

	<p><u>of States, Tui Aua Tupua Tamasese.)</u></p> <p>Tensions eased after 1935, when the election of a Labour Government in New Zealand led to the introduction of a more tolerant administration in Samoa. After a 1954 Constitutional Convention, responsible government was gradually introduced. A draft constitution, approved by the United Nations, was endorsed by a universal plebiscite in May 1961 and independence followed on 1 January 1962. <u>Samoa celebrates its 50th anniversary of its independence this year.</u></p> <p>Samoa was not only the first Pacific Island country to achieve independence but its constitution remains unique in its initial meld of Western principles of representative government with Samoan custom, or <i>fa'a Samoa</i>. A matai-only voting system, restricting suffrage to chiefly titleholders, lasted nearly 30 years until universal suffrage was introduced by plebiscite in 1990. The constitution provided that the two <i>Faatua</i> (highest chiefs) should become joint Heads of State on independence and continue for their lifetimes. Tupua Tamasese Mea'ole held office until his death in 1962 and Malietoa Tanumafili II until his death in May 2007. From then on, under the constitution Heads of State are elected by the legislative assembly for five year terms. <u>Tuiatua Tupua Tamasese Efi, a son of one of the original Heads of State was elected to the position in 2007.</u></p>
Activities	<ol style="list-style-type: none"> 1. Selection and recruitment of archivist 2. Assessment of the collection and development of preservation plan 3. Procure identified equipment 4. Implement preservation plan 5. Conduct reporting and project monitoring
Project duration (Months)	18 months
Contractor:	Ministry of Education, Sports and Culture (in charge of archive)
Implementation status (For completion by the Bureau):	

Budget	
Contract:	25,000
Equipment:	10,000
TOTAL	US\$ 35,000

IFAP Project submission

Information Literacy: Capacity building and the demystifying of PC Literacy concepts through interactive 3D media and *“Interactive3d learning objects”*

PROJECT INFORMATION		
Project Status: (For completion by the Bureau)		
Region/Country:	South Africa	
Project Summary (Maximum 150 words):	<p>The Naledi3d Factory, located at the Innovation Hub in Pretoria has pioneered the use of <i>“interactive3d learning objects”</i> as a new, innovative way to transfer knowledge to disadvantaged people in Africa.</p> <p>The concept has been tried and tested over many projects in the past, leading to this proposal to harness the power of visual communication in the field of PC Literacy.</p> <p>Increasingly, digital literacy is becoming key to decent work; through this project, three to four pilot 3D simulations will be created, covering topics that are commonly addressed in PC literacy programmes such as the ICDL.</p> <p>These simulations will be tested with a group from the proposed target audience and the results used to take the project and concept forward, with local universities, FET colleges and with support from state training agencies such as the MICT-SETA in South Africa.</p>	<p style="text-align: center;">Some previous feedback on the use of <i>i3dlo’s</i> (high- school students, Alexandra)</p> <p>“I wish they can be introduced in an early level of education so that many students or learners will benefit” Zenzele Mofokeng – Alexandra</p> <p>“...If we use visualizations like this, learning will be fun, exciting, interesting and enjoyable to do...” Nankie Kgoale – Alexandra</p> <p>“I would like VR to be available for every youth - especially in Alex - because there are so many people which are hungry for success.” Ntombi Shwayiba – Alexandra</p> <p>“VR makes the learning more enjoyable. It also makes me have self-confidence and self-esteem. Thanks to the computer visuals for making the learning easier” Ntombi Shwayiba – Alexandra</p>
Background and Historical Context (Maximum 300 words):	<p>Being both intensely visual and interactive, <i>interactive3d learning objects</i> can easily demystify PC literacy concepts in a way that overcomes the textual and lingual barriers to learning in an exciting and engaging way; and one that greatly enhances comprehension and knowledge retention. Using interactive 3D to demonstrate concepts and visually show knowledge greatly enhances the level of comprehension of many topics, <i>thus offering effective skills development to those who remain economically disadvantaged.</i></p> <p>UNESCO has supported this broader initiative through several projects since 2000.</p> <p>Recently, there has been significant interest from local tertiary institutions (Tshwane</p>	<p style="text-align: center;"><i>The use of Naledi3d Factory’s <i>i3dlo’s</i> has forever changed the perception of these students toward ICTs - and consequently, has increased enormously their confidence in interacting with other technologies”.</i></p> <p style="text-align: center;">Robert Alfonsi Lecturer, Computer Science and Informatics University of the Free State</p>

	<p>University of Technology (TUT) and University of the Free State (UFS) both of whom also engage widely in outreach activities in the local rural areas of Soshanguve and Phuthaditjhaba (QwaQwa) respectively; as well as several organizations addressing PC literacy in broader communities (eg ICDL).</p> <p>With over 60 000 students now enrolled at the Tshwane University of Technology, and against a background whereby students are struggling with a declining education system in South Africa, pass rates at the University are also continuing to decline significantly. 60% - 70% of the students must also complete a programme of computer literacy, irrespective of their registered courses – yet most struggle to grasp even basic concepts.</p> <p>Hence, a need to start to build new, effective 3d learning material in the PC literacy area has been identified. This project will help to seed this new, exciting programme.</p>
Activities	<p>Three project activities are planned:</p> <ol style="list-style-type: none"> 1. Depending on complexity, three to four new “interactive3d learning objects” (i3dlo’s) will be developed to address some of these concepts visually (for example, Laser vs ink-jet printing; Memory and relative size; Building a PC and their main components). 2. The outcomes will be tested with a group of first-year university / foundation students to evaluate their reception and usefulness in their understanding of PC literacy. 3. A final project report will be prepared <p>Sustainability The i3dlo’s developed in this project will be added to a growing library of objects, and outcomes will be made freely available to other ICT training activities (across Africa) via the Naledi3d Factory’s i3dlo web site. These outcomes will also be used to support additional local funding (for example, from local state training authorities) to take this important initiative further.</p>
Project Duration (Months)	Three months
Contractor (Name & Contact Details):	The Naledi3d Factory PO Box 30, Innovation Hub, Brummeria, Pretoria, South Africa. 0087 Dave Lockwood dlockwood@naledi3d.com +27 12 844 1010/ +27 82 894 3178
Implementation Status : (For completion by the Bureau)	



BUDGETARY INFORMATION	
Contract:	US\$ 15 000
Equipment:	Non
TOTAL	US\$ 15 000