

**I\*EARN**

# **Annual Reports**

**July 2001**



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# **I\*EARN International Secretariat – Annual Report – July 2001**

## **Introduction:**

The current Secretariat finishes its term of office in July 2001 and we would like to thank all the members of I\*EARN for their support, help and commitment in helping us fulfill our duties. We wish the new Secretariat well in their endeavors.

For the past two years, the activities of the current Secretariat have been carried out by volunteers who have worked for I\*EARN International in their spare time.

The challenge for the future of I\*EARN International is to create a viable, international organization that can have sufficient funds to carry out the responsibilities adequately.

The Annual report includes a summary of the decisions made in the last 12 months to ensure a record of decisions made is kept and changes in structure to the existing organization (for example the Secretariat changes)

## **Membership:**

The members of the International Secretariat are Talis Bercis (Latvia), Victor Minachin (Russia), Toni Cassarras (Spain), Yuri Romanenkov (Lithuania) and Virginia King (Australia).

## **Operation of Secretariat:**

Discussion and decision making by the Secretariat is via email. We have established a set procedure for making decisions.

## **Office:**

I\*EARN Pangea has provided an office space and base for I\*EARN International and has provided 2 hours per day for Rosa to work on I\*EARN International matters.

## **Responsibilities of Secretariat:**

In accordance with our Constitution the International Secretariat has the primary responsibility for the day-to-day decisions concerning the international operations of the organization

*That means:*

- to represent I\*EARN in front of any international organization or in any international event.
- to subscribe agreements with bodies, enterprises or organizations in order to enable the achievement of our goals.
- to propose the annual budget of I\*EARN International
- to manage our International Budget.

The Secretariat shall also provide enough information to the Centers to enable the evaluation of I\*EARN and its major activities.

The International Secretariat can discharge some of its duties into subsidiary organs or into specific centers in order to increase its effectiveness or economic rationality.

The Secretariat is responsible for carrying out the decisions of the I\*EARN International Assembly.

### **Activities of the Secretariat over the last 12 months:**

- Providing support for centre coordinators and teachers outside centres
- Providing project information to I\*EARN members
- Soliciting and processing applications for hosting international conference in 2002
- Processing applications from centres for Assembly membership
- Processing inquiries about membership of I\*EARN and the development of new centres, and providing ongoing assistance to these people.
- Facilitating online iearn.assembly conference
- Responding to general inquiries about I\*EARN
- Creating a physical office in Spain
- Collating the annual reports from countries to present to the Assembly Meeting at the Annual Conference
- Starting the process of incorporation of I\*EARN International

### **In the past 12 months we have received requests for information about I\*EARN from people in the following countries:**

Greece, Denmark, Nigeria, Pakistan, Armenia, Finland, Indonesia, Kenya, Portugal, Italy, U.S.A., Netherlands, Angola, Chile, Bulgaria, Canada, Israel, Palestine, Taiwan, Russia, India, Malaysia, Lithuania, Spain, Sierra Leone, Japan, Philippines, Ivory Coast, Zambia, China, England, Thailand, Turkey, France, Ecuador, Zimbabwe, Yugoslavia, Suriname, Bangladesh, Peru, Romania, Australia, Sri Lanka, Ghana, Egypt, Argentina, Jordan, Croatia, Finland, Uganda, Belgium, Germany, Sweden, Azerbaijan, Guyana, Poland, Brazil, Mexico, Georgia, Mongolia, Nepal, Hungary, Singapore, Venezuela, Ukraine, South Africa, Saudi Arabia, Colombia, Nigeria, Czech Republic, Moldova, Hong Kong, Jamaica, Kyrgyzstan, Switzerland, Kazakhstan, Belarus, Ireland, United Arab Emirates, Tanzania

### **The following country centres have volunteered to support the Secretariat in the following ways:**

**I\*EARN-US** – production of Newsflashes, I\*EARN Project Description Booklet, maintenance of I\*EARN Database and production of Interaction.

**I\*EARN Argentina** - Support to teachers in Latin Countries, especially (not only) in Brazil and Mexico

**I\*EARN Pangea** – office space and office assistance.

We would like to thank the members of I\*EARN US, I\*EARN Pangea and I\*EARN Argentina for their support.

## **I\*EARN International Contact Details**

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08262 Callús  
Catalunya, Spain

email: [iearn-international@iearn.org.au](mailto:iearn-international@iearn.org.au)

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## **Finance committee**

The members of the Finance Committee are:

Jo Tate, Ed Gragert and Talis Bercis. Jo and Ed have been nominated by the I\*EARN Assembly and Talis is the International Secretariat representative.

The I\*EARN International bank account is currently at the Chase Manhattan Bank in New York City and it requires two signatories to operate the account.

I\*EARN Australia has contributed \$A600 to I\*EARN International but the decision was made to leave that money in the I\*EARN Australia account for the moment because of the recurring expense of the two I\*EARN international accounts and to save losing money in transfers of funds.

## **I\*EARN International Bank Account**

### **Statement of Account**

In US Dollars

Opening balance June 1, 2000	\$3,016.36
<b>Income:</b>	
Interest	\$ 20.86
Contribution from GEMS	\$3,000.00
<b>Total Income :</b>	\$6,037.22
<b>Expenses:</b>	
Airfares for Trainer for Suriname	\$ 914.50
Balance June 1, 2001	\$5,122.72

## Statement of money held by I\*EARN Australia for I\*EARN International

In Australian Dollars

Opening balance June 1, 2000                      \$500

### Expenses:

I\*EARN International email account              \$ 50

Membership account                                 \$ 50

**Total:**     \$100

Balance June 1, 2001                                 \$400

## Alliance For Global Learning

*Ed Gragert is the I\*EARN Assembly Representative to the Alliance for Global Learning and has made the following report.*

Several years ago, I\*EARN formed a partnership with World Links for Development and Schools Online called the Alliance for Global Learning (AGL) to enable the three organizations to provide the tools needed by lesser-developed countries to initiate educational technology programs:

- ◆ Equipment & Connectivity: Schools Online
- ◆ Teacher Training: WorLD and I\*EARN
- ◆ Content/projects: I\*EARN
- ◆ Assessment: WorLD

Together we have worked in seven countries: Uganda, Ghana, South Africa, Peru, Palestine, Paraguay and Zimbabwe. We provided equipment, training, materials, etc. and a number of schools in these countries are working on projects. We also negotiated an agreement with a WWW development company to create a www site <<http://www.global-learning.org>>. Recently, that company has gone bankrupt and so we are looking for a new host of the site--which we downloaded. The site is being updated by an intern in our office through a grant that Schools Online received from eBay.

We have submitted several proposals in the name of AGL. Foundations and other funders generally like such collaborative activity. One of these proposals has been funded by the U.S. Department of State. It involves HIV/AIDS Education among seven African countries. Teachers from these countries (Zimbabwe, South Africa, Ghana, Uganda, Zambia, Nigeria, Botswana) will come to Cape Town for a 3 day workshop prior to the I\*EARN conference to work on curriculum materials to use in AIDS education. They will also come to the US to "shadow" US teachers as they teach health education and AIDS/HIV prevention.

This partnership has clear value to each of the organizations and to the teachers and students in the countries in which we work because each of the three organizations brings a different expertise to the

## ThinkQuest

*At the Assembly meeting in Beijing in 2000 it was decided that Ed Gragert and Adriana Vilela represent the Assembly in negotiations with Think Quest. Ed has written the following report on those negotiations:*

I am reporting on the status of conversations for possible collaboration between I\*EARN and ThinkQuest. You may recall that the Assembly named Victor Minachin and me to talk to them about a global partnership. Our initial conversations did not result in such a partnership.

Last year, ThinkQuest had a total of less than 9,000 participants who signed up to work on WWW page contest teams. Some of these did not actually complete an entry. They expressed a desire to have many more entries and participating students. We told them we could integrate ThinkQuest into I\*EARN orientations and training in our countries if they helped cover some of the additional costs. They decided that they would not pay for this service.

In our mind, the work of ThinkQuest and I\*EARN are totally complimentary. I\*EARN students and teachers can take their existing project work and submit them as ThinkQuest entries, etc.

In the meantime, ThinkQuest has decided that its earlier format of giving large scholarship funds to a small number of "winners" cannot be sustained. They are looking at a model more closely approximating that of I\*EARN. They are curious to know how I\*EARN can sustain its huge network and its large annual events without giving financial incentives to participants.

There are no current international conversations going on between I\*EARN and ThinkQuest. A number of I\*EARN programs in different countries are working closely with ThinkQuest. For example, I\*EARN-Argentina/Telar is facilitating ThinkQuest promotion and work in Argentina. It would be helpful to know of other such links. In the USA, our staff has held several meetings on how to conduct joint teacher training, but so far no actual programs have resulted.

Ed Gragert  
iEARN-USA

## **Summary of Decisions made by the I\*EARN International Assembly July 2000 - June 2001**

The Secretariat, by October 30, 2000 shall submit on line an evaluation report (indicating what worked well and what needs improvement) with recommendations and appropriateness of Secretariat' responsibilities so Assembly can act on recommendations.

To move forward with development of WWW site and evaluate it. Make comments on the Assembly forum.

That Ed and Adriana be the representatives for the TQ negotiations.

That the Assembly endorse the implementation of the GEMS project without compromising the integrity of I\*EARN, and should expand the collaborative project work of I\*EARN. Drafts of GEMS agreement are to come to the Assembly for approval.

That the pilot countries for GEMS, Russia, India, Argentina, Macedonia, Catalonia, South Africa, China, as chosen be endorsed.

That a clear process be established with clear criteria for the selection of countries involved in the GEMS projects. That the negotiating team make a proposal by November to Assembly for this process.

Penny Project: Everyone agreed with the concept of all I\*EARN family participating in one project that makes a difference. Peter C. will continue conversation on the iearn.assembly conference. Yuri agreed to help.

I\*EARN is a family and its products should be available to enhance the work of its members. However, when sections of published work are copied for educational use, it is important to acknowledge the source. One recommendation (which seems to be consistent with broader copyright guidelines) is that the use of complete publications or extensive quotes requires permission from the source.

It is the responsibility of the Project Coordinator/author to communicate clearly on the original source to the reader when material requires permission for further use. In the case of commercial use, our policy is that permission be required for legal reasons for the integrity of IEARN. When something is for commercial use, the product needs to be approved by the Assembly which is responsible for the proper release from the authors, etc.

Ed will write up a clear statement that explains the distinction and relationship between the World Bank and World Links for Development and post to assembly conference.

That I\*EARN South Africa be accepted as a member of the I\*EARN Assembly.

That during the GEMS pilot program Ed Gragert of I\*EARN-USA be the Assembly Representative on the GEMS International Management Team

## **GEMS Management**

1. That the Assembly Representative on the GEMS Management Team work closely with another person from the team from outside the U.S. in communicating with the Assembly and participating countries. We propose that Toni Casserras of I\*EARN-Catalunya serve as this person during the pilot project.
2. That the Assembly representatives on the GEMS Management Team give a monthly report to Assembly.
3. That (if the draft is accepted by Assembly) the members of the Reference Group and the assembly members on the GEMS Management Team work together to develop processes so that the Reference Group is kept informed and up to date and can provide advice to the Assembly Members on the Management Team.
4. That the Assembly Members on the GEMS Management Team and the Reference Group members ensure that all relevant documents (including budget documents) are made available for all members of Assembly.
5. That, for the GEMS Pilot Program, we ask a member of the I\*EARN US office to be a second signatory on the I\*EARN International bank account..

## **GEMS**

A. That the Assembly send an official, clear and positive message to SOL on behalf of the I\*EARN Assembly stating some things:

- 1- that we would like to go ahead with the project of doing the GEMS Program together with SOL as was decided in Beijing.
- 2- the Assembly would like to vote on the document which establishes the Agreement between the two organizations to work together on the GEMS program. Voting will take place in the 10 days after the document is submitted to the Assembly. This should be a "broad" agreement.
- 3- the Assembly would like to ratify the "working document for phase 1" where details of the implementation should be clearly stated, acknowledging that this document will be revised and changed as necessary by the GEMS Team, and the Assembly keep informed, through the Assembly representative and the Center Coordinators involved in this phase.
- 4- we would like to continue with the structure of the GEMS Team approved in Beijing of 7 country coordinators, Ed as I\*EARN Assembly representative and Touraj.
- 5- Ed Gragert, as the Assembly representative for this pilot phase, will be the primary interlocutor with SOL, with a possibility of the Assembly appointing another person from the current GEMS team to work together with him.
- 6- The Assembly decided in Beijing that I\*EARN would have an Advisory Council made up of Kristin, Virginia, Bob and Yuri, this Council will be fully informed of all discussions and will advise the I\*EARN people at the GEMS Team on whatever issue they think appropriate.

## **B. Communication**

As to the communication within I\*EARN, we would like to propose that:

- *\*any\** issue which involves I\*EARN people, be it because we feel something is not clear/appropriate/fair/etc. that it be raised here in this forum without involving anyone from outside I\*EARN.
- if an Assembly member would like to raise an issue with SOL, that we agree upon it within the Assembly first, rather than communicate with SOL directly.
- some of the Assembly members volunteer themselves to share with the rest of the I\*EARN community the developments of the GEMS program, so that people know what's going on and about the possibilities there are for them to benefit from this program.

### **I\*EARN International Secretariat**

1. The Secretariat should be 3 members.
2. The Secretariat members' term of office should be two years.
3. There should be an election of two members one year and one member in the next year.
4. Current members can stand for reelection but no-one can be elected to the Secretariat for more than two consecutive terms.
5. Nominations for the Secretariat will be called for on Assembly. If a vote is required it will be by secret ballot to a designated returning officer from the Assembly.

That the I\*EARN Center in Russia host the 9th I\*EARN Annual Teachers Meeting and Youth Summit in July 2002 in St.Petersburg, Russia.

## **Appendix 1**

### **Protocol between I\*EARN International and Country Centres**

This protocol is intended to clarify the relationship between I\*EARN International and its national Centers to enable a democratic, fair and effective way to work among us. This text is based upon the principles and rules established by our Constitution.

#### **Article 1**

In accordance with I\*EARN's Constitution

(see Article 6 of Constitution)

Our organs are:

- The Assembly
- The international Secretariat

#### **Article 2**

In accordance with our Constitution the International Secretariat has the primary responsibility for the day-to-day decisions concerning the international operations of the organization

That means:

- to represent IEARN in front of any international organization or in any international event.
- To subscribe agreements with bodies, enterprises or organizations in order to enable the achievement of our goals.
- To propose the annual budget of IEARN International
- To manage our International Budget.

Secretariat shall also provide enough information to the Centers to enable the evaluation of I\*EARN and its major activities.

Additional

International Secretariat can discharge some of its duties into subsidiary organs or into specific centers in order to increase its effectiveness or economic rationality.

#### **Article 3**

##### **About I\*EARN Centers**

In order to provide information which may be helpful for the Assembly beyond what is established in our Constitution, Centers shall

- Communicate to Secretariat and to the Assembly their changes of coordinator.
- Communicate their most relevant agreements with external bodies, organizations, specially if they are enterprises or Administrations via the Assembly.

- In accordance with part of their resources (human, funds) to help the organization to reach their purposes in according with what is being established by the Assembly.
- Encourage their members to cooperate in projects or with subsidiary organs in the international level.
- Join the Assembly meetings being they face-to-face or on-line (see articles 14 and 15)
- Submit an annual written report to get known what's on in each Center.
- Subject to the principles of I\*EARN, each center has full right to control its own affairs including making agreements. Where a center approaches an organization which have implications for I\*EARN International, permission will be sought from the Assembly.

## **Appendix 2**

### **New structure of I\*EARN International Secretariat**

1. The Secretariat should be 3 members.
2. The Secretariat members' term of office should be two years.
3. There should be an election of two members one year and one member in the next year.
4. Current members can stand for reelection but no-one can be elected to the Secretariat for more than two consecutive terms.
5. Nominations for the Secretariat will be called for on Assembly. If a vote is required it will be by secret ballot to a designated returning officer from the Assembly.

## Albania

I have been missing a lot of activities of I\*EARN in the region and around the world and the reason for that is the difficulties Albania is facing with telecommunication and particularly with Internet Connection.

Less than 1 year ago, the Soros Foundation did provide e-mail and Internet connection for several Albanian schools that were part of I\*EARN project. But they changed the policy because the Albanian Parliament changed the law concerning telecommunication that gave all rights to the private firms to supply with internet and e-mail all the in need institution. From that time now, the Albanian schools have experiencing a lot of difficulties with e-mails and internet. First of all, the interruption of services happened and this demotivated teachers and students, secondly the cost of Internet is very high (like 60 cents per hour plus around 1 usd for the telephone line) and thirdly the Ministry of Education does not have budget to pay schools for Internet access. Nevertheless in September 2000, I tried to organize some schools regarding their participation in the I\*EARN project. And as far as I know, they started writing out papers, information and advertising their schools, problems, issues and individuals through home and www pages in Internet. They started exchanging information within I\*EARN network. They did it free of charge ( they paid by themselves) and computer science teachers encouraged them to actively participate in I\*EARN projects. Personally I organized three workshops trying to motivate teachers and students to participate in I\*EARN. This was also happened without any expense. But after two months, students and teachers gave up from their activities because of the high cost of Internet. At that time I was unable to participate in I\*EARN because I did not have opportunity to involve further schools and teachers in it . I gave up as well.

BUT I have in my institution account all the \$5000 I got from I\*EARN concerning in country activities. There is no spending so far for my activities.

I regret the fact that my country is facing this crazy situation regarding Internet supply... I hope the situation will definitely change and the Albanian schools soon will have the opportunity to email and look Internet at a cheaper cost.... I do not know how long this change will take but I am convinced that the Albanian schools (teachers and students) are very eager to participate in I\*EARN.

Saimir Repishti  
Albania I\*EARN Country Coordinator

Saimir Repishti  
Program Area Manager  
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## **I\*EARN Argentina Center Annual Report for the period 2000/2001**

The Foundation has been devoted to accomplishing the following tasks that involve fund-raising, connectivity to schools, research, professional development and the development of quality projects and programs with an educational content:

- Design and delivery of face to face teacher professional development workshops in the pedagogic use of ICTs. We have designed and offered a three-level training program which goes from the operational use of a computer to the pedagogic use of the Internet.
- Development and consolidation of the Global Education Model Schools Program.(installation of the ILCs, teacher development workshops in all centers and follow up work)
- Coordination of Olympiads and Contests (Geographic Olympiad, Technology, Invention and Science Olympiads, ThinkQuest International)
- Organization of the 4<sup>th</sup> National and 3<sup>rd</sup> International TELAR-IEARN Student Camp.
- Development and conclusion of “Learning from the Pioneers A research on best practices of TELAR-IEARN in Argentina” with funds from the International Development and Research Center from Canada and the coordination of FLACSO (Latin American University for the Social Sciences)
- Attendance to the Eighth IEARN International Conference.
- Organization of the Second IEARN Latina Meeting: call for proposals and criteria for country selection.
- Building of a stronger collaboration with the Ministry of Education: development of a training scheme for 1,000 teachers in the Province of Jujuy.
- Agreement with Educ.ar for the development and coordination of the ThinkQuest Argentina Challenge.
- Online assistance to Latin American teachers and schools.
- Translation of IEARN newsflashes, Interaction and Project Booklet into Spanish.
- Christmas Project, with Karpa Marketing Group, through which one small Patagonian boarding school with students coming from several rural areas of the Chubut province received two computers, which will give them the opportunity to use a computer for the first time in their lives during 2001.
- Re-design and update of the website.
- Laws of Life: Coordination of the project in the Spanish language.
- Administration of a Community Technology Center in the province of Santa Cruz.
- Creation and co-coordination of “A Gateway to Peace”, together with Colombia and Mexico.
- Creation and coordination of “S.O.S. Teenager”, a project for Latin American schools.
- School participation in numerous IEARN International collaborative projects.
- Selection of school that was awarded the “Daniel Reyes” award, for its meaningful participation in TELAR-IEARN.
- Professional development update in the new IEARN conferencing system to provincial facilitators of TELAR-IEARN.

### **Partnerships with other Organizations**

- National Ministry of Education, with the purpose of bringing connectivity to the TELAR-IEARN Schools and develop the Argentinian Geographic Olympiad.
- National Communications Office, with the purpose of administering Community Technology Centers in three provinces.
- ThinkQuest, for its development in Argentina with the help of the Argentinian Chapter of the Internet Society (ISOC).
- Educ.ar, for the joint development of online projects.

- Edebe Digital, for the development and tutoring of Bitaula online courses.
- FLACSO, from Ecuador (Latin American University for the Social Sciences) WorLD Links, a World Bank Program for the training of teachers in Latin America and development of training materials.
- Fundación Equidad, exploring possible collaboration in order to provide equipment, connectivity and training for TELAR-IEARN schools.
- Karpa Marketing Group, project ERA (Rural Argentinian Schools) whose purpose is to organize world sports events to raise funds for Rural Argentinian Schools while giving visibility to sponsors.
- Schools On Line, for the development and coordination of the GEMS program.
- Espais Telematics, for hosting the TELAR website.

## Annual report of I\*EARN Armenia

The I\*EARN program operates in Armenia one year. The sponsor of this project is Open Society Institute Assistance Foundation, Armenian Branch. The program is carried out under the leadership of employees of the Computer Educational Centre of National Children`s Library: Karine Durgaryan (main coordinator), Simonyan Elja, Garibyan Rouzanna (local coordinators).

In Armenia the feature of realization of any education program with using computer engineering is that many schools have no computer classes and access to the Internet. Therefore a top priority task is the schools equipment by computers and their connection to the Internet.

8 Armenian schools – 2 schools in Armenian regions and 6 in the capital of Armenia, Yerevan – are involved into I\*EARN program. Some of these schools have computer labs and Internet access. We have equipped by computer classes 4 schools (3 computers and printer). The teachers and the students from these 8 schools have completed a course in computer skills and navigation in the Internet in the Educational Center of library, in total about 25 teachers and more than 100 students.

After such preliminary computer training the students have started to work on I\*EARN projects. We choose the following projects: A Day in the Life, Local History, Myths and Legends, Laws of Life. The students with great inspiration and enthusiasm work on these themes, write compositions, discuss them and using e-mail send their essays to coordinators of projects. The Armenian literature is rich by myths and legends, however, collaboration between the schools and the coordinator of this project was not so successful.

Within this year we have come into close contacts to coordinators and teachers of other countries, in particular, of Russia. In February, 2001, 4 students and 2 teachers have gone to Saint Petersburg. There they have met with the students from schools NN 296 and 399. In April, in Moscow the 3-rd Panrussian I\*EARN seminar has been held. The delegation from Armenia – 5 students and 2 teachers – has taken part in this seminar. Conversations, meetings, discussions was very interesting and fruitful.

In December, 2000, in Gyumri, Armenia, the International “SchoolTelecomCenter – 2000” conference has been held. At this conference Karine Durgaryan has acted with the report about I\*EARN activity in Armenia.

I\*EARN in Armenia web-site [www.learn.am](http://www.learn.am) will be ready very soon (by the end of May).

Next year we assume to expand the list of projects, to involve new schools in I\*EARN program. The principals of some schools where there are computers and Internet access have already addressed to us with the request to participate in I\*EARN program.

Karine Durgaryan  
Armenian I\*EARN coordinator

## **I\*EARN Australia – Annual Report 2001**

I\*EARN Australia has continued to expand and this year we have had a significant number of new schools from South Australia join I\*EARN Australia. We are planning a workshop for South Australian teachers after our mid year break.

We held our second Annual General Meeting (AGM) in March. At this meeting a new Management Team was elected for the next 12 months. The Management Team members are:

Muriel Wells  
Virginia King  
Gary Lewis  
Jo Tate  
Judy Barr  
Aaron O'Shannessy  
Claire Touhy  
Bob Carter

Sigrid MacLeod decided not to continue on the Management Team and we thank her for her contribution.

I\*EARN Australia has continued to have success in the projects coordinated by its teachers. Teachers in Australia coordinate the following projects: Faces of War, Colouring our Culture, The First Peoples' Project, the Teddy Bear Project, The Fight Against Child Labour project, Kindred, Lewin, the Local History Project, Labs Alive and Breaking the Silence.

Labs Alive and Colouring our Culture have both been selected as finalists in the 2001 Stockholm Challenge Awards.

Other successes we have had this year are the publication of a stamp series by Australia Post featuring the art work by Australian students in The First Peoples' Projects, an exhibition of students' work at the Museum of Victoria and an artist exchange between Victorian schools and A:shiwi Elementary School, U.S.A.

Students at schools in Victoria have been active in donating supplies and raising money to support the education of students in East Timor - see web site: [www.iearn.org.au/clp/et2001.htm](http://www.iearn.org.au/clp/et2001.htm)

I\*EARN Australia has managed to get second hand computers donated and has been able to make them available to help people with I\*EARN project work.

Ten computers and a laptop were sent to Nepal late last year and we currently have 10 computers and a laptop to send to East Timor and a laptop to assist the work of Eric in Ghana in Breaking the Silence. Jo Tate will be delivering the laptop to Eric at the Annual Conference in Cape Town, and Gary Lewis and Bob Carter will be delivering the computers and laptop to East Timor in July and will be conducting training while they are there.

We also have 10 computers which we are donating to I\*EARN Sierra Leone.

A digital camera was donated to I\*EARN Ghana by an I\*EARN school, Ararat Community College.

New members are joining I\*EARN Australia is a direct result of a number of presentations at a range of conferences in Victoria.

Many of our projects are run in conjunction with the Global Classroom Project and Associated Schools Projects in Victoria. These organizations provide very small grants for some of the projects which have been distributed globally to assist I\*EARN partners.

We still have a barrier for further expansion in I\*EARN Australia and that is time: time for promotion, management, servicing and training of members. All members of the Management Team are working full-time as teachers, students or education officers.

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**Access to conferences:**

I\*EARN Australia access the conferences via an Australian server managed by c2o.

**Organization of I\*EARN:**

I\*EARN Australia is a non-profit organization and there is a committee of management elected every year at the Annual General Meeting.

Virginia King  
President  
I\*EARN Australia

## **I\*EARN activities in Azerbaijan**

With the support of Open Society Institute-Assistance Foundation Azerbaijan we have recently connected 11 schools. This was first time when these schools got access not only to I\*EARN but generally to new technologies and new way of communication. From one side it was very much interesting for the teachers and students, but from other side it displayed lack of knowledge in the area.

Even though there was training in March 2000 run for I\*EARN teachers, they still had some fear and difficulties in using computers and working in I\*EARN. In order to overpass it we arranged more profound seminars, which allow teachers to get more and more acquainted with computers as well as with new communication ways and tools. So for the time being nearly 40 teachers are fully trained and are working with students on various projects.

Main problem we faced was connection issue, which is already resolved and more and more students are getting involved with the projects. In spite of absence of connection some of the teachers were working through regular Internet Centers and were posting messages and sharing ideas with their colleagues. Except that we have group of "Laws of Life" led by Nizami Namazov who is working closely with students from several schools on the mentioned project.

As for the results we can propose visiting of forums, where interested parties can see real interaction of our students with their friends abroad. For the time being we are planning involvement of regional school to the program. We also working on arrangement of National I\*EARN participants meeting. This most probably going to be run in the beginning of this fall.

Also interested people can visit first I\*EARN related school web-site: <http://www.iearnbaku189.boom.ru/> Site is under development now. Also you can visit <http://www.telar.org/proyectos/oneday/frame.htm> and find out letter from Azeri student. This is a part of the big number of essays and projects our schools and students are involved in.

I would like specially underline names and schools of our advanced I\*EARN users:

School 189 - Reyhan Rzayeva

School 245, 275 and 41.

Thus the general number of international projects Azerbaijan teachers and students work with is coming up to 20. But we are expecting real increase within next few months. Daily we got real results of the on-site presentations we run for students together with teachers, participated at IREX/I\*EARN seminar.

Fahri Abbasov  
I\*EARN Azerbaijan Coordinator  
OSI-AF Azerbaijan  
Baku

**BELARUS I\*EARN PROJECT**  
**I\*EARN PROJECT ACTIVITIES**  
**(June 2000 - May 2001)**

The heart of the I\*EARN program in Belarus is the principle that students can, by addressing local, national and global issues in their projects, improve their learning through interactive project-based work and make a meaningful difference in the quality of life .

Like all I\*EARN countries» Belarussian I\*EARN has its own challenges and achievements. It is a separate non-profit organization with close ties to education and youth-service institutions. I\*EARN involves approximately 350 Belarussian students annually in collaborative project work all over the world. It is growing exponentially as more schools become connected. About 50 Belarussian teachers are now active leaders in the field of professional development and conduct training to enable additional educators to participate in interactive educational work. Today I\*EARN is a community of educators who share a commitment and vision that telecommunications technologies can enhance teaching and learning and making a human difference at the same.

I\*EARN Belarus involves students and teachers into interactive educational work for the tasks to be solved:

- to improve professional level of educators who are using Internet ;
- to create local on-line communication between different schools;
- to assist teachers to integrate Internet technology into school curriculum;
- to organize teachers-students regional and international I\*EARN workshops participation;
- to maintain students-educators links, communication, co-operation, and research work;
- to develop creative thinking and practical skills of using the modern technologies in the classroom and after school activities
- to publish national I\*EARN bulletin , to broaden the National I\*EARN Network, and to involve new participants.

It is very important for Belarus to spread telecommunication because under present situation when today's computer revolution can be measured in years or even months and an extraordinary changes can take place within the time frame of one generation – the new technologies are in the hands of the youth. For the first time in Belarus history young people who have access to the Internet know more about the way the world works than do their parents. In many respects they are leading the way. I\*EARN is helping them to do it through the telecommunication project work. When a teacher or a student join I\*EARN they join community of colleagues around the world who share the vision that students telecommunication project work can enhance and reform education.

I\*EARN schools are working in Minsk, Grodno, Vitebsk, Baranovichi, Dobrush, Soligorsk, Volkovysk, Berezovka, Zelva, Slonim, Borisov, Lida, Brest, Vileika, Volojin, Vertelishki, etc.

Students and teachers from Belarus access the I\*EARN conferences/forums by e-mail and participate in various international, national and regional projects in Russian, Belarussian, Ukrainian, English, German, French languages:

Everyday Superstitions, Proverbs and Sayings, Aspects of Love, Kindred-2000, Special Places, Folk Tales, Me and My Pet, Teddy Bear, Global Environmental Youth Convention, Laws of Life, My Sound of Music, Children's Folk Games, City Art Video, Aspects of Love, Free Time Games, Local history, National parks and Romas, Virtual classroom, Peace Mural Project, YouthCan, We Celebrate Our Women, 100 years – 10 decades - 1 century, Kindred, Inside View, Special Places, Beautiful Faces (facilitated by a group of teachers at California State University, Sacramento), Science Across Europe, Keeping Healthy, Road Safety (organized by Association for Language Learning, Great Britain), One Day Project, Peace

Mural, Cultural Heritage, Repairing Friendship, Summer in the Passing Millenium (Ukraine), Stars Dust (Ukraine), Do not have a spare planet, National drinks and related traditions, Laws of Life, Physics and Computer, etc.

In 2000-2001 I\*EARN Belarus organized 2 National Workshops for teachers, Annual I\*EARN Schools Conference, Students Camp, a number of regional students seminars. The project works of Belarusian students were published in 11 different magazines.

In order to make educators and school officials understand what internet technologies in education mean a number of I\*EARN presentations in Belarus were organized by Open Internet Centre ( leader - Valentina Suvorina):

Grodno - Polska Schola Martez , 2000 January, Grodno - Palace of Youth ,2000 April, Putrishki(Grodno region) , 2000 May, Zitomlya, 2000 May, Slonim, Brest, Kobrin , 2000 June, Vertelishki, 2000 July, Minsk - Polytechnical Academy, Belarusian StateUniversity , 2000 August, Brest - Brest State University , 2000 August,Bobruisk - Women's Association , 2000 August, Dobrush - Gimnasia 1 , 2000 August, Vitebsk - Vitebsk Polytechnical University , 2000 August, Gomel - Gomel State University, 2000 August, Baranovichy - Gimnasia 1 5 , 2000 October, Lida - Business-inkubator , 2000 October, Grodno - Grodno Jewish Cultural Center , 2000 November Minsk Polytechnical Academy ,2000 December Minsk Gymnazia #11 , 2001 January Minsk State University , 2001 February Poland Bialystok , 2001 February Grodno school-gimnazia #30 ,2001 January,Grodno NGO resource centre "Ratusha" , 2001, January,Grodno NGO "Family", 2001 March Volkovysk, Krasnoseljski,Zelva and Slonim.

In 2000 - 2001, Minsk Internet Center and Grodno Open Internet Centre organized training seminars for school students and educators who were able to make the www sites of their schools:

[www.oic.unibel.by/~belarus/](http://www.oic.unibel.by/~belarus/) [www.oic.unibel.by/~gallery/](http://www.oic.unibel.by/~gallery/) [www.oic.unibel.by/~belarus/](http://www.oic.unibel.by/~belarus/)  
[www.oic.unibel.by/~gallery/](http://www.oic.unibel.by/~gallery/) [www.oic.unibel.by/~gymnasium2/](http://www.oic.unibel.by/~gymnasium2/) [www.oic.unibel.by/~kras/](http://www.oic.unibel.by/~kras/)  
[www.oic.unibel.by/~max/](http://www.oic.unibel.by/~max/) [www.oic.unibel.by/~sh10grodno/](http://www.oic.unibel.by/~sh10grodno/) [www.oic.unibel.by/~sh14grodno/](http://www.oic.unibel.by/~sh14grodno/)  
[www.oic.unibel.by/~sh16grodno/](http://www.oic.unibel.by/~sh16grodno/) [www.oic.unibel.by/~sh1volk/](http://www.oic.unibel.by/~sh1volk/) [www.oic.unibel.by/~sh3zelva/](http://www.oic.unibel.by/~sh3zelva/)  
[www.oic.unibel.by/~slonim3/](http://www.oic.unibel.by/~slonim3/) [www.oic.unibel.by/~slonim8/](http://www.oic.unibel.by/~slonim8/) [www.oic.unibel.by/~licei1/](http://www.oic.unibel.by/~licei1/)

Students and teachers from Belarus participated in I\*EARN Events in Romania, Hungary, Slovakia, Ukraine and YouthCan 2001 in New York.

Lyudmila Dementyeva  
Belarus IEARN coordinator

**Bulgaria**  
**I\*EARN Annual Report**  
**September 2000 - 20 May 2001**

**Projects:**

1. Balkan Voices - 6 students participated in the discussion of Teen issues
2. Dream School - 70 participants, a school-coordinator together with Ararat Community College, Australia and Teleclass, Japan (27 schools, 18 countries, 170 participants, about 200 written works read and edited, 4 Web Pages: two in Bulgaria, one - in Australia and one - in South Africa); 5 Bulgarian school participants: 2 from Sofia, 2 from Russe and 1 - from Kardjali
3. Global Story Train (follow-up of the VOTE Project) - 39 participants
4. Great Artists of My Country - 1 work sent, due to no response and lack of discussion in the forum other 10 works are waiting
5. The Holocaust/Genocide Project - 3 participants; 2 of the works are in the latest issue of "An End To Intolerance"
6. Kindred - 7 stories
7. Laws of Life Essay Project - 1 participant
8. Myths and Legends Project - 1 contribution
9. National Drinks and Related Traditions - 12 participants
10. National Parks and the Roma People 5 participants
11. One Day in the Life - 6 works of 6 students sent to the forum of the project
12. The Virtual Classroom Project - 18 participants

In addition to these I\*EARN projects our students participated in projects of organizations and networks that I\*EARN works with, such as:

13. Schools Online - 18 students answered the Questionnaire "How did this project and the establishment of Internet Learning Center in your school change your life?" sent by SOL in April 2001
14. Schools Online - translation from English into Bulgarian the tape script of the film "Connecting the World One School at the Time. Get on the Net and There We Are!" - 1 participant
15. myEUROPE - 24 participants in "It Is Christmas Time In myEUROPE", 9 participants in "Say I Love You", 50 participants in 3 chats, 11 participants in eWizards
16. Journal for Youth - online newspaper edited by kids - 10 contributions

Violeta Tsoneva  
20 May 2001

**I\*EARN Country Report 2001**  
**Submitted by William Belsey**  
**Coordinator, I\*EARN-Canada**

This year has been one of many new beginnings, but first, a little history about I\*EARN in Canada.

From some of the earliest years of I\*EARN there have always been some Canadian teachers and students involved with I\*EARN in some capacity or other. Most of these were individual connections which saw Canadian teachers and students participate in some I\*EARN discussion conferences or in some of I\*EARN's projects.

In the early nineties, an initiative to link Canada with I\*EARN was undertaken by a group of dedicated educators who were concerned with teaching about global and developmental issues. This group was affiliated with the Alberta Teachers' Association. They put together a successful funding proposal with CIDA, the Canadian International Development Agency. This gave the Global Learning group funds for about three years. This funding agreement has since been terminated and I\*EARN presence in Canada returned to its previous status as being something that individual teachers and students participated in with no formal coordination or leadership.

In the summer of 1997 I was one of two Canadian who were asked by Nicholas Negroponte and Seymour Papert of the M.I.T. Media Lab to join the 2B1 Foundation whose stated objective was to support children in developing nations to have access to ICT. It was there that I first met Lisa Jobson and learned about I\*EARN first hand.

In spring of 1999 I offered my services as the volunteer coordinator for I\*EARN in Canada.

One of the very first things that we did was to register the domain name [iearn-canada.org](http://iearn-canada.org) in the summer of 1999. In the fall of 1999 I was able to facilitate a sponsorship arrangement with a commercial ISP, Interact Enterprises Inc. who have agreed to host our new domain name and related I\*EARN-Canada projects for free.

Another step forward was make live I\*EARN-Canada's first ever Web site. This Web site can now be found at [www.iearn-canada.org](http://www.iearn-canada.org)

Once we had our Web site online, we began to create the content for the Web site and post some of I\*EARN-Canada's projects. So far I\*EARN-Canada's projects include; A project about the Internment of Japanese Canadians during World War 2, Generations Can Connect, the Community NET-Workers project, the Child Soldiers Project and The Bullying Project.

In the late fall of 1999, I\*EARN-Canada was proud to announce a partnership with Canada's SchoolNet ([www.schoolnet.ca](http://www.schoolnet.ca)).

FYI, Canada's SchoolNet was created by the Canadian Government's Department of Industry Canada in order to help provide leadership and support for Canadian students and teachers re. the successful use of information and communication technologies in support of learning. Canada's SchoolNet has agreed to help promote I\*EARN-Canada and now features a prominent graphic-link to I\*EARN-Canada's new Web site. Also, there is a draft contract currently being negotiated between the two groups which may eventually see I\*EARN-Canada involved with the administration of various "Grassroots" projects which have a social-action orientation. Canada's SchoolNet was recently given \$1,000,000 by Bill Gates of Microsoft Corp. to support SchoolNet's "Grassroots Projects" program. This program pays classroom teachers anywhere from a minimum of \$300 on up to create and facilitate telecollaborative projects. Canada's SchoolNet has recognized that I\*EARN-Canada and I\*EARN's global network can provide a sense of meaning and purpose to Canadian teachers who participate in the Grassroots program.

In December of 1999 I\*EARN-Canada was fortunate to receive an unsolicited donation of \$5,000 from an individual Canadian patron. This generous and quite unexpected donation helped to support the dissemination of I\*EARN-related support materials for many Canadian students, teachers and others who have inquired about further information re. I\*EARN and I\*EARN-Canada. This fund has also made it possible for Bill Belsey, I\*EARN-Canada's coordinator to attend I\*EARN's annual conference which was held in Beijing, China from July 10 to the 16 in the summer of 2000. This donation and any other subsequent funds are held in a special account for I\*EARN-Canada by I\*EARN's headquarters in New York. They are currently administered by Ed Gragert and William Belsey, coordinator for I\*EARN-Canada until such time as I\*EARN-Canada has established a formal board with appropriate policies and procedures.

One of the outcomes from the Beijing conference was a new I\*EARN project about the issue of the child soldier, [www.childsoldier.net](http://www.childsoldier.net). This riveting project was created from a collaboration between I\*EARN-Canada and I\*EARN-Sierra Leone. There is increasing discussion, participation and interest in this project in the I\*EARN.Ventures discussion forum. This project has been underwritten and supported technically by I\*EARN-Canada. I\*EARN-Sierra Leone is now going to receive a small grant to help support this project thanks to an American sponsor.

During the school year of 2000 / 2001 I worked as a Senior Educational Advisor to Canada's SchoolNet and acted as a Coordinator for Canada's National Network of Innovative Schools. I made many presentations to schools across Canada about the integration of technology into teaching and learning. During these presentations I was able to tell many teachers and administrators about I\*EARN and I\*EARN-Canada.

In March of 2001, two projects affiliated with I\*EARN-Canada, [www.bullying.org](http://www.bullying.org) and "I Have a Dream", were recognized by Cable and Wireless International Childnet Award's program. [www.bullying.org](http://www.bullying.org) won a prize in the Non-Profit group category, and "I Have a Dream" was listed as a commended project. This recognition brought important international exposure and recognition to I\*EARN-Canada.

In May of 2001, I was honoured to be nominated as a finalist in Canada's National New Media Awards in the Educator of the Year category. This awards ceremony gained national exposure and proved invaluable in highlighting the work of I\*EARN-Canada.

In June of 2001, [www.bullying.org](http://www.bullying.org) was named as a Finalist in the Stockholm Challenge Awards. The winners will be announced on September 24th, 2001.

We have recently established a bank account for I\*EARN-Canada. We are also in the process of registering I\*EARN-Canada as a non-profit national corporation. We are also in the process of developing a board and will soon begin to develop policies, procedures for I\*EARN-Canada.

In consultation with its membership, I\*EARN-Canada does not currently charge fees for membership. As one of our primary goals is to raise awareness about I\*EARN in Canada, we want to have few restrictions or impediments which might discourage potential members from joining. It is our hope to build partnerships that will help to underwrite many of the related costs involved with being an I\*EARN member.

I\*EARN-Canada's long-term objectives include creating a formal partnership with CIDA, the Canadian International Development Association and Canada's Department of Foreign Affairs, creating an I\*EARN Centre in Canada and the hosting of a future I\*EARN International annual conference.

We would like to express our thanks to the I\*EARN international family for its continued support and encouragement.

Respectfully submitted,

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Co-ordinator,  
I\*EARN-Canada  
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[www.iearn-canada.org](http://www.iearn-canada.org)

## Chile

1.- Idea general de las principales actividades/proyectos en los últimos 12 meses.

En Chile no hay un centro I\*Earn. Se trabaja en el contexto de la Red Enlaces [www.enlaces.cl](http://www.enlaces.cl) y de World Links [www.worldlinks.org](http://www.worldlinks.org). En el último año dentro de 16 talleres de WorLD realizados se ha realizado capacitación en el uso de las conferencias de I\*Earn y a sus ventajas con 52 colegas y 104 profesores.

De los proyectos en desarrollo al menos los siguientes se han trabajado en I\*Earn:

Mi Lugar"(I\*EARN)

Sitio Web: <http://www.geocities.com/SoHo/Workshop/2831/MiLugar/index.htm>

Sitio Web: <http://www.iie.ufro.cl/wlink/lpr/Proyinter2.html>

Leyes de la Vida

Mi Osito de Peluche.

Además en las conferencias se han propuesto al rededor de 15 nuevas ideas de proyectos

2.- Planes para los próximos 12 meses.

La idea es seguir realizando el mismo tipo de trabajo en el contexto de WorLD y Enlaces y explorar posibilidades para entrar como Red Enlaces en una relación más profunda con I\*Earn, quizás como comenzó a gestarse en los comienzos de Enlaces a principios de la década de los 90.

3.- ¿Cuál es tu dirección postal completa?

Rodrigo del Valle  
Instituto de Informática Educativa  
Universidad de la Frontera  
Casilla 380  
Temuco, Chile

4.- ¿Cómo accede la gente en tu país a las conferencias/forums de I\*EARN?

Tanto por web como por correo electrónico, pero principalmente por este último y usando Outlook Express.

5.- ¿Eres tu la persona de contacto para tu país o existe un centro I\*EARN?

¿En caso de haber un centro I\*EARN, cómo está organizado?

En Chile no hay un centro I\*Earn. Se trabaja en el contexto de la Red Enlaces [www.enlaces.cl](http://www.enlaces.cl) y de World Links [www.worldlinks.org](http://www.worldlinks.org). Como coordinador nacional de WorLD y miembro de la Red Enlaces actuó además como contacto I\*Earn. (Es posible que en agosto deje Chile para estudiar y habría que buscar un nuevo contacto)

Rodrigo del Valle

## Annual Report

### I\*EARN-China, June 2001, Beijing

#### *Outline of main activities/projects in last 12 months*

- Seventh Annual I\*EARN International Teachers' Conference and Fourth Annual I\*EARN International Youth Summit, July 10-16 in Beijing, China.
- Selected six I\*EARN schools to conduct the GEMS program
- Closely worked with the US State Department, I\*EARN-US, Sister Cities International and China People's Association for Friendship with Foreign Countries to implement the US-China Youth Exchange that was initially signed by former US President Clinton and Chinese President Jiang Zemin in 1998. I\*EARN-China conducted two orientations: a send-off orientation for the nine Chinese students and two Chinese teachers who left for the US in April; and a welcoming orientation for the American students and teachers who arrived in Beijing at the end of May.

#### *Other I\*EARN projects that students participated this year are listed below:*

- Laws of Life
- Youth CaN
- Do We Have a Spare Planet?
- National Drinks and Related Traditions
- The Causes, Effects and Prevention of sandstorms
- Waste—Problem or Possibility?
- A Foreign Country in My Eyes
- Aspects of Love
- Joys of Music
- Free Time Games
- Everyday Superstitions
- Planery Notions

#### *Plans for the next 12 months*

- Five people from China are attending the Eighth Annual I\*EARN International Teachers' Conference in Cape Town, South Africa
- Selecting 24 schools in all over China to conduct the US-China Youth Exchange Program in the next a few years. The school application deadline is June 30, 2001 and the school ranking will take place in New York City on August 7<sup>th</sup>. The first four and five schools will do the exchange in the next year and the program will continue for several years.
- Collaborating with Schools Online, GreatWall Computer Company, Ministry of Education and the HSChau Foundation to expend GEMS project in Chinese remote areas. We hope there will be 6-12 schools can received GEMS Internet Learning Center.
- Expand and further develop the I\*EARN-China website.
- Encourage students and teachers to participate in more projects online.

#### *Postal Address of I\*EARN-China:*

Xin Rong Quan Building, Room 128,  
Xue Yuan Nan Lu No.4,  
Haidian District, Beijing, 100088, China

#### *The way of accessing the I\*EARN conference/forums:*

All the GEMS schools have an assigned school ID and password. Some other schools use I\*EARN-China ID and password. However, some teachers and students just use emails to get and send messages on the different

conference/forums.

Subude, Lun-Yi Tsai, Zhou Yan and Wu Ruifeng are the contact people for I\*EARN-China. There is an I\*EARN-China office in Beijing. Four formal members of I\*EARN-China are equally responsible for all the I\*EARN projects and programs. We often have meetings to discuss about each major project plan. The project cannot be implemented without getting to a group consensus. We also have a few part time assistants that help with the website development, document translation and other temporary activities.

Subude

## Czech Republic

The Civil association I\*EARN was registered in December 1999 at the Ministry of the Interior of the Czech Republic. In January 2000 a general assembly took place in Prague and the executive council was elected. Stanislav Waldauf as a president, Ilona Kubonova as a coordinator and Jan Cepelak as a person responsible for Internet and WWW pages. The executive council meets once a month and directs work for the whole Civil association I\*EARN. For acceleration and simplification of communication among schools we use conference for students and teachers.

The students of Czech schools write contributions to many foreign projects:

International Foods Project, A Day in the Life, Local History Project, Special Places Project, My Homeland, Local Birds and Tales, Flowers and Symbols, City Art Video, Festivals and Traditions, Foreign Country in My Eyes, Family Traditions, My Sound of Music, A Person I Admire, Proverbs and Sayings, Superstitions, Seven the Most Important Happenings in the 20th Century,

Students from Czech basic and secondary schools create their own projects in which other schools from Czech Republic and abroad take part.

Czech projects which were finished in the year 2000:

Music, Motoring, Statistical Research About the Students of the Last Year of Secondary School, At Our Home.

Czech projects which are still running in the year 2001:

Fictive Business Correspondence, Renata, Personalities, Gomoku, The Castles.

International projects which were created in the Czech Republic and finished in the year 2000:

Energy, Ecology and Economy, Friendship Is What Connects Us, New Years Wishes.

International projects which were announced in the Czech Republic and they are still running:

My Town Is Your Town (common project with Hungary and Slovakia), Communication, Creating Crossword Puzzles in English, All World Is Flowering.

The coordinator and president arranged a meeting of teachers and students from the Czech Republic, who are working on I\*EARN projects. The first one took place in Humpolec in June 2000 and the second one was in Trebic in April 2001. The program of work for the previous school year was assessed and the new one for the coming year was prepared there. The next meeting of teachers was arranged in frame of general assembly, because we wanted to save money.

The students and teachers of Czech schools took part in the Art - Drama camp in Baja in Hungary in June 2000 and at Ecology camp in Slovakia in autumn 2000. Four teachers attended the world conference in China, where the coordinator had presentation about project My Town Is Your Town. Teachers which participated in the international meetings, camps and conferences presented their experiences in schools and in the special meetings for teachers.

Jan Cepelak created English version of WWW pages of a program I\*EARN and Civil association I\*EARN. They were updated regullary.

Several students and teachers took part in teach-in the Internet center in Prague, where they learned about creating www pages.

The coordinator printed some advertising materials and a bulletin number 2 (concerning the work in the year 2000) for promoting the Civil association I\*EARN and the I\*EARN program. We sent these materials to Czech secondary schools and some other institutions. We expect cooperation with additional schools in the I\*EARN program and we also believe in obtaining some additional financial means for I\*EARN from sponsors or from the governmental institutions.

Czech I\*EARN got into a very difficult financial situation. In spite of this we try to get other sponsors. We got the last amount of money from Open Society Fund in Prague for this year.

The president and coordinator of Civil Association I\*EARN presented the program I\*EARN on several exhibitions and seminars (computer fair Invex in Brno, exhibition Invence 2000 in Congress Center in Prague, week of Internet in Cesky Krumlov, teach-in for teachers of computers from all types of schools etc.).

Articles about I\*EARN projects and meetings were printed in regional newspapers, in school magazines and in school year-book.

We got ten licenses for computer program Baltik from Mr. Soukup as a sponsorship.

We suppose that Czech students will participate in international projects. Mostly older students (of high schools) who are able to communicate in English language are interested in these activities. For younger students (but not only for them) we have prepared some Czech projects. We would like to continue in the project My Town Is Your Town and Communication, which are successful and we would like to have more participants.

We want to organize meetings of students and teachers every year. The individual schools can exchange their experience, can get acquainted with the work of other schools, they can discuss common problems and also to plan another cooperation.

We would like to send representatives of students and teachers to different international meetings, conferences or camps. We expect financial cooperation of participants everywhere.

The council is very efficient and it tries to get money from our sponsors and tries to obtain funds for the Czech I\*EARN. The president found some ways how to get to Ministry of Education of Czech Republic and to apply for the grant for I\*EARN program.

We think about organizing historical camp in Cesky Krumlov for participants from several countries. The similar camp as takes place every year in Hungary and in Slovakia. This event depends on our financial situation.

Main ideas of the I\*EARN program are great and it is necessary to do everything for its survival in our country. That is our main mission for the following years. We would like to find our way for the future.

Ilona Kubonova  
I\*EARN coordinator  
Czech Republic

Address:  
Civil Association I\*EARN  
Chvalsinska 112  
381 01 Cesky Krumlov  
Czech Republic

## **England**

There isn't really very much to report from the UK. We have been struggling with a major new educational initiative this year adding literacy and numeracy hours at primary level, introducing new qualifications at secondary level and changing our funding and inspection systems. Far too much to deal with.

I attempted to initiate IEARN participation through our key skills programme at City of Bristol College before I left. We were eager to access IEARN but experienced connection problems. It seems that we still don't quite have things right here. In January I accepted a new position in Wales as Key Skills Development Adviser. It has kept me hopping but I still try to encourage schools to take up IEARN projects.

Best of luck to you and your good work.

Cheryl Morgan

## **iEARN-India Report (2000 – 2001)**

The iEARN-India thrust has been an attempt to empower rural communities that make up 75% of India's billion people.

Thanks to this joint initiative of iEARN & Schools Online (SOL), India was one of 7 countries chosen for the Global Education Model School (GEMS) Project. We were urged to:

Reach out to the marginalized and get them networked.  
Build in entrepreneurship and move towards sustainability.  
Work towards matching grants.

Because of the incredible red tape, our funds became operational in the last week of February. By then our schools were moving towards their final exams. In one state an earthquake struck and in our home state over 20,000 villages were hit with drought. The state government had a liquidity crunch and teachers hadn't been paid for months. Computer labs were the least priority.

Miraculously, indirect matching grants appeared which freed up funds. This helped to sustain teachers and buy a van. We could ferry student teams to remote areas for survey work and set up temporary labs under make shift conditions to input valuable data. iEARN & SOL were seen as flexible organizations that could actively respond to catastrophes. Other NGOs are amazed by the trust and leeway allowed us. Our support center in Gujarat has built 200 houses before the monsoons.

Our strategies and deployment of funds were constantly evolving according to ground conditions. Yet, we managed to execute the GEMS mandate - and go way beyond it. Not only do we have our 6 GEMS ILCs in place, but also 2 support centers. 50 more are in the pipeline.

After working out of a converted cowshed for 2 years, we have evolved into a full-fledged iEARN-India Learning Resource Center on a two-acre organic farm in the cloud forests of western India. Our outreach has been greatly enhanced. 24 schools have benefited from workshops.

Perhaps the most significant landmark was the Bhoose Village School that attracted a visit by the State Governor with high media coverage. A direct outcome was the green signal for the afforestation of 100 acres of (governmental) land. This is long-term developmental work that will greatly enhance village resources and shape computer based curricula using programs like world watcher and map maker.

### **iEARN Projects:**

Aspects of Love  
Community Voices Collaborative Solutions (CIVICS)  
Labs Alive  
Laws of Life  
Medicines In Our Backyard  
Pollution: A Menace to Mankind  
Rainforests of the World  
Value of Money  
Youth CaN

## **Plans for 2001 - 2002**

For the next year we are encouraging our teachers to explore with their students the problems in their neighborhoods and address them. Using the project templates will give structure to their thrust. We hope to map this to existing curricula through an interdisciplinary approach.

Peter Patrao  
IEARN-India Coordinator,  
The Red Earth Foundation,  
PO Box 58, Panchgani 412805, India  
[redearth@vsnl.com](mailto:redearth@vsnl.com)

Training/resource/learning center:  
Director: Mona Patrao  
Redstone Farm,  
Village Bhose, Panchgani 412805, District Satara, Maharashtra State, INDIA.  
Email: [redstone@vsnl.com](mailto:redstone@vsnl.com) Tel: [+91 +2168 40566](tel:+91+216840566)

The nearest metropolitan city is Mumbai (Bombay) and Mona's Apartment is the de facto iEARN-India "office/center." Courier points, bulk postal consignments, mandatory bureaucratic reporting to Government of India, especially when foreign funds are involved demands an address in Mumbai:

Mona Patrao  
11, Pooja Apartments, Perry Cross Road, Bandra (West), Mumbai 400050, India  
Tel: +91 +22 6401231

# I\*EARN Japan

## Outline of main activities in last 12 months

### 2000 May – June - July

\* I\*EARN presentation at Osaka Pref. Education Center

- VOTE Project and video conferencing with 8 countries
- The First I\*EARN Seminar in Osaka linked with I\*EARN Australia
- I\*EARN/Teleclass presentation in Hyogo
- I\*EARN Conference in Beijing 16 participants
- I\*EARN presentation at CET 2000 Symposium in Hyogo Pref.

### 2000 August – September – October

- The First Meeting to plan (I\*EARN Conference in )"Japan 2003"
- CD making "I\*EARN Beijing Conference"
- I\*EARN Beijing report at Osaka Sangyo University
- I\*EARN presentation at Hyogo Pref. Education Research Center
- Teddy Bear Project workshop I in Mie Pref.
- The Second Meeting to plan in Tokyo for "Japan 2003"
- Teddy Bear Project workshop at Hyogo Pref. Education Center
- The Second I\*EARN Seminar in Osaka
- The Third Meeting in Osaka for "Japan 2003"
- Teddy Bear Project workshop II in Mie Pref.
- The Third I\*EARN Seminar at CIEC in Kyoto

### 2000 November – December

- The Forth Meeting in Nara for "Japan 2003"
- Attend I\*EARN GALA
- Video Conference Project "Millennium Song V/C" with 6 countries

### 2001 January – February – March

- The Forth I\*EARN Seminar at Reitaku University in Kanto linked with I\*EARN USA and Florida
- I\*EARN Japan Volunteer Network up
- The Fifth Meeting in Tokyo for "Japan 2003"
- I\*EARN Japan meeting at Itami Education Center
- New I\*EARN Japan Home Page set-up
- I\*EARN Japan Meeting in Osaka
- ICF (International Communication Foundation) Fund ¥500000 for I\*EARN workshops

### 2001 April – May

- I\*EARN Japan Meeting in Tokyo
- The Sixth Meeting in Tokyo for "Japan 2003"
- Meeting with NEC group for Teddy Bear Project Package
- The Fifth I\*EARN Seminar in Minami Kishu, Mie Pref.
- CEC(Center for Education Computing) Fund ¥20,000,000 for Building Portal Site, I\*EARN centered Global Projects

**Projects to join:** Teddy Bear Project, Folk Tales Project, Solar Cooker Project,  
Video Conference Project, preparing for Child Labor Project

### Plans for the next 12 months:

- Join I\*EARN Conference in Cape Town
- I\*EARN seminar/workshop more than 5 times
- Make outline of "Japan 2003" to nominate in November
- Building Portal Site, I\*EARN centered Global Projects

### Questions:

\* What is your full postal address?

**1-11-25 Tsukawaki Takatsuki city, Osaka Japan 569-1036**

\* How do people in your country access the I\*EARN conferences/forums?

**We just started to issue ID/Password to teachers, and they registered their user names. Some of them start reading and writing in forums.**

\* Are you the contact person for your country or is there an IEARN center in your country? If there is an I\*EARN center in your country, how is it organized?

The contact person at present is Yoko Takagi and my home office is the I\*EARN Japan Center. I\*EARN Japan has its mailing list (160 members), its Home Page, I\*EARN Japan Members (21), "Japan 2003" Planning Committee Members and its Mailing List, Global Project-Fire Members and its Mailing List ( voluntary main workers), and I\*EARN Japan Office. This office is gathering information inside and outside Japan, translate them into Japanese, deliver appropriate mailing lists, organize I\*EARN seminar/workshops, work as the helpdesk, with the help of volunteer Fire members.

Web address : <http://jearn.kyushu-id.ac.jp>

Yoko Takagi

## I\*EARN-Lebanon 2001 Report



In February 2000, I\*EARN Civics has been launched in Lebanon with assistance from the US State Department to bring more schools on-line in project-based work. I\*EARN CIVICS, stands for (Community Voices Collaborative Solutions). It aims to involve English language teachers from Jordan, Pakistan, Egypt, India, Sri Lanka, and Lebanon in I\*EARN projects, focusing on issues of civic education.

For the second consecutive year, I\*EARN-Lebanon has joined this special project concerning civic responsibility. Two teachers from the public and private sectors took part in the Regional I\*EARN meeting in Cairo in November 2001 followed by an exchange program in the U.S. Mr. Abdo Yammine, chief supervisor of Technology at the Ministry of Education was invited at the conference. In his speech, Mr. Abdo Yammine pointed out that the Ministry of Education shared I\*EARN's goals and he expressed his will to introduce online collaborative projects within the ministry's plan to distribute 300 computers to public schools.

At the moment, a number of public and private schools in Lebanon are actively involved in projects;

### From the Private Sector:

The American Community School (ACS)  
Adma International School (AIS)  
Universal School of Lebanon (USL)  
Valley International School (VIS)

### From the Public Sector:

Bchemoun School  
Ghbeiry School  
Sin El Fil School

The Nazarian school, part of the AGBU schools has just recently been introduced to I\*EARN.

Lebanon has been actively involved in many projects. The most prominent ones are:

Youth Communication and Networking: YouthCaN

Two groups of students presented their environment projects in New York. One group presented their project online.

The projects presented were:

Waste Management – Problem and Possibility (VIS)

The Impact of Population on Coastal Marine Life (AIS)

Using Solar Energy to Purify Water (AIS)



The YouthCaN conference was excellent; our students appreciated the interaction with other international students as well as US students. Unfortunately, the video-conferencing connection for the third group that stayed in Lebanon failed but their presentation was seen and appreciated. The students took



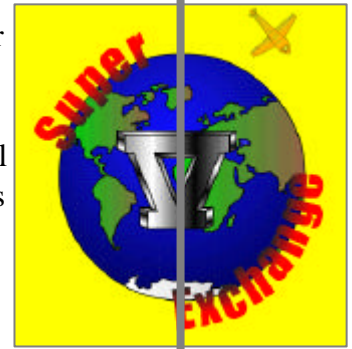
part in an environmental mural that will be traveling with the UN all over the world. Our students announced their will to host a "YouthCaN Med" in April 2002.

One of the benefits of such a trip was the interaction with other teachers as potential on-line project partners for Lebanese schools as face-to-face communication helps build better online interaction.

International Business Program (IBP)

E-Commerce Super Exchange V, Atlanta

North Atlanta High School Center for International Studies



I\*EARN-US has offered this grant to I\*EARN-Lebanon. The convention took place in Atlanta High School from April 20 to 30, 2001. Two students from AIS and VIS, and a teacher from AIS were part of an exchange program to learn how to develop E-Commerce.

The seminar was a blend of lectures and hands-on experience; they learnt to put their products online, attended seminars, visited e-commerce companies and interacted with students from 20 different countries. The project has opened new windows and the teacher involved is already planning her I\*EARN e-trade project to sell Lebanese health products as well as traditional crafts.

### Echanges Culturels

Initiated and coordinated by I\*EARN-Lebanon, a French cultural exchange started in September 2000 between a school in Italy and a school in Lebanon. The exchange expanded to include many schools and Internet clubs from Senegal, Congo, Madagascar, Ivory Coast, Canada, U.S.A., Belarus, Ukraine and three schools in Lebanon. The initial project generated several sub-projects. Among the topics students discussed is the "francophonie"; they also exchanged their feelings, concerns and worries about their countries, cultures, hobbies as well as the life and problems of teens in their countries.



### Schools:

Lebanon: VIS, AIS, USL

Other countries: Canada, Congo, Belarus, Italy, Ivory Coast, Madagascar, Senegal, Ukraine, USA

All the work will be compiled by students of VIS and will be presented at the Annual I\*EARN conference in South Africa in July.



### Future plans:

"Francophonie" in Lebanon would like to invite 2 or 3 students to spend a week in a school in Lebanon during the convention. This is still under discussion with the Youth committee in charge of the summit.

### Other projects

If rocks could talk

A project run in coordination with a class in Puerto Rico.

"A Vision"

Students from Adma International School facilitate the online discussions and will coordinate the compilation and creation of the literary global anthology.



Peace Mural Project

## **Online workshop**

15 educators and teachers from around the world took part in a pilot online workshop presented by I\*EARN-Lebanon. Based on the success of this workshop, I\*EARN will offer 5 curriculum based courses.

I am planning to apply for Lebanon to have an I\*EARN center and to create I\*EARN –Lebanon as an NGO.

Eliane Metni

I\*EARN-Lebanon Coordinator

## **Lithuania**

### **Report for July 2000-July 2001**

The summer 2000 started with the International Baltic Art camp which was held from 31 July to 4 August in Plunge. The camp was organized from East European scholarship funds. Unfortunately, a group of I\*EARN friends from abroad could not arrive due to either lack of funds in their I\*EARN community or problems with customs. The camp collected 70 participants who got engaged in 3 different activities-installation, sculpture and graffiti. The camp focused on traditional Lithuanian art.

In autumn followed some local workshops which introduced I\*EARN to newcomers.

In October some schools, the participants of Vote project and video conference (Japan-Lithuania-South Africa-Bulgaria) attended a lecture about the life of teenagers and education in Japan at the Japanese Embassy in Vilnius.

The Year 2001 announced the European Year of Languages in whole Europe, was organized by the European Union and the European Council. Different conferences, workshops and seminars have been held to celebrate Europe's linguistic diversity and to promote language learning. I\*EARN Lithuanian Centre with similar aims was invited to organize activities for celebration. Two I\*EARN projects, namely A Foreign Language Integration in Subject Lessons in the Framework of Project Work Curriculum and Democracy in European School have been included in the timetable of activities for European Year of Languages and approved by the Lithuanian Government. They are also funding I\*EARN teacher and student workshop under the title Democracy in Lithuanian and European Schools-Same or Different?

In January 2001 a successful I\*EARN local conference was held in Radviliskis. Rima Tarbuniene and Vida Povilaitiene, the organizers of the event got a scholarship from the East European scholarship committee. The conference emphasized the necessity to involve primary school teachers and students to participate in project work based activities. For that reason, nearly half of participants were from primary schools. They presented the projects and proposed the new ones.

This year Rima Tarbuniene and Daina Valanciene compiled a 45 page curriculum guide for I\*EARN activities called I\*EARN -Telecommunications and New Methods of Teaching. The Ministry of Education is publishing the I\*EARN book in 2000 copies for free distribution to all Lithuanian schools. I\*EARN projects since next school year will be recommended by the Ministry of Education as an optional subject for classroom activities as well as extracurricular activities. The Guide for I\*EARN activities has also won the scholarship in the contest "Preparation of Methodology about the Use of New Technologies in Educational Process" organized by the Centre of Information Technologies. The I\*EARN book will be placed in the network of the Centre of Information Technologies and available for all Lithuanian educational institutions.

The number of schools participating in I\*EARN activities has been nearly the same. In a year time Lithuanian I\*EARN schools have participated in 18 projects. One project The International Teacher's day which won the scholarship from East European Scholarship committee was published in a book form. St Valentine's day project is available at <http://members.onecenter.com-Paris-Valentinas-main.html/>

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## **iEARN Macedonia May 2000 – May 2001**

### **iEARN Centre Macedonia**

Civic Association “Internacionalna mreza za obrazovanie i resursi” - IMOR  
(International Education and Resource Network – Macedonia)  
ul. Partizanska bb (vo tehnicko uciliste), 7000 Bitola  
MACEDONIA  
tel. +389-97-258-058, fax. +389-97-224-938  
e-mail [jovej@freemail.com.mk](mailto:jovej@freemail.com.mk)  
URL <http://www.imor.org.mk> (bilingual English/Macedonian)

### **iEARN Activities in Macedonia**

iEARN Macedonia is registered as civic association (NGO) starting from February 2000 under name Civic Association “Internacionalna mreza za obrazovanie i resursi” – IMOR. (IMOR is abbreviation for iEARN in Macedonian).

Two big workshops/conferences were organized for students, teachers and directors from Macedonian schools. (October '00 and April '01). More than 100 participants from 28 schools from 8 different cities were participating in these workshops. Almost all of them are active are participating in on-line project work. Positive fact is that more and more primary schools are joining iEARN.

Besides working regularly on iEARN projects, IMOR is implementing 2 more programs that are directly linked to iEARN project work.

Macedonia is one of the 7 GEMS (Global Education Model Schools) pilot countries. [www.imor.org.mk/programmes/gems](http://www.imor.org.mk/programmes/gems). Within GEMS Programme many activities were initiated and completed in 4 GEMS schools in Macedonia and number of activities by GEMS schools for other iEARN schools or community. In GEMS were active around 75 teachers, and more than 160 students.

The other programme is Balkan Voices (BV). In this case a lot of activities were completed too. A lot of gatherings, and meetings were organized in order to secure good ground for the initiative. As a part of Balkan gatherings (December '00, and March '01), teams were identified and sent to participate at this BV youth summits. In this programme 9 IMOR schools were active with around 25 teachers and more than 100 students.

Training was one of the key elements in this year for IMOR; partly training sessions were organized by and for GEMS schools in Macedonia.

- Training of the teachers in using ICT and making first steps in iEARN
- On-line collaborative project work
- Using WebX to access iEARN forums
- Training for community in ICT
- Training in ICT and labs maintenance of the technology teachers in some of the schools
- Training for school directors about iEARN, GEMS, Balkan Voices, how to use ICT, benefits of using ICT in education.

Gaining support from institutions was another important issue in the agenda of IMOR association. Therefore, a lot of efforts were engaged in this respect. At this point IMOR is having support from:

- Presidential Cabinet in the implementation of GEMS.
- Macedonian Telecom - free lines for GEMS schools.
- Burro for Educational Development in the implementation of iEARN activities (and GEMS and Balkan Voices).
- Ministry of Environment.

Here is the list of the iEARN projects that currently run in Macedonia: (national - n, regional - r, international - i).

- Balkan Voices (r)
- Teen life I and... (n - youth)
- Learning Circle projects (n)
- Do We Have a Spare Planet (i)
- Local History (i)
- Time (i)
- City Art Video (i)
- Folk Tales & Values (i)
- Inside View (i)
- A Foreign Country in My Eyes (i)
- Food for Everyone (i)
- Dream School (i)
- A Vision (i)
- Break the Silence (i)
- Laws of Life Essays (i)
- My favourite person (i)
- Free Time Games (i)
- Lewin (i)
- Medicine in our Backyard (i)
- Africa in the early fires (i)
- Everyday superstitions (i)
- Waste - problem or possibility (i)
- 100 years - 10 decades - 1 century (i)
- Reforming Practices and Traditions (i)
- Virtual Classroom (i)
- Joy of music (i)
- A day in the life (i)
- National Drinks (i)
- Super Hero Cartoon (i)
- Communication (i)

Articles about iEARN, IMOR and GEMS were published in local newspapers, magazines or school magazines. Some of the IMOR events or activities were broadcasted on the local TV stations.

Our 2 MLS one for teachers – [iearn\\_mak@imor.org.mk](mailto:iearn_mak@imor.org.mk), and the one for youth [iearn\\_mak\\_mladi@imor.org.mk](mailto:iearn_mak_mladi@imor.org.mk), were relocated from other domain to IMOR's domain.

iEARN co-ordinator for Macedonia was representing iEARN at the 3<sup>rd</sup> World Summit on Media for Children.

Number of iEARN presentations were conducted and live link-up were held. Very important and successful was live link-up between Virtual Kids World Event (part of the New Technologies Day of the Summit) and Balkan Voices Youth Summit in Bulgaria. Feedback from the organizer of the Summit and from the participants of iEARN events there was more than positive.

### **Plans/goals for the next academic year**

- To put emphasis on web oriented work within IMOR.
- To work more on fundraising.
- To organize youth summit/s.
- To organize and/or participate in regional and international events.
- To organize joint events with other national institutions and regional iEARN countries.
- To initiate participation in Balkan Voices project with as much schools as possible.
- To increase the number of schools involved in IMOR even more with emphasize on primary schools.
- To get support from Ministry of Education and Science, in terms of incorporating iEARN in every day life in schools and in curricula if possible.
- Coalitions with other NGOs and institutions in projects and activities in order to secure sustainability.
- To work on extension of GEMS and BV programmes.

### **Organizational Structure**

iEARN Macedonia Centre have country co-ordinator, and its Assistant. Also in the team are responsible persons for publications, development and training, technology, and youth. Each school have school responsible teacher and student. For each city there is one responsible teacher and student.

Jove Jankulovski, iEARN co-ordinator for Macedonia

## Morocco

During this year, our participation was limited to the Laws of Life essay project. We have ensured the project coordination for Arabic speaking. We have been selected to establish a regional coordination center responsible for future implementation of the Laws of Life essay project in the Arabic language. The establishment of iEARN in Morocco is going slowly with lot of problems (schools not equipped by computer lab and internet access, teachers in serious need of training) To resume, we continue to work on iEARN projects, since we believe that's our situation will be improved one day.

Person contact:

Mourad Benali

16, rue ibn toufeil, Oujda, Morocco

There is no iEARN center in Morocco, but a small team who collaborate.

Mourad Benali

iEARN Morocco coordinator.

# **I\*EARN Nepal**

## ***Country Report 2000-2001***

### **BACKGROUND**

SPW Nepal has been in contact with I\*EARN since October 1999.

SPW is a youth-focused international development charity that places volunteers, both from Nepal and overseas, in remote regions of Nepal. The main role of the volunteers is to work through government schools to set up and help run students' groups called **Green Clubs**. The aim of the Green Club is to raise awareness of the members of the club and through them the wider community on a range of Educational and Environmental issues. Currently SPW has approximately 90 Green Clubs and partner schools in six rural districts of Nepal.

Our contact with I\*EARN began with the aim of connecting our partner schools and through them the Green Clubs, with friends across the world who would be able to share information, techniques and skills for mutual benefit.

Last year as establishing contact with I\*EARN, SPW Nepal set up a pilot project in Baglung, Midwest Nepal, with the aim of using IT to connect Nepalese schools with schools in the UK. The main outcome of this pilot has been the sharing of ideas and information between English schools and ones in the remote areas of Nepal. The information exchanged has been raw data about daily life in each others communities as well as the techniques needed to gather it. The students in Nepal have benefited from the styles of teaching and activities encouraged by the UK teacher. The UK students benefited from the enthusiasm generated by "real" data rather than that supplied by a text book as well as the opportunity that some have taken up to build a relationship with similar aged students in Nepal.

### **ACTIVITIES 2000-2001**

#### **1. I\*EARN Nepal Coordinator visit to Australia**

Rajendra Mulmi, I\*EARN Nepal Coordinator visited Australia in October 2000 to attend the International Youth Parliament as a Facilitator. While his visit to Australia, he did not miss to visited the two schools in Australia associated with I\*EARN International during October 2000. These schools visited were: Bairnsdale Secondary School, Bairnsdale and Lakes Secondary School, Lakes Entrance.

While in his short trip to these schools, he met the I\*EARN International Secretariat, Virginia King and other I\*EARN teachers and students including Bob King and Gary Lewis. He got the opportunity to be acquainted with the school and teaching system in Bairnsdale, met and interact with principal and other teachers and students involved with I\*EARN. He spend some time with the students taking and sharing about the Nepalese culture and education system, which the kids listened with great enthusiasm.

With his visit to Australia, he learnt more about the I\*EARN projects and how it operates, better understanding of what is expected in I\*EARN and how can we do it.

Gary Lewis from Lakes Entrance School presented I\*EARN Nepal with a 2nd hand Lap-top computer to be used in rural Nepal. Possible linkages and exchanges of the teachers and students between I\*EARN Australia and I\*EARN Nepal was discussed.

## **2. Nepal Calendars:**

SPW Nepal organised a nation-wide drawing/art competition for the students involved in the Green Clubs. The best drawings were collated to produce a Calendar for the Year 2001. Two drawings from the I\*EARN 2000 Calendar [project: Indigenous Global Art Exchange] were also borrowed for the SPW Nepal calendar.

These calendar were distributed to the I\*EARN networks involved in the Indigenous Global Art Exchange project.

## **3. Partnership with Schools' Online - Medicine in the Backyard Project**

Bishnu Bhatta represented I\*EARN Nepal in the 7th Conference in Beijing last year. One of his achievements after the conference is the partnership with the Schools' Online to implement the "Medicine in the Backyard Project" as a pilot project in Nepal.

Two schools in Dang, Mid-western Nepal are provided with the computer set and are participating in the project. Although it is taking some time for the rural kids to get acquainted with the computers and the systems, the participation has been very encouraging.

Now the Nepal webpage is being constructed and will be uploaded soon.

## **4. Participation in the Planet Pollster Survey**

Bishnu Bhatta and Rajendra Mulmi undertook the Planet Pollster Survey in Nepal. This was the first time they got exposure to the technology of the Palm devices. The overall response and participation of the Nepalese people was overwhelming and encouraging in the survey.

Bishnu Bhatta was one of the 50 finalist selected for the award after the survey.

## **I\*EARN NEPAL..... CHALLENGES ... and HOPES...**

The technology and infrastructure itself is a challenge for us. Our main constraint is the location of the Green Clubs [schools], which are in the rural areas, many of which have no electricity access and no computers. What we have done so far is from the central level and through the district centers. Nonetheless, this is a good start and we are very optimistic about the outcomes in the future.

Over the time, we have enhanced a better understanding on the work and the methodology of I\*EARN. The recent developments in the partnerships and linkages of SPW Nepal to the I\*EARN global community is showing hopes for the rural Nepalese kids. They are now gradually becoming a part of that big global community and are starting to communicate and share with their fellow peers from the other side of the globe.

*Rajendra Mulmi, NEPAL*

*I\*EARN Country Coordinator*

## I\*EARN-Netherlands

The I\*EARN-Netherlands Center has been active since 1990 and finds its grass-roots level at the Onderwijs Computer Centrum ABC in Amsterdam. Ten years later, June 2000, the I\*EARN-Netherlands foundation was officially established and is now rapidly expanding its activities, in order to include schools of all grade levels.

I\*EARN-Netherlands works in close co-operation with the European Schoolnet and the Ministry of Education on national ICT implementation policy. I\*EARN-Netherlands cooperates with the International Institute for Communications and Development (IICD) in The Hague on the "Global Teenagers Project," enabling Dutch and South African students to work in facilitated Learning Circles. School year 2001-2002. Theme: Learning together in a world of difference....

The first year of the official I\*EARN-Netherlands foundation became most visible in several educational projects for both primary and secondary education:

- My safe school: 5 Dutch schools worked on the theme "Safety"... connections were established with Dutch speaking schools abroad; Suriname, Neth. Antilles, Flanders and South Africa. Main point of action is: what can I as a student do to make my school 'a safe school'. There will be a workshop on my safe school during the SA-conference.

([www.mijnveiligeschool.nl](http://www.mijnveiligeschool.nl))

The project will continue in both Dutch and English. Results are published on the site [www.iearn.nl](http://www.iearn.nl) (temp. hosted)

- Eating across the borders: students of a Dutch, Spanish and US-school worked together on food, menus and health.

- proposals were launched for: "my future in 2015", Teddy Bears in the Netherlands" and "games"

Five meetings of members of board took place; six people devoted to education and ICT started to get to know each other. They decided to write and publish a so called "source document". A document in which we described our roots in I\*EARN, our vision and goals.

Website: the I\*EARN-Netherlands website, temporarily hosted, is in its final stage of design and will be launched in September officially. At the same time an electronic newsletter I\*EARN the Netherlands will be sent out every 2 months.

Due to close connections with I\*EARN-Suriname, and the fact many students from Suriname and the Dutch Antilles follow their higher education in the Netherlands, a "Young I\*EARN-Netherlands" meeting took place twice.

A proposal for raising funds for collaborative ICT-projects between primary schools is on its way. We are looking for collaborative ICT-projects in secondary education as well.

One of the first goals set after the 2000 conference in Beijing will be realised: a Dutch delegation to the SA-conference in Cape Town of a least 10 people.

Full postal address

I\*EARN Nederland  
p/a Bob Hofman  
Burg. Canersstraat 4a|  
5371 KN Ravenstein  
The Netherlands

There is an I\*EARN-Netherlands Foundation since July 2000. There is no physical office, it's a group of people / schools working together.

We are ready for the challenges in a new school year 2001 - 2002!

May 2001, Bob Hofman, chairman I\*EARN-Netherlands.

## I\*EARN-ORILLAS

The I\*EARN-ORILLAS Center is a group of educators and young people with a special interest in exploring issues of language, race, equity, and teaching for social justice. In contrast to other I\*EARN Centers which are organized primarily around a particular geographic region, the ORILLAS Center includes teachers, students, and families in more than one country (e.g. Puerto Rico, Mexico, Guatemala, the Pacific Islands, and the United States -- particularly in areas with significant immigrant populations). Most of the teachers involved work with immigrant and other underserved youth and teach in multilingual settings. Orillas includes a variety of language groups (e.g. Spanish, Portuguese, African-American Language [AAL], Zapotec, Qeq'chi, Tiwa, Russian, Korean, Vietnamese, Cantonese, Mandarin, Japanese, Tagalog, Marshallese, Tongan, Samoan, Hawaiian, etc.).

### History and organization:

The international networking project "De Orilla a Orilla" [From Shore to Shore] was co-founded by Enid Figueroa, Dennis Sayers, and Kristin Brown in 1985. In 1995 we became an I\*EARN Center. The project is co-sponsored by the University of Puerto Rico and the Center for Language Minority Educational Research in California, has offices in both Puerto Rico and California, with non-profit organizations in both places. The coordinators and staff in CA and PR do not receive a salary for the work we do with I\*EARN-Orillas. Each of us has another job, beyond what we do for the network. To some extent we have been able to take advantage of our work opportunities to spread the word about global learning networks (GLN) but much of our planning and presentations and coordination of projects is done as volunteers.

### Primary staff include:

Puerto Rico -

Enid Figueroa (co-director), Judith Batista (office support & translator), Reinaldo Rivera (technical support);

California -

Kristin Brown (co-director), Gerda de Klerk (project coordinator and teacher support), Carla B. de Herrera (teacher support), Tanesha Glover (project support). We also count on many other volunteer staff and teachers to help organize special events such as conferences and meetings, assist with web page development, and to support teachers regionally and locally.

### Highlights of our activities during the past year:

#### I\*EARN CONFERENCES AND LEADERSHIP

Participated with 10 educators from PR and CA in the I\*EARN International Conference in Beijing, China. Presentations we were involved in: (a) Strengths and Weaknesses of Distant Collaborative Learning Projects; (b) Inclusion of Special Education Students in Educational Projects; and (c) Styles of Learning in Global Learning Networks; (d) First Peoples Project.

Took part in I\*EARN Assembly discussions and decisions at the annual meeting in Beijing and on-line during the year. (Kristin & Enid)

Supported the GEMS Project through: participation in the GEMS Reference Group (Kristin), a committee formed in Beijing to help develop the GEMS project in ways that can benefit the entire network of I\*EARN; interaction with GEMS schools in on-line chats; and assistance with GEMS training in Catalunya.

Participated in iearn-program discussions with other I\*EARN Coordinators, and in iearn-teachers discussions with other I\*EARN educators.

## PROJECT WORK

Supported youth and teacher participation in I\*EARN projects: e.g. First Peoples, La Tierra: Nuestra Casa, Puertas a la Paz, Indigenous Global Art Exchange, If Rocks Could Talk... What Would They Tell Us?, Connecting Math to Our Lives, Teddy Bear, Ositos de Peluche, Childhood Games, Futuros Maestros [Future Teachers], My Pets, World Book Day, Korean language "Hangul" exchanges, and others.

Established class-to-class partnerships (based on the philosophy of French educators Celestin and Elise Freinet) among educators in Puerto Rico, Mexico, the U.S.A. and other countries.

Participated in the Against All Odds "Digital Ambassador" project to gather survey information with palm pilot technology (3 PR educators).

Coordinated the multilingual project "Connecting Mathematics to Our Lives" with participation from more than 20 countries. This year we published the results of the project, now in its fifth year, on a web site at <http://www.orillas.org/math>

Coordinated the project "If Rocks Could Talk... What Would They Tell Us?" Partner classes, involving teachers and students at every school level in Puerto Rico, took field trips locally to gather, classify, and conduct chemical analyses on the rocks of their community and exchanged data with classes in Chile, Uruguay, Belarus, Lebanon, Mexico and New Mexico (U.S.A.). We are preparing a publication and a web page to share with all the other I\*EARN centers in September.

Continued our partnership with Project PRSSI (Puerto Rico Science Systemic Initiative), a prestigious project in curriculum reform in all the PR public school system in science and mathematics, through on-line projects, articles on global networking, and presentations at conferences.

Expanded Orillas involvement in exploring how special education students can be included in GLN and other educational projects.

- (a) Linked IEARN-Orillas web pages to the web pages of Dr. Lucy Torres of UPR (specialist in the area of inclusion of special education students).
- (b) Created on-line Orillas forums for Dr. Lucy Torres at UPR who, through her course for future teachers of special education, is conducting an on-line exchange, "The Inclusive Tourist."
- (c) Established sister class partnerships between groups of students in Mexico and Puerto in regular classrooms and groups of students in special education with learning problems or physical handicaps.

Expanded Orillas involvement in the education of future teachers. Since we know that teachers tend to teach the way they are taught, we are finding ways to give pre-service and new emergency credential teachers first-hand experience with global networking.

- (a) Future teachers at UPR exchanged teaching ideas with future teachers at Loyola Marymount University in California, U.S.A. and reflected on the article "New Times, New Pedagogies" of Celestin Freinet, as part of their coursework. Future teachers at UPR study I\*EARN projects in order to conceptualize and design a collaborative project that they could carry out when they have their own classroom.
- (b) As part of a Preparing Tomorrow's Teachers Catalyst Grant at CLMER, future teachers at two California State University campuses explored inquiry based science education for bilingual and culturally-diverse students in an on-line Orillas exchange.
- (c) As part of the I\*EARN "Futuros Maestros" Project, future teachers from Puerto Rico and Paraguay and other countries exchanged observations and plans for action based on their visits to classrooms.

Expanded Orillas support for Community Technology Centers, where immigrant and under-served families meet in after-school settings to work on collaborative projects. We participated in the National Community Technology Conference in San Diego, CA and will continue our work this next year with educators from four Hawaiian Islands.

Offered information, resources, readings, and support to ten graduate students from Puerto Rico, Argentina, New Mexico and elsewhere who are conducting investigations, writing theses, or are interested in the effect of the Internet on the classroom, especially for ESL students.

Our data base now includes more than 300 teachers. The more experienced teachers are participating in I\*EARN international projects and conferences. Many teachers begin with a partner class project or by participation in the Connecting Math to Our Lives project. Others spend some time observing before they join in.

#### PROFESSIONAL DEVELOPMENT: INSTITUTES, CONFERENCES, WORKSHOPS

Continued support for the CLMER Telementor Institutes, two-year projects to provide in-depth training in powerful uses of technology (including global learning networks) within a framework of anti-racist education, critical pedagogy, and community learning. See <http://www.clmer.csulb.edu/telementor>

(a) This year we worked with two new teacher and parent groups, one from San Bernardino, and one from So. California (with a focus on critical pedagogy).

(b) We continue to provide support for previous telementor groups in Arizona, Hawaii, California, San Diego County and in August 2000 organized a large telementor gathering to bring together all the telementor groups.

Creation of a global networking year-long institute for San Bernardino County Office of Education involving experienced bilingual teachers, future and new teachers, and College of Education professors. Project will continue into next year.

Presentations at the second annual second FITEC Conference at UPR (Forum for the Integration of technology into the curriculum: Virtual Communities and Distance Education). Orillas and participating teachers from the projects Connecting Mathematics to our Lives, and If Rocks Could Talk... What Would They Tell Us? participated as presenters in the plenary session and in concurrent workshops.

Collaboration with the College of Education at UPR to train K-3 teachers in the teaching of reading and writing. Enid conducted a series of 25 workshops for more than 1500 teachers on the integration of technology in the development of writing as a cognitive tool with examples of activities of Orillas and I\*EARN. The positive evaluations of these workshops stimulated the College of Ed to submit a follow-up proposal to continue and deepen this work.

Presentation on global learning networks, Orillas, and IEARN, at an invitational symposium on the Educational and Economic Values of Multilingualism. Symposium was organized by the State Department of Education for a national conference of foreign language teaching. I\*EARN and ORILLAS educators contributed to an international discussion on multilingualism. See <http://www.orillas.org/multilingualism>

Presentations and workshops on global learning networks at a number of other state, national and international conferences by I\*EARN-ORILLAS directors and teachers:

1. National Two Way Bilingual Conference in Long Beach, CA. 7/2000
2. International Pacific Basin Consortium Conference in Honolulu, Hawaii. 7/2000

3. Spanish Language Arts Institute in San Diego, CA. 11/2000
4. CAFE Comprehensive Literacy Conference in Los Angeles, CA. (Orillas teachers) 10/2000
5. CCCE Telementor Institute in Long Beach, CA. 6/2001
6. California Association for Bilingual Education (CAFE) Conference in Los Angeles, CA. (including Orillas indigenous educators from Mexico and other Orillas teachers from California) 2/2001
7. I\*EARN-Pangea Conference and GEMS Training in Callus, Catalunya (see above) 12/2000
8. I\*EARN International Conference in Beijing, China. (see above) 7/2000
9. Global Networking Institute in San Bernardino, CA (keynote) (see above) 5/2001
10. Professional Development Institute on English Language Development (ELD) Standards in San Diego, CA (keynote) 8/2000
11. State of California Governor's Professional Development Institutes for ELD Standards in Los Angeles, CA. (keynote) 3/2001
12. CLMER Telementor Conference in San Diego, CA. (meetings) 8/2000
13. Fulbright High School Science Teachers from Cordoba, Argentina in Davis, CA (Hugo Chacon) 3/2001
14. National Coalition of Educational Activists Conference in Los Angeles, CA (meetings) 7/2000
15. National Community Technology Conference in San Diego, CA (meetings and training with teachers, school-home assistants, principals, and superintendents from Hawaii) 6/2001

## PUBLICATIONS AND BROADCASTS

Assisted in the recording of the television program "Technology Connections," which presented diverse strategies in the use of technology in the classroom. This program of the government broadcasting system, produced with funds from PBS (Public Broadcasting System of the U.S.A.), was transmitted during a week on two channels of educational television (6 and 40). The program included the philosophy of I\*EARN-Orillas and its projects, while showing students and teachers from selected participating classes.

(Enid Figueroa)

Translated to Spanish the Technology Standards for Teachers developed by ISTE (International Society for Technology in Education). (Enid Figueroa)

Published a chapter on global networking in "The Power of Two Languages 2000" (Kristin Brown)

Authored a section on technology integration for the California State Department's "Two Way Bilingual Immersion Toolkit" (to be published on-line and in print) (Kristin Brown, & colleagues at CLMER)

Published article entitled, "Creating Communities Locally and Globally" for the CA State Department of Education's journal, CONTEXT. (Kristin Brown)

Redesigned the web site for "De Orilla a Orilla" and I\*EARN-Orillas <http://www.orillas.org>

A number of other Orillas teachers have written short articles about their work with global networking for school, district, and CLMER publications.

We're also working on the following publications:

(a) Will contribute an article to the journal "CLIC" published by the project PRSSI (explained above). During the summer of 2001 an article entitled, "From Freinet to the Internet" will be published about the philosophy of Orillas, proposed by Celestin Freinet in the 1920's in France. (Enid Figueroa)

(b) Will publish an article describing the exchange between future teachers in PR and CA for the CLMER

Acquired, with the support of the College of Education at UPR, new computer equipment to set up the Orillas server. This equipment is located in the Central Administrative Offices of the UPR, who enthusiastically support the project and have authorized Reinaldo Rivera to provide part-time technical support to Orillas and to other I\*EARN-Latina Centers. Reinaldo installed, tested and modified the new system of IEARN Web Crossing, which is functioning on the Orillas server.

#### YOUTH MAKING A DIFFERENCE

Some of our particular interests have been (a) helping to develop a multilingual network, where decision-making power, resources and knowledge are shared equitably, and (b) to help model how global networking can be integrated into the curriculum within a framework of collaborative and critical inquiry through project development, participation in the projects of others, and professional development. It has been a pleasure to work with and learn from youth and educators from other IEARN Centers and countries and we look forward to continuing the collaboration.

Kristen Brown and Enid Figueroa

## **I\*EARN in Pakistan**

### New I\*EARN Schools:

Aga Khan Education Service Pakistan is only in the second year of I\*EARN in Pakistan, yet once can see the enthusiasm in terms of students and teachers participation in various forums. The total schools which have applied for membership and are I\*EARN members is about 40 out of which around 10 schools have been actively participating in collaborative projects.

### Participation in Projects:

- ◆ Following the Civic Exchange in May 2000, a project "Reforming Customs and Traditions" was facilitated by facilitators from Pakistan. The first I\*EARN project facilitated by Pakistan. Students from many schools in Pakistan and India participated in this project. Teachers from Pakistan are also facilitating the Local Birds Project.
- ◆ Students from Pakistan have been extremely active in the CIVICS forum, many powerful contributions have been made from Islamabad on "India Pakistan Conflict Resolution"
- ◆ Students have also participated in "Laws of Life", "Child Labor", "Lewin".
- ◆ Student's contributions are published in Lewin 2000 and Do We have a Spare Planet.
- ◆ In Aga Khan Schools I\*EARN is officially a part of the five year technology plan of 12 of its Premier Schools in South.

### Professional Development:

- ◆ In January 2001 an I\*EARN workshop was organized at the US-Consulate General of Karachi and teachers from 10 schools from Karachi participated, Farah S. Kamal facilitated this session. Similar workshop was also organized at Islamabad and facilitated by Shahnaz Zafar an I\*EARN teacher.
- ◆ Two I\*EARN workshops were organized for teachers of Aga Khan Schools in July and August 2000. I\*EARN workshop was presented in the SPELT (Society of Pakistan English Language Teachers) Annual Conference in October 2000. In January 2001, a workshop was also organized for I\*EARN in the Institute for Educational Development-Aga Khan University, attended by a group of headteachers.
- ◆ Other than the workshops about 15 presentations were given to different groups of people ranging from students, teachers, headteachers, policy makers, international delegations. These presentations focus the introduction of I\*EARN and how it has impacted schools in Pakistan. Hopefully there would be many I\*EARN schools in future in Pakistan and much greater students participation.
- ◆ In July 2000 Farah S. Kamal was jointly sponsored by the Philips Academy Andover and I\*EARN-US to attend the Annual Conference in Beijing.
- ◆ Nazleen Shiraz from Sultan Mohamed Shah Aga Khan School, attended a four days I\*EARN regional conference in Cairo followed by a three week professional development exchange in USA-New Mexico in November 2000. Presently Ms. Bina Ashraf from Dawood Public School-Karachi is on a professional development exchange in USA-Washington.
- ◆ Ms. Farah Kamal attended and facilitated workshops in I\*EARN Regional Conference in Cairo.
- ◆ Around 20 presentations and workshops were given to different groups of people ranging from students, teachers, headteachers.

### Challenges:

- ◆ Despite the fact that when introduced teachers get highly excited to integrate I\*EARN but the lack of technological facilities fails to support their enthusiasm for long.
- ◆ The concept of Internet Based Collaborative Project, is non existent in most of the teachers and stakeholders.
- ◆ There is too much burden on country coordinator for training teachers for participating in I\*EARN. Even after getting the training to one representative from a school individual schools request for workshops in their own schools.
- ◆ Teachers/professional still need lots of motivation to interact on forums.

#### Future Directions:

- ◆ Students to continue taking up I\*EARN projects as mainstream curricular activity
- ◆ Workshops to train teachers who can be prospective I\*EARN trainer for Pakistan.
- ◆ I\*EARN workshops for middle school and high school students.
- ◆ Country Coordinator to work as I\*EARN online facilitator in the area of creative writing.
- ◆ Editing and publishing of the CIVICS publications.
- ◆ Setting up of the I\*EARN Centre

Farah S. Kamal

# I\*EARN-Pangea Annual Report . Year 2001 (May 2000 - May 2001)



**Coordination:** Toni Casserras ([tonic@pangea.org](mailto:tonic@pangea.org))

**Representative at the Assembly:** Toni Casserras

**E-mail:** [iearn@pangea.org](mailto:iearn@pangea.org)

**Web:** <http://iearn.pangea.org/>

**Address:** Passeig Anselm Clavé, 19  
08206 Callús  
(Barcelona)  
Catalunya

## Introduction

I\*EARN-Pangea, is the center which link both the Catalan and Spanish schools to I\*EARN. Being member from the very beginning of I\*EARN, we are working through a Cultural Association (called IEARN-Pangea, what a surprise!) and from two grassroots educational networks: Lacenet (from Bages county; <http://www.lacenet.org>), Patinet (from Vallés Oriental county; <http://www.patinet.org>) and we have activities also on Xarsec (working with the Secretariat of Catalan Christian Schools; <http://www.seccat.com/xarsec>). Our current organization is a consequence of our development, from the coordination of different initiatives; from the projects and educators' coordination to a I\*EARN center. Nowadays, more than 200 Catalan schools (and about 5000 people) are involved in collaborative projects. Our center is going to get its own structure, after signing an agreement with the Catalan Secretary for Information Society. We got also our first office in Callús.

## Priorities during the current year

During the current year we have been focusing our activity to:

- The consolidation and expansion of I\*EARN-Pangea through our III Conference 'Collaborations and values on Internet' and GEMS program.
- The training of educators
- The development and coordination of projects
- Our commitment to I\*EARN Global

## The consolidation and expansion of I\*EARN-Pangea

Our three best opportunities for our consolidation and expansion have been:

- The agreement with the Catalan Secretary for the Information Society. This way we obtained for first time official recognition to our task and some funds to get possible two goals: our III Conference and the sustainability for our office.
- Our III Conference 'Collaborations and values on Internet', held in Callús on 1<sup>st</sup> and 2<sup>nd</sup> december, 2001, where gathered more than 200 educators (from the kindergarten to the university) to discuss and learn together. We always had the opportunity to receive the support from Orillas (Kristin Brown), TELAR (Rosy Aguila, Paula Pérez and Daniel Zappalá) and IEARN- Mexico (Rafael Álvarez) with their incredible spirit and know-how in training. We also took advantage from great lecturers/facilitators like as Tone Presen. Beyond training the conference became a great opportunity to introduce IEARN to Catalan teachers and to make a formal presentation of the GEMS initiative. Thanks to the work of our team the Conference was a real success in terms of participation and content.
- GEMS program (<http://iearn.pangea.org/gems>) have been giving to us the opportunity to support six whole schools in joining IEARN projects as a meaningful innovation. The six schools were selected after considering their commitment in collaborations, the impact of their activities in disadvantaged communities, and their ability to extend the benefits of GEMS to other schools and teachers. Now we have 6 pilot schools (acting also as training centers) and 11 more associated schools and an

increasing participation in IEARN projects, both the national and the international ones).

After all we got an office in Callús open daily 8:00 AM - 13:00 (local time, GMT +2)

### **The training of educators.**

Along this year we have done a lot of workshops and seminars for teachers, involving about 500 people. The training has been done at our Conference, through GEMS program (involving directly about 100 teachers), through the Practicum of Psychology and Pedagogy -Open Catalan University of Catalunya (UOC)- as well as in workshops and seminars organized by the Institute of Education Sciences of the Autonomous Universitat of Barcelona. And some of the networks related with IEARN (Patinet and Xarsec) organized their own training activities.

### **The development and coordination of projects**

The facilitation of projects spent a lot of our energies because is the way the schools are enrolled in IEARN. News are the increasing participation in projects (one single project -Conte de Tots- achieved about 100 teams, from 40 different schools involving about 2000 students) and the launching of news projects ('Pas a l'eso' gathering Secondary and primary Schools students, coordinated by Patinet, 'Boomerang' by [M@pnet](mailto:M@pnet) - <http://www.xtec.es/entitats/mapnet> and 'Harry Potter' targeted this year to Secondary students with severe difficulties in behavior and in learning). Through GEMS we also increased the participation both in national and international projects (as in example 'Puertas a la Paz'/'Gateways to peace')

Our commitment to I\*EARN Global

IEARN-Pangea feels very close to the maintenance of I\*EARN, so that, in addition to our local work, we are trying to cooperate in the management of our network. In addition with what we did in the last year we opened an office for the International Secretariat. We are sharing our office and equipment in Callús for supporting it. Till now Rosa Badia (from IEARN-Pangea) devoted part of her time in these tasks.

To contact the office:

#### **I\*EARN International Secretariat**

Passeig Anselm Clavé, 19

08206 Callús (Barcelona)

+ 34 938361990

[iearn-international@iearn.org.au](mailto:iearn-international@iearn.org.au)

- Now our international tasks consist of
- Our participation in the Assembly
- Our support to tasks of the Secretariat through the participation of Toni Casserras
- The Secretariat Office
- Our cooperation inside IEARN Latina, which consisted of in the translation of the IEARN Projects Booklet. Available at: [http://iearn.pangea.org/folleto\\_latino.zip](http://iearn.pangea.org/folleto_latino.zip)
- Supporting our schools, educators and youth to join I\*EARN projects.

## Projects in which coordination we are involved

Name	Participation*	E-mail / URL
Bages	Local	<a href="mailto:bages@lacenet.org">bages@lacenet.org</a> <a href="http://www.lacenet.org">http://www.lacenet.org</a>
Bitantart'00	International	<a href="mailto:antartida@lacenet.org">antartida@lacenet.org</a> <a href="http://www.lacenet.org">http://www.lacenet.org</a>
Bongoh	International	<a href="mailto:montser@pangea.org">montser@pangea.org</a> <a href="http://www.seccat.com/xarsec">http://www.seccat.com/xarsec</a> <a href="http://www.telar.org/bongoh">http://www.telar.org/bongoh</a>
Boomerang	Local	<a href="mailto:mapnet@teleline.es">mapnet@teleline.es</a> <a href="http://www.xtec.es/entitats/mapnet">http://www.xtec.es/entitats/mapnet</a>
Conte de Tots	Local	<a href="mailto:juliag@vallesnet.org">juliag@vallesnet.org</a> <a href="http://www.patinet.org">http://www.patinet.org</a>
El Flautista Rodamón	Local	<a href="mailto:cmgrano@pangea.org">cmgrano@pangea.org</a> <a href="http://www.patinet.org">http://www.patinet.org</a>
Harry Potter	Local	<a href="mailto:rbarlam@pangea.org">rbarlam@pangea.org</a>
Pas a l'Eso	Local	<a href="http://www.patinet.org">http://www.patinet.org</a>
Patiweb	Local	<a href="mailto:mbuxo@vallesnet.org">mbuxo@vallesnet.org</a> <a href="http://www.patinet.org">http://www.patinet.org</a>
Fórum Global	International	<a href="http://www.forumglobal.org">http://www.forumglobal.org</a>
La Volta al Món en 35 Webs	International	<a href="mailto:martis@vallesnet.org">martis@vallesnet.org</a> <a href="http://www.patinet.org">http://www.patinet.org</a>
Revista 'El Pati Net'	Local	<a href="mailto:nbrichs@pangea.org">nbrichs@pangea.org</a> <a href="http://www.patinet.org">http://www.patinet.org</a>

\* Most of them are multilingual, but we only show their current level of participation.

Toni Casserras  
IEARN-Pangea

## **I\*EARN Romania**

We founded I\*EARN Association Romania last year and we have about 25 schools in Romania that are involved in I\*EARN.

In February 2000 Cornelia Platon and student Dan Apostu participated in the I\*EARN training workshop in the Republic of Moldova, in order to present the I\*EARN projects and to train the participating teachers how to work in I\*EARN projects.

In May 2000 we organized the CEE & CA Youth Summit and there were over 120 participants from 12 countries. A webpage of the Summit was created by student Dan Apostu and it can be visited at the following address:

<http://lapd.cj.edu.ro/iearn/YouthSummit2000/index.html>

All the information about the programme of the Summit as well as the impressions about it can be found on its web page. There is also a video tape recorded with all the events that took place during the Summit.

Romania was represented at the Annual International I\*EARN Conference at Beijing, China, by Cornelia Platon, Neagu Radita and Serbu Florina.

In August we organized a working camp for students and teachers who were very active in I\*EARN projects and we discussed the projects that had been proposed at the International Conference.

In October Romania participated in the Balkan Voices Workshop in Croatia, being represented by Cornelia Platon - country coordinator, Ligia Garlea - BV coordinator and student Dan Apostu.

In December we organized the 3rd I\*EARN National Conference and the Balkan Voices Training Workshop. We discussed the I\*EARN activity in Romania in 1999-2000, presented the achieved projects and launched new projects. The BV training was made by Ligia Garlea, the BV coordinator for Romania and Dan Apostu, the students' coordinator for the project.

In March 2001 Romania participated in the BV Youth Summit in Bulgaria and presented the webpages and the materials achieved by the students until that moment. The webpage can be visited at the following address:

<http://lapd.cj.edu.ro/~Balkan>

I succeeded to introduce I\*EARN as an optional interdisciplinary subject in my school, in cooperation with Informatics, French and Social Sciences and it proved to be a successful attempt. The students work in groups, under two categories of age, and two different types of classes: informatics and French intensive teaching. At the end of the school year informatics and French intensive teaching. At the end of the school year the students from the informatics class are able to create webpages and all technical matters related to editing an electronic magazine and the others are working on translating the materials in French and English.

The Romanian teachers and students who work in I\*EARN can access the conferences via the internet or by subscribing to the conferences via email.

The postal address of the I\*EARN Association Romania is:

Asociatia I\*EARN Romania  
Str. Vlad Tepes Nr. 4, Bl. A2, Ap. 3  
Cod. 4650 Dej, Jud. Cluj, Romania

Telephone: +40-64-211898

The contact person: Cornelia Platon - country coordinator  
E-Mail: [nelly@lapd.cj.edu.ro](mailto:nelly@lapd.cj.edu.ro)

Cornelia Platon - teacher of English  
I\*EARN Coordinator for Romania  
"Alexandru Papiu Ilarian" Highschool Dej

# **I\*EARN in Russia**

## **Annual report 2000-2001**

The year 2000-2001 was probably the most successful in all the twelve year of our on-line activity.

1. Three areas of expansion.

### **Quantitative:**

The interest in I\*EARN has grown exponentially and we receive more applications from new schools all over the country than ever before. The statistics is that we now have 142 schools in our I\*EARN database.

### **Qualitative:**

This year we have adopted a different approach to our promotion/expansion strategy. The catalyst was the GEMS program but we now see that the approach is sound regardless of GEMS. The main idea is that each school in our I\*EARN center serves as a local “minicenter” which examines the situation at the neighbouring schools (which are not yet in I\*EARN) or in schools which may be quite distant but with which this particular I\*EARN school has good ties. We are especially interested in ‘recruiting’ those non-I\*EARN schools which have no or very few equipment and technology available for on-line work. It is amazing how much interest is their for international on-line collaboration and how easy it is to involve the new schools into our project framework structure by inviting them to use the equipment and connectivity available at the existing I\*EARN schools. As a result we have 22 new schools doing project work despite

the lack of equipment and connectivity – and 4 or 5 of them are doing it on a level that can rival the activity of our most experienced schools. (For example, the boarding school 34 for social orphans in Moscow, or school no. 1 in the small town of Serpukhov).

### **Geographical:**

The new areas include the following (where previously there was no I\*EARN activity) Nizhny Novgorod (on the Volga river), Perm (Ural), Tver, Rzhev (not far from the Volga origins), Omsk, Berdsk (both in Siberia) and others.

2. Project work.

It is impossible to enumerate here all the projects Russian students and teachers are participating. Those that have the largest participation (thousands of students) are:

Laws of Life essay project, HGP/Danger of Modern Nazism, Global Art/Painting the planet etc, I\*EARN and Natural Sciences and many others.

The project work activity was very much helped by the participation of six pilot schools in the GEMS pilot program. Each of these schools has its own extensive Web page which lists the achievements and experience of this school and of the neighboring and follow-up schools. The URLs are

- <http://school1811.narod.ru/>
- <http://www.nsc.ru/gems3/>
- <http://private.peterlink.ru/sch399>
- <http://schools.keldysh.ru/sch1200>
- <http://schools.keldysh.ru/sch689>
- <http://schools.techno.ru/sch444/GEMS>

Training materials in Russian are available for download from our GEMS web site. (<http://openedu.h1.ru/gems>)

# Slovakia

## Annual Report, 2000-2001

### How I\*EARN in Slovakia is coordinated

- ◆ I\*EARN coordinator: Joko Vrabel, [joko@iearn.sk](mailto:joko@iearn.sk)
- ◆ All the information is provided via list conference: [iearn@gsk.srobarka.sk](mailto:iearn@gsk.srobarka.sk) (recently almost every high school, which is connected to the Internet is subscribed to this mailing list, current number 98)
- ◆ I\*EARN news flashes are translated to Slovak language and forwarded to Slovak mailing list conference.
- ◆ Web server: [www.iearn.sk](http://www.iearn.sk) Slovak version. Information included in this site
- ◆ Basic information about I\*EARN
- ◆ Description of running projects
- ◆ Reports and announcements of I\*EARN meetings
- ◆ Publishing translated I\*EARN News flashes on this site.

### Publishing information about I\*EARN in media

- ◆ I\*EARN program was presented in a TV program (Windows of the Internet) of Slovak Television by students and they were talking about general information about I\*EARN environmental camp organized by I\*EARN Slovakia.

**Number of schools:** approximately 50

**Number of students:** approximately 600

### Participating on projects (the most popular)

Laws of life

Planet Friendship

Flowers

A Vision / Young Writers and Poets

IF - Power of Imagination

Holocaust genocide

Faces of war

### The most I\*EARN schools

Srobarova High school, Kosice

Gymnazium Trstenna

Nursery high school Presov

Andreja Kmeta secondary school, Banska Stiavnica

P. Horov secondary school, Michalovce

Secondary grammar school, Spisska Nova Ves

Secondary grammar school, Metodova, Bratislava

Bussines school, Bardejov

### **Slovak projects:**

Environmental and social projects

International environmental camp

Protecting national parks - Slovak Paradise and Romas

Others

Free time games I\*EARN project

Sing with us!

Christmas

### **Meetings**

- ◆ 3<sup>nd</sup> I\*EARN International Environmental camp, organized by Srobarova High school Kosice and sponsored by I\*EARN.

The camp was focused to Romas and their problems in Slovakia and Central Europe.

Number of participants: 70 from from 10 countries

Cooperating organizations: US Peacecorps, Slovak hydrometeorology institute, Slovak academy of science, Srobarova High school

- ◆ Continuing of Czech - Hunagry - Slovak common project "My town your town"
- ◆ We presented our project "I\*EARN environmental camp" at Youth CaN conference in NYC on April, 30 and in Beijing during annual I\*EARN conference.
- ◆ Students from Slovakia participated in following meetings
- ◆ Annual I\*EARN Youth Summit in Beijing, China

### **The plans for next 12 months**

- ◆ 4th International Environmental Camp in Tatry in a cooperation with OSF Slovakia and I\*EARN.
- ◆ To organize teacher's meeting for newcomers in a cooperation with state organization INFOVEK .

## Report on iEARN activities in Slovenia between May 2000 and May 2001

During the last school year iEARN Slovenia supported many project in Slovenian language in collaboration with national program Computer literacy. Projects, like Reading with Teddy bear <http://www.o-fp.kr.edus.si/iearn/medo/index.htm>, Poisonous plants (<http://os-gorje.s5.net/projekti/Strupene/strupene.htm>, Local birds and Reading and creative writing through internet, were very popular and attracted several new schools. With the last project on reading we wanted to encourage literate education among young pupils. They read and discussed the book "Small and big Moon", written by Slovenian author Boris A. Novak. Pupils from 5 schools all over Slovenia were able to meet the author at the end of the project and they presented him some of their work. Through active participation, with the use of ICT and with the help of adults, pupils prepared on web pages <http://www2.arnes.si/~osngso3s/luna/> written and drawn products, related to the book (drawings, interactive tasks and assignments, puzzles, descriptions, illustrations) and they used ICT tools for discussion among themselves and with the writer.

**International cooperation** of our schools is getting more and more active.

- Balkan Voices, which changed to Balkan in our eyes project, connect pupils from 6 Secondary schools, which actively discuss themes related to the project <http://www2.arnes.si/~sskkssb2s/>
- Three Slovenian schools joined project Medicine in our backyard. III. Gymnasium Maribor made a nice web page with pupils contributions [http://www.s-3gim.mb.edus.si/Medicina/index2\\_eng.htm](http://www.s-3gim.mb.edus.si/Medicina/index2_eng.htm). The project is being supported by Schools Online.
- Teacher Irena Teran, who is also translating iEARN newspaper Interaction, joined several project during the school year, like: REPAIRING FRIENDSHIPS, ST. VALENTINE'S PROJECT "LET'S LOVE AND BE LOVED, ME AND MY PET PROJECT, BICYCLE IN OUR LIFE and THE GREATEST ARTISTS OF MY COUNTRY.
- Teacher Branko Marcetic continues coordinating the project Planet Friendship.

Presentations on iEARN project work and on Slovenian iEARN activities were organized during three days of **International educational conference on computers MIRK 2001**, held in Slovenia: <http://www2.arnes.si/~sspmgiac/mirk2001an/>. Ana Hartman presented Medicine in our backyard, Boris Radosavljevic Balkan Voices and Irena Teran examples of school work when participating in different iEARN projects: <http://www2.arnes.si/~sspmgiac/mirk2001an/>, <http://www2.arnes.si/~sspmgiac/mirk2001an/didakt.htm>. Conference was visited by 200 Slovenian teachers and 6 foreign teachers (from Poland, Romania, Greece, Cyprus, Scotland), which arrived by Council of Europe support. Most of participants heard about iEARN for the first time.

Slovenian teachers and students participated at the following **iEARN activities, meetings and events**:

On iEARN annual conference in Beijing, China, where they held two presentations: Balkan voices and Teaching on-line, on international Balkan voices workshop in Croatia and in youth summit in Bulgaria, on national Balkan Voices workshop in Brežice, Slovenia, on international iEARN 3<sup>rd</sup> Environmental Camp in Tatranska Lomnica, Slovak Republic and on national meeting of Medicine project school coordinators in Ljubljana, Slovenia.

Alenka Makuc, iEARN coordinator of Slovenia, received the reward in the name of iEARN-Morocco coordinator, Mourad Benali, who submitted the application and could not attend the awarding ceremony. It took place in the City hall - Campidoglio of Rome, the prizes were handed by Mayor of Rome, Mr. Francesco Rutelli and by Mrs. Rita Levi Montalcini, the Nobel Prize at the presence of Mayor of Stockholm. iEARN received first prize in the category up to 29 years at the Global Junior Challenge in Rome (Italy) in December 2000. City of Rome has organized for the first time the Global Junior Challenge <http://www.gjc.comune.roma.it/>, an international award for the most innovative technology projects in the field of education and professional training.

## Publications and web page

- Grega Karlovsek, one of our students, takes care of Slovenian iEARN web page. [http://www.kud-fp.si/iearn/index\\_h0.htm](http://www.kud-fp.si/iearn/index_h0.htm)
  - in September 2000 a Booklet of projects has been published by the Ministry of Education, Science and Sport. It has been prepared by MIRK group and includes 24 iEARN projects. This Booklet is being used at seminars and other promotional activities for teachers to help them join the projects. It is available at <http://ro.zrsss.si/borut/katalog2/>
  - iEARN is listed as a good example of international project work for students of Prof. Ivan Gerliè at the Pedagogical faculty in Maribor. Page Educational Networks: <http://www.pfmb.uni-mb.si/ivan/model98/eng/internet/s1.htm> and Foreign projects <http://www.pfmb.uni-mb.si/ivan/model98/eng/internet/s13.htm>
- iEARN is also mentioned in Prof. Gerliè last book for students "Sodobna informacijska tehnologija v izbraevanju"  
- Contemporary informatic technologies in Education on the page 99

**Our cooperation** with the National Educational Institute (Borut Èampelj) is very good and many iEARN schools are working within ENIS school (program EUN), My Europe as well as they participated in "E schola" activities in April and May 2001.

MIRK also conducts **seminars** for teachers and informatics multipliers, iEARN being one of the suggested projects.

Our teachers access the I\*EARN conferences/forums either over iEARN web based forums (<http://www.iearn.org>) or over conferences, which are mirrored on national server of ARNES (Academic and research network of Slovenia ( news.arnes.si). Teachers and students need username and password to access them.

Alenka Makuc is the contact person for our country. She works both for Centre MIRK and for iEARN centre Slovenia. The iEARN activities are part of MIRK programs, available over MIRK web page.

## Our goals and vision:

- MIRK has applied for financial support of European Union program Comenius with a project My safe school, which will be a part of Balkan in our eyes project, if accepted in September 2001
- Spread the knowledge about iEARN to teachers at our seminars and Slovenian fairs and conferences
- Involve the project activities into curriculum
- Find more young participants for collaboration, participation and organization of activities in Slovenia
- Organize a meeting for all iEARN Slovenian schools in Slovenia
- Find collaboration with the Ministry of Education, Science and Sports on supporting iEARN activities in our schools

Our address is:

MIRK

Pot sodarjev 5a, 1211 Ljubljana Smartno

Slovenia, SI

Reported by Alenka Makuc

Slovenian I\*EARN coordinator

May 2001

## Sri Lanka

We have 3 co-ordinators of Sri Lanka:

Lakshmi Attaygalle  
Royal College,  
Colombo 7,  
Sri Lanka

(her e-mail address is currently not working but she can be reached at:  
<lakshmi@iearn-srilanka.org.8m.net>

Chulie DeSilva <chuli@eureka.lk>  
U.S.I.S(united states information service)

Wanni Nandasiri  
<NandasiriW@mastsl.com>  
Horizon College,  
Anuradhapura,

I am currently working as the secretary here and we also have facilitators team of students from all over the island.

We currently do not have a I\*EARN center in Sri Lanka but we will have a one very soon.( we have taken some steps about it already.....)

I\*EARN was introduced to 13 and more schools in Sri Lanka by Mrs.Attaygalle in a workshop and schools like Royal College had been active in many iEARN projects.

I\*EARN-Site

<http://iearn-srilanka.org.8m.net>

Udara

## **I\*EARN ACTIVITIES IN SURINAME**

**may 2000 – may 2001**

### **Presentations and integration of I\*EARN in Suriname**

In October 2000 I\*EARN was integrated into the curriculum as a subject of Netherlands Lyceum Paramaribo a high school in the capital. Further more several classes and students were motivated and later on participated in several I\*EARN projects such as learning circles, the teddy bear project.

Since January 2001 I\*EARN Suriname has made at least 5 presentations on several schools at secondary level. This campaign resulted in the participation of at least five of these schools (as a whole) together with individual classes, teachers and students from several different other schools (at least 8 other different schools). This campaigning process will continue in the coming years.

### **Priceless Medicines in Our Backyard**

During the conference in Beijing, China the representatives of the countries who participated in the KVCO project, decided on initiative of the Suriname delegation to start working on a new project called “Medicine in our backyard”.

In July 2000 I\*EARN Suriname participated at the I\*EARN conference in Beijing China with three students and one teacher. At that conference one of the projects Suriname participated in was the Kids Video Collaboration Online (KVCO) project, which ended in July 2000. Initiated by I\*EARN Suriname, teachers and students from eight countries representing most continents have proposed an international Internet-based collaboration project which should raise awareness about the medically precious plant life hiding in the forests and other habitats around the earth. This project is titled *Priceless Medicines in Our Back Yard*. I\*EARN Suriname has been appointed the international coordinator of this project.

### **Other projects**

From 15-18 November 2000 I\*EARN Suriname participated with students in the Planet poll project, the largest poll held worldwide organized by the International organization called Against All Odds. The technology, needed for this major event, was provided by 3COM™. Two Suriname teams won technical grants along with 48 other top-pollsters around the world. Along with the Priceless Medicine in Our Backyard Project these two major projects started in the school year 2000-2001.

Students of the first class of the Netherlands Lyceum are now engaged in the teddy bear project together with students from Belarus. A bear Of Belarus and a typical Surinamese doll have already been exchanged , as well as some typical cultural things from both countries and the accompanying stories.

### **I\*EARN Suriname Teachers Workshop**

I\*EARN Suriname has organized two 2-day workshops for teachers and representatives of the Department of Education, and other educational NGO's in Suriname which was held from April the 23 – 26, 2001. For this event a trainer from the I\*EARN USA office, Lisa Jobson, assisted the rest of the I\*EARN Suriname board during the training sessions. During these workshop about 50 teachers were educated in the use of the I\*EARN Network, the use of the I\*EARN forums and databases, e-mail, the 8 features of project learning. Group discussions on basis of discipline were held analyzing and studying I\*EARN projects.

### **Cooperation I\*EARN Suriname and other organizations.**

In the meantime I\*EARN Suriname started working on expanding the national and International network. Presently I\*EARN Suriname managed to foster profitable working relationships with several national environmental

organizations such as Conservation International Suriname, and social active-clubs such as the Rotary clubs and the Jaycees. Also, collaboration with computer educational companies such as EDUCONS and the RPBG-Computer Training and Walk-in Institute is being established. Very shortly I\*EARN Suriname will also start collaboration with the University of Suriname and the Advanced Teachers' Training College.

On 11 April 2001 I\*EARN Suriname started formally working together more actively with the ministry for education and public development for expanding the I\*EARN network throughout almost every senior high school in Suriname in the coming years.

### **I\*EARN Suriname organizing structures**

In September 2000 the I\*EARN Suriname advisory board was installed. This board became later the I\*EARN Suriname advisory and coordinating foundation. This foundations sole purpose is to advise the board of the organization I\*EARN Suriname, fundraising and coordinating the overall management concerning relations with the Ministry of Education, relevant NGO's, and non-profit educational organization. This foundation was finally legalized on 12 March 2001.

At the other hand we have the I\*EARN Suriname association with the country coordinator as head which takes care of the execution and coordination of all I\*EARN activities, projects, trainings and programs in Suriname.

In the second quarter of 2001 I\*EARN Suriname will hopefully open her first I\*EARN Suriname Secretariat office. All preparations are still underway.

The postal address:      zonnebloemstraat 31 POB 5116  
                                  Telephone : 597 – 0833679/ 597- 499528/ 597-435208

#### **Board of the association I\*EARN Suriname**

Dave Abeleven	-	country coordinator
Andy Danoe	-	project coordinator (1 <sup>st</sup> vice country coordinator)
Dorothy Traag	-	training coordinator (2 <sup>nd</sup> vice country coordinator)
Henna Coulor	-	secretary
Karin Graven	-	commissionaire

#### **Board of the advisory foundation I\*EARN Suriname**

Wilfred Weijers	-	chairman
Irmgrad Tjong A Hung	-	secretary
Theo Linscheer	-	treasurer
Odette Miranda	-	PR officer
Rob Partiman	-	commissionaire
Hogo Colridge	-	commissionaire

#### **Acces of IEARN forums**

Members, teachers and students in Suriname using the I\*EARN network have access through internet to the forums of I\*EARN with assistance of the I\*EARN Suriname association.

### **Plan of Action 2001 – 2002**

In the time span of January 2001 till may 2002 I\*EARN Suriname will primarily keep on focusing on integrating I\*EARN curriculum based projects into the Surinam educational curriculum and system , hereby helping to enhance the study results of students. During this fixed period the focus will be mostly on schools of secondary level spanning from the ages of 12 years up to 18 years old. Hereby achieving the overall goal of the I\*EARN philosophy of

enabling young people in Suriname to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people.

As part of achieving above mentioned objectives I\*EARN Suriname shall undertake activities concerning the following key areas :

- **Management**

For managing the many activities of I\*EARN Suriname and for having a central meeting place and information desk for its members as well teachers and students and other interested people who or not a member of I\*EARN it is essential to have a secretariat. Having the necessary equipment, office supplies, trainings on project supplies and office space will enable the board of I\*EARN Suriname to coordinate and manage its activities nationally and internationally more effectively.

- **Curriculum based projects and on line collaboration**

The execution of curriculum based projects and collaborating on line is the most essential part of I\*EARN educational activities, being a way to better the health and welfare of the world and that of the country Suriname. The main curriculum based and online collaborative project for Suriname is the biology-environment project called "Medicine in our backyard". Suriname is the international coordinator, having the responsibility for a successful execution of the project nationally and internationally. This project is the main example for students and teachers for how I\*EARN projects work and what kind of impact it has on the enhancement of the study results of young people. Besides this project there are a lot of other I\*EARN projects which will be executed within the boundaries of schools in Suriname along with partner schools and classes abroad.

- **Training**

During the period I\*EARN Suriname shall, with the assistance of the international secretariat of I\*EARN incorporated, organize a number of trainings for students and teachers on general subjects and specific subjects concerning global issues and the education as part of the individual development of its members as well its non members.

Trainings for teachers shall focus on letting them experience new methods and techniques of education that can be very useful for classroom activities and the method of teaching generally and on specific issues

Students will be mostly trained in knowledge of new education techniques as well other internet related educational methods, collaborative project activities and social related and interactive skills. These skills must help students, especially from secondary level to communicate and collaborate in life more effectively.

- **Conferences and internationalism**

As part of the global relations and collaborative work between the several countries participating in I\*EARN it is essential to organize regional and international conferences and summit frequently.

Conferences are the places where educators and students can interact directly with each other and with their colleagues around the world. This gives the participants the opportunity to share new ideas, experiences and project proposals.

For I\*EARN Suriname it is especially important to participate in international conferences and workshops to broaden the view on educational methods and systems even further. This way the isolation where our education is now can be broken and replaced with new international based educative project focusing on global issues.

Students and teachers from Suriname that have participated in international conferences were able to share their experiences with other people in Suriname bringing a piece of internationalism and peaceful international harmony and educational collaboration home.

schools on all levels. Having the necessary equipment and expertise to educate teachers and student in working with the computer in general and especially with internet will enable them to work more efficiently on international curriculum based projects. This way they will also experience in the beginning how several subjects in the school curriculum can be more fun to learn and obtain.

- **Study for setting up a national Education Center in the Interior**

The main objective of this part of the plan for the coming two years is to research the possibilities for setting up a education center in the interior of Suriname giving young people from the interior and from the coastal areas of Suriname the opportunity to interact with each other on several important issues concerning Suriname as part of the world but especially concerning the nature, the environment and the tropical rainforest. This research must lead to within a year to a well designed project.. All research shall be done incorporation with foundations that are also focusing on improving the education in the interior of Suriname.

Dave Abeleven



## I\*EARN Taiwan Annual Report, 2000

<http://www.iearn.edu.tw>

By Je-chen Lee

[je-chen@ajet.nsy.su.edu.tw](mailto:je-chen@ajet.nsy.su.edu.tw) or [jechen@mail.iearn.edu.tw](mailto:jechen@mail.iearn.edu.tw)

Two years ago we initiated I\*EARN projects in Taiwan. And we set forth Spanning Three Centuries(STC), visiting centenarians and writing their histories by means of technology, as the flag ship in Taiwan. However, though we successfully organized almost twenty schools to join the STC, unfortunately, it didn't arouse much echo internationally. Then, teachers involved in I\*EARN Taiwan thought that we need a nonprofit organization in order to promote more projects of I\*EARN and to integrate more schools into one organization. Therefore, on June 21, 2000, the Initiation Day, I\*EARN in Taiwan was born and walked into a new era. We decided to establish an association about I\*EARN Taiwan; all the visions, purposes and goals follow the I\*EARN Internation aside from some regulations about association in Taiwan. Besides, some projects are still actively proceeding in Taiwan, including Laws of Life, Smile Train, Australia-China Writing Project, Spanning Three Centuries, Dream School, 2000 Taiwan CyberFair Project (Taipei), Planet Project-your voice; your world, Grandmother and me, Advanced Joint Digital School, a domestic project in Taiwan, Taiwan Youth Millennium Project, all these projects mentioned above are linked together on the website <http://www.iearn.edu.tw>, and will be later described as follow.

I would like here to acknowledge Ed and all the members involved in the projects in the past whole year around, and especially to thank my school principal, Pang Huei-shiung, dedicated to the establishment of the Institution of I\*EARN in Taiwan and giving full support of I\*EARN Taiwan.

### **The Establishment of the Institution of I\*EARN Taiwan**

Lives as we all know moves in a circle, and people go in and out of the circle. If we well organize a stable and sound circle(Institution), then people can be able to go in and out of it to participate in the projects randomly no matter who he or she is; I\*EARN is to be going on forever in Taiwan. Furthermore, on account of the depression if the nation's economy in Taiwan, the budget for I\*EARN projects from the government was cut down greatly. Therefore, it is necessary to for us to find a stable financial support. A legal, nonprofit, and nongovernmental association for I\*EARN Taiwan seems to be the best choice, in my opinion, to give the solution of the predicament and at the same time to advance I\*EARN in Taiwan. Under my suggestion and insistence, all the members related finally agreed with my idea on June 21, 2000, and the association of I\*EARN Taiwan was smoothly instituted on

May 5, 2001.

So far we have 106 individual members and 15 group members (by the name of school), five senior high schools, four junior high schools, and four primary elementary schools, two universities included. And the members are increasing; in reality, if we count the competitors participating in both the CyberFair Project (Taipei) and Taiwan Youth Millennium Project, the participants will amount to thousand.

The following are the 15 group members.

### **Local schools in Taiwan**

Chi-jing Primary School

Fu-dong Primary School

The Primary School of The Affiliated High School of Kaohsiung Normal University

Chun-chen Vocational High School

San-ming Comprehensive High School

Kaohsiung Girls' High School

The Affiliated High School of Kaohsiung Normal University

Kaohsiung Senior High School

Tsoying Senior High School

St. Paul's Senior High School

Pingtong's Girls' High School

Ter Kuang Girls' High School

The Experimental Senior High School of the National Science Park

National Sun Yat-sen University

National Kaohsiung Normal University

### **? Local Projects in Taiwan**

- The Aids project (Kaohsiung)
- 2000 Taiwan CyberFair Project (Taipei)
- Pathfinder (Tainan)
- Kids Care for Kids(Taipei)
- Spanning Three Centuries
- Taiwan Millennium Youth
- The ASCO Project (Kaohsiung)

### **There is collaborative work among local schools and local projects.**

The Aids Project and Taiwan Cyber Fair 2000

Kids care for Kids and the Aids

Taiwan Cyber Fair2000 and high schools such as KGHS, NKNUSH, TYJH, MCJH, Pingtung Girls' High School etc.

Taiwan Millenium Youth Projects

<http://www.twedu.org/ymp/>

Spanning three Centuries

<http://km.nsysu.edu.tw/3c> and <http://www.iearn.edu.tw>

### **There is cooperation among I\*EARN international projects and Taiwan projects.**

I\*EARN Macedonia and the Aids Project: "Have we a Spare Planet?"

Laws of Life among KSHS, KGHS and Terry Sanford High School in US.

<http://www.iearn.edu.tw>

I\*EARN Slovenia and I\*EARN Taiwan KSHS, and KGHS on "Twin Vibration."

I\*EARN Japan and the AJET Project: VOTE video conference on May 27th

I\*EARN in Taiwan & Lithuania: Spanning Three Centuries ( pilot project)

<http://www.earn.edu.tw/lithuania.doc>

<http://www.earn.edu.tw>

I\*EARN Australia and I\*EARN Taiwan: "Australia-China Writing Project."

I\*EARN Taiwan and I\*EARN US: "Smile Train."

Planet Project: Your Voice; Your World.

Dream School

Grandmother and Me

South Expedition

[http://ajet.nsysu.edu.tw/C\\_NEW/powerpoint/bae.ppt](http://ajet.nsysu.edu.tw/C_NEW/powerpoint/bae.ppt)

[http://ajet.nsysu.edu.tw/new/bae\\_snapshot1.htm](http://ajet.nsysu.edu.tw/new/bae_snapshot1.htm)

**Here are introductions of several major projects in Taiwan.**

**The Ajds Project (<http://ajet.nsysu.edu.tw> )**

The Aids project (Advanced Joint Digital School) in Taiwan is a project following the spirit of AJET (Advanced Joint English Teaching) sponsored by MOECC. As part of APNG and other networks, it has tried very hard not only at the various empirical levels of English-language teaching to promote the corporation of the Internet into the curriculum, a more structured and unstructured language learning through telecommunication, but also at promoting the representation students' real life experience, which encourage students to make a meaningful change of their world and the learning practice. It is aimed at creating a cyber environment for learners here in Taiwan.

It is meant to

Use the hardware/system

Create software /material

Reveal "liveware"-- what is required as a "whole person"

The hardware / platform

The Ajds project has achieved the combination of structured learning and unstructured learning. Especially, this year we sequentially structured school lessons on the Internet to integrate teaching materials into web-based environment, Cyber University (<http://ajds.nsysu.edu.tw>) or so-called Ajds Visual Campus.

**The development of International Education and Resourse Network In Taiwan**

Before establishing the Institution of I\*EARN Taiwan, in order to have enough and stable financial and technological supports, we applied to the government for a reseach on the development of I\*EARN in Taiwan. We have an optimistic and bright side that we will for sure get some research finance of I\*EARN in Taiwan for the following years. The whole research plan is attached as follow; I sincerely hope it won't violate the privilege of the copyright. One thing that I should emphasize here is that the utmost goal of the plan is try to find out brilliant way to integrate I\*EARN into School lesson plans.

### **1. Introduction of I\*EARN Taiwan**

Knowledge has been playing a tremendous role in the evolution of our society. Applied to the invention of various tools and machines, knowledge helped develop steam engines, which brought out the invention of boats and automobiles. Then, telephone came into our daily life and became part of our life. Now, a quite new novel invention, Internet, is triggering off a new information age. It brings about a huge transformation of human life, and that indeed has a great impact on Taiwan. Apparently, the immense variation on education in Taiwan will be inevitable. Since the rapid proliferation of Internet prevails quickly around the world, the concept and reality of

global village is to be shaped. There will be irregular social transformations or variations imaginable followed by the impact, particularly in ethics and in the law and order in this society. Consequently, precautions plan to fit the predicted variations in advance should not be a luxurious dream or extravagant expectations. Educators in Taiwan should be involved in a perspective view of future, proactively adapted to the information age, and dedicated to having enough competencies to integrate teaching materials and develop them forward to meet the brand new age. International Education And Resources Network in Taiwan (I\*EARN Taiwan) is just a milestone in our country's education. It provides our teachers in Taiwan with an extremely proper opportunity to fit the change of the form of the essence in education. By means of project-based international cooperation, I\*EARN has successfully brought more than ninety countries' teachers and students together to work side by side to make meaningful differences in the world. It is not only high time for our teachers and students in Taiwan to participate proactively in the international youth projects through telecommunication but also about time to advocate the core concepts, *share* and *cooperation and collaboration*, in I\*EARN Taiwan. For the past two years, I\*EARN Taiwan, under the cooperation of the enthusiastic teachers in Ajet (a project of Advanced Joint English Teaching), Kaohsiung, has been primarily struck root and I\*EARN website has become established as well. The following are the examples of the schools joining the internal projects through I\*EARN. Kaohsiung Senior High School (KSHS), National Kaohsiung Normal University Affiliated High School (NKNUAHS) and Kaohsiung Girls High School (KGHS) join in Australia-China Writing Project, KSHS, KGHS and Terry Sanford High School, North Carolina, take part in Laws of Life in America. And Slovenia is hosting an intercultural project, Twin Vibrations that involves six countries, Taiwan included. Such projects as Planet Project. Your voice, your world, Smile Train, and Lab's Alive are great plans for our students to learn through telecommunication and international cooperation. In the beginning of 2001, we will try to develop Laws of Life Essays Project in Taiwan. Besides the international cooperative partnership, we would like to develop it in Taiwan both in English and in Chinese. Furthermore, we will develop a brand new project "Beverage Life" in Taiwan and actively and lively invite other countries to join us. I\*EARN Conference is a great opportunity for teachers and students to know I\*EARN, to learn new ideas of teaching projects, to promote the publicity of Taiwan internationally, and to make our youth get in touch with the international society as soon as possible and further build up cooperation and relationship among countries.

Je-chen Lee  
Coordinator  
I\*EARN Taiwan.

## Thailand

I\*EARN Report on Involvement by International School Bangkok, Thailand  
September, 2000 to May, 2001

We had approximately 200 grade 10 students enrolled in our Modern World History classes participate in I\*EARN telecommunications projects over the past year. The students are first introduced to the various projects that involve social and political issues as well as to the procedure for participating in the projects, and are then free to peruse and send messages throughout the term. Some of the more popular projects among the students are: Race Against Racism, Holocaust/Genocide, Laws of Life, Democracy at School, Danger of Nazism Today, Inside View, Street Children, Fight Against Child Labor, The Contemporary, Faces of War, and Stop Violence. Participation in the teleconferencing is a requirement for the course and is built into the curriculum, however, the extent of the participation is determined by a contract grade whereby 10 responses of at least 200 words constitutes and "A" mark. We also require the students to be succinct in addressing the issue/topic, to say something substantive, and leave with a question or point for further discussion.

Overall the students enjoy the projects immensely and we are pleased by their creativity and in-depth thinking as they grapple with and make attempts to solve real global, regional, national, or community-is built into the curriculum, however, the extent of the participation is determined by a contract grade whereby 10 responses of at least 200 words constitutes and "A" mark. We also require the students to be succinct in addressing the issue/topic, to say something substantive, and leave with a question or point for further discussion.

The students seem to take pride in their writing and are able to apply what they learn to real-world situations. I\*EARN participation now satisfies two of our technology outcomes for the high school: 1) Use a variety of media and format to communicate information and ideas to multiple audiences, and 2) Use telecommunications to collaborate, publish, and interact with peers, expatriates, and other real audiences.

Unfortunately, this semester, we've been experiencing problems with our network which have interfered with participation. Consequently, I\*EARN has been discontinued for the remainder of this semester. How these technical problems are rectified will determine to what extent we carry on the project discussions next school year.

One further point is in regard to community service. Our students are required to complete 40 hours of community service as a graduation requirement. Our Community Service Coordinator has expressed an interest in exploring I\*EARN for ideas to add to our list of service options for high school students in the future.

Donna Hurst

## Turkey

I send my warm greetings from Edirne, Turkey. I have summed up all the activities in the following lines. Please feel free to contact for more information.

I\*EARN -Turkey Activities can, briefly, be outlined as follows:

\*75 teachers from 22 WorLD schools in Turkey presented and discussed their projects at the meeting in Adana city, in May 2000.

\*Students involved in I\*EARN Projects presented their work in presence of Governor of Edirne Province, Mayor of Edirne and local & national press in June 2000.

\*Students presented their project works using PowerPoint demonstration technology .

\*Four students and one teacher participated in the international 2nd Art Camp 2000 organized by I\*EARN-Hungary in Baja city in June 2000.

\*41 students and 5 teachers from Denmark joined in the workshop held in Edirne, between 11-18 March 2001.

\* We would like to translate the I\*EARN Project Book in Turkish to be used at the I\*EARN's Web Site.

\*We would like to maintain a Web Site for I\*EARN -Turkey both in Turkish and English.

\*We would like to organize an international workshop next year in May 2001.

Cemal ARDIL

I\*EARN-Turkey

## Yugoslavia

The school year of 2000/2001 was the first year of I\*EARN in Yugoslavia. Although, officially we were a part of this project, and although I personally was a part of some I\*EARN meetings, none of the Yugoslav schools was actually involved.

So, it all started after the Beijing meeting at which we have decided to start a project called The Balkan Voices (BV).

After the political changes and many strikes in schools, I have finally managed to organize a first “National workshop” in January 2001. During that workshop Yuri Romanenkov and I have introduced both BV and I\*EARN to representatives from 12 schools and one local NGO which provides children with extra education (gives art workshops, English and computer classes etc.).

After this one, we had a similar workshop in Montenegro and by the end of January 5 schools from Serbia and 5 Schools from Montenegro, became part of BV project and I\*EARN family. All of these schools took part on BV project alone, but are very interested to get involved in other I\*EARN projects as well.

Throughout the year we had two another workshops and another 13 schools got information about these projects and most of them showed interest in joining the projects.

So to sum it up, in this year:

- 25 schools in Serbia and 10 in Montenegro got information about BV and I\*EARN projects (for the first time)
- 14 schools in Serbia and 6 in Montenegro have gone through National workshops
- 5 schools from Serbia and 5 schools from Montenegro have took part in Regional meeting in Bulgaria

This year we had huge political changes in the government and in schools (all principals changed) and many school strikes (including the one that stopped classes and closed schools for three weeks). Having this in mind and having in mind that we have just started, I have to say that this was a rather successful one for us. I do hope however that at the start of the new school year, we will have even more schools involved and that our students will start working on other I\*EARN projects (beside BV) as well.

Tijana Mirovic  
BV Coordinator, Yugoslavia

## **I\*EARN Ukraine**

### **Number of participants:**

93 schools. About 2300 students and more than 250 teachers participated in international and national I\*EARN projects in 2000-2001 school year.

### **Projects in which Ukrainian schools participate:**

We participated in 37 international and 12 national projects. The most popular are: Laws of Life, Summer of Passing Millenium, The HGP, Teddy Bear, 100 years, 10 decades, 1 century, Local History, Kindred, Superstitions, Me and My Pet, Learning Circles, Local History, YouthCan, Mark Twain: from Mississippi to Dnipro, Do we Have a Spare Planet?, Beauty of the Best, Repairing Friendship.

### **Four International projects coordinated by Ukrainian teachers:**

Summer of Passing Millenium, Mark Twain: from Mississippi to Dnipro, Repairing Friendship, Family Traditions

### **14 National projects:**

Star Dust on the High boots, Mark Twain: from the Mississippi to the Dnipro, 'I feel happy when: I feel sad when:' , Summer of the Passing Millennium, My Embroidered Ukraine, For the Native Language Purity, Foreign Outstanding Figures in the Names of the Streets and Squares of Your Town, Elections and the Choice, Ukrainians in the Internet, How to Become a Champion of the Olympic games in the Shortest Time ( physics lab), History of Computer science for those who are Curious, I am The Earth, Dniper clear Water and Our capital:Special Places.

Most Ukrainian national projects are in Ukrainian and Russian languages, so students and teachers from neighboring, (Russian spoken) countries participated in them too.

### **New Web-sites of iEARN-Ukraine projects**

#### **National projects:**

[http://www.geocites.com/cs\\_119\\_2000/star/](http://www.geocites.com/cs_119_2000/star/)  
<http://www.cclass.kiev.ua/kdam>, [http://www.geocites.com/iearn\\_ourname](http://www.geocites.com/iearn_ourname)  
[http://www.kar.net/~iearn/nation\\_pr/fizika/index.htm](http://www.kar.net/~iearn/nation_pr/fizika/index.htm)

#### **International projects:**

Laws of Life in Ukrainian [http://www.edu.kharkov.com/laws\\_ukr](http://www.edu.kharkov.com/laws_ukr)  
Ukrainian Teddy Bear Web-site

### **Ukrainian teachers and students also participated in international I\*EARN events:**

Art Camp - Hungary  
6th I\*EARN International Conference - China  
International Camp - Tatra, Slovakia  
I\*EARN national Belarus conference

#### **Meetings:**

National Board of Coordinators meetings: 4 per year ( September, December, March, May)  
How I\*EARN-Ukraine is coordinated:  
Resource Methodical Center "Contemporary School"(Suchasna Shkola).

NGO founded by IRF, become I\*EARN center in Ukraine since in 1998. The I\*EARN Ukraine center is coordinated by Board of Coordinators and country coordinator. Nina Dementievska, I\*EARN Ukraine country coordinator, is director of the Contemporary School. Because of big amount of schools and experienced trainers in some regions, we have established 4 regional I\*EARN centers in Kharkiv, Sevastopol, Fastiv and Kiev. They

worked not only via national mailing list, but also have their regional ML for local discussions and project work. They also organize training courses and local meetings. I\*EARN-Ukraine has own forum in Ukrainian language. We conducted 2 seminars "Our Forum. How to work" for school coordinators and now we organized communication, reports of schools coordinators and discussions of new project ideas via our <iearn.ukraine> forum. Next year we will organize project work with the aid of Ukrainian forum.

People in Ukraine access the I\*EARN conferences/forums through home page of I\*EARN-Ukraine :  
(<http://www.kar.net/~iearn/>)

We have worked with Civic Education Network ( IREX IATP2program):

- 1). During 2000-2001 school years we have conducted 5 seminars/conferences (2 seminars in Kiev and Sevastopol with supporting of IREX program). After those seminars teachers, who were trained as a teacher trainers and get certificates as a regional trainers conducted more then 15 local workshops for teachers of different subjects in their regions, towns (Donetsk, Chernivcy, Cherkassy, Kopichency, Fastiv, Lugansk, Bila Cerkva, Kharkiv, Kiev, Kirovograd) . They used our materials and were supported by local education resources.
- 2). During this period our organizations grows up from 24 schools (2000) to 93 schools (March 2001).
- 3) I\*EARN schools and teacher trainers have a really serious influence in their local education community in such towns as Kiev, Sevastopol, Chernivcy, Lviv, Kharkiv, Kirovograd, Cherkassy, Kiev region (oblast). They works together with regional teacher training institutes and local authorities.
- 4) We've trained 15 civic educators for Civic Education Network this year (most of them History, Low and Civic subject teachers and teachers of other different subjects who works in Civic education network). Those teachers suggested more than 10 civic national TC projects to the end of 2000. After discussions in national ML 4 of them were supported by teachers and students. There are "I have rights to have rights", "Near to us", "I am the EARTH", "Elections and our Choice". As a result of TC project "I Have Rights to Have Rights" (about 60 participants from Donetsk, Dnepropetrovsk, Kirovograd, Lviv, Kiev, Sevastopol, Odessa, Fastiv, Kharkiv, Chernivcy) we conducted a section named "I\*EARN and social studies: telecommunication projects as a part of civic education" in Ukrainian national conference in Kirovograd, November 2000. 17 I\*EARN teachers and 15 students shared their experience in the first Ukrainian civic TC project.

Ten I\*EARN teachers and country coordinator were invited to the Ukraine National conference "Computer Science and Technology in Education", May, 2001. I\*EARN Ukraine project work was presented in plenary sitting. Marina Kornienko's and Nina Dementievskaja's work in coordinating projects and implementation its in curricula was recognized by their award presented by Ministry of Education and UkrSat company.

### **Our publications 2000-2001:**

- \* Handout for I\*EARN teachers (Local and Global Networks)
- \* Project booklet, 2000-2001 in Ukrainian
- \* "Summer of passing millenium" - TC project
- \* "Near to us" - TC project
- \* "Baron Munhgauzen's birthday" -TC project
- \* "My favorite class" - TC project
- \* "Summer of passing millenium-2" - TC project

There are more than 20 articles about I\*EARN-Ukraine activity in state and local newspapers and magazines.

Video film "iEARN-Ukraine. Community of Learners" in Ukrainian language was created and copied for all Ukrainian schools

Video film "Get on the Net and Here We Are" (Schools OnLine)- translated into Russian and Ukrainian and copied for I\*EARN Ukraine schools.

We will create our Laws of Life Ukrainian Center.

**Plans for the next 12 months:**

- a) Creating of Manual for I\*EARN teachers
- b) Make agreements with public and private entities regarding actions towards the use of TICs in Education. Through an agreement with ComputerLand-Ukraine we plan to create new Web-site with forum, Chat, Web-pages of new projects, teacher training materials. In collaboration with UkrSat company we continue to help our schools with free Internet access. Now 25 schools from Kiev, Fastiv, Melitopol do not pay for Internet connection). Ukrainian I\*EARN schools had support from Renaissance Foundation through Ukraine I\*EARN Center till the end of 2000. Now our best I\*EARN schools under the risk of loss of Internet connection.
- c) To generate a national ThinkQuest or make an alliance with an organization leading a similar contest in Russia.
- d) To provide a Distance Program for Teacher's Professional Development. Develop a distance course for I\*EARN schools. The SMC Contemporary School applied a proposal to Kiev State Authority and won first phase of competition.
- e) Strengthen existing alliances with regional teacher training institutions.
- f) To continue partnership with teachers of neighboring countries for I\*EARN projects in Russian.
- g) To increase the number of participating schools, promote to 2 regional Centers
- h) To encourage teachers and students to create new web-pages for I\*EARN projects.

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## iEARN US

We are pleased to have been working with all of you this past year. It has been a year of new developments in our program in the USA as we seek to provide new tools for teachers and students engaged in collaborative project-based learning.

### 1. Mailing/postal address:

iEARN-USA  
475 Riverside Drive, #540  
New York, NY 10115, USA

### 2. iEARN participants in our country access the project forums via three methods:

- \* via the WWW with a browser - most common
- \* browser news reader (Netscape News or Outlook Express)
- \* e-mail subscription

3. The iEARN-USA Center is a non-profit NGO, with a national Board of Directors (six members) and a national office in New York City.

### 4. Main Activities in the past 12 months

iEARN-USA has focused its activities on providing enhanced services to its teachers and students. These have included:

- the creation of the WWW-base forums. These forums enable written interaction in a graphic interface, making it easier to find and see specific topics and responses, to write in any written alphabet/system in the world and accommodate larger number of student participants. These forums and e-mail distribution of them are open to anyone in iEARN worldwide and, because they are physically located on iEARN servers, can be created and maintained much easier.

- expansion of student and teacher exchanges as an important component of interaction and project work. Exchanges have been held between the US and China, Belarus, Egypt, Jordan, Lebanon, India, Sri Lanka, Pakistan

- partnership with iEARN-Lebanon to develop the first iEARN WWW-based course for teacher training/professional development. Educators in many countries participated in the pilot course and based on the positive evaluations, iEARN-US is developing five more courses--each will focus on project-based learning in a specific curriculum area.

- teachers and students in the USA have participated in most iEARN projects, and facilitated several of them. Their work is at the heart of what we do. A number of them have received national awards and recognition for their work and leadership.

- the first annual "Making A Difference Award Gala" as a way to honor individuals who have made a difference in international education and/or technology. The first honorees were George Soros and Secretary of Education Richard Riley. Students and teachers presented their projects to the participants. It was a night to celebrate the work being done by iEARN participants and to identify persons who might be able to donate funds to iEARN's work in the future.

- new WWW site. iEARN-USA re-designed its www site to make it easier to navigate and more attractive. A priority was to make it clear that participation in iEARN projects is possible in multiple languages. Comments have

been very positive.

- developed a www-based "Teachers Guide for International Collaboration on the Internet" for the U.S. Department of Education.
- new printed materials. We re-designed our printed materials as well--with a design theme similar to the new WWW site. We will share these materials with Cape Town participants.
- edited and printed the 2000-2001 Project Description Booklet in English and worked with other countries to produce it also in other languages.
- provided opportunities for interns to undertake special projects that contribute to making a difference: creation of community technology centers in New York City schools, upgrading the WWW site for the Alliance for Global Learning, creation of an iEARN-Korea WWW site, facilitating an exchange between schools in Harlem and Brooklyn with those in Belarus--looking at waste management, design and production of the Interaction newsletter. These interns have come from Japan, Australia, Malaysia, Korea, Guam, Lithuania, and USA.
- produced the "News Flashes" which are sent to all iEARN schools around the world.

#### 5. Plans for the next 12 months

We look forward to an exciting year in 2001-2002, which will hopefully include:

- expanded professional development courses and workshops
- production of the 2001-2002 Project Description Booklet
- joint fund-raising with other iEARN countries for special projects, exchanges and travel scholarships
- second annual Making A Difference Awards Gala
- partnerships with other educational organizations to reach additional US schools and teachers
- partnerships with youth action networks (Nation1, TakingItGlobal, Global Youth Action Network, etc) to create ways in which students can network with others making positive change
- expansion of the iEARN alumni network
- an automated "subscription" process for persons wishing to subscribe via e-mail to iEARN forums

We have learned so much from our interaction with other iEARN countries and look forward to the coming year!

iEARN-US Staff and Interns

Ed Gragert

iEARN-USA

<http://www.iearn.org>

Connecting Youth ..... Making a Difference in the World