

I*EARN

Annual Reports

July 2000



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I*EARN International Secretariat – Annual Report – July 2000

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.

Virtual Office:

We have set up a Virtual Office (based upon BSCW) where we are storing relevant documents for I*EARN International and where it is also possible to conduct our internal discussions.

The documents there are IEARN Constitution, the Protocol, Assembly Minutes, summaries of Assembly decisions, reports and booklets.

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 IEARN 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 2001

- 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
- Created a discrete I*EARN International email account
<iearn-international@iearn.org.au>
- Created a membership account which can be used for new members where there is no country centre.
- In the process of developing an I*EARN International web site
- Created an I*EARN International domain name <http://www.iearn-international.org>

We have handled requests from people in the following countries:

Sweden, Taiwan, Peru, Paraguay, Nigeria, Korea, India, Italy, Cyprus, Egypt, Japan, Mexico, Russia, Puerto Rico, Australia, Argentina, Israel, U.K., Spain, South Africa, Brazil, Denmark, South Korea, Greece, Canada, Chile, Singapore, Hong Kong, Slovakia, U.S.A., Cambodia, Vietnam, Bulgaria, U.A.E., Finland, New Zealand, Bahrain, Uganda, China, Bosnia, France, Germany, Bulgaria, Switzerland, Kazakhstan, Trinidad and Tobago, Uzbekistan, Madagascar, Sri Lanka, Indonesia, Malaysia, Turkey, Rwanda and Morocco.

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 and maintenance of I*EARN Database.

I*EARN Australia – production of Interaction

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

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

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.

A bank account has been established at the Chase Manhattan Bank in New York City and it requires two signatories to operate the account.

Statement of Account

Income:

| | | |
|------------------|-----------|--|
| I*EARN | \$US 2000 | |
| I*EARN Orillas | \$US 1000 | |
| I*EARN Australia | \$US 360 | (\$A600– currently held in I*EARN Australia account) |

Total \$US 3360

Expenses:

| | | |
|------------------------------------|---------|---------|
| I*EARN International email account | \$US 30 | (\$A50) |
| Membership account | \$US 30 | (\$A50) |

Total \$US 60

Balance of account: \$US 3300

Alliance for Global Learning

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

As you know I*EARN is a member of the Alliance for Global Learning. The other two member organizations are Schools Online and the WorLD Program. The work of the Alliance for Global Learning in the past 6 months has focused primarily in two areas:

1) Development of a new WWW site/presence for the Alliance. The Alliance received free services of Concrete Media, a WWW design and technology company in New York City. The estimated value of these services is about \$200,000. The staff of Concrete Media worked with the staff of the three organizations to design and produce a multilingual site: <http://www.global-learning.org>

The site also has an interactive game <http://www.global-learning.org/en/game/game.php3> for students.

The WWW site was put on the Web about 3 weeks ago and the official launch and public relations efforts will be done in July 2000.

In this site, I*EARN receives visibility and links to project work. In addition, we are seeking stories about students doing I*EARN Projects in the countries in which the Alliance is working.

2) Expansion of networking in Uganda, Ghana and Zimbabwe. The Alliance has been working to use wireless networking to increase access by Ugandan students and teachers. To help finance this, a grant was received by the WorLD Program. Schools Online is providing funds or equipment to expand participating schools in the three countries during the May-September period. Trainings will be held in Zimbabwe in August after the new computer labs will be

installed. We are hoping to send a volunteer from New York to assist with introduction to I*EARN and project work at the same trainings.

To help pay for the maintenance of the Alliance WWW site and to promote/translate Alliance informational material, the Alliance received a \$25,000 grant from eBay--the WWW based auction company. In addition, each of the three organizations has committed \$15,000 to the long-term operations of the Alliance. I*EARN-US is contributing this money on behalf of I*EARN Internationally. We are hoping to fundraise to cover this amount as the Alliance works to involve more and more schools in lesser-developed countries.

To manage the financial operations of the Alliance, it has asked I*EARN-US to create a bank account at Chase Manhattan Bank in New York City, into which contributions, grants and membership fees can be deposited. This account has been created.

I*EARN surveys

The International Secretariat did not conduct a survey this year. There were several reasons for this:

- the issue of which language to conduct the survey in
- collating the survey if it is in many languages
- the time required to conduct and collate the survey
- the usefulness of the survey

I*EARN Country Report

The International Secretariat decided to ask each country co-ordinator/contact to write a country report.

Decisions of Assembly July 1999 – June 2000

1. Confirmation of the minutes from the Assembly Meeting in Puerto Rico

*2. I*EARN International Bank Account*

That the account require 2 signatures from the Finance Committee and that one of the 2 be the representative from the International Secretariat.

3. That the proposed budget from the Finance Committee for the International Secretariat for 1999-2000 be accepted. This decision will be dependent on promised funds becoming available. (see appendix 1)

4. That I*EARN International replace I*EARN-USA in the partnerships with the WorLD Program and Schools Online in the "Alliance for Global Learning."

That Ed Gragert serve as I*EARN's official representative to the Alliance and will keep the International Secretariat fully informed of Alliance activities and will consult with the members of the Secretariat prior to any formal votes/agreements/contracts taken on behalf of the Alliance.

That a monthly report be given by Ed Gragert to the Assembly.

That a bcc on important developments be sent to the Secretariat.

5. That I*EARN China be accepted as a member of the I*EARN Assembly

6. That the Assembly accept South Africa's offer to host the 2001 I*EARN International Conference

7. That I*EARN does not take part in any e-commerce ventures or any similar ventures which would require the I*EARN network to be used for any sort of advertising or promotion of a particular supplier or company. This does not refer to using sponsors' logos on project/country web sites or publications but that the I*EARN network is not used as a vehicle to actively encourage members to purchase particular goods or use a preferred company and gain monetary benefit by members using that company or purchasing particular goods.

8. That I*EARN Uganda be accepted as a member of the I*EARN Assembly

9. *Thinkquest*

- That I*EARN goes into negotiation with TQ about possible international collaboration which should benefit both sides,
- That Assembly nominates its representatives for conducting formal negotiations
- That this group obtains and distributes to Assembly members information on TQ activities;
- That individual center members and non-center participants advise the Assembly on what in their view could be the the best way to organize collaboration in each country. This opinion will be extremely valuable in any negotiations on international level.

10. *Copyright*

That all materials that are used in publications should be credited properly to the original contributor whether it be a student, parent, teacher, project, magazine, book, or organization.

11. *Scholarships for Annual Conferences*

- That a group consisting of the coordinator of Host centre, a member of the Secretariat and a member of the Assembly should be formed with the following responsibilities: call for applications for funding, receive applications for funding and make decisions about the applications.
- For any centre which raises funds for participants from a particular country/language/project (outside their own country), then the centre which raised the funds should work with the coordinator of the Host Centre and the relevant person from the particular country/language/project to distribute the funds. The assembly should be notified of any funds raised through this means.

12. That I*EARN Ghana become a full member of the Assembly

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

1999-2000 DRAFT BUDGET FOR INTERNATIONAL SECRETARIAT

EXPENSES

| ITEM | Cash |
|-----------------------|---------|
| Telephone/fax e-mail | 500 |
| Camera for video-conf | 400 |
| Postage | 1,000 |
| Printing flyer | 1,500 |
| Bank Fees | 500 |
| Salaries | |
| Supplies/paper | 50 |
| Travel | 3,000 |
| Translations | |
| Other | 500 |
| | |
| TOTAL | \$7,450 |

INCOME:

| | |
|-----------|---------------------------------|
| Australia | US\$450 (\$600 Australian) |
| USA | 2,000 |
| Latvia | 5,000 (proposed, not committed) |
| ----- | |
| TOTAL | 7,450 |

Primer Encuentro de I*EARN Latina

Cerca de 300 educadores, tejiendo la telaraña que va a transmitir los latidos de nuestros corazones.

Del 18 al 20 de Abril, en Mar del Plata (Argentina), casi 300 educadores de Argentina, Brasil, Catalunya, Chile, Colombia, Estados Unidos, México, Paraguay, Perú, Puerto Rico y Uruguay, empezaron a hacer realidad otro de los sueños de Daniel Reyes, la creación de una red Latina de cooperación telemática.

El Primer Encuentro de I*EARN Latina bajo el lema "Las Redes de Información y Comunicación en la Educación de un Nuevo Siglo" fue magníficamente organizado y albergado por la Fundación Evolución y la Red Telar. En él fue posible compartir las experiencias de I*EARN, de Orillas, de I*EARN-Pangea, de Telar y de WorldLinks, además de las de los propios participantes, a lo largo de los distintos talleres y plenarios. La presencia de conferenciantes de excepción, como la del Dr Antonio Presern, profesor de Comunicación Social en Roma y Buenos Aires, enriqueció aún más el proceso de reflexión y aprendizaje compartido que se llegó a crear. Quizá uno de los momentos más emotivos de la conferencia fuera el recuerdo a Daniel Reyes, el cual precedió a la entrega del premio que lleva su nombre, que en su edición de 1999 correspondió a Narcís Vives, que fuera también uno de los pioneros de I*EARN.

Además del fortalecimiento de los vínculos entre quienes están participando en proyectos colaborativos, del lanzamiento de nuevas ideas, los participantes se llevaron del encuentro el compromiso de implicarse en el proyecto común "Puertas a la paz" (que hallarán en la conferencia <telar.ideas>) y se propusieron como metas, según la Declaración que se elaboró en el Encuentro:

- "* Facilitar la incorporación de nuevas personas y organizaciones latinas a las existentes.
- * Ampliar los espacios de difusión de las acciones emprendidas por I*EARN Latina.
- * Generar estrategias de trabajo conjunto e intercambio de producciones.
- * Promover la adopción de este modelo a los sistemas educativos de las comunidades latinas.
- * Propiciar la continuidad de estos encuentros presenciales para afianzar nuestra propia identidad dentro de la comunidad global"

Más información en la página del encuentro: <http://www.telar.org/enclat.htm>

Toni Casserras
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First I*EARN Latina Conference

Weaving a human web to transmit our heartbeats

On April 18 - 20 in Mar del Plata (Argentina), close to 300 educators from Argentina, Brazil, Catalunya, Chile, Colombia, Mexico, Paraguay, Peru, Puerto Rico, Uruguay, and the U.S. began to realize another of the dreams of Daniel Reyes, the creation of a Latin network of cooperative telecommunications.

The First Encounter of I*EARN Latina, with the theme "Information and Communication Networks in the Education of the New Century," was magnificently organized and hosted by the Fundación Evolución and the Telar Network. There it was possible to share the experiences of I*EARN, Orillas, I*EARN-Pangea, Telar, and WorldLinks, as well as those of the participants themselves, through a variety of workshops and plenary sessions. The presence of exceptional presenters, such as Dr. Antonio Presern, Professor of Social Communications in Rome and Buenos Aires, further enriched the process of reflection and shared learning. Perhaps one of the most moving moments of the conference was a tribute to Daniel Reyes. A prize in his name was awarded for 1999 to Narcis Vives, who is also one of the pioneers of I*EARN.

The conference strengthened the links between those who are participating in collaborative on-line projects and generated new project ideas. Participants left the encounter with a commitment to participate in the group project "Puertas a la paz" (Gateways to Peace) (see the on-line conference <telar.ideas>) and to work toward the following goals (described in the Conference Declaration):

- "* Facilitate the incorporation of new participants and Latin organizations into the existing network
- * Increase dissemination of the actions undertaken by I*EARN Latina
- * Generate strategies for collaborating and exchanging resources
- * Promote the adoption of this model by the educational systems of Latin communities
- * Promote face-to-face encounters in order to affirm our identity within the global community"

More information can be found on the conference web pages:

<http://www.telar.org/enclat.htm>

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I*EARN Argentina

1- Cantidad de participantes:

210 Escuelas

2- Proyectos en los que se está participando desde Argentina:

Mi Lugar - Ositos de Peluche en castellano - 100 años, 10 décadas, 1 siglo - Puertas a la Paz - Olimpiada Geografica Argentina - Olim. Inventiva, Ciencia y Tecnologia - One Day - Conectando las Matematicas a nuestras vidas - ThinkQuest - The Contemporary - The HGP - Local History - Folk Games - Itami Project - Leyes de la Vida - Primeros Pobladores - Food project - Kindred - Planeta Amistad - Voluntarismo y Servicio Social - La Tierra Nuestra Casa - Mural de la Paz - Local Birds and Tales - Rare Animals - Superstitions - Everest - Side by Side - A Vision - Lewin - Beauty of the Beasts - Myths and Legends.

3- Proyectos coordinados desde aqui:

Mi Lugar - Ositos de Peluche en castellano - 100 años, 10 décadas, 1 siglo - Puertas a la Paz - Olimpiada Geografica Argentina - Olim. Inventiva, Ciencia y Tecnologia - One Day - Bongoh (versión calendario hemisferio sur) - Campamento Telematico - ThinkQuest para Argentina - Leyes de la Vida (para hispano parlantes) - Conectando las Matematicas a nuestras vidas (calendario hemisferio sur)-

4- Conferencias:

Primera Conf. de I*EARN Latina (abril 2000)

5- Reuniones:

Reuniones de coordinadores nacionales (2 o 3 por año)

Reuniones regionales

IV Campamento Telemático (a partir de este año será internacional)

II Campamento Telemático Regional del NOA en Metán - Salta del 17 al 19 de agosto

6- Temas financieros que puedan ser de utilidad o interés para otros coordinadores:

Se realizan alianzas estrategicas, que no siempre dan dinero, a veces solo visibilidad, y eso tambien es bueno.

7- Cómo está coordinado el Centro:

El Centro I*EARN Argentina está coordinado por la Fundación Evolución. En cada provincia hay facilitadores provinciales que brindan apoyo local a las escuelas, via mail o personalmente, dan capacitación, y organizan reuniones locales. A nivel nacional hay 3 coordinadoras que representan al Centro en la Asamblea.

8- Planes para los proximos 12 meses:

a) Brindar cursos de capacitacion en colaboracion con el Ministerio de Ed. de la Nacion (proyecto presentado).

b) Realizar convenios con organismos publicos y privados con acciones emprendidas en el area de la utilizacion de las tecnologias de informacion y comunicacion en la educacion.

c) Brindar formacion en las escuelas acerca del trabajo en proyectos telematicos colaborativos. En breve tambien con Telefonica de Argentina conectariamos las escuelas y bibliotecas de Mar del Plata en forma gratuita la conectividad y la capacitacion de un docente por escuela

d) generar una TQ nacional o aliarnos a una similar existente.

e) fortalecer los proyectos y la participacion de las escuelas.

f) desarrollar un proyecto de investigacion. La Fundación Evolución presento y gano una propuesta ante la FLACSO, para investigar el impacto social del uso de Telar/I*EARN en las escuelas. La investigación se realizara durante el año 2000 y las conclusiones serán presentadas en febrero del 2001.

g) fortalecer alianzas existentes con otras instituciones, proyectos nuevos con ellas - contenidos.com., grupo edebe, UAB (Univ. Autónoma de Barcelona). Se está trabajando con la UAB para abrir 2 subsedes en Argentina donde se dictará el Master en Comunicación y Educación en Red en el año 2001. Similares acuerdos se están gestionando con el Tecnológico de Monterrey y la Universidad Atlántida Argentina.

h) continuar en nuestro rol de facilitadores para I*EARN Latino America. Docentes de I*EARN Argentina están trabajando en el diseño de material de capacitación para el programa WorLD Links, asi como en la capacitación que se imparte a docentes de distintos países en el marco de ese programa.

g) desarrollar cursos de capacitacion a nivel local-provincial.

i) formacion permanente por la red (cursos bitaula)

j) duplicar la cantidad de escuelas

9- Cómo vemos el desarrollo de iearn en nuestro país:

Lento pero seguro...

Hay avidez por este tipo de propuesta para las escuelas, se necesitan acciones fuertes de capacitacion docente. Yo lo veo con muchas posibilidades a traves de la posibilidad de ampliar la difusion a traves de estos convenios con otras organizaciones que nos permitan tener mas presencia y llegar mas y mejor con nuestra propuesta de capacitacion en proyectos telematicos colaborativos.

10-De qué manera iearn marca una diferencia en nuestro pais:

Porque es una de las pocas organizaciones que ofrece esto a las escuelas, desde las mismas escuelas. Hay un gran surgimiento de sitios, portales, pero vacios de contenido. Nuestro mayor desafio en conservar, fortalecer y crecer en lo que damos y otros no. Marca una diferencia a partir del tiempo de permanencia de I*EARN Argentina (diria que es la "red más vieja" con la propuesta más novedosa), y por la presencia de facilitadores en casi todo el pais. Generando enlaces entre alumnos y Escuelas de todos los rincones del planeta se aporta una visión global mucho más rica de los hechos, conceptos y conocimientos impartidos en el aula tradicional. Se establecen fuertes vínculos de colaboración, y un efecto sinérgico que hace que una idea se multiplique, generando muchas veces múltiples enfoques de un mismo tema.

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I*EARN Argentina

1- Number of participants

210 schools.

2- Projects in which Argentinian schools participate:

My Homeland - Teddy Bear in Spanish - 100 years, 10 decades, 1 century - Doors to Peace - Argentinian Geographic Olympics - Olympics of Cience, Tecnology and Inventions - One Day - Connecting Math to our lives - ThinkQuest - The Contemporary - The HGP - Local History - Folk Games - Itami Project - Laws of Life - First Peoples - Food project - Kindred - Planet Friendship - Voluntarism and Social Service - The Earth, our Home - Peace Mural - Local Birds and Tales - Rare Animals - Superstitions - Everest - Side by Side - A Vision - Lewin - Beauty of the Beasts - Myths and Legends.

3- Projects coordinated by Argentinian teachers:

My Homeland -Teddy Bear in Spanish - 100 years, 10 decades, 1century - Doors to Peace - Argentinian Geographic Olympics - Olympics of Cience, Tecnology and Inventions - Connecting Math to our lives (southern hemisphere) - ThinkQuest for Argentina - One Day - Bongoh (southern hemisphere) - Telematics Camping - Laws of Life in Spanish

4- Conferences:

First I*EARN Latina Meeting (April 2000)

5- Meetings:

National Coordinators meetings: 2 to 3 each year

Regional meetings

IV Telematics Camping (from 2000 on it will be international)

II Regional Telematics Camping in the NW of Argentina - Metan, Salta 17 to 19 of August.

6- Financial matters that may be of interest or assistance to other coordinators:

We make strategic alliances, which do not bring money but give visibility to our work, which we think is good too.

7- How I*EARN in your country is coordinated:

The I*EARN Argentina center is coordinated by Fundacion Evolucion. In each province there are facilitators who give local support to schools via email and/or face to face. They also organize training courses and local meetings. There are 3 coordinators who represent the Center at the Assembly.

8- Plans for the next 12 months:

a) Give training courses in collaboration with the National Minister of Education (a project was presented several weeks ago)

b) Make agreements with public and private entities regarding actions towards the use of TICs in Education. Through an agreement with Telefonica de Argentina we plan to connect the schools and libraries of the city of Mar del Plata, with free Internet access, and free training courses for one teacher per school.

c) To give support to schools regarding telematics collaborative projects, and strengthen their projects and participation.

d) To generate a national ThinkQuest or make an alliance with an organization leading a similar contest.

f) Develop an Investigation project. The Fundación Evolución applied and won a proposal for an investigation with FLACSO to conduct a research on the social impact of the use of Telar/I*EARN at schools. This will be done in the

2nd. half of the year 2000 and the conclusions be presented in February 2001.

g) Strengthen existing alliances with other institutions, create new projects with them (Santa Clara Program, Edebe, UAB (Autonomous Univ. of Barcelona). We are working with the UAB towards the opening of two subdeses in Argentina to offer the Masters in Communications and Education at Distance for the year 2001. Similar agreements have been made with Technology Univ. of Monterrey (Mexico) and Universidad Atlantida Argentina.

h) To continue with the present role of facilitators for I*EARN in Latin America. Also, teachers from I*EARN Argentina are currently working on the design of training material for the WorLD Links Program, and providing training for WorLD Links teachers in several Latin American countries.

i) To provide a Distance Program for Teacher's Professional Development through Bitaula.

j) To increase the number of participating schools.

9- How you see I*EARN developing in your country:

Slowly but firmly...

There's great interest for this kind of proposals at the schools. Strong plans for teacher training are badly needed. There are great possibilities for reaching more schools through agreements with other organizations which will allow us to have more visibility and get to more schools.

10- How you see I*EARN "making a difference" in your country:

-It's one of the very few organizations which offer this kind of proposal to schools, and which comes from within the schools.

-There are many emerging sites and portals but most of them have no content. Our biggest challenge is to maintain, strengthen and increase what we offer, which is not offered by others.

-It makes a difference through the permanence of I*EARN Argentina in time, it's the "oldest" network with the "newest" proposal, and with a network of facilitators around the country.

-Generating links between students and schools in all the corners of the planet we give a global vision to the traditional lessons, much richer in facts, concepts and knowledge. Strong bonds of collaboration are established, there's a synergic effect which makes an idea to multiply itself generating several other views of the same topic.

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I*EARN Australia

I*EARN Australia has experienced a year of moderate growth, consolidation and development of its management and member-service processes.

We held our first Annual General Meeting (AGM) under our new form of incorporation in February. This meeting, which is open to all members was coupled with a Teachers' Day of training and discussions.

A new Management Team was elected at the AGM. The Management Team members are:

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

Nikki Deighton and Lindsay Clapperton, both of whom have served I*EARN Australia well, decided not to continue on the Management Team.

I*EARN Australia has continued to be the origin and source of coordination of a number of significant projects within I*EARN. Included among these are Faces of War, various aspects of the Global Art projects, The First Peoples' Project, the Teddy Bear Project, The Fight Against Child Labour project, Kindred, Lewin, the International Foods Project, the Local History Project. Jo Tate's work in coordinating I*EARN projects was recognised by her award presented by ChildNet International in Barbados; the Fight Against Child Labour Project was a finalist in the Stockholm Challenge Award and Kindred was a commended project at the 2000 ChildNet awards. This follows international awards to the First Peoples' Project and the Teddy Bear Project in the previous two years.

Attendance at the Beijing Teachers' Meeting and Youth Forum will be the highest ever from Australia. The delegation will include both students and teachers and will include participants and coordinators from a number of I*EARN projects. I*EARN Australia has been able to provide three partial scholarships to attending teachers; other funds have been raised from a wide range of sources and much of the costs of teachers has been self-funded.

The major barrier I*EARN Australia faces 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. Some efforts have been made to secure funding for the organisation but without success. Obtaining funding to support time-release or employment for these tasks will need to be a renewed priority.

There is vast potential for increased membership; membership is still concentrated in the State of Victoria and, while there have been some significant new memberships in other States, a more national profile is needed. Such expansions, numerically and geographically, are partly dependent on the creation of time for promotion, servicing and training.

Bob Carter
for The Management Team
I*EARN Australia

I*EARN in Belarus

"Belarusian Internet Based School Network" 1999 - 2000.

1.A new Independent I*EARN Network Community in Belarus.

It was created in our country to provide communication and information exchange between educators and students, to introduce Internet tools into local schools' computer network, to share the International I*EARN experience with Belarusian students and teachers, to equip schools with innovative methods of teaching, to teach how to improve the quality of education. The process of creation of the local schools computer Network has started since 1997. The current activity of the Network is going on due to the participants efforts and enthusiasm and thanks to the great support and sympathy of our colleagues all over the world . In 1999 - 2000 three mini-grants for Belarus projects were approved by I*EARN Grant Committy. We have got the financial support for three National Seminars from IREX.

2. Participants

I*EARN schools are working in Minsk, Grodno, Vitebsk, Baranovichi, Dobrush, Soligorsk, Volkovysk, Berezovka, Zelva, etc. Next year we are planning the expansion of the activity to Mogilev, Brest, Gomel regions.

145 students and educators participated in great national events: I*EARN seminars (Grodno, October,1999, Minsk, January,2000) and Annual Conference"One Year Work: Achievements and Challenges" (Grodno, April,2000). More than one hundred students and teachers were trained during local workshops which were organized by IATP Internet Center in Minsk and Open Internet Center in Grodno. Belarussian students participated in I*EARN Poland Seminar, CEE Youth Summit in Romania, YouthCan in New York, Hungary, Baja Art Camp. Students and teachers from Belarus participate in many International and Regional Projects:

Everyday Superstitions Proverbs and Sayings, Aspects of Love, Kindred-2000, Special Places (1998-1999 - in English 1999-2000 - in French), Folk Tales, New Year - 2000, Me and My Pet, Learning Circles, EXPO - 2000, Teddy Bear (in English and French), Global Environmental Youth Convention Year 2000, Laws of Life, My Sound of Music, St. Valentine's Day, Proverbs and Sayings, Solstice Holiday, If... (Power of Imagination), Children's Folk Games,City Art Video, Aspects of Love, Everyday Superstitions, Free Time Games, Local History, Romas and national parks, Peace Mural Project, YouthCan,We Celebrate Our Women, Me and My Pet, 100 years – 10 decades - 1 century, Kindred, The Holocaust/Genocide Project, Inside View, Special Places, Beautiful Faces (facilitated by a group of teachers at California State University, Sacramento), Science Across Europe, Keeping Healthy, Road Safety (organised by Association for Language Learning, Great Britain)

3. Our partners are:

I*EARN-USA, IREX, IATP, UNDP, USIS, Open Internet Center (Grodno), "Transformation of Humanities" Association.

I*EARN-USA assists in preparing workshops, supplies Internet and Project materials, organizes regional workshops and conferences for I*EARN participants.

IREX provided financial support for three 1999 - 2000 I*EARN seminars.

IATP provided free-of-charge computer lab and equipment for carrying out seminars in Grodno and Minsk.

UNDP provided us Internet access.

USIS provided computers to local schools.

Open Internet Center provided consulting services on how to use the Internet.

Transformation of Humanities organized workshops, seminars, publishing of bulletins, project expertise.

4. Curriculum Development Activity Program in 2000 - 2001.

The tasks to be solved :

- broadening the National I*EARN Network, to involve new participants;
- improving the professional level of educators who are using the Internet by collaborative learning;
- creating a local on-line communication between different schools;
- assisting teachers to integrate Internet technology into education and school curriculum;
- organizing teachers-students' regional I*EARN workshops participation;
- maintaining students-educators' links, communication, co-operation, and research work;
- publishing national I*EARN bulletin.

4. Results

Active participation of Belarusian schools in I*EARN projects will promote the improvement and development of the country education. I*EARN activity is a real life motivation to learn English. Mutual projects work brings Belarussian schools close together to collaboration, discussions, teaching and learning. I*EARN opens new possibilities for the students to communicate and to realize that they are not alone in the world. I*EARN projects develop creative thinking and practical skills of using the modern technologies in the classroom and after-school activities.

Lyudmila Dementyeva
Country Coordinator

I*EARN Activity Report - Bosnia and Herzegovina

To better understand the situation in Bosnia and Herzegovina, regarding the participation of students and teachers in the work of the I*EARN, several facts have to be known. We, in B&H, are living in post-war period that is overfilled with problems in ordinary life and work. Most of the population do not have basic conditions for life and are without jobs. The lucky ones with a job have to work really hard for little or no money and to use all their skills to keep a job and progress in it. Teachers in B&H are in the same situation. Teachers usually have too many classes (most of them work for two people) and do not have appropriate conditions and equipment for quality teaching. Besides, competent Ministries of Education do not support those teachers who want to improve the learning process. Their "support" consists in CONTROLLING the fulfillment of teacher's and school's legal obligations (... obeying the FORM corresponding in number of classes that have to be held, blindly following the realization of Curriculum - which is in most cases outdated, ignoring modern technologies...).

At the same time, teachers know that quality education is foundation of existence and continuance of our society. Because of that, teachers are trying to connect with their colleagues from abroad and to find out about the new ways of learning and teaching. In accordance with above I have also tried to learn SOMETHING from my colleagues abroad.

Two years ago, by lucky coincidence, I have find out about I*EARN and their activities. During following two years I have tried to animate my colleagues to participate in some of the I*EARN project and I was not very successful. I could not do anything alone and I needed help from people that were having the same problems at the beginning of their co-operation with I*EARN. Great help was given to me during the Second Balkan I*EARN Conference in Macedonia, October 1999. That was the first participation of B&H (two teachers and one student) at any of the I*EARN meetings. In regards to extraordinary impressions from this meeting and a question from I*EARN co-ordinator for Eastern Europe, we have decided to organise the workshop in Sarajevo. Workshop was held between 23rd and 26th March 2000, and had a good results.

Main conclusion of this workshop, participation of students and teachers from B&H in Balkan Voices project, could be good foundation for Bosnia's inclusion in I*EARN. Co-operation with participant from other Balkan countries, especially those who speak the languages that we understand, could break the ice and free the teachers and students from the "fear" of co-operation. This co-operation would be exceptionally desirable since the consequences of war in B&H, hate and lack of comprehension, are still intensive.

If good results are to be achieved by the end of 2000 (engaging several B&H schools in BV project) we can start creating more concrete plans for the future.

Alma Zecevic

I*EARN co-ordinator for B&H

Annual Country Report - China

July 1999. In Puerto Rico, I*EARN-China announced to host the 7th Annual I*EARN International Teachers' Conference and the 4th Annual I*EARN International Youth Summit.

October 1999. Set up the 7th Annual I*EARN International Conference Website at: <<http://www.iearn.online.edu.cn>>

November 1999. Negotiated with China People's Association for Friendship with Foreign Countries (CPAFFC) to make the I*EARN conference report to the Ministry of Education, Ministry of Foreign Affairs and to the State Council.

November 1999-January 2000. Negotiated the details with the China Hall of Science and Technology to host the I*EARN International Conference.

November 1999-May 2000. Laws of Life Project.

February-April 2000. Collaborated with China Education Service Center (CESC) to invite Chinese teachers to the I*EARN International Conference. Printed conference pamphlet to distributed to different provinces all over China.

December 1999. Worked with the Middle School Attached to Renmin University and the China Youth Development Foundation (CYDF) on the "Star of Hope" project.

December 1999- Present. Have been working on the conference registrations.

Hope this can give you the idea what I*EARN-China has been doing this past year.

Subude

Czech Republic - Annual Report 1999/2000

At the end of the first half of 1999 Ilona Kubonova started to work as a coordinator of I*EARN projects in the Czech Republic and substituted Katerina Cajkova. Ilona Kubonova represented the Czech Republic on the international world conference of I*EARN in Puerto Rico. She was elected to be a member of the assembly. Officially the function was handed over on 1st August 1999.

In autumn 1999 the executives of Open Society Fund Prague decided that the program I*EARN must gain its independence. The preparatory council was created and it consisted of Ilona Kubonova, Katerina Cajkova (the last coordinator) and Stanislav Waldauf (a teacher at a secondary school, who has worked in I*EARN from its beginnings in the Czech Republic). The Preparatory council arranged lot of organizational things. The new association was registered in December at the Ministry of the Interior of the Czech Republic and it was called the Civil association I*EARN. In January a general assembly took place in Prague and there the executive council was voted. Stanislav Waldauf as a president, Ilona Kubonova as a coordinator and Jan Cepelak (the last active student, now a student at a university) has worked on the www sites.

The executive council meets once a month and directs work for the whole Civil association I*EARN. The main task of new leadership was to get the financial resources for the year 2000. Open Society Fund Prague promised to transfer the money, which was saved the last year. After listing of strategies and after series of complicated negotiations the financial sources were acquired for basic operations for the years 2000 and 2001. In addition, the negotiations with other sponsors still continue.

The number of schools which are involved in program I*EARN is bigger and bigger. There are 4 basic schools and 6 high schools which are active very much and many other schools which work with them, too. The students of the Czech schools write contributions to many foreign projects and made their own projects, too. The first and the biggest Czech project was called Energy, Ecology and Economy, which was presented on I*EARN international conference in Puerto Rico. But there were many different projects too. Villa Nova, Wine, Friendship, The Flower of the Heart, New Years Wishes, Chess, Discovery,...

In Puerto Rico the common project "My Town is Your Town" was discussed with Hungary, Slovakia, Ukraine and Romania. Ilona Kubonova has been the main coordinator of this project and she obtained money for it from the budget for European small grants. The project has still been taking place.

At the beginning of the school year the coordinator arranged a meeting of teachers from the Czech Republic, who are working on projects I*EARN. The program of work for the whole school year was prepared there. The next meeting of teachers was arranged in frame of general assembly, because we wanted to save money.

The students' meeting was in June. The students and teachers of Czech schools were at ecology camp in Slovakia and in YouthCan conference in New York. In June they will go to the Art camp to Hungary and in July to the world international conference in China. Participants take part in many actions.

Jan Cepelak created new WWW pages of a program I*EARN and Civil association I*EARN. They are being actualized, but for the time they are not translated to English yet. For acceleration and simplifying of communication among schools we use conference for students and teachers.

We suppose that Czech students will participate in international projects. In these activities there are mostly older

students interested (of high schools) who are able to communicate in English language. For younger students (but not only for them) we prepared some Czech projects. We hope for the cooperation with foreign schools. We plan bigger cooperation with neighbour's states from Middle and East Europe, especially with Hungary and Slovakia. We want to organize students' and teachers' meetings every year where the individual schools can change their experience, can get acquainted with work of other schools, discuss common problems, but also plan other 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 Czech I*EARN.

We printed some advertising materials and bulletins for propagation of Civil association I*EARN and program I*EARN. We will send these materials to Czech schools and some others institutions. We expect cooperation with additional schools in program I*EARN and also hope for obtaining financial means. WWW pages in Czech version are and will be actualized. We are working on English version now. Czech I*EARN got into a very difficult financial situation. In spite of this we try to get other sponsors.

Basic thoughts of program I*EARN are great and it is necessary to do everything for survival. We see our mission in that for the following years. We are very glad that some former students still work on our projects. We would like to find our way for the future.

I*EARN-Ghana

Annual Report for July 1999 – July 2000

Presented by: Samuel Eshun, Country Co-ordinator

Introduction to I*EARN-Ghana

In Ghana, I*EARN begun with 3 Senior Secondary Schools (SSS) in May 1997 as pilot schools. It was in the same year expanded to 14 schools within 3 regions. This was achieved by the joint effort of I*EARN and the World Links for Development (WorLD) Programme of the World Bank.

Teachers and students in these schools have since been very active in I*EARN's activities. I*EARN-Ghana Centre was officially admitted as a member of the I*EARN Assembly, in April 2000.

Centre Co-ordination

I*EARN-Ghana is co-ordinated and implemented by:

- the Ministry of Education/Ghana Education Service
- a country co-ordinator
- school coordinators
- an Implementation Committee

I*EARN-Ghana to-Date

Each of the fourteen (14) schools in Ghana has been supplied with eleven (11) computers from the WorLD Programme. All the computers in each school have been networked and connected to the Internet by a telephone dial-up.

So far, three (3) training sessions, in the use of computers in school curriculum and Collaborative Projects Design and Implementation, have been organized by the WorLD Programme and I*EARN for the schools and have so far directly trained;

- 14 headmasters/headmistresses
- 77 teachers
- 14 students

These teachers have in turn trained most of their colleagues and many students in their respective schools.

Within the last 12 months teachers from I*EARN-Ghana have actively participated in I*EARN and other collaborative projects among which are:

- Colour Communication
- Street Children
- Planetary Notions (Water and Air Pollution)
- Sustainable Development
- Global Teenager
- Social Effect of Unemployment
- Proverbs and Sayings
- Laws of Life
- Smiles/Cleft Buddy Project
- Peace Mural 2000
- Connecting Maths to Our Lives

- TeenZeen
- Festivals and Traditions
- Planet Friendship
- IF.....(Power of Imagination)
- Local History
- Aspects Of Love
- Bullying Project
- Voices of the Earth (VOTE)
- Celebrating Our Women
- Acid Rain Project
- Folktales and values
- Environment Online (ENO)
- Labs Alive

Benefits of the I*EARN Programme

- it has made teaching and learning more interactive by using project-based approach and technological tools
- it has improved students research skills and ability to communicate effectively
- it has taught students to collaborate with others, to work in a team, and to express their views and ideas
- students in schools with poorly stocked libraries are gaining access to educational material on the Internet
- teachers now have access to and share lesson plans on the Internet

Challenges to the WorLD Programme

- Insufficient equipment to match student population
- Not having enough computer literacy periods on school's time table
- Slow Internet connectivity

Conclusion

In conclusion, I*EARN is making a difference in Ghana, by helping the youth to familiarize, and use collaborative projects and computers as a tool in all subjects for research, for communication, for information access and processing, and to broaden their knowledge about other people, cultures and countries, and hence preparing the youth for the challenges of globalization and the information age.

Current Schools Participating in I*EARN-Ghana

- 1 Accra Academy, All-Boys, Eetteh@academy.worldgh.net
- 2 West Africa Sec., Boy & Girls, ckwei@wass.worldgh.net
- 3 Presbyterian Boys' Sec., All-Boys, rowusu@presec.worldgh.net
- 4 St. Thomas Aquinas Sec., All-Boys, johnaddo@yahoo.com
- 5 Achimota Sec., Boy & Girls, atind@achimota.edu.gh
- 6 Chemu Sec., Boy & Girls, vdogbe@chemu.worldgh.net
- 7 Aburi Girl's Sec., All-Girls, faasare@abugis.worldgh.net
- 8 Opoku Ware Sec., All-Boys, bnuruddin@owass.worldgh.net
- 9 Yaa Asantewwa Sec., All-Girls, dakuoko@yaags.worldgh.net
- 10 Armed Forces Sec., Tech. Boy & Girls, eagbadja@forces.worldgh.net
- 11 Holy Child School, All-Girls, ydei@hchild.worldgh.net

I*EARN Germany

I*EARN Germany is turning 1 year old this month. After an initiative started by Sebastian Graefe (Leipzig) and Hans Georg Henkel (Hildesheim) 9 schools or institutions signed up as members for I*EARN Germany. They are:

- 1.) Anke Scholz - Canisius-Kolleg, Schlüterstraße 15, 10625 Berlin anke@wohnt.in-berlin.de
- 2.) Jutta Schaffarczyk, Heinrich-Böll-Gesamtschule, Merianstraße 11-15, 50765 Köln
Jutta.Schaffarczyk@t-online.de
Heinrich-Boell-Gesamtschule@t-online.de
- 3.) Heike Härtel, German UNESCO Commission, UNESCO-Projekt-Schulen, c/o Niedersächsische Landesvertretung, Kurt-Schumacher-Straße 19, 53113 Bonn coord@asp.unesco.de
- 4.) Sebastian Graefe, Cöthner Straße 62, 04155 Leipzig Sebastian@Graefe.com
- 5.) Petra Haberhausen - IGS Langenhagen, Konrad-Adenauer-Straße 21-23, 30853 Langenhagen
petra.haberhausen@gmx.de
- 6.) Martin Lichte - Mariengymnasium Jever, Terrasse 3, 26441 Jever lichte@nwn.de
- 7.) Dr. O. Serafimov - Jörg Zürn Technical High School, Rauensteinstr. 17, 88662 Überlingen (also director of Assoc. Centre to INCS of UNESCO) joergzuern.os@t-online.de
- 8.) Detlef Kohlen - IGS Garbsen, Meyenfelder Straße 8-16, 30823 Garbsen Detlef.Kohlen@t-online.de
- 9.) Hans Georg Henkel, Robert-Bosch-Gesamtschule, Richthofenstrasse 37, 31137 Hildesheim
iearn@robert-bosch-gesamtschule.de
rbg@nibis.ni.schule.de
fremdsprachen@robert-bosch-gesamtschule.de

Most participants are interested in doing learning circles, since many of them are English teachers and these circle offer a wonderful opportunity for exchanging ideas and for comparing life situations of young people.

Some others are interested in using the I*EARN databases for various projects they are doing, especially in southeastern Europe.

Money is a big problem for german schools, our budgets for online projects are very low - this, among others, is one reason why I*EARN Germany was founded: to give schools a more inexpensive access to I*EARN activities than it would be possible for individuals. At this point I (Hans Georg Henkel, Robert-Bosch-Gesamtschule Hildesheim) try to coordinate I*EARN Germany as good as possible. So far we have had one national meeting at the end of January 2000. A second meeting is planned for this fall.

We are negotiating with SaN (Schulen ans Netz), an initiative by the German Telekom to get more schools access to e-mail and internet. We try to place I*EARN on their portal for international projects. And we'd like them to do the financial things, since teachers cannot do this for a long time next to their regular job teaching 25 or 26 lessons per week.

Right now we have a greater number of teachers looking for projects they can do with lower grades (grade 5 upwards) and I have explained to them the great opportunities of learning circles. I think when there'll be a link to I*EARN and to I*EARN membership on SaN's portal site a lot more schools will join I*EARN, knowing they can get a fairly inexpensive access to all I*EARN projects.

German schools and their students love to do presentations and publications - and I think it's a nice way to reward students for their efforts when they can receive a printed product they worked with others (or even an interactive CD), which we are trying to produce. But at this point the learning circle conferences do not allow transmission of attached files, which we regret, since the exchange of photo and sound files can make publications much better. We hope for changes for the better.

All in all, we hope to multiply the number of German I*EARN participants within the next couple of years. Very soon we will have a German I*EARN website presenting our participants and their projects. We let you know where you can find it.

Some of our participants are EXPO 2000 schools doing projects for the EXPO 2000 (motto: mankind - nature - technology) world exhibition in Hannover from June 1 to October 31. This is one reason why we cannot join the Beijing conference. But we wish you a nice and successful conference in July. Maybe you'll have a chance to see some of our EXPO projects presented at:

- www.nibis.ni.schule.de/expo
- www.robert-bosch-gesamtschule.de (our school)
- www.expo2000.de

And maybe the Beijing I*EARN conference can send some message to our school telling us what you think of our projects focussing on topics from the "Agenda 21". Please send such comments - directly from the conference - to: iearn@robert-bosch-gesamtschule.de

Best wishes from I*EARN Germany

Hans G. Henkel
(coordinator Germany)

I*EARN-India Report - May 2000

Background:

For several years I*EARN has attempted to reach out to schools in India with very little success. Understandably, because computers were not in place in schools. They are now in place – mostly in elite, urban based schools and rural residential ones. Perhaps a quarter of these schools now have an Internet connection – used primarily by the administration. To find a school in India where students actively research, collaborate or communicate via the Internet is like searching for a needle in an educational haystack where rote memory, & regurgitation for certification are the primary straws.

Two years ago, Jill Copen decided to try once again and selected our experimental school in a rural village 4500 feet above sea level in the mountains of Western India. The baud rate was 2400 – if one made a connection, which would hold for an average of six minutes! I was one of the coordinators – the other being a woman based in Delhi.

By the time the pilot began, the coordinator from Delhi withdrew – so Jill was faced with one taker from an alternative school with just 12 boys & girls (8 to 14 years) with a very fragile communication thread through a 486 monochrome computer. I learnt much about faith and nurturing from Jill and understood why the Delhi coordinator withdrew. No school was open to even trying out The Laws of Life Student Essay Project.

Bye-passing the system through linking up with youth and youth organizations that had access to some schools was the route that worked. The target was 10 schools and 100 essays out of India. We ended the first year with 17 schools and double the essays – 120 of which were in Hindi.

Learning outcomes? Except for Redstone, our experimental school, it was just another exercise in essay writing – with a marginal difference: involving student reflection on values that governed their life. Most of the essays were hard copy. We were given funds with one stipulation: a translation of the Teacher's Guide into Hindi was to be published. Jill gave us the permission and encouragement to deploy the funds as we saw fit. We

stretched our funds to include computer training and computer hardware. We stood collateral to encourage private Internet operators to set up and support elite mainstream private residential schools in our nearest hill resort to get wired.

We are reaping the benefit of this investment this year because we are getting computers to primary village schools with 2 trained villagers in place. This will be the nucleus of our future I*EARN participants who would perhaps never have had the opportunity to bridge the digital divide unless they were exposed to the technology at the very least. Three thriving computer institutes with internet facilities are in place.

At the San Juan summit last summer, I witnessed first hand a vibrant world community actually making a difference. The rock of this movement, Peter Copen was firmly rooted in a spirituality that did not deny the material world but was able to pragmatically accept and transcend it – in the process transform it through the biggest educational resource network on the planet. Ed Gragart was one of his prime movers. Radha Blackman gave us the opportunity to expose a teacher-trainee (not yet straight jacketed by the system) to schools in the US that are actively working on I*EARN projects.

Both Radha & Carmela Federico, when they visited India, generously extended their mandate of dealing with one or two schools. And so over 40 schools were exposed to I*EARN possibilities. At that point of time, representatives of I*EARN from the US leveraged & impacted very strongly & Radha & Carmela willingly went through punishing schedules & uncomfortable travel to reach out to anyone ready to listen. Touching base with two experienced I*EARN pros in San Juan has paid rich dividends to the slow but sure growth of I*EARN in India.

Being an experimental school, I decided to bring back 6 projects from San Juan for testing out the possibilities & outcomes of using I*EARN as a major component in the curriculum. Hence the need to detail the Redstone experience.

The Redstone Experience:

Redstone Farm is an experimental residential home school where learning flows from community living while encountering a farm/forest habitat. Much of the curriculum is student driven.

The Redstone community decided to actively participate in four (out of the six) I*EARN projects and marginally in interesting themes that unfolded in some of the news groups. The four projects were:

1. The Laws of Life

Students reflect and record the laws of their life, drawing from their own authentic experiences and/or inspiration from examples in their community. Discussions, peer editing and final postings on the conference enhanced & clarified their values through serious reflections. Last year (1999) their essays were chosen to be published in “Essays From The Heart” and are in 17 school libraries.

This year they reviewed two essays per week. In addition they responded to over 100 Indian postings directly or through hard copy (to many Indian submissions which did not have email facilities/access)

We discovered that our students took more pains turning in an essay for a global peer audience than when turning an assignment in to a teacher. Effectively, they looked forward to a ‘comprehension’ assignment nearly every day. 15 year old Farhaan, who a year ago would rarely write (he ‘failed’ twice in his previous school) has confidently sat for his final Board examinations in English & word processing – and it would be difficult for him to get less than a distinction. We await his results.

Apart from English skills and obvious typing and computer skills, their self-esteem has soared. They have been acknowledged in print and validated from their global peers. Their values have crystallized. and, combined with their confidence, they have the courage to take a stand and be counted – as becomes evident in the outcomes of the next project

2. Ecological Footprints

Students determined their individual (& community’s) ecological footprint. (The land required to support a lifestyle – resources consumed & waste generated) They then devise strategies to lessen their footprint. Though India specific spreadsheets were not available for more accurate measurement – the attitudinal shift has been phenomenal and reflected in their plastic reduction campaign. Carmela Federico, the facilitator of the project, made a presentation (including video documentation) at the YouthCaN summit in May 2000. More details can be gleaned from Carmela

Student writings reflected the deep impact this project has made. Global warming, ozone depletion... were no longer issues ‘out there’ but something very personal, affecting their own community. With almost a messianic zeal they dialogued with shopkeepers, hoteliers, municipal representatives and residents. They performed a very powerful street play in the Town Square and demonstrated alternatives - paper bags made from recycled newspaper.

Today, four marginalised village women earn a full wage making paper bags. They have become the main breadwinners of their families (average size of 6) and are walking tall. A minimum of 500 bags are used daily which works out to over one hundred thousand less plastic bags a year consumed in Panchgani.

If learning implies change, and collaborative significant change makes a difference to the health of the planet, then the learning outcomes of this project are truly exponential – fulfilling the mission statement of I*EARN – youth making a difference. For me this is the main valid criterion for assessing outcomes - as opposed to ratings on a scale or marks in an examination

3. The Schools Online (KVCO) Project

A video camera and FedEx services were provided by Schools Online for schools in 10 countries. We were grouped with Israel & South Africa to collaborate through video documentation on projects that focused on pollution & waste disposal. The camera became a tool for creative self-expression and documentation. Three tapes have documented most of the campaign.

Feedback from South Africa (who were concerned with water pollution) validated our strategy to inform and seek collaboration from elders. A possible student exchange with Israel is on the cards, thanks to Ora Shnabel. Our students were thrilled to offer suggestions on bio-degradable waste disposal to Macedonia. Feedback from Rolando S Zeledon, Jr. (US) who headed the project would give you a clearer picture of what was achieved. The degree of professional skill that our students have achieved is for Schools Online to report. Their editing team says that both the content and technique astounded them. Again I reckon these heights were achieved because of the peer global interaction factor. I understand that a screening of the combined work from the participating countries is scheduled for the Beijing Conference in July 2000.

4. I*EARN civics

This project would really take off after the teacher training (currently on in the US) is completed. India chose a teacher-trainee, Zia Parakh. The selection of the candidate (Appendix A) put into place a transparent, democratic process of selection. It has set the tone for moving towards an I*EARN Association in India initially, and to an I*EARN-India Centre - after we have put systems into place, created a 'virtual school' of about 50,000 students and created a corpus from funds garnered from the Indian corporate world & philanthropic organisations. This exercise would begin from June 22, 2000 when I will be 'on the road' (Appendix B) and Zia would be engaged in a two-fold task – taking on what we have begun and presenting a project to 100 (degree) teacher-trainees.

We have been approached by the founder of the Border Security Force to collaborate in their schools located close to the India-Pakistan border. The implications are enormous in the light of the I*EARN civics project. Zia & Farah, her counterpart from Pakistan, are training in the same area (Boston/New Jersey) and are already good friends. I*EARN needs to monitor this very carefully, for what has been a simmering on-off war for half a century and the nuclear flash point in the world today might well be defused by the youth of our two countries.

I have detailed the Redstone projects, because it has given us a concrete success experience in curriculum development for deepening I*EARN participation in the Indian context.

Acknowledgements:

I want to place on record & thank members of the I*EARN International Secretariat, and I*EARN in countries as diverse as Taiwan and Uganda for making available drafts of their constitution and freely sharing about how they function.

I would like to moot a new project for teachers: I intend documenting the transition from a pilot to a full fledged I*EARN-INDIA, primarily using local resources – perhaps even venture capital – as my corporate supporters are keen on. A virtual school of 50,000 nurtured for 3 years is a sizable block of a highly motivated human resource with all the idealism of youth. It may set a paradigm for development in education in a developing country – without looking for resources from abroad. At the least it will indicate the mistakes that need not be repeated.

Finally, I am grateful to the I*EARN world community in general & the following people in particular: Jill Copen, who persisted with the I*EARN beachhead in India in one of the most improbable places: an alternate, experimental school in a rural village.

Radha Blackman, who, after a punishing journey, complete with food poisoning, stretched herself to learn first hand the conditions under which we operate at the village level & our network in the corporate world and supporting us when we most desperately were in need.

Carmela Federico for willingly extending her workshop to over 40 participants and even working on a Saturday – the day of her flight out of India.

Sarah Lucas who gently reminded us not to burden the iearn-values conference with 70 messages a day (The Injuns are coming!) and is doing a great job almost invisibly. Many of the new schools that have participated in the LOL project are using this fairly unstructured project as a transition to a new or related one (e.g. I*EARN Civics)

Peter Copen who pops out of the blue with some great words of encouragement and inspiration that gives us the courage to dream. Perhaps even host an International summit a couple of years down the road. Yet, he anchors us down to the real world by pragmatically pointing the way.

Lance Hoveland, our intern from the U of Min. who is closely documenting our activities for his academic credit.

Jyothi & Viju from Chennai, Eddie & Lorraine from Mumbai, with a network over four States, the Redstone community who gave up their rooms for hosting Carmela's workshop, & my wife Mona, who coordinates all the activities at Redstone & has given me a long sabbatical & monetary support to fully pursue I*EARN work.

Teachers in India retire at my age. Thanks to I*EARN, I feel I'm just at the begining of an adventure, discovering peer to peer pedagogy.

Appendix A

To all Participating I*EARN Schools & Teachers

Re: Selection of one teacher for training in the USA on full scholarship

The International Education And Resource Network which links over 2500 schools in about 50 countries is a little over a year old in India. The outcome of a very successful pilot project in India indicates that schools benefit through collaborative global educational projects that can enhance learning exponentially, using existing infrastructure, while retaining their individual autonomy in deciding the extent of their participation – both in degree & direction.

One teacher needs to be selected for training in the USA this May on full scholarship. Carmela Federico has already given you details of this offer that flows from iearn.civics. Opportunities like this will continue over the years and I felt that it would be best that we put into place a just, fair and democratic tradition in the selection process. I have some suggestions and would welcome any from you, so this can truly be a collaborative effort. Perhaps this could also be a framework to select students, teachers & educators for international conferences (in July the summit is scheduled to be held in Beijing, China)

I am listing some criteria – neither exhaustive nor prioritised:

1. The teacher selected should be a good human being committed to actualising the potential of children, actively leaning towards cooperation rather than competition in educational processes. S/he needs to be democratic, approachable and open to child-centered projects.

2. To avoid conflict, sanction (formal or informal) needs to be sought and given from the parent institution the teacher is attached to. This would eliminate problems like leave & substitution in the classroom.
3. The teacher selected needs to have good communication skills in English and preferably at least one Indian language. Basic computer skills – email and Internet usage would be important because I*EARN uses collaboration through telecommunications. All else being equal, an English teacher would be preferred.
4. S/he needs to be familiar with the I*EARN thrust, be willing to effectively involve other teachers and schools in I*EARN projects and actively work towards building up an autonomous I*EARN India Association, coordinate and take responsibility for seeing projects through to completion.
5. I*EARN essentially creates the safe space for youth to collaborate effectively in order to make a positive difference on the planet. It is * not * primarily a funding agency – though many agencies seek I*EARN's active co-operation and even route funds through I*EARN because of its transparent and effective functioning. Eventually, I*EARN India needs to stand on its own feet and raise its own funds locally from charitable educational trusts, the Indian corporate world and parents alumni & well-wishers from well to do schools and colleges. The teacher selected needs to walk that extra mile to help garner funds so that deserving/meritorious, but marginalised youth/teachers also get an opportunity to travel.
6. S/he preferably should not have visited the US.
7. Perhaps we need to form a selection committee, whose deliberations could be open & referenced by participating schools & teachers.

These are my tentative proposals. They do not necessarily reflect the global community of I*EARN. These guidelines for selection are not set in stone. Feel free to add, enhance, or disagree with your reasons.

I look forward to hearing from you,

Sincerely,

Peter
Peter Patrao
Redstone Farm, Village Bhoose, Panchgani 412805, Dist. Satara, Maharashtra
Tel: +91 02168 40566 Email: reearth@vsnl.com

Appendix B

Actively Connecting Fifty Thousand Students in 3 Years
Zero draft of action plan & rationale

Locations: Mumbai, Goa, Panchgani and Pune

Entry points have already been established. Only schools with computer facilities and teachers/students with minimum computer skills will be initially targeted.

Serviced by one full-time project administrator, supported by 4 part-time teacher facilitators (one for each area)

The project administrator, needs to intimately understand the ambience of I*EARN, leveraging links established over a period of nearly two years with both I*EARN (globally) and Indian teachers/educators/schools. S/he will travel to the locations, hold workshops in situ, and ensure hands on active participation & unravel bottlenecks to keep communications flowing. S/he will also be responsible for documenting the process to ensure evaluation, continuation and replication.

In the first year, activate two vibrant ‘lighthouse’ schools in each area, wired to global student telecommunications through I*EARN

50 (students) X 2 (schools) X 4 (areas) = 400 students

In the second year each school would evangelize 10 more schools in their area

50 ((students) X 20 (schools) X 4 (areas) = 4,000 students + 400 students from the first year

Continue this trend in the third year, to cover most of the states of western India. By the third year, an independent, functional I*EARN-India center needs to be firmly established with minimum intervention from the Project Administrator. Transparent, legal, democratic, accountable & efficient systems need to be in place with a substantial corpus mainly drawn from support within India to ensure a sustainable model.

One of the important goals of the I*EARN-India center would be to work towards seamlessly enhancing the learning process NOT as an alternative model, which may appear confrontational - but collaboratively involve, educators, planners and government to catalyze meaningful change using existing infrastructure.

The pilot project has clearly revealed that the autonomy (and ‘rules’) of a school is maintained while their administrators/teachers may choose to have their students participate at any level in any of the global projects across different disciplines.

While I*EARN is not a funding agency, they are more than willing to share & support with their expertise gleaned from networking with over 3000 schools in 75 countries

Support in services, materials and funds need to come from within India. After establishing the center, all running costs need to come from the participating schools. This will happen only if schools are actively wired and learning is enhanced. Then a nominal fee of Rs.10/month/student is not an unrealistic expectation.

Working models from different countries – Australia, European, African, East Asian & South American countries are in place.

The I*EARN International Secretariat, has made most of the relevant documents available to us.

Peter Patrao,
I*EARN-India
redearth@vsnl.com

Annual Report from I*EARN-Japan

This year, we concentrated on advertising about I*EARN in Japan. Some of them got to be interested and we introduced I*EARN projects. We also made ML based on those people about 50 members and send some information and News flashes translated in Japanese. We hope this ML will be more active by Japanese teacher to exchange information about I*EARN each other.

Besides of it, we began to have our web page to give I*EARN information in Japanese.

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

We still try to improve one.

Of course some of them got started in, we are amazed that many Japanese students joined the "Global art project" Peace Mural 2000 "which can give chance to students who haven't studied English to send Peace messages through the art works. For most of in Japan, it is problem to use English, and sometime Computers for teachers. So we try to recommend corroborating with English and Computer teachers or We sometime translate for them. We hope they will try to solve this point by themselves instead of hesitating to go next step.

However, Japanese schools have new curriculum for International Education. This is obviously the schools will need a lot of I*EARN projects . This will be the our next step to find a good way to lead Japanese teachers to start with projects easily.

About financial, this is always big problem for us. We are stragglng to survive all the time.

On the other hand, we had one big successfully project which is about activity of message marathon for children through the internet. Students could share issues to change the our planet, for the peace and what can they do . The messages were over 1000 from over the 50 countries include I*EARN countries. We will have TV conference with some schools through this project on 27,May as the "Goal "of this project.

This year, there will be more than 10 people who can participate in the conference in CHINA from Japan. This is the first time that we can send such many(for us!) people to the conference. We hope this will be a big change and chance for I*EARN-Japan.

Terumi Nomoto

I*EARN-JAPAN(International Education and Resource Network)

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

Teleclass International Japan Office

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e-mail: terumin@hotmail.com

" Youth Making a Difference In The World"

I*EARN Lebanon

I*EARN has been introduced in Lebanon in February 2000 with the visit of Ms. Kelly Teamy. Ms. Teamy held several workshops and trained teachers to integrate I*EARN projects in their classroom.

The workshops were informative, structured, clear and supported by hands-on application. She stressed on the importance of Tele-communication in education and passed her enthusiasm and energy to both faculty members and students. On the first day of training teachers and students were engaged in the forums, introduced themselves and read what others had posted.

The projects carried on after the departure of Ms. Teamy:

Adma International, Universal School of Lebanon and Valley International School were involved in the following:

- a.. If project.
- b.. Anti-hunting
- c.. Deforestation
- d.. The laws of Life
- e.. The Peace 2000 Mural
- f.. The Lewin Anthology
- g.. Street Children

The French Department joined their efforts and wrote a Peace "Menu", a play scene and produced a "Peace 2000 Mural" as a collaborative effort.

The American Community School has been involved in the "If Project". Three public schools are also involved:

Bchemoun School
Ghobeiry School
Sin El Fil Secondary School

Three teachers, Ms. Lina Halabi from the American Community School, Mr. Maurice Haddad from Sin El Fil Secondary School and Mr. Akram Zreik from Bchemoun School were selected to join an exchange program in the United States that ended with YouthCan.

I am sure that the program will be fruitful and they will be able to help faculty members in their respective schools to integrate I*EARN projects in the classroom.

AIS students are taking over the coordination of the "A Vision" poetry anthology.

The introduction of I*EARN has given the use of the Web in the classroom an activity with a purpose. The students and their teacher have gone from passive surfers to active communicators with other cultures, and it is really pleasant to see how this has broadened their perspective and increased their tolerance. It has also developed their communication and project planning skills.

I am looking forward to the Beijing conference. Meeting all the project facilitators and being part of the planning stage of the next one is thrilling. I am planning to meet with teachers after the conference to plan I*EARN projects in the classroom for the next academic year.

Eliane Metni

Annual Report I*EARN Lithuanian Centre (1999-2000)

The I*EARN Lithuanian Centre is an independent, educational, non-profit, non-political, non-governmental organization. The Centre comprises teachers and students from 48 Lithuanian primary and secondary schools. I*EARN members participate in telecommunications projects which are:

-an integral part of classroom activities

-accomplished during extra-curriculum activities under various names, for instance English Speaking Club, Unesco Club, Initiative Student Club, Contact Club, I*EARN Club, etc.

-involved in the school curriculum as an optional subject

Background:

- ◆ In 1995 I*EARN was introduced in Lithuania as a separate regional programme under the coordination of the New Technology programme at Open Society Fund Lithuania, sponsored by OSI in New York.
- ◆ In 1995-96 20 Lithuanian schools participated in the first I*EARN project "Youth telecommunications for the open Society".
- ◆ In 1996 I*EARN Lithuanian members established first direct international contacts during the 3rd annual international I*EARN conference in Hungary.
- ◆ In 1997 the East European coordinators meeting was held in Vilnius (facilitator Yuri Romanenkov).
- ◆ In 1997 Lithuania was approved as a centre of the worldwide International I*EARN Assembly.
- ◆ In December 1998 the New Technology programme finished its work.
- ◆ In February 1999 I*EARN Lithuanian Centre was officially registered in the Ministry of Justice as a non-profit, non-governmental organization.
- ◆ In May 1999 the first national conference of I*EARN Lithuanian Centre took place. Its title was "I like participating in I*EARN but how I can involve others?"
- ◆ In July 1999, during the 6th annual I*EARN conference in Puerto Rico I*EARN Lithuania activities were revealed in a 75 minute workshop.

Management:

The council of I*EARN Lithuanian Centre includes 5 teachers and 4 students. Every region has its coordinator. We have no funds and all above mentioned people work voluntarily in I*EARN. The student council is responsible for a monthly I*EARN Lithuanian electronic newspaper "Blykste". This magazine is an excellent opportunity for students to get additional information about what is going on in other I*EARN schools. Other volunteers assist us in organizing conferences, seminars, workshops, camps.

I*EARN EVENTS 1999-2000

- ◆ In September 1999 I*EARN organized a seminar "Integrating I*EARN Projects into Curriculum" at the British Council.
- ◆ In October 1999 I*EARN presented a workshop "I*EARN-Innovative Telecommunications Projects" at the 7th national annual conference of LAKMIDA (Lithuanian English Teachers and Lecturers Association).
- ◆ In October I*EARN translated international I*EARN project booklet, published and distributed to over 75 schools.
- ◆ In October we arranged all the matters for a group of 5 I*EARN members to attend an environmental camp in Slovakia.
- ◆ In November we submitted 4 projects for CEE Grant Committee. Two of them, A Workshop for Teachers in Northern Lithuania and I*EARN Baltic Art Camp 2000, were approved and granted.
- ◆ In November I*EARN volunteers published an I*EARN-Lithuania booklet both in
- ◆ English and Lithuanian.
- ◆ In December 1999 we organized the Annual I*EARN teachers and students conference with more than 100

participants from 14 regions.

- ◆ In January I*EARN was included in the list of organizations preparing events for European Year of Languages.
- ◆ In February the Ministry of Education proposed I*EARN to publish a programme (The title: I*EARN-telecommunications and project work method-an opportunity for perfection) for educators, primary and secondary school teachers. 2000 copies published at the Ministry's expenses will be distributed to Lithuanian schools as a recommended material for curriculum and extra-curriculum activities.
- ◆ In February I*EARN submitted a Video Conferencing project for the sponsorship of the British Council.
- ◆ In March we applied for a status of an educational centre under the supervision of the Ministry of Education of Lithuania.
- ◆ In April we supported 4 members to participate in an environmental camp in Poland.
- ◆ In April I*EARN participated in Baltic IT&T 2000 conference in Latvia.
- ◆ In April 4 project coordinators applied for Chapbooks grants for a booklet publication and two of them were approved.
- ◆ In May I*EARN facilitated Vote video project (initiated by Japanese) on Lithuanian site. 4 Lithuanian schools (around 70 students) participated in the video conference with Japan, Ukraine, Bulgaria and South Africa. Our students made presentations on such themes as Lithuania, schools, national food, Christmas Eve's dishes and peace. At the end of the conference all participants sang a popular Japanese song Hana. We expect certificates to be handed by representatives from Japanese Embassy.
- ◆ On 31 July-4 August I*EARN is organizing an I*EARN Baltic Art Camp 2000 in Plunge, Lithuania. More than 70 participants are expected to arrive. The camp will mainly focus on graffiti, installation and sculpture. In the evenings I*EARN members will participate in country presentation, Christening party, folk dances, discos, etc.

PROJECT WORK

*I*EARN Lithuania initiated and facilitated 5 international-national projects, namely:*

- Democracy at School. The project coordinator is Rima Tarbuniene.

-Time. The project coordinator is Vida Minkeviciene.

-St. Valentine's Day. Let's Love and be Loved. The project coordinators are Daina Valanciene and Gintare Tautkeviciene.

-International Teacher's Day. The project coordinators are Natalija Kociene and Lina Ivanauskiene.

-Roots of the World Culture". The coordinator is Kestutis Bakutis.

*I*EARN Lithuania schools participated in I*EARN projects:*

Kindred, Inside View, Video about my town, Vote, Side by Side, Talking Timbuktu. International children music project, Contemporary, Teddy Bear, Holocaust project, Baltic project, International Food project and others.

Some schools established international class projects with Argentina and Italy on such themes as general info about the country, family stories, school info, spare time activities, sports, vacations and national festivals, etc.

Established contacts with:

The Ministry of Education

OSF Lithuania

British Council

Kaunas Regional Distance Learning Centre

Educational programmes Socrates/Lingua/Comenius

Pedagogical Centre of Professional Development

Club of Initiative Vocational Schools

Centre of Educational Development

Homeland Association

Lithuanian Schoolchildren Association

PUBLICATIONS ABOUT I*EARN

In the newspapers "Dialogas" (a weekly teachers' newspaper), "Traku Zeme", magazines "Discover English", "Zvirbliu Takas."

Daina Valanciene
the coordinator for
I*EARN Lithuanian Centre
Versmes gymnasium
30 Saules street, Elektrenai
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Report from I*EARN Macedonia June 1999 – May 2000

Current situation in I*EARN Macedonia

Starting from June 1999 Macedonia have status of I*EARN center, which was one of the achievements of I*EARN Macedonia. There is budget allocated for our work from OSI, for the year 2000.

Two big workshops/conferences were organized for students and teachers from Macedonian schools. (September '99 and April '00). More than 85 participants from 15 schools from 8 different cities were participating in these workshops. Almost all of them are active are participating in on-line project work. At this point Macedonian schools are participating in 19 international projects with approximately 120 students and 15 teachers, running 3 international projects and in 8 national projects (2 of them became regional – Balkan) with around 110 students and 25 teachers. Or, in total: 30 projects, approximately 250 students and approximately 40 teachers.

On the national I*EARN conference held in April, there were 4 new schools that joined I*EARN. These schools already held presentations in their schools and the interest for I*EARN is high.

There is fluctuation in the number of schools that are withdrawing and joining I*EARN. Still, I believe that I*EARN Macedonia can have approximate number of school around 20 that are really contributing in everyday life of I*EARN Macedonia. We have two open and very active MLS. One for teachers – iearn_mak@freemail.org.mk, and one for youth iearn_mak_mladi@freemail.org.mk. Starting from March 2000 I*EARN is association (NGO) that exist under name “Internacionalna mreza za obrazovanie i resursi – IMOR”. This name is Macedonian translation of I*EARN.

I*EARN Macedonia have its own domain – <http://www.imor.org.mk> from the beginning of this year. The web site is bilingual (English and Macedonian language).

Policy for this academic year

- To involve as more schools as possible. Later, out of these schools, students and teachers that are committed to I*EARN work can be separated. This refined list of schools will be the infrastructure of I*EARN in Macedonia.
- These teachers were almost all newcomers. That is way it was decided that at the beginning we would participate in international projects and initiate national projects. These would be the ways for gaining knowledge and getting experience.
- Creation of way of exchanging news, problems and experiences – National newflash.
- Distribution of I*EARN Publications – Project Description Booklet, Interactions and Directory of Participating Schools.
- Organizing of the Second I*EARN Balkan Conference in Macedonia.
- To participate in more international events, so participants especially students can be motivated and energized for their further creative involvement in I*EARN. This is particularly important for Macedonia, because we are making our first steps this academic year.
- Promotion/Presentation of I*EARN schools for authorities and for media.
- To get support from Ministry of Education, Pedagogical Institute of Macedonia and other ministries in terms of incorporating I*EARN in every day life in schools and in curricula if possible.

Successes achieved in this period

- There are obvious crises in the economy in the country due to other crises in the region and the transition period Macedonia is in. There exist fluctuation in number of active school in I*EARN Macedonia. Despite all external

factors we have approximately 20 schools that are contributing in the work. (About 90 is the total number of secondary schools. I*EARN schools are mostly secondary, because primary do not have Internet access excluding few of them.)

- I*EARN Macedonia organized and hosted Second I*EARN Balkan conference in Bitola, Macedonia, October 17-21, 1999. <http://www.imor.org.mk/Balkan>.
- Two national I*EARN conferences/workshops were held.
- New schools were integrated into I*EARN Macedonia network.
- Starting from March 2000 I*EARN is association (NGO) that exist under name “Internacionalna mreza za obrazovanie i resursi – IMOR”. This name is Macedonian translation of I*EARN.
- From the beginning of this year I*EARN Macedonia have its own domain – <http://www.imor.org.mk>. The web site is bilingual (English and Macedonian Language).
- I*EARN Macedonia was participating in 3 international and 2 regional events.
- Teachers from Macedonia are running 3 international projects: Do we have a spare planet? (jankmj@mt.net.mk), Youth Volunteerism and Service (jovej@freemail.org.mk), and City Art Video (jobaru@hotmail.com).
- Cooperation between Pedagogical Institute of Macedonia and I*EARN is established.

Plans/goals for the next academic year

- To put emphasis on web oriented work within I*EARN.
- Two national I*EARN conference.
- To organize and/or participate in regional and international events.
- To organize joint events with other national institutions and regional I*EARN countries.
- To initiate international projects facilitated/coordinated by Macedonian teachers.
- To initiate participation in Balkan Voices project with as much schools as possible.
- To increase the number of schools involved in I*EARN even more.
- Production of leaflet/s for presentation of I*EARN.
- To involve primary schools in I*EARN. (In the moment when primary schools will have appropriate ICT and have Internet they will be offered to start to work within this program. Primary schools without proper technology can have access using facilities in neighboring or partner secondary school.).
- To get support from Ministry of Education, Pedagogical Institute of Macedonia and other ministries in terms of incorporating I*EARN in every day life in schools and in curricula if possible.
- Coalitions with other NGOs in projects and activities in order to secure sustainability.
- To extend the co-operation with I*EARN Bulgaria.
- To engage project with Schools Online.

Having in mind what is achieved in a period of one academic year, I think we can be and should be satisfied with the development of I*EARN in Macedonia.

Jove Jankulovski, I*EARN coordinator for Macedonia

I*EARN Program in Mongolia

Program Developments and Results:

The I*EARN program is an international network of cooperation comprising about 5,000 school teachers and students from around 70 nations who are engaged in joint projects of social science, linguistics, new arts, humanities and mathematics through using the Internet and e-mails. Mongolia has been taking part in the program since November, 1998.

The aim of the program is to improve the academic knowledge of teachers and students by using the Internet, to encourage self-development initiatives, to cooperate with national and foreign teachers and students in exchanging experiences, thus providing teachers and students with opportunities to have wider access to information and knowledge regardless wherever they are.

In 1999, the program focused on supplying technical assistance to schools, forming teams of teachers and students, and popularizing the I*EARN program, and as a result 17 schools were enrolled in international projects, and 22 schools in national projects respectively.

Program Initiatives:

1. Website project, teaching materials and promotion

- A website introducing I*EARN, conferences, seminars, information about teachers and students of the project, new information, advertisement, was launched in the Mongolian and English languages at: <http://www.iearn.edu.mn>.
- A distribution list with over 90 e-mail accounts of all teachers, educational centers and individuals was created which is used for delivering relevant information. Email addresses: schools@owc.org.mn ; news@csms.edu.mn ; teachers@csms.edu.mn ; bst@owc.org.mn
- A booklet introducing the I*EARN projects being implemented in this academic year was published in Mongolian and English.
- I*EARN project was introduced on the Computer World program of the Bolovsrol (Education) Studio of the Mongolian National TV on December 8, 1999, along with the contests Let's Protect Nature, Who Has Many Friends? The information on I*EARN was featured in the Computer MN magazine, issues No.11-12 (27, 28) of 1998, No. 7-11 (35-39), 1999, respectively.

2. Courses and Conferences

- *Let's Use the I*EARN seminar, May 1-2, 1999, Ulaanbaatar*

The seminar was attended by almost 60 teachers from 35 schools who have agreed to initiate national projects like My Friend, and Peace. The inputs on the results of these projects were discussed on May 15, 1999, and the students works were placed on the Internet.

(Participants over page)

Participants:

Battulga, secondary school No.32.
Altansolongo, secondary school No.93.
Baigalmaa, secondary school No.93.
Enhtsetseg, secondary school No.34.
Dulamsuren, secondary school No.34.
Chimgee, secondary school No.33.
Oyunbileg, secondary school No.33.
Ganchimeg, secondary school No.33.
Chimgee, secondary school No.33.
Altantuya, secondary school No.35.
Javhlangerel, secondary school No.42.
Saruul, secondary school No.40.
Davaasuren, secondary school No.42.
Bat-Ulzii, secondary school No.23.
Odhuu, Ganzam complex.
Lhaagvasaihan, Ganzam complex.
Enhjargal, Ganzam complex.
Munguu, secondary school No.23.
Bolormaa, secondary school No.24.
Erdenechimeg, Setgemj.
Narantuya, Setgemj.

Dolgormaa, secondary school No.49.
Oyunaa, secondary school No.49.
Enhtaivan, secondary school No.4.
Bayasmaa, secondary school No.4.
Tungalagoyun, secondary school No.4.
Tsetsegmaa, secondary school No.75.
Tsetsegsuren, secondary school No.15.
Uranchimeg, secondary school No.15.
Ariuntuya, Ecology.
Erdenebayar, Ecology.
Ochirbat, secondary school No.60.
Oyuntsetseg, secondary school No.60.
Batjargal, secondary school No.5.
Ganzorig, secondary school No.57.
Uranchimeg, secondary school No.57.
Nyamaa, secondary school No.57.
Ganchimeg, secondary school No.50.
Oyunchimeg, secondary school No.50.
Maamuu, Oyuny Undraa complex.
Tserendavaa, Oyuny Undraa complex.
Jargalsaihan, Oyuny Undraa complex.
Byambajargal, Ireedui complex.

Oyuntsetseg, Ireedui complex.
Oyuntugs, Ireedui complex.
Gandolgor, Ireedui complex.
Bayanjargal, Ireedui complex.
Oyuntsetseg, Erdmiin complex.
Oyuntugs, Erdmiin Undraa complex.
Uyanga, secondary school No.13.
Odmandah, secondary school No.17.
Murun, secondary school No.17.
Tumenjargal, secondary school No.17.
Munhtur, secondary school No.57.
Erdenebileg, secondary school No.35.

- *How To Participate in the I*EARN Projects by Using the Internet and E-mail? workshop, September 15-16, 1999, Ulaanbaatar*
Attended by 72 students from 35 schools.

Participants:

Sh.Nandinbinderya, secondary school No.52.
J.Gandolgor, Ireedui.
D.Enhtuya, secondary school No.16.
S.Yanjmaa, secondary school No.16.
Sh.Munhtsetseg, secondary school No.11.
U.Bayartugs, secondary school No.11.
Sh.Oyunjargal, secondary school No.11.
Ts.Tsengel, Shavi.
D.Baigalmaa, Shavi.
Ya.Tsedenbal, Erdmiin Undraa.
Ya.Lhagvajargal, Erdmiin Undraa.
D.Uuganbayar, Erdmiin Undraa.
U.Urgamal, Ireedui complex.
Ts.Oyuntugs, Ireedui complex.
N.Bulgantamir, secondary school No.93.
A.Hishignyam, secondary school No.93.
Ts.Zagd-Ochir, Ecological Education Center.
S.Oyunchimeg, secondary school No.93.
R.Enhjargal, secondary school No.18.
G.Jaabaatar, secondary school No.12.
Ts.Ganchimeg, secondary school No.20.
A.Lhagvasaihan, secondary school No.20.

- *Training for Rural Teachers and Students, Dornod aimag, November 2-4, 1999; Orhon and Selenge aimags November 9-11, 1999*

The course was attended by 15 teachers of each aimag and detailed information was posted on the Website.

(participants over page)

Participants in Dornod aimag:

P.Zolzaya, Methodologist of Center for Children.
N.Tuul, English teacher of the secondary school No.1.
Ts.Erdenesuvd, Mathematics teacher of the secondary school No.1.
R.Bujin, teacher of the secondary school No.5.
N.Delgermaa, primary class teacher of the secondary school secondary school No.1.
S.Batdulam, English teacher, Han-Uul complex.
Ch.Altanchimeg, Information Science teacher of the secondary school No.12.
D.Baigalmaa, Mongolian language and Literature teacher, Han-Uul complex.
D.Ariunaa, teacher of the secondary school No.2.
Ts.Ariunaa, English teacher of the Han-Uul complex.
B.Byambahand, vice-director of the Education and Culture Center.
B.Bolormaa, secondary school No.1.
B.Enhtsetseg, secondary school No.12.
J.Enhtuya, foreign language teacher of the secondary school No.1.
D.Jargal, foreign language teacher of the secondary school No.7.
Ts.Munhtsetseg, foreign language teacher of the secondary school No.2.
Batdulam, English teacher, Han-Uul complex.
D.Ariunaa, secondary school No.2.
Ariuntuya, secondary school No.1.

Participants in Orhon aimag:

D.Tsolmon, Education and Culture Center.
G.Batbaatar, Education and Culture Center.
N.Erdenebat, secondary school No.8.
H.Yavuuhulan, secondary school No.8.
H.Davaadorj, Education and Culture Center.
J.Badamjav, secondary school No.1.
G.Oyunsuren, secondary school No.4.
Yo.Narantsatsralt, secondary school No.1.
M.Battur, secondary school No.1.
Ts.Altantsetseg, secondary school No.1.
L.Oyuntuya, secondary school No.4.
T.Nyamtsogt, secondary school No.1.

Participants in Selenge aimag:

Z.Altantuya, secondary school No.4.
N.Bolortsetseg, secondary school No.4.
B.Mart, secondary school No.4.
A.Saruul, secondary school No.4.
A.Erdenetuya, secondary school No.4.
B.Baasanhuu, secondary school No.4.
B.Odonchimeg, secondary school No.1, Zuunharaa.
Ch.Burmaa, secondary school No.1, Orhon.
D.Erdenetsetseg, SB, III school.
N.Delgermaa, SB, III school.

B.Baatar, SB, IV school.
 D.Oyun, SB, IV school.
 G.Gandigmaa, SB, IV school.
 Ts.Munhjargal, SB, IV school.
 B.Sarantuya, SB, IV school.
 B.Bayasgalan, SB, IV school.
 Ch.Ganchimeg, SB, IV school.
 T.Baasandulam, SB, I school.
 D.Narantsestseg, eight-year secondary school No.6
 D.Tserendulam, eight-year secondary school No.6
 B.Hishigjargal, secondary school No.3.
 G.Ochir-Erdene, IV school.
 H.Tuvshinbayar, IV school.
 Batjargal, IV school.
 Munhuyanga, IV school.
 Sh.Baasan, IV school.
 B.Dorjhuuyaga, II school.
 B.Myagmar, eight-year secondary school No.6
 D.Narantuya, IV school.
 D.Oyunchimeg, IV school.
 D.Gaamaa, IV school.

3. Electronic Projects:

- National Projects:
 - My Friend: Ireedui complex, schools No.35 and No.34.
 - Peace, Ireedui complex, schools No.35 and No.34.
 - Let's Protect Nature, Ulaanbaatar, altogether 58 students from schools No.13, 35, 37, 54, 58, 73, 79, the joint Mongolian-Russia School, Ireedui, Shavi, Oyuny Undraa, Mon-Geni, a primary school Arvis; altogether 57 students from schools No.1, 5, 7, 8, 11, 12 and Han-Uul complex in Dornod aimag, and the Secondary School No.8 in Orhon aimag.
- International Projects:
 - Laws of Life, Ireedui Complex, schools No.35 and No.11.
 - Street Children, schools No.1, 5, 7, 8, 11, 12 and Han-Uul complex of Dornod aimag, and secondary schools No.1, 4, 8, and 35 of Selenge aimag.
 - Teddy Bear, students of 6 D group, Ireedui complex.
 - Music, Ireedui complex, school No.35.
 - Connecting Mathematics With Life, students of 6 B group, Ireedui complex, schools No.11, 16, and 52.
 - Super Hero, schools No.16, 35.
 - Side By Side, teachers of Dornod, Orhon, Selenge, Erdenet and Selenge.

4. Grant Contest, US\$1,081.

The results of a contest Lest' Protect Nature was announced on December 25, 1999. The best works of the contest were placed on the Internet gallery: <http://www.learn.edu.mn/baigal/index.htm>.

5. Grants To Individuals

Mongolian teachers participated in the I*EARN training held in Slovenia and Puerto Rico have signed contracts on sharing their knowledge obtained at the courses to schools in cities and provinces.

- D.Erdene, Computer and Management School, member of the national team, International seminar, Bled, Slovenia, March 12-18, 1999, US\$1,963.
- M.Enhbayar, Computer and Management School, member of the national team, International seminar, Bled, Slovenia, March 12-18, 1999, US\$1,963.
- Z.Bayanjargal, English language teacher of the Ireedui complex, member of the national team, 6th Congress of the IEARN, Puerto Rico, July 10-17, 1999, US\$2,621.
- D.Oyuntsetseg, teacher of the Ireedui complex, member of the national team, 6th Congress of the IEARN, Puerto Rico, July 10-17, 1999, US\$2,621.
- B.Zolzaya, teacher of the school No.16, member of the national team, 6th Congress of the IEARN, Puerto Rico, July 10-17, 1999, US\$2,621.
- B.Oyuntsetseg, teacher of the school No.35, 6th Congress of the IEARN, Puerto Rico, July 10-17, 1999, US\$2,621.

I*EARN – MOROCCO

Annual Report

I*EARN Morocco has been created in February 1999, with the help and encouragement of Edwin H. Gragert. Our country is francophone, our first language is Arabic, second is French. Most of our schools are not equipped by computer lab and internet access. We started last scholar year by involving few teachers and students.

This scholar year :

- ◆ We are coordinating laws of life for arabic speaking
- ◆ We translated the project description booklet to the arabic language.
- ◆ We are responsible of a translation of news flash to the arabic language.
- ◆ We are participating to the food for everyone-eradication of a
- ◆ poverty.

In last February, I*EARN Morocco became a national partner of a Think Quest program (www.thinkquest.org). Recently, I*EARN teacher and four students have been selected to represent Morocco to the Global Environment Youth Convention June 2000 (www.global-environment.org)

Thanks I*EARN, you are offering to us an education of a hope

Mourad Benali
I*EARN –Morocco

I*EARN Nepal - Country Report

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 100 Green Clubs and partner schools in eight rural districts of Nepal.

Our contact with I*EARN was begun 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. We planned to connect our fledgling ECP (Educational Communication Project) in Baglung, mid west Nepal to the I*EARN network.

Initial contact with the I*EARN network resulted in our Kathmandu office being bombarded with requests for pen pals from places as diverse as Beijing and New York. This was not effective in that the volume of mail was huge (127 messages in one go) particularly so given that at that stage we had to pay to receive messages and we were not looking for pen pals. We were looking for an exchange of ideas between teachers which would have a positive impact on the quality of the learning in their classrooms.

Following some filtering from Ed the volume reduced but the quality increased. We now have contact with the I*EARN International Secretariat and some Country Coordinators. This contact has resulted in I*EARN Australia donating some computers and representation of Nepal in the 7th I*EARN Conference in Beijing.

At the same time 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 Nepali schools with schools in the UK. The schools in Baglung are 3 or 4 hours walk from the district centre. These schools do not have computers on site. All information has to be printed out at the district HQ, translated and carried by hand to the school whilst information going the other way has to be hand written, carried to the HQ, translated and emailed. This is time consuming but has resulted in a monthly exchange of ideas and information based around the Geography curriculum currently used in English and Welsh schools. Our main contact school has been Penair School, Cornwall, England.

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.

The main lesson learnt is that in our case the role of the teacher is crucial. The exchange needs to be carefully timed to fit in with the various timetables and curriculum demands made on both sets of teachers. In schools where there are no computers this is particularly important to plan carefully. SPW is fortunate in this because we are able to train a volunteer to take responsibility for the link and place them in the appropriate school to support the regular teachers. A second lesson is that for this to be effective the teacher/ support volunteer has to invest a lot of time. Apart from the time spent translating and typing, the lessons often require teachers to try teaching techniques with which they are unfamiliar. This in turn needed extra preparation time and enthusiasm.

Despite the difficulties, the pilot was a success. A link has been set up, information exchanged and foundation on which SPW Nepal and I*EARN can build.

In the next academic year we intend widen the contact from the Baglung schools to the others areas of Nepal. We aim to do this using both the hardware supplied by I*EARN Australia and the I*EARN network in general.

Apart from this project, we have been conducting some other I*EARN projects too. We do this through our Green Club Wall Magazine, SPW produces a bi-monthly Green Club wall magazine, which consists of articles and other works of the Green Clubs. We have been introducing the themes such as "your message to the world" and "my country in my eyes" in the magazine. The students express themselves in articles, essays, poems, etc. These will be in Nepali language. However, we hope to translate it and share this with I*EARN globally.

Other activities are primarily in the initial stage. For example, we are in the process of subscribing to the selected newsgroups. At this stage, however we are not able to participate fully due to human resource constraints. We are also looking at greater use of I*EARN Nepal website. The initial work has been done and we are looking forward to taking more time to be on the web.

In conclusion, SPW Nepal is in its initial stage with the partnering work with I*EARN. Over the time, we have enhanced a better understanding on the work and the methodology of I*EARN. Our main constraint is the location of the Green Clubs, 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.

| | |
|-------------|---|
| SPW Nepal | Tel: (00 977) 1 429 051/052 |
| PO Box 4892 | Fax: (00 977) 1 434 645 |
| Nag Pokhari | Website: www.spw.org |
| Kathmandu | Nepal website: www.econepal.com/spwnepal |
| Nepal | |

Country report I*EARN Netherlands 1999 – 2000

Due to the fact there's no official I*EARN organisation in the Netherlands (yet), one might ask oneself if a country report is in place. Never the less Bob Hofman has taken the personal initiative to write a short summary on I*EARN related activities in the Netherlands since the last conference in Puerto Rico in 1999, and the perspectives for the year to come.

The name of I*EARN Netherlands is mostly related to three people: Peter Baak, Frank de Witt and Bob Hofman. Peter, Frank and Bob have met several times in the past, and discussed establishing an official 'I*EARN Netherlands' foundation. However, for explainable reasons, it never happened. About ten individual teachers participated in I*EARN projects in the year passed.

But there's good news to announce: after a run of many years the 'final jump' will be made in June 2000. I*EARN Netherlands will be established as a foundation, officially registered by a Notary, and approved by the 'Chamber of merchandises' in 's Hertogenbosch. ICT&E will cover formation expenses. (The number of registration forms to be filled in, might be looked upon as characteristic for Dutch society...)

Once the foundation is official, and is allowed to operate as legal person, more sponsors have to be found to cover expenses on Pr-materials. In November 2000 I*EARN Netherlands will present itself on a national ICT-conference organised by I&I-OWG. About 500 teachers and ICT co-ordinators are expected.

In the last year IICD (www.iicd.org) made use of an I*EARN related project, 'Learning Circles'. In forethought's with Margaret Riel and in narrow co-operation with Bob Hofman, IICD's 'Global Teenager Network' will offer about a dozen facilitated Learning Circles to adopted schools in at least 10 countries. Further co-operation between IICD and I*EARN Netherlands might be expected.

Reasons enough to be optimistic, and raise a glass in Beijing on a prosperous future for I*EARN Netherlands. Hopefully in close and harmonious co-operation with all members of the worldwide I*EARN family.

Bob Hofman, June 4th. 2000, Ravenstein.

I*EARN New Zealand Annual Report

I. In August 1999, an I*EARN seminar at Sunnybrae Normal School. Twelve teachers from Sunnybrae, Takapuna High School, Miford Intermediate School, Tosemini College and Glenfield Primary School took part in it. At first, Gareth Feng introduced the highlights of the I*EARN International Annual Conference in Puerto Rico, and then they discussed how to introduce I*EARN into their schools. Also, Garth Feng sent his summary report of the conference to all the I*EARN member schools.

II. In middle of October 1999, Gareth Feng participated in an educational meeting held at Massey University. Sent I*EARN materials to the participants.

III. During the last semester of 1999, sent I*EARN introduction letters to about 120 schools via email, fax or surface mail, some of them gave feedback, and some of them have been members of I*EARN.

IV. Meeting Yeny Walker and other educators in March in Wellington. Yeny Walker is a teacher of Waitohu Primary School. I spent several days there to introduce I*EARN projects, visit schools, and meet some educators. We worked out a plan about how to promote I*EARN in New Zealand this year.

Goals for I*EARN New Zealand Year 2000 (Promotion of I*EARN in New Zealand)

Increase awareness and membership of I*EARN

- Spread the word WHO WE ARE--Contacting schools
- Aim for 50 member schools (Primary, Intermediate and Secondary).

Establish a New Zealand management team

- According to the need of support for I*EARN projects, it is necessary to establish a management team with people in Auckland, Wellington and Christchurch
- Gareth Feng in Auckland, Yeny Walker in Wellington, someone in Christchurch

To be easily accessible

- Design I*EARN New Zealand Website
- Management team available for advice to support
- Send promotion materials to the potential schools

Official Recognition by Ministry of Education

- Meeting with the Ministry, to introduce I*EARN to the government and try to get some official support
- Provide proposals to show how to promote I*EARN in New Zealand

Funding of I*EARN in New Zealand

- Ways to fundraise
 - Membership fees
 - Government funding
 - Private sector sponsorship
- Establish workshops
- Send representatives to I*EARN Annual International Conferences
 - Teachers/Administrative
 - Students

I*EARN Projects

- Participate in the exist I*EARN projects
 - Set up new I*EARN projects from New Zealand schools

V. In collaboration with Globelnet2000 (www.globalnet.org.nz) project. Globelnet2000 is a project for children and adults who wish to participate in a worldwide forum to discuss issues of importance in their lives and to the world.

VI. Fundraising activities. Contacted with Telecom New Zealand Limited, Clear Telecommunications Limited and New Zealand Education Department. So far, there is no funding achieved. It is really essential to get any finance support to promote I*EARN in New Zealand.

Guangbin Feng

ANNUAL REPORT- NIGERIA

Nigeria joined the I*EARN community only a few months ago. The Network will definitely bring blessings to Nigeria's youth who urgently need such a platform to help develop personal leadership skills / build their character. It is expected that over time, we would have not only provided a permanent haven for teaching and expressing positive values, but also have sown a seed for the development of similar platforms.

Our entry into the community was facilitated by the good works of several individuals. We would however like to acknowledge the assistance of Ed Gragert, Virginia King, Bob Carter and Lisa Jobson. We should also mention **Sarah Lucas and Carol Gallagher**.

They have truly made us feel like family and we are very indebted to them.

Nigeria's participation possibilities in I*EARN seem very remote if today's state of access to telecommunications and computers is considered. Telephones are directly available to less than 0.5% of the total population, and access to personal computers is even less. But a functioning network with committed teachers and students like I*EARN is indispensable to youth development in Nigeria. (see windows on Nigeria)

Some have suggested that we wait till sometime in the future, when proper infrastructure would be in place. But today *is* the future. Inadequate infrastructure may fail us to get on stream, but we cannot fail to provide our children with the "Jacobs ladder" to this valuable global network.

This has been the cornerstone of our activities in the past few months – identifying with the projects and people (administrators, teachers and students) involved, and the setting up of a center / clearinghouse.

The center/clearinghouse will act as I*EARN office in Nigeria, coordinating I*EARN activities. It would also distribute and post contributions to and from participating schools and adolescent / youth clubs.

Participation via a clearing house to bridge the "digital divide" comes with its own logistic peculiarities. It was therefore important to conduct pretests with a few schools to understudy how such a clearing house would function effectively. It has been very fulfilling work, involving a lot of movement, and encouraging results.

THE PRETESTS

5 schools are taking part in this pretest, namely –

The Little Saints Orphanage, Palmgrove, Lagos.

Sunnydale School, G.R.A., Ikeja, Lagos.

Exposure Tutorial College, Ajao Estate, Lagos.

Chritabel Nurs/ Pry school, Abuja.

Government College, Garki, Abuja.

These schools together represent the typical Nigerian adolescent/youth. Their students cut across the geographical and socio-economic strata in Nigeria.

Initially, we approached more than 5 schools for the pretest and were overwhelmed by the eagerness of ***all*** to participate. We however had to limit ourselves to the 5 schools for logistic purposes.

The pretest are centered around 4 projects –

Youth volunteerism and service
Super Hero cartoon Art
Fight against child labor
Teddy Bear Project.

We had initially chosen some other projects but had to concede to the choices of the participating schools while still taking into consideration projects that typically represent others in terms of the logistic support required etc.

Physical interaction with participating schools has eaten deep into our schedule and delayed our proposed posting dates. We are learning new things daily, and happy at our decision to conduct pretests before full participation.

FUNDING THE CLEARING HOUSE

The urge for participation has clearly shown the need for partners / sponsors to run an effective clearing house. While we are committed to the costs of the pretests and afterwards participation of a very few schools, assistance with internet connectivity and equipment, and logistic support will be required to put a sizeable amount of the interested parties on the network.

SEED GRANT: We read of a Schlumberger Internet connectivity and equipment grant for one of the networks newflashes some months ago. We have since contacted the grant coordinator, and solicited for the support of the network towards securing this grant for our center. It is VITAL / KEY to the success of our programs.

This is the reason we decided to take our fund raising campaign to the Nigerian Private commercial sector. We are presently talking to a prominent construction firm- Julius Berger and the confectionery multinational – Cadbury. Also in the pipeline is talks with British Airways, Chevron, Shell, United Bank for Africa (UBA), Citibank and Guaranty Trust Bank (GTB).

The clearing house is the “Jacobs Ladder” to our participation in the global network, and we would therefore like to use this opportunity to solicit for all forms of assistance towards it’s operation.

JUNE

We had scheduled proper participation (post pretests) for the month of June. The possibility for this is now very remote. We however see June as the month in which we would have paired schools taking part in the teddy bear project, posted works done on the superhero cartoon art etc. We also believe the month will come with a sponsor for our clearing house.

NEXT 12 MONTHS? WATCH OUT FOR US ... WE'RE COMING!

With I*EARN, the future looks very bright for Nigeria’s teeming adolescents and youth. They’ll now have the opportunity to express the good in them. The community (I*EARN network) would in the next 12 months see contributions of eager children who suddenly have the opportunity to express hitherto suppressed abilities.

We hereby list some of our key activities for the next few months.

- Full participation of a few select schools via SDP resources
- Operations of clearing house / center for wider participation
- Secure private commercial sector sponsor(s) for projects / center.
- Development of projects on the network – 1. A Reproductive Health / HIV/AIDS project in collaboration with **Carol Gallagher** and other interested parties in the Network. 2. The Transformers project - a community problem solving project in collaboration with interested parties the network
- Incorporate 3 members of I*EARN / I*EARN secretariat to our board of trustees and advisors for effective operations of the clearinghouse / center.
- Media coverage to improve participation
- Bring together African colleagues in the network for a regional conference as well as attend network-wide conferences for physical interaction with members of the network.

I would like to close this report by restating our commitment to serve the world's adolescents and youth via the network. Once again, we thank you for the opportunity and GOD BLESS!

Annual Report I*EARN-ORILLAS Center (1999-2000)

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 such as Pacific Southwest and East Coast of the US, etc.) 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], Russian, Korean, Vietnamese, Cantonese, Mandarin, Japanese, Tagalog, Marshallese, Tongan, Samoan, Hawaiian, Zapotec, Qeq'chi, Tiwa, etc.).

History and organization: The international networking project "De Orilla a Orilla" [From Shore to Shore] was co-founded in 1985 by Enid Figueroa, Dennis Sayers, and Kristin Brown. We became an I*EARN Center in 1994 upon discovering a common interest with I*EARN in "youth making a difference." The project is co-sponsored by the University of Puerto Rico and the Center for Language Minority Educational Research (CLMER) in California, has offices in both Puerto Rico and California, with non-profit organizations in both places. None of our staff receives a salary for our work in I*EARN but we have jobs where we can spend some time training and supporting teachers in the network. Much of the time we dedicate to the network is volunteer. Primary staff include: Puerto Rico - Enid Figueroa (co-director), Judit Bautista (office support), Reinaldo Rivera (technical support); California - Kristin Brown (co-director), Gerda de Klerk (project coordinator and teacher support), Claudio Enriquez (translations and teacher support), Tanesha Glover (office support). We also count on the support of a number of other volunteer staff and teachers for special events such as the I*EARN International Conference, for regional and local school support, and as advisors to the project.

Highlights of our activities during the last year:

I*EARN CONFERENCES

Organized the 6th Annual I*EARN conference and 3rd Annual Youth Summit in Puerto Rico (July, 1999) with more than 400 participants from 40 countries represented.

Helped organize the First Annual I*EARN-Latina Conference in Mar del Plata, Argentina, (April, 2000) including work on the program committee, international plenary, and project and technical workshops. Organized participation from teachers and students from PR and California.

Organized a group of more than 10 educators from Puerto Rico and California to attend the 7th annual I*EARN conference in China, with support for obtaining passports and visas and organizing workshops.

Participated in the I*EARN Assembly discussions and decisions at the annual meeting and on-line during the year. Contributed funds to help support I*EARN-International.

PROJECT WORK

*Supported student and teacher participation in I*EARN projects:*

e.g. Mi Lugar, Local History, First Peoples, La Tierra: Nuestra Casa, [The Earth: Our Home] Indigenous Global Art Exchange If Rocks Could Talk, Our Local Birds, Connecting Math to Our Lives, Childhood Games, Proverbs,

CIVICS, Volcanoes, Formacion de docentes [Teacher training], Child Labor, Puertas a la Paz [Gateway to Peace], and others.

Established class-to-class exchanges (based on the philosophy of French educators Celestin and Elise Freinet) with classes in Romania, Russia, Puerto Rico, Peru, New Mexico, Oregon, California, Hawaii, and other regions with investigations on such themes as migrant farm work, racism, immigration, family stories, cultural sharing, cross-cultural analysis of literature, Marshallese culture, environmental issues e.g. Eco-coqui project, etc.

Established a partnership with Project PRSSI (Puerto Rico Science Systemic Initiative) whose goal is to reform the teaching of math and science in every school in Puerto Rico. Designed and carried out the project "If rocks could talk... what would they tell us?" Six partner classes took field trips locally (in P.R. and other countries) to gather, classify, and conduct chemical analyses on the rocks of their community and exchanged data, e-mail messages and cultural packages.

Helped facilitate the multilingual "Connecting Math to Our Lives Project" with approximately 60 classes from 15 countries. This project is designed to model how global networking can be integrated into the curriculum within a framework of collaborative and critical inquiry.

Approximately 300 Orillas teachers are participating at some level this year. The more experienced teachers are participating in the 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

Organized a series of PSRTEC 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. Groups of 24-30 educators of bilingual and ELL students are chosen from a particular state or region to become technology mentors. In year one, the teachers participate in a series of institutes (8-12 days throughout the year) and during year 2, the teachers mentor and train other educators for an additional 8-12 days. This year we conducted telementor institutes for groups in California, San Diego County, and San Bernadino County. and provided support for previous telementor groups in Arizona and Hawaii.

Organized the 2-week 9th Summer Institute at UPR with Brooklyn College USA on the integration of technology and its use to promote language, culture, and equity. PR and NY teachers continue to communicate using telecommunications.

Presentation at the first Forum for the Integration of Technology in the Curriculum (FITEC) held at UPR with the participation of more than 200 teachers from Puerto Rican schools. Enid and three other teachers presented the I*EARN-Orillas projects and telecommunications as tools for deepening students' learning about the environment, equity issues, and the teaching of English, and global learning.

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

1. National Conference on Laboratory Schools in Puerto Rico
2. California Association for Bilingual Education Conference in San Francisco, California
3. National Two Way Bilingual Conference in Santa Barbara, California

4. Conference on Educational Equity in Denver, Colorado
5. Conference on Educational Equity in Albuquerque, New Mexico
6. Conference on Educational Equity in Reno, Nevada
7. Two Way Bilingual Immersion Staff Development, Woodburn, Oregon
8. 3 C's Conference: Access and Equity for English Language Learners in San Diego, California (keynote)
9. Project EDEN (Equity and Distributed Education Network) in Long Beach, CA

PUBLICATIONS AND RECOGNITION

Article in The Power of Two Languages, "Heartbeats on the Internet"

Article in The Multilingual Educator, "The CABE-PSRTEC Telementor Institute"

Chapter in Virtual Power: 2nd printing, "Global Learning Networks"

Orillas was recognized in 1999 as an exemplary program for immigrant and minority students by the Emergency Immigrant Education Program of the California State Department of Education.

TECHNICAL ASPECTS

Worked with Andy Alm to help beta-test and translate WebX software to give I*EARN-ORILLAS teachers web-based access to I*EARN conferences.

I*EARN REPORT – PAKISTAN

Presented By: Farah S. Kamal

9th May 2000

INTRODUCTION:

The I*EARN activities have very recently introduced in Pakistan in an organised way and students participation are fairly visible in many conferences. In early August 1999 the Senior Headmistress Farah Shafi Kamal of the Sultan Mohamed Shah Aga Khan School have initiated collaboration with the I*EARN Administrator for exploring possibilities for participation in a project I*EARN CIVICS (Community Voices Collaborative Solutions). This is an I*EARN Project where I*EARN USA and the USIS are working collaboratively to pilot the project with two schools in each of six South Asian countries. The objective is to provide on-line conflict resolution and cost effective tools to educators enhance their curricula. This is one year three phased project. In September 1999 I*EARN Administrator visited Pakistan followed by selection of SMS Aga Khan School in Karachi and two schools in Islamabad the Headstart School and the Federal Government College.

TRAINING OF PAKISTANI EDUCATORS:

In November 1999 Rachele Englar an I*EARN facilitator from USA visited Pakistan and conducted workshops in Karachi and Pakistan each workshop was of 25 hours duration in five working days and focused at:

- Orienting the teachers to I*EARN Philosophy
- Giving hands on experience of posting messages in I*EARN projects via emails as well as newsconferences
- Identifying I*EARN projects for integration in the schools' existing curriculum
- Involving students in I*EARN projects

The target population in Karachi were 20 teachers of different schools in Karachi from the Aga Khan Education Service, Pakistan. 8 teachers of this group from the SMS Aga Khan School were then given a focused session of three days long for developing them as core group for future dissemination and support.

In Islamabad 12 teachers were trained followed by one/two days focused sessions in the two selected schools.

FOLLOW-UP: December 1999-April 2000:

A. CURRICULUM REVIEW OF ENGLISH LANGUAGE:

- Integration of one I*EARN Project in the creative writing part of the language curriculum of classes VII- VIII.
- Development of related lesson plans and schedule for computer access.

B. STUDENTS PARTICIPATION:

- Five projects were introduced from grades 5-11 (ages 10-16)
- 1200 students participated in the offline activities related to projects.
- Above 150 pieces of students writing were posted in various conferences and via emails.
- Hyperlink /website for the students work in I*EARN Australia "Fight Against Child Labour" can be viewed at <http://www.earn.org.au/clp/project.htm>.
- Other projects include Lewin, Vision, Teddy Bear Project (collaboration with Cutler Ridge Middle School

in Miami Florida)

C. TEACHER DEVELOPMENT:

- Dissemination via conducting a 10 hours workshop in one of the Aga Khan School that is Aga Khan School Garden. 18 teachers were trained by Farah Kamal.
- Participation of teachers in I*EARN and USIA sponsored Professional Development Programme from April 28th –May 20th 2000. From Karachi, Ms. Farah Shafi Kamal and Ms. Shahnaz Zafar from Islamabad are currently attending the exchange.

D. IMPACT ON STUDENTS:

- Remarkable increase in motivation for creative writing – a writing and reading culture is fast in progress
- Varied range of writing and topics of interest emerging
- Purposeful use of Internet
- Enhanced use of technology i.e computers, library and other references
- Global exposures- cultural awareness and exchanges.

FUTURE PLANS:

The Aga Khan Education Service Network are extremely active in involving their students and teachers in I*EARN Projects and expand the implementation .Farah S. Kamal and her team of professionals would very pleasingly provide all kind of support and training that would be required by the Aga Khan Schools as well as other schools in Karachi and Pakistan

Some of their future plans include:

- I*EARN Workshop in at least 3 more Aga Khan Schools and at least 2 more non-Aga Khan schools in Karachi.
- Providing ongoing support and guidance to any school/teacher/student who wishes to participate in I*EARN projects.
- Introducing I*EARN in the 15th SPELT Conference(Society of Pakistan English Language Teachers).
- Purposeful participation of at least 225 students in the iearn.civics project.
- Integrating at least one I*EARN project in the Science and Social Studies curriculum of the SMS Secondary School and or planning for one interdisciplinary I*EARN projects in the curriculum area of English, Social Studies and Science.

Ms. Farah Shafi Kamal

I*EARN-Pangea: Informe Internacional Año 2000 (Julio 1999 - Junio 2000)

Presentación

I*EARN-Pangea, es el centro que desde Cataluña, vincula a las escuelas catalanas y españolas con I*EARN. Existente desde la misma constitución de I*EARN, el centro trabaja a partir de la Asociación I*EARN-Pangea y de tres redes educativas en Cataluña: Lacenet (que actúa desde la comarca del Bages; <http://www.lacenet.org>), Patinet (radicada en el Vallés Oriental; <http://www.patinet.org>) y Xarsec (que trabaja con las escuelas del Secretariado de la Escuela Cristiana de Cataluña; <http://www.seccat.com/xarsec>). Nuestra organización actual es fruto del proceso de formación de I*EARN-Pangea, a partir de la coordinación entre distintas iniciativas de base; es decir, a partir de los proyectos y la coordinación de educador@s nació el centro. Actualmente, más de 200 escuelas catalanas (y alrededor de unas 5000 personas) están participando en proyectos telemáticos cooperativos. El centro no dispone de ningún presupuesto propio, puesto que cada una de las redes es autosuficiente; el coste de la formación corre a cargo de las organizaciones que la programan. De todas formas, este año, uno de los proyectos, 'Everest'00', junto con la generosidad del equipo que lo desarrolló consiguió generar recursos que se invirtieron en becas para asistir al I Encuentro de I*EARN Latina y a la VII Conferencia Internacional de I*EARN.

Prioridades a lo largo del año

Durante el presente curso nos hemos centrado en:

1. La formación de educador@s
2. La creación y coordinación de proyectos
3. La consolidación de I*EARN-Pangea
4. Nuestro compromiso con I*EARN Global

1. La formación de educador@s

A lo largo del curso se han realizado un buen número de seminarios, talleres y cursos para graduados, con una participación global estimada de unas 300 personas. La formación se ha dado tanto en másters, (en la Universidad de Barcelona y en la Universidad Autónoma de Barcelona), en los Practicum de la Diplomatura de Psicología y Pedagogía (Universitat Oberta de Catalunya), como en cursos de formación para docentes en cooperación con las universidades y el Departamento de Educación de Catalunya, como en cursos organizados por la red Xarsec. El objetivo principal de este esfuerzo es dotar a l@s educador@s de nuestro país con las herramientas y el entusiasmo para que se involucren en el trabajo colaborativo.

2. La creación y coordinación de proyectos

Seguramente ha sido la parte más importante de nuestra labor, por varios motivos:

- el hecho de ser un centro con una lengua, el catalán, que no está directamente apoyada por ningún Estado, nos lleva a tener que garantizar un número mínimo de proyectos para facilitar que la lengua pueda sobrevivir a la globalización
- en un país donde el compromiso con la cooperación telemática está poco extendido es vital disponer de algunos, en la lengua propia, que animen la participación de escuelas y educadores con poca experiencia
- algunos de ellos pueden ayudar a hacer más sostenible el centro, puesto que pueden liberar tiempo para ello.

Precisamente en el presente curso se ha multiplicado la participación de las escuelas en los proyectos de I*EARN, las cuales superan en este momento las 200. Ello se debió a la consolidación de las tres redes que participan en I*EARN-Pangea, al esfuerzo que se está desarrollando en formación, a la respuesta espectacular que ha tenido alguno de los proyectos, como 'Everest'00' (105 inscripciones, más de 90 escuelas de 12 países, más de 3000 participantes reales) y al mantenimiento de una oferta variada de proyectos desarrollados desde la base. Es importante añadir que el esfuerzo en coordinar proyectos internacionales ha dado buenos resultados.

Proyectos en cuya coordinación estamos participando

| Nombre | Participación* | E-mail / URL |
|------------------------------------|----------------|---|
| Bages | Local | bage@lacenet.org/www.lacenet.org |
| Bitantart'00 | Internacional | antartida@lacenet.org/www.lacenet.org |
| Bongoh | Internacional | montser@pangea.org/ www.pangea.org/bongoh |
| Conte de Tots | Local | juliag@vallesnet.org / www.patinet.org |
| El Flautista Rodamón | Local | cmgrano@pangea.org |
| Els Problemes de la Vida | Local | jlinares@pangea.org / www.patinet.org |
| Everest'00 | Internacional | everest@lacenet.org / www.lacenet.org |
| Fes el teu web | Local | manelb@vallesnet.org / www.patinet.org |
| Fórum Global | Internacional | www.forumglobal.org |
| La Història Interminable | Local | manelb@vallesnet.org / www.patinet.org |
| La Volta al Món en 35 Webs | Internacional | martis@vallesnet.org /www.patinet.org |
| Montserrat, un munt d'aventures | Local | xarsec@seccat.com /www.seccat.com/xarsec |
| Nou segle, Nou mil·lenni | Local | xarsec@seccat.com / www.seccat.com/xarsec |
| Projecte de Sant Jordi | Local | xarsec@seccat.com / www.seccat.com/xarsec |
| Revista 'El Pati Net' | Local | nbrichs@pangea.org / www.patinet.org |

* La mayoría de los proyectos son multilingües, solo reflejamos el estado de la participación actual

3. La consolidación de I*EARN-Pangea

El funcionamiento del centro se basa en el trabajo voluntario de nuestro@s educador@s, respondiendo a una filosofía de trabajo muy propia de las organizaciones sociales de nuestro país. Aún así vimos la necesidad de tratar de liberar tiempo y recursos para el fomento de la cooperación educativa, debido a las dimensiones que está alcanzando. Así, por ejemplo, en el desarrollo del proyecto 'Everest '00' se consiguió que un sponsor (Fundació caixaManresa) costeara la dedicación de dos personas, ganando así tiempo para que otras se pudieran dedicar a las tareas organizativas del propio centro. Otra de las metas conseguidas ha sido el establecimiento de un estatus legal para el centro, que se ha constituido en asociación cultural con personalidad jurídica propia. Además forma parte de la Fundació Aplicació, que, desde Callús, fomenta el desarrollo social a través de las telecomunicaciones. Finalmente, se ha impulsado la divulgación de nuestras actividades, tanto a través de nuestra participación en revistas educativas de relieve en nuestro país (Guix) como en la publicación digital 'Cinc Cèntims' que incluye además la versión catalana de los 'New Flashes'.

4. Nuestro compromiso con I*EARN Global

IEARN-Pangea se siente comprometida con el sostenimiento de la Red I*EARN, por ello, además de trabajar en el propio país, tratamos de colaborar en el funcionamiento de I*EARN Global, sin el cual la meta de crear una comunidad global quedaría sólo en palabras. Nuestra actividad se concreta en:

- La participación del centro en el Assembly
- La integración de Toni Casserras en el Secretariado Internacional
- La participación (con una delegación formada por 13 personas) en el I Encuentro de I*EARN Latina celebrado del 18 al 20 de Abril en Mar del Plata (Argentina) y en las actividades que se derivaron de allí.
- Animar a nuestras escuelas y educador@s para que participen en los proyectos internacionales de I*EARN.

Toni Casserras
IEARN-Pangea
tonic@pangea.org
<http://www.pangea.org/iearn>

I*EARN-Pangea Annual Report. Year 2000 (July 1999 - June 2000)

Coordination: Ramon Barlam (rbarlam@pangea.org), Toni Casserras (tonic@pangea.org) and Nica Dalmau (ndalmau@pangea.org)

Representative at the Assembly: Toni Casserras

E-mail: iearn@pangea.org

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

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 three grass root educational networks: Lacenet (from Bages county; <http://www.lacenet.org>), Patinet (from Vallés Oriental county; <http://www.patinet.org>) and 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 has not got an own budget, because all three networks are self sustainable; its organizers themselves cover the costs of training. Fortunately, we have got some scholarships from the project 'Everest'00' to attend the Ist Meeting of I*EARN Latina and the VII International Conference of I*EARN, due to the generosity of the Everests' coordination team.

Priorities during the current year

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

1. The training of educators
2. The development and coordination of projects
3. The consolidation of I*EARN-Pangea
4. Our commitment to I*EARN Global

1. The training of educators.

Along this year we have done a lot of workshops and seminars for teachers, involving about 300 people. The training has been done as University Masters -in the University of Barcelona (UB) and in the Autonomous University of Barcelona (UAB)-, as a part of Practicum of Psychology and Pedagogy -Open Catalan University of Catalunya (UOC)- as well as inservice workshops and in cooperation with the same universities and the Catalan Department of Education, or the net Xarsec. The main goal of this effort is to provide our educators the tools and enthusiasm to join collaborative projects.

2. The development and coordination of projects

Probably it has been the most important part of our activities because:

- We are a center with a language (Catalan) which does not receive support from any State and we have to guarantee a minimum number of projects to ensure Catalan will survive globalization.
- In our country, cooperative projects are not so extended as we want,. So, it is very important to have some in our own language to enable the involvement of inexperienced educators and students.
- Some of them are helpful to render more sustainable the center, because we can take time from them to manage I*EARN-Pangea itself.

This year, the participation of our schools grew quickly: now there are more than 200 involved in I*EARN projects. We believe this is because the consolidation of our three networks, our efforts in training, the great success of some of our projects (like Everest'00, 105 groups, meaning more than 90 schools from 12 different countries and than 3000 real

participants) and because we offer a wide range of grass roots projects. We think our efforts to coordinate international projects have been successful.

Projects in which coordination we are involved

| Name | Participation* | E-mail / URL |
|------------------------------------|----------------|--|
| Bages | Local | bage@lacenet.org/www.lacenet.org |
| Bitantart'00 | International | antartida@lacenet.org/www.lacenet.org |
| Bongoh | International | montser@pangea.org / www.pangea.org/bongoh |
| Conte de Tots | Local | juliag@vallesnet.org / www.patinet.org |
| El Flautista Rodamón | Local | cmgrano@pangea.org/ www.patinet.org |
| Els Problemes de la Vida | Local | jlinares@pangea.org / www.patinet.org |
| Everest'00 | International | everest@lacenet.org / www.lacenet.org |
| Fes el teu web | Local | manelb@vallesnet.org / www.patinet.org |
| Fórum Global | International | www.forumglobal.org |
| La Història Interminable | Local | manelb@vallesnet.org / www.patinet.org |
| La Volta al Món en 35 Webs | International | martis@vallesnet.org /www.patinet.org |
| Montserrat, un munt d'aventures | Local | xarsec@seccat.com /www.seccat.com/xarsec |
| Nou segle, Nou mil·lenni | Local | xarsec@seccat.com / www.seccat.com/xarsec |
| Projecte de Sant Jordi | Local | xarsec@seccat.com / www.seccat.com/xarsec |
| Revista 'El Pati Net' | Local | nbrichs@pangea.org / www.patinet.org |

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

3. The consolidation of I*EARN-Pangea

The running of our center is largely based on volunteer working from our educators, keeping us very close to Catalan associations style of work. Nevertheless we need to get some time and resources to implement educational cooperation, because the size of our activities. As an example we got a sponsor (fundació caixaManresa) for a project (Everest'00) to allow us to cover the cost of two people working almost full time in it. This way we could get some time from other members to manage the center itself. We achieved also a legal status as a cultural association with legal personality. We also are involved in the 'Fundació Aplicació' which from Callús help the social development through telecommunications. Finally we have diffused our activities writing for the most relevant Catalan educational magazines (like as Guix) and through our own digital magazine 'Cinc Cèntims' (which includes the Catalan version of New Flashes).

4. 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 net. We believe that without this commitment our goal to build a global community would be a non-sense. This means:

- Our participation in the Assembly
- Our support to tasks of the Secretariat through the participation of Toni Casserras
- Our involvement (with a delegation of 13 people) in the I Meeting of I*EARN Latina, held from 18th to 20th April in Mar del Plata (Argentina) and in the activities launched there.
- Encourage our a schools, educators and youth to join I*EARN projects.

Toni Casserras
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 IEARN-Pangea
<http://www.pangea.org/iearn>

Annual Report - Romania

The I*EARN activity in Romania in the last 12 months was developed according to the plan of activity proposed and voted by the Romanian teachers involved in I*EARN.

During the last 12 months we achieved:

- ◆ 7 international projects: Flowers and Symbols, Children's Folk Games, Eclipse '99 (II), Me and My Pet, Rare Animals In My Country, Special Places, My Sound of Music,
- ◆ 4 Learning Circles Projects
- ◆ 4 national projects and 4 are still running at the moment

I*EARN projects sponsored by other countries in which the Romanian students participated:

Festivals and Traditions, Laws of Life, Aspects of Love, The Contemporary, Genocide/Holocaust Project, Global Art Project, Local History, Local Birds, Proverbs and sayings, If..., The Beauty of the Beasts, Side By Side, My dream came true: I met a famous person, St. Valentine's project, Folk Tales Project, Connecting Math to Our Life, Your Country In my Eyes, Folk Customs and Superstitions, Lewin, A Vision, Kindred, Faces of the War, Street Children, Planetary Notions, Inside View.

Activities developed by us:

- ◆ Workshop at Eforie Sud - the teachers and the students presented the projects they achieved during the school year
- ◆ Working Camp E'99 - the participants observed the Sun Eclipse of 11th of August 1999 and transmitted it in real time on the internet. All the results can be seen on our webpage <http://lcjdap.soroscj.ro/iearn/>
- ◆ The Second I*EARN National Conference - Galaciuc, Focsani

Romania also participated in international I*EARN events:

- ◆ Coordinators' Meeting - Slovenia
- ◆ CEE International Art Camp - Hungary
- ◆ I*EARN Interantional Conference - Puerto Rico
- ◆ International Camp - Tatra, Slovakia

During the last 12 month we also managed to found I*EARN Romania Association and we have been working on introduction I*EARN into curriculum at optional subjects. We plan to extend the I*EARN activity to other schools in Romania and to promote the I*EARN spirit to the Romanian students and teachers.

Cornelia Platon - teacher of English
I*EARN Coordinator for Romania
"Alexandru Papiu Ilarian" Highschool Dej
E-Mail: nelly@lcjdap.soroscj.ro
WWW: <http://lcjdap.soroscj.ro/users/nelly/>

ANNUAL COUNTRY REPORT FROM RUSSIA

School year 1999-2000

1. Growth and expansion.

This school year was very productive in terms of geographical expansion. Our center has experienced a qualitative change in the number of applications received from different geographical locations in Russia. This year we have accepted schools in Vladimir, Yaroslavl, Sochi, Petropavlovsk and other locations. In most cases applications came from schools which have received computer classes and computer teachers and are looking for practicable ways of starting collaborative on-line project work.

2. Project work

Russian I*EARN schools have a very high level of curriculum integration of I*EARN project work. (Our teachers have organized special workshops on curriculum integration at the last International Teachers Meetings - in Chattanooga and Puerto-Rico.) With this experience behind us, our schools now put forward the question of creating a special "I*EARN curriculum". What does it mean? It means a shift from highly decentralized fully volunteer-based structure of I*EARN project work in our country to a two-fold approach:

(a) gradual development of "recommended I*EARN curriculum" based on most well established and effective projects in I*EARN. These projects are "recommended" as part of I*EARN classes.

(b) Encouragement of "traditional" approach to a wider fully volunteer-based I*EARN Project World.

In terms of (a) this year was most successful for the Laws of Life project (over 400 essays from Russia), HGP/Danger of Modern Fascism, Global Art and some others.

In the case of HGP/Danger of Modern Fascism the first body of educational on-line materials in Russian has been developed - the first work of this kind in Russian language known to us. The program of teaching HGP in Russian developed by our teachers was this year singled out by the Russian Holocaust Research Center as the best such work in Russian language and recommended for use in other Russian schools.

3. Annual conference.

On April 22, the Second I*EARN Kids Meeting took place in Moscow. 110 kids and teachers from Moscow, St.Petersburg and two smaller towns participated. There was one foreign guest: Cheryll Willet from the UK. Kids shared their experiences in I*EARN, proposed new projects (which they will announce in Beijing) and took part in a conference call with Peter in California and Ed in NY.

The Kids Meeting was filmed by local TV on the recommendation of District School Authorities.

As was the case last year the meeting was held on zero budget. Kids and teachers organized everything themselves at one of the I*EARN schools (sch # 1200 in Moscow). There was even a competition on who will host the meeting.

This tradition is now well established, and we are certain that next year we'll have more representation at the 3rd Kids Meeting from various areas of the country.

4. Fundraising for the Beijing meeting.

The tradition is that everyone wishing to participate in the International Teachers Meeting (this year in Beijing) starts his/her own fundraising in September after the last conference. Teachers and especially kids work very hard to save/fundraise money which will help them to get to Beijing. It is well accepted tradition that no external help or stipend one may receive covers anyone's entire costs. Such a stipend can only complement his/her own fundraising results.

This approach proved to produce results over the years. As of now we expect 33 kids and teachers from Russia to be in Beijing.

Annual Report - Sierra Leone

My name is Andrew Benson Greene Jr, and coordinates the affairs of a puny I*EARN group in Sierra Leone that has potentials to grow.

Sierra Leone joined I*EARN at the threshold of the new millennium. It was in December of last year, when Edwin H. Gragert kindly offered a booklet that linked us to the wider I*EARN world.

Students in Sierra Leone have participated in this very short time, even though ineffectively, on a number of resourceful I*EARN projects. Eg, Generations CaN Connect, Bullying Project run by William Beslsey. Through his encouragement, a few students were able to send in their enteries.

We have also taken part in the 'Colouring our culture project', Youth CaN, Lewin Book of Anthology and sundry others done in much a small scale way.

The guess for such low participation has been dinned in the past; lack of the appropraite technology, which if available shall prove me right that many of our contributions and projects shall feature in the I*EARN network.

I hope to represent my group in Beijing; thanks to those who have generously offered me a helping hand to do so.

We believe that to 'each generation is given new tools needed for human achievement and progress for their own time. "This new tool is the new wave of telecommunications technology.

Kind wishes,

Andrew,

I*EARN Sierra Leone Coordinator.

Andrew Benson Greene Jr.

Annual Report, Slovakia, 1999-2000

How I*EARN in Slovakia is coordinated

- ◆ I EARN coordinator: Joko Vrabel, joko@iearn.sk
- ◆ All the information is provided via list conference: iearn@gsk.srobarka.sk (recently almost every high school, which is connected to the Internet is subscribed to this mailing list, current number 112)
- ◆ I EARN news flashes are translated to Slovak language and forwarded to Slovak mailing list conference.
- ◆ Web server: 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

- ◆ The students performed I EARN, environmental camp and other activities in live broadcasting of Slovak state TV in 15 minutes talk show
- ◆ The students performed Youth CaN program and social-environmental project "The national park and Romas" in 15 minutes talk show in Kosice local cable TV
- ◆ We published some articles in SME Slovak newspaper about Youth CaN conference in NYC and other Newspapers

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 IEARN schools

- ◆ Srobarova High school, Kosice
- ◆ Nursery high school Presov
- ◆ Andreja Kmeta secondary school, Banska Stiavnica
- ◆ P. Horov secondary school, Michalovce

Slovak projects:

- ◆ Environmental and social projects
- ◆ Protecting national parks - Slovak Paradise and Romas
- ◆ Others
- ◆ Free time games IEARN project
- ◆ Olympic Games - in Slovak language

Meetings

- ◆ We organized 2nd IEARN Environmental Fun Camp, organized by Srobarova HS, Kosice
Number of participants: 80 from from 12 countries
Cooperating organizations: OSF Slovakia, US Peacecorps, Slovak hydrometeorology institute, Slovak academy of science, Srobarova High school
- ◆ Teacher's meeting: organized by IEARN Slovakia and OSF Slovakia
Topic: Involving new comers to IEARN
Number of teachers: 25
Presenters:
 - Joko Vrabel, IEARN coordinator, Slovakia
 - Katarina Pisutova, OSF Slovakia
 - Branko Marcetic, Planet friendship project, Slovenia
 - Istvan Szaboo, IEARN coordinator, Hungary
- ◆ Chemical project meeting, Beata Brestenska
- ◆ Czech - Hunagry - Slovak common project named My town your town
- ◆ We presented our project The national park and Romas at Youth CaN conference in NY on May 1st.

- ◆ Students from Slovakia participated in following meetings

Annual Youth Summit in Puerto Rico

CEE Youth summit in Romania

Art camp Hungary

The plans for next 12 months

- ◆ 3rd Environmental Fun Camp in Tatra. We would involve some participants from EU countries
- ◆ To organize teacher's meeting for newcomers.
- ◆ To increase number of schools participating in IEARN in Slovakia
- ◆ Fundraising for camps and other youth meetings with Jonah Wittkamper by Global Youth Network.

May, 19th 2000

Joko Vrabel

Report on I*EARN activities in Slovenia during the years 1999/2000

Slovenian I*EARN projects are very popular among our teachers and students in Primary and Secondary school. Legends of my place, Reading with Teddy bear, Healthy plants and Poisonous healthy plants and Local birds had more than 100 participating classes during the last school year.

International cooperation is still slowly spreading around. Our teacher Branko Marcetic is coordinating the project Planet Friendship. Has has been selected also as the Slovenian coordinator of new Balkan Voices project, together with the advisor Boris Radosavljevic from Gymnasium in Maribor. In November 2000 our NGO MIRK intends to apply for Comenius Network funding for this project in general in case there will be enough participants from EU countries.

Presentations on I*EARN project work and on Slovenian I*EARN activities were organized during three days **International educational conference on computers MIRK 2000**: <http://www2.arnes.si/~sspmgjac/mirk2000an/>, visited by 230 teachers and 12 foreign teachers, together with Zsuzsana Tubakos from Hungary. Many teachers which arrived over Council of Europe support to the conference (from Norway, Portugal, Turkey) and teacher from Nigeria heard about I*EARN for the first time.

Due to problems on the Ljudmila server, **I*EARN conferences** have been moved to national server of ARNES (Academic and research network of Slovenia). We are still in the process of giving usernames, as well as all the visitors of our web page at <http://www.mirk.si> are informed where to apply for them.

Slovenian teachers and students participated at the following **intentional I*EARN activities**:

- July 1999 at annual I*EARN conference in Puerto Rico
- In October 1999 students from Brezice and Maribor participated at second I*EARN ecological camp in Tatre in Slovakia
- In October 1999 Branko Marèetiè replaced me on second Balkan conference in Bitola, Macedonia
- In March 2000 Branko held a presentation on promotional conference in Sarajevo, Bosnia together with Boris Radosavljevic. They discussed Balkan Voices project
- July 2000 – we will have three presentations in Beijing, China

Publications and web page

- Grega Karlovsek, one of our students, reorganized Slovenian I*EARN web page. http://www.kud-fp.si/iearn/index_h0.htm
- in June 2000 a Booklet of projects will be published by the Ministry. It has been prepared by our group and will therefore include our descriptions and projects in Slovenian language. We have selected 24 I*EARN projects. This Booklet will be used at seminars and other promotional activities for teachers to help them join the projects. Information on I*EARN is also on our MIRK promotional flyer.

Our cooperation with the National Educational Institute (Borut Èampelj) is very good and many I*EARN schools are working within ENIS school (program EUN).

MIRK also conducts **seminars**, financially supported by the Ministry of Education, on project work (I*EARN is one of the suggested projects).

Our activities have been **presented** on several educational fairs during the year.

I*EARN center Slovenia together with MIRK NGO has the **financial support** partly from Open Society Institute Slovenia inside support for MIRK activities and partly directly to teachers, who work in projects and apply for the funding at national program Computer Literacy.

Our goals and vision:

- Spread the knowledge about I*EARN around teachers at our seminars and Slovenian fairs and conferences
- Involve the project activities into curriculum
- Find more youth for participation and organization
- Establish regional centers around Slovenia

Reported by Alenka Makuc, Slovenian I*EARN coordinator
June 2000

I*EARN in Thailand

September, 1999 to June, 2000

Involvement by International School Bangkok

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, 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 enjoy the projects immensely and we are pleased by their creativity and in-depth thinking as they grapple with and make attempts to solve global, regional, national, or community-level problems presented in the I*EARN Project student discussions. 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. We look forward to participating again in much the same way in the 2000-01 school year.

The elementary students this year collected donations of school supplies, textbooks, toys and \$80 cash to participate in the humanitarian part of the First Peoples' Project. They also had an opportunity to view the art works and read the stories from all the participating schools before they were sent to the Karen school in Umphang district, Tak Province. Through the art exchange program, the international students at International School Bangkok wonderfully learned about the various indigenous students and their uniqueness.

Karen Students in Umphang District

The Karen students in Umphang were excited to see the colorful calendar especially with a drawing from their tribe in it. They enjoyed viewing the drawings and reading some translated stories. Unfortunately we couldn't translate all the writing this year but we will try harder next year.

Seeing the other students art works and reading others' writing definitely help the Karen students to expand their knowledge since their access to the world outside their villages is quite limited. The art exchange project and the humanitarian project are very beneficial for both Karen students and international students including staff and parents who always gave positive comments about the students' work.

We are looking forward to share with them the new art works and stories for the coming school year.

Siriluck Hiri-O-Tappa and Donna Hurst
I*EARN Country Coordinator for Thailand

Country Report

I*EARN in Taiwan (<http://www.learn.edu.tw>)

Sylvia Li

cubby@ajet.nsysu.edu.tw

The formal open ceremony took place on October 22nd, with concurrence of TANet 99['] Conference, which is the biggest academic conference of Information Technology in Taiwan with hundreds of participants participating in it. From the time one, students who are hungry for new knowledge and generous Teachers who are prepared to offer their understandings for the betterment of others have a chance to listen to the world. They are eager and thoughtful "listeners" and they are sensitive to the cultural context in which their communication takes place. However, they also have a heavy responsibility to contribute to the advancement of shared knowledge.

It is within this context that I*EARN in Taiwan is established to facilitate communication between people with a priority focus on the young people of Taiwan. I*EARN in Taiwan is 'happening' to provide a glue which has the capacity to unite, in strength, the excellent efforts of many devoted people. People have a passion to educate and help others. There is no predetermined formulary or rigid structure in place. We do however have the opportunity to learn from the well established and successful models elsewhere.

With the 'passage of time' some more formal structures have been developed by a cooperative consultative process. In the short term a few volunteers have accepted the responsibility to promote the concept and establish the representative contact, for Taiwan, with the international partners.

Our members of committee include Professor Chen Nian-shing (chair, professor at Sun Yat-sen University, Ms. Han Shan-min(Representative of Ministry of Education), Ms. Hsing Yu-chane(Coordinator of Taiwan Cyber Fair 2000), Ms. Li Min-lee(Coordinator of the AJET project) and Mr. Laurence Quinlivan(Honorary Consultant).

I*EARN conference, finally set up in February 2000, as a tool which is only as good as the use to which it is put. I*EARN in Taiwan is but a name but in a cooperative spirit many people can explore their potential under the protective metaphorical umbrella.

So far we have had several schools projects involved in I*EARN Taiwan.

Local schools in Taiwan

Chi-jing Primary High School

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

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

I-Shou University

Local Projects in Taiwan

- ◆ The AJET project (Kaohsiung)
- ◆ 2000 Taiwan CyberFair Project (Taipei)
- ◆ Pathfinder (Tainan)
- ◆ Kids Care for Kids(Taipei)
- ◆ Pingtung Girls' Senior High School(Pingtong)

Individuals

Ms. Christina Chang
Ms. Nancy Yu (etc.)

There is collaborative work among local schools and local projects.

- ◆ The AJET Project and Taiwan Cyber Fair 2000
- ◆ The Pathfinder project and the AJET project
- ◆ Kids care for Kids and the AJET project
- ◆ Taiwan Cyber Fair2000 and high schools such as KGHS, NKNUSH, TYJH, MCJH, Pingtung Girls' High School etc.

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

- ◆ I*EARN Macedonia and the AJET Project: "Have we a Spare Planet?"
- ◆ I*EARN Romania and the AJET Project: "Children Folkgame 2000"
- ◆ 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.iearn.edu.tw/lithuania.doc>

<http://ajet.nsysu.edu.tw/~tc11>

Here are introductions of several major projects in Taiwan.

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

The AJET project(Advanced Joint English Teaching) in Taiwan is sponsored by MOECC. As part of APNG and other networks, it has tried very hard not only at the various empirical levels of language teaching to promote the incorporation of the Internet into the curriculum, but also at promoting the representation students' real life experience, which encourage students to make a meaningful change of their world. 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 AJET project has achieved the combination of structured learning and unstructured learning. For one, sequentially structured knowledge is integrated into such web-based environment as follows:

Cyber University (<http://cu.nsysu.edu.tw>)

AJET Visual Campus (<http://vc.nsysu.edu.tw>)

Usually the course design is based on the subject- and target-oriented learning models. Take AJET drama course

in Cyber University for example. In fact, to integrate the on-line course into school curriculum, the learning material is based on the current textbook. Visualized instructions using the system of Media-Master are adopted. Students can listen and see the teacher at any time. Then students can go to different discussion forums. There will be access to real-time chat. The handouts are there for reading, the mailing lists are there for group writing, and the video links are there for student to watch the recorded shows. There will also be a drama presentation using extra video conferencing system. The students simply follow the structured curriculum and interact with classmates and teachers.

Other AJET activities take place in Visual Campus). The teacher may prepare a so-called "guiding page" in advance with key terms and links and questions for discussion. Students are requested to post their reports onto the forum and discuss them before the VC discussion. On the discussion day, one of the student in each group act as a moderator. Other students are guided to talk over different topics in different rooms and then make a homepage as a group report.

Software/material

Different task-oriented learning models are observed, where English is not learned as a target language but used as a practical tool; for instance, students are required to collaborate with each other in a mission-based research project, creatively solving the problem in a limited short time. Through content-based instructions, students learn English on a meaningful basis instead of memorizing the fragments of articles.

Students are guided to conduct their own research. To introduce local culture to the world, several student teams are organized to join domestic and international Cyber Fair (<http://ajet.nsysu.edu.tw/new/powerpoint/AJETcyber-fair.ppt>). They pursue their interest and accomplish the projects with collaborative effort. Moreover, the KGHS students are interested in environmental issues and edit an e-zine for the AJET students to carry the messages concerning environment.

(<http://ajet.nsysu.edu.tw/~kg75/e-zine>)

Students are encouraged to develop their portfolios. These are the representation of their own life experiences and opinions. Through stage I, II and III. Multi-media messages are produced while communication between countries and schools is going on.

For unstructured learning, numerous workshops are offered. Different training programs for student leaders, teachers and students are held on the weekends. Video conferencing lectures are being planned, which connect the professionals with local teachers, to enhance the promotion of CALL teaching (Computer Assisted Language Learning) along with different task-oriented theories.

Liveware

"Liveware" indicates what students originally possess in themselves. Students are reminded to show concern for people around. While through telecommunication, they could spread their love to the distant corners of the world. As we know, to open one's eye is not easy, but to open one's mind's eye is even less easy. When junior high students share their folk games with international pals, they regain the childlike wonder under press of suffocating exam-haunted life.

(<http://ajet.nsysu.edu.tw/new/folkgame/cherling.htm>)

(<http://ajet.nsysu.edu.tw/new/folkgame/sandbag.htm>)

The AJET project is also aimed at facilitating the discussion among young leaders. Through communication in English, students in Taiwan can join global youth groups to create a statement worldwide. The youth are the future and should be involved in decision making today to shape that future favorably. For instance, during the earthquake-stricken period between September and December 1999, the AJET students set example to voice out the need and appreciation on behalf of Taiwanese teenagers. The sincere concerns and serious thoughts were carried in the journal of

Youth Summit.

(<http://ajet.nsysu.edu.tw/iearn/Earthquake.htm>)

(<http://vc.nsysu.edu.tw/jinglu/courses/QUAKE/JuniorJournal%20Lifeisvaluable.htm>)

It is the dream of the AJET project to embed technology in human affection and concerns. The AJET students join the I*EARN Taiwan activities of "Spanning Three Centuries," using technology to record oral history. Students acting as interviewers seem to be deeply involved with the local and historic scenes. They not only learn by employing multimedia tools and construct their own knowledge by fieldwork, but also learn to care for the elderly.

Spanning Three Centuries

People who are more than 100 years old on 1 January 2000 will have been born in the 1800's. Therefore their lives will have spanned three centuries. Youth across the world will be encouraged to locate people in this category and document their story. Here the project encourages an appreciation of the events of history across the world as seen by ordinary people. Students attempt to learn from the experience of others, pass the lessons to all who will read and hopefully will avoid the errors of the past.

Students as interviewers are required to locate any centenarians in your area, interview centenarians and their family/friends. They have to do research about their history and help them with their recollections. Make them feel important. They can text story of each person. Sound, Photos and Video Clips are to be put on the Internet. Copies of significant mementos could be presented as evidence.

The final collection of worldwide impressions of history in digital form will be available to scholars. It will also be enthusiastically suggested to I*EARN members world wide as an appropriate millennium celebration.

The URL of the proposal is <http://ajet.nsysu.edu.tw/iearn/centurions.htm>

A model is <http://ajet.nsysu.edu.tw/~tc11>

The Pathfinder Project : "A Day in Schools"

1. Theme and Participants

What are happening in the schools of foreign countries and Taiwan? Do students in foreign countries have the same class schedules with students in Taiwan? How do students in both countries they have their science classes? Which country's students are more content with their school life? These questions are quite interesting in the perspective of education and culture. The goals of this project are to answer those questions above. However, it is the mutual understanding and exchange of experience in students that we concern instead of competition and comparison. To fertilize the appreciation and understanding of the difference in culture around the world always is one of the significant objectives for every international collaborative learning project.

The project will invite secondary school students from foreign countries to take part in the study. The team in each school should be composed of at least 20 students from the same class and also one social study teacher supporting the students. In addition, there should have an assigned English teacher in each Taiwanese school to take the responsibility of supporting English writing and translation.

2. Timeline and Procedures

The timeline of the project is February to June in 2000. The whole activities needed for the project are divided into three phases:

- (1) The establishment of basic abilities in the beginning of the project, including:
 - b. Abilities to access and surf the Internet,
 - b. The ability to communicate with one another through the Internet,
 - b. The ability to create web pages, and
 - b. Abilities to collect and search information in Internet.
- (1) Conducting collaborative learning activities

Students follow the weekly study topics and assignments to explore their schools life and share what they have learned with each other. During the learning process, students are encouraged to consecutively exchange their views to modify their knowledge and opinions.

(3) The exhibition and evaluation of artifacts

Students have to complete their assignments or artifacts weekly and present them on the web pages created by students themselves. All the assignments and artifacts will be evaluated anonymously by students themselves and web site visitors, and publicly by invited professional evaluation committee members.

2. Project guidelines

In order that the students who are separated in far distance successfully proceed with the project through the Internet, the supporting team will create and maintain a project web site. The goal of the project web site is to provide a distributed collaborative learning environment for the project and to remove the hurdle of communication. The functionality and the contents provided by the web site are designed based on the following two issues:

- Each student in the project is considered to be an active learner. Therefore, the project web site has to provide a self-control and highly engaged learning environment.
- Collaborative learning projects have to build up a sense of learning communities among participants. Therefore, the project web site has to provide a variety of friendly communication tools in order to encourage students to discuss and try out their ideas and challenge the ideas of others. The project web site should also allow students to interact with a wider community of knowledgeable individuals to share information, data, resources and ideas.

The structure of the project web site is composed of ten categories: Scenarios, Participant Countries and Schools, Learning Activities, News, Forum, Chat Rooms, Video Conferencing, Learning Resources, Evaluation, and Supporting Team. The respective functions of these ten categories are as follows:

- Scenarios: Stating the theme and timeline of the international collaborative learning project.
- Participant Countries and Schools: Briefly introducing the participant schools as well as Canada and Taiwan.
- Learning Activities: Listing the details of the weekly learning activities, inclusive of the activity schedule, the execution date, the weekly assignments, and evaluation procedures.
- News: Posting the latest related activities and information of the participant schools and the project.
- Forum: It is an asynchronous public communication platform. Students, teachers, and even the public who are interesting in the project could interact to each other in here.
- Chat Rooms: It is a synchronous communication platform.
- Video Conferencing: It is a H.323 video conferencing system that allows multipoint real-time video conferencing.
- Learning Resources: Providing related web sites.
- Evaluation: Providing rules for project evaluation.
- Supporting Team: Listing the members and their contact channels of the team.

Besides of the communication tools provided in the project web site, the E-mail is also an easy, and rapid way to contact with one another. Supporting team members and teachers in the project can use the E-mail to establish a good way of communication in the beginning of the project. However, because all the details and process about the collaborative learning activities are expected to be transparent to all the participants, students are not encouraged to keep in contact with one another by the E-mail.

The URL of the web site is

<http://pathfinder.ntnct.edu.tw/global/canada/aday/>

Kid Care for Kid

On September 21, a Richter Scale 7.3 earthquake hit my home. Many high-rise building collapsed, over 2,100 people were killed, and more than 8,000 were injured. There are 100,000 houses were ruined, over 100,000 people became homeless. This Taiwan never-in-history earthquake shocked most part of the world. Many international rescue

teams rushed to Taiwan to give help. Russian, Japanese, Hungary, Germany, United States, Canadian, Mexican, French, Spanish, Singapore, Turkish, just to name a few, rescue teams helped to save over 10 people from collapsed buildings. We want to express our greatest gratitude to all these international friends for their concern and help.

We have passed the first rescue stage after quake. Now we are moving to the next recovery stage. We are not short of materials, however, we need experiences and advices from every international friends. We have confidence to re-stand up in shortest time like Japanese people after Kobe earthquake. Please give your concern and blessing to my folks in Taiwan.

This earthquake put great impact on our education system. Many school buildings are ruined; many teachers and students lost their families, friends, houses or even their lives. In addition to the physical damage, many are suffering serious psychological sickness, which will take longer to recover. In aim of helping our youngsters to recover from psychological sickness, our Ministry of Education and China Times Newspaper collaboratively set up a program named “921 TAIWAN KIDS HOPE ENGINEERING PROJECT”. This project consists of three parts:

- 1) JUNIOR REPORTERS
- 2) DISASTER PREPARATION CAMPUS
- 3) KIDS CARE FOR KIDS

KIDS CARE KIDS program wishes to set up a web site for kids to express their concern and blessings. Kid’s heart is like angle’s heart. They certainly care about tragedies both in the neighborhood and in places afar. They may care about everything happened in natural disaster, the casualty, the damage, the orphan hood, the homeless, the child labor, even the pets, just to name a few.

The URL of the web site is

<http://140.115.150.246/cyberexchange/kidscareforkids//engmenu.htm>

Taiwan Cyber Fair 2000

The International Schools Cyber Fair demonstrates how schools can share the knowledge and skills of their teachers and students on a world-wide basis. For English-second-language teachers and students, we put more effort to participate this global educational activity. We demonstrate that A Chinese mirror site can substantially promote the publicity in Taiwan community. Before we created its Chinese version mirror site, the Taiwan Schools CyberFair, only 13 Taiwan's entries participated in the 1999 International Schools CyberFair competition. Due to the creation of the Taiwan Schools CyberFair in December 1999, the Taiwan's entries have grown to 72 this year. A tremendous growth.

Annual Report - I*EARN Ukraine

There are more than 21,000 secondary schools in Ukraine, 152,000 teachers, and 7,000,000 students. Only few of them have Internet access (there is no statistic, but according to the IRF experts - only 2-3% of all secondary schools). Pupils and teachers poorly use Internet resources. Teachers of different subjects can not use modern computer technologies, teachers training system does not provide for it. Ukrainian teachers have poor information about modern education technologies and methods of teaching, especially connected to the use of Internet resources and peculiarities.

In spite of that the project-style work has become as a part of the school curricula in the most schools in the world, the Ministry of Education of Ukraine has not launched project technologies as a method of teaching at all, rarely using telecommunication projects. There is no even department within Ministry of Education, which is in charge of use of TT (telecommunication technologies) in school, there is neither strategic plan of development it, nor idea for connection reform of education system with using TT.

State program provides for using modern computer only for computer science subject during last two years of higher school. The main part of computer science curricula consists of learning different program languages but not modern telecommunication. There is not any telecommunication network for primary and secondary schools in Ukraine no education server.

Taking into account the features of Ukrainian education environment, the need is free exchange of modern pedagogical ideas and dissemination of information by means of supporting TT project work in educational network In Ukraine I*EARN program was started only in 1998. IRF Internet Program that supports Ukrainian schools with computer equipment and Internet access have prepared basis for establishing telecommunication network in Ukraine. Resource Methodical Center "Contemporary School", NGO founded IRF, become I*EARN center in Ukraine. It translates into Ukrainian, creates printed, CD, video and electronic materials for participants and spreads information about the program. Teachers and administrators of 15 secondary schools from different regions of Ukraine participated at the first workshops for newcomers in Kiev and Kharkiv in the end of 1998. So that they could become involved in the use of modern technologies in the teaching and extracurricular process. National I*EARN network consists of 24 secondary schools from different regions of Ukraine now. I*EARN- Ukraine has created 9 national and participated in 25 international telecommunication projects till the end of the May of 2000.

More then 166 teachers and 1844 students are involved in TC project work in 1999-2000 school year !!
(TO compare : 12 teachers and 140 students in 1998-1999 school year)

I*EARN mailing list for Ukrainian school was created on Karnet Center founded by IRF. The most active teachers works in leadership group - Board of I*EARN-Ukraine.

Distrust of "official" pedagogic to international organization can be an obstacle to the success of the program. Second problem is that schools are hesitant to allow teachers/students to use computers for subjects other then Computer Science. To diminish these case we need to intensify our public relation activity and involve the most influential teachers, scientist and students of Pedagogical Universities and Teacher training institutes to the program. Another problem is that teachers of different subjects are often intimidated or not skilled to use PCs.. One of the possible ways to cope with this is the free courses for teachers in school computer laboratories (I*EARN centers). Next problem is in the general state connectivity, especially in rural area, where I*EARN is most needed. The most Ukrainian teachers do not know English very well to participate in international projects for different school subject. The way to eliminate it is the cooperation with other programs and international organizations. So we

cooperate with such organizations as Peace Corps, British Council, IREX and another organizations.

To fulfil goals of I*EARN Project, the program concentrated its support in 2000 on successful experience of small account of school (25) and establishing 4 regional teacher training centers to represent their experience as an example; in 2001 - sharing (spreading) the TT educational technology among teachers and administrators in regions, so that program would continue to operate even after termination of IRF support.

We conducted 2 regional seminars (Lviv, Kharkiv) for I*EARN schools and administrators from 12 Teacher training institutes. We represented our programs, trainers to state specialist and now we have 8 agreements with Regional Teacher Training institutes to conduct such seminars for computer teachers and teachers of different subject 9 Telecommunications projects and Internet computer skills)

We already prepared criteria for new school-participants, formed Team of Leaders as a teacher trainers for newcomers, creating a teacher manual for TC project work, CD and printed materials in Ukrainian language.

Organized of workshops and seminars for:

- 1) computer teachers- 3,
- 2) English teachers -1
- 3) newcomers, -1
- 4) Teachers of different subjects - 2

- 9 national TC projects;
- 2 international projects;
- publishing 3 books (results of project works)
- 17 articles in local newspapers and magazines and 4 - in state newspapers and magazines
- International summer camp for students and teachers in Crimea
- Creation of database of Ukrainian schools with Internet access.
- Introducing I*EARN project work in Annual August Conferences organized by Local Education Departments. - Visit to Cherkassy to I*EARN school and participation in GLOBE seminar.
- Introducing I*EARN program for Peace Corp volunteers

FUTURE

Potential and Forecasting

The I*EARN Project seems to become well known among teachers, students, and educators. RMC "Contemporary School" have got tens telephone calls and letters from schools of different regions of Ukraine with requests to join them to the Program. Teachers and students involved in telecommunication project work can use their skills for future work, their professional growth up for the better integration in modern community. The I*EARN Program is systemic impact on effective education in our country

Thanks to I*EARN-US - IREX project "Training a Community of Learners". This year we have work closely with IREX (IATP) in creation Civic Education Network in Ukraine. The Civic education national projects, technical issues and possible usage of school computer labs for the IREX target group in different regions were discussed. The list of upgraded propositions for I*EARN schools was presented to the IREX IATP Coordinator. Video, photo and printed materials were created for seminars. 8 Ukrainian national I*EARN projects have started and 3 of them are Civic projects as a result of cooperation with the IREX CEN Program. Namely, they are: "I have a right to rights" Research Human Rights Project, "Near to us" and "Clean Dnieper Water" - the

environmental ones.

During the November-December a course with elements of distance learning education was organized by the Group of trainers of I*EARN-UKRAINE. Tasks and questions for computer teachers who want to become regional trainers were developed. Every two weeks the materials for teachers were sent via a national mailing list. The participants have got a possibility to receive regular consultations from the Group of trainers and to discuss the materials they had received during the previous November seminar.

A special computer Program for Examination was created by the Group of Trainers. Both the Program for Teacher Training Course and the Examination Program were discussed with experts from Applied Informatics Research & Training Centre (Ukrainian National Academy of Sciences) and were recommended by them for implementation.

***** Web Design Seminar.

Seminar "I*EARN International Civic Projects and Teaching English" was held on December, 3-4 in Kyiv. 30 participants from different regions of Ukraine participated (22 English language teachers, 3 civic educators, 2 school administrators, 3 computer science teachers) The Program of the Seminar included one plenary session, round table and 11- hours of training courses for English teachers. The languages of the seminar were English, Ukrainian and Russian.

Here are some activities associated with the seminar:

- 140 pages manual for teacher-newcomers "How to start with Internet" was designed and spread among English teachers in electronic form.
- Civic education materials donated by CEN Coordinator of IREX (in Ukrainian language) were printed and spread.
- The brochure Program of Collaboration between the Government of Ukraine and UNICEF (CHILDRENS RIGHT) donated by the UNISEF Representative in Ukraine (in English) was presented to all participants.
- presentation of new LONGMAN teacher and student books / Some printed materials were spread.
- presentation and demonstration of Multimedia Education Systems for English classes
- Round Table "International I*EARN projects and English curricula and extracurricular work" during which the most experienced teachers shared their TC project activities and discussed the ways to motivate students and teachers to joint international projects.
- Mr. Mark Ernest, Peace Corps volunteer has presented his 2 year teacher experience in Learning Circles project.
- Evaluation of the seminar was conducted by using a Form of Expectation at first day of the seminar and a Form of Results (the final day).
- The second Form of evaluation was send to all participants of the seminars

Presentation of "I*EARN project work in teaching English" was done by Tatyana Korchak, the Expert of the program, at the Annual British Council TESOL Conference 10-12 December in Kyiv.

On January 3-5, 2000 the meeting of school coordinators, Board of I*EARN-UKRAINE and Expert Council of I*EARN program was hold in Slavsko, Lviv region. During the meeting we discussed the progress of the civic projects and future plans. Also, the plans for involving teachers of different subjects in TC project work, for establishing 4 regional teacher training centers, for preparing for the Ukrainian National Conference in 2000, cooperation with different state bodies and NGOs in education field, I*EARN publications were discussed as well.

A discussion via email took place with the I*EARN Country Coordinator in Ukraine and the Web-design trainer Mr.

Rjabov, Coordinator of Civic Education Network, Mr. Artur Jaremenko, Coordinator IATP for Ukraine took place. Partnership and future activities were discussed. As a results of the seminars and project work 3 articles concerning the I*EARN - CEN activities were published in regional newspapers (Donetsk, Chernivcy, Kyiv) and one in the state education magazine.

A List of computer skills was created and two different program for newcomers (program1) and experienced teachers (program2) were prepared. Discussions of List and programs with IATP coordinator Sept. 30 - introducing of I*EARN project work in the conference, organized by state newspaper "Informatika" Weekly meeting in IREX office; creating and recording of CDs (GOLD I*EARN-Ukraine CD) for schools with different programs and materials for I*EARN project work. Copying the Project Booklet in English for all participants Translation the Project Booklet into Ukrainian and new design of Ukrainian edition Creation pen with logotype "I*EARN -Ukraine" Upgrade the Center equipment Copying the two video films I*EARN in Ukrainian language for new school Copying Blue I*EARN CDs for new schools

Agreement with Ukrainian Legal Foundation and I*EARN-Ukraine Center about donation books for the participants (Human rights, Children Rights, teaching democracy in school). 200 books was donated.

Evaluation of the seminars was conducted by using a Form of Expectation at first day of the seminars and a Form of Results (the last day). We sent the next Form by e-mail at the end of the year. More over we have sent to all schools the Start Forms which fixed start situation in their school before beginning of the Program. We sent the same Questionnaire at the end of the school year. This Form include some questions about number of teachers and students using TC in their curricula and extracurricular work, equipment, characteristic of local network, etc.

Visits I*EARN-Ukraine coordinator to Kirovograd , Odessa, Sevastopol, Kharkiv, Lviv, Lugansk, Uzhgorod, Fastiv, Chernivci, meetings with teachers and students working in I*EARN .

Discussion of new civic projects for 2000-2001 school year in the network.

Nina Dementievskia,
I*EARN coordinator for Ukraine

Annual Report - I*EARN-USA

In the past 12 months, I*EARN-USA has focused on enhancing services for teachers and students. Its membership remains at approximately 400 schools. Teachers and students in the USA have been active in most projects, working with other teachers around the network to facilitate a number of them, including the Holocaust-Genocide Project, Planetary Notions, YouthCaN, projects within the Global Arts Projects, First Peoples Project, Inside View and The Contemporary.

Structure:

I*EARN-USA is a membership non-profit organization. Its Board of Directors consists of 5 persons: John Golden, Jillaine Smith, Peter Copen, Nathalis Wamba, and Naimie Lundi. Its offices are located in New York City.

One major part of our work this year has included the development and testing of a web-based interface for participating in I*EARN forums/conferences. This interface is through the "WebCrossing" software and is designed to make participation by new schools and larger numbers of students easier. Another tool that we have developed is an I*EARN-US Handbook, which is now on the WWW, which provides instructions and assistance for working in I*EARN projects.

Our staff consists of five full-time people (Lisa Jobson, Radha Blackman, Ed Gragert, Karina Copen and David Potter), one part time person (Margaret Riel) and a number of part-time interns, including Sarah Lucas, Marina Mikhaylova, Nina Segal, Leinz Valles, Michael Gonzales, Bernard Tonge.

I*EARN-USA has provided training workshops around the United States and in different countries. In addition to I*EARN-USA staff members, these trainings have been implemented in by Celia Einhorn, Betsy Frederick, Rachelle Engler, Kelly Teamey, Lisa Larson, Rowena Gerber, and Carmela Federico. Many of these workshops were part of a project funded by the US State Department to train teachers in six countries in the Middle East and South Asia. In addition, I*EARN-US has worked with Coordinators in Central and Eastern Europe and IREX to provide workshops for teachers in nine countries in the former USSR. Presentations on I*EARN have been made by staff and teachers at numerous educational and youth-oriented conferences and events.

Finances: I*EARN-USA income is from three sources:

- 1) a fee paid by US schools (\$280/year);
- 2) grants from foundations and private individuals;
- 3) contracts with government and other agencies for teacher training projects.

I*EARN has been pleased to provide services to support international I*EARN programs. Staff in New York have worked to:

- ◆ Design and produce the I*EARN Project Description Booklet and Directory,
- ◆ Maintain and support I*EARN discussion forums/conferences, including subscriptions for those who receive feeds from the forums via e-mail,
- ◆ Compile and distribute the bi-weekly News Flash
- ◆ Provide printed materials and support for schools in a number of countries around the world.

Our plans for the next 12 months are for expansion of the school membership in the USA and expanded teacher training workshops in different parts of the country. We are hoping to conduct a "Train the Trainers" conference in August 2000 to further develop a growing group of experienced trainers. We also plan to hold our first fundraising dinner event in December 2000. Financial emphasis will be on expanded contracts for training workshops and teacher/student

physical exchanges.

We will continue to focus major attention on bridging the "Digital Divide" that exists both in our country and between countries. Toward this end, we will expand work with foundations and government agencies seeking to provide access and training to persons in the USA who have been excluded from educational telecommunications technologies. Outside the US, we will continue to collaborate with other organizations, such as Schools Online, WorLD, UNICEF, etc. to provide equipment, connectivity, training and project content to marginalized communities.

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Annual report - I*EARN Yugoslavia

Dear I*EARN friends,

I was first acquainted with this great project during the conference in Salzburg which I attended along with Jove Jankulovski, I*EARN coordinator for Macedonia. There, he informed me of the I*EARN's main ideas and goals and we agreed that we need to take some actions in order to involve Yugoslavia into the I*EARN family. Knowing that I needed to learn more about the project, Jove invited me to The Second Balkan Conference held in Bitola in October, 1999.

I went there with Milan Kuc and Miki Cerovic, two representatives from Montenegro, with whom I had discussions on how we could start and implement this project to schools in Yugoslavia. We met with Yuri Romanenko, who gave us some valuable ideas and suggestions on how to start it. It was agreed that by return to Yugoslavia, we should all try to organize a small workshop for students and teachers who might be interested in participating in I*EARN projects.

During the next few months, my brother Mirko Dinulovic and I have come up with a workshop scenario and contacted some teachers from Belgrade High schools. We originally planned to have a workshop in March, but due to teachers' strike (which lasted until now) and the close end of the school year, we had to postpone it till September.

In the mean while, I have been taking a Peace Studies Course during which I met Vlada Pandurov who shared my interest in improving the communication and cooperation between the South-East European countries. Knowing that, I have told Vlada of I*EARN project and asked him to help me with his computer skills (he is majoring in Information Systems) and his ideas and to join me in my efforts to bring this project to Yugoslavia. He showed great interests which only increased after his participation in the I*EARN conference, held in Sarajevo and organized by Alma Zecevic.

Even though, it is not directly connected with I*EARN, I want to mention one more project Vlada and I did, during that time. We (together with some other Peace Studies students) have developed a project called "Student Peace Initiative: South-East Europe PEACE (SEE PEACE)". This project was approved by The Open Society, Belgrade, and thanks to that we were able to host two workshops (and discuss the possibility of mutual projects) with Peace Studies students from Macedonia and Croatia. These workshops had great impact on all of us and plus, both Vlada and I believe, this to be a great experience and "good school" for all the future I*EARN workshops that we might organize here.

And, speaking of workshops and some future plans... We have worked out a detailed ("minute to minute") plan for the Yugoslav student/teacher workshop that is as I have said suppose to take place in September. So far, we have managed to find the location and the material for it and we have contacted quite a few prospective participants. Also, we are planing to invite Yuri Romanenko and possibly some other I*EARN "veterans" from Macedonia, Sarajevo etc. We are planning to use that opportunity to learn more, to teach the students and teachers about the project and to hopefully start a small I*EARN family in Yugoslavia. Your help along the way is much needed and appreciated! Feel free to join us with your ideas, suggestions and comments!

Best regards from Yugoslavia,
Tijana Mirovic

Zambia

In Zambia, we have schools that have been taking part in I*EARN as individual schools but not as a group or with coordination. A youth NGO called Rescue Mission Zambia (RMZ), a part of the Rescue Mission Planet Earth International network, came up with the idea of bringing together schools in Zambia in an effort to have a forceful presence of I*EARN in Zambia. This saw the tentative arrangement where Rescue Mission Zambia is the Zambian contact.

RMZ is now going round schools recruiting them into I*EARN projects. We have access to computers and most schools in Zambia have no computers let alone Internet connection. So we have given them permission to be using the computers when they have to communicate. But we are currently sourcing computers so that we can set up a centre in Lusaka, Zambia where youth groups and schools involved in I*EARN can do their communication.

We are also arranging to have delegates attend the Beijing conference.

Oliver Sepiso Shalala

I*EARN Projects - Zimbabwe Country Report June 00

Introduction

Zimbabwe-WorLD is part of the World Bank's World Links for Development (WorLD Programme whose mandate is to play a leading role in promoting the use of information and communication technology in education in developing countries and facilitating cultural understanding among youth across nations through on-line collaborative projects. Established in 1997, WorLD is currently underway in 17 countries, including several in Africa (i.e. Botswana, Cape Verde, Ghana, Mozambique, South Africa, Uganda and Zimbabwe).

Zimbabwe-WorLD was launched in late 1998 and has been proactively supported by the country's Ministry of Education, Sport and Culture as a leading "ICT in Education" initiative. The programme benefits from close linkages with the other, Ministries (e.g. Ministry of Information and Higher Education), and the public and private sectors at local and national levels.

To date, twelve Information and Communication Technology (ICT) centres have been developed –at least one in each of the nine provincial capitals and three others in high growth peri-urban and rural communities. We have a center at each of the following places: Bindura, Chinhoyi, Gutu, Gwanda, Gweru, High Glen in Harare, Mutare, KweKwe and two in Bulawayo at Eveline Girls High School and Mpopoma High and one at Marondera High School. These centers are providing computer and Internet literacy training to a surrounding cluster of schools and community users as a means of getting them to engage in collaborative learning using E-Mail and Internet.

We have also launched a Mobile Van that becomes our thirteenth "center". Its purpose is to provide exposure and access to ICTs at places that do not have infrastructure or resources to expose their student and teachers to these technologies as tools of communication and learning and teaching. A point to be remembered is that the WorLD programme is not about technology but people! Our aim is to facilitate and deliver intercultural education at both school and community levels. To this, end the Zimbabwe World Links for Development (Zim-WorLD) is proud to be in partnership with I*EARN which has provided us with high quality and sound educational collaborative projects. Our tele-centres have been online for just about a year and yet within this short period of time many of our teachers and pupils are well under way in I*EARN projects.

Between 10-14 April 00, Zim-WorLD conducted Phase Three one week teacher's training workshop whose main focus was on integrating curriculum with ICTs. On return to their centers, the teachers started to register for projects

with I*EARN as well as other cooperating partners. We have three centers that are doing very well in collaborative projects especially I*EARN projects. These are the High Glen WorLD Centre, Chinhoyi WorLD Centre and the KweKwe WorLD Centre. Students from these centers have been participating in the **One Day Project, Stop Violence Project** (*very appropriate for our country during this election*) **Teachers for the Future Project, Street Children, Race Against Racism, Faces of War and the Holocaust/Genocide Project** among others.

From these different projects the students are learning more about other cultures and at the same time getting to understand and appreciate their own. They are also learning more about the characteristics of other nations and peoples. Those that are participating in story writing are also developing their skills in letter writing and composing their own ideas in English.

On the **Race against Racism, Stop Violence Project** and **Street Children** Projects, the students learn to argue their minds and express their points of views about global problems. These experiences which are new to most of our teachers and students will help them to understand people and the world better, both as citizens and leaders of tomorrow.

As a result of their interaction with other juveniles they learn to view problems in their right perspectives. Some of the participants have managed to establish friendships with their counterparts in other countries and sharing social and cultural beliefs and values thereby adding value to the education they are receiving through the normal school curriculum.

Though we have not been doing I*EARN collaborative projects for a long time, there is no doubt in our minds that both teachers and students are benefiting a lot from them. For a start, they enjoy the communication and in the process they are learning a lot without realizing it! That's the fun of it!

A teacher at one of our centers reported on their participation in a number of projects which are co-coordinated by the I*EARN World Committee in Australia. These projects included the STAR OF HOPE (SoH) project that is coordinated by Susie (e-mail zhi_heng@sina.com), the Peace Mural Mural that should be on display somewhere, coordinated by Charly Bullock. Although the students joined very late Charly was kind enough to give them a grace period to submit their poems and stories about the World peace.

Some students from Zimbabwe, namely those from our High Glen WorLD Centre are contributing to the I*EARN

newsletter and recently their work on traditional games (infants) was published in several languages.

We have great hopes for the future and would like to see more of our schools joining in these projects. I would like to thank WorLD and I*EARN for selecting Zimbabwe as one of the countries to attend the 7th Annual Conference in Beijing. We are very encouraged and at the same time challenged by this offer.

Eliada Gudza

Zim-WorLD National Coordinator