

The JFIT-ICT in Education Programme in Asia and the Pacific

- Past, Present and the Future with implications -

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Introduction

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Rationale of the Programme (1/2)

Programme:

Japanese Trust Fund for the “**Promotion of the Effective Use of Information and Communication Technologies in Education**”: established in October 24 2001, and started to implement in May 2002

Rationale/Background:

1. Education for All
2. EFA Framework for Action, Dakar, April 2000
3. 31C/4, 31C/5 (“Digital Divide”)



Then this programme will focus on

Rationale of the Programme (2/2)

How to use ICT to help reduce disparities in both educational access and quality and, ultimately, bridge the digital divide.

The task will be to harness ICT to provide greater access to relevant knowledge, learning experiences, and materials;

1. introduce new educational content both about and through ICT;
2. improve both the professional development of teachers and teaching-learning processes; and
3. link up educators and learners to break the isolation they so often experience.

Factors to be Considered

Disparity

- Geographical development
- Economic development
- Technological development
- Educational development
- Teachers competencies
- Policy environment

Diversity

- Culture
- Languages
- Religion
- Races
- Social systems
- Educational systems



Identity

Globalization and Localization

General Objectives

To contribute to **Bridging and Tapping the “digital divide”** and promoting “digital inclusion”:

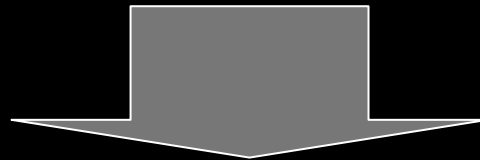
1. By exploring and demonstrating how ICT can be used to reach those excluded from learning and to improve the **quality of education for all**, and
2. By developing **innovative models** of ICT use and of **ICT-based teacher education, teaching-learning methods, and curriculum/materials development** in schools and in other places of learning.

Specific Objectives

1. To help create an enabling and **supportive policy environment**
2. To promote the **integration** of ICT in both **formal and non-formal education** programmes
3. To strengthen the **training and professional development** of teachers and **non-formal education facilitators**

Supporting Activities

1. To ascertain the **current situation** of ICT application in the Asia-Pacific region in the field of education
2. To create, collect, analyze, and provide **quick access** to knowledge and information
3. To develop and use a set of **performance indicators**



Special attention will be paid to how ICTs can promote the greater participation and achievement of **girls and women** in education.

All about Projects (1/2)

1. Training and Professional Development of Teachers and Other Facilitators for Effective Use of ICTs in Improving Teaching and Learning (incl. Gansu Project) (*PRFTL*)
2. Establishing the Effective Use of Information and Communication Technologies (ICT) in Education for All (EFA) in Cambodia (*CMBDT*)
3. Training of Teachers in Information Technology (IT) to Meet the Emerging Needs of New Learning Environment (*SRLKT*)
4. Strengthening ICT Use in Schools and SchoolNet in ASEAN Setting (*SSNET*)
5. ICT Application for Non-formal Education Programmes (*NFEPI*)
6. Improving management and delivery of Technical and Vocational Education (TVE) through the application of ICTs (*TVEMD*)

All about Projects (2/2)

7. The Establishment of a Regional Clearing House in Support of ICT in Education Programme in Asia and the Pacific (*REACH*)
8. Performance Indicators on ICT Use in Education (*IDCTS*)
9. The Meta-survey of the Asia-Pacific Programme on Promoting the Effective Use of Information and Communications Technologies in Education (*METAS*)

10. ICT in Education Policies (*POLIE*)

My Personal Implications

- Within the framework and regulations of UNESCO:-

Quality Intelligent Database Management system with capabilities to link to the Internet and its kinds be essential and needed, which has built-in mechanism to sharply and immediately respond to any kinds of misuse and ill-use operations by any users and which includes databases about best practices and success stories to assist teachers and stakeholders in creating quality lesson plans, quality materials, quality education data processing in classrooms, schools, related resource centers, universities and other related institutions within communities, and quality in- and pre-service teacher education so as to ensure its longer utilization and sustainable education development as well.

Something to make different ^(1/3)

To make innovative and challengeable, cooperation and collaboration with several authorities like Ministry of Finance, Ministry of Energy, Ministry of Environment, Ministry of Post and Telecommunication, Ministry of Transportation, Ministry of Promotion of School library etc., whatever you call it, to bridge and tap the digital divide in the rural area where there is no electricity notebook computers will be utilised by the establishment of 'Battery Recharge Station' in the community *by keeping the UNESCO regulation in mind,*

Something to make different (2/3)

Battery collection, Recharging and Delivery station to take care of mobilizing the batteries in the notebook, which is similar to the mobilizing books magazines and even audio-video media like films and tapes by cars where there is no established libraries in schools and communities. Utilization of solar, water and/or wind power/energies, in case car batteries will be also used with appropriate transformers.

(Source: What I can do under the JFIT-ICT in Education Programme, January 2002)

Something to make different ^(3/3)

Both UNESCO New Delhi and those who are in charge of this project as member of the 'nodal agency' in Sri Lanka are expected to make this project different, more challengeable and more innovative from other nine projects; for example, *by keeping the UNESCO regulation in mind,*

- (1) several numbers of digital camera will be purchased to be distributed to different types of schools and to see how students enjoy themselves with teachers in creating their personal and school home pages for example, and/or
- (2) with the use of ICT the involvement of the communities for making the school as one of the core place for the members will also be encouraged.

(Source: Mission report on Sri Lankan project, 27 January 2004)

Visions

Quality system and software

- All stakeholders should know how to identify quality e-learning/u-learning system, where the trends of digital technologies marked by the integration of broadcasting and tele-communication networking should be carefully considered, and at the same time the Diagnostic Mechanism, responding in the intelligent manner to each user's conditions changeable time to time such as (1) friendly interfaces, (2) conversational system component, and (3) user's modeling for induction and inference/deduction techniques, should be built-in in order for the user to expand his/her own knowledge framework by which he/she feels challengeable, self-satisfaction, self-esteem and confident.

Importance of local/indigenous knowledge

- Global vs. local