

iEARN International

Annual Report

July 2006



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iEARN Executive Council and iEARN International ANNUAL REPORT 2006

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Appendix A: iEARN International Budget and Financial Statement 2006

1. Introduction

Assembly consists of 33 iEARN Centres, the Youth Representative and Copen Family Fund. We would like to thank the members of Assembly for their continued support and encouragement for the work that the EC undertakes on your behalf. It has been a busy year with many new countries interested in becoming iEARN members and the official recognition of iEARN International as an NGO in Spain. We have also been able to begin to establish an independent iEARN International budget and different groups have discussed web management, youth elections among other topics.

We are pleased to submit this report on the activities of the iEARN Executive Council for 2005-06.

2. Financial Report/Budget including contributions from Centres

A full report on the International budget and expenditure is available on the Assembly forum: 14/04/06 and is attached as Appendix A. After a period of discussion, the budget and expenditure recommendations were accepted on 12 May 2006 and disbursements are underway.

On 15, May 2006, the EC posted a notice requesting discussion of the Annual Contribution for iEARN International.

3. International incorporation including requirements concerning Centres' registration

We are pleased to report that iEARN International was formally recognized as an NGO in Spain on 10 February, 2006 as International Education and Resource Network – iEARN - registered Association NO. 5865. Address: 13, de Callus Barcelona, Spain, www.iearn.org.

4. January Executive Council Meeting

The iEARN Executive Council met on the 20th to 22nd January 2006. Meetings were held in Barcelona on the 20th and 22nd and in Callus, Catalonia with iEARN Pangea on the 21st. Full reports of these meetings can be found on the Assembly forum: 12/02/06

This was the first Executive Council meeting to be held between Assembly meetings. The Executive Council thanks Assembly for its support of this meeting. We know Assembly will continue to recognize the great value for such mid-term meetings and be supportive of them.

We also thank our colleagues in iEARN Pangea for their assistance in arranging travel and accommodation and their friendship and support while we were in Catalonia.

The EC discussed the following matters:

- i) Scholarships and fundraising for International Conference
- ii) International membership

Need constitutional amendment at Assembly re: inactive centres

iii) Collaborations and partnerships

At the Assembly meeting we should table a discussion on the status of collaborative partnerships and current activities through collaborations/partnerships and ideas for new partnerships.

iv) International web management

A Working Party is active - working on a report on what is involved in the international site and the amount of time it takes to run the iEARN international site. Need to look at content management systems: can we manage the website in a dispersed way? Recommendations need to go to Assembly for discussion.

v) Coordinator training

vi) Operation HOPE/IRCC

vii) WEC

viii) Youth Representative Elections

ix) Annual reports

x) Impartial arbitration body

xi) Process for applications for 2008 conference

xii) iEARN International

At the Assembly meeting we will move a motion which states: "Due to incorporation of iEARN International, all Centres must fulfil the requirements necessary to comply with the acts of incorporation".

Need to post on Assembly forum that "all Centres who have not already provided the documentation required for belonging to the international incorporation of iEARN must provide this at or before the July 06 Assembly meeting". At the Assembly meeting, the EC will table a motion dealing with Centres "out of compliance with this requirement". (note: need to confirm requirements from iEARN Pangea and address to send the information)

xiii) International Contributions

Need to initiate a review of international contributions in the time leading to July 06 Assembly meeting.

xiv) On-going Tasks

The EC also reviewed and updated its operating procedures and listed and assigned tasks for the next 6 months.

5. EC Meeting with iEARN Pangea re iEARN International matters

The following actions were suggested. These will need to be discussed in Assembly.

A full report of the meeting can be found on the Assembly forum: 12/02/06.

1. iEARN Pangea will host the offices of iEARN International. The iEARN International address will be the official address for all iEARN International correspondence. This address will be included on official iEARN International letterhead and on the iEARN International website as well as in any iEARN International official documents and forms.

2. Activities of iEARN International office

- Respond to requests for information about iEARN International including sending information packs to individuals, Centres and iEARN partners.

- Maintain records of iEARN Centres, including documentation required by Spanish government for legal status of Centres within iEARN International.



Members of iEARN Pangea Coordination Team, the Mayor of Callus and the Executive Council: Callus, Catalonia, January 2006

-Maintain records of "ACTS" of iEARN International including all agreements of iEARN International agreed in the year. This "Acts Book" must be signed by the EC on behalf of iEARN International and submitted to Spanish Government annually.

- Submit 'Foundation Documents' for iEARN International to be posted to the iEARN International website. These documents should be posted in Spanish and English.

- Establish financial systems for iEARN International to:

- a. manage the iEARN International bank account
- b. accept and disburse funds for iEARN International activities as approved by EC/Assembly
- c. send invoices and receipts to iEARN Centres for Annual Contributions and any other donations directed to iEARN International
- d. arrange for annual auditing of iEARN International account
- e. submit annual financial reports for iEARN International activities

Note: iEARN Pangea will explore the options for where the International account should be held. They will need to explore fees, exchange rates, accounting procedures etc. They will prepare a report for Assembly to discuss and agree.

3. EC will need to take the following actions:

- a. Adapt the centre application process to meet the Spanish requirements for legally adding new Centres to iEARN International (see Pangea report). The adaptation consists of adding some legal documents to the current application. This process must include all current iEARN Centres who were not 'founding members' of the international incorporation as well as new countries submitting applications to become iEARN Centres.
- b. Establish guidelines for approval of expenditure from iEARN International account (e.g., signatories to cheques)
- c. Submit the iEARN International Founding Documents to the international website
- d. Prepare the transfer the costs of establishing iEARN International to the new international account when banking facilities and process are in place.
- e. Agree a fee to be paid from International funds for iEARN Pangea to manage the iEARN International office activities

6. iEARN International Membership report 2005-06

Overall, the EC has been in correspondence with 63 iEARN Country coordinators over the year. One-third of these were of a substantial nature.

New Centres (or changes in Centre Coordinator)

Bangladesh,
Israel
South Africa, Nomty Gcaba, (new Centre Coordinator)

New Representatives

Cameroon (Francois Donfack)
Paraguay (Rosi Rivarola)
Togo (Abotchi Yao)

New Contacts

Bahrain. Amani Amer
Dominican Republic, Nuria Rodrigues
DRC - Congo, Didier Lungu
Ecuador, Samuel Sanguenza,
Mongolia, Bolormaa Tsetsegee
Aotearoa-New Zealand: Lulu Maitai
Yemen, Hana Alkibslly
Philippines, Maria Luisa Larcena

The following Centres have little or no activity in regard to Assembly membership:

Bulgaria - no contact with Centre Coordinator, no reports, votes etc

Estonia - one contact with Centre Coordinator, no reports, no votes, no contribution to annual budget etc

Russia - On May 31 Victor Minachin withdrew the iEARN Russia Centre from iEARN. The EC made the following Recommendation to Assembly:

The EC recommends that the iEARN Russia Centre no longer be recognized as an iEARN Centre or a member of the iEARN Assembly. The EC recommends that the Assembly meeting in Enschede in July discuss ways in which iEARN can be supported in Russia.

The EC will, in the meantime, seek response from iEARN teachers in Russia about the immediate and longer term management and development of iEARN in Russia.

South Africa - submitted late annual report, no votes, little discussion on forum, no contribution to annual budget

Other Centres with little activity (based on 8 votes/activities this year): Poland (2/8), Czech Republic (3/8)

7. Youth Representative

The EC extends its thanks to Ahmed Gamal who has recently completed his term as iEARN Youth Representative. We congratulate and welcome Mostafa Nejati from iEARN Iran who has now taken up the role of iEARN Youth Representative.

On behalf of Assembly, we extend thanks to Sarah Alam and Nuria Peguero for their outstanding work in initiating and managing the election process for the iEARN YR.

8. Inactive Centres

The EC has endeavoured to identify inactive Centres with the hope of encouraging them to become active members of Assembly. In our discussions we have defined inactive Centres as follows:

- i) Does not respond to emails
- ii) Does not meet expectations of centre: submit annual report, contribute to annual budget, vote on proposals/new Centres, take active part in Assembly forum
- iii) Does not validate/delete members (or maintain membership lists) in a reasonable amount of time

When we identify an inactive Centre, the EC sends an email stating our concern and asking them to join in a discussion to determine the cause of inaction. The actions we take will depend on causes of the problem discovered in the investigation/analysis such as

- lack of resources
- lack of skills or knowledge
- lack of time
- internal (within a Center/country) problems or interference

- external problems or interference
- lack of commitment

9. Other Votes/Discussions by EC 2005-06

Votes:

1. iEARN International Budget 05-06 (18 Yes, 0 No, 0 Abstain)
2. iEARN Russia proposal on Amman bombings (1 Yes, 17 No, 0 Abstain)
3. Responsibilities of Centers, Representatives, Contacts (22 Yes, 0 No, 0 Abstain)
4. Application of Bangladesh to be accepted as an iEARN Centre (20 Yes, 0 No, 0 Abstain)
5. Application of Israel to be accepted as an iEARN Centre (19 Yes, 0 No, 0 Abstain)
6. iEARN Russia 'transparent discussions' proposal (1 Yes, 17 No, 0 abstain)
7. iEARN Russia 'transparent budgets/finance' proposal (1 Yes, 17 No, 0 abstain)
8. 2008 iEARN Conference and Youth forum: proposal to host from iEARN Uzbekistan (19 Yes, 0 No, 0 abstain)

Other activities:

- *2004/05 Annual reports submitted by Centres (including late reports) (27)
- *Proposal: web site working party
- *Annual contributions made by Centres: (22)
- *Report on EC meeting in Barcelona
- *Discussions on representative status
- *Youth representative election
- *Discussion on iEARN Annual budget and expenditure
- *Recommendation EC election process
- *Discussion on 2008 iEARN International Conference

10. Expressing thanks to those who have assisted work of iEARN International in 2006.

The work of the Executive Council and iEARN International would be impossible without the support of iEARN Centres. The EC extends special thanks to:

iEARN Pangea for the development and on-going implementation of the iEARN International structure and for their hosting of the Executive Council meeting in January 2006.

iEARN USA for maintenance of the international web site, database and other on-line infrastructure and the Project Description Book and the staff of iEARN USA for almost daily support.

iEARN Australia for the soliciting, compiling and distribution of the Annual Reports and producing and maintaining the record of iEARN Assembly decisions and policies.

iEARN Argentina for assistance with communications across the Spanish-speaking membership of iEARN.

We thank all iEARN members for the trust they have placed in us, for their patience and their tolerance. We feel privileged to have undertaken this role during the past twelve months.

11. Talis Bercis

In early June we received the news that Talis Bercis, Coordinator of iEARN Latvia, had passed away. Talis died of a malarial infection he contracted in April.

Talis is known to many of us for his long and active service of teachers and students in iEARN. He was a member of the iEARN Secretariat and a major motivator of iEARN in Europe.

On behalf of all of iEARN, the Executive Council extends its most sincere sympathies to Talis' friends and colleagues. We send our condolences to his wife Aina Berce and daughter Linda.

Report presented to iEARN Assembly by the iEARN Executive Council
Cheryl Morgan Daniel Kakinda Bob Carter
June 2006

APPENDIX A: iEARN International Budget and Financial Statement 2006 (in US dollars)

Opening Bank Balance per July 1, 2005 2,422.66

Debits

Argentina	350.00
Armenia	91.50
Australia	325.00
CFF	350.00
China	350.00
Egypt	350.00
Ghana	350.00
India	350.00
Japan	350.00
Lebanon	335.00
Macedonia	130.00
Netherlands	343.00
Pakistan	350.00
Pangea	350.00
Slovenia	350.00
Uganda	350.00
UK	350.00
Ukraine	100.00
US	350.00
Uzbekistan (paid April 2006)	322.00
Interest	7.98

Credits paid to date:

Daniel to Spain	1,500.00
Domain names	105.00
Funds to Bob H for Senegal site visit	1,302.00

Closing Bank Balance 3/31/2006 5,720.14

Contributions still anticipated

Morocco (to be paid in April 2006)	350.00
Orillas (we can't find this, checking)	350.00

Anticipated balance April 2006 6,742.14

Proposed expenditures	
iEARN Pangea set up costs	\$1,000
Ed and Eliane centre meeting	\$600
CM iEARN Asia conf	\$1,000
PDB/web mgmt (US iEARN)	\$1,500
Survey Monkey	\$200

Expected balance July 2006 2,442.14



1. What is your full postal address?

Florian BULICA
L 6, Pall 72, Sh 2, Ap 15
KUKES
ALBANIA

2. Are you the contact person for your country?

Yes, I'm the person contact for my country from February 2006.

3. How many schools/sites were there last year in your country or Center (May 2005)?

2 (gymnasium school and youth organization)

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

2 teachers and 30 students (My school your school)

5. What language(s) do your students use in collaborative project work.

English

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

Not yet

7. All centers have difficulty in funding their work, please identify how iEARN is funded in your country?

- a. Membership fees
- b. Government Sponsorship/grants
- c. International contracts (ex. DFID, UNESCO, EU Funding etc)
- d. Local fundraising
- e. Other (please specify)

Nothing financing

8. Do your students take part in community service/action projects? Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

Cleaning environment of city.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- a. iEARN On-line teacher training
- b. Local teacher training in Collaborative Project Based learning
- c. Regional iEARN Conferences
- d. iEARN International Conference
- e. Other (Please specify)

Neither

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

1-To open and complete iEARN ALBANIA office.

2-ICT

3-www.iearn.al

11. List the three most important outcomes/accomplishments last year.

12. What are your specific goals for next year?

Strengthen links with Ministry of Education and Science, also with NGO-s, any foundation.

How to involve more schools in network.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

www.kukes.cjb.net

www.shkolla.cjb.net

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about? **No**

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)? **No**

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report) **No**

iEARN Aotearoa New Zealand

My name is Lulu Maitai and I teach Year 9 ICMT (Information and Communication Technology) at Lytton High School in Gisborne, New Zealand. I teach part-time as I am finishing a degree at Waikato University. It was during a paper on Telecommunications that I learned about iEARN and realized the huge potential and value the iEARN global collaborative projects would have for our students here in New Zealand. It has therefore been my privilege to volunteer as the Contact person for iEARN in our country.

Since taking on this role I have worked with Yoko Takagi in Japan to match teachers and their students in Japan and New Zealand to work on the Teddy Bear Project. We are very excited to make this first step. I hope we can encourage other teachers to join in so that there will be many more partnerships with iEARN community countries.

Lulu Maitai
iEARN Aotearoa New Zealand

iEARN Argentina

Fundación Evolución administers and sponsors the **iEARN Argentina Center** and nationwide educational network called **TELAR**.

1. What is your full postal address?

Fundación Evolución
San Martín 4° G (C1004 AAS) Ciudad de Buenos Aires - Argentina
Tel/fax: 54-11-43152030 / 43129201

2. Are you the contact person for your country?

Rosa Isabel Aguila Paula Pérez
rosyaguila@telar.org paulap@telar.org

3. How many schools/sites were there last year in your country or Center (May 2005)?

1200 K-12 and post-secondary, considering all the projects that we are running.

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year

We estimate 20.000 students and 600 teachers have been involved in Project work.

5. What language(s) do your students use in collaborative project work.

Spanish.

6. Please list the names of organisations with whom you have partnerships/collaboration agreements

Along these years, we have partnered and/or made agreements with numerous Organizations, Companies, NGOs, and governmental agencies. In 2005 – 2006 we've worked/are working with:

Provincial Ministries
National Communications Office
National Geographic
FLACSO (Latin American Faculty of Social Sciences)
ASO / OEA (American States Organization)
Argentinean Chapter of the Internet Society (ISOC).
Educ.ar (Official Education portal of the National Ministry of Education)
Edebe Digital
Oracle Educational Foundation
Intel Argentina: Teacher Training Program - Intel® Teach to the Future
Microsoft Argentina, Partners in Learning programa (PIL)
IDRC (International Development Research Center, Canada)
Espais Telematics
Karpa Marketing Group
European Union: @LIS Program
Fundació Aplicació - Catalunya, Spain
ISOC-GAL, Internet Society Galicia, Spain
APSEC, Associació Professional Serveis Educatius de Catalunya (Organismo del Secretariat de l'Escola Cristiana de Catalunya, Spain)
Computer Aid International
Foundation TODAY in Education ("HOY en la Educación) Ecuador
Southern Autonomous Institute (Universitario Autónomo del Sur) Uruguay
Instituto de Inovação Educacional, Ministry of Education (Portugal)
ECOMLAC, Latin American and Caribbean Federation for Internet and Electronic Commerce
Educational Technology Institute (IIE), Universidad de la Frontera (Chile)
EAFIT University (Colombia)
Omar Dengo Foundation (Costa Rica)
ILCE, Latin American Institute for Education and Communication (México)
Chile Foundation

UAI, Interamerican Open University (Argentina)
FASTA University (Argentina)
Patagonian University San Juan Bosco (Argentina)
SchoolNet Africa
Babbage Investigation Center – Teacher training Institute
Acindar Foundation
FISE (Fondo de Inversión Social Empresario – Social Investment Fund)
Ford Foundation

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

- a. Membership fees: **NO**
 - b. Government Sponsorship/grants: **Yes**
 - c. International contracts (ex. DFID, UNESCO, EU Funding etc): **Yes**
 - d. Local fundraising: **Yes**
 - e. Other (please specify): **Voluntary work of teachers for the coordination of collaborative projects.**
- Note: Our NGO, Fundación Evolución, is running several projects, the grants and contracts we have are for specific projects which are not directly connected with iEARN, but they are a very important support for people who do voluntary work for iEARN activities.**

8. Do your students take part in community service/action projects?

No.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- a. iEARN On-line teacher training: **YES** – Spanish version of the online courses.
- b. Local teacher training in Collaborative Project Based learning: **YES**
- c. Regional iEARN Conferences: **YES** (Educatec in November 2005)
- d. iEARN International Conference: **YES**
- e. Other (Please specify)
 - Teachers who participate in Atlas of Cultural Diversity get online training.
 - Intel Teach to the Future.

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

We appreciate the help we have always received from other Coordinators and the Executive Council, which has been instrumental for our development. In turn, we've done our best to support people from Spanish speaking countries who are willing to get involved in iEARN project work. We would appreciate that we continue to provide each other the support it's always existed in iEARN.

11. List the three most important outcomes/accomplishments last year.

- a.- Atlas of Cultural Diversity project distinguished for excellence in the use of information technology in the Education Category in the Stockholm Challenge.
- b- We provided computers and connectivity to the schools involved in ATLAS of Diversity.
- c- We signed an Agreement with *Microsoft* Argentina to implement its program “Peer Coaching” (Entre Pares) in Argentina. We trained the first Facilitators and are in the process of training Coaches.
- d- We completed the research project “REDAL” (Latin American Educational Networks), a study on how 7 Latin American networks operate and their successes and challenges, with the purpose of creating a document with guidelines for decision and policy makers.

12. What are your specific goals for next year?

*To gain more visibility for our organization in order to be able to impact more teachers and students and raise more funds to support and expand our activities.

*To organize EDUCATEC, the second national event which aims at bringing together teachers and students who

have participated in several projects in our organization. This event will also host the final instance of the National Geographic Olympics, Mathematics Challenge and ThinkQuest.

*To train Facilitators and Coaches in 13 provinces through the program “Entre Pares”.

*To integrate an increasing number of local schools, especially those in isolated areas around our country to the national and global educational community of the TELAR-iEARN Network.

*To continue to facilitate the incorporation of more Latin American teachers to the iEARN Network.

*To provide teachers with ongoing face to face professional development opportunities and support with which to expand their teaching skills and learning opportunities for their students.

*To partner with organizations, both nationally and internationally, who share our vision in order to work together in providing schools the technological tools and connectivity they need to enhance their teaching and their students’ opportunities for learning.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

<http://www.fevolucion.org>

<http://www.telar.org>



iEARN Armenia

iEARN ծրագիրը Հայաստանում

iEARN-Armenia coordinator - **Karine Durgaryan**
karine@childlib.am, karinad@mail.com

Address: National Children's Library of Armenia, Teryan str. 42/1, Yerevan, Armenia, 375001

iEARN-Armenia: 35 schools, 4 libraries, 65 teachers, about 300 students

Most important outcomes last year:

- participation in the 12-th Annual iEARN Conference in Dakar, Senegal national iEARN workshops in Yerevan and Aghveran

I-st Youth Summit in Aghveran

iEARN-Armenia students meetings at the National Children's library involving the local libraries as a telecommunication centers (TCC) from the regions of Armenia into the iEARN program

During the reporting period iEARN-Armenia local coordinators traveled to the regions of Armenia – Stepanavan, Dilijan, Shaumyan and others to involve new schools and childish libraries to the iEARN-program.

In July iEARN-Armenia delegation participated in the 12-th iEARN Annual Conference in Dakar, Senegal.

Two special schools for weak hearing children were involved into iEARN-Armenia. The training for these schools' teachers was conducted. The books and manuals were collected and passed to the students of these schools.

In October in Aghveran, Armenia, all-Armenian annual iEARN-teachers workshop was organized. The workshop in Aghveran had allowed to reveal set of substantial and organizational questions, to decide some technical and financial problems. In ceremonial atmosphere the diplomas to the active iEARN students, teachers and school principals were presented.

First time the Youth Summit was held in the frame of this workshop. During the Youth Summit the debates were organized. The students proposed a lot of new themes for Armenian language projects. Three of them are now available on

<http://foro.iearn.org/webx?NodesByDateD@131.1HRsau9y1W5.2@.ff5c055>

They are:

If...

World of Adventures

Life beyond the Earth

iEARN-teachers in October-December participated in iEARN online professional development courses on Social Studies, Science and Environment, Creative Arts, Teaching of a Foreign Language.

In May, 2006, iEARN-Armenia held the regional conference on environmental protection. The main topics of the conference were

- studying and protecting the environment as a part of the YouthCaN project under the topic "Global Warming" (booklet in production);

- results of iEARN-Armenian spring action (February-May): "Keep clear the environment in your school, region, city", which included trees planting, land improvement, workshops, discussions, and familiarization with the legislative acts on this theme etc.

- results of discussion "Is it necessary to study environmental literacy at schools?" can be found on the "Nature through the Eyes of Generations" forum:

<http://foro.iearn.org/iearnforums/armenianlanguageforums/nature/>.

Armenian students use English and Armenian in collaborative project work.

Not all schools in the regions of Armenia are equipped with computer labs and have Internet connection. That is why to involve the students from such regions into iEARN program it is possible to use the local libraries with their telecommunication centers. Since this year besides the schools the libraries from the regions of Armenia are involved into the iEARN program. Now 4 regional libraries have started work with their young readers in frame of iEARN program as well.

In future iEARN-Armenia is planning to expand its activity in the regions of Armenia involving not only schools but the libraries as well.

From the iEARN coordination center, National Children's library of Armenia, the iEARN-Armenia schools and regional libraries by means of a nEARN (national EARN) constantly receive necessary recommendations and consultants, news about announced competitions, forums, measures, conferences

The successful development of iEARN program in Armenia is persistently supported by the Open Society Institute (G. Soros foundation).

iEARN **AUSTRALIA**

There has been much activity both online and in person during the last twelve months for our Management Team as well as our members.

Melissa Tylee was selected as a member of the inaugural World Education Corps. Melissa traveled to Oxford University for intense training before taking up her position with Farah Kamal in Pakistan. Melissa has worked well with the Pakistani community in schools and in the iEARN office assisting with projects and promoting the use of technology with local communities. She has accepted her place well in the Muslim country and has adopted the traditional Shalwar Kameez and a scarf as standard dress to the point that she has often been mistaken for a local. Melissa will complete her year of service in mid 2006. We look forward to hearing from her firsthand when she returns.



Melissa with teachers in Pakistan

Felicity Williams (Teacher) and Daniel Collins-Williams (student) were selected to represent iEARN Australia for the Power Users' Symposium, which was held in Costa Rica in August 2005. Bob Hofman, iEARN Netherlands, used the iEARN model of collaboration by selecting a Power User Group with a teacher and student team from eight different countries around the world. The students worked on projects online and then met face-to-face in Costa Rica to present their findings to other Power User groups from around the world.



Felicity and Daniel working on the project

In September Judy Barr travelled to Northern Territory to work in association with Jennifer Ure from Asia Education Foundation. Workshops in Darwin, Nhullunbuy and Alice Springs were well attended and appreciated

by teachers from many primary and secondary schools. Bob Carter attended the workshop in Alice Springs and was able to inject further interest from his own experience in the Northern Territory. Other workshops have been held this year in Eastern and Western Victoria by Judy, Jo Tate and Rob King.



Training teachers in Darwin with Judy Barr and Jennifer Ure.

These workshops have led to new memberships. The challenge remains to keep new members involved on the iEARN network and to maintain their interest in participating in online collaboration in a crowded school curriculum with many conflicting pressures and Government regulations involving educational standards.

Virginia King travelled to Cairns to meet with the organising committee of the ACEC conference to be held October 2-4 2006 in Cairns. Discussions about the conference had been conducted with QSITE (Queensland Society for Technology in Education) for approximately a year before the face-to-face meeting. We plan to conduct pre-conference workshops on the use of iEARN forums and to present six presentations in the main educational stream of the conference. It is hoped that this conference will lead to identifying teachers in another Australian state to further extend our membership ranks.

Bob Carter met in Spain with the other two members of the International Executive Council. The EC has had several contentious issues to consider this year and we are very grateful to Bob for all the time and effort that he has put into his role.

A visit from Cathy and Charly Bullock from USA as well as Bob Carter and Virginia King from NT was a great excuse to meet in person at a restaurant in Carlton. Others in attendance included Judy Barr, Aaron O'Shannessy, Muriel Wells and Felicity Williams. It turned out that Muriel Wells was considering her position on the committee and in the following week announced her resignation from the MT. She leaves a great legacy, known as the Teddy Bear Exchange - a project that thousands of students and teachers have participated in and for many of whom it was their first project. On behalf of iEARN Australia, I thank Muriel for her leadership and involvement in iEARN over many years.

Web access using the iEARN forums has been a great advance for Australian members. Participants in workshops seem quite comfortable with the format from the outset.

The online monthly meetings have been a great success despite a few hiccups with some MT members reporting problems accessing it, forgetting about the time differences in different states, interruptions such as Parent-Teacher nights or competitive sport on the same evening! When I first joined the MT, most decisions occurred online and meetings to discuss issues occurred only once or twice a year. The chat site has made more frequent interaction more fun and given us a better focus throughout the year. I would like to thank Gary Lewis for initiating the site and for its ongoing management. The iEARN Management forum on the c2o site has been a great way for the MT to initiate discussion and make decisions.

Our website www.iearn.org.au has been updated by Di Sullivan in some areas but still needs further development and more regular updating to more accurately represent the work that we are currently doing locally as well as internationally. All members of our MT are in full-time teaching or consultant positions and fulfill their roles on the MT on a voluntary basis.

Australia has been a great supporter of the International Teachers' meeting and Youth Summit since its inception in Argentina in 1994. It was unusual for us to have no representative at the conference in Senegal in 2005. It seems that in 2006 we may break our previous records with the number of attendees expected to be in excess of thirty. We anticipate taking a group of around thirteen students, ten teachers and ten parents, spouses and siblings

to attend the Teacher's conference and Youth Summit in Enschede, Netherlands. We look forward to meeting WEC volunteer, Melissa Tylee, at the conference as well.

Teachers in Australia continue to facilitate and participate in a variety of projects. First Peoples, Kindred, Great Fly Off, Labs Alive, East-West, 1945, Poets' Corner and the Great Apes Project are coordinated or co-coordinated from Australia. Australian classes participate in many other projects including Teddy Bear Project, Teleclass video conferences and Learning Circles, One Day, Eye to Eye. Students have also been working on the UN Millenium Goals in preparation for the conference.



Students participating in The Great Fly Off

iEARN Australia members have been involved in two projects to help schools in third world countries. One school has a sister school relationship with a school in Rwanda. This year the first group of three teachers and six students visited the school and helped to paint the assembly hall and various other projects to assist with their further development. They identified a number of projects such as a water tank that needs to be installed. The school donated a number of notebook computers to assist their students become more computer literate. At this stage, internet access at the school is not available so working on iEARN projects together is still a dream at this stage. The same school has also undertaken to assist a school in East Timor. Two teachers have visited the school and fundraising is currently underway at school to help construct a toilet block at the school. Recently a teacher from their school visited Australia to further develop the connection between the schools.

iEARN Australia members are continuing to support the Humanitarian Project which provides 10 scholarships a year to enable Karen students on the Thai-Burmese border to attend secondary school. The Humanitarian Project also provides school supplies to up to 10 schools and kindergartens and contributes to the wages of a teacher-aide in one school.

1. What is your full postal address?

iEARN Australia
45 bHaggars Rd
Sarsfield, 3875
Victoria, Australia

2. Are you the contact person for your country?

The contact person is the iEARN Australia Management Team – email: iearnoz@iearn.org.au

3. How many schools/sites were there last year in your country or Center? (May 2006)? - 70

5. What language(s) do your students use in collaborative project work. - English

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

Asian Education Foundation, Great Ape Survival Project

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

Membership fees

8. Do your students take part in community service/action projects? - Yes

Sister school in Rwanda – see written report

Working with school in East Timor – see written report

Humanitarian Project – see written report

9. What teacher training or professional development activities have your teachers taken part in during the past year?

Local teacher training in Collaborative Project Based learning

iEARN International Conference

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

www.earn.org.au

This web site gives links to project web site coordinated from Australia

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

Kindred

Lewin

Judy Barr

President

iEARN Australia Management Team

iEARN Austria

1. What is your full postal address?
A-3100 St.Poelten, Rudolf Tornar Str 3,
2. Are you the contact person for your country? Country coordinator of Austria
3. How many schools/sites were there last year in your country or Center (May 2005)? 5
4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year. 5 teachers in Austria, 85 students in Austria, connected with 12 teachers in Brno, CZ, Bratislava, Slovakia, and Budapest, Hungary
5. What language(s) do your students use in collaborative project work. German/English
6. Please list the names of organisations with whom you have partnerships/collaboration agreements. Spring Day in Europe, BiMu, GIVE, education highway, schule.at
7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?
Local fundraising: by flea markets, Christmas stalls, etc
8. Do your students take part in community service/action projects? No
9. What teacher training or professional development activities have your teachers taken part in during the past year? none within iEARN
10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.
*we just started a year ago: we had to fight prejudices and the fear that iEARN is something like a religious group
*getting iEARN known by media reports and events
*schools are over swept by an incredible mass of project suggestions and tend to delete them all before taking note of them
11. List the three most important outcomes/accomplishments last year.
*our project "100 years ago and now" got by now 16 schools together and we will apply for project help from Sokrates National Agencies in the next schoolyear
*we did a small iEARN conference in August 2005 in Austria with coordinator of Hungary and Czech Republic and some educators
*registered as an NGO group and got recognized by educational authorities
12. What are your specific goals for next year?
*to get funds from Sokrates NA for Comenius 1 projects
*to have another and bigger conference on the project this August in Austria
*to do an exhibition on the Monarchy project
13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)
www.schule.at
<http://members.aon.at/iearn-austria/>
www.eduhi.at/
<http://www.ngo.at/forum/give.htm>
www.springday2006.org
<http://www.schulen.wien.at/schulen/915032/>
14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?
"100 years ago and now – from imperial forces of the Austro-Hungarian Empire to free democratic countries within the EU"

Maria Bader

iEARN Bangladesh

Bangladesh Education and Resource Network- (bEARN)

www.b-earn.org

iEARN-BD/bEARN center :

Full postal address:

iEARN Bangladesh/bEARN is happy to have its independent office during this reporting period with 5 staff members at House# 4/9(1st Floor), Humayun Road Mohammadpur, Dhaka-1207, Bangladesh. Tel: 88-02-8141838, Fax: 88-02-8141837, E-mail: grhiru@yahoo.com

iEARN Bangladesh is registered as an NGO under the Societies Registration Act XXI of 1860 of the Government of the People's Republic of Bangladesh as "**Bangladesh Education And Resource Network**" and the Registration Number is : S-4266(368)/04.

iEARN-BD/bEARN has been approved by the iEARN Assembly as a Center of International Education and Resource Network(iEARN) in April 2006.

2. Contact person of the country: Golam R. Hiru,
E- mail: grhiru@yahoo.com

3. No. of Schools/teachers/students involved

Approximately 25 schools, 65 teachers and 290 students were involved in iEARN during this period but all are not very active.

4. Collaboration / partnership:

Apart from iEARN International community, iEARN- Bangladesh has established a good working relation with few Universities, Government and Non-Government Organizations such as:

Presidency University, Dhaka, Bangladesh.
Daffodil International University, Dhaka, Bangladesh
Bangladesh English Languages Teachers Association (BELTA)
Campaign For Popular Education (CAMPE)
American Center, Dhaka, Bangladesh.
Peoples Forum on MDGs (PFM)- Bangladesh
Research Triangle International (RTI), USA.
Global Youth Action Network (GYAN)
UN Millennium Campaign
Action Aid International - Bangladesh
Youth Bank-UK

5. Outcomes/accomplishments of last year:

- *bEARN contacted 950 schools and colleges (up to 12 class) to participate in iEARN programs.
- *Organized a National Teachers Training Workshop from 14-16 June 2005 at Presidency University Auditorium as part of BRIDGE program. 21 teachers from 11 schools joined the workshop and the workshop was concluded with a certificate giving ceremony where the US Ambassador was the chief guest.
- *Two participants from Bangladesh joined the BRIDGE regional conference at Beirut, Lebanon.
- *Two Educationists from Bangladesh attended the "BRIDGE Master Trainers Workshop 2005" at New York in the USA.
- *The Country Coordinator of iEARN-BD attended YES consortium meeting in Jordan in September 2005.
- *This was the first year for bEARN to execute the Youth Exchange and Study- YES program and successfully recruited 17 students for the program.
- *A seminar on "Cultural Exchange Promote Global Education" was organized by bEARN in collaboration with Nacel Open Door Bangladesh commemorating **International Education week 2005 on 18 November 2005**. The seminar was participated by Youth representatives of different organizations. It was also attended and participated

by eminent educationist and scholars. **Hon'ble State Minister for NGO Affairs Bureau**; Government of the People's Republic of Bangladesh graced the seminar as Chief Guest.

***MDGs (Millennium Development Goals)**: bEARN is the focal point of Youth Forum on MDGs - Bangladesh, and the country coordinator is the Convener of **Global Campaign Against Poverty (GCAP)-Bangladesh** and Member of Peoples Forum on MDGs. In that capacity bEARN contributed in these forums by organizing workshop, seminar, signature campaign, rally etc. to achieve the goals and targets of MDG. The Country

*Coordinator of iEARN-BD attended international meetings of G-CAP at Bangkok, USA and Hong Kong.

*Observed Global Youth Service Day (GYSD) 2006.

*Organized orientation workshop on "Volunteering and Community Service" for Youth.

*Coordination of Youth bank activities in Bangladesh.

6.Problems/concerns/challenges (three)

*Bangladeshi Schools are not resourceful in terms of Trained and Qualified Teachers, Students- Teacher or classroom – Teacher ratio, English and ICT ability of the Teachers.

*Teachers are low paid so most of them are always busy for private tuitions and not committed for the betterment of the students.

*Government and most of the cases the School management is not supportive for the new initiatives such as iEARN.

7. Specific goals for next year:

*Organize 3 Teachers Training Workshops for 60 teachers from at least 30 schools.

*Organize 3 Orientation Seminars to introduce iEARN

*Organize Orientation program on Youth Exchange and Study-YES

*Recruit students for YES and Administer the program

*E-Teacher training pilot program for Secondary school Teachers for the Ministry of Education supported by iEARN-USA, RTI and Asian Development Bank (ADB)

*Organize two summer and winter work-cum-study camp for Youth Volunteers

*Organize two blood donation program collaborating with Bangladesh Red Crescent Society

8.www.pages:

We are happy to develop and host our own website: www.b-earn.org

9. Publications:

Brochure, iEARN project Book 2005-2006, iEARN –BD Teachers Guide Book for Collaborative On-Line Project Work, YES flyers and Posters.

The present situation for the Secondary Education in Bangladesh.

<http://www.campebd.org/download/EW2005FullReportEnglish.pdf>



<http://www.earn4u.com/>

What is your full postal address?

10, Gorny Pereulok, Minsk, 220071, Belarus

2. Are you the contact person for your country?

Yes

3. How many schools/sites were there last year in your country or Center (May 2005)?

iEARN-Belarus involves 35 - 45 member schools annually.

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

About 70-80 teachers and 350 students in different regions of the country have been involved in iEARN project work

5. What language(s) do your students use in collaborative project work?

Belarussian, Russian, English, German.

6. Please list the names of organizations with whom you have partnerships/collaboration agreements. IREX/ IATP (International Research and Exchange Board/Internet Access and Training Program)

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

- a. Membership fees Yes
- b. Local fundraising Yes

8. Do your students take part in community service/action projects? Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

Organizing internet-project games, camps, workshops and trainings; planting trees/flowers; participating in historical/research and ecological/research projects, investigating health problems in Chernobyl region, Chernobyl interviews, Perspectives of Architectural Monuments Project; On-line Conferences, etc.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- a. iEARN On-line teacher training Yes
- b. Local teacher training in Collaborative Project Based learning : iEARN Projects Participation Seminars, Creating School Websites Workshops, National iEARN Projects Coordinators Meeting, Internet-Games' Coordinators Training; On-line Educational Conferences.
- c. Regional iEARN Conferences Yes

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

Support of iEARN-Belarus teachers and students participation in the international iEARN events.

11. List the three most important outcomes/accomplishments last year.

Start of a new iEARN-Belarus projects "I Am a Guide", "Thinks Act MDG", internet-game competition "Our Belarus: Millennium Development Goals", "Teddy Bear" Regional iEARN Center project; iEARN-projects coordinated by Belarus teachers this year: "World We Live In", "Kindness Can Change the World", "Here at Home", "Souvenir Shop", "A Magic Flower of Wishes"; iEARN Students and iEARN Alumni Club "New Line"

12. What are your specific goals for next year?

*Steadily involving new iEARN participants: regional schools, teachers, students.

*Organizing teachers workshops, students trainings and camps, on-line conferences, iEARN project games and

competitions. Finding the solution of financial problems. Spreading the knowledge about iEARN activities at regional teachers conferences.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit?

<http://www.earn4u.com/>, www.newlineclub.net, <http://artmiles-wwli.iatp.by/>, <http://www.newlineclub.net/mdg>, <http://wwli.iatp.by>, <http://www.politeness.narod.ru>, www.dobrush.net, www.sch35.minsk.edu.by, <http://zhdanovichi-specinternat.iatp.by>

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

iEARN-Belarus Alumni Club presentation at Moscow Students Forum, <http://newlineclub.net/moscowprweek2006.htm>;

iEARN-Belarus Activities presentation in “Prague NGO Market”, http://newlineclub.net/photos/ngo_market/index.htm.

Lyudmila Dementyeva,
iEARN-Belarus coordinator

iEARN Botswana

1. What is your full postal address?

Bushy Percy Mmatli
Country Coordinator, IEARN
Department of Curriculum Development and Evaluation
P/Bag 501
Gaborone

2. Are you the contact person for your country?

Yes

3. How many schools/sites were there last year in your country or Center (May 2005)?

Category of School	Primary	Secondary		Tertiary & Others	Total
		Junior	Senior		
No. of Schools	3	40	4	2	48
No. of Participants	6	85	4	5	102

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

School Name	No of Teachers	No of Students	Title of Project
John Nswazwi	2	5	Traditional Foods (ENO)
Maruje JSS	2	10	ENO
Gaborone Secondary	1	40	ENO, Education and Eradication of Malaria, HIV+ Testimonies Exchange, Lewin, USA-Botswana exchange
Tsodilo JSS	1	5	Connecting Maths to our lives: Traditional Maths Games in our community

Other Telecollaborative Works

About 20 students took part in a Telecollaborative project called Young Peoples Commission for Africa (YPCfA), which brought together students from 50 countries together on the Internet. 25 schools were from Africa and the other 25 were from the UK. The YPCfA project started in January 2005 and was completed in July 2005.

Our students will be participating again in another Project called Identity Project to begin in January 2006. Preparations have been made and students' names and those of the teachers to participate have been sent to the UK. The coordinator has been trained; while students and teachers will be trained will be trained next year.

5. What language(s) do your students use in collaborative project work?

English

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

Ministry of Education

NB: a temporary arrangement with the British Council which provides Internet Access to one of the schools for telecollaboration

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

Government Sponsorship/grants

8. Do your students take part in community service/action projects?

Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

No

9. What teacher training or professional development activities have your teachers taken part in during the past year?

iEARN International Conference

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

- *School Connectivity costs that are too high or structures not conducive to school connectivity
- *Teacher morale that is low; heavy workloads and competition with other extra-curricula activities
- *A slow take of collaboration and opportunities offered by most of the teachers

11. List the three most important outcomes/accomplishments last year.

- *Attending the IEARN international conference in Dakar Senegal gave me an insight into how ICT can influence education
- *Increase in number of schools involved in IEARN telecollaborative projects
- *Decision to connect all schools to the government data network via satellite this year

12. What are your specific goals for next year?

- *Increase number of teachers engaging in online professional development courses
- *At least one teacher and students attending the next IEARN conference

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit?

<http://www.moe.gov.bw>

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

No

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

Gaborone Secondary school appeared in the Ministry of Education Monthly Publication Bareng when they went on an ENO trip to Finland.

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

No

iEARN Brazil

The International Education and Resource Network (iEARN) in Brasília, Brazil is sponsored and supported by Partners of the Americas through the project PACE – Partners Alliance for Connected Education. PACE was set up with the Brasília-DC Committees of Partners of the Americas and iEARN-USA.

Postal address

QNL 12 Bloco G casa 15
Taguatinga Norte-DF
Cep-72156-217
Brazil

Directors

Isabel Cristina de Araújo Teixeira, English teacher, graduate of two iEARN online courses and delegate to two iEARN annual professional conferences, in Japan 2003 and Slovakia, 2004.

Almerinda Borges Garibaldi, President of Brasília Partners of the Americas, English teacher and college professor, and co-chair of PACE. The thesis for her master's degree (linguistics with a specialization in online collaborative projects) analyzed the impact of an iEARN project on foreign language teaching.

The two iEARN Brazil directors work in a public language center called Centro Interescolar de Línguas de Taguatinga (CILT), which has been involved with iEARN projects since 2001 when the DC-Brasília Partners formed the PACE project.

Background:

CILT teaches English, Spanish and French to 4,000 students in the satellite city of Taguatinga. It is one of eight Centro Interescolares de Língua in the Federal District. Last year 5 schools were involved with iEARN projects: CILT, CIL, Casas Thomas Jefferson, Ability Instituto de Línguas (all of them located in Brasília, the capital) and Yazigi (located in Santa Maria, south of Brazil). We had about 29 teachers and around 500 students working with iEARN projects using mainly English, but also with some projects in Spanish. Nowadays we have set a membership fee for private schools (about US\$ 76 for the school and about US\$19 for each teacher). Two CILT teachers- Silvana Teixeira and Almerinda Garibaldi gained scholarships to attend iEARN On-line teacher training. Our main challenges are related to fundraising, spreading the work with the projects to more teachers and be ready to train them to work with online collaborative projects. Also, we need to get governmental support to equip schools with computers and Internet connection.

June 2005-June 2006

Spreading to other states and schools

For the first time, teachers from the south of Brazil (Santa Maria) have worked with iEARN projects through the coordination of an active iEARN member from Russia, Barbara Lialyagina. She experienced a one-year fellowship exchange in Brazil and introduced the “Teddy Bear Project” to a private school (Yazigi). She also created a “Christmas Postcards Exchange” project to deal with intolerance issues involving more than 12 countries and more than 15 classes in Yazigi

Now we have one more public school involved with iEARN Projects –Centro Interescolar de Línguas.

Public Outreach

July 2005. Isabel Teixeira and Almerinda Garibaldi presented iEARN for teachers in Casas Thomas Jefferson inservice event in Brasília-DF Results: More teachers got interested in working with iEARN projects

April 2006. Isabel Teixeira and Almerinda Garibaldi presented results of the impact on English-learners' achievement by using iEARN projects at a college called FAJESU to about 20 trainee teachers. A website was created for the workshop : <http://marabel3.tripod.com>

Isabel Teixeira , Almerinda Garibaldi, Marcia Pinheiro, Valda Silva and Rosane Domingues presented results of the impact on English- learners' achievement by using iEARN projects to about 20 teachers at CILT. A website was created for the workshop : <http://marabel3.tripod.com/tecnologiaeducacional> (in Portuguese)
Isabel Teixeira and Almerinda Garibaldi were accepted to present about iEARN projects in a major National Event – BrazTesol in July 2006.

May 2006: Catherine Healy was chosen to a fellowship supported by Standford University to promote PACE in Brazil in the eight CILs and train teachers to work with online collaborative projects through iEARN.

Special projects

Two digital movies were produced by CILT students as a result of the experience “ Moving Voices”. Both films were presented on students' graduation party last December.

Further Information

www.partners.net
<http://www.dcbrasiliapartners.org>
www.gdfsige.df.gov.br/sedf/ciltaguar (CILT's website in Portuguese)

Goals for 2005-2006

Raising funds to:

Organize iEARN-BRAZIL as a non-governmental organization in Brazil. Recruit board of directors.

Spread iEARN opportunities to other language schools and teachers in the Federal District, through workshops and mentoring with the support of Standford University.

Look for local government financial support to provide computers and Internet connection to public schools and train teachers to work with online collaborative projects

Obtain scholarships to online courses for public teachers.

Prepare materials to train teachers at workshops.

Participate in high-profile language teacher conferences, such as BrazTesol, the national organization.

Publish articles about our work with iEARN in national and international professional journals.

Improve the participation of teachers in iEARN Portuguese Forum.

Photo Album



A workshop to public foreign language teachers held at CILT in 2006 given by Almerinda Garibaldi and Isabel Teixeira.



Valda Silva (standing) talks about her successful experience with two iEARN projects: “My Dream World” and “Aspects of Love”



Márcia Pinheiro talks about her work with “Folk Tales” to CILT teachers



SCHOOLNET - Cameroon

For a better future

Tel : (237) 988-58-11

<http://www.iearn.org> ; www.schoolnetafrika.net

http://www.iearn.org/globe/globe_Africa.html

Acte de légalisation N°152/RDDA/C19/BAPP de M. le Préfet du Département du Wouri, du 22 Avril 2004

1) PRESENTATION

iEARN Cameroon was launched in August 2002 and was legalise in April 2004 under the name: **iEARN-Schoolnet-Cameroon**.

- **COORDINATOR:** François Donfack.

E mail: donfackfr@yahoo.fr.

Tel : (237) 5807507 , (237) 9885811

P.O.Box 939 Douala Cameroon.

- **Deputy Coordinator:** Thomas Wandji

- **General Secretary::** Balbine Tagne

E mail : balbinetagne@yahoo.fr

Tel: 002377104701

- **Adviser:** Dr Paul Valentin Emog

Number of Registered Teachers: 125

Number of Member Schools: 27

Number of student in project: 600

Language: French and English

Partner organizations: At this time, we work in accordance with the Ministry of education. We still look for the partnership with local industrial company or NGO

2) ACCOMPLISHMENT OF THE YEAR

In year 2006, we focus our action in three mains directions:

- 1- Intensify local training of teachers in computer skill,
- 2- Expansion of iEARN-Schoolnet activities Country wide,
- 3- Ensure the participation of students in different online competitions and learning circles

Teachers and Leaders training

- **Two teachers** (Francois Donfack and Balbine tagne complete three month training on *Management of technical centre for computer refurbishment* led by GEEP Senegal
- **Organization of 40H training session for 425 teachers and students** in computer literacy with support of SchoolNet Africa, Mtandao Africa and Microsoft Unlimited Potential: (Windows, word, Excel, PowerPoint, FrontPage)
- **4 teachers** have been certified iEARN Master Teachers in online professional development course in the following categories: Sciences, environment and Mathematics (Emmanuel Akameu), Creative writing (Gaston Nanfah), Teaching a second and foreign language (Constance Ekollo and Colette Tchatchouang)



Training session in College Saint Michel

Expansion of iEARN-Schoolnet-Cameroon

Launching of ISC activities in Far North Province.
Involvement of new schools in Douala (St Louis, St Michel; Mitanyou; Lycee Palmier, ...)

International Conference

-July 2005: Presentation of two workshops at the 12th international iEARN conference in Dakar. At this conference Mr. Donfack delivered one training session to 20 teachers on the theme: Implementation of project Base learning in Classroom.

August 2005 participation of **iEARN-Schoolnet-Cameroon** at the GTP(Global Teenager Project) summit in Cairo



Distribution of Training certification: St Louis

Students activities

Global Teenager Project (GTP) learning Circle

Many Students took part in GTP Learning circles during two sessions within the year

October 2005: 11 classes

February 2006: 05 classes

Beyond my own back yard learning circle: HIV/AIDS and youth: one class has completed the learning circle

iEARN Forum

Students got involved in following projects in French and in English:

- La Corruption. (The Corruption.)
- Le 3e age. (The third age.)
- L'eau dans l'histoire des peuples.(Take a dip: Water in our lives.)
- Le Voyage
- Laws of the lives
- Le rôle des jeunes dans la résolution des conflits

3- CHALLENGES

We are facing the same problems as ever: financial, logistics and structural.

The lack of funding

Difficult training of teachers working out of cities

The impossibility of sending students to carry out investigations on the field due to lack of finance and logistics.

Difficult access to Internet for many schools, teachers and students.

4- SPECIFICS GOALS FOR THE YEAR 2007

Set up iEARN-SchoolNet-Cameroon web site

Setup a technical centre for computers refurbishment

Intensify local training of teachers in computer skill

Expansion of iEARN-Schoolnet activities Country wide

Having more teachers and students in Cameroon participate in iEARN Projects.

Having more teachers in Francophone countries involved in French Projects online

Encourage our students to use the English Language more often when participating.

Register a large number of teachers in the professional training in Online and ICT in Education.

Ensure the participation of students in different online competitions.

Look for sponsors and partnership for our projects.



1. What is your full postal address?

159 Riverview Circle
Cochrane, Alberta
Canada
T4C 1K9

2. Are you the contact person for your country? What is your name, email and tel number?

Yes. Bill Belsey, Executive Director, iEARN-Canada bill@iearn-canada.org, 1 403 932-1748

4. How many schools/sites were there last year in your country or Centre (As of May 2006)?

Over 200

5. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Approximately 500

6. List the three most important concerns/problems/challenges you face in your country/centre that you would like help with from other Coordinators or the Executive Council.

Finding long-term partnerships and financial support
Developing partnerships with NGOs, educational institutions and government initiatives that might share or support iEARN's vision in Canada
Making iEARN materials and information available in French

7. List the three most important outcomes/accomplishments last year.

The continuation of the iEARN-Canada Board
Expansion of the number iEARN-Canada student, teacher and school memberships
Planning/preparing a formal funding application to help achieve goal #4 listed below with CIDA, the Canadian International Development Agency.

8. What are your specific goals for next year?

To expand the number of student and teacher members of iEARN-Canada
To create new iEARN projects that supports iEARN's vision of "Connecting youth and making a difference"
To find long-term financial support for iEARN-Canada
To establish the "iEARN-Canada Centre for Global Learning" at the University of Calgary's Faculty of Education

9. What WWW pages from schools/sites in your country/Centre would you like others in the network to visit? (list as many as you would like)

<http://www.bullying.org>
<http://www.occdsb.on.ca/%7Eesel/dream/index.htm> "I Have a Dream: Building Peace and Diversity"
<http://www.masters.ab.ca/bdyck/Justice/> "Beyond Wild Justice"
and see # 10 below.

10. Is there a community service/action project that was undertaken by students/teachers in your country/ Centre that others should know about?

<http://www.iearn-canada.org/hope.html> "Operation H.O.P.E."
<http://www.masters.ab.ca/bdyck/Rights/> "We the Children"

11. What hard-copy publications were produced by schools/sites in your country/Centre this past year (List publications produced in any language)?

All of the information we have to share can be found online at www.iearn-canada.org.

iEARN Chile

1. ¿Cuál es tu dirección postal completa?

Country Coordinator: Jorge Valenzuela Beltrán

Address: Janequeo 1480 Temuco - Chile

Tel: 56 – 45 – 74 37 78

Fax: 56 – 45 31 90 02

Mobile: 56 - 08 – 605 67 01

E-mail: jvalen@surnet.cl

MSN: jvalen_ii@hotmail.com

SKYPE: partenr

WebSite: <http://www.consultoriagestionescolar.cl/>

2. ¿Eres la persona de contacto de iEARN en tu país?

Si, actualmente soy la persona de contacto en Chile.

3. ¿Cuántas escuelas había el año pasado en tu país o centro iEARN (hasta mayo 2006)?

Actualmente en Chile hay un total de 242 inscripciones que corresponden a docentes y escuelas.

Aproximadamente 130 de estas inscripciones corresponden a escuelas que tienen sus datos actualizados.

4. Sabemos que es difícil dar una cifra exacta, pero sería de gran ayuda si pudieras hacer una estimación de cuántos docentes y alumnos han estado involucrados en proyectos durante el pasado año.

Hasta el año pasado, la cifra estimada de docentes que se ha involucrado en proyectos asciende a 60.

Considerando que la mayoría de ellos no desarrollan los proyectos con un curso completo, se estima la participación de 210 alumnos.

5. ¿Qué idioma(s) emplean tus alumnos durante el trabajo en proyectos colaborativos?

En su mayoría emplean el idioma español. Algunos proyectos han incorporado el idioma inglés cuando los docentes que participan del proyecto imparten en el aula el idioma inglés.

6. Por favor, enumera las organizaciones con las que tienes acuerdos de colaboración.

En Chile:

Instituto de Informática Educativa, Universidad de La Frontera [www.iie.ufro.cl]

Universidad Autónoma de Chile [www.uas.cl]

Tide (Tecnología, Integración y Desarrollo) [www.tide.cl]

Proyecto AraucaníAprende [www.araucaniaprende.cl]

Otros:

Red Telar [www.telar.org]

Atlas de la Diversidad [www.atlasdeladiversidad.net]

7. Todos los Centros tienen dificultades para financiar su trabajo, por favor explica cómo iEARN está financiado en tu país.

Los Centros tienen sus propios recursos para financiar proyectos colaborativos. En Chile existe la red Enlaces que provee solamente equipamiento y conexión a Internet.

Recolección local de fondos

8. ¿Hay algún proyecto de acción o de servicio a la comunidad que docentes/alumnos de tu país/centro estén desarrollando? Si/No (Si tu respuesta es afirmativa, por favor describe los proyectos de servicio/acción en los que hayan estado involucrados durante el pasado año)

No hay proyectos de acción enmarcados en la línea iEARN. Los proyectos de servicios a la comunidad son financiados por el Ministerio de Educación de Chile.

9. ¿En qué actividad de capacitación o desarrollo profesional han participado tus docentes durante el pasado año?

No hay actividades de capacitación en la línea iEARN.

Las capacitaciones a docentes se llevan a cabo a través de la Red Enlaces de Chile y están orientadas a política educacionales propias del Ministerio de Educación de Chile.

10. Enumera las tres inquietudes/problemas/retos más importantes con los que te has encontrado en tu país/centro y en los que te gustaría que otros coordinadores o el Comité Ejecutivo te ayudaran.

1. Trabajar en equipo con los demás Coordinadores para llevar a cabo acciones en conjunto.
2. Tener un espacio en el sitio Web donde figure el correo electrónico del Contacto iEARN del país.
3. Contar con las herramientas y espacios necesarios para enviar correo electrónico a las escuelas y docentes inscritos desde la página Web del Coordinador. En este sentido, solicito al Comité Ejecutivo que vea con el equipo técnico, la factibilidad de implementar este medio de comunicación. Otra alternativa es la posibilidad de que cada país pueda contar con una Lista de Interés. A través de estos medios, los docentes sienten un respaldo del Contacto iEARN de su país.
4. Que los mensajes que circulan a través de la Red iEARN sean tanto en inglés como español. Si todo se publica en inglés, simplemente quedamos fuera.

11. Enumera los tres resultados/logros más importantes conseguidos en el último año.

Al colaborar con la Red Telar, específicamente con el programa “Todos en La Red”, se ha logrado hacer mayor difusión de iEARN a nivel nacional.

Aumento en la cantidad de docentes y estudiantes que se han involucrado en proyectos.

12. ¿Cuáles son tus objetivos concretos para el próximo año?

- a) Establecer algún tipo de alianzas con Coordinaciones de otros países.
- b) Actualizar la lista de escuelas y docentes inscritos en la Base de Datos.
- c) Buscar medios para la difusión de iEARN en el país.
- d) Difundir iEARN a través de nuestro website www.consultoriagestionescolar.cl

13. ¿Qué páginas Web de escuelas o de tu país/centro te gustaría que visitaran otras personas? (cita todas las que quieras)

No hay páginas nuevas para visitar.

14. ¿Hay algún proyecto de acción o de servicio a la comunidad que docentes/alumnos de tu país/centro estén desarrollando y que quieras dar a conocer?

No hay proyectos de este tipo enmarcados en la línea iEARN. Todas las iniciativas de servicio a la comunidad se llevan a efecto a través de políticas propias de Ministerio de Educación de Chile.

15. ¿Qué publicaciones en papel fueron elaboradas en tu país/centro el pasado año? (enumera las publicaciones producidas en cualquier idioma)

No hay publicaciones.

16. ¿Has participado de alguna investigación sobre la efectividad o el impacto de iEARN en tu país? Si/No (si tu respuesta es afirmativa, por favor describe o adjunta una copia del informe)

Para este proyecto no se han realizado investigaciones de impacto de iEARN en Chile. No hay presupuesto como para iniciar actividades de este tipo a diferencia de otras iniciativas que si han aportado con recursos para realizar encuestas de impacto.

iEARN Democratic Republic of Congo

iiEARN-RDC Asbl
PHONE : 00243 98 244 207
BUREAU B/39
FACULTE DES SCIENCES ECONOMIQUES
UNIVERSITE DE KINSHASA
www.iearn.org/globe/congo
E-mail – dikiendo@yahoo.fr
KINSHASA – RDC

LUNGU KIENDO Didier
iEARN Country Coordinator

During the school year may 2005 – May 2006, many are the activities undertaken by iEARN representative in Democratic Republic of Congo like:

Initiation and monitoring of campaign of vulgarization of electoral culture and the Democratic Republic of Congo electoral process in schools around all provinces involved in iEARN projects in our country; pursue vulgarization of utilisation of ICTs and initiation in computers in schools by teaching basic knowledge of computer and Internet using in 3 schools of Kinshasa, 2 of Boma and 1 of Katanga with over 200 pupils and 12 teachers trained and involved in iEARN project this year;

installation provincial iEARN-RDC coordination in EQUATEUR/Mbandaka with Patrick TAYAYE (tayayepatrick@yahoo.fr) as contact person, in order to connect pupils and teachers of this province and to involve them in iEARN projects;

initiation of 10 teachers and 80 pupils in computers knowledge in Kinshasa, Katanga and Bukavu;
Participation of 2 iEARN-RDC members in the 13th iEARN international meeting in Netherlands, in July;

To achieve these activities, we were sustained by la **CHAIRE UNESCO** Of the University of Kinshasa and we worked in partnership with a lot of **local NGO**. We have to work the next year in order to enlarge number of our local and international collaboration partners.

Difficulties met

As the last year, we met several difficulties to achieve these activities. We can summarize them to these:

- 1.Lack of computers and supports of courses in ICTs in the schools where we made course, training and practice,
- 2.Low level of scholarship between schools in our country involved in iEARN project and other schools around the world;
- 3.No interest of local partners in iEARN projects which increase the financial difficulties of the committee,
- 4.Low level of knowledge and understanding of English of numerous of our members which limit their degree of participation in iEARN forums and their access to news and iEARN projects online. (Democratic Republic of Congo is a French (Francophone) country.
- 5.Lack of money to pay fees of connection in internet in order to participate in the iEARN news, forums and projects.

As a tentative of solution, as we said it last year, we initiated since 2003 a project of a centre of training in ICTs and Internet space for all schools involved in iEARN projects in Kinshasa. But till now, no physical person, no moral person has sustained this project. So we continue to call to any physical or moral person able to help us to achieve it.

We said also last year that the iEARN representative in Democratic Republic of Congo need to attend regional and sub-regional iEARN workshops and conferences in order to make relationships and partnerships with others country coordinators and others organizations with similar objectives than iEARN around the world.

Our goals for the new year

- *increase visibility of iEARN-RDC activities
- *create a real work network among all provincial representatives in other to promote iEARN activities in our

country;

*pursue of the activity number 1 of our activities program named “ vulgarization of ICTs utilisation in schools in Kinshasa and all the provinces where iEARN-RDC is represented

*pursue installation of provincial iEARN representative in Democratic Republic of Congo in order to connect several pupils, teachers and schools of our country in iEARN network

*participation in iEARN forum, regional and sub-regional workshops.

iEARN Egypt

1. Address: iEARN Egypt, 97 Cornish El Nile, Bldg #4, 6th Floor, Suite 603, Road El Farag, Cairo, Egypt.

2. Contact person: Mrs. Dalia Khalil, Country Coordinator

3. Total schools/sites: 97 schools

4. Teachers: 490 teachers **Students:** 1,940

5. Language(s) used in collaborative project work: English

6. Partnerships/collaboration agreements:

Egyptian Ministry of Education
Regional English Language Office,
Embassy of the United States of America in Cairo, Egypt
Integrated Care Society, Cairo, Egypt
Wadi Environmental Science Center (WESC), Cairo, Egypt
Regional Information Technology and Software Engineering Center (RITSEC)

7. Funding through:

a. Membership fees

Annual private schools contracts
Local NGO membership

b. Government Sponsorship/grants

In-kind contribution by our partner, Ministry of Education for training facilities and video conference equipment

c. International contracts (ex. DFID, UNESCO, EU Funding etc): Grants from:

Middle East Partnership Initiative (MEPI)
U.S. Department of State: ECA and OES

d. Local fundraising

In process

e. Other (please specify)

The Embassy of the United States of America in Cairo, Egypt

8. Do your students take part in community service/action projects?

Yes

Global Youth Service Day: six schools celebrated GYSD in different ways, planting trees at the school, special days with orphans and elderly people, sharing nice time with children with cancer, and giving a hand in eliminating illiteracy.

Local student-to-student workshops: ten workshops were conducted by iEARN alumni and students to develop other students' and teachers' skills, as presentation skills, creative thinking, collaborative project based learning, and writing skills.

9. Professional development:

a. iEARN On-line teacher training:

Yes – 6 teachers in different iEARN Online courses

b. Local teacher training in Collaborative Project Based learning:

Yes – around 100 teachers

c. Regional iEARN Conferences:

Yes – delegation of 6 teachers and 1 alumnus to the iEARN-Bridge Third Regional Conference in Beirut, Lebanon, July 2005

d. *iEARN International Conference:*

Yes – delegation of 5 teachers and 7 students to the iEARN International Conference in Dakar, Senegal, July 2007

e. *Other (Please specify)*

100 scholarships for the English as a Foreign Language (EFL) Conference at the American University in Cairo for the iEARN teachers

10. Concerns/problems/challenges:

Funding and sustainability

Protection of iEARN rights from/with iEARN partners and/or projects

11. List the three most important outcomes/accomplishments last year.

Young Scientist Collaborative Project: In collaboration with the office of Oceans and Environmental Sciences (OES) at the US State Department, American Embassy in Cairo and iEARN US, iEARN Egypt For the Renewal of the U.S. - Egypt Science and Technology Cooperation Agreement, iEARN Egypt was the coordinator of the Ceremony for the Embassy of the United States of America in Cairo.

Documentary movie: Under the commemoration celebration, a qualified team of iEARN Egypt students are working on a special video to document collaboration between Egypt and the United States of America. The team is going through the final tuning for the video production. The DVD will include a video about the Egypt-US Young Scientist Collaborative Project, which took place in December 2005, abstracts of joint researches, and future plans under the cooperation agreement.

High profile within the local community: www.algomhuria.net.eg

12. What are your specific goals for next year?

Preparations for the iEARN Annual International Conference 2007

Students with special needs

Youth leadership programs and development

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

www.iearnegypt.org

<http://cairo.usembassy.gov/pa/tr121405.htm>

[http://usinfo.state.gov/xarchives/display.html?p=washfile-](http://usinfo.state.gov/xarchives/display.html?p=washfile-english&y=2005&m=November&x=200511291455161cnirelep0.3932154&t=mena/mena-latest.html)

[english&y=2005&m=November&x=200511291455161cnirelep0.3932154&t=mena/mena-latest.html](http://usinfo.state.gov/xarchives/display.html?p=washfile-english&y=2005&m=November&x=200511291455161cnirelep0.3932154&t=mena/mena-latest.html)

www.youthcanworld.org

<http://zahrangooddeeds.bravehost.com/>

www.algomhuria.net.eg

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

Water Project: In collaboration with WESC, iEARN students and teachers conducted awareness campaigns for healthy clean water in rural areas. They attended the International Conference of UNESCO Flanders Fit FRIENDS/Nile Project at Sharm El Sheikh, Egypt. They also presented their work at the Water Forum held in Mexico.

Volunteering in other conferences: iEARN students volunteered to plan and organize for the 2005 Parents Conference: How to raise a Responsible Child by International Center for Continuous Improvement (ICCI)

YouthCan teams organized several hikes, as awareness campaigns for iEARN and non-iEARN youth and adults, to several natural reserves

Good Deeds team, in Alexandria, organized and is implementing eradication of illiteracy campaign for the school's workers

Student Board Elections: The Student Board of the iEARN Egypt had organized and implemented elections process for the term 2006-2008. The whole process took place through online means. The process started on March 1st and the results were announced on April.10th at the iEARN Egypt 2nd iEARN Egypt Youth Can Conference.

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

CD Flyer size

iEARN Arabic Project Description Book

MEPI Flyer

Different schools' publications, CDs, programs' materials

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

In 2004, iEARN Egypt conducted an evaluation study available at:

<http://www.iearnegypt.org/evaluation.php>

iEARN Ethiopia

1. What is your full postal address?

P.O.Box 30810
Addis Ababa
Ethiopia

2. Are you the contact person for your country?

-Yes, I'm the iEARN-Ethiopia Coordinator.

3. How many schools/sites were there last year in your country or Center (May 2005)?

-So far there's only one center at Menelik II General and Preparatory High School, Addis Ababa.

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

-At Menelik II General & Preparatory High School, there's an ICT Club I'm coordinating and there are 60 teachers and 80 students taking part in ICT activities including iEARN projects participation.

6. Please list the names of organizations with whom you have partnerships/collaboration agreements.

-Local Computer Training Houses such as Venus Computer Center Plc, Neuro-Net Plc, Systems House Plc and the Computer Science Department of the Addis Ababa University.

7. All centers have difficulty in funding their work, please identify how iEARN is funded in your country?

-In the ICT Club, where iEARN projects are practiced, we've devised a method of getting funds from membership contributions.

8. Do your students take part in community service/action projects?

-Not yet.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

-In the ICT Club, a number of teachers are taking computer basic courses and Internet usage courses. Last year I've tried to participate in the iEARN conference at Dakar, 2

Senegal, but couldn't make it. This year also I'm planning to attend the 2006 iEARN Conference at Enschede, the Netherlands.

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

-The ratio of Internet usage in the school is very small. That should be improved to involve students in iEARN projects using the Internet.

-In order to bring learned experiences back home, as the iEARN national coordinator I should be fully sponsored to take part in the coming annual conference at the Netherlands.

11. List the three most important outcomes/accomplishments last year

-My interactive participation in the iEARN Mailing List;

-Another iEARN Center is going to be opened at a private school known as Dandi Boru School in Addis Ababa;

-I've promoted the first eLearning-Africa Conference that's going to be held in Addis Ababa from May 24 to 26, 2006 and be able to promote iEARN programs in my presentation on Ethiopian eLearning Experimentation at the conference, and I'm able to promote iEARN on my interview with CHECKpoint-eLearning online Newsletter.

12. What are your specific goals for next year?

-Involve more students and teachers to take part in iEARN projects

-Promote the iEARN vision to help open more iEARN school/centers in Ethiopia

-Participate in the annual iEARN conference to come.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (List as many as you would like)

www.elearning-africa.org

www.schoolnetafrika.org

www.mtandao-afrika.org

www.eitpa.org

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that other should know about?

-Not yet for the time being'

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

-Not yet so far.

Thank you

iEARN Georgia

1. What is your full postal address?

SFSA, #40 Sairme Str. Tbilisi 0134, Georgia
SIQA, #12, Megobroba Ave. Rustavi 3700, Georgia

2. Are you the contact person for your country?

Paata Papava (country coordinator) paata@sfsa.org.ge
Pavle Tvaliashvili (regional coordinator) pavle@zari.org.ge

3. How many schools/sites were there last year in your country or Center (May 2005)?

40 schools

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

About 200 teachers and 500 students

5. What language(s) do your students use in collaborative project work?

Georgian, English, Russian

6. Please list the names of organizations with whom you have partnerships/collaboration agreements.

SFSA – School Family Society Association
SIQA – Georgian Association of Educational Initiatives

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

Voluntary works by coordinators

8. Do your students take part in community service/action projects? Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

Students make research and create Booklet about Upper Svaneti

9. What teacher training or professional development activities have your teachers taken part in during the past year?

Local teacher training in Collaborative Project based learning - about 80 teachers from 40 schools.

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

- *Fundraising
- *Membership fee
- *Promotion iEARN-GEORGIA

11. List the three most important outcomes/accomplishments last year.

- *Coordination with Ministry of Education and Science of Georgia
- *Finding funds for taking part in iEARN world summit.
- *Georgian project “My Name” is Highlighted in iEARN web site

12. What are your specific goals for next year?

- *Start new Georgian projects
- *Organize annual conference

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

www.sfsa.org.ge/gearn
www.zari.org.ge/iearn.htm
<http://iearn.osgf.ge/drinks>

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

Booklet about Upper Svaneti (made by School students)

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

*Booklet about Upper Svaneti (made by School students)

*Booklets for MyName project

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

No

iEARN Germany

For Germany this was a slow year regarding projects with iEARN. It seems like people are consistently working within their projects such as Learning Circles (many schools participate here with English classes of all grades), Laws of Life or the Teddy Bear project (for primary schools).

At this year's "didacta" (exhibition for educational materials in Hanover) I was able to establish contacts with Schulen ans Netz e. V., an organisation that sponsors IT projects in education. A former attempt at establishing a cooperation failed. But I'm hoping for a better dialogue this time.

It would be nice to hand the German coordination over to an organization that is able to do all the coordination and correspondence with less pressure. I'm still working on implanting iEARN Germany into a greater network.

If there are any ideas from other countries as how to do this I would be grateful for any form of help.

Other than that, we are noticing growing numbers of German teachers participating in iEARN projects without me or any of the other 'older' members recruiting them. This is nice to see. They seem to find there way to iEARN in other ways.

Hans Georg Henkel
iEARN Germany coordinator
Robert-Bosch-Gesamtschule
Richthofenstraße 37
31137 Hildesheim
Tel. +49 5121 746 334
fremdsprachen@robert-bosch-gesamtschule.de (address will only be valid
through July 2006)
hans-georg.henkel@rbg-hi.de

iEARN Guinée

1. Quelle est votre pleine adresse postale?

iEARN Guinée:

BP: 2276.CONAKRY. Guinée.

2. Etes-vous la personne de contact pour votre pays?

Oui ; je le suis M.MAMADY LAMINE TRAORE.

E-mail : m.traore@lycos.com

Tel : 00224.60..... ?

Fax : 00224.60..... ?

3. Combien d'écoles/d'emplacements étaient là l'année dernière dans votre pays ou centre?

Il y avait 60 écoles / ou emplacements en Guinée.

4. Nous savons qu'il est difficile de fournir une statistique totalement précise, mais il serait utile si vous pourriez estimer combien de professeurs et d'étudiants ont été présents dans le travail de projet dans la dernière année.

120 professeurs et plus de 400 étudiants.

5. Quelle langue(s) vos étudiants utilisent dans le travail de projet de collaboration :

Le Français et l'Anglais.

6. Veuillez énumérer les noms des organisations avec qui vous avez des associations/des accords de collaboration.

Les organisations avec lesquelles nous avons des associations / ou des accords de collaboration sont : Le Pnud, L'Unicef, L'Unesco, L'USAID, Le Corps de la Paix et d'autres organismes nationaux non gouvernementaux et internationaux....

7. Tous les centres ont la difficulté de placer leur travail, veuillez identifier comment l'iEARN est fondé dans votre pays?

*A titre de volontariat.

Honoraires d'adhésion :

Patronage/concessions du gouvernement

Contrats internationaux (ex: DFID, UNESCO, EU des Financements de fonds etc.)

Collecte de Fonds locaux :

Autres (Indiquez SVP) :

8. Est-ce que vos étudiants participent au service /aux projets d'action de communauté? Oui/Non (Si oui, veuillez décrire dans quel service/projets d'action ils ont été impliqué dans la dernière année):

Oui : ils participent aux projets d'actions communautaires services et ils ont été impliqués dans les projets de lutte contre le sida dans les milieux éducatifs et scolaires. Ils participent également dans les projets de protection et de lutte contre les catastrophes naturelles et environnementales, la famine, et de certaines maladies comme le VIH SIDA... Des compétitions interscolaires au niveau national

9. Dans quelles activités de formation de professeur ou de développement professionnel vos professeurs ont participé pendant la dernière année?

* Formation de professeur locale en collaboration d'une étude basée sur projet.

* Formation de professeur en ligne d'iEARN

*Formation de professeur en ligne d'iEARN

*Formation de professeur locale en collaboration d'une étude basée sur projet.

*Conférences régionales de iEARN

*Conférences internationales de iEARN

*Autres (Indiquez SVP) :

10. Enumérez les 3 importants soucis/problèmes/défis que vous relevez dans votre Pays/centre que vous voudriez l'aide avec d'autres coordinateurs ou le conseil exécutif.

Ils sont :

Le manque de matériels informatiques (des ordinateurs, téléphone, Fax et de machine photocopieuse pour le Centre, les jeunes en général les élèves, les étudiants, les acteurs de l'éducation et des membres des associations

communautaires et surtout féminines. De passer en revue les problèmes de mon pays relatifs à l'intégration de l'outil informatique dans tous les centres iEARN de la Guinée dans tout le système éducatif Guinéen. L'agrément : a été une chose difficile au départ et j'ai besoin d'une plus grande vulgarisation dans toutes les régions du pays très bientôt. De permettre à mon centre de participer à la facture de la réduction numérique. D'envisager et d'entreprendre des actions concrètes afin que notre Centre iEARN Guinée puisse participer à l'utilisation de l'Internet pour unir la jeunesse, les enseignants ou les acteurs de l'éducation de la Guinée devienne une réalité.

11. Enumérez les 3 importants résultats/accomplissements de l'année dernière.

* Ils sont :

1. La Familiarisation, la sensibilisation et la motivation des élèves, étudiants, enseignants, éducateurs de l'éducation à nos réalités actuelles, des parents d'élèves et autres partenaires d'écoles sur l'importance des TIC dans le système éducatif Guinéen.
2. Utilisation effective des TIC dans l'enseignement Guinéen. Et un partenariat effectif avec le gouvernement Guinéen et le secteur privé.
3. Le Renforcement de l'amitié à travers tous les ONG iEARN du monde, entre les enseignants, parents et jeunes élèves.

12. Quels sont vos buts spécifiques pour l'année prochaine?

Nos buts spécifiques en Guinée pour l'année prochaine sont :

- * partager les expériences,
- * faciliter la communication et développer le partenariat régional, sous-régional et mondial entre jeunes et éducateurs,
- * promouvoir l'utilisation des langues étrangères dans les rencontres des jeunes de iEARN.
- * intégrer les Tics dans le système éducatif en vue de l'amélioration de la santé et du bien-être des communautés,
- * améliorer les aptitudes pour offrir un enseignement de qualité,
- * établir des liens institutionnels entre les partenaires de l'éducation,
- * renforcer l'entente entre les différentes communautés du monde,
- * encourager l'apprentissage sur Internet à travers les cours de Développement professionnel,
- * rechercher et développer des contenus pédagogiques en Afrique et dans le monde entier.

13. Quel www pages des écoles/emplacements dans votre pays/centre aimez-vous que les autres visitent dans le réseau? (Enumérez autant que vous voulez) ?

A ma connaissance ; il n'y en a pas pour le moment en Guinée sauf des sites qui ont été construits par des guinéens vivant en Guinée ou à l'extérieur du pays comme : www.boubah.com, www.aminata.com, www.kababachir.com.....

Malheureusement nous n'avons pas encore de pages web en Guinée et nous demandions auprès de l'organisation et du comité exécutif de nous construire un site Internet sous le label «www.iearnguinea.gn»

14. Est-ce qu'il y a un Service communautaire service/action projet qui a été entrepris par des étudiants/professeurs dans votre pays/centre que d'autres devraient connaître?

Oui, il y a « le club iEARN » de L'Université et le Complexe scolaire Nelson Mandela de Guinée. Les jeunes gens, les élèves, les enseignants et éducateurs de l'école ouvrent sur des activités éducatives dans ce sens à savoir : les disciplines sportives, récréatives (théâtres ou des sketches, poèmes, histoire, géographie, mathématiques), des compétitions interclasses et scolaires et les candidats gagnants ou méritants sont primés après les différentes par une cérémonie de clôture des activités culturelles et sportives des écoles de capitale et très prochainement nous comptons cela au niveau régional.

15. Quelles publications hard copy ont été produites par des écoles/emplacements dans votre pays/centre cette dernière année. (Enumérez les publications produites en n'importe quelle langue) :

Aussi ; il n'y a pas de publication officielle des journaux des écoles autorisée par le gouvernement guinéen. Mais, par contre ; il y a des échos qui sont souvent publiés au sein de certaines écoles publiques et privées comme L'Université et el complexe scolaire Nelson Mandela, Victor Hugo, Saint-michel, le Lycée de Donka, le Lycée de Yimbaya....Sauf, si prochainement que iEARN Guinée puisse produire pour les élèves, enseignants et éducateurs en Guinée.

16. Avez-vous été impliqué dans la recherche de l'efficacité ou de l'impact de iEARN dans votre pays? Oui/Non (Si oui, veuillez décrivez ou attachez une copie du rapport) :

Oui. Depuis 2005, date de la création de la Représentation iEARN Guinée ; les élèves, enseignants et éducateurs du pays ont été engagés dans plusieurs projets iEARN en Guinée. Les enseignants, élèves, coordinateurs et

membres iEARN ont organisé des séminaires, des ateliers de formation, des camps de sortie, des rencontres iEARN et des téléconférences Internet (Avec la participation des membres de iEARN et d'autres partenaires sociaux et voire des pays voisins) et la présence des projets d'exhibitions théâtrales iEARN (des arts de culture) venant des différentes communautés des régions et des villages de la Guinée.

Nous travaillons en Guinée en tant que volontaires dans l'Organisation iEARN Guinée.

Je pense que c'est un travail à grande dimension, de concurrence ou de compétition, d'enthousiasme avec nos élèves et enseignants, éducateurs, parents d'élèves et acteurs de l'éducation de faire la promotion de des TIC et de collaborer et d'échanger les expériences avec les autres Représentations de iEARN dans le monde entier. L'Organisation iEARN en Guinée permet de favoriser le renforcement des capacités et l'amélioration des enseignements apprentissages et dans le Monde.

iEARN India

Sunita Bhagwat
Country coordinator,
131, Mayur Colony, Kothrud, Pune 411029, India .

Highlights of the year :

iEARN-India activities spread in 18 states all over India.

iEARN-India announces the regional coordinators for its expansion. The iEARN activities are spread in 250 schools among more than 2000 registered teachers and youth. Four teachers receive the honor of being regional coordinators for south-India, North-India, West-India and The central- India.

The iEARN activities are carried out mainly in English language, however thousands of students and teachers use their state local languages to carry out projects.

iEARN activities are supported by the donations from parents, IT based companies and membership fees from teachers and students. The membership fees are very nominal as 2 USD for teachers and ONE USD for students. Many of the underprivileged deserving students are registered without charging any membership fees.

iEARN-India received the following projects:

1. BRIDGE III from iEARN-USA, funded by the EC, State Department Washington DC

Under BRIDGE III program:

Two teachers attended the master trainer program, NYC.

Two teachers received scholarship for online courses.

Two teachers and two students attended the regional conference at Beirut.

Two national workshops the beginners course for teachers to join iEARN activities were conducted. Teachers from eight different states joined this workshop.

National conference for teachers and youth took place in the month of October 2005. The response was over whelming about 85 teachers and youth together from 12 different states attended this conference.

The iEARN-India youth from different parts of the country was engaged in various community activities like....

1. Each one teach one: the students who attended conference went to a school called "Doorstep" this is a mobile school for the children of the construction workers. iEARN-India youth spent time with children between age 5 to 12 conducting various craft activities.

2. Ban on Plastic bags: The government declared the banned on the use of plastic bags. Since the recycling of these bags is hazardous to environment. Students undertook the project of making paper bags and thoughts of paper bags were made and distributed to the vegetable vendors, shops.

3. Sharing science laboratory: students and teachers together planned to share the school's science laboratory with the near by school students who rarely have got opportunity to work in the science laboratory. Together students from the deprived classes and students coming from schools with almost no resources performed various science experiments.

2.WEC – India received a volunteer from Uganda to assist iEARN-India Activities.

*iEARN-India was part of WEC activity along with other nine countries. We received a volunteer from Uganda to assist iEARN-India activities. Hosting a teacher under WEC scheme as iEARN-India assistance was a unique experience.

1. What is your full postal address?

131, Mayur Colony, Kothrud, Pune, 411038. India

2. Are you the contact person for your country?

Yes.

4. How many schools/sites were there last year in your country or Center (May 2006)?

250

5. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Teachers 800, students 1000

6. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

The connectivity.

Funds

7. List the three most important outcomes/accomplishments last year.

Our goal to increase the participation of youth members and

Therefore many community activities is been achieved to a large extend.

About 120 youth members were registered.

8. What are your specific goals for next year?

We wish to work on making iEARN India self sufficient organization for carrying out programs for the government schools .

9. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

The following community service projects were undertaken by Indian youth:

1.Exhibitions of the posters made by students to create awareness for saving water, reusing and recycling.

2. Students saving money out of their daily expenses and contributing towards Tsunami affected areas.

3. students rally in the town appealing people contributing towards schools from affected areas.

4. helping old people in the hospitals and old age homes.

5. collecting books for the other school students and distributing it to establish the library for the disadvantage schools.

6. visiting near by village school as science out reach program, conducting science experiments by peer-learning methods.

10. What teacher training or professional development activities have your teachers taken part in during the past year?

a. iEARN On-line teacher training : YES on creative writing and

b. local teacher training in Collaborative Project Based learning : yes

c. Regional iEARN Conferences: yes two students and two teachers attended

d. iEARN International Conference NO

11. List the three most important outcomes/accomplishments last year.

Acceptance of iEARN-India as iEARN center. Raising funds for self-sufficiency.

Last year iEARN-India received funds from IRCC many schools had contributed funds to support the schools affected by Tsunami. We conducted the workshop for a school from Chennai, south of India, the press report of the same is linked here.

iEARN Indonesia

1. What is your full postal address?

iEARN Indonesia
Indonesian National Commission for UNESCO
Jl Jenderal I Sudirman, Senayan Jakarta
Gedung C, Lamtai 17
Phone/Fax : 021 5709426
Email address:aspnetind@cbn.net.id

2. Are you the contact person for your country?

Yes, I am the contact person in the country

3. How many schools/sites were there last year in your country or Center (May 2005)?

40 schools at high school level

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Only a few joined the project. It is the problem we are facing.

5. What language(s) do your students use in collaborative project work.

Most of them use English

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

The Ministry of National Education. Directorate of Secondary Education
I got also support within Bridge Programme from USA Government

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

Government Sponsorship/grants

8. Do your students take part in community service/action projects?

Yes, they have yearly community service supported by each school by supporting their community surrounding the school. Most of the projects are: measuring the water quality, helping street children, helping problems on waste. providing fund for those who got natural disaster, etc.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

iEARN On-line teacher training

Two of teachers go to Lebanon for regional project. in 2005

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

I want to know how many of iEARN centers who do not implement projects. Do they have problems similar to what we have pointed in point No.16

11. List the three most important outcomes/accomplishments last year.

I have convinced that the Ministry of National Education to provide some fund for iEARN training within the schools and at least 20 schools could get US \$750 for training iEARN at school level.

12. What are your specific goals for next year?

Do the iEARN Project through Learning Circle using Indonesian collaborative with the Indonesian from various schools aside from joining iEARN Projects. If they feel confidence they will continue in collaboration with other countries.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

www.earnindonesia.org

There many websites schools have I still registered them.

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

Yes, recently we were involved in collaborative projects on Tsunami facilitated by Suparno, teacher from Indonesia.

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

ICT and Value Education (Newsletter) of which iEARN is included.

Handbook of iEARN in Indonesian

Other information on iEARN in Indonesian

16. Have you been involved in research on the effectiveness or impact of iEARN in your country?

Yes, we evaluated iEARN why many teachers involved in iEARN do not make projects:

The result is:

1. Teachers are overloaded by their own curriculum because the approach of teaching is not multidisciplinary
2. Most of teachers have double difficulties aside from their subject profession:
 - *English language
 - *Communicating through on line.
3. The computer and on line facilities
4. The time to carry out project according to the time specified
5. They are lack of knowledge on project based learning
6. Some of the teachers are not well-supported by their Head of Schools
7. Some other problems dealing with teacher's personality.:



1. What is your full postal address?

5 shahid Ghasemi,
Dr.Habibolah Ave.
Tehran, 14599
Iran

2. Are you the contact person for your country?

iEARN-Iran Coordinator:
Mojgan Momeni momeni@schoolnet.ir

Youth Manager: Zohre Ghorbani
Advisory Committee:
Alireza Masrouf
Mino Shamsnia
Mahlihe Mohseni

3. How many schools/sites were there last year in your country or center (May 2006)?

25 schools are actively involved
75 schools are under training

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Estimated numbers are 40 teachers and 1200 students

5. What language(s) do your students use in collaborative project work?

Persian and English

6. Please list the names of organizations with which you have partnerships/collaboration agreements.

-Science and Arts Foundation
-Schoolnet Iran

7. All centers have difficulty in funding their work, please identify how iEARN is funded in your country?

iEARN-Iran is mainly funded by Science& Arts Foundation and occasional donations, however we are in need of a practical fundraising strategy

8. Programs and Projects which are coordinated from Iran:

Open Source and ICT Project
ICT Project
iPEACE - Promoting World Peace and Friendship (PWPF)
iTHINK Project
iQuote Project
Proverbs and Idioms
Women in my Country
Understanding our Similarities through Religious Belief
Natural disasters

Mathematics Virtual learning Circle
Web designing project
Celebrations and Mourning
My Dream World
Sweet Whisper
Schoolinux
Get to Know Others
Imaginations & Superstitions
Project

In addition to active participation in the above projects, Iranian schools have been contributing work in various other iEARN projects and forums. Sample of projects:

Learning Circles
YouthCaN
Track Gender Disparity
Solar Cooking project
[Daffodil and Tulip Project](#)
HIV/ Aids and Youth;" beyond my own backyard"
Poetry for Peace
Teddy Bear Project
Natural Disaster Youth Summit
ENO Project
Side By Side (Global Art)
Eye to Eye
Women in my country
HIV+ Testimonies Exchange Project

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- *20 Iranian teachers participated in iEARN International Conference in Dakar.
- *During school year 2005-2006 several introductory iEARN workshops were held in Tehran and other cities.
- *An advance workshop was held for those who were already members of iEARN. This workshop provided the participants with an opportunity to learn about iEARN on-line Courses and Learning Circles Project
- *A number of iEARN teachers have successfully completed the online teachers training courses and received certificates

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

- *We need to increase the number of our staff in order to have adequate training workshops for teachers
- *Language barriers for teachers and students to overcome, and write in online forums
- *Some schools that would love to contribute work to iEARN Projects are not connected to the Internet yet

11. List the three most important outcomes/accomplishments last year.

- *YouthCaN Iran had its first YouthCaN conference this year. The host school was Farzanegan Zeinab High School
- *Gilan YouthCaNers held 2 YouthCaN workshops in which they discussed about the importance of protecting our natural environment and introduced the project and its goals
- *Student project conference and exhibition organized by Farzanegan Zeynab, Kherad and Saba High Schools in Tehran on three different occasions
- *iEARN Iran teacher Ms. Mokhtari participated in Natural Disaster Youth Summit 2006 in Taiwan and presented Iranian students' work on this project
- *Ms. Shamsnia and two students received grants through Track Gender Disparity project to participate in the iEARN 2006 annual conference. They will present the result of their work at the conference in the Netherlands
- *Ms. Minoo Shamsnia facilitated an International on-line course

12. What are your specific goals for next year?

- *Expanding the activities of iEARN Iran in general
- *Training more Iranian teachers on collaborative project work through iEARN online courses
- *Developing Persian online courses
- *Organizing face to face workshops for teachers focused at different projects and pedagogical support required for successful participation in these project

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit?

<http://iearn.saf.ir>

<http://www.youthcanworld.org/confs/vciran.html>

<http://ict-club.schoolnet.ir/lovevoice/>

<http://eq.schoolnet.ir>

<http://www.schoolnet.ir/~zeynab/pages/groups/english.htm>

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

- *Planting tree in the memory of disaster victims
- *Collecting aids for Pakistan earthquake victims
- *YouthCaN hike by Farzanegan Zeinab high school
- *Conducting Fund raising activities to collect money to donate a pc to a school in a deprived region

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

Booklet about iEARN Iran activities along with flyers to be distributed at workshops.

16. Have you been involved in research on the effectiveness or impact of iEARN in your country?

We are developing a questionnaire to be disseminated among all iEARN Iran schools nationwide.

iEARN Israel

Postal address:

Hayeted st. 7 , Herzelya Israel

Country Representatives:

Ruty Hotzen and Gladys Abu-Elezam

3. How many schools/sites were there last year in your country or Center (May 2006)?

60 schools

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

120 Classes

3600 Students

5. What language(s) do your students use in collaborative project work?

English

6. Please list the names of organizations with whom you have partnerships/collaboration agreements.

1. Ministry of Education
2. Givat Haviva
3. Nir School
4. Ramat Hanadiv
5. Hand in Hand
6. Galilee Technology Center
7. School of Science and Art Jerusalem
8. Jerusalem Municipality
9. Bloomfield Science Museum Jerusalem
10. Israel Association for Computers and Education
11. Special Education

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

*Membership fees 25\$ fee per project

* Other (please specify) Received donations

8. Do your students take part in community service/action projects? Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

Yes, students of different schools cooperate with the Special Needs Classes to guide disabled students in conducting iEARN projects. In addition, the cooperation of parents, students and teachers in the Flying Kites for the Reason of Peace.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

* iEARN On-line teacher training PBL and Art

* Local teacher training in Collaborative Project Based learning - Conducting training for 12 different schools.

*Regional iEARN Conferences .

1.Hoping to plan such a conference of different countries in the region during the Annual Conference in the Netherlands.

2. Meeting of teachers who work on the same project such as 'The Pearl' project.

- d. iEARN International Conference
- e. Other (Please specify)
- f. 1. Teachers from Siberia attended the “pupils’ rights” conference in Israel , our classes are now working collaboratively on this project.
- 2. A visit to Turkey and training Turkish teachers to conduct iEARN projects.

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

- 1. Digital gap between Arab and Israeli schools in Israel.
- 2. Lack of support from the Ministry of Education
- 3. Lack of electricity in schools of the rural areas which result in lack of technology in these schools.

11. List the three most important outcomes/accomplishments last year.

- 1. Promoting iEARN in different parts of the country including the rural areas.
- 2. Reaching different ages , sectors and different educational systems.
- 3. Conducting successful projects to be presented in the annual conference in the Netherlands.
- 4. Having all learning disabilities schools(100 schools) take part in the “Tulip” project

12. What are your specific goals for next year?

- 1. Expanding among more schools.
- 2. Continuous of our work
- 3. Building a professional local website which would serve all 3 languages – Arabic, Hebrew ad English.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

Ramat Hanadiv <http://www.ramat-hanadiv.org.il/>
 Hand in Hand <http://www.handinhand.org.il/?id=211&pid=143>
 Galilee Technology Center <http://www.edugal.org.il/>
 Givat Haviva <http://www.givathaviva.org/>
 School of Science and Art Jerusalem <http://www.e2k.org.il/index1.html>
 Jerusalem Municipality <http://www.jerusalem.muni.il/default.html>
 Bloomfield Science Museum Jerusalem <http://www.mada.org.il/>
 Israel Association for Computers and Education <http://www.ila.org.il/>
 Special Education <http://www.orianit.edu-negev.gov.il/hazivonim/>
 Nir School <http://www.nirschool.org/>

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

Not Yet

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

Our local website <http://www.geocities.com/iearnil/>

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

No

The following are some photos of 2 projects :

- 1. “Talking Kites “ project when students build their kites and flew them on March 21, 2006 expressing their hopes for peace and sending peace messages through their kites
- 2. “Tulip” project which was conducted by students with disabilities.



Talking Kites Project



Talking Kites Project



Talking Kites Project



Tulip project



Tulip project



Tulip project

iEARN Italy

The main activities/projects in last 12 months are about Narnia project. Many peoples around the world have read the magic books "Chronicles of Narnia" written by CS Lewis. These books have a very high educational value, and can stimulate the students to think about right and wrong. Many students know this book and can speak about it for create a community all around the world.

Also a new film like "Harry Potter" and this iEARN Project Experience can help us. "Chronicles of Narnia" can be in this year a new big international film. Students can also find why the name Narnia was chosen by CS Lewis, because this name are also the old name of an Italian Town named now Narni.

iEARN Project Template for 2005-2006

"DESIGN your NARNIA"

Send us a your Drawing about Narnia by Internet

For this year we have an easy programm:

read the book of Narnia

- see the film

- make a drawing about Narnia

- send by e-mail your work

May 2006 show the best works at Narni in Italy

National and International Contacts:

Maria Gloria Ammanniti sGandhi@tin.it Italy

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Linda Giannini calip@mbox.panservice.it Italy www.descrittiva.it/calip/0203/narnia.htm

Vanna Innocenti mc2378@mclink.it Italy www.zoomedia.it

Anna Karakhanyan ann@styx.aic.net Armenia

Paolo Manzelli lre@unifi.it Italy

Carlo Nati pa2614@panservice.it Italy www.invisibilmente.it

Mihkel Pilv mihkel@miksike.com Estonia

Yuri Romanenkov yurimr@delfi.lt Lithuania

Lauretta Salvini marifor@libero.it Italy

for some more contact we have also create more connections like:

Italian National Award " My Wardrobe" "Il mio Fantarmadio"

See at: http://www.narnia.it/fantarmadio_eu.htm

With Buena vista Italy

The winner is

See chart on next page

GRADE 3

CLASS	ELEMENTARY SCHOOL	CITY	REGION	TEACHERS
3A- B	ELEM. TETI FRANCESI	TETTI FRANCESI RIVALTA 10040	TO	SALVATORICA CUCCUREDDU
3	S. TERESA	FIRENZE	FI	ORSINI LISA
3C	A. MORO	CANEGRATE	MI	CANDERAN - CAMERUCCI

GRADE 4

CLASS	ELEMENTARY SCHOOL	CITY	REGION	TEACHERS
4	PRIMARIA DI GRUNUOVO IST. COMP. GUIDO ROSSI	SS. COSMA E DAMIANO 04020	LT	MARRESE MARIA NEVE
4A	ELEMENTARE S. ROCCO	PORTOFERRARIO	LI	GIANNONI ANTONELLA - AGROPPI ANTONELLA - AMORE LUIGI
4B	G.E A. GARIBALDI NARNI CAPOLUOGO	NARNI	TR	PACI LORETTA - TIRATERRA ALBERTA

GRADE 5

CLASS	ELEMENTARY SCHOOL	CITY	REGION	TEACHERS
3-4-5	PRIMARIA E. DE GIORGI	GAGLIOLE	MC	SERRI - PALLOTTI - MANDORLO - BISBOCCI - CAPODIMONTE - FELICIOLI
5A	PRIMARIA A. MORO	BASIANO	MI	DE LUCIA RAFFAELLA
5A	PRIMARIA MARIO GREPPI 3° CIRCOLO	S. DONATO MILANESE	MI	GIORGIO ANGELA

Narnia's Puzzles

See at: http://www.narnia.it/puzzles_eu.htm

The basic idea is to link students that work together all around the world starting from internet and in a traditional way. For the project *Narnia's Puzzle* there are involved American schools and Italian schools that share together element of Puzzles made about the tales "The Lion the Witch and the wardrobe".

Participating Class are:

Salvini Lauretta Direzione Didattica I Circolo Via Saffi, 43 05035 Narni Italy

Mrs. Major Waverly Park Elem 320 Waverly Ave. East Rockaway, NY 11518 New York

Mrs. Smith West End School 30 Clark Ave, Lynbrook, NY 11563

Mrs. Bithell Mariposa Elem. 1111 Mariposa Ave. Brea, CA 92821

Clara Barton Elem. 1926 Clearbrook Ln Anaheim, CA 92804

Narnia's Murales

http://www.narnia.it/murales_eu.htm

In the iEARN project there are possible many links. This is a link between between " Art Miles Mural" and iEARN "Narnia" projects.

In Narnia's Murales To are involved Italian schools from Narni and others schools around the world who make designs about Narnia's Tales on canvans 5' x1 2' foot about 1,52 x3,66 meters (one foot are 0,3048 meter) .

We have a lot of images and designs made by Italian student that you can see at:

<http://www.narnia.it>

We do also a Narnia Carnival with Narni's town elementary schools.

<http://www.narnia.it/carnival.htm>

For the next year we like to increase the contact that we have put in operation this year. We would also like Disney to make a new film *Prince Caspian*, the new film about NARNIA.



1. What is your full postal address?

Dott.Ing. Giuseppe
Fortunati

Via XX Settembre, 45
05035 Narni (Tr)
Italy

2. Are you the contact person for your country?

yes

3. How many schools/sites were there last year in your country or Center (May 2006)?

about 200

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

about 200

5. What language(s) do your students use in collaborative project work?

Italian and English

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

iEARN

Art Walk project

Art Miles Mural project

Thinkquest

Egocreanet

Narni Municipality

Buena Vista Italy

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

Local fundraising

8. Do your students take part in community service/action projects?

No

9. What teacher training or professional development activities have your teachers taken part in during the past year?

*iEARN On-line teacher training

*International project like Narnia puzzles with US schools see http://www.narnia.it/puzzles_eu.htm

12. What are your specific goals for next year?

Increase the Narnia project

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit?

http://www.narnia.it/home_scuole.htm

<https://secure.lynbrook.k12.ny.us/lww/>

<http://www.e-narnia.com/eng.htm>

Dott.Ing. Giuseppe Fortunati

Phone: 0039 744

726993

Via XX Settembre, 45

05035 Narni (Tr) Italy

e-mail: fgiusepp2@tin.it

iEARN Cote d'Ivoire (iEARN-CI)

INTRODUCTION

The current report instead of being about one (01) year of activities, concerns only four (04) months of activities. As a matter of fact, it was in its search for partners to “revolutionize” education in Côte d'Ivoire (Ivory Coast) that Kids and Youth Allies International Network (K.Y.A.I.N) contacted iEARN to know what this organization activities were all about.

Thus, shortly after applying for membership, a package from iEARN was sent to K.Y.A.I.N. The projects book 2004 - 2005 was part of it along with other leaflets. A review of the projects book helped us acknowledged iEARN to be an initiative to promote in Côte d'Ivoire. Consequently we let Mr Gragert know about our desire to represent iEARN locally; seen that K.Y.A.I.N. was in talks with several schools nationwide to make Information and Communication Technologies (ICT's) part of curriculum. Mr Gragert welcomes warmly our proposal and forwarded an application for representative to us. Once the application was completed, it was sent back to the iEARN Executive Council.

Taking into account the suggestions of the secretariat inviting us to start iEARN activities locally; we have been organizing a plan to get schools involved in the network. The steps of this plan are stated below beginning by the general context in which students and teachers used to interact in Côte d'Ivoire.

GENERAL CONTEXT

The new context of globalization is made of hard competition. Consequently, the youngsters are to be trained efficiently when at school to face to challenges of the future. Misfortunately Côte d'Ivoire like many developing countries faces a lasting economic crisis along with repeated unrests which affect education and training. The local government's initiatives to improve education need to be a success the involvement of other education's partners to work closely for the same aim.

Considering this situation, iEARN projects sound to be the answer to the need of the system of education in Côte d'Ivoire; where many reforms are necessary so far to offer the students a global environment along with a quality training that will benefit them during school years and after.

So we plan to make iEARN projects part of the school's curriculum in Côte d'Ivoire. This will lead us to contact and initiate talks to make the project become a reality.

STRATEGY

Contacts with Mr Gragert have as a purpose to make iEARN projects part of the school's curriculum in Côte d'Ivoire. The assistance of Ed Gragert has never failed us since this moment.

The first strategy we chose to get schools involved in the project was to make opinion pools at different stages; among schools' heads, teachers and students. This with the very aim of getting information about the interest each group may have for the project.

Therefore, seen that the time left for this year was short enough, we preferred another strategy. Thus, instead of proceeding as stated above, we chose to make a “*personal approach*” by contacting teachers to get them involved in the project. Many teachers have then been contacted. And they welcome the program with great interest in general. Therefore some concerns encountered caused us to postpone the effective beginning of the activities.

DIFFICULTIES

When the project was warmly welcome by the teachers, the access to ICTs and the knowledge of computer use along with the lack of postal addresses were the key concerns we are facing on the ground. For most of the schools do not have these facilities.

The greatest obstacle is that schools do not have computer rooms to offer access to internet to both the teachers and the students on one hand. On the other hand, some teachers let us know that they prefer to start the projects

into their classrooms by the beginning of next academic year. So to have enough time to learn about the way the projects are run.

Despite those obstacles, the project have been initiated in two (02) schools out of the ten (10) which welcome the initiative and promised previously to participate effectively to the projects from this very academic year 2005 - 2006.

RESULTS

The discussions with many teachers allowed two teachers to start some iEARN projects into their classrooms since late April 2006. Projects from Creative and Language Arts' category along with others from Humanities and Social Sciences are of great interest to the students.

Among them are:

A Vision

Let's live without problems

Children's Rights through Artwork

Everyone smiles in the same Language

Against school failure

Fight against Child Labour

Corruption

Let Revolutionize Education

As talks are still on the way, we are optimistic about the spreading of the network to more schools next year.

EXPECTATIONS FOR THE COMING YEAR

We hope to welcome more schools in the growing network. Since we received many promises and keep on discussing with teachers.

No matter to stress that a recognition as representative is expected too. So to allow us contact local businesses, companies or institutions to forge partnerships with them in order to find a lasting solution to the problem of access to internet and make a budget for next year. The efficient development of the network is concerned so far.

CONCLUSION

iEARN is being more and more part of the world of education in Côte d'Ivoire as progress resulting of four (04) months of endeavours is to be noticed. Nevertheless promises are to be kept in the coming days. And we are strongly optimistic about the future of iEARN in Côte d'Ivoire.

Therefore, regarding the difficulties encountered, we keep on relying on the assistance and support of the international committee so far for the plain success of our mission in Côte d'Ivoire.

Grand-Bassam, May 29th 2006

iEARN contact person in Côte d'Ivoire

Oscar SEKA



iEARN Japan

iEARN-Japan

The 2005 JEARN was quite a challenging year. Minimum cost to run the office was used and all the works were done by board of members. But it does not mean poor, rather steady progress is clear to everyone's eyes. Six times of Board Meeting and JEARN Flash News issued every month made JEARN active.

1. What is your full postal address?

4-1-23 Sannomiya Venture Building 503, Hamabedori, Chuo-ku, Kobe city, Japan 〒651-0083

2. Are you the contact person for your country? **Yoko Takagi, the country coordinator**

3. How many schools/sites were there last year in your country or Center (May 2005)?

Registered Individual Members 104 (it means 104 schools/sites), Group Members 8.

4. How many teachers and students? **50 teachers and 1350 students**

5. What language(s) do your students use? **Mostly English, some Japanese**

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

Mainly Membership fees and small amount of Government grant

9. Teacher training or professional development activities :

a. iEARN On-line teacher training, b. Local teacher training in Collaborative Project Based learning, d. iEARN International Conference, e. Others: "ICT Training", "How to teach English" sessions provided by JEARN members

10. List the three most important concerns/problems/challenges you face .

1.How to run the office without paid staff due to small budget

2.Hard to take iEARN projects into school curriculum, and evaluation method

3.Hard to take members to iEARN Conference because its period is during school days

11. List the three most important outcomes/accomplishments last year.

1. Board of members leads NPO JEARN to the active working organization

2. "JEARN Flash" is issued every month to near 1000 readers

3. NDYS 2006 in Taiwan and JICA Hyogo session

12. What are your specific goals for next year?

1. To become a Tax Exemption NPO

2. Successful iEARN-Asia Conference and Asia Video Conference Network

3. To get grants to have some paid staff

13. What WWW pages? <http://ndys.jearn.jp/eng.html> <http://origamip.seesaa.net/> <http://www2.jearn.jp/fs/1191/index.htm> <http://www.ako-info.jp/artmile/index-e.html>
<http://www.jearn.jp/2003conference/negai/index.html>

15. What hard-copy publications ?

NDYS Report Book

JAPAN ART MILE <JAM> Cross-cultural Art Miles of SYRIA and JAPAN

This is a project supported by Kansai University and UNRWA, where students in Japan and Palestinian students at UNRWA schools in Syria work together for learning each other's culture through ICT and create five murals in corporation as result of their learning. This project starts in a 2006 school year, but since 2005, JAM has been working for this.

ORIGAMI Project

Egypt, India, Iran, Nigeria, Senegal, Trinidad and Tobago, USA

They are interested in Origami and enjoy paper folding a lot. We sent Origami Paper some countries because of they told us they couldn't get the kind of paper in their countries. We exchanged Christmas decorations and pictures. Japanese students made a lot of Origami Works to show them at <http://origamip.seesaa.net/> Please enjoy Origami world.

TEDDY BEAR PROJECT

It has been the most popular project in Japan, and there is a good flow of matching by coordinators. New TBP Homepage is linked to JEARN.

NATURAL DISASTER YOUTH SUMMIT 2006 and Global Disaster Safety Map Project

<Introduction>

Natural Disaster Youth Summit (NDYS) 2006 started in September 2005 and ended in great success in January 2006.

As the final event of the project, we held NDYS 2006 in Taiwan with full support from iEARN-Taiwan, National Science and Technology Museum, Kaohsiung City Board of Education, Hyogo Prefecture, and some more organizations.

There are about 450 people participated in this events. Students and teachers got together in Taiwan are from Iran, Japan, Korea, Malaysia, Taiwan and Trinidad and Tobago.

In this project students and teachers in different countries share their experiences of how to take measures before natural disasters.

They learn the importance of human lives and the importance of cooperation in saving lives. They share their moments of happiness and sorrow through out the year and try to empower each other to reduce the consequences of natural disasters.

NDYS little Ambassadors (Teddy bears , cats , owls, lions) take gifts, post cards, earthquake bags and instructions for how to face a natural disaster from a group of students to others thereby strengthening the friendship bond among them.

<How it works>

The project is defined by facilitators, teachers introduce the project and form NDYS teams in their schools. The activities are gradually done by students. Though there are pre defined activities like preparing safety maps, there is always a room to do the activities in your own way and to introduce new activities. Sometimes the students do a field work to complete their maps and though there is no limit to what one can do, there is not much time required to do the core activities of the project.

<Participant countries by now>

Argentina, Armenia, Cameroon, Egypt, Guinea, Georgia, Indonesia, Iran, Japan, Korea, Malaysia, Nepal, Russia, Senegal, Slovakia, Taiwan, Trinidad and Tobago, USA.

<Outcomes by now>

PowerPoint presentations, booklets, websites in different languages, safety maps and a big friendly family of teachers and students.

NEGAI CONNECTION PROJECT

NEGAI is a peace song made by Hiroshima Municipal Ohzu Junior High School students in 2002. This song was chosen as the theme song of 2003 iEARN Conference. We had a great NEGAI Concert on July 24 in Awaji 2003 JEARN Conference with a lot of participants from 12 countries. We shared our feelings and ideas for the world peace.

After the conference we wanted to continue this friendship, so we set up NEGAI Connection Project. The themes of this project are Dream, Bridge, Earth, Globe and Reconciliation. Ms. Yoko Takagi, JEARN leader had got an idea, " if this song would have more verses after the fifth verse ,. "Then we began to collect more lyric verses after these four original ones. So far 503 verses have been sent from all over the world. It may be the world longest song. All of them are full of wishes for peace, friendship, happiness, dreams, solidarity and so on. More than 15 schools (4000 students) are participating including in Japan, Kenya, Iran, India, Kosovo, Vietnam, Sierra Leone, Taiwan, Russia and so on.



iEARN Lebanon

Submitted by Eliane Metni

1. What is your full postal address?

IEA, International Education Association
Bustani Buidling, 2nd Floor
Furn El Hayeck, Achrafieh
Beirut, Lebanon

2. Are you the contact person for your country? Yes

3. How many schools/sites were there last year in your country or Center (May 2006)? Fifteen schools were added this academic year

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year: there are 48 teachers with approximately 700 students in schools and 16 youth from the community service center

5. What language(s) do your students use in collaborative project work? English, Arabic and French

6. Please list the names of organizations with whom you have partnerships/collaboration agreements:

The Center of Educational Research and Development, The Hariri Foundation, The Kamel Youssef Jaber Cultural Center in Nabatieh, SchoolNet Lebanon, ICT&E and The American Community School in Beirut.

7. All centers have difficulty in funding their work, please identify how iEARN is funded in your country?

*Membership fees: we have not charged schools for membership fees yet

*Government Sponsorship/grants: we worked mainly on BRIDGE 3 funds as a center and received a MEPI small grant to work in non-formal education and train 16 trainers to work with 300 youth in community service projects. The project is conducted and coordinated with Ms. Prairie Summer, the WEC volunteer in Beirut, in partnership with IEA and the Kamel Youssef Jaber Cultural Center in Nabatieh

*Local fundraising: we are currently in the process of raising funds and are building a model for several banks to join a national annual project to be implemented in 2007. Promises have been given but nothing concrete is finalized yet

8. Do your students take part in community service/action projects?

*Beach and river clean-ups

*Surveys conducted on environmental awareness, social issues and landmines awareness

*Seminar on Bird Flu

*Hike

*United Beyond Our Diversity Murals

9. What teacher training or professional development activities have your teachers taken part in during the past year?

*BRIDGE training and workshops held in July 2005 in Lebanon as part of the BRIDGE regional conference which iEARN Lebanon hosted in Beirut

*iEARN introduction to training, Spring 2006: 20 teachers from Lebanon participated in the program conducted in collaboration with the Center of Educational Development, the US Embassy in Beirut and the BRIDGE program. The course was developed this year in collaboration with Mr. Keith Mitchell, the American Fellow in Beirut and addressed to teachers of English Language

*Introduction to iEARN writing projects, Spring 2006 : 15 teachers from Lebanon

*YouthCaN Med online course, Spring 2006: 10 teachers

*TESOL Arabia, Spring 2006: participation of iEARN Master Teacher, *Claudia Hassan* with an iEARN project at the regional TESOL Arabia

*Learning Circle, Spring 2006: 44 classes of which 18 were from Lebanon participated in the participated in *United Beyond Our Diversity Learning Circle*. 4 circles were conducted: 2 in English facilitated by *Bob Hofman*, one in Arabic facilitated by *Hiba Diarbi* and one in French facilitated by *Nahed Naamani*.

*World Economic Forum: Presentation given *Eliane Metni* at the World Economic Forum for the *Voices in Collaboration* project endorsed by the C-100 leaders. iEARN in Egypt, Morocco, USA and the CFF are among the partners in Voices in Collaboration.

10. List the three most important outcomes/accomplishments last year.

*Having an iEARN proposal endorsed by the World Economic Forum, C-100 leaders

*Hosting the WEC volunteer and submitting a proposal to MEPI that was funded and implemented successfully.

*Hosting the BRIDGE Exchange between Lebanon and the US, Lebanon to the US in the Spring 2005 and US to Lebanon in the Fall 2005

*Designing and creating of an introduction to training-of-trainers online course

*Establishing a shared responsibility with iEARN Lebanon Master teachers in planning training. This has helped shape a solid iEARN community in Lebanon

11. What are your specific goals for next year? Build a partnership with key organizations who share our mission and vision to support an iEARN Lebanon national project annually and work towards building iEARN Arabia initiative.

12. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

*Project Description Booklet in Arabic and French

*A Vision project for last academic year as a pdf version

13. Have you been involved in research on the effectiveness or impact of iEARN in your country? An external evaluation was conducted in May/June 2005 by the BRIDGE evaluation team.



iEARN Lithuania

1. What is your full postal address?

Our full postal address is as follows:

30 Saules street
Versmes gymnasium
Elektrenai 20125
Lithuania

2. Are you the contact person for your country?

Yes, I am the coordinator for I*EARN Lithuanian Centre

4. How many schools/sites were there last year in your country or Center (May 2005)?

24 schools according to our questionnaire

5. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Around 674 students (primary, secondary and university level) and 27 teachers.

5. What language(s) do your students use in collaborative project work?

The native language – Lithuanian and English prevailed. However, some projects involved Russian as well (for example, the one with Belarus)

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

The Ministry of Education and Science of Lithuania
Regional Center for Civic Education
Teacher Training Institute
Local Educational departments
Tolerance Center (local)

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

Unfortunately, we do not have a constant source of funding now thus we are trying to get financial support for every single event or project addressing different organizations. For instance, the national IEARN conference was funded by the regional (Radviliskis) educational department. The methodological material was published using the funding from local municipality. DID project was funded through the US Department of Education.

8. Do your students take part in community service/action projects?

Definitely, just before Christmas schools collected different things (books, clothes, toys) for children's home, raised funds for the victims of earthquake in Pakistan (held paid concerts), facilitated deliberations on youth violence and tolerance, peace and education.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

Local teacher training in Collaborative Project Based learning
National iEARN Conference
Teacher training at the Teacher training Institute

10. List the three most important concerns/problems/challenges you face in your country/center.

Numerous subject teachers do not understand English (when they take part in international projects students translate information for them) which results in their low level of participation in iEARN forums and iEARN projects online.

Involving IEARN project activities into curriculum (for example, module lessons) and this way expanding the number of both the teachers and students is still difficult because of the strict programme framework.

11. List the three most important outcomes/accomplishments last year.

National IEARN conference in February
National English Olympiad, which served well in promoting IEARN

Participation in an international project DID (Deliberating in Democracy) –classroom deliberations, Internet discussions and a video conference Vilnius –Los Angeles

Link <http://www.usembassy.lt/photo/06La-Lit/>

More interest and involvement from primary schools

12. What are your specific goals for next year?

Specific goals are connected with national and international projects on civic education and further collaboration with institutions on civic education in joint projects.

International projects for primary and middle schools

Training seminars for newcomers

Presentation of IEARN project and a special event on 26 September (the European Day of Languages) at the Ministry of Education and Science

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

<http://www.iearn.ten.lt/>

<http://www.iearn.ten1.lt>

<http://www.usembassy.lt/photo/06La-Lit/>

14. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

Training material for newcomers (in Lithuanian)

Reports on IEARN events and projects in newspapers

Project booklet “Laiskai”

Daina Valanciene

Coordinator for IEARN Lithuanian Centre

iEARN Macedonia

Full Legal Name of the iEARN Center:

Civic Association “Interaktivna mreza za obrazovanje i resursi” – IMOR (iEARN – Macedonia)

Country: Macedonia

Address: ul. Milton Manaki 17, 7000 Bitola, Macedonia, Europe

Telephone #: +389 47 25 25 24, +389 47 203 555

Fax #: +389 47 25 25 24

E - mail Address of the Center:

imor@imor.org.mk

Country Co-ordinator: Jove Jankulovski,

jovej@freemail.com.mk

IMOR in the Period May 2005 - May 2006

Network in Macedonia

IMOR was and still is continuously working on strengthening its capacities (especially human), permanently networking with other organizations, partnering other NGOs from Macedonia or abroad. As a result of that we have established the following links.

Networks

In international formal networks IMOR is being recognised as autonomous and equal-rights member.

IMOR is continuing with its active membership in UNESCO’s InfoYouth network.

IMOR became national coordination organisation of the Euro-Mediterranean Network for Youth Trafficking Prevention

On national level, IMOR is one of the founding organisations of the National coalition of youth organisations called SEGA (NOW). This coalition is very active, with growing membership and receiving various recognitions on national and international level.

Projects realized in co-operation with other NGOs

Information for Youth Empowerment, New Opportunities – Better Perspectives (partners from Bulgaria and Serbia)

Information for Development-Linking and Empowering Balkan Youth

Global Teenager Project

iEARN projects

Reintegration of Returned Refugees from Macedonia (In cooperation with International Organisation for Migration - IOM)

Projects realized in co-operation with governmental organizations

Information for Youth Empowerment, New Opportunities – Better Perspectives (National Employment Agency)

Local Self-Government in Your Community (Ministry of Local Self-government Units)

Resource Center for Youth in city of Bitola (Municipality of Bitola)

Transfrontier Cooperation in The Prespa/Ohrid Region in the NGO Sector (Municipality of Bitola, Korca – Albania, Kozani – Greece)

Number of Schools

Active schools: 8, **Less active schools:** 5.

Note that out of these 20 schools, predominantly secondary schools. In Macedonia operate less than 100 secondary schools. So, our coverage is more than 20% of secondary schools.

Cities in Republic of Macedonia where IMOR is active: Bitola, Kumanovo, Delcevo, Skopje, Tetovo.

Human Resources

Full-time employed 0, Part-time engaged 6, Volunteers 60, Membership (total) 260

Number of members can vary depending on the projects/programmes that run in that point. This is the situation at the moment of submitting this report. Although number of official members is 260, approximate estimation of students being involved in project work last year is exceeding 200, and number of teachers is more than 20, or in total more than 220 participants in different projects/programmes.

Material Resources

IMOR has 4 computers (1 laptop, 2 x Pentium 3 and 1 X Pentium 4), 2 printers (laser jet + ink jet), scanner, video conferencing kit, and fax machine. IMOR has office in Bitola. There was an idea and a lot of efforts have been engaged in establishing second office in our capital – Skopje, but at this point we are giving up on that idea.

It is expected that soon package of 20 computers and 2 printers will be received from World Computer Exchange – WCE. Clearance from customs is agreed with USAID Macedonia. In cooperation with Municipality of Bitola, these computers will be installed in Resource Center for Youth, and will be used by youth, adults and municipality administration in agreed slots of time during the week.

Achievements

IMOR trainer/s were hired by **E-school Macedonia** as Master Trainer/s, or school trainer/s for primary schools and for some of the secondary schools in Macedonia.

IMOR **won for a second time in a row project on open public tender announced by Foundation E-Macedonia** to work on awareness raising and information provision for youth about local self-government units in Macedonia.

All 10 programs for in-service teacher training submitted to the Education Modernisation Project **were accepted by the revision commission of the Ministry for Education and Science**. Implementation will start in autumn.

Negotiations with EDC and their big USAID funded E-school project in Macedonia are going to be completed soon. IMOR will be sub-contracted to work on introduction of telecollaborative project work in 10 schools in Macedonia. School application forms were developed by IMOR.

IMOR became **Stockholm Challenge Ambassador** in 2005.

The idea for **Resource Centre for Youth in city of Bitola** was accepted by Municipality of Bitola.

IMOR is **working with British Council on EAR (European Agency for Reconstruction) funded** project called Youth Tolerance Campaign.

IMOR is **one the founding organisations of the of the National coalition of youth organisations** called SEGA (NOW), and is one of the most active members.

IMOR is one of the NGOs in Macedonia **involved in implementation of National Strategy for Youth of Macedonia**, along with the National Agency for Youth and Sports.

Challenges

Strengthen links with municipalities where IMOR is active;

Strengthen links with Ministry for Education and Science;

Involving more schools, youth, and educators in the network.

Plans for the next 12 Months

Extending our network in primary schools

Extending the network in rural areas;

Development of extensive professional development program for students, teachers, directors, and other actors in education and stakeholders.

Working more with marginalized groups, disadvantaged, and groups at risk; and

Continuous strengthening of IMOR's capacity.

Several Interesting Web Sites

Project **Information for Youth Empowerment, New Opportunities – Better Perspectives** (<http://www.imor.org.mk/programmes/youthempowerment/>);

Project **Information for Development-Linking and Empowering Balkan Youth** (www.imor.org.mk/programmes/informationfordevelopment/);

Project **Youth Have a Say Against Terrorism** (www.imor.org.mk/programmes/noterror/);

Project **Balkan Youth Network** (www.imor.org.mk/programmes/byn/);

Project **Building Bridges over Borders by using ICT and PBL** (www.imor.org.mk/programmes/bridges/);

Publications in Macedonian

How to use iEARN forums

Getting started in iEARN

About IMOR (iEARN Macedonia)

Leaflets produced as a part of different project activities

Report prepared by: Jove Jankulovski, Country Co-ordinator for Macedonia, June 2006

iEARN Mali

OUTLINE OF THE MAIN ACTIVITIES/PROJECTS IN LAST 12 MONTHS

1. SCHOOLS NETWORKING AT NATIONAL LEVEL

This year we increase the number of partner schools therefore increase the potential of teachers and learners who may benefit iearn forums and projects advantages through their involvement. We received 4 official request of partnership and more than 20 informal request of partnership to involve their schools in the program Computer for schools in Mali and IEARN online training.

2. TRAININGS

January, February, March training for 40 students on how to use Internet to make research to send and receive mails.

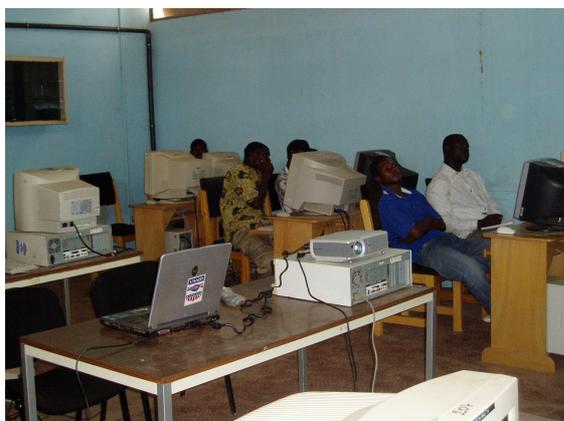
We have trained more than 300 persons on how to use computers in our SchoolNet training center,

The establishment of an email exchange between Carlsbad High School in California USA and a secondary school CFPE in Mali.

Actually we are doing Mtandao-Afrika, SchoolNetAfrica flagship project training with Microsoft Unlimited Potential tools.

Introduction of 10 students on how to use iEARN International web site.

SOME PICTURES OF TRAINING ACTIVITIES



SchoolNet and iEARN-Mali training Center



Training session at Kalanso one of the partner school

3. OUR PLANS FOR THE NEXT 12 MONTHS

Participate to IEARN International 13th annual conference
Establish a local computer refurbish Center in our technical center
Reinforce teachers and learners skills for more involvement in IEARN and Global
Teenager online learning circles via GTP Mali,
Establishment of an email exchange program between Malian students and student from the Bronx community in collaboration with the International medalist.
Complete the building of our web site,
Involvement of 10 schools in IEARN online projects.

IEARN-Mali country Coordinator
Soukalo DEMBELE
Cell: +223 679 80 81
Email: souk11@yahoo.com

iEARN Morocco

What is your full postal address?

Mourad BENALI
Réseau Marocain de l'éducation et de ressources
BP 29569, Rabat Riad, Rabat
Morocco

2. Are you the contact person for your country?

Yes

3. How many schools/sites were there last year in your country or Center (May 2006)?

24 schools

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Approximately : 500 teachers and 2000 students

5. What language(s) do your students use in collaborative project work.

English, French and Arabic

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

-Project ALEF/USAID
-Morocco Trade and Development Service-MTDS
-Parent Association organizations
-TANMIA(NGO)

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

a. Membership fees (very small contribution)
d. Local fundraising
e. Other (please specify): We are contracted with ALEF (an USAID project) to train and follow public middle schools in four regions in Morocco

8. Do your students take part in community service/action projects?

Yes (planting trees, cleaning schools, visiting hospitals....)

9. What teacher training or professional development activities have your teachers taken part in during the past year?

a. iEARN On-line teacher training
b. Local teacher training in Collaborative Project Based learning
c. Regional iEARN Conferences
d. Learning circle online course
e-BRIDGE online course

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

No special problem is facing right now.

11. List the three most important outcomes/accomplishments last year.

MEARN has trained 600 teachers

12. What are your specific goals for next year?

Expanding our training to new schools, training 600 new teachers

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

www.mearn.org

www.alef.ma

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

The more work done was in preparing ICTs Training module to middle school teachers

Two manuals has been published in French language about how using ICTs in the classroom

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

Yes, we are deeply involved with our partners at ALEF/USAID project in research regarding the impact of ICTs and online collaborative project in the education sector Currently, our research is in progress, so no report is ready.

iEARN Nepal

1. What is your full postal address?

Binita Parajuli
Country Representative
iEARN Nepal
PO Box 8973 NPC 835
Kathmandu Nepal

2. Are you the contact person for your country? Yes

3. How many schools/sites were there last year in your country or Center (May 2005)? 15 schools

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year?

Lewin, Virtues and Teddy Beer project. 50 teachers and 1500 students have been visited iEARN projects.

5. What language(s) do your students use in collaborative project work?

English

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

NOBLE Academy

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country.

BRIDGE II grants

8. Do your students take part in community service/action projects? Yes/No (if yes, please describe what service/action projects they have been involved with in the past year) No

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- a. iEARN On-line teacher training
- b. Local teacher training in Collaborative Project Based learning
- c. Regional iEARN Conferences
- d. iEARN International Conference
- e. Other (Please specify)

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

Having chance to work closely with schools and making visits, schools are with poor infrastructure and technology equipments. Only computer teachers in schools are allowed to use computer and others are discouraged. School authority and principals are not aware of ICT for education and the usage of connectivity for educational projects. Even teachers who have chance to participate in Regional Conference, Master Training or Annual Conference do not participate much in collaboration projects. They say that there is no time for go with such for projects. The most important thing to make such environment is school as it does not encourage teachers to use new methods and teaching practices and be familiar with technology.

11. List the three most important outcomes/accomplishments last year.

Online teacher training
Online students training
Orientation to principals and school founders

12. What are your specific goals for next year?

Introduce iEARN projects to students and help them to provide user name and password. As teacher training is limited to only teacher, we have experienced they do not encourage students to participate in collaboration project as they say they do not have time to do these activities. We have found students very smart and friendly with technology and love to use it. iEARN projects are a good match for youth.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

No.

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

Brochure

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

No

iEARN National Workshop Report held in June 22-24, 2005

Facilitator: Binita Parajuli assisted by Rabi Krishna Shrestha from iEARN Nepal

Date: 22- 24 June 2005

Venue for opening: Galaxy Education Foundation Auditorium Hall

Venue for Workshop: NOBEL ACADEMY

The inaugural session of the workshop was done in Galaxy Education Foundation with the chief Guest from American Centre, Ms Laura Lucas, the Deputy Director of American and also the Assistant Public Affair Officer of US Embassy. The auditorium was full with school students, teachers, principal, journalist and the participants in the opening ceremony. Ms Lucas did the opening ceremony lighting the candle in a traditional way. Ms. Binita Parajuli, iEARN Nepal coordinator highlighted iEARN activities in Nepal, how it empowers youth and educators for professional development and the importance of integrating ICT in classroom with collaborative projects with global peers. Ms. Lucas share about American education system and told that US Embassy is closely tied with the mission and vision of iEARN, making youth culturally aware at very young helps in peace building in the world. The other speakers were, Mr Rabi Krishna Shrestha the participant of Master Training, NYC, Vineet Goel, iEARN student, MS Geeta Rana the Principal of Galaxy Public School and Mr Karna Shahi, the Secretary of Private And Boarding School of Nepal. The participants were introduced to iEARN as such along with its mission and vision. The introduction was supported by some video clips which included the visual shows of different activities of iEARN in many different countries of the world along with the sharing of personal experiences of some of the participants who had been working on different projects of iEARN. The inaugural session was over with refreshment at the lobby.

The Workshop Session:

After the inaugural session, all the participants teachers were moved to the Nobel Academy for the workshop. A total of 18 teachers from 12 schools were present in the workshop. Two technical assistants were present for our support all the time in the lab. Nobel Academy had provided its computer lab for whole training period as in kind support to iEARN.

The training session began where the participants were explained iEARN in detail and were told about the goals and objectives of the training program. The session was really supportive for the learners since the facilitators presented in an exciting, collaborative and experiential learning environment. First of all the participants learnt to navigate the iEARN website and collected much more information about it. This helped them to have idea on how to prepare themselves for online collaboration projects. They were also taught about how to read and respond to the welcome messages available in different interactive forums. The first day, the participants were happy to see messages posted online and reading them. The whole process was much more trainer centered rather than learner centered since it was the beginning that required more instructions and less work. While responding to the messages, the participants prepared their personal introduction and posed it online. They were also asked to respond to welcome messages sent from different iEARN countries. By the end of the day the participants had already been exposed to the whole world so that the teachers from all over the world could know about them.

The second day's session began with the participants' reflection on the first day and it was really impressive since all the participants had taken the workshop as very much effective. The day was comparatively more productive

than the first as the participants worked more rather than listening to the lectures of the facilitators. The session was more learner centered and the facilitators were there simply to assist them in times of their difficulties and confusions. The participants learnt to work in a group collaboratively with each other and each group posted its group work online. The second day, thus, provided the participants with something more about online ideas that gave them confidence to be online, involve students in discussion forum and handling the projects.

The most important part of the whole session was the concluding day i.e. the third day when the participants had to accomplish the objectives of the training program and they did. On the day, they were introduced to many different projects so that they could choose any of them where they could involve their students with their syllabus. The participants from the same school worked together in a group to plan the future projects. They selected a project that they could integrate to achieve their curriculum/syllabus goals and prepared a detailed lesson plan for the accomplishment of it. They, then, posted their lesson plans onto the respective interactive forums and thus created a room of their own where they could make their students work. Finally the participants prepared a reflection on the whole three-day workshop and posted it online and thus, the workshop was concluded.

Participants' reflection of the workshop:

In this way the workshop as a whole was very effective and useful for the learners. By the end of the session, they felt to have gained something important that helped them to be introduced to new teaching technologies being familiar with online projects and collaboration. This was in fact, a very good opportunity for the participant teachers to be the members of a global community. The program enhanced the teachers' perception and their understandings of the world education. It taught them to respect the difference of culture and values, accept people in the way they are and on top of everything it helped them to build a supportive community of educators that share the latest teaching methodologies. (Teachers have posted in the forum and is available online)

The participants have requested give a talk programme in their schools so that many teachers from one school would have chance to know about iEARN and could join iEARN and its importance for empowerment.

Name of the participating schools for workshop:

1. NOBEL Academy
Sinamangal
Baneshwor Kathmandu
Tel: 4471137
Email: info@nobel.edu.np

2. Galaxy Public School
Gyaneshwor
Kathmandu
Tel: 4411362/4410076
email: galaxy@enet.com.np

3. The Excelsior School
Swaymbhu, Kathmandu
Tel: 4271693
Email: sheetalrana@hotmail.com

4. Daffodil Public School
Battispatali, Kathmandu
Tel: 4472079
email: daffodil@wlink.com.np

5. Kamal Netra Chuna Muna School
Bhimsengol, Kathmandu
Tel: 4490647

6. Reliance Resident School
Bhimsengola, Kathmandu
Tel: 4473045
Email: rivkah_grg@hotmail.com

7.GEMS
Dhapashi, Lalitpur
Tel: 5551771
Email: gemschool@wlink.com

8.Eureka School
Balaju, Kathmandu
Email: eskygazers@enet.com.np

9.Daffodil Boarding School
Kapan
Tel: 2102086
Email: noelchettri@yahoo.co.in

10.New Leera School
Dhobidhara, kathmandu
Tel:4411508
Email: subash_lira@hotmail.com

11.Ankur Vidyashram
Battisputali, Kathmandu
Tel: 4494906
Email: ankur@mrsp.wlink.com.np

12.Computer Education for School
Pulchowk Lalitpur
Tel: 5529145
Email: muneera@wlink.com.np

Name of the participants:

Navin Gugurg
Shashi Sharma
Prabin Shrestha
Rohini Gurung
Subash Shrestha
Santosh Sapkota
Pursuram Sharma
Pujan Thapa
Geeta Rai
Anup Thapa
Puspa Adhikari
Ganesh Bista
Saraswati Gurung
Krishna Khatiwada
Somraj Paneru
Noel Chettri
Hom Raj Adhikari
K.P Sharma

Technical assistance:

Amrit Panthi
Ankit Dahal

Introducing iEARN projects to students:

The schools who take iEARN activities seriously as a tool for empowering their students, iEARN Nepal was always ready to do a workshop for those schools. So iEARN Nepal conducted the first student workshop on 18th

June working with Galaxy Public students. The students sacrificed their off day as it was Saturday and were with iEARN projects. The students have demanded for further iEARN workshop so that they would gain more confidence on how to participate in projects with the use of technology. The best part that attracted students with iEARN projects was about learning was fun and with the use of technology. They experienced that leaning is possible in many ways then only going with text books. It was stress free learning from other peers of the globe and sharing their knowledge with others connecting youth with the use of technology. Projects are yet to complete and collect them and put it online in the forum.

iEARN Nigeria

1. What is your full postal address?

SchoolNet Nigeria
No 6, Zambezi Crescent,
Maitama, Abuja
Nigeria

2. Are you the contact person for your country?

Olaolu Sasore , laolu@snnng.org,234-80-36591109

3. How many schools/sites were there last year in your country or Center (May 2006)?

41 Schools

ABUJA

Government Secondary School, Garki, Abuja
Government Secondary School, Nyanya, Abuja
Government Secondary School, Pyakasa, Abuja
Government Secondary School, Tudun-Wada, Abuja
Government Secondary Technical College, Garki, Abuja
Government Secondary School, Jabi, Abuja
Government Day Secondary School, Wuse, Abuja
Junior Secondary School, Kuje, Abuja
Dayspring Primary School, Abuja
Unity High School, Kubua, Abuja
Model Secondary School, Maitama, Abuja
Government Secondary School, Wuse, Abuja

CROSS RIVERS STATE

Community Technical College, Calabar, Cross Rivers State
West African People's Institute, Calabar, Cross Rivers State
Army Day Secondary School, Calabar, Cross Rivers State
Government Secondary School State Housing Estate, Calabar, Cross Rivers State

ENUGU STATE

Government Technical College, Enugu
Queens School, Enugu
St. Patrick's Secondary School, Enugu
CIC, Enugu

GOMBE STATE

Government Secondary School, Gombe
Government Secondary School, Billiri, Gombe
Government Girls' College, Doma, Gombe
Government Technical College, Gombe

KADUNA STATE

Government Technical College, Malali, Kaduna
Queen Amina College, Kaduna
Government College, Kaduna

KWARA STATE

G.G.D.S.S, Ilorin, Kwara State
Government High School, Ilorin, Kwara State
Okelele Secondary School, Ilorin, Kwara State
G.S.S Afon, Kwara State

LAGOS STATE

Awori Senior College, Ojo, Lagos
Lagos State Model College, Badore, Lagos State
Queens College, Yaba, Lagos

NIGER STATE

CAIS, Minna, Niger State
Hilltop Model School, Minna, Niger State
D.S.S Tunga, Niger State
College of Arts and Islamic Studies, Minna, Niger State
Government Secondary School, Minna, Niger State

ONDO STATE

St. Helen's Unity Secondary School, Ondo
Aquinas College, Akure, Ondo State
C.A.C Grammar School, Akure, Ondo State

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Estimate of 82 teachers and 328 students participated in project work in the past year.

5. What language(s) do your students use in collaborative project work?

English Language

6. Please list the names of organizations with whom you have partnerships/collaboration agreements.

iEARN International
MTN Foundation
Multichoice Africa
Microsoft
Education Trust Fund of Nigeria
Intel
NEPAD
Federal Ministry of Education
State Ministries of Education
NAFDAC (National Agency for Food & Drug
SchoolNet Africa
Vmobile Communications
Zenith Bank
Oando Oil Nigeria PLC

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

- a) Local Fundraising
- e) Other (Sponsorship from local and international organizations)

8. Do your students take part in community service/action projects? Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

iEARN Nigeria is working to introduce a service learning initiative which will ensure community/service centered projects from September 2006.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- a. iEARN On-line teacher training
- b. Local teacher training
- c. Regional iEARN Conference
- d. iEARN International Conference

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

*Lack of adequate/functional Infrastructure like Internet Connectivity, computers/PCs, Slow Internet Speed and generally, lack of multi-media resources that will aid on-line collaboration

*The Nigerian Educational Curriculum does not support the Project Based Learning Model of iEARN and this is a constraint on the teachers who have to work outside the scheduled school hours in order to involve their students collaborative projects.

11. List the three most important outcomes/accomplishments last year

*Implemented an on-going National based Science Project titled 'Catch the Air' Project for senior secondary school students

*Implemented Learning Circles between local classrooms as well as participated in IEARN online Learning Circles

*Successfully hosted the WEC volunteer Ali Zulfiqar, who has facilitated web development training programmes for both teachers and students from different parts of the country.

*Specialized teacher training programme for 150 teachers in partnership with Microsoft

*Organized a regional IEARN Workshop for Nigerian Teachers with the theme "Capacity Building for Effective Collaborative Learning".

*Participation of more Nigerian teachers in IEARN online Professional Development Course

12. What are your specific goals for next year?

*Service learning

*Contribute to the national learning initiative being established.

*To effectively execute more national based projects

*To introduce more Nigerian teachers and students to IEARN and online projects

*To initiate community service/action projects to help sensitize and develop our local communities.

*To develop more school websites for effective posting of lessons and improve online teaching and learning.]

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

<http://wdt4cd.netfirms.com>- Web Development Training for Curriculum Developers

www.iearn-ng.org

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

None but would appreciate a template from iEARN International

iEARN Orillas

The iEARN-ORILLAS Center, formed in 1995, has a special interest in exploring issues of language, race, equity, and teaching for social justice. In contrast to other iEARN 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; other parts of Latin America; and the U.S., particularly in areas with significant immigrant populations). Most of the educators involved work in underserved communities and teach in multilingual settings.

1 & 2. Postal Address and Contact Person(s)

Contact Persons:

Enid Figueroa
Muñoz Marín Ave.
W-2 Mariolga,
Caguas, PR 00725

Kristin Brown, 706 Plumosa Ave., Vista, CA, USA, 92081

Collaborations with other organizations:

University of Puerto Rico (UPR)
Center for Equity and Biliteracy Education and Research, California, USA (CEBER-SDSU)
Learning, Equity, Achievement, and Reform Network, New York, USA (LEARN-LIU)

Projects coordinated this year:

Connecting Mathematics to Our Lives
Conectando las matemáticas a la vida
Future Teachers/Knowing Our Students, Knowing Ourselves
Atlas de la Diversidad (in Puerto Rico and U.S.)
Civil Rights and Social Movements

3. Schools/sites involved:

Approx. 50

4. Estimate of how many teachers and students involved in project work in the past year:

Approx. 250 teachers or future teachers with approximately 600 students

5. Four most important concerns/problems/challenges:

*In the current high-stakes testing environment in the U.S. and Puerto Rico, where rigid standardized curriculum is being imposed on underachieving schools, teachers are interested in exploring how iEARN projects can help them meet academic standards while also engaging students in more motivated and deeper learning. We're interested in sharing ideas with other coordinators and teachers on the role of iEARN projects in developing academic language and biliteracy, high level content area skills, and critical thinking.

*Establish easy-to-maintain access to the iEARN forums on the Orillas/UPR server.

*Continue to investigate and document how global learning network projects can be carried out within a theoretical framework of transformative education and collaborative and critical inquiry and to promote social justice and intercultural understanding.

*Fluid communication among iEARN Centers and teachers as network becomes larger.

6. Three most important outcomes/accomplishments last year.

*Providing on-line professional development and global networking experiences to future teachers.

*Developing and refining models for on-line collaborative and critical inquiry and teaching for equity and diversity through the Connecting Math to Our Lives Project, Future Teachers Project, Atlas de la Diversidad,

*Cultural Package Exchanges, and others.

*Further integration of global learning into the Two-Way Bilingual Immersion Model and outreach and support for teachers in dual language schools.

Other activities/highlights from the last 12 months:

- *Participated in the iEARN Assembly Meeting and Teachers Conference in Senegal.
- *Collaborated with iEARN-Latina educators in organizing the "Atlas de la Diversidad" Project in the U.S. and Puerto Rico.
- *Collaborated with UPR and the Center for Equity and Biliteracy Education and Research (CEBER) and SDSU on the KOSKO and Future Teacher exchanges. Participation of more than 200 future teachers in the Knowing Our Students, Knowing Ourselves (KOSKO) Future Teachers Project, who engaged in discussions of culture, an exchange around language learning and democratic classrooms, and discussion of Echoes of Brown youth participatory research project.
- *Collaborated with LEARN, CEBER, and Teaching for Change on the development of a new Civil Rights Project.
- *Maintained a bilingual iEARN-Orillas website at the University of Puerto Rico with access to iEARN on-line forums.
- *Created an on-line course at UPR (using Blackboard) on Global Learning Networks to introduce future teachers to the design and implementation of telecommunications projects.
- *Supported youth and teacher participation in various iEARN projects and on-line forums.
- *Developed new approaches for integrating global learning networks into progressive teacher education.
- *Collaborated with New College Environmental Studies Program and with Teacher Educators in the Dominican Republic.
- *Provided GLN workshops for K-12 teachers in California's bilingual and two-way immersion programs (with participating teachers co-presenting).
- *Co-authored book (with Cummins, J., Sayers, D.) (2007) Literacy, Technology, and Diversity: Teaching for Success in Changing Times. MA: Allyn & Bacon
- *Conducted global learning network presentations at various conferences: IEARN (7/05), PT3 Meeting (10/05) Dual Language Conference (11/05), WRITE Institute (11/05), National Association for Bilingual Education (3/06), California Association of Bilingual Education (2/06), Society for Information Technology and Teacher Education (SITE) International Conference (3/06), Telementor Institute (4/06), NECC (7/06)
- Orillas iEARN GLN selected by the California State Department of Education as a promising practice for immigrant students. Worked with California Tomorrow on a Global Learning Network videotape featuring Carlsbad High School.
- *Provided financial support to iEARN International for Assembly budget and to iEARN Argentina for the translation to Spanish of the Project Description Booklet

7. Specific goals for next year:

- *Continue to involve pre-service educators so that when they have their own classrooms they will have experience and confidence in incorporating global networking into diversity-responsive teaching.
- *Continue to collaborate with and provide support for educators, professors of education, parents, and youth interested in social justice, critical and media literacy, and teaching for equity and diversity.
- *Continue to explore how GLN (global learning network) projects can be integrated into the school curricula (and in particular, the Two-Way Bilingual Immersion education model) to promote intercultural communication and greater global understanding.
- *Continue to support other iEARN Centers, educators and youth.

8. WWW sites to visit: (Some of these sites were created in collaboration with other organizations/schools)

Orillas and iEARN-Orillas web site: <<http://www.orillas.org>>

Connecting Math to Our Lives/Conectando las matemáticas a la vida <<http://www.orillas.org/math>>

Examples of iEARN-Orillas classrooms who have aligned on-line projects with state academic standards while also engaging students in critical inquiry and community action:

Project FRESA: <<http://www.clmer.csulb.edu/gln/fresa/index.html>>

Meg Marino's math class <<http://www.orillas.org/math/tour/tour/touroverview.html>>

We Care: From California to Indonesia <<http://www.orillas.org:8080/Orillas-Projects/45>>

LEARN Civil Rights exchange <<http://www.civilrightsteaching.org/CRTglobal.htm>>

9. Community service/action projects by students/teachers in your country/Center:

Community storytelling projects in California schools, libraries and community centers.

10. Student publications: This year we have been publishing student artwork and writing on-line through web pages (see above) and virtual galleries.

Report prepared by Kristin Brown and Enid Figueroa, Co-directors, iEARN-ORILLAS.



iEARN Pangea

1. What is your full postal address?

iEARN-Pangea
Passeig Anselm Clavé, 19, baixos
Callús 08262 - Barcelona
Catalonia (Spain)

2. Are you the contact person for your country?

Jaume Illa <jilla@ya.com>
iEARN-Pangea's Country Coordinator

3. How many schools/sites were there last year in your country or Center (May 2005)?

About 250 schools

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Students: 10000
Teachers: 370

5. What language(s) do your students use in collaborative project work?

Most of the projects use Catalan language, but also some others use Spanish and English and all together.

6. Please list the names of organizations with whom you have partnerships/collaboration agreements.

Fundació-Applicació de Callús
Ajuntament de Manresa
Centre de Recursos Pedagògics del Bages

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

- a. Membership fees
- b. Government Sponsorship/grants.
- c. International contracts (ex. DFID, UNESCO, EU Funding etc)
- d. Local fundraising
- e. Other (please specify)

8. Do your students take part in community service/action projects?

No

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- a. iEARN On-line teacher training. Local teacher training in Collaborative Project Based learning
- c. Regional iEARN Conferences
- d. iEARN International Conference
- e. Other (Please specify): In July 2005, iEARN-Pangea carried out a Telematic Course about cooperative projects for the teacher training in Cooperative Telecommunication Projects

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

None

11. List the three most important outcomes/accomplishments last year.

- Creation of a Telematic Course about cooperative projects
- Creation Public Art project
- Day of formation for the members of iEARN-Pangea

12. What are your specific goals for next year?

- On line Courses about the creation, participation in telematic projects and about different computer tools.
- Family course Project

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit?

iEARN-Pangea website (Catalan and Spanish) <http://iearn.pangea.org>
"Guia de telemàtica educativa" (Catalan and Spanish) www.guiaeducativa.net
"Atlas de la diversidad" (Catalan and Spanish) www.atlasdeladiversidad.net
"Public Art" project (Catalan, Spanish and English) <http://www.lapeixera.org/fotos>
Equip Lacenet (Catalan, Spanish and English) <http://www.lacenet.org/>
Ravalnet (Catalan and Spanish) <http://www.ravalnet.org/xer>
Patinet (Catalan and Spanish) <http://www.patinet.org/>
Grup Mapnet (Catalan) <http://www.grupmapnet.com>

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

None

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

Articles in educational magazines: "GUIX" (Catalan), "Aula de Innovación Educativa" (Spanish) and "Perspectiva Escolar" (Catalan).

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

Meetings are made with the Ministry of Education to advise them in aspects of educational innovation. Also we have participated as speakers in different conferences about new technologies.



iEARN Paraguay

Si eres un Representante o Contacto de iEARN, probablemente no puedas contestar todas las preguntas en detalle. Por favor, danos la información que puedas.

1. ¿Cuál es tu dirección postal completa?

4 de julio N°1838 c/ Motta

2. ¿Eres la persona de contacto de iEARN en tu país?

Si

3. ¿Cuántas escuelas había el año pasado en tu país o centro iEARN (hasta mayo 2006)?

10

4. Sabemos que es difícil dar una cifra exacta, pero sería de gran ayuda si pudieras hacer una estimación de cuántos docentes y alumnos han estado involucrados en proyectos durante el pasado año.

2 por cada una de estas 10 escuelas nuevas, más 5 que ya existían hasta el año pasado

5. ¿Qué idioma(s) emplean tus alumnos durante el trabajo en proyectos colaborativos?

Español

6. Por favor, enumera las organizaciones con las que tienes acuerdos de colaboración.

* Programa ARANDURA del Consejo de las Gobernaciones del Paraguay, quienes ofrecen los Telecentros de las diferentes gobernaciones del país para el trabajo de los docentes en proyectos colaborativos.

* MC Emprendimientos para capacitaciones presenciales a docentes en integración curricular apoyada con tecnología.

* Ministerio de Educación y cultura del Paraguay, para capacitaciones presenciales de docentes de instituciones publicas, dotaran de salas para las capacitaciones, certificaran los talleres en forma conjunta con iEARN Paraguay.

Hasta el momento estas organizaciones solo ayudan en las capacitaciones, dotando de docentes para el mismo, local para los talleres, permitiendo que sus instituciones educativas participen en el programa iEARN pero no nos proveen ayuda económica.

7. Todos los Centros tienen dificultades para financiar su trabajo, por favor explica cómo iEARN está financiado en tu país.

a. Cuotas de miembros: Trabaja sin sueldo por no contar todavía con apoyo económico de ninguna organización.

b. Patrocinio/subvenciones del gobierno: Ninguno

c. Contactos internacionales (ejemplo DFID, UNESCO, etc): Ninguno

d. Recolección local de fondos: Aun no se ha conseguido

e. Otro (por favor especificar).

8. ¿Hay algún proyecto de acción o de servicio a la comunidad que docentes/alumnos de tu país/centro estén desarrollando? Si/No (Si tu respuesta es afirmativa, por favor describe los proyectos de servicio/acción en los que hayan estado involucrados durante el pasado año)

Proyecto de ayuda comunitaria "Alcanza tu cumbre" donde las escuelas involucradas por Py. trabajaron con niños de la calle, huérfanos y ancianos.

<http://www.iearn.org/projects/dreamproject/>

9. ¿En qué actividad de capacitación o desarrollo profesional han participado tus docentes durante el pasado año?

a. Capacitación en línea de iEARN: Curso Online "Todos en la red" de la fundación Evolución y Red Telar de Argentina

b. Capacitación local sobre el aprendizaje basado en proyectos colaborativos: Esta en proceso, para ello he concretado el convenio con MC emprendimientos y el Ministerio de educación de Paraguay, posiblemente lo

realicemos en junio.

c. Conferencias regionales de iEARN: Encuentro ATLAS de la Diversidad en Las Leñas – Mendoza.

d. Conferencia Internacional de iEARN: En julio de 2005 en Dakar-Senegal

e. Otro (por favor especificar)

10. Enumera las tres inquietudes/problemas/retos más importantes con los que te has encontrado en tu país/centro y en los que te gustaría que otros coordinadores o el Comité Ejecutivo te ayudaran.

Nos esta costando conseguir ayuda económica para poder terminar de solventar las capacitaciones presenciales, en cuanto a materiales, movilidad, etc.

Actualmente estamos intentando constituir una ONG para llevar con eficiencia todo lo referente al manejo de los proyectos de iEARN pero es casi imposible ya que el Paraguay es el país que cuenta con más de 1500 ONG y el presidente no esta dispuesto a firmar más para la apertura de otra nueva ONG, por tanto estoy estudiando la posibilidad de aceptar las siguientes ofertas: Re-abrir la Asociación de Informática educativa o aceptar la gerencia de una ONG para jóvenes que esta sin activar desde su creación.

11. Enumera los tres resultados/logros más importantes conseguidos en el último año.

Entre los logros puedo citar:

* Los convenios firmados ya que actualmente iEARN Paraguay esta en sus inicios.

* Posible apoyo de Microsoft Paraguay, con quienes estamos en tratativas para determinar el apoyo de los mismos a corto y largo plazo.

* Participación de mayor numero de docentes en comparación a años anteriores, aumento en un 10%.

* Representación del programa ENO ambiental.

* Premio al Mejor proyecto ejecutado en el 2005 de la Organización WorldLinks del Banco Mundial con la suma de US\$ 500 para actividades escolares y de proyectos, con la coordinación del proy. “Alcanza tu cumbre”.

12. ¿Cuáles son tus objetivos concretos para el próximo año?

* Poder organizarnos bajo alguna denominación (ONG, Asociación, Cooperativa, etc.) a fin de mediar apoyos para la mayor inclusión de escuelas y colegios al programa iEARN

13. ¿Qué páginas Web de escuelas o de tu país/centro te gustaría que visitaran otras personas? (cita todas las que quieras)

<http://www.iearn.org/projects/dreamproject/>

<http://www.sanjose.edu.py>

14. ¿Hay algún proyecto de acción o de servicio a la comunidad que docentes/alumnos de tu país/centro estén desarrollando y que quieras dar a conocer?

Proyecto de ayuda comunitaria “Alcanza tu cumbre” donde las escuelas involucradas por Py. trabajaron con niños de la calle, huérfanos y ancianos.

<http://www.iearn.org/projects/dreamproject/>

15. ¿Qué publicaciones en papel fueron elaboradas en tu país/centro el pasado año? (enumera las publicaciones producidas en cualquier idioma).

Ninguna, serán producidas a partir de la primera capacitación de iEARN Paraguay a realizarse posiblemente en junio de 2006.

16. ¿Has participado de alguna investigación sobre la efectividad o el impacto de iEARN en tu país? Si/No (si tu respuesta es afirmativa, por favor describe o adjunta una copia del informe)

En ninguna.

Incluir una descripción de las principales actividades/proyectos desarrollados en los últimos 12 meses.

Circulo de Aprendizaje “Mitos y leyendas de cada region” (septiembre a noviembre de 2005), participaron los alumnos del 8° C. Col. San José. **Circulo de Aprendizaje “Mi Escuela” y “Mitos y leyendas”** (marzo a julio de 2006) Colegio Nac. Eduardo López Moreira.

ATLAS de la diversidad de la Unión europea (junio a noviembre de 2005), participaron los alumnos del 3° año BCS, ganaron la “Media Beca” para 3 alumnos y un profesor a fin de participar en la clausura del proyecto en el centro turístico de Las Leñas, Mendoza-Argentina; por ser los principales representantes por Paraguay en este proyecto declarado de “Interés educativo por el MEC”.

<http://www.atlasdeladiversidad.net/>

Proy. “Mi héroe” (Celebración del Patrimonio cultural hispano a través de redacciones sobre personajes importantes de cada cultura-país), participaron los alumnos del 8° A. como apoyo al área de Historia y Ética del mismo.

<http://www.miheroe.org/>

Nuevamente este 2006 están creando nuevas páginas con héroes nacionales.

Proy. Puertas a la PAZ (3er. Año de participación; son reflexiones, redacciones y análisis sobre la Paz y violencia mundial). <http://www.telar.org/paz>

Proy. Alcanza tu cumbre (WorldLinks- iEARN) participan los actuales alumnos coordinadores del Comedor de niños de la calle, quienes recibieron un subsidio de U\$S 1.100 en el 2005 y U\$S 500 en este 2006 como premio al mejor proyecto 2005.

<http://www.iearn.org/projects/dreamproject/>.

“Tour por el mundo” (Red TELA-Argentina) el mismo pretende promocionar turísticamente el país o las ciudades de los participantes.

Alumnos participantes: 9no. Grado, sección “C” (Actualmente realizando)

Curso telar online “Todos en la red”, por Dpto. del país, esta involucrado una institución y de allí, 2 docentes cada uno. Programa implementado en forma piloto a través del convenio con el Consejo de las Gobernaciones del Paraguay.

Lic. Rosa Rivarola

Coordinación iEARN – Paraguay

((0981) 820-628 / (021) 664-760

rosir@telar.org



iEARN Pakistan

www.iearnpk.org

iEARN-Centre Pakistan
22, Ali Bhai Centre 233-A Shahrache Qaideen
Block-2 PECHS. Karachi 75400
Pakistan.

Phone: 9221-4547547
Presented By: iEARN Pakistan
Farah S.Kamal, Country Coordinator
22nd May 2006

iEARN Program Promotion and Outreach:

During the year 2005-2006, more than 45 new schools and 300 teachers have been added and trained during different iEARN training workshops and programs. More than 1000 students have interacted in different iEARN projects activities online and offline. Most of these project participation have been carried out in English.

Publications and Materials:

- *iEARN-Pakistan has published 2nd edition/Volume of the Virtues a Book of Inner and Outer World, this is the outcome of the discussions in the forum for the Virtues project.
- *iEARN-PK has reprinted the Lewin 2004
- *iEARN-PK reprinted the Project Description Book 2005-2006.
- *iEARN-PK designed and printed a series of 6 different Resource Packs, containing collection of classroom teaching materials for different iEARN project/s.
- *Miscellaneous marketing and promotional brochures and posters

Funding:

- *The BRIDGE , YES and the WEC grants from iEARN USA.
Fee schools/ teachers for some of the training workshops.

Community Service and Youth Volunteering:

Approximately 400 Students from iEARN partner schools participated in the GYSD during the months of March and April and other community service projects as part of the iEARN YVS program. Please see the iEARN Students Unlimited and the Good Deeds forum for the project pictures and report.

Professional Development:

- *More than 30 workshops were organized at iEARN-PK Centre Karachi and in collaboration with iEARN partner schools and organization in different sites nationwide. See: <http://www.iearnpk.org/CB-1%20Workshop.htm>
- *25 teachers graduated from the iEARN Online courses.
- *11 members participated in the iEARN BRIDGE Regional conference in Beirut Lebanon.
- *4 students and one teacher from Cardinal School Lahore spend 3 weeks in USA as part of the iEARN BRIDGE Exchange program.
- *43 students traveled for one year live and study in the USA as part of the Youth Exchange and Study Program.

Challenges and Accomplishments:

Designing a fee structure for school membership and restricting forum access to paid members only. We need a proper consultation and guidance from EC to set the mechanism.

The iEARN Curriculum Enrichment Program has been an extremely instrumental initiative in capacity building of iEARN schools for effective project participation. Please see: <http://www.earnpk.org/PD/curriculum2.htm>

Students participation in the volunteering project at the Quake Effected Areas.

The iEARN Centre at Karachi is hosting training programs successfully and have a started a small teachers resource library that can be used for developing teaching resources and increasing the teaching repertoire.

Goals for Next Year:

*Set up a system for iEARN membership fee

*Efforts to include students with physical disabilities in iEARN programs

Conduct at least 20 training workshops for 400-500 teachers and one Trainers Training for 20 trainers.

Action Project:

iEARN-PK lead 75 students from 3 iEARN schools network participated in the volunteering at the Earth Quake Effected areas. They carried out different fun and creative activities with the students enrolled in the UNICEF camp schools bringing smile, fun and excitement to these otherwise lonely and homeless children.

iEARN Romania

Asociatia I*EARN România
4650, Dej, Vlad Tepes 4, A2/3
Tel.: (+40) 64 211898
Tel./Fax: (+40) 64 222002
e-mail: nelly@lapd.cj.edu.ro

I*EARN Romania has enriched with many new teachers and students from different schools in Romania. They have been validated and trained so that they might be able to participate in projects.

There are collaborations with :

CCD (Teachers' House) Cluj, Calarasi, Galati, Maramures, Arad
Hermannstadt Sibiu – Scouts –
RILW Romanian Internet Learning Workshop, Mr. Mihai Jalobeanu
Cluj, Constanta, Maramures, Galati, Vrancea, Arad, Hunedoara, School Inspectorates.
Local communities

I have organized training workshops for teachers and students during the school year and also projects presentations at different occasions: workshops, seminars, teachers' meetings.

The iEARN Projects Booklet 2005-2006 was loaded on Romania's iEARN web site and Romania's iEARN web page has been updated and enriched with new information about iEARN, professional development courses.
<http://www.earn.dej.ro>.

The iEARN project "Folk Costumes around the Globe", having a wide participation was introduced and presented to the students and teachers from Musical School in Larissa, Greece, by Cornelia Platon, project's coordinator. The Romanian teachers and students who work in iEARN can access the conferences via the Internet or by subscribing to the conferences, via email. There are over 500 Romanian students working in iEARN and about 90 teachers. There are teachers who participate indirectly, working with students, coordinating them and helping them to prepare the materials, and other teachers, who coordinate them with translating and typing the materials. Many Romanian teachers have participated with their classes in Learning Circles at different levels and themes, as well as in other iEARN projects.

In March I organized a workshop in Dej and I invited the minister of education to participate in it. I presented some of the iEARN projects to the teachers and headmasters in the region.

It is not very easy for the Romanian teachers to participate in extracurricular projects, as they are very low paid and most of them work with students in their spare time. Also, the European Schoolnet collaborates with the Ministries of Education from over 25 European countries, and it has a better impact on teachers than iEARN, as it is recommended by the school inspectorates under the actual circumstances of Romania's huge efforts of EU integration.

Our strategy for the future is to extend the activity to other schools in the country and to find financial support in order to organize the 4th National iEARN Conference for teachers from all over the country.

Three of our most important accomplishments are:

Several Romanian teachers, of different subjects, have been given scholarships to attend online professional development courses.

I updated and improved the on-line training for Romanian students and teachers, in Romanian language, which can be permanently accessed and organized regional training workshops.

I successfully facilitated the October SL/FL online professional development course with Gladys Baya, from Argentina.

A challenge for us is to face the competition of the European Schoolnet, and draw the interest of more and more students and teachers to participate in the iEARN projects, also to get more some support from the Ministry of Education. It is not easy, as the Romanian system of education is still in a period of reforms and the tendency is to adapt it to the European standards.

The address of iEARN Romania's official website is: www.earn.dej.ro

The iEARN project booklet was printed and distributed to several schools and also a training booklet for students and teachers.

The postal address of the iEARN Association Romania is:

Asociatia I*EARN Romania

Str. Vlad Tepes Nr. 4, Bl. A2, Ap. 3

Cod. 4650 Dej, Jud. Cluj, Romania

Telephone: +40-64-211898

The contact person:

Cornelia Platon - country coordinator

E-Mail: nelly@lapd.cj.edu.ro

Mobile phone: 040-744-230484

Fax (at school) 040-264-222002

The report is made by Cornelia Platon, iEARN Coordinator for Romania

iEARN Serbia

Full legal Name of the iEARN Center:

Civic Association: „Interaktivna mreza za obrazovanje i resurse Srbija“- IMORS* (iEARN – Srbija).

Country: **Serbia and Montenegro**

Address: No 44/12 Ivana Micurina st, 11 000 Beograd, Serbia and Montenegro, Europe

Telephone: +381 11 351 32 32, +381 64 199 17 46

Fax: +381 11 351 32 32

E-mail Address of the Center: katarinam@beotel.yu

Representative person : Katarina Mihojevic

We involved about 10 schools last year, about 30 teachers and 100 students.

The language that our students use is English and Serbian.

Names of organisations with whom we have partnerships agreements are iEARN Macedonia and Children's Cultural Center.

iEARN in Serbia is funded from Membership fees, International contracts and Local Fundraising.

Our students have been involved in action of collecting Christmas presents for children without parents also they have been involved in cleaning river banks in Belgrade and spending some quality time with old persons in retirement homes.

Our teachers have taken part in following activities: iEARN On –line teacher training; Local teacher training in Collaborative Project Based learning and iEARN International Conference.

Most important problems in our country are no continual funds for planned activities; not enough development of NGO sector and its too strong connection with political life in Serbia and low technological level of school equipment and weak system of IST providing.

We built a little but effective IMORS team. We made good connections with several educational and cultural institutions in Serbia: Children's Cultural Centre Belgrade, Several state and private schools in Belgrade, Civil Associations and ESP.

IMORS in the Period May 2005 – May 2006:

April 2005– December 2005. Project realised in co-operation with iEARN Macedonia and NGO from Kosovo: Information for Development- Linking and Empowering Balkan Youth. (www.imor.org.mk/programmes/informationfordevelopment). In spring 2005 students aged between 14-18 years and educators gathered together to explore ways how best to approach this problem. They agreed how to reach out to communities that are out of the access zones, and how to outreach groups that were under pressure in the post- conflict regions using information structures and to contribute in the flow of relevant and correct information. In September 2005 had face to face conference in Ohrid and in October 2005 international internet conference.

August 2005- April 2006. Project: The Magic Computer and the Way It Thinks The continual project that IMORS realizes together with Children's Cultural Centre Belgrade and Creative Accelerated Learning Lab through interactive intensive courses for pupils. They learn, no matter what experience and knowledge about computers they have, to use computer as a tool for easing of school duties and developing of own creativity. Personal presentations made independently by participants from three courses held in Belgrade (12th - 17th August 2005; 11th February - 25th March 2006; 28th - 31st March 2006) are on <www.imors.org/edu/magic.html>.

November 2005. Participated at the Conference “Big small people” in Tel-Aviv. Topics of Conference were about pupils rights.

March 2006- May 2006. Participated with students from High School Crnjanski in the on-line iEARN Project; Civil Rights Learning Network. <http://learn.brooklyn.liu.edu/interact>

April 2006- on going. Project for primary schools. Training and making curricula for students with special needs. General objective is to including them and linking with the others pupil from school. Name of the project is “One step to the objective”.

March 2006-on going. Project realised in cooperation with iEARN Macedonia and NGO from Bulgaria. “New Perspective for disandvanted” Objective of the project: to trained 200 disadvanted young people from each country how to use ICTs and online communication tools for locating resources (job vacancies, other information);

- How to use ICTs and online communication tools for further self-development;
 - Communication skills: preparation for and how to act on interview; getting in contact and how to talk with potential employers;
 - Conflict prevention/resolution through communication;
- Net ethics; We are planing international conference and linking youth from the region.

April 2006- on going. On line discussion beetwen students from Serbia and students from Israel. Topic is human rights: iearn-humanrights@lists.iearn.org

May 2006-Jun 2006. Project Big Mac. Project Big Mac was conducted during May of 2006. There were submissions from 23 US states, 7 different countries and 4 different continents. IMORS realized the project together with the students and teachers from Belgrade elementary school "Baruch Brothers", from 8th May to 2nd June 2006. One class was engaged directly in the project (15 students participated actively) and teachers of several subjects (Mathematics, Physics, Chemistry, English, Technical and Computer science). www.imors.org/commun/bigmac.html

Human Resources:

Full time emploed 0, Par time engaged 4, VolunTERS 30.

Matarial resource:

IMORS has 1 computers (Pentium 4) 1 printers, and fax machine. IMORS has office in Belgrade.

*Civic Association „Interaktivna mreza za obrazovanje i resurse- Srbija“ IMORS is Serbian translation of English name of the organization „Interactive Education and Resource Network“. IMORS is abbreviation with the meaning iEARN.

Challenges

Strengthen links with Ministry for Education and Sport.
How to involve more schools, youth and educators in network.

Plans for the Next 12 Months

Learning circle.
Extending our network in other primary and secondary schools.
Working more with disadvantaged.

Report prepared by: Katarina Mihojevic, Representative person for Serbia and Montenegro, Jun 2006.

iEARN Sierra Leone

2. Are you the contact person for your country?

Yes

8. Do your students take part in community service/action projects? Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

The students 1.

National And International Trade Fair and Exhibition:

iEARN Sierra Leone students participated in a trade fair exhibition organized by The Sierra Leone Chamber of Commerce and Industry at the National Stadium Environs. The event was formally launched by his Excellency the Vice President Solomon Berewa. Thomas Pa-Alie Babadie was interviewed about the importance of iEARN to youth in the country. He mentioned that iEARN Sierra Leone will continue to play significant role in the lives of young people in engaging them in meaningful skills training as well as providing the youth with life skills. iEARN Sierra Leone was invited due to its outstanding performances in previous festivals. A team of dedicated youth of iEARN were very active in manning the booth, playing music CD's produced by iEARN artist, demonstrating the use of computers and also enthralling young visitors with their new Play Station 2 supported by WCC.

In the past month from March 28th to April 2nd, iEARN Sierra Leone was invited together with CCYA by the Ministry of Youth and Sports as well as their co-host UNDP to participate in the trade fair exhibition exclusively for youth in the country. iEARN Sierra Leone emerged as 2nd prize winner in the music category, and received a cash prize from the organizers at a grand ceremony. The prize of approximately CAN \$ 55 was received by Thomas Pa-Alie Babadie and Lansana Mansaray (Music Director-AKA barmy Boy).

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- a. iEARN On-line teacher training
- d. iEARN International Conference

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

1. Getting the infrastructure for the use of ICT in the schools, due to poor electricity
2. Using non-profit ICT programs for teachers and students in the face of high competition from business communities dealing with IT
3. Lack of support for teaching materials for teacher and student training.

11. List the three most important outcomes/accomplishments last year.

1. Hosting of International Intern who held several training workshops on gender, journalism and human rights from the Journalism For Human Rights In Toronto Canada.
2. funds received from CIDA War Child Canada project 'Rehabilitation of War –Affected Youth Project - \$12,000 first Quarter.

12. What are your specific goals for next year?

Wireless Internet connection set-up,
Expansion to 12 schools in the provincial towns in Sierra Leone
Collaborating with more schools and communities in other iEARN countries

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

www.childsoldiers.org

www.earnsierralene.org

<http://peacereconcile.virtualactivism.net>

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

Students participated in awareness raising about HIV/AIDS through a compilation of songs all done by iEARN youth that sends messages about HIV/AIDS to the local community. This music album was widely **acclaimed in**

Sierra Leone and entitled 'Moving to the beats Mobilizing Youth'. Students are now working on completing the music video clips.

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

CDs of music songs were produced and distribute widely and these were sang in local creole as well as in English.

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report).

No

International Conferences

Director of iEARN Andrew Benson Greene was sponsored by the World Bank to give a talk on leadership at the World Ethics Forum, The Joint Conference of the: The International Institute for Public Ethics (IIPE), The Global Integrity Alliance, and the World Bank Leadership, Ethics and Integrity in Public Life from 9-11 April 2006, Keble College, University of Oxford, UK.

February 28-March 2nd 2006 - Thomas Pa- Alie Babadie, Outreach Facilitator was honored to represent Learn Sierra Leone In Libya Tripoli North Africa to give a talk Youth Projects and to build contacts amongst the network of youth leaders from all across Africa and the Diaspora. The conference was organized by the Guide of the Libyan Revolution Muammar Al- Quathafi. The project will focus on the African Child, African Youth and African women, which is spearheaded by the President's son Ali Quathafi.

May 1st 2006. COLLABORATION - iEARN is at the verge of forging Connections with **Google Search** engine and project. Lynda Cowell is a researcher for a London-based company who are currently working on a project for the globally renowned internet search engine, Google. Part of the project will rely on the testimonies of people across the world for which the internet has changed their lives. It was during Lynda's research that she came across iEARN Sierra Leone and was both fascinated and touched by its work with former child soldiers. During the next two weeks (this week and next) Google will be filming interviews with people around the world who have something to say about their experience of the internet and have asked the iEARN children/teenagers whether they would like to take part. Obviously whoever it was would have to mention what there lives were like before but more importantly how the internet has given them a more global perspective.

Confirmed Internship: **Faith Fontanes** a third year student at Azusa Pacific University in California, USA. Will be participating in a 2-3 month internship this summer in iEARN Sierra Leone and WCC. Faith is a Global Studies major and a Youth Ministry Minor and is interested in working with children and youth or former child fighters. She found iEARN Sierra Leone an interesting group to come and work with. The internship will be on an academic basis. She will have to work with iEARN as a grass-root organization and partners at WCC in Freetown, as well as being supervised by a national and live with a local family, this is in order that she might receive the full experience of Sierra Leone and understand what it is like to live among the Sierra Leone people.

March 2006 - World Bank FILM CONTRACT: Andrew Greene Director of iEARN Sierra Leone was contracted for a filming project by the World Bank for the 2007 Global Development Report on youth employment. As part of the production team were four iEARN Sierra Leone youth who shot footages, brought b-rolls and engaged in the editing process. The youth utilized the video and editing facilities created by WCC sponsors in Freetown.

"WE DON'T WANT NO WAR" WINS BEST FILM IN THE YOUTH CATEGORY IN THE [NEWPORT BEACH FILM FESTIVAL](#). The film, a feature of [iEARN-Sierra Leone](#) and the [Child Soldier Project](#) was produced by Listen Up! as part of its [Beyond Borders](#) series.

iEARN Slovakia

First, I would like to apologize for the failure of iEARN Slovakia in submitting data for the annual report in the last two years. It wasn't because we were not doing any activities – it was more like that we were doing a little too much at some points in time.

Let me include here a short summary of our activities from 2003 – 2005.

In November 2002, we submitted a proposal to organize the 2004 International iEARN conference.

In March 2003, the proposal was approved by the iEARN Assembly, and since that moment, all the way through the end of 2004, iEARN-Slovakia was wholly consumed by the expected - as well as unexpected tasks, connected with the conference.

The conference took place in July 2004, and hosted about 550 participants and volunteers from 63 countries. We worked closely with the following organizations and institutions for cooperation and support:

Srobarova Secondary School in Kosice

VRVS Multimedia Technology Services, Slovakia

Hewlett Packard, Slovakia

Safarik University, Kosice

Comenius University, Bratislava

Office of the Mayor, Kosice

Dom Umenia Cultural Centre, Kosice

Hotel Slovan, Kosice

Dorm Mladeze, Kosice

Tatra Banka, Bratislava

Council of Europe Information Centre, Bratislava

Office for Roma Issues of Slovak Government, Bratislava

Romathan Theatre, Kosice

Czech Airlines

Infovek Slovakia

Also, in December 2003, our organization 'Civic Association iEARN' was registered at the Ministry of Interior of Slovakia, with our executive committee consisting of Katarina Pisutova-Gerber, Joko Vrabel and Jason Gerber, with Joko continuing to hold the title of national coordinator.

Follow-up and financial work continued for the conference all the way through Spring 2005, though almost immediately after the conference, Joko Vrabel decided he had been too overwhelmed by work for iEARN, and gave up further activities without a transitional effort to a new and active coordinator.

In May 2006, Joko officially resigned from his coordinator position as well as from the executive committee.

In June 2006, Mr. Martin Kolesar, an active member of the 2004 conference committee, took Joko Vrabel's place on our executive committee, and Katarina Pisutova-Gerber was appointed as the new national coordinator for Slovakia.

While his inactivity since July 2004 contributed to the gap in local and national activities in iEARN in Slovakia, we would still like to take this opportunity to thank Joko for all the effort and enthusiasm he committed to iEARN work since 1998.

What is your full postal address?

Civic Association IEARN

Fadruszova 17

841 04 Bratislava

Slovak Republic

Are you the contact person for your country?

Katarina Pisutova-Gerber

Katarina@susnow.org

Jason Gerber

jason@susnow.org

Schools and Project work

There is a large, mostly national project called "Let's Sing Together", coordinated from Kosice, which has been running for 7 years. Each year, the project issues a CD collection of student written and performed songs and organizes a live concert in Kosice, Slovakia, for all participants. This year's concert will take place in October, 2006. In 2005, 37 schools and about 300 students participated in this project.

More information at the project's website <http://www.lst.upjs.sk>

Also in 2006, 5 schools started participation in the iEARN project "One Hundred Years Ago and Now: From Imperial Force of the Austro-Hungarian Monarchy to Free Democracies within the EU", which is coordinated by our neighbors in iEARN Austria.

How many schools/sites were there last year in your country or Center (May 2006)?

There are about 40 schools working with us on a continuous basis, and on various projects.

How many teachers and students have been involved in project work in the past year?

About 50 teachers and 400 students.

What language(s) do your students use in collaborative project work?

English, German and Slovak

Please list the names of organisations with whom you have partnerships/collaboration agreements.

Infovek Slovakia - Government funded initiative directed to put Internet access in all Slovak schools.

European Schools Project Slovakia

ETwinning Slovakia

Open Society Foundation, Bratislava

All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

Government Sponsorship/grants (however, this year's support from Infovek hasn't been finalized yet)

Local fundraising (we are managing to receive mostly in-kind support from different institutions)

List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

Fundraising (I guess this is everybody's problem!)

Ideas for real incentives for teachers to add iEARN to their curriculum.

Web domain and hosting space for a new iEARN-SK website.

List the three most important outcomes/accomplishments last year.

Establishing cooperation with eTwinning office in Slovakia

What are your specific goals for next year?

Re-establishing iEARN Slovakia website

Involve more teachers in more projects

Improve cooperation with Infovek

Improve fundraising activity

Apply for iEARN Center status

Katarina Pisutova-Gerber

Katarina@susnow.org

iEARN Slovenia

iEARN center Slovenia,
Pot sodarjev 5a,
1211 Ljubljana Smartno,
Slovenia

We have two contact persons: Alenka Adamic is the national coordinator and Janja Jakoncic Faganel is ahead of iEARN Slovenia. Both are working together with the board of iEARN Slovenia.

Last year, between 10 and 15 schools, both Primary and Secondary, from all parts of Slovenia collaborated with iEARN Slovenia. The estimate total number of participating students in Slovenia during the last school year is near 1000. My hero was one of the suggested 4 themes for project work in our European classes in Gymnasiums, so many teachers and pupils joined the project. Some of the schools joined project with more classes. Three classes participated in fair play project, per one in A picture tells a thousand words, My name, iTHINK, Art through child's eyes and a PC mouse, Daffodils and tulips. Classes took part also in LC in German language (Duits) - spring 2006.

The languages used by students in collaborative project work are English, Spanish, German, Slovenian, Italian.

Students do not take part in community service/action projects. We have not been involved in research on the effectiveness or impact of iEARN in Slovenia.

We have (working) agreement for collaboration (not written) with a few of the participating schools, with counselor from National Educational Institute and we have support by Ministry of Education and Sports of Slovenia.

iEARN Slovenia has no regular funding. For conference meetings and for some projects we get partial support from Ministry of Education and Sports and from National Educational Institute. Teachers are able to participate in local teacher training in Collaborative Based Learning and the most active teachers are sent to iEARN International conference.

We have gained some important outcomes/accomplishments last year:

*My hero remained as a part of English curricula for European classes in gymnasiums

*Collaboration with counselors from National Educational Institute continued

All English teachers, that work with National Educational Institute in the group, called e English, led by Nives Kreuh, joined iEARN within different projects

Here are WWW pages of schools/sites to visit:

<http://www.freewebs.com/poljane-lcd4>

<http://www.sola-solkan.si/projekti.html>

<http://www.ecolenet.nl/artproject/>

<http://ejournal.eduprojects.net/Bridges/>

<http://www.europeanschoolsproject.org/image/>

<http://www.o-fp.kr.edus.si/projekti/Smetko/index.asp>

<http://www.o-fp.kr.edus.si/iearn/Tulpe/index.php>

http://www.myhero.com/myhero/hero.asp?hero=hood_slovenia_ul

<http://www.gimnazija-koper.si/main/evropski/dijaki.html>

Teachers support for My hero and Fairy play projects can be seen on: <http://www2.arnes.si/~angro/slo/ucitelji/ucitelji.htm#hero>

A hard-copy publication was produced by Primary School Solkan: Art through child's wyes and a PC mouse.

We have very important concern about Fundraising program and we would like to get some help from other Coordinators or the Executive Council.

Our specific goals for next year are:

- *project work in natural sciences
- *project work in foreign languages and cross curricula topics
- *integration (and evaluation) of iEARN projects (not just LC) to European classes
- *a web site of iEARN Slovenia to provide all information a teacher might need and to introduce the iEARN community to Slovenian people

Our future plans and strategies are:

- *e education for networking within iEARN program, connection with EU and the world
- *preparing strategic program with teacher's training and youth education with projects for parts of the world, which are not yet developed - "Teacher task force"
- *we are planning to have projects, using videoconference, since in Slovenia some of the schools already have good equipment and therefore projects, expectedly for very young ones, can be done with this technology.
- *we are also making plans for fundraising within the American embassy, for sending inquiries for donation
- *we will prepare portal for teachers support, which will enable donations and will give possibility for advertising.

*Reported by Alenka Adamic and Janja Jakoncic Faganel
May 2006*

iEARN Sri Lanka

iEARN Sri Lanka successfully collaborated with the rest of the iEARN programmes in 2005-2006. The most significant breakthrough was the inauguration of operation HOPE. The iEARN coordinator, Lakshmi Attygalle, visited Calgary with representative students of iEARN Sri Lanka to join the inauguration of operation HOPE with the Coordinator of Canada Bill Belsy in February 2005. Since then the implementation was a speedy one. Along with Spring Bank Community College and the Earl Grey School in Calgary, Canada, iEARN Sri Lanka was able to help develop Muttur Sinhal Maha Vidyalaya which was both Tsunami and war struck and the students of the school are now accommodated in temple.

The second sphere of the project is focused on facilitation of participation of these students in the National level sports programme.

In collaboration with the Earl Grey, the Teddy Bear project continued with two schools. This project is gaining popularity. Several workshops were conducted on the Commonwealth games project and Good Deeds projects. The iEARN centre stationed at Royal College functions as the resource centre and an invaluable asset to many schools who lack internet resources.

Lakshmi Attygalle

Outline of the main activities and projects in the last 12 months

June – July 2005

Publication of a final report on the participation of the 1 member delegation at the 12th iEARN conference in Senegal and sent to all companies who contributed to the successful participation.

Media exposure with articles about the art miles project of iEARN Suriname in DWT

Publication of the final report on the school year 2004-2005 iEARN Suriname activities.

August-September 2005

Start of planning for strengthening of the internal structure of iEARN Suriname. iEARN Suriname is looking towards possibilities of taking up more qualified persons into its board.

Completion of a project dossier for the execution of several iEARN projects on different school levels with the focus on the junior high school level and primary school (new).

October-November 2005

Start of preparations for the restructuring of the foundation of iEARN Suriname. Also the revisal of the foundation goals is put into motion.

Active recruitment of interested teachers by the iEARN Suriname project coordinator for participation in several iEARN projects.

Participation of Dave Abeleven (Country coordinator) and Betty Burgos (project coordinator) as facilitators in the international online iEARN development courses for science and creative arts.

December 2005 – January 2006

The St Aloysius Primary School conducts the Side by Side project. Side By Side celebrates the unique individuality of each of your students through art as they produce elongated self-portraits on paper approximately 8 x 36 inches.

Students of OS Welgelegen 1 take part in 'the picture tells a thousand words' project. The project is utilizing the power of images to engage students in developing their writing skills. The project provides stimulating topics to students that motivates them to think and write

Start of a campaign on getting more Primary and secondary schools involved in iEARN projects. The result is that a few more schools got acquainted with iEARN and started exchanging ideas with other schools in countries like Japan and the Netherlands

Continuing of talks within the workgroup of representatives of all education related NGO's concerning setting goals, structure and main issues for the platform of education related NGO's.

February-March 2006

AMS students take part in a special Learning Circle session. In this Learning Circle Project students in the age from 14 - 18 years old focus on virtual collaborative learning around Global Citizenship. The Learning Circle is a collaboration between schools in Suriname, the Netherlands and Curacao.

Preparations continue concerning the revisal of the iEARN Suriname foundation structures, preparations for sending in the necessary documents to iEARN International Secretariat, on appointing officially a iEARN representative for Suriname. Revisal of the structure (goals, and regulations) of the iEARN Suriname foundation is mostly focused upon broadening of the working field of the foundation within the education sector in Suriname and Internationally.

Start of active participation by students and teachers of [Wulfingschool](#), [Richenel Sloote School en A. A.](#)

[Hoogendoorn Atheneum](#) in the 'Appreciation of our Culture and Traditions' project, of which iEARN Suriname is one of the initiators. Students research the history of people who came to their country, the legacy they left and the impact on their population today. By discovering their personal connections to other parts of the world they can gain a sense of their global citizenship. This year the focus is on contact between Japan and Suriname.

Start of an active campaign by the coordination team to get enough financial support from the business community and other organizations and institutes to continue organizing iEARN Suriname activities and to participate with a delegation in the 13th international iEARN conference in the Netherlands.

Talks are continued between iEARN Suriname and the youth ambassadors for Suriname on possibilities for closer

cooperation and active participation by youth officers and representatives in the iEARN programs and projects. Together with iEARN Netherlands the decision is made to take up a special Suriname theme within the ‘De Nederland dag’ during the conference on July 3rd, 2006. Official visit of iEARN Suriname coordination team to the director of the department of Youth affairs. In this meeting the director is informed about the conference and iEARN Suriname’s activities.

April-May 2006

The final preparations are set into motion submitting the application for the country representative to be recognized by the iEARN community..

Participation of Dave Abeleven (Country coordinator) and Betty Burgos as facilitators in the international online iEARN development courses for science the environment and creative arts.

First formal meeting between the iEARN Suriname coordination team and the minister of Education and Public Development. In this meeting the minister is officially informed about the activities of iEARN in Suriname and the planned participation in the 13th World iEARN conference. The ministry takes up a active role in supporting the foundation in its efforts to get enough funding for the participation in the conference.

Plans for the next 12 months

During the period June 2005 until May 2006 iEARN Suriname has the following plans:

Sending in the application for official international (by the iEARN Assembly) recognition of Dave Abeleven as iEARN Suriname Country Coordinator (June 2006).

Presenting and getting the revised structure of the iEARN Suriname Foundation approved by the Government of the Republic of Suriname.

The main focus during the upcoming months will be on the strengthening of the internal organization structures of iEARN Suriname by getting more people actively involved in the iEARN Suriname organization and its projects.

Organizing presentations about iEARN and its method for several schools on primary, junior and senior high school level. This way expanding the iEARN network through Paramaribo schools, getting students and teachers to join the iEARN vision as well outside the capital (continuous)

Facilitation of several iEARN projects (national and international projects) together with teachers and students on several levels (continuous).

Organizing trainings and workshops for teachers and students from the several schools and other interested people from the ministry for Education and other education institutes and organizations in Suriname (continuous)

Intensive cooperation with other institutes, NGO’s, business community and youth organizations that have objectives to improve the education system in Suriname. This is one way for iEARN Suriname to help getting several organizations and institutes on one track for the future of the education system in Suriname as part of the proposed platform.

Promotion of iEARN and iEARN Suriname throughout the media, getting the Surinamese people familiar with the iEARN education method and vision (continuous).

Actively working on getting financial funds and sponsorships/support from the business community, Institutes, etc. for all iEARN Suriname activities with the goal of long term and permanent financing of the activities (continuous).

Revision of the iEARN Suriname webpage on the iEARN website.

Postal address and webpage

Daniel Coutinhostraat 20 upstairs

Paramaribo

Telephone: (597) 401936 / 401937 or 530094 (private line of the iEARN Suriname country Coordinator)

E-mail: iearn_suriname@yahoo.com webpage: www.iearn.org/globe/iearn-suriname.html

iEARN Suriname coordination team (iEARN Suriname Foundation)

Country Coordinator -	Dave Abeleven	administrative officer	-	Henna Coulor
Project Coordinator -	Elizabeth Burgos	Project facilitation officer	-	Nila Pershad
Trainings coordinator -	Dorothy Traag	financial administrative officer	-	Priscilla Parana
Officer for financial programming – vacant		Officer for training and research	-	vacant

Number of schools/teachers/students participating in iEARN Suriname during the period June 2005 – May 2006

The students and teachers participating in iEARN Suriname are from the following schools :

General Senior High school of Suriname (AMS)

Wulfingschool (junior high school)

St. Aloysius School (primary school)
General Primary School Welgelegen 1 (primary school)
Richinel Sloote School (primary school)
And several other primary and high schools throughout Paramaribo

Number of teachers participating in iEARN Suriname: approximately 10
Number of Students participating in iEARN Suriname: approximately 100

Cooperation and start of cooperation with other national based organizations

Roman Catholic Education Board in Suriname
St. Clemens Congregation
TANA Foundation
Youth Ambassadors and Youth representation program of the republic of Suriname.
Ministry of Education/ ministerial workgroup for iEARN
Ministry of Education/ department of youth affairs
Advisor to the minister of Education

Challenges and concerns

The main concerns for iEARN Suriname are the following:
The outdated education system of Suriname and the growing gap with the education in the rest of the world
The very slow progress of getting teachers involved with iEARN projects.
The limited interest of the business community in education renewal in Suriname in general and the iEARN method in particular.
The limited financial resources of the iEARN Suriname organization.

The main challenges are:

Integrating iEARN projects and the project based learning method as a alternative learning method into the formal and non-formal education system
Getting the Ministry of Education more involved into the process of getting iEARN integrated into Suriname
Getting the Surinamese companies to acknowledge the importance of the renewal of our education system and getting them to invest more into those efforts and with that iEARN Suriname.
Getting enough financial and non-financial funds to continue all iEARN Suriname activities on a long term basis.
Finding people (teachers, etc) who are interested to actively participate in iEARN projects and the iEARN Suriname Foundation Coordination Team.

Most important outcomes and accomplishments in the past year

The continuing breakthrough of iEARN projects on the primary school level
The start of formal restructuring of the iEARN Suriname Foundation
The participation of two iEARN Coordination team members as online iEARN Course facilitators
Continued talks on a closer cooperation between iEARN Suriname and the Youth ambassadors.
The successful execution of a number of national based iEARN projects.
MOST IMPORTANT: breakthrough for iEARN Suriname with the Ministry of Education in the form of formal meetings with the minister, director of youth affairs and getting the advisor of the minister to participate in and present at the 13th iEARN Conference.

Factsheet 1

Belangrijke data

iEARN is in Suriname opgericht in juli 1998
Oprichting iEARN Adviesgroep November 2000
Officiële oprichting Stichting Beheer en Advies iEARN Suriname: 12 maart 2001
Officiële oprichting Vereniging iEARN Suriname: 6 november 2001

Doelgroepen:

alle leraren en leerlingen/studenten vanaf de kleuterschool t/m middelbare school

iEARN International opgericht in juli 1988

Doel iEARN Internationaal:

Het bij elkaar brengen van de jeugd door middel van communicatie technologie om zo de wereld te helpen verbeteren

Missie iEARN Suriname

iEARN Suriname heeft als missie:

“HET LEVEREN VAN EEN BIJDRAGE AAN DE ONDERSTEUNING EN DE BEVORDERING VAN DE KWALITEIT VAN HET SURINAAMS ONDERWIJS MEDE OP BASIS VAN PROJECT GEBASEERD ONDERWIJS”

Doel iEARN Suriname:

Invulling geven aan het doel van iEARN International. Specifiek doel voor Suriname:

Het integreren van ITC (Information Technologie en Communicatie) binnen het curriculum

Het introduceren, ondersteunen en bevorderen van alternatieve onderwijsmethoden zoals onder andere project-gebaseerd leren (een iEARN methodiek) ter behoud en verbetering van de kwaliteit van het onderwijs in Suriname en

internationalisering van het onderwijs door onderandere gebruik van het grootste interactieve netwerk ter wereld : iEARN.

Methodologie: De activiteiten worden professioneel uitgevoerd en voorzien in een behoefte van in het bijzonder leerkrachten om middels training en participatie in nationale en internationale iEARN projecten hun kennis en vaardigheden op het gebied van ICT onderwijs en ervaringsgericht onderwijs methode (project gebaseerd onderwijs) te ontwikkelen. Op niet-formele basis (buitenschools) introduceren van iEARN bij leraren en leerlingen door middel van ITC en iEARN trainingen, workshops en presentaties, en het implementeren van lokale als (bestaande) internationale collaboratieve projecten. Met het uiteindelijk doel om integratie in het formeel onderwijs te bewerkstelligen.

Stichting iEARN Suriname

Dave Abeleven – Country coordinator (voorzitter)

Dorothy Traag – Coordinator Training, Onderzoek en ontwikkeling (1e ondervoorzitter)

Elizabeth Burgos – Coordinator Projecten en Internationalisme (2^e ondervoorzitter)

Henna Coulor – Secretaris

Priscilla Parana – Penningmeester

Nila Pershad – Commissaris projectuitvoering (project facilitator)

Adviesgroep:

Wilfred Weijers

Odette Miranda

Theo Linscheer

Irmgard Tjong A Hung

iEARN Syria

I am so glad to share with you our main accomplishment: www.learnsyria.org. It was designed by Laila Al Hariri, 10th grader, Motafawiqeen School.

iEARN Syria works slowly but surely. 2005-2006 was a fruitful year. We are part of "United Beyond Our Diversity LC A" under the supervision of Bob Hofman and Eliane Metni, and Barry Kramer's "CCH1 LC, Journalism and Dress Code". In addition to "Ways of Writing" and "Peace and Reconciliation" on the iEARN Forum, we participated in "We are Teenager" and did "Pollution".

Regarding the postal address, we receive our mail via Mr. AbdulRaouf Adwan, American Culture Center.

Yes, I am the contact person for Syria.

Four schools are included in iEARN Syria.
8 teachers and 40 students approximately.

The languages are English and Arabic.

We have partnership agreement with JICA- Japan International Cooperation Agency and JCI Junior Chamber International- Syria

Funding our projects is a challenge! Teachers use their school salary and students use their pocket money. Motafawiqeen School is lucky, we had good amount of money from a friend, Mary M. Monogue, the English as Second Language Specialist, to do our projects.

We participated in JCI volunteering carnival to educate and entertain disabled and handicapped children and we are JICA partner in environmental awareness and education campaign. Adding to our participation in the Cleanliness Campaign Of Damascus Governorate.

iEARN Syria attended The Regional iEARN Conference - Lebanon. I am not sure about on-line teacher training.

iEARN Syria challenges are lack of resources, lack of skills and lack of time. Regarding lack of time, teachers are busy with the school issues so they do projects out of school time.

The most important accomplishments are iEARN Syria website, doing project out of the school walls i.e. action project: painting murals in Damascus parks, and taking part in community service.

Our goals are summarized in Andre Gide quotation: "We can not discover new oceans unless we have the courage to lose sight of the shore."

Thank you for your kind interests
Best regards from the of love, peace and jasmine.

Samah Al Jundi, iEARN Syria



iEARN Taiwan

<http://taiwanearn.org.tw>

I. Country Coordinator of iEARN Taiwan:

Name: Ms Doris Tsueyling Wu

Position: Dean of Student Affairs, National Fenghsinsenior High School, Taiwan.

Address: 11 F No 364, Hsin-fu Rd, Fengshang
Kaohsiung County, Taiwan, R.O.C. 830

II. Ms Wu is also one Representative of iEARN

III. Schools/sites last year in iEARN Taiwan until May 2006

1. Kaohsiung Municipal High School	2. Kaohsiung Municipal Girls' High School
3. Kaohsiung Chungcheng Industrial High School	4. Kaohsiung Municipal Home Economics and Commerce Vocational High School
5. Kaohsiung Municipal Industrial High School	6. Kaohsiung Vocational High School of Commerce
7. National Fenghsin Senior High School	8. Taipei Municipal Dali Senior High School
9. Ping-tung Girls High School	10. Pu-men Senior High School
11. Kaohsiung Municipal Hsiao Kang Senior High School	12. Kaohsiung Municipal Haiching Vocational High School of Technology and Commerce
13. Kaohsiung Municipal Chunshan Senior High School	14. Kaohsiung St' Paul High School
15. Kaohsiung Municipal Lunghua Junior High School	16. Kaohsiung Municipal Shihchia Junior High School
17. Kaohsiung Municipal ShouShan Junior High School	18. Kaohsiung Ruei-feng Junior High School
19. Taipei County Sam-min Senior High School	20. Kaohsiung Municipal Yang-ming Junior High School
21. Kaohsiung County Fengsi Junior High School	22. Kaohsiung County Chiehcheng Elementary School
23. Kaohsiung Chuang Ching Elementary School	24. Kaohsiung Municipal Ho-pin Elementary School
25. Tainan City Jih Kai Elementary School	26. Kaohsiung Municipal Futung Elementary School
27. Kaohsiung County Taoyuan Elementary School	

III. The estimation of teachers and students have been involved in project work in the past year.

projects	schools	teachers	students
1. Voyage Project	10	10	100
2. One Day in Life	1	6	100
3. Teddy Bear	5	10	300
4. Year of 1945	1	3	45
5. NDYS	20	30	400
6. Negai—Our Wish	2	3	60
7. Youth CaN	10	20	100
8. ENO	2	6	250
9. Folk Tales	1	2	40
10. Daffodil and Tulip	2	3	60
11. My Country	1	1	30
total	55	84	1485

IV. The three most important concerns/problems/challenges iEARN Taiwan face in Taiwan.

- A. We have been known by more educational affiliations to organizations or institutes outside school. Now we need more formal research papers to strengthen the importance of why our institute exists in Taiwan context.
- B. Academic success is greatly emphasized in Taiwan. Diverse and long-term-effect activities are sometimes downgraded because of being not “remarkably helpful” to students’ grades. It does take lots of efforts to break the stereotype.
- C. Teachers show low interest in having PBL in their classrooms due to fixed teaching schedules and the lackage of PBL professional knowledge. Therefore, only few teachers would like to try iEARN PBL projects in class; which in turn bring out the outcome that few schools like to try this “seemingly” loose teaching schedule for their teaching.

V. Three most important outcomes/accomplishments last year.

- A. iEARN Taiwan is on our way to the completion of translation iEARN materials into Chinese. The translation works include: Chinese version of iEARN Teachers’ Handbook, iEARN Project Book, and BIE (<http://www.bie.org>)PBL handbook.
- B. We hosted 2006 NDYS Global Gathering in January, 2006 with the cooperation with National Sun Yat Sen University, National Kaohsiung Normal Univeristy, Su-te Technology University, Bureau of Education of Kaohsiung City, and National Science and Technology Museum. It is recognized a successful meeting for the youths in NDYS project with the participation of about 400 teachers and students.
- C. More iEARN Taiwan teachers and schools won excellent performance in learning, including “Innovative teaching” of Ho-pin Elemenatry School for Teddy Bear project; Fengshin Senior High school enter the finals of “Innovative Teachers” held by MOE, the Silver Medal of “Innovative Teachers” from Kaohsiung Municipal Girls’ High School and the Glod Mdeal from Ping-tung Girls’ High School.

VI. iEARN Taiwan specific goals for next year:

- A. We continue solidifying our application requirements for becoming an iEARN center.
- B. We would explore and evaluate the possibility of collaborating neighboring iEARN countries in Professional Development workshop and Student Exchange Programs. To continue the collaboration between iEARN Taiwan and iEARN Malaysia, iEARN Taiwan teachers will join iEARN Malaysia local iEARN workshops this coming August, 2006. By this participation, iEARN Taiwan and iEARN Malaysia share the workload of establishing iEARN workshops; meanwhile, it provides a suitable occasion for both sides to communicate with.

VII. The websites we would like to share with:

- A. AJET Digital School: <http://ajds.nsysu.edu.tw>
- B. MOE of Republic of China (Taiwan) <http://140.111.1.22/english/>
- C. Kaohsiung Bureau of Education: <http://wwwedu.kh.edu.tw/english/index.htm>
- C. iEARN Taiwan website: <http://taiwaniearn.org.tw>

VIII. Community services/action projects we would like share with:

Teachers and students in Voyage Project continue to do community services as follows: fund-raising for World Vision for Tsunami Victims in South Asia, comfort-quilt making for schools in tsnami affected area, Clean-up hiking in Chizing Beach in Kaohsiung, and also clean-up for Wetland Wilderness in Kaohsiung County.

IX Hard-copy publications:

- A. BIE PBL handbook Translation (Chinese, under translation)
- B. iEARN Teachers’ Handbook (Chinese, under translation)
- C. iEARN Project book (Chinese, under translation)
- D. Teddy Bear Trip of ZhihKai Elementary School (Chinese)
- E. 2006 iEARN Taiwan Project Announcement Booklet
- F. 2006 iEARN Taiwan Annual Meeting & ICT Seminar Booklet

iEARN Tanzania

What is your full postal address?

Technology House, 35-38 Ghalla Road
P.O. BOX 1106
Moshi, Tanzania.

Are you the contact person for your country?

The iEARN-US asked me to coordinate iEARN Tanzania Data base and although I am not officially iEARN representative to Tanzania I am the Coordinator for WEC.

Onesmo Ngowi E-mail ngowio@yahoo.com / onesmongowi@hotmail.com

3. How many schools/sites were there last year in your country or Center (May 2006)?



After we started WEC/iEARN project there are more than 37 schools in our program each have trained more than one teacher for iEARN collaborated projects! We have also set up iEARN Club at Kishumundu Secondary School whereas teachers and students meet and work on various iEARN projects. Kishumundu Secondary School is a support centre with teachers that was trained in Kilimanjaro Information Technology Development and *iEARN Club at Kishumundu* Training Center which link 12 both primary and secondary schools in the area!

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

Initially, we started with 33 schools in which we taught 1 teacher each for basic iEARN online collaborated projects! But the number of schools has increased to 46. Subsequently the schools have since trained more than one teacher so far, and in all we have managed to train 59 teachers. As for the students, each school conducts its own training and supervision. Some schools have more than 300 students. In general through all the programs and trainings we run we have more than 46 schools involved in the project with an average of 250 students each! That makes the students enjoying the current ICT training to be in the region of 11,500. More students are showing interest though!

5. What language(s) do your students use in collaborative project work?

English, but Kiswahili is used to simplify the English.

Please list the names of organizations you have partnerships/collaboration agreements.

This year, we have partnered and/or made agreements with some organizations, companies, NGOs, and governmental agencies. In 2004 – 2005 we've worked/are working with:

World Education Corps (WEC)
Delray Beach Sister City (USA)
Moshi Education Municipal Council (Tanzania)
Moshi Sustainable Program (Tanzania)
EMINA (Tanzania)
Uru Development and Educational Association (UDEA) Tanzania
Kilimanjaro Women Information Exchange and Consultancy Organization (KWIECO) Tanzania.

All centers have difficulty in funding their work; please identify how iEARN is funded in your country?

Membership fees:

The work on hand is financed by Kilimanjaro Information Technology (KIT) Community Outreach Division. KIT Community Outreach Division gets its funds through KIT commercial division, World Education Corps acquired funds and other community sponsorship programs.

Government Sponsorship/grants:

The Moshi Municipal Council through Moshi Sustainable Program (MSP) has given grant on the environmental projects that we are carrying out! Our programs are based on educational activities!

Local fundraising:

We are currently negotiating with WEC to organize a fundraise expedition through Mount Kilimanjaro Climb this year!! Several organizations both local and foreign have shown interest these include Lions and Rotary Clubs, Delray Beach Sister City (USA) which has already committed itself to our expedition and Moshi Municipal Council! The funds would be channeled to environmental, curriculum development, feed the children (part of World Food Program WFP) and HIV/AIDS educational projects!

Others:

With the help of Municipal government we have also established Kilimanjaro Sustainable Educational Funds (KISEFU) that would be used to contribute to our endeavors. KISEFU will link with local sponsors to raise money for targeted projects above!

Do your students take part in community service/action projects? Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

We have organized/participated a number of environmental intervention activities such as:

1. To clean up the city – (My Country – Tanzania, Building City)
2. Visit and talk to the HIV infected youths and mostly orphans about their prospective future.
3. Organize workshops for the community and discuss about the common problems facing it. (Laws of life, let's live without problem). One acute problem being education on HIV/AIDS.
4. Marathon "Mount Kilimanjaro" as annual event that would draw up teachers, education Stakeholders and elder students to take part as a fundraising event! This year close to 12 teachers took part to raise money for bus fare to the WEC/iEARN based training.



iEARN/WEC Volunteer with students at KIT

9. What teacher training or professional development activities have your teachers taken part in during the past year?

iEARN On-line teacher training:

Two of our key staff members at KIT Ms. Mary Rogati and Ms. Iveta Gregory Njau have undergone iEARN

training on the Creative Writing. We are planning more professional development training for teachers this year.

iEARN Trainings for teacher of primary and secondary school of Moshi municipality:

As explained above more than 56 teachers have undergone iEARN basic training on the online collaborative projects. These in turn have trained their fellow teachers at their schools. With an average of 40 teachers in each 33 primary schools close to 1,320 teachers have benefited from this training in Kilimanjaro!



Mary Rogati and Iveta Njau with iEARN Certificates



iEARN training for Teachers at KIT

iEARN International Conference:

One key staff member attended the youth and annual iEARN Dakar Conference 2005!

Others:

Our students have taken part in the Delray Beach Sister City (USA) student arts competition and four of them won second, fourth and fifth and sixth placed awards respectively.

10. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

1. Organizational setup. Some iEARN stakeholders in Tanzania seem to have different ideas with iEARN. While iEARN stand as a link to teachers and students worldwide some stakeholders think it is a financial benefactor to them. This is why up to now we have failed to reach agreement on how to setup iEARN Tanzania. When at Kilimanjaro iEARN activities are thriving not much can be said about other parts of the country!
2. Fundraising/sponsorship programs (training)
3. Meeting greater expectations of teachers and students.

11. List the three most important outcomes/accomplishments last year.

1. Introduction of iEARN in Kilimanjaro, Tanzania coupled with the initial World Education Corps (WEC) program.
2. Getting the Municipal government to assist the WEC/iEARN project! Our partnership has enabled us: The government has guaranteed the program support by ranting a work and residence permit to the volunteer. It is the government which applied and paid for the permits. The government has allowed schools to take part to the training by granting time off to the participating teachers and pay for their traveling and lunch expenses. The government has guaranteed the programs expansion by allowing more schools in Kilimanjaro to join it.
3. Getting the community at large to support the WEC/iEARN projects. More people in the educational and environmental sector appreciate the benefits acquired through iEARN/WEC program. The WEC volunteer has succeeded to enticed people into supporting the project and subsequently iEARN activities!

12. What are your specific goals for next year?

1. Getting iEARN officially registered as a Centre for Tanzania.

2. Sponsoring teachers and students to attend various iEARN regional and international conferences!
3. Design a website where all the participating teachers and students would be listed. The website would be a forum for the iEARN Tanzania and other educational stakeholders.
4. Getting more students to take part in the Delray Beach Sister City Art competition. The Sister city relationship that exist between Moshi (Tanzania) and Delray Beach City (USA) has attracted a third member being Miyazu City in Japan. The arts competition pit students in these three cities! The WEC Coordinator to Tanzania is also the Coordinator of Sister Cities in Moshi!
5. Getting more teachers to take part in the iEARN online Courses.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (List as many as you would like)

Not applicable

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

We have organized a number of environmental intervention activities such as:

1. To clean up the city – (My Country – Tanzania, Building City)
2. Visit and talk to the HIV infected youths and mostly orphans about their future.
3. Organize workshop for the community and discuss about the common problems facing it. (Laws of life, Let's live without problem)
4. Annual "Mount Kilimanjaro International Marathon"

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

The copy of iEARN Project Book and Internet and E-mail brochure was produced for iEARN trainings that were held in Kilimanjaro Information Technology Training Center (KIT).

iEARN Project Book – 50 copies

Internet and E-mail brochure – 50 copies

These were later reproduced in their respective schools!

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

Not applicable!

iEARN Thailand

1. Contact person and address:

Sonthida Keyuravong
 School of Liberal Arts
 King Mongkut's university of Technology Thonburi (KMUTT)
 RPracha-uthit Road, Ratburana
 Bangkok 10140, Thailand
 Tel: 662-470-8729
 Fax: 662-428-3375

2. Activities from June 2005- May 2006

Activities	Venues/ Dates	Participants
A workshop to introduce iEARN network and its projects for English teachers in the English Program for Gifted Students. Folk Tales and Laws of Life Essay Project were introduced in detail. The teachers had the students did the projects.	July 26, 05 Yupparat School, Chiang Mai	10 teachers from schools in the North (Chiang Mai, Chiang Rai, Lampang, Lamphoon, Nan, Phrae provinces) that have the English Program for Gifted Students
A teddy bear project between Islamic College of Thailand, Bangkok and Shurihiri Highschool, Okinawa, Japan. A Japanese teacher brought a teddy bear from Japan and gave him to a Thai teacher and the students. Two video conferences were conducted; the first one when the Japanese teacher came over, and the second one a month later.	August, 05 Islamic College of Thailand	2 teachers, one Thai and one Japanese, and about 30 students from both school
Exhibition of iEARN Network and its projects at the Exhibition of English language teaching and learning in Thailand.	December 2005 Exhibition Hall at Impact Muang Thong, Bangkok	About a few thousand teachers visited the iEARN exhibition
Teddy Bear Projects between Islamic College of Thailand with a school in the US Yupparat Wittayalai School in Chiang Mai with Sukirin School in Narathiwat (both schools are in Thailand) A Thai school in the North with Phathai Udomsuksa School with a primary school in USA Islamic College of Thailand with a school in Uzbekistan Yannawate Witthayakhom School and a high school in New Zealand through the New Zealand Embassy	October 2005 November 2005 January 2006 December 2005 March 2006	About 20 US students and 50 Thais About 20 students in each class About 20 US students and 25 Thais About 50 Thais and 30 Uzbekistan About 50 Thais and 30 New Zealanders
Learning Circle: Tsunami Young Scientists Project among three schools each in the US, Indonesia and Thailand to produce a report on the science of Tsunami and its impact on society, family, economics including tourism.	January – June 2006	About 30 students in each classroom
Set up a working group for iEARN Thailand (hoping that this will become a committee one day when things are all in place.)	May 2006	6 teachers (4 from Yannawate Witthayakhom School, 1 from Islamic College of Thailand, and 2 from KMUTT)
Writing a proposal for the development of iEARN Thailand website.	May 2006	

3. Total number of schools, teachers and students participating in iEARN activities:

About 15 schools, 25 teachers and about 1,000 students are engaged in the iEARN projects.

4. Languages use:

Thai when discussion

English when communicating with other students via iEARN Discussion Forum

5. Name of organizations iEARN Thailand is associated with

1. King Mongkut's University of Technology Thonburi
2. Yanawate Witthayakhom School
3. Islamic College of Thailand
4. Regional English Language Office (RELO), Public Affairs, Embassy of the United States of America
5. Thailand TESOL Association (an association for English Language teachers in Thailand)

Nos 1-3 are founding team members, Nos 4 and 5 are the supporters.

6. Funding: iEARN Thailand has been funded by RELO, American Embassy only. The workshop, the web site and the ...are all funded by the RELO.

7. Teacher training: Normally this has been done at the initial stage when the projects are introduced during the first workshop. There has been no follow-up workshop as yet.

8. Three problems:

1. Teachers think that they are doing me a favor when they are engaging in iEARN projects. This has caused them to just do things that are necessary but not engaging themselves in the project. They have no real objectives of their own in doing iEARN project.
2. Teachers lack skills in managing online projects (e.g. netiquettes, technology management, etc.)
Find teachers who are really interested and see the benefits of iEARN projects.

9. Activities in the next 12 months

1. iEARN Thailand working group set up a yahoo group for the committee members to communicate meet with the committee members once every two months to report the activities prepare standardized documents/lesson plan for the two projects
2. put the iEARN web site up, run it and evaluate it. Then announce it to the iEARN community worldwide.
3. present the result of a research conducting on writing project and iEARN website at the national conference in Thailand
4. develop the system and the database of schools that would like to participate in iEARN projects (member list)
5. study, prepare documents (lesson plan) and introduce a few more iEARN projects o the members
6. develop a training package for Thai teachers (based on the research results in no. 3)
7. give a workshop using this training package
8. organize a follow-up workshop for teachers who have already been in the iEARN network.

10. Publication: The only publication iEARN Thailand has is a manual to join iEARN.

11. Research on iEARN: An MA thesis on the effects of iEARN network and website on the students' writing process. (in progress and should be finished by August 2006)

Prepared by Sonthida Keyuravong

iEARN Coordinator, Thailand

May 2006



International Education and Resource Network Trinidad and Tobago

% Mayor's Office
Port of Spain
Trinidad and Tobago

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Email: iearntnt_net@yahoo.com

Website: <http://www.iearntandt.interconnection.org>
<http://www.naturaldisastersiearntnt.org>

Executive:	Gia Virginia Gaspard Taylor	National Coordinator
	Stephanie Johnson	Assistant Coordinator
	Christina Wilson Browne	Teacher
	Rea George	Youth Coordinator
	Orchid Fergusson	Secretary/Treasurer
	Kerwana Williams	Asst. Secretary/Treasurer
	Abraham Fergusson	Youth Officer
	Alicia Francis	Member
	Ministry of Education	Merle Baker

This year brought many opportunities.

Membership in the Organization of America States OAS, and the invitation to attend The Roundtable with Civil Society, "Good Governance and Development in the Knowledge -Based Society, at the OAS Headquarters, Washington DC. May 5th -6th 2006.

Opened the way for us to influence the Draft Resolution and give support to the Hemispheric Agenda of the Knowledge Society in preparation for the Thirty Sixth General Assembly of Ministers of Foreign Affairs in Santo Domingo, June 2006.

The Summit of the Americas Department of Sustainable Development, expressed an interests in our proposed plans to host the Natural Disasters Youth Summit in 2008.

April 2006 IV Children Water Education at the IV World Water Forum, here our youth representatives were given the opportunity to present our "Local action for a Global Challenge" to the World Leaders during the intergenerational discussion, and the youth "Call for Action"

Natural Disasters Youth Summit in Taiwan, open the door to broaden our educational Trusts on much need education on how to deal with climate change and its effect on the changing weather pattern, bring floods such as we have never known in the region, such is the need that we decided to host the Natural Disasters Youth Summit in 2008, UNESCO Uruguay, UNESCO Caribbean and the National Commission for UNESCO In Trinidad and Tobago have given their commitment to support us. Soon we will begin national and regional preparatory meetings, to ensure a successful Summit 2008.

Global Youth Service Day April 21-23, we were fortunate to be named National Lead Agency, and approached the Ministry of Spot and Youth Affairs for financial support, not only were we successful, but a file has been opened at the Ministry for next GYSD 2007, Activities included: A rural Community Museum refurbished by the village youth for historical education and adding value to the contribution made by the senior citizens. Children of Peace UNESCO Club, mounted a display and distributed hand-painted Bandanas with messages of peace, to curb the Crime in the nation.

On the Saturday "Earth Day" the young female Cadets focused their attention on the environment with a clean-up and beautification campaign.

To end the 7th Annual Global Youth Service Day activities, IEARNtnT Awarded seven young people who contributed to nation building in the field of Agriculture, Natural Disasters, Community Service, HIV/Aids

Education, The Physically Challenged, Health, and Sport.

Finally our, Youth Ambassador Natural Disasters have been invited by the Ministry of Public Utilities and the Environment to lead a delegation of four to the 7th Wider Caribbean Environmental Youth Program July 27 – August 1st 2006, in the US Virgin Islands, for the Natural History, Ecology and Conservation on Caribbean Islands, this will certainly compliment our educational trusts for summit 2008.

More and more schools and youth groups want to be involved in iEARNTrnT, but lack the internet access in school or the commitment of a dedicated teacher.

54 Teachers and their students, mostly from UNESCO Schools, and ASPnet Schools

14 Community and Youth Leaders

22 Regional Teachers and Youth Leaders

We continue training in creative narrations for Community Building and Social Change. Made possible through the partnership of Creative Narrations and UNESCO Caribbean, joining with us to offer a series of multimedia workshops for teachers, students, youth workers, youth leaders, rural women/girls, inner-city communities and rural communities as tool for education, cultural understanding, community building and social change.

Challenges

The challenges continue be lack of equipment, infrastructure, and internet access or the cost of equipment and internet access, knowledge of the effective use of information, communication technologies as a tool for education, fear of change, lack of skilled ICT tutors, and funding for continuous training.

The most important challenges are:

Funding for training

Equipment

Affordable Internet access.

Due to severe flooding, landslides and broken bridges many lost equipment

Accomplishments:

Two of our teachers are participating in the online Teachers Training, for the first time

Being able to form a successful training partnership, having competent training volunteers to conduct the exercise,

Getting the recognition to receive the invitations listed above

Reaching out to the teachers in the region.

Publications

Students have published five newsletters copies online,

We are upgrading our website

Submitted by

International Education and Resource Network Trinidad and Tobago.

[Gia Gaspard Taylor <iearntrinidadtobago@yahoo.com>](mailto:iearntrinidadtobago@yahoo.com)



Presenting the NDYS Declaration to Hon. Prime Minister Patrick Manning of Trinidad and Tobago



Meeting UNESCO officials in Mexico



Taiwan Natural Disasters Youth Summit



A call on our Head of State His Excellency President Maxwell Richards to present our "Call for Action" taken by youth at the IV Word Water Forum in Mexico



Minister of Natural Disasters in Japan receive a gift from NDYS Ambassador



iEARN Ukraine

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Nina Dementievska
iEARN-Ukraine country coordinator

44 schools of Ukraine were involved in iEARN project work in 2005-2006 school year.

196 teachers and about 3200 students have been involved in iEARN project work in Ukraine (2005-2006 school year). Our students use English, Ukrainian, Russian, and German in collaborative project work.

iEARN-Ukraine Center has collaboration agreements with National Academy of Pedagogical Science (Institute of Means of Education APN), Intel Teach to the Future Program, NGO Teachers for Democracy and Partnership, American Council (ACTR/ACCELS), NGO Association of Schools Partners

In our country iEARN is funded by local fundraising and grants of international funds (some national projects)

Our students took part in community service projects such as national “Non-commercials for community” (local environmental problems, HIV/AIDS), “We are citizens”, “Light of our Hope” (creating web-pages for gifted children with special needs)

Ukrainian members of national iEARN Board designed and conducted second offline iEARN -Ukraine course for newcomers and we have special folder METHODOLOGICAL TREASURES (for instructions, project work articles, lesson plans and other teacher’s materials) in national web-site (http://www.e-ukraine.org/subsites/iearn/project-view/?category_id=77619)

Three most important concerns/problems/challenges we face in our country/center that we would like help with from other Coordinators or the Executive Council:

- *financial support to our iEARN Center and schools through getting information about Grant competitions;
- *implementation project work to school curricula;
- evaluation and assessment PBL

List the most important outcomes/accomplishments last year:

- *22 national and 6 international TC projects facilitated by Ukrainian teachers (Laws of life, Look around!–What a beautiful world you live in!, Tours around the World, We Are Teenagers, We are Contemporaries, GTP – Ukraine)
- *We published Third Annual iEARN-Ukraine book with information about schools, participants and publications of some student works for national and international projects
- *Working closely with Intel® Teach to the Future program our 8 iEARN trainers becomes master trainers and experts in national level. Our iEARN-Ukraine Center trained about 1100 teachers and educators in implementation of Project based learning with support of technology
- *Ukrainian classes participate in many other international projects including Teddy Bear Project, Laws of Life, Learning Circles, GTP, Peace for Poetry, Legends of Seas, Tours around the Word, We are Teenagers, Peaces of Art, Digital Arts, Look around, My name, One Day, Levin, Kindred, Cultural Recipe BOOK etc.
- ***Ukrainian national iEARN projects** are very popular among our teachers and students. Ukrainian students and teachers created and participated in 22 national projects (in Ukrainian, Russian and English). Descriptions of our

national projects are on the national iEARN web-pages www.kar.net/~iearn (in English) and www.e-ukraine.org/subsites/iearn

*UKRAINE Global Teenager Project Center was established in Kirovograd, Ukrainian schools are very active in GTP.

*2005-2006 Project Booklet was translated into Ukrainian (http://www.e-ukraine.org/subsites/iearn/project-view/?category_id=77594, <http://www.kar.net/%7Eiearn/>)

*Schools conducted 2 on-line iEARN Internet-games and competitions: Math Tournament and Brain-ring.

Our specific goals for next year are:

*Find the solutions to iEARN-Ukraine financial problems, to gain more visibility for our organization in order to be able to impact more teachers and students and raise more funds to support and expand our activities.

Update the web-sites of iEARN-Ukraine

We'd like others in the network visit our WWW pages:

www.iearn.org.ua – national home-page (information) site;

www.e-ukraine.org/subsites/iearn/ - discussion forums, project announcements, methodological materials, student work folders (national projects), archives. (about 4000 web-publications) ;

iearn_ukraine@yahoo.com - mailing list for iEARN-UKRAINE teachers.

National Project sites (in Ukrainian):

http://edu.kiev.ua/schools/s84/iearn/vinni/index_puh.htm - Winnie the Pooh and friends in Ukraine

<http://epoha.smila.com> – Immersion to History

<http://www.vim.by.ru> - Math and the World

Publications:

Hard-copy publications:

*iEARN-UKRAINE 2005-2006 Booklet (school annual reports and national project students work) was produced by iEARN Center.

*Global Teenager Project (Ukraine), Project Center (Nataly Cherednichenko)

*CD as a result national TC project “History of One Photo” was published and distributed.

*Ukrainian teachers and students participated in [Our World Youth Survey](#) (EDC).

Nina Dementievskaya, iEARN-Ukraine country coordinator

Underway Preparations Phase (2005)

During February 19th – 23rd, 2005, iEARN Egypt Country Coordinator has visited UAE. Her visit was covered by Global Connection Exchanges Project or Bridge III funds from iEARN USA.

The visit's objectives:

Establish strong ties with the US Embassy in UAE

Build bridges of understanding and cooperation with the Ministry of Education at UAE

Identify a number of teachers to target for the program implementation in their schools

Identify a potential Country Coordinator for UAE

I. Series of Meetings with Ministry of Education

The First Meeting included:

Dr. Jamal Al Mehairi, First Undersecretary at the Ministry of Education

Dr. Jouhara Al Maiman, Ministry's advisor and GLOBE coordinator.

Ms. Hilary Olsin-Windecherh, PAO, US Embassy in Abou Dhabi

Mr. David Edginton, APAO, US Embassy in Abou Dhabi

Mr. Peter Neisular, BPAO, US Consulate in Dubai

Mrs. Nadia Ibrahim, Cultural Specialist, US Embassy in Abu Dhabi

Ms. Lina El Labban, Education Advisor, US Embassy in Abu Dhabi

Mrs. Dalia Khalil, iEARN Country Coordinator in Egypt

The group was warmly welcomed and the meeting was progressive. During the meeting, an informative presentation was delivered by Mrs. Khalil to explain how iEARN is a teaching and learning methodology, has grown through a global community, has impacted the participating schools in Egypt, developed partnership with the Ministry of Education in Egypt and US Embassy in Cairo, conducted evaluation study in Egypt, and implemented BRIDGE program and its components in the region. An interactive discussion started on the practical steps for the program starting point in UAE which lead the discussion to what is expected of the Ministry of Education, etc. Dr. El Mehairi expressed the Ministry's interest to welcome and adopt the program however needs and expects a clear plan on what is next. He has also suggested a meeting with Dr. Harvey, who is the Ministry's advisor in IT and director of the development committee at the Ministry of Education in UAE.

The Second Meeting included:

Based on Dr. El Mehairi's suggestion and request, the team met with Dr. Harvey, who is the IT Ministry's director and development director at the MOE in Dubai. Afterwards, the team met Mrs. Latifa Obeid, Director of the Technical Office of the Deputy Minister, who has expressed the current trends of the MOE in being keen to collaborate with the world, share the wealth of heritage and culture the UAE has with the US and friends from around the world. She stressed that iEARN program is very important as how it can help not just UAE but the region to try to correct the wrong image the US and the West has about the Middle East and its people. Mutual understanding is more important than ever at this time of history. Mrs. Obeid was briefed on our previous meetings and blessing of the ministry to the program. Her only recommendation was to work closely with the educational zones. A photo was taken to be put on the MOE website.

II. Setting Plans

The team worked on setting a simple step to introduce iEARN to UAE schools through the **iEARN Team Leaders Capacity Program**. It should build the capacity for government schools to partner with iEARN and implement the program. The iEARN program facilitates a student-centered, empowering learning environment that promotes principles of democracy, choice and mutual understanding.

The iEARN Team Leaders Program will provide 25 Emirati teachers from government schools with training and materials needed to implement the iEARN program throughout the UAE. The program will consist of a three-day

introductory, hands-on workshop that provides the participants with the basic framework, knowledge and skills needed to implement the iEARN program at their respective schools. The three-day workshop will be followed by a two-day train-the-trainer program that will prepare selected teachers to serve as UAE-based iEARN trainers for other UAE educators, creating a multiplier effect that will allow the iEARN program to expand from its original base. A key part of the train-the-trainer program will be to ensure that the iEARN program is sustainable with local and Ministry of Education support only. A final component of the program will be to provide all of the equipment and training necessary to place an iEARN program at a traditionally under-served government school in the Emirate of Fujeriah. Through the grant, iEARN UAE will be able to send 2 teachers and 2 students to participate at the iEARN/Bridge Third Regional Conference in Lebanon in July 2005.

III. iEARN Orientation

Mrs. Khalil held a presentation at one of the UAE public schools about an overview of what is iEARN, how to start and how to motivate your students in the school's theatre. The session was divided equally between a presentation and a very interactive Q&A session. Later in the same day, the following events took place:

An interactive-hands-on session about iEARN website and interactive forums at the school computer laboratory

Networking session

Teachers' interview for the Master Training participation

A press interview with the Bayan Newspaper.

IV. iEARN Master Training Program

iEARN has funded two teachers from the UAE to participate at the iEARN Master training program in the United States, April 2005.

V. iEARN- Bridge Third Regional Conference

iEARN has funded three teachers from the UAE to participate at the Third iEARN-Bridge Regional Conference in Lebanon, July 2005.

VI. MEPI grant

During Summer 2005, the iEARN Team Leader Capacity Building project was approved by the Middle East Partnership Initiative (MEPI) was approved with a budget of \$25,966 and cost share of \$4,000 from the Ministry of Education in UAE. The Egyptian Association for Educational Resources will be administering the grant.

MEPI Implementation Phase (2006)

In September 2005, it was agreed that iEARN Egypt Country Coordinator Ms. Dalia Khalil will be responsible for administering the MEPI grant for UAE. A portion of the grant was transferred to Cairo and the process started.

Publications

- A logo was designed and used for all iEARN UAE publications
- A flyer with full details about iEARN and the iEARN Team Leader Program in UAE was designed and printed. A clear statement of MEPI funding and its logo are illustrated on both sides of the flyer
- Project Description Book was printed in Arabic (2005 – 2006)
- iEARN Handbook was printed in English
- Workshops' certificates were designed and printed

Each trainee was handed a full package of information, iEARN poster and mouse pad, and training materials. Copies of all materials are left with the US Post in Abu Dhabi for further use and distribution in the future. Post also has some samples of iEARN International students' publications e.g. Lewin, Laws of Life, etc.

Workshops

Teachers were selected to attend based on a set criteria with a necessity of minimum level of English language proficiency and computer skills

iEARN Team Leader Beginners' Workshop at Zayed University, Dubai, Feb. 25 – 27, 2006

iEARN Team Leader Mentoring Workshop at Zayed University, Dubai, Feb. 28 & March 1, 2006

Both workshops were prepared and delivered by Mrs. Nahed Lotfy, iEARN trainer, and Mrs. Dalia Khalil,

iEARN Egypt Country Coordinator. Workshop trainers have noted that most UAE participants were eager to iEARN, new teaching methodologies, etc., engaged in workshop activities, and interested in giving daily objective feedback about their learning experience.

Some of the teachers' reflections:

"We believe that the workshop is a real start for us in iEARN's global community." (Fatima Obaid, iEARN UAE trainer)

"I learned how to develop my weaknesses and use my strengths to be a good trainer and the qualities or characteristics of a good trainer." ([Aisha Ameen](#), iEARN UAE trainer)

School Connectivity

Technology specifications have been identified

Quotations from different vendors have been called for

Quotations have been received from the following three companies: Emirates Computers, ALPHA DATA, and MDS Computers

Evaluations of offers took place in consultation with the US post specialists

Final decision was taken to purchase identified equipment from Carrefour Shop at the Marina Mall in Abu Dhabi

The MOE has agreed to cost share with the school's space, furniture and ILC's logistics. The Internet Learning Center (ILC) will be installed at the Secondary School for Girls in Fujeriah and will contain:

3 workstation computers

1 Digital Camera

3 web cams

2 printers

1 scanner

Equipments were bought and kept at the US Embassy in Abu Dhabi till the Internet Learning Center would be ready to receive them.

Future Plans:

In the next iEARN International Online Courses intake in September 2006, twenty five UAE teachers will be registered to take the iEARN Online courses in different disciplines

The issue of sending 4 teachers to an iEARN regional conference need to be resolved as there is not a regional conference in summer 2006. However, there is a regional country coordinators' meeting and training in September 2006 in Morocco with a focus on program development and sustainability. Therefore, a selection of two coordinators need to be set so as for them to attend the coordinators' meeting. Another two teachers would be welcomed to attend the iEARN International Conference in 2007 in Cairo so as to fulfill the number of teachers to attend conferences as mentioned in the proposal.

1. What is your full postal address?

Cae'r Wyn
Graigfechan
Ruthin LL15 2HB
UK

2. Are you the contact person for your country?

The country contact is Cheryl Morgan
The Executive Officer (employed worker) is Mary Gowers

3. How many schools/sites were there last year in your country or Center (May 2006)?

Over 80 schools and colleges are members of iEARN UK although not all of these are active. We have 170 members in these centres who act as our direct contacts, some of these have also enrolled colleagues directly.

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year

We know that over 750 pupils and 30 staff have taken part in the One World project directly and another 300-400 pupils (10 staff) have used the resources. In addition 10 -15 staff have run other projects in their schools with ~ 100 pupils.

5. What language(s) do your students use in collaborative project work?

Almost all use English, we are in the process of setting up links to work in Welsh with schools in Patagonia

6. Please list the names of organisations with whom you have partnerships/collaboration agreements.

Peace Child
British Council
Childnet International
Global Leap
Oracle Foundation
Synergy TV
SMIN
Centre for Alternative Technology

Not all of these partnerships are currently active.

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country?

- Membership fees NO
- Government Sponsorship/grants YES The One World project was sponsored by the Welsh Assembly Government
- International contracts (ex. DFID, UNESCO, EU Funding etc) NOT YET BUT WE KEEP TRYING
- Local fundraising A little
- Other (please specify) We carry out commercial contracts, web design, developing on-line learning material, management consultancy etc. The "profit" is used to fund iEARN UK

8. Do your students take part in community service/action projects?

Many of the pupils involved in One World have taken part in, and led, local community action projects. These usually revolve around recycling, renewable energy etc.

A college was heavily involved in the Comfort Dolls Project and produced beautiful dolls to be sent to disaster relief areas.

We are lucky enough to have a WEC volunteer with us for 3 months and she is visiting primary schools with a workshop called Music for Peace. So far we have 9 sessions booked (~200 -250 pupils)

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- iEARN On-line teacher training A few
- Local teacher training in Collaborative Project Based learning We were very fortunate that the One World

funding included provision for teacher training – in total 45 staff were trained through this project. In addition a further ~30 staff have been trained at local and regional events

c. Regional iEARN Conferences We are holding our first conference on June 5th 2006

d. iEARN International Conference We have a sizable contingent attending this years conference

10. List the three most important concerns/problems/challenges you face in your country/centre that you would like help with from other Coordinators or the Executive Council.

Our challenges are mainly local (national) issues which relate to the prescriptive burden of the national curriculum and lack of time/incentive to engage in project work with pupils aged 11+.

One thing that would help is a higher international profile – we need to work hard on the profile in the UK and hopefully the discussions about the European profile will help.

11. List the three most important outcomes/accomplishments last year.

We have established iEARN UK as a registered charity

We were financially stable in our first year (the challenge is to repeat that year on year!)

The One World project has been a fantastic success both here and around the world. The forum is buzzing.

12. What are your specific goals for next year?

To stay financially stable!

To develop another project that has as wide appeal as One World

To increase schools engagement with international partners

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

For a general overview – www.earnuk.org

For One World www.earnuk.org/oneworld

To see the courses we run as income generators and to look at the possibilities for on-line developments
www.earnuk.com/moodle

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

One World and Comfort Dolls

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

None yet

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

Not yet

*Mary Gowers
Executive Officer
May 2006*

iEARN USA

1. What is your full postal address?

iEARN-USA

475 Riverside Drive, Suite 450

New York City, NY 10115 USA

Tel: 212-870-2693

Fax: 212-870-2672

2. Are you the contact person for your country?

iEARN-USA has 2 contact people: Ed Gragert (ed@us.iearn.org) and Lisa Jobson (ljobson@us.iearn.org) Others in the iEARN-USA office are contact persons for different programmatic areas.

3. How many schools/sites were there last year in your country or Center (May 2006)?

iEARN-USA has both member schools and member teachers. There are approximately 1880 members of iEARN-USA. These member teachers are from about 1200 schools/sites.

4. We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

It is our experience that each teacher generally involves approximately 100 students, for a total of 188,000 students involved in the US.

5. What language(s) do your students use in collaborative project work?

English, Spanish, Arabic, Russian, French, Korean, Japanese

6. Please list the names of organisations with whom you have partnerships/collaboration agreements. See: <http://us.iearn.org/collaborate/partners/>

7. All centres have difficulty in funding their work, please identify how iEARN is funded in your country? iEARN-USA is funded through a combination of the following:

- a. Membership fees for US schools and teachers
- b. Professional development workshops and online course fees
- c. Government Sponsorship/grants
- d. International contracts (Asian Development Bank)
- e. Local fundraising from individuals and foundations

8. Do your students take part in community service/action projects?

Yes/No (if yes, please describe what service/action projects they have been involved with in the past year)

Students are involved in a number of community service activities, including: School recycling, bird habitat preservation, shoreline clean-ups, etc.

9. What teacher training or professional development activities have your teachers taken part in during the past year?

- a. iEARN On-line teacher training
- b. Local teacher training in Collaborative Project Based learning
- c. Regional iEARN Conferences (YouthCaN)
- d. iEARN International Conference
- e. Other: Workshops at other Conferences and conventions, such as NECC (National Education Computing Conference)

10.. List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

The three most important concerns in our center are:

- a) Expanding the number of US teachers who are involved in global partnerships and project work as part of their regular school day experience. International affairs is given extremely low priority in the U.S. education system. In general, the U.S. education system does not emphasize, nor sufficiently validate, foreign language acquisition and global awareness. Furthermore, the system of education is designed to help students perform well on standardized testing, which also has little content related to the rest of the world.
- b) Supporting teachers to demonstrate how iEARN project work aligns to local/state/national educational

curriculum standards.

c) Helping to create a more user-friendly and powerful student and teacher collaboration platform that enables sharing of multimedia products and provides additional technology tools for teachers and students in their collaborative project work.

11. List the three most important outcomes/accomplishments last year.

Our three most important outcomes:

a) Expansion of Professional Development Program, including both face-to-face workshops and online courses, and development of a US "Cadres" group of active iEARN teachers. iEARN's online course program has been certified by state-level Departments of Education in Delaware, Wyoming, and Washington and Rhode Island, and at the city-level in New York City. Teachers in these regions who complete the courses are eligible for professional development credits/salary increases from their district offices. Two universities; University of Illinois – Centre for Global Studies, Chicago, Illinois and Cal State San Marcos, San Diego California offer continuing education credits to teachers who take iEARN online courses

b) Improvement of materials that we share with teachers and other supporters of iEARN in the USA. We distribute an iEARN-USA CD-ROM as a free training and support resource for any teacher expressing interest in iEARN. We have also enhanced our new iEARN-USA website (<http://us.iearn.org>) to add student videos, other resources and raising visibility of the work of iEARN schools in the USA.

c) Increased face-to-face interaction, including the following iEARN-USA Workshops between June 2005-May 2006

Summary: 12 workshops, 4 in New Mexico, 1 in New York, 1 in West Virginia, 3 in New Mexico, 1 in Illinois, 1 in Florida, 1 national one in Pennsylvania

The definition of a workshop is at least a 3 hour block of training.

This does not include workshops teachers have done in their schools. There have been several. In Michigan, Texas, Wisconsin and Washington State.

July NECC Philadelphia, PA

Aug. 10-11 Benin Consolidated Schools <<http://www.belen.k12.nm.us/>> , Benin, NM - Workshops

Aug. 19. Sissonville High School-Sissonville, WV

Sept School of Information Technology-Long Island City, NY

Oct. 12-14 Northwest Wisconsin Education Association Teachers Conference, Eau Clair, WI

Nov 3-5 Wisconsin Foreign Language Teachers Conference <<http://www.waflt.org/conference.htm>> , Appleton, WI –

Jan. Southern Illinois International Education Association-Marion, IL

Mar 20-21 Wisconsin Council for the Social Studies and International Education Annual Conference, Madison, WI

New Mexico Public Education Department Core Curriculum, Workshop- Celia Einhorn, Betsy Frederick

Mar 20 Hobbs, NM

Mar 28 Raton, NM

Apr 3 Pojoaques, NM

Apr 28 Florida Council on Independent Schools Technology Conference, Orlando, FL

12. What are your specific goals for next year?

*To diversify funding sources

*expand the role of iEARN collaborative project work in the learning of languages other than English

*Enhance student and teacher collaboration tools

*Create more effective ways for student project “products” to be exhibited and shared with others around the world.

13. What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

iEARN-USA: <http://us.iearn.org>

YouthCaN Environmental Conference <http://www.youthcanworld.org>

Miami Country Day School, Miami, Florida

http://aces.miamicountryday.org/International_Projects/Internationalpage.htm
Share Your Music With Me: <http://www.dcet.k12.de.us/teach/hintz/iearn/>
The PEARL Project - Global Youth News Service: <http://pearl.iearn.org/pearlnews>
Moving Voices Digital Video Project: <http://movingvoices.iearn.org/>

14. Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

Answered above in question 8.

15. What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

2005-2006 iEARN Project Book - <http://www.iearn.org/projects/projectbook.html>
2004 iEARN-USA Annual Report - http://us.iearn.org/about/annual_report.php
2005 iEARN Interaction Newsletter (<http://www.iearn.org/news/interaction.html>)

16. Have you been involved in research on the effectiveness or impact of iEARN in your country? Yes/No (if yes, please describe or attach a copy of the report)

Datta Kaur Khalsa, a US teacher and online course facilitator, completed her PhD dissertation titled “Support for Project Based Learning” at the University of Maryland. Additional research can be found at: http://us.iearn.org/professional_development/assessment/assessment_examples.php

iEARN Uzbekistan

What is your full postal address?

iEARN Uzbekistan Center
Khamza Street 6, Bukhara, 705018
Uzbekistan

Are you the contact person for your country?

Anatoly Kochnev
iEARN Country Coordinator for Uzbekistan
Email: akochnev@iearn.uz.

How many schools/sites were there last year in your country or Center (May 2006)?

Over 20 schools participated in iEARN activities in Uzbekistan in period of May 05 – May 06.

We know that it is difficult to provide a totally accurate statistic, but it would be helpful if you could estimate how many teachers and students have been involved in project work in the past year.

There are over 130 teachers participate in iEARN Uzbekistan center activities at the moment in 2006. We assume that each teacher involves 10 students which means 1300 students are currently involved in iEARN Uzbekistan Center activities. But due to the governmental changes in non profit sector, we were not able to operate with the full speed during the fall 2005.

List the three most important concerns/problems/challenges you face in your country/center that you would like help with from other Coordinators or the Executive Council.

As an organization which was under the pressure during the fall 2005 and sine winter 2006 iEARN Uzbekistan Center was recognized as one of the national stable organization, we would like to highlight intergovernmental relations between countries of the world as one of the main concerns and problems. This may not be the same in other countries.

List the three most important outcomes/accomplishments last year.

Under the administration of iEARN Uzbekistan Center there was an Online School for Disabled Students created in Uzbekistan and starting with the next school year there will be 100 disabled students in the school for the first pilot year.

For the first time, iEARN Uzbekistan Center was a recognized as a partner for the Ministry of Education to work on the teacher's professional development and classroom curriculum.

As a non profit organization, iEARN Uzbekistan became a member of National Association of Non profit organizations and received a stable status as a non profit organization.

What are you specific goals for next year?

To work on development of Online School for Disabled Students and involve over 500 students from Uzbekistan
To work with local and international organizations to help more teachers receive opportunities to work with online projects.

To setup Educational Teacher Center in two cities of Uzbekistan.

To organize School Network in Uzbekistan based on the Governmental contracts.

What WWW pages from schools/sites in your country/Center would you like others in the network to visit? (list as many as you would like)

iEARN Uzbekistan Center website at www.iearn.uz

Online School for Disabled Students at www.school.iearn.uz

School and Community Technology Center at www.community.iearn.uz

Is there a community service/action project that was undertaken by students/teachers in your country/Center that others should know about?

iEARN Uzbekistan Center is a administrating organization for Online School for Disabled Students.

What hard-copy publications were produced by schools/sites in your country/Center this past year (List publications produced in any language)?

iEARN Uzbekistan Center has translated and published Project Description Booklet in Russian and Uzbek which is available online at <http://www.iearn.uz>

iEARN Yemen

Hana Alkibsi – iEARN Yemen Coordinator

P.O. Box 18383

SOUL

Sana'a –Yemen

Telephone: 00967-733892576

E-mail: hana_alkibsi@yahoo.com

As iEARN Yemen has started recently, only 10 schools in two governorates (Sana'a and Aden) and around 400 teachers has involved in iEARN with there students. They are using Arabic language in iEARN projects. Under the fund of EDC organization iEARN has started its work in Yemen.

Challenges:

Yemen is an Arabic country and most of the teachers and students can not speak English. Since iEARN website and most of its projects are in English. Yemeni teachers and students face problem in interactive with others around the world. This challenge sometimes case frustration for teachers and students.

Also one of the challenges iEARN Yemen face is the connectivity of internet in the schools. Sometimes the internet is so slow and most of the time there is no internet in the schools, thus they couldn't participate efficiently.

Accomplishments:

Face to face training for 25 teachers in Aden governorate for 5 days, learnt through it about iEARN and how to participate and interactive with iEARN projects.

Online Learning Circle training for 16 teachers from Aden in cooperative with other teachers from Egypt, Oman, Lebanon and Morocco. Lasted for 12 weeks.

Cascaded training conducted by 20 teachers in Sana'a, they trained around 150 teachers in 5 schools. Also 16 teachers in Aden had trained another 200 teachers in 5 schools.

Goals for the next year:

In cooperation with EDC, iEARN Yemen will target another 10 schools in two other governorates (Mukla'a and Taiz). Around 400 teachers will be trained in both face to face and online training with students' involvement.

Appendix 1

CONSTITUTION OF THE INTERNATIONAL EDUCATION AND RESOURCE NETWORK. (hereafter iEARN)

Originally signed at the meeting of the iEARN Management Team, Puerto Madryn, Argentina, July 12, 1994

Amended: February 2003

Preamble

Chapter I: Goals and Principles

Chapter II: Membership

Chapter III: Organs

Chapter IV: The iEARN Assembly

Chapter V: The Executive Council

PREAMBLE

The vision and purpose of iEARN is to enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people.

CHAPTER I

GOALS AND PRINCIPLES

Article I

The Goals of iEARN are:

1. To develop friendly relations among youth of all nations based on respect for the principle of equal rights and self-determination of peoples;
2. To encourage youth from all countries to learn and work co-operatively and collaboratively using telecommunications and other technology, to strengthen universal peace, to identify and take active part in resolving global problems facing the world;
3. To promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, culture, or religion;
4. To facilitate identification and sharing the different but complementary experiences of educational, academic and other national organizations with enduring educational infrastructures, and traditions throughout the world;
5. To share high-quality educational and other resources available in individual Member centres;
6. To provide a global infrastructure for a conceptual and action-based educational network that is open to all;
7. To share and transfer telecommunications technology, teaching methods and other resources with youth organizations, schools or individuals wishing to achieve the iEARN purpose and goals;
8. To assist in establishing training and support programs in each Centre;
9. To expand the network of financially and operationally sustainable iEARN Centres throughout the globe;
10. To work with umbrella organizations, academic bodies, universities, non-government organizations, and governments to establish a global community of concerned organizations and citizens with the express purpose of supporting the youth of the world in developing and implementing educational and humanitarian projects, especially projects of change and healing for the health and welfare of the planet;

11. To develop and maintain high-quality educational innovation;
12. To raise funds through local and global funding agreements to support these programs and goals.

Article 2

iEARN and its Members, in pursuit of the Goals stated in Article 1, shall act in accordance with the following Principles.

1. iEARN is based on the principle of the global solidarity and equality of all its Members.
2. In order to ensure to all Members the rights and benefits resulting from Membership, each Member shall fulfill in good faith the obligations stated in the present Constitution.
3. All Members shall settle any disputes in the spirit of mutual respect in such a manner that the basic purpose and goals of iEARN are not endangered.
4. In accordance with the goals stated in Article 1, no infrastructure or facilities of iEARN can be used for hate or bias or to disseminate or encourage racial, national, cultural, or religious prejudice.
5. iEARN will only intervene in matters within domestic jurisdiction when invited by individuals or sites within that centre or country.

CHAPTER II

MEMBERSHIP

Article 3

The founding Members of iEARN are the Copen Family Fund and the iEARN Centres which existed at the time of the iEARN Meeting at Puerto Madryn, Argentina in July 1994 and signed this Constitution.

iEARN recognizes iEARN Centres as described in article 4.1 and iEARN Representatives as described in article 4.5.

Article 4

1. An iEARN Centre is a consortium of sites or affinity of special interest groups, and can include individuals, with a management infrastructure to support training, development, and research; which shares the vision and purpose, and supports goals and principles of iEARN as stated in the Preamble and the Constitution, and meets other requirements that will be instituted by a decision of the iEARN Assembly.
2. There would generally be one Centre in a country unless there is a legitimate and sensible reason for more than one. The other Centre(s) must have a specific aim and agenda that does not conflict or contradict the operations of the existing Centre. All Centres cooperate in the vision of iEARN.
3. New applicants for Centre Membership should conform to Article 4.1, and, in the judgment of iEARN be able and willing to carry out these obligations. An admission to Centre Membership will be effected by a decision of the iEARN Assembly upon the recommendation of the Executive Council.
4. If an existing iEARN centre has concerns that an applicant for Centre Membership is unable to execute the responsibilities as stated in the Constitution or may endanger its essential interests, a review process will be automatically implemented which will require the institution of a review panel consisting of the Executive Council and the conflicting parties. The decision of the review panel to accept the applicant must be unanimous.
5. A consortium of sites or special interest groups which have not applied for Centre Membership and are based in the country where there is no iEARN centre can be accredited by the Assembly as an iEARN Representative provided the Assembly is satisfied that the Representative is able and willing to promote iEARN activities and meets the goals and purposes of iEARN.
6. The procedure of Article 4.1 will also apply in the case of adoption of new sites into existing centres.

Article 5

An iEARN Centre or Representative which/who has violated the Principles contained in this Constitution may be expelled from iEARN by the Assembly upon the recommendation of the Executive Council. Any Centre or Representative which/who has been recommended for expulsion by the Executive Council will be accorded principles of fairness and natural justice,

including the ability to put their case before the Assembly and answer any allegations. At least one month must elapse between recommendation of expulsion and vote by Assembly on the expulsion.

CHAPTER III

ORGANS

Article 6

1. The principal organs of iEARN are the iEARN Assembly and the Executive Council.
2. Such subsidiary organs as may be found necessary may be established in accordance with the Constitution.

CHAPTER IV

THE iEARN ASSEMBLY

Composition

Article 7

The iEARN Assembly shall consist of all the Member Centres of iEARN and the Youth Representative.

Functions and Powers

Article 8

The iEARN Assembly, subject to this constitution, sets policy and determines organization matters. The Assembly will be the supreme decision making body of iEARN

Article 9

1. The iEARN Assembly may call the attention of the Executive Council to situations which are likely to endanger mutual trust and cooperation.
2. The powers of the iEARN Assembly set forth in this Article shall not limit the general scope of Article 8.

Article 10

1. The iEARN Assembly makes decisions for iEARN.
2. The decisions of the iEARN Assembly are taken during its annual face-to-face meetings either by physical or virtual presence and online at any time.
3. Between face-to-face meetings, the Assembly gives the Executive Council power to make recommendations for decisions. Such recommendations will be placed online and via e-mail before Assembly members. If, after twenty days, no member has posted a request for an Assembly vote on the recommendation, that recommendation will become an Assembly decision.
4. If at least one member requests an Assembly vote on the Executive Council recommendation, discussion and vote will proceed.
5. Any member of the Assembly may place a proposal before the Assembly for discussion and vote during and between annual meetings.

Article 11

The iEARN Assembly shall receive and consider reports from other organs of iEARN.

Article 12

The Assembly shall, if it considers it in the interest of iEARN internationally, register as an NGO in any country it decides.

Article 13

1. The iEARN Assembly shall consider and approve the iEARN budget proposed by the Executive Council.

2. iEARN expenses shall be borne equitably by the Members as apportioned by the iEARN Assembly.

Voting

Article 14

1. Each Member of the iEARN Assembly shall have one vote.
2. The iEARN Assembly shall convene annually.
3. A face-to-face meeting of the iEARN Assembly requires a quorum of two-thirds of all Members. Members not able to attend in person may state their availability to participate online and be included as present when determining a quorum. Any Member not present but willing to cast its vote online can do so.
4. Any decision changing or amending the Constitution shall be made at the annual iEARN Assembly meeting. Such decisions will require a two-thirds majority of all Members. If for reasons beyond the control of iEARN no face-to-face annual meeting is held within 18 months of the last meeting, an on-line decision-making process will be invoked. Such decisions will require a two-thirds majority of all Members. If the amendment suggested affects Articles 4.4, 4.6, and/or 14.4, a decision in order to take effect must be a unanimous one by all Members.
5. Decisions of the Assembly will be made by a simple majority of votes cast, including such important questions like the acceptance of new Members, expulsion of Members, budgetary questions, and entering into agreements with other organizations.

Procedure

Article 15

The iEARN Assembly and/or the Executive Council shall meet in such special sessions as circumstances may require. Special sessions shall be convoked at the request of the Executive Council or of a majority of the Members. The iEARN Assembly will function continuously.

Article 16

The iEARN Assembly shall adopt its own rules of procedure. It shall elect its Facilitator for each meeting.

Article 17

The iEARN Assembly may establish such subsidiary organs as it deems necessary for the performance of its functions.

CHAPTER V

THE EXECUTIVE COUNCIL

Composition

Article 18

1. The Executive Council shall consist of three persons from three different iEARN Centres, with due regard being specially paid to global solidarity and equity.
2. The Members of the Executive Council shall be elected for a term of two years. One or two Members will be elected each year. No one can be elected to the Executive Council for more than two consecutive terms.

Functions and Powers

Article 19

1. In order to ensure prompt and effective action by iEARN, its Members confer on the Executive Council primary responsibility for the day-to-day decisions on behalf of the Assembly, subject to article 8 and 10.
2. In discharging these duties the Executive Council shall act in accordance with the Preamble and Constitution of iEARN and whatever other decisions are made under the present Constitution by the iEARN Assembly.

Article 20

The Executive Council shall submit an annual report to the Assembly and any special reports requested by it.

Voting

Article 21

1. Each Member of the Executive Council shall have one vote.
2. Decisions of the Executive Council shall be made by an affirmative vote of two Members

Procedure

Article 22

The Executive Council shall be so organized as to be able to function continuously.

Article 23

The Executive Council may establish such subsidiary organs as it deems necessary for the performance of its functions.

Article 24

The Executive Council shall adopt its own rules of procedure and operation, including the method of selecting its Officers and hiring staff.

Article 25

Any Member of iEARN who is not a Member of the Executive Council may participate, without vote, in the discussion of any question brought before the Executive Council whenever the Member considers that its interests are specially affected or that she/he has something to contribute.

Article 26

A non-Member of iEARN, if it is a party to a dispute under consideration by the Executive Council, shall be invited to participate, without vote, in the discussion relating to the dispute. The Executive Council shall lay down such conditions as it deems just for the participation of a non-Member of iEARN.

Done at the city of Puerto Madryn, Argentina, the twelfth day of July, one thousand nine hundred and ninety four.

Amended: February 2003, July 2004

Appendix 2

iEARN Assembly Decisions – July 2005 - June 2006

****That the following procedures for the election of iEARN Executive Council, 2005 be accepted:**

The election of the iEARN Executive Council will take place at the meeting of the iEARN Assembly, Dakar, July 2005. Voting will take place at the face-to-face meeting and on-line. Voting will be completed by the end of the second day of the Assembly meeting.

Each iEARN Centre, CFF and the Youth Representative may vote in the Executive Council election.

The Assembly requests that Rosy Aguila and Farah Kamal be the Returning Officers to conduct the election. To conduct the election, the Returning Officers will post a notice on the Assembly forum by Monday June 6 and request that nominations be sent to both of them by email by the end of Monday June 27.

The Returning Officers will announce on the Assembly forum the nominations they have received by Friday July 1.

At the Assembly meeting the Returning Officers will conduct the election among the Centres, CFF and Youth Representative attending the meeting and Centres, CFF and Youth Representative voting on-line.

If insufficient nominations have been received by the closing date for nominations, the Returning Officers will again call for nominations at the beginning of the Assembly meeting. They will post on the Assembly forum the nominations and a reminder of the need to vote during the Assembly meeting.

The Returning Officers will announce the result of the election to the Assembly meeting and on-line.

The newly elected Executive Council will take up office from the end of the second day of the Assembly meeting.

****That iEARN Egypt will be organizing and hosting iEARN conference in 2007**

****That iEARN India be accepted as a full member of Assembly**

****That the following protocol and guidelines for the iEARN Relief Coordinating Committee (IRCC) be accepted.**

- a) That Assembly adopts and endorses the IRCC protocols and guidelines (below)
- b) That Assembly agrees that the IRCC will consider relief projects under the protocols and guidelines and will make decisions as to the funding of proposed projects. The IRCC will inform Assembly of each proposal approved.

iEARN Relief Coordinating committee (IRCC) and Guidelines for relief projects applying for funding through the IRCC.

The iEARN Relief Coordinating Committee (IRCC) exists to assist iEARN members and other donors to direct funds, through the iEARN network, to assist communities, in particular young people, to recover from the effects of disasters. In most cases, this assistance would be related to young people and education.

How and who is/are going to assess the disaster, propose action and make decisions whether iEARN is going to respond to the emergency need?

The idea to support could come from either of two sources: a) local people or people in the iEARN network suggest that iEARN should contribute support in a particular disaster situation or b) the IRCC itself sees a need and decides to contact iEARN people in an area or region affected by disaster, asking/suggesting that support should be given.

Although proposals for using funds from the iEARN Relief Fund might come from a) or b) (above), eventually it will be local people who will suggest specific "projects" for funding. At this point, the Questions 1 – 11 (below) would need to be addressed.

What kind of activities will be the focus of IRCC?

The focus would be support for children and schools and to communities to support children and education. Often, of course, supporting education of children involves, not direct support of schooling, but support of families and communities so that

children are in a position to be able to attend school- so it might be health issues, for instance.

A priority should be activities that empower youth, directly if possible. Of course, what makes sense locally is what really counts and the IRCC needs to listen with its heart and mind to the local people making proposals.

The amount of funds available for proposed relief projects will always be subject to the amount currently in the iEARN Relief Fund and subject to the need to be able to meet various requests; it should be possible, however, to advise people of the range of funding levels which might be available.

The IRCC exists under the ultimate direction of the iEARN Assembly.

In order that the IRCC can understand the aims and purposes of proposed relief projects and so that money donated through iEARN can be monitored and accounted for, persons making specific proposals of relief projects for funding through the IRCC are asked to answer the following:

1. Please describe the project for which funds are sought. Please give the project a short, descriptive name.
2. What is the aim and purpose of the project? Does it address immediate, emergency needs or longer-term needs? How does it fit in with iEARN's philosophy of youth making a difference?
3. Who will be responsible for the money at the receiving end? Who will receive the money and who will manage and oversee the funds during the life of the project? Please supply:
 - i) name of the organisation which will receive the money when it is sent
 - ii) Please supply the full address of this organisation
 - iii) Please supply the name, address, telephone number and email address of the responsible person in this organisation who will be responsible for these funds.

NOTE: It may be that the money goes to an existing NGO, local or global, or it may go to a school or other institution. "It is possible that the funds might be directed through the local iEARN organisation for the purposes of the project.

5. Will other organisations/NGOs/authorities be involved in the project? If so, please name them and describe how they will be involved.
6. Describe any other, non-financial aspects inputs of the project which you think would be helpful.
7. How will you report on project progress?
The IRCC requires quarterly reports (Jan 1, April 1, July 1, Oct. 1 and a final report) for the duration of the project. These reports should describe project activities, accomplishments, and objectives for the future and financial accounting of the funds received. Who will be submitting these reports from the recipient organization?"
8. How will you share the project activities and results with the broader global community (website, cd, etc.).
9. What amount of money are you applying for? Please supply a simple budget. (Please express this in local currency and the current equivalent in US\$.)
10. Please supply full details of the bank account to which funds should be sent including all the necessary details for international funds transfer.
11. Will it be possible for the children receiving assistance through the project to communicate back to the iEARN network? We realise that this may not be practical or possible right away, if at all.

Please indicate both how and when you plan to initiate communication if it is possible.

The stated purpose of iEARN is to "empower youth to make a meaningful difference..." We have found that youth receiving assistance can be further empowered by communicating back to the givers of that assistance in a way that provides a window into the experience of their lives. This tends to foster compassion and understanding at a very deep and significant level. And as a result is empowering to the giver as well.

Please Note:

It may be, as the project work progresses, that there is an opportunity or need to:

- a) Change or extend completion time

- b) Change aspects of the project as things change "on the ground"
- c) Introduce new aspects which might require additional funds when/if they are available

Any changes, including a), b) or c) would need to be made in consultation with the IRCC. This is to enable full reporting and accounting for the donated funds.

Contact with the IRCC can be made through Eliane Metni at: ircc@iearn.org

** The EC endorses the following iEARN representatives: Ms.Gladys Abu-Elezam and Ms. Ruty Hozen as iEARN Representatives in Israel

**** Centre contributions to iEARN budget.**

- That iEARN Assembly introduces an annual Center contribution. For 2005 the amount would be US\$350, based on the budget proposed by Eliane and reviewed by the Assembly.
- That this is introduced on a trial basis with a review in time for any change at July 2006.
- That the review will include consideration of making the Center contribution a compulsory fee.
- That during this trial period Centers are a) "expected" and "strongly urged" to make the US\$350 contribution, b) to make a portion of it, along with an explanation, if they cannot contribute US\$350, or c) to explain to the Assembly if they cannot contribute.
- That contributed funds are deposited in the iEARN International account
- That the contribution is payable by October, 2005.
- That iEARN international funds are controlled by iEARN Assembly; small expenditures may be made by the EC and reported to Assembly; other expenditures are approved by a formal EC Recommendation or by a vote of Assembly.
- That an annual budget will be prepared by the EC and a financial report made in the EC Annual Report
- That Centers that are not able to pay this amount may be partnered with other Centers so that they can discuss together budget issues and share ideas for fund-raising.

**That Cheryl Morgan (iEARN UK) and Daniel Kakinda (iEARN Uganda) be appointed to the Executive Council for Term of 2 years.

**That an iEARN International web site Working Party be formed.

** That Assembly approve US\$1500 from international funds to cover Daniel Kakinda's costs of travel and accommodation for this meeting.

**The EC endorses the following iEARN representative: Francois Donfack of Cameroon

** That the following responsibilities be accepted:

Responsibilities of an iEARN Coordinator, Representative and Contact Person

There are three levels of representation in iEARN:

- Center
- Representative
- Contact Person

Each of these subscribes to the Goals of iEARN as specified in our international constitution:

1. To develop friendly relations among youth of all nations based on respect for the principle of equal rights and self-determination of peoples;
2. To encourage youth from all countries to learn and work co-operatively and collaboratively using telecommunications and other technology, to strengthen universal peace, to identify and take active part in resolving global problems facing the world;
3. To promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, culture, or religion;
4. To facilitate identification and sharing the different but complementary experiences of educational, academic and other national organizations with enduring educational infrastructures, and traditions throughout the world;
5. To share high-quality educational and other resources available in individual Member centres;
6. To provide a global infrastructure for a conceptual and action-based educational network that is open to all;
7. To share and transfer telecommunications technology, teaching methods and other resources with youth organizations,

- schools or individuals wishing to achieve the iEARN purpose and goals;
8. To assist in establishing training and support programs in each Centre;
 9. To expand the network of financially and operationally sustainable iEARN Centres throughout the globe;
 10. To work with umbrella organizations, academic bodies, universities, non-government organizations, and governments to establish a global community of concerned organizations and citizens with the express purpose of supporting the youth of the world in developing and implementing educational and humanitarian projects, especially projects of change and healing for the health and welfare of the planet;
 11. To develop and maintain high-quality educational innovation;
 12. To raise funds through local and global funding agreements to support these programs and goals.

In addition there are specific responsibilities for the three representative levels:

Center Coordinator

- Represents a Center, whose application to serve as a Center has been approved by the iEARN International Assembly and has the right to publicly state that s/he is representing iEARN
- Is a voting member of the iEARN International Assembly from an iEARN Center and takes an active part in Assembly meetings, discussions and decision-making
- Represents an NGO with legal recognition/registration in the country(ies) of its activities
- Submits an annual report in May on the activities and program of iEARN in his/her Center over the past 12 months
- Enables professional development for teachers in its Center
- Manages the process by which teachers in the area of the Center are given membership access to iEARN databases and forums
- Facilitates support for teachers and students to engage in collaborative project work in the area of the Center
- Serves as a liaison between the Assembly and the Center's participating students and teachers
- When problems & issues arise from outside the Center that pertain to the Center's participants, assists other Coordinators, Representatives and Contact Persons to resolve them
- Fulfills financial, administrative other obligations as determined by the iEARN Assembly

Representative

- Represents countries or parts of countries that are not currently involved in iEARN and/or they represent constituencies of young people or affinity groups which would like to be involved in the global iEARN and are not currently represented by a center or other Representative.
- A Representative has submitted an application and been approved by the iEARN International Assembly to serve as a Representative and has the right to publicly state that s/he is representing iEARN
- If not an NGO with legal recognition/registration in the country of its activities, is exploring the process for this to happen
- Submits an annual report in May on the activities and program of iEARN in his/her geographic area over the past 12 months
- Enables professional development for teachers in its area of operation
- Manages the process by which teachers in the area of operation are given membership access to iEARN databases and forums
- Facilitates support for teachers and students to engage in collaborative project work in the area of its operation
- When problems & issues arise from outside the area that pertain to the participants in a Representative's area, assists other Coordinators, Representatives and Contact Persons to resolve them
- Fulfills other obligations as determined by the iEARN Assembly

Contact Person

- Has offered to speak to other educators about iEARN to assist them in becoming involved in collaborative projects in his/her geographic area
- Submits an annual report in May on the activities and program of iEARN in his/her geographic area over the past 12 months
- If possible, provides support for teachers in its area of operation
- Manages the process by which teachers in the area of operation are given membership access to iEARN databases and forums
- When problems & issues arise from outside the area that pertain to the participants in a Contact Person's area, assists other Coordinators, Representatives and Contact Persons to resolve them
- Fulfills other obligations as determined by the iEARN Assembly

Applications to serve as iEARN Representative and iEARN Center can be found at: <http://www.iearn.org/coordinators/>

iEARN Coordinators, Representatives and Contact People can be found at: <http://www.iearn.org/globe/countrycoordinators.html>

For information on the three representative levels, contact the iEARN International Executive Council: ec@iearn.org

**That iEARN Bangladesh be recognized as an iEARN Centre and admitted to membership of Assembly

**The EC endorses the following iEARN representative: Rosa Rivarola of Paraguay

** That the following process be accepted for the election of the Executive Council 2006:

The election of the iEARN Executive Council will take place at the meeting of the iEARN Assembly, Enschede, July, 2006. Voting will take place at the face-to-face meeting and on-line. Voting will be completed at the end of the second day of the Assembly meeting.

Each iEARN Centre, CFF and the Youth Representative may vote in the Executive Council election.

The Assembly requests that Farah Kamal and Rosy Aguila be the Returning Officers to conduct the election. To conduct the election, the Returning Officers will post a notice on the Assembly forum by Monday June 5, 2006 and request that nominations be sent to both of them by email by the end of Monday June 19th, 2006.

The Returning Officers will, by Friday June 27th, 2006 announce on the Assembly forum the nominations they have received and have been confirmed.

At the Assembly meeting the Returning Officers will conduct the election among the Centres, CFF and Youth Representative attending the meeting and Centres, CFF and Youth Representative voting on-line.

If no nominations have been received by the closing date for nominations, the Returning Officers will again call for nominations at the beginning of the Assembly meeting. They will post on the Assembly forum the nominations and a reminder of the need to vote during the Assembly meeting.

The Returning Officers will announce the result of the election to the Assembly meeting and on-line.

The newly elected Executive Council will take up office from the end of the second day of the Assembly meeting.

**The EC endorses the following iEARN representative: Abotchi Yao of Togo

**That iEARN Israel be recognized as an iEARN Centre and admitted to membership of Assembly.

**That Mostafa Nejati of iEARN Iran has been elected the iEARN Youth Representative.

** That we accept iEARN Uzbekistan's offer to host the 2008 iEARN Conference and Youth Forum.

** That the iEARN Russia Centre no longer be recognized as an iEARN Centre or a member of the iEARN Assembly and that the Assembly meeting in Enschede in July will discuss ways in which iEARN can be supported in Russia.

Appendix 3

Responsibilities of an iEARN Coordinator, Representative and Contact Person

There are three levels of representation in iEARN:

Center
Representative
Contact Person

Each of these subscribes to the Goals of iEARN as specified in our international constitution:

1. To develop friendly relations among youth of all nations based on respect for the principle of equal rights and self-determination of peoples;
2. To encourage youth from all countries to learn and work co-operatively and collaboratively using telecommunications and other technology, to strengthen universal peace, to identify and take active part in resolving global problems facing the world;
3. To promote and encourage respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, culture, or religion;
4. To facilitate identification and sharing the different but complementary experiences of educational, academic and other national organizations with enduring educational infrastructures, and traditions throughout the world;
5. To share high-quality educational and other resources available in individual Member centres;
6. To provide a global infrastructure for a conceptual and action-based educational network that is open to all;
7. To share and transfer telecommunications technology, teaching methods and other resources with youth organizations, schools or individuals wishing to achieve the iEARN purpose and goals;
8. To assist in establishing training and support programs in each Centre;
9. To expand the network of financially and operationally sustainable iEARN Centres throughout the globe;
10. To work with umbrella organizations, academic bodies, universities, non-government organizations, and governments to establish a global community of concerned organizations and citizens with the express purpose of supporting the youth of the world in developing and implementing educational and humanitarian projects, especially projects of change and healing for the health and welfare of the planet;
11. To develop and maintain high-quality educational innovation;
12. To raise funds through local and global funding agreements to support these programs and goals.

In addition there are specific responsibilities for the three representative levels:

Center Coordinator

- Represents a Center, whose application to serve as a Center has been approved by the iEARN International Assembly and has the right to publicly state that s/he is representing iEARN
- Is a voting member of the iEARN International Assembly from an iEARN Center and takes an active part in Assembly meetings, discussions and decision-making
- Represents an NGO with legal recognition/registration in the country(ies) of its activities
- Submits an annual report in May on the activities and program of iEARN in his/her Center over the past 12 months
- Enables professional development for teachers in its Center
- Manages the process by which teachers in the area of the Center are given membership access to iEARN databases and forums
- Facilitates support for teachers and students to engage in collaborative project work in the area of the Center
- Serves as a liaison between the Assembly and the Center's participating students and teachers
- When problems & issues arise from outside the Center that pertain to the Center's participants, assists other Coordinators, Representatives and Contact Persons to resolve them
- Fulfils financial, administrative other obligations as determined by the iEARN Assembly

Representative

- Represents countries or parts of countries that are not currently involved in iEARN and/or they represent constituencies of young people or affinity groups which would like to be involved in the global iEARN and are

not currently represented by a center or other Representative.

- A Representative has submitted an application and been approved by the iEARN International Assembly to serve as a Representative and has the right to publicly state that s/he is representing iEARN
- If not an NGO with legal recognition/registration in the country of its activities, is exploring the process for this to happen
- Submits an annual report in May on the activities and program of iEARN in his/her geographic area over the past 12 months
- Enables professional development for teachers in its area of operation
- Manages the process by which teachers in the area of operation are given membership access to iEARN databases and forums
- Facilitates support for teachers and students to engage in collaborative project work in the area of its operation
- When problems & issues arise from outside the area that pertain to the participants in a Representative's area, assists other Coordinators, Representatives and Contact Persons to resolve them
- Fulfills other obligations as determined by the iEARN Assembly

Contact Person

- Has offered to speak to other educators about iEARN to assist them in becoming involved in collaborative projects in his/her geographic area
- Submits an annual report in May on the activities and program of iEARN in his/her geographic area over the past 12 months
- If possible, provides support for teachers in its area of operation
- Manages the process by which teachers in the area of operation are given membership access to iEARN databases and forums
- When problems & issues arise from outside the area that pertain to the participants in a Contact Person's area, assists other Coordinators, Representatives and Contact Persons to resolve them
- Fulfills other obligations as determined by the iEARN Assembly

Applications to serve as iEARN Representative and iEARN Center can be found at: <http://www.iearn.org/coordinators/>

iEARN Coordinators, Representatives and Contact People can be found at: <http://www.iearn.org/globe/countrycoordinators.html>

For information on the three representative levels, contact the iEARN International Executive Council: ec@iearn.org

Appendix 4

Application - iEARN Representative

The iEARN International Constitution states: "The vision and purpose of the International Education and Resource Network is to enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of the planet and its people."

To make this a reality for young people around the world, iEARN needs the involvement, assistance and contributions from individuals, organizations and educational institutions throughout the world who share the vision that global student-to-student interaction through project work can both enhance education and improve the quality of life on the planet.

iEARN "Representatives" are such people. They represent countries that are not currently involved in iEARN and/or they represent constituencies of young people or affinity groups which would like to be involved in the global iEARN and are not currently represented by a centre. They support teachers and youth in their area and provide guidance on how to participate in iEARN projects.

iEARN Representatives are encouraged to interact with other Representatives and Coordinators. We are all here to help each other, so we hope that you will call on us at any time. We hope you will also participate actively in the on-line forum for Representatives and Coordinators through the "Program" distribution list. As a Representative you will be "subscribed" to this list. We hope you will share information that you receive from other members of iEARN with the teachers and students in your area.

Each iEARN Representative will be asked to submit an annual report prior to the annual iEARN International Conference in July.

You will also be included in the iEARN on-line database and you can add new teachers to this database from your area. To access the database, visit <http://amity.iearn.org/signin.lasso>

A. APPLICATION FOR iEARN Representative

1. Applicants for iEARN Representative need to demonstrate that their participants will be engaged in iEARN collaborative projects in line with the goals of the program. These goals are detailed in the attached iEARN constitution. Please describe how you and/or your organization plans to involve young people in project work that meets the goals of iEARN.

2. Name of proposed iEARN Representative Group (iEARN-Bhutan, iEARN-Scouts, iEARN-Esperanto, etc.)
in national language: _____
in English translation: _____

3. Person designated to be the iEARN Representative:

Name: _____
Mailing Address: _____
Telephone: _____ Fax: _____
E-mail Address: _____

4. How did you learn of iEARN? _____

5. Are you part of: ___ a government agency; ___ an NGO; ___ a volunteer group of educators; ___ a school; ___ other: _____?

6. Please indicate other organizations or government agencies with which you work, or in which you are a member/participant: _____

7. Why would you like to bring iEARN to your country and/or affinity group?

8. I hereby acknowledge our adherence to the Constitution of iEARN and our acceptance of the criteria and responsibilities of iEARN-Representative, including an annual programmatic and financial report, any financial obligations as defined by the I*EARN Assembly;

and

We hereby apply for the position of iEARN-Representative:

Signature: _____ Date: _____

References:

In addition, we would like to receive three (3) reference letters from government or not for profit (non-profit) organizations that know the people and organization submitting the Representative Application. The people submitting these reference letters should be able to comment on their assessment of your ability to carry out the roles and responsibilities of an iEARN Representative.

The persons who will be submitting reference letters are:

1) _____
Name email address or telephone number organization

2) _____
Name email address or telephone number organization

3. _____
Name email address or telephone number organization

Please send this information to the iEARN Executive Council as soon as possible. The additional information below can be sent separately.

Send to: iEARN Executive Council <ec@iearn.org>

B. ADDITIONAL INFORMATION - iEARN Management

We ask the following questions out of an interest to start Representatives thinking about applying to be recognized as an iEARN Center after the first or second year of participation. We do not expect that iEARN Representatives will be able to have all these institutions and structures in place at this time.

1. It is important that procedures in your area be transparent and clear to both participants and persons outside the organization. To facilitate this, each Representative needs to start thinking about a written constitution or rules/procedures to cover such issues as membership, selection of future representatives, financial administration, etc. Do you have a constitution or rules/procedures?

_____yes, they are attached _____no, but we are developing this and it will be completed by: _____.

2. iEARN has learned that official recognition or registration as a legal body (or as part of another legal body) is important for long-term sustainability.

Is the applicant recognized officially as a legal body?

_____yes, we are legally recognized by: _____ _____no, but we will be starting the process, which will be completed by: _____.

3. It is important that your sites (schools, youth group, etc.) be included in the iEARN database for mailings and contact by other iEARN participants. Please provide contact name, address, telephone number, e-mail address, etc. for each site (school, youth group, etc.) in your area.

4. The iEARN Constitution does not strictly define areas of Representatives in terms of national boundaries, but also seeks to create communities of affinity groups. In most cases this falls within a country, but may not. What defines and binds your proposed area together -- geographic area, particular interest, language affinity, etc.?

5. It will require financial resources to implement iEARN effectively (training workshops materials printing, local travel, administrative supplies, travel to Assembly meetings, etc.) We hope you will start working on a budget for the current and next fiscal years, including information on sources of income, which may include both cash and volunteer/in-kind contributions.

6. Some areas/countries/Centers use fees to provide revenue to support iEARN in their country/area. Please describe any fees/other costs a site (school/youth group) in your new Center must pay (if any) to participate in iEARN and enclose your published fee statement and Agreement/Contract that sites sign in order to participate in iEARN. If scholarships or fee waivers are available, please describe.

7. Who is responsible for the record keeping and accounting of iEARN funds in your area?

Name: _____
Address: _____
Telephone: _____ Fax: _____
E-mail Address: _____

C. ADDITIONAL INFORMATION - Site/School Support

1. Please describe how you plan to provide training, support, development and research among your participants.
2. In promotion of iEARN in your area, it will be important to have materials that describe the program and the method for new schools/youth groups to join. Please submit any material you are using or plan to use to promote iEARN in your area.
3. iEARN is a community of individuals who believe that by working cooperatively we can promote global understanding, human service and environmental action. As a member of this global community, each iEARN representative plays a key role in supporting the network in many different ways.

Please submit this form/information on-line to:

iEARN Executive Council
<ec@iearn.org>

Appendix 5

Application for Membership of iEARN International Assembly

iEARN The International Education and Resource Network

The iEARN International Constitution defines a Centre as:

.... a consortium of sites (schools or youth groups/clubs) with a management infrastructure to support training, development, and research; which shares the vision and purpose, and supports goals and principles of the Organization as stated in the Preamble and the Constitution, and meets other requirements that will be instituted by a decision of the iEARN Assembly.

A. APPLICATION FOR CENTRE MEMBERSHIP

1. Applicants for iEARN Centre Membership need to demonstrate that their participants have engaged in iEARN collaborative projects for at least one year. Please describe how you meet these criteria by listing the projects in which students and teachers have been involved.

2. Name of proposed iEARN Centre

in national language: _____

in English translation: _____

3. Person(s) who carries executive and administrative responsibility for the proposed iEARN Centre and its work:

Name: _____ Name: _____

Position: _____ Position: _____

Address: _____ Address: _____

4. Person designated to be the iEARN Centre Coordinator:

Name: _____

Mailing Address: _____

Telephone: _____ Fax: _____

E-mail Address: _____

5. How was this person chosen and by whom? _____

6. We hereby acknowledge our adherence to the Constitution of iEARN and our acceptance of the criteria and responsibilities of Centre membership, including an annual programmatic and financial report, any financial obligations as defined by the iEARN Assembly;

and

We hereby apply for Centre membership in iEARN

Signature: _____ Date: _____

B. ADDITIONAL INFORMATION - Centre Management

1. Please describe in your words the vision of iEARN and how you plan to support the goals and principles of iEARN.

2. It is important that procedures in your proposed Centre be transparent and clear to both participants and persons outside the organization. To facilitate this, each Centre needs to have a written constitution or rules/procedures to cover such issues as membership, selection of future coordinators, financial administration, etc. Do you have a constitution or rules/procedures?

_____yes, they are attached _____no, but we are developing these and they will be completed by: _____.

Final review of your Centre application can be completed when we receive these rules or constitution.

3. iEARN has learned that official recognition or registration as a legal body (or as part of another legal body) is important for long-term sustainability. Is the applicant recognized officially as a legal body?

_____yes, we are legally recognized

by:_____

_____no, but we have started the process, which will be completed

by: _____.

Until this official recognition is completed, a Centre applicant will have "provisional" status with full rights, to be reviewed again by the date provided in this item.

4. It is important that your proposed Centre's sites (schools, youth group, etc.) be included in the iEARN database for mailings and contact by other iEARN participants. Please provide contact name, address, telephone number, e-mail address, etc. for each site (school, youth group, etc.) in your new Centre.

5. The iEARN Constitution does not strictly define Centres in terms of national boundaries, but seeks to create Centres as communities of affinity groups. In most cases this falls within a country, but may not. What defines and binds your proposed Centre together -- geographic area, particular interest, language affinity, etc.?

6. It will require financial resources to implement iEARN effectively (training workshops, materials printing, local travel, administrative supplies, travel to Assembly meetings, etc.) Please enclose your budget for the current and next fiscal years, including information on sources of income, which may include both cash and volunteer/in-kind contributions.

7. Please describe all fees/other costs a site (school/youth group) in your new Centre must pay (if any) to participate in iEARN and enclose your published fee statement and Agreement/Contract that sites sign in order to participate in iEARN. If scholarships or fee waivers are available, please describe.

8. Who is responsible for the record keeping and accounting of iEARN funds in your Centre?

Name: _____

Address: _____

Telephone: _____ Fax: _____

E-mail Address: _____

C. ADDITIONAL INFORMATION - Site/School Support

1. Please describe how your proposed Centre has provided training, support, development and research among its participants thus far. Include information on your management infrastructure which will support this in the future.

2. In promotion of iEARN in your new Centre, it will be important to have materials that describe the program and the method for new schools/youth groups can join. Please submit any material you are using or plan to use to promote iEARN in your proposed Centre.

3. iEARN is a community of individuals who believe that by working cooperatively we can promote global understanding, human service and environmental action. As a member of this global community, each iEARN Centre and site plays a key role in supporting the network in many different ways.

Please describe resources and services that your proposed Centre will be able to contribute to enhance and strengthen iEARN internationally.

Please submit this form on-line to:

iEARN Executive Council
ec@iearn.org

Appendix 6

Operational Decisions of the iEARN Assembly

Protocol between iEARN International and Country Centres (1999)

This protocol is intended to clarify the relationship between iEARN 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 iEARN'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.

The Secretariat shall also provide enough information to the Centers to enable the evaluation of iEARN and its major activities.

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 iEARN 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 iEARN, each center has full right to control its own affairs including making agreements. Where a center approaches an organization which have implications for iEARN International, permission will be sought from the Assembly.

iEARN Name

That iEARN Centers adopt iEARN as the common way of printing the name. That a 12-month change-over period occur after which it is desired that all references to iEARN be expressed in this way. (2002)

Project listing on web pages

That any listings of projects on iEARN individual Country web pages should have the name of the coordinating/initiating country/countries beside them with a link to that countries web site. eg. Lewin (coordinated by iEARN Australia and iEARN Pakistan) (2002)

Copyright

iEARN is a family and its products should be available to enhance the work of its members. However, when sections of published work are copied for educational use, it is important to acknowledge the source. One recommendation (which seems to be consistent with broader copyright guidelines) is that the use of complete publications or extensive quotes requires permission from the source. (2001)

It is the responsibility of the Project Coordinator/author to communicate clearly on the original source to the reader when material requires permission for further use. In the case of commercial use, our policy is that permission be required for legal reasons for the integrity of iEARN. When something is for commercial use, the product needs to be approved by the Assembly which is responsible for the proper release from the authors, etc. (2001)

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. (2000)

e-commerce Ventures

That iEARN does not take part in any e-commerce ventures or any similar ventures which would require the iEARN 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 iEARN 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. (2000)

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. (2000)

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. (2000)

That the country hosting each Annual iEARN Conference should provide a scholarship for the Youth Representative to attend annual conference. Any country hosting the annual iEARN Conference should incorporate a scholarship to cover the costs of transportation and conference fees for the youth representative. (2003)

Vision and Goals of iEARN

To use the vision and purpose statement wherever possible in order to keep all iEARN folks aligned with the purpose and goals. (2002)

To adjust the project template to state the vision and goals of iEARN at the beginning of the project template as follows:

"The vision and purpose of iEARN is to enable young people to undertake projects designed to make a meaningful contribution to the health and welfare of people and the planet." (2002)

That the Assembly agrees upon a common language, to be used in all communications that describes iEARN. That we use and promote the following concepts when we describe iEARN (of course, each language may have different ways of doing this)

- a) Global human network learning through the Internet
- b) Collaborative, project-based learning as part of the educational process, and directly to person involved
- c) Making a meaningful difference contributing to the health and welfare of people and the planet. (2003)

Rules for soliciting donations

If a Centre solicits donations to iEARN online and / or in printed form, or has a link "Donate to iEARN" on a Centre or a project Web page, then at least two options should be presented to a prospective donor.

- (a) Donate to this specific iEARN Centre
- (b) Donate to iEARN International

Such online solicitations may include other options for the donor - if the centre soliciting donations so decides. (2003)

Contributions to iEARN International

If a Centre enters into partnership outside iEARN or submits application for funding which has implications for iEARN

International and includes more than one Centre or country, then - whenever possible and compatible with the terms and conditions of the partnership - it should do one or both of the following:

- (a) include in the budget proposal an item for iEARN International overhead;
- (b) identify which additional line in the budget may be a source of contribution to iEARN International (e.g cost of connectivity and/or Web hosting to enable virtual collaboration, physical exchanges, attending the annual conference etc.) (2003)

Policy for soliciting and deciding applications to host the annual iEARN International Conference and Youth Summit.

The policy for soliciting applications to host the Assembly will be according to the following procedure: Announce in February 1, with a deadline of June 1, with a decision to be made at the Assembly meeting for the Conference 24 months prior the conference. (2003)

Criteria for the Youth Representative

1. Ability to write and speak in English in order to contact all most of the students in iEARN.
2. Experience with iEARN projects/programs. The nominee should at least have one year experience with iEARN projects/ programs so that he/she can give help and opinion about different issues related to youth participation in different projects
3. Having an action plan that he/she will try to carry out during acting as the Youth Representative.
4. The nominee should be active on the forums especially the youth forum.
5. Have a regular access to the internet in order to follow up with different events, discussions or problems in iEARN.
6. The ability to attend the annual conference and the youth summit.
7. Full understanding to the duties and responsibilities of the Youth Representative post, and the ability to work with the local youth representatives (LYR) and other iEARN youth to achieve the best for the students and deliver their needs to the Assembly.
8. The iEARN youth representative be for a term of 2 years, with elections to be made every October (2004)

Procedure for dealing with Assembly Members/representatives who are not meeting the obligations of Assembly/ iEARN membership

Currently obligations of Assembly Members are listed in:

- (1) iEARN Constitution
- (2) Operational decisions of iEARN Assembly (these can be found in the iEARN International Annual Reports)
- (3) Guidelines mentioned in the application forms for iEARN Centre and Representative

These may be affected by other decisions which might be made by the Assembly)

Procedures

A. INITIATION OF PROBLEM DISCUSSION

It should start with a written statement from a person or group in iEARN expressing that they are not happy with some specific situation in which the Assembly Member or country representative was involved.

The written statement should go to the Assembly member/representative and should include what happened, when it happened, how it impacted the person or group and suggestions for how the situation should be improved.

The Assembly member /representative should respond to the person or group as soon as possible - preferably in 2 weeks and not more than 4 weeks.

B. EFFORT TO FIND SOLUTION BETWEEN THE PARTIES

After that there are two possibilities:

- (1) The problem is solved to the satisfaction of both parties.
- (2) One of the parties is still dissatisfied.

C. IF THE SOLUTION BETWEEN THE PARTIES IS NOT FOUND

In case (2) the dissatisfied party should explore all possible ways of finding a solution within the local community or country, for example addressing the Center Board of Directors, Facilitation Team or others.

If the problem has not been solved by appealing to local bodies, then there are two options in order of preference;

- (1) Both parties agree on submitting one document to the Executive Council describing the problem, and attach to it the

previous correspondence – as completely as possible.

Then the Executive Council must analyze the situation by communicating with both parties trying to clarify the situation and work towards a common solution

(2)The person or group addresses the Executive Council describing the problem and attaches to it the previous correspondence - as completely as possible.

Then the Executive Council must analyze the situation taking the following steps:

- Request a written document from the second party describing its opinion (the second party would have 2 weeks to respond);
- After having received written opinions from both parties, the Executive Council might consider gathering additional information from third parties about the situation.
- If deemed necessary the Executive Council might consider taking other steps, for example deciding to send a representative to investigate the situation locally.

If the problem is not solved by the steps above, the Executive Council will within a period of two months present to the Assembly a report about the situation including recommendations for final steps, or (if the EC needs more time to investigate) an update and projected timeline. A copy of this report will be sent to all parties in question. Assembly members will have the opportunity to ask additional questions of the Executive Council, but the EC. has the right to decide how much information is appropriate to share.

D. URGENT SITUATIONS

In the case when a situation requires urgent action an Assembly Member seconded by at least two other Assembly Members may request an immediate investigation of by the Executive Council. As soon as possible but no later than two weeks the Executive Council will inform the Assembly.

E. POSSIBLE ACTIONS BY THE EC AND/OR ASSEMBLY AFTER THE INVESTIGATION

The actions will depend on causes of the problem discovered in the investigation/analysis such as

- lack of resources
- lack of skills or knowledge
- lack of time
- internal (within a center/country) problems or interference
- external problems or interference
- lack of commitment
- conflict of interest
- criminal activity
- unethical behaviour
- others

Every attempt should be made by EC and/or Assembly to be positive and proactive.

Possible actions:

- (1) Send an official letter of dissatisfaction.
- (2) Give the parties a specified period of time to solve the problem or to show progress towards solving the problem by the deadline.
- (3) Provide the parties with an analysis of the problem along with guidelines/suggestions for finding a solution with a deadline for solving the problem or showing progress towards its solution.
- (4) Specify expected outcomes and a deadline by which these outcomes should be realized.
- (5) Recommend to center/country replacement of the coordinator/representative.
- (6) Make an immediate recommendation for the expulsion of a center or representative as described in the iEARN Constitution.

NOTE: Information gathered or provided in the process described above should preferably be communicated among EC/ Assembly members by e-mail messages rather than published in online forums or on the Web.

If the deadlines mentioned in 2, 3, and 4, above are not met, recommending expulsion is one option.

Members' Rights

- a). Each member of iEARN has the individual right to have confidential discussions with the Executive Council.

- b). All iEARN Members have the right to communicate with the Executive Council and expect mediation if required and an appropriate and timely response.
 - c). Once the Executive Council has made a recommendation to the Assembly, there is a constitutional time line within which any member of iEARN can participate in discussion by submitting opinions and questions of clarification to the Executive Council or to any member of the Assembly.
 - d). All members of iEARN have the right and ability to provide input into decisions facing the Assembly.
 - e). The Executive Council has the role to act on behalf of the Assembly and Members of iEARN, as defined by the iEARN International Constitution.
- (2004)

Inappropriate Communication

All offensive and demeaning communications which include personal attacks, insults and unsubstantiated accusations, be archived with access only to Assembly members.

(2004)

Collaboration/Partnerships

iEARN International has formally entered into collaboration or partnership with the following:

World Program and Schools Online in the "Alliance for Global Learning." (1999)

Schools on Line (2000)

ThinkQuest (2000)

SchoolNet Africa (2002)

World Education Corps (2004)

**Members of the iEARN International Assembly
June 2006**

**Argentina
Australia
Bangladesh
Bulgaria
Canada
China
Copen Family Fund
Czech Republic
Egypt
Estonia
Ghana
India
Israel
Japan
Latvia
Lebanon
Lithuania
Macedonia
Morocco
Netherlands
Orillas
Pakistan
Poland
Slovenia
South Africa
Spain
Uganda
U.K.
Ukraine
U.S.A.
Uzbekistan
Youth Representative**

Appendix 8

Accredited iEARN Representatives June 2006

Armenia - Karine Durgaryan
Bangladesh - Golam Rabbany Hiru
Benin - Tossou Hyacinthe
Cameroon - Francois Donfack
Democratic Republic of Congo - Xavier Ndonga
Ethiopia - Girma Mitiku
Indonesia - Hasnah Gasim
Italy - Guiseppe Fortunati
Jordan - Mohamed Jarrah and iEARN Committee
Mali - Soukalo Dembele
Nepal - Benita Nepal Parajuli
Palestine - Kahraman Arafa
Paraguay - Rosa Rivarola
Portugal - Ermezinda Pinto Loureiro
Senegal - Salimata Sene
Serbia and Montenegro - Katarina Mohijevic
Taiwan - Doris Wu
Togo - Abotchi Yao
Trinidad & Tobago - Gia Gaspard Taylor
Tunisia - Hela Nafti and Najah Barrah